

No. 7, 8 & 9 July, August & September 1919 XXXIX

EDITORIAL NOTES:

SIR WILLIAM PETERSON

In July last Sir William Peterson, accompanied by Lady Peterson, left for England by the S.S. Melita. They will reside for the future in the south of England.

The retirement of Sir William Peterson, owing to the condition of his health, from the principalship of McGill University was a marked event in Canadian educational history. Appointed to that position in 1896, in succession to Sir William Dawson, Dr. Peterson soon displayed the hopeful courage, the untiring energy, and the administrative judgment required to carry forward to still greater success the large policy of his predecessor. Under Sir William Peterson McGill has expanded materially to a remarkable degree and has acquired a commanding position in the universities of the world. To this result it is

NOTE TO TEACHERS— To interest the senior pupils and provide them with profitable reading a few pages of interesting selections and original items will appear in each issue of the RECORD. Please call the pupils' attention to these pages and ask them to read such parts as they prefer.—EDITORS.

unquestioned that his strong personality chiefly contributed. During the last quarter of a century there has been a rapid increase in the number of provincial universities in Canada and of state universities in the United States. This development has brought to the front many able and eminent educationists, but it is not too much to say that Sir William Peterson has stood in the front rank among the three or four university Heads in both countries who may be regarded as pre-eminent.

It is to be remembered also that the progress of provincial and state universities has been assured by immense aid from provincial and state legislatures. In most cases, indeed, these institutions were founded and are maintained almost wholly by Government money. McGill University has had to rely almost wholly on the enlightened generosity of Montreal's merchant princes. For many years the provincial grant was \$3000.00 a year; the Gouin Government increased this to \$32,000.00 a year. McGill's national, or rather international, position, therefore, has been won by hard work and good work. It has made its success. The university was but a small college in 1855 when Mr. J. W. Dawson, later Sir William Dawson, was appointed principal. In the sixty four years which have elapsed since then there have been but two principals, each leaving his distinctive mark on McGill. The foundation of the reputation of the university in Science was undoubtedly laid by Sir William Dawson, who himself held a commanding position in the scientific world. Under Sir William Peterson the science work of McGill has still further developed in range and equipment, but the distinctive feature of his academic influence is to be seen in the increased and strengthened activities of the university in all that relates to modern life and culture. A "classical" man, truly, but with wide sympathies from Music to Social Service!

His retirement from the principalship of McGill has led also to his retirement from the Protestant Committee of the Council of Public Instruction, of which he had been a member for over twenty years. On the death of Rev.

Dr. Shaw eight years ago, Sir William Peterson succeeded him as chairman. His interest in the Protestant schools of the Province has been keen and thorough. That interest undoubtedly includes the rural schools, although the exigencies of educational politics sometimes led to a contrary assertion, just as they did years before in regard to Sir William Dawson.

His many friends in the Protestant schools of the Province will wish Sir William Peterson many years of restored health and strength.

SUPERIOR SCHOOL DIRECTORY

Principals of Superior Schools are requested this year to send the lists of teachers directly to "Editor Educational Record, Quebec, Que." Kindly send the lists in the month of OCTOBER, not later, and observe the following:—

Name of principal first.

Write all names plainly for the printer.

If initials only are used for Christian names, state whether Miss or Mr.

Do not forget to give name of school.

THE COURSE OF STUDY FOR 1919-20

With the re-opening of the schools in September a new Course of Study goes into effect in all schools. Copies were sent to the Superior Schools in June, and to such of the Elementary Schools as were still open. The Inspectors have been supplied with copies for distribution to their respective schools, and by the second week in September at latest all teachers should have received theirs. Changes in teaching staffs make it difficult to supply the rural schools directly otherwise than through the Inspectors or, upon request, through the Department. It is hoped that by this time all teachers have received copies of the new List of

Text Books. The fact that it was published in the April-May-June number of the Educational Record ensures, at any rate, that the majority of the teachers are acquainted with it.

We propose to give here some general and particular explanations which may be of service to teachers taking up their work under the new course.

Apart from the changes in text books, the more important changes in the course are (1) that the work in Scripture ends in Grade VII instead of Grade VIII, (2) that History begins only in Grade VI, and (3) that the use of the Speller begins in Grade V instead of Grade IV.

The last mentioned item incidentally illustrates how the old books are being gradually "worked out". If a Speller had been required for Grade IV as before, Alexander's would have appeared. In 1920-21 it will appear in Grade V, and so on each year until the Ontario Public School Speller is out entirely.

In English it is to be noted that the section marked "(b) For Reading and Class Discussion" calls for text books to be purchased by the school boards. Teachers will make up a list of the probable number of each book required for the several grades under this heading, and request the school board to purchase them. Note that "Ivanhoe" for Grade VII, although not marked on the printed course with the distinguishing figure (2) belongs to this category, as may be seen by reference to the List of Text Books. These books are not to be taken home by the pupils; they are for class use only. It is the duty of the teachers to see that they are handled with care, and kept for use in successive years.

Miss Weaver's newly revised History of Canada is to be used in Grades VI and VII in all schools. The Piers Plowman books and the second volume of Warner & Marten are dropped. The history course is now more compact, and will doubtless afford scope, in the Superior Schools, for more satisfactory results.

The work in English and French is enlivened by the introduction of several interesting texts. The number of English texts to be purchased by the pupils is considerably lessened.

In Latin, teachers in the Superior Schools generally will welcome the Henderson & Little New First Latin Book. It is an admirable text. So also is the "Matriculation Caesar".

In regard to the course arranged for rural elementary and rural intermediate (model) schools, we quote as follows from the report of the Sub-committee to the Protestant Committee at the May (1919) meeting:—

"The most important departure in the present recommendations, however, is that of a specially arranged Course of Study for Rural Schools and for such Rural Intermediate (Model) Schools as may not have a sufficient staff for the elementary grades. In arranging this course your Sub-committee have endeavoured to maintain the essential principle of continuity adopted in 1915. The experience of four years has made it plain that one teacher, however capable, cannot do justice to the pupils in every subject when required to take charge of seven grades, each with a different amount of work to cover. Hence the principle of combining the first grades has been inevitable, so far as the schools referred to are concerned. The present recommendation is that Grades I and II be combined into a Primary Class; Grades III and IV into a First Junior Class; Grades V and VI into a Second Junior Class—each representing two years of the former course—while Grade VII remains uncombined under the name of Senior Class. The whole course in these schools will still be, therefore, one of seven years, and lead directly to Grade VIII in the Superior Schools. The present recommendations further combine the Primary and First Junior Classes in the subject of Scripture, and the Second Junior and Senior Classes for the same subject. In Hygiene and Nature Study and Agriculture the Primary and First Junior Classes are united.

Thus fifteen class periods, which can be readily kept distinct in schools provided with teachers for each grade, are reduced to four in the schools for which this course is intended. In no case, however, should this mean less attention to these subjects than is now given to them in the Rural Schools. In recognizing and conforming to the actual circumstances in schools of limited staff, and in those of one teacher only, it may be reasonably expected that more satisfactory results will be obtained from this rearrangement of the grades. The new course should make for that thoroughness in elementary education which is demanded in all parts of the Province on behalf of that large majority of the pupils who do not go beyond the Elementary, or at most, the Intermediate Schools."

The Committee recommended that the Inspectors should read this paragraph at their Autumn Conferences "in order that the Course may be undertaken in the rural schools with a full realization of the main intentions involved."

Upon the recommendation of the Inspectors a certain amount of "combination" was permitted several years ago, but the new combinations are more extensive.

A word has to be added in regard to statistics. It will be necessary to continue the classification of the pupils by their "years". Thus the pupils in the Primary Class will be separated into First Year and Second Year, those in the First Junior Class into Third Year and Fourth Year, and so on, for the purposes of the school records as given to the Inspector for his bulletin.

TEACHERS' PENSIONS

If the salaries of teachers in this Province are still low there is consolation in the fact that the Quebec pension system is the most generous in the Dominion.

This article proposes to set forth some points with

regard to our system which should be understood by all teachers, including some who consider their present work merely as a stepping stone to other work or to marriage. Every year there is a certain number of teachers who consider that teaching is not to be their life work, and who are inclined to resent the "stoppages" made upon their salaries for the Pension Fund in which they do not expect ever to participate. It sometimes happens that some who are inclined to take this view are eventually pleased that the Pension Law had required these stoppages to be paid.

Again, in view of the fact that there are several hundred Protestant teachers each year who are teaching for the first time, the several explanations about the pension system may be of service, as very few are likely to study the Pension Law itself.

Lastly, for the benefit of the older teachers who may be receiving long service bonuses, or bonuses for successful teaching, we shall explain how these bonuses may be counted for the pension.

It is to be understood, of course, that this statement does not cover every article of the Pension Law, as given in Arts. 2992 to 3039 of the Revised Statutes of Quebec. The main object is to clearly state the more important points on which questions are yearly addressed to the Department.

1. Every lay teacher, male or female, with or without a diploma, must contribute to the Pension Fund. This is done by means of the "stoppages" made by the secretary-treasurer of the school board from the teacher's salary at the time it is paid, "and not afterwards". At present, the stoppage is two and a half per cent of the salary. Thus on an annual salary of \$400.00 the stoppage is \$10.00. When the secretary-treasurer sends his annual report to the Department in July the amounts of the salaries, and to whom they were paid, are stated in it. This two and a half percent on each salary is then retained by the Department from the Public School grant to which the

school municipality is entitled. Individual receipts for each stoppage are returned to the secretary-treasurer to be given to the teacher later in the year. While the methodical teacher may keep these receipts for future reference the loss of them at any time is not a serious matter. A record of all stoppages is kept at the Department.

In this connection, however, it is well to state that a few, fortunately very few, boards have been careless about sending the annual reports, thus making it difficult to keep the records complete for the teachers in their schools.

2. Only lay teachers with diplomas may receive pensions. The clergy and members of religious orders, even if they hold diplomas are not eligible.

To be entitled to a pension the applicant

(a) Must be fifty six years of age.

(b) Must have taught school during a term of twenty years or upwards, the years of attendance at the School for Teachers counting, as years of service.

(c) Must have taught some time within the five years preceding application.

After twenty years of service, and before the age of 56, a teacher may begin to receive a pension when a serious accident, or enfeebled health, renders it impossible for her to continue teaching. Or, after ten years service and less than twenty years service, a teacher may for the same reasons of accident or enfeebled health receive back such sums as have been paid to her credit in the Pension Fund. In this case, she receives but one payment—the accrued stoppages. If she resumes teaching later she may restore her pension rights by re-paying the sum so returned.

In both these cases the certificate of a physician is required, and if the Pension Commission deems it necessary a certificate from a second physician may be demanded.

On no other ground than the one mentioned, however, are pension stoppages paid back to teachers, namely that of accident or enfeebled health after ten years and less than twenty years of service. This fact is not always under-

stood, and applications are made by teachers to have the stoppages returned merely on the ground that they are giving up teaching. Such applications are quite useless.

3. The amount of pension to which a male teacher is entitled is two percent of his average salary for each year of service up to thirty five years.

The amount of pension to which a female teacher is entitled is three percent of the average salary for each year of service up to thirty five years, "provided, however, that such pension shall not exceed ninety percent of the average salary during the ten years when her salary was the highest, nor, in any case, the amount fixed by article 2994."

Art. 2994, as amended, fixes the limit of highest pension at \$1050.00.

Male teachers may secure half pensions to be paid to their widows by paying an extra stoppage equal to one-half of their own annual stoppage. At the present time this extra stoppage is one and a quarter percent. It may be remitted to the Department each year by the teacher or by the secretary-treasurer of the school board. But in no case can the married teacher pay back stoppages for the years he has neglected to take advantage of this provision.

4. The question of "benefits" which may be counted towards the pension is one that seldom affects the Protestant teachers, so far as the "lodging, light and fuel" items mentioned in Art 3027 R.S.Q. are concerned. It is very seldom that the Protestant boards provide lodgings for their teachers as part of salary. But the Pension Commission counts the teachers' bonuses (long service and successful teaching) as benefits which may be included. Every teacher receiving either of these bonuses, or both, may remit to the Department two and a half percent of the amount received, and it will be counted towards her pension. The payment of this stoppage is entirely optional, but if after having neglected to take advantage of it for some years the teacher decides to make the payments, she cannot pay the stoppages on the years that were missed.

Arrangements are now in force by which the stoppages on bonuses may be paid by the teachers through the secretary-treasurers of the school boards. All that is necessary is to request the secretary-treasurer to make the stoppage on the salary. He reports it in his annual report to the Department, when the deduction is made in the usual way. The teacher also notifies the Inspector on the occasion of his first visit that this has been done.

GRADE VII SCRIPTURE

As Scripture has been dropped from Grade VIII, and another course arranged for Grade VII, we publish the syllabus of it in this number for the benefit of teachers in the Elementary Schools. It is printed in the new Memoranda of Instructions for Superior Schools.

GRADE VII:

A study of the life and character of Christ and of the Apostles.

The Home Life into which Jesus Came, Luke 1: 26-38; 2: 1-24; Matt. 1: 15.

The National Life into which Jesus Came, Luke 1: 67-79; 2: 25-39.

Jesus in Temple and Workshop, Luke 2:41-52; Mark 6:1-5.

The Voice in the Wilderness, Mark 1:1-8; Luke 3:1-20; Jno. 1:19-28; Matt. 11:7-13.

Jesus' Vision of His Life's Work, Matt. 3:13-17; Mark 1: 1:9-11; Luke 3:21-23.

Jesus Meeting Temptation, Matt. 4:1-11; Mark 1:12, 13.

Jesus Seeking Comrades, John 35-51; Matt. 4:12-20; 9:9.

Jesus in Social Life, John 2:1-12.

Jesus Showing How to Keep the Sabbath, Mark 2:23 to 3:5; Jno. 5:1-17.

Jesus Forming a Band of Comrades. Luke 6:12-49.

Jesus Sending Out the Twelve, Matt. 9:36 to 11:1.

Jesus Vision of His Death, Mark 8:31 to 9:13.

Jesus Betrayed, Denied, Condemned, Mark 14:32-72; 15:1-20; Luke 23:1-12.

Jesus on the Cross, Luke 23:26-56; Mark 15:33-37; Jno. 18:25-30.

The Risen Christ, Matt. 28; John 20 and 21.

The Apostles in Jerusalem, Acts 1:1-26.

Power Through the Holy Spirit, Acts 2:1-47.

Peter and John, Acts 3:1-16.

Philip, Acts 8:26-40.

Conversion of Saul, Acts 9:1-31.

Peter, Acts 10:1-48; James, Acts 12:1-24.

Paul, Acts 11:19-26; 13:1-3; 14:16:6-15; 21:17-40; 25:1-12; 28:1-30.

BOOK NOTICES

Applied Economic Botany. By Melville Thurston Cook, Ph. D. Rutgers, College, New Brunswick, N. J., 261 pages. 142 illustrations. Price \$1.60. Philadelphia and London: J. B. Lippincott Company.

This is one of the Farm Life Text Series issued by the Lippincott Company. It is "based upon actual agricultural and gardening projects", and is written in an interesting way. Botany is not a live subject in our schools at present. The amount of it covered in nature study work seems to satisfy most teachers and pupils. Some blame the authorized text book—Gray's *How Plants Grow*—but after all Gray's little book is real botany and not an introduction to biology in general. In any case, teachers will find Professor Cook's *Applied Economic Botany* an excellent aid to their work in either botany or nature study.

Projects in the Primary Grades. A Plan of Work for The Primary Grades and the Kindergarten. By Alice M. Krackowizer, 221 pages. Philadelphia and London: J. B. Lippincott Company.

Another series published by the Lippincott's is the School Project Series, of which the general editor is W. F. Russell Ph. D. 'Purposeful activities' is the chief theme of this book, considered with reference to play, social experience, nature experience, literature and so forth. Suggestive and practical.

First Lesson in Business. By J. A. Bexell, Dean School of Commerce, Oregon Agricultural College. 174 pages. Philadelphia and London: J. B. Lippincott Company.

Still another series known as the "Thrift Texts", of which the general editor is Arthur H. Chamberlain, chairman on Thrift Education of the National Educational Association (United States). We in Canada hardly realize yet the immense amount of activity in vocational education displayed by our neighbours. This book gives a good idea of the practical way in which the movement is being directed. The cover of "First Lessons in Business"

has the motto, THRIFT earns, manages, plans, saves. The forty brief chapters contain the essentials of practical economics well stated.

Verse for Patriots: To encourage good citizenship. Compiled by Jean Broadhurst A. M. Columbia, Ph. D. Cornell. Assistant Professor of Biology, Columbia University, and Clara Lawton Rhodes, A.M., Columbia, English, Hackensack High School. 367 pages. Philadelphia and London: J. B. Lippincott Company.

Our first thought on looking at the title was that this would be a purely "American" selection of patriotic verse. It is, however, decidedly otherwise. The English poets from Shakspeare down to Rupert Brooke are in the greatest evidence, and the chief object of the compilers, in addition to that of encouraging good citizenship, seems to have been to present poetry of the highest merit. The selections from the recent "war poetry" are simply admirable, and indicate that there is a considerable body of good verse to be gathered yet under this heading. Canadian poets, Frederick George Scott, Wilfrid Campbell, Robert W. Service, and others, are well represented.

1000 Questions in General Knowledge. By Henri Smith, Headmaster of Chester Road Council School (Senior Boys) New Ferry, Birkenhead. 266 pages. London: Evans Brothers, Limited, Montague House, Russell Square W. C. I.

A compendium of salient information on many subjects, from Aircraft to First Aid. Here is one item on page 23:—

Explain the fact that nearly half the fighting scouts with the Royal Air Force on the Western front during the War were Canadians.

Answer. A successful airman must have exceptionally keen eyesight, and a quick imagination with the power to

control it. The possession of these characteristics explains why such a large proportion of our fighting air scouts were Canadians.

Another question asks why it is that the Dutchmen of Holland differ so remarkably from the Dutchmen of South Africa, and the answer is:—

Climate and environment are responsible for the difference. In their native country the Dutch are engaged in a long struggle against the inroads of the sea. This has made them dogged, daring, and resourceful. In South Africa no such struggle is necessary, and the result is that the Dutch do not display that energy which we associate with the Dutch of Holland. Neither are they so considerate and kindly as the people of Holland, because opportunities for securing cheap labour have made them less inclined to defer to others.

These specimens indicate the general character of the book.

The Kingsway Nature Stories. By Joan Kennedy. 245 pages. Evans Brothers, Limited, Montague House, Russell Square, London, W. C. I.

Excellent for the early grades where "talks" by the teacher are required.

How to Make a Doll and Other Toys. By B. M. Goodwin. 40 pages. Price 2s nett. London: Evans Brothers, Limited.

The Kingsway Book of Practical Geography. By Robert J. Finch, F.R.G.S. 170 pages, illustrated. Price 3s. 6d. nett. Evans Brothers, Limited, Montague House, Russell Square, London, W. C. I.

