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of
Yester-Year

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THE EDUCATIONAL RECORD

A quarterly journal in the interests of the Protestant Schools of the Province
of Quebec, and the Medium through which the Proceedings of the Protestant
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being responsible only for what appears in its Minutes and Official Announce-
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CANADIAN VENTURES

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EDITORIAL NOTES

Dr. Percival's article in this issue on the Course of Study should be carefully studied by every teacher. The following main points are to be kept in mind throughout:—

1. The Course of Study of the present year is to be continued next September, with the changes mentioned in the article.

2. The revised Course of Study does not go into general effect until September 1933, but any board which desires to adopt it for September 1932 may do so.

3. Special attention should be given to the explanations in regard to Extra English.

The last number of the Educational Record had been printed before the news of the death of Inspector McOuat was received. J. W. McOuat, B.A., had a remarkable career as teacher and inspector. It was in 1892 that he was appointed inspector and previously had been principal of the Lachute academy. A high sense of duty, thorough conscientiousness, kindly sympathy and tact marked his work always. It was through these qualities and his practical good sense that he succeeded, during the forty years of his inspection, in having nearly a hundred new rural schools built throughout his large district. He was warmly esteemed by all, and will be much missed. We do not forget, also, the valuable items for teachers and pupils which he contri-

buted during many years to the Educational Record. Those items were all ways directed to high ideals.

The rural schools will be receiving shortly from the Department, through the Inspectors, fine additions to their libraries. The books have been purchased during several years and included suitable ones for all grades and also a select few of use to the teachers. It is to be hoped that the teachers have not forgotten that these library books are for use, and that they may be taken home by the pupils, provided that the teacher has made a catalogue and charges each pupil with the book taken out, to ensure its safe return. A well selected library is of great importance in a community, and the teacher with the missionary spirit will see that the valuable books are circulated.

Presumably there will be a good attendance at the several Summer Schools for teachers this year. One attraction is the fact that successful work there counts towards a higher diploma, but we may hope that the consideration which will be most effective will be the desire to learn improved methods. All professionals find it necessary from time to time to take "refresher" courses, and the teaching profession is one where such courses are particularly needed and are of special value. In this issue the Educational Record gives some account of each Summer School.

PHYSICAL GEOGRAPHY

In his comments on the Physical Geography papers of last June the examiner, Dr. J. A. Nicholson, says:—

“If only we had a text-book that would measure up more nearly to the standard of a High School Leaving Examination, Physical Geography could well take its place on every count beside the more purely scientific subjects of Botany, Chemistry and Physics. Indeed, if the one now prescribed were thoroughly mastered, and added to from other sources, it might be considered on a par with them, even as it is.”

We welcome this statement from Dr. Nicholson. The contention of the Educational Record for many years has been that, for the mixed classes of boys and girls in the majority of our high schools, Physical Geography is more suitable than either Botany, Chemistry or Physics, even though it is dependent upon a grasp of some of the principles of each of the preferred sciences.

The reasons in favour of Physical Geography might be summarized as follows:—

1. The subject is more attractive to the majority of the pupils in Grades X and XI than any other science. It was assumed years ago that its attractiveness was due to its alleged “easiness”. Yet, if we take the percentages of the failures during the last five years, including the years when it was accepted by McGill and those when it was not, it will be seen that Physical Geography had a higher percentage of failures than either Physics or Chemistry. The figures are as follows:—

PERCENTAGE OF FAILURES

Year	Physics	Chemistry	Physical Geography
1927	23	12	27
1928	22	11.6	27
1929	28.2	20.5	15.8
1930	11.5	15.6	28
1931	18.5	22.5	18

The average of these percentages is Physics 20.6, Chemistry 16.4 and Physical Geography 23.1. We do not press what would be the incorrect conclusion, that Physical Geography is the most difficult of the three subjects, but the figures surely show that it is not necessarily a subject on which good marks can be taken easily.

Next, let us take the figures of the Grade XI pupils taking the respective subjects during the last five years:—

Year	Physics	Chemistry	Physical Geography
1927	404	474	424
1928	362	463	382
1929	403	483	246
1930	504	531	207
1931	555	694	239

The increased numbers of the pupils taking Physics and Chemistry during the later years, and the decreased numbers taking Physical Geography, are due to the exclusion of Physical Geography as a matriculation subject by McGill. The reports of the examiners in Physics and Chemistry show that the successes in Physics and Chemistry were chiefly in the larger centres where full laboratory equipment and trained specialists are available. The rural high schools are necessarily handicapped in that respect.

2. Because of its attractiveness, Physical Geography affords about the most satisfactory introduction to **scientific method** and habits of thought for the great majority of pupils—a fact recognized by Professor Thomas H. Huxley sixty years ago. As such, of course, it needs good teaching, as Dr. Nicholson points out. The subject should be “mastered”, by means of field work and supplementary reading.

3. Physical Geography is both cultural and practical, and gives fuller meaning to the geographical knowledge obtained in the earlier grades, and is therefore suitable for the School Leaving grade. It is, we believe, the recognition of its combined cultural and practical value which has led in recent years to the establishment of Chairs of Geography in the older universities of Great Britain.



*The Vilas Annual Challenge Cup
in Interscholastic Hockey*

THE INTERSCHOLASTIC HOCKEY LEAGUE

One of the good things accomplished by the Provincial Association of Protestant School Boards has been the organization of the School Hockey League. The special Athletic Committee consists of Dr. Erle Draper of Bedford, Dr. C. L. Brown of Ayer's Cliff and Mr. James E. Connors of Magog.

We have to thank Dr. Draper for the photograph of the League Cup reproduced in this issue, and for the following details in regard to the games of the past season.

The first group which played consisted of the Valleyfield, Huntingdon, Ormstown and Howick high schools, Huntingdon winning out. Then Bedford and Cowansville played, the latter winning. In the Knowlton, Waterloo and Granby group, Granby succeeded and in the Magog, Ayer's Cliff and North Hatley group, Ayer's Cliff was the victor. The four winning teams then played off, and in the first two groups, Huntingdon survived and in the second group Granby. In the finals Huntingdon succeeded. This final game was played at the Montreal Forum, with officials from the McGill Senior Hockey team present, and that evening the players were entertained at the Canadian-Chicago game as

guests of the Forum. The officials of the McGill club present at the finals were Mr. "Nels" Crutchfield and "Hughie" Farquharson.

