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**Articles : Original and Selected.**

THE TEACHING SPIRIT.

EVELYN M. WOOD LOVEJOY, HELENA, MONTANA.

The teaching spirit—what is it? When one speaks of the Christian spirit or the missionary spirit, we think we understand what is meant. Do we have as clear an idea of the significance of the term, the teaching spirit? Does it really exist? If it does, and I believe it does, then it may be profitable to analyze it to see in what it virtually consists. As I view it, the first essential is love for the young and for knowledge. Without such love strongly developed, no one ought to choose teaching as a profession. The work at best will be only half-hearted, and the stimulus that will bear one through many an arduous task, and through discouragement and trial, will be lacking. It is the oxygen of the school atmosphere, and when it is deficient there is a corresponding degree of unrest and dissatisfaction.

Every prospective teacher would do well to ask himself if he enjoys association with children; if he is keenly alive to their interests, and can readily take their viewpoint; if he looks forward to the opportunity of extending his knowledge; if he would choose such opportunity in case another opening was at hand leading to more material results. If he can say yes to these self-questionings, then he is justified in choosing to become a teacher. He may not prove successful, but he can conscientiously try.

Self-sacrifice is a second element in the teaching spirit. From a pecuniary standpoint many may have to sacrifice little or nothing in taking up school work. A large minority, doubtless, earn as much in this way as they have the ability to earn in any other, but the strongest and most influential have to sacrifice much in this direction. This sacrifice means the renunciation of many of the luxuries of life and opportunities for culture. It means humble homes and limited horizons. It means seeing one's comrades forging ahead in the race for wealth, while one is daily trying to curtail expenses and make both ends meet. It means pitiful contributions to public enterprises and to charities in which one may have as keen, if not a livelier, interest than those who are lauded for generous gifts. It means the renunciation of all the power for good to oneself, one's family, and to the world, which wealth possesses. This is no small sacrifice.

From a social standpoint the sacrifice is greater or less according to the part of the country in which one is working. Nowhere do teachers occupy so high social rank as in the extreme East, notably in New England. It is not the province of this paper to discuss why they are held in lower estimation in the newer sections of our country. It is sufficient to note the fact that sacrifice of the enjoyment of social life is often demanded; not alone on account of false social standards, but through lack of time. The conscientious teacher has not the time for social recreation that even most manual laborers have.

Where society holds a low opinion of the teaching profession, one loses little, doubtless, by being shut out from its doors. In almost every community there is to be found a cultured class, men and women of high ideals in life who welcome teachers to their homes and to the social opportunities which they themselves enjoy. It is such companionship that teachers desire and miss most of all. With a weary mind and a weary body, with home work for the school nearly every day in the week, vacation seems to offer them about the only leisure for indulging in what the social nature craves and needs to maintain just views of life, and to enlarge one's usefulness. The sacrifice of ease and rest comes in as a corollary to this. Those possessing the teaching spirit renounce all this and more, and do it with

cheerful, buoyant heart, hoping and laboring for the time when school-room duties will be less arduous, when they who spend their lives in the service of youth, who deal with mind and soul, will at least take rank with those whose efforts have to do only with the perishable things of earth.

Thirdly, the teaching spirit includes loyalty. There must be loyalty to supervisors. Not the loyalty that will always make one agree with sentiments expressed, but the loyalty that urges one to put forth highest effort to carry out the instructions of superiors, and that forbears unkind criticism of them. If all teachers were imbued with this spirit, the ante-room talk about principals mentioned by one writer in a recent educational journal would not have disgraced the profession. It is to be feared that this spirit is too often lacking. It must be, when teacher will go before a board of education without the knowledge of the superintendent and furnish them with material for a fight. The accused has a right to be heard, and to know who his accusers are. The right guaranteed by our jury system certainly ought to obtain in school matter.

Loyalty to the school board is just as essential. This means a sincere desire to carry out their regulations and to render them due honor. It does not mean, however, acquiescence in any underhand methods, and it is cause for congratulation that so few boards of education stoop to such practices.

Helpfulness is another characteristic of the teaching spirit. It is apparent in the attitude manifested toward one's pupils. The patient efforts to have them understand a subject, not so much that they may pass, as that it may establish a right habit of mind, shows the helpful spirit of the teacher. He does not grudge a few extra minutes for aid at the solicitation of slow pupils or those anxious to get ahead. He is ready also to cooperate with parents in making a study of doubtful and troublesome cases. He is helpful to his associates. If he has a good idea, he does not patent it for fear his fellow teachers will jump his claim, neither is he envious if he sees one promoted to a position that he coveted. Whenever and wherever he can help his colleagues to further the interest of the school, he does it. He does not even whine when he finds that his co-laborers or superiors have adopted his new ideas without giving him

credit therefor. He believes the whole is greater than any of its parts, and if in any way he can conduce to the good of the school and the cause of education, he is content. This is the true spirit of helpfulness.

Lastly, I would name the desire for new truth as a prominent evidence of the teaching spirit. This is what enables one to grow, and not to simply vegetate. The teacher who is perfectly satisfied with himself is on the road to mummyism. There is nothing so good that it cannot be better. What is best to-day is only fair to-morrow. There must be a constant reaching out for new light. The problems may be old, but there are new and better solutions. New problems present themselves. They are to be studied in the light of the old, it is true, but experiment will evolve new principles, which may, and certainly ought, to be an improvement upon the old.

The child of to-day is a new creature. Its environment and associations make it a very different child from the one of thirty years ago. It demands new treatment. Where conditions of life are varying, methods of instruction must be changing to meet the new demands. The teaching spirit recognizes this, and cautiously strives to keep abreast of the times. If one feels inclined to reject every innovation, and in a complaining way follows out a course of study based on seemingly progressive thought, then that one has not the right attitude toward new truth.

If a teacher possesses the five characteristic mentioned as essential to a true teaching spirit, it is quite certain that his services will be recognized. He does not need to be subservient; he does not need to trim his sails this way and that to catch the breeze of popular favor, favor of "influential" teachers, principals, members of the board, or parents. He does not need to surrender his political or religious convictions; he does not need to give up one thing that makes him less of a man, less worthy of his own respect or that of his fellow men. He may not have wealth, but he is "a man for a' that." He may not be a member of so-called society, but he is still "a man for a' that." He is doing honest work in an honest way, and in the final analysis honesty pays. Let him keep his integrity of soul, and he is a peer of any man, no matter what public opinion may say of him, no matter how humble a station in life he fills. — *Education.*

## TEACHERS' SALARIES.

The most important work done in any community is that of the teacher. Teachers are the poorest paid class in the country.