The fact that the study of geography should begin in the home district is well understood by teachers generally, but the text books do not, as a rule, give much help as to

the practical means of doing this. When direct training in the subject has not been received the teacher is at a loss how to make the "home district" interesting. This book is of great use in such cases. It is divided into two sections, the first treating of Home Geography and the second of Graphic Geography. Simple directions for "finding direction", use of the compass, magnetic north and geographical north, measurements of heights and distances, map-making contours, outdoor geography—these are some of the features of the first section. The second section deals with climatic diagrams, statistical diagrams, British Isles in statistics, and the daily weather report.

Fighting for Sea Power in the Days of Sail. By H. W. Household. 226 pages. Illustrated. Price 60 cents. Toronto: Macmillan Company of Canada.

The British Navy: The Navy Vigilant. By L. Cope Cornford. 202 pages. Illustrated. Price 60 cents. Toronto: Macmillan Company of Canada.

What was the chief factor which delayed the United States so long from entering the war? It was a case of geographical control. The vast Middle West was opposed to intervention. From the very outset of the war the majority of the newspapers on the Atlantic slope called urgently for action, but the attitude of the forty millions of people in the Middle West made President Wilson "ca' canny". The difference was that the people on the Atlantic slope had a much more vivid grasp of the meaning of Sea Power than was possessed by those of the inland Middle West. It took time, therefore, to arouse the latter from their false sense of security. What the civilized world owes to the British Navy for its work in the Great War is not yet realized by all. The second of the two books noted above will give some idea of this, and the two books afford a clear and comprehensive account of the history, the constitution and management of the Navy in a very interesting form.

Carpentry for Beginners. (The Woodwork Series). 216 pages. Illustrated. Price 3s. 6d. net. London: Evans Brothers Limited. Montague House, Russell Square, W. C. I.

Apparently practical. Among the many objects whose easy manufacture is described are chicken feeding trough, towel roller, hat and coat rail, coat hangers, hanging bookshelves, photographic printing frame, plate rack, dog kennel, book rest, poultry house, child's stool.

The Study of English. By Douglas Gordon Crawford. Huntington School, Boston. Formerly Instructor in English in Phillips Academy, Wendover, Mass. 331 pages. Price \$1.35. Toronto: The Macmillan Company of Canada.

This is a practical text, made interesting by the selections from English literature. There are sixteen illustrations, including Holbein's Erasmus, Whistler's Carlyle, Frith's "A Railway Station", Orchardson's Napoleon on the Bellerophon, Hunt's Light of the World, Millais's Huguenot and his Angelus, Woolner's Lorna Doone, and other masterpieces. While specimens of good literature of different kinds are freely used throughout, the principles of English grammar are relied upon as the basis for correct composition.

Horticulture: Farm Life Text Series. By Bary Cadmus Davis Ph. D. 287 illustrations. 416 pages. Price net \$1.75. Philadelphia and London: J. B. Lippincott Company.

Another excellent text in this series, combining instruction in gardening, orcharding and small fruit culture, covering the whole subject of horticulture in a comprehensive and practical manner.

The numerous illustrations are a useful adjunct to the text, and are calculated to arouse interest in the subject. Essentially it is a book not only for the science teacher but

for the home gardener. Principles are explained and supported by definite example and instruction. It includes the whole subject from the propagation of plants, construction of hotbeds, cold frames, and flower pits, up to the beautifying of the home grounds. In the last particular, also, the book is of service in the matter of beautifying the school grounds.

The general character of the work is indicated in the headings of some of the chapters:—III. Principles of Plant Breeding and Their Application in Garden and Orchard, V. Cuttings and Layerings. VI. Budding and Grafting, X. Cool Season Vegetables of Early Spring and Fall, XXVI, Work by Seasons in Orchard, Fruit Garden, and Home Garden, XXVII, Control of Weeds.

CANADA'S FEATHERED FRIENDS

On a frosty morning in the early spring, just after the first brown patches of grass have appeared in the meadows, a joyous, warbling song is heard in the orchard. The singer is easily found—the first glimpse of that blue back, bluer than the bluest of summer skies, tells you his name—the Bluebird. Then, with a flourish of one or both wings, he settles on a point of vantage and watches the ground below him for insect prey. The sunshine is already warming some of them to life for their careers of destruction, but the Bluebird pounces again and again from his perch, and many insects are removed which, with their numerous progeny, serve to lay waste and destroy the crops of field and garden.

The Bluebird is but one of an an army of migrants to follow. As spring advances they swarm in our shade-trees and hedges, and scatter over field and forest; even in the air they have their hunting ground; and almost without exception they are working in man's interest by holding in check the insect hordes which, if they held undisputed sway, would render man's agricultural efforts of no avail.

When man clears the forest and plants various plants for food he disturbs the complicated series of events known as the balance of nature. The insects often find his exotic vegetation more succulent and attractive than their native hosts, and transfer their attention to this new source of food. Certain of the birds have increased because of these new prairies, which were once forest, and which man has made, and many others find the edges of the man-made fields attractive. We must maintain the bird control of the insect pests as best we can under these conditions. This can be done by protecting the birds which have succeeded in adapting themselves in a measure to man: the birds which come into the garden and orchard and meadow, and find it good and stay there. We can encourage them to come by feeding them in winter and by providing suitable nesting-sites so that they will stay with us when we need them most and when they need most insect food; and that is when they are raising their young.

Suitable shrubbery, such as a few dense tangles of bushes and creepers or a shady hedge, will afford them shelter from their enemies, and if their greatest enemy, the cat, is banished or tethered or otherwise disposed of, they will amply repay us for all our trouble. The damage we suffer from insect pests is enormous; without bothering about giddy figures, it suffices to say that insects destroy from five to twenty-five per cent of each year's crop of everything man raises. The forest losses, which are even more difficult of computation, must be as great. The birds help to hold these enemies of ours in check; these lovely creatures which we would protect as we do flowers for their beauty, and which we all must admire because of their musical ability and cheering presence, are really working for us from dawn to dark, and even through the hours of darkness. How much we owe them! How carefully we should guard them from danger!

And then, when you have studied and known the birds that work for you at home; when you really know the Doblin, and Oriole, and Chickadee, and Chipping Sparrow and a dozen others, you may be tempted to go and see the

ones that protect your woods; the shy, retiring birds that avoid the haunts of man and prefer the cool, silent forest; the Hermit Thrush, the Rose-breasted Grosbeak and the Veery, and very many more. If you once begin to know the birds, they will have a new friend and protector and the gain will not all be theirs. A new pleasure has been added to your experience, new thrills may make your outing an event, and there will be a new motive to draw you from the mundane things of life into God's great outdoors, from which one always returns refreshed and rejuvenated to take up the daily task.

When autumn comes, your new-found friends gradually disappear from their accustomed haunts. You will miss them, but others have taken their place. The Chickadees and Creepers now search every nook and twig and cranny for the hibernating insect or the cluster of insect eggs that would otherwise spell disaster or damage for you shade and orchard trees next year. Attract the Chickadee to your house and to your orchard in winter. A piece of suet or a scrap of bacon rind nailed to a tree will keep him working in your immediate neighbourhood, and the winter days will seem shorter for his bright and cheering presence. He will appreciate a shelter if you provide one by nailing up a small bird-box or two, and in these he can spend the cold winter nights in safety.

The birds which leave in the fall spend the winter in the United States or even south of them. Your Bluebird and your Robin may spend the winter in Virginia or in California. Therefore both the United States and Canada have agreed by treaty to protect all migratory insectivorous birds, because these birds belong to us both. It is illegal throughout the whole of the United States and Canada to shoot them or harm them or rob them of their nests or eggs. Everyone must help enforce this treaty, and the best beginning is to protect the insectivorous birds in your own garden, on your own farm, or in your woods. If you see persons shooting insectivorous birds, report them to the nearest game warden, not because you want to cause trouble, but

because you believe in protecting the birds which work for us, and are our common property.

If you are a sportsman, you will be glad to know that close seasons of uniform length have been arranged so as to protect the migratory game birds and wild-fowl. Spring-shooting of all migratory game birds is forbidden, and they can now make in safety the northward journey to their breeding grounds, there to replenish their numbers. A permanent close season for a number of species such as Wood Ducks, Eider Ducks, Band-tailed Pigeons, Little Brown, Sandhill and Whooping Cranes, Swants, Curlew, and all shore-birds except Wodcock, Wilson Snipe Black-breasted Plover, Golden Plover, and Greater and Lesser Yellowlegs is now in force, so that these depleted species may increase in number. As a true sportsman, use every influence in your power to assist in the observation and enforcement of the Migratory Birds Convention Act. We need our insectivorous birds to protect our crops and forests, and we need our game so that our children and our children's children will not find that their heritage in wild-life has been destroyed by us. Let us have our health-giving out-door sport, but do not destroy all game. Leave enough so that our descendants, for whom we hold this vast domain in trust, dill not lack this incentive to visit the great out-of-doors.

Copies of the Treaty and Migratory Birds Convention Act may be obtained from the Commissioner, Dominion Parks Branch, Department of the Interior, Ottawa.

ISLANDS OUTPOSTS OF THE SOUTH ATLANTIC

H.M.S. ASCENSION

The lonely island of Ascension is unique among our outposts of Empire, because it is in charge of a naval officer, who governs it just as he would if it were a ship of war! Indeed, to all intents and purposes, Ascension is "one of His Majesty's Ships", for it is not only governed

like a warship, but it is strongly fortified.

Ascension is 4,000 miles from London by a Union-Castle steamer, 2,500 miles from Cape Town, and 900 miles from the nearest point on the African coast. Like St. Helena, 700 miles to the southward, it rises from a submarine bank on the bed of the Atlantic. Steamers call here once a month, and then usually on the homeward voyage from the Cape.

This little island is only about six miles long by six and a-half wide, with a total area of some 34 square miles. It is a mass of ancient lava, and its heights are dead volcanoes. A series of old cones rises above the lava field, which is channelled and scored by the rains of many centuries. These burnt-out volcanoes give Ascension a striking appearance from the sea; only one bears any signs of vegetation, and that is Green Mountain, which rises to a height of 2,820 feet. The vegetation of Green Mountain is due almost entirely to the camp mist which usually clothes its summit. Elsewhere the land is more or less barren, for although an island, Ascension receives little rainfall. There are no streams, and no trees; but the climate is very healthy.

Ascension is said to have been discovered by a Portuguese navigator on Ascension Day, 1501—which accounts for its singular name. It had no inhabitants until 1815, when the British took possession of it and established a depot there for ships' stores. A little garrison settlement grew up at Georgetown, on a small creek on the north-western coast. To-day Ascension has a fine sanatorium on the slopes of Green Mountain, where ships' crews who have broken down from long service on the malarial coasts of Africa find their health again. The island is an important cable centre.

In 1912 the population of Ascension numbered 186. It consists of the commandant, his officers, and the seamen and marines forming the garrison, their wives and families, some Kroomen, and the members of the staff of the Eastern Telegraph Co.'s station with their servants. The difficulty of water supply has been overcome by laying a pipeline

from the moister mountain region, where storage tanks have been built, to the drier coastlands at Georgetown. Vegetables and fruits are grown on the water uplands, where also a few sheep and goats find pasture. Rabbits and partridges abound, and the island is the breeding-place of myriads of seabirds, whose eggs are regularly gathered by the people of Ascension. The commonest bird is the sooty tern, or "wide-awake", which visits Ascension to lay its eggs about every eighth month.

What would interest boys and girls even more than the millions of seabirds are the turtles, which come ashore in thousands between January and May to lay their eggs in the soft sand. That is the time for "turtle-turning," which is great fun. The turtles come crawling up out of the sea, generally at night. The main idea of the turtle-catcher is to turn the creature over on to its back. It is not easy, for the turtle is strong and very heavy frequently scaling 800 pounds weight. But when once he is on his back he is helpless, no matter how much he may wave his leathery paddles in the air. The turtles are then taken to the turtle-ponds, where they are kept until required for eating. During 1912 about 116 of these giant reptiles were "turned" and placed in the ponds.

It is not always possible to land at Ascension, for heavy seas sweep the anchorage and render it dangerous for boats. But if you ever have the opportunity when you are out that way, it will be worth while to go ashore, if only to see the turtle ponds. Besides, you will have the satisfaction of visiting the most remarkable island in the British Empire—an island which is a "ship" under the control of the Admiralty.

ST. HELENA

The island of St. Helena is much better known than Ascension. Its name will ever live in history as the place of exile of the great Napoleon, who lived in this lonely spot from 1815 to 1821. On the high level ground south of Jamestown, the capital, visitors may still see Napoleon's

Tomb. But the bones of the great conqueror no longer rest in their place of exile, for in 1840 they were solemnly deposited in the Hotel des Invalides at Paris. Napoleon rests at last in the heart of the beautiful city which is the heart of France.

St. Helena is a little larger than Ascension, and lies 700 miles nearer the Cape. Like Ascension, it is very high, and can be seen a great way off. Most of its surface is above 1,500 feet, and its rugged peaks show many traces of the volcanic action which played so important a part in the formation of the island. If the island were flat a strong healthy boy could walk from one side to the other along the line of its greatest length in four hours. Of course, the island is so rugged that he could not do it in four days, if at all.

St. Helena lies 17 days out from Southampton, or six days from the Cape. When the traveller sees its forbidding cliffs, all scored and seamed by the deep ravines of its many rivers; when he sees the long green Atlantic rollers spouting in clouds of spray upon its iron-bound coast, he wonders however it is possible for anyone ever to land. Then, all of a sudden, the ship rounds a jutting headland, and there, nestling in a deep hollow between two high hills, is Jamestown—the capital and the only town in the island.

The climate is very healthy, especially where most of the people live. The thermometer varies in summer between 68 deg. and 84 deg.; and in winter between 57 deg. and 70 deg.—which is just what one would expect in a small island within the Tropics. There is plenty of rain—and here St. Helena differs greatly from Ascension; and there are many sparkling streams. St. Helena lies right in the track of the South-East trades, which not only bring plenty of rain, but help to keep the temperature mild and equable. It has, on the whole, the same kind of pleasant mild weather that one finds in Madeira.

The island illustrates very well how vegetation changes with height above sea-level. There is the warm coastal belt of slopes and valley bottoms, where almost anything

can be grown; then comes the upland region, where cattle and sheep are pastured; and above this the mountain region which is more or less barren. Formerly, it is said, the island was a mass of green from mountain tops to sea. But there came a time in the history of St. Helena when large numbers of goats were imported. These goats very soon destroyed all the young trees, so that little timber of any size grows there to-day.

There are nearly 4,000 people on St. Helena. In 1901 there were nearly 10,000; but that was because St. Helena was then serving as an internment camp for Boers taken as prisoners in the Boer War. To-day the population is made up of the garrison and the staff of the great telegraph company, which has a station there; and of people of mixed European, African, and Indian descent. In past times St. Helena was a depot for freed African negroes landed from the slavers captured by our West African squadron.

How do these people live? The chief industry of the island is stock-rearing, and cattle and sheep are exported to Ascension. The chief food of the natives of St. Helena consists of the fish they catch and the rice they import from distant India. They grow vegetables and fruits, and the island is fertile enough to grow a great deal more. The British Government have made several attempts to establish small industries on the island, but up to the present they have not been brilliantly successful. Phormium, or New Zealand flax, was introduced; and a Government mill was set up to deal with the fibre. A lace industry was started in 1907, and is still fairly successful as work for the women-folk. But many of St. Helena's people prefer to emigrate to South Africa and seek their fortunes there.

St. Helena's palmy days were before the opening of the Suez Canal, when the island lay right in the high road from Europe to the Far East. It was this latter fact, indeed, which led to the British occupation of St. Helena in the middle of the 17th century, when a victualling station was established there for the ships of the famous East In-

dia Company. Steamers do call to-day, but not to trade. Whalers from the Antarctic and ships in distress are the best customers. St. Helena is still, however, an important enough for the British Government to garrison the island with a detachment of Marines. We have already noted its importance as a cable station.

The island is managed by its Governor assisted by a Council of five members, and under the control of the Colonial Office.

TRISTAN DA CUNHA

Here is an island group of which, perhaps, most people have never heard. You will find it on a map of the South Atlantic nearly half-way between Cape Town and Buenos Aires. But the groups forms a little batch of British territory—a tiny outpost of Empire, all but lost in the vast ocean which surrounds it.

Its people are all but cut off from the outside world, for ships do not often call there. They are the hardy descendants of certain members of the little British garrison which was established there during Napoleon's stay at St. Helena. When Napoleon died the garrison was recalled—all save three men, who with a few shipwrecked sailors became the ancestors of the present inhabitants. These lonely men bribed a ship captain to bring them wives from St. Helena, and so they founded the present little settlement of some 100 people. These live on Tristan, the largest of the group. They cultivate potatoes, and keep a few cattle, sheep, pigs, and poultry. They have also small apple and peach orchards. From the few passing vessels they sometimes get flour, sugar, and clothes.

The inhabitants of these lonely islands live as simply as did the patriarchs of old. The oldest inhabitant decides all questions of dispute, and "governs" the rest so far as such a simple community needs any government. They have their hard times. More than once they have been brought to the verge of starvation, but their native pluck and endurance have helped them to win through. Many times a

passage to South Africa has been offered them free, but they refuse to leave their island home.

The climate is very wet, and the great heights of the islands, which rise in conical peaks to 7,000 or 8,000 feet, are nearly always snowcapped. The only wild animals are rats—the descendants doubtless of rats from some passing ship. Penguins visit the islands in large numbers.—London Teachers' World.

PROVINCIAL ASSOCIATION OF PROTESTANT
TEACHERS OF QUEBEC.

1918 — OFFICERS — 1919

President.—Mr. T. I. Pollock, B.A., Westmount, Que..

Vice-Presidents.—Miss Isabel E. Brittain, M.A., Rev. Dr. E. I. Rexford, D.D., L.L.D., Mr. C. A. Adams, B.A.

Recording Secretary.—Mr. W. Allen Walsh, B.A.

Corresponding Secretary.—Mr. H. B. Parker, M.A., 4911 Sherbrooke St., Westmount.

Treasurer.—Mr. W. P. Percival, B.A., Macdonald College.

Curator of Library.—Mr. Isaac Gammell, B.A.

Representative on Protestant Committee.—Mrs. E. A. Irwin, M.A.

Pension Commissioners.—Mr. E. M. Campbell, B.A., Mr. M. C. Hopkins, B.A.

Executive Committee.—Dean Sinclair Laird, M.A., Miss Amy Norris, Mr. I. O. Vincent, M.A., Miss Mary V. Allen, Mr. W. A. Kneeland, B.C.L., Mr. W. Chalk, B.A., Insp. Rev. W. O. Rothney, B.A., B.D., Insp. J. W. McOuat, B.A., Insp. J. Parker, B.A., Miss Grace Simpson, B.A., Miss Mabel G. Fraser, B.A., Miss Alice Griggs, Mr. Chas. McBurney, B.A., Mr. C. N. Crutchfield, B.A., Miss Harriet Winn, B.A.

COMMITTEE OF CONVENTION

1.—*Text Book and Course of Study.*—Mr. Chas. McBurney, (Conv.), Mr. H. J. Silver, Mr. W. Chalk, Mr. C. A. Adams, Mr. A. B. Lockhard, Mr. W. A. Walsh, Mr. E. M. Campbell, Insp. W. O. Rothney, Insp. J. W. McOuat, Miss Isabel E. Brittain, Miss Flora Drummond, Mr. R. E. Raguin, Dean of the School for Teachers, Representative on the Protestant Committee, Inspector of Superior Schools.

