

The
**Educational
Record**
of the Province of Quebec

No. 7, 8 & 9

July, August & September 1923

Vol. XLIV

EDITORIAL NOTES:

TO TEACHERS.

A new Manual for Elementary teachers has been prepared and printed, and is being issued to the secretary-treasurers for distribution to their schools, at the same time that they will distribute the New Course of Study and List of Text Books. The new Manual must be kept in every case as the property of the school, and placed in the school cupboard at the end of the school year.

The Manual affords the right direction to teachers of rural Elementary schools in regard to the division of work in the four classes of those schools. The contents should be carefully studied, and constantly referred to for special details as occasion arises.

The text book changes are not many this year, and care has been taken to provide that pupils already supplied with certain books may have the opportunity to work them out, thus saving extra expense to parents. Lang's Introductory Grammar is replaced by "Easy Lessons in

English" and the Smith's Modern Advanced Arithmetic by the Public School Arithmetic.

The course of study for the first seven grades in schools of more than one teacher makes the gradual introduction of the new books plain, but as the course of study for Rural Elementary Schools is not likely to be changed for some time, it was necessary to print the names of the new books although the old ones have to be worked out. At the autumn conferences the inspectors will explain fully how this is to be done. In the meantime, ALL ELEMENTARY TEACHERS WILL BE CAREFUL NOT TO ASK THE PUPILS TO BUY EITHER THE NEW GRAMMAR (for sixth or seventh year) OR THE NEW ARITHMETIC UNTIL THEY LEARN FROM THE INSPECTOR WHAT IS REQUIRED.

Pupils using the NEW ELEMENTARY GEOGRAPHY, which has been in use some years, should be informed that the publishers, W. J. Gage & Co., 84 Spadina Avenue, Toronto, have agreed to supply the revised maps and letter-press for Europe at the actual cost, not to exceed 10 cents, so that it will not be necessary to purchase the new edition being printed.

ELECTION BY BALLOT.

The attention of secretary-treasurers of school Municipalities whose territories are wholly or partly situated within the boundaries of a local municipality where the election for the municipal councillors is held by ballot, is called to this article.

In July last there was considerable confusion in some of the municipalities under the ballot system, due in part to the fact that some boards have not noticed the amendments to the School Law which were passed at the last session of the Legislature and in part also to misunderstanding of the amendments themselves. (Copies of the amendments were forwarded to all school boards early in May).

We quote the new article here in order that the interpretation may be made clear, or rather the first two articles as they alone are the ones which occasioned the difficulty. The new article 2668a reads:—

“In every school municipality whose territory is wholly
“or partly situated within the boundaries of a local municipality where the election for the municipal council-
“lors is held by ballot, if, at the time of the meeting for
“the election of school commissioners or trustees, a vote
“has to be taken, such voting shall be held in accordance
“with the provisions of this sub-section.

“This article shall not apply to school municipalities governed by special acts.”

Confusion seems to have arisen as to the date of the “meeting” referred to in that article. For several years the school municipalities voting under the ballot system had been governed by article 2668a to 2669f, as given on pages 65 to 67 of the English edition of the School Law. But these articles were wholly repealed at the last session of the Legislature, and replaced by the new article 2668a to 2668z and 2668aa. As a consequence the date of meeting is governed now by the same article which applies for municipalities where open voting is in force, Art. 2644, and the notice for this meeting is that given in Art. 2645.

Again, confusion occurred also by boards failing to notice the statement in the circular letter of May 1st, that Monday, July 2, was a holiday and that therefore the “first juridical Monday of July” was the 9th.

Art. 2668b reads as follows:—

“The voting shall take place on the first Monday after
“the day of the meeting or, if such Monday be a holiday,
“on the first following juridical day.

“It shall last from eight o’clock in the forenoon until
“six o’clock in the afternoon.

“The person who presided over the meeting shall, the
“next day, post up a public notice indicating:

““The place and day fixed for the voting and the hour
“at which it shall begin;

“2. The names, surnames, residence and occupation
“of the candidates nominated, in alphabetical order.”

Applying this article then with the others we have the following dates for last July:—

Meeting on Monday, July 9th, after seven clear days notice.

Election on Monday, July 16, provided that the candidates were not elected by acclamation on the 9th. The notice for this election should have been placed up on Tuesday the 10th, the day after the nomination.

Monday, July 9th, was of course, the day for nomination and election for all boards under the open voting system.

A careful study of the foregoing should enable boards under the ballot system to determine in other years the proper days and procedure.

We may mention one other consequence of the change in the case of election by ballot, and that is that if for any reason the meeting is not held on the “first” juridical Monday, it may be held on a later Monday.

THE HIGH SCHOOL—ITS CHIEF FUNCTIONS

The president of Dartmouth College—that old New England institution which was founded in the days of British rule—has recently expressed the opinion that too many young people in the United States are now taking the College Course. He holds that the advanced education implied in an Arts course, for instance, is, or should be, only for the ‘fit’, and that there is now too large a proportion in the universities of the United States of those who are not prepared to benefit culturally or otherwise from the higher education.

Whether this pronouncement of the president of Dartmouth will lessen the number going to College remains to be seen. It is true, however, that many who do receive

the higher education have little to show for it in after life, either in general culture or in social usefulness.

The question, nevertheless, suggests some thoughts in regard to the high schools and their function in modern life. Here we have no idea of advocating any limitation in the number attending these institutions. Every increase in the percentage of pupils who go beyond the elementary stage is, we believe, to be regarded as one for congratulation from a national standpoint. In making this statement we do not have in mind, for the moment, the high school pupils who are preparing for the university or the School for Teachers. We are thinking rather of the very considerable proportion of high school pupils who go forward at once into business life of various kinds.

There was a time—say a hundred and fifty years ago—when an elementary education made a very good preparation for active life. That time, however, was before the Industrial Revolution which followed upon the introduction of machinery, and it also preceded the widening of the franchise. The Industrial Revolution has made modern life more complex; the widened franchise has made the need of general education imperative.

The older elementary education, however, was undoubtedly very successful in its time; in many respects more solid than that of our own time. There is a passage in Sir George Otto Trevelyan's "American Revolution" which illustrates this. He is speaking of the fact that in the middle of the eighteenth century there was, in France, an intense admiration of the British constitution, but that French observers of the time found more evidences of its good working in the colonies of Massachusetts and Virginia than in England itself. He holds, however, that the people of the right sort did exist in Great Britain though few of them were likely to come into contact with the French observers. Trevelyan's passage reads:—

"Of simplicity and frugality, of manliness and independence, of religious conviction and sense of duty, there was abundance in our island, if they had known where to

seek it. In every commercial town from Aberdeen to Falmouth, and on many a countryside, the day's work was being done by men of the right stamp, with something of old manners, but of solid modern knowledge; close attendants at church, or, in more cases still, at chapel: writing without effort and pretension a singularly clear and vigorous English, and making the money which they spent, and a good deal more, by their own labour and enterprise. From them came Howard and Raikes, Arkwright and Wedgwood, Watt and Brindley. For them Wesley and John Newton preached, and Adam Smith and Arthur Young wrote. Intent on their business they yet had time to spare for schemes of benevolence and general utility."

The great bulk of the class Trevelyan speaks of had received only an elementary education, obtained in Scotland in the parish schools associated with the name of John Knox, or in England at the voluntary schools maintained by the Church of England, the Methodists, the Baptists, the Presbyterians and others. Here and there, at any rate, this elementary education must have been of very solid worth, considering the kind of men it frequently produced. So excellent, indeed, were many of these old schools, on both sides of the Atlantic, that there are people today who lament that period, and claim that they were more efficient than many high schools of the present time.

It is just here, however, that we have to bear in mind the influence and effect of that principle of standardisation which naturally had to be adopted when Education came under government control in all modern countries. Standardisation of courses of study, to suit all capacities, became a necessity. Classes had to be considered, rather than individual pupils. The modern states had to think of large masses of children of school age, rather than of John and James and Mary and Anne with their differing capacities and intellectual needs.

Standardisation was a necessity but it carried with it the need of moderate standards. This is true not only

of the elementary but also of the high schools. The result is that the high school course furnishes no more than is, or should be the minimum preparation for life of all who are not going forward to the professions. It is on this principle that such great efforts are being put forth in England at present in making the high schools available to all. In the West Riding of Yorkshire alone, with a population of over three million, the number of high schools has doubled in the last two years. In that part of England it is largely an industrial population that is being reached by this movement. In the state of Indiana we have the case of a large number of sons and daughters of the farm obtaining a high school education. In that state there are now 1000 consolidated schools, all doing high school work, and, out of the 150,000 pupils in them, over twenty-two per cent are in the high school grades. This means that practically all are going forward to these grades. The ultimate result in all such communities must be, in the course of very few years, a very great increase in the standard of general intelligence.

In our opinion, therefore, the chief function of the high school, part from the academic trainings it affords to those who are to enter the School for Teachers or matriculating to the universities, is that of furnishing the right kind of education to the many who are to enter business or industrial life, and ensuring that the type of citizenship Trevelyan speaks of will be produced—the “day’s work being done by men of the right stamp”, and possessing “solid modern knowledge”. For this province it is hardly necessary to add that a genuine knowledge of the French language, for speaking and writing purposes, should be part of the modern knowledge afforded by our high schools.

The service of the high school is, indeed, ideal in its scope and possibilities. It is, or should be, the important school of intelligent citizenship. Its possible field of character-training is surely indicated in the world Trevelyan used to describe certain men of the eighteenth century: “Of simplicity and frugality, of manliness and independ-

ence, of religious conviction and sense of duty, there was abundance in our island”

Our neighbours of the United States have shown their growing appreciation of the high schools very forcibly in recent years. In the thirty years from 1890 to 1920 the population did not double itself, but the number of high school pupils increased ten times—that is, from 200,000 in 1890 to 2,000,000 in 1920. With England and the United States making such large progress in this respect, we in Canada cannot afford to lag behind. It is a national duty to afford to all that longer school life which increased high school attendance always indicates.

PENSIONS AND LONG SERVICE BONUSES.

From time to time we find it necessary to draw the attention of teachers to the main features of the law as to pensions and the long service bonuses.

Perhaps the most frequent enquiry from new teachers is as to whether they are obliged to pay the pension stoppages on their salaries or, which is the same thing, allow the school board to deduct the stoppages from their salaries. The answer is that every lay teacher, with or without diploma, is subject to these stoppages. It does not matter whether the fact is mentioned in the teacher's engagement or not. The school board is by law authorized to deduct the stoppage (at present two and a half percent) and the amount is retained by the Department from the Public School grant to the board.

When is a teacher entitled to a pension? First of all, after twenty years of teaching and having reached the age of 56. In this case also the teacher must have taught some time during the five years before reaching the age of 56.

But a teacher who, after teaching ten years and being then obliged to retire on account of accident or illness, is

entitled to receive back the stoppages which have been paid in on his or her behalf.

A teacher, also, who has taught twenty years and obliged to retire on account of accident or illness, and who has not reached the age of 56, is entitled to an annual pension.

In both cases entirely satisfactory medical certificates are required, showing that the applicant is unable to go on with teaching.

In all the above cases, of course, only teachers with diploma are entitled to the benefits.

The long service bonuses are as follows: After ten years of service every teacher with diploma is entitled to a bonus of fifteen dollars, and the same amount for each year of teaching thereafter until the fifteenth year of service has been reached. The bonus then becomes twenty dollars annually until twenty years of service have been reached when the annual bonus becomes twenty-five dollars. The amount now expended by the Government of the Province to teachers' long service bonuses is about \$40,000.00 annually. The sums to the individual teachers form a welcome addition to the salaries.

For these bonuses the year of attendance at the normal school counts as a year of service. Thus at the end of nine years of teaching and one year of normal school the ten year bonus is available.

CIVICS.

Sooner or later the subject of Civics will naturally be added to the course of study in our Protestant schools. For some years it has formed part of the course of study of the Roman Catholic schools of the Province, and is widely recognized in many school systems elsewhere. It is recognized in our Protestant schools to the extent of the teacher being required to use Jenkin's "Civics" in connection with the history classes.

Webster's dictionary defines civics as "The science of civil government; that department of political science which deals with the rights and duties of citizenship". At times in history the great mass of the people have had only "duties" and no "rights". This was the case in France in the eighteenth century before the Revolution. The great lords had no duties but plenty of rights; the mass of the people, particularly the peasantry, had no rights but plenty of duties. The great lords paid no taxes, and it was their refusal to be taxed which finally led to the explosion known as the French Revolution. The people, with no voice in government whatever, paid all the taxes and were obliged to furnish their free labour for the maintenance of the roads (*la corvée*).

Today in all free countries, of which Canada is one, everybody practically pays taxes, directly or indirectly, and almost all have a voice in civil government by their votes. It is no longer a case, therefore, of a class with rights, but of all with both rights and duties. This principle by which all share in government is called **democracy**, a word from two Greek roots meaning the rule of the people. It sounds well and it is a most popular word, but the experience of the last hundred years in the world has shown that the mere fact of rule by all the people is not in itself a guarantee of safe or good or even free government. In the name and by the power of democracy, government in Russia, for example, is neither safe nor good nor free. It is a tyranny. In 1917 ex-President Wilson gave as the chief reason for the United States' entry into the Great War that it was necessary to make the world safe for democracy. The surface meaning of the phrase was plain enough; the United States were taking their place by the side of democratic governments or countries against the autocratic Central Powers. But as Mr. Wilson had also written much and wisely in the past on government in his own country, and of the dangers and difficulties which arise even under democracy, it is not at all improbable that he had in mind the fact that democratic government, how-

ever right in principle, is still under trial in practice. While democracy implies government "of the people, by the people and for the people" we all know that even in such free countries as the United States, Great Britain and Canada there are many things that are "rotten in the state", to use Hamlet's words.

It is in view of the general realization of that fact by thinking men that emphasis is placed today upon the study of civics—the study which deals with the rights and duties of citizenship.

Moreover, as women now have the right to vote in most of the democratically governed countries this study is as important for girls as for boys. Years ago in England, Canon Kingsley in one of his poems said "Be good, sweet maid, and let who will be clever". That was written at a time when it was not considered quite good form for girls to take up the higher studies in science or philosophy. Today there are many women workers in both fields, including biology and political science. In this Province women now have the right to vote in federal elections. It is a great responsibility—but no less serious a responsibility for men than for women—and for both there should be provided, we think, more instruction in the rights and duties of citizenship. The best means of making a country safe for democracy is that of giving the rising generations a knowledge of the elementary principles of government, together with a sense of the moral responsibility that should be involved in the exercise of the right to vote.

The study of Civics goes well with that of History; each indeed assists the other. Even an elementary treatment, from the Civics point of view, of the development of responsible government in Canada and of Confederation would make the treatment of the same facts in the Canadian History much clearer and more interesting. Good citizenship depends upon intelligence as well as upon good intention. Knowledge of the origin and the machinery of government is of great importance as a foundation for the teaching of the moral responsibility involved in the ex-

ercise of the right to vote. It is for this reason that the more progressive Womens' Institutes of Canada have turned themselves to a careful study of politics in order that the reforms they desire may be more effectually advocated. Richard Cobden, who brought about the repeal of the Corn Laws in England, was first moved by a study of the misery those laws entailed upon the mass of the people, but his agitation became effective in the end because he had also made a careful study of the political and general economic principles involved.

Our teachers are therefore advised to make good use of the text book on Civics, prescribed for "teachers only", by conveying to the pupils, in the History classes, the elementary principles of government.

THE ROMAN CATHOLIC SCHOOLS:

A NEW CLASSIFICATION

Many of our readers will be interested to know something of the new classification of the Roman Catholic schools of the Province which went into force on the first of September this year. For many years the classification both for the Protestant and Catholic schools was the same namely, Elementary, Model and Academy. Several years ago the Protestant classification was changed to Elementary, Intermediate and High School.

The former Catholic Elementary School had a course of four years, the Model of two years and the Academy two years. Now there are but two kinds of Catholic school namely, Primary Elementary, with a course of six years and a Preparatory Year, and the Primary Vocational with a course of two years. The Catholic Model School disappears, the new Elementary giving the two extra years in every district instead of only in some as formerly.

The new Vocational schools are of four kinds: Agricultural, Commercial, Industrial and (for girls) Domestic

Economy. Naturally the school boards will decide which to adopt according to the local requirements, agriculture being essential in the rural districts, commerce in the commercial centres and industry in the manufacturing centres. There are certain "invariable common" and certain "variable common" subjects to be taken with each special course. The programme of studies throughout has been drawn up in great detail by the Catholic Committee of the Council of Public Instruction, and teachers will have considerable work this first year in preparing the pupils for the new state of affairs. The Educational Record extends its best wishes to the Catholic boards and teachers under the new conditions.

MAKING ARITHMETIC PRACTICAL.

