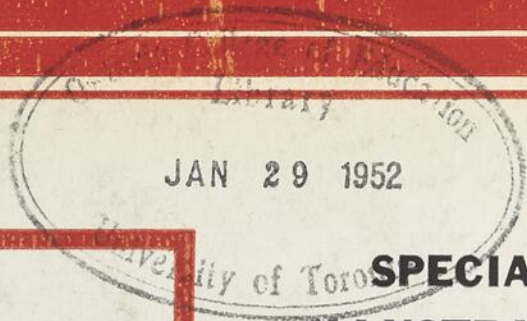


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THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

**SPECIAL
ILLUSTRATED
ISSUE**

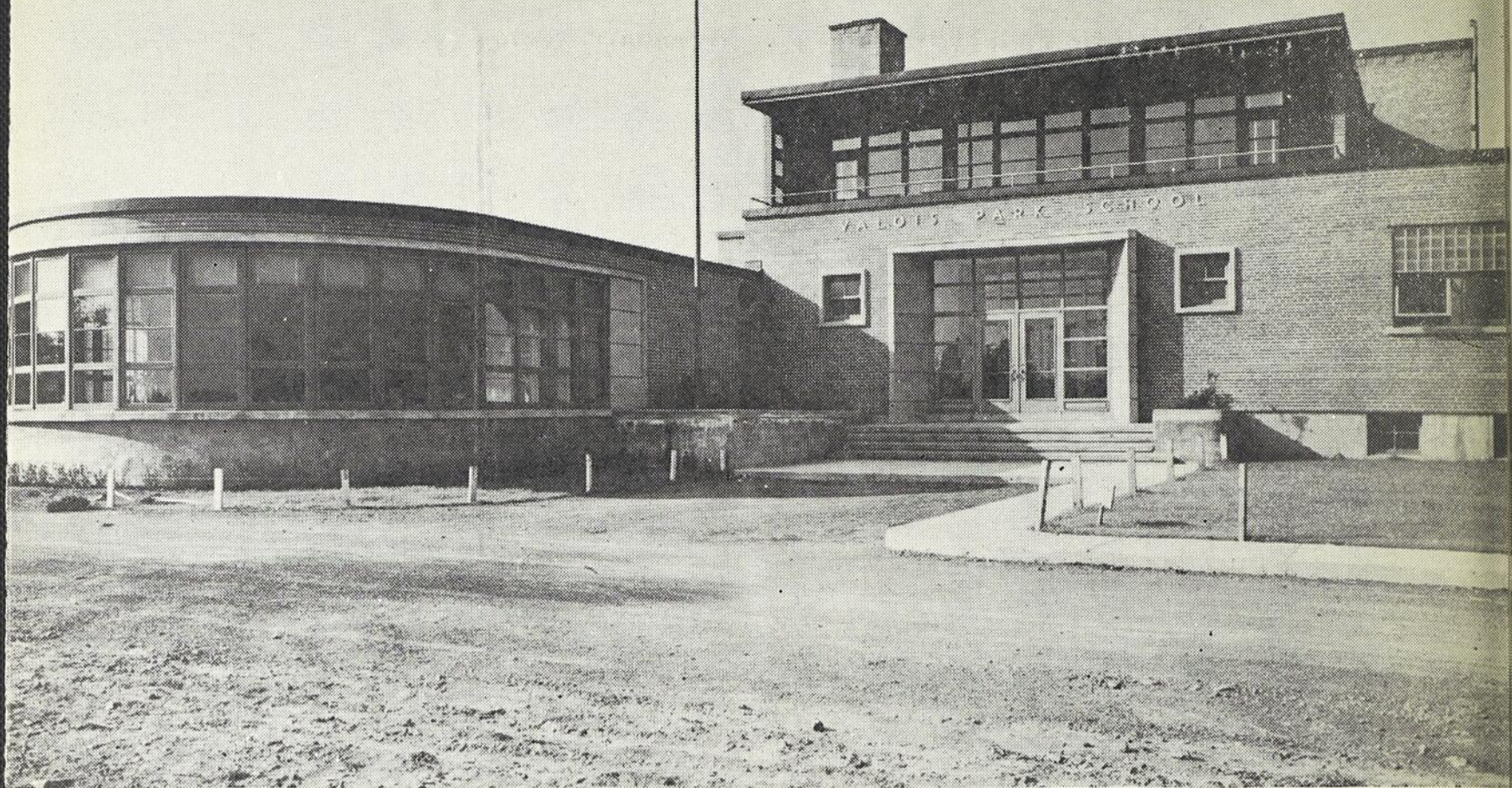
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PUBLISHED
QUARTERLY

Vol. LXVII, No. 4

OCTOBER - DECEMBER, 1951



MOUNT ROYAL HIGH SCHOOL



VALOIS PARK INTERMEDIATE SCHOOL

DOLBEAU INTERMEDIATE SCHOOL



THE EDUCATIONAL RECORD

A quarterly journal in the interest 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 the Minutes and Official Announcements. W. P. Percival, Editor, Department of Education, Quebec.

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Vol. LXVII

QUEBEC, OCTOBER - DECEMBER 1951

No. 4

SPECIAL ILLUSTRATED ISSUE

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Quebec - Education

*School buildings
(whole issue)*

ROSEMOUNT HIGH SCHOOL, MONTREAL



THE PROTESTANT SCHOOLS OF QUEBEC

The Philosophy of Education in Protestant Schools

Many abiding changes have come into education during the past two decades. The force underlying all the changes that have been made is a rich philosophy in which education is considered in terms of living rather than solely as a preparation for life. It is realized that the whole child is to be educated, and that his full personality has to be developed. Though it is readily admitted that intellectual training is essential and that it must be sound, it is at the same time realized that the intellect does not constitute the whole man or woman. In addition to the intellect, the feelings and emotions must be controlled, moral and spiritual forces aroused, the social aspects of life featured, and physical health maintained and advanced so far as possible. It is essential, moreover, that good attitudes towards life and towards fellow human beings be developed if children are to attain that full life which brings the highest rewards.

In order that children may have the possibility of the full development thus outlined, extensive facilities must be provided. Spacious, well laid out and comfortable buildings must be erected for their accommodation, special rooms for science, manual training, home economics, art, visual education and other extra-curricular activities must be available. Pupils must be able to hear from the school principal, from their teachers and fellow pupils what the aims of the school are and how school, community and national spirit may be developed. The teachers must be well trained and possess the highest of human qualities. The course of study must be well selected and highly effective for its purposes. Gymnasiums and playgrounds must be provided where team spirit, self sacrifice and skills may be learned. Plays, concerts, music and dramatics must be within reach. Hygienic facilities must be of the best, and an air of culture must permeate the school.

The Building Programme

Though every aspect of Protestant education has been changed in the years since 1930, the new buildings that have been erected are naturally the most prominent features. There they are, in almost every Protestant community, new schools beautifying the landscape, unmistakable landmarks of educational progress, providing benefits for pupils surpassing the dreams of two decades ago.

Much information has been circulated from time to time regarding the progress made in the school building programme of the Protestant schools. Much of this appears in reports to the Protestant Committee and in the publications of the Department of Education entitled "Life in School", "Across the Years", the "Educational Record" and the daily press. The building programme has been so much accelerated, however, during recent years that the story needs telling again, in compact form.

Because of lack of space, photographs of all the new buildings cannot be included. It is hoped, however, that the samples contained in these pages will give a good pictorial account of the main features contained in these modern structures. The Department of Education is grateful to the Service de Ciné-

Photographie for taking a large proportion of the photographs in this volume and to the supervisors, principals, teachers and school boards who helped to have these and other photographs taken.

To say that the new buildings have revolutionized our schools is somewhat of an understatement. Those boys and girls in particular who have benefited by the changed conditions realize that the fine schools they now attend have had a significant influence upon their lives. Instead of living under conditions that in many cases can only be described as primitive they now are surrounded by the best that modern architecture and engineering can devise. That the improved surroundings will have great influence upon the lives of many still younger children as they enrol in school is undoubted. People can scarcely live amid beautiful conditions without having their ideals enriched.

The rural schools of twenty years ago were cheerless places. Almost all the rural elementary schools consisted of one room frame buildings with scanty windows, the woodwork painted a dark grey hue, with a few clothes hooks inside the room, one or two synthetic "blackboards" usually rapidly greying and in a bad state of repair, and the odor of drying clothes offending the nostrils. The floors were of planed lumber usually without paint. In the centre stood a wood burning stove that may or may not have been surrounded by a sheet of metal to diffuse the heat and as protection against the fire hazard. The buildings were almost all dingy and most were dirty. The regulation of the Protestant Committee regarding the care and cleaning of school buildings read at the time as follows: "School boards shall see that each school house is kept in good repair, that the windows are properly filled with glass, and that suitable fuel is provided; that the desks and seats are in good repair, that the outhouses are properly provided with doors and kept clean, that the blackboards are kept painted, that there is a supply of good water, and that everything that is necessary for the comfort of the pupils and the success of the school is provided". Anyone reading between the lines can easily discern the primitive conditions envisaged. That was only two decades ago!

The school furniture consisted of a number of desks screwed to the floor with tops that opened upward, a teacher's desk and kitchen chair usually of inferior quality, a water container, that may or may not have a cover, and an enamelled drinking cup. A constant water supply in rural schools was almost non-existent. Though a few rural schools had outhouses attached to them by a passageway, almost every one was detached from the school, in two adjoining divisions for the sexes, but the doors were frequently broken off and the resulting conditions were often much worse than the unsightly appearance. This lack of modern hygienic facilities was deplorable. Not one rural school to my knowledge was fitted with a chemical or hydro septic tank in 1930. Even town and city schools, in many cases, had not made sufficient use of the local water supply by introducing flush toilets.

The one room rural elementary school is rapidly becoming a thing of the past. Schools of the kind just described have been eradicated. Indeed the building of one room rural schools is strenuously opposed except in remote local-

ities. In their place are erected central schools of as many rooms as may be needed to accommodate all the pupils who can be gathered from the neighboring communities. No outmoded building, furniture or other equipment is permitted. All must be of good quality — the best of everything being preferred, on the ground that it is the most serviceable and durable.

The lighting was a very bad feature of the schools of yesteryear. This condition prevailed generally throughout the Province and pertained both to natural and artificial lighting. The natural lighting in the rural schools was by means of windows almost always placed on two, three and even four sides of the room, the blackboards in a few cases being located on the front wall which also contained a window. In more than one school the blackboard was even placed over a window with the light showing both above and below the blackboard. In such cases the pupils looked directly into the light many times a day. Cross lights were the rule in most schools. In several schools the architectural design was considered more important than the amount of light available. Arched windows that rose to a point at the top in church fashion were interspersed with a quantity of woodwork with consequent further reduction of the light that entered through the tiny panes of glass. In very many cases the window area was less than ten per cent of the floor area — less than one half of that now considered necessary.

In the large majority of the rural schools — indeed in almost all — the only artificial means of lighting was the oil lamp, and occasionally the tallow candle. In some towns a single electric light bulb hanging from a long cord in each classroom was expected to provide sufficient light for all to work by. As these schools are generally open until four o'clock in the afternoon, conditions in this respect in November, December and January were deplorable, particularly on gloomy days. The ill effects of all these conditions upon the eyesight of pupils was inescapable.

Early in the 1930's a concerted attack was begun upon all unsatisfactory school conditions. The determined drive to improve them was helped by revising the regulations of the Protestant Committee and by an amendment to the Education Act. The former changed the attitude to conform to modern thought and the latter made it possible for one room rural schools to be built at small cost to the ratepayers.

The extent of the revolution can be demonstrated by the fact that first class rural elementary schools have been built. Many others have been closed and consolidated with larger schools. In 1934 the Department had plans drawn for a one room rural school with abundant unilateral lighting, woodshed and hydro septic toilets. Two years later an improved design was made providing for a full sized basement, with a central heating system from a hot air pipeless furnace, two cloak rooms, and two rooms fitted with sanitary facilities. In some cases water is brought into the building.

When the regulations of the Protestant Committee were revised, it was decreed that the area of windows be at least twenty per cent of the area of the classroom floors. This has been interpreted to mean twenty per cent of glass

area, and that is ample. The light must come over the left shoulder only of the pupils. The extensive bank of windows along the side of new schools is a striking feature of the improved type of construction.

Double windows or twin sheets of glass in one frame and storm doors are fitted to most schools to prevent loss of pupil time and success due to low temperatures in the school. These are indeed necessary as most rural schools are isolated and must stand four-square to every wind that blows.

The Consolidated School Movement

It soon became evident that building one room schools would not advance education very much for, with seven grades in one room under one teacher, pupils could not obtain a large enough measure of the teacher's time. The movement towards consolidation first adopted in Quebec in 1905 was therefore pressed vigorously. As opposition to the principle of consolidation abated, the great obstacles to progress soon stood out clearly: (1) Lack of large buildings in which pupils could be accommodated. (2) The great number of small but independent school boards. (3) The increasing cost of new buildings. (4) The impossibility of transporting pupils beyond short distances by horse drawn vehicles, particularly in winter. (5) Roads closed or nearly closed by the winter snows.

By degrees, however, the difficulties were overcome and much credit is due to the early proponents of this movement. In December 1943, it was proved that a big custom built bus could be driven under such difficult conditions as those existing in the Matapedia Valley. In February 1944, the first snowmobile specially built in Quebec, if not in the world for the transportation of pupils, was tried successfully — also on the Gaspé coast. This machine proved that in places where a heavy bus cannot run in winter, pupils can be conveyed for relatively long distances over deep snow, either soft and fresh or beaten down. The knowledge gained from that experiment resulted in a great extension of the movement for consolidated schools, the erection of much larger buildings and the consequent doom of the one room school where consolidation is possible.

The facilities for transporting children to school today far outstrip those of two decades ago. Then the horse drawn vehicle was the almost exclusive method of transportation and they were privately owned in every case. All this has changed. Though the horse drawn vehicle has not been altogether displaced, it is now used only to a small degree, for the large bus, the snowmobile, and the private automobile have almost entirely superseded this former mode of bringing pupils to school. The vehicles are mainly owned now by the school boards. Then the distances traversed were small; today the routes cover up to thirty miles or more for the round trip.

Many roads, even side roads, are now being kept open in winter, and the speed, safety and comfort of travelling in school buses and snowmobiles is common knowledge to our people. The consequence is that pleas to the persons concerned to consolidate their schools are not always necessary now. On the contrary, requests come to the Department from time to time asking for the benefits of consolidation, and some school boards are working hard for these better school conditions for children.

Large Government grants both for building and maintenance have removed much of the opposition to central schools on financial grounds. The erection of good buildings has established a deep confidence in peoples' minds, created the desire for more of them, and for larger numbers of pupils to share their advantages. In many cases consolidation has erased boundary lines and stimulated better feeling. This is one of the many reasons why the little red schoolhouse of pioneer days is rapidly vanishing, especially those near towns, to the everlasting profit of children and communities.

The advantages of the larger school are many. Pupils can have the benefit of instruction in graded rather than ungraded classes where they can be taught by a teacher for a whole day or a large part of a day instead of a small fraction of a day. They find in the larger school many companions of their own age, with whom they can work and play and procure social advantages. In the larger schools they have wider facilities such as science and other special rooms, a gymnasium, and teachers of special subjects. High school education comes natural under such conditions. Pupils have started school with certain companions, and the natural tendency is for those with ability to stay together until they pass through the highest grade offered.

Many of our people see in the consolidated school the brightest hopes for the welfare of the Protestants of rural Quebec. It has increased teacher efficiency, and placed high school education well within the reach of children who, without this type of school, would have had no hope of such education without moving to more distant and larger areas of Protestant population.

Not only has consolidation been a boon to thousands of pupils who have remained in school after having completed the elementary grades but many college and university graduates who are now professional men and women owe their success in life to the consolidated school.

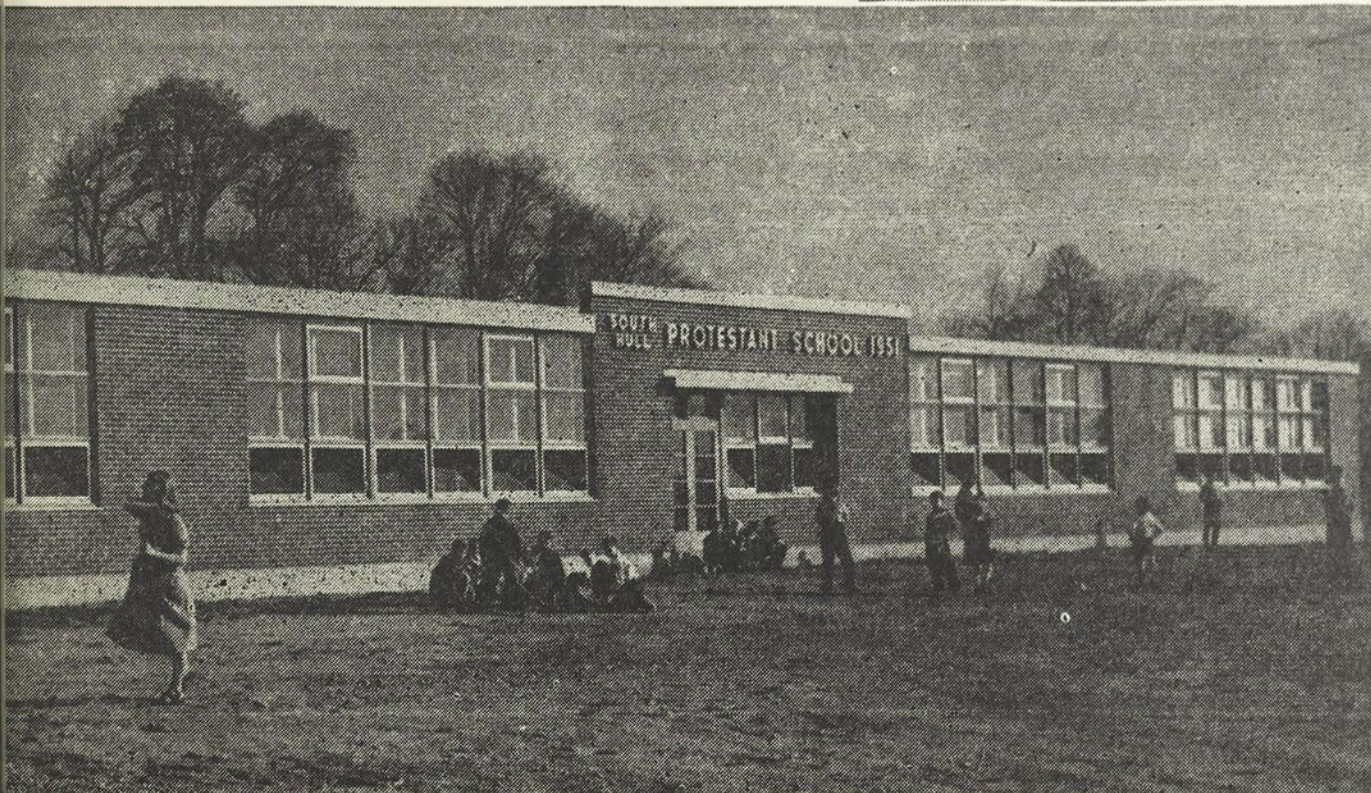
An interesting feature of this movement is that it has spread in directions far beyond the original conception. Instead of being confined to rural elementary schools it has extended to intermediate and high schools. In fact consolidation has been expanded in many places so that a larger rural school eliminates the smaller one, the intermediate school absorbs the small elementary and tiny intermediate school, and the composite high school absorbs the high grades of both intermediate schools and other small high schools.

The movement to increase the effectiveness of certain high schools by transporting to them the pupils of smaller high schools has resulted in better tuition for all concerned. In September 1944, the pupils of Grades X and XI of Danville High School were transported to Asbestos. Now all the pupils of the area are educated together in the new Asbestos-Danville-Shipton High School. Since September 1944, the pupils of Grades X and XI from Waterville have been conveyed to Lennoxville High School. The Longueuil High School has been closed and all pupils of Grades VIII to XI are educated in the Chambly County High School. The pupils of Grades X and XI of Beebe are educated at Stanstead College and those of Windsor Mills in Richmond High School. Many pupils of Sutton are going to Knowlton, but no arrangements have yet been made between the Boards.

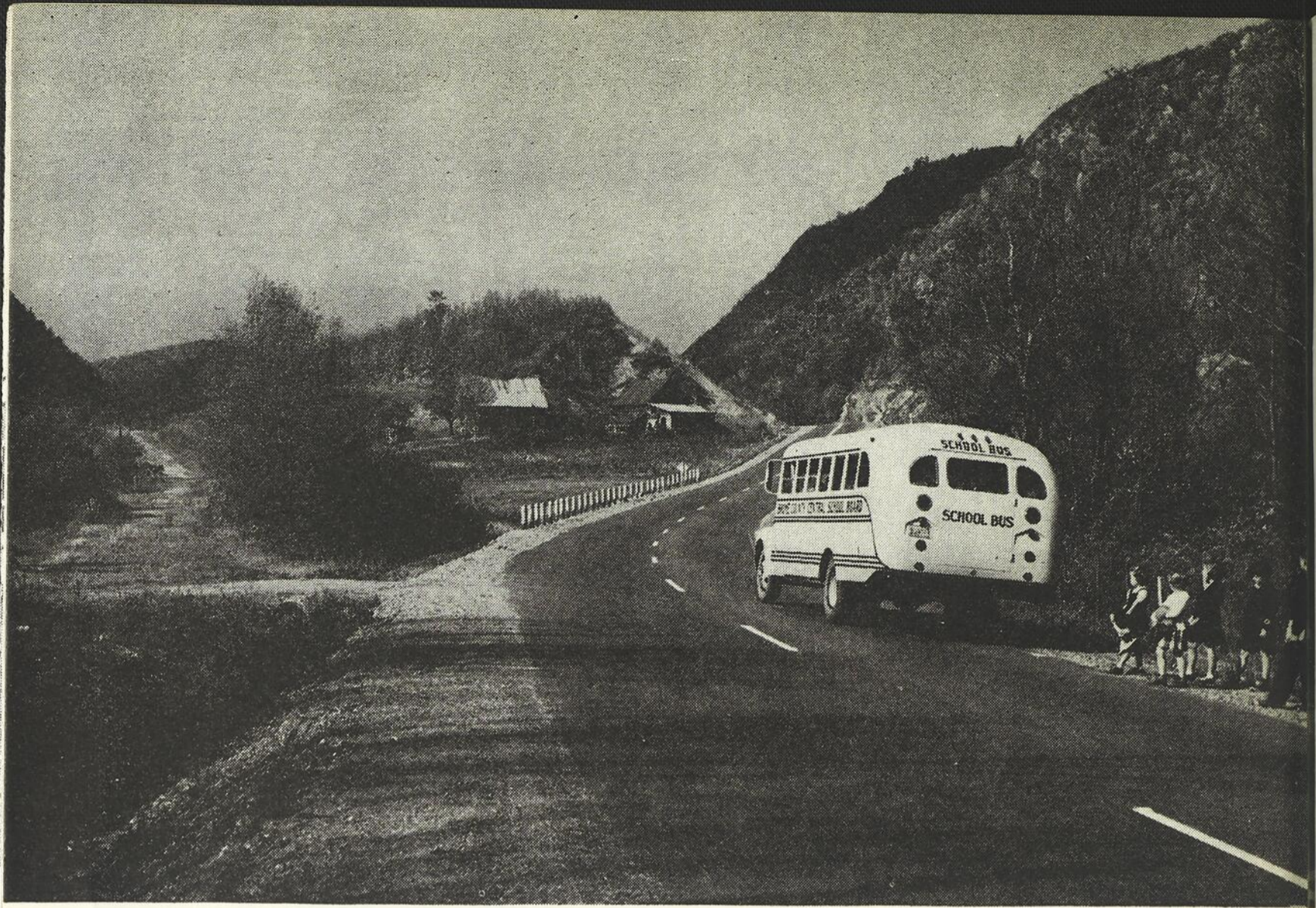


**MORNING ACTIVITY,
KNOWLTON HIGH SCHOOL
SAFETY LINE FOR WALKING**

**A TYPE OF SCHOOL
WHICH
CONSOLIDATION REPLACES**

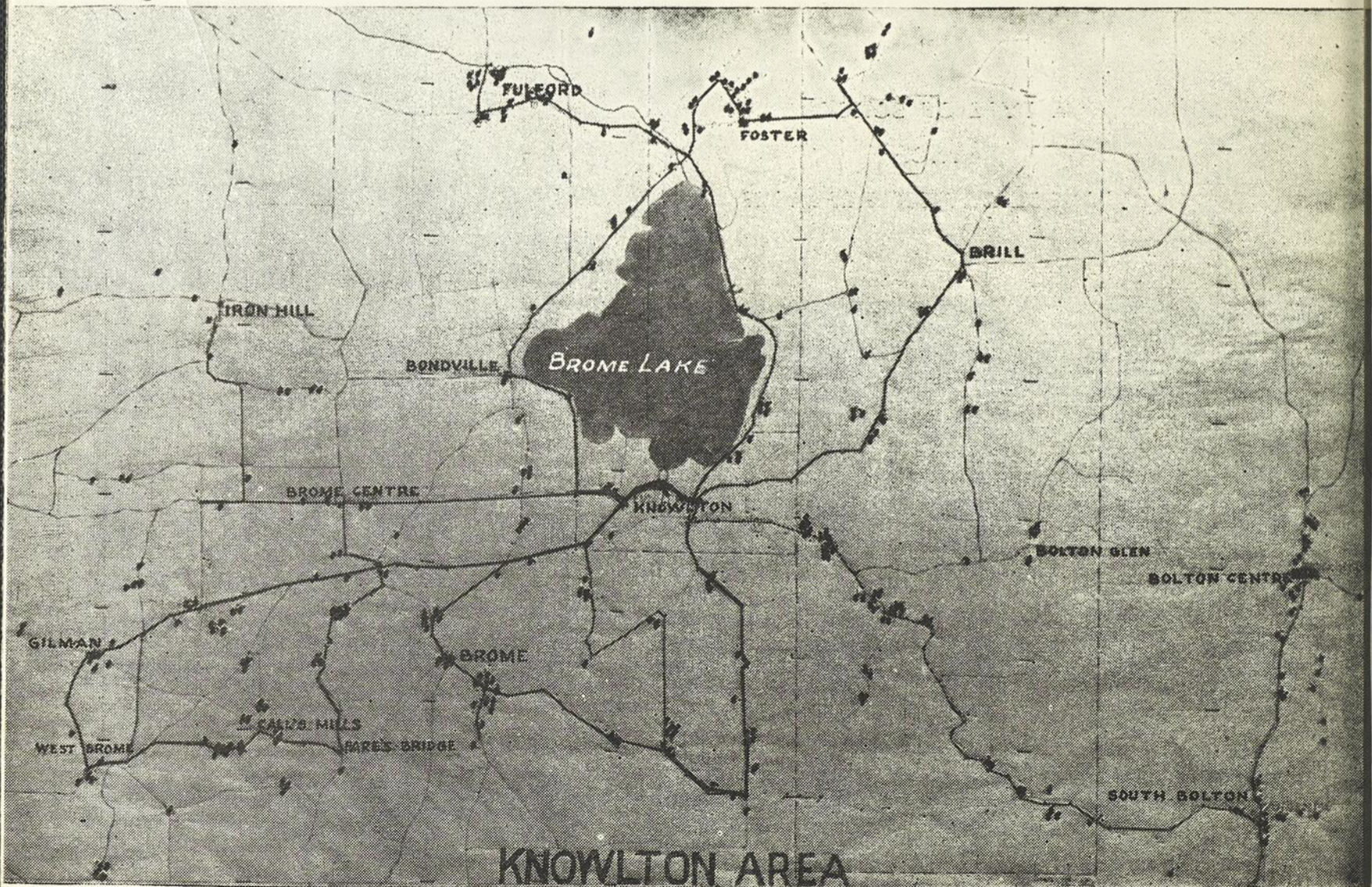


**SOUTH HULL
INTERMEDIATE
SCHOOL**



CONSOLIDATION MAKES EQUAL EDUCATION FOR ALL A REALITY

TWO HUNDRED SQUARE MILES SERVED BY SCHOOL BUSES IN THIS AREA



Though the removal of the high school grades from the smaller schools hurts the pride of some people at first, the communities now recognize that they gain greatly in the long run by the better educational facilities at the disposal of the children. This was one of the considerations that turned the scale in favour of the newer measures. The ideas of many people have expanded as to the extent of their own communities.

In the larger schools varied curricula can be offered such as a combination of two or three from the following list: college preparatory, commerce, agriculture, industry, home economics. Much has been begun towards the joint engagement of specialists by School Boards in comparatively close proximity. Such an arrangement permits subjects to be offered that would otherwise be almost impossible. The teaching of Household Science, for example, is being done in some sections of the Eastern Townships by specialists who travel from one school to another, the engagement of the teachers being made by arrangement among the School Boards concerned. Similar joint engagements of Art, Music and Manual Training teachers have also been made.

Details Regarding New School Buildings

Though there are many much larger Protestant school buildings in the towns and cities, rural and village schools usually have from two to six standard classrooms, one of which has facilities for teaching general science, physics, and chemistry. The new buildings have also a combination gymnasium-assembly hall with a small stage, kitchen, toilet rooms, cloakrooms, principal's office and library. A teachers' room is also provided in the larger schools. Buildings are centrally heated and all have electric lights.

The new large high schools that have been built in the past decade are the best that architectural ingenuity can provide for our needs and are modern in every detail. Particular attention is being paid to solidity of structure, fireproof qualities, lighting and convenience, the details of which follow:

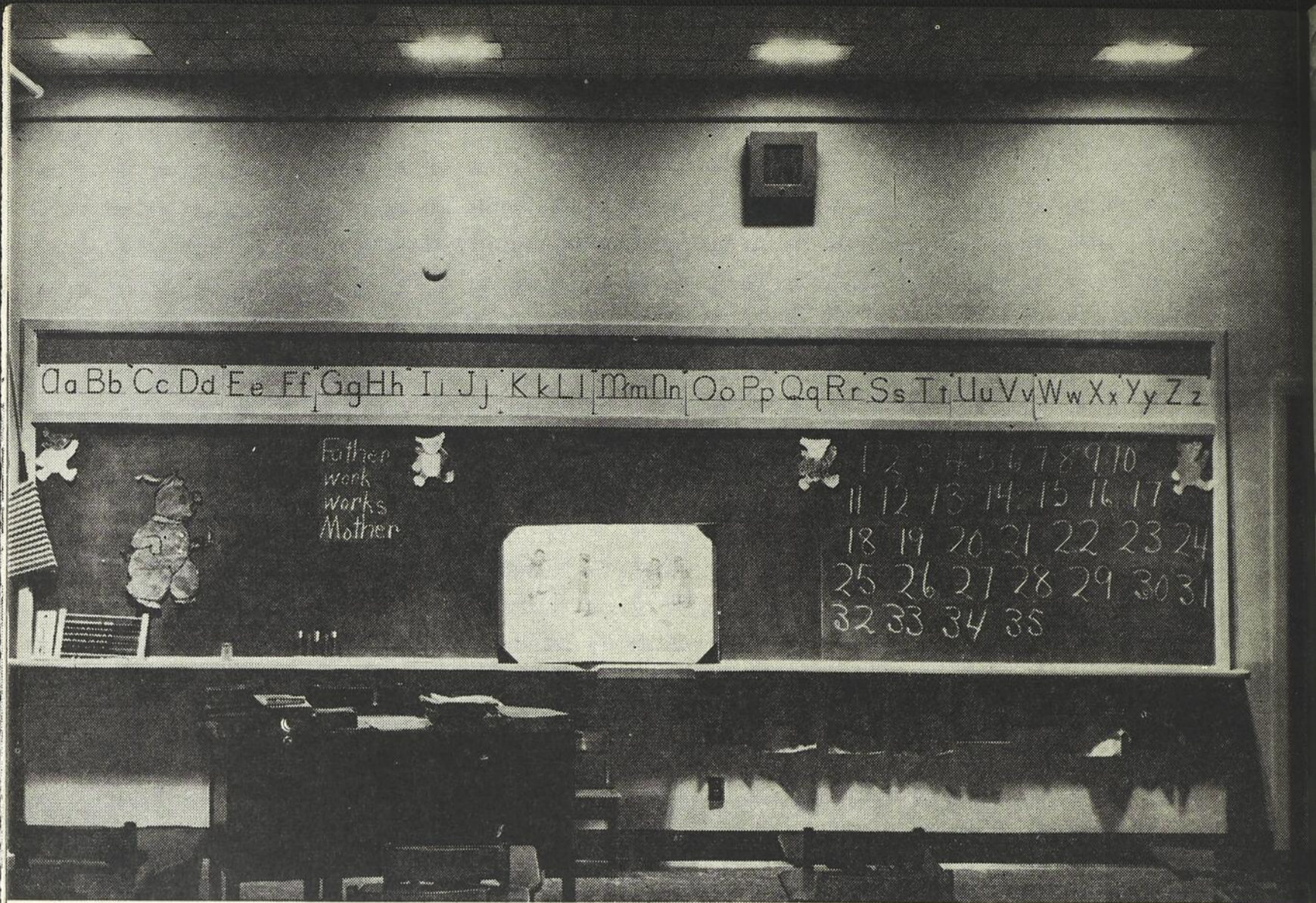
Construction: Reinforced concrete, steel, brick and concrete blocks.

