

THE Educational Record

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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.

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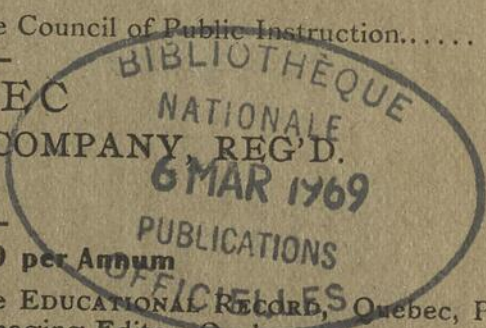
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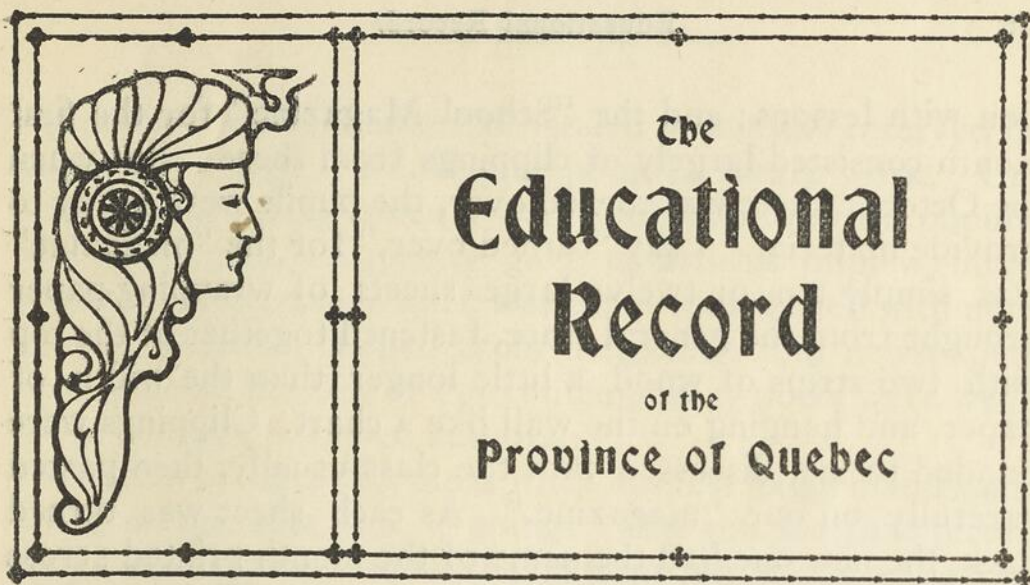
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ARTICLES: ORIGINAL AND SELECTED.

AFTER VACATION—AN IDEA.

Did you not see or read something—many things—during vacation which you felt you would like to show to your pupils? Perhaps you have forgotten what it was, but possibly you have brought back some picture or magazine article that fits in with your plans for the year, or perhaps to arouse interest in a school subject. Whether you have or not, here is a suggestion for the use of such outside material in your year's work.

I shall not tell you what you can do or should do, nor the surprising results you may achieve, for each grade, each school, each teacher, each circumstance has its peculiar possibilities. I shall tell you what we did, and, having got the idea, you can certainly improve the method and broaden the scope of its adaption.

We had already, when the idea came to us, a number of magazines freely used and enjoyed at recess and in connec-

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.

tion with lessons; and the "School Magazine" for the first month consisted largely of clippings from these. But when the October sheet was turned over, the pupils were ready to provide material. I say "turned over," for the "magazine" was simply ten or twelve large sheets of wrapping-paper brought from the general store, fastened together at the top with two strips of wood a little longer than the width of paper, and hanging on the wall like a chart. Clippings were handed to me, discussed with the class usually, then pasted carefully on our "magazine." As each sheet was turned back, the new one had the name of the month printed across the top in large letters colored with crayon. The first sheet had also "Farville School Magazine" and the year—we thought that more impressive than "Scrap Book," but the latter might be more attractive to young children. It was hung low enough for everyone to read and, with its brass tacks, red cord and letters, and rather dark paper, (much better for the purpose than the light yellow,) it was quite ornamental. That it was useful I will give a few details to prove. Much that was interesting and delightful at the time I find, I have forgotten.

This action was twenty-five miles from the nearest railway, and many of the children had never seen "the train." So I had a talk with them about engines, cars, tracks and railways in general. Next day a boy brought me an article with illustrations about the monorail car. This, I remember, as the first voluntary contribution. When we were studying the geography of Ontario, someone handed in excellent pictures of the canals and locks, which, with my crude drawings, made the system quite clear. When we were at Ireland, a short article on early Irish history and folk-lore was brought in. When we were at Asia, several illustrations of Eastern customs and dress were clipped, evidently from a missionary paper. In history, I remember, the day we began Henry VIII much interest was taken in a picture of that hearty monarch which had just been pasted up. It was a magazine copy of a fine oil painting. From the same source we got several other celebrities. Noted battles and famous men indeed, we seemed to get just when they came

up in class. Often, material handed to me was reserved because I saw that it would give point to future work. One boy who had been given a year's subscription to a popular science journal, frequently gave us articles on new inventions. Our literature work was often embellished with notes and illustrations clipped from magazines and newspapers, and some of the best of our contemporary poets were wedged in among prescribed authors.

Of course there was times when interest flagged and something of this sort kept it going; "Did you see that picture of a Saskatchewan school that Arthur put in our magazine? It is not so nice as ours. . . . Jean has found a fine picture of a school garden; do you think we could ever have one like it? Someone would better paste it on at recess. . . . Be sure to read that account of the earthquake; I'm going to ask you all about it this afternoon. . . . Thank you for these children in Dutch costume, Sadie; we are going to take up Holland soon. . . . And Will brought a good story;—if anyone can give it the right emphasis to bring out the funny part, they may go and read it aloud. Yes—you try." For we liked jokes in that school, particularly schoolroom stories, and I find that a bit of humor has its uses, too. Several amusing things occurred in connection with our "editing." Once, when we had been discussing dogs, a small girl brought me a lot of colored pictures of the different "breeds," roughly cut from an old "picture book." My usual strict censorship of material made it seem funny to the older pupils that I gladly found room for the dogs. Again, when one boy brought a half-tone picture of the premier, another indignantly asked to have it suppressed until he could procure one of the opposition leader. We waited, and pasted in both at once.

I may add that the articles chosen usually contained words which sent the children from the "magazine" to the dictionary, so that they not only learned to look intelligently over the printed page and think about current events—which always had a place in our "magazine"—but also noticeably increased their vocabulary.

—*J. W. M. in The Educational Review.*

H. M. S. "NIOBE."

How many readers of the *Review* are superstitious, I wonder. From the unfortunate accident which recently befell our Canadian cruiser "Niobe," one is apt to conclude that a ship so named is doomed to disappointment as was the fabled Niobe of the mythological age.

The following sketch of this fabled being will, doubtless, cause many to ask why such a name should have been applied to a ship of our navy.

It has always been considered presumptuous for mortals to place themselves on an equality with the gods, and an unpardonable offense to dare to compete with them in any respect. There have been a few mortals whose folly brought them to disgrace if not death by such a line of action. One of these was Arachne, renowned for her skill in weaving. After boasting of her ability to surpass Minerva, goddess of the fine arts, she actually attempted to compete with her in a weaving contest. The result was that the goddess became angered and Arachne's web violently rent asunder. So great was her mortification over this mishap that she hanged herself. Before she died Minerva took pity on her and by a magic touch turned her into a spider. The news of this tragedy spread through the land and prevented many similar misfortunes. Nothing seemed to influence the proud and boastful Niobe, Queen of Thebes. At a celebration in Thebes in honor of Latona and her children, Apollo and Diana, Niobe surveyed the crowds of people with looks of anger. "What folly is this," cried she, "to prefer beings whom you have never seen to those who stand before your eyes!" She then began boasting of her parentage, her husband and her children. Her father was Tantalus, who had been feasted by the gods; her mother was a goddess, and her children numbered seven sons and seven daughters, whereas Latona had but two. "Away with you from these solemnities," she cried, "put off the laurel from your brows—have done with this worship."

