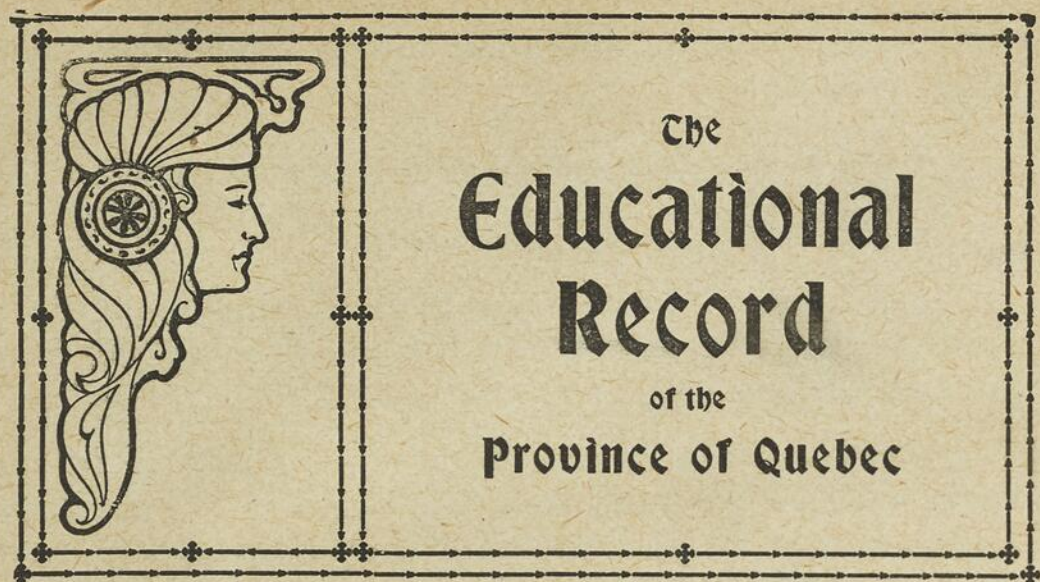




No. 7-8-9

July-August-September

Vol. XXXV

EDITORIAL NOTES AND COMMENTS:

READ THIS NUMBER.

Every teacher should read this number of the Educational Record very carefully. It contains important announcements. Every effort has been made by the Department of Public Instruction to have the information regarding the new list of authorized text-books, and the new Course of Study, sent to all teachers, but no doubt some have failed to receive the circulars. In this issue of the Educational Record we have endeavored to give full and complete information for the guidance of the teacher. The new list of text-books and the new Course of Study are published in full and special articles deal with the changes.

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

Briefly, here we would like to make some elementary points very plain.

- 1.—The new list of text-books is now in force.
- 2.—It is in force for four years.
- 3.—As one book only is authorized for a subject or a grade, neither the teacher nor the school board will have the duty of "selecting" from the list.
- 4.—The prices "post-paid" are the prices at which the books may be obtained from the publisher or his agent (mentioned in the list) provided you cannot get the book from your local dealer.
- 5.—Be careful to note whether a book is "for Montreal only" or for "all schools" or "for all other schools." Follow the Course of Study on this point.
- 6.—Note also in the Course of Study which books are "for teachers only."
- 7.—Note that the Course of Study now drops the terms "elementary", "model" and "academy" grades. All grades are now by number only. It will take some time to get accustomed to the new naming, but simply drop the terms "first model", "second academy", etc. The direct numbering from one to eleven is the best.
- 8.—Sufficient copies for each teacher, each member of the school board, and the secretary-treasurer, were sent to every secretary-treasurer early in July, both of the list of text-books and of the Course of Study. Apply to him first of all if you have not received yours.
- 9.—New "Memoranda of Instructions for Teachers", both for elementary and superior schools are being prepared, and copies should reach every teacher early in September. Write to your inspector on the subject.
- 10.—Keep this number of the Educational Record for future reference.

THE NEW GRADING.

As compared with the former grading in the Superior Schools, the following table shows the standing of the new grades:—

New System.	Old System.
Grade I	Primary
Grade II	1st Elementary
Grade III	2nd “
Grade IV	3rd “
Grade V	4th “
Grade VI	1st Model
Grade VII	2nd “
Grade VIII	3rd “
Grade IX	1st Academy
Grade X	2nd “
Grade XI	3rd “

Under the new system, also, the grades in the Elementary schools are brought into harmony with the corresponding ones in the Superior schools. The slight differences are fully brought out in the manual of instructions.

COMBINING THE GRADES.

Each grade of the new course of study represents more definitely than before a year's work. In the Superior Schools and in the large Elementary Schools of the towns and cities, where full staffs are maintained, it will be a simple matter to follow the course in the yearly steps as laid down. As in the past, however, the Elementary Schools with only one teacher will have to follow the principle of combining grades as much as possible. As before, also, the teacher will have to use her own judgment largely in each particular case, according to the standing of the

pupils and their previous preparation. But certain combinations will be more feasible than others in general, and this subject, therefore, will have to form an important feature of the Teachers' Conference this year. The inspectors have been requested to pay special attention to it.

A perfect plan will not be possible at once. It is a new course, and the work of the first year will be necessarily experimental.

ENGLISH AND HISTORY.

The amount of English literature in the new course is largely in excess of the amount in the old course, and it may well be. We have long been behind other provinces in this respect, and behind the United States.

Beginning with Robert Louis Stevenson, in the Child's Garden of Verses, in the first grade, and ending with Shakespeare, George Eliot, Coleridge and Tennyson, in the eleventh Grade, there is now an extensive introduction to the best English literature provided for the pupils of the Protestant schools of Quebec. We welcome this progressive step. Strange as it may appear, there are those who think that the study of the classics of our language is a waste of school time. The best cure for such ideas is to make the study as complete and effective as possible. The newer generations, at any rate, will be less likely to carry forward such a prejudice.

The wide range of reading to be covered in the eleven years, affording as it does the proper amount of variety, is calculated to encourage a more general taste for good literature than a close and particular study of a limited number of books.

The work in History is also more extensive than before and as it is led up to by the admirable "Piers Plowman" series, the interest of the pupils seems assured, at least for the pupils who are under competent teachers. Such books as the "Piers Plowman" histories must not be taught mechanically or too formally. They are designed to awaken the interest of the young by the simplicity of the language and the vividness of the story. Do not insist upon too thorough a grasp of detail at the outset. Attract the pupils to the histories simply as stories and not as the repositories of school tasks. When the charm of the books is realised in this way, the pupils will be fully qualified to take up the more serious study in the higher Grades of such text-books as the Warner-Fryer.

THE INSPECTORS AT MACDONALD COLLEGE.

In the month of May the Protestant inspectors enjoyed an interesting and valuable week at Macdonald College. All were present except Mr. Parker, unfortunately prevented by illness, and Mr Ballantyne of the Magdalen Islands. The sessions lasted from Monday the 17th to Friday the 21st. Part of each day was utilised for the annual inspectors' conference, and questions of interest in the work of inspection were naturally more fully dealt with than is possible when the conference lasts only a single day.

The chief object of the gathering at Macdonald College, however, was that of taking a special short course on nature study and elementary agriculture, in order that the inspectors might become fully conversant with the general outlines of the new courses in these subjects. The special lectures were given by Dr. Hamilton, eleven in all. The new work projected for the several grades is certainly extensive in its character, and the inspectors are now fully equipped to judge of the manner in which it will be carried

on in the schools. We have arrived at an important point in the development of our rural schools. The school year 1915-16 opens with a new list of text-books, with a revised course of study, and with a programme of a New Era in the teaching of nature study and elementary agriculture. The development in these two subjects will be watched with particular interest. In so far as elementary agriculture is concerned, the experience of over fifty years in this Province shows that one of the most difficult things in rural education is that of introducing a really effective body of agricultural teaching. The same may be said of the nature study which for some years has taken the place of the old "object lessons". The ultimate success of the two subjects will depend wholly on the training and enthusiasm of the teachers.

Other addresses enjoyed by the inspectors at Macdonald College were those of Professor Bunting on "Garden Work for Children", by Professor Murray on "Seed Selection", by Professor Lohead on "Study of Weeds and Insects by Children", by Professor Stanton on "Music in Rural Schools", by Miss Fisher on "Sewing in Schools", by Miss Doane on "Art Work in Rural Schools", by Professor Barton on "How to Interest Children in Farm Animals", and by Mr. Emberley on "Manual Training in Rural Schools". Professor Laird also discussed the question of "Training Teachers for Rural Schools", and on the Thursday evening Principal Harrison gave an admirable and interesting address on the aims and purposes of Macdonald College in its relation to the rural schools.

Altogether, therefore, the week was one of great interest and direct practical value. With this fuller insight into the activities of our training institution the inspectors are now better prepared to lead in the Rural School Movement.

At the close of Principal Harrison's address on Thursday evening, the following resolution was read:—

"Moved by Inspector Taylor, seconded by Inspector Rothney, and resolved—

That we desire to heartily thank the Principal and Staff of Macdonald College for the very kind and courteous hospitality we have received during this week, and we also wish to place on record our warm appreciation of the lectures, demonstrations and discussions of the week. These have been of the greatest practical value, and cannot fail to aid us effectually in our inspection work and teachers' conferences during the coming school year. We recognize the importance of bringing the work of Macdonald College, not only in relation to teacher training, but in its varied scientific, agricultural and cultural activities into the closest possible touch with the work of the schools, and we are confident that the fact of holding the Inspectors' Conference at this institution will assist substantially to that end."

NATURE STUDY AND ELEMENTARY AGRICULTURE.

The sub-committee of the Protestant Committee appointed for the purpose of making recommendations towards the development of more extensive teaching in the rural schools in the above subjects, suggested among other things that an outline of the ground that might be covered should be prepared for the teachers. This has been done by Dr. Hamilton of Macdonald College. The work is a complete enumeration of suitable lesson topics, with suggestions as to the best methods of instruction. It may not be possible to teach every lesson—in fact, it will be impossible except by sacrificing other important subjects on the course of study—but each teacher has now the opportunity to select a satisfactory series of lessons graded up from the simplest observations in nature study to the first elements of agriculture. This is a distinct help towards an effective introduction of the subjects in the rural schools.

The inspectors are also enjoined to make these two subjects an important feature of the annual conferences, and in this they will be assisted as far as possible by experts.

The recommendations of the committee in connection with the provision of special courses for the inspectors, and for teachers both at Lachute and Macdonald College, have also been carried out this year, and in all probability will be continued in the future. Lastly, there is the co-operation of the Macdonald College county demonstrators, who are available for lectures and demonstrations at the rural model schools and academies, and whose work, we are sure, must produce good results in many communities.

Altogether, there is an encouraging prospect for the coming years in these lines. There is but one word of caution to be uttered. The ruralising movement in the schools has, of course, brought out over-enthusiasts in various parts of this continent, and some of the agricultural journals are urging an extreme policy. They would have even the school readers exclusively agricultural. This, however, would be a gross mistake. Such a narrowed course of reading would produce narrow results, and a prejudiced population in our rural communities. There are no brighter pupils in our land than many from the rural homes, and while it is of vast importance that their education should be given an agricultural direction, it is none the less essential to the full development of their minds that they should be introduced to worthy selections from the great writers and poets during the formative years of their school course. To confine rural pupils to rural topics of thought would not have the result that the advocates of this policy anticipate. The city-ward tendency of a certain proportion of the farm population is not extinguishable by any such method. Moreover, a broad culture is needed as much on the farm as anywhere. That is the principle which is so gloriously recognised in Denmark, where the young people of the farm are students of literature, of history, of folk-lore, and of econo-

mics, and in consequence with broadened minds are all the better equipped to appreciate and comprehend the sciences which are associated with their calling.

A copy of Dr. Hamilton's book is furnished free to every rural school by the Department of Public Instruction. The book is for the use of the teacher, but is the property of the school and must therefore be left in the school library at the end of the school year.

CONSOLIDATION IN MANITOBA.

Unquestionably ,Manitoba is leading all the other provinces in the matter of rural school consolidation. Between twenty and thirty large consolidated schools are in operation. Here is a slight and simple, but at the same time entirely human and significant peep into the system. It is a letter to the "Weekly Witness" which speaks for itself:—

"Dear Editor,—I am eight years old. I go to Roblin Consolidated School. It is eight miles from here. I go in the van. Seventeen children go in our van. Fourteen vans go to our school. I am in grade two, junior.

Your friend,

MURIEL ROSE ROLSTON."

The letter appeared in the Children's Corner of the "Weekly Witness". To our mind it is a model child's letter. It is simple, direct and instructive. The Editor of the "Weekly Witness" comments on it thus:—

"Good for Roblin! I wish there were many more such wise places, and such good schools."

Muriel is only eight years old, but she finds it no hardship to be driven eight miles to school. The letter would indicate that she is perfectly contented with her school con-

ditions. Here in Quebec, and in the eastern provinces generally, people are frightened when you talk of conveying the pupils four or five miles. As a matter of fact, in Manitoba the pupils are sometimes carried ten and eleven miles. Fifteen or twenty small schools are grouped into one. Muriel says that fourteen vans go to her school. Say that there are fifteen pupils to each van. That would be 210 pupils to the school. That is the size of school in which the best work can be done. The prejudices against consolidation must disappear, or we rural easterners must write ourselves down as an unintelligent people.

Thank you, Muriel.

KEEP THE RECORDS.

A Word to Secretary-Treasurers.

There is one article of the School Law, in particular, which is frequently ignored by secretary-treasurers. Its observation would save them, and their successors, much trouble. That is Art. 2823. It reads:—

“The secretary-treasurer shall keep a repertory, in which he shall mention, in a summary manner, and in the order of date, all reports, acts of apportionment, valuation rolls, collection rolls, judgments, statements, notices, letters, maps, plans, and other documents that he makes or that are in his possession while in office.”

The book demanded is in effect, a history of the municipality. The first entry should be the copy of the “erection” of the municipality, and its limits. Matter of this character, as well as any changes in subsequent years, should be given in full and in the words of the “Official Gazette”. Other documents, as a rule, only need to be mentioned, and

the substance summarized. There are many items which are apt to be forgotten, and which it is difficult to straighten out from a mass of papers. The "repertory" affords a ready means of tracing such items. The year in which such and such an event occurred can generally be remembered, if not too far back, but with a properly kept "repertory" the number of entries in the record is not likely to be so extensive that the examination of them for several years would require many minutes. It would take less time, at any rate, than hunting through many pages of "minutes" and through many documents. Such a record would, among other things, have the names of the teachers in the several schools for each year, and the salaries paid to them, the names of those who had given notice of dissent, etc.

In the event of the loss of original documents, it is possible that the entry in a well-kept record book might be accepted as proof in a court of law in some cases. At any rate, there are obvious reasons why it should be kept, in accordance with the requirements of the article, and the secretary-treasurers who have not already done so should now begin the record.

WESTMOUNT CONVENTION.

The fifty-first annual convention of the Provincial Association of Protestant Teachers of Quebec meets at Westmount High School in October. The dates are the 14th, 15th and 16th. After two years of trial outside of Montreal, it was found that the attendance was seriously interfered with. Montreal or its immediate neighbour, Westmount, would seem to be the inevitable centres for successful conventions, so far as numbers are concerned. As for interesting works and meetings, both Quebec and Sherbrooke did nobly. It has also to be remembered, of course, that fully two-thirds of the Protestant pupils of the Province are

found on the Island of Montreal, and it is probable that more than half of the Protestant teachers of the Province reside within those limits. This is particularly true so far as teachers with diplomas are concerned, and it is they who take the greater interest in the work of the Association.

Nevertheless, there is a certain number of the rural teachers who wisely take a steady interest in the conventions, and who attend regularly and benefit by doing so. In the programme for the Westmount Convention, which we print below, it will be noticed that several of the important papers and addresses are of interest of rural teachers, both of elementary and superior schools.

Westmount is a model city, well worth visiting for its own sake, and we trust that there will be a record attendance.

PROGRAMME.

FIFTY-FIRST ANNUAL CONVENTION.

*Provincial Association of Protestant Teachers of Quebec,
1914-1915.*

OFFICERS.

Mr. C. McBurney, B.A., President; Professor J. A. Dale, M.A., 1st Vice-President; Miss A. E. Norris, 2nd Vice-President; Inspector J. Parker, B.A., 3rd Vice-President; Mr. T. I. Pollock, B.A., Recording Secretary; Miss Ethel Gale, B.A., 7 De Salaberry Avenue, Quebec, Corresponding Secretary; Miss A. Winn, Treasurer; Mr. W. Bain, M.A., Curator of Library; Mr. E. M. Campbell, B. A., Representative on Protestant Committee; Mr. H. M. Cockfield, B.A., Mr. C. M. Hopkins, B.A., Pension Commissioners.

Executive Committee.

Mr. Sinclair Laird, M.A., B. Phil., Miss I. E. Brittain, M.A., Mr. H. J. Silver, B.A., Miss L. E. Lawless, Miss B. Grant, Mr. C. Adams, B.A., Inspector, J. W. McOuat, B.A., Mr. R. E. Howe, B.A., Miss Lillian Hendrie, Mrs. W. Irwin, Mr. W. A. Kneeland, B.C.L., Miss L. B. Robins, B.A., Miss Alice Griggs, Mr. W. Chalk, B.A., Inspector W. O. Rothney, B.A.