Floors: Concrete covered with linoleum, hardwood or tile. Gymnasium floors are usually hardwood although several have asphalt or synthetic tile.

Lighting: (a) The natural lighting is by means of large windows facing east, west or south. When it is necessary to light a classroom from the south, venetian blinds are provided to control the amount of sun that enters the room. The side wall usually extends to about four feet from the front of the classroom to prevent glare.

(b) Incandescent or fluorescent fixtures are used for artificial lighting. Most of the fixtures are of the holophane type which diffuse the light equally throughout the room. A great many people favour fluorescent lighting. Special blackboard lights are usually installed. As a rule there are three electric light switches in each classroom, one for the lights at the right, a second for those at the left and the third for those above the blackboard.

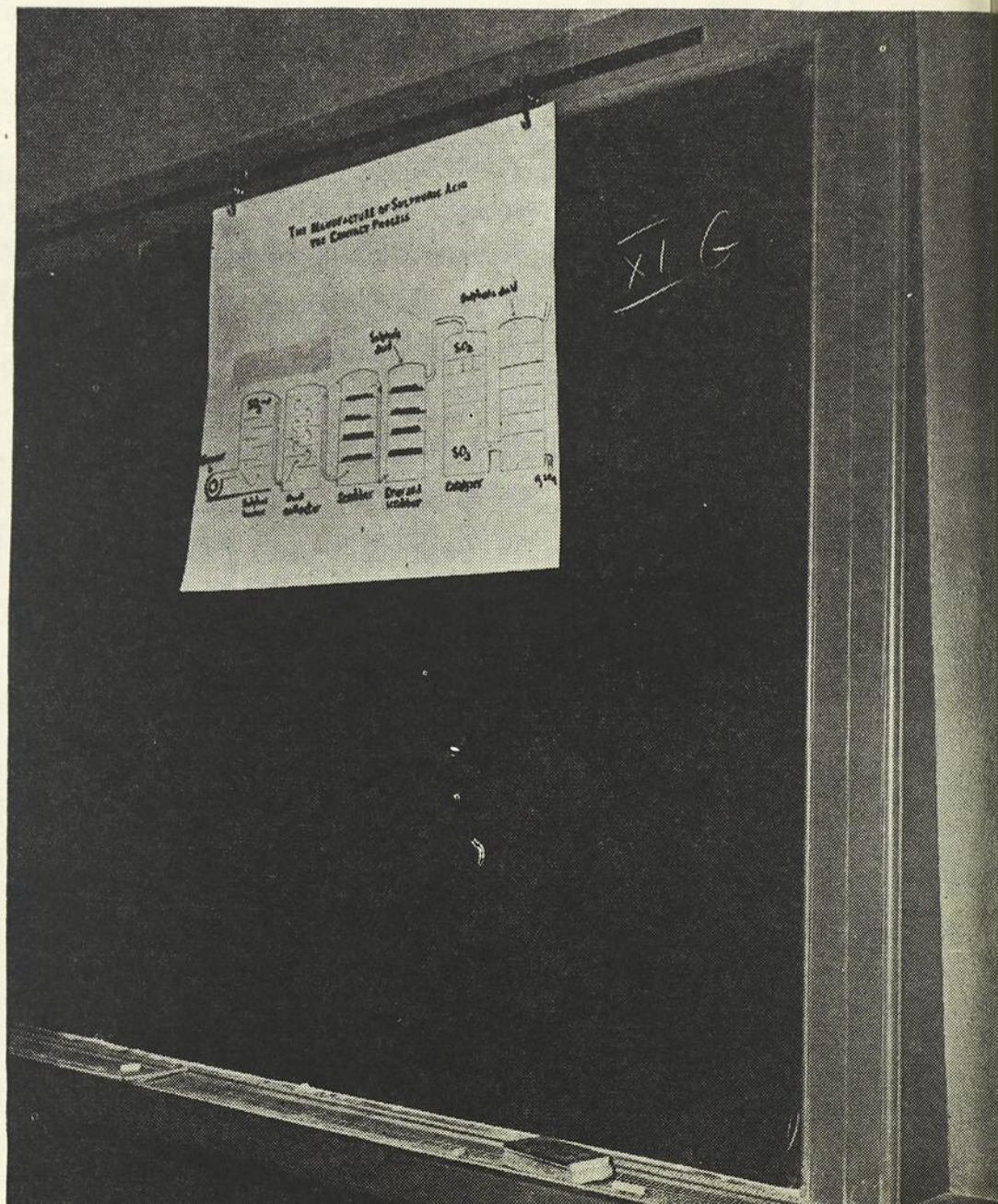
In many schools glass blocks occupy a large percentage of the area of the outside wall. In certain cases these blocks extend from the front wall to the rear and from the ceiling to a point five feet above the floor. Below these blocks

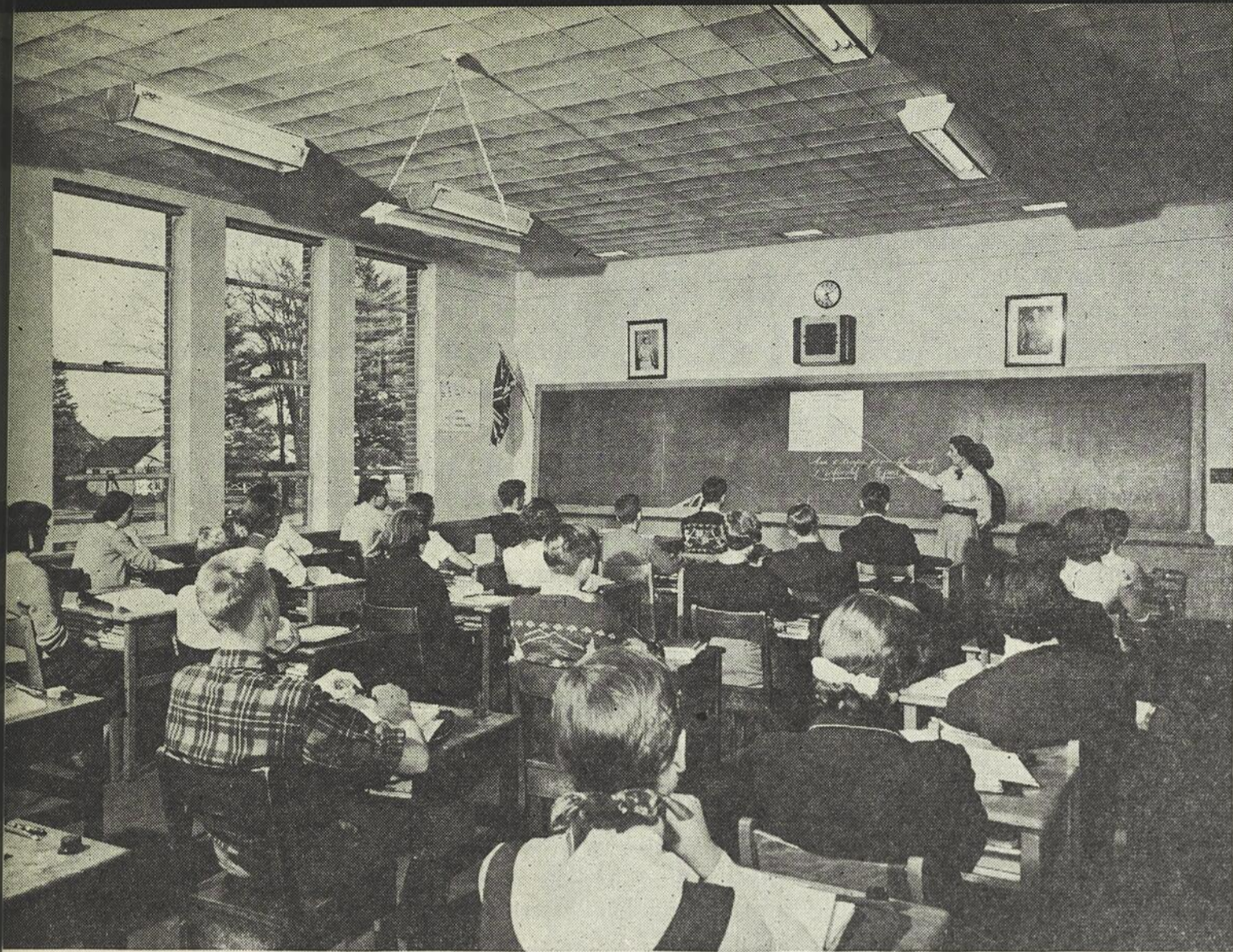


**TIME EXPOSURE TO ILLUSTRATE
EFFECTIVENESS OF BLACKBOARD
LIGHTING.**

Photograph taken at night by illumination from blackboard lights only.

**SLOPING BLACKBOARDS
ELIMINATE GLARE**





COMFORT-
ABLE
CLASSES
LEAD TO
EFFECT-
IVE
WORK

LOUDSPEAKER, GERMICIDAL LAMP, BLACKBOARD LIGHTS

MODERN CLASSROOMS

PROJECT AREA, DRINKING FOUNTAIN AND BOOK CASE



JUNIOR
GRADES

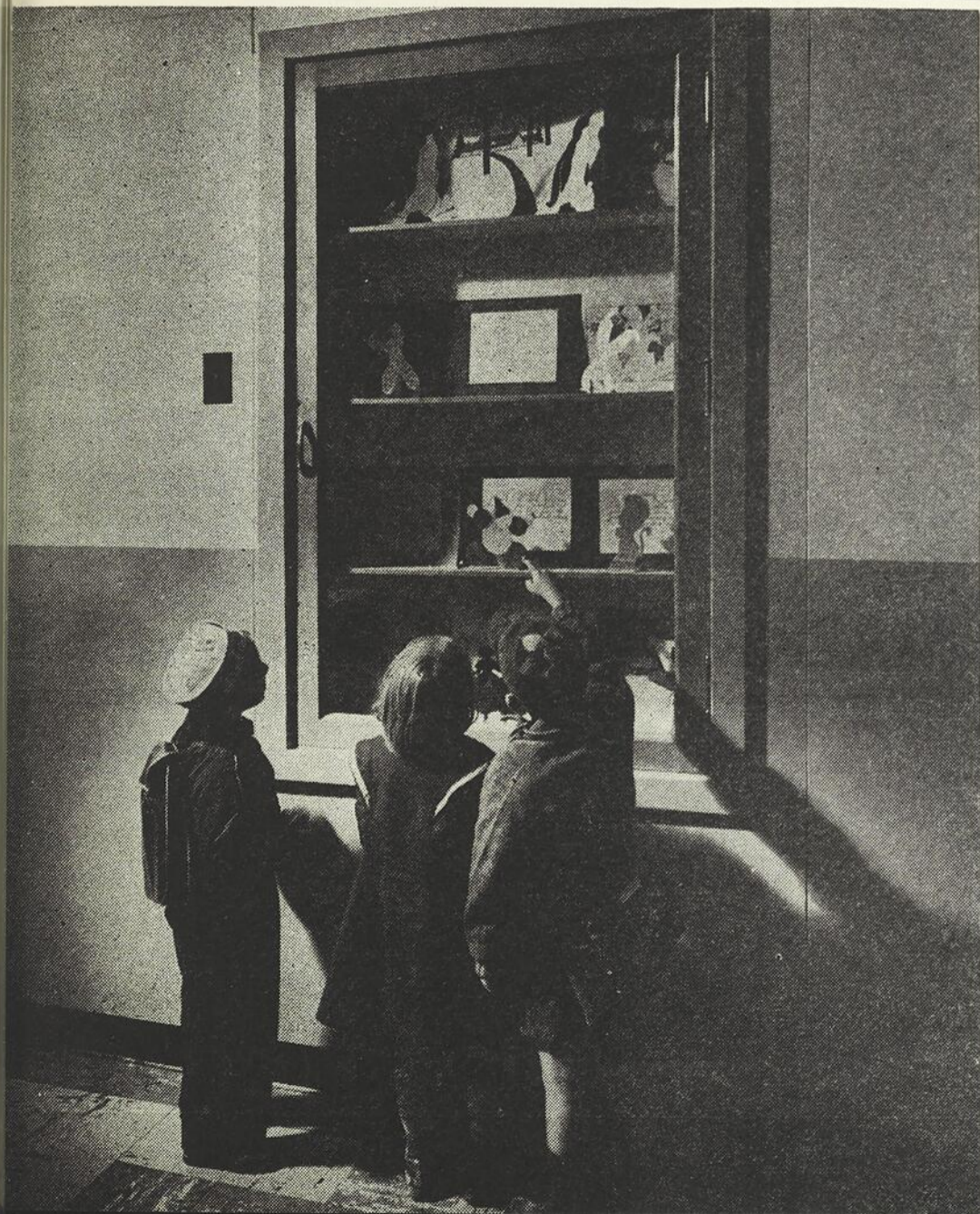
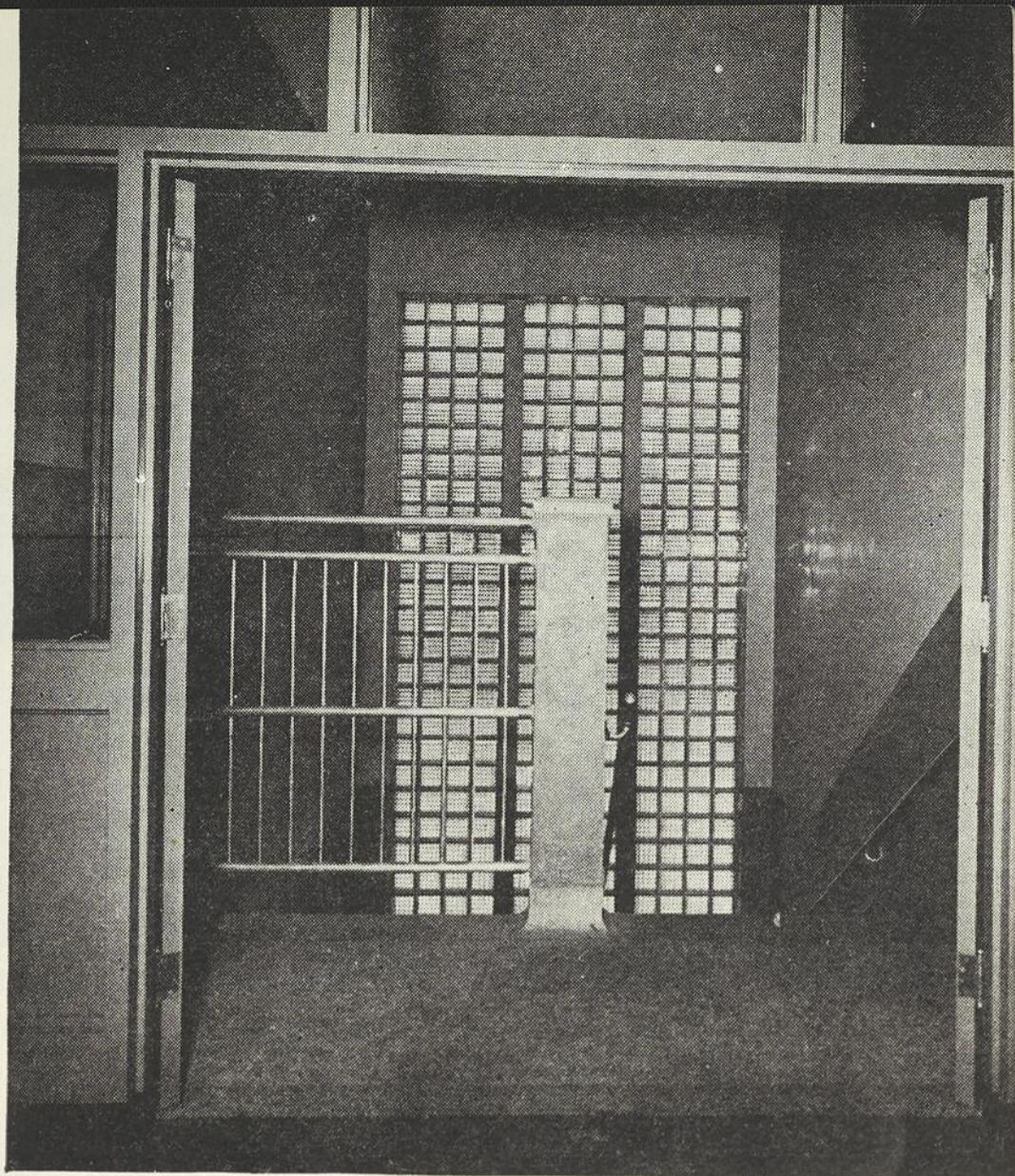
is a two-foot band of transparent glass, the panes of which open inwards to provide ventilation. These glass blocks are so placed that they refract the light and cause it to be projected horizontally across the room.

Heating: Heating is provided by low pressure steam, hot water in conventional radiators or radiant heating from floor, ceiling, or walls. Oil heating is speedily replacing coal as a fuel.

Classrooms: A typical classroom is thirty-two feet long and twenty-four feet wide. Smaller rooms of the same proportions are permitted for schools where classes are not large. A typical classroom usually has:

- (a) Wooden, linoleum or synthetic tile covered floors.
- (b) Walls and ceilings of plaster, Tentest, Donnacona board or Gyproc.
- (c) Dado of rough-cast plaster, plywood, Arborite, Formica, or Masonite.
- (d) Chalk boards, usually of Pennsylvania natural slate, but glass or composition is allowed. The front-wall chalkboard is three and one-half feet from top to bottom and is installed with its lower edge thirty-six inches from the floor. The side-wall chalkboard is usually four feet from top to bottom and is installed with its lower edge from twenty-four to thirty inches from the floor. The lower edge of the chalkboard is out from the wall $2\frac{1}{2}$ to $3\frac{1}{2}$ inches. The purpose of this is to reduce glare and thus diminish eye-strain.
- (e) Tack strips and display boards built above the chalkboards and at the rear of the classroom.
- (f) A large bulletin board inside the door of the classroom.
- (g) Display cabinets with glass doors in the wall of each classroom opening on the corridor.
- (h) At the back of each classroom, particularly in rooms occupied by Grades I to VII, a project area comprising a counter, bins, and cabinets, a sink with a drinking fountain, and shelves for the classroom library.
- (i) Toilet facilities for the lower grades are usually installed in rooms opening off the classroom.
- (j) Cloak space at the inside rear of the classroom, particularly for Grades I to VII. This area is mechanically ventilated. Lockers in the corridor are more suitable for high school grades.
- (k) Map cupboards beneath the chalk rack of the front blackboards.
- (l) A picture rail flush with the face of the wall.
- (m) Trophy cabinets at the main entrances to relieve the blank walls.
- (n) Electric clocks, controlled by a master clock in the principal's office, in classrooms, special rooms, offices, playrooms, basements, and corridors.
- (o) A public address system throughout the building with telephone communication between the principal's office and the classrooms. This feature has been placed only in the largest schools.
- (p) As the reflection factor of paint contributes in no small measure to brightness and cheerfulness of a room, the greatest care is exercised in selecting

**GLASS BLOCKS LIGHTEN
FIREPROOF STAIRCASE**

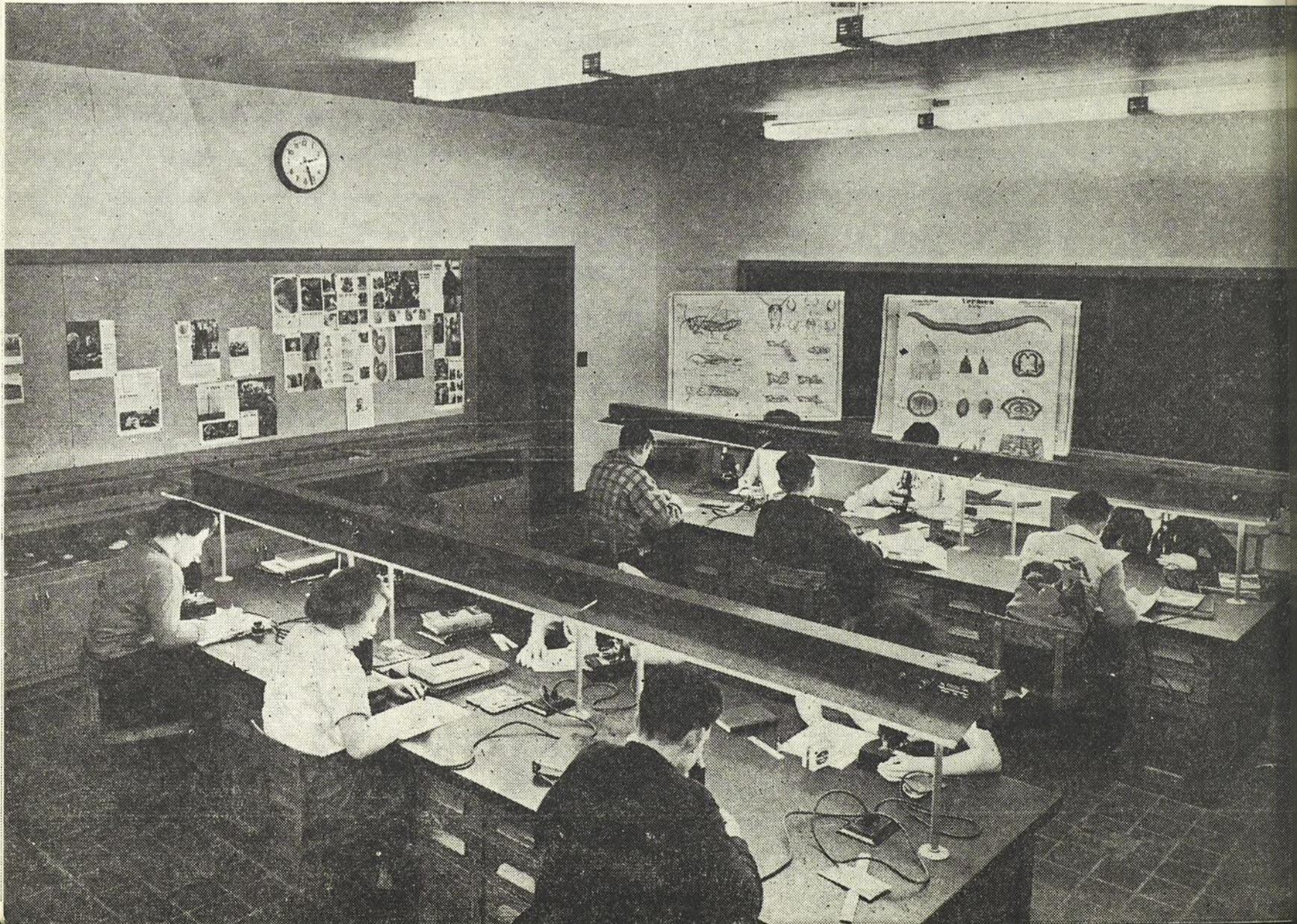


**VIEWING WORK OF OTHERS
IN DISPLAY CABINET**



NEVER TOO YOUNG TO LEARN. — TIERS OF SEATS FOR THE BAND

BIOLOGY STUDY UNDER IDEAL LIGHTING CONDITIONS



the colour schemes of rooms having different exposures. In general, light greens and light yellows are used with off-white ceilings.

Besides the standard classrooms, many schools contain the following special rooms and offices:

(1) Science laboratories for teaching agriculture, biology, chemistry, physics, and general science.

(2) Domestic science rooms for the teaching of cooking, sewing, and general house work.

(3) Commercial rooms for typewriting, shorthand, bookkeeping, and general office practice.

(4) Industrial arts rooms in which woodworking is the chief subject taught.

(5) Visual education room which is usually combined with the science demonstration theatre.

(6) Rooms for certain subjects such as French and art.

(7) Kindergarten with special furniture, special floor design, special equipment and supplies.

(8) Dark rooms for photography (in large schools only).

(9) Cloakrooms or locker rooms.

(10) Toilet facilities. These include lavatories with pop-up waste, water closet with elongated bowl, and white, open-front, open-back seat without cover, and stall type urinals. In schools that provide toilet facilities adjoining the kindergarten, Grade I, and Grade II classrooms, the toilet fixtures are the low-down type.

(11) In a few cases, hot lunches are prepared for the pupils in the domestic science kitchen. In all other instances a special kitchen, with adjoining cold room, is built in or beside the lunchrooms. Folding lunch counters and seats that fit into the wall are a new feature in the gymnasium.

(12) A clinic or a medical room with an office for the school nurse is usually provided.

(13) In certain instances the secretary-treasurer of the municipality has his office in the school and in several cases the county central school board has its office in the central school of the county.

(14) A principal's office.

(15) Rest rooms for the teachers.

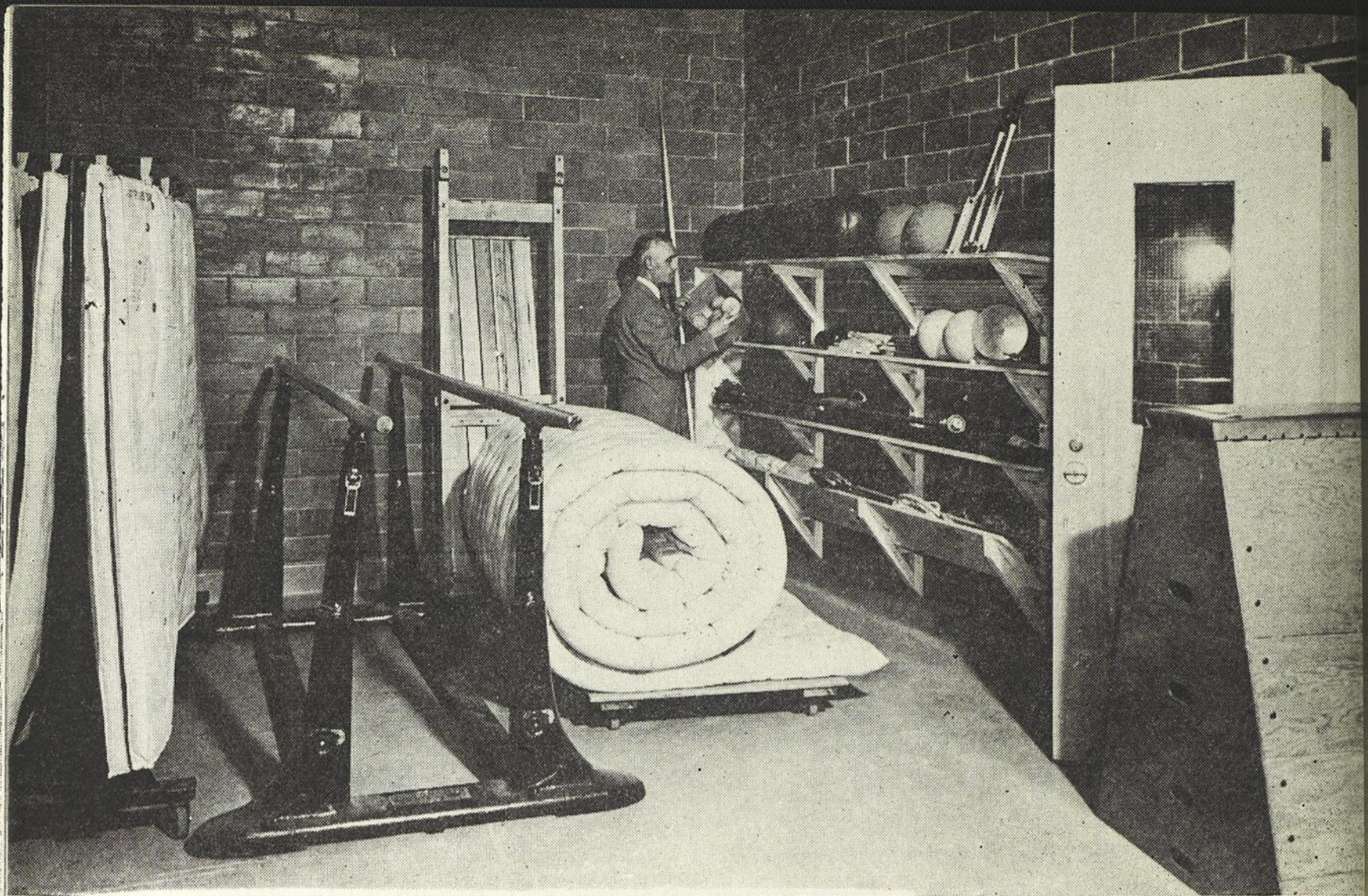
(16) Playrooms. During the past ten years, basements set deep in the ground have been omitted from plans for new schools. The playrooms are usually on the ground floor so that a maximum of light can enter.

(17) A combination gymnasium-assembly hall with the following auxiliary space:

(a) A stage. In some instances this is used also as a dining room. When it is used for dining purposes it is screened by means of a moveable partition from the main body of the gymnasium.

(b) A storeroom or storage space beneath the stage for chairs and equipment.