2.—*Salaries.*—Mr. W. A. Walsh, (Con.), Mr. C. A. Adams, Mr. W. P. Percival, Mr. W. O. Rothney, Mr. E. M. Campbell, Mr. H. C. Atkinson, Miss Amy Norris, Miss E. D. M. Lamb, Miss M. Morrison, Miss H. E. Winn, Miss Alice Griggs, Miss Isabel McLeod.

3.—*School Attendance.* Mr. I. O. Vincent, (Con.), Mr. W. C. R. Anderson, Miss Amy Norris, Mr. C. A. Adams, Mrs. E. A. Irwin, Mr. E. I. Rexford, Dean Laird, Miss I. E. Brittain, Mr. I. Gammell, Mr. W. O. Rothney, Mr. T. I. Pollock, Mr. D. E. Raguin, Mr. A. C. Harlow, Miss Mary V. Allen, Mr. D. A. Bates.

4.—*Metric System.*—Miss Amy Norris, (Con.), Mr. I. O. Vincent, Mr. W. A. Kneeland, Mr. R. E. Raguin, Mr. J. G. Holmes.

5.—*Bonus Committee.*—Mr. C. A. Adams, (Con.), W. P. Percival, Mr. Chas. McBurney, Mr. W. A. Walsh, Miss Alice Griggs, Inspector Parker.

SUB-COMMITTEES OF EXECUTIVE.

1. *Library.*—Mr. I. Gammell, (Con.), Miss Mary V. Allen, Miss Alice Griggs, Insp. J. W. McOuat, Mr. E. M. Campbell, Mr. W. Chalk.

2. *Printing.*—Mr. W. A. Kneeland, (Con.), Mr. E. M. Campbell, Miss Mary V. Allen, Mr. W. A. Walsh, Mr. I. C. Vincent, Mr. H. B. Parker.

3. *Periodicals.*—Mr. W. Chalk, (Con.), Mr. C. N. Crutchfield, Mr. I. O. Vincent.

4. *Publicity*.—Mr. I. O. Vincent, (Con.), Miss Amy Norris, Insp. J. W. McOuat, Insp. W. O. Rothney, Insp. J. Parker.

5. *Storage of Documents*.—Mr. I. Gammell, (Con.), Mr. H. B. Parker, Mr. E. M. Campbell, Mr. W. A. Walsh.

6. *Committee of Management*.—Miss Isabel E. Brittain, (Con.), Mr. E. M. Campbell, Mr. I. Gammell, Miss Amy Norris, Mr. W. A. Walsh, Mr. W. A. Kneeland, Mr. W. P. Percival.

7. *Teachers' Magazine*.—W. P. Percival, (Con.), Mr. I. O. Vincent, Insp. W. O. Rothney, Miss I. E. Brittain, Miss Amy Norris, Mr. T. I. Pollock.

8. *Examinations*.—Miss I. E. Brittain, (Con.), Mr. W. A. Walsh, Mr. C. A. Adams, Mr. W. P. Percival, Miss Mabel G. Fraser, Mr. C. N. Crutchfield.

9. *Nominations*.—Mr. C. A. Adams, (Con.), Mr. E. M. Campbell, Mr. W. P. Percival, Insp. W. O. Rothney, Miss Mary V. Allen, Miss Mabel G. Fraser, Miss Margaret H. Campbell.

PROGRAMME.

WEDNESDAY, OCTOBER, 8.00 p. m.

*Meeting of Executive Committee, "Common Room",
Montreal High School.*

THURSDAY, OCTOBER, 9TH.

*Thursday Morning, 9 a. m. to 12, noon.—High School,
719 University Street.*

- 1.—Reading of Minutes of last Convention.
- 2.—Report of Executive Committee.
- 3.—Report of Treasurer.
- 4.—Report of Library Committee.
- 5.—Report of Pension Commissioners.

6.—Report of Representative on Protestant Committee.

7.—Report of Committee on Text Books and Course of Study.

8.—Report of Committee on School Attendance.

9.—Report of Committee on Salaries.

10.—Report of Committee on Metric System.

11.—Report of Bonus Committee.

12.—Report of Nominating Committee.

13.—Notices of Motion.

Attendance at the reading of the reports is earnestly desired by the Executive, as matters of great importance to the teachers of the Province of Quebec will be discussed.

As there was no time for the discussion of many important topics during the last Convention, the Executive upon request, decided to dispense with the Superior, Elementary, and Primary Sections, and to provide topics of interest to all sections and allow time for discussion of these and other topics. It is hoped that this opportunity will be made use of and the influence of the Convention enhanced.

Thursday Afternoon, 2 p. m.

2.00—President Address.

2.30—The Ethical Influence of the Teaching Profession on the Life of a Nation.—Rev. George Duncan, M.A., B.D.

Discussion of Reports and Round Table Conference.

Thursday Evening, 8 p. m.—Social Evening

- 1.—Short Address of Welcome.
- 2.—Exhibits.
 - a. School Work.
 - b. By Educational Houses.
- 3.—Orchestra and Refreshments.

 FRIDAY, OCTOBER, 10TH.
Friday Morning, 9 a. m., to 12 noon.

9.00—The Essentials of a good Elementary School Course.—Dr. G. W. Parmalee.

Discussion.

11.00—Claims of the Blind Children upon the Teaching Profession.—Mr. P. E. Layton.

Friday Afternoon, 2 p. m.

2.00 (1). Training Pupils How to Study... Dean Sinclair Laird, M.A.

(2). The Value of Scripture as a Basis for the Teaching of Ethics.—Insp. W. O. Rothney, B.A., B.D.

(3). How can the Teaching of English Composition be made More Effective?—Miss E. May Idler, B.A.

Each topic to be followed by a short discussion.

Friday Evening, 8 p. m.

Illustrated Lecture, Our Friends the Birds.—Mr. I. Gammell, B.A.

 SATURDAY, OCTOBER, 11TH.
Saturday Morning, 9 a. m. to 12 noon.

- 1.—Reading of Minutes of Convention.
- 2.—Motions of which Notice has been Given.
- 3.—Unfinished Business.
- 4.—Other Business.
- 5.—Report of Committee on Resolutions.
- 6.—Report of Scrutineers.

ITEMS FOR THE TEACHER

Selected by Inspector McOuat, for use with classes

Never dare to fight God's battles with the devil's weapons, whatever they may be, and never dare do evil that good may come. The end never justifies the means. Never compromise with the world's laxity, and never snatch in your own way at what God will give you with a blessing in His own way.—A. C. A. Hall.

A MOTHER-MADE MAN

Doctor Lorimer tells this story of a most distinguished man, who was introduced at a great public-meeting as a "self-made man". Instead of appearing gratified at the tribute, it seemed to throw him for a few moments into a "brown study." Afterward they asked him the reasons for the way in which he received the announcement.

"Well," said the great man, "it set me to thinking that I am not really a self-made man."

"Why," they replied, "did you not begin to work in a store when you were ten or twelve?"

"Yes, because my mother thought I ought to."

"But then," they urged, "you were always such a reader, when you were a boy."

"Yes," he replied; "but it was because my mother led me to it."

"But," they urged, "your integrity was your own."

"Well, I don't know about that. One day a barrel of apples had come to me to sell out by the peck and, after the manner of some storekeepers, I put the speckled ones at the top. My mother called me and asked me what I was doing. I told her, and she said 'Tom, if you do that you will be a cheat.' I think my mother had something to do with making me anything I am of any character or usefulness."—Exchange.

TWO SIDES OF BUSINESS LIFE

Religion and "Short Weight."

Two brothers once ran a store in a small western town, where they had quite a large trade in wool on barter.

Eventually, one of the brothers became converted at a revival, and it was not long before he was urging the other to follow in his footsteps.

"You ought to join, Jake."

"I know, Bill, an' I would like to join, but I don't see how I can."

"Why not? What is to prevent you?"

"Well, it's jes' this way, Bill. There has got to be somebody in the firm to weigh this here wool."—*Ex.*

FAULTS AND FAILURES

It is not so much the being exempt from faults, as the having overcome them, that is an advantage to us; it being with the follies of the mind, as with the weeds of a field, which, if destroyed and consumed upon the place where they grow, enrich, and improve it more than if none had ever sprung there.—Dean Swift. ..

LIZARDS AND SUGAR

The chief menace to sugar cane in the West Indies is the frogopper (*Thomaspis saccharina*), and insect that sucks the sap from the root and leaves of the sugar cane and that owes its names to its ability to take prodigious leaps. In recent years the insects have multiplied enormously, especially in Trinidad, where their natural enemies, frogs, toads and lizards, have been nearly exterminated by the mongoose, originally brought from India to kill the rats and snakes. Wherever the mongooses were plentiful the lizards disappeared and the frogoppers flourished.

Five years ago a leading planter, after exterminating

as many mongooses as possible, placed thousands of ground lizards in his cane fields, with the result that the frog hopper has almost disappeared, and the sugar yield is greatly increased and improved. Other large sugar-cane growers have since started a lizard farm, where the lizards are brought in hundreds and encouraged to thrive and multiply for the sole object of combating the frog hopper pest. Thousands of bats, too, are kept for the same work.—*Exchange.*

JAPAN'S HANDMADE PAPER

Handmade paper is produced in Japan principally by farmers as a secondary occupation which they can pursue in seasons when there is nothing to be done in the fields. There are no fewer than 60,000 families engaged in this industry. Japan has been quick in utilizing to the utmost its assets in bringing the manufacture of handmade paper to a high modern standard. In the districts where this paper is made there are experiment bureaus equipped with up-to-date instruments and apparatus for testing and selecting the various kinds of raw material not only for indigenous Japanese plants, but also imported fibers.

A LAKE THAT IS ALWAYS FROZEN

Though in the torrid regions of Africa, is one of nature's curiosities. Needless to say it is not covered with ice but with solid cakes of common kitchen soda. There is no outlet to this lake and the rapid evaporation under the torrid sun leaves the water so heavily impregnated with sodium carbonate that it rises to the surface and makes a solid covering heavy enough to hold up a rhinoceros. This lake is sixteen miles long and four miles wide.

THE UPWARD WAY

"Be content with what you have—but not with what you are."

ONE MINE PRODUCES COAL AND SAND

A mining plant that is decidedly unique is located in Ohio. Both coal and sand are taken from the one property which consists of 150 acres. The surface strata is high grade molding sand and has an average depth of about nine feet. It is deposited on a bed on shale about five feet in thickness, and under this is a seam of excellent coal averaging from four to five feet. Shipments of sand already have been made to foundries throughout the country.

A considerable tonnage of coal also has been mined. As the shale strata is uncovered by the removal of the sand, steam shovels will be utilized to strip the shale, thereby exposing the seam of coal which will be mined in the open. In comparatively few localities is the coal seam sufficiently near the surface to permit of stripping. The sand is mined by steam shovel and is conveyed by mine cars to a stock-house from which it is loaded into cars by a belt conveyor. A force of nine men can load 400 tons of sand a day.—*Scientific American*.

THE SEA OTTER

The sea otter is nearly twice the size of the common river otter, and the fur, without finishing or preparation of any kind, is more beautiful as it is stripped from the animal than the richest sealskin, which has to be scraped, plucked of the long upper hairs and then dyed before it could be recognized as the beautiful object which the finished fur undoubtedly is. In the sea otter's fur the soft undercoat, the true fur, is as thick as that of the seal and nearly twice as long, while the long outer hairs are as soft as a sable's tail and often a pale gray, which gives to the whole coat an appearance as of dark fur slightly frosted over.

THE PROPER AMOUNT OF SLEEP

A proper amount of sleep is, of course, absolutely essential to continued good health, but if dietetic habits

are correct it is a matter which will regulate itself. If a rule is needed, one will follow naturally from the fact that almost every one feels languid on waking and is disposed to take another nap, no matter how long he has been sleeping. This is a morbid sensation which it would take too long to explain here. It is enough to say that lack of sleep should be made up, if possible, at the beginning and not at the end. The best general rule is to rise at a given hour every morning, whether tired or not, and go to bed when sleepy.—“*Argus.*”

SEVEN WAYS OF TAKING COLD

William J. Cromie, instructor in physical education in the University of Pennsylvania, publishes, in *The American Magazine*, the following ways in which one can take cold:

By the overeating of meat, which causes poisons to be absorbed into the blood, lowering vital resistance;—by bad teeth, which allow the germs to collect in the cavities, waiting until the system is run down;—by diseased tonsils, whose cavities also form breeding places for germs;—by physical fatigue;—by the use of alcohol and drugs;—living in overheated rooms and by breathing bad air.—*Ex.*

INDIA'S SWEET TOOTH

Sugar-making is one of India's most ancient industries, but the loss of three-fourths of the sugar value of the cane by use of primitive machinery and the muddy character of the product, because religious prejudices forbade the use of animal charcoal for refining, have confined India's sugar to local consumption. With nearly three million acres under cane, producing considerably more than a third of the world's total, India nevertheless exports no sugar. On the contrary, in addition to her own stupendous production she also spends \$25,000,000 for sugar annually.

With new methods of refining there is now a steady development of centralized plants, and soon India—the

aboriginal home of the cane—will doubtless take a place as a sugar-exporting land commensurate with the size of her cane crop.—*World Outlook*.

BRITISH GRAVES IN FRANCE

As stated by Sir Edward Kemp, Overseas Minister of Militia, in reference to the work of the Imperial War Graves Commission, "there are 160,000 isolated graves on the battlefields of France and Belgium, and the total number of graves of British soldiers in those areas is comprised as follows: United Kingdom, 452,730; Canada, 43,631; Australia, 35,131; New Zealand, 11,393; South Africa, 4,450; South Africa Native Labour Corps, 535; Newfoundland, 888; India, natives, 5,665; and British West Indies, 956. This represents a total of British soldiers' graves in France and Belgium of 555,379."

THE TEN COMMANDMENTS

1. Thou shalt have no gods but me,
2. Before no idol bend thy knee.
3. Take not the name of God in vain,
4. Nor yet the Sabbath day profane.
5. Give both thy parents honour due;
6. Take heed that thou no murder do.
- 7.—Abstain from words and deeds unclean.
8. Nor steal, though thou art poor and mean.
9. Make not a wilful lie, nor love it;
10. What is thy neighbour's, do not covet.

WHEN COINS WEDE MADE TO DISCOURAGE MISERS.

While the first actual coining of money is attributed to Pheidon, King of Argos, in 895 B.C., it must not be supposed that there had not existed a keen appreciation of the value and use of money for centuries previous to the introduction of coinage.

The ancient Egyptians had a gold and silver standard of currency, and their money was in the form of gold and silver ornaments, rings and nuggets, the purchasing value of which depended on their weight.

The Greeks improved somewhat on this system by first marking the weight on gold and silver nuggets, so that it would no longer be necessary to reweigh them every time they were to be used for purposes of exchange or trade.

Then came the introduction of gold, silver, and copper nuggets of graded uniform sizes and value. The next step was the moulding and stamping of discs made from the precious metals.

Some of these first coins were enormous, the idea apparently being to discourage the greedy from attempting to accumulate and carry around coins as large as dinner plates. While the idea was based on excellent motives, it had to give way before the demand for smaller and more convenient forms of currency, and the giant pennies soon dwindled in size to meet the popular demand.—*Exchange.*

SAW FOLLY OF FRETTING

A very cheery and sunny man who went through all sorts of annoyances in a remarkable spirit was asked how he came to meet things this way. His answer was that in college he discovered that he was fastening more and more upon the annoyances he met with, and dwelling upon them to such an extent that his whole spirit was changing. Fretting was unfitting him for the kind of influence he wanted to exert, and, as he said, he deliberately checked its ravages. He found that, while fretting and resistance might be the natural reaction to unpleasant trifles, it was possible to offer a different reaction.—*Selected.*

A lie cannot help yesterday and it spoils to-morrow. It may look useful to-day, but it never is useful. Truth is God's law for past, present, and future.

A gentle word is never lost!
Oh, never then refuse one
It cheers the heart when tempest-tossed,
And lulls the cares that bruise one.

BOOTS AND SHOES FROM SHARK SKINS

New possibilities for obtaining the much-needed substitutes for shoe leather are getting much attention from industrial and chemical engineers. The present scarcity is a result of the war, for leather is affected by the same conditions as meat. In our own country we have not yet been driven to such extremities as people in Europe, but the price of leather and footgear has risen enormously, and we are diligently seeking both leather substitutes and new sources of supply. The skins of aquatic animals offer a virtually undeveloped resource, and it is not unlikely that before long we shall be covering our feet with the skin of the shark and the porpoise.

Recent experiments at Pratt Institute, Brooklyn, have demonstrated that a marketable leather can be obtained from this source. The reason we have not utilized the skins of aquatic animals is not because they are not well adapted for making leather, but only because the skins of land animals have been so plentiful. Shoes made from shark skins cannot be distinguished from those made of other leathers, and the wearing qualities seem to be superior.

Since there is no question of the excellence of aquatic leather it is likely that there will be considerable attention paid to that source of supply. The Bureau of Fisheries has been experimenting, and reports that several companies are in the market for the hides of sharks and porpoises.—
The Youth's Companion.

Tommy—"How far is it to the camp?"

Native—"Five miles as the crow flies."

Tommy—"Well, how far is it if the crow has to walk and carry a rifle and kitbag?"

A SONG OF THE HOURS

Almost every boy and girl knows the rhyme, "Sing a song of six-pence," but I wonder if you ever thought that it meant anything but an amusing nursery jingle. It is, however, an ancient allegory.

The four and twenty blackbirds baked in the pie are the hours of a day, the bottom of the pie is the world, the crust is the sky. When the pie is opened and the birds begin to sing signifies the dawn, which is surely a sight fit for any king. The king, who sits in the house counting out his money, is the sun, and the golden pieces which slip through his fingers are the golden sunbeams. The queen, who sits in the parlor, is the moon, and the honey is the moonlight.

The industrious maid, who is at work in the garden before her king, the sun, is up, is the daybreak. The clothes the maid hangs on the line are the clouds. The blackbird that comes along and nips off her nose is the sunset, and that ends the song of the day until another pie is opened and another dawn is set before the king, the sun.—*What To Do..*

Here is a photographer's joke:

Bella—"He fell in love with her photograph, and asked her for the original."

Fred—"What developed?"

Bella—"She gave him the negative."

SHORT-LIVED INSECTS.

The wonderful brevity of insect life is curiously illustrated in the case of those that prey upon different species

of mushrooms. The life of the mushroom itself is measured by hours, yet it is often entirely ruined by an insect which deposits its eggs upon the fungi while it is in the vigor of youth. The entire span of life of this mushroom insect is so brief that the grubs hatch from the eggs and the creature becomes fully developed and capable of laying eggs itself before the mushroom dies, even though the latter's life may not extend over a period of forty-eight hours from the moment it first pushes through the soil.—*Selected.*

SIXTEEN GOOD HEALTH RULES

A little group of health rules for school children presented in the Commonwealth, the bulletin of the Massachusetts State Board, are exceedingly timely for boys and girls in Canada as well. There are sixteen of these rules, every one of which is of importance in the preservation of the health of the young, and not by any means to be neglected by the adult.