In other walks of life, while learning their callings, young men and young women get a living salary. After long years of expensive preparation teachers get barely enough to feed and clothe themselves.

In all other professions or callings the heart is sustained by the prize the future has in store for the successful ones. There are no such prizes in teaching. The result is that owing to the beggarly wages paid, but few who have any intention of spending their lives as teachers, take up the work. They know that when they have passed middle age their usefulness as teachers will be greatly impaired. School boards want young blood, and the older members of the profession are forced to the wall.

There is no opportunity to save; there are no pensions, and as the years roll by the teacher can look about for a comfortable workhouse, an insurance position, or a book agency.

Even a kindergarten teacher has now to spend some six years in secondary and training schools before being allowed to teach. Her expenses during that time cannot amount to less than \$300 a year, and it will take six years at least under the present wage system to get her capital back.

The expenditure for education in public, high schools, etc., in the whole of Canada for 1904, amounted to only \$11,886,154. As our population at the end of the year was estimated at 6,000,000, this is less than \$2 per head.

The educated citizen is the efficient citizen. If the expenditure per head were increased five-fold the country would be the richer for it. It is wise to erect improved buildings, to install proper heating and ventilating systems, but it is equally necessary to get the very best teaching. Of late the teaching profession has been retrograding. Men and women are seeking other professions, and the failures of those who are merely waiting till something better opens are finding their way into the noblest of callings.

The authorities in Ottawa have, in the course of the last few weeks, had an opportunity to raise the teaching profession to a higher position by granting better salaries. Teachers are expected to work largely from love, but love is apt to vanish when the purse is continually empty. We properly take pride in our educational system. It is a magnificent machine, but the workmen to operate it are wanting. Many of them are to be found in the schools and offices of the United States—exiles, because their own country would not give them a fair living, or threw them a scanty crust.

Pay the teachers better salaries; if not because it is right, because it will pay. A well educated population is the best asset any country can have.—*The London Free Press.*

#### LONG-SPAN BRIDGES OF THE WORLD. 32 21

It is surely a sign of the great magnitude of the engineering works of the present day, and the multiplicity of such works, that the magnificent bridge which is being thrown across the St. Lawrence at Quebec should have attracted so little public attention. Time was, and not so very long ago, when the spanning of a broad river or estuary like the St. Lawrence or the Firth of Forth, held the attention and commanded the admiration of the whole world. It was thus when the Roeblings spun that seemingly delicate cobweb of wires across the East River, New York, which is now world-famous as the Brooklyn Bridge. It was so when, a few years later, Sir Benjamin Baker and his associates boldly set out to build a double-track steel highway across the stormy Firth of Forth, a few miles above Edinburgh, announcing that they intended to cross the channel in two bold leaps each of 1,710 feet, with the historic Inchgarvie Island as a single intermediate stepping-stone. In each case, the work of building these monumental engineering structures was followed in its successive details with absorbing interest, from the sinking of the huge caissons and rooting them to the solid rock far below the river bed, to the erection of the giant towers and the stringing of the airy cables, or flinging out the giant cantilever arms to join hands in mid-stream, nigh upon a thousand feet from the points of support.

Bridge-building upon a Titanic scale was a novelty in those days, and comparatively novel also were the sinking of wooden or steel caissons through water and underlying mud and sand to a rocky bed, and the out-building of gigantic trusses, hundreds of feet beyond their point of support without the aid of temporary falsework or scaffolding. Familiarity, however, even in engineering works of great audacity and difficulty, breeds the inevitable contempt, and hence it is that the spanning of the St. Lawrence has awakened an interest that is almost purely academic and confined largely to the technical press and to the limited circles of our engineering societies.

The great cantilever bridge which is now being built across the St. Lawrence River at Quebec will include the largest single span ever erected in the history of the world. It is well understood among engineers that the true test of the magnitude of a bridge is not its total length as made up of many individual spans, but the length of the individual span itself, and in this respect the Quebec Bridge is pre-eminent. It reaches across the St. Lawrence River in a single span of 1,800 feet. This is nearly 100 feet greater than the spans of the Forth Bridge cantilevers, which measure 1,710 feet in the clear. Next in length is the Williamsburg suspension bridge, which is 1,600 feet in the clear, and then follow the Brooklyn Bridge, 1,595 feet, and the new Manhattan Bridge adjoining it, which will be 1,470 feet in the clear. Had the various railroads which have their terminals in Jersey City shown the same liberality and zeal displayed by the Pennsylvania Railroad Company a few years ago, there would now have been under construction, across the North River, a colossal suspension bridge, which would have far exceeded in size and importance the great bridges above mentioned. We refer to the North River suspension bridge, designed by Gustav Lindenthal, which would have crossed the North River with a single span of 3,100 feet in length between the towers, and would have measured 7,340 feet over the anchorages. The cables, each 8 feet in diameter over the outer covering, would have carried a triple-deck suspended structure, with a promenade on the upper deck, six railroad tracks on the middle deck, and eight railroad tracks on the lower deck; and over this single structure it was

intended to have brought in all the traffic of the Jersey roads to a single station in the heart of Manhattan. The four towers carrying the cables would have been 550 feet in height, the same as that of the Washington monument. This wonderful structure came very near to being built, and had the work been put through it would have constituted the noblest work of engineering in this or any other country in the world.

Although the new St. Lawrence Bridge will exceed our East River bridges in total length of span, it will not compare with them in the magnitude of the traffic that it can carry. Its total width of 75 feet is not much more than half of the Williamsburg Bridge, which measures 120 feet over all and provides two 18-foot roadways, four trolley tracks, two elevated tracks, two passenger footways, and two bicycle tracks. Even greater than this is the capacity of the new Manhattan Bridge which, on the lower deck, provides for four lines of street cars, two passenger promenades, and a broad carriageway  $35\frac{1}{2}$  feet in width, and also carries on the upper deck four elevated railway tracks. The total width of the floor of this bridge will be 122 feet.