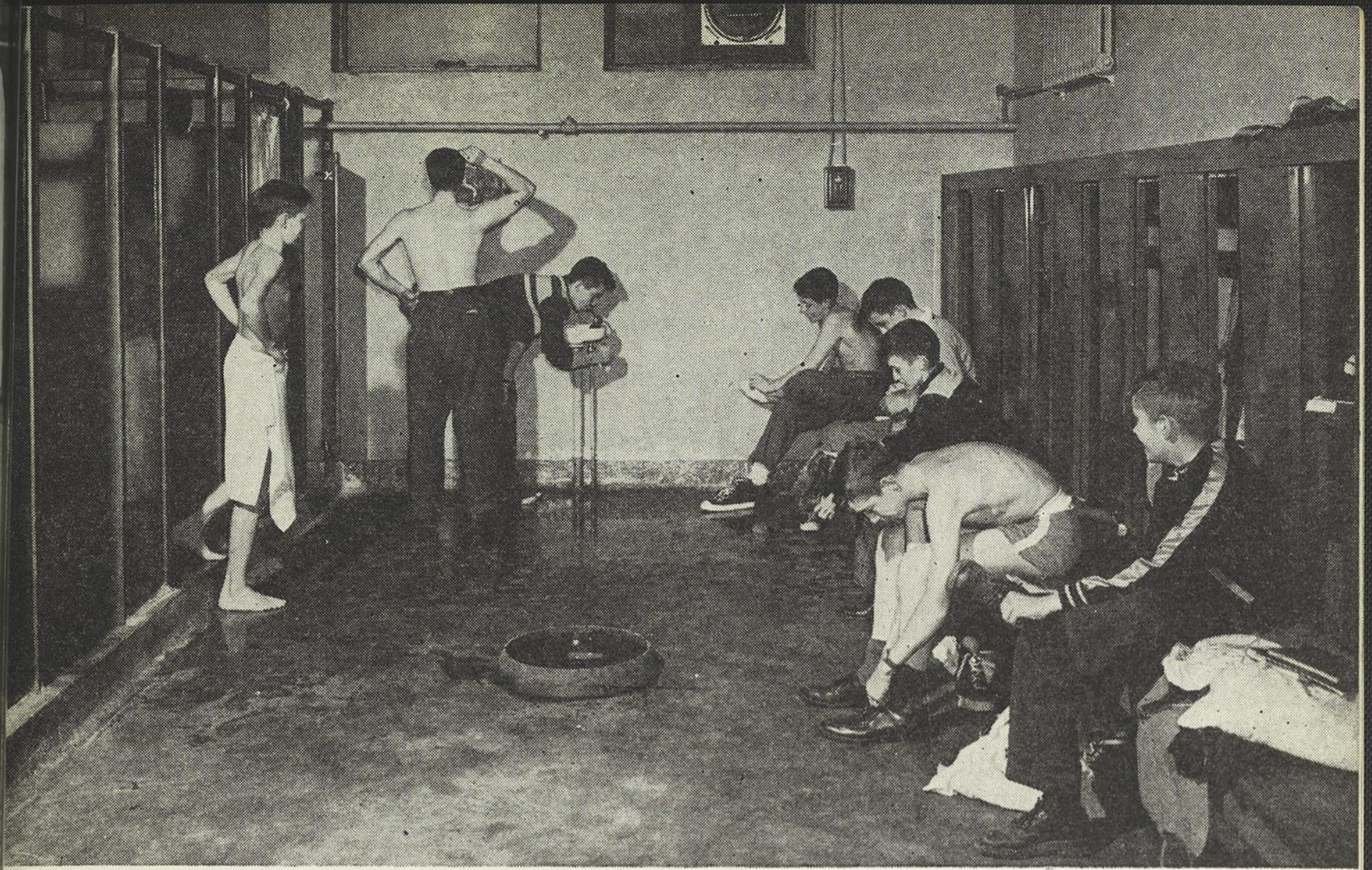
(c) Team rooms adjoining the locker and shower rooms.



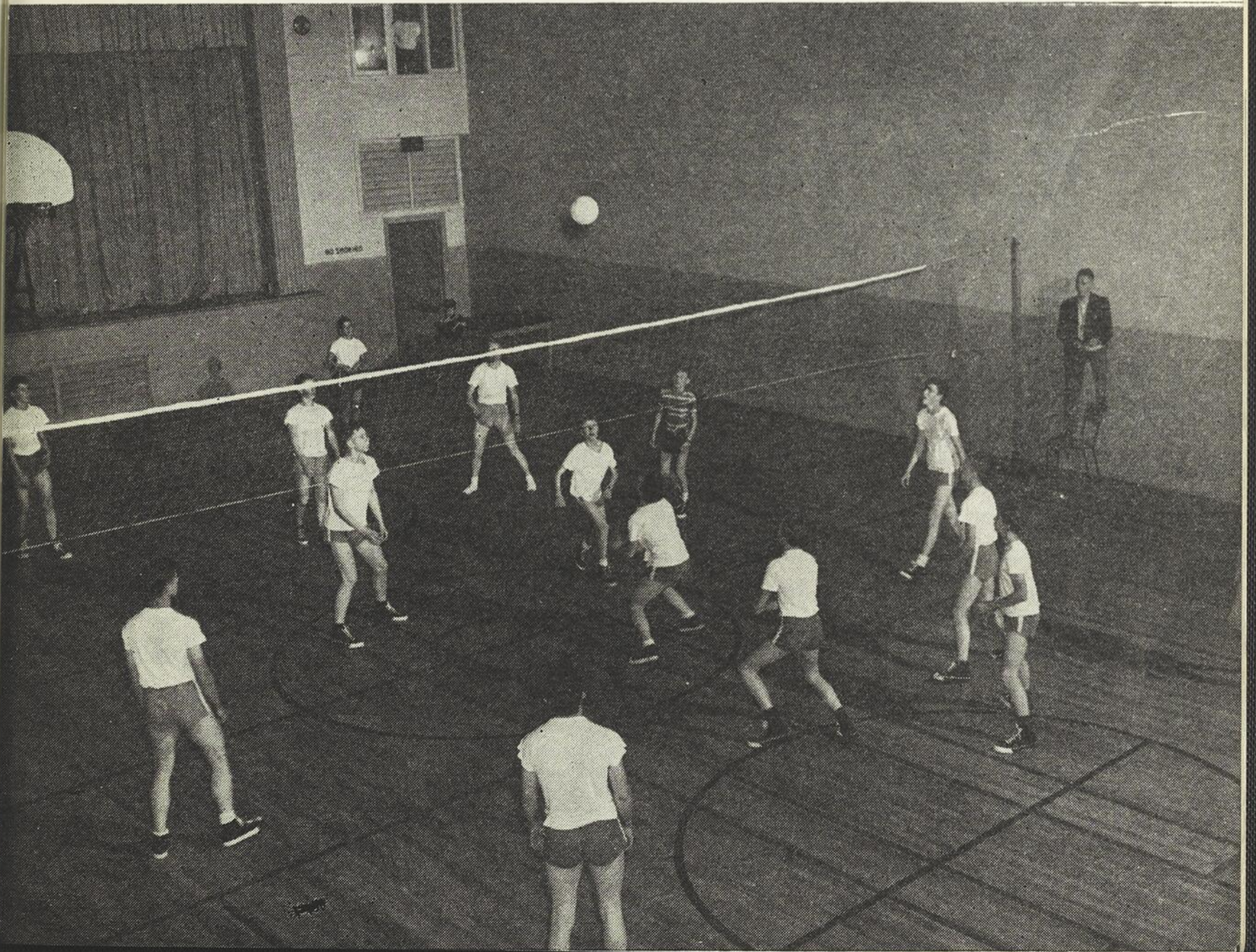
STOREROOM FOR
GYMNASIUM
EQUIPMENT



APPARATUS
FOR YOUNG
CHILDREN



AFTER THE GAME A SHOWER — A SAFETY FOOTBATH
COACH'S ROOM. NOTE CONVENIENT WINDOW FOR SUPERVISING ACTIVITIES



(d) A physical instructor's office.

(e) A gallery or observation area.

(18) Corridors, usually ten feet wide, contain lockers, trophy cases, display cabinets and drinking fountains.

(19) Exit doors equipped with panic hardware.

(20) Playgrounds. Nearly all new schools are provided with generous playground space ample for both play and organized games. Practically all have play equipment such as swings, see-saws and horizontal ladders and many maintain school rinks in the winter months.

Dates of Erection of New Buildings and Their Cost

The itemized list that follows shows the extent of the building programme since 1930 and the new buildings that are planned for the near future. This list of buildings should be read with the knowledge that the total number of Protestant high schools in this Province is forty-four off the Island of Montreal and that intermediate schools now number only sixty.

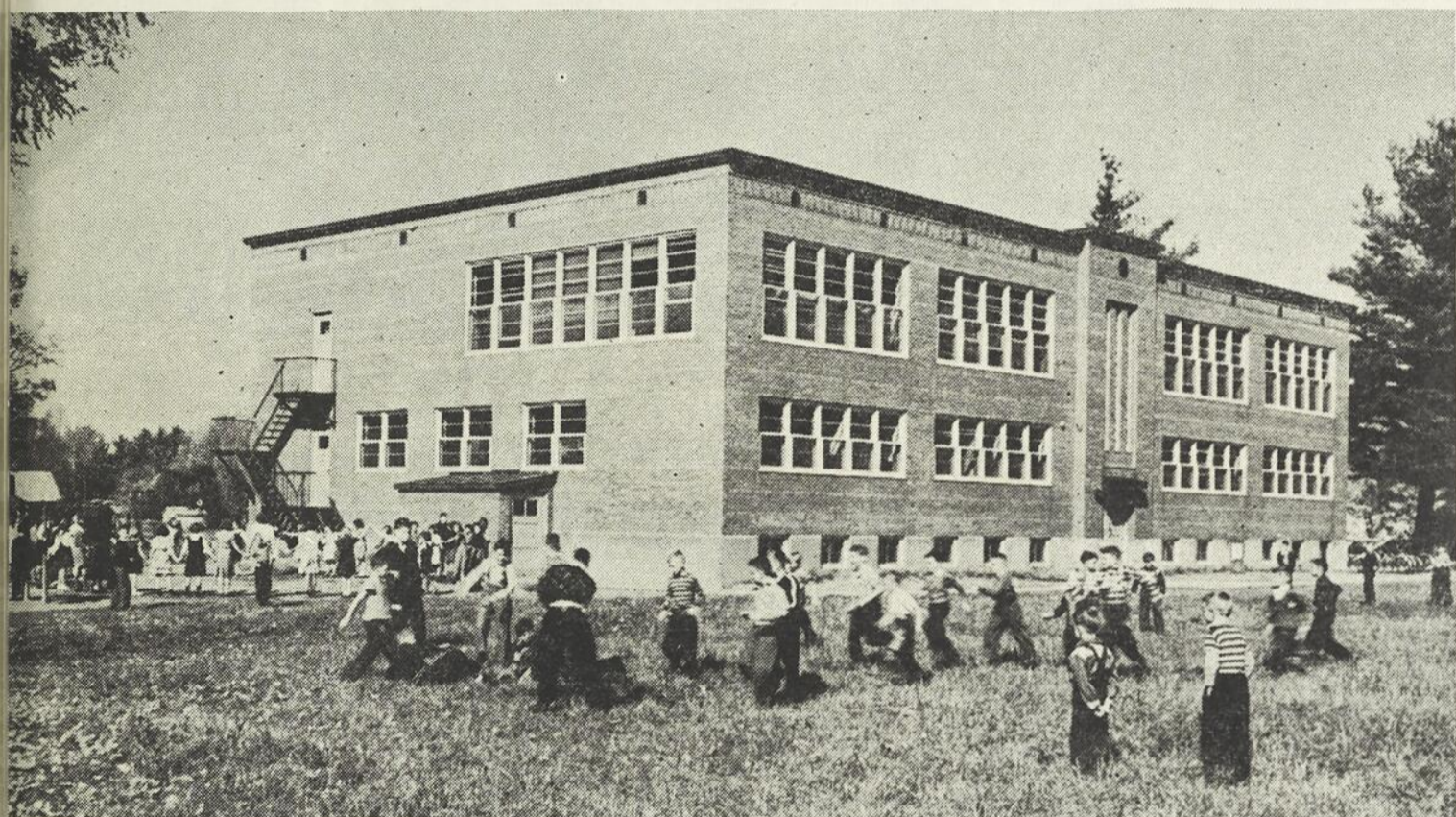
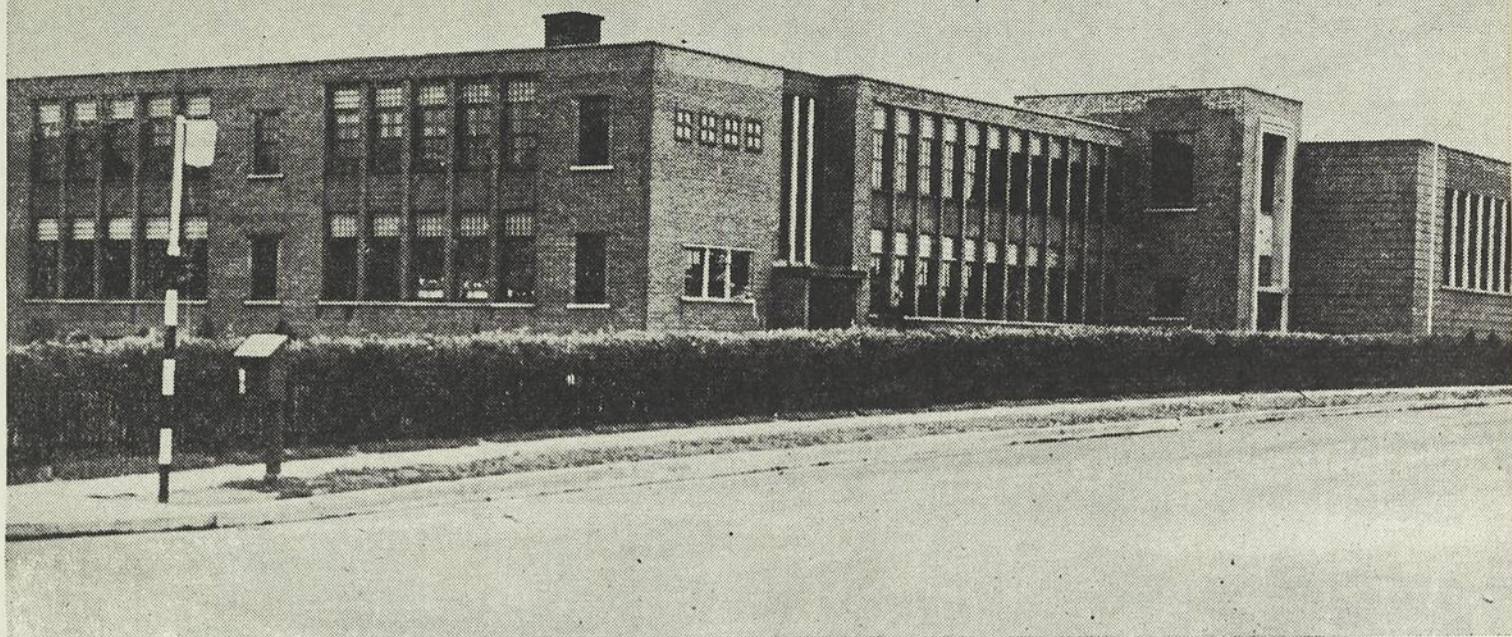
The cost of the newest buildings has been far beyond what anyone contemplated twenty years ago. A building outside of Montreal, Quebec or Sherbrooke that cost more than \$50,000 to \$100,000 in 1930 was unthought of. Several of the schools now built and projected will cost \$400,000 or more apiece. The cost of the new buildings and extensions detailed below, exclusive of those under the Protestant School Board of Greater Montreal, is \$9,240,685. The schools built and in course of construction in Greater Montreal have cost approximately \$11,807,429.

Of the forty-four Protestant High Schools outside the area of the Protestant School Board of Greater Montreal, seventeen new buildings have been completed and another sixteen remodelled or enlarged from January 1st, 1930 to November 30th, 1951.

(a) Complete new buildings (High Schools):

<i>School</i>	<i>Year</i>	<i>Cost</i>	<i>School</i>	<i>Year</i>	<i>Cost</i>
North Hatley	1930	\$ 30,270	Three Rivers	1947	300,000
Windsor and Brompton	1930	21,000	Buckingham	1947	244,000
Sawyerville	1931, 1951	30,000	Riverbend	1949	80,000
Noranda	1932, 1939	150,000	Drummondville	1949	265,000
Bedford	1934	33,900	Percival High	1949	400,000
Thetford Mines	1936	50,000	Ayer's Cliff	1950	142,000
Quebec	1941	246,195	Asbestos-Danville- Shipton	1951	344,400
Richmond	1943	110,000	Ste. Agathe	1951	447,450
Knowlton	1946, 1950	\$ 408,309	Total		<u>\$3,302,524</u>

THREE
RIVERS
HIGH
SCHOOL

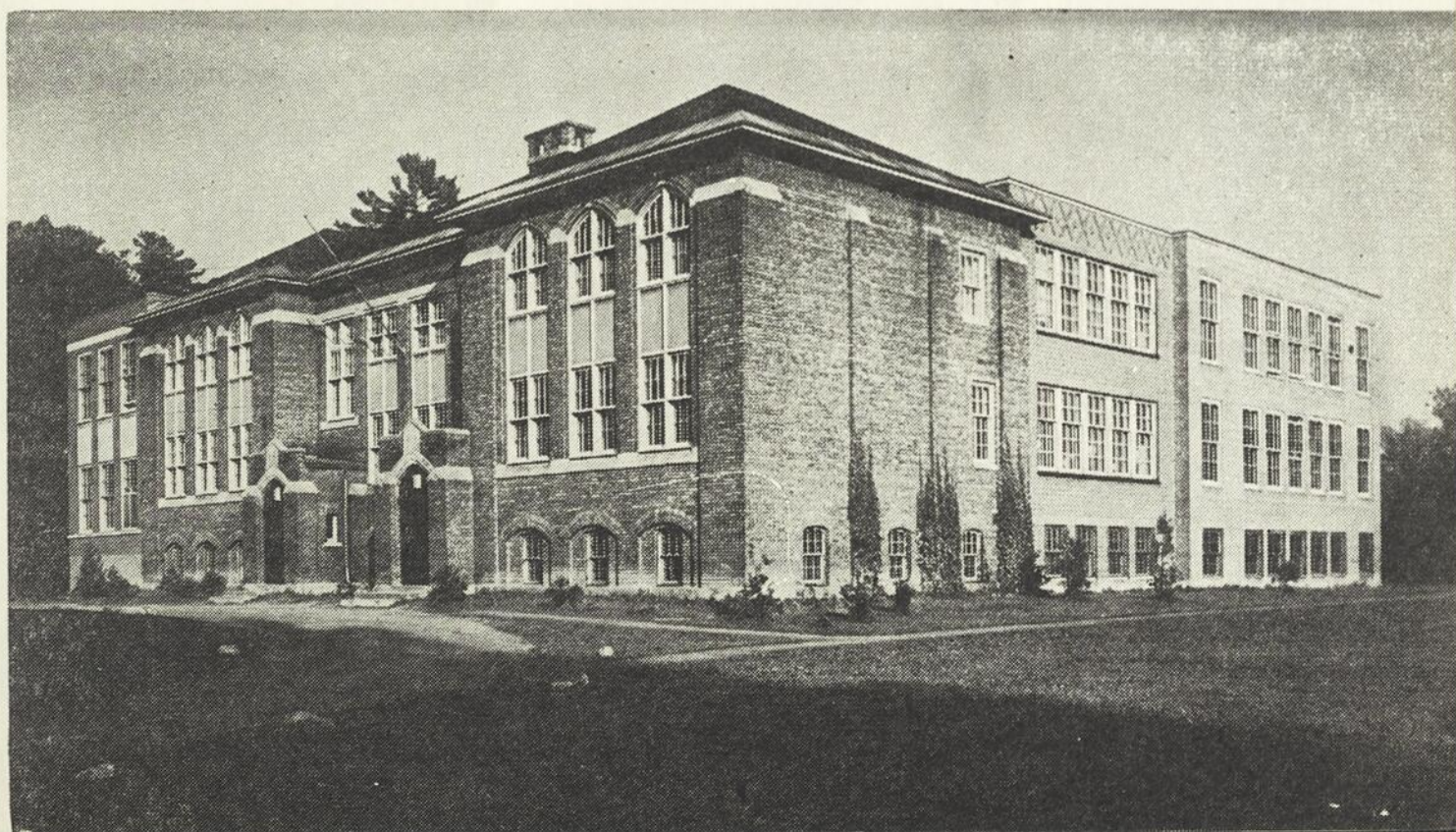


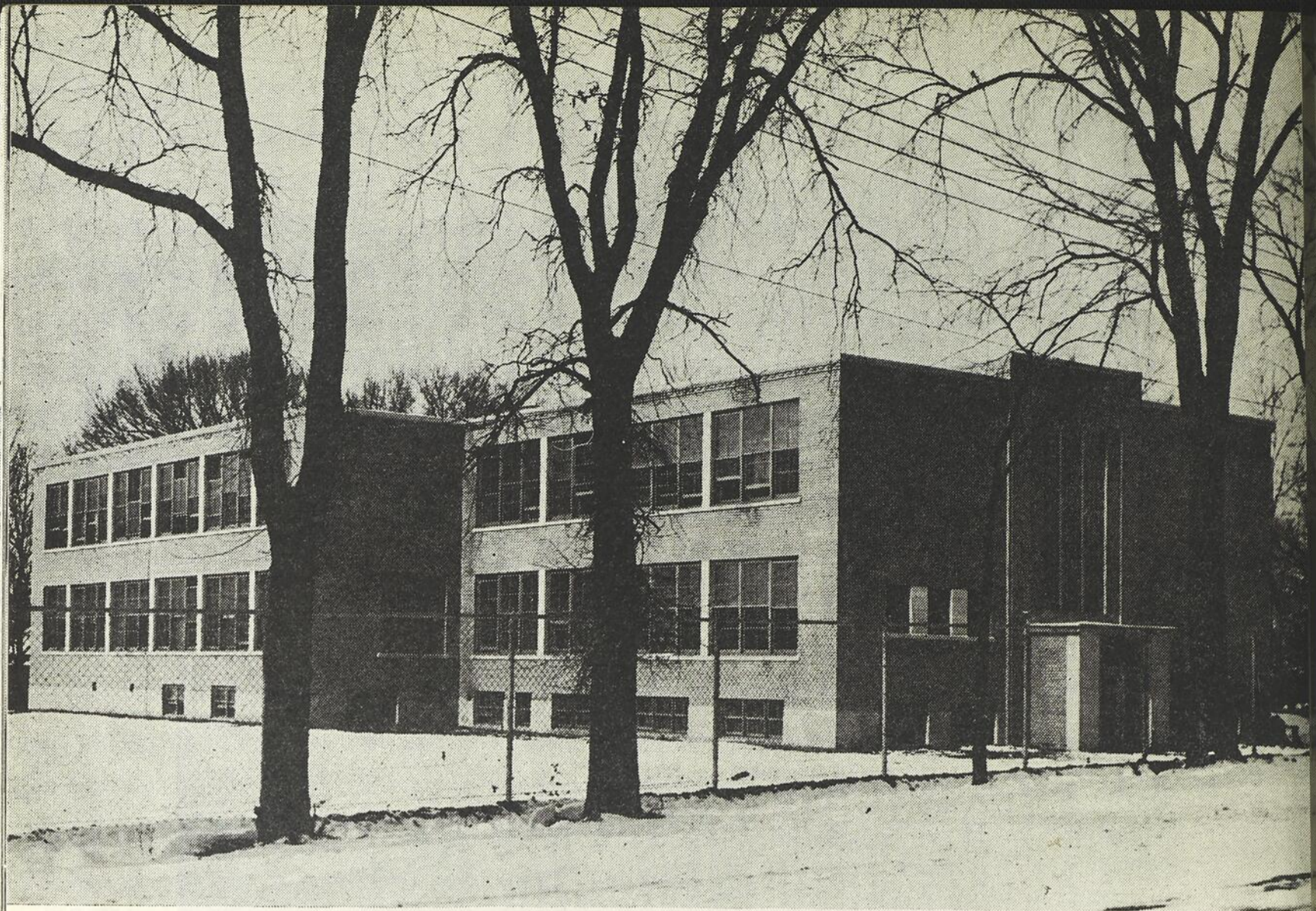
AYER'S
CLIFF
HIGH
SCHOOL

A CON-
TRAST IN
CONS-
TRUCTION.

FORE 1919
REAR 1948.

