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of the Province of Quebec

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EDITORIAL NOTES:

EFFECTIVE INTEREST IN RURAL SCHOOLS

No one engaged in educational work, whether as teacher, inspector or other official, doubts the fact that a great many people take an interest in education. Most people, indeed, regard it as the most important social subject. This may be tested and proved in almost every group of persons who can be gathered together anywhere in city, town and country. Here and there, of course, there may linger old-fashioned people (we knew quite a number forty years ago) who think that education is a bad or a dangerous thing for the "mass," but there can be no question now, however, as to the fact that the vast majority thoroughly believe, theoretically at least, in the "square deal" for every child in this respect.

We say that "theoretically at least" they believe in this square deal, but we do not mean to imply that their

belief is insincere. It is real, and more or less earnest. Not only in our own province, however, but also in many parts of the other eastern provinces of Canada there is a lack of effective interest. Good intentions and good ideas in regard to the schools are not put into practice as effectively as they should be.

Eastern Canada possesses as much democratic freedom in educational legislation and system as Western Canada or as the states to the south of us, but we remain so conservative in action! Consider, for instance, that picture of the progress of consolidation in Indiana given in this number of the Educational Record. Consolidation was preached in Ontario, in Quebec, in New Brunswick and in Nova Scotia ten years before it was mentioned in Indiana. Yet that state now has 1,000 consolidated schools, while the whole of eastern Canada has hardly 50!

What rural schools were like, and what the rural conditions were like in Indiana before consolidation may still be read in that old novel by Edward Eggleston—"The Hoosier Schoolmaster". Some glimpse of the new schools and of the new conditions is afforded in the article just referred to.

Our public, we are convinced, are far from indifferent to this particular question. We have tested this public opinion often in many parts of the Province, and it is certain that consolidation is regarded as the right principle for the rural schools. All that is lacking is effective interest.

For this effective interest we must look to stronger local leadership. The man who leads the way is not at once crowned with laurel; we are still very conservative! One of the best consolidations in the Province was the work of a school commissioner, without children of his own, who contributed $400.00 towards the cost of the new building. At the first opportunity the ratepayers turned him off the school board. All that really matters, however, is that the school soon proved its usefulness and the only commis-

sioner who would now be in danger of his head would be one that might suggest going back to the old system.

The Government grants towards the cost of conveyance, and the many public meetings held by the Department and the Protestant Committee, have done much to pave the way for more widespread adoption of consolidation, but there is still needed that effective interest that comes from strong local leadership.

The conservative spirit has, indeed, its usefulness in some ways. If the larger progressive measures are slow to mature we are kept, at any rate, from running after every new educational "fad". Consciously and unconsciously we follow the rule of "slow but sure."

After a good many years' experience we are convinced that there has been much progress in two fundamental ways in regard to the Protestant rural schools of Quebec. The first is that the salaries have improved. They are still below the mark they should attain but they are about four times better than they were ten years ago in most municipalities. A number of boards which were then paying fifteen dollars a month are now paying sixty. This is a substantial fact which should always be borne in mind in discussions on the salary question, although it is also quite legitimate to point out that the rural teacher now frequently pays several times more for her board than she did ten years ago.

The other fundamental is that there is decided change of heart as to the value of training for the teacher. Fifteen years ago an active campaign was conducted in certain quarters on behalf of the doctrine that the teacher was "born and not made", and that hence training was of but little use. This idea received much support, and had to be met by a very vigorous counter-campaign.

Today the great majority of our rural school boards are alive to the importance of the trained teacher; the one difficulty is to obtain them always. The small school of eight or ten pupils is not attractive enough, even when the salary is sixty dollars a month.

This is where one sound argument for consolidation begins. We have many small rural schools. When three or four of them are united there is a good sized school for the trained teacher, the cost of conveyance is largely met by the reduced number of teachers required, and universal experience shows that better work can be done in the larger school.

CANADIAN BOOKS FOR SCHOOL LIBRARIES

The Canadian Authors' Association came into existence during 1921, chiefly for the purpose of protesting against certain features of a discriminatory character in a new Federal Copyright Act. Fortunately, also, the Association took a broad view at once of what might be accomplished by such an organization in the way of developing Canadian literature and of informing the public in general that such a literature exists. The leading daily newspapers welcomed the purposes of the Association, and one practical result was the initiation of a Canadian Authors' Day (last November) at the bookstores.

In this connection we have thought it worth while to draw the attention of teachers and school boards to the fact that a number of the Canadian books are suitable in a high degree for the school libraries and as prizes, although mostly for the older pupils.

From a list supplied by the Authors' Association we select the following titles:—

Author	Title	Publisher	Price
Allan, Luke	The Lone Trail	McClelland and Stewart	$ 2.00
Allan, Marguerite	The Rhyme Garden	Gundy	1.00
Ambrest, Duncan	The Beechwoods	Ryerson	1.25
Brown, W. G.	Where the Fishers Go	Goodchild	1.50
Buchanan, Capt. A.	Wild Life in Canada	McC. & Stewart	5.00
Blewett, Jean	The Cornflower	Ryerson	1.50
Campbell, Wilfrid	The Oxford Book of Canadian Verse	Gundy, cloth	2.00
		leather	3.00

Author	Title	Publisher	Price
Call, F. O.	Acanthus and Wild Grapes.	McC. & Stewart	1.50
Cody, Rev. H. A.	Jess of the Rebel Trail	" "	2.00
" " "	Glen of the High North	" "	2.00
" " "	The Touch of Abner	" "	1.00
" " "	The Unknown Wrestler	" "	1.00
" " "	Under Sealed Orders	" "	1.00
" " "	Rod of the Lone Patrol	" "	1.00
" " "	If Any Man Sin	" "	1.00
" " "	Chief of the Ranges	Ryerson	1.00
Connor, Ralph	The Sky Pilot in No Man's Land	McC. & Stewart	1.00
" "	The Major	" "	1.00
" "	Black Rock	" "	1.00
" "	The Sky Pilot	" "	1.00
" "	Corporal Cameron	" "	1.00
" "	The Doctor	" "	1.00
" "	The Foreigner	" "	1.00
" "	Glengarry School Days	" "	1.00
" "	The Man from Glengarry	" "	1.00
" "	The Patrol of the Sun Dance Trail	" "	1.00
" "	The Prospector	" "	1.00
Chown, Alice A.	The Stairway	Goodchild	2.00
Carman, Bliss	Songs from Vagabondia	"	1.50
" "	Poems	McC. & Stewart	2.50
" "	More Songs from Vagabondia	Goodchild	1.50
" "	Last Songs from Vagabondia	"	1.50
" "	Three Vilumes in One	"	2.50
Currie, Emma A.	The Story of Laura Secord and Can. Reminiscences.	"	2.00
Cabot, Wm. Brooks	Labrador	"	4.00
Dean, Mary Morgan	The Lady with the Other Lamp: The Story of Blanche Read Johnston.	McC. & Stewart	2.50
Dechausois, Fr.P., O.M.I.	The Grey Nuns in the Far North	" "	2.50
Dugmore, A. R.	The Romance of the Beaver	Goodchild	2.50
Drummond, Dr. W. H.	The Habitant	Ryerson	2.00
" "	Johnny Corteau	"	2.00
" "	The Voyageur	"	2.00
" "	The Great Fight	"	2.00
			2.50
" "	Complete Poems	"	4.00
			5.00
Davies, Dr. Trevor	Spiritual Voices in Modern Literature	"	2.00
Douglas, James	New England and New France	"	2.50
Dean, Henry H.	Canadian Dairying	"	2.00

Author	Title	Publisher	Price
Eayrs, Hugh S.	The Life of Sir Isaac Brock	MacMillan	0.75
Foley, Pearl	The Gift of the Gods	Thos. Allen	2.00
Fraser, W. A.	Red Meekins	McC. & Stewart	2.00
" "	Bulldog Carney	" "	1.00
Footner, Hulbert	New Rivers of the North	" "	2.50
Gordon, Rev. A. R.	The Victorious Banner	McC. & Stewart	1.50
" "	The Enchanted Garden	" "	1.50
Garvin, John W.	Canadian Poets	" "	3.00
" "	Canadian Poems of the Great War	" "	1.50
Gibbon, John Murray	The Conquering Hero	Gundy	2.00
" " "	Drums Afar	"	1.75
Gordon, Alfred	Vimy Ridge	Dent	1.00
Greely, A. W.	A Handbook of Polar Discoveries	Goodchild	2.00
Grenfell, Dr. Wilf'd T.	Labrador Doctor	Thos. Allen	5.00
" "	Labrador Days	" "	2.25
" "	Tales of the Labrador	" "	2.25
" "	Adrift on an Icepan	" "	1.25

NOTE—Other titles will be given in a future issue of the Educational Record.

CONSOLIDATION OF SCHOOLS

(Mr. Victor E. Morrill, editor and proprietor of the Sherbrooke Record, is a new member of the Protestant Committee who takes a deep and intelligent interest in consolidation. The following article appeared in a recent number of the Sherbrooke Record and contains much matter that is well worth careful study):

For a number of years the question of Consolidation of Schools has been before the people of the Eastern Townships. The progress in this line of development of the educational facilities has not been great. Opposition of ratepayers unable to appreciate the advantages which would result have trigged the wheels in almost every case. Consolidation has failed to materialize in many cases owing to dispute regarding location.

The opinion is probably more or less general that consolidation of schools in the Townships is being urged as a solution of conditions peculiar to the Eastern Townships

rather than as a tried and proven method of improving rural educational facilities in any part of the country.

Some one has sent the Record a marked copy of "The Country Gentleman," published in Philadelphia, marking an article dealing with school consolidation in the thickly populated State of Indiana.

Some extracts from this article will be enlightening and interesting to Eastern Townships readers. The caption of the article is, "The Heritage of Every Child."

"A farmer was having his hair cut in a barber shop in Indianapolis when the barber asked him where he lived.

"I'm from the best county in America," he answered. A man in the next chair lifted the corner of a hot towel from his face and said:

"Whoa there, stranger; you're taking in a lot of territory."

"I know it, but I'm not taking back what I said," the farmer retorted. "I live in Randolph County, Indiana, the greatest consolidated school county in all creation. Say, man, we've got seventeen big consolidated schools right out in the open country, with big gymnasiums and auditoriums. We've got only six one-room schools in the whole county, and we'll get rid of four of them this winter. All but just a few of our children in the country are carried to and from school in motor trucks, heated in cold weather. We have got nine school orchestras of farm boys and girls out in the country. Every boy and girl in the county that's big enough, and able, is in school, and ninety-six per cent. of them go through high school. The census lists less than one per cent. of all the people in our country as illiterate. That means that you've got to drag the county with a fine-tooth comb to find one that can't read and write. That's hard to beat, stranger."

"Have you lived there all your life?" asked the man in the next chair.

"Not yet. I've lived there only sixty-one years; was born there, and I never want to live anywhere else. When I'm called to the other world I want to start from Randolph

County, where every farm boy and girl gets as good a chance for an education as he or she could get in any city, and where we're so proud of our schools and roads that we step up and pay our taxes without grumbling about them, and never ask what they cost, just as long as we have the best in the state."

That feeling of pride in its consolidated schools is found all through Randolph County. * * *

Superintendent Greist said:

"When we began to build consolidated schools in this county we were pioneers in that line in the West, and we built too small. So we have had to build large additions to eight of our schools; two have had two separate additions built on, and four more must be added to right away. It is wrong to have to do that, because an addition gives a school a patched-up look; it is never so convenient and the light can never be so good as in a school built all at once and on modern lines.

"So, after all these years of school consolidation in Randolph County, we say to those considering the building of a consolidated school-house: Build it big enough to take care of increasing population for fifty years, and put a big gymnasium in it. You cannot have a successful consolidated school these days without a gymnasium and basket ball and other athletics. Here you see a school spending $10,000 more than the original building cost, practically just to get a gymnasium in it. The pupils demand it, and the school won't function properly without it."

We drove to Spartanburg, an old village of one hundred people, with a consolidated school built thirteen years ago at a cost of $35,000, without a gymnasium. The boys and girls of the school wanted a gymnasium, but the taxpayers thought it would cost too much. The Christian Church was going to put up a brick church, and it offered to sell its old frame building for $350. The boys and girls of the school popped corn and sold it; they made and sold candy, they served meals on Farmers' Institute day, they

gave entertainments and raised the $350. They bought the church.

They had to move it a quarter of a mile to get it on the school grounds. The way was down a hill, across a swamp and up another hill. The church bogged down into the swamp. Boys and girls hauled slabs from a sawmill, built a solid road four feet high, and with rope and windlass and the school janitor's horse to wind it they pulled the old church out of the mire and up the hill. It cost $700 to move that old church onto the school grounds, and then they widened it out by building a shed to it. They paid for it all with their dinners, pop corn and candy. Now they have a good gymnasium and two basket-ball teams that challenge the country.

"That was a big thing for a school to do," said Superintendent Greist. "But the four hundred pupils in this school did a bigger thing two years ago when a cyclone swept through the country three miles south of here and levelled some farm houses. The boys and girls went down there and helped clear away the debris and helped the farmers rebuild. Then they raised $2,500 and gave it to several farmers who had been hardest hit. There is a fine spirit in this school and it is fostered by the athletics.

"So," continued Superintendent Greist, "we advise all new school consolidations to put in gymnasiums, make them large and have plenty of space for the folks to come in and sit and watch the games. We have seventeen schools with large gymnasiums and auditoriums that will seat from 250 to 600 persons. We use the majority of our gymnasiums for auditoriums, too, but after nearly twenty years of experience we advise that the gymnasium and auditorium be built separately, because then the seats in the auditorium can be put in permanently and fastened to the floor. Also, we advise that in building assembly rooms, auditoriums and gymnasiums a combined stage and classroom be built at one end, with a folding screen that can be kept closed when this space is used as a classroom, and

opened when it is to be used as a stage. We have been building that way recently."

Nine of the rural consolidated schools of Randolph County have orchestras. Mr. Greist told me that no one thing offered by the consolidated schools did so much for community life as those orchestras.

"No school functions at its best unless it is the community center," he said, "and neither is a community at its best unless all its interests center around the school. The orchestra helps along the community-center idea. The folks come to the concerts, and through this influence the class of music in the homes has been raised. Interest in church music has been deepened, church orchestras organized and the whole community aroused to an appreciation of good music. The orchestra goes away to play in other schools, in towns and in other counties and comes back loaded with honors, and the whole community is proud of it. So we think every school should have an orchestra."

In the old days before consolidation, when there were 131 one-room schools in the county, the great majority of pupils dropped out of school when they finished the eighth grade. Only forty per cent. of all pupils entered the high school, and all of them had to leave home to do it.

Now ninety-six per cent. of all pupils in the rural schools go through the high school, and need never be away from home a night. In 1915, out of 248 graduates from the eighth grade 231 entered high school. In 1916, out of 242 graduates, 232 entered high school. In 1917, out of 253 graduates, 243 entered high school, making a total of 706 out of 743 who entered high schol in those three years.

In the past five years 1215 pupils were graduated from the eighth grade in the rural schools of Randolph County, and 1179 of them entered high school. Just before consolidation only sixty-one students were in high school from all the 131 one-room schools of the county. This year there are 921 pupils in the rural high schools.

In Randolph County the seventh and eighth grades are seated with the high school. Graduates from the eighth grade go right on into high-school work. Francis G. Blair, state superintendent of schools in Illinois, who investigated the consolidated schools of Randolph County, said of this feature: "This is as it should be. It offers a richer course of study."

Linnaeus N. Hines recently resigned as state superintendent of public instruction to accept the presidency of the state normal schools in Terre Haute and Muncie.

"Indiana has done a great work in rural-school consolidation," he said. "Thirty years ago we had 8853 one-room schools in the state. Now we have 4880, having abandoned 3990. We have 1000 consolidated schools. All but three counties in the state have some school consolidation. We have over 4,000 vehicles transporting 60,000 children to school. Indiana leads all states in school consolidation; Randolph County leads all counties in the United States.

"We must keep on working until there is not a one-room school in Indiana; until every township has a modern consolidated school; until each of those schools is the centre of all the business, social and educational interests of the community.

"A sound education should be the heritage of every child. No child should be condemned to illiteracy just because he chanced to be born on a farm."

FOR SCHOOL LIBRARIES.