Dr. Draper writes:—

"Owing to the interest and energy put behind this effort we have had a very successful season, and I have been met with a very fine spirit on the part of those in charge of the different sections to carry out their work to the best of their ability.

"I had to visit Huntingdon once and Ayer's Cliff once, to organize these sections. The other two sections were organized without my having to leave home. Visiting back and forth by these teams I think will have a broadening effect on these boys and I hope the League will become a permanent part of school life".

He adds that next Winter it is expected to extend the League and embrace a larger number of schools. To that end Dr. Draper invites correspondence from any high schools interested. They should write to him at Bedford by October 10th.

The handsome Annual Challenge Cup was presented to the Association by Mr. Harry Vilas of the W. H. Vilas Company of Cowansville.

OVERSEAS EDUCATION LEAGUE

We presume that some of our teachers, as usual, will be joining the trips of the Overseas Education League this summer. The programme is a remarkably varied one, including not only pleasure trips but Summer Schools in English, French, German, Spanish, Drama, Art Appreciation, Music, and Physical Education.

Major Ney, the Honorary Organizer, is indefatigable in bringing about these contacts for Canadian teachers with British and other European countries. They are genuine educational contacts, the educational authorities in England, Scotland, France, Germany, Spain, Italy and Denmark sparing no pains in order that interesting and instructional insights may be obtained into the valuable **Old World** movements.

We may remind readers that all information in regard to the trips may be obtained from Major Fred J. Ney, Power Building, Winnipeg.

Dr. C. J. MAGNAN

The University of Montreal has conferred the honorary degree of Doctor of Pedagogy (Doctorat en Pédagogie) upon Mr. C. J. Magnan, Inspector General of the Catholic Normal Schools of the Province, and previously Inspector General of the Catholic Primary Schools.

We extend our warmest congratulations to Dr. Magnan on this well deserved honour, who as teacher, as professor, as Inspector General and as Editor of *l'Enseignement Primaire*, has a fine educational record to his credit covering many years.

CHANGES IN THE COURSE OF STUDY

The development of the Protestant Schools of the Province of Quebec is proceeding apace. Marked changes were made during the present school session with a view to improving the course of study materially. These changes were effected however, almost entirely without change of text-books. New texts in many subjects will follow of necessity when the time becomes propitious.

For the next school session the course of study that was in effect in 1931-32 will be in force again. A few necessary alterations introduced last year in some grades will be followed up in succeeding grades.

An alternative course, however, has been authorized by the Protestant Committee. In addition to the alterations referred to above, a course involving new text-books has been made permissive for 1932-33. According to present plans, this permissive course will, in 1933-34, entirely replace the course of study that may be used next session based upon the present texts.

The greatest change in the permissive course is in English. In this subject the entire emphasis has been transferred from the critical and analytical to a broader and more cultural treatment based on a much wider range of readings.

The introduction of the new readings in English is vital. They are introduced in order to vivify reading, to raise the standard of written and spoken English and to endeavour to improve the quality of the average taste in literature. If the subject is treated in the manner intended, children should be able to read at a much earlier age than formerly. The change should definitely eliminate a large part of the oral reading that takes place so slowly in many classrooms today. The quantity of reading to be covered in Grade IV and beyond demands that silent reading become an established practice in every classroom. Much of the work in Grade III and some in Grade II can also be performed by this method.

Extra English.

The subject to be known as Extra English has been inserted among the optional subjects for Grades VIII to XI. This has been introduced in order to give those students who like reading an opportunity to read more extensively and to add the element of diversity to their selections. A controlling principle in the choice of these texts has been the possibility of obtaining them in attractive, reasonably priced editions. Moreover, class recognition will be earned for the additional work accomplished.

This subject will be on a par with any other optional subject in Grades VIII to XI. It has been made alternative with the subject named English or English Literature. That is to say, if a student takes both English Literature and Extra English and fails in the first course but passes in the second he will be

ranked as having fulfilled the English obligation. English Literature must be taken as a subject, however. Moreover, in order to pass the grade successfully, the students must pass in the minimum number of subjects.

In both English and Extra English at least one optional book has been recommended for each grade. It is hoped that many of the pupils will read all the books. The slower pupils will be encouraged to read in accordance with their ability, and the brighter ones according to their tastes.

Minimum cost lower than that of present texts.

A fundamental guiding principle in the selection of English literature books has been that the cost of the texts at present authorized should not be exceeded by the cost for the minimum list in the new permissive course. That is to say, in a grade in which five books must be chosen from a list of six to replace the present texts, the minimum cost of the new shall not exceed the cost of the old. That has not been an easy task. On the present course of study in Grades III to XI, there are 27 authorized texts. On the new course of study in those grades a minimum of 46 books must be read. The minimum cost of these 46 texts is actually lower than the cost of the 27 texts which the pupils are using today. The difference is only a few cents but the children will get nineteen additional English literature texts for less money than has been formerly spent on these texts. This is not true for each individual grade but it is true for the aggregate of the grades in both the elementary school and the high school. The texts in Grades I and II remain in force unchanged.

Some schools may not wish to introduce the new text-books into the various grades this year. In the High School grades however school boards and teachers should give consideration to the introduction of Extra English as one of the optional subjects for the coming school session. They have this privilege even though they may not wish to use the entire permissive course.

Continuation year.

A XIIth year, to be known at present as the Continuation Year, has been authorized by the Protestant Committee for 1932-33 and succeeding years.

The subjects authorized for the Continuation Year are as follows: English, Extra English, French, Extra French, History, Latin, Mathematics, Chemistry and Physics.

The requirements in the various subjects will probably be published in August. I shall, however, be glad to furnish to school boards and principals any definite information that is in my possession in this respect.

Extra French in the continuation year.

Extra French is not suggested for any grade below the twelfth year. In that year, however, Extra French is suggested along lines similar to those which are recommended for Extra English in this and other high school grades. It is

felt that if a student desires to attain a certain measure of extra culture he may do so by staying in school for another year and taking such subjects as English, Extra English, French and Extra French. With these Continuation Year subjects as a minimum he could obtain the Continuation Year Certificate. Such a certificate will be issued to students who are successful in that year.

