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SYNOPSIS OF THE PENSION LAWS.

Prepared by Mr. Cockfield and Miss Clarke, Pension Commissioners, 1912.

1. Those eligible for pensions must be Officers of Primary Instruction.

2. The words "Officers of Primary Instruction" mean every person certificated by the Province of Quebec, who has the direction, administration or supervision of one or more classes or educational institutions under the control of School Commissioners or Trustees, school inspectors, professors and teachers of normal schools, male or female, certificated teachers teaching in an institution under the control of School Commissioners or Trustees, or in those subsidized by them or by the Government out of the funds voted for education; but does not include members of the clergy or of religious communities, or professors in colleges or universities.

3. Application for a pension should be made to the Superintendent of Public Instruction, Quebec, before November 1st on blanks furnished by the Department. Applications received after that date will be only considered the following year.

4. An annual pension is obtainable at the age of 56 by an officer of Primary Instruction who has taught during a term of 20 years or upwards based upon the average salary received by him during the years he has taught and for which he has paid the stoppages. Such officer, however, may discontinue teaching at the age of 50 but cannot begin to receive his pension until he has reached the age of 56.

5. The pension of every officer who has contributed to the pension fund for more than 35 years shall be based on

the average salary of the 35 years when his salary was the highest; but in the case of a female officer such pension shall not exceed 90 p.c. of the average salary for the ten years during which she received her highest salary.

6. No pension shall exceed the sum of \$805.

7. After 20 years service every officer of Primary Instruction whatever be his age may receive a pension when enfeebled health renders it impossible for him to continue teaching. Such enfeebled health must be certified to by a physician annually until the pensioner reaches the age of 56. Forms for this purpose are supplied by the Department of Public Instruction.

8. After ten and less than twenty years service an officer who is obliged to retire from teaching owing to ill health may be repaid the sums which he paid into the pension fund without interest. But an officer who after having been so repaid the sums by him paid in to the pension fund again takes up teaching shall recover his rights to a retiring allowance on returning to the pension fund the sum received by him, within the five years next after his again taking up teaching. Such repayment may be made in five equal and annual payments.

9. In the case of an officer's death during the said term of from 10 to 20 years the repayment shall be made to his heirs.

10. In the case of an officer's death after twenty years of service his heirs shall be entitled to his pension for the current six months.

11. The time passed in teaching since the officer reached the age of eighteen may be included in the years of service when the amount of the pension is fixed.

12. The years during which an officer taught outside of the Province cannot be counted among those which entitle him to a pension.

13. An officer in applying for a pension shall establish that he has served as such during two in the five years preceding his application for a pension.

14. An officer who has not paid the extra 1 p.c. stoppage to secure a pension for his widow may pay it on or before June 30, 1913.

15. If the widow of an officer marries she forfeits her pension.

16. A widow is not allowed to pay the stoppages which her husband neglected to pay in to the pension fund.

17. Any officer who neglected to pay the stoppages for the years previous to 1880 may pay them before July 1, 1913.

18. An annual grant not exceeding \$22,000.00 is made to the fund by the Government of the Province.

19. If in any years the revenue exceeds the expenditure, the pensions of male officers under \$300.00 may be proportionately increased.

20. The pension of an officer shall run from the day on which his salary ceases.

21. The pension of a widow shall run from the day following the death of her husband.

22. Unclaimed pensions shall be struck from the books after three years.

23. Heirs of pensioners and of officers who have served more than ten and less than twenty years must establish their rights within three years from the death of the person whom they represent.

24. An officer who teaches in a private school with the authorisation of the Superintendent may pay stoppages on his salary to secure a pension.

25. An officer who has taught in a private school without the authorization of the Superintendent may before July 2, 1913, pay a stoppage 5 p.c. on his salary for the years before 1910-11.

26. The salary of officers in private schools on which stoppages may be paid according to No. 25 are as follows:—

Males in Elementary Schools in towns	\$400	; in country	\$250
Females in Elementary Schools in			
towns	200	; in country	125
Males in Model Schools in towns	500	; in country	300
Females in Model Schools in towns	250	; in country	150
Males in Academies in towns	600	; in country	400
Females in Academies in towns	300	; in country	200

27. Every pensioner must be visited and reported upon annually by a school inspector.

28. The pension of every male officer shall be 2 p.c. of the average salary for each year of service up to 35 years.

29. The pension of every female officer shall be 3 p.c. of the average salary for each year of service up to 35 years but such pension must not exceed 90 p.c. of the average salary during the ten years when her salary was the highest.

30. If an officer has taught over 35 years his pension is based on the 35 years when his salary was the highest.

For further information please communicate with

MARGARET CLARKE,
H. M. COCKFIELD,

Pension Commissioners.

Administrative Commission of the Pension Fund for Officers of Primary Instruction.

Meeting of December 7th, 1911.

Present:—The Honorable Boucher de La Bruere, Superintendent of Public Instruction, President of the Commission; Mr. John Ahern, of the City of Quebec, delegate of the Convention of Roman Catholic Teachers of Quebec; Mr. J. N. Perrault, of the City of Montreal, delegate of the Convention of Roman Catholic Teachers of Montreal; Mr. H. M. Cockfield, and Miss Margaret Clarke, of the City of Montreal, delegates of the Provincial Association of Protestant Teachers.

The minutes of the meeting held in Montreal on June 26th, 1911, were read and approved.

The Secretary of the Commission submitted the following report:

To the Members of the Administrative Commission of the Pension Fund for Officers of Primary Instruction.

Your secretary has the honor to make you the following report:

Pensioners who resumed teaching in the month of September, 1911:—

Gingras, Celina, aged 68 years.....	\$ 75.00
Amyot, Philomene, aged 67 years.....	75.00

Guillemette, Mrs. Frs., aged 62 years.....	75.00
L'Herault, Nathalie, aged 41 years.....	75.00
Ferland, Odelie, aged 40 years.....	153.33
	<hr/>
Total	\$ 453.33

Pensioners who died since November, 1910:—

Campbell, Jane, aged 83 years	\$ 322.78
Geffrard, Elzire, aged 83 years.....	107.42
Logan, S. M., aged 86 years.....	40.00
Landrian, M. Ant., aged 82 years.....	118.08
Begin, Desire, aged 78 years.....	465.00
Lemire, Mrs. Jos., aged 80 years.....	70.40
Dagenais, Mrs. Barth, aged 77 years.....	92.13
Lachance, Severin P., aged 76 years.....	120.13
Toutant, Mrs. Ed., aged 76 years.....	115.80
Lucier, Ludger, aged 74 years.....	429.24
Etu, Pierre, aged 73 years	44.60
Hebert, Zelia, aged 71 years.....	75.00
Hamel, Mrs. Chas., aged 70 years.....	75.00
Lapalme, Eulalie, aged 69 years	96.12
Guilbault, Mrs. Jules, aged 63 years.....	72.12
Lariviere, Elise B., aged 66 years.....	162.54
Ringuet, Lazarine, aged 65 years.....	87.56
Vaillancourt, Mrs. L., aged 65 years.....	53.19
Normandeau, Celaire, aged 62 years.....	190.17
Demers, Mrs. Oliver, aged 61 years.....	75.00
Lacroix, Widow A. D., aged 61 years.....	426.04
Bergeron, Hermeline, aged 62 years.....	27.93
Masse, Euphemie, aged 56 years	121.34
Bourgeois, Leonide, aged 52 years	82.05
Leduc, Eliza, aged 50 years	118.66
	<hr/>
Total	\$3,588.30

I have examined the reports of the school inspectors and the medical certificates submitted in 1911, and have the honor to report that they are complete and to recommend that the pensions paid in last year be continued for the present

scholastic year, with certain exceptions. Sixteen pensioners residing outside of the Province of Quebec, have not as yet submitted the necessary sworn statement.

