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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC

The Medium through which the Protestant Committee of the Council of Public Instruction communicates its Proceedings and Official Announcements.

VOL. XXVIII.
JANUARY TO DECEMBER,
1908.

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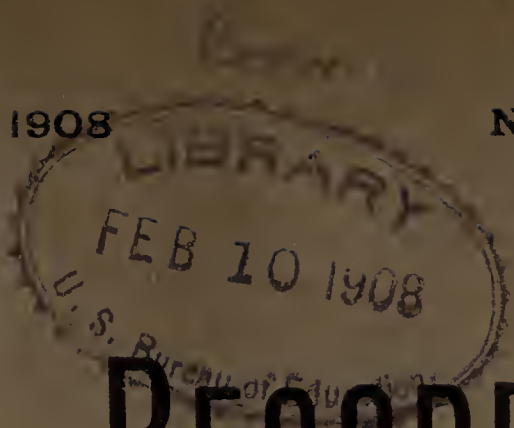
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OF THE PROVINCE OF QUEBEC

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

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Articles : Original and Selected.

CANADIAN HISTORY.

(By Miss Margaret Ross, High School, Montreal.)

When the Programme Committee requested me to read a paper on Canadian History, before this Convention, I accepted with ulterior motives. I have felt for some time that the whole subject of the place or relative importance of Canadian History in our course of study should receive attention, and that some radical changes should be made in present conditions. This meeting offers the best possible opportunity for discussion and action.

The purpose of history varies with the age and bent of the student. The professional historian studies to add to the sum of knowledge, and to satisfy the particular inclination of his historic sense; the college student sometimes for these reasons, sometimes with the less worthy one of following the line of least resistance through the university course. There is no possible question as to what the purpose of Canadian History in our public schools should be.

We have in our hands the plastic material of the country, and the country demands wise and active citizens

who can guide the forces of the present through their understanding of the past, whose problems are solved.

She demands that by studying fearlessly all sides of our history with our young people, we may establish a judicial habit of mind in the Canadians who are to shape her policy and meet her peculiar difficulties.

We are directly responsible for the student's attitude to history in after life. We may lay a foundation for later study by interesting him in historic narrative or biography, by training powers to infer, to judge, to generalize from the special fact and by kindling a desire to investigate; on the other hand we may leave with him such unpleasant associations that he goes from school with nothing stronger than a wish to forgive and forget his Canadian History.

We are all proud of the place Canada is taking in the eyes of the world; we know that with her tremendous expansion is coming to her young people a corresponding widening of outlook, and an exciting sense of growth. A Canadian nationalism is rising which we can no more check than we can subdue the spring flood of our mighty river—but this feeling at this period in our history, is peculiarly ours to direct. How are we doing this? We join in exalting Canada's present and future, but it is to be feared that the trail through her past is still being strewn with mummies and chronological dry bones.

Many causes have worked together to produce this regrettable result:—

1. It was part of the creed of our teachers that Canadian History is dry; we found it so, and we perpetuate their methods and dogmas.

2. There is little that is vivid and inspiring in the portrayal of men and events in the text-books we have used, and we have very few books of live interest for supplementary reading.

3. Canadian History is associated with home work and examinations on its first presentation, and these factors, to speak mildly, do not stimulate imagination and sentiment.

4. But we sin most of all in our course of study. Our children enter on the study of constitutional history with a nebulous idea of, and no enthusiasm for the romance period of our history. They are examined on the details of our

constitutional growth along with a mass of unrelated facts, when they are too immature to grasp more than its broadest outlines. As far as Canadian History is concerned, when the child is most eager for narrative, we are silent; when his power to infer is only beginning to develop, we give him an overdose of cause and effect; when the power to infer and criticise is well developed, we are again silent.

We hope soon to have our text-book replaced by one that possesses those characteristics of a good history, (a) judgment in choosing facts, (b) clear grouping of these facts, (c) a sense of proportion in dealing with what is essential and what is of minor importance; but the text-book alone cannot make the children enter into the spirit of the subject. It is as great an injustice to a good text-book as it is to the children if (to quote an American writer) "history sleeps while a dogmatic teacher and a little book tell weary souls what history was and did."

Our course of study is as follows:—In the 5th year of the High School we devote forty minutes a week to reading lessons on the French period, and we take up constitutional history in the 6th year when children are between 12 and 13 years old. In the public schools both French and English periods are taken up in 6th year. Pupils who go to 3rd forms of the High and Technical High Schools have about four months' review of both periods. In the provincial schools the French period is taken up in 5th year, and the English period in the 6th year.

Thus, students are graduated from our High Schools, and later on from the University with the knowledge of French rule they obtained through the medium of short reading lessons in 5th year, supplemented by about 15 hours' work in 3rd Form. The students of the Girls' High School finish French rule with the reading lessons of 5th year. Our graduates carry away with them the understanding of our constitutional history they gained at the age of 12 or 13 in 6th year, reinforced in the case of boys by a brief review in 3rd Form. As a large percentage of children in the city schools leave school before the 6th year, they go into our national life with no knowledge of our history.

1906—1st year, 2,000 children enrolled.

6th year, 540 " "

In 3rd, 4th, 5th and 6th years some hours each week are devoted to reading from a series of books on English History, which is studied formally in 7th and 8th years.

Children in 3rd, 4th and 5th years have an undeveloped, or slowly developing sense of time; they can grasp only a limited number of the details of a story, and a limited number of stories, and their memory is exact only so far as it is not burdened. In reading for four years from "Things Old and New," the children cover all the ground in English History from the early Saxon to the end of the Stuart period; their natural food, the heroes and warriors, sailors, kings, knights, is so diluted with dates, theology, literature, and constitutional questions, that nothing but confusion results to a large number. If in the same time children were given a clear view of a few leading characters and events they readily learn to group minor details around a central figure, or to drop them from memory. They have too, in some cases, three years of English history before they have a word of Canadian History, and, when at fifteen, sixteen and seventeen the pupils are really fitted mentally to grasp our constitutional growth, they are studying the history of England, Greece or Rome. Broadly speaking we are preparing our students to meet the conflicting forces of Canadian social, political and industrial life by the study of conditions that have no bearing on our national growth. Our vision of the importance of Canadian History is much narrower than that indicated by the courses of study in other Canadian cities, and it seems to be in danger of narrowing still more. A year ago the reactionary proposal to take some time from Canadian History for Latin was made.

This condition of things has arisen gradually and, I believe, unconsciously through the pressing claims of Sloyd, Nature Study, Latin, hygiene, drawing, singing, cooking and sewing, all backed by enthusiastic advocates, while no prophet has arisen to plead the rights of Canadian History.

McGill is giving this year her first course in Canadian History; some of our best thinkers are doing valuable monographic work in the field of our history; the Government is acting generously to archives. Is it not time we too mended our ways?

The gentlemen dealing directly with the course of study are ever ready to meet the corporate opinion of those doing the hard work of a subject with prompt and courteous action—there will arise no better occasion than the present for the expression of a corporate opinion. I ask your indulgence for what sounds dogmatic in advancing my views.. What follows in this paper is offered only as a basis for discussion.

Children should receive preparation in the early grades for the formal study of Canadian History.

The objection that we have already too much in the early grades may arise. Then let us cut out something. Children may safely be left to learn the structure and habits of house-flies, spiders and caterpillars from every day association with these interesting afflictions; but we, who hold in trust the lives of our heroes, should tell our children during their most impressionable period, the story of the men who went "to the dim verge of the known world," explored and settled this new world with its huge waters, coming from mysterious regions—its vast forests home of Indians and wild animals. The story of our soldiers, explorers, hunters, Indians, fur traders, is the birthright of our little Canadians, and we are depriving them of their heritage when we associate this story with home work and examinations on its first presentation.

The children will all too soon reach the prosaic geographic stage where exists no mystery but the poles, and even this reserve is in danger.

Canadian History should be introduced when the children are seven or eight, and should consist of stories of Cartier, Champlain, Maisonneuve, Frontenac, Wolfe and Montcalm.

These should be shown from their fighting and exploring sides, or with such facts as are necessary to the progress of action. It is by means of these biographies that we attach children to the rivers, mountains and plains of their land. With what keen interest will a child listen to a well-told story of the sailor of St. Malo, his four-month trips across the ocean in his 120 ton boat (Lusitania 5 days, 32,000 tons.)

Thanks to our teachers we have never seen the old Hochelaga, but if we do our plain duty, the child who

has just left off turning a chair and a cord into a fiery steed, does not need to shut his eyes to change the scene. Whole blocks in this vicinity are wiped away and replaced by long, smoky lodges filled with dogs, children, wrinkled squaws and painted braves; busy streets give place to a triple palisade with galleries, gutter and stones for the enemy.

The mountain will be dearer to the child if he follows Cartier to its summit to see unbroken forest in autumn dress stretching to the Northern Ocean, to the Eastern Ocean, to the West, where China lay—and the wide, lonely river flowing from unknown regions, the only break in a vista of forest stretching to the Gulf of Mexico. The child will understand the impulse that gave our lovely mountain its name.

Nothing in the history of any country can surpass the story of the crusaders who landed to form a settlement on the island at a time when the flickering life of Quebec was in danger of extinction from the terrible Iroquois, pursuing their fearful vengeance on the French for Champlain's attack. To quote Parkman "the project was a hand thrust into the jaw of the tiger."

The years roll away and the child sees on Custom House Square the little settlement striking roots into the soil amid scenes of wonderful beauty, where danger in its most awful form dogged the footsteps of any who passed the ditch of the fort or the palisade of the hospital. He sees the Indian children being taught by Marguerite Bourgeoys, the sick and wounded being cared for by M'lle Mance.

This is the picture presented by Parkman, not always sympathetic in dealing with the religious impulses of our pioneers.

"Some forty small compact houses were ranged parallel to the river on the line of what is now St. Paul street. On the left there was a fort, and on a rising ground at the right a massive wind mill enclosed with a wall or palisade pierced for musketry, and answering the purpose of a block-house.

Fields covered with charred and blackened stumps, between which crops were growing, stretched away to the edges of the bordering forest, and the green shaggy mountain towered over all. Such was the poverty of the nuns

that when their clothes were worn out they were forced to patch them with such material as came to hand.

Maisonneuve and Mme. D'Aillebout being once on a visit to the hospital amused themselves with trying to guess of what stuff the habits of the nuns had originally been made, and were unable to agree on the question. Their chamber which they occupied for many years, being hastily built of ill-seasoned planks, let in the piercing cold of the Canadian winter through countless cracks and chinks, and the snow drifted through in such quantities that they were sometimes obliged, the morning after a storm, to remove it with shovels. Their food would freeze on the table before them, and their coarse brown bread had to be thawed before they could cut it. These women had been nurtured in ease if not in luxury. The Iroquois would skulk at night among the houses like wolves. More than once one of these prowling savages was known to have crouched all night in a rank growth of wild mustard in the garden of the nuns, vainly hoping that one of them would come out within reach of his tomahawk. Sometimes a solitary warrior would lie hidden for days without sleep, or almost without food, behind a log, or in a thicket watching like a lynx for some straggler."

Following this description of life in Ville Marie come the story of Maisonneuve's fight on Place d'Armes, and that matchless story of the tragedy of Daulac. If there is a city on the continent whose past inspires "noblesse oblige," that city is Montreal. There is no keener reproach to the self-seeking and indifferent Montrealer of to-day than the words of that Montrealer of the past, "It is my duty and my honor to found a colony at Montreal, and I would go if every tree were an Iroquois."

As a matter of fact the average Montrealer of the present knows very little about the Montrealer of the past.

Constitutional history is abstract, and children are not fitted mentally to grasp it till they are well past 13. Many children leave school after 6th year, and I realize the necessity for giving them some knowledge of English rule, but, as the study of statesmen and thinkers is largely beyond children of 6th year age, we should either take up constitutional history along the very broadest lines, or we should only attempt a part of it. It is not a matter of

lack of time as much as it is that they cannot possibly understand what they are being called on to learn.

At present in 6th year High School, and I think I may say 6th year of the public schools, children are examined on a disconnected history for two full years, much of it incomprehensible to them.

In the examinations some make a masterly selection from the facts learned, some sort their material well enough to pass, the floundering of the submerged would be amusing were they not a pathetic reproach to our course of study.

Added to the burdens of the children there is a tendency to cut down time for writing answers. The indifferent scholar finds no difficulty in getting through. He flings his scraps of knowledge on his paper in a mass of unpunctuated bluff, forcing the unfortunate examiner to hunt through it for any germs bearing on the question. The intelligent scholar must think before he is able to write a creditable answer showing sequence of ideas free from irrelevant padding.

While we have reason to be proud of the rapidity and accuracy obtained in our schools through the requirements of examinations, we have to remember that children in the elementary grades are only learning to think clearly. If we are to take up constitutional history in 6th year, let us be free from lessons and examinations. It is true that in June the children may not possess as many facts about the Quebec Act, Union Act, Constitutional Act, B. N. A. Act, "dead-lock," "double majorities," "double shuffle," Jesuits' Estates Bill, Manitoba School Question, etc., but their understanding will lack the scars incidental to the hammering-in process, and we have some chance of accomplishing the two-fold end of history to a 12-year old child—making him a good little citizen, and giving him a taste for more. We may give them a broad view of the changes, accompanied sometimes by stress and anger, accomplished always through moderation and a spirit of compromise, that led Canada through representative institutions to its present form described thus by Bourinot:—

"Canada affords the most remarkable example that the history of the world has offered—in fact it has no parallel—of the various forms of government that exist in a community which is still in a state of dependency, and never-

theless exercises the most extensive powers of self-government”

I have studied with some care the time assigned and importance attached to history in the schools of New Brunswick, Nova Scotia, Manitoba and New York, allowing for the fact that they seem to have a year, in some cases two years, more than we have for elementary work, their programme of history study is based on clearer conceptions of the mentality of the child and the use of the subject.

In Nova Scotia two years of biographical sketches from local history precede formal study; in Manitoba a series of pictures from Ancient and Early English History, and pioneer life in Canada is the 1st year of work. In New Brunswick English and Canadian History are taken together during 5 grades, and again the 1st year is given to oral biographic work.

A perusal of the course of study in history sent me by the Superintendent of New York schools makes it a matter of little wonder to me that small Swedes, Norwegians, Italians, Germans wave the Stars and Stripes and celebrate the birth-days of Lincoln and Washington with such heartiness. No home lessons are allowed below 8th year, and the children are encouraged in every way to read history at home. History, civics and English are closely related, and a syllabus of work that ought to be an inspiration to the teacher is prepared for each grade.

In grades 4, 5 and 6 American History, in the form of biography and historical narrative, with a geographic background, is taken in connection with lessons on the duties of citizens and public officials, civic institutions, city and state governments.

In grade 7 English History, with related American and European history, is taken in connection with lessons on the rise of representative government, and discussions on powers of king, cabinet parliament, president, congress. In grade 8, American History with related European history, the study of colonial forms of government, the constitution of the U. S., and the government of New York City. This is the course for elementary schools only—a course longer than ours most assuredly.

In this work they take up Cartier, the St. Lawrence Valley, founding of Quebec, La Salle's explorations, Wolfe at

Quebec, a well-outlined view of English History with short studies of Walpole, Hastings, Clive, Wellington, Peel, Cobden, the Pitts, Disraeli, Gladstone, Dickens, Scott, Thackeray and Tennyson. They cover the ground by taking up salient characters and facts and by correlating with English. The heroes of their own land are throughout all kept before the children free from association with disagreeable processes in the early years.

Now we confront in Canada, especially in Montreal, our gateway, conditions on a smaller, but rapidly increasing scale, that caused the rapid growth in the States. What are we doing to make children of foreign parentage good Canadians? and how can a man, living in Canada, be a good Britisher without first being a good Canadian?

We face municipal, provincial and Dominion conditions imperatively demanding that our boys be trained to judge and to act—the existence of wrong in our public life is due to the apathy of men who will neither take office, nor exert themselves to put good men there.

As for our girls, I quote the Warden of the Royal Victoria College in an interesting address given to the High School girls last year, “Women should have a political conscience.”

To meet conditions of our growth we have no better weapon than Canadian History. Negative and positive lessons in citizenship meet us at every step. In the errors of the past we have the lighthouses of the future—our past successes are the finger posts to future successes. We have ample material to fire the imagination of the young, to give standards of conduct to the boys who may be called on later to subordinate party and private interests to the good of the country. We may kill that mean little racial bias in studying the romantic and incredibly hard life of our early explorers and settlers, and about the men of the same race who fought to save Canada for herself and for the Empire. We may counteract the intransigent young Canadianism so bitterly denounced by those whose tactless utterances and attitude have done much towards its growth, in studying the generous attitude of the Mother of Parliaments to a fallen foe, her just recognition of claims that leave us, to quote a recent utterance of our Minister of Finance, “the largest possible measure of freedom to do

Canada's business, realizing the truth of Kipling's lines, "Daughter am I in my mother's house, but mistress in my own" In fact we may give ideals of citizenship, inspire patriotism and imperial thinking without saying a word about citizenship, patriotism or imperialism.

I have taxed your patience with much destructive criticism, as something constructive, and again only as a basis for discussion. I offer the following outline of work :

In 2nd, 3rd and 4th years, selected biographies and narratives from Canadian and early English History. No text-books.

5th year, French period to 1713 from text-book, taken with a broad outline of the Stuart period, which presents constitutional changes associated with plenty of action. Things old and new Pt. VI., for class Reader.

6th year, finish French period, take up English rule in Canada, dwelling on such provisions of acts and treaties as are absolutely essential to a clear idea of our growth, and dwelling on the great nation-makers only.

7th year, French period in full, taken with British History to 1760.

8th year, Canadian Constitutional History, taken with English History, 1760 to present.

More time than at present allotted to history in 7th and 8th years, and no home work or June examinations below 7th year.

I am aware that my last suggestion is radical. I am not in any degree sympathetic with modern tendencies to make everything easy for the child, that he may peacefully absorb information instead of making some strenuous efforts to give knowledge, but history and literature require special treatment. At best the amount learned in school is small, and everything depends on whether the student has acquired a taste for reading and observing. One of our best scholars and deepest thinkers stated in my hearing recently that he was years recovering from a distaste for Shakespeare contracted in process of cramming. There is little doubt that the same cause has placed Canadian History on our educational back shelves.

Many of my hearers expected to receive suggestions as to methods of work. I am sorry that I have been anything but helpful in that respect.

In 5th year we use the text-book only when the children have such a clear vision of Cartier, Champlain, Maisonneuve, La Salle, Frontenac, Wolfe and Montcalm, that they group the other characters fairly well around these. They draw maps showing sections of country occupied by Hurons, Iroquois and Algonquins; Cartier's voyages; Champlain's expeditions; La Salle's explorations; the English, French and disputed territory at the commencement of the Seven Years' War. Some boy with artistic tendencies draws on the blackboard a reproduction of Champlain's "Habitation," his drawing of an Indian Village, an arquebus and any picture bearing on the work; the boys themselves make very good picture collections. They copy the inscriptions on the Shaft in Place Youville, on Maisonneuve's Monument, the tablets on the Custom House, and all other tablets they can find in the city. In the Spring quite a number go out to see the ruins of La Salle's house on Lower Lachine Road.

For reading we use:—

Edgar's "*Romance of Canadian History*," an admirable collection of Parkman's most graphic descriptions,

Stories of New France, three in this collection are exceedingly well told, viz: "Heroine of Castle Dangerous," "Heroes of the Long Sault," and "Marguerite Roberval."

Some chapters describing the life and customs of the habitant from Robert's History of Canada; some chapters from "Maids and Matrons of New France"; and in the Spring we read all the chapters from "Seats of the Mighty" that show the villainy of Bigot, the weakness of Vaudreuil, the unhappy situation of the brave Montcalm, and the vivid closing scene on the Plains of Abraham. I tell them the main points of the story as we go on.

Then they write important little compositions chiefly belaboring Bigot, letting slip occasionally out of their boys' reserve shy little bursts of sorrow for Montcalm and Wolfe. They have learned to love the heroes of their own land, and they have seen the evil bad men in power can compass. The measure of their appreciation of Parkman is shown by the marks of moist and excited fingers on certain pages of the Parkman volumes in the Boys' Library.

To cover the ground in 6th year and prepare children for the June examinations, nothing but cramming with its

resultant mental indigestion seems possible. A few maps of the English period are hanging on the walls of No. 19 room on this flat if any teacher would care to see them.

Hard reading and much enthusiasm are needed as well as a re-adjusted course of study. In facing her hard and ill-recompensed work, the teacher of this province needs the philosophy of the serving-woman in Felix Holt, who, in answer to her mistress's contemptuous question, "And what are *your* pleasures, Denner?" replied, "Oh, there's pleasure in knowing one's not a fool.....and in doing one's business well."

In doing our work to the best of our ability we have the satisfaction of knowing that we are helping the young Canadian to "hitch his waggon to a star."

GEOGRAPHY:

I hear many teachers complaining of their pupils' lack of interest in studying geography. As I have no trouble in that direction, perhaps I can help some fellow-teacher who has. They complain that the pupils regard geography as a dry study, and in some instances rebel entirely and refuse to study it. I find that my pupils like this study as much as nature study, and we all know that all children like that. If a teacher is a lover of nature and takes an interest in the difference of vegetation and animals of the various heat belts, and in the races of people who seem to be adapted to them, it seems to me that interest will surely be aroused in the pupil also. In all my geography work I have the pupils search at home for illustrations and items of interest upon the subject and bring them to school. They bring statistics, stories, books of travel, etc., which they take a delight in showing their fellow pupils, and which we read together. We have a scrap book in which we paste many of the pictures. We write descriptions of the different countries and different nations and illustrate them. The descriptions of plants and animals the pupils illustrate by their own drawings. They care more for books of travel and description than Indian or other stories as most children do, and never seem to tire of the study of geography.

MEMORY TYPES IN SPELLING.

F. N. Spindler, Professor of Psychology and Pedagogy, State Normal School, Stevens Point, Wisconsin.

Learning to spell correctly seems to be largely a matter of personal temperament. In a well-known article published in the *Forum* on the "Futility of the Spelling Grind," J. M. Rice sets forth the results of his investigation of a large number of schools as to methods of teaching spelling and the results. He says that in many cases the spelling faculty is weak, and perfection could never be attained, for many children cannot learn in eight years to spell even one thousand words correctly, and the ordinary person uses at least fifteen thousand words in adult life; hence perfection for many is impossible.

Some bright people, he says, can never learn to spell correctly, many dull ones can. Environment had no influence, for slum children learn to spell as readily and correctly as the children of the rich. Previous training he found made little difference, for in the eighth grade results showed that previous training in the lower grades had little or no effect. He claims maturity is a great factor rather than any one method; a claim sustained by more recent investigation. He qualifies this, however, by admitting that the best spellers were often found among the youngest and brightest pupils of any grade.

He insists that there was no relation between methods and results, the results were the same under all methods. His conclusion seems to be that results are not due to any one method, but to the intensity and the ability of the teacher and the correct use of the chosen method. Many of these conclusions we may assent to, but it would seem that all these different results with the same methods, and same results with varying methods, would show that learning to spell is a matter in which the psychological temperament of each child is the most important factor, and the factor most generally overlooked. No one method will be best for all of any ten children; this is the keynote of this article.

When we consider the psychology of learning to spell it does not inspire us with much enthusiasm for the spelling grind rendered necessary by our obsolete and absurd spell-

ing, as F. A. Fernald says in *Popular Science Monthly*: "The spelling of each word must be learned by an act of sheer memory; reasoning must be subdued. Logical following of rules, so necessary in life and so useful, only brings confusion, trouble and distrust in spelling, all tendency to reasoning is suppressed; the child becomes a blind and slavish follower of authority, and gets the idea that cramming is better than reasoning, and that reason is a bad guide. He gets wedded to mere form of words, and thinks they are more important than thoughts."

Let us examine more carefully the mental processes involved in spelling. As suggested by Lloyd Morgan, let us take any common word as "flag." Of course at first to the child the visual impression of the word is a mere sense impression. He may be led by seeing the word written or printed to have an idea of the word as a whole, so that he can sound the word and thus associate sound and motor articulatory feelings with the visual impression. He now is able when he sees the word to perceive it as a vague whole, but he has not yet a true, logical percept of the written or printed word.

So far we have sensation, perception and memory; we have visual and auditory and motor images of a crude sort and no great trouble as yet. Now we wish to lead the child to a clear, definite, logical, complete percept of the word. We analyze it into its elements; these elements are of course, in a sense, strictly artificial—a construction of civilization. We make "f" predominant, and note relation to "lag," then "l," and note position and relation to "f" and "ag," and so on, making predominant the visual forms, and at the same time the sounds and articulations of the letters. He thus associates visual forms, sounds and motor throat feelings in a certain definite order; he thus perceives more or less consciously particular relations. Now he synthesizes these elements of sight and sound and motor feeling into a whole word and whole sound and whole motor feeling, and has a clear, definite, complete percept of the word "flag."

We have, so far, visual impressions, sound impressions and motor impressions of the elements of the word joined by association, these by repetition become fixed in the memory, but there is trouble for the child in trying to re-

spell the word, the names of "f" and "l" agree closely to the pronunciation sounds in flag, but the names of "a" and "g" differ markedly for the ear and throat from the sound value in flag; so here is a complication, an exception, a qualification that must simply be learned by brute memory without any reason. This is true of almost all English words.

When the child begins to write he must add another complicated set or series of associations to his already complicated memories necessary to keep in mind a simple word like flag.

It is evident that learning to spell involves first clear visual power, so as to get correct forms of words and letters; this may be lacking, owing to astigmatism--incorrect focusing of the eyes, near-sightedness, or careless habits of observation, deficient power of eye movements, so that proper space relations of letters are not readily gained.

The child deficient in the above ways might, if of extremely accurate hearing, learn to spell by sounds and associate sound with throat and arm movements, and become a good speller if he could get oral practice sufficient, but this is generally lacking; and again, the child of deficient visual power may also have defective hearing and be incapable of sound analysis and association.

Owing to the above-mentioned, bewildering contradictions between the sounds of our letters and their names it does not seem that phonics necessarily add at all to correct spelling. It is simply a problem of getting a continuous series of letters learned, so that they are infallibly associated and rapidly recalled by the law of simultaneous or of successive association.

It is true that the material will generally be gotten through visual perception, but it by no means follows that the words are retained by all in visual terms. All types but the visual are generally neglected and are at a disadvantage. The visualizer, if of equal retentiveness, learns to spell correctly, while the auditory and motor types are not led or able to turn their visual impressions into mental images, and they are not practised in getting their letters and words into their own mental terms, which they can retain.

Let us consider for a moment the different memory types. First, the visual type—this is most common, especially in girls and women. Everything is remembered in visual images. Here the problem of spelling is relatively simple. If the visual impressions of the words are clear, and the native retentiveness is good, the words will be retained as seen with little effort, and correlated by practice to motor arm and throat images.

The person of predominatingly visual type cannot imagine how those who have few or no visual memories can think at all. Most women teachers are visualizers, and have little appreciation, naturally, of the difficulties of the auditory or motor type of child.

Even the motor images of the visualizer are not so much mere muscular feelings as visual pictures of arm movements, as in writing. This is evidenced by the inability of many to write well in the dark or with the eyes closed. The visualizer, however, probably learns most easily to fix words and to spell.

The auditory type remembers letters and words not as seen but only as sounds. He retains heard letters best, or translates seen letters into sounds and so retains them. The differences between the names of letters and their sound value in combinations must bother such, for he must learn the spelling of a word as a succession of sounds. The type is less common than the visual, and probably have difficulty in modern schools to learn correct spelling. They have not the advantage their fathers and mothers had in the old spelling contests.

The motor type is sometimes found, generally among the boys. Letters are not sounds nor pictures but throat and arm feelings. Many who think that they are auditory are motor. The only images many have of sound are incipient articulatory feelings from the throat, etc. The motor type then must translate the visual impressions of letters into motor articulatory images, and then learn the series by association and connect each articulatory image to its proper arm feeling. This type may be poor spellers because of defective visual, articulatory or motor arm power.

Many pupils are of the mixed type, remembering somewhat in visual terms, but helped by sound and by motor images; the type however cannot be assumed in any case

but can only be found by tests, but these tests are seldom made. It is certain that no one method can reach all the pupils of a school; many individuals require special treatment and methods adapted particularly to their peculiar types, troubles and defects.

Some simple tests for types may be noted:—

First. Hold mouth open and try to image the words mother, bottle, trumpet. If you can image the word visually with no trouble and no tendency to close the mouth, you are of the visual type; if you can image the word auditorially you are probably ear minded. If there is a strong tendency to close or move the mouth and impossibility of imaging the sight or sound of the word you are of the motor type.

Second. Picture any absent room, can you see it all at once clearly? If so you are of visual type. If you must move your eyes slightly and construct image by pieces you are partly motor.

Third. Do you recognize friends directly by the sound of the voice, or when you hear the voice do you first picture friend?

Fourth. How do you remember musical notes?

(1). If you hear them in head and are able to imagine a note higher than you can sing, you are auditory.

(2). If you feel them in throat and cannot imagine a note higher than you can sing, you are motor.

(3). If you remember in terms of a visual musical scale you are visual.

Fifth. How do you learn by heart?

Sixth. In what terms do you dream?

Seventh. How do you read to yourself?

Eighth. Can you do mirror writing easily and quickly? If so you are of motor type, for if a visualizer this involves a confusing reversal, but for motor persons involves only symmetrical muscular movement feelings in the left arm.

These tests, if applied to yourself, will give a better comprehension of the differences in people, and will give you sympathy for the difficulties different children encounter in learning to read and spell, and will lead you to test them individually. You can learn a good deal from the child, as to his type, by questioning him along above lines. You can also use some simple indirect tests as suggested by Binet; *e.g.*:—

Display or uncover a list of ten written words, one every two seconds, and have the class write the words remembered at the end of the exercise. Pronounce ten simple words at intervals of two seconds, and have the children write the words remembered at the end of the exercise. Give another list pronouncing the words as above, and have the students write and pronounce each word and re-write at the end of exercise the words remembered. The first is to test visualizers, the second audiles, the third motiles or else the mixed type. In a few days prove your conclusions by seeing which list is best remembered.

We may conclude that learning to spell correctly rests upon clear perception, power of discrimination and analysis, power of seeing special relations, frequent repetition, and native quality of brain retentiveness.

The visualizer has the advantage in repetition. Form and series in any type to be fixed must be often repeated. The concensus of opinion seems to be that to correct a mistaken spelling habit in a pupil, repeating or rewriting at intervals is much more effective than a larger number of repetitions at one time. Since attention is necessary for clear impressions, and attention depends upon interest, and interest depends upon appeal direct or indirect, our methods must be such as to appeal in some way to each individual, and if we cannot appeal to direct interest let us use all sorts of incentives if necessary, spelling matches, contests, prizes, posting of misspelled words, anything but punishment and excessive fault finding.

Words misspelled by students in their written work should be respelled correctly by them at intervals until the correct form is fixed. Let this respelling by the student be writing to dictation, spelling orally, or writing the words and at the same time pronouncing each letter, himself, aloud, and it will appeal in some way to every mental type and result in a correct image in the favorite memory terms of each pupil. Some pupils will need special exercises along their natural mental types, and this you can give by determining the type by ample tests as mentioned above. Writing or repeating spelling of a word too many times at one sitting deadens interest, becomes purely mechanical, and does not necessarily mean analysis into letters, seeing space relations of each letter to the others,

and synthesizing into a correct percept, which is certainly of primary importance.

Careful observation, correct analysis and synthesis, and then sensible repetition at intervals in the students' memory types are the essentials of learning to spell correctly and easily.—*Education*.

MOTTOES FOR TEACHERS,

1. Let every lesson have a definite or leading point.
2. Be sure the point chosen is the right one.
3. Things before words.
4. Telling is not teaching
5. Praise the work rather than the child.
6. Individual recitation is the safeguard to thoroughness.
7. Work with the individual.
8. Talk with, not to, the children.
9. That teacher is most successful, other things being equal, who hides herself in her subject, that her pupils may suppose that they find out everything for themselves. A reliance upon their own intellectual ability is thus developed.
10. To become proficient in any profession there are three things necessary—nature, study, practice.
11. A person is worth in this world the effects he can produce—no more, no less.
12. Books, like friends, should be few and well chosen.
13. Absence of occupation is not rest.
14. Blessed is he who has found his work; let him ask no greater blessing.
15. Be not simply good; be good for something.
16. Have a purpose in life, and, having it, throw into your work such strength of mind and might as God has given you.—*Boons County (Iowa) Normal Institute*.

The teacher should observe closely the result of his plans and note where they are successful and where a failure, and should govern his future accordingly. Let him review each evening the work of the day and try and find a mistake he has made, and resolve to do better the next day

—*G. W. Lind.*

AN OVERWORKED ELOCUTIONIST.

Once there was a little boy, whose name was Robert
 Reece ;
 And every Friday afternoon he had to speak a piece.
 So many poems thus he learned, that soon he had a store
 Of recitations in his head, and still kept learning more.
 And now this is what happened : He was called upon one
 week,
 And totally forgot the piece he was about to speak !
 His brain he cudgeled—not a word remained within his
 head !
 And so he spoke at random, and this is what he said :
 “ My Beautiful, my Beautiful, who standest proudly by,
 It was the schooner *Hesperus*, the breaking waves dashed
 high !
 Why is the Forum crowded ? What means this stir in
 Rome ?
 Under a spreading chestnut tree there is no place like
 home !
 When Freedom from her mountain height cried, Twinkle,
 little star,
 Shoot if you must this gray old head, King Henry of
 Navarre !
 Roll on, thou deep and dark blue castled crag of Dra-
 chenfels,
 My name is Norval, on the Grampian Hills, ring out, wild
 bells :
 If you're waking, call me early, to be or not to be,
 The curfew must not ring to-night ! Oh, woodman, spare
 that tree !
 Charge, Chester, charge ! On, Stanley, on ! And let who
 will be clever !
 The boy stood on the burning deck, but I go on forever !”
 His elocution was superb, his voice and gesture fine ;
 His schoolmates all applauded as he finished the last line.
 “ I see it does not matter,” Robert thought, “ what words I
 say,
 So long as I declaim with oratorical display !”

—*Carolyn Wells.*

SCHOOL GARDENS.

“The backbone of a nation’s prosperity is the man who makes something grow. In our country the science of Nature study is only in its infancy. The school garden that was once poo-hoohed as a foolish fad is now accepted by the United States Commissioner of Education and by the leading universities of the land as vital to our public-school system as manual training of any sort,” writes Herbert D. Ward in the *May Woman’s Home Companion*.

“The first school garden in the United States was started sixteen years ago by Henry L. Clapp in the George Putnam Grammar School in Boston. Over eighty years ago Austria and Sweden began the movement. At present no rural school in Sweden is without one. Russia is far ahead of us. There are over twenty thousand in Austria and thirty thousand in France. The reason why school gardens are fostered by foreign governments is that wherever they exist there is a decrease of misery and poverty and an increase in the birth rate and in the appreciation of Nature.”

THE MORNING GREETING.

Try to start the day pleasantly. A bright smile, a kindly word before school opens, does much towards establishing the success that is to crown the day. Many a dark face among your pupils is only the reflection of your own; for nothing is so catching as a cheerful expression.

Encourage your pupils to greet you before the bell rings; to take your hand and wish you “Good morning.” Talk with them when you have five minutes to spare—waiting for the classes to change—of the meaning of the common greeting. Does it really mean that you wish the morning to be good?

DISCIPLINE

In the first place, it should be understood that there are two kinds of discipline. One is the discipline of the policeman that controls through fear, and is only a force so

long as the teacher stands over her class with a club, so to speak. While this is much better than no discipline, it is a pretty poor substitute for true discipline, the discipline that controls because the pupils feel that the teacher is their friend and because they yield a happy obedience to the strength of her personality. The ability to gain this sort of discipline depends a good deal upon the personality of the teacher, and if there is a right spirit behind a right personality a teacher will quickly work out her own methods, but, as far as an observer can judge, certain things are necessary to secure success.

First of all, a teacher must be perfectly sincere, and must herself be what she wishes her pupils to be. Older people may be deceived by assumed character, but children never. A teacher who has no interest in her work, and who has no interest in children, has no place in the school-room. No amount of training can ever make her a successful teacher. Such a teacher is simply doing a day's work for the pay as she would a day's work in a mill. The writer does not for a moment intimate that a teacher does not work for the pay. Every teacher does. Anything to the contrary is the cheapest nonsense. A man speaking recently before a gathering of teachers grew eloquent on the noble profession of teaching. In glowing terms he showed the teacher's opportunity for moulding the character of future statesmen, and then he declared, in effect, that the true teacher is above the sordid consideration of such a matter as salary. All this was very fine and was received with rounds of applause by the audience. But every person in the room who gave the matter any thought, knew that it was nonsense, used simply for oratorical effect. At least, every superintendent who has had occasion to settle salary matters with teachers knew it. The teacher works for her salary just as truly as a young woman works in a mill for her day's wages, and it is right that she should do so; still, there is a wide difference in the character of the two employments if the teacher's work is well done. The woman in the mill has certain mechanical acts to perform. If she does these accurately and well it makes no difference what her mental attitude is. She may dislike the work intensely, but as long as the work is well done her character and personality make no difference in the result.

The teacher has the mechanical parts of her work to perform, but these are but a small part of the true teacher's duties. In the moulding of immortal souls her work rises to the sublime. The pupils must not only be taught the daily lessons but they must be led to appreciate that which is high and noble in character, and this can only be done by a teacher who is thoroughly sincere and who is herself what she wishes to influence her pupils to become. If a teacher will honestly examine herself she can decide as well as anyone else whether she measures up to this standard or not, and if she finds herself forced to admit that she does not meet the requirements, she can do much to put herself into the right attitude if she honestly and truly wishes to do so. The pith of this matter is in the will rather than in the deed. It often happens that a teacher who is a brilliant scholar, who always has excellent order in her school and whose pupils are always among the best in scholarship, wonders why she is not selected for positions of authority, and why teachers who are seemingly less brilliant are promoted over her. Such a teacher has made the mechanical part of her work as nearly perfect as it can be made. Let her examine herself honestly and see if she measures up to the standard mentioned above. It is very possible that such an examination will help her to see the reason for things that she has not understood.

The next step for acquiring good discipline is for the teacher to establish the right relations between the pupils and herself. There must be a feeling of sympathy, a bond of common interest that is very hard to describe but is quickly seen when it exists. The very air in the room is full of it. It is almost impossible to give a teacher any specific directions as to how she shall gain this relation, but any teacher may set out deliberately to gain the good-will of her pupils. There are thousands of ways, little acts of kindness in school and out, pleasant words of greeting whenever the pupils are met, an interest in the personal affairs of the children, and, when practicable, visits to the homes of the children. The teacher will soon find that not only are the children responding to the advances, but she is herself becoming interested in the children, and this is the great thing to be gained.

When the right relation is established, a teacher feels that she holds her school absolutely in her hands. There is no more any question of discipline as far as that school is concerned. There is something almost inspiring in the influence that such a teacher holds over her pupils, and the value of the impressions that she can make upon the characters of the children cannot be measured. But, let not a teacher think for a moment that this relation can be established by yielding in matters of discipline. Children have little respect for a weak teacher. She must be firm as a rock in everything that pertains to the good of the school. A single illustration will help to make the meaning clear.

The writer once knew a school in which the order was simply perfect. Apparently the pupils had no thought except to carry out the wishes of the teacher. It was easy to see that the most cordial feeling existed between the teacher and pupils. If anything funny happened upon the school-grounds at recess the pupils would run to their teacher to tell her about it and to enjoy the fun with her. And they were equally free to bring their troubles and trials to her, always sure of a sympathetic hearing and help whenever help was possible. And yet every pupil in the room knew that any infraction of the lines of good conduct, either in the school-room or upon the school-grounds, would bring some kind of punishment, swift and sure. The children respected their teacher because they knew that the punishment would never come unless it was fully deserved, and that it would be absolutely impartial and fair.

The third requirement necessary to secure good discipline may, then, be fairness. The pupils must feel that the teacher will be absolutely fair and impartial under all circumstances. Before any punishment is inflicted a teacher should investigate carefully to be sure that she is right. It is always safer not to punish hastily. The word "punishment" as here used does not mean corporal punishment, but any kind of punishment. It always pays a teacher to think the matter over carefully and to consider all sides of the question. Very often a little thought will show that the act which seemed to deserve punishment was either unintentional or the motive was entirely different from

what the teacher at first supposed. And after all, it is the motive that counts. If a teacher finds that she has made a mistake, let her say so frankly and ask pardon of the pupil falsely accused, just as she would of any person outside of school. It is the poorest kind of policy to try to "crawl out" of an error.

It is almost safe to say that a good teacher never makes rules, and it is quite safe to say that the making of rules has been the cause of more trouble to young teachers than any other one thing. There is never the slightest reason for making rules and there are many excellent reasons for not making them. In the first place, a rule has no effect that a simple command or expression of a wish does not have. If a teacher cannot enforce a simple command, or an expression of a wish, she cannot enforce a rule. A young teacher is quite likely to think that there is something in the nature of a rule that the children will respect and that it will enforce itself. To the teacher's mind a rule partakes something of the nature of a law that most people regard with a certain amount of respect. But she will very quickly find that the pupils have no respect for rules.

If a teacher decides that she does not wish to have the pupils whisper, let her say so. Then if some pupil continues to whisper, the teacher is free to take any means that she thinks best to compel him to regard her wish; but if for any reason it does not seem best to take note of the offence, she is at liberty to overlook it. On the other hand, if she makes a rule, she is bound to punish the first pupil that breaks it or her control is lost. And it may often happen that, for some reason, she may not wish to punish the offender. A couple of instances will illustrate this.

A young teacher became exasperated by repeated cases of tardiness and she made a rule that tardy pupils should stay half an hour after school. It happened that the first pupil to be tardy was late because his parents had kept him at home for some unavoidable reason. The teacher felt obliged to keep the boy the half hour after school because she made a rule. The parents were very angry about the matter and made a complaint to the school board. While perhaps the teacher had a right to do what she did, it certainly was a foolish thing to do and the teacher had to admit it.

Another young teacher made a rule that any pupil who whispered should stand on the floor for fifteen minutes. It happened that a girl accidentally dropped her handkerchief and a boy sitting near handed it to her. Involuntarily the girl said, "Thank you," and under the rule she had to stand for the stated time. Perhaps it was not wise to enforce the rule in that case, but the lack of wisdom came in making the rule. The whole substance of the thing is this: If a teacher is strong enough to enforce a rule she can just as easily enforce a simple command or expressed wish, and she will be saved lots of trouble.

Another important point—a teacher must control herself. A teacher who allows herself to get angry and loses control of herself, cannot expect to control a school. The pupils quickly lose all respect for such a teacher and do things to make her angry, just for fun. Also, right along this line, a teacher must not allow herself to get nervous and irritated. The school will quickly reflect the spirit and things will be out of tune generally. The best thing that a teacher can do, when she finds that she is getting nervous, is to sit at her desk quietly until she can throw off the feeling. Or, perhaps the teacher may stop all school work and ask the children to sing songs that they like. Anything that will restore the teacher's mental equilibrium is good.

Few teachers understand the power of silence. It often happens that a school gets to going badly. Everything seems to be out of gear. In such cases, instead of scolding and fretting, let the teacher stand quietly before the school without saying a word. The effect will be surprising. If the teacher has any influence, the school will soon be quiet and orderly. No matter how much work is waiting to be done, a teacher will accomplish more in the end by securing first the right condition for work. Also, a teacher should never begin a recitation until every pupil in the class is quiet and attentive. Here, again, time is not wasted by waiting. One often visits a school-room which seems to be continually in a turmoil. Everything is hurry and rush. As soon as the teacher finishes one recitation she hurries to begin another, while the pupils are all in confusion, putting away and getting books and papers. The teacher appears worried and harassed and at night she

is thoroughly tired out. She is always talking about the amount of work to be done and the short time in which to do it, whenever she can corner the superintendent, or anyone else who will listen to her. It is a refreshing contrast to visit a school-room where everything is quiet and restful. One recitation is completed, books put away, and the pupils quickly at work. Another recitation is called, the teacher standing quietly before her class until everyone is ready, and then the work begins in a quiet and orderly manner. This teacher always has time enough to do everything and gets excellent results. Which is the more attractive picture? It requires some self-control for a teacher to take the part in the second picture, but any teacher can do it if she will. She must make herself do it. It is simply a question of will power.—

By a Veteran in "Popular Educator."

SOME GENERAL HINTS.

The chief objects of reading are to get an understanding of the author's thought and feelings and to be able to show his thought in reading his work aloud.

To attain these objects spend a great deal of time each day in a word study, concentrating the child's attention upon the word itself: its form, sound, and meaning, that he may be able to associate all three.

Begin with a few words, add new ones slowly, and review often. Have all the new words in the lesson written on the board. Accustom the pupils to look there for something new daily, and reward their attentiveness by an interesting short story, a question, or a stanza of poetry, including some of the new-words. Strive to arouse an intense interest in the discovery of new words.

Do not allow the pupils to attempt reading aloud until they have become so familiar with the words that they can call them readily at sight and show that they thoroughly understand the meaning.

As the pupils advance spend more time on the thought expressed in the selection read. Question the pupils about what they read, making sure that they are getting something more than mere words. Have them tell in their own

words the stories read, and endeavor to instil into their minds the idea that reading aloud is simply telling another's thoughts in another's words.

It is a mistake to drill too long on one exercise. As soon as the words are readily recognized and their meanings are understood, it will stimulate interest to take up a new selection. Frequent reviews should be given, however. The pupil's interest will be further excited if he is permitted to read interesting selections at sight.

In the reading lesson, in even the lowest classes, always avoid high, harsh tones, and break up that sing-song style so prevalent in many schools. In the lowest classes give careful attention to defects in oral reading. Otherwise, the children will form incorrect habits which will follow them through succeeding years.

See that all pupils take a correct position in reading: have them stand erect.

Insist upon correct pronunciation at all times. Drill frequently upon mispronounced words, using them for review work.

Encourage the pupils to read outside of school, and have them tell in clear, concise language about what they have read.—*Canadian Teacher*.

SUCCESS.

What is success in teaching? Success in teaching is success in inducing boys or girls to make the most of themselves—seeking knowledge, trying to do right, to understand themselves and the world, to control themselves, obtaining fixed habits, being industrious, gaining proper personal habits and culture, and reverence for the best things, turning toward the Creator as the sunflower turns toward the orb of day.

Measure your success, O teacher, by the proper kind of yard-stick. "Pages are not progress." Look at this in its broadest aspect. If, ten years from now, a pupil says, "I do not know what lessons I learned at school, but I do know I determined to be something, to make something of myself," you will have been a successful teacher, as far as that pupil is concerned.—*Canadian Teacher*.

REPORTS OF EXAMINERS.

ARITHMETIC, GRADE I. ACADEMY.

The first three questions were generally well understood and the great majority of pupils solved them correctly.

In No. 4 there were two mistakes in general, common to one or two pupils from each school. One was to add the train length twice, another not to add it at all.

In No. 5 there were many wild efforts, and pages were covered with labored solutions and reductions up and down of square, avoirdupois and cubic measures. The shortest solution given took six square feet as one cubic foot of water and had the answer in almost a square inch, while most pupils took nearly a square foot for their solution.

Question six was generally well answered and clearly stated throughout.

ARITHMETIC, GRADE III. MODEL.

Question 2 was generally well done, but too many took the interest on \$1,250 as the sum to be raised on \$1,500 in 4 years instead of \$200, and so got too large a rate.

Question 3 deceived many, who replied that the man neither gained nor lost by his transaction.

Question 4 was solved by most pupils, but a number lost their decimal *point*.

Question 5 was solved by all as far as finding the square yards of the field, but several *divided by four* to find the side of the square field equal in area.

Question 6, though worked correctly by many, yet gave trouble to a few, who could not tell when done which he had experienced, loss or gain.

Question 7 was lost by about half the pupils. There was no particular failure, only a general confusion and misconception.

Question 8 was done correctly by the majority, but good many failed to find the feet in fence required. It was evident that the failure was due to inability to *convert rods to feet*.

Question 9. The same failing appeared in many papers,

namely, inability to manage the 10 months and 18 days correctly. This resulted in many answers being wrong in the units of dollars and in the cents, and as this part gave evidence of deepest knowledge it called for most marks which were lost to such pupils.

Question 10 was generally done correctly, but often it was difficult for pupils to be sure which measure to divide the area by, and some who used long measure lost the example.

ARITHMETIC, GRADE II. MODEL.

Questions 1, 2, 3, 4 on fractions were well answered. At times a school, or a pupil in a school, would be found to fail to invert the fractional divisor or go wild astray in locating the decimal point in No. 2.

Question 5 puzzled a good many, but most pupils who failed did so by taking $\frac{1.50}{100}$ or $\frac{3}{20}$ as the quantity from which he sold $\frac{5}{17}$ and come out far astray.

Question 6 was correctly done with few exceptions. "Prove your work" was of most trouble, and was the cause of almost all failures.

Question 7 was well understood and generally solved correctly, but while some did it in a few lines others took a page. These latter had apparently been victims of the statement fad in its over done form.

Question 8 was found difficult by very many pupils. Most of the trouble was found in subtraction and in multiplying the compound quantity by 18c.

Question 9 about the steamer gave trouble to many, who took \$18,000 as the whole cost of the vessel. This was due to haste and can only be prevented by more care in analyzing questions before solving them.

Question 10 presented the same trouble as No. 6, in multiplying the compound quantity by \$4.00.

MENTAL AND RAPID ARITHMETIC, MODEL II. AND III.

Both grades need to exercise more care and less haste in putting down their replies.

It is quite evident from the answer papers that some-

schools pay more attention to these features of arithmetic than others do. Sometimes a whole school would almost clean up the paper one after another, then again another school would fail to do anything creditable and hardly make a pass.

One other observation was that few pupils excelled in both mental and rapid. It was a common thing to find a pupil do only a couple of examples on the mental page and then do every example on the rapid pages and vice versa.

This was not the fault of the schools, but was due to the individuality of the pupils, for it was found in nearly all schools.

The most surprising failure was found in the *inability of many pupils to do subtraction*. For this reason fully four-fifth of the pupils lost the majority of the digits after the second or third in the quotient of the big example in division. It seems too bad to have pupils fail in so simple a feature of their work and lose the best part of 16 marks for their failure in simple subtraction.

One other point may be noted, namely, when the pupils are asked to add vertically and horizontally, they frequently add each example horizontally or each pair of examples. It should be the teacher's place to explain this feature of these papers to their pupils each year.

GEOMETRY.

The papers, in this subject, from several schools in Grade II. Academy, were disappointing, both in form and matter. Of the 146 pupils, from the Academies who wrote, 67 obtained less than 50 p c. of the marks, and of the 29 from the Model Schools, 25 failed to pass. In some schools, the pupils showed by their method of proving questions 2, 4 and 5, that the teaching was at fault. This subject ought either not be taken at all, or it should be taught in an intelligent and convincing manner. Written exercises should be required on every proposition.

Question one presented no difficulty. The first part of the proof of question two was omitted by many pupils. In

question three, the construction was either wrongly done, or the 22nd proposition was drawn instead of the 23rd. In question four, the construction proved the stumbling-block, while in five part of the proof was generally forgotten. Questions six and seven were not correctly done by many, the construction being at fault.

In Grade I. Academy the matter was better, but there was no improvement in form. The writing in some schools was very bad, and the propositions were written as a composition in English, no attention being paid to the form required by the text-book. This is due to teaching, and the lack of written exercises. Of the 195 pupils in this subject from the Academies, 157 obtained over 50 p.c., and of the 120 from the Model Schools, 76 were above that percentage. A few pupils obtained full marks. Questions one, two and six were generally well done. In question three, the 10th proposition was drawn instead of the 9th by some scholars. In question four, the proof was not completed in a few cases. The 19th proposition, instead of the 20th, was given by some as an answer to question five. Not very many answered question seven correctly. Almost all attempted it and endeavoured to prove it, either by means of the 4th or 8th proposition.

MENSURATION.

The papers in Mensuration call for no special comment. Pupils, to the number of 88, took the examination, of whom 77 received at least 50 p. c. of the marks.

Questions one, two and three were answered correctly by most pupils. Very few obtained full marks for the fourth question, owing to the part not being understood, which required 10 p. c. of the canvas to be used in the making of the tent. In question five, some failed because they had forgotten the formula to be used.

1907

SUPERIOR SCHOOL EXAMINATIONS.

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

ARITHMETIC (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

1. What do you understand by a figure, a digit, a cipher? Give examples. 12
2. If 868 pints be divided by 53 pints, what is the quotient, and what is the remainder? If 868 pints be divided by 16, what is the quotient and what is the remainder? Express clearly. 12
3. What number added to $\frac{5}{8} + \frac{5}{9}$ will give $2\frac{1}{8}$? 12
4. Which is the greater $\frac{1}{3}$ of 4, or $\frac{1}{4}$ of 3? and by how much? 12
5. A man has $\frac{3}{8}$ of an estate, he gives his son $\frac{1}{2}$ of his share: what portion of the estate has he left? 12
6. A boy earns $\$ \frac{4}{5}$ in a day, how long will it take him to earn enough to buy a bicycle costing \$100? 12
7. How far does a person go who walks for $4\frac{2}{3}$ hours at the rate of $3\frac{3}{4}$ miles per hour? 12
8. Define a vulgar fraction; an improper fraction, and the terms numerator and denominator of a fraction. 12
9. Reduce to their simplest form:—
 - (a) $(\frac{5}{2} - \frac{2}{5}) \div (\frac{4}{3} - \frac{3}{4})$ 12
 - (b) $(\frac{1}{8} - \frac{1}{12} + \frac{1}{15} - \frac{1}{6})$
10. How many eggs at 28 cents a dozen will pay for $4\frac{3}{8}$ lbs. of meat 21 cents a pound? 12

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

MENTAL AND RAPID ARITHMETIC.

(GRADE I. MODEL SCHOOL.)

(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 barrels of flour at \$4 can I buy for 12 tons of hay at \$8 a ton? Ans.
2. At \$15 a dozen what will 17 articles cost? Ans.....
3. Paid 5 cents a pound for dates and sold them at 10 cents a pound and gained \$1.00. How many pounds did I sell? Ans.....
4. Reduce $3\frac{1}{2}$ to an improper fraction. Ans.....
5. How many cords of wood at \$4 a cord must be given for 3 tons of hay at \$12 a ton? Ans.....
6. At 3 cents apiece how many *dozen* of apples can I buy for \$72.00? Ans.....
7. What is $\frac{3}{4}$ of a boat worth if $\frac{7}{8}$ is worth \$14? Ans.....
8. At .5 of a cent apiece how many marbles can I buy for \$2.00? Ans.....

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

ARITHMETIC (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Define Decimal Fraction. Express $\frac{1}{5}$, $\frac{3}{25}$ as decimal fractions. Write in words 43.0008. 12

2. (a) Divide 3.87 by .03. (b) Divide 3.84 by .0003. (c) Divide 3.84 by 3000. 12

3. Divide the product of $2\frac{2}{5}$ and $2\frac{5}{8}$ by the difference of $2\frac{3}{5}$ and $2\frac{1}{4}$. 12

4. Simplify $4\frac{1}{4} - 3\frac{3}{8} \quad 3 - 2\frac{1}{3}$
 $\frac{\quad}{4\frac{1}{4} + 3\frac{2}{3}} + \frac{\quad}{4 - 3\frac{1}{4}}$ 12

5. A person sold .15 of an estate to one person, and then $\frac{5}{7}$ of the *remainder* to another. What part of the estate did he still retain? 12

6. Reduce 73 days 21 hours 10 min. 9 seconds to seconds. Prove your work. 12

7. From $\frac{7}{8}$ of a bushel of cranberries there was sold 3 pks. 2 qt. What is the remainder worth at 12 cents a quart? 12

8. From a barrel of kerosene containing 42 gal. there was sold at one time 18 gal. 3 qt. 1 pt., at another time 12 gal. 2 qt. What is the remainder worth at 18 cents a gallon? 12

9. $\frac{2}{3}$ of the cost of a steamer is \$18,000. What should I pay for $\frac{5}{9}$ of the steamer? 12

10. Divide 28 tons 4 cwt. 3 qrs. into 36 equal portions, and find the value of them at \$4.00 per cwt 12

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

ARITHMETIC (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. What sum of money will produce \$300 interest in $2\frac{1}{2}$ years at 6 per cent simple interest? 12

2. At what rate per cent will \$1500 in 4 years amount to the same sum as \$1250 at 6 p.c. for 6 years? 12

3. A man sold 2 farms for \$3,600 each. On one he gained 20 per cent, and on the other he lost 20 per cent. Find gain or loss on whole? 12

4. A lad earned \$21.16 collecting accounts for a physician. He was allowed $5\frac{3}{4}$ per cent. How much did he collect? 12

5. Find the side of a square field equal in area to a rectangular field 700 yards wide and 2800 yards long? 12

6. A book-keeper who received \$75,00 a month paid for living expenses \$640 a year. After his salary increased 20 p.c., his expenses increased 30 p.c. After the increase did he save more or less than before, and how much a year? 12

7. A man walks out and rides back in 3 hrs. and 45 min; he could ride both ways in $2\frac{1}{2}$ hours. How long will it take him to walk both ways? 12

8. What is the area of a circular lot of land 160 rd. in diameter? How many feet of fence will it take to inclose the lot? 12

9. Find the interest on \$560.40 for 2 yr. 10 mo. and 18 days at 7 p.c.? 12

10. Find the area of a triangle whose base is 9 yds. 2 ft. 6 in., height 7 yds. 1 ft. 5 in? 12

UNIVERSITY SCHOOL EXAMINATIONS (QUEBEC.)

ARITHMETIC.

Friday, June 14th, 1907. Morning—9 to 10-30.

1. Find the square root of 213,193 to three places of decimals?

2. A merchant sold goods for \$1,500 and lost 25 per cent. At what price should he have sold them to gain 20 per cent?

3. Find the present worth of \$12,000 due four years hence, interest being reckoned at 5 per cent?

4. A train 160 feet long is travelling at the rate of 25 miles per hour. Find how long it will take to pass completely over a bridge 240 yards long?

5. Find in tons what weight of water falls upon a five acre field during a rainfall of 2 inches, a cubic foot of water being equal to 1,000 ounces.

6. (a) Express one mile in kilometers, assuming the number of inches in a meter.

(b) Find the weight in grams of one cubic decimeter of gold, the weight of gold being 19.36 that of water ?

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

GEOMETRY (GRADE I. ACADEMY.)

All the questions are to be answered.

1. Define *an obtuse angle, a circle, rectilinear figures, a polygon.* 10.
2. Give the number of each proposition that deals with circles or parts of circles.
3. To bisect a given angle 13
4. If one side of a triangle be produced the exterior angle is greater than either of the interior opposite angles. 15
5. Any two sides of a triangle are together greater than the third side. 15
6. When are triangles said to be *equal in all respects* ? 15
7. The angles B, C, at the base of an isosceles triangle are bisected by the straight lines BD, CD, meeting in D ; shew that BDC is an isosceles triangle. 20

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

GEOMETRY (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Define *a straight line, parallel straight lines, a plane rectilineal angle, a right angle.* Enunciate Euclid's Postulates. 10

2. What is a parallelogram ?

Parallelograms on equal bases, and between the same parallels are equal to another. 10

3. At a given point in a given straight line, to make an angle equal to a given angle. 15

4. To divide a straight line into two parts so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part. 15

5. If a straight line be divided into any two parts, the square on the whole line is equal to the squares on the two parts together with twice the rectangle contained by the parts. 20

6. From a point in the side of a parallelogram draw a line dividing the parallelogram into two equal parts. 15

7. If a straight line drawn parallel to the base of a triangle bisect one of the sides it shall also bisect the other side. 15

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EDUCATIONAL RECORD

OF THE
 PROVINCE OF QUEBEC

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

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

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

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VOL. XXVIII.

Articles : Original and Selected.

EXAMINATIONS.

THEIR PURPOSE AND RESULTS.

(Professor A. W. Kneeland, M.A., Normal School, St. Anne de Bellevue.)

When I suggested to the Executive Committee of this Association, that some one should be asked to prepare a paper on the subject of Examinations, I had before my mind a somewhat restricted field and a comparatively limited object, to wit, the Superior Schools of the Province for the field, and as my object, the provocation of a discussion concerning the ordinary Government examination of the same, with a view to the securing of some suggestions from those most intimately concerned, as to amendments of the present scheme, whereby these examinations might be made more useful to the schools and satisfactory to the teachers. It seemed to me that such a discussion could only be introduced properly by one of the Academy or Model School Principals or the Inspector of Superior Schools; but, with a mistaken notion of what was best, as it seemed to me, your executive requested me to undertake the task. I do so, not because I think your executive acted wisely, but because I long since learned to obey those in authority, and because I have an earnest desire to

contribute my mite to the cause to which we have consecrated our lives.

But, in accepting the invitation of your executive, I felt compelled to widen the scope which I had at first in mind, as I approach the subject from a somewhat different standpoint from that occupied by either the Academy Principal or the Inspector of Superior Schools; hence my discussion must be more general in character than what I had hoped to provoke.

I am no iconoclast; hence I shall not strive to deal sledge hammer blows at examinations in general or our own in particular; but I shall endeavour to place before you some ideals toward which we may strive, and possibly some particulars in which our examinations and others do not come up to these ideals, with some suggestions as to amendments.

I. THE PURPOSE OF EXAMINATIONS.

Inspector J. G. Fitch, M.A., says that the purpose of examining a child is:—

(1). To find out what he knows, by way of preparing him for some further instruction.”

(2). “ To discover his misconceptions and difficulties.”

(3). “ To secure the activity of his mind and his co-operation, while you are in the act of teaching him,” and

(4). To test the result and outcome of what you have taught.”

It seems to me that one must add several other points to the list as given by Inspector Fitch, comprehensive though it is.

For instance, I should add

(5). To make the pupils independent, *i e.*, reliant upon their own powers.

(6). To cultivate in them the power of expressing thought in exact and forcible language.

(7). To enable those in control to make proper and necessary comparisons.

(8). To test methods, and

(9). To furnish a basis upon which certain awards may be made.

Among all these objects for which examinations are held, probably the first one will strike the teacher as the most

important, both from the standpoint of the pupil and that of the teacher; *i.e.*, "To find out what a pupil knows, by way of preparing him for some further instruction," for without such knowledge, the work of the teacher is labour in vain; and the mind of the child becomes more and more confused in a labyrinth of meaningless terms that only mock him in his endeavours to unravel the tangle. A very successful college professor of classics once told me that he was accustomed to spend the first 26 minutes of every hour in close and definite examination work; and the result justified the practice, for his pupils rarely failed in their final tests; and the cultural value of the thorough work thus done, was immeasurably greater than that of a much larger amount run over as is often done.

Years ago, I knew a student who stumbled along by the daily aid of others, in his mathematics, throughout an entire session with the result that he handed in a blank paper at the final test; and he was a bright, clever young fellow, as proved by the fact that he afterwards, under different conditions, was the gold medallist of his class. Now had the professor of mathematics discovered, by means of proper examination tests, that my old friend was lost in a maze of meaningless formulae, early in the session, not only would the humiliation of a plucking have been spared, but the reputation of the professor would have been enhanced. What the mental injury to the student was, we cannot measure; but it must have been considerable, and the moral effect might have been disastrous.

This is but an individual case that incidentally came under my own observation; how many thousands of others there must have been, each with its own unwritten history of discouragement and disaster?

It seems to me that the "monthly tests" that have taken the place in some of our educational institutions, of the final examination, are a great stride in the right direction.

The second of these objects is also of great importance, as through imperfect hearing or seeing or conception, an utterly wrong idea of a thing may be fixed in the mind as surely as the most exact truth. To such misconceptions, one must attribute the child's at first incomprehensible words, "Angry two times, nigger in a pond," as his defi-

nition of an angle, or the mature student's, "A verb is a word by which an *insertion* is made" as the definition of a verb.

Frequent and close examination discovers misconceptions and corrects them, before they have done their worst, and enables the teacher to replace the wrong idea with the right, while a final test only discovers the error and sends the pupil out into the community, to multiply it according to the opportunity afforded him. For this reason again, one must commend the monthly test as preferable to the final.

After more than 30 years of continuous teaching, I am more convinced than ever that one must not lose sight of Fitch's third object, namely, "To secure the activity of the mind and the child's co-operation, while you are in the act of teaching him.

I have made it a practice for many years in some of my subjects, to give not *monthly* tests, but much more frequent ones; and I have this to say, I have found these test-papers, not formal examinations, the most profitable part of my work. Not only did the students like them, but they, in a most remarkable way, stirred up the minds to think and the memory to respond to the demands of the occasion.

Had not the nature of my work forbidden to carry out the plan as fully as I could have desired, I would have adopted it to a very much greater extent, as one that not only revealed to me daily the faults of my pupils, and enabled me to correct them, but as one especially fruitful in quickening the mind and securing willing and profitable co-operation; and anything that will secure these two results is worth trying by every teacher in the land.

But Fitch gives us a fourth reason for examinations, to wit: "To test the result and outcome of what you have taught"

Perhaps, from the standpoint of the pupil, this reason is less apparent than any of the others, but from the teacher's standpoint, it stands out pre-eminent, and indirectly it is important from the standpoint of the pupil.

Ministers, doctors and lawyers are not the only professional people in the world, who get rusty and old-foggish in their methods. I have known, and you have known

teachers who from a quarter to half a century, have been teaching by wrong methods and with lamentable results, when, had their work been put to the test of frequent examination, their obsolete methods and false theories would long since have been abandoned for something that would not only be more fruitful for the pupil, but easier and more pleasant for themselves. Wrong methods may produce fruit; but it is poor, juiceless fruit; I had almost said, forbidden fruit, that clogs the wheels of the mental machinery, and thus hinders rather than helps the upward reach of the human intellect. Recall some of our own abandoned methods and theories, for they are legion, if you have been a progressive teacher; and you will be thankful all your days, that some influence has lifted you out of the rut, and given you eyes to see the better things that are to be found only on high ground; that lifting force has, in the majority of cases, been the stern, hard, matter-of-fact examination that smothered your idols, rolled away the murky clouds and let the bright light of truth blaze all about you.

Of course there are some who are sunken so deep in ruts cut out by long-continued practice, and so hardened by self-will and conceit, that nothing will ever reveal to them the faults that are so potent to others; but to the teacher with open mind and receptive attitude toward truth, the frequent test of his matter and methods by examinations, formal or informal, will prove a powerful lever to raise him to the high ground of which I have spoken.

That examinations tend to make pupils self-reliant and independent needs no argument.

When a child sits for the first time in his history, before an examination paper, be it ever so simple, he, perhaps, feels for the first time in his life, that he must now rely upon his own resources and upon them alone, for teacher and black-board, and text-book and even fellow-pupil are all silent and inaccessible; he must give now of what he has, be it little or much, bad or good, and perhaps, at first, he is in despair; but with repetition comes confidence, and with confidence self-reliance, two qualities that must affect for good all his future life.

I have said that examinations cultivate in pupils the power of expressing thought in each language. Some of

the best *class* students that I have ever had, made an utter failure of their attempts to set down in an intelligible form the facts with which their minds were undoubtedly stored ; and I have usually attributed this failure to the fact that they had never learned by practice to set down their thoughts in such a manner as to make them appreciable by others. Examinations call for orderly arrangement, logical connection, brevity and perspicuity, and to secure these qualities, nothing is more effective, after the knowledge is lodged in the mind, than practice, *practice*, PRACTICE.

I believe it more important from the educational standpoint, that a pupil should learn few things correctly, and be able to state exactly what he knows, than to have a smattering of all the isms, ics and ologies in the catalogue, and only be able to utter with a stammering tongue or unsteady pen a jargon of half-truths that convey to the hearer or reader no intelligible meaning.

It goes without saying that those in control, especially when the system is a comparatively wide one, as in the case of our Superior Schools, or our city schools, should have some means of making a proper test and comparison of the work that is being done. School boards are not charitable organizations. Were it so, the incapable, non progressive teacher, might be allowed to pursue his worse than useless labours indefinitely, because it might appear uncharitable to displace him by another.

School boards have a public duty to perform ; and it should be performed without fear or favor, that the highest interests of the community may be conserved ; and without being experts in education, a school board has no other means of discovering the quality of the work in its schools, and the competency or incompetency of its teachers, but the examination conducted by themselves or their representatives.

Besides this, there are important sociological questions that bear directly upon educational work, that can only be determined from the data furnished by comparative examinations. For example, are the children of the suburbs or the slums or of the labouring classes amenable to the same kind of discipline and responsive to the same kind of teaching as the children of up-town or of the well-to-do or of the cultured leisure classes ?

Such questions also as those of mixed classes vs separate, and distinct schools for the higher grades of work vs. the older practice of allowing schools to do all grades of work, can only be determined from the comparisons that examination tests make possible.

I have touched upon but a few of these comparative examinations; but these, with one more, are probably sufficient for my purpose.

I come now, therefore, to the last of the purposes mentioned; and that is, "To furnish a basis upon which certain awards may be made."

Now, I at once agree with the objector, that it is very difficult to provide a scheme of examination that shall be fair to all, to the small school with insufficient staff and few pupils, and to the large school with a surplus of both; but no other plan has yet been devised that enables one to approach so near to fairness, as that of a common examination.

Many schemes have been tried for making awards of public funds to secondary schools in various parts of the world, such as those based upon the number of pupils enrolled, the number taking certain specified subjects, the amount of taxation levied for the support of the schools, the results of an inspection by a government officer, for a day or two, once or twice a year, the number of teachers employed, the amount paid in salaries, and the scale upon which they are paid; but while all those are important, and should possibly enter as elements into any scheme for the final adjustments of awards, yet the common examination has proved to be the true foundation upon which to rear up the superstructure of a reasonably fair scheme for determining the awards of public money to our secondary schools, at any rate; those to primary schools, by the very nature of their work, being subject to somewhat different principles of appreciation and determination.

The present scheme in use in this province, for secondary schools, is probably, upon the whole, as fair as it can well be; but it has its defects which the results of future examinations alone can reveal; and then will its elements of unfairness be eliminated. It will be noticed that this scheme is based upon the principle of a common examination, supplemented by the work of our inspectors and certain facts gleaned from the records of the schools.

It will now be my endeavour to show wherein such an examination as ours fails to fulfil the purposes for which examinations should be held, what are some of its injurious effects, and what might be done to supplement the final test of the government examination, so that the greatest possible good may come to our schools from this source.

A careful survey of the facts will show that the present final examination is designed only "To furnish a basis upon which certain awards may be made," and that that basis is faulty in that it probably magnifies more at the expense of quality, a defect that may be remedied so soon as a perfectly fair scheme shall have been discovered.

To a very limited extent our examinations are used for the seventh purpose which I have mentioned; to wit, for the purpose of enabling those in control to make necessary comparisons; but so far as my knowledge goes, very little use has ever been made of the knowledge thus gained by those in control of our secondary schools, for future conditions as to staff and salaries, sad to say, are generally governed by financial considerations rather than by a determination to place the very best teachers obtainable in control and, hence, raise the schools to the highest possible state of efficiency.

That this is largely the result of the fact that the examination is an outside one purely, and that it is looked upon merely as a means of getting so much money, will be potent to the most casual inquirer.

Again, seeing that it is *de facto* for many as leaving examination, and that it is looked upon as such by many others, coming as it does, at the end of the school year, it can never serve to any great extent, to stimulate mental activity and secure hearty co-operation on the part of the pupils; and thus it fails to secure one of the most important objects for which examinations are held. Neither the teacher nor the pupil ever sees the papers, after they have been marked; hence all interest in them is at an end, the moment the sheets have gone to the examiners for reading.

So also, it will be seen that such an examination can never be used for the purpose of discovering misconceptions and errors on the part of the pupils, affording no opportunity for the corrective work of the teachers, which is one of his most important duties. Indeed, I sometimes

I think that these are not so much better days than the old, when most of the work of the school was independent, struggling with all sorts of problems, while the recitation hour was largely used to discover and correct the errors into which the pupils had fallen, *i.e.*, a kind of examination hour instead of an hour of stuffing ready-made and pre-digested mental pabulum into overloaded brains, a process that must, sooner or later, result in mental dyspepsia and stagnation.

Such an examination can never, under the circumstances, afford the teacher a means of directing his further teaching of the pupil, for, as I have said in another connection, he never sees the pupil's work; nor does he, in many cases, ever have a chance to follow up the work that precedes the examination, from the fact that the pupil either passes out of the school, or into the hands of another teacher. Nor can it do much to make the pupil self-reliant or capable of expressing his thoughts in good, strong, terse English, for such results can only follow frequent and long continued efforts.

I have probably said enough to show that a final examination alone, such as ours, fails to fulfil the purpose of an examination, in almost every point; and it comes to be a costly but convenient means of determining grants of public money, and in some cases, a means of furnishing data upon which promotions are made, though, as is well known, these may be made absolutely without reference to the results of examinations; and well is it that it is so.

Next, I was to mention some of the injurious effects of a common final examination, such as we have, especially when it is made the sole basis upon which the greater part of the monetary grants is made.

First of all, and possibly most serious of all it leads in some instances to questionable action on the part of those who are over-anxious to secure the highest possible award of money. I have only to mention a few of the things that have come under my own observation to demonstrate the truth of this assertion. (1). Several cases of copying of a most serious character have come before the Protestant Committee for inquiry. (2). Cases of tampering with examination questions before the hour of examination, have not been unknown. (3). Selections of the best pupils

and the exclusion of poorer pupils from the examination, in some of the larger schools, have given such schools an unfair advantage over the smaller and poorer school, which, having few pupils, can make no such selection. (4). Again, in some instances, erroneous returns have been made regarding the attendance of the pupils, hence some have been admitted to, and some excluded from the examinations unfairly.

As a concrete example of one of these results, I have to mention the case of two girls who had been excluded from Grade I. or II. Academy examinations, by the principal of the school, and who went to another academy, and passed the examination there, being included as pupils of the latter school, thus furnishing an example of two wrongs:— the exclusion of the pupils in the one case, and their inclusion in the other.

However the present scheme and requirements are likely to prevent such things to a very great extent; and it must be said in justice to our schools, that they are very uncommon, especially in their own serious forms. Such an examination tends necessarily to the development of what Prof. Cooke termed yesterday, "the average boy or girl." In other words it forces the teacher to make the round pin fit the square hole, or the square pin the round hole, as the case may be, a process that does violence to all that is best in a child's intellect. in that it crushes his individuality and destroys those peculiar characteristics that were given him by the Almighty, in order that he might accomplish a work in the world, for which no other mind was so well filled as his before it had been violently distorted by the teacher's attempts to secure uniformity. *Again to refer* to Prof. Cooke's address, Bill should not be made to resemble Jack, but should be prepared to fill full the place designed by Providence for him, and so for Jack and Tom and Sue.

A system like ours, leads to cram, a thing fatal to mental development and independent thought.

Books are prescribed; courses, outlined; papers, set by the same examiners year after year until teachers become so familiar with the habits of the examiners that they can very fairly guess the questions that are likely to be asked in almost any subject.

Not many years ago, the principal of one of our acade-

mies told me that for five or six years, he had merely crammed his classes upon a set of papers given by one of the professors in a certain subject, and had never failed to pass a pupil in that subject, and that same professor controls the examination in that subject to-day. Now, I am neither criticising the school principal nor the professor, but if such a thing was possible in one case, it could well be in many others, and the very possibility of such a thing would tend to the fatal practice of cram. I have known also a charge of dishonesty to be made against a principal who, I believe, was perfectly honourable, because he had crammed his pupils upon questions which an examiner would probably ask, an evil indirectly connected with the system under discussion.

Again such a system gives a higher value to a grant of dollars and cents than to the training of the pupil in all that would fit him for a useful and honoured life. Now, I cannot blame the teacher for doing as he does; his very daily bread depends upon it; it is the system that forces him to do what he in his soul loathes and what he knows to be degrading to himself and his pupils. Children cannot be taught to think, when the teacher is compelled to make himself a machine for cramming, in order that he may draw his salary; and that our young people are not being taught to think, is the verdict of all those who continue their work in normal school or college.

Finally and very briefly, some suggestions to those who control these schools, either as commissioners or teachers.

First, if you are to obtain the full benefit of examinations, you must make them frequent though informal, so that the teacher may know at all times just how his pupils stand, not in relation to others, but in relation to the facts of science or language or mathematics, and hence, be able to clear up their difficulties and correct their faults.

Second, the teachers themselves, to a greater extent than now, must conduct these examinations, for in no other way can they have personal knowledge of their pupils' work.

Third, final examinations should be given less value than they now have, and to this end, they should be simplified and made less expensive; and the Inspector of Superior Schools should be given more power to determine grants from his personal knowledge of the work, needs and

efforts of the schools, and communities where they are located.

More value should be given to exactness of statement, neatness of arrangement, legibility and beauty of handwriting, and the power to think independently manifested by the pupils, in whatever examinations are held, than has been given in the past, so that both our teachers and pupils may be encouraged to do their very best in preparation for life, instead of compelling them to feel that they are irresistibly bound down to that machine work that deadens intelligence and destroys all hope for higher and better things.

TEST OF TRUE EDUCATION.

A professor of the University of Chicago in a lecture gave his class fourteen questions, and informed them that any person who could answer them affirmatively he would consider educated in the best sense of the term. The questions follow :

1. Has education given you sympathy with all good causes and made you eager to espouse them ?
2. Has it made you public spirited ?
3. Has it made you brother to the weak ?
4. Have you learned the proper value of money and time ?
5. Have you learned how to make friends and keep them ? Do you know what it is to be a friend yourself ?
6. Can you look an honest man or pure woman straight in the eye ?
7. Do you see anything to love in a little child ?
8. Will a lonely dog follow you in the street ?
9. Can you be high minded and happy in the meaner drudgeries of life ?
10. Do you think washing dishes and hoeing corn is just as compatible with high thinking as piano playing or golf ?
11. Are you good for anything to yourself ? Can you be happy alone ?
12. Can you look out on the world and see anything except dollars and cents ?
13. Can you look into a mud puddle by the wayside and

see the clear sky ? Can you see anything in the puddle but mud ?