Details of the changes for 1932-33.

The following changes will be made in the course of study for 1932-33:

(1) Dickie and Palk: Pages from Canada's Story, Pages 205 to 249, replaces Weaver: History of Canada in Grade VI.

(2) Jenkins' Canadian Civics has been removed from Grade VII.

(3) Andress and Evans' "Success and Health" which last year was authorized for Montreal Schools in Grade VI is introduced into all schools in that Grade. The Canadian Health Book is removed from Grade VI.

(4) General Science is eliminated from Grade XI.

(5) General Science, which was begun last year in Grade VIII, will be completed in Grade IX.

(6) Pages 48 to 53 on work and energy will be included in the Physics assignment for Grade X.

(7) Electricity will be inserted in Grade XI Physics, and other topics will also be included, such as Velocity, Acceleration, Inertia, Momentum, Force, Moments, Gravitation and Simple Machines.

(8) The course in Extra English is as follows:—

Grade VIII. Five of the following:

Blackmore: Lorna Doone.

Buchan: Prester John

Hudson: Adventures among Birds.

Macaulay: Lays of Ancient Rome.

Scott: The Talisman.

Stevenson: The Black Arrow.

Grade IX. Five of the following:

Henty: With Wolfe in Canada.

Kingsley: Hereward The Wake.

Quiller-Couch: The Roll Call of Honour.

Shakespeare: A Midsummer Night's Dream or The Merchant of Venice.

Stephen: The Voice of Canada.

Stevenson: Catriona.

Grade X. Six of the following:
 Buchan: A Book of Escapes and Hurried Journeys.
 Dana: Two Years before the Mast.
 Essays Old and New.
 Parker: The Trail of the Sword.
 Quiller-Couch: Fort Amity.
 Shelley and Keats: (Selections).
 Ogilvie and Albert: A Practical Course in Secondary English.
 Part 3: The History of the English Language.

Grade XI. Six of the following:
 Austen: Pride and Prejudice.
 Goldsmith: She Stoops to Conquer.
 Morris: Atalanta's Race, etc.
 Parkman: The Conspiracy of Pontiac.
 Reade: The Cloister and the Hearth.
 Shakespeare: Macbeth.
 Compton-Rickett: A Primer of English Literature.

The permissive course of study for 1932-33.

Those schools that wish to introduce the entire new course in 1932-33 may do so. The additional changes are as follows:—

- (1) The Quance Speller, Book I, may be introduced into Grades II to IV.
- (2) The Quance Speller, Book II, is authorized in Grade V to replace the Alexander Speller.
- (3) The Quance Speller, Book III, Part I, is authorized for Grade VIII.
- (4) The distinction previously made between "For Close Study" and "For Reading and Discussion" in connection with the English texts has been abolished.
- (5) The English literature texts for Grades III to XI are as follows,—

Grade III. Reading and Thinking: Grade III.
 Children's Fairy Books.
 Grimm and Anderson: Fairy Tales.

Grade IV. Reading and Thinking: Grade IV.
 Carroll: Alice in Wonderland.
 Craik: The Little Lame Prince.
 Kingsley: The Water Babies.

- Grade V. Reading and Thinking: Grade V.
Four of the following Books:
Ballantyne: The Coral Island.
Collodi: Pinocchio.
Defoe: Robinson Crusoe.
Tales from the Arabian Nights.
Yonge: The Little Duke.
- Grade VI. Reading and Thinking: Grade VI.
Five of the following books:
Dickens: Christmas Carol: and Ruskin: The King of the Golden River.
Eliot: The Girlhood of Maggie Tulliver.
Hawthorne: Tanglewood Tales.
Hughes: Tom Brown's Schooldays.
Lamb: Adventures of Ulysses.
Sewell: Black Beauty.
- Grade VII. Reading and Thinking: Grade VII.
Five of the following books:
Borrow: Gipsy Stories.
Defoe: Captain Singleton's Early Adventures.
Marryat: Masterman Ready.
Scott: Quentin Durward.
Spyri: Heidi.
Stevenson: Treasure Island.
Swift: Dwarfs and Giants.
- Grade VIII. Five of the following:
Dumas: Queen and Cardinal.
Kingsley: Amyas and Ayacanora.
Kipling: Captains Courageous.
Lytton: Fire and Darkness.
Stevenson: Kidnapped.
Yonge: A Book of Golden Deeds.
- Grade IX. Selections of Prose and Poetry, Pt. 2.
Shakespeare: As You Like It or Julius Caesar.
Three of the following:
Conrad: Four stories.
Kipling: Puck of Pook's Hill.
Sabatini: Scaramouche.
Scott: The Flight of King Charles.

- Grade X. Shakespeare: Twelfth Night or The Tempest.
 Five of the following:
 Conrad: Youth and Gaspar Ruiz.
 DeQuincey: The English Mail-Coach.
 Gaskell: Cranford.
 Canadian Literature.
 Kirby: The Golden Dog or
 McMechan: Sagas of The Sea.
 Macaulay: Essay on Clive.
 Milton: Shorter Poems.
- Grade XI. Poems of the Romantic Revival pp. 29-56, 107-162.
 Macdonald: English Prose Selections, Pt. II.
 Four of the following:
 Drinkwater: Oliver Cromwell.
 Eight Modern Plays.
 One Hundred Years of English Poetry.
 Short Stories of Today.
 Some English Diarists.

(6) Biology is recommended as a new subject for Grades X and XI. The text book will be Peabody and Hunt: "Biology and Human Welfare".

(7) In the French of Grade XI, Dumas "L'Evasion du Duc de Beaufort" will replace Girardin's "Les Braves Gens".

I hope that the teachers in the schools in which the permissive Course of Study will not be used next session will kindly retain the present Courses of Study.

A supplement to the "Memoranda of Instructions to Teachers" will be issued but will be intelligible only when read in conjunction with the Memoranda issued this year. I shall be glad therefore if teachers will retain the present issue of the "Memoranda of Instructions to Teachers".

W. P. PERCIVAL,

Director of Protestant Education.