As the St. Lawrence Bridge is the first cantilever structure that compares in magnitude and length of span with the Forth Bridge, the latter forms the proper basis of comparison. At the time that it was constructed the engineers, who were responsible for its design, had absolutely nothing to guide them in the way of long-span railroad bridges, since nothing approaching the proposed bridge in magnitude had hitherto been constructed. In determining what section to use for the members of the cantilevers, it was decided to use the tubular section, for the reason that it presented the stiffest and strongest form for a given weight of material. It was also decided, in view of the fact that abnormally high wind stresses had to be provided for (56 pounds to the square foot), to give a very pronounced batter or inclination to the towers and cantilevers. Both of these features added greatly to the labor and cost of construction. In the interim since the building of the Forth Bridge, we have learned that wind pressures on long-span bridges are much less than was supposed, being, indeed, scarcely half as great. Moreover,

steel mills can now furnish rolled rectangular steel in sizes which were not obtainable when the Forth Bridge was built. Consequently the St. Lawrence Bridge is being built with its cantilevers and towers in vertical planes, and the materials used are entirely of standard shapes, such as can be rolled in the mills. Instead of the 12-foot tubes of the Forth Bridge, we have built-up lattice chords and posts and 18-inch eye-bars in the Quebec Bridge, and the combined result will be a structure relatively lighter and cheaper to build, and of unquestionably more graceful appearance than the far-famed bridge across the Firth of Forth. —*Scientific American*.

### TO TAKE THE DRUDGERY OUT OF YOUR OCCUPATION.

Respect it.

Take pleasure in it.

Never feel above it.

Put your heart in it.

Work with a purpose.

Do it with your might.

Go to the bottom of it.

Do one thing at a time.

Be larger than your task.

Prepare for it thoroughly.

Make it a means of character building.

Do it cheerfully, even if it is not congenial.

Make it a stepping stone to something higher.

Endeavor to do it better than it has ever been done before.

Make perfection your aim and be satisfied with nothing less.

Do not try to do it with a part of yourself—the weaker part.

Keep yourself in condition to do it as well as it can be done.

Believe in its worth and dignity, no matter how humble it may be.

Recognize that work is the thing that dignifies and enobles life.

Accept the disagreeable part of it as cheerfully as the agreeable.

See how much you can put into it, instead of how much you can take out of it.

Remember that it is only through your work that you can grow to your full height.

Train the eye, the ear, the hands, the mind—all the faculties—in the faithful doing of it.

Remember that work well done is the highest testimonial of character you can receive.

Use it as a tool to develop the strong points of your character and to eliminate the weak ones.

Remember that every vocation has some advantages and disadvantages not found in any other.

Regard it as a sacred task given you to make you a better citizen, and to help the world along.

Remember that every neglected or poorly done piece of work stamps itself ineffaceably on your character.

Refuse to be discouraged if the standard you have reached does not satisfy you ; that is a proof that you are an artist, not an artisan.—*The Master Printer.*

## SUGGESTIONS FOR TEACHING MEMORY GEMS.

BY OLIVE I. CARY.

Memory gems are part of the grade work in our school.

When I entered the school I found it up-hill work to have anything committed to memory. Children in this day of the new education seem unable to commit anything to memory.

After many experiments I finally adopted the following plan which has proven successful :

From educational journals and magazines I cut all the suitable quotations I could find. These I pasted on cardboard and numbered each one.

Every Wednesday each child received one which he was to copy and learn before Friday. I allowed them to retain the stanza until noon and no longer, experience having taught me that if they were allowed a week some would not have it copied then. I kept a record of the number of the stanza learned by each pupil, so it would be impossible for him to repeat the same one. At first I had a quarter of the room fail, but after two or three months a failure was a very rare occurrence. If a child was absent

when the quotations were distributed, the first thing he did on his return was to ask for one. A child was not allowed to go home Friday until his quotation was learned, but very few had to stay when that fact had become thoroughly impressed upon them.

Memory gems before this had been a sort of go-as-you-please, and it struck them as a very disagreeable sort of surprise to find that they were held accountable for them.

The habit of concentration helped them in other lessons also, and I found them unconsciously using the phrases from their quotations in their written work. Instead of a spelling down we had a "quotation down" as the pupils called it.

One class was on the floor at a time. Each one repeated a quotation until his supply gave out, when he took his seat. Each time around they were allowed to repeat any quotation given during previous times; but no two pupils gave the same quotation during the same time round. It was far more interesting than either "spelling or geography down." One day I asked the definition of mansion and was told it was "something the soul built." I was puzzled, but at length to explain the meaning the child said: "Build thee me stately mansions, O my soul." After that I not only required the quotation but also an explanation of the meaning, taking nothing for granted.—*Normal Instructor and Teachers' World.*

#### SUGGESTIONS FOR SEAT WORK.

1. Pupils write lists of names of objects in the school room beginning with a certain letter. Take, for example, the letter c. The list will be chair, curtain, chalk, ceiling, etc.

2. Write all the words possible derived from the same root words, as: hope, hopeless, hopeful, hoped, hopefully, etc.

3. Write a list of geographical names, each beginning with the last letter of the preceding words, as British Columbia, Alberta, Andover, Regina, etc.

4. Take a short word as *reader*, and make as many words as possible from the letters in it as: ear, red, rear, dear, are, etc.

5. Let the small children mark familiar words in newspapers and magazines.

"Busy work" or "seat work" should have a purpose beyond merely keeping the child busy.—*Sel.*

### REASONS FOR SOME FAILURES IN ARITHMETIC

We spend more time in arithmetic than our results justify. This is due to a number of causes, among which are :

(a) There is a lack of intensity in the study ; children are allowed to snooze over their work to acquire habits of mental indolence, to let their thoughts go wool-gathering.

(b) There is too much formalism

(c) Pupils are not trained to read the problems and to grasp the conditions. In other words, they cannot read.

(d) Pupils are not accurate in the four fundamental processes. They cannot add, subtract, multiply and divide. In testing on these processes we rank those who average 90 per cent. as high. Suppose the banker made one mistake in every ten operations, how would he rank ?

(e) We teach arithmetic as scraps and fragments instead of as a connected whole. Each new subject is treated as something separate and apart from all others. We should at least take an inventory of what they already know which will apply to the new subject. After all there are not many facts to learn in arithmetic, if it is taught properly.—*The Progressive Teacher.*

### MCGILL UNIVERSITY A. A. AND MATRICULATION EXAMINATIONS, 1905.

#### REPORT ON FRENCH.

(Received too late for insertion in the Annual Announcement.)

