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

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

JOHN PARKER } EDITORS
 J. W. McOUAT }
 G. W. PARMELEE, MANAGING EDITOR

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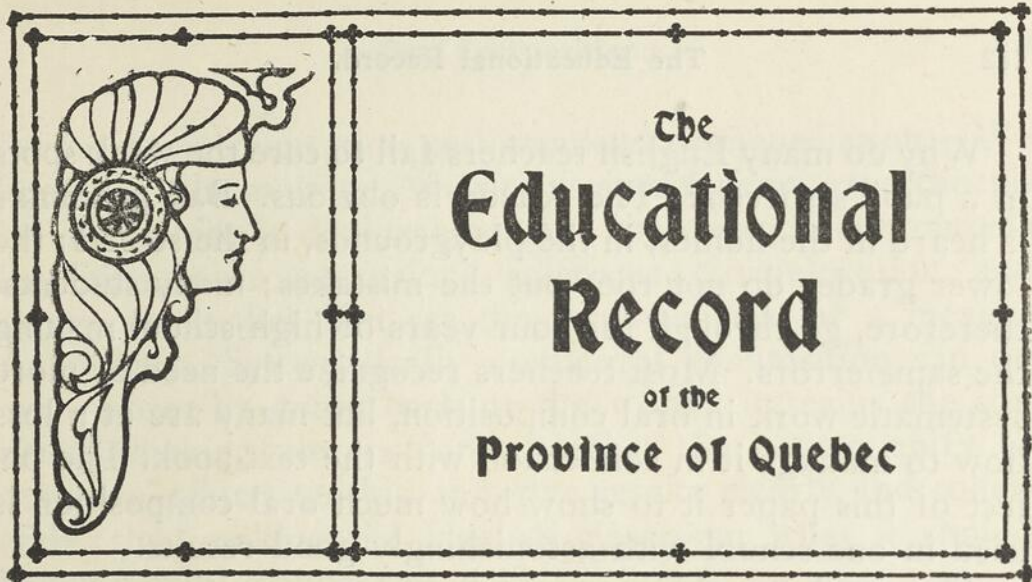
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ARTICLES ORIGINAL AND SELECTED.

ORAL COMPOSITION.

Education should prepare boys and girls to cope successfully with life. Is it good judgment to concentrate on a foreign tongue or a dead language, and yet allow the boy to leave school at graduation with a slovenly use of English—his mother tongue—the medium that he will use all his life in social relations and in business? If teachers worked along more practical lines in English Composition, the school boy would stop complaining, "What's the use of writing this stuff! I'm never going to write—I'm going in for engineering," and say "I mean to learn to *talk* clearly, briefly, effectively, so that when I handle men I can be a power!"

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

Why do many English teachers fail to cure the weak spots in a pupil's speech? The reason is obvious. Bad grammar is heard in the homes, in the playgrounds, in the streets; the lower grades do not root out the mistakes; many students, therefore, go through the four years of high school making the same errors. Most teachers recognize the need of more systematic work in oral composition, but many are at a loss how to manage it in connection with the text-book. The object of this paper is to show how much oral composition is used in one school with astonishingly good results.

The need for this system of oral composition was emphasized by the New York State Association of English Teachers, meeting at Columbia University recently, when they realised the college entrance requirements as follows:

(1). Text of written composition by a theme based on personal experience.

(2). Test of range of reading and literary appreciation by questions based on general reading.

(3). *Test of the candidate's power of oral expression by reading aloud and by conversing.*

It is also significant that the High School Teachers' Association of New York city in revising the course of study for secondary schools gives more prominence to oral composition and to reading aloud.

The wise teacher tries to catch the boy's style so that it retains an original flavor. In oral composition he is off-guard and has not time to think out the stilted expression of his written theme. Here is her chance to show him that dry rules of grammar, prosy suggestions about unity, clearness, coherence, force, and variety, are of use in improving conversation. This conversation she wisely shows him consists largely of the statement of facts, reasons, telling of incidents and anecdotes, and giving of summaries and dialogues, described in the rhetoric. She helps him acquire assurance and a pleasing address—two things of incalculable aid to him in later life—by demanding correct position in speaking, natural gesture, strength of voice, pleasant modu-

lation, clear enunciation and standard pronunciation. We know that the average American's speech from an orthoepical standpoint is deplorable. She therefore points out his localisms, loose expressions, solecisms, circumlocution, and slang; she makes him see the inconvenience of a meagre vocabulary. Systematically used, oral composition can do even more; by going back of the words, it trains the student's thinking powers for it teaches the boy to unify or outline a subject quickly and give results clearly and coherently, thus making the English classroom what it should be—a mental gymnasium.

One-minute talks have brought excellent results in a school of which I write, a great body of American boys and girls, with many eager Greeks, Russian Jews, and a Chinese boy. Let us note its use with a country boy or a foreigner, whose speech is ungrammatical and manner timid.

"Stand in front of the class in an easy but dignified position," directs the teacher kindly. "Hold the interest by looking your audience in the eye. Emphasize by any gesture that is natural, speak out, pronounce your words slowly and carefully. Watch the way you make your sentences. Learn to think ahead—have an outline in mind when speaking—stick to the subject, arrange facts in the most sensible order, don't waste words and when you are through, stop!"

During the first week there are no interruptions for correction for the teacher has to be very resourceful to induce the timid or painfully sensitive pupils to stand in front of the class. To give an instance, one morbidly backward girl burst into tears when first asked to come forward. For a week the teacher allowed her to talk from her seat, then one day called her up to the desk to talk. When she began she had her back to the class, but the teacher, while the girl continued speaking, rose leisurely and walked to a front desk. The speaker unconsciously turned to face her teacher and, when the latter sat down with the class, found herself doing what she "would rather die than do." That was a red-letter day in the girl's life, for it was a signal conquest over self.

By the second week, from her desk in front of the room, the teacher calls a halt at each mistake and makes the speaker repeat the sentence. It is not long until even the timid are able to apply the correction and go on with the talk. One boy cured himself in several months, of such slips as "you was" and "them there," acquired power to balance constructions, and found he had the making of an orator.

Besides the verbal correction the teacher files on a card the student's strong and weak points, as follows:

Eng. I.

Thos. Parker.

Nov. 20—Bad position, nervous, "you was," enthusiasm, not clear thinker, tries hard, rambles, "*athletic*."

Nov. 22—Position better, still embarrassed, double negative, better thought out, subject uninteresting.

Nov. 24—More at ease, fine subject, done justice to, no grammatical mistake, more ease, voice trailed off at end, tendency to omit "g" at end of word.

Class criticism is often called for, then the students put down the name of the speaker, and remarks which are called for at the end of each talk.

It pays to persuade pupils to co-operate in wiping out errors of speech. One corner of the blackboard is reserved for the students to write down all faulty expressions they hear. Even in class they are allowed to register such slips. When these are taken up for discussion part of one period a week, practical knowledge of grammar and use of words is gained. Here is a sample:

you was
 them there books
 you mutt
 he done it
 ain't it nice?
 awfully sweet.
 git out
 I ain't done nothin'
 jist look

this here
 pronounced
 by ginger
 and-a

These mistakes were finally grouped by the students themselves under four heads:

- (1) Grammatical mistakes,
- (2) Mispronunciations,
- (3) Misuse of words,
- (4) Slang and vulgarisms.

Grammatical mistakes were soon traced back to the principles which the following illustrate:

- (1) Concord of verb and subject, as
 "he don't"—"you was"—"I says," etc.;
- (2) Past tense for past participle and vice versa, as
 "I done it"—"I've saw you"—and similar mistakes
 with verbs like *begin, run, come, eat, freeze, ring*;
- (3) Double negative, as
 "I don't know nothing";
- (4) Wrong adjective agreement, as
 "these kind," etc.;
- (5) Cases of nouns and pronouns, as
 "him and me went"—"that's him";
- (6) Agreement of pronoun and antecedent, as
 "if every one does their work";
- (7) Adjective for adverb, as
 "she sings beautiful."