**Circular of Information concerning the Summer School for Teachers
Macdonald College, 1932, July 4—July 30 inclusive under the
Auspices of the Department of Education.**

The second annual summer school for teachers under the auspices of the Department of Education will be held at Macdonald College from Monday, July 4 to Saturday, July 30, inclusive, 1932. This summer school is intended for teachers holding Elementary and Intermediate diplomas valid in the Province of Quebec.

The purpose of this summer school is to enable certificated teachers to supplement their previous training, to become better acquainted with modern educational movements and methods, and to qualify for a more advanced diploma in accordance with the regulations of the Protestant Committee of the Council of Education. These regulations are as follows:

For advanced elementary diplomas, holders of elementary diplomas who shall have successfully completed two courses in the summer school provided for such teachers in this Province.

For intermediate diplomas, such persons as have satisfactorily completed a year's course of training in the intermediate class of the school for Teachers; or holders of elementary diplomas who shall have successfully taken four courses in the summer school in this Province, provided that they have completed the requirements for entrance to the intermediate class in the School for Teachers.

For advanced intermediate diplomas, holders of intermediate diplomas who shall have successfully completed three courses in a summer school provided for such teachers in this Province.

All applications must be made on the prescribed application forms to the Dean of the School for Teachers, Macdonald College, Que., from whom these application forms must be obtained.

Each application must be accompanied by a preliminary deposit of \$10. Money orders or cheques for this amount must be drawn in favour of the Bursar, Macdonald College, and must be payable at par at Ste. Anne de Bellevue.

Candidates will be admitted, subject to available accommodation, in the order of the receipt of their application, preference being given to students who attended the summer session of 1931.

All applications must be made on or before June 15, 1932. Admission cannot be guaranteed to late applicants.

Students who apply for and receive admission certificates, but who for good and sufficient reasons find themselves unable to attend the summer school may ask for and obtain a refund of their preliminary deposit at any time up to June 20, 1932. This early date for withdrawal is necessary in order to allow the vacant accommodation to be made available for other applicants.

The total living expenses from noon, July 4 to noon July 30 will be \$30 for board and room (two in room), plus 50 cents for medical fee. Those desiring a single room may obtain one (if available) at a small extra cost by writing in advance to the Bursar, Macdonald College. The preliminary deposit is accepted as part of this total charge. The balance only is required to be paid on the first

day of the session. All bed linen, towels, etc., will be supplied by the College. Personal laundry work will be done by the College Laundry at a reasonable charge.

Arrangements have been made whereby by Dr. R. F. Kelso, or his "locum tenens" will attend the College daily to give medical attention to students who may require his professional services. The medical fee will cover the charges of ordinary sickness while at the College, but not for infectious diseases or major operations.

Students will be expected to provide themselves with the books and materials required in the different courses, in accordance with the subject chosen.

Bonuses.—A number of bonuses will be paid to students who complete satisfactorily the work of the summer school and will teach in Quebec during the school session of 1932 to 1933. All applications for bonuses must however be made before September 1st, 1932.

General Information.—Students should arrive (if possible) during the forenoon of Monday, July 4, for registration between 9 a.m. and 12 noon. Immediately on arrival, students should present their certificates of admission to the Bursar's Office, Room 11, Main Building, for the purpose of completing payment for living expenses. Only after this has been done will rooms be assigned in the residence.

All classes will open at 1.30 p.m. in the College Assembly Hall, on Monday, July 4.

The following courses are offered in 1932 in both classes:—

FULL COURSES

Psychology (compulsory)
English
Mathematics
French
Primary Methods
Physical Education

HALF COURSES

French (Conversation)
Art
Music
Physical Education

Five full courses or a number of full courses and half courses to make five units will be required to satisfy the requirements of a complete summer session for the advanced diplomas. Psychology must be taken by all students.

Only those students who take the full course in French will be allowed to take the extra half course in French conversation.

DETAILS OF COURSES

A.—Intermediate class: Full courses.

1. **Psychology (Compulsory).** This will be a course in applied psychology. The general principles of learning and the psychology of subjects in the elementary school course will be taught. The required text-book is: Psychology of the Elementary School Subjects; Reed, (Ginn & Co.)

2. **French.**—Phonetics as a means of attaining accurate pronunciation: idiomatic expressions and review of the essentials of grammar. The methods of teaching French to Grades III and IV will be included. Text-books: Le Français Oral, (Pargment) (Copp, Clark Company, Toronto); Grammaire Française (Berthon); Manuals & Readers I and II (Curtis & Robert).

3. **Primary Methods.**—General survey of new influences on primary work and co-operation in the first three years of school work. English, Number Work and Writing will be studied intensively.

4. **Physical Education.**—Principles of physical education, organization and administration of games, etc. Posture training, first aid and choice of activities, such as tennis, badminton, field games and dancing.

5. **Mathematics.**—Classroom methods and devices for teaching arithmetic in Grades V, VI and VII. Standardized tests and the keeping of class records by means of graphs will be included in this course. Text-book: Teaching Arithmetic in the Intermediate Grades, Robert L. Morton. (May be purchased at the college book store.)

6. **English.**—The basis of this course will be that prescribed for Grades III to VIII inclusive. Methods of teaching will be considered in spelling and language. Diagnostic, remedial and other forms of tests will be used illustrating the new methods in teaching. No text-books are prescribed but students should bring with them all texts and reference books in their possession bearing upon the work of Grades III to VIII.

B.—Intermediate Class: Half Courses.

1. **French.**—A half course in French conversation will be given to those students who are taking the full course in this subject.

2. **Art.**—A practical course dealing with the underlying principles of Art applied to class room problems following the lines of the present course of study.

3. **Music.**—Students entering this course should at least be able to sing an easy melody at sight. Voice training, technique of sight singing, theory, songs and teaching applications will be dealt with, as well as extra-curricular features. Text-books: Melodies and Tests, F. C. Field-Hyde (J. Williams, London, Eng.). The Training of Children's Voices, Dr. W. Carroll (Forsyth Bros. Manchester & London, Eng.), 38 Classical Songs, Vol. III (Novello) Books 137 & 138 Novello's School Sight-reading Reader (Renouf), Melody Reader, Book 2; Stanton.

4. **Physical Education.**—One half of the full course outlined above will meet the requirements for the half course in this subject.