1. Begin the day by drinking a glass of water and drinking at least six glasses during the day.
2. Do not go to school without breakfast.
3. Eat regularly three times a day.
4. Eat slowly and chew all food well.
5. Drink milk every day—four glasses are not too much.
6. Eat some breakfast cereal every day.
7. Eat some vegetable besides potato every day.
8. Eat bread and butter at every meal; dark breads are best.
9. Eat some fruit every day. Spend the pennies for apples instead of candy.
10. Do not eat candy between meals; eat candy and other sweets only at the end of a regular meal.
11. Do not drink tea or coffee; it does the body no good but does do it harm.
12. Do not eat or touch food without first washing the hands.
13. Do not eat fruit without first washing it.
14. Do not eat with a spoon or fork which has been used by any other person without first washing it.
15. Observe the same rule with reference to a glass or cup.
16. Do not eat from the same dish with any other person.

A QUESTION FORESEEN.

In one of the large city art galleries two women stood before a copy of Millet's Sower, admiring and commenting.

"I wonder," said one, "what kind of grain he is sowing?"

"Why, *millet*, of course," replied her companion. "Don't you see the name in the corner?"—*Exchange*.

GOD'S SCHOOL

God keeps a costly school. Many of its lessons are spelled out through tears. Old Richard Baxter said, "O God, I thank thee for a bodily discipline of eight and fifty years," and he is not the only man who has turned a trouble into a triumph. This school of our Heavenly Father will soon close for us; the term time is shortening every day. Let us not shirk a hard lesson or wince under any rod of chastisement. The richer will be the crown, and the sweeter will be heaven, if we endure cheerfully to the end and graduate into glory—*Theodore L. Cuyler*.

TIN STOCKINGS

We adopted many foreign ideas of comfort or utility, but no one has sought to introduce the wooden shoe from Holland. The tin stocking is even less suggestive of luxury, and yet many of us wear them. Of course, a person could not wear a sock of "eighteen-carat" tin and be unconscious of it, but if the tin is alloyed and disguised with slik, he can wear a considerable amount of it without suspecting it.

In cutting round tops and bottoms out of tin sheets in the manufacture of tin cans there remains a certain amount of scrap. Men have sat up nights figuring the maximum number of such pieces of various sizes that can be cut from a sheet of tin, and still there is the waste left over that cannot be worked into sheets again. Relief is found in the demand of the manufacturer of silk, who needs some sub-

stance to weight his goods. A silk garment hangs and fits and holds its shape better if weighted. Everyone knows how soft and light are the unweighted pongee silks. So the manufacturers of tin cans and of silks co-operate. One disposes of his tin waste and the other converts the metal into tin chloride and works it into the woven silk. Virtually all the waste of tin-can factories is put to that use. Some silk stockings contain as much as thirty per cent. of tin. The use is entirely legitimate, since the trade demands a silk that is firm and heavy for certain garments for which the purchaser desires a perfect fit.—*The Youth's Companion*.

The story is told of a Negro corporal who wears the campaign ribbons for the Mexican border and Vera Cruz. When he was asked what they meant, he replied: "Well, sah, Ah don't jes' know fo' sho, but dey tells me dat dis un is fo' gettin' into Mexico an' dis un fo' gettin' out."

A CHEAP JOB

Documents have been recently found in Genoa which reckon the actual cost of discovering America at a little more than \$7,000. Columbus's fleet was valued at \$3,000. He himself received \$300 a year and his two captains received \$200 a year apiece. The members of the crew were paid \$2.50 a month.

BE HAPPY AT MEAL TIME

Avoid all topics or remarks likely to make others uncomfortable at table.

In some homes the family is only together at meal-time, and the father and mother get into the uncomfortable habit of offering corrections and reprimands on general conduct at this time, as it seems the most convenient season to discuss lapses at home and school.

This is unwise for several reasons. Not only is it unpleasant and likely to disturb digestion, but it is destructive

to self-respect to consider such matters even to the public of the home-gathering. It is much better to consider each child's problem in private conference. It is one of the most potent means of holding confidence and awakening the ambition, while the contrary practice is likely to destroy both.

Of course, it is eminently desirable to cultivate good table manners and helpful conversation, and this can be readily done by example and tactfulness, the children being told afterward why the subjects introduced were unwelcome. It is not to be expected that older people whose finer sensibilities have never been cultivated, will always know just where they offend, but by knowing ourselves, we can do a very great deal to add to the pleasantness of the home table and to make the hours spent around the family board a happy memory.—*Washington "Star"*.

NOT HIS JOB

The "common people" got many a chuckle out of the old type Chinese scholar.

Doctors were formerly divided into two schools the practitioners of internal and of external medicine. On one occasion a general was wounded with an arrow on the field of battle, and hastily summoned the first physician available to remove the arrow. He quickly cut it off even with the flesh, and then made his parting bow.

"Here", roared the general, "what do you mean by leaving before you have finished looking after my wound?"

"I am a practitioner of external medicine, your excellency", was the reply, "I have done all that is within my province and you must now call in a doctor of the inside school to complete the job".—*World Outlook*.

FOR THE NOON HOUR

Selected by Inspector McQuat for entertainment of pupils

HOW AN ENGLISH PRISONER USED HIS BIBLE

An English soldier, imprisoned in Germany, was writing home to his wife. He wanted to let her know that he was starving, so that she would be sure to send him food.

He was afraid if he said much about the condition of the camp or complained of starvation, the German censor might stop the letter, so he wrote a nice, cheery letter, but in it he put "I hope at Easter you read my favourite verse, Luke XV, 17."

Of course, when she got this, the wife opened her Bible, and, turning up the place, she read, "How many hired servants of my father's have bread enough and to spare, and I perish with hunger."

Do you know your Bible well enough to get you out of difficulties? There are difficulties and dangers even greater than those of this poor prisoner, and in them a knowledge of the Bible will help you.—*Messenger for the Children.*

THE LETTER "E"

Someone has advanced the opinion that the letter "e" is about the most unfortunate letter in the English alphabet, because it is forever out of cash, always in debt, never out of danger, and in fear and trembling continually.

However, he overlooked the brighter side of the letter, and his attention is called to the fact that "e" is never in war and always in peace. It is the beginning of existence, the end of trouble, and the commencement of ease. Without it there would be no meat, no life, no happiness, and no Heaven. Love would be incomplete without it. It is the centre of honesty, makes life perfect, and without it there would be no editors, creditors or news.

THE BEST KIND OF PEACEMAKERS

"I was a peacemaker to-day, mother".

"How was that little daughter?"

"I know something I didn't tell,"

Perhaps we have thought of the work of the peacemakers as the stopping of quarrels rather than their prevention, but how much better to stop a quarrel before it begins.

"Blessed are the peacemakers for they shall be called the children of God."

SHEETS OF BREAD

Sheets of bread are made instead of loaves in Asia Minor, Arabia, Turkestan, and the Tigris-European Valley. They are about forty inches wide and twice as long. If the natives need an awning for protection against the sun or rain, they unwind a roll of bread, attach it to a pole, and give it a coat of almond oil or mutton tallow. The bread is then waterproof and may be used for an umbrella. It is a strange sight to see a teamster or a camel driver travel through a heavy shower with a couple of yards of bread sheeting thrown over his shoulders. He may tear off small pieces and eat them.

The bread is made of durum wheat flour mixed with the pulp of raisins which gives it a sweet taste. The Arab uses his sheets of bread for a blanket, sometimes, too, and travelers say that it keeps the cold out almost as well as a real blanket. It is used as we use paper bags and you may eat the bag with its contents. It is also used for fruity drinks, but will not stand hot liquids. It is very elastic and bends without cracking.

THE WORLD'S RIVERS

The Tiber is only 230 miles long.

The world-famous Orontes is only 240 miles long.

The Zambezi, in South Africa, is 1,800 miles long.

Slow rivers flow at the rate of three to seven miles an hour.

Twelve creeks in the United States bear the name of Rhine.

Every ancient city of note was located on or near the sea or a river.

The Ganges is 1,570 miles long and drains an area of 750,000 square miles.

The Hudson river from its source to the ocean is 400 miles in length.

The branches of the Mississippi have an aggregate length of 15,000 miles.

For over 1,200 miles the Nile does not receive a single tributary stream.

The river Jordan has its origin in one of the largest springs in the world.

In islands of too small size to have rivers, creeks are dignified by that name.

The Connecticut, the principal stream of New England, is 450 miles in length.

During a single flood of the Yangste Kiang, in China, 600,000 people were drowned.

The most extensive protective river works in Europe are at the mouth of the Danube.

The Rhine is only 960 miles long, but drains a territory nearly double the area of Texas.

NUTMEGS AND PIGEONS

Nutmegs grow in various parts of the world, but the nutmeg garden of the world is the little East Indian group of Banda Islands, between Celebes and New Guinea. The

total land area of the islands is scarcely more than sixteen square miles, but every inch of land is so closely cultivated that from these tiny islands are exported annually about a million and a half pounds of nutmegs and 350,000 pounds of mace. For mace and nutmegs are parts of the same fruit, a golden yellow, peach-like fruit, growing upon a wonderfully beautiful tree that sometimes produces a thousand nutmegs in one year.

In harvesting nutmegs the outside pulp is first removed, leaving the nutmeg with its crimson covering of mace. These are thoroughly dried for days over a slow fire, and then the mace is removed from the kernel, or nutmeg. Nutmegs are so valuable that years ago the owners of the Banda Islands tried to create a monopoly by restricting the crop. At one time they burned three piles of nutmegs, each as big as a church, and they thought they had killed competition. But a bird balked their plans. Pigeons that were very fond of mace carried the nutmegs to surrounding islands and even to the mainland of Asia, where they sprang up and began to bear fruit.—*The Youth's World*.

.ONE WAY

The alligator's throat is an institution in itself, and entirely deserving of the study some students of nature have devoted to it. One close observer says:

"Everything which finds its way into the alligator's mouth goes down. The alligator is a lazy beast which, instead of hunting for something to eat, lets his victuals hunt for him. That is, he lies with his great mouth open, apparently dead Soon a bug crawls into it, then a fly, then several gnats, and a colony of mosquitoes. The alligator does not close his mouth just yet. He is waiting for a few more things to come his way. He is not to be disappointed, for a little later a lizard will cool himself under the shade of the upper jaw. Then a few frogs will

hop up to catch the mosquitoes. Then more mosquitoes and gnats wil alight on the frogs.

"Suddenly there is a general shake-up, and the big jaw falls, the alligator slyly blinks one eye, gups down the whole menageries, and again opens his massive front door for more visitors."—*Exchange*.

WELL TRAINED

Hawaiian servants are among the most faithful in the world, says a woman of experience whose story appears in Harper's Magazine, but they are strangely unsophisticated. They have an overwhelming desire to call you by your first name. Our man servant was always saying to my husband, "Yes, Frank," or "All right, Frank"; and to me, "To be sure, Mabel," and "I'm going out, Mabel." Finally it got on my nerves to such an extent that I discharged him, and when the new cook appeared I told my husband not to mention my first name in his presence; then perhaps he would call me Mrs. So Frank was always very careful and always addressed me without mentioning my Christian name.

TAUGHT TO LIE

A boy of twelve years of age was brought up before the police magistrate at Jefferson Market Court recently. His mother had placed him as a servant with a lady at Long Branch, and he ran away.

On being arraigned, the justice asked:—

"Did not the lady treat you well?"

"Yes, sir," the boy replied.

"Did she give you a good home?"

"Yes, sir."

"Then why did you not stop with her?"

"Because she made me tell lies!"

"Tell lies! How did she make you tell lies?"

"When people called to see her she made me say to them that she was not at home, when she was at home," replied the little fellow.

The boy was sent to the juvenile asylum, but nothing was done to the lady who had taught him to tell the fashionable lie.—*Ex.*

UNCLE JUDSON AND ROSE

Uncle Judson and Rose were sitting out in the piazza in the June duck. Rose was all pink and white and gold, the way a girl named Rose ought to be. That was why Uncle Judson was so constantly being "brought up short" by her, as he told Aunt Abbie. To look at her anyone would think that she would talk as a girl who looked like that ought to talk—as any happy girl would talk, with lots of laughter, but instead—

"Uncle Judson?"

Uncle Judson stirred uneasily; he was getting wary of that tone.

"What say, Rosie?"

This time it was Rose who stirred; she hated being called Rosie. But after all it was only a trifle, and persons could not afford to waste time upon trifles. So she went on steadily:

"Uncle Judson, what do you consider life's finest achievement?"

Uncle Judson's shrewd eyes lighted with something like amusement, but his voice was grave. He did not hesitate for an answer.

"Well, take it all in all, I should say living like a real human."

"But, Uncle Jud—"

Uncle Judson did not seem to hear. This time, contrary to the usual course of events when the conversation was philosophical, Uncle Judson appeared to be interested in the question.

"Yes, I should say, take it all in all," he continued,

"there ain't any accomplishment equal to living right along day after day so's to make the world glad that you're around; the kind of living that folks know they can depend on every time. It ain't going to talk all wool and work out two thirds cotton. It will always measure right up to standard. Take Peggy Stuart, for instance."

Rose interrupted—she could not help it. Peggy Stuart had been one of her great disappointments; she did not seem to care anything at all about philosophies of life. "Peggy Stuart is all very well for picnics," she said scornfully.

"You're right, she is—and the hardest work in picnics, too, if anybody's needed for cooking or dishwashing! And she's just as good for looking out for a shy boy or for sitting down by one of the old people for a bit of a chat or for a frolic with the young folks. That's what I call being a good human. Say, Rosie, do any of your colleges teach how to talk "

"How to talk!" Rose echoed.

"That's what I said. I don't mean talking in public on platforms—I mean how to talk with all sorts of folks, old and young, high and low, and leave 'em all feeling chirked up and happy?"

"Why, no, Uncle Judson, I don't think I—"

" 'Twould be a mighty valuable thing," Uncle Judson declared emphatically, "a mighty valuable thing!"

Then, somehow the conversation ended.—*Exchange.*

EVIL DEPORTS

"The longer I live", says a writer, the more I feel the importance of adhering to the rules which I have laid down for myself in relation to such matters:

1. To hear as little as possible whatever is to the prejudice of others.

"2. To believe nothing of the kind till I am absolutely forced to it.

"3. Never to fall into the spirit of one who circulates an ill report.

"4. Always to moderate as far as I can, the unkindness which is expressed toward others.

"5. Always to believe that if the other side were heard a very different account would be given of the matter."—*Exchange*.

HOW MARBLES ARE MADE

All boys like marbles; but who knows how they are made, or where they come from? "Marbles", says the Chicago Herald, "are made in great quantities in Saxony, for export to India, China, and the United States. A hard calcareous stone is used. This is broken into square blocks, and about one hundred and fifty of these blocks are thrown into a mill, in which is a flat slab of stone with numerous concentric furrows on its face. A block of oak of the same diameter as the stone, a part of which rests on the small stones, is made to revolve on the slab, while water flows upon it. The whole process requires but a quarter of an hour, and one mill can turn out twenty thousand marbles a week.

"So marbles are made going through the mill and getting the rough corners rubbed off, the edges smoothed down, and the mass ground into globular form. And boys are made into men in much the same way, by being run through life's school, which is their 'mill', until their rough corners and edges disappear and they become rounded and smoothed and fit for use in the world.

"Poverty, adversity, hard times, and hard fare—all have their uses in this world to round men, and smooth them and polish them and fit them for usefulness here, and for glory hereafter."—*The S. S. Advocate*.

OLDEST CANDY IN THE WORLD.

Most of the black licorice comes from Spain, where it is made from the juice of the plant, and mixed with starch to prevent it from melting in hot weather. The licorice plant is a shrub about three feet high, and grows wild where its roots reach the water. It grows largely on the banks of the Tigris and Euphrates rivers.

As the valley of the Euphrates contained one of the earliest civilization in the world, it is probable that licorice is about the oldest confection in the world, and the taste which boys and girls like so well to-day was enjoyed by boys and girls three thousand years ago.—*Brockton "Enterprise."*

INTERPRETING THE OMENS

In his youth Mark Twain edited a weekly journal in a small town. A subscriber wrote to him one day to remark that he had discovered a spider concealed in the folds of a recent delivered paper. The writer wanted to know whether such an occurrence was a sign of good or bad luck.

The young editor replied in the next issue as follows:

"Constant Reader.—The appearance of a spider in a copy of last week's paper was a sign of neither good nor bad luck; that intelligent insect was merely studying our columns in order to ascertain whether any store in the neighborhood had failed to advertise in our paper, in order that he might make for that establishment and there weave a web across the doorway, where he might dwell in undisturbed peace."—*The Youth's Companion.*

A GREAT BIRD FIGHT

A correspondent writes in the *Youth's Companion* an interesting account of his experiences with an unfamiliar variety of hawk—probably the goshawk, which, according to many observers, was driven far south of the Arctic

regions it usually inhabits by the severe winter of 1917-1918.

It was on the afternoon of September 10th, 1918, writes our friend, perhaps an hour before sundown. I was walking along the state road in the town of Lowell, Vermont, about fifteen miles from the Canadian line. Suddenly the air seemed all alive with crows a little way ahead of me. There were about forty of them, flying here and there in an aimless way, but evidently much excited. At first I could not understand what it meant. But soon I made out a hawk flying swiftly among them and singling out one crow for attack. He flew against him again and again, striking him with great force and bringing him lower each time.

Finally, the hawk got the crow down within six feet of the ground, directly in front of me; then he circled with wonderful swiftness and, coming round, struck the crow such a tremendous blow that he fell over the fence into the field at my right, not twenty-five feet from me. Then, in a second the hawk was standing on his prey.

Had I concealed myself, the hawk would probably have killed the crow and torn him to pieces. But, as I walked nearer, he flew to a post a few yards away. There he sat and eyed me savagely, with cold, yellow eyes, and then, as I came close, flew off very low and very swiftly toward the woods, fifty rods to my left. Apparently, the crow had not as yet been seriously injured, for he soon recovered and flew off to join the other crows, which by that time had alighted in two trees on a hill to my right. I never saw so many crows in two trees in my life. They were evidently awaiting the outcome of the battle.

The hawk was not very large. I have shot much larger ones. He seemed narrow in body, or else thin in flesh. But he was strong. I never saw a hawk fly so swiftly or strike so hard. In fact, had I not seen it with my own eyes, I should have said it was impossible for a hawk to strike such resounding blows. Not more than three minutes

passed from his first attack until he had the crow on the ground under his feet.

STRIKING FACTS ABOUT AFRICA

Africa comprises nearly one-fourth of the earth's land surface.

Africa is four times the size of the United States, and ten thousand times as large as the State of Rhode Island.

It is as great a distance around the coast of Africa as it is around the world.

Every eighth person of the world's population lives in the Dark Continent. The blacks double their numbers every forty years and the whites every eighty years.

If the population of Africa were be represented by the letters contained in the Bible, it would require forty Bibles to set forth the number of this vast multitude.