Not long ago an inspector, visiting an Intermediate school, was testing a large class of Grade VII, VIII and IX in arithmetic, this subject being somewhat weak at that particular school. The pupils were of good average intelligence and responded readily to the local questions which were intended to lead up to the simple arithmetical problem. These local questions were of a geographical character, concerning the things that the district as a whole either sold or bought largely. One of the chief local productions was hay.

The problem was then put: "A load of hay weighs 3125 pounds. How much was paid for it, the price being \$20.00 a ton?"

At the end of twenty minutes there was not one correct answer, and most of the answers were very far off the track. It is possible, of course, that the pupils had overbraced themselves for something particularly "stiff", and were searching in their minds for some abstruse principle or method. Yet all they had to do was to apply the very simple method that both the buyer and the seller of that load of hay had to apply. At once each figured it out in

this way: A ton weighs 2000 pounds, \$20.00 a ton is 2000 cents a ton, that is one cent a pound, and consequently 3125 pounds will be \$31.25.

The best way to make the teaching of arithmetic practical is to make it interesting, and this can be done by showing that its problems are mostly concerned with real things to which common sense has to be applied in daily life. How many pupils realise, for instance, that decimal fractions are used daily? That amount of \$31.25 for the load of hay is expressed by decimals. We read the amount as "thirty-one dollars and twenty-five cents", but the point before the 2 means that we are dealing with a decimal fraction and that it would be equally correct, though rather cumbersome in daily life, to read it as "thirty-one dollars and the twenty-five hundredths of a dollar." This may seem trivial to some teachers but they would be surprised at the number of grown-ups in the world who are puzzled as to where to put the decimal point when stating a sum of money in figures!

THE ROYAL INSTITUTION.

The first attempt at organized public education in this province was made by the British government over a hundred years ago. The funds provided by the Government were intended to aid in the establishment both of Roman Catholic and Protestant schools, but in general it was the Protestant communities alone which took advantage of the aid. The chief reminder of the existence of the Royal Institution is the fact that in legislation McGill University appears as "The Royal Institution for the Advancement of Learning," (see page 223 of the School Law). The High School for Boys of Quebec (independent) and the High School of Montreal are successors of Grammar Schools founded by the Royal Institution.

We are indebted to Mr. McBurney for the opportunity of copying the following document from the estate of the

late Mr. Thos. Barron of Lachute. The vellum paper is yellow with age and had been addressed, under seal, to James M. Perkins, Esq. The writing is excellent and in official form. The document reads:—

Rules and Regulations for the Schools of Royal Foundation in the Province of Lower Canada, under the management of the Royal Institution.

First—An uniform system to be pursued in these schools, prescribing as far as possible the books to be used, according to a list to be made for the Schools belonging to each Church, by those Trustees of the Institution, respectively, who are Members of that Church.

Second—The School to be under the immediate inspection of the Clergy of that Religion, which is professed by the inhabitants of the spot—or, where the inhabitants are of mixed description, the Clergy of each Church to have the superintendence over the children of their respective Communion.

Third—A regular superintendence of the Schools, by persons to be nominated by the Corporation, (one of whom shall be the Clergyman of the Parish or Township, as described in the preceding Rule), who, or the major part of them, shall constitute a Committee, whose duty it shall be to report to the Corporation every six months—one month before the time of the School Master's Salary becoming due—the number and progress of the Scholars, the conduct of the Master and his compliance or non-compliance with the directors of the Institution, together with any deficiency which may exist in the provisions made for education upon the spot, or any irregularity in the mode of making or applying them. These visitors shall also hold a formal Annual Examination of the School, the results of which Examination shall form part of the report regularly made to the Institution; and they shall have authority to fix the hours of attendance, the number and duration of the vacations, and the several holidays which may be proper to allow; to regulate the rates of Tuition and to name the children to be admitted gratis, and those whose

parents are to pay: all this being subject to the approbation of the Board.

Fourth—The School Master to enforce a regular attendance on Public Worship, or, where no Church is at hand, to read such portion of the Church Service to Protestants, on Sunday as may be judged expedient by the Institution.

Books for the Protestant Schools.—Those adopted by “The National Society for Educating the Poor, etc.”

Books for the Roman Catholic Schools.—Instruction de la Jeunesse, le Catéchisme, Nouvelle Method (sic) pour apprendre à bien lire et bien écrire, par P. Patain.

The foregoing rules and regulations have received the sanction of His Excellency the Governor-in-Chief.

Quebec, February 6th, 1822.

The document is of historic interest. Some of the principles of the present system are to be found in it—the dual system, inspection of schools, uniformity of system and authorization of text books. In this connection it is to be remembered, of course, that in England itself at that time the schools of the people were “voluntary”, and maintained by the churches. The first working Education Act in England did not come until 1870—the Forster Act. In Canada, Upper and Lower, the first working Education Acts date from 1846.

Another thing to be noted in the document is that all “Protestants” were supposed to be Church of England, as indicated by the direction to read part of the Church Service on Sundays to the Protestant children in those places where there was no church. The requirement that the School-master should enforce regular attendance on Public Worship may be contrasted with what St. Paul was acquainted with in the Greek cities he knew so well. Then it was the duty of the “pedagogue” to lead the children to school.

Evidently the School-master’s salary was paid twice a year—not monthly as at present—and assurance was required that his work had been satisfactorily performed.

Doubtless the choice of the books adopted by "The National Society for Educating the Poor" for the use of the Protestant children was determined by the fact that there were very few sets of school books available at that time, and possibly the series had the merit of being reasonable in price as well as useful for the purpose. The distinction between pupils whose parents are able to pay and those who are not is still recognized in the School Law.

AN EDUCATION REPORT.

Frequently the heads of large business houses are in the habit of making annual trips for no other purpose than that of finding out what business men in similar lines are doing elsewhere. The habit is a good one, and is doubtless most often followed by men who are endeavouring to be progressive at home. They are the likeliest to believe that there is something to learn from others.

The same principle applies in education, both in central and local administration. Departmental heads and school principals and teachers may and do benefit by becoming acquainted with other offices and schools than their own.

We were led to these remarks by reading a most interesting report which has reached us from the Education Committee of the County Council of the West Riding of Yorkshire, England. Last year that Committee commissioned its Secretary, Mr. J. H. Hallam, M.A., M.Sc. (Cantab.) to visit schools and other educational institutions in the United States. The West Riding of Yorkshire is a large unit. It contains about three million people. Mr. Hallam's work of recent years has been concerned chiefly with the establishment of high schools in that area, the number of such schools having about doubled since the war. In the course of his visit to the United States he visited many high schools of different types from

Florida to Michigan, as well as consolidated schools, technical schools and universities. Unfortunately, Canada was reached only at vacation time in the summer, but Toronto, Montreal and Quebec were visited.

We have not the space to refer to the many interesting details that Mr. Hallam gives in the body of his Report, but the following closing paragraphs will interest our readers:—

“In this report I have dwelt chiefly upon the good qualities of American education, for I conceived the main purpose of my visit to be the observation of them. Systems, like individuals, have the defects of their qualities. The American system is on a popular basis, its ideal is to give as much education as possible to the people as a whole. The English plan is to give an indispensable minimum of information to every one; beyond that to select carefully a comparatively small number (not by any means all) likely to repay education in the full sense, and to put it within their reach by removing financial obstacles. It results from the American ideal that American schools deal with large numbers and suffer from the defects which attend them. With large numbers the educational process becomes to some extent mechanised, and organization is apt to overshadow education. Again and again as I visited large American schools I thought of Samuel Butler’s “Erewhon” and its story of the machines that had mastered the men who made them. The extent to which engineering nomenclature is used in school affairs in America is striking. Now-a-days one does not say “How is the school staffed?” but “What teacher-load does the school carry?”.

“It is a common statement that American education must be superficial, because at the end of the secondary school course the standard reached is lower than in England. It must be remembered, however, that an American school prepares for American life, for life in a younger country than England, with no aristocratic traditions. The English boy leaving school finds a world in which the con-

ditions of entrance to most occupations are precisely defined and often hedged about by long established rule and custom, the American boy faces a more open field, in which readiness and resource count for more than does a prescribed training. Commerce and industry hold the premier place there, and his highest ambition is probably to be the president of a railroad or the head of a "chain" of department stores. Nothing is more indicative of this difference between the two countries than a comparison of English and American boys' magazines; both have the usual tales of adventure, but the latter contain far more matter of an engineering and mechanical kind, and there is nearly always an interview with some eminent business man, telling of his progress upwards from a junior position; and a short story relating how the business representative after initial failures "made good" in the end by securing the big order against many competitors. No one who has seen much of American schools can doubt that they do in the main succeed in turning out their pupils with the resourcefulness and self-confidence which American life demands, and with a greater share of them than the average English boy or girl possesses. On the other hand it may, I think, be said without unfairness that American schools do not prepare their pupils as well as English schools for the leisure of life. Americans in general seem to have little leisure and much difficulty in finding profitable ways of using it. Each country has lessons for the other: America's experience may perhaps help us a little in shaping our educational system to meet more fully the needs the people."

There is much food for reflection in the foregoing remarks.

BOOK NOTICES.

Introductory Music. By Thaddeus P. Giddings, Director of School Music in Minneapolis, and others. New York: Gin & Company, 176 pages. Cloth bound.

This is one of the Music Education Series published by Messrs. Ginn & Co., The songs are the simple ones for the early grades; some are the old favourites and others are new.

Philips' Shilling Atlas of Comparative Geography. Edited by George Philip, F.R.G.S. London: George Philip & Son, td., 32 Fleet St. Montreal: Renouf Publishing Company.

A series of 16 coloured plates containing 41 maps and diagrams and an Introduction on "Lessons in Map Reading".

Tacite: oeuvres choisies. Avec bibliographie, études historiques et littéraires, notes, grammaire et illustrations documentaires. Par F. Doudinot de la Boissière. 741 pages. Paris: Librairie Hatier, 8, rue d'Assas, 8. 1923.

We have had occasion in previous issues to draw attention to the remarkable educational publications of this Parisian publishing house. The present volume of Tacitus is one of a series of the classics. It contains the greater part of the extant works of Tacitus and the nature of the portions omitted is indicated at the proper place in the text. The Agricola and the Germania are given complete. The grammatical, historical and literary notes are admirable.

Elementary Physical Chemistry. By W H. Barrett, M.A. Assistant Master at Harrow School. 247 pages. Price 6 shillings. London: Edward Arnold & Co.

This book covers more advanced ground in physical chemistry than is required in our high school work either

in physics or chemistry. In the great 'secondary schools of England, such as Harrow and Eton, the work in various subjects is quite the equal of that done in the ordinary courses in our universities. Fifty years ago the English schools were noted chiefly for the very extensive work in the classics—equal, indeed, to our honour courses. Today, however, mathematics, science and modern languages have been greatly developed. This Harrow book, for instance, takes for granted some acquaintance with the Calculus. It is out of the question at present, therefore, as a high school text book, but it would be useful and interesting to teachers of chemistry and physics, as well as suggestive of possible experiments. The Kinetic-Molecular theory is fully developed in four chapters, and then followed by others on the osmotic pressure of solutions, association and disassociation, electolysis, ionization, etc. As for "dialysis", we venture to offer a simpler experiment than those given in the text: Take a sheet of vellum note paper, fold it up at four sides so that it will be a simple "float". Place it on top of a tumbler of water and pour into the paper about a dessertspoonful of tincture of perchloride of iron. The tincture has a sharp, styptic taste. However, at the end of half an hour the deep red liquid found in the float will have entirely lost its sharp and styptic taste. It is dialysed iron. The clear liquid in the tumbler, however, has become a solution of hydrochloric acid.

CORRESPONDENCE.

THE FRENCH SPECIALIST COURSE.

“Woodland Rest”, Barnston, P.Q.
August 10th, 1923.

To the Editor of the
“Educational Record,” Quebec, P.Q.

Dear Sir:—

It is with pleasure that I comply to your request to write a description of this summer's French Course for Specialists.

Permit me to state at the outset that there are two French courses held in Montreal during the month of July. One is held at the Royal Victoria College and is a general purpose course for those who wish to improve their French. The course for the training of French Specialists under the sponsorship of the Department of Education has for its aim to provide French Specialists for the rural Superior Schools. This course is held at the Commercial High School, 53 Sherbrooke St., West, under the direction of Professor Rene Raguin. The object of this course is to train men and women in the most modern and most highly approved methods for the instruction of French and a thorough knowledge of the French language is presupposed at the very outset.

The course was held from Monday 9 a.m. of July 2nd to noon July 21st, with daily classes from 9 to 12 a.m., and 2 to 4 p.m. Saturday afternoon off. Two days per week the whole morning is given up to teaching. In this, Professor Raguin was assisted by Mr. S. Kneeland, French Supervisor for Westmount, and Miss W. Brownrigg of Macdonald College.

During two periods between 9 and 10 a.m., during the first few days, Miss Brownrigg demonstrated, for our benefit, the modus operandi on a class of little children, beginners in French. By the method now approved of,

the little children are not called upon to speak French words during the space of two months. During this time the teacher does the talking, teaching the French names of various objects, performing various actions, which she names, calling on the class to "montrer", "indiquer", etc. various articles and to perform actions. In this way an impression of the French sounds is made on the youthful ear and when the children are allowed to use the French words, the sounds are correct and the progress phenomenal

Miss Brownrigg is a master in her chosen vocation. Possessed of a strong personality, of charming manner and wondrous patience, she is a born teacher. Unfortunately, Miss Brownrigg will not be available as a teacher for this course next summer, as she intends to tour France, visiting and studying at different French Universities, for the purpose of further perfecting herself in French.

From 10 to 11 (two periods) Mr. Kneeland demonstrated during the first few days, with an Intermediate (moyenne) Class, Curtis, Book III being used.

Mr. Kneeland, too, is a born teacher, and a worthy scion of that family which has given Montreal some of her most successful teachers. He is the very embodiment of energy and 'savoir faire' and one feels the contagion of his enthusiasm from the very outset. He illustrated for our benefit the best methods of teaching pupils who were neither beginners in French nor yet advanced. It was wonderful to see the ease and smoothness with which the lesson proceeded when the rock-bound coast of as yet unexplained words was avoided, and the utter shipwreck of a lesson where words, not previously explained, were employed.

Both Miss Brownrigg and Mr. Kneeland gave us a splendid sample of the excellence to which an English-speaking teacher may attain in the teaching of French. My own opinion, Mr. Editor, is that, though the French have a long start of us at the outset, we by perseverance and application, make better teachers of French in the long

run, because we so much better understand and sympathize with the difficulties of our pupils.

As for Professor Raguin, I cannot say enough. Had Dr. Parmelee hunted the world over, for a director for this course, he could not have found a better man. Mr. Raguin is severe and exacting, but always just and courteous. He is painstaking beyond words, knows exactly what is to be done, and, as exactly, how this is to be accomplished. It was, indeed, delightful to watch him, as he demonstrated with the large class of bright lads and lasses who constituted the Senior Class. He fairly carried them with him—in illustrating the methods for intensive work—till they were, figuratively speaking, tumbling over each other to speak that most euphonic of languages, which is at once, our delight and our despair.

The observation of these demonstrations by Mr. Raguin and his assistants would, indeed, have been honey and cream to the French Specialists in embryo, had we not been continually possessed of the 'arrière pensées' that, in a few days we were to receive the command "go thou, and do likewise"—and in the presence of all these experts.

Out of about half a hundred applicants to the French Specialists' Course, Professor Raguin had chosen the twenty-nine who constituted the class. If any of us went to Montreal thinking that a nice soft snap lay ahead, we were very soon disillusioned. There was no time for napping. In turn, we each had to take each of the three classes, junior, intermediate, senior, and teach that class in the presence of our three instructors and our fellow teachers with care to put into execution the various points already demonstrated, care for our own proper pronunciation of the difficult vowels and great care for all pedagogic methods. For instance, among the "péchés mortels" to be avoided were such as: repeating a question, repeating an incorrect answer, a moment's silence, the lack of instantaneous effacing of a mistake on the black board, the too-frequent use of a word in a lesson, etc. We must be as quick as canny, and as canny as quick.

The various teachers of the day were instructed as to the lessons to be presented and the manner of presentation. Help and sympathy in abundance we had, so that, I doubt not, this all sounds very easy to the reader. Let me assure you, however, kind friend, that the most hardened of us dreaded those lessons and the criticisms which followed, as I have dreaded few ordeals in my life time. As we never knew who might be called on for a criticism of the lesson we must all be prepared. Then the director gave his own criticism to which was not infrequently added a criticism of our criticism.

Some lessons appeared to our lay minds, the very essence of perfection, but we very soon discovered that perfection, in Professor Raguin's estimation, was as distant a star as Hercules is from our solar system. A few of the lessons—a very few, were nightmares never to be forgotten. However, the teaching, I am convinced, was a splendid training from which we reaped a gold mine of benefit as, doubtless, the future will prove.