The result of the examination in this subject shows that the schools have not yet taken to heart the warning given two years ago that "candidates who fail in the translation of simple English sentences into French will not be allowed to pass." The leniency that was shown last year in the application of this rule would have been out of place this year when nobody could any longer plead ignorance of the rule. An admittedly easy paper with very easy sentences for translation into French had been set ; yet 37 p. c. of

the candidates failed to satisfy the Examiner. What could be easier than the translation of the first of the sentences : *We have sent them the bread ; have they eaten it ?* As many as six and seven mistakes were made in this sentence ; over 60 p. c. of the candidates were unable to translate it without a mistake ; and, in one case, a school sending up about 40 candidates could show only 8 who gave a perfect translation, such as ought to have been handed in by at least 80 p. c. of the candidates.

It is clearly not a question of method (natural or classical) ; it is simply a question of very elementary knowledge accurately applied.

The translation of the English prose passages into French was attempted by most of the candidates, but, though excellent work was done in individual cases, the result was, on the whole, very unsatisfactory.

The translation into English was generally well done. It is only to be regretted that so many candidates should carry the slang of the street and the playground with them into the Examination Hall. Do these candidates mean to be funny, or do they not know any better ?

Satisfactory was also the purely grammatical part of the paper, though the monstrous verbal forms occurring in the composition and the perfect statement (often in French !) of the rule of the past participle in the grammatical part, together with its consistent non-observance in the translation into French, seems to point to a good deal of mere memorizing and insufficient practice.

1905.

## SUPERIOR SCHOOL EXAMINATIONS.

MONDAY MORNING, JUNE 12th, from 9 to 11.

### ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

(The answers must be written on a quarter sheet of foolscap fastened at the upper left hand corner. A margin of about an inch should be reserved at the left side of each page, with the number of the question alone written in it. Do your work neatly.)

All the questions are to be answered.

1. Classify the following sentences, as Simple, Compound or Complex.

- (a) My father says that this book is mine.  
 (b) A man who has courage will not desert his friends  
 (c) The minster clock has just struck two and yonder  
 is the moon.  
 (d) I bring fresh showers for the thirsty flowers from  
 the seas and the streams.  
 (e) The tree lay where it fell. 15
2. Define (a) Clause; (b) Phrase. 10
3. (a) In question one, pick out the different subordinate  
 clauses and state the class to which each belongs.  
 (b) Pick out the phrases and classify them as adjective  
 or adverbial. 15
4. Analyse:—When May comes the apple trees will  
 blossom. 14
5. Define (a) Inflection; (b) Name the parts of speech  
 that are not inflected. 10
6. Write the possessive case singular and plural of:—  
*men, ladies, thief, child.* 10
7. What is a relative pronoun? Name three. 10
8. Tell whether *this* and *that* are used as adjectives or  
 pronouns.  
*This* pear is ripe.  
*That* paper is not good; *this* is better. 6
9. Put in capitals and punctuation marks:—  
 Gold gold do my eyes deceive me am I asleep or  
 awake. 10

MONDAY AFTERNOON, JUNE 12th, from 2 to 4.

FRENCH (GRADE II. MODEL SCHOOL.)

All the questions are to be answered.

1. Write in French the singular and plural forms of:—  
 The brother, the stocking, the plaything, the heaven,  
 bad book, a happy man, the beautiful horse, the fire, the  
 work, the large tree. 20

2. Write in French :—

My flowers and his. Your nephews and ours. These carpets and your sister's. What carpets have you? I have these and those. Are those books interesting? 15.

3. Write in French :—

He lends. They are going. Do I finish? Are we going out? They come. You receive. Do we hear? Dost thou owe? Do they hold? Do I lose?

After each verb place a number to indicate the conjugation to which it belongs. 15

4. Answer in properly constructed French sentences the following questions :—

(a) Venez-vous chez moi?

(b) A qui prêtez-vous ce canif?

(c) Ne me devez-vous pas cet argent?

(d) Est-ce que je vous prête un livre?

(e) Avez-vous de l'argent? 20

5. Translate into English :—

Il demande une pomme. Je la lui vends. Vous me le donnez. M'apportez-vous ma canne? Pourquoi ne lui ouvrez-vous pas la porte? Ma place et la vôtre. 12

6. Write in French :—

We give him some. He lends it to us. At our house. He expects nothing from me. Many persons. Where are you going this morning?

MONDAY AFTERNOON, JUNE 12th, 1905.

FRENCH (NATURAL METHOD.)

*Grade II. Model. Time from, 2 to 4.*

(All the questions are to be answered.)

6. 1. Ecrire *Du, De la, De L' ou Des* devant chacun des noms suivants :—  
.....enfant.....bois.....chapeaux.....air.... eau.....laine.
12. 2. Ecrire le féminin des adjectifs suivants :—
- |                    |          |           |            |
|--------------------|----------|-----------|------------|
| bon, blanc, gros.. | long.... | sec.....  | Public...  |
| blanc.....         | muet...  | bref..... | Doux.....  |
| gros.....          | cher.... | cruel.... | Beau... .. |