At this Latona became indignant. Her children offered to avenge the insults offered by Niobe. Accordingly Apollo

and Diana darted through the air and alighted on the high towers of the city, from which spot they could view unobserved the warlike sports in progress on the plain below. One by one the seven sons of proud Niobe were slain by arrows from above. When Niobe's husband heard what had befallen his sons he killed himself.

Niobe and her seven daughters rushed to the spot where lay the seven brothers. "Cruel Latona," shouted Niobe, looking toward heaven, "feed your rage with my anguish! Sate your hard heart while I follow my seven sons to the grave. Yet where is your triumph? Bereaved as I am, I am still richer than you, my conqueror." Scarcely had the words fallen from her lips, when one of her daughters fell, pierced by an arrow through the heart. Five others were likewise despatched by the unseen heavenly visitors. Niobe, clasping her only remaining daughter to her bosom, begged the goddess to spare her only child, but even while she spoke that one also fell dead at her mother's feet.

Niobe stood transfixed with grief. The wind moved not her hair, no color was on her cheek; her eyes were fixed and even her tongue cleaved to the roof of her mouth. Tears still continued to flow, even after a whirlwind lifted her up and placed her body, a mass of rock, on her native mountain, and even to this day a trickling stream flows from this rock—the tribute of her never-ending grief.

Vancouver, B.C. *H. P. Dole, in the Educational Review*

IMPERIAL CONFERENCE OF TEACHERS' ASSOCIATIONS, 1912.

In 1912 the League will hold in London the first Conference of the Representatives of the Teachers' Associations in all parts of the Empire. This project, which has been under consideration for some time, has happily met with unanimous support both at home and Overseas. The Teachers' Associations in Great Britain as well as those in the various self-governing Countries of the Empire have given their support to the undertaking and a number of them have affiliated themselves to the League for the purpose above mentioned.

The date fixed for the Imperial Conference of Teachers' Associations is Friday, the 12th to Tuesday, the 16th (inclusive of July, 1912. The Agenda drawn up by the Conference Committee includes a great variety of subjects such as the training of teachers, (professional and university); the mutual recognition throughout the Empire of Teachers' Certificates; the Migration of Teachers for purposes of study generally and for temporary interchange of appointments. Co-ordination in education, i. e, the connexion between the Elementary and Secondary School in regard to curricula, as well as in regard to the placing of scholars and the promotion of teachers. The working of the scholarship system in different parts of the Empire. Besides these and other general subjects, educational curriculum in various particulars will be discussed, viz.: Technical education in its relation to local industries as well as in its larger aspect as a preparation for general scientific and trade research; the place of history and geography in education; the English language and literature, physical education, etc. One of the subjects interesting to many Overseas teachers seems to be the organization of a rural school; the teaching of local history and nature study will also be considered, especially as leading to much interchange of specimens and information between Schools throughout the Empire.

Suggestions at the present time are constantly being received from Overseas Teachers' Associations, and so various are the subjects on which discussion is asked that it is quite evident that the Conference proper will be but the centre of a month at least of educational intercourse.

It has already been proposed to illustrate the Agenda with observation work, and illustrated lectures on various subjects will be introduced both before and after the Conference. A short course of travel-study in England is also being arranged and it would seem therefore that the Conference breaks much new ground and will be one of exceptional interest.

The papers prepared will in all cases be taken as read and the whole time of the meetings will be given to discussion in which, by unanimous desire of the Committee, precedence will be given to the Overseas visitors of the League.

Further information may be obtained from the Hon. Secretary, League of the Empire, Caxton Hill, Westminster, England.

VOCABULARY BUILDING.

Every form of language taught in the class room should have a definite influence on the development of the child's vocabulary, and the relation of language work to increase in word control should be realized by the teacher. Workers with beginners necessarily understood the importance of this relation, because grasp of new words is an essential part of the young child's activity. As the pupils become older in the grades they come to the new work each year with a stronger and stronger verbal knowledge.

Along with increased efficiency on the part of the child, however, there goes a corresponding tendency to decrease the emphasis placed upon special instruction for the acquisition of new words. Although language is taught each day of the year, one can hardly be accused of exaggeration in the statement that few teachers of the higher grades devote the necessary amount of time to the development of the child's vocabulary. Lessons having this purpose in view are few in number.

Yet the primary importance of such instruction cannot be denied. How often have we heard children say: "I know what I mean, but I don't know how to say it." Every adult has at times been "at a loss for a word." Many unfortunate children have never found the words they did not know. Too often such children are left by the educational wayside, not being successful either in learning from their books, or in reciting what they did acquire through study. Many take their places with the rest of the two-hundred-word mortals, overworking their pronouns and making a few verbs supply them with material for a dismally monotonous expression of action ideas.

It is true that not every pupil has capacity to become fluent, but fluency as a name is not emphasized in the class room in proportion to its importance in the struggle of life

when schooldays are over. Nor does the fact that not every school boy becomes an orator or author detract from the necessity for vocabulary building as long as the boy is in school. Every child should be called upon to express himself clearly and elegantly in his chosen profession. He shall be judged, sooner or later, by his ability to discourse on matters of every-day importance with every-day men and women. Although a wide vocabulary may not be essential to success, its possession is a tremendous advantage.

Vocabulary building is often an unconscious process, but in many cases it constitutes an intense effort of mind. Children accustomed to associate with educated adults are prone to use good language and express themselves by means of words not ordinarily used by those of tender years. Pupils who have read greatly also possess a stronger grasp of words than the less studious or literary. This emphasizes the fact that grown-ups, teachers especially, should be scrupulously careful not to place wrong models before the young, and should try to embellish their own speech with variety and elegance. The young mind must be directed along lines of good reading, although not necessarily to the extent of insistence upon perusal of classic literature. Encouragement to do wide reading along approved lines, however, should be active.

The school must take part in vocabulary building through the supervision and direction of the work of the young apprentice in language. Such guidance must be, in a large measure, formal. The definite act of teaching the meaning of new words as they appear in the course of a day's work, has very little of romance about it, but must be performed; and the method of the lesson depends upon many conditions. The word itself takes a large part in determining the presentation, as does the age of the pupil. Therefore no attempt to discuss method is made here further to remark that after the lesson has been taught the child should be required to use the new word in sentences—not once, to be forgotten thereafter—but as many times as the instructor can occasion in the succeeding days. Encouragement should be given to weave newly acquired expressions into ordinary speech.

and extraordinary composition, and every legitimate means should be employed to impress upon the young mind that his demonstrated facility in control of all new linguistic tools materially establishes his degree of advancement in the subject.

Probably no ordinary school exercise offers greater advantages in the work of vocabulary building than the paraphrase. If the principle be followed that no word in the original text shall appear in the new version, every person who succeeds in paraphrasing an extract is compelled to use another set of words, either by substitution or altered phrasing. In either case we have an ideal condition for the study of synonyms and dictionary practice. Except when the student is being tested to determine progress, he should be permitted to make use of whatever printed material he may have at his command, such as books of synonyms and unabridged dictionaries. The spelling lesson and the study of synonyms also lend themselves to easy association in the teaching process. Furthermore, no spelling lesson is really worth while if the meanings of the words in the list are not known. It is frequently sufficient in this subject to have one or more pupils spell the words orally and devote the rest of the period to the formation of sentences containing them. These sentences should be both spoken and written, those written being done at the boards by one group of children and corrected by another group. A third group could take the corrected sentences and substitute words of the same meaning, or rewrite employing antonyms.

No special endeavor has been made in this article to present details of treatment for any lesson in vocabulary building. As has been already said, such lessons must meet the conditions of peculiar cases. Whatever their nature, however, they should be more frequently found in classroom work. The consequent improvement in the pupil's command of English would fully pay for the time devoted to the work.—*Oscar D. Thomas, Jesse George School.*

IMPERFECTIONS IN SPEECH AND THEIR CORRECTION.

I. Imperfections classified.

1. Those due to physical defects.
 - (a) Defective organs of speech.
 - (b) Defective hearing.
 - (c) Defective nervous control of the organs of speech.
2. Those due to imitation of something else than good English.
 - (a) A foreign language spoken in the home.
 - (b) Dialects peculiar to people and communities.
3. Those due to neglect of parents, who have allowed bad habits to become fixed, which could have been prevented if attended to earlier. *E. g.*, giving the sound of *d* for *g*.
4. Those common to children—lack of clearness and precision in articulation.