The attention of teachers is called to the fact that the Dominion Department of Agriculture will supply School Libraries with such of its publications as may be useful to teachers and pupils. Below is given a brief list of suitable bulletins and pamphlets. They may be procured on application being made by the Teacher to the Director of Publications Branch, Department of Agriculture, Ottawa, accompanied by the statement that they are desired for the Library. Request letters require no postage.

The Potato in Canada, Its Cultivation and Varieties.
Bush Fruits.
The Strawberry, Its Cultivation in Canada.
Poultry Feeds and Feeding.
Sheep Husbandry in Canada.
The French-Canadian Horse.
Farm Business in Quebec.
Care of Cream for Buttermaking.
Why and How to Use Milk.
Common Garden Insects and Their Control.
The Maple Sugar Industry.
Seasonable Hints (Published three times a year).
List of Publications Available for Distribution.
The Progress of Cow Testing in Canada.
The Use of Coarse Grains for Human Food.

BOOK NOTICES.

An Illustrated History of French Literature. By Ch. M. Des Granges, Professeur de Première au Luycée Charlemagne, Docteurès Lettres. 956 pages. Paris: Librairie Hatier, 8 Rue d'Assas. Price $2.85.

La Littérature Française au Brevet de Capacité. Notions d'Histoire Littéraire, Morceaux Choisis—Modèles de Lectures Expliquée, Questions d'Examen. Par Ch.-M. Des Granges at Ch. Charrier. 508 pages. Paris: Librairie Hatier. Price 80c.

Les Grands Ecrivains Français Par Ch.-M. Des Granges. 920 pages. Paris: Librairie Hatier. Price $1.00.

La Bruyère. Avec Introduction, Notes, Grammaire, Lexique et Illustrations documentaires. Par René Radouant, Docteur ès lettres, Professeur au Lycée Henri IV, et à l'Ecole Normale Supérieure de Fontenay-aux-Roses. 742 pages. Paris; Librairie Hatier. Price 65c.

Les Classiques Pour Tous. Each about 60 to 70 pages.

La Fontaine: Fables Choisies.

Boileau: Epitres.

Voltaire: Jeannot et Colin, Contes.

A. De Vigny: Chatterton.

Balzac: Eugénie de Grandet. Part II.

Balzas: Eugénie de Grandet. Part II.

Boccace: Le Decameron. Paris: Librairie Hatier. Price, each, 10c.

A Concise French Grammar for English-speaking Students. By G. Guibillon, Agrégé de l'Université, Professeur d'Anglais au Lycée de Bordeaux. Paris: Librairie Hatier. Price 16c.

Dictionnaire Français. Par A. Zed. 727 pages. Paris: Libairie Hatier. Price 48c.

Dictionnaire Français-Anglais. Par Ch. Cestre. 348 pages. Paris: Librairie Hatier. Price 40c.

Dictionnaire Poucet. Par C. Guibillon. 767 pages. Paris: Librairie Hatier. Price 18c.

The foregoing books we have recently received from the well known publishing house of Hatier, Paris. The prices we have attached to each book are determined on the basis of the present rate of exchange for the franc.

The work we have placed first on the list—Des Granges' Illustrated History of French Literature—is one of exceptional interest. It is published both in a French and an English edition. Some excellent histories of French Literature have been available for years to students of French on this side of the Atlantic—particularly such a work as that of Petit de Julleville—but nothing so complete and admirable as this Des Granges History. Two features of value may be mentioned. The first is that attention is paid throughout to the development of the French language. The oath signed by the sons of Charlemagne in the ninth century is, in fact, a "literary" document, affording as it does an admirable specimen of the extent to which at that time the growing French language was still but little removed from the Latin spoken by Caesar's soldiers from the plains of Italy nine hundred years earlier. The other feature of note is that the literature of the different periods is directly related to the historical changes. The influence of social and political developments, as reflected in contemporary literature, is well brought out. The illustrations are numerous, and are reproductions in many cases of ancient ones. There are also many portraits of modern writers.

"La Littérature Française au Brevet de Capacité" is a good example of a condensed history of literature of defined range for examination purposes.

The "Bruyère" is complete, and contains many grammatical and philological notes and references.

The British Empire: The Model Geography. Eighth edition, revised. 96 pages. Price, paper covers, 1/-, cloth,

1-3. London: George Philip & Son, Ltd., Montreal: Renouf Publishing Company.

Brief and compact geographical facts in regard to all parts of the British Empire.

The Nations of the Modern World. By Sir H. J. Mackinder, M.A. 328 pages, illustrated. Price, cloth, 3-6. London: George Philip & Son, Limited. Montreal: Renouf Publishing Company.

This is the fifth edition of this well known work, completely revised. It contains 188 maps and illustrations. Sir Halford Mackinder was lately "Reader" in Geography at the University of Oxford and now holds the same position at the University of London. Few men have done so much to make the relationship of Geography and History well understood. This was the chief note in the earlier editions, and in the present edition we regret but one thing and that is that the new countries created by the World War are not included. This is promised in the preface in a new volume. Those who are not acquainted with the book as it is, however, will find it well worth having as a record of modern changes up to the time of the war.

The New Citizen. Modern Language Instruction. A New Method of Teaching English to Foreigners. By George Elmore Reaman, M.A. (Toronto), B. Paed (Queens), Ph.D. (Cornell). Y.M.C.A. Educational Director. TORONTO: The Macmillan Company of Canada. Price $1.00. 61 pages, paper cover.

This small book is a discussion of method rather than a description of it. In a preface, Dr. J. T. M. Anderson, the well known educationist of Saskatchewan highly recommends the principles set forth by Mr. Reaman.

A General History of Europe. From Origins of Civilization to the Present Time. By James Harvey Robnison and James Henry Breasted, with the collaboration of Emma Peters Smith. 667 pages. With many coloured plates, coloured maps and half-tone illustrations. New York: Ginn and Company.

Another exquisite specimen of book making by this well-known firm. Binding, paper, plates, maps and illustrations are all more than admirable; they are perfect.

Those who have the two-volume History by Professors Robinson and Breasted will all the more appreciate this record of European History from pre-historic times to the present, in a single volume. The authors say in the preface:—

"The presentation of a satisfactory review of general history in a single volume becomes increasingly difficult. The older manuals gave scanty attention to anything preceding the Greeks and were well-nigh through their task when they reached the year 1870 But the long narrative of the past has been lengthened out at both ends. Recent discoveries of archaeologists have altered fundamentally our conception of man's progress and made vivid and real the long, long ages during which civilization was slowly accumulating before it reached the high degree of refinement which we find among the ancient Egyptians. The so-called "pre-historic" period and the story of the ancient Orient are now full of absorbing interest and can no longer be dismissed in a few introductory pages."

For that early period, or rather long series of periods, Professor Breasted is a high authority, having himself been one of the notable workers among the monuments and buried cities of Egypt and the East.

The preface goes on to say:—

"On the other hand our times have assumed a significance which they did not possess for us prior to the year 1914. The shock of finding the world at war and the multitude of perplexing problems which the war has revealed have led us to realize how ill-understood are the

conditions in modern Europe and in the Orient The story of the World War must therefore be told with some account of its causes and of the questions still awaiting adjustment. Furthermore, it is obviously no longer possible to leave out some accounts of the Far East in an outline of European history, for the war clearly showed how close has become the relationship between all peoples of the earth and how delicate is the problem of international adjustment."

That the greater part of modern European history in the present volume (as in the second of the two volume History) is the work of Professor Robinson of Columbia may be taken for granted. Sound, sane and clear in his judgments on social and political movements and on national and constitutional questions, Professor Robinson is a safe guide.

We heartily recommend this book to the general reader, and as one which might well appear in superior school libraries.

FRENCH COURSES

The attention of teachers in the Protestant Schools of the Province of Quebec is hereby directed to the two summer courses in French which will be given in Montreal during the month of July next; one by McGill University for the study of the French language, the other under the control of the Department of Public Instruction for the training of French Specialists.

The University Course

The McGill school will probably be so organized as to admit pupils who have only an elementary knowledge of French, as well as those who are more advanced, and will confine its efforts to the teaching of the French language. The residential accommodations will not permit of more than seventy or eighty pupils being admitted to this course, but the McGill authorities have been kind enough to say that, up to March 15th, the preference will be given to teachers of the Province of Quebec who may apply. The school will be open from July 3rd to July 31st, and the total cost to the pupil, including room, board and tuition, will be about $100. Women students will board and lodge in the Royal Victoria College; men students will also live together, although the exact building has not yet been decided upon. To secure the preference indicated above, teachers should apply not later than March 15th, to Dr. J. A. Nicholson, Registrar, McGill University, Montreal, from whom all information may be obtained.

The French Specialists' Course

The primary object of this school is to train in methods of teaching the French language to English pupils, though naturally as much attention as time will permit will be

given to improving the pronunciation and fluency. This Course leads to the French Specialists' Certificate of the Province. Only professionally trained and experienced teachers who can pass a pretty severe test in oral French before entrance will be admitted. As the Department has not the facilities for providing board and lodging, it will give to each of the accepted teachers who takes the full course and who is not a resident of Montreal or its suburbs, a bonus of $35.00 towards paying expenses. No tuition fee will be charged to accepted teachers of this Province. Applications must be made not later than June 1st to the Director, Mr. R. E. Raguin, 53 Sherbrooke St., W., Montreal, with whom applicants must make arrangements as to the date, etc., of the oral examination in French that must be taken before entrance.

I have the honour to be,
Your obedient servant,
G. W. PARMELEE,
Secretary.

ITEMS FOR THE NOON HOUR

SELECTED BY INSPECTOR McOUAT

Insects have done and are doing a great deal of injury to the forests of Canada. The forest services, federal and provincial, are carrying out protective measures, and the federal department of agriculture has a staff of entomologists who devote all their energies to this work. Many ingenious methods are being devised but the public will be most interested in one thing that stands out in these investigations, namely, that the preservation of bird life is one means of reducing the numbers of forest insects. There may be some birds which do not eat forest insects, but generally speaking it is true that the more birds, the

fewer insects. Canadian boys and young men in the past have been too prone to go into the woods with a gun and shoot at everything in sight without thinking of the injury they might cause. Canadian forests are fine places for healthful recreation, but let those who go into them be careful not to burn them up and not to destroy unthinkingly the non-game birds which are forest policemen. Let the young people shoot as much as they like, but with a camera, not a gun.—Exchange

SIMPLE TOOLS MAY DO GREAT WORK.

One day Opie, the famous painter, was asked how he produced his marvellous colors. "I mix them with brains," was his answer. Ferguson with a penknife made a wooden clock which for years kept time admirably. A pan of water and two thermometers were all that aided Black in his researches on latent heart. A prism, a lens, and a sheet of paper enabled Newton to resolve sunlight into rays richly diverse in hues. Dr. Wollaston, who carried the investigations of Newton a long stride further, was once called upon by a foreign chemist of mark, who wished to see his laboratory. Wollaston pointed to an old tea tray on his table, encumbered with a few watch glasses, bits of test paper, a small balance, and a blowpipe. "That," said he, "is all my apparatus." Stothard learned the art of combining colors by a close study of the wings of butterflies. With a burnt stick and a barn door Wilkie began his sketches as an artist. Bewick as a boy covered the walls of his father's cottage with the outlines of birds and beasts. This was his apprenticeship for work as an engraver, never excelled since his distant day. Benjamin West, a Quaker lad, was poor, but what of that? His cat could furnish from her tail all the brushes he required. Franklin first brought down

lightning from the sky to the earth, and how? With no more elaborate agency than a silk handkerchief tied to two cross-sticks from a common kite. A large steel magnet beside a swiftly turned copper disk was all that Faraday needed to build the first dynamo, and unloose electricity as a human resource as important as fire itself. Watt made his first model of a steam engine from an old syringe which had served an anatomist who had long used it to inject arteries before their dissection. Gifford, when a cobbler's apprentice, worked his first problems in mathematics upon scraps of leather hammered in smoothness for his purpose. Rittenhouse, the astronomer, first calculated eclipses on a plow handle. Ferguson laid himself down in the fields in a blanket at night, and made a map of the stars by means of a thread with beads on it, stretched between his eyes and the sky.

The natives of the Congo region in Africa use salt of potassium instead of salt of sodium for seasoning their food. This salt they obtain from the ashes of certain plants and they regard the ordinary imported salt as insipid, buying it only because it is cheaper than the native product.

A FEATHERED TYRANT

Mr. W. H. Hudson is not only one of the best known living naturalists, but he is also a charming writer and any book by him is sure to be crowded with interest. In his "Adventures Among Birds" he has a vivid picture of the fear inspired in small birds by the sparrow-hawk. It is worth quoting in full.

"A still better spectacle is afforded by the fiery-hearted little bird-hunter when, after the harvest, he ranges over the fields, when the village sparrows, mixed with finches of several species are out in the stubble, often

in immense congregations covering half a large field from end to end. On such occasions they like to feed near at a distance of three or four seconds' flight from the thorny shelter. Suddenly the **dreaded enemy appears,** topping the hedges at its far end, and at the same instant the whole vast gathering, extending the entire length of the field is up in the air, their innumerable, swiftly-fluttering, translucent wings, which produce a loud humming sound, giving them the appearance of a dense silvery brown mist springing up from the earth. In another instant they are safe in the hedge and **not a bird is visible.** In some instances the hawk is too intent on his prey to hurry on to other fields hoping for better luck next time. No, there are thousands here; he will drive them out and have one! Then, heedless of your presence, he ranges up and down the hedge rising at intervals to a height of thirty or forty feet and pausing to hover a few moments. like a kestrel, he dashes down as if to descend into the hedge to wrest a sparrow from its perch, and when just touching the surface of the thorny tangle the flight is arrested and he skims on a few yards, to mount again and repeat his feint. And at every downward dash a simultaneous **cry of terror is uttered** by the small birds—a strange sound, that cry of thousands extending the whole length of the hedge, yet like one cry! If you then walk by the hedge-side and peer into it, you will see the small birds crowded together on branchlets and twigs as near the middle of the hedge as they can get, each particular bird perched **erect, stiff and motionless,** like a little wooden dummy bird refusing to stir even when you stand within arm's reach of him. For though they fear and fly from the human form, the feeling is overmastered and almost vanishes in their extreme terror of the sharp-winged figure of the little feathered tyrant hovering above them."

AS SHE IS SPELT

A stranger in our land was he,
He tried to learn our spelling.
He thought it would as easy be
As buying or as selling.

He tried to write but couldn't quite
Learn when to spell it wright or right;
He couldn't tell just where he stood
When using cood or wood or shood.

He had to stand a lot of chaffing
When cruel people started laffing.
Then other things confused him so;
As doe and dough and roe and row,

And mail and male and sail and sale
And many more that turned him pail.
Said he: "I left my wife and daughter
In other lands across the waughter.

"I wanted much to bring them here,
But they will have to stay, I fere,
And I must leave you." With a sigh
He added. "Else I'll surely digh."

—The School.

HIS CHANCE

A pessimist and an optimist were discussing life from their different viewpoints.

"I really believe," said the former, "that I could make a better world myself."

"Sure," returned the optimist; "that's what we are here for! Now let's get to work and do it."—Exchange.

PUSSY AND THE RIGHT OF WAY

We read in Our Dumb Animals recently the following incident which shows unusual kindness of heart which we can but admire.

When traffic was at its height on one of New York's busiest thoroughfares recently, and a long line of trucks on either side, moving continuously, made crossing dangerous for all foot-travelers, a cat emerged from a produce store with a kitten dangling from her mouth, and essayed to cross the street. Each time she started she had to turn back because of truck, and her efforts quickly attracted a crowd.

Down from the corner came a policeman. He soon saw what was the matter, and, while there was nothing in the traffic regulations to cover the point, it took him only a moment to decide what to do. Going into the street he raised his hands in the way that truckmen have learned means "Stop." They stopped. The cat, seeing her opportunity, took a firmer hold on the nape of her progeny, and then, holding it high to keep even its curved tail out of the mud, she slowly and deliberately picked her way across and disappeared in a cellar.

BUSY BIRDS

A naturalist has reckoned that a pair of tits will devour 2,000 insects in a day, with their young ones they probably account for 4,000,000 insects in a year. One can judge the probability of such a reckoning by the simple expedient of counting the number of times, in a busy feeding-hour, a pair of birds returns to a nest with food. The writer has timed many species. One pair of swifts once fed their young ones forty times in an hour, serving over six hundred meals in their day's work. A gold-crested wren made a good average with thirty-six meals an hour through

a sixteen-hour day; the mother bird alone fed her eight youngsters. Two white owls paid twelve visits to their next with mice in twenty minutes. A naturalist photographer found that a pair of wheatears served up moths, flies, bettles and caterpillars to their nestlings at a rate rising to the maximum of sixty times an hour. Such food is handed over alive.