8. 3. Ecrire *Son* ou *Sa* devant chacun des mots suivants :
- |               |          |           |           |
|---------------|----------|-----------|-----------|
| pommes....    | thé..... | clef..... | montre..  |
| assiette..... | argent.. | carafe    | nom... .. |
24. 4. Copier en mettant au pluriel tous es mots :—
- |                  |               |                |
|------------------|---------------|----------------|
| Son crayon.....  | Ma boîte..... | Le métal.....  |
| Leur oiseau..    | Cette carte.. | Cet homme....  |
| Sa fleur .....   | La mère.....  | Ce feu.....    |
| Votre plume..... | Mon église..  | L'oiseau. .... |
6. 5. Ecrire *Ce*, *Cet*, *Cette* ou *Ces* devant chacun des noms :—  
 ...lit...homme...pommes...chevaux...noix...beurre.
12. 6. Ecrire en toutes lettres (= mots) les nombres suivants :—
- |          |         |          |
|----------|---------|----------|
| 11.....  | 17..... | 90.....  |
| 31 ..... | 23..... | 10 ..... |
| 15 ..... | 72..... | 24.....  |
| 52.....  | 81..... | 100..... |
18. 7. Répondre aux questions suivantes en employant des pronoms personnels compléments :—
- Aimez-vous les fleurs ?.....
- Ecrivez-vous vos lettres ?.....
- Connaissez-vous votre pasteur ? .....
- Vous parle-t-il quelquefois ?.....
- Lisez-vous la leçon ? .....
- Est-ce que Charles voit le tableau ?
36. 8. Conjuguer les verbes suivants aux temps et aux formes indiqués :—
- | Passé de <i>mettre</i><br>(aff.) | Futur de <i>finir</i><br>(nég.) | Près de <i>finir</i><br>(inter.) |
|----------------------------------|---------------------------------|----------------------------------|
| Je.....                          | Je.....                         | Je .....                         |
| Tu.....                          | Tu.....                         | Tu.....                          |
| Il .....                         | Il .....                        | Il.....                          |
| Nous.....                        | Nous.. ..                       | Nous.. ..                        |
| Vous.....                        | Vous.. ..                       | Vous.. ..                        |
| Ils .....                        | Ils.....                        | Ils.....                         |

Près de <i>vouloir</i> (nég.)	Futur de <i>aller</i> (aff)	Passé de <i>voir</i> (aff.)
Je.....	Je.....	Je.....
Tu.....	Tu.....	Tu.....
Il.....	Il.....	Il.....
Nous.....	Nous.....	Nous.....
Vous.....	Vous.....	Vous.....
Ils.....	Ils.....	Ils.....

28. 9. Répondre aux questions suivantes :—

Quelle sorte de viande préférez-vous ? (4)

Qui a caché mon chapeau ? (4)

Avez-vous reçu beaucoup de cadeaux à Noël ? (6)

Que faites-vous le dimanche ? (4)

A quelle heure finirons-nous cette exercise ? (4)

Avez-vous bien dormi la nuit dernière ? (6)

(Divide total marks (150) by 2 = 75).

25. 10. Ecrire sous dictée ce qu'on vous lira (Écrivez la dictée de l'autre côté de ce papier.)

### Official Department

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, January 30th, 1906.

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

Present :— The Reverend W. I. Shaw, LL.D., D.C.L., in the chair; the Honorable Boucher de LaBruère, D.C.L., Superintendent of Public Instruction; George L. Masten, Esq.; the Right Reverend A. H. Dunn, D.D.; H. B. Ames, Esq., B.A., M.P.; Principal W. Peterson, LL.D., C.M.G.; W. S. Maclaren, Esq.; Gavin J. Walker, Esq.; John C. Sutherland, Esq., B.A.; Professor James Robertson, LL.D., C.M.G.; Reverend E. I. Rexford, LL.D.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; W. L. Shurtleff,

Esq., K.C., LL.D.; the Hon. J. C. McCorkill, K.C., M.P. P.; H. J. Silver, Esq., B.A.

Apologies for absence were submitted for J. Dunbar, Esq., K.C., D.C.L.; the Honorable J. K. Ward, M.L.C.; the Honorable S. A. Fisher, B.A., M.P.; and Professor A. W. Kneeland, M.A., B.C.L.

The notice calling this special meeting reads as follows:

"I am directed by the Superintendent of Public Instruction under article 66 of the school law, at the suggestion of the Premier of the Province, to convoke a special meeting of the Protestant Committee of the Council of Public Instruction for Tuesday, the 30th day of January instant, at 9.30 a.m. The purpose of this meeting is to consider proposals to amend the school law. The proposed amendments you will find indicated upon the slip attached hereto."

(Signed) GEO. W. PARMELEE, Sec.

These proposed amendments to the school law are as follows:—

#### TRANSLATION.

1. Art. 46:—The following words are to be added to Art. 46:—

"The Secretary of the Province is *ex-officio* a member of the Council of Public Instruction and of the two Committees thereof, but he has a vote only in the Committee of the religious faith to which he belongs. His membership in the Council of Public Instruction alters in no way the effect of article 47 as to the number of the lay members of the Roman Catholic Committee or the number of the members of the Protestant Committee there provided for."

2. Art. 47:—The following words are added to the first paragraph:

"This Committee may associate with itself six officers of primary instruction, of whom four shall be named by the Committee and the two others by the two Associations of Catholic Teachers respectively at their annual Convention for the year following that Convention. These Associate Members have consultative and deliberative powers, but shall not be members of the Council of Public Instruction."

3. Art. 78:—Replace the second paragraph of this article by the following:—

“To have obtained a Superior Diploma (Academy Diploma.”)

4. Art. 84:—Replace the last line by the following:—

“Each Board may issue diplomas valid in the schools under the control of the Committee which recommended its appointment and in accordance with the regulations of the Committee concerned.”

5. Art. 266:—Strike out all the words after “interested parties” in the fourth line and replace them by the following:—

“The site and the school house shall be sold at auction and the proceeds of the sale shall be divided between the two parties in the manner indicated in article 264 of this law.”

6. Art. 458:—Replace this article by the following:

“The Normal School shall give diplomas for elementary, intermediate (model) and superior (academy) schools, and the Superintendent of Public Instruction shall deliver a diploma to each pupil of a Normal School who has obtained from the Principal thereof a certificate declaring that he followed with success a regular course of studies.”

7. Art. 493:—Add to this article the following words:

“However, this person shall have the right to abandon teaching at fifty years of age, and to preserve his rights to a pension, which he shall not begin to receive before he reaches the age of fifty-six years.”

8. Art. 496:—Add to this article the following words:

“If an officer of primary instruction dies during the said period between a service of ten and twenty years, the reimbursement of stoppages shall be made to his legal heirs.”

It was moved by the Rev. E. I. Rexford, seconded by Mr. H. B. Ames, and carried unanimously:—

“Whereas the proposal to enlarge the Council of Public Instruction by the addition of the Provincial Secretary *ex-officio*, seems of necessity to come under the provision of paragraph 48 of the School Code as a matter “in which the interests of the Roman Catholics and Protestants are collectively concerned” and whereas it is deemed inadvisable, on prudential grounds, for either section of the Council of Public Instruction to pronounce finally on

questions so fundamental without having before it the views of members of the other section, it is therefore resolved that the Honorable the Superintendent of Public Instruction be respectfully requested to call a special meeting of the Council under provision of paragraph 66 to consider the said proposal, if the Government so desire."