II. The duty of the teacher.

1. It is the duty of the teacher to discover as soon as possible the language need of every pupil, young and old, and to proceed to minister to those needs, as wisely, as patiently, and as persistently as possible. Daily attention must be given to clear speaking.

III. Suggestions.

1. Some of the cases coming under I. above are cases for the physician rather than the teacher. Class I. 1 (a) are often misjudged. Make sure that the pupil whose speech is indistinct, and who does not improve under your care, is not deaf before you set him down as stupid. Perhaps the best place for such a child is in some school for the deaf. Such cases should be reported to the county superintendent. Class I. (c), under 1, the stammerers, can often be helped to a better control by being allowed to read and recite privately to the teacher.

2. As imitation has made the speech of the pupils of class 2 under I. what it is, so it will continue to operate. Be sure that you set a good model as to tone, pronunciation, and grammar. Besides these influences which will always be at work, whether we think of it or not, there must be other things done. The exercises here recommended will also benefit classes 3 and 4 under I.
 - (a) The teacher should know how to place the organs of speech for the proper making of every sound, so as to be able to tell the other pupils what to do.
 - (b) Have pupils commit to memory some good articulation exercises and practice them. One or two good exercises committed to memory, and hence ready to be used at any odd moment, are better than a variety of exercises not so familiar. Use ba-pa, ba-pa, be-pe, be-pe, bi-pi, bi-pi, bu-pu, bu-pu, boi-poi, bou-pou. Give the exercise with the accent on the first syllable, then with the accent on the second syllable. In each case, first the long vowel, then the short vowel is to be used.
3. Prescriptions.
 - (a) For the foreign-speaking child who has trouble with his *th*'s use tha-tha (long), tha-tha (short), etc., telling him to attend to keeping his tongue out between his front teeth. The pronunciation of a large number of syllables with the tongue in the right position will soon make the old habit yield to the new.
 - (b) For the pupil who says "wery" for *very*, use the cognates *v* and *f*, telling the pupil to put his upper teeth on the lower lip, and attend to putting it there each of the twenty-four times during which he is required to say: va-fa, va-fa, etc.
 - (c) For the lispers use the cognates *z* and *s*: za-sa (long), za-sa (short), etc., telling the pupil to shut his teeth, and attend to keeping his tongue inside them.

- (d) For the pupil who says "tan" for *can*, and "does" for *goes*, use the cognates *g* and *k*, ga-ka (long), ga-ka (short), etc., having the pupils turn the tip of the tongue down under and attend to keeping it there while the syllables are said. Remember that these are vocal gymnastics, and to be beneficial they must be carried out like any other gmnastic exercises, with vigor and precision.
- (e) To strengthen final consonants, other exercises can be used, like ap, ip, ep, op, up, ad, ed, etc.
- (f) Phonetic spelling will help classes 2, 3 and 4 by training the ear to catch all the elements there are in the words.—*Idaho Course of Study*.

SOME EXPERIMENTAL WORK IN CONNECTION WITH DOMESTIC SCIENCE.

In addition to the regular course in domestic science, some experimental work in laundry and home nursing has been done this year at the Wyoming Cooking Centre. The laundering of such articles as tea-towels and table and bed linen and colored clothes was taught. In spite of the limited equipment satisfactory work was done, and all towels and other articles used in the kitchen were washed and ironed by the pupils. Formerly these were sent to a public laundry. The making of soap was also taught. The fat used for the purpose was that left from the lessons in cooking.

For the home nursing lessons, a small room adjoining the school kitchen, used usually as a dining room, was equipped with a cot, a white enamelware washstand, a table and chair. A small supply closet was furnished with simple home remedies. In demonstrating the lessons a large doll dressed as an infant was used.

Two lessons in nursing were given to each class. In the first lesson, the arrangement of the sick room, the ventilation of the room, bed-making, the way of measuring the pulse, temperature, and respiration were taught, and the duties of a home nurse were explained. In the second lesson, the doll was used to demonstrate the method of chang-

ing the bed with the patient on it, and of giving a bed bath. The use and dangers of the drugs and patent medicines, the disinfecting of wounds and sores, bandaging, and treating accident cases were discussed.

All children hurt in the building or yard during school hours were brought to this room, and treatment was given before the class and explained. No internal doses were given. Some of the cases treated were bruises, cuts, burns, toothache, sick stomach, hemorrhage from the teeth and nose, removing of splinters, and of foreign bodies from the eyes, the treatment of injured eyes, and dressing of infected wounds.

The feeding of the sick was taught in the regular lessons on invalid cookery. Great interest was shown by the pupils in these lessons, and there is no doubt that many new ideas were carried home by them. It is expected that these lessons will be incorporated, before long, into the regular elementary course in domestic science.

All the school kitchens opened within the last two or three years are furnished with stationary wash tubs, and the other kitchens are being supplied with small tubs and other articles necessary for simple laundry work. This year at several of the cooking centres the necessary laundry work has been done by the pupils.—*Ethel M. Lamping, Wyoming School.*

GEOGRAPHY QUESTIONS FOR PRIMARY GRADES.—THE SUN.

I.

1. Where does the sun rise?
2. When does the sun rise?
3. What do you mean by the sun's rising?
4. Point out the part of the sky where the sun rises.
5. When it is getting light in the morning what do we call it? (Dawn.)

II.

1. On which side of the school building does the sun shine in the morning?

2. What pupils see the sun when they look out of their front doors in the morning?
3. Why do we not all see the sun shining in the front door in the morning?
4. When you awake early, and see the sun, where is it then?
5. Where was the sun when you got up this morning?
6. If a toy boat sails toward the rising sun, which way is the wind blowing?

III.

1. At what time of the year does the sun rise earliest?
2. At what time did the sun rise to-day?
3. At what time of the year does the sun rise early and set late?
4. During what part of the year does the sun rise late?
5. When the sun rises early does it set early or late?

IV.

1. Where is the sun at noon?
2. If the sun rises at six o'clock in the morning, where is it at twelve o'clock.
3. What is the time called when the sun is exactly in the south?
4. On a sunny day, if I go to school at nine o'clock, when shall I cast the longer shadow?
5. At what time of the day is the sun highest in the sky?
6. If you are in a field at twelve o'clock, and look at the sun, in what direction would you be looking?

V.

1. Where is the sun when it is half way between the south and the west?
2. What time of day would it be?
3. Where would you look for the sun at tea-time?
4. It is now four o'clock. What will the sun soon be doing?

5. If you walk home at four o'clock, with your back to the sun, in what direction are you going?
6. How do you know this?

VI.

1. Where does the sun set?
2. When does the sun set?
3. What is meant by the sun's setting?
4. When the sun has just gone out of sight, what do we call the time?
5. At what time will the sun set to-night?
6. Have you seen the sun set?

VII.

1. What do you call the half-darkness? (Twilight.)
2. What do you call the time when it is quite dark? (Night.)
3. At what points in the course of the day do we see the sun?
4. If the sun shone all day, would the shadow be in the same place?
5. The sun appears to move from east to west. Which way does the shadow move?

VIII.

1. Where is the sun at midnight?
2. Do we ever see the sun in the north?
3. In which part of the sky do we never see the sun?
4. Where must we go to find the sun in the north?
5. Where do people live who see the sun in the north?

THE BRIGHT PUPIL AS AN EDUCATIONAL
PROBLEM.

W. C. BAGLEY.

Every teacher recognizes that a group of thirty or forty pupils will commonly represent three types of pupils: first, those of average ability, constituting a majority of the

group; secondly, those of poor ability; and thirdly, those of exceptionally high ability. The last two groups together are usually much smaller than the first "average" group.

Naturally the pupils of poor ability,—the "subnormal" pupils,—are the sources of the teacher's most troublesome problems, and a great many of the reform movements of the past few years have been concentrated upon the solution of these problems. This is an important step in the right direction, but it should not blind us to the fact that the child of exceptional ability constitutes a problem almost equally serious.

The chief difficulty in connection with the bright pupil lies in the fact that he constantly competes with those of less ability, and is consequently tempted to rest content with laurels that are, for him, very easily won. In other words, the stimulus to do his very best is frequently lacking. Whether one be bright or dull, the essential elements of mental strength are derived from the same source,—namely, from effort and struggle, and a system of education which fails to provide these factors is likely to turn out a disappointing product.