THE MAP IN THE FACE

You have heard the expression "the map of Ireland" —or some other country "is on his face."

Do you realize that you are making a map of your inmost thoughts on your own face every day? Some day you will be surprised when you look in the glass, and you will not discover it until it has become known to your friends and enemies alike.

You are careful not to sit on your hat, and not to crease that new overcoat or suit of clothes.

Why? Because you want them to look new and fresh and presentable as long as possible

But how about your face and the map which your thoughts are stamping upon it with lines that every man can read?

CHACANAS

Of course you have often heard that the very largest elephant will tremble and roar with fear at sight of the very tiniest mouse. This is because a mouse very nearly resembles a tiny animal called the chacana. Chacanas like to eat the same kind of wild berries that the elephant feeds on in the wild state. The chacana burrows under ground to make its home, very much as the prairie-dog does. In the jungles elephants often trample over these burrows and the frightened little animals run up into the tubes of

the elephant's trunk for safety. There they cling to the flesh very tenaciously with their long sharp claws and cannot be ejected. The elephant invariably dies an agonizing death from the effects of such an attack.

VALUABLE MUD

The mud dredged from the bottom of San Francisco Bay by the state Harbor Commission is soft sticky, blue-black stuff, and is almost like a paint. It costs the Harbor Commission something like 15 cents per cubic yard to dig and dump this mud into the deep waters of the bay. In the oil industry some good material has been needed to seal oil wells, line oil reservoirs, etc., and it is found that this bay mud is suited to this purpose. The mud is taken from the ships and shipped to the oil fields, where it is sold for something like $130 a carload. The demand has exceeded the supply.

SOME QUEER THINGS

Cayenne pepper doesn't come from a pepper plant, nor Burgundy pitch from Burgundy. Jerusalem artichokes do not come from Jerusalem, nor turkeys from Turkey. Camel's hair brushes are made from the tail of a squirrel. German silver is not silver, and it was invented in China. Cork legs are not made of cork, neither do they come from Cork, Ireland. Prussian blue does not come from Prussia. Irish stew is not an Irish but an English dish. Cleopatra's Needle was set up a thousand years before that lady was born. Chamois leather is not the hide of a chamois, but the flesh side of sheepskins.—Exchange.

SMART EXCUSE

Here is a story of how a juryman outwitted a judge. and that without telling an untruth.

He came breathlessly into the court. "Oh, your honor, if you can excuse me, pray do. I don't know which will die first—my wife or my daughter."

"Dear me, that's sad," said the innocent judge. "Certainly: you are excused."

The next day the juryman was met by a friend, who, in a sympathetic voice asked: "How's your wife?"

"She's all right, thank you."

"And your daughter?"

"She's all right, too. Why do you ask?"

"Why, yesterday you said you did not know which would die first."

"Nor do I. That's a problem which time alone can solve."

TUNING CHIMES.

Right up to modern times church bells were tuned with a hammer, chisel and file, and it proved a costly and tedious task.

The magnificent tenor of the fine ring at Redenhall, in Norfolk, England, had had its diameter reduced three-quarters of an inch by such chipping.

Today the great bell foundries can guarantee all their bells, irrespective of size, to be absolutely in tune by means of an ingenious machine, which perhaps represents the greatest innovation in the bell world. The device is due to the discovery of Canon Simpson.

The machine is fitted with a revolving cutter, which shaves the metal near the crown of the bell until the bell-tuner, aided by a tuning fork, has attained scientific accuracy. **Thus bells are kept in tune today by shaving off the metal as needed.**

SIMPLE

Take an orange, stick it all over with cloves, and put into a moderate oven to dry. The process will take about four days, and the cloves will fall into the orange as it dries. Thus the orange will be full of perfume and will keep flies, moths, and other insects at bay. We do not know. Try it to see, if it be true.

THIS LADDIE WAS A TRUE MAN.

A big parade was passing through the city streets. There was the usual crowd of spectators elbowing each other for the best places.

The small boy of the bootblack and newsboy type was everywhere. He sat on top of hitching-posts, looked from the roofs of buildings, hung half-way up on telegraph poles, clung to the supports of bill-boards.

A crowd of these happy little fellows had secured a good place on the shady side of the street. Some had their blacking-kits swung over their shoulders.

Along the street came a weary-looking, poorly-dressed woman, pushing **a little cripple girl in a wheel-chair.**

The brass bands were heard in the distance and the children along the line began to shout, "There it comes!"

The woman looked anxiously at the dense ranks of sight-seers, hoping for an opening through which she could push the little chair. No doubt she had walked a long way for the sake of bringing a glimpse of pleasure into the child's hard life.

But the people who saw her trying to get through were selfishly intent on their own enjoyment, and, instead of making room, turned away from her and stood rigidly in their places.

Just then one of the boys saw her. "Say, fellows, there is a little lame girl that can't get a place. Most likely

she don't get many chances to see a parade and we can see all that come to town. Let's give her our place and we can run farther up the street and get another."

"All right," came from half a dozen of the boys.

The boy who had spoken pushed through the crowd.

"Say, missus," he said, "you can have our place out here for the little girl."

With the boys' help the chair was quickly guided to the place, and the boy with his companions ran away.

He was only a ragged little street urchin, but he had the spark of true manhood in his soul.

TOO CLEVER BY HALF

A young man was walking up and down the platform of a country railway junction, looking for a carriage with a vacant seat. He couldn't find it, and so, assuming an official air, he walked up to the last carriage and announced in stentorian tones:

"All out here; this car isn't going."

There were exclamations of annoyance from the occupants of the car, but they all got out with their bags and made their way to cars ahead. The young man smiled as he took possession of a seat and filled another with his luggage.

"Ah," he murmured, "it's a grand thing to be born clever! Now I wish they'd start."

By and by the station master put his head in the doorway. "Are you the young man who said this car wasn't going?"

"Yes," said the clever one, smiling.

"Well," said the station master, "it isn't. The guard heard what you said, and he uncoupled it. He thought you were a director."—Sel.

TWO VISITS

(By REBECCA D. MOORE)

To visit Aunt Julia is just heaps of fun,
We wear our old clothes and we race and we run.
"Go try the new swing", says Aunt Julia, "my dears,
It's put up so firmly you need have no fears;
Since you were here last there's a lot to be seen,
Take a look at my garden, all starting up green.
Don't forget the new chickens out back of the shed,
And when you get hungry there's fresh gingerbread!"

When we go to Aunt Esther's, we wear our best clothes,
We hold up our heads and we turn out our toes;
We look at the album with pictures so old,
When father was only a baby, we're told.
But when she says, "Children, here is your treat,
For I know you like sweeties and nice things to eat."
James brings in a tray, but—the cakes are so small,
We could each eat a tray full and not mind it at all!

—Selected.

ALWAYS A WINNER

The vicar and a parishioner played a round of golf together in which the vicar was very severely dealt with As the two returned to the club-house the vicar was very silent.

His parishioner clapped him on the shoulder. "Cheer up, vicar! You're dead out of form; that's all that's the matter with you."

The parson shook his head. "No," he said, decisively and sadly, "I shall never be able to beat you."

The layman laughed. "Oh, well!" he said, "you'll win at the finish, you know. You'll bury me some day."

"But even then," said the vicar, refusing to be comforted, "it will be your hole!"

NOT THE ANSWER SHE EXPECTED

The teacher was giving a lesson in mental arithmetic and was asking the class all sorts of questions. Johnnie was bored and inattentive. He never did like arithmetic anyway!

"Now, Johnny," said the teacher sternly, "if there were seven flies on the table, and I killed two, how many would there be left?"

"Only the two you had killed," said Johnnie quickly.

And, after all, he was quite right!

BIBLE ALPHABET RIDDLE

A was a traitor hung by the hair;
B was a folly built high in the air;
C was a mountain o'erlooking the sea;
D was a nurse, buried under a tree;
E was a first born bad from his youth;
F was a ruler who trembled at truth;
G was a messenger sent with good words;
H was a mother, who loaned to the Lord;
I was a name received of the Lord;
J was a shepherd in Arabian land;
K was a place near the desert of sand;
L was a place near the desert of sand;
L was a pauper begging his bread;
M was an idol, an object of dread;
N was an architect ages ago;
O was a rampart to keep out the foe;
P was an isle, whence a saint looked above;
Q was a Christian sainted in love;
R was obscure, yet a mother of kings;
S was a Danite, who did wonderful things;
T was a city that had strong hold;
U was a country productive of gold;
V was a queen whom a king set aside;
Z was a place where a man wished to hide.

EASILY CLASSIFIED

Two English boys, being friends of Darwin, thought one day they would play a joke on him. They caught a butterfly, a grasshopper, a beetle, and a centipede, and out of these creatures they made a strange composite insect. They took the centipede's body, the butterfly's wings, the grasshopper's legs and the beetle's head and glued them together carefully. Then, with their new bug in a box, they knocked at Darwin's door.

"We caught this bug in a field," they said. "Can you tell us what kind of a bug it is, sir?"

Darwin looked at the bug and then he looked at the boys. He smiled slightly.

"Did it hum when you caught it?" he asked.

"Yes," they answered, nudging one another.

"Then," said Darwin with a twinkle, "it is a humbug."

YOUNG MAN'S RECREATION CREED

(By A. FOOTBALL STAR)

"I will never patronize an entertainment that brutalizes a man or shames a woman.

I will always do some part of playing in the open air

I will not be merely a lazy spectator of sport; I will taste for myself its zest and thrill.

I will avoid over-amusement, as I pray that I may be saved from over-work.

I will choose the amusements that my wife can share.

I will not spend Sunday in caring for my bodily pleasure so much that I forget my soul and its relation to God's kingdom.

I will not spend on pleasure money that belongs to other aspects of my life.

I will remember to enjoy a boy's sports again when my boy needs me as a chum."—Young Men.

WHY CHINESE NOSES ARE FLAT

Among the many millions of China there is a practice which seems to have a curious result. The mother carries her infant in a kind of bag or pannier on her back, and not, as in other countries where the dorsal carriage is affected, with the face turned outwards, but, as probably we ought to expect in China, where everything seems to go and come by rule of contraries, with the face turned inwards. The results of that is that the baby's nose is of necessity pressed against its mother's back, whence, no doubt, has been evolved in the course of ages the peculiarly flattened or blunted nose characteristic of the Chinaman.

DID YOU KNOW A RABBIT COULD FIGHT?

A full grown rabbit will give any cat more battle than she bargains for, says Harry B. Bradford in Boys' Life.

In attacking other animals, a carnivorous animal always goes for the throat—a vital spot, but the herbivorous rabbit chooses no special spot to strike at a cat, just so it is "cat."

He drives into and bites it anywhere he strikes, and uses his hind legs and sharp claws to kick all the fur off his victim in the shortest possible space of time.

I have even seen one of my rabbits turn and jump back at a small dog which had been chasing him and inflict a sharp bite on the dog's nose as he jumped into the astonished animal's face.

THE MISPLACED COMMA

Caesar entered on his head, his helmet on his feet, sandals in his hands, his trusty sword in his eye, an angry glare.

HARD JOBS

Boys like hard jobs, jobs that take time and work. Easy "snaps" are not worth doing. It is not easy.

To apologize,
To face sneer,
To begin over,
To take advice,
To admit error,
To be unselfish,
To be charitable,
To be considerate,
To avoid mistakes,
To endure success,
To keep out of the rut,
To profit by mistakes,
To forgive and forget,
To think and then act,
To make the best of little,
To subdue an unruly temper,
To recognize the silver lining—
To maintain a high standard,
To shoulder a deserved blame,
But it always pays.

—Witness.

"DON'TS" FOR CHURCH ON SABBATH

Don't stay away because company comes, bring them.

Don't let the Sabbath paper keep you; we have something better.

Don't stay away because it rains. That would not keep you from business.

Don't stay away because you won't be missed in the crowd. God misses you.

Don't stay away because it isn't your denomination: the same excuse would keep you out of heaven.

Don't stay away because you have no influence; the church-goer preaches a sermon as long as the way thither.

Don't stay away because you know more than the preacher; God may have something to say to you worth hearing.

Don't stay away because the church does not need you; never did the church need more and better men and women.

Don't stay away because the church is imperfect; should you find and join the perfect church, its perfection would cease.

Don't stay away because you do not need the church; 'tisn't so. If you must look at the earth six days, take one to examine the clouds.—Ex.

MOTHER'S HELPERS

Mother had a headache and had gone upstairs to lie down. The children were in the sitting room talking it over.

"I am so sorry for mother," sighed Marjory.

"So am I," said Teddy.

"How sorry are you?" asked David.

"I am so sorry for her that I am going to fill the wood box as full as it will hold, and get a lot of kindling, and start the fire for supper. I think that will make her feel better."

"Oh," said Marjorie, "now I see what you mean. I am so sorry that I am going to ask her to let me get supper. I can make toast and tea, and scrambled eggs."

"I'll help set the table and wipe the dishes," said Teddy.

"I don't think that folks are really sorry for one", said David, "unless they are willing to help."—Young People's Guide.

FLYING FISH

(By C. A. DAVID)

Does it not seem funny that a little fish that had lived all its life in the water should ever take it into its head to leave the water and **sail through the air like a bird?** Well, funny as it seems, there is a little fish that does that very thing. He never grows longer than about eight inches, and he looks very much like the shiner that lives in the little country streams, only he has two long fins that spring out of his body just back of the gills. In the water these fins are of no use, and the fish wears them folded like a shut up fan. It is not thought that these fish fly **just for the fun of the thing,** but that they leave the water only to escape from bigger fish that are trying to catch them. The tail is very long and strong and furnishes the swimming power; but the instant they spring out of water it quits moving, and the two long fins spread out and begin quivering like the wings of a humming bird, forcing the fish through the air at a great rate. After flying a hundred yards or so the fins seem to get weak, and the flight becomes slower and slower, until the tail drops down and touches the water, when it gives a powerful flip, and **up in the air goes the fish again,** its flying fins flashing in the sunlight like so many diamonds. By repeating this it can keep up its flight for a long distance before it is obliged to return to the water. Anything that frightens it suddenly is apt to send it sailing through the air. Sometimes a ship plowing through a school of these little fish causes them to fly up in front and scatter in all directions, like grasshoppers in a wheat field. **They live in the open sea,** generally some distance from land, and are never met with singly, but always in large numbers and swimming close together.—Christian Observer.

Patient Parent: "Well, child, what on earth's the matter now."

Young Hopeful (who has been bathing with his bigger brother): "Willie dropped the towel in the water and he's dried me wetter than I was before."

A SQUARE, HONEST, MANLY BOY.

"Mother, I've never asked Billy Dobson out here to spend a Saturday.

"What sort of a boy is he?"

"Well, he seems to be a good-hearted chap, but he looks neglected and I know he wants to come the worst way."

"Certainly dear; bring him out if his mother is willing."

"His mother is dead," said John soberly, as he thought what that would mean to him.

Saturday morning the boys were raking the leaves in the yard when they broke the rake, and John's mother said they could go to the store and get another.

John phoned to the store, and was told that the rake would cost thirty-five cents. His mother didn't have the change, so she gave him a dollar.

When they got to the store the man found that he had made a mistake and the price of the rake was twenty-five cents instead of thirty-five cents.

"What are you going to do with that other ten cents"? asked Billy.

"Take it home. What did you think"?

"I wouldn't; you bet I wouldn't. Your mother thinks the rake cost thirty-five cents, and she wouldn't care, and besides, she won't ask anything about it."

John laughed in order to keep from saying anything rude to Billy and then turned to go home.

"Aw come on, kid; I want some candy."

John kept on his way.

Then Billy tried a new game. He went up to the storekeeper and said:

"Give me ten cents worth of stick candy."

The storekeeper gave it to him, and when Billy got the bag he stuck a piece of the candy into his mouth at once and said:

John's got the money to pay for it."

John looked up and heard what Billy had said and saw what he had done.

He knew that if he asked his mother for ten cents she would gladly give it to him, and he also knew that she would not ask about it anyway.

Then he remembered that, no matter how kind his mother might be about the matter, the money he carried was not his own, so he said to the merchant:

"I am sorry Billy ordered the candy, for I have no money of my own with me; but if you will charge it to me, I will pay you out of my next week's allowance."