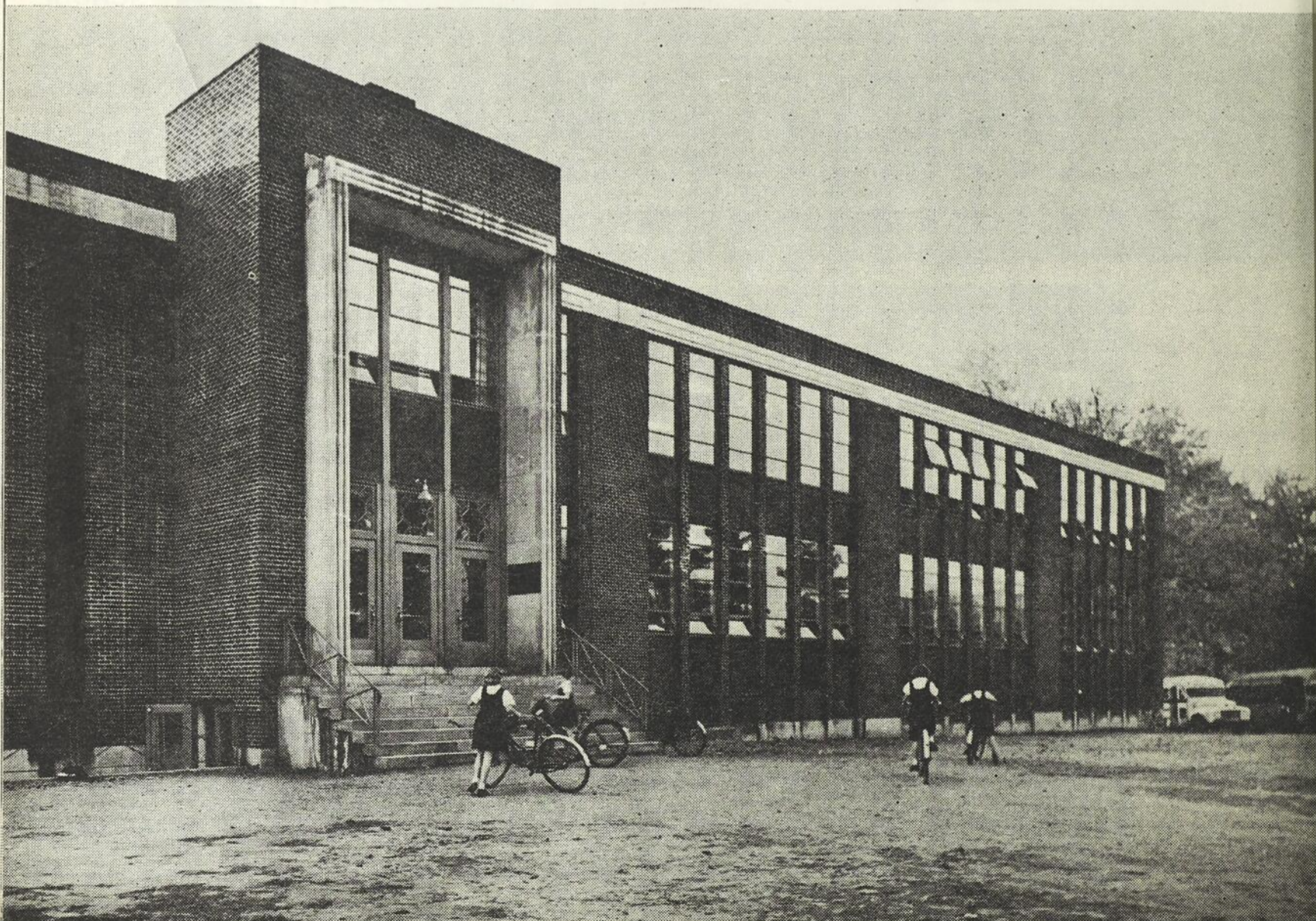
HUDSON
HIGH
SCHOOL

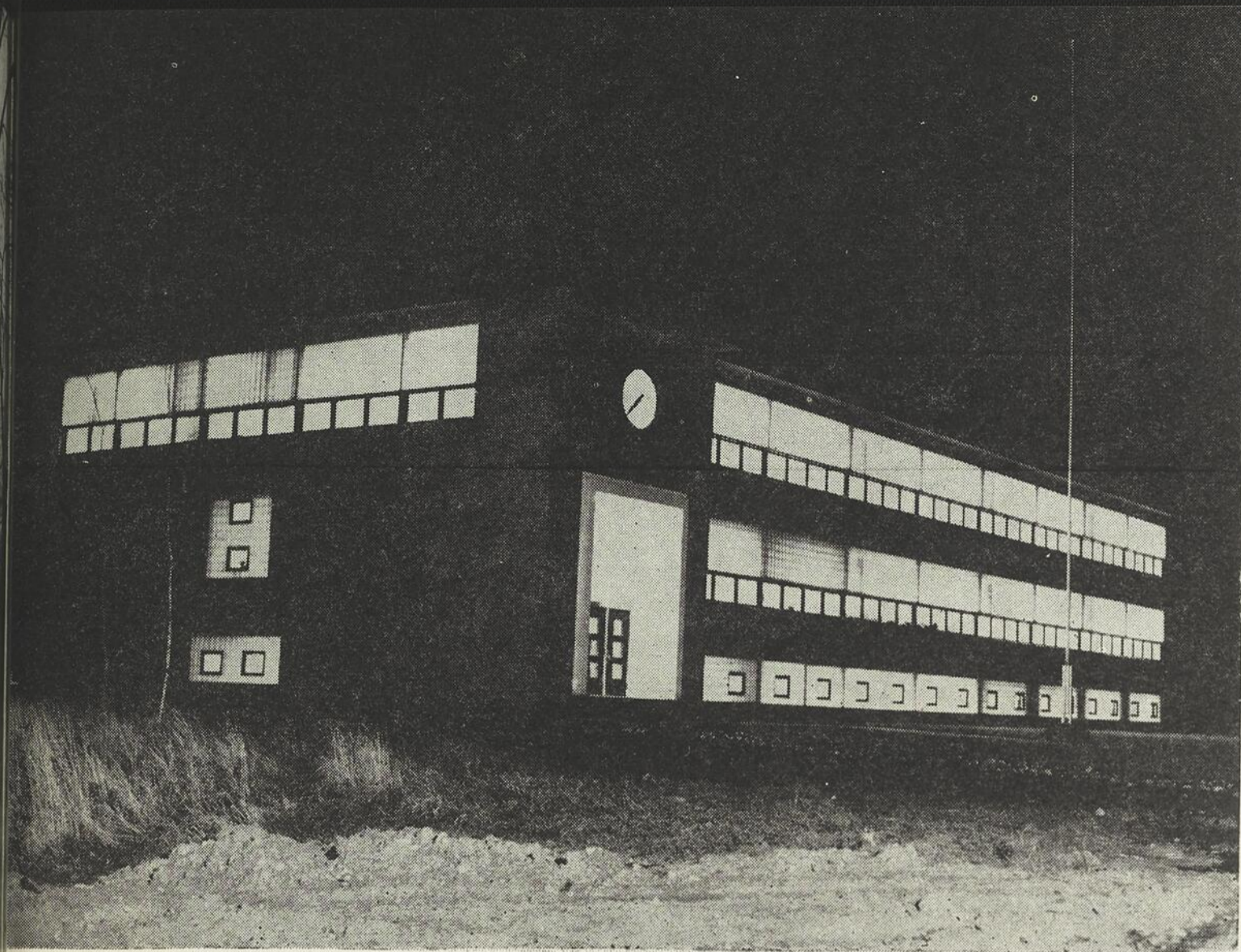




GRANBY HIGH SCHOOL

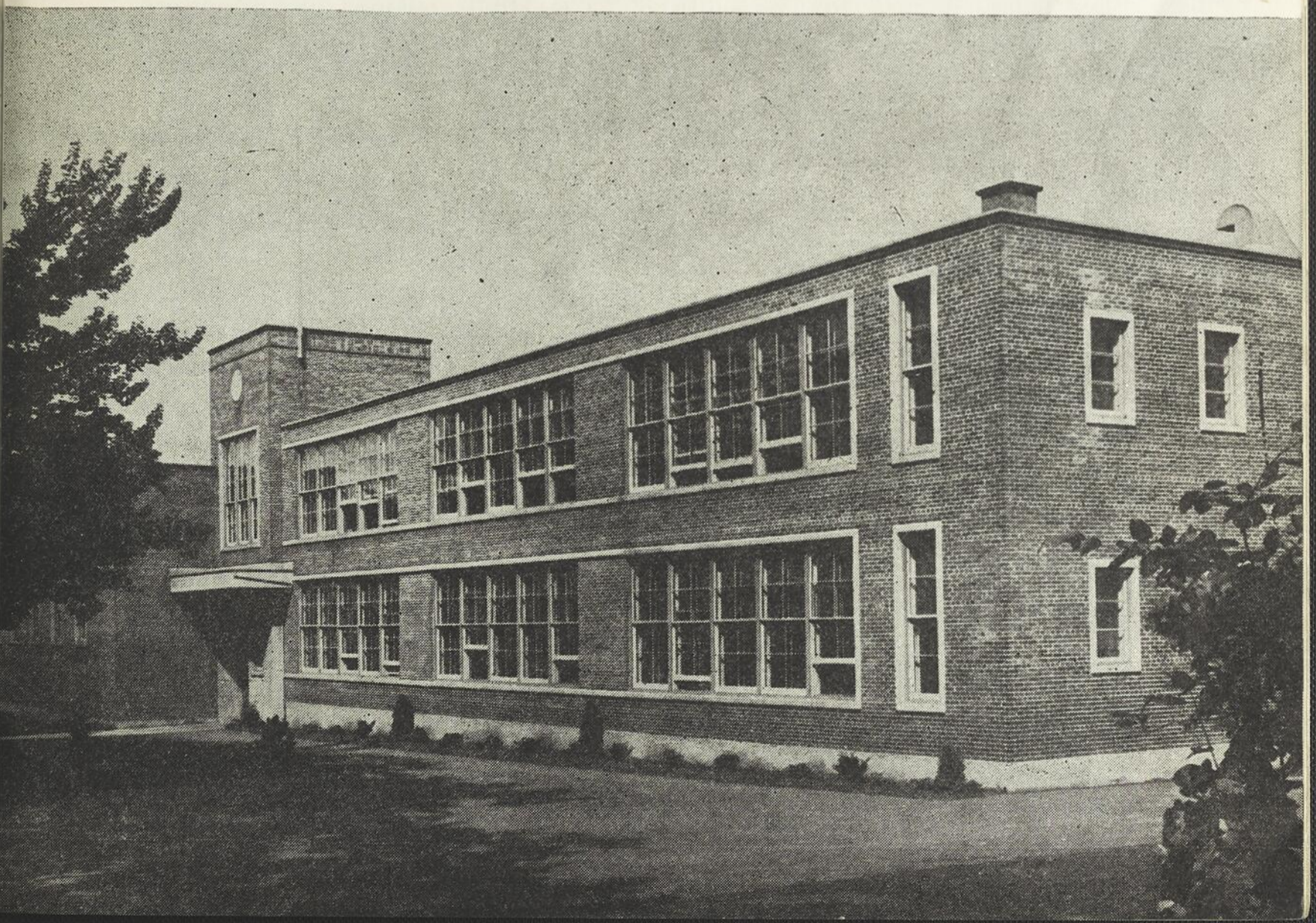
BUCKINGHAM HIGH SCHOOL





MODERN
ILLUMI-
NATION.
PERCIVAL
COUNTY
HIGH
SCHOOL,
VAL D'OR

WATERLOO HIGH SCHOOL



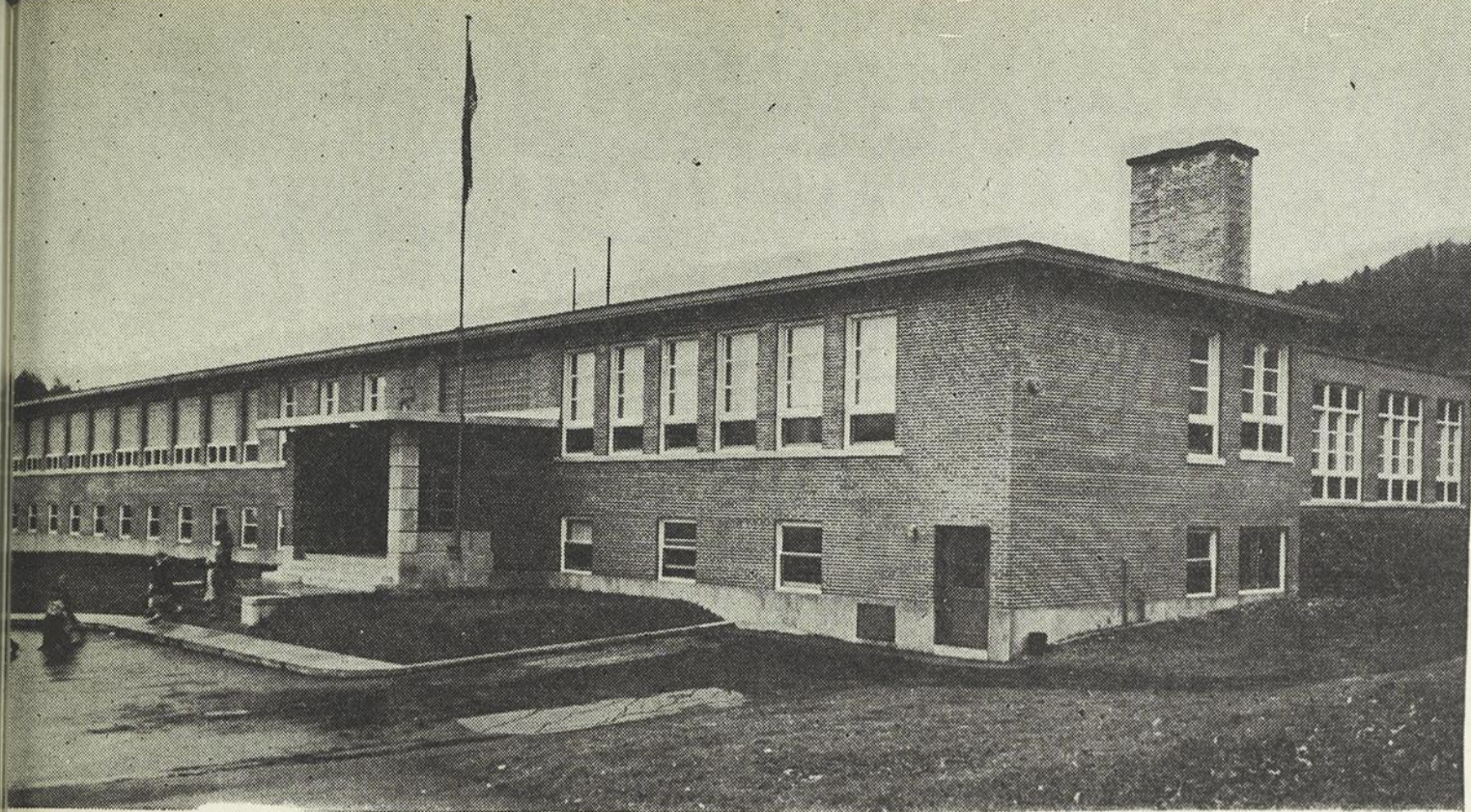
(b) High Schools remodelled or enlarged to such an extent that they may be classified as practically new schools at the time of the reconstruction:

<i>School</i>	<i>Year</i>	<i>Cost</i>	<i>School</i>	<i>Year</i>	<i>Cost</i>
Danville	1930	\$ 10,000	Huntingdon	1940	\$ 82,700
Howick	1931, 1949	244,906	Granby	1942, 1951	255,000
Lennoxville	1932	25,500	Cowansville	1947	175,000
Ormstown	1932	32,286	Waterloo	1949	260,000
Lachute	1933, 1950	601,300	Valleyfield	1949	106,000
Shawinigan Falls	1933	34,130	Kenogami	1949	25,000
Asbestos	1933	13,000	(Gymnasium only)		
La Tuque	1939	18,770	Cookshire	1950	35,000
Hudson	1939, 1947	251,000			
			Total		\$2,169,592

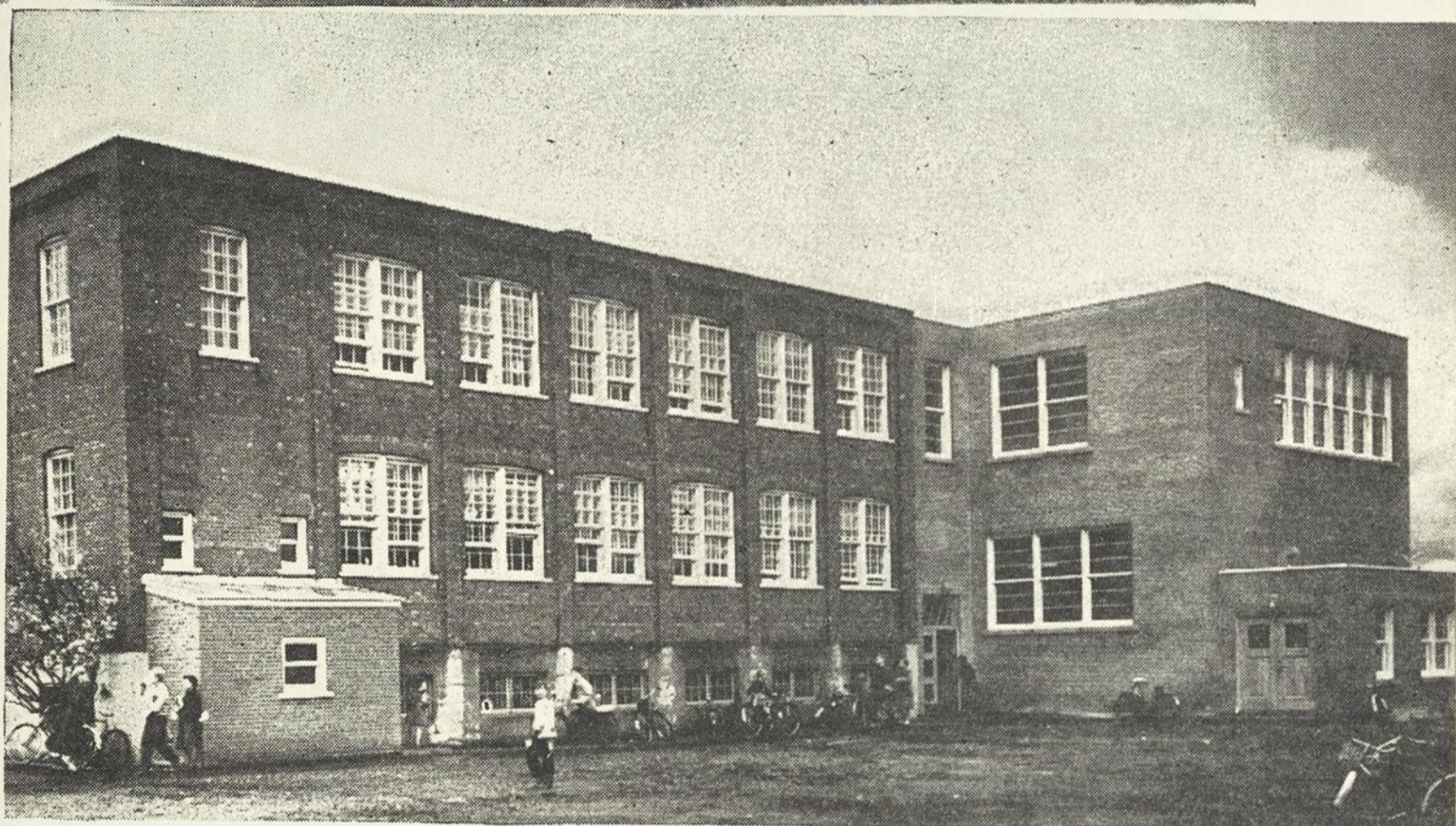
Of the sixty Intermediate Schools of the Province, forty-one new buildings have been completed and thirteen remodelled or enlarged.

(a) Complete new buildings (Intermediate Schools):

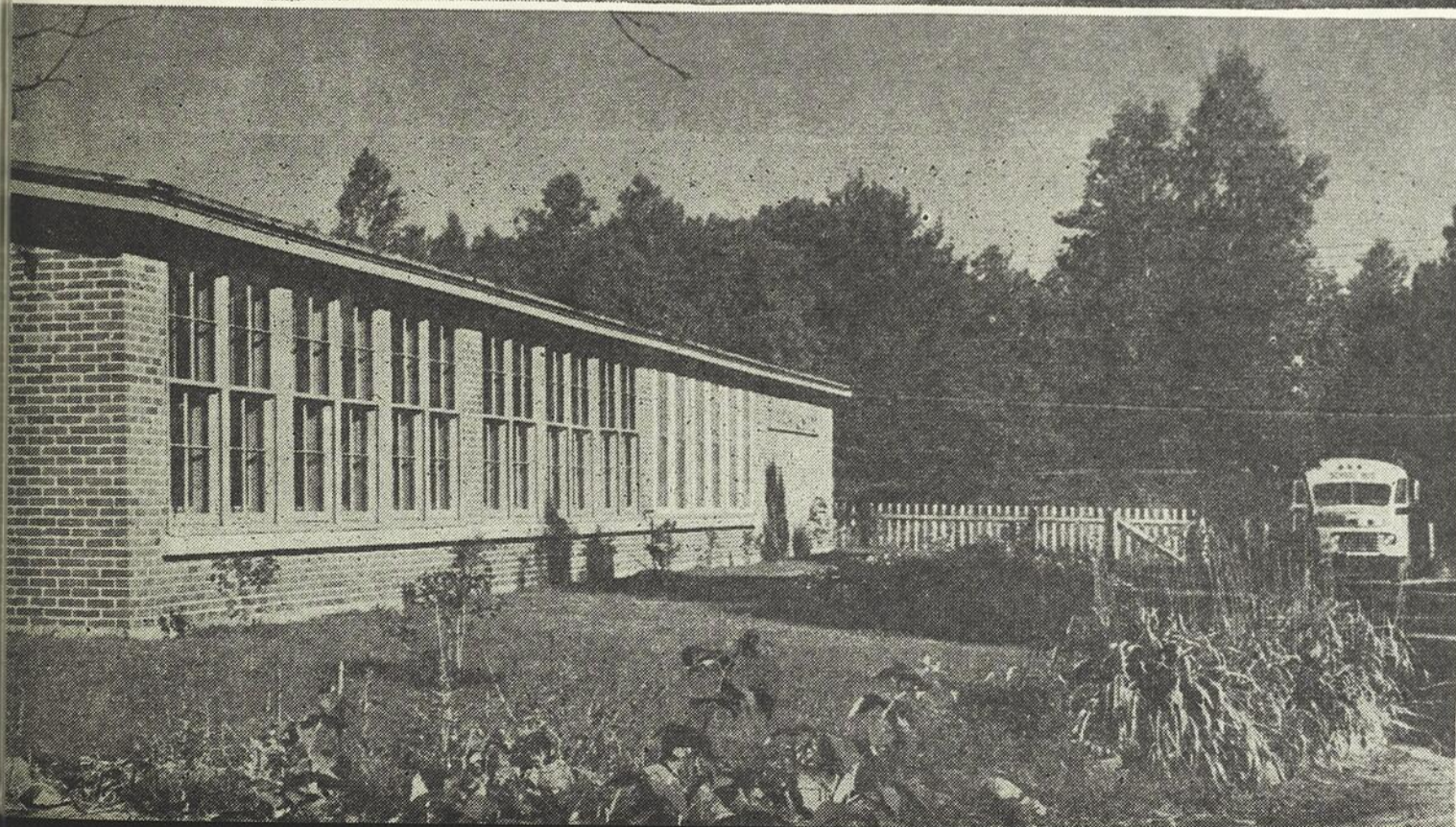
<i>School</i>	<i>Year</i>	<i>Cost</i>	<i>School</i>	<i>Year</i>	<i>Cost</i>
Arundel	1930, 1950	\$ 173,500	Melbourne Town-		
Dolbeau	1930, 1951	64,000	ship	1940	\$ 7,317
Dunham Village	1930	4,900	Wakefield		
Campbell's Bay	1930	10,000	(La Peche)	1941	26,418
Iron Hill	1931	5,191	Grenville	1941, 1950	80,070
Metis Beach	1931	6,585	Comeau Bay	1941, 1947	87,000
Black Cape (New			Grenville (Kilmar)	1944	12,000
Richmond)	1931, 1935	6,378	Grande		
Philipsburg Village	1931	8,000	Fresnière	1944, 1947	57,000
Stanbridge East	1933	15,030	Belle Anse	1945	55,192
Georgeville	1934	9,000	Ste. Thérèse	1945, 1949	70,565
Gatineau	1936	30,294	Shoolbred		
Bulwer	1936	11,100	(Escuminac)	1947	48,000
Bourlamaque	1936	25,000	Valcartier	1948	57,364
Bristol	1937	6,365	Beauharnois	1949	129,200
St. Laurent de Ma-			Gaspé Bay North	1949	61,975
tapedia	1937	7,000	Clarenceville	1937, 1949	79,000
Bonaventure	1938	5,219	Rawdon	1950	70,000
New Richmond			Hull Township	1951	102,000
Centre	1938	19,600	Onslow	1951	105,000
York	1938	8,582	Morin Heights	1951	213,000
Val d'Or	1938	60,000	Agnes & Megantic	1951	39,036
Malartic	1939, 1947,		Terrebonne Heights		
	1948	64,302	(Mascouche)	1951	69,829
Grand Cascapedia	1939	12,800	Ste. Rose	1951	124,000
			Total		\$2,046,812



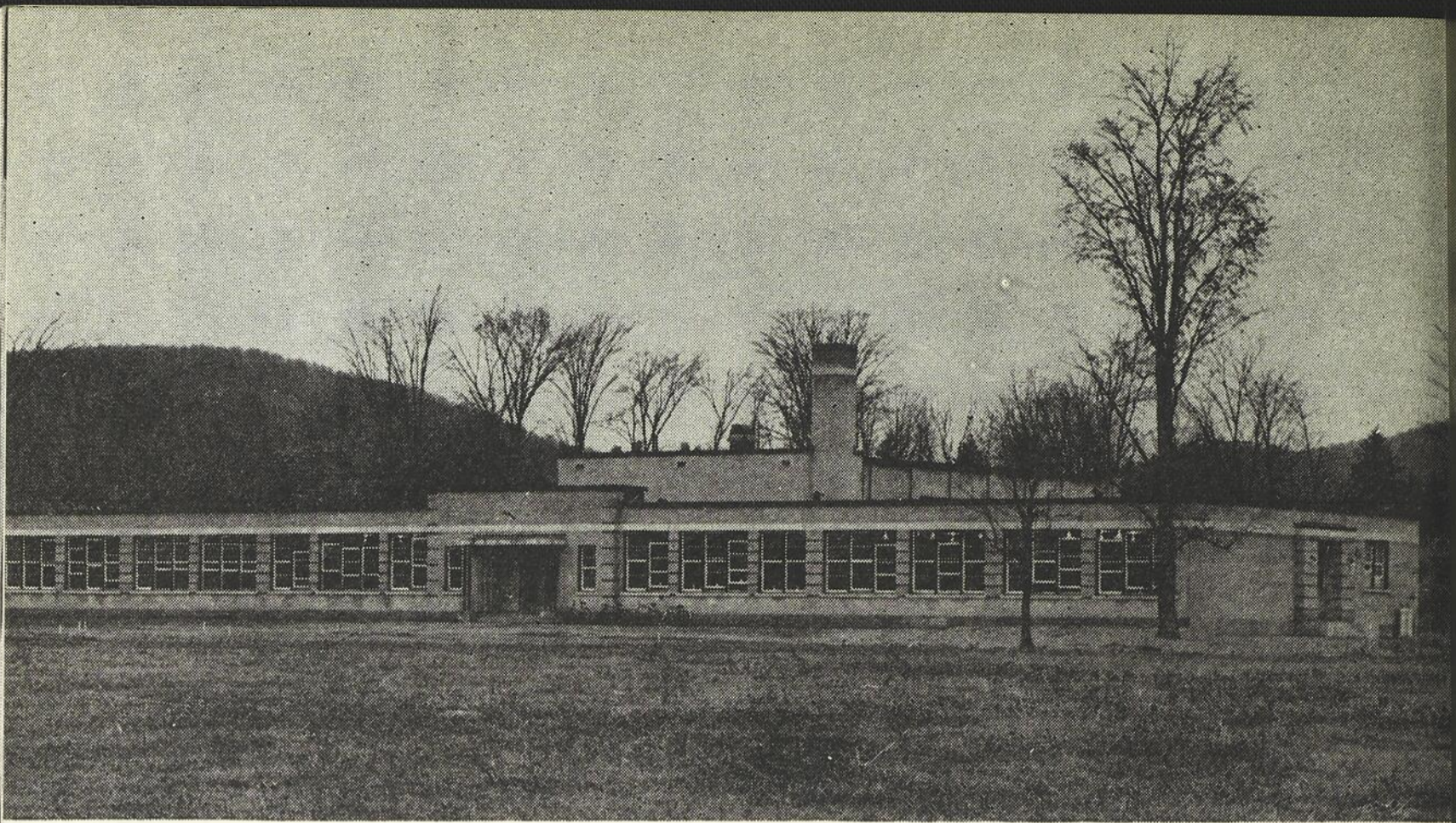
STE.
AGATHE
HIGH
SCHOOL



BROWNS-
BURG
INTER-
MEDIATE
SCHOOL

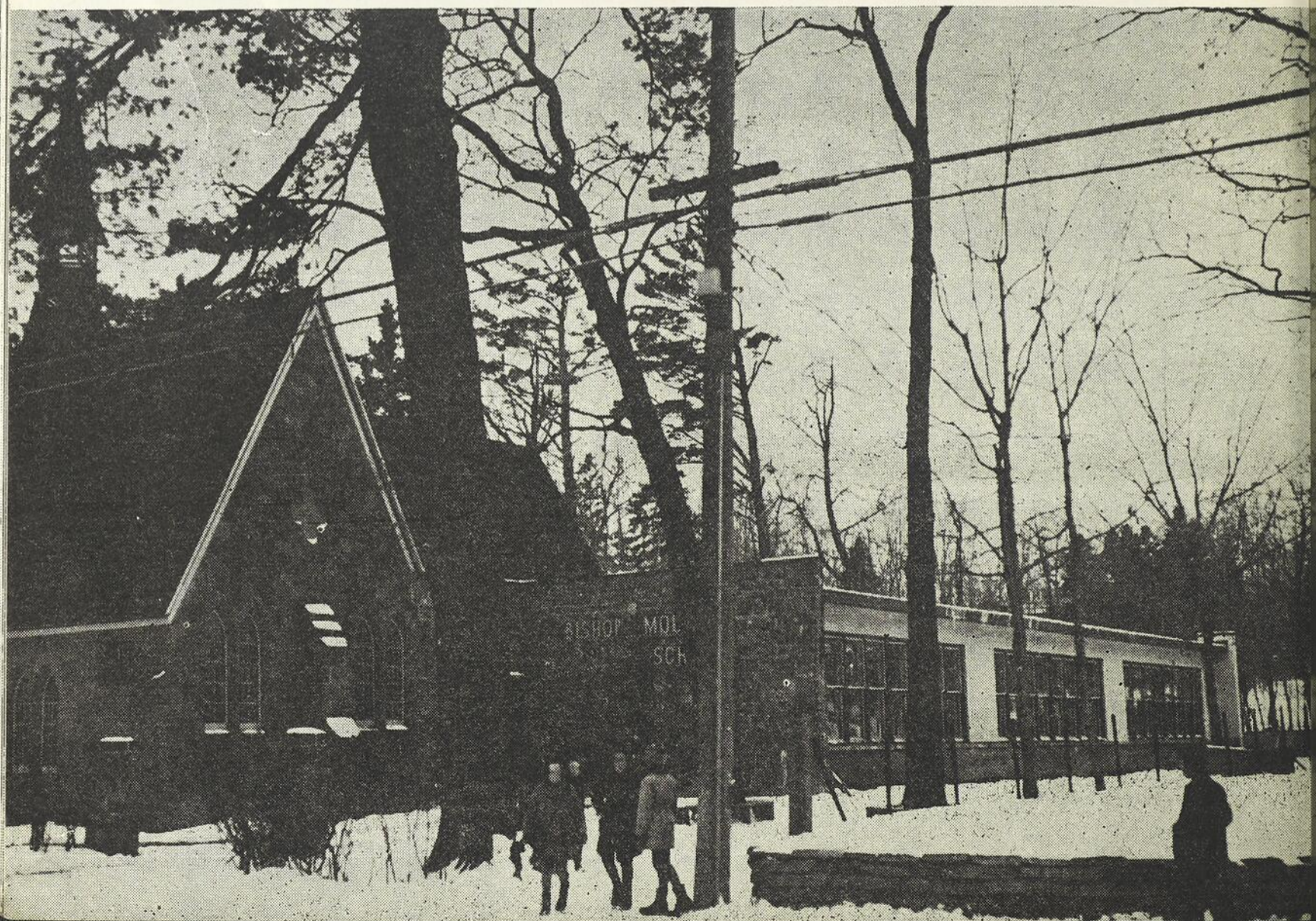


LEWIS
KING
INTER-
MEDIATE
SCHOOL,
TERRE-
BONNE
HEIGHTS



MORIN HEIGHTS INTERMEDIATE SCHOOL

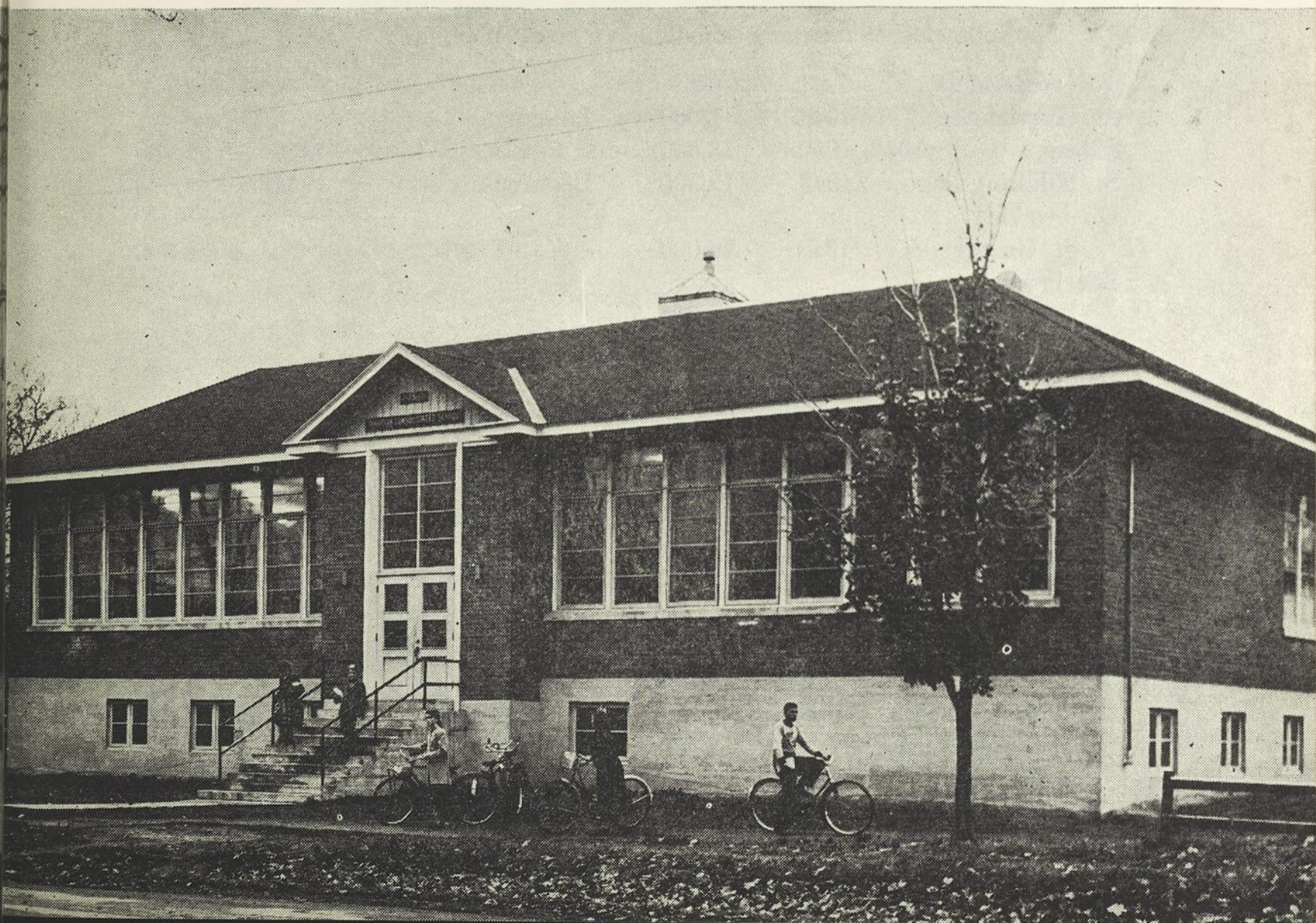
ANOTHER CONTRAST IN OLD AND NEW,
BISHOP MOUNTAIN SCHOOL, SILLERY.





McMASTERVILLE INTERMEDIATE SCHOOL — EXTENSION AT REAR

RAWDON INTERMEDIATE SCHOOL



(b) Intermediate Schools enlarged or remodelled to such an extent that they may be classified as practically new schools at the time of the reconstruction:

<i>School</i>	<i>Year</i>	<i>Cost</i>	<i>Municipality</i>	<i>Year</i>	<i>Cost</i>
Ulverton	1935	\$ 1,200	Kilmar		
Hopetown (Paspébiac)	1937	7,079	(former school)	1940	\$ 2,500
Mansonville	1938	3,000	Namur	1947	15,255
South Durham	1939	3,700	Belle Anse	1949	36,807
Gaspé Bay			McMasterville	1950	110,000
South	1939, 1943	9,258	Brownsburg	1951	208,000
Arvida	1940	68,000	Beebe	1951	15,000
Riverbend (former school)	1940	11,000	Total		\$ 490,799

The records quoted above show that of the 104 high and intermediate schools off the Island of Montreal no fewer than 87 have been built or entirely renovated since 1930.

The following large elementary schools have been built in the same period:

<i>Municipality</i>	<i>Year</i>	<i>Cost</i>	<i>Municipality</i>	<i>Year</i>	<i>Cost</i>
St. Hubert	1950	\$ 79,000	Valois	1951	290,567
Longueuil (Mackayville)	1950	70,000	Thurso	1951	55,085
Longueuil (Montarville)	1951	45,331	Total		\$ 539,983

The following elementary schools have been enlarged:

<i>Municipality</i>	<i>Year</i>	<i>Cost</i>	<i>Municipality</i>	<i>Year</i>	<i>Cost</i>
St. Gabriel East	1940	\$ 4,000	Longueuil		
Sillery	1942, 1950	78,000	(William White)	1950	91,000
St. Hilaire Village	1943	12,300	Beaurepaire	1951	59,600
Quebec City (St. George's)	1949	76,000	Total		\$ 388,900
Sherbrooke (Lawrence)	1949	\$ 68,000			

RURAL ELEMENTARY SCHOOLS

The one-room rural elementary schools built from 1930 to November 30, 1951 number 142, the total cost being \$270,135.

The following schools have been built in Colonization Centres:

<i>Address</i>	<i>Year</i>	<i>Cost</i>	<i>Address</i>	<i>Year</i>	<i>Cost</i>
Newport Township	1937	\$ 597	Joannes Township	1935	1,500
Newport Township	1938	719	Joannes Township	1936	1,500
Oskelaneo River	1943	2,493	Joannes Township	1936	1,500
Rollet	1943	2,380	Total		\$ 12,189
Joannes Township	1935	\$ 1,500			

The following schools were built on the north shore of the St. Lawrence River, Saguenay County:

<i>Address</i>	<i>Year</i>	<i>Cost</i>	<i>Address</i>	<i>Year</i>	<i>Cost</i>
Old Fort Bay	1930	\$ 1,386	Harrington	1949	\$ 2,420
St. Augustine	1930, 1943	2,040	Aylmer Sound	1949	2,930
La Tabatière	1930	972	Spoon Cove	1949	2,284
Wolf Bay	1933	1,150	Fox Island	1951	1,800
Bradore Bay	1935	1,448			
Gull Cliff	1942	1,655	Total		\$ 19,751
Kegashka	1942	1,666			

The total cost of building the rural elementary schools, colonization schools and schools in Saguenay County is \$302,075.

In summary, the cost of all types of schools (exclusive of those under the Protestant School Board of Greater Montreal) built, enlarged and repaired during the period January 1st, 1930 to November 30th, 1951 is \$9,240,685. The Montreal expenditure of \$11,807,429 brings the grand total for construction during this period to \$21,048,114.