Slang words are placed upon the board; so are vulgarisms like "firstly, everywheres, illy, lesser, light-complected, muchly, sort of, unbeknown, disremember, enthuse, had ought, hain't." The school at large has become critical of pronunciation, and the boys have much fun tripping each other up on mistakes. The common pronunciations are sorted out and grouped somewhat as follows:

- (1) Sounding silent letters, as
 sword, often, towards, hasten, chestnut, epistle,
 apostle;

- (2) Inserting an extra sound, as
acrosst, umberella, athaletics, attackeded, drowneded;
- (3) Last syllable wrong, as
hunderd, childern;
- (4) Sounds omitted, as
goin', hist'ry, gover'ment, pome (poem), len'th, lib'ry,
(library), fam'ly, gran'father, ev'ning, sev'ral;
- (5) Accent wrong, as
exquis ite, ali as, ad ult, incompar able, mischev ious;
- (6) Vowel quantity wrong, as
palm, calm, psalm;
- (7) Wrong sound for vowel, as
fer, git, jest, agenst;
- (8) Wrong sounds for consonants, as
ax (acts), ast (asked), chimley (chimney).
- (9) Failure to pronounce *h*, as in
where, what, why, when, whither, whether;

As far as subjects are concerned, any topical recitation can be turned into *one-minute talks* by asking the student to address the class. Twenty-five students can give as many talks in forty minutes, each of which would be equivalent to a one-page theme. Paraphrases, anecdotes, reports of outside reading, personal incidents can be given; the resourceful teacher can use a hundred things that bear on the work. It is an excellent review to call for comparisons, contrasts, and summaries.

All students should make a special effort to increase vocabulary by using a pocket dictionary and keeping a daily record of new words. After study of some classic it is a good plan for each student to arrange alphabetically all the words that are difficult. After each word additional space can be left where the words of other students may be added. Review definitions and you have valuable work in etymology. A class that can acquire ten new words a day, will have fifty in a week, and in a month two hundred.

It is surprising how quickly students will detect errors in misused words, if interest has once been aroused. Speaking of a lecturer, one boy said disdainfully, "He said *pre-*

ventative where he meant *preventive*." Many grown up people confuse *except* with *accept*, *wander* with *wonder*, *sewage* with *sewerage* and *immigrant* with *emigrant*. Such words should be discussed repeatedly. The following list was gathered by the students themselves:

statue, statute; consul, council, counsel; angle, angel; perspective, prospective; quite, quiet; acceptance, acceptation; access, accession; allusion, delusion, illusion; avocation, vocation; completion, completeness; observation, observance; proposal, proposition; solicitude, solicitation; secreting, secretion; deprecate, depreciate; affect, effect; construe, construct; partly, partially; continual, continuous; human, humane; healthy, healthful; latest, last; pitiable, pitiful; dispense, dispense with; contemptuously, contemptibly; creditably, credibly; persecute, prosecute; prescribe, proscribe; incredulous, incredible; suspect, expect; resort, recourse, resource; requisite, requisition; secede, succeed; empire, umpire; adherence, adhesion; compliment, complement; conscience, consciousness; deceit, deception; esteem, estimate; identity, identification; organism, organization; prominence, predominance; allay, ally; reprehend, apprehend; wait on, wait for; beside, besides; practical, practicable; deadly, deathly; propose, purpose; argue, augur; aye, ay; womanly, womanish; childish, childlike; dominate, domineer; eliminate, elicit.

In connection with this word work, throughout the year the students gather synonyms and look up the difference in meaning in such words as *average* and *ordinary*, *dumb* and *stupid*, *character* and *reputation*, *custom* and *habit*, *invention* and *discovery*, *lot* and *number*, *majority* and *plurality*, *learn* and *teach*, *among* and *between*, *in* and *into*, *farther* and *further*, *future* and *subsequent*, *enough* and *sufficient*, etc.

In the older classes, propose interesting vital questions for discussion, line the students up on sides and let them thrash it out. It will teach a practical knowledge of argument. Give a student a chance to win converts to a cause

and he will develop a facility and effectiveness that are surprising. It is a wonderfully good thing to force a student to form an opinion and then back that opinion up. Too many people are negative. Why not convert the class into a meeting with the teacher as chairman? Then the speakers have a chance to acquire ease in parliamentary procedure—addressing the teacher and members of the class before speaking, and also seeking permission for voluntary speaking by simply addressing the chair. By use of tact the teacher can draw all the pupils into the discussion. Teach them to use the rhetorical devices so effective in oratory. Encourage them to think out figures of speech, periodic and balanced sentence structure, interrogation, abundant illustration for effect. An analysis of Lincoln's Gettysburg speech will show the use of these.

Biographical material, like Thayer's *Turning Points in Successful Careers* and *Men who Win* or Hubbard's *Little Journeys*, offer condensed and interesting information for reports. With the older students let these be from three to five minutes long. Instruction in note-taking is given in connection with these longer talks.

One-minute talks before the class have been found helpful in the various English classes, as well as in the literary societies of the school. We firmly believe that such systematic oral composition used in connection with written work throughout the course, can do much toward giving American school boys the correctness and the effectiveness that the English, the French, and the German school boys attain.—*Education.*

SAVING TIME.

One of the most important factors in the daily routine of our school duties is the saving of time. I will give a few little suggestions which I have found helpful in my own work.

When calling classes, especially in the lower grades, call two or three classes at once. This saves time and confusion, and really is a benefit to all who are in the classes. I always

call my first, second and third grades together, and find that each class takes interest in the others and gets a great deal of good from hearing the recitations of the others.

It does no harm to let there be a little rival spirit between the classes in regard to neatness, deportment, and general standings, while in class.

Always have some busy work ready, and when any of the little people are out of work just give them something to do; it will keep them quiet and busy, besides saving the time that you would use in stopping to plan something for them. If the busy work is anything which needs explanation, don't take time to do it yourself, let one of the older pupils do it for you.

It is not necessary that number work, language work, etc., when written, should be corrected by the teacher. Let an older pupil look over the papers and grade them, then you can glance over them in a few minutes, making corrections where necessary.

As soon as the first signal for the dismissal of one class is given, let it be understood as a signal for the next class to rise and come to the front, ready for recitation. Then the other signals can be used by both classes, and if each class takes opposite sides of the room for passage, all confusion will be avoided.

If you have an extra heavy quantity of work during the day, just plan a little, combine some of the classes when possible; for instance, language and reading, history and geography, etc. You may think that this will be very hard work, but I think you will be surprised to find how easily it can be done, and how interesting these lessons can be made. Of course, don't do this every day, but once in a while it is a great help.

Supposing that you have two classes in geography, studying Africa. Don't have two recitations, but only one. Make this interesting for both classes, and behold, you have saved about fifteen minutes. This plan can also be used in combining other classes.

As soon as the bell rings for school have the pupils form in line, all being ready as soon as the bell stops ringing, and then march to their seats. By thus doing the confusion and loss of time generally connected with this time is banished. Also have signals for the getting of books, passing of papers, pencils, etc.

In short, plan ahead. Don't be blind to your own faults and shortcomings, and try to improve yourself as well as your school. Make the most of every minute, for minutes make hours; and there are not many hours in a school day. Do your very best in the time you have, be systematic, keep good order, be the friend as well as the teacher of your pupils, and I am sure that that long programme will not look so bad to you, and when night comes you will feel well satisfied with your day's work.—*Teachers Magazine*.

DO APPLE SEEDS POINT UP OR DOWN?

When teacher called the apple class, they gathered round
to see

What question deep in apple lore their task that day might
be.

"Now tell me," said the teacher, to little Polly Brown,

"Do apple seeds grow pointing up, or are they pointing
down?"

Poor Polly didn't know, for she had never thought to
look

(And that's the kind of question you can't find in a book.)—
And of the whole big Apple class not one small pupil knew
If apple seeds point up or down! But then, my dear, do
you?

—*Carolyn Wells, in St. Nicholas.*

THE CUNNING OLD CROW.

On the limb of an oak sat a cunning old crow,
And chatted away with glee,
As he saw the farmer go out to sow,
And he cried, "It's all for me!

"Look, look, how he scatters his seeds around;
How wonderfully kind to the poor!
If he'd empty it down in a pile on the ground,
I could find it much better, I'm sure!