Several plans have been proposed to overcome this difficulty and to insure conditions that will stimulate both the bright, the average, and the dull pupil each to the very best effort that he can put forth. A system of grading that is fairly elastic, and consequently permits the bright pupils to advance more rapidly than those less well endowed by nature, may bring good results, but this is an administrative problem often beyond the resources of the classroom teacher. Certain principles may, however, be applied under any form of organization. The praise and commendation, for example, which is often so important a sanction in the eyes of pupils, may be tempered to the ability of each individual, rather than to his success in meeting the conventional school standards. What is praiseworthy in one pupil may be far below the capacity of another and to bestow praise in such cases is to discount effort. Another suggestion is to encourage each pupil to compete with his own best record rather than with the record of those who rank below him. In some schools, individual competition has been largely replaced by

competition among groups of pupils. This is by far the more effective plan, for then each pupil—whether he be bright or dull—feels the stimulus to do his very best in order that the general level of the group may not be unnecessarily lowered. In all forms of written work, it is possible to secure samples of what various classes in other schools are able to accomplish, and thus provide a much wider range of competition.

In any case the problem is well worth serious study. We are often told that the bright pupils in the school do not turn out to be the most efficient men and women in later life. If this is true, perhaps one reason lies in the fact that the bright pupil has been an excellent pace-maker for his less fortunate companions, while he himself has fallen victim to what is really an illusion of success, and has consequently missed the discipline of struggle which might possibly have issued in the mental and moral strength that is vastly more important in later life than anything else that the school can furnish.—*School News*.

HOME WORK BY PROXY.

T. C. CLENDENNIN.

School work is most satisfactory when done under the eye of the teacher. Then it is done in the teacher's way, which should be an approved method. If the teacher sends the pupil home to do work, she should be sure that it is work that can be done unassisted by parent or elder brother. Many are the educational ruins, rising from compelled home work, when another actually dictates the work, while the pupil listlessly looks on, takes the work to school, knows nothing about it in class, and becomes a poorer student, day by day. It is all the outcome of a teaching idea that the pupils are not doing well, unless a lot of books are taken home for nightly tasks. The task becomes a task most of the time to the mother or other home member of the family, who not knowing how to teach, does the shorter and easier thing, *i. e.*, solves the problem, or writes out the topic assigned. The mother or home task-doer wonders why Mary gets duller and duller night after night. Why, bless your

heart, home substitute teacher, little Johnny would never learn to walk if you always held his feet from the floor. Home folks should not permit the teacher to shift her duties to home shoulders. Teachers should never ask pupils to do any kind of school work at home, unless absolutely sure that it can be done by the pupils, alone and unaided.

The chief weakness of beginning teachers is the one we are now pointing out. The beginner has not learned to get things done, and finds it easy to insist upon "Take your arithmetic and grammar home, and be sure to come back with each lesson all written out." Such a teacher needs to take herself to a Normal School and learn how to teach.—*School News.*

PERCENTAGE AND ITS APPLICATIONS.

This subject should be taught chiefly before the pupils ever take up a text-book. If I say, "6 is what part of 12, or 18, or 24, or 36?" the pupils understand well what I mean. But if I say, "12 inches is one hundred per cent. of a foot, what per cent. of a foot will 6 inches be? 4 inches? 3 inches?" Here I have simply introduced a term, a word, nothing more. After a lesson or two, using per cent., ratio, or relation, the children will solve the mental problems given to them as readily and with the same facility that they do when we say "6 is what part of 12?" or, "what relation is 6 to 12," or "6 is what per cent. of 12?"

In the lower grades all the various exercises in percentage can be taught to the pupils, and the term per cent. used, except in the subject of interest, which may be left over till the pupils are further advanced in their knowledge of arithmetic. Training beginners along the lines as I have mentioned will save at least two-thirds of the time now devoted to percentage and its applications.

A SUGGESTIVE LESSON ON THE EARTH.

What a wonderful place is this great round world on which we live. Do you know that your school is traveling at the rate of a thousand miles an hour? How can you prove

it? Do the Chinese stand with their feet in the same direction as ours or in an opposite direction? When we are working at our lessons what are the Chinese boys doing? Which way do we point for down? Which way do the Chinese boys point? Show this by referring to the globe, also draw a circle to represent the earth and illustrate the answers to the above questions.

How is the earth warmed? Do you know that a ray of sunshine travels for ninety millions of miles through intense cold? When it reaches the earth it warms it, in some places so much so as to make it uncomfortable. If you take the rays which fall upon a nickel and concentrate them upon a surface the size of a pinhead, there will be enough heat in them to start a fire. A ray of sunshine travels around the earth about eight times a second. At this rate it takes about eight minutes to come from the sun to the earth.

Did you ever think how thin is the crust of the earth on which we live? This crust is only about forty miles in thickness, and when you compare it with the distance through the earth you will find it to be only one two-hundredth of the distance. If you will draw a big circle 40 inches in diameter and try to mark off one two-hundredth of the distance through the earth it will give you a little idea of how thin is the crust. Is it any wonder that the material inside breaks through this crust sometimes. As we expect to live here for fifty or sixty years, is it not worth while to know just as much as possible about the earth? The above are only a few of the intensely interesting things we may learn.—*R. L. Burns, District Superintendent.*

TREATING THE FOREST AS A CROP.

The progress of the Conservation policy of Canada, as applied to forest resources, depends more upon the Forestry Branch of the Department of the Interior than upon any other organization. Upon the technical knowledge and executive ability of the officers of the Forestry Branch depends the future of the forest on 16,000,000 acres of Dominion Forest Reserves, as well as upon the large area of non-agricultural forest land in Western Canada, which for

the good of the country may yet be set aside as permanent forest reserves. In addition to looking after Dominion lands the Forestry Branch is now being asked by Eastern land owners to furnish advice as to the best means of securing at the earliest date a profitable crop of timber on waste land or wood lots. The proper administration of forest lands requires a special knowledge of the trees best adapted to each region, of their uses, and of the markets. Further, there is needed knowledge of the habits of all trees, especially of the merchantable species, so that it may be known how rapidly they grow, how they produce their seed, when and under what conditions the seed germinates, and in what way the seedlings and young trees are affected by their surroundings. Such knowledge is gained only by long study and experience. In order that the new Rocky Mountain Forest Reserves may be administered according to the latest scientific knowledge and the best experience, the Forestry Branch is now making detailed studies of the habits of the merchantable species of trees on the Eastern slopes of the Rockies in Alberta and has sent one of the men in charge of the work to study the systems of forest management practised during the past few years by the highly developed United States Forest Service in the National Forests of Montana. The United States foresters have spent large sums of money and availed themselves of the experience of many men in developing plans of lumbering which do not inconvenience the lumbermen but which ensure the protection and reproduction of the forest, and the Canadian Forestry Branch intends to benefit largely by their experience.

LORD MEATH EMPIRE DAY CHALLENGE CUPS AND LEAGUE OF THE EMPIRE PRIZES.

ESSAY COMPETITION FOR EMPIRE DAY, 1912.

The following are the subjects and conditions for the Essay Competitions inter-all-Secondary Schools and inter-all-Primary Schools of the Empire for 1912.

A. SECONDARY SCHOOLS.

Subject:—"Colonies in ancient and modern times, their development and their relations to the Mother State."

Prizes:

A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K.P., to be held by the School, and a prize of £5. 5s., given by the League of the Empire, is offered for competition to pupils attending all Secondary Schools throughout the Empire. The Essay *must not exceed 2,000 words*. Age limit, over 14 or under 20 on January 1st, 1912.

B. PRIMARY SCHOOLS.

Subject:—"Describe the objects you would see in a town or country walk in your own neighborhood."

A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K.P., to be held by the School, and a prize of £3. 3s., given by the League of the Empire, is offered for competition to pupils attending all Elementary Schools throughout the Empire. The Essay *must not exceed 1,000 words*. Age limit, under 14 years of age on January 1st, 1912.

CONDITIONS.

1. All essays must be certified by the teacher, parent or guardian of a child in the following terms:—

"I certify that this essay is the unaided composition of the boy or girl in whose name it is sent in."

Signed.....
Teacher, parent or guardian.

Note.—This declaration is not intended to preclude a teacher from answering any reasonable requests for information, or from indicating books where such information may be found; but an essay must not be a mere reproduction of a lesson given in class.