14. Can you look into the sky at night and see beyond the stars ? Can your soul claim relationship with the Creator ?—*Canadian Teacher.*

I KILLED A ROBIN.

I killed a robin. The little thing
With scarlet breast on glossy wing,
That comes in the apple-tree to sing.

I flung a stone as he twittered there ;
I only meant to give him a scare,
But off it went—and hit him square.

A little flutter—a little cry—
Then on the ground I saw him lie ;
I didn't think he was going to die.

But as I watched him I soon could see
He never would sing for you or me
Any more on the apple-tree.

Never more in the morning light,
Never more in the sunshine bright,
Trilling his songs in gay delight.

And I'm thinking every summer day,
How never, never I can repay
The little life that I took away.

Sydney Dayre, in "Youth's Companion."

Cheerfulness, says Ruskin, is just as natural to the heart of man in strong health as color to his cheek; and wherever there is habitual gloom, there must be either bad air, unwholesome food, improperly severe labour, or erring habits of life.

Cheerfulness is the best promoter of health, remarks Addison. Repinings and murmurings of the heart give imperceptible strokes to those delicate fibres, of which the vital parts are composed, and wear out the machine.

Cheerfulness is as *friendly* to the mind as to the body.

FAMILIAR QUOTATIONS.

"There is death in the pot" is from the Bible (2 Kings IV. 40). "Lovely and pleasant in their lives, and in their death they are not divided," is spoken of Saul and Jonathan (2 Samuel I. 23). "A man after his eye" (Deut XIX. 21). "A still small voice" (1 Kings XIX. 12). "Escaped with the skin of my teeth" (Job XIX. 20). "That mine adversary had written a book" (Job XXI. 35). "Spreading himself like a green bay tree" (Psalm XXXVI. 35). "Hanged our harps upon the willow" (Psalm CXXVII. 2). "Riches certainly make themselves wings" (Proverbs XXII. 5). "Heap coals of fire upon his head" (Prov. XXV. 22). "No new thing under the sun" (Ecclesiastes I. 9). "Of making many books there is no end." (Proverbs XII. 12). "Peace, peace, when there is no peace" (Jeremiah VIII. 11). "My name is Legion" (Mark V. 9). "To kick against the pricks" (Acts XI. 2). "Make a virtue of necessity" (Shakespeare, "Two Gentlemen of Verona"). "All that glitters is not gold" ("Merchant of Venice"). "Screw up your courage to the sticking place" ("Macbeth"). "Make assurance doubly sure" ("Macbeth"). "Hang out your banners upon the outward walls" ("Macbeth"). "It is an ill-wind, blows no one any good" ("Thomas Tasser"). "Christmas comes but once a year" ("Thos. Tasser"). "Out of sight, out of mind" (Lord Broke). "What though the field be lost, all is not lost" ("Milton"). "Awake, arise, or be forever fallen" ("Milton"). "Though this may be play to you, 'tis death to us" ("Roger C. Estrange"). "All cry, and no wool" ("Hudibras"). "Count your chickens ere they are hatched" ("Hudibras"). "Through thick and thin" ("Dryden"). "When Greek meets Greek, then was the tug of war" ("Nathaniel Lee"). "Of two evils I have chosen the least" ("Prior"). "Richard is himself again" ("Colley Cibber"). "Classic Ground" ("Addison"). "A good hater" ("Johnston"). "My name is Norval" ("John Home"), "Ask me no questions and I'll tell you no fibs" ("Goldsmith"). "Not much the worse for wear" (Cowper). "What will Mrs. Grundy say?" ("Thos. Morton"). "Wise and masterly inactivity" (Macintosh). "Millions for the defence, but not one cent for tri-

bute" (Charles C. Pinckney"). "The almighty dollar" ("Washington Irving"). "Fast and loose," "Go snacks" (Pope's "Prologue to Satires"). "In the wrong box" (Fox's Martyrs").

SUGGESTIONS TO TEACHERS.

Learn the name of each of your pupils and call him or her by that name. It disconcerts a pupil to be designated by an article of apparel. Don't say the boy with the blue suit may come to the table, or girl with the pink sash may read so and so. The boy may loathe blue, and the girl dote on green, and your way of indicating them be considered a reflection on what they wouldn't wear, but for an inflexible parent.

Do what neglectful parents should but don't do—teach children that it is not only impolite, but dangerous, to put the fingers, pencils, coins, etc., into the mouth. Prohibit the turning of book leaves with wet fingers.

Be the companion, the chum, of your pupils, within and without the school-room, when not actively teaching.

Be firm. Some teachers don't know the difference between being firm and being domineering. You can be firm without wearing frowns or looking daggers. You must be firm; you must mix firmness with kindness, or give way to one who can.

Don't be fussy. Fussiness is one of the worst things that teachers can be guilty of. There is no philosophy in the make-up of a fussy teacher, and the teacher without a fund of philosophy to draw on in trying times will be always in trouble, and keep her pupils in trouble.

Trim up, be well balanced, be neither a gad-about nor a recluse. Don't spend all your spare time in reading light literature (in most cases light means trashy), nor be one of those who never read anything but text-books. Mix with adults; continual association with children may make you narrow, may give you "I'm-the-whole-thing" feeling, and that's a very bad thing for teachers to have.

Make a study of your pupils and their parents. Learn the thoughts of both by studying their speech, opinions and manners. The teacher that is best at this is generally the best teacher in her community.—*Canadian Teacher*.

AN EXPERIENCE.

“Everyone in my room likes my teacher, we just can't help it 'cause she likes all of us,” were the words I heard—and looking over the fence what do you suppose I saw? Just two little ten-year-old boys with soiled faces, tumbled hair and bare feet.

Their words set me to thinking, and I confess that I entered my school that morning with the determination to merit a similar eulogy from my boys and girls. I had been credited with a well-managed room, and I had always taken a pardonable pride in the results I was able to obtain in return for my labors. To my chagrin, at the close of the day I was forced to acknowledge that, while my pupils were without exception respectful and orderly, they would never make a remark like the foregoing in connection with me.

That night I subjected my attitude in relation to the children to a rigid examination and arrived in due time face to face with the following conclusions :

First, I was strictly an instructor asking of and getting from my class simply obedience to my wishes.

Second, I was in no sense their comrade.

Third, I had refused valuable hints and suggestions which they alone could furnish, because of the fear that my dignity as a teacher might suffer harm.

Fourth, I was missing that wealth of appreciation—the peculiar property of children—so helpful to the busy teacher.—*M. E. F.*

NINE GOOD RULES FOR TEACHERS.

1. Make the school-room exercises pleasant; conduct them with animation and cheerfulness.

2. Take an interest in them, and treat everything connected with the school with dignified importance.

3. For young scholars the class exercises should not be kept up longer than interest is maintained.

4. Idleness should be sedulously avoided. A programme of recitations and studies, furnishing uninterrupted employment during each session, is indispensable to a well-regulated school.

5. Great care should be given to assigning lessons; if too long, they discourage the learner, if too short, they encourage idleness.

6. Emulation is valuable and, if judiciously employed, may be used in a great variety of ways.

7. Patient, persistent effort will accomplish your object, remembering always that education is a process of growth and time is an essential element in it.

8. Cheerfulness and confidence are lights that blaze, giving a glow of animation and activity, while a fretful spirit begets uneasiness and impatience in others.

9. Frequent threats of punishment and habits of fault-finding are seldom attended with good results.

ARITHMETIC.

The following is a plan for a drill in arithmetic computation which I have never heard of failing in interest. Its two purposes are rapidity and accuracy. Place the pupils' names on the blackboard. Let the pupils take slates or paper. Let each pupil write his or her name on the slate or paper. The teacher then reads out numbers, which she also, at the same time, writes upon the board. The pupils write these numbers on their slates, and then perform the computation, whatever it may be, write the answer, and place their slates in a pile, work downward, upon a table which has been placed conveniently for this purpose. When all the slates are in, the teacher writes the correct answer upon the blackboard, then reverses the pile of slates. The first slate in, if the answer is correct counts 100 for the pupil whose name is on the slate. If not correct, it is thrown out without credit, and the next slate, if correct, gets 100. If the first be correct and the second also correct, the second receives a credit of 95; the third, if correct, 90; if not, it is thrown out without credit, etc. The credits are written on the board, and when the drills are over the credits are added and the pupil which has the most wins. The pupil will invariably endeavour to secure a high standard. Try it and see.—*Exchange*.

THE NORTH-WEST—CANADA.

Oh, would ye hear, and would ye hear
Of the windy, wide North-West ?
Faith ! 'tis a land as green as the sea,
That rolls as far and rolls as free,
With drifts of flowers, so many there be,
Where the cattle roam and rest.

Oh, could ye see, and could ye see
The great gold skies so clear,
The rivers that race through the pine-shade dark,
The mountainous snows that take no mark,
Sun-lit and high on the Rockies stark,
So far they seem as near.

Then could ye feel, and could ye feel
How fresh is a Western night !
When the long land-breezes rise and pass
And sigh in the rustling prairie grass,
When the dark blue skies are clear as glass,
And the same old stars are bright.

But could ye know, and forever know
The word of the young North-West !
A word she breathes to the true and bold,
A word misknown to the false and cold,
A word that never was spoken or sold,
But the one that knows is blest.

—*Maria O'Neill, Blackwood's Magazine.*

If you wish to explain anything to a child, you do not read him the definition given of it in Webster's Unabridged Dictionary, but you use short and familiar words, and you point him to some specific examples, which has come within the limited range of his experience, from which he can grasp your idea. Even so, you do not suppose for a moment that the child has fully grasped your thought: All you hope to do is to give him some idea of what you mean which will serve his purpose until his mind has grown and he is able to take in the whole truth.—*Sunday School Times.*

EAT MORE CANDY.

“ Give children plenty of pure sugar, taffy and butter-scotch, and they’ll have little need of cod-liver oil,” says Dr. Woods Hutchinson in the Christmas *Woman’s Home Companion*.

“ In short, sugar is, after meat, bread and butter, easily our next most important and necessary food. You can put the matter to a test very easily. Just leave off the pie, pudding or other desserts at your lunch or mid-day dinner. You’ll be astonished to find how quickly you’ll feel ‘empty’ again, and how ‘unfinished’ the meal will seem. You can’t get any working man to accept a dinner pail without pie in it. And he’s absolutely right. The only thing that can take the place of sugar here is beer or wine. It is a significant fact that the free-lunch counters run in connection with bars furnish every imaginable thing *except sweets*. Even the restaurants and lunch girls attached to saloons or bars often refuse to serve desserts of any sort. They know their business ! The more sugar and sweets a man takes at a meal, the less alcohol he wants. Conversely, nearly every drinking man will tell you that he has lost his taste for sweets. The more candy a nation consumes, the less alcohol.

The United States Government buys pure candy by the ton and ships it to the Philippines to be sold at cost to the soldiers in the canteens. All men crave it in the tropics, and the more they get of it, the less ‘*vino*’ and whisky they want.

“ In fine, the prejudice against sugar is born of puritanism and stinginess, equal parts. Whatever children cry for *must* be bad for them, according to the pure doctrine of original sin ; besides, it costs money. I know families in the rural districts yet where the head of the family groans over every dollar’s worth of sugar that comes into the house as a sinful and ‘unwholesome luxury.’”

Much teaching fails of its purpose because it is indefinite. When pupils leave a recitation without having some definite results well fixed in the minds, they have been poorly paid for their time. There must be a definite aim in every school exercise. Teaching must start somewhere and it must get somewhere.

Scold less, praise more.

THE SPELLING LESSON.

Concentrate time and energy on those words which the pupils misspell. It is only by repeated impressions upon eye, ear, tongue and hand that a lasting impression can be made upon the brain. At times explain mistakes without presenting the incorrect form from eye or ear. For example, the teacher says: "there are two a's in separate; don't fail to put in the first a." "The word business is made up of the word busy, and the ending ness, but the y is changed to i." In the preparation of the lesson, write difficult words on the board, exaggerating the size of the troublesome letter or letters. Oral spelling ought not to be abandoned, but ought to be practised in connection with the written work. Often a child who knows how to spell a word is too indifferent or in too much of a hurry to write it correctly. The average child will spell just as badly as his teacher will allow.

THE SOULLESS TEACHER.

Nothing will chill child life to the point of extinction for all good purposes so much as a lack of sympathy on the part of the teacher. Such people ought never to be placed in charge of tender child life with its clinging tendrils of affection and friendship. School work to the unsympathetic teacher is uninteresting and is only accomplished by the exercise of harsh measures in school discipline. In this way every school duty has associated with it a fear of impending punishment. This is pedagogically wrong and psychologically harmful to the pupils. Knowledge is best sought for its own sake, and according to the best authority the ways of wisdom are pleasant ways and all her paths are peace. While little children may not know this from the experience of others, there is an innate expectancy, that is only satisfied, when the acquisition of knowledge is associated with whole-souled sympathy and cheerfulness on the part of those who teach.

Let the glum and the sullen keep out of our schools and seek occupation among material things, where sympathy is not required.

SUGGESTIVE EXERCISES IN THE MEANING OF TERMS.

For recreation place the following on the board and have your pupils tell the difference in meaning :

1. Six gallon jars and six-gallon jars.
2. Two spoons full and two spoonfuls
3. Two inch circles and two-inch circles.
4. Two hundred thousandths and two hundred-thousandths.
5. Two-hundred thousandths and two hundred-thousandths.
6. A paper box and a paper-box.
7. An ice house and an ice-house.
8. A salt seller, a salt cellar, and a salt-cellar.
9. Baby's milk and babies milk.
10. Baby's scream and babies scream.
11. Your fair maid and your fare, maid.
12. You're fair, maid, and your fare made.
13. The spirit's sigh, the spirits' sigh, and the spirits sigh.
14. John having left, Mary cried; and John having left Mary, cried.
15. The boy's playthings and the boys' playthings.
16. The horses feed, the horse's feed, and the horses' feed.
17. May flower, May flour, and Mayflower.
18. Dislike, despise, detest, abhor, scorn.
19. Pupil, student, scholar.
20. Allow, permit, let, grant, concede — *T. E. Sanders.*

OBEDIENCE.

Many are the motives for which obedience is rendered, but the noblest is a consciousness of the rightness of the request. When there is coupled with this, affectionate regard for the person to be obeyed, it is easy to obey. The ideal obedience is that, which fulfils the spirit of the command and renders obedience in the form of co-operation. This is the only kind of value in the school-room.

LIST OF TEACHERS who obtained bonuses for success in teaching during the year 1905-06:—

DISTRICT OF INSPECTOR JOHN BALLANTYNE.

Mr. Archibald Sutherland, Grindstone; Miss Eveline Taker, East Cape.

DISTRICT OF INSPECTOR A. L. GILMAN.

Miss J. E. Norris, St-Joachim; Miss Lizzie Rennie, Hinchinbrooke; Miss Margaret Steele, Hinchinbrooke; Miss Ethel Cogland, Howick; Miss Jessie McEwen, Ormstown; Miss Theresa Sherry, Franklin; Miss Jennie Moe, Howick; Miss Olive Booth, Godmanchester; Miss Maggie Sever, St. Chrysostôme; Miss S. M. Carr, Ormstown; Miss I. B. McNaughton, Ormstown; Miss Margt. Cleland, St. Chrysostôme; Miss Stella Hughes, Hemmingford; Miss Molly Campbell, Lacolle; Miss Laura McCartney, Ste. Justine de Newton.

DISTRICT OF INSPECTOR R. J. HEWTON, M.A.

Mr. Walter Odell, Ascot; Miss Florence Drummond, Ascot; Miss M. A. Bachelder, Brompton; Miss Flora Greenlay, South Fly; Miss Lily B. McKay, Melbourne and Brompton Gore; Miss Katherine Lowry, Shipton; Miss Mary Rankin, Orford; Miss Edith A. Dresser, Cleveland; Miss Gertrude Palmer, Kingsey; Miss Agnes Graham, North Stukely; Mrs. O. E. Noble, Kingsey Falls; Miss Maggie Dunn, Tingwick; Mrs. E. F. Johnstone, Durham; Miss Manona I. Brooks, Melbourne; Miss Edna Wilson, Shipton; Miss Linnie Holland, South Stukely; Miss Mary L. Hulton, Cleveland; Miss Maude Savage, Ste. Pudentienne.

DISTRICT OF INSPECTOR I. N. KERR, M.A.

Miss Edith Travers, Haldimand; Miss A. E. Allan, St. Godfroi; Miss Agnes Phillips, Gaspé Bay North.

DISTRICT OF INSPECTOR O. F. McCUTCHEON.

Miss Beatrice W. Fraser, Beauport; Mrs. R. J. Leith, Leeds; Miss Jennie Clouston, Dudswell; Mrs. A. D. Mc-

Leod, Bury ; Miss Emma S. Pehlemann, Bury ; Miss E. Grace Porter, Marbleton ; Miss Mary A. McKee, Marston ; Mrs. J. D. McRitchie, Lingwick ; Miss Barbara K. Graham, Inverness ; Miss Stella Mayhew, Bury ; Miss Margt. D. Allan, Leeds ; Miss May G. Johnson, Levis ; Miss Ida W. Henderson, Frampton ; Mrs. E. M. Hall, Westbury ; Miss F. Mabel Wilson, Bury ; Miss Cora E. Goff, Leeds ; Miss Annie H. McLeod, Lingwick ; Miss Ida M. Duff, Scotch-Weedon ; Miss Isabella B. Melrose Leeds East.

DISTRICT OF INSPECTOR J. M. SUTHERLAND, B.A.

Miss Lizzie Fanservice, New Richmond ; Miss Adela Gilker, New Richmond ; Miss Eliza Journeau, New Richmond ; Miss Eva Campbell, Mann ; Miss Elsie Willett, Sellarville.

DISTRICT OF INSPECTOR E. M. TAYLOR, M.A.

Mrs. M. A. Halse, Swetsburg ; Miss Margt. Hall, St. Damien ; Miss Muriel Belknap, Rougemont ; Miss Eva M. Christie, Ahbotsford ; Miss Margt. C. Phelps, St. Ignace de Stanbridge ; Miss Romelia Kathan, East Farnham ; Miss Grace Miller, Brome ; Miss Rubie M. Griggs, Brome ; Miss Alma Sample, Granby ; Miss Edith Martin, Iberville ; Miss Cattie M. Powers, Sutton ; Miss Cora M. Buck, East Farham ; Miss Daisy Vaughan, East Bolton ; Miss Edna Patch, Dunham ; Miss Nellie Honeyman, East Bolton ; Mrs. Helen Horner, East Farnham ; Miss Cynthia Reid, Dunham ; Miss Helen M. Short, St. Ignace de Stanbridge ; Miss Sarah C. Thomas, Sutton.

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Miss Jessie Edy, Eaton ; Miss Ida Greer, Compton ; Miss Ida Whinfield, Eaton ; Miss Sadie Little, Hatley ; Miss Evelyn Flaws, Eaton ; Miss Dora Derick, Barnston ; Miss D. Gustin, Stanstead ; Miss Bernice Chester, Eaton ; Miss Mattie Rudd, Hatley ; Miss Cora Percival, Newport ; Miss Lena Bailey, Eaton ; Miss Victoria Wadley, Magog ; Miss Katie M. Smith, Newport ; Miss Elizabeth Lodge, Stanstead.

DISTRICT OF INSPECTOR J. W. McOUAT, B.A.

Miss Marion Whitehead, Chatham No. 1 ; Miss Edith Boddy, St. Félix de Valois ; Miss Elizabeth Mathieu, Joliette ; Miss Bertha Murdock, Chatham No. 1 ; Miss Sarah J. Pollock, Granville No. 1 ; Miss M. G. Brown, Maisonneuve ; Miss M. L. Cooke, Chatham No. 1 ; Miss Agnes McGrandel, Chatham No. 1 ; Miss Margaret Pollock, Ste. Jérusalem ; Miss Robina McIntyre, Chatham No. 1 ; Miss Nellie C. Berry, Ste. Jérusalem ; Miss Laura Bulmer, St. Laurent ; Miss Nellie E. Hodgson, Chatham No. 1 ; Miss Emma McDonald, New Glasgow ; Miss Ida Roulston, Sault-au-Récollet ; Miss Mabel Christie, Shawbridge ; Miss Grace W. Fortier, Maisonneuve ; Miss Harriet McGarry, Côte des Neiges ; Miss Alberta Kyle, Ste. Jérusalem ; Miss Annetta M. Lee, Côte St. Paul ; Miss Edith Whitehead, Chatham No. 1.

DISTRICT OF INSPECTOR J. MABON, B.A.

Miss Ethel Johnston, St. Etienne de Chelsea ; Miss Lilian A. Tucker, Wakefield North ; Miss Jane McVicar, Bristol ; Miss Kate McDougall, St. Etienne de Chelsea ; Miss Elizabeth Armstrong, Cantley ; Miss Janet McJanet, Clarendon ; Miss Belle Ostrom, Onslow Centre ; Miss Minnie Cowling, Onslow South ; Miss Catherine Martin, Eardley ; Miss Maud E. Demers, Eardley ; Miss Myrtle Vipond, Hull South ; Jessie J. Alexander, Clarendon ; Miss Lucy J. Dahms, Clarendon ; Miss Gertrude A. Ives, Thorne ; Miss Elizabeth McCullough, L'Ange Gardien.

REPORT OF REV. E. M. TAYLOR.

I have the honor herewith to submit my report for the year terminating 30th June, 1906.

The bulletins of inspection have been regularly transmitted to the Department of Public Instruction.

My district of inspection includes the Protestant schools of Brome, Rouville and Iberville counties with all of Missisquoi excepting the schools of St. Thomas and Clarenceville. I have also one school in St. John county, and the municipalities of Shefford, Granby and St. Alphonse de Granby.

In these counties there are 28 municipalities distributed as follows :

In the county of Brome	7	Schools open	71
“ “ “ “ Shefford	3	“ “	19
“ “ “ “ Missisquoi	10	“ “	36
“ “ “ “ Rouville	4	“ “	4
“ “ “ “ Iberville	3	“ “	3
“ “ “ “ St. Johns	1	“ “	1
	28		134
Total			

One school in Potton has been closed this year, leaving but 71 schools in operation in Brome county this year.

Schools are closed in Missisquoi for lack of children.

During the year no school has been conducted in the rural municipality of West Farnham, and there seems very little prospect of one being opened in the immediate future.

No trustee meeting has been held this year. The trustees have two good school-houses.

The municipality of Dunham village, though taught by a teacher with a model school diploma, is an elementary school and now under my inspection. The attendance is larger than last year.

One of the schools of Stanbridge East is closed for lack of children. The united municipalities of St. Athanase and Sabrevois have now been two years without a school.

One school in the municipality of Philipsburgh, which has been closed for several years, has this year been re-opened for a short term.

St. Damien had one school open for 8 months. A year ago St. Damien had three school-houses. One has since been sold. Two still remain with only children for one.

In the municipality of St. Sebastien, which lies partly in Missisquoi county and partly in Iberville county, only one school has been kept open during the year.

In the township of Sutton there were in 1889 sixteen schools in operation, and there are still the same 16 schools in operation. In the municipality of Shefford one school has been re opened which has been closed for twelve years.

Considering the price of board, the highest salaries are now paid in East Farnham, Brome and Sutton, but even

these salaries are much below what they should be. I hope that the picnics which are shortly to be held in my district by the Hon. Sydney Fisher, Hon. J. C. McCorkill and others, may prove successful in arousing a greater interest on the part of the people in their schools. It has been the common complaint that the parents, and even the school commissioners rarely take the trouble to encourage pupils and teachers by personally visiting the schools in which they should be most interested.

Abbotsford still maintains its consolidated school and regularly conveys the children from one district to the other.

SECRETARY-TREASURERS.

The secretary-treasurers are generally active, intelligent, progressive men. Nearly all have surety bonds; all except in the very small municipalities where the trustees regard the secretaries as worth many times the taxes they collect, and they are regarded as reliable men.

A goodly number of school-houses have been repaired during the year, and many have been supplied with folding and graduated desks.

TEACHERS' INSTITUTES.

I held institutes at nine centres during the year. These were well attended except the one held in Waterloo, the day being very unfortunate, heavy rain falling throughout the day.

There were 22 teachers present at the Knowlton Institute, at which I was assisted not only by Mr. Geo. D. Fuller, but also by Professor Robertson, who came especially to address the teachers, and those who gathered at the public meeting held on the evening of the first day.

The chairmen of the Brome and Knowlton boards were present, also some of the other commissioners.

With the single exception of the East Bolton Institute, I had the very able assistance of Mr. Geo. D. Fuller, B.A., at all the institutes.

The secretary-treasurers in all cases did all in their power to make the institutes successful.

In most places the ministers of the Protestant denomina-

tions in the locality where the institutes were held, were present and sometimes addressed the teachers.

BONUS.

The following teachers received a bonus for successful teaching :

Miss Maude E. Bacheller, Miss Audra Worden, Miss Fanny Hawk, Miss Linda Temple, Miss Mary Westover, Mrs. C. L. Jones, Miss Carrie Higgins, Miss Sarah Morey, Miss Bessie Cooke, Miss Sylvina Chilton, Miss Beatrice Armitage, Miss Florence Powers, Miss Victoria Wadleigh, Miss Kitty Scagel, Miss Augusta Purdy, Miss Minnie Thompson, Miss Mabel D. Hall, Miss Maud Wallace, Miss Lucy Tittlemore, Miss Emma D. Boright.

POOR MUNICIPALITIES

There are very few in my inspectorate who make application for a share in this fund ; those who need it are largely benefitted by its aid.

Several boards now give a larger salary to those who have diplomas.

Never have so many uncertificated teachers been employed in my territory. The majority of them have passed II. Grade Academy and some even III. Grade Academy.

These may now take advantage of the new provision made by the Protestant Committee to meet the difficulties as to scarcity of legally qualified teachers.

I think it probable that many will apply for permits in the incoming year and take steps towards obtaining diplomas in the new regular way.

PENSIONERS.

The pensioners in my district have been visited and regularly reported on to the department. Since I began inspecting three pensioners have died, Miss Elizabeth Edmunds, Miss Callista Burnham and Mr. Hobart Butler, M.A. The latter was a man who had a long history as a teacher of superior schools in the district of Bedford and retired several years ago on the score of age.

SALARIES.

The salaries have considerably improved in the last few years. They are not even at best as large as they should be. No properly qualified teacher should be required to teach for less than \$15 a month beside her board. And yet there are many schools where the teacher has no more than \$11 or \$12 per month when her board is paid. I hope to see the income of the teachers from \$15 to \$20 a month exclusive of board in the near future.

In the days when teachers boarded around it was not uncommon to receive from \$15 to \$20 a month. In some places it is much more difficult to pay the smallest salary than in others to pay the largest that is received.

TAXATION

In villages where there are superior schools to be maintained, the rate of taxation is much larger than in the rural sections.

The poorest municipality in my district is St. Alphonse de Granby and on high valuation. The secretary-treasurer informs me higher than could be realized in case of sale; the rate of taxation is 75 cents on the one hundred dollars, and the highest paid in the other municipalities is 70 cents on full valuation. But some of the village municipalities to maintain their superior schools pay as high as 80 cents on the one hundred dollars on full value basis.

Of the unendowed schools Marieville has the lowest taxation, it being only 10 cents on the one hundred dollars.

The following classification of schools by order of merit shows the total average marks taken by each municipality under the following heads :

1. Condition of school-house, outbuildings and grounds.
2. Condition of apparatus and other school furniture.
3. The salaries of teachers and method of payment.
4. The use of the course of study.
5. The use of authorized text-books.
6. Success in teaching.

The full marks would be twenty. .

Iberville 19.1, Sweetsburg 19.06, Dunham Village 18.8, Abbotsford 18.3, Rougemont 18.3, East Farnham 18.3, Stanbridge East 18.2, Eastman 18.1, Saint Ignace-de-Stanbridge 17.8, Sutton, 17.52, Frelighsburg 17.35, East Bolton 17.29, Saint Blaise 17.13, Philipsburg 16.87, Potton 16.6, Brome 16.5, Saint Hilaire 16.3, Saint Damien de Stanbridge 16.3, Dunham Township 16.1, Granby Township, 15.91, West Bolton 15.65, Marieville 15.1, Shefford 14.1, Saint Alphonse de Granby 13.7, Henryville 13.66, Saint Sébastien 13.4. West Farnham and Sabrevois have had no schools throughout the year.

It is much more difficult for a municipality with many schools, as in the case of Brome and Sutton Township, to take a high number of marks than for municipalities in which there is only one school.

In closing I wish to thank the secretary-treasurers and others who have helped me in the discharge of my duties.

NOBLESSE OBLIGE.

To live the life my father taught,
 Of honor, dignity, and length ;
 To do the little things I ought ;
 To know, but not to show my strength ;
 To make and keep a friend or two,
 And show a kindness every day ;
 To do the work I have to do,
 And do it in a goodly way ;
 To earn so much as I may need
 For my own wants, and little more ;
 To win, perhaps, a cheering meed
 From Her whose praise I labor for ;
 To do no hurt by thoughtless speech,
 By careless, cruel look or act ;
 To learn from whomso'er may teach
 The kindly courtesy of tact —
 These, the ideals I strive to reach,
 These be the lessons I must scan,
 That I may bear, without reproach
 The grand old name of Gentleman.

— *Life.*

REPORT OF THE EXAMINER IN GREEK, LATIN
AND SCRIPTURE FOR 1907.

GREEK.

Grade II. Academy.—There were only three or four papers in this Grade, all of which were fairly good. Questions 1, 2, 4, 7, were not answered very satisfactorily.

Grade I. Academy.—The above applies to this Grade, except that questions 2, 4, 5 and 7 seemed to give most trouble, and there was one very poor paper.

LATIN.

Grade II. Academy.—The translation of the Latin into English was generally good; but, on the other hand, that of the English into Latin showed ignorance of the Latin idioms and neglect of the observance of some of the most elementary rules governing the agreement of words in a sentence. Very few correct answers were sent in to question 2, while 3, 5, etc., fared but little better. The pupils should be more thoroughly trained in their Latin Grammar. In such schools as Danville, Lachute, Granby, Sherbrooke, Knowlton and Lachine, there is not, however, so much ground for complaint.

Grade I. Academy.—What I have already said in regard to Grade II. applies to this grade also, and except that the questions generally found most difficult were 3, 5, 6 and 7. Very good papers were received from some of the Model Schools, remarks concerning which have already been made on the examination slips.

Grade III. Model.—In question No. 1 the signification of the moods and tenses was for the most part treated very carelessly; the proper names, too, were in many answers given incorrectly, and the less wary pupils got badly mixed translating the second extract.

No. 2 was generally correctly answered, but not always in tabular form, and many of the answers to No. 3 were too long and rambling.

No. 4 was a favorite with the majority, and the answers were generally accurate.

No. 5. The answers to this question were by no means satisfactory.

No. 6. Few succeeded in answering this question correctly.

No. 7. The use of the Latin idioms and the observance of the several agreements were sadly neglected by more than 50 p.c. of the pupils. Sentences 1, 3, 4, 5 and 7 were seldom rendered correctly.

Grade II. Model.—No. 1. The translation into English was generally correct, except the last two sentences. A good many informed your Examiner that “King Marcus praises, etc.”

No. 2. Well answered, as a rule.

No. 3. Generally correct, but badly arranged in several papers.

No. 4. Answers nearly all defective, very few full and clear.

No. 5. Well answered.

No. 6. What I have remarked under the other grades applies here most emphatically. Not more than 10 p.c. of the pupils translated “to me,” in 2nd sentence by *mihi*; while the last two sentences were badly done. I should, therefore, urge the teachers to insist upon accuracy, as regards agreements, definitions and the use of idioms, and the best time to begin is when the pupils are in Grade II. Model, for it is then that the foundation should be laid.

SCRIPTURE.

Grade III. Model.—As a whole the results were unsatisfactory. It is true the paper was difficult, and a good test of the pupils’ knowledge of the subject; yet, at the same time, there were too many evidences of carelessness and discrepancies on the part of the pupils.

No. 1. Few answered this question clearly and fully.

No. 2. A good many got the miracles of St. Peter and St. Paul confused.

No. 3. Very few gave the prophecy concisely; 25 p.c., at least, gave A’s prophecy in regard to the famine.

No. 4. It is surprising how many got mixed in this answer, substituting either Peter or Paul for Philip.

No. 5. Answers for the most part indefinite.

No. 6. Comparatively few knew who Crispus was.

No. 7. The answers to both 6 and 7 were in many instances too vague; what is wanted is something clear, distinct and definite.

No. 8. Few good answers were sent in; the majority were either vague or confused.

No. 9. This question was misunderstood by more than 50 p.c. of the pupils, who gave an account of St. Peter's vision at Joppa and St. Paul's on the way to Damascus, instead of the occasions asked for. No marks were given for any but the correct answer.

No. 10. The answers to this question were generally good, except that many lacked definiteness.

Grades I. and II. Model.—A very easy paper, but not always well answered.

No. 1. Generally well answered, (g) seemed to give the most trouble.

No. 2. Very few clear, correct answers were sent in, some salient points were omitted.

No. 3. Nearly all the pupils seemed to know the answer, but very many failed to express themselves clearly.

No. 4. Brought forth a great diversity of opinions—as the question was understood by the different pupils. It might be better to make the questions for these grades more definite.

No. 5. } Generally fairly well answered.
No. 6. }

No. 7. Pupils seemed to be in possession of the facts, but many were unable to express them clearly.

This report is necessarily brief, and deals only with generalities. I have not ventured to discuss the merits of the different schools; this I did on the Examination slips. Moreover, it requires no great insight on the part of the Examiner to discover where the good teachers and where the poor ones have been at work during the year. When one examines a grade of between 15 and 20 and the marks range between 75 and 97, and another of 7 or 8 with 3 or 4 failures, he draws his own conclusions. Poor teachers are responsible for at least half the failures.

I should, therefore, urge upon teachers and pupils alike the need of giving much more attention to these things:

1. Clearness and accuracy;

2. Method ;
3. Handwriting ;
4. Spelling.

1. Begin with Grade I Model and continue up to Grade III. Academy to insist upon clear and accurate definitions and answers ; at present, vagueness and inaccuracy reign supreme. Long rambling answers don't win highest marks.

2. Arrange the different parts of your answer methodically ; don't crowd your words, sentences or paragraphs. When asked for a summary, give a summary, or for an answer in tabular form, give it that way.

3. Don't mix up vertical, slanting, back and other fancy handwriting in the same sentence. Write legibly. The writing as a whole is very bad. The papers from Clarenceville Model School are very commendable in regard to method and handwriting.

4. Be more particular with spelling ; the Roosevelt-Carnegie reform is not yet recognized in this Province.

1907

SUPERIOR SCHOOL EXAMINATIONS

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

LATIN (GRADE II. MODEL SCHOOL.)

(All the questions are to be answered.)

1. Translate into English :

Vir bonus mulierem nunquam terret. Multi oratores reginam semper laudant. Hostes parvis copiis agros vastant. Balbus et Marcus amicis meis nomina sunt, Rex Marcum, virum fortem et bonum civem laudat. Magna est spes victoriæ in animis fortium militum. 20

2. Assign each noun in the above extract to its proper declension. 10

3. Give, in tabular form, the gender, genitive singular of *res*, *cornu*, *nomen*, *rex*, *magister*. 15

4. What nouns in the 3rd declension make the genitive plural in *ium*. 9

5. Give, in tabular form, the genitives and datives singular and plural of :—*celer, sapiens, audax, fortis*. 16

6. Translate into Latin :—

The words of the orators frighten the citizens. The names of many men are known to me. The boy gives a large part of the beautiful flowers to his mother. At midnight, the cold is often great. My friends are charmed with our letter. The old man is lame to-day *in* his left foot. The daring boys are on the top of the oak. 30

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

LATIN (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. Translate into English :—

Hercules, jam adolescens, urbem Thebas incolebat. Rex Thebarum, *vir* ignavus, Creon appellatus est. Minyæ, *gens* bellicossima, Thebanis finitimierant. Legati autem a Minyis ad Thebanos quotannis mittebantur; hi Thebas veniebant, et centum *boves* postulabant.

Post hæc Perseus in fines Æthiopum venit; ibi Cephus quidam, illo *tempore*, regnabat. Hic Neptunum, maris deum, olim offenderat: Neptunus autem monstrum sævis-
simum miserat. Hoc quotidie e mari veniebat, et *homines* devorabat. 20

2. Give in tabular form the gender, genitive singular and English equivalents of the words in *italics* in question 1. 15

3. Write short explanatory notes on. :—Hercules, Creon, Perseus, Neptunus. 8

4. (a) Give, in tabular form, the genitives and datives, singular and plural, of: *hic, ille, is, ipse, se*. 15

5. (a) Distinguish between *hic* and *ille*.

(b) What part of *idem* is *ædem*? 10

6. Write Latin words for:—5, 8, 100, 7th, 12th, 1st, 9th.

7

7. Translate into Latin:—

Horses are more useful to men than birds. The queen is a very beautiful woman. The ships are a mile from the harbour. I was yesterday in the royal gardens; to-morrow I shall be at home.

These old men *are* rich, those are poor. This war will delight the soldiers, *it* will frighten the citizens. You will not be warned again; you have been often warned already.

25

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

LATIN (GRADE I. ACADEMY.)

All the questions are to be answered.

1. Translate into English:—

Postero die, simul at que e somno excitatus est, Hercules furtum animadvertit, et boves amissos undique quærebat.

Rex erat quidam *nomine* Æetes, qui regnum Colchidis *illo tempore* obtinebat. *Huic* commissum erat vellus illud aureum, quod Phrixus olim ibi reliquerat. Brevi intermisso spatio, Argonautæ ad flumen Phasin venerunt *quod* in finibus Colchorum erat. Ibi quum navem appulissent et in terram egressi essent, statim ad regem Æetem se contulerunt, et ab eo postulaverunt, ut vellus aureum sibi *traderetur*.

50

2. Parse the words in italics.

18

3. Give the principal parts of *venerunt*, *appulissent*, *contulerunt*, *animadvertit*.

12

4. Write short explanatory notes on Hercules, Æetes, Argonautæ, Phrixus.

12

5. In English we often express purpose by an infinitive. Can we do so in Latin? Explain.

18

6. (a) What is the meaning of *ablative absolute*? (b) Have we a similar construction in English? Give the rule for the *ablative absolute*. What active participle is found in English but not in Latin?

24

7. Show, with examples of each, the use of Supines. 16

8. Translate into Latin:—

He will be unwilling to seek aid from Cæsar. Pompeius set out for Rome by a difficult route. The enemy, having been conquered, asked for peace. This thing was done in our absence. A few soldiers were posted on the hill to throw stones on the enemy. We will inform your mother that you could not read her letter. You ought to remember this. Tell me why you have returned to Rome. 50

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

LATIN (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Translate into English:—

A. Hæc tamen dicere, venisse invitos, eiectos domo; si suam gratiam Romani velint, posse iis utiles esse amicos: vel sibi agros *attribuant* vel patiantur eos tenere, quos armis possederint; sese unis Suebis concedere, quibus ne dii quidem immortales pares esse possint: reliquum quidem in terris esse neminem, quem non superare *possint*.

B. Interim legatis tribunisque militum convocatis, et quæ ex Voluseno cognovisset, et quæ fieri vellet, ostendit monituque, ut rei militaris ratio, maxime ut maritimæ res postularent, ut quæ celerem atque instabilem motum haberent, ad nutum et ad tempus omnes res ab iis administrarentur. His dimissis et ventum et æstum uno tempore nactus secundum, dato signo et sublatis ancoris circiter millia passuum septem ab eo loco progressus aperto ac plano litore naves constituit.

C. Indicum sanctique placet sententia montis, omnibus. Arguitur tamen atque iniusta vocatur unius sermone Midæ. Nec Delius aures humanam stolidas patitur retinere figuram; sed trahit in spatium, villisque albentibus implet, instabilesque imas facit et dat posse moveri. Cetera sunt hominis; partem damnatur in unam. Induitur aures lente gratientis aselli. 50

2. In section A., question 1, (a) explain the mood of attribuant, possint.

(b) What is the subject of *dicere, posse*? Explain.

(c) *Quibus ne dii quidem * * * * possint.* Account for the case of *quibus*.

(d) Give the principal parts of *possederint*. Distinguish between *possido* and *possideo*.

(e) Section B—"Legatis." How many did Cæsar have with him? Who appointed them?

Tribunisque militum. How many in each legion? What were their duties?

(f) "*His dismissis et ventumnaves constituit.*"

"This is a typical Latin sentence." Explain, comparing it with the English translation.

(g) Section C—Account for the case of *montis, sermone, omnibus*. 50

3. Name the mood and tense of *dat, vocatur, venisse, patientur, cognovisset*; and give the principal parts of each verb. 20

4. In English we often express purpose by an infinitive. Can we do so in Latin? Explain. 15

5. Show, with examples, how the place of a gerund with a direct object may be otherwise rendered.

State the rule in this connection. 15

6. Translate into Latin:—

We have not seen the man who promised that he would pay us the money. He said that he was well. The soldiers denied that he had given this order. Can you come to Rome to-morrow? It is the duty of good citizens to help those who rule the state. Tell me what you have brought. Cæsar is dear to the soldiers, but hateful to the citizens. Forgetting the murder of his father he favored the wicked Balbus. 50

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

SCRIPTURE (GRADE I. AND II. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) Where was Christ born? (b) Where was His childhood spent? (c) By whom was He baptized? (d) Who betrayed Him? (e) Who denied Him? (f) Where and how did he die? (g) What were His last words? (h) By whom was He buried? (i) How long was He in the tomb? (j) To whom did He first appear after His resurrection? 20

2. Give the three temptations to which Christ was subjected by the devil. Give Christ's reply in each case. 15

3. Who was:—(a) Martha, (b) Herod, (c) Cleopas, (d) Lazarus, (e) Joseph of Arithmathæa? 10

4. What does Christ say about:—

(a) giving,

(b) loving,

(c) serving,

(d) judging,

(e) praying? 15

5. Relate the miracle in connection with which the following words were used:—

“ Young man, I say unto thee, arise.” 16

6. Relate the parable of the lost sheep. 10

7. In what connection do the following expressions occur:

(a) “ Wist ye not that I must be about my Father's business ” ?

(b) Thy faith hath made thee whole ; go in peace.

(c) What shall I do to inherit eternal life ” ?

(d) Woman, I know him not.”

(e) “ Certainly this was a righteous man.” 20

TUESDAY AFTERNOON, JUNE 18th, from 2 to 4

SCRIPTURE (GRADE III. MODEL SCHOOL.

All the questions are to be answered.

- 1 Three men named Ananias are mentioned in the Acts of the Apostles. Give a brief account of each. 10
2. Mention two miracles wrought by Peter; two by Paul, and give a brief account of any one of them. 10
3. A certain prophet named Agabus prophesied concerning Paul. Give the prophecy. Was it fulfilled? 10
4. Give a short account of the baptism of the Ethiopian eunuch. 10
5. For what purpose were the deacons chosen? Give the number appointed and state their qualifications. 10
6. Who was,—(a) Gamaliel, (b) Crispus, (c) Demetrius, (d) Festus, (e) Rhoda? 10
7. Locate the following places, and mention an important event that took place at each :—
(a) Thyatira, (b) Ephesus, (c) Athens, (d) Phillipi, (e) Miletus. 10
8. What was the effect of Paul's preaching upon (a) Felix, (b) Agrippa? 10
- 9 Under what circumstances did the Angel of the Lord appear unto (a) Peter, (b) Paul? Give the substance of what the angel said in each case. 10
10. In connection with what events were the following expressions used :—
(a) "It is his angel."
(b) "What must I do to be saved?"
(c) "We have found this man a pestilent fellow."
(d) "Trouble not yourselves; for his life is in him."
(e) "Who art thou, Lord?" 10

Official Department.**NOTICES FROM THE QUEBEC OFFICIAL GAZETTE.****DEPARTMENT OF PUBLIC INSTRUCTION.***Delimitation of school municipalities.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 18th December, 1907, to detach from the school municipality of Saint Donat, in the county of Rimouski, the third range of the parish of Saint Gabriel, and to annex it to the school municipality of Saint Gabriel, in the same county.

His Honor the Lieutenant-Governor has been pleased to appoint Mr Howard Arthur Honeyman, master of arts, of Knowlton, in the county of Brome, Protestant school inspector for the counties of Ottawa and Pontiac.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 3rd of January, 1908, to appoint Mr Victor Bernier, to the office of school commissioner for the municipality of Saint Anselme, county of Dorchester, to replace Mr. Urbain Roy, who resides no longer in the municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 9th of January, 1908, to appoint Mr. Castulle Bonchard, to the office of school commissioner for the municipality of l'Anse Saint Jean, county of Chicoutimi, to replace Mr. Richard Martel, who resides no longer in the said municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 9th of January, 1908, to detach from the school municipality of Saint Moïse, in the county of Matane, the village of Saint Moïse, as constituted by proclamation of the Lieutenant-Governor of the province, dated the 2nd October, 1906, and the lots of the township of McNider, bearing the numbers 1, 2, 3 and 4 of the 8th and 9th ranges of that township, and to erect that territory into a separate school municipality under the name of the "Village of Saint Moïse."

The foregoing annexation and erection will take effect on the 1st July next, 1908.

A CANADIAN FLAG



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EVERY
SCHOOL

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Do it Now and be Ready for Empire.

THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC

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

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

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

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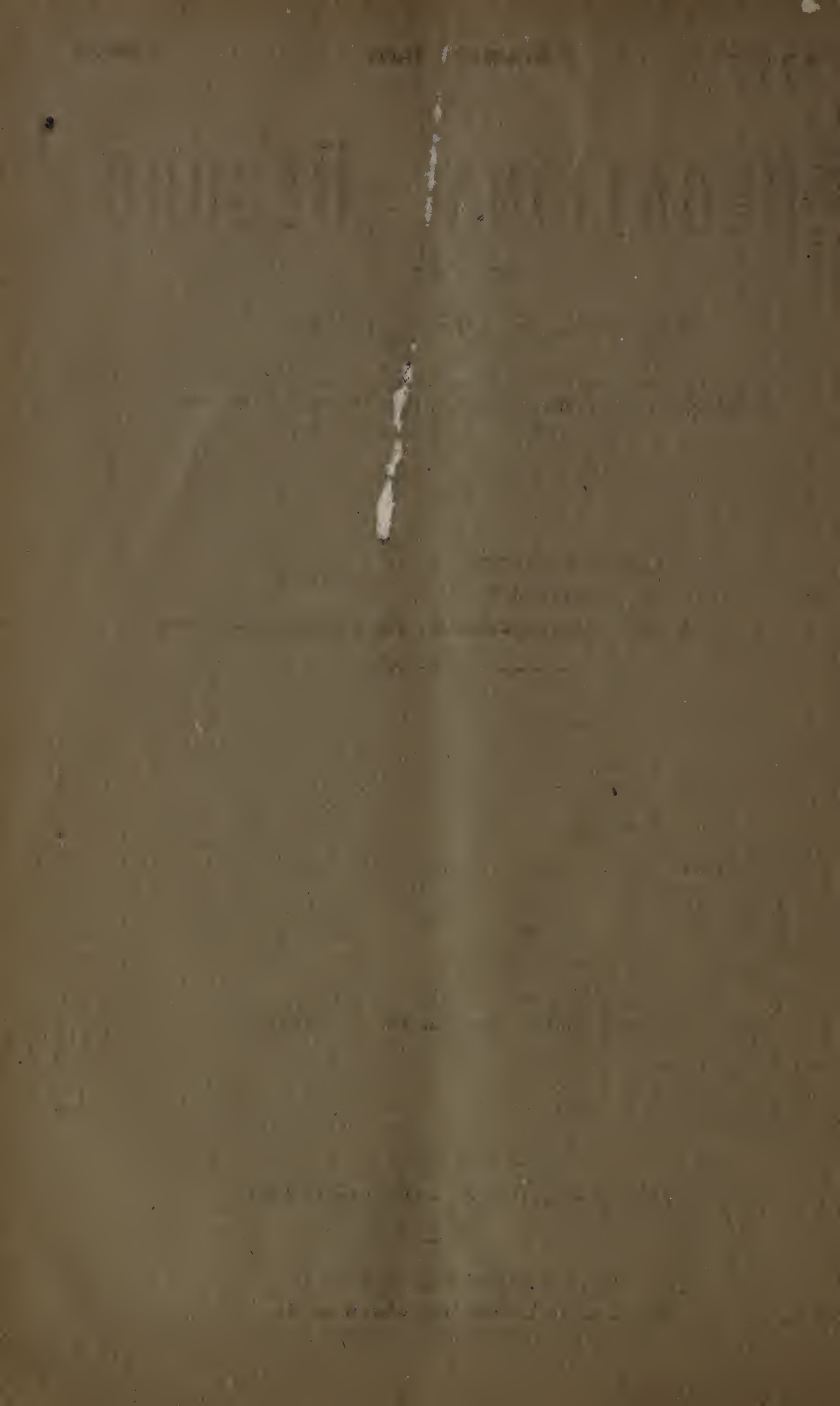
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Articles : Original and Selected.

MARCH.

The stormy March has come at last,
With wind, and cloud and changing skies,
I hear the rushing of the blast
That through the snow valley flies.

Ah, pa-sing few are they who speak
Wild, stormy month in praise of thee,
Yet though thy winds are loud and bleak,
Thou art a welcome month to me.

For thou, to northern lands, again
The glad and glorious sun doth bring,
And thou hast joined the gentle train
And wear'st the gentle name of Spring.

Then sing aloud the gushing rills
In joy that they again are free,
And, brightly leaping down the hills,
Renew their journey to the sea.

Thou bring'st the hope of those calm skies,
And that soft time of sunny showers,
When the wide bloom on earth that lies,
Seems of a brighter world than ours.

—*William Cullen Bryant.*

SCHOOL DISCIPLINE.

(Major R. J. Hewton, M.A., Inspector of Schools.)

In the fore front of my remarks I have placed the following quotation from the writing of Thomas Carlyle: "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 that lies nearest to thee which thou knowest to be a duty. Thy second duty will have already have become clearer." These words contain the key to success in teaching as in other walks of human activity, for no one can do the duty which lies nearest to him with his whole soul and fail of success in whatsoever he undertakes.

"Order," says Pope, "is Heaven's first law," but the rule is not confined to the celestial regions, 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 the peace which there reigns supreme. Unless this fundamental principle pervades, the whole school harmony and all appertaining to it cannot exist therein, and without harmony the efforts of the teacher must prove of little moment. Not only is the establishment and maintenance of discipline a necessity if the pupils are to acquire knowledge as rapidly as possible, but it is also imperatively demanded because of its moral and educational value. Order is the foundation upon which discipline is built, and the teacher who conducts the work of her school in a slipshod, haphazard manner, must not only fail in securing discipline, but what is much worse is training her pupils in disorderly methods which, unless corrected by other influences, will seriously handicap them in after life.

Proper discipline is good government, recognized by all competent authorities to be the most important department of school existence and also to be the one in which most failures occur. What then do we mean by proper discipline? Certainly not the arbitrary tyranny which 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 arrangement of the school and everything in connection

with it which shall make it impossible for anything but order and industry to prevail.

Let us briefly examine into some of the causes of failure to enforce discipline. There is no doubt in my mind that the chief cause is to be found in the majority of cases in some mental or moral defect on the part of the teacher in some lack of mental or moral training, and first among moral defects I unhesitatingly place laziness. There is no doubt to my mind that a very large percentage of the mismanagement of schools which occurs with too sad a frequency in this as well as in other provinces of the Dominion may be traced to this most unlovely characteristic of frail human nature. Managing a school is not idleness. An idler

“ Is a watch that wants both hands,”

“ As useless if it goes as it stands.”

And she who becomes a teacher with a hope that,

“ Stretched upon the rack of a too easy chair]

“ She may with everlasting yawns confess

“ The pains and penalties of idleness

has no place in our schools. The life of a competent teacher is a strenuous one demanding the best efforts of a robust manhood and womanhood. Like teacher like pupil. If the instructor be indolent, the scholar will be idle, and if idle, liable to yield to some temptation as saith Watts :

“ 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 complete mastery of herself must necessarily fall short of her attempt when she endeavours to control others even though they be but children. Day by day and hour by hour in a thousand different ways the patience of a teacher is sure to be tried, and she who would attain to perfect government of a school must 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

personality like a display of anger. To you then, who would do your whole duty in the noble calling you have adopted I would say, see to it that your temper is all times under control.

Lack of continuity on the part of the teacher is a prolific source of the misgovernment of schools. A teacher is tired or cross and punishes on one day that which she has frequently or habitually tolerated, or allows privileges to the bright attractive pupils in which the others do not share. Either of these two mistakes must prove fatal to school government. We must learn to treat our children at all times in the same manner and all in the same kindly courteous way. Of course there are in every school children whose sunny looks and loving dispositions readily make for them warm places in our hearts. This we cannot prevent nor is there any reason why we should attempt to do so. The same thing will be true 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 upon whom we lavished our affections just as the ugly duckling of the fable developed into the graceful swan. A successful teacher is a living embodiment of the golden rule, "Do unto others as ye would they should do unto you," and the 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 will be founded on fear and not on respect.

Vacillation again is fatal to good government. A teacher directs that a certain thing shall or shall not be done, but does not insist because it is easier to yield to the solicitations of her 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 upon impulse or from other unworthy motive such as personal convenience or the lack of sufficient firmness to adhere to your own opinion.

Narrowness of information like the evils already enumerated has a baneful effect upon 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 know that well, will never succeed either in maintaining discipline or in properly training her children. In teaching, knowledge is power. Read then, read, that your knowledge may permeate the whole class, and that your power and your enthusiasm may pervade the whole school, a power ever influencing for good and urging your pupils along the road to perfect citizenship.

Another cause of failure may be found in 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 her pupils and so arouse antipathy in their minds; she may be a scold and wear out their patience. Discipline will never result from scolding. Good government is based largely on the affections of the pupils, and a kindly, courteous, yet dignified manner will do more to win the allegiance of your pupils than hours of fault-finding. We must be as courteous to a child as to a picture. "Give it the benefit of the best light," says Oliver Wendell Holmes, "and she who is not prepared to cultivate a kindness of disposition towards her scholars, and a desire to have them grow into kindly, courteous, dignified men and women had better seek other employment, while self-study and self-culture with this end in view will enable those who now go forth with tears to come again with rejoicing, bringing their sheaves with them."

Carelessness about the school premises is a sure sign of laxity of discipline. I do not think I ever entered a school where the maps were hanging crooked on the wall, with perhaps one or two of the bars partly torn off, where the teacher's desk was in disorder, where the floor

was littered with paper, without finding the same confusion manifest in the conduct and discipline of the school. The teacher's mental or moral defects were being repeated, in the unfortunate pupils under her charge; and these remarks I repeat with equal emphasis concerning the school grounds. Many of our school-premises might be wonderfully improved by the exercise of a little zeal and tact on the part of the teacher, and from immoral influences might be converted into 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 out-houses, sheds and bare corners unblushingly exposed to view when they might be so easily concealed and objects of beauty substituted.

Do not over govern. Do not go out of your way to seek for things about which you may make rules, or which you may forbid your children to do. Remember that forbidden fruits are sweet, and that if there be a multiplicity of hard and fast rules, some of them are sure to be broken. Not only are children likely to forget rules when they are many in number, but mischief is oftentimes suggested of which they would never have thought if it had not been for the rule forbidding it. Let your rules then be confined to first principles, and as few in number as possible; 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. Do not threaten; it is a habit injurious to pupil and teacher alike and should never be indulged in. Endeavour to interest the children in their school life by keeping them busy. If they are interested they will interest their parents, and the co-operation of the parents is necessary if a teacher's work is to be all it should. It often happens that remarks made about a 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 and guardians and 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. N. Greenwood, and we

should thoroughly realize the truth of this principle if we would make our work pleasant and profitable to ourselves and our pupils.

Do not wait till the clock is on the point of striking the hour at which 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 numbers 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 furniture itself has an important bearing on school government. It should be of the most modern character, suited in size and shape to the children, and so arranged that the teacher may take in the whole school at one glance. In all this I have spoken to little purpose if you do not realize that when I condemn one educational vice or set of vices I am advising those who, on self-examination, convict themselves of possessing any of 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 kindly dignified bearing. If you've 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 in the same courteous manner ; if you have been vacillating and changeable in your opinions, teach yourself firmness ; if you have been ignorant, become industrious ; if you have been ignorant, educate yourself ; if you have been a slave 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, Sempronius ;

“ We'll deserve it.”

After all, good government is largely a matter of moral training and influence ; by right thoughts and correct 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.

School tactics, physical drill, singing, and simultaneous recitations are of the utmost possible value to discipline. The rhythmic movement of mind or voice and body of the children acting 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. Have physical drill and singing at short frequent intervals, as the exercises not only strengthen the bodies and tend to promote discipline, but give ever varying occupation to the children. Do not allow the pupils to slouch to their places in class or to their seats; call them up by word of command, seat them in the same way and have them move briskly when you wish them to move at all. Always insist on a command being promptly executed; to insure this you must never give a command until the children are prepared to obey. For example, never order a class to stand until the necessary books, etc., have been collected.

I would like to speak of the time-table and its relation to discipline, but time does not permit me to say more than that it must be so arranged as to include all the subjects of the course of study, giving due prominence to the important ones, and so as to furnish ever varying occupation for the little ones.

No treatise on discipline would be complete which did not take into consideration rewards and punishments. There are certain rewards and punishments which are justifiable, as there are others which should never be resorted to. A reward or punishment degrading in character of a nature to lower the self-respect of the pupil should never under any circumstances be employed. Never insult a pupil by pulling his hair or ears, by cuffing or shaking him, by placing him in any unnatural or absurd position, or in any other way treating him as an inferior being.

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 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 avoiding the other. If these hopes and fears are consequently kept in the pupil's view, it can readily be seen that instead of being trained to act from moral motives it is but a sordid ideal which is placed before him.

Rewards and punishments should not be confined to one department of school life, but should be extended to all in proportion to their relative importance. They should be arranged so as not to reward the possession of natural gifts or attributes or to punish the lack of them, but rather the use made of those possessed. Habits of diligent, attentive work and of good conduct are of more importance to the child and to the school than brilliancy in answering questions or quickness in preparing certain exercises. Arrange your system of reward and punishment then 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 certain talents and dispositions, but rather for the application of the one and the regulation of the other. First principles must regulate the distribution, not a temporary whim or caprice of the teacher. Great rewards must not be given for trifling merit, nor severe punishment for slight offences. Familiarity breeds contempt, and the teacher who stales her incentives or her deterrents by constant use will soon find them worthless.

Among legitimate rewards are praise, places and prizes. Praise is a strong incentive to discipline.

“ The love of praise, however concealed by art,
“ Reigns more or less and glows in every heart.”

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 increased exertion in the future. Do not praise indiscriminately but make your commendation an influence to urge the children a little higher up the ladder of virtue. Avoid the error pointed out by the poet,

“ Praise undeserved, is scandal in disguise.”

The commonest forms of rewards which prevail in our 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.

The first of these may be carried into effect by assigning a value on a certain understood scale to each department of school work and conduct for a definite time, say 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 labour for an object, the immediate attainment of which is impossible.

Of material rewards I have already spoken in general terms; they must be so arranged as to place them within the reach of all who by diligence and good conduct deserve them if they are to be productive of good by stimulating to increased and continued effort.

Among legitimate punishments are, kind reproof, deprivation of privileges, retention and public confession of fault.

Deprivation of certain privileges is a proper form of punishment for certain classes of offences. It is logical that an abuse or breach of a privilege should be followed by its curtailment. The bully who maltreats the younger children during recess is fittingly 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 while 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 on his memory; the penalty is so evident a result of the offence that he must himself acknowledge its justice. 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.

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 neglected school work and the teacher must be careful to ascertain that the unfinished task is within 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.

In regard to corporal punishment I am well aware that there is a difference of opinion among educationalists, but 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," says Solomon; the rod, however, should be resorted to only in the last extremity. It should never be used in anger; it should never be employed till encouragement, expostulation, kind reproof and other means of punishment have been exhausted or till the case has been carefully studied. The instrument with which it is inflicted should be of such a nature as to render physical injury impossible. But imposition once decided upon should be so thorough in its nature that no second application should be necessary.

Two essential features of discipline already alluded to require further notice. First, the necessity of careful preparation of lesson on the part of the teacher in order to secure discipline. All teachers before appearing before their classes should make a careful sketch of the lesson in the form of written notes with the topics and illustrations arranged in order. These notes are not necessarily for reference, although they are of course available for that purpose. It is from their preparation rather than from their presence that the teacher will acquire power and impressiveness. I am well aware that there is considerable labour involved in such preparation, but experience will readily prove that the labour thus involved soon returns an adequate reward in the development of the teacher's powers, in the deepening of his motives, in the increased interest of his pupils, in the new and hitherto unexplored fields for investigation that opens up to his classes, and in the infinitely better results he is certain to attain. While the teacher who constantly

meets his classes with unprepared work with its consequently haphazard arrangement of ideas uncertain information, indifferent explanations, inadequate illustrations and disconnected questions can attain but one result in discipline and education and that as crude and unsatisfactory as his own efforts. Second, The manner of the teacher. A good manner is essential in teaching. A good manner depends on a controlled temper, always appearing cheerful, never impatient, never unjust. A disposition to fret and scold produces a light temperament among the pupils; coldness and indifference paralyze zeal and industry; anger causes resentment and stops effort, while a genial smile and a pleasant word, like a beacon light flashing over the wilderness during the dark watches of the night lead the youthful pilgrims through the pitfalls of the educational misuses on to the firm grounds of the higher level. Then cultivate firmness, and authoritative manner, but with all kindness and gentleness blended with firmness. Self-possession and readiness must be at command. Animation is an important feature, but it must ever be compatible with propriety. Justice tempered with mercy is a fitting attribute of one who comes before the children clothed with power and authority, but while exercising these inspires love. Woven into the very tissue of your bearing in the class room must be the sense of devotion to the duty which lies nearest to you; to duty in the sense which inspired the following lines:

“ A picket frozen on duty,
 “ A mother starved for her brood,
 “ Socrates greeting the hemlock,
 “ And Jesus on the rood;
 “ And millions who, humble and nameless,
 “ The straight hard pathway trod
 “ Some call it Consecration
 “ And others call it God.”

Finally, school government is largely a moral question, closely correlated with moral training. Its vitality depends on the teacher, her zeal, her character; and she who performs the duty 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 Cassius'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 ready for herself a royal mansion eternal in the heavens, laying up for herself treasures which will secure the comfort and happiness to be derived 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 JOY OF THY LORD ! ”

SCHOOL LIBRARIES.

School libraries have become important factors in educational work. One of the most valuable equipments one can give young people for their work in life is such knowledge of books and their use as will enable them to go direct to sources of correct information and sound opinion. This equipment can be best given, in fact it can be only given to the average child, by the use of a school library, reference or other.

A collection of books in every school-room for everyday use is coming to be considered a most essential part of a school building's furniture. These books introduce children to the best literature of the world; they interest them in other phases of any subject they may be studying than those set forth in the text-books: they arouse in them the love of reading; they awaken and inspire the teacher, and make it essential that she, herself, shall go outside the text-book work if she would keep up with the advancement of her pupils; they familiarize the children with books and their use; and in any subject they permit the beginning of that laboratory method which is now considered so essential in all educational work.

A noted writer says:—“ While nothing can quite take the place of the library in the home, the best substitute for

it is the library in the school. Through this medium it is possible for good books to reach into the dark corners of society and to open to children in the homes of poverty and ignorance a vision of wider culture. The school library assumes the most important functions of the parent when the parent is incompetent. It teaches through what means great and good men have become great and good; how honesty, purity, gentleness, and temperance sweeten and glorify a life. It sets before him ideals not impossible of attainment. It tells him the story of this old world of ours, opens his eyes to the wonders of Nature and demonstrates the goodness of God. Through the children the parents feel the leavening influence. Men and women who have almost forgotten how to read, and who had in their own childhood never had any good books, take up the volumes which their boys and girls bring home from school and get a breath from the broader life which is thus opened to them. Surely this is reason enough for the establishment of a library in every school. Educational sentiment is alert upon this subject, and the growth of school libraries in Illinois during the past five years is a hopeful sign not only of a healthier library taste, but of a sounder morality in the men and women of the next generation.— *Canadian Teacher*.

MORALS IN SCHOOL.

Morality is a thing of the heart, and until our heart is right our morals are uncertain. In early school life children are restricted by many regulations restricting their actions toward one another, but our constant daily aim should be to use every opportunity to enable them to see what conduct is right and to love right conduct. In other words to pass from the restraint of "Thou shalt not," to the impelling influence of the golden rule.

This progress can best be accomplished by daily effort as occasion arises. Even arithmetic exercises have moral lessons in them, as for example the moral responsibility of error in calculating the proportions of the *Quebec Bridge*.

Some one's *sum* was wrong and terrible consequences ensued. The subject should not be confined to the opening exercises and the Scripture lessons, but should have a

place in all the relations of the pupils and teacher to each other throughout the day's activities. Only in such manner can the practice of morality arise in each pupil's life to be a restraining and a guiding force.

COMPANIONABLE PEOPLE

In every society we find that the people who are called companionable are those who have a knack of making light of their tribulations and vexations, a habit of putting them out of sight ; who do not entertain their acquaintances with the recital of a bad baking, a leaky pipe, the children's measles, the shortcomings of the servants ; who know how to keep their melancholy, if they have any, out of the conversation ; whose nerves do not furnish them with material for a morning call ; who are not always on the outlook for a draught, or a change of weather, or a slight ; who do not lament their poverty aloud, and make us feel responsible for it, and uncomfortable amidst our plenty. The companionable people never seek to make us dissatisfied with ourselves or our belongings ; they talk about the things we like to hear, and are silent upon the subjects on which we disagree ; they do not differ with us for the sake of differing and do not announce their opinions as if there were no appeal therefrom. They do not talk you blind, as the saying is, neither do they offend you by their taciturnity ; they do not have to be drawn out like defective teeth, but develop their talent as generously and charmingly as the plant develops its blossoms ; neither do they pump or catechise us about our affairs, but show a genuine interest in whatever we choose to impart of a personal nature ; and although they never force their confidence upon us, they have none of that frosty reserve which never allows us a glimpse of their hearts. There are some people who are out of sorts at every hand's turn for no legitimate reason—because the sun has gone under a cloud, because they slept badly or ate too heartily ; but the companionable person makes the best of every situation. She is not fidgety or fussy, and her prejudices are not, as with some, her chief characteristics. When she arrives she brings another atmosphere with her, and common things, seen with her eyes, become wonderful. She is a person of ideas, and

bestows them with prodigality ; she is not so often a wit as the occasion of wit in others, which is a far more popular being than the mere wit can hope to be.

TO MAKE YOURSELF OF VALUE.

By Dorothy Quigley, from "Success is for You."

When you remember that every thought is a chisel literally carving its expression upon the face and form you will strive to give your thoughts as attractive an outward showing as you possibly can, will you not. The new psychology teaches us to make ourselves over by using and developing the right kind of thought force.

In harmony with Professor Gates, another psychologist affirms : " Every thought which enters the mind is registered in the brain by a change more or less permanent. Bad thoughts build up structures of cells which engender evils ideas, and good thoughts contrariwise.

Regarding this process of making one's self over Henry Wood, an eminent psychologist says : " Every one has long been aware that fear, grief, sin, anxiety, pessimism, and all their train pull down bodily tissue, but we have unwittingly failed to observe that their positive opposites would surely build it up. But this is logical and reasonable,

"Harmony, joy, optimism, idealism, love and courage will surely invigorate.

" Under the now well understood law of auto-suggestion and thought concentration, each mental condition can be positively cultivated and made dominant in the consciousness. "

You have practised auto-suggestion unaware all your life. When you said, for instance, upon going to bed, " I must get up a six o'clock to-morrow morning, " and so changed your mind with the thought that you must wake up, that you did—you practised auto-suggestion in a familiar way. If you say to yourself upon falling to sleep, " I will rise with energy, sunny hope, courage and smiles to-morrow morning, " and persist in saying it, you will nerve yourself to carry out the words you declare, and you will find yourself stimulated with new power.

You will establish sense-memories that will will you to

be energetic, radiant, cheerful and full of buoyant energy, and you will attract successful conditions.

Did you ever know a gracious sunny soul who was not sought for and gladly welcomed everywhere? A heart that radiates courage and belief in its own power of accomplishment draws opportunities and attracts "people of value." To know "people of value" is a phase of wealth.

To the man or woman "rich in friends," doors are open and opportunities presented that often are not within reach of those merely rich in money, and are never heard of by the woe-begone who live in the depths.

The term "people of value" signifies not only those of prestige and worldly position but men and women of such character and trustworthiness that their word or recommendation commands recognition and respect.

If your thought is all pure, bright, confident and courageous, your personality will be agreeable, uplifting, and you will be a value, an increasing value, wherever you go, and people, glad that you are alive, will want you, will seek you.

If you are inclined to think this assertion is but moonshine, the blithe vagary of an optimist, honestly study the temperament, ways, and disposition of those who succeed in life, and prove the truth of it for yourself.

PENSION RECEIPTS.

It does not seem to be generally known that the superintendent issues to each teacher a receipt for the 2 p.c. stoppage on her salary each year for the pension fund. These receipts are sent to the secretary-treasurers to be given to the teachers, who should keep them as acknowledgments of their credit in the pension accounts. Unless a teacher be given a pension receipt she should demand her salary in full. It frequently happens that a secretary-treasurer fails to send in his report, and in such case no government grant is paid to his municipality and no pension dues are placed to the credit of his teachers. Every teacher should demand her pension receipts or her full pay for the year.

THE PRAISE OF SUGAR.

It seems inconceivable that the bountifulness with which the world is supplied with sugar should mean anything else than that it is designed for human food. Sugar is one of the most powerful foods which we possess as it is the cheapest, or at any rate one of the cheapest. In muscular labor no food appears to be able to give the same powers of endurance as sugar; and comparative practical experiments have shown without the least doubt that the hard physical worker, the athlete or the soldier on the march is much more equal to the physical strain placed upon him when he has had included in his diet a liberal allowance of sugar than when sugar is denied to him. Trophies, prizes and cups have undoubtedly been won on a diet in which sugar was intentionally a notable constituent. It has even been said that sugar may decide a battle, and that jam, after all, is something more than a mere sweetmeat to the soldier.

The fact that sugar is a powerful "muscle food" accounts probably for the disfavor into which it falls, for a comparatively small quantity amounts to an excess, and excess is always inimical to the easy working of the digestive processes. A strong solution of sugar is irritating to the tissues, will set up superficial inflammation and may produce a form of eczema. It is well known that an excessive diet of sugar irritates the mucous membrane of the stomach and encourages the production of mucus and of a highly acid gastric juice.

The ingestion of much sugar spoils the appetite. Children who have been tempted to overindulge in "lollipops" between regular eating times do not want their ordinary meal. The schoolboy spoils his dinner by eating too many sweet things before that meal. An overindulgence in sweet liqueurs, in sweet ices and in "crystallized" fruits after dinner retards the digestion of the meal.

Sugar satiates; it is a concentrated food. Where sugar does harm, therefore, it is invariably due to excess. Taken in small quantities and distributed over the daily food intakes sugar contributes most usefully in health to the supply of energy required by the body. In certain diseases, of course, the presence of sugar in the diet is plainly undesirable. Generally speaking, however, there is a preju-

dice against sugar which is not justified by physiological reasoning—at all events, when it is eaten in moderation; and it is a curious fact that the man who practically abstains from sugar, or reduces his diet to one almost free from carbohydrates in favor of protein foods such as meat, often shows feeble muscular energy and an indifferent capacity for physical endurance.—*The Lancet.*

THE LAND OF ANYHOW.

Beyond the Isle of What's-the-use,
Where Slipshop Point is now,
There used to be, when I was young
The Land of Anyhow.

Don't care was king of all this realm--
A cruel king was he!
For those who served him with good heart
He treated shamefully!

When boys and girls their tasks would slight,
And cloud poor mother's brow,
He'd say, "Don't care! It's good enough!
Just do it 'anyhow."

But when in after life they longed
To make proud fortune bow,
He let them find that fate ne'er smiles
On work done anyhow.

For he who would the harvest reap
Must learn to use the plow,
And pitch his tent a long way
From the Land of Anyhow!

—*Union Signal.*

Each pupil of a class should be called upon as often as possible in every recitation. The teacher should see that every pupil in the class is held responsible for a part of the class task that each one makes a success or a failure in his recitation. Each pupil should be compelled to exhibit himself.—*Ex.*

COMING TO TIME.

It is very easy to do just what we feel like doing, but it doesn't happen every day that we feel like doing what must be done. Of a cold morning, if the sun wouldn't rise at the regular time or if we could fold our hands and sleep a little longer ; if Monday didn't come relentlessly every week with washtub and wringer ; if the mending could be postponed just as well as not ; what sighs of relief would be uttered by weary mortals ! We delight philosophically and abstractly in order, in regularity, in system, in knowing to an hour and a minute just how things ought to be and are to be ; but to live up to this same system requires no little crucifixion of self. So often it happens that when we are called on by occasion and circumstances and duty to do our very best, a sleepless night, an unwise dinner, an unwelcome mood, makes us utterly incapable of doing our best, and all that is left us is to do the best we can, and feel most uncomfortably, that if this thing and that had only been different we might have done a great deal better.

But the true way of being able to come to time is to do it in spite of all obstacles. To disregard inclination, preference, feeling, mood, capability even, and when we are called on to do, to go ahead and do bravely, fearlessly, courageously, without any thought or consciousness of self, but with the single aim to make the best show we can, for the time indifferent to results. It is self-consciousness that oftens robs us of success, and that is more in our way than circumstances, or ability or want of knowledge. So when we have to come to time, if we can cease to think whether or not we are ready, or in the mood, or circumstances favour, but simply give all our thought to the one duty required, an infinite amount of pain and annoyance and trouble will be saved us.

There are those whose lives are so adjusted that slight irregularities have no power to disturb them, and they move along their orbits planet-like and their position in the social heavens can always be calculated on. One of the most eminent professional men has for thirty years walked in one unvarying routine. A clock that strikes only at the hour of seven calls him from bed ; breakfast is served when the clock strikes eight ; till noon he is in his

office ; from that time to six he is on the street : at six he dines ; till midnight he is in his study. So invariable and perfect in this routine that sickness and circumstances have no power to change it. He is always ready for the duty of the hour and can be depended on with as much certainty as the town clock or the rise of the tide. It is not possible for all persons to establish a routine like this, but the nearer it is approached the more one can accomplish and the more certainty there is that what is done will be well done. We are learning that even the weather, that symbol of changeableness, is governed by fixed and unalterable laws, and the sooner we can put a rein upon our various intellectual, moral and physical powers, and bring them into a subjection to law, the sooner we shall be in harmony with all the universe and always ready to come to time.

All large things are made up of small ones. The noble lives we read of were lived one day, one hour, one minute at a time. Their completeness as a whole is the result of the completeness of each part. Abraham Lincoln was at one time a rail-splitter ; he split his rails well ; afterward he was postmaster in a little backwoods place ; he kept his accounts straight. When he was President he did the work required of him then in precisely the same conscientious spirit with which he split rails and kept his post office accounts. George Washington was a surveyor. The country was new, and unsettled in great part ; his work was full of danger, of difficulties, of hardships, of exposure, of perplexity, but he brought to bear upon each day's round of toil the exercise of his best faculties, and did his work well for the sake of doing it well. This was his ruling motive. When later in life questions of the highest importance were given him to resolve, he was no more diligent or persevering or faithful in his work than when he was a simple surveyor.

Faithfulness over a few things is followed by rule over many things. Many boys and girls who are so eager to grasp in the present the far results of toil, must be content to climb and climb, one step at a time, to conquer the territory around them first and thus continually to enlarge their dominion. The attempt to reverse the natural order is futile. Until we can live days at once, instead of one moment at a time, we must be content to make our lives

noble by a multitude of small actions nobly done, rather than by one grand act of nobility. The complaint is often made, and with reason, that incessant attention to small things narrows the mind and dwarfs the higher faculties. But when small things are done from a high motive, they cease to be small. To adjust the two intellectual forces—the centripetal narrowing the range of faculty, and the centrifugal enlarging it beyond due bonds—it is a difficult matter ; but it can be done. We are to “ render to Cæsar the things that are Cæsar’s, and to God the things that are God’s.” Using this as a balance wheel, we shall keep the two forces within due limits. It is very well understood that the study of the law and the technicalities of legal practice sharpen and narrow the intellectual faculties ; yet our finest lawyers are men of the widest and most varied culture. This is far from being accidental ; it is rather the direct results of a deliberate and persevering endeavour to broaden and heighten the range of the intellect by the study of branches outside the law, and thus to counteract the narrowing effect of legal studies.

Just this endeavour must the house-keeper make, or gradually she will sink into an automatic drudge. While she is darning stockings and ironing clothes and dusting furniture, her thoughts may be occupied with far higher topics than these petty household details, and every day she should insist on giving this as one of the little duties that cannot be neglected. God counts hairs, yet. He weighs the hills in scales, and holds the sea in the hollow of His hand. It is for us in our small way to imitate Him, and while we see to it that small matters are duly attended to, larger ones should not be neglected. Many a mother gives herself entirely to meeting the present wants of her family, and permits her mind to become so narrowed by attention to petty detail, that she is incapable of meeting those large intellectual and spiritual demands her children will make on her when they are grown. She must be mother to them no less when they are little children, and if while she rocks them in the cradle, and attends to all the small wants of childhood, she also reaches intellectually to the time when they will be equals and companions, and makes provision for that period, she will find that the little duties may be lifted into largeness by being associated with those that in their nature lay hold on immortality.—*Exchange.*

STORM SONG.

(*Royal Crown Reader, Book IV., Page 109.*)

This poem was written by Bayard Taylor, an American poet and traveller. He spent some time travelling through Europe after he had learned his trade as a printer. His account of his trip won him a good literary position. He worked on the staff of the New York *Tribune*, to which many of his poems and sketches were contributed. He was born 1825, and died 1878.