"I've learned all the tricks of this wonderful man,
Who has such regard for the crow,
That he lays out his grounds in a regular plan,
And covers his corn in a row.

"He must have a very great fancy for me;
He tries to entrap me enough,
But I measure his distance as well as he,
And when he comes near, I'm off."

—*Selected.*

THE REAL BOY.

For the past few years I have been perforce obliged to deal with a large number of office boys. Has any business man observed how few really bad office boys there are? There are to be found in offices many boys who are, unfortunately, sickly, or stupid or flighty or idle, but how few who are really, deliberately bad! I have employed boys who have come to me with the worst of characters from mother and teacher, labeled as "worthless," "contrary," "careless," "mischievous," "rude," and have found them, after a brief novitiate, industrious, painstaking, anxious to please.

Any why? Why does not the average employer "have trouble with" the average boy? The reasons, as I know them, are as follows: The employer is "making good." If he has serious weaknesses the office boy is not permitted to see them; he is driven in spite of himself to respect "the old man." If the boy does not behave well the penalty is swift and certain—can this be said of home punishment? The atmosphere of the office is, as a rule, kinder than that of the home. This is a statement that will amaze many a mother, but I know it to be true. The office boy is rarely nagged; when he is scolded he is conscious that he has justly earned that or worse, and he is never physically ill-used. The casual slap, the everlasting shove, the steady stream of oral abuse of the overworked mother of the tenements stops at 8.30 a.m. Thereafter the boy is an individual with rights and duties, a human being, who gets all the respect and all the blame that is justly "coming to him." Best of all, when he isn't working he is let alone. He has, in his lunch hour, the freedom of the president himself. And he has, perhaps for the first time in all his crowded, worried, confused little life, somebody to look up to. The boy is surrounded by his superiors; he sees a number of busy, serious, courteous, grown-ups, who do not tell him to be industrious, serious, and polite, but unconsciously show him how to be. Their brusque kindness reassures him; he tries, oh, how hard! to win their approval; he is for the first time consciously measuring himself with and against the real world; how grateful he is for its slightest praise, how appalled at its reprobation!

Cannot business methods be applied to the average boy in his home, to the fortunate (?) boy who is granted a longer freedom from the grind of daily toil? As I have said, I have known many boys, but I have known few that I have ever wanted to thrash: I have "licked into shape" very many of them; but I hope I have always done it with kindness, patience, and a timely appeal to self-esteem. At least, I have meant to, and I have had many a proof from the boys themselves, bless them, that they knew what I wished for them and that they appreciated to the full that I wished for them the very best they were capable of.

After all, a boy is a thing of some importance. He is not a toy, nor a menace, nor merely a nuisance—he is a creature that is going to be, and that very soon, a man of some kind it rests largely with us grown-ups to determine. Is it asking too much of humanity to hope that some day all fathers and mothers will afford the time and the patience and the affection and do for their own boys what is now being done for other people's boys by many an overworked business man and woman?—*New York Sun*.

A SUGGESTED OUTLINE FOR THE STUDY OF SOUTH AMERICA.

Our course of study in geography enumerates to the teacher various requisite topics, but does not prescribe the order of their presentation to the pupil. In many cases the topics have been taught in the exact order of their appearance in the course of study. By so doing, in the present form of the course, the purpose of teaching geography may be in measure defeated.

It is not mere location, nor even description of peoples and places, which we must have in mind as the basal idea of geography. Geography seeks to express the relationship between the physical features of the earth and the life which the earth sustains. The true value of the subject is lost in proportion as the relationship idea is obscured. Some definite order of presentation, with a reason for its existence, must exist in the teacher's mind if geography is to be well taught.

The following outline is presented as a suggestion along such lines. It is believed that all features of South America which are necessary to present may be included under the headings given. Teachers will notice that capes are not mentioned. Few capes in the world are of special interest to mankind at large; few have influence upon the broad life of a continent. Of the four South American capes given in our present course, only one, Cape Horn, seems to deserve mention to the fifth grade pupil.

SOUTH AMERICA.

1. Place and importance on the world map, *i. e.*, location and size with respect to other *continents*. (The term "grand division" has no standing among geographers.)
2. General idea of shape, obtained from observation of map.
3. Location of the chief mountain ranges by single lines on the board, showing the direction and relative position of these ranges. Class will follow the board work on paper.
4. Drawing of the rough outline of the continent around these ranges, to show that the mountains furnish the skeleton of the continent.
5. Determination of the three apparent chief drainage basins from observation of the position of the mountain ranges.
6. Roughly drawing the courses of the three great rivers of these respective drainage basins.
7. Effect of the combination of mountain ranges and moist winds in producing rainfall. Give the class the idea of the north-east trade winds, the southeast trade winds as blowing upon the coast of the continent. Infer what will be the result upon the rainfall of various sections of South America.
8. A general idea of the climate, as to heat, of the various sections of the continent.
9. Effect upon vegetation of the heat and rainfall of the various sections.
10. The three great plains (drainage basins) and their vegetational characteristics. Make vivid pictures to the pupil's mind.
11. The characteristic industry of each drainage basin.
Llanos—Grazing.
Selvas—Rubber collecting.
Pampas—Grazing and wheat raising.

This includes mention of the people, their race and characteristics.

12. Industries of other sections.
 - (a) Coffee industry of southeastern Brazil.
 - (b) Nitrate and guano industries of Chili and Peru (connect with almost rainless climate).
13. Locations of chief cities, derived as far as possible from the great industries in connection with the important harbors. Develop the idea of the regular coast line of the continent and its general effect on commerce.
14. A consideration of the principal countries which the United States has intercourse.—*Walter Lefferts, Morton School.—The Teacher.*

REPORT OF INSPECTOR J. W. McOUAT FOR THE SCHOOL YEAR 1909-1910.

Lachute, Que., August 2nd, 1910.

Sir,

I have the honour to submit my annual report for the year 1909-1910.

In the months of September and October I held the annual rural conferences with the teachers and thus prepared the staff to enter upon the work with a better understanding and more uniformity of method. The work of the conferences, as much as possible, followed the lines suggested by the needs of the locality and the requirements of the teachers.

Each teacher has thus had an opportunity to receive such information as she desired and has had in her possession copies of the regulations, course of study and of the teachers' manual. After inspecting each school I sent to the teacher a copy of my notes on her work, in order that she might know the standing of her school. I regret, that it has been necessary to engage so many unqualified persons to teach in our rural schools. I have discouraged the practice as much as I could yet I have found it necessary to recommend the engagement of 29 persons without diplomas, to teach during the year 1909-10. Most of these persons had studied

in some grade of the model school or academy classes, but 5 of them had not studied further than the highest grade of the elementary school, which they were engaged to teach. The prospects in this respect do not seem very bright, rather discouraging indeed, when we observe the gradual increase of unqualified teachers in the province. In this inspectorate there were 98 rural teachers last year. Of this number there were only 45 with professional training. Of these 33 were from McGill Normal School and 12 were from Macdonald College, while the other 18 teachers who held diplomas were of the Central Board. The remaining 35 were from Public Schools, Model Schools, Academies, Business Colleges and a few other institutions. In Montreal, Westmount and St. Henry, only 42 teachers from Macdonald College are on the staff, while Montreal has found it necessary to secure the services of a score of teachers from England, Nova Scotia, Ontario and the United States, whose diplomas have been considered by our Department. I mention these facts to show that the supply of teachers is not sufficient, even where the salaries are the best, I am quite of the opinion that enough teachers cannot be had to open all our schools at any price and that the supply will never equal the demand, until some cheaper diploma can be provided for some sections of the province. I have spoken to a good number of pupils in preparation and to their parents also, about returning to teach in our rural schools after they had obtained their diplomas, but the general expectation is that something better than a rural school must be secured. The expenses of a country pupil, preparing for an elementary diploma, will amount to \$150 a year for three years at the academy, and \$200 at the normal school, or \$800 for our least qualification to teach. It seems to be more than parents can afford at once and one form of relief might be to permit a teacher pupil to do periods of teaching during her course of preparation. This could begin on the grade I academy certificate, when the pupil had the requisite age and character. The simplest way to confer this privilege would be to stamp it across the face of the pupil's pass card, when is-

sued by the Department, in July. This privilege should only be for one year and would enable the pupil to return to grade II academy, or to the normal school. In this way, a pupil teacher, who could find sufficient means to pass grade I academy, could be encouraged by alternating years of study and teaching to complete her course for her diploma.