Sub-Committees of Executive.

1. Printing and Programme—Mr. W. Chalk, B.A. (Con.); Inspector Parker, B.A., Miss B. Grant.
2. Periodicals—Mr. W. Chalk, B.A. (Con.); Miss Winn, Miss B. Grant.
3. Finance and Audit—Miss Lawless (Con.); Mr. H. J. Silver, B.A.; Mr. Campbell, B.A.; Mrs. W. Irwin.
4. Registration and Transportation—Inspector Rothney, B.A., (Con.); Inspector Parker, B.A., Mr. W. A. Kneeland, B.C.L.; Mr. Watson Bain, M.A.; Mr. T. I. Pollock, B.A.
5. Storage of Documents—Mr. Watson Bain, M.A., (Con.)
6. Publicity—Inspector Parker, B.A., (Con.); Inspector McOuat, B.A., Inspector W. O. Rothney, B.A.

Committees of Convention.

1. Library—Mr. Watson Bain, M.A., (Con.); Inspector J. W. McOuat, B.A.; Mr. W. Dixon, B.A.; Inspector Rothney, B.A.; Mr. H. Silver, B.A.; Miss I. E. Brittain, M.A.; Mr. McBurney, B.A.
2. Committee on Text Books and Course of Study—Mr. McBurney, (Con.); Mr. Chalk, Mr. Adams, Mr. Silver, Inspector Rothney, Inspector McOuat, Inspector McCutcheon, Mr. Lockhart, Miss Lawless, Miss Brittain, Miss Drummond, Miss E. L. Gale, the Dean of the School for Teachers, the Representative on Protestant Committee, the Inspector of Superior Schools.

PROGRAMME.

WEDNESDAY, OCTOBER 13TH, 8.00 P.M.

Meeting of Executive Committee, Library, Westmount High School.

THURSDAY, OCTOBER 14TH.

Morning Session 9 a.m. to 12 noon.

Reports—

1. Executive Committee.
2. Curator of Library and Library Committee.
3. Finance and Audit.
4. Representative on Protestant Committee.
5. Pension Commissioners.
6. Text Books and Course of Study.

Attendance at the reading of these reports is earnestly desired by the Executive, as matters of great importance to the Teachers of the Province will be discussed.

Afternoon Session 2 p.m. to 5 p.m.

2-2.30 Routine Business. Nominations.
2.30-5 Superior School Section. Round Table Talk.
(Assembly Hall), Chairman, Mr. R. E. Howe, B.A.
Elementary Section. (Rooms 1, 2, 7, 8, 9, 10, 15, 16).
Inspectors' Conferences.

Evening Session 8 p.m.

Address of Welcome by His Worship Mayor McKergow of Westmount. J. A. Nicholson, Esq., M.A.,
Chairman of the Westmount School Commissioners.
President's Address by Mr. C. McBurney, B.A.
Music.

FRIDAY, OCTOBER 15TH.

Morning Session 9 a.m. to 12 noon.

- 9-9.30 Routine Business.
10-12 Visitation of High and Public Schools.
Particulars of work will be announced at Convention.
-

Afternoon Session 2 p.m. to 5 p.m.

- 2-2.15 Routine Business.
2.15-3.15 Sections.
(a) Superior—Mr. R. E. Howe, B.A., (Chairman),
(Lecture Room).
“How to teach Chemistry.”—Dr. N. Evans, M.
Sc. of McGill University. Discussion.
(b) Elementary—Inspector W. O. Rothney, B.A.,
(Chairman), (Assembly Hall).
“Agriculture and Nature Study.”—Dr. D. W.
Hamilton, Ph.D., B.S.A., of Macdonald Col-
lege. Discussion.
(c) Primary—Miss H. Elizabeth Latimer, (Chair-
man), Room 6.)
Reading First Year—Miss Grace Hatton. Dis-
cussion.
Reading Second and Third Years—Miss Rawlin-
son. Discussion.
Exhibit of Handwork done by children of the
of the City Schools.
3.15 Full Convention, (Assembly Hall).
“Music as outlined in the new course.”—
Prof. Stanton of the Macdonald College.
4.15 “Teaching Poetry to the pupils of Elementary
Schools.”—Sir William Peterson, M.A., L.
L.D., K.C.M.G., of McGill University.
5-6 Reception of Teachers by the Westmount School
Commissioners.

Evening Session 8 p.m.

8.00 Arrangements are being made for a lecture by a prominent educationist.

Cartoons.—A. G. Racey, Esq., Westmount.
Music.

.. SATURDAY, OCTOBER 16TH.

Morning Session.

9-9.30 Routine Business.

9.30-10 Report of Scrutineers.

10-11 Address: "Civics."—Prof. S. Leacock, B.A., McGill University.

11.00. Report of Committee on Resolutions. Unfinished Business.

NOTES.

1. The box will be open for the reception of ballots from 3 p.m. on Thursday (or as soon as the nominations are closed) until the close of the Friday morning session.

2. At all sessions the doors will be closed while papers are being read, or addresses being delivered.

3. Members are requested to deposit their ballots unfolded and to detach the same from their number slip in presence of the Scrutineer.

4. Transportation and Registration.

NOTE CAREFULLY:—

All Teachers attending Convention are requested to register. Those who are unable to be present may do so by sending the annual subscription (Gentlemen \$1.00 and Ladies 50 cents) by mail to the Treasurer. Registration is necessary in the case of those who come from a distance in order that they may secure the reduction on their return ticket.

The rate of a fare and a third can be obtained if 100 holding certificates register, and if 300 such teachers register the single fare rate can be secured.

In case of difficulty in the matter of securing from ticket agents the authorized form, Teachers are reminded that they should purchase a single one way first-class ticket. A form drawn up by the Teacher to the effect that the Teacher has purchased one first-class one way ticket for the purpose of attending the Convention and signed by the ticket agent is sufficient.

Two other strong reasons for registering are:

(a) to secure cheap rates on magazines of considerable value.

(b) to support the Association and give the weight of numbers to its decisions and demands.

For the latter reason especially all Teachers should feel it their duty to register.

Form of certificate to be used in case of necessity:

Date.....

I hereby certify that..... has purchased a first-class one way ticket from.....to Montreal for the purpose of attending the Convention of the Provincial Association of Protestant Teachers.

Signed,
Station Agent.

PRESS NOTICES.

The two following notices appeared in the principal English newspapers of the Province at the end of June and beginning of July:

Quebec Department Issues New Authorised List for Protestants.

Quebec, June 30.—The new list of authorised text-books for the Protestant Schools of the Province of Quebec has just been issued by the Department of Public Instruction. This list was finally adopted at the May meeting of the Protestant Committee. The importance of the present revision lies in the fact that the principle of one book only for a subject or grade is now in operation. In the past a choice was offered between two or three authorised books, and every four years (the revision period) the school boards were required to select one book, or one graded set of books, such as the readers, for each subject in the course of study, from the list.

The old system had some advantages from an educational point of view, but these were over-borne by the decided disadvantages that people who moved from one school municipality to another were frequently obliged to sacrifice an accumulated stock of school books, and buy others for their children. To many parents this was a hardship, and that fact alone is a strong justification for the adoption of the "one subject one book" principle.

Then, again, the old system hampered the dealers in school books, who were often obliged to carry various texts on the same subject, owing to the differing choices of the school boards in the vicinity. Change of teachers in a community, also, sometimes led to a change of books without authority.

There is, however, one departure from the principle of uniformity. In some subjects there is a different book authorized "for Montreal only." Apparently this was unavoidable in some subjects.

The new list goes into force at once, and remains in force four years. The Department of Public Instruction issues copies to all interested upon application, and it is now being circulated to the school boards.

Quebec, July 3.—A few days ago announcement was made of the issue of a new authorized list of text-books for the Protestant schools of the province, valid for four years. A new course of study, adopted by the Protestant committee, is now also being distributed by the Department of Public Instruction for the same schools. The first feature of the new course calling for special mention is the abandonment of the grade nomenclature which has been in force so many years, namely, one primary, four elementary, three model and three academy grades. This is replaced by the same number of grades, simply numbered from one to eleven. This classification is in keeping with that of other provinces. Moreover, while in the early grades there are still slight differences in the courses in elementary schools as compared with the same grades in superior schools, it will now be possible for a pupil who has completed, say, the first six grades in an elementary school to pass directly into the seventh grade in a superior school. In the past the fourth elementary grade in an elementary school was in some respects beyond grade two model and in other respects behind it. Now the numbered grades are practically alike in all kinds of schools. The names elementary, model and academy are retained, however, to denote the several kinds of school. Elementary schools with more than one teacher will be able to do the first seven grades; those with only one teacher will not be able to cover more than five or six grades. Well-equipped model schools will be able to cover the first nine grades, while the academies, as usual, will give the complete course of eleven grades from the primary to university matriculation.

Regarded simply from the point of view of classification, the new course of study is a decided help in school administration. Teachers, pupils and parents alike will find it definite and clear, and outsiders will no longer be puzzled to understand the terms used.

As to subjects it is believed that it will give satisfaction. A few points only need to be touched upon by way of

illustration. For years there has been criticism of the work in arithmetic in the schools. The text-books were supposed to deal only with "stocks and bonds." This was not quite true, but the modern arithmetic which has been adopted deals with a very wide range of directly practical problems. A rural arithmetic, which in itself forms an introduction to scientific agriculture, and deals with all the practical problems of the farm, is to be used in the rural schools. In those schools, also, there is to be a thorough and progressive course in nature study and elementary agriculture. The largest addition to the course of study is in English literature. From simple texts of classical English writers to the more advanced texts in the later grades, a very complete course has been arranged. In this subject we have long been behind the public and high schools of the United States.

Altogether, the new course of study, together with the new grade classification and uniform text-books, would seem to be the starting point for a new era of progress in Protestant education in this province.

BOOK NOTICES.

"Contes Bleus" by Edouard Laboulaye (edited by C. W. Merryweather and H. Nicholson) is the latest issue in Longmans' French Texts. It consists of six bright short "contes" with notes at the end, exercises for reproduction, and a vocabulary. Price 50 cents. Longmans, Green and Co., London and New York. Renouf Publishing Co. of Montreal.

The Greyfriars Book of English Verse. Edited by Guy Kendall, with an introduction by Frank Fletcher, the Headmaster of Charterhouse School. This is a very pleas-

ing selection of poems from Shakespeare to Walt Whitman, including many prime favorites. Price 60 cents net. Longmans, Green and Co., London and New York. Renouf Publishing Co., Montreal.

Carlyle's Essay on Burns with Selections from Burns's Poems. To young teachers who have not yet become acquainted with Carlyle's works we can recommend this little volume of one of the master's best and most characteristic essays. The editor is Mr. Wilson Farrand, M.A., Headmaster of the Newark Academy, who contributes a very excellent introduction of 24 pages. There are also some Suggestions for Teachers. At the end of the book are explanatory notes. Price 30 cents. Longmans, Green and Co.

Outlines of Composition and Rhetoric. By John Franklin Genung and Charles Lane Hanson. The authors state that this book was prepared for the last two years of high school work. They also say that their motto has been "a minimum of theory and a maximum of the kind of practice that brings good results." The text is divided into three parts. Part I deals with Elementary Work, including the general management of composition, the paragraph, the correct sentence and the first requisites in choice of words. Part II is entitled Rhetorical Effectiveness, and deals with the effective word, the effective sentence, and the structure of the paragraph. Part III is headed "Kinds of Composition", and the chapters give practical work in letter writing, narration, description, exposition, and argument. The seven appendixes are directly practical also, and include the musical reading of verse, theme correcting, and proofreading. Altogether, this is a valuable book. Price \$1.00. Ginn and Company, Boston and New York.

Bell's Sixpenny French Texts:—

Trois Contes. Par Toeppfer.

Le Capitaine Pamphile. Par Alexandre Dumas. G. Bell and Sons, London.

C'est La Guerre. Marc Ceppi. Sketches (imaginary) of the present War. Price 1s net.

Le Journal d'un Garnement. A. S. Treves. 1s, 4d net. Bell's.

Le Lac de Gers. By Toeppfer. 1s. Bell's.

Waterloo, par Erckmann-Chatrian. Bell's Standard French Texts. Price 2s, 6d net.

Bell's Simplified German Texts:—

The Adventures of Baron Munchausen. 2s.

Frau Luna. Ottilie Wildermuth. 1s.

Bilder aus der Neueren Deutschen Geschichte. 1s.

Bell's Shakespeare for Schools. F cap. cloth, 1s each. Published by Bell and Sons, Limited, London. We have received copies of the following plays in this excellent edition, namely, The Merchant of Venice, Twelfth Night, Coriolanus, King Lear, King Henry the Fourth, Part one; King Henry the Fourth, Part two. We can commend this edition to teachers, although possibly some may find the notes too brief.

Graded Writing Textbooks, by Albert W. Clark. Ginn and Co., 29 Beacon St., Boston.

BUSY SCIENCE.

There is much quiet and useful work done by our scientific men, of which the general public hears little. A proof of this may be found in the Seventh Annual Report of the Quebec Society for the Protection of Plants from Insects and Fungous Diseases, just issued by the Hon. J. E. Caron, provincial Minister of Agriculture. Professor W. Lohead of Macdonald College is the president of the Society, and the active members include such well-known names as Mr. J. C. Chapais, Mr. A. Dupuis, Father Leopold of Oka, Dr. D. W. Hamilton and others.

The president's annual address was a most interesting one on "The Web of Life", showing the interdependence of the various forms of life upon one another—the "balance of nature".

"Nature has evolved not as independent but often as closely dependent organisms. The well-being of one set is frequently related in many ways to other sets, and no creature can be said to live unto itself. Insects and plants, for example, have been for long ages mutually adapting themselves one to the other, the plant to the insect and the insect to the plant. We all know how birds keep down insects and many rodents: in fact, an approximate equilibrium has been established between them. Any disturbance or sudden reduction in the number of birds of a region is sure to disturb the equilibrium or balance in the insect world and cause much loss to the crops upon which the insects feed."

Professor Lohead gives several practical illustrations of this principle, which the great Darwin did so much to make known to the scientific world. The Annual Report also contains a number of practical papers, of great value to fruit growers, farmers and others. But the point we wish to make is that this kind of scientific literature is readily accessible to the teachers, and that it is of use to such teachers as take their nature study work seriously.

THE FARRAGUT SCHOOL.

A TENNESSEE COUNTRY-LIFE HIGH SCHOOL.

We publish below the greater part of an interesting bulletin issued by the United States Bureau of Education at Washington. It was compiled by Mr. A. C. Monahan of the Bureau and Mr. Adam Phillips, the principal of the Farragut School. We regret not being able to give with the text a reproduction of the illustrations in the original.

We Canadians have much to learn from our near neighbours in things educational, and more particularly with regard to rural schools. In Manitoba alone, in Canada, is there a whole-souled attempt on the part of people and authorities alike, to have the kind of rural schools that we should have.

In the Preface to the Bulletin the Commissioner of Education says:—

"I know of no more successful attempt to adapt the organization, work, and ideas of a country school to the needs of country life than that made by the Farragut School, located in the open country near the village of Concord, Knox County, Tenn. Through 10 years of varied success this school has demonstrated the fact that the work of the rural school may be adjusted to meet the practical needs and requirements of country life without losing any of its value for discipline and culture.

The community served by this school is not rich. It is just an ordinary American farming community. What it has done other farming communities may do without greater effort and expense than any American community should be willing to make for the education of its children. The people of this community have learned already that the larger expenditure necessary for the school of better type is its best investment.

The manuscript submitted herewith, prepared by A. C. Monahan, one of the bureau's specialists in rural education, assisted by Adams Phillips, principal of the school, gives a brief account of the origin, growth, and work of this school and its relation to the life of the community. I recommend that it be published as a bulletin of the Bureau of Education as an illustration of a new type of school which should and will, I believe, become much more common than it now is."

INTRODUCTION.

The Farragut High School is located in Knox County, Tenn., about 15 miles west of Knoxville and $1\frac{1}{2}$ miles north of Concord, a village of 300 population on the Southern Railway. The school building stands in the open country at the junction of the Concord Pike with the Kingston Pike, which runs westward from Knoxville through a succession of open valleys well adapted to farming. The region is typical of the better farming sections of eastern Tennessee.

In the same building with the high school is an elementary school of 150 children from the tenth school district of Knox County. The section tributary to this elementary school contains 12 or 15 square miles and formerly had three elementary schools of one or two rooms each. The high school had last year (1912-13) 90 students, nearly all of whom were from the western half of Knox County, and the large majority were from the tenth district. The high school is one of the system of county high schools and is supported out of the county high-school funds, which in this, as in other counties of Tennessee, are separate from the fund for elementary schools. Tuition is free to all pupils who are residents of Knox County; others pay a fee of \$3 per month. The school has no dormitories and makes no provision for boarding pupils. The pupils either return to their own homes each night or they find board and room in the neighboring farmhouses. Last year there were only 10 boarding pupils.

THE SCHOOL HISTORY.