<i>Type of Schools</i>	<i>Work</i>	<i>Total Cost</i>	<i>Type of Schools</i>	<i>Work</i>	<i>Total Cost</i>
Secondary	New	\$5,349,336	Rural		
Secondary	Extensions	2,660,391	elementary	New	302,075
Elementary	New	539,983			
Elementary	Extensions	\$ 388,900	Total		\$9,240,685

NEW PROJECTS

In addition to the buildings erected and the annexes completed, a very extensive building programme is in operation and another projected. Never before in the history of Protestant education has there been such an expansive development.

SCHOOLS UNDER CONSTRUCTION:

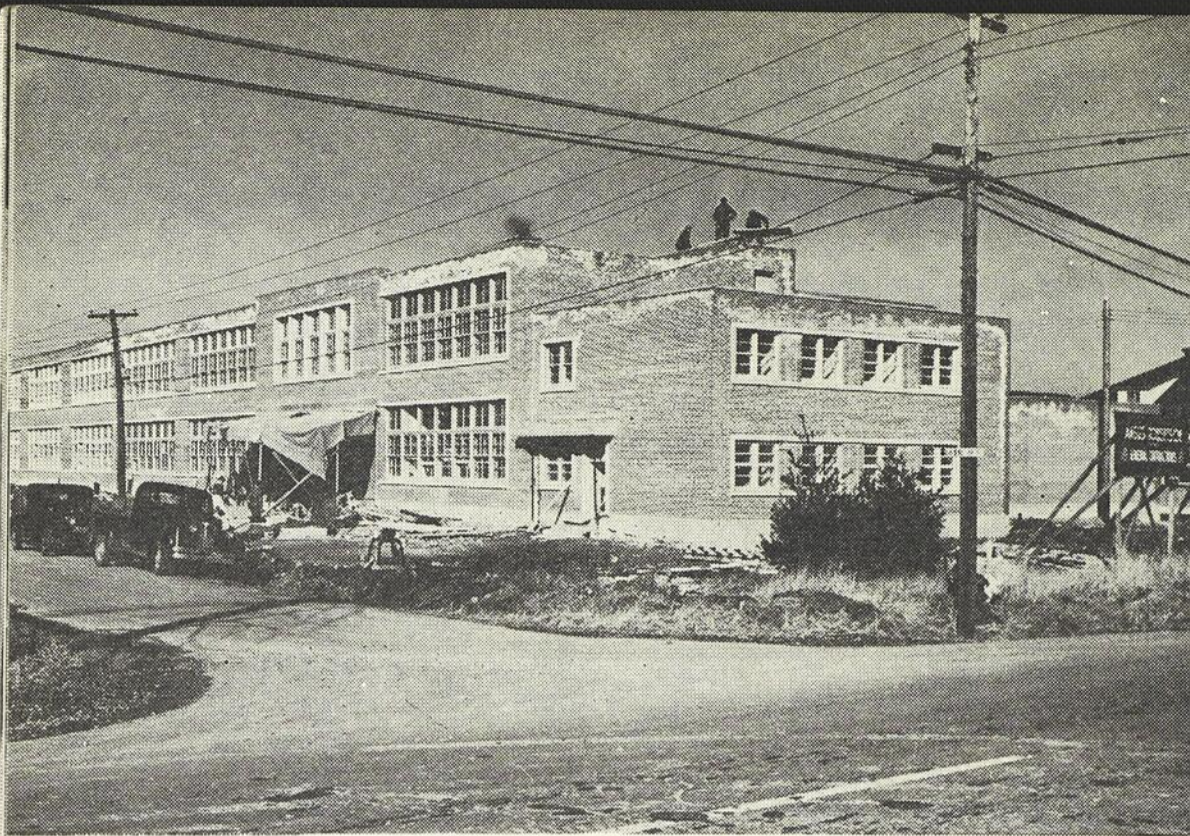
(a) *High Schools*: Baie d'Urfé-Senneville (new), Clarendon (Shawville) (new), Lennoxville (extension), Magog (new), Richmond (extension), Shawinigan Falls (extension), Valleyfield (extension).

(b) *Intermediate*: Potton (Mansonville) (new), Lake of Two Mountains (new).

(c) *Elementary*: Chambly-Richelieu (extension), Rock Island-Stanstead (new), Pointe Claire and Beaconsfield (Valois) (extension).

SCHOOLS FOR WHICH PLANS HAVE BEEN PREPARED:

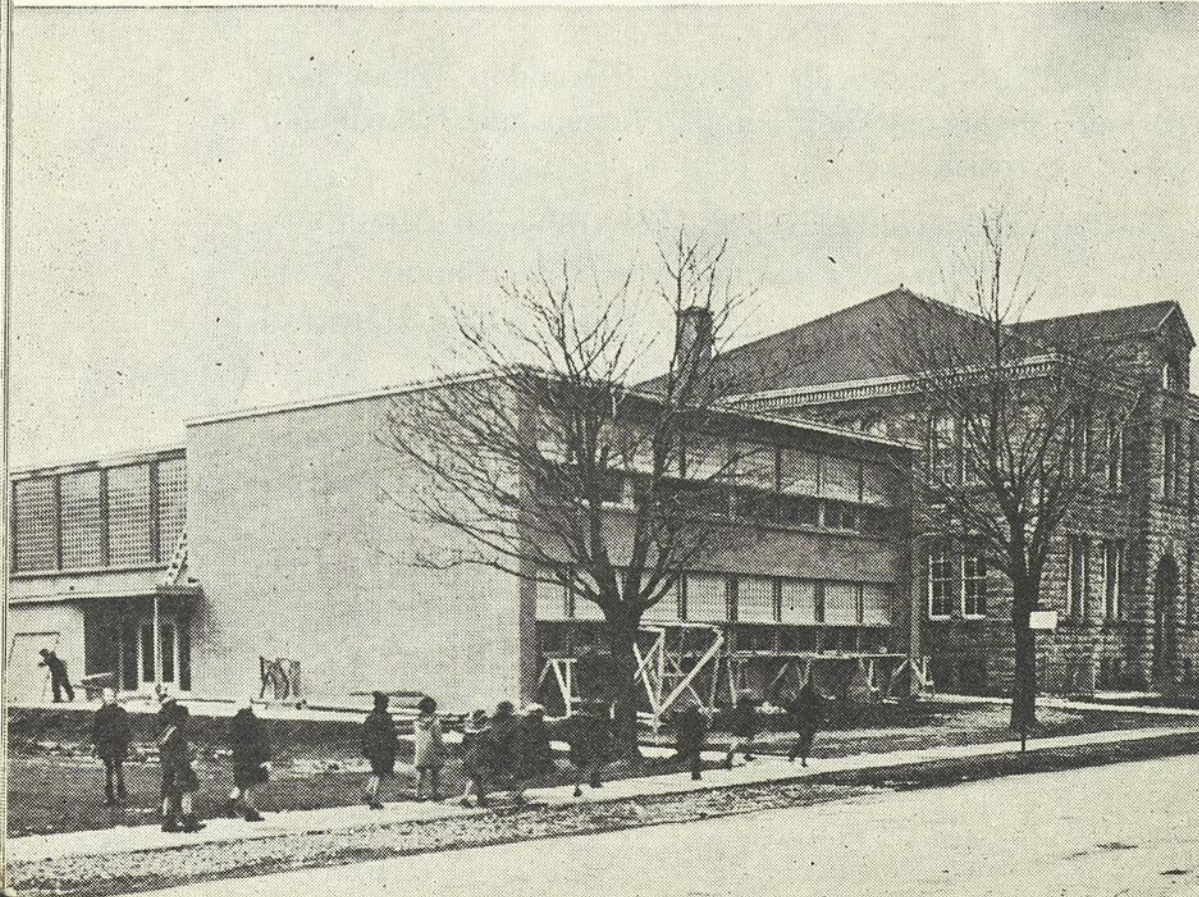
(a) *High Schools*: Aylmer (new), Cox (New Carlisle) (extension), Hudson (extension), Noranda (extension), Quebec City (extension), Sherbrooke (extension), St. Lambert (new).



**SCHOOLS
UNDER
CONSTRUCTION.**

**LAKE OF
TWO MOUNTAINS
SCHOOL,
STE. EUSTACHE
SUR LE LAC
NOVEMBER 1951**

**ARCHITECT'S
DRAWING OF
ENLARGED
ST. FRANCIS
HIGH
SCHOOL,
RICHMOND**



**GYMNASIUM
UNDER
CONSTRUCTION.
GALT INSTITUTE,
VALLEYFIELD
NOVEMBER 1951**

(b) *Intermediate Schools*: Aylwin (new), Gatineau (extension), Hemmingford (extension), Hull City (new), Shigawake-Port Daniel (new).

(c) *Elementary Schools*: Chateauguay (extension), Greenfield Park (extension), Grosse Ile (Mag. Islands) (extension), Pinehurst-East Greenfield (new), Poltimore (new), Rivière Bleue (new), Ste. Thérèse (Rosemere) (extension), Village of St. Hilaire (extension).

NEW SCHOOLS, EXTENSIONS OR REMODELLING NEEDED:

(a) *High Schools*: Bedford (extension), Bury (new), Coaticook (extension and remodelling), Sutton (extension and remodelling).

(b) *Intermediate Schools*: Gaspé Bay South-Gaspé Village-York (new), Grenville (Kilmar) (extension), Hull Township (extension), Namur (extension), Onslow (extension), Rouyn (new), Waterville (new).

(c) *Elementary Schools*: St. Constant (new), Ste. Adèle (new).

Further Steps towards Larger Consolidations

In 1944 twenty-three High Schools had an enrolment of fifty or fewer pupils in Grades VIII-XI. Only three of the seventy-seven schools which then had Intermediate status had more than forty pupils in Grades VIII-X. Seventeen of the twenty-four special Intermediate Schools had fewer than ten pupils in these grades, some none at all. Two others had twelve, and one sixteen in Grades VIII, IX and X. The consequence was that an attempt was made then towards a new and more extensive type of consolidation in the Protestant schools of the Province of Quebec so that Protestant pupils might have available the educational facilities that they needed.

Though many of the schools are situated in remote areas, there still remains a sufficient number near enough together to form composite schools where pupils will have a choice of different curricula and make this new type of consolidation more effective. It is now widely known that by means of large transport buses and snowmobiles pupils can be conveyed to centres where they will be able to obtain suitable instruction. Perhaps twenty to forty percent of the high school grades in our present high schools off the Island of Montreal, and the same percentage in the high school grades of the intermediate schools off the Island of Montreal could be closed and the pupils conveyed to central schools where the money would be spent more advantageously, and the instructional benefits would be much greater. The present schools should probably remain open for the young pupils. It may be necessary for some of the pupils in the high school grades to assemble at the present high schools they attend and then be transported elsewhere. It would be easy for the hour of commencement of the classes to be staggered so that little if any loss of time would be rendered necessary because of the re-transportation.

Conveyance of Pupils

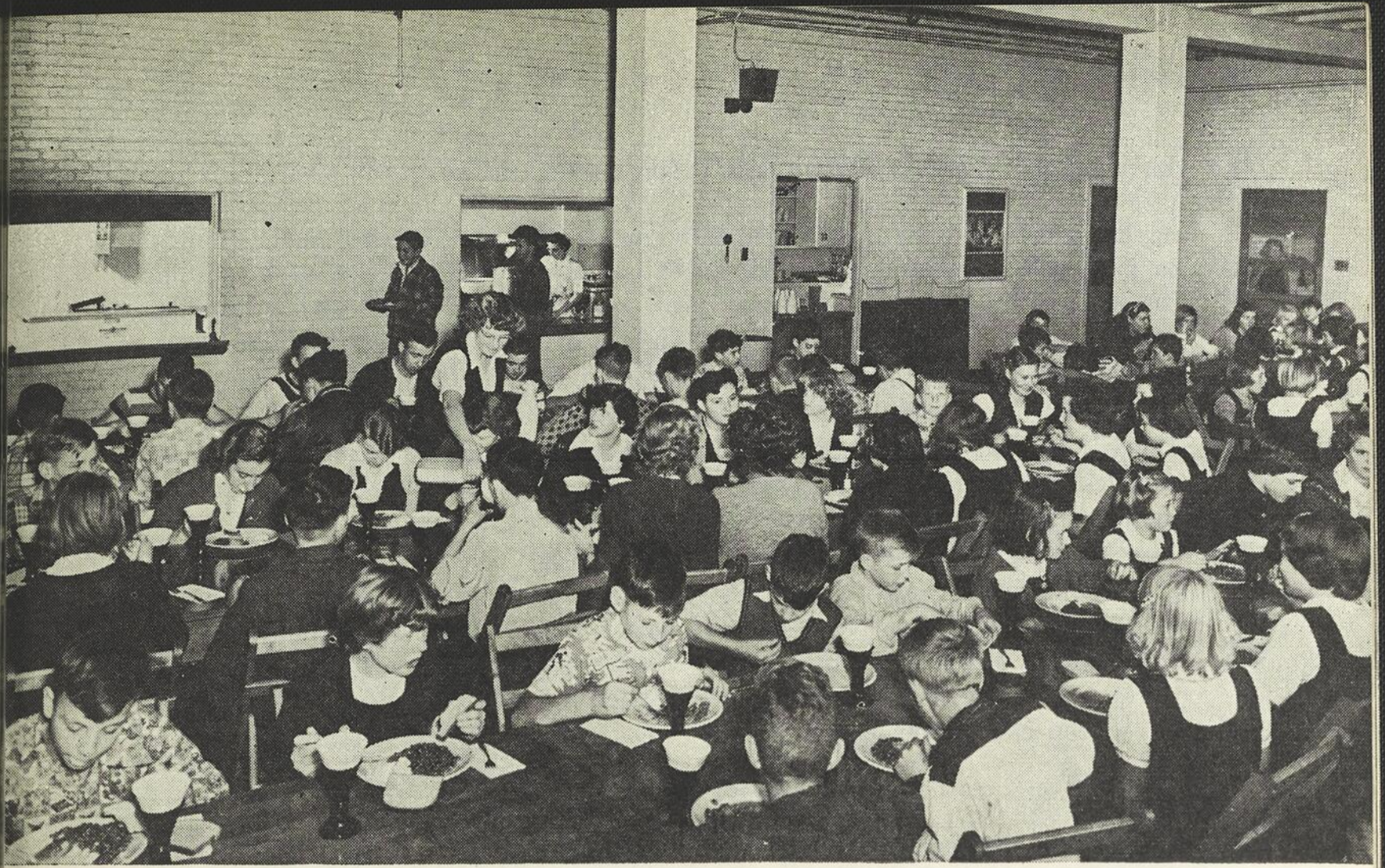
The efficiency of the snowmobile, its ability to travel on schedule, irrespective of the condition of the roads, and the enthusiastic reports of the pupils who were conveyed over long distances convinced the Department that it must exert



SNOWMOBILE WITH FLASHING AMBER LIGHT ON ROOF FOR STORMY WEATHER

BUS GARAGE

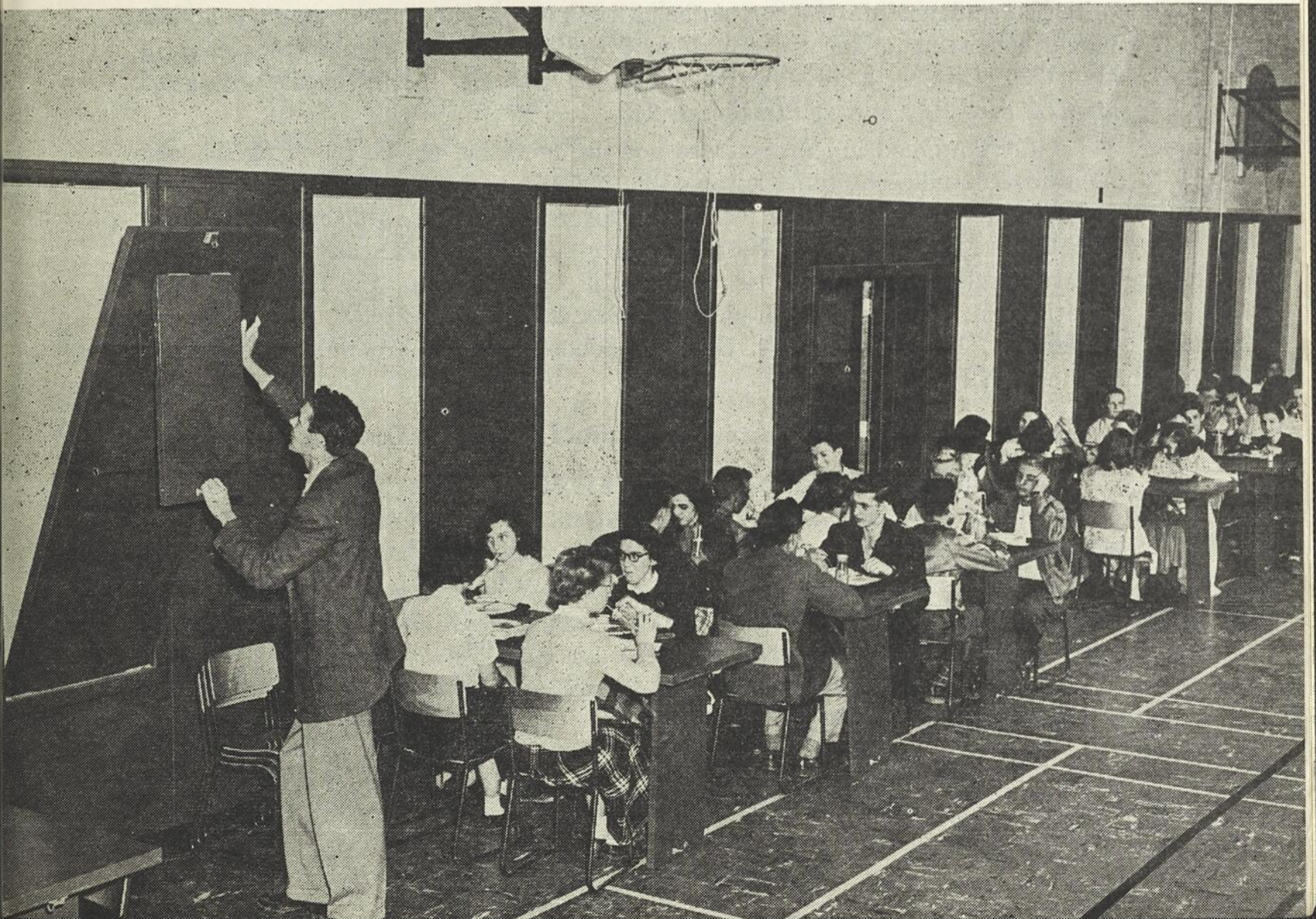




THE BUSY HOUR

CONSOLIDATION MAKES A LUNCHROOM A NECESSITY

A GYMNASIUM CAN BE A LUNCH ROOM



further efforts to extend the consolidated areas. It therefore encouraged Boards to purchase snowmobiles to such an extent that 67 machines were bought in the eight years 1943-1951, the peak year being 1947-1948 when 20 snowmobiles were acquired. These machines cost slightly over \$2,700 each, including taxes.

Years ago, all buses and vehicles were owned by individuals. After the Matapedia experiment had succeeded, described on page 197, the policy of the Department changed and School Boards were encouraged to purchase their own vehicles. As a consequence, eighty-six custom built buses have been purchased by Protestant School Boards. School buses vary in capacity from thirty to sixty passengers and in cost from \$3,100 to \$7,800.

At present seventy-four Protestant consolidated schools are in operation in the Province of Quebec, forty-four of these consolidations, (sixty-four per cent), having been established since 1930. Twenty-three of these schools have high, thirty-two intermediate and nineteen elementary status. Other consolidations have been effected which have since been joined with larger schools.

School Lunchrooms

Conveying pupils to school and keeping them there all day presented a luncheon problem. It is not satisfactory from any point of view for children to bring cold lunches to school and eat them at their desks in classrooms. Realizing this, school boards started to provide lunchrooms, and the Junior Red Cross generously contributed financial assistance to school boards to induce them to provide lunchroom equipment so that hot lunches may be provided for children who would otherwise be without an adequate meal at the noon hour. Thanks to these arrangements, the custom has sprung up of schools providing a complete lunch, consisting of meat, vegetables, bread and dessert at the low charge of about 25 cents per child. At Knowlton, for example, 160 full meals are served at noon each day and at Strathearn 245.

Fully equipped lunchrooms are now in operation at the following schools: Asbestos-Danville-Shipton, Cowansville, Knowlton, Lachute, Ormstown, Scotstown, as well as at the High School of Montreal, Lachine, Maisonneuve, Montreal East, Montreal West, Nesbitt, Rosemount, Strathearn and other schools in Montreal. Schools such as Ayer's Cliff, Buckingham, Cookshire, Howick, Huntingdon, Lennoxville, Richmond, Sawyerville, Shawville, Three Rivers, Valleyfield, Waterloo and St. George's School, Quebec, are well equipped for serving hot lunches.

Schools Built by the Protestant School Board of Greater Montreal

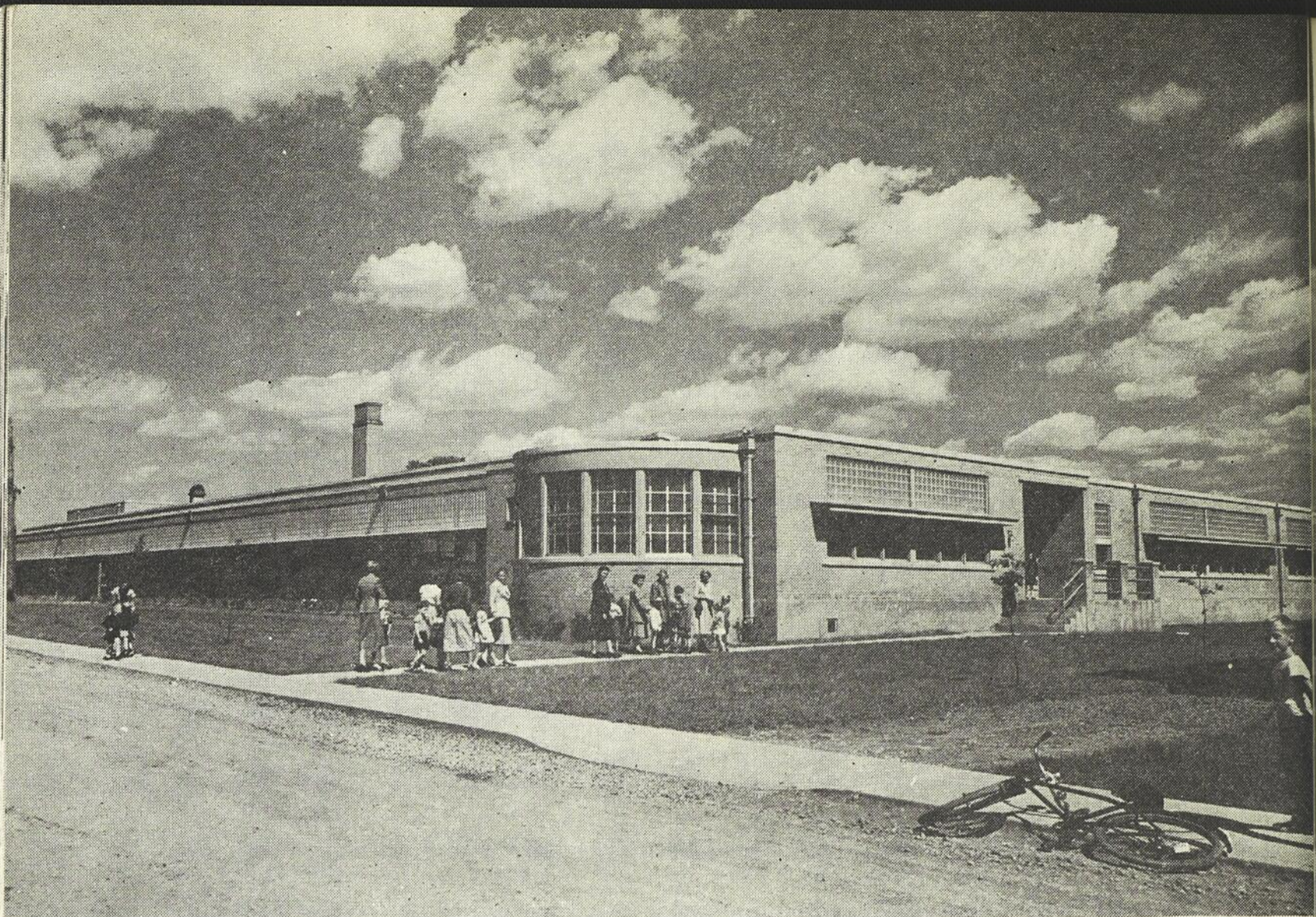
From 1930 to 1951 schools costing \$11,807,429 have been erected by the Protestant School Board of Greater Montreal. The following is a list of such schools built, extended, remodelled or under construction:

A.—High Schools	Date	Approximate Cost of Work
West Hill High School-Addition	1931	\$ 143,900
Montreal West High School	1931	384,632
Strathcona Academy-Addition	1931	61,944

Westmount Junior High School-Addition	1931	103,187
Verdun High School	1932	287,382
Westmount High School	1935	168,513
Mount Royal High Schools	1938, 1951	1,753,568
Lachine High School-Addition	1939	173,022
St. Laurent High School-Additions	1944, 1951	209,658
Monklands	1951	1,975,611
Rosemount	1951	1,504,238
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	Total	\$6,765,655

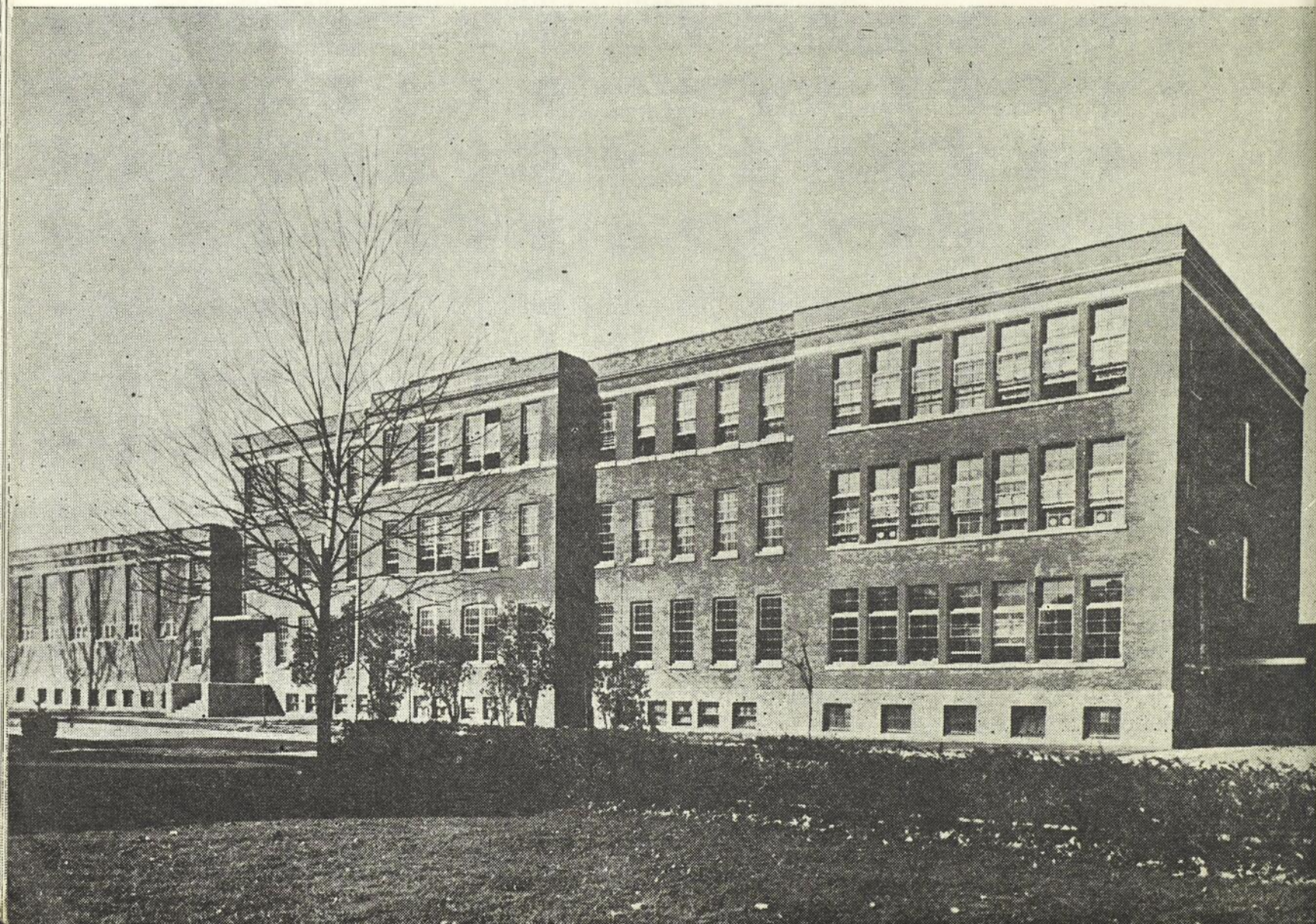
B.—Elementary Schools	Date	Approximate Cost of Work
LaSalle Highlands-Addition	1930	\$ 9,594
Barclay	1930	322,968
Gilson-Additions	1930, 1949	66,474
Guy Drummond-Addition	1931	78,950
Woodland-Addition	1931	254,479
Queen's-Addition	1931	23,880
Drummond-original and addition	1931, 1932	168,792
Rosedale—original and addition	1932, 1950	252,320
Iona Avenue-original and addition	1932, 1937	317,513
Hampstead-Addition	1937	109,472
Côte des Neiges (after fire)	1937	4,835
(two rooms added)	1943	13,000
(four rooms added)	1949	35,724
Bronx Park—original and addition	1939, 1950	230,797
Royal Vale	1943	34,306
Dunrae Gardens-Addition	1944	62,647
Lorne School—Remodelled	1949	87,491
Riverside—Rebuilt	1949	105,203
Van Horne	1950	871,495
Crawford Park	1950	119,200
Cartierville	1950	64,543
Tetraultville	1950	90,710
Summerlea	1950	471,604
Montreal East (extension)	1950	420,777
Elmgrove	1951	275,000
Parkdale	1951	550,000
		<hr/>
	Total	\$5,041,774

C.—Other Buildings planned: Riverview (extension), Dorval, Dunrae (extension), Montreal North (extension), St. Laurent High (extension), Montreal North (new), Darlington, Roslyn (extension), Goyer and Bedford Road, Royal Vale (reconstruction), Chester and Coronation Avenues, Russell Avenue, Algonquin Avenue, Verdun High School (extension), Victoria - Vezina - Lemieux - Bouchette Avenues.



SUMMERLEA ELEMENTARY SCHOOL, LACHINE

MONTREAL EAST SCHOOL — SHOWING ANNEX



Financing the Schools of Montreal

During the session 1949-1950, the taxes levied on the real estate of Protestants in the Montreal Central School Board area totalled \$5,536,428, being an increase of \$595,684 over those for the previous school year. Its other income is made up of Government grants, fees, and an educational tax on sales which was authorized on April 1st, 1949, to meet the expenditure which in 1949-1950 totalled \$7,307,088. The total assets of the Board amount to \$23,324,085.