Billy was listening and thinking, and when they were safely outside of the store, he said:

"John, I'm ashamed of myself, and I'll bring you that money to school on Monday."

Billy wanted to be as trustworthy as John was, and that is one way that a friend can help a friend.

—Boys and Girls.

HOW LONG DO BIRDS LIVE?

Just how long our common birds live is one of the things that is not yet definitely known. It is one of the interesting things our girls and boys may some day be able to tell us if they watch carefully and live long. W. C. Henderson, Acting Chief of Biological Bureau in the United States is able to give the ages to which some birds have lived. While this, in many cases is probably greater

than the normal life of the species, it is extremely interesting. The following are the figures given:

Thrush, 15 to 25 years; swallow, 9; canary, 20; cardinal, 21; raven, 69; magpie, 21; large owls, 68; golden eagle, 46; white pelican, 41; cormorant, 23; large blue heron, 60; swan, 102; mallard, 29; other ducks, 11 to 23; oyster-catcher, 30; herring gull, 44; and wandering albatross, 46 years.—Witness.

REPORT OF INSPECTOR GILMAN

Cowansville, 30th July, 1921.

Sir,—

I have the honor to submit my annual report comprising: 1st The statistical summary of the whole district, 2nd General remarks on the progress of the schools; 3rd The classification of the municipalities under control; 4th Report of the Indian Schools under my inspection.

SUMMARY OF STATISTICS	1920–21	
1.—Number of School Municipalities:		
(a) Under Control of Commissioners	15	
(b) Under Control of Trustees	17	
Total		32
2.—Number of Schools:		
(a) Elementary	90	
(e) Non-subsidized Ind. Institutions Indian Schools	16	
Total		106
3.—Number of Teachers:		
(a) Male Teachers	2	
(b) Female Teachers	113	
Total		115

4.—Average Salaries:		
(a) Male Teachers in Elementary Schools	$ 762	.....
(b) Female Teachers in Elementary Schools	500	.....
5.—Number of Children of School Age:		
(a) Boys, 5 to 7years, 211; Girls, 5 to 7 years 205	416	.....
(b) Boys, 7 to 14 years, 944; Girls, 7 to 14 years, 915	1,859	.....
(c) Boys, 14 to 16 years, 49; Girls, 14 to 16 years, 29	78	.....
(d) Boys, 16 to 18 years, 9; Girls, 16 to 18 years 1	10	.....
Total	.....	2,363
6.—Number of Pupils enrolled:		
(a) In the Elementary Schools	1,825	.....
(b) In Non-subsidized Ind. Institutions Indian Schools	538	.....
Total	.....	2,363
7.—Average Attendance: (in percentage)		
(a) In the Elementary Schools	78.7	.....
(e) In Non-subsidized Ind. Institutions Indian Schools	86.4	.....
8.—Classification of Pupils:		
Years of Course.		
In Grade 1	403	.....
In Grade 2	519	.....
In Grade 3	449	.....
In Grade 4	500	.....
In Grade 5	208	.....
In Grade 6	136	.....
In Grade 7	121	.....
In Grade 8	27	.....
Total	.....	2,363

Attendance.—The enrollment during the year has been about the same as on the previous year except in the municipalities of Montreal South, St. Hubert and Springfield Park, Pinehurst, etc., where the attendance is nearly doubled.

The Staff.—Very little difficulty has been experienced in securing qualified teachers at a salary of from $500. to $600. per annum, where the salary offered was less, few applications were received. Quite a number of unqualified persons offered their services for less.

The 115 teachers engaged during the year, were qualified as follows, viz:

52 E. Macdonald College;
3 M. Macdonald College;
1 M. Scottish Ed. Board & C. B.;
3 E. McGill, N. S.;
4 M. McGill, N. S.;
8 E. Port C. Board;
1 B. A. & Mod. Phil. College;
2 Acad. Valleyfield, R. C., N. S.;
6 Mod. Valleyfield, R. C., N. S.;
4 E. Valleyfield, R. C., N. S.;
10 Rev. Sisters with certificates of different degrees;
21 Were unqualified, I am sorry to say.

Classification.—According to regulation, I have made the following classification of the municipalities:

Excellent.—Howick, St. Malachie d'Ormstown, Beauharnois, Godmanchester, Hinchinbrooke, Elgin, Laprairie, Greenfield Park, and Caughnawaga village schools.

Good.—Montreal South, Dundee, Hemmingford, St. Jean Chrysostome, Chambly Canton, St. Regis Village, St. Hubert, Pinehurst and East Greenfield, Chateauguay Basin and Delson.

Medium.—Lacolle, Havelock, Franklin, St. Thomas, St. George, Ste. Justine, St. Telesphore, St. Luke, St. Margaret de Blairfindie, St. Louis.

Unsatisfactory.—The remaining municipalities for different reasons.

Bonuses.—Bonuses for successful teaching are recommended for the following teachers:

NAME	School	Municipality
Miss Jessie Potton	No. 4	Elgin
" Evelyn Williams	" 1	Elgin
" Margaret Smyth	" 1	Dundee.
" Lillie Dunn	" 2	St.-Chrysostome
" Sara Cullen	" 1	Saint-Louis
" Janet Gavin	" 10	Godmanchester
" Pearl Anderson	" 3	Howick
" Christina Lang	" 2	Howick
" Daisy McGlatchie	" 8	Hinchinbrooke
" Lillie Ida Creig	" 5	Saint-Malachie
Mrs. Mary McKay	" 4	Hemmingford
Miss Leila Wislett	" 2	Howick
" Olive Graham	" 8	Saint-Malachie
" Ruperta Hall	.....	Junction Delson
" Charlotte Goodfellow	" 1	Godmanchester
" E. C. Wokinshow	" 4	Dundee

Physical Culture.—Strathcona Physical Culture Prizes were recommended for the following teachers:

NAME	Ward	Municipality
Miss Janet Gavin	No. 10	Godmanchester.
" Evelyn Williams	" 1	Elgin.
" Mary Pringle	" 5	Godmanchester.
" Pearl Anderson	" 8	Hinchinbrooke.

Municipality Bonuses are recommended for Delson Jct., St. Margaret de Blairfindie, t. Malachie, Dundee, St. Bernard.

Summary.—Of the 115 teachers employed, 86 were Normal School graduates. 8 were otherwise qualified, viz by Lachute School of Pedagogy, or by experience in the rural schools, and the remaining 21 were unqualified.

Progress.—The teachers have done very good work during the year and progress in all the branches is being made. French is being taught in all the schools except those not under

control, viz.: the Indian Schools in which only English is taught. One continuation school is being conducted at Caughnawaga, stenography and typewriting are taught by the Sisters.

Salaries.—The salaries have increased during the year from $450. to $500. on the average for qualified teachers. Some teachers received from $650. to $750. and one elementary teacher received $1,000. for ten months.

Consolidation is not making much progress in my district of inspection. One new school was opened at St. Bernard during the year.

Conferences were held as usual, in the month of September, practically all of the teachers attended one or more of the meetings.

Educational Campaign meetings were held under the direction of the Protestant Committee at Huntingdon and Howick. Both meetings were poorly attended by men.

This report, together with the summary of Statistics, bulletins and special reports previously forwarded to your department, is respectfully submitted.

I have the honor, etc.,

A. LUTHER GILMAN,
Inspector.

REPORT OF INSPECTOR HONEYMAN.

Ottawa, July 27th, 1921.

Sir,—

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

SUMMARY OF STATISTICS	1920–21	
1.—Number of School Municipalities:		
(a) Under Control of Commissioners	26	.....
(b) Under Control of Trustees	28	.....
Total	.....	54
2.—Number of Schools:		
(a) Elementary	115	.....
Total	.....	115
3.—Number of Teachers:		
(a) Male Teachers	5	.....
(b) Female Teachers	111	.....
Total	.....	116
4.—Average Salaries:		
(a) Male Teachers in Elementary Schools	$ 556	.....
(b) Female Teachers in Elementary Schools	400	.....
5.—Number of Children of School Age:		
(a) Boys, 5 to 7 yrs, 268; Girls, 5 to 7 yrs., 285	553	.....
(b) Boys, 7 to 14 yrs., 1105; Girls, 7 to 14 yrs., 1001	2106	.....
(c) Boys, 14 to 16 yrs., 275; Girls, 14 to 16 yrs., 214	489	.....
(d) Boys, 16 to 18 yrs., 158; Girls, 16 to 18 yrs., 155	313	.....
Total	.....	3461
6.—Number of Pupils enrolled:		
(a) In the Elementary Schools	2428	.....
Total	.....	2428
7.—Average Attendance: (in percentage)		
(a) In the Elementary Schools	.....	66%
8.—Classification of Pupils:		
In Grade 1	696	.....
In Grade 2	295	.....
In Grade 3	285	.....
In Grade 4	317	.....
In Grade 5	333	.....
In Grade 6	273	.....
In Grade 7	223	.....
In Grade 8	6	.....
Total	.....	2428

GENERAL REMARKS.

Attendance.—Altogether there were one hundred and fifteen schools in operation in this district during the year. A few of these were in session only a few weeks due to the fact that the School Boards were not able to secure teachers. No. 1, Robinson & Pope (Mont Laurier), was open a very short time last autumn, and No. 2 of that municipality was open only about three weeks this spring. The teachers could not remain longer. Your inspector was not able to visit these schools.

No. 1 of St. Valerie de Ponsonby was not open. The Board had great trouble in getting a teacher, then sickness broke out in the municipality and so much time was lost that the Board did not deem it wise to open the school for the small number of pupils who could attend.

The independent school at Fassett was again open, and Mr. Gabriel Breeze, the teacher, had a larger number of pupils than usual.

The average daily attendance shows an improvement. There is still room for improvement. The average attendance is altogether too low in our country schools. Parents cannot realize the great loss that their children suffer through irregular attendance. At the time of my second visit the attendance was as follows:

Number of Protestant Boys	1,098
Number of Roman Catholic Boys	175
Number of Protestant Girls	1,024
Number of Roman Catholic Girls	131
Total number enrolled	2,428

The average daily attendance was nearly 66 per cent. The average for the boys was higher than it was for the girls.

There were in these schools 200 French pupils studying English and 328 English pupils studying French.

Staff.—There were 115 schools in operation, taught by 116 teachers whose qualifications are indicated as follows:

Model Diplomas	3
Elementary Diplomas	21
Rural Elementary Diplomas	10
Clergyman	1
No Diplomas	81
Total	116

I believe that this district, comprising the three large counties of Labelle, Hull and Pontiac, supplied three students in the Teachers Training Course at Macdonald College this year. This is about what happens every year. How absurd it is then to expect to get qualified teachers. Put an advertisement in the papers for teachers and expect Heaven to shower them upon this district. The scheme is not working. Heaven helps those who help themselves, so if this district wants qualified teachers it must furnish the material for them.

For pupils, it means passing at least Grade IX, then a short course of four months at Macdonald College.

Salaries.—The school boards are making strong efforts to increase the salaries. A teacher with a diploma will have no trouble in getting a salary of $600. a year, and this is equivalent to, perhaps, $900. in Montreal. There are municipalities which are not able to pay this amount. Nearly all boards have increased their rate I regret very much that the government grants have rather decreased than increased.

The annual salaries, to the nearest twenty-five dollars, paid in this district were as follows:

	$	$	$	$	$	$	$	$	$	$	$	$	$	$	$	$	$
Salaries	700	650	600	550	525	500	450	425	400	350	325	300	275	250	225	200	150
Number of Schools	3	1	23	7	1	15	15	3	9	11	7	7	1	7	1	2	3

Length of term. This varies from a few weeks to the usual term of ten months. Seventy-six schools were open for the full ten months. Wherever the term was very short, it was due to trouble in getting or retaining teachers. Several schools in this district are very difficult to reach, and it is always a serious problem to get girls to teach in them.

Rate of Taxation.—Most municipalities have raised their rate. Many are paying twice as much as they did formerly. At one time the valuation bore little resemblance to the real value of the property but that practice is changing, so that the assessed value does now give us a fair estimate of local effort in most cases.

We find the valuation ranging from $3.50 on the $100 down to .35 cents. People realize that they must pay more in order to keep their schools running. If competent qualified teachers could be secured, the people would not complain.

Bonuses for Teachers.—The teachers whose names follow are recommended for bonuses for successful teaching during the year:

Teachers.	Municipality	District
Alice Fulford	Clarendon	1
Jean McIntyre	East Templeton	2
Phyllis Hodgins	Masham	2
Fern Campbell	Lochaberet Gore	1
Margaret Dahms	Thorne	4
Sarah E. Cleland	Clarendon	4
Jessie Roland	Clarendon	5
Ruby E. Millar	Clarendon	8
Laura Faris	Eardley	1
Florence E. Davis	Eardley	2
May Horner	Quyon	1
Pearl Arthur	Bristol	9
Kate Horgan	Thorne	3
Jennie Russell	South Hull	5
Jane C. Dunlop	Clarendon	10

Physical Culture.—The teachers whose names follow are recommended for prizes in connection with the Strathcona Fund for physical exercises:

Teachers.	Municipality	District
Jessie Silverson	Eardley	3
Mabel Ramsay	Clarendon	11
Fern Campbell	Lochabe and Gore	1
Alice Fulford	Clarendon	1

Progressive Municipalities.—(1) Clarendon, (2) Lochaber & Gore, (3) Thorne, (4) Valley Gatineau, and (5) Bryson are recommended this year for special efforts to maintain a high standard in school affairs.

Teachers Conferences.—The usual conferences were held in the autumn. These were fairly well attended, but in several cases teachers had not been secured for the schools at the time of the conference.

Inspector-General Sutherland and Mr. Lockhart addressed a public meeting in Aylmer in the autumn in one of the meetings of the Educational Campaign. It is to be regretted that so few were present to hear the helpful addresses given by these two gentlemen.

The secretary-treasurers do their work well on the whole, but some of them are very dilatory in answering letters and forwarding reports. The annual report must be sent in before July 15th. Some secretaries delayed so long that their municipalities were really not entitled to any share of the government grant; school boards should see that this does not happen again.

The reports and bulletins have been filled out and forwarded to the Department at various times during the year.

The classification of Municipalities by order of merit.

There has been little change here since last year. That classification will serve for the present year also.

I have the honor, etc.,

H. A. HONEYMAN,
School Inspector.

REPORT OF INSPECTOR HUNTER

Sherbrooke, July, 1921.

The Honourable Superintendent
of Public Instruction,
Quebec, Can.

Sir:—

I have the honor herewith of submitting my annual report of inspection for the school-year, 1920-21.

SUMMARY OF STATISTICS	1920–21	
1.—Number of School Municipalities:		
(a) Under Control of Commissioners	12	.....
(b) Under Control of Trustees	2	.....
Total	.....	16
2.—Number of Schools:		
(a) Elementary	79	.....
(b) Independent Institutions Subsidized	1	.....
(c) Independent Institutions non-Subsidized	1	.....
Total	.....	81
3.—Number of Teachers:		
(a) Male Teachers	3	.....
(b) Female Teachers	83	.....
Total	.....	86
4.—Average Salaries:		
(a) Male Teachers in Elementary Schools	$ 406	.....

(b) Female Teachers in Elementary Schools	380	.....
5.—Number of Children of School Age:		
(a) Boys, 5 to 7 years, 138; Girls, 5 to 7 years, 118	256	.....
(b) Boys, 7 to 14 years, 495; Girls, 7 to 14 years, 485	980	.....
(c) Boys, 14 to 16 years, 114; Girls, 14 to 16 years, 93	207	.....
(d) Boys, 16 to 18 years, 58; Girls, 16 to 18 years, 50	108	.....
Total.....	.....	1,551
6.—Number of Pupils enrolled:		
(a) In the Elementary Schools	1,149	.....
(b) In the Subsidized Independent Institutions	73	.....
(c) In the non-Subsidized Independent Institutions ..	11	.....
Total	.....	1,233
7.—Average Attendance: (in percentage)		
(a) In the Elementary	77.06%	.....
(b) In the Subsidized Independent Institutions	100	.....
(c) In the non-Subsidized Independent Institutions ..	63	.....
8.—Classification of Pupils:		
In Grade 1	313	.....
In Grade 2	157	.....
In Grade 3	130	.....
In Grade 4	138	.....
In Grade 5	164	.....
In Grade 6	135	.....
In Grade 7	93	.....
In Grade 8	17	.....
In Grade 9	2	.....
Total.....	.....	1,149

This inspectorate as heretofore includes 1 municipality in Co. Sherbrooke, 6 in Co. Compton and 9 in Co. Stanstead.—16 in all.