There are 843 languages and dialects in use among the blacks of Africa. Comparatively few of these languages have been reduced to writing.

The coal fields of Africa aggregate 800,000 squares miles; its copper fields equal those of North America and Europe combined, and its undeveloped iron ore amounts to five times that of North America.

Its forests would build a board walk six inches thick and eight miles wide, around the globe. It would be made of ebony, teak, rosewood, mahogany and almost every known kind of timber.

Africa has forty thousand miles of river and lake navigation, and water power aggregating ninety times those of Niagara Falls.

In the interior of Africa the black man is the freight train. Each man carries about sixty pounds. To carry the load drawn by an American freight engine would require an army of 125,000 blacks.

If Africa had the same proportion of railway mileage

as the United States according to its size, it would have a million miles of track instead of the 25,000 miles now in operation.

The Africans are eager for education, for this means wage-earning power. It is a common sight in the railway yards during the lunch hour to see a group of natives conning over the spelling book.

One area in Africa unoccupied by missionaries is three times the size of New England, a second would make four States like New York, a third would cover eight lowas, and a fourth his eighteen times the size of Ohio. Throughout Africa there is only one missionary for every 133,000 souls.

It is probable that as many people are killed in Africa every year as a result of witchcraft as were killed in all the armies of Europe during the first year of the recent war.

Africa is the land of the "open sore." The ravages of disease are in evidence on every hand. In some parts of the continent there is no isolation of leprosy cases, nor any restriction of their movements.

Almost the entire continent is now under European flags. France has a colony in Africa twenty times the size of France itself. The British flag flies over a territory as large as the United States, and extends almost without interruption from the Cape to Cairo, a distance of six thousand miles.

Mohammedanism is spreading very rapidly throughout the entire continent. Every third person in Africa is a Mohammedan. There are over 4,000,000 of them south of the equator. Within the next twenty years millions more will have gone over to Islam unless the Christian Church bestirs itself.—*Rev. J. E. Crowther.*

ANNUAL REPORT OF INSPECTOR I. NEWTON
KERR, FOR SCHOOL YEAR 1917-18

HATLEY, Que., 31st July, 1918.

Sir,

I have the honour to submit the summary of statistics of my district of inspection for the scholastic year 1917-18.

During the year all the schools were visited twice with the exception of a few that were not in operation before Christmas, as they could not secure teachers.

Reports of inspection concerning the autumn work, and bulletins of inspection for the twenty seven municipalities in my inspectorate, have been forwarded to the Department. Reports of my inspection were also sent to all the school boards and to the teachers.

The average percentage for all the schools on the spring visit was 89.4 for teachers with diplomas, and 86.4 for those teaching with permission. This is the highest per cent on record in my inspectorate and shows that good work was done this year; of the 43 teachers employed 3 held model diplomas, 1 B. A., 23 elementary, 5 permits and 11 were teaching with your permission.

The number of qualified teachers is steadily increasing and especially since the short courses have started at Macdonald. I had five in my district this year who graduated at Christmas.

In October I held one general conference at Gaspe Village for all the teachers in my inspectorate, which was well attended. This was made possible through the kindness of Mr. Gordon, General Manager of A. Q. & W. R. R. At this conference I was ably assisted by the Inspector General, Mr. J. C. Sutherland, B.A., of the Department of Public Instruction.

The Inspector-General also held a meeting of the school boards of the county at Gaspe for the purpose of forming a branch of the Provincial Association of School Boards.

This meeting was well attended and much interest manifested in the different subjects discussed.

The following teachers are recommended for bonuses for successful work during the year.

Teachers	%	Municipalities	Districts
Miss R. E. Hamilton ..	92.	Gaspé, village	No. 2
" M. Le Touzel	91.2	Gaspé South	No. 1
" Grace Dow	91.	Port-Daniel West	No. 1
" T. Robson	91.	York	No. 1
" E. Vibert	90.5	Haldimand	No. 1

The following teachers have been most successful in teaching the physical exercises as required by the Strathcona Trust and are recommended for the certificates and their schools for the prizes:

Municipalities	Districts	Teachers	Diplomas
Barachois, diss	No. 1	Miss Flora Philips..	Elementary
St-Pierre-de-Malbaie	No. 1	" Daisy Cooke ..	"
Shigawake	No. 1	" Grace LeGallais	"
Roseville, diss	No. 1	" Maude Bartlett	R. "

The municipalities which I would recommend for improvements are:

Counties	Municipalities	Secretaries	Amount
Gaspé	Gaspé Bay North	Austain Philips	\$50.00
Bonaventure ...	Shigawake	James Byers	40.00

The municipalities are classified as follows:

Excellent.—Sayabec, diss., York, Fraserville, diss.

Good.—Shigawake, Gaspé village, Cabano, Gaspé Bay North, Haldimand, Port Daniel Centre, Red Head,

Port Daniel West, St. Godfroi, diss., Barachois, diss.,
Gaspé South, Paspebiac East, diss., Cap Desespoir, diss.,
Perce, St-Pierre-de-Malbaie, Roseville, dis.

Middling.—Metis, Little Metis, Port Daniel East,
diss., Edmonds, Seal Rock, Douglastown, Fontenelle.

1.—Number of school municipalities:					
a)	Under control of commissioners		16		
b)	Under control of trustees		11		
Total			27		
2.—Number of schools:					
a)	Elementary		37		
b)	Model		3		
Total			40		
3.—Number of teachers:					
a)	Male teachers		0		
b)	Female teachers		43		
Total			43		
4.—Average salaries:					
b)	Female teachers in elementary schools	307.97			
	“ “ in model schools	550.00			
5.—Number of children of school age:					
a)	Boys from 5 to 7 years	138	Girls from 5 to 7 years	105	243
b)	Boys from 7 to 14 years	453	Girls from 7 to 14 years	457	910
c)	Boys from 14 to 16 years	78	Girls from 14 to 16 years	104	182
d)	Boys from 16 to 18 years	48	Girls from 16 to 18 years	69	117
Total					1,452
6.—Number of pupils enrolled:					
a)	In the elementary schools		904		
b)	In the model schools		148		
Total			1,052		
7.—Average attendance: (in percentage).					
a)	In the elementary schools .....		.67
b)	In the model schools .....		.80

8.—Classification of pupils:	
Years of Course. (Boys and Girls).	
In Grade 1	220
In Grade 2	101
In Grade 3	170
In Grade 4	170
In Grade 5	160
In Grade 6	108
In Grade 7	81
In Grade 8	26
In Grade 9	14
In Grade 10	2
Total	1,055

I have the honour to be,

Sir,

Your obedient servant,

I. NEWTON KERR,

Inspector of Schools.

ANNUAL REPORT OF INSPECTOR O. F. McCUTCHEON FOR SCHOOL YEAR 1917-18

LEEDS VILLAGE, Que., 30th July, 1918.

Sir

I have the honour to submit my report for the year 1917-18.

The limits of my district remain the same as last year; the territory to be covered extends over ten counties and the schools are very scattered.

The number of summer schools is decreasing. It is evident that the children can study better during the shut in days of winter. The change from the home to the school and the school to the home tends to relieve the monotony of the winter days. In summer the children should be at liberty to run about in the fields, fresh air and sunshine.

There are in my district of inspection 41 municipalities—36 rural and 5 city.

Sixty nine rural elementary schools were in operation.

The usual teachers' conferences, which were attended by over 90% of the teachers, were held at Inverness, Kinnear's Mills, Bury, Gould and Valcartier.

A special meeting with a view to consolidation conducted by Inspector General, Mr. J. C. Sutherland, was held at Gould in the municipality of Lingwick on March 22nd. The meeting was well attended. The advantages to be gained by consolidation were very forcibly and explicitly stated by Mr. Sutherland. Several gentlemen in the audience also expressed their views on the proposed changes. Two or three of the district schools are likely to be united with the Model school in the autumn and possibly more later.

Reviewing the past ten years, I find that in general the condition of the elementary schools has very much improved. The prizes and bonuses given by the Government to encourage local action in the bettering of condi-

tions have borne much fruit in the way of more attractive school houses, better equipment, prolonged school sessions, and better paid teachers.

Although we have not yet attained the ideal in these respects, yet on the whole, there has been improvement.

For progress and improvements made this year, the following municipalities are recommended for the prizes:

1. Hampden, 1st prize \$60.00
2. Nelson, 2nd prize 50.00
3. Lingwick, 3rd prize 40.00
4. Inverness, 4th prize 35.00
5. St. Raymond, 5th prize 30.00

I have called upon all the secretaries of the school boards and examined their accounts. Twenty-eight of them had their books in good condition, audited, and up-to-date. The necessity of sending the annual reports to the Department, promptly during the month of July was urged and the question as to whether it had been done is usually asked at the time of my autumn visit. I regret that on one or two occasions, grants have been forfeited, owing to the neglect of the school boards to see that the Secretary's report had been duly forwarded.

In regard to the taking of the census of the children of school age, I find that it is generally done in a very loose manner. Occasionally there is such discrepancy between the number of pupils enrolled in the schools and that given in the secretary's census as betrays gross carelessness in the manner in which it has been secured. An effort should be made to have the census accurate so that the number of children who do not attend school may be correctly ascertained.

There were 895 pupils in attendance at the rural schools,—an average of 13 pupils per school.

The qualifications of the teachers in charge of the rural and city schools were as follows:

	Rural	City
McGill Normal School, Model diplomas.....	0	1
McGill Normal School Elementary diplomas..	1	1
Macdonald College, Model diplomas.....	3	9
Macdonald College, Elementary diplomas....	7	3
Quebec Central Board, Model diplomas.....	0	2
Quebec Central Board, 1st class, elementary..	14	3
Quebec Central Board, 2nd class, elementary..	9	0
Rural Elementary diplomas	7	0

Teachers without diplomas:

	Rural	City
Grade XI certificates	2	0
Grade X certificates	12	0
Grade IX certificates	7	1
Grade VIII certificates	6	0
Grade VII certificates	1	0

The annual salaries paid to teachers I give below in order that they may be compared with those of last year.

Salary paid	\$ 440	\$ 405	\$ 400	\$ 350	\$ 330	\$ 300	\$ 296	\$ 280	\$ 279	\$ 270	\$ 256	\$ 245
No. of schools	1	1	1	2	2	1	1	6	1	1	1	1
Salary paid	\$ 240	\$ 225	\$ 210	\$ 200	\$ 189	\$ 180	\$ 175	\$ 150	\$ 120	\$ 90	\$ 60	\$ 50
No. of schools	16	1	6	2	1	7	2	8	4	1	1	1

In the city schools the average salary paid was \$582.

The salaries of the teachers have increased, yet, to meet the demands of the high cost of living nowadays, the amount is scarcely adequate and should be more in proportion to the services rendered.

The teachers recommended for successful teaching are:

Municipalities	Teachers	Districts
St. Dunstan	Miss J. Florence Simons	No. 1
St. Colomb de Sillery ...	" Mina A. Coombe	No. 1
Inverness	" Katie J. Soutar	No. 3
Hampden	" Margt. M. Bowman....	No. 1½
Inverness	" M.-Ida Cochrane	No. 1
Lingwick	" Flora E. MacKay.....	No. 3
St. Romuald	" Annie M Hepburn.....	No. 1
Hampden	" Bernice R. Bennett	No. 1
Stoneham	" Alma J. Sample.....	No. 1
Weedon	" M. Almina Fairservice..	No. 1
South Ham	" Jennie V. Woodington..	No. 1
Inverness	" C.-K. MacMillan	No. 12
Lingwick	" Dora A. Stewart	No. 4
Mill Hill	" Stella M. Longmoore ..	No. 1
Nelson	" Della E. Patterson	No. 1
Inverness	" Bertha H. Henderson..	No. 8

Successful teachers debarred from two bonuses in succession:

Municipalities	Teachers	Districts
Winslow South	Miss Bella M. Hillman.....	No. 1
Valley School	" Jessie McNicoll	No. 1
Lingwick	" Mary I. MacDonald ...	No. 7

The length of the school sessions in the rural schools was as follows:

Duration of session	10ms.	9ms.	8ms.	7ms.	6ms.	5ms.	4ms.	3ms.	2ms.
No. of schools	7	3	25	11	11	2	7	7	2

The rate of assessment for school purposes was raised in 12 municipalities and lowered in five. In a few instances when the rate of taxation per hundred dollars was low.

ered, the tax paid was actually increased owing to the valuation of the properties having been raised.

The assessments in the rural municipalities per valuation of one hundred dollars were:

Tax paid	\$ 2.00	\$ 1.20	\$ 1.00	\$.90	\$.80	\$.70	\$.60	\$.55	\$.50	\$.45	\$.40	\$.35	\$.15	\$.12
No. of municip.	1	3	5	1	2	2	8	1	6	1.	2	2	1	1

Where the rate of taxation was only 15c. and 12c. per hundred dollars, the valuation of the properties were very high owing to their proximity to the city of Quebec.

In 3 municipalities the school fees were abolished. We hope that more municipalities will do likewise and obtain the revenue for the support of the schools from the tax on real estate.

The school boards were requested to provide the teachers' desk in each school with copies of the text books used. Many have complied and furnished complete sets. As such equipment is very essential, it is very desirable that every school should be supplied without further delay.

Fifty four schools now possess a good school flag, and the pupils are rightly proud to see it float over their school house.

Arbor Day was observed in only 10 schools. The number of trees planted was eleven. Many more schools should avail themselves of the opportunity which the day affords to beautify the premises by planting ornamental shrubs and trees.

In 57 schools there were from two to three lessons per week in a Nature Study and Agriculture. Occasionally the lessons are confined too much to the text book. More pains should be taken to make the lessons as lively and interesting as possible.

More attention is given to the lessons on temperance and health, and to physical drill. I found that the former

subject was taught in 66 schools, and that the pupils had physical drill at regular intervals in 50 schools.

Individual cups and covered containers for the water supply are becoming more general. Twenty seven schools are now provided with such.

The schools recommended for prizes in connection with the Strathcona Trust are:

Municipality	District	Teachers
St. Colomb de Sillery	No. 1	Miss Mina A. Coombe.
St. Pierre Baptiste	No. 1	Miss Hazel B. Smyth.
St. Pierre Baptiste	No. 2	Miss Mary I. Parsons.
Hampden	No. 1	Miss Bernice R. Bennett

The classification of the schools remains about the same as last year.

The pensioners residing in my inspectorate were all visited and reported to the Department.

The list of the names of the weak municipalities recommended for participation in the grants from the Poor Municipality Fund, and the Released Normal School Fund, were duly forwarded. Without the aid given by these fund many schools could scarcely exist.

1.—Number of school municipalities:	
a) Under control of commissioners	17
b) Under control of trustees	24
Total	41
2.—Number of schools:	
a) Elementary	74
Total	74
3.—Number of teachers:	
a) Male teachers	1
b) Female	89
Total	90

4.—Average salaries:		.....
a) Male teachers in elementary schools		1,400
b) Female teachers in elementary schools		300
5.—Number of children of school age:		
a) Boys from 5 to 7 years|213| Girls from 5 to 7 years|186|		399
b) Boys from 7 to 14 years|810| Girls from 7 to 14 years|651|		1,461
c) Boys from 14 to 16 years|185| Girls from 14 to 16 years|172|		357
d) Boys from 16 to 18 years| 5| Girls from 16 to 18 years| 4|		9
Total		2,223
6.—Number of pupils enrolled:		
a) In the elementary schools		1,559
Total		1,559
7.—Average attendance: (in percentage).		
a) In the elementary schools		70%
8.—Classification of pupils:		
Years of Course. (Boys and Girls).		
In Grade 1.....		387
In Grade 2		223
In Grade 3		246
In Grade 4.....		228
In Grade 5		225
In Grade 6		143
In Grade 7.....		84
In Grade 8		23
Total		1,559

I have the honour, to be, etc.,

O. F. McCUTCHEON,

School Inspector.

ANNUAL REPORT OF INSPECTOR J. W. McOUAT
FOR SCHOOL YEAR 1917-18.

LACHUTE, QUE., June 21st, 1918.

Sir,

I have the honour to submit to you the summary statistics of my district of inspection for the year 1917-1918.

In accordance with your suggestion I shall be as concise as possible in view of the space required for the statistics at the close of the report. All the territory assigned me has been covered and all the duties have been performed according to instructions. The conferences have been held, schools have been visited and reports have been made to teachers, boards and the Department.

One new school has been built, another is being planned for, two have consolidated, three have gone into the city list, two failed to open at all and several had a shortened year for want of a teacher, but on the whole I consider the work has been well done and good progress has been made.

A good entrance examination has been held for admission to Lachute academy, there being somewhat over 20 pupils seeking admission. I give this as an indication of the conditions in Argenteuil county, wherein are situated fully 50% of the rural schools in this inspectorate.

The following is a list of progressive municipalities.

County	Municipality	Secretary	Amount
Argenteuil	Gore	A.-R. Mosley	\$60.00
do	Chatham No. 2	Jno McOuat	50.00
do	Arundel	C. J. Staniforth	40.00
Terrebonne	Terrebonne	C. A. Kimpton	35.00
Argenteuil	St. Andrews	Harry Mayrand	30.00

I consider the following schools entitled to the Strathcona Trust prizes in books.

County	Municipality	Dist.	Teacher	Address
1. Argenteuil ...	Chatham No. 1.	1	Miron Weir .	R. R. No. 5 Lachute,
2. Argenteuil ...	do No. 1.	5	Eva Bradford	Ditto Que.
3. Jac.-Cartier ..	St-Laurent	1	Beulah Halcro	Huds. Heights
4. Terrebonne .	Scotland	1	Manifa Rubin	Ste-Sophie.

Those teachers whom I judge to have been eminently successful are as follows:

Municipality	Teacher	Address	Class of Diploma
Grenville, No. 1	Alma B. Ramier.	Port Daniel, Q.	R. Elem.
St-Felix	Edith S. Boddv.	Terrebonne, Q.	Elem.
Morin	Myrt. McKenzie	Leopold, Q.....	R. Elem.
Shawbridge	Janet McCaig ..	Shawbridge	Elem.
St. Jerusalem ..	Jel. Morrisson.	Lachute	Elem.
Grand Freniere.	Olive Young ...	St. Rose	Elem.
Harrington No.1	Lina Campbell..	Lakeview	R. Elem.
St. Jerusalem ..	M. R McKimmie	Lachute	R. Elem.

It is a long distance from the ordinary rural school to the large, populous schools of Montreal and Westmount, where the numbers are almost overwhelming. These schools have done very creditable work and are fully equipped for good results in study.

As the statistical report is given below I shall now close and allow space for its insertion.