Sixty-five pensioners have not yet been visited by the Inspectors.

Two pensioners have not submitted the necessary medical certificate. They will receive their pension when a satisfactory certificate is produced.

Pensioners who are absent from the Province should submit the declaration which has been asked for before being paid their pension.

When applied for with the necessary proofs, the pensions of those pensioners who are over fifty-six years of age and who have not been visited by the Inspector, will be paid.

The pensions of the remaining pensioners who have not yet been visited, will be paid as soon as a favorable report is received from the Inspector of the district.

The whole respectfully submitted,

Secretary.

Quebec, December 5th, 1911.

The report was adopted.

The following was then submitted to the Administrative Commission:

1. Mrs. Auguste Miville, aged 42 years, submitted last year an application for pension in support of which she furnished a medical certificate to the effect that she was about to be confined, but indicating no further illness. Her application was rejected. The physician afterwards stated that through oversight the certificate was incomplete, and submitted a new certificate to the effect that Mrs. Miville was suffering from a serious complaint.

But it appears by this certificate and by admission of Miss Miville that she married one year after retiring from teaching and that it was only after said marriage that she commenced to suffer from the complaint referred to.

As it does not appear that she retired from teaching because of ill health, but simply to contract marriage, the Administrative Commission could not grant her application.

2. Mrs. Octave Cote, aged 65 years, a pensioner since 1908, has carried on an independent school. She received a grant from the superior education fund since becoming pensioner, and holds that she has a right to both the pension and the grant.

The Commissioner decided that her pension could not be paid so long as she received a grant.

3. Miss Rosa Baker Edwards, teacher holding an academy diploma, asks that she be allowed to pay stoppages on the salary which she received while teacher of gymnastics only, and that these years of service count for her pension.

The request was granted.

4. Mrs. Widow Alexis Lachambre, whose present age is 51 years, has taught during 22 years. In 1909 she made an application for pension and submitted a medical certificate which was referred to Dr. Cleroux of Montreal. The report of the latter and a certificate from Dr. Laurent was submitted last year, and Mrs. Lachambre was granted a pension for one year only, 1909-10.

She submitted this year a new medical certificate to the effect that she is still in bad health and incapable to resume teaching and applies for her pension.

The Commission decided to grant the application of Mrs. Lachambre.

5. Mr. Thomas S. Banks, teacher of Montreal, teaching in a school under the control of the Roman Catholic School Commissioners of Montreal, is desirous of having the salary which he receives from the St. John the Baptist Society and the Alliance Francaise for night classes, count towards his pension.

The Commission was unable to grant this application, in view of article 13 of its regulations.

6. Inspector L. A. Guay refused to visit Mrs. Josephine Laroche, pensioner, aged 53 years, who resides in his district of inspection, for the reasons already given by him. The Commission can not consider these reasons admissible. A satisfactory medical certificate was submitted by Mrs. Laroche.

The Inspector will make the visit, and if his report proves favorable Mrs. Laroche will be paid.

7. As the report of Inspector McOuat, who visited Miss Martha Scott, pensioner, is not clear regarding the seriousness of her illness, the Commission ordered the return of the medical certificate submitted in order to have it completed.

8. Mr. Cleophas Gendreau taught during nineteen years as a friar in the Christian Brothers School.

He asks permission also to pay stoppages on his salary for these years.

He asks permission also to pay stoppages on the advantages which he has since received while teaching in schools under control, and which he neglected to have estimated by the school inspector each year.

The Commission was unable to grant his application.

9. Mr. Ovide Roy taught, at Caughnawaga, the school for Indians which is under the control of the Federal Government. He asks to be allowed to pay stoppages on the salary which he received.

The Commission decided to allow him to pay stoppages on the amount of salary fixed for an independent school.

10. Miss Marie Louise Pepin, teacher, secretary of the Roman Catholic female teachers' association, Quebec section, asks:—

“If, in virtue of the amendment adopted at the last session of the Legislature, all female teachers at the date of their retirement have the right to count for their pension the thirty-five years during which their salary was the highest; or whether this amendment applies only to female teachers who shall retire in the future. In the latter case she asks the Administrative Commission to suggest an amendment to the effect that the law shall apply to female teachers who are now pensioners.”

The Commission decided that the law passed at the last session is not retroactive, and that it is not within the powers of the Commission to suggest amendments to the law which regulates the pension fund.

The Commission after having taken into consideration the new applications for pension and the documents in support of each individual case, ruled and ordered as follows.—

1. The following persons having taught during twenty years or more and being at least fifty-six years of age, are

entitled to their pensions and payment thereof is ordered.—

Mrs. Sifroid Dufour, (nee) Olympe Harvey, Mrs. Jean Larochelle, (nee) Philomene Coulombe, Mr. P. C. Gagnon, Mrs. J. B. Carbonneau, (nee) Philomene Paquet, Mr. Fred. William Kelly, Mr. J. Honore Rondeau, Mrs. Narcisse Rivest, (nee) Azeline Richard, Mrs. Ls. E. Therriau, (nee) Euphemie Ouellet, Mrs. Nazaire Laberge, (nee) Agnes Boulianne, Miss Hermine Caron, Miss Olive Lefebvre, Mr. P. J. Ruel, Mrs. E. Sabourin, (nee) Philomene Landriau, Mr. Frs. Lienard, Miss Marie Rachel Herbert, Mrs. Francois Guillemette, (nee) Elizabeth Gagne, Miss Margaret Jane Wilson, Miss Sarah H. Shanks, Mrs. Fortunat Loubier, (nee) Philomene Rodrigue, Miss Cleophee Otis, Mrs. Ophidie Levesque, (nee) Fraser, Mr. J. Theophilus Anderson, Mr. J. S. Teasdale, Miss Marie Rosalie Parent, Mrs. Oliver Cloutier, (nee) Vitaline Belanger, Miss Veronique Hudon Beaulieu, Miss Margaret S. Simpson, Miss Sarah Landry, Mr. W. Thompson, Mrs. Philippe Paris, (nee) Eusebie Picard.

2. The following officers having taught at least twenty years and established that they are unable longer to teach because of ill health, will receive their pensions:—

Miss Angeline Artemise Dion, Miss Nathalie Gagne, Miss Marie Emelie Bittner, Miss Josephine Ouellet, Mrs. Stanislas L'Aitres, (nee) Georgiana Fortier, Miss Laure Gravel, Miss Malvina Gingras, Miss Praxede Fafard, Mrs. Louis Joseph Boispoli, (nee) Genevieve Delaney, Mrs. Joseph Beauregard, (nee) Emilie Picard, Mrs. Edouard Deschenes, (nee) Metaide Pelletier, Miss Euphemie Chebard, Miss Denise Morisset, Miss Georgina Forest, Mr. Wilfrid Meloche, Miss Philomene Beland, Miss Arthemise Corriveau, Miss Ernestine Lecompte.

3. Pension is granted for one year only to the following officers:—

Mr. Edmond Delorme, Miss Delphine Taillon, Miss Virginie Girard, Miss Adeline Beaudoin, Miss Lauda Pressee.

4. Pension is granted to the officers whose names follow, but will be paid only when they reach the age of 56 years:—

Miss Georgina Hunter, Miss Zenaide Croteau.