It was moved by Dr. S. P. Robins, seconded by Mr. G. Walker, and unanimously resolved:—

"That this Protestant Committee of the Council of Public Instruction deems it advisable to express its sympathy with and acquiescence in the proposal to give a member of the Government an *ex-officio* seat on the Protestant Committee of the Council of Public Instruction, and desires our colleagues, members of the Council of Public Instruction, to support the proposal of the Government in regard to the proposed change in the constitution of the Council of Public Instruction."

Art. 47:—As this amendment does not in any way affect the interest of the Protestant Committee, it was deemed advisable to express no opinion.

The proposed amendments to Articles 78, 84 and 226 were adopted as presented.

The amendment to Art. 458 was adopted with the addition of the following words:—"According to the regulations of the Roman Catholic or Protestant Committee, as the case may be."

The amendment to Art. 493 was adopted in the following form: Add to this article the following words:—

"However, in case of women teachers, this person shall have the right to abandon teaching at fifty years of age, and to preserve her rights to a pension which she shall not begin to receive before she reaches the age of fifty-six years."

The amendment to Art. 496 was adopted without change.

Mr. Silver wished to have his dissent to any amendment to Art. 493 recorded.

The meeting then adjourned.

GEO. W. PARMELEE,

Secretary.

## DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, January 30th, 1906.

The general meeting of the Protestant Committee of the Council of Public Instruction having been called by order of the Chairman for this day, the session opened immediately after the adjournment of the special meeting.

The attendance was the same as that recorded in the minutes of the special meeting except that the Honorable the Superintendent and the Honorable Mr. McCorkill were obliged to be absent.

The minutes of the last regular meeting were read and confirmed.

The Secretary reported that he had invested the Miss Burnham legacy in the City of Hull bonds at a price which produced  $4\frac{3}{4}$  per cent interest, and the small balance left he had deposited to his own credit as Secretary, in trust, in the Savings Bank, all as shown in the financial statement.

As a result of correspondence and interviews with officers of the Provincial Board of Health he had prepared a regulation which would be submitted at a later hour with another concerning the acceptance of new school houses.

The Chairman laid upon the table copies of the Catechism authorized at the last meeting of the Committee to be used at the option of school boards, and as supplementary to the Scripture lessons, and subject to the conscience clause in Regulations 137-139.

By permission Mr. Gavin Walker, seconded by Mr. J. White, substituted the following motion for the motion made by them and held over from the last meeting :—

“ Moved by G. J. Walker, seconded by Mr. John Whyte, “That owing to the great scarcity of qualified elementary Protestant teachers in this Province, the regulations of this Committee be amended as follows :—

“ 1st That pupils having passed in Grade II Academy and also an examination in School Law and Regulations and School Management (text-books on these subjects to be issued by order of this Committee,) be granted a diploma to teach in our elementary schools.

“ 2nd. That these examinations take place at the same time as the usual June examinations and be conducted by the same Examiners.

“ 3rd. That no charge be made for these examinations or for the diploma.

“ 4th. That the Secretary of this Committee be instructed to draw up a set of regulations governing the conduct of these examinations, to have these regulations printed, and to submit a copy thereof to each member of this Committee ten days before the next May meeting of the Committee.”

The amendment of Mr. J. C. Sutherland, seconded by Mr. H. J. Silver, was renewed in the following terms:—

“ That this Committee, while it recognizes the fact that in some districts of the Province the school boards have difficulty in obtaining teachers even when offering what may not be designated as large, but at the same time average, salaries, is of the opinion that the question of the supply of competent teachers is, here as in other parts of the world, an economic one, not merely in the sense of the direct money reward, but also in the sense that the conditions of life in some municipalities are such that they constitute a factor in the determination of a teacher's choice of a situation; and that therefore this Committee is not prepared to support a movement looking towards a general lowering of the standard required for admission to the teaching profession to meet localized conditions at a time when a general increase to teachers' salaries in the Province should be looked for by means of a general increase of local effort in keeping with the prosperity of the country and supplemented by Government assistance.”

Dr. W. L. Shurtleff, seconded by Mr. G. L. Masten, moved as a sub-amendment,

“ That article 20 of the regulations of this Committee be amended by adding after paragraph 1st the following:—

“ The Central Board shall, however, grant second class diplomas to persons who shall have attained the age of 17 years, have produced certificates of good moral character provided by article 41 of such regulations, and have passed Grade II. Academy, and an examination in pedagogy and school law set by the Central Board, and that the papers be sent to the Deputy Examiners for each Academy, and be written at such Academies immediately upon the completion of the examination for Grade II Academy. It shall not be necessary, however, for the persons to be enrolled

as pupils of the Academy where the examinations are written."

After discussion the sub-amendment of Dr. Shurtleff was lost upon the following division :—

For.—Dr. Shurtleff, Mr. Masten, Mr. Maclaren and Dr. Robins—4.

Against.—Messrs. Whyte, Walker, Silver, Ames, Dr. Peterson, the Lord Bishop of Quebec and Mr. Sutherland—7.

Dr. Shaw, Dr. Robertson and Dr. Rexford did not vote.

Mr. Sutherland's amendment was then carried.

For.—Messrs. Sutherland, Silver, Ames, Dr. Rexford, Dr. Peterson and the Lord Bishop of Quebec—6.

Against.—Messrs. Whyte, Walker, Maclaren and Dr. Shurtleff—4.

Professor Robertson, the Rev. Dr. Shaw, Dr. Robins and Mr. Masten did not vote.

During the course of discussion a letter was read from the Executive Committee of the Protestant Teachers' Association of the Province of Quebec endorsing the attitude taken by Messrs. Sutherland and Silver as expressed in their amendment, and Dr. Robins asked for a record of the fact that neither the officers of the Normal School nor the Normal School Committee had initiated or supported the movement making attendance at the Normal School compulsory upon candidates for a diploma.

The report of the sub-committee on the course of study was submitted as follows :—

"Your Sub-Committee met in the High School, Montreal, on Saturday, December 16th, 1906. There were present the Chairman, Rev. Dr. Rexford, Principal Peterson, Professor Kneeland, Mr. Masten, Mr. Silver and the Inspector of Superior Schools.