It is not expected that the essay will be written without reference to the ordinary and unauthoritative sources of information on the subject; but it is expected that the information will be thoroughly assimilated and rendered in

the writer's own language in the essay offered or competition.

2. All essays must first be judged in the Schools, only the best one from each school being sent in for consideration. In cases where the Education Authorities are kindly cooperating with the League the essays should be forwarded through that department. As the usual sources of information in regard to the subject are best known in the competitor's own country, it is hoped that the authorities transmitting the essays will examine them and refrain from sending on essays which do not satisfy the conditions explained under condition 1.

3. All essays must reach the Central Offices of the League of the Empire, Caxton Hall, Westminster, London, England, by the 1st March, 1912.

4. Any essay exceeding the word limit or written by a child over the specified age will be disqualified.

5. Essays should be written on one side of the paper only, and the competitor's full name and address, date of birth, and school should be clearly given.

6. Essays must be submitted in the Candidate's own handwriting (not typewritten). Illustrations are not allowed.

The names of the winning Schools will each year be engraved upon the Cups, which are replicas of the Warwick Vase.

BOOKS RECEIVED AND REVIEWED.

All Exchanges and Books for Review should be sent to the Editor of the Educational Record, Quebec, P.Q.

THACKERAY'S ENGLISH HUMORISTS—Edited by Stark Young, Adjunct Professor of General Literature, the University of Texas. Price 35 cents. Ginn & Co., Boston, New York, Chicago.

As a starting point for a more or less extensive reading of eighteenth century literature, there is no better book than Thackeray's "English Humorists." The essays are exceptionally rich in happy and suggestive allusions, and the notes, which are full in number but brief in the space given

to each, increase rather than satisfy the students curiosity concerning them.

"TELL IT AGAIN" STORIES—By Elizabeth Thompson Dillingham and Adele Powers Emerson, with decorations by Charles Copeland. 12 mo. cloth, 173 pages, illustrated. Price 50 cents. Ginn & Company, Boston, New York, Chicago.

"Tell It Again" Stories is presented as the result of several years of practical work in the kindergarten, where the story is considered, as elsewhere, a most valuable medium of conveying to little children moral and spiritual truths. This book is intended to help the kindergartner, the primary teacher, and the mother to find readily the right story for the children in her care.

It comprises forty-two stories, including fairy tales, myths, holiday, animal nature, and Bible stories. The style is simple and direct, and requires no modification on the part of the story-teller. The book may be used as a supplementary reader in the primary and elementary grades. Many of the stories are original with the authors, others have been written especially for this collection, some have been taken from magazines.

The book is attractively decorated by Charles Copeland.

AN INTRODUCTION TO THE ENGLISH TO THE ENGLISH CLASSICS—By William P Trent, Professor of English in Columbia University, Charles L. Hanson, Mechanic Arts High School, Boston, and William P. Brewster, Professor of English in Columbia University. 12 mo. cloth, 298 pages. Price \$1.00.

The purpose of this book is to stimulate, in teachers and students alike, interest in the English Classics, and to suggest various methods by which these masterpieces may be profitably studied. The book aims to encourage a thoughtful appreciation of the literature that is best worth while for pupils of high-school age. The persuasive tone of the section entitled "Approaching the Classics" will be stimulating to all, and especially helpful to teachers of limited experi-

ence who are endeavoring to teach classes in English Literature.

Following this preliminary survey of the general principles underlying the study of literature comes a detailed study of those classics that are generally read in schools with definite suggestions which will enliven the classroom and send boys and girls from one good book to another.

SELECTIONS FROM THE LETTERS, SPEECHES, AND STATE PAPERS OF ABRAHAM LINCOLN—By Ida M. Tarbell. 16 mo. cloth. Price 30 cents. Ginn and Company, Boston, New York, Chicago.

The extracts are arranged chronologically, beginning with the first public address, written when Lincoln was twenty-three years old, and ending with his last public words, spoken in Washington three days before his assassination.

PURE FOODS; THEIR ADULTERATION, NUTRITIVE VALUE, AND COST—By John C. Olsen. 12 mo. cloth, 210 pages, illustrated. Price 80 cents. Ginn and Company, Boston, New York, Chicago.

The aim of this book is to present, in language easily understood, the result of the large amount of scientific investigation to which the various phases of the food problems have been subjected in recent years.

This volume is admirably adapted for use in domestic science or chemistry classes where the chemistry of food is studied and laboratory tests made for purity. It will furnish excellent supplementary reading in the upper grades of secondary schools.

THE SEVEN CHAMPIONS OF CHRISTENDOM—By Agnes R. Matthews. 12 mo. cloth, 161 pages, illustrated. 45 cents. Ginn and Company, publishers, Boston, New York, Chicago, London.

“The Seven Champions of Christendom” is a romance of the age of chivalry. The tales it tells are full of wonders, but there is truth enough in them to make a bridge

from the enchanted forests of fairyland to the more definite facts of history.

Children from eight to ten years of age will be interested in the book for the sake of the stories, which combine fairy lore and spirited adventure. Older children may profit by the vivid and accurate portrayal of the form and spirit of the institution of chivalry, and will doubtless find it a helpful preface to the reading of Scott as well as an alluring introduction to the study of the history of chivalry and the Crusades.

The valiant deeds of service performed by the seven champions and the sons of St. George are here related in a manner to engage the attention of children and to arouse in them a spirit of emulation. So, perhaps, they may learn to know what honor and moral obligation are.

The author's preface sets forth convincingly the purpose in writing the book, and the introduction explains concisely and competently the historical significance of chivalry. Illustrations by Edmund H. Garrett add greatly to the interest of the narrative.

PRACTICAL BOTANY—By Joseph Y. Bergen, recently Instructor in Biology in the English High School, Boston, and Otis W. Caldwell, Associate Professor of Botany in The University of Chicago. 8vo. cloth, 545 pages, illustrated, \$1.30. Ginn and Company, publishers, Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco.

This botany is designed to meet the great and increasing demand for a textbook which shall present the subject in a scientific manner and, at the same time, emphasize the relations of plants to everyday life. It contains ample material to prepare students who wish to present a unit for entrance to college, but its point of view is not that of the technical botanist. The book is designed rather to give that kind of outlook upon the science which will enable the pupil better to appreciate the economic and the æsthetic significance of the plant world, as well as to understand the elements of biology as they are shown in the life of plants.

IMPORTANT FEATURES OF THE BOOK.

Usableness. Both the authors have had much experience in teaching botany to large classes of beginners, and both are primarily interested in having the science so presented that it will be full of meaning to the largest number of pupils.

Simplicity. Technical terms are employed only where the use of ordinary language would multiply words or cause ambiguity.

Attractiveness. Those aspects of botany are most emphasized which mean much to intelligent young people who are not likely to pursue the science in a detailed way after their formal education is completed. To secure this end the authors have constantly tried to use the botanical content and manner of presentation that will be of interest and educative value to beginners rather than to consider the relations of the course to any botanical courses that may follow.

Practical Quality. The student is not drilled in the details of the phenomena of mitosis or taught much histology, but he learns a good deal about the way in which plants lay the foundations for the world's supply of food, timber, and fuel, and enough of plant structure is presented to make clear how functions are performed. He is given a rational basis for that part of sanitation which rests upon a knowledge of bacteria and other destructive organisms.

Territorial Range. The types of plant life and the plant regions discussed are not those of any small portion of the country, but cover a wide range, including some tropical forms.

Effective Illustrations. More than three hundred and fifty illustrations are used, most of them from original drawings or photographs that are prepared by naturalists expressly for this book, and these illustrations are selected to serve as organic studies that are presented in the text. Technically and artistically they are the best that have been presented in a school textbook in botany.

Educative Value. In the belief that the educative value of science study will be enhanced by constantly leading the

student to see that it is worth while, the authors have included much relating to industrial, agricultural, horticultural, and other interests, into the conduct of which a knowledge of technical botany largely enters. This has been done without neglecting the essentials for a clear understanding of the elements of botany as a science.

THE TEACHING OF GEOMETRY—By David Eugene Smith, Professor of Mathematics in Teachers' College, Columbia University. Cloth, 339 pages. Price \$1.25. Ginn and Company, Boston.

