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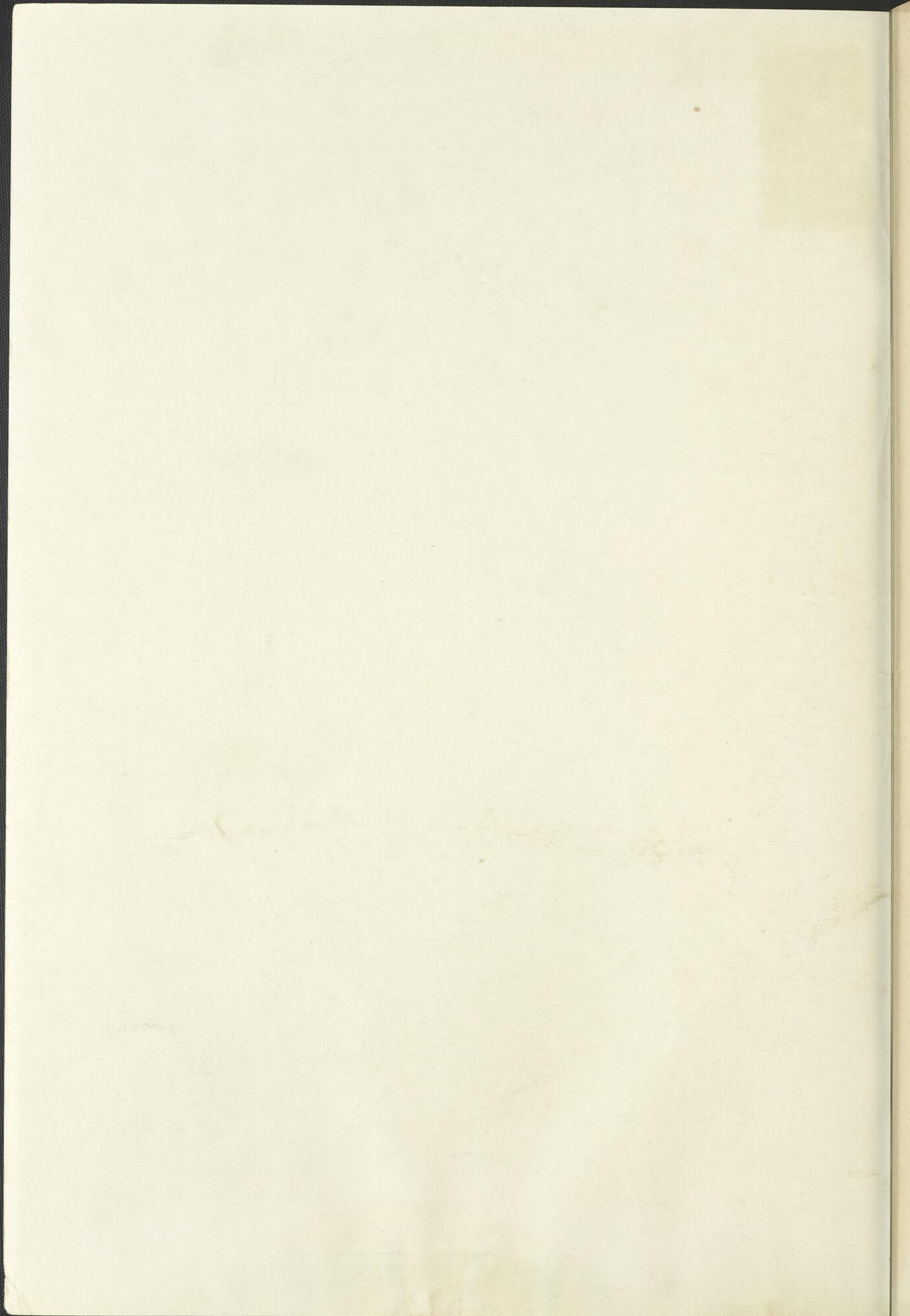
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THE EDUCATIONAL RECORD

A quarterly journal in the interests of the Protestant Schools of the Province of Quebec, and the medium through which the proceedings of the Protestant Committee of the Council of Education are communicated, the Committee being responsible only for what appears in its Minutes and Official Announcements.

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INSPECTORS' CONFERENCE, JULY 1936



(Back Row) Left to right.

Mr. S. V. CATTERMULL, Inspector of Schools. Rev. L. J. KING, Inspector of Schools. Mr. J. H. HUNTER, Inspector of Schools. Mr. O. F. McCUTCHEON, Inspector of Schools. Mr. W. A. BRADY, Inspector of Schools. Mr. E. M. GREAVES, Inspector of Schools. Mr. H. D. WELLS, Inspector of Schools.

(Second Row) Miss C. M. E. BUCHANAN, Miss L. E. TANNER, Supervisor of French. Miss D. M. MARSH Miss K. KEEFER,

(Front Row) Mr. H. S. BILLINGS, Special Officer. Mr. E. S. GILES, Inspector General. Dr. W. P. PERCIVAL, Director of Protestant Education. Mr. E. C. WOODLEY, Special Officer. Mr. C. E. PLOYART, Assistant Inspector of High Schools.

FURTHER APPOINTMENTS IN THE DEPARTMENT OF EDUCATION

In the April to June issue of the Educational Record, announcement was made of the appointment of Mr. Elmer S. Giles, M.A., as Inspector General, Mr. H. S. Billings, B.A., as Special Officer of the Department of Education, and Mr. E. M. Greaves, M.A., as Inspector of Elementary Schools in the Pontiac area.

Mr. C. E. Poyart has been appointed to replace Mr. Billings as Assistant Inspector of High Schools, the engagement dating from July 1st, 1936.

Mr. Poyart was born at L'Avenir, Quebec, in 1896. After graduating from the Kingsey Intermediate School he followed the course of training at Macdonald College and obtained a Model School diploma in 1914. Subsequently, he was awarded the degree of Bachelor of Arts by Queen's University and the High School diploma by the Protestant Central Board of Examiners of the Province of Quebec.

The new Inspector has been Principal of Leeds Village Intermediate School, Arundel High School, teacher of special subjects in Strathcona Academy, Outremont, and Principal of the Alfred Joyce School, Outremont. For ten years he was Principal of the High School at Shawinigan Falls. For the past three years he was Principal of the Ormstown High School. He has served as Treasurer of the High School Principals' Association, has been a member of the Status of Teachers' Committee of the Provincial Association of Protestant Teachers and is on the Executive Committee of the High Schools Principals' Association. Mr. Poyart has followed on his academic career at Queen's University by subsequent registration.

Mr. R. Campbell Amaron has been appointed Assistant Supervisor of French to replace Miss Marion Alice Smith, who has served in this capacity so effectively for the past four years. This engagement likewise was effective from July 1st.

The new Assistant Supervisor was born at Longueuil, Quebec, and was educated in various High Schools of the Province. Subsequently he obtained his teacher training at Macdonald College. During his course in the School for Teachers Mr. Amaron won the First Prize in Principles and History of Education and School Management. In addition to his diploma, he holds the First-class French Specialists' Certificate, and also has credits from Queen's University. He has occupied teaching positions at Macdonald College High School, Stanstead College, and, until June 30th., was a member of the staff of the Commissioners' High School, Quebec.

The appointment of an Assistant Supervisor of French has given a tremendous impetus to the teaching of French in the intermediate schools and the smaller high school of the Province. This has been particularly noticeable in the character of the oral expression. All the Protestant superior schools are now visited, either by the Supervisor or the Assistant Supervisor of French.

The Rev. F. W. Mitchell, has been named to replace Inspector Edward Snow in the North Shore district of Inspection that is known as Quebec Labrador. His territory extends for a distance of 250 miles from Natashquan to Bradore Bay.

W. P. PERCIVAL,
Director of Protestant Education.

MESSAGE OF GOODWILL FROM LONDON

Messages of goodwill are extending around the Empire. For some years past, the children of Wales have been sending such messages to their brethren beyond the seas. At the Empire Day celebration which was held in London, England, in May last, the pupils of the elementary schools of the city unanimously passed a resolution conveying to the children of the Empire overseas a message of cordiality, love and goodwill.

This message was transferred by the Honourable Vincent Massey, High Commissioner for Canada in London, to the Secretary of State for External Affairs in Ottawa and by him forwarded to the Honourable E. L. Patenaude, Lieutenant-Governor of the Province of Quebec so that an intimation concerning it might reach the children of this Province through the medium of these pages.

**THE CARIGNAN REGIMENT, THE FORTS ON THE RICHELIEU, AND
DE TRACY'S EXPEDITION AGAINST THE IROQUOIS****A Study in Canadian History**

E. C. Woodley, M.A., Department of Education, Quebec

When, in 1609, Champlain supported the Algonquins in their struggle against the Iroquois, he could not foresee the very terrible results of his action in the history of Canada, for it made the powerful Indian confederacy the avowed and bitter foe of the French. The guerilla warfare carried on by the Iroquois against the feeble settlements on the St. Lawrence during the next thirty years was a serious menace to the rule of France in the New World. They waylaid the Algonquins and Hurons on their trading expeditions to the settlements and despoiled them of their furs. Indian villages were pillaged and captives subjected to horrible tortures. The missionaries who boldly made their way into the wilderness, seeking to win the Indians to the faith, also suffered terribly at their hands. Fathers Jogues and Bressain were tortured by the Mohawks. Later, the Iroquois became bolder and attacked the French settlements. In 1644 a war-party was, with difficulty, and only through the great bravery of Maisonneuve, repulsed at Ville Marie. In 1648 the prosperous Jesuit Mission in Huronia was swept out of existence, and its heroic priests met martyr deaths. The Iroquois then approached the older settlements, and no Frenchman was safe in the fields near Ville Marie, Three Rivers or Quebec. In 1654 a bold company of Iroquois attacked some Hurons on the Island of Orleans, and as they carried their captives past Quebec, dared the Governor to seize them.

The Iroquois determined in 1660 to make a great effort to wipe out the French and their Indian allies. The plan was revealed by an Iroquois who was caught and tortured at Quebec. Word of the attempt was carried to Ville Marie, one of the main points of attack, that a large company was approaching the Ottawa river. A young Frenchman in that place, with sixteen intrepid companions, held at bay this strong force so long that, by the time every one of the defenders of the small rough fort on the Ottawa had been killed, the Iroquois lost

heart and the general attack on the colony was abandoned. The French felt, however, that the situation was too menacing. Some strong measures would have to be taken if the settlement was to continue.

Fortunately at this time the King, Louis XIV, was more kindly disposed to the colonists and took the colony directly under his protection. The Sovereign-Council was established and in 1663 deMesy became Governor. With him were associated the Abbé Laval as Head of the Church and Louis Robert as Intendant. These were all strong men and opinions began to clash. De Mesy had a rather hot temper and charges were soon made against him. When an appeal was made to Louis to settle the trouble there was coupled with it the request that the Iroquois be adequately dealt with. As a result the King ordered a famous French soldier, Alexandre de Prouville, Marquis de Tracy, who was then in the West Indies acting as Lieutenant-General of the French Dominions in America, to investigate affairs in New France, and sent also a new Governor, the Sieur de Courcelles, and, as Intendant, one of the ablest administrators France ever sent to any of her colonies, Jean Talon.

The Marquis de Tracy reached Quebec in June 1665, bringing with him a detachment of the famous Carignan-Salières regiment. The remaining companies, to a total of twenty-four, arrived during August and September. The coming of de Tracy and this regiment was of the utmost importance to the little colony. At this distance of time it is not easy to imagine the feelings of the people of Quebec as, headed by the Abbé Laval, they welcomed the veteran soldiers who had come to their relief. A demonstration was planned, but de Tracy would only allow himself to be led to the church where a Te Deum was chanted. The regiment arrived in detachments between June and September, but de Tracy was too active a man to delay his attack on the Iroquois any longer than was necessary. He realized, however, that before proceeding into their country it was necessary to prepare proper safeguards for his lines of communication. This involved the fortification of the waterway of the Richelieu, by which stream he knew that he must approach the villages of the Iroquois.

While awaiting the arrival of de Salières and the bulk of the regiment, de Tracy on July 23rd sent M. de Chambly to build a fort at the foot of the great rapids of the Richelieu. Construction was actually begun on the fête of St. Louis, and the fort was fittingly named St. Louis de Chambly. It was built of wood in the form of a square, as were all the early Richelieu forts. The walls were fifteen feet in height and enclosed an area one hundred and forty-four feet on each side. Within the fort were a shed, barracks, a chapel and a house for the commander. All were, of course, rough in construction. The fort stood until 1702, when, in a period of temporary abandonment, it was burned by the Iroquois. It was reconstructed in stone on the same foundation in 1709-10 at the urgent request of the people of Montreal, by Gédéon de Catalogne, the engineer who was also responsible for the first Lachine canal. When reconstructed, the fort was first named Fort Pontchartrain in honour of the French minister, but soon reverted to its former designation. Between 1665 and 1702 the fort was the centre of stirring incidents.

In August of 1665 M. de Sorel and his company of the regiment erected a fort near the juncture of the Richelieu and the St. Lawrence. This fort was long known as Fort Richelieu.—Early in September, M. de Salières was sent

with seven companies to build a fort at the point where the Richelieu leaves Lake Champlain. On reaching Fort St. Louis, however, he found instructions awaiting him to give up this project and proceed with the erection of a fort on the shore of the river six miles further south. On October 2nd, he began operations and, in six days, had built a fairly substantial fort. The timber used in its construction was brought from a large well-wooded island a few hundred feet distant. The fort was named Sainte-Thérèse, and, although all trace of it has long disappeared, the island still bears the name, and is as beautiful in its rich woods as it was when the brave soldiers of de Salières first saw it.

The fort at the Lake Champlain end of the river was built in 1666 on Isle de la Motte, by M. de Repentigny. In October and November, companies of the regiment constructed roads between Forts St. Louis and Ste. Thérèse and also from Fort St. Louis to Montreal. The construction of the latter road was a work of great difficulty as the soldiers were often in water almost to the waist while carrying the road across marshy ground. M. de Salières tried to postpone the making of the road to a better season of the year, but could not prevail upon the governor who was very anxious to begin his campaign. The impatience of M. de Courcelles led to a very disastrous expedition in the following winter.

The starting point was at St. Louis, and here the company from Montreal, under de Salières, including the intrepid Charles LeMoyne, with fifteen habitants in snowshoes to break the road, met the force under de Courcelles from Quebec. De Salières did not accompany the expedition further and has left his impression of the inadequacy of the preparation. The men were poorly outfitted, had no snowshoes or hatchets, both essential to a winter campaign in a forest-clad country. They also lacked Indian guides. But de Courcelles, nothing daunted, led his men into the wilderness and soon lost his way. After long hard marching, often in the face of snowstorms, they finally reached a little Dutch village, Corlaer, which occupied the site of the present city of Schenectady. The Mohawks, whom they sought, kept carefully out of their way, except a small group near the Dutch village with which they clashed. In the skirmish, a lieutenant and five or six men were killed and a number wounded.