In 1902 a number of heads of families in the tenth district of Knox County met for the purpose of devising some means by which their children might have the advantages of a good home school offering opportunities for a better kind of education for their children. They enlisted the co-operation of the district school directors, and meetings were held in which the need for a better school and the means of obtaining it were discussed. The school was planned to include a high school adapted to the needs of the community. Charles W. Dabney, then president of the University of Tennessee, now president of the University of Cincinnati; P. P. Claxton, then professor of education at the University of Tennessee, now United States Commissioner of Education; J. D. Eggleston, now president of the Virginia Polytechnic Institute, but at the time located at Knoxville as editor of the bureau of publicity and information of the Southern Education Board; Wallace Butterick, executive secretary of the General Education Board, New York City, and others, took an interest in the movement, addressed the public meetings, and advised with the people and their committees. At the suggestion and invitation of one of the farmers, a careful survey of the community was made by Mr. Eggleston. As a result of his personal canvass and of mass meetings, public sentiment was aroused in favor of the undertaking, and a local subscription of \$5,000 was secured in work, material, and cash. This was followed by a donation of an equal amount in money from the General Education Board.

A school farm of 12 acres was purchased, and upon it was built a comfortable wooden house with six classrooms and an assembly hall, heated by furnace, and well ventilated. The location selected, at the junction of the Concord and Kingston pikes, was the site of an old fort of the Civil War period. The site overlooks the valley for a distance of from 1 to 3 miles in every direction, and

the location is easily accessible from all the territory served by the school. The school was opened to pupils in February, 1904.

The department of education of the University of Tennessee was particularly interested in the school, because it was hoped to make of it a model for southern rural communities and also that it might be an object lesson for the students of the summer schools of the South, held at the university, and for the regular students of education in the university.

The course of study was the traditional elementary and high-school course, modified by the purely agricultural surroundings to as large a degree as sentiment, training of teachers, and equipment would permit. It emphasized practical agriculture, horticulture, domestic science, and manual training. But the modifications were not so great that students completing the four years of the high school could not enter the State university and other colleges and universities of the State and section.

For the first four or five years of its existence the school was supported and managed by an incorporated board of trustees, in co-operation with the school board of the tenth district of Knox County. From the beginning it was open free to all white children of school age—6 to 21 years—in the district, and to those over 21 at a nominal fee.

For two years the work of the school had proceeded satisfactorily; several hundred volumes had been placed in the library, which was used by both the school and the community; the grounds had been put in good condition; the necessary furniture, equipment for teaching elementary sciences, a piano, pictures for the walls, and other useful accessories had been provided; courses of lectures and entertainments had been given; most of the original opposition to the school had been overcome, and it had worked its way into the hearts of the people, when on the night of March 15, 1906, the building and its contents were destroyed by fire.

On the morning after the fire the patrons of the school and other residents of the district held a mass meeting upon the grounds and unanimously agreed that the school must go on. Temporary quarters were arranged in an abandoned church in the neighborhood, and there the year's work was completed. A subscription was started immediately and a substantial sum was soon raised; \$3,500 was received as insurance on the old building and \$5,400 more was borrowed. All of it was paid for the erection of the new building.

The original plan was to place the school, after thorough organization, under the management of the district board of school directors and to incorporate the work which it was to do in the general scheme of public education as provided for the district by county and State. It was found that this could not be done, because certain subjects included in the course of study were not included in the list of subjects which the law permitted to be taught in the district public schools. However, when the county court provided funds for the establishment and maintenance of high schools in Knox County, the Farragut school board offered to turn all its property over to the county, free of incumbrance, on condition that the county high-school board would maintain there a high school with agriculture, home economics, and manual training as important parts of the course of study. The county high-school board accepted the proposition and appropriated \$2,000 for the purpose of paying teachers for the scholastic year 1906-7. The burning of the building, as already described, before deeds had been signed, postponed the transfer of the property and the consummation of the plan until the Farragut board and the community had replaced the buildings, which they did within a year.

THE BUILDINGS AND EQUIPMENT.

The present building is a two-storey brick building with basement, and cost, with the original equipment, \$12,000. Additional equipment and a water system in-

stalled since have brought the total cost of the school to about \$17,000. The high school occupies the second floor, one large room on the first floor, and part of the basement. Three other rooms on the first floor are occupied by the elementary school. The room for household economics, the girls' lunch and toilet rooms occupy one-half of the basement. The manual-training room, the boys' lunch and toilet rooms occupy the other half. On the second floor nearly one-half of the space is occupied by a study hall, in which all high-school pupils are assigned desks. There is space for additional seats whenever it is desirable to use the room as an auditorium or assembly hall. When properly arranged as an assembly hall, it will seat 300 persons. The remainder of the second floor is divided into a hallway and three rooms—two recitation rooms and a library.

The laboratory on the first floor is a large room, and is used for physics, chemistry, botany, and agriculture. The equipment for each of these subjects is not extensive, but is apparently sufficient for present needs. The home-economics room in the basement is equipped with a coal range, three tables on which the girls prepare material for cooking, a cabinet for utensils and provisions, a dining-room table, a fireless cooker, and a sewing machine. The room is used for the classes in sewing as well as in cooking. The manual-training room contains 11 carpenter benches, with the ordinary carpenter tools.

Each toilet room is equipped with six Douglas siphon jet closets, two washbowls, two plate-glass mirrors, and two shower baths with dressing rooms. All sinks and washbowls are furnished with liquid-soap dispensers and paper towels. The partitions between the closets are galvanized iron painted with white enamel. The girls' shower baths are inclosed with white enameled iron; the boys' shower baths with white enameled wood. The walls of the basement are all painted white. The floor is of concrete.

The water system was installed in 1911, making sanitary closets and shower baths possible. Water is obtained

from a large spring 1,200 feet away from and below the building. The cost of the water system was a little less than \$3,000. Mr. Phillips, in describing the water supply, says:

It is pumped to the building and into two 1,000-gallon tanks in the attic by a No. 40 double-acting Rife-ram, with a capacity of 3,600 gallons per day. The ram is driven by creek water, but delivers only spring water to the buildings. From the tanks water is conveyed to all parts of the school building, to the principal's house, the barn, and to the drinking fountain on the pike. In the hall on the second floor are two sanitary drinking fountains for the high-school. On the lower floor there are two more for the elementary school. There is a drinking fountain in each lunch room. There are two sinks and one washbowl in the domestic economy room, one washbowl in the manual-training room, and three sinks in the science laboratory. All sinks, bowls, and showers are supplied with hot water, the former from a 300-gallon hot-water tank connected with a coil in the furnace and also with a special tank heater, with a capacity of 250 gallons per hour, to be used when there is no fire in the furnace. The waste water from the showers, bowls, sinks, and fountains is carried by sewer tile direct to the creek. The sewer pipe from the closets empties into a four-compartment septic tank 15 feet long, 9 feet wide, and 7 feet deep. The tank overflows clear and odorless into the tile leading to the creek.

On the school grounds is located a cottage for the principal, the use of which is given to him rent free. The building is plain and simple, but well arranged and adequate for the purpose for which it was built. It is equipped with a complete bathroom, private toilet for servant, and a "cool room," with concrete sink, through which water is kept running in warm weather. This serves as a refrigerator. The cost of this cottage was very small, as the main part of the cottage consists of one of the abandoned school-houses of the district moved here and remodeled.

At the junction of the Kingston Pike and the Concord Pike, at the corner of the school grounds, a concrete water box for horses and a public drinking fountain with concrete bowl and base for people have been erected. The fountain has proved to be of great convenience, not only to the community but also to travelers on the pike. The money for the water box and fountain was subscribed by the pupils, teachers, and patrons of the school. Every pupil subscribed, and has therefore a feeling of ownership. On the water box, in brass letters, are these words: *Erected by the Farragut School and Community, 1910.* On the fountain are the words: *Farragut Drinking Fountain.*

In addition to the school buildings and principal's home, located on the school grounds, there is a barn and a chicken house. The school owns a brood mare and four Percheron colts; it also owns a flock of pure-bred Plymouth Rock chickens. The mare, colts, and the chickens are the only animals owned by the school for teaching the principles of breeding. The chicken house is fitted with good, substantial equipment, including trap nests, so that it is possible to keep a careful record of the number of eggs laid by each hen. The principles of selection and breeding, which may be demonstrated so easily with poultry, apply with equal force to all kinds of animals.

THE SCHOOL GROUNDS.

In addition to the 12 acres which the school owns, it has recently leased for a period of five years 8 acres adjoining its property.

The lot owned by the school is divided into two parts; 6 acres about the buildings are in permanent grass for playgrounds; the other 6 acres are used for demonstration purposes. The school employs one man by the year to serve both as janitor and farm laborer. The grass plat immediately surrounding the buildings has been beautified by the addition of shrubbery and flower beds. Part of it is laid

out for a basefield field, for tennis courts, and for an outdoor basketball court. These playgrounds are used by the community at any time, and their use constitutes one of the principal contributions of the school to the community.

The chief aim in the demonstration work has been to show the farmer and the pupils in the agricultural courses how to bring the soil from a state of low fertility to a state of high fertility in the shortest possible time. The plats are used for demonstration and not for experimental purposes. One demonstration of particular interest is conducted on a half acre of land divided into 40 plats. The half acre is divided first into four ranges. Each range is divided lengthwise into two parts. One half of each has had an application of 2 tons of ground limestone per acre. On these ranges are conducted a rotation and a fertilizer demonstration, planned to show side by side the four phases of a 4-year rotation. The following is Mr. Phillip's description:

In the summer of 1913 range A has rye plowed under for cowpeas. Range B is in wheat, seeded with clover and timothy. Range C is in clover and timothy. Range D is in corn. The cowpeas of range A will be turned under for wheat in the fall. Thus the crops follow one another in regular succession, each range bearing the same crop once in four years. The ranges are divided crosswise into 10 parts of $\frac{8}{10}$ of an acre each. Plats 5 and 6 receive no fertilizer and serve as checks. Each of the other 8 plats has a different application of fertilizer. From this demonstration the students and people of the community are learning two very important lessons: First, that the soil is very poor in nitrogen, and that the quickest and most economical way to increase the nitrogen supply to the soil is to grow and turn under large crops of leguminous plants, such as vetch, cowpeas, and soy beans, which gather and convert into plant food the free nitrogen of the air. The second lesson is the value of an application of ground limestone. The difference between the limed and unlimed sections of

the ranges is very apparent at any time during the growing season and is also apparent at the time of harvest. Many farmers in the community have profited by the lessons; some have not. The great value of rotation demonstration is that the demonstration keeps going on and on. It tells its story each year. The story is more impressive each succeeding year. The lesson becomes plainer and more valuable as the time goes by.

Another part of the 6 acres is used as a model garden. It is known in the community as the "principal's garden." The rest of the land is used for general crops, particularly to furnish fodder for the horse, colts, and poultry. The model garden and the use made of the rented land are described by the principal as follows:

The most important field on the farm is the home garden. The principal's garden consists of 1 acre of land inclosed by a woven-wire fence. It is planned as a model for the busy farmer who must do as much of his work as possible with a horse. Everything is in rows far enough apart for the one-horse cultivator. All of the common vegetables and small fruits are planned for. Here intensive tillage, crop rotation, the use of fertilizers and stable manure, and the plowing under of leguminous cover crops are all practiced to a great extent.

Four acres of the rented land have been divided into 1-acre plats, upon which is to be carried on a four-year crop-rotation demonstration. The idea in this is that not only shall the plats be large enough to be cultivated with two-horse implements, like the fields of a farm, but that there shall be measured equal tracts which may be used as a basis to compare the results at the school with the results obtained by the boys in the agricultural course who are members of the boys' corn club and with those of farmers in the community who are carrying on co-operative demonstrations. The other 4 acres of rented land will be devoted to pasture demonstrations. One-half of the field will be seed-

ed for permanent pasture. The other half will be used to show how, by proper selection of cereals, clovers, and grasses, good pasture may be obtained for nearly all seasons of the year.

INSTRUCTIONAL WORK OF THE SCHOOL.

The fundamental purpose of the Farragut School is to give country boys and girls the best possible preparation for the duties and opportunities of rural life and citizenship. There are three four-year courses of study offered—a Latin course, an English and science course, and an agricultural course. This last course includes manual training, and the girls may substitute domestic economy for part of the agricultural. The courses are elective. Ninety per cent of the students are in the agricultural course. The English and science course contains a course in general agriculture the second year. The Latin course includes four years of Latin and two of German.

During the first year the boys have agriculture three times a week and manual training two double periods a week. The girls have the same work in agriculture, and home economics in place of the manual training. The first-year agricultural work is somewhat general in its character, and is made of interest to both boys and girls. The girls find ample opportunities to make use of their knowledge of agriculture, as practically all of them become farmers' wives. Many of them teach in country schools and find many opportunities to use their agriculture in teaching work. One of the greatest values of these courses for girls, according to the principal of the school, will be the inspiration and stimulus for agricultural pursuits given to boys and girls of the next generation by educated mothers who understand the principles of agriculture and who have real sympathy for country life. An outline of the agricultural courses of the first and second year is as follows.

COURSE IN AGRICULTURE.

FIRST YEAR.

Elementary principles of chemistry and physics. Demonstrations of oxygen, hydrogen, nitrogen, carbon dioxide, water, and the common mineral elements.

Soils: Origin, kinds and depths, types, chemical composition, soil moisture, drainage and ventilation, tillage, implements for soil preparation.

The Plant:

Classification—

Cereals: Corn, wheat, oats, and others.

Forage crops: Millets, clovers, alfalfa, cowpeas, soy beans, vetches, and others.

Root crops.

Fiber crops, both plant and animal: Cotton and wool.

Rotation of crops. Fertilizers, Propagation of plants.

Plant improvement.

Friends and enemies of plants:

Plant forms—fungi and weeds.

Animal forms—insects, birds, and animals.

Gardening and fruit growing.

Forestry, landscape gardening, and civic improvements.

Roads and road building.

Farm management:

Planning houses and barns.

Planning the arrangement of the fields of a farm for rotation of crops.

Fuel and light.

Feeds and feeding; computing rations.

Animal husbandry:

Stock feeding.

General principles of breeding.

Domestic animals—types and values.

Horses and mules, cattle, hogs, sheep, poultry, bees.

Country life conveniences.

SECOND YEAR.

Improvement of plants and animals.

Variation, heredity, and environment, selection.

Improvement of corn studied in detail: Selection of seed.

Corn tester and the ear row test.

Propagation of plants studied more in detail than in first year.

Plant food, soil studies: Chemical and physical composition.

Soil water, soil air, organic matter, bacteria.

Maintaining the fertility of the soil; manure, rotation of crops, lime, cover crops, tillage.

Study of the management of the corn, wheat, oats, cotton, and other crops.

Study of the farm wood lot and its management.

Study of orchards and fruit growing.

Enemies of farm crops and remedial measures: Spraying mixtures.

Weeds, fungus, and bacterial diseases.

Insects.

Systems of cropping. Feeds and feeding.

Study of the horse, cattle, sheep, swine, poultry

Farm management. The farm home and community.

The work of the first year is, as stated above, of a general nature and endeavors to give the pupil a broad view of agriculture in all of its relations, and thus to arouse his interest in some particular line of agriculture and sympathy with country conditions. An attempt is made to win his respect for farm life by getting him to see in their true significance the agricultural problems which the farmer has to solve.

The work of the second year, while covering much of the ground gone over in the first year, is a more detailed study of the various subjects outlined. In this it is the purpose of the instruction to get at the underlying principles. It is intended to equip the pupil with what the farmer will need to know to make his farm life profitable and satisfying.

In the third year agricultural students take a half year in elementary physics, followed by a half year in agricultural physics. In this is included only the most practical phases of the subject, such as the movements of water in the soil and farm drainage, farm machinery, and farm structures, including buildings, bridges, and roads. In the fourth year general chemistry is studied the first half year, agricultural chemistry the second half. This also is made as practical as possible. Pupils study the chemistry of the air, of water, milk, animal and plant foods, soils, and fertilizers.

Textbooks in agriculture are used the first two years—Wilkinson's Practical agriculture in the first year, and Warren's Elements of agriculture in the second year. The text-book for the second year's work is supplemented by agricultural bulletins in the third and fourth years. In addition to the general texts in physics and chemistry, no special text-books are used. In teaching agricultural physics and chemistry, several reference books are used, also much use is made of a collection in the school library of 4,000 bulletins from experiment stations and from the United States Department of Agriculture.

Mention is made of this collection of bulletins in another place in this article under the section on the community service of the school. The bulletins are used by other classes than those in agriculture. The authorities of the school believe that much agriculture can be taught through other subjects; also they believe that all the regular academic subjects may be given a "country-life twist." It is the intention of the school to have the teaching of all subjects in the course of study "surrounded by an agricultural halo." For instance, it is the opinion of the school that high-school agriculture is full of excellent material for written work in English. To make the best use of this material, the English teacher must have an agricultural point of view. The boys and girls in the Farragut School have in the library just mentioned and in the teacher, who has special charge of the bulletins of the library (the teacher of English), a

ready source of information for subject matter, not only for their agricultural courses but also for their English. Of course, the English work is not confined to reading and composition dealing wholly with agricultural and rural life. Farm boys and girls need an acquaintance with other literature as much as other boys and girls. However, agriculture and country-life subjects are used as a basis for a large part of the reading and composition work.