"Upon the invitation of the Chairman the Matriculation Board of McGill University was represented by Dean Moyse, Dr. Tory, Professor Walters and Mr. Nicholson. Mr. H. H. Curtis, Director of French in the Protestant schools, Montreal, was also present by invitation, and took part in the discussion regarding the proposal to continue the teaching of French by the Natural Method throughout the academy grades in our superior schools.

" All matters referred to your Sub-Committee were discussed in an amicable spirit with the University representatives.

" Heretofore a certain degree of uncertainty has prevailed among the teachers in the superior schools on account of apparent differences which existed between the matriculation requirements of the University Calendar and the course of study for superior schools. This fact occasioned a certain amount of anxiety on the part of teacher and pupil, and was the source of more or less friction with the Protestant Committee.

" The representatives of the Matriculation Board explained that examination papers would be prepared in accordance with the text-books and limits laid down for Grade III. Academy in the course of study, and that candidates who gained the required standing on these papers in the matriculation subjects will be accepted for matriculation--so far as the subjects are concerned--and that this arrangement will be continued until further notice irrespective of the requirements laid down in the College Calendar.

" The representatives of the Matriculation Board also stated that suggestions were under consideration (in consultation with a Committee of the Teachers' Association) for providing, if required, alternative examination papers in French based upon the Natural Method.

" After careful consideration of the course of study and the petition of the sub-committee on the course of study of the Provincial Association of Protestant Teachers, your Sub-Committee respectfully recommends :—

" I. That Collier's Great Events and the Primers of Greece and Rome be retained as text-books in History for Grades II. and III. Academy.

" II. That in the subject of Physics and Chemistry, the text-books edited by Gregory and Simmons, Stages II. and III be retained for Grades II. and III. Academy as at present.

" III. That the superior schools which are provided with suitable apparatus are at liberty to take up " Gage's Introduction to Physical Science " instead of "Physics and Chemistry as found in Gregory and Simmons."

" The Inspector of Superior Schools will prepare an optional paper for the June examinations, based on chapters one and two, Gage's Introduction to Physical Science for

the pupils of Grade II. Academy who elect to take this subject instead of Physics and Chemistry, Stage II. Gregory and Simmons.

“ IV. That the recommendation submitted by this Sub-Committee on February 24th, 1906, be amended in accordance with the above.

“ V. Your Sub-Committee having carefully considered the question of increasing the number of marks assigned for French, beg to report that from the evidence of the teachers, the Inspector of Superior Schools and the Teachers' Association, it is of the opinion that there is no general demand for such increase, therefore we respectfully suggest that no proposal to increase the marks in French be considered unless the schools are prepared to undertake more advanced work in this subject.

“ In connection with this subject, and with the approval of Professor Walters' of McGill University, we recommend that “ Cameron's Elements of French Composition ” be placed on the list of authorized text-books, and we suggest that this book be used by the pupils in Grade III Academy as supplementary work to aid them in the study of the French language.

“ VI. That the Inspector of Superior Schools publish, yearly, in the Educational Record, — (a) the names of the ten pupils in each grade who lead at the annual June examinations throughout the Province, (b) the total number of marks taken by each pupil, (c) the name of the superior school which each pupil attended. In this competition no pupil is allowed to write on more subjects than will give the maximum number of marks as found on page 6, Memoranda of Instructions to Teachers.

“ The question of a suitable text-book in Botany was considered. The general consensus of opinion is that the text-book now in use is not suitable for the work that can now be done in secondary schools. No definite action was taken, but the subject will be considered later.

“ Professor Armstrong's report on Drawing was considered. It was agreed to defer any action for the present and to ask the Inspector of Superior Schools to confer with Professor Armstrong upon this subject and to report the result to this Sub-Committee.

“ In view of the fact that in some academies the pupils in Grade III. academy are studying “ Wrong's History of

the British Empire", the University authorities have consented to set the examination paper in this subject for 1906 on chapters one to ten inclusive. Furthermore, the Matriculation Board will take into serious consideration the complaint made by the sub-committee on the course of study of the Provincial Association of Protestant Teachers in regard to the very difficult papers in Geometry and advanced Algebra set for Grade III. Academy in June 1905.

" All of which is respectfully submitted

On behalf of the Sub-Committee,

ELSON I. REXFORD,

Convener.

The report was adopted with the exception of paragraph five, which was held over for further consideration at a later meeting, with Dr. Shurtleff's motion.

The sub-committee on vacancies in the Normal School staff reported progress and was continued.

The Chairman informed the Committee that Dr. Robins had placed his resignation in the hands of the Government, and that it had been accepted to date from the first of September next.

It was then moved by Alderman Ames, seconded by Dr. Rexford, and unanimously

*Resolved*,--That the Chairman, the mover and the seconder be a sub-committee to draw up a suitable resolution for the May meeting, expressive of the Committee's great appreciation of Dr. Robins' long and valuable services to the cause of education in this Province.

The sub-committee on the granting of the Scholarships offered by Sir William Macdonald submitted a list of candidates which it recommended.

Owing to the unsuitability of the winter season for Nature Study work, the course in this subject which had been announced had since been withdrawn. In addition to the four candidates who were appointed at the last meeting the following were recommended:—Misses Bessie C. Hall, Cookshire; Helen Paton, Lachute; Margaret H. Boyd, Granby; Ruby J. Godue, Knowlton; E. Winnifred Miller, Clarenceville; Sarah M. Thompson, Alva; Mary W. Hall, Dunham; Helen A. Rothney, Leeds Village, and Ella B. Sweet, Sutton Junction.

The report was adopted and the sub-committee was instructed to fill any vacancies that may occur and to deal with any new applications that may be received before the first of April.

The report of the sub-committee on the distribution of the Poor Municipality Fund was submitted as follows:—

“Your sub-committee on the distribution of the Poor Municipality Fund reports that it met in the office of the Secretary on the 19th instant, and went carefully over the lists which had been prepared in the Department. The time required for examination was not so great as usual, because of the fact that the members of the sub-committee are now familiar with the principle upon which the distribution is made from year to year, and because of the fact that the sums allocated to the different municipalities do not vary much.

“Your sub-committee is pleased to observe that the Poor Municipality Grant continues to secure an improvement in the school facilities of the various poor municipalities without decreasing the local contributions. As a matter of fact local contribution is considerably stimulated by this grant. If what is known as the Public School Fund could be distributed in a similar way it would be much more effective in improving the conditions of our schools.