During the first hour and a half of the afternoon period, we had French conversation, the class being divided into four conversation groups—changed every few days—the leaders of these groups being the Misses Brownrigg, Brecht, Godue and Mr. Kneeland, with Professor Raguin wandering from one group to another. Everyone spoke French and French only, in these groups. We had biographies, descriptions of journeys, real or imaginary, discussions, real debates, anecdotes, 'bon mots', romances of our own composition, etc., etc., anything, everything to make conversation, with the leader exerting himself to draw out the more reticent and correcting errors.

I might here say, Mr Editor, that it is hopeless for anyone who cannot speak French with ease and fluency to attempt this course, where fully half are French born. Preparation for the course would include much practice in phonetics, ((use "French Speech and Spelling" by Richards. Dent & Son); study of the Curtis Manuals (I

and III especially); and perfecting oneself in French grammar, composition and conversation.

After the conversation groups came phonetics, with Professor Raguin. When engrossed in this subject, as our teacher daily became, he was personified Animation. He taught as the "voyelles d'avant," the "voyelles d'arrière", the "voyelles nasalées, and had us practise them, each with a mirror to study the position and action of the organs of speech, till our very dreams ran in French sounds, particularly vowels.

Bear with me, Mr. Editor, while I tell you of an amusing experience I had in this connection. I was boarding at the Y. W. C. A. on St. Famille St., which is a building of several storeys. One morning, early, I had repaired to the roof to practise my "sons", where, as I fondly thought, I might, without molesting anyone, give free scope to my voice. I had enjoyed a few minutes of delightful practice, when a trained nurse came rushing up "Well, here you are! I've hunted the whole house over for you, what is the matter? The girls below are nearly crazy with fright". My sounds had descended through the open windows, Mr. Editor, instead of ascending to the top of Mount Royal, an offering of the gods of my perseverance and energy. The nurse insisted on my going down to show my ruddy countenance in order to quell the anxiety. I might here add that since bidding *aurevoir* (no, it's not goodbye as I have attended only one summer and have therefore only my Second) to Professor Raguin's class, I have found an Eden for the practice of Phonetics, in the raspberry field. There, even the happy warblers on their leafy boughs, awed into silence, give one 'carte blanche' and perhaps wonder what it's all about.

Saturday mornings from 11 to 12 was a period of song, eagerly anticipated by us all. The majority of the songs were taken from the "Oral Lessons in French" for use in teaching. The importance of continuing this singing of French songs was duly impressed upon us by the director. "Use it", he said, "as a reward for good work. The pupils

will love it." Indeed, our good director never failed to impress upon us that we were a band of missionaries, going forth, not only to teach French but also to instil into our pupils a love for the French language.

On Friday afternoon, July 20th, we were honoured by a visit from Dr. Parmelee, who gave us an address replete with helpful suggestions and advice. We must remember that French is a living, not a dead language and that from us, as French Specialists, much is to be expected. We must not be content with a mere classroom French, our vocabulary must be extended to take in every department. Dr. Parmelee whispered in our ear that the Professor had called us a class above the average. This was music to our ear, the strains of which were new. Doubtless Mr. Raguin had forgotten to tell us himself. We needed to be told this news in the light of future events—so many without any certificate. This seeming inconsistency may be explained by the fact that Mr. Raguin has been asked by the Department to raise the standard. He'll do it.

After the address, we all repaired to the library of the High School, where we found the children, who had rendered us such excellent service, awaiting us. After a short French concert, ice cream and cake were served and a pleasant social hour enjoyed by all.

July 21st, the day of our written examinations dawned bright and clear. Every day of the Course had really been an examination. Professor Raquin had assigned marks for each lesson taught, I doubt not, as the conversation leaders had assigned marks for each person's conversation each day. The final written examination was divided into three parts:—

Part I—Consisted of the theoretical plotting of a French lesson for intensive work with explanation of method of procedure.

Part II. consisted of a lengthy extract in Phonetics to be put into French.

Part III.—Ditto from French into Phonetics.

After the examination the appearance on the scene

of Miss Tanner was like an extra sun beam. In her own charming manner, Miss Tanner drew our attention to some prevalent errors as shown by the examination papers (Ex J'étais né for Je suis né) and recommended our special attention to such as French Specialists. In ingratiating and sympathetic expressions, Miss Tanner adjured us to remember that she would come to our schools to help us, not in any antagonistic spirit of criticism. I am sure, Mr. Editor, that we must one and all look forward to Miss Tanner's visit with pleasant anticipation.

And now, I draw to a close. If I have been explicit, it is because I have wished to be helpful to those preparing for this course. Although my heart was palpitating with delight at the thought of returning to my home, my husband and my laddies, still the great lumps in my throat at thought of parting, rendered me unable to bid gracious adieux to my fellow students, or to express to my teachers the gratitude which I felt for their splendid teaching.

Although twice the age of many of the younger members of the class, not once during those three weeks had one of those young ladies—and I may say the same of the forty at the Y.W.C.A.—by look, word, or action, suggested the chasm of years that lay between us. In fact, Mr Editor, figuratively speaking, I take off my hat to the girlhood of today. However youthful in age and charm of manner, their wonderful fund of common sense and maturity of thought makes them delightfully congenial companions for a matron.

The results of the Course are as follows:—Four young ladies (taking the course for the second time) received First Class certificates. Nine persons (some had taken the course one year, some two) received Permanent Second. Four received Provisional Second (good for one year). The Department gives a bonus of \$35. to those who secure a certificate. Having been awarded a Permanent Second, in order to secure a First Class one may return to Mr.

Raguin's Class, or one may take an examination oral and written from Miss Tanner.

With sincere greeting, Mr. Editor, Believe me,

Faithfully yours,

CATHERINE E. COLE JENKS,

Principal and French Specialist of the
Magog High School.

CONTRIBUTED.

DEDICATED TO GRADE XI.

From harmony, divinest harmony
This universal frame began;
From harmony to harmony
Thro' all the compass of the notes it ran
The diapason closing full in Man.

Dryden conveyed to mankind in those lines the truth that everything in the order of nature is subservient to man. Our thought today is that Shakespeare, running through the whole gamut of this world's interests, centres our interest on the life of man. He gives us the experience of one who through experience, of reading of men and books or inspired genius, has sounded all the depths and shoals of life. We get, in verse and prose that is never monotonous because never at the same level, a view of real life, bad and good and ordinary, together with glimpses of ideal life. The ideal, however, is real, because it is human. We can echo his ideals. For this reason—and I believe this reason chiefly—Shakespeare stirs us, and so the theme I have chosen is the Emotional Value of Shakespeare.

We ought first to think of Shakespeare's age. I used the word emotional in its literal sense—capable of moving us out of ourselves and not in the somewhat blurred sense in which the word is often used. Shakespeare was not living in a sentimental age but his epoch was one which above all others in British history, stirred men out of themselves. Learning, freedom, adventure, patriotism, were receiving in his day a tremendous impetus from within Britain and from without. Men were stirred by so many things. The influence of the Italian Renaissance had a marked effect on the art, literature and life of Elizabethans. The intellectual and religious ideas from Europe moved the England of Shakespeare's day as perhaps never before and never since, until the French Revolution. The unlimited hopes of conquerors and adventurers abroad kept men expectant of new wonders day by day. A new ideal of patriotism and a new reaching out after independence in religion, in thinking, in life—all these things made a special environment for Elizabethan writers. We may say that the age was enthusiastic. Shakespeare is in the van of this enthusiasm. In estimating his greatness we remember that he is both a product and a leader of his age.

At this point one naturally turns to the emotional value of his Histories. A new conviction of England's importance and place among the nations was a mark of the 16th century. At the close of it national pride was intense. To the Swan of Avon we owe not a little in this direction. Though it is difficult to gauge how much he effected by turning men's minds to the periods when England was in the making, this much is sure. He echoed the feeling of patriotism and never lost a chance of pointing out how dangerous had been tyranny, misrule, anarchy, treason, civil war from the days of John to Henry VIII. To accomplish this he used no soft shades but painted his characters in strong colours. If you want accurate history you turn not to Shakespeare but to Green, Freeman, et al. Yet these latter will not stir the ordinary man's affections as the warm heart kindling stories told by Shakespeare, whose details are sometimes inaccurate.

(Cf King John, Constance, Act III Sc. IV. 93. Arthur Act IV Sc. I. 75. Henry IV. part I. Hotspur, Harry, Falstaff.)

For the sheer pathos of a woman scorned, unjustly treated, whose sole props left are her religion and her pride, where in all literature will you find a figure so moving as that Katharine, first wife of Henry VIII. (and his only true wife). It passes as Shakespeare's and whether he wrote it or not, is not unworthy of him.

The emotional value of Henry V's speech to his soldiers before Agincourt, was proved many times during the Great War when it was used again and again at all sorts and conditions of patriotic meetings.

Richard III. is perhaps, after Titus Andronicus, the most horrible play of Shakespeare. No noble character is there. The evil of the time is so portrayed that no figure comes on the stage who does not seem to partake of the evil intrigue, treason, vengeance, hypocrisy, ambition, lust, women and men move naturally or unnaturally among these. No one is on the side of the Angels. Yet consider the scenes which evoke strong feeling in an audience, or in a reader. There is the appeal of Clarence—false, perjured, fleeting Clarence—to his murderers in the Tower, the lament of Elizabeth for the little princes, or the invective of the aged Queen Margaret. The central character whose physical deformity seems the sign of his inward crookedness—the loathsome, wolfish Richard—dead to every noble impulse, deaf to every piteous appeal; he has only to appear in a scene and the spectator feels the heart beat quicker through disgust, alarm, horror.

For those people who turn from Shakespeare because, they say, they wish for something light, something that stirs their sense of humour, that makes for mirth and fun, we ought to reply that some of the most wholesome fun in our language was given us by Shakespeare. A very little care spent in learning to appreciate the style of humour then current, a very little study of obsolete words and allusions, and you are prepared for the enjoyment. The mirth

is found in differing grades, but there is plenty of light refreshment in our dramatist from the sparkling comedy in **As You Like It** to the buffoonery in the **Merry Wives of Windsor**, from the ranter and absurd situations in such a play **Love's Labour Lost** to the uproarious fun of **Twelfth Light** or **Midsummer Night's Dream**. That fat butt and clever wit and unblushing vogue, Falstaff, why he is inimitable. His tricks and turns and whimsicalities make the best scenes of Henry IV. His impudence is rich, Reread his monologues a dozen times and a dozen times are you provoked to mirth.

Aristotle said that the proper aim of drama is to purify the emotions. The greatest triumph of our greatest dramatic age is that it did nothing to pollute the emotions. Compare Elizabethan drama with Restoration or Modern Drama and we are forced to conclude that the English speaking dramatists who, as a whole, have done most to purify the emotions, are those of Shakespeare's day. We cannot say of Shakespeare that he ever seeks to repress, ridicule or abuse the natural emotions. He rather tries to blend the ordinary with the ideal in such a way as to make us thank God for the beauty of many of our commonplace emotions. There was never a lover quite like Romeo nor maid so dear as Juliet, yet these do but mirror every pair stricken by Cupid since the world began. All the world loves a lover but the play 'Romeo and Juliet' calls forth this emotion of sympathy in a unique degree presenting an almost flowless picture of youthful passion and affection, and of the pathos of separation.

If every quickening of the pulse and tingling of the blood makes us love better that which causes the emotion—and I believe it often does—then we may thank the poet. Who else has ever written (at least in our tongue) a series of plays every one of which a solitary individual may read profitably, without any science or dramatic aids, almost every one of which will stir his intellect and heart, lifting him completely out of himself and compelling him to sympathize with characters outside his ordinary range?

To make clearer my meaning, let us take the word 'honour'. An armchair view of life will not itself make us honourable. No. Honour seems to me to comprise principle, action, and emotion. The principle is the basis of honor, action translates it from theory to real life, continued action makes honor a habit of mind and soul. But what stirs a person to the honorable action? The emotion working on the principle. We say a sense of honor and we mean sense. Now Shakespeare stirs this sense in us as few writers can. Perhaps because his "honorable" characters are so human. Can you read, and fail to gain something for your sense of honor as you read, of the loyalty of tired and tested Kent in King Lear, the nobility of Brutus, the depth of Othello's affection, the gallant courage of Henry V., the gentle innocence of Miranda, the lofty unselfishness of Brutus' Portia, the moral beauty of Bassanio's Portia, the self abandonment of the trustful Desdemona, the patience of Hermione?

Reverting for a moment to Aristotle's dictum, we would say that Shakespeare does purify the emotions in one special feature of his work. I suppose no dramatist before him was such an adept in exciting pity. Mercy, tenderness, sympathy—all these are allies of pity—are personified in some of the strangest characters. We think at once of Portia and the words put into her mouth. "The quality of mercy, Condelia's attitude to her father, Miranda's compassion for the wrecked travellers. If it is a fair test of the worth of a play that we lose for the time our consciousness of self and circumstance and enter into the life of the characters, sympathising with their plans and handicaps, their feelings and ideas, it is not an exaggeration to say that there is no English playwright nearly as worthy. For we base the assertion on the experience of some generations of English readers and audience alone. The number of educated English speaking people who can say, after fair trial, that these plays leave them cold is so infinitesimal as to be proof of their emotional value.

These lines are written by one who is in no sense a

Shakespearean scholar, by one who is proud to belong to those countless thousands who feel the debt they owe to England's playwright, by one who feels it a high privilege to call himself

A SHAKESPEARE LOVER.

MOUNT ETNA IN ERUPTION.

The great eruption of Mount Etna in June last was featured in the newspapers and the "movies". The following article from the Teachers' World (London) will give teachers an outline of the event from a scientific point of view. The writer of the article was Professor Robert J. Finch, F. R. G. S. In the final paragraph he refers to the evidence of former volcanic activity in Great Britain and Ireland. In the Province of Quebec we may refer to the many evidences of it in the rocks of the Laurentian Plateau, in the Serpentine band (containing asbestos) of the Eastern Townships and in the eight Monteregian Hills (Mount Royal and others) of the Lowland Plain.

"For some time past Mount Etna, Sicily's giant volcano, has been showing signs that the slumbering forces which built it are awakening once again to a period of violent activity.

On the night of Friday, June 15th, four new vents were formed, and from these enormous fissures molten lava poured forth in a vast stream 700 yards wide, to the accompaniment of earthquake shocks and appalling explosions.

As we write, news comes that towns and villages around the eastern base of the mountain are menaced by flows of lava, that many villages have already been destroyed and many others abandoned, and that tens of thousands of people have been rendered homeless. Ruin has descended upon the industrious peasants and farmers with catastrophic violence; oliveyards, vineyards and

orchards have been wiped out, and cattle and other stock killed; and all along the roads that lead from the devastated region weary processions of homeless men and women drag their way to places of refuge. For many miles the country-side is covered with fine gray ash, borne by the wind and at times blotting out the sun.

Etna (10,739 feet) is the largest and loftiest volcano in Europe. Its almost circular base is 87 miles in circumference, and covers an area of about 460 square miles, which would give room for several volcanoes of the size of Vesuvius.

It is not usually the great main crater at the peak that is responsible for the periodical eruptions that have from time to time spread ruin and desolation over the cultivated lands on the lower flanks of the mountain. The real sources of disturbance are the parasitic cones with which its slopes are studded. There are over 200 of these minor craters—some breached on one side like the long, extinct volcanoes of the Auvergne, some completely clad with verdure, and others still active or dormant. One of the most famous is Monte Rossi, near Nicolosi, formed in 1659, when 30,000 people were rendered homeless; it is over two miles in circumference.

A remarkable feature of Etna is the Valle de Bove, a vast hollow five miles across, shut in by steep walls of lava and ashes, and extending from a point below the main crater in the direction of Giarre. It is in this deep amphitheatre and around it that the most violent disturbances of recent years have occurred; and volcanologists assert that the present eruption is connected with it.

Etna is divided into three distinct natural regions:—

1. The fertile cultivated belt around its base, with many towns and villages, olive yards, vineyards and orchards, to about 2,500 feet above sea-level.
2. The forest belt, from 2,500 feet to about 6,500 feet, with oaks, chestnuts and beeches below, and pinewoods above.

3. The lava belt, which extends to the summit, a waste of black lava, ashes, and scoriae.

From Catania to the summit is a distance of nearly 30 miles, though there are many other centres giving a nearer approach. The view from the peak is one of the wonders of the world. Sicily lies spread out below like a map, with the giant shadow of the volcano projected upon it; and on a clear day one can see Malta far away to the South, and Vesuvius to the North.

Within the fertile zone of the base of Etna lie many towns and villages, the most important of which are linked up by the railway that runs along the whole circumference of the mountain.

Catania (255,400) is the leading port of Sicily, and though it is not so large as Palermo, it ranks as the seventh city in Italy. Other towns on the Etna railway (in order going north) are Acireale, Giarri, Linguaglossa, Castiglione, Randazzo, Bronte, Aderno, Biancavilla, Paterno, and Misterbianco.

The chief places that have suffered from the present outburst are Linguaglossa, which is now surrounded by lava; Cerro, whose railway station and many houses and farms have been destroyed; Castiglione, whose woods have been overwhelmed and its safety threatened; and Randazzo and Bronte were menaced by the lava streams, which have split up and are taking new directions.

