THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC

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GEOGRAPHY used to be a very repellent subject to me at school. But there is no reason why it should be. Geography is description of the earth. And when I had wanted to describe the portion of the earth which I had explored as a young man I had always been pining to describe the beauty of the earth features, but had been afraid to let myself go, fearing that a scientific body like the Royal Geographical Society would regard this as 'unscientific'. Now, however, that I was President of the Society I made bold to declare that no description of a region was complete until its beauty had been described—that a map of it, and details about the height of the hills and breadth and depth of its rivers, were absolutely necessary, but that if we wanted really to know a country we must be enabled to see its beauty. We might have the most perfect map of England and full details of its rivers and hills and the population of its towns, but if we had no description of the beauty of England we could not be said to know England. Our geography must be imperfect. This was the thesis of my first Presidential address. Sir Francis Younghusband, K.C.S.I., K.C.I.E., F.R.G.S., etc. in "The Light of Experience".

QUEBEC, QUE.

THE CHRONICLE-TELEGRAPH PRINT

THE EDUCATIONAL RECORD

A quarterly journal in the interests of the Protestant Schools of the Province of Quebec, and the Medium through which the Proceedings of the Protestant Committee of the Council of Education are communicated, the Committee being responsible only for what appears in its Minutes and Official Announcements.

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July, August, September, 1927.

J. C. SUTHERLAND,
Editor and Publisher.

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EDITORIAL NOTES

All teachers are advised to read the special article in this issue on the Course of Study, where the changes for 1927-28 are fully explained. As to this Rural Course, it is some time since there have been any changes, and rural teachers are therefore advised to notice the ones for 1927-28 carefully, as well as the directions in regard to them. As no new edition of the Manual will be issued this year this supplementary information should be retained for reference.

The Ontario High School Physical Geography which comes into use this year in Grade X, and in Grade XI in 1928-29, is an entirely different book from one of the same name in use in our schools many years ago. It is not a new edition of the former text, but an independent production. The price is 39 cents (or 43 cents by mail), and this is a considerable reduction upon the price of some former texts. Not only has the Protestant Committee thus met the general demand for cheaper text-books, but it has not sacrificed quality to this end. The Ontario High School Physical Geography is essentially Canadian in its matter, and therefore best suited to interest the pupils in this subject. It will be observed also that the book is replaced in yearly stages, so that those pupils now having Tarr will not be obliged to make the change this year in Grade XI.

Secretary-treasurers have been supplied with copies of the amendments to the Education Act passed at the Sessions of the Legislature in 1926 and 1927. The amendments are printed on one side of the paper only, so that they may be readily pasted into the copies of the Education Act at the proper places. In the letter accompanying the copies of the amendments the Superintendent referred to the number of school boards (Protestant) having terms of eight months instead of the required ten months, adding "Considering the fact that so many pupils attend school but a few years altogether, they should have the fuller advantage the longer term affords."

The Superintendent's letter was issued in June last, and in closing there was the following paragraph in regard to the Diamond Jubilee:

"Although all schools will be closed on the First of July, I trust that the school boards everywhere will do all that is possible to assist in the fitting local celebration of the Sixtieth Anniversary of Confederation, particularly where such celebrations are undertaken on behalf of the school children. In the sixty years which have elapsed since July 1, 1867, our country has not only made enormous material progress, but has advanced greatly in the extent of the educational facilities afforded to the rising generations. Nevertheless, all thoughtful men realize that what has been accomplished so far in our vast Dominion is no more than a preparation and foundation for still greater progress in the future. A much larger population, for one thing, is in sight, and this means that still more earnest

effort is needed on the part of all who have charge of Education, whether provincially or locally, as they have the important task before them of making the schools still more useful and effective in the building up of the best possible types of citizenship—of men and women of trained intelligence and imbued with that sound knowledge and firm principle which alone can make a great people. To you, gentlemen, I commend the duty and the pleasure of devoting to your schools that personal interest and attention which will make them worthy centres of civilization in the community. To this end, two things are necessary: First, more attention to the school buildings and their surroundings, and Secondly, the engagement of qualified and competent teachers. These matters are, indeed, the most important with which the school boards have to deal."

The General Announcement of McGill University for the session of 1927 28 has been received. For matriculation to the Arts course the High School Leaving Certificate and the Intermediate School Diploma are respectively accepted, but as in the past these are accepted only if the general matriculation requirements are met. Holders of Intermediate Diplomas who obtained a School Leaving Certificate and who are certified by the Dean of the School for Teachers of Macdonald College to have taken 75 per cent of the total marks at their final examinations, with not less than 50 per cent of the marks in (1) mathematics, (2) French, and (3) Latin or Greek, respectively, will be admitted without further examination as undergraduates of the First Year in Arts. The required aggregate of marks in matriculation is 60 per cent, with not less than 40 per cent in any paper. As to the matriculation subjects in Arts, a footnote (applicable also to the other faculties) states that Physical Geography will not be accepted as a Science subject after 1928. The remaining Science subjects, from which one may be chosen, are Botany, Chemistry, Physics, Music, Advanced Arithmetic, and a Foreign Language not already chosen. We regret the disappearance of Physical Geography, which will take place in 1829. It has been asserted frequently that Physical Geography is "too easy". It is easy in this sense only, that it readily appeals to the imaginations of the pupils in both a cultural and aesthetic way, while its principles illuminate the facts of political and economic geography. As for Botany (with its present biological requirements), Chemistry and Physics, not every high school is in a position to do the two years' work in the most satisfactory manner, though we willingly admit that some are careless about the "field work" so necessary for success in Physical Geography.

Our "Reading from Great Historians" in this issue is from Francis Parkman's "Pioneers of France in the New World"—his chapter on Champlain's expedition to Lake Champlain to fight the Iroquois Indians. Parkman's histories—there are fifteen volumes in the Frontenac edition—deal with the French régime in Canada chiefly, and end with "Montcalm and Wolfe" and the "Conspiracy of Pontiac". He was not only a picturesque writer, describing with remarkable faithfulness and spirit the scenes amid wh ch the historical events took place, but as the years have passed, and historical enquiry has become more ex-

tended, it has been found that Parkman was one of the most accurate of historians. Teachers of Canadian history will notice how much more fully the events on the Richelieu river are treated than in either of the text books. The text books are necessarily brief, but from time to time, in the spirit of a "project", such a chapter as the present one might be read to the class, if the limits of the time-table will permit. The vivid presentation of Indian fighting in those early days, given by Parkman, will serve to make the minds of the pupils more receptive of similar events treated briefly in the text books. Our selections in future will not all be of fighting—there are great and inspiring scenes in history of quite another character—but such a chapter as that from Parkman is almost essential as an introduction to Canadian history. The teacher will notice, also, that Parkman points out clearly that, though Champlain was successful in his expedition, it was a tactical mistake to have made such fierce and unforgetting enemies for the future as the Iroquois.

Sir Robert Falconer, president of the University of Toronto, contributed an interesting article to the June number of the Canadian Historical Review on the subject of "The Tradition of Liberal Education in Canada." The article is an historical survey of the curricula of Arts in the universities and colleges of Canada from the earliest times, beginning with King's College, Nova Scotia, in 1790, and until recently located at Windsor in that province. He shows the classical influences which were received from Great Britain and Ireland in the early days long dominated the institutions. Toronto university seems to have been the first to introduce modern science teaching into its Arts course, but McGill made strides in this direction after the appointment of Sir William Dawson as principal in 1855. Sir Robert Falconer speaks of Dawson's appointment as the "most momentous change in the history of McGill", and makes the statement that in the early part of the nineteenth century, "and even from 1830 to 1870, the English-speaking people of the Eastern Townships were under the influence of Dartmouth College in New Hampshire". The present writer recalls, indeed, that in 1880 a young professor at St. Francis College, Richmond, an institution then doing the first two years in Arts in affiliation with McGill, had graduated at Dartmouth that year, though born and brought up at Sherbrooke. A number of leading men of the Eastern Townships who passed away as late as the end of the nineteenth century and the early part of the twentieth, had been graduates of universities of the New England and New York states. Before 1852, that is three years before Dawson's appointment, the McGill Arts course of three years was of two kinds, at the option of the student. The one was Classics; the other was Mathematics, Logics and Ethics. Sir Robert Falconer's careful and suggestive survey of the universities points the way for some future student who will under take an adequate history of Canadian Education in general.

Time and again the Quebec Department of Education has had to discourage the attempts of well-meaning people to introduce in the schools various projects which are good in themselves, but which are not part of the school's work and would undoubtedly interfere with the regular course of study. The

London, England, "Journal of Education and School World" has just entered a strong protest against the attempt to introduce a formidable amount of propaganda, by means of lectures in school hours, films to be displayed, circulated literature, study circles, class lessons in history, geography, etc.—all to "ensure that no educational authority fails in the business of making known the League of Nations and Covenant to children in its schools" The "Journal of Education" is always loyalty itself, but it rightly protests against this endeabour to tune the schools, in the manner that Queen Elizabeth tuned the pulpits. Says the Journal: "Now, much as we value the League of Nations, we value educational freedom more. We, therefore, hope that teachers, both individually and in their organizations, however zealous thay may be for all good causes, will carefully scrutinize proposals which suggest, even in the smallest degree, the prostitution of education to propaganda, the manipulation of the history lessons, the coercion of local authorities, the inquisitorial examination of teachers' opinions, and the dragooning of pupils into such voluntary associations as the junior branches of the League of Nations Union." In the same article the Journal points out that: "For many years the schools of Germany with stentorian unanimity proclaimed the achievements of the House of Hohenzollern; the schools of Austria-Hungary the advantages of the dual monarchy; the schools of France the merits of republicanism; the schools of Italy the blessings of national unity; and the schools of America the virtues of federalism. At the present time the schools of Russia are devoted to the exclusive propagation of Marxian socialism."

In keeping with the intention announced in the first number of the New Series of the Educational Record we are glad to present in this number the pictures of the magnificent new High School at Shawinigan Falls, as an evidence of progress. The heads of the industrial companies at Shawinigan Falls have constantly shown a splendid interest in the matter of Education, and this latest provision for the English pupils of the place is a most commendable one. It is by such means that the right spirit, and the right type of citizenship, can be developed in an industrial community. A glance at the girls in the picture of the gymnasium will show that they have an advantage for physical culture usually confined to the largest cities. The brief description of the building and grounds, furnished by the chairman of the board, and appearing on another page, should be read.

Snyder's General Science, published by Allyn & Bacon, was inadvertently omitted from the 1927 List of Text Books. The price is the same as last year, namely, $1.60 postpaid.

SCHOOL CONSOLIDATION

TWO IMPORTANT BOOKS ON THE SUBJECT.

Rural Life and Education.—By Edward P. Cubberley. Professor of Education, Leland Stanford Junior University. Revised and Enlarged edition, 1921. 372 pages. Boston: Houghton Mifflin Company.

Rural Life at the Crossroads.—By Macy Campbell, Head of the Department of Rural Education, Iowa State Teachers' College, 1927. 473 pages. Boston and New York: Ginn & Company.

During the last quarter of a century there has been a considerable amount of good literature published in the United States on the allied subjects of rural life and rural education, and all of the authorities agreeing on the value and necessity of rural school consolidation. Apart from the many reports of the Washington Bureau of Education on the progress of the movement, there have been also such excellent monographs as those of Foght, Kern, Betts, Hall, Butterworth and others. The earlier writers, of even twenty-five years ago, were obliged to urge the adoption of consolidation with much fewer successful cases to refer to than is now afforded. Consolidation began sixty years ago in the state of Massachusetts, but it is only since 1900 that it has made general headway. The growth since the beginning of the present century, however, has been marvelous, and there are now 50,000 consolidated schools in the United States attended by about two million pupils. This extension has affected all parts of the country, particularly the Middle West.

In addition to this expansion in numbers there has been also a remarkable development in the helpful social and educational activities which have been associated with so many of the consolidated schools: school orchestras,school sports, school gardens, health supervision, etc. Still another development has taken place in the last few years. Hundreds of motor-buses (equipped with snow ploughs and "caterpillar" runners) have now replaced the horse-drawn vehicles in states like Maine where the heavy snow-falls in Winter are similar to those of Quebec. By means of the motor-buses the pupils are now brought to school and taken home in much less than half the time required by team. Not only does this rapid rate bring the cost down near that of the horse-drawn vehicles, but it also enables a wider area to be served. Indeed, conveyance distances, by motor-bus, of 20 and 25 miles are now becoming common. The motor-bus has other advantages. It is readily heated and readily ventilated for one thing. Then it has the advantage of getting the pupils to school not only in shorter time, but also in not obliging them to leave home at too early an hour. A six-mile route, even allowing for stops, can be covered in less than twenty minutes.

In all Canada, including Manitoba which has the largest number, we have but a few hundred consolidated schools. So far as Eastern Canada is concerned, and comparing the small Protestant population of Quebec with that of any of the other provinces, including Ontario, our sixteen consolidated schools—with others on the way—form the best showing of the five provinces East of Manitoba. Ontario is handicapped in

this movement by the fact that each rural school in that province is a self-governed unit with its own board of trustees, and hence the difficulty of obtaining united action between the units. Premier Ferguson, who is also Minister of Education, has issued two circular letters to the school boards, urging support for his proposed legislation that would make the rural township (as in Quebec) the unit of control. The township system has certainly worked well in Quebec, and we may trust that it will eventually be adopted in the sister province.

Certainly the principle of consolidation must prevail more and more in our country, and the social and economic reasons for this will nowhere be found presented with greater or more convincing clearness than in these two books by Professors Edward Cubberley and Macy Campbell. As their titles indicate, both books deal with the rural question as a whole—social and economic as well as educational conditions—and both lead up to the important matter of consolidation, with a wealth of fact and illustration on this last point.

In regard to the economic question—the present position of farming as a business—there might seem to be a difference of attitude between the two writers, but this disappears when it is remembered that the one (Cubberley) wrote in 1921 and the other (Campbell) in 1927, as recent years have intensified the drawbacks of the farmers in that part at least of the country where Campbell had made his important personal investigations. The two points of view are not in reality in contradiction, but are rather to be considered as supplementary the one to the other.

Cubberley approaches the question from the historical side. The four periods in agricultural development in the United States since it became a Republic are as follows: 1. 1783-1830. In this period all but a small fraction of the people lived on the farms, just as in the earlier period when the thirteen colonies were under British rule. In this period up to about 1830 the farms were "self-sufficing". That is to say, not only nearly all that was eaten but also nearly all that was worn was produced and worked into shape at home. There was very little export. In the next period (1830-1860), this self-sufficiency gave way to a commercial stage. Two new factors had come in. The invention of labor-saving farm machinery increased production, and the surplus not needed on the farm for family purposes could now be shipped to the rising towns and cities by means of the new railroads. The third period (1860-1890) was marked by an increase in specialization in farming. The cotton areas, the corn areas, the cattle-raising areas became geographically defined, while the introduction of newer machinery and new appliances (such as the Babcock cream tester), and cold storage for meats and dairy produce, resulted in a still greater expansion of farming, while the opening up of free lands in the West widened the area of agricultural activity. The fourth period (1890 to the present) has seen a still greater commercial expension and an "urbanization" of rural life, thanks largely to the automobile. The teacher of Canadian History may well study how far these periods coincide with agricultural developement in Canada.

Macy Campbell deals with present-day rural conditions as they exist in a large part of the country, and it is not a cheering picture. His statistics are those of the last U. S. federal census, and, applying to the United States as a whole, they indicate that in the most depressed states the conditions must

be severe indeed. We give but a few of the details: His indictment on the first page of the books reads:—

> "With rural life bled white by increasing landlordism, increasing farm mortgages, excess taxes on farm property, and the depreciated buying power of the farm, what will the outcome be? With the industry most vital to the support of our population decaying, how are our cities to fare in the future? This outlook is not a pleasant one. It now challenges every thoughtful American."

First as to the increasing "landlordism", that is, the increasing proportion of farms rented for cash or on shares to tenants. In 1880 the number of tenant-farmers (many of whom rob the soil instead of maintaining its fertility), had risen to 26 per cent of the total number; by 1900 to 35 per cent, and by 1920 to 38 per cent. In nine leading agricultural states the number of landless farmers had risen to between 40 and 50 per cent. Then as to mortgage indebtedness. In 1890, 28 per cent of the owner-operated farms were encumbered by mortgages, but by 1920 this had risen to 40 per cent. Moreover, this indebtedness had greatly increased during the war, owing to the free borrowing under the high prices for agricultural products then prevailing, but when these prices fell after 1921 the interest load became a heavy burden. The total mortgage indebtedness on the farms of the United States is given as eight billion dollars. Again, taxes, municipal and school, are high—much higher than in Canada. School taxes are often quoted at $1.50 per acre. With us a rate of $1.50 per hundred dollars of assessed valuation is considered high. Macy Campbell quotes the National Conference Board as stating (1922) that the farmers were paying 16.6 per cent of their income in taxes, whereas all other industries are taxed 11.9 per cent only, this including the manufacturing. In regard to depreciated buying power of the farmer's dollar, the matter is presented as follows. Taking the index number of farming industry as 100 in 1913 and the same index number for the manufacturing industries, both had risen to 243 during the war, both enjoying high prices. But in 1922, while the manufacturing industry had fallen to 155, farming had fallen still further to 125. The consequence is that everything in the way of manufactured articles that the farmer has to buy is thirty points higher in relative price than the prices he receives for his own products. In this connection Macy Campbell refers to the tariff advantages enjoyed by manufacturers as contrasted with those enjoyed by the farmer, or rather not enjoyed. On this point, however, unprejudiced outside observers are obliged to suggest a simpler solution than that of higher tariffs on agricultural products. Let the bars be let down on the manufactured articles sufficiently to enable Europe, for instance, to send more of her surplus goods to the United States, and then Europe will be in a position to buy more of the farm products of the United States!