E.—Elementary Class: Full Courses.

1. **Psychology.**—(Compulsory) Controls of Human Conduct (native and acquired). the Learning Process, particularly as applied to school work, transfer of training and measurement in education will be dealt with in this course. Text-book; Educational Psychology by Munroe, De Voss and Reagan (Double-day Doran & Co.)

2. **French.**—Phonetics; intonation and fluency exercises; intensive study of text; idioms; sentence construction, grammar. Methods of teaching French in elementary schools; various types of lessons; as found in Manuals 1, 2, 3; the combining of classes for oral work; supplementary material; pupils' note-books;

suggestions for school activities; testing techniques. Text-books: Oral French Reader, Holzwarth & Price (Copp Clark Co., Toronto). Manuals & Readers 1, 2, 3. (Curtis & Robert), Grammaire Française, Berthon.

3. **Primary Methods.**—See the outline of Primary Methods for the intermediate class.

4. **Physical Education.**—This course leads to the Strathcona Trust Grade B Certificate. Students who attended Summer School in 1931 will continue their studies. New students having their Grade B Certificates will have special work. Those who do not have their Grade B Certificates will commence training therefor.

5. **Mathematics.**—Classroom methods and devices for teaching arithmetic for the second year of Class 3 and Class 4 in the rural elementary schools. Standardized tests will also be dealt with. Text-book; Teaching Arithmetic in the intermediate grades, Robert L. Morton. (May be purchased at the College Book Store.)

6. **English.**—The basis of this course will be that prescribed for Grades III to VII inclusive. Methods of teaching will be considered in spelling and language. Diagnostic, remedial and other forms of tests will be used illustrating the new methods in teaching. No text-books are prescribed but students should bring with them all texts and reference books in their possession bearing upon the work of Grades III to VII.

D.—Elementary Class: Half Courses.

1. **French.**—A half course in French conversation will be given to those students who are taking the full course in this subject.

2. **Art.**—See the outline of the half-course in Art for the Intermediate Class.

3. **Music.**—Students should at least be able to sing a simple song without assistance and in good time and tune. Voice training for class and teacher. Graded sight-singing practice and ear training. School songs and methods of teaching as well as extra curricular activities will be dealt with in this course. Text-books: Melody Reader, Books 1 & 2, G. A. Stanton (Renouf) Book 137 of "The School Sight Singing Reader" (Novello) (Renouf). The Training of Children's Voices (Forsyth Bros. Manchester & London) (Renouf), by Dr. W. Carroll.

4. **Physical Education.**—One half of the full course outlined above will meet the requirements for the elementary classes in this subject.

Students are required to provide themselves with the indicated text-books before their arrival at Macdonald College.

W. P. PERCIVAL,
Director of Protestant Education.

THE SUMMER SESSION AT BISHOP'S

The Calendar of Bishop's University for 1932-33 announces a summer session of the University for secondary school teachers. The purpose of this session is to enable teachers of intermediate and high schools to improve their professional status without having to resign the positions which they hold as teachers. Last year a summer school for teachers was held at Bishop's as an experiment, and the interest shown in this school by the teaching profession, and the results secured in the school, were such that the University authorities decided to make the summer session a permanent institution. The session for 1932 opens on July 5th and closes August 16th.

The courses offered at the summer session form part of the graduate work of the university, and are intended for graduate students. Credits secured at the summer session will count towards the M.A. Degree in Education. All graduates of recognized universities may register for the M. A. Degree. Attendance at four summer sessions, completing satisfactorily three courses each year, and the writing of an approved thesis on some educational topic fulfils the requirements for this degree.

Teachers who are not university graduates may, with the approval of the Dean of the Faculty of Arts and the professors concerned, register for such courses as they are able to pursue with profit. Such teachers, completing one or more of the courses successfully, will be entitled to a certificate from the Registrar of the University testifying the nature and extent of the work accomplished. No credit towards a degree, however, can be given to any who are not graduates of a university.

Two-thirds of the work for the M. A. Degree is to be taken from the University's Department of Education, and one third is to be taken from other departments of the University. For the summer of 1932 the courses offered are: (1) Principles of Education; (2) Educational Measurement, and (3) Canadian History. The last mentioned course is to be given by Professor E. E. Boothroyd and the other two courses are to be given by Professor W. O. Rothney.

A fee of \$25.00 is charged for the three courses taken concurrently. Facilities for tennis and golf are available to students at a very small fee. Library facilities are available without charge.

REPORT OF THE SUB-COMMITTEE ON COURSE OF STUDY AND CONTINUATION YEAR

(Submitted to Protestant Committee by Mr. Howard Murray)

In January 1930 a proposal advocating the establishment in certain selected High Schools of a XIIth Grade or Continuation Year received tentative acceptance, and the Sub-Committee was formed to give the matter further study.

A further Report was submitted to this Committee in May 1930, whereupon the mandate of the Sub-Committee was extended to include a review of the entire Course of Study in all grades, and in particular to deal with the work in the High Schools, so that a XIIth Year could be super-imposed upon the present system, if its adoption should be finally determined upon.

In November 1930 the first Interim Report of the Sub-Committee was presented and in such Report a further definite suggestion was made that there should be introduced in the High Schools a differentiation in courses.

Following the expressed opinion of the Protestant Committee, your Sub-Committee has continued its work, and has prepared its final Report, which is now submitted.

The title of this Report might be termed:

“The Development of the High School and the Course of Study”.

The word “development” in this title is used advisedly. “Reform” in the sense of a root and branch reconstruction is not in question and is not called for. We propose no radical changes in an established educational scheme in this Province that has now acquired its own characteristic way of functioning, and has proven its capacity to meet the needs of the people. But “reform” in the sense of development and adjustment of the main system to meet new needs, will always be necessary if there is to be growth at all. And we are far from claiming that the developments we propose exhaust all the possibilities. Within the compass of this statement the way lies open for further improvements.

This Report, therefore, is not intended to enunciate any new principles, nor new theories, nor new discoveries. It is rather for the purpose of adjusting and crystallizing the principles which have already been proven as sound and enduring.