1.—Number of school municipalities:		
a) Under control of commissioners		22
b) Under control of trustees		21
2.—Number of schools:		
a) Elementary		121
Total		121
3.—Number of teachers:		
a) Male teachers		30
b) Female teachers		665
Total		695

4.—Average salaries :				
a)	Male teachers in elementary schools			1,934.66
b)	Female teachers in elementary schools			673.42
5.—Number of children of school age:				
a)	Boys from 5 to 7 years	2593	Girls from 5 to 7 years	2676
				5,269
b)	Boys " 7 to 14 years	11250	Girls from 7 to 14 years	11521
				22,771
c)	Boys " 14 to 16 years	998	Girls from 14 to 16 years	1129
				2,127
d)	Boys " 16 to 18 years	31	Girls from 16 to 18 years	36
				67
			(1)	
	Total			30,234
6.—Number of pupils enrolled:				
a)	In the elementary schools			27,587
	Total			27,587
7.—Average attendance: (in percentage).				
a)	In the elementary schools			85%
8.—Classification of pupils:				
Years of Course: (Boys and Girls.)				
	In Grade 1			6,032
	In Grade 2			4,462
	In Grade 3			4,496
	In Grade 4			3,978
	In Grade 5			3,395
	In Grade 6			2,443
	In Grade 7			1,512
	In Grade 8			83
	In Grade 9			5
	Total			27,587

(1) As no census is taken in Montreal and even other municipalities, the figures given may be misleading.

I have the honour to be,

Yours obediently,

J. W. McOUAT.

REV. W.-O. ROTHNEY,

LENNOXVILLE, QUE., 2nd July, 1918.

Sir,

I have the honour to submit the summary of statistics of my district of inspection for the scholastic year ending June 30th, 1918.

Territory.—After two years absence I resumed the work of inspection again on the first of September 1917. I found the territory unchanged; but the number of municipalities decreased by 2, and the number of schools in operation by 10. Two of these schools were closed on account of consolidation, and the other eight through lack of children of school age. My inspectorate includes the counties of Drummond, Richmond, Sherbrooke, Bagot, Shefford, except the townships of Shefford and Granby, and the township of Tingwick in the county of Arthabaska.

Inspection.—The schools of all municipalities in which schools are in operation were visited twice during the year, and a report of each visit to each school was sent to the secretary-treasurer of the municipality to which the school belonged. The required reports and bulletins were forwarded to the Department of Public Instruction.

Conferences.—Teachers' conferences were held, during the months of September and October, at Danville, Richmond, Waterloo and Sherbrooke. These conferences were attended by 76% of the teachers.

Ranking of Municipalities.—In the following classification, the names of municipalities are arranged in order of merit, and according to regulation 9 (m) the ranking is based on the following points: (1) Length and arrangement of the school year; (2) Condition of school houses, closets, and grounds; (3) The condition of apparatus and other school furniture; (4) Use made of the course of study—quality of work done by the teacher; (5) Salaries of teachers and method of payment; (6) The use of authorized text-books. 10 marks were allowed for each point, making a maximum of 60 marks.

In estimating the merits of a municipality the one test applied in every case was: *To what extent are the children of the municipality receiving the training necessary to equip them for efficient citizenship?* In judging to what degree a school board was progressive or otherwise the one question asked was: *To what extent is this board seeking and succeeding in improving the efficiency of its schools?* In regard to every act of a school corporation the one point considered was: *Just how is this action going to improve, directly or indirectly, the quality of training to be given the growing men and women of the country?* Instruction and training is central; nothing else counts.

	Marks
Maximum	60
Excellent:	
Sherbrooke	57.9
Drummondville	57.8
Good:	
Asbestos	51.5
Melbourne village	50.6
Fair:	
Melbourne & Brompton Gore	49.7
Cleveland	48.
Durham township	47.6
Kingsey-Falls	47.5
Bromptonville	47.5
Orford	47.2
Stukely, South	46.5
Durham, South	46.1
Windsor township	45.3
Shipton	45.1
Poor:	
Ste-Pudentienne (Canton)	44.3
St-Elie-d'Orford	44.
St-Francois-de-Brompton	43.75
Ascot	43.7
Ely, South	43.6
Ste-Pudentienne (Ville)	43.5

Stukely, North	43.5
Tingwick	43.2
Ely, North	42.
St-Pierre-de-Durham	42.
St. Joachim-de-Shefford	41.

In the following municipalities there were no schools in operation and they are consequently unranked: Acton Vale, New Rockland, Ste-Cecile de Milton.

Course of Study.—The past year has been my first opportunity of seeing in operation the new course of study and text-books which came into force in September, 1915. I find that many of the advantages anticipated have been realized. The lack of uniformity between the Elementary and the Model School courses of study has disappeared, and with it has gone much inconvenience and annoyance to teachers, parents, and pupils. The attainments of the pupils in the various subjects are much more abreast than formerly, and pupils have a more thorough knowledge of the work they have covered. There is also a greater tendency on the part of teachers to emphasize the significant phases of instruction and pass over non essentials; and the instruction on the whole is better calculated to meet the needs of human life. A case in point is Arithmetic where the tendency now is to spend the recitation period not in working out hard problems which only a portion of the class could solve, but in developing skill in computation of a practical sort. Only 1 city school and 18 rural schools have pupils further advanced than Grade 6, and yet in general pupils are further advanced for their age than formerly.

While, however, the new course of study is a decided improvement on the old, it is evident that it is not the last word in a curriculum. The step forward has brought within range of vision other and greater improvements that may yet be made.

While many of the teachers enter fully into the spirit of the course of study, and are alive to its aim and purpose, there are others, bound by tradition, slavishly following the

text-book, with apparently no other conscious end in view than getting the pupils to "know their lessons". There is still need to impress upon teachers the fact that text-books and course of study are not in the schools for the sole purpose of being taught, but as instruments to be used in educating boys and girls.

School libraries.—Practically all the schools are now equipped with school libraries. This is due largely to the policy of the Department in sending out, from time to time sets of books to be distributed among the several schools. During the past year two large cases of books were received for this purpose.

The best teachers are making excellent use of their supplementary reading opportunities. The majority of teachers are making moderate use of them. Some are not profiting by the school library to any appreciable degree. The omission of this feature of school activity can be explained perhaps, but not justified.

CITY SCHOOLS.

City of Sherbrooke.—The City of Sherbrooke contains four elementary schools, with a staff of 17 teachers, an enrolment of 555 pupils and an average daily attendance of 416. During the past two years the number of pupils in these schools has increased 10%. The average daily attendance during 1917-18 was approximately 75% of the enrolment. 12 teachers hold model school diplomas, 4 hold elementary diplomas, and 1 was Teaching on a Permit. The average salary is \$652.94. The highest salary is \$1150, and the lowest is \$450. Owing to the increased cost of living, the School Board, during the year, supplemented the salaries by a bonus to each teacher equal to 10% of her salary.

During the past two years, extensive additions have been made to two of the school buildings. The equipment of the schools is excellent and the buildings, on the whole, are good. The Board is to be commended for its progres-

sive and successful efforts to secure adequate educational facilities for the Protestant children of the City.

Further developments and improvements, however, are yet possible, and with a board such as the present in charge may even be expected. It is to be regretted that in the new buildings erected there is no modern system of ventilation such as has been installed in the High School. The 555 pupils of the elementary schools have as much claim on fresh air as the 430 pupils of the High School, and it is to be hoped that in further building operations this fact will not be overlooked. The problem of better equipped playgrounds and supervised play will some day have to be faced. It is questionable whether the present salary schedule is arranged on the basis most conducive to educational results. Is tenure of office sufficiently guarded? 7 teachers out of the 17 were new teachers in their respective schools. Again is the salary scale so arranged as to furnish a sufficient stimulus for further professional growth on the part of principals and teachers? To do so it must be based partly on length of service and partly on efficiency of service. Again, in the selection and placing of teachers there is lacking the touch of the expert hand.

The number of pupils under one teacher varies from 21 to 51. A more equitable distribution would be preferable. Perhaps the most efficient school of the four is that of the North Ward, and yet the amount of salary paid there amounts to \$18.15 per pupil, while in no other school is it less than \$21. per pupil, reaching as high as \$23.42 per pupil in the East Ward.

Are the school authorities efficient in getting a sufficient proportion of the Protestant children of the City into the schools? The Board has not yet developed a system of reporting that will enable them to answer this question. The school census is never taken.

There is also a noticeable disparity of attainments among the grades of the different schools which careful and continuous supervision would eliminate. The weak points in the work need to be located and strengthened by one who is conversant with conditions in all the schools.

It is not to be expected that the work which these problems suggest will be done by the school board. The members of the Board have neither the time nor the training that would enable them to do so. Besides, it is not the business of the Board to do things, so much as to get things done. Broadly capable men of the type that the city needs and has chosen to act as a Board will not attempt it. They know business methods too well to want to mix into details. Competent school boards know that the best way to get results, whether in the matter of erecting buildings, organizing and managing schools, or supervising the work of instruction, is to put the proper expert on the job, and then see that he does the work and gets the results. The next step towards still greater efficiency in the schools of Sherbrooke is the appointment of a superintendent of schools.

RURAL SCHOOLS.

School Term.—The average length of the term in rural schools is 8 months. 7 schools were in operation for 10 months and 14 other schools for 9 months. 5 schools were in operation for 7 months only and 5 for 4 months only. 10 schools remained closed throughout the year. The rest of the schools were in operation for 8 months. 10 schools were in operation during the summer, and in general the results secured in these schools were very poor. They were found in the following municipalities: St-Pierre de Durham, 1; St-Elie d'Orford, 1; Ste-Pudentienne (Canton), 2; Ship-ton, 2; and Ascot, 4.

Attendance.—The average daily attendance in rural schools was 69.1% of the enrolment. In winter schools it was 70.3%, and in summer schools, 58.3%. One half of the schools in operation had an average attendance of less than 10 pupils. Any measures that may be taken to improve school attendance are most urgent.

Qualifications of Teachers.—5.7% of the rural teachers had no legal qualification, and only 25% of these unqualified teachers were found to be at all competent. 23.3% were

teaching on permits, and only 43.8% of these were found to be competent. 55% held elementary diplomas and 16% held model diplomas. Of teachers with diplomas 83.7% were found to be competent.

While many school boards are assiduous in their endeavors to secure the best type of teacher, others need to exercise more care in the selection of their staff. When there is doubt as to the competency of a teacher, expert advice should always be sought. The placing of an unqualified or incompetent teacher in a school merely to please the rate-payers of the district cannot be condoned. The school board assumes the guardianship of the educational rights of the children in the municipality and must prove worthy of its trust.

Salaries.—The average monthly salary in the rural school for 1917-1918 was \$31.90; and the average annual salary was \$270.10. The highest salary paid was \$60. per month and the lowest was \$28.00 per month. In all municipalities the teachers were paid their salaries monthly according to law, with the exception of South Ely where some irregularity in this matter existed.

Physical Culture.—There has been a marked improvement in this feature of the work during the last few years. Many teachers seem to be making the best use possible, in the rural school, of the formal gymnastics outlined in the Strathcona Syllabus of Physical Exercises. It has become evident, however, that "the best possible" is not adequate to meet the needs of the growing boys and girls.

A few teachers, during the year, have experimented with carefully selected games, and utilized the play periods for this activity. The results attained were sufficient to indicate that these teachers were working along the right lines in the matter of physical training, and to warrant the recommendation that this form of activity be used to, at least, supplement the more formal drill.

The following schools are recommended for the four prizes awarded annually for proficiency in this subject: Kingsey Falls, No. 2, teacher, Miss Mary Horan; South Dur-

ham No. 6, teacher Miss Doris G. Hughes; South Stukely, No. 2, teacher Miss Lilah-B. Stowe; Ascot, No. 3, teacher Miss Fanny Frost.

Bonuses for successful teaching.—The following teachers have been recommended as deserving bonuses for successful teaching: Misses Fanny Frost, S.-M. Mitchell, C.-J. Healy, M.-A. Bachelder, D. M. Fullerton, F.-L. McLaughlin, G.-E. Montgomery, M. A. Horan, Ferne Towne, C.-W. Meyer, D.-G. Hughes, A. V. Rose, E. E. Wilson, G.-M. Hyde, Mrs. N. Racicot.

The following teachers secured bonus standing, but were debarred by the regulations from receiving bonuses this year: Misses J.-M. Armstrong, Grace Barton, E.-A. Hyde, C.-E. Nelson, L.-B. Stowe.

Bonuses to progressive municipalities.—In recognition of progressive measures undertaken by the school boards, the following municipalities are recommended for the five bonuses awarded each year to the most progressive municipalities: Melbourne & Brompton Gore, Cleveland, Drummondville, Melbourne Village, Asbestos.

Agriculture.—Never until this year have I found anything of value being accomplished by the schools in the matter of Agriculture. The pupils who are studying Hatch & Haselwoods' "Elementary Agriculture" are showing more interest and more progress in this subject than, perhaps in any other subject in the curriculum. Teachers as well as pupils seem to enjoy the work in Agriculture. There are a few teachers, however, who have not yet sufficiently grasped the idea of the course to enable them properly correlate Agriculture with other subjects of the school and thereby direct the training of the school in general towards the needs of rural life.

The Macdonald College Demonstrators are rendering valuable assistance in this connection, and deserve all the encouragement and support that school authorities can give them.

Following are improvements that may be reasonably expected in rural schools in the near future: (1) Entire

elimination of unqualified teachers; (2) Entire elimination of summer schools; (3) Increase in the number of *trained* teachers; (4) At least a nine-month term for every child, and a ten-months term for many; (5) Agriculture, the basal subject in all schools; (6) More extensive adoption of the principle of consolidation; (7) Physical education through supervised play.

MODEL SCHOOLS.

In addition to my regular work I visited and inspected three Model Schools within the bounds of my inspectorate, viz. Kingsbury, Kingsey and Ulverton. These were all two room schools, situated in rural communities. Two of these schools were teaching the course of study as far as Grade 9 inclusive and one as far as Grade 8 inclusive, only. Reports on conditions in these schools were forwarded to the Department of Public Instruction, as well as to the Secretary Treasurers.

Summary of Statistics relating to the district of Inspection of Mr. W.-O. Rothney:

1.—Number of school municipalities:		
a) Under control of commissioners		12
b) Under control of trustees		16
	Total	28
2.—Number of schools:		
a) Elementary (72 in operation)		82
	Total	82
3.—Number of teachers:		
a) Male teachers		
b) Female teachers		86
	Total	86
4.—Average salaries:		
b) Female teacher in elementary schools (38.58) per month		347 58
* 5.—Number of children of school age:		
a) Boys from 5 to 7 years|161|Girls from 5 to 7 years|140|		301
b) Boys from 7 to 14 years|518|Girls from 7 to 14 years|498|		1,016
c) Boys from 14 to 16 years|125|Girls from 14 to 16 years| 90|		215
	Total	1,532

6. Number of pupils enrolled:	
a) In the elementary schools	1,640
Total	1,640
7.—Average attendance: (in percentage).	
a) In the elementary schools	70.2
8.—Classification of pupils:	
Years of Course: (Boys and Girls.)	
In Grade 1	497
In Grade 2	247
In Grade 3	218
In Grade 4	225
In Grade 5	221
In Grade 6	158
In Grade 7	74
Total	1,640

* Drummondville and Sherbrooke not included. No census taken there.

I have the honour to be,

W.-O. ROTHNEY,
Inspector of Schools.

ANNUAL REPORT OF INSPECTOR ERNEST M.
TAYLOR, FOR SCHOOL YEAR 1917-18.

KNOWLTON, QUE., 2nd July, 1918.

Sir,

I have the honour herewith to present the summary statistics of my district of inspection for the year ending June 30th, 1918.

The autumn reports as well as the Bulletins of the second visits, also a summary of Statistics have been sent to your Department.

The Teachers' Conferences have been held as usual in the early part of the year and were well attended.

Throughout my entire district more interest is being taken in the subject of Education as is evinced by the improvements in school equipment and the agitation for compulsory school attendance.

I have visited the pensioners in my inspectorate and have to report the death of two during the year, Mrs. McKenny, of St. Armand, and Mr. S. P. Rowell, of Abbotsford.

The latter had been an active and a very successful teacher for more than half a century and had been on the Pension Fund but a very short time. On retirement from teaching he settled himself on his beautifully situated fruit farm in Abbotsford, not far from his birth place in Granby township.

Here he seemed very happy. But suddenly death claimed him. He lives in the lives of many thousand who have passed under his care and have been benefited by his faithful teaching and ennobling example.

The principle of consolidation of schools is more widely accepted as leading to better results and better arrangements are being made for the comfort and success of the pupils.

The following schools are recommended for bonus from the Strathcona Trust.

1. Abbotsford, Miss Pearl Thompson, teacher;
2. Philipsburg, Miss Henrietta Stewart, teacher.
3. Francy School, Sutton, Miss Hazel E. R. Bates, teacher:
4. Shefford Mountain, Miss Glenna Gage, teacher.

The following have been recommended for bonus for successful teaching.

Misses Bernice Derby, Fannie M. Hawk, Cora L. Percival, Esther Magoon, Annie L. Stewart, Emily Hart, Kate Owens, Mary E. Wright, Mrs. Sarah H. Hunt, Miss Pearl Thompson, Mrs. Lottie S. Knowlton, Misses Myrtle Irwin, Edith H. Aiken, Rebecca E. Taylor and Marion Atwell, Mrs. J. R. Worden and Minnie Pharo.

The following successful teachers are debarred from two bonuses in succession:—

Misses Pearl Copeland, Ruth Aitken, Glenna Gage, Bernice A. George, Annie M. Stewart, Marion D. Cady and Dora E. Kathan.

In general, the census is taken carefully by the secretary treasurers. But some merely copy the numbers from the teacher's journals.

This is very unsatisfactory as it gives no idea as to the number of children of school age who are not attending school.

Now that compulsory school attendance is being urged, it becomes more necessary that greater care be exercised in census taking.

The recommendation of deserving municipalities for a special bonus was sent to the Department January 19th 1918 and was as follows:

Abbotsford, Dunham, Sutton, West Bolton and Potton.

The general classification remains the same as last year.

The three travelling libraries sent to me several years ago by the Provincial Association of Protestant Teachers I have continued to move at each visit and they have been much enjoyed by teachers and pupils.

I have inspected four model schools in addition to the elementary schools and sent special report to the Department not included in this report.

1.—Number of school municipalities:	
a) Under control of commissioners	14
b) Under control of trustees	12
Total	26
2.—Number of schools:	
a) Elementary	92
Total	92

3.—Number of teachers:				
a) Male teachers		1		
b) Female teachers		92		
Total		93		
4.—Average salaries:				
a) Male teachers in elementary schools		280.00		
b) Female teachers in elementary schools		258.00		
5.—Number of children of school age:				
a) Boys from 5 to 7 years	136	Girls from 5 to 7 years	131	267
b) Boys from 7 to 14 years	639	Girls from 7 to 14 years	635	1,274
c) Boys from 14 to 16 years	60	Girls from 14 to 16 years	51	111
d) Boys from 16 to 18 years	4	Girls from 16 to 18 years	2	6
Total				1,658
6.—Number of pupils enrolled:				
a) In the elementary schools				1,558
Total				1,558
7.—Average attendance: (in percentage).				
a) In the elementary schools				68 $\frac{3}{4}$
8.—Classification of pupils:				
Years of Course. (Boys and Girls).				
In Grade 1				475
In Grade 2				225
In Grade 3				237
In Grade 4				230
In Grade 5				121
In Grade 6				157
In Grade 7				110
In Grade 8				3
Total				1 558

I have the honour to be, etc.,

ERNEST TAYLOR,

Inspector of Schools.