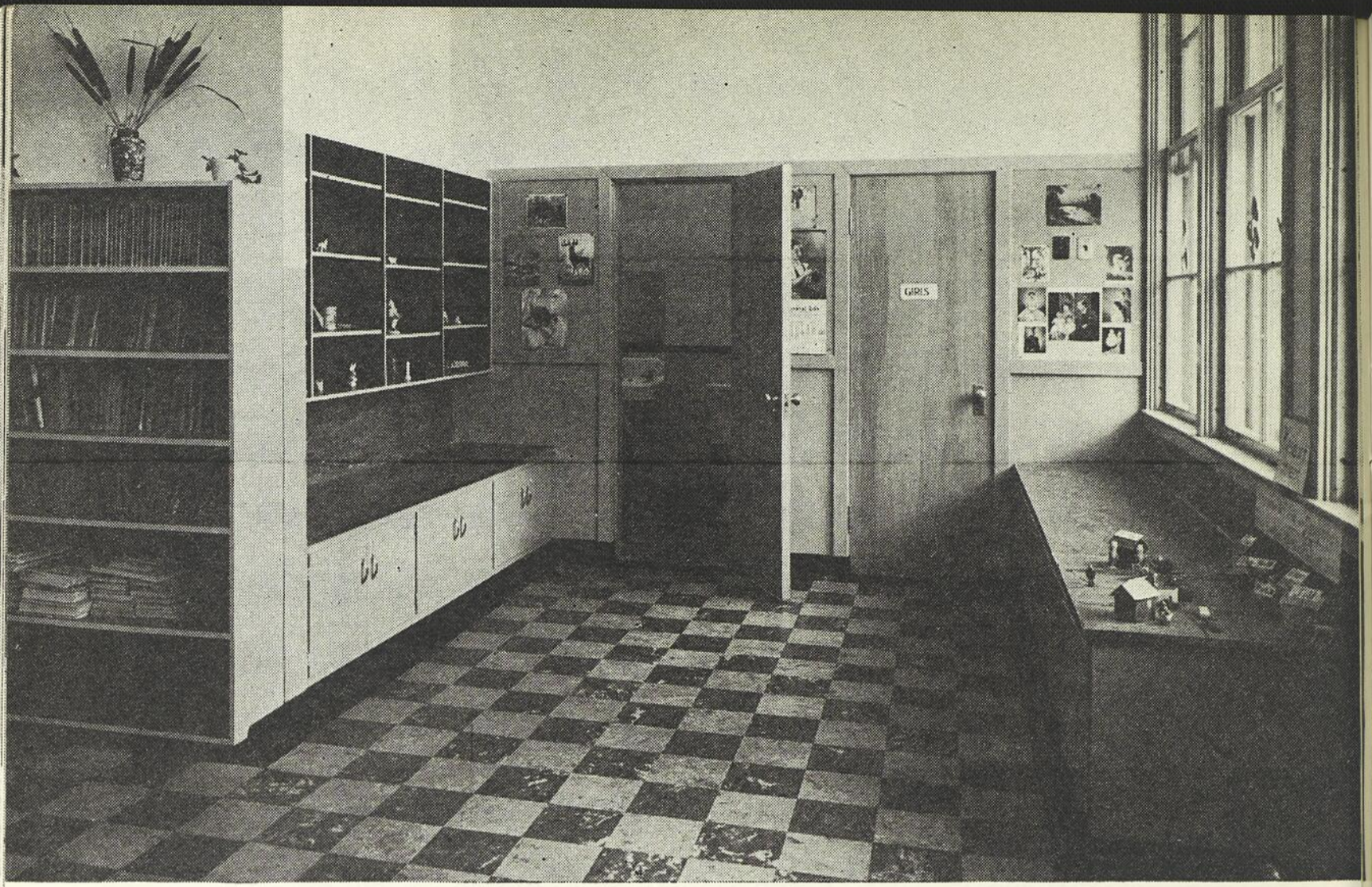
From the educational tax of one per cent which was authorized by the Legislature in 1949, the Montreal Protestant Central School Board received in 1950-1951 the sum of \$1,736,059.04.

In addition to the annual grants from the Public School Fund, and other comparatively small grants, the Government has paid special grants since 1941 totalling more than seven million dollars. The largest of these, \$2,517,161.42 was paid in 1946 in accordance with the terms of the Act to Ensure the Progress of Education, the purpose of which was to relieve school municipalities of capital and other debts, thus leaving them free to use their revenue to meet current expenses. The grants made since 1941 are as follows:

<i>Session</i>	<i>Special Grant</i>	<i>Other Grants</i>	<i>Total</i>
1941-42.....	\$ 250,000.00	31,216.99	\$ 281,216.99
1942-43.....	750,000.00	33,131.63	783,131.63
1943-44.....	900,000.00	32,655.00	932,655.00
1944-45.....	600,000.00	190,935.30	790,935.30
1945-46.....	246,912.37	246,912.37
1946-47.....	2,517,161.42	244,102.18	2,761,263.60
1947-48.....	281,414.89	281,414.89
1948-49.....	1,360,945.86	364,507.14	1,725,453.00
1949-50.....	1,090,762.38	98,813.39	1,189,575.77
1950-51.....	86,773.75	86,773.75
	<hr/>	<hr/>	<hr/>
	\$7,468,869.66	\$1,610,462.64	\$9,079,332.30

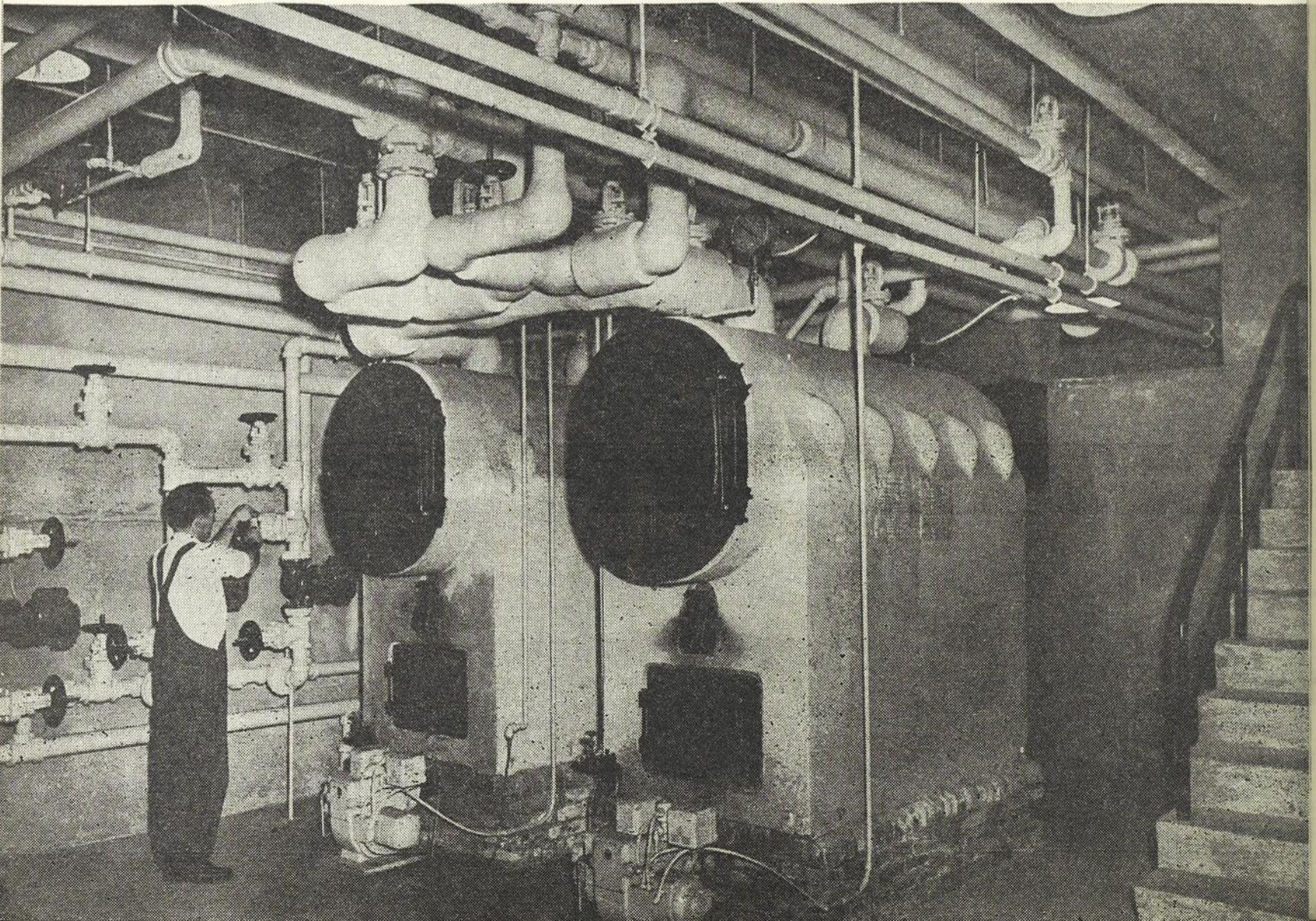
Other Signs of Progress

In addition to the new buildings there have been many other important advances in Protestant education during the past two decades. In the first place the government has been wise in extending its grants very materially. Other departments of Government have also been generous, such as the Department of Roads in keeping many roads open over which school buses travel. The Department of Agriculture has supplied funds for the teaching of Agriculture. The Department of Health has provided money for nursing services. The attitude of School Boards has been superb. Instead of pinching pennies they have fixed their attention upon the welfare of children and the improvement of their chances of success in life. Their efforts in raising taxes, helping to build schools and repair them have been highly cooperative. The public also have changed their attitude and now demand the best procurable school facilities for the young. The enthusiasm, energy and desire of the Inspectors have played a large part in this development.



TOILETS FOR PRIMARY GRADES ADJOINING THE CLASSROOM

HEATING PLANT OF A MODERN SCHOOL



Length of the School Session

Of all the progress made in the schools during the period under review perhaps the greatest features have been the lengthening of the school term in many rural schools and of the session in all schools.

Twenty years ago some schools opened for only four months, others for five or six months. A survey in 1937 showed that in the 431 rural one-room schools 13 had a term of 7 months or less, 83 had a term of 8 months, 120 had a 9 months term while 215 met for ten months.

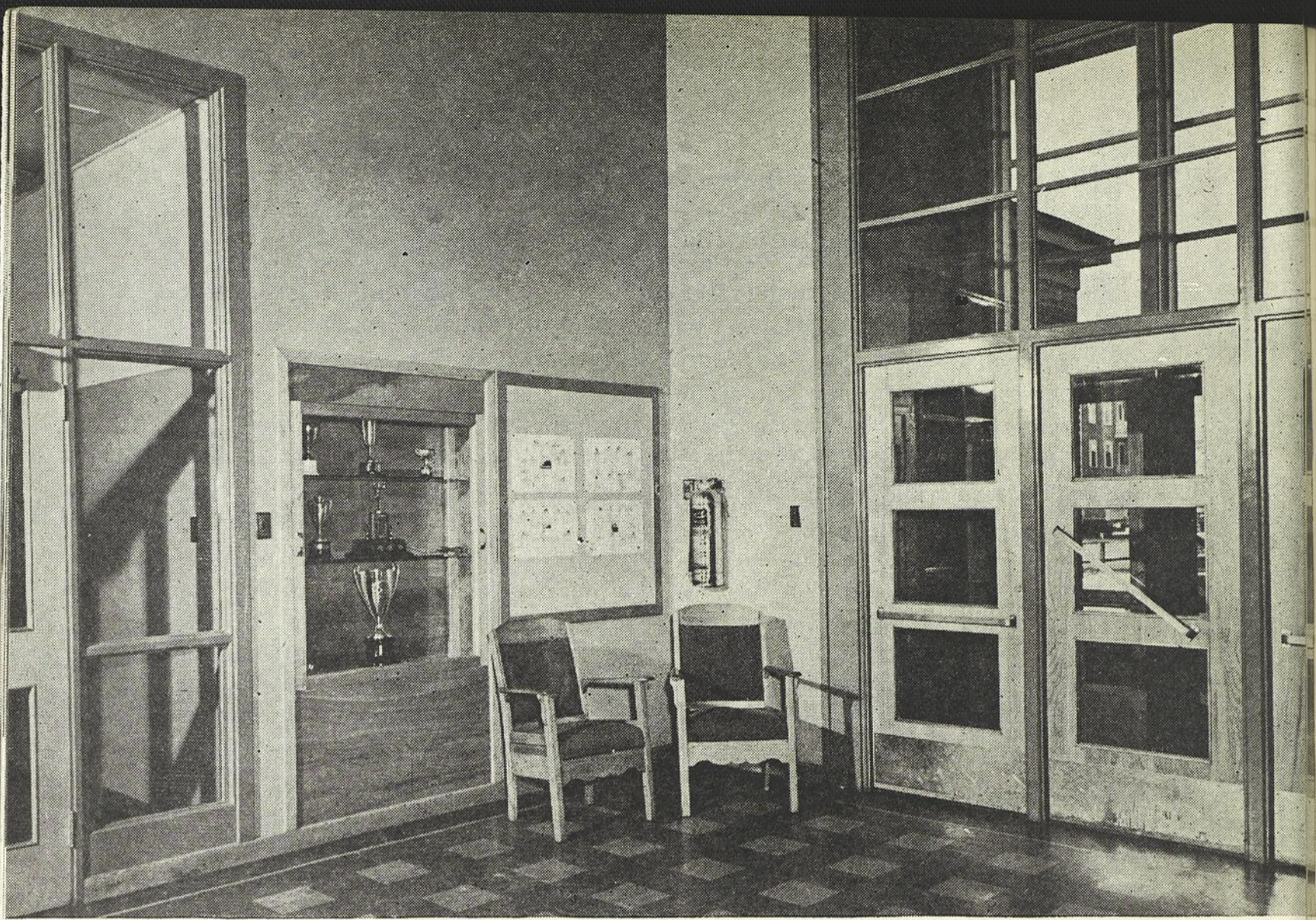
Thus in 1937 half the Protestant Schools of the Province were open for nine months or less. By 1940-41 there were only twenty-five schools with nine months' sessions, and sixteen with eight months or less. During the war years the school terms were lengthened until now very few schools have less than a ten month term. Those retain the short term because of the inability to obtain teachers for the opening in September, because the teacher became ill and could not be replaced, or because of the migratory nature of the population, particularly in fishing regions or in colonization centres where teachers cannot be obtained for a full term.

In 1930 the length of the session aimed at was 180 days but it frequently fell below that number, particularly in rural schools. In 1931 the official minimum was raised to 190 days for High and Intermediate Schools, and in 1943 an attempt was made to fix it at 200 days. This recommendation actually was passed by the Protestant Committee but, in response to requests, it was withdrawn in 1946. The length of the school year is now fixed by Regulation 1 of the Protestant Committee Regulations, and the school calendar is promulgated annually by the Director of Protestant Education.

Course of Study

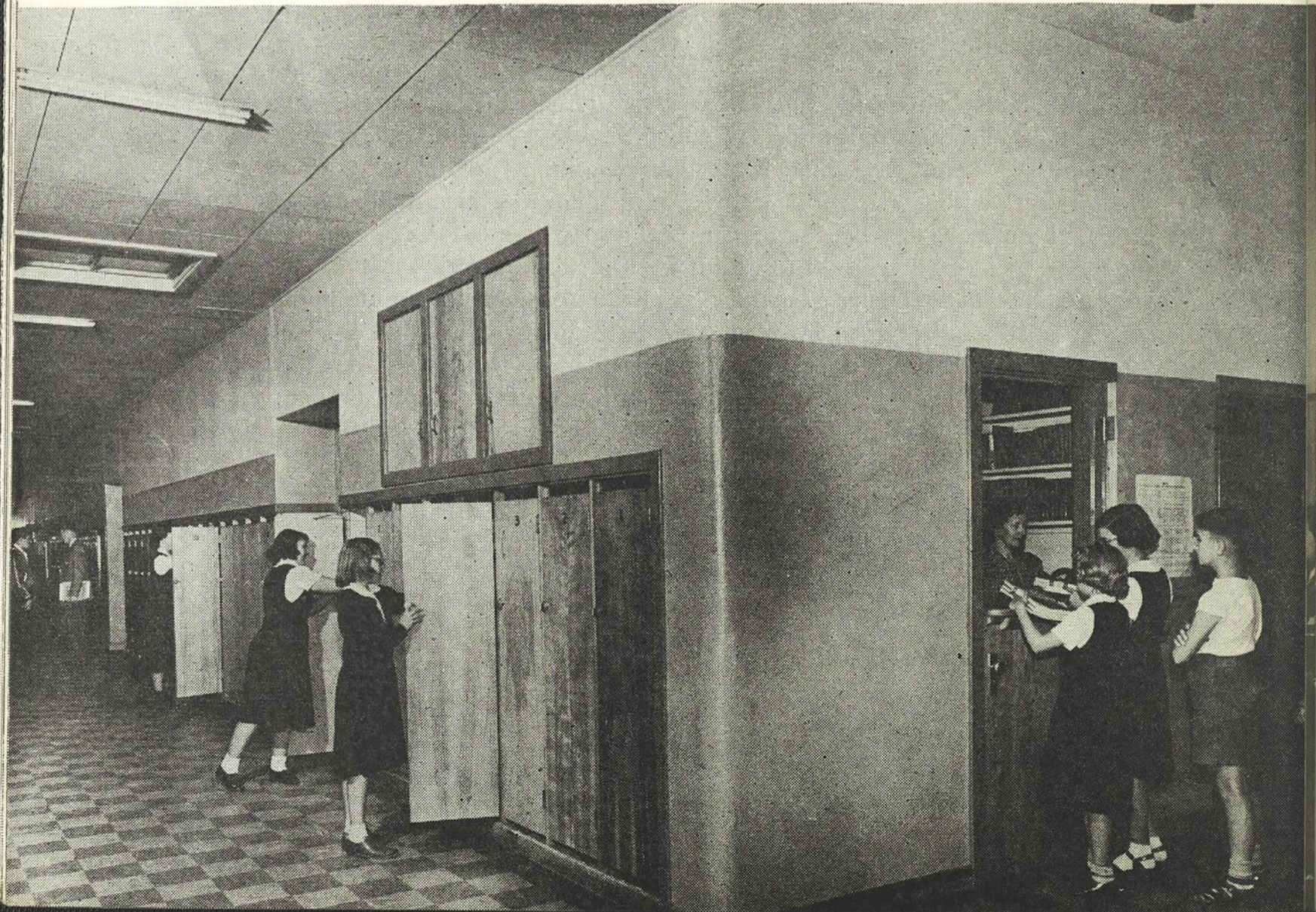
In 1930 the course of study was rigid. Practically all pupils studied the same subjects leading to University entrance. Previous to that year revisions of the course of study were made every quadrennium. In 1930 a course of study Sub-Committee was constituted. This Sub-Committee has met quarterly ever since and revisions in the courses are made as often as considered desirable. The report presented to the Protestant Committee on April 14, 1931 was made the starting point for a revised course. The High School curriculum in particular was liberalized and divided into the General Course and the Academic Course. Pupils going to the university studied the Academic Course and those who were not continuing their education in that direction usually followed the General Course. Though this distinction has since been discarded the emancipation from the same fixed course for all is fully recognized and acclaimed.

In order that the curriculum might be widened so as to appeal to a greater number of pupils, many other subjects have been added. These are Household Science, Agriculture, Instrumental Music, Art and Crafts, Biology, Extra English, North American Literature, Extra French, German, Industrial Arts, Stenography and Secretarial Practice, Typewriting and Office Practice. Pupils are allowed to choose these or other subjects from the former list in accordance with the offerings of each particular school, it being provided that they must also take the compulsory subjects of each grade.



TROPHY CASES ADD DISTINCTION TO ENTRANCE HALLS

THE BOOKROOM AND THE VENTILATED LOCKER



It must be pointed out that the course of study changed because the philosophy of education changed. Education is not now regarded as a privilege to be enjoyed by a few. Much more attention is being paid to the needs of every individual.

In addition to increasing the number of optional subjects vast changes have been made within the subjects themselves. In English, for example, the emphasis has changed from the intricate and meticulous reading of one, two or three books for each grade to a prescription of five, six or more books. The purpose of the revision was to encourage pupils to read more widely and to develop an appreciation and fondness for reading. Dr. H. D. Brunt, former Professor of English at Macdonald College, wrote: "The new course in English is *very much* superior to the former course, being more varied in scope, more interesting in subject matter, and more extensive in quantity".

In French, the attitude likewise has been changed from emphasis upon scrupulous adherence to detail to a general knowledge of a number of texts, and to developing a good and useful attitude towards the language. Great emphasis is placed upon oral French and, for this purpose, pupils are expected to be able to speak with a fair degree of fluency and accuracy. The engaging of other Supervisors of French came as a logical consequence so that the increasing number of High School pupils could be examined individually in this phase of the work. It is not unusual to have eight or nine persons at Summer School at Macdonald College engaged in teaching this exceedingly important subject.

In other subjects syllabi have been drawn up. Well used, and supplemented by fitting text books, these allow for the exercise of individual initiative by the teachers.

Only English and French are now compulsory subjects in the High School Leaving Examination. To obtain a Grade XI certificate, however, pupils must pass also in a minimum of four other subjects. In Grade XII students must pass in English and at least three other subjects.

So thorough was the revision that began in 1931 that, in the six following years, 170 new text books were authorized. Some of these replaced books that had been on the course of study for twenty-five or thirty years. It is several years now since the last of the old text books was removed. Modern texts are so vastly superior to the old in content, format and illustration that to have any of them on now would be a decided anachronism.

In addition to the text books on the course of study, long lists of supplementary reading books have been authorized. These all serve useful purposes and are in great demand. Classroom libraries have been established so that pupils may have ready access to good books. These classroom libraries supplement the central libraries. Many children read very widely these days and it is by no means unusual for a pupil to read one hundred or more books in a year. The range of vocabulary that they acquire as a consequence is often remarkable and their ability to use language correctly is frequently amazing.

As a means of encouraging school boards to provide more reading material and placing books where the children could not miss seeing and using them, grants for classroom libraries were started in 1937-1938. Placed thus within



A CORNER OF A CENTRAL LIBRARY

IMPROVING ENGLISH WITH A TAPE RECORDER



easy reach the pupils can talk about the books, handle them easily and borrow them on the spot. Approximately \$100,000 has been granted for this purpose.

A library is an essential part of the school. It enriches the curriculum by supplying reference material and stimulates children to read independently for enjoyment and inspiration. The classroom libraries are auxiliaries of the central school library.

Ready access to plenty of well chosen and attractively arranged books provides the indispensable atmosphere for the development of mature readers. To this end all schools must be enabled to maintain and improve their school and classroom libraries. The principal and staff of each school are encouraged to keep the classroom libraries properly catalogued and organized, and to co-ordinate the resources of the school so as to make the central library a centre of real educational activity.

An experiment conducted in Grade VIII of William Dawson High School, Montreal, at the end of 1949 revealed the following facts: Ninety-two per cent of the good readers read two or more books per month, and fifty-eight per cent of the poor readers read one book in a month or less time in addition to the required text books. Only a very small percentage of our pupils rarely or never read books other than those prescribed.

Grade XII

In 1931 a twelfth grade was added to the High School course. This was intended to enable students to further their cultural education by an extra year at school, or to help them to correct any weaknesses in their work in the earlier grades. It had a third purpose, namely, to afford students an opportunity of obtaining entrance to second year McGill and other universities. For several years no advantage was taken of this extra year because no credit was given for it. In 1935, however, the course was revised and a subsidy offered to schools adopting the Twelfth Grade towards teachers' salaries and equipment. McGill University also recognized it *pro tanto* towards completion of the First Year in the Faculty of Arts and Science. Immediately nine schools offered the extra year. The course consists of English, Extra English, French, Art and Crafts, Geography, German, History, Latin, Mathematics (2 courses), Music, Biology, Chemistry and Physics. In order to obtain a Senior High School Leaving certificate, students must pass in English and three other subjects.

The registration in 1935 was 135. This increased to 479 in 1946, but dropped to 177 in 1951-1952. Since its inauguration 4,613 students have registered. After the close of the war when preference for university training was given to veterans, Grade XII was a source of particular satisfaction to many High School graduates, for without it many would have lost their year.

No school is advised to introduce Grade XII unless there is a probability of an annual registration of at least ten.

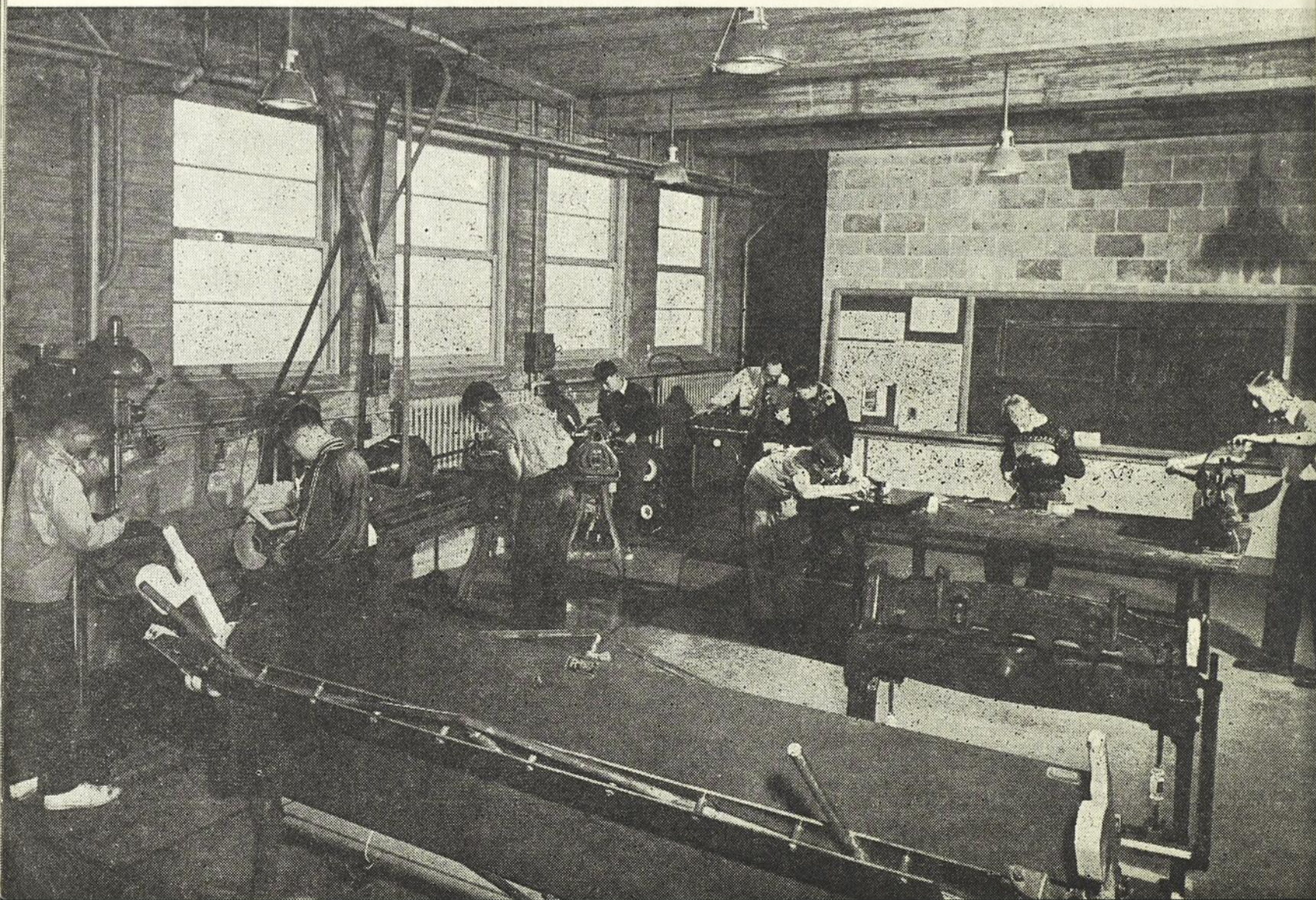
Grade XII has become fully integrated with our school course. The number of students that have registered compares favourably with the enrolment in Grade XI at the beginning of the present century.



HOUSEHOLD SCIENCE EQUIPMENT

TRAINING IN PRACTICAL SUBJECTS

INDUSTRIAL ARTS



The Enterprise Programme

A new method of teaching called the Enterprise Programme has been introduced in recent years. The purpose is to have children learn through experience and not simply by studying books. A new spirit enters the school when the Enterprise Programme is adopted. By this method a natural interest and motivation for learning is secured. By its means teachers make the school work live and the pupils learn by actually doing some piece of constructive work. This may be done by a single pupil, a section of a class or by the co-operative endeavours of all. Its difficulty is that a complete re-orientation of the teacher, supervisor and principal is needed. The new type of classroom with its moveable desks, counters, pin-up boards, sinks and ample cupboard space provide the necessary physical facilities while display cabinets serve as an effective medium for exhibiting the projects.

In the three teacher training centres of the Province and by means of Summer Schools, instruction has been given in this practical method of interesting pupils in the work. The Department of Education has also helped to develop the programme. It is a much more difficult method of teaching than the ordinary assignment and hearing of lessons, and is a great deal more exacting upon the teacher. Much more knowledge, equipment, planning, and preparation are required by the teacher than in the ordinary lesson, and much greater skill in selecting projects and using time to greatest advantage if maximum efficiency is to be obtained. A new kind of discipline and teacher-pupil relationship naturally follows where this is introduced, and a discipline in accordance with the best Canadian traditions. The consequence of all is that only the very best teachers have, up to the present, managed this type of instruction effectively.

Household Science

In 1939 the schools were circularized to find how many would be interested in teaching Household Science and other subjects. Most replied that they would be glad to introduce this subject if they had space and the money to pay for equipment and staff. In that year the first grants were paid by the Department to schools that introduced a suitable course. The schools benefiting were Ormstown, Kenogami and Shawinigan Falls. The chief items of equipment are electric stoves, refrigerators, set tubs, sewing machines and ironing boards. The large Household Science room is usually divided by moveable partitions into a dining room, a living room, a kitchen and a laundry.

Since that time the desire for the teaching of this subject has been so extensive that it is part of the work in almost every High School and the rooms are among the show places of such High Schools as Asbestos-Danville-Shipton, Arvida, Ayer's Cliff, Buckingham, Coaticook, Cowansville, Drummondville, Granby, Howick, Hudson, Huntingdon, Knowlton, Lachute, Lennoxville, Macdonald College, North Hatley, Ormstown, Percival High School, Quebec, Richmond, Shawinigan Falls, Shawville, Sherbrooke, Stanstead College, St. Lambert, Sutton, Three Rivers, Valleyfield and Waterloo.

The first grant secured for the teaching of Household Science in our schools was \$10,000 in 1939-1940. The schools receiving the grants were Arvida, Ascot, Bedford, Lachute, Lennoxville, Ormstown, Shawinigan Falls and Sherbrooke.

Administering the Schools

The increase in the duties of Principals and teachers has caused the engagement of stenographic help and secretaries in the larger schools. These assistants save much time by performing routine duties, thus leaving others free to turn their attention to more creative work.

The increasing complexity of school life demands much typing and mimeographing. The efficiency of the school is increased by the mimeographing of notes on various subjects, the preparation and circulation of examination papers, etc. In senior classes, half an hour or more of a teacher's time and effort was formerly taken up almost every Friday in writing examination questions on the blackboard. The newer type of examination question, such as the True-False and Multiple Type test could not possibly have been used under such conditions.

The School Librarian has become a feature of life in larger schools. Because pupils can read at an early age, read quickly and with pleasure, because both the content and format of new books are so attractive, because the methods of teaching reading have been revised and so brilliantly executed by a large number of teachers, because the number of books in the libraries is so large, it has been necessary to engage librarians. At present eleven librarians are engaged full time and several part time in our schools.

Their duties consist of: (1) Aiding in the selection of books. (2) Classifying and cataloguing the collection. (3) Keeping the books in good condition and in constant circulation. (4) Providing reference material for assignments and projects. (5) Developing right attitudes towards books and encouraging good reading habits. (6) Enlisting the cooperation of the entire staff in furthering the aims of the library.

Teacher-Pupil Relationship

Upon the relationship between teacher and pupil depends the measure of success or failure of a school. Horace Mann's dictum that "The teacher who is attempting to teach without inspiring the pupil to learn is hammering on cold iron" is well understood by most teachers today, however, and many of them make a serious effort to interest and inspire the children in their care.