1. The clouds are scudding across the moon ;
A misty light is on the sea ;
The wind in the shrouds has a wintry tune,
And the foam is flying free.
2. Brothers, a night of terror and gloom
Speaks in the cloud and gathering roar.
Thank God, He has given us broad sea-room,
A thousand miles from shore.
3. Down with the hatches on those who sleep !
The wild and whistling deck have we ;
Good watch, my brothers, to-night we'll keep,
While the tempest is on the sea !
4. Though the rigging shrick in his terrible grip,
And the naked spars be snapped away,
Lashed to the helm, we'll drive our ship
In the teeth of the whelming spray !
5. Hark ! how the surges o'erleap the deck !
Hark ! how the pitiless tempest raves !
Ah, daylight will look upon many a wreck
Drifting over the desert waves.
6. Yet, courage, brothers ! we trust the wave
With God above us, our guiding chart ;
So whether to harbour or ocean grave,
Be it still with a cheery heart !

PARTICULAR ANALYSIS OF THE POEM.

CLOUDS—higher clouds, forerunners of the general storm. These *clouds* have become *cloud* in verse 2 showing the progress of the on-coming storm.

SCUDDING—passing rapidly in detached portions between the ship and the moon, which was not yet obscured.

MISTY LIGHT—due to a change in temperature of the vapour laden atmosphere.

IS ON THE SEA—in the atmosphere near the sea, surrounding the ship.

SHROUDS—sails, which are not yet rolled up to prepare for the storm, see verse *four* and note “*naked spars.*”

WINTRY TUNE—constant, heavy, roaring sound, characteristic of winter winds, which are heavier and more continuous than those of summer.

FOAM—water lashed up by the wind and mixed with air, which gives it a white appearance by reflecting the light.

FREE—an adjective for an adverb—to sound with *sea*.

TERROR—due to suspense caused by the uncertainty of what the storm’s violence may accomplish.

GLOOM—resulting from the terrible possibilities due to the storm and, also, from the mental condition of *terror*.

SPEAKS—is manifest to the experienced eye and mind of the sailor from the appearance of the clouds and the constant and increasing roar of the wind in the ship’s rigging and on the sea.

BROAD SEA-ROOM—free from rocks, which might pierce the ship’s bottom. If water tight and properly balanced in her cargo, the deep sea was the safest place

A THOUSAND MILES—if on the Atlantic, where would the ship be sailing? In what latitude and longitude, between North America and Europe?

DOWN WITH THE HATCHES—to keep the vessel water tight and prevent the sea rushing into the hold, and to keep the passengers below. (Watch the pupils’ pronunciation of *hatchets*. This, however, is only when they have not studied the poem)

THOSE WHO SLEEP—the passengers as distinguished from the ship’s crew.

WILD AND WHISTLING—wild because of the untamed fury of the storm and the fierce contest for supremacy on the part of the sailors. Whistling due to wind in the rigging.

HAVE WE—the crew of sailors. The passengers are below the sailors on deck.

GOOD WATCH—that is of the ship's position in the storm, to steer, to lighten, or to right the ship in the case of need, so as to enable her to outride the tempest.

TEMPEST—The storm has now increased to a tempest, and its fearful possibilities are given in the next stanza.

RIGGING SHRIEK—what was a "*wintry tune*" in the first stanza has now, in the tempest's rage, become a *shriek*, indicating the increased violence of the wind.

HIS—properly "its." The use of "his" gives a personality to the storm and intensifies the idea of the contest between the raging elements and the sailors.

TERRIBLE GRIP—The contestant force of the rushing air over the sea, never letting up nor ceasing, gives no chance to the sailors to prepare for a fresh attack. The *terrible grip* can be best appreciated, if we think of it as belonging to the *arm*, which *snapped the naked spars away*.

NAKED SPARS—because the sails were all rolled up in preparation for the storm, leaving the bare poles of the rigging exposed to the wind.

SNAPPED AWAY—broken off short, showing the *rigid nature* of the timber, and the *great force*, which broke it off.

LASHED TO THE HELM—tied to the steering portion of the ship, *i. e.*, near the wheel or helm. It has frequently happened, that the immense waves, which rush over the ship's deck, have carried the sailors overboard. In one case a few years ago, both captain and wheel were carried away by an angry sea. Hence the necessity of the sailors tying themselves to the helm.

DRIVE OUR SHIP—great resolution and the safest course. The vessel must have been driven by steam as its sails had been all rolled up and were of no use as a propelling power. Much less would the force, that snapped the naked spars, drive the ship in its own teeth.

TEETH OF SPRAY—water in a raging wind has prongs, or elongations, that are detached from the main body and are projected like fangs or tongues. The same is true of fire, when the wind is high and we speak of it as *licking up* or *devouring* all in its way.

WHELMING SPRAY—*i. e.*, overwhelming, or overpowering; smothering for a time by its weight and intensity, like a smothering rainstorm.

SURGES OE'RLEAP—how good to have the *hatches down* and be sure that the wheelman is lashed to his post. The storm is now at its worst and our ship and crew are sorely tried to keep afloat. Notice the measure of hopelessness in the next few lines in "*many a wreck.*" The surges o'erleap the deck from *bow to stern*, for our ship is going in the *teeth* of the storm, *i.e.*, in direct opposition to the wind and the waves or surges. Note then, that the whole deck would be washed by each *overleaping surge*.

PITILESS TEMPEST—blind forces in operation having no pity, nor intelligence, although the idea of personification must not be lost.

RAVES—conducts itself like a person in a rage. Let class look up *raves* to see its full meanings and choose the proper one for the poem.

HARK!—notice the exclamation points, which further indicate how even the inured sailors regard the dangers to the ship.

DAYLIGHT WILL LOOK—will enable any, who may survive, to look upon many a wreck.

DRIFTING—having motion without aim or destination.

DESERT WAVES—producing nothing unoccupied, uninhabited since the destructive storm.

YET—implies the possibility, that our good ship may still become a wreck along with others.

WE TRUST THE WAVE—have confidence in the permanency of gravitation, by which their ship is floated on the *wave*. Whatever else the *wave* may do under the influence of the storm, it can never change its specific gravity by which it floats the ship. Hence the sailors can trust the wave in this, the most important relationship, and do their best to care for themselves under the exceptional circumstances of the storm. So may mankind, knowing that "God is love," trust Him though heaven and earth be passing away.

GOD—*our guiding chart*—by whom faithfulness to duty would meet with reward either in reaching the harbour, or beyond the ocean grave

BE IT STILL—supply, *that we go, with cheery heart* indicating trust and resignation whilst doing their best.

FOR THE SCHOOL.

As a general rule moral lessons have best results, when they have been taught without any direct or personal application. It is also true of such lessons, that they are better taught before they are needed, that is, before the pupil has fallen into error and disgrace. One of the chief values of a lesson is the immediate necessity for its application. For example, it is of small value to teach Botany in winter, when no plants can be had for study, so it is of small value to teach a pupil to be honest in business, while he has before him several years of study and scarcely knows the temptations of business life. It is, however, of intense interest to a pupil, and of much value to him to show him how necessary and desirable it is to be honest in his school work and in his examinations. When teachers and parents place a proper value on school results, it will be easier for pupils to be honest and do right. Teachers place too much importance on examination returns, chiefly for the purpose of inducing their pupils to greater effort in study. Parents follow suit and make much of success, or speak reproachfully of failure. Under these two lashes many pupils are sorely tempted to secure a good standing by dishonest means, and many a well fought battle has been nobly won by little heroic characters in the examination halls of our public schools.

It were wise in this respect for both parents and teachers to frequently impress upon the minds of pupils, that the greatest and only loss, from dishonest means to success in examinations, is the loss of self-esteem and forfeited manhood. When the sentiments of parents and teachers prize honesty more than class standing and laud it higher than medals and prizes, the lives of our pupils will be sweeter and their tasks will be easier.

CLASS EXAMINATIONS.

The purpose of class examinations ought to be to promote the good of each pupil in the grade. Every question should be clearly stated so as to test the pupils' knowledge of the subject rather than to puzzle and discourage. Courage and hopefulness are worth a great deal to the

struggling pupil and no form of helpfulness can be afforded, that gives more solid and abiding comfort than a consciousness of proficiency in the grade work. It is an excellent plan to return each pupil his paper and discuss with him his mistakes, when they are not self-evident errors. If a pupil be too fluent, or verbose and write non-essentials, if he be too brief and omit important details, it would be of great advantage to him to point out these features of his answers to him for future guidance. These examinations in the teacher's hands should be used only to discover the strong and the weak points of her pupils. To accomplish this it should always be the privilege of each pupil, who desires to use it, to ask any pertinent question on the subject under examination. In other words it should be the united effort of both teacher and pupils to clear up every doubtful point and to have a better understanding of the subject and of one another.

HOME, SWEET HOME.

'Mid pleasures and palaces though we may roam,
 Be it ever so humble, there's no place like home!
 A charm from the skies seems to hallow us there,
 Which, seek thro' the world, is ne'er met with elsewhere.
 Home! home! sweet, sweet home!
 There's no place like home!
 There's no place like home!

An exile from home splendor dazzles in vain,
 Oh! give me my lowly thatch'd cottage again!
 The birds singing gaily that came at my call,
 Give me them, with the peace of mind dearer than all.
 Home! home! sweet, sweet home!
 There's no place like home!
 There's no place like home!

—J. Howard Payne.

NOTES.

1. John Howard Payne (1792-1852), the author of *Home, Sweet Home*, was born in New York, 1792. He was an actor by profession. He never had a home, and died friendless and among strangers at Tunis, in Africa, 1852.

THE COUNTRY SCHOOL.

Days and weeks of instruction are given to the greatest common divisor and to four-story complex fraction monstrosities ; but never a word about the soil, the growth of crops which make the farm life possible, or trees, shrubs, and flowers which may make the farm home so beautiful. The country school has undoubtedly been a considerable factor in the mighty exodus from the farms to the villages and cities.

It is time that a halt and an about face be called in the great procession. The possibilities of comfort, freedom, and health ; of competence and happiness ; of the dignity and beauty of labor as connected with farm life, should be exploited in the country schools. Fill the curriculum with material having to do with country life, and give the business processes of city and village a rest. They need it, and so do the children.

—*Principal Orville T. Bright, Chicago.*

BANANA CROPS COME OFTEN.

“ There is evidently an erroneous idea abroad concerning the harvesting of the banana crop,” said Edward M. Watson, who has been for seven years on a plantation in Honduras.

“ The statement that four or five crops of bananas are harvested a year is entirely incorrect. A crop is harvested on an average of every fifteen days throughout the year. Each thrifty banana plant has many suckers or stalks growing from a single root at the same time. One or more bunches of the ripening fruit is cut from a single stalk, while the other stalks growing from the same root are left untouched, and in fifteen days another of the stalks is shorn of its fruit. This process continues incessantly during the year. In July and August it is necessary to cut off the ripening bunches every ten days, while in December and January about once a month is sufficient, the average throughout the year being practically fifteen days.”

STEAMBOATS ON AFRICAN LAKES.

No more striking indication exists of the rapid march of civilization over the Dark Continent than that furnished by the steamboats now running on the Victoria Nyanza, in connection with the Uganda railway. Three boats have already been launched there, and another is in course of construction. Violent tempests frequently occur on this lake, and the boats have been specially constructed to resist them, as well as to afford protection against the fierce tropical sunshine, and the diluvian rains which fall there.

TEACHING USE OF DICTIONARY.

Did you ever see how unsystematically some pupils search for a word in a dictionary? If you watch them carefully you will find that their only conception of the arrangement of words in alphabetical order is with reference to the initial letter. For example, if one is looking for the word elevation you may find him going slowly down the column embellish. He seems to think the word can be found anywhere in the list of those that begin with e. Such mistakes may easily be corrected by assigning to pupils occasionally the task of arranging on paper or on blackboard a list of words in true alphabetical order.

OBSERVATION QUESTIONS.

[Let there be no guessing. The child should speak only of what he has himself observed.]

What do hens eat?

What use do they make of their feet?

How many front toes has the hen? hind toes?

How does she hold on to a roost?

How many upper teeth has a hen? lower?

Does she chew her food?

Of what use are her feathers?

Does the hen fly?

What is the greatest use she makes of her wings?

How is a duck's foot unlike the hen's?

How do the bodies of the hen and duck differ?

How do their feathers differ?

How does the beak of a hen differ from the bill of the duck?

SUGGESTIVE QUESTIONS—FOR TEACHERS.

[From the office of Superintendent Day of Cleveland.]

The following questions are respectfully submitted. A careful consideration of each question will result in much benefit. You are requested to think each question through to a complete, definite answer, — one that may be written out. Mutual comparison of opinions will also prove very beneficial. The necessity of improving our work in reading is absolutely imperative.

1. What is good reading ?
2. How do you prepare a reading lesson ?
3. Particularize some of the more important results you aim to secure.
4. How do you secure a ready and correct pronunciation of words ?
5. Do you teach expression by rule, by model (*i.e.*, example), or does the thought in the mind of the child determine it ?
6. How do you lead your pupils to a clear comprehension of the thought of the lesson ?
7. How do you secure a good reading tone ?
8. When and how do you develop the subject matter of the lesson ?
9. How much does each child read orally, daily ?
10. Of what classes of errors or mistakes do you take especial notice ?
11. By whom are corrections made and for whose benefit ?
12. What value do you attach to concert reading ?
13. What do you do to stimulate a desire for good home reading ?
14. How do you teach the meaning of words ?
15. Do you require pupils to memorize selections ? Why ?
16. Name several methods or devices that you have found effective in securing attention, sustained effort, and confidence on the part of pupils.
17. Do you have any exercises in silent reading ? If so, how do you test their value ?
18. To what extent do you consider the authors quoted in the reader ?

19. From what authors have your children learned quotations? What poems have they learned?

20. What exercises aside from the reader have you given, to test the ability of your pupils to read orally?

SPELLING EXERCISE.

Write these words and sentences on the blackboard and require pupils to fit the proper word into the right place:

shepherd	machinist	botanist	author
architect	physician	cooper	actor
cook	artist	surveyor	farmer
orator	printer	astronomer	carpenter

- A — prepares the meals.
 A — cures diseases.
 A — prints books and paper.
 An — speaks eloquently.
 An — makes beautiful pictures.
 An — writes books.
 A — cultivates the farm.
 An — performs on the stage.
 A — tends sheep.
 An — studies the stars.
 A — studies plants.
 A — cultivates flowers.
 A — builds houses.
 A — builds engines.
 An — plans buildings.
 A — makes barrels.
 A — measures land.

CHIPS FOR THE TEACHER.

Be sure that the pupil is guilty before you punish him.

Administer punishment coolly and deliberately.

Appeal to the sense of honor first.

When the offence is a wilful defiance of authority, inflict corporal punishment publicly.

After punishment treat the pupil kindly—never hold malice.

Seek to use the minimum of punishment.

Do not reprove those who try but fail.

REPORTS OF EXAMINERS.

GRADE II. ACADEMY. GRECIAN HISTORY.

QUESTION I.—A full answer to the last part was rarely given. The answers usually told of the dispute between Aristides and Themistocles, ending with the ostracism of the former, but without telling of the fate of the latter. Any other of the many cases in which this custom was put into force would have done perfectly well.

QUESTION III.—Attention should be specially drawn to the fact that, by the desertion of Alcibiades to the Spartans, and his success in persuading them to send Gylippus to strengthen the Syracusans, the whole expedition was brought to naught. This point is not sufficiently clear in the text-book.

QUESTION IV.—As the text-book used does not mention (or but slightly) the expeditions sung of in Homer, it is evident these are not meant. The question is somewhat ambiguous to those who know of the earlier expeditions.

QUESTION V.—Gerusia and Ephors, very few good explanations given of these terms.

QUESTION VII.—Unless the teacher makes this question very plain, drawing out the different points for the pupil to study, and unless the whole matter is made clear by a number of concise and pointed statements, the results will be anything but satisfactory. The text is confusing if not taken with other information.

GRADE II. ACADEMY. GREAT EVENTS.

This paper was very well done and the results are much better than those obtained by students of Greek History. Of the candidates who wrote on Greek History 52 per cent were successful, while of those who attempted Great Events 87 per cent were successful. This seems to be due entirely to the difference in style of the text-books used.

UNIVERSITY SCHOOL EXAMINATION.

QUESTION II. A.—This was well done on 5 papers and poorly done on 335. Tables of this nature do not appear from the above, to appeal to students of history.

B.—Essex and Sidney are generally named as commanders.

Question III.—In regard to the Great Contract, Addled Parliament, and the Short Parliament, it was considered sufficient to give the name of the monarch reigning at the time these existed. An answer of this kind did not, of course, receive FULL marks.

QUESTION 7.—Captain Boycott, we are informed, invented and put in practise the system known as “boycotting,” instead of being its first victim.

“Plan of Campaign” meant, to many writers, Napoleon’s trip to Moscow, or Wellington’s campaign in Spain.

Arabi Pasha is understood as two persons, Arabi and Hicks Pasha.

53 per cent only of candidates were successful.

BRITISH HISTORY. GRADE III. MODEL

QUESTION III. (a)—Many simply said, “Military and Judicial.” This is no answer to the question. It must be expanded. What were his Military Reforms? What were his Judicial Reforms, etc.?

(b) His quarrel with the Church was not a personal disagreement with Becket. That was an incident. Were criminal clergymen to be tried by the king’s courts or not? On this the king and church differed. A large number miss the real issue.

QUESTION IV.—The text-book has very little to say about the conquest of Wales, but the answers given were fairly satisfactory.

QUESTION VI.—This question was badly done. Very few could give the names of the leaders and the results.

QUESTION VIII. (a)—The candidates do not appear to know what “features” meant.

VII (b).—Good answers were surprisingly few, considering the importance and interest of the subject. Sir Richard Grenville’s fight was mentioned by many as the *greatest battle*.

QUESTION VIII.—Pupils do not know this as they should. What subject in history is of more importance than Magna Charta.

Campurgation and Ordeal are often confused.

In this grade 59 per cent succeed.

CANADIAN HISTORY. GRADE II. MODEL.

QUESTION I.--Fairly correct answers were generally given, but they were not complete. The only difficulty which pupils know of was Murray's trouble in regard to an assembly.

QUESTION II.--Stamp Act as given in Weaver's History was an act taxing them in a way that they were not used to. All kinds of taxes are mentioned by pupils in answer to this question.

QUESTION III.--The time was generally omitted.

QUESTION IV.--A surprising ignorance prevails on this point. Such answers were received as: Brock, Washington, and Drummond, Arnold, Carleton, Montgomery, etc.

QUESTIONS V., VI., VII. were well answered.

QUESTION VIII.--Less than 10 out of 553 papers received more than 12 marks out of 15 on this question. In regard to Fenians pupils failed, generally, to state who they were, what their purpose was, when they were going to execute it, and the result of their attempts.

Diamond Jubilee. One paper tells us that "It was a mine found in British Columbia which made a lot of people leave Canada to go there. Another says "The Prince of Wales drove the last pike in Victoria Bridge." Another says "England declared her independence, there was a general holiday."

Teachers should point out that it was a *celebration* in honour of the fact that Queen Victoria had reigned 60 years, that it was celebrated in London in 1897, etc.

QUESTION IX.--Very well done, although some gave the names of the first and present premiers instead of Governors.

SUGGESTIONS FOR THE HISTORY CLASS.

Write upon the blackboard a number of questions relating to the lesson of the day. As soon as a pupil thinks he has mastered them, allow him to close his book and write the answers upon his slate or upon paper, previous to the recitation. Then he may refer to the book and correct his answers. He will then be able to determine what points need further study.

1907

SUPERIOR SCHOOL EXAMINATIONS.

MONDAY AFTERNOON, JUNE 17th, from 2 to 4.

GRECIAN HISTORY (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Describe the institution termed Ostracism. By whom and for what reason was it introduced? Describe the circumstances under which two distinguished Athenians were subjected to it. 20
2. Write an account of the Ionic revolt. 15
3. What was the "Mutilation of the Hermæ"? How did it affect the success of the Sicilian Expedition? 10
4. Name the three most celebrated expeditions of the heroic age, and tell the story of one of them. 15
5. Explain the terms: Gerusia, Ephors, Tyrants, Areopagus, Timocracy. 10
6. With what events are the following connected?—
 - (a) Aegospotami.
 - (b) Kynaxa.
 - (c) Mykale.
 - (d) Thermopylæ.
 - (e) Leuktra.
 Give dates. 15
7. (a) Explain briefly the connection of Philip of Macedon with the history of Greece.
 - (b) What brought the Macedonian monarchy to an end? 10

MONDAY AFTERNOON, JUNE 17th, from 2 to 4.

GREAT EVENTS (GRADE II. ACADEMY.)

All the questions are to be answered.

1. (a) Give the substance of Trajan's Edict. (b) Valerian's Edict. 12

2. (a) Under what emperor was Roman paganism abolished? (b) Mention three reasons why the reign of Constantine is remarkable. 12

3. (a) Give the order of Aryan Migrations. (b) Name the chief Teutonic tribes. (c) When and where did the conflict between the Romans and the other Aryan races of Europe begin? 12

4. (a) What two things that affected the history of the world were settled by the battle of Chalons? (b) How did Charles Martel save Europe from a forced submission to the Moslem creed? 12

5. (a) Name the three great founders of the Papacy. (b) Name the three men who moulded its doctrines and discipline into shape. 12

6. Distinguish between Teuton and Celt in dress, government, occupation and religion. 12

7. (a) Name the first great battle of the first Crusade. Why great? (b) Name the leaders of the respective sides. (c) When, and how was Jerusalem captured? (d) What stained the glory of the conquerors. 16

8. Give, with dates and results, the principal battles of the War of Swiss Independence. 12

UNIVERSITY SCHOOL EXAMINATIONS (QUEBEC.)

BRITISH HISTORY.

Friday, June 14th, 1907. Morning--9 to 10.30.

1. Give the name of Edward VI's chief adviser at the beginning of his reign. For what reason did he engage England in war with Scotland? What victory was gained over the Scots in this war? What was the cause of the rebellion in Norfolk, in this reign? Who put down this rebellion?

2. (a) Make a genealogical table to show the descent of Mary Queen of Scots and of Lady Jane Grey from the House of Tudor.

(b) Under what circumstances did Queen Elizabeth send an English Army to the Netherlands? Who commanded it?

3. Write very brief notes on, Catesby, the Great Contract, the Addled Parliament, the Short Parliament, the Self-Denying Ordinance.

4. State accurately to what period each of the following measures belong and state, in a few words, the substance of each :--The Test Act, the Exclusion Bill, the Toleration Act, the Stamp Act, the First Home Rule Bill.

5. Make a map to show the British Colonies on the Atlantic Coast, between North Carolina and Canada, as they existed in 1760, and mark on it, Yorktown, Saratoga, Lexington, West Point and Crown Point.

6. Name the chief battles connected with Bonaparte's Expedition to Egypt, the Irish Rebellion of 1798, Sir John Moore's Campaign in Spain.

7. Write very brief notes on Captain Boycott, the Plan of Campaign, the Great Exhibition, Arabi Pasha.

SUPERIOR SCHOOL EXAMINATIONS.

MONDAY AFTERNOON, JUNE 17th, from 2 to 4.

BRITISH HISTORY, (GRADE III. MODEL SCHOOL.)

1. What benefits did the Britons derive from their Roman conquerors? 10

2. What means did Ethelred the Unready adopt to get rid of the Danes, and what were the results? 10

3. Who was the first king of the Plantagenet Period? Give a brief account of (a) His reforms, (b) His quarrel with the Church. 15

4. Under what circumstances, and with what success, did Edward I. attempt the conquest of Scotland, and also that of Wales. 15

5. Give a short account of a rebellion in the reign of (a) Henry VI. (b) Richard II. 15

6. What were the "Wars of the Roses"? Name the principal battles, and also state who were the leaders, and what the result was on each occasion. 15

7. (a) Name three leading features of the Tudor Period.
(b) Describe the greatest battle of this period. 10

8. Explain any two of the following :--*Magna Charta*, *Compurgation*, *Pilgrimage of Grace*. 10

MONDAY AFTERNOON, JUNE 17th, from 2 to 4.

CANADIAN HISTORY (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Name the first Governor of Canada after 1763. Mention some of the difficulties which he encountered. 10

2. (a) What was the Stamp Act? How did it affect the colonists?

(b) What was the Quebec Act? How did it affect the colonists? 12

3. Four Indians have been rather famous in Canadian History—viz: Pontiac, Brant, Tecumseh, and Pound-maker. In what way and when respectively? 12

4. Name two prominent British generals whose surrender terminated the Revolutionary War. 6

5. What changes were made by the Constitutional Act of 1791? 15

6. Account for the names :--Vancouver Island, Mackenzie River, Prince Edward Island.

7. (a) What caused the War of 1812?

(b) Where was the first blow struck?

(c) Give, with results in each instance, the three principal battles in the war.

(d) What was the last act in this war?

- (e) When and where was the treaty of peace signed ? 20
8. Write short explanatory notes on :—
 The Fenians,
 The Diamond Jubilee,
 First Dominion Day. 15
9. (a) Who was the first Governor-General after Confederation ? (b) Who is Governor-General of Canada at the present time ? 10

MONDAY AFTERNOON, JUNE 17th, from 2 to 4.

CANADIAN HISTORY (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) Name the principal Indian tribes that inhabited Canada in 1608. (b) Account for the hostility shown later by certain tribes towards the French. 12
2. Who were :—(a) The Exiles of Sable Island ? (b) The Jesuits ? (c) The Hundred Associates ? 12
3. Who was (a) the first Governor of Canada ? (b) The first Bishop ? (c) The first Intendant ? 12
4. (a) What was the "Sovereign Council" ? (b) How was it composed ? (c) To whom was it accountable for its actions ? 12
5. (a) What was the most important business in the early days of the colony ? (b) What are "coureurs de bois" ? 10
6. How do you account for the following names :—Hudson Bay, Rupert's Land, Lake Champlain, Lachine, Louisiana, Cape Diamond, Montreal, Annapolis Royal ? 16
7. (a) Give date of the opening of the Seven Years' War. (b) What nations were involved in it ? (c) Mention with date and results, one great battle fought on Canadian soil during this war. 16
8. Assign an event to each of the following dates :—
 1534, 1632, 1745, 1690, 1755. 10

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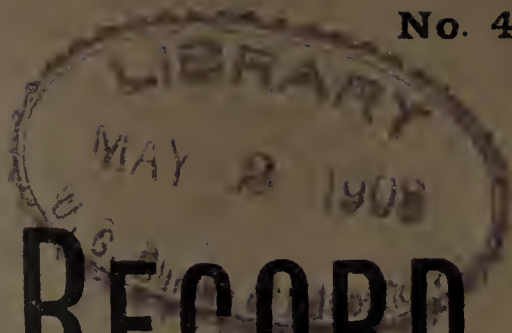
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THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC

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

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

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

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VOL. XXVIII.

Articles : Original and Selected.

THE FUTURE OF LATIN

By R. E. Macnaghten in the University Magazine.

We live in an utilitarian age. In all departments of life this fact is equally evident, and we must all, however reluctantly, be prepared to accept the consequences, and to adjust ourselves to the new demands of a new era. In no department of life is this more true than that of education, though until within a comparatively recent period the whole method and tendency of education was based upon a principle that was essentially non-utilitarian. In most civilized countries the glamour of the New Learning derived from the re-discovery of the classical languages in the Middle Ages had so over-mastering an effect that men, almost without question, accepted a classical curriculum as the pivot on which education should turn.

But the case is now different. Instead of giving a blind and unswerving allegiance to the dictates of classical education, people are beginning to ask in the case of every branch of a modern curriculum, "What is the use of this particular form of study?" Especially is this question being asked by those who occupy the position of parent or guardian. To me, at least, there seems abundant justification for such a question. Parents surely have a right to understand on what general method their children are being

educated ; and the more general and practical interest they take in the question of their children's education, the better will it also be for the education of the race. Nor must the ordinary parent be blamed because he is inclined to take a mere "bread and butter view" of education. It is only natural that, from the individual parent's point of view, the ideal education should seem to be that which shall best fit his own particular child or children to strive most successfully in the battle of life ; and it can hardly be considered taking too low a view of the real meaning of "success," if he postulates that it shall at least include the ability of procuring reasonably adequate means of subsistence.

It is largely, I think, because of the semi-monastic life led by so many of the leaders of educational thought in the past that this view has not been sufficiently considered. On the other hand it must, I think, be conceded that the average parent is naturally somewhat over-inclined to minimize the advantage of any form of education which does not lead to obvious and immediate results. His main desire is for an education which shall produce definite and consequential advantage, and he is prone to overlook the fact that the trained mind must always work more rapidly and more effectively than the untrained one ; and that, to produce the very result of success which he desires, some form of training, which does not seem at first sight relative to the particular object in view, must often be adopted.

I have begun with these general considerations, because I wish to make it clear that, in discussing the future of Latin, the first thing to be considered is, what answer shall we make to the question which the average parent is asking with increasing insistence. "Will a knowledge of Latin be in any way useful to my children in their adult life?" As I have already hinted, that question seems to me not only fair and reasonable, but one that demands an answer. The mere fact that a number of those who are engaged in the profession of teaching—some of whom are not always conspicuously fitted for the business of ordinary life—vaguely and in general terms uphold the present system of education, is really neither an adequate nor a satisfactory answer. Still, I believe that a reasonable answer can be given to what is, I hold, a reasonable question.

Until quite recently a study of one or both of the so-called classical languages, Latin and Greek, has almost invariably formed a part of a high school education. In England, indeed, so strong has been the tendency to regard the connexion between Latin and Greek as essential and inevitable, that in schools where, in deference to popular demand, a Modern side has been established, a pupil must generally either abandon both in favour of French and German, or learn both without any regular or systematic instruction in modern languages at all. I cannot help thinking that this attitude has been an utterly mistaken one, especially so far as Latin is concerned, and that that language has in consequence suffered an injury in public reputation from which it is only just beginning to recover.

Even on linguistic grounds Latin and Greek stand on a totally different footing, and this difference is accentuated in the light of modern educational requirements. Greek is, in fact, essentially the scholar's language, and as such will, I imagine, still be the goal to which those who desire to attain to the height of linguistic scholarship will press forward. There are also two classes of professional men—namely, lawyers and clergymen—to whom some considerable knowledge of Greek will almost certainly continue to be a positive professional advantage. So far as the clergy are concerned, the statement will hardly require further proof. The mastery of intricate linguistic problems, which any adequate knowledge of the Greek language must necessarily afford, will surely continue to be of assistance in producing that judicial habit of mind which will always be required in "great legal luminaries."

But we cannot all be clergymen or lawyers; nor can we all be scholars, even if such a result were actually desirable. And the sooner it is recognized that Greek is pre-eminently not a language of which the painful acquirement of a mere smattering will be of any avail to the man, the better will it be in the interests of scholarship and education alike. For those who possess the linguistic faculty, Greek, with its magnificent literature and subtle phraseology, must always be a language of surpassing interest, but to suppose that a boy who for three or four years has been wearily and unwillingly dragged through a little Xenophon, a little Herodotus, and a little Homer can

really derive any proportionate benefit from the process, is expecting too much. "The surge and thunder of the Odyssey" can only be appreciated by those who have some real knowledge of the language, and some real taste for its study.

Latin, on the other hand, stands on a different basis. In the first place, it offers a striking contrast to Greek, in the fact that even the slightest and briefest study of the language is of real practical value. To have stumbled wearily through a few pages of Xenophon or Herodotus is nearly a sheer waste of time. To have given, however, grudgingly, the same number of hours to Cæsar is to have laid, even though unconsciously, the foundation for a better and more accurate knowledge of the English language. I do not think this fact is sufficiently appreciated, or that enough consideration is generally given in the teaching of Latin to its value as a factor in the proper mastery and appreciation of our own language. If this be true of the teaching profession it is still more certain that the outside world scarcely realizes at all the extent to which the English language is permeated, and, I might add, inspired by the influence of the language spoken by Cæsar and Cicero.

The reason of this is not far to seek. At the revival of learning in the Middle Ages, European scholars used the Latin language as a medium of international intercourse, and they became such masters of the instrument which they had adopted that it became, as it were, a part of their literary nature. Milton, than whom there was never a greater master of English prose, wrote Latin prose almost as well as he wrote in his native tongue, and he is but a single example of a general fact. Now the style which he and his contemporaries naturally copied when they were writing in Latin was the style of Cicero, and from this two consequences followed. In the first place, Milton's own English prose as well as the prose of all the writers of the period became necessarily, though perhaps insensibly, affected, not only by the style but also by the very language of Cicero. Secondly, the Ciceronian style, having thus been adopted into the language, became to a large extent the model and inspiration of future generations, this process, of course, being assisted and stimulated by the fact that Latin, though no longer a medium of international

communication, was still one of the recognized instruments of a liberal education. And our language has been so permanently and indelibly affected by the result that one cannot take up any newspaper of the present day which lays claim to literary distinction, without being aware that the influence of Cicero still retains its sway, not as an exception but as the general rule. So much indeed is this the case that I will venture to predict, with the utmost confidence, that on whatever day this magazine shall be published, the first leading article in the *Times* of the same date will bear the most clear and unmistakable signs of the abiding influence of Cicero.

And if this be true of English prose, it is still more true of English poetry. With rare exceptions the English poets have belonged to the upper middle classes of society, and have received, as part of their environment, a classical education. Nothing is more noticeable in reading English poetry than the extent to which the various poets have been influenced by the classical spirit; and, though it must be admitted that a large proportion of this influence is traceable to Greek sources, it is equally certain that the method of expression has been actually Latin. Wordsworth's "multitude sea" may be Homeric in diction, but it is Latin in actual origin. English prose and English verse are alike the repositories of a language which, though dead, lives in them.

And it is not only in style but in actual words that the English language is permeated with latinity; and this to such an extent that some knowledge of Latin becomes necessary for a real understanding of our own tongue. The grammar of the English language is Anglo-Saxon in character. As a necessary result the pronouns, prepositions, conjunctions, as well as the verbs "to have" and "to be" are of Anglo-Saxon origin. But such words as these are merely useful in forming the structured frame of the language: the nouns, the verbs, the adjectives and, to a certain extent, the adverbs, are the parts of speech which really give to a language its vitalizing power. And if the words which are merely useful for a structured purpose be omitted from any passage of literary English, it is no exaggeration to say that of the remaining words approximately half will be found to be Latin in origin and form.

The study of Latin then, will, in the future be increasingly based on the fact that it is an integral and necessary factor in the acquirement of our own tongue; and Latin will primarily be taught, not in order that the student may acquire a new language, but that he may be accurately acquainted with his own. This is the real and paramount claim of Latin for general consideration, and it is one that can hardly be gainsaid; for, in the case of any English-speaking nation, an accurate and well-grounded knowledge of the English language must continue an essential in every scheme of education, whatever the ultimate life-work of the particular individual may be. But Latin, altogether apart from the fact that it has contributed so greatly alike to the style and the actual language of modern English, has many other claims to a permanent place in any liberal scheme of modern education.

There are, I conceive, two qualifications required to make a subject an ideal one from an educational point of view. The first is that it shall be of practical value; the second, that it shall be capable of training and stimulating the mental faculties. Each of these qualifications is so valuable that if any given subject should be conceded to possess one without having any reasonable claim to the other, it might still be regarded as possessing great advantages. But, if any subject can be shown to include both these qualifications, its claims to recognition are surely irresistible. That such is the case with Latin, if it be properly taught, is, I think, daily becoming more clearly recognized. If the practical value of Latin as aid to the accurate knowledge of our own language is only now beginning to receive appreciation, its usefulness as a means of admirable mental discipline has ever since the revival of learning received general recognition.

To produce an orderly, logical, and accurate habit of mind there is no grammar like that of the Latin language. Latin has suffered from the defect of this very virtue. There is a tendency in all professions to consider things from an ultra-professional point of view, and to attribute excessive importance to a detail which an educated and unprejudiced member of the general public would disregard. Until comparatively recent years teachers of Latin have bowed down before the altar of grammatical accuracy, for-

getting that grammar is a means to an end. It is one of the great advantages of Latin as an instrument of mental training, that no progress can be made without a solid, though not necessarily wide, foundation of grammatical accuracy. But when once the foundation is laid, the language itself is its own best teacher; and it is forgetfulness of this fact which, from the time of Queen Elizabeth downwards, has not only been the cause of an appalling waste of time, but by the satiety produced has very seriously endangered the position of Latin as a factor in modern education. It was in order that scholars "should cum to a better knowledge in the Latin tong than the most part do, that spend four or five yeares, in tossing all the rules of grammer in common scholes," that Roger Ascham wrote his celebrated "Scholemaster." The method which he advocated was that of double translation which was, in his opinion, "fittest for the spedy and perfit atteyning of any tong." The examples which he gives of its successful application are certainly remarkable. In less than a year "a yong ientleman, John Whitneye" by name, attained such proficiency in Latin that "some in seven yeare in Grammer scholes. yea, and some in the Uniuersities to, can not do halfe so well." And he also mentions the case of his illustrious pupil, Queen Elizabeth, who "never toke yet, Greeke nor Latin Grammer in her hand, after the first declining of a nowne and a verbe," and yet by the practice of double translation, "dailie without missing every forenoon," attained in the space of a year or two to "soch a perfitte understanding in both the tonges, and to soch a readie utterance of the latin, and that wyth soch a judgment, as they be few in number in both uniuersities or els where in England, that be in both tonges with her Maiestie."

The tendency to waste undue time in the study of nothing but dry grammatical rules is not less apparent now than it was in the days of Roger Ascham. There are still many schools where four or five years are spent in "tossing all the rules of grammar," with results wholly inadequate to the time expended. And the interests of Latin lose seriously thereby. It is one thing to ask for the provision of the forenoons of two years to be spent in acquiring a knowledge of Latin. It is quite another to demand the setting apart of five or six, especially if the results be of barely noticeable importance.

Another great advantage, from the point of view of the average student, is that most of the best Latin literature is contained in comparatively small bulk. The *Æneid* of Virgil is one of the world's greatest epics; yet even of the *Æneid* there are only three or four books which are conspicuous for preeminent merit. Apart from Virgil it is very doubtful whether any Latin writer can claim to be a first class poet, in the sense in which we admit that Milton, Dante, Goethe, or Sophocles are first class poets. In an age when most of us cannot find time to read the masterpieces of our own poets, it seems doubtful economy to study the works of inferior poets merely because they happen to be written in a language other than our own. But there is one Latin poet who, though he perhaps could hardly by an absolutely impartial international verdict be pronounced first-class, will always, I imagine, rank almost equal to Virgil as an author to be studied by all students. I allude, of course, to Horace, some of whose odes I believe are first-class from whatever standpoint they may be regarded. And even those who take a less exalted view of their merits will hardly deny them the combined qualities of exquisite diction, brevity, and melody, together with a sane and kindly wisdom which no other poet surely possesses in equal degree. In the power of coining phrases suitable to every accident of life Horace is indeed unique. A striking illustration of this power is afforded in the story of the Dutch martyr, Cornelius de Witte, finding consolation in the midst of his torture, from the recitation of the first eight lines of the magnificent ode, beginning, "Justum et tenacem."

Again, so far as prose authors are concerned, the mastery of so trifling an amount of matter as is contained in a few books of Cæsar's "De Bello Gallico," and such of Cicero's writings as Ascham recommends for this purpose, will, at least in two ways, produce desirable results. By the mere mechanical study of the language the student must inevitably acquire an accurate and scientific knowledge of his own tongue; while the translation of Latin into English, if it be practised for its own sake, must necessarily make him qualified in the habit and faculty of English composition; and this, for reasons which I have already mentioned, is especially true in the case of translations from Cicero.

Another striking advantage is possessed by Latin in its intimate and parental relation to French, which might indeed be almost regarded as a modern dialect of the language of the Romans. Of all modern languages French is, I suppose, the easiest to acquire for one whose native tongue is English; and of the utility of learning French there can be no question. But if the extreme facility with which a reading knowledge of French can be acquired is an advantage on the one hand, it is a disadvantage on the other. The very ease of the process makes the exercise of any higher mental effort comparatively unnecessary, but this disadvantage can be remedied if Latin and French be made supplemental one to the other. In such a case not only will the mental discipline necessary be supplied by a solid foundation of Latin grammar, but the study of French itself will be rendered at once easier and more scholarly by the apprehension of the main phonetic principles which govern the interchange of words in the two languages.

In this connexion it must be admitted that there is something to be said in favour of the principle advocated by Benjamin Franklin in his "Autobiography," namely, that if one of these two languages is to be learned before the other, French should take priority. I am inclined to think that, if they are learned simultaneously, a still greater advantage will be derived; because, in that case, each can most effectively be made supplemental to the other. But whether Latin is, or is not, to be taught conjointly with French, it seems certain that, in the future, the teaching of Latin must be Aschamized, if it is to retain its hold as a means of general education. Grammar must be regarded not as an end but as a means to an end. The practice of double translation must be made a regular scholastic exercise, for there is no other medium by which in so brief a time grammar, vocabulary, and style may simultaneously be acquired in two languages. The pedantic habit of mind which made it possible for hundreds of boys to be compelled to write verses in a foreign tongue must be wholly discarded. That, in the case of a very small minority, the writing of Latin verse was altogether a waste of time would perhaps be dangerous to assert, when one recalls the eloquent preachers, and orators, the able theologians, and the great jurists whose minds were disciplined by this

exercise, as it is impossible to affirm that even a purely artificial exercise is, in the case of the scholarly mind, incapable of giving some mental stimulus of a valuable kind. But even in these exceptional cases it seems probable that at least equally valuable mental training might have been imparted by methods less open to criticism.

I never fully realized the hopelessness of the endeavour to write poetry in a foreign tongue until I read the following stanzas bearing the mysterious title, "Her Glee," and written by a Japanese gentleman:

"The purest flame, the hottest heat
Is woman's power over earth,
Which mighty pale and black downbeat
And made the Eden place of birth.

Of what, of what—can tell me?
A birth of noble, high value;
The station he designed for thee
Of woman, mother, social glue."

Notwithstanding their supremely ridiculous character, the author seems to me to have had a certain poetical afflatus. The second and seventh lines are quite good, and there is a certain veiled significance in the third line which appeals, even though one smiles at it. It is the eighth line which reveals the real hopelessness and impossibility of any attempt to make verse in a foreign language. I have never met anyone, whose native language was English, to whom the expression "social glue" did not seem utterly ridiculous; though why it should be so is hard to say, seeing that many words suggestive of quite as everyday ideas are perfectly suitable for poetic usage, and such a paraphrase as "sweet cementing influence" would be quite appropriate. But it is the very fact that the particular phrase used sounds so ridiculous to English ears that makes it practically certain that in any Latin poem written by the ripest of scholars "social glue" would inevitably occur under other forms. I have instanced this case, not because I think that there is any serious danger of the practice of composing Latin verses being required from the multitude, but because the habit of mind which could advocate such an exercise still, I fear, exists. Pedantry

always has been and always will be the pitfall of scholarship and especially of those of us whose brains the "crambe repetita" tends to undermine. Yet if there is any danger which more than another threatens the continuation of the study of Latin for practical purposes, it is surely pedantry. This is the one peril against which we must watch with unceasing vigilance, for if we can only succeed in our efforts, we can with confidence predict a future of increasing usefulness to Latin as a factor in all but the most elementary education.

I have dealt in this article with the study of Latin solely as a means of general instruction. What I have said has no bearing on its development so far as the "ripe scholar" is concerned. That is a totally different question, and one with which my present inquiry has no immediate or necessary connection. All I have attempted to prove is :

I. That, alike in its grammar, its literature, and its style, Latin, especially if it be associated with French, is the language which offers the greatest opportunities of linguistic training for the average student.

II. That, both from its practical connection with English and from its usefulness as a means of mental training, it is an ideal study from the educational point of view.

III. That, in order to secure the best, speediest, and most lasting results, the language must be studied on proper principles, and in accordance with the wise methods formulated by Roger Ascham.

IV. That, if these conditions be fulfilled, Latin is destined to a career of continued and extended usefulness.

1908

TIME

SUPERIOR SCHOOL

MONDAY,
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

TUESDAY,

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

WEDNESDAY,

"	I.	Model.....	Arithmetic	9 to 11
"	II.	"	"	9 to 11
"	III.	"	"	9 to 11
"	I.	Academy..	Arithmetic	9 to 10.30
"	II.	" ..	Mensuration	9 to 11

THURSDAY,

"	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

FRIDAY,

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

MONDAY,

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

1908

EXAMINATIONS.

June 15th.

Afternoon.

French.....	2 to 4
“	2 to 4
“	2 to 4
“	2 to 4
“	2 to 4

June 16th.

Rapid and Mental	2 to 2.40
Arithmetic	2 to 2.40
“	2 to 2.40
Algebra	2 to 4
“	2 to +

June 17th.

No Examination	
Dictation and Spelling.....	2 to 3
Algebra	2 to 4
British History.....	2 to 3.30
Botany	2 to 4

June 18th

Canadian History	2 to 4
“	2 to 4
British History.....	2 to 4
Greek.. ..	2 to 4
Grecian History, or Great Events ..	2 to 4

June 19th.

Scripture	2 to 4
“	2 to 4
“	2 to 4
Physics	2 to 4
“	2 to 4

June 22nd.

Greek or German.....	2 to 4
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REPORTS OF EXAMINERS.

PHYSICAL GEOGRAPHY.

GRADE II. ACADEMY.

The paper on this subject was as a test of general knowledge particularly good, the questions covering all the work of the year, and in most cases requiring thoughtful work and precise answers.

Most of the schools showed a good knowledge of the subject, but in a great many cases the answers lacked detail and finish. A large majority of pupils contented themselves with barely answering the questions and seldom enlarged. On the other hand many pupils showed a want of system in the arrangement of their work, and often wrote several pages where one page concisely written would have been ample.

While the spelling shows a marked improvement this year over former years, the writing is very irregular, and in the case of many pupils disgraceful considering the advanced grade. It would appear as if this important branch of education was being neglected in many schools.

Ques. 2 (b) was as a rule imperfectly done, and apparently was misunderstood by some pupils.

Ques. 5 (c) was unsatisfactorily answered.

N.B. — Many pupils answered all the questions instead of *five only*.

GENERAL GEOGRAPHY.

GRADE III. MODEL.

This grade showed a very fair knowledge of the Eastern Hemisphere, especially in answering questions referring to Asia and Africa. The most failures were in questions 4 and 8, the word Commonwealth in the latter question being evidently a new word to many pupils, while a word or two about the various requirements in quest. 4 was all that most pupils could manage. Here again the writing is very poor, especially in the Academies, the Model schools often showing better writing and neater work.

Spelling is fairly good considering the difficult proper names. When mistakes were made they were made in the simpler words *e.g.* "Sahara", which was frequently spelled incorrectly, one brilliant youngster referring to the great desert as a "howlen Sarah."

GRADE II. MODEL.

There were not many failures comparatively in this grade, probably owing to the fairness of the paper and the character of the questions. Locations were not well given as a rule. A great many pupils failed to distinguish between east and west, giving Spain as the most easterly country of Europe.

Ques. 4 (a) was not understood by many, quite a few pupils giving as an answer the British Isles, others writing a long list of the colonies which was uncalled for. In the same question the form of government was often described as a Republic. In writing and neatness, this grade was an improvement on Gr. III., especially in the Academies. The spelling was weak, particularly in the Model Schools, the word Mediterranean being nearly always wrong, while temperate became tempred, temporate, temprit and even temperance, showing quite a variety of form.

GRADE I. MODEL.

The paper set for this grade was, if anything, too easy, the last two questions especially being rather simple, considering the marks assigned. However, while some schools have done very well, some are almost total failures, showing a lack of even general knowledge of our own hemisphere.

Ques. 3 as a test question was splendid, but seldom was a complete and satisfactory answer given.

Ques. 4 was seldom correct; here again the eastern province was put for the western and vice-versa. The writing was poor as a rule, and showed lack of training. Spelling was bad, the favorite mistakes being in the words St. Lawrence, separate, Behring, and triangle, the latter being frequently spelled with a "y."

ENGLISH.

GRADE II. ACADEMY.

Papers on whole well and satisfactorily answered.

In question IV, where pupils are asked for quotations, they might underline the words which refer to subjects mentioned; but should realize that a word enclosed in quotation marks does not make a quotation.

Question V was not answered as well as the other, alliteration seemed to be a stumbling block

GRADE I. ACADEMY.

In question IV the latter part of the question was too shortly answered, such answer as "because he was a good man" being frequently given.

The spelling on the whole was good, with the exception of one word which I would like draw attention to as being almost universally incorrectly spelled. It was "doctored", which was spelled "doctered."

GRADE II. MODEL.

Very well answered on the whole.

Question 5 seemed to be most difficult from the answer on the paper.

A great many pupils could not explain terms "Colonial Day", "Angelus", "Holy Thursday."

GRADE I. MODEL.

Some of the pupils did not answer (b) of II well at all. They may not have understood the meaning of the word frustrated. Those who answered it explained it very nicely.

Question III in many cases might have been a little more freely answered.

Question VI, They did not adhere to a *simple* sentence.

1907

SUPERIOR SCHOOL EXAMINATIONS.

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

PHYSICAL GEOGRAPHY (GRADE II. ACADEMY.)

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

[Any five questions constitute a full paper.]

1. (a) What are the chief subjects that are taught in Physical Geography?

(b) What must be the relative position of the sun, earth, and moon when the moon is eclipsed?

(c) Why is the moon not eclipsed every month?

2. (a) How is the temperature of the air controlled?

(b) How do the processes of absorption, conduction, and radiation affect the temperature of the air?

(c) How is the weight of the air affected by heat?

3. (a) What is the dew point? How may it be determined?

(b) Name and describe the chief kinds of clouds.

(c) Where and how are tropical cyclones formed? Why are tropical cyclones not formed in the South Atlantic?

4. (a) What is meant by rainfall? How is rainfall measured?

(b) Where is the heaviest rainfall in the world? What is its cause?

(c) What is a *cold wave*, a *blizzard*?

5. (a) What is the ocean? Consider the ocean as a highway.

(b) How is the cold water at the bottom of the equatorial oceans accounted for?

(c) What can you say of mountains and volcanoes in the ocean?

6. (a) Of what value to man are the shallow waters of continental shelves.

(b) What are waves? What changes of form do waves suffer? What is a *swell*? *surf*?

(c) What is the cause of ocean currents? How is this proved? What is a *sargasso sea*?

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

GEOGRAPHY (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) In what zone is the greater part of Asia? (b) Name six seas that wash the eastern shores of Asia? (c) How are most of these seas separated from the Pacific Ocean? 12

2. (a) What three peninsulas project southward from Asia? (b) What are the most important exports of India? (c) Where is Calcutta? Madras? Bombay? 12

3. (a) Name the four largest rivers of the Pacific slope. (b) What sea is north of Persia? (c) What empire owns the western part of the Arabian plateau? (d) Where is Mecca, and for what is it noted? 12

4. What may be said of Asia in regard to its high mountains, low valleys, extensive plains, population, government, religions? 12

5. (a) In what zone is the greater part of Africa? (b) Where does the equator cross Africa? (c) Name the three largest rivers of Africa. Into what ocean do they flow? 12

6. In Africa name and locate:—(a) the largest desert, (b) the most remarkable river, (c) the largest lake, (d) the richest diamond mines, (e) the richest gold producing country, (f) a country noted for its ancient civilization. 12

7. (a) In what direction from Asia is Australia? (b) In what part of Australia are the highlands? (c) What is a marked feature of the climate? (d) Name the leading industry. 16

8. (a) Name the colonies comprising the Commonwealth of Australia. 12

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

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) In what zone is the greater part of Europe? (b) What part of Europe is very cold? Why? (c) What bay is west of Europe? (d) What great sea is south of Europe? (e) Name the peninsulas that extend southward from Europe. 12

2. (a) What is the most eastern country of Europe? (b) Name its capital city, (c) its largest river, (d) What is the chief occupation of its inhabitants? 12

3. What are: (a) the grain growing regions of Europe? (b) the fishing regions? (c) the manufacturing regions? 12

4. (a) What does the British Empire include? (b) What and where is its capital? (c) What is the form of government called? 12

5. In the British Isles name the principal places engaged in the manufacture of—(a) woollens, (b) hardware, (c) carpets, (d) earthenware, (e) cottons, (f) thread. 12

6. (a) Name and locate five empires in Europe. (b) What is the capital of each? 10

7. What group of islands is west of the North Sea? (b) What strait separates the largest of these from the mainland? (c) Where is the Isle of Man? (d) What three rivers flow into the Black Sea? (e) Which of them cuts through the mountains at two points. 15

8. Name five great European seaports and tell what ships take away from each. 15

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

GEOGRAPHY (GRADE I. MODEL SCHOOL)

All the questions are to be answered.

1. (a) How many sides has north America ? (b) On which side of North America are the most islands ? (c) Where is North America widest ? 12

2. (a) What bay extends into the north coast of North America ? (b) What great gulf on the south coast ? (c) Which is more frequented by ships ? Why ? (d) What strait separates North America from Asia ? 12

3. (a) What are the three great rivers of the Dominion of Canada ? (b) Which of these rivers is the most useful ? Why ? (c) Which of these river systems have large lakes ? (d) On which of these lakes are cities built ? (e) On which of these lakes are there no great cities ? Why ? 18

4. (a) What is the most eastern province of Canada ? (b) the most western ? (c) the largest ? (d) which province lies furthest south ? 12

5. Draw a map of the St. Lawrence River and its tributaries. 12

6. Name and locate five of the most important cities of the United States. 10

7. (a) What is the general shape of South America ? (b) Which has the greater number of gulfs and bays, North America or South America ? (c) What isthmus connects North and South America ? 12

8. (a) Name the longest river in South America. (b) In what direction does it flow ? (c) Name the largest and most important country in South America. 12

MONDAY MORNING, JUNE 17th, from 9 to 11.

ENGLISH (GRADE II ACADEMY.)

All the questions are to be answered.

1. (a) Write a brief account of the life of Alfred, Lord Tennyson.

(b) Discuss and illustrate by references or quotations the leading characteristics of his poetry. 15

2. From what poem is each of the following extracts taken? Refer each to its context and comment fully where necessary:—

(a) "A realm of pleasance, many a mound"

(b) "All things are taken from us, and become
Portions and parcels of the dreadful past."

(c) "I am part of all that I have met."

(d) "Whistling a random bar of Bonny Doon."

(e) "Round affrighted Lisbon drew
The treble works."

(f) "And he fell upon their decks, and he died." 18

3. Explain the terms:—

(a) *shadow-chequer'd*, (b) *many-tower'd*, (c) *bearded meteor*,
(d) *meadow-sweet*, (e) *silver-coasted*. 10

4. Give one quotation from the "Selections" referring to each of the following subjects:—(a) *life*, *death*, *immortality*, *curse*, *music*, *weariness*.

5. Explain and illustrate Balanced Sentence: Simile; Alliteration. 15

6. Are the following sentences periodic or loose? Why? Re-write each sentence so it shall be the kind—periodic or loose—which in its present form it is not: It is not good and it cannot come to good. He did not advocate expansion, nor did he justify the policy of the present government. Found in the way of righteousness the gray head is a crown of glory. Not from chance, but from art, comes true ease in writing. 12

7. (a) Which pronouns should be used in the following sentences? Why?

(1) I thought it was (her-she) and I found it to be (her-she).

(2) He was taller than (I-me).

(3) He gave his property to those (who whom) he thought were his friends.

- (b) Which verb should be used in the following sentences? Why? (1) I (lied-laid-lay) me down and slept. (2) You (shall-will) go, or you (shall-will) be sorry for it. (3) She said I (could-might) invite my friends. 12

MONDAY MORNING, JUNE 17th, from 9 to 11.

ENGLISH (GRADE I. ACADEMY.)

All the questions are to be answered.

1. (a) When and where was Oliver Goldsmith born? (b) What reputation did he establish as (a) school-boy, (b) college student, (c) teacher, (d) physician, (e) historian, (f) poet? 18
2. What may be said of the "Vicar of Wakefield" in regard to :—(a) the faults of the book, (b) the picture of life it pretends to describe, (c) its moral influence on later English authors? 12
- 3 Name (a) the principal characters of the Vicar of Wakefield, (b) the subordinate characters. 6
4. Excluding the Vicar, name the two characters in the story that you like best, telling in a few words why you like each.
5. (a) Name five of the most important incidents in the Vicar of Wakefield.
 (b) Which scene did you find most exciting?
 (c) Which most amusing?
 (d) Describe one of the scenes mentioned in *a* or *b*. 20
6. Give the meaning and derivation of *Sibyl*, *Nabob*, *chit*, *Chapman*, *cant*, *palliation*, *dilemma*, *forfeits*, *labor*, *guitar*. 10
7. To what do the following expressions allude?
 (a) "Do I see my lost daughter?"
 (b) "A fig for the silver rims."
 (c) "You see what my tricks have brought me to."
 (d) "Your fortune, I am sorry to inform you, is almost nothing." 10
8. Write the following passage correctly with special attention to capitals and punctuation :—

Do you know this sir this pocket book yes sir returned he with a face of impenetrable assurance that pocket book is mine and I am glad you have found it and do you know cried I this letter may never falter man but look me full in the face. 12

MONDAY MORNING, JUNE 17th, from 9 to 12.

ENGLISH (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. Write a brief sketch of the life of Scott.
2. (a) Who do you think is the heroine of *Ivanhoe*? Give reasons for your answer. (b) Excluding Rowena, Rebecca and *Ivanhoe*, name the two characters in the story that you like best, telling in a few words why you like each. 12
3. (a) Name the most important incidents in *Ivanhoe*.
(b) Which scene did you find most exciting? Which most amusing? 14
4. Describe one of the scenes you have mentioned in (a) or (b.) 15
5. Give the meaning of the prefix in each of the following words, and state from what language it is derived, *exodus*, *hypothesis*, *diameter*, *misguide*, *outspread*, *unkind*, *withdraw*, *uniform*, *viceroi*, *ultramarine*. 10
6. Quote (a) Wolsey's charge to Cromwell, beginning with—"Cromwell, I charge thee, etc., to a blessed martyr."
(b) The armaments, etc., etc., to "Trafalgar." 12
7. Write explanatory notes on:—
(a) Brunswick's fated chieftain,
(b) Immortal Alfred,
(c) The Lady Anne,
(d) Armada,
(e) Trafalgar. 15
8. Insert commas, periods and capital letters in:—
(a) fair young hannah ben the sunburnt fisher gaily
woos.

(b) rev jas mcgregor m a is to deliver a lecture on temperance in the music hall at 2 o'clock p.m. on monday april 1st. 12

MONDAY MORNING, JUNE 17th, from 9 to 11.

ENGLISH (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Write a brief sketch of the life of Longfellow. 12
2. (a) Name poems by Longfellow which you have studied. (b) What lessons may be learned from each respectively? 12
3. Describe the parlour of the Wayside Inn, *or* The Young Sicilian.
4. To whom or to what do the following lines allude:—
 - (a) "A kind of old Hobgoblin Hall"
 - (b) "It is strange sport
To keep a madman for thy fool at court"
 - (c) "He goes on Sunday to the church"
 - (d) "O father! I hear the sound of guns"
 - (e) "He can behold
Things manifold." 15
5. Explain the meaning of:—
Magnificat, old Colonial day, vespers, Angelus, benediction, Holy Thursday, skipper, volcanic air. 16
6. Combine the following statements into a simple sentence:—
A bird sang. It was a small bird. It sang at sunset. It had red wings. It sang in a tree. It had a black body. It sang sweetly. 15
7. Punctuate and insert capitals:—
and do you ever wish said will
to rest the long day through
no day is long the bee replied
to those with work to do. 15

MONDAY MORNING, JUNE 17th, from 9 to 11.

ENGLISH (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

1. Explain the cause of the enmity between the covetous Jew and the young merchant of Venice. 10
2. (a) How did Shylock seek to obtain revenge for injuries real or imaginary inflicted by Antonio ?
(b) How were his wicked designs frustrated ? 16
3. In what connection are these words used ?
(a) " Myself and what is mine to you and yours is now converted."
(b) " I will sign to this bond."
(c) " A Daniel is come to judgment."
(d) " Alas ! sir, are you here ?"
(e) " Who gives anything to poor Tom ?" 15
4. Who was : (a) Nerissa ; (b) Gratiano ; Caius ; Portia ; the Duke of Albany ? 10
- 5 (a) How many daughters had King Lear ? (b) Which was the best ? Why ? (c) What was her reward for her plain speaking ? (d) How did King Lear's courtiers regard the disposal of his kingdom ? (e) Who alone had the courage to speak a good word in behalf of Cordelia ? (f) With what result ?
- 6 Combine into one simple sentence :—
The man fell. The man was strong. He fell into a well. The well was deep. He was a young man. He fell into a well at night. The night was dark.
7. Punctuate and insert capitals—hiss hiss said the geese quack quack said the ducks and rover ran off. 16

Books Received and Reviewed.

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

CLASSROOM MANAGEMENT; ITS PRINCIPLES AND TECHNIQUE.—By William Chandler Bagley. (Price \$1.25 net. The Macmillan Company of Canada, Toronto, Ont.) Mr. Bagley is Superintendent of the Training Department, State Normal School, Oswego, New York.

This book is intended primarily for students of education in Universities, Training Schools, and Normal Schools who are preparing for class room teaching, especially in the elementary grades. The book contains many valuable hints and suggestions which teachers of mature experience will find extremely useful in the classroom. It aims, first, to furnish the intending teacher with a set of precepts to assist him in the mastery of his profession; second, to interpret these precepts in the light of accepted principles; and, third, to unite these precepts and principles into a coherent and fairly comprehensive system. The writer has gathered his material with great care and discrimination from four sources: first, from observing the work of efficient and successful teachers; secondly, from text-books upon the subject of classroom practice; thirdly, from his own experience; fourthly, from general psychological principles. It has been the writer's attempt, first, to find the successful practice and then to discover the principle that governs it.

ENGLISH HIGH SCHOOLS FOR GIRLS.—(By Miss S. A. Burstall. Price 4s. 6d. Longmans, Green & Co., London, England.)

The aim of this work is to sketch the characteristic, aims, organization, and methods of a modern English High School for Girls.

CHARACTER FORMING IN SCHOOL.—By Miss F. H. Ellis. Price 3s. Longmans, Green & Co., London, Eng.

Every book on education asserts that character building is the chief function of the teacher. This book has been compiled to show how that theory may become practice in elementary schools. The book contains many illustrations and action songs suitable to the working out of the thought of the lesson.

A STORY OF CHILDREN AND BIRDS.—“Gray Lady and the Birds,” by Mabel Osgood Wright, is a book that should appeal with double force to children, since it is both a capital story and entertaining work on natural history. The story deals with a group of school children in a little Connecticut village who are brought together once a week by an enthusiastic bird-lover (Gray Lady) for the purpose of studying the birds in their neighborhood. The book is suitable for reading either in home or school, and while it is written from the humanitarian standpoint, it is thoroughly accurate and dependable on the scientific side. It is admirably illustrated, twelve of the forty-eight full-page drawings being reproduced in color.

(Price \$1.75 net. The Macmillan Co. of Canada, Toronto, Ont.)

TALES OF THE FAIRIES.—First series. Based on Tales in the Grey, Violet and Yellow Fairy Books. Edited by Andrew Lang. Coloured plates and other illustrations. Price 1s.

TALES OF THE ROUND TABLE.—Based on the Tales in the Book of Romance. Edited by Andrew Lang. Coloured plates and other illustrations. Price 1s. 6d.

TALES OF ROMANCE.—By Andrew Lang. Coloured plates and other illustrations. Price 1s. 6d. Longmans, Green & Co., 39 Paternoster Row, London.

FRENCH SONG AND VERSE FOR CHILDREN.—Edited by Miss Helen Terry. Longmans, Green & Co., London. Price 1s. 6d.

THE NEW MATRICULATION HEAT.—By R. W. Stewart, D. Sc., London. Price 2s. 6d. University Tutorial Press, Lt., London.

In this little volume on Heat the treatment throughout is of an elementary character, and it is in accord with the best modern methods of science teaching.

The leading facts and principles of the subject are deduced from practical work, the greater part of which can be performed by the student himself without the use of expensive apparatus. Practical hints are given which will enable the student to perform the experiments for himself in a satisfactory manner.

A SECOND YEAR'S COURSE IN PRACTICAL PHYSICS.—By James Sinclair. (Price 1s. 6d. Geo. Bell & Sons, London.)

This book is a continuation of the First Year's Course in Practical Physics and consists of a simple course in Heat, including thermometry, expansion, specific and latent heat, conduction, convection and radiation, together with some experiments on solution, distillation, and crystallization. For the many interesting experiments the directions are clear and explicit, the diagrams good, and there are numerous questions of the kind likely to make a boy think.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, February 28th, 1908.

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

Present :—The Rev. W. I. Shaw, LL.D., D.C.L., in the chair ; George L. Masten, Esq. ; Prof. A. W. Kneeland, M.A., B.C.L. ; Rev. A. T. Love, B.A. ; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec ; H. B. Ames, Esq., B.A., M.P. ; Principal W. Peterson, LL.D., C.M.G. ; W. S. Maclaren, Esq. ; Gavin J. Walker, Esq. ; John C. Sutherland, Esq., B.A. ; Prof. James Robertson, LL.D., C.M.G. ; Rev. E. I. Rexford, LL.D., D.C.L. ; S. P. Robins, Esq., LL.D. ; D.C.L. ; John Whyte, Esq. ; Hon. Justice J. C. McCorkill ; Rev. E. M. Taylor, M.A. ; Hon. W. A. Weir, K.C., M.P.P.

Apologies for the enforced absence of the Hon. Sydney A. Fisher, B.A., M.P., Hon. J. K. Ward, M.L.C. ; P. S. G. Mackenzie, Esq., K.C., M.P.P., and W. L. Shurtleff, Esq., K.C., LL.D., were submitted.

The minutes of the last meeting were read and confirmed.

The applications of Misses Slattery and Boyle for exemption from the practice teaching required from the candidates for academy diplomas, were refused.

The Inspector of Superior Schools having reported favorably in regard to the teaching of Mr. Herbert Huntley, B.A., it was ordered that an academy diploma be issued to him in accordance with the decision of the last meeting.

The applications of Messrs. Christie, Jamieson and Cadman, and Miss Wain for academy diplomas were held over till the May meeting, the Inspector of Superior Schools being required in the meantime to report upon their efficiency as teachers

The appointment by Bishop's University of Mr. J. S. Turner, B.A., as a member of the University Board of School Examiners, was approved.

On application made in behalf of Aaron Machin, it was resolved that inasmuch as his salary has been decreased by \$15.33 cents a month as caretaker of the former McGill Normal School property, which is now occupied by the Protestant Board of School Commissioners of Montreal, the Government be respectfully requested to pay him this amount as compensation for his loss during the current year.

The report of the sub-committee on the distribution of the Normal School Grant was read.

It was moved by Dr. Robertson and seconded by Mr. J. C. Sutherland, that the report be adopted.

Mr. Walker moved in amendment, seconded by Mr. Weir, that the consideration of this report be deferred till the May meeting. The amendment was lost by a vote of twelve to two

The report was then discussed clause by clause. A division being demanded on clauses four and five, they were adopted by a vote of fourteen to one in each case. All the other clauses were adopted with some amendments, and clause nine was added on motion of Messrs. Whyte and Maclaren. The report was finally adopted as a whole in the following form:—

REPORT OF SUB-COMMITTEE APPOINTED AT THE REGULAR QUARTERLY MEETING OF THE PROTESTANT COMMITTEE, NOV. 29TH, 1907, FOR THE PURPOSE OF MAKING RECOMMENDATIONS AS TO THE DISTRIBUTION IN THE FUTURE OF THE SUM OF \$16.866.67, HITHERTO KNOWN AS THE NORMAL SCHOOL GRANT.

“ To the Protestant Committee of the Council of Public Instruction:—

“ Your sub-committee on the distribution of the released Normal School Grant begs to submit the following report :

1. Your sub-committee recites as a matter of record that by an agreement between the Government of the Province of Quebec and the Board of Governors of McGill University, who are also the trustees of Macdonald College (which agreement was confirmed by an Act of the Legislature), it was provided that a school for the training of teachers for the schools under the control of the Protestant Committee of the Council of Public Instruction should be established and carried on at Ste. Anne de Bellevue in lieu of the McGill Normal School in Montreal, and that thereby the sum of \$16,866.67, known as the Protestant share of the Normal School Grant, became available for distribution for the support and advancement of Protestant education.

2. Your sub-committee having knowledge of the fact that in accordance with the regulations of the Protestant Committee, and under the sanction of the Teachers' Training Committee, an announcement has been made that—"On being awarded an advanced elementary diploma, a model school diploma or a kindergarten diploma, each teacher-in-training at the School for Teachers shall be paid by the Dean of that School, out of funds provided for the purpose, the sum of five cents for each mile that his home, in the Province of Quebec, is more than fifty miles distant from Ste. Anne de Bellevue"—recommends that a sum not exceeding \$400.00 be reserved provisionally to be applied by the Government to the payment of such travelling expense of teachers-in-training.

3. Your sub-committee having also knowledge of the fact that, in accordance with the regulations of the Protestant Committee and under the sanction of the Teachers' Training Committee, an announcement has been made that—"Each holder of an advanced elementary diploma or of a model school or kindergarten diploma, on showing that he has taught successfully in some school of this Province under control of school commissioners or school trustees, shall be paid by the Dean of the School for Teachers, out of its funds, the sum of two dollars for each month in each year, during each of the two scholastic years immediately succeeding the award of his diploma. If in two years of consecutive attendance at the School for Teachers a teacher-in-training has taken an advanced elementary diploma and either a model school diploma or a kindergarten diploma, the amount to be paid shall be four

dollars for each month; if three sessions of the School for Teachers elapse between the admission of the teacher-in-training and the conferring of the second diploma, the amount to be paid shall be three dollars for each month. Successful teaching shall be shown by submitting at the annual meeting of the Central Board of Examiners a certificate according to Form 5, signed by the chairman or by the secretary-treasurer of each board under which the teacher has taught, and by each school inspector in whose district of inspection he has taught. But the signature of any school inspector stating that he was unable to visit the school during the incumbency of that teacher shall be accepted"—recommends that a sum sufficient to pay such bursaries (amounting to probably \$2,000.00 for the school year 1908-9) be reserved provisionally and applied by the Government to the payment of said bursaries.

4. Your sub-committee in this connection unanimously approves the principle of applying such portion of the liberated Normal School Grant as may be considered necessary from time to time, to the payment of bursaries to teachers to assist in retaining such trained teachers in such rural schools of the Province as may be from time to time specified by the Committee, and to encourage suitable persons to take such training, and recommends that for the present provision be made for the payment of bursaries to teachers trained in Macdonald College in amounts and on conditions similar to those that have hitherto obtained in the McGill Normal School.

5. Your sub-committee recommends that the sum of \$2,000.00 be added to the Poor Municipality Fund, to be distributed as part thereof.

6. Your sub-committee recommends that the remainder of the liberated Normal School Grant be distributed by the Government to Protestant School Boards, not being in any city of the Province, in such amounts as may be recommended by the Committee from time to time to the end that local effort may be stimulated, encouraged and assisted to go forward in the following matters:—

- (a) The employment of qualified teachers.
- (b) The payment of adequate salaries to teachers.
- (c) The consolidation of weak schools, wherever practicable with advantage.

(d) The improvement of school buildings, premises and equipment.

(e) The lengthening of the school term.

7. In this connection your sub-committee further recommends that particular regard be had to the measure of local effort (as indicated by the rate and total amount of local taxation), as well as to the comparative needs of the locality to which a grant may be made, and that reports from the school inspectors on the matters set forth in this and the preceding paragraph be obtained and considered.

8. Your sub-committee desires to express its conviction that the distribution of the liberated Normal School Grant in the manner herein recommended would be most efficacious and beneficial to Protestant education, and would be in accord with the expectation and desires expressed alike by the Protestant Committee and the founder of Macdonald College when the matter of providing free training at Macdonald College for teachers for the schools under the Protestant Committee was under consideration.

9. Your sub-committee notes with satisfaction that the representatives of the Protestant Committee, in an interview held with the Government on October 8, 1907, were informed by the Hon. the Premier, that it would be pleased to consider any representations made by the Protestant Committee on the subject before us, and is desirous of the utmost harmony between the Government and the Committee in conserving this and all other interests of Protestant Education in the Province. In harmony with such sentiments and suggestions the foregoing is respectfully recommended as, in the opinion of the sub-committee, the wisest method of disposing of the liberated Normal School Grant.

All of which is respectfully submitted.

For the Sub-Committee,

JAS. W. ROBERTSON,
Chairman.

J. C. SUTHERLAND,
Secretary.

It was moved by Mr. Ames, seconded by Inspector Taylor, and resolved that the sub-committee charged with this matter, with Mr. Walker added, be instructed to present the foregoing report to the Government.

A memorial, asking for certain amendments to the Pension Fund for officers of Primary Instruction, was submitted.

It was moved by Rev. Inspector Taylor, seconded by Professor Kneeland, and

Resolved,—“That the memorial of the Association of Protestant Women Teachers of Montreal be referred to a sub-committee composed of Rev. Dr. Shaw, Dr. Robins, and the representative on the Protestant Committee of the Association of Protestant Teachers of the Province of Quebec, for report.”

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

“That inasmuch as the greater number of the Protestant Teachers of the Province have no expectation of benefiting from the provisions of the “Teachers’ Pension Fund,” to which, however, they are obliged by law to contribute ;

“*Resolved*,—That the Government be informed that it is the opinion of this Committee that any teacher who may notify the Superintendent of Public Instruction by a writing, witnessed by a member or secretary-treasurer of a school board, that it is not his wish to partake of the benefits of the said fund, should thereafter be free from the obligation of contributing thereto ; and that the law be amended to this effect.”

It was agreed to submit this motion to the consideration of the sub-committee just appointed, and to deal with it at the May meeting.

The sub-committee on the course of study submitted a report which was adopted, and the Secretary was instructed to embody the recommendations of the report in the next printed course of study.

Dr. Rexford reported in regard to the A. A. examinations, that the regulation 87 of the Protestant Committee should be amended by adding the following as paragraph four :—

“Candidates in the Province of Quebec not in attendance at schools under the control of the Protestant Committee may, upon application, present themselves at these examinations on payment of a fee of five dollars and on conforming to the regulations governing these examinations.”

On motion of Dr. Rexford, seconded by Dr. Peterson, it was resolved to amend regulation 87 in accordance with this report.

The Chairman reported as follows on the interview held with the Government by the delegation appointed at the last meeting of the Committee on the proposed amendments to the Education Act, as found in the minutes of said meeting, pp. 205-7 :—

“The delegation was received by the Government on Thursday, February 27th, 1908. There were present as representing the Government, the Hon. Mr. Gouin, Premier; the Hon. Mr. Weir, Provincial Treasurer, and the Hon. Mr. Roy, Provincial Secretary, accompanied by the Hon. B. de LaBruère, Superintendent; and representing the Protestant Committee, Rev. Dr. Shaw, Chairman, and Rev. Mr. Love, accompanied by Mr. J. C. Sutherland and Dr. Parmelee, Secretary. An apology for unavoidable absence was sent by the Hon. Justice McCorkill.

“The matters considered were in brief:

“1. The desirability of facilitating consolidation of schools by reducing the power of opposants in appealing to the courts and enabling a school board to effect consolidation with the approval of the Superintendent of Public Instruction.

“2. Where there are dissentient schools to oblige rate-payers to pay to the schools of their own faith and to terminate the power of a dissentient to transfer, at his pleasure, his taxes to the panel of the majority.

“3. To enable dissentient boards to levy special taxes upon incorporated companies for their own purposes.

“4. To distribute the Protestant share of the elementary school grant annually according to the needs and merits of the several municipalities.

“It was deemed necessary to submit these matters to the Roman Catholic Committee, or preferably to the Council of Public Instruction, being of common interest to both Committees.

“The Chairman took occasion to press upon the Government the urgency and justice of increasing the salaries of Protestant School Inspectors. The representatives of the Government seemed favorable to the proposal, and promised to give it their consideration.”

The sub-committee on the distribution of the poor municipality grant reported that it had examined the list prepared in the Department according to the usual principles of distribution. The list showed that the sum of \$8,168.39 was available for distribution amongst 340 schools, the average being \$24.00 a school.

The distribution, as submitted and recommended by the sub-committee, was approved.

The minutes of the meeting of the Inspectors in October last, having been printed in the RECORD and requiring no action, were taken as read.

It was moved by Rev. Principal Shaw, LL.D., Chairman, seconded by His Lordship Bishop Dunn, and unanimously

Resolved,—“ That, as representing the Protestant educational interests of the Province of Quebec we hereby declare our very cordial sympathy with the approaching Tercentenary Celebration of the founding of Quebec, and the initiation of our Canadian nationality, an occasion uniting in patriotic devotion to our Dominion the two great races, French and English, whose blood and industry and enterprise have hallowed these historic scenes, and by which the northern half of our continent has been brought under the beneficent government of the British Crown and our rights and freedom and national welfare have been secured by British institutions.

“ That we earnestly recommend that all our teachers and scholars in the Province, and the students of all our colleges aid this great patriotic movement as far as practicable.

“ That we hereby express our very cordial appreciation of the noble action of His Excellency the Governor-General, Earl Grey, in aiding this patriotic demonstration by his distinguished influence and ability, and that a copy of these resolutions be transmitted to His Excellency.”

It was moved by Prof. Kneeland, seconded by Rev. E. M. Taylor, M.A., that the new edition of Miss Weaver's Canadian History be accepted in lieu of the old edition, provided that the legitimate interests of the trade and schools be guarded by the publishers.—Carried.

The Chairman submitted the following digest of reports of the Inspector of Superior Schools:

“During the past quarter the Inspector has visited 20 model schools and 10 academies. In nearly all the progress is reported as fair or good. As to the Kingsey consolidated school he remarks: ‘This school is small numerically, but is doing fairly good work. If it can be kept in operation a few years, the trouble which originated when it was building will have blown over and the attendance will be larger.’