These principles, in their general character, are clear enough. They assume that in educating the pupil we have four main objects in view; to assist in providing the student with a foundation for character; to equip him to think clearly; to inspire in him a love of culture; and to help him attain intellectual freedom.

Education is comprehensive. It cannot be restricted to a readily circumscribed Canadian scope because it is operating in Canada, but it should aim at developing in and for the Canadian pupil, the rich resources of a common British Inheritance of culture that has itself now acquired a universal character.

It will be necessary for the sake of coherence to repeat some of the principal features of the Interim Reports.

In dealing first with the general principles which must be accepted before the recommendations in this Report can be made effective, it is necessary to repeat the reasons previously given in advocating the two distinct features of the differentiated courses in the High Schools, and the addition of the XIIth Year.

With respect to the first, your Sub-Committee stated:—

“It may be laid down as of general principle that the necessity exists for a distinct cleavage in the High School Course, beginning with the VIIIth Grade; this cleavage is intended to create two courses, one, a General Course, which will apply to these pupils who may fall within the category of:—

- (a) Those who through various circumstances will not complete the High School Course.
- (b) Those who will reach the XIth Grade, but who will not go on to the University.
- (c) Those who will complete the XIth Grade, and may be enabled to continue to the XIIth Grade or Continuation Year.

These pupils are the most important class in the High Schools. That is, the responsibility of the school authorities towards these pupils is greater by far than the responsibility towards those of a much smaller percentage who go forward to the University. In other words, the whole educational equipment possessed by these pupils, and all direction and inspiration which they may receive toward a taste for knowledge, beauty or culture is derived from the teaching and training in the High School, apart from outside agencies.

The Academic Course should be the straight course leading to matriculation in the different Faculties of the Universities, and this course also, while retaining many of the restrictions conditioned upon University Requirements, has been carefully considered.”

This principle was accepted by the Protestant Committee at its Meeting in January 1931, and embodied in a Resolution reading:

“That the Protestant Committee approves the principle of a differentiated Course of Study for the Secondary School Grades, so planned as to make suitable provision for diversity of the needs of the pupils, under conditions to be laid down by the Protestant Committee of the Council of Education from time to time.”

This has already been made effective and the Memoranda of Instructions to Teachers contain the outline of its working practice.

Twelfth Grade or Continuation Year.

This XIIth Grade or Continuation Year should be permitted only in schools which have adequate facilities.

The addition of this XIIth Grade to the present school system of the Province will serve three useful purposes. These may be stated as follows:

1. It will afford students who may desire to do so an opportunity of furthering their cultural education by carrying on more extended work in subjects which have already interested or attracted them in their previous school course. Their success would be recognized by a Continuation Year Certificate.

2. It will enable students who have had an uneven High School Course, that is, those who may have done well in certain subjects but poorly in others, to spend a session filling up gaps in their knowledge of fundamentals and thus make their school course more complete, or strengthen their preparation for Junior Matriculation. Students may take subjects or parts of subjects which were not included in their personal programmes in previous years.

This course would allow the maximum of freedom to the student in the choice of subjects and stages in the subjects. The student would be allowed to study the subject desired in the grade which dealt with that part of it in which he was deficient. Such a student may also take one or two of the regular courses in Grade XII.

3. It will serve to define a standard for pupils who plan to enter the University with a higher initial qualification than that of Junior Matriculation.

The University will presumably adjust its requirements and its offerings to the possibilities of advanced work in the schools that will now be opened up.

The Sub-Committee must repeat that we are in accord in the opinion that our chief objective should be, and the greater benefit must be given in the XIIth Grade, to those pupils, who are unable to go forward to matriculation, and are going on into industrial life; also those who are poorly equipped for Junior Matriculation, and who wish to strengthen their position before taking that examination. The Course of Study in the XIIth Year must be designed to this end. The third class in importance consists of those who are aiming at Senior Matriculation, and the Sub-Committee depreciates over-emphasis being made by any High School in the preparation of these students. Moreover, it would be regrettable, if any High School should attempt to do in its classes the work of the first year of a University.

While not detracting from the value of the preparatory years, the High School is the crowning factor in our Educational System. The reasons for this claim are numerous:

Perhaps the chief one is that so large a proportion of the pupils leave school within this period of four years, and few go forward to the University. It is merely stating the obvious to say that these years in the school life of a child (from the twelfth to the seventeenth year) are the most important, and yet this is the stage at which most of the wastage occurs. It is not surprising then that our attention should be specially directed upon Secondary Education, and that every effort should be made to have the High School obtain a distinctive quality of excellence.

Our High School should be the "highway into industrial life". We cannot lay too much emphasis on this conclusion.

The principle of a Twelfth Year has been accepted by the Protestant Committee and at its meeting in January 1931 passed a resolution reading:

"That the Protestant Committee accepts the principle of permitting High Schools, when specially authorized by this Committee, to introduce a XIIth Grade or Continuation Year under conditions to be laid down by the Protestant Committee from time to time."

Teachers:

We cannot escape the conclusion that if our High Schools are to rise above mediocrity, they must have within their organization a personnel of teachers who are to enthuse the minds of the students to something more than a bald preparation sufficient merely to pass the examination which leads to the University.

Changes in Characteristics:

Not only the Course of Study, but the content of each subject, and the method of approach and teaching has had our attention. In many cases we but point the way: the detail and resulting instructions must be worked out by the Department.

One of the chief aims in outlining this course has been to escape from the rigidity and inflexibility of the former Course of Study, and to remove some of the characteristics of the former Course which prevented the continuity of interest in the pupil's mind applying to the work being done.

To this end, in Grades X and XI distinct changes have been made.

Three named compulsory subjects only have been set in the General Course with three other subjects from a somewhat lengthy optional list. This gives much greater elasticity to the work of a school where in these Grades a diversity of subjects may be allotted.

In Grades VIII and IX in the General Course there are four compulsory subjects. English and French are compulsory in Grades VIII to XI inclusive.

In the Academic Courses in Grades VIII to XI inclusive the number of compulsory subjects is greater, but certain options are allowed in order that students may meet the requirements for entrance to the various Faculties of the Universities.

Another feature of both courses is that particular care is taken that certain subjects may be studied only in schools which have adequate staff and equipment.

The other salient feature of the divergent courses is the wide range of optional subjects in the higher grades.