In the study of agriculture much use is made of the laboratory. Much more use, however, is made of the school demonstration plats. Here the students see the principles of increasing the soil fertility worked out. They assist in harvesting the crops and in keeping the record of the yield from those under different treatment. Many of the boys have also home gardens cultivated in accordance with the instruction they are receiving in the school. Many boys cultivate an acre of corn and belong to the school corn club. The president of this local club is also president of the county boys' corn club.

The manual training and carpenter work is arranged as follows: The student learns first the names and the uses of the tools found on his bench and of the others supplied for general use. Next he performs a few simple exercises, from which he learns how to saw a square block, make a half lap, a mortise and tenon, and to select and square up rough stock. Then he constructs some useful article of furniture first, with the help of a teacher, working out his own design. He then selects the material from the stock on hand and finishes the piece according to his own ideas. In the second year much time is devoted to mechanical and simple architectural drawing. This is followed by the work in farm carpentry; that is, making various structures used on the farm from working drawings prepared by the student.

In the home-economics course the girls study the composition and preparation of foods during the first year. The course is intended to teach them how to make the best

use of various articles of food found on the farms of east Tennessee. The second year is devoted to sewing. The work is practical, and each girl is taught how to make her own clothes.

The practice work in cooking requires two periods a week of 90 minutes each for the full year. An outline of the course follows:

COURSE IN COOKING.

Study and care of kitchen equipment.

Weighing, measuring, cooking temperature, etc.

Principles and practices of fire making.

General cooking, including the following in the order given:

Beverages, sauces, cereals, potatoes, breads, batters, meats (including a study of various cuts and the value, uses, and preparation of each for the table), eggs, milk and cheese dishes, puddings and desserts, pastry, vegetables, salads.

Canning and preserving fruits, vegetables, etc.

Invalid cooking.

Preparation of food for babies.

Serving a meal.

COMMUNITY SERVICE.

The Farragut School is attempting to be more to the community than the ordinary school which confines its attention to instructing the boys and girls who come to it as pupils. It is attempting to be an institution of wider use, and to be of direct value to every man, woman, and child in the community. The following are some of the ways in which the school is serving the community:

On the last Friday night before each full moon there have been held at the schoolhouse, for the past five years, meetings called "moon-light socials." These are community gatherings to which all are welcome. The program varies from meeting to meeting. There is always a liberal allowance of music and usually a talk on a subject of general interest pertaining to some phase of farm and home

life. Sometimes the talks are given by outside persons, from the State agricultural college or elsewhere. More often, however, there is a general discussion of a selected subject, led by a few members of the community selected before the meeting. If the subject to be discussed deals with technical phases of agriculture in which they are not interested, the women will meet in another room and discuss some problem of house-keeping. The discussions are made as practical as possible. After the regular program is over the evening is given to general sociability, playing games, and singing familiar songs. Usually some sort of lunch is served. The domestic-science room has facilities which make the serving of a lunch very easy. The meetings are well attended and have become a very important part of the community life.

Other evening meetings are held in the schoolhouse on many special occasions. If the people of the community desire to get together for any purpose, the schoolhouse is always designated as the place of meeting.

The biggest meeting of the year, however, is on Commencement Day. The program lasts all day. In the forenoon the graduating exercises take place, with essays or short talks by members of the graduating class. These essays and talks are usually upon subjects pertaining to farm and country life, and are therefore of more interest to the audience than the ordinary high-school graduation essay or oration. At this forenoon meeting the graduates receive their diplomas. At noon a basket dinner is served on the grounds under the large shade trees. The food contributed by each family is put in a common lot and served as a community dinner. The domestic-science room is utilized to make the lunch more complete. This plan helps make the lunch hour a real social hour. After dinner the visitors inspect the plot demonstrations in rotation of crops, and the progress of the various crops under the different treatments is noted. The features of the demonstration are explained by the principal of the school. At 2 o'clock the people assemble in the school, and there is a Commencement address,

usually by some prominent outside speaker. Following this is a baseball game between the high-school team and either a team from some other school or a selected team from among the farmers of the community. In the evening a drama is presented by the students of the school. This part of the program creates great interest and is always well attended.

Another service of the school is in furnishing agricultural reading for the farmers and their wives in the community. The school library contains about 200 books and a large number of Government reports. It also contains about 4,000 bulletins from various experimental stations in the United States. There is an abundance of valuable reading in these bulletins which is not ordinarily available for farmers, because they have no way of determining where the most valuable material is to be found. This school has been very successful in its attempts to overcome this difficulty. One teacher of the school examines all bulletins received. He notes particularly what in the bulletins is of value to the farmers and housekeepers in the territory served by the school. He therefore not only has information on the particular subject discussed by the bulletins, but also is able to put into the hands of the people of his community the material which will be of most value to them. All the bulletins and books of the library are constantly in circulation in the community and are available for young and old people alike. The school building is open on Wednesdays and Saturdays throughout the summer vacation for those who care to visit the library to consult the books and bulletins in the library or to get books, reports, bulletins, or periodicals for home reading.

During the vacations the school playgrounds are used freely by people in the district. They are, in fact, community playgrounds, on which the boys gather for baseball and other games whenever their duties permit. The tennis courts and basket-ball courts are in considerable demand. The school and its property are regarded by the

individuals of the community as belonging to them, and they are welcome at all times to make use of them which does not work injury to the school. On days during the summer vacation on which the school library is open the shower baths are also open and many visitors use them.

The school grounds and demonstration plats are open to inspection at all times, and farmers driving by frequently stop to examine the crops. Many of them visit the plats at regular periods and study carefully their progress.

Another important community service comes through the outside activities of the principal of the school. He has become an expert adviser in agriculture to all farmers of the community. He is employed throughout the year, and a horse is furnished him. When school is not in session he spends much of his time in driving about the community, visiting the farmers on their farms, and getting in touch with local agricultural conditions and problems. This enables him to know well the agricultural conditions of the community, to adapt the work of the school to the needs of the community as he finds them, to bring to each farmer expert advice for his own particular needs, and to give to all information in regard to the best things done by any. It also enables him to keep in touch with the boys' corn-club work and other agricultural work, and to see that in their practical work on the farm they apply the principles learned in school.

All the high-school teachers, except the music teacher, are college graduates. All have had special training for the subjects they are teaching. The principal is not only a graduate of the State Agricultural College at Cornell University, but also has had several years' experience in practical farming and in teaching in different sorts of institutions, including a public school, a State normal school, a private college, and a summer school for public-school teachers.

The salaries paid in 1912-13 were as follows: The principal received \$1,500., with a house, 1 acre of garden, and the use of the chicken house and the school horse. This is equivalent to a cash salary of at least \$2,000. He receives also \$300 for his work as supervisor of the agricultural courses in the other high schools of the county. The other teachers receive \$975, \$720, and \$720, respectively; the janitor's salary is \$360.

THE RESULTS OF THE SCHOOL.

During the nine years of its existence this school has sent an unusually large number of boys and girls to college, given a good practical education to many more who are now successful farmers and housekeepers, and has become a very vital factor in all community improvement. The people of the county, who at first looked upon this school as a doubtful and unwise experiment, have, after watching its work, become convinced of its value, and have demanded similar schools in other parts of the county. In response to this demand the county court of Knox County has issued bonds and levied taxes for the erection of buildings and the maintenance of three other high schools of the Farragut type, and all these schools are now in operation.

ITEMS FOR THE TEACHER.

NEW CAR FERRY.

A new car ferry which may also act as an ice-breaker was recently placed in commission at Quebec to run to Levis. This new ferry embodies two unique features, the first being her deck, which may be raised or lowered to meet the requirements of her route, which comprises a difference in tides of 18 feet, and the second her nickel steel screw propeller, which in the winter season is designed to clear the ice from the landing stage.—East and West.

THE MOON AND THE CROPS.

Washington—"Scientists are now convinced that the moon has no more influence on crops than it has upon the temperature, or the amount of rains, or the winds, or any other weather element," say experts of the Agricultural Department.

"The growth of plants depends upon the amount of food in the soil and the air that is available for them, and upon temperature, light and moisture. The moon obviously does not affect the character of the soil in any way; neither does it effect the composition of the atmosphere. The only remaining way in which it could influence plant growth therefore is by its light.

"Recent experiments, however show that full daylight is about 600,000 times brighter than full moonlight; yet, when a plant gets 1-100th part of normal daylight it thrives little better than in absolute darkness. If 1-100th part of normal daylight is thus too little to stimulate a plant it seems quite certain that a 600,000th part cannot have any effect at all. It is therefore, a mere waste of time to think about the moon in connection with the planting of crops.

"The moon has nothing more to do with this than it has to do with the building of fences, the time for killing hogs or any other of the innumerable things over which it was supposed to exert a strong influence."—New York World.

THE CORN BELT.

The "corn belt" used to be a strip of country running generally from Pennsylvania to Kansas, and including Ohio, Indiana, Missouri, and the southern half of Iowa.

But the fashion in belts is changing, as all fashions are liable to do. The corn belt is spreading itself out. It goes further east and further west, and most emphatically it is moving to the north and south. Michigan, Wisconsin, Minnesota, and even the Dakotas and Montana are now in the corn belt. The Southern States are knocking at the door. Georgia, Alabama, and the Carolinas are showing that a hundred bushels to the acre is nothing to them.

The corn belt in the future will extend from Canada to the Gulf of Mexico, and it will reach the Rocky Mountains, if not beyond. It is no longer a belt, but a section, comprising almost the entire arable portion of the United States, and may even include the deserts and the mountains to a limited extent.—Farm Life.

MACKENZIE RIVER.

The magnificent Mackenzie River, one of Canada's great rivers, is navigable from its head at Great Slave Lake to its mouth in the Arctic Ocean, a distance of 1,025 miles, by steamers having a draught of six feet. Steamboats now plying on the Mackenzie River, including the waterways already mentioned, have a free run of 1,309 miles.—East and West.

REINDEER IN ALASKA.

In the last twenty years the reindeer industry has attained considerable proportions in Alaska. The recently completed tabulation of the returns contained in the reports of the superintendent of the herds shows that there are approximately 48,000 reindeer in Alaska. About 5,000 animals are killed annually for food and skins.

The Government now owns but a small proportion of the deer—about 4,000—and is planning to go out of the industry as fast as it can train natives for individual ownership, the policy being to encourage independence and initiative among the native population. Distribution is in charge of the United States school teachers, and it is expected that by 1918 the Government will have disposed of all its reindeer.

About 5,000 reindeer are owned by missions, 8,000 by Lapps, and the remainder by Eskimos and Indians. One deer is valued at \$25.

The industry has made the natives inhabiting the coastal regions from Point Barrow to the Alaska Peninsula a civilized, thrifty people, having in their herds assured support and an opportunity to acquire some wealth by the sale of meats and skins.

Alaskan officials believe the industry is capable of much further expansion and this expansion would readily come if a larger market could be found for the meat. It is stated that the meat is delicious and could be sold at prices considerably lower than those now brought in the States by beef and other fresh meat.—New York Times.

LORD ROBERTS AND FAMILY PRAYER.

Speaking in the House of Lords after the death of Lord Roberts, Lord Curzon quoted from the last letter which the great soldier had written to him.

"We have had family prayers," wrote Lord Roberts, "for fifty-five years. Our chief reason is that they bring the household together in a way that nothing else can. Then, it ensures the servants and others who may be in the house joining in prayers, which, for one reason or another, they may have omitted saying by themselves. Since the war began we usually read prayers, and when anything important has occurred, I tell those present about it. In this

way I have found that the servants are taking a great interest in what is going on in France. We have never given any order about prayers; attendance is optional, but, as a rule, all the servants, men and women, come regularly on hearing the bell ring."—East and West.

SAFE TO DRINK.

How to be sure of pure water when in exploring or camping trips, or in isolated parts of the world, where the water may not be above suspicion, is a very important matter, if typhoid and dysentery are to be avoided.

The Ontario Provincial Board of Health issues directions for the following simple method of water purification:

A level teaspoonful of chloride of lime should be rubbed into a teacup of water. This solution should be diluted with three cupfuls of water, and a teaspoonful of the whole quantity should be added to each 2-gallon pail of drinking water. This will give .4 or .5 parts of free chlorine to a million parts of water and will in ten minutes destroy all typhoid and colon bacilli or other dysentery-producing organisms in the water. Moreover, all traces of the chlorine will rapidly disappear.

This method of purification has been tested with Toronto Bay water inoculated with millions of bacteria. Every germ has been destroyed and it has been unnecessary to boil the water.—East and West.

FINDING DIRECTIONS FROM MOSS ON TREES.

Moss favors that part of a tree that holds the most moisture; not necessarily the part that receives the most moisture, but the part that *retains* it longest. Consequently it grows more abundantly on the upper side of a leaning

tree than on the under side; on rough bark than on smooth bark, on top of projecting burls rather than on the lower side, and in the forks of trees, and on their buttressed bases. These factors are, of course, independent of the points of the compass.

To tell the direction by moss a competent woodsman would *ignore* leaning trees, uncommonly rough bark, bossy knots, forks of limbs, and the bases of tree trunks as he would give no heed to the growth on prostrate logs. He would single out for examination the straight shafted old trees of rather smooth bark, knowing that on them there would be fairly even lodgment for moisture all around, and that the wet would evaporate least from the north and northeast sides of the tree, as a general rule, and, consequently that on those sides the moss would tend to preponderate.

He would expect to find such difference more pronounced on the edge of thick forests than in their densely shaded interior. He would give special heed to the evidence of trees that were isolated enough to get direct sunlight throughout a good portion of the day, while those that were in the shade of cliffs or steep mountains so that they could only catch the sunbeams in the morning or afternoon would be ruled out of court. Among a hundred trees he might only examine ten, but those ten would be more trustworthy for his purpose than their ninety neighbors.—
Outing.

A RUSTLESS STEEL.

A steel that will neither rust nor tarnish has been discovered and is being made commercially in the United States. The importance of this invention can hardly be exaggerated. Rust and corrosion are the great enemies of iron and steel. Cut through a lemon with your pocket knife

and it comes out tarnished—corroded; stop the street cars, even for a few hours, and the rails are yellow with rust. Various more or less clumsy expedients have been adopted to fight this condition. For fine tableware the metal is silver-plated, galvanized or painted. Sooner or later the coating fails, then rust and corrosion start their work of destruction. The loss of steel through rust in the United States has been estimated at 1,000,000 tons a year, valued in the crude, semi-finished state at from \$30,000,000 to \$40,000,000.

The new stainless steel need not be plated or otherwise coated, and it stays bright under all conditions of weather and usage. For years scientists have been seeking such a metal for tableware, pocket knives, watch cases, for certain parts of typewriters, guns, sewing machines, automobiles, bicycles and for countless other uses. Table knives forged of this metal can be used with impunity to cut acid fruits with no fear of stain and the knife will remain bright without incessant scouring that is a bug-bear to every household.—Iron Trade Review.

RUSSIA TRANSFORMED.

Russia without vodka has become almost over night a transformed land. Some stories of the practical results are given in The Outlook.

A peasant farmer replies to the question,—What change has the wiping out of the vodka traffic brought about?

"It seems as if people had become different. You don't see men going barefoot in the streets, as formerly. Now everybody is respectably dressed and well shod.

"In a few days will begin the season of weddings. Heretofore at every wedding we have drunk at least one hundred rubles' worth of vodka. Now we buy a lamb for two rubles, and that ends it.

"In short, the village people that we used to know have disappeared. We seem to be living in another world. There are no disputes, no fights, no robberies, and no fires. It is as though the people in becoming sober had become cultivated. At the village meetings affairs are discussed with common sense, not with cries and abuse, as heretofore. For this reason decent people are now going to them. Formerly they were attended only by drinking men. The principal subject of discussion now is how to get rid of vodka forever."

From many parts of the province, and from many different groups and classes of people, come scores of similar statements. All welcome the reform, and all describe graphically the beneficent results that it has brought about.—East and West.

DO YOUR BEST!

When a man is satisfied with less than his best he injures himself, defrauds his fellows, and sins against God, but when he does his best he can look others straight in the eye and can ask God to receive the day's work.

"Do everything at your best," Charles Dickens said to one of his sons. "If you do that, neither I nor anyone else can find fault with you, even in you fail; for myself, I can honestly say that I have taken as great pains with the smallest thing I ever did as with the biggest."

No man who makes it the rule of his life to follow this advice can be a failure. Those who do with their might what their hands find to do have the assurance of the best success.—Ex.

HER CONCLUSION.

"From where do cows get their milk?"

The little girl wished to learn.

"From where do you get your tears, my dear?"

Her mother asked in turn.

And then with widely opened eyes,

Lifting her childish brows,

"Oh, mother," she asked, in quick surprise,

"Do they have to spank the cows?"

—Harvard Lampoon.

LIST OF TEXT-BOOKS.

Authorized for use in the Protestant Schools of the Province of Quebec, prepared under instructions of the Protestant Committee of the Council of Public Instruction and approved by that Committee, May, 1915.

NOTICE TO TEACHERS AND SCHOOL BOARDS.

The books found in the following list, are the only ones authorized for use in the Protestant Schools of the Province of Quebec.

Those especially indicated as authorized for Montreal or elsewhere, are to be used only as indicated.

In any case where a book cannot be purchased from the local dealer at the price per single copy, the book will be sent postage paid by the publisher or his representative, on receipt of the price marked in the column headed, "Price per single copy, postage paid."

This list goes into effect July 1st, 1915.

(1)—READERS.