The schools of these municipalities are all rural except 1 —the Annex of East Angus.

HEALTH CONDITIONS

Most of the schools were enabled to carry on work uninterruptedly during the year.

However some schools suffered seriously from epidemics of measles or mumps or scarlet fever, followed unfortunately in several instances by death of pupils.

SCHOOL TERM

It is gratifying to note that several Boards have extended the school term if not for all schools of their municipalities, at least for the schools of largest enrolment.

Hatley, for several years has carried on full term schools. Ste. Cath.-de-Hatley had this year a term of 9½ mos. E. Angus and Bury had 9; Barnston had 9 mos., for 5 out of 6 schools; Stanstead had also 9 mos., for several schools.

It is regrettable that several schools had very short terms owing to some local grievances. The children are the sufferers. It is hoped that, next year, these schools will all have a full term.

CERTIFICATED TEACHERS

A few years past, we were assuring ourselves that the shortage of uncertificated teachers was no longer to be feared. But we were over-confident—now a shortage of 40% obtains in the Province, which is a calamity.

The employment of uncertificated teachers by Boards during this last year was not altogether the result of niggardly salaries offered. Some Boards conducting schools for longest term and offering highest salaries received scarcely an application from certificated teachers.

SALARIES

The lowest salary paid was $30. This was paid to an uncertificated teacher who boarded at home and taught in a short-term school.

The majority of teachers without diplomas received $45. some few received $50.

Barnston paid $55. to all but one who received $60.

CONFERENCES

Early in the Fall, the usual conferences took place. They were held in Bury, Sawyerville, Sherbrooke, Tomifobia and Knowlton (joint-conference with Inspectors E. M. Taylor, M. A., and W. A. Rothney, B. D., Ph. D.).

All the teachers, where possible, were in attendance. The Conference at Tomifobia had the helpful assistance of Prin-

cipals McFayden, Smith and Tolmie of the Stanstead College schools.

EDUCATIONAL STATUS OF TEACHERS

Diplomas.....			
	Adv. Elem.	2	
	I "	22	
	II "	7	
	Rural "	4	
	Extra-Provincial	3	38
Permissions.....			
	Grade XI.....	7	
	" X	10	
	" IX	23	
	" VIII	4	
	Non-Grade	4	
		——	48
		——	86

BONUSES FOR TEACHERS

The following merit bonuses:

	NAMES.	Municipalities	Dis. No.
1	Miss Annie E. Mills	E. Angus	Annex
2	" Gertrude Cleveland	Eaton	No. 4
3	" Helen Miller	Eaton	" 6
4	" Elizabeth Dasen	Stanstead	" 8
5	Mrs. May Grady	Barnston	" 12
6	Miss Mary Armstrong	Bury	" 12
7	" Mary I. McDonald	Bury	" 5
8	" Emma Pehlemann	Bury	" 7
9	Mrs. Violet Parnell	Ste-Cath. de Hatley	" 2
10	Miss Florence Bacon	Stanstead	" 31
11	" Viola Rix	Barnston	" 10
12	" Edwynse Beaton	Bury	" 9
13	" Julia Bacon	Stanstead	" 20
14	" Beulah Porter	Newport	" 8
15	Mrs. Marion Pierce	Westbury	" 3

Teachers debarred 2 bonuses in succession:

	NAMES.	Municipalities	Dis. No.
1	Mrs. Ada Hume	Newport	No. 2
2	" Angelina Libby	Stanstead	" 13
3	" Cora Sullivan	Stanstead	" 25

STRATHCONA TRUST

Teachers meriting bonuses for Physical Exercises.

	NAMES.	Municipalities	Dis. No.
1	Mrs. Idelia Rogers	Eaton	No. 18
2	Miss Lulu Brndage	Bury	" 3
3	" Emma Pehlemann	Bury	" 7
4	Mrs. Cora Sullivan	Stanstead	" 25

BONUSES FOR MUNICIPALITIES

On account of expensiveness of materials and also high cost of labor some Boards refrained from making needed repairs.

Not many Boards have yet taken to heart the need of beautifying school-grounds.

The following are recommended:

1. Barnston.
2. Stanstead.
3. Bury.
4. Ascot Corner.
5. Newport.

CLASSIFICATION OF MUNICIPALITIES

This classification is based on Regulation 9 (m).

Excellent.—Hereford.

Good.—East Angus.
Magog.
Bury.
Newport.
Compton.
Barnston.
Clifton East.
Ascot Corner.

Medium.—The remaining municipalities.

For the coming year, several municipalities will offer increased salaries.

The regrettable fact still remains—the shortage of certificated teachers.

I have the honor to be, etc.,

J. H. HUNTER,
School Inspector.

REPORT OF INSPECTOR JONES

Grosse Isle, Magdalen Islands, Que., 6th July, 1921.

The Superintendent of Public Instruction,
Quebec.

Sir:—

I have the honor to submit my annual report of the Protestant Schools of the Magdalen Islands. Of the five schools, only three were in operation during the past year. Grand Entry school is still closed for the lack of sufficient children of school age to attend.

SUMMARY OF STATISTICS	1920–21	
1.—Number of School Municipalities:		
(a) Under Control of Commissioners	1	.....
(b) Under Control of Trustees	4	.....
Total	.....	5
2.—Number of Schools:		
(a) Elementary (3 m. in operation)	5	.....
Total	.....	5
3.—Number of Teachers:		
(a) Female Teachers	3	.....
Total	.....	3
4.—Average Salaries:		
(a) Female Teachers in Elementary Schools	$383.33	.....
5.—Number of Children of School Age:		
(a) Boys, 5 to 7 years, 21; Girls, 5 to 7 years, 25	46	.....
(b) Boys, 7 to 14 years, 91; Girls, 7 to 14 years, 69	160	.....
(c) Boys, 14 to 16 years, 12; Girls, 14 to 16 years, 8	20	.....
(d) Boys, 16 to 18 years, 8; Girls, 16 to 18 years, 6	14	.....
Total	.....	240
6.—Number of Pupils Enrolled:		
(a) In the Elementary Schools	126	.....
Total	.....	126
7.—Average Attendance: (in percentage).		
(a) In the Elementary Schools	65.3%	.....
8.—Classification of Pupils:		
In the Preparatory Course	59	.....
In Grade 1	22	.....
In Grade 2	12	.....
In Grade 3	25	.....
In Grade 4	8	.....
Total	.....	126

The school at Grindstone was also closed owing to the trustees inability to secure the services of an elementary teacher.

The school term at Entry Island extended over ten months, those of Grosse Isle and Old Harry seven months. All three teachers taught 'on permits. It seems to be very difficult to obtain teachers holding the Quebec Diplomas.

The annual teachers conference met this year at Grosse Isle school, on March the fifth. The three teachers attended, also three of the Grosse Isle school commissioners.

Grosse Isle had 59 pupils enrolled, far too many for one teacher to handle successfully. An ell should be added to the schoolhouse and a second teacher engaged. The average attendance at this school is not very satisfactory. This is partly due to the fact that most of the school children have to cross a wind swept marsh to reach the school house, and during the late fall and winter months the journey is at times impossible for small children to face, partly also because the need of regular attendance is not sufficiently urged by certain parents. The school house too needs repairing, the foundation and structure are good. A comparatively small sum of money intelligently spent would make the building a credit to the municipality. The commissioners hope to have the school house repaired before the next term begins.

The school houses at Entry Island and Old Harry have been condemned; neither accommodates the number of pupils enrolled satisfactorily. Entry Island is building a new school house this year, and the trustees of Old Harry school are also anxious to build this year.

Classification of Municipalities in order of merit:

Entry Island	61%
Old Harry	58%
Grosse Isle	56%

I have the honor to be, etc.,

ALBERT JONES,
School Inspector.

REPORT OF INSPECTOR KERR

Hatley, Que., July 25th, 1921.

To The Superintendent of Public Instruction,
Quebec, Que.

Sir:—

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

SUMMARY OF STATISTICS	1920–21	
1.—Number of School Municipalities:		
(a) Under Control of Commissioners	17	.....
(b) Under Control of Trustees	10	.....
Total	.....	27
2.—Number of Schools:		
(a) Elementary	38	.....
(b) Model	3	.....
Total	.....	41
3.—Number of Teachers:		
(a) Female Teachers	44	.....
Total	.....	44
4.—Average Salaries:		
(a) Female Teachers in Elementary Schools	$477.43	.....
Female Teachers in Model Schools	850.00	.....
5.—Number of Children of School Age:		
(a) Boys, 5 to 7 years, 125; Girls, 5 to 7 years 111	236	.....
(b) Boys, 7 to 14 years, 432; Girls, 7 to 14 years, 433	865	.....
(c) Boys, 14 to 16 years, 103; Girls, 14 to 16 years, 115	218	.....
(d) Boys, 16 to 18 years, 83; Girls, 16 to 18 years, 75	158	.....
Total	.....	1,477

6.—Number of Pupils Enrolled:		
(a) In Elementary Schools	871	.....
(b) In Model Schools	156	.....
Total	.....	1,027
7.—Average Attendance: (in percentage).		
(a) In Elementary Schools	70.16%	.....
(b) In Model Schools	71.80%	.....
8.—Classification of Pupils:		
In Grade 1	245	.....
In Grade 2	100	.....
In Grade 3	141	.....
In Grade 4	141	.....
In Grade 5	126	.....
In Grade 6	114	.....
In Grade 7	112	.....
In Grade 8	26	.....
In Grade 9	15	.....
In Grade 10	7	.....
Total	.....	1,027

GENERAL REMARKS

In my district of inspection there were in operation 40 schools out of a total of 41. All of the schools have been visited twice during the year with the exception of a few who were forced to have a short term as no teachers were available for beginning of the year; and so were not in operation at time of my first visit. It is however the intention of all school boards, with the exception of the Metis schools, to have their schools in operation for 10 months.

In October I held one general conference at Gaspe Village for all the teachers in my inspectorate. This was made feasible through the kindness of the General manager of the A. Q. & W. R. R. in giving cheap rates to the teachers. At this conference I was ably assisted by the Rev. J. W. Wayman, Rector of Gaspe, and by the three Principals of the Model Schools in my district.

The school libraries were increased this year by about 900 books which I received from the Department for distribution at the time of my second visit.

The majority of the schools have been supplied with a "Permanent Record", but there are still a few school boards who have not yet supplied their schools with a full set of text books for the teachers' use.

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

Model School Diplomas from MacDonald	2
Model School Diplomas from Protestant C.B	1
Undergraduate of Queen's University	1
Elementary School Diplomas from McGill Normal	1
Elementary School Diplomas from MacDonald	16
Rural Elementary Diplomas	5
Elementary School Diplomas from Q. C. B	3
	29

Teachers without Diplomas:

Grade X certificate	5
" IX "	7
" VIII "	3
	15

It is evident from the above statement that while the shortage of qualified teachers continues, yet there is a decided improvement and I hope that the increased salaries will soon eliminate the unqualified teacher. It is encouraging to note that the average salaries in model schools have increased this last year $200.00 and in elementary schools $106.76. The average salary of elementary teachers with diplomas being $546.80, and for unqualified teachers $396.06. This difference in salary should be an incentive for those who are teaching by permission to go to Macdonald College and qualify.

The average daily attendance was better than last year.

The teachers recommended for bonuses are:

Municipalities	Teachers	Address	Class of Diploma
Village of Gaspe ..	Miss Emma BaBrtlett	Grande Greve	E.
Saint Godfroi, diss	" Blanche Ramier	Shigawake-east	R. E.
Cabano	" Bessie Burton ..	Cap Noir	E.
Grand Greve	Mrs. M. Simon	Grande Greve	E.
Paspebiac, diss	Miss Marjorie Ross ..	Hopetown	E.

The following municipalities are recommended for prizes for progress:

Counties	Municipalities	Secretary	Amounts
Gaspe	Village of Gaspe	Fred Veit	$50.00
Gaspe	Cap Desespoir, diss...	Oscar Unquhart ..	40.00

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

Counties	Municipalities	District	Teachers	Address
Gaspe	Village of Gaspe	2	Emma Bartlett	Grande Greve
Gaspe	Gaspe Bay North	1	Alla Sullivan ..	Shigawake-E.

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

Excellent.—Fraserville, dis., Cabano, Sayabec, diss., Gaspe village, Shigawake, Port Daniel Centre; Port Daniel West, Cap Desespoir, diss., Red Head, York.

Good.—Paspebiac E., diss., Little Metis Village, Edmonds, Grande Greve, Gaspe B. South, St. Godfroi, diss., Gaspe B. North, Haldimand, Perce, diss., St. Pierre de Malbaie.

Middling.—Port Daniel East, diss., Roseville, Fontenelle, Metis, Seal Rock, Douglastown, diss., Barachois, diss.

I have the honor, etc.,

I. N. KERR,
School Inspector.

REPORT OF INSPECTOR KING

Pointe-a-la-Garde, P.Q., 20th July, 1921.

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

Sir:—

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

SUMMARY OF STATISTICS	1920–21	
1.—Number of School Municipalities:		
Under Control of Commissioners	7	.....
(b) Under Control of Trustees	5	.....
Total	.....	12
2.—Number of Schools:		
(a) Elementary	28	.....
(b) Model	3	.....
(c) Academies	1	.....
Total	.....	32
3.—Number of Teachers:		
(a) Male Teachers	1	.....
(b) Female Teachers	39	.....
Total	.....	40

4.—Average Salaries:		
(a) Male Teachers in Academies	$950	.....
(b) Female Teachers in Elementary Schools	450	.....
Female Teachers in Model Schools	708	.....
Female Teachers in Academies	625	.....
5.—Number of Children of School Age:		
(a) Boys, 5 to 7 years, 115; Girls, 5 to 7 years, 108	223	.....
(b) Boys, 7 to 14 years, 328; Girls, 7 to 14 years, 304	632	.....
(c) Boys, 14 to 16 years, 76; Girls, 14 to 16 years, 73	149	.....
(d) Boys, 16 to 18 years, 79; Girls, 16 to 18 years, 46	125	.....
Total	.....	1,129
6.—Number of Pupils Enrolled:		
(a) In the Elementary Schools	488	.....
(b) In the Model Schools	163	.....
(c) In the Academies	160	.....
Total	.....	811
7.—Average Attendance: (in percentage).		
(a) In the Elementary Schools	69.9%	.....
(b) In the Model Schools	83.6%	.....
(c) In the Academies	76.2%	.....
8.—Classification of Pupils:		
In Grade 1	206	.....
In Grade 2	87	.....
In Grade 3	98	.....
In Grade 4	95	.....
In Grade 5	107	.....
In Grade 6	95	.....
In Grade 7	55	.....
In Grade 8	33	.....
In Grade 9	28	.....
In Grade 10	5	.....
In Grade 11	2	.....
Total	.....	811

Every school was open at least part of the year. Of the 40 teachers employed, 19 had professional training and 21 were unqualified.

New Carlisle Academy and New Richmond Model School are now in a position to do better work as each has added a teacher to its staff. St. Laurent de Matapedia Model School is

not suitably housed and the municipality was unfortunate in not having a single qualified teacher.

Increasing interest in education is being shown, by a more general desire to secure qualified teachers and a willingness to pay higher salaries. Although valuation of property was much increased, 50% of the school boards put up the rate of taxation, so that the average salary paid elementary teachers was increased by $118.

The scarcity of qualified teachers and the rapidly increasing rate of taxation are forcing some parts to favorably consider the consolidation of schools.

Public meetings in the interest of education were held at different points by Dr. Parmelee and Dean Laird. These meetings aroused considerable interest and were much appreciated.

The following are recommended for bonuses for successful teaching:

Miss Audrey Cooke, No. 9, New Richmond, Miss A. R. MacNair, No. 2, New Richmond, Miss Maida Sulivan, Deeside, Miss D. E. Buckley, No. 8, New Richmond and Miss Lottie Steele.

The following teachers and schools are recommended for Strathcona Trust certificates and prizes:

Miss Audrey Cooke, No. 9, New Richmond, Miss Reta Jacobsen, No. 1, New Carlisle.

The following municipalities are recommended on account of special effort, shown by increased rate of taxation and determination to secure, if possible, only teachers holding diplomas:

Cox, New Richmond, Mann, and Matapedia.

The municipalities are classified as follows:

Good.—Cox, Matapedia, Mann and New Richmond.