The people of Linguaglossa brought out the sacred staff of their patron saint Egidius, and carried it in procession along the front of the advancing lava, with prayers and hymns of supplication. The men of Piedimonte set in the market square the statue of St. Anthony, remaining on their knees the whole night in prayer for Divine aid. An incessant rain of ashes fell, and through the darkness that enshrouded Etna came the flashing of explosions and the sullen roar and rumble of the eruption.

Fortunately, the lava moves slowly, especially now it has reached the lower and gentler slopes. Its speed is about 6 feet an hour; but its advance is sinister and irre-

sistible. Poisonous gases shrivel up all living vegetation, and the stealthy but certain approach of the lava streams swallow up vineyards and orchards and houses, and spreads desolation wherever it passes.

Volcanoes occur along defined "lines of weakness" in the earth's crust, in association with the great earthquake regions of the globe. They prove that the world is still in the making, and that solid as the earth's crust appears, it is even yet far from stable in many places.

Volcanoes are the resultant phenomena of the great earth movements, which fracture and fold the rocks. Modern active volcanoes occur chiefly in areas that were subjected to folding, crumpling, and fracture in Tertiary times, where the earth's crust is still unstable, and where deep seated movements are still going on.

Water percolates to great depths. When the rocks below the surface become molten through sudden releases of pressure (perhaps as a result of fracture), and come in contact with subterranean water; or when existent masses of magma (molten rock) reach water, there is a sudden change of the water into steam, which must find a vent, or make one. That is why an explosion and an enormous column of steam are almost always the heralds of a volcanic outburst. The steam explosion bursts open the new vent, out of which the molten rock comes welling, tearing away in its passage rocks that hurtle into the air white hot and incandescent. Repeated explosions hurl up showers of small stones (lappilli), cinders (scoriae), volcanic dust and ashes, and volcanic bombs — lava masses that solidify in their passage through the air. Pumice is the solidified scum or froth from the molten lava. Tufa is the solidified dust that falls around the cone and helps to build up. All the material of which a volcano is made comes from the crater. In no sense is the earth "pushed up" or "bent up". Further, the apparent "flames" are chiefly lightning and the glow of molten lava reflected on the steam clouds above. A volcano is not "a burning mountain".

Etna lies in a great "line of weakness" that can be traced throug Vesuvius, the Lipari Islands (Stromboli and Vulcano especially), and Sicily.

Evidences of volcanic action in the British Isles in former times may be seen in the castle rocks of Edinburgh, Stirling, and Dumbarton, which are the old lava plugs of prehistoric volcanoes; in the Giant's Causeway, and Fin-gal's Cove (Staffa,) whose columns of basalt are the cooled lava floods of volcanoes of Tertiary times; and in the sea-filled prehistoric crater of Poolvash Bay in the Isle of Man."



REPORT OF
INSPECTOR REV. I. N. KERR.

For the year 1921-22.

Hatley, Que., July 25th, 1921.

To the Superintendent of Public Instruction,
Quebec, Queb.

Sir,

I have the honour to submit my annual report comprising: I. The statistical summary of my inspection district; II. General remarks on the working of the Education Act in the same district; III. The classification of municipalities by order of merit.

STATISTICAL SUMMARY			
1.—Number of school municipalities:		1921--22	
a) Under control of commissioners		17	.....
b) Under control of trustees		10	.....
2.—Number of schools:	Total.....		27
a) Elementary		37	.....
b) Model		3	.....
3.—Number of teachers:	Total.....		40
a) Male Teachers		1	.....
b) Female Teachers		43	.....
4.—Average Salaries:	Total.....		44
a) In elementary schools		\$ 350.00	.....
b) Female teachers in elementary schools ...		452.75	.....
" " in model schools		783.33	.....
5.—Number of children of school age:			
a) Boys, 5 to 7 yrs, 122; Girls, 5 to 7 yrs 134 .....			.....
b) Boys 7 to 14 yr. 399; Girls, 7 to 14 yrs, 397 .....			.....
c) Boys 14 to 16 yrs, 108; Girls, 16 to 14 yrs. 156 .....			.....
d) Boys 16 to 18 yrs, 77; Girls, 16 to 18 yrs. 81 .....			.....
	Total.....		1,374

6.—Number of pupils inscribed:		
a) In elementary schools	825	.....
b) In model Schools	155	.....
7.—Average attendance: (in percentage)		
Total		980
a) In elementary schools	70%	.....
b) In model schools	77.4%	.....
8.—Classification of pupils:		
In Grade 1.	177	.....
In Grade 2	120	.....
In Grade 3	139	.....
In Grade 4	158	.....
In Grade 5	98	.....
In Grade 6	126	.....
In Grade 7	100	.....
In Grade 8	40	.....
In Grade 9	21	.....
In Grade 10	1	.....
Total		980

General Remarks.

The 40 schools in my inspectorate were all in operation and the majority of them for 10 months. All of these schools have been visited twice during the year with the exception of a few that were not in operation for the full term.

Reports of inspection for the Autumn visits, and the bulletins of inspection for the year have all been forwarded to the Department.

In the Autumn, I held two conferences for the teachers, one at Shigawake and the other at Gaspé Village. At these conferences I was ably assisted by the clergy in each district and the Principals of the Intermediate Schools.

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

Model school diplomas from Macdonald	2
Model School diploma from P. C B.	1
Academic Normal from Oshawa	1

Elementary school diplomas from McG. N...	1
“ “ “ “ Macdonald.	17
Rural Elementary diploma	1
Elementary diploma from C. B.	1

Teachers without diplomas:

Grade X Certificate	6
Grade IX Certificate	10
Grade VIII Certificate	3
Grade VII Certificate	1

It is evident from the above statement that the shortage of qualified teachers continues. One reason for so many being engaged this year was that the financial depression on the Coast made it practically impossible for some school boards to pay qualified teachers.

The average daily attendance was much better than last year.

The teachers recommended for bonuses are:

Municipality	Teacher	Address	Class of diploma
Baie de Gaspé S.	Berthe Gale ...	Cap d'Espoir ...	Elm.
Port Daniel W..	Louis G. Brooks.	Plage Petit Metis	"
Haldimand	Marjorie Eagle .	"Sunny Bank" .	"
Fraserville, diss .	E. Proctor ...	Stn. Riv. du Loup	"
Gaspé Village ..	Irma Vilbert ..	Gaspé	R. E.
Haldimand	Lay Savage	Cap d'Espoir ...	Elm.

The following municipalities are recommended for prizes for progress:

Municipality	County	Secretary	Amounts
Perce, diss	Gaspé	Abner Bisson ..	\$50.00
Sayabec, diss ...	Matane	Sam Hughes ...	40.00

The following schools are recommended for the prizes awarded annually for proficiency in physical training:

County	Municipality	Dis.	Teacher	Address
Gaspe	Red Head	1	Ella Cooke .	New Carlisle
Gaspe	Gaspe Village ..	1	Beat. Coffin.	Gaspe
Bonaventure ...	Paspebiac, diss .	1	Ella Sullivan	Shigawake E.

Consolidation has not yet reached the Coast, but there is an excellent opportunity for a large consolidated school in the municipality of Gaspe Bay South, taking in part of Gaspe Village and district No. 2 or York. Here, within the radius of a few miles could be gathered together about 200 children. I hope some time to see a High School in this section of Gaspe.

The following is the classification of the municipalities according to art 9 (m) of the Regulations of the Protestant Committee:

Excellent:—Fraserville, diss., Cabano, Sayabec, diss., Perce, diss., Haldimand, Cap Desespoir, diss., Gaspe Village.

Good:—Metis Village, Metis, Shigawake, St. Godfroi, diss., Port Daniel West, Port Daniel Centre, Barachois, diss., Malbaie, York, Gaspe Bay South, Gaspe Bay North.

Middling:—Port Daniel East, diss., Edmonds, Paspebiac, diss., Douglastown, diss., Fontenelle, Roseville, Seal Rock, Grand Greve.

In closing this report I desire to heartily thank all who have assisted me and made my work a pleasure during the 23 years that I have examined the schools.

I have the honour to be, etc.

I. NEWTON KERR,
School Inspector.

**REPORT OF
INSPECTOR REV. LEWIS J. KING.**

For the year 1921-22.

Pointe a la Garde, P.Q., 15th July, 1922.

The Superintendent of Public Instruction,
Quebec, P. Q.

Sir,

I have the honour to submit the statistics and general report of my district of inspection for the year ending 30th June, 1921.

STATISTICAL SUMMARY	1921-22	
1.—Number of school municipalities:		
a) Under control of commissioners	8	.....
b) Under control of trustees	4	.....
Total		12
2.—Number of schools:		
a) Elementary	26	.....
b) Model	3	.....
c) Academies	1	.....
Total		30
3.—Number of teachers—(Under control)		
a) Male teachers	2	.....
b) Female teachers	36	.....
Total		38
4.—Average salaries:		
a) Male teachers in model schools	\$ 900	.....
Male teachers in academies	1000	.....
b) Female teachers in elementary schools ...	513	.....
Female teachers in model schools	766	.....
Female teachers in academies	700	.....
5.—Number of children of school age:		
a) Boys, 5 to 7 yrs. 104; Girls, 5 to 7 yrs. 84	188	.....
b) Boys, 7 to 14 yrs. 329; Girls, 7 to 14 yrs. 312	641	.....
c) Boys, 14 to 16 yrs. 128; Girls, 14 to 16 yrs. 94	222	.....
d) Boys, 16 to 18 yrs. 38; Girls, 16 to 18 yrs. 43	81	.....
Total		1132

6.—Number of pupils enrolled:

a) In elementary schools	500	.....
b) In the model schools	157	.....
c) In the academies.....	158	.....
Total		815

7.—Average attendance:

a) In the elementary schools	68.%	.....
b) In the model schools	79.%	.....
c) In the academies	81.%	76.6%

8.—Classification of pupils:

In Grade 1.	186	.....
In Grade 2.	124	.....
In Grade 3.	117	.....
In Grade 4	93	.....
In Grade 5.	102	.....
In Grade 6.	76	.....
In Grade 7.	29	.....
In Grade 8.	24	.....
In Grade 9.	31	.....
In Grade 10.	3	.....
Total.....		815

General Remarks.

Certified teachers—This year 76% of the teachers in the district held certificates as compared with 47% last year. This advance is no doubt due in part to the increase in salaries to elementary teachers.

Salaries.—The average salary to elementary teachers increased from \$450 to \$513. Some municipalities, however paying as low as \$200 or \$300, are wasting their money and their children's time.

Conveying pupils.—No. 4 school Schoolbred was closed and the pupils conveyed to school No. 3, 4 miles distant. The driving was done by one of the pupils and, although there is little traffic on the roads in winter, only four days were lost by the team during the cold months. The teachers reports "This plan of driving the children has been successfully carried out. The children showed much interest and enthusiasm in attending school. There were no complaints whatever as to the unpleasantness of the drive." This tends to prove that it is practicable to convey pupils

to consolidated schools in this country. There are several schools with few pupils where unqualified teachers are employed that might profitably be closed and the pupils driven to other schools a few miles away.

Standard in Superior Schools.—As a large percentage of the elementary teachers of the county are graduates of our own superior schools, it is important that a high standard be maintained. Poor work in the superior schools produces poor work in the elementary schools. On the other hand, as our superior schools improve, their improvement will be felt in the country districts through the graduates.

Board.—Board is difficult to obtain near any of the superior schools so that some eight or ten pupils were obliged to study superior school work privately or in the elementary schools.

Bonuses.—The following are recommended for bonuses for successful teaching: Miss Annie Burton, Mrs. Dahl, Miss Mary E. Bisson, Miss Blanche Willard.

Strathcona Prizes.—The following teachers are recommended for Strathcona prizes: Miss Winnifred Blois, Cox High School and Miss Grace Perry, New Richmond Intermediate School.

Bonuses to municipalities.—The following municipalities are recommended for bonuses on account of special efforts to make progress: New Richmond, Shoolbred.

Classification of municipalities.

Excellent.—None.

Good.—Sellarville, Matapedia, New Richmond, Mann, Cox, Maria and Restigouche.

Middling.—St. Laurent de Matapedia, Broadlands and St. Bonaventure de Hamilton.

Poor.—Shoolbred and St. Charles de Caplan.

I have the honour to be, etc.

LEWIS J. KING,
Inspector.

**ANNUAL REPORT OF
INSPECTOR REV. F. G. LEGALLAIS
For the year 1921-22.**

July 5th, 1922.

STATISTICAL SUMMARY	1921-22	
1.—Number of school municipalities:		
a) Under control of commissioners .....		.....
b) Under control of trustees	None	.....
Total .....		.....
2.—Number of schools:		
d) Independent institutions subsid. (Elementary)	6	.....
b) Model .....		.....
Total		6
3.—Number of teachers: . (Under control)		
a) Lay male teachers, independent	2	.....
c) Lay female teachers	5	.....
Total		7
4.—Average salaries in the schools under control:		
a) Male teachers in indep. Elementary Schools \$	260.00	.....
b) Female teachers in indep. Elem. Schools ..	410.00	.....
5.—Number of children of school age:		
Cenrees (according to sec.-treas. reports).		
6.—Number of pupils inscribed:		
d) In the subsid. indep. institutions, Elem. ..	154	.....
7.—Average attendance:		
In the subsid. indep. institutions, Elem. ..	61.4	.....
Total		67.4
8.—Classification of pupils:		
In the preparatory course .....		.....
In first year	60	.....
In second year	50	.....
In third year	30	.....
In fourth year	14	.....
In fifth, sixth, seventh and eighth year.....		.....
Total		154

General Remarks.

The schools on the Labrador are in unorganized territory. There are neither Commissioners nor Trustees. It is practically all in the hands of the Inspector who does everything in connection with the schools except the actual teaching.

The great difficulty is in securing teachers. The salaries are so small, and the travelling expenses are so great that it is impossible to get teachers from the Province of Quebec, except those who are engaged as lay-readers and social workers, and receive part of their salaries from the Church. The other teachers come from Newfoundland, because of its nearness to the Labrador, but being unacquainted with the Quebec system their work is not as adequate as it might otherwise be.

Another drawback is that the majority of the people live in two places, on the different islands during the summer for fishing and on the mainland in the Winter for trapping and easier access to fuel, consequently the larger schools can be carried on only eight months, the smaller ones four or five months. The people are more and more appreciating the schools, especially since the erection of the fine new buildings so generously donated by the Government, and are therefore forming larger communities where more children can receive instruction than was the case in former years.

During the past year, there were six schools in operation. There should have been three more, but lack of funds and the need of buildings prevented schools being carried on at Kegashka, Shecatia and Bradore. At these places buildings are the first requirements. I am pleased, however, to say that at the former place a school is to be built in the Autumn.

A new school building, the second of its kind, sent down from Quebec, was built by the people by free labour at St. Paul's River, the largest Winter settlement. We are

looking forward with bright hope to another at Harrington, where it is greatly needed.

In closing this report, the first from your inspector on the Labrador, I desire to tender to you Sir, my hearty thanks for the interest taken in our schools by your department, and for the grant made to them through it, and also for the two new school buildings. Without these buildings and the grant towards the teachers salaries many of our children would be unable to receive an education.

I have the honour to be, etc.,

REV. F. G. LeGALLAIS,
Inspector.

ANNUAL REPORT OF
INSPECTOR JOHN PARKER.

For the year 1921-22.

Quebec, P. Q., Aug. 24th, 1922.

Sir,

I have the honour to submit my annual report comprising: I. The statistical summary of my inspection district; II. General remarks on the working of the Education Act in the same district; III. The classification of municipalities in order of merit.

STATISTICAL SUMMARY	1921-22	
1.—Number of school municipalities:		
a) Under control of commissioners	26	.....
b) Under control of trustees	26	.....
Total		91

2.—Number of schools:

a) Model	52	.....
b) Academy	39	.....
c) Independent institutions subsidized	2	.....
Total		93

3.—Number of teachers: . (Under control)

a) Lay male teachers	77	.....
b) Female teachers	410	.....
Total		487

4.—Average salaries in the schools under control:

a) Male teachers, in model schools	\$ 1,605	.....
b) Male teachers, in academies	2,263	.....
c) Female teachers in model schools	773	.....
d) Female teachers in academies	1,025	.....