Transition from one course to the other must be rendered easy within certain limitations in accordance with the wishes and different tastes of the student.

In all grades in the High School, Latin has not been inserted among the compulsory subjects in the General Course. The reason for this is clear, inasmuch as the Latin which might be acquired by any pupil up to the XIth Grade standard is not sufficient, whereas those pupils who decide in the Xth Grade that they want Latin, having decided to go forward to Matriculation, may change to the Academic Course and take Latin in the Xth, XIth, and XIIth Grades, if the principal of the school approves. The pupils who do this will probably be of the more advanced type, and can readily acquire Latin for Matriculation Requirements in these three years.

The first ingredient in our system must be the English language and letters. Our limitations are apparent here. Our High Schools, even with the wider range now provided, can only touch the fringe of this elemental subject. The pupil who does not enter a University must educate himself further by selected reading; otherwise, he will never reach the riches of his own language and literature.

The Teaching of English:

A different approach is suggested wherein the whole attitude towards English literature is to be broader in its scope; with a view of departing from such features of previous courses where the reference used of "intensive study" seemed to bring about in the schools an inflexible and rigid treatment of literature, having more to do with its dissection and analysis than with the appreciation of the text being studied as a product of a writer or an integral part of English letters.

Moreover, the course seeks to attune itself to treatment which will give to Composition and Grammar aspects that will materially improve the standards of both spoken and written English.

What has been called "memory work" has been frequently so mishandled, and reduced to such a deadening routine of lifeless repetition as to defeat its own end of enriching the taste by means of a growing store of treasured selections. Hence, we propose to drop the former prescription, but in doing so we express the hope that the schools will interpret freedom from an examination test to mean that pupils should memorize more rather than less of good literature from a selection made over a wider range than formerly and with greater regard to the tastes and needs of individual pupils.

The effect of these changes will be that greater concentration and attention can be given by students to their work in the school-room, and much greater freedom from prepared homework will be made possible.

At the same time wider reading will be possible. In this respect the teacher will be able to emphasize attention to intelligent and purposeful reading.

Attention is drawn to the order and arrangement of the texts in Grades X and XI in the two subjects of English and Extra English. Grade X contains one Shakespeare number, and five out of seven options with the diversity factor well followed. In Grades XI "Poems of the Romantic Revival" is working through this year and will then drop out. In both grades English Composition is retained.

This principle of diversification in literature applies likewise to the XI and XIIth Grades in English.

In Extra English the technical work and composition are discontinued, but through X, XI, and XII we have adopted a wide range of texts.

We have in both subjects moreover introduced modern writers such as Conrad, Hardy and Drinkwater, while at the same time we have maintained the high lights of our literature exemplified by such items as Homer's *Odyssey* in the Butcher and Lang prose translation; Pepys's *Diary* and Boswell's *Johnson*.

Attention is drawn to the inclusion on a carefully selected scale of the outstanding poems in our languages. In Grade X we have Milton's *Shorter Poems* and selections of Shelley and Keats. In Grade XI we have an excellent *Anthology of Nineteenth Century Verse* and in Grade XII a well prepared *Anthology of Contemporary Verse*, and in the same year in Extra English an *Anthology of Earlier English Verse* from Dryden to Wordsworth.

We have further introduced as an entirely new feature a selection of *Modern Drama* in Grades XI and XII.

Speaking generally, it is considered that the English texts in all the grades of the High School work will be found valuable and adequate.

The Teaching of History:

The entire order of History study in the schools has been the subject of careful investigation.

The place of History has been remodelled with the following conclusions:

British History of an elementary character is introduced into the VIIth Grade. This follows the teaching of Canadian History in an informal and story fashion in Grades V and VI; the text in those two grades being pages from "*Canada's Story*" by Dickie and Palk.

In Grade VIII a *History of the British Empire* will be introduced.

In Grade IX Canadian History as a full subject will be taught. Here we find difficulty in adopting a textbook. The one in use has proven to be very unsuitable, both as to content and style, and it must be disposed of as soon as opportunity offers, which will be when a suitable text is obtained.

In Grades X and XI the study of *World History* will be continued. The text to be adopted will include *Early Civilization*; the major aspects of *Greek and Roman History*; the *Civilization of the Middle Ages*, and the beginnings of our *Modern World*, with possibly a line of demarcation made at the beginning of the *French Revolution*, but the book will contain a general sketch of the *Nineteenth Century* and a sketch outline brought to the present day with a more elaborate treatment of the conditions leading to the *World War*.

The main features which a text must contain are the principle of selection; preservation of scale and the unit treatment; a fair and balanced treatment, and that the periods of evolution shall be described with respect to their social or intellectual application.

In addition, the aspects of Economic and Constitutional History must be dealt with in their true proportion.

We have concluded, however, that in the School Grades the order of treatment shall be:—

In Grades V and VI	Canadian	—Informal story stage
Grade VII	Elements	—British Foundations
Grade VIII	Empire	—British Expansion
Grade IX	Canada	—Canada in the Empire
Grades X and XI	World History	—World Background.

It is rather apparent, however, that it will not be possible to decide on the texts at this time, and it may be necessary to continue for another year in the Xth and XIth Grades the textbook by West entitled "World Progress".

In Grade XII a text will be introduced embodying a History of modern times.

In this year we must tie into the University Requirements for Senior Matriculation, and the text introduced is one which will meet these conditions.

The textbook entitled "A History of Modern Times—From 1789 to the Present Day" by D. M. Ketelbey, M.A., published by Harrap, has been adopted.

For the XIIth Year, in addition to the textbook, opportunity will be given for supplementary work by the study of Biography, and the following is a tentative list; options will be given to the school for the adoption of four of these:—

R. Coupland.....	"The Quebec Act"
Lytton Strachey.....	"Eminent Victorians"
Andre Maurois.....	"Disraeli"
Liddell Hart.....	"Great Captains Unveiled" or "Reputations Ten Years After"
G. M. Trevelyan.....	"Blenheim; England Under Queen Anne" or "British History in the Nineteenth Cen- tury"
Dent Edition.....	"Burke's Speeches and Letters on American Affairs".

It is not intended that these books should be obtained by each pupil as a text to be studied intensively. The School library and outside libraries may be utilized where available.