Middling.—St. Laurent de Matapedia, Sellarville, Maria, St. Charles de Caplan, St. Bonaventure de Hamilton, Shoolbred, Restigouche and Broadlands.

I have the honor to be, etc.,

LEWIS J. KING,
School Inspector.

REPORT OF INSPECTOR ERNEST M. TAYLOR

FOR THE YEAR 1920-21

Knowlton, July 20th, 1921.

Sir,—

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

SUMMARY OF STATISTICS	1920–21	
1.—Number of School Municipalities:		
(a) Under Control of Commissioners	16	.....
(b) Under Control of Trustees	10	.....
Total	.....	26
2.—Number of Schools:		
(a) Elementary	83	.....
Total	.....	83
3.—Number of Teachers:		
(a) Lay Teachers	1	.....
(b) Female Teachers	86	.....
Total	.....	87
4.—Average Salaries:		
(a) Lay Teachers in Elementary Schools	$ 400	.....
(b) Female Teachers in Elementary Schools	427	.....
5.—Number of Children of School Age:		
(a) Boys, 5 to 7 years, 183; Girls, 5 to 7 years, 224..	407	.....
(b) Boys, 7 to 14 years, 689; Girls, 7 to 14 years, 651..	1,340	.....
(c) Boys, 14 to 16 years, 124; Girls, 14 to 16 years, 132..	256	.....
(d) Boys, 16 to 18 years, 73; Girls, 16 to 18 years, 67..	140	.....
Total	.....	2,143
6.—Number of Pupils Enrolled:		
(a) In the Elementary Schools	1,615	.....
Total	.....	1,615

7.—Average Attendance: (in percentage):		
(a) In the Elementary Schools	.....	72%
8.—Classification of Pupils:		
Years of Course. (Boys and Girls):		
In Grade 1	481	.....
In Grade 2	186	.....
In Grade 3	183	.....
In Grade 4	223	.....
In Grade 5	230	.....
In Grade 6	169	.....
In Grade 7	132	.....
In Grade 8	11	.....
Total	.....	1,615

II. The Classification of municipalities in accordance with regulation of the Protestant Committee as follows:

Excellent.—McMasterville, Rougemont, Iberville and Sweetsburg, equal, East Farnham and Marieville, equal, Abbotsford and West Bolton.

Good.—Philipsburg, Dunham, Eastman and Foster, equal, St. Blaise.

Fair.—Henryville, Shefford, Potton, Brome, Granby and East Bolton.

Poor.—Stanbridge East, St. Ignace, Sutton, Frelighsburg, Sabrevois and St. Hilaire, St. Sebastien is without school this year.

It is much easier for a municipality to get high marks when there is but one school in the municipality than for one with several schools.

III.—GENERAL REMARKS.

The Teachers' Conferences were held in the Autumn as usual and were largely attended.

A considerable increase in the average salaries paid to teachers has characterized the history of the past year and this has been due to a great extent to the work of the Teachers' Status Committee of the Provincial Association of Protestant Teachers. This increase in the average has been $104. The

average this year being 427. as contrasted with $323 the previous year. The largest municipality in the inspectorate will pay higher wages next year than this year. The average daily attendance has increased from 70 per cent to 72 per cent of the enrolment. The three non subsidized independent scholos having a total of 84 pupils reported last year have all been closed during this year, which reduced the number of my schools to 83 with 87 teachers.

Notwithstanding the removal to Montreal of the Belmont Boy's Home with its 59 boys, there is an increase in the number of pupils attending the elementary schools this year; the total being 1,615.

The total amount paid in salaries to the teachers of Elementary Schools in this inspectorate has been $37,155.

The average salary in Iberville County is the lowest, being only $305. whereas the one school in Chambly County pays $700, and will pay $750. for the coming year.

TEACHER'S BONUSES

The following Teachers have been recommended for bonuses for successful teaching.—Maud. Fortin, Glenna Gage, Mrs. H. W. Channell, Isabel Crowell, Edith H. Akin, Christina Morrison, Kathleen Jackson, Minnie E. Scott, Bernice A. George, Mrs. Charles Kesley, Mrs. M. A. Peacock and F. Helen Stewart.

Debarred by regulation not permitting the giving of bonus two years in succession: Mildred Derby, K. Agnes Moore, Mrs. J. R. Worden, Elizabeth Pibus, Kate Owens, Minerva Stowe and Mary E. Wright The work of Miss Helen Johnston and Mrs. F. O. Denel is worthy of praise, but the school they are in is a village school and not treated as strictly rural.

The following worthy teachers have been debarred from sharing in the Bonus as the attendance at examination was less than seven, one school having only two pupils in attendance:—Miss Eva C. Miller, Alene Gardner, Anna M. Reynolds, Mrs. Martin and Kathleen MacDonald.

RECOMMENDATION FOR STRATHCONA PRIZES

1. School No. 9, Philipsburg, Miss M. Fortin, teacher.
2. School No. 1, Abbottsford, Miss M. Willett, teacher.
3. School No. 1, Sweetsburg, Miss M. Stowe, teacher.
4. School No. 1, West Shefford, Miss Ethel M. Scott, teacher.

The following have been recommended for bonuses given to deserving municipalities: 1. McMasterville; 2. Shefford; 3. West Bolton; 4. Granby; 5. Marieville.

There are a few schools operating for ten months and a few for nine months.

The majority have been kept open for eight months.

I have the honour to be, etc.,

ERNEST M. TAYLOR,
Inspector of Schools.

REPORT OF INSPECTOR W. O. ROTHNEY

FOR THE YEAR 1920-21

Sherbrooke, Que., July 1st, 1921.

Sir,—

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

SUMMARY OF STATISTICS

1.—Number of School Municipalities:	1920–21	
(a) Under Control of Commissioners	12	.....
(b) Under Control of Trustees	14	.....
Total	.....	26

2.—Number of Schools:		
(a) Elementary	73	
		73
3.—Number of Teachers:		
(a) Male Teachers	0	
(b) Female Teachers	73	
Total		73
4.—Average Salaries:		
(a) Female Teacher in Elementary Schools	$618.63	
5.—Number of Children of School Age:		
(a) Boys, 5 to 7 years, 239; Girls, 5 to 7 years, 196..	435	
(b) Boys, 7 to 14 years, 881; Girls, 7 to 14 years, 670..	1,551	
(c) Boys, 14 to 16 years, 144; Girls, 14 to 16 years, 162..	306	
(d) Boys, 16 to 18 years, 94; Girls, 16 to 18 years, 123..	217	
Total		2,509
6.—Number of Pupils Enrolled:		
(a) In the Elementary Schools	1,426	
		1,426
7.—Average Attendance: (in percentage):		
(a) In the Elementary Schools	74.2%	
		74.2%
8.—Classificatio nof Pupils:		
In Grade 1	440	
In Grade 2	189	
In Grade 3	224	
In Grade 4	215	
In Grade 5	179	
In Grade 6	97	
In Grade 7	80	
In Grade 8	2	
Total		1,426

My inspectorate includes the counties of Drummond, Richmond, Sherbrooke, Bagot, Shefford, except the townships of Shefford and Granby, and the towenship of Tingwick, in the county of Arthabaska.

RANKING OF MUNICIPALITIES

The inspectorate contains 26 municipalities, which in accordance with section 9 (m) of the regulations of the Protestant Committee, rank as follows:

Excellent.—Sherbrooke, Drummondville;

Good.—Asbestos, Melbourne Village, Orford, St. Elie d'Orford;

Fair.—St. Pudentienne (Town), South Stukely, South Durham, Melbourne and Brompton Gore, Cleveland, Durham township, Shipton, St. Francois Xavier de Brompton, South Ely, Ascot, Tingwick.

Poor.—St. Joachim de Shefford, Bromptonville, St. Pudentienne, (Township), New-Rockland, St. Pierre de Durham, Kingsey Falls, North Ely, Actonvale;

Unranked.—Windsor township, Pupils attend Superior School.

The educational efficiency of any municipality depends on three factors, (1) The average daily attendance at school as compared with the number of children of school age in the municipality, (2) the length of the school term, and (3) The efficiency of the teaching. The school population is now considered to consist of the children and youth of ages 5 to 18 years. The regulation school term is 10 months. And the standard of teaching efficiency set up in this report is the best teaching that is being done in the inspectorate in each subject. A municipality in which all the children and young people between 5 and 18 years of age were at school every day; in which the school term was 10 months; and in which the training in every subject was as good as the best in the inspectorate, would have reached the maximum of educational efficiency. It would have realized 100% of the educational standard here set up.

The following percentages show to what extent the various municipalities of the inspectorate have realized this ideal:

	%
Actonvale	15
Asbestos	58
Ascot	25-8
Brompton, St. F.-X. de—	35-2
Bromptonville, Statistics not available.	
Cleveland	70-1
Drummondville	36
Durham-South	38-5

Durham, St. P. de—.....31-1
Durham Tp. 32-4
Ely North 10-5
Ely South 23-7
Kingsey Falls 44-8
Melb. & Bpt. Gore 35-2
Melbourne Village 57-9
New Rockland 27
Orford 32-4
Orford, St. Elie 46-9
St. Joachim de Sh. 17-9
St. Pud'ne (town) 53-3
St. Pud'ne (township) 31-2
Sherbrooke 60-5
Shipton 32-2
Stukely South 35-2
Tingwick 31-2
Windsor Tp., pupils attend high school

It is evident from the above that the educational efficiency of municipalities vary greatly. North Ely with the lowest record in the inspectorate realized only a little over one-tenth of the standard, while Cleveland with the highest record realized a little over seven-tenths. The efficiency of some municipalities must be greatly increased if the children of the inspectorate are to receive their educational rights.

GENERAL REMARKS

City of Sherbrooke.—The city of Sherbrooke contains four protestant elementary schools, with a staff of 17 teachers, all ladies, an enrolment of 559 pupils, and an average daily attendance of 422. In comparison with last year these figures show an increase in the enrolment of 21 pupils, and in the average attendance, of 46 . The average daily attendance during the year was approximately 75-4% of the enrolment. 8 teachers hold model school diplomas and 9 hold elementary diplomas. The average salary of grade teachers is $1,115.38. The highest is $1,250, and the lowest is $850. One principal receives $1,600,

one $1,650, and each of the other two $1,800. All the teachers are competent and good work is being done in the schools.

A new salary schedule came into force this year, which materially increased the remuneration for teaching in the City. The schedule is commendable for its liberality, but as pointed out in my last years report, it is seriously defective in its arrangement. Recommendations for its improvement were made to the Board but they have not yet been adopted. So long as the scale of salaries remains on its present basis the maximum of teaching efficiency for the amount expended cannot be realized.

The Board has again been urged to appoint a superintendent of schools, but so far no action to that effect has been taken by the Board. Such an appointment, wisely made, would doubtless add much to the efficiency of the schools without any increase in cost. It is simply a matter of conforming to the principles of good management that always are to be observed in organizations where labors are complicated, specialized, and difficult. It was made clear to the Board that the appointment of a superintendent was not a matter of placing its powers in the hands of one man; but a question of how the Board could best exercise its power—whether directly, by doing the work itself, or indirectly through a trained executive agent. Ratepayers conversant with the most effective ways of getting things done will approve of the appointment of a superintendent of schools.

The free medical clinic, carried on under the auspices of the Red Cross Society, in cooperation with the school board, is still rendering valuable service.

RURAL SCHOOLS

School Term.—The average length of the term in rural schools during the year was 8.4 months. 3.2% of the schools were in operation 10 months; 55% 9 months; 32%, 8 months; and 5.3%, less than 8 months. 2 schools were operated as summer schools. They were found in St. Pierre de Durham, and St. Pudentienne (Canton). It is hoped that this type of school may be completely eliminated next year.

Attendance.—The average daily attendance in rural schools was 74% of the enrolment. Of pupils aged 7-14, 78.4% were enrolled. The average time which each pupil in the rural municipalities, aged 7-14, actually attended school was 48.7% of the school year. 39% of the schools in operation had an average daily attendance of less than 10 pupils. The pupils of 16 of these schools could have been conveyed to other schools.

Salaries.—The average monthly salary in the rural school for 1920-21 was $50.27 and the average yearly salary was $425.18. The highest salary paid was $60 per month, and the lowest was $35. The average monthly salary shows an increase over that of the previous year of $9.37.

Qualifications of Teachers.—28.5% of the rural teachers had no legal qualification to teach; 68% held elementary diplomas; and 3.5% held model diplomas. The engagement of only 8 of the 16 unqualified teachers was recommended by the Inspector. Of this class of teachers, 5 were reported "Poor" and 3 were reported "Incompetent". Of the 40 qualified teachers, 5 were reported "Poor", and 2 were reported "Incompetent". On account of the increasing number of inexperienced teachers, the average teaching efficiency in the rural school is lower than that of the previous year.

Physical Culture.—The following schools have been recommended for the four prizes awarded annually for proficiency in physical training; Asbestos Village teacher, Miss Fanny Frost; Cleveland No. 7, teacher, Miss A. I. B. Cooke; Melbourne and Brompton Gore, No. 8, teacher, Miss E. A. Duff; Ascot No. 2, teacher, Miss B. C. White.

Bonuses for Successful Teaching.—The following teachers were recommended as deserving bonuses for successful teaching: Misses Myrtle Bice, Jessie M. Armstrong, C. C. Hyde, Olive Bachelder, M. H. Mathews, Beryl S. Carson, E. E. Wilson.

The following teachers also secured results entitling them to bonuses but, owing to the Regulations forbidding two bonuses in succession, are this year debarred from receiving bonuses: Misses E. A. Duff, C. J. Healy, Fanny Frost, Alice Dresser, M. J. Weed.

Bonuses to Progressive Municipalities.—In recognition of progressive measures undertaken by the school board, the following municipalities have been recommended for the five bonuses awarded each year for marked improvement in educational conditions: St. Elie d'Orford, Melbourne and Brompton Gore, Cleveland, St. Pudentienne (Town), Melbourne village.

The complicated and stubbornly difficult problems that the rural elementary teacher confronts are not fully appreciated by many school boards and rate payers. Indeed men and women who are themselves well educated often regard the teaching of little children as a mere routine task, to be delegated to high school girls who need remunerative employment. At least one-third of the rural elementary teachers in the inspectorate would be disqualified to vote because of their youth, and yet school boards do not hesitate to delegate to them a responsibility in comparison with the privilege of the ballot is of trifling importance. The economic and educational wastage that results from this failure to appreciate the difficulties of teaching the rural elementary school is enormous. The money invested in education yields only a small percentage of the returns that would be forthcoming were the teaching population relatively stable and adequately prepared for its responsibilities. The failure of the elementary school to hold more than one-fourth of the children entering it, through the sixth grade, is to be charged largely against this unfortunate attitude towards elecentary education.

A radical revision of public attitude towards elementary school teaching seems to be essential to any adequate elementary training. The distinction between elementary and High School service is too pronounced in the difference of salary paid, and to some extent in the degree of training sought in the teachers. Moreover, the appointment to an isolated rural school needs to be made a distinctive honor, by providing a differential in salary that will counteract whatever superior attractiveness the urban service may present. The type of immature, transient, poorly-trained teacher that is threatening to become dominant in the rural elementary school should be eliminated by raising the standard of elementary education. This,

however, cannot be hoped for until the public recognize rural school teaching as at least equal in significance to any other branch of education. This fact ought to be apparent when it is remembered that the education of the majority of the voters of the next generation will be limited to that given in the elementary school.

I have the honour to be,

Yours truly,

W. O. ROTHNEY.

MACDONALD COLLEGE SUMMER SCHOOL

A Practical Two Weeks' Course of Inspiring Instruction in Public School Drawing.

PURPOSE AND PLAN

A very unusual opportunity is offered this year to teachers of Quebec for a practical and inspiring course of instruction in Art Education for Elementary Schools, to be held at the beautiful buildings of Macdonald College, Ste. Anne de Beaupre, Quebec. There are many grade teachers, specialists and supervisors who will welcome the opportunity to receive instruction of this kind. All the work will be so definitely and practically presented as to enable teachers to apply it in the teaching of drawing in their own class room.

LOCATION

Macdonald College is situated about twenty miles west of Montreal. Being on the main line of the Canadian Pacific and Grand Trunk Railroads, it is easily accessible from all points. The College buildings are situated at the junction of the beautiful St. Lawrence and Ottawa Rivers, one of the ideal situations for a Summer School on the American continent.