5.—Number of children of school age:

a) Boys, 5 to 7 yrs. 720; Girls, 5 to 7 yrs. 664 .....		.....
b) Boys, 7 to 14 yrs. 2102; Girls, 7 to 14 yrs. 2115 .....		.....
c) Boys, 14 to 16 yrs. 598; Girls, 14 to 16 yrs. 629 .....		.....
d) Boys, 16 to 18 yrs. 411; Girls, 16 to 18 yrs. 436 .....		.....
Total		7,645

6.—Number of pupils inscribed:

a) In Model schools	4333	.....
b) In academies	10,350	.....
c) In independent institutions subsidized	343	.....
Total		15026

7.—Average attendance:

a) In model schools	71%	.....
b) In academies	81%	.....
c) In independent institutions subsidized	82%	.....
Total		79%

8.—Classification of pupils:

In first year	2,935	.....
In second year	1,590	.....
In third year	1,548	.....
In fourth year	1,460	.....
In fifth year	1,541	.....
In sixth year	1,286	.....
In seventh year	1,169	.....
In eighth year	1,394	.....
In ninth year	1,101	.....
In tenth year	614	.....
In eleventh year	388	.....
Total		15,026

(1) In 40 of the municipalities reported there are Elementary Schools. The census for the schools in these municipalities is given in the reports of the Inspectors of Elementary Schools. The statistics in section 5 are for those municipalities in which there are no Elementary Schools.

General Remarks.

Examinations.—At the oral examinations held in each school upon the days of inspection there were 11518 pupils present. At the written examinations held during the month of June, 1281 pupils in Grades 9, 10, 11, were presented; 944 passed successfully, and 337 failed. The successful candidates were awarded certificates of promotion. This year, the answers of the pupils in Grade 8 were read and valued by the teachers of their respective schools. Printed examination papers in all subjects were provided for grades 5, 6, 7, 8, 9, 10, 11. Ten High, and Sixteen Intermediate Schools took 70% or over at the June Examinations.

Diplomas:—

High School	89
Intermediate	195
Elementary	163
	447
No diploma	40
	487

Libraries:—

Number of new BOOKS	1257
Total number of books	22762

	Excellent	Good	Middling	Bad
Schoolhouses	36	22	33	2
School Grounds .	20	17	46	10

Specialists.—There were 26 qualified specialists engaged in teaching French. The pupils attending schools in which specialists in French are employed, are making rapid progress in learning to speak the French language.

.....**Progress.**—The average attendance is better than that of last year, The average salary is higher than that of last year. The rate of taxation is higher than that of last year. The number of unqualified teachers is less than that of last year.

The number of pupils in attendance is larger than last year.

I have the honour to be, etc.

JOHN PARKER,
Inspector of Superior Schools.

ANNUAL REPORT OF
INSPECTOR J. W. McOUAT.

For the year 1921-22.

Lachute, Que., August 8th, 1922.

Sir,

I have the honour to submit my annual report comprising: I. The statistical summary of my inspection district; II. General remarks on the working of the Education Act in the same district; III. The classification of municipalities in the order of merit.

STATISTICAL SUMMARY	1921-22	
1.—Number of school municipalities:		
a) Under control of commissioners	21	.....
b) Under control of trustees	23	.....
Total		44

2.—Number of schools:		
a) Elementary	141	.....
Total		141
3.—Number of teachers: . (Under control)		
a) Male teachers	48	.....
b) Female teachers	1004	.....
Total		1052
4.—Average salaries in the schools under control:		
a) Male teachers in elementary schools	\$	
44 city \$2,515; 4 Rural \$775	2,360	.....
b) Female teachers in elementary schools,		
932 City \$1,220; 96 Rural \$516.00.....	1,166	.....
5.—Number of children of school age:		
a) Boys, 5 to 7 yrs. 3967; Girls, 5 to 7 yrs. 3058	7,025	.....
b) Boys, 7 to 14 yrs. 15423; Girls 7 to 14 yrs. 14997	30,420	.....
c) Boys, 14 to 16 yrs 1434; Girls, 14 to 16 yrs 1387	2,821	.....
d) Boys, 16 to 18 yrs. 663; Girls, 16 to 18 yrs. 662	1,325	.....
Total		41,591
6.—Number of pupils inscribed:		
a) In the elementary schools	36,084	.....
Total		36,084
7.—Average attendance:		
a) In the elementary schools	84%	.....
8.—Classification of pupils:		
In Grade 1	9,436	.....
In Grade 2	5,650	.....
In Grade 3	5,602	.....
In Grade 4	4,904	.....
In Grade 5	4,762	.....
In Grade 6	3,391	.....
In Grade 7	2,170	.....
In Grade 8	166	.....
Total		36,084

In this inspectorate there are 140 elementary schools of which 128 were in operation during the past year. Of these 56 are on the island of Montreal and 72 are out in the country districts. Each school has been visited, although three were not in operation and were not inspected. The work has been carefully done and a faithful effort has

been made to enact the course of study. While there are in the city schools some persons teaching without diplomas there are 36 teachers in the rural schools who have no qualifications. It is remarkable how they succeed in many cases and produce even bonus results in the school work.

There has been a small increase in the average salary, both for men and for women, in the city and the country.

The enrollment has increased by over 2000, while the average attendance has increased to 84 per cent of the pupils enrolled.

I have pleasure in recommending the following teachers for bonuses for successful teaching in order of merit.

Mrs. R. Graham, St. Jerusalem No. 2; Catherine G. Addie, St. Jerusalem No. 5; Beulah Halcro, St. Laurent No. 1; Jean M. Higginson, Ste. Therèse; Mrs. Ray Pepper, Mascouche; Helena S. Rogers, St. Jerusalem No. 4; Helen Thomson, Morin No. 2; Agnes Wilson, Dalesville, Chatham No. 2; S. Ethel Keys, Belt's Grenville, No. 1; Mrs. Geo. Tomalry, Louisa Wentworth.

For Certificates only—Helena S. Morrison, St. Jerusalem No. 3; Mary H. Ross, Grenville Village.

I also submit the following municipalities for the progressive bonus, not in building only, but in other respects also.

Pointe Claire, Kilkenny, Dunany, St. Jerome and St. Felix de Valois.

For the Strathcona Trust prizes for physical culture the following schools and teachers have done good work.

S. Ethel Keys, No. Grenville; Mary H. Ross, Grenville; Muriel Cameron, Rawdon, No. 7; Violet Gravey, St. Gabriel de Brandon.

The burden of my heart is the increase of uncertified teachers from year to year, with no prospect of relief. Next year there will be added to my district 30 more schools of the uncertified class in lieu of those on the island of Montreal. Such an addition will make my staff almost wholly uncertified. Our High School prepares a good supply of candidates for diplomas, but most of them enter the Model

class and leave to teach in Montreal. It is no answer to the difficulty to say that each district must supply its own teachers; when a district does so they go elsewhere for occupation. The situation is becoming desperate!

Those schools of the cities are well staffed with all that is required for successful work. All the suburban schools also are supplied with competent teachers and do good work.

Montreal, Westmount and Verdun are growing in numbers and are kept busy providing room for their increasing population. It has become a heavy tax on the finances of these cities to keep up with the requirements of their schools.

The classification of the municipalities is as follows:

Excellent:—Montreal, Westmount, Verdun, Lachine, Outremont, Coteau St. Pierre, Pointe Claire, Ahuntsic, Mount Royal City, Ste. Therèse, Montcalm.

Good:—Terrebonne, St. Jerusalem, Harrington No. 1, Pointe Fortune, Grenville No. 2, Morin, Shawbridge, Arundel.

Fair:—Grenville No. 1, Grenville No. 3, Chatham No. 1, Chatham No. 2, Dunary, Gore, Mille Isles No. 1, Mille Isles No. 2, Mille Isles No. 3, Ste. Sophie, Rawdon, Mascouche, Harrington No. 2, Wentworth, St. Felix de Valois, St. Gabriel de Brandon, St. Canute.

Inferior:—Pointe aux Trembles, Grande-Freniere, St. Scholastique, Kilkenny, St. Jerome, St. Hippolyte, St. Sauveur, Scotland.

The re-arrangement of our territories removes all the municipalities of the Island of Montreal from my field of inspection. It is doubtless a good plan to send the inspection to those schools that have greater need than those of the cities, which have much competent supervision of their own. I may be permitted, however, to say that I have enjoyed my work with the "islanders" for the past 30 years. All our relations have been agreeable and I hope we part with mutual respect and good wishes for each others success.

I desire to thank all teachers and officials for their kind co-operation during the past year and for their un-failing courtesy at all times.

I have the honour to be, etc.,

J. W. McOUAT,
School Inspector.

REPORT OF
INSPECTOR O. F. McCUTCHEON

FOR THE YEAR 1921-22

Leeds Village, Que., 25th July, 1922.

The Hon. Superintendent,
of Public Instruction,
Quebec, P. Q.

Sir,

I have the honour to submit my annual report for the scholastic year 1920-21.

SUMMARY OF STATISTICS.	1921-22	
1.—Number of school municipalities:		
a) Under control of commissioners	17	.....
b) Under control of trustees	23	.....
Total		40
2.—Number of schools:		
a) Elementary	69	.....
e) Non subsidized independent institutions	1	.....
Total		70
3.—Number of teachers:		
a) Male teachers .....		.....
b) Female teachers .....		.....
Total .....		.....

4.—Average salaries:		
a) Male teachers in elementary schools (in city)	\$ 2,000	.....
b) Female teachers in element. schools, (Rural)	509	.....
5.—Number of Children of School Age:		
a) Boys, 5 to 7 yrs. 103; Girls, 5 to 7 yrs. 133	236	.....
b) Boys, 7 to 14 yrs. 505; Girls, 7 to 14 yrs. 444	949	.....
c) Boys, 14 to 16 yrs. 135; Girls, 14 to 16 yrs. 126	261	.....
d) Boys, 16 to 18 yrs. 111; Girls, 16 to 18 yrs. 90	201	.....
Total		1,647
6.—Number of pupils enrolled:		
a) In the elementary schools	1,402	.....
Total		1,402
7.—Average attendance: (in percentage).		
a) In the elementary schools	68%	.....
8.—Classification of pupils:		
In Grade 1	376	.....
In Grade 2	194	.....
In Grade 3	172	.....
In Grade 4	202	.....
In Grade 5	144	.....
In Grade 6	173	.....
In Grade 7	90	.....
In Grade 8	46	.....
In Grade 9	3	.....
In Grade 10	2	.....
Total		1,402

General Remarks.

All the schools were visited twice during the year with the exception of a few summer schools which were not in operation at the time of my second inspection.

Reports of inspection for the autumn visit were forwarded to the Department. The bulletins of inspection were also sent in after the second inspection for the year was completed.

The usual Teacher's Conferences were held in the autumn and were attended by practically all the teachers in the localities in which they were conducted.

I called on all the secretaries and examined their ac-

counts. Twenty nine of them had their books in very good order. Eight I ranked as having their books in fair condition and two as very unsatisfactory. In thirty-one cases the books had been regularly audited; in eight instances the auditing did not take place at the proper time.

To all teachers was sent a copy of the report made at the time of the inspection of their school.

Some of the school boards are wide awake and manifest due interest in the schools under their care, endeavoring to obtain all the bonuses offered by the Government for progress and improvements made and salaries paid to teachers. Others are more or less indifferent and do not perform the duties of their office as they should.

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

- 1st prize \$60. Inverness;
- 2nd " \$50. Portneuf.
- 3rd " \$40. Ireland South;
- 4th " \$35. Loretteville;
- 5th " \$30. Hampden.

The annual salaries paid to the teachers of the rural schools were as given below:

\$820., 1 school; \$800, 1 school; \$700, 2 schools \$600, 4 schools; \$540., 2 schools; \$495., 2 schools; \$450., 3 schools; \$440., 5 schools; \$420., 1 school; \$400., 6 schools; \$385., 1 school; \$360., 8 schools; \$350., 3 schools; \$320., 5 schools; \$315., 3 schools; \$300., 5 schools; \$294., 1 school; \$280., 2 schools; \$270., 3 schools; \$200., 5 schools; \$180., 1 school; \$90., 1 school.

The rates of taxation for valuation of one hundred dollars were:

\$3.35, 1 mun.; \$2.00, 1 mun.; \$1.70, 1 mun.; \$1.60, 1 mun.; \$1.50, 1 mun.; \$1.25, 2 mun.; \$1.20, 1 mun.; \$1.10, 2 mun.; \$1.00, 5 mun.; 85c., 1 mun.; 80c., 1 mun.; 72c., 2 mun.; 70c., 3 mun.; 65c., 2 mun.; 60c., 2 mun.; 55c., 2 mun.; 50c., 4 mun.; 40c., 2 mun.; 35c., 2 mun.; 30c., 1 mun.; 15c., 2 mun.

The school sessions were as follows:—

12 months, 1 school; 10 months, 14 schools; 9 months, 7 schools; 8 months, 25 schools; 7 months, 9 schools; 6 months, 7 schools; 6 months, 7 schools; 5 months, 3 schools; 4 months, 4 schools; 2 months, 1 school.

A supply of the new "Syllabus of Physical Training for Schools" was sent to me from the Department, one copy of which I placed in each school in my inspectorate.

In general, I find that many of the teachers give due attention to physical education in their schools and do very good works in connection therewith.

Apart from the value of the physical exercises in relation to the health of the pupils, we observe that where they are systematically carried out there is a very noticeable improvement in the discipline of the classroom.

The prizes for excellence in physical drill are recommended as follows:—

Miss F. S. Roy, St. Gabriel West, dist. 4.

Mis M. H. Journeau, St. Raymond, dist. No. 1.

Miss M. Elizabeth MacKay, Lingwick, dist. No. 8.

Miss M. M. Lefebvre, Leeds East, dist. No. 1.

The following teachers are recommended for the bonuses for successful teaching:—

Misses Stella M. Longmoore, Violet E. Roy, Della E. Patterson; Cora B. E. McKillop, Bella R. Goldstein, C. K. Macmillan, Kathleen I. MacDonald, M. M. Lefebvre, F. S. Roy, Mrs. Thos. A. Wood, C. E. MacKay, Bernice R. Bennett, H. B. Carming, M. A. Coombe, and A. M. Hepburn.

Eighty-nine teachers were in charge of the schools in my inspectorate. Fifty-one had diplomas and 38 were unqualified.

The classification of the municipalities in order of merit having reference to:—1. The length and arrangement of the school year, 2. The condition of the school-houses and premises, 3. The supply of apparatus. 4. The cause of the course of study, 5. The use of the authorized textbooks, 6. The salaries of teachers and method of payment—is as follows:—

Excellent:—Quebec, St. Colomb de Sillery, St. Raymond, Levis, Chaudiere, Loretteville and Portneuf.

Good:—St. Gabriel West, Stoneham, Ireland South, The Valley, Agnes and Megantic, St. Romuald, Aubert Gallion, Leeds East, St. Gabriel East, Lingwick, Hampden.

Leeds, Ireland North, Dudswell, Marston, South Ham, Inverness, Ditchfield, Mill Hill, and St. Dustan.

Middling:—St. Pierre Baptiste, Nelson, Leeds South, Ste. Christine, St. Malachie, Weedon, Winslow, Halifax and Frampton.

Bad:—Whitton.

The following municipalities are unranked because the schools have been closed, the pupils being conveyed to the schools of the city of Quebec, Beauport, St. Foy, St. Sauveur.

A review of conditions as set forth in the above paragraphs would indicate that with a view to improvement there is required: 1. A larger supply of qualified teachers, 2. Greater inducements to encourage the more talented of our youth to take up the work of teaching, 3. Longer school terms, 4. More regular and continued attendance of pupils at school—too many do not remain long enough at school to complete even the elementary course of study, 5. In general, a livelier interest in the community in educational matters.

I have the honour to be, etc.,

O. F. McCUTCHEON,

I. P. S.

REPORT OF
INSPECTOR REV. ERNEST-M. TAYLOR,
FOR THE YEAR 1921-22

Knowlton, July 20th, 1922.

I have the honour to submit my annual report comprising: I. The statistical summary of my inspection district; II. General remarks of the Education Act in the same district; III. The classification in the order of merit.

SUMMARY OF STATISTICS.		1921-22
1.—Number of school municipalities:		
a) Under control of commissioners	16	.....
b) Under control of trustees	9	.....
Total		25
2.—Number of schools:		
a) Elementary	82	.....
Total		82
3.—Number of teachers:		
a) Male teachers	2	.....
b) Female teachers	82	.....
Total		84
4.—Average salaries:		
a) Male teachers in elementary schools	\$420	.....
b) Female teachers in elementary schools	468	.....
5.—Number of Children of School Age:		
a) Boys, 5 to 7 yrs. 156; Girls, 5 to 7 yrs. 167	323	.....
b) Boys, 7 to 14 yrs. 618; Girls, 7 to 14 yrs. 587	1,205	.....
c) Boys, 14 to 16 yrs. 128; Girls, 14 to 16 yrs. 117	245	.....
d) Boys, 16 to 18 yrs. 63; Girls, 16 to 18 yrs. 62	125	.....
Total		1,898
6.—Number of pupils enrolled:		
a) In elementary schools	1,592	.....
Total		1,592
7.—Average attendance: (in percentage).		
a) In the elementary schools		73%
8.—Classification of pupils:		
In Grade 1	473	.....
In Grade 2	194	.....
In Grade 3	230	.....
In Grade 4	209	.....
In Grade 5	180	.....
In Grade 6	176	.....
In Grade 7	127	.....
In Grade 8	3	.....
Total		1,592

General Remarks.