While at Corlaer, the French were surprised to receive a delegation from Albany which inquired their reason for invading British territory. Unknown to them the British had taken possession of the Dutch colony some time earlier. Having satisfied the British of their innocent intentions so far as they were concerned, de Courcelles and his men turned their faces homeward. A long, hard journey lay ahead, and it was a weary and dispirited company which finally dragged itself into the shelter of Fort Ste. Thérèse. The venture had been a costly one in human life, for the little force had lost sixty of its number. De Courcelles was depressed and petulant, and was ready to blame anyone for his own rash enterprise. On reaching Fort St. Louis he roundly blamed the Jesuit priest, Alpanel, whom he found there, for not furnishing him in time with Indian guides.

The expedition impressed the Iroquois and made them realize that, under certain circumstances, the French might prove a serious menace to their villages. They were not disinclined to come to terms when, unfortunately, some Mohawks who were roving and hunting in the woods near St. Ann at the northern end of

Lake Champlain, clashed with a small party of Frenchmen. In the subsequent fighting an officer, de Chazy, a nephew of the Marquis de Tracy was killed.

This incident determined the issue. De Tracy was satisfied that only a punitive expedition to the heart of the Mohawk country would be sufficient to gain the respect of the fickle Indians for French power to such a degree that the settlements on the St. Lawrence would be safe.

The great expedition, the first in which a seasoned European regiment fought for France in the forests of the New World, set out from Quebec on September 1666, under command of de Tracy and de Courcelles.* The route led them up the Richelieu and covered the entire length of Lake Champlain. We can imagine the beauty of the country which they saw on the shores of the river and the lake, as they made their slow way in flat-bottomed scows, for it was September, and the woods were aflame in Autumn splendour. Somewhere en route the force was joined by a sturdy company of one hundred and ten men from Montreal under Charles LeMoynes.

In the early days of October the force, in sections, made its way up the lake, keeping near the western shore until it reached the stream called by the Indians Cheonderoga, which forms the outlet of Lake George. A short portage past some turbulent water brought them to the placid waters of Lake George, lying amid its forest-clad hills. The sight of the flotilla, manned by the white men, clad in bright uniforms of blue and red, must have impressed the Indians who lurked in the woods, for word of the approach of the expedition had been carried into the country of the Mohawks and occasioned an uneasiness which turned to fear as the invaders drew nearer.

At the southern end of the lake, near the point where Sir William Johnson, almost a century later, built Fort William Henry, the boats were drawn up, and the most difficult part of the journey began. It was necessary to invade the country of the Mohawks, and this meant a further journey of nearly one hundred miles through a wilderness of forest and swamp. Nothing daunted, the brave Frenchmen, mindful of what their success or failure meant to their countrymen on the St. Lawrence, pressed forward. At length, the first Mohawk village was reached. It was prepared for resistance, but evidently the courage of the savages was not equal to facing the arms of the French, for it was deserted save for some old men and a few women who were made prisoners. The same thing happened at village after village as the French pressed on, until they reached the most strongly fortified stronghold of the Mohawks, a village known as Andaraqué, where they found a great store of grain and other provisions. De Tracy decided that he had gone far enough and wished to give the Mohawks a final brilliant picture of the French power of retaliation for wrongs done their people. The entire force was drawn up in the village, and with his force as a fitting background, de Tracy claimed the Mohawk country for His Majesty of France. Then the soldiers, very ready to obey the order, set fire to the Indian houses and palisades, and, as the flames mounted and cast their glow far over the

* It consisted of six hundred men from the Carignan regiment, six hundred Canadians and one hundred Indians, Hurons and Algonquins. There were also priests in the company, Fathers Alanel and Raffain, Abbé duBois, connected with the regiment, and the sturdy, good natured Sulpician to whom we owe so much of our knowledge of those days, Dollier de Casson.

forest, it must have seemed to the brave Frenchmen that the Indian menace had been finally removed. Early next morning the TeDeum was sung, Mass celebrated, and the homeward journey begun.

The journey down the lake was a hard and trying one. The season was advanced. The leaves had fallen, giving the country a dreary appearance. Fall rains had caused the water to rise. Winds swept down on the lake from the surrounding hills, and it became difficult to manage the clumsy flat-bottomed boats. In a storm, two of them were upset and eight persons were drowned, including Lieutenant Sieur de Luges and a Dutchman named Corlaer who had befriended de Courcelles on the previous expedition and who was on his way to Quebec on the invitation of de Tracy. At length the battered fleet reached Fort St. Ann, and word was sent forward to Quebec.

Of the return journey down the Richelieu we have no detailed record, but there was little delay on the way as the soldiers and their leaders were anxious to reach the settlements before the winter set in. We can imagine the welcome given them at the forts as they passed. On November 5th, de Tracy reached Quebec, to be hailed as the saviour of New France and regarded with special affection and esteem by Monseigneur de Laval who saw in the subjugation of the Mohawks new triumphs for the Church.

We get a glimpse of the hardships suffered by the men who still held the outposts against the Iroquois on the Richelieu and Lake Champlain. On his return journey, de Tracy realized the needs physical and spiritual of the men who, under the Sieur de la Motte-Lucière, had been assigned to Fort St. Ann. The place was distant from its nearest neighbour, and was inadequately supplied with the necessaries of life. The men had to trust largely to the game which they could obtain, and scurvy soon became rampant among them. De Tracy, in his anxiety for them, wrote to M. Souart, head of the Sulpicians at Montreal, urging him to send them what aid he could. The appeal met with an immediate response, and a Sulpician priest of remarkable zeal, unselfishness, and cheerful temperament, set out for the lone post at the head of the Richelieu. Fortunately he could also write very well, and his record of early days in New France is one of our best and most attractive sources. Without naming himself, Dollier de Casson recounts the hardships of the journey, the welcome given him by the weary and sick men at the fort and his apostolic labours on their behalf. Fearing for his health, M. Souart and Mlle. Mance sent some sleigh loads of food 'greatly alarmed', as he naively remarks, 'lest the ecclesiastic who was at St. Ann should die'. Despite the attempts of M. LaMotte to insist that these good things should be the property of de Casson and himself, the sturdy ecclesiastic put them in his own room under lock and key, and doled them out daily to all the fort, including the commander. So busy, and yet careful of his health was he, that he recited his breviary as he ran about the fort, fearing that, if he ceased exercising, he might get the malady of the men for whom he was caring. He remained there all winter and only returned to Montreal when Spring had set in and the depleted force at the fort was able to fend for itself. The description in de Casson's history is an unconscious revelation of the spirit of many of the pioneers of France in the New World.

ACTIVITIES OF THE JUNIOR RED CROSS

SESSION 1935-1936

Mrs. Ruth B. Shaw, B.A., Supervisor, Junior Red Cross

With the opening of the school year, our thoughts turn again to the enrolment of Junior Red Cross Branches. June 1936 saw an organization made up of 1,638 Branches and 49,851 members in the Province of Quebec. Throughout Canada, in province after province, steady progress is being made along Red Cross lines, and everywhere the movement is receiving the endorsement of educational and health authorities. In two provinces, the Minister of Education is the Chairman of the Province Junior Red Cross Committee, and Canadian membership now totals 324,961 members in 10,283 classrooms. Across the Dominion as in our own Province, teachers are giving their best effort to the programme and it is largely due to their whole hearted co-operation that Junior Red Cross stands where it does to-day.

The same story can be told of country after country throughout the world. The latest recruits are the Juniors of the Netherlands' Indies and of the British Gold Coast. Over 15,000,000 boys, girls and young people from 53 nations proudly acknowledge their allegiance to the Red Cross and the ideals which it represents. It is interesting to note how, in many countries, High School pupils and students of Universities are leading Junior Red Cross activities. It is also interesting to note how boys and girls everywhere are discovering the real need in their locality; and are taking steps to meet it. In Belgium, we find activities arranged by Junior Red Cross Councils for the unemployed who have just left school. In Yugoslavia, courses in child welfare and the establishment of summer camps are prominent; in Austria the extension of sanatoria for the prevention of tuberculosis is stressed; in India, emphasis is on the establishment of local medical clinics; in South Africa, First Aid is given, particularly in connection with mining disaster; Norway emphasizes education along proper diets; the Phillipines dental care; Germany, the provision of food and clothing for those in need; Italy, the establishment of a school medical service, corrective gymnastic classes and holiday camps. Last May a National Junior Red Cross Conference was held in the United States and was attended by 438 delegates from 29 States. Such topics were discussed as the formation of Junior Red Cross Councils, use of the Service Fund, working with the Local Chapter, activities in High Schools and the National Children's Fund.

Junior Red Cross stands for health, citizenship and international friendliness. The actual living of these ideals develops in the Branch and in the individual members a sense of responsibility, initiative and resourcefulness. It shows them the joy of service and of achievement. Above all, it encourages thought and intelligence and develops citizenship. We all grow through our experiences and Junior Red Cross is made up of experiences. A Branch, when planning its health campaign for the coming year must, of necessity, discover the greatest

health need and take steps to meet that need. The appointment of health committees; talks by local doctors and nurses; the keeping of health graphs; the giving of health plays and drills; the making of posters; the buying of tooth-brushes and washcloths for those without them are only a few of the health activities reported for the past school year. As one educationist said, "Junior Red Cross makes the child health conscious and places the health responsibility where it belongs."

When the Inspector for the Gaspé Coast asked that diet sheets should be distributed in his schools and every effort made to teach the children and, through the children, the homes, the importance of correct foods and how to cook them, he was emphasizing a real need in the Peninsula. When the Junior Red Cross of Greater Montreal concentrated on the care of the teeth and the provision of free dental clinics, they had discovered one of the greatest lacks in their locality. When hot lunches were provided for Consolidated and Elementary Schools; when drinking supplies were investigated and water coolers bought; when individual drinking cups and towels were brought by the Juniors and, above all, when particular rules of personal or community hygiene were stressed, the activity was the result of the Branch's survey of the situation and the consequence of that survey was that practical steps were taken to meet the situation.

Hundreds of dollars were raised last year throughout the Province for the improvement of school buildings and the consequent story, particularly in the rural areas, is little short of a fairy tale. Three schools on the Gaspé Coast each raised over \$100.00 for this purpose. The Intermediate School at Stanbridge East raised \$95.00 for a set of dictionaries and for equipment for their chemistry room. A little school near Danville, consisting of only ten pupils, ploughed their school grounds, seeded them, put in perennials and trees and paid for a new fence. School after school varnished desks, re-catalogued libraries, bought Union Jacks, thermometers, globes, blinds, and did hundreds of things too numerous to mention, but all of them showing intelligent thought carried to a triumphant conclusion.

Schools in City areas of necessity did not have the same needs, but even here, by using thought, scope was found for their efforts. The Montreal Juniors kept fire-escapes clear of ice and snow during the winter months, the Juniors of Sherbrooke helped a local organization run a canteen for their school, the Juniors of Verdun made a pact to respect the grounds and property of others, the Juniors of Westmount concentrated on the improvement of school libraries, the Juniors of Pointe Claire planted trees for the beautification of their school grounds. And what pride of achievement followed! School Boards often acquired partners who felt a great responsibility.

Then there was the service programme of the Juniors! Incredible though it may sound, in 1935, \$7,352.40 passed through the Provincial Office for various Junior Red Cross activities. This sum did not include money, which probably totalled together, would equal this amount and which was used for local and community welfare. From the North, South, East and West of our Province 232 sick and crippled children received medical care financed by the Juniors. There is an ever increasing necessity to help children in homes which do not come under

Quebec Public Charities Act, but which, nevertheless, are in such circumstances that it is impossible for them to meet the cost of illness. More and more teachers are reporting the medical problems of their pupils to the Provincial Office, and it is no exaggeration to say that many children would not have received treatment had it not been for the Juniors. No locality is, of course, too isolated or distant where there is real need. At one time, cases were in hospital from Lake St. John, from far up the Gatineau and from Gaspé Peninsula. In addition, 550 children in Greater Montreal completed dental treatment under the auspices of the Children's Dental Committee of which the Junior Red Cross is a prominent member and, so greatly has interest in this phase of our service programme become, that dental clinics will be opened in October 1936 instead of after Christmas as in former years. It should be a matter of pride to each teacher to know that the administration of these dental clinics is done through the Junior Red Cross and that the average cost per child was the extremely low figure of \$2.41.

In the year just past, community service also remained sound. Layette hampers, boots, clothing, milk and bread tickets, the supplying of firewood are only a few of the Juniors' activities. In the larger centres, Juniors again worked in close conjunction with established organizations. In Quebec, the Branches co-operated with their School Nurse and with the General Turner Hospital Clinic, making hundreds of garments, distributing food and financing medical care. In Sherbrooke, the Child Welfare, the Victorian Order of Nurses and the Junior Welfare League received the Juniors' efforts.

In their contacts with the Juniors of other countries, the Quebec Branches contributed one-fifth of all portfolios shipped abroad from Canada during the past school year. When Czechoslovakia asked for a portfolio for exhibit purposes for their country, the Junior Red Cross of St. Laurent High School, because of the excellence of their previous work, was asked to undertake this service. Many Branches contributed to the exhibition of articles from all over the world which is being gathered in Paris for loan to National Red Cross Societies, and dolls were sent from Quebec to the world exhibition of dolls held by the Juniors of Austria.

It is a wonderful story, this story of the Junior Red Cross. These are troublous times indeed but here are encouragement, hope and inspiration. Through the living of their programme Juniors are realizing their responsibility to themselves and to one another. They are discovering the joy of service and of achievement and the power of unified effort. They are learning that they form part, not just of one country, but of a world of fellow beings with problems, joys and sorrows similar to their own. They are acquiring the broader vision and the experience which means citizenship.

EDUCATIONAL DRAMATICS

Charles Rittenhouse, B.A., West Hill High School

It is difficult in a brief article to attempt a critique of the methods of play-production in High Schools. The technique is too variable. It depends too much on the play chosen, the physical conditions, the audience, the budget, the talent and experience of the children. Above all, each Director works out his own particular "philosophy", principally by trial and error and the promptings, shall we say, of his "theatre sense." Studying the best available models (the productions of Guthrie McLintock and Norman Bel Geddes, for example) is of inestimable worth; likewise working under as many Directors as is possible; but text-books, handbooks and "helpful articles" are, in the final analysis, of small importance.

In view of the interest that certain schools are displaying in educational dramatics, I may be pardoned in reopening those two discussions so fundamental to the whole thesis:—What is the purpose of Educational Dramatics and why is it "educational"? What is the future of the movement?

The theatre is such a comprehensive medium, embracing the majority of the Fine Arts and various of the crafts, that one can lend or adjust it to numerous ends and aims of the present Curriculum. Thus a school can make its play-production the handmaiden of the literature, art, music, physical education, manual training and domestic science courses in ways that are so obvious as to need no illustration; in ways, moreover, that arouse the keenest interest and response. Then, too, a school may use its play-production to correct the speech habits and develop the grace, poise, quick-wittedness and confidence of many boys and girls who find it difficult to conquer the painful awkwardness of adolescence.

All these values are reasonable. Indeed their sweet reasonableness has often proved so disarming as to be disastrous. Many a teacher has launched out on a dramatic project only to discover that, as a teaching method or aid, dramatics leave much to be desired. It takes too much time. In far less time the same purpose could have been accomplished in much simpler ways. In other words, the best way to teach literature et cetera is to teach them directly.