“A new school-house is required in Marbleton. Verdun school is overcrowded and the board is considering the question of providing an additional building. The Principal of Barnston is the only teacher in that school and she has only an elementary diploma. This school should not be ranked as a superior school. The same is true of the school at Three Rivers as to the diploma of the Principal. This school should be ranked as an elementary school unless it improves. The new school at Bury will be ‘one of the finest school buildings in the Province.’ - The school board at Gould promises to repair and enlarge the school. The new school at Waterloo will soon be completed and well equipped, and will be ‘a credit to the municipality.’ Minor repairs and improvements are reported from several schools. The condition of school premises is fairly good, though in many there is room for improvement, as to which the Inspector has notified the boards.”

On motion of Inspector Taylor, seconded by Justice McCorkill, the salary of Inspector Parker was increased by \$200 a year, the increase to apply to the current school year.

The Secretary stated that the Provincial Secretary wished the views of the Committee as to the advisability of amending article 482 of the School Law so as to revert to the system of having appeals heard by the Department rather than by the courts. The Secretary was instructed to say that the Committee does not favor a change in this regard.

The sub-committee to arrange for the June examinations was re-appointed on motion of Prof Kneeland.

FINANCIAL STATEMENT OF THE PROTESTANT
COMMITTEE FOR THE SIX MONTHS
ENDING DECEMBER 31st, 1907.

RECEIPTS.

1907.			
July	1.	Balance on hand.....	\$2,909 53
July	26.	Refund from Inspector Parker of unexpended balance of payment for June examinations	86 00
Nov.	19.	Unexpended balances from the De- partment.....	2,407 67
			\$5.403 20

EXPENDITURE.

1907.			
July	2.	G. W. Parmelee, quarterly salary....	\$ 100 00
"	"	G. W. Parmelee, Secretary Central Board of Examiners.....	200 00
"	26.	Inspector Parker, postage, etc..\$61 21 Inspector Parker, travelling ex- penses to attend meeting of sub-committee on course on study	14 00
			75 21
"	"	W. Vaughan, A. A. examinations.....	500 00
Aug.	21.	T. J. Moore & Co., supplies and printing for Inspector of Su- perior Schools.....	185 20
Sept.	16.	Renouf Pub. Co., 50 copies of Dexter & Garlick	30 00
"	"	G. W. Parmelee, quarterly salary.....	100 00
Oct.	2.	Chronicle Printing Co., minutes, tabu- lar statements, etc.....	33 00
"	10.	G. W. Parmelee, expenses of Inspec- tor's meeting and petty ex- penses	125 00
"	25.	Dr. S. P. Robins, on pension.....	500 00
"	"	H. R. Thompson, Ulverton Model School.....	50 00
"	"	D. F. Towne, Kingsey School.....	50 00

Oct. 25.	Rev. A. J. Balfour, for Magdalen Islands	\$ 100 00
" "	F. M. Shaw, filling and addressing 141 A. A. certificates... \$12 50	
	Expenses to Montreal for Committee	12 50
		<hr/>
		25 00
" "	Daily Telegraph Co. printing.....	11 00
Nov. 4.	Chronicle Printing Co., tabular statements, etc	28 50
" 19.	John Parker, postage, express, etc.....	46 64
" 30.	John Parker, balance of salary	50 00
Dec. 10.	T. J. Moore & Co, printing and office supplies	8 93
" 20.	John Parker, salary for January....	125 00
" 31.	Balance on hand per Bank book.....	3,059 72
		<hr/>
		<u>\$5,403 20</u>

SPECIAL ACCOUNT.

1907.		
July 26.	City Treasurer of Montreal.....	\$1,000 00
Aug. 20.	City Treasurer of Montreal... ..	1,000 00
		<hr/>
		<u>\$2,000 00</u>

CONTRA.

1907.		
July 26.	Dr. S. P. Robins, for McGill Normal School.....	\$1,000 00
Sept. 16.	J. A. Nicholson, for McGill Normal School.....	1,000 00
		<hr/>
		<u>\$2,000 00</u>

SPECIAL ACCOUNT.

MISS C. BURNHAM LEGACY.

1907.		
Jan. 1.	Balance on hand	\$22 84
	One year's interest on bonds	40 00
	Savings Bank interest	1 92
		<hr/>
		<u>\$64 76</u>

CONTRA.

1908.

Jan. 12. Superintendent of Public Instruction to pay to Protestant Pensioners.....	\$40 00
Balance in Bank.....	24 76
	\$64 76

Audited and found correct.

(Signed,)

WILLIAM I. SHAW.
Chairman.

The meeting adjourned to Friday, May 29th, unless called earlier by order of the Chairman.

GEO. W. PARMELEE,
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 third of March, 1908, to detach from the school municipality of the parish of Shawenegan, in the county of Saint Maurice, the lots bearing on the official cadastre of the parish of Shawenegan, the numbers one and following to 9, inclusively, of the school municipality of Sainte Flore, in the county of Champlain, the lots bearing on the official cadastre of the parish of Sainte Flore, the numbers 615 and following to 623, inclusively, less, however, the ends (abouts) of the lots bearing in this latter cadastre, the numbers 615 and following to 620, inclusively, and to erect these lots into a distinct school municipality by the name of "Shawenegan Bay."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of March, 1908, to appoint Messrs. Benitè Lavoie, Edmond Lecuy, Joseph Desbiens, Edgar Lavoie and Ernest Bergeron, school commissioners for the school municipality of "Ferland," county of Chicoutimi.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 10th March, 1908, to appoint the Honorable Raoul Dandurand, senator, member of the Roman Catholic school commission of the city of Montreal, to replace the Honorable Judge Camille Piché, resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of March, 1908, to annex to the school municipality of Sainte Germaine du Lac Etchemin, in the county of Dorchester, the part of the township of Ware, in the same county, not belonging to any school municipality, and bearing on the official cadastre of this township the numbers 388 and following to 496, inclusively, and the numbers 435 and following to 444 inclusively.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of March, 1908, to detach from the school municipality of Wickham West, in the county of Drummond, the lots having on the official cadastre of Grantham, in the same county, the numbers 518 and following to 548 inclusively, and to annex them to the school municipality of Saint Germain de Grantham, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of March, 1908, to detach from the school municipality of Cloridorme, in the county of Gaspé, the lots known on the official cadastre of the parish of Cloridorme, as numbers 57 and 58, and erect these two distinct school municipalities, one by the name of Grand Cloridorme, and the other by the name of Petit Cloridorme.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of March, 1908, to detach from the school municipality of Sainte Marthe, in the county of Vaudreuil, the lots known on the official cadastre of the parish of Sainte Marthe, as numbers 1 and following to 215 inclusively, and to erect this territory into a school municipality, by the name of "Beauvoir."

The foregoing changes will come into force on the 1st of July next, 1908.

A CANADIAN FLAG



FOR
EVERY
SCHOOL

THE 'WITNESS' FLAG OFFER.

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

The publishers of the Montreal 'Witness' have arranged to continue their offer whereby it is easily possible for the children of every school district to earn a flag without spending money.

The offer is no money making scheme. The flags are of the best quality, and while the hope is to cover expenses the intention is to stimulate patriotism.

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

If your school does not need a flag, we will give instead patriotic books for your library. Write for particulars.

This offer is made specially for Schools, public or private, but Sunday Schools, Clubs, Societies or communities are free to take advantage of it. Assist us by making this widely known.

For full information, flag cards, testimonials from schools that have tried this plan, etc., address FLAG DEPARTMENT, 'Witness' Office, Montreal, Que.

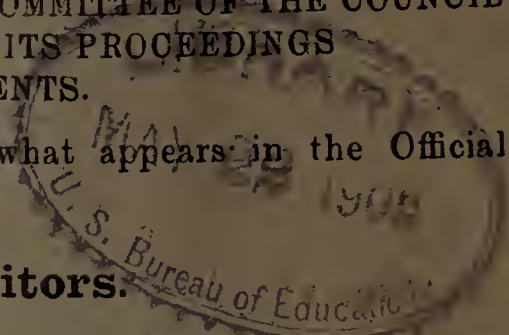
Do it Now and be Ready for Empire Day

THE
EDUCATIONAL RECORD
 OF THE
PROVINCE OF QUEBEC

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

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

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



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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 5.

MAY, 1908.

VOL. XXVIII.

Articles : Original and Selected.

QUEBEC METHOD OF TEACHING FRENCH.

An Address before the American Institute of Instruction, Montreal, Canada,
July 1-4, 1907, by H. H. Curtis.

The French language is the mother tongue of something like seven-eighths of the school children of the Province of Quebec. This fact limits the application of my statement concerning the methods employed here in teaching French to English-speaking pupils. It may also serve to give some notion of the environment both as affecting the work of instruction and more particularly as determining the needs, or the supposed needs, of the pupils, for whatever may be the private opinion of the schoolmaster as to the respective value of vocational and educational studies, he will scarcely escape the compelling influence of public opinion in a community where business and professional men, almost without exception, find it not convenient but necessary to possess a working acquaintance with the French language.

We may also eliminate from this inquiry an additional five per cent. of the school children of the Province, English-speaking Roman Catholics who attend either French or French and English Roman Catholic schools. These pupils form an exceptional class enjoying peculiar advan-

tages, inasmuch as French is often wholly or in part the language of their teachers and of their associates.

Confining our observations to the smaller section of our dual system, the Protestant schools of the Province, we note that French is an optional subject in the Elementary grades and is not generally taken except in the larger centers of population. It is obligatory in the intermediate or Model School grades and in the higher or Academy grades, covering together a period of six years. If the time devoted to this study is somewhat longer than in American schools, it should be remembered that the plan of reducing the number of studies to four or five at a time and pursuing these studies for a shorter period has not been adopted here, which means that our students, while studying French for a greater number of years, have constantly on the curriculum a larger number of rival studies.

It is now some twenty years since the teachers of French in this Province became interested in what has been called the "Reform Movement." It is not my intention to plunge you into the controversy which has been raging since that time in Europe and America over this matter of modern language methods, nor even to state the well known principles of the movement. I only purpose making a brief statement of what has been accomplished here in the small community which has now the honor to engage the attention of your influential Association, and to compare our experience with that of American and European teachers dealing with the same problems under slightly different conditions.

Educational ideals, like political ideals, are not, as a rule, so readily realized as their enthusiastic promoters at first anticipate. It is by no means unusual or surprising that the aspirations of the German scholars who launched this movement some twenty years ago should have met, like an advancing army, with alternate victory and defeat, almost complete defeat in the United States, where the ability to read books has been the chief consideration, and only a partial and varying success in Europe and in Canada, where an acquaintance with the spoken language is urgently demanded.

Although the partial failure of the classical methods as applied to the teaching of modern languages is generally

conceded, the problems confronting the advocates of the New or Direct, or Natural Method as it is variously called, like the admirable principles of Democratic government, are rather hard to carry out till the people concerned come to possess the necessary qualifications. One of the things, for instance, which the New Method demands, is that from the first the language studied shall be the medium of communication between the teacher and the pupils, that the new words and expressions acquired from day to day shall be associated directly in the pupils' memories with the ideas they represent. This is a radical proposition which means that the teacher must be able to speak the language, and that he must possess through special training or special aptitude, skill to suggest his meaning without translation, to command attention, to develop interest and finally to lead the pupils to express with the enthusiasm which attends the exercise of a new-found faculty, a limited but ever-increasing circle of their own ideas, determined and controlled by the guiding mind of the teacher. It is not an easy matter to find a number of such teachers in any community where the tongue-paralyzing processes of the classical method have been in vogue.

We have not been able to meet this exacting requirement of the New Method without serious and prolonged effort. The Protestant School Board of this city found it necessary at first to establish teachers' classes for instruction in French and in the principles of the New Method, while large numbers of individual teachers voluntarily undertook courses of private study in order to acquire the necessary command of the spoken tongue. The School Board also appointed a special officer to supervise and direct the classroom work, but unfortunately this officer, as in the case of pioneers generally, found it necessary to learn a great many things himself before he was qualified to administer wise counsel and inspiring suggestions. We have also had the indispensable advantage of the co-operation of our Provincial Normal School, where admirable courses in French and in the Art of Teaching French have been provided for our teachers-in-training. Among the recent graduates of the Normal School are to be found a considerable number of teachers who have themselves studied French in the schools of Montreal since the adoption of the

Direct Method, and it is one of the most encouraging evidences of the success of our efforts that these teachers are found to possess a better mastery of the French language than the earlier graduates of the same institution or the teachers who come to us from any other source whatever.

We cannot boast that we have fully solved the difficult problem of a constant supply of skilful teachers for this special work, but it is something to be able to say that for fifteen years the French work in our schools has been conducted almost entirely in French, not by specialists, but by the regular class teachers, that the efficiency of the teaching staff as well as the results obtained have steadily improved, and that guided by the experience of the past, we now look forward to more complete development along the lines laid down under the more favorable conditions which are about to be established in our midst.

It is somewhat to our discredit that we have not kept in very close touch with the movement in Europe corresponding to our own. We now find by comparing the results achieved that we have something to learn from our Transatlantic confreres in several particulars, while in other respects it seems to us that we have been able to attain quite as satisfactory results. Our teachers are not, for instance, sufficiently trained in the application of physiological phonetics to the pronunciation of French, a subject which has made marked advance in recent years, but we are now taking steps to remedy this oversight under the skilful guidance of Dr. Walter, of McGill University.

I do not know to what extent a serious effort has been made in the United States to train the teachers of modern languages in the use of the Direct Method. I suspect that early in the history of the movement, lacking the incentive of an urgent need and disheartened by the comparative failure of untrained teachers working with unsuitable courses of study, American teachers abandoned the attempt and gave their chief attention to translation and grammatical study, though the methods employed were considerably influenced by the principles of the reformers. This may have been the wisest course to pursue at the time and under the circumstances, but I venture to think that American teachers, gathering inspiration from the success of their

European confreres and profiting by the results of their experience, will sooner or later find it expedient to make still further modifications of their methods along the lines laid down by the reformers.

Another essential requirement of the New Method is a suitable course of study; quite different from the traditional first French Book. Since translation is discarded in the earlier stages, it follows that material must be chosen for the course which, to a great extent, can be interpreted to the pupils by reference to objects and pictures, by means of gesture and presently by easy definition. The subject matter of the course must also have a close relation to the daily life of the child, varying according to age and local conditions, for one of the chief objects in view is to lead the pupil to express the facts of his own experience, not merely to repeat mechanically the forms of speech addressed to him. So the teacher must anticipate what the pupil would like to say, must furnish him with the necessary vocabulary and constructions and then by carefully considered questions lead him to exercise his own creative faculties and express his own thoughts and feelings. If this is done skilfully it is sure to awaken interest, reaching, at times, a fine enthusiasm, and notwithstanding the contrary opinion of some critics, it cannot fail to cultivate the mental faculties: first, the attention, since the teacher must stand before his pupils like a musical director before an alert, responsive orchestra, guiding, controlling, inspiring; secondly, in a moderate degree the logical faculties since the questions call for complete and precise answers. Thirdly, the memory, for grammatical rules and paradigms are memorized as in other methods. Fourthly, through constant drill in oral and written composition the constructive faculties of the mind which, in my opinion, are too much disregarded in the usual programme of school studies.

The combined efforts of a number of practical teachers of this city have resulted in the production of a workable course of study covering a period of nine years. The plan followed in the earlier parts was to make the oral lesson the basis of the course and to provide in a separate teachers' manual an outline of the oral work, in the course of which the pupils learn the meaning and practise the use of a constantly increasing vocabulary. In order to give

permanency to the impressions produced, reading and grammar lessons, based on the oral lessons, are then studied from a separate text-book. The principles of grammar are introduced gradually as they are found useful and are restated in systematic arrangement during the latter part of the course. It has not been found necessary to print the grammatical rules in English, though it is considered admissible to make use of English in explaining an abstract principle or in clearing up the meaning of a difficult passage. We think that this plan, by which ample assistance is provided for the teacher, is perhaps the only one which would have succeeded where the work must be undertaken by teachers who are not specialists and where the personnel of the teaching staff is constantly changing.

European text-books, of which there are a great number, differ somewhat from ours, especially with regard to the fuller use of the phonetic transcript and in an effort to familiarize the student with French life through the subject matter of the French course. In both of these respects we realize that we have something to learn, while in the matter of subordinating the specially written text to the oral lesson and amplifying the teachers' notes thereon, there is a tendency in the more recent European text-books towards the plan which we have adopted.

Quite a notable activity has been shown in this matter during the last few years in Great Britain, where most of the great publishing houses have issued one or more Reform text-books.

I do not know that any New Method text-books have been published in the United States for a number of years, though the influence of Reform principles is clearly seen in the more recent publications. I think it not unlikely, in view of recent developments, that the valuable report of the Committee of Twelve, when it is next revised, will be more favorable to the New Movement, and that, as in England, a community similarly situated as regards the utility of modern languages, a renewed effort will presently be made to modify still further the existing courses of modern language study as well as the methods of instruction.

When estimating what has been accomplished here and elsewhere in this matter of New Method courses, it must be remembered that pioneer work has always to be brought

to the test of experiment and is subject to revision and amendment. The best that can be accomplished in this matter has certainly not been achieved. The movement now awaits the fuller co-operation of American teachers, whose good sense and zeal and practical ingenuity have become proverbial the world over.

It is neither possible nor necessary in a brief report like this to discuss the particulars of many of the practical problems that have engaged our attention, such as the examination of oral and written work, collecting objects and wall pictures for illustrating the oral lessons, etc.

I should like to admit in conclusion that nothing approaching completeness of finality can be claimed for the work which I have attempted to describe. It is work which is only possible where favorable conditions exist, it has not been attempted in many of our rural schools nor is it likely to be till a greater number of trained teachers are available for the purpose. Our little contribution to the solution of the modern language puzzle may be described as an experiment limited in its application to something like two hundred classes. Within these narrow limits it has wrought no miracles. Yet we feel that we have found firm ground to rest our feet upon, that we have already effected a considerable improvement, fully recognized by teachers and by school authorities, and that now we have only to struggle manfully with the grave shortcomings which we already recognize to insure a healthy progress in the direction of those fine achievements which the imagination pictures and which we shall never quite attain.

EMPIRE DAY.

As May 23rd will this year fall on a Saturday, Empire Day should be observed in our schools on Friday, May 22nd, the last school day before May 24th, by having suitable exercises to impress upon the minds of the pupils those virtues which make good citizens—such as loyalty, patriotism, courage, endurance, respect for and obedience to lawful authority. These exercises may be held on Friday afternoon instead of the regular work of the school.

Last year a pamphlet containing hints and suggestions for the observance of Empire Day, was sent to the schools as a supplement to the April number of the EDUCATIONAL

RECORD. In this issue may be found suitable selections for recitations. A copy of the suggestions for Empire Day will be sent to any teacher who makes application to this office for it.

Greatly as the promoters of the "Movement" value the proper observance of "Empire Day," they are even more desirous to see the spirit of the movement represented by its watchwords—Responsibility, Duty, Sympathy and Self-Sacrifice taught daily and systematically in all British schools.

Between fifty and sixty thousand schools representing some six millions of children observe "Empire Day," and large numbers have imbibed the spirit of the movement.

For Empire Day.

A HYMN OF EMPIRE.

Lord, by Whose might the Heavens stand,
 The Source from Whom they came,
 Who holdest nations in Thy hand,
 And call'st the stars by name,
 Thine ageless forces do not cease
 To mould us as of yore—
 The chiselling of the arts of peace,
 The anvil-strokes of war.

Then bind our realms in brotherhood,
 Firm laws and equal rights,
 Let each uphold the Empire's good
 In freedom that unites;
 And make that speech whose thunders roll
 Down the broad stream of time
 The harbinger from pole to pole
 Of love and peace sublime.

Lord, turn the hearts of cowards who prate,
 Afraid to dare or spend,
 The doctrine of a narrower State
 More easy to defend;
 Not this the watchword of our sires,
 Who breathed with ocean's breath,
 Not this our spirit's ancient fires,
 Which nought could quench but death.

Strong are we ? Make us stronger yet ;
 Great ? Make us greater far ;
 Our feet antarctic oceans fret,
 Our crown the polar star :
 Round Earth's wild coasts our batteries speak,
 Our highway is the main,
 We stand as guardian of the weak,
 We burst the oppressor's chain.

Great God, uphold us in our task,
 Keep pure and clean our rule,
 Silence the honeyed words which mask
 The wisdom of the fool ;
 The pillars of the world are Thine,
 Pour down Thy bounteous grace,
 And make illustrious and divine
 The sceptre of our race.

FREDERICK GEGRGE SCOTT.

St. Matthew's Rectory, Quebec.

THE UNION JACK.

If every school on its annual Flag Day could have an orator like Lord Rosebery to unfurl the Union Jack and explain its lessons and responsibilities, no objection could possibly be raised to Lord Meath's proposals. Lord Rosebery was most happy in his address to the children of Edinburgh. Where the Union Jack flies, he told them, "we should find liberty, justice, good government, and equal dealing between man and man." It was an occasion for enthusiastic speech, and there are people who hold that the ideal can best be attained by pretending that we already have reached it. But Lord Rosebery did not forget to point the moral. You can all serve the flag, he told his audience, "by being good citizens and good citizenesses, by allowing nothing in your conduct to disparage or lessen the character of the nation to which you belong." Instruction on civic and Imperial duties still leaves much to be desired. We need to teach history, not only in order to show that we are a great nation with rights and privileges which we wish to maintain and uphold, but also to indicate that there are other inhabitants on this globe who also may have their aspirations and faith.

MY COUNTRY!

(Tune, God Save Our King.)

My Country, 'tis of thee,
Sweet land of liberty,
Of thee I sing ;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let freedom ring.

My native country, thee—
Land of the noble free—
Thy name I love ;
I love thy rocks and rills,
Thy woods and templed hills ;
Rapture my spirit thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song ;
Let mortal tongues awake ;
Let all that breathe partake ;
Let rocks their silence break,—
The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
To Thee we sing ;
Long may our land be bright
With freedom's holy light ;
Protect us by thy might,
Great God, our King.

Rev. Samuel F. Smith.

THIS CANADA OF OURS.

Let other tongues in older lands
Loud vaunt their claims to glory,
And chant in triumph of the past,
Content to live in story.
Tho' boasting no baronial halls,
Nor ivy-crested towers,
What past can match thy glorious First,
Fair Canada of Ours ?
Fair Canada,
Dear Canada,
This Canada of ours !

We love those far-off ocean Isles,
Where Britain's monarch reigns ;
We'll ne'er forget the good old blood
That courses through our veins ;
Proud Scotia's fame, old Erin's name,
And haughty Albion's powers,
Reflect their matchless lustre on
This Canada of ours.
Fair Canada,
Dear Canada,
This Canada of ours !

May our Dominion flourish then,
A goodly land and free,
Where Celt and Saxon, hand in hand,
Hold sway from sea to sea ;
Strong arms shall guard our cherished homes
When darkest danger lowers,
And with our life-blood we'll defend.
This Canada of ours.
Fair Canada,
Dear Canada,
This Canada of ours !

—*Sir J. D. Edgar.*

THE OLDEN FLAG.

Raise high the royal standard !
Shame not thy royal birth ;
The prestige of thy might sustain,
Thou noblest of the earth !
Great Canada, thou fair, free land !
A world looks forth to thee ;
No alien hand thy hand shall lead ;
Thou'lt bow no servile knee.

Then rally round the olden flag !
The loved red, white and blue ;
Let traitors scheme, or boasters brag,
To Canada prove true.

Float on, O flag of Empire vast !
Long may those colors wave
O'er many a blood-bought heritage ;
O'er many a hero's grave.
The grandeur of thy fame doth light
The fields our father's won ;
The noblest gift which valiant sire
Could e'er bequeath his son.

Droop not, O peerless standard !
O loyal hearts and true !
Forget not ye the olden land
Though cherishing the new.
Forget not hearts and hopes are one,
From Britain's sea-girt Isles,
To where, beyond the Rocky steep,
The broad Pacific smiles.

Wave on, O flag of Empire vast !
O'er mountain, rock and stream ;
Where wholesome fealty rests secure,
Beneath thy fervent gleam.
For, should the tramp of hostile feet
Arouse our peaceful shore,
Britannia's conquering sword would flash,
Through Canada once more.

Then rally round the olden flag!
 The loved red, white and blue;
 Let traitors scheme, or boasters brag,
 To Canada prove true.

THE FLAG OF OLD ENGLAND.

All hail to the day when the Britons came over,
 And planted their standard, with sea-foam still wet!
 Around and above us their spirits will hover,
 Rejoicing to mark how we honor it yet.
 Beneath it the emblems they cherished are waving,
 The Rose of Old England the roadside perfumes;
 The Shamrock and Thistle the north winds are braving,
 Surely the Mayflower blushes and blooms.

Hail to the day when the Britons came over,
 And planted their standard, with sea-foam still wet,
 Around and above us their spirits will hover,
 Rejoicing to mark how we honor it yet.
 We'll honor it yet, we'll honor it yet,
 The flag of old England! we'll honor it yet.

In the temples they founded, their faith is maintained,
 Every foot of the soil they bequeathed is still ours,
 The graves where they moulder, no foe has profaned,
 But we wreath them with verdure, and strew them
 with flowers!

The blood of no brother, in civil strife poured,
 In this hour of rejoicing encumbers our souls!
 The frontier's the field for the patriot's sword,
 And cursed be the weapon that faction controls!

Then hail to the day! 'Tis with memories crowded,
 Delightful to trace 'midst the mists of the past,
 Like the features of Beauty, bewitchingly shrouded,
 They shine through the shadows. Time o'er them
 has cast.

As travellers track to its source in the mountains,
 The stream, which, far swelling, expands o'er the
 plains,
 Our hearts on this day fondly turn to the fountains
 Whence flow the warm currents that bound in our
 veins.

And proudly we trace them ! No warrior flying
 From city assaulted, and fanes overthrown,
 With the last of his race on the battlements dying,
 And weary with wandering, founded our own.
 From the Queen of the Islands, then famous in story,
 A century since, our brave forefathers came,
 And our kindred yet fill the wideworld with her glory,
 Enlarging her empire, and spreading her name.

Every flash of her genius our pathway enlightens,
 Every field she explores we are beckoned to tread,
 Each laurel she gathers our future day brightens—
 We joy with her living, and mourn for her dead.
 Then hail to the day when the Britons come over,
 And planted their standard, with sea-foam still wet !
 Above and around us their spirits shall hover,
 Rejoicing to mark how we honor it yet.

*The Trailing Arbutus, the emblem of Nova Scotia.

THE FLAG OF CANADA.

Canadian children cannot be taught too early to know and revere their flag, the flag of the British Empire ; an Empire of which we are proud to be citizens dwelling under the protecting folds of its standard, and to realize the inestimable privilege of being able to say " Britannicus sum," as the Romans of old, with head erect, proclaimed " Romanus sum." With that end in view, it should be the bounden duty of every School Board in the Dominion to provide a Union Jack to be hoisted over all school buildings in their districts. Moreover, the pupils should be taught the meaning of the flag and its three crosses, why and how they are so placed on it.

Joseph Pope, C.M.G., Ottawa, in his admirable pamphlet " The Flag of Canada," which should be in the hands of every school teacher and citizen, rightly says :—" A national flag is the symbol of supreme authority and jurisdiction. Canada forms a portion of the dominions of King Edward—as much so, His Majesty himself has declared, as does Surrey or Kent. How then could Canada, consistently with her allegiance, fly any other than that which denotes British sovereignty ?"

The banners of the Empire are five:—The Royal Standard, Union Jack, St. George's Cross of the Royal Navy, the Red and the Blue Ensigns. As many persons are unaware as to who are permitted to hoist these several flags, it may be in order here to state, that the Royal standard is only flown by the King, and where members of the Royal family are present; it is also ordered to be hoisted on H. M. forts and ships on certain occasions, such as the King's birthday, accession and coronation days, but not by private individuals at any time. This fact is made clear by the reply of the King's private secretary to the request of an English clergyman to fly the Royal Standard at the coronation of King Edward :

BUCKINGHAM PALACE, June 4, 1902.

DEAR SIR,—

In reply to your letter, I am afraid that the Royal Standard, which is the King's personal flag, can only be hoisted on the coronation

If permission were given in one case, it would be impossible to refuse it in any other. *I must remind you that you can always fly the Union Jack.*

Yours faithfully,

F. KNOLLYS.

The Vicar of St. Michael's,
Folkstone.

It is thus distinctly ordained that any private individual "*can always fly the Union Jack,*" but not the Royal Standard. The *Times* in its issue of the 18th September, 1902, says:—"We may be sure that the opinion by the King's private secretary was not lightly given" This refutes the erroneous idea that the Union Jack is only intended to be flown over Government property.

The St. George's Cross, with the Jack in the upper canton next the staff, is the special flag of the Royal Navy, and cannot be used by other vessels. The Blue Ensign is flown on vessels whose Commanders belong to the Royal Naval Reserve, and is also used on Government property.

The Red Ensign, the meteor flag of England, to be found everywhere on the Seven Seas, is that of the Empire's merchant marine.

The Jack and Ensigns, for special purposes, have sometimes certain distinguishing devices emblazoned on them.

International law requires every vessel to fly the flag of its nation on the high seas and in whatever port in the world she may chance to be. In 1890 the Canadian Government obtained permission from the British Admiralty, on behalf of vessels registered in the Dominion, to fly the Red Ensign "*defaced*" with the Canadian arms; thus, this flag has no permission to be flown on land, it being simply a distinguishing device for Canadian registered vessels. Hence the flag of Canada is the Union Jack pure and simple, and not the "*defaced*" Red Ensign; and our children must be taught to be proud of that grand old flag, the most beautiful of any in the world, which for "a thousand years has stood the battle and the breeze." The only foreign flags permitted to be flown in any country are those hoisted over the Ambassador's residence and the Consulate. Moreover, foreign governments are very particular on that point, and more so is public opinion where citizens tear down the foreign emblem and trample it under foot when displayed in authorized places. In Canada there seems to be a deplorable ignorance or apathy concerning the flaunting of foreign flags in divers places and on every occasion, when they should be conspicuous by their absence. The British flag is surely pretty enough for any purpose of celebration or decoration, and on principle no other should be flown on British soil.

—*F. C. Wurtele.*

A SPRING AIRING.

All the good little kittens have washed their mittens,
 And hung them up to dry;
 They're grey and fluffy, and soft and muffy,
 But it's time to lay them by.
 And now that we've come to the spring of the year,
 They have them all out airing here;
 And that is the reason, I do suppose,
 Why this little tree that every one knows
 By the name of Pussy Willow goes.

—Martha Burr Banks, in "Good House-keeping."

DOES THE EDUCATED BOY HAVE THE
ADVANTAGE?

What of the educated boy? Is he worth while? If it is answered "yes" a practical man will come along and say, "I doubt it" Then he gives his reasons. But when a man knows what he is talking about it is worth while to pay attention. James M. Dodge, President of the American Society of Mechanical Engineering, has gotten at the question in a "scientific way."

Mr. Dodge takes this question: With the young people themselves as the "capital" and their wages as "interest" what influence has a college or technical education on the earning power or increased capital. If we were to say Mr. Dodge finds the educated man or woman earns nearly three times as much as the uneducated, would you believe it? Let us see. Mr. Dodge gathered facts from practical life. He puts them together and forms scientific conclusions. He did it this way:

Let us start with the average boy of sixteen and assume that he is worth to himself in earning power \$3,000; this is this potential capital—himself viewed only as an economic proposition. At this point we will assume that he is as yet neither skilled in any craft, nor shop trained, nor has he had the benefit of any trade school, or even been in any school of technology, or a college. Hence four possibilities lie before him:

1. To remain an unskilled laborer.
2. To get a shop training.
3. To go to a trade school.
4. To acquire a liberal education.

Start four boys, then, on the four lines and let us see what influence training of an equal sort has as measured by money returns.

1. *The Unskilled Laborer.*—On an average he is earning \$4.00 a week at the end of his sixteenth year; \$5.00 a week a year later, and his advance continues with regularity with his twenty-second year, when he is worth as "capital" to himself \$10,000, and has a wage-earning capacity of \$10.20 a week. But here he reaches the highest economic value of unskilled labor, which will not significantly increase in value however many years he may add.

2. *The Shop Trained Worker.*—Even his narrower rule-of-thumb training pays good interest from the start; in six years he has passed the unskilled laborer; by the time he is twenty-four, however, he has reached his maximum; his potential capital is \$15,000, and his wage \$15.20 a week. This is the highest point reached by the shop worker.

3. *The Trade School Young Man.*—The early broadening of his work immediately brings better wages. Before he is eighteen he may have distanced that twenty-fifth year man and his potential capitalization of \$22,000. The college trained man, on the average, shoots up in seven years more to an earning power of \$43 a week, and has not yet reached his full economic horizon. A liberal education has added a capitalization of \$21,000 over all competitors (from \$22,000 to \$43,000). Education took him at the age of sixteen at \$3,000, it leaves him at thirty years at \$43,000. How about it young man and young woman? How about it, parents of children? Is it worth while to ignore the lack of education?
—*Exchange.*

SPARE THE ROD AND

Thirty years ago the New York Board of Education decided that the whipping of children was wrong—harmful both to the whipper and the whipped. With this view we have much sympathy. But the thirty years' experience in New York has not been altogether satisfactory, and a special Commission has reported on the subject to the Education Committee. We understand that the Report recommends the reintroduction of the cane, on the ground that a rod in pickle for unruly pupils is an asset of incalculable value. It is stated that, on a poll being taken of the leading teachers in the city, 270 voted for the cane and 200 against it. As we said, we have much sympathy with the abolitionists; at the same time, we do feel that the cane in reserve as a final and rarely used instrument has its value. But it seems to us that in schools which insist on the necessity of this reserve power, the weapon is by no means kept in reserve, but is flaunted in everyday use. In such schools its inefficacy is apparent. The military may be called out to subdue a street riot; but the oftener that is done the more frequent becomes the occasion for it.

—*Journal of Education.*

CONSOLIDATION OF SCHOOLS.

Consolidation and transportation:—

1. Decreases the aggregate cost of rural schools, or gives greater efficiency at the same cost.
2. Secures to the pupils better instruction, better buildings and equipment, and longer periods for recitation.
3. Insures closer supervision by officials and stronger principals.
4. Conduces to better health and morals.
5. Continues in school country girls liable to remain at home because of vagabond tramps or large bodies of employed men in certain localities.
6. Holds in school youth advanced beyond the curriculum and discipline of most small schools.
7. Relieves mothers anxious about their girls and children of tender years.
8. Eliminates truancy and diminishes irregularity.
9. Causes to attend many out of reach of a school without transportation.
10. Enhances the value of the instruction, because the larger the number of pupils, the fewer the grades per teacher, and the more of himself the teacher is enabled to give to each pupil.
11. Awakens healthy rivalry through the inspiration of numbers.
12. Makes compulsory attendance more feasible and justifiable.—*Progressive Teacher.*

LEISURE TO BE WISE.

It is worth while pointing out again and again that the object of education is not merely to fill the children's heads with knowledge or to enable them to earn a livelihood, but also to prepare them for life as a whole—to teach them to get the best out of life, and to enjoy it. This is what Mr. Yoxall did in a clever address at a meeting of teachers in Surrey. He thought that there was a gap in our system of education—that we did not sufficiently succeed in teaching children how to occupy and enjoy their leisure. Lessons, indeed, ought not to be dull tasks undertaken unwillingly from compulsion or willingly as an unpleasant

duty. They should be enjoyed, as, indeed, they often are. Where this is not the case, the reason is only too often the enormous size of the class, which makes it impossible for the teacher to give individual treatment and sometimes causes overstrain on the part of the teacher, resulting in a want of alertness which makes good teaching impossible.—

Journal of Education.

HANDWRITING OF OUR BOYS.

When a certain mother complained lately that her sons were coming into manhood with handwriting which was a mere unformed scrawl, writes Kate Upson Clark, in the *Eagle*, she was told that it makes no difference nowadays what sort of a hand a man writes. He will have stenographers and typewriters, and telegraphs and telephones, and nobody will ever know or care if he cannot write a decent hand.

There is something in that view; but to those who attribute a certain character to certain handwriting, the present childish scrip of half or more of our young men is discouraging.

One good woman said the letters wobbled so, simply because the boys smoked so much, and smokers seldom have a steady hand.

But some of the boys who write the worst hands do not smoke. Are school-masters paying less attention than formerly to the noble art of penmanship? Or do the boys feel that it is rather "smart" to write at twenty as if they were six?

One of the chief offenders in this matter says loftily that his handwriting is perfectly plain. Anybody can read it—and since this is the main object of writing, he does not see why he should exert himself to add any further graces to his chirography.

This looks like sheer laziness. The boy might write better if he cared to try—but what is the use?

Well—it is like brushing one's hair and pressing one's clothes, or any other of those minor refinements of manner or appearance which add to the elegance of the modern man. So long as one is clean and one's clothes are whole, one may have a fairly clear conscience. But in order to

have any standing in society, one must do a good deal more than that.

The girls are nothing like so remiss as the boys in this particular. It is the old story. The girls know that they must write a pretty fair hand, or else their attractiveness is measurably lessened. There are those (usually good-looking enough to dispense with the minor elements of charm) who dare to keep up as slovenly a hand as the boys themselves; but they are comparatively few. The exigencies of their lives, added to the natural conscientiousness and wish to excel, which animate the feminine soul, impel them to write well, just as to study well and to behave well generally.

David Copperfield's mother said that the only fault her husband had ever found with her was that she made her threes and fives too much alike, and put curly tails to her sevens and nines.

We call upon the girls to criticize the boys in these respects. They make all their running letters alike—the same clumsy, scrawling angles—and they put curly tails to the g's, and y's. In spite of all the modern improvements, it is not yet rendered unnecessary that a man should write a decent hand. He should at least have a manly one. By taking a little pains anyone can acquire such a hand in his youth before the evil days come, when he has to write overmuch and spoil its beauty. Perhaps the girls can help as efficiently as any class to set current opinion right in this matter.—*Selected.*

THE MAGIC OF GOOD CHEER.

If there is room on the statutes for yet another law, let us have one requiring that primary teachers must keep young. Let them have twenty or seventy years to their record, they can't help that, but they must be young. The primary school is no place for old grown-ups. It can prosper only if the teacher is growing every day, and never growing old.

Hopefulness, receptiveness, buoyancy of spirit, a cheerful heart, and smiling countenance—these are the signs of youth and the preservers of it. Without them the teacher of little children cannot succeed.

A sure sign of the approach of old age is pessimism. When the evening is more welcome than the morning and sleep seems better than waking, then the time has come to take Dr. Osler's prescription. The little children have all life before them; they need a leader who sees the future bright with promise, a teacher with a hopeful outlook upon life.

The poor old Scotch gravedigger had the right idea. A visitor watched him, on a cold winter day, digging a grave and coughing every little while, and said to him, "My good man, your lot in life is truly a hard one, how you must long to be relieved of that awful cough!" "Weel," the cheerful Scotchman replied, with a sweep of the hand over the graveyard, "there's many a yin aboot here wod be unco gled to ha'e that cough."

They who have stopped growing have reached the end of their usefulness as teachers. In no other calling is growth so absolutely essential. The good leader is always a good learner. We are building for a future that is in the making even now. The more comprehensive our understanding of the ever changing conditions, the greater will the value be of our labors to the young lives in our care. Would you inspire your pupils with a love of learning, be an enthusiastic student yourself. There is more inspiration in a living example than in many words of counsel.

We all have our trials. And nerves will grow tired in school work. But "the blues" must not get the upper hand. The children, though they are keen observers, shall never know that we can be dejected or that gloom can ever cast a shadow over our eyes. An out-of-sorts teacher is a pitiful spectacle. How can she hope to govern others if she cannot govern herself? In the morning, before we go to school, let us consult our honest critic,

"Mirror, mirror tell me truly
If I look the least bit bluely."

Then let him say if he will,

"An hour ago you looked a sight,
But now I'm sure you are all right."

Buoyancy is the power of never being downed by any-

thing. Let the big waves come on, an elastic jump at the right time will keep us on top.

A merry heart is a gift that can be acquired by constant practice in cheerfulness. And as anyone can acquire it, there is no excuse for a teacher's not having it. A child may show temper and have his ugly spells, he has not yet learned self-control. That is why he is sent to school. The discipline of the school is to help win the mastery over himself. The teacher's own personality is to point out the way. What a blessing a cheerful teacher is to a community! She will bring sunshine into many lives.

The genial warmth of a cheerful heart is sure to be felt by others. The children will know more readily than their elders, but a solemn face is not as likely to convince them as an occasional smile. The smile is to him who can read—and the children can—the truest mirror of the heart. No artifice can put geniality into a smile. The teacher of cheerful heart needs no artifice.

There are cheerful teachers who refrain from laughing, and even smiling, because of mistaken notions of dignity to be preserved. Their false idol appears to be a calm serenity, symbol of the law and avenging justice. They purposely cultivate an expression of face that may look well in a coffin, but is out of place in the midst of children. Let us smile, let us play, let us romp with our children. That is "living with them."

The hopefulness, the receptiveness, the buoyancy, the cheerfulness which characterize youth—these the teacher is most in need of. They show that she is young, whatever her age may be.—*Teachers' Magazine.*

AN ELEMENTARY LESSON IN AGRICULTURE.

By A. B. Graham.

FARM LOSSES.

For the want of a horseshoe nail a kingdom was lost. But quite as great is the annual loss to farmers in the United States each year from the want of care for implements and tools.

The actual wear of implements each year is nothing to compare with outdoor exposure. Twenty days of grain

cutting doesn't bring as great loss as does the eleven months of exposure of the binder or mower. How often the harrow and corn plow are left to winter under grass or weeds! Corn harvesters and corn planters each spend twelve months in the corn field. Many a "rusty bladed hoe" has been laid to rest not far from the rusted mould board of the breaking plow. So the waste goes on. In a short time a new implement, on which are all the latest improvements and much red paint, is purchased, and the old one is given in part payment at junk value.

A roof for shelter and oil for exposed steel parts makes old implements "look amaisht as well's the new."

For the want of a nail the gate hung down; for the want of water the tub went to staves; for the want of a scythe the briers grew high. All came about from a want of pride and care.

Hillside or drained barnyards send plant food into the open streams and the farmer is forced to purchase less valuable commercial fertilizers in the open market. Excessive use of acid fertilizers sours soils; a failure to raise clover results. Soils sour where there is little or no drainage. Great losses result from not placing tile drains deep enough to carry annual plants through periods of drought.

Excessive exposure of dairy or beef cattle to stinging cold winds or cold rains result in much loss. The foods that should go to fatten the beef or to increase the supply of milk and butter fat is lost in keeping the animal warm. Treating milk cows cruelly lessens the yield of milk. It pays in dollars and cents to make pets of them. Unfortunate indeed is the village cow that must spend the winter in a narrow stall and a small yard containing a great hillock of corn stalks.

The planting of scabby potatoes, or oats and wheat that are affected with smut brings about much loss that can be prevented in most cases. Scabby potatoes will not develop well and in paring the additional loss from affected ones is considerable. Smut makes great inroads upon the wheat and oats crops by completely preventing development of the grains. If potatoes are cut and allowed to soak an hour and a half or two hours in a mixture composed of an ounce of formaline and three gallons of water and are planted immediately, in ground not affected, no scab will

appear on them. If oats or wheat be spread out on a baru floor and are sprinkled with the same mixture (formaline and water) smut will be killed. A binder cover or other canvass should be placed over the grain for an hour or two, to prevent evaporation. (One pint of formaline for a barrel—thirty-two and one-half gallons—of water costs about seventy-five cents)

There are great losses in orchards for several reasons, chief among which are permitting too much fruit to ripen, never spraying to kill insect pests, and lack of care in keeping the orchard clean. By permitting much fruit to ripen the fruit is usually small and of an inferior quality, hence it is not so valuable in the markets. Spraying takes time, but Bordeaux mixture and the spray pump are two indispensables to prevent fruit from being attacked by insect pests which cause fruit to fall or to be very knotty and shriveled. Tilling the ground between young trees secures crops till they approach the bearing season. It also prepares the plant food for the trees and assists in destroying insect pests. A bearing orchard should be carefully pruned that there may be room for the development of fruit and that the food that would go to little useless limbs may go to the fruit. An orchard that is allowed to have brush heaps here and there will contribute much toward its own destruction. Trash of any kind protects insect pests and assists them to withstand the rigors of winter.

Ridging corn or potatoes never secures the largest yield. Level cultivation retains more film moisture in the soil. If potatoes are hilled it should be to prevent the sun from shining on exposed tubers. Garden and flower beds that are from six to ten inches higher than the surrounding ground dry out quickly and prevent vegetables and flowers from passing successfully through dry seasons. Perhaps one of the greatest losses comes from little or no use of underdrains of sufficient depth. Well drained soil always contains less free water and more film water for the use of plants during the growing season. During the rainy seasons, free water escapes more rapidly and crops can be cultivated or harvested sooner.

Much greater are the losses due to improper care of live stock than one would be inclined to believe. These losses are heavy because they are often continuous and out of sight.

Sheds and so-called stables are poorly constructed or allowed to become shacks. Cattle, horses, and hogs are extremely inhumanly treated by being confined with such partial enclosures. Think of the physical comforts the owners of these animals may be experiencing during their suffering. The writer is not making any plea for hot-house conditions for animals naturally prepared to stand ordinary cold, heat, or rain.

Farm animals, if improperly sheltered, may be well fed in winter but do not gain in flesh, or remain in proper condition, because much of the food given them is used to keep them warm. In the summer, often no provision is made for shade. No plea is made for the oak, elm, and cottonwood, that are so often struck by lightning. Hogs need a wallow during the summer season, but that is no reason to believe that they need nothing else. A perfectly dry place will save feed, and a comfortable sleeping quarter will usually save hogs. A hog should not be mistreated simply because it is a hog. Winter it in comfort and market more meat. A wise farmer hauls or draws his hogs to market.

Fowls whose only roost and shelter are the trees, cast-away implements, and weater-beaten old buggies and sleighs, should not be expected to furnish eggs during the coldest months of the year. Even at the lowest price per pound, the poultry buyer can ill afford to purchase them.

Even though sheep need less water than other farm animals, they should have an opportunity to get it. Fowls that must depend upon standing water in pools must not be expected to remain healthy.

Feed may be plenty, but the cow whose milk has never been weighed and tested may be eating her head off. She should at least "earn her board and keep" or should be disposed of to the butcher.

The set of the collar to the shoulder and neck of the horse, the occasional wiping of the shoulder and collar and sponging of the shoulder in the evening will add much to his willingness and comfort, especially during the first day of spring plowing.

Throw out at the window as fast as it is brought in at the door, quite often applies to domestic practices. Space will not permit more than the mention of a few losses or

bad practices. Using the kitchen fire for no more than one purpose, putting sliced potatoes in cold water over night, burning vegetables, and meats instead of frying, beginning the cooking of meats in cold water, keeping yeast too long, and washing dishes with little or no soap and lukewarm water, refer particularly to the kitchen. To sweep the middle of the room and leave the corners and a line near the base board unclean, or to dust with a feather duster that stirs up what has settled instead of rubbing the furniture with a slightly dampened rag that holds the dust, are only two of many bad practices in ordinary housekeeping.

There is no greater need or opportunity than now to apply a thorough knowledge of science to agriculture or to home-making and home-keeping.

It is all right to know the commercial importance of Hong Kong and other foreign cities; but, would it not be well to know something about the commercial importance of our own farms; and the importance of domestic economy as well as of domestic commerce?

Science may lead the way to the practice of economy in certain lines of work, but the greatest savings come from management and care and the practice of good business sense.—*Normal Instructor.*

SILENT READING.

Do your pupils grow lazy over the reading lesson? Is there sometimes a lack of interest in what is read, and a feeling on your part that what is read is not assimilated? Verify this last feeling by asking your pupils after one of them has read a paragraph to turn their books over on the desk, open at place of reading; then call for those who can give in their own language the substance of what has been read to stand. You may be surprised at how little has been "taken in" by the class. Brighten them up by having them all read silently, once, an indicated paragraph. As soon as read or at signal of the teacher turn books face downward. Call on those who have the least power to express their thoughts to give an account of matter read in their own language. After the pupil has given all he can, fill out, if necessary, from other pupils. Read another paragraph on signal. Watch the pupils' eyes when they turn books ready to begin a new paragraph.

POLITENESS AND ITS PLACE.

Sir Arthur Helps had the happy faculty of putting expressions of wisdom into a few words. It was he who said "Familiarity should not swallow up courtesy." Probably one-half of the rudeness of youths of this day, that later in life will develop into brutality, is due to the failure of parents to enforce in the family circle the rules of courtesy. The son or daughter who is discourteous to members of the family because of familiarity with them, is very likely to prove rude and overbearing to others, and very certain to be a tyrant in the household over which he or she may be called on to preside. There is at this day undeniably among the rising generation a lack of courteous demeanor in the family. Of all places in the world let the boy understand home is the place where he should speak the gentlest and be the most kindly, and there is a place of all where courteous demeanor should prevail. The lad who is rude to his sister, impertinent to his mother and vulgar in the house, will prove a sad husband for a suffering wife and a cruel father to unfortunate children.

FADS AND FRILLS.

Superintendent Geo. I. Adrich.

Every new thing, however good, which pleads for a place in an educational scheme has to meet the opprobrious epithets "fads", "frills", and so on. Do we not fail to remember that in the long history of the human race, in the point of education, that the school itself, to say nothing of the various activities which go on in it, the school itself is a mere thing of yesterday? Only a moment, only a second in the entire history of the education of the human race has the school itself existed. It was only a little time ago when reading was a "frill" and arithmetic a "fad"; and these other things, literature, music, nature-study, manual training, industrial training, are simply a minute or two later than the older "frills" and "fads". The point I want to get at is, while it is easy to be a little disheartened, if we intend to measure educational progress by the scale of human life, if we will take a sufficiently broad period of

time into our consideration, we ought to be very greatly encouraged. We ought to realize that we have lived long enough in our individual lives to see a progress which which should give us full measure of courage.—*Journal of Education*.

SOME SANE WORDS ON ARITHMETIC

By Prof. Robt. T. Aley.

In multiplication by 2, after the table has been learned, more desirable results in speed, accuracy and understanding are obtained by multiplying large numbers by 2, than by oft repeated little multiplications. The multiplication of a number of twenty figures by 2, has all the merits found in the multiplication of twenty single digits by 2, plus the chance for speed, the drill in carrying, and the enormous impetus given to the child in the idea that he is doing something big. The purpose of this work is to learn to multiply and with it to attain to speed and accuracy. The same is true of work with large numbers in the other operations.

Speed, accuracy and understanding are all greatly helped by the early teaching of contracted methods and short cuts. Many persons think that the immature mind is unable to grasp short, direct methods. Nothing is farther from the truth. No one more readily grasps or more highly appreciates masterly ways of doing things, than a child. Much of the arithmetic teaching of to-day puts a premium upon the long drawn out way of doing things. In many schools that solution is best which covers the greatest number of square feet of blackboard or square inches of note book. This is all wrong. The teaching should face about and develop mental alertness that will go to the heart of things and get results in the most direct way possible.—*Educator Journal*.

EDUCATIONAL PANACEAS

Superintendent George I. Adrich.

You are aware that from time to time, and really with a good deal of frequency, something or other is urged upon our attention as a sort of panacea for all existing evils.

Some twenty odd years ago it was manual training. It was urged that if only had manual training early and often and enough of it, practically all the educational ills would disappear, and we should come to have the educational millennium. At a later time it was nature study ; some time after that it was something else, and still later it will be something else. It seems to me a vastly important matter that everybody engaged in educational work shall have something like an anchorage ground, that he shall have something like a body of convictions, not prejudices which he mistakes for convictions, that he shall have a body of convictions to which he cleaves, to-day or this week ; I am perfectly willing that he shall modify somewhat his convictions, have them a little different in character next week. But is it not true of our general public, and very particularly true of the school public, that we need to secure anchorage, so that we are not pulled hither and yon by every wind of doctrine ?—*Journal of Education*.

SCHOOLROOM MISTAKES.

The London University Correspondent prints some diverting mistakes from the schoolroom. For example :

Shakespeare wrote a play called "The Winter's Sale."

The Crusades were a wild and savage people until Peter the Hermit preached to them.

The chief crops of England are corns, the chief exports are Liverpool, Southampton and the River Thames.

Shakespeare is indebted to Sir Oliver Lodge for the plot of "As You Like It."

The modern name for Gaul is vinegar.

Q.—Annotate "Those little cates which the ravens administered to the Tishbite."

A.—The "es" ending in cates has now been contracted to "s"

A volcano is a hole in the earth's crust which emits lavender and ashes.

The Battle of Trafalgar was fought on the seas, therefore it is sometimes called the Battle of Water-loo.

"The Complete Angler" is another name for Euclid, because he wrote all about angles.

President Roosevelt invented shorthand.

A roadstead is a roadside cottage or farmhouse.

The two races living in the north of Europe are Esquimaux and Archangels.

The King carried his sepulchre in his hand.

The Rhine is boarded by wooden mountains.

On the low coast plains of Mexico yellow fever is very popular.

In the year 1593 every parish was made responsible for the supply of its own deserving poor.

During the Interdict the dead were buried in uncreated ground.

Chaucer lived in the year 1300-1400. He was one of the greatest English poets after the Normans came to England.

An unknown hand threw a harrow at Rufus, and killed him dead on the spot.

Adverbs ending in where are somewhere, nowhere, earthenware.

Stirling was famous for its sovereigns, who used to be crowned there. A sovereign is still called a "pound sterling."

A volcano is a burning mountain with a creature in it.

Subjects have a right to partition the King.

Alfred Austin was chosen by the Queen as Poet Laureate. He said: "If you let me make the songs of the nation, I care not who sings them."

The Electoral Prince of Bavaria claimed the throne of Spain.

During the Reformation every clergyman was compelled to receive 39 articles.

Some of the West India Islands are subject to torpedoes.

The imperfect tense is used (in French) to express a future action in past time which does not take place at all.

Becket put on a camel-hair shirt, and his life at once became dangerous.

Arabia has many syphoons, and very bad ones; it gets into your hair even with your mouth shut.

SPELLING.

By Henry R. Sandford.

Usually spelling is learned in very early life, or never; printers and teachers furnish almost the only exceptions. On this theory candidates for appointment to the U. S. Naval academy have been rejected solely because of poor spelling.

Inability to spell cannot be concealed, and popular sentiment rates a teacher very low if in one of his letters one or two misspelled words are found.

Words are usually learned as units, not by association, by comparison, or by rules. Spelling is used only in writing, and, therefore, we now employ written exercises in teaching this subject, yet because occasionally we meet a person who became a good speller under the old oral method, some conclude that the old is better than the modern, but it should be remembered that in those days fewer subjects were taught in school, and the importance of spelling was exalted to the first rank. It was a method thoroughly practical as compared with modern neglect—no method.

Better use spelling blanks so ruled as to have a line above the letters as well as below. Write with ink.

Methods of study are, however, of far greater importance. While the spelling of words can be learned by oral exercises, yet it is far more certain to remember how words look. Based on this principle, the following method of study is given, applicable to learning words, figures, or anything, the *form* of which is to be remembered:

1. Teacher writes each word on the blackboard separately.
2. Pupils look at it intently. This is to give a clear perception, by reason of close attention.
3. Teacher covers the word.
4. Pupils think how the word looks while it is covered. This is to fix its form by imagination.
5. Pupils write the word while covered. This taxes and tests the imagination, and thus cultivates memory.
6. Compare results.
7. Repeat when necessary.

Let the teacher thus go over the spelling lesson each day, preparatory to the study of the lesson for the next day.

The improvement in spelling when thus studied is remarkable.—*Journal of Education*.

LIST OF TEACHERS who obtained bonuses for success
in teaching during the year 1906-07:—

DISTRICT OF INSPECTOR JOHN BALLANTYNE.

M. Enos Dempton, Mrs. Allen Clarke.

DISTRICT OF INSPECTOR A. L. GILMAN.

Miss Margaret Graham, Miss Jennie Wallace, Miss Martha V. Paul, Miss Jennie Sutherland, Miss Lucy Tudy, Miss Ida Henderson, Miss Maggie Maither, Miss Agnes Whiteford, Miss C. J. McCheffrey, Miss Margaret Sever, Miss Jennie M. Grant, Miss Winnie Etherton, Miss Mary Sansgster, Miss Annie Milne, Miss Margaret Campbell, Miss Mary Johnson, Miss Mary Cumming.

DISTRICT OF INSPECTOR R. J. HEWTON.

Miss Mary G. Howard, Miss Jeannie M. Stewart, Miss Bertha A. Dresser, Miss Gertrude J. King, Miss Norah Lay, Miss Cora L. Rowell, Miss Mary J. Weed, Miss Etta J. Smith, Miss Arabella Ward, Miss Mabel A. Martin, Miss Bertha Boyce, Miss Eunice A. Norris, Miss Linda Temple, Miss Fanny Frost.

DISTRICT OF INSPECTOR I. N. KERR.

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DISTRICT OF INSPECTOR W. THOMPSON.

Mrs. Idelia Rogers, Miss Cora Goff, Miss Winnie Oliver, Miss Effie Calver, Miss Cornelia Boyce, Miss Alice Mackay, Miss Clara Edwards, Miss Jennie McFadden, Miss Edith Temple, Miss Lillian Wilkins, Mrs. Breevort, Mrs. Katleen McRitchie, Miss Ivy Hastings, Miss Jessie Davidson.

The following are the officers of the Provincial Association of Protestant Teachers of the Province of Quebec for the year 1907-8:—

OFFICERS, COMMITTEES AND SUB-COMMITTEES.

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President: G. L. Masten, Esq.
 Vice-Presidents: Dr Rexford, W. Dixon, W. J. Messenger, N. T. Truell (ex-of.)
 Rec. Sec.: A. McArthur. Cor. Sec.: T. I. Pollock :
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- III. Views of Canada: T. I. Pollock (con.), N. T. Truell, J. A. Dresser.

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V. Text-Books: Rep. on Prot. Com. (con.), H. T. Silver, W. J. Messenger, Rev. E. I. Rexford, W. Dixon, C. McBurney, Prof. Kneeland.

Correspondence.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—

I have just received the inclosed letter from one of the teachers of my district of inspection, who was successful in bringing a small school at Peveril, in the County of Soulanges, to a very satisfactory state of efficiency, and secured the bonus for Excellence of school work.

It may be an incentive to some of the rate-payers of my district, to consider \$144 a year too small a salary to induce teachers to remain with them. It is too true that some Commissioners do not consider quality in selecting their teachers—qualification or fitness is often disregarded.

The average salary paid the teachers of the whole municipality of St. George de Clarenceville outside of the model school last year was \$152. This average includes the salary of one male teacher, who received \$160. Remember, Mr. Editor, that this male teacher had to board himself and clothe himself out of this allowance, and even coarse fodder is very dear this year, straw is selling at \$9 a ton in many places; yet this young man has been re-engaged at the same salary to teach the same school.

A. L. GILMAN,

Cowansville, Que., March 2, 1908.

LINCOLN, N. H., Feb. 14, 1908.

Mr. A. Luther Gilman, I. P. S.,
Cowansville, Que.

DEAR MR. GILMAN,—

Your postal card to me at Peveril, Que., has been forwarded to me at Lincoln, N. H. I came to this place to see a brother on my vacation, and was offered a good position temporarily in the Post Office and Company's office, and as I had taken up stenography and type-writing last year, I have improved upon this slight knowledge, so that I now earn a very fair salary, comparatively, and am not sure that I shall go back to teaching again. I began to teach when I was eighteen, and after several years' experience the best salary I could draw on my Elementary Diploma was \$25 per month. In my new position, after three months' training, I receive \$12 per week, so that February will be the only month of the year that my salary will be as small as fifty dollars for the month. I always tried to do my best in my school work, and I must say, that the Inspectors have been most appreciative and kind, but it is a fact, I believe, that nearly every board I have taught under has preferred to take another teacher, who would be *cheaper*. However I like the work of teaching, and may take it up at any time again. I will never make an American, and simply put in time here to please my brother, who has been here for a long time. We are employed by a millionaire concern, lumber, sulphite and paper manufacturers, and they are ready to pay for good work.

I think it was very kind indeed for you to advise me of the bonus, and I thank you very kindly for your interest. If I am still eligible, please send it to the address on front page.

Yours very sincerely,

IDA W. HENDERSON.

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 7th of April, 1908, to appoint Mr. Arthur Ménard, school commissioner for the municipality of Metabetchouan, county of Lake Saint John, to replace Mr. Roger Laroche, who does not reside any longer within the limits of the said municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 7th of April, 1908, to erect into a school municipality, by the name of "Dorion," the ranges known as numbers 5, 6, 7, 8 and 9, in the township Dorion, county of Pontiac, which did not form part of any school municipality.

This erection will take effect on the 1st of July next, 1908.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 14th of April, 1908, to appoint Mr. Arthur McKenzie, school trustee for the municipality of Gaspé, to replace the Rev. F. Gauthier, who does not reside any longer within the limits of the said municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 16th April, 1908, to detach from the school municipality of Somerset North, in the county of Megantic, the lots having on the official cadastre of the township of Halifax North, the numbers 781, 782, 783, 784 and 785, and to annex them to the school municipality of Somerset South, in the same county.

This annexation will take effect on the 1st of July next, 1908.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 20th April, 190th, to detach from the school municipality of Saint Paul de Chester, in the county of Arthabaska, the immoveables designated on

the official cadastre of the parish of Saint Paul de Chester, as numbers 433 and following to 448 inclusively, and part of the immoveables designated on the same cadastre under the numbers 360, 361, 362 and 432, bounded on the west by the Nicolet river. on the east by the front road of the 10th range, on the south by the immoveable bearing the number 37L, and on the north by the small by-road leading from the 10th to the 11th range, and to annex such territory to the school municipality of the village of Saint Paul de Chester.

This annexation will come into force on the 1st of July next, 1908.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 20th of April, 1908, to appoint Dr. Jean P. Decarie, member of the Roman Catholic school commission of the city of Montreal, to replace the Honorable Raoul Dandurand, senator, resigned.

A CANADIAN FLAG



FOR
EVERY
SCHOOL

THE 'WITNESS' FLAG OFFER.

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

The publishers of the Montreal 'Witness' have arranged to continue their offer whereby it is easily possible for the children of every school district to earn a flag without spending money.

The offer is no money making scheme. The flags are of the best quality, and while the hope is to cover expenses the intention is to stimulate patriotism.

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

If your school does not need a flag, we will give instead patriotic books for your library. Write for particulars.

This offer is made specially for Schools, public or private, but Sunday Schools, Clubs, Societies or communities are free to take advantage of it. Assist us by making this widely known.

For full information, flag cards, testimonials from schools that have tried this plan, etc., address THE DEPARTMENT, 'Witness' Office, Montreal, Que.

Do it Now and be Ready for Empire.

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THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC

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

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

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

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VOL. XXVIII.

Articles : Original and Selected.

BONUSES TO TEACHERS.

The attention of the teachers in our public schools is called to a recent change in the regulations respecting the granting of bonuses to teachers for length of service. Under the new regulation, teachers in public schools who have taught ten years in the Province of Quebec, and are still engaged in teaching in a public school in this Province, are entitled to a bonus of fifteen dollars; teachers who have taught fifteen years are entitled to a bonus of twenty dollars; teachers who have taught twenty years or more, and are still engaged in teaching in accordance with the conditions mentioned will receive a bonus of twenty-five dollars.

All teachers who are entitled to receive a bonus should apply to the Superintendent of Public Instruction, Quebec, for a Form of Application for a Bonus. The statistics required are to be entered upon this form, and it should be forwarded to the Superintendent without delay.

All teachers entitled to a bonus for length of service must make application for the proper form, which should be filled in and forwarded to the Superintendent of Public Instruction each year before the 1st day of June.

THE IDEAL TEACHER.

The ideal teacher will live in the community in which she teaches. It is a distinct loss to board out of town, and come in merely to teach from day to day. There cannot be the close touch with the life of the community under such circumstances. There will be fewer opportunities of contact between the teacher and her constituents. The people will not know her, and, therefore, will not come under her influence as they should and will, if she enters into the social and intellectual life of the town or city in which she teaches. As a rule, a teacher will exert a far wider and stronger influence if she seeks her work in a town other than that in which she has been born and brought up. This is partly because it is more or less narrowing to live always in one environment. A teacher from another community brings in new thoughts and new methods. They may be no better intrinsically than those of the home-bred teacher, but they are fresh and, therefore, more effective; and there is less likelihood of petty personal jealousies and other human weaknesses. To go out into another community from that in which one has been born and trained is far better for the teacher, the school, and all others concerned.

Much has been said from time to time about the relations of the college graduate to his community. It is a well recognized truth that the possession of a superior education creates an obligation to exert a wider influence upon one's fellow-citizens than would be possible otherwise. The teacher should be an intellectual and social leader, not necessarily in a conspicuous nor in an ambitious way. But the teacher's presence should be felt in a quietly, helpful way in all important issues. The teacher's example should be commendable; her spirit should be sweet and winning; her counsel should be wise and thoughtful. The ideal teacher will count for much in the community life, and this will dignify the teaching profession and help attract the best and brightest minds into this grand work of molding public sentiment and training for highest citizenship. Let no one enter lightly upon so great a calling. The ideal teacher is an artist, practising the high, fine art of living helpfully with others. She will make her own and others' lives ring true and count for highest values to the utmost of her ability in the community where her lot is cast.

—*Education.*

TRAINING OR DEGREE?

When it was first suggested by the authorities that students in training should not for the most part be encouraged to take the degree course of a university, the statement was met with a flood of talk about social prejudice and attempts to keep the elementary teacher within a narrow field of education and culture. All this outburst of indignation was, and is, quite beside the question. To be a graduate of a university carries the right to place certain letters after one's name, and to wear, if one wishes, a certain cumbrous and antiquated garment. These two privileges have acquired a prestige that is out of all proportion to their intrinsic value. It cannot be denied that the possession of a degree is a convenient method of expressing a certain amount of book knowledge; but we can see no reason why the letters T.T. (trained teacher) should not be used with just as much legitimate pride as the letters B.A.—*Journal of Education*.

SCHOOL ADMINISTRATION.

“THE EYE OF THE PUPIL AND THE LIGHTING OF SCHOOLROOMS.”

By JAMES A. BACH, M.D.

That the proper exercise and use of any organ of the body under correct conditions is healthful and conducive to the well-being of the organ, stands as an established principle of medicine, hygiene and physiology. The eye is no exception to this general rule. Careful use in natural and artificial light will not cause weakness of sight, nor is the astigmatism apt to increase when the focus of the eye has once been properly adjusted. Disease will spread with irritation, affection and non-attention, but can be overcome by the removal of the cause and the improvement of the general physical health.

With this as an admitted fact, why then is the eye so much cause for complaint and general discomfort among school children? Why cannot the persistent headaches, pain in the eyes, lassitude, sleepiness, inattention and dizziness be overcome and avoided? Why are depreciations of general health, stunted growth, weakness and pallor

not remedied? What is the cause for swollen eyes, spasms of the lids and general illness resulting from close application and the use of the eyes under probably very unfavorable circumstances?

Oculists readily answer, that most of this mischief is wrought by nervous exhaustion following the excessive use of the mechanically imperfect eye. However, that phase of the subject does not belong to this discussion except in so far as it bears upon the necessity of making conditions surrounding the child in school not unfavorable.

NOTIONS AND A PHYSIOLOGIC BASIS.

No inconsiderable portion of the damage to the general health of pupils as well as to their eyes is due to insufficient, improper or otherwise defective lighting of school-rooms. On this important matter many offhand opinions have been expressed, founded mostly on personal notions. Some years ago this subject was agitated before school boards and teachers' gatherings, and after the matter had, as it seemed, been completely threshed out, it was dropped, and class teachers continued as before to devise color schemes for wall decoration and shading that were indeed devoid of even good judgment.

The only proper foundation for a discussion of this subject must be based on physiologic principles. This no one will deny. Individual likes and dislikes not so based are but empty notions, and must be avoided as tending to mislead and result in chaos. Let us discuss this upon its true basis and not be swayed by some artistic temperaments who intrude their fanciful color schemes into our schools, without giving thought to the physiological requirements.

Good white sunlight in the schoolroom and plenty of it is a *sine qua non* to the general health of the children besides being a source of great relief to the eyes that may already be burdened with mechanical defects of various kinds. Close application in reading, so harmful, can only be relieved by good light.

Classrooms are more often supplied with insufficient light than an excess of light. As much desirable light as possible should be allowed to enter. To facilitate this, the school building should have full and free exposure to the sun, so that this most perfect source of light may be fully

utilized, either directly or indirectly. School buildings should, if possible, stand upon elevated ground of sufficient area to prevent shadows from adjoining buildings or trees. The windows should extend as near to the ceiling as possible with careful avoidance of ornamental projections. The square topped windows may be preferred to the Gothic, which are objectionable.

THE KINDS OF LIGHT.

Light may reach the eye in three different ways, as follows: (1) Direct light, or that which strikes the eye directly from its source. (2) Reflected light, or that which strikes the eye after it has been thrown back by one or more surfaces sufficiently smooth to reflect a considerable number of rays in the same general direction. (3) Diffused light, or that which reaches the eye after it has been reflected from all possible surfaces round about. In diffused light the air is crowded, as it were, with silent lines of light each running in its own direction. Back and forth they pass in all directions, every surface receiving light, every little grain and fibre acting as a reflector to send it out again. Thoroughly diffused light does not cast shadows, all surfaces participating in the reflection and re-reflection.

The most favorable light to work with, as to quantity and quality, is the diffused white sunlight from a northern sky. The photographer knows the excellent services of a diffused skylight. Using this as a basis, we must further consider the direction from which this light is admitted for use, so as to avoid annoying reflections and other disturbing elements. It will be seen that the question of light may be considered under three heads, viz., Quantity, Quality and Direction.

QUANTITY OF LIGHT AND ITS REGULATION.

(1) Quantity: The darkest place occupied by any pupil should be so lighted that diamond type can without special effort be read at a distance of at least twelve to fifteen inches from the eye. By diamond type we understand the smallest type used in printing. The size of this type subtends an angle of five minutes at a distance of twelve

inches from the eye and represents the physiologic limitation of vision.

We all readily agree that the quantity of light admitted must be ample. This is not only necessary for sufficient lighting, but it is an absolute demand for general development and perfect health of children. Good, white sunlight is an essential for bodily health, and particularly so for the growing child. Not only does it fortify the child against disease, but is directly destructive to the various microorganisms which so abundantly invite disease to school children living under unfavorable conditions. In relation to the eye, plenty of good light becomes essential, relieving the eyes of strain and consequent damage.

The regulation of the amount of light, especially in those rooms of a school which are exposed to the direct rays of the sun, is of great importance. Blinds and curtains are used for this purpose. The essential qualities which these light regulators should possess are as follows: (1) They should intercept the direct rays of the sun. (2) They should not dazzle. (3) They should transmit a maximum amount of white light. It is indeed difficult to find material which perfectly meets all these requirements. This can be approximated by such material as will not interfere with the quality, nor too much with the quantity of light.

SHADES AND WALL COLORING.

Gray colored shades with slight modifications may be used. If the light in any room is not abundant, white or the lightest grays are proper. Shades should roll at the bottom of the window. This will allow the more advantageous light to enter, besides making it easier to lower the upper window for other purposes.

Gray is generally recognized as the best color for any classroom. Tints other than gray and some slight modifications should not be employed. The ceilings of all rooms should be white. Thus is gained a valuable reflector and diffuser of light. The surface must not be glistened, but slightly roughened. Glass dulled on one side by sand blowing makes a desirable substance for shading, but being too costly, is hardly practicable. Blackboards, though not disturbing the quality of light, absorb a considerable

portion of it. Care must be taken that in small rooms only a limited amount of wall space be given to blackboards. White should be the predominant color in such rooms.

No artificial light can ever equal diffused sunlight. It is therefore desirable that children should be required to do their studying if possible during the daytime. However, when necessary, artificial light should be made to correspond as nearly as possible to natural sunlight, and modified in accordance with the rules laid down herein.

WHITE SUNLIGHT BEST.

(2) Quality: As to the quality of light, there seems to be considerable disagreement or at least a misconception. Nature furnishes a physiologic basis for the quality of light best suited to our eyes for constant work. What is this light? Will anyone doubt that it is the pure sunlight, unadulterated by the artifices of man? The general character of sunlight may be said to be white, not colored by the excess of any one of the colors contained in this sunlight. It is true that this light as reflected from a green or ripened field of grain may become tinged with an excess of these respective colors. But the general atmospheric light around about us is not contaminated by color.

White sunlight is the natural stimulant of the optic nerve as well as of the growing organism, and any light that does not partly correspond in composition with white sunlight becomes defective by just so much, and may become a source of fatigue. Sunlight stimulates all the elements of the optic nerve equally, thus preserving the normal equilibrium and comfort. One may indeed find comfort while working with green or yellow light, yet when returning to the normal light a distinct sense of irritation will be noticed. The normal eye demands normal light for its best endurance and health.

THE VALUE OF REFLECTION.

Many schoolrooms throughout the entire day and nearly all rooms for a portion of the day have no direct sunlight, and all the light received comes entirely by reflection. Light colored surfaces are, therefore, the best reflectors dis-

turbing the composition of sunlight, at the same time reflecting the largest number of rays. It thus becomes a matter of no little importance that the surroundings of school buildings be as free as possible from strongly colored reflecting surfaces. Each substance has its effect upon the light which it reflects. Some of this is absorbed, and that which is reflected carries with it the effect of color characteristic of the reflecting object.

Concerning the function of light when it finally enters the schoolroom, it may be said that which passes directly from the window to the eye is of no benefit except in so far as it renders the exterior of the room visible. After the light has passed into the schoolroom it is reflected from the walls, floors, furniture and occupants. The light which these various surfaces reflect gives impression of form and color by which objects are appreciated.

Now, to preserve the light as pure as it entered, it will be readily seen that strongly colored surfaces in a schoolroom should be avoided. In fact no color, with the exception of neutral gray as may be necessary to modify the light, should be used on the walls, in curtains or other reflecting surfaces. This, containing all the elements in proper proportion to pure, white sunlight, does not disturb the composition of light and yet enables a variation of the amount of light by varying the degree of the shading of gray in the window shades. It may be true that gray as a color looks uninviting and cold, and to avoid this in a degree the slightest modifications only ought to be allowed, such as olive gray or tan gray.

DIRECTION AND FINAL DIFFUSION.

(3) Direction: The most favorable direction in which light can enter a schoolroom is probably from above. Unfortunately, however, this is impossible in most buildings except for the uppermost floor. As related to the eyes, all light that is not reflected directly from the work can only be a source of annoyance. If it be direct light that strikes the eye, the retina becomes unduly irritated, and cannot properly perform its function. Reflected light, as well, irritates the retina excessively and often causes a confusion of the letters on the printed page with the images of other objects from which it may be reflected. For this reason

blackboards, which should always be dull in finish, must never be placed between windows, as the direct light from the windows will in their use be a source of greatest discomfort to the eyes of the pupil. Light coming from below the level of the work or the head of the child is often worse than useless.

Hence it can readily be seen that light should enter in such a direction that it strikes the work of the pupil from above and from the left side. Light from the right side or back is, as a rule, objectionable, because it casts shadows from head and shoulders over the work. To insure an abundance of light eastern and southern exposures are best, while northern would probably be next in order. Western light is not very desirable, owing to the difficulties encountered in its control. To increase the general lighting possibilities, partially diffused light from the rear of the room, but from as high a level as possible, may be allowed. If the rooms are properly arranged, sufficient light will come from the left without resorting to other sources.

It will be noted that as the light strikes the page from the left it is reflected at the same angle at which it touches it. This light does not pass on as so much useless light, but as it passes from surface to surface, lighting the room, by millions of reflections until finally, becoming thoroughly diffused about the room, each nook and crevice is equally well illuminated. Thus, when this light is so strongly diffused, it casts no shadows, is sufficient in quantity, and, if the reflecting surfaces are free from color, is non-irritating in quality. This is the ideal light, as has been amply shown. If closer attention were paid to its proper supply many if not all of the aggravating eye strains and irritations could be avoided.—*School Board Journal*.

ENGLISH LITERATURE TEACHING IN SECONDARY SCHOOLS.

BY J. DRUMMOND ROBERTSON, ENGLISH MASTER, WELLS
BLUE SCHOOL AND PUPIL TEACHERS' CENTRE.

“The poetry of earth is never dead.” True, O poet; but if the words of H.M. Inspector's report on a recent Certificate Examination be taken seriously, it is to be feared that we are on the high road to its execution.

The report reads: "The literature requires more attention, and should not be regarded as mere practising ground for dry-as-dust studies in parsing, analysis, and etymology." Few practical men could read this without seeing how precisely the nail has been hit on the head. Are we not inclined to treat literature scientifically?—inclined to base other subjects on it and connect other lessons with it?

In this age of examinations, any attempt to teach literature seems to relapse necessarily into a kind of dictionary survey and appendix scrutiny, by which an attempt is made to fathom all possible interpretations of poetical phrases in order that the scholar may be armed to defend himself against the multitude of useless questions which now flood our modern school examinations in English literature.

It is a universally-accepted axiom in education that interest must be awakened in the mind of the pupil before he or she will display any aptitude for assimilation of the materials provided. Can it be said that modern methods of teaching literature tend to promote and foster that interest?

One has heard a great deal lately regarding the fallen standard of modern literary tastes. Now, the public taste has fallen because schools have failed to cultivate the love of literature in the present generation; and the public taste will continue to fall as long as schools treat literature in the matter-of-fact way one associates with mathematics or English grammar. Surely this rule-of-thumb type of lesson is not the means of fostering a genuine affection for the beautiful.

The remedy for fallen literary taste is in our own hands. Let schools teach literature as an art and not as a science. This cannot be done if literature is taught for the purpose of pupils gaining certificates at public examinations. Gosse says in that masterful article recently published, "An Appreciation of Poetry," "The ear of a child may be so delicately taught so as to respond to the intricacies of sound that it may start a tendency in the right direction, and if a young person is conscious of mere sound, there is already a sensible advance towards his or her appreciation of the greatest poetry." If this is true of poetry, it is also true of prose; therefore our aim should be to train the ear to recognise the harmony of good diction, and the mind to

appreciate the beauty and wholesome influence of pure sentiment. Then may we expect to find once more an upward tendency in public taste.