(a) ROYAL CROWN FOR ALL SCHOOLS.

Publishers.—Thos. Nelson & Sons, Toronto.
 Agents .—Renouf Pub. Co., Montreal.

Price per single copy.

Phonic Primer I.....	15c.....	post-paid	17c
Phonic Primer II.....	18c.....	"	20c
Book I	15c.....	"	17c
" II	17c.....	"	19c
" III	20c.....	"	22c
" IV	25c.....	"	27c
" V	30c.....	"	31c
" VI	30c.....	"	32c

(b) FOR MONTREAL ONLY.

QUEBEC READERS, Bk. I.

Publishers.—Educational Book Co., Toronto.
 Agents .—Educational Book Co., Toronto

Book I, Part I.....	10c.....	post-paid	10c
Book I, Part II.....	10c.....	"	10c

IMPERIAL READERS.

Publishers.—Renouf Pub. Co., Montreal.

Imperial Reader No. 1....	10c.....	post-paid	13c
Imperial Reader No. 2....	15c.....	"	18c
Imperial Reader No. 3....	20c.....	"	24c

(2) SPELLERS.—ONTARIO PUBLIC SCHOOL, REVISED, FOR ALL SCHOOLS.

Publishers.—The Copp., Clark Co., Limited, Toronto.
 Agents .—The Copp., Clark Co., Limited, Toronto.

Ontario Public School Speller, price per single copy..15c.....post-paid 19c

(3) COPY BOOKS.—P H I L I P ' S SEMI-UPRIGHT,
FOR ALL SCHOOLS.

Publishers.—Philips & Sons, London.

Agents .—Renouf Pub. Co., Montreal.

Nos. 1-6, 6a, 7, 7a, 8, 8a,
10 & 10a. 5c. post-paid 6c

(4) ARITHMETIC.

(a) FOR MONTREAL ONLY.

GRADED ARITHMETIC, ARTHY'S REVISED, 1915.

Publishers.—Educational Book Co., Toronto.

Agents .—Educational Book Co., Toronto

Book I 25c. post-paid 25c
 " II 20c. " 20c
 " III, (IV) 25c. " 50c

(b) ARITHMETIC FOR ALL OTHER SCHOOLS.

SMITH'S MODERN ARITHMETIC, CAN. ED., 1915.

Publishers.—Ginn & Co., New York.

Agents .—Renouf Pub. Co., Montreal.

Primary Arithmetic 30c. post-paid 30c
 Advanced Arithmetic 50c. " 50c

(c) PRIMARY EXERCISES

Publishers.—Renouf Pub. Co., Montreal.

Agents .—Renouf Pub. Co., Montreal.

Nos. 1 and 2 5c. post-paid 6c
 Nos. 3 to 8 10c. " 11c

(5) ENGLISH GRAMMAR

(a) FOR MONTREAL ONLY.

(1) *EASY EXERCISES IN ENGLISH.*

Publishers.—Renouf Pub. Co., Montreal.

Agents .—Renouf Pub. Co., Montreal.

For 3rd to 7th years 10c post-paid 10c

(2) *MASON'S INTERMEDIATE GRAMMAR.*

Publishers.—Geo. Bell & Sons, London.

Agents .—The Copp., Clark Co., Limited, Toronto.

Intermediate Grammar . . . 40c post-paid 40c

(b) ENGLISH GRAMMAR FOR ALL OTHER SCHOOLS.

LANG'S ENG. GRAMMARS, REVISED, 1915.

Publishers.—The Copp., Clark Co., Limited, Toronto.

Agents .—The Copp., Clark Co., Limited, Toronto.

Introductory Grammar . . . 25c post-paid 25c

Advanced Grammar 60c " 60c

(6) ENGLISH TEXTS FOR ALL SCHOOLS.

I.—LAUREATE POETRY BOOKS.

Publishers.—E. Arnold London.

Agents .—The Copp., Clark Co., Limited, Toronto.

Nos. I to VIII 5c each . . . postpaid 5c each

II.—CHILD'S GARDEN OF VERSES. (STEVENSON'S)

Agents .—The Copp., Clark Co., Limited, Toronto.

Garden of Verses 40c post-paid 40c

III.—GOLDING'S STORY OF LIVINGSTONE.

Publishers.—T. C. & E. C. Jack, Edinburgh.

Agents .—The Copp., Clark Co., Limited, Toronto.

Story of Livingstone 30c. post-paid 30c

IV.—MACMILLAN'S POCKET CLASSICS FOR ALL SCHOOLS.

Publishers.—The Macmillan Co., of Canada, Toronto.

Agents .—The Macmillan Co., of Canada, Toronto.

Grimm's Fairy Tales 25c. post-paid 25c

Anderson's Fairy Tales . . . 25c. " 25c

Robinson Crusoe 25c. " 25c

Arabian Nights, etc. 25c. " 25c

Homer's Odyssey (Butcher
& Lang) 25c. " 25c

Scott's Ivanhoe 25c. " 25c

Miles Standish, etc 25c. " 25c

High School Prose Books

I and II 15c each. post-paid 15c each

Treasure Island 25c. post-paid 25c

Lady of the Lake 25c. " 25c

A Tale of Two Cities . . . 25c. " 25c

Idylls of the King 25c. " 25c

Henry Esmond 25c. " 25c

Merchant of Venice 25c. " 25c

Browning's Shorter Poems 25c. " 25c

Silas Marner 25c. " 25c

The Tempest 25c. " 25c

Julius Cæsar 25c. " 25c

The Ancient Mariner, etc. . 25c. " 25c

*(7) COMPOSITION BOOKS FOR ALL SCHOOLS.**THE ONTARIO PUBLIC AND HIGH SCHOOL COMPOSITION BOOKS.*

Publishers.—The Copp., Clark Co., Limited, Toronto.

Agents .—The Copp., Clark Co., Limited, Toronto.

Public School 15c. post-paid 19c

High School 18c. " 24c

(8) GEOGRAPHY FOR ALL SCHOOLS.

I.—NEW ELEMENTARY, REVISED 1915 ED.

Publishers.—Educational Book Co., Toronto.

Agents .—Educational Book Co., Toronto

New Elementary65c.....post-paid 65c

II.—COMPLETE GEOGRAPHY, REVISED 1915 ED.

Publishers.—The Macmillan Co., of Canada, Toronto.

Agents .—The Macmillan Co., of Canada, Toronto.

Complete Geography . \$1 00.....post-paid \$1 00

III.—PHYSICAL GEOGRAPHY.

Publishers.—Ginn & Co., New York.

Agents .—Renouf Pub. Co., Montreal.

Davis' Elementary ... \$1 25.....post-paid \$1 25

(9) BOOK-KEEPING FOR ALL SCHOOLS.

Publishers.—Educational Book Co., Toronto.

Ontario Pub. School30c.....post-paid 33c

Blanks and Pupil's Outfit..20c....." 25c

(10) HISTORY FOR ALL SCHOOLS.

I.—PIERS PLOWMAN HISTORIES.

Publishers.—Philips & Sons, London.

Agents .—Renouf Pub. Co., Montreal.

Book I17c.....post-paid 18c

" II20c....." 21c

" III25c....." 26c

" IV30c....." 34c

" V35c....." 37c

II.—THE STORY OF CANADA (MARSH)

Publishers.—Thos. Nelson & Sons, Toronto.

Agents .—Renouf Pub. Co., Montreal.

Story of Canada35c.....post-paid 35c

III.—HIGH SCHOOL HIST. OF CANADA (GRANT)

Publishers.—Heinemann, London.

Agents .—Renouf Pub. Co., Montreal.

High School History of

Canad

*IV.—WARNER'S SHORT HISTORY OF GREAT**BRITAIN, ADAPTED FOR CANADIAN**SCHOOLS BY FRYER.*

Publishers.—Educational Book Co., Toronto.

Agents .—Educational Book Co., Toronto

Short History of Great

Britain40c.....post-paid 42c

*V.—WARNER & MARTEN'S GROUNDWORK OF**BRITISH HISTORY.*

Publishers.—Blackie & Sons, Edinburgh.

Agents .—Renouf Pub. Co., Montreal.

Vol. II50c.....post-paid 50c

Vol. III50c.....“ 50c

VI.—HISTORY FOR MONTREAL ONLY.

Publishers.—Educational Book Co., Toronto.

Agents .—Educational Book Co., Toronto

Gammell's History of Can-

ada50c.....post-paid 50c

(11) FRENCH FOR ALL SCHOOLS.

I.—CURTIS & ROBERTS' ORAL LESSONS.

Publishers.—Renouf Pub. Co., Montreal.

Agents .—Renouf Pub. Co., Montreal.

Part I	.....	10c	.....	post-paid	10c
" II	.....	10c	.....	"	10c
" III	.....	10c	.....	"	11c
" IV	.....	10c	.....	"	11c
" V	.....	15c	.....	"	15c

II.—PROGRESSIVE FRENCH READER.

Publishers.—Renouf Pub. Co., Montreal.

Agents .—Renouf Pub. Co., Montreal.

Part I		30c		post-paid	30c
--------	-------	-----	-------	-----------	-----

II.—BERTHON'S PREM. FR. GRAMMAR AND EXERCISES, ETC.

Publishers.—J. M. Dent & Sons, Toronto.

Agents .—Renouf Pub. Co., Montreal.

Première Grammaire	.....	40c	.....	post-paid	40c
First Exercises in French	..	27c	.....	"	28c
Further Exercises in					
French	.....	27c	.....	"	28c
Une Joyeuse Nichée	.....	35c	.....	"	35c

IV.—FRENCH READER.

Publishers.—Oxford University Press, Toronto.

Agents .—Oxford University Press, Toronto.

Histoires Courtes et

Longues		50c		post-paid	50c
---------	-------	-----	-------	-----------	-----

FOR MONTREAL ONLY.

Publishers.—Ginn & Co., New York.

Agents .—Renouf Pub. Co., Montreal.

Guerlac's Selections		50c		post-paid	50c
----------------------	-------	-----	-------	-----------	-----

(12) LATIN FOR ALL SCHOOLS.

I.—BENNETT'S FOUNDATIONS.

Publishers.—The Copp., Clark Co., Limited, Toronto.

Agents .—The Copp., Clark Co., Limited, Toronto.

Bennett's Foundations 90c. post-paid 90c

II.—LATIN GRAMMAR.

Publishers.—Oxford University Press, Toronto.

Agents .—Oxford University Press, Toronto.

Sonnenschein's New Latin

Grammar (914 Ed.) . . . 50c. post-paid 50c

III.—LATIN READERS

Publishers.—Longmans, Green Co., London.

Agents .—Renouf Pub. Co., Montreal.

Fabulæ Faciles 50c. post-paid 50c

*IV.—LATIN COMPOSITION, SHORTER L.
COURSE.*

Publishers.—The Macmillan Co., of Canada, Toronto.

Agents .—The Macmillan Co., of Canada, Toronto.

Part II 50c. post-paid 50c

LATIN FOR MONTREAL ONLY.

*V.—HENDERSON & LITTLE'S NEW FIRST LATIN
BOOK.*

Publishers.—The Copp., Clark Co., Limited, Toronto.

Agents .—The Copp., Clark Co., Limited, Toronto.

New First Latin Book . . . 60c. post-paid 60c

(13) GREEK FOR ALL SCHOOLS.

I.—BEGINNERS BOOK.

Publishers.—Ginn & Co., New York.

Agents .—Renouf Pub. Co., Montreal.

Beginner's Greek Book \$1 50.....post-paid \$1 50

II.—GREEK READER.

Publishers.—Blackie & Sons, Edinburgh.

Agents .—Renouf Pub. Co., Montreal.

Beresford & Douglas' First

Greek Reader40c.....post-paid 40c

III.—GREEK GRAMMAR.

Publishers.—Ginn & Co., New York.

Agents .—Renouf Pub. Co., Montreal.

White's First Gk, Bk....\$1.25.....post-paid \$1.25

GREEK FOR MONTREAL ONLY.

IV.—RITCHIE'S FIRST STEPS.

Publishers.—Longmans, Green Co., London.

Agents .—Renouf Pub. Co., Montreal.

First Steps40c.....post-paid 40c

(14) PHYSICS FOR ALL SCHOOLS.

Publishers.—Macmillan Co., New York.

Agents .—Macmillan Co. of Canada, Toronto.

Lynde's Household

Physics\$1.00.....post-paid \$1.00

(15) BOTANY FOR ALL SCHOOLS.

Publishers.—American Book Co., New York.

Agents .—Renouf Pub. Co., Montreal.

Gray's How Plants Grow..80c.....post-paid 88c

(16) CHEMISTRY FOR ALL SCHOOLS.

Publishers.—Educational Book Co., Toronto.

Agents .—Educational Book Co., Toronto

Evans' Elementary

Chemistry50c.....post-paid 50c

(17) AGRICULTURE FOR ALL SCHOOLS.

I.—HATCH & HASELWOOD'S.

Publishers.—Educational Book Co., Toronto.

Agents .—Educational Book Co., Toronto

Elementary Agriculture...50c.....post-paid 50c

II.—CALFEE'S RURAL ARITHMETIC.

Publishers.—Ginn & Co., New York.

Agents .—Renouf Pub. Co., Montreal.

Rural Arithmetic30c.....post-paid 30c

(18) GERMAN FOR ALL SCHOOLS.

I.—GERMAN GRAMMAR.

Publishers.—The Copp., Clark Co., Limited, Toronto.

Agents .—The Copp., Clark Co., Limited, Toronto.

Van der Smitten's and

Fraser70c.....post-paid 70c

II.—GERMAN READERS. (MULLER & WENCKE-BACH)

Publishers.—Ginn & Co., New York.

Agents .—Renouf Pub. Co., Montreal.

Gluck Auf60c.....post-paid 60c

(19) MATHEMATICS FOR ALL SCHOOLS.

Publishers.—The Macmillan Co., of Canada, Toronto.
 Agents .—The Macmillan Co., of Canada, Toronto.

I. Hall & Knight's Algebra	\$1.00.....	post-paid \$1.00
II. Hall & Knight's Trigonometry	\$1.00.....	" \$1.00
III. Hall & Stevens' Ele. Geometry		
(a) Complete	\$1.00.....	" \$1.00
(b) Part I	 25c.....	" 25c
(c) Part II	 15c.....	" 15c
(d) Part I & II	 40c.....	" 40c

(20) DRAWING.—PARALLEL COURSE, FOR ALL SCHOOLS.

Publishers.—Prang Company, New York.
 Agents .—Renouf Pub. Co., Montreal.

Nos. 1-8	12c.....	post-paid 14c
----------	---------------	---------------

(21) HYGIENE FOR ALL SCHOOLS.

I.—FOR GRADES II-VI AND FOR TEACHERS' USE ONLY.

Publishers.—Educational Book Co., Toronto.
 Agents .—Educational Book Co., Toronto

How to be Healthy	50c.....	post-paid 50c
-------------------	---------------	---------------

II.—FOR THE USE OF PUPILS IN ALL SUPERIOR SCHOOLS.

Publishers.—Thos. Nelson & Sons, Toronto.
 Agents .—Renouf Pub. Co., Montreal.

Story of the Human Body	35c.....	post-paid 40c
-------------------------	---------------	---------------

III.—FOR ALL ELEMENTARY SCHOOLS (GRADES I-VI)

STRATHCONA TRUST BOOK.

Publishers.—Executive Council Strathcona Trust.

Agents .—The Copp., Clark Co., Limited, Toronto.

Physical Exercises 25c post-paid 25c

HYGIENE FOR MONTREAL ONLY.

IV.—GULICK'S HEALTH SERIES.

Publishers.—Ginn & Co., New York.

Agents .—Renouf Pub. Co., Montreal.

I. Good Health	40c	post-paid	45c
II. Emergencies	40c	"	45c
III. Town and City	50c	"	56c
IV. The Body at Work	50c	"	55c

(22) MUSIC.

I.—FOR MONTREAL SCHOOLS ONLY.

Publishers.—Renouf Pub. Co., Montreal.

Agents .—Renouf Pub. Co., Montreal.

(a) Royal Music Reader	15c	post-paid	15c
(b) Royal Songsters	5c	"	5c
(c) Empire Songster	10c	"	10c

II.—FOR ALL OTHER SCHOOLS.

Publishers.—Renouf Pub. Co., Montreal.

Agents .—Renouf Pub. Co., Montreal.

(a) Dual Notation Course	20c	post-paid	20c
(b) Premier Song Book	10c	"	10c

COURSE OF STUDY
FOR THE
PROTESTANT PUBLIC SCHOOLS
OF THE
PROVINCE OF QUEBEC

GRADE I.

Scripture.—Selected stories from the Life of Jesus. (See Memo.)

Writing.—Copying letters, words and sentences.

English.—Primers I and II, Oral Composition, Memory Work. Child's Garden of Verses. (For teachers only).

Arithmetic.—Manipulation of numbers up to 6; Reading and writing numbers up to 20.

Hygiene.—Simple lessons in personal hygiene. Physical exercises and games. (Strathcona Trust Book).

Nature Study.—In Grades I-V the teacher should be provided with books dealing with birds, animals and flowers. A course of lessons will be arranged based on these books. (See Memo.)

Music.—Dual Notation Course. (See Memo.)

GRADE II.