The real worth of school dramatics lies in the very nature of stage aesthetics,—the "theatreness" of theatre, the "dramaness" of drama. School plays need no apologist, particularly no pedagogical apologist. They should exist for their own sake and need be saddled with no aim other than that of allowing students to participate either actively or vicariously in creative work of an unusually imaginative and emotional kind. All else is incidental.

We need recognize little more than that the theatre should play a fair part in the cultural life of the youngsters, that to the more imaginative among them the theatre may fill a real need. We need recognize little more than that a lively theatre has always been the sign of a lively and awakened civilization. The Greeks and the Elizabethans give us the eye; the Victorians do not fully understand. Thus, the lofty, virile, and idealistic cultures of Athens and Elizabethan

England attained, perhaps, a nobler and more stirring expression in the Theatre than in any other artistic medium, while the western civilization of the 19th Century, intent on furthering its imperialistic and industrial ambitions primarily, reduced the Theatre almost to the nadir of its whole fluctuating development.

This is all the more important to stress in Quebec where the theatre is well nigh becalmed in the doldrums; in Canada, too. We who are looking forward to a National Theatre are beginning to realize that at present the ideal is too esoteric. Before we can have a National Theatre, we must create an intelligent National Audience. The Little Theatres and the Drama Festivals are doing their part in the general awakening. But is not their appeal essentially for the fairly small circle that is already (more or less) alive to the beauty and charm, to the actual **necessity** of the stage? (Indeed the more one studies Little Theatres in Canada the more one realizes how blissfully restricted are their orbits). Is it not the schools, the schools above all, that can provide a store of audience reserve for a National Theatre? In the meantime, we are gaily tossing that audience into the plush seats of the United Amusement Corporation and Famous Players Lasky.

Having settled the above issue (to my own satisfaction, at any rate), what about the future of Educational Dramatics in Quebec? Luckily for us we are without a past. Other school systems have done the experimenting for us. There are, generally speaking, two ways in which dramatics may develop in the schools: first, towards an active Little Theatre, second, towards a place in the Curriculum.

The school Little Theatre is, of course, very gay and free (young people must find things out for themselves, you know, it develops individualism, or something), but there is too much waste about it. It has many drawbacks, definite drawbacks. It exists primarily for recreational purposes, and depends for its existence upon the slim pocket-books of an untrained audience. Only rarely does it aspire to great drama. It often contents itself with trivialities; it does not know any better. It has not the background to appreciate the Greeks, the French and Italian comic masterpieces, the Modern tragedy; it has few means to develop the background. Again, the work must be done after school, long hours after school when teachers and students are weary. So much time, indeed, has to be spent that it seems unreasonable that the young actors should not be getting scholastic credit for their work, that is, if they have chosen an important play to rehearse. Why should a boy be required to answer questions about "As You Like It" when he has actually **experienced** "As You Like It"? Having been Rosalind, or Touchstone, or Jaques, having been privy to the inspiration and poetry and wisdom of the greatest Englishman of them all, having been brought into an awareness of the unity and rhythm and design inherent in great drama (no matter how inarticulate for examination purposes that awareness may be), should not all this be taken as a criterion of cultural growth as well as 90% in English Grammar?

There would be no such drawbacks and injustices in a carefully thought out course in dramatics with as honorable a place on the Curriculum as Literature or Music or Art. There would be no waste of effort because the work would be planned and supervised so as to eliminate the trivial and purely recreational aspects of the Little Theatre. There would be no waste of time (as some parents

and teachers regard time, materially) because rehearsals, in the nature of homework, would be necessary to promotion.

But, and here is where we may learn most from the experiments of other school systems, curricular dramatics must be guarded against its tendency to become too technical in aim, too ambitious, too vocational. If we look to the schools and colleges south of us, we are afforded the spectacle of civic institutions that, instead of guiding their students towards a well-rounded culture, (O vague and controversial term!) are straining all their resources to turn out fledgling actors, technicians, designers and directors. The classroom has become the Dramatic Academy! This is no exaggeration if we may judge from the staggering equipment and still more staggering programmes and pretensions. This spectacle, by the way, appears no more bewildering to the sane educationalist than to the professional theatre man. The latter considers the experience gained in school and college dramatic courses as well nigh useless as a preparation for the stage. Theatre is an art that demands the constant presence of large and varied audiences to master.

However, the spurious nature of much of the theatrical activity that has been experimentally incorporated into the curriculum is no reason to condemn the whole principle of curricular dramatics. It is the only way out. If we admit the advisability, or rather the necessity, for play-production in schools, we must admit the advisability, or rather the necessity, for official recognition and logical organization. We must adopt the poor orphan, (such a bright child!) give her a home, environment and self-respect. Otherwise she may develop furtive complexes and pine away.

So the next question is,—how should we organize a course in dramatics? After all, that is probably not for me to say. I can only suggest that audience training is the prime requisite for educational dramatics and, therefore, any course should be largely based on drama appreciation and theatrical history. Speech would seem to be the only technique of the theatre that warrants a place on the Curriculum. Laboratory work would be the summation, the *raison d'être*, for the course, and, therefore, new stages would have to be built and old ones remodelled. Even the comparatively respectable stage at West Hill is so badly designed (this is personal propaganda!) that days have to be wasted in wearisome experiments with lights and scenery. There should be workrooms and storerooms. The electrical and scenic equipment should be left to the individual schools to provide as this will give a fillip to their ambitions.

It should not be difficult. In fact, there are at least four Protestant schools on the Island of Montreal that could inaugurate curricular Theatre on a year's notice.

In the meantime we can find much to do. We can, in the first place, continue selling the idea of curricular dramatics to the community, for there are many who still consider "play acting" a waste of time. We can do this in one way: arousing enthusiasm by a series of productions as fine and stimulating as our resources allow. Thus, the young actors and singers in the West Hill presentations, the players of "She Stoops to Conquer" (Mount Royal) and "The Ivory Door" (Westmount) as well as the Montreal High and Argyle operettists have

been our best publicity agents for Educational Dramatics. And they have only begun. As the acting and production technique improves, as more High Schools enter the producing field, the work should appear important enough to the community to warrant official status instead of official encouragement.

In the second place, we can try to interest the lower schools in the movement. There are a number of charming playlets suitable for production with the very young, although the summum bonum of dramatics in the elementary grades is the presentation of stories dramatized by the children themselves. In this way, indeed, some of the lower schools in the United States are doing more original, more genuinely creative work than the High Schools and the parents are backing them wholeheartedly. As yet, only a very few of our numerous Elementary Schools have entertained dramatic ambitions, and they have kept their experiments, some of them excellent, very much to themselves. I am sure the rest of us would like to hear more about them, just as I am sure that at present we have little interest in the occasional Elementary School concerts (Mamie Smith will now give a comic recitation entitled 'My Visit to the Dentist'. Following this the Cohen twins, Joey and Esther, will entertain us with a tap-dance). No, we are not amused. And why should the presentation of plays with and for young children be left to organizations outside of the schools such as the delightful Children's Theatres conducted by the Y.M.H.A. and Dorothy Davis?

No stages? A child's imagination can leap from a platform in the gym to the farthest reaches of Arcadia. No money? West Hill has shown a good profit on every one of its five major productions. No time? Surely there must be some vestiges of idealism left in the Elementary Schools even after the salary cut.

Finally, by those of us who may be looking forward to conducting the drama courses of the future, there is much that can be done. We can use the interval in studying voice production, reading up on the theatre and improving our direction; particularly the latter, for how enlightening (and deflating) it is to study the reactions of an audience to our methods? We must see to it that large audiences come to view our work. Then, during the performance and afterwards we must watch and listen, watch and listen . . . and learn.

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EDUCATION IN BISHOP'S UNIVERSITY

W. O. Rothney, Ph.D, Professor of Education, Bishop University

The Department of Education in Bishop's University was established in 1928. It is under the Dean of Arts and is part of the graduate work of the University. It has for its aim the training of teachers for the Protestant high schools of the Province. There are no undergraduate courses in Education. A degree from an approved university is a prerequisite for admission to the regular work of the Department. No student may work for credit who does not hold a degree.

Previous to 1928, the only professional training in Education provided by the University was two undergraduate courses offered during the Second and Third Years of the Arts Course, and taken in conjunction with the regular arts work. These courses were given by a part-time lecturer. In view of rapid developments in Education since the beginning of the Century and the fact that Education has become a highly specialized calling, demanding of its members expert training in its various branches, it became obvious that such professional training as students could acquire during their undergraduate years was seriously inadequate to qualify them for the task that would devolve upon them as teachers in high schools. As a first step towards providing more adequate training for prospective high school teachers, a full time professor of education was appointed and a department of education established.

A year's work in Education, to extend from the middle of September to the end of May, was outlined as a minimum professional requirement for high school teachers. This course was submitted to the Protestant Central Board of Examiners and to the Protestant Committee of the Council of Education for approval, and, after acceptance by these bodies, was adopted by the University as the curriculum of professional training for the High School Diploma.

This training constitutes the major subject for the M.A. Degree in Education. To complete the work for the degree a minor subject must also be taken in some other department of the University. In addition, students who have graduated with first class honours are exempt from the minor requirement. Of the students who complete the work for the High School Diploma, about twelve percent also complete the requirements for the M.A. Degree during their post-graduate year in Education, and about the same percentage complete the minor subject, deferring the writing of the thesis until after they have left the University.

A second step was taken in 1931 when a summer session of six weeks and two days was established to offer professional training for those teachers who entered the teaching profession before a graduate year in Education was available. This made it possible for teachers in service to secure training without

relinquishing their teaching positions. The M.A. Degree in Education may be secured in four summer sessions. Many of the more ambitious high school teachers of the Province have availed themselves of this opportunity to secure further training and to improve their professional status.

Still another departure has been made this year. A two year course has been provided to give special training to teachers who, having already completed a year of graduate professional training, wish to fit themselves for such positions as those of principal, supervisor, superintendent, and inspector. A certificate testifying that such special training has been successfully undertaken is issued by the University at the end of two summer sessions.

The professional training at Bishop's aims at three main objectives: (1) right attitudes towards teaching, (2) knowledge of sound principles and right methods of teaching and (3) skill in teaching.

1. To establish the first of these, two full courses in the history and philosophy of Education are given. In these courses, the student is helped to formulate for himself a sound working philosophy of the educative process which will guide him in his future teaching and vitalize all his later educational endeavour. He discovers something of the sources of our civilization, and the part which education has played in the development of the social order. He learns how education has slowly evolved until its work has become the most important in the State, the institution by which society solves its problems and seeks its own improvement. He traces the historical forces that, in a broad way, have influenced educational development, and he learns how educational progress is dependent upon religious, social, political, industrial, scientific and economic development. Thus he gains that perspective which is necessary to give him an understanding of present conditions and an intelligent appreciation of the course which education should take in the future. He vicariously experiences the battles fought throughout the ages between truth and falsehood, creative thinking and hide-bound tradition, until, it is hoped, he will emerge from the struggles of the past a champion of progress in the present.

A somewhat careful study is made of the nature and aims of education. The student endeavours to understand just what is taking place in the life of an individual when he is becoming educated, and the laws which govern the educative process. The needs of modern society are examined with a view to determining what the objectives of education should be, what habits, skills, facts, attitudes, ideals and sentiments must be established in the individual to make him a happy and efficient member of society. Various curricular material is examined and appraised from the point of view of its usefulness in developing these desired qualities in the lives of pupils.

Considerable time is devoted to a study of the high school pupil. The significant changes (physical, intellectual and emotional) that are taking place during the periods of early and middle adolescence are noted in the light of modern psychology. The symptoms indicative of these changes are observed in the school classroom and on the playground, and listed and discussed in the

lecture room of the University. The significance of these changes for education are studied and the opportunities for effective training which they present are pointed out. The needs of the high school pupils and the lines along which they may be met by the school form one of the major topics of study.

2. The second aim listed above is that of knowledge of sound principles and right methods of teaching. No attempt is made to realize this aim through giving the teachers-in-training a rule of thumb to follow in teaching the various subjects on the course of study. The students are shown how to derive sound method from the nature of the pupil, and from the nature and purpose of education.

It soon becomes obvious to the teacher-in-training that the recitation method, with which the older generation was so familiar (and unfortunately some of the younger generation too) can no longer be adhered to in educational procedure. The various newer methods which are being employed, in an endeavour to meet the needs of the newer conception of education, are carefully examined and appraised in the light of accepted principles. Supervised study, the Dalton Plan, the Winnetka Plan, project method, socialized recitation, the "Child-Centred School", objective tests and educational measurement in all its phases, all come in for due consideration. Such topics as the art of questioning, ways and means of motivating learning, the setting up of automatic responses, the inducing of knowledge, and the establishing of attitudes are dealt with in the lecture room and observed in the classroom.

Day after day the student teachers are required to observe lessons being taught by their instructor and by regular class teachers, in the Practice School, and to write reports of their observations. They watch series of drill lessons, of lessons calculated to induce knowledge, and of appreciation lessons. They are required to study the school environment and the school society and to observe how these factors can be, and are being, manipulated for the socialization of the pupils. Methods of character education receive considerable emphasis.

Out of these studies, carried on by means of lectures, reading and observation, the teachers-in-training are led to recognize the essential features of good teaching, to understand how the school environment may best be used to produce desirable activities, and to formulate for themselves sound methods of teaching which they must later test out in actual practice.

3. The third major objective in the training of teachers is that of developing skill in teaching. Passing written examinations in principles and methods of teaching is little or no criterion of ability to teach. It is true that a knowledge of principles and methods is essential to successful teaching, but this in itself is no guarantee of efficiency in the classroom. Would-be teachers must practice, and practice, and again practice method, until good method becomes for them second nature. They must practice right procedure until it is easier for them to do the right thing than the wrong. Good teaching must be automatic. This cannot be accomplished through the teaching of a dozen lessons, or a hundred lessons, nor even in one year of practice teaching. Something, however, towards this end can be accomplished in a year, and this something the practice teaching

at Bishop's is calculated to realize. An attempt is made to initiate right teaching procedure and, partly at least, to reduce it to habit. In one year, beginners can get sufficient practice to learn how teaching should be done, and to realize that, with more practice, they can become good at it. What is still needed is more practice. How one wishes that these beginners could be kept in the training college for three years instead of one! If, however, after one year in the training school, they are fortunate enough to find themselves teaching under good principals, there is every reason to believe that they will go on to perfection, or as near to perfection as good teachers may approximate.

For eight months during the year of training (holidays excepted) the students teach every afternoon in the Practice School. They do not teach all afternoon at first, and seldom during the year does a student teach steadily throughout the afternoon session. Some days, the student teachers must observe for a period; other days they must examine written work which their pupils have done for them and sometimes they must spend a period or more assisting the regular class teachers; but all students, every day, takes their place for some part of the afternoon in the regular teaching program of the school. They do not teach isolated lessons, but are held responsible for teaching successfully large units of the curriculum, sometimes whole subjects. They are required to plan their work, prepare the assignments, supervise the pupils while doing the assignments, assist, direct and instruct the pupils when necessary, test them to discover the results obtained and, in short, perform all the duties that devolve upon the ordinary classroom teacher. The student-teacher will teach the same classes in the same subjects for a month or more, and is held strictly responsible for the results secured. The Director of Student Teaching is responsible to the Principal of the School for work done by the teachers-in-training.