5. The following persons will submit to an examination by a physician named by the Superintendent, and if it is established that they are unable to teach owing to illness, or danger to health, they will receive their pension:—

Miss Virginie Verreault, Miss Josephine Laliberte, Mrs. Joseph Plante, (nee) Josephine Boutin, Mrs. Chas. Prevost, (nee) Josephine Rouillard, Miss Marie Louise Becotte, Miss Mathilde Beaubien, Miss Georgina Faucher, Miss Adelia Bouffard, Miss Florida Boudreault.

6. The application for pension of the following officers is refused:—

Mrs. J. B. Fournel, (nee) Mathilde Gravel, Miss Jane A. Holyon, Miss Alice Alias Delima Lapierre.

The Commission then examined the new applications for refund of stoppages made by officers who have taught more than ten and less than twenty years, and granted those made by the following persons:—

Mrst. J. B. Caron, (nee) Celeste Martin, Mr. Chas. Price Green, Mrs. Pierre Simard, (nee) Elmire Tremblay, Miss Anna Gauthier, Miss Agnes Oswald Dudts, Miss Alvine Dumas, Mrs. Joseph Philippe Courtois, (nee) Pauline Dumont, Lazarine Betie, Miss Mary Brown, Miss Louise Flora Bellerose, Mrs. Fortunat Labonte, (nee) Germina Dubeau, Miss Calixte Alexina Letourneau, Miss Lucis Boucher, Miss Ida M. E. Vivian, Miss Amanda Lacharite, Miss Rosanna Pion.

The Commission directs that another physician be consulted in regard to the inability of Miss Anna Delisle to resume teaching.

Mr. Perrault moved: "That this Commission would be pleased to see the Government accede to the application of the Teachers' Association to have the annual pension grant increased by \$5,000, to be used to increase the pensions of those male teachers who now receive a pension of less than \$300, it being always provided that the pension so increased shall not exceed \$300."

The motion was adopted, Mr. Cockfield and Miss Clarke while declaring themselves favorable on principle, declined to vote not having received instructions in the matter from the Association which they represent.

Mr. Perrault moved that the annual salary of the Secretary of the Commission be fixed at \$450.00.

And the Commission adjourned.

AVILA DE BELLEVAL,

Secretary.

COST OF CRUELTY.

(From 'Our Dumb Animals.')

According to a recent statement by Dr. William R. Callicotte, the Colorado State Superintendent of Moral and Humane Education, the United States loses annually through cruelty to dumb beasts \$2,000,000,000. He declares that such cruelty not only causes this immense economic loss to the country but is also one of the chief causes of crime.

'Unless children learn to feel for the sufferings of animals we may be sure they will never lead helpful, upright lives when they become older. They must be sensitized to suffering, and the best way to arouse the best in them is to appeal to them to aid animals which cannot aid themselves. When every child has learned to be thoughtful of these friends we will no longer need prisons and fines, for there will be no criminals.'

Dr. Callicotte goes on to say that we lose annually \$200,000,000 from mistreatment of cattle, the same amount for not caring for horses, \$150,000,000 from giving dairy cows insanitary quarters and poor food, and \$800,000,000 because of the destruction of birds. If proper treatment were accorded these creatures, he claims, the cost of living would be reduced 25 percent. and we would also be able to prevent 50 per cent. of the diseases which ravage the country.

PICTURES.

Pictures on the walls of our school-rooms mean pictures on memory's walls. A good and great picture is the exhibition of a good and great thought. We need not fear that the

boys and girls will not see and appreciate the thought in the pictures to the intended intent of influencing them in the direction of the central saving graces of the pictures.

Many good thoughts have been born by coming in contact with good pictures and, by virtue of this, impulses have been so awakened and strengthened as to respond to the good with gladness and shrink from the evil in disgust.

No one ever heard of any good coming from bare and unclean walls. In the very nature of things, they invite barren and unclean thoughts and suggest disorder. If good thought comes to boys and girls under those conditions it is because the god which has hold of them is stronger than external influences. However, it is dangerous and oftentimes very costly to put internal good against external evil where the contestant on the one side is young and inexperienced.

To those who are seemingly well supplied with pictures, it is suggested to get one of the really great masterpieces to speak to the boys and girls.

—Canadian Leader, Ontario.

LIABILITIES.

Every school in Canada should have a reasonably good school library. The library must be used judiciously and needed volumes must be added from time to time. The boys and girls need a library full of genuine friends.

“A book is a friend; a good book is a good friend. It will talk to you when you want it to talk, it will keep still when you want it to keep still—and there are not many friends who know enough to do that. A good library is a collection of good friends.”

Many of the libraries of this country are somewhat short yet in reference works and in supplementary readers. The looking-up movement in our schools needs awakening, but it cannot be stimulated successfully unless we provide the schools with good reference books. The investigating propensities of boys and girls should not be made dormant by refusing them fields of investigation. When pupils cry for bread, we must provide it, because the cry is one of need.

If we will not heed just cries and tax our ingenuity to answer them, some one who can will be willing to take our place and fill it full.

It is not encouraging and inspiring to go through readers again and again. Each school should own several sets of supplementary readers for each grade, so that when the last pages of the basal readers have been reached, the supplementary readers may be taken up and mastered in turn. This mode of procedure will insure continued interest and profit throughout the entire course of reading in each grade, and will also vouchsafe satisfactory reading in the next higher when promotions are made. It is not right to kill the interest and mar the progress of boys and girls by giving them stale things.

"He who is silent is forgotten; he who does not advance, falls back; he who stops is overwhelmed, distanced, crushed; he who ceases to grow greater, becomes smaller; he who leaves off, gives up."—Canadian Teacher, Ontario.

THE BOY WITH THE HOE.

Say, how do you hoe your row, young chap?

Say, how do you hoe your row?

Do you hoe it fair,

Do you hoe it square,

Do you hoe it the best you know?

Do you cut the weeds as you ought to do,

And leave what's worth while there?

The harvest you'll gather depends on you,

Are you working it on the square?

Are you killing the noxious weeds, young chap?

Are you killing it straight and clean?

Are you going straight

At a hustling gait?

Are you scattering all that's mean?

Do you laugh and sing and whistle shrill,

And dance a step or two,

As the row you hoe leads up the hill?

The harvest will rest with you.

—New York Sun.

THE WORLD'S LARGEST EGG.

The largest egg in the world has been on exhibition at the Museum of Natural History in New York. It is the egg of the *Aepyornis*, is six times larger than an ostrich egg, and has a capacity of two gallons, or that of one hundred and fifty hens' eggs. The shell is almost one-eighth of one inch thick, lengthwise circumference two feet, eight inches, and two feet two inches around the middle.

The bird laying the egg is extinct. It was a huge wingless creature living in Madagascar, and is described as the largest and most formidable bird of prey that ever trod the earth." In life it is variously estimated that it stood from seven to twelve feet high. Several centuries ago they were quite abundant, and though none of the present generation in Madagascar saw the bird in life they have for many years used the egg shells in a number of ways for domestic use.—Rod and Gun.

WHY A CAT FALLS ON ITS FEET.

A Scientist has constructed an ingenious model to show why a cat in falling invariably alights on its feet. This model, roughly speaking, consists of a cardboard cylinder wherein are stuck four rods to serve for legs, together with a tail devised on similar principles. The object of the experiment is to show that a feline's peculiar faculty depends on the rotation of its tail with sufficient vigor.

This faculty is specially developed by climbing and leaping animals, such as members of the cat tribe, monkeys, squirrels, rats, and most lemurs. As already stated, the tail plays an important part in the turning process. According to the investigator, all tree-inhabiting monkeys have long tails, and there is not the slightest doubt that these tails are of great aid to all climbers in enabling them to turn in the air. The tail also as a balancer, as evidenced in the case of a squirrel, which may be seen walking along a tightly stretched wire or string, swinging its tail from side to side, much after the manner of a tight-rope walker balancing himself with a pole.—The London Globe.