In the great clearness and thoroughness, however, with which the author urges the question of group marketing and group production—the vast cooperative principle of the Danish farmers, of the cotton growers of the South and of the fruit growers of California—we have the most valuable feature of "Rural Life at the Crossroads", with its logical and well-defined deduction that this group action can only be successful where the education

of the farmer is wide enough and is directed to that end; and furthermore that the right kind of education must come from the replacement of the inefficient one-room school by the consolidated school. On page 334 he says:

> "Farm life is at the crossroads in America today. If it will awake to the definite purpose of developing its powers through co-operative agriculture and will make the best use of its schools to accomplish this purpose, farm life can be what it ought to be—the aristocrat of occupations. Failing this, American farm life must go down into the peasantry which many students of history point out as the inevitable end of all agricultural peoples. The lowered social and economic level of the farm group will ultimately pull down the social and economic level of the American people."

Either, or preferably both, of these books on rural life and education in the United States will well repay any student of the same united subjects in our own country, where there is much that is similar in respect to social and economic conditions. Both books give information of great value as to the actual working of consolidation.

J. C. S.

THE STUDY OF FRENCH

(*Montreal Gazette*)

There is virtue in reiteration, and in spite of the fact that results have not been as encouraging as they might be, it is well that Dr. G. W. Parmelee, director of Protestant Education in the province of Quebec, has reiterated the importance of a study of French. More attention should be paid to oral French than ever before, he told the members of the graduating classes of the School of Teachers at Macdonald College, when he delivered an address at the closing exercises of the school. At the same time, Dr. Parmelee emphasized the necessity of teachers impressing upon their pupils the importance of learning French outside of school, along with the training given at school. The alertness of the French-speaking boy and girl in acquiring English, and their determination to speak it everywhere and at all times, is as old a story as the English-speaking pupils' disregard for French, and their reluctance to air what knowledge they may have of the language. One of two pupils who were returning together from the closing exercises of some school on Thursday evening, observing from the train at St. Henri station a printed warning against walking on the grass, asked her companion how to pronounce "g-a-z-o-n." "Oh," was the reply. "I have left my French behind me at "school, and, believe me, it is going to "be a closed book until I go back in September." This reflects a state of mind common amongst English-speaking pupils, to whom the study of French is irksome and irritating—a drudgery to be dropped directly school is closed. On the other hand, French-speaking pupils are constantly and in all places "picking up" a knowledge of English and ever putting it to practical use, until practice makes them as fluent in English as they are in their mother tongue.

If the doctrine that Dr. Parmelee and others like him are preaching bears fruit, the habit of French-Canadian children in this respect will spread

amongst English-speaking pupils. As a means to the same end the Ontario educational authorities, at the inspiration of Premier Ferguson, Minister of Education, will, during the summer vacation, send a number of English-speaking teachers of the French language in Ontario schools to the city of Quebec for a course of practical study which will perfect their knowledge of oral French. The outcome is bound to be beneficial to students in the sister province. French is rightly coming to be considered one of the most important subjects of study in the school curriculu. Apart from its intellectual value, the practical advantage of a knowledge of French is patent to everybody, and it should be a matter of pride with all English-speaking pupils not to be outstripped by their French-speaking school companions in bilingualism. French was the language of Canada's pioneers; it was the language of those who, in 1775 and again in 1812, helped to preserve Canada to Great Britain. French is the language of diplomacy the world over, and what gives it highest importance here is its recognition as one of the official languages. The educational authorities, in the province of Quebec particularly, are doing everything in their power to promote the study of French, and the counsel that Dr. Parmelee addressed to the teachers may be taken to heart and followed by parents to the extent of impressing upon the minds of the children the importance of earning French "outside of school" as a practical addition to their class studies.

REPORT OF THE JUNIOR RED CROSS FOR THE SCHOOL YEAR 1926-27 FOR THE DEPARTMENT OF EDUCATION.

Junior Red Cross continues to grow steadily and soundly. Membership at the end of the school year was 11,070, an increase of nearly 50% over the preceding year. This increase is largely due to the co-operation of the Inspectors and to their explanation of the movement at their local Institutes. This growth is not exclusive to the Province alone, but is universal throughout Canada, membership at the end of 1926 standing at 137,494, an increase of 30,000 over the previous year. The world membership has reached nearly 10,000,000, a figure which places Junior Red Cross at the head of all organizations for boys and girls. The co-operation of educational authorities the world over is a marked factor in this development.

The Annual Reports of the Province show that meetings have been held regularly (usually fortnightly or monthly); that records and treasurers' statements have been faithfully kept, and that the different committees have done their work well. The teachers write that personal health habits have improved, markedly the care of the hands and teeth; that comradeship has been better and that discipline has been lightened. Numberless school improvements have been planned, carried out and financed by the members, varying in extent from water-coolers, painting, individual drinking-cups, soap, towels, etc., to the mending of the school roof. One school gave its Board $144.00 for flush toilets. Quite a number of Medicine Cabinets specially prepared for

Juniors have been bought and the improvement of school grounds and the buying of hot lunch equipment has been a noticeable part of the work.

In all, $3,111.77 has been earned or saved by the members, part of this going in payment of the above improvements; part for the Child Welfare Clinic in Sherbrooke; part for the payment of convalescent care for city children recovering from severe illness, and the major portion for medical treatment for handicapped children from the rural districts. A Survey of the latter was made through the kindness of the Department of Education, but the results were disappointing, only a small percentage of the teachers returning the forms. However, one boy a cripple from birth, has been treated and now walks with only a slight limp, and 4 other children will be brought to hospital during the summer. Country children heard of in other ways have been added to the list so that our total for the school year is 73.

There has been a marked increase in the matter of Portfolio exchange and a definite improvement in the Portfolios submitted. Many kindly comments have been received both from the Canadian Headquarters and the Headquarters of the countries to which the Portfolios have been forwarded. These have gone to Australia, Belgium, England, Greece, Japan, Spain, South America, South Africa, and the United States. That the teachers are recognising the educational value of this exchange and its worth as an incentive for school work, is proved by the number of groups who are making these albums for the second and third time.

The usual supply of Health Posters, magazines, literature, material, etc., has been sent to each group free. Health Poster and Song Competitions held. The Red Cross Flags awarded to the schools making the greatest progress in the work were won by the Elementary Schools of Lisgar and Melbourne (the Red Cross Knights) equal; the Intermediate Schools of Gaspe Basin and Ayers Cliff (Intermediate Grades) equal; and the High School of La Tuque.

Montreal.

RUTH B. SHAW.

Changes in the Course of Study

RURAL SCHOOLS.

(*By C. McBurney*)

"The Manual respecting the Course of Study in Protestant Elementary Schools of the Province of Quebec", issued in 1923, has met the needs of these schools so fully that a revision has not been necessary heretofore. As the course of study for elementary schools contains only the essential fundamentals, frequent changes are not to be expected, nor is it the intention to issue a new edition each year. There was, however, one omission in the "Manual" which it is desirable to correct, and experience has shown that one of the combinations suggested therein may be improved. The omission is that while the Course of Study holds Class IV responsible for Narrative and Lyric Poems, by an oversight, this text is not mentioned in the "Manual" nor is the division of the work made. This division is given herewith.

This article is intended to take place of a "Supplement to the Manual", and the instructions given herein are to be closely followed by the teachers in elementary schools. The changes are not sufficiently numerous to render the reprinting of the "Manual" necessary at the present time. Every part of the "Manual" not affected by this "Supplement" remains in force.

It is of the greatest importance that teachers familiarize themselves with the "Manual" and be guided exactly by its directions, particularly in the work to be taken up in such subjects as Scripture, English Literature, History, Geography, etc.; otherwise there may be an unnecessary repetition of parts of the work, while other parts are omitted.

The attention of teachers is particularly directed to the following changes:—

I. Changes in Text-Books:—

(*n*) In Class II, "Grimm's Fairy Tales" is replaced by "Grimm and and Andersen' Fairy Tales".

(D) In Class III, Course B, "Andersen's Fairy Tales is replaced by "Alice in Wonderland".

(*d*) "The New Elementary Geography" is replaced by "The New Geography (Frye-Gammell)".

II. Changes in combinations:—

In the Course of Study issued in 1923, and used until the current scholastic year, pupils were required to spend two years in Class I, one year in Class II, two years in Class III and two years in Class IV. The work was so arranged in the "Manual" that the full elementary course was covered in these seven years with the minimum amount of repetition by the pupils and the greatest economy of the teacher's time. Experience has shown that in one respect these combina-

tions may be improved. It has been found that pupils who have been one year at school and have learned to read and write a little can be taught more advantageously with those who have already been two years at school than with those who are just beginning. Consequently, a new series of combinations have been made in the Course of Study, issued for 1927-28, whereby pupils will spend one year on Class I, and two years in each of the three remaining Classes.

The only parts of the "Manual", affected by this change of combinations are those parts which give the detailed course in Geography and English Literature, which are replaced by the following:

(*n*) Geography:—

Hereafter, Geography will not be taken by Class I, and the work laid down for Class I, on page 42 of the "Manual" will be taken by Class II (Junior).

(D) English Literature:—

The following are the requirements in English Literature, replacing pages 29, 30 and 31 of the "Manual".

Class I,

The Golden Staircase, Pt. I.

To be Committed to Memory:—

The North Wind Doth Blow	Primer I.
The Clouds	" II.
The Land of Counterpane	" II.
The Star	Golden Staircase, Pt. I.
How Doth the Little Busy Bee	" " "
My Shadow	" " "

Class II (Junior),

The Golden Staircase, Pt. II.

To be committed to Memory:—

Little Star, So High, So High	Reader, Bk. I.
Good Night and Good Morning	" "
A Child's Prayer	" "
Wynken, Blynken and Nod	Golden Staircase, Pt. II.
The Coming Spring	" "
Snowdrops	" "

Class II (Senior),

Grimm and Andersen's Fairy Tales.

To be Committed to Memory:—

Climbing	Reader, Bk. II.
My Boat	" "
Swinging	" "
The Brown Thrush	" "
The Snowflake's Song	" "
Suppose	" "

Class III,—Course A,
(To be taken in 1927-'28 and thereafter in alternate years with Course B).
Robinson Crusoe,
Tales of Romance, Book III.
To be Committed to Memory:—

Wishes	Reader,	Bk. III.
Perseverance	"	"
The Boy for Me	"	"
Try Again	"	"
Love and Prayer	"	"
Common Things	"	Bk. IV.
The Village Blacksmith	"	"

Class III,—Course B,
(To be taken in 1928'-29 and thereafter in alternate years with Course A).
Alice in Wonderland,
Tales of the Round Table, Book IV,
To be Committed to Memory:—

The Wonderful World	Reader,	Bk. III.
Tripping into Town	"	"
The Brook Song	"	"
The Miller of Dee	"	"
Hiawatha's Sailing	"	Bk. IV.
Yussouf	"	"
Among the Millet	"	"

Class IV.—Course C,
(To be taken in 1927-'28 and thereafter in alternate years with Course D).
Golding's Story of Livingstone,
Treasure Island,
Narrative and Lyric Poems, Second Series, pages 1 to 63.
To be Committed to Memory:—

To a Waterfowl	Reader, Bk. V.
The Day is Done	" "
Vitai Lampada	" "
Morte D'Arthur, Lines 240 to 255	N. & L. Pems
Elegy Written in a Country Churchyard, Stanzas, 1, 2, 9, 14, 15	"
To a Skylark, last four stanzas	"

Class IV,—Course D,
(To be taken in 1928-'29 and thereafter in alternate years with Course C).
Ivanhoe,
Selections from Dickens and Ruskin.
Narrative and Lyric Poems, Second Series, pages 64 to 131.
To be Committed to Memory:—

The First Snowfall	Reader, Bk. V.
Abou Ben Adhem	" "
Columbus	" "
Ode on the Death of the Duke of Wellington, Stanza VII.	N. &. L. Poems
You ask Me, Why, Tho' I'll at Ease	"

AT METIS BEACH

Undoubtedly Metis Beach is one of the finest of the summer resorts on the Lower St. Lawrence, and many of the summer cottages date back more than half a century.

Here the river, or rather the estuary, is about forty miles wide, and the Laurentian hills on the north shore opposite are visible only from the higher ground. The tides are strong, and twice a day cover wide margins of the boulder-strewn beach. These boulders are all ice-worn and more or less rounded masses of granite and gneiss (the latter being "banded" granite), and display to the observer the most marvelous variety of rock colouring that the writer has ever seen gathered at one place by the "ice plough". For nearly all these boulders were dragged, many thousand years ago, in the Ice Age from the Laurentians of the north shore, and their very variety of colour is the proof that they came from widely-separated areas in the Laurentians. Every heap of the "far-travelled" boulders that we have ever met with in the Eastern Townships has also shown variety in the granites and gneisses, but nowhere have we seen such a beautiful variety as here at Metis Beach. Every one of the countless thousands of these boulders along the south shore for many miles tells its own story of how it was plucked from the granite and gneiss masses of the north, and rolled, rounded and transported by the vast Labradorean Ice Sheet which once covered the whole province and a large part of the continent.

But what about the bed rocks on which these boulders are resting? This is another story. The boulders are of volcanic origin, and are far from their original homes. But these sandstones and shales of the beach are the "bed-rock" and were formed where they lie. They are "sedimentary" rocks, not volcanic, and were formed under water many million years ago by the deposition of sediment. The sandstones are hardened sand and the shales are hardened mud. Now as the particles of sand are much heavier than the particles of fine mud, we know that the sandstones were formed near shore, and the shales far from shore, not in the St. Lawrence River, but in the sea which occupied this area some eighty million years ago. Sir William Dawson who, when principal of McGill, had a cottage here at Metis Beach, was deeply interested in that sea and these sandstones and shales. In his work "Salient Points in the Science of the Earth" he speaks of that sea as being on the "edge of the then continent."

These sandstones and shales are also the edge of the Appalachian System of mountains. This point we consider worth developing, not merely for its geological interest, but also as illustrating essential facts of physical geography.

But first of all, let us look more closely at the arrangement of the sandstones and shales. The bands of sandstone and the bands of shale are all standing up on their edges. Originally, of course, they were lying flat or horizontally, in keeping with the manner in which they were gradually deposited in that ancient sea of eighty million years ago. Now they are standing almost vertically, and each band extends down thousands of feet into the earth. They were turned up on their edges by that "push", or that gradual shrinking of the earth, which some fifty or sixty million years ago raised the series or system of mountains known as the Appalachians, which extends from the Gulf of Mexico

to the end of Gaspé and affected also the maritime provinces. In the immense period of time since the uplift took place the Appalachians are very much worn down by erosion—unlike the comparatively "young" Rockies of the West or the Alps of Europe—and these sandstones and shales may also be regarded as "remnants".

The bands run parallel to the river for about five hundred miles from the north east end of Gaspé to Levis, opposite Quebec. Why do they appear so regularly all along the shore for so many miles, in spite of the windings of the river? This is because the same succession of shale and sandstone runs under the water for several miles—right out, indeed, to that great "line of faulting" which completely separates (geologically) the rock formations on the south shore from those of the north shore. How often we have heard people speak of the mountains of Gaspé as "Laurentians"! They are nothing of the sort. They belong to the Appalachian uplift and are mostly sedimentary, and therefore entirely different in age and character from the much more ancient volcanic rocks of the Laurentian Plateau.

There is, indeed, one mass of rock on the north shore that really belongs to the south shore, and that is the great rock mass eight miles long extending from the citadel of Quebec City to Cap Rouge. This vast mass of many million tons is resting on rocks "younger" than itself, and was pushed from the Appalachian side across the line of faulting at the time that the Appalachian mountains were formed. This, therefore, is merely an exception that "proves" or tries the rule.

But returning to Metis Beach, 225 miles north-east of Quebec, we notice again that the bands of sandstone, varying from two to four feet in width or more, alternate with bands of shale of varying width also. What does this indicate? The Physical Geography text book tells of the gradual rising and sinking of the continents with respect to the ocean, and this constant repetition of the sandstone and the shale tells of the gradual rising and sinking of the land some eighty million years ago, with an equally constant advance and recession of the sea-shore. Each advance of the sea-shore accounted for the deposit of "near-shore" sand to finally become sandstone, and each recession of the sea-shore meant that what had been "near-shore" was now deep water and received the deposit of fine and light mud which finally became shale.

Sometimes sandstone is soft and "crumbly", like those found around the Baie des Chaleurs, but these at Metis Beach are extremely hard and fine-grained. They are hard not merely because of the weight of shale and water which stood above them, when they were lying flat, but they are also cemented. In the long ages a solution of sand—oxide of silicon—was slowly filling in the spaces between the grains of sand and this solution of the same character as the sand itself gradually crystallised, making the rock uniform and solid. It is only with a powerful microscope, and by means of very thin slices of the rock, that the rounded grains of sand are distinguished from the crystals formed by the infiltrated solution of sand.