The professional training at Bishop's really begins with observation of pupils and of teaching. The concrete situations which the students at first observe are carefully reviewed with them and the essential features of good teaching are pointed out. Help is given the student in organizing the work of his first unit of subject matter and in making his first lesson plans. Often the first lesson is taught by the Instructor as a demonstration lesson, and the students are required to teach the same lesson the following day to other groups of pupils. No student begins his teaching with a group larger than ten pupils. It is only after considerable experience, and after the student teacher has gained confidence in himself, that he is given a full-sized class to handle. All planning of work is checked over by the instructor before student-teachers are allowed to proceed with their units of work, and the teaching done by the students is criticized and appraised the following morning in the lecture room.

For the first three months of the academic year, the practical work in the classroom forms the basis of the lectures on methods given in the lecture room during the morning. Every attempt is made to link theory with practice. Later in the year, the psychological and pedagogical facts and principles derived from classroom experience are generalized and systematized into a body of professional knowledge which, more or less, becomes for the student-teacher a philosophy of education.

All students are required to teach for at least two weeks in each of the main subjects on the course of study, but no attempt is made to have them do practice teaching in all of the subjects on the high school curriculum. What is aimed at is not so much that they should practice the use of all kinds of subject matter as that they should learn to stimulate and direct the activities of the pupils. The pupil rather than the subject is the centre of interest in the practice teaching. The problem continually kept before the student is to teach the pupils to think, to study, to appreciate, to perform, to create, and to cooperate, rather than to teach subject matter. The problem is not so much to teach subject matter as to teach boys and girls by means of subject matter.

Moreover, student teachers take their part in supervising and directing the extra-curricular, or co-curricular, activities of the school. They coach in sports, advise and direct debating teams, and supervise pupils in planning and arranging various social activities. In fact, they are required to participate in all the activities of the school in the same way that would be required if they were members of the regular staff.

The Practice School of the University is the Ascot Consolidated School, situated on the Government Highway, one and a half miles from the University. The School is under the control of the Ascot School Board, and the practice teaching is carried on in accordance with a contract entered into by the School Board and the University. Arrangement is made by the University to convey the students to and from the Practice School. The Principal of the School is Mrs. Martina A. Hill, who in a most efficient manner supervises the activities of both teachers and pupils. Under her are two other full-time teachers permanently on the staff. All the work of the school is carried on by these three teachers and the students. About sixty pupils were in attendance at the School last year. Other districts, however, may soon be brought into the Consolidation, which will increase the enrolment to about eighty.

Before the student teachers enter the School for the first time, they are enjoined to place the interests of the pupils before all other considerations, and the extent to which they do this throughout the year is one of the main points on which they are rated as teachers. They are expected to put forth every effort of which they are capable to advance the interests of their pupils. So they coach backward pupils, give special attention to bright pupils with a view to enriching their courses, and give more or less individual attention to all pupils. They realize fully that the rating they will receive at the end of the year's training will depend largely upon the success they have had in securing the educational development of their pupils. The teacher-in-training is taught to keep his eye upon changes that are taking place in the pupil, rather than upon the amount of information with which the pupil is storing his memory.

From the beginning of the professional training, the student teachers are confronted with the fact that, during their period of training, they too must change. They must change as regards their equipment of professional knowledge, from unskilled to more or less skilled teachers, in their attitude towards the teaching profession, so as place the advancement of their pupils before their

own personal interests, to find rare satisfaction in successfully directing the development of boys and girls, from irresponsible youths and maidens to men and women who feel the responsibility of, more or less, holding in their hands the destiny of others. In short, they must change from college students to high school teachers. They know well that there are truths and skills and attitudes which they must acquire before diplomas will be forthcoming, and that personality is of primary consideration in determining the efficiency of a teacher. They are ever confronted with the ideal of Guiterman that teachers are:

“Men who can stand in a father’s place,
Who are paid, best paid, by the ardent face
When boyhood gives, as boyhood can,
Its life and faith to a fine true man.”

No printed word nor spoken plea
Can teach young hearts what men should be,
Not all the books on all the shelves,
But what the teachers are themselves.
For **Education is making men.**”

THE TEACHING OF CANADIAN HISTORY IN THE ELEMENTARY SCHOOLS

David Munroe, M.A., Principal, Ormstown High School

Modern educators are aware that the teaching of history is far from satisfactory. In some countries, such as Italy and Germany, it is a means of spreading political propaganda; in others, like France and Great Britain, it is inclined to be somewhat narrow and insular; in the United States and Canada, where the population is of varied racial origin and occupies a wide area, its purpose is usually rather vague and indefinite. Naturally it will be a long time before order can be expected in this confusion. There are, however, features of the teaching of history which it is within the power of the individual teacher to correct, and one need lose no time, therefore, in attempting to make some improvements. The most elemental fault is lack of systematic planning. It was long the practice for teachers to treat history as a series of oral readings from the text-book, punctuated by what explanations he might care to give and the memorizing of an outline of events. Recently, this tiresome method has been gradually discarded; as a result the question invariably arises, what method should be adopted instead?

It is necessary, first of all, to distinguish between the procedure in elementary and high schools. In general terms, the difference is simply this: in the Elementary classes we should do little more than narrate and describe, while high school students may be expected to inquire into motives, analyse policies and study character. It is unwise to bother younger pupils with much detail: their interest should be stirred by **what men have done**, not stunted by **why they have done it**. The elementary teacher, therefore, should design his course to be an attractive narrative, coloured here and there by simple, brief descriptions of important events and people.

The present elementary text-book in Canadian history, Dickie and Palk, was chosen with these facts in mind and it is admirably suited to the work of Grades V and VI. The stories are simply written, clearly printed and attractively illustrated; and what little criticism has been made of it arises, apparently, from a misunderstanding of the place of text-books in history teaching. It is perfectly evident, for instance, that the Dickie and Palk does not furnish a complete chronological background such as was attempted in the old Weaver book and is still, in high school texts like Grant or Bingay. Surely that is no great handicap, since it is advisable that the teacher should make his own chronological table anyway; and, in the elementary classes, the simpler it is the better. Another complaint that has sometimes been made is that the latter half of the book (the part prescribed for Grade VI) is disjointed, and rather uninteresting for pupils in Quebec. This, at first, seems to be a more serious fault; yet it is a defect that may easily be remedied. Admittedly, this section of the text is not

broken into such compact divisions as the first; also, the authors have emphasized that part of our history with which they are most familiar—the development of the West. It should be remembered, however, that the period following the English Conquest is very difficult to arrange in satisfactory units, and there is nothing to prevent the teacher from changing the arrangement if he wishes to do so. Nor is it surprising that writers should stress events and periods of which they have made a special study. No text-book could thoroughly cover the history of Canada and remain a text-book; and the teacher will always find it necessary to rearrange the material slightly to conform with what he considers a suitable plan and to include in his course any local material that may be available. No doubt, Dr. McIntyre had this in mind when he wrote in his introduction, "It is for teachers to add or change emphasis as occasion may demand." The text-book is not intended to be a basis for teaching. It is an aid. The teacher should clearly understand that he is expected to teach, not Dickie and Palk, but the history of Canada.

This raises the major problem of our discussion—the making of a suitable plan, well-adapted to the material in the text-book, yet allowing for a certain amount of local adjustment. Before attempting to teach Canadian history, the teacher should make a simple, clear and logical division of the whole subject. A scheme like this would serve very well:

?	-1604	Aboriginal America.
1604	-1763	New France.
1763	-1867	British North America.
1867	-1936	The Dominion of Canada.

Under this plan the first two divisions would constitute the work of Grade V: the last two, of Grade VI. From this point, the subject should be broken up into a number of logical units which could be taught in a definite period of time and under a more or less formal method. The following summary would be suitable:

GRADE FIVE

A. Aboriginal America.—?-1604.

1. The first Americans.—When and whence the American Indians came.
2. Indian Civilizations.—A brief survey of one of the following: the Mayas, the Incas or the Aztecs.
3. The Canadian Indians^①.—General discussion of the various family groups: Algonquins, Pacific Coast Tribes, Athapascans, Iroquois and Eskimo, with special emphasis on the tribes of the district concerned.
4. The Norsemen.—Make clear how we get our information about the Viking adventurers.

NOTE:—① Double units. These should require about twice as much time as the single units.

② Triple units. These should require about three times as long as the single units. Allowing one week for each single unit, the Grade V course would be covered in about twenty-seven weeks; the Grade VI course, in about twenty-eight weeks.

5. Columbus and Cartier.—Give some description of European life at this time.
6. Cartier^①.—If possible quote passages from the journal of Cartier's voyages, and stress any connection between his explorations and the district concerned.
7. The Seamen.—The search for the Northwest Passage by English sailors in the late 16th century, and it would be advisable to include a description of the French cod-fisheries also.
8. Review.

B. New France.—1604-1763.

1. Colonial Policy.—Sketch briefly the purpose and method of colonization in New Spain, New England and New France.
2. Acadia.—Early attempts at colonization and reason for Champlain's withdrawal to Quebec.
3. Quebec^①.—Settlement of Quebec, and Champlain's voyages to the interior. English Conquest 1629.
4. The Jesuits.—Policy, extent and effect of their missions.
5. Montreal.—Purpose and organization of the Montreal colony.
6. Indian Wars.—Reasons for feud between Iroquois and French. Iroquois friendship for Dutch. Their attacks on French settlements and the devastation of Huronia.
7. Settlement^①.—Talon's policies. Methods of attracting settlers and plan of settlement in seigneuries.
8. Trade.—Rapid expansion of fur trade. Radisson and des Groseilliers. The Coureur de Bois.
9. Hudson's Bay Company^①.—Growth of trade 1670-1700. D'Iberville's expedition and capture of posts during Queen Anne's War
10. Exploration^①.—Lasalle's voyages to the interior and discovery of the Mississippi. La Verendrye's exploration of the Prairies.
11. Rivalry.—Activities of English colonists and gradual penetration of the Middle West. Seven Years' War and Capture of Quebec.
12. Review.

GRADE SIX

C. British North America.—1763-1867.

1. Old and New Canada^②.—British attitude toward French and Quebec Act; toward Indians and Pontiac's War; toward new English settlers and Constitutional Act.
2. The Fur Traders^②.—The Northwest trade from Montreal; the inland expansion of the H.B.C., beginning with the journeys of Hearne; the western exploration of Alex Mackenzie, Fraser and Thompson.
3. War.—The war of 1812, its causes and results with special emphasis on the effect on the district concerned.

4. Development^②.—Pioneer life in various settlements, including Eastern Townships of Quebec, Mode of travel on land and water; chief occupations; community life; trade and banking; education.
5. Political Reform.—Events leading to rebellions of 1837, Durham's Report and subsequent political adjustment.
6. The Colonies^①.—A survey of British North America considered in two groups: the new settlements—the Red River Colony and British Columbia; the old settlements—the Maritimes and the Canadas.
7. Confederation.—Show necessity for cooperation between members of a group—citizens in a village, towns in a county, units in a consolidated school. Emphasize simple facts of the confederation agreement—political and religious arrangements.
8. Review.

D. The Dominion of Canada.—1867-1936.

1. Canadian Pacific Railway^②.—Review early methods of communication and development of railroads in central Canada. Show how C.P.R. grew out of promise to British Columbia.
2. The Mounted Police.—When settlement of prairie began, there was a necessity for some force to keep peace between white and red man. Show how R.N.W.M.P. was organized to protect each group from other.
3. Rebellions.—In spite of police work, misunderstanding was unavoidable between two groups. Show part played by half-breeds and indiscreet policy of government. Deal with two rebellions in close sequence.
4. Settlement.—Immigration rises sharply after 1890. Mention more important groups. Show part played by railways. Beginnings of wheat farming.
5. Prosperity^②.—Connect rising prosperity of West with that of the East, particularly Quebec and Ontario. Maritime grievances, especially after wooden ships went out of use after 1900. Financial, industrial and commercial power centred in a few Eastern cities.
6. The Great War^①.—Trade brought Dominion into closer touch with Empire and Europe. Canada's part in War and its effect in bringing her into closer touch with international affairs.
7. Social Progress^①.—Development of mining, pulp and paper industry and agriculture bring new prosperity. This paves way for greater interest in the arts. Review music, painting and literature in Canada.
8. Review.

Before explaining the procedure under such a plan, perhaps it would be wise to explain why so much emphasis has been placed upon the pre-European period which, in Dickie and Palk, as in most other text-books, is treated very briefly. In spite of long neglect, it would seem that the story of the first inhabitants is the logical beginning in the study of any phase of American history. If the

teaching of history is intended, as we assume it is, to show orderly sequence and development, surely the study of Canadian history ought to begin in the long houses of the Iroquois and the tepees of the Blackfeet rather than in the court of Spain, or France or England. Moreover, the experience of most history teachers goes to prove that these primitive periods are of intense interest to the young student. Even the methods of archaeological research prove stimulating, especially when they are connected with the new items in the daily press which tell of the recent work of expeditions on the Nile, the Euphrates, in Central America and Peru. As an introduction to elementary economics, the study of primitive races is also particularly useful, for it offers an opportunity to investigate a simple society, its means of communication, its methods of agriculture, its trade and system of government. While it will be necessary for the teacher to draw his information from outside reading, books are now available which put such material within easy reach. Mr. Diamond Jenness has written extensively about our aborigines, and his "Indians of Canada" is a book which should be in every school library. There are several suitable books on the ancient civilizations of America, which give sufficient information about the Mayas, Incas and Aztecs. Perhaps Mr. Hyatt Verrill's, "Old Civilizations of the New World," is the best known of these. For teachers who, for any reason cannot find access to books of this sort, the encyclopedias (especially the latest edition of the Britannica) will do very well as a beginning. It should, therefore, be possible for teachers of Canadian history to put new emphasis upon a period that has long been neglected.

Concerning procedure, it would probably be wise to treat each unit in much the same way. This should not, of course, be regarded as a hard and fast rule because exceptions will occur from time to time where it will be advisable to do more map drawing or illustration work than usual or to introduce dramatic sketches. But if a clear idea of sequence is to be instilled into the class, it is essential that both pupil and teacher should be conscious of a systematic continuity between the steps in each lesson and the units in each section. It is also desirable that the class should be encouraged to participate in the work of every history period. Children, especially young children, cannot be expected to find a subject interesting which is taught merely by text-book reading and lectures by the teacher. Probably no subject offers wider scope for self-expression than history, and one of the primary requirements of history teaching is that the teacher should know when to stop talking and allow the pupils to express their views.

With these two considerations in mind, this method of treating each unit would be satisfactory:

First Lesson.—(a)—Review of previous work, emphasizing any points that will be of help in understanding next lesson. (b)—Teacher's explanation or story.

Second Lesson.—(a)—Oral or silent reading of material in the text-book with occasional interruptions for questions or explanations. (b)—Blackboard outline made from suggestions of the pupils.

Third Lesson.—(a)—Map and illustration work. (b)—Copying of outline into note-books.

Fourth Lesson.—Review, using oral and new-type questions principally.

This plan is worked out on the basis of four periods a week, which is certainly not too much time to devote to history considering it is not taught as such until Grade V. However, where less time is allowed, it will be necessary for the teacher to make some adjustment.