REPORT OF INSPECTOR REV. J. M. SUTHERLAND

NEW CARLISLE, QUE., 6th August, 1918.

Sir,

I have the honour to submit the Statistics for the year ending June 30, 1918.

In the month of October 1917, I visited all the schools in my district. The total number was 33, one more than at the same time last year. All the schools were supplied with teachers and seemed in condition for a successful year's work. I visited again in April and found all the schools at work and apparently successful.

In the beginning of November I called the teachers together for conferences in New Carlisle Academy. By the kindness of Mr. J. S. Gordon, General Manager of our Bay Chaleurs, railroad who gave us favourable terms I was able to bring all the teachers together in one centre. There was a full attendance. J. C. Sutherland, Inspector General, was with us and added greatly to the success of our meetings.

This year 25 of our teachers had diplomas and 14 were engaged by permission.

The teachers who received a bonus for specially successful work in the preceding term were:

Miss Clara Cooke, No. II school, Cox municipality;

Miss Annie M. McKenzie, No. III school, New Richmond;

Miss Rena McNair, No. I school, New Richmond;

Miss Olive Bisson, No. II school, Shoolbred;

Miss Amy Brash, No. IV school, New Richmond.

The prizes for progressive school boards were given this year to St. Laurent and Broadlands, one of our schools, No. 2. Shoolbred received a parcel of the Strathcona Trust prize books.

I wish very much that a parcel should be sent to the Paspebiac Model School in consideration of the good work done by the teachers, Miss Dow and Miss Cooke, in the line of physical drill, No. V school Shoolbred, teacher, Miss Eleanor Carmichael and No. IV New Richmond, teacher,

Miss Bessie Montgomery, are deserving in the same line.

Teachers deserving bonus for the term just closed are the following:

Miss Eva Caldwell, No. VII, New Richmond;

Miss Mary Hall, No. I Broadlands;

Miss Eleanor Carmichael, No. V Shoolbred;

Miss Mona Hocquard, No. I, Shoolbred;

Miss Mary McPherson, No. I, St. Laurent.

School boards deserving of recognition for progressiveness during the recent term are New Richmond and Cox.

There are now three names on our pension roll.

Mrs. William McWhirter, after many years of faithful and successful work, retired and has been granted a pension, Mrs. Doddridge and Mrs. West are still in fairly good health.

I have to classify the municipalities of this inspectorate for the term just closed as follows:

Excellent.—Cox, New Richmond, St. Laurent.

Good.—Hamilton, Shoolbred, Matapedia, Maria, Mann, Broadlands.

Middling.—Sellarville, Restigouche, Caplan.

I am greatly encouraged and assisted in the work of visiting the schools twice a year by the sympathy and help of secretaries, school boards and other friends of education.

1.—Number of school municipalities:	
a) Under control of commissioners	7
b) Under control of trustees	5
Total	12
2.—Number of Schools:	
a) Elementary	30
b) Model	2
c) Academies	1
Total	33
3.—Number of teachers:	
a) Male teachers	1
b) Female teachers	38
Total	39

4.—Average salaries:			
a)	Male teachers in academies		1,000
b)	Female teachers in elementary schools		287.83
	Female teachers in model schools		450.00
	Female teachers in academies		300.00
5.—Number of children of school age:			
a)	Boys from 5 to 7 years|104|	Girls from 5 to 7 years|114|	218
b)	Boys from 7 to 14 years|344|	Girls from 7 to 14 years|302|	646
c)	Boys from 14 to 16 years|100|	Girls from 14 to 16 years|115|	215
d)	Boys from 16 to 18 years| 6|	Girs from 16 to 18 years| 18|	24
	Total		1,103
6.—Number of pupils enrolled:			
a)	In the elementary schools		507
b)	In the model schools. Two model schools		142
c)	In the academies		153
	Total		802
7.—Average attendance: (in percentage).			
a)	In the elementary schools		70.32
b)	In the model schools		74.21
c)	In the academies		80.00
8.—Classification of pupils:			
Years of Course. (Boys and Girls.)			
	In Grade 1		191
	In Grade 2		94
	In Grade 3		82
	In Grade 4		97
	In Grade 5		98
	In Grade 6		99
	In Grade 7		66
	In Grade 8		36
	In Grade 9		27
	In Grade 10		6
	In Grade 11		6
	Total		802

I have the honour to be, etc.,

J. M. SUTHERLAND,
School Inspector.

ANNUAL REPORT OF INSPECTOR JOHN
PARKER, FOR SCHOOL YEAR 1917-18

QUEBEC, 10th September, 1918.

To the Superintendent of Public Instruction,
Quebec, P.Q.,

Sirs—

I have the honor to submit my annual report on the protestant Superior schools for the scholastic year of 1917-1918.

Schools.—During the year there were in operation 98 schools—38 Academies and 60 model schools.

Attendance.—In these schools there were enrolled 12525 pupils. On the days of inspection 10317 pupils were present.

Reports.—A detailed report on each school was forwarded to your office shortly after my visit of inspection. Those reports show (*a*) the number of pupils in each department, (*b*) the number of pupils present on the day of inspection, (*c*) the progress of the pupils, (*d*) the number of teachers, their qualifications, salaries paid, etc., (*e*) the condition of the buildings, grounds, furniture, apparatus.

Examinations.—Oral examinations were hold on the day of inspection. Model lessons in different subjects were given by your inspector.

The annual written examinations began on June 12th, and lasted five days Printed examination papers in all subjects for grades V, VI, VII, VIII, IX, X, XII, were sent to all the Superior Schools. The written answers from grades V, VI, VII, were read and valued by the teachers of their respective schools.

The written answers from the pupils in grades VIII, IX, X, were read and valued by a staff of examiners under the supervision of your inspector. The answers of the pupils in grade XI were read and valued by the University School Leaving Board of Examiners.

Results.—In grades VIII, IX, X, XI, 1213 pupils were presented; 977 passed the examinations successfully and 236 failed.

The results are satisfactory. The highest percentage in this examination was made by the Arundel Model School, viz: 83%. Lachine Academy made 80%.

Only three academies and seven model schools failed to obtain less than 60%. Seventeen academies and twenty two model schools made 70% or over.

Table, showing the percentage of failures, June Examinations, 1918:

ACADEMIES.

SUBJECTS	GRADES		
	VIII	IX	X
Dictation	15%	8%	2%
Grammar ..	19	10	
Literature	3	5	3
Composition	5	3	0
Geography	11	16	9
History	26	15	35
Scripture	14		
Arithmetic	15	7	
Algebra	6	6	3
Geometry .....	..	24	19
Latin	18	14	9
French	15	7	6
Agriculture	8	..	..
Chemistry .....	..	..	16
Physics .....	..	..	3

MODEL SCHOOLS

SUBJECTS	GRADES		
	VIII	IX	X
Dictation	10%	14%	3%
Grammar	19	10	..
Literature	3	6	3
Composition	1	1	0

Geography	20	17	6
History	24	20	53
Scripture	11	..	..
Algebra .....	..	13	9
Geometry .....	..	26	33
Latin	59	36	..
French	11	12	28
Physics .....	..	..	11
Agriculture	11	..	..

A glance at this table shows the largest percentage of failures in latin, history and geography.

Latin is poorly taught in the model schools. The time devoted to the study of latin should be given to the study of history and geography.

Nature study and agriculture are well taught in all our schools. Instruction in physical culture and lessons in singing form part of the exercises in all schools.

Teachers follow the system laid down in the *Strathcona text book on physical culture*.

In seventeen academies specialists in French are employed. In these schools pupils learn to speak French fairly well. In many model schools little or no attempt is made to teach the pupils to speak french. The work is confined entirely to reading and translation.

Teachers.—In these schools there are employed 426 teachers, 74 of whom hold academy diplomas, and 210, model diplomas, 129, elementary diplomas, and 13 teaching on permission of the superintendent of public instruction.

Salaries.—The highest salary paid the principal of an academy is \$2600. and the lowest is \$800.

In model schools the highest salary is \$1700., and the lowest, \$400.

Libraries.—During the year, 980 new books have been added to the school libraries.

Course of study.—There is an authorized Course of Study in each school. This course is strictly followed in all schools.

There are no unauthorized textbooks in use.

In one Academy and six model schools there is no flag. All the other schools are provided with flags.

Specimens.—In accordance with the regulation, specimens of school work were examined and valued according to merit. These specimens are very creditable.

I have the honor to be, etc.,

JOHN PARKER,

Inspector of Superior Schools.

DEPARTMENT OF PUBLIC INSTRUCTION
QUEBEC, Que.,

February 28th, 1919.

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

PRESENT:—

Prof. A. W. Kneeland, M.A., B.C.L.; Rev. A. T. Love, B.A., D.D.; Gavin J. Walker, Esq.; the Hon. Sydney Fisher, B.A.; Rev. Principal R. A. Parrock, M.A., D.C.L.; Howard Murray, Esq.; the Rt. Rev. Lennox Williams, D.D., Lord Bishop of Quebec; the Hon. W. G. Mitchell, K.C., M.L.A.; the Hon. Geo. Bryson, M.L.C.; Chas. McBurney, Esq., B.A.; Prof. Sinclair Laird, M.A., B. Phil.; Marcus G. Crombie, Esq.; Mrs. Eliz. A. Irwin, M.A.

In the absence of Sir William Peterson, the Hon. Mr. Fisher acted as Chairman at the request of the members.

Apologies for unavoidable absence were submitted on behalf of Sir William Peterson; the Hon. J. C. McCorkill; Mr. Bickerdike, and Sir Herbert Ames.

On motion of Mr. McBurney and Principal Parrock it was unanimously resolved that the Secretary be instructed to convey to Sir William Peterson an expression of the

deep sympathy of the members of this Committee in his serious illness, and of the hope that his recovery may continue until he shall be able to resume his life of great usefulness in the public service.

{Dr. Love read a report on behalf of the sub-committee on the distribution of the Superior Education Grants. It was ordered that copies be made for the use of the members, and that copies of the recommendations of the Provincial Teachers' Association in relation to the same subject be prepared at the same time.

The Secretary agreed to send these copies, together with a printed copy of the present scheme, to all the members before the next meeting.

Mr. Murray made a motion in regard to compulsory education of which notice was given in September last. The motion was seconded by Dean Laird and carried in the following form:—

“That the Chairman appoint a time for the consideration by the whole Committee of the subject of compulsory school attendance, having in view conclusions being reached upon the following points involved in the problems, namely,

“(a) Upon the assumption that considerable time will elapse before any general action can be expected from the Roman Catholic Committee of the Council of Public Instruction, is it expedient that the Protestant Committee should petition the Government for legislation embodying compulsory school attendance applicable only to the schools in the Province under the control of the Protestant Committee of the Council of Public Instruction.

“(b) In such event what scheme of financial support should be recommended as applying to (1) the cities of Montreal, Quebec, Sherbrooke, and other urban centres; (2) rural communities.

“(c) The additional teachers required should attendance at school be obligatory up to the age of 14 or 15, or in the event of continuation schools being provided for children up to the age of 16.

“(d) The feasibility of such enforcement of compulsory school attendance if applicable to Protestant children only.

“The matter is of such importance that a short period of time taken at a regular meeting of the Committee does not permit sufficient discussion to enable any definite conclusions to be reached. The Committee should therefore decide whether it wishes a date set for a wide discussion of the subject.”

It was resolved that time be given for a full discussion of this subject at a subsequent meeting.

In support of his motion Mr. Murray made an address that might be regarded as an educational study, and because of its many far reaching suggestions the Secretary was instructed, with the consent of Mr. Murray, to have the address printed for the use of the members.

It was resolved that a sub-committee be appointed to consider and report before the next meeting of the Legislature upon the questions involved in the motion recorded above, and raised in the address.

In consequence a sub-committee was appointed consisting of Mr. Murray, convener, Mr. Fisher, Mr. McBurney, Dean Laird, and Sir Herbert Ames.

Resolutions and recommendations from the Provincial Association of Protestant Teachers of Quebec were read, of which the following is a summary:—

(1) Advising the introduction of the metric system, without its English equivalents, into our course in arithmetic after decimals as an educative measure to help bring about the use of the metric system in the British Empire. The Committee declined to take the action suggested.

(2) Requesting the Committee to exercise as careful a supervision as possible over the granting of permission to teach without diploma in certain special cases. As these permissions are given by the Department of Public Instruction, the matter was referred thereto. It was reported at once on behalf of the Department that the supervision has always been most careful.

(3) Urging the preparation of some plan whereby teachers holding advanced elementary diplomas may be able to obtain a model school diploma without further attendance at a training school.

(4) Recommending that some opportunity be offered to teachers to improve their qualifications in the subject of Physical Geography with a view to increased teaching efficiency.

As no practicable and just plans could be suggested, these questions were laid on the table.

(5) Suggesting that the terms "geography" be used in place of "physical geography" in the course of study, in order to give more scope for remoulding the course in accordance with recent developments in teaching this subject. This was approved.

A valuable contribution of facts and findings in regard to the shortage of teachers was submitted from the Provincial Association of Protestant Teachers. No action was called for, but the Committee expressed itself as being, as formerly, in full sympathy with all efforts to procure such a salary for teachers in this Province as will attract to, and retain in, the teaching profession the best types of men and women.

The usual staff of assistant examiners for the June examinations was appointed, Dr. Love and the Secretary being empowered to complete the number should any of those appointed be unable to act. On behalf of the Inspector of Superior Schools it was reported that owing to family affliction he had not been able to give the usual supervision to the preparation of the examination papers last year, but that steps would be taken in the future to see that the questions are not open to serious criticism.

On motion of Dean Laird it was resolved that it be a direction to the inspectors to encourage as far as possible the appointment in September, in small schools, of teachers who wish to enter for the elementary course in January, and to replace them by teachers who have completed their course at Christmas.

The Rev. Dr. Love and Dr. Shurtleff were reappointed for a period of three years as representatives of the Committee on the Teachers' Training Committee.

The Secretary gave an oral report of the last annual meeting of the Provincial Association of School Boards and recommended that consideration be given to the question of providing payment of the expenses, or a part of them, of his Association. The Committee regretted, however, that the contingent funds at its disposal are insufficient to permit of the payment suggested.

The question of a suitable and permanent room for meetings of the committee was referred to the Hon. Mr. Mitchell and the Secretary.

Mr. Fisher presented a report for the course of study sub-committee and submitted a list of text books for the school year 1919-1920. This list was adopted, and it was ordered that it be published for distribution.

He reported also that a remit had been received from the University School Leaving Examination Board, and as a consequence the sub-committee recommended the adoption of the following suggestions:—

“(1) That a more definite idea be given as to what is required under the head of Latin Prose Composition.

(2) That the examination in Latin be in two papers as follows:—

(a) Virgil's Aeneid, translation at sight.

(b) Translation from prescribed Caesar; Latin Prose Composition.

Pupils must pass in both papers.

(3) That dictation be not included in the French examination paper (natural method).

These changes to go into effect in the school year 1919-1920.”

These recommendations were adopted.

Mr. Fisher stated that he would bring up again at the May meeting the question of the book bureau, whereupon it was moved by Mr. Murray and resolved that the sub-committee continue its study of the question with a view to final action as soon as possible.

The meeting then adjourned to meet in Quebec on the 30th day of May next, unless called earlier by order of the Acting-Chairman.

G. W. PARMELEE,
Secretary.

SYDNEY FISHER,
Acting-Chairman.

NOTICES FROM THE QUEBEC OFFICIAL
GAZETTE FOR THE EDUCATIONAL
RECORD.

Department of Public Instruction

His Honour the Lieutenant-Governor has been pleased by Order-in-Council dated the 30th April, 1919, to detach from the school municipality of Lake-Weedon, county of Wolfe, the lots Nos. 16, 17 and 18 of range 9 of the township of Weedon, being presently the lots Nos. 233, 234 and 235 of the official cadastral plan and book of reference for the village of Lake Weedon, and to annex said lots to the school municipality of Weedon township, same county.

To detach from the school municipality of Saint-Fortunat, county of Wolfe, the northeast half of lot No. 18, range 7 of the official cadastre of the parish of Saint-Fortunat, and to annex it to that of Saint-Jacques-le-Majeur, same county.

May 7th.—To detach from the school municipality of Saint-Valerien, village, county of Shefford, the lots Nos. 176, 177, 178, 181, 182, 183, 185, 186 of the official cadastre of the parish of Saint-Valerien-de-Milton, and to annex said lots to the school municipality of Saint-Valerien, parish, same county.

May 17th.—To detach from the school municipality of Les Eboulements, in the county of Charlevoix, the lots Nos. 21 to 24, both inclusive of the official cadastre of the parish of Les Eboulements, and to annex the above lots to that of Saint-Irenee, same county.

To detach from the school municipality of Saint-Adelaide-de-Pabos, county of Gaspé, the lots Nos. A-1 to 11, both inclusive, of the official cadastre of the parish of Pabos, and to annex the above lots to that of Chandler, same county.

To detach from the school municipality of Aylwin, county of Ottawa, the lots Nos. 43 to 45, both inclusive, 49 to 52, also both inclusive, of range IX, X and XI of Aylwin township and to annex said lots to that of Wright, same county.

To erect into a distinct school municipality under the name of Saint-Pierre, county of Temiscouata, the lots Nos. 27 to 48, both inclusive, of range VII, of Demers township, 27 to 48, both inclusive, of range VIII, of Demers township, 27 to 55 both inclusive, of range IX of Demers' township.

To detach from the school municipality of Leeds-South, county of Megantic, the lot No. 1*b*, of range III of Leeds township, and to annex it to that of Inverness, same county.

May 7th.—To detach from the school municipality of Saint-Barnabe, county of Saint-Hyacinthe, the lots Nos. 170 and 204 of the Saint-Amable-North range; the lots 236 to 281 of the Saint-Amable-South range: 76 to 105, inclusively, of the Michaudville range of the official cadastre of the parish of Saint-Barnabé, and to form out of all the said territories a separate school municipality under the name of "Village of Saint-Barnabé", and the other part to be designated under the name of "Parish of Saint-Barnabé".

To detach from the school municipality of Saint-Pierre de Durham, county of Drummond, the lots Nos. 629 to 639, both inclusive of the official cadastre of the parish of Saint-

Pierre-de-Durham, for Catholics only and to annex said lots to that of Durham-South (Saint-Fulgence), same county.

May 30th.—To detach from the school municipality of Saint-Adèle, county of Terrebonne, all the territory comprised within the following limits, and to form thereof a separate school municipality under the name of Mont-Rolland:

Bounded on the northwest, partly by the parish of St-Sauveur, partly by the line that separates the Cote Saint-Gabriel from the 1st range of the township Morin, partly by the line that separates the 10th range Abercrombie from the 11th range of the same township, for the width of the lots Nos. 1, 2, 3a, 4a, 5a and half of 6a, then descending to the middle of 6a parallelly with the lines of the lots for a depth of eight arpents, then is directed parallelly with the cordon to the line between the lots 7a and 8a, then descends by the line between the lots 7a and 8a of the 10th range Abercrombie to four arpents from the King's highway, penetrating then on the lot No. 8a for a width of 1½ arpent, redescends parallelly with the line of the lots to one arpent from the King's highway, then is directed towards the east for a width of one arpent to redescend parallelly with the line of the lots to the King's highway;

By the King's highway to the line between the 9a and 10a, from this point descend to the Rivière-du-Nord;

By the Rivière-du-Nord, then by the line between the lots 21a and 22 of the 10th range Abercrombie, then by the line between the 10th and the 11th range Abercrombie, then by the east line which bounds the lots Nos. 23 of the 10th and of the 11th range Abercrombie.