How can this desirable end be attained? It can only be brought about by the constant association of the child with varied short pieces of the best writers. Thus will he become familiar with different styles, and, although he may not be aware of the fact, his mind will become disciplined, and when he rises to the higher forms in the school he will be able to distinguish between the richness of good literature and the shallowness of bad.

One of the most important things in literature teaching is to see that the piece is presented to the pupils in its most attractive form. In teaching *The Merchant of Venice* to a second-year form of the Board of Education, I have spent the first term of the school year in the most interesting part of the play, namely, "The Trial Scene." No text-books were employed, and the story of the piece was *told* to the class up to the opening of the scene in question. I then read over the scene, explaining details where necessary, and testing the children's comprehension of the facts by occasional questions. After the class had learnt the *story*, I tested and strengthened the children's knowledge by setting compositions on certain parts of the narrative. The scholars were also encouraged to illustrate their essays by drawing sketches of Shylock or some other noted character of the play, and the class was informed that the writers of the best essays would be selected to take a part in acting the portion of the scene learnt during the previous week. This I found very successful in developing the imagination, and it became so popular that competition for the various "parts" became very keen. The play was presented in a real form to the children's imagination, and the lesson was no longer looked upon as "a poetry lesson."

One lesson a-week was generally used in this way, varying the portions to be acted, and always selecting different pupils.

The enthusiasm of the class having been aroused by this plunging, as it were, into the most interesting part of the work, I spent the last two terms on the play as a whole, occasionally having portions acted, and constantly drawing out the children's talent by means of written compositions and sketches of the chief characters.

More than once I have heard inspectors complain of the lack of acquaintance of scholars generally with the *story* of the piece they have been studying, though the knowledge of the *language* of the piece has been decidedly good. This is generally due to the fact that in the majority of public examinations for which secondary schools send in candidates, English language and literature are combined as one subject, and consequently the time-tables of schools likewise provide for the lesson as one subject, with the result that these periods generally develop into "mere practising ground for dry-as-dust studies in parsing, analysis, and etymology." Surely our authors never intended their work to be studied etymologically, and certainly they gave little thought to etymology in the selection of their language. They, of course, selected those words which best expressed their thoughts, and we are not studying the author's work at all if we study his language. The *thoughts expressed by the language* are the direct works of the author. These works are often *enriched* by the judicious selection of our best English, and on these grounds it is well to study the history of the language; but let it be studied apart from what ought to be our literature lessons.

To summarise this article, I will briefly tabulate my observations thus:—

1. Refrain from sending junior forms in for public examination in literature.

2. Pay greater attention to the story and context of the piece than to mere constructions and idiomatic phrases.

3. Make the story as real as possible, and endeavour to cultivate the imagination of the class.

4. Abandon prescribed authors and the use of a text-book, though a selected book of short pieces by the best writers, with a brief outline of the lives of the authors appended, is often useful.—*The Practical Teacher*.

DEFECTS IN PRIMARY EDUCATION. THE TEACHERS.

(By H. LEATHER.)

It is inevitable that the very miscellaneous constitution of the primary teaching profession should be carefully examined when an accurate estimate of its available effect-

ive strength is required. In all there are 165,000 members, 77 per cent of whom are women and 23 per cent. men. Of this vast number, while 47 per cent. are fully certificated, only 25 per cent. are trained. Of the remainder, 26 per cent. are partly qualified by examination for their office, while 27 per cent. possess no qualifications whatever save those of age, good health and formal approval from the Government inspector.

The average salary for certificated masters is £160 per annum; that of certificated mistresses £109; and the certificated male assistant receives £114, as against £83 earned by certificated women assistants. According to the latest official returns, the London County Council provides one certificated teacher for every 49 children in average attendance; Manchester one for every 64 children; Liverpool one for every 59 children; Leeds one for every 59; Birmingham one for every 60; Cardiff one for every 61; Sunderland one for every 97. Among the county areas may be mentioned Middlesex with one for every 64 children in average attendance; Lancashire with one for every 78 children; the West Riding of Yorkshire with one for every 83 children; Warwickshire with one for every 72; Glamorgan with one for every 93; and Durham with one for every 103 children in average attendance.

It would appear, therefore, that not only are the majority of children in school attendance in this country committed to the tender mercies of teachers of incomplete education, but that many children are condemned by the accidental factor of environment to suffer educational mutilation in a greater degree from the hands of incompetent teachers than are their companions who are more fortunately placed; and that though education is nominally free and equal in degree for all, it is received in a double measure from capable instructors by the London schoolboy as compared with his more unfortunate cousin who attends a school in the county of Durham.

It is frequently alleged that the Englishman does not get adequate value for his education rates, and that the Act of 1870 has not justified the expectations of its promoters, in so far as drunkenness, ill-living, gross ignorance, high death-rates among infants, crowded workhouses, unemployment and numerous prisons still disgrace the national reputation.

But what more can be expected when more than half the effective teaching strength of the country is composed of mere birds of passage, of low intellectual capacity—possessing, it is true, in some cases that smattering of knowledge which is so dangerous on account of its narrowing influence on the mind.

The large majority of unqualified teachers are engaged in infant schools with the direct concurrence of the Board of Education, whose attitude on this question was officially expressed recently in favour of encouraging the employment of unqualified women of motherly instincts in these schools. The consequence is that young children, instead of acquiring in a natural way vast stores of sense impressions under skilled direction, are repressed at every turn by the incompetence of their instructors.

The infant so taught reaches the higher departments of school life in a state of mild imbecility ; he has no sense of independent observation, because his energies have been rigidly confined to the limited outlook of a mind itself untaught. The appalling mental apathy of the mass of primary school children as compared with secondary school pupils is frequently attributed to the difference in home conditions, but this is an assertion which has never yet been proved. On the contrary, many educationists are prepared to maintain that children whose early years at school have been spent under the direction of teachers trained in the study of child nature and the kindergarten are invariably found to possess the attributes which make for high intellectual and moral development. Only the educationist who has to deal constantly with young children who have been mentally disfigured by amateur teachers can realise the terrible degree of educational murder which is unintentionally committed every year by these benevolent and motherly persons. Possibly we shall learn eventually that a healthy nurse-girl is not more competent to educate young children than a shepherd is to pose as an authority on farming.

The first seven years of child life, given wise direction, constitute the basis upon which all hope of future success is rendered possible. If our children were rare flowers they would receive the most skilful attention which well paid gardeners could bestow ; being the future citizens of

the Empire, it is sufficient if they be tended by some ignorant and poorly paid time-server.

But the nation pays a heavy price for its folly ; its citizens, incapable of independent thought and action, are prone to follow blindly the lead of any strong minds which are capable of presenting novel propositions in national, local or industrial affairs ; and as many such minds have been developed under the auspices of teachers themselves imperfectly educated, narrowness of outlook is thus perpetuated, to the confusion of those broad based ideals upon which alone national prosperity can be built.

It would appear therefore doubly disappointing that the recent proposal to increase the number of trained teachers in primary schools after the year 1909 should have been withdrawn under the present Administration.

The poor salaries paid to teachers generally, and to men particularly, cause much waste of educational effort. Pressed by the necessity of keeping up appearances and of making both ends meet, the male teacher is practically shut off from all hope of founding a home of his own—a circumstance which is regrettable in no profession more than that of teaching, for it is impossible for any teacher to do educational work of the highest order unless he is in living contact with all the joys and sorrows of home. The law places the pedagogue *in loco parentis*, and the ideal teacher is surely one who, himself a parent, combines the broad sympathies of his profession with the widest sympathies of life.

It would be an interesting occupation to trace the connection between the chronic dissatisfaction of the assistant with his prospects and the element of Socialism which prevails among the ranks of assistants in primary schools, and to estimate the effects of such an element upon the education of the rising generation.

In order to eke out his income the teacher has to engage in extraneous employment such as private coaching, evening school work, or music teaching, the result being a division of interests which saps all originality and freshness in attacking the routine of school duties.

Should the teacher, by virtue of possessing private means, be freed from the necessity of undertaking additional toil, he must satisfy the requirements of numerous

authorities before being allowed to assert his personality in his own school. After his own managers have been propitiated, he must run the gauntlet of the local education committee, the County Council and the Board of Education; and, having secured approval for his scheme of work from all these, he must submit his administration of it to the criticism of the local organising inspectors and those of the Board of Education.

But more to be feared than all these is the faddist who manages to secure his presence upon education committees by the sheer persistence of whole-hearted enthusiasm. One such a missionary, a lady, having originated a theory of her own that children with heads of a particular shape were feeble-minded, made an inspection some time ago of every school in a large town, being attended in her progress by two officials furnished with voluminous notebooks. On entering a school, the lady, without reference to the opinions of the teachers, rapidly glanced round the several classes and picked out her cases. The fact that she invariably selected the most intelligent children mattered not; the faddist gained her object, and her book on defective children was duly published, and became a classic—for nine days.

Among subjects which have been advocated in responsible newspapers during the last few months as being of vital interest in the schools of the people may be mentioned compulsory moral instruction, the compulsory acquisition by all teachers of the Oxford and Cambridge certificate in religious knowledge; the compulsory teaching of rifle-shooting; astronomy; the principles of temperance and hygiene; paper-folding; domestic economy for girls; and military training, cookery and sewing for boys.

The common characteristic of these and similar proposals is the element of compulsion; the rider of a hobby is seldom anxious to grant the teacher any freedom of choice.

The available working time of the primary school-master for educational purposes is largely curtailed by pressure of clerical work, owing to the passion of education authorities for statistics; and the preparation of these is frequently a cause of interference with the duties of class teachers in addition.

In the largest schools the headmaster is merely a clerical compiler of returns ; he has no opportunity of influencing his pupils, and has little more than a nodding acquaintance with his teachers. To him the children are little more than units of average attendance, and as such are the more important because they regulate the yearly amount of his salary. If under such conditions the methods of the principal teacher become characterised by a notable absence of originality, and he settles down into the narrow rut of repression, who can blame him ?

A man whose personality could emerge undismayed from the shackles of officialism which enchain the average schoolmaster would be a prince in any other profession.

Within schools staffed under such conditions it is scarcely to be expected that harmonious co-operation will prevail. The assistant naturally resents interference from a master who, knowing little or nothing about the daily routine of his classes, is either frequently interrupting the course of the teacher's duties upon hastily formed pretexts, or, owing to want of adequate time, neglects the teachers and their classes altogether. The result is often that dictatorial manner which marks the teacher abandoned at an early stage of his career to a position of sole authority. The position of the assistant is aggravated by the evil of large classes—every certificated assistant is recognized by the Board of Education as being capable of educating sixty children—and children are hurried on in their lessons instead of being led ; consequently there is a common absence of that friendly relationship which distinguishes the intercourse of secondary school teachers and their pupils.

The grades of the primary teaching profession are so varied that cliques are naturally formed among the teachers according to their qualifications ; the headmaster reveals his truer self only to the members of the principal teachers' association ; the assistant follows this example at the certificated assistant teachers' meetings ; other and unqualified teachers are thrown upon their own resources. By such means the narrow interests of class distinctions are too rigidly perpetuated, and colour is given to the popular idea that teachers as individuals are apt to be deficient in broad and generous views on matters unconnected with education.

It is probable that the periodical conferences among members of school staffs suggested by the Board of Education would do much to engender a more generous feeling among all grades of teachers in individual schools, but the good work might be intensified if every teacher, primary and secondary, and every enthusiastic educationist were connected with some guild or society dealing with the wider aspects of child study and education. Such cases as that of a highly successful headmaster of a large town school who was asked not long ago when in conference with his assistants why he did not read two or three papers before the local education association giving the results of his experience upon subjects which were of vital interest to all teachers and who bluntly replied, "Do you think I would be so foolish as to make the result of years of effort a matter of common knowledge?" would then become unknown, and teachers would more generally emulate the examples set by Pestalozzi, Froebel and other reformers, who freely gave of their best to the whole world.

The more generous feeling thus fostered would probably cause some headmasters who adopt suggestions from their assistants without a word of acknowledgment to the authors to seek that cordial fellowship with other workers in the field of education without which all effective progress is impossible. Little would then be heard of principals who seek covert protection for themselves by making secret entries in the log-book reflecting on the professional capacity of their assistants, or of those schools which gain some measure of public repute as scholarship-winning institutions by such means as concentrating the most effective teaching power upon the production of a few prodigies, to the neglect of the majority of the pupils, by adding one, two or three hours to the recognized time-table for the purpose of "cramming," and by securing inspired announcements in the local press upon every possible occasion. Even the suspicion that certain teachers tout for pupils in order to secure the pecuniary advantages attached to a scale of salaries based on mere numbers might then be dismissed as unworthy.

But why linger over distasteful facts? Would it not be better to continue working in our little worlds, wherein we are secured by absence of criticism from all such disturbing

thoughts? Happily the work of education is a national charge.

And as recent developments seem to indicate a consolidation of all educational agencies, it is essential to the process that primary education, being the basis of any comprehensive scheme, must be freed from all the shadows which dim the glorious purity of a perfect ideal.

Among us, brother, fast thou too and pray,
 And tell thy brother knights to fast and pray,
 That so perchance the vision may be seen
 By thee and those, and all the world be heal'd.

—*School.*

MORAL INSTRUCTION IN SCHOOLS.

The Board of Education has issued a new pamphlet of regulations relating to the recognition of "certified efficient schools" in which we notice that special emphasis is laid upon the inclusion in the curriculum of a systematic course of moral instruction. Though it is also suggested that the lessons may be incidental, it is obvious that the other alternative is preferred. The main object is to inculcate good habits of behaviour, though the syllabus apparently hopes to arouse an appreciation of beauty in nature and in art. It is recommended that the teaching should be as concrete as possible, brought home to the children by reference to their actual surroundings, and illustrated by stories and examples drawn from history and biography. It is pointed out that "unless the natural moral responsiveness of the child is stirred, no moral instruction is likely to be fruitful." This, of course, is the *crux* of the whole matter; and the trouble will be to avoid the "moral tales for the young" that proved such nightmares to our grandparents.—*School.*

NEXT CONVENTION.

We give below the provisional programme, so far prepared, for next convention. This is done to inform as many teachers as possible, through the RECORD, before they have completed their term in the smaller districts. There are several good features and a few important matters in the programme. The subject of pensions seems to be likely

to receive considerable attention. Another trip to Ste. Anne's, free to members, is also a pleasing feature, and on the whole the outline seems to be very good.

PROGRAMME.

Wednesday, October 14th, 8 p.m.

Meeting of Executive Committee.

Thursday, October 15th.

Morning Session, 10 a.m. to 12 m.

Reports :—

Executive Committee.

Library Committee and Curator.

Finance and Audit.

Representative on the Protestant Committee.

Pension Commissioners.

Examinations and Course of Study.

(a) Superior Schools.

(b) Elementary Schools.

Views of Canada.

Afternoon Session, 2 p.m. to 5 p.m.

1. Routine Business (15 min.)
2. Nomination of Officers (20 min.)
3. Imagination in Education :
J. A. Dale, M.A., Professor of Education at McGill.
4. Teaching of History :
Miss Ethel Hurlbatt, M.A., Royal Victoria College.
5. Discussion. (Miss Graham, of Quebec High School, has been asked to open the discussion on the Paper on History.)

Evening Session, 8 p.m.

Addresses :

1. Right Rev. Jas. Carmichael, M.A., D.C.L.
 2. Rev. Robert W. Falconer, D.D., Toronto University.
- Music will be provided during the evening.

Friday, October 16th.

Morning Session, 9 a.m. to 12 m.

- (a) Full Convention in Assembly Hall.

1. Routine Business (15 m.)
- (b) Superior School Section, Chas. McBurney, B.A.,
Chairman. Boys' Drawing Room, High School.
 1. French, Natural Method in the Academy Grades.
R. Squire Hall, B.A., High School.
 2. Miss Sangster, Sherbrooke Academy, has been asked
to open discussion.
 3. Round Table Talk. Send topics for discussion to
Chas. McBurney, B.A., Lachute, Que.
- (c) Elementary Section. Insp. O. F. McCutcheon, B.A.,
Chairman. Assembly Hall, High School.
 1. French, Natural Method.
H. H. Curtis, B.A., High School, has been asked.
 2. Miss Woodside, Lachine, has been asked to open
discussion.
 3. The Teaching of Writing in the Elementary Schools.
Carl Place, Westmount Academy. Incomplete as yet.
- (d) Kindergarten and Primary Section.
Miss Frances Hibbard, M.A., B.Sc., presiding, Kinder-
garten Room, High School.
 1. Miss McFadden, Ann Street School, is preparing part
for this section.
 2. Music of the Kindergarten.
Miss Bennett, Hochelaga School.
 3. Relation of the Kindergarten to the Primary School
(being arranged for.)
 4. The Primary Teacher.
Miss Laura Van Vliet, Coaticook.

Afternoon Session.

1. Excursion to Macdonald College, (members free.)
2. Observation of Class-work at the College.
3. Observation of the Equipment.
4. Train expected to leave about 1.30 p.m., return about
5 p.m.

Evening Session, 8 p.m.

1. The Educational Value of Nature Study.
John Brittain, D.Sc., Prof. Nature Study, Macdonald
College.
2. Miss Helen Bainbridge, Ed. B., Dean of School of House-
hold Science, Macdonald College, has been asked to give
an address.

Music will be provided during the evening.

Saturday, October 17th.

Morning Session, 9 a.m. to 12 m.

1. Routine Business.
2. Reports of Scrutineers.
3. Illustrated Lecture on some phase of Physical Geography, by some one of the McGill Professors.
4. Unfinished Business.

Notes :

1. Miss Laura M. Ferguson will move—"That the Educational authorities of this Province be requested to procure such amendments to the present Teachers' Pension Act as will make it of greater benefit to officers of primary instruction."
2. When joining the Association each member will be asked to give an expression of opinion as to whether it is his or her wish that the Annual Convention should be held in Montreal, or some other town of the Province.

Correspondence.

To the Editor of the EDUCATIONAL RECORD.

SIR,—As convener of the Committee appointed to study the Pension question, I beg to submit herewith a resolution unanimously adopted by the Association of Protestant Women Teachers of Montreal, an incorporated body numbering nearly three hundred members.

Resolved,—"That representation be made to the proper authorities with a view of obtaining such amendments to the present Teachers' Pension Act as will render it of more value especially to the women teachers of the Province."

The Association feels that the matter is one of vital interest to the women teachers of the Province.

Comparatively few women ever benefit by the present Act, and the pensions of those who do are in most cases utterly insufficient to provide the necessaries of life.

The following statistics taken from the last report of the Superintendent of Public Instruction are worthy of careful consideration :—

The number of Catholic male teachers in the Province is 270
 “ “ “ Protestant “ “ “ “ “ 94

Total number of male teachers..... 364

The number of Catholic female teachers is 5,329
 “ “ “ Protestant “ “ “ 1,452

Total number of Cath. and Prot. female teachers... 6,781

The average salary of Catholic male teachers is \$ 604
 “ “ “ “ Protestant “ “ “ 1,110

The average salary of Catholic female teachers is..... 125
 “ “ “ “ Protestant “ “ “ 300

The total salaries of Cath. male teachers amounts to \$163,080
 “ “ “ “ Prot. “ “ “ “ 104,340

“ “ “ “ both Catholic and Protestant
 male teachers is \$267,420

The total salaries of Catholic female teachers is... \$666,125
 “ “ “ “ Protestant “ “ “ ... \$435,600

“ “ “ “ both Catholic and Protestant
 female teachers is \$1,101,725

PENSIONS.

	No.	Annual amount.
Males 56 and over.....	84	\$15,552.64
“ under 56.....	12	\$ 1,898.10
Widows of teachers.....	16	\$ 2,902 40
	<u>112</u>	<u>\$20,353 23</u>
Females 56 and over.....	276	\$15,294 67
“ under 56.....	212	\$ 7,344.61
	<u>488</u>	<u>\$22,639.28</u>

The annual pension of females over 56 years is.....\$55.41
 “ “ “ “ “ under “ “ “\$34.64

This excludes the widows of teachers who are here classed with males.

4.82	per cent	of the	Catholic	teachers	are	males.	
95.18	"	"	"	"	"	females.	
6.08	per cent	of the	Protestant	teachers	are	males.	
93.92	"	"	"	"	"	females.	
5.09	per cent	of all the	teachers	in the	Province	are	males.
94.90	"	"	"	"	"	females.	

Of the annual contribution to the pension fund :—

Males pay 19.53 per cent.
Females pay 80.47 " "

Male and female teachers who are members of religious bodies are not here included, since they neither contribute to the fund nor share in its benefits.

These official figures show that although males form but 5.09 per cent of the active teaching body of the Province and contribute but 19.5 per cent of the total amount of stoppages on salaries, yet they draw almost as much from the fund as do the females, who form 94.9 per cent of the teaching body of the Province and contribute 80.5 per cent of the total stoppages on salaries.

They further show that the age limit practically prevents females from benefitting from the fund since of the pensioners over 56 years, 84 are males and only 276 are females. In other words, although the proportion of male to female teachers now in active service is but one to nineteen, the proportion of male to female teachers who have reached the retiring age and draw pensions is nearly one to three.

Of pensioners under 56 years, *i.e.*, those who through ill health are entitled to pensions, the numbers are, males 12, females 214.

These figures prove that the great majority of women teachers break down before reaching the age of fifty-six years, and demonstrate the injustice and unfairness of the Act to the female teachers who, although its main support, derive little benefit from it.

The amendments suggested lie chiefly in three directions :—

1. The age limit at which women teachers may retire.

Under the present Act, the retiring age is fifty-six, with at least twenty years of service. Instead it is proposed, that, in the case of women, the retiring age be reduced to fifty years, after at least twenty years of service, and that after twenty-five years service, irrespective of age, a woman shall be entitled to a pension, based as in the present Act, upon the number of years she has taught.

Although the women teachers ask that the age limit be changed only in so far as they themselves are concerned, they have no desire to exclude men. On the contrary, they would be glad to see the change made of general application.

It need not be feared that many teachers, unless compelled to do so, will avail themselves of the privilege of retiring after twenty-five years service, since under the proposed amendment they would then be entitled to only one-half their average annual salary. This, in most cases, would be quite insufficient to live upon.

2. It is suggested to change the basis upon which the average salary is calculated.

At present it is based upon the average for the entire term of service. Female teachers usually begin with small salaries, and only those who prove their value, and remain in the profession for years, attain to the higher salaries. The average for the entire term of service must therefore be small.

It is proposed that the average for pension purposes should be based on the highest aggregate salary received during say five consecutive years of their term of service. This change would prove of great value to the poorly paid female teachers and the country male teachers, and follows a plan very generally adopted in other pension schemes.

It is quite usual to base pensions, either on the salary at the time of retirement or on the average during that portion of the term of service in which the salary has been highest.

The Civil Service Pension Act of the Province bases the pensions on the average salary for the three years immediately preceding the time of retirement, which in practice means the highest salary during the entire term of service.

3. It is suggested that the Act should be amended to enable teachers who failed to pay their back stoppages for

the years previous to 1880 to count those years of service for pension purposes.

The Act was first passed in 1880, and as amended gave this privilege to those who paid such accumulated back stoppages within a fixed time limit.

Many teachers, especially those in receipt of small salaries, found themselves unable to take advantage of it, and it is proposed that it should be open to them to do so upon equitable conditions.

These changes are the minimum required to make the Pension Act of any real value to the women who devote their lives to teaching.

At the same time they will not increase the maximum pension possible under the present Act.

While we believe the proposed amendments will not entail any serious additional burden upon the fund, we recognize that they will necessitate an increased grant from the Province.

The Government and Legislature have already shown in a tangible way their interest in the teachers by the annual bonus now given for continued and successful service.

Banks, railways and similar corporations consider it good policy to endow and largely maintain pension schemes for their employees.

And as there is now, for the first time, at the disposal of the Province, a large sum of public money which the Government is pledged to devote to educational purposes, we are confident that if the matter be properly represented to the Government and Legislature, the Act will be amended along the lines we suggest and a sum annually voted to place it on a basis which will ensure to teachers who have devoted their lives to the profession, a pension sufficient to prevent them from becoming objects of public charity in sickness or old age.

On behalf of

The Association of Protestant Women Teachers
of Montreal.

MARY LAURA FERGUSON,

Commercial and Technical High School, Montreal.

A TABLE PRACTICE LESSON.

BY T. G. TIBBEY, B.A.

The following are some notes of a lesson devoted to practising the four-times table, given to a Grade III. class of twelve boys and fourteen girls about eight years of age, in the Horace Mann School, New York:—

The teacher wrote on the board:—

$$7 \times 4 = \quad 5 \times 4 = \quad \frac{12}{4} = \quad \frac{32}{4} =$$

The children who knew the answers stood out by the side of their desks, which, of course, were single. When an incorrect answer was given, appeal was made to the class. Afterwards the class was told to count up together by fours, the time being given by the teacher. One voice predominated; the teacher asked, "Who is my leader?" to which the children cried, "Martin." "Ah, I guessed Martin was; let us have half a dozen leading this time." Counting by fours again, stopped at 24; one child called on, "6 fours are 24." This question was repeated until every hand was up. Then two of the rows were told to count together by fours—at first slowly; but the teacher appealed to the other two rows, "Shall we make them go faster?" "Yes;" and faster they went. Again the whole class stopped; stopped at 40, and a girl called upon; again together, faster at the word "express;" stopped at 44, and another called upon.

A change of method was then tried. "I am thinking that 4 times something is something." Hands were eagerly raised. "You are thinking 4 times 12 are 48"; "4 times 7 are 28"; "4 times 0 are 0," until the right number was mentioned. Then "I am thinking a quarter of something is something," to which similar answers were returned. Repetition of a rejected reply was sharply rebuked.

Next the teacher wrote upon the blackboard:—

$$\begin{array}{r} 4 \overline{)480} \\ \underline{\quad} \\ \underline{\quad} \\ \underline{\quad} \end{array} \quad \frac{32}{4} = \quad \begin{array}{r} 1613 \\ \underline{\quad} \\ \underline{\quad} \\ \underline{\quad} \end{array} \quad \begin{array}{r} 803 \\ \underline{\quad} \\ \underline{\quad} \end{array}$$

$$\frac{1}{4} \text{ of } 44 = \quad \frac{36}{4} =$$

“ Who is ready ? ” Hands were raised. “ Margaret may work the first.” Margaret did so, and was about-to go to her seat. “ But you have not done any talking yet.” The reply came, “ My answer is 120,” at which the other children clapped hands. Lloyd was called upon for the next, and gave his result boldly—“ My answer is eight.” Raymond then worked the third, telling his results, and reading the answer, the class again clapping. Belmont was called upon for the fourth : “ Now see if Belmont will remember our trick.” The sum having been worked and the answer read, “ Did she notice our trick ? ” “ Yes.” “ What was it ? ” “ She put down 12, and did not say carry one.” When the last two had been worked, the teacher went round and asked each child a question. When an incorrect reply was given she snapped her fingers, whereupon the class called out the right answer. Three children made mistakes. After this the children were told to put their heads down on the desks for a few moments whilst the teacher made some necessary changes.

The management of her class by this teacher was excellent ; the discipline was firm and effective, and no attempt was made to take advantage of the very free relations that subsisted. The fact that the children came from well-to-do homes helps to make the following method effective. When heads were raised, the teacher said, “ Rosalind, Charles, and Mary will have to give tickets of admission to this class to-morrow morning ; these will consist of being able to answer any questions on four times. They must stay outside the room and ask one of the others to tell me when they are ready to answer my questions. Then instead of saying ‘ Good-morning,’ I shall say, ‘ Eight times four, Rosalind,’ or some other such question.” Some of the children discussed the fairness of this, mentioning others who had failed ; but the teacher pointed out that the three mentioned had evidently been inattentive, and they certainly appeared to feel the rebuke.

—*The Practical Teacher.*

“ How did you come to get married ? ” asked a man of a very homely friend. “ Well, you see,” he replied, “ after I’d vainly tried to win several girls that I wanted I finally turned my attention to one that wanted me, and then it didn’t take long to fix things.”

WHENCE.

Madder came from the East.

Celery originated in Germany.

The chestnut came from Italy.

The onion originated in Egypt.

Tobacco is a native of Virginia.

The nettle is a native of Europe.

The citron is a native of Greece.

Oats originated in North Africa.

The poppy originated in the East.

Rye came, originally, from Siberia.

Parsley was first known in Sardinia.

The pear and apple are from Europe.

Spinach came from Arabia.

The sunflower was brought from Peru.

The mulberry tree originated in Persia.

The gourd is probably an Eastern plant.

Walnuts and peaches came from Persia.

The horse-chestnut is a native of Thibet.

Cucumbers came from the East Indies.

The quince came from Crete.

The radish is a native of China and Japan.

Peas are of Egyptian origin.

Horse-radish is from southern Europe.—*The John Hancock Satchel.*

WHISTLE SIGNALS.

The railroad manager took a sheet of paper and jotted down on it in dashes the several whistle signals in common use by all American railroads, accompanying each with a few words of explanation. Then he read as follows: "One long blast (thus——) must be sounded when approaching stations, junctions or crossings of other railroads.

"Two long and two short blasts (like this—— ———) are sounded just before crossing a wagon road.

"One short blast (thus —) is the call for brakes," continued Mr. Holden, "and two long ones (like this——) orders them to be loosed or thrown off.

"Two short blasts (thus: — —) is an answering signal,

and means 'All right, I understand'; while three short blasts (like this: — — —), to be repeated until acknowledged by the waving of a flag or lantern, means, 'I want to back the train as soon as you are ready.'

"Four long blasts (so: — — — —) calls in any flagman who may have been sent out to the east or north; while four long blasts and one short one (like this: — — — — —) calls in a flagman from the west or south.

"Four short blasts thus: — — — —) is the engineman's impatient call to flagmen, switchtenders or trainmen, demanding, 'Why don't you show the signal for me to go ahead?' or, 'What is the matter?'

"When a train is standing, five short blasts (such as these: — — — — —) is the order for a brakeman to run back along the track and display a danger signal for the next following train."

SUBJECTS FOR BUSINESS COMPOSITIONS.

1. Write a ten word telegraphic message.
2. Write a message of ten words making three statements.
3. Write a promissory note.
4. Write a statement of a customer's account, and in a note upon it, request him to call and settle.
5. Write a duplicate bill of the goods included in your previous statement to this customer who failed to pay promptly, and in a note upon it urge its immediate payment.
6. Write an order to a dealer in agricultural implements for three special parts of some machine you wish to repair.
7. Write a circular advertising your business [choose that of a grocer, dry goods merchant, coal dealer, clothier, or hatter].
8. Write an "ad" for a house you have to rent; "ad" to occupy one inch, single column, in your country paper.
9. Write five news "locals" for your country paper, each to occupy not more than five printed lines.
10. Write a notice, for publication, of your church festival.
11. Write a letter acknowledging the receipt of the

amount named in your bill to the customer who was tardy in its payment. (No. 5 above.)

12. Write an application for a position as clerk in a dry goods house.

13. Write a check in favor of yourself, but payable to your order.

14. Write an order in favor of your clerk, on a customer, for the amount due you on account.

15. Write a business card suitable for a general merchant just beginning business in your village.

16. Write a bill of sale, transferring a team, wagon, and some farm implements — *Canadian School Council.*

WORDS TO BE DISTINGUISHED.

“ Funny ” means comical.

“ Strange ” means causing surprise.

“ Odd ” means uncommon, peculiar.

Use these words correctly in the following sentences :

1. I saw a very — picture in the Judge this morning.
2. It is very — that you do not receive a letter from your brother.
3. The shape of that basket is very —.
4. I shall think it very — if you do not come soon.
5. That is an — vase; I never saw one like it.
6. The delay is very —; I do not understand it.
7. I am reading a very — story by Miss Holley.
8. Wouldn't it be — if they found it.

Memory Gems.

Get the spindle and distaff ready,
 God will send the flax;
 So makes the bee, from summer flowers,
 Honey comb and wax.

Work the six days, prays all seven,
 Trust the rest to the grace of heaven.

— *Lillie E. Barr.*

Sometimes the truest lives of all
 Are lived by those who fail.

— *M. H. Veon.*

Dare to do right ; dare to be true !
 The failings of others can never save you.
 Stand by your conscience, your honor, your faith—
 Stand like a hero and battle till death. — *Wilson.*

He who has resolved to conquer or die is seldom conquered ; such noble despair perishes with difficulty.
 — *Corneille.*

When a firm decisive spirit is recognized, it is curious to see how the space clears around a man and leaves him room and freedom.—*John Foster.*

“ The World is caught in a wonderful net
 Of beautiful, tremulous golden haze,
 And is laid asleep to dream and forget
 That winter cometh and stormy days.”
 — *Charles Turner Dazey.*

“ Every morn is a fresh beginning,
 Every day is the world made new ;
 Ye who are weary of sorrow and sinning
 Here is a beautiful thought for you,
 A thought for me and a thought for you.”
 — *Susan Coolidge.*

Live for something ; be not idle,
 Life is passing swift away ;
 Have a purpose, true and noble,
 Live it in thy walk each day.

Whenever I have had desire to do wrong and have conquered that desire, I have taken a step upward in the path which leads to the “ City Eternal.”

Every day is a little life ; and our whole life is but a day repeated.—*Bishop Hall.*

In life's small things be resolute and great
 To keep thy muscles trained ; know'st thou when Fate
 Thy measure takes, or when she'll say to thee,
 “ I find thee worthy ; do this deed for me !”
 — *Lowell.*

Believe me when I tell you that thrift of time will repay you in after life, with a usury of profit beyond your most sanguine dreams, and that waste of it will make you dwindle alike in intellectual and moral stature, beyond your darkest reckoning.—*Gladstone*.

Plant patience in the garden of thy soul !
 The roots are bitter, but the fruits are sweet ;
 And when, at last, it stands a tree complete
 Beneath its tender shade the burning heat
 And burdens of the day shall lose control—
 Plant patience in the garden of thy soul !
 —“The Tree of Life”—*Henry Austin*.

Know thy work and do it, and work at it like a Hercules. One monster there is in the world—an idle man.
 —*Carlyle*.

Readable Paragraphs.

Most people ask advice in order to secure some confirmation of their own decisions.—*Dallas News*.

When a man buys a porous plaster he generally sticks to his bargain.—*Texas Siftings*.

The question before the house—“Do you want your sidewalk shoveled off?”—*Yonker's Statesman*.

I have always had more or less admiration for the happy-go-lucky fellow who “takes things as he finds them”; but this does not interfere with my keeping my eyes on my umbrella when such a person is about.

What is a monopoly? A corporation in which other fellows hold the stock.—*Texas Siftings*.

The man who owns a railroad never gets half as much out of it as the one who travels on a free pass.—*Ram's Horn*.

“The shoemaker who breathed his last” should not be pointed to as a man of phenomenal lung power.
 —*Washington Star*.

WHAT IS A WIFE ?

The pretty school teacher, for a little divertimento, had asked her class for the best original definition of "wife," and the boy in the corner had promptly responded, "A rib."

She looked at him reproachfully, and nodded to the boy with dreamy eyes, who seemed anxious to say something.

"Man's guiding star and guardian angel," he said, in response to the nod.

"A helpmeet," put in a little flaxen-haired girl.

"One who soothes man in adversity," suggested a demure little girl.

"And spends his money when he's flush," added the incorrigible boy in the corner.

There was a lull, and the pretty, dark-eyed girl said slowly :

"A wife is the envy of spinsters."

"One who makes a man hustle," was the next suggestion.

"And keeps him from making a fool of himself," put in another girl.

"Some one for a man to find fault with when things go wrong," said a sorrowful little maiden.

"Stop right there," said the pretty school teacher. "That's the best definition."

Later the sorrowful little maiden sidled up to her, and asked :

"Aren't you going to marry that handsome man who calls for you nearly every day?"

"Yes, dear," she replied, "but with us nothing will ever go wrong. He says so himself."—*Pioneer Press*.

"Fat men," observes a Nebraska exchange, "are thick in our town." Fat men are thick wherever you find them.

A teacher in one of the grammar schools, who is fond of catch questions, recently propounded the following to her class : "How many feet have a shepherd, his dog, and his flock of 60 sheep?"

"Two hundred and forty-six," came promptly from the class.

Then she gently reminded her scholars that dogs have paws, and sheep have hoofs.—*Buffalo Express*.

First boy (threateningly) —“Just wait till I ketch yer arter school.” Second¹ boy (advancing defiantly)—“ Why don’t ye take me now ?” First boy (backing off)—“ Me mind is on me lessons now.”—*Good News*.

The only way to get a hen out of a garden is to go slow, but shoo’er.

Nothing keeps a stingy man from stealing but the risk of the thing.—*Ram’s Horn*.

Nine tailors, it is said, will make a man. Whoever started this sentence ought to have finished—they will make a man a pauper—*Texas Siftings*.

Sunday school teacher, about to comment on St. Paul’s directions for the conduct of men and women during service—“ Now, do you know why women do not take off their bonnets in church ?” Small boy—“ Cos they ain’t got no looking glasses to put ’em on again by.”

“ Bub, did you ever stop to think,” said a country grocer recently. as he measured out half a peck of potatoes, “ that these potatoes contain sugar, water and starch ?” “ Noa, I did’nt ” replied the boy, “ but I heard mother say that you put peas and beans in your coffee, and about a pint of water in every quart of milk you sold.” The subject of natural philosophy was dropped right there.

Willie.—Say, pop, give me a nickel for a poor lame man. His Papa,—Who is he ?

Willie.—He runs the lemonade stand on the corner.

“ I have three children who are the very image of myself,” said Jones enthusiastically. “ I pity the youngest,” returned Brown, quietly. “ Why ?” asked Jones, “ Because he is the one who will have to resemble you the longest,” said Brown.

“ They say wine makes a man truthful,” writes Josh Billings ; “ but, if you have got to git a man drunk before he kin tell the truth, I feel sorry for you and all yure relashuns when that man gets sober and settles down to steady bizzness again.”

PLAY THE GAME.

Lads, whatever you may do,
 Play the game.
 Though your triumphs may be few,
 Rather lose than not be true ;
 Though the rules may worry you,
 Play the game.

Lads, wherever you may go.
 Play the game
 Let your friends and comrades know
 That a cheat is base and low ;
 Scorn to strike a coward blow—
 Play the game.

If you win, or if you lose,
 Play the game.
 Never mind a scratch or bruise,
 Or a tumble, but refuse
 Sneaking trick and paltry ruse —
 Play the game.

Football, cricket, bat or ball —
 Play the game.
 Though you stand or though you fall,
 Life has one emphatic call,
 One great rule surpasses all—
 Play the game.

So in years of toil and care,
 Play the game.
 Let your deeds be true and fair,
 Honest, fearless, straight and square ;
 Never mind a loss, but dare
 Play the game.

—A. Salmon, in the "Boy's Own Paper."

WHAT HE LEARNS AT SCHOOL.

He can weave a raffia basket,
 Make a cunning pasteboard box,
 Cut a Noah's ark from paper,
 Fashion bent-wire weather cocks ;
 He can mould a wabby pitcher
 (Some two inches out of plumb !)
 He can work in brass and iron—
 Strange he cannot
 do
 a
 SUM !

He can knit and he can hemstitch ;
 He can draw and paint and sing :
 He can work in wood and leather,
 He can knot the festive string ;
 He can weave a mat superbly,
 And in stringing beads excel.
 Truly Willie is a wonder—
 Strange he cannot
 read
 and
 SPELL !

Willie's father, as it happens,
 Is a queer old-fashioned crank
 Who contends, in education,
 The three R's should hold first rank,
 And it grieves him that his offspring
 Should grow up in ignorance quite,
 So he's buckled down to business
 And is teaching
 Bill
 at
 NIGHT !

—*Chicago News.*

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, May 29th, 1908.

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.; Professor A. W. Kneeland, M.A., B.C.L.; Rev. A. T. Love, B.A.; H. B. Ames, Esq., B.A., M.P.; Hon. J. K. Ward, M.L.C.; John C. Sutherland, Esq., B.A.; Professor James Robertson, LL.D., C.M.G.; Rev. E. I. Rexford, LL.D., D.C.L.; S. P. Robins, Esq., LL.D., D.C.L.; W. L. Shurtleff, Esq., K.C., LL.D.; Rev. E. M. Taylor, M.A.

Apologies for the enforced absence of Principal W. Peterson, LL.D., C.M.G.; Hon. S. A. Fisher, B.A., M.P.; Gavin J. Walker, Esq.; P. S. G. Mackenzie, Esq., K.C., M.P.P.; John Whyte, Esq., and the Hon. Justice McCorkill, were submitted.

The minutes of the last meeting were read and confirmed.

The Secretary reported that the Government had approved the payment of an indemnity to Aaron Machin as recommended by the Committee at the last meeting, and that the balance of the McGill Normal School Funds, amounting to \$6,069.05, had been received and placed with the Treasurer of the Province to be held in trust for the payment of the bursaries for which it is liable.

He reported also that the amendments to the school law, that were recommended by the Protestant Committee at its meeting in November last, had been translated and laid before the Roman Catholic Committee at its meeting of the 13th of May inst., with the result that the latter Committee had passed the following resolution:—

“Que le projet de loi transmis par le comité protestant soulève des questions dans lesquelles les intérêts des catholiques et des protestants se trouvent collectivement concernés et sont ainsi, aux termes de l'article 48 de la loi de

l'instruction publique, de la compétence exclusive du Conseil de l'instruction publique, "qu'il n'y a pas lieu, en conséquence, de soumettre ce projet de loi à un sous-comité conjoint des deux comités."

The Secretary was instructed to take steps to bring about a meeting of the Council in September, if possible, for the discussion of the proposed amendments. A sub-committee, consisting of Dr. Rexford, Mr. Ames, Judge McCorkill, Dr. Robertson, Dr. Shaw and Prof. Kneeland, was appointed to prepare a statement prior to the meeting in support of the various proposals.

Two communications were submitted from the Teachers' Training Committee. The first recommended that in view of the few applicants for the four months' course, leading to an elementary diploma, that course be abandoned. After discussion the recommendation was adopted.

The second asked that the qualifications for entrance to the advanced elementary course be the grade II. academy certificate instead of the grade I. academy certificate.

It was resolved that the qualifications remain unchanged for the present, but that notice be given that in the year 1910-11 and thereafter the grade II. academy certificate be required.

The regulations of the Protestant Committee were then considered clause by clause and amended. It was resolved that the regulations as amended be printed and submitted to the Lieutenant-Governor in Council for approval, all previous regulations to be at the same time repealed.

Dr. Robins offered his resignation as a member of the Protestant Central Board of Examiners. The resignation being accepted he moved, seconded by Prof. Kneeland, that the Lieutenant-Governor in Council be requested to appoint Prof. George H. Locke, M.A., Dean of the School for Teachers to fill the vacancy.—Carried.

It was moved by Inspector Taylor, seconded by Dr. Shurtleff, and

Resolved,—"That the appointment of E. W. Arthy, Esq., as member of the Protestant Central Board of Examiners, now incapacitated by illness, be rescinded, and that the

Rev. E. I. Rexford, LL.D., be appointed in his stead." The Secretary was instructed to seek the approval of the Lieutenant-Governor in Council to this action.

Dr. Shaw reported that he had received the following letter from the Hon. W. A. Weir, Treasurer of the Province:—

Treasury Department,
Quebec,
Treasurer's Office.

Quebec, 7th April, 1908.

Rev. W. I. Shaw, D D., etc.,
Chairman of the Protestant Committee
of the Council of Public Instruction,
Montreal.

Reverend and dear Sir,—

Referring to the interview on the 2nd instant, of a deputation from the Protestant Committee, which submitted certain recommendations in reference to the distribution of the sum of \$16,866.67, formerly voted by the Legislature for the McGill Normal School at Montreal, and which, by the Statute Edward VII., Chapter 26, ratifying a contract between the King, in right of the Province of Quebec, and the Royal Institution for the Advancement of Learning (McGill University), the Government undertook to appropriate for the purposes of Protestant Education in the Province of Quebec, I am authorized to say that the Government will be pleased to give careful consideration to the recommendations.

The Government recognizes the great care taken in the framing of the recommendations and of the apparent desire of the Protestant Committee to act in the best interests of Protestant education in the Province.

As far as the present Government is concerned, it will always be glad to receive the recommendations of the Protestant Committee on this subject and give them very careful consideration.

Believe me,
Yours very truly,

W. A. WEIR

It was moved by Dr. Rexford, seconded by Dr. Robins, "That in view of the communication received from the Hon. Mr. Weir, the sub-committee on the distribution of the liberated Normal School Grant be instructed to continue their labors and to submit at the September meeting a detailed recommendation for the distribution of the grant for the year 1908-09, and further that they take into consideration in what way the increased grant for elementary schools can be used so as to best further the interests of education in the Province."—Carried.

It was moved by Rev. Inspector Taylor, seconded by H. B. Ames, Esq., M.P., and unanimously

Resolved,—"That this Committee desires to express its appreciation of the statements contained in the communication, under date of April 7th, 1908, from the Hon. Mr. Weir, on behalf of the Government to the Chairman of this Committee in reference to the recommendations submitted for the distribution of the liberated Normal School Grant, and further it desires to inform the Hon. Mr. Weir that in accordance with the spirit of this communication the Committee has instructed the sub-committee charged with this matter to continue its labors and to submit, at the September meeting, a detailed scheme for the distribution of the liberated Normal School Grant for 1908-09 with a view to recommendation for approval of the Lieutenant-Governor in Council."

Inspector Taylor read a report of the sub-committee that was appointed to consider the application of the Association of Protestant Women Teachers of Montreal for amendments to the Pension Fund, and read at the same time a memorial that had been prepared by the said Association. The conclusion of the report was as follows:—

"We are in sympathy with the memorialists in many respects, but their proposals imply a very large increase of the Governmental Grant to the Pension Fund and affects the interests of a very large number of the Roman Catholic teachers. We therefore recommend that the Protestant Women Teachers take such action as they think proper to bring the whole question to the attention of the Roman Catholic Teachers, and in conjunction with them to approach the Government in behalf of their wishes."

The report was adopted.

Mr. G. J. Walker having written to ask that the motion which he brought forward at the February meeting in relation to pensions be held over until he should be present, his request was acceded to.

The report of the sub-committee on June examinations recommended the appointment of the following examiners under the rules that prevailed last year:—"Inspector John Parker, B.A.; Inspector J. W. McOuat, B.A.; Inspector A. L. Gilman; Inspector O. F. McCutcheon, B.A.; Inspector H. A. Honeyman, M.A.; Mr. A. H. Rowell, B.A.; Miss L. E. Lawless; Mr. James Mabon, B.A.; Rev. G. H. A. Murray, M.A.; Miss Ethel Gale, B.A.; Miss Maud Wilkinson, Miss I. Brittain, B.A.; Miss L. Mewhort, B.A."

The report was adopted.

The Chairman read the following digest of the reports of the Inspector of Superior Schools:--

"The reports are submitted by Inspector Parker of the inspection of 24 superior schools during the past quarter. In three of these no specific report of progress is made. In all the rest it is good or fair or excellent, except in Maple Grove, whose progress is poor and whose elementary teacher is without a diploma.

"In Como, Hemmingford and Longueuil the equipment should be improved, especially the closets.

"Lachine Academy is overcrowded, also Fairmont, which has 1061 scholars, also the elementary class room at Sutton.

"In Inverness salaries are again reported as low.

"In Shawville the building is "not a credit to the town. It is one of the poorest school houses in the Province."

"In St. Andrews the prospect for a model school is "gloomy."

"In Cowansville the school has been thoroughly renovated and equipped, and is in excellent condition.

"Flags and flagpoles or halyards are missing in Beebe Plain, Mansonville, Rawdon, Quyon, Maple Grove and Buckingham."

The Central Board was authorized to issue diplomas to the following persons:--

To David H. Christie, M.A.; William B. Jamieson, M.A.; and Charles N. Crutchfield, B.A., academy diplomas of the first class.

To Ernest W. W. Hodgins an academy diploma of the second class, after passing a satisfactory examination in Latin and Algebra as laid down in the syllabus for such diploma.

To Alfred E. Cadman and Miss Ethel Wain model school diplomas of the first class.

The application of R. Hodgins was not entertained, and that of Mrs. C. C. Macdonald was left over for further information.

It was moved by Professor Kneeland, seconded by Mr. Masten, that the Central Board of Examiners be authorized to grant academy diplomas of the first class to Mr. I. O. Vincent, M.A., Miss Alice Massé, B.A., Miss B. Wisdom, B.A., Miss Annie Slattery, B.A., and such other graduates in Arts as have taken the course in Pedagogy in McGill University, and have passed the examination thereon, provided that satisfactory evidence be produced that they have given an equivalent for the fifty half-days of practice teaching demanded by regulation.—Carried.

The sub-committee to prepare for the distribution of the Superior Education Grant in September was re-appointed.

The Hon. J. K. Ward introduced the question of taking steps to secure legislation to compel parents to send their children to school, but owing to the lateness of the hour the discussion was postponed.

The meeting then adjourned to meet on Friday, the 25th of September next, unless called earlier by the Chairman

GEO. W. PARMELEE,
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 25th of April (1908), to detach from the school municipality of Saint Jérôme de Matane, in the county of Matane, the village of Saint Jérôme de Matane, such as erected for municipal purposes in virtue

of a proclamation of the Administrator of the Government of the Province of Quebec, dated the 2nd of June, 1893, and to erect the village into a distinct school municipality by the name of "Village of Saint-Jérôme de Matane."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 25th of April, 1908, to detach from the school municipality of the town of Bedford, in the county of Missisquoi, the lots having on the official cadastre of the township of Stanbridge, the numbers 2087 and 2088, and to annex them to the school municipality of Saint Armand West, in the same county.

The foregoing changes will take effect on the first of July next, 1908.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 4th of May, 1908, to appoint Messrs. Auguste Brisson, Jean Dubé, Joseph Lévesque, Fidèle Bouillon and Léon Blanchet, jnr., to the office of school commissioners for the municipality of Saint Marcellin, county of Rimouski, no election of commissioners having taken place for several years.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 6th May, 1908, to detach from the school municipality of Whitton, in the county of Compton, the properties in the first range north-east of the township of Whitton, bearing the numbers 27 and following to 43, inclusively, and to annex them to the school municipality of Sainte Cécile de Whitton, in the same county.

Such change shall take effect on the 1st of July next, 1908.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 22nd of May, 1908, to make the following appointments, to wit:

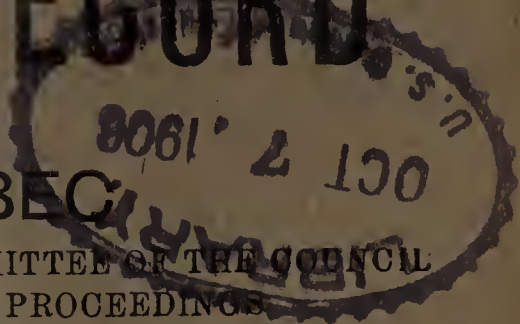
School Commissioners.

Ottawa, Labelle.—Messrs. Arthur Francœur, J. B. Bédard, John Charrette, Dominique St-Pierre and Raoul Noël.

Ottawa, Notre-Dame de la Garde.—Messrs. Arthur Marion and Joseph David, junior, the former, to replace Mr. J. B. Lefebvre; and the latter, Mr. Pierre David, who has resigned.

THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC



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

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

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

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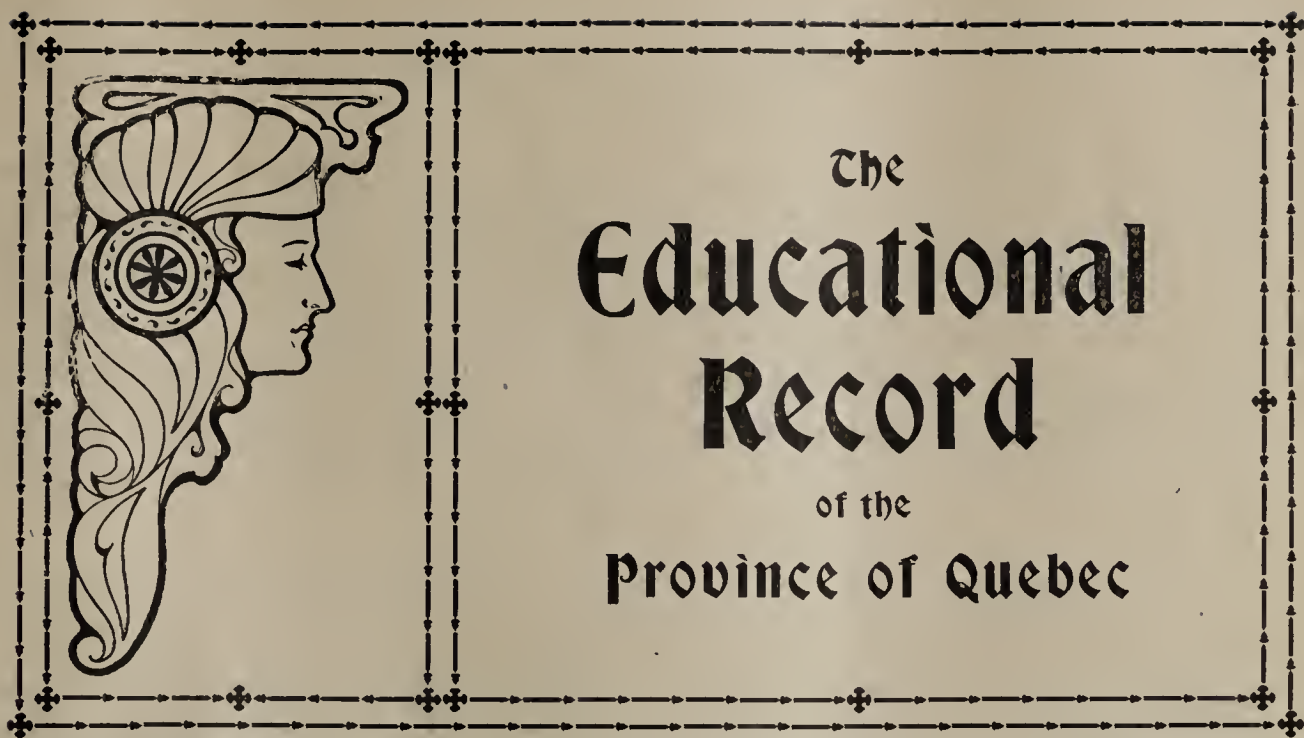
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Nos. 8-9

August-September

Vol. XXVIII

ARTICLES: ORIGINAL AND SELECTED.

DULL PUPILS.

Someone has said that a dull pupil has a right to be dull as much as a bright one has to be bright. In other words, that a pupil has right to be himself, and that means that others must respect his right. With this view of the question we have no dispute, but we desire to examine rather into the right people have to pronounce a pupil dull and then to treat him as unworthy of care and attention.

In the first place there are those pupils who are incapable of progress in study, and these have not only a right to be what they are, but have also a claim on our sympathy and kindness.

Another class are those who are in need of medical treatment, whose parents and teachers have failed to discover the cause of the pupil's inability to study. We have known a number of pupils whose progress was retarded by shortsightedness and inability to see the blackboard. Such pupils were so constituted from infancy and were not aware of their defective vision, having no standard by which to judge. One pupil, a boy, grew up through all his school days completely blind in his right eye, and only discovered his defect when required to use a gun. During

these early years he was noted for his inability to see and to understand at school. A larger class perhaps are those who fail to hear distinctly, owing either to enlarged tonsils or some other fulness of the throat, which causes a pressure against the delicate parts of the ear, resulting in partial deafness. These pupils may be noticed readily by the fulness of their throat and by their inability to swallow easily.

Any teacher may determine the condition of her pupils in these respects by any simple test of the eyes and the ears. If the test gives grounds of suspicion, the parents should be advised, and a medical examination ought to be given as soon as possible and the defect removed. With its removal will have gone much of the dulness of the pupil, whose gratitude will be commensurate with his relief.

BACK AGAIN TO SCHOOL.

Back again to school, dears,
Vacation days are done;
You've had your share of frolic,
And lots of play and fun.
You've fished in many a brook, dears,
And climbed up many a hill;
Now back again to school, dears,
To study with a will.

We all can work the better
For having a holiday—
For playing ball and tennis,
And riding on the hay.
The great old book of nature
Prepares us plain to see
How very well worth learning
All other books may be.

So back again to school, dears,
Vacation time is done;
You've had a merry recess
With lots and lots of fun.

You've been like colts in pasture,
Unused to bit and rein;
Now steady, ready children,
It's time to march and train.

—Margaret E. Sangster.

ONCE AGAIN.

Once again the opening of school is upon us, and those are happy schools to which the event comes as a pleasure. Teachers and pupils for the most part are glad to assemble again after a satisfactory rest during the weeks of vacation. Many are the resolves for the new year that have been formed for the opening of school. These resolves are made by both teachers and pupils, and it is well, when these tiny resolutions are noble in their purpose and kindly in their sentiment. Even though many of them perish with the handling or be forgotten and never brought to view, it is a good thing that the pupils meet the teachers with a spirit of good-will and co-operation. On the other hand, that is a wise teacher who greets these tender and sympathetic advances of her pupils in a spirit of mutual good-will and appreciation. Every expression of friendship on the teacher's part will be greatly valued by her pupils and her reward shall be a kindly-disposed and well-ordered school, in which obedience and service are a pleasure to her pupils.

OUR INDIAN SUMMER.

More than we think, this pleasant spell of autumn weather helps to lighten the change each year from the holiday freedom of the summer vacation to the confinement and restraint of the class room. This is due chiefly to the pleasant atmospheric conditions, which permit of an abundant ventilation, flooding every part with pure and invigorating air. In this way every system is cleansed of its impurities and given that life and energy pertaining to youthful lives under proper conditions. Every teacher has experienced the pleasure of teaching during these pleasant

autumn days, but perhaps few have sought to know the secret of the pupils' readiness to study and to obey. Careful oversight in respect to ventilation ought to be one of the teacher's first duties, and of equal importance is it that she should urge upon her school board any serious hindrance to proper ventilation. When our pleasant autumn has passed away and colder weather settles down upon us, then is the time to use our experience of the autumn and seek to provide a proper supply of fresh air for our class rooms, and thus continue the happy influence of our pleasant Indian Summer.

CHOICE OF SEATS.

Perhaps one of the most important factors in the discipline of a school is the matter of seat-mates, when the seats accommodate two pupils. The teacher should always reserve to herself the right from the beginning to place the pupils as she may deem best. Not only is it essential to the order of the school that certain pupils should not be permitted to associate as they please with others, but it is of prime importance to the majority of pupils, who are at their most impressionable age, that they be kept from those of evil influence. At the opening of school it is often impossible for the new teacher to know her pupils so as to arrange them with respect to these things. However, as soon as good reasons occur why pupils should be separated, no delay should take place; the teacher should act at once. In this matter teachers should notice that the pupil who is set upon giving trouble and idling his time will attach himself to some younger pupil, whom he can influence more readily than he could an equal in age and evil attainment. Once discovered, and this should be done early, such dispositions should be isolated and seated by themselves with plenty to do.

THE PUPIL'S RIGHTS.

Every pupil has his rights, some of them determined by the school law, others by the nature of things. For the for-

mer rights it is sufficient to consult the regulations of our school system, but for the latter, arising out of the nature of things, we wish to plead, briefly.

The pupil has the right to be measured, estimated and valued at his full worth in body, soul and spirit, when he enters school. He has, further, the right to be treated according to this valuation for his fuller development and progress to manhood. By this measurement we do not mean simply an entrance examination, as it is generally understood, but rather a series of observations made by the teacher, whereby the pupil's inabilities, as well as his abilities, are noted and respected. The system, which treats everybody in the same manner, does violence to many, for no two pupils are constituted alike. In the matter of study, itself, former preparation may have much to do with the inequalities of a class of pupils. This lack of preparation, again, may be taken as an index to the backing or moral support of the parents concerned, and, further, since the pupils, who come up to our secondary schools, come from the homes most interested in education in each community, it follows that the opportunities for a thorough preparation were not what they might have been. As far as this inequality is concerned, many principals can testify that a year or two of careful instruction will even up chances and make things equal.

In the matter of temperament or disposition this question of individual treatment is of even greater importance. To some pupils a word is sufficient; to others much persuasion and even compulsion are necessary. Here again we are confronted by the pupil's earlier preparation at his home and with his former teachers. Under these circumstances, to make a regulation with fixed penalties attached is far from wise.

In one other sense the pupil has rights that are often disrespected, namely, in the matter of outlook. Much of a pupil's future will depend on his view of life gained from his teacher's outlook on life. Whatever a teacher may fail to do in lessons, or punishments, let him not fail to give to his pupils an optimistic view of life and its purposes. A lost lesson may yet be learned, a mistaken punishment

may soon be forgotten, but how can we expect our pupils to free themselves from the baneful influence of despondent teachers? Then let the sun of cheerfulness and hope so characterize our school life that our youth shall go out to life's duties strong and resolute, filled with power to dare and to do.

THE DRY LAND AND THE SEA.

Sometimes pupils ask to know how high the land is above the sea, and the general impression is to give the dry land much more elevation than it really has. In order to give our pupils a general idea of such attitudes, we publish the heights of several well-known places above the "mean tide" of the ocean. These figures are taken from the railway levels and are the levels, or heights, of the stations in the various places enumerated herein. For example, much of Montreal and Quebec are higher than the levels given, but the heights of other parts can be inferred from those given in our list:

Charlottetown, P. E. I.....	8 feet
Halifax, N. S.....	14 "
Quebec, Que.....	20 "
Three Rivers, Que.	55 "
Montreal, Que.—	
Windsor Station	109 "
Place Viger	58 "
Bonaventure	48 "
Mile End	225 "
Ottawa (Central), Ont.	212 "
Toronto, Ont.	254 "
Hamilton, Ont.	306 "
Niagara Falls, Ont.	573 "
Perry Sound, Ont.	602 "
Port Huron, Mich.	608 "
Detroit, Mich.	574 "

These figures give some idea of the gradual rise from the sea to the western end of Ontario. Pupils will notice the big jump from the level of Lake Erie at Niagara Falls (573) to the level of Lake Ontario, or the city of Hamilton (306), with the big falls between.

The following heights may be of local interest to pupils
—Montreal to Ottawa—C. P. R. :

Mils End	225	feet
Bordeaux	75	“
St Martin Junction	110	“
Ste. Rose	85	“
Ste. Thérèse	120	“
St. Scholastique	238	“
St. Hermas	256	“
Lachute	229	“
St. Philippe	263	“
Grenville	210	“
Calumet	194	“
Montebello	166	“
Thurso	186	“
Buckingham	183	“
Hull	189	“
Ottawa	175	“

Montreal to Labelle—C. P. R. (Among the Laurentian Hills.)

Ste. Thérèse	120	feet
St. Jérôme	308	“
Shawbridge	599	“
Montfort Junction	529	“
St. Agathe	1194	“
St. Jovite	704	“
Mt. Tremblant	748	“
Labelle	749	“

Miscellaneous.

Montfort, Que.	1204	“
Sixteen Island Lake	867	“
Arundel, Que.	584	“
Vankleek Hill, Ont.	272	“
Caledonia Springs, Ont.	168	“
Ste. Anne de Bellevue, Que.	113	“
Winchester, Que.	247	“
Richmond, Que.	389	“

From these tables it may be seen that a subsidence of the land, or an elevation of the sea, of 200 feet, would submerge most of the land in Quebec and Ontario, and

leave only isolated peaks here and there as islands in the sea. This, however, would be nothing new, but rather a return to former times, when the ocean did cover our fair land, before it had arisen "by heaven's command, from out the Azure Main." However, by the same command that called our land from out the sea, the deluge shall not come again, yet we may see the leveling process going on in each rain storm and in all the streams, as they flow to lower levels with their quota of soil from the hillsides. This process would in time bring the dry land to the sea level, were it not for internal forces elevating the dry land and obstructions in the channels of the streams, forming settling basins by the way. When we think of the slight elevation we have above the ocean and of its immense depth and volume we may well long for the stability of things and pray that our hills be everlasting and that the ocean keep its bounds.

HEALTH AND TEMPERANCE.

Last year a special instruction was sent to the Protestant school inspectors, requiring them to give attention to this subject and to report thereon regularly each year. The same instructions remain in force for this year, and it is expected that each teacher will follow the subject as outlined in the Teachers' Manual. While sufficient attention should be given to the study of the body to get a general knowledge of its parts and their functions, it is desired that the laws of health should be carefully understood and exemplified. To do this it is only necessary to use good judgment in teaching the subject and to enable the pupils to see the rational basis for such conclusions as the lessons present.

As a sample illustration of such information for class instruction, we print the following extract from Dr. Richardson's writings:

A CONVINCING ARGUMENT

"I was on one occasion able, by a simple experiment, to convey a considerable amount of conviction to an intelligent scholar, who was singing the praises of the 'ruby bumper,' and saying he could not get through the day without it.

“I said to him, ‘Will you carefully count my pulse while I stand here?’ He did so and said, ‘Your pulse is seventy-four.’

“I then sat down in a chair, and asked him to count it again. He did so and said, ‘Your heart has gone down to seventy.’

“I then lay down on the lounge, when he said, ‘Why, it is only sixty-four. What an extraordinary thing!’

“I then said, ‘when you lie down at night, that is the way nature gives your heart a rest, because in lying down the heart is doing ten strokes a minute less. Multiply that by sixty and it is six hundred; multiply it by eight hours, and within a fraction it is five thousand strokes different during the night; and as the heart is throwing six ounces of blood at every stroke, it makes a difference of thirty thousand ounces of lifting during the night.

“When I lie down at night without any alcohol, that is the rest my heart gets. But when you take your wine you do not allow that rest, for the influence of alcohol is to increase the number of strokes; and, instead of getting this rest, you put on something like fifteen thousand extra strokes, and the result is you rise up very unfit for the next day’s work till you have taken a little more of the “ruby bumper.”—“Wine is a mocker, strong drink a brawler; and whosoever erreth thereby is not wise.”—Dr. Sir Benjamin Ward Richardson.

OUR RIDE IN SPACE.

How little we think of our wonderful ride around the sun each year! Yet it is the grandest trip one can possibly think of and, even partially understood, should inspire us all with wonder and admiration. We do not wish to speak herein of its many attractions, but only to point out to our pupils of the senior classes the great distance which we travel each year in going around the sun and the terrific rate of speed at which we go.

It is a common error to suppose that the 365 rotations of the earth on its axis in the year will take the earth around the sun. But, if we remember that the earth’s cir-

cumference is only 25,000 miles, we may readily see that 365 rotations of the earth would only take us 9,125,000 miles. On the other hand, if we take the distance of the earth from the sun as 93,000,000 miles, and double it to get the diameter of the earth's orbit, we get 186,000,000, which, multiplied by 3 1-7, gives us the distance the earth has to travel each year as 558,000,000 miles. From these figures it is evident that the earth has a much greater speed than its rotations would give it, and that it must shoot through space like a bullet rolling over as it goes forward. Next then, let us see how fast the earth does shoot through space; so as to be in time for the new year gatherings of its people. To do this let us reduce, first, 365 days to seconds, which gives us 31,536,000 seconds in one year. Then divide the number of miles in the earth's orbit, 558,000,000, by 31,536,000, and we obtain the wonderful answer of 18 miles per second as the rate at which we dodge along through space! The speed of a rifle bullet is nothing when compared with the speed at which we travel toward the end of each year, yet we often endeavor to pass time, or even kill it, as if it were too long and the end were slow to reach us.

Well may our old world and its inhabitants join with the other spheres in—

“Ever singing as they shine,”

“The hand, that made us, is divine.”

SUPERINTENDENT'S REPORT.

Though rather late in presenting a synopsis of the Superintendent's report for the year 1906-7, it may be well to present our readers with a brief resume thereof, more especially since few boards receive the report and are not in possession of its valuable information.

During the year there were paid for the support of education the following sums:—

Paid by taxpayers, general tax.....	\$2,017,294
Paid by taxpayers, special tax.....	232,598
Paid by taxpayers, monthly fees.....	283,008
Fees from subsidized educational institutions.	1,517,741

Total paid by the public..... \$4,050,741

The following amounts were paid by the government:—

Superior education	\$87,410
Public schools	160,000
Poor municipalities	14,000
Normal schools (French and English).....	59,000
Schools for deaf and dumb and blind.....	17,390
Teachers' Pension Fund.....	13,000
School inspection (47 inspectors).....	43,000
Council of Public Instruction.....	7,550
Prize books (Catholic and Protestant).....	2,000
Grants to certain superior educational institu- tions	4,000
Grants to night schools.....	12,000
School Museum (at Quebec City).....	600
Council of Art and Design.....	15,000
Special grant in virtue of the act 60 Victoria, chapter 3	100,000
School of Navigation, Quebec City.....	1,000
Superintendent's report (publication of).....	700
Bonuses to teachers.. ..	1,000
	<hr/>
Grand total paid by the government.....	<u>\$540,650</u>

Grand total paid by the taxpayers and the gov-
ernment combined

	<u>\$4,591,391</u>
--	--------------------

Thus it will be seen the government pays somewhat more than one-ninth of the total cost of maintaining the schools for the year. There were 4,684 elementary schools under the control of Roman Catholic boards, being an increase of 38 schools, while there were 869 under the control of Protestant boards. These two classes of schools contain respectively 180,981 and 28,899 pupils of school age, or 209,880 pupils altogether in our elementary schools. Including all classes of schools, there were in the province 6,523 institutions, containing a total enrolment of 366,756 pupils.

In the Roman Catholic schools there were 4,866 teachers and in the Protestant schools 1,179 teachers. The aver-

age attendance of pupils enrolled was 72 per cent. in elementary schools, 81 per cent. in model schools, and 85 per cent. in academy schools.

There were no less than 57 night schools, attended by 6,140 pupils of both sexes.

The number of teachers without diplomas in Protestant schools increased during the year by 48, while those in the Roman Catholic schools increased by 61, making a total of 109.

The average salary, however, has gone up somewhat. In Roman Catholic schools lay female teachers get \$300 per year and in Protestant schools \$600 per year more than in the previous year.

Throughout the report breathes encouragement and enumerates many instances of improvement and progress, chiefly in material things in rural parts. These matters are also referred to at length by many of the inspectors in their general reports.

Reference is made to the closing of McGill Normal School, and the hope is expressed that our need of teachers may soon be supplied from the new schools at Ste. Anne de Bellevue.

Kindly reference is also made with regard to the staff of the former school and especially of its honoured principal, Dr. S. P. Robins, who "had nobly done his duty," and who "would be kept in grateful remembrance" by generations of students from the Normal School.

Dr. G. W. Parmelee, who represented Quebec at the Federal Conference on Education, is mentioned as having fulfilled his mission in a tactful and competent manner.

The government's attitude as quoted in the report is one of practical interest and increasing assistance to all branches, both in the populous sections and in the rural parts. The methods vary, but the purpose is the same. Three new special schools are to be founded in Quebec and Montreal for the commercial and technical education of city pupils, while increasing grants to the needy rural schools were being made. On the whole the tone is one of hopefulness and co-operation in behalf of our schools.

FOR THE PUPILS.

A FEW INSECT MUSICIANS.

Surely you have heard them—a band of insect musicians—it is a treat! Who are they? Why, the crickets and their cousins, the grasshoppers, locusts and katydids. They all carry fine musical instruments with them wherever they go. So a concert or serenade can be given at a moment's notice, and I fancy they never made the excuse, "I can't; I am out of practice!"

I have been kept awake many a night by the little glossy brown or black house cricket, which, well hidden behind some article of furniture, insisted on treating me to a musical programme.

"I wonder if he makes it with his mouth?" I have asked, and I decided to really find out, and was surprised to know where all that noise came from. You know, a cricket is not slender like a grasshopper, but is short and thick, and looks like he is carrying a little bundle of something under his wings all the time.

Well, near where his left wing-cover joins his body he has three veins on his wing. The largest is rough like a file, and this is his "bow" for his violin. He—I say "he" because Mrs. Cricket cannot make music—draws this rough vein across the right wing-cover, which trembles and quivers and gives out sound—his music, in other words.

The field cricket sings all day, while the house cricket (my friend) takes the night for his concerts.

In Spain crickets are so popular they have little cages for them, like we do for our canaries; but they have only one cricket in a cage, as they will fight if put together.

"The Murmurer," as Mr. Grasshopper is called—and I don't see why, as his songs to Mrs. Grasshopper are so loud and shrill—makes his music by rubbing his wings together. He has a little piece of skin like a tight drumhead set in each wing, and as he moves his wings, these tiny drums vibrate—thus his music.

Mrs. Grasshopper doesn't have a drum in her wings, but listens to her lord's music with her ears, which are on her

forelegs! Isn't it queer?' Think of having one's ears in such an inconvenient place as near a knee! Or, as the locusts have, on each side of the abdomen. At least, they have a round plate there, which is supposed to be an ear, on each side.

Mr. Grasshopper sits perfectly still while making his music, looking very grave and quite correct, in his long-tailed dress-suit coat, which he always wears.

Mr. Locust, however, stands on his two front forelegs, and is really a ludicrous sight as he lifts his hind legs and draws one by one, and then both together, across his wings. The inner side of his hind legs has rough, file-like edges, and the wings thick veins, like cords, and the file of the legs on the cord of the wings produce the sound. He is a finished musician, too, for he can make two tones, and as one or two legs are used, make music loud or soft.

The beautiful light green katydid sings only at night, and his song, "Katydid, Katydid; Katy broke the teapot lid; Katy-didn't," and all the different versions of it, is one of my earliest recollections.—Mrs. Helen B. Bell, in "Baptist Boys and Girls."

HOW SNAKES HEAR.

(From St. Nicholas.)

Snakes have no external ears, but inside the head the ear bones are very crude.

Snakes "hear," however, by feeling vibration of sound on their delicate scaly covering and searching for sound vibrations by protruding the wonderfully sensitive tongue, which is filled with thousands of microscopic nerves.

Their sight is very keen in distinguishing moving objects.

QUICK IN THE WRONG SPOT.

"He has a quick temper, you know," was the excuse given by a friend in behalf of a boy's rude act.

"Is he quick at his lessons?" was the question.

"No," was the reply.

“Is he quick at sports?” the questioner went on. Again the answer was, “No.”

“Is he quick in obedience?”

“No.”

“Well,” said the questioner, with a twinkle in his eye, “if he has so little quickness, he'd better use it where it will do some good. It's clear waste to put it on his temper.”
—Home Herald.

NEXT YEAR'S SUPPLY.

One of the constant anxieties of the Protestant population of our province is its annual supply of qualified teachers. At a recent meeting of the Central Board for the admission of candidates for entrance to the Normal School it was found that the probable number of students would be practically the same this year as last year, namely, 115 of all grades. This does not, however, include the academy diploma, as only graduates in arts can receive this class of certificates from the Normal School. Besides the Normal School supply for last year a number presented themselves in the month of June last for the second class elementary diploma given to those who have taught successfully for two years on Grade II. academy certificates and passed in art of teaching and school law. Of these only 14 were successful; still, even this will increase the number of the qualified and help the situation somewhat.

CONFERENCES.

During the months of September and October each inspector is required to hold a series of conferences with his staff of teachers. The purpose of these conferences is to discuss the best methods for accomplishing the school work for the year. While it pertains to the duties of the inspector to hold the conferences, it is the duty of each teacher to be present and receive such assistance as may be derived from the lectures given. The expenses of each teacher are paid by the inspector out of funds provided by the government and the day is given by school law, so that no teacher should fail to attend unless for valid reason.

On the other hand, the programme enacted must have in it much that is helpful to any teacher fully interested in her school work. Credit is also given in the year's results for attendance at the annual conference. It is confidently hoped that each inspector, having done his best in preparation, will be assisted in the conference work by the hearty co-operation of his teachers.

In order to maintain a degree of uniformity in conducting the conferences with teachers, the following provisional programme has been issued by the Superintendent of Public Instruction for the guidance of the inspectors:

TEACHERS' CONFERENCES.

1908.

PROGRAMME.

Discipline.

- I. How to maintain discipline in school.
 1. By good government.
 2. By a proper use of punishment.
 3. By a proper use of rewards.
 4. By the personality of the teacher.
 5. By the legitimate use of child activity.
 6. By good physical surroundings.
- II. How to deal with certain specific cases of discipline.
- III. The formation of character in school.

Method.

The double nature of Education.
Education and Instruction.

I. Method as Influenced by the Learner.

Principles of Teaching.

1. From the individual to the general.
2. From the concrete to the abstract.

3. From examples to rule, etc., etc.
4. From the known to the unknown.
5. From the simple to the complex.
6. From the indefinite to the definite.
7. From the empirical to the rational.

Method as Influenced by the Subject.

1. The Analytical Method.
2. The Synthetic Method.

III. Method as Influenced by the Teacher.

1. The Monologue Form.
2. The Dialogue Form.
3. Questioning and Answering.

Reading.

1. The value of Reading.
2. The problem in teaching Reading.
3. The essentials of a good method.
4. The quality of a good Reading.
5. Methods of teaching Reading.
6. The management of a Reading Lesson.
7. Notes of a Reading Lesson.

Spelling.

1. Difficulties of Spelling.
2. Causes of these difficulties.
3. Methods of teaching Spelling.
4. How to teach rules of Spelling.

Writing.

1. Moral value of Writing.
2. Mechanical aids to Writing.
3. How to teach Writing.
4. The relative value of copies in Writing.

5. The characteristics of good Writing.
6. The chief styles in Writing.
7. The chief errors in Writing.
8. Plan of a Writing Lesson.

General Topics.
The Question Box.

SOME "DONT'S."

Don't snub a boy because he wears shabby clothes. When Edison, the great electrical inventor, first entered Boston he wore a pair of yellow linen breeches in the depth of winter.

Don't snub a boy because of the ignorancé of his parents. Shakespeare, the world's poet, was the son of a man who was unable to write his own name.

Don't snub a boy because his home is plain and unpretentious. Abraham Lincoln's early home was a log cabin.