Under such a method, the first lesson will require particularly careful preparation, since the success of the whole unit will depend largely upon the degree of interest aroused by the introduction. The teacher should plan his review questions so that they will lead logically to the narrative he intends to introduce, and then tell his story in a simple and stimulating manner. Naturally, his information will have greater value and interest if it lies outside the work covered in the text-book and this will necessitate considerable outside reading; although, in a book like Bingay's "History of Canada" there is enough material for teachers whose background in Canadian history is deficient.

The second lesson requires preparation of another sort. In the text-book there are several stories about Columbus, Cartier and the English seamen, to mention only three examples, and certainly all are not of equal value. The teacher, therefore, should carefully select one or two for reading in class, leaving the others to be read at home or during study periods at school. In preparing a blackboard outline he will probably find it advisable to prepare a tentative plan of his own and use it to make suggestions whenever the pupils get into difficulty. The important thing is that the teacher should not force a ready-made outline on the class without giving the students an opportunity of working one out for themselves.

During the third and fourth lessons, the teacher's work is to supervise. Map drawing is a valuable exercise and children usually enjoy it, especially if they are allowed to use colours. But this is only useful if it is neatly done, and a certain amount of careful supervision is always necessary. The same is true of illustrations. Some pupils can express themselves far more easily in pictures than in words, and there is no good reason why they should not be encouraged to do so, provided their work is tidy and sensible. The maps, illustrations and outlines should all be kept in note-books, so that the student's note-book will ultimately represent his own interpretation of Canadian history. When, in the fourth lesson, the teacher attempts to estimate the pupils' knowledge of the work he has just covered, he will probably find true-false, completion and arrangement questions are most useful. These are an excellent means of testing knowledge of facts. Oral questioning, also, should be used frequently. The old style essay questions are not very suitable for use in the junior grades, but they may be used occasionally if the teacher is careful to allow the pupil to express his own opinions.

Such planning and methodical preparation will undoubtedly improve the standard of work considerably; but permanent improvement can only come when history teachers have a better background of general knowledge. Many begin to teach with no broader knowledge than what they themselves learned at school. Some, who are particularly interested in history, attempt to do a little outside reading but they receive no guidance or encouragement. Being required

to teach all the subjects on the curriculum, elementary teachers cannot do a great deal of additional reading, and it is therefore necessary that they be given some help and leadership. Undoubtedly they would profit from short courses at their summer schools, designed to cover difficult periods or phases. In a four-weeks' course it would be impossible to deal exhaustively with such subjects, but at least an opportunity would be given for teachers to discuss their problems and to work out plans for meeting them. Similarly, it would be helpful if a guide to supplementary reading were issued to every history teacher. In any branch of literature, it is difficult for the novice to distinguish readily between the good and the bad; and every student is constantly in danger of wasting both time and energy in useless search for information unless he is guided by someone who knows the field well. Consequently, a list of books, arranged according to subject or period, would save the teacher a great deal. A third suggestion would be that the various fields of history covered in the school courses should be periodically reviewed in such a publication as the "Educational Record" by someone who is competent to summarize recent discoveries, movements and books. The material of history is so constantly changing, with the expansion of research, that it is impossible for the average teacher to keep pace unless he has some easy means of learning what progress historians have recently made.

Our hope is, of course, that ultimately the teacher will become more interested in history himself, that he will, perhaps, find some particular phase which he will wish to study thoroughly and will engage in such studies for his own amusement. Next to sound knowledge of his subject, enthusiasm is the quality most desirable in a teacher of history for, of all the qualities a teacher may have, it is surely the most contagious.

REPORT OF THE INSPECTION OF INTERMEDIATE SCHOOLS DURING THE PERIOD 1932 TO 1936

On July 1st, 1932, I entered the office of the Inspector of High Schools, in the capacity of Assistant Inspector of High Schools.

At that time there were 73 intermediate schools, two of which (Arundel and Gould) taught grades I to XI inclusive. Three schools (McMasterville, Rouyn, and Chateauguay) had pupils enrolled in grades I to VIII only, and thirty-six gave instruction up to and including grade X. The remainder, thirty-three, taught the first nine grades. Twenty-five of the schools were consolidated and in each of thirty-four intermediate schools only two teachers were engaged.

In 1933-34 the status of Noranda was changed from intermediate to high, and in the same year, due to financial depression, Delson was reduced to elementary rank.

At the present time, only one intermediate school (Dundee) teaches grades I to XI inclusive. Two give instruction in grades I to VIII and thirty-eight teach ten grades. There are twenty-six two-teacher schools and the same number of schools having three teachers.

I began the work of inspection at the time when the financial depression was beginning to make its presence felt. As a result, school boards had already begun a policy of retrenchment. Tax rates were reduced, teachers' salaries were cut, inefficient teachers, who had been out of service for ten years and more, were given positions because they could be engaged at a low figure, and repairs to school buildings were not being effected. However it is a pleasure to report that, with few exceptions, I enjoyed splendid cooperation from the school boards. These men who give freely of their time and service rarely receive anything but destructive criticism from the dissatisfied ratepayers, of whom there are a few in every municipality. Although, in many cases, the finances of the community were at a very low ebb, and the general public strongly in favour of curtailment of expenses, I found members of boards sympathetic to any recommendations of the Department.

Diplomas.—It is gratifying to note, in the accompanying table, that the standard of diplomas, in the intermediate schools has continued to increase, and there has been, at the same time, a substantial decrease in the number of teachers holding elementary diplomas. The Summer School at Macdonald must be given a great deal of credit for the opportunities for improvement which are offered to teachers. During the last four years many of the teachers in the intermediate schools have availed themselves of these opportunities and, as a result, have greatly improved their own efficiency.

Grade of Diploma	1932-33	1933-34	1934-35	1935-36
High School.....	18	20	21	19
Ad. Intermediate.....			4	8
Intermediate.....	113	115	123	133
Ad. Elementary.....			15	18
Elementary.....	103	92	75	61
Permit.....	3	1	0	0
Total number of Teachers.....	237	228	238	239
Male.....	20	24	30	31
Female.....	217	204	208	208

Year	Average Salary According to					Percent Increase or Decrease According to		
	Sex		Grade of Diploma			Diploma		
	Male	Female	H.S.	Inter.	Elem.	H.S.	Inter.	Elem.
1932-33....	\$1540	\$809	\$1298	\$898	\$662	.....	.....	.....
1933-34....	1226	714	1108	804	607	-14.7	-6.01	-8.3
1934-35....	1129	696	1138	804	598	+ 2.7	-4.73	-1.5
1935-36....	1100	711	1219	783	615	+ 7.1	-2.6	+2.8

During the period 1933 to 1936 the average salary of male teachers decreased 17.6 percent and of female teachers 2.5 and 0.4 percent. The year 1932-33 is not taken into consideration in arriving at these figures, because Noranda, which, since that time, has been a high school had a comparatively high salary scale.

The following table shows the growth of intermediate schools during the last eleven years:

Year	No. of schools	No. teachers	No. enrolled in grades.	No. enrolled in 8, 9, 10, 11	Total grant Sup. Ed. Fund.
1924-25....	56	....	4390	821	\$25,075
1925-26....	58	....	4426	629	28,110
1926-27....	59	....	4799	727	29,415
1927-28....	65	....	5216	716	32,325
1928-29....	64	....	4818	768	33,900
1929-30....	72	....	5696	773	32,960
1930-31....	75	....	6075	859	38,625
1931-32....	73	233	6164	995	37,700
1932-33....	73	237	6096	1084	37,215
1933-34....	72	228	6012	1076	36,500
1934-35....	73	238	5911	1020	36,800

The decrease in numbers in 1934-35 has been due to the re-opening of elementary schools in the municipalities of Potton (Mansonville) and Arundel.

New Buildings.—In October 1932, a splendid new three-room intermediate school was opened at Philipsburg. The enrolment in 1932-33 was seventy-three.

After much dissention among the ratepayers of Stanbridge East, which disagreement eventually led to the law courts, the old elementary school of Stanbridge Ridge was consolidated in 1933, with the village intermediate school which, by that time, had fallen into a dangerous state of decay, and a one-storey, four room school was constructed on a new site. The enrolment, after consolidation, was ninety-four.

In Georgeville, on land donated by Mr. W. A. Murray, of Montreal, there was constructed, a modern, one-storey, three-room, intermediate school which was opened in the Fall of 1934. The term began with an attendance of sixty-six.

Schools Enlarged.—Due to the increased enrolment at Ulverton during the last three years, it was found necessary to increase the size of the school. This was accomplished by building an additional room. The enrolment is now ninety-four.

In 1934, it was found that the two-room school at Black Capes could no longer accommodate the number of pupils enrolled, and a two-room extension similar in every detail to the original building was erected by the ratepayers. At present, the number of pupils attending is ninety-one.

Repairs.—Extensive repairs and improvements have been carried out at Clarenceville, Farnham, Brownsburg, St. Andrew's East, Ascot, Dixville, Drummondville, Glen Sutton, Kingsey, New Glasgow, Port Daniel and Ste. Agathe.

During the last four years, the following improvements and purchases have been made: grounds levelled, nine; grounds fenced, six; buildings painted, outside, thirteen; buildings painted inside, twenty-four; blackboards installed, 2700 square feet; new single desks obtained, 328; new wall maps, ninety; supply cupboards, eighteen; bookcases, seventeen library tables, six; globes, twelve; sand-tables, eight, thermometers, twenty-eight; pianos, three; wall clocks, thirty-two; large flags, eighteen.

Schools Destroyed.—On Friday, December 6th, 1935, at 2 p.m. the four-year-old intermediate school at Matapedia caught fire and was burned to the ground.

The Bulwer intermediate school was completely destroyed by fire on January 20th, 1936. The fire, when noticed at 3.00 A.M. was beyond control.

New Buildings Required.—There is a great need for new school buildings at Athelstan, Pinehurst & East Freenfield, and South Durham.

A modern four-room building is to be erected at Gatineau Mills.

The ratepayers of New Richmond (western section) desire to build on the old site an eight room school.

Schools, to replace those destroyed by fire, will be erected in Matapedia and Bulwer during the summer.

A questionnaire was sent, last year, to the secretary-treasurers of all intermediate schools. The questions asked and the nature of the replies received were as follows:

Question	Yes	No
1.—Is there fire protection at your school for pupils?.....	47	26
2.—Is there fire protection for your school buildings?.....	40	33
3.—Does your Board make provision for the Medical Inspection of the pupils?.....	46	27
4.—Do you ask the Doctor or Health Officer, for a report on the physical condition of each child?.....	33	40
5.—Are the parents of the pupils notified in writing, of the physical defects of their children?.....	43	30

Some schools with inadequate protection for both the pupils and the buildings, reported conditions as satisfactory; these are omitted from the list.

The questionnaire was accompanied by a letter which urged the boards to make a complete check of all fire hazards in connection with their schools and to provide fire protection for both pupils and buildings. The manner in which the boards have responded is very gratifying. Many fire-extinguishers have been purchased and several fire-escapes have been built.

Scientific Equipment.—It is gratifying to find teachers and school boards taking more interest in the teaching of science. To make this teaching effective, ten intermediate schools have been provided with the necessary equipment. To each of the schools which purchased scientific apparatus, the Protestant Committee paid the usual grant.

Sanitary Equipment.—Undoubtedly the worst physical feature yet remaining in the intermediate schools is the old fashioned, dry outside closet. It is to be regretted that School Boards do not change this condition more speedily. There are still 24 schools with an enrolment of 1303, 22 per cent of the pupils enrolled in the intermediate schools, using the old fashioned privy. In at least half of these schools the chemical toilet is the only solution to this problem of sanitation; in the remainder, water systems with the additional benefits, basins, sinks, and drinking fountains, could be installed.

During the last four years water systems have been furnished at Black Capes, St. Andrew's East, Brownsburg, Dixville and Hatley. Chemical toilets were installed, during 1935-36, in Gould, Lacolle, Wakefield, and Athelstan. Reports from these schools indicate that the new equipment is quite satisfactory.

Lighting.—The amount of natural lighting in many classrooms is quite inadequate. In New Glasgow, Kinnear's Mills, Joliette and Ulverton, additional window area has been provided.

In too many classrooms bilateral lighting is aggravating the problem of impaired eyesight. Short blackboards are placed on the walls between the windows and pupils face the light while copying from these blackboards. Only

unilateral lighting is now recommended, and school boards have been urged to close up permanently all windows on the pupils' right and to provide additional windows on their left.

Thirty-seven of the 73 intermediate schools have electric lights, but not more than twenty of these have fixtures which approach the standards of modern lighting requirements.

Painting.—Efforts have been made to show the close relationship between the colour of paint and the lighting of rooms. Old classrooms with walls and ceilings painted gray can be renovated and made very cheerful by painting all wainscotting, doors, window frames and mouldings apple green; all walls, above the wainscotting, buff; and the ceilings white. Clarenceville is an outstanding example of an apparently difficult case of a school being made modern in appearance by the use of suitable paint.

RECOMMENDATIONS

1. Because I am aware of the excellent results obtained at the Macdonald Summer School and the efficient teaching of the various subjects by the teachers who have benefitted through attendance, I would suggest that, at least once every three years, there be offered a course in General Science. There is authorized for 1936-37 a modern text book in General Science, yet few intermediate school principals are able to teach the subject in an interesting manner because of their inability to perform experiments, and to make the necessary explanations.

2. In an effort to overcome the unsatisfactory toilet facilities in each of the twenty-four schools which still use the outside, dry toilets, I would suggest that a substantial grant be given to each school municipality which instals either chemical or water toilets. The schools to be considered first are Ulverton, Clarenceville, Glen Sutton, Peninsula, Hopetown, Shigawake and East Greenfield.

3. Much of the strain, wear, and tear, to which school buildings are subjected at noon and recess will be removed only when safe playground equipment is provided. Too frequently, at intermissions, pupils play in the classrooms with all the windows closed. The results on health, interest, and furniture are disastrous. Pupils should play outside whenever possible and give the teachers an opportunity to air the classrooms. Wherever swings, teeters, giant strides, ocean waves, or jumps have been provided, the apparatus is in constant use at noon and recess. The pupils return refreshed to a classroom which has been properly ventilated. As soon as the toilet facilities are satisfactory, grants might be offered for improvement of grounds and the purchase of playground apparatus.

4. In March I was authorized to purchase, for making a survey of the lighting in our schools, a SIGHT METER—a delicate instrument calibrated to measure the intensity of light. Consequently, it is now possible to test the amount of additional lighting required in any classroom and all classrooms should be measured in the near future.

5. Due to the fact that the Intermediate schools frequently serve as the step between the rural elementary schools and the urban high schools, their academic standards are frequently unsatisfactory.

The following factors contribute to the undesirable state of education in these schools.

(a) Too many grades are under the control of one teacher. The great number of lessons which the teacher must cover each day in three or four grades (sometimes five) does not enable her to teach thorough lessons. Furthermore, the teacher is constantly talking and thus the pupils who are not being taught cannot study in quiet.

(b) Frequently, pupils from rural elementary schools which have an eight or a nine month term, enter Grades VI, VII and VIII, with an inadequate knowledge of the fundamentals to entitle them to enrol in the grades for which they present themselves. When the principal attempts to classify them according to the standards required for each grade he meets with great opposition from the pupils, the parents, the School Board and the teachers who prepared the pupils for the work. In cases such as these the help of the Inspector is indispensable.