Few people outside of schools realize the change that has taken place in the relationships between pupils and teachers. Instead of the general antagonism of perhaps half a century ago, there is now a general friendship between teacher and pupil in most schools. This does not pertain only to the elementary grades but extends also to the high schools. The process of learning has been helped immeasurably by this change in relationship. The basis of this is the recognition by the pupils of the capabilities of the teacher, of the fact that the teachers have the interests of their pupils at heart and that good teachers have those qualities of mind and heart that enable them to take their rightful positions in the classroom.

**MODERN
EQUIPMENT
MEANS
EFFICIENT
ADMINIS-
TRATION**



**CLASSROOM
LIBRARY.**

**READY
ACCESS TO
PLENTY OF
WELL
CHOSEN
BOOKS**

School Nurses

By reason of an arrangement with the Provincial Department of Health and the Dominion Government nine nurses have been engaged by County Central School Boards with funds supplied through the Department of Education.

The services rendered by the nurses have been highly satisfactory in all cases, and improved health conditions have resulted in the counties where they are employed. The employment of these nurses should benefit large numbers of children increasingly and should help the communities both directly and indirectly. Regulations governing the work of the nurses have been incorporated into the regulations of the Protestant Committee.

Reports submitted quarterly by the nurses to the Board, the Department of Health and to the Department of Education indicate the scope of the work. They show that the nurses assist in medical examination of the pupils, conduct preliminary screenings, administer patch tests, distribute halibut liver and vitamin capsules, detect eye and ear defects, help in arranging dental clinics, and assist teachers in improving instruction in health.

In addition to the full-time nurses employed by County Boards, many local boards in other areas employ nurses on a part time basis. While these nurses render valuable services, the extent of the work is such that it often cannot be done adequately in the time available. As the number of County Boards grows, greater numbers of pupils will be able to benefit from the services of nurses whose sole duty it is to look after the health of the pupils.

Teaching Aids

A.—PROFESSIONAL LIBRARY FOR TEACHERS

The Professional Library of the Department of Education started in 1932 with 100 books. Its purpose is to enable teachers to improve their professional knowledge by further reading. No charge is made to borrowers. The outward postage on the books is defrayed by the Department of Education and, by a special arrangement made with the Postal Department, books are returned without cost to the teacher, provided that the authorized sticker is used. The Library now contains 1516 volumes, as well as many duplicate copies. In 1950-1951 over 600 books were sent out in response to requests from 287 teachers. As a book is often read by several teachers at the same school, the number of readers is considerably in excess of the number of requests.

Because of its professional character, the books in the Library deal mainly with the principles and methods of education, but there are a number of reference books, particularly in Geography, History and English Literature which bear directly or indirectly upon the content of the course of study and provide teachers with a background for their work.

Recent additions to the Library include a collection of French novels and a number of books on the teaching of Industrial Arts.

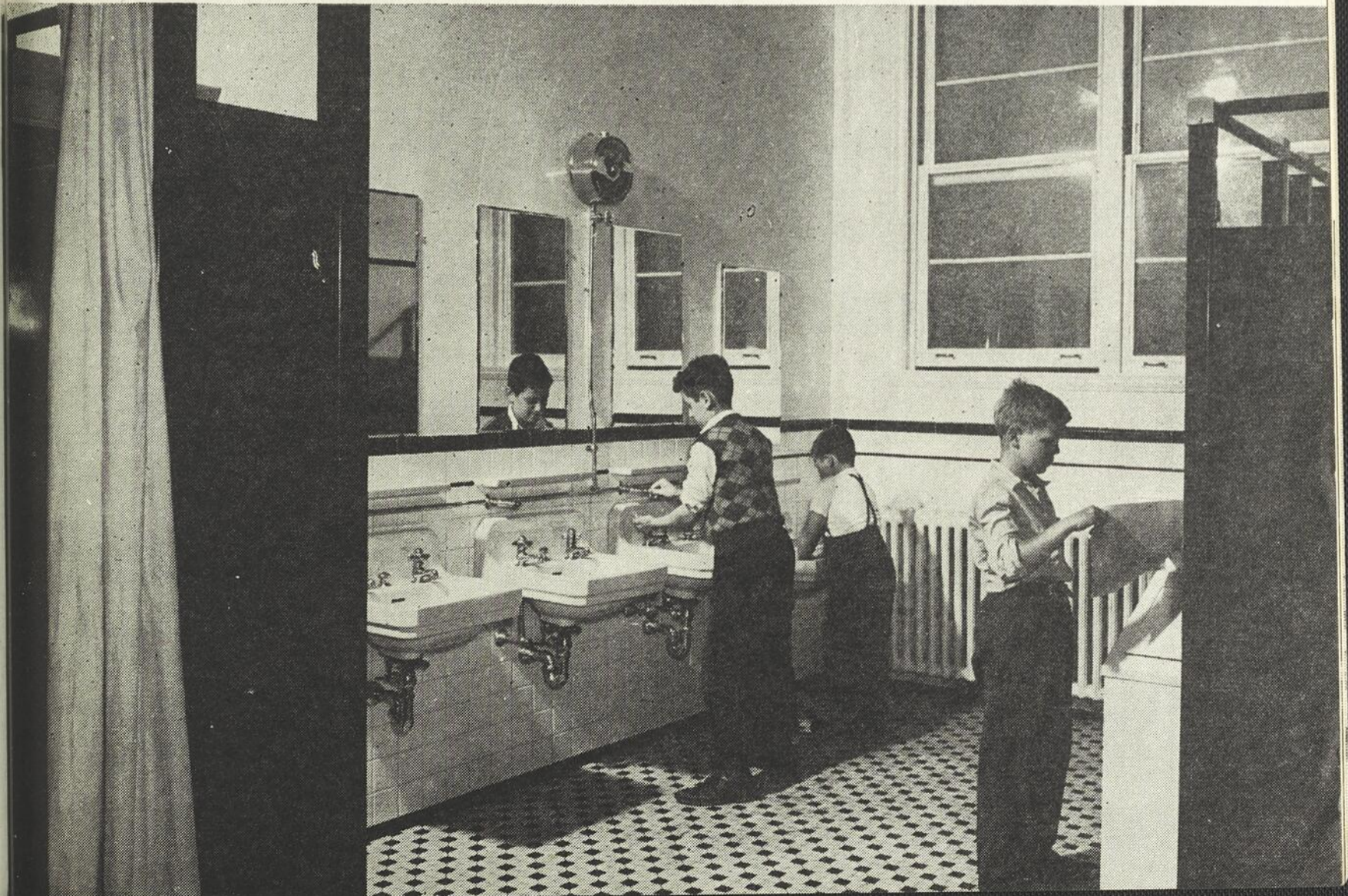
B.—SCHOOL BROADCASTING

School Broadcasting has grown by degrees during the past two decades. Since the formation of the National Advisory Council of the CBC on School Broadcasting in 1944 and since the Provincial Departments of Education have launched their own programmes, the number of classes listening has grown by leaps and bounds.

THE
AUDIO-
METER
REVEALS
THE
HEARING
LEVEL



SINKS ACCORDING TO PUPIL HEIGHT
SOAP DISPENSERS AND INDIVIDUAL TOWELS TEACH HYGIENE



The programmes received in the Protestant Schools of Quebec consist of (a) National programmes arranged by the National Advisory Council and (b) Province of Ontario broadcasts which are supplied to our schools through the courtesy of the Ontario Department of Education.

Every Friday from early in October until the end of April, CBC programmes are sent over the air, sometimes for junior grades and sometimes for senior grades. Those in 1951-1952 are: *Voices of the Wild* (Grades IV-VI), *The Adventures of Nanna-Bijou* (a series on conservation for Grades VII-IX), *They Made History* (Grades VII-IX), *Julius Caesar* (Grades IX-XII), *Life in Canada Today* (Grades VII-X), *Things We Are Proud Of* (Grades V-VI).

Approximately the initial ten minutes of nearly all the national broadcasts are devoted to a review of the most significant news story of the week, couched in fitting language for school pupils. The exception is during the Shakespearean broadcasts. The Shakespeare series is a three year cycle consisting of *Julius Caesar*, *Hamlet* and *Macbeth*.

Kindergarten of the Air is broadcast five days a week at 10:15 - 10:30 A.M. by Dorothy Jane Goulding and Ruth Johnson.

Almost all the larger schools are now supplied with radio sets, though some report that they are still using borrowed equipment. Some schools complain that the radios are too small and weak for classroom use.

The stations carrying the broadcasts in Quebec Province are CBM, Montreal; CKRN, Rouyn; CKVD, Val d'Or; CHAD, Amos; CJNT, Quebec; CHNC, New Carlisle; and CKTS, Sherbrooke. Schools in the Hull area may hear the programmes over CBO, Ottawa. On the Gaspé coast pupils who listen will also hear the broadcasts over CKNB, Campbellton. Free radio licences are issued to schools through the kindness of the Department of Transport upon application to the Department of Education.

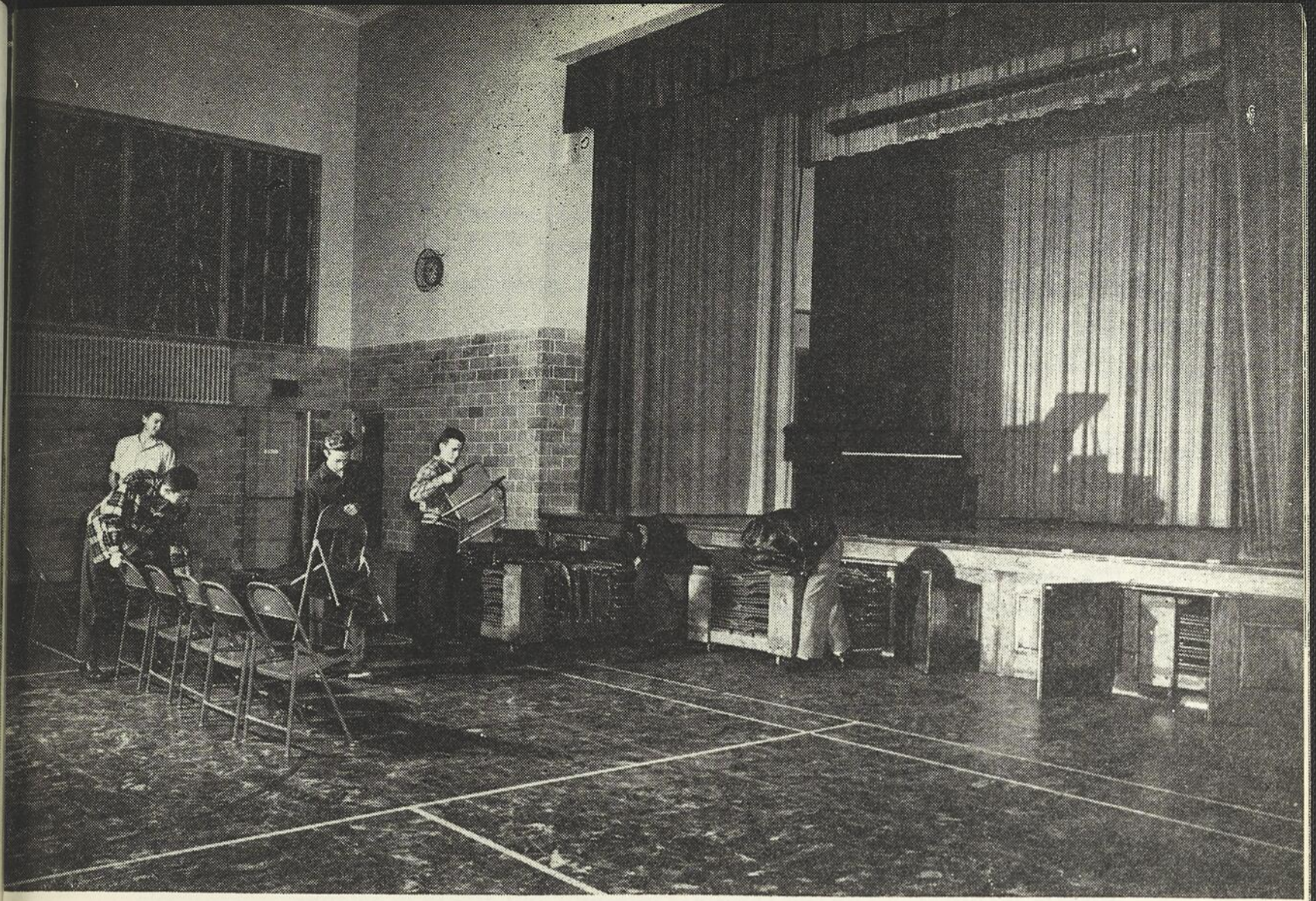
Many of the school broadcasts are so instructive that teachers cannot afford to pass those that are of special interest to the pupils for whom they are intended. Particulars are to be found in "Young Canada Listens".

C.—VISUAL EDUCATION

"Films", Dr. R. M. Hutchins formerly Chancellor of the University of Chicago is reported to have said, "can achieve results in teaching which could be obtained in no other way. They can carry their message to anybody who can see and hear. They have force, impact and power, which no other medium can command".

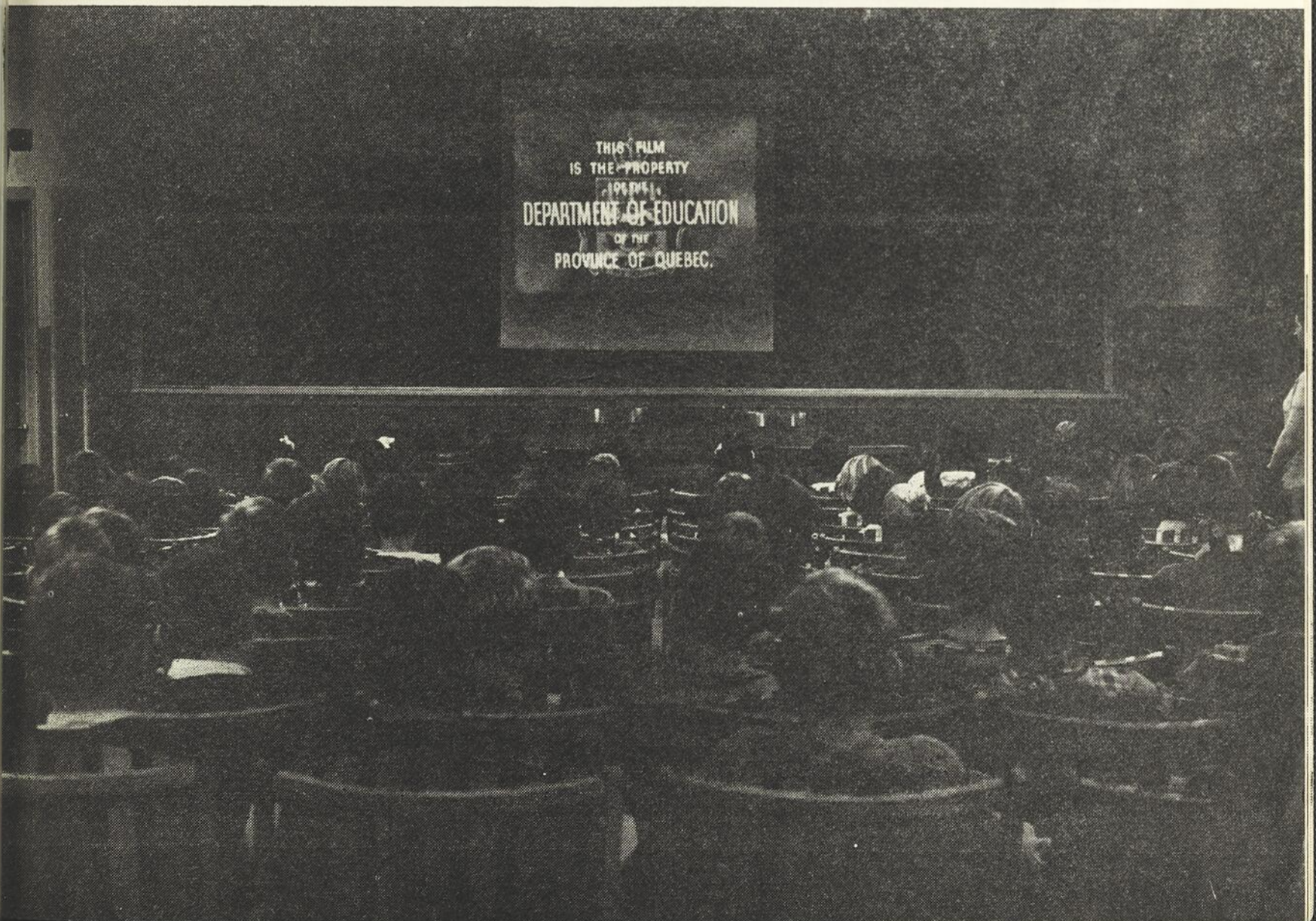
Motivated by a desire to enable teachers to take full advantage of this potent new teaching aid, the Department of Education established a Film Library in 1937. This was perhaps the first library of 16 millimetre films for educational purposes in Canada. The following is an extract from a report to the Protestant Committee of September 24, 1937:

"A Film Library has been organized in the Department of Education with the \$2,500 voted from the Superior Education Fund. Fifteen motion pictures in sound are now available to the schools, thirty-five silent movies and about four hundred rolls of film slides or still pictures".



STACKING CHAIRS UNDER THE STAGE

VIEWING FILM IN ROOM WITH SLOPING FLOOR



From such humble beginnings the Film Library has expanded to the point where it now contains approximately 1800 films, 700 filmstrips and serves almost 200 schools. The following table shows the growth that has taken place:

	1940	1945	1951
Film titles in Library: sound	180	600	1200
silent	120	247	255
Duplicate films:	—	103	373
	—	—	—
Sound and Silent Films	300	950	1828

In 1945 the films were transferred to the Ciné-Photography Department of the Government. There they are kept in a vault that is fireproof and where the amount of humidity available is controlled to ensure maximum life for the films. In the agreement under which the transfer was made, it was clearly specified that this Department retains the right of selection and distribution of all films for Protestant schools and the right to publish its own catalogue. Films must also carry leaders: "This Film is the Property of the Department of Education" both at the beginning and the end.

Several films have been produced by officers of this Department with the help of the Ciné-Photography Department, viz: *The Lure of Quebec*, *Protestant Schools of Gaspé*, *On Which We Build*, *The Lure of Montreal*, and *Protestant High Schools of Quebec*. The last three are in sound and all are in colour.

Protestant Central School Boards

The draft of an Act to establish Protestant Central School Boards was presented to the Protestant Committee on November 26, 1937. Its purposes were to increase the general level of education in the Protestant schools of the Province by giving better opportunities to children in rural and remote areas to receive the greatest possible benefits of education, to adjust tax rates and school fees over wider areas and insure a more equitable distribution of Government grants. The draft, however, underwent many changes but was finally enacted into law in 1944.

A memorandum concerning the Central Boards set up by resolution of the Protestant Committee and published in the Quebec Official Gazette on September 9th, 1944, made provision for the establishment of the Central Boards named below, with the exception of Montreal and Macdonald, and for the following Central Boards which have not yet been set up: Bonaventure, Chateauguay-Beauharnois, Gaspé, Gatineau-City of Hull, Huntingdon, Megantic, Missisquoi, Levis-City of Quebec, Shefford, and Sherbrooke.

The Macdonald Central Board was erected in conformity with a subsequent resolution of the Protestant Committee.

The Central Boards set up with the dates of their erection are:

Montreal: erected on April 3rd, 1925 by the Act 15 George V, Chapter 45.

Chambly: erected on November 23rd, 1944 (order-in-council No. 4540).

Richmond-Drummond-Arthabaska: erected on December 21st, 1944 (order-in-council No. 5084).

Brome: erected on May 9th, 1945 (order-in-council No. 1760).

Argenteuil-Two Mountains: erected on November 15th, 1945 (order-in-council No. 4842).

Stanstead: erected on August 7th, 1946 (order-in-council No. 3100).

Compton: erected on September 6th, 1946 (order-in-council No. 3595).

Papineau: erected on October 10th, 1946 (order-in-council No. 4171).

Pontiac: erected on January 8th, 1948 (order-in-council No. 36).

Macdonald: erected on March 4th, 1948 (order-in-council No. 285).

The Montreal Protestant Central School Board had been erected in 1925 to give taxation powers over most of the Protestant property on the Island of Montreal, and particularly in order that the wealthier municipalities should support the poorer ones, of which the chief was Verdun. In 1950, the name of this Board was changed to The Protestant School Board of Greater Montreal.

The nine Central Boards off the Island of Montreal engaged 444 teachers in 1950-1951 and the number of pupils enrolled was 11,044. The teacher-pupil ratio was 1 to 24, this figure including both high and elementary school pupils. The number of Protestant proprietors in 1950-1951 was 21,252, the largest number being in the County of Argenteuil.

The greatest concentration of pupils was in the County of Chambly where the teacher-pupil ratio was 1 to 30; the teacher-pupil ratio was lowest in the Counties of Brome, Compton and Papineau being approximately 1 to 20.

The nine Central Boards operate 18 high schools, 19 intermediate and 66 elementary schools. Tax rates vary greatly under the 87 local boards in these areas ranging from 12 to 20 mills.

After seven years of experimentation the Central School Boards are beginning to make their influence felt in the Protestant educational system. Under the direction of progressive members, the Central Schools are giving increasing advantages of education to the pupils in each area. Pupils are being conveyed to school by autobus and snowmobile and many are remaining until they complete the high school grades. All pupils within the county are entitled to attend these high school grades and not merely those in the municipality where the high school is located.

Changes in the Education Act

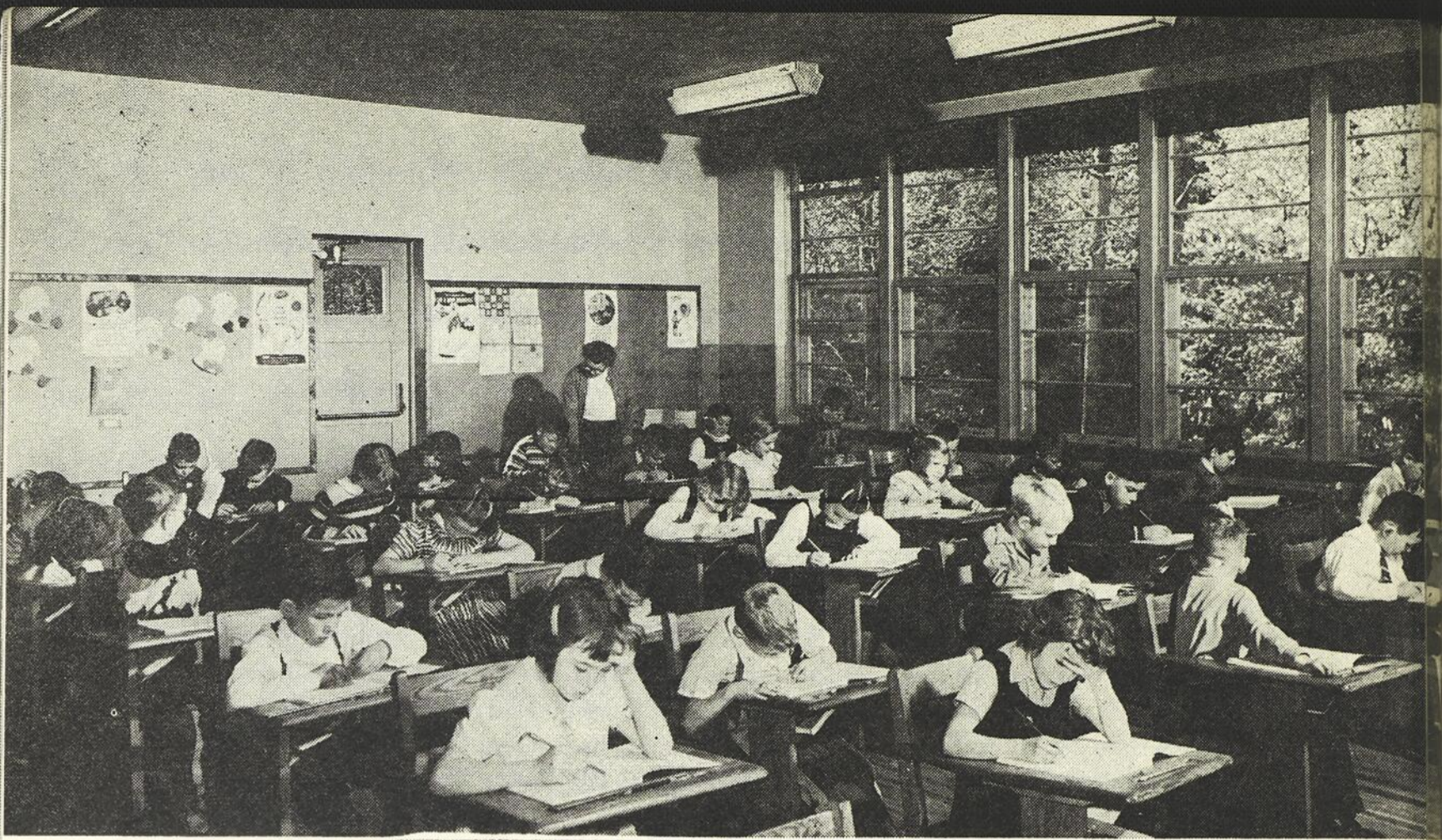
The Education Act is amended frequently to keep pace with changing conditions. The following are important changes that have been made in the Education Act:

In 1933, section 231 was amended to compel school boards, "to exact from every lay person who wishes to devote himself to teaching, a satisfactory medical certificate".

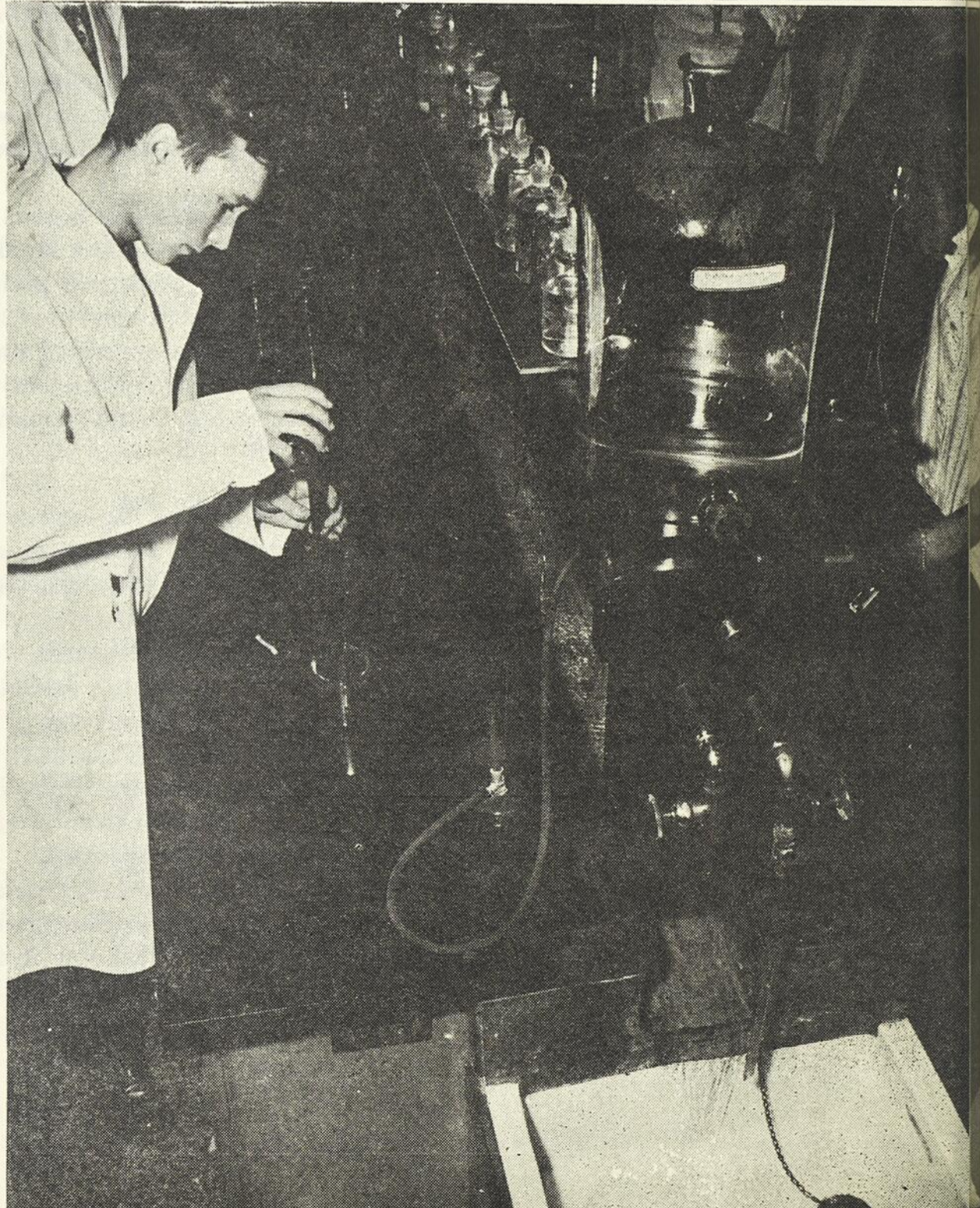
In 1942 women became eligible to serve on school boards.

In 1943 the Compulsory Education Act was passed. Under its provisions, as subsequently amended, children must attend school from six to the end of the school year in which they become fourteen years of age.

In the same year the age at which a male teacher may, under normal circumstances, obtain a pension was raised from 56 to 60. The maximum pension obtainable was abolished. The computation for pensions was fixed at the sum obtained by multiplying two per cent of the average salary for the number of



A PANIC BOLT ON THE
EXIT DOOR PROVIDES
PERFECT SAFETY



LABORATORY BENCH
SHOWING SINK
THROUGH THE
CENTRE AND
WASTE BASIN

years during which the salary was highest by the number of years of teaching up to thirty-five. Thus, if a teacher has thirty-five years of service at a salary of \$3,000, according to the law, he will receive an annual pension of \$2,100 and his widow will receive half of that amount.

In 1944, the Act respecting free education and textbooks and the Act to provide for the incorporation of Protestant Central School Boards were passed. The former was amended in 1949.

In 1945, an amendment made it impossible for both a man and his wife to serve on the same school board.

In 1946, the Act to Ensure the Progress of Education was assented to on April 17th, and amended the following year.

In 1947, it was decreed that when a motor vehicle overtakes an autobus which is stationary for the purpose of taking on or discharging one or more passengers, the operator of such vehicle shall not drive beyond or meet such autobus nor shall the operator of such autobus start it until all passengers are taken aboard or, as the case may be, those who have alighted have reached the side of the road. This provision does not apply within the limits of a city or a town.

In 1949, an Act respecting certain judicial recourses in municipal and school corporations was assented to on March 10th. This is entitled "An Arbitration Act".

In the same year Acts were passed to allow the Montreal and Sherbrooke Boards to charge an educational tax of one per cent similar in principle to the provincial sales tax. Other boards were granted this right in 1950 and 1951.

Changes in Regulations of the Protestant Committee

In 1931 the school regulations were amended so as to remove their local and rural character and to make them more widespread. They have been altered frequently since that time, the latest revisions occurring in 1951. The major amendments include raising the standard of admission to all teacher training courses, defining the conditions for attending Summer School and securing advanced diplomas, the duties of supervisors, principals and school nurses, and embody rules for medical inspection. The regulations contain provisions for operating classroom libraries, the better construction and operation of conveyance vehicles, and extension of the amount of compulsory window area to floor area. They also provide for fire protection in schools, the use of visual and auditory aids, First Aid Kits and moveable desks.

Protestant School Boards and the Act to Ensure the Progress of Education

By the Act 10 George VI, Chapter 21, as amended by 11 George VI, Chapter 32, School Boards that had contracted a capital loan before April 17, 1946 may have such debts taken over by the Government. The following year any loan contracted previous to that date could also be taken over by the Government. Practically all Protestant School Boards that had debts at that date have taken advantage of the Act. Debts of Protestant and Roman Catholic Boards totalling over \$100,000,000 have been taken over by the Government under the provisions of this act.