CONTENT OF COURSE

The close of every school year finds many ambitious teachers who desire greater efficiency and independence in teaching drawing in public schools This course in methods of teaching drawing, water color, pencil, design, etc., is planned to meet this demand. All the work given in this course will be graded and practical, so as to be helpful and suggestive to those who have had but little technical drawing. There will be no teaching of theory without application, and there will be no application without theoretical proof; there will be no theory which is beyond the grasp of any teacher; there will be no work required which is too difficult for teachers to execute. All of the work will be so practical that it can be developed in the class room with children. Many new and interesting materials will be employed which will contribute to the more effective and interesting teaching of drawing and industrial work. Special attention will be given to art instruction for rural and ungraded schools, as well as city and town schools. It is possible for boys and girls in our public schools to produce really beautiful work under the inspiration of an efficient teacher. This summer class is organized to help those teachers who wish definite assistance in their everyday class room work in drawing, the definite purpose being to offer an opportunity for educational advancement.

INSTRUCTOR

After a very careful consideration of most successful teachers of public school drawing work, we are fortunate to announce the appointment of Mrs. Florence G. Perkins, nee Goodenough, formerly Assistant Supervisor of Art, New York City, who conducted former summer school classes at Macdonald College.

DURATION OF COURSE

Those intending to take the course should arrive on July 31st—if possible before 4 p.m. The course will conclude on August 11th.

EXPENSES

Those attending will be accommodated in the College residences. The charge will be $1.00 per day, or $10.00 for the course, two in a room with single beds. There are a few single rooms, occupants of which will be charged $2.00 extra. Payment for board and lodging must be made in advance. There will be no tuition fee. Registration fee $1.00.

POSTAL ADDRESS

Macdonald College P. O,, Quebec, Canada.

RAILWAY STATIONS

Ste. Anne de Bellevue on Canadian Pacific and Grand Trunk Railways. The stations adjoin the College property and are five minutes walk from the main building.

DIRECTIONS ON ARRIVAL

Those arriving before 4 p.m. should report at once to Room 5, Main Building, where they will register and obtain information regarding room, etc. Those arriving later in the evening should go at once to the Men's or Women's Residence and obtain a room assignment from the Housekeeper, reporting next morning at Room 5, Main Building, for registration, etc.

SUPPLIES

Note books, pencils, pens and drawing material may be purchased at the College Book Shop.

GAMES

If you have them, bring rubber soled shoes, tennis racquet, golf clubs, etc.

The Summer School for Rural Improvement for Country Clergymen and others interested in the Rural Welfare will be held at the time. A circular of this will be sent on request.

Applications should be sent before July 1st, 1922 to:

DR. F. C. HARRISON,
Macdonald College P. O.,
P.Q.

A TRIBUTE TO THE VALUE OF BIRDS.

By HON. MANNING W. DOHERTY, Minister of Agriculture, Province of Ontario.

As the country becomes more thickly settled the question of the efficient protection of birds becomes more urgent. As the forest gives place to farms there is bound to be a diminution of those species which live only in the deep woods, and those species which live in open woodlands and in open country are brought into closer relation with man.

The true position of birds in relation to man is not generally or at all adequately recognized. If some species or even a few individuals of one species, manifest injurious tendencies this fact is at once noticed, but the good work which is carried on, quietly yet unceasingly, by the great majority of species passes almost unrecognized. There is also a good deal of misunderstanding in regard to the economic status of various species. Thus all hawks and owls are frequently condemned as injurious and are shot at every opportunity, though as a matter of fact we have in Ontario only two common injurious species of hawks and one injurious species of owl, while we have five common hawks and four common owls which are beneficial. These nine beneficial birds of prey are of inestimable value to the farmer in his warfare against injurious rodents. One of their principal items of food is mice, which do an immense amount of damage to agricultural products by eating grain, destroying the roots of grasses, thus sometimes ruining meadows, and by gridling young trees in orchards.

Another group of birds whose relationship to man is quite generally misunderstood are the woodpeckers. They are frequently complained of as injurious to orchards, since through faulty observation the work of the Yellow-bellied Sapsucker—that makes the series of round holes drilled

in the trunks and larger limbs of trees—is taken for that of the true woodpecker, such as the Downy Woodpecker, birds which perform a very valuable service for man, in extracting the wood-boring larvae which are destructive to trees.

The great majority of birds which inhabit our fields and orchards are highly beneficial. Thus 93 per cent of the food of the Phoebe consists of insects, chiefly of injurious species. Of the food of the Meadowlark 73 per cent consists of insects. The native sparrows, that is all species with the exception of that imported pest, the House Sparrow, are very valuable not only by reason of their insect-eating proclivities, but also because they destroy an immense amount of weed seed. The American Goldfinch consumes great quantities of thistle seeds. The swallows are ceaselessly active from daylight till dark gathering in flying insects of various species, including many species which are serious pests. The vireos and the warblers search each leaf and twig for the minute plant lice and the eggs of other kinds of insects. The nuthatches and the Brown Creeper explore the crevices in the bark and extract hibernating insects and their eggs. The Chickadee is also a diligent seeker after small insects and eggs and one Chickadee has been found to eat 1,028 eggs of the cankerworm in one day.

These few facts show the economic value of our birds, and to this we must add their aesthetic value—the joy which their gay plumage, interesting ways and beautiful songs lends to rural life.

VALUE OF BIRDS TO AGRICULTURE.

Prepared by V. W. JACKSON for HON. VALENTINE WINKLER, Minister of Agriculture, Province of Manitoba.

Birds prevent insect plagues. Plagues of locusts occur only in treeless and birdless countries like Egypt. Where birds are plentiful, insects are kept in check. The water-

fowl of the Mississippi valley save it from the Rocky Mountain locust. Blackbirds, plover, quails and prairie chicken have rescued Nebraska from crickets several times. Meadowlarks, kingbirds, cuckoos, grouse, killdeers, black terns and gulls have no doubt saved Manitoba from the devastating army worm, which, on several raids, never got farther than the southwest corner of the province. Grosbeaks, nighthawks, and quails feed upon potato bugs and slugs. The United States has spent millions in investigating the damage due to insects and the value of birds in checking that damage. The annual loss of crops and trees due to insects is thought to be nearly $700,000,000 in the United States, and $125,000,000 in Canada. Fifty thousand birds' stomachs have been examined by the United States Biological Survey, and it was found that over fifty different species fed upon destructive caterpillars, and fifty live upon destructive scale insects and plant lice. One Nighthawk's meal was found to consist of 340 grasshoppers, 52 bugs, 3 beetles, 2 wasps and a spider.

Robins take five ounces of food per day, Chickadees will eat 200 to 500 insects per day. Most birds take over 100 insects daily to feed their young, to keep up their high temperature, and supply energy for twenty active hours per day. Chester A. Reed gives the following figures for Massachusetts: 800 square miles x 640 x 5 insect eating birds per acre x 100 insects per day, equals 21,000 bushels of insects consumed per day in that small state. Five times that amount would be consumed in all probability in Manitoba.

Take a pencil and calculate the value of our birds to Manitoba. 47,000,000 acres of farm land x 3 birds per acre x 1½ ounces of weed seeds or insects per day x 150 days, bird season, equals 887,000 tons of pests destroyed each summer by our birds. (J. J. Golden).

Birds also consume great quantities of weed seeds. Our winter birds—and we have 43 species—live principally upon weed seeds. The Juncos start in early on Russian

pigweed, and the buntings, the redpolls, the winter grosbeaks, the jays and the sparrows. In Iowa, 10 sparrows to the square mile during the winter of 200 days, consume 875 tons of weed seeds. Forty species of sparrows in the United States are seed-eaters, 97 per cent of their food being weed seeds, 64 per cent of the food of the Mourning Dove is weed seeds, and 27 per cent of the Meadowlark's food is weed seeds.

Gophers and mice are bad, but they would be worse if it were not for hawks and owls; the hawks work by day and the owls by night. The Horned Owl will swallow a striped gopher entire. The bones and hair are then disgorged as pellets. Thousands of pellets are often found under the roosts of these owls. In the stomach of a young Horned Owl two weeks old, the remains of five mice were found. Three thousand skulls of gophers and mice were found in the retreat of a pair of Barn Owls. All the hawks are expert at catching young "Flickertails."

Our hawks are not as harmful as supposed. Thousands of stomachs of hawks have been examined by Fisher, King and Beal.

220 Red-shouldered Hawks. Less that 2 per cent. poultry.
65 Broad-winged Hawks: No trace of poultry.
320 Sparrow Hawks: No trace of pultry, but 101 mice, 224 insects, 52 birds, 12 reptiles.
124 Marsh Hawks: Only seven contained poultry, and 79 contained mice.

Rodents are the natural diet of hawks and only the Sharp-shinned, Cooper's, Pigeon and Goshawk maliciously attack poultry.

The Great Horned Owl or Cat Owl is the only one which attacks poultry, all others during their nightly prowling are great destroyers of mice and voles.

Unfortunately, we have seen how readily the canker-worm can destroy the Manitoba maple and plant lice destroy the elm. No doubt the wholesale destruction of our native maple in the south-western part of the province

was due to the scercity of birds on the area with fewer trees. The cankerworm never ravishes the maples in the "park country" or more thickly wooded area. Even shrubs afford a great protection for birds and in these perhaps half of our birds build their nests.

SUMMARY.

Insects, weeds and gophers hinder farming.
But for birds, farming woould be impossible.

Our Birds are—

Insect devourers;
Weed seed eaters;
Mice and gopher catchers;
Tree protectors.

Protect the Birds—

Spare the natural bluff or thicket.
Set out windbreaks or shelterbelts.
Put up birdhouses and feeding trays.
Birds like suet and water baths.

Copies of this pamphlet and others issued to further bird protection in Canada as well as copies of the Migratory Birds Convention Act may be obtained from the Commissioner, Dominion Parks Branch, Department of the Interior, Ottawa—M.B.L., 13, 1920.

Jugo-Slavia Bulges Into Adriatic.

"Ukraine tentatively slices off a corner of Russia, an area comparable to that of France. Jugo-Slavia is the architrave for a pediment of States that bear down upon the tripartite Kingdom of the Serbs, Croats and Slovenes until it fairly bulges into the Adriatic.

"A map of the New Europe visualizes some phases of geography more clearly than many pages of explanation. Obviously, a peninsular people have a preferred safety insurance in modern warfare. The 'freedom of the sea' seems to have a double entendre respecting the shores that reach out for its kindly protection.

"All Europe is a peninsula of Asia. Then again Western Europe is a secondary peninsula, pendant from Russia, its broad isthmus spanning the eastern boundaries of Poland and Rumania from the Black to Baltic Seas.

"Scandinavia, Denmark, Spain, Italy and Greece, therefore may be described as third degree peninsulas. The first three were aloof from the war; actual fighting did not penetrate far into the latter two.



DEPARTMENT OF PUBLIC INSTRUCTION

Quebec, Sept. 23rd, 1921.

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

Present:—The Honourable C. F. Delage, LL.D., Superintendent; The Rev. E. I. Rexford, D.D., LL.D., D.C.L., in the chair; Professor A. W. Kneeland, M.A., B.C.L.; Rev. A. T. Love, B.A., D.D.; Gavin J. Walker, Esq.; W. M. Rowat, Esq., M.D., C.M.; Howard Murray, Esq.; W. S. Bullock, Esq., M.L.A.; Rt. Rev. Lennox Williams, D.D.; Rev. Canon Harold H. Bedford-Jones, M.A.; A. Kirke Cameron, Esq.; Victor E. Morrill, Esq.; Honourable Geo. Bryson, M.L.A.; Chas. McBurney, Esq., B.A.; Sinclair Laird, Esq., M.A., B. Phil.; Marcus G. Crombie, Esq.; Professor Carrie Derick, M.A., and Miss Amy Norris.

The minutes of the last meeting were read and confirmed.

Apologies for unavoidable absence were submitted on behalf of W. L. Shurtleff, Esq., K.C., LL.D.; Robert Bickerdike, Esq.; The Honourable W. G. Mitchell, K.C., D.C.L., M.L.A.; Herbert Marler, Esq., N.P., and Sir Arthur Currie, G.C.M., K.C.B., LL.D.

The Secretary announced the appointment of A. K. Cameron, Esq., of Montreal, and Victor E. Morrill, Esq., of Sherbrooke, by an Order-in-Council under date of September 14th, 1921, as members of the Council of Public Instruction, to succeed Professor J. A. Dale, resigned, and the Honourable Sidney A. Fisher, deceased.

Dr. Love, on behalf of the sub-committee on the Distribution of Grants to Superior Schools reported that after careful consideration of the tabulated statements prepared by the Inspector of Superior Schools in accordance with

the recommendations contained in the report of the sub-committee which was presented and adopted at the meeting of the Protestant Committee on the 25th of February, 1921. Attention was called to the fact that the amount voted by the Legislature for the current year is $16,852, while last year it was $15,896. The other sources of revenue are practically unchanged. A basal grant has been awarded to each school, and all schools which obtained 60 percent or over at the June examinations have received a bonus, the amount of which was determined by the general percentage taken by the school. The differences in bonuses are less this year than they have been previously. The sub-committee recommended the allocation of the Grants in accordance with the scheme which follows:

FINAL REPORT—ADOPTED SEPT. 24th, 1921
SUPERIOR EDUCATION FUND

STATEMENT OF REVENUE, SEPTEMBER, 1921

Voted by the Legislature	$16,852.40
Interest on Jesuits' Estate Settlement Fund	2,518.44
Interest on Marriage License Fund	1,400.00
Marriage License Fees (net)	15,192.10
	$35,962.94

FIXED CHARGES

University School Leaving Exam'n	$ 500.00	
Assistant Examiners, June Exam'ns	1,500.00	
Printing Examination Papers, etc	600.00	
		2,600.00
Available for Distribution		$33,362.94

HIGH SCHOOLS (Academies)

	Enrolled IX, X, XI.	Presented	Passed	Failed	Percentage	General Percentage	Grant	Bonus	Total	
Ayer's Cliff	30	21	13	8	66	72	$ 300	$180	$ 480	
Aylmer	48	34	31	3	73	80	300	230	530	
Ascot	11	11	9	2	66	68	300	150	450	
Bedford	16	13	8	5	60	59	300	75	375	
Buckingham	31	24	15	9	67	69	300	160	460	
Coaticook	30	27	19	8	68	77	300	220	520	
Cookshire	45	39	20	19	60	68	300	150	450	
Cowansville	56	43	32	11	65	76	300	210	510	
Danville	37	29	23	6	70	75	300	200	500	
East-Angus	14	13	12	1	76	74	300	190	490	
Granby	26	25	23	2	75	86	300	270	570	
Huntingdon	94	82	76	6	75	84	300	260	560	
Inverness	22	15	6	9	61	62	300	100	400	
Knowlton	33	31	25	6	69	77	300	220	520	
Lachine	60	55	52	3	78	87	300	280	580	
Lachute	99	84	76	8	72	87	300	280	580	
Lennoxville	47	40	34	6	71	84	300	260	560	
Longueuil	39	32	23	9	66	72	300	180	480	
Macdonald	45	43	39	4	73	81	300	240	540	
Magog	38	32	25	7	68	67	300	140	440	
New Carlisle	23	17	7	10	60	—	300	100	400	Special
North Hatley	11	6	4	2	71	71	300	170	470	
Ormstown	43	42	37	5	73	83	300	250	550	
Outremont	87	71	65	6	79	89	300	295	595	
Richmond	71	66	48	18	68	75	300	200	500	
St. Lambert	59	40	39	1	78	87	300	280	580	
Shawville	42	37	21	16	64	71	200	170	470	
Sherbrooke	162	134	110	24	70	88	300	290	590	
Stanstead	85	55	39	16	65	...	.....	....	.....	Special
Sutton	48	37	15	22	58	71	300	....	300	
Valleyfield	13	13	6	7	59	70	300	....	300	
Verdun	45	31	20	11	66	83	300	250	550	
Waterloo	32	27	23	4	74	81	300	240	540	
Waterville	28	26	23	3	70	74	300	190	490	
West Hill (Coteau St-Pierre)	188	164	153	11	77	90	300	300	600	
Windsor Mills	12	11	3	8	55	59	300	....	300	
Totals	1770	1470	1174	296			10500	6730	17230	
Special High School										
Stanstead	.....	....	....	...	..	...	300	....	300	

INTERMEDIATE SCHOOLS (Model)