But this great hardness of the sandstone accounts for the fact that each band of it at Metis Beach stands several feet higher than the bands of shale. The waves of the river at each tide are gradually wearing away both kinds of rock, but the shale is worn much faster than the sandstone, and consequently

the long rows of the latter look like those rows of rock that the druids long ago placed at several points in England and Brittany. We may add here that it is not the water alone which does the wearing, but the pebbles and sand that each tide rushes over the rocks.

Again, not only is the colouring of the travelled boulders on this shore remarkable; so also is that of the shales. For long distances you can follow each layer of the shale by its colour: either (and mostly) red, or black (looking like purple when wet with the receded tide) or gray. The sandstone is uniformly a greenish-gray.

The arrangement of these sedimentary rocks, even when turned up as they are on their edges, tells of the vast lapse of time during which they were formed in that ancient sea which Sir William Dawson regarded as the edge of the then North American continent. Sir William calls the geological period the "Cambro-Silurian". At the time he wrote the period was considered to be merely a transitional one between the Cambrian and the Silurian. It was transitional, but in the last forty years the rocks of the period have been studied much more widely in the world and found to be more extensive than was at first supposed. Hence a special name had to be given to the period and it is now known as the Ordovician.

Fossils are by no means numerous in the shale. But many years ago Dr. Harrington, Sir William Dawson's son-in-law, found some fossil sponges of ancient form in the beach débris, and after a long search the two found the bed of shale from which they had come. There were specimens of no less than twelve species of sponges belonging to six different genera, and some of these are figured from drawings made by Sir William is his "Salient Points of the Science of the Earth".

J. C. S.

ONTARIO TEACHERS OF FRENCH AT QUEBEC

Premier Ferguson of Ontario, who is also the Minister of Education in that Province, conceived the excellent idea of having a group of the teachers of French in the high schools visit this Province for the purpose of gaining local "atmosphere" for the language, and also to become acquainted with the pedagogical methods here.

Hon. Cyrille Delâge, Superintendent of Education, welcomed the proposal, and made arrangements by which some eighty Ontario teachers, under the leadership of Professor Jeannaret, Head of the Department of French at Toronto University, were lodged most comfortably at the Sillery Convent near Quebec. The Mother Superior and the other reverend Sisters of the Convent spared no pains to make the month's visit interesting and pleasant. Each day was devoted to intensive oral language work, including addresses in French by Inspector General Magnan and others, and by Dr. Parmelee in English. The latter rightly insisted on the fact that the speech of educated French Canadians is "good French" and such as would be heard from the same classes in France.

The day before the teachers left for Ontario they were given an extensive motor-bus drive by the Department of

Education to various historical points in and outside the City. The drive ended at "Spencerwood", the residence of Hon. Mr. Pérodeau, Lieutenant-Governor, and after refreshments the teachers were addressed by His Honour, by Premier Taschereau and Hon. Mr. Delâge, Professor Jeanneret returning thanks for the group.

This visit was certainly a most successful one in every way, and the warmly expressed desire that the "Summer School" might be repeated next year may result in its continuance. It is one of the best means of developing the "bonne entente" between the provinces.

PLAYING WITH EXPLOSIVES

It is somewhat surprising to learn from the annual report (1926) of the Explosives Division of the Department of Mines, Ottawa, of the accidents due to boys of seven and upwards, and occasionally girls, injured by playing with explosives left carelessly around. The children can not be blamed for their misfortune; the explosives, mostly what are called "detonators", looking innocent enough.

In the one year one boy was killed, four girls injured and sixty-five boys injured. Here is how the official reports read:

"Girl, lost four fingers by explosion of a detonator ignited by a match". "Boy, age 10, accidentally exploded a detonator with which he was playing and lost three fingers and thumb of left hand". "Girl, age 7 found detonators in a barn. While playing with them, one exploded, injuring her face, arms and legs." "Two boys, ages 7 and 9, found box of detonators in basement of house into which their family had recently moved. They held one to a candle flame. One boy lost his right eye, while both received injuries to face and neck by the explosion". All the others are of the same character. The report of the boy who was killed reads: "Boy, age 11, found a detonator in a barn. He struck it with a hammer. It exploded and he died from the injuries. received."

The annual report refers at some length to the need of preventing these accidents to children, and states in part:

"They have been repeatedly commented upon. They cannot be sucessfully combatted save by education and with the aid of the vigilance of local authorities. As a rule the explosives, most usually detonators, which lead to these deplorable accidents, are obtained by children from small supplies kept for personal use, but not under lock and key, or are found in the open under circumstances which point clearly to their having been accidentally or carelessly dropped by parties working at the place, probably some time previously. These casualties should be greatly reduced if private users of explosives were to keep explosives locked up—not merely "cached"—and if those in charge of working parties not only kept their supplies in locked receptacles, but consistently kept a careful tally of what is issued and used, so as to ensure that all are accounted for before leaving the work.

"The obligation of reasonably safe keeping of explosives is laid on private users by the regulations but the enforcement of this by inspection is clearly impracticable. The dictates of common prudence cause precaution to be taken against leaving poisons exposed in a house where there are

children, yet too frequently fail to induce like regard to the presence of of detonators—equally sure in action—and for which there are no antidotes.

"Adequate check against the carelessness of transient users of explosives in public places—particularly in cities and towns—can be expected only where those in charge of operations, or the local police, appreciating the attendant dangers, exercise supervision. From time to time legal proceedings are taken under the Explosive Act against persons whose improper keeping of small quantities of explosives has been brought to light by accidents, and these have no doubt incidentally drawn at least local attention to the precautions which should be taken.

Attempts to excite local interest in places where accidents are not of recent memory are not hopeful, the feeling being that where explosives are but rarely used in a particular locality, the matter is not worth while. Yet it is in just such districts that accidents are most liable to occur when explosives are used. To some extent this may be accounted for by the failure of children, and even of adults, to recognize explosives, particularly detonators, when they find them. A careful survey of the places at which accidents, due to playing with detonators, occurred in 1926, showed that certainly not more than 25 per cent of these accidents were in mining or quarrying districts, or where construction, or other operations of long duration had been in progress. This is very striking, considering the great disparity in the quantities of explosives handled, and certainly points to the improvement to be expected could opportunity be found by school teachers for a few words of instruction and warning in talks on "Safety First"."

READINGS FROM GREAT HISTORIANS. II.

Our selection in this issue is from Parkman's "Pioneers of France in the New World" (vol. II, chapter X in the Frontenac edition) and is here given by the kind permission of the publishers, Messrs Little, Brown and Company of Boston.

The memory of no writer of Canadian history is more honoured than that of Francis Parkman. Born in Boston on September 16, 1823, of high and worthy Puritan ancestry, and educated like most of his forefathers at Harvard University, Parkman conceived the idea of writing the history of French occupation on this continent at the age of eighteen and completed the task at the age of sixty-nine. He died November 8, 1893. His "Jesuits in North America", "La Salle and the Discovery of the Great West", "Old Régime in Canada", "Count Frontenac and New France Under Louis XIV", "A Half Century of Conflict", "Montcalm and Wolfe" and the "Conspiracy of Pontiac", as well as the work from which we quote as our "Reading", are veritable historical classics, and that not merely because of their charming literary style but also from the fact that the historian delved deeply into the original sources and exercised strong and wise judgment in his interpretation of the period. In the task of working through thousands of volumes of original manuscript, from the

Archives at Paris and elsewhere, Parkman was handicapped by steadily growing blindness, and therefore had to have most of the material read aloud to him, but his memory for details was most accurate as well as strong.

Throughout his works on the French Régime in Canada (1608-1759), Parkman emphasizes the defects of the complete absolutism of the rule from Paris by the King and his ministers, even the slight attempt at self-government made by Frontenac in his appointment of a local council at Quebec having been immediately suppressed. This absolutism is contrasted with the freer, if not entirely complete, measure of local government permitted in the Thirteen British Colonies—particularly in New England—and shows that the long struggle between New France and the northern colonies of the Atlantic border was in part due to this difference in the spirit of government, though mixed with the questions of religion and trade. Nowhere is that long struggle between the two groups of combatants, each aided by its fierce Indian allies, so vividly described as in the pages of Parkman. Again, though he was a Protestant, nowhere is the heroism of Jesuit martyrs so gloriously described as in his works.

The chapter we have chosen—"Lake Champlain"—gives a much fuller account of that first expedition of Champlain against the Iroquois than is found in the text books, and therefore affords a good background for the teaching of that event. The victory obtained led to much trouble from the Iroquois in future years, but the vivid description is worth while. As to the natural scenes described in the chapter, it may be recalled that, in his youth, Parkman had frequently camped and voyaged by canoe in this Province. When he made those trips there were no railways in Canada, to say nothing of the automobiles. Much of the primeval forest also existed in parts of Quebec now cultivated. —Editor.

LAKE CHAMPLAIN

1609

It was past the middle of June, and the expected warriors from the upper country had not come,—a delay which seems to have given Champlain little concern, for, without waiting longer he set out with no better allies than a band of Montagnais. But, as he moved up the St. Lawrence, he saw, thickly clustered in the bordering forest, the lodges of an Indian camp, and, landing, found his Huron and Algonquin allies. Few of them had ever seen a white man, and they surrounded the steel-clad strangers in speechless wonder. Champlain asked for their chief, and the staring throng moved with him towards a lodge where sat, not one chief, but two; for each band had its own. There were feasting, smoking, and speeches; and, the needful ceremony over, all descended together to Quebec; for the strangers were bent on seeing those wonders of architecture, the fame of which had pierced the recesses of their forests.

On their arrival, they feasted their eyes and glutted their appetites; yelped consternation at the sharp explosions of the cannon; pitched their camps, and bedecked themselves for their war-dance. In the still night, their fire glared against the black and jagged cliff, and the fierce red light fell on tawny limbs convulsed with frenzied gestures and ferocious stampings; on contorted visages, hideous with paint; on brandished weapons, stone war-clubs, stone hatchets, and stone-pointed lances; while the drum kept up

its hollow boom, and the air was split with mingled yells.

The war-feast followed, and then all embarked together. Champlain was in a small shallop, carrying, besides himself, eleven men of Pontgravé's party, including his son-in-law Marois and the pilot La Routte. They were armed with the arqubuse,—a match-lock or firelock somewhat like the modern carbine, and from its shortness not ill suited for use in the forest. On the twenty-eighth of June they spread their sails and held their course against the current, while around them the river was alive with canoes, and hundreds of naked arms plied the paddle with a steady, measured sweep. They crossed the Lake of St. Peter, threaded the devious channels among its many islands. and reached at last the mouth of the Rivière des Iroquois, since called the Richelieu, or the St. John. Here, probably on the site of the town of Sorel, the leisurely warriors encamped for two days, hunted, fished, and took their ease, regaling their allies with venison and wild-fowl. They quarrelled, too; three fourths of their number seceded, took to their canoes in dudgeon, and paddled towards their homes, while the rest pursued their course up the broad and placid stream.

Walls of verdure stretched on left and right. Now, aloft in the lonely air rose the cliffs of Belœil, and now, before them, framed in circling forests, the Basin of Chambly spread its tranquil minor, glittering in the sun. The shallop outsailed the canoes. Champlain, leaving his allies behind, crossed the basin and tried to pursue his course; but, as he listened in the stillness, the unwelcome noise of rapids reached his ear, and, by glimpses through the dark foliage of the Islets of St. John he could see the gleam of snowy foam and the flash of hurrying waters. Leaving the boat by the shore in charge of four men, he went with Marois, La Routte, and five others, to explore the wild before him. They pushed their way through the damps and shadows of the wood, through thickets and tangled vines, over mossy rocks and mouldering logs. Still the the hoarse surging of the rapids followed them; and when, parting the screen of foliage, they looked out upon the river, they saw it thick set with rocks where, plunging over ledges, gurgling under drift-logs, darting along clefts, and boiling in chasms, the angry waters filled the solitude with monotonous ravings.

Champlain retraced his steps. He had learned the value of an Indian's word. His allies had promised him that his boat could pass unobstructed throughout the whole journey. "It afflicted me," he says, "and troubled me exceedingly to be obliged to return without having seen so great a lake, full of fair islands and bordered with the fine countries which they had described to me."

When he reached the boat, he found the whole savage crew gathered at the spot. He mildly rebuked their bad faith, but added, that, though they had deceived him, he, as far as might be, would fulfil his pledge. To this end, he directed Marois, with the boat and the greater part of the men, to return to Quebec, while he, with two who offered to follow him, should proceed in the Indian canoes.

The warriors lifted their canoes from the water, and bore them on their shoulders half a league through the forest to the smoother stream above. Here the chiefs made a muster of their forces, counting twenty-four canoes and sixty warriors. All embarked again, and advanced once more, by marsh, meadow, forest, and scattered

islands,—then full of game, for it was an uninhabited land, the war-path and battle-ground of hostile tribes. The warriors observed a certain system in their advance. Some were in front as a vanguard; others formed the main body; while an equal number were in the forests on the flanks and rear, hunting for the subsistance of the whole; for, though they had a provision of parched maize pounded into meal, they kept it for use when, from the vicinity of the enemy, hunting should become impossible.

Late in the day they landed and drew up their canoes, ranging them closely, side by side. Some stripped sheets of bark, to cover their camp sheds; others gathered wood, the forest being full of dead, dry trees; others felled the living trees, for a barricade. They seem to have had steel axes, obtained by barter from the French; for in less than two hours they had made a strong defensive work, in the form of a half-circle, open on the river side where their canoes lay on the strand, and large enough to enclose all their huts and sheds.

Some of their number had gone forward as scouts, and, returning, reported no signs of the enemy. This was the extent of their precaution, for they placed no guard, but all, in full security, stretched themselves to sleep, —a vicious custom from which the lazy warrior of the forest rarely departs.

They had not forgotten, however, to consult their oracle. The medicine-man pitched his magic lodge in the woods, formed of a small stack of poles, planted in a circle and brought together at the tops like stacked muskets. Over these he placed the filthy deer-skins which served him for a robe, and, creeping in at a narrow opening, hid himself from view. Crouched in a ball upon the earth, he invoked the spirits in mumbling inarticulate tones; while his naked auditory, squatted on the ground like apes, listened in wonder and awe. Suddenly, the lodge moved, rocking with violence to and fro,—by the power of the spirits, as the Indians thought, while Champlain could plainly see the tawny fist of the medicine-man shaking the poles. They begged him to keep a watchful eye on the peak of the lodge, whence fire and smoke would presently issue; but with the best efforts of his vision, he discovered none. Meanwhile the medicine-man was seized with such convulsions, that when his divination was over, his naked body streamed with perspiration. In loud, clear tones, and in an unknown tongue, he invoked the spirit, who was understood to be present in the form of a stone, and whose feeble and squeaking accents were heard at intervals, like the wail of a young puppy.

In this manner they consulted the spirit—as Champlain thinks, the Devil —at all their camps. His replies, for the most part, seem to have given them great content; yet they took other measures, of which the military advantages were less questionable. The principal chief gathered bundles of sticks, and, without wasting his breath, stuck them in the earth in a certain order, calling each by the name of some warrior, a few taller than the rest representing the subordinate chiefs. Thus was indicated the position which each was to hold in the expected battle. All gathered round and attentively studied the sticks, ranged like a child's wooden soldiers, or the pieces on a chessboard; then, with no further instruction, they formed their ranks, broke them, and reformed them again and again with excellent alacrity and skill.

Again the canoes advanced, the river widening as they went. Great islands

appeared, leagues in extent,—Isle à la Motte, Long Island, Grande Isle; channels where ships might float and broad reaches of water stretched between them, and Champlain entered the lake which preserves his name to posterity. Cumberland Head was passed, and from the opening of the great channel between Grande Isle and the main he could look forth on the wilderness sea. Edged with woods, the tranquil flood spread southward beyond the sight. Far on the left rose the forest ridges of the Green Mountains, and on the right the Adirondacks,—haunts in these later years of amateur sportsmen from counting-rooms or college; then their hunting—ground; and beyond, in the valleys of the Mohawk, the Onondaga, and the Genesee, stretched the long line of their five cantons and palisaded towns.

At night they encamped again. The scene is a familiar one to many a tourist; and perhaps, standing at sunset on the peaceful strand, Champlain saw what a roving student of this generation has seen on those same shores, at that same hour,—the glow of the vanished sun behind the western mountains, darkly piled in mist and shadow along the sky; near at hand, the dead pine, mighty in decay, stretching its ragged arms athwart the burning heaven, the crow perched on its top like an image carried in jet; and aloft, the nighthawk, circling in his flight, and, with a strange whirring sound, diving through the air each moment for the insects he makes his prey.

The progress of the party was becoming dangerous. They changed their mode of advance and moved only in the night. All day they lay close in the depth of the forest, sleeping, lounging, smoking tobacco of their own raising, and beguiling the hours, no doubt, with the shallow banter and obscene jesting with which knots of Indians are wont to amuse their leisure. At twilight they embarked again, paddling their cautious way till the eastern sky began to redden. Their goal was the rocky promontory where Fort Ticonderoga was long afterward built. Thence, they would pass the outlet of Lake George, and launch their canoes again on that Como of the wilderness, whose waters, limpid as a fountain-head, stretched far southward between their flanking mountains. Landing at the future site of Fort William Henry, they would carry their canoes through the forest to the river Hudson, and, descending it, attack perhaps some outlying town of the Mohawks. In the next century this chain of lakes and rivers became the grand highway of savage and civilized war, linked to memories of momentous conflicts.