Don't snub a boy because of his physical disability. Milton was blind.

Don't snub a boy because of dullness in his lessons. Hogarth, the celebrated painter and engraver, was a stupid boy at his books.

Don't snub a boy because he stutters. Demosthenes, the great orator of Greece, overcame a harsh and stammering voice.

Don't snub anyone. Not alone because some day he may far outstrip you in the race of life, but because it is neither kind nor right, nor Christian.—The Junior Herald.

A BUSY TRAVELER.

The sun gets up in the east
And goes to bed in the west,
And in all that time he never
For a moment stops to rest.
And when from our sight he passes
And the night falls cold and gray,
He is traveling round in China
In just the self-same way.

I SHALL NOT PASS THIS WAY AGAIN.

I shall not pass this way again
But far beyond earth's Where and When
May I look back along the road
Where on both sides good seed I sowed.

I shall not pass this way again,
May Wisdom guide my tongue and pen,
And Love be mine that so I may
Plant roses all along the way.

I shall not pass this way again,
May I be courteous to men,
Faithful to friends, true to my God,
A fragrance on the path I trod.

—Harper's Bazar.

THE SALOON BAR.

A RECITATION FOR BOYS.

A bar to heaven, a door to hell;
Whoever named it, named it well.

A bar to manliness and wealth,
A door to want and broken health.

A bar to honor, pride and fame,
A door to sorrow, sin and shame.

A bar to honored, useful life,
A door to brawling, senseless strife.

A bar to all that's true and brave,
A door to every drunkard's grave.

A bar to joys that home imparts,
A door to ears and broken hearts.

A bar to heaven, a door to hell,
Whoever named it, named it well.

LANGUAGE.

Composition work in our schools is frequently, if not usually, distasteful. Mr. Chubb says, "Expression is natural and necessary to the child; and wherever there is expression, be the medium what it may, there is composition. If the medium is words, oral or written, the child is engaged in the process of literary composition."

Children do not object to giving oral expression to what fills their souls. In fact, we frequently find it necessary to suppress this expression of their ebullient spirits. It is clear then that oral composition is not necessarily distasteful to children. The child usually asks no greater pleasure than to be allowed to pour forth the contents of his mind or the experiences of his life.

It is only when the child is required to talk about something in which he takes no real interest that he would rather be excused from talking. We frequently ask children to tell us about things and subjects of which they have but little or no knowledge, and in which they have but little or no interest. Then the oral delivery resembles dripping water rather than a flowing stream, and this feeble, halting attempt at oral composition is weariness to all concerned. It is as unprofitable as it is uninteresting.

The child, then, should be asked to talk about something that has found a place in his mind. There are, of course, many things lodged in the minds of children that we do not wish to intensify by having the children tell about them, and there are many experiences in their lives that we do not wish to have them live over again in story. If children are to talk for us as a profitable composition exercise, some direction must be given to the course of the stream of thought and the flow of words.

It is here that a demand will be made upon the ingenuity of the teacher; but if the teacher recognizes the principle just suggested, she will usually be successful in her application of it. The person who understands the principles underlying an art, a science or a method is usually successful in the application of those principles.

Of course every oral recitation is oral language work, and we drill and drill in order to fix the subject matter in the mind of the child and to make certain words a part of his vocabulary. But these oral recitations frequently do not call forth the freest oral expression from the child. This is because the child, in his course through school, is always in a sort of twilight belt. When he gets into the clear light on any subject he leaves it behind and moves on toward the realm of darkness that is before him.

It is good for a child to be allowed to talk about something that he knows well and that is of great interest to him. This gives him confidence in himself, and it stimulates the class to hear one of the pupils talking for a considerable length of time and using clear, well-formed sentences.

The subjects or things in which different children are interested and on which they are well supplied with information may easily be discovered by the teacher, if she will encourage the children in her class to talk freely to her at proper times.

During the absence of the teacher on one occasion the person in charge of the class had a most interesting and profitable oral language lesson by allowing a number of the pupils to talk about Robinson Crusoe. A short lesson in the reader taken from Robinson Crusoe led to the discovery that quite a number in the class had read the book recently, and they were anxious to tell about it. The other members of the class were equally anxious to listen. The time passed rapidly, and all were benefited as well as interested.

On another occasion a boy was allowed to give an account of an illustrated lecture that he had heard the night before. He spoke fluently and the information he brought to the class was valuable. The same boy will talk in a halting manner if he is called upon to talk about something in which he has but little interest.

Every child should at some time have an opportunity to give oral expression to something in which he is especially interested. If a dull pupil knows something that is not

known by other members of the class, by all means let him tell it. That has been the means of arousing many a discouraged child. The realization that he knows something that the supposed brighter pupils do not know has stimulated many a child to an activity entirely new to him. This is a further reason for having children talk about things in which they are, so to speak, specialists.

The question of the correction of errors in oral language must also be considered. Sometimes a mistake may be corrected just when it occurs, but usually there should be no interruption of oral expression in order to point out an error. Either a mental or a written note should be made as mistakes occur, and the correction should be attended to later. These mistakes may be made the basis of a written lesson at another time.

We are all less exact in speaking than we are in writing. We should feel mortified many times, no doubt, if all we say during the day in the presence of our class should be taken down and then read to us at the close of the day. Of course, we find this same tendency on the part of the children, and their attention should be called to it whenever possible in order to put them on their guard.

As an illustration of this, two sentences from actual class room work will be given. As an experiment a pupil was asked to tell of a visit to the Commercial Museum. Then the class wrote a composition on the subject. A portion of this pupil's talk was taken down in shorthand without the speaker's knowledge. The part thus taken was an account of a picture given in the illustrated lecture heard there.

Here is a sentence from the oral account: "They all have little urns or pitchers and after they drink of the water they fill these pitchers and carry them to their houses to sprinkle the idols with it that they have there."

Here is the same thing from the written account: "After bathing they drink some of the water and take a little home in a jar or urn to sprinkle over their idols."

It will not be possible to correct all of the inexact and poorly constructed sentences in the oral work; but if only a few are brought to the attention of the children that will

serve to put them on their guard. This will improve their oral language, and, after all, oral expression is the most practical thing we teach. Oral expression is almost continually in use. No other knowledge that the school furnishes is applied to such an extent.

—J. Frank Byler in "The Teacher"

ANNOTATED EDITIONS.

A recent number of "Scribner's Magazine" contains an amusing parody of the methods of textual annotation pursued by the pedagogic pedant:—

BAA, BAA, BLACK SHEEP.

Baa, baa, black sheep	1
Have you any wool?	2
Yes, marry, have I,	3
Three bags full;	4
One for my master,	5
And one for my dame,	6
But none for the little boy	7
Who cries in the lane.	8.

L. 1.—"Baa, baa." A favourite phrase in olden times, and still in current use; probably derived from the Latin *beo*, "to make happy."

Was the sheep black by nature, or only for the sake of alliteration?

L. 3.—"Marry." A curious use of the word, probably suggested by the preceding answer, "Yes."

L. 4.—"Three bags full." An allusion to Æolus, King of the Winds.

L. 7 and 8.—Note the ingenious device by which the ethical lesson is conveyed.

Study the text carefully, and calculate accurately what was done with the third bag. Take into consideration all the possibilities—that is, the bag may have been divided among many, or the little boy may have stopped crying.

SUPERIOR SCHOOL EXAMINATIONS.

List containing the names of the ten pupils who took the highest marks in their respective grades at the June examinations of the Protestant Superior Schools:

Grade II. Academy—Number of marks obtainable, 1000.

Percy Corbett, Huntingdon Academy.....	966
Elsie Sellar, Huntingdon Academy.....	941
Jean Hamilton, Huntingdon Academy.....	924
Evelyn Fuller, Sherbrooke Academy.....	908
Iveson Miller, Cookshire Academy.....	891
Jeremiah Sullivan, Gault Institute.....	886
Mary Hyndman, Sherbrooke Academy.....	882
W. T. Cameron, Lachute Academy.....	872
William Gill, Sherbrooke Academy.....	886
Ben. G. Fraser, Lachute Academy.....	863

Grade I. Academy—Number of marks obtainable, 1300.

Eric Sparling, Granby Academy.....	1205
Richard Rowat, Huntingdon Academy.....	1127
Russel Bradford, Granby Academy.....	1115
Jack Dyer, Sutton Academy.....	1110
Caroline Black, Lachute Academy.....	1107
Mamie Holmes, Sutton Academy.....	1098
Lillian Murdoch, Huntingdon Academy.....	1095
Amy Dresser, St. Francis C. School.....	1081
Jean MacLeod, Sherbrooke Academy.....	1069
Egerton Smith, Danville Academy.....	1069
Ethel Anderson, Huntingdon Academy.....	1059

Grade III. Model—Number of marks obtainable, 1200

Homer Derick, Clarenceville Model School.....	1179
Chester Boast, St. Francis C. School.....	1153
Harold Bolt, Ormstown Academy.....	1127
Oliver Craik, St. Francis C. School.....	1119
Agnes Tabrett, Lachine Academy.....	1114
Ida Morrison, Lachute Academy.....	1111
Willie Lamb, Gault Institute.....	1106
Greta Christie, Lachute Academy.....	1102
Bessie Fraser, Lachute Academy.....	1096
Elmer Giles, Lachute Academy.....	1089
Violet Kennedy, Lachute Academy.....	1089

Grade II. Model—Number of marks obtainable, 1100.

Gordon Kimber, Waterloo Academy.....	1012
Alice McKeage, Danville Academy.....	1009
Jennie Forbes, Lachute Academy.....	1003
Florence Hawley, Clarenceville Model School.....	995
Francis Miller, Ulverton Model School.....	985
Clifford Major, Sherbrooke Academy.....	981
Katie Soutar, Danville Academy.....	975
Willie Carson, Danville Academy.....	974
Pauline Bradly, Sherbrooke Academy.....	965
Winnifred Pope, Danville Academy.....	958

Grade I. Model—Number of marks obtainable, 1000.

Robert McIntosh, Beebe Plain Model School.....	942
Minnie Jones, Fairmount Model School.....	923
Theo. Latimer, Fairmount Model School.....	915
Eileen Flanagan, Fairmount Model School.....	911
Errol French, Sawyerville Model School.....	910
Chas. Westgate, Aberdeen Model School.....	909
Rachel Schmilovitz, Victoria School.....	908
Frank Swetland, Fairmount Model School.....	905
Ruth Palmer, Stanbridge East Model School.....	899
Marguerite Collins, Clarenceville Model School.....	896

THE REAL VALUE OF EDUCATION.

When we think of the army of millions of teachers consecrated, and the capital of billions of dollars dedicated to the one cause of education, we naturally ask, does this vast investment pay? Do the results obtained justify the expenditure of mind and money?

Education deals with the mental rather than the material. Its avowed object is to develop the intellect and afford the mind a ready and easy comprehension of the relation of matter and of the laws of nature.

But a higher and holier purpose than this is the formation of character. The education that does not make character-forming primarily important falls far short of the ideal. The teacher who does not infuse a moral training along with the mental had better leave teaching alone.

Character holds to the educated mind the same relation that the track has to the train, at once furnishing a foundation upon which to work and directing its course. Or, to better gain an idea of the relative importance of character, imagine, if you will, a great ship having suddenly lost its rudder at sea. It is driven at random by every wind and wave and soon is dashed upon some shoal with destruction to itself and those connected with it. So it is with the unprincipled man on the sea of life. He has capacity but accomplishes no good in the world because he is guided by no principles of ethics or religion. On the other hand: when a child who has been brought up in the way he should go reaches manhood, he is ready to assume the responsibilities which necessarily devolve upon him. He goes forth into the world possessed of a conscience and a power for doing good. That man exerts an influence on his fellow man that is not lost for ages. And so it seems to me that the greatest responsibility of the teacher lies in the building of character with the pupils entrusted to his charge. The teacher comes into close contact with his charges, and works upon them in a formative period of life. The teacher's life and character are absorbed by his pupils and reflected in their after life.

The aim of the teacher should be higher than merely making a living. It should be the making of lives which will take an active part in the world's work. If character is the track, then we must have a strong mental power, and a train of ideas in order to accomplish much good. It takes the happy combination of character and education to make the really great. Nothing more eulogistic can be said about a man than that he is a Christian gentleman and a scholar. A man with such qualities is a God-send to any community. He has the welfare of the community at heart and he leaves no effort unspent for the advancement and enlightenment of his fellow-men. Men respect and revere him. His opinion is sought and considered worthy on all subjects.

Some part of the machinery of a great factory in a town once got out of order. The whole mill came to a standstill. Two hundred men stood idle, and no one was there

who could discover the trouble. The manager finally sent to a town some fifteen miles distant for a master mechanic. This man, after a few strokes with his hammer, had the whole machinery at work again. The mechanic made out his bill as follows: "To Know What to Do, \$40.00; manual labor, 75 cts.; total, \$40.75." The bill was readily settled. Nor did the manufacturer complain of it as an extortion, for he could easily understand the mechanical ingenuity and the untiring application that had brought about such an intimate acquaintance with machinery.

And in every business in life we find the accomplishments of the brain workers are much more highly appreciated than those of the manual laborers. It must be decided then that a well-trained brain is worth more to a person on becoming of age than ten times its cost would be in money. I count that young man who has a vigorous and healthy intellect and a strong character, with only a few dimes in his pocket, far richer than the stupid, heavy-headed son of the millionaire. The latter whiles away his allotted time of life accomplishing no good, and when he dies the world suffers no loss. The former makes his power felt in the world. He exerts an influence which tends to the general uplifting of humanity. This man, too, dies, but his influence lives down through the ages.

It is within the power of every one to live this influential life. Though we cannot all be geniuses, yet the God who created us has endowed each one with a faculty, which by diligent application may be developed indefinitely. And when it is once developed it stays with us. As Benjamin Franklin with his characteristic terseness once said, "Put your pocketbook in your head, and no one can rob you of it." You have, too, a possession that the world easily recognizes. One may be sure that one's worth will find him out. The day has come when people are no longer judged in terms of their ancestors. It is the individual alone in the man that counts. This is the vital social fact which makes universal education important and necessary. In the days of conquest the brave warrior rather than the scholar was needed. When knighthood was in flower the chivalrous knight held sway. During the eras of colo-

nization nature produced stalwart and hardy men. But we have a new and higher civilization—a civilization of progress which is characterized mainly by intellectual development and broad-mindedness. The great and ever increasing demand in this era is for men of culture and character.

We have as great a need to-day for trained scholars, in this onward march of civilization, as Alexander ever had for trained soldiers in conquering the world.

Thorough public education is being made more and more possible every year. Already in our large cities high standards have been attained in the free school, where youths are taken and developed in character and intellect, without charge, and turned out competent and capable citizens. But unfortunately, the standard of our country schools is not yet adequate to turn out the grade of citizens we have need for. The wise cry is going up from the inhabitants of the rural district for better schools. And this cry must be answered. It is as great a folly to have schools with little or no esthetic and social influences and expect them to produce competent and effective personalities as it is to plant thorns and expect to gather figs. Our great need in the country is for better equipped and better kept school-houses, and our greatest need is for higher salaried and more effective teachers. Too much care cannot be taken in choosing teachers. The youth of to-day is to be the manhood and womanhood of the future. Each generation prepares and largely determines the degree of enlightenment of the next generation. This is the step in the evolution of civilization. No longer ago than in the childhood of our fathers education was considered only necessary to a chosen few. One boy from a plantation or a community was thought to be sufficient to be sent to college. Our fathers, when they came to consider us, realized the mistake of their fathers, and attended more to our education, and now see what a glorious age they have produced! The present generation is laying the foundation for a much broader, more thorough and still more universal education.

We can easily overlook a man's ignorance in this generation, for we realize that in his earlier days the opportunities for obtaining an education were limited. But the next age will have no such justification.

Human life in this world has evolved to such a degree that any vocation may be better sustained by having a trained mind. The farmer needs to study and learn his soils, the conditions favorable to certain crops, the use of fertilizers, and a thousand other things connected with his work. The mechanic needs a course of study to make him proficient in the use of his tools. And statistics show that even with the ordinary manual laborers, those who have had some educational advantages accomplish more in a given time and do it better than the entirely ignorant.

—B. T. Cowper, in *Educational Foundations*.

A NEGLECTED ASPECT OF COMPOSITION.

It has been said that English, though generally considered the easiest subject, is in reality the most difficult one to teach as it should be taught. And composition after its early stages is the most difficult branch of English. It is generally considered that the subjects for composition should be objective rather than subjective; that essays should be given on historical, literary or scientific subjects. The chief aim of composition is looked upon as being to teach the logical arrangement of facts, and the best manner of expressing ideas; more attention is given to the style than the matter of an essay. All this is good in its way, and at the proper period, but when the above aims have been achieved there is another aspect to the teaching of composition, which is too often neglected.

“As it should be taught,” the aim of composition lessons, after the art of building up sentences and connecting them has been mastered, after the value of taking trouble over the form in which ideas and facts are expressed has been appreciated—the aim should then be to arouse thought and imagination. The *raison d'être* of composition for older pupils about to leave school has gone unless the exercise has ceased to be mechanical and grammatical, or

even rhetorical, and has become a stimulating intellectual and ethical one. In its last stage, when the generally accepted ideas regarding composition have been satisfied, the primary objects of the lesson should be, in ascending order of importance, (a) to strengthen the power of expression (of ideas, not facts) in writing, and, indirectly, in speech; (b) to stimulate, and provide subjects for, the imagination; (c) to cause thought on various subjects which might otherwise never be considered, and therefore to give ideas.

Some results of this teaching would be (a) to encourage individuality, and to discourage the commonplace; (b) to bring about, through discussions, that friendly intercourse between teacher and pupil, so desirable, yet so often lacking.

The chief faults in the usual system of treating composition lie in the subjects chosen, in the treatment of the subjects, and in the frequency of the exercises. A great many of the subjects given might be set as exercises in the history, English, or science lessons; and any subject which can be studied from a book, and which requires the reproduction of facts mainly, such as the time-worn "Traveling one hundred years ago and to-day," fulfils none of the above objects. This kind of thing causes pupils to look upon an essay as something external to themselves, as something to be "got up" instead of "thought out."

With regard to the frequency of the exercise, at least three, if not four, lessons should elapse between each essay. The pupils need from one lesson to the next to think about, and discuss, the subject. The notes for the essay should be made out under the teacher's guidance, though not under his direction. When the exercise has been written and corrected another lesson should be taken up in criticising and discussing the work sent in. The habit of giving the pupils an essay to write every lesson precludes thoughtful expression or imagination.

The choice of subjects should depend on what the pupils are, and should be such that the subjects touch the lives and interests and opinions of the class. The essay ought not to involve search in books or newspapers, but searchings of mind and heart. What has been gathered from

outside is not what is wanted, but what has come from within. The great thing is to get the children's own personal private opinion. They have one; for young people think far more than their elders think they do, but they are extraordinarily sensitive over their thoughts. It is a comparatively easy matter to teach the young idea how to grow, when it has once been wooed above ground. And the usual composition exercise, like the usual educational system, gives little opportunity, and less encouragement, to the expression of individuality. We are so much of a pattern nowadays that it is a positive relief to meet anyone who is different from other people and is not afraid of showing it.

The way in which the teacher treats the subject and the aspect of it which he presents to the pupils are no less important than the subject itself. This treatment and aspect should be as negative as possible; that is, it should give very little, and make way for the children to give of their own. Let them write anything at first, so long as it is their own. Let them feel that whatever they write will be appreciated and not ridiculed—that it will be read by a friendly critic. Of course faults in judgment and taste will appear, and, perhaps, an excess of frankness; this gives the teacher his opportunity to guide and restrain. As in all other subjects, almost everything depends on the personality of the teacher. Young ideas, just above ground, are sensitive to the most delicate touch, and grow or shrivel up according to the cultivation given them.

A great aid to the expression and cultivation of opinions is a kind of amateur debating society, with the teacher as chairman. Let the pupils choose their own subjects—it is better to have, at first, slightly undesirable rather than undesired ones. Here again the teacher's guiding and restraining hand can make itself felt later, but at the start very few pupils will speak, and those will only say a sentence or two. Under careful and sympathetic management the thing will grow, and serve many other purposes beyond aiding the composition. It is not advisable to set the discussions as exercises—such a prospect will be sufficient to freeze any "genial current" of speech—but

others suggested by the spoken discussions might be written. The following were among many chosen entirely by a class of the average age of fifteen:—(1) Should boys and girls mix freely together? (2) Is capital punishment justifiable? (3) If a person does a wrong thing, without knowing it is wrong, is he really doing wrong? Perhaps, if some such debates were held in all senior classes, the future men and women might find other subjects of conversation besides cricket and blouses.

The following are a few suggestions for essays on the lines indicated in this article: (1) Autobiographies of inanimate objects such as a mirror, a pencil, a drop of water. These will be inane at first, but after seeing one or two examples many pupils will produce really good things. (2) An ideal school. If the real opinions of the writers can be obtained, the teacher may find many valuable unconscious hints. (3) Is it better to be a boy or a girl? (4) Descriptions of school friends without mentioning names. (5) The description of an imaginary picture. This causes alarm at first; but, if some pupils are allowed to illustrate history or poems or to paint landscapes, others will imagine original pictures, which, in some cases, are of surprising merit. (6) The things most worth having—which essay in being criticised will give the teacher an opportunity of introducing ideals.

An ingenious teacher who really cares for the characters as well as the intellects of his pupils, can find, with some little difficulty, subjects more suitable for his particular form. Something depends on the kind of class, but most depends on the kind of a teacher, and in default of something better, not obtainable under our present curricula, the composition lesson can, in capable hands, become an influential medium for instilling ideas and ideals into our pupils.—*Journal of Education*.

“The true teacher trains his pupils in the proper use of his natural powers, and aims to make him independent of the assistance as well as the authority of others. He develops in him an ability to think, to foresee consequences, to calculate their effects, and in short to govern themselves.”—Dr. Gilman.

DEBATES IN SCHOOL.

BY ONE WHO HAS TRIED THEM.

It was my good fortune to have charge for a year of an exceptionally bright class of children in the advanced department of an elementary school in the west of Scotland. They were twenty in number, their ages running from fourteen to sixteen, and it could not be said that there was a dullard among them—practically all of them being inclined to study. They were of the kind that causes a teacher to regard his work as a pleasure. Pleasure, indeed, it was to me, for while teaching them I was benefiting myself more than I would have done had I been attending classes. Many things had to be looked over the night before, for it is wonderful how rusty one becomes in some subjects after a lapse from the study of them.

Conforming to the regulations, each pupil had a notebook in which were entered such things as would repay remembrance. These books became, in a short time, veritable encyclopaedias, and it was my custom to lift one occasionally, and, just to train their memory, to ask questions on what I saw written. Sometimes a debate in miniature was held, as, for example, when I asked reasons for certain answers given; and it was this giving of reasons, this causing each pupil to think and dress his thoughts in proper garments, that led up to our first set debate. Some remark had been made about home lessons, causing me to inquire if they had too much to do at night. Conflicting replies were given, and it was suggested that we might have a debate on the whole subject—Should Home Lessons be given? We agreed to set apart the English hour on the following Friday for the purpose, and, as far as speakers were concerned, I agreed to wield the cudgels on behalf of those who wished a continuance of home lessons. One of the smartest of the boys agreed to lead the opposition.

The great day came, and as the hour approached I noticed many of the pupils referring to pieces of paper which, on inquiry, proved to be “speeches” which each one intended to deliver. I appointed myself chairman, and, be-

fore opening the debate, intimated a few rules for the guidance of all who were taking part. There were to be no interruptions; each one was to address the chair; as far as possible, the "speeches" were not to be read, the paper to be used for reference only. This done, I said a few words in support of home lessons being given, pointing out, among other things, that at their age it was proper that they should cultivate habits of study outside school hours, that the time spent in school was hardly sufficient to enable us to cover the work required, etc., etc. Of course it will be understood that I strictly limited my remarks, as I wished more particularly to ascertain what they had to say on the subject. My opponent then rose, and in an extremely clever, connected speech, showed up the evils of home lessons—how boys must have some time to play—how some had to go messages and work after school hours, sometimes not finishing until eight, and it would not be fair to ask them to study after that hour—how that he thought school work should be done in school, and that if anybody was inclined to study afterwards, by all means let them do so. Others then rose, and the debate went on merrily for about an hour. Nearly every one took part, some resting content with saying perhaps only one sentence, while others required a full five minutes to unburden themselves. The rapidity with which a former speaker stood up to repel some insinuation cast by a later speaker, and the effective way he did repel it, caused no little amusement. They were very seldom at a loss for a word, and showed a keen debating spirit all through; in fact, one would have thought they had been at it for years, whereas it was only a first attempt. On the conclusion of the debate a vote was taken, the result in this case being a small majority for those who wished home lessons, but it was understood that they were to be given in moderation. On the whole, I had no reason to feel dissatisfied with the result of my experiment, and it was unanimously agreed that debates should be substituted for English on Fridays. For the next Friday, leaders and seconders were chosen, a subject fixed, so that every one had a week in order to prepare for the fray, which, in all the debates we had, they went in for right heartily.

I mentioned the subject of debates to my headmaster, and, as he was rather dubious about their success, he came and heard and even took part in the next one we had. He had no more doubts about the point—their advantages were obvious. They encourage the proper expression of thoughts; they encourage home work and reference to books of all kinds (in itself a very valuable point); the sympathy of the parents is enlisted, a factor that may be said to lighten indirectly the teacher's work; debates also encourage a healthy spirit of inquiry—in fact, in the case above mentioned, the resources of many of the other teachers were laid under contribution.

The debates were continued until the end of the session, even the inspector expressing his approval of the innovation—an innovation which, in a very short time, left its mark on all the “debaters” when they were required to answer questions on other subjects in their curriculum.—*The Practical Teacher*.

STORY TELLING.

Richard T. Wycke, President National Story Tellers' League, New York, N. Y.

One upon a time the writer undertook to teach a little school in a far-off seacoast town. The little village was on a sandy bluff overlooking the sound and the sea. Cut off from the main land by an impossible swamp in the rear, yet shut out from the great Atlantic by an ever-shifting sand bar that lay for leagues along the seacoast, it gave the little town an ideal harbor of shallow water, the home of fishermen and oystermen, whose cottages were scattered for two miles along the seacoast. Being isolated, they were compelled to rely upon themselves, and in doing this they had developed a solidarity of community life, and a manhood and womanhood of purity and simplicity that was as refreshing as the breezes that ever swept their shores.

Amid such surroundings I had my first experience as a teacher. Not having libraries or lectures to help me, I, too, must depend upon self.

I had never studied pedagogy and knew nothing of teaching, except that which I had seen in the university lecture rooms. The teacher who preceded me "heard" lessons and the children "said" lessons. That seemed an easy proposition, for the questions were in the book and the children could memorize and say the answers.

But I soon discovered that the children found no interest in the fact that one word was a verb and another a noun. They memorized the rules and repeated the lessons, but they were not at all interested in the subject. They were bored by this mechanical process, and so was the teacher. Something must be done. One day I told the class the story of "Hiawatha's Fishing." Every child listened with rapt attention. I had found something that they were interested in. I requested the children to write the story out for their lessons the next day. The majority of them did so, and read the story as they had understood and written it down. One little fellow said, "I ain't got no pencil," which meant that he didn't write it. "Tell it, then," I said. He told it in such a racy and realistic way that the class applauded. I had found something that the children liked. The second day I told the story of "Hiawatha's Fasting," then "Hiawatha's Friends," and so on, two stories a week, until we had told the whole story of Hiawatha.

But you ask, "What did that have to do with grammar?" From the story we got the nouns and verbs we studied, and the sentences that the advanced classes analyzed and studied. (The whole school heard the story, it being an ungraded school, with classes ranging from primary to high school.)

What else did we do with the story? Let us see. When the children told the story orally or on paper it was creative work, and better for expression than memorizing. "Mary had a little lamb." The child received a mental picture. He heard the story, and re-telling it in his own words he created afresh the picture, thereby becoming a creator and an artist himself. In reciting "Mary had a little lamb" he was dealing with words only. In telling the story he was dealing with a mental picture.

One day I saw the children playing out on the lawn, and on making inquiries they said, "We are playing Hiawatha and Old Nokomis." They were dramatizing the story. It was taking effect. Had I been a trained teacher I would have let them do it in class as a part of their work. Twice a week we got the words for our spelling lesson from the story. The children were so much interested in Hiawatha that they wanted to make pictures of Hiawatha. Then I let them illustrate the story, writing it in their composition books, and illustrating it. As we studied geography, the upper Mississippi Valley and the Lake Regions all took on new meaning, because Hiawatha had once lived, toiled and suffered there..

But most of all, what had I done for those children? I had fed their souls—given them a masterpiece of literature. Starting with the childhood of Hiawatha, they had followed him and admired him. They had seen him when he caught the King of Fishes, "Slew the Pearl Feather," prayed and fasted for his people, punished "Pau-puk-kee-wis," wooed and won Minnehaha, and when his task was done, sailed away into the fiery sunset.

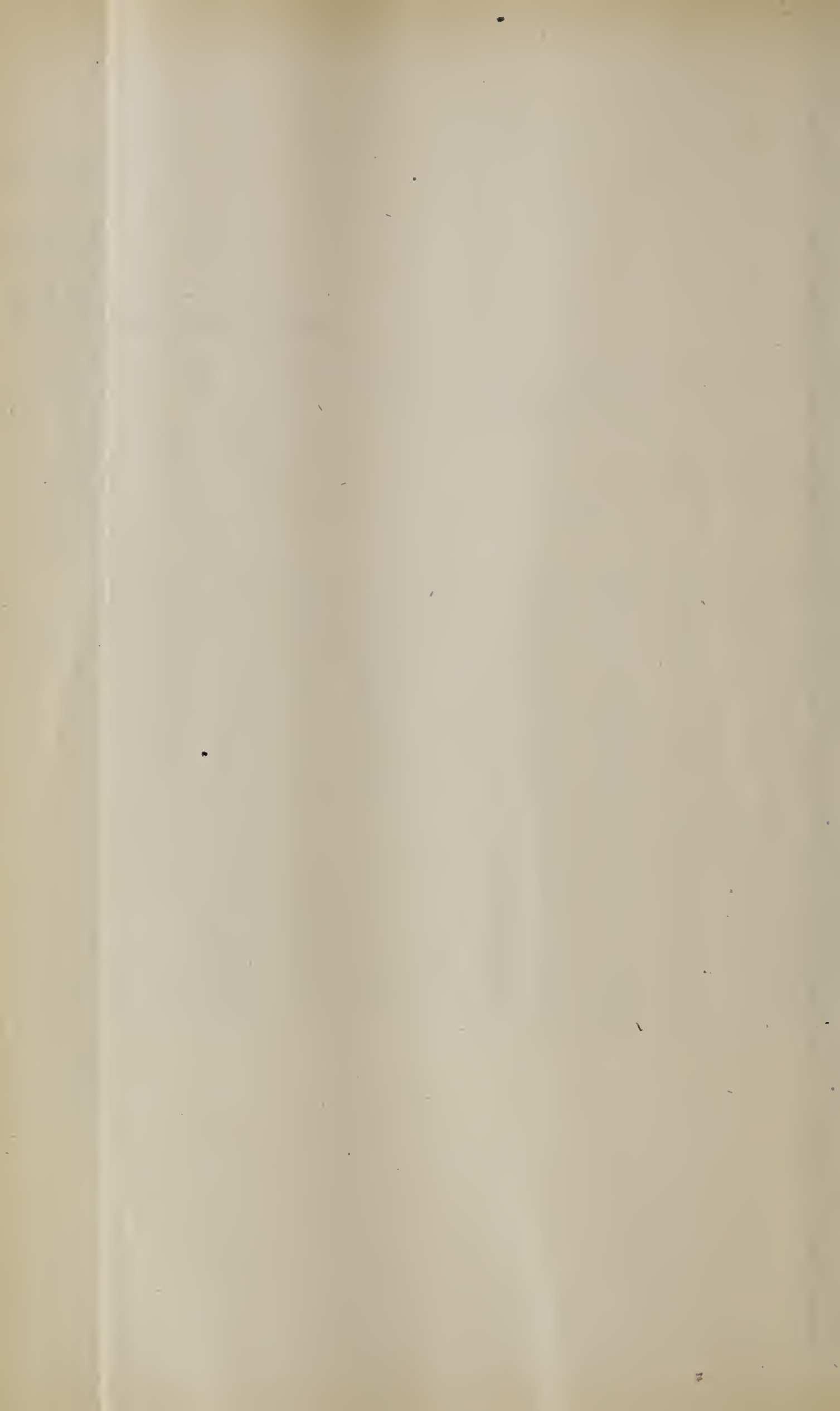
That something inexpressibly sweet and beautiful that I felt in the vision hour, and longed to impart to the children, and heretofore had not been able to, I had at last found incarnate in a hero; while the music, meter and imagery of poetry had awakened the sense of the beautiful, and revealed a new world to them. New life had come into the school. It had been born again, and born from above.

Two months passed. I had tried an experiment; it had succeeded. Grammar, language, composition, drawing, spelling, story telling, had been taught by that method. Formal language had become linked to literature, and thereby to life. The formal had become an expression of the spiritual.

Where could I find another such story. I had recently studied in the university the Idylls of the King. Could the children appreciate the story of King Arthur and the Knights of the Round Table? I feared they could not; but then, I would try them. I must have another story. It was more profound, more complex and more difficult

in every way to tell than Hiawatha. I began with the finding of a naked baby on the beach, the childhood of Arthur, Merlin's work, the sword Excalibur, and Arthur's coronation.

At first King Arthur was not so popular as Hiawatha, but as we got more into the meaning of the story the interest deepened, and at times became intense, especially among the older boys and girls, as we gave Gareth and Lynette, Geraint and Enid, the Holy Grail, Elaine, Guinevere and the Passing of Arthur. As with Hiawatha, the story was reproduced, illustrated, correlated with English history and geography; at the same time it furnished the most excellent material for ethical and aesthetic culture. After the last story was told, the Passing of Arthur, and the children saw, with Sir Bedevere, their king, pass with the three tall queens in a barge over the sea, they stood in wonder gazing on the splendor of his passing. Defeated in the last weird battle in the West, he was victorious in his ideal. "From the great deep to the great deep he goes." The children heard, but did not quite understand. It was the better for that, because it awakened in the child something of the mystery of life and death. In that, it served the highest purpose. It helped the child to realize that there are things in life that "eye hath not seen, nor ear heard." Let it not be forgotten that while we use these great stories for formal work, the formal was always the result of the creative. "The letter killeth; the spirit giveth life." Thus it was that children and teacher left the low planes of the "lesson hearer," and, hand in hand, walked the upland pastures of the soul.—Education.



1908.

PROTESTANT CENTRAL BOARD OF EXAMINERS
SECOND CLASS ELEMENTARY DIPLOMA.

SCHOOL METHODS.

TUESDAY MORNING, JUNE 16th, from 9 to 11.

1. How can a teacher repress (a) Idleness, (b) Unpunctuality, (c) Copying, (d) Tale-telling?
2. What part should punishment play in discipline? What forms would you adopt?
3. Discuss the different methods of teaching reading. Which method would you adopt? Why? Mention some of the qualities of good reading.
4. Enumerate (a) the characteristics of good writing, (b) the chief errors in writing, (c) the essentials for success in writing.
5. Name the three methods for teaching subtraction. State which method you prefer and show how you would teach a class to subtract 289 from 757.
6. Give notes on a first lesson on the teaching of Long Measure.
7. What part of formal grammar need, and what parts need not be taught?
8. Give an outline of a first lesson on the Adverb.
9. What are the chief aims of Object Lessons? Mention some principles to be observed in giving Object Lessons.

SCHOOL LAW AND REGULATIONS.

TUESDAY AFTERNOON, June 16th, from 2 to 4.

1. Explain the following terms:—School municipality, school district, taxable property, rate-payer, religious majority, school year.

2. How are school municipalities divided? What are the limits of a school district? How many children of school age are required to constitute a district?

3. What are duties and powers of school commissioners and trustees respecting:—School assessments, monthly fees, engagement of teachers, dismissal of teachers, payment of teachers.

4. Enumerate the duties of a teacher in regard to:—Promotion of pupils, suspension of pupils, expulsion of pupils, ventilation of school-room, cleanliness of school-house, opening exercises, time-table, religious exercises, preparation for each day's work, degrading punishments, pupils affected with any contagious disease.

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 16th of June, 1908, to detach from the school municipality of the township Tessier, in the county of Matane, the lots having the numbers 1, 2 and 3, of the first range of the township Tessier, and to annex them to the school municipality of Saint Jérôme de Matane, in the county of Matane. This change of limits took effect on the 1st of July, 1908.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 16th of June, 1908, to detach from the school municipality of Notre Dame du Lac, in the county of Témiscouata, the territory situated in rear of the 4th range of the seigniory of Lake Temiscouata,

bounded on the northwest by the parish of Saint Mathias de Cabano, on the west by the school municipality of Saint Eusèbe de Cabano, on the northeast by the parish of Notre Dame du Lac, and on the other sides by the south and southwest lines of the said seigniory of Lake Temiscouata, and to annex this territory to the school municipality of Saint Eusèbe de Cabano, in the same county. This annexation took effect on the 1st of July, 1908.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 16th of June, 1908, to appoint Mr. Honoré Cyr, school commissioner for the school municipality of Saint Canute, No. 1, county of Two Mountains, to replace Mr. Phydime Joly, who no longer resides within the limits of the municipality.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 24th of June, 1908, to appoint the reverend James Barclay, D.D., L.L.D., a member of the Protestant board of school commissioners of the city of Montreal, his term of office having expired.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 24th of June, 1908, to appoint Mr. Alexander Messervey, alderman, a member of the Protestant school commission of the city of Quebec, his term of office having expired.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 24th of June, 1908, to appoint Mr. J. B. Morissette, a member of the Roman Catholic school commission of the city of Quebec, his term of office having expired.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 24th of June, 1908, to detach cadastral lots 7a, 8a, 9, 10, 11, 12, 13, 14, 15, 16, 17a, 18b, 19a and 20a, of the municipality of Restigouche and before forming part of the school municipality of Restigouche and Sellarville, Bonaventure county, from said municipality, and to erect them into a separate municipality for school purposes under the name of "Broadlands."

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 24th of June, 1908, to detach from the school municipality of Saint Edouard de Montréal, county of Hochelaga, the territory bounded on the south by the Canadian Pacific railway track, on the north to the limit of the parish of Saint Edouard, on the west by the lane of Saint Dominique street, on the east starting from the Canadian Pacific track to the centre of Saint Zotique street, by the lanes of Casgrain and de Gaspé streets, from the centre of Saint Zotique street, by the lanes between Gaspé and Alma streets, and to annex this territory to the school municipality of Saint Jean de la Croix in the same county. This annexation took effect on the 1st of July, 1908.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th of June, 1908, to annex the school municipality of the "Côte Saint-Laurent, No. 2," in the county of Jacques-Cartier, to the school municipality of Villeray, in the same county.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th of June, 1908, to detach from the school municipality of Sainte Flavie, in the county of Matane, the lots known on the official cadastre of the parish of Sainte Flavie, as numbers 202 and following to 207 inclusively; 286 and following to 288 inclusively; 492 and following to 497, inclusively; 502, 503, 504, 505 and 506, 508 and following to 530 inclusively; 532, 534, 535; 537 and following to 542 inclusively; 544, 545, 433, 441, 464 and following to 470 inclusively; 473, 476 and following to 481 inclusively; 484, 184 and 185, and to annex this territory to the school municipality of Mont Joli, in the same county.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th June, 1908, to amend the order in council, dated the 19th June, 1907, concerning the erection of the school municipality of Saint Mathias de Cabano, in the county of Temiscouaa, by striking out the words "at the east of Lake Temiscouata," which are found near the end of that order in council, and replacing them by the words "at the west of Lake Temiscouata."

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th June, 1908., to erect into a school municipality, by the name of "La Tuque," the lots situate in the township of Mailhot, county of Champlain, having on the official cadastre of this township the numbers 17A, 17C, 18A, 18B, 19A, 19B, 20A, 20B, 21A, 21B, 22 A-1, and the following numbers to 22 A-37, inclusively, 22B, 23A-1 and the following numbers to 23A-32 inclusively, 23B, 24A-1 and the following numbers to 24A-110 inclusively, 24B, 25A-1 and the following numbers to 25A-93 inclusively, and the No 25B.

This territory did not form part of any other school municipality.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th June, 1908, to erect all property then belonging to the Protestant proprietors of the original township of Tingwick, county of Arthabaska, and forming the dissentient school municipality of Tingwick, into a separate school municipality to be known as the "Protestant School Municipality of Tingwick." This erection came into effect on the 1st of July, 1908.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th June, 1908, to detach from the school municipality of Saint Didace, in the county of Maskinongé, the lots having on the official cadastre of the parish of Saint Didace the numbers 1a, 1b, 2a, 2b, 3a, 3b and 4; the Nos. 17 and following to 34 inclusively of the 1st range of Peterborough; the Nos. 6 and following to 34 inclusively of the 2nd range of Peterborough; the Nos. 12 and following to 34 inclusively of the 3rd range of Peterborough; the Nos. 1a, 1b, 2a, 2b, 2c and 2d, 3 and 4 of the concession southwest Mandeville; the Nos. 1 and following to 7 inclusively of range D, N. E. Mandeville; the Nos. 356 and following to 363 inclusively of the range of Lac Long; the Nos. 360 and following to 363 inclusively of the range des Seize, the Nos. 460 and following to 478 inclusively of the range Sainte-Lucie; the Nos. 451 and following to 459 inclusively of the range du Bois franc; the Nos. 665 and following to 672 inclusively of the concession Victoria;

the Nos. 656 and following to 690 inclusively of the concession of Lake Deligny; the Nos. 701, 702 and 703 of the northeast concession of Lake Mandeville; the Nos. 723 and following to 732 inclusively of the range du Ruisseau Mandeville, and to annex these lots to the school municipality of Mandeville, in the same county, and further to annex the school municipality of Peterborough to the school municipality of Mandeville, in the same county.

His Honor the Lieutenant Governor has been pleased, by order in council dated the 27th June, 1908, to detach from the school municipality of Saint Medard of Warwick, in the county of Arthabaska, the part of the lot known on the official cadastre of the township of Tingwick as No. 39, situated northwest of the River aux Pins, and the lots having on the same official cadastre the numbers 40, 42, 43, 44, 45, 46, 47, 48, 52, 54, 55, 56, 57 and 58, the lots having on the cadastre of the township of Warwick the numbers 38, 39, 40, 41, 42, 43, 43a, 44 and following to 82 inclusively, the number 82a, the numbers 83 and following to 98 inclusively, the No. 98a, the numbers 99 and following to 134 inclusively; the numbers 134a, 135, 135a, 136, 136a, the numbers 137 and following to 202 inclusively, the number 202a, the numbers 203 and following to 212 inclusively, and to erect this territory into a distinct school municipality, by the name of "Village of Warwick." This erection took effect on the 1st of July, 1908.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th June, 1908, to appoint Mr. Joseph Napoléon Miller, a special officer in the Department of Public Instruction, to be French secretary of that department.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th of June, 1908, to detach from the school municipality of Sainte Sophie de Lévrard, in the county of Nicolet, the lots known on the official cadastre of the parish of Sainte Sophie de Lévrard, as numbers 777 and following to 890 inclusively, and the lots situate in the township of Blandford, bearing the numbers 17 and 18 of the range A, the numbers 15, 16, 17 and 18 of the 5th range, the numbers 13, 14, 15, 16, 17 and 18 of the

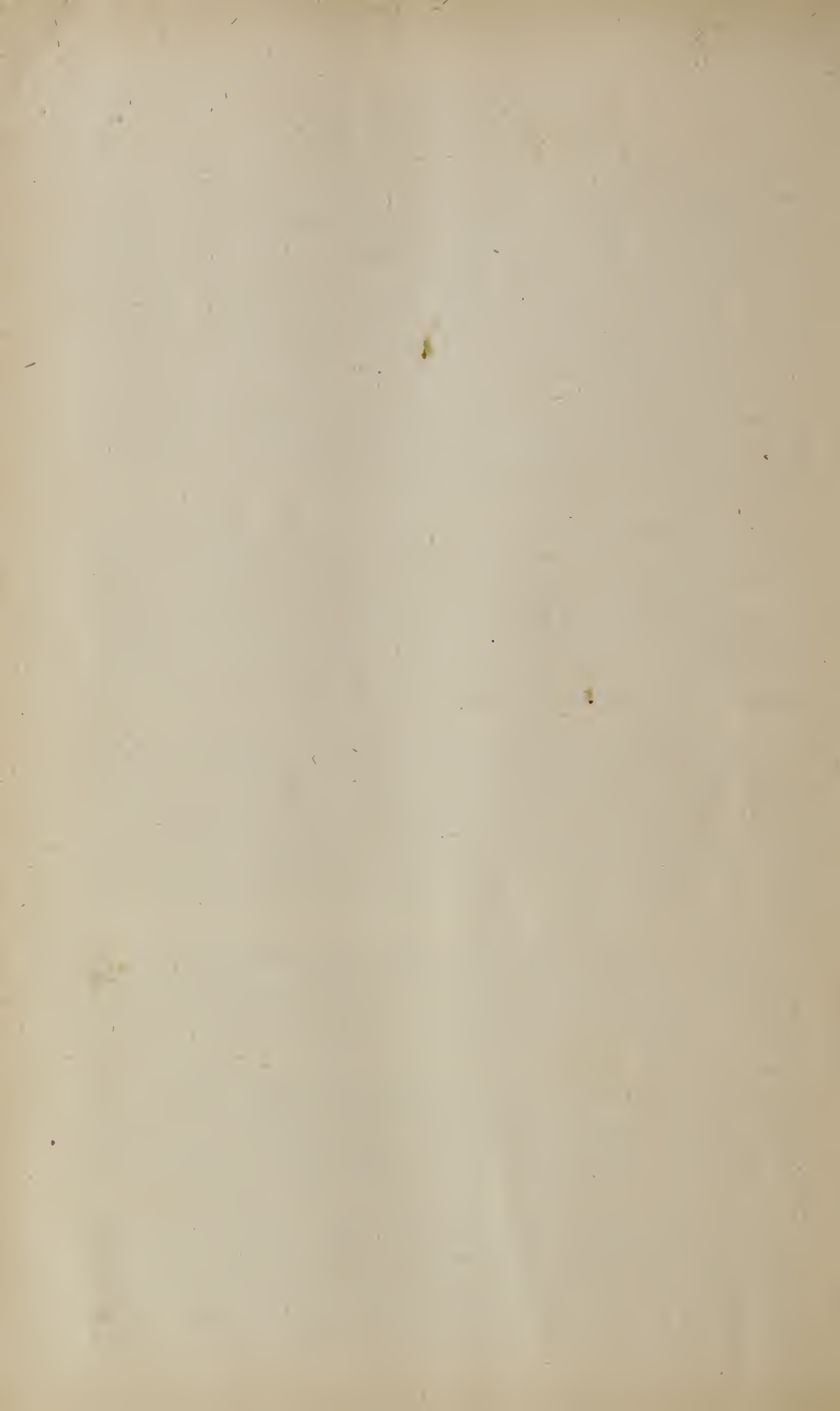
6th range, and the Nos. 12, 13, 14, 15, 16, 17 and 18 of the 7th, 8th and 9th ranges of that township; to detach from the school municipality of Saint-Louis de Blandford, the lots situate in the township of Blandford, having the Nos. 19, 20, 21 and 22 of the ranges A and Vth, bearing the numbers 19 and following to 29 inclusively, of the 6th, 7th, 8th and 9th ranges, bearing the Nos. 17 and following to 26 inclusively of the 10th range of the said township, and to erect this territory into a distinct school municipality by the name of "Saint-Joseph of Blandford." This erection took effect on the 1st of July, 1908.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th of June, 1908, to detach from the school municipality of Grondines No. 1, in the county of Portneuf, the lots having on the official cadastre of the parish of Saint Charles Des Grondines, the numbers 307, 308, 309 and 310, and to annex them to the school municipality of Saint Marc, in the same county.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 27th of June, 1908, to detach from the school municipality of the township of Guigues, in the county of Pontiac, the lots known as numbers 52, 53 and 54, of the ranges IV., V., VI. and VII., of the township of Guigues, and to annex them to the school municipality of Temiscaming North.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 3rd of July, 1908, to detach from the school municipality of Melbourne and Brompton Gore, part of lot 16 and lot 17 in the 6th range, lot 17 in the 5th range; part of lot 18 in the 5th range; part of lot 19, and lots 20 and 21 in the 3rd range; and part lot 22 in the 2nd range of said municipality, all belonging to Protestants, and to annex them to the municipality of the village of Kingsbury, Richmond county, for school purposes.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 3rd of July, 1908, to reappoint Mr. John Henry Semple, of the city of Montreal, a member of the board of Roman Catholic school commissioners for the city of Montreal, his term of office having expired.



THE
EDUCATIONAL RECORD
 OF THE
PROVINCE OF QUEBEC

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

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

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

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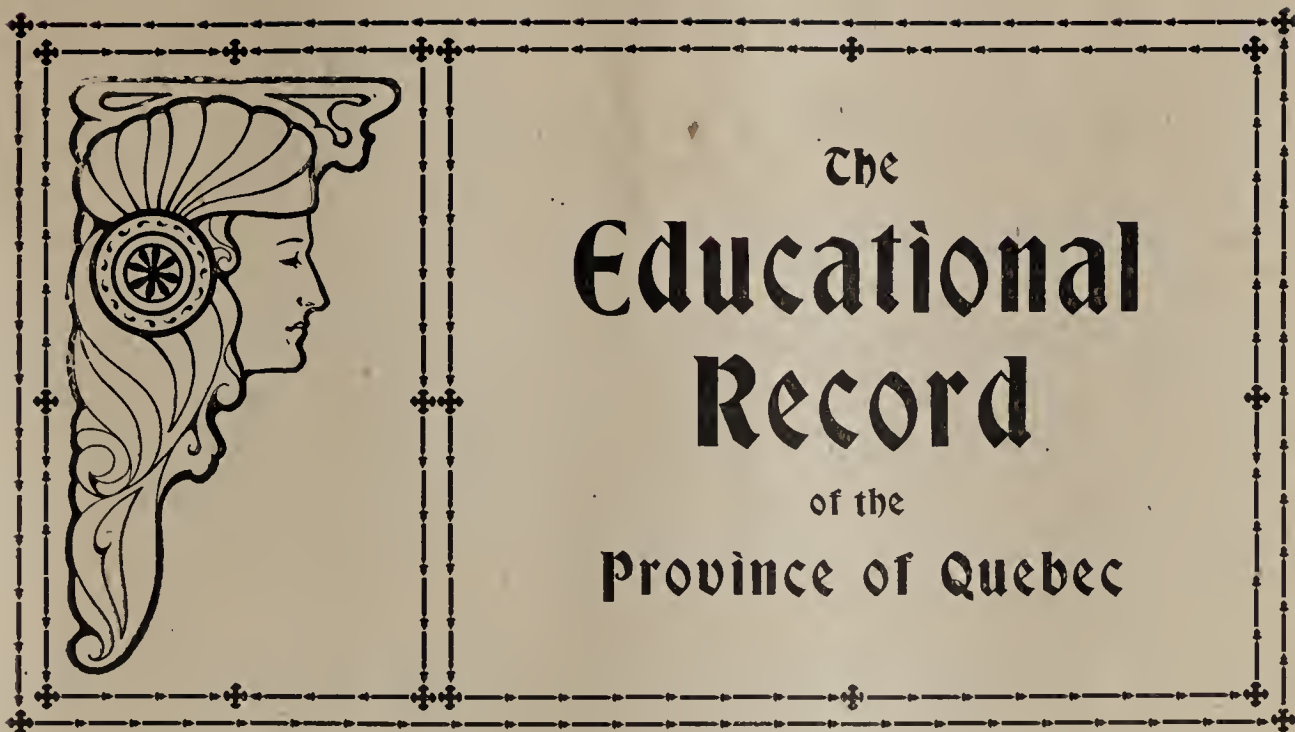
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Nos. 10

October

Vol. XXVIII

ARTICLES: ORIGINAL AND SELECTED.

THE TWO EXTREMES.

Strange as it may seem, most of a teacher's troubles arise from two extremes in her pupils, especially among her boys. These extremes are the very dull ones and the very bright ones. Her work is class work and she must, therefore, proceed with her pupils en masse and seek to urge forward those who are slow to perceive and retard in a profitable manner those who are apt to learn. How, then, can a teacher accomplish these two opposites and benefit her pupils at the same time?

It is as true in educational processes as in those of a social and moral nature, that the best means of growth and development is to be found in helping others. It will be, therefore, of much value to the bright pupil to require him to assist his backward fellow pupil to understand his difficulties and get a working conception of his studies. In doing so, our bright pupil will not only become brighter and more thorough in his work, but he will be profitably retarded and kept in class with the happy consciousness that he has been helpful to his teacher and to his fellow student. Moreover, it is a fact that one pupil will express his difficulties to another pupil more readily than he will

to his teacher, and it is also true that one pupil who has just wrestled with a difficulty, and has overcome it, will more readily understand his fellow pupil's troubles and make the matter clear to him.

All such work should be done in the school room under the teacher's direction and supervision as to time and extent of assistance given. When it is understood by teacher and pupils the plan will work wonderfully well and will beget a system of hearty co-operation in which each pupil will be delighted to have a part.

A WRETCHED PRACTICE!

In school work there are many happy plans for the promotion of pupils and their advancement in knowledge, and there is no doubt that the happy plans far outnumber the unhappy, but once in a while a school will be subjected to methods that are insane and harmful. To teach such a live subject as geography by simply memorizing the physical features of a whole continent, without any reference whatever to the map, is a wretched practice, without any doubt. Such teaching will not only rob the pupils of all that pleasure arising from the association of the places on the map, and all else that map study means to pupils, but it will fail to give them a working conception and will produce a set of pupils limp and lean for whom the subject shall have no charms. The truth of the matter is that all such outline study of a continent, or a country, should be done first from the map with the teacher's assistance. The text-book should come later, with additional information more in detail.

The best method of teaching geography, and history also, is for the teacher, with map and pointer, to teach each lesson first in oral form and then prescribe portions of the text-book to supplement her remarks and verify her statements. The text-book, also, should serve as reference to refresh the memory and to provide a synopsis in proper order of the matter already learned. In no case, however, ought the text-book to be used as a catechism, while the map grows dusty on the wall.

A WORKING CONCEPTION.

In every study wherein the application of principles is required, such as arithmetic, grammar or algebra, a working knowledge of the principles and their application are quite essential to success. If inquiry be made it will be found that a great majority of failures are due to the want of a working conception of the subject. This lack should always be supplied by the wisdom of the teacher, who knows just what lessons are essential to a knowledge of the subject and what lessons are for practice in the application of principles. If, for example, a pupil has missed the introduction of the class into factoring in either arithmetic or algebra, he will be weak in all his future work for want of a working conception of this essential part.

It may not be easy for the teacher to find time to teach such pupils privately, but in any case it will pay to do it in some way. One of the best ways is to ask some pupil, who has a clear conception of the subject, to help the weak ones out of their troubles. It is impossible to over-estimate the hindrance to everybody caused by a few pupils who are "in the dark" in this respect. They themselves are retarded and are most miserable, being unable to find time to do any work well, because of the time spent at the work they do not understand. The class work is hindered and general progress is slow, and the whole group, including the teacher, is discouraged and put out of humor. Many a bright day in the school room has been made cloudy and even stormy for want of a working conception on the part of some pupils, and our suggestion is that all such misfortunes be prevented by seeing that every pupil understands his work.

THE SPIRIT OF THE PIECE.

Too often the choicest lessons in English literature are taught in a merely formal manner, with little reference to the "spirit of the piece." Even those portions of poetry chosen for special study are memorized without previous study and meditation, and the result is a rythmical rattle

of rhyming sounds called "recitation." There are two reasons why a piece of poetry should be memorized, viz:—

- (a) Because of its sentiment or thought.
- (b) Because of its language or expression.

It should be clear, therefore, that the teacher's first duty is to have her class study thoroughly the piece selected. When this has been done and the thoughts of the poet have been apprehended by the pupils, so that they enter into the spirit of the piece, it is then time to consider whether the poem should be memorized or not. Some poems have little of either sentiment or expression and are, therefore, of little value as a selection. These may be studied, but should never be memorized. If, however, a poem has noble sentiment expressed in beautiful language, so chosen and selected that no other language could seem to convey the poet's thought, then set your pupils to memorize the poet's expression in order that thought and expression may both be theirs, forever.

This last word, "forever," suggests one other point in regard to the study of English, namely, that some teachers have a practice of requiring their pupils to commit to memory every piece of poetry in their reader! Such a surfeit of purposeless study is sure to disgust the children and beget a dislike for the study of English in any form whatever. Besides, none of the poetry thus memorized will remain "forever," for it has never had a lodgment in the pupil's soul and is of small value to him, unless it be for its pleasing rythm and a souvenir of former times.

OPEN THINE EYES.

Open thine eyes to light;
 This do, and thou shalt see;
 Fear not what thou shalt see,
 Look clearly, steadfastly—blink not—
 And truth shall come.

Love her, and she will guide thee;
 To greater lights she'll lead thee;

To mountain peaks of glory she will lead thee;
 She'll show thee much that others see not,
 If only thou wilt fear not.

Ah! closed eyes, how long will ye
 Your steadfast darkness choose!
 Why will ye darkness choose?
 When God—thy Light—stands waiting,
 How can ye light refuse?

—Phyllis Wardle.

COURAGEOUS DECISION.

George McDonald says: "If you have a disagreeable duty to perform on Friday, do not blacken the hours of Tuesday, Wednesday and Thursday in thinking about it." We would add to this: "If you have a disagreeable duty to perform, eliminate from your mind the idea that it is disagreeable, and in your mental vision see it already performed. See yourself a hero rather than a shrinking excuse for one. You cannot truly place yourself in the way to perform anything well unless you take hold of the thought of it with vigor and sincerity. It is the habit of looking upon the wrong side of any question and placing yourself in an inactive attitude toward it that causes you to be undecided and fearful. "He who hesitates is lost" is as true of character building as it is of inaction in the time of emergency.

To consider first that you have the power to do; second, that you have the will to do; third, that you have the courage to do—is to be an achiever of victories.

It is thus that you will learn to decide upon the right of every question the moment it is presented to your mind you will give yourself no time to cower and shrink before the prospects, no time to put on the cloak of fear or the shoes of distrust. The moment a question comes to your mind, see yourself mentally taking hold of it and disposing of it. In that moment is your choice made. Thus you learn to take the path of the right. Thus you learn to become the decided and not the vacillator. Thus you build character.
 —Helen Van Anderson.

RULES FOR READING.

1. Read first the one or two great standard works in each department of literature.

2. Confine, then, your reading to that department which suits the particular bent of your mind.

1. Before you begin to peruse a book, know something about the author.

2. Read the preface carefully.

3. Take a comprehensive survey of the table of contents.

4. Give your whole attention to whatever you read.

5. Be sure to note the most valuable passages.

6. Write out, in your own language, a summary of the facts you have noted.

7. Apply the results of your reading to your everyday duties.

QUESTIONS.

What causes the mercury to rise? Ans. Heat.

What causes the mercury to fall? Ans. Cold.

Why does heat cause it to rise?

Why does cold cause it to fall?

In what position should you hold a mercury to read it just right? Ans. With the top of the mercury column on a level with your eyes.

Which winds in winter usually bring cold? Ans. North and west winds.

Which winds in winter usually bring warmth? Ans. South and east winds.

Are the trees better or worse off for having no leaves in winter? Ans. They are better off.

Why? Ans. Because their leaves could do no work in cold days.

Where is all the sap which the leaves held in summer? Ans. It has gone back into the twigs and branches.

Now give another reason why the trees are better off without than with the leaves in winter. Ans. The twigs are stronger for containing sap from the leaves.

Where does that rain dashing against the pane come from? Ans. It comes from the clouds.

Where did the clouds get it? Ans. They gathered it up from the sea.

What helped the clouds gather up the moisture? Ans. The sun.

What are clouds made of? Ans. Clouds are made of mists and vapor which rise up from the sea, the lakes, the rivers, and the damp soil.

What mark did the raindrops make beside your doorstep? Ans. They made little hollows and ridges.

What became of the drops? Ans. Some sank into the soil; others ran away and fell into streams or into drains; others waited above the ground in little pools, but they finally sank into the soil.

What do the little streams form where a great many of them finally run into one channel? Ans. They form rivers.

Where do the rivers run? Ans. They run into the sea.

Do all rivers run swiftly? Ans. Some run very swiftly;

Did the stream you saw yesterday flow swiftly or slowly?

When does a stream run swiftly? Ans. When it runs down a steep slope.

When does it run slowly? Ans. When it runs down a very slight slope.

Name two rivers which flow slowly. Ans. The Mississippi and the Nile flow very slowly.

What do you call the spikes of green grass growing up on the schoolhouse lawn? Ans. Blades of grass—they are the simplest kind of green leaves.

What causes that misty dampness on the school room window panes? Ans. It is the moisture breathed out from your lungs.

Why is the breath warm? Ans. The lungs warmed it.

What else did the lungs do to the air you breathed? Ans. The lungs took up all the life-giving part of the air (the oxygen).

Where did the oxygen go from the lungs. Ans. Into every part of your body.

What did the lungs give back into the air of the school-room? Ans. The lungs gave out water vapor and a gas (carbon dioxide) which is poison to our bodies.

Is it well then to breathe the same air over and over again? Ans. No.

Why? Ans. Because air once breathed cannot give life, but is poisonous.

What happens? Ans. The plant breathes out water vapor till there is a mist all over the inside of the glass.—Normal Instructor.

REALITY IN TEACHING.

I wish I had once more command of a class of intelligent boys and girls in their last year of school life; and almost ready to enter that workaday world for which our school curriculum prepares them somewhat indifferently. For then I would use my monthly copy of Mr. Heinemann's useful monthly magazine, "The World's Work," in the preparation of a series of living lessons on some of the many-sided activities of modern life. For example, the March number, which now lies before me, would provide excellent material for a lesson on (1) flying machines, (2) English as the world language, (3) the butter industry in Victoria, (4) rules of health, (5) the shoddy industry, and (6) Kilkenny wood-workers—a varied assortment indeed, and all the information of the most up-to-date and interesting character. What a welcome relief such lessons would be to those of the ordinary time-table! See how such subjects as the above would galvanize with life the ordinary science, grammar, geography, hygiene, and commercial lessons, respectively! Here is a teacher's aid of the best possible character.—The Practical Teacher.

Children should be educated neither for themselves nor for their parents, for man is no more designed to be a personage than a specimen. They should be educated for life. The aim of their education is to aid them to become active members of humanity, brotherly forces, free servants of the civil organization. To follow a method of education inspired by any other principle is to complicate life, deform it, sow the seeds of all disorders.—Charles Wagner.

THE FOOL AND THE WISE MAN.

He loved to lean upon the fence
And watch the swallows dart,
And hear the lark with joy immense
Let song pour from its heart.

He loved to linger by the brook
And watch the bubbles play,
And drowse and dream above his hook,
With trouble far away.

With simple joys he was content;
He had no wish to rule;
Men said his days were all misspent
And called the man a fool.

Another where the crowds were great
Went scheming day by day;
He filled men's hearts with fear and hate,
And piled his gains away.

He never knew one hour of rest,
His brow was lined with care;
If joy had e'er been in his breast
It had not lingered there.

No birds enchanted him with song,
His dreams were full of sighs,
But people saw him push along
And thought that he was wise.

—S. E. Kiser, in Chicago Record-Herald.

We are apt to think that a great city, containing the comforts and elegancies of modern life, can not exist without railroads at its gates. Bogata, the capital of the Republic of Colombia, is an exception. Having a population of 125,000, it lies on a plateau which no railroad has yet reached. There is, however, a short railroad on the plateau itself. But to get to it by the most used route one must journey two and a half days on muleback.—East and West.

The rearrangement of the boundary line between the Canadian provinces means that Manitoba will receive an addition of 180,000 square miles; Ontario, 140,000; and Quebec, 446,000, of which 180,000 are under water.—East and West.

HANDY TO HAVE IN THE SCHOOL ROOM.

Red ink.

Colored crayons.

A bottle of mucilage.

A box of water colors.

A box of rubber bands.

Pads of paper of various shape and qualities.

Smooth, clean, wrapping paper and a ball of twine.

Artists' thumb tacks to fasten up home-made charts, pictures, etc.

A rubber pen which costs 25 cents and is invaluable in making charts on manilla paper.

Some simple remedies—a bottle of camphor for "faints" and other emergencies; a bottle of vaseline; court plaster; soft cloth for bandages; a harmless headache remedy. With these on hand trifling ills and accidents can be attended to easily, and the child need not lose valuable time by being sent home for care.

A roll of manilla paper for making maps, charts and pictures. If you must wait to send for it when the brilliant idea seizes you, it may have fled ere you get your materials together. In buying manilla paper, as anything else, get it by the quantity.—Canadian Teacher.

ALL IN AN HOUR.

(By A. F. Caldwell.)

“Eight o’clock. Why, it’s almost school-time!”
And Ted looked up at the sun.

“There’s really no use in beginning,
When you can’t get anything done!”

So he wasted a whole long hour,

Tick! tick! it went slowly by.

What wonders he might have accomplished,
Had he only the pluck to try!

“An hour! Why, that’s sixty minutes!”

Cried Dick, with his face aglow.

“I’ve time to read over my lessons,

And run on an errand or so!”

He blacked father’s boots in addition,

Combed Brother Bob’s curly brown hair,

Mailed some letters, and brought in the eggs—

And then had three minutes to spare!

—Youth’s Companion.

NO EASY ROAD UPWARD.

It is a mistaken notion that success is won by easy work.
All real work is hard and all success hard won.

“A young fellow came to me some time ago,” said Thomas A. Edison, the electrician, “and said that he wished to win fame along the lines of my work. He had excellent letters of recommendation, and his face was clear and bright.

“When I had looked the letters over, he said to me in a semi-confidential tone :—

“‘Now, Mr. Edison, I’m anxious to go ahead and be somebody in this work. Don’t you think if I stay with you a year I’ll be ready to run things on my own hook?’

“I had just one reply for him. I took him into one of my experimenting rooms and I pointed out to him a bit of work I had been engaged upon. I said to him:

“‘After you have the rudiments of the work, I am going to start you on the finishing of that battery.’

“He seemed very much pleased, and said:—

“‘That’s awfully good of you, especially since I see you started it.’

“‘Yes,’ I answered, ‘I started it twenty-eight years ago and don’t know yet how to finish it. If I live twenty-eight years longer and you don’t complete the job, I shall try to.’

“He whirled on me as I finished, with the one remark:—

“‘Then, this isn’t easy work?’

“‘No,’ said I; ‘all the easy work in this world is locked up in the lunatic asylums.’”—Selected.

It is claimed that hand-shaking had its origin in the fact that in the long-ago days of knighthood every man carried a sword, and so common was fighting that a man was ready to slash his neighbor on very slight pretext. When friends met they grasped one another by the right hand, thus indicating that they cherished only peaceful relations, since this was the fighting hand. That, we are told, is why we always use the right hand when shaking hands.—East and West.

FOR THE PUPILS.

A COSTLY COMMA.

BY MARTHA CLARK RANKIN.

“Have you your examples all right, Tom?” asked Mr. Walker, as his son closed the arithmetic and came to say good night.

“Near enough,” was the reply, “and I’m thankful; for they were a tough lot.”

“But I don’t understand,” said his father, “what you mean by near enough? Do you mean that they are almost right?”

“Why, I mean they are as good as right. There’s a point wrong in one, and two figures wrong in another, but there’s no use in fussing over such trifles. I’m most sure the method’s right, and that’s the main thing.”

"Yes," returned his father, "I admit that the method is important, but it is not the only thing. Let me see how much difference the point makes in this example."

Tom brought his paper, and, after looking it over, Mr. Walker said: "That point makes a difference of five thousand dollars. Suppose it represented money that some one was going to pay you. Then you'd be pretty anxious to have the point right, wouldn't you?"

"Oh, of course, in that case I would have looked it over again," said Tom, carelessly. "But this is only an example in school, and it would never make any difference to anybody whether the point was right or not."

"To anyone but you," returned Mr. Walker. "For a habit of carelessness and inaccuracy once fixed upon you will make a difference all your life, and may prevent you from ever succeeding in the business world. You may not realize it, but what employers want, and must have, is accuracy in little things, as well as in great, and, indeed, things that seem small are often far more important than they look. A comma seems about as unimportant as anything, but let me tell you the story about one."

"Some years ago there were enumerated in a tariff bill certain articles that might be admitted free of duty. Among them were foreign fruit-plants. What would that mean?"

'Why, I suppose,' said Tom, "plants that bear fruit."

"Yes," said Mr. Walker, "but the clerk who copied the bill had been taught accuracy, and, instead of copying the hyphen, he changed it to a comma, making it read 'fruit, plants,' etc. It was a trifling error—not worth noticing, you would say—but before it could be remedied, the Government lost two million dollars, as all foreign 'fruits' had to be admitted free of duty. Now, whenever you are inclined to be careless, I hope you will remember that two million dollar comma."

Tom did not say much, but he went upstairs thinking that if a little comma could make all that difference it might be worth while to fuss over trifles after all.

FOR THE BOYS.**HOW THE COON FOOLS THE DOG.**

The coon usually goes home by a tree-trunk road. Through the open country on the boundaries of his range he trots along without minding his steps. The dogs may have all the fun here with his trail that they can. He intends only that they shall not find his home tree, nor even the vicinity of it.

So, as he enters his own neighborhood swamp, his movements change. The dogs may be hard after him or not. If they are not close behind he knows, by long experience, that they may be expected, and never so far forgets his precious skin as to go straight to his nest-tree.

Instead, he trots along a boundary fence or in the stream, leaping the crossing logs and coming out, likely, on the bank opposite his home tree. Further down he jumps the stream, runs hard toward a big gum, and from a dozen feet away takes a flying leap, catching the rough trunk up just out of reach of the keen-nosed dogs. He goes on up a little and leaps again, touching the ground ten feet out, thus leaving a blank of twenty or more feet in his trail.

The stream or fence has puzzled the dogs, but now, at the tree, they begin to worry. They circle and finally pick up the scent beyond the first gap, only to run instantly into a greater blank, one that the widest circling does not cross. For the coon has taken to another tree, out on the limbs of this to still another, and on, like a squirrel, from tree to tree, for perhaps a hundred yards, on, it may be, to his own high hollow.—National Magazine.

RETURN OF THE WATERS OF SILOAM.

For over ten years the Pool of Siloam has been only a name. Visitors to Palestine who have visited this famous spot of late years have found that its healing waters have vanished. This was a great blow to the inhabitants, but recently the waters of Siloam have been made to flow once again, and there has been great rejoicing in the Holy Land.

It appears that Jerusalem has been especially short of water of late, and it occurred to some of the inhabitants of Siloam to try and find out whether the spring which used to supply the pool was really dry. Tons of accumulated rubbish were cleared away, and after about a month's work the spring was found. The excavators discovered behind some fallen rocks an old aqueduct running away into the valley of the Kedron, and into the aqueduct the cool, clear water had run and been wasted for years.

DIRECTORY OF SUPERIOR SCHOOLS FOR THE YEAR 1908-09.

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Boys' High School of Montreal:—Mr. Wellington Dixon, B. A., Ph. D.; Mr. I. Gammell, B. A.; Mr. T. B. Reith, M. A.; J. P. Stephen, Esq., James Walker, Esq., Mr. J. T. Donald, M. A., D. C. L.; Mr. R. Squire Hall, B. A.; Mr. Orrin Rexford, B. A.; Mr. F. C. Smiley, B. A.; Murray McNealy, Esq., Mr. A. R. McBain, B. A.; C. B. Powter, Esq., Miss I. McBratney, Miss C. M. Smith, Miss M. J. Clarke, Miss L. Binmore, Miss B. Irving; Miss A. O'Grady, Miss M. Metcalfe, Miss A. S. DeWitt, Miss A. Macfarlane, Miss S. Louise Shaw, B. A.; Miss M. Hanington, Miss M. E. Bennett, Miss A. O. Dodds, Miss Louisa Shaw, B. A.; Miss G. Cayford, Prof. Henry F. Armstrong.

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Hearne, Miss H. A. Shaw, Miss Morrow, Miss Mary Campbell and Miss Young, assistants. Special Teachers:—Mr. T. B. Reith, M. A.; Mr. J. T. Donald, M. A., D. C. L.; Mrs. Simister, Prof. Couture, Miss Holmstrom, Miss Rhoda Block.

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Quyong:—Miss Winnifred Fyles, Miss Ethel Pimlott.

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Sawyerville:—Miss A. E. McDonald, Miss F. H. Paul, Miss Cora Percival.

Scotstown:—Miss Isabel J. Stowell, Miss L. Scott, Miss E. A. Bryant, Miss C. J. Black.

St. Andrew's:—Miss L. E. S. B. McCartney, Miss M. Hyde.

Stanbridge East:—Miss B. H. Reynolds, Miss Jessie Corey.

South Durham:—Miss B. W. Mountain, Miss Marion E. Hughes.

Three Rivers:—Miss J. V. Palmer, B. A.; Miss A. L. Robitaille.

Thetford Mines:—Miss Margaret Sever, Miss Persis Parker.

Ulverton:—Mr. George W. Philbrick, Miss Lillian Doak.

Verdun:—Mr. Ernest Smith, Miss Sara Gordon, Miss A. R. GolJdblatt, Miss Ira Seigler, Miss Elizabeth M. McGregor, Mrs. Field, Miss Ethel L. Wain.

Windsor Mills:—Miss A. H. Jewers, Miss Lucy E. Hodge, Mrs. Walkingshaw.

Waterville:—Miss Leonie Van Vliet, Miss L. Fraser, Miss Isabella Ball.

REPORT ON THE FRENCH EXAMINATIONS OF JUNE, 1908.

(Translation Method.)

GRADE II. ACADEMY.

This paper was not difficult, perhaps even a little too easy, and consequently the number of failures was comparatively small.

Nos. 1 and 2.—The principal errors in the translation, both parts, were inaccuracies in rendering the tenses of the verbs. This matter should receive careful attention in all grades.

No. 3.—The "principal" parts of the verb still seem to be a difficulty for many pupils. There are two infinitives and therefore the terms "infinitive" and "present infinitive" should not be used indiscriminately.

There was a lack of clearness in the knowledge of:—

No. 5.—How to render the relative "what" in French.

No. 6.—How to express the distinction between "Falloir" and "Devoir."

No. 7.—How to define a Reflexive Verb. In this case, many pupils seem to think that the verb and action expressed by it are synonymous terms. "A reflexive verb is one that reflects on its subject," is rather a hazy definition, and yet that and similar ones were very frequently given. Again: "The participle agrees in gender, number and person," without saying with what it agrees, was a very common answer.

Note.—Cultivate accuracy of knowledge and clearness and precision of expression.

GRADE I. ACADEMY.

No. 1 was not well done by a great many schools in which this selection had not been prepared for re-translation. (Why?) Also, it is an error to suppose that the examiner or the printer has, of necessity, made a mistake because the exact words of the text-book are not given.

(See criticism on translation of Grade II. Academy.) No. 4 (a) "The stem of the verb is found by cutting off the ending" is certainly very indefinite. What ending is meant should be stated very clearly.

This same fault of indefiniteness and inaccuracy was shown in a very marked degree in No. 4 (b), No. 5 and No. 7 (a), (b).

In No. 7 (a), "Put the pronoun after the verb," was considered quite sufficient, forgetting that there are pronouns used as objects, as well as subjects of the verb. ("Pronoun" and "subject" are not synonymous terms.) The hyphen also was quite ignored. By far the greater number forgot that in (a) the two ways should be made quite distinct, and that in (b) the negative is differently formed in the simple and in the compound tenses.

(See Note, Grade II. Academy.)

FRENCH FASQUELLES, JUNE, 1908.

GRADE III. MODEL.

Questions good and to the point.

Ormstown for Academies and Ulverton, Bishop's Crossing and Hull for Models, were well done. Clarenceville's papers could well be used as a model as to how papers might be written.

Would suggest:—

(1) That in questions such as 3, 4, 7, it should be obligatory to write word. In some schools not even the order was preserved. Failure in this—0.

(2) That schools learn that imperative mood has tense.

(3) That every pupil in every school before next year learn to spell mère, père, heure.

(4) That greater care be taken in translating from French to English; for instance, in tense of verb 80 per cent. of papers gave present throughout, "makes," etc., for past.

GRADE II. MODEL.

In this paper the two questions which showed the greatest deficiencies were Nos. 2 and 7.

In No. 2 the possessives were frequently given for the demonstratives. The rules for the use of the demonstratives (adjectives and pronouns) were also very frequently omitted or inaccurately given.

In No. 3 (b), (1), (2), "There is no difference," was sometimes given as an answer, and the vast majority of the answers were indefinite.

The question of arrangement is one which was too frequently disregarded. The examiner is not supposed to read what is in the mind of the pupil; he can only read what is written. Therefore, in detached words, expressions or sentences, the exact order of the question should be observed. This is emphatic, if the pupils wish to receive full value for their work. And not only should the order be observed, but all distinct parts of answers (a, b, etc.), and all detached sentences, etc., should begin a new line. Every answer should begin at the margin.

No. 4. In conjugating a verb interrogatively, the interrogation point should be given.

GRADE I. MODEL.

This paper was evidently quite suited to the mental advancement of the pupils, whose answers were much more intelligently given than in last year's examination.

I note, also, an improvement in the matter of arrangement, which is still, however, not what it should be in a number of schools. (See Criticism on Grade II. Model).

In Nos. 2 and 7, such expressions as *Jai, Ila* and *Ilya (J'ai, Il a and Il y a)* occurred very frequently in some schools.

Nos. 4 and 6 showed, as in Grade II. Model, that the pupils were deficient in the ability to express what they apparently knew, or had inaccurate knowledge.

NATURAL METHOD.

This method is being used very successfully in a number of schools, and the pupils of those schools have, as a rule, given highly satisfactory work in the Academy Grades, where the other method is followed.