The work considers in detail the rise of geometry, the changing ideals in the teaching of the subject, and the most important propositions that are considered in the ordinary course, showing their origin, the various methods of treating them, and their genuine applications, thus giving to the teacher exactly the material needed to vitalize the work in the high school.

FOR THE TEACHER.

THE CENSUS IN THE FAR NORTH.

Canada's first census return, showing a population of 1,800 for every 100,000 square miles of territory, has been received at the census bureau. The returns cover the four hundred mile stretch of territory along the west coast of Hudson Bay, north from Fort Churchill to Chesterfield Inlet, and inland as far as the trappers and Eskimos of that district penetrate.

The figures were gathered during the winter by the Northwest Mounted Police patrol at Churchill. Of the total population of this great area only about two hundred are whites, the others being Eskimos, with a few Indians. Ten years hence, with the advent of the Hudson Bay Railway, which will be under construction by the Government within a few months, and with the development of Hudson Bay as the new route for trade between Europe and Western Canada, the next census probably will show more thousands than there are now hundreds. But at present, with the ex-

ception of the Arctic and Antarctic regions, the district is one of the most sparsely populated in the world.

This is the first time an attempt has been made to obtain anything like an accurate estimate of the population, previous estimates being based merely on reports of missionaries, trappers and other explorers of the Northern wilds.

SHOCKING WASTE.

Every day last year \$642,000 worth of property was burned in North America. The fire losses on this continent during 1910 aggregated \$234,470,650, more than \$30,000,000 in excess of the previous year's figures. The destruction for the past thirty-four years has been nearly \$5,000,000,000. The figures of Canada alone, as compiled by the *Monetary Times*, do not make a better showing in comparison. Last year \$23,600,000 worth of property was burned in Canada, an increase of nearly \$5,000,000 over the previous year's figures. In the past two years Canada's fire waste totalled \$42,498,000. The average monthly fire loss in Canada last year was \$1,966,000. Estimating our population at 7,500,000, the fire loss per capita in Canada is \$3.14. Four hundred and seventy lives were lost in fires in the Dominion during the past two years.—*Monetary Times*.

WHO WAS CINDERELLA?

Cinderella's real name was Rhodope, and she was a beautiful Egyptian maiden who lived 670 years before the Christian era, and during the reign of Psammeticus, one of the twelve kings of Egypt.

One day she ventured to go in bathing in a clear stream near her home, and meanwhile left her shoes, which must have been unusually small, lying on the bank. An eagle passing above, chanced to catch sight of the little sandals, and mistaking them for a toothsome tidbit, pounced down and carried one off in his beak.

The bird then unwittingly played the part of fairy godmother, for, flying over Memphis, where King Psammeticus

was dispensing justice, it let the shoe fall right into the king's lap. Its size, beauty and daintiness immediately attracted the royal eye, and the king, determined upon knowing the wearer of so cunning a shoe, sent throughout all his kingdom in search of the foot that would fit it.

As in the story of Cinderella, the messengers finally discovered Rhodope, fitted on the shoe and carried her in triumph to Memphis, where she became the queen of King Psammeticus.—*Selected.*

REPORT OF INSPECTOR J. NEWTON KERR FOR THE SCHOOL YEAR 1909-1910.

Marbleton, Que., 5th September, 1910.

Sir,

I have the honour to submit my annual report for the scholastic year ending the 30th June, 1910.

Territory:—My district of inspection comprises the county of Gaspe, 5 municipalities in Bonaventure, the school at Riviere-du-Loup, in county of Temiscouata.

School Boards:—There are 20 school boards in charge of the 34 schools and 2 more schools are being built and will be ready for operation next term. During the year only 16 of these were visited by any member of the school board. I fear in some cases this reveals a lack of interest in the work of the school. When the school officials and parents manifest little or no interest, except by an occasional complaint, it is rather discouraging for the hard working teacher. No teacher can be expected to do her best for successive years who has not the sympathy and co-operation of those who should naturally be interested.

All the secretary-treasurers had their books audited for the last year with one exception.

The school board of the municipality of Cox is deserving of high commendation for their persevering efforts to raise the standard of their schools. I am glad to be able to report that the school at New Carlisle has been raised to the

status of an academy, starting as such next September. This will be a benefit to education for the whole Gaspé coast.

Port Daniel is agitating for a model school which I hope to see an accomplished fact before another year.

Conferences:—I held the annual conferences for the teachers in September, at New Carlisle and Gaspé Basin, and they were well attended. At New Carlisle the Rev. E. A. Dunn gave a helpful address on the teaching of arithmetic, and Miss Rose, of Hopetown, gave a practical paper on the teaching of grammar.

Inspection:—All the schools were visited during the second half of the year and the bulletins of inspection forwarded to your Department. I found 3 schools not in operation during the year because no teachers were available. The average percentage for all the schools in my inspectorate was 90 per cent. for teachers with diplomas and 73.7 for those who were not duly qualified. It will thus be seen that there is a very marked difference in the quality of work done by teachers with diplomas and those without.

The following are the names of the teachers who received bonuses for successful work last year:

Misses Evelyn Travers, St. Godfroi, diss.; Emma Bartlett, Grande Greve; Agnes Philipps, Gaspé Bay North; Ethel Acteson, Perce, diss.

Salaries:—The average salary paid to model school teachers was \$440.00, to elementary teachers with diplomas \$230.90, and to teachers without diplomas \$186.00. This shows an increase to all grades of teachers. While the majority of school boards very justly pay a higher salary to qualified teachers, some still make the mistake of paying the same to teachers without a diploma and thus encouraging them to go on in that state. The higher percentage taken in the schools taught by teachers with diplomas shows the difference in value of work done.

Attendance:—There were 521 boys and 545 girls attending school, making a total of 1066. The attendance is less than last year, as three schools were not in operation. The average number of pupils per school was 34.38.

Taxation:—The rate varies from 25 cents to \$1.25 per \$100.00, the average being 79 cents per hundred dollars. This shows an increase since last year.

The bonuses to municipalities were received and forwarded to the school boards to which they had been awarded, namely, \$50 to Cox and \$40 to Cape Cove, diss.

The following municipalities, in the order named, are recommended for the bonus for improvements during the year 1909-10: Cox and Gaspé Bay North. A new school house is in course of erection in district No. 3, in Gaspé South and Malbaie.

I have classified the municipalities according to regulations.

Excellent:—Cox, Gaspé village.

Good:—St -Godfroi, (diss.), Gaspé Bay South, Gaspé Bay North. Perce, (diss.), Port Daniel, Grande Greve, Paspébiac East (diss.), Fraserville (diss.), York, Malbaie, Douglastown, (diss.), Haldimand, Gascons (diss.), Cape Cove (diss.)

Middling:—Barachois, (diss.), Roseville, Sydenham South, (diss.), Seal Rock.

In closing I wish to thank all officials for their prompt assistance and co-operation in the performance of my duties, and the teachers for their courtesy and helpfulness on the days of inspection.

I have the honour to be, etc.,

J. NEWTON KERR,
School Inspector.

DEPARTMENT OF PUBLIC INSTRUCTION

Quebec, 6th October, 1911.

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

Present.—Principal W. Peterson, LL.D., C.M.G., Chairman; Prof. A. W. Kneeland, M.A., B.C.L.; The Rev. A. T. Love, B.A., D.D.; The Right Rev. A. H. Dunn, Lord Bishop of Quebec; G. J. Walker, Esq.; The Hon. P. S. G. MacKenzie, K.C., D.C.L., M.L.A.; Wm. Rowat, Esq., M.D., C.M.; The Hon. Justice J. C. McCorkill, D.C.L.; Prof. J. A. Dale, M.A.; The Rev. Principal Parrock, D.C.L., LL.D.; S. P. Robins, Esq., D.C.L., LL.D.; W. L. Shurtleff, Esq., K.C., LL.D.; and Charles McBurney, Esq., B.A.

The minutes of the last meeting were read and confirmed.

Apologies for absence were submitted from John Whyte, Esq., and H. B. Ames, Esq., B.A., M.P.

The resignation of The Hon. Justice W. A. Weir as associate member of the Committee was read and accepted.

It was agreed to defer the election of a successor until the next meeting.

The Rev. Dr. Love submitted the report of the Sub-Committee on the distribution of the superior education funds and moved its adoption. Dr. Shurtleff seconding the motion.