The allies were spared so long a progress. On the morning of the twenty-ninth of July, after paddling all night, they hid as usual in the forest on the western shore, apparently between Crown Point and Ticonderoga. The warriors stretched themselves to their slumbers, and Champlain, after walking till nine or ten o'clock through the surrounding woods, returned to take his repose on a pile of spruce-boughs. Sleeping, he dreamed a dream, wherein he beheld the Iroquois drowning in the lake; and, trying to rescue them, he was told by his Algonquin friends that they were good for nothing, and had better be left to their fate. For some time past he had been beset every morning by his supertitious allies, eager to learn about his dreams; and, to this moment, his unbroken slumbers had failed to furnish the desired prognostics. The announcement of this auspicious vision filled the crowd with joy, and at nightfall they embarked, flushed with anticipated victories.

It was ten o'clock in the evening, when, near a projecting point of land, which was probably Ticonderoga, they descried dark objects in motion on the lake before them. These were a flotilla of Iroquois canoes, heavier and slower than theirs, for they were made of oak bark. Each party saw the other, and the mingled war-cries pealed over the darkened water. The Iroquois, who were near the shore, having no stomach for an aquatic battle, landed, and, making night hideous with their clamors, began to barricade themselves. Champlain could see them in the woods, laboring like beavers, hacking down trees with iron axes taken from the Canadian tribes in war, and with stone hatchets of their own making. The allies remained on the lake, a bowshot from the hostile barricade, their canoes made fast together by poles lashed across. All night they danced with as much vigour as the frailty of their vessels would permit, their throats making amends for the enforced restraint of their limbs. It was agreed on both sides that the fight should be deferred till daybreak; but meanwhile a commerce of abuse, sarcasm, menace, and boasting gave unceasing exercise to the lungs and fancy of the combatants,—"much," says Champlain, "like the besiegers and besieged in a beleaguered town."

As day approached, he and his two followers put on the light armor of the time. Champlain were the doublet and long loose hose then in vogue. Over the doublet he buckled on a breastplate, and probably a back-piece, while his thighs were protected by cuisses of steel, and his head by a plumed casque. Across his shoulder hung the strap of his bandoleer, or ammunition-box; at his side was his sword, and in his hand his arquebuse. Such was the equipment of this ancient Indian-fighter, whose exploits date eleven years before the landing of the Puritans at Plymouth, and sixty-six years before King Philip's War.

Each of the three Frenchmen was in a separate canoe, and, as it grew light, they kept themselves hidden, either by lying at the bottom, or covering themselves with an Indian robe. The canoes approached the shore, and all landed without opposition at some distance from the Iroquois, whom they presently could see filing out of their barricade,—tall, strong men, some two hundred in number, the boldest and fiercest warriors of North America. They advanced through the forest with a steadiness which excited the admiration of Champlain. Among them could be seen three chiefs, made conspicuous by their tall plumes. Some bore shields of wood and hide, and some were covered with a kind of armor made of tough twigs interlaced with a vegetable fibre supposed by Champlain to be cotton.

The allies, growing anxious, called with loud cries for their champion, and opened their ranks that he might pass to the front. He did so, and, advancing before his red companions in arms, stood revealed to the gaze of the Iroquois, who, beholding the warlike apparition in their path, stared in mute amazement. "I looked at them," says Champlain, "and they looked at me. When I saw them getting ready to shoot their arrows at us, I levelled my arquebuse, which I had loaded with four balls, and aimed straight at one of the three chiefs. The shot brought down two, and wounded another. On this, our Indians set up such a yelling that one could not have heard a thunder-clap, and all the while the arrows flew thick on both sides. The Iroquois were greatly astonished and frightened to see two of their men

killed so quickly, in spite of their arrow —proof armor. As I was reloading, one of my companions fired a shot from the woods, which so increased their astonishment that, seeing their chiefs dead, they abandoned the field and fled into the depth of the forest." The allies dashed after them. Some of the Iroquois were killed, and more were taken. Camp, canoes, provisions, all were abandoned, and many weapons flung down in the panic flight. The victory was complete.

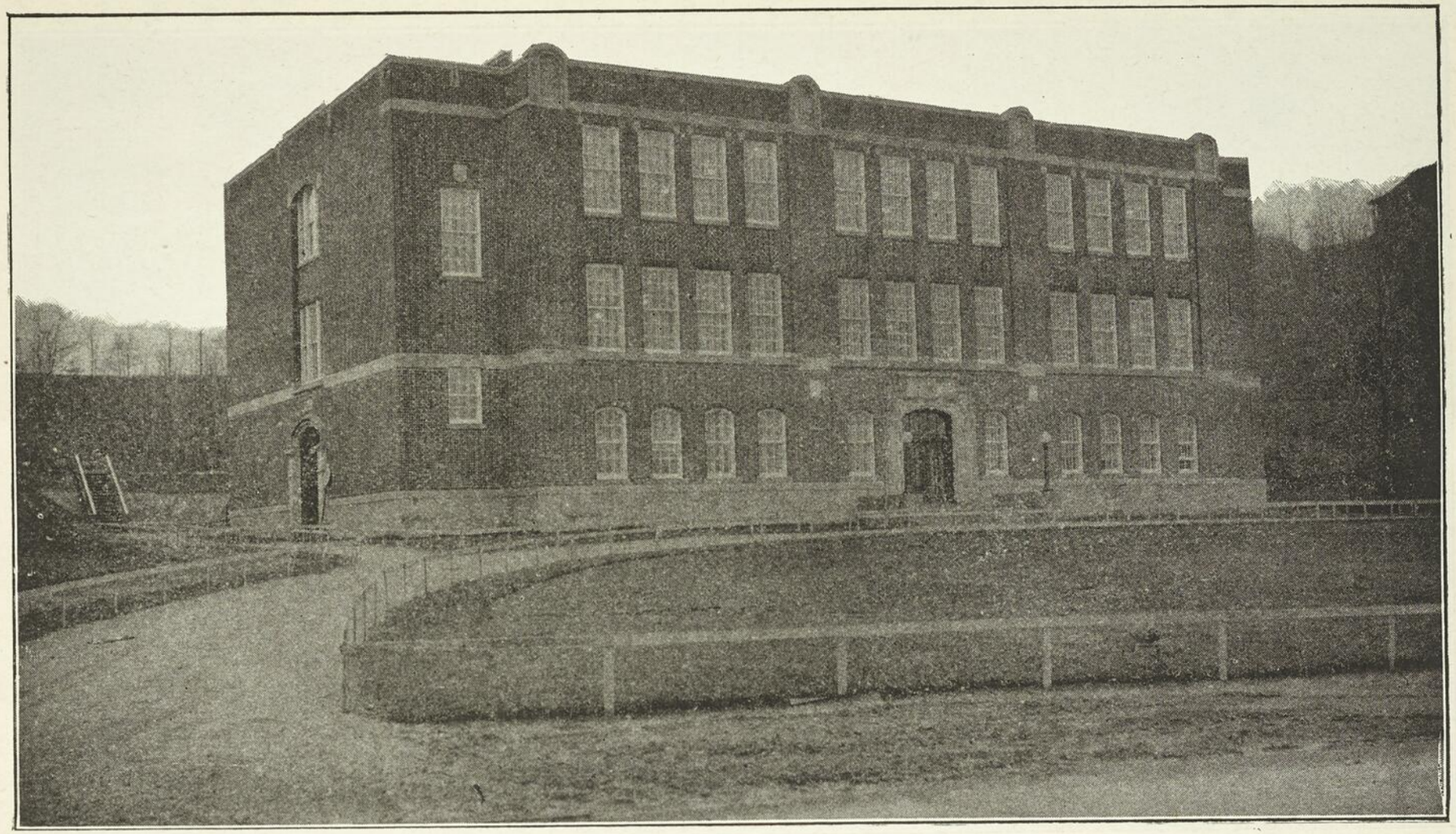
At night, the victors led out one of the prisoners, told him that he was to die by fire, and ordered him to sing his death-song if he dared. Then they began the torture, and presently scalped their victim alive, when Champlain, sickening at the sight, begged leave to shoot him. They refused, and he turned away in anger and disgust; on which they called him back and told him to do as he pleased. He turned again, and a shot from his arquebuse put the wretch out of misery.

The scene filled him with horror; but a few months later, on the Place de la Grève at Paris, he might have witnessed tortures equally revolting and equally vindictive, inflicted on the regicide Ravaillac by the sentence of grave and learned judges.

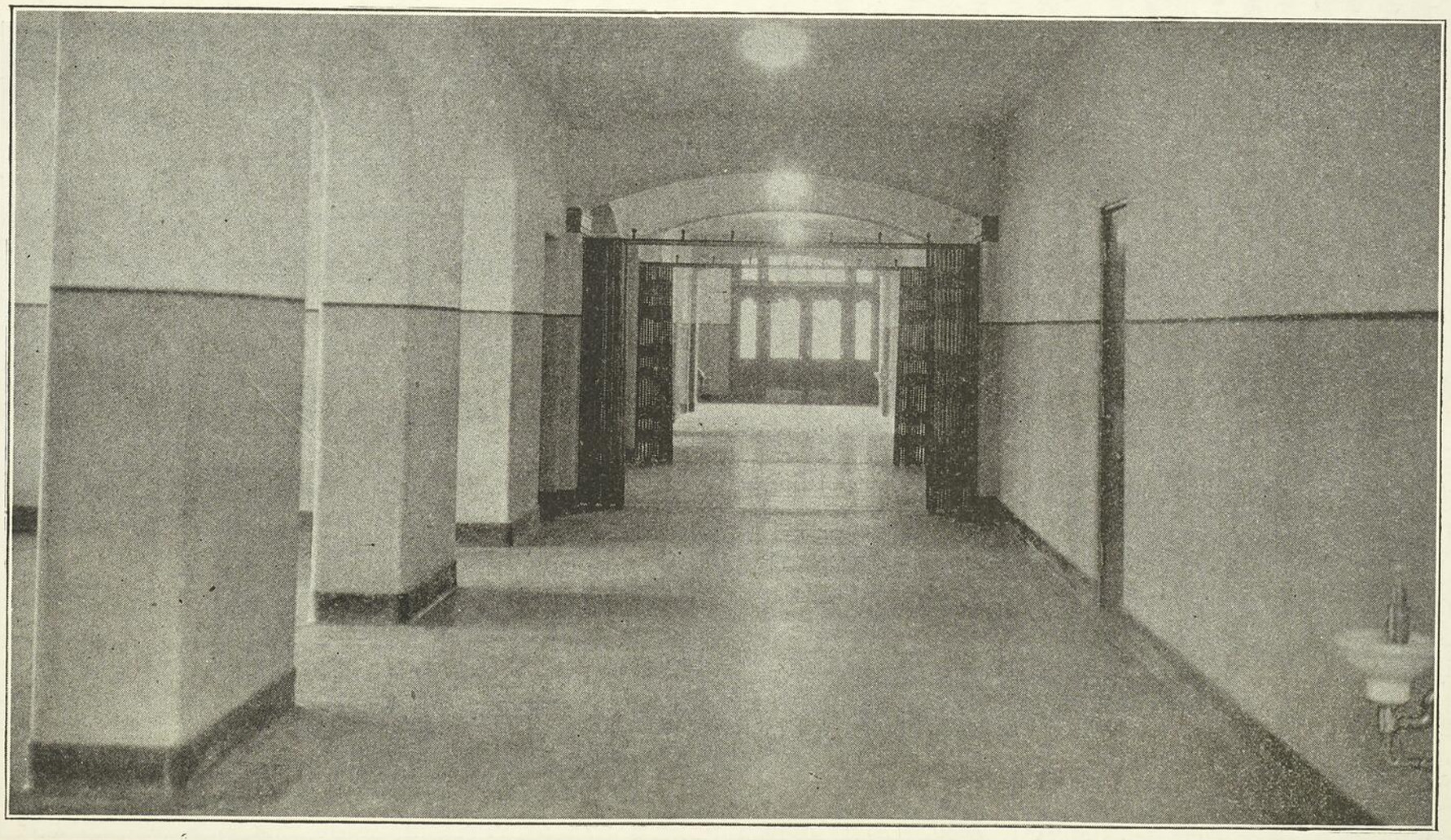
The allies made a prompt retreat from the scene of their triumph. Three or four days brought them to the mouth of the Richelieu. Here they separated; the Hurons and Algonquins made for the Ottawa, their homeward route, each with a share of prisoners for future torments. At parting, they invited Champlain to visit their towns and aid them again in their wars, an invitation which this paladin of the woods failed not to accept.

The companions now remaining to him were the Montagnais. In their camp on the Richelieu, one of them dreamed that a war party of Iroquois was close upon them; on which, in a torrent of rain, they left their huts, paddled in dismay to the islands above the Lake of St. Peter, and hid themselves all night in the rushes. In the morning they took heart, emerged from their hiding-places, descended to Quebec, and went thence to Tadoussac, whither Champlain accompanied them. Here the squaws, stark naked, swam out to the canoes to receive the heads of the dead Iroquois, and, hanging them from their necks, danced in triumph along the shore. One of the heads and a pair of arms were then bestowed on Champlain, — touching memorials of gratitude, which, however, he was by no means to keep for himself, but to present to the King.

Thus did New France rush into collision with the redoubted warriors of the Five Nations. Here was the beginning, and in some measure doubtless the cause, of a long suite of murderous conflicts, bearing havoc and flame to generations yet unborn. Champlain had invaded the tiger's den; and now, in smothered fury, the patient savage would lie biding his day of blood.



SHAWINIGAN HIGH SCHOOL



SHAWINIGAN HIGH SCHOOL
(Corridor)

Shawinigan Falls High School

The School is located at Shawinigan Falls on private grounds, and is approximately 200 feet wide by 1,000 feet long. At the front of the School which can be seen from the photograph, there is a lawn approximately 100 feet deep and 200 feet wide, between the School and the street. This is now planted with ornamental shrubs and small trees, which greatly improves the attractiveness of the site. This is not to be used for playground purposes.

The playground itself is in the rear of the School and comprises a long flat area approximately 100 feet by 400 feet, for the playing of games. The balance of the playground is a wooded area sloping towards the playground basin. In this wooded area are to be found a great number of native trees, shrubs and flowers, which are of great value in nature studies and form a very attractive setting for the School.

The School itself is of solid concrete brick construction, modern and fireproof. It is provided with a complete modern and efficient heating and ventilating plant. Its classrooms and gymnasium are under accurate thermostatic temperature control. Adequate ventilation is provided by forced pressure, which provides clean pure air through the entire building during the school session.

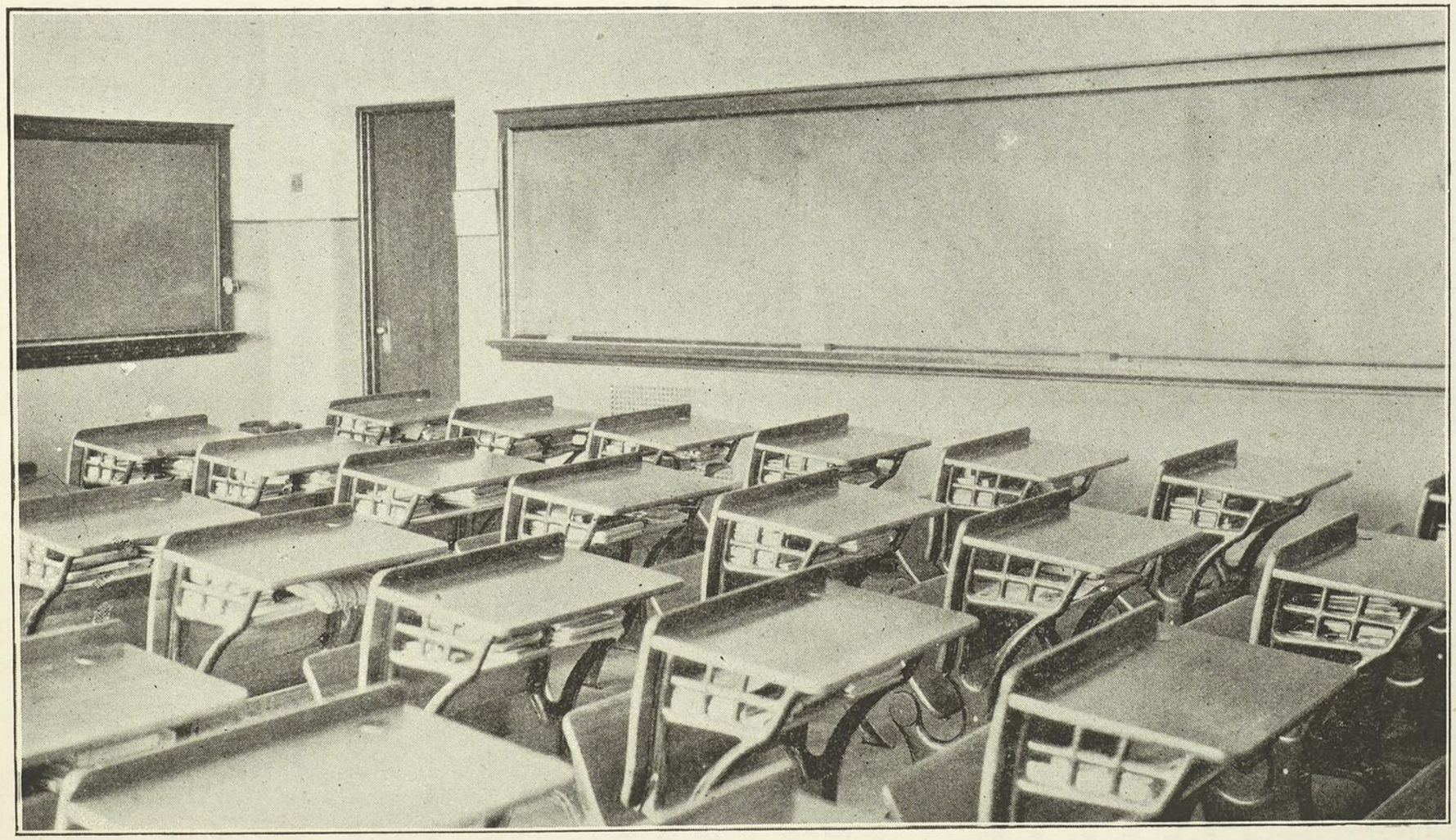
A large gymnasium and lecture hall is provided with adequate stage and dressing rooms.