"Curved is the line of beauty;
 Straight is the line of duty.
 Walk by the last, and thou shalt see
 The other ever follow thee."
 "If I have done my very best,
 And you've done your best, too,
 The angels watching o'er our rest
 Will smile when day is through,
 And all the night be sweet and blest
 If we have done our very best."
 What you go to school to learn
 Never spurn.
 What you labor hard to earn
 Never burn.
 Strong hands, head, heart,
 You have much to do.
 Count heath Nature's wealth
 The world needs *you!*

"Goodness is the cement of society. Good, honest, Christian people are the backbone of every community. They have the real power they are the most important persons in the social organism. Yet how often are they timid, afraid to assert moral truth, letting the frivolous people decide social matters! Society in any Christian town can be, and should be, Christian in its way of doing things."

"It is a great thing to see God in the manna. It is a greater to see Him in the fields. It is a great thing to see God in the miracle. It is a greater to see Him in the usual." The eyes which need a miracle before they notice anything would not be likely to notice the most marvelous of miracles if it were repeated many times.

"Why does the giraffe have such a long neck?" asks the teacher.

"Because its head is so far away from its body," hopefully answers the boy.

"Uncle," said Johnny, "why are boys like railroad cars?" "I don't know; why are they?" "Because they sometimes can only be kept on the right track by the proper use of switches."

The teacher had been reading to the class about the great forests of America. "And now, boys," she announced afterwards, "which one of you can tell me the pine that has the longest and sharpest needles?"

Up went a hand in the front row.

"Well, Tommy?"

"The porcupine, ma'am."

A stranger in talking to the oldest inhabitant of a certain village, asked:

"How old are you, uncle?"

"I am just 100 years old, my friend."

"So old? Well, you will hardly live to see another century roll by, will you?"

To which the old man made answer:

"Well, I'm not so sure about that; I am a lot stronger now than when I began on the first hundred."

—The Continent.

A statement comes from Naples, that, in fresh excavation of the ruins of Pompeii, in one shop a large terra cotta kitchen range was discovered, on the top of which rested an oval copper boiler containing water, which the scientists say has been there since the time of eruption, nearly 2,000 years ago.

The largest locomotive in the world not long ago made its initial trip in Kansas. This monstrous engine is one hundred and twenty feet long. It has a power of 110,000 pounds drawbar pull, and is capable of hauling on the level 100 loaded freight cars weighing altogether 10,000 tons. The locomotive itself weighs 850,000 pounds, and burns oil instead of coal. 4,000 gallons of fuel oil can be carried.

The vulture of tropical countries is said to be the most wonderful of all gliding birds. It sails magnificently upward on its outstretched wings, set at an angle to the air currents, and without a beat, without the slightest deviation from its perfectly straight track, it traverses the air from one horizon to the other and disappears. If scientists could tell just how the vulture does this, aeroplane construction could be made more nearly perfect.

Until the last few years a man's wealth and position in Korea were judged to a great extent by the length of his pipe. Of course the developments incidental to such a custom made things irksome to the very wealthy smokers, for some pipes became so long that the owner had to have a servant whose duty it was to bear the burden and hold a match to the bowl when his master wanted a light. Since Korea has become Japanese territory, pipes have been limited to three feet in length.

The success of the Government herd of reindeer in Alaska has been widely commented on. A perhaps unlooked for result is that Alaska is just beginning to ship reindeer meat into the United States for sale. One of the government inspectors of the Alaska herd says: "In twenty-five years at the present rate of increase there should be three million prime beef reindeer in Alaska," which would supply large quantities of meat for those farther south. In taste reindeer meat is said to be a cross between mutton and beef, but more palatable than either.

EFFECT OF CIGARETTE SMOKING.

"You smoke thirty cigarettes a day?"

"Yes, on the average."

"You don't blame them for your run-down condition?"

"Not in the least. I blame my hard work."

The physician shook his head. He smiled in a vexed way. Then he took a leech out of a glass jar.

"Let me show you something," he said. "Bare your arm."

The cigarette smoker bared his pale arm, and the other laid the lean black leech upon it. The leech fell to work busily. Its body began to swell. Then all of a sudden a kind of shudder convulsed it, and it fell to the floor dead.

"That is what your blood did to that leech," said the physician. He took up the little corpse between his finger and thumb. "Look at it," he said. "Quite dead, you see. You poisoned it."

"I guess it wasn't a healthy leech in the first place," said the cigarette smoker, sullenly.

“Wasn’t healthy, eh? Well, we’ll try again.”

And the physician capped two leeches on the young man’s thin arm.

“If they both die,” said the patient, “I’ll swear off—or, at least, I’ll cut down my daily allowances from thirty to ten.”

Even as he spoke the smaller leech shivered and dropped on his knee dead, and a moment later the larger one fell beside it.

“This is ghastly,” said the young man; “I am worse than the pestilence to these leeches.”

“It is the empyreumatic oil in your blood,” said the medical man. “All cigarette-smokers have it.”

—New Zealand “Outlook.”

A DANGEROUS ROAD.

To-day, as in ancient times, the traveler who goes down from Jerusalem to Jericho is very apt to fall among thieves; for this route through the wilderness is one of the most dangerous west of the Jordan. Every Frank who attempts the journey is supposed to do so under the protection of a guard, obtained from the serai at Jerusalem. These soldiers are all chosen from one Arab tribe, which enjoys the monopoly of policing the Jericho road; and it is said that the tribe is careful to arrange enough robberies to keep its young soldiers in constant demand. Certain it is that whenever a parsimonious tourist refuses to hire a protector, the news flies over the desert pathways until, in some secluded turn of the road, a little company of Bedouins relieve the venturesome Frank of his valuables, and perhaps enforce the lesson by a salutary beating.—Scribner’s Magazine for November.

MESSENGERS.

One day a harsh word, rashly said,
 Upon an evil journey sped,
 And, like a sharp and cruel dart,
 It pierced a fond and loving heart;
 It turned a friend into a foe,
 And everywhere brought pain and woe.

A kind word followed it one day,—
 Flew swiftly on its blessed way;
 It healed the wound, it soothed the pain,
 And friends of old were friends again;
 It made the hate and anger cease,
 And everywhere brought joy and peace.

But yet the harsh word left a trace
 The kind word could not quite efface;
 And though the heart its love regained,
 It bore a scar that long remained;
 Friends could forgive, but not forget,
 Or lose the sense of keen regret.

Oh, if we could but learn to know
 How swift and sure one word can go,
 How would we weigh, with utmost care
 Each thought, before it sought the air
 And only speak the words that move
 Like white-winged messengers of love!

—Young People.

WHAT WRECKED THE BANK.

In the office of the State Bank Commissioner of Kansas, is a memento of a recent bank failure there. It is one of the familiar pint whiskey bottles, covered with wickerwork and tied with a lavender ribbon. It is one of hundreds found in the vault, and in the drawers of the Bank by the examiner, who was sent there to straighten up the affairs of the institution. The examiner sent it back to the bank commissioner, with a slip of paper tied around it. On the paper were these words: "This is what wrecked the bank."

"That will wreck any bank if applied in the right place and frequently enough," said the Commissioner.

—Topeka, Capital.

WHAT SMOKING DID FOR HIM.