It was moved by Mr. G. J. Walker, seconded by Dr. Rowat, and resolved that the report be amended by reserving the sum of \$4,500. of the marriage licence fees, instead of \$3,000., for the poor municipalities, and that the grants to the Model Schools and Academies be reduced accordingly.

The report being amended as directed by this resolution was adopted in the following form, and the Secretary was instructed to ask for the approval of the Lieutenant-Governor in Council.

MODEL SCHOOLS.

NAME OF SCHOOL	Presented	Passed	Failed	Grant	Bonus	TOTAL	
Aberdeen (Coteau St. Pierre).....	35	28	7	\$ 75	\$ 162	\$ 237	
Ayer's Cliff	17	17	0	75	106	181	
Aylmer	53	51	2	75	218	293	
Barnston	8	5	3	75	78	153	
Beebe	34	21	13	75	162	237	
Bishop's Crossing	13	9	4	75	106	181	
Brownsburg	14	12	2	75	105	181	
Bury	34	26	8	75	218	293	
Clarenceville	17	15	2	75	106	181	
Como	9	3	6	75	78	153	
Dixville	13	11	2				Special
Dunham	18	16	2	75	167	242	
East Angus	38	20	18	75	162	237	
Farnham	16	16	0	75	162	237	
Fort Coulonge	11	7	4	75	78	153	
Frelighsburg	10	9	1	75	162	237	
Gaspe	32	16	16				Special
Gould	29	22	7	75	134	209	
Hatley	29	21	8	75	209	284	
Hemmingford	34	33	1	75	162	237	
Hull	42	41	1	75	218	293	
Kingsey	17	15	2	75	190	265	
Kinnear's Mills (Leeds South)....	15	13	2	75	78	153	
Lacolle	11	5	6	75	78	153	
Longueuil	23	7	16	75	134	209	
Leeds	9	3	6	75	88	163	
Lake Megantic	19	12	7	75	111	186	
Magog	33	23	10	75	111	186	
Mansonville	28	19	9	75	157	232	
Maple Grove (Ireland South)....	19	18	1	75	111	186	
Marbleton	12	10	2	75	111	186	
New Richmond	25	15	10				Special
Philipsburg	8	6	2				Special
Paspebiac	26	19	7				Special
Portneuf	9	7	2				Special
Quyion	11	8	3	75	111	186	
Rawdon	9	8	1	75	134	209	
Royal George	20	17	3				Special
St. Andrews	14	9	5	75	88	163	
St. Hyacinthe	3	3	0				Special
Sawyerville	42	32	10	75	227	302	
Scotstown	25	15	10	75	134	209	
South Durham	12	11	1	75	78	153	
Stanbridge East	19	18	1	75	134	209	
Stetford Mines	20	10	10	75	180	255	
Three Rivers	8	7	1	75	64	139	
Ulverton	23	16	7	75	111	186	
Verdun	55	40	15				Special
Victoria, Quebec	27	27	0				Special
Windsor Mills	29	16	13	75	180	255	
				\$3,000	\$5,404	\$8,404	

SPECIAL MODEL SCHOOLS.

Dixville	\$ 92 00
Gaspe	138 00
New Richmond	138 00
Paspebiac	138 00
Philipsburg	92 00
Portneuf	116 00
Royal George (Notre Dame de Grace).....	116 00
St. Hyacinthe	70 00
	\$900 00

SUMMARY

Reserved for Poor Municipalities from Marriage License Fees. \$ 4,500 00

ACADEMIES—Grants	\$5,200 00
Bonuses	4,533 00
Grants to Special Academies.....	555 00
	10,288 00

MODEL SCHOOLS—Grants	\$3,000 00
Bonuses	5,404 00
Grants to Special Model Schools.	900 00
	9,304 00

Total Amount Distributed\$24,092 00

The Secretary reported that the Government had appointed Mr. W. O. Rothney, B.A., B.D., as Inspector of Schools to succeed Major R. J. Hewton, resigned, the appointment dating from the first day of August last.

The general report of the Inspector of Superior Schools for the past year was read.

Applications for ranking as ordinary Model Schools were received from Portneuf, Georgeville, Notre Dame de Grace, Philipsburg, Chateauguay Basin, Athelstane and Dixville. It was decided that no action should be taken on these applications until after the Inspector of Superior Schools has visited, and reported upon these schools.

The applications from Hatley, Thetford Mines and Windsor Mills for permission to rank their schools as Academies were not granted, but the Secretary was instructed to bring these cases before the Committee after the close of the current school year.

The application of Aylmer to be restored to Academy rank was granted.

Dr. Peterson reported for the Sub-Committee on the McGill Normal School property that after an interview with the Premier it had been arranged to give to the Protestant School Commissioners of Montreal a five years' lease of the property with a continuance of the rights as to practice teaching for teachers in training.

The Secretary reported that fourteen teachers attended the summer school at McGill in order to qualify as specialists in French, and that they had all received provisional or permanent certificates. Owing to the absence of the convener of the Sub-Committee no formal report was submitted.

It was also reported that thirty-nine applications had been received from teachers in training for bursaries under the new regulations, and that 54 candidates for the Elementary Diploma, 102 for the Model School, and one for the Kindergarten, had received cards of admission to the School of Teachers this year.

It was resolved that inasmuch as the Inspector of Superior Schools actually inspects 161 Elementary Departments of Model Schools and Academies, work which should properly be a charge upon the vote for the inspection of Elementary Schools, it be a respectful recommendation to the Government that Inspector

John Parker, be appointed by Order-in-Council as Inspector of Elementary Departments of the Protestant Model Schools and Academies at a salary of \$1400 as provided by law. It was understood that the Protestant Committee will provide as heretofore for such additional remuneration as may be necessary for the inspection of the higher grades.

It was moved by Dr. Rowat, seconded by Prof. Kneeland and resolved: That all Protestant Elementary Schools employing two teachers shall employ at least one holding a Model School Diploma, and that section 79 of the regulations of the Protestant Committee be amended by striking out the word "higher" in line four and inserting in its place the word "another."

The Secretary reported for the information of the Committee that the sum of four hundred dollars was at his disposal as Secretary of the Local Committee (Protestant Section) of the Strathcona Trust, and that it was to be distributed amongst cadet corps as follows:—

School	Parade State	Amount
Quebec High	36	\$ 28.80
Lower Canada College.....	76	60.80
Lachine Academy	50	40.00
Sherbrooke Academy	70	56.00
Bishop's College School.....	80	64.00
Stanstead College	40	32.00
Coaticook Academy	40	32.00
Pointe aux Trembles	80	64.00
		\$377.60
Balance.....		22.40
		\$400.00

An application for special assistance for the Labrador Schools was referred to the Hon. the Treasurer of the Province.

It was reported that Inspector Wm. Thompson had resigned his office from the first of October, and that a new edition of the School Law was ready for distribution.

The Secretary laid on the table a statement by counties in regard to the qualifications and length of service of the teachers.

The Sub-Committee on the distribution of the Superior Education Grants was asked to review the scheme upon which such grants are now calculated, and to suggest amendments if reasons exist for doing so.

On motion of Mr. McBurney it was ordered that alternative papers be prepared in Latin for Grade II. Academy pupils next June.

FINANCIAL STATEMENT FOR SIX MONTHS,
JANUARY TO JULY, 1911.

RECEIPTS.

Jan. 1.—Cash in hand	\$2,632.64
Fees from Central Board.....	80.00
Fee from Candidate for Inspector's Certificate	6.00
From the Superintendent, Unex- pended Balances	1,214.93
June 30.—Interest on Savings Account.....	15.84
	\$3,949.41

EXPENDITURE.

Jan. 1.—Fees for Examiners for Inspector's Certificate, S. B. Sinclair.....\$	20.00
G. W. Parmelee....	18.00
J. W. McQuat....	20.00
Eaton & Co., Samples of Ontario Text Books	15.71
Copp Clark & Co., Samples of On- tario Text Books	102.44
Inspector of Sup. Schools, on Sal- ary	700.00
Secretary of the Com., six months Salary	200.00
Secretary of Central Board, six months Salary	250.00
Telegraph Printing Co., Reg. of Protestant Committee	25.00
Secretary, Travelling and Petty Ex- penses	125.00
Inspector of Superior Schools, Spe- cial Travelling Expenses, Post- age, Express	52.10
	2,421.16
June 30—Balances in Bank	3,949.41

SPECIAL ACCOUNT.