My district of inspection has now but twenty-five (25) municipalities as the dissentient municipality of St. Sebastien has, during the year, united with Clarenceville.

The salaries of teachers have again advanced so that the average salary paid to female teachers has been \$468.

The prevailing price paid per month to teachers holding diplomas has been sixty dollars (\$60).

The schools generally operate for only eight months in the year.

I am glad to report that several boards have lengthened the school term to nine months. The municipality of Philipsburg deserves especial commendation for progress as its schools have been operated for ten months and each of the five teachers employed has received sixty dollars a month.

Each teacher is properly qualified and the schools are well equipped.

The average percentage of daily attendance has slightly increased being above 73 percent. Where consolidation has taken place, and the pupils are conveyed at the public expense, the average daily attendance is very high.

The Teacher's conferences were held as usual in the early autumn and were very largely attended.

While an ever increasing number of English pupils are studying the French language, a great advance in this matter may confidently be expected from the presence, for five days, of all of the Protestant Inspectors in the schools of Montreal during the latter part of the year, observing the methods of teaching French compiled with the very efficient aid which will be given by the newly appointed Supervisor of French Instruction in the Protestant schools, Miss Lea Tanner.

One of the most energetic and faithful Secretary Treasurers I have ever known, has passed away recently, the late secretary of Brome Township Board, George F. Hall.

His place has been taken by Mr. E. S. Chapman, a merchant of Brome, who has long served as the School Board Auditor.

Teacher's Bonuses.

The following teachers have been recommended for bonuses for successful teaching: Miss Alice Hunter, Rose C. Westcott, Agnes K. Moore, Helen Johnston, Emma D. Bright, Elizabeth Pibus, Mary E. Wright, Mrs. Milan Derby, Misses Fannie Hawke, Velma Smith, Muriel Mahannah, Mrs. Essie Worden, Misses Flora Philips, Clara Horner and Edith Lemesurier.

Debarred by regulation not permitting the giving of the bonus to a teacher two years in succession. Mrs. Chas. Kerby, Misses Glenna Gage, Edith Aiken, Minnie Scott, and F. Helen Stewart.

The following worthy teachers have been debarred from sharing in the bonus as at the time of the examination there were less than six in each school: Misses Alem Gardner, Alma J. Sample, Anna M. Reynolds, Kate Owens, J. C. Mayhen and Mrs. Vollin Hastings. The work of Mrs. F. O. P. Denel and Miss Irene Hawley of the Village school of Philipsburg is commendable.

Deserving Municipalities.

The following are recommended for the bonus given to deserving municipalities.

1. Philipsburg, 2, Brome; 3. Foster; 4. Dunham, and 5. West Bolton.

Recommendation for Strathcona Prizes.

St. Blaise school No. 1, Mrs. Chs. Kerby, teacher.
McMasterville school No. 1, Miss Pauline H. Davis, teacher.

East Farnham school No. 3, Miss Fannie Hawke, teacher.

Sutton school No. 8, Miss Nellie E. J. Hextall, teacher.

Classification of Municipalities in Order of Merit.

Excellent—McMasterville, Foster, Marieville, Iberville, Rougemont, Phillipsburg, Sweetsburg.

Good.—Eastman, Abbotsford, Shefford, East Farnham, Brome, Dunham, West Bolton, and St. Blaise.

Middling.—St. gnace de Stanbridge, Sutton, Granby, Standbridge East, East Bolton, and St. Hilaire.

Poor.—Potton, Frelighsburg, Sabrevois, and Henryville.

I have the honour to be, etc.,

ERNEST M. TAYLOR,

Inspector of schools.

REPORT OF INSPECTOR W. O. ROTHNEY

FOR THE YEAR 1921-22

Sherbrooke, Que., July 1st, 1922.

Sir,

I have the honour to submit my annual report for the scholastic year ending June 30th, 1920, comprising: I. The statistical summary of my inspection district; II. The classification of municipalities by order of merit; and, III. General remarks on the working of the Education Act within the bounds of the inspectorate.

SUMMARY OF STATISTICS.		1921-22
1.—Number of school municipalities:		
a) Under control of commissioners	12	.....
b) Under control of trustees	15	.....
Total		27
2.—Number of schools:		
a) Elementary	69	.....
Total		69
3.—Number of teachers:		
a) Male teachers	1	.....
b) Female teachers	69	.....
Total		70
4.—Average salaries:		
a) Male teachers in elementary schools	\$320.00	.....
b) Female teachers in elementary schools	680.80	.....
5.—Number of Children of School Age:		
a) Boys, 5 to 7 yrs. 263; Girls, 5 to 7 yrs. 249	512	.....
b) Boys, 7 to 14 yrs. 866; Girls, 7 to 14 yrs. 866	1,752	.....
c) Boys, 14 to 16 yrs. 202; Girls, 14 to 16 yrs. 200	40	.....
d) Boys, 16 to 18 yrs. 152; Girls, 16 to 18 yrs. 162	314	.....
Total		2,980
6.—Number of pupils enrolled:		
a) In the elementary schools	1,523	.....
Total		1,523
7.—Average attendance: (in percentage).		
a) In the elementary schools	77.5%	.....
Total		77.5%
8.—Classification of pupils:		
In Grade 1	429	.....
In Grade 2	231	.....
In Grade 3	222	.....
In Grade 4	198	.....
In Grade 5	200	.....
In Grade 6	151	.....
In Grade 7	86	.....
In Grade 8 .....		.....
Total		1,523

In addition to the schools reported above, I visited the Protestant school in the municipality of St. Hyacinthe, where I found a well equipped school, a competent teacher, an enrolment of 24 pupils, and an average attendance of 15. The teacher holds a model school diploma and receives a salary of \$1,000.

General Remarks.

City of Sherbrooke.—The City of Sherbrooke contains four protestant elementary schools, with a staff of 18 teachers, all ladies, an enrolment of 652 pupils—93 more than last year; an average attendance of 79.4% of the enrolment. 8 teachers hold model school diplomas, and 10 hold elementary diplomas. The average salary for grade teachers is \$1076.78 and the average principal's salary is \$1737.50.

I am pleased to report further that the school board has (1) appointed a Superintendent of Schools who will have charge of the Protestant Educational System of the City next year; and has (2) adopted a new salary schedule arranged on a much more approved basis than that formerly in use.

Rural Schools.

School term.—The average length of the school term in rural schools is 8.4 months. A ten-month term was provided for approximately 10% of the pupils of the inspectorate, a nine month term for 58%, and an eight-month term for 30%. The remainder of the pupils, a little less than 3%, were provided with a term of less than eight months.

Attendance.—The average daily attendance in rural schools is 75% of the enrolment. 41% of the schools in operation had an average daily attendance of less than 10 pupils.

Salaries.—The average monthly salary in the rural school for 1921-22 was \$56.44, and the average yearly

salary was \$485.40. The highest salary paid was \$65 per month, and the lowest was \$40. The average monthly salary shows an increase over last year of \$6.17.

Qualifications of Teachers.—57.7% of the rural teachers held elementary diplomas, and 19.6% held model school diplomas. 17 teachers had no legal qualification, 2 of these however, had had one year's training at Macdonald College and 7 others held School Leaving Certificates. 5 of the unqualified teachers were reported "Incompetent".

Physical Culture.—The following schools have been recommended for the four prizes awarded annually for proficiency in physical training: Durham Township, No. 1, teacher, Miss M. L. Eager; South Durham, No. 7, teacher, Miss T. R. Mills; Kingsey Falls, No. 2, teacher, Miss B. M. McClure; St. Elie d'Orford, teacher, Miss M. L. Bice.

Bonuses for successful teaching. — The following teachers were recommended as deserving of bonuses for successful teaching: Misses E. A. Duff, M. A. Olney, Mrs. Clara Bagley, Misses A. M. Melrose, M. J. Weed, E. A. Burt, T. R. Mills, B. M. McClure, Mrs. Nora Gallup, Misses Alice Dresser, M. L. Eager, M. A. Bachelder, Hilda Montgamery.

The following teachers also secured results in their work entitling them to bonus standing, but owing to the regulation forbidding two bonuses in succession, are debarred from receiving bonuses this year: Misses C. C. Hyde, B. S. Carson, M. L. Bice, E. E. Wilson.

Ranking of Municipalities.

The inspectorate contains 27 municipalities, which together with the municipality of St. Hyacinthe, makes 28 municipalities in all visited during the year. These municipalities, when arranged in order of merit according to section 9 (m) of the regulations of the Protestant Committee, rank as follows:

Excellent.—Sherbrooke, St. Hyacinthe, Drummondville.

Good. — Orford, Asbestos, St. Elie d'Orford, Melbourne Village, Kingsey Falls, South Durham, Cleveland.

Fair.—Durham Township, Melbourne and Brompton Gore, Shipton, South Stukely, Ascot, Tingwick, St. Pudentienne, (Township), St. Pudentienne (Town).

Poor.—South Ely, St. Francois Xavier de Brompton, North Ely, St. Pierre de Durham, St. Joachim de Shefford, Actonvale.

Not Ranked—Bromptonville, New Rockland, Ste. Cecile de Milton, Windsor Township. The pupils of these municipalities were conveyed to schools in other municipalities.

In recognition of progressive measures undertaken by the school boards, the following municipalities have been recommended for the five bonuses awarded each year for improved educational conditions: Cleveland, St. Elie d'Orford, Orford, South Durham, Bromptonville.

I have the honor to be,

Yours truly,

W. O. ROTHNEY.

REPORT OF
INSPECTOR GEN. OF PROTESTANT SCHOOLS.

FOR THE YEAR 1921-22.

Quebec, July 5th, 1922.

Sir,

I have the honour to submit my report for the year 1921-22.

The question of redistributing the Protestant districts of inspection was under consideration for some time, and

at the May (1922) meeting of the Protestant Committee was finally decided. The recommendations of the Committee were approved by order-in-council and go into effect in the present year. The changes may be summarised as follows:—

The districts of inspection are now more nearly equalized. Inspector Honeyman, who had three large counties—those of Pontiac, Hull and Labelle—is relieved of the county of Labelle, and other districts are accordingly changed in extent.

The inspectors will now visit the Intermediate Schools, the Inspector of Superior Schools being thus enabled to spend more time at the high schools.

The elementary schools in the following cities will no longer be visited by inspectors, namely: Montreal, Quebec, Westmount, Outremont, Montreal West, Lachine, Verdun and Sherbrooke. In each of these places the technical supervision of the schools is provided by a local superintendent, usually the principal of the high school.

The two partial inspectorates of the Gaspé peninsula are now consolidated into one. Inspector King has been appointed full inspector for the three counties of Gaspé, Matane and Bonaventure, Inspector Kerr having resigned. Mr. King retires from ministerial duties and devotes his whole time to the inspectorate.

Another important change made during the last year was the appointment of Miss Lea Tanner, Instructor of French at the School for Teachers, as Supervisor of French for the Protestant Schools of the Province. Her duties begin in September and her high qualifications make it certain that the teaching of French by the Oral Method will become much more proficient in our schools generally.

In May the Protestant inspectors spent a week at Montreal becoming directly acquainted with the manner in which Oral French is taught in the Protestant schools of that city. Each morning was devoted to observation of class work, each inspector being assigned to a different school for the purpose of observing during three hours the

work in all grades in that subject. In the afternoons and evenings lectures were given by Messrs. Curtis, Robert and S. F. Kneeland, and Miss Tanner. The lectures were accompanied by demonstrations and individual practice work with groups of young pupils. The week was spent most profitably, and this more particularly because all the inspectors were well prepared beforehand to benefit from the demonstrations and technical instruction by their own good general knowledge of the language. They expressed their hearty appreciation of the course in a resolution which thanked the Department for this opportunity and asserted that they felt assured that this work would now proceed with greater efficiency in the rural schools, especially with the assistance that would be afforded by Miss Tanner.

I have again the pleasure to report that in centres where manufacturing has increased, the companies are showing their interest in the school of the limited Protestant population. In that interest I visited during the past year, St. Johns and Drummondville, where most generous voluntary subscriptions towards increased building accommodation and annual maintenance are being provided by industrial companies. Other notable instances in the past of this enlightened generosity have been Shawinigan Falls, La Tuque, Kenogami, Three Rivers, Macmasterville and St. Hyacinthe. The amount contributed in this way by companies during the last ten years exceeds seventy-five thousand dollars for school buildings alone, in addition to large annual amounts for maintenance. This statement does not include Grand Mere, the schools of the Laurentide Company being so far independent in their control.

Three inspectors—Messrs. Taylor, Rothney and Hunter—have still to complain of the fact that so many of their boards keep the schools open less than the required ten months. This habit is practically confined to the Eastern Townships, where a kind of tradition too frequently makes the eight month idea sacred. Considering that the majority of the pupils in the rural elementary schools never go beyond that educational stage and that many do not even

complete the elementary grade, the loss of two months in each of the few years they attend school is a serious one. It has been found also, that in the early grades a four month holiday has the result of causing the pupils to forget much that they had learned the previous year. In the rest of the Province, including the Gaspé peninsula and the Ottawa Valley, the ten month term is practically universal with the Protestant rural schools. There is no good reason why the Eastern Townships should be behind in this respect.

I held several meetings in the interest of consolidation during the year, and one at least is likely to be established this year at Island Brook in Compton county. Meetings were held also at Danville (for the township of Ship-ton) and at Howick in Chateauguay county. An attempt was made to hold one at East Bolton but the attendance failed owing to the breaking up of the winter roads. Last autumn a meeting was held at Foster with the view of affecting two consolidations by the united action of four school municipalities, namely, West Bolton, Brome, Knowlton and Foster. It was proposed to unite several districts of Brome township with the high school at Knowlton.

The chief objections offered against consolidation are (1) the distances that the pupils would have to be conveyed in some cases, and (2) the irregularity of our roads, particularly in the hilly districts. In Alberta, where there are now no less than 67 consolidated schools, and in Manitoba where there are over 100, the average distance that pupils are conveyed is over six miles (many being conveyed 7, 8 and 9 miles and over), while in Quebec the average distance is less than four miles. This fact should offset any handicap in regard to irregularity of roads here and there.

The absolute need of consolidation in many parts of the Province becomes more and more evident every year, and in view of the substantial grants provided by Government towards the cost of conveyance, there is no excuse for the inaction that is so often manifested in this regard.

It is the one means of holding communities together and of affording that longer school life to which every rural pupil is entitled. The increased school life thus afforded is due to the fact that every consolidated school is an Intermediate School, giving either two or three more grades of the course of study than the Elementary School. It is therefore the most effective means of raising the standard of rural education.

This doctrine I have preached since the first year of my appointment and widened experience makes it only the more certain to my mind. However difficult it may be to secure general assent in any community to the consolidation plan it is one that should be continually urged by all public means.

I have the honour to be, etc.,

J. C. SUTHERLAND,
Inspector General of Protestant Schools.

A VISIT TO DAMASCUS

(By Dr. Norman Maclean in the Morning Post)

The story is told that Mohammed in the early days when he was a camel-driver, seeing Damascus from a distance, refused to enter because a man could only hope to enter Paradise once. There is certainly no lovelier view in the world than that of the ancient city surveyed from the height of Es Salahiyeh, on the lower slope of the Anti-Lebanon range, to the north of the city. When we stood there the sun was sinking in splendor behind the Anti-Lebanon range. Damascus lay spread out below us, with its minarets and cupolas rising out of a sea all vivid green.

The sun's rays fall aslant, weaving a fairy gossamer veil over mosque and palace. It looks like a dream that visits the light slumbers of the morning—a dream dreamed but to vanish. What a city of radiant shades, delicately blending one into another! Like great billows rolling away into the far distance, the green verdure goes tumbling toward the horizon until it spends itself on the desert. As clear as a tide mark, the green ends and the barren land begins, and that constitutes the surpassing beauty of Damascus.

Abana and Pharpar.

It is a city set in the midst of an oasis of verdure, with the shade of trees and the music of running water, begirt by the desert. Abana and Pharpar, the rivers of Damascus, have set that pearl in an emerald setting, and made it the joy of the East. No wonder the camel-driver, coming out of the sandy-yellow hills and seeing suddenly its splendor against the barren slopes, refused to enter—trembling for his soul!

The name Damascus means the abode of irrigation, and when one sees the waters scattered hither and thither creating riches and fertility, one realizes that never was a

name more fittingly bestowed. The extraordinary thing is that, though the beginnings of the city are lost in the dim mist, yet in appearance the city is modern as if of yesterday. It is wonderful to recall here in the city so justly designated the "Pearl of the East" that Eliezer, the steward of Abraham's household, was a native of Damascus. The Arab legend that Abraham was King of Damascus can be dismissed, but there is no doubt his eyes beheld this city—perhaps old even then—in the days when he went out from Ur of the Chaldees not knowing whither he went. The Tel-el-Amarna tablets record how in the fifteenth century B.C. Damascus was a vassal of Egypt, and how it was attacked by the Hittites. Captured by David, overcome by Assyria, the spoil of Greek and Roman and Arab and Turk, yet Damascus has still the air of vitality. Through the ages it has renewed its youth like the eagle.