Boys and girls' playrooms and lavatories are provided in the basement, together with two lunch rooms for those who come from a distance and are obliged to take their noonday meal within the School.

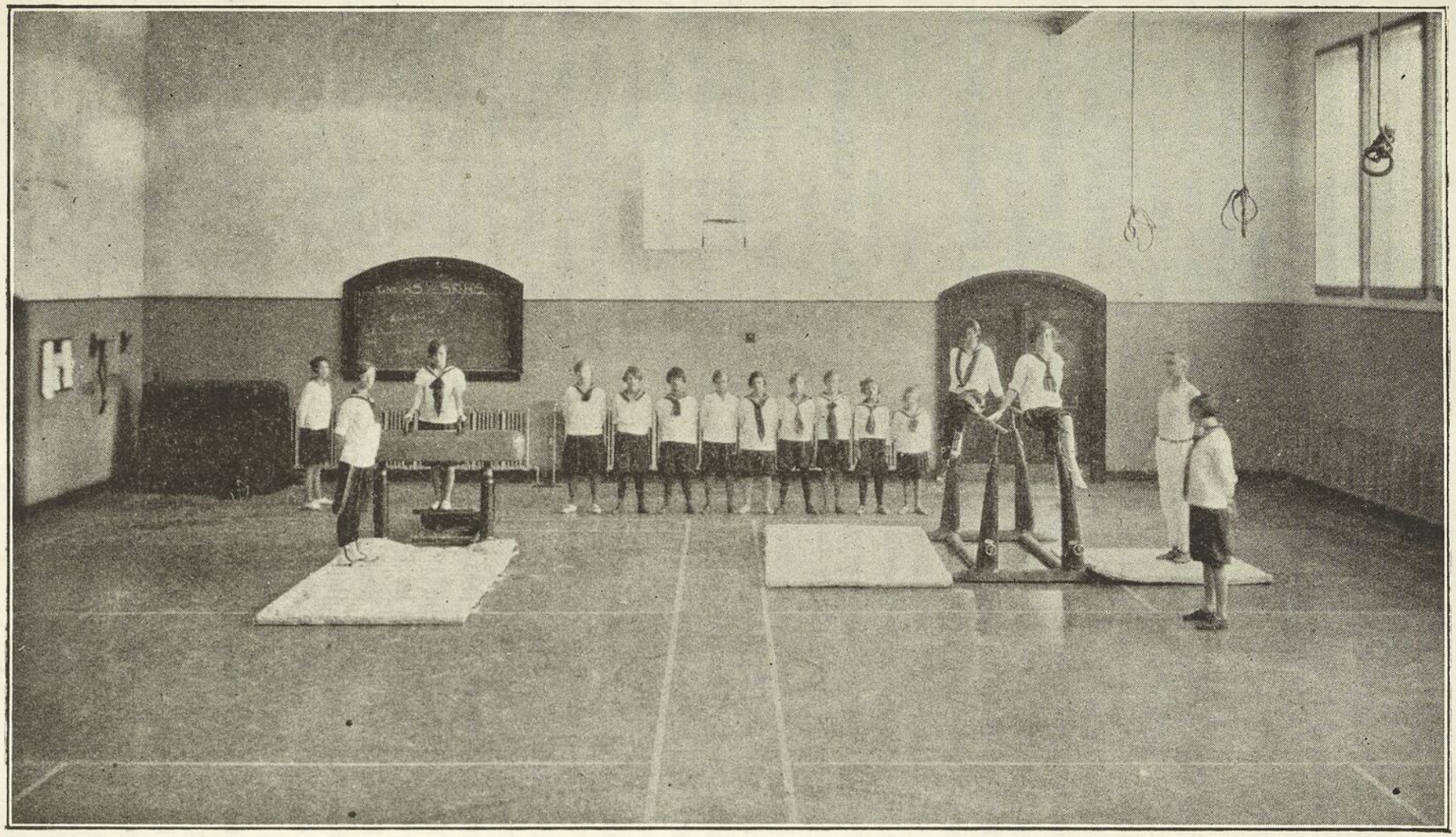
The classrooms provide each a space for 40 pupils and are equipped with electric clocks, automatic bells to ring recess periods, and are well lighted and ventilated.

The entire building cost approximately $150,000.00.

We are indebted to Mr. R. A. Witherspoon, chairman of the Protestant School Board of Shawinigan Falls, for the above description and for the photographs of this magnificent building.



SHAWINIGAN HIGH SCHOOL
(Class Room)



SHAWINIGAN HIGH SCHOOL
(Gymnasium)

ITEMS FOR THE TEACHER

(Selected by Inspector McOuat)

There are few reference books in the rural schools. A live teacher will welcome items of facts, that explain the lessons and interest the pupils.

THE TEA LEAF

It is interesting to learn how tea is prepared for use. Many thousands of people, not only in China, but in India, Ceylon and Farther India, are employed on the tea plantations. To those must be added the crews of ships, laborers at the docks, and merchants and clerks in almost every country. This is the process now employed:

After plucking the leaves from the tea plant, the first process in the manufacture of tea is to spread the green leaves on trays in the withering house, where they are exposed to free currents of air—a very important operation, which takes from twelve to forty-eight hours. When the leaf is tough and flaccid like an old kid glove, it is ready for rolling. The old Chinese system was to roll the leaves by hand. Now this process is performed by machinery driven on the plantations in India and Ceylon by electricity or water-power.

At this stage the process followed decides whether the tea will be black or green tea. **If black tea is to be made the rolled leaves are fermented** an operation requiring close attention. The leaves are placed in drawers or on tables and covered. In hot dry weather the tea will be sufficiently fermented or oxidized in twenty minutes; in cool weather it may take hours. Whenever the leaves assume a bright copper color they must be fired or quickly dried, which is done by the modern process in six to eight minutes. Tea that has been fermented before being fired or dried is black tea. **The rolled tea that is not fermented before being dried produces green tea.** It is the fermentation that turns the leaf black and produces the flavor so distinct from that of green tea, which is dried without first being fermented. The use of copper trays has nothing to do with the color and in no way injures the tea.

Remember the lesson on tea in the reader.

CANADA'S VIRGIN SOILS

Few people realize how steadily land settlement is continuing in the west. In 1926 up to and including September over 5,000 homesteads were taken up in the four western provinces, representing an area of over 630,000 acres. This was nearly double the area taken up in 1925. There is still much virgin land in Canada capable of tremendous production agriculturally and this is equally true of every section of the Dominion from the Maritime Provinces to the Peace River country.

BALDWIN AND THE LORDS

The chief provisions in Premier Baldwin's measure to reform the British House of Lords included the following: That the House consist of 350 members instead of 700, some of whom—it is not stated how many—are to be elected from among their own number by the Peers themselves, and some of whom—again the number is

not specified—are to be nominated by the Government of the day. Those in each section will hold office for twelve years, one-third of them retiring every fourth year and being eligible for re-election.

Provision is made, under the proposals in question for the continuance in the reformed House of Lords of the Bishops.

TWO SEEDS

I hid a little selfish thought,
To think and think about,
I did not know it would be caught,
Or even be found out,
But it was like a little seed,
And it began to sprout,
It grew a little weed,
And blossomed in a pout!

I hid another little thought,
'Twas pleasant, sweet and kind;
So, if this time it should be caught
I knew I shouldn't mind.
I thought about it, hour by hour,
'Twas growing all the while,
It blossomed into a lovely flower,
A happy little smile!

—Josephine Bruce.

WELL OF CALIFORNIA THAT FLOWS ASPHALT

There is a flowing well of asphalt at Newport Beach, Calif. It was sunk for oil to a depth of 1,800 feet when an accident stopped operations. It was then cemented and perforated back to 750 feet, when asphalt began to flow. As the 4½ inch casing was too small to permit the viscous material to issue readily, another well was sunk to a depth of 1,000 feet. By circulating hot water around the casing of this well a flow of from 50 to 80 barrels was obtained. Other wells in the same system are now producing 200 barrels a day.

The asphalt cannot be conveyed like oil through pipe lines, but is transported entirely by trucks, says Compressed Air Magazine.

MIGHTY STREAM NOW SANDBED

Once the Arkansas River, flowing from the Rockies to the Mississippi was a mighty stream, which flooded its banks in Spring. **Then came irrigation,** and the Arkansas was tapped at many places in Eastern Colorado. The formerly majestic river is little more than a sandbed now. Recently some motorists drove from Hutchinson to Wichita, a distance of about **eighty miles, in the bed of the Arkansas River.** Detours were made only when the bridges were so low the car could not go under them. Why doesn't the Government make an appropriation and convert it into a speedway?' asks a Kansas editor.

Speak on the wonderful irrigation on the Nile and in our own western provinces.

Vain is the glory of the sky
The beauty vain of field and grove,
Unless, while with admiring eye
We gaze, we also learn to love.

—Wordsworth.

WILD ANIMALS IN INDIA

At this moment—any moment—a man, woman or child is almost certainly being torn to pieces and gulped down by one or more wild animals in Asia. Accurate statistics are available only for India. Recently a clerk at the Colonial Office released the news that

wild animals killed 1,974 humans in India last year; and that the humans retaliated by killing at least 21,605 wild animals, for whose destruction rewards were officially paid. Snakes crushed or killed with poisoned fangs 19,308 humans; and rewards were paid for the killing of 47,106 snakes.

Tigers ate 974 humans, wolf packs tore and gorged on 265, leopards 191, crocodiles 98, bears 82, elephants 78, wild pigs 73, hyenas 6.

The Colonial Office pointed with pride to the decrease in human deaths due to wild animals from 3,605 in 1923 to 2,587 in 1924 and to only 1,974 last year. Curiosly enough the only species of animal to take a greater toll of human life this year than last was the elephant. The number of tigers killed was 1,609, leopards 4,660, bears 2,485, wolves 2,361.

SALT BEDS OF ONTARIO

The salt beds of Western Ontario cover an area of some 3,000 square miles. According to the Natural Resources Intelligence Service there is sufficient supply in this one district to last the world at its present rate of consumption for approximately 90 thousand years. The beds lie at between 1,000 and 4,000 feet below the surface.

Use this with lesson on salt mines in reader.

CHINESE TAKE MUCH SALT FROM SEA-WATER

The salt industry in China is a government monopoly. Salt produced along the coast is bought by the government and sent to different centres to be sold at specified prices. Over the Yellow Sea and the Gulf of Pechili there is little rain, and atmospheric humidity is so low that natural evaporation goes on rapidly. Sea water in the shallows along the coast is, therefore, a concentrated brine which is further evaporated in "salt gardens" by the action of the sun. The water is carried into the gardens by the tide and by the aid of windmills.

The yearly Manchurian output of salt from this source averages 150,,000,-000 bushels.

The natives of interior Africa have little salt.

FIGHTING YELLOW FEVER

The fight against yellow fever has been won on this continent, but it is still in progress in the continent of Africa. Most of us have almost forgotten its dreaded ravages on this side of the Atlantic, but its history was tragic enough. In Rio de Janeiro, in 1898, the scourge swept the doomed city with a mortality of 94.5 per cent., and in thirteen years the mortality in Brazil from this one cause totalled 28,-078 persons. In 1925 only three cases were reported on this hemisphere, and these all were in Brazil.

Now the fight has been transferred to Africa, and it is by no means an easy struggle. Some thirty million people live in the region affected, and the ignorance of these millions is colossal, and this stands in the way of effective grappling with the much-dreaded scourge. Moreover, it is not yet certain that the African disease is the same as the American one, and this is being investigated. But, in the contests between modern medical science and the plague there is no doubt that the victory will rest ultimately with the former.

Missionaries in Africa need a constant supply of quinine to keep them free from fevers.

AN ENGLISH MOOR

An English moor is a revelation to those who have never crossed one, who may have only a hazy notion of it from Tennyson's verse, or "Lorna Doone." Imagine, set down in the midst of fertile fields and populous cities, a large tract of brown, desolate and broken land, almost devoid of vegetation except gorse and heather, more comparable to the Arizona sagebrush country than anything else, and you have a fair idea of the "dreary, dreary moorland" of the poet. "For twenty miles from Barnsley," says a tourist, "our road ran through this great moor, and except for two or three wretched looking public houses, there was not a single habitation along the road."

This will help with the lesson on "Lucy Grey."

WHAT NEXT

Dr. Friedrich Bergius, a professor at Heidelberg, says that he has discovered a process by which every hundred tons of coal can be made to yield 15 tons of petrol, 20 tons of middleweight oil, 6 tons of lubricating oil, and 8 tons of lamp oil. His claim is that for every £1 worth of coal he can secure oil products which at present prices are worth £3. The coal is powdered, and hydrogen is added, which produces the oil. If the claim is substantiated, it will mean much to the future industry of the country. Cheap and unlimited oil be an invaluable boon.

WHALE CAUGHT IN ALASKA CABLE

A report reaching the War Department, at Washington, lately, said that when the cable ship Delwood reached Alaska and pulled up the cable a twenty-ton whale, twenty-eight feet long and about nineteen feet in girth, was found trapped in coils of the cable that had become wound about its lower jaw and tail.

"The core of the cable had been completely severed by the teeth of the whale in eight different places," the announcement said. "In all, about sixteen feet of cable were lacerated by the whale's teeth and about eighty feet had to be replaced.

"Inasmuch as the cable core was covered both by gutta-percha and heavy iron armor and is very difficult to sever even with machinery, some idea of the whale's biting strength may be obtained."

WHAT DOES THE AIRMAN HEAR?

He hears very little while his engine runs, but if he were in the car of a balloon, or his aeroplane were still, and no other sound came near to interrupt, a flying man could hear the crowing of a cock a mile below, or the sound of a church bell, or sometimes the shout of a man. The report of a rifle and the bark of a dog have been heard 5,900 feet high. The noise of a train has reached 8,200 feet, and a railway whistle has been heard nearly two miles away. A man's voice has been heard distinctly 1,600 feet high, the note of a cricket at 2,500 feet, the croak of frogs at 3,000 feet, the rolling of a cart at 3,255 feet, and the beating of a drum at 4,550 feet.

Has gravity any effect on lessening the sound as the motion of the air rises to rarer or thinner levels?

CRIME AS A PROFESSION

The world has to-day many thousands of active professional criminals. While the ranks of these thousands are being thinned out by executions and imprisonment, the situation remains serious because of the additions which are constantly recruiting these lawless gangs.

The criminologist who is making a careful study of conditions, tells us that the criminal is made very early in life. This accounts for the fact that so many bandits who are engaged in hold-ups are mere boys of seventeen or eighteen years of age. We can't imagine that any boy is born a bandit, so he must grow into one because of his education or environment. Without a doubt, the books our boys read and the pictures they feed upon have very much to do with creating in their minds a desire for adventure. A boy is naturally fond of a toy gun, but it is a bad thing for a boy to own. Boys should be trained to fear guns, for they are deadly things.

It has been somewhat recently discovered, that the majority of crimes are committed during leizure hours. One authority states that eighty per cent. of all the crimes committed against society, are committed between the hours of six and twelve o'clock at night. This surely is an argument in favor of instituting some kind of a programme for spare hours. To want to live an idle, lazy life is the only possible motive which prompts a boy to become a criminal. Just the same it is a hard road and leads to death.

POPULATION OF ENGLAND

Fewer Aliens—"Surplus Women" Increasing

According to the general report of the 1921 census of England and Wales, now published for the first time, the proportion of aliens to the population fell from 790 per 10,000 n 1911 to 602 in 1921, but the number of Americans increased from 13,637 to 19,171.

The total population of England and Wales numbered 37,886,099, of which there were 18,075,239 males and 19,-811,460 females. Its density was 649 persons to the square mile, or about an acre per head—greater **than that of any other country in the world for which statistics are available.** Nearly 80 per ecnt. of the population live in urban areas.

"Surplus" women increased from 1,-200,000 to 1,700,000. The effect of the war is shown in the depletion of males at early adult ages and in the deficiency of very young children of both sexes. Families are smaller than 10 years ago, the average for all men taken together, being only 1.27 children each. More than 43 per cent. of married men have no children under 16.

The Welsh language is shown to be gradually dying out.

ITEMS FOR THE PUPILS

(Selected by Inspector McOuat)

These items may be used as the teacher deems best, but they are to entertain and instruct the pupils.