A few schools are just beginning its use, but in all the results are encouraging.

GENERAL CRITICISM.

In all grades there is still a weakness in the use of the pronoun "complement" and too many pupils are apparently still ignorant of the fact that "Oui, Monsieur" or "Non, Monsieur" is an essential part of an answer when the question calls for a distinct affirmation or negation.

In all grades, also, the dictation was good in the majority of the schools. A few, however, are still weak in this particular.

GRADE III. MODEL.

The special weaknesses of this grade were shown in Nos. 3, 7 and 9, in which a very small number of pupils took perfect marks.

Many pupils also overlooked the second part of No. 2.

GRADE II. MODEL.

In all schools, almost without exception, Nos. 2 and 7 proved to be too difficult for the pupils, but it is a fact worth noting that the schools which objected to these questions did quite as well in them as the schools which did not object.

No. 1.—The second part was frequently omitted.

No. 3.—Many pupils gave the feminine for the contrary.

No. 5.—The numerals 74, 80, 91, were not known generally and capitals were frequently given for "les mois de l'année."

No. 8.—The interrogative point too often neglected.

GRADE I. MODEL.

Apart from the weaknesses common to all grades (see General Criticism), the chief deficiencies in this grade were shown in Nos. 5 and 6.

In No. 3 entire schools failed to give "le pronom."

1908

SUPERIOR SCHOOL EXAMINATIONS.

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

FRENCH (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Translate into English:—

Je ne te **grosderai** pas mon petit Franz; tu **dois** être assez puni. Voilà ce que c'est. Tous les jours on se dit: Bah! J'ai bien le temps. J'apprendrai demain. Et puis tu **vois** ce qui arrive. Ah! c'a a été le grand malheur de demain. Maintenant ces gens-là sont en droit de nous **dire**: Comment! vous **prétendiez** être Français et vous ne savez ni parler ni écrire votre langue. 30

2. A. Translate into French:—

When he had eaten the last the father turned towards him laughing and said: "You see now if you had been willing to stoop a single time to pick up the horseshoe you should not have been obliged to do it a hundred times for the cherries.

B. If he has any bread he will give me some. I should like to speak to you. They love each other. Do you know what they are saying? Who has lost his purse? 50

3. In question I, give the mood, tense and the principal parts of the verbs in heavy type. (Do your work in tabular form.) 30

4. Give the forms of the disjunctive personal pronouns. Write in French:—He speaks of me. He and I have seen it. 20

5. (a) How is the relative **what** rendered in French? (b) Write in French:—I know what I am talking about. I know what happened. (c) When may **où** replace a preposition and a relative? 30

6. (a) Distinguish between *Falloir* and *Devoir*. (b) Which verb is always used impersonally? (c) Write in French:—I must tell the truth. I must open the door. 20

7. Define Reflexive Verb, and state and illustrate the rule for the agreement of participle with Reflexive verbs. 20

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

FRENCH (GRADE I. ACADEMY.)

All the questions are to be answered.

1. Translate into French:—

The servant placed the egg on the table beside the philosopher's watch, and recommending him to leave it only three minutes in the boiling water retired. What was her astonishment when she re-entered half an hour after to find her master standing before the chimney looking attentively at the egg which he held in his hand, whilst the water was boiling in the saucepan. 40

2. Translate into English:—

Et ils dansaient sur les bords, puis battaient des mains; ils coururent à leur père et à leur mère, et revinrent encore jeter du pain et du gâteau, en disant tous: "Le nouveau est le plus beau! Qu'il est jeune! qu'il est superbe!"

Mais, répondit le mari, avec ces choses on peut être malade, on peut mourir jeune; il serait plus sage de souhaiter de la santé, de la joie et une longue vie. 30

3. (a) What tense follows *quand*, *aussitôt que* if futurity is implied? Write in French:—He will be happy when he has a watch.

(b) In conditional clauses beginning with *si* what tenses may be used? Write in French:—If you will be attentive you shall have a holiday. 30

4. (a) In French how is the stem of all regular verbs obtained?

(b) How are compound tenses formed?

(c) What are the Principal Parts of a verb?

(d) What tenses are formed from the Present Participle? 20

5. In verbs conjugated with *être* state the rule for the agreement of the Past Participle. Illustrate. 20

6. Write in French:—We had entered. That I may have entered. I was loved. Having been loved. To have been loved. Let us have. That he might have. They would have carried. They shall finish. That I may receive. 30

7. (a) How do you ask a question in French? Mention two ways. Which do you prefer?

(b) How do you make a French verb negative?

Write in French:—He does not speak. He does not speak (at all). He speaks no more. 30

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

FRENCH (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. Translate into English:—

Peu d'instants après, les voleurs firent leur apparition, mais ne trouvant presque rien dans les bourses, ils déclarèrent aux voyageurs d'un ton menaçant que si on ne leur donnait pas sur le champ la somme de cent livres sterling, ils les fouilleraient tous. Ils paraissaient prêts à exécuter leur menace. 30

2. Translate into French:—

I recited my lessons very well because I studied them yesterday afternoon. I breakfast at eight o'clock with my father and mother, then I collect my books, I put them into my bag, and I depart for school. At what hour did you come? I used to come early. Did the officers punish the soldiers after the revolt? They punished them severely. I will give you a glass of water. Will his sister break the mirror? She will not break it. 50

3. Name the mood, tense and person of the following verbs and give the English equivalent:—

Il vint. Ils connurent, J'eus donné. Il finira. J'aurai donné. Donnons. Va. Il sera. Nous fûmes. Recevoir.

4. Write French words for:—

As much. Less. More. As. Better. Handsomer. When. Yesterday. As soon as. To-morrow.

5. Write the following sentences, substituting personal pronouns for the portions printed in heavy type:

Il me donne **le livre**. Elle donne **la plume** à sa soeur. J'ai fini **mon travail**. Rendez **le livre**. Nous donnons de **l'argent** à sa soeur. Donnez-moi **votre adresse**. 30

6. (a) How do you ask a question in French?

(b) How do you make a French verb negative? 20

7. Write the following sentences: (1) in the imperfect, (2) in the past definitive, (3) in the future. Je finis mon travail. Nous la leur donnons. Je reçois des fleurs d'eux. 20

MONDAY AFTERNOON, JUNE 15th, 1908.

FRENCH.

All the questions are to be answered.

(Natural Method.)

Grade III. Model.

Time, From 2 to 4.

1. Formez les pluriels irréguliers de: le ciel.....
l'oeil.....le travail.....
12 marks

2. Remplacer les tirets par l'article indéfini et ensuite mettre au pluriel:—bois. —chapeau.
—bijou. 14 marks

.....
.....

3. Remplacer les tirets par l'article partitif. Il a—pain. Il a—bon pain. Il n'a pas—pain. J'ai—bonnes pommes. 20 marks

4. Mettre au pluriel: Cet homme industriel..... Un bon cheval gris..... Notre neveu est absent..... 22 marks

5. Donnez la règle pour les adjectifs en e muet, en x, en f, en er. 20 marks

.....
.....

6. Quel est le féminin de l'adjectif blanc,.....doux.....faux, frais.....? 12 marks

7. Comparez bon
 petit
 mauvais 16 marks
8. Répondre aux questions suivantes en employant les pronoms compléments voulus:
 La femme ramasse **des pommes**, n'est-ce pas?
 Où les met-elle?
 Voyez vous la **maison du fermier**?
 Y a-t-il un **perron** devant la porte? 20 marks
9. Ecrire la 3ième personne pluriel, des verbes suivants aux temps indiqués:
- | | Présent | Passé indéfini | Futur |
|---------------|---------------|----------------|---------------|
| | Dormir | | |
| Ils | Ils | Ils | Ils |
| | Aller | | |
| Ils | Ils | Ils | Ils |
| | Voir | | |
| Ils | Ils | Ils | Ils |
| | Parler | | |
| Ils | Ils | Ils | Ils |
- 24 marks
10. Ecrire sous dictée ce qu'on vous lira. 40 marks.

MONDAY AFTERNOON, June 15th, from 2 to 4.

FRENCH (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Give the plural of le nez; votre fils; le caillou; mon animal; le ciel; son neveu; votre oeil; un bijou; la voix; l'homme. 30

2. Write in French the (a) Demonstrative Adjectives, (b) the Demonstrative Pronouns and gives rules for their use. 30

3. Write in French:—(a) Which young ladies are studious? These and those. My book and your sister's. Are those books interesting? (b) What is the difference between

(1) Ce livre, and ce livre-ci.

(2) Cette plume, and cette plume-là?

30

4. Conjugate the Present Indicative of Chercher (negatively and interrogatively). 20

5. Write in French:—

Have you any books? I have. Are you going to my house? I sell it to him. We give it to them. I do not bring it to you. Does that dog bite? My dog does not bite. Do you go away to-day? I go away to-morrow. 40

6. Translate into English:—

Où sont vos livres et les siens? Les nôtres sont dans le grand jardin; J'ai vu celles de votre ami. Je finis ma leçon. Vous retenez ces livres. Je ne lui offre rien. Me rendez-vous mon encrier? Où les attendez-vous? 25

7. Write the 3d singular and the first person plural Present Indicative (English and French) of Offrir, Venir, Devoir, Craindre, Connaître. 25

MONDAY AFTERNOON, JUNE 15th, 1908.

FRENCH

All the questions are to be answered.

(Natural Method.)

Grade II. Model.

Time, from 2 to 4.

1. Remplacer les tirets par le, la ou l' et ensuite mettre au pluriel.

—animal, —clef, —fil, —bateau, —jeu. 16 marks

2. Écrire le féminin des adjectives suivants:—

bon	doux.....	sec
frais	gros	long.....
muet.....	épais.....	faux.....
petit		10 marks

3. Donner le contraire des adjectifs suivants:—
 chaud..... bon petit.....
 triste riche..... 10 marks.
4. Mettre au pluriel:—
 Son jardin..... Cet homme.....
 Son bras Ce feu.....
 Ma robe blanche.....
 Mon petit neveu..... 26 marks
5. Ecrire en toutes lettres (—mots) les nombres suivants:—
 15..... 17..... 30.....
 20..... 11..... 19.....
 50..... 80..... 91.....
 74 10 marks

Ecrire les mois de l'année.

.....

 12 marks

6. Répondre aux questions suivantes en employant les pronoms:—
 Parlez-vous à vos parents?.....
 Connaissez-vous Monsieur A?.....
 Ecrivent-ils leurs lettres avec une plume?.....
 Avez-vous vu votre père ce matin?.....
 Aimez-vous les fleurs?..... 25 marks.
7. Copier en mettant au futur les verbes en caractère noir:—
 Je aller à Toronto.....
 Prendre-vous du thé?.....
 Je pouvoir le faire demain.....
 Il venir ce soir..... 15 marks

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

Futur de finir (aff.)

.....
.....
.....

Futur de finir (neg.)

.....
.....
.....

Prés. de voir (inter.)

.....
.....
.....

36 marks

9. Ecrire sous dictée ce qu'on vous lira. 40 marks

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

FRENCH (GRADE I. MODEL SCHOOL.)

All the questions are to be answered.

1. Write in French:—The uncle; to the lady; bread and butter; my pen; his book; the pencil; some linen; of the man; a slate; the godmother. 30

2. Translate into English:—

Vous avez laissé votre mouchoir sur le banc dans le jardin. Avons-nous le pain ou le fromage? Le chat a un petit collier de drap. Le secrétaire a mon crayon et mon encre. 20

3. Translate into French:—

You have his book and ours, his pen and mine. Have you their money? I have their brother's. Are you afraid of the large dog? Are you not warm? No Madam, I am very cold. 30

4. Write in French and English the demonstrative adjectives and gives rules for their use.
- (a) Ce livre, and ce livre-ci.
- (b) Cette plume, and cette plume-là. 30
5. Give the feminine singular of:—muet, frais, sec, beau, mou, vieux, cher, son, actif. 20
6. How do you make a French sentence negative? Write in French: I have no bread. 20
7. Write in French:—I have seen nobody. Have you met anybody? You have neither house nor garden. What flower have we? Where are you, my friend? I am hungry. They are cold. Have you anything? 50

MONDAY AFTERNOON, JUNE 15th, 1908.

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, Mon, Ma, Une, Un.

L....leçon. U....habit. C....homme. L....arbre.

M....piano. L....nez. C....habit. M....école.

C....oiseau. U....boîte. M....robe. C....orange.

24 marks

2. Copier en mettant au pluriel tous les mots:

La brebis Cet air Ton chapeau.....

Un rideau..... Votre voix..... Le juge

Mon bateau..... Le nez

Cette pêche..... Le bras.....

30 marks

3. Répondre aux questions suivantes en employant le pronom:—

- Lisez-vous mon livre?.....
 - Est-ce que je vois les plumes?.....
 - Voyez-vous le garçon?
 - Aimez-vous les fruits?.....
 - Mange-t-elle les pommes?.....
- 30 marks

4. Conjuguer le verbe Se Laver:—

- | | |
|----------|-----------|
| Je | Nous..... |
| Tu..... | Vous..... |
| Il | Ils..... |
- 18 marks

5. Répondre aux questions suivantes:—

- Quelle leçon préférez-vous?.....
 - À quelle heure déjeunez-vous?.....
 - Combien de tablettes y a-t-il dans l'armoire?.....
 - À quoi sert un canif?.....
 - Où est la chaise à bascule?.....
- 20 marks

6. Remplacer les tirets par **celui** ou **celle**.

Mon tailleur a deux frères———qui à Toronto est cordonnier et——— qui demeure à New York est chapelier. Le poêle qui est dans le salon est plus beau que——— de la cuisine.

18 marks

7. Écrire les jours de la semaine. 20 marks

8. Écrire sous dictée ce qu'on vous lira. 40 marks

WEDNESDAY AFTERNOON, June 12th, 1908.

FRENCH DICTATION.

Time, from 2 to 4.

GRADE I. MODEL.

ORAL LESSONS, PART III. PAGE 19.

Quarantième Leçon.

François une malle

GRADE II. MODEL.

ORAL LESSONS, PART IV., PAGE 26.

Cinquante-septième Leçon.

L'école me coucheraï.

GRADE III. MODEL.

ORAL LESSONS, PART V., PAGE 24.

Soixante-dixième Leçon, Paragraphe 1.

On voit un panier.

CORRESPONDENCE.

MORANG EDUCATIONAL COMPANY LIMITED

63 Bay Street, Toronto, Canada

September 28th, 1908.

John Parker, Esq., B. A., Inspector of Superior Schools,
Montreal, P. Q.

Dear Sir:—We find that owing to the action of the trade in the Province of Quebec in advancing the price of our publications and those of the American Book Company, which we control the sale of in Canada, a great deal of dissatisfaction exists in the various schools throughout your Province, and that unless the books are supplied to the schools at the prescribed retail price we will lose the sale of them.

We have had some correspondence with Professor Kneeland of Macdonald College, with reference to this matter, and we have advised him that we will be prepared in every case to supply any of our publications or those of the American Book Company direct to the schools of the Province of Quebec.

In order to assist us in placing our books within the reach of the schools, would you be good enough to give us a list of the High Schools and Academies in the Province.

We shall feel obliged to you if you will, as far as possible, give prominence to this letter and advise any teacher that any of our books or those of the American Book Company can be obtained direct from us, postage prepaid, at their list prices. Yours faithfully,

MORANG EDUCATIONAL COMPANY LIMITED.

TABLE

Showing the Revenue and Expenditure and the Capital of the Pension Fund of Teachers in Primary Schools for 1907-08.

REVENUE.		\$	cts	\$	cts
Stoppage 4 per cent. on grant to Public Schools..		6,400	00		
Stoppage 4 per cent. on grant to Superior Schools		2,000	00		
Stoppage 2 per cent. on salaries of teachers.....		23,830	18		
Stoppage 2 per cent. on salaries of School Inspectors		877	16		
Stoppage 2 per cent. on salaries of Normal Schools		292	00		
Stoppage 2 per cent. on pensions.....		879	50		
Stoppage 2 per cent. received from teachers.....		343	25		
Interest on capital, year ending July, 1907.....		9,468	20		
Annual Grant from Quebec Government.....		5,000	00		
From old Fund, unexpended balance.....		856	40		
Burnham Legacy, for Protestant only.....		40	00		
Cheques cancelled		186	47		
Total		50,173	16		

EXPENDITURE.

For Pensions, out of Revenue.....	43,907	88		
Stoppages reimbursed out of Revenue.....	282	46		
Cost of management.....	504	10		
Balance in hand.....	5,478	72		
Total	50,173	16		
Accumulated Balances on Revenue and Expenditure :				
From 1899 to 1907.....	15,681	32		
Balance for 1907-08.....	5,478	72		
Total	21,160	04		

CAPITAL ACCOUNT.

1907—1st July. Amount of capital.. \$189,724 82

RECEIPTS IN 1907-08

Stoppages on pensions added to Capital \$401 81

TO BE DEDUCTED.

Reimbursements out of Capital \$203 56

Part of Pension out of Capital 81 66

Total 285 22

Balance 116 59

1908—July 1. Total Capital to date.....\$189,841 41

STATEMENT

Showing the number and ages of Pensioners and the total amount of Pensions paid in 1907-08.

PENSIONERS.	Number	Average age.	Total of Pensions.	Average of Pensions.
Division according to age:				
			\$ cts	\$ cts
Male teachers 56 years and over..	82	69.4	15,401 37	187 82
Female teachers 56 years and over	301	63.6	16,851 76	.....
Male teachers under 56 years.....	9	50.8	1,087 37	120 82
Female teachers under 56 years....	207	48.6	7,746 63	37 79
Teachers' widows.....	16	67.	2,902 40	181 40
	<hr/>	<hr/>	<hr/>	<hr/>
Totals and total averages.....	615	59.3	43,989 53	71 53
Pensioners deceased in 1907.....	17	66.3	2,115 52	124 44
Pensioners who resumed teaching in 1907	6	52.	429 73	71 62
	<hr/>	<hr/>	<hr/>	<hr/>
Totals and total averages....	23	62.6	2,545 25	110 66
New applications in 1907:				
New pensions granted.....	36	56.	4,460 29	123 40
Applications for pension deferred.	4	43.5	188 32	47 08
Applications for pension refused..	5	43.2	214 66	42 93
	<hr/>	<hr/>	<hr/>	<hr/>
Totals and total averages....	45	53.4	4,863 27	108 07

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION.

Quebec, September 25th, 1908.

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.; Rev. A. T. Love, B.A.; Principal Wm. Peterson, LL.D., C.M.G.; W. S. Maclaren, Esq.; John C. Sutherland, Esq., B.A.; Prof. Jas. Robertson, LL.D., C.M.G.; S. P. Robins, Esq., LL.D., D.C.L.; John Whyte, Esq.; W. L. Shurtleff, Esq., K.C., LL.D.; Hon. Justice J. C. McCorkill; Rev. E. M. Taylor, M. A.

Apologies for the enforced absence of the Hon. W. A. Weir, K.C., M.P.P.; the Hon. S. A. Fisher, B.A.; H. B. Ames, Esq., B.A.; Prof. A. W. Kneeland, M.A., B.C.L.; the Lord Bishop of Quebec; G. J. Walker, Esq.; P. S. G. MacKenzie, Esq., K.C., M.P.P., and the Rev. E. I. Rexford, LL.D., D.C.L.

The minutes of the last meeting were read and confirmed.

The sub-committee on the distribution of grants reported its work and submitted a proposed list of grants to academies and model schools, which was adopted in the following form:—

STATEMENT OF REVENUE, SEPTEMBER, 1908.

Voted by the Legislature.....	\$9,287 20
Interest on Jesuits' Estate Settlement Fund	2,518 44
Interest on Marriage License Fund.	1,400 00
Marriage License Fees, net.....	10,057 39
	————— \$23,263 03

FIXED CHARGES.

A. A. Examiners.....	\$500 00
Assistant Examiners for June Examinations	1,000 00
Printing Examination Papers, etc..	500 00
	<hr/> \$2,000 00
Available for distribution.....	\$21,263 03

ACADEMIES.

	Gen. Pc.	Eq. Pc.	Grant.	Bonus.	Eq. Grant.	Total.
Lachute	87.87	94.	\$200.00	\$174.00	\$28.00	\$402.00
Huntingdon ...	87.53	94.	200.00	174.00	28.00	402.00
Sherbrooke ...	81.62	100.	200.00	162.00	30.00	392.00
Danville	74.02	93.	200.00	148.00	27.00	375.00
Lachine	73.30	71.	200.00	146.00	21.00	367.00
(Richmond)						
St. Francis	70.04	92.	200.00	140.00	27.00	367.00
Waterloo	66.46	95.	200.00	132.00	28.00	360.00
Stanstead	65.23	86.	200.00	130.00	25.00	355.00
Ormstown	64.62	86.	200.00	128.00	25.00	353.00
Valleyfield	64.53	94.	200.00	128.00	28.00	356.00
Cookshire	63.80	73.	200.00	126.00	21.00	347.00
Coaticook	63.50	95.	200.00	126.00	28.00	354.00
Granby	61.37	89.	200.00	122.00	26.00	348.00
Lennoxville ...	60.24	77.	200.00	120.00	23.00	343.00
Knowlton	59.32	89.	200.00	118.00	26.00	344.00
Sutton	58.69	78.	200.00	116.00	23.00	339.00
Shawville	58.67	73.	200.00	116.00	21.00	337.00
Inverness	52.50	78.	200.00	104.00	23.00	327.00
Cowansville ...	52.23	87.	200.00	104.00	26.00	330.00
Bedford	51.60	81.	200.00	102.00	24.00	326.00
St. Lambert ...	50.41	85.	200.00	100.00	25.00	325.00
Buckingham ..	49.30	77.	200.00	.....	23.00	223.00
North Hatley..	44.22	83.	200.00	.....	24.00	224.00
			<hr/> \$4,600.00	<hr/> \$2,716.00	<hr/> \$580.00	<hr/> \$7,896.00

SPECIAL ACADEMY.

Dunham Ladies' College.....	\$250.00
Buckingham Academy, Special Grant.....	50.00
	<hr/> \$8,196.00

MODEL SCHOOLS.

	Gen. Pc.	Eq. Pc.	Grant.	Bonus.	Eq. Grant.	Total.
Sawyerville	85.56	78.	\$75.00	\$132.00	\$15.00	\$222.00
Clarenceville . . .	78.32	75.	75.00	117.00	15.00	207.00
(Outremont)						
Strathcona	72.18	74.	75.00	117.00	14.00	206.00
Aylmer	76.98	87.	75.00	114.00	17.00	206.00
Waterville	75.95	94.	75.00	111.00	18.00	204.00
Hull	75.72	91.	75.00	111.00	18.00	204.00
Ulverton	73.88	71.	75.00	110.00	14.00	199.00
Magog	72.28	79.	75.00	108.00	15.00	198.00
Hatley	72.14	71.	75.00	108.00	14.00	197.00
Coteau St. Pierre	72.08	86.	75.00	108.00	17.00	200.00
Aberdeen,						
Mansonville..	71.66	74.	75.00	106.00	14.00	195.00
Stanbridge E. ..	70.47	81.	75.00	106.00	16.00	197.00
St. Andrew's...	69.50	68.	75.00	103.00	13.00	191.00
Beebe Plain....	69.41	67.	75.00	103.00	13.00	191.00
Dudswell, Bishop's						
Crossing	67.45	68.	75.00	100.00	13.00	188.00
Lake Megantic..	66.46	74.	75.00	99.00	14.00	188.00
East Angus... ..	66.30	56.	75.00	99.00	11.00	185.00
Hemmingford ..	65.97	64.	75.00	97.00	12.00	184.00
Ireland South,						
Maple Grove..	65.43	54.	75.00	97.00	11.00	183.00
Frelighsburg ...	64.43	80.	75.00	96.00	16.00	187.00
Marbleton	63.55	57.	75.00	94.00	11.00	180.00
St. Johns.....	61.73	86.	75.00	91.00	17.00	183.00
Como	61.30	65.	75.00	91.00	13.00	179.00
South Durham..	60.29	71.	75.00	90.00	14.00	179.00
Rawdon	59.86	66.	75.00	88.00	13.00	176.00
Lacolle	59.85	61.	75.00	88.00	12.00	175.00
Verdun	57.56	58.	75.00	85.00	11.00	171.00
Longueuil	57.40	71.	75.00	85.00	14.00	174.00
Kingsey	57.06	79.	75.00	85.00	15.00	175.00
Bury	55.54	72.	75.00	83.00	14.00	172.00
Scotstown	54.57	65.	75.00	81.00	13.00	169.00
Lingwick, Gould	53.81	61.	75.00	80.00	12.00	167.00
Dunham	53.67	64.	75.00	80.00	12.00	167.00
Leeds	53.45	72.	75.00	80.00	14.00	169.00
Quyón	51.99	77.	75.00	77.00	15.00	167.00
Leeds South,						
Kinnear's Mills	50.21	61.	75.00	75.00	12.00	162.00
Farnham	45.11	74.	75.00	....	14.00	89.00
Windsor Mills..	39.57	65.	75.00	....	13.00	88.00
Compton	30.53	73.	75.00	....	14.00	89.00
			\$2,925.00	\$3,495.00	\$543.00	\$6,963.00

SPECIAL MODEL SCHOOLS.

Cox, Paspébiac, New Carlisle.....	\$200 00	
Gaspe	125 00	
New Richmond	75 00	
St. Alphonse de Thetford, Thetford Mines	75 00	
Barnston	50 00	
Three Rivers	50 00	
Brownsburg	50 00	
Portneuf	50 00	
Philipsburg	50 00	
		\$725 00
		<u>\$7,688 00</u>

SPECIAL GRANTS.

Ulverton	\$40 00	
Kingsey	40 00	
		80 00
		<u>\$7,768 00</u>

SUMMARY.

Reserved for Poor Municipalities from Marriage License Fees	\$5,000 00
--	------------

ACADEMIES.

Grants	\$4,600 00
Bonuses	2,716 00
Equipment Grants	580 00
Grant to Special Academy...	250 00
Special Grant	50 00
	<u>\$8,196 00</u>

MODEL SCHOOLS.

Grants	\$2,925 00
Bonuses	3,495 00
Equipment Grants	543 00
Grants to Special M. Schools.	725 00
Special Grants	80 00
	<u>\$7,768 00</u>

Total \$20,964 00

It was resolved that the Secretary be instructed to ask the approval of the Lieutenant-Governor in Council to the payment of the Superior Education Grants, in accordance with the list above, and in virtue of articles 444 and 450 of the school law.

The application to rank St. John's School as an academy was granted in consideration of the fact that an academy staff is employed and that the equipment generally of the school is sufficient.

The model school at Outremont was, on application, raised to the rank of an academy for similar reasons, and the Inspector of Superior Schools was instructed to classify these schools accordingly in his future reports.

An application from the Protestant School Board was read, when it was resolved that the Inspector of Superior Schools be directed to give the Victoria School, Quebec, the privileges of model school examination and ranking, the school, however, to be inspected as usual by Inspector McCutcheon.

The sub-committee on the distribution of the liberated Normal School grants recommended that the distribution for the year 1908-09 be made as follows:

1. That the sum of \$500 (or as much thereof as may be required) be applied by the Government to the payment to each teacher-in-training at Macdonald College, under the regulations of the Protestant Committee, of the sum of five cents for each mile that his home, in the Province of Quebec, is more than fifty miles distant from Ste Anne de Bellevue.
2. That the sum of \$2,500 (or as much thereof as may be required) be applied by the Government to the payment to each holder of an advanced elementary diploma or of a model school or kindergarten diploma, on showing that he has taught successfully in some school in this Province under the control of school commissioners or school trustees, of the sum of two dollars for each month, not exceed-

ing eight months in each year, during each of the two scholastic years immediately succeeding the award of his diploma. If in two years of consecutive attendance at Macdonald College a teacher-in-training has taken an advanced elementary diploma and either a model school diploma or a kindergarten diploma, the amount to be paid shall be four dollars for each month; if three sessions of Macdonald College elapse between the admission of the teacher-in-training and the conferring of the second diploma the amount to be paid shall be three dollars for each month.

3. That the sum of \$3,000 be added to the Poor Municipality Fund to be distributed as part thereof.

4. That the sum of \$10,866.67 (or the remainder of the liberated Normal School grant) be distributed by the Government to Protestant School Boards, for rural schools not participating in the Poor Municipality Fund, in such amounts to each Board as may be recommended by the sub-committee charged with the allocation of the Poor Municipality Fund.

5. That the said sub-committee, for their guidance in preparing the statement of such amounts as they may recommend to be paid to each Board; be instructed to obtain and consider reports from the school inspectors on the following matters, viz.:

- (a) The rate and amount of local taxation.
- (b) The employment of qualified teachers.
- (c) The salaries paid to teachers.
- (d) The consolidation of weak schools wherever practicable with advantage.
- (e) The improvement of school buildings, premises and equipment; and
- (f) The lengthening of the school term.

These recommendations were adopted, and the Secretary was instructed to present them to the Government for approval.

The sub-committee was continued to consider in what way the increased grants to elementary schools can be best used so as to further the interests of education in the Province.

The Chairman reported the results of the meeting of the Council of Public Instruction, which was held on the 24th of September inst., to consider the amendments to the school law that had been proposed by this Committee.

He recommended that the amendments be referred to the committee in charge of them to recast them for the November meeting of the Council. This recommendation was adopted.

Maxwell's Grammars, for which authorization was asked by the publishers, were referred to the text-book committee.

Complaints in regard to the prices charged by certain dealers, these being in excess of the prices given in the list of authorized books, and complaints that the Phonic Primers are no longer supplied, although authorized for use, were referred to the text-book committee for action and report.

The Secretary read a notice from Prof. Kneeland to the effect that he will move at the November meeting for a sub-committee to consider the whole question of the examination of our superior schools.

Mr. G. J. Walker being absent, his motion regarding the Pension Fund was held over till next meeting.

It was resolved that the salary of the Secretary of the Central Board of Examiners be fixed at five hundred dollars per annum.

A report of the Labrador schools was read by the Secretary, and Inspector Parker's report concerning the superior schools was summarized by the Chairman.

Principal Robertson reported that 125 students are now actually in attendance in the Teachers' Training School with a view to qualifying to teach in this Province.

It was moved by Rev. Inspector Taylor, seconded by Dr. Shurtleff, and

Resolved:—"That we have learned with surprise and displeasure that some papers of pupils have been withheld by the Deputy-Examiners on the recommendation of the Principals of Superior Schools and that these papers have not been transmitted to the Examining Board at Quebec;

and further that we instruct the Secretary of the Department to call the attention of the Deputy-Examiners to the duty of transmitting all papers to the Examining Board."

FINANCIAL STATEMENT

OF THE PROTESTANT COMMITTEE FOR THE SIX MONTHS
ENDING JUNE 30th, 1908.

1908. RECEIPTS.

Jan.	1. Balance on hand.....	\$3,059 72
	Government grant for contingent expenses	1,500 00
		\$4,559 72

1908. EXPENDITURE.

Jan.	7. Chronicle Printing Co, Minutes (500)	\$13 00
Feb.	11. John Parker, salary for February...	125 00
Feb.	20. G. W. Parmelee, salary for half year.	200 00
March	5. John Parker, ordinary salary for March, \$200; and additional granted by the Committee Feb. 29th, 1908, as increase for year to July 1st, 1908	325 00
March	12. Chronicle Printing Co., Minutes....	16 00
April	1. John Parker, salary for April.....	125 00
April	1. G. W. Parmelee, expenses to attend sub-committee meetings.....	25 00
April	30. John Parker, sundry expenses.....	42 46
May	1. John Parker, salary for May.....	125 00
May	27. Chronicle Printing Co., Feb. minutes	12 00
June	1. John Parker, bal. of salary for June.	125 00
June	15. G. W. Parmelee, Secretary of Prot. Central Board of Examiners.....	100 00
June	25. W. Vaughan for A. A. Examinations	500 00
June	25. John Parker, postage, express, telegrams and cartage.....	42 03
June	30. Balance on hand.....	2,784 23

SPECIAL ACCOUNT.

1908.

June 20.	Interest on Marriage License Fund..	\$1,400 00
	Interest on Jesuits' Estate Settlement Fund	2,518 44
		<hr/>
		\$3,918 44

CONTRA.

1908.

June 25.	Transfer to Superintendent of Public Instruction	\$3,918 44
		<hr/>

Audited and found correct.

(Signed) WILLIAM I. SHAW,
Chairman.

The Committee then adjourned to meet at Quebec on Tuesday, the 24th day of November next, at 9 a. m.

GEORGE W. PARMELEE,
Secretary.

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 26th of August, 1908, to make the following appointments, to wit:

School Commissioners.

Gaspé, Sainte Anne des Monts.—Mr. the Dr. L. P. Gauthier and Louis Levasseur, continued in office, their term of office having expired.

Maskinongé, Saint Justin.—Messrs. Edmond Lafresnière and Joseph Bellemare, to replace Messrs. Louis Masson and Onésime Vermette, whose term of office has expired.

Terrebonne, Saint Hippolyte.—Messrs. Zénon Dagenais and Dominique Gohier, continued in office, their term of office having expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of September, 1908, to make the following appointments, to wit:

School Commissioners.

Maskinongé, Saint Justin.—Mr. Anselme Dauphinais, to replace Mr. Maxime Baril, resigned.

Montcalm, Sainte Marguerite de Wexford.—Messrs. Louis Beaudry, junior, and Daniel Mooney, continued in office, their term of office having expired.

Ottawa, Hincks.—Mr. Patrick Skehin, to replace Mr. Mick Sage, whose term of office has expired.

School Trustee.

Stanstead, township of Magog.—Mr. Narcisse St. Pierre, to replace Mr. Louis Labelle, whose term of office has expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 10th of September, 1908, to change the name of the school municipality of the "Banlieue of Quebec," county of Quebec, into that of the municipality of the "Town of Montcalm."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 10th of September, 1908, to change the name of the school municipality of the village of the Boulevard Saint Paul, in the county of Hochelaga, into that of the municipality of the town Émard.

THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC

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

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

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

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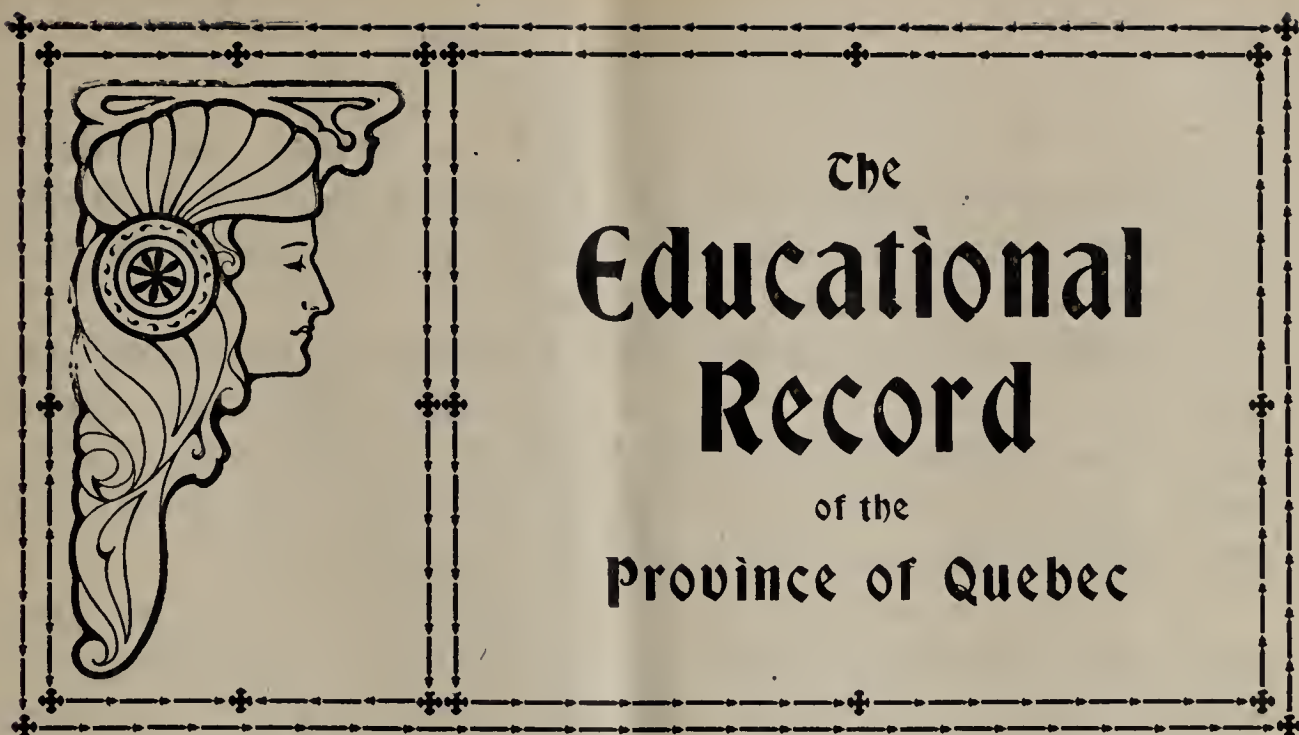
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No. 11

November

Vol. XXVIII

ARTICLES: ORIGINAL AND SELECTED.

ANNUAL CONVENTION.

The annual convention of the Provincial Association of Protestant Teachers was held in the High School, Montreal, Thursday, Friday and Saturday, October 15, 16 and 17, 1908.

The weather was ideal, and the attendance was the largest in the history of the association.

On Thursday morning the reports of the different committees were read and adopted. The main feature of this session, however, was the motion of Miss M. L. Ferguson re amendment to the Pension Act. Miss Ferguson moved "That the educational authorities of this Province be requested to procure such amendment to the present Teachers' Pension Act as will make it of greater benefit to officers of primary instruction." Whilst the general consensus of opinion of the convention was in sympathy with the motion, yet the animated discussion which took place later showed clearly that all were not in accord with the ways and means adopted to secure this much-desired reform.

On Thursday afternoon Prof. J. A. Dale, of McGill University, gave a very interesting address on "Imagination in Education," and Miss Ethel Hurlbatt, of Royal Victoria College, read an excellent paper on "The Teaching of

History," in which she described the latest methods in the presentation of history in the school room. A resolution was passed to the effect that both papers be published in the Educational Record.

At the evening session the address of welcome was made by the Rev. Dr. Paterson-Smyth. The other speaker of the evening was the Rev. E. J. Bidwell, D.C.L., head master of Bishop's College School, who dwelt emphatically upon the ethical element in education.

On Friday morning, after the disposal of routine business, the convention broke up into sections. The Superior School section discussed questions relating to the work in Superior Schools. The most enjoyable feature of this session was the interesting address given by Dean Moyse on "The Merchant of Venice." The teachers who were present received an inspiration which will help them throughout the year.

In the Elementary section Mr. H. H. Curtis, director of French in the Protestant schools of Montreal, gave a paper on "French Teaching in the Light of European Experience." As this paper deals with the teaching of this subject in the higher grades, Mr. Curtis has kindly allowed it to be published in this issue of the Record.

Mr. Carl Place, of Westmount Academy, gave an excellent address on the "Teaching of Writing." In his opinion the death knell of vertical writing has been rung.

In the Kindergarten and Primary section topics in connection with the work were ably discussed by specialists in this branch of education, viz: Miss Bennett, of Hochelaga; Miss Crathern, of King's School, and Miss VanVliet, of Coaticook.

Instead of the usual afternoon session, a trip was made to the Macdonald College, Ste Anne de Bellevue. Fully five hundred teachers availed themselves of this privilege. Upon their arrival at the college they received a most cordial welcome from Dr. Robertson, the members of his staff and the pupils of the institution. Under the guidance of the pupils, the different buildings were visited, the equipment inspected, and the afternoon passed pleasantly and profitably, but too quickly, away. Some of those

present that afternoon will return again as students to this institution, and others will go back to their schools imbued with the determination to encourage and assist any lad or lass o'pairts to take a course of training at the Macdonald College.

At the evening session, Prof. John Brittain, Macdonald College, gave an interesting lecture on the educational value of Nature Study, and Dr. Sinclair gave an illustrated lecture on "The English Schools."

On Saturday morning, after routine business, Dr. Frank Adams of McGill gave an interesting and instructive lecture on "Mountains: their origin, growth and decay."

The remainder of the morning session was occupied in discussing questions which had arisen from the action taken by the Montreal Association of Women Teachers in regard to the nomination of officers.

The officers elected by the convention for the coming year are as follows:

President—Miss M. L. Ferguson.

First vice-president—Dr. Rexford.

Second vice-president—Miss Lawless.

Third vice-president—Mr. McBurney.

Recording secretary—Inspector—Inspector McOuat.

Corresponding secretary—Mr. T. I. Pollock.

Treasurer—Mr. Bacon.

Representative to the Protestant Committee—Miss Hunter.

Pension committee—Mr. Hopkins and Mr. Rowell.

Executive committee—Inspector McCutcheon, Mr. Rollitt, Miss McCoy, Mr. Rivard, Miss Mitchell, Miss Grant, Miss Duffett, Miss Peebles, Miss E. Stuart, Mrs. Irwin, Miss Baillie, Miss Ross and Mr. McArthur.

FRENCH TEACHING IN OUR SCHOOLS IN THE LIGHT OF EUROPEAN EXPERIENCE.

(H.H. Curtis.)

All the accounts which I have read of what is called in Europe the "Reform in Modern Language Teaching" place the beginning of the movement about the year 1880.

with the appearance of the remarkable writings of Professor Viator and other German scholars. It is probable that the time was ripe for a change, as political writers are fond of saying. At any rate the paper led to a great amount of controversy, resulting in extended experiments and the gradual development of what they called the "New Method," which in time extended, under various names and with considerable variation in details, through most of the countries of Europe, making a short-lived appearance in the United States, and taking root in the Province of Quebec, where local conditions favored its development.

When the "New Method" was well established on the Continent, the efficient but somewhat conservative British schoolmaster began to think about it, and during the last few years the "Direct Method," as they call it in Great Britain, has made rapid progress, including among its advocates a distinct majority of the Modern Language teachers of the country. For a statement of the principles of the "New Method" and a fuller account of the history of this interesting movement, I should like to refer you to a series of lectures delivered in 1902 in the Columbia University by Dr. Bahlsen, a German superintendent of schools. This little book is published by Ginn & Co., of Boston, and I understand that before long you will be able to borrow a copy from the library of this association.

It is perhaps unfortunate that we were not during this formative period in closer touch with the larger European movement. It might have helped us in dealing here with similar problems, notwithstanding the fact that the conditions in Europe are somewhat different from those which obtain here. However that may be, it can scarcely fail to be of interest and of advantage now, especially to the smaller group of those concerned, to study the course of these two separate currents of human endeavor, which started from the same impulse a quarter of a century ago, and which have since been making their way independently toward the same goal. Realizing this, I resolved last spring to visit Europe for the purpose of studying educational conditions at close range. For some months I had been following with great interest the discussions already

referred to which have been going on in the English educational press. I had also examined a number of new text-books and had entered into correspondence with leaders of the movement in Great Britain. One should make a certain preparation for a trip abroad, whatever the purpose of the journey may be.

Of course I must not stop to speak to you of the incidental pleasures of such a journey, the delights of an Italian spring time, the picturesque life of Naples, the wonders of Pompeii, the salubrious climate of Capri, the palaces of Genoa, the wonderful cathedral at Milan, the charming lakes of northern Italy. These things form quite another story, which would be the story of the first month we spent in Europe. Then came the interesting journey northwards by the St. Gotthard through Switzerland, where another week was spent amid such glorious scenes as only Switzerland can offer, and that only in the month of June.

Quite as interesting to me, however, though in another way, were the days I spent in Germany, chiefly at Frankfort, studying the methods of teaching French employed there, and discussing with men, equally interested in the subject, problems with which I have been wrestling for many a long year.

I had taken the precaution to obtain through the British Consul at Naples and the British Ambassador at Berlin the necessary official permits, and had the advantage of discussing local conditions with an English professor resident in Frankfort, himself the author of a junior French course, with whom I had had previous correspondence. It is rather warm in Germany in the month of June, and I was not sorry to be informed that in hot weather school work begins at 7 o'clock in the morning.

It was an inspiration to follow during several days the class work of Director Walter, principal of a High School, who yet finds time, so great is his enthusiasm in the subject, to take some of the French classes in his school, especially the classes of beginners. Several of Dr. Walter's assistants, most of them Doctors of Philosophy, admitted me to their classes in which both French and English were

being taught. In another school I was permitted to observe the methods employed by Dr. Eggert, Dr. Schmidt and others. Modern language teachers in Germany are nearly all well-trained specialists, which perhaps accounts for the fact that there is considerable diversity in the methods employed. I shall presently discuss these methods, but I wish first to tell you what opportunities of observation I had elsewhere. At Paris I met Mr. Paul Passy and the Abbé Rousselot, authors of two systems of phonetic notation, and discussed with them the merits of their respective systems. I also had some instruction in the subject in Paris, but I may frankly tell you that I think quite as good phonetic instruction can be had in Montreal as anywhere else, though I should not like to say this of any considerable number of our phonetic teachers.

In England the summer vacation begins about the first of August, and the last half of July is devoted to examinations, so I hastened to London about the 25th of June, and for three weeks gave up a good share of my time to visiting classes in which French was taught by more or less skilful teachers, both male and female. Here also I had made acquaintances by letter, and had no difficulty in obtaining the necessary introductions. Indeed, my Canadian citizenship seemed to be a passport to almost anything I wanted, so great is the interest taken in this country and the favor in which Canadians are held in the Motherland.

The most striking difference which I observed between our methods and those employed in Europe was in the treatment of the foreign pronunciation. The development of the science of phonetics has enabled European teachers to obtain much better results in this particular with infinitely less trouble and labor. There is a great saving in learning the fundamental sounds of a language definitely and accurately at the beginning. There is an advantage in using the more definite phonetic characters until the pronunciation has become somewhat established. While phonetics is a development of the "New Method," it is applicable to foreign language teaching, whatever method is employed, provided only that the teacher is qualified, and I am strongly of the opinion that we should at once

in Canada, and particularly in this Province, avail ourselves of this new instrument for lightening the difficult task of learning a foreign tongue in schools.

Now I have been too long concerned with the administrative side of school work not to understand something of the difference between aspiration and accomplishment, and I do not give this advice without realizing that it will be many a long day before the teachers of French in this province will all be able to teach phonetically. And yet what we can do will be well worth while. Indeed, an important beginning has already been made in Montreal. During the last two years the Protestant School Commissioners have provided for their teachers a winter course in phonetics which has been attended by about a hundred teachers each year. In this connection I wish to recognize the highly valuable service which Dr. Walter of McGill University has rendered to the Province. Not only did he call the attention of this association to the subject two years ago, but he has since that time, without personal advantage and in a most acceptable manner, conducted the classes in phonetics in this city. We hope for a continuance of this admirable work, for we have not as yet been able to reach all the teachers of French in the service of the board, nor is the work completed in the case of all those who have undertaken it. In the meantime Macdonald College, a more important agency so far as the Province as a whole is concerned, has recognized the importance of the work, and has made such beginnings in phonetic instruction as the general requirements of the time-table will permit. The Macdonald College is, of course, our chief hope for the future in this matter, but for the benefit of those who are already at work, other agencies will be required, as I shall presently indicate in connection with the general theme of the training of teachers for Modern Language work.

Apart from the use of phonetics, the methods employed in Montreal are in harmony with the principles most generally held in the countries which I have visited. In saying this I am far from holding up the French work in Mon-

treas as a model of perfection. On the contrary, while it has been most gratifying to find so strong a confirmation of the general trend of our work, it is equally gratifying to know that through the experience and the labours of others many devices and suggestions are now available which will enable us to make very great improvements.

It is quite apart from the purpose of this paper to discuss these minor details of method, the numerous notes which I have taken will, I hope, find their expression in useful modifications in the work of which I have the supervision. I may just say in passing that there is still much diversity of opinion as to how far translation should be encouraged. The best opinion does not seem to favour definite exercises in translation in the earlier stages, though of course a difficult word or passage or principle of grammar is fully explained by most teachers in the language of the class. In some schools both prose and verse are memorized more than we have been doing here, and there has also been a fuller development of what I may call connected oral composition, as opposed to short questions and answers. Of course, the discussion of methods leads here, as it always does, to the question of the qualification and training of the teacher, a subject which is receiving great attention in Europe.

Modern languages are taught in Europe to a greater extent than here, and to an increasing extent by trained specialists, not foreign teachers, but well educated and well-trained native teachers, Germans in Germany, Englishmen in England. The study of foreign languages, one at a time, is begun in secondary, not in primary schools, the pupils being about ten years of age. These conditions of course simplify the problem of the training of teachers by limiting the number to be trained. I have long been of the opinion that, except perhaps in the city of Montreal, special teachers of French should be employed in all the larger graded schools in the Province. The plan has been tried in a few of our schools, and I am convinced that if skilful teachers of French were available they would find ready employment in other schools, and the plan would gradually extend to all the large schools of the

Province. The problem of securing a sufficient number of skilful teachers for this work is not beyond the capacity of such agencies as are available. The more recent graduates of the Provincial Training School have a much better knowledge of French than those of twenty or thirty years ago. This is due not only to improvements in the course of that institution, but also to the fact that many of the students have had better preparation before entering the training school. Young teachers who have studied French in the Public and High or Technical High School of Montreal before entering the training college, come to their work familiar with the methods employed and with a tolerable knowledge of the language. A like improvement would result from the appointment of special teachers of French in the Provincial graded schools, so that the general level of qualifications would be maintained, notwithstanding the fact that less time is now given to the subject in the training college. Of course, additional training would be required for those who undertake higher work or who become specialists in the subject.

In Europe, after taking the usual school and college courses, Modern Language teachers usually attend special courses for foreigners in the country whose language they intend to teach. I recently visited in London a summer course for foreigners studying English. It was organized by Prof. Rippmann, head of the Modern Language department of London University, and was attended by over two hundred adult students, mostly teachers of English from almost every country in Europe. They resided among English people and studied by means of lectures, conversation and reading English customs and institutions, as well as English history and English literature. The Teachers' Guild of Great Britain and Ireland, a society corresponding to this association, organized this year for its members two holiday courses in French, one at Honfleur and one at Tours, as well as a German course in Germany and a Spanish course in Spain. There were altogether this summer in France and in French Switzerland at least twenty-one holiday courses in French organized by committees of the different French universities and by

the Alliance Française for the benefit of foreign students. Many of these courses were held at the seaside, in the mountains or in delightful college towns, and were planned to meet the requirements of teachers in the way of recreation as well as instruction. The number of Modern Language teachers following these courses and similar courses in Germany and other European countries must have been very large indeed, which gives some idea of the interest taken in the subject and of the efforts which are made by Modern Language teachers to reach the higher qualifications which modern methods call for. Of course these teachers are encouraged and in some cases assisted in these efforts by the school authorities, which in my opinion is precisely what the situation calls for in this Province.

As to ways and means, I need only at this stage mention some of the inducements which might be offered to teachers willing to qualify for this special work:—

First—A reasonable prospect of securing a position. There are always in this province a number of teachers possessing a fair knowledge of French and willing to qualify for French teaching. Such cases have frequently come to my notice during the last few years, and I have been obliged to say that very few special teachers of French are employed in the province of Quebec.

Secondly—A reasonable salary. Modern methods of teaching French call for skill, enthusiasm and hard work, and it is useless to expect good teachers to take up the subject if they can do better in other departments of teaching. I would suggest that for a time at least school boards might be encouraged to employ qualified French teachers by the offer of a small conditional grant. I am confident that both the Government and the Protestant Committee would be glad to co-operate in any scheme promising to effect an improvement in a subject so much in demand as French is in this province.

Thirdly—Opportunities for study at home and abroad. The institutions which have to do with the education of teachers in this province have already shown their readiness to provide the necessary facilities, and I have no doubt that this policy will be continued, especially if their offers

meet with a more general response. As to study abroad, such facilities for travel as have been arranged for the Canadian teachers now travelling in Europe make it a comparatively simple and inexpensive matter to take a holiday course in France.

On the whole, I think we may regard the problem of obtaining a sufficient number of special teachers for the French work of the large graded schools as presenting no insuperable difficulties.

Along with the development of the New Method in Germany, courses of study on reform lines have naturally come into existence. Some idea may be obtained of the type of text-books employed there by examining the German courses which were adopted for use in British schools when the method was introduced into Great Britain. I may mention the texts of Rossman & Schmidt or Dent's First and Second French books, edited by Prof. Rippmann, copies of which may be found in the library of this association. Designed for the use of specialists dealing with older pupils, they naturally differ somewhat from the little course which we have worked out in Montreal for the use of our regular class teachers dealing with younger pupils. For example, the German books have no teachers' manual, though I was much interested to observe that the more recent books published in England, where the fullest measure of skill has not yet been generally developed, are provided with more and more elaborate teachers' notes. Dr. Eggert of Frankfort, who is preparing a new course for use in German schools, told me that he intended following the British example in this respect, though I presume that no one in Europe will go so far as we have done here in this matter, however necessary the manuals may be in such circumstances as obtain here.

Another striking feature of European texts may be observed in the fact that the geography and history and customs and institutions of the foreign country whose language is being studied, form an essential part of the subject matter of the course. In the case of countries lying contiguous, the value of such information is emphasized, though I think that the principle could be applied here to advantage.

The first texts used in Great Britain, as I have suggested were adaptations of German and other Continental courses. More recently many of the great British publishing houses have brought out Direct Method courses prepared by British teachers. The manager of a large and somewhat conservative London house stated last winter in a letter that when the Modern Language situation, which he described as being in the "melting pot," declared itself more definitely, his firm would bring out a new French course. He told me the other day that he is now prepared to publish a Direct Method text-book. These facts tend to show that the victory of the New Method is already decisive in Great Britain, though I am far from stating that British teachers are all of one mind on the subject.

So far as the translation courses in use in this province are concerned, I am of the opinion that it is time to consider replacing them by more modern text-books, whatever method of teaching is likely to be employed here in the future. When I came to this conclusion a couple of years ago I so reported to members of the Protestant Committee who were then dealing with such matters. These gentlemen invited a number of professors and teachers of French to study the question and make recommendations thereon. This committee has done a large amount of useful work, but it is almost impossible under existing circumstances to determine a course of study in French without consideration of the methods likely to be employed. There are admirable courses of study on reform lines more or less rigidly drawn, but the successful use of these books calls for a measure of special skill which can hardly be looked for in the average class teacher. What is to be our policy for the future with regard to French study in the Province of Quebec? Are we to be contented with antiquated methods and indifferent results, or shall we gradually adopt the improvements which have been laboriously worked out in practice, and whose usefulness has been fully demonstrated? The policy which I suggest for your consideration is this:

The employment of special teachers of French in our large graded schools, and the gradual extension of the plan, modified as may be necessary, to a considerable number of the smaller schools. The organization of adequate facilities for the more advanced training which such teachers would require, including, for a time at least, inspection and direction of the class-room work. The offer of inducements sufficient to secure the services of competent teachers. The gradual introduction of a modern course of study.

It may take a little time to accomplish all these things, but there is nothing in this programme which has not been accomplished elsewhere, or that we cannot accomplish here, encouraged by the urgent need which has always been felt in this province for something more effective than we have yet found for acquiring even a limited mastery of the French language.

GETTING AT THE ESSENTIALS IN GEOGRAPHY TEACHING.

(Jacques W. Redway, F. R. G. S.)

Mr. Charles A. Dana, who made the "Sun" famous among newspapers, on being asked the essential feature in his management of that paper that had most helped to make it great, replied, "It is what we don't print." A parallel and similar answer would apply were one to inquire the secret of successful teaching; and most certainly it is true of the successful teaching of geography. One may have volumes of matter at the tongue's end, and possess but little of the fundamental facts of geography; one may also have a good knowledge of the fundamental principles, and, at the same time, know but little of their application to human life.

For years—so many that the memory of man knoweth not—we have always taught the youngster at his first lesson, "The earth is round, like a ball or an orange." Now there is certainly nothing heretical to my notion in this:

statement; although to the many who insist that the study of geography should begin in the school yard, the idea of beginning with a round world will be highly illogical. Why the earth should be compared to a ball is plain, but why comparable to an orange is not quite clear; moreover, it is not very logical. I should rather say, "The earth is round, like this"—"this" being a small globe that is a miniature earth; and because it is a representation of the earth, "this" is a more logical illustration. But unfortunately, after having compared the shape of the earth to that of the ball or the orange, we ever afterwards teach a most hopelessly flat earth. The round earth is not in the course of study; why, therefore, should the youngster bother about it?

If the shape of the earth is a fundamental fact in the study of geography, the pupil must be taught to think in terms of a round earth. This he can do best when the miniature earth is in his hands, to the exclusion of other devices. He is taught that "three-quarters of the earth's surface are water and one-quarter is land." With a little exercise of ingenuity on the part of the teacher the pupil may be led to discover the proportion from a globe; but from a flat map, never. He might have some difficulty in comparing the relative position and sizes of continents, or of grand divisions on even the globe, or miniature earth, but he could not make the comparison on a map with any degree of accuracy at all.

The moral of all this is, that the lessons about the shape of the earth, the relative size of land areas and water areas, the succession of day and night, and the relative positions of the poles and the equator should be taught from the small globe and not from the flat map. Indeed, the small globe should be in the hands of the pupil until he thinks automatically of the world as a globe. And whenever, in the course of his school career, a new name looms above the geographical horizon, it should be referred, first of all, to the globe.

We are told that "geography is the study of the earth as it relates to man." This is undoubtedly true, and I have long wished that some kind friend would explain just

what it means. If one were to say that geography is a study of the earth with relation to the production and commerce of foodstuffs and other commodities, the statement would be more intelligible and tangible. As a matter of fact the two most important aspects of the subject are physical geography and commercial geography. The control of the first upon the second practically may be summed up as human history. Let us examine a case in illustration.

The first important industrial growth in the New England States was commerce, and the commerce was possible because of good harbors. Now the harbor of the New England coast is a problem in physical geography—in matter of detail, a drowned valley. Along the New England coast the submersion of the coast plain and the intrusion of the sea into the edge of the plateau created the indentations that are the places of safe anchorage. That is, the physical geography of the region encouraged commerce. It was an adjustment of a people to their physical environment and, therefore, an epoch in human history. At a later period the New England plateau became a great center of manufacture, and has so remained to the present day. But the possibilities of manufacture were due to an abrupt slope of a rugged plateau, which furnished abundant water power. That is, topography is the essential in the study of the states of this plateau, and a favorable topography has been the underlying factor in its industrial growth and development. Still more, the history of the people cannot be logically understood unless it is based upon a knowledge of the topography of the region. Even when we examine the struggle over the tariff, we finally must revert to the topography that made this plateau a region of manufacture.

The primary questions of cause and effect—rugged plateau, abrupt slope, water power and manufacture—are intelligible to fourth or fifth year pupils; some of the incidental problems, such as the tariff issue, the decadence of manufacture in the Southern Piedmont region, and the decadence of ship-building, are rather too abstruse even for high school pupils. One other readjustment is even

now under way in parts of the New England plateau: some of the great industrial establishments are now seeking tidewater locations in order to avail themselves of cheap coal. To the younger pupil a problem of this sort has little meaning; to the high school pupil it is a necessary part of the knowledge of his own environment. But to young and old the essential feature of the geography of this region is its topography.

In the study of the geography of the United States, the individual state has a place of but little importance; beyond the establishment of its boundaries it has practically none. The industrial region is the real unit, and the industrial region may comprise half a dozen or more states. In the preceding illustration, Massachusetts, Connecticut and Rhode Island, together with a part of New York, New Hampshire and Vermont, form such an industrial region; and it is the general topography, not of the one state, but of the whole region, that has unity.

We may see the same illustration in the South Atlantic and Gulf States. The dominating industry—the occupation that brings the income to the people—is cotton growing. Now the river-bottom lands, and “sea islands,” yield about two bales of cotton per acre; bluff lands yield less. Therefore, the physiography of flood plains and sea islands is one essential feature in the study of the region; that of the bluff lands is another. But the sea islands of the Middle Atlantic States, and the flood plains and bluffs of Iowa do not produce cotton. The plants will grow, thrive fairly and flower, but before the bolls burst an early frost puts an end to the plant. The question of climate, therefore, is, perhaps, the first essential in the study of the geography of this region, for climate is the foremost essential in the great industry of this region. Indeed, the geography of the cotton industry—planting, cultivating, gathering, manufacturing and shipping—is about all that is required.

Similarly, in the prairie region of the Northern Central States, the production of foodstuffs is the great industry; and the topography which permits a bushel of wheat to be planted, harvested and put upon the market at a smaller cost than in almost any other locality in the world, is the essential feature. The markets of this region are the mar-

kets for foodstuffs; the manufactures are those which have to do with foodstuffs or with transportation; and the chief business of the railways is the transportation of foodstuffs; the railways themselves are commonly known as "granger" roads. Even the younger pupils can understand that level, prairie land is better for grain farming than rugged hillsides; they can even comprehend that the gigantic harvesting machinery of the prairies would be scarcely usable on the ten-acre farms of the New England plateau.

There is also a problem for older pupils which bears directly upon the wheat lands of these states, namely—glaciation. The soils producing the hard and glutinous kernels that constitute the best wheat are composed of a glacial drift. In a certain part of Illinois are two farms separated by a creek. The creek flows in the groin formed where the lobe of one area of glacial drift overlaps another. On one side of the creek the land is worth more than one hundred dollars per acre; on the other side its value is about one-half as much. The soil of the one lobe is a glacial drift that is ideal for wheat growing; that of the other lobe is practically worthless for the purpose. This fact would not be of especial value in itself except to the farmer of Northern Illinois if it did not illustrate a principle; but it does illustrate a principle whose application is co-extensive with the area in which American wheat is consumed.

Notice that in these illustrations the point of inquiry has been: What is the dominating industry of the region—the industry that brings it in touch with the rest of the world? In other words, what is the industry or industries that bring to the particular region its income? Having ascertained this fact, it remains to be learned how and in what manner topography, climate and the other conditions of environment favor this occupation or occupations. As a rule, we shall find that soil, climate and topography—perhaps one, perhaps all—are the geographic factors involved. In other instances, as in the coal regions of Pennsylvania, rock folds are so broken and exposed that the mineral contents needed in the arts and sciences are avail-

able. In still other instances an ocean current may send a drift of water having the right temperature for a certain species of food fish to a given locality, thereby locating an industry. A remarkable instance of the control of an industry is seen in the location of the corn belt. Maize thrives best in the latitude of the fifteen-hour day and warm summer night; and this in turn is determined by the inclination of the earth's axis. Another interesting case is the Chinook wind and wheat growing in the Saskatchewan and Athabaska valleys. It might not be quite correct to say that wheat would not grow in this locality were it not for the warm Chinook winds, but it is nevertheless true that, without their influence, wheat growing would be a very feeble industry. The same is true of the "Havana" tobacco grown in Pinar del Rio; there are conditions of soil, water and climate in that particular locality which make the tobacco what it is, and plants having the same quality are not produced elsewhere.

The man, too, may be an important factor, not only by the use of intelligence and knowledge in adjusting himself to his environment, but also in overcoming many natural obstacles. Thus, Chicago might have prospered quite as much had the city been built at the present site of Michigan City; as a matter of fact, the latter location is vastly better; but the intelligence of man has kept the great center of industry where it is. San Francisco, though wisely located with reference to its early history, would now be far more conveniently located if it were at some position on the bay where grain and produce might be landed directly on its wharves, instead of paying an additional transshipment to be delivered there. But in spite of this drawback the intelligence of man has caused San Francisco's growth to proceed with but little hindrance. It is a great city, while Vallejo and Port Costa are not. Southampton has wrested much of the trade from Liverpool, on account of a more favorable location. but Liverpool has continued to grow by leaps and bounds, because the men behind business affairs are able to overcome an ordinary handicap. San Diego, with one of the finest harbors on the Pacific Ocean, has never controlled any considerable trade, while Los Angeles, twenty miles inland,

with nothing to recommend its situation. has grown from an adobe village to a city of three hundred thousand people in less than forty years. Seattle, with the finest harbor in the world. has not had so great a growth. In each instance the intelligence and knowledge of the man of business has won success over odds of environment that were against him. The discussion of instances of this sort is a legitimate part of the study of geography; it requires knowledge of the subject, however, and discretion as to the place in the course of study where such discussion will be educative. To an advanced pupil, a training that will enable him to discern the odds of environment in favor of or against the man is an essential. But this training is not to be gained by dropping the study of geography at the time when the pupil is just old enough to have an intelligent knowledge of the subject.

The discovery of the essential is not always so easily accomplished as it might seem in the foregoing illustrations; moreover, the question of political organization is frequently a factor in the study of geography. Let us take Austria-Hungary as an example. An analysis of the various industrial pursuits will inform us that the production of foodstuffs is the chief employment; and that wherever there are "plains" wheat and other foodstuffs produce the income of the people. But the existence of a nation composed of widely diverse races bound by a practically indissoluble tie—races whose attitude toward one another is that of intense hatred—requires a reason for its explanation that is not apparent on the surface. And the explanation is topography—the thalweg of the Danube. The thalweg of this river is the line of least resistance between the grain fields of Hungary and the Black Sea plain on the one side, and the market for the grain in Western Europe on the other. Both the valley and the stream itself are trade routes: Moreover, so important is this traffic, and so essential is its free existence to both Eastern and Western Europe, that all Europe unites in saying, "Hands off." It is said that Bismarck* once ex-

*The credit to Bismarck as the originator of the exclamation is probably unauthentic. It has been a common remark for half a century.

claimed. "If Austria-Hungary did not exist, it would have to be invented." Perhaps Austria-Hungary might not need "to be invented"; but in our own time the state of Panama most certainly was "invented" because its topography made it a world's trade route.

In the plateau of Iran we may also find a good illustration of adjustment to environment. This region is known to the rest of the world through such names as Kulah, Daghestan, Kabistan, Kermanshah, Khorassan. Shiraz, Gorevan. Yomud, and many similar unpronounceables. They are specific names of Oriental rugs; and these textiles are about the only things that connect the plateau of Iran with the rest of the world. Now these rugs cannot be reproduced elsewhere in the world, so far as is known. Soil and climate give to the wool qualities that do not exist in wool grown elsewhere. The same is also true of the dyestuffs; water will not change them; the sun will not fade them; exposure will not dull them; chemicals alone will destroy them. The designs may be imitated, if one knows the history of six thousand years of Aryan symbolism, but the materials cannot be. And with the possible exception of American cotton cloth, no other commercial commodity, radiating from a single center, has such a world-wide dissemination as these fabrics. The conditions of geographic environment, therefore, that makes Oriental rugs what they are, constitute the fundamental knowledge of the geography of the region; wisdom concerning geosynclines, diastrophism, uniformitarianism and isostasy cuts no ice in the matter.

From the foregoing paragraphs it may be inferred that I regard the commercial and economic aspects of geography as the more important side of the study to be emphasized. I most certainly do. If the country of the Samoyads does not enter into the life of New England, the only essential knowledge about it is the fact that it exists and the locality of its existence; and one can worry along through life even in ignorance of these facts. On the other hand, if Samoyadland can and does supply all New England with apodictic aphorisms more economically, yard for yard, than they can be grown in Boston, then the essentials concerning the geography of Samoyadland be-

comes much more comprehensive. Not only must one know whether the product of Samoyadland grows on pumpkin bushes, roosts high, or hibernates in warm currents; one ought also to know what conditions of soil, climate and topography enable Samoyadlanders to market its crop in the presence of a New England handicap.

In the near future several other matters that even now are beginning to produce vicious results, will require vigorous attention. One of these shortcomings is the half-insane notion that memory work is eliminated from what some are pleased to term "the new geography." On the contrary, at no time in the past has so much memory work been imperative as at the present. The events of the past two decades have brought more than a thousand place names and other geographic terms into use that did not exist before. Ten years ago it would not have been wise to require familiarity with such names as Cavit , Nieuw Chwang, Yalu, Weihaiwei, Iloilo, Pearl Harbor, Fray Bentos and Harbin; nowadays, every intelligent person is expected to know something not only about these places but also three or four-score more that had no place in the literature of geography a few years ago.

It goes without saying that memorizing names and the locality to which each belongs is not the study of geography. A critic, recently complaining of the conventionalism of geography teaching, claims that it is far more satisfying to read of the beauties of Lake Katrine than to learn its latitude and longitude. To this I quite agree; nevertheless, it strikes me that an intellectual repast on the beauties of the lake, without an earthly idea of its locality, is not a very satisfactory meal. Lake Katrine is an incident in literature rather than one of geography; and if one happens to be studying the physiography of tarns, any other lake of the region will answer quite as well. The scenic features are a part of the origin and physical history of about every lake in Scotland; the trade route is the chief thing about the Great Lakes; and the commerce of asphalt is the important thing about Pitch Lake, in Trinidad. The capable teacher does not mix traffic problems with Pitch Lake,

nor asphalt with Lake Katrine. But she knows enough to see that, in the discussion of the utility of the lake, the location of it shall become a part of the pupil's knowledge. In other words, the locality is an incident in the study of the feature, and not a specially imposed memory task. To put it still more epigrammatically, the fundamental questions of geography are—what, where and why.

A far more serious matter is the misplacing of geography in the course of study. For the past ten years there has been a systematic effort to push the fundamental studies farther and farther down in the course. Well-meaning architects of courses of study have succeeded in crowding into the high school the mathematical and classical studies that thirty years ago were in the sophomore year of the college. Fifteen years ago a committee of the National Education Association recommended the enriching of the grammar school courses. As a result the screws were again applied. Reading, spelling and composition were crowded out of the course, if results count for anything; geography and history, the only broadening studies remaining, were pushed down to the seventh year of the grammar school—geography being finished in that year in most school courses. In New York, an abominable system of examination sends a very large number of pupils into the eighth year of the grammar school who should remain a year or two longer with the nursing bottle.

Under these circumstances, it is not surprising that history becomes merely the memory of chronology, while the real essence of geography is left untaught—not because the pupil lacks brightness, but because he is not old enough. The grade teacher is therefore compelled in self-defence to drill the pupils in a sort of rote work, which experience has shown her will most likely pass her class through the examination grinds. The pupils, in turn, study to pass the examinations rather than to know the subject; and they do pass, but they don't know.

It is a very common practice to blame the grade teacher for the shortcomings of geography teaching. Doubtless she is far from perfect. But in an experience that has been acquired by observing the personal work of grade teachers

in nearly five hundred schools in different parts of the country, I am forced to the belief that she is doing her part of the work better than those who lay out her work are doing theirs. And why should she be either capable or possessed of world knowledge? She is taken immediately after graduation from the high school or the normal school into the class room to practise on others the vicious system that the year before was practised on her. At the time when she begins work in the school room, her knowledge of the subject is limited to what she had learned in the text-book she studied; possibly at a normal school she received instruction in the proper method of teaching a subject of which she had been taught nothing. After she is in harness she is occasionally instructed by lecturers whose chief aim is to convince her that whatever she does is wrong, any way. Her world-wisdom, the knowledge that can be acquired by observation only, and her experience in travel, are nil; under these circumstances she does her work surprisingly well. But can the same be said of those who, knowing all these facts, require her to do the work cut out? Are her shortcomings her own fault wholly, or are they in part those of John Doe higher up?—Education.

OFFICE OF THE INSPECTOR OF SUPERIOR SCHOOLS.

Quebec, September 22nd, 1908.

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 my annual report for the scholastic year of 1907-08 on the Protestant Superior Schools in this Province which it is my duty to inspect.

SCHOOLS.

There were in operation during the year twenty-five academies and forty-six model schools.

INSPECTION.

With the exception of the schools on the Gaspé coast, I visited and inspected all the superior schools under your jurisdiction, giving two days to the larger academies and one day to the smaller academies and model schools.

REPORTS.

After inspection an interim report on each school was sent to you for consideration. A duplicate (in part) of this report was sent to the school board whose school was visited. This report dwelt upon the condition of the school buildings, school rooms, closets, furniture, apparatus, progress of pupils, qualifications of teachers, methods, efficiency and salaries. At the close of my visit to each room the teacher in charge received a report on the character of her work, with suggestions for improvement. Copies of these reports are submitted herewith:

EXAMINATIONS.

The written examinations began on Monday, June 15th. At the close of the examinations the written answers were received at my office, and afterwards were read and valued by the staff of examiners appointed for this purpose. This arduous duty was performed faithfully and well. The reports of these examiners, with their comments and suggestions for improvement, will appear in the Educational Record along with the examination questions in the subject reported upon.

RETURNS.

On the 13th of July the secretary-treasurers of all schools which sent up pupils in Grades 1 and 2 Academy received a list containing the names of the pupils who were successful in passing the examinations.

The names of the ten highest pupils in each grade, with the number of marks taken by each, were published in the daily papers in August. The certificates of promotion and the schedules containing the marks were sent to the secretary-treasurers on the 25th of July.

On the 2nd of September the tabular statements, showing the rank and standing of each school, were sent to the head teachers and the secretary-treasurers of Superior

Schools. At the same time a statement containing the marks taken by each school in the competition for the equipment grant was sent to each school board, in accordance with the regulation.

RESULTS.

The academies presented 1,414 pupils for examination: 1,091 passed and 323 failed. Last year 1,222 pupils were presented: 875 passed and 347 failed.

The model schools presented 1,097 pupils: 803 passed and 294 failed. Last year 991 pupils were presented: 698 passed and 293 failed. This year 2,511 pupils were presented for examination; last year, 2,213, an increase this year of 298.

Comparative statement showing the percentage of pupils in each grade who passed the examinations in 1906, 1907 and 1908.

ACADEMIES.	1906.	1907.	1908.
Grade II. Model.....	73 p. c.	80 p. c.	75 p. c.
Grade III. Model.....	71 “	58 “	84 “
Grade I. Academy.....	65 “	68 “	61 “
Grade II. Academy.....	92 “	79 “	86 “
Grade III. Academy.....	69 “	79 “	77 “

MODEL SCHOOLS.

Grade I. Model.....	74 p. c.	74 p. c.	74 p. c.
Grade II. Model.....	62 “	77 “	69 “
Grade III. Model.....	72 “	61 “	85 “
Grade I. Academy.....	57 “	64 “	50 “
Grade II. Academy.....	90 “	62 “	80 “

101 pupils in Grade I. Academy came up for examination from 34 Model Schools, and 15 Model Schools sent up 46 pupils in Grade II. Academy. Of the 101 presented in Grade I. Academy, 51 passed and 50 failed; 37 of the 46 in Grade II. Academy passed.

CLASSIFICATION.

Academies.		Model Schools.
Grade.		Grade.
I. Model	.....	402
II. Model	492.....	315
III. Model	429.....	233
I. Acad.	215.....	101
II. Acad.	176.....	46
III. Acad.	102.....	..
	<hr/>	<hr/>
	1414	1097

The results of the examinations show that some subjects are better taught than others.

ENGLISH.

The English papers in all grades were satisfactory.

HISTORY.

In Grecian History the results were better than those of last year. 78 per cent. of the pupils passed. Last year the percentage was 52. In "Great Events," 73 per cent. passed. Last year the percentage was 87. In Grade I. Academy, British History. the results were better than those of last year; 71 per cent. of the pupils passed in this subject. In Grade II. Model, Canadian History, the results were not satisfactory.

GEOGRAPHY.

In Physical Geography, the answers showed good and careful work. In Third Model, General Geography, the answers were satisfactory, the writing good, and the papers neater than in former years. In Grades I. and II. the knowledge of the subject was fair but the spelling was poor.

COMPOSITION.

A decided improvement is noticeable in many schools. In dictation many failures were due to faults of punctuation rather than to orthography. In Grades II. and III. Model the writing was more legible and the papers were neater than those of last year. In I. Model the pupils are not too familiar with the rules of punctuation.

ARITHMETIC.

In Grade I. Academy the paper was beyond the scope of the majority of the pupils. There were many failures. In the other grades, the results were satisfactory. In mental and rapid arithmetic, the majority of pupils passed successfully and there were many perfect papers.

GEOMETRY.

In Grade II. Academy there is an improvement over last year: 209 pupils took this subject, 170 from Academies and 39 from Model Schools. Of the 170 presented, 40 failed, and 14 failed out of the 39 sent up from the Model Schools. In Grade I. Academy there is room for improvement, especially in the Model Schools. In this grade 308 pupils took the examination, 201 from Academies and 107 from Model Schools. There were 65 failures in the Academies and 59 failures in the Model Schools. This subject requires more attention.

MENSURATION.

79 out of 94 presented passed the examination successfully. The marks were good.

ALGEBRA.

Pupils in all grades took high marks in this subject.

FRENCH.

In Grade II. Academy the number of failures was comparatively small. In I. Academy, III. Model, II. Model, the work was fairly well done. In I. Model the answers were much more intelligently given than in last year's examination. An improvement in the matter of arrangement was noticeable.

NATURAL METHOD.

This method is being used very successfully in a number of schools, and the pupils of those schools, as a rule, have given highly satisfactory work in the Academy grades where the other method is followed.

GREEK.

There were only three papers—one was very good, one fair and one very bad.

LATIN.

Some of the academies did excellent work, but in many schools the work was not satisfactory.

GERMAN.

The papers on this subject were good, both in regard to the actual knowledge and careful arrangement of the subject matter.

SCRIPTURE.

In Grade III. Model the papers were fairly satisfactory. In Grades I. and II. Model there is room for improvement.

TEACHERS.

In these schools there were employed 304 duly qualified teachers, who, with a few exceptions, were doing good work. There were 35 male teachers and 269 female teachers; 19 Academies were in charge of male teachers and 6 Academies had female teachers as principals.

SALARIES.

In the matter of salaries, I am pleased to report a marked improvement, especially in the better Academies.

Thirteen Academies received the maximum of marks given for the Equipment grant, viz.: Westmount, Sherbrooke, Stanstead, Lachute, Huntingdon, Waterloo, Danville, Granby, Coaticook, Lachine, Cowansville, Valleyfield and Richmond. In these schools the average salary paid the head teacher is \$1,200. The average salary of the second teacher is \$500.