Name of School	Enrolled Grades VIII, IX, X, XI.	Presented	Passed	Failed	Percentage	General Percentage	Grant	Bonus	Total	
Arundel	24	24	15	9	66	78	$ 150	$130	$ 280	
Athelstan (Hinchinbrooke)	5	4	0	4	63	57	150	55	205	
Beebe	31	24	11	13	66	73	150	105	255	
Bishop's Crossing	18	11	11	0	74	78	150	130	280	
Brownsburg	6	4	3	1	70	69	150	85	235	
Bulwer	9	7	5	2	68	73	150	105	255	
Bury	34	29	26	3	76	84	150	150	300	
Campbell's Bay	15	9	6	3	68	71	150	95	245	
Clarenceville	20	15	8	7	64	68	150	80	230	
Compton	9	3	3	0	70	78	150	130	280	
Dixville	8	4	0	4	50	57	150	....	150	
Dunham	7	6	3	3	64	65	150	70	220	
Farnham	31	14	10	4	66	73	150	105	255	
Fort Coulogne	6	4	4	0	70	68	150	80	230	
Frelighsburg	3	3	0	3	53	54	150	....	150	
Gaspé	23	21	14	7	69	...	.....	....	.....	Special
Gould (Lingwick)	17	10	6	4	66	72	150	100	250	
*Greenfield Park	3	3	3	0	79	...	150	....	150	Special
Hatley	18	10	6	4	70	73	150	105	255	
Hemmingford	22	15	15	0	80	81	150	140	290	
Howick	45	30	26	4	73	82	150	145	295	
Hudson	10	5	3	2	65	73	150	105	255	
Hull	16	13	13	0	73	78	150	130	280	
Joliette	3	3	2	1	73	75	150	115	265	
Kenogami	1	1	1	0	81	80	150	135	285	
Kingsbury	7	7	5	2	71	73	150	105	255	
Kingsey	8	6	3	3	63	62	150	60	210	
Lacolle	11	8	8	0	79	70	150	90	240	
Lake Megantic	3	1	1	0	63	61	150	60	210	
La Pêche	10	6	0	6	44	54	150	....	150	
La Tuque	13	13	9	4	66	73	150	105	255	
Leeds	12	10	10	0	73	74	150	110	260	
Mansonville	8	5	3	2	65	67	150	75	225	
Marbleton	2	2	0	2	49	57	150	....	150	
Matapedia	9	8	0	8	55	...	.....	....	.....	Special
*Milan	13	11	8	3	71	...	150	75	225	Special
New Richmond	29	25	4	21	55	...	.....	....	.....	Special
Paspebiac	2	2	1	1	61	...	.....	....	.....	Special
Port Daniel Centre	7	6	2	4	62	...	.....	....	.....	
Rawdon	6	5	4	1	67	64	150	65	215	
Ste. Agathe des Monts	7	6	3	3	59	69	150	....	150	
St Andrew's East	13	9	9	0	78	76	150	120	270	
St. John's	11	8	5	3	63	68	150	80	230	
Sawyerville	22	22	21	1	74	77	150	125	275	

Scotstown	34	26	21	5	69	74	150	110	260	
Shawinigan Falls	10	7	6	1	73	77	150	125	275	
Shigawake	9	9	4	5	57	...	.....	....	.....	Special
South Durham	22	18	8	10	65	67	150	75	225	
Stanbridge East	10	7	5	2	65	64	150	65	215	
Thetford Mines	9	4	3	1	61	67	150	75	225	
Three Rivers	12	9	5	4	67	75	150	115	265	
Ulverton	7	6	3	3	65	65	150	70	220	
Way's Mills (Barnston)	4	4	2	2	61	66	150	70	220	
Totals	694	522	347	175			7050	4070	11120	

* Schools which have made application to be placed upon the list of Intermediate Schools.

SPECIAL INTERMEDIATE SCHOOLS (Model)

New Richmond	$ 150.00
Gaspé	200.00
Paspebiac	50.00
Port-Daniel Centre	100.00
Shigawake	150.00
Matapedia	150.00
	$ 800.00

SUMMARY

Reserved for Poor Municipalities from Marriage License Fees		$ 3,798.00
HIGH SCHOOLS (Academies):—		
Grants	$10,500.00	
Bonuses	6,730.00	
Grants to Special High Schools	300.00	
		$17,530.00
INTERMEDIATE SCHOOLS (Model):—		
Grants	$ 7,050.00	
Bonuses	4,070.00	
Grants to Special Intermediate Schools	800.00	
		$11,920.00
Total Amount Distributed		$33,248.00

On motion of Dr. Love, seconded by Dean Laird it was resolved that this Report be adopted, and that the Secretary be instructed to secure the approval of the Lieutenant-Governor-in-Council for the distribution of the Protestant share of the Superior Education Funds amongst the institutions named above and in the proportion recommended by the Report.

Mr. McBurney presented a report on behalf of the Course of Study sub-committee, showing that the present revision had been undertaken with a view to lessening the number of subjects taken in the superior schools and to rendering more efficient the work done in the subjects that were taken. It had been found that the work of the curriculum; especially that for Grade XI was so havy that it was impossible to do it thoroughly, particularly under the conditions obtaining in all the rural high schools. The over-loading of the curriculum in these schools had been largely due to the fact that the various faculties of the Universities. The School for Teachers, and the School Leaving Certificate required different preparation, so that if in the same High School there were pupils looking forward to Arts, Medicine, Law, Science, Agriculture, Teaching and the School Leaving certificate, the Principal was obliged to arrange for the teaching of six sets of subjects in some respects quite different.

After several conferences with the Universities, a large measure of success in the removal of these difficulties had been achieved. Most of the difficulty in the past centered around the subjects of History and Science. A solution has been found by making History a compulsory subject for entrance to all faculties of the Universities and to the School for Teachers, while Geography has been accepted by the Universities as one of the qualifying matriculation subjects in Science. A pupil may now take Geography alone, instead of that subject and Chemistry and Physics as well, for admission to any faculty of the

Universities and for the School Leaving certificate. This reduces a wide range of subjects to a reasonable minimum. The report recommended that therefor History be made a compulsory subject in all the grades of the High School course. And in view of the great value of this subject as a medium for training in Character and Citizenship the projected course in Character and Citizenship be not made a definite subject leading to an examination and compulsory in the higher grades. However, a Memorandum of Suggestions for the teaching of this latter subject is well advanced and will be submitted to the members of the Committee in printed form for criticism before being presented for adoption. The recommendations for this report were adopted.

In the absence of Dr. Shurtleff, the Secretary reported at his request for the sub-committee on Educational Campaigns. At a meeting held on the 2nd of July, a tentative scheme had been drawn up by the sub-committee, but since the announcement of the Federal elections it had become the opinion of the sub-committee that the Educational Campaign should be postponed until after the elections were over, and then held at the most favourable opportunity. This Report was adopted.

Dean Laird reported that the School for Teachers reopened on the 7th of September with a registration in the various classes as follows:—

Intermediate Class	113
Kindergarten Directors' Class	2
Elementary Class (First Term)	24
Partial Student from Newfoundland	1
Total	140

One other student will enter as soon as she recovers from illness.

The Secretary reported that the Summer School for Specialists in French had again been held in Montreal, with

an attendance of 24, of whom 22 were teachers in this Province. At the close of the session 12 Second Class certificates were issued to those in attendance, and 2 First Class certificates were granted to those who had attended last year, and had now fulfilled the requirements as to fluency of speech, which made it unnecessary for them to attend again.. He further reported in detail the efforts he had made with the concurrence of the Honourable Mr. Mitchell to secure a Supervisor of French Teaching in English schools in the entire Province, and that owing largely to the fact that suitable and efficient persons were now engaged and under contract until July 1st next, he had been unable to recommend an appointment, and had given up the hope of securing anyone for the current year. He hopes, however, to report more favourably at the February or May meeting of the Committee, and to have even this year a repetition of the arrangements for partial inspection such as obtained for the last three years. The action of the Secretary in this regard was, after discussion, fully approved, the opinion being general that the position is one of so great importance and so difficult to fill, that a delay is better than hasty action in order that an officer may be secured who can make the scheme for improving French teaching a real success.

The Secretary read a charge which was prepared by James Robb, Esq., as Chairman of the School Trustees of Valleyfield, affecting the status of Frederic C. Humphrey as a teacher. The Secretary reported that the substance of the charge had been communicated with Mr. Humphrey, and that he had made a reply thereto. After discussion, it was resolved that the Committee having heard the charge made against F. C. Humphrey by the Chairman of the Valleyfied School Board, refers the said charge to the Superintendent of Public Instruction with a request that he adopt the procedure laid down for such cases under Article 2550 R.S.Q., 1909.

The Secretary recommended that hereafter the papers in Grade 8 be examined and valued by the teachers of the

various schools, the said papers to be printed and distributed as before. The recommendation was adopted.

The Secretary further recommended that the Committee withdraw by resolution the exemption to teach in public schools without diploma, under the provision of Article 2586 R.S.Q., 1909. After discussion, it was unanimously resolved that the Protestant Committee of the Council of Public Instruction under authority of Article 2586 R.S.Q., 1909, Paragraph 2, hereby declares that the exemption given under the first paragraph of this Article to Protestant Ministers be no longer enjoyed.

A letter from the Central Board of Examiners was read alleging that conditions under which professional training is given in our universities require improvement, and asking for the adoption of regulations that will secure more adequate training than is now given to candidates for a High School Diploma. The following sub-committee was appointed with instructions to make a study of the whole question, and to have conferences with the representatives of the two universities and the Central Board of Examiners, and to report at a subsequent meeting. Dr. Rexford and Dr. Parmelee representing the Department of Public Instruction, Mr. Murray, Dr. Hersey, Dr. Shurtleff and Mr. McBurney.

A letter from the Department of Public Instruction was read suggesting:

(a) That the regulations of the Committee should more definitely state what are the duties, responsibilities, and powers of the Dean of the School for Teachers in regard to the discipline of the school, and in regard to all matters that by law come under the purview of the Committee

(b) And further, that the Committee consider in conference with the Department the relation of the School for Teachers to the various bodies that have to do with its control directly and indirectly, such as the Department of Public Instruction, the Teachers' Training Committee, the

Central Board of Examiners, Macdonald College, and McGill University.

After discussion, questions raised by this letter were referred to the sub-committee just mentioned for consideration and report.

Mr. J. Harold McOuat appeared before the Committee by permission, to urge that the School Fairs, which latterly have been held under the control of the Department of Agriculture along with the ordinary Fall Fair, should be placed under the control of the Department of Education and held separately from the Agricultural Fair, in order to emphasize the educational feature and its force. A sub-committee consisting of Messrs. Cameron, Morrill, Dr. Rowat and Murray was appointed with instructions to confer with the interested parties and to report at a later meeting; Mr Murray to be Convener of the sub-committee.

Miss Norris, the Teachers' representative reported that 82 teachers passed successfully the course provided in English by McGill last winter and received a certificate declaring that they had attended the course in English of First Year, being a full course in the B. A. curriculum. Her request that the Protestant Committee ask McGill to provide an extra-mural course for teachers was not acceded to.

A letter from Mr. E. Montgomery Campbell asking that Chemistry or Physics be taken in certain schools in place of Geography for entrance to the School for Teachers, this option to apply only to schools properly equipped to teach these subjects. The Committee declined to consider the making of any alterations in the Regulations during the current year, and referred the request to the Course of Study Committee for a report at the next meeting.

The Secretary communicated to the Committee the contents of a note he had received from Major Ney in regard to the appointment of a Secretary for the National Conference on Education, but no action was taken by the Committee in regard to the matter.

It was moved by Dean Laird, and seconded by Dr. Love and resolved: "That the Secretary be authorized to expend a sum not greater than $500.00 to cover the expenses incurred in the conduct of the Kindergarten Assistants' Course in Montreal in co-operation with the Protestant Board of School Commissioners of that City."

The meeting then adjourned until Friday, Nov. 25th, unless called earlier by order of the Chairman.

G. W. PARMELEE,
Secretary.

E. I. REXFORD,
Chairman.

NOTICES FORM QUEBEC OFFICIAL GAZETTE.

His Honour the Lieutenant-Governor has been pleased, by Order-in-Council dated the 25th of October, 1921, to detach from the school municipality of Saint-Vincent d'Adamsville, county of Brome, the lots Nos. 16, 17, 639 and 640 of the official cadastre of the parish of Adamsville, and to annex them to the school municipality of Saint-Alphonse, county of Shefford.

His Honour the Lieutenant-Governor has been pleased, by Order-in-Council dated the 25th of October, 1921, to annex to the school municipality of Saint-Charles-Borromée, county of Chicoutimi, the lots Nos. 28 to 50, inclusively, of range IV of the township of Bourget; said lots belonging to no organized school municipality.

His Honour the Lieutenant-Governor has been pleased, by rder-in-Council dated the 25th of October, 1921, to detach from the school municipality of Northfield, county of Hull, the lots Nos. 16, 17, 18, 19, 20, 22 and 23 of range A, and to annex all the above territory to the school municipality of Gracefield, same county.

His Honour the Lieutenant-Governor has been pleased, by Order-in-Council dated the 25th of October, 1921, to erect the township of Langis, county of Matane, into a distinct school municipality, under the name of "Saint-Vianney"; the said territory not having been previously organized into a school municipality.

His Honour the Lieutenant-Governor has been pleased, by Order-in-Council dated the 14th of November, 1921, to appoint Mr. Louis Amédée Menard, school commissioner for the municipality of the village of Bonsecours, in the county of L'Islet.

His Honour the Lieutenant-Governor has been

pleased, by Orders-in-Council dated the 15th of December, 1921, to appoint:

Adelard Fournier and Johnny Vigeant, school commissioners for the municipality of Saint-Mathias, in the county of Rouville.

Louis Bergeron, school trustee for the municipality of Dixville, in county of Stanstead.

His Honour the Lieutenant-Governor by an Order-in-Council dated December 15, 1921, has been pleased to detach from the school municipality of Harricana, county Temiscamingue, the ranges 9 and 10 of the township of Lamotte and to annex them to the school municipality of Lamotte, the same county.

This annexation will take effect July 1, 1922.

His Honour the Lieutenant-Governor by an Order-in-Council dated December 15, 1921, has been pleased to annex ranges 8 and 9 of the township of Kiamika, county of Labelle, to the schol municipality of Kiamika, the same country; those ranges not belonging to any organized school municipality.

His Honour the Lieutenant-Governor by an Order-in-Council dated December 15, 192., has been pleased to detach from the school municipality of Sainte-Angele-de-Mérici, county of Matane, the lots Nos. 229 to 247, inclusive, of the official cadastre of the parish of Sainte-Angele-de-Mérici and to annex them to the schol municipality of Saint-Joseph-de-Lepage, the same county.

This annexation will take effect May 1, 1922.

His Honour the Lieutenant-Governor has been pleased by Order-in-Council dated the 5th of January, 1922, to appoint Edouard Richard and Benoni Blanchette school commissioners for the municipality of the township of Boyer, in the county of Labelle.

His Honour the Lieutenant-Governor has been pleased by Order-in-Council dated the 21st of January, 1922, to appoint Mr. Richard Conway, school commissioner for the municipality of Riviere-aux-Pins, in the counties of Quebec and Portneuf.

His Honour the Lieutenant-Governor has been pleased by Order-in-Council dated the 25th of January, 1922, to form a separate school municipality, under the name of Saint Christophe, with the following territory, situated in the county of Temiscamingue;

The lots Nos. 31 to 62, inclusive, of ranges 1, 2 and 3; the lots Nos. 29 to 62, inclusive, of ranges 4 and 5; the lots Nos. 21 to 32, inclusive, of ranges 6, 7, 8, 9 and 10, all of the township of Trecesson. These lots not forming part of any organized school municipality.

His Honour the Lieutenant-Governor has been pleased, by Order-in-Council dated the 25th of January, 1922, to detach from the school municipality of Templeton-East, county of Hull, the south half of the north half of the lot No. 12 of the second range of the township of Templeton and to annex it to the school municipality of the village of Templeton, same county.

His Honour the Lieutenant-Governor has been pleased, by Order-in-Council dated the 25th of January, 1922, to form a separate school municipality, under the name of Saint-Jean-l'Evangeliste, with the whole of the township of Begin, situate in the county of Chicoutimi; the said township not forming part of any organized school municipality.

His Honour the Lieutenant-Governor has been pleased, by Order-in-Council dated the 7th of February, 1922, to erect the whole of the township of Launay, county of Temiscamingue, into a separate school municipality, under the name of "Launay."