(c) As the great majority of these schools are situated in rural communities and in country villages, where the Protestant ratepayers are the religious minority, the revenue from taxation is insufficient to enable the Boards to engage always teachers who are highly efficient. These teachers need much more supervision by competent inspectors than they get at present.

As a result of the situation outlined above, it is essential that the intermediate schools receive at least two complete inspections each year. In some cases, four inspections would not be superfluous. The teachers in these schools need help. To carry out this work an additional officer of the Department is needed.

Respectfully submitted.

H. S. BILLINGS,

Assistant Inspector of High Schools.

June 30th, 1936.

REPORTS OF THE EXAMINERS IN THE SENIOR HIGH SCHOOL LEAVING EXAMINATIONS—(GRADE XII)

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In view of the fact that this is the first year of the final examinations in Grade XII, the reports of several of the examiners are given in full:

ALGEBRA

The general level of the work submitted in this paper was distinctly good. Out of 140 candidates, 119 were successful, and many really excellent papers were handed in. The question on variation, the progressions, the theory of quadratics and the binomial theorem were all handled in a very satisfactory manner.

As usual in an examination on this syllabus, the topics of permutations, combinations and logarithms showed most weakness. More drill on numerical calculation with logarithm tables is clearly needed in some schools. Lack of grasp was especially shown in handling the expression $735 [(1.04^{20}) - 1]$ which should be treated as $735 \times (1.04)^{20} - 735$. The first term is then evaluated from the logarithms given and 735 then subtracted from the result. It is perhaps worth mentioning that expressions of this type are of immense importance in what is known as the "mathematics of finance", and occur inevitably in all problems involving periodic investments, deferred annuities, evaluation of bonds, *et alia*.

The answers to the question as to how many rectangles were formed by the intersecting lines varied from 20 to several millions! All that was necessary was to multiply the choice of two horizontal lines by the choice of two vertical lines, i.e. ${}^5C_2 \times {}^6C_2$.

In spite of one or two expressed opinions to the contrary, the expansion of $(a+bx)^{2n}$ **does** possess a middle term. This expansion consists of $2n+1$ terms, and the middle one is the $(n+1)^{\text{th}}$ term.

CHEMISTRY

The options available and their diversity resulted nevertheless in questions 1, 4 and 10 being most generally chosen. As this paper was in its nature somewhat of an experiment it might be worth while to draw attention to the questions point by point, stressing where the answers were inadequate rather than wasting encomiums however well deserved.

Question 1:

The second part of this question,—the part that is of Grade XII standard,—merely required a qualitative assessment of the importance of the actual volume of gas molecules and their cohesion. This was frequently lacking.

Question 2:

The answers here tended to become discursive instead of exemplifying both endo- and exo- thermal reactions, —no actual numerical values being necessary. The Law of Conservation of Energy was all too seldom mentioned here.

Question 3:

This was regarded as a sinecure by all but a few, and most neglected the word "salt". Some considered it meant hydrolysis only, giving **sodium chloride** as an example! Most considered dilution only to the point when no undissolved solute was visible. Only a few considered the relative effects on boiling-point, freezing-point, osmotic pressure, vapour pressure and the degree of ionisation beyond infinite dilution. This was not a difficult question for those who were willing to think.

Question 4:

This popular question received many answers which contained reference to one element only! Surely a classification of the elements involves at least one group. If this had been co-ordinated with Question 6 dealing with the halogens it would have helped. Many described the set up as if this table were a piece of machinery about whose parts none had a single idea,—except that it works.

Question 5:

This was one of the best answered questions, the choice between the Chamber and the Contact Processes being about evenly divided. Those who chose the latter tended to ignore the claims of "oleum" altogether.

Question 6:

Considering that the facts demanded here were of Grade XI difficulty, the replies were very disappointing, First, only about half realised that a table has vertical as well as horizontal dimensions. The few physical properties of colour, etc. were overstressed, and the gradation in replace-ability mostly ignored. A loose statement that fluorine is more electronegative than chlorine, is meaningless when standing alone. A few referred to electrons throughout,—but these elusive though interesting little fellows can be like matches in the hands of an infant,—best left alone for awhile.

Question 7:

Most who attempted this did fairly well except on two points. Not all colloidal particles are charged,—and those only with the same sign; and osmosis is not a characteristic of colloids; it only appears to be in dialysis. However, textbooks are far from blameless in this matter. Some referred to vapour-pressure, freezing-point, boiling-point and gel formation as well, thereby rounding out a good answer.

Question 8:

This required collecting together a few examples such as the preparation of the metals, of chlorine, of sodium hydroxide, of ammonia, of nitric oxide, etc. and electro-plating. Those who enumerated any such examples seldom gave any explanation or description, however.

Question 9.

When answered this was very well done. But the textbook gives a full and interesting tabulation of the ferrous alloys and their properties, part of which should have been included.

Question 10:

This was very popular but alas! little information beyond Grade X standing was forthcoming. It was surprising how few recognised carbon dioxide as an essential constituent of the atmosphere. Rather they preferred hydrogen peroxide, ozone (which only public speakers mention) and sulphuric and nitric acids. The query as to how each may be obtained allowed candidates to obtain them either from the atmosphere itself or in some other way. (Not everyone has seen air liquefied). One student objected to this in the case of carbon dioxide as "it isn't of any use, anyhow",—a frame of mind perhaps induced by much study but scarcely reeking of the research spirit.

Altogether I consider the results of this examination eminently satisfactory. Certainly no set of previous examination papers was available, except those for University entrance, which have an essentially different function. The examiner welcomes suggestions.

Following are some comments regarding laboratory note-books which would render their examination less susceptible to error:—

1. Certification of books should be standardised.
2. Candidates should PRINT their names either on the cover of the book or on the first leaf. A few signatures were almost illegible.
3. Schools should be notified that lab. books will be returned.
4. Miscellaneous notes (even on theoretical chemistry) should be kept out of laboratory book.
5. Exercises and questions on the laboratory work should be included in the laboratory book.
6. Some write-ups, particularly of quantitative experiments were almost unintelligible and one had to **search** for the result obtained.
7. Chemistry teachers should be encouraged to correct (say, in red pencil) the errors of pupils in the laboratory books and have such errors rectified by the pupil. This will aid the pupil in his study of chemistry.
8. The note-books submitted should be the work of the student written up at the time the experiments were performed—in other words a **laboratory** note-book; their appearance should give evidence of use. This is the best practice.

ENGLISH LITERATURE

The examiner was, on the whole, very well satisfied with the work of candidates who wrote on their paper. They generally gave evidence of careful teaching. In fact, if any criticism were to be made it would be the somewhat paradoxical one that the teaching was too careful. That is, pupils seemed to be minutely

coached on what they ought to think on this or that matter. This became obvious when pupil after pupil would use almost identical language in the expression of their views.

Not only in this iteration irritating to the examiner, but it defeats one of the main purposes of teaching, that is, the formation of independent opinions. An independent opinion, even if crude, is of greater value than an elaborate phrase, painfully memorized and glibly reproduced.

Although the questions were arranged in chronological order, some pupils managed to get things very badly confused. This was especially true of the answers to the question on the Quebec Anne essayists. Pretty nearly everybody from Bacon to Charles Lamb was dragged into this. Also, writers whose work belongs in this century were treated as Victorians.

With so much range allowed in the choice of reading, it is difficult to set an examination that is neither so general that no precise knowledge is required, nor so concerned with details that it would be unfair when such a large field has to be covered. The examiner would be glad to know the opinion of teachers on this paper.

GEOMETRY AND TRIGONOMETRY

Here again (although there were a few more failures than in the Algebra paper) the work handed in was of a very good general level. Two candidates (numbers 2001 and 2117) distinguished themselves by scoring full marks in both the mathematics papers, and two or three others came near to accomplishing the same feat. It was a pleasure to read the many entirely correct solutions of the two geometry deductions, which gave evidence that the principles involved had been thoroughly understood.

There were some bad blunders in the $\sin C + \sin D$ question, even to the extent of perpetrating such "howlers" as $2 (\sin \frac{C}{2} \cos \frac{D}{2} + \cos \frac{C}{2} \sin \frac{D}{2})$
 $= \sin C \cos D + \cos C \sin D$ (by cancelling 2's).

In question 6, many candidates overlooked the fact that the length CP was really given, as it was the radius of the circle. The three sides of the triangle CXP were thus all known, and the calculation of the cosine of the angle was simple. Another error was to take XPB as a right angle. On the whole, however, the standard processes contained in the syllabus had been well taught and well reproduced.

HISTORY

The Grade XII examination in History offered a very wide range of options, five questions to be selected from ten, one of which, in turn, offered four additional options. Under these circumstances, it should not have been difficult for any candidate to obtain a pass mark.

The wide option was allowed in this examination because it was the first examination set on the present course, and candidates had no idea of the nature of the questions which might be asked.

The questions favoured by the candidates were those which concerned historical events, movements, and persons that were familiar to the student who took the grade XI course. The answers given were very similar in character to those which would have been given in an examination in the earlier grade. The students may have known more from their reading, as outlined in the course, but little of the information thus acquired was indicated in the answers.

Only two candidates attempted the question on the history of the United States. This was new work not covered in the course in grade XI.

As eight candidates attempted question 10d of the Franco-German dispute over Morocco, it would seem that Gibbon's "Introduction to World Politics", one of the more difficult books on the course, has not proved uninteresting.

Only in two or three instances was there any definite reference to the source book, Robinson and Beard: "Readings in Modern European History", although such might have been made, with advantage.

Some of the questions called for the exercise of thought as well as memory. For example, 1b, 2b, 3b, 5b, 6b, 8b allowed such treatment. The student in grade XII should be able to do some independent thinking on the significance of the facts which he has learned and should have that measure of historical imagination which would enable him to see events and movements in perspective and would thus place him in a position to interpret them. Teachers would be well advised to spend a period regularly discussing, from every angle, the meaning of events and the place and significance of historical characters.

The course calls for wide reading, but the results of such reading, if it was done, do not show sufficiently in the answers. However, it must be remembered that this is the first grade XII examination in History and, now that teachers have some idea of what is expected, future examinations should show a higher average of attainment.

It would be a kindness to the examiner if teachers would remind the students that, even in grade XII, due consideration should be given to the language, form and writing of the answers. Related facts should be kept together as far as possible, and the writing should be reasonably legible.

LATIN

The examiner, faced with a new examination for which no accepted standard has been definitely arranged, assumed that the required extra year of Latin demanded a similar degree of proficiency to that of the McGill University Senior Matriculation Examination, of which, from one point of view at least, it is to be regarded as the equivalent. The books read are the same, and some candidates at least will certainly use the certificate for entrance to the second year of the University. It may be that in future years some different standard will be asked for.

The papers were (therefore) made as nearly as possible equivalent to the Senior Matriculation papers in the type of work set and the allocation of marks.

It was felt that there was necessary not merely literal translation, but appreciation of the argument, background, and literary and historical allusions of the books read, material provided by the annotations of the texts used. These questions were the most poorly answered of all.

The results, if one takes into consideration the increased difficulty of the papers in comparison with Junior High School Leaving or Matriculation, were remarkably good. The marks may be classified as follows:

	100-75%	74-60%	59-50%	49-0%	Total
Authors.....	11	16	10	15	52
Prose and Sight.....	6	15	15	16	52

The fewer high marks in the Prose and Sight paper were due, as is to be expected, to the candidates' lesser proficiency in turning English sentences into grammatical Latin.

Those candidates who received 60% or more on these papers may rest assured not only that they have more than achieved the standard required for first year university work or Senior Matriculation in Latin, but also that their work in Grade XII has been successful in advancing their knowledge well beyond the point required for the Grade XI examinations.

The teachers who have devoted their time and efforts to this advanced work are to be congratulated on the results.

PHYSICS

The results of the examination were better than anticipated. A few remarks in reference to the answers given by the pupils may be helpful for future guidance. Many candidates failed to express the units in which their answers were given. Stress should be given to the importance of writing the units after an answer to a problem. Only two candidates did I, b, (ii) correctly,—most of the answers giving a proof of the formula but not telling how it may be applied experimentally. The image of an object in this case is virtual and cannot be found by simply drawing diagrams of particular rays without further explanation. No candidate showed how the radius of curvature of the surface of the mirror might have been measured with a spherometer and the focal length calculated by dividing this radius by two. In I, b, (i) most candidates gave the usual formula for a simple pendulum but failed to say what the length was, whether of the string or to the centre of the ball and also did not mention that the time of a number of oscillations should be measured in order to get an accurate value of the time of a single oscillation. The usual method for finding the frequency of a tuning fork is not by the resonance tube method, though it may be used provided the candidate explains how the velocity of sound in air at the temperature of the room is obtained from its value of 0°C which is given in any book of tables.

Nearly every candidate did 2(b) correctly. Many forgot that there are two conditions required for equilibrium in 3(a) and that the forces do not necessarily meet in a point. In question 4(a) it is not sufficient to say that because

water rises to a higher level in the same capillary tube than alcohol that therefore water has a greater surface tension. The density enters the relation and also the angle of contact which are different in the two cases.

Few correct answers to 6(b) were given. Most of the answers simply stated that there were two specific heats of a gas but didn't explain why their values were necessarily different. If they were the same in value, as they are approximately in the case of a solid, we should not have always to state which specific heat we refer to in any particular case.

A common error in 9(a) was the failure to state that the refractive index is only a constant for two given media and for a given wave-length. In 9(b) the drawing usually showed a prism in the wrong position with reference to the collimator and telescope.

Only one candidate gave correctly a drawing of a condensing electroscope and 10(b) was avoided by most pupils.

In reference to the laboratory books, stress should be placed on giving units after all measurements and also the proper number of significant figures in the answers. The percentage errors should be calculated by the pupils where possible. The experiments should cover the field of elementary physics and not be concentrated too much on any one branch. The potentiometer and spherical lenses should not be omitted, for they are instructive and useful as a foundation for further work. It should be pointed out that a divergent lens does not form a real image and its focal length cannot be found by the same procedure as is used for a converging lens. Some laboratory books were excellent and others in comparison poor. The laboratory mark raised the final standing of most students and those pupils who failed did so on the examination with such a low mark that their laboratory mark did not raise their standard sufficiently to pass.

ANNUAL REPORT 1935-1936 OF THE SUPERVISION OF FRENCH

I have the honour to submit my annual report of supervision of the subject of French in the High Schools where there are no French Specialists, and in the Intermediate Schools for the scholastic year 1935-1936.

GENERAL REMARKS:

All High Schools without French Specialists and the Intermediate Schools, with the exception of Namur, Roxton Pond and Bury, were visited either by Miss Tanner or myself. Miss Tanner, Supervisor of French, visited the following schools: those on the Gaspé Coast, all in the Lake St. John District and Donnacona, Joliette, Howick, Rouyn and Noranda. Only a few schools were visited a second time, principally those where Oral French Examinations were conducted in the senior classes, although a general inspection of as many classes as possible was made at this time.