Miss S., a teacher in a Western high school, became much interested in one of her pupils, not because of his intelligence, but because of his apathy and dullness. She knew that he

came from a good family, and that his brothers and sisters, who had preceded him in the high school, had ranked high. She could not understand why this boy with all his advantages, should do such poor work. To solve the problem, she went to the office of the city superintendent, where are kept filed the records of every child in the public schools year by year. She found that for the first five years of his school life he had ranked "Excellent" in every study. The next year a few "G's" had replaced the "E's" in some studies. The next year there was but one "G" and many "F's." The following years "F's" and "P's" struggled for supremacy, showing a steady downward course year after year. The next day she had a private interview with the boy, and electrified him by saying:

"George, you began to smoke cigarettes, when you were in the 6B grade, didn't you?"

"Who told you?" gasped the astonished boy.

"Nobody."

"Then how did you find out?"

"Was I right? Did you?"

"Yes," confessed the boy. "I began when I was in Miss H.'s room. The boy who sat behind me gave me a package. But how did you find out?"

Miss S. then told of her visit to the superintendent's office, where his whole miserable record of deterioration was filed against him.

The boy seemed roused from his usual apathy, and said, "Well, if that's is so, I'll never smoke another cigarette as long as I live."

That was several years ago. He kept his word, and his report-cards showed a steady improvement, although he never received an "E" during his high-school course, because his faculties had become irretrievably dulled.

Last year he wrote to Miss S.: "I have kept my word, and never smoked since the day you showed me my record. I am working in a good position, and am glad to say I am a decent man, thanks to you."—The Youth's Companion.

FAMINE.

Eight million people in the Russian provinces are reported to be in danger of starvation through a failure of the crops. The situation is causing the Government much anxiety, and with reason. Even in so vast and populous a country as the Czar rules over eight million people are a lot to feed from one harvest to the other out of what is practically a charitable fund.

THE DEAD SEA.

A motor boat, the only mechanically propelled craft in Palestine, now plies the waters of the Dead Sea. To be sure it is not much of a boat. It was originally a sailing ship, but she is now fitted with a petroleum motor which propels her at a speed of five to seven miles an hour. For permission to run this craft, her owner, a Mohammedan, Sheikh Jalal, pays the Turkish Government a monthly rental of \$50.

Curiously enough, the Dead Sea lies 1,300 feet below the level of the Mediterranean. Many ridiculous stories are told about this sheet of water, even in Palestine. For instance, people tell in Jerusalem that it is impossible to swim in its waters, and that no animals or vegetables can exist near its shores. While it is true that fish cannot live in the lake, birds may frequently be seen in certain places, flying over its surface.

As for swimming, the excessive buoyancy of the water merely renders it difficult to make much headway, but swimming is both feasible and refreshing. Among the members of a recent exploring party there were several who could not swim, yet they often ventured into the water, and floated about on their backs. What one has to be careful about is not to get the water into the eyes. The water is very dense, containing twenty-three per cent. of solid matter, and is, bulk for bulk, heavier than the human body. How dense it is may be realized from the following table:—In a ton of water from the Caspian Sea there are 11 lb. of salt; in the Baltic, 18 lb.; in the Black Sea, 26 lb.; in the Atlantic, 31 lb.; in the English Channel, 72 lb.; in the Mediterranean, 85 lb.; in the Red Sea, 93 lb.; and in the Dead Sea, 187 lb.

INCREASING IN SIZE.

It has generally been believed that the Dead Sea is decreasing in size, but the reverse is the case. Some twenty years ago there was a small island about half a mile from the north shore. This has now entirely disappeared, whilst on the west, east, and south shores evidences of the encroachment of the waters upon the land were noticeable in the presence of partially submerged forests of large trees still standing in the death-dealing waters.

In circumnavigating the lake, four or five very fertile little plains, abundantly watered, and capable of untold development, were discovered. They are so hot and so well watered that, as soon as one crop is harvested, another can be put in, it not being necessary to wait for seasons or sunshine. The choicest grapes and other fruits can be gathered several times a year. A harvest of millet can be gathered in two or three months at almost any period of the year. With the exception of the small population found in these plains, there are no towns or villages around the shores of these waters. Indeed, a more dreary and desolate region than the Dead Sea basin could hardly be imagined. Except at the points mentioned, and the small oasis at Engedi, it is a dreary waste, excessively hot, and waterless.

WONDERFUL GORGE.

Going northward, the magnificent gorge of the River Arnon was reached. This certainly contains the finest natural scenery in Palestine. The sides of the canyon rise perpendicularly about 300 feet, and are only about 20 feet apart, here overhanging, there overlapping or dovetailing into one another, as though this mighty mass has been violently rent asunder to allow the seething stream of the Arnon, with its cascades and whirlpools, access to the sea. Here one is afforded a striking picture of the difference between the western and the eastern sides of this wonderful sheet of water. The cliffs along the western side are of limestone, while those on the eastern shore are of sandstone of exquisite hues. Words cannot describe, nor can the painter depict, much less the camera portray, the exhaust-

less variety and beauty of the veining and tracery in the richly shaded sandstone forming the cliffs of this wonderful gorge.

Just beyond this gorge is a curious rock formation of hard salt having the appearance, at a distance of a woman's figure. It is referred to by the natives as Lot's wife. About eight miles further north lie the hot baths of Callirrhoe. Here Herod came, when stricken with his last sickness, in the hopes of finding that recovery which he sought in vain, and here remains of his buildings can be seen. Several miles higher up lies the Castle of Machaerus, where John the Baptist was beheaded. This is evidently a very volcanic region. From great clefts in the mountain sides, where one can distinctly hear the bubbling of the flowing hot waters, clouds of steam rise up.

SODOM AND GOMORRAH.

To the majority, perhaps, the Dead Sea is inevitably associated with Sodom and Gomorrah. No one knows exactly where these cities stood. They have been variously placed at the north end, on the west side, at the south end, and on the east side. Popular tradition has always most conveniently pointed to the north shore, the place visited by tourists and pilgrims from Jerusalem, as the site. At Callirrhoe, on the east side, there is certainly palpable evidences of volcanic upheaval, not to mention the combustible substances in sulphur, bitumen, and possibly oil that might have played a part in the overthrow of these ancient cities.

PRIMARY READING.

(S. B. Sinclair, Ph. D. Head of the School for Teachers, Macdonald College, P.Q.)

PART I.

Last week I asked a class of little children who began to learn to read a year ago, to read the following:—

“At Muskoka last Summer, I was on a Lake at sunset. What was I in? No I was not in a row boat I was in a canoe.

I saw a dark spot on the water. It was as big as a duck. It swam fast. It had bright eyes and long horns. What was it? Yes, it was a deer. I went after it and it swam to the bank and ran into the dark forest."

The majority of the class read this selection at sight without hesitation. Several pupils were unable, without assistance to discover the new non-phonetic words canoe, bright, eyes, etc. The others experienced no difficulty. The later pupils had met the words before in their supplementary reading and remembered them, or from the context and by analogy from similar words discovered the new ones.

Many school children who have spent three years in reading would not read the selection as well as these children did.

Let me briefly describe the method by which such a result can be obtained in a year of ordinary work.

The first step in the process is to stimulate the child's nascent desire to learn to read. One way to do this is to ask a child who reads well and is only a couple of years older than the children to read a short interesting story to them. Many children by the natural impulse of imitation sit holding a book or newspaper, (often with the book upside down), in anticipation of the time when they can read like grown up people. All children also like to hear stories and have a natural desire to learn to read stories for themselves. These two native impulses of the child furnish the most satisfactory basis for interest in primary reading. Countess devices have been adopted by primary teachers to render the reading lesson more attractive, and such devices are not to be despised, but the longer one teaches primary reading the more one will rely upon the natural desire of the child to make progress and upon the great interest which develops as he finds himself able to read an interesting story for himself without anyone to tell him the difficult words.