A Tentmaker's Conversion.

But what makes Damascus holy ground for Christendom today is the story that tells how a tentmaker, Saul of Tarsus, with the light of the fanatic in his eyes, was suddenly dazzled by an overwhelming light outside its gates. Revolutions do not occur in history without long preparation; and this man who could not shake off the dread sight of "the blood of the martyr Stephen," or the shining splendor of that dying man's face nor the thought that a man who could face death like that was probably in the right, came at last to the crisis. In the heat and silence of that noon the soul of Saul was a battlefield, and the light that broke on him was the light within. The voice that pleaded, "Saul, Saul, why persecutest thou me?" was the voice of his awakened conscience.

So he goes stumbling to the house of Judas, in the street called Straight, and there Ananias, putting his hand on his shoulder and saying "Brother Saul," brought his reluctant feet into that Kingdom which is not of this world. What a great man that Ananias must have been. The

bloodstained persecutor of yesterday he calls "Brother Saul". It was Damascus that gave Christianity its interpreter; it was there the herald was found in that blinded Saul of Tarsus who enabled it to launch forth as a world religion. That is the glory of Damascus.

The Air of the Orient.

In Damascus one can breathe the air of the Orient as he can nowhere else. It is the last entrenchment of all orthodoxies, the home of all lost causes. It was civilized when the West was yet sunk in savagery and barbarism. It lay under the blight of the Turk for centuries. When General Allenby came at last and delivered it, Damascus wondered why he abode two days in the gardens without entering the city. But he waited for Feisul; and lo! in its deliverance Damascus found itself consigned to the sway of an Arab. That is how the cup seems in all ages to have been dashed from this proud city's lips.

But King Feisul did not stay long; and now the French hold the gem of the East. The street called Straight is as straight as ever, but its splendor is gone. The bazaars are filled with silks and carpets, and lovely inlaid work. The shrines are as apocryphal here as in all the East. The subterranean chapel with the Franciscans dedicated to Ananias dates only from 1820. The window by which St. Paul was let down when he escaped from the Jews—these inveterate and irreconcilable antagonists—looks modern enough. Someone told me that you could be shown the very basket for a little baksheesh!

But the most interesting sight I saw was the great factory which produces the beautiful Damascus goods which go over the world. In that great workshop I saw the sad spectacle of little children hard at work hammering brass and inlaying mother-of-pearl. One child of four years worked there with no thought of colicanny; one boy of nine lay asleep in the chips with his tools in his hands. I asked the official who showed us round what the hours of

work were. "Ten hours a day," he replied in a matter-of-fact tone, taking it all as a matter of course. A child of four—and ten hours' work! There is the gulf between East and West.

A Wonderful Mosque.

In Damascus, there is the greatest mosque in the world, Djamia el Oumaoui. The soul of all ages meets there. Out of the materials of a pagan temple the Christians built a great basilica, and the Turks transformed it into a mosque, and there it abides to this day. Probably Naaman the Syrian came here with his master leaning on his arm, and while the one worshipped Rimmon, the other worshipped the God of Israel. The size of this mosque impresses the heart—four hundred and thirty-two feet long by one hundred and twenty-five feet wide. The remains of the Christian Church are still discernible. The transept with its lovely triple bay-window, and the west walls, are Christian. The two rows of Corinthian pillars that divide the building are most imposing. Between the third and fourth pillar is a beautiful little temple of white marble, beneath which reposes the head of John the Baptist. It rolled of itself all the way hither when St. John was beheaded at Machaerus, or Tiberias (as is the more likely).

One likes to hear stories like these. They link the believers in flying houses, rolling heads, and dancing tables into a unity that makes the centuries one in a manner that delights the imagination.

But the thing that moved my own heart most was the Christian inscription still legible above the three-bayed Roman doorway that led into the southern transept. Above the central arch the Christians inscribed in Greek: "Thy Kingdom (O Christ) is an everlasting kingdom, and thy dominion endureth throughout all generations." Faint and faded, the words still fling out their challenge and their prophecy. When the splashing of the fountains shall fade in remembrance, and the marvelous blue and purple

of the tiles, and the fluttering of the pigeons' wings, and the mystery of the close-shut houses with no window to the street, the memory of that challenge will abide.

ITEMS FOR THE TEACHER.

HE WONDERED WHY THEY LAUGHED.

He was a head master and his name was Key. He was trying to interest his boys in manners and customs abroad.

Talking of Spain, he said: "Now, in Spain, when a man attains to eminence he is not called 'sir', but is given the title of 'don'. If I went there, for example, I should be styled 'Don Key'."

And he wondered why they laughed.

THE POWER OF WORDS.

We are all fond of declaring that we "believe in deeds, not words". Yet it is one of the greatest mistakes to under value the power of words. "Nothing so endures as a truly-spoken word", says Thomas Carlyle.

What can exceed the power of sincere words when behind them is a loving Christian heart? They are immortal. Those deathless, winged, beautiful things accomplish more than gold. potent though it is. They go forth to cheer, to inspire, to comfort, to bind up, and to give new life!

But if words are powerful for good they are equally powerful for evil. Coming from a deceitful, malicious heart, what can they not do? They can stab, wound, irritate, and insidiously steal the charm from life. The old fairy tale of toads and diamonds is forever true. Kind, sincere

words are like diamonds and pearls whilst evil hurtful selfish words are like toads, snakes, and other loathsome things.

Someone has said that kind words are the music of the world. They have a power which seems to be beyond natural causes. It would be a good thing if we had more of this music!

Let us realise how noble is the gift of speech, and lest we should misuse this wonderful gift, let us often breathe the prayer, "Set a watch, O Lord, before my mouth; keep the door of my lips."—Glasgow Herald.

ELEPHANT'S TEETH.

Whoever has looked inside an elephant's mouth has seen a strange sight. Elephants have no front teeth, and they never eat flesh or any food that requires tearing apart. Eight teeth are all they have, two above and two below, on each side, huge yellow molars, as wide as a man's hand. Over these hay and fodder are shifted by the queerest ugliest tongue in the whole animal kingdom—a tongue that is literally hung at both ends, having no power of movement except in the middle, where it shifts back and forth from the side, arching up against the roof of the big mouth like a wrinkled pink serpent. Elephants, like human beings, have two sets of teeth. The milk teeth, which are smaller than the permanent molars, fall out when the animals are about fourteen years old. These baby teeth—which are, nevertheless, enormous—are occasionally picked up by circus men among the fodder and preserved as curiosities.— Ex.

TRACING LIFE HISTORY OF FISH BY MARKING

A Certain percentage of the output of the fish hatcheries of the Department of Marine and Fisheries, Canada, is marked each year for the purpose of gaining some definite information with regard to the life history of the fish and the number that come to maturity. This marking is principally confined to the anadromous species, that is those that ascend rivers to spawn, such as the Atlantic salmon of the eastern provinces and the sockeye salmon of the Pacific.

Every year a proportion of the parent Atlantic salmon, from which the eggs are obtained for the hatcheries in the Maritime Provinces, is marked, after they are stripped of their eggs and milt and before they are liberated, by attaching a numbered silver tag to the dorsal fin. Salmon kelt are also marked when they are on their way to sea in the spring of the year after they have deposited their eggs on the natural spawning grounds during the preceding autumn.

Sockeye and Atlantic salmon fingerlings that have been retained and fed in enclosures for several months are also marked each year by the removal of their adipose fin. A reward of \$1. is paid for the return of silver tags that are being attached to Atlantic salmon with some scales from the side of the fish and particulars regarding their length and weight, and the date and place of recapture. A great deal of information regarding the life history of salmon and other fish has been gathered in this way in this and other countries.

THE RADIO AND GEOGRAPHY.

The whole earth is beginning to be fairly well harnessed up with networks of both communication and measurement; much filling remains to be done, but above all the

large links must be accurately measured. Originally the distances between the continents could only be measured when cables were laid, and it required the undivided service of a whole cable during periods of time comparison—an expensive process. Now large radio stations transmit some system of time signals, preferably either seconds beats or a scientific vernier series as do the French stations, and these are received at the various observatories of the world where accurate clocks are maintained and frequent star observations are used to check them. Differences of longitude are deduced from these almost daily throughout the year and the results show very interesting systematic cyclic changes of a fraction of a second which are far above any errors to be expected from either the clocks or observations, and these are being studied by international co-operation among the observatories. In this work the Dominion observatory is taking an active part.

ORIGIN OF NAMES OF TWO PRAIRIE LAKES.

The death on May 28th of Viscount Chaplin, the veteran English parliamentarian and big-game hunter, at the age of 83 recalls some interesting reminiscences in connection with the large lake named after him lying to the west of Moose Jaw, Saskatchewan. In 1860, Viscount Chaplin, then at Oxford, with another undergraduate named Sir Frederick Johnstone, planned a hunt to Western Canada, but the latter being a Chancery ward an arrangement was made by which Sir John Rae, the famous Arctic explorer, accompanied them. This was accomplished through the kind offices of a relative, the Rt. Hon. Edward Ellice, at that time chairman of the Hudson's Bay Company, whose memory is perpetuated in several place-names in the West. The hunt started at Fort Garry (Winnipeg) with the Cypress hills as the objective. The Blackfeet Indians happened, however, to be on the warpath and the Indians of Rae's

party insisted on a detour, during which lakes Chaplin and Johnstone were discovered.

The Geographic Board of Canada, which is charged with the duty of deciding upon all matters connected with Canadian place-names, also endeavours to ascertain the origin of the same. As indicative of the labour and patience that are involved in following these matters up, it is noted that it was not until 1918 that the Board were able to confirm authoritatively the reason for giving the present names to these two lakes.

CANADA AND FORESTRY.

While there is much to be done in regard to forest conservation in Canada, the progress that has been made in the last few years has been most gratifying. There are now four forest schools connected with Canadian universities. Forest experiment stations have been established in different parts of Canada to study the best methods of forest reproduction. Last season, in addition to protecting the forests by means of hundreds of patrolmen on foot, in canoes, in motor-boats, and on railway velocipedes, airplanes were used for forest protection in no less than five provinces. In the aggregate probably two thousand miles of telephone lines have been erected for forest protection work. For the better utilization of forest products there have also been established under the Department of the Interior Forest Products Laboratories where all problems connected with the manufacture of every kind of forest product are studied and the result made available to the people of Canada. A great change has also taken place in the attitude of the people generally towards forest protection and they are now beginning to demand that everything possible be done to stop the enormous waste through forest fires.

MATCHES AND FIRES.

There is a fascination about fire and especially about the burning of a match for the smallest child. A child uses matches carelessly because they are placed where he or she can readily get them, and because children see matches constantly handled in a careless fashion by their parents.—
Deputy Fire Marshal Lewis, Ontario.

FOREST SOUNDS.

Who, in the pines, may hear low voices raised
To chant in suppliant tones?
They, who, in sorrow's tranquil eyes, have gazed,
O'ercome, endured alone.

The joyous whispering of lesser trees
Who can interpret this?
Awakened souls whose inmost sanctities
Know Love's revealing kiss.

And lowly vines the tender clinging things
That dwell amid the sod?
For pillowed ear, a carillon ne'er rings,
Unless at peace with God.

—ALMA F. McCOLLUM.

OAKS AND ACORNS.

You sturdy oak whose branches wide
Boldly the storms and winds defy,
Not long ago, an acorn small
Lay dormant 'neath a summer sky.

DEPARTMENT OF PUBLIC INSTRUCTION

Medical Building, McGill University,

Montreal, March 23, 1923.

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

Present:—The Rev. E. I. Rexford, D.C.L., LL.D., D.D., in the chair. Prof. A. W. Kneeland, M.A., B.C.L., W. M. Rowat, Esq., M.D., C.M., Howard Murray, Esq., O.B.E., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., Victor E. Morrill, Esq., W. L. Shurtleff, Esq., K.C., LL.D., Sinclair Laird, M.A., B.Phil., Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., LL.D., W. A. Walsh, Esq., B.A., and P. C. Duboyce, Esq., B.A., LL.B.

Apologies for absence were submitted on behalf of Rt. Rev. Bishop Williams, D.D., and Mr Herbert Marler, M.P.

The minutes of the last meeting were read and confirmed.

Mr. P. C. Duboyce being present for the first time, was welcomed by the chairman.

Dr. Nicholson presented a report of the sub-committee on Text-Books and Course of Study, including that for Scripture, which was adopted. The Secretary was instructed to refer the list of text-books to the Department to be printed and distributed as usual.

It was ordered that the following recommendations contained in the report should be inscribed in the minutes.

“In connection with the work of our superior schools, your sub-committee believing that every encouragement should be given to the teaching of science, and that as

much good literature as possible should be available in the different school libraries, especially such as will help to round out the pupils' knowledge in English, History and Geography, we beg to recommend that out of the unexpended balance of the \$40,000 granted by the government a short time ago for the purpose of superior education, the Department should be authorized to pay to any School Board outside of the cities of Montreal, Westmount, Outremont and Quebec, towards the cost of any equipment which they may provide for the teaching of science, 50% of the amount expended up to a total grant of \$50.00. The whole amount to be so used for the Province not to exceed \$2,500; and that a total of \$2,000 should be set aside out of the same balance for the purchase of supplementary readers for school libraries in superior schools outside of the same cities; and that the Department should be instructed to pay School Boards in the section mentioned, 50% of the cost of such books, to be selected from a list prepared by your sub-committee and approved by the Protestant Committee, up to a total grant of \$20.00 per school.

We beg to recommend also that the revision for each quadrennial period be completed and published one year before the new course will go into effect so that all parties concerned may have ample notice of impending changes.

Mr. Murray presented a report of the sub-committee on School Holidays and the Length of the School Year. After some discussion in which it developed that there was some misunderstanding as to the mandate given to the sub-committee, it was moved by Mr. Murray, and seconded by Dr. Shurtleff, that the report be rejected. Carried.

On motion of Mr. Walsh, seconded by Dr. Shurtleff, it was resolved that regulation 102 of the Protestant Committee be repealed, and that the said regulation 102 be made to read as follows:—

“These examinations shall be held in the month of June, and shall begin on the morning of June 16th, except

when that date falls on a Saturday or Sunday, when these examinations shall begin on the Monday immediately following."

On motion of Dr. Nicholson and Mr. Murray, the Secretary was requested to submit a Memo at the May meeting, to show the unexpended balance of the Superior Education Fund, and to have a recommendation from the sub-committee on the distribution of these funds for consideration at that meeting.

On motion of Dr Rowat and Dean Laird, it was agreed that in the distribution of the Superior Education Fund such consideration as is possible should be given to the School Boards which pay full salaries to their teachers and pay their Pension Stoppages as well. The Inspector of Superior Schools is to be instructed to observe this decision when giving credit for salaries paid to the staff.

Mr Murray gave notice that he would move at the next meeting of the Committee for the discharge of the sub-committee on the School for Teachers and training for high school diplomas.

Professor Kneeland gave notice that he would revive a motion which he had previously submitted and withdrawn in relation to the increase of bursaries for pupils in attendance at the School for Teachers.

On the invitation of Mr. Morrill, supported by Dr. Shurtleff and Mr. Duboyce, it was resolved that the next meeting of the Committee be held in the City of Sherbrooke, on Friday, May 25th, at ten a.m.; unless called earlier by order of the chairman.

G. W. PARMELEE

Secretary

ELSON I. REXFORD

Chairman

**NOTICES FROM THE QUEBEC OFFICIAL
GAZETTE.**

His Honour the Lieutenant Governor has been pleased by Order in Council dated the 21st of March, 1923, to detach from the school municipality of La Providence, county of Saint-Hyacinthe, the lots of numbers 87 to 105 inclusively of the official cadastre of the parish of Saint-Hyacinthe and to annex them to the school municipality of Saint-Hyacinthe, parish, same county.