The total amount available for distribution this year is \$7,575.75, and is derived from the following sources:—

Protestant share of the Legislative Grant of \$13,000 .....	\$1,658 00
And of supplementary grant of \$7,000 .....	893 00
One-half of the Marriage License Fees, as voted by the Protestant Committee. ....	3,980 75
Government Grant mentioned in the appropriation for Superior Education .....	1,000 00
Cancelled cheque of last year .....	44 00
	\$7,575 75

This sum is \$514.12 less than the sum which was distributed last year. The diminution is caused by a decrease in the Marriage License Fees.

“ Your sub-committee would respectfully recommend the approval of the lists as submitted herewith.

(Signed) JOHN WHYTE.  
“ GAVIN J. WALKER.

A memorandum from Inspector Parker was submitted asking for an interpretation of the terms “ number of pupils enrolled,” which are not understood in the same sense by all superior school teachers.

It was ruled that “ number of pupils enrolled ” means the number of pupils enrolled who have attended the school for at least ninety days, and have taken the compulsory subjects in their respective grades.

The Chairman reported the appointment of Professors Parrock and Dunn as representatives of Bishop’s University on the A.A. Board. The appointment was confirmed.

It was resolved that the following be a regulation of this Committee under the number 111 A :—

“ All regulations of the Provincial Board of Health, or of other competent authority, in regard to hygiene and sanitation in school-houses must be observed by the local school boards.”

It was resolved that regulation 112 be amended by the addition of the following words :—

“ School-houses shall not be opened before having been accepted by the school inspector who will visit them at the request of the school board, and the said school board shall pay the travelling and other expenses incurred by the school inspector for the purpose of this visit. The school inspector shall report the result of his visit immediately to the Superintendent of Public Instruction.”

An application from Mr. T. B. Reith, M.A., for an Academy diploma, was referred to the Chairman for further enquiry and report, and a similar application from Mr. J. H. Hunter, M.A., was granted on condition that he pass a satisfactory examination in school law and submit to the Secretary the documents upon which his application was based.

The sub-committee on text-book was requested to examine Symes and Wrong’s History of England, and to con-

sider a communication from The Empire League in regard to the production of an Empire History.

The sub-committee on arrangements for the June examinations was re-appointed.

A letter from the Normal School Committee commending Professor Armstrong's report on drawing was read.

The Chairman presented the following digest of the report of the Inspector of Superior Schools ;—

“ During the past two months 21 schools have been inspected. The report on educational work is almost uniformly favorable. Suggested improvements have been made in Inverness and Clarenceville. Repairs are needed in Lacolle, Marbleton, Bishop's Crossing and Maple Grove. Beebe Plain School should be made warmer and cleaner. Mansonville needs to have blackboards painted and the floors washed oftener. Waterloo needs new blackboards and a new school-house. Of Kinnear's Mills it is reported,— “ A small school. There is not much enthusiasm on the part of the pupils and but little on the part of the parents.’

The financial statement for the half year ending December 31st, 1905, was accepted subject to audit by the Chairman.

1905.

*Receipts.*

July 1.	Balance on hand.....	\$,1091 50
	Unexpended balances deposited by the Superintendent of Public Instruction.....	2,811 47
Oct. 7.	From Dr. Robertson to repay the part of the Macdonald scholarships advanced on the funds of the Committee.....	480 00
	From Dr. Robertson to pay for future Macdonald scholarships.....	480 00
	Unused balance of \$850 for Deputy-Examiners .....	86 00
	R. D. Forrest. contribution to Marriage License Fund.....	100 00
Dec. 18.	Balance due Protestant education to July 1st, 1905, on the \$50,000 grant	1,000 00
		<hr/>
		\$ 6,048 97

*Expenditure.*

1905.		
July 2.	G. W. Parmelee, to pay Deputy-Examiners.....	\$ 850 00
	G. W. Parmelee, quarterly salary.....	100 00
	G. W. Parmelee for Central Board of Examiners.....	200 00
Aug. 10.	T. J. Moore & Co., Sup. School printing.....	177 85
	Chronicle Printing Co.....	21 00
Sept. 20.	Miss Ida Fair, Macdonald Scholarship	40 00
	Jessie Godfray " "	40 00
	Gertrude King " "	40 00
	Nora E. Lay " "	40 00
	Theo. MacNaughton " "	40 00
	Gladys E. Watson " "	40 00
Sept. 29.	Chronicle Printing Co.....	55 50
Oct. 2.	G. W. Parmelee, quarterly salary.....	100 00
Nov. 13.	Dr. James Robertson refund of unexpended balance of \$480.....	240 00
Nov. 18.	D. T. Towne, Sec.-Treasurer, Kingsey	300 00
	Rev. A. Delporte, Sec.-Treas., (St. Philip).....	50 00
	Rev. A. J. Balfour, Secretary Church Society (Magdalen Islands).....	100 00
	T. J. Moore & Co., printing and supplies for Inspector of Superior Schools.....	35 00
Nov. 19.	John Parker, balance of December salary.....	75 00
Dec. 31.	Balance on hand.....	3,504 62
		<hr/>
		\$6,048 97

*Special Accounts.*

1905.		
July 15.	City Treasurer of Montreal.....	\$ 1,000 00

*Contra.*

1905.		
Sept 20.	Dr. S. P. Robins, for McGill Normal School.....	\$ 1,000 00

*Miss Burnham Legacy.*

1905.

July 1.	Balance on hand .....	\$	900 00
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*Contra.*

1905.

Dec. 18.	\$1,000 Debentures of the City of Hull, Que., bearing 4 p. c. interest, pay- able semi-annually, 1st May and 1st Nov., and maturing 1st Nov., 1941, (35½ years to run) to yield 4¼ p.c.....	\$	871 90
	Accrued interest at 4 p. c. from 1st Nov. to 18th Dec. (47 days).....		5 26
			<hr/>
		\$	877 16
	Balance deposited in Savings' Bank account in Bank of Montreal.....		22 84
			<hr/>
		\$	900 00

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All subject to audit by the Chairman.

It was decided to hold the next meeting on Friday, the 11th day of May next, unless it should be called earlier by order of the Chairman.

The meeting then adjourned.

G. W. PARMELEE,  
Secretary.

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