The second step is to train the child to distinguish the different sounds in a word by slow pronunciation; this requires only two or three lessons. These lessons are played as games, the teachers pronouncing the word slowly and the children interpreting the word. For example, the teacher

says touch your ch-i-n and the children perform the act. Before beginning to teach phonics the teacher must learn to pronounce word slowly, breaking them into their elementary sounds. The dictionary tells how to make the sounds of the letters, but any teacher by slow pronunciation can discover for herself the position of the vocal organs in making each sound. The beginner will be surprised to find how quickly a little child learns to name a word pronounced very slowly.

The third step is to teach the sound of a letter. In doing this the child discovers the sound by the analysis of a word or words, and he takes only one sound each day. For example, in learning the sound of "m" he is asked to tell the first sound in the word "Mat." He is led to notice the position of his lips, teeth, tongue, throat and the movement of the breath in making the sound. He is, at the same time, taught to recognize and write the corresponding script form but is not given the alphabetical name of the letter. The print form of the letter may be taken at the same time, but it is unwise to teach children *to print letters* at this stage. For seat work children are given reading books and asked to find words containing the new letter. They may also write the script form, etc.

The following sequence for the first seven lessons works well,—a, t, m, s, r, p, o.

The fourth step is to teach the syntheses of the sounds learned in the recognition of new written words. This should be introduced not later than the end of the first two weeks. The recognition of words containing the new sound learned should be taken at the conclusion of every subsequent lesson. This is the most difficult step in phonic teaching. *When the child once grasps the idea that he is gaining an instrument by which he can tell new words without assistance, interest is assured.* This is the key to successful work and the child enjoys it as much as playing school. This exercise should be conducted in such a way as to be a constant challenge to the child's desire to overcome new obstacles of the right kind. Subsequently the newly discovered words may be combined in sentences, written on the board by the teacher and read by the children.

In this way all the consonants and so-called short sounds of the vowels will be taught in the first two or three months.

The long sounds of the vowels can then be introduced. Pupils will probably have learned some of their alphabet at home and all such knowledge can be utilized. It is a great step forward that a child takes when he is for the first time faced with the fact that in the English language a letter may have more than one sound, and the teacher must expect some little difficulty here. It is better to take the vowels a, e, i, o, u, as a group and after the so called long sound (i.e. the alphabetical name) of each has been learned, devote several lessons to the fact that usually when two vowels are in a word one is long and the other silent. This fact mastered, the child will be able at once to recognize words with final e mute, such as "tame" and words with two vowels coming together such as "tail." There are many words in the child's vocabulary, and two weeks of good work at this time will enable the child at sight to recognize at least, three hundred additional familiar words. He is then introduced to silent reading of the easiest kind. With so large a vocabulary at her disposal the teacher can make brief interesting stories or statements derived from language lessons to be read from the blackboard or from cyclostyle cards. The alphabetical names of letters naturally succeed the long sounds of the vowels.

It is better during the first three months to avoid reference to the alphabetical names with the exception of the long sounds of the vowels. Take for example the recognition of the words "at" "ate" and "eight." The child who has had proper phonic training for three months will recognize the new words "at" and "ate" at sight. He will also recognize the new word "eight" from the context if written in the sentence "four and four make eight" for he knows the first three words and the fact stated. If however, he has been taught the alphabetical name of "t" he is apt to substitute it for the sound of t and if he does he calls the word "at" "eighty" and, becoming confused, soon loses his confidence in power to tell new words and begins guessing. It is also better to avoid non-phonetic words for the first six months.

Thus by the end of the first half year the child knows the long and short sounds of the vowels, one sound for each consonant, and the names of the letters of the alphabet.

He is, also, able to recognize any easy purely phonic word at sight, and can read script when written on the board, and easy stories in print.

During the second half year the child learns the other sounds of the consonants and reads as many supplementary readers as can be found adapted to his capacity. Spelling of easy words is also introduced.

From time to time in his reaching he becomes familiar with non-phonetic words, such as the word canoe in the passage quoted. The child who has been well trained in phonics soon learns by analogy and from the context to name such words with surprising accuracy. A few non-phonetic words may be taken by the look-and-say method but the number of such words should not be great.

The objection has been raised that by the phonic method children are taught to mis-spell words. The fact is, that if phonics are properly taught the child never sees a mis-spelled word. He should never be allowed to build words from the sounds learned, without supervision by the teacher, and it should be explained to him that he cannot tell with certainty how any word is to be spelled. Children who read a great deal silently are seldom poor spellers, the visual memory of the words tending to persevere. It should also be noted that the phonic method emphasizes the distinction between phonic and non-phonetic words and reduces the burden to the spelling of the latter. If the child is told that the word "strap" is spelled the way it is pronounced he can write it without difficulty. He should never learn to spell such a word; all that is required is to know that the word is phonic and this is the case with more than half the words in the spelling books.

Another so-called objection is that the child is not able at this stage to notice close differentiations in the sounds of letters, for instance, the differences in the various sounds of the letter "A." This objection holds only when the teacher gives the child the sound for imitation which is unfortunately the

habit with many English teachers and nearly all French phonic teachers. The method which I have outlined asks the child to discover the sound from his own pronunciation of the word, and the closeness of discrimination will accord with his stage of development. Further, it is important to remember that, as the child advances he only *thinks* the sound of the letter. The greatest difficulty in the early teaching of phonics is to prevent excessive vocalization of the sound, for example, there is a tendency for the child in discovering the sound of "B" from the word bat, to call the sound B. A. This can be corrected by asking him to tell the first sound in the word "but," in the word "bit," etc. The child will soon discover that he cannot accurately give such sounds isolated from the word, and that it is necessary for him to do this for in the recognition of the new word he silently thinks the sound. There is also an objection that the sounds and alphabetical names cause confusion to the child. By the methods spoken of, alphabetical names, with the exception of the long sounds of the vowels, are not referred to for the first three months, and during the first half year it is probably wise not to stress the alphabetical names or to begin to spell words orally. By that time the child should have been trained to think the sounds in discovery of new words and he will proceed gradually and naturally to the act of spelling, using the names of the letters of the alphabet. Toward the end of the first year his recognition of new words become somewhat unconscious and his spelling begins to grow explicit.

Every teacher of phonics knows that no greater joy comes to a child in school life than that which he experiences in the recognition of new words by the phonic elements without assistance, and it is no exaggeration to say that at least one year is saved by such a method as has been outlined. Word recognition is, however, only half the battle. Ability to read is the most valuable factor in a good education and word recognition is only the first essential in the process. There remains the acquirement of ability to interpret the thought and to express it properly, and the first of these activities, viz., *silent* reading, is much easier than the other and should be taken first.

Here again we must utilize natural impulse of the child. The boy who, in secret, brings from its hiding place the forbidden "blood and thunder" novel and reads until three o'clock in the morning, may be going down grade morally at break neck speed and may be forming a taste for slang and degraded literature which he can never overcome, but he is *learning to read* in the most natural and rapid way possible.

Many teachers kill the interest and efforts of children by the slowness with which the work in reading progresses. Children want to "get along" as we say, do something, read much in a twenty minute period. In many instances one sees woeful little done in a lesson period, not enough to develop any interest or effort in the child. It makes one's heart ache to see the time of a class of 40 children wasted with two or three sounds or words that they learned, in a way, a year ago, but never put to any definite use, and two or three good for nothing little sentences.

It is practically impossible to develop individual power to read with only one Reading book, to say nothing of the development of interest and taste for good reading. After the first five months or as soon as children are able to read from books, not a day should pass in which they are not turned loose in some book or books to read for themselves, and the delight of the exercise of their new found powers should not be marred by the foolish effort of the teacher to make them read it all aloud. No adult would like such treatment much less a child."