Seventy-one schools were visited; seventeen High Schools and fifty-four Intermediate Schools. This number included a few High Schools where the subject of French is under the direction of French Specialists. This was a splendid idea and an opportunity to discover wherein Intermediate Schools and High Schools without French Specialists were not succeeding in obtaining French results which would compare a little more favourably with this higher standard of work. It was evident, from the comparison of standards, that in many of the latter schools (not all) teachers are too frequently satisfied with mediocre results, especially in Oral French. Standards are not as high as they should be or could be. This may be attributed partly to the fact that during the French lesson too many explanations, etc. are still being given in English, so that pupils fail to hear enough spoken French, and also, that there is not sufficient time to drill thoroughly on essentials. I do feel that no real progress will be made in the subject of French in schools without French Specialists until teachers acquire a more thorough knowledge of spoken French and a keener desire to make the French lesson really French from beginning to end.

However, it is most encouraging to be able to state that in a **few** Intermediate Schools and High Schools without French Specialists, Oral French Examinations were again conducted in the senior classes. Results compared very favourably with the Oral French Work in High Schools where there are French Specialists. The Oral Examination was held in the following schools:

Intermediate Schools:

1. Campbell's Bay
2. Dundee (Grade X)
3. Hatley
4. Rawdon
5. Mansonville

High Schools:

1. Ayers Cliff
2. Thetford Mines
3. Megantic

THE ORAL FRENCH WORK:

(A) **The Immediate Outlook:**

Although the Oral French Work still leaves much to be desired, I have noted the following progress this year:

(a) An improvement in pronunciation. This is especially noticeable in a few schools where the Patenaude Gramophone System is being used.

(b) Pupils, in general, answer more readily and speak a little more quickly.

(c) There is in some schools a greater desire to speak French. Pupils are making an effort to give more complete answers. I seldom receive "Oui" and "Non", which in many cases used to be the only available answers.

(d) Oral Reading, on the whole, shows some improvement.

(e) In a few schools short dialogues and French songs have been the means of stimulating greater interest in the subject of French.

(B) **Future Needs:**

(a) In each school there should be one member of the staff who has a thorough knowledge of spoken French. All classes of Oral French could then be placed under the direction and supervision of this teacher.

(b) The use of more pictures and objects would promote more interest in the French lessons. Short dialogues and French songs also do much to stimulate interest.

(c) Frequent repetition of "Pattern Sentences" will help pupils to gain confidence in their ability to express themselves in French and to speak more rapidly.

(d) More attention should be given to words, phrases and constructions which pupils may have the opportunity of using outside the classroom in speaking to French people.

(e) Pupils should be encouraged to use this acquired knowledge when coming in contact with French people. The general attitude seems to be that the French learned belongs to the classroom and does not reach beyond.

(f) In presenting verb tenses it is advisable to give extra drill and practice on the most practical tenses and not to burden pupils with le parfait du subjonctif, le plus que parfait du subjonctif and le parfait antérieur when they are not sure of the most commonly used tenses. In the Oral Work le passé historique will be replaced by the "Golden Tense"—le parfait.

(g) In schools where there are several classes together, classes should be combined as much as possible for the following:

In Junior Classes:

(a) drill in pronunciation

(b) oral reading

(c) gender of nouns

(d) agreement of adjectives

(e) simple verbs, affirmatively and negatively especially the verbs "avoir" "être"

(f) the construction of simple sentences with given words.

In Higher Classes:

- (a) review lessons based on elementary principles
- (b) verbs, affirmatively and negatively, with special drill on the perfect tenses of verbs
- (c) the use of pronouns
- (d) direct and indirect speech
- (e) oral sentence construction beginning with simple sentences based on some chosen topic or interesting picture
- (f) short oral composition or one minute speeches.

THE WRITTEN FRENCH WORK.

In a few schools there is a decided improvement in the Written French. This progress is to be noted especially in the use of verb tenses, the position of the negative in perfect tenses and the correction and general appearance of exercise work. This number of schools is still in the minority. There are still many schools where the Written French is careless and pupils seem to lack a thorough knowledge of the essentials of elementary principles.

Future Needs:—(a repetition, in part, of last year's report):

- (a) "Thoroughness" should be the keynote to all written work.
- (b) More careful supervision of the written work in exercise books is necessary, especially in the correction work.
- (c) Neater exercise work, in some cases, would promote better work.
- (d) The importance of the use of accents should be repeatedly stressed.
- (e) The French Dictation should be based on detached sentences, involving the use of grammatical rules and vocabulary of each grade respectively. Too frequently this work is a question of memory instead of the application of rules.
- (f) Special drill should be given on the essentials of each year's work. This is especially necessary at the beginning of each school year in order to bring back to the memory the "high spots" of the previous year's work before commencing the new work.
- (g) In review lessons, new exercises should be given instead of using repeatedly the same exercises given in the pupils' text book.
- (h) In the senior classes, more oral preparation would help to improve the French Composition work.
- (i) The use of tenses still requires more attention in many classes.

And now as I relinquish the duties of supervising the French Work in the Intermediate Schools and in the High Schools where there are no French Specialists, I do wish to take this opportunity of thanking the Department of Education in general, and especially the Superintendent and Miss Tanner, Supervisor of French, as well as the many teachers who have so willingly and interestedly co-operated in every way in an endeavour to ameliorate the teaching of the subject of French.

Respectfully submitted,

MARION ALICE SMITH,
Assistant Supervisor of French.

THE CLASSIFICATION OF SCHOOLS IN FRENCH: 1935-36

B.—EXCELLENT:—

1. Danville

B.—VERY GOOD:—

- | | | |
|------------------|-------------------|--------------------|
| 1. Asbestos | 6. Hull | 11. Montreal North |
| 2. Ayer's Cliff | 7. Huntingson | 12. New Glasgow |
| 3. Buckingham | 8. Lacolle | 13. Philipsburg |
| 4. Chateauguay | 9. Mansonville | 13. Pointe Claire |
| 5. Drummondville | 10. McMasterville | 15. Thetford Mines |

C.—GOOD:—

- | | | |
|-------------------|---------------------|---------------------|
| 1. Athelstan | 9. Dundee | 17. Kingsbury |
| 2. Ascot | 10. East Angus | 18. Megantic |
| 3. Beebe | 11. Farnham | 19. North Hatley |
| 4. Bristol | 12. Frelighsburg | 20. Rawdon |
| 5. Bulwer | 13. Glen Sutton | 21. Stanbridge East |
| 6. Campbell's Bay | 14. Greenfield Park | 22. Ste. Agathe |
| 7. Clarenceville | 15. Hatley | 23. Shawville |
| 8. Cookshire | 16. Iron Hill | 24. Windsor Mills |

D.—FAIR:—(In these schools a good attempt is being made but results as yet are not good):

- | | | |
|---------------------|---------------------|-----------------------|
| 1. Aylmer | 11. Fitch Bay | 21. Marbleton |
| 2. Arundel | 12. Fort Coulonge | 22. Milan |
| 3. Beauharnois | 13. Gatineau Mills | 23. Quyon |
| 4. Bishopton | 14. Georgeville | 24. Sawyerville |
| 5. Brownsburg | 15. Gould | 25. South Durham |
| 6. Canterbury | 16. Hemmingford | 26. St. Andrew's East |
| 7. Chambly Canton | 17. Inverness | 27. St. John's |
| 8. Dixville | 18. Island Brook | 28. Ulverton |
| 9. Dunham | 19. Kingsey | 29. Brookbury |
| 10. East Greenfield | 20. Kinnear's Mills | |

E.—POOR:—

1. Way's Mills
 2. Wakefield
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PROGRAMME OF THE SEVENTY-SECOND ANNUAL CONVENTION

**PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS
OF QUEBEC**

October 8th to 10th, 1936**Thursday, October 8th.**—9.15 a.m.—11.10 a.m.—Business Section.
Gymnasium, Basement South.

1. Invocation.
2. Minutes of Last Convention.
3. Report of Executive Committee.
4. Report of the Nominating Committee.
5. Report of the Treasurer.
6. Report of the Status of Teachers Committee.
 - (a) Report of the Public Relations Committee.
 - (b) Report of the Adjustment Committee.
7. Report of the Committee on Text-Books and Course of Study.
8. Report of the Canadian Teachers' Federation Conference.
9. Report of the Committee on Group Insurance.
10. Report of the Pension Commissioners.
11. Report of the Representative on the Protestant Committee of the Council of Education.
12. Report of the Editorial Board of the "Teachers' Magazine".
13. Report of the Periodicals Committee.
14. Report of the Resolutions Committee.
15. Report of the Courtesy Committee.
16. Other Business:
 - (a) Amendment to Constitution.
 - (b) Members of the Status of Teachers Committee.
 - (c) Members of the Text Book and Course of Study Committee.
 - (d) Report of the Scrutineers.
 - (e) Etc.

10.15—11.10 a.m.

Films through the courtesy of the Associated Screen News of Montreal.
Assembly Hall, High School of Montreal.

11.15—12.00 Noon.—Mass Meeting.

Addresses:

1. Dr. W. P. Percival, Director of Protestant Education
"Modern Trends in Education".
2. Representatives of the Roman Catholic Teachers.
Assembly Hall, High School of Montreal.

12.00–2.00 p.m.—A special luncheon, at a reasonable price, will be served in the High School Lunch Rooms. (Fourth Floor South).

2.00–4.00 p.m.—Sectional Programmes:

1. High School.
2. Junior Elementary.
3. Kindergarten and First Year.
4. Senior Elementary.

HIGH SCHOOL SECTION

Diocesan Theological College Hall.

Thursday afternoon—2.00–4.00 p.m.—

Topic:—“How May the High School best serve the Community”.

2.00–2.25—Miss C. I. Mackenzie, B.A., Principal, Girls' High School, Montreal, from the girls' point of view.

2.25–2.35—Discussion.

2.35–3.00—Mr. W. C. Wansborough, M.A., (Oxon), Headmaster, Lower Canada College, Montreal, from the boys' point of view.

3.00–3.10—Discussion.

3.10–3.30—Mr. C. L. Hall, M.A., Principal, Lachute High School, emphasizing the rural aspect.

3.30–3.40—Discussion.

3.40–4.00—Mr. R. Ramsay, President, Home and School Association, Montreal West, from the parents' point of view.

4.00— Discussion.

JUNIOR ELEMENTARY SECTION

Second, Third and Fourth Years. — Boys' Gymnasium, Basement North

Thursday Afternoon:—

2.00–2.45—“New Tendencies in Teaching Reading; an Explanation of Procedures in using the Elson Basic Materials”.

Miss Jeannette Rahja, M.A., University of Iowa, Instructress at the Teachers' College, Superior, Wisconsin.

2.45–3.00—Discussion.

3.00–3.25—“Oral Composition in Third and Fourth Years”.

Mr. J. W. Perks, B.A., Principal of Bancroft School, Montreal.

3.25–3.35—Discussion.

3.35–4.00—“School Libraries in the Junior Grades”.

Mr. R. D. Fullerton, M.A., Principal of Devonshire School, Montreal.

4.00— Discussion.

KINDERGARTEN AND FIRST YEAR SECTION

Assembly Hall, Montreal High School

Thursday Afternoon:—

- 2.00–2.30—“Simplified Animal Drawing”.
A demonstration by Miss Helen Buzzell, Supervisor of Art in the
Montreal Elementary Schools.
- 2.30–2.40—Discussion.
- 2.40–3.10—“Bible Stories and How to Tell Them”.
Mrs. Orrin Rexford, Member of the Children’s Work Board of Reli-
gious Education.
- 3.10–3.20—Discussion.
- 3.20–4.00—“A Talk on the Elson Method in Reading”.
Miss Jeannette M. Rahja, M.A., University of Iowa, Instructress
at the Teachers’ College, Superior, Wisconsin.
- 4.00— Discussion.
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SENIOR ELEMENTARY SECTION

Fifth, Sixth and Seventh Years.

Thursday Afternoon:

- 2.00–2.25—“Oral Composition in Grade 7”.
Miss Alice Buzzell, Mount Royal School, Montreal.
- 2.25–2.40—Discussion.
- 2.40–3.05—“The Teacher’s Part in Character Building”.—Mrs. Ella LeGallais
Vibert, Berthelet School, Montreal.
- 3.05–3.20—Discussion.
- 3.45–4.00—Discussion.
- 4.00— “The New Course in Writing in Montreal”.
Mr. C. R. Kneeland, B.A., Principal of Connaught School, Montreal.
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ART SECTION

Room 36, Fourth Floor South

Friday Morning:

- 10.10–10.35—“Heraldry”.—Miss Evelyn K. Elderkin, Macdonald College.
- 10.50–12.00—“Some Principles of Design”.—Mrs. T. W. MacLeod.
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CLASSICAL SECTION

Room 22, Third Floor North

Friday Morning:

- 10.00-10.35—"The Use of the Lantern in the Teaching of Classics".
Professor P. F. McCullagh, M.A., Classics Department, McGill University will illustrate his lecture.
- 10.35-10.50—Discussion.
- 10.50-11.30—"The Place and Influence of Virgil in World Literature".
Mr. E. C. Woodley, M.A., Special Officer, Department of Education, Quebec.
- 11.30-11.45—Discussion.

ENGLISH AND HISTORY SECTION

Diocesan Theological College Hall

Friday Morning:

- 9.30- 9.55—"Some Effects of the New Type Tests on the Teaching of History".
Miss D. J. Ross, M.A., High School for Girls, Montreal.
- 9.55-10.10—Discussion.
- 10.10-10.35—"Some Canadian Women Poets".
Professor A. Robert George, B.A., B.D., McGill University.
- 10.50-11.15—"Language, Literature, and Life".
Miss Jessie M. Norris, Montreal West High School.
- 11.15.-1130—Discussion.

FRENCH SECTION

Girls' Gymnasium, Basement South

Friday Morning:

- 9.00- 9.25—"The Teaching of French Composition".
Miss Margaret Webb, LaTuque High School.
- 9.25- 9.35—Discussion.
- 9.35- 9.55—"The Teaching of French in the Junior Grades (III, IV, V)." Mr. S. J. MacGowan, Supervisor of French in Montreal Protestant Schools.
- 9.55-10.10—Discussion.
- 10.10-10.30—Demonstration Lesson—Grade IV.

- 10.30-10.40—Discussion.
- 10.40-11.10—Remarks on the Teaching of French by the Gramophone Method.
Miss Eunice Cullen, Brownsburg Intermediate School.
Miss Dora Smith, Cookshire High School.
Miss Annie Riley, Ayer's Cliff High School.
Miss Mabel Gallup, Mackayville Elementary School.
Miss Margaret MacLeod, Ballantyne School, Montreal West.
Discussion.
- 11.10-11.20—The French "Bulletin".
Mr. A. L. Frizzle, Sherbrooke High School.
- 11.20-12.00—Round Table Conference.
Groups for the Discussion of French Problems under the following leaders:
Grade XII—Mr. René Raguin, Mr. Dudley Wilson.
Grade XI.—Miss Gladys Banfill, Mr. A. L. Frizzle.
Grade X.—Miss E. Massy-Bayley.
Grades IX, VIII.—Mr. Cecil Teakle.
Intermediate Grades.—Miss Brownrigg, Mrs. M. C. Walsh,
Elementary Grades.—Miss Grace Revel.