FLOWERS THAT QUARREL

Flowers, like human beings, seem to have special dislikes in the way of associates. **Just why this is so it is not easy to explain,** but many people must have had the experience of arranging freshly cut flowers in vases, only to find a few hours later that these have drooped badly for no apparent reason. A floral expert has recently stated that, in nearly all such cases, the trouble is due to the fact that the blossoms do not agree. If they were human beings, we should say that they quarreled.

Here are a few floral dislikes that have been noticed. Hardly any kind of blooms are happy in the same vase with **mignonette.** Many flowers will droop in an hour if they are brought into contact with the sweet-smelling plant. All kinds of **poppies** cause trouble if they are mixed with other flowers. Not only so, but the poppies generally end up by drooping badly themselves, as if they were exhausted by the quarrel. **Sweet-peas** are such aristoctats that they do not like being associated with any other kind of blossoms. **Lilies-of-the-valley** will fade quickly when placed with almost any other flowers. One would think that **roses** of all kinds would associate well, but this is not the case. The writer has **two tea-roses** in his garden, one yellow and the other pink. Cut blooms from these can never be put together in a vase without causing the yellow flower to fade quickly. Yet the yellow rose keeps well if alone in a vase, showing that the wilting is due to the presence of the pink rose.

When flowers that have been arranged in the house fade quickly, it is most probable that two kinds which never would agree have been mixed together. If these are separated and placed in distinct vases, the quarrels are at an end and the blossoms soon recover.—**St. Nicholas.**

Thunderstorms

A British scientist, Mr. D. C. Brooks, who has just published a book on electrical storms, says that there are about 44,000 thunderstorms a day throughout the world. Lighting flashes on the average of about 100 times every second and the number of thunderstorms in a year is estimated at 16,000,000. Java, Mr. Brooks says, is the most "thundery" place in the world, while in the Arctic regions thunderstorms rarely occur.

ABOUT LIGHTNING

The color of lightning is almost entirely due to the nature of the substance in its track that is made incandescent. The blue, red, purple, or silver tints, which are ordinarily much more brillantly marked in tropical countries than they ever are in this latitude, are due to the same circumstance as that which produces the color designedly communicated to the light of different kinds of fire-works.

Each different foreign ingredient that floats in the air has its own proper hue, which it can communicate to the lightning. The vapor of iron has one kind of shine and the vapor of sulphur another.—Harper's Weekly.

WHEN SPELLING WAS EASY

Four hundred years ago when William Tyndale translated the Bible into English, the standard of spelling was by no means fixed and each man spelled as seemed good to him. For example, Tyndale spelled the simple word "it" in no less than eight different ways in his translation—it, itt, yt, ytt, hit, hyt, hitt, and hytt. Those days must surely have been heavenly for the men who were troubled with the inability to spell. No matter how you spelled a word you were sure to be right, at least, you would have lots of company.

FEATHERED POLICE

When an Essex farmer complained the pheasants were eating his corn, the game department killed two of the birds and examined their crops and found 200 cutworms and no corn. Almost without exception when the scientists investigate such cases they find the same results. The farmers owe their crops to the feathered police that keep down the bugs, insects and worms.

Fit this in with the agriculture lessons.

SNAKE SWALLOWS WEASEL

Gus Wolfram, proprietor of the Colebrook Inn at Colebrook, had been missing chicks from his flock. While patrolling his premises in the vicinity of the chick's quarters he discovered a large spotted adder, which he killed. Noticing that the four-foot reptile was inflated midway between the head and tip of the tail, he cut the snake open and found the weasel which had been killing his chicks. Now Wolfram think he made a mistake by killing the snake.

CLOCK RUNS PERPETUALLY

A Zurich inventor, who seems to have solved the problem of perpetual motion, has invented a clock which is worked by variations of temperature.

A difference of two degrees daily is sufficient to assure perfect regularity. The clock winds up itself, and can continue working indefinitely without stopping.

The model, which has been tested for a year at the Federal Polytechnic Institute at Zurich, has never been touched by human hands and is still going.

CANADA

Canada has a population of about 10,000,000, and yet her exports are running about $1,270,000,000 a year. She is leading the world in the production of newsprint, asbestos, nickel, cobalt and salmon, and is the world's largest exporter of wheat.

A WISE ACT

Sir Chandra Jung, ruler of the state of Nepal, a few months ago, paid the sum of $1,400,000 to set free 52,000 slaves whom he bought from their owners. Nepal has had slavery for centuries, but the present ruler became a Christian not very long ago and decided

that slavery and Christianity did not consort together. In addition to the 52,000, some 23,000 others were set free without compensation.

OUR CUSTOMERS

The United Kingdom was Canada's first flour customer in 1926, taking 3,526,630 barrels worth $24,335,878, as compared with 2,657,999 barrels worth $18,701,231 in the previous year. The next heaviest importer was Germany, which similarly increased its purchases. Newfoundland and Brazil and Greece each purchased Canadian flour to the extent of over $2,000,000 in the first nine months of the present fiscal year, and Trinidad and Tobago, China, Denmark and the Irish Free State were responsible for buying to the extent of about a million and a half dollars. Jamaica French West Indies, and Norway were all over the million dollar mark in their purchases and Venezuala just under that figure.

GERMANY'S NEW AIR PLANS

Germany has been preparing to get control of the world's first great air routes, and this year it is proposed to establish a route from Berlin to Pekin via Moscow. The plan proposes also to establish a European route from Berlin to Madrid, and from Seville, Spain, to Buenos Aires. This will mean a 12,000 mile trip in German planes and airships.

New machines are in process of construction which will be adapted to this work and will be the latest thing in aeroplane construction. One ship, now assembling at Dessau,will have engines developing 4,000 horse-power and be capable of carrying 112 people, at a speed of 125 miles per hour. The wings of this monster will have a spread of 240 feet.

But one of the most spectacular feats which will be attempted is that of a non-stop flight of a Zeppelin around the world, the trip to be made in about twenty-two days. On this side of the Atlantic we are rather distrustful of the Zeppelin, but Germany seems still to put her trust in these great airships which have so often been wrecked with great loss of life.

Meanwhile the other nations are not exactly idle and new discoveries in air travel are certain to come as they bend their energies to the task of mastering the art of flying.

WHY IS ST. HELENA BARREN?

In 1502, when the island of St. Helena was discovered, we are told that it was clothed with beautiful forests, and one of the most lovely of its trees was a kind of native ebony. That species of ebony is now extinct along with some other varieties of trees. The island was the possession of the East India Company and they introduced goats for the benefit of the few settlers. Now, goats are very destructive animals and they prefer the tender shoots of trees to grass; they eat the twigs as far as they can reach, and, if possible, they even climb the trees to get at the small branches. This they proceeded to do at St. Helena, and when it was reported to the East India Company that the goats were destroying the trees, the company replied that the goats were more useful than the ebony which was being destroyed. And so the goats went on feeding until the island became but a barren, treeless rock.

SCOUTS AND CARDS

A Word From the Chief
General Sir Robert Baden-Powell

A Patrol Leader reported to me once that at a meeting of P.L's the question came up as to whether or not card playing should be allowed in the Troop Headquarters. The Leaders agreed that it should not be allowed, but they wanted to know my opinion about it.

So I wrote them as follows:

"I am very glad to hear that the vote of your Leaders went against card playing. Not that there is anything wrong in card playing itself, except that people generally find it such a rotten game in the end that thay have to put money on it in order to give it a little excitement!

"Then it does become wrong, because it becomes gambling. Personally, I never play cards because I have so much work to do that I haven't got time to waste on them.

"Secondly, whenever I have tried to play I always found the game so dull that I have fallen asleep over it.

"Thirdly, I never could play fpr money; for one thing I never had so much money that I could afford to lose it in a game; and also I feel that I could not take a friend's money simply because I happened to have a luckier card in my hand than he had. I think it is a dirty way of money-making. I could not do it.

"If you want money, earn it.

"If you want to give away money, give it to those who need it or who deserve it, but not to those who will waste it over luck at cards.

"Your Patrol Leaders showed their good sense in chucking the game. If they give their Scouts lots of Scout work to do, they will have no vacant time to fill up with card playing."

DO RABBITS PAY?

Do rabbits pay? In four years Australia shipped out frozen rabbits as food to the amount of $15,000,000, and rabbit pelts valued at about $35,000,000. This seems all to the good; but in one province alone, New South Wales, they were forced to erect 110,000 miles of rabbit proof fence to keep them from destroying the crops, and that fence alone cost $30,000,000; while another fence stretched all the way from Bourke to Corowa, a distance of 612 miles. Evidently rabbits are not all profit.

———

HAD TO PLAY BALL

It was a lovely summer afternoon and school was nearly over. Jones was looking forward to a game of baseball very soon—and then the blow fell.

"Jones," said the master shortly, "your last sum is wrong, you'll have to stay behind and work it out again." Jones gulped, and then he said, "How much was I wrong by, sir?"

"Three cents," replied the master.

"Well—well, sir," stammered the boy, as he put his hand in his trouser pocket, "do you mind if I pay the difference? I've got a match on this evening."

———

INSECT EATERS

The forests harbor birds, lizards and toads, which keep the insects from growing too strong for us. Scientists say that if all the birds were killed, the insects would become so numerous they would eat all crops and even tree leaves, so that human life would be starved off the earth in seven years!

Every toad is worth $24. Therefore a wise gardener will protect the toads. Toads are the night watchmen of the garden and are busy devouring cut worms and beetles which hide during the day. Birds carry on the insect war during the day and toads by night.

EFFORT

He brought me his report card from the teacher, and he said:
He wasn't very proud of it, and sadly bowed his head.
He was excellent in reading, but arithmetic was fair,
And I noticed there were several "unsatisfactorys" there;
But one little bit of credit which was given brought me joy—
He was "excellent in effort," and I fairly hugged my boy.

"Oh, it doesn't make much difference what is written on your card,"
I told that little fellow, "if you're only trying hard.
The 'very goods' and 'excellents' are fine, I must agree,
But the effort you are making means a whole lot more to me;
And the thing that's most important when this card is put aside
Is to know, in spite of failure, that to do your best you've tried.

"Just keep excellent 'in effort'—all the rest will come to you;
There isn't any problem but some day you-ll learn to do.
And at last, when you grow older, you will come to understand
That by hard and patient toiling men have risen to command,
And some day you will discover when a greater goal's at stake
That better far than brilliance is the effort you will make."

—Edgar A. Guest.

ANIMALS THEIR OWN DOCTORS

Haven't you sometimes wondered how animals doctor themselves when they become ill?

Well, they do. Many sheep and cows, when sick, seek out certain herbs to make them better, and although food offers itself in plenty to most creatures, they use great care in its choice, for what is food to one animal is poison to another.

Cows will eat three hundred and sixty-seven kinds of herbs, and there are two hundred and eighteen sorts they will not touch. **Goats** use four hundred and fifty-nine different kinds, and leave one hundred and twenty-six; sheep select three hundred and eighty-seven and there are one hundred and forty-one kinds they do not like. **Horses,** too, take two hundred and sixty-two and reject two hundred and twelve, while swine are content with seventy-two and reject the remainder.

A LIE DIES HARD

A long while ago, we are told, a German professor was trying to sprout some wheat which had been taken from an Egyptian mummy's tomb. The wheat showed no inclination to sprout and the professor was very much disappointed. The professor had two small boys who were sorry to see their father so disappointed, and they put their heads together to see what they could do. They found some wheat that was not "mummy" wheat, and they planted it in the plot where the professor had planted his very ancient wheat. The new wheat sprouted, and the professor was delighted, and published to all the world the wonderful fact that wheat thousands of years old had sufficient vitality to grow in his

garden. The boys, however, told what they had done, and finally the news came to the professor's ears. He was greatly chagrined, but was honest enough to write out the real story of the wheat and give it also to the world. Yet the old story is still going the rounds, and men believe it.

It seems to be a counsel of wisdom, seeing how hard it is to kill a lie, to kill it before it is told. We need to be sure we are right before we spread a "fact," for not all "facts" are true. The speaker and the writer need to "verify their references" and to make sure of their so far as it is humanly possible.

MINUTES OF PROTESTANT COMMITTEE

Quebec, May 7th, 1926.

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

Present:—The Honourable W. G. Mitchell, K.C., D.C.L., in the chair, Professor A. W. Kneeland, M.A., B.C.L., Rev'd. A. T. Love, B.A., D.D., W. M. Rowat, Esq., M.D., C.M., W. S. Bullock, Esq., M.L.A., Howard Murray, Esq., O.B.E., Rt. Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., D.D., A. K. Cameron, Esq., Victor E. Morrill, Esq., Hon. Chief Justice John E. Martin, Andrew R. McMaster, Esq., K.C., Hon. George Bryson, M.L.C., Sinclair Laird, Esq., M.A., B. Phil., Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., P. C. Duboyce, Esq., B.A., LL.B., and Isaac Gammell, LL.D.

The minutes of the last meeting were read and confirmed.

Apologies for absence were submitted on behalf of the Honourable Herbert Marler, N.P., Milton L. Hersey, Esq., M.A.Sc., LL.D., Sir Arthur Currie, G.G.M.G., K.C.B., LL.D., Eugène Lafleur, Esq., K.C., and W. L. Shurtleff, Esq., K.C., LL.D.

The chairman reported that the decision of the Supreme Court of Canada in respect to what is known as the rights of the Jewish population of the Province of Quebec in regard to educational matters, was to be appealed to the Privy Council. After discussion it was moved by Mr. Cameron, seconded by Dr. Rexford, and resolved, "That in view of the important bearing this question has upon the Protestant population of the Province, the Government be asked to appoint counsel to protect those interests, and that the chairman, Mr. Justice Martin and Mr. McMaster be a sub-committee to carry out the wishes of the Committee in this respect."

Mr. Cameron read, for the information of the Committee, a report upon the progress of consolidation of schools in the Province, which was adopted.

On behalf of the sub-committee on high school diplomas, Dr. Rexford read an interim report, as follows:—"Your sub-committee beg to report that they have held several meetings and desire to submit the following preliminary report.

First.—They have received a number of interesting and favourable suggestions from those interested in the educational work of the Province concerning the present requirements for high school diplomas and urging the desirability of raising the standard of those requirements. Among these the following may be mentioned:—

A. That certain subjects should be required in the Arts course for candidates for the High School diploma.

B. That an extra year, devoted largely to professional training, should be prescribed for candidates for the high school diploma.

C. That temporary certificates only should be granted on examinations, and that a permanent high school diploma should only be awarded to those who produce evidence of successful teaching in addition to their temporary certificate.

D. That the qualifications of B. Sc. in Agriculture should be considered as a possible basis for high school diplomas.

Secondly.—Your sub-committee has received from the Universities of McGill and Bishops College a detailed statement of the academic and professional training required from candidates for high school diplomas.

In reference to the academic qualifications it appears from the reports received that it is possible for an undergraduate to select courses qualifying for the B. A. degree which do not include knowledge of the main subjects of the high school course. Your committee therefore recommends "That at least two years of under-graduate work be required from candidates for high school diplomas in each of the following subjects:—Latin, Mathematics, English, French and History, and two additional subjects of which Science for two years shall be one.

In reference to the professional requirements, the following is a summary of the details submitted:—

In the University of Bishops College thirty hours of teaching is given in each of the following subjects of professional education, together with texts, essays and readings in each subject:—History, 30 hours; Principles, 30 hours; Methods, 30 hours; Law and Management, 30 hours. In addition to these each candidate is required to put in fifty half-days of practice teaching under supervision.

At McGill University the professional course in education includes History, 15 hours; Principles, 15 hours; Psychology, 15 hours; General Methods, 25 hours; Elementary subject Methods, 8 hours; High School subject Methods, 5 hours; School Law and Management, 7 hours.

In addition to the foregoing, the McGill course also provides 20 hours subject methods in French, 20 hours subject methods in Music, and 20 hours subject methods in Drawing.

In practical teaching fifty half-days are occupied in practice teaching in the Montreal schools and in seminar work.

While these courses in professional training are as complete as it is possible to make them under existing conditions, it is generally recognized that they are quite inadequate to equip candidates to take independent charge of the high schools of our Province, and that further provisions must therefore be arranged.

At Bishops College, Lennoxville, the situation has been already faced, and the University authorities have arranged to add another year to the Arts course in order that a complete course in professional training may be offered to intending candidates under the direction of a fully-equipped department of education.

In reference to the situation at McGill University your sub-committee has agreed "That it is very important for the professional training of candidates that the Chair of Education at McGill University should be filled by a full-time professor."

They have been in formal communications with the Dean of the Faculty of Arts as to the possibility of making professional training for high school diplomas a regular part of post-graduate work for the M. A. degree, and the suggestion has been very favourably received.

Further conference and communication with the authorities of McGill University will be arranged.

It was moved by Dr. Rexford and seconded by Howard Murray, Esq., and resolved:—"That this report be received and the sub-committee be authorized to continue the negotiations on the general lines indicated, and to report to this committee." Carried.

The report of the joint-committee on the Course of Study was submitted in its final form, and approved; the same to come into effect on September 1st, 1926.

It was moved by Dr. Rexford, seconded by Miss Derick, and resolved:—"That in presenting this improved course of study, the Committee desires to urge upon the members of the teaching staff of the Province, that the course of study is not an end in itself, but a means to the main object of our public school system, the formation of character and the preparation for the duties of citizenship."

The same sub-committee submitted a list of text-books and readers, which are now authorized, all, or some of which may be dropped for a quadrennial period, commencing in September, 1927.