Scripture.—Selected Old Testament stories covering the period of Creation to death of Moses. Memorize selected texts. (See Memo.)

Writing.—Copying words and sentences; pen-holding and hand movement; copy-books, Nos. 2 and 3.

English.—Class Reader, Book I; Composition; Memory work. Child's Garden of Verses. (For teachers only).

Geography.—Elementary Terms; divisions of land and water; map of school neighbourhood.

Hygiene.—Personal hygiene as in "How to be Healthy."
(For teachers only) to p. 54. Physical exercises.
(Strathcona Trust Book.)

Nature Study.—(See Memo.)

Drawing.—Prang's Parallel Drawing Course, Bk. I. (See Memo.)

Music.—Dual Notation Course. (See Memo.)

GRADE III.

Scripture.—Same as Grade II, amplified by additional Old Testament stories covering the same period; Memorize selected texts. (See Memo.)

Writing.—Copy-books, Nos. 4 and 5.

English.—Class Reader, Book II; Composition; Ont. Pub. Sch. Speller, pp. 1-26. Read:—Laureate Poetry, Bk. I. Tales from Grimm. Memory work.

History.—History stories, Piers Plowman, Bk. I.

Geography.—Local topography extended to County, Province and Dominion by use of sand maps; Mountains, Drainage areas, Chief cities, Provinces and Capitals.

Arithmetic.—Four simple rules to short division inclusive; Multiplication table; Avoirdupois weight; Long and Liquid Measures; Mental Arithmetic.

Hygiene.—Simple lessons in personal hygiene as in "How to be Healthy", pp. 53-102. (For teachers only). Physical Exercises. (Strathcona Trust Book.)

Nature Study.—(See Memo.)

Drawing.—Prang's Parallel Drawing Course, Bk. II. (See Memo.)

Music.—Dual Notation Course. (See Memo.)

GRADE IV.

Scripture.—Selected Old Testament stories from period of Joshua-Captivity. Memory work. (See Memo.)



*Page(s) manquante(s)
ou non-numérisée(s)*

Veillez vous informer auprès du personnel de BAnQ
en utilisant le formulaire de référence à distance, qui se trouve en ligne :

https://www.banq.qc.ca/formulaires/formulaire_reference/index.html

ou par téléphone **1-800-363-9028**

**Bibliothèque
et Archives
nationales**

Québec 

Arithmetic.—Vulgar and Decimal Fractions; Compound Numbers; Review.

French.—Curtis, Part III.

Hygiene.—“How to be Healthy” complete. For teachers only). Physical Exercises. (Strathcona Trust Book.)

Nature Study and Agriculture.—(See Memo); also Hatch & Haselwood, to p. 89. Calfee's Rural Arithmetic, to p. 44.

Drawing.—Prang's Parallel Drawing Course, Bk. V. (See Memo.)

Music.—Dual Notation Course. (See Memo.)

GRADE VII.

Scripture.—Biographical study of the early Christian leaders, covering and including the work of Grade VI. Memory work. (See Memo.)

Writing.—Copy-books, Nos. 10 and 10a. Book-keeping, as in Grade VI, Bills, Accts., etc.

English.—(a) For reading and discussion:—
Class Reader, Book VI; Ivanhoe; Laureate Poetry, Bk. V; and Courtship of Miles Standish and Other Poems.

(b) For close study:—
First half of High School Prose Book, Pt. I, and Selections from Laureate Poetry, Book V. Ont. Pub. Sch. Speller, pp. 112-140; Lang's Introductory Grammar complete; Ont. Pub. Sch. Composition, pp. 92-137.

History.—(a) For Superior Schools:—
British History to 1603. Warner-Fryer.
Piers Plowman, Bk. IV.

(b) For Elementary Schools:—
Canadian History complete.

Geography.—Asia, Africa and Australia; Map Drawing.

Arithmetic.—Percentage, Interest, Gain and Loss, Time and Work, Square Root, Review.

French.—Curtis, Part IV.

Latin.—Bennett's Foundations, pp. 1-35; 169-171. Also conjugations of verbs *sum*, *amo*, *moneo*, *rego* and *audio* in Indicative.

Nature Study and Agriculture.—(See Memo); also Hatch and Haselwood. Complete. Calfee's Rural Arithmetic. Complete.

Drawing.—Prang's Parallel Drawing Course, Bk. V, (See Memo.)

Music.—Dual Notation Course. (See Memo.)

Hygiene.—Story of the Human Body. Complete.

GRADE VIII.

Scripture.—A biographical study of the Life of Christ. (See Memo.)

Book-Keeping.—Day Book and Personal Ledger. (Ont. Pub. Sch. Book-keeping).

English.—(a) For Reading and discussion:—
Laureate Poetry, Bk. VI; *Treasure Island* (Stevenson) and *the Lady of the Lake* (Scott).

(b) Close Study:—
Second half of High School Prose Book, Pt. I, and Selections from Laureate Poetry, Bk. VI. (See Memo.) Ont. Pub. Sch. Speller, pp. 140-168; Lang's Advanced Grammar; Mason's Intermediate Grammar (Montreal only). Ont. Pub. Sch. Composition, pp. 138-175.

History.—British History from 1603 to date. Warner-Fryer. *Piers Plowman*, Bk. V.

Geography.—The British Empire.

Arithmetic.—Insurance, Taxes, Duties; Areas including triangles, parallelogram and circle; Cubic contents. Review.

Algebra.—Four simple rules. (Hall & Knight).

French.—Curtis, Pt. V; Progressive Reader, Pt. I to p. 31.

Latin.—Bennett's Foundations, pp. 1-134; 169-177 and additional exercises for drill. *Fabulæ Faciles*, Extracts 21-40.

Nature Study and Agriculture.—(See Memo.)

Music.—

Drawing.—Prang's Parallel Drawing Course, Bk. VII. (See Memo.)

GRADE IX.

Book-Keeping.—Book-keeping, Day Book, Cash Book, Journal, posting and closing of Ledger Accts. (Ont. Pub. Sch. Bk-keeping).

English.—(a) Reading and discussion:—

Laureate Poetry, Bk. VII; *Tale of Two Cities* (Dickens); *Idylls of the King* (Tennyson).

(b) Close Study:—

High School Prose Book, Pt. II; Selections Laureate Poetry, Bk. VII; (See Memo.)
Ont. Pub. Sch. Speller, complete; Lang's Advanced Grammar; Composition (Ont. High Sch., pp. 1-87).

Arithmetic.—Complete Arithmetic. (Eugene Smith's Advanced, Can. Ed. 1915).

History.—British from 1485 to 1714.

Geography.—Complete (Macmillan's Revised Ed. 1915).

Geometry.—Hall & Stevens, pp. 1-55.

Algebra.—Simple Rules; Easy equations of one unknown quantity; Easy factoring. (Hall & Knight).

French.—Berthon's Grammar, Sections 1-97; 180-198. Dent's First Exercises, pp. 1-23; 45-55. Progressive French Reader, Pt. I.

Latin.—Bennett's Foundations, complete. (Reading exercises not for examination). Macmillan's Shorter Latin Course, Pt. II, pp. 1-40. Fabulæ Faciles, Extracts 41-100.

Nature Study and Agriculture.—(See Memo.)

Drawing.—Prang's Parallel Course, Bk. VIII. (See Memo.)

Music.—

GRADE X.

English.—(a) Reading and discussion:—

Henry Esmond (Thackeray).

Merchant of Venice (Shakespeare).

Browning's Minor Poems.

(b) Close study:—

Selections from Tennyson as in Laureate Poetry, Bk. VIII.

Lang's Advanced Grammar.

Ont. High School Composition, pp. 88-198.

History.—(a) British, 1714-1815.

(b) Canadian, 1763-1867.

(c) Readings in General History. (See Memo.)

Geography.—Physical Geography. Davis. Chap. I, omitting Section 18; Chap. II, omitting Sections 27, 36, 37, 51, 52, 53, 54, 60, 61, 62, 63, 64, 65, 66, 67; Chap. III, omitting Section 87; Chaps. IV and V.

Mathematics.—Mensuration as in Stevens.

Algebra (Hall & Knight) Factoring, Fractions, G. C. M., Simple Equations, Easy Quadratics.

Science.—Physics or Chemistry or Botany. (See Memo.)

French.—Berthon's Grammar, Sections 98-148; 165-233. Dent's First Exercises, corresponding exercises. *Histoires Courtes et Longues*, Pt. I.

Latin.—MacMillan's Shorter Latin Course, Pt. II, pp. 1-73. Cæsar, *DeBello Gallico*, Bk. II, Chaps. 1-18. Gleason's Ovid, 200 lines. Grammar.

GRADE XI.

School Leaving Examination.

English.—(a) Reading and discussion:—
 Silas Marner (Eliot).
 "The Tempest" (Shakespeare).
 Selected Poems (Coleridge).
 (b) Close study:—
 Julius Cæsar (Shakespeare).
 Review of Selections from Tennyson.
 Lang's Advanced Grammar;
 Ont. High School Composition, pp. 198-end.

History.—(a) British, 1815 to date.
 (b) Canada under British Rule, 1763 to date.
 (c) Readings in General History. (See Memo.)

Geography.—Physical Geography. Davis. (That of Grade X with Chaps. VI to X, inclusive).

Algebra.—See University Matriculation.

Geometry.—See University Matriculation.

French.—Berthon's Grammar. Complete. Dent's Further Exercises. *Histoires Courtes et Longues*, Pts. I and II. *Une Joyeuse Nichée*.

Latin.—MacMillan's Shorter Latin Course, Pt. II, complete. Cæsar, DeBello Gallico, Books II and III. Gleason's Ovid, lines 1-670. Exercises in Unseen Translation. Grammar, Sonnenschein's New Latin Grammar.

Science.—Chemistry, Physics or Botany. (See Memo.)

Music.—

GENERAL REPORT
OF THE
INSPECTOR J. BALLANTYNE
FOR THE
SCHOOL YEAR 1913-1914.

Grindstone, Que., 4th, 1914.

Sir,

I have the honor to submit my annual report for the school year ending 30th June, 1914.

There were four schools in operation during the past year, Grindstone, Grosse Isle, Old Harry and Entry Island, the teachers of which were engaged under permission. Grand Entry school was not in operation this year nor yet for the year 1912 and 1913. The municipality has not the requisite number of children of school age and last winter one family of seven children moved to Nova Scotia rendering it impossible to keep the school going during the winter, as has been done every second day during the past. As this family has quite lately returned I am not in a position to say what they intend to do for the coming year.

Grand Entry and Old Harry municipalities offer a splendid field for consolidation but so far I have been unable to get them to agree as it almost seems as if every man wants the school house at his own door. The distance between these two school houses is a little over four miles and the outside limits of the municipalities a little over five miles with a good road between.

If the schools of these municipalities will not try consolidation for a period of two or three years I would suggest that the two municipalities be merged into one and a new school house built in the center under a new board of trustees elected by votes of the ratepayers of both municipalities. This of course amounts to consolidation in the end but would necessarily take place if the department were to apply the law in reference to children of school age in a municipality and of a school not being in operation for two years in succession. It is quite noticeable that the Protestant schools of these islands are making strenuous efforts to keep schools in operation for a longer period each year and are paying higher salaries to the teachers. The benefits resulting from this line of action are quite apparent already and the people appreciate it.

Next year the several boards of trustees have promised to get their schools in operation after the first of September as possible which if they do will give the inspector an opportunity to make his fall visits before the inclement weather sets in. As the children are mostly employed in factories during the months of May and June the attendance during these two months is consequently small, and if they get to work early in September they can have eight months of school operation with a fair average attendance.

The changes in the school law have been brought to the notice of the several school boards and the results will be watched with interest during the coming year. I regret very much the lack of copies of the School Law (up to date) in the hands of the secretary-treasurers and school boards. Most of the copies now in their possession are from ten to fifteen years old. Grosse Isle municipality has taken up steps so far to build another school house in Grosse Isle north, as they passed a resolution a year ago to do, notice of which I forwarded to you. Consequently the school at Grosse Isle north is considerably congested.

The following is a statement of miles travelled by the inspector during the fall and winter visits.

FALL VISITS.

Grindstone to Grand Entry by steamer.....	25 miles.
Grand Entry to Grosse Isle by boat.....	5 "
Grosse Isle to Old Harry by boat.....	6 "
Old Harry to Grand Entry by boat.....	7 "
Grand Entry to Grindstone by boat.....	25 "
Grindstone to Entry Island and return by boat...	25 "
Teams intervening	5 "
	98

WINTER VISITS.

Grindstone to Grosse Isle by team.....	30 miles.
Grosse Isle to Old Harry by team.....	7 "
Old Harry to Grand Entry by team.....	5 "
Grand Entry to Grindstone by team.....	25 "
Grindstone to Entry Island and return by team.	45 "
	112

Unfortunately no teachers' conference was held this year. A meeting of the teachers was called for at Grindstone school house on the 27th of February but owing to inclement weather only the teacher at Grindstone was present. Being extremely anxious to get the teachers together, a second conference was called for in the eastern end of the islands at Old Harry on the 10th of March, and the inspector made a special trip east and only met the teacher there, but the people of Old Harry assembled and filled the school house and two hours were spent, I think profitably, in discussing school matters. If the schools could be got in operation by the first of September in each year a teachers' conference could be held during that month or early in October, but from November till February it is too risky to call the teachers together as a week and sometimes ten days might elapse before they could return to

their schools again. It has been generally found in the past that February has been the feasible winter month in which to hold a conference but this year it failed but then we must remember that the past winter with us was exceptionally severe.

The following table shows the schools in operation during the year with the names of teachers, time employed, salary and standing of school.

—	Entry Island	Grindstone	Gross Isle	Old Harry
Teacher ...	Ger. Crockett.	A. Pelletier ..	Clar. Murphy	L. Cooper ...
Diploma ..	Permission ...	Mont. Normal.	Permission .	Permission .
Term	8 months	8 months	8 months ...	7 months ...
Salary	\$240.00	\$210.00	\$280.00	\$210.00
Standing ..	71	57		44

I have the honor to be,
 Your obedient servant,
 J. BALLANTYNE,
 Inspector.

GENERAL REPORT
 OF THE
 INSPECTOR J. H. HUNTER
 FOR THE
 SCHOOL YEAR 1913-1914.

Coaticook, Que., 20th July, 1914.

Sir,

Herewith I have the honor of presenting my report on the schools of Compton (in part) and Stanstead for the year 1913-14.

Municipalities.—This inspectorate comprises 18 municipalities of which 2 (Compton and Dixville) are villages.

Schools.—There were 115 schools in operation located as follows:

1	Ascot-Corner	2	schools
2	Barford	2	"
3	Barnston	18	"
4	Bury	11	"
5	Bury-west	2	"
6	Clifton	1	"
7	Clifton-east	3	"
8	Compton	11	"
9	Compton, village	1	"
10	Dixville, village	1	"
11	Eaton	9	"
12	Hatley	7	"
13	Hatley, Ste-Catherine de.....	2	"
14	Hereford	3	"
15	Magog	6	"
16	Newport	9	"
17	Stanstead	26	"
18	Waterville	1	"
18	Waterville	1	"
		115	"

Dixville school, after period of probation, has been placed on the model list.

Compton village has had the misfortune to lose two fine storied school building by fire.

The School Board and citizens generally have, however, shown courage and fine public spirit by undertaking a new building on the old site.

Teachers.—The aforesaid schools have been served by 124 teachers, during the past year.

Some of these, owing to illness or other cause, taught but part of the school-term.

The literary and legal qualifications of said teachers were as follows:

Diplomas	Model	7	
	I Elementary	27	
	II Elementary	14	
		—	48
	I Elementary (R. C. Boards)	3	
	Model (R. C. Convent)	4	
	Elementary (R. C. Convent)	2	
		—	9
Permits	Rural (Lachute)	6	
	Gr. III, Acad.	4	
	Gr. II, Acad.	28	
		—	38
Permissions	Gr. I, Acad.	4	
	Gr. III, Model	16	
	Commercial Diploma	2	
	Convent Certificate	2	
	Foreign	1	
	No certificate	4	
		—	29 124

School Term.—Most of the municipalities have at least 8 months school-term. 2 rural municipalities have 9 months term. The 2 village municipalities (Compton and Dixville) have 10 months term.

It is desirable that all municipalities, hereafter, have not less than 9 months term.

ENROLMENT.

English:—Boys	851	
Girls	777	
		1628
French:—Boys	165	
Girls	142	
		307
Grand total		1928
Average		1392

Salaries.—The salaries of the teachers have been considerably larger than those of last year.

Only in about 3 of the 18 municipalities did any certificated teacher receive less than \$30.00 month.

In those 3 the salaries for 1914-15 will also be \$30.00.

Eaton municipality is offering \$32., this year, 1914-15.

The salaries for teachers holding permits and permissions have been proportionately raised.

No municipality has fallen below \$150. a year, for any teacher.

Buildings.—New buildings have been erected and suitably furnished with modern seating, in No. 11, Compton and No. 18, Eaton.

The repairs on buildings in No. 18 Barnston and No. 17, Eaton are praiseworthy indeed.

Consolidation.—The matter of consolidation is receiving much more serious attention now than formerly.

Meetings to this end were held in Barnston, Clifton (Martinville) and Stanstead (Fitch Bay), at which Inspector-General Sutherland, B.A., gave addresses on the subject of consolidation.