On the south east, partly by the parish of Saint-Hippolyte and partly by the parish of Saint-Sauveur.

On the south and southwest by the parish of Saint-Sauveur.

To detach from the school municipality of Scotstown, in the county of Compton, all the following territory in the

parish of Saint-Paul-de-Scotstown, as canonically and civilly erected, which territory comprises all the township of Hampden, the three first ranges of the township of Bury, from the twenty sixth lot to forty first inclusively, the southwest part of Lingwick and Bury, that is between the third and the fourth ranges of Bury, prolonging this straight line in the township of Lingwick towards the northeast to the lot twenty five inclusively, of the first three ranges of Lingwick, which territory of irregular outline is bounded on the northwest by the division line that separates the third and fourth ranges of the townships of Bury and Lingwick, on the east by the township of Marston, and on the south by the township of Ditton, and to form out of all this territory a separate school municipality for the Catholics only, under the name of Saint-Paul-de-Scotstown.

To detach from the school municipality of Scotstown in the county of Compton, all the following territory in the parish of Saint-Paul-de-Scotstown, as canonically and civilly erected, which territory comprises all the township of Hampden, the three first ranges of the township of Bury, from the twenty sixth lot to forty first inclusively, the southwest part of Lingwick and Bury, that is between the third and the fourth ranges of Bury, prolonging this straight line in the township of Lingwick towards the northeast to the lot twenty-five inclusively, of the first three ranges of Lingwick, which territory of irregular outline is bounded on the northwest by the division line that separates the third and fourth ranges of the townships of Bury and Lingwick, on the east by the township of Marston, and on the south by the township of Ditton, and to form out of all this territory a separate school municipality for Roman Catholics only, under the name of Saint-Paul-de-Scotstown.

June, 4th.—To detach:

1. From the school municipality of Ely sud, (Valcourt), county of Shefford, the lots Nos. 759 to 785, inclusive, of range 9 of the township of Ely; the lots 819 to 850,

inclusive, of range 10 of the township of Ely; the lots Nos. 889 to 910, inclusive, of range 11 of the township of Ely.

2. From the school municipality of Ely-Nord, county of Shefford, the lots Nos. 786 to 807, inclusive, of range 9 of the township of Ely; the lots Nos. 851 to 874 of range 10 of the townships of Ely; the lots Nos. 911 to 924 of range 11 of the township of Ely and to erect all the above territory into a distinct school municipality, for Catholics only, under the name of Ely-Ouest.

June 27.—To re-appoint the Rev. Father J. E. Laberge, cure of the parish of St-Jean Baptiste, and Doctor Charles E. Côté to the charge of school commissioners for the Catholic school municipality of the city of Quebec, in their own place and stead, their term of office having expired on the 30th June last.

To detach from the school municipality of Saint-Ignace-du-Lac, county of Maskinongé, the lots Nos. 63 and 67, inclusive of the township of Masson, together with the following lots which form no part of any organized school municipality, viz: the lots 1 to 5, inclusive, of range I, the lots Nos. 6 to 10, inclusive, of range II of the township of Laviolette, and to erect all the above territory into a distinct school municipality, under the name of "Laviolette."

To detach from the school municipality of Rivière-à-Claude, county of Gaspé, the following territory, viz:

From and including the lot No. 51 of range 1 of the township of Duchesnay, to the limits of the municipality of Mont-Louis, and to erect all the above territory into a distinct school municipality under the name of "Rivière-à-Claude", the remaining part to be, in future, designated under the name of "Ruisseau Arbour."

To annex the school municipality of Stukely north, Shefford county, to the school municipality of south Ely, same county, for Protestants only.

To detach lot No. 8 in first range of Wakefield, Ottawa county, and north west $\frac{1}{2}$ of lot No. 21 in 16th range of the township of Hull, from the school municipality of Chelsea, and to annex the whole to the school municipality of Valley Gateineau, Ottawa County.

To detach lot 21*a*, part lot 22*a*, and lot 22*c*2, all in the fifteenth range, and the south part of lot 22*b* in the sixteenth range of Saint-Etienne-de-Chelsea from the school municipality of Saint-Etienne-de-Chelsea, and to annex them to the school municipality of Valley Gateineau, all in Ottawa county, for Protestant school purposes.

To detach the Protestant property situated on Main road leading from Ascot to Barford or west of said road, with the exception of territory in township of Compton, situated northwest of the municipality of Waterville, from the Protestant school municipality of the township of Compton, Compton county, and to annex it to the Protestant school municipality of the village of Compton in the same county.

To erect into a new school municipality for Protestants only under the name of "Saint-Hippolyte", all the territory at present forming part of the Protestant school municipality of Shawbridge, composed of the lots known and designated under the numbers 26 part 1st range Abercrombie, 22*a*, 22*b*, 23*a*, 23*b*, 24*a*, 24*b*, 25*a*, 25*b*, 27*b*, 27*c*, 29*b*, part eighth range, of Kilkenny, 20*b* part, 21, 22*c*, 22*d*, 22*a*, 22*b*, 22*c*, 23*a*, 23*b*, 24*a*, 24*b*, 25*a*, 25*b*, 26*b*, 26*a*, 26*c*, 27*a*, 29*a*, ninth range 19*c*, 19*d*, 20*a* part, 21 part, 22*a* part, 22*b*, 23*a*, 24*a*, 24*b*, 24*c*, 25*a*, 25*b*, 26*a*, 26*b*, eleventh range, all of Kilkenny; 6, 7, 8, 9, 10, 12, 13 first range of Wexford 26*b*, 27*a*, 27*b*, 28*b*, fifth range, parish of Saint-Calixte; 19*a*, 20*c*, 20*d*, 21*e*, 24*a*, 25*a*, 25*b*, 26*a*, 26*b*, 27*a*, 27*b*, 28*a*, 28*b*, 29*a*, 30, 20*b*, 21*a*, 21*b*, sixth range, 22*b*, 23*a*, 23*b*, 24*a*, 24*b*, 25*a*, 25*c*, 25*d*, 26*a*, 26*b*, 27*a*, 28, 29*a*, seventh range, 16*a* eighth range, 17*a*, 17*b*, 17*c*, 17*b*, part of ninth range 7*b*, 8 tenth range, 17*a*, 17*b*, eleventh range, also 20*b*, 21*b*, of the seventh range, all of Saint-Calixte, on the plans and books of official reference.

The territory in question is situated partly in the eastern part of the township of Abercrombie, county of Terrebonne and partly in the parish of Saint-Calixte, county of Montcalm.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 28th June, 1919, to detach from the school municipality of Ferme-Neuve, county of Labelle, the lots Nos. 29 to 44, inclusive of range I of the township of Gravel; the lots Nos. 29 to 44, inclusive of ranges II, III and IV of said township of Gravel, the lots Nos. 29 to 44 of range of the township of Moreau;

To detach from the school municipality of Decarie, the lots (primitive Nos.) Nos. 1 to 34, inclusive, 16 to 34, inclusive, of range III of the township of Decarie, the lots Nos. 1 to 9, inclusive, of range IV; 1 to 8, inclusive of range V of same township of Decarie, county of Labelle, and to erect all the above territory into a distinct school municipality under the name of "St-Michel-des-Cedres."

To detach from the school municipality of Saint-Liboire, the territory comprised within the following boundaries, viz:

On the northeast, the exact middle of the front road of ranges Saint-Eldouard and Saint-Patrick, from a point opposite the line of the lots Nos. 245 and 248 of the cadastre of the parish of Saint-Liboire, to a point opposite the line of the lots Nos. 312 and 311, same cadastre;

On the northwest, the lot No. 245 of said cadastre;

On the southeast, the lot No. 312 of said cadastre;

On the southwest, the line of the lands of Saint-George range comprising the lots Nos. 365, 371, 372, 373, 374, 375, 376, 377, 380, 381 of said cadastre and to erect all the above territory into a distinct school municipality under the name of Saint-Liboire, village, the other part to be henceforth designated under the name of Saint-Liboire, parish.

To detach from the school municipality of Metis, county of Matane, the ranges I and II of the township of Metis, and to erect all the above territory into a distinct school municipality, for Catholics only, under the name of "Metis".

To detach from the school municipality of Assomption-de-Waterville, county of Compton, the lots Nos. 7 and 8 of range II of the township of Compton, same county.

To detach from the school municipality of Leeds-East, the lots Nos. 10*b* and 11*b* of the XIth range of Leeds and to annex said lots to the municipality of Saint-Pierre-de-Broughton.

To detach from the school municipality of Laval-des-Rapides, county of Laval, the part of lot No. 293, still unsubdivided, as well the subdivisions laid out on said lot, and to annex the whole to the school municipality of Pont-Viau, same county.

To detach from the school municipality of Suffolk, in the county of Labelle, all the immoveables of the official cadastre of the parish of Cheneville, comprised within the following limits, viz: on the south by the seigniority of the Little Nation, on the west by the township of Hartwell, on the north by the township of Addington, on the east by the dividing line between the lots Nos. 15 and 16 of all the ranges of the township of Suffolk, and to erect all the above territory into a distinct school municipality under the name of "Vinoy."

To detach:

1. From the school municipality of the township of Stanstead:

Range	I,	the lots Nos.	1 to 19,	both inclusive		
"	II,	"	"	20 to 102,	"	"
"	III,	"	"	103 to 138,	"	"
"	IV,	"	"	213 to 250,	"	"
"	V,	"	"	251 to 329,	"	"
"	VI,	"	"	445 to 491,	"	"
"	VII,	"	"	492 to 579,	"	"
"	VIII,	"	"	580 to 685,	"	"
"	IX,	"	"	686 to 742,	"	"
"	X,	"	"	743 to 830,	"	"

2. From the school municipality of Stanstead Plain:

Range	XI,	the lots Nos.	831 to 920,	both inclusive		
"	XII,	"	"	932 to 999,	"	"
"	XIII,	"	"	1000 to 1085,	"	"
"	XIV,	from 1085 to 1118, 1162, 1163, 1164, 1165				

3. From the school municipality of Barnston:

Range	VII,	the lots Nos.	1 to 7d,	both inclusive		
"	VIII,	"	"	1a to 12g,	"	"
"	IX,	"	"	1a to 12e,	"	"
"	X,	"	"	1a to 12d,	"	"
"	XI,	"	"	1a to 12c,	"	"

All in the county of Stanstead and to erect all the above territory into a distinct school municipality under the name of "Sacré-Coeur-de-Jésus."

To detach:

1. From the school municipality of Royal-Roussillon, county of Temiscaming, the lots Nos. 49 to 62, inclusive of ranges I, II and III of the township of Languedoc, school municipality of Languedoc, same county, and to erect all the above described territory into a distinct school municipality under the name of "Authier".

To detach from the school municipality of Egan, in the county of Ottawa, the lots Nos. 33 to 37 both inclusive

of range I 59, 60 to 65 both inclusive of range I, of the official cadastre of Egan, and 31 to 47, both inclusive of range II, 49 to 66, both inclusive also of range II, same township, and to erect all the above territory into a distinct school municipality under the name of "Bois Franc".

To detach from the school municipality of Amos, county of Temiscaming, that part of ranges I, II, III, IV, V of Figury township, situate east of the Harricana river, and to erect all the above territory into a distinct school municipality under the name of "Figury".

The foregoing annexations and erections to take effect on the 1st July, 1919.

July 11th.—To detach from the school municipality of Saint-Clément, county of Beauharnois, all the territory included in the town of Maple Grove, as erected by the Provincial Statute 8 Geō. V., chap. 94, and to erect it into a distinct school municipality, under the name of "Maple Grove."

To detach from the school municipality of Saint-Narcisse, county of Richelieu, the lots Nos. 125 to 137, both inclusive, of the official cadastre of the parish of Saint-Aimé and to annex them to the school municipality of Saint-Louis-de-Bonsecours, same county.

To detach from the school municipality of Assomption, the lots Nos. 482, 483, 488, 489 to 496, inclusive of the official cadastre of the parish of Assomption, and to annex same to the school municipality of "Presqu'île", same county.

To detach:

1. From the school municipality of Saint-François, county of Beauce, the lots Nos. 1804 to 1819, inclusive, of the official cadastre of the parish of Saint-François;

2. From the school municipality of Saint-Joseph, county of Beauce, the lots Nos. 288 to 300 inclusive, of Saint-

Charles range, 316 to 341, inclusive, of Saint-Adelaide range, 385 to 12, inclusive of Saint-Jules range, of the official cadastre of the parish of Saint-Joseph-de-Beauce;

3. From the school municipality of Saint-Frédéric, county of Beauce, the lots Nos. 46 to 56, inclusive, of range I, 256 to 263, inclusive, of Saint-Charles range, 156 to 166, inclusive, and 23-B and 24-A of range III of the official cadastre of the parish of Saint-Frédéric and to erect all the above territory into a distinct school municipality under the name of "Saint-Jules".

To detach from the school municipality of Saint-Lazare, county of Bellechasse, the lots Nos. 15*a*, 15*b*, to the No. 15*f*, on the 1st range of Buckland and to annex them to that of Sainte-Claire, county of Dorchester.

The foregoing erections and annexations took effect on July 1st, 1920.

His Honour the Lieutenant-Governor has been pleased by Order in Council dated the 28th June, 1919, to detach from the school municipality of Ferme-Neuve, county of Labelle, the lots Nos. 29 to 44, inclusive, of range I of the township of Gravel; the lots Nos. 29 to 44, inclusive, of ranges, II, III and IV of said township of Gravel; the lots Nos. 29 to 44 of range I of the township of Moreau;

To detach from the school municipality of Decarie, the lots (Primitive Nos.) Nos. 1 to 34, both inclusive, of ranges I and II, the lots Nos. 1 to 8, both inclusive, 16 to 34 inclusive, of range III, of the township of Décarie, the lots Nos. 1 to 9, inclusive, of range IV; 1 to 9, inclusive, of range V of same township of Decarie, county of Labelle, and to erect all this territory into a distinct school municipality, under the name of Saint-Michel-des-Cèdres.

This erection has taken effect on the first July, 1919.

His Honour the Lieutenant-Governor has been pleased, by Order in Council, dated the 22nd July, 1919, to make the following appointments:

P.-O. Nadeau and Alex. Prud'homme, to be school commissioners for the municipality of Laval des Rapides, in the county of Laval.

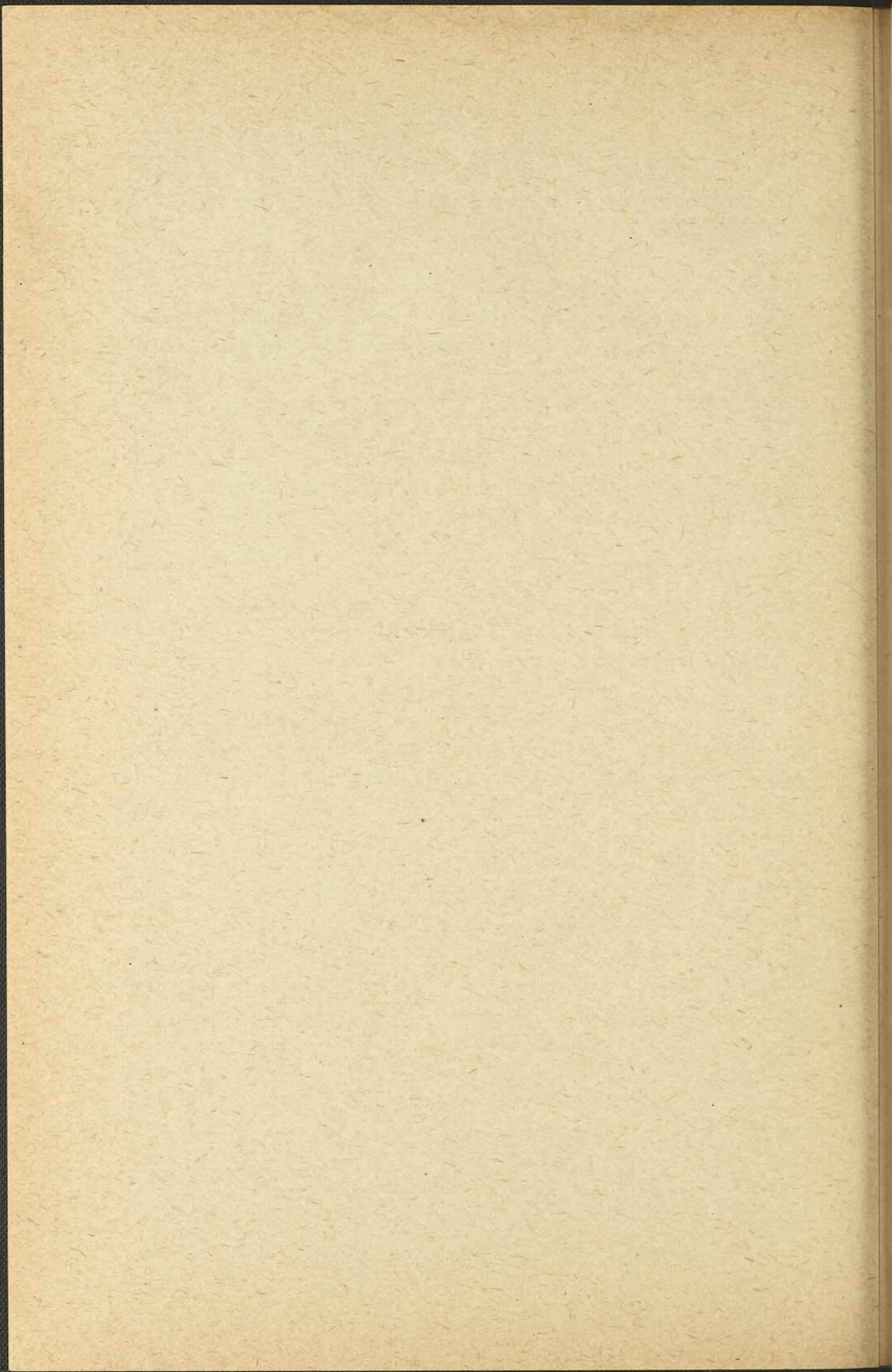
Joseph Beauchamp, to be a school commissioner for the municipality of Saint-François-de-Sales, in the county of Laval.

John Leonard and Alexandre Trudeau, to be school commissioners for the municipality of Sherbrooke, (Catholic), in the county of Sherbrooke.

Louis-Philippe Houle and Napoléon Ménard, to be school commissioners for the municipality of L'Ange-Gardien, in the county of Rouville.

Henri Portelance to be a school commissioner for the municipality of Rigaud, parish, in the county of Vaudreuil.

Joseph Dupuis and Omer Gendron to be school commissioners for the municipality of the town of Lery, in the county of Chateauguay.



No

wh
Fe
th
th
D
yo
D
th
th
—
no