The Improvement of Instruction and the Training of Teachers

A continuing need of the school and the most important function of a Department of Education is the improvement of instruction. Practically all the work of the Protestant Committee centres around this important aspect of school life. Many measures have been taken for this purpose [during the past two decades, the most important being summarized as follows:

1. Raising the standards of admission to teacher training classes. In 1930 the standards of admission to the School for Teachers were as follows:

(a) To the elementary class:

The completion of Grade X. Upon completing the course from September to Christmas (about 3½ months), or from February to June (about 4 months), graduates obtained elementary diplomas.

(b) To the intermediate class:

The completion of eight papers in the High School Leaving Examination was sufficient. Upon the conclusion of the session from September to June (about 9 months), graduates were awarded intermediate diplomas.

(c) To the High School diploma class:

For admission was required the completion of two years in Arts. Courses in Education were taken during the third and fourth years as part of the work of these years, and completion of these courses together with certain other subjects in these two years, and twenty-five days of practice teaching, met all the requirements.

In 1933 the elementary short course was abandoned and teachers have been required since then to train from September to June.

In 1942 the standard of admission to both classes was raised by a full year, the Grade XI certificate (with a pass in 10 papers) being required for admission to the Elementary Class, and a Grade XII certificate for admission to the Intermediate Class. At the same time the age for entrance was also raised a full year.

The admission requirements have thus been increased as follows:

(a) *Elementary diplomas*: More than a year in most cases, i.e. from possession of a Grade X certificate to possession of a High School Leaving certificate showing a pass in ten papers.

(b) *Intermediate diplomas*: One full year plus completion of two additional papers in the High School Leaving Examination, i.e. from possession of any High School Leaving certificate to possession of a Senior High School Leaving certificate and passing ten papers in the High School Leaving Examination.

A two year course was inaugurated in September 1951, the requirements for admission being the same as to the Elementary class.

(c) *High School diplomas*: One full year. Only graduates of universities are admitted to training and they must follow a course for a full academic year.

High School diplomas are now awarded in two divisions, (a) for those teachers who are prepared to teach Arts and (b) for those prepared to teach Science. This division has become necessary because of the increased importance of the science subjects and also because consolidated and composite schools have a sufficient number of pupils to warrant school boards offering optional subjects and have schools adequately staffed for the purpose. Practice teaching conditions have been improved materially.

2. Issuing interim certificates. Graduates of teacher training institutions have been awarded interim certificates instead of permanent diplomas since 1930. In order to gain permanent diplomas all graduates of teacher training institutions must now teach successfully for two years. Interim certificates lapse at the end of three years from the date of issue. In addition to possessing certificates of successful teaching, holders of Kindergarten, Elementary and Intermediate diplomas must also attend successfully one session at a professional summer school.

3. In order to encourage teachers to continue their training, a Summer School was inaugurated at Macdonald College in 1931. Successful teachers receive advanced elementary diplomas or advanced intermediate diplomas after three summers of successful work. Holders of advanced intermediate diplomas are moved forward one year on the salary scale under the Protestant School Board of Greater Montreal.

4. Methods of supervision and inspection have been altered with the purpose of giving assistance and training-in-service rather than visiting classrooms mainly for evaluation purposes. The appointment of Helping Teachers with all that their title implies has resulted in a great step forward in the professional attitudes of teachers.

Interim Certificates

Many teachers have been inspired to improve their teaching practice as the result of the change in the regulations whereby interim certificates rather than permanent diplomas are granted to graduates of our teacher training institutions. The inspectors state that many others have been compelled to do so. This procedure gives inspectors better control over the teachers than the former practice. Though much more work is involved in the office of the Department of Education as a consequence of this change, the improvement is well worth the additional labour.

Summer School for Teachers

There had been a demand for a Summer School long before it was established. One had been conducted in 1914 at Lachute and Summer Schools in Art and Drawing had been held at Macdonald College in 1922 and 1923. A Summer School for Principals and representative teachers from High Schools was also held at Macdonald College in 1923.

The Summer School for Teachers has been in operation each year since 1931. It was made possible by a grant from the Government which has been continued annually and has been increased. The Summer School has now become part of the normal educational machinery of the Province. Its purpose is to enable certificated teachers to supplement their previous training, to become better acquainted with modern educational movements and methods, and to qualify for more advanced diplomas. The Advanced Elementary and Advanced Intermediate diplomas were added to the diplomas valid in Protestant schools to recognize the efforts of teachers who attended Summer School. By means of summer study holders of diplomas can gain those of higher rank.

Dr. Sinclair Laird was the first Director of the Summer School and he continued to serve in that capacity for nineteen years. Members of the staff of the School for Teachers and others were employed.

At first admission to the courses depended upon the type of diploma held. Subsequently it was decided to allow any applicant to register according to his needs. Those who teach junior grades in English or Mathematics may enrol in classes intended to provide instruction for young children. Those who teach senior grades may register in courses intended for adolescents. Teachers who have a good knowledge of French, Art or Music may enrol in advanced courses.

French and Other Summer Schools

The Summer School for French Specialists has been continued and lengthened by two weeks. In 1932 a Summer School of Chemistry was held in Montreal. Bishop's University has operated a Summer School for secondary school teachers since 1931.

Correlation of Training and Supervision

With a view to increasing the understanding by the Inspectors of the aims of the staff of the School for Teachers and Department of Education at McGill, and by the teacher training staffs of the objectives of the Department of Education, conferences between the two bodies were first arranged in 1937. Others have been held at irregular intervals since then. Lectures have been given by members of the Department of Education to teachers in training in School Law, Visual Aids, and other subjects. From time to time supervisors of English and French assist in the training of teachers at McGill University by giving lectures in the methods of teaching these subjects. A special edition of the *Educational Record* for teachers of English appeared in May, 1950.

This cooperation should be of great benefit to all. Too often there has been a tendency for one thing to be taught in these institutions and others to be looked for by the inspectors.

Schools in Remote Regions

(a) SAGUENAY COUNTY

In 1927 several members of the Anglican Church of Quebec City organized themselves into a missionary group under the name of the Labrador Voluntary Educational League. The aim of the organization was to provide summer schools in several isolated communities in Saguenay County. That year and in four succeeding years teachers were sent to operate summer schools in four communities. These were mainly college students who had the missionary spirit.

In 1931 the Department realized that summer schools operated by students could not offer the solution to the educational problem there as the schools could be kept open for not more than two or three months each year. Consequently, it was decided to pay the operating costs of schools which would be kept open for nine or ten months each year. Since that time approximately 275 pupils each year have had the opportunity of attending a school for a school term.

SPACIOUS
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The schools are under the supervision of an inspector whose salary is paid on a part time basis. The salaries of the teachers are fully paid by the Department. The inspectorate extends from Kegashka in the west to Blanc Sablon in the east, a distance of approximately 228 miles.

Schools are now in operation in the following communities: Old Fort Bay, St. Augustine, La Tabatiere, Gull Cliff Island, Bradore Bay, Bradore Plains, Blanc Sablon, Fox Island-Otter Brook-Cross River, Mutton Bay, St. Paul's River, Kegashka, Harrington Harbour and Shekatika.

The Department has built twelve new schools in these communities. All the material for the buildings is shipped from Quebec City via the Clarke Steamships. The buildings were erected by local labour. In 1949 a second school building was erected at Harrington where instruction is given in Grades VIII and IX. This is the first time that education in High School grades has ever been given in this inspectorate.

School Boards do not operate on the coast, but certain men act in an advisory capacity to the inspector. The pupils pay for school books according to their ability and the men contribute labour from time to time towards the erection and repair of the school buildings.

(b) MAGDALEN ISLANDS

Schools are located in the municipalities of Grindstone, Entry Island, Grand Entry, Old Harry, and Grosse Ile. Three of the schools are modest but pleasant buildings. A new building has recently been erected at Entry Island and an addition will be made to the school at Grosse Ile next summer. The six schools house 133 pupils.

The people of these islands earn their living mainly by lobster and mackerel fishing. The sandy soil is suitable for growing potatoes but much fertilizer is needed for the growth of other crops.

French Protestant Schools

French Protestant schools are in operation in the following municipalities: Ham North (Wolfe County), Girardville (Roberval), Lac Tiblemont (Abitibi), La Sarre (Abitibi), Rivière Bleue (Témiscouata), and Rollet (Témiscaming).

Colonization Schools

Under section 592 of the Education Act the Government may erect schools in colonization centres. Under this Act, colonization schools have been erected since 1935 in the following places:

(a) Newport Township, in the County of Compton. Two schools were opened originally but in 1940 one school was closed and the pupils conveyed to the other. In 1948 the colonization area was annexed to Island Brook. All the pupils are now educated in the Island Brook Intermediate School.

(b) Rollet, in the County of Rouyn-Noranda. This is a French Protestant school — one of the six wholly French Protestant schools in the Province.

(c) Joannes Township, in the County of Temiscaming. Three schools were originally opened here but one is closed.

Provision is thus made for all Protestant children to attend school when they are in sufficient numbers anywhere in the Province.

**MINUTES OF THE MAY MEETING OF THE PROTESTANT
COMMITTEE**

**Offices of the Protestant School Board of Greater Montreal,
May 10th, 1951.**

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

PRESENT: Dr. G. G. D. Kilpatrick, in the Chair, Mr. Howard Murray, Mr. A. K. Cameron, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Dr. C. L. Brown, Dr. F. Cyril James, Mr. George Y. Deacon, Mr. Harry W. Jones, Dr. S. E. McDowell, Mrs. T. P. Ross, Hon. G. B. Foster, Mr. W. E. Dunton, Hon. C. D. French, Mr. John P. Rowat, Mrs. A. Stalker, Mr. T. M. Dick, Mrs. Roswell Thomson, Dr. J. S. Astbury, Professor D. C. Munroe, Mr. K. H. Oxley, Dr. A. R. Jewitt, and the Secretary.

Apologies for absence were received from Bishop Dixon, Dr. W. Q. Stobo, Mr. John G. Rennie, Mr. L. N. Buzzell, Senator C. B. Howard, and the Superintendent of Education.

The minutes of the February meeting, having previously been circulated, were approved on the motion of Dr. James seconded by Mr. Jones.

The illuminated tribute to Dr. W. L. Shurtleff prepared by Professor Walter Whitehead was displayed.

The report of the sub-committee appointed to recommend a successor to Dr. W. L. Shurtleff as Associate Member contained the following recommendations: (1) That Dr. A. R. Jewitt be named. On the motion of Dr. Astbury seconded by Mr. Jones, the recommendation was adopted unanimously and Dr. Jewitt was invited to the meeting. (2) That the Government be asked to amend Article 21, Section 2, of the Education Act so as to make provision for membership of the Provincial Association of Protestant School Boards and the Quebec Federation of Home and School Associations and that pending the necessary consideration by the Legislature the two above associations be asked to name sitting members as their representatives. Mr. Murray proposed an amendment seconded by Dr. Stevenson that this question be referred to the Commission of Inquiry for further study and recommendation if deemed advisable. The amendment carried and the report as amended was passed on the motion of Dr. Astbury seconded by Mr. Jones.

The report of the Director of Protestant Education contained the following information: (1) Four bills were passed at the last session of the Legislature (a) Bill number 49 being an Act to Amend the Education Act; (b) Bill number 168 being an Act to Amend the Act 15 George V, Chapter 45 respecting Protestant Schools in and around the City of Montreal; (c) Bill number 169 being an Act to Amend the Act 32 Victoria Chapter 16 respecting Education in this Province; (d) Bill number 170 being an Act to Amend the Act 21 George V, Chapter 23 respecting the Education of Certain Children. (2) Plans have been approved in accordance with regulation 49 of the regulations of the Protestant Committee for additions to the Dunrae Gardens School in the Town of Mount Royal and to the Montreal North School. (3) The Elementary school at Valois, the new Intermediate School at South Hull, and an extension to the Sillery

school were officially opened in March and April. (4) The Government of the Province of Quebec has paid during the month of April the sum of \$276,000 as Public School grants to Protestant School Boards which under normal circumstances would have been paid towards the end of 1951. (5) Television programmes will probably be broadcast at the end of the year from Toronto and Montreal and a special sub-committee of the National Advisory Council of the C.B.C. on School Broadcasting has been constituted for the purpose of helping to provide good educational programmes. (6) a. "Education in Quebec" has been revised and will be off the press in a few days. b. A new pamphlet entitled "Conveyance of Pupils to Protestant Schools" is on the press and will be ready shortly. (7) Seventy-four consolidated schools are now in operation in Quebec with an enrolment of 11,157. About fifty per cent of the pupils are conveyed in 186 buses and 67 snowmobiles. (8) The Lieutenant-Governor in Council has been pleased to approve amendments to regulations 127, 130 (d), 133 (a) and (b) to allow for the introduction of an alternative course for candidates for the Intermediate diploma. (9) Eleanor Blanchard of West Hill High School and Sylvia Burt of Lennoxville High School have been selected by the Canadian Education Association as two of the fifty Canadian girls to tour Great Britain during the summer of 1951 as the guests of Mr. Garfield Weston. (10) Plans have been approved for the building of schools at Brownsburg, Morin Heights, Longueuil (Montarville), Cookshire (a reconstruction), Chambly-Richelieu, Grande Fresnière, Rock Island-Stanstead, and Magog. Tentative plans have been approved for new buildings at Shawinigan Falls, Shawville, Mansonville, Lennoxville, Valois, Aylmer, Macdonald College, Hull, Valleyfield, and Richmond. All the loan procedures, however, have not yet been adopted in several cases. A new procedure had been arranged between the Provincial Secretary, the Honourable C. D. French, and Mr. John G. Rennie, Chairman of the Building Committee, in connection with approving plans for school buildings. The report was received on the motion of Dr. James seconded by Mr. Murray.

As a sufficient number of school boards in Missisquoi County have petitioned for the erection of a Central School Board, it was resolved on the motion of Mr. Jones seconded by Mr. Deacon that the necessary notice be inserted in the Quebec Official Gazette and that all local boards concerned be notified in accordance with the Act 8 George VI Chapter 15 sections 3 and 6. It was also decided that the present representation should be: One member shall be appointed by resolution of the Protestant Board of School Commissioners of Cowansville, one member shall be appointed by resolution of the Protestant Board of School Commissioners of Bedford, one member shall be elected by delegates of the Protestant Boards of School Commissioners of the School municipalities of Cowansville and Bedford, one member shall be elected by delegates of the Protestant Boards of School Commissioners of St. Ignace de Stanbridge, Stanbridge East and by the School Trustees of Farnham, one member shall be elected by delegates of the Protestant Boards of School Commissioners of the school municipalities of St. Armand West, Philipsburg Village and by the School Trustees of St. Sébastien.

As the Senneville Board of School Trustees has been amalgamated with Baie d'Urfe-Senneville, it is necessary to reconstitute the membership of the

Macdonald County Central School Board. On the motion of Dr. James seconded by Mr. Dick it was resolved that the Lieutenant-Governor in Council be asked to amend the constitution of this Board in accordance with Section 7 of the Act 8 George VI, Chapter 26 as follows: Three members shall be appointed by resolution of the Protestant Board of School Commissioners of Baie d'Urfé-Senneville, one member shall be appointed by resolution of the Protestant Board of School Trustees of Ste. Anne de Bellevue, one member shall be elected by delegates of the Protestant Board of School Commissioners of Dorion and Isle Cadieux and of the Protestant Board of School Trustees of Isle Perrot.

Letters were read from the Protestant School Board of Montcalm protesting against the schedule of adjusted school valuations as adopted by the Argenteuil-Two Mountains County Central School Board on October 19th, 1950. The protest was made under section 39 of the Act 8 George VI Chapter 15. On the motion of Mr. Murray seconded by Mr. Oxley, the correspondence and protest were referred to the Legislative Sub-Committee.

A letter was read from the school corporation of Grande Fresnière asking that the new school at Grande Fresnière be classified as an Intermediate school. On the motion of Mr. Fisher seconded by Mr. Oxley it was decided to accept the request in principle and that it should become effective when the new building is in operation and the conditions of regulations 37 and 40 (a), (b), (d), and (e) have been met.

Dr. James reported that each bookcase sent out by the McLennan Travelling Libraries now contains fifty books, that the circulation has increased, and that during 1950-51 eight hundred and fifty books have been added to the library. The report was received on the motion of Dr. James seconded by Mrs. Ross.

Mr. Fisher reported that since the last meeting Mrs. John Dixon, the wife of the Bishop of Montreal, is deceased. The Secretary was asked to send a letter of condolence to His Lordship.

The report of the Board of the Order of Scholastic Merit showed that the following candidates are to be presented the awards of the Board during the Convention of the Provincial Association of Protestant Teachers of Quebec next October:

FIRST DEGREE: Miss Beulah Findlay, Shawville High School; Miss Mary A. Gardner, Chateauguay Basin; Miss Ruth Parke, Guy Drummond School, Outremont; Miss Grace Revel, Macdonald High School; Miss Isabel Smith, New Glasgow; Miss Dora Upton, Helping Teacher, Department of Education; Miss Frances E. Watson, High School for Girls, Montreal.

SECOND DEGREE: A. R. Almond, Kensington School, Montreal; J. W. Dunn, Baron Byng High School, Montreal; C. J. Fraser, Maisonneuve School, Montreal; Helena D. Keith, Lachine High School; J. G. Lang, Supervisor of Physical Education in Montreal schools.

THIRD DEGREE: Gordon H. Heslam, West Hill High School; C. T. Teakle, Supervisor of French, Department of Education.

The report was received on the motion of Mr. Fisher seconded by Mr. Dick.

Mr. C. T. Teakle reported upon his work as Supervisor of French in the Province and was thanked cordially by the Chairman and Mr. Dunton.

The report of the Legislative Sub-Committee contained the following information: (1) Changes in the regulations of the Protestant Committee were authorized for submission to the Lieutenant-Governor in Council as follows:

Regulation 127, line 4: After "certificate" add "or its equivalent".

Regulation 130 (d), line 2: After "completed" delete "a year's course of training in the Intermediate class of the School for Teachers" and insert "the appropriate course of training in the Intermediate class of the School for Teachers during either one or two years,"

Regulation 133 (a), line 1: After "class" add "and to the two-year course leading to the Intermediate certificate".

Regulation 133 (b), line 1: After "To the" insert "One Year".

(2) The report has been received from the Royal Trust Company following the protest of the Greenfield Park School Board against the increase in tax rates imposed by the Chambly County Protestant Central School Board. This report showed that the assessment levied upon the property holders in Greenfield Park was much greater than the proportional assessment upon property holders of St. Lambert. Accordingly, the Legislative Sub-Committee upheld the protest of the Greenfield Park School Board. On the motion of Dr. James seconded by Mr. Foster the report was received and the Secretary was instructed to express to the Royal Trust Company the appreciation of the Committee for the speedy manner in which it had conducted the survey and for its moderate charge as a public service.

The report of the Education Sub-committee contained the following recommendations: (1) That the increased prices of textbooks as announced by the publishers be accepted. (2) That the following books be optional with those presently authorized:

	<i>Optional</i>	<i>Presently Authorized</i>
Pre-Primers: Tuffy and Boots	\$.50	Come and Ride \$.45
	.45	This is Fun .45
Primer: Ted and Sally	1.35	Tags and Twinkle 1.10
Book I: On Four Feet	1.50	Good Times on Our Street 1.25

(3) That the decision to authorize "The Book of Small" taken at the last meeting be revoked and a new textbook sought for the Grade VIII course in North American Literature. (4) That Frye-Gammell's Geography should be reinstated on the authorized list as the new texts will not be available next fall. (5) That the report of the P.A.P.T. Committee concerning English Literature texts for elementary schools as revised be adopted as from September 1st, 1951, and the following texts authorized:

(a) *Prescribed Readings.* Grade IV: Folk Tales from Many Lands, Peter Pan and Wendy; Grade V: The Coral Island, Pinocchio; Grade VI: The King of the Golden River, Bambi; Grade VII: Heidi, Huckleberry Finn.

(b) *Additional Readings, Principally Oral.* Grade II: Velveteen Rabbit, Winnie-the-Pooh; Grade III: Alice in Wonderland, Little Pear; Grade IV (A minimum of any two of the following): Just So Stories; Thunder in the Mountains; Floating Island; Mr. Popper's Penguins, Rabbit Hill; Grade V (A minimum of

any two of the following): The Merry Adventures of Robin Hood, Wind in the Willows, The Jungle Book, Gulliver in Lilliput, Bay of the North; Grade VI (A minimum of any two of the following): The Christmas Carol, Tom Sawyer, Arabian Nights, True and Untrue, Red Fox; Grade VII (A minimum of any two of the following): King Arthur, Treasure Island, Tales from Shakespeare, Master Skylark, Wild Animals I Have Known.

(c) *Poetry Anthologies*. Grades I and II: Very Young Verses, Geismer and Suter; Grades III and IV: A Small Child's Book of Verse, Polagie Doane; Grade V: Bridled with Rainbows, Sara and John E. Brewton; Grades VI and VII: The Poet's Craft, Daringer and Eaton.

The following books should also be authorized: Told Under the Magic Umbrella, Told Under the Green Umbrella, Told Under the Blue Umbrella, Fairy Tales by Hans Anderson. All of the above books in lists (b) and (c) are for teacher's use only, though School Boards are authorized to purchase them at will. Where school editions are available these should be chosen and the Department of Education should write to publishers to find the prices that will be charged if the books are authorized.

An expression of thanks was moved to Professor Hall and his committee for their work.

6. That the request of the Montreal High School Principals that the terms of reference of the Latin Sub-Committee be extended to include a review of the amount of reading required for the Grade XI Latin examination be referred to the Latin Committee as well as the advisability of continuing Latin as a 200 mark subject.

7. That the following two books be compulsory in Grade XII: French Short Stories (omitting *Le Merle Blanc*) and *Le Tour du Monde en 80 Jours*, and any three of the following: *Les Deux Idoles*, *Tovaritch*, *Knock ou le Triomphe de la Médecine*, *Le Comte de Monte Cristo*, *Les Nouvelles Aventures de d'Artagnan*. The choice of a French Canadian Novel or an Anthology of French Canadian poetry for addition to the optional list is to be referred to the Protestant Committee and a recommendation sought in the meantime from the special French committee.

8. That the syllabus of the Committee on Grade XII Physics be approved and that the needs of an alternative course be surveyed as suggested by the Committee.

9. That the advice of the P.A.P.T. Curriculum Committee be sought concerning the recommendation that pages 251-259 of Hall and Knight's "Elementary Trigonometry" be added to the Trigonometry assignment for Grade XII.

The report also contained the following information: 1. That "Jouons" and the Manual for "Jouons" are being revised and that the material will probably be ready in mimeographed form for experimental use in the schools for September, 1952. 2. That inquiries are being made concerning the possibility of children being allowed to view films approved by the Children's Film Library. 3. That "Practical Geometry and Perspective Projection" by C. V. Frayn is out of print. 4. That "A Canadian History Workbook" by D. T. Trenholm is available. 5. That the Matriculation Board of McGill University is willing to recommend to the various faculties that students be permitted to present the North American

Literature paper as one of the optional papers required for admission. It is provided, however, that such students will still be required to pass in English Literature and Composition. 6. That the Shakespearean play for next session should be Julius Caesar in Grade XI. This is a continuation of the cycle already authorized.

The report was adopted on the motion of Mr. Dick seconded by Mr. Oxley.

As Mr. Dick has tendered his resignation as Chairman of the sub-committee, he was thanked by the Chairman for his long, faithful, and successful leadership. Dr. A. R. Jewitt was added as a member of the Education Sub-Committee.

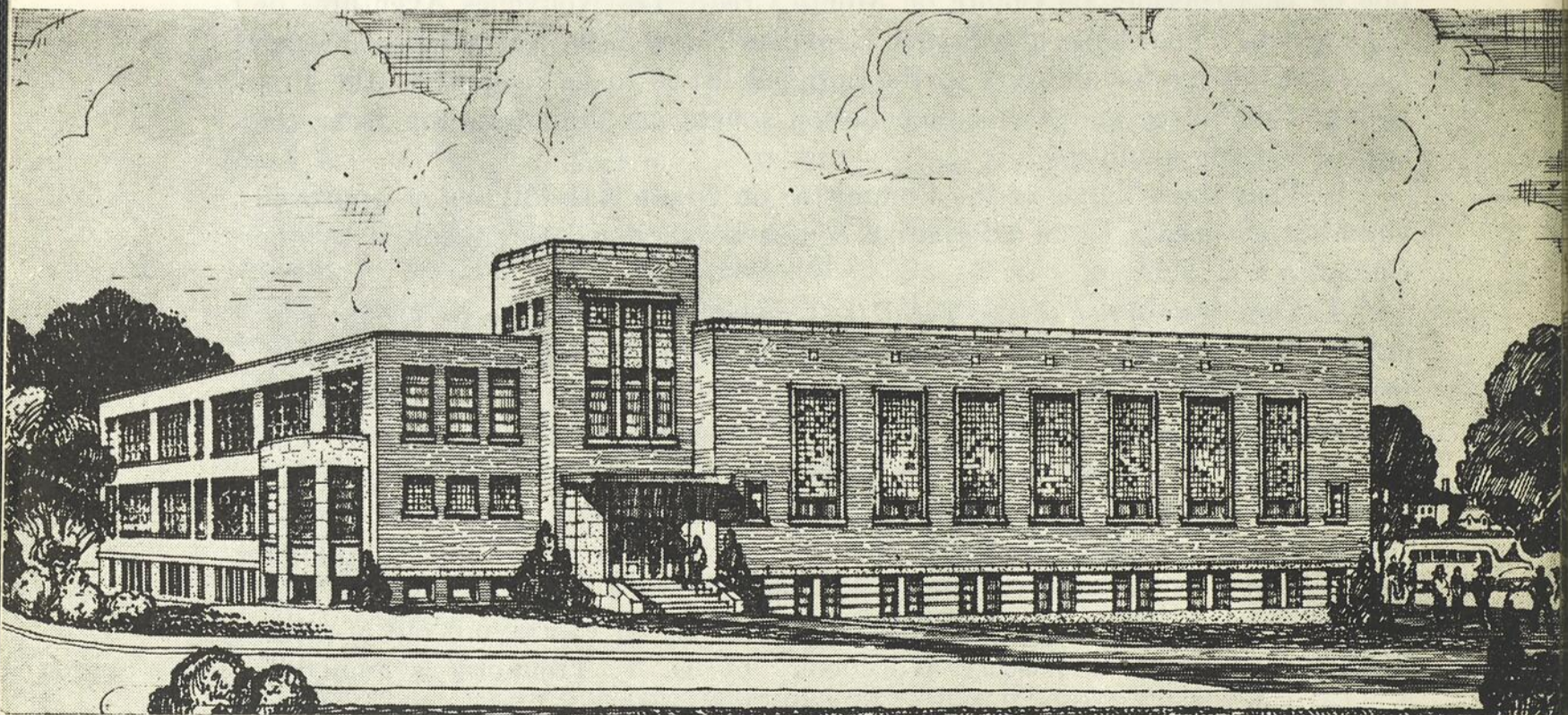
A report of progress was submitted from the Finance Sub-Committee.

For the Commission of Inquiry the Chairman reported that Mr. Erskine Buchanan has accepted the position as honorary counsel, that the chairman has been asked to serve as chairman and Dr. Percival as Secretary. The following reports are being prepared: (1) by Mr. Buchanan concerning law and practice in the administration of Protestant Education, (2) by Mr. Dunton showing how the greatest integration and closest cooperation can be developed between the Protestant School Board of Greater Montreal, the Protestant Committee, and the Department of Education, (3) by Dr. Percival on the practices in the administration of Protestant Education. The report was received on the motion of Dr. James.

There being no further business the meeting then adjourned to reconvene in the Asbestos-Danville-Shipton High School on Friday, September 28th.

W. P. PERCIVAL,
Secretary.

G. G. D. KILPATRICK,
Chairman.

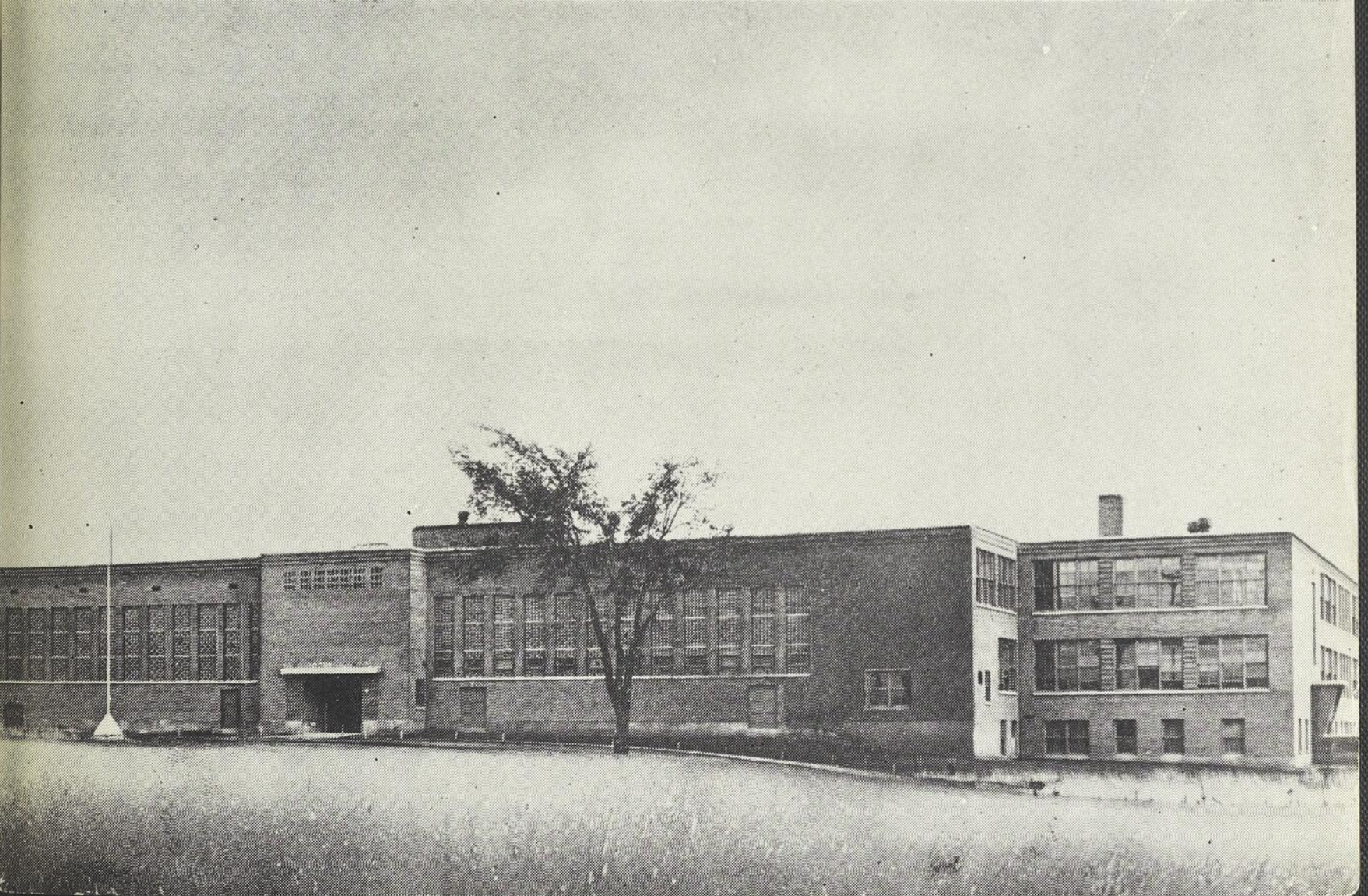


ARCHITECT'S DRAWING OF THE PRINCESS ELIZABETH HIGH SCHOOL, MAGOG



ASBESTOS-DANVILLE-SHIPTON HIGH SCHOOL

VAN HORNE ELEMENTARY SCHOOL, MONTREAL





DRUMMONDVILLE HIGH SCHOOL



LACHUTE HIGH SCHOOL