An immense amount of time has been worse than wasted in oral reading. It is not uncommon to find children who have attended school for years who have never read any book through except the school reader. A child during the second year should read for himself at least a dozen story books and these books may be selected with such care as to form a taste for good literature. Oral reading should receive attention in the school course but during the first year, oral reading is unimportant and it would be better to dispense with it entirely than to adopt a method by which the child forms unsatisfactory habits of reading.

The child's powers of expression are trained by language lessons which are closely correlated with the reading work.

Bible stories, folklore, fairy tales, myths, fables, legends, realistic stories, animal stories, rhymes and poetry all have their place. This is the period in child life when play and stories appeal to the imaginative instinct of the children. I have already stated that the most powerful incentive in learning to read for the little child should be to gain the power to tell stories to himself. The influence of a teacher as a story teller can scarcely be overestimated.

Dramatic work has recently received much greater attention than formerly in elementary schools, and a study of the manifestations of the dramatic instinct reveals that children love to play, to imitate, to impersonate and to develop a dramatic plot. A class of little children who have had some training in dramatization will listen intently to a new story (such as *Raggylug* from Thompson Seton) select the characters and act the play all within twenty minutes.

PART III.

The following list of supplementary readers may prove helpful in making selections for Primary supplementary reading.

Language Readers, Baker & Carpenter; MacMillan Co., N.Y., 6 parts, \$2.40 per set.

Childlife Series.—Etta Austin Blaisdell and Mary Francis Blaisdell, 6 parts, \$1.95 per set.

The Murche Readers.—Vincent T. Murche.

Science Readers.—Vincent T. Murche, book 1, 1s., book 2, 1s., book 3, 1s. 4d., book 4, 1s., book 5, 1s., book 6, 1s., book 7, 1s. 9d.

Rural School Readers.—Junior Country Reader, 3 parts, book 1, 30c., book 2, 35c., book 3, 45c.

Bright Story Readers.—Dick Whittington, 7c.; Aesop's Fables, 7c.; Aladdin and the Wonderful Lamp, 8c.; The Two Brothers, 8c.

The McCloskey Primer.—Margaret C. McCloskey, Ginn & Co., Boston, 27c.

Cyr's Dramatic First Reader.—Ginn & Co., Boston, 30c.

Heart of Oak Series.—Chas. Norton, D. C. Heath & Co., Boston, \$2.40 per set.

Seaside and Wayside Readers.—Julia McNair Wright, 2 parts, 25c each.

New Canadian Primer.—Wm. Gage & Co., Toronto, 2 parts, 13c. each.

A Child's Garden of Verses.—R. Louis Stevenson. Rand McNally & Co., Chicago.

Children's Hour.—Eva March Tappan, Houghton, Mifflin & Co., Boston, 10 vols., \$20.00 per set.

The Farmer Book.

Children's Classics in Dramatic Form.—Book I, by Augusta Stevenson, 30c.

Primer of Nursery Rhymes, by Leota Swem, 25c

The Folklore Readers.—Eulalie Osgood Grover, Atkinson, Mentzer and Grover, Chicago; Primer and book I, 27c.

Longmans' "Ship" Literary Readers.—Book I, 9d; book II, 10d.

Longmans' "Ship" Mistorical Reader.—Book I, 9d.

Longmans' Supplementary Readers.—Standard I, Little Red Riding Hood, 8d; II. Sleeping Beast in the Wood, 9d; II. Jack the Giant Killer, 9d.

—Longmans, Green & Co., London, Eng.

Longmans' Continuous Story Readers.—Little One Eye, Two Eyes and Three Eyes, 2d, paper; The Clever Cat, 2d, paper.

Longmans' Fairy Tale Readers.—Book I. The Snow Man, 3d; book II. The Three Little Pigs, 4d; book III. Story of Chin-chin China-Man, 6d.

Longmans' "Ship", Infant Reader, 6d; Second Primer, Collection of Easy Little Classics.—A. Flanagan Co., Chicago, 30c.

Books for the Bairns Series, Stead's Pub. House.—Seven Famous Nursery Tales; Cinderella, Aesop's Fables, II; Tom Thumb's Adventures, 1d each.

Highroads of History, book I, 10d; Royal Treasury of Story and Song, Golden Steps, 9d.

—Neilson & Sons, Edinburgh.

Action, Imitation and Fun Series, Educational Pub. Co., Boston.—Bow-Bow and Mew-Mew, Little Red Hen, Red Riding-Hood, The Three Kittens, The Three Bears, Hop

O' My Thumb, Jack the Giant Killer, Puss in Boots, Jack and the Beanstalk, Dame Wiggins of Lee (Dramatic), The Cat School, In Mythland, Vol. 1, 30c each.

Jack and the Beanstalk, Hop O' My Thumb, The Wolf and the Seven Kids, Little Red Riding-Hood, Cinderella., T. C. and E. C. Jack, London, Eng., 2d each, paper, illustrated.

NOTE:—This article on Primary Reading appeared in the May number of this journal. In response to requests from teachers and others it appears again in this number.

SWEET REASONABLENESS.

Children have a keen sense of justice. It seems almost as if justice were instinctive. The very babies resent injustice and intuitively rebel against it. Deserved censure is borne more or less submissively; undeserved punishment awakens bitter feelings akin to revengefulness.

Most teachers will readily recall instances of their own childhood days when they felt deeply outraged by the infliction of wrong. The great French astronomer, Camile Flammarion, relates how at the deathbed of his father there arose before his vision a scene that had happened forty years past, when that father struck him, a seven-year-old small boy, with a ferule across the extended right hand for the supposed wilful breaking of an earthen pot. I myself experienced a similar feeling on hearing of the death of my stepmother, when the first thought was of a punishment received, at her instigation, for the accidental destruction of a water jar.

MONDAY AFTERNOON, JUNE 17th, from 2 to 4.

English Literature (Halleck, or Long)

All the questions are to be answered.

1. Tell in your own words the general qualities of Anglo-Saxon poetry. Name some of our earliest poems, and describe the one you like best. How does the sea figure in our first poetry?

2. Describe the Anglo-Saxon Chronicle. Give an account of Alfred's life and of his work for literature. How does Anglo-Saxon prose compare in interest with poetry? 15
3. Describe briefly "Piers Plowman" and its author. What message does it contain for daily labour? Does it apply to any modern conditions? 10
4. For what is Wyclif remarkable in literature? How did his work affect our language? 10
5. Give the plan of the Canterbury Tales. For what is the Prologue remarkable? Which character do you like best? Are any of the characters like certain men and women that you know? What classes of society are introduced? Is Chaucer's attitude sympathetic or merely critical? 15
6. Give an outline of the origin and rise of the drama in England. What is meant by Miracle and Mystery plays? How did the Moralities differ from the Miracles? What is meant by cycle of Miracle plays? 15
7. Tell briefly the story of Shakespeare's life. What are the four periods of his work, and the chief plays of each? Where did he find his plots? What is the difference between a tragedy and a comedy? Name some of Shakespeare's best tragedies, comedies, and historical plays. 20

FRIDAY MORNING, JUNE 14th, from 9 to 12.

Dictation and Spelling (Grade II. Academy).

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

The Greek had strong human feelings and sympathies. He projected his own self on nature; humanized it; gave a human feeling to clouds, forests, rivers, trees.