In order that the publishers and dealers may govern themselves in accordance with this fact, it was agreed that the Department notify the publishers, and all others concerned to the effect that the following books may not be authorized for the quadrennial commencing 1927-28.

English Text Books and Readers

Royal Crown Readers	Grades	I-IV
"Grimm's Fairy Tales	"	III
"Westward Ho!	"	VIII
"Quentin Durward	"	IX
"The Deserted Village	"	IX
"Selected English Short Stories	"	X
"Richard II	"	XI
Ontario High School Composition	"	IX, X & XI
Mason's Intermediate Grammar	"	VIII & IX
Renouf's Easy Exercises in English	"	III & VII

(If revised and improved these books may be again authorized).

Histories

Weaver's Canadian	"	V-VII

Geography

"Tarr's Physical Geography	"	X & XI

French

"Berthon's French Grammar	"	IX, X & XI
"Dent's First Exercises	"	IX, X & XI
"Criquette	"	XI
"Les Quatre Contes Choisis	"	XI
"Les Braves Gens	"	XI

Latin

"Henderson & Little's New First Latin Book	"	VII - XI
"Fabulæ Faciles	"	IX
"Virgil, Book II	"	XI

Hygiene

Gulick's Series	"	VII
How to be Healthy	"	V & VI

Botany

"Bergen & Caldwell's Practical Botany	"	X & XI

It was moved by Dr. Nicholson, seconded by Mr. Cameron, and resolved:—"That in order to meet the pressing needs of those localities where the Protestant population is gradually decreasing, the Protestant Committee regrets that in finds it impossible to continue its grants from the Superior Education Fund to school municipalities under the jurisdiction of the Montreal Protestant Central School Board where the Protestant population is increasing." Carried.

An application for financial assistance for the Protestant high school of Three Rivers having been submitted, it was moved by Mr. Cameron, seconded by Mr. Bullock that a standing sub-committee to which all special applications for financial assistance be referred for study and report, be appointed. This was carried, and Messrs. Murray, McMaster, Morrill and Cameron were made members of this sub-committee.

The Secretary submitted charges that had been formally proferred against a teacher for offences for which diplomas may be cancelled under Article 31 of the Act respecting the Department of Education. (Chapter 133, R. S. Q., 1925).

After consideration the Committee appointed, under section 4 of the said Article 31, Acting Chief Justice Martin, Mr. McMaster and Mr. Murray as a special sub-committee to proceed with an investigation, should one be required, in accordance with the Act.

The following were appointed as assistants to the Inspector of Superior Schools in the June examinations: Messrs, Crutchfield, Honeyman, King, McCutcheon, McGibbon, Murray, Pollock, Rothney, and the Misses Schayltz and Rattee.

Upon the favourable report of the Inspector of Superior Schools, St. Laurent, Pointe-aux-Trembles and Morin Heights were classified as intermediate schools.

Dean Laird asked that the Committee authorize the payment of the usual grant of $500.00 towards the expenses incurred in carrying on the Kindergarten Assistants course in co-operation with the Protestant Board of School Commissioners of Montreal.

The meeting then adjourned until ten o'clock a.m. on the 24th of September unless called earlier by order of the chairman.

G. W. PARMELEE
Secretary

W. G. MITCHELL
Chairman.

Quebec, September 24th, 1926.

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

Present:—The Honourable W. G. Mitchell, K.C., D.C.L., in the chair, Professor A. W. Kneeland, M.A., B.C.L., Reverend A. T. Love, B.A., D.D., W. M. Rowat, Esq., M. D., C.M., W. S. Bullock, Esq., M.L.A., Hon. Herbert Marler, M.P., Reverend E. I. Rexford, D.C.L., LL.D., D.D., A. K. Cameron, Esq., Victor E. Morrill, Esq., K.C., W. L. Shurtleff, Esq., K. C., LL.D., Honourable George Bryson, M.L.C., Sinclair Laird, Esq., M.A., B. Phil., Professor Carrie M. Derick, M.A., P. C. Duboyce, Esq., B.A., LL. B., and Isaac Gammell, LL.D.

The minutes of the last meeting were read and confirmed.

Apologies for absence were submitted on behalf of the Right Reverend Lennox Williams, D.D., Milton L. Hersey, Esq., M.A.Sc., LL.D., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., Honourable Jacob Nicol, B.A., K.C., M.L.A., Eugène Lafleur, Esq., K.C., and J. A. Nicholson, Esq., M.A., LL.D.

Dr. Rexford called attention to the fact that since the last meeting, the teachers' representative on the Committee, Dr. Isaac Gammell, had been honoured by his Alma Mater with the LL.D., degree. The Committee joined in congratulating Dr. Gammell upon this well deserved recognition of the value of his services in connection with secondary education in the Province of Quebec.

The report of the sub-committee on the distribution of grants to the superior schools was submitted by Mr. Duboyce, as follows:—

'Your sub-committee met yesterday in the office of Dr. Parmelee, there being present Dr. Rowat, Dr. Parmelee, the Inspector of Superior Schools and myself as convener of the sub-committee.

A financial statement showing the amount of money available for distribution this year was submitted, along with a proposed distribution which had been prepared in accordance with the plan which had been adopted by you some time ago.

The financial statement and the proposed distribution, as amended by your sub-committee, is now submitted to you in printed form.

You will observe that the total amount available for distribution last year was $68,321.20, and this year $69,132.76 is available.

Last year the sum of $5,460.00 was distributed as bonuses, this year $8,510-00. This increase in the bonus allowance is made possible by the withdrawal of grants from the schools on the Island of Montreal, in accordance with the resolution passed at the last meeting of this Committee.

Moreover, this withdrawal has made it possible to recommend special grants to certain consolidated schools in order that their efficiency may be maintained. This recommendation is in accordance with the policy of the Committee in its encouragement of consolidations. These special grants which are recommended are based as far as possible upon the need of assistance in each individual case.

All of which is respectfully submitted,

P. C. DUBOYCE,
Convener"

FINAL REPORT ADOPTED SEPTEMBER, 24th, 1926

SUPERIOR EDUCATION FUND

Statement of Revenue, September, 1926.

Voted by the Legislature (Ordinary) $16,852.40; (Special) $40,000.00	$ 56,852.40
Interest on Jesuits' Estate Settlement Fund	2,518.44
Interest on Marriage License Fund	1,400.00
Marriage License Fees (net)	13,810.36
	$ 74,581.20

FIXED CHARGES.

University School Leaving Examination	$ 1,800.00	
Assistant Examiners, June Examinations	2,275.00	
Printing Examination Papers, etc	1,173.44	
Rent of School and Contingent Expenses	200.00	
		5,448.44
Available for Distribution		$ 69,132.76

HIGH SCHOOLS (Academies).

NAME OF SCHOOL	Total number pupils enrolled	Enrolled Grades IX, X, XI.	Presented	Passed	Failed	Percentage	General Percentage	Grant	Bonus	Total	Grants to Consolidated Schools
Ascot	72	13	13	8	5	61	68	$ 800	$ 100	$ 900	$ 200
Ayer's Cliff	97	17	17	9	8	61	76	800	150	950	
Aylmer	171	21	15	8	7	58	72	800	—	800	
Bedford	138	21	13	13	0	78	73	800	125	925	
Buckingham	179	24	24	19	5	63	67	800	100	900	
Coaticook	162	23	18	13	5	68	78	800	175	975	
Cookshire	110	25	23	13	10	60	75	800	150	950	
Commissioners' High.	454	102						—	—	...	
Cowansville	208	53	40	30	10	63	76	800	150	950	
Danville	129	31	21	13	8	62	73	800	125	925	
East Angus	152	23	15	8	7	60	67	800	100	900	
Granby	224	24	19	16	3	70	82	800	200	1000	
Huntingdon	210	55	47	32	15	66	75	800	150	950	
Inverness	62	24	22	10	12	53	65	800	—	800	
Knowlton	123	27	18	18	0	71	81	800	200	1000	
Lachine	530	74	56	50	6	73	80	—	—	...	
Lachute	258	77	69	50	19	65	79	800	175	975	
Lake Megantic	89	14	12	6	6	57	58	800	—	800	
La Tuque	93	5	4	2	2	61	68	800	100	900	
Lennoxville	258	40	38	26	12	64	75	800	150	950	
Longueuil	449	11	11	11	0	76	72	800	125	925	
Ste. Anne de Bellevue	307	38	32	24	8	65	76	800	150	950	
Magog	147	20	14	11	3	66	75	800	150	950	
Mont. W. (C. St-P.).	382	121	110	97	13	72	81	—	—	—	
Mount Royal	216	14	14	7	7	63	64	—	—	—	
New Carlisle	209	36	29	17	12	58	72	800	—	800	
North Hatley	103	12	9	7	2	72	72	800	125	925	
Ormstown	160	46	37	26	11	65	82	800	200	1000	
Outremont	445	239						—	—	—	
Richmond	270	72	63	40	23	63	77	800	150	950	
Scotstown	154	27	23	18	5	65	68	800	100	900	
Shawville	223	50	48	33	15	68	70	800	125	925	
Shawinigan Falls	216	17	13	12	1	72	79	800	175	975	
Sherbrooke	237	148	103	83	20	69	83	800	200	1000	
St. Johns	152	8	8	3	5	58	60	800	—	800	
St. Lambert	811	85	67	62	5	72	79	800	175	975	
Stanstead	235	62	49	42	7	68		—	—	—	
Sutton	157	35	25	20	5	65	78	800	175	975	
Thetford	122	16	11	4	7	59	60	800	—	800	$ 100
Three Rivers	252	7	6	5	1	73	80	800	200	1000	
Valleyfield	201	21	21	10	11	61	70	800	125	925	
Verdun	1142	78						—	—	—	
Waterloo	178	34	30	27	3	74	82	800	200	1000	
Waterville	120	14	14	12	2	71	73	800	125	925	
Windsor Mills	112	13	11	5	6	67	64	800	50	850	
Totals	10719	1917	1232	920	312			$30400	$ 4700	$35100	$ 300
Special High Sch's											
Stanstead	.....	.....	....	....	....	....	....	$ 1000			
New Carlisle	.....	.....	....	....	....	....	....	600			

INTERMEDIATE SCHOOLS (Model).

NAME OF SCHOOL	Total number pupils enrolled	Enrolled Grades VIII, IX, X, XI.	Presented	Passed	Failed	Percentage	General Percentage	Grant	Bonus	Total	Special Grants to Consolidated Schools
Arundel	92	23	23	21	2	72	74	$ 400	$ 125	$ 525	
Asbestos	73	9	8	7	1	68	69	400	100	500	
Athelstan (Hinchin'k)	39	4	4	1	3	57	61	400	—	400	
Beauharnois	24	4	4	2	2	64	67	400	100	500	
Beebe	160	24	19	7	12	60	70	400	115	515	
Bishop's Crossing	73	17	17	8	9	65	67	400	100	500	
Bristol	55	19	16	13	3	73	73	400	125	525	
Brookbury	32	5	5	5	0	74	—	400	—	400	$ 200
Brownsburg	96	13	10	4	6	66	67	400	100	500	
Bulwer	54	10	7	7	0	82	73	400	125	525	$ 200
Bury	129	27	26	12	14	59	66	400	—	400	
Campbell's Bay	84	17	17	7	10	60	73	400	125	525	
Chateauguay Basin	54	2	2	1	1	63	67	400	100	500	
Clarenceville	40	7	7	2	5	58	63	400	—	400	
Drummondville	66	5	3	2	1	66	68	400	100	500	
Dunham	32	5	4	0	4	54	60	400	—	400	
Escuminac (Schl'd)	57	3	2	2	0	75	66	400	100	500	$ 200
Farnham	106	9	8	1	7	55	69	400	—	400	
Fort Coulonge	42	4	4	4	0	76	70	400	115	515	
Frelighsburg	58	8	8	4	4	63	63	400	75	475	
Gaspe	57	22	22	12	10	67	73	400	125	525	
Gould (Lingwick)	46	20	19	14	5	62	66	400	100	500	
Greenfield Park	295	10	10	6	4	60	67	400	100	500	
Hatley	77	17	17	14	3	71	73	400	125	525	
Hemmingford	83	19	19	15	5	71	80	400	150	550	
Howick	84	30	30	9	21	56	66	400	—	400	
Hudson	133	10	10	4	6	61	72	400	125	525	$ 200
Hull	284	23	18	4	14	56	70	400	—	400	
Island Brook	38	6	5	6	0	71	66	400	100	500	$ 200
Joliette	97	6	6	4	2	68	71	400	115	515	
Kenogami	74	6	6	2	4	56	60	400	—	400	
Kingsey	20	4	4	2	2	58	61	400	—	400	$ 100
Kingsbury	39	9	8	8	0	69	68	400	100	500	
Lacolle	31	5	2	1	1	70	65	400	100	500	
La Pêche	75	10	9	4	5	56	59	400	—	400	
Leeds South	80	12	10	0	10	53	67	400	—	400	$ 500
Mansonville	60	9	9	5	4	61	73	400	125	525	
Marbleton	109	6	6	5	1	69	68	400	100	500	
Matapedia	42	10	11	10	1	71	64	400	75	475	
McMasterville	55	0	—	—	—	—	—	400	—	400	
Milan	28	7	7	6	1	77	68	400	100	500	
Montreal East	116	5	5	5	0	77	81	—	—	—	
Morin Heights	63	6	4	1	3	53	62	400	—	400	$ 100
New Glasgow	49	4	4	2	2	60	66	400	100	500	
New Richmond	85	31	23	7	16	59	66	400	—	400	
Philipsburg	61	5	5	3	2	59	67	400	—	400	
Pointe Claire	169	17	15	11	4	69	76	400	125	525	
Port Daniel Centre	39	11	10	1	9	57	67	400	—	400	
Rawdon	65	12	7	1	6	54	68	400	—	400	
Sawyerville	91	23	23	17	6	66	63	400	75	475	
Shigawake	42	5	2	0	2	52	59	400	—	400	$ 100
South Durham	50	8	7	4	3	69	61	400	75	475	
Stanbridge East	62	7	6	4	2	67	71	400	115	515	
Ste. Agathe des M'ts.	91	6	6	3	3	62	64	400	75	475	
St. Andrew's East	66	12	9	5	4	66	65	400	100	500	$ 200
Dt. Laurent	151	10	10	8	2	73	67	—	—	—	
Way's Mills (Bar'n)	53	11	11	4	7	62	66	400	100	500	
Totals	4426	629	570	317	253			$22000	$ 3810	$25810	$ 2000
SPECIAL											
Asbestos											$ 300

SUMMARY.

Reserved for Poor Municipalities from Marriage License Fees.		$ 3,450.00
HIGH SCHOOLS (Academies):—		
Grants	$ 30,400.00	
Bonuses	4,700.00	
Grants to Special High Schools	1,600.00	
Grants to Consolidated Schools	300.00	
		$ 37,000.00
INTERMEDIATE SCHOOLS (Model):—		
Grants	$ 22,000.00	
Bonuses	3,810.00	
Grants to Consolidated Schools	2,000.00	
Special	300.00	
		$ 28,110.00
Total Amount Distributed		$ 68,560.00

It was moved by Dr. Rexford, seconded by Mr. Bullock, and resolved that the above report be adopted, and that the distribution of the Superior Education Grants for this year be made in accordance with the list as submitted therewith, and that the Secretary be instructed to take the proper steps to secure the approval of the Lieutenant-Governor in Council, to this distribution, as required by law.

Mr. Cameron reported progress for the sub-committee on Consolidation, and Dr. Rexford reported progress for the sub-committee on the qualifications, professional and academic, for candidates for the high school diploma.

Mr. Morrill reported for the sub-committee on educational meetings that highly satisfactory public meetings had been held in Richmond, Ayer's Cliff, Cowansville and Knowlton, and that arrangements were in progress for further meetings at Lachute, Huntingdon and Sherbrooke.

A report was submitted on behalf of the sub-committee which was appointed at the May meeting to investigate the charges that had been made against Albert E. Duncan, under Article 31 of the Education Act. The report showed

that the sub-committee had asked Mr. A. R. McMaster, K.C. to proceed to an investigation of the charges. This he did, hearing evidence under oath in the presence of Mr. Duncan, who was accompanied by his legal adviser. After considering the evidence which was taken in shorthand, the sub-committee was unanimously of opinion that the charges had been sustained, and in accordance with the powers conferred upon this sub-committee by the Act, it was declared that the diploma of the said Albert E. Duncan was revoked. All the documents relating to the case were laid on the table by the Secretary, and the Committee adopted the report and confirmed the action of the sub-committee in regard to the revocation of the diploma.

The chairman reported that the sub-committee appointed at the last meeting of the Committee to secure from the Government the appointment of counsel to protect the interests of the Protestant population of the Province before the Privy Council when the case regarding the educational rights of the Jewish population of this Province is heard, had taken action with the result that Mr. Eugène Lafleur, K.C., had been retained in the interests mentioned.

The Secretary submitted a letter from the Notre Dame de Grace Citizens' Association making "emphatic protest against the excessive cost of school books for the public school courses under the Protestant Board of School Commissioners of Montreal."

On motion of the Honourable Mr. Marler, seconded by Dean Laird, the Secretary was instructed to ask to have a conference with representatives of the Association in order that further particulars may be had, and to report at the next meeting.

The Department reported, for the information of the Committee, that Mr. John Parker, Inspector of Superior Schools, had filed his resignation as such, his resignation to take effect on the 1st of January, 1927.