Conferences.—The joint-conference with Inspector McCutcheon, B.A., held at Bury was largely attended.

Interesting conferences were also held at Barnston, Compton, North Hatley, Sawyerville and Smith's Falls.

At each of these conferences the Montessori method was discussed, also the matter of better writing in our schools.

The following teachers have been recommended for the bonuses for successful teaching:

Teachers.	Municipalities.	Districts.
Miss Addie E. Todd	Bedford	1
Miss Frances Embury	Magog	3
Miss Mabel Ward	Bury	11
Miss Mary A. Seale	Eaton	4
Miss Alta A. Beane	Hatley	4
Miss Amelda Giroux	Compton	15
Miss Elisabeth Keenan	"	4
Mrs. Ada Hume	Newport	4
Miss Mildred Buckland	Barnston	9
Miss Gladys Buckland	"	12
Miss Nellie Holmes	"	14
Miss Mildred Graham	Stanstead	10
Miss Mary Boy	"	7
Miss Elsie LaGalley	Clifton-Est	1
Miss Angie Walker	Barnston	19
Miss Esther Speck	Clifton-Est	2
Miss Winnifred Saultry	Hatley	2
Miss Glendolyn Pope	"	8

Classification of municipalities.—The classification is made according to Regulation 9 (m), which refers to length of school term, schoolhouses, out buildings, etc.

Excellent.—(1 school each) Clifton, Dixville, Compton village.

(2 schools each).

(3 or more schools each) Eaton, Hatley, Magog, Newport, Clifton east.

Good.—(1 school each) Waterville.

(2 schools each) Westbury, Barford, Ascot,
Hereford.

(3 or more schools each) Bury, Barnston,
Compton, Stanstead.

Middling.—Ste-Catherine de Hatley.

Bonuses to municipalities.—The following are eligible for bonuses on account of improvements, salaries, etc., etc.

(1) Magog

(2) Barnston

(3) Eaton

(4) Compton.

(5) Hatley.

It is fitting to mention in this report the passing of ex-Inspector W. Thompson in his sixty-eighth year, after a life of 43 years in the interest of the schools of this province of 43 years in the interest of the schools of this province.

J. H. HUNTER,
Inspector of Schools.

GENERAL REPORT
OF THE
INSPECTOR J. NEWTON KERR
FOR THE
SCHOOL YEAR 1913-1914.

Hatley, Que., 19th August, 1914.

Sir,

I have the honour to submit my annual report for the scholastic year 1913-14.

School Boards.—There are 25 school boards in charge of the 40 schools in this inspectorate, being the same number as last year. During the year only half of the schools



*Page(s) manquante(s)
ou non-numérisée(s)*

Veillez vous informer auprès du personnel de BAnQ
en utilisant le formulaire de référence à distance, qui se trouve en ligne :

https://www.banq.qc.ca/formulaires/formulaire_reference/index.html

ou par téléphone **1-800-363-9028**

**Bibliothèque
et Archives
nationales**

Québec 

Physical culture.—This subject is being taught in nearly every school and a marked improvement has been made during the last two years.

The municipalities are classified as follows according to length and arrangement of the school year, condition of buildings and grounds, apparatus and furniture, salaries of teachers, use of the course of study and authorized text books:

Excellent:—Fraserville, diss., Sayabec, Cox, Port Daniel West.

Good:—St. Godfroi, (diss)., Port Daniel centre, Metis, Little Metis, Port Daniel East, (diss)., Cap D'Espoir, (diss)., Red Head, Percé, (diss)., Haldimand, Gaspé village, Gaspé Bay North, Barachois, Roseville.

Middling:—Paspebiac East, (diss)., Malbaie, York, Douglastown, Gaspé Bay South, Sydenham South, (diss)., Seal Rock, Grand Grève.

The following municipalities are recommended for bonuses for progress, etc., during the year 1913-14.

1st prize, Gaspé Bay North.....	\$50 00
2nd prize, Port Daniel West	40 00

Thanking all for their kindness and co-operation in my work.

I have the honor to be,

Your obedient servant,

J. NEWTON KERR,
Inspector.

GENERAL REPORT
OF THE
INSPECTOR O. F. McCUTCHEON
FOR THE
SCHOOL YEAR 1913-1914.

Leeds Village, Que., 27th July, 1914.

Sir,

I have the honour to submit my annual report for the scholastic year 1913-14.

In my district there are forty-six municipalities scattered over counties of Megantic, Wolfe, Compton, Frontenac, Lotbinière, Dorchester, Beauce, Levis, Quebec and Portneuf.

The schools this year and is now under the supervision of the Inspector of Superior Schools.

There were 82 rural schools in operation during the year, and 4 town schools. In the municipality of Dudswell, four schools formerly in operation have been closed, the school board having made arrangements with the parents of the few pupils remaining in those districts for their conveyance to adjoining and to the model schools at Bishop's Crossing and Marbleton. One school in the municipality of Leeds was similarly closed.

Three schools in the more remote districts were reopened for a very short time and afterwards abandoned by the teachers. No successors could be found to fill the vacancies.

In thirteen schools the teachers in charge during the first part of the year were replaced by others who completed the school term.

In the municipality of Beauport the school was not reopened; a number of the few pupils remaining attended schools in the city of Quebec.

The majority of the schools were visited twice during the year. In a few municipalities summer schools are still continued and are usually closed before the end of December. In such instances only one visit was possible.

The average time the schools were operated was 5.7 months. The average number of years the teachers remained in the same school was 2.3 and in the province 6.6 years.

The teachers' conferences were held as usual at Leeds Village, Inverness, Bury, Gould, Marbleton, Valcartier Village and Quebec, and were well attended. At Leeds Village I was ably assisted by Miss Sever, Principal of the model school. At Quebec, Inspector J. C. Sutherland of the department of public instruction, read a very interesting paper tracing educational systems and methods down from the early centuries to the present time. The teachers expressed their appreciation of Mr. Sutherland's instructive lecture by a vote of thanks. Mr. J. D. McFadyen of Stanstead Wesleyan College was also present and very forcibly emphasized the importance of teaching pupils to write correctly and neatly with ease and rapidity from the outset. Some methods of rapid calculation were explained by him. I feel assured that most of the teachers present were stimulated to renewed and zealous effort to secure the best from their pupils in the way of good penmanship.

Of the teachers at work in the rural schools, two held model school diplomas, thirty-nine elementary diplomas and eight rural elementary diplomas. Besides the above there were two who had grade III. Academy certificates, and six who had grade II Academy permits. Of those who held neither diplomas nor permits their qualifications were as follows:

Grade I academy certificates, 8. Grade III, model certificates, 16. Grade II, model certificates, 1. Nineteen of the uncertificated teachers were teaching with your permission.

The salaries of the teachers although still inadequate to secure the best results in the profession, are improving. The monthly salaries paid were higher than in any previous year.

In eight municipalities the taxes were raised. In one the rate was lowered, the board having decided to collect all arrears which would meet the requirements of the year with a small reduction in the rate of taxation.

Meetings in connection with the Educational Campaign were held at Bishop's Crossing, Gould, Milan, and Valcartier village. At the first three places named, the Department was represented by Inspector Parker, and at Valcartier village by Inspector J. C. Sutherland. The attendance at Bishops' Crossing and at Gould was not very large, but among those present were the members of school boards who took a lively interest in education and freely expressed their views on the topics discussed.

The advantages to be gained by consolidation, and the establishing of good schools in central localities to replace the small scattered schools throughout the municipalities were ably set forth by the speakers, and a number of the rate-payers publicly approved of more liberal contributions by the people towards education.

As a result of the meetings we believe that a healthy dissatisfaction with existing conditions in many localities has been created which will tend to bring about the desired reform. The meetings held at Milan and Valcartier village were well attended and very successful. At Milan steps have been taken to unite two district schools to form a model school and the project has already met with success. At Valcartier the people were reluctant to make any changes at present, owing to the possibility of the land being purchased for military purposes.

The following teachers are recommender for bonuses for successful teaching:

Teachers.	Municipalities.	Districts.
Mrs. Anny Copeland	St-Roch-Nord	No. 1
Miss Edith G. Sherman	Lingwick	" 5
Miss J. Florence Simon	Saint-Dunstan	" 1
Miss H. A. Rothney	Lac Noir	" 1
Miss Annie M. Hepburn	Saint-Romuald	" 1
Miss Ethel G. W. Lavallée....	Stoneham	" 1
Miss C. Ruth McCaskill	Lingwick	" 7
Miss Elta M. Elexander	Leeds	" 2
Miss Mina A. Coombe.....	St-Colomban-de-Sillery	" 1
Miss C. K. MacMillan	St-Gabriel-Est	" 1
Miss M.-Louise Boucher	Lingwick	" 6

The successful teachers debarred from two bonuses in succession are: Misses Jessie McNicoll, Laura C. Graham, C. E. Proctor and M. Proctor.

I am pleased to report that there has been a decided improvement in physical culture, particularly in the schools that were in charge of the teachers who had been trained at the summer school held at Lachute in July last. All of the teachers in my district were requested by special notice printed on the backs of the statistical forms sent to each school, to give attention to physical drill and the teaching of Temperance and Health. Teachers competent to give instruction in physical drill gave it a place on their programme and the results were in general fairly satisfactory.

The following are recommended for the prizes awarded for physical drill through the beneficence of the late Lord Strathcona:

Teachers.	Municipalities.	Districts.
Miss Mina A. Coombe	St-Colomban-de-Sillery	No. 1
Miss Ethel G. W. Lavallée....	Stoneham	" 1
Miss Béatrice M. LeSauteur ...	St-Gabriel-Est	" 3
Miss Elta M. Alexander	Leeds	" 2

With the exception of a few instances the subject Temperance and Health, received due attention in the schools. There exists however a lack of uniformity in the instruction given owing to the fact that each teacher uses a text-book of her own choice and makes her own selections of topics.

A good text-book on the subject placed in every school library would be of valuable service.

For improvements made on school premises the following municipalities are recommended for the prizes:

- First prize \$60. Hampden.
- Second prize \$40. South Winslow.
- Third prize \$40. St. Gabriel East.
- Fourth prize \$35. Lingwick.
- Fifth prize \$30. Marbleton.

A new school house has been built in the municipality of Hampden. The school board of the municipality of Stoneham is making preparation to erect a new school house which they expect to be completed about January 1st next. An excellent site has been selected with ample space

In the municipality of Montcalmville an extension was built to the school house whereby ample space has

been provided for the pupils, and the work of the teachers greatly facilitated. Ten school houses have been repaired, and new modern desks placed in three schools.

A good supply of books was received from the Department for distribution among the schools. The books were sorted and to each school was apportioned a similar set containing one or two of each kind received. All of the schools visited since the books arrived were presented with a set of the books which are among the best yet distributed and will be of valuable service to both teachers and pupils. Per kindness of Mr. A. Watson Bain, three small libraries were forwarded to me and are moving about from one school to another. By this method the pupils have access to some very good literature.

The liberal grants from the Poor Municipality Fund and the released Normal School Fund continue to be a great benefaction to the weaker municipalities, and a stimulus to the school boards to meet the regulations governing their schools.

The special grants now offered to increase the salaries of the teachers and thereby secure more of the best talent for our schools are much appreciated by the wide-awake school boards who are making the effort to obtain all three grants, viz:

1. That on the basing of \$120, paid to each teacher.
2. That on the basing of \$150, paid to each teacher.
3. That on the basing of \$175, paid to each teacher.

Thirty municipalities were eligible to receive all three grants, two the first and second, four the first only, and seven failed to secure any due in a great measure to their own carelessness. The school boards have already been advised by circular letter from the Department of the advance made in the salary basis for the grants for the scholastic year of 1914-15 and we trust that every municipality will endeavour to profit by these grants during the coming year.

There were in attendance at the rural schols 587 boys and 584 girls. The average per school was 14 pupils, and the average attendance 10 pupils.

In the city schools which include those of Quebec and Levis there were 327 boys and 276 girls.

The town schools are fairly well equipped and by reason of the higher salaries paid the boards are able to secure competent teachers and to retain them.

The four pensioners of my list were visited and reported to the Department.

The classification of the municipalities according to the length and arrangement of the school year, the condition of the buildings and apparatus, the salaries of the teachers and method of payment, the use of the course of study and authorized text books is as follows:

Excellent.—Quebec, Montcalmville, St. Dunstan, Levis, St. Romuald, St. Colombe de Sillery, Valley School and Mill Hill.

Good.—Lingwick, Black Lake, Ste. Foy, Dudswell, St. Gabriel East, Stoneham, Marbleton, St. Raymond, Chaudiere dissentient, St. Roch North, Ireland North, Ste. Anastasie, South Ham, Leeds, and Metgermette.

Middling.—Weedon, St. Pierre Baptiste, Frampton, St. Malachie, St. Sylvestre, Marston, Aubert Gallion, South Winslow, Cranbourne, Halifax, Ditchfield, Inverness, Leeds East, Hampden, Ireland South, Nelson and St. Gabriel West.

Bad.—Whitton. Leeds South and Ste. Christine.

Unclassified.—Beauport (not in operation) St. Sauveur, (pupils conveyed to Quebec).

In closing I desire to thank all the members of school boards, teachers and others who have assisted me in any work.

I have the honor to be,

O. F. McCUTCHEON,

Inspector of Schools.

NOTICES FROM THE QUEBEC OFFICIAL
GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the *Lieutenant-Governor* has been pleased, by order in council bearing date of the 10th May, 1915, to detach the west part of lot number one in the Metapedia range to the east line in Donald Adams, in the township of Saint Laurent of Mataapedia, from the school municipality of Saint Laurent of Matapedia, and to annex it for Protestant school purposes to the school municipality of Matapedia, all in the county of Bonaventure.

His Honor the *Lieutenant-Governor* has been pleased, by order in council bearing date the 14th May, 1915, to detach from the school municipality of Duhamel West, in the county of Temiscaming, the lots Nos. 62 and 63 of range 1 of the township of Duhamel, aforesaid county, and to annex the same to the school municipality of the Guigues, township.

To detach from the school municipality of Chenier, in Arthabaska county, the south-eastern part of lots Nos. 921-922, (containing 52 acres), 924 (containing 54 acres) of the official cadastre for the parish of Chenier (Tingwick township) and to annex the whole of the above territory to the school municipality of Saint Remi de Tingwick, in the same county.

To detach from:

1. The school municipality of Sutton the lots Nos. 603 to 695 both inclusive and 1115 to 1180 both inclusive, of the official cadastre for the township of Sutton, in Brome county.

2. The school municipality of Sutton township, the lots Nos. 422 to 526, 543 to 603, 840 to 899, 1220 to 1514 all inclusive of same cadastre, and to annex the whole of the above territory to the school municipality of Saint Andrew of Sutton.

To detach from the school municipality of Chenier, in Arthabaska county, the south-eastern part of lots Nos. 921-922, (containing 52 acres), 924 (containing 54 acres) of the official cadastre for the parish of Chenier (Tingwick township) and to annex the whole of the above territory to the school municipality of Saint Remi de Tingwick, in the same county.

His Honor the *Lieutenant-Governor* has been pleased, by order in council bearing date the 19th May, 1915, to detach from the municipality of Notre Dame du Mont Carmel, in the county of Champlain, the lots comprised within the following limits, to wit; bounded towards the north by north Saint Louis range, towards the east by the parish of Saint Theophile du Lac, towards the west by the river Saint Maurice to lot No. 916, and thence bounded by the municipality of Almaville to lot No. 921, and thence to the river Saint Maurice, including the islands Nos. 1048, 1047, 1046 1044, 1045, 1049, 283, 283a, including the lots Nos. 647 to 727 of south Saint Michel range, and lots Nos. 780 to 729 of north Saint Michel range, lots Nos. 869 to 913 of south Saint Mathieu range, lots Nos. 951 to 921 and part of lot 920, 919, 918, 917 and the lots Nos. 916, 915 and 914 of North Saint Mathieu, and lots Nos. 133 to 159 and part of lots 160, 161, 162, 163 and 164 of range Des Gres and the Isle aux Tourtes, forming a superficeies of 1211 acres, all the above numbers taken from the official cadastre of the parish of Notre Dame du Mont Carmel, and to erect the whole of the above territory into distinct school municipality under the name of "Almaville parish".

To detach from the school municipality of Saint Blain, in the county of Rimouski, the lots Nos. 29 to 47 both inclusive of the 5th range of the township of Macpes, and to erect the whole of the above territory into a distinct school municipality, under the name of "Saint Narcisse".

His Honor the *Lieutenant-Governor* has been pleased, by order in council bearing date the 2nd June, 1915, to detach from the school municipality of Causapscal, in the county of Matane, the following lots, to wit: Range I, township of Causapscal north, the lots Nos. 12 to 15 both inclusive of range I, township of Lepage; the lots A, B, C, and 41 of range I and lot 41 of range III township of Causapscal south; the range A of the township of Matalik and the lots 1, 2 and 3 of range A of the township of Humqui, and to erect the whole of the above territory into a distinct school municipality, under the name of Causapscal village, the remaining portion to be henceforth-designated under the name of Causapscal parish.