In this he was a step above other idolatries. The Hindoo, for instance, worshipped monstrous emblems of physical power. Might, gigantic masses, hundred handed deities, scarcely human, you find in Hindostan. In Egypt, again life was the thing sacred. Hence all that had life was, in a way, divine; the sacred crocodile, bull, cat, snake. All that produced and all that ended life. Hence death too was sacred. The Egyptian lived in the contemplation of death. His coffin was made in his lifetime; his ancestors embalmed; the sacred animals preserved in myraid heaps through generations in mummy pits. The sovereign's tomb was built to last for not centuries, but thousands of years.

The Greek was above this. It was not merely power, but human power; not merely beauty, but human beauty; not merely life, but human life, which was, the object of his profoundest veneration. His effort therefore was, in his conception of his god, to realize a beautiful human being. And not the animal beauty of the human only; but the intelligence which informs and shines through beauty. All his life he was moulding into shape visions of earth—a glorious human being. Light under the conditions of humanity was the central object of Grecian worship.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION.

Quebec, May 24th, 1912.

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

Present:—Principal William Peterson, LL.D., C.M.G., in the chair, Prof. A. W. Kneeland, M.A., B.C.L.; Rev. A. T. Love, B.A.; D.D.; The Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec; H. B. Ames, Esq., B.A., M.P.; Gavin J. Walker, Esq.; Hon. Sydney A. Fisher, B.A.; William Rowat, Esq., M.D.; Hon. Justice McCorkill, D.C.L.; Prof. J. A. Dale, M.A.; Rev. E. I. Rexford, LL.D., D.C.L.; S. P. Robins, Esq., LL.D., D.C.L.; John Whyte, Esq.; W. L. Shurtleff, Esq., K.C., LL.D.; Charles McBurney, Esq., B.A., and Miss L. E. Lawless.

The minutes of the last meeting were read and confirmed.

Apologies were submitted from the Hon. P. S. G. MacKenzie, K.C., D.C.L., M.L.A., and the Rev. Principal Parrock, D.C.L., for unavoidable absence.

The Secretary reported that in accordance with the instructions given to him at the last meeting of the Committee, he had conferred with the Department of Agriculture to see what steps could be taken to associate an educational propaganda with the Agricultural Demonstration Train that is understood to be ready to run over the C.P.R. next month. The Department of Agriculture was of the opinion that its own programme was so congested that it would be impossible to extend it in such a way as to carry out the wishes of the Protestant Committee in this regard.

The Secretary reported incidentally, however, that the Department was in correspondence with the Sherbrooke Exhibition Company with a view to making arrangements for holding an Educational Exhibit at the Sherbrooke Fair in September next. Although the details of the arrangements were not yet worked out, a space had been reserved and the necessary exhibit would be prepared.

Prof. Kneeland made a report of progress for the text-book committee. The committee was asked to make a report after the morning session, if possible, concerning the Prang Drawing Course.

On the ground of the intimate connection between the work of the text-book committee and that of the committee on the course of study, it was resolved, on the motion of Mr. Fisher, seconded by Mr. Ames, that these two committees be submerged into one, and that Prof. Kneeland be the convener of this committee. The committee will be known hereafter as the committee on text-books and course of study.

Dr. Shurtleff reported for the sub-committee on French. The report stated that inasmuch as the University of McGill would not this summer conduct, as usual, a School in French, it had been decided to accept the offer of the Department of French of McGill to conduct a Summer School for Specialists in French in conjunction with this Committee at Macdonald College, from the 24th of June to the 12th of July.

The sub-committee recommended that the number of students be limited to twenty, that the payment of twenty-five dollars, as usual, be made to those who receive some grade of certificate at the end of the course, that all school boards engaging a teacher of French this year holding a provisional certificate should receive a bonus of \$150.00, that school boards engaging a teacher holding a permanent certificate should receive a bonus of \$200.00, provided that the minimum salary paid in each case is \$500.00, and finally that the holders of provisional certificates given last year must attend a second session, but not necessarily this year. The sub-committee recommended that a greater difference hereafter be made between Specialists having provisional and those having permanent certificates. It was also recommended that the sum of \$500.00, for payment of the expenses connected with the conduct of the Summer School in French, be allowed.

The sub-committee had examined several text-books in French, and recommended the following:—Dent's *Premiere Grammaire Francaise*, Dent's *First Exercises in French Grammar* and Dent's *Further Exercises in French Grammar*.

The report, of which the preceding is a summary, was then adopted with the reservation that the authorization of the French text-books will be made effective only after prices have been made satisfactory to the chairman of the text-book committee.

Miss Margaret Ross, who was a member of the Advisory Committee on French at the last meeting, tendered her resignation. It was resolved that the resignation be accepted and that the thanks of the Committee be tendered to Miss Ross for her past services.

Mr. McBurney submitted the report of the sub-committee on the course of study, which was adopted and ordered to be printed for circulation. The course for the elementary grades of Academies was adopted at the same time and ordered to be printed in the *Memoranda of Instructions to Teachers*.

Dr. Love, convener of the sub-committee on the distribution of the Superior Education Grants, called attention to

the fact that it would be advisable for the Committee at this meeting to declare what division it should make of the Marriage License Fees, under Art. 2943 R.S.Q., in order that the sub-committee should know the day before the meeting of the Committee in September exactly what resources are available for distribution on the following day.

In consideration of the fact that the Poor Municipality Fund has been increased until it is some twelve times greater than it was twenty years ago, and of the fact that the money actually paid to Model Schools and Academies has remained during this time practically the same level, it was resolved, on motion of Prof. Kneeland, that 60 p.c. of the Marriage License Fees this year be used for Superior Education, and that 40 p.c. should be transferred to the Poor Municipality Fund.

Prof. Dale submitted a report on behalf of the sub-committee that was appointed at the last meeting to report on the supply of teachers. After the report had been considered clause by clause, the Secretary was instructed to have the full report printed and placed in the hands of all the members of the Committee in advance of the next September meeting, in order that the various proposals may be carefully studied. In the meantime, it was agreed that a summer school for unqualified teachers be held this year in Lachute under the direction of Principal McBurney and the Secretary of the Department. The latter was empowered to make the necessary arrangements for the lecturers and for the transportation of the teachers. It was understood that this school should last for about three weeks, and be devoted almost entirely to pedagogical training, and that care should be taken to have it understood that the course would in no way be regarded as a substitute for complete professional training in the School for Teachers.

It was agreed that arrangements should be made by which the teachers preparing for Kindergarten work in the Protestant schools of Montreal should receive recognition by receiving certificates of qualification as Kindergarten Assistants. The details are to be considered with the sub-committee's report in September.

Justice McCorkill suggested that meetings similar to those held six years ago, for the purpose of arousing a general interest in education, be provided for the coming summer.

After discussion it was moved by the Hon. S. A. Fisher, seconded by Dr. Rexford, and resolved that a sub-committee be appointed to make arrangements for the holding of an educational propaganda in different sections of the Province, in co-operation with the Department of Public Instruction, during the month of July or August. Mr. Fisher, Dr. Rexford and Dr. Rowat were then appointed as a sub-committee to make the necessary arrangements.

Dr. Rexford was relieved, at his request, from serving on standing committees.

Prof. Kneeland reported on behalf of the text-book committee that Prang's Parallel Course of Drawing Books had been examined, and that their authorization was recommended on condition that the form and price be made satisfactory to the Chairman of the Committee. The report was adopted.

It was resolved that the Secretary be authorized to expend \$200. a year for special office assistance for the Committee.

The meeting then adjourned to Friday, September 27th, unless called earlier by order of the Chairman.

GEO. W. PARMELEE,
Secretary.

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And sun thee in the light of happy faces,
Love, Hope, and Patience, these must be thy graces,
And in thine own heart let them first keep school.”



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