The following teachers have been eminently successful during the past year, having taken 90 per cent. or more of the marks allowed:

Lillie M. Stalher, St. Eustache.
Nellie C. Barry, St. Jerusalem, No. 3.
Mary C. James, Wentworth, No. 2.
Margaret Pollock, St. Jerusalem.
Annie F. Duncan, Mille Isles, No. 3.
Jane McVicar, Dunany.
Helen Thornber, Terrebonne.
Mary C. Chambers, Chatham, No. 2.
Etta S. McBride, town of St. Paul.
Gladys Lomalty, St. Andrews.
Nellie E. Hodgson, St. Laurent, No. 3.
Helen W. Young, town of St. Paul.
Elizabeth Patterson, Maisonneuve.
Violet Wilman, Grenville, No. 1.
Mary L. Dawson, New Glasgow.
Nellie McGibbon, Maisonneuve.
Jessie J. Alexander, Mascouche.
Delia M. Gamble, Main, No. 2.
Jennie Arthurs, Grenville, No. 3.
Helen McLaughlin, Grande Frenière.
Myrtle Graham, Arundel, No. 2.

In the above list those marked with a star received a bonus last year and are not eligible for a bonus this year. They should, however, receive the certificate of successful work. Misses Jeannetta Holmes, Sarah Pollock, Laura Mathieu, C. M. Campbell, Mrs. Broadhurst, Edna Higgins, and Anny Copeland have also done good work and are entitled to honorable mention.

The salaries are the same as a year ago and average about \$24.00 per month in the rural schools. In Montreal and Westmount, a new and generous scale of salaries has been established and is likely to draw our very best teachers to these schools. The effect has been a noticeable cheerfulness amongst the teachers and a desire to excel in their work.

The rate of taxation has changed very little, but all changes are upward. One thing, that tends to keep the rate stationary in some places, is the inability of the boards to secure qualified teachers and their unwillingness to pay larger salaries to persons who have no diplomas. The average rate of taxation is 59c. per \$100 of evaluation. The rate varies from 4c. per \$100 to \$1.60 per \$100, but the valuation does not seem to be made on the same basis in all the municipalities. In cases where the evaluation is low the rate is correspondingly high and this gives some places, according to general opinion, an unfair advantage in any comparison of rates over those places, whose valuation is nearly full. I say "nearly full" because the general rate of valuation is two-thirds of the real value in the opinion of many ratepayers. So far as the ratepayers in any given municipality are concerned, the ratio of the valuation, as established by the valuers, to the real value of the properties, makes no difference, but the difficulty arises, when municipalities are compared and their relative needs established by their relative rates of taxation. The difficulty becomes still greater, when an attempt is made to reduce all valuations and rates to a common basis, for the valuation, as given by the school boards, is attested by the oath of the assessors, while any relative rate of value is merely the opinion of persons who have no responsibility in the matter and no definite nor detailed knowledge of the properties on the roll. The members of the school board are not agreed on the relative value and the secretaries hesitate to express an opinion would it not be wise then to give the school boards the right by law or regulation to determine by resolution, what the relative valuation of the municipality should be? When this

has been done all reports and recommendations, forwarded by the inspectors, should be figured out on this basis before being sent to the department. This would lessen the work at the department and put the responsibility of determining the relative rate officially in the hands of the school board.

I am of the opinion, that any municipality levying 50c. or less per \$100, should receive no assistance from the poor fund, until all, which levied more, were assisted to the amount, that their rate exceeded 50c. per \$100. One other requirement should be established, namely, that each qualified teacher should receive \$30.00 per month and that each school should run for 8 months each year. This would require \$240 annually for salaries per school and could be raised at 50c. on \$50,000 valuation, leaving \$10, with the school fees for other expenses. If every valuation roll were corrected and brought to a common basis and only such schools assisted as could not raise \$250 at 50c. it seems to me, we would have a surer basis of relief on which to base our supplementary assistance to the school boards.

In the vicinity of Montreal there is much growth in school population and new schools are being erected each year. This year a new school has been opened in Edwardville and another in Notre Dame de Grace West. In other parts considerable repairs have been made and new schools occupied. Grenville, No. 1, and Harrington, No. 1, have erected one new school each in needy districts. It is more difficult to secure improvements to the school grounds than to the buildings and apparatus. I think the chief reason is the generally rugged nature of the site, which, in its isolation, gives rather a forbidding invitation. In many instances school sites have been chosen, or probably given, because of their worthlessness for other purposes and sometimes because of the centre being in some unworthy place.

The subject of temperance and health has been taught as you directed and all teachers have heeded your request in this respect.

Not many boards visit their schools, as they should, and, when urged to do so, they have excused themselves as not qualified and prefer to trust to those, whom they had placed in charge.

I consider good progress has been made during the past year and feel satisfied that, if I had a qualified staff in the rural schools, I could accomplish much more. As an indication I may mention that 20 pupils from a few of the rural schools took the academy entrance examination at Lachute and all were successful and were accorded words of commendation from principal Mr. McBurney. On the other hand our pupils, who take their course in the academy here and go to the normal school or the university, generally do credit to themselves, their teachers and their school. The pupils from Rawdon and St. Andrew's Model Schools, also, do bravely, as one may see by reference to the various examination lists. These facts attest the faithful and competent services rendered by our rural staff, both in our primary and secondary schools and should not be forgotten after the lists are laid away.

In Montreal great questions are agitating the public in regard to education and the mixed population is tending to make the case more complex. The Protestant Board of School Commissioners, however, have gone steadily forward and built the necessary schools to supply the accommodation required by the increasing population. The old Royal Arthur school is being replaced by one of the finest and a new school is being erected east of Dufferin school to accommodate the foreign population. The old Berri Street School is being replaced by a fine new structure to be called the Sir Wm. Dawson School. The staff consists of over three hundred teachers under the direction of 15 principals and a superintendent, so that the very best results are assured.

In Westmount there are three well equipped schools, fitted for its work and the board's new scale of wages has put heart in their teachers, who look on their positions as places to be desired. The Board considers, they have the best scale in the land, both as to maximum and to grading.

The St. Henry School continues to do well and gives every satisfaction under Mr. Jas. Mabon. The premises have been improved, the staff has been increased and efficiency and contentment characterize the school.

In visiting these city schools I spent over one month, giving two days to some of the largest schools and half a day to the smallest. I was greatly aided in my work by the kindness of the principals and the other officials.

In closing I beg to thank all those who have helped to make the year's work a success.

REPORTS OF EXAMINERS.

SUPERIOR SCHOOL EXAMINATIONS, 1910.

English (Grade II. Academy.)

While entirely within the scope of work provided for this grade, the paper was due which demanded a thorough grasp of the poems selected and gave, at the same time, an opportunity to the pupils for the use of judgment and discrimination.

Question 1, on *Enone*, was well answered throughout the grade, but in question 2 only a few pupils gave really appropriate instances for illustration of the idea.

Question 3 was almost invariably well done.

Question 4 was well answered with the exception of figure of speech required in stanza 3, and three examples of alliteration.

Allusions and references in question 5 were, on the whole correct, though mistakes were frequent as to figure of speech required.

Question 6 was well answered as was also question 7, except in the case of "galingale" and "her ghostly walls," both of which frequently proved too much for the knowledge of the pupils.

English (Grade III. Model.)

The paper contained no manifest difficulties and most of the pupils obtained good marks.

Questions 4 and 8 almost invariably received high marks.

Answers to questions 1 and 2 frequently overlapped each other, and some pupils seemed to be without a clear idea of the meaning of a "plot."

In question 3 there appeared to be a difference of opinion as to the opening scene and the two first characters introduced, some giving the forest scene with Wamba and Gureb, while others gave the banqueting hall with Ivanhoe and the Knight Templar or Cedric and Rowena.