In the Model Schools the increase in salaries is not so marked. In two Model Schools, Fairmount and Hull, the salaries reach the maximum. Montreal West pays the head teacher \$800. In the other Model Schools the salaries of the head teachers vary from \$300 to \$600. The average is about \$350. As a result due to low salaries, many of our best Model School teachers have gone to Alberta and Saskatchewan, and are now teaching in Western schools at a higher salary.

IMPROVEMENTS.

Frelighsburg—The school rooms have been repaired and painted.

St. John's—The interior of the building has been thoroughly renovated.

Magog—General repairs to the interior of the building.

Dunham—The school building has been repaired and provided with new desks and apparatus.

Bishop's Crossing—New desks have been placed in the Elementary room.

Marbleton—Extensive repairs have been made during the holidays.

Windsor Mills—School building has been repaired and painted.

Bury—The school board had erected a building which was a credit to the municipality. Some time before the June examinations this fine building was destroyed by fire. The school board, with commendable zeal in the interests of education, has taken steps to erect a new building to replace the one that was burned.

Montreal West—Hull: Excellent fire escapes have been placed on the school buildings in these towns.

Waterloo—The school board has erected a new, modern school building which is a credit to the municipality.

Cowansville—The school building has been thoroughly renovated and equipped with suitable apparatus for teaching purposes.

Lennoxville—A new piano has been provided for the school.

Buckingham—Fire escapes have been placed on the school building.

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.

As most of the schools are fairly well equipped with apparatus, it might be well to discuss the question of discontinuing this grant, and of devoting the money to some other purpose in connection with the schools.

Copies of the examination papers and the tabular statement for 1908 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.

BAD WRITING IS IMMORAL.

The boys of the present day ought to write a better hand than their predecessors; but it is not in accord with general experience that they do so. Those whose painful duty it is to engage and supervise junior clerks tell us that when they were lads they would have been ashamed to turn out such work as now daily meets their eyes, and it is even whispered that there is a mysterious connection between badly made pens and incorrect spelling. Now, it is incontestable that pens are much better made mechanically than in the days when schoolmasters, or boys, used to be taught to fashion goose-quills into writing implements for themselves. We have steel pens of every degree of hardness, to say nothing of stylos and fountain pens. Good writing, by which is meant writing that anybody can read at a glance, ought to be a universal accomplishment. Why is it not? Obviously because it is undervalued. Boys are not taught to esteem highly the power to make their meaning plain. And it is not boys only that are to blame. Half our "educated" people are content to inflict an almost unconquerable task upon everybody who tries to read them whenever they put pen to paper. The fact is that illegible writing is a moral offence, and if that were generally recognized life would go much more easily than it does. The sins that would be saved in bad temper and perhaps now and then in bad language, when people open their letters, are innumerable.—London Globe.

TWO KINDS OF CRITICS.

(F. B. Atkinson.)

There always seems to be on the part of the critic outside the school system who "takes his pen in hand," the implied assumption that those who are responsible for the administration of the schools are not so critical of their own work as he is, that they are not so conscious of the relation of the school to the work of life. As a matter of fact they are more critical. The difference between the two critics—the critic within the school and the critic without the school—is that one knows what he is talking about. Moreover the average schoolman knows much more about the character of the things that are going on in the markets, the industries and the professions, than the men in these professions and occupations know about what is going on in the schools. Yet the average man of affairs would probably resent any direct and definite criticism on the part of a schoolman of the conduct of the affairs of his business or profession.—Exchange.

THE CHARACTER OF A HAPPY LIFE.

How happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought,
And simple truth his utmost skill!

Whose passions not his masters are;
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame or private breath;

Who envies none that chance doth raise,
Nor vice; who never understood
How deepest wounds are given by praise;
Nor rules of state, but rules of good;

Who hath his life from rumours freed ;
 Whose conscience is his strong retreat ;
 Whose state can neither flatterers feed,
 Nor ruin make oppressors great ;

Who God doth late and early pray
 More of His grace than gifts to lend ;
 And entertains the harmless day
 With a religious book or friend ;

—This man is freed from servile bands
 Of hope to rise or fear to fall :
 Lord of himself, though not of lands,
 And having nothing, yet hath all.

H. WOTTEN.

THE DESTRUCTION OF SENNACHERIB.

I.

The Assyrian came down like the wolf on the fold,
 And his cohorts were gleaming in purple and gold ;
 And the sheen of their spears was like stars on the sea,
 When the blue wave rolls nightly on deep Galilee.

II.

Like the leaves of the forest when Summer is green,
 That host with their banners at sunset were seen :
 Like the leaves of the forest when Autumn hath blown,
 That host on the morrow lay wither'd and strown.

III.

For the Angel of Death spread his wings on the blast,
 And breathed in the face of the foe as he pass'd ;
 And the eyes of the sleepers wax'd deadly and chill,
 And their hearts but once heaved, and forever grew still !

IV.

And there lay the steed with his nostrils all wide,
But through it there roll'd not the breath of his pride;
And the foam of his gasping lay white on the turf,
And cold as the spray of the rock-beating surf.

V.

And there lay the rider, distorted and pale,
With the dew on his brow, and the rust on his mail:
And the tents were all silent, the banners alone,
The lances unlifted, the trumpet unblown.

VI.

And the widows of Ashur are loud in their wail,
And the idols are broke in the temple of Baal;
And the might of the Gentile, unsmote by the sword,
Hath melted like snow in the glance of the Lord!

—Lord Byron.

REPORT OF THE EXAMINER IN GREEK, LATIN
AND SCRIPTURE.

The general quality of this year's work, though by no means as good as one would desire, is better than that of last year. In many schools the pupils seem very poorly grounded in the Latin idioms, and, consequently, they are incompetent to turn English sentences into Latin. The teachers are partly responsible for this ignorance, and an examiner can easily pick out the schools where the subject in which he examines is thoroughly taught, as well as those where it does not receive proper attention. Of course, Latin, being an optional subject, some teachers may not think they are justified in spending as much time upon it as upon the subjects which must be taken. It would be decidedly better, however, to go over only half the work thoroughly than try to do the whole in the careless way in which it seems to be done in too many of our schools.

The change of text-book in Latin made a great difference with the pupils of Grade III. Model; still the one now in use is so much superior to the other that our future Academy pupils, who do each year's work carefully, will know as much Latin as the average B. A.

The III. Grade Model Scripture paper covered the book of The Acts of the Apostles, so that only those pupils who were thoroughly grounded in the subject were able to obtain high marks. Some of the schools did very well; others very poorly.

Grade II. Model Scripture was a very easy paper; but the general quality of the answers was not as good as it should have been.

I feel constrained this year again to find fault with the hand-writing, spelling and method of answering of the majority of the pupils in all the grades. So many answers are too vague and lack clearness. Teachers should not be satisfied till they get their pupils into the habit of expressing themselves clearly and intelligently. Each answer should convey some definite information to the reader whether he knows the question or not. I shall give instances of what I mean before closing this report.

GREEK.

There were only three papers—one Grade II. and two Grade I. Academy. One was very good, one fair, and one very bad.

LATIN.

II. Academy.

Questions 1 2 and 3 were generally well answered, but the answers sent in to 4, 5 and 6 by many schools were unsatisfactory. There were few good renderings into Latin of 7, owing to lack of knowledge in regard to the proper Latin constructions.

Out of twelve papers received from Huntingdon Academy in this grade the lowest marks obtained were 182, or 91 per cent. Danville, Westmount, Waterloo, St. Lambert, Stanstead, St. Francis, Lachine, Sherbrooke, Knowlton, Lachute and Cookshire Academies and Sawyerville and Frelighsburg Model Schools did excellent work.

I. Academy.

All who knew anything about the subject did not find much trouble with 1 and 2; but 3, 4, 5 and 6 were not as a rule answered satisfactorily. The answers to 5 lacked fulness; those to 6 clearness. Very few, if any, translated the English and Latin correctly; the majority made some mistake or mistakes in at least two-thirds of the sentences. So many who seemed to have a pretty good knowledge of the subject failed to make the adjectives and participles agree in gender with the nouns which they qualified. The following schools obtained the best results in this grade: St. Francis, Huntingdon, Danville, Cookshire, Granby, Lachute and Hull.

III. Model.

Questions 1, 4 and 9 were generally well answered, except that in the translation some failed to bring out the force of the particular tenses and the difference between the active and passive voice. Very few sent really good translations of the English into Latin, because they did not understand the Latin idioms. Those who were able to distinguish clearly and correctly the difference between *suus* and *ejus* were very much in the minority. The answers to 5 generally contained from one to four mistakes; those to 6 were not as clear as they should have been and many got badly mixed up. Few had the courage to tackle 7, and not one of those who had succeeded in getting all the italicised words correct; 8 fared no better than 7, for there were mistakes made in both sections. The best papers were received from St. Francis, Danville and Lachute Academies and one from Clarenceville Model School.

II Model.

The Latin into English was fairly well rendered, but the sentence, "Vir bonus conjugem amat," bothered a good many, and was translated in several different ways. As usual, the English into Latin showed where the knowledge of the subject was defective. "I shall give the friend money" trapped the unwary; so did the last sentence; 3 and 5 proved easy to all who knew anything about their

work. Only one out of 249 answered 4 correctly, and very few got full marks for 6. The best answers came from Danville, St. Francis, Lachute and Sherbrooke.

SCRIPTURE.

III. Model.

Many of the answers were rambling and indefinite; others too brief and not clear. This was especially noticeable in 7 and 8. Very few answered 10 perfectly, the majority either omitting the location or the incident. Again, such a vague answer as this was given by many: "Lystra, in Asia, visited by Paul," instead of "Lystra, a city of Lycaonia, where St. Paul healed a cripple who had never walked." Comparatively few understood clearly the lesson taught by Peter's vision, viz.: "That God is no respecter of persons." The best answers came from Danville, Lachute, Huntingdon, Bedford, St. Francis, Cookshire, Westmount and Lachine Academies, and Aylmer, Clarenceville, Beebe Plain, Sawyerville, Kingsey, Gaspé and Lacolle Model Schools.

I. and II. Model.

The answers, as a rule, were very unsatisfactory, some too short, others too long, but nearly all badly expressed. Had it not been for No. 8 many who just barely passed would have augmented the long list of failures. An answer like this to 6 was quite common: (a) "Herod was a King"; (b) "Caiphas was a priest"; (c) "Zaccheus was a publican"; (d) "Pilate was a priest"; (e) "Mary Magdalene was Christ's mother." Some were even worse. Zacchaeus and Mary Magdalene, however, seemed to have been better known characters than the others. There was a tendency to get the answers to 7 either mixed up with the healing of the Gadarene demoniac or one of the other instances where our Lord healed a blind man. More pains should be taken to teach the pupils in these grades how to answer questions intelligently.

1908

SUPERIOR SCHOOL EXAMINATIONS,

TUESDAY MORNING, JUNE 16th, from 9 to 12.

LATIN (GRADE II. ACADEMY.)

All the questions are to be answered.

1. Translate into English:—

A. Ad haec cognoscenda, priusquam periculum faceret idoneum esse arbitratus C Volusenum cum navi longa praemittit. Huic mandat, ut exploratus omnibus rebus ad se quam primum revertatur. Ipse cum omnibus copiis in Morinos proficiscitur, quod inde erat brevissimus in Britanniam traiectus. Huc naves undique ex finitimis regionibus et quam superiore aestate ad Veneticum bellum fecerat classem, iubet convenire.

B. Qui cum propter siccitates paludum, quo se reciperent, non haberent, quo per fugio superiore anno erant usi, omnes fere in potestatem Labieni venerunt. At Q. Titurius et L. Cotta legati, qui in Menapiorum fines legiones duxerant, omnibus eorum aedificiis incensis, quod Menapii se omnes in densissimas silvas abdiderant, se ad Caesarem receperunt. Caesar in Belgis omnium legionum hiberna constituit. Eo duae omnino civitates ex Britannia obsides miserunt, reliquae neglexerunt. His rebus gestis ex litteris Caesaris dierum XX supplicatio a senatu decreta est.

C. Talia dicentem molli Schoeneia vultu

adspicit et dubitat superari an vincere malit.

Atque ita, quis deus hunc formosis, inquit, iniquus perdere vult, caraeque iubet discrimine vitae coniugium petere hoc? non sum, me iudice, tanti.

Nec forma tangor,—poteram tamen hac quoque tangi sed quod ad huc puer est. Non me movet ipse, sed aetas.

Quid, quod inest virtus et mens interrita leti? 50

2 (Extract A.)

(a) Give the principal parts of **arbitratus**, **praemittit**, **iubet**.

(b) What is the construction of **haec cognoscenda**, **idoneum**?

(c) Account for the mood of **revertatur**.

(Extract B.)

(d) Account for the subjunctives and ablatives in the second sentence of Extract B.

(e) “**At Q. Titurius et L. Cotta legati**” Distinguish the use of **at** from that of **sed**.

(f) **dierum viginti supplicatio.**” What was the supplicatio? What grounds were there for it in this instance?

(Extract C.)

(g) Account for the case of **formosis, discrimine, tanti, leti**. 50

3. Name the mood and tense of **dubitat, vult, recipere, duxerant, constituit**; and give the principal parts of each verb. 15

4. (a) When does **cum** temporal take the indicative and when the subjunctive?

(b) Write in Latin:—(1) When he had said this we set out. (2) When I have written the letter I will come to you. 15

5. (a) What construction follows **credo, persuado**?

(b) Give Latin sentences in illustration. 10

6. Express in Latin idiom:—

The middle of the night

The top of the mountain

Nothing good. What news.

Men of war.

7. Translate into Latin: 10

We went into the garden to pick flowers. I hope to see the queen, whom my brother saw yesterday. He said that he was well.

The general said that he had ordered fifty men to go into the territory of the Haedui to get corn. Having learnt these facts the soldiers made me leader.

It does not matter to the judge that you deny this.

It is the duty of good citizens to help those who rule the state. Do not deny this.

The Roman army was willing to help you. He gave me a book for a present. 10

TUESDAY MORNING, JUNE 16th, from 9 to 11.

LATIN (GRADE I. ACADEMY.)

All the questions are to be answered.

1. Translate into English:—

Tum Hercules cadaver ad opidum in humeris retulit: et pellem, quam detraxerat, postea pro veste gerebat. Omnes autem, qui eam regionem incolebant, ubi famam de morte leonis acceperunt vehementer gaudebant, et Herculem magno honore habebant.

His rebus gestis, Medea sperabat se cum conjuge suo regnum accepturam esse; at cives, quum intelligerent quomodo Pelias perisset, tantum scelus aegre tulerunt; itaque Jasone et Medea e regno expulsis, Acastum regem creaverunt. 35

2. Give the mood, tense and principal parts of retulit, gerebat, incolebant, intellegerent, tulerunt, perisset. 15

3. The **construction** of a word means the part it plays in building the "structure" of a sentence. The answer to the question. What is the construction of a word? consists of two parts: (a) the case of the word (if it is declined) or the mood of a word (if it is a verb) and (b) what it is in that case or mood.

(a) What is the construction of:—**Veste, honore, his rebus gestis, conjuge, accepturam esse.**

(b) Can a noun or pronoun be in the **ablative absolute** if it is the subject or object of another verb? 25

4. (a) What is a defective verb? an impersonal verb? Are impersonal verbs necessarily defective?

(b) Write in Latin:—It is permitted me to go. It behooves me to go. I go to ask help. 25

5. Mention some of the commonest uses of the subjunctive, and write short Latin sentences in illustration. 25

6. Distinguish between **gerund** and **gerundive** (a) in regard to difference in meaning (b) difference in use.

7. Translate into Latin.—

The soldiers who stood in front of the camp saw the horsemen.

Having spoken, he went away to the city. Having delivered this speech, Caesar returned home. I came to you

that you might help me in this matter. He spoke those words to deceive the soldiers. He said that he would not set sail to-morrow. I am going away that I may not see the soldiers. I shall go to sleep soon. The ships were useless for sailing. The money must be returned. 25

TUESDAY MORNING, JUNE 16th, from 9 to 11.

LATIN (GRADE III. MODEL SCHOOL.)

(Questions 1 and 2 are to be answered and any five (not more) of the others.)

1. Translate into English:—

A. Jupiter tamen haec omnia vidit, et filium **suum** servare constituit. Fecit igitur mare tranquillum, et arcam ad insulam Seriphum perduxit.

B. Cephus igitur oraculum dei Ammonis consuluit, atque a **deo** jussus est filiam monstro tradere. **Ejus** autem filia **nomine** Andromeda, virgo formosissima erat.

C. Duodecim **annos** in servitute Eurysteo tenebatur et duodecim labores, quos ille im peraverat, confecit: hoc enim uno modo tantum scelus expiari potuit. De his **laboribus** plurima a poetis scripsa sunt.

Translate into Latin:—

2. They are carrying gold and silver into the sacred temples. Shall we demand corn or boats from the enemy? How many ships did the enemy build? Who is teaching? I used to teach. The boys will be called by their father. Were they not called? The Roman soldiers are bolder in battle than the Germans. The soldiers fought very bravely for four hours. 30

3. (a) In question 1, extract B, account for the case of **deo**, **nomine**, (extract C) **annos**, **laboribus**. Parse **suum** (extract A), and **ejus**, (extract B.)

(b) Explain the difference between Hercules filium suum occidit, and Hercules filium ejus occidit. 10

4. Decline together: hostes multi, vir audax, judex sapiens. 10

5. What part of the verb is **monitus**? How is it obtained? What is the Latin for: having been moved, the top of the mountain, fond of praise, sunrise, at home. 10

6. If a noun has its nominative singular ending in **us** to what three declensions may it belong? What would its genitive in each instance be? its gender? 10
7. Give the Latin words in their correct case, number and gender for the words in black type in the following sentences and phrases: A man had **two** sons: **one** was good, the **other** was bad. **Which** son was good? **Neither**. Of **any** poet. To **no** friend. 10
8. (a) Correct the relative in each of the following phrases where it is wrong (a) rex quod, (b) milites quibus, (c) nox quae, (d) fluminis quod, (e) monte quarum.
- (b) What kind of a pronoun would the Latin use for each of the words in black in the sentence: **He** has taken **my** share for **himself** in addition to **his** own. 10
9. What kind of a pronoun is each of the following? Give meanings and decline:—**Noster**, **ille**, **vos**, **qui**. 10

TUESDAY MORNING, JUNE 16h, from 9 to 11.

LATIN (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Translate into English:—
Cur regina nautas laudat? Servi muros hortorum laudant. Magister cum pueris in horto ambulabat. Socios in oppido collocaverint. Magnam militis virtutem laudavit. Vir bonus conjugem amat. Milites cohortis in alto colle erant. 20
2. Translate into Latin:—
Farmers praise the fertility of the soil. The poets are delighting the girls with stories. I shall give the friend money. The workmen will build the walls of Rome. We stand in the deep water. Our native land is dear to the slaves. In a garden was a high tree. The general will summon the soldiers to the citadel.
3. Give, in tabular form, the gender, genitive singular of **bos**, **iter**, **nox**, **opus**, **rus**, **ager**, **vir**, **deus**, **ara**, **luna**. 10
4. Give the Latin words, in their correct case, number and gender for the words in black type in the following sentences and phrases:—A farmer had two sons: **one** was good, the **other** bad. **Which** son was good? **Neither**. Of **any** poet, of **no** people, to **no** friend. 15

5. Decline together:—*Magna virtus, iter magnum.*

6. (a) Give the mood, tense, person, and the English equivalent of *amabat, amabimus, amavi, amaveras, amaverint.*

(b) What are the **principal** parts of a verb?

(c) What is the difference between *amabam* and *amavi*? 15

FRIDAY AFTERNOON, JUNE 19th, from 2 to 4.

SCRIPTURE (GRADE III. MODEL SCHOOL.)

All the questions are to be answered.

1. (a) Who wrote the Acts of the Apostles?

(b) Name the greatest of the Apostles. When, where, and how did he become an apostle? 10

2. "But **ye** shall receive **power**, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judea," etc., etc.

(a) Whose words are these? (b) To whom were they spoken? (c) When, and where?

(d) When, where, and how did his power come upon them?

(e) Mention at least two instances showing how this power was manifested. 20

3. Give a brief account of the death of the first Christian Martyr. 10

4. What was the punishment given to (a) Ananias, (b) Elymas, (c) Herod? For what cause? 15

5. Under what circumstances did St. Paul use the words: "There shall be no loss of any man's life." 10

6. Relate Peter's Vision. What lesson does it teach? 10

7. In connection with what events were the following expressions used?

(a) "Thy money perish with thee."

(b) "Come over into Macedonia and help us."

(c) "What must I do to be saved?"

(d) "Go thy way for this time."

(e) "Almost thou persuadest me to be a Christian." 15

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

Joppa, Damascus, Athens, Melita, Lystra. 10

FRIDAY AFTERNOON, JUNE 19th, from 2 to 4.

SCRIPTURE (GRADES I. and II. MODEL SCHOOL.)

1. To whom is the Gospel of St. Luke specially addressed? Name four of the prominent persons mentioned in the first chapter and say who they were. 15
2. "Lord, now lettest thy **servant** depart in peace according to thy word." When, where, and by whom were these words spoken? 10
3. Name any four of our Lord's parables and give the substance of any one of them in your own words. 15
4. What were the words used by the angel of the Lord who appeared to the shepherds of Bethlehem the night on which Christ was born? 10
5. In what connection do the following expressions occur?
 - (a) "Maid arise."
 - (b) "Where are the nine"?
 - (c) "Show me a penny."
 - (d) "Woman, I know him not."
 - (e) "I find no fault in this man." 15
6. Who was (a) Herod, (b) Caiaphas, (c) Zacchaeus, (d) Pilate (e) Mary Magdalene? 10
7. Relate the miracle in connection with which the following words were used: "Thou son of David, have mercy on me."
8. What disciples were present at the Transfiguration?

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor, the Lieutenant Governor has been pleased, by order in Council, dated the 19th of September, 1908, to appoint Messrs. Richard L. Mitchell, Harvey W. Sharp and Harry Johnstone, of Chaudiere, school trustees for the dissentient school municipality of Chaudiere, Levis county, some doubt having arisen as to the validity of the election held on 6th July last, at which these persons were elected to office.

His Honor the Lieutenant Governor has been pleased, by order in Council, dated the 19th of September, 1908, to make the following appointments, to wit:

School Commissioners.

Matane, Saint-Moise.—Messrs. Joseph Paradis, Charles St. Amand and J. B. Caron, the two former continued in office, their term of office having expired from the 1st of July, 1908, and the third to replace Mr. Philippe Roy, whose domicile is now outside of the limits of the said school municipality.

His Honor, the Lieutenant Governor, has been pleased, by order in Council, dated the 30th of September last, 1908, to make the following appointments, to wit:

School Commissioners.

Beauce.—Courcelles.—Mr. Joseph Roy, continued in office.

Bonaventure.—Saint Etienne de New Carlisle.—Rev. George W. Freire, to replace the Rev. J. E. Sasseville, who has left the municipality.

Missisquoi.—Saint Armand West.—Messrs. Augustin Fortin and Olivier Bibeau, to replace Messrs. Alphonse Lamothe and Frank Cadorette, whose terms of office have expired.

His Honor the Lieutenant Governor has been pleased, by order in Council, dated the 5th of October, 1908, to appoint Mr. Joseph Marcotte, school commissioner for the municipality of Sainte Cunégonde, in the county of Hoché-laga, to replace Dr. Campeau, now residing outside of the municipality.

His Honor the Lieutenant Governor has been pleased, by order in Council, dated the 17th of October, 1908, to appoint Mr. Henri F. Gingras, school commissioner for the school municipality of Sainte Cécile de Milton, in the county of Shefford, to replace Mr. Damase Fontaine, who has resigned.

THE
EDUCATIONAL RECORD
 OF THE
 PROVINCE OF QUEBEC

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

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

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

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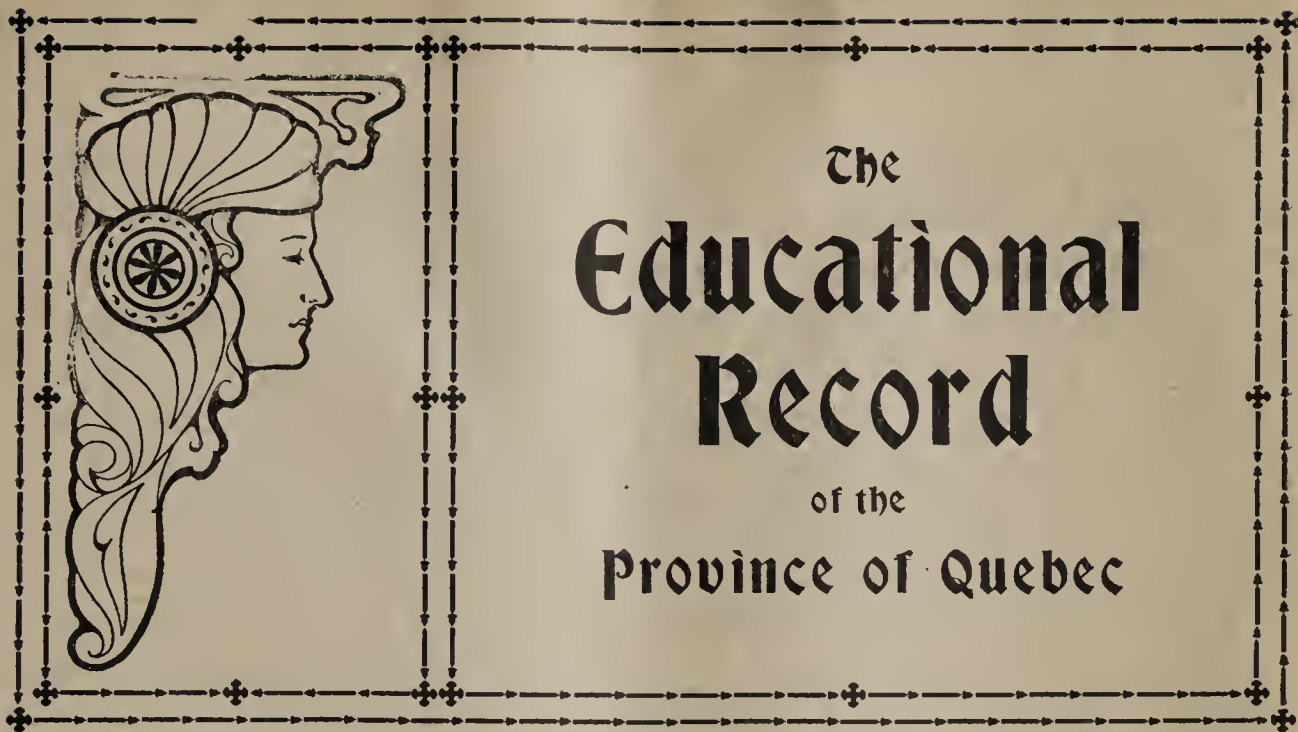
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No. 12

December

Vol. XXVIII

ARTICLES: ORIGINAL AND SELECTED.

MISS FERGUSON'S ADDRESS TO CONVENTION
ON PENSION ACT.

Mr. Chairman and Members of Convention:—

I beg to move that the educational authorities of the Province be requested to procure such amendments to the present Teachers' Pension Act as will make it of greater benefit, especially to officers of primary instruction.

This convention is, I think, quite prepared to discuss the question to which the motion refers, for the matter has been prominently before the teachers of the Province for months.

The inadequacy of the act, in so far as women are concerned, has been recognized for many years, yet nothing has been done by way of improving it. At last, however, the initiative was taken by the Association of Protestant Women Teachers of Montreal.

This association, realizing the vital importance of the matter to women teachers, and consequently to the educational interests of the Province, last winter resolved to make representations to the authorities with a view to obtaining such amendments to the Teachers' Pension Act as would render it of more value, particularly to women teachers, and appointed a committee to deal with the matter.

This committee, after a thorough study of the question, drafted amendments calculated to remove the more flagrant injustices of the act to women especially. A copy of these suggested amendments was sent to members of the Protestant Committee of the Council of Public Instruction and the matter came before that body at its meeting last February. It appointed a sub-committee, consisting of Rev. Dr. Shaw, Dr. Robins and Rev. E. M. Taylor, to deal with the question and report.

This sub-committee met the members of the Protestant Pension Commission and the representatives of the Association of Protestant and Women Teachers of Montreal on April 3, and its report you have already heard in detail this morning. It recognizes, as you doubtless have observed, that there is good ground for the claims of the women teachers to some consideration, and recommends that the Association of Protestant Women Teachers take such action as they think proper to bring the whole question to the attention of the Roman Catholic teachers, and in conjunction with them approach the Government in behalf of their wishes.

We have, therefore, the warrant of the highest educational authority in the Province to proceed.

Early in March notice was given to the executive of the Provincial Association of Protestant Teachers, that at this convention a motion would be brought forward to amend the Pension Act, and a formal request for time to discuss it was made. We were then assured that ample time would be given us.

In a letter dated April 7 our representative, Rev. E. M. Taylor, informed us that the executive of the Provincial Teachers' Association considered it wise to have our proposed amendments printed in the Educational Record, in order that teachers throughout the country might have an opportunity of studying them, and he asked that a copy of them be sent to the editor of the Record as soon as possible.

Accordingly, as Convener of the Pension Committee appointed by the Association of Protestant Women Teachers of Montreal, I prepared a letter for publication in the

Record, in which I demonstrated by official statistics taken from the last report of the Superintendent of Public Instruction, the necessity for amending the Pension Act, and mentioned the lines which the suggested amendments should follow.

This letter has doubtless already come under your notice since it was published in the June number of the Record, and with the endorsation of representative teachers from the various sections of the Province was issued in circular form.

Early in the summer, inspectors and as many women teachers as could be located throughout the Province were communicated with regarding the Pension Act.

No less than 175 country teachers have written declaring themselves thoroughly dissatisfied with the present act; 174 of these express themselves as entirely in accord with the amendments suggested in the circular letter, and one teacher says frankly that she would like to see the act abolished.

We are, therefore, in a position to state that dissatisfaction with the present act is widespread among the Protestant women teachers of the Province.

Of the Roman Catholic women teachers we have so far communicated only with the Association of Catholic Women Teachers of Montreal; I have here an official letter from this association expressing their sympathy with us and promising heartily to co-operate with us in our effort to secure amendments to the act.

Rev. Abbé Perrier, Visitor of the Roman Catholic schools of this city, has also written in favour of amending the Pension Act so that it may become of greater value to women teachers.

It must be clearly understood that no increased burden shall be placed upon the teachers by the amendments we propose.

On the contrary, we desire to remove two dangers which under the present act exist, viz., that teachers' stoppages may be increased to 4 per cent. and that pensions may be reduced should this be insufficient.

We would suggest that stoppages which school municipalities may deduct from teachers' salaries be fixed at 2 per cent.

Further, I desire to emphasize the fact that the proposed amendments are in no sense destructive to the existing Pension Act; its basis remains unchanged, and their purpose is solely to remove its most flagrant injustice, especially to women. The maximum salary for pension purposes we do not propose to change, for we believe that amendments should first be made to help the more poorly paid teachers.

We recognize that the suggested amendments can only become effective if the Government and Legislature come to our aid, but we believe we shall receive this aid if the matter be properly represented.

In speaking to this motion I take it for granted as being beyond question that in the interests of education—and not merely in the interests of those benefited—there should be a pension provided for aged and infirm teachers who have devoted their lives to the profession.

I assume, also, that it is in the public interest that teachers should be retired when their period of usefulness is over, and that it is not in the public interest that those who devote their lives to the public service should be objects of charity in their declining years.

Now, as far as the vast majority of female teachers are concerned, it is a notorious fact that the present Pension Act is a farce.

Most women break down or retire long before they can take advantage of the Pension Scheme, and, worse still, the moneys they have been obliged to contribute to it are forfeited.

To the more fortunate few who survive the pension provided is a mere pittance, utterly insufficient in most cases to provide the bare necessities of life.

In this connection, the following statistics taken from the last report of the Superintendent of Public Instruction are sufficiently startling:

Number of Catholic male teachers in the Province....	270
“ Protestant “ “	94
<hr/>	
Total number of male teachers.....	364
Number of Catholic female teachers is.....	5329
“ Protestant “	1452
<hr/>	
Total number of Cath. and Prot. female teachers..	6781
Average salary of Catholic male teachers.....	\$ 604
“ Protestant “	1110
Average salary of Catholic female teachers.....	\$125
“ Protestant “	300
Total salaries of Cath. male teachers.....	\$163,080
“ Prot. “	104,340
<hr/>	
Total salaries Cath. and Prot. male teachers..	\$267,420
Total salaries of Cath. female teachers.....	\$666,125
“ Prot. “	435,600
<hr/>	
Total sal. Cath, and Prot. female teachers..	\$1,101,725

	Pensions.	
	No.	Annual Amt.
Males 56 and over.....	84	\$15,552 64
Males under 56.....	12	1,898 19
Widows of teachers.....	16	2,902 40
	<hr/>	<hr/>
	112	\$20,353 23
Females 56 and over.....	276	\$15,294 67
Females under 56.....	212	7,344 61
	<hr/>	<hr/>
	488	\$22,639 28
Annual pension of females over 56 years is.....		\$55 41
“ “ under “		34 64

This excludes the widows of teachers, who are here classed with males.

4.82 p. c. of the Catholic teachers are males.
95.18 p. c. " " " " females.

6.08 p. c. of the Protestant teachers are males.
93.92 p. c. " " " " females.

5.09 p. c. of all the teachers in the Province are males.
94.90 p. c. " " " " females.

Of the annual contribution to the pension fund:—

Males pay 19.52 per cent.

Females pay 80.47 per cent.

Male and female teachers who are members of religious bodies are not here included, since they neither contribute to the fund nor share in its benefits.

These official figures show that although males form but 5.09 per cent. of the active teaching body of the Province and contribute but 19.5 per cent. of the total annual amount of stoppages on salaries, yet they draw almost as much from the fund as do the females, who form 94.9 per cent. of the teaching body of the Province, and contribute over 80.5 per cent. of the total stoppages on salaries.

They further show that the age limit practically prevents females from benefiting from the fund, since, of the pensioners over 56 years, 84 are males and only 276 are females. In other words, although the proportion of male to female teachers now in active service is but one to nineteen, the proportion of male to female teachers who have reached the retiring age and draw pensions is nearly one to three.

Of pensioners under 56 years, i. e., those who through ill-health are entitled to pensions, the numbers are: males 12, females 214.

These figures prove that the great majority of women teachers break down before reaching the age of 56 years, and demonstrate the injustice and unfairness of the act

to the female teachers, who, although its main support, derive little benefit from it.

The amendments suggested lie chiefly in three directions:

1. The age limit at which women teachers may retire.

Under the present act, the retiring age is 56, with at least twenty years of service. Instead, it is proposed that in the case of women the retiring age be reduced to fifty years, after at least twenty years of service, and that after twenty-five years' service, irrespective of age, a woman shall be entitled to a pension, based as in the present act, upon the number of years she has taught.

Although the women teachers ask that the age limit be changed only in so far as they themselves are concerned, they have no desire to exclude men; on the contrary, they would be glad to see the change made of general application.

It is true that the act is now amended to provide that a teacher may retire at the age of 50. However, as pensions may not be claimed until 56, it may well be asked, if a woman retires from teaching at 50, how is she to support life during the six years she must wait before she can receive a pension?

Is it to be on the charity of the public? The figures already quoted will prove that it is not likely to be on her savings. Apparently this change in the law was first suggested by the Protestant Committee of the Council of Public Instruction, for on p. 469 of the Superintendent's Report for 1905-06 I find that at the meeting of the powerful body, held on January 30, 1906, it was suggested to add to Art. 493 the following words:

"However, in case of women teachers, the person shall have the right to abandon teaching at 50 years of age and to preserve her rights to a pension which she shall not begin to receive before she reaches the age of 56 years."

Was this a recognition on the part of the Protestant Committee of a difference in the physical ability of men and women to continue teaching after 56 years of age?

The great majority of women teachers break down before reaching the present retiring age, and are utterly unfit

to follow other occupations. It is not to be feared that many women will retire earlier than necessary, since the pensions to which they will be entitled will be proportionately smaller and not sufficient to live upon.

2. It is suggested to change the basis upon which the average salary is calculated.

At present it is based upon the average for the entire term of service. Female teachers usually begin with small salaries, and only those who prove their value, and remain in the profession for years, attain to the higher salaries. The average for the entire term of service must therefore be small.

It is proposed that the average for pension purposes should be based on the highest salary received during, say, five consecutive years of their term of service. This change would prove of great value to the poorly paid female teachers and the country male teachers, and follow a plan very generally adopted in other pension schemes.

It is quite usual to base pensions, either on the salary at the time of retirement or on the average during that portion of the term of service in which the salary has been highest.

The Civil Service Pension Act of the Province based pensions on the average salary for the three years immediately preceding the time of retirement, which in practice means the highest salary during the entire term of service.

Surely, therefore, it does not seem unreasonable to ask that teachers' pensions should be based upon their highest average salary during five years of service.

3. It is suggested that the act should be amended to enable teachers who failed to pay their back stoppages for the years previous to 1880 to count these years of service for pension purposes.

The act was first passed in 1880 and as amended gave the privilege to those who paid such accumulated back stoppages within a fixed limit.

Many teachers, especially those in receipt of small salaries, found themselves unable to take advantage of it, and it is proposed that it should be open to them to do so upon equitable conditions.

These changes are the minimum required to make the Pension Act of any real value to the women who devote their lives to teaching.

At the same time they will not increase the maximum pension possible under the present act.

I understand that a suggestion has been made to fix the minimum salary on which pensions shall be based at \$250.

This is a recognition of the injustice of the present act to women and may be good so far as it goes, but it only benefits a portion of the female teachers.

We ask and we believe we have a right to demand that the act be fair to all and be of general benefit to teachers.

While we believe the proposed amendments will not entail any serious additional burden upon the fund, we recognize that they will necessitate an increased grant from the Province.

The Government and Legislature have already shown in a tangible way their interest in the teachers by the annual bonus now given for continued and successful service.

And as there is now for the first time at the disposal of the Province a large sum of public money which the Government is pledged to devote to educational purposes, we feel confident that if the matter be properly represented to the Government and Legislature, the act will be amended along the lines we suggest, and a sum annually voted to place it on such a basis as will ensure to teachers who have devoted their lives to the profession, a pension sufficient to prevent them from becoming objects of public charity in sickness or old age.

COSTLY FUN.

There are many things, not included in the course of study, to which a thoughtful teacher will direct the attention of her pupils. Among the most important of these is the matter of reverence for sacred things, such as the Scriptures. Far too often (it should never be) those whom the children should copy and admire make merry jokes

at the expense of precious Scripture texts on the beautiful sentiments of some well-known hymns. This practice is costly fun, for every passage of Scripture thus associated with nonsense has been lost forever to all, who remember it in that respect. What wonder is it that pupils value lightly sacred things that are chiefly used for merriment by their parents, teachers and, sad to say, by many pastors also! A good rule of conduct in such matters would be not to make merry at the expense of any means whereby God reveals Himself to men; or any thought which expresses our relationship to Him.

Who cannot enumerate several passages of valuable Scripture attached to some ridiculous yarn from which it can never be fully disassociated? Among seniors, such jokes are often unwillingly listened to at lectures and in society, but among children little discretion is present and the passive mood of the youthful mind makes it a permanent lodging place for all such foolish and irreverent thought. Let us as teachers set a proper example and urge upon our pupils thoughtfulness and reverence in such matters.

TAKE A LARGER VIEW.

That is a noble spirit, which attracts most people into the teaching profession, namely, the spirit of helpfulness to others. Such a disposition is that which characterizes the successful missionary, either at home or abroad. It is in fact the spirit which characterized the Great Teacher, Christ, Himself.

Those who know our teachers best are aware that their sorest disappointment in life is that their kindliness of disposition toward others has not been appreciated, either by pupils or by parents. At first such grief is deep and sore, but later, when time has hardened these tender longings, the teacher settles down to a life of so much routine for so much pay. This is true in many cases, but not in all, for there are many teachers who pass through this early experience and emerge therefrom with a clearer

view of their work and a much higher conception of their chances for usefulness. To all disappointed ones we submit the view of the matter presented in the following brief article:—

“We should be scrupulously careful to thank every one who does anything for us, and callously indifferent when those for whom we do things forget to thank us. Life is a miserable affair on any other basis.

“A man who had been studying and praying for days over how to help a friend who was in dire need, found a way, by assuming a large personal risk himself. The friend was told the good news, received the information as a very fortunate happening, and uttered not a syllable of thanks to the one who had brought it about.

“Chagrin, ugly resentment, and the general blackness of soul that follows the giving of self chief place, were the first feelings that the unthanked one found were taking possession. He decided to tell some one else about it; and the resentment deepened with the self-satisfaction that accompanied that decision,

But before he had carried out his intention he realized its self-centered sin, and resolutely he put the whole matter from his thoughts. Thereupon came peace, light, and a positive exhilaration of joy,—just because self had been downed. He almost laughed as he contrasted the comfort of his present decision to “forget it” with the misery of his former intention to keep the sting alive. The man who cannot be happy in the service of others unless he is thanked wants to work for too small wages.”—S. S. Times.

FOR THE PUPILS.

THE MOON.

What would we do without our good old friend, the moon? Its soft light and its sober face are always pleasant to behold, after the glaring sunshine of the busy daytime. While we love the moon for its gentle face and its kindly light, there are many other things which we might know about the moon that would make us love it still more. Some of these are real wonders, and every boy and girl should learn these while they are at school.

Let us learn first of its gentle face, and we find that, instead of being so smooth and flat as it appears, it is exceedingly rough, and has on it mountains higher than Mont Blanc, and volcanoes, now extinct, which were far greater than Mount Etna.

On our beautiful moon there seems to be little or no atmosphere, and hence there can be no clouds floating over its surface. If there were any clouds about our dear old moon she would not always look the same, but would have her moods at times, as other people have.

What makes the outline of the face on the moon, or **the man in the moon**, is the contrast in colour of smooth plains (dark patches) and mountains and hills (bright portions). The former being old sea bottoms and the latter the dry land of former times.

One peculiar thing about the moon is the fact that although she seems to be good friends with our world, she always keeps her face toward us and never lets us see her back. This she does by turning around on her own axis in the same time that she goes around the world, that is in twenty-nine days. What the other side of the moon would be like, whether a pretty face or no face at all, we shall never know.

Children, and old folks, too, often say of a beautiful moonlight night, that "It is as bright as day," but this is very far from true for it would take 547,513 full moons to equal the light of our powerful old friend, the sun. But there is only room for 240,000 full moons in the half of the sky which is visible to us, hence we can say that if the whole sky were as bright as the full moon it would not then be "as bright as day."

If we consider the size of our "Lady Moon," we find her very small, indeed, compared to our earth for it would need forty-nine moons to make one earth, but it would take 1,300,000 earths to make one sun. We must remember, however, that, while the moon is dead, that is, fully contracted, and the earth is dying, that is, becoming a solid, the sun is very much alive, and therefore very much larger than it will be when it is dead, like the moon.

One more observation about the new moon is of much interest to boys and girls, namely, that the dimly lighted portion of the new moon is due to **earthshine**, or sunlight from the earth shining on the dark part of the moon. Here we get a good chance to combine sunlight, i. e., the crescent part of the new moon, with moonlight, i. e., the gibbous part or dimly lighted portion.

If there were boys and girls on the moon their daytime would be about two weeks long and their nights would be of equal length. How hot it would be to live in the sunshine for two weeks, and then how cold it would be until the sun would come in view again.

On the whole, our moon is a wonderful and very interesting little body, created in the beginning "to rule by night."

SHOOTING STARS.

Every boy and girl has seen those beautiful sights in the sky which people call "shooting stars." There are many superstitions associated with shooting stars, but let those who hold such notions listen while we endeavor to explain what shooting stars really are. They are not stars at all, for stars are real blazing suns, hundreds of times larger than our poor old earth, and if one of them came our way and met our world on its path the world would be melted and disappear, instead of the stars. What, then, are these pretty sights which we call shooting stars? They are simply small pieces of stone rushing through space in a path of their own around the sun. Their path and that of our earth around the sun do not coincide, but cross each other in a couple of places, as two hoops might do. These meteors, as they are also called, go around the sun in an opposite direction to that of the earth, and at a similar rate of speed, which we showed, some time ago, to be eighteen miles per second or, say, 1,000 miles per minute. It will thus be seen that the rate of speed at which these stones pass through our atmosphere is about 2,000 miles per minute or over thirty miles per second.

Besides the speed at which the earth and the meteors are travelling in space to meet each other, the speed of the

meteors is increased by the attraction of the earth on them as soon as they come within its reach or influence. This increase is about 200 miles per minute. This is because everybody in space draws every other body in space toward itself, and the bigger the body is the harder it pulls on other bodies around it. Now, our earth is 8,000 miles in diameter, and many of the meteors are as small as pebbles, while the largest only weigh a few hundred pounds. From these figures we can readily see that a meteor coming within reach of the earth's attraction will be hauled in headlong to its ruin.

This ruin is accomplished by the friction of our atmosphere on the substance of the meteor, so as to make it that hot that it turns to flame and disappears before it reaches the ground, thus giving us the beautiful display which people call shooting stars.

From these observations let us notice how good it is for us that these terrific bullets of stone, coming from space toward our earth at a rate of thirty miles per second, are consumed by the resistance of our atmosphere and do not reach us. In rare cases large ones have come through and landed upon the earth, exceedingly hot, but only in a few instances have people been injured by them, so wise and complete is the plan of the Creator for His creatures below.

AN ITEM FOR THE PUPILS.

It is such an item as the following which, introduced into a geography lesson, arrests attention, gives interest and enables your pupils to remember Trinidad forever. A good plan is to make a collection of such bits of information from papers, books and magazines for use as occasion requires:

WHERE THE ASPHALT COMES FROM.

There are some things the traveler finds it hard to avoid. Among them is the Pitch Lake in Trinidad. This spot has been described as one of the "Wonders of the World"; it was visited by Sir Walter Raleigh, who

caulked his ships from its strange depths. I am told that the full extent of the pitch bearing area is 110 acres, and that its exact depth is unknown. The asphalt is not boiled out, as the readers of some guide books might suppose, nor is it dug up. It is hooked out in chunks, each piece separating from the mass with a bright, dry fracture like that of blue flint. The lump so delved from the "stygian pool" is lifted up with the hands and thrown ignominiously into a truck. These trucks run on rails and sleepers across the lake. The rails and sleepers of the "permanent way" sink slowly into the solid pitch, so that once in every three days they have both to be raised up and readjusted on the surface.—Sir Frederick Treves, *The Cradle of the Deep*.

HOME LESSONS.

No topic of school life produces more discussion than the subject of home lessons. The practice of assigning school work to be done at home is very old, probably as old as public schools themselves, and has on its side the sanction of general practice or custom, which becomes a secondary law on the matter. Our school regulations have nothing to say on the subject, which has been left to the local school authorities to deal with according to requirements. These local school boards seldom give the matter any attention whatever, and the whole question, without regulation, is left to the judgment of the teacher. In this manner there is no regularity or continuity of practice, and the method to be adopted in any school is subject to change from year to year. It were better that each school board should confer with its staff on the subject of home lessons and issue definite limitations and instructions for the guidance of teachers. These regulations would be subject to review from year to year, but they would tend to harmonize and safeguard the school work. In this way the rash prescription of home work would be checked in one school and the indifference to home work would be removed in another school, while better methods would produce better results, and these results would be

continuous. There are, generally speaking, two respects in which opinions differ regarding home lessons. These respects are:—

- (a) The nature of the subjects assigned.
- (b) The quantity of work sent home.

(a) It is a safe rule to **send home only such subjects, as the pupil can do without assistance.** It is quite essential that the teacher should know by what means a pupil reaches his conclusions, and for this reason such subjects, as arithmetic, should be done at school under the teacher's supervision. It were better too, that exercises in parsing, analysis, French, etc., should be done in the presence of the teacher. It is of no consequence how much assistance the pupil receives in history, geography, reading lessons, spelling, Scripture, tables, etc., for the more such subjects are discussed the better they are understood. In short no home lesson should be given which would be impossible to the pupils, or in which unwise assistance could be given.

(b) It is also a safe rule to **send home such an amount of work as the pupil can accomplish in a reasonable time.** This "reasonable time" should be determined by the age, health and attainment of the pupils, and may vary from half an hour to an hour and a half, according to the grading of the pupils. It is wise also to consider the circumstances under which the pupils must prepare their home work, and make some allowance for home duties as well as for school work. Some consideration for the pupils at a time when home duties are exacting would remove many troublesome days from the calendar of both the school room and the home and brighten the lives of all.

DEPTH AT WHICH MINERS CAN WORK.

Below fifty feet the temperature rises in the proportion of one degree for every sixty-five feet of depth except where currents of water carry the heat away. The result is that at a depth of about 4,000 feet we reach a temperature of 98 degrees, or blood heat. This renders it ex-

ceedingly difficult to work coalpits below that depth. This is the reason that Great Britain's coal commission has decided that mines are not workable below 4,000 feet. The thickness of the solid rocks building up the crust of the earth is at least thirty to forty miles. At that depth the heat is such as would reduce everything on the surface of the earth to liquid. But the pressure of the overlying rocks is so great that until the relation of the heat to the pressure is known, it cannot be said whether the earth at that depth is fluid or solid.—Chicago Tribune.

AN UNCRUSHABLE TOAD.

An experiment was recently made in the clay testing department of a machinery company at Bucyrus, Ohio, in which a toad was placed in a twenty-ton brick press and was four times subjected to a pressure of 11,000 pounds without injury. The question at issue was whether such a pressure would kill the toad or whether its ability to compress itself was sufficient to allow it to come out of the ordeal alive. The toad was first placed in a lump of granulous clay and the whole pressed into a brick. After the huge press had done its work the solid brick was lifted from the machine and the toad winked its eyes contentedly, stretched its legs and hopped away.—Popular Mechanics.

WHY HE FAILED.

A boy returned from school one day with a report that his scholarship had fallen below the usual average. And this conversation took place:

“Son,” said the father, “you’ve fallen behind this month, haven’t you?”

“Yes, sir.”

“How did that happen?”

“Don’t know, sir.”

The father knew, if the son did not. He had observed some dime novels scattered about the house, but had not

thought it worth while to mention it until a fitting opportunity should offer itself. A basket of apples stood upon the floor, and he said: "Empty out those apples, and take the basket and bring it to me half full of chips." Suspecting nothing, the son obeyed.

"And now," he continued, "put those apples back into the basket." When half the apples were replaced, the boy said:

"Father, they roll off. I can't put any more in."

"Put them in, I tell you."

"But, father, I can't put them in."

"Put them in? No, of course you can't put them in. You said you didn't know why you fell behind at school, and I will tell you why. Your mind is like that basket—it will not hold more than so much. And here you've been the past month filling it up with chip dirt—dime novels."

The boy turned on his heel, whistled and said: "Whew! I see the point."

Not a dime novel has been seen in the house from that day to this.—Cut Gems.

THE DEATH BUTTON.

Safety in railroad travel is a vitally interesting topic, and an article in *The Circle* a few months ago, entitled "Making Railroad Travel Safer," gave some remarkable illustrations of the many inventions and automatic appliances which tend to guard the public from danger. One of these is called the "Death Button," making provision as it does, in case of the sudden death or inactivity of the one in charge at the moment on lines where the electric current has been installed as a propelling power:—

The well known "death button," now in use in the Manhattan Subway trains, is a safety device in line with this future development.

In the top of the electric controller handle, which is moved in a circle over a row of contact buttons by the motorman when he regulates the speed of the train, is a

little plunger button which is the real factor in throwing the electric current off and on. It sticks through the handle, and is held up by a spring.

Before he can get any current at all, this button must be pushed down by the palm of the motorman's hand, after which he can move the handle about, and adjust the current at will.

But should he drop dead at his post, or for any reason remove his hand from the lever, the little button would spring up from contact, the current would leave the motors and the cars stop.—Wellspring.

OUR WESTERN GOLD MINE.

Manitoba, Alberta and Saskatchewan raise yearly from eighty million to one hundred and thirty million bushels of wheat. Value that at from sixty to eighty cents, and you get the yearly total.

Now, the yearly total of Canada's Klondike has never exceeded ten million dollars in gold. The total product of Canada's Klondike has not exceeded one hundred million dollars. Or compare province to province! Manitoba, the smallest of the wheat provinces, raises from sixty to eighty million bushels of wheat a year. If you want to know what that means in fifty years, multiply that by fifty; and the product by the price, seventy or eighty cents; for Manitoba does not, of course, reap the sea-board dollar price, the railroads and the middlemen get the difference between the seventy cents and the dollar.

Now, then, take gold! British Columbia has been the great placer-gold province—East Kootenay, Cariboo and Cassiar. In area, British Columbia is about five times the size of Manitoba.

Now, prepare for the statement of facts—for fifty years, British Columbia's total placer-gold products have not exceeded sixty-seven million dollars. That is—her gold for half a century does not equal little Manitoba's banner wheat crop for a single year at banner prices.—Agnes C. Laut, in *Outing*.

Then, boys, study hard, grow big, go west and get a farm.—Ed.

It may assist the fourth class in the study of history to refer them to these statistics regarding the Dominion Parliament.

The Dominion Parliament is made up of 221 members. They are distributed as follows:

Ontario	86
Quebec	65
Nova Scotia	18
New Brunswick	13
Manitoba	10
Saskatchewan	10
Alberta	7
British Columbia	7
Prince Edward Island	4
Yukon (Territory)	1

The distribution of members, as far as known at the time of writing, is as follows:

	Reform	Conservative
Ontario	38	48
Quebec	54	11
Nova Scotia	12	6
New Brunswick	11	2
Manitoba	2	8
Saskatchewan	8	1
Alberta	4	3
British Columbia	2	3
Prince Edward Island.....	3	1
	134	83
Liberal majority, 51.		

This leaves Prince Albert, Kootenay, Yale-Cariboo and Yukon still to be heard from. These will probably break even, leaving the majority as here given.—Canadian Teacher.

The following extracts from Bagley's book on "Classroom Management" are worthy of a place in every teacher's desk:—

(1) Little time should elapse between the misdemeanor and the punishment.

(2) Children should not be punished in the presence of other children.

(3) Children should not be punished by one who is labouring under the emotion of anger.

(4) Intentional, wilful and premeditated offences should be punished.

(5) Repeated offences should be punished.

(6) Offences not apt to be repeated should not be punished.

(7) Not all children require the same punishment for the same offence.

(8) Children should always clearly understand why they are punished.

(9) Punishments tend to reform the pupil if he sees their justice.

(10) Suspension should be the last resort.

(11) Punishment should not be used for the sake of making an example.

(12) Sarcasm, ridicule and satire should not be used as punishments.

(13) The majority of parents who are consulted favour corporal punishment.

(14) Tasks should not be employed as punishments.

SPELLING MATCH.

Two children appointed by teacher take opposite sides. Each chooses a good speller from the class, and the ones chosen choose, continuing thus until all pupils are selected.

Teacher "gives out" the word only once.

The child who spells correctly a misspelled word chooses a child from the other "side," who then becomes one of his "side." Of course the chooser always selects the best speller from the opposite side.

At the close of the spelling lesson, the side having the greater number of children wins; and all who started out on that side clap for it—no matter which side they are then on.

Interest is kept up from start to finish, for no child is made to sit down when he misses, as in the old-time spelling match.—Popular Educator.

This is a game we call the Language Game: One child stands at the front of the room with his back to the board, and the teacher writes the name of some animal over his head. The children then give sentences about the animal in question, beginning "This animal"—and telling some fact which will help the child at the board to guess the animal. This game can be used in the same way for flowers or birds.—Primary Education.

GEOGRAPHY END-LETTER GAME.

A very interesting game for recesses and noons we call the geographical "end-letter" game. It may be played the same as a spelling match, or the players may be seated anywhere in such a way that they may play in turn only a limited time, say one minute being allowed to each one. For instance one gives "London"; the next must give a city beginning with N, as "New York," the third one beginning with K, as "Kensington," and so on.

It is well to confine the pupils sometimes to one country, then again let them go all over the world. A list may be as follows:

Cities and towns of one country.

Lakes and rivers of the world.

Mountains and peaks of the world.

—Teachers' Magazine.

HOW TO DEAL WITH WHISPERING.

I have found the three methods most helpful to myself in suppressing this inconvenience are love, understanding and tact. If the first two look out of the eye, a glance is sufficient, ordinarily, if the feeling is good between pupil and teacher. If, however, some little boy's nerves or emotions have got the better of him, and you see, when you glance, that there is a determination to whisper, a good way to prevent the same is to beckon such a one to your desk and ask him if he will please go and get you a glass

of water or sharpen your pencil. By the time he has returned and you have said an appreciative "Thank you," the wish, or rather, impulse, is gone.

Since idleness leads to whispering as well as vice, a teacher can save herself much annoyance by taking a little time to keep every child, especially the nervous, active children, busy and happy.

We teachers, without meaning to be so, or even thinking we are so, are prone to selfishness. In the first years of our teaching we are apt to regard as the most serious offences those which annoy us most, rather than those which will affect the future and well-being of the child. Judged from the above consequences, which would be the greater evil, whispering or tardiness? Whispering or tale-bearing?

I called a little whisperer to me one evening, after school, to have a friendly talk with him about his fault; why it was inconvenient, and I did not want it. Catching my idea, he looked up into my face, his own clearing as he did so, and said, earnestly, "'Tisn't wicked to whisper, is it?"

I told him that it was not, but that I wanted my school room nice and quiet, and that when he whispered it was not, and that I should expect him to do his part toward making it so in the future. He was only seven years old, but he understood and remembered.—Selected.

THE VALUE OF NEATNESS.

Personal appearance goes a long way in the schoolroom. Children are unreserved little admirers of whatever in their elders catches their fancy, and little girls, at least, are apt copyists. One calls to mind a teacher of years ago, whom one adored for her soft, glossy hair, her white hands and beautifully kept nails, and her pretty dresses. Her every word of admonition or reproof carried weight, and how one laboured to keep one's own rebellious locks in order, and to avoid, as far as might be, ink stains and rents of one's pink and lilac calico frocks!

One city teacher, who manages to be always perfectly "groomed," and very becomingly—albeit, inexpensively—dressed, says that she finds it pays in every way to try to look her best, and use her most charming manner day by day in the schoolroom. Her class certainly comprises some of the neatest children in the school, and the effect extends even to the classroom. Careless or untidy newcomers are not long in being impressed by the general atmosphere. "The children," says this teacher, "appreciate the fact that I try to look nice for their sakes. Moreover, when I look well I feel better and I can teach better. And those little matters like polished finger nails and waved hair make those youngsters think that I am somebody special, and they treat me with consideration."—Educational Review.

SPELLING TEST.

At a recent meeting of the National Educational Association in Cleveland a spelling contest was one of the attractions. A little colored girl, named Mary Bolden, was the only child who made no mistake in the written or oral test. Here are the hundred words which every live teacher should make use of to test the spelling ability of her pupils in the advanced grades:

which	pursue	umbrella
separate	origin	persevere
develop	exercise	Arctic
whether	handkerchief	particular
February	potato	adjacent
benefited	iron	pumpkin
grammar	together	except
accommodate	beginning	recognize
embarrass	surprise	similar
business	thorough	admittance
acquiesce	negroes	irrelevant
privilege	fulfill	foreigner
parallel	principal	deceit
judgment	professor	hygiene

until	descendant	siege
management	government	niece
analysis	analyze	alley
lettuce	detached	ceiling
elm	governor	chimney
precede	cleanse	necessarily
occasion	vertical	partition
divisible	prejudice	capitol
chargeable	regretted	muscle
supersede	noticeable	preparation
occurrence	restaurant	victuals
committee	curiosity	disease
disappear	miniature	millinery
mischief	poem	sovereign
character	reverend	mischievous
several	misspell	architect
laboratory	equipage	stationary
balloon	cemetery	athletic
geography	conscience	convenient
cistern		

MEMORY GEMS FOR PRIMARY GRADES.

Be the labor great or small,
Do it well, or not at all.

—Anonymous.

The just will flourish in spite of envy.

—Latin Maxim.

Kind hearts are more than coronets,
And simple faith than Norman blood.

—Tennyson.

Kind hearts are gardens, kind words are roots,
Kind words are blossoms, kind deeds are fruits.

—Kingsley.

There is nothing so kingly as kindness
And nothing so royal as truth.

Diligence is the mother of good luck.

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.

—Alice Cary.

Before you speak an angry word, count ten;
 Then, if still you angry be, count again.

Kind words are little sunbeams,
 That sparkle as they fall;
 And loving smiles are sunbeams,
 A light of joy to all.

Cross words are like ugly weeds,
 Pleasant words are like fair flowers,
 Let us sow sweet thoughts for seeds,
 In these garden hearts of ours.

Do your best, your very best,
 And do it every day;
 Little boys and little girls,
 That is the wisest way.

Do all the good you can,
 In all the ways you can,
 To all the people you can,
 Just as long as you can.

Love is the sunshine that warms into life;
 Only in darkness grow hatred and strife.

—Kingsley.

Count that day lost whose low-descending sun
 Views from thy hand no worthy action done.

—Robart.

The next House of Commons will contain 221 members instead of 214. Saskatchewan is allotted 4 additional members and Alberta 3

Ontario	86
Quebec	65
Nova Scotia	18
New Brunswick	13
Prince Edward Island	4
Manitoba	10
Saskatchewan	10
Alberta	7
British Columbia	7
Yukon	1
	221
Total	221

HEAT, HUMIDITY AND SCHOOL WORK.

The New York Times recently published an account of some experiments conducted in London to ascertain the effect of heat and humidity on the work of the pupils.

A special system of ventilation was adopted so that the temperature of the air could be regulated by means of a damper, enabling the room to be kept at anything between fifty degrees and eighty degrees. When it is necessary to increase the humidity, evaporation of water by boiling kettles over spirit lamps was tried, while every possible use was made of electric fans to bring about the required changes of the atmosphere.

Generally, it appears, as a result of twenty-two observations, that the London school child takes little notice of variations of temperature between fifty-six and sixty-four degrees, and apparently works best at about fifty-eight degrees.

Mental alertness and accuracy are improved by two or three hours of school work, if the atmosphere is satisfactory. Temperatures above sixty-five degrees give rise to definite subjective symptoms; slackness and inattention in some, headaches in others, although it is not easy to assert definite mental alteration till about seventy degrees Fahrenheit.

Symptoms do not appear at sixty-five degrees if the air is kept in gentle movement by a fan in the room. At higher temperatures the symptoms and mental conditions are ameliorated by such movement of the air.

With temperatures of seventy degrees and above, other factors being normal, there are marked symptoms and very evident deterioration in mental alertness and accuracy.

Relative humidity does not affect the mental capacity of children at low temperature. Increase of humidity appears to increase the effects of high temperatures. Carbonic acid gas in considerable excess, although not producing the symptoms found in a hot and close atmosphere, seems to produce, after a time, considerable fatigue in the performance of mental functions by the children.

AND NOT WRITTEN BY A TEACHER.

There must be easier lives than those of school teachers if one is to judge by the confessions of pupils. For two hours I was a listener to the confidences exchanged by two well-grown girls occupying the seat behind me in a railway car, and had difficulty in refraining from turning around and asking the pair if they had decent homes and mothers.

I would have heard every word had I been three seats ahead instead of one, for the voices were truly American, sharp and penetrating, and the girls did not care who heard them because they believed their behavior smart and expected approval, and they sat there in cold blood and told of the many ways they found to irritate their teachers, their pert replies to questions and their open defiance of rules. I think I realized most completely the mastery children have been allowed to secure over their elders, and the discovery was not pleasant.

It is little wonder that good teachers are scarce. The salaries are not alluring and the men and women who are expected to educate children are not permitted to govern them. Pupils learn just what they please and in whatever

manner they please, and they can tell a car full of curious men and women the sorry tale of annoyance that reached my ears. We need not wonder that girls run away from good homes or that boys become rowdies or worse, for the laxity of parental government is sufficient to do any amount of spoiling.

There have been millionaires who sent girls to first-class finishing schools and then sought to buy easy rules for them. Sometimes the thing was possible and sometimes the head of the establishment had a pride in the reputation of the school and its high standard and the petted daughter had a choice between absolute obedience at school and a queenship at home. There are students in colleges who do no more studying than is necessary to keep a footing in the institution—they are spoiled sons of wealthy parents, and, though they help to support colleges, they are no credit to them as students.

Only those who have taught school have a fair conception of the hard work, the monotonous work of pulling dull pupils up to the level of bright ones. There is no holding back of particularly clever ones nowadays, but there must be uniformity in class work; and any wilfulness that increases the difficulty of maintaining it should be severely punished. But right here is a stumbling block—children will not be punished, and parents back them up to their rebellious attitude, so how can a teacher's life be anything but hard and wearing? Is it any wonder that she is too tired to think of anything but rest outside of the school-room? The hours are short? Yes, they are, and the working week is but five days long. Also, there are vacations scattered through the year, and these make the life bearable, I presume. I would rather work seven days without vacation in any other work.—Philadelphia Bulletin.

BOOKS.

Books are great men, who, like the records placed in a phonograph, lift their voices for anybody who chooses to hear. A shrewd old negro in reconstruction days taught

himself Greek, and once remarked, "If only Homer, and Moses, and Abraham Lincoln could just get together some night, there'd be one of the biggest times that ever was in the world." But that miracle may happen in any library, and to any mind which chooses to read the Iliad, and Genesis, and the Gettysburg speech.

Most great men are either dead and gone or so hedged about that at best you meet them only once in a lifetime; but good books are perpetual personal friends, ready to step out the moment you open the covers, always willing to talk to you, and resigned to silence when you can converse no longer. Would you travel in a Roman merchantship? Take your seat in the Acts of the Apostles. Would you share in the outpourings of a lofty soul? Read "Pilgrim's Progress." Would you like to know how our great-grandfathers lived? Benjamin Franklin will tell

Books are not only entertaining; they are wise friends you in his "Autobiography."

who give you what you get from few in the flesh—the best that is in them. You can hear Daniel Webster's greatest speech any day; you can share the sweetest that was in Nathaniel Hawthorne by reading his "House of the Seven Gables"; you may touch the deepest experience of Tennyson through his "In Memoriam." If no man is great to his valet, every author is great to the reader who sees him only at his highest. The world is enlarged by books; undying friendships are made in books; heart talks to heart through books; and you shall never be contradicted by your favorite writer.

To be sure, books are not the only links between mind and mind; periodicals and newspapers in some ways disturb the old-fashioned intimacy between the reader and author; but the writer in the periodicals is, after all, only a visitor and not a guest in your intellectual mansions; often he is only an entertainer, who comes into your drawing-room to give you a pleasant evening, and goes away without your really knowing what manner of man he is. The difference between the best magazine and the best book is like that between the agreeable acquaintance whom you meet on a railway train and your twin sister. The

newspaper, on the other hand, is a piper in the marketplace, to whom everybody listens for the moment, but of whom nobody makes an intimate friend.—Christian Endeavor World.

REPORT OF THE EXAMINER IN HISTORY.

Once more permit me to recommend all schools to give greater attention to writing. This annual complaint about bad writing is absolutely necessary. The writing of some schools is indecipherable. The list must be referred to in order to know whose name is at the top of an examination paper. This occurs frequently. It is not necessary. It is deplorable.

A few schools deserve mention for their neat and careful work; others, many others, deserve it for an exactly opposite reason. Neither class will get it.

Very droll results are met with from lack of punctuation. Did space permit I would like to mention a few. However, many answers have no punctuation at all; periods, commas, interrogation and quotation marks, all are omitted. "What does it matter? If the examiner doesn't know what we mean, then he ought to, that's all."

The English and spelling are not all they should be. In Grade III. Model, even Grade I. Academy, such expressions are met with as: "They seen," "He done," "He should of done."

Let me repeat the advice usually given by the teacher to classes before an examination, and usually unheeded: **Look over** your papers after you have written all the answers, but don't **over-look** them. This practice makes the difference between **Success** and **Failure** in many cases.

GRECIAN HISTORY.

GRADE II. ACADEMY.

Questions 1 and 2 were generally well answered, although the accounts of the two legends of the Heroic Age mentioned in the history used are very meagre, and would stand supplementing.

Question 3. A good answer to this question would be "Democracy."

3B. **Draco** effected no **constitutional changes**. He merely collected and wrote down the laws that existed.

Question 4. The "Peace of Nicias 421 B. C.," was an incorrect answer given by a number.

Question 5. Thermopyle was not a Greek **victory**, as many think. In the Battle of Mykale no leaders are mentioned.

Question 6. There were two "Sacred Wars."

6C. But one or two good answers were sent in. This is an important question and appeared on a previous examination not long ago. Suggestion for teachers: Write out a full answer to this question and have pupils copy it into their text-books.

Of 60 papers corrected, 13 receive less than 50 marks.

78.3 per cent. of pupils in this grade were successful, compared with 52 per cent. last year.

HISTORY, GREAT EVENTS.

GRADE II. ACADEMY.

No. 1. An easy question, although some confused Homer with Horace.

No. 2. First part was very well done. The last stand was in the Temple, and its destruction was one of the results. Everybody **should** know this; **everybody didn't**.

No. 3. A hard question for anyone to answer. To **what** extent? Who can tell?

No. 4. The question refers to **one** persecution. Quite a number of scholars took it to mean three.

No. 5. Constantine's attitude towards Christianity was favourable, but chiefly because that was good policy. The last part of this question was not well done. Character is complex, and one or two words cannot describe it.

No. 7. No distinction was made by many between Spiritual and Temporal power.

No. 8. Few could tell the part played by the Norsemen in the history of England.

No. 9. Peter the Hermit was not the origin of the Crusades. He was merely the mouthpiece of those pilgrims who had suffered cruel wrongs at the hands of the Saracens, and fanned the fire which already existed in the hearts of Christians throughout Europe, and thus brought matters to a climax. The real cause was the rage and excitement felt by Christian Europe at the cruel treatment which all pilgrims to the Holy Sepulchre had to endure and to the fact that the Saracens had possession of the Holy Land.

Few pupils mention the German army of children.

On this paper 20 out of 74 fail; 73 per cent. are successful, compared with 87 per cent. for last year.

UNIVERSITY SCHOOL EXAMINATIONS.

BRITISH HISTORY—GRADE II. ACADEMY.

No. 1. (a) Not 10 pupils could give in a satisfactory manner the circumstances under which the "Court of Star Chamber" was abolished.

(b) "Six Acts" confused with "Six Articles."

No. 2. The geographical situation of these places was unknown to a surprisingly large number of scholars. The rest of the question was comparatively well done.

No. 3. How did the English slave trade begin? Answers were very unsatisfactory, although p. 340 of their text-book is quite clear. The English slave trade was abolished in 1807. English slaves in the West Indies and elsewhere were emancipated in 1833.

Nos. 4 and 5. Fairly well done. Parnell and O'Connell were not so well known as the others. Stephenson invented the **locomotive** steam engine.

BRITISH HISTORY—GRADE III. MODEL.

Nos. 1, 2 and 4 were easy and very well done.

No. 3. Harold II. is not known by that name. Some assert that there was no **Harold II.**, but there was a Harold who fought against William the Conqueror.

No. 5. Some confuse the Interdict with the excommunication of John.

No. 6. Very few make mention of the conquest of Ireland.

Nos. 6 and 7. Easy. Simon de Montfort was the hardest to answer.

668 papers were examined in this, and of these 474, or 71 per cent., were successful.

CANADIAN HISTORY—GRADE II. MODEL.

No. 1. Many included as a cause of **irritation** the desire of the Americans to possess Canada.

(b) Very few give the names of the four places.

(c) Plattsburg is the last battle mentioned in the text-book. The battle of New Orleans is the correct answer, given by a few. Either answer received full marks.

No. 2. The chief cause of the rebellion was the desire for responsible government. Who would have the spending of the revenue of the country? The difficulties with the Family Compact in Upper Canada and Racial Strife in Lower Canada and Political Abuses in both were secondary.

No. 3. This was the easiest question to answer.

No. 4. A good answer to this was given by very few. Many told what they **were**; but how the trouble was **settled** was not an easy question to answer.

No. 5. Lundy's Lane. This was well done by most. The other two were not well done.

No. 6. Very few could answer the first part of this question; two or three only knew the date, and as for the provinces formed from this territory, some of the pupils gave all the provinces of the Dominion and surprisingly few gave the right answer.

No. 7. Well done.

No. 8. Not understood by pupils.

(b) Governors were confused with premiers and very few could give the whole list.

Results on this paper are very poor.

1908

SUPERIOR SCHOOL EXAMINATIONS.

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

Great Events (Grade II. Academy.)

All the questions are to be answered.

1. What was the extent of the Roman Empire in the time of Augustus? What three distinct forms of civilization and culture prevailed in this empire at that time? Name three of the greatest poets who flourished at this time. 15

2. What caused the revolt of the Jews, 60 A. D.? What celebrated Roman generals marched against them? Where did the Jews make their final stand, and with what result? 10

3. Show to what extent their respective countries were indebted to each of the following:—

Wittikind, John Zimisces, Arnold von Winkelried. 10

4. "There were ten persecutions of the early Christians." Give a short account of the "fiercest, widest, and last of these." 10

5. Name six emperors who divided the Roman dominions among them. Who finally became the sole ruler? What was his attitude towards Christianity? What may be said of his character? 10

6. What was the greatest glory of Justinian's reign? Who was the great general of Justinian? Mention some of his conquests, and state how he was treated in his old age. 10

7. When, by whom, and how was the foundation of the Temporal Power of the Papacy laid? 10

8. Describe the Norsemen. When and by whom were they christianized? What part do they play in the early history of England? 10

9. What was the origin of the Crusades? How did the Children's Crusade terminate? How did the Crusades contribute to the political and social improvement of Europe? 15

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

Grecian History (Grade II. Academy.)

All the questions are to be answered.

1. (a) What Eastern nation taught the Greeks the rudiments of civilization? (b) Give an account of at least two legends of the Heroic Age. 10
2. What was the Amphictyonic Council?
(b) The Areopagus? 10
3. (a) What form of Government succeeded Kingship at Athens?
(b) Outline the constitutional changes effected by Dracon and Solon. 15
4. (a) State the origin of the Peloponnesian War. The dates of its beginning and ending.
(b) How did Kleon, Brasidas, and Nicias figure in it? 20
5. In what battles did the Greeks defeat the forces of Xerxes? Who led the Greeks in each of these battles? 15
6. (a) What was the Peace of Antalcidas? (b) The Sacred War?
(c) How was Grecian freedom brought to a close? 15
7. Write notes on:
Pericles, Aristides, Xenophon, Epaminondas, Demosthenes. 15

UNIVERSITY SCHOOL EXAMINATIONS.

BRITISH HISTORY.

Wednesday, June 17th, 1908.

Afternoon—2 to 3.30

1. (a) By whom was the Court of Star Chamber founded, and for what purpose? Under what circumstances was it abolished?
(b) State the main facts about the National Covenant, the Habeas Corpus Act, the "Six Acts."

2. Describe, as nearly as you can, the location of the following and state what events are connected with them: Madras, Gibraltar, Saratoga, Balaklava, Khartoum.

3. How did the English Slave Trade begin? What noted men worked to have it abolished? Under what ministry was it finally abolished? When were the slaves emancipated?

4. Give a short account of the Colonization of Ulster, Monmouth's Rebellion, the Union with Scotland, the Massacre of Glencoe.

5. (a) Give a brief sketch of the career of Sir Robert Walpole as Prime Minister.

(b) For what are the following men noted: Richard Cobden, C. S. Parnell, George Stephenson, Daniel O'Connell, John Wilkes?

6. In what wars since 1688 have England and France been on opposite sides? State the provisions of the treaty concluding any one of these wars.

SUPERIOR SCHOOL EXAMINATIONS.

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

British History (Grade III. Model School.)

1. (a) How, when, and why did the Roman occupation of Britain end? (b) What benefits did the Britons derive from the Roman occupation? 15

2. Who were the English? Where did they originally come from? State the origin of the word England. 15

3. What two battles and with whom did Harold II. fight? Give results. 10

4. Who introduced Christianity into Britain? When? 10

5. What ecclesiastical penalty was imposed upon England in the reign of John, its cause and effects?

6. (a) What great battles were fought in the reign of Edward III.? (b) For what is the reign of Henry II. noted? 15

7. Give a brief account of the work of (a) Simon de Montfort, (b) John Wycliff. 10

8. Name five of the great men who flourished in the reign of Queen Elizabeth. Select one of them and mention the incidents with which his name is associated. 10

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

Canadian History (Grade II. Model School.)

All the questions are to be answered.

1. (a) What were the causes of irritation between England and the United States leading to the War of 1812?
 (b) At what points was Canada invaded in that year?
 (c) What was the last battle of the war? 15

2. (a) What led to the rebellion of 1837 and who were the leaders? (b) Who was sent out from England to redress the people's wrongs? 15

3. Who were the U. E. Loyalists? Mention their chief settlements and the treatment they received from the British Government. 10

4. How was the grievance in regard to the Clergy Reserves settled? 10

5. Give a short description of events connected with the following places: Lundy's Lane, Chrysler's Farm. Batoche. 15

6. What compensation was given to the Hudson Bay Company for the North-West Territory? When? What Provinces have been formed in this territory since that time? Gives dates. 15

7. Describe the Ashburton Treaty. 10

8. (a) What is meant by Representation by Population? (b) Name the Governors-General since Confederation. 10

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

Canadian History (Grade I. Model School.)

All the questions are to be answered.

1. What is known of the first inhabitants of America? 10
2. What discoveries were made by **Cabot** and **Cartier**? 10
3. Account for the names of Montreal and Lachine. 10
4. Which of the Indian nations was an uncompromising enemy of the French? Why? 10
5. Give the opening and closing dates of the French Rule. 5
6. Under what circumstances was Quebec first taken by the English? How long was it held by them? 10
7. What change was made in the form of Government of Canada in 1663? 10
8. What territory did England acquire or lose by each of the following treaties:—Aix-la-Chapelle, Ryswick, Utrecht? Give dates. 15
9. Under what terms did the Company of One Hundred Associates receive their charter? 10
10. Give one important event associated with each of the following names, with the time of the event:—Sir Wm. Phipps, Kondiaronk, Pepperell, Braddock. 10

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