NOTE:—Teachers of the subject of French are hereby informed that the Programme of the French Section of the P.A.P.T. Convention to be held in October, has as one of its items "Discussion Groups", which will be an attempt to deal more completely with problems (individual) arising in the teaching of the subject of French. Special discussion groups, under competent leadership, will take up difficulties in senior, intermediate and elementary grades. Teachers desiring to submit problems beforehand, are requested to write to the Convener of the French Section, 2251 Grand Boulevard, Montreal.— **Marion Alice Smith.**

GEOGRAPHY SECTION

Music Room, Basement North

Friday Morning:

- 9.30- 9.55—"Geography in the Elementary School".
Mr. H. J. C. Darragh, M.A., Assistant Superintendent of Schools,
Montreal.
- 9.55-10.10—Discussion.
- 10.10-10.35—"The Geographical Basis of Some European Problems".
Mr. H. Carl Goldenburg, M.A., B.C.L., Lecturer in Economics at
McGill University.
- 10.35-10.50—Discussion.
- 10.50— Sound Films on the "Teaching of Geography" by courtesy of the
Associated Screen News.
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HOME ECONOMICS SECTION

Room 15, Second Floor South

Friday Morning:

- 9.50-10.10—Business.
- 10.10-10.35—"Fish in the Diet".
Miss Le Blanc, Department of Fisheries, Ottawa, Canada.
- 10.35-10.50—Discussion.
- 10.50-11.30—"Trends in Vocational Homemaking Education in Vermont High Schools".
Miss Alida B. Fairbanks, B.S., H.E., M.A., State Supervisor of Home Economic Education, Burlington, Vermont.
- 11.30-11.45—Discussion.

 MANUAL ARTS SECTION
Friday Morning:

- 9.30- 9.55—"Technical Education".
Mr. Henry Laureys, Director of Technical Education for the Province of Quebec.
- 9.55-10.10—Discussion.
- 10.10-10.35—"The Forests—Our National Problem".
Mr. Robson Black, Manager of Canadian Forestry Association.
- 10.35-10.50—Discussion.
- 10.50-11.15—"Craft Work in Metal".
Mr. C. V. Frayn, A.R.C.A., Westmount Intermediate and High Schools.
- 11.15-11.30—Discussion.

 MATHEMATICS AND SCIENCE SECTION

Rooms 27 and 28, Third Floor North

Friday Morning:

- 9.30-10.35—"Dimensional Arithmetic".
Mr. D. C. West, B.Sc., Baron Byng High School, Montreal.
- 10.35-10.50—Discussion.
- 10.50— Informal Discussion with Dr. D. A. Keys, M.A., Ph.D., McGill University.
- 11.00— A Visit to an Industrial Plant for study of Chemistry.
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MUSIC SECTION

Assembly Hall, Montreal High School

Friday Morning:

9.30-10.30—"Visual Education".

A lecture, illustrated by Talking Pictures by Mr. Thomas Somerville, M.A., Rector of the High School of Montreal.

10.30-10.45—"School Operettas".

Mr. James B. Speirs, L.R.A.M., A.R.C.M., Music Master, High School for Girls.

10.45—"Princess Zara". An operetta for children.

Presented by pupils of the High School for Girls, Montreal, through the courtesy of Miss C. I. Mackenzie, Lady Principal.

Scene: Act 1. Royal Palace Gardens.

Act II. Same (a few days later)

Operetta produced under direction of Mr. J. F. Cargin, B.Sc.

PHYSICAL EDUCATION SECTION

Boys' Gymnasium, Basement North.

Friday Morning:

Topic:—"The Place of Remedial Gymnastics on the Physical Education Programme".

SCHOOL LIBRARIES SECTION

Friday Morning:

9.30— 9.55—"The Organization, Function and Value of a Central Library in the Elementary School". Mr. J. W. Perks, B.A., Principal of Bancroft School, Montreal.

9.55-10.10—Discussion.

10.10-10.35—"The Teacher and the Library". Mr. A. R. McBain, M.A., High School of Montreal.

Travelling Library Exhibit:

An exhibit of the Travelling Libraries will be arranged in the hall of the first floor of the Montreal High School (Girls' side), opposite the entrance to the Junior Red Cross room.

SCHOOL AND SOCIETY SECTION

Room 10, First Floor South

Friday Morning:

- 9.30- 9.55—General Subject for Discussion.—“How our Schools may be made more socially effective”. To be discussed under three headings.
- (a) From the point of view of an educationist—Professor John Hughes, M.A., Department of Education, McGill University.
- 9.55-10.10—2. Discussion led by Mr. G. E. Gregg, B.A., West Hill High School.
- 10.10-10.35—(b) From the point of view of a student of public affairs.—Professor Stanley Allen, M.A., Ph.D., Sir George Williams College.
- 10.35-10.50—2. Discussion led by Mr. D. A. Bates, M.A., Principal of Riverside School, Montreal.
- 10.50-11.15—(c) From the point of view of a parent and ratepayer—a member of the Junior Board of Trade, Mr. L. N. Buzzell, C.A.
- 11.15-11.30—2. Discussion led by Mr. Peter Clark, M.A., of Baron Byng High School.

TEACHERS' PROBLEMS SECTION

with which is combined the

RURAL ELEMENTARY SECTION

Room 20, Second Floor South

Friday Morning:

- 9.30- 9.55—“Speech Defects”.
Miss M. D. Forbes, Aberdeen School, Montreal.
- 9.55-10.10—Discussion.
- 10.10-10.35—“Some Reading Problems in the Beginner's Class”.
Miss Ruby Prew, Riverview School, Verdun.
- 10.35-10.50—Discussion.
- 10.50-11.15—“Problems in Elementary School Composition”.
Mr. A. J. McBurney, Portneuf.
- 11.15-11.25—Discussion.
- 11.25-12.00—“Practical Procedures for Teaching Reading in Rural Schools”.
Miss Jeannette Rahja, M.A., Instructress at the Teachers' College, Superior, Wisconsin.

Friday Afternoon:—2.00—4.30 p.m.

1.00—2.30 p.m.—**Luncheon**—Windsor Hotel (Ball and Rose Rooms)

Soloists:— Miss Jean Ritchie, Kindergarten Teacher, Connaught School, Montreal, and Mr. A. N. Snodgrass, Lewis Evans School, Montreal.

Greetings: From the Protestant Board of School Commissioners of Montreal.
From the Protestant Committee of the Council of Education.

3.00—4.30 p.m.—(In the Rose Room of the Windsor Hotel)

Music: West Hill pupils under the direction of Mr. Irwin Cooper, B. Mus. will give a concert selection from Sullivan's Opera "The Yeoman of the Guard".

President's Address.

Guest Speaker: Mr. A. E. Morgan, M.A., Principal of McGill University, Montreal.

Saturday, October 10th.:

9.00 a.m.—Meeting of the Executive Committee.

9.30—12.00 Noon.—Final Business Session, followed by the First Meeting of the New Executive.

BOOK REVIEWS

"Verse Time" is a new series of four dramatic poetry books published by Geo. Philip and Son, Ltd., London, England, at nine pence each. The selections have been chosen by W. T. Glover and they again show his ability to select poetry of interest to the young. They are intended for very young children. The Pink Book and the White Book consists mostly of old nursery rhymes. The Green Book and the Red Book contain, in addition, short poems by such well known authors as Christina Rossetti, R. L. Stevenson, Dorothy Wordsworth, Thomas Hood, Walter de la Mere & John Drinkwater. 48 and 64 pages. Every poem is illustrated.

"The Globe and its uses," by George Goodall, published by George Philip and Son, London, England at one shilling and six pence is an attempt to make teaching by means of the globe as popular as teaching by the map. Many teachers who are accustomed to Mercator's projection maps will be surprised to see the advantages of teaching from Mollweide's projection and Gall's projection. The map illustrating the Standard Time System of the world shows a particularly easy method of demonstrating this usually difficult piece of instruction. Another diagram shows the elliptical path of the earth around the sun. The diagrams showing the causes of the tides are simple but effective. 55 pages.

"The Education of Backward Children", published at one shilling and six-pence by Evans Brothers Ltd., of London, England, is a selection of articles by various authors from the "Year Book of Education". The psychological characteristics of mentally subnormal children are discussed together with suggested methods of education suited to their abilities and needs.

"Living History" is a history of England in four volumes, published by Geo. Philip and Son, Ltd. The fourth volume, which has just come from the press, deals with the history of England from 1500 to 1936. It is written for children in the Elementary grades and is a record of how people lived with slight attention being paid to how kings ruled. 208 pages, 2/3d.

"A concise history of Modern Europe" 1789-1936 by Robert M. Rayner, published by Longmans, Green and Co. 403 pages, \$1.15. This book which is intended for the last grades of High School, is written in a very readable style.

"Character and Citizenship Training in the Public School", by Vernon Jones, published by the University of Chicago Press. 404 pages, \$3.00. This volume is primarily devoted to recounting an experiment to determine whether improvement can be made in the moral behaviour of children through classroom activities. It shows that planned instruction on the building of character will yield favourable results, small though they may be in measurable terms, and confirms the notion held by many that incidental instruction in morality may be completely wasted. This is a significant addition to the literature on character education.

MINUTES OF THE FEBRUARY MEETING OF THE PROTESTANT COMMITTEE

Offices of the Protestant Board of School Commissioners, Montreal, February 28th, 1936.

On which day was held a meeting of the Protestant Committee of the Council of Education.

Present:—Honourable Gordon W. Scott, M.L.C., in the chair, Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., D.D., A. K. Cameron, Esq., Honourable Andrew R. McMaster, K.C., Reverend A. H. McGreer, D.D., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothney, Esq., Ph.D., Malcolm T. Robb, Esq., Honourable Justice W. L. Bond, G. W. Parmelee, Esq., D.C.L., LL.D., Dr. Leslie Pidgeon, W. L. Shurtleff, Esq., K.C., LL.D., Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., Mr. Thomas Dick and the Secretary.

Apologies for absence were received from the Honourable C. F. Delâge, C.M.G., LL.D., Howard Murray, Esq., O.B.E., Honourable W. S. Bullock, M.L.C., H. R. Cockfield, Esq., and the Honourable R. F. Stockwell, M.L.A.

The following Examiners were appointed for the School Leaving Examinations: English Literature, Professor W. O. Raymond; English Literature (Permissive), Professor G. W. Latham; English Composition, Dr. H. D. Brunt; French, Miss Lea E. Tanner; Chemistry, Professor N. N. Evans; Physics, Dr. A. Norman Shaw; Physical Geography, Miss Dorothy Seiveright; History, Mr. E. C. Woodley; Elementary Geometry, Professor A. V. Richardson; Intermediate Mathematics, Mr. E. C. Irvine; Elementary Algebra, Professor Herbert Tate; Latin, Professor A. M. Thompson; Extra English, Mrs. Walter Vaughan; Book-keeping, Professor D. R. Patton; Stenography, Mr. J. J. Lomax; Drawing, Pt. I, II, VI, Professor H. F. Armstrong; Drawing, Pt. III, IV, V, Miss Helen Buzzell; Biology, Professor A. L. Keuhner; Domestic Science, Miss Myrtle Hayward; Music, Mr. Harold E. Key.

The Junior Matriculation Examiners were appointed in the subjects of Greek and German.

The following Assistant Examiners were appointed: Inspectors W. H. Brady, Hubert D. Wells, Lewis J. King, Miss Marion A. Smith, Mr. Henry Hall, Mr. A. D. McGibbon, Mr. E. M. Greaves, Mr. S.D. Hemsley, Mr. Henry Tanner, Miss Novah Brownrigg, Dr. W. H. Hatcher, Mr. J. W. Brunt and Dr. W. H. Watson.

Following the reading of a letter from Miss Agnes S. James asking if some course of procedure could be suggested which would relieve the plight in which certain women pensioners find themselves because of the retro-active feature of

the recent amendments to the Pension Act, the following motion was proposed by Mr. McMaster, seconded by Mr. Duboyce and carried: That a sub-committee be appointed by the Chairman to prepare a judicious statement setting forth the facts in connection with the present condition of the Pension Fund. The Committee named was Mr. Cockfield (Convener), Judge Bond and Mr. Murray.

The Sub-committee appointed to inquire into the application of Mr. R. E. Scharf against the decision of the Central Board of Examiners in refusing him a First Class High School Diploma directed attention to the provisions of Articles 60, 61 and 63-68, inclusive, of the Education Act defining the authority and responsibilities of the Central Board of Examiners and of Regulations 10-13 inclusive concerning the Board, and stated that, after hearing representations from Mr. Scharf, members of the Central Board of Examiners and Professor Carrie M. Derick, they found that no injustice had been done to Mr. Scharf, but that, on the contrary, the Central Board of Examiners had carried out its duties according to its mandate under the Act and the Regulations. It therefore recommended that in this case the Protestant Committee should uphold the finding of the Central Board of Examiners and support the position taken by the Director of Protestant Education applying to the various communications which have been made to him by outside persons. On the motion of Dr. McGreer, seconded by Bishop Williams, the report was adopted unanimously.

For the sub-committee on the proposed re-organization of the Protestant Committee, Judge Bond reported progress and begged leave to sit again. Carried.

For the sub-committee appointed to confer with McGill University regarding teacher-training, Judge Bond reported that correspondence had been exchanged, a draft scheme for teacher training had been submitted by McGill, that a joint conference had taken place in which the matter was discussed thoroughly, but that no final decisions were reached. He also asked that the Committee be granted leave to sit again.

The report of the sub-committee on Poor Municipalities grants showed that the amount available for distribution was \$18,080. On the motion of Dr. Shurtleff, seconded by Mr. Robb, the report and recommendations were adopted.

The report of the sub-Committee on Consolidation presented at the November meeting of the Protestant Committee was accepted as one of progress.

An application from the Thetford Mines High School for a grant towards the building of a new high school for the Municipality of Thetford and Coleraine was referred to the sub-committee on Consolidation with power to act if necessary.

It was moved by Mr. Cameron, seconded by Mr. McMaster and carried that this Committee is of the opinion and recommends to the Government that the unexpended balance in any year of the \$20,000 voted annually for Consolidation be placed at the disposal of this Committee to be used to bring about improvement in the work of rural schools.

For the information of the Committee the Secretary read a letter from the Registrar of McGill University and submitted the announcement concerning the New Entrance Scholarships and Bursaries at that University that are to be awarded upon the results of special examinations.

A request was read from the Executive Committee of the Provincial Association of Protestant Teachers of Quebec asking that Regulation 23 be changed to enable teachers at present employed to take the examinations for the High School Leaving Certificate in as many parts as they require within a period of five years. On the motion of Dean Laird, seconded by Mr. Dick, the matter was referred for study to the Central Board of Examiners.

It was moved by Mr. Duboyce, seconded by Mr. McMaster and resolved: "That this Committee is firmly of the opinion that the present annual grant voted by the Legislature is most inadequate and this Committee respectfully petitions the Honourable the Premier of this Province and the Honourable the Provincial Secretary to recommend that an additional annual grant of at least seventy-five thousand dollars be added to the vote for Protestant Superior Education, during the 1936 session of the Legislature".

There being no further business, the meeting then adjourned to meet in Montreal on Friday, May 29th. unless otherwise ordered by the Chairman.

W. P. PERCIVAL,
Secretary.

GORDON W. SCOTT,
Chairman.

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