Questions 5 and 6 were frequently well answered, and question 7 almost invariably so.

Composition (Grade II. Academy.)

In section *a*, question 1, errors in punctuation were frequent, but section 6 was most frequently absolutely correct.

In question 2 the only difficulty seemed to be in the "compromise sentence, which was rarely correct.

Questions 3 and 4 were not difficult but frequent errors characterized both of them. These errors were most commonly found in sections *a* and *c* of question 3 and section *c* of question 4.

The *story* required in section 5 was rarely written in the form and style which might have been expected from pupils in this grade. In many instances it was a mere paraphrase of the stanzas given as the basis for a story rather than a story. A common violation of one of the primary rules of composition was the inconsequent use of "tense," which was, in some instances, changed from present to past, or past to present with the utmost unconcern.

Composition (Grade I. Academy.)

Compositions showed a slight improvement over those of previous years in the same grade. This improvement was noticeable in style, grammatical construction and punctuation rather than in the choice and arrangement of

subject matter. Originality, too, was frequently lacking, and as nothing lends more charm to writing than this quality it is hoped that pupils will be assisted to develop and encouraged to use it more frequently in their future efforts.

Dictation (Grade II. Academy.)

Failures in this grade were comparatively rare and in a few instances perfect marks were obtained. The selection given, contained no unusual words nor difficulties in punctuation. It was noticeable, however, that "Dauphines" was seldom correctly spelled.

Dictation (Grade I. Academy.)

The selection set for dictation in this grade, in spite of its being somewhat difficult to punctuate, was, on the whole, well spelled, fairly well punctuated and neatly written. In the detached words assigned for spelling, "grammar" and "separate" presented their usual difficulties.

Dictation (Grade III. Model.)

The selection while easy to punctuate proved to have been somewhat difficult for many of the pupils, the majority of whom showed themselves utterly unfamiliar with the orthography of *chaos*, though their attempts at spelling it showed them to have had some experience of it as a mental condition. "Ezekiel" proved to be another difficulty, and in detached words, "separate," "miscreants," "preference," and "reverence."

French (Grade II. Academy.)

Translation of section *a* question 1 was almost invariably good, but that of section *b* proved more difficult to the majority of the pupils.

While translations from English to French in questions 2 and 7 were infrequently correct, a few candidates rendered them with almost absolute accuracy, showing them, thus, to have been well within the scope of possibility for this grade.

Questions 3 and 4 were well answered by pupils who had any knowledge of their work, but question 5, requiring the substitutes for the Passive Voice was much more frequently incorrect than correct.

Question 6 rarely obtained perfect marks. While the majority of pupils wrote neatly and arranged the principal parts in tabular form, many were careless and wrote them down in a detached and desultory way. Such carelessness increases not only the difficulty of reading the paper but also the risk of having a part overlooked and thus unvalued.

French (Grade III. Model.)

Question 1 was well translated throughout.

Question 2 contained 3 paragraphs, two taken directly from the Reader used in the schools, and the third consisting of separate phrases. In most cases the first two paragraphs were only imperfectly translated and few pupils obtained high marks for them; this was even more noticeable in the third paragraph.

Question 3 while not particularly difficult was seldom correctly answered.

The assigning of moods and tenses to verbs in question 4 seemed fraught with difficulty, and very few pupils were entirely successful in their efforts to do it. Much space was covered by the attempts of some,—not infrequently four or five pages—and as the reading of this extended style of writing is attended with difficulties similar to those noted in report on Grade II. Academy, it is recommended that pupils be taught the importance of expressing themselves in a concise way.

French (Grade III. Model.)—Natural Method.

The paper set in this subject was not difficult and in some instances high marks were taken.

Question 1 was seldom correct, the plural form of the article being used almost invariably before the plural nouns.

Question 3 also seemed to present difficulties to many pupils.

Questions 2, 4 and 5 were usually well answered but questions 6 and 7 were seldom entirely correct.

In question 8 most pupils wrote correctly the forms of the present and imperfect tenses of assigned verbs but were not so successful in writing that of the Past Indefinite.

In the dictation assigned, higher marks were taken by pupils writing in paper in Natural Method than by those writing that in Ordinary Method. This might be accounted for by the greater simplicity of the extract given.

German (Grade II. Academy.)

Only a few pupils from Westmount Academy wrote on this paper and owing to a misunderstanding as to book set for reading, the first two selections set in question 4 were not translated. Allowance, however, was made for this in examining the papers.

Questions 1 and 2 on the Grammar were fairly well answered but only in a few instances was question 3 even partially correct.

While the translation from German to English, as much of it as was done, was well done, the same cannot be said of the translation from English to German, which was decidedly below the average.

Question 5 showed, on the whole, a clear grasp of the correct relation of words to each other in their sentences.

SUPERIOR SCHOOL EXAMINATIONS.

THURSDAY MORNING, JUNE 16th, from 9 to 12.

English (Grade II. Academy.)

All the questions are to be answered.

TENNYSON.—"ÆNONE."

1. (a) Is the description of the scenery in the opening lines of *Ænone* true to the classical region in which the scene is laid? If not where did Tennyson get his inspiration for such a description? (b) Where is the scene of the poem?

(c) What is its theme? (d) Show that although the theme is classical Tennyson's treatment of it is modern. 10

2. In one of his poems Tennyson says "That a sorrow's crown of sorrow is remembering happier things." Mention instances found in the Selections which illustrate the truth of these lines. 7

ENOCH ARDEN.

3. (a) Is this one of Tennyson's most beautiful poems? Give reasons for your answer. (b) Discuss fully the character of the three persons introduced in the poem. 8

BREAK, BREAK, BREAK.

4. Suggest a suitable title for this poem. Of whom do you think Tennyson thought when he wrote it?

Stanza 3.—Why a "vanished hand" and a "still" voice? Whose? What is a "day that is dead"? What figure of speech is this?

Give three examples of alliteration found in the poem. 10

ODE ON THE DEATH OF THE DUKE OF WELLINGTON.

5. "*Who is he that cometh.*"—Who is supposed to be speaking these line?

"*His foes were thine.*"—What is the allusion?

He that gained a hundred fights.—To what historical fact does this line refer?

Duty's iron crown.—Explain.

That loud Sabbath.—To what does this refer?

"Dashed on every rocky square

Their surging charges foamed themselves away."

What figure of speech is used in these lines? Is it pleasing to you? Why? 10

6. In the following passages explain the allusions—*i. e.*, tell what you know about the people, places, and events spoken of in them.

(a) "The curse has come upon me."

(b) "I will not die alone."

(c) "Our island home

Is far beyond the wave; we will no longer roam."

(d) "'Tho Merlin sware that I should come again."

(e) Merrily rang the bells and they were wed." 10

7. Write short explanatory notes on:—The abominable, galingale, bold Sir Bedivere, her ghostly wall, the treble works. 5

Grammar.

1. Give the syntax of each of the italicized words in the following passage:—*Picture* to yourself a large white house just across the road nearly opposite our *cottage*. It is not a house, but a mansion, built, perhaps in the colonial period, with *rambling* extensions, and gambrel roof, and a wide piazza on three sides—a self-possessed, high-bred, *piece* of architecture, with its nose in the air. 6

2. Write sentences illustrating the following uses of a relative pronoun: (a) the subject of a verb, (b) the object of a finite verb, (c) as the object of a preposition, (d) in the possessive case. 8

3. What parts of the Verb may be used as (a) nouns, (b) adjectives? Apply your answer to the verb *speak*, by making sentences in which the verb is used in the different ways you have mentioned. 4

4. What is a gerund? and how is it different from the Imperfect Participle? Give examples.

5. Distinguish between "*He only lost his child.*" *He lost his only child.* 4

6. What meaning do you attach to the following sentences?

"You punish me more severely than she."

"You punish me more severely than her." 4

7. Correct:—

Let him and I settle who we will invite.

Somebody called, I could not firstly tell whom, but, after, I found out it was her.

Wanted a boy to open oysters with a reference.

Neither you nor me are invited.

They had awoke him, he learned, to be told that the river had overflowed its banks.

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

Composition (Grade II. Academy.)