His Honour the Lieutenant-Governor in Council, has been pleased, on the 116th of May, 1923, to detach from the school municipality of Le Sault, county of Levis, the lots number 626 and 627; the parts of the southeast of the National Transcontinental Railway of the lots 616, 617 and 618; the trunk of the Grand Trunk Railway in 629 crossing these three lots and the lot number 628; the part of lot 603 to the southeast of the public road leading to range Saint-Jean, in the parish of Saint-Jean-Chrysostome, all of the official cadastre of the parish of St. Romuald, in the county of Levis, and forming part of the rural municipality of Charny, same county, and to annex these lots to the school municipality of Charny, same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council, dated May 22nd, 1923, to detach from the school municipality of Saint Amedee, county of Lake Saint John, the lots 11, 11a, 11b, 12a, 12b, 13 to 15 inclusively, of range 6 of the township of Dalmas; the lots 4 to 20 inclusively of range 7 of the township of Dalmas; the lots C, B, A, 1, 2, 3, D, 4, to 26 inclusively of range 8 of the township of Dalmas; lots 25 and 26 of range 9 of the same township; all the lots of ranges 3, 4, 5, and 6 of the township of Dolbeau, from the school municipality of Saint Michel de Mistassini, same county, all of the lots from number 26 inclusively to 52 inclusively of ranges 7, 8 and

9 of the township of Dolbeau; all the uncadastrated lots of the township of Dolbeau; all the uncadastrated lots of the township of Proulx of the following ranges, to wit: lots 1 to 15 inclusively of ranges, to wit: lots 1 to 15 inclusively of ranges 1, 2, 3 and 4; lots 1 to 15 inclusively of ranges 5 and 6; lots 1 to 9 inclusively of range 7, and to erect all this territory into a separate school municipality under the name of Sainte Jeanne d'Arc, same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council of 22nd May, 1923, to detach lots numbers 73 and 74 of the cadastral plan and book of reference for that part of the township of Acton commonly called "Pointe-d'Acton," from the school municipality of the parish of Sainte-Christine, Bagot county, and to annex them to the school municipality of South Durham (Saint-Fulgence), Drummond county, for Protestant school purposes.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated May 22nd, 1923, to detach from the school municipality of Saint Faustin, county of Terrebonne, the territory including the village of Saint Faustin Station, as erected by proclamation dated the 22nd of September, 1922, proclamation inserted in the Official Gazette No. 40 of volume 54, the 7th of October, 1922; the lots 18 to 25 inclusively, 31b of range 7; the north parts of lots 26, 27 and 28 of range 7; the lots 22 to 28 inclusively of range 8, and to erect all this territory into a separate school municipality under the name of Saint Faustin Station, same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated May 22nd, 1923, to detach from the school municipality of La Malbaie, county of Charlevoix, the lots numbers A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11 and A12, subdivisions of lot number 577; the lots 573, 755 and 756 of the official cadastre of the parish

of La Malbaie, and to annex them to the school municipality of Pointe au Pic, same county.

His Honour the Lieutenant-Governor in Council has been pleased, the 16th of May, 1923, to erect the parish of Saint-Philibert, county of Beauce, into a separate school municipality under the name of "Saint-Philibert", with the limits of the canonical decree and those of the civil erection; this territory being detached from the school municipalities of Saint-Georges, county of Beauce, Saint-Come, and Saint-Prosper, county of Dorchester.

His Honour the Lieutenant-Governor has been pleased, by order in council, dated the 6th of April, 1923, to erect into a separate school municipality, under the name of Saint-Pierre-d'Escourt, county of Temiscouata, with the same limits as the rural municipality as erected by the Act 12 Geo. V. ch. 119, sanctioned the 21st of March, 1922, to wit:

a. In the township of Pohenegamook, parish of Saint Eleuthere, county of Kamouraska, the lots 1 to 20 of range XI and the southeast half of the lot 21 and the lots 22, 23 and 24 of range X, inclusive, on the official plan and book of reference of the said municipality.

b. In the township of Escourt, parish of Saint-David, county of Temiscouata, the lots 1 to 27, of ranges I and II, inclusive, on the official plan and book of reference of the said municipality.

His Honour the Lieutenant-Governor has been pleased, by order in council dated the 6th day of April, 1923, to detach from the school municipality of Como, county of Vaudreuil, the territory of the village of Como, erected by proclamation of the Lieutenant-Governor in Council dated the 8th of February, 1918, and inserted in the Official Gazette of Quebec the 16th of February, 1918, and to erect all this territory into a separate school municipality

for Roman Catholics only, under the name of "Como-East", same county.

His Honour the Lieutenant-Governor in Council has been pleased, by an order in council, dated the 6th April, 1923, to annex the school municipality of Saint-Joseph-de-Soulanges, county of Soulanges, to the school municipality of Saint-Laurent-des-Cedres, same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council, dated the 23rd of April, 1923, to detach from the school municipality of Saint-Henri, county of Levis, the territory included in the limits of the rural municipality of Riviere-Boyer, as erected by proclamation dated the 25th of January, 1922, and published in the Quebec Official Gazette, the 4th of February, 1922, and to erect the said territory into a separate school municipality under the name of "Riviere-Boyer", same county.

His Honour the Lieutenant-Governor in Council has been pleased, on the 25th of April, 1923, to detach from the school municipality of Normandin, county of Lake Saint John, all the territory included in ranges 6 to 13, of the township of Girard, and in ranges 1 and 2, of the township of Dumais, and to erect all the above territory into a separate school municipality, under the name of Saint-Thomas-Didyme.

His Honour the Lieutenant-Governor has been pleased, by Order in Council, dated the 3rd of May, 1923(to appoint Albert Dupuis Hilaire Brasseur, Baptiste Girard, school commissioners for the municipality of Magpie, in the county of Saguenay.

His Honour the Lieutenant-Governor has been pleased, by order in council of May 12th, 1923, to detach lots 1 to 12, inclusively, of ranges one and two, and lots 1 to 11, also inclusively, of range three of the township of Comp-

ton from the school municipality of the Village of Compton, same county, and to annex them to the school municipality of the village of Hatley, Stanstead county, for Protestant school purposes.

His Honour the Lieutenant-Governor has been pleased, by Order in Council, dated the 7th of June, 1923, to detach from the school municipality of Saint Alexis de Matapedia, County of Bonaventure, the lots Nos. 15 to 31 inclusively, of range 3, and the lots Nos. 15 to 33 inclusively of range 4 of the township of Matapedia, and to annex all this territory to the school municipality of Saint Francois d'Assise, same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 7th of June, 1923, to appoint Joseph Picard, School Commissioner to the City of Quebec, in the county of Quebec.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 7th of June, 1923, to appoint Johnny Ferguson and Dominique Boudreault, School Commissioners for the municipality of Sept Isles, in the county of Saguenay.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 7th of June, 1923, to detach from the school municipality of Saint Francois Xavier de Brompton, County of Richmond, the lots 28 to 34 inclusively of range 8 of the township of Brompton and to detach from the school municipality of Brompton, same county, the lots 24a, 24b, 25a, 25b, 26 to 31, inclusively, 32, 32b, 36 and 37, of range 9 of the township of Brompton, the lots 27 and 28 of range 10 of the said township of Brompton, same county, and to erect all this territory into a separate school municipality, under the name of "Bouffard", same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council, dated the 7th day of June, 1923, to detach from the school municipality of Fieldville and Stagsburn, county of Hull, the lots 41 to 44, inclusively, of range 4, the lots Nos. 24, 25, 29 to 35, inclusively, the north part of the lot 36, the lots Nos. 39 to 42 inclusively, the west part of the lot 43, of range 5; the lots Nos. 24 to 27, inclusively, 30 to 34 inclusively, the north part of the lot 37, the south part of the lot 37, the lot 38, the south part of the lots 39 to 40, the north part of Nos. 41 and 42, the south part of the lots Nos. 41 and 42 of range 6, of the township of Low, and to erect all this territory into a separate school municipality, under the name of "Valley View", same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 7th of June, 1923, to detach from the school municipality of Saint Paul de Scotstown, County of Compton, the lots Nos. 53 and 54 of the first range of Victoria North of the township of Hampden, and to annex them to the school municipality of Milan, County of Frontenac.

His Honour the Lieutenant-Governor has been pleased, by Order in Council, dated the 13th of June, 1923, to detach from the school municipality of Notre Dame du Lac, county of Temiscouata, all that part of the seigniory of Lake Temiscouata, lying to the northeast of the said lake, extending up to the rear line of the said seigniory and included between, on one side, to the southeast, the production of the line separating the parish of Notre Dame du Lac from that of Sainte Rose du Degele and, on the other side, to the northwest, a limit, established by the production up to Lake Touladi, of the line separating the aforesaid parish of Notre Dame du Lac from that of Saint Louis du Ha Ha!! as both cadastred according to their respective official plans; the west side of Lake Touladi and the west side of the river Touladi running into said Lake, up

to the township of Auclair, and to erect all the above territory into a separate school municipality under the name of "Saint Dominique du Lac". same county.

His Honour the Lieutenant-Governor has been pleased, by order in Council dated the 13th of June, 1923, to detach from the school municipality of Saint Samuel, county of Frontenac, the lots 1 to 13, inclusively, of range 1 of the township of Spaulding, and to annex the said lots to the school municipality of Spaulding (Saint-Charles), same county.

His honour the Lieutenant-Governor has been pleased, by Order in Council dated the 13th of June, 1923, to detach from the school municipality of Saint Severe, county of Saint Maurice, the territory hereunder described, and to annex it to the school municipality of Charette, same County; the territory to be annexed to the school municipality of Charette, is comprised, with reference to the official cadastre of the said parish, within the following boundaries, to wit: From the northeast line of the lot number 153 to the southwest line of the lot 177, in the Bellechasse concession of the Gatineau Fief, and from the northeast line of the lot 126 to the lot 139 inclusive, on the grand Riviere du Loup, in the northeast Picdure concession of Dumontier Fief.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 26th of June, 1923, to detach from the school municipality of Sainte Flore, county of Saint Maurice, all the following sub-division lots, to wit: the lots 42-1 to 42-5, 42-8 to 42-17, 42-20 to 42-29, 42-31 to 42-36, 42-38 to 42-41, 42-43 to 42-52, 42-55 to 42-60, 42-62 to 42-64, 42-66 to 42-71, 42-74 to 42-79, 42-81 to 42-87, 42-89 to 42-94, 42-97 to 42-102, 42-104 to 42-110, 42-112 to 42-117, 42-120 to 42-125, 42-127 to 42-133, 42-135 to 42-140, 42-143 to 42-148, 42-150 to 42-156, 42-158 to 42-163, 42-166 to 42-171, 42-173 to 42-178, 42-180 to 42-185, 42-188 to 42-193,

42-195 to 42-200, 42-202 to 42-207, 42-210 to 42-215, 42-217 to 42-223, 42-225 to 42-230, 42-233 to 42-238, 42-240 to 42-246, 42-250 to 42-252, 42-254 to 42-260, 42-262 to 42-271, 42-274 to 42-278, 42-280 to 42-282, 42-284 to 42-290, 42-292 to 42-294, 42-296 to 42 302, 42-304 to 42-306, 42-308 to 42-314, 42-316 to 42-318, 42-320 to 42-326, 42-328 to 43-330, 42-332 to 42-338, 42-340 to 42-342, 42-344 to 42-350, 42-352 to 42-354, 42-356 to 42-362, 42-364 to 42-366, 42-368 to 42-374, 42-377 to 42-379, 42-381 to 42-387, 42-387 to 42-391, 42-393 to 42-399, 42-401 to 42-403, 42-405 to 42-411, 42-413 to 42-415, 42-417 to 42-423, 42-425 to 42-427, 42-429 to 42-435, 42-437 to 42-439, 42-441 to 42-447, 42-449 to 42-456, 42-458 to 42-460, 42-462 to 42-468, 42-471 to 42-476, of the official subdivision of a part of the lot 42 of the official cadastre for the parish of Sainte Flore; the lots numbers 41-3 to 41-11, 41-13 to 41-14 to 41-17 to 41-20, 41-22 to 41-29, 41-31 to 41-38, 41-40 to 41-46, 41-50 to 41-58, 41-60 to 41-67, 41-69 to 41-76, 41-78 to 41-87, 41-91 to 41-96, 41-98 to 41-101, 41-103 to 41-112, 41-115 to 41-120, 41-122 to 41-135, 41-138 to 41-143, 41-145 to 41-158, 41-161 to 41-166, 41-168 to 41-173, 41-175 to 41-182, 41-185 to 41-190, 41-192 to 41-205, 41-208 to 41-213, 41-215 to 41-228, 41-231 to 41-236, 41-238 to 41-243, 41-245 to 41-252, 41-255 to 41-260, 41-262 to 41-275, 41-278 to 41-283, 41-285 to 41-298 of the official subdivision of a part of the lot number 41 of the cadastre for the parish of Sainte Flore. This territory also comprises all the unsubdivided parts of the aforesaid lots numbers 41 and 42, of the official cadastre for the parish of Sainte Flore, and to erect all this territory into a separate school municipality under the name of "Shawinigan East", count of Saint Maurice.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 26th of June, 1923, to detach from the school municipality of Saint Adele, county of Terrebonne, the lots numbers 1 and 2a of the 4th range of the township of Morin; the lots 1a, 1b to 24 inclusively, of the 5th range of the township of Morin; the lots 1 to 24, in-

clusively, of the 6th range of the township of Morin; the lots 12a, 12b to 25 inclusively of the 10th range of the township of Morin; the lots 12a, 12b to 25, inclusively, of the 11th range of the township of Morin; the lots 1 to 10 of range 9 of the township of Wexford and the lots 1a, 1b to 10, inclusively, of the 10th range, same township, and to erect all this territory into a separate school municipality, under the name of "Val-Morin", same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 26th of June, 1923, to detach from the school municipality of Saint Cyprien, county of Dorchester, the lots numbers 37 to 41, inclusively, of ranges A, B, 1 and 2 of the township of Langevin, and to annex the said territory to the school municipality of Saint Louis de Gonzague, same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 26th of June, 1923, to detach from the school municipality of Saint Lazare, county of Bellechasse, the lots Nos. 943b and 944 in the Gore of Saint Michel of the official cadastre of the parish of Saint Lazare and the lots Nos. 17, 18a, 18b, 19 and 20 of the 4th range of the township of Buckland and to annex all the above territory of the school municipality of Saint Damien, same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 26th June, 1923, to detach from the school municipality of Saint Angele de Merici, county of Matane, the lots 59 to 70 inclusively of range 6 of the township of Fleuriault, the lots 57 to 72 inclusively, of range 1 of the township of Massé; the lots 21a to 32 inclusively of range 1 of the township of Cabot; to detach from the school municipality of Saint Moise, parish, county of Matepédia, the lots 25a to 36b, of the second range of the township of Cabot the following lots presently forming part of no organized school municipality: the lots 52

to 72, inclusively of range 2 of the township of Masse; 48b to 72, inclusively of range 5 of the same township; the lots 51b to 72, inclusively of the third range of the said township; the lots 33 to 56 of range 1 of the township of Cabot, the lots 37 to 56 of range 2 of the township of Cabot, and to erect all the above described territory into a separate municipality under the name of Sainte Jeanne d'Arc, county of Matapedia.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 26th of June, 1923, to detach from the school municipality of Saint Joseph d'Alma, parish, county of Lake Saint John, the territory comprised within the limits of the rural municipality of the village of Saint Joseph d'Alma, as erected by proclamation published in the Quebec Official Gazette, number 45, Volume XLIX, and to erect all this territory into a separate school municipality, under the name of "Village of Saint Joseph d'Alma," same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 26th of June, 1923, to erect into a separate school municipality the territory of the parish of Saint Cleophas, county of Matapedia, as erected by proclamation dated the 10th of May, 1921, and the 19th of November, 1922, and by a canonical decree dated the 17th of June 1923, to change the name of the school municipality of Awantjish, which is included within the limits of the projected school municipality, to that of Saint Cleophas, and to give to all this territory the name of the school municipality of "Saint Cleophas", county of Matapedia.

His Honour the Lieutenant-Governor in Council has been pleased, by Order in Council dated the 26th of June, 1923, to detach from the school municipality of the town of Magog, county of Stanstead, parish, the territories included between Hall street, that divides the town in a straight line from north to south, on the one part, and the

township of Magog on the other part, and to erect all this territory into a separate school municipality, for Catholics only, under the name of "Sainte Marguerite Marie", same county.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 26th of June, 1923, to detach from the school municipality of Sainte Aurelie, county of Beauce, the lots 7 to 10 inclusively of range 11 of the township of Metgermette North, county of Beauce, and to annex them to the school municipality of Saint Louis de Gonzague, county of Dorchester.

His Honour the Lieutenant-Governor has been pleased, by Order in Council dated the 26th of June, 1923, to annex the Roman Catholic School municipality of Metis, county of Matane, to that of Saint Octave de Metis, same county.

TEACHERS

SEND TO-DAY FOR THIS NEW

EDUCATIONAL CHART



This chart shows interesting and instructive steps in the planting, harvesting and threshing of wheat, the great food staple of Canada. It shows the process of making the wheat into Shredded Wheat, one of the best known whole wheat food products. It is illustrated in ten colors and is accompanied by descriptive booklet to be used by teacher in explaining it to the scholars.

Thousands of teachers are using this chart and find it of great assistance in their work.

One teacher says:—"I want to thank you for your Shredded Wheat Chart. It certainly has been a help to me in my school work and the children were very enthusiastic over it. Many other teachers express the same approval.

The size of this chart is 22½ x 24 inches.

It will be promptly mailed to any teacher sending ten cents in stamps to the address below, or by sending 10 pictures of Niagara Falls, cut from the end of 10 Shredded Wheat Packages.

THE CANADIAN SHREDED WHEAT CO., LTD.

1401 Royal Bank Building,

Toronto, Ontario.