To detach from the school municipality of Saint Ours, parish, in the county of Richelieu, the lots Nos. 208, 209, 212, 216, 219, 222, of the official cadastre of the parish of Saint Jutes, also the lots Nos. 430 to 452 of the third range of the same cadastre of the parish of Saint Ours, and to annex the above lots to the school municipality of Saint Bernard, county of Saint Hyacinthe.

To change the name of the school municipality of the township of Brassard into that of "Saint Michel des Saints".

To erect into a separate school municipality, under the name of "Lac Chat", county of Champlain, the lots Nos. 8 to 30 inclusively of the north east and south west ranges of the original cadastre of the township of Carignan, in the county of Champlain.

To authorize the scaool commissioners for the municipality of Saint Francois de Sales, in the county of Lake Saint John, to borrow the sum of \$1,500.00 for the purposes and upon the conditions mentioned in a resolution adopted by them on the 18th April, 1915, pursuant to the provisions of articles 2728a and 2728b of the Act 5 Geo. V, chap. 36 sec. 123462.

His Honor the *Lieutenant-Governor* has been pleased, by order in Council bearing date the 11th June, 1915, to sanction the following by-law adopted by the administration commission of the officers of primary instruction, at its meeting of the 24th May, 1915, pursuant to article 3035 of the Q. R. S. 1909,;

"Whereas the accounts of the pension fund for the fiscal year 1914-1915, show of deficit of \$18,009.18, which deficit has been covered by a special grant of the Government, amounting to \$19,000.00 (5 Geo. V., ch. 36, sec. 17).

And whereas such deficit will go on increasing yearly.

Be it resolved: that the deduction made in and by virtue of article 3012, of the P. Q. R. S., 1909, from the salary of every officer and of every layman teaching without a diploma in schools of commissioner's or trustees or in those subsidized by them or the government be increased to 3%, with the following amendment.

That the deduction made pursuant to article 3012 of the P. Q. RR. S., 1909, be increased to 2½ per cent. from and after the 1st July, 1915.

To detach from the school municipality of Farnham West, in the county of Missiquoi, the lots Nos. 74, 75 and 76 of the official plan and book of reference of the parish of Saint Romuald de Farnham, and to annex the whole of above lots to the school municipality of Sainte Sabine, in the county of Iberville.

His Honor the *Lieutenant-Governor* has been pleased, by order in council of 17th June, 1915, to detach from the school municipality of Saint-Basile-le-Grand and the village of Beloeil, Chambly county.

1. That part situated in the parish of Saint Bazile-le-Grand, bounded: On the south east side by the Richelieu river, on the north west side by the lands of the second range or rang des "30"; on the north east side by the division line of the parish of Saint Basile-le-Grand and the parish of Beloeil, or that part of the said territory in the parish of Beloeil, and on the south west side by cadastral lot No. 34 of Saint Joseph of Chambly (that part comprising the lot Nos. from 1 to 33 inclusive.)

2. That part situated in the parish of Beloeil bounded: on the south east side by the Richelieu river; on the north west side by the Grand Trunk Railway, on the north east side by the public highway, being the division line of the municipality of Beloeil and the town of Beloeil, (that part of territory comprising the lots, or part of lots 4, 5, 6, 7, 11, 12, 14, 15, 16, 17, 18, 20, 21, 22, all situated on the north west side of the Grand Trunk Railroad, and to erect the whole into a separate school municipality for Protestants only under the name of "Beloeil Station".

His Honor the *Lieutenant-Governor* has been pleased, by order in Council bearing date the 17th June, 1915, to detach from the school municipality of Saint Romuald de Farnham west, village, in the county of Missisquoi, a lot of land forming part of the lot No. 39 in the 6th range of the lots of the township of Farnham, of irregular outline, containing 71 acres of land in superficies; the above lot of land now being known and designated under the No. 375 of the official plan and book of reference for the parish of Saint Romuald de Farnham, and to annex the same to the school municipality of Farnham west, parish.

To detach from the school municipality of Saint Jean Chrysostome, in the county of Chateauguay, the lots Nos. 496 and 497 of the official plan and book of reference of the parish of Saint John Chrysostome, the above lots being situated in the 9th range of Georgetown north, and to annex the same to the school municipality of Saint Antoine Abbe.

His Honor the *Lieutenant-Governor* has been pleased, by order in council bearing date the 23rd June, 1915, to detach from the school municipality of Saint Thecle, in the county of Champlain, the whole of the territory hereafter described, comprising the north east longitudinal third part of lot No. 73 of the official cadastre of the parish of Sainte Thecle, range B south, and the lots Nos. 74 to 84 both inclusive, also of range B south, lot No. 85 of said range, save and except the emplacements situated north of the land occupied by the Fabrique of Saint Thecle, plus the lot No. 86 also of said range B south, save and except all the emplacements situated north of the small "Lac a la Mousse", running across the said lot No. 86, plus the lot Nos. 87 to 89 both inclusive of said range B south, together with the lots Nos. 22 to 26 of the cadastre of Saint Ehecle, for Saint George range and to erect the whole of the above territory into a separate school municipality under the name of Saint Thecle, village, the remaining part of the said municipality to be henceforth known under the name of Sainte Thecle, parish. Said erection to take effect the 1st July, 1915.

His Honor the *Lieutenant-Governor* has been pleased, by order in council, bearing date the 25th June, 1915, to detach:

1. From the school municipality of Berthier, in the county of Berthier, the lots Nos. 651, 655 to 666 inclusively of the official cadastre of the parish of Sainte Genevieve de Berthier.

2. From the school municipality of La Varendrye, same county the lots Nos. 441 to 444 inclusively of the official cadastre of the parish of La Visitation de l'Ile du Pads, and to annex the whole of above territory to the school municipality of Ile du Pads.

To detach from the school municipality of Saint Pie village, in the county Bagot, the lots Nos. 882 to 888, both inclusive of the official cadastre of the parish of Saint Pie, and to annex same to the school municipality of Saint Pie, parish.

To detach from the school municipality of Sainte Perpetue, in the county of L'Islet, the lots Nos. 1 and 2 of range "A" of the township of Garneau and the lots Nos. 1 and 2 of range "A" of the township of Lafontaine, and to annex the above lots to the school municipality of Lac Noir, same county.

To detach from the school municipality of Saint Adolphe de Dudswell, in the county of Wolfe, the lots Nos. 22a, 22b, 22c, 23a, 23b, 23c of the 8th range, of the township of Dudswell and to annex the above lots to the school municipality of Saint Alphonse de Marbleton, said county.

To change the name of the school municipality of Saint Omer, in the county of Levis, into that of Saint Helene de Breakyville.

To erect into a school municipality under the name of "Pointe aux Outardes" the range of Point aux Outardes and the range of River aux Outardes, in the township of Manicouagan, east of Bersimis in the county of Saguenay.

The above territory forming no part of any school municipality.

To detach from the school municipality of Wright, county of Ottawa, the lots Nos. 15 of range "D" and 16 of range "C" of the township of Wright, and to annex said lots to the school municipality of Northfield, same county.

To annex the Protestant school municipality of the town of Emard to the Protestant school municipality of the City of Montreal for school purposes.

To erect into a school municipality for Protestants only, under the name of Coleraine and Thetford, the whole township of Coleraine, including the town of Black Lake, and the whole township of Thetford, including the city of Thetford Mines, all in the county of Megantic.

To detach from the school municipality of Saint Etienne de Chelsea, lots Nos. 25a, part lot 25 b, 26 of the fourteenth range, and lots 26, 27 and 28 of the fifteenth range of the township of Hull, and to annex them to the school municipality of Gatineau Valley, all in Ottawa county, for Protestant school purposes.

To detach from the school municipality of Lac Noir, in the county of L'Islet, the lots Nos. 1 to 29, both inclusive of range A, township of Ashford, 1 to 24 both inclusive of range A, 1 to 21 both inclusive of the 4th range, 1 to 31 both inclusive of the 5th range, 1 to 43 both inclusive of the 6th range, all of the township of Fournier, and to annex the whole of above territory to the school municipality of Ashford, county of L'Islet.

To detach from the school municipality of Temiscamingue-north, in the county of Temiscamingue, the lots Nos. 10 to 55 of ranges IV, V and VI, inclusively, of the township of Nedelec, and to erect the whole of above territory into a distinct school municipality under the name of Nedelec.

His Honor the *Lieutenant-Governor* has been pleased, by order in council, bearing date the 26th June, 1915, to detach from:

1. The school municipality of Saint Damien, in the county of Berthier, lots Nos. 64, 65, 67, 68 and 69 inclusive of the 8th range of the official cadastre for the parish of Saint Damien de Brandon;

2. The school municipality of Saint Gabriel de Brandon, in the same county, Saint Augustin concession, lots Nos. 114 to 134 inclusively, 93, 93f, 93g, 93h, (Saint Norbert concession), 1, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 6 (1st range south west Peterborough), and to annex the whole of this territory to that of Mandeville (Saint-Charles).

To detach from the school municipality of Sainte Aurelie, in the county of Beauce, the lots Nos. 61 to 73 of the 10th range, and 11 to 23 of the 11th range of the township of Metgermette, and to annex the above lots to the school municipality of Saint Louis de Gonzague, county of Dorchester.

To detach from the school municipality of "Les Ecureuils", in the county of Portneuf, the whole of the territory included within the limits of the municipality of the village of Donnacona, as erected by a proclamation of the Lieutenant-Governor in council, bearing date the 29th April, 1915, and to erect said territory into a distinct school municipality under the name of Donnacona.

His Honor the *Lieutenant-Governor* has been pleased, by order in council, bearing date the 29th June, 1915, to detach from the school municipality of Saint-Barnabe, of Saint Elie de Caxton, county of Saint Maurice, of Saint Paulin and of Hunterstown, in the county of Maskinonge, the whole of the territory included with in the limits of the

civil parish of Notre Dame des Neiges, as erected by proclamation published in the *Quebec Official Gazette* of the 3rd November, 1914, and to erect the said parish of Notre Dame des Neiges into a distinct school municipality, under the name of "Notre-Dame-des-Neiges".

To detach from the school municipality of Shoolbred, in the county of Bonaventure, the lots Nos 10 to 14, both inclusive, and the lots 1A, 1B, and 2 of the official cadastre of the township of Nouvelle, and to annex all the above territory to the municipality of Nouvelle, same county.

To erect into a distinct school municipality under the name of Riviere Croche, in the county of Champlain, the lots 1 to 100 of the east and west ranges of the township of Langelier, the above lots form no part of any school municipality.

To detach from the school municipality of Lotbiniere, in the county of Lotbiniere, the whole of the territory comprised within the limits of the village, as civilly erected by a proclamation published in the *Quebec Official Gazette* of the 7th November, 1914 (page 2756) and to erect the same into a distinct school municipality, under the name of Lotbiniere, village, the other part of said school municipality to be henceforth known under the name of Lotbiniere, parish.

To detach from the school municipality of Saint Michel de Rougemont, in the county of Rouville, the following lots of the official cadastre of the parish of Saint Michel de Rougemont, to wit:

Nos. 499 to 524 and 561 to 581, inclusively, and to erect the whole of the above territory into a separate school municipality, under the name of Saint Michel de Rougemont, village, the other part of the school municipality to be henceforth designated under the name of Saint Michel de Rougemont, parish.

To erect into a distinct school municipality under the name of "Riviere Croche", in the county of Champlain, the lots Nos. 1 to 100 of the east and west ranges of the township of Langelier. The above lots form no part of any school municipality.

To erect into a distinct school municipality under the name of Honfleur, the whole of the territory comprised within the limits of the parish of Honfleur, in the county of Bellechasse, as erected by the Act 5 Geo. V, chap. 111, and in addition thereto the lot No. 51 of the official cadastre of the parish of Saint Claire, said lot to be detached from the municipality of Saint Lazare. The above mentioned territory will be made up for school purposes, of parts of the school municipalities of Saint Gervais, of Saint Lazare, of Saint Anselme and of Sainte Clair.

To divide the school municipality of the township of Loranger, county of Labelle, into two distinct school municipalities to wit:

1. The school municipality of the township of Loranger to include in future, the whole of the rural municipality of the village of Nominigue, as erected by proclamation published in the *Quebec Official Gazette* of the 17th September, 1915.

2. The other part to form a distinct school municipality under the name of township of Loranger.

To detach from the school municipality of Weedon, in the county of Wolfe, the whole of the territory comprised within the limits of the parish of Saint Raymond de Pennafort, as erected by canonical decree bearing date the 23rd April, 1915, bounded as follows: towards the north-east by the township of Stratford, towards the south east by the township of Lingwick, towards the south-west by the line

between lots 13 and 14, across ranges 1, 2 and 3 of the township of Weedon, towards the north-west by the line between ranges 3 and 4 of said township of Weedon, and to erect the whole of the above territory into a separate school municipality under the name of Fontainebleau.

To detach from the school municipality of Anse Saint Jean, in the county of Chicoutimi the following lots, to wit:

.1 First range east of Little Saguenay River; the lots Nos. 3, 4, 6, 7, 12 to 17 inclusively, 19, 20, 22, 24, 26 to 29, inclusively;

2. Range 1, Saguenay, the lots Nos. 1, 2, 4, 5, 6, 7, 9, 10, 11, 13; range 2, Saguenay, the lots Nos. 4, 5, 10, 11, 12, 13, 15, No. B;

3. Range north, lots Nos. 1, 2, 3, 6, 7, 8 and 19, and to erect the above territory into a separate school municipality under then ame of "Petit Saguenay".

To detach from the school municipality of Chenier, in the county of Arthabaska, the lot No. 29 of the 4th range of Tingwick (Nos. 416 and 417 of the cadastre of Tingwick), and to annex said lot to the school municipality of Shipton, in the county of Richmond.

To detach from the school municipality of Saint Thomas de Pierreville, in the county of Yamaska, the lots Nos. 889 to 903, both inclusive, and the part outside the limits of the village of Pierreville, of lots Nos. 904 and 905 of the official cadastre of the parish of Saint Thomas de Piereville, and to annex the above territory to the school municipality of Saint Thomas de Pierreville, parish.

To erect the township of Kensington, Ottawa county, into a school municipality for Protestants only under the name of "Kensington".

To detach from the following lots, to wit:

1. From the school municipality of Bolton west, county of Brome, the lots Nos. 1 to 9 inclusive of ranges I, II, III and IV of the township of Bolton, the lots Nos. 10 to 16 both inclusive of ranges III and IV, same township.

2. From the school municipality of Bolton east, same county, the lots Nos. 1 to 16 both inclusive of ranges V and VI, same township; the west half of lots Nos. 3 to 7 both inclusive of range VII, same township; the lots Nos. 8 to 16 both inclusive of range VI and VII same township; the lots Nos. 11 to 16 both inclusive of range IV, same township.

3. From the school municipality of Saint Edouard de Knowlton, same county, the lot No. 17 of ranges III, IV and V of the township of Bolton.

4. From the school municipality of Stukely south, county of Shefford, the lots Nos. 6 to 10, both inclusive, of ranges I and II; the lots Nos. 8 to 10, both inclusive, of ranges I and II; the lots Nos. 8 to 10, both inclusive, of ranges III, same township; the parts of lot No. 11, in ranges I and IV belonging to Emery Menard, Hubert Caron and Francois Larouche, same township.

5. From the school municipality of Sainte Anne de Stukley, same county, the lots Nos. 6 and 7 of range III, and the lots Nos. 271 and 272 of the township of Stukley, and to erect the whole of the above territory into a separate school municipality for Catholics only, under the name of "Saint-Etienne-de-Bolton".

To detach from the school municipality of Saint Constant, in the county of Laprairie, all that land situated in the north east part of the parish of Saint Constant, containing according to the official plan and book of reference of said parish the cadastral lots numbers 1 to 16 and 17 inclusively; in the concession of Saint Francois Xavier; the cadastral

lots Nos. 130, and 132 to 149, both inclusively, in the concession Saint Catherine; the cadastral lots Nos. 150 to 157, both inclusively, in the concession of Sainte Catherine; the cadastral lots Nos. 247 to 255, both inclusively, in the concession Saint Pierre; viz: lots Nos. 1 to 16 and 17, 130, 132 to 149, 150 to 157, 247 to 255, all inclusively, with the subdivision lots of some of those original lots which have been subdivided, and to erect the whole into a school municipality for Protestants only under the name of "Delson Junction", with the following boundaries: that land comprised within a line, which would start at the south east extremity of lot number 1 of Saint Constant, would follow the division line between the parish of Saint Constant and the parish of Saint Philippe in a south westerly direction till it joins the south west extremity of lot number 16 in a north westerly direction till it joins the little River La Tortue which it follows in the northerly direction till it joins the southwest line of lot number 130, thence it follows to south west line of lots numbers 130 to 255 in a north-westerly direction till the northwest extremity of lot number 255, thence it takes a north-easterly direction following the south east end of the farms situated in concession Saint Regis, till it joins the lot number 157 where it follows for a part the little River Saint Regis till it joins the northwest line of lot number 156, which it follows till the parish of Laprairie, thence at last it takes the southeasterly direction following.



*Page(s) manquante(s)
ou non-numérisée(s)*

Veillez vous informer auprès du personnel de BAnQ
en utilisant le formulaire de référence à distance, qui se trouve en ligne :

https://www.banq.qc.ca/formulaires/formulaire_reference/index.html

ou par téléphone **1-800-363-9028**

**Bibliothèque
et Archives
nationales**

Québec 