1. Punctuate the following sentences:—

(a) Can you tell me where I can find Rienzi's address asked a young lady of a clerk in Montreal.

(b) As Cæsar loved me I weep for him as he was fortunate I rejoice at it as he was valiant I honour him but as he was ambitious I slew him.

2. Write an example of each of the following kinds of sentences:—Loose, Periodic, Compromise, Balanced.

3. In the following sentences, place the italicized words in such position as will make the real meaning clear:—

(a) A tear is due, *at least*, to the fallen brave.

(b) They laid the blame *only* on us.

(c) We also get salt *from the ocean*, which is very useful to man.

(d) The dexterity of the Chinese Juggler *almost* appeared miraculous.

4. Correct the errors in diction in the following sentences:

(a) He was a minister in the Episcopalian church.

(b) There was a great quantity of people there.

(c) The swimmer was attacked with cramps, lost conscience, and sank in a few seconds.

5. Write a short story based on the following stanzas:—

“O Mary, go and call the cattle home,
 And call the cattle home,
 And call the cattle home,
 Across the sands of Dee;
 The western wind was wild and dark wi' foam
 And all alone went she.

The creeping tide came up along the sand,
 And o'er and o'er the sand,
 And round and round the sand,
 As far as eye could see;
 The blinding mist came down and hid the land
 And never home came she.”

THURSDAY MORNING, JUNE 16th, from 9 to 11.

English (Grade I. Academy.)

All the questions are to be answered.

"LADY OF THE LAKE."

1. In what part of Scotland is the scene of the poem laid? At what period of time? What lake? Who is the Lady? Describe her. (Quote from the poem.) Under what circumstances does the reader meet her first? 15
 2. Name the principal characters necessary to the development of the poem, and state the class of society of which each is a type. 10
 3. Quote extracts from the poem to illustrate Scott's power of painting scenery. 10
 4. Write short notes on:—*Tine-man, Beltane game, Coronach, Taghairm, The Fiery Cross.*
 5. How do you interpret the lines:
 "Thus Fate hath solved her prophecy.
 Then yield to Fate, and not to me." 10
 6. Tell the story of Blanche, and why she warns Snow-doun's Knight. How did she know he was in danger? 10
 7. In the following passages explain the allusions—*i. e.*, tell what you know of the people, places, and events spoken of in them:—
 - (a) Weird women we! by dale and down.
 We dwell afar from tower and town.
 - (b) "My daughter cannot be thy bride."
 - (c) "For this is Coilantogle ford,
 And thou must keep thee with thy sword."
 - (d) "One blast upon his bugle horn
 Were worth a thousand men."
 - (e) "'Twere worth ten years of peaceful life
 One glance at their array."
- Find examples of alliteration in the above extracts. 15
8. Write briefly on (a) Highland Hospitality, (b) Highland Superstition, (c) The feeling of the clan for the chief, as illustrated in the poem. Cite passages, if possible. 10
 9. What does Roderick's death scene tell us of his character more than we already knew? 10

THURSDAY MORNING, JUNE 16th, from 9 to 12.

English (Grade III. Model School.)

IVANHOE.

All the questions are to be answered.

1. In what part of England is the scene of Ivanhoe laid? At what period of time? What episode fixes the date of the action of the story. 9
2. What is the plot of the novel? Who is the hero and what is his real name? Under what circumstances does the reader meet him first? 9
3. Describe the opening scene of the story, and describe fully the two characters first introduced. 10
4. Name the sixteen characters necessary to the development of the story, and state the class of society of which each is a type. 20
5. What is the legend of Locksley, or Robin Hood, and his men. 10
6. Explain the following words as they are understood in reading Ivanhoe: *palmer, crusader, outlaw, moat, postern, casque, barbican, fatal circle, tilt-yard, yeoman.* 10
7. What was the nature of the charge of sorcery brought against Rebecca? By what evidence was it supported? What was the verdict? How was Rebecca's life saved? 15
8. Which of the characters of the story seem to you most interesting? the least interesting? the most life-like? the most overdrawn and unnatural? 12
9. Write out and punctuate two stanzas from "Water-lee." 5

THURSDAY MORNING, JUNE 16th, from 9 to 12.

Dictation and Spelling (Grade III. Model School.)

NOTE FOR THE PRESIDING EXAMINER.—The Teacher will read the extract *three* times, the candidates writing it out during the *second* reading. The first and third readings

are respectively intended to give the candidates a general idea of the character of the passage, and to guide them in punctuating. *As it is of great importance that candidates should not be left in a state of uncertainty, the Teacher will nor interrogation, exclamation and quotation marks. The candidates should be informed of this before commencing to write.*

1. Destiny, on the whole, has no other way of cultivating us. A formless chaos, once set it revolving, grows round and even rounder; ranges itself, by mere force of gravity, into strata, spherical forces; it is no longer a chaos, but a round compacted world. What would become of the Earth did she cease to revolve? In the poor old earth, as long as she revolves, all inequalities disperse themselves; all irregularities are incessantly becoming regular. Hast thou looked at the Potter's wheel, one of the venerablest objects; old as the Prophet Ezekiel, and far older? Rude lumps of clay, how they spin themselves up by mere quick whirling, into beautiful circular dishes.

2. Convulsed, mysterious, miscreants, martyr, discipline, separate, chastise, disappeared, preference, reverence, premature, sorcery, parallel, conscience, courtesy, vaunts, doubtful, amphibious, rendezvous, incantation.

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

Dictation and Spelling (Grade I. Academy.)

NOTE FOR THE PRESIDING EXAMINER.—The Teacher will read the extract *three* times, the candidates writing it out during the *second* reading. The first and third readings are respectively intended to give the candidates a general idea of the character of the passage, and to guide them in punctuating. *As it is of great importance that candidates should not be left in a state of uncertainty, the Teacher will repeat, on request, any word or phrase. Full stops and semi-colons are to be indicated by the Teacher, but not commas, nor interrogation, exclamation and quotation marks. The candidates should be informed of this before commencing to write.*

1. He has no work to do—no tyrannical instinct to obey. The earthworm has his digging, the bee her gathering and building, the spider her cunning network, the ant her treasury and accounts. All these are comparatively slaves or people of vulgar business. But your fly, free from the air, free in the chamber—a black incarnation of caprice—wandering, investigating, flitting, flirting, feasting at his will with a rich variety of choice in feast, from the heaped sweets in the grocer's window to those of the butcher's back yard, and from the galled place on your cab horse's back to the brown spot in the road from which, as the hoof disturbs him, he rises with angry republican buzz—what freedom is like his.

2. Grammar, obedience, catechism, appetite, separate, principice, righteousness, vengeance, integrity, ammunition, battlements, destinies, intelligence, resemblance, opportunity, remembered, muscle, Wednesday, discipline, chastise.

THURSDAY MORNING, JUNE 16th, from 9 to 11.

English (Grade II. Model School.)

All the questions are to be answered.

1. When, where, and why was the Battle of Lake Regillus fought? What is meant by "Rome's whitest day"? 15
2. Write short notes on:—
 - (a) "The Great Twin Brethren."
 - (b) "Martian Kalends."
 - (c) "The Marsh."
 - (d) "Saturnian reign."
 - (e) "Danube's shore." 15
3. Describe (a) Mamilius, (b) Sextus. (Quote from the poem if possible.) Describe the death of each. 10
4. Explain the allusions—*i. e.*, tell what you know of the people, places, events spoken of in the following passages:—
 - (a) "The Roman exiles gathered close around the ancient king."
 - (b) "Men say the earliest word he spake was "Friends, how goes the fight?"

(c) "Now play the men for the good house that loves the people well."

(d) "'Tis well that such seditious words are sung only by priests and in the Latin Tongue."

(e) "And deep within the mountain's burning breast Enceladus, the giant, was at rest." 15

5. Who was *Valerius*, *Semphonius*, *Atratinus*, *Manlius*, *Sergius*, *Titus*, *Flaccus of Setia*, *Aulus*, and what part does each play in the story? 15

6. Explain *Magnifical*, *Angelus*, *cloister's school*, *golden shield*, *span deep*, *crest*, *banners of the coast*, *axes twenty-four*, *eyrie*, *Herald*. 15

7. Write out and punctuate twelve consecutive lines from "The Battle of Lake Regillus," beginning with "Hail to the great Asylum." 10

8. How did the angel teach King Robert Humility? 5

THURSDAY MORNING, JUNE 16th, from 9 to 11.