RECEIPTS.

June 30.—From the Superintendent, Interest on M. L. F.....	\$1,400.00	
Interest on Jesuits Estate, Settle- ment Fund	2,518.44	
		————— 3,918.44

CONTRA.

June 30.—Transfer to the Superintendent for the Superior Education Fund.....	<u>3,918.44</u>
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The meeting then adjourned to Friday, the 24th of Novem-
unless called earlier by the Chairman.

G. W. PARMELEE,
Secretary.

THE
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OF THE
PROVINCE OF QUEBEC

The Medium through which the Protestant Committee of the Council of Public Instruction communicates its Proceedings and Official Announcements.

VOL. XXXI.
JANUARY TO DECEMBER,
1911.

QUEBEC:
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1911.

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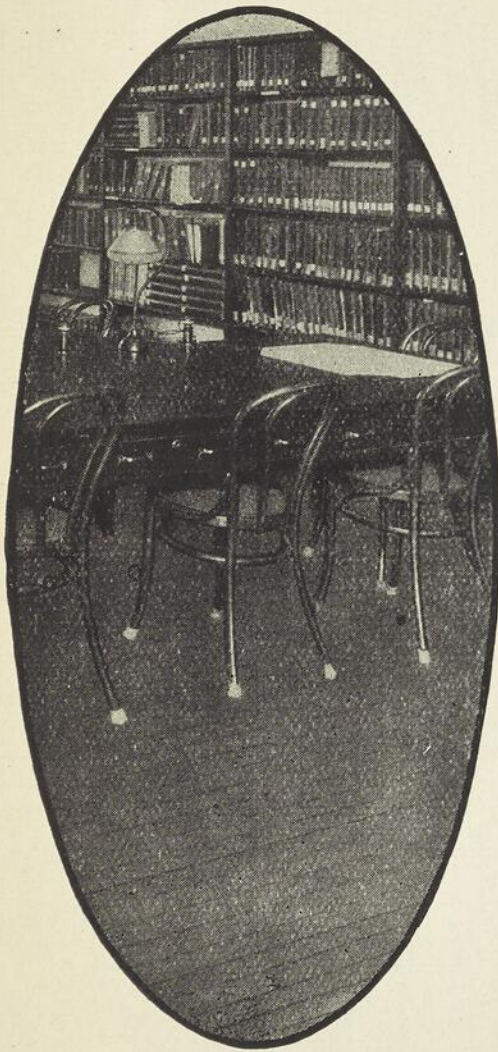
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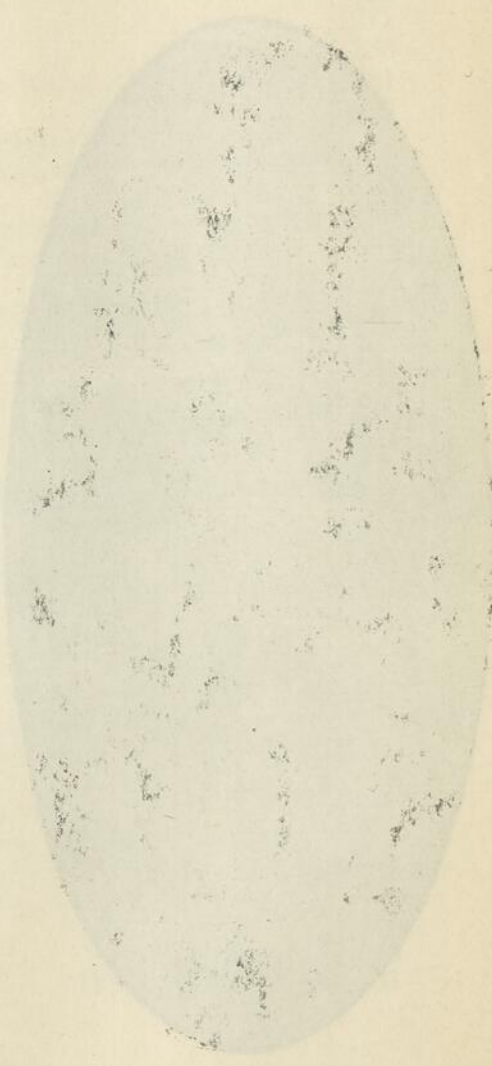
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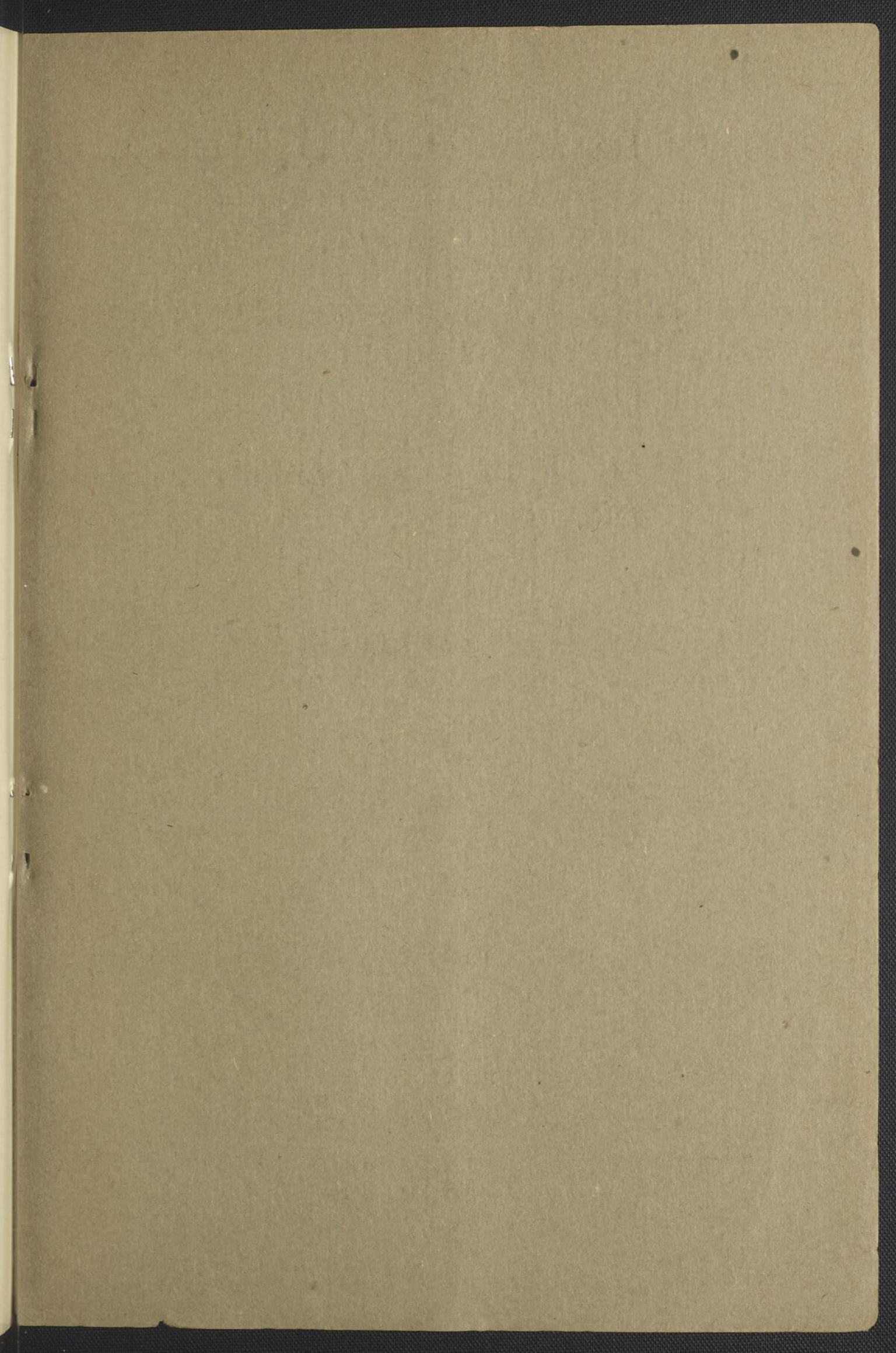
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