After the Secretary had given some explanations in regard to the difficulties in the way of appointing suitable men as inspectors, it was moved by Mr. Cameron, seconded by Dean Laird, and resolved that a sub committee consisting of Dr. Rexford, Mr. McMaster, and Mr. Justice Martin, be appointed to consider this question. After Mr. Cameron's name was added the motion was carried.

It was moved by Dean Laird, seconded by Dr. Rexford, and resolved that Regulation 26-a be amended to require a certificate of having passed successfully Grade X as the minimum requirement for admission to the short courses for an elementary diploma.

On motion of Professor Kneeland, Mr. P. C. Duboyce was made a member of the sub-committee on the course of study, to replace Dean Laird, resigned.

For the information of the Committee, Dean Laird reported the attendance at the School for Teachers, and the Secretary made the customary report on the Summer School for French Specialists.

It was decided to hold the next meeting in Montreal, at ten a. m. on Friday the twenty-sixth day of November, unless called earlier by order of the chairman.

G. W. PARMELEE
Secretary

ELSON I. REXFORD
Acting Chairman

Medical Building,
McGill University.

Montreal, November 23rd, 1926.

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

Present:—The Honourable W. G. Mitchell, K.C., D.C.L., in the chair, Professor A. W. Kneeland, M.A., B.C.L., W. M. Rowat, Esq., M.D., C.M., W. S. Bullock, Esq., M.L.A., Reverend E. I. Rexford, D.C.L., LL.D., D.D., Howard Murray, Esq., O.B.E., Milton L. Hersey, Esq., M.A.Sc., LL.D., Sir Arthur Currie, G.C.M.G., B.C.B., LL.D., A. K. Cameron, Esq., Victor Morrill, Esq., Honourable Jacob Nicol, B.A., K.C., M.L.A., Rt. Reverend Lennox Williams, D.D., Honourable Justice John E. Martin, W. L. Shurtleff, Esq., K.C., LL.D., Honourable George Bryson, M.L.C., Sinclair Laird, M.A., B. Phil., Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., and Isaac Gammell, Esq., B.A., LL.D.

The minutes of the last meeting were read and confirmed.

Apologies for absence were submitted on behalf of Reverend A. T. Love, B.A., D.D., and Eugène Lafleur, Esq., K.C.

The Secretary was instructed to record in the minutes of this meeting the fact that the Committee highly appreciates the services of A. R. MacMaster, Esq., K.C., who conducted recently investigation arising from charges against a teacher, and had prepared an exhaustive report of such a character as could be expected only from a member of his profession. He had freely given more time and had taken more trouble than could ordinarily be demanded of a member of the Committee.

Mr. Cameron reported progress for the sub-committee on consolidation, and Dr. Rexford reported that negotiations were still proceeding with the authorities of McGill University in regard to the provision for professional and academic training of candidates for high school diplomas.

Mr. Morrill reported that educational meetings had been held in Richmond, Knowlton, Ayer's Cliff, Cowansville, Lachute and Huntingdon. The public had shown a gratifying interest in these meetings, and much favorable comment had been neard. The brief discussions that had taken place at some of the meetings indicated public concern with respect to the cost and the frequent change of text books, while a growing interest in consolidation as a solution of rural school ills had also been in evidence. The sub-committee of which Mr. Morrill was the convener believed that a good purpose had been served by these public gatherings, and that they had been worth while from every point of view. The members of the committee who had been able to speak, some of them more than once, were the Hon. W. G. Mitchell, Messrs. Cameron, Duboyce, Morrill, Dr. Rexford, Prof. Derick, Messrs. Murray and MacMaster, Mr. Justice Martin and Dr. Gammell. The Department had been represented at three meetings by Dr. Parmelee or Mr. J. C. Sutherland.

The report was accepted not only with a special recognition of the services of Mr. Morrill has rendered to education in this connection, but of the more extensive benefits that have resulted from the generous space he has always given

in the Sherbrooke Daily Record to educational movements of a progressive character, and from his editorial support of them.

Communications that had reached the Department in respect to the training of defective children, and of children needing special care, were submitted for the information of the Committee. After brief discussion a sub-committee was appointed to study the question in its application to our own schools. The members are Prof. Derick, convener, Dean Laird, Prof. Kneeland and Dr. Gammell.

An application for financial assistance for the School for Crippled Children was submitted, but the Committee having no funds from which it could legally grant such assistance, took no action.

Correspondence regarding the first International Oratorical Contest in which the schools of this Province were invited to participate, was considered and laid on the table.

The Secretary reported that he had met representatives of the Notre Dame de Grace Citizens' Association who had complained of the frequency of the change of text books in their schools. It appeared that a misapprehension as to facts was largely responsible for the complaints. After the interview the complainants expressed themselves as satisfied, especially in view of the assurance that it was the declared policy of the Committee to change text books only when reasons of educational efficiency really required such action.

He further reported that he had conferred, personally, with the Deputy Ministers and Superintendents of all the Provinces except Prince Edward Island during the past year with a view to seeing what could be done to secure a greater uniformity of text books throughout the Dominion. The result was not promising. Books are authorized and contracts are made with publishers in the various Provinces for different periods that can be made to synchronize only after the lapse of some years even if concerted action could be had. The four Eastern Provinces have made an attempt with some success, but the four deputy ministers whom he saw together in August last admitted that the differing local ideas regarding the proper content of the course of study and the best methods of teaching it make uniformity impossible in many cases. The Maritime Provinces are actively considering united action amongst themselves, and Ontario with its large population and its plan of reducing the cost of text books to the pupil by the application of government funds does not feel the need for co-operation as other Provinces do, but freely offers it just the same. He recommended that authorization here should not be made only at intervals of four years, but from time to time whenever change becomes necessary or advisable. This would make it easier to take advantage of any opportunity to co-operate with other provinces.

The Secretary asked for the appointment of a small sub-committee to study the amendments to the regulations that he has to offer, and to suggest others when necessary. Dr. Nicholson, Mr. Duboyce and Dean Laird were appointed.

A review of the changing conditions of the high and intermediate schools during his term of office which had been prepared by ex-Inspector John Parker was read, and appears as an addendum to these minutes, along with a resolution of appreciation of his services as inspector.

The Secretary laid on the table a list showing the changes that had been made in authorized text books during the past fifteen years.

The meeting then adjourned to Friday the twenty-fifth of February, 1927, unless called earlier on order of the chariman, the meeting to be in Montreal.

G. W. PARMELEE
Secretary

ELSON I. REXFORD
Acting Chairman

Addendum to Minutes:—

Office of the Inspector of Superior Schools
Quebec, Que.

November 24th, 1926.

To the Chairman and the Members of the
Protestant Committee of the Council of
Education of the Province of Quebec.

Dear Sirs:—

After forty-five years of continuous service in the cause of Education may I be permitted, on the eve of my retirement, to place before you a few facts to show, to some extent, the progress made in Secondary Education during my tenure of office as Inspector of Superior Schools.

In the year 1904-05 there were 21 Academies and 41 Model Schools in operation. Of the 41 Model Schools in 1904 eleven have been raised to the status of High Schools, and nine reduced to the status of Elementary Schools.

Today there are 46 High and 57 Intermediate Schools under control.

In 1904 the Basal Grant to an Academy was $150. The highest grant awarded was $320.; the lowest $172. The total amount distributed among Academies in 1904 was $6,235.

The Basal Grant to a Model School was $50. The highest grant awarded was $156; the lowest $62.

The total amount allocated to Model Schools was $5,730.

The total amount distributed was $19,733.87. Of this sum the Universities received $3,200. and the Poor Municipalities $4,568.87.

Today the Basal Grant to a High School is $800., to an Intermediate School $400.

This year the highest grant awarded was $1,000; the lowest $850.

The highest grant awarded an Intermediate School was $550., the lowest $400.

The total amount distributed was $68,560. Of this sum the High Schools received $37,000.; the Intermediate Schools $28,560., and the Poor Municipalities Fund, $3,450.

Of the High School buildings there are, at the present time, 31 excellent, 12 good, 3 middling and 1 bad.

Twenty-one new High and 31 new Intermediate schoolhouses have been built and equipped with modern apparatus during recent years.

The new High School built recently at Shawinigan Falls at the cost of $160,000 represents the last word in school architecture.

In the high schools there are 417 teachers, 86 male and 331 female. Of these teachers 111 hold High School diplomas, 171 Intermediate diplomas, and 32 duly qualified Specialists.

Respectfully submitted

(Signed) JOHN PARKER
Inspector of Superior Schools

It was moved by Dr. Rexford, seconded by Dr. Gammell, and carried unanimously:—

On the retirement of Mr. John Parker, B.A., Inspector of Superior Schools of the Province, this Protestant Committee desires to express to Mr. Parker, and to place on record, its appreciation of his long and faithful services to the schools of his native Province. Mr. Parker was a teacher of more than ordinary skill and ability, and his success as a teacher and organizer marked him out for promotion when he was still a young man. Appointed Inspector of Public Schools on October 11th, 1889, he served in that capacity for fifteen years, travelling from the northern part of Quebec County to the boundary line of the State of Maine, south of Lake Megantic. He was instrumental during these years in securing better school buildings and better qualified teachers for his schools, in lengthening the school terms, and in many ways improving the educational conditions in his inspectorat. On January 4th, 1904, he was appointed Inspector of Superior Schools, and for the last twenty-three years has acceptably discharged the manifold duties of that important office.

His kindly, sympathetic bearing towards the children during his inspections never failed to win their confidence, and enabled them to do their best when he was in charge of the class; his courteous treatment of the teahcers at all times, and his intimate knowledge of the problems with which they were confronted encouraged them to discuss their difficulties freely with him, to the great advantage of the schools, while his tact and sound judgment in dealing with school boards and ratepayers enabled him to bring about many reforms without antagonizing any.

As he goes into retirement he carries with him the thanks and good wishes of this Committee, and of a large body of teachers and friends throughout the Province who unite in the hope that he may have many years to enjoy a well-earned rest.

Medical Building
McGill University

Montreal, February 25th, 1927.

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

Present:—Professor A. W. Kneeland, M.A., B.C.L., Reverend A. T. Love, B.A., D.D., W. M. Rowat, Esq., M.D., C.M., Howard Murray, Esq., O.B.E., W. S. Bullock, Esq., M.L.A., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, C.C.L., LL.D., D.D., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., A. K. Cameron, Esq., Eugene Lafleur, Esq., K.C., Honourable Justice John E. Martin, Sinclair Laird, Esq., M.A., B. Phil., Professor Carrie N. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., P. C. Duboyce, Esq., B.A., LL.B., and Isaac Gammell, Esq., B.A., LL.D.

Owing to the unavoidable absence of the Hon. Walter Mitchell Dr. Rexford was asked to preside.

Apologies for absence were submitted on behalf of Dr. Milton Hersey, the Hon. George Bryson and the Hon. Herbert Marler.

The minutes of the last meeting were read and confirmed.

Mr. Cameron reported progress on behalf of the sub-committee on consolidation, and Dr. Rexford on behalf of the sub-committee on the academic an professional qualifications of candidates for high school diplomas.

A report from Mr. Morrill was read for the sub-committee on educational meetings. Since the last meeting of the committee a very successful public meeting has been held in Sherbrooke, the last of the series that the sub-committee had arranged for. The report recommended that further meetings of a similar character be held during the next school year. The report was adopted, and the sub-committee was continued.

Dr. Nicholson submitted a report for the sub-committee on the course of study, which was adopted in the following form after discussion and amendment.

"Your sub-committee on Text books and Course of Study begs to recommend the following changes:—

(1) Grade III, Grimm and Andersen's Fairy Tales (Selections) published by Nelson, to replace Grimm's Fairy Tales.

Grade IV, "Alice in Wonderland" (Nelson) to be substituted for Anderson's Fairy Tales.

Grade VII, The edition of "Treasure Island" published by Copp, Clark & Co. to be substituted for the present one.

Grade IX, "A Midsummer Night's Dream" to replace "The Deserted Village."

Grade X, Macdonald's English Prose Selections (Macmillan & Co.) Part I, to replace English Short Stories, First Series.
Evans's Laboratory Manual in Chemistry (Gage), (For teachers only).

Grade XI, Julius Cæsar instead of Macbeth, As You Like It instead of Richard II, Macdonald's English Prose Seclections, Part II, to replace Selected English Essays.

Charles's Selections from Cicero (Bell's Illustrated Classics) to replace Nepos.

Evans's Laboratory Manual In Chemistry (Gage) (For teachers only).

(2) That the Canadian Health Book be substituted for "How to be Healthy" in Grades 1-VII, to be used by teachers only in Grades II, III and IV, and to be purchased by the pupils in Grades V, VI, and VII (Next year only in Grade V).

(3) That the limits in Elementary Algebra for Grade XI be extended slightly to include Ratio and Proportion. The prescription of work will then read as follows:

Hall & Knight's Elementary Algebra, Chapters 1-XXXII (Omitting exercises marked with an asterisk, and Articles 303-311).

(4) That the limits in Chemistry be extended to cover the whole book. The work will then be divided as follows:

Grade X—Chapters 1-II
Grade XI—Chapters I-XXV.

(5) That Botany be retained in Grade X for one year, and in Grade XI for two years, as a suitable text-book in Biology has not yet been found.

(6) That Greek and German be added to the Course of Study as optional subjects in Grades X and XI, the limits and text-books in Grade XI being the same as now required for University Matriculation; the limits of the work in Grade X to be determined by the Department.

(7) That Arithmetic be removed from the compulsory to the optional list in Grade X, and that the minimum number of units be changed to eight accordingly.

(8) That Note 2 in the supplement to the 1925 edition of the Memoranda of Instructions to Teachers be changed by inserting the words "and Physical Geography" after the word "Biology", the whole then to read as follows: "If General Science has been selected from the compulsory list the subjects which are optional with it on that list, with the exception of Biology and Physical Geography, may not be selected from the optional list to make up the necessary subjects for Grades X and XI."

MEMO

List of assistant examiners for Grades VIII, IX and X in the June Examinations of 1927:

Inspectors: J. W. McOuat, McCutcheon, Honeyman, King.

Messrs.—Pollock, Parker, McGibbon, Murray (Rev'd), Stevenson, (Dr. J. W.).

Misses.: M. O. Mackenzie, J. W. Schayltz.

List of assistant examiners for Grade XI in the June examinations of 1927:

Professors: G. W. Latham, H. D. Brunt, Fryer, A. M. Thompson, S. H. S. Gillson, Herbert Tate, A. V. Richardson, N. N. Evans, H. E. Reilly, G. W. Scarth, H. F. Armxtrong. Miss Léa E. Tanner, Mr. Chas. McBurney.

The authorization of a text -book in Physical Geography was held over till next meeting.

It was then moved by Dr. Nicholson, seconded by Prof. Derick and resolved, that Algebra be added to the list of optional subjects in Grade IX, the limits of the work to be as follows:—Hall & Knight's Algebra, simple rules, easy equations of one unknown quantity, easy factoring: And that Note V of the Course of Study be amended to read as follows: Superior schools that desire to do so may begin the study of Geometry in Grade IX, but Departmental examinations in this subject will not be provided for that grade.

The sub-committee on the revision of the regulations reported that it had not finished its work, but that it was now prepared to recommend that Regulations 82 and 83 be rescinded and that they be replaced by the following:

The examination for the High School Leaving Certificate shall be conducted by the Department of Education as in the case of the other grades. In connection therewith there shall be a Board to approve examination papers, to determine the results of the examination and to deal with any questions that may arise in connection thereiwth. This Board shall be known as the High School Leaving Board, and be composed as follows:

Ex-officio:—

(1) The Inspector of High Schools, Chairman;
(2) The Dean of the School for Teachers
(3) The Registrar, McGill University

Elective:—

(4) One person appointed by the Protestant Committee
(5) One representative of the Department of Education
(6) One representative of McGill University
(7) One representative of Bishops College University.

"These shall be elected for a term of three years. No person can be a member of this Board who is engaged in the preparation of candidates for the examination.

83. "The examiners for the High School Leaving examination shall be appointed by the Protestant Committee on the recommendation of the Director of Protestant Education at their regular meeting in the month of February in each year.

"Should any examiner so appointed be unable to act, the Director of Protestant Education in consultation with the member designated by the Committee shall have the power to provide a substitute.

"No person engaged in the preparation of candidates can be engaged as such."

The Secretary was directed to take the necessary steps to secure the approval of the Lieutenant-Governor in Council as required by Article 29 of the Education Act.

Mr. John Parker was appointed under regulation 82 to represent the Committee, and the list of examiners suggested by the Director of Protestant Education for both examining boards was approved. Dr. Love was empowered to act with the Director of Protestant Education in filling any vacancies that may occur.

Mr. Bullock presented the report of the sub-committee on the distribution of the Poor Municipality Fund by which the sum of $15,440.00 was allocated. The report was adopted, and it was ordered that the Secretary ask for the ap proval of the Lieutenant-Governor in Council as required by Article 469 of the Education Act.

Prof. Derick read an interim report of the sub-committee appointed at the last meeting to consider the education of retarded and mentally defective children of school age. The report was received and the recommendations therein were held over for consideration at a later meeting.

The meeting then adjourned to Friday the 27th day of May, unless called earlier by order of the chairman.

G. W. PARMELEE
Secretary

W. G. MITCHELL
Chairman