English (Grade I. Model School.)

All the questions are to be answered.

1. Who was Shylock? Why was he disliked? Who was Antonio? Why was he beloved? How did he help Bassanio? With what result? 18

2. Who was Portia, and what part does she play in the story? 15

3. What is meant by the *bond*, and to whom and under what circumstances was it given? 15

4. Tell the story of the *rings*. 10

5. Who was (a) Bellario, (b) Nerissa, (c) Balthasar, and what part is played by each? 15

6. What does King Lear say about Ingratitude? Show clearly that he had good cause for this speech. 12

7. Why is the Duke of Burgundy called *a waterish duke*? 6

8. What was the fate of (a) Regan, (b) Gonerill, (c) Cordelia? 9

Department of Public Instruction

Quebec, February 17th., 1911.

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

Present:—Honourable Justice J. C. McCorkill, Prof. A. W. Kneeland, M.A., B.C.L.; Rev. A. T. Love, B.A., D.D.; Principal William Peterson, LL.D., C.M.G.; Gavin J. Walker, Esq.; Honourable P. S. G. Mackenzie, K.C., D.C.L., M.L.A.; William Rowat, Esq., M.D.; Rev. E. I. Rexford, LL.D., D.C.L.; S. P. Robins, Esq., LL.D., D.C.L.; John Whyte, Esq.; and W. L. Shurtleff, Esq., K.C., LL.D.

Miss Georgina Hunter, B.A., was present at the request of the President of the Provincial Teachers' Association as a substitute for the late Miss Ferguson, Teachers' Representative, and was invited to remain as a visitor and to participate in the discussions.

Apologies for absence were submitted for the Hon. S. A. Fisher, B.A., M.P.; H. B. Ames, Esq., B.A., M.P.; George L. Masten, Esq.; the Hon. Justice Weir; J. W. Robertson, Esq., LL.D., C.M.G.; and the Rev. W. I. Shaw, LL.D., D.D.

The Hon. Justice McCorkill presided at the request of the Committee.

The minutes of the last meeting were read and confirmed.

Moved by Dr. Peterson, seconded by Dr. Rexford and resolved:—That this Committee desires to place on record its sense of the deep loss to the educational interests of the Province sustained by the death of Miss M. L. Ferguson of Montreal, who was for the present year the representative of the Protestant Teachers' Association on this Committee, and who held other high positions of responsibility in our

educational system, and who was known not only as an admirable teacher, but also as one who had accomplished great work in raising the status and public appreciation of the teaching profession. Resolved that copies be sent to members of the late Miss Ferguson's family.

Judge McCorkill, on the motion of Mr. Walker and at the unanimous request of the Committee, telegraphed to Dr. Shaw an expression of the deep sympathy of all the members with him in his illness.

The Secretary announced that Mr. J. C. Sutherland had resigned as a member of the Council of Public Instruction on his appointment to a position in the Department of Public Instruction.

It was unanimously resolved that this Committee offer to Mr. Sutherland its congratulations on his appointment to a position that will give him an opportunity to devote all his time and talents to the public service for which he has shown himself so well fitted, and further that this Committee express its satisfaction that the Government in pursuance of its progressive educational policy should recognize the necessity of enlarging the staff of the Department to meet the many additional demands made upon it during the past few years.

The Secretary announced that Inspector R. J. Hewton had placed his resignation in the hands of the Secretary of the Province to go into effect on the 31st. day of July next. It was resolved that in the opinion of the Committee the resignation should be accepted, and that Inspector Hewton should have leave of absence until his resignation becomes effective.

A letter from the Rev. S. J. Taylor on behalf of the Pointe-aux-Trembles Institute was read in which he declared that the Institute was devoting itself exclusively to educational work. The letter was ordered to be laid on the table.

A letter was read from the Secretary of the University Board of School Examiners recommending that the A. A. certificate be called hereafter the Leaving Certificate. After discussion a sub-committee was appointed consisting of Dr.

Rexford, Dr. Shurtleff and Dr. Mackenzie with instructions to prepare a form of certificate that will be more in harmony with the forms used elsewhere for the same grade of certificate.

A letter from the Secretary of the Training Committee was read in regard to the property formerly occupied in Montreal by the McGill Normal School. After discussion it was resolved on motion of Dr. Peterson and Professor Kneeland:—That in view of information received to the effect that the Provincial Government will find it necessary in the near future to make a new arrangement with regard to the use and occupation of the old Normal School building in Belmont Street, the Protestant Committee resolves respectfully to call the Government's attention to the equitable interest which it believes itself to have in the property in question. A new school building has indeed been provided, by private generosity at Macdonald College, and the cost of its maintenance and equipment no longer falls on the Provincial Government. But just as what is known as the "released Normal School grant" has been ear-marked for purposes of Protestant education, so also it may respectfully be urged that the annual sum derived and derivable from the lease of the old Normal School building, or the interest that will accrue from any capital sum obtained by its sale, should be credited to the same account.

The following are hereby appointed a delegation to wait upon the Hon. the Premier in support of the contention herein respectfully submitted:—Judge McCorkill, Dr. Peterson, Dr. Shurtleff, Dr. Rexford, Mr. Whyte, Dr. Robins and Dr. Rowat, with power to invite English members of the Legislature to join them.

The Secretary read a report from Inspector Hewton to the effect that Mrs. P. B. Jetté, teacher at Roxton Pond, had refused to give him necessary information at the time of his last visit and had left the school-room. It was moved by Dr. Robins, seconded by Mr. Whyte and resolved:—That Mr. Inspector Hewton be informed by the English Secretary of the Department that the necessary information

referred to in his communication will be collected by the Department of Public Instruction.

The Secretary reported on behalf of the Examining Board that Messrs. J. H. Hunter, M.A., and C. W. Ford, M.A., had recently passed the Inspectors' Qualifying Examination with first-class ranking.

It was ordered that first-class certificates be issued to them.

Prof. Kneeland submitted a tentative list of text-books for authorization and gave explanations as to the various steps taken to secure the best books at the most favorable prices.

On motion of Prof. Kneeland and Dr. Rexford it was resolved:—That the report of the sub-committee on Text-Books be received, printed, circulated and finally considered at the May meeting of the Protestant Committee.

Dr. Rexford submitted an interim report for the sub-committee on the course of study which had considered the representations made by the Protestant Teachers' Association at its last convention. The sub-committee recommended:—(a) That British and Canadian History be removed from the requirements of Grade II Academy, and that the History requirements for Grades III Model and I Academy be as follows:—Grade III Model, British and Canadian History to 1763; Grade I Academy, British and Canadian History from 1763 to 1901. (b) That Algebra be removed from the requirements for Grade III Model.

Moved by Dr. Rexford, seconded by Prof. Kneeland and resolved:—That the interim report of the sub-committee on the Course of Study be received and approved; and that the sub-committee be requested to continue its labours and to submit a final report at the next meeting.

Mr. Whyte read a report for the sub-committee on the distribution of Poor Municipality Grants and submitted the list which allocated the sum of \$15,238.00. The sub-committee reported that there is some difficulty in obtaining reliable information as to the relation between the actual and the assessed value of real estate in school municipalities, and

suggested that the Department ask for a statement in this regard by resolution of each school board that participates in the Poor School fund:

Dr. Shurtleff submitted a report from the Advisory Committee on French, which after amendment was adopted in the following form:—Your Advisory Committee on French, after having carefully considered the literary, commercial, and social status of the French language in this Province, and the peculiar conditions, consequently, attending the teaching of it in our English schools, respectfully beg to make the following recommendations:

(1). We are of the opinion that the work required in this subject can be done by those only who have been specially trained for that purpose. The salary necessary to secure such teachers must be large enough, not only to compensate them for the extra expense of their special training, but to attract to the arduous work of language teaching a number sufficient to meet the demand. Without a special grant many School Boards would be unable to secure and retain the services of such teachers. We, therefore, recommend that a special grant of not less than \$100.00, nor more than \$200.00 per annum be given to such School Boards as engage a specially qualified teacher of French who shall teach the subject in all grades of the school.

(2). That the Protestant Committee take steps, by issuing a circular or otherwise, to locate teachers for next year, and candidates for the advanced course.

(3). That McGill University be invited to provide such course of instruction, and as far as possible the practice, at its Summer School as may be necessary to qualify those who are already engaged in teaching French for a Special Certificate, and to co-operate with the Protestant Committee in holding the necessary examinations.

(4). That the Protestant Committee provide, if possible, for the supervision of teachers beginning the teaching of French, by a special inspector who is an expert in the work.

(5). That this Advisory Committee be continued with the addition of Dr. Sinclair and Mr. C. A. Adams, and that

provision be made for the payment of the expenses of members attending its meetings.

Dr. Peterson reported an interview with the Government, in compliance with the instructions of the Committee given at the last meeting, which had resulted in an appropriation of \$3,000.00 for the encouragement of the teaching of French by specialists in our Protestant Academies. It was moved by Dr. Robins, seconded by Prof. Kneeland and resolved:—Having regard to the recent action of the Provincial Government in the matter of securing more expert teaching of French in the schools of the Province, and also to the facilities provided by the Summer School for French conducted by McGill University during the month of July, the Protestant Committee resolves to recommend that part of the sum of \$3,000.00 recently voted by the Government be expended in encouraging teachers to attend the Summer School for 1911, in paying their expenses either in whole or in part, and in providing such additional instructors as may be required for their special training, and further resolves also to recognise the advanced examination which is held at the conclusion of the said Summer School, or any special examination that may be provided, as the test of ability to give expert teaching in French, and so to qualify for the privileges to be offered by the Government and for the betterment of French teaching in the schools of the Province. The Committee resolves at the same time to appoint the Rev. Dr. Rexford and Dr. Shurtleff a sub-committee to arrange all details, in consultation with the Director and Committee of the French Summer School.

Moved by Dr. Robins, seconded by Dr. Peterson and resolved:—That Dr. Shurtleff and Dr. Rexford, as the sub-committee for French, be requested to continue the conference with the experts on the teaching of French, namely, Messrs. H. H. Curtis, Dr. Walter, Dr. Gregor, Principal McBurney, Principal Adams, Dr. Sinclair, and Madame Cornu, Miss Wilson, Miss Lawless and Miss Ross in reference to the Course of Study, Text-Books, the supply and certification of Expert Teachers of French and the best

method of using the Summer School for French at McGill University for these purposes, and to report from time to time to this Committee.

Moved by Prof. Kneeland, seconded by Dr. Rexford and resolved:—That the following be appointed as assistant examiners for the June examinations, on the recommendation of the Inspector of Superior Schools:—

| | |
|-------------------------------|------------------------|
| Inspector J. W. McOuat, B.A., | Lachute, |
| Inspector O. F. McCutcheon, | Leeds Village, |
| Mr. James Mabon, B.A., | St. Henry de Montreal, |
| Rev. G. H. A. Murray, M.A., | Danville, |
| Miss Ethel Gale, B.A., | Quebec. |

Prof. Kneeland submitted a draft of regulations for the payment of bursaries, which was discussed and amended. It was finally resolved:—That regulations 69 and 70 be repealed as to all future candidates for entrance to the School for Teachers, and be replaced by the following; and that the approval of the Lieutenant-Governor in Council be respectfully asked in virtue of R. S. Q. 1909, article 2548:—

69. Until such time as the salaries paid in the rural schools of the Province can be said to be fairly equivalent to those paid elsewhere, bursaries of at least fifty dollars each shall be paid from the released Normal School fund, to such teachers-in-training in the School for Teachers as shall comply with the regulations in regard thereto, as follows:—

(a) Candidates must promise by a witnessed writing to teach three years in some rural elementary school in the Province of Quebec.

(b) Candidates must enter into a joint obligation with a parent or guardian, to reimburse to the Superintendent of Public Instruction the amount of the bursary received should they not, within five years, fulfil their said obligation to teach.

(c) No candidate may receive a bursary for two years; but in case of failure in one, he may receive the balance of the bursary on the successful completion of his course in a subsequent year.

(d) Candidates for bursaries shall make their applications for the same to the Secretary of the Central Board of Examiners when applying for admission to the School for Teachers.

(e) It is further provided that in addition to the payment of the foregoing bursaries, similar bursaries shall be paid to such teachers as, not having signed the required promise to teach, nevertheless have fulfilled the obligation entered into by others to teach three years in some rural school in the Province of Quebec.

70. Should the funds available in any year allow, the bursaries may be increased pro rata, provided they do not exceed \$100.00 each.

(a) The bursaries to teachers-in-training shall be paid in two equal instalments, in December and in June, to those only who have passed their examinations successfully; and to this end the Bursar of Macdonald College shall draw upon the Superintendent of Public Instruction, make the individual payments and render an account to the Superintendent.

(b) The bursaries to teachers who come under the provisions of paragraph e, No. 69, shall be divided into three equal portions and shall be paid only at the end of each year of successful teaching, but in no case shall they be paid after five years from the date of the diploma.

(c) A report shall be made to the Protestant Committee yearly in the month of September by the Central Board, of such facts as the Committee may require from time to time in regard to the allocation of the bursaries.

(d) The Superintendent of Public Instruction may release for good and sufficient cause a teacher from any obligation to teach three years in the Province of Quebec, but this release shall not involve the obligation to return any bursaries that may have been received.

The Secretary reported for the information of the Committee the various increases in the appropriations at the current session of the Legislature and the introduction of a Government measure for amending the Teachers' Pension Act so as to increase the minimum pension.

On motion of Dr. Robins, seconded by Mr. Whyte, it was ordered that the expenses incurred by Miss Hunter to attend the present meeting be paid.

Dr. Rexford called attention to the fact that this Province should be represented at the Imperial Educational Conference to be held in London, England, in April on the invitation of the Board of Education of England and Wales. The Honourable the Treasurer of the Province stated that it was the intention of the Government to provide for suitable representation.

The following financial statement was submitted and accepted subject to audit by Dr. Love:—

FINANCIAL STATEMENT.

RECEIPTS.

| | | |
|-------|----|------------------------------------|
| 1910. | | |
| July | 1 | Balance on Hand\$1,387.67 |
| July | 1 | Unexpended Balances 1,535.87 |
| Dec. | 22 | Government Grant 1,500.00 |
| | | <u>\$4,423.54</u> |

EXPENDITURE.

| | | | |
|-------|----|---|------------|
| 1910. | | | |
| July | 2 | G. W. Parmelee, Six Months' Salary as Secretary of Central Board | \$ 250.00 |
| July | 2 | G. W. Parmelee, Six Months' Salary as Secretary of Protestant Committee | 200.00 |
| July | 2 | J. Parker (On Salary for July)..... | 20.00 |
| July | 8 | T. J. Moore & Co., Superior School Printing.... | 311.80 |
| | | J. Parker, Expenses in connection with June Examinations | 500.00 |
| July | 23 | G. W. Parmelee, Postage and Petty Expenses... | 20.00 |
| July | 29 | J. Parker (On Salary) | 20.00 |
| Aug. | 5 | T. J. Moore & Co., Superior School Printing..... | 18.50 |
| Aug. | 5 | Travelling Expenses of Members of Central Board to Attend Meetings..... | 104.60 |
| Aug. | 5 | E. L. Parmelee, Making A. A. Certificates..... | 15.00 |
| Dec. | 2 | J. Parker, Salary | 280.00 |
| Dec. | 20 | Chronicle Co., Printing Minutes and Report..... | 21.00 |
| Dec. | 20 | G. W. Parmelee, Travelling Expenses..... | 30.00 |
| Dec. | 31 | Bank Balances | 2,632.64 |
| | | | <hr/> |
| | | | \$4,423.54 |

The meeting then adjourned to Friday, the 19th. day of May, 1911.

GEO. W. PARMELEE,
Secretary.

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