Biology:

The subject of Biology is introduced as a Science subject for the Xth and XIth Grades with Peabody' and Hunt's text entitled "Biology and Human Welfare."

In the study of Biology special direction will be given as to the practical work in contra-distinction to the mere general reading of, for instance, the Zoology division.

It should be understood that in this new subject for the schools it is not sufficient to study about Botanical, Zoological or Biological phenomena of functions, but the study of the function must be carried out, for instance, through the application of the microscope.

In the XIIth Year Biology is also contained, and the same text may be used, or a somewhat advanced text may be introduced in the event of other features of the work being required for Senior Matriculation, such as:

“Animal Biology”, J. C. S. Haldane and Julian Huxley (Clarendon Press).

In general, however, it would be considered that schools utilizing this subject in the XIIth Year would do so through the greater use of Laboratory practice and equipment.

In this subject in particular it may be said that the object in view is perhaps emphasized more with respect to the students who are going forward to the University and is designed to operate for those students who have a taste for and are interested in the subject, so that their introduction to University work would enlarge their opportunities, if they have obtained a positive preference for some one branch of study.

This would equally apply, of course, to English Literature, History, Languages or other Sciences or Mathematical subjects.

While it is expected that the entire Course of Study will have a true balance and perspective, yet there are subjects which possibly have greater appeal to the larger number of students; because we emphasize these, it does not follow that attention is being drawn from other subjects in the Course of Study.

The Teaching of French:

We are further assured that in every Province in Canada the French language should be a vital factor in the scheme of education. In this Province we hold it an essential thing that every scholar should be grounded in this language. Failure in this would entail an irremediable loss to our people. Canada in the future will be more than ever a leader in thought and influence. We cannot be a one language people.

The study of other modern languages is but an enlargement of this principle, but we cannot impose a second modern language upon our schools.

We have introduced a new subject of Extra French for Grade XII, and in both of the French subjects the choice of texts has been sound and thorough.

The Teaching of Latin:

The teaching of Latin in the Academic Course is directly influenced by University Requirements.

McGill University has very similar regulations to other Canadian Universities respecting Latin Requirements for Matriculation. Latin is not required for entrance to all the Faculties at McGill University. At McGill one may

enter the Faculty of Applied Science, or the Faculty of Dentistry without Latin. One can also enter the Faculty of Arts to proceed to the degree of B.Sc., or the degree of B. Com., who has not studied Latin.

The McGill Faculties of Law and Medicine require Latin as a prerequisite study, and the present Deans of these two Faculties are on record as having said publicly that more Latin should be studied than is done by most of their students.

The McGill Faculty of Arts from a candidate for the B.A. degree, requires Latin at Matriculation and also Pass Latin in the first year.

It might be objected that to require only Pass Latin in the first year is to fail to justify insistence upon Latin for Matriculation. As to this, several considerations are relevant:—

(a) The Arts Faculty at present teaches Latin to those who requires it for Medicine and Law, and so also to those students of History, English and modern Languages whose studies will be enriched by a knowledge of Latin.

(b) The Faculty cannot demand that students whose interests are not in Classical Studies, and who wish to specialize in other subjects in the remaining three years shall also continue with Latin past the first year.

Suggested Changes:

We would willingly see in the schools the same division as is made in the University. That is to say, there are many students in the secondary schools who need not be obliged to do Latin at all. We have provided for this in the General Course.

Those who look forward to University Education fall into two classes—

(1) Those who aim at courses in Commerce, Engineering, or the Pure Science Studies. No one aiming at Commerce, or Engineering Studies need take Latin.

(2) Those who aim at a B.A. degree, or who may later select Medicine or Law as a career. Latin is indispensable for all these.

With these selections made among secondary school pupils, for those who are inclined in that direction, either by their own natural bent, or from a realization that Latin is for them an indispensable instrument for further studies, we wish to improve the teaching in the schools.

Those students who are aiming at a University Course where continuous work in Latin will be done should constitute groups in the High Schools to whom more concentrated attention in Latin will be given by the teaching staff.

The improvement in Latin studies in the secondary schools can best be secured, not by additional work to be covered, but by an improvement of method.

As to this improved method of teaching, there is some difference of opinion, but broadly speaking, under the conditions existing in our schools we would

expect to give a wider range of reading and translation with the saving of time on the writing of Latin prose from English, which at the best is but poorly done and consumes an inordinate amount of time.

Your Sub-Committee has not had sufficient time to develop the working practice in this respect, which will need the co-operation of the Universities, so that for a further year it is suggested that we continue the present course.

The ideal condition in our schools would be that Latin should be taught only by those who have specialized in Classical Studies in the University. Satisfactory results cannot possibly be attained without properly qualified teachers in this subject.

Academic Course:

We are not sure that the proportion of students now proceeding to the University will show any increase. It may well be that on the contrary there will be a decrease owing to the declared intentions of the Universities to demand a higher standard for matriculation. The University cannot be blamed for this. Students who go forward badly grounded are both an expense and a hindrance to the University. Inasmuch as the cost of providing a University education is far beyond the fees paid by the student, there is no economic or logical reason why the public should be asked to give this service to a student who is improperly equipped to make use of it.

General Course:

It may well prove that all the benefits of the Divergent Courses, applying in the greater degree to the General Course, may not accrue at the outset in the schools. At first, as the Memorandum to Teachers indicates, the application of the General Course seems to narrow its adaptation, so that the only difference would appear to point to its adoption for pupils who may go to the University for any Course save that leading to the B.A. degree in Arts and Science.

The intention, however, is to make this course, as progress is made in the schools, as broad in scope as possible, directed mainly for the advantage of those pupils who go out from the High Schools without the University advantages.

Twelfth Year:

English and French must continue to be the most important subjects. In English, the student should be guided into new pastures, or be given a view of new fields of interest. Stress should not be laid upon the same fare for all students; here the individual taste and capacity should be given full scope in whatever class of English literature has particular appeal.

The place of drama might be touched upon here, both in English and in French; Shakespeare is available if the student wants him, and if someone can interpret Shakespeare to him, but it should not be continued in the same spirit, if it has been a task and a task only in the lower grades.

In other words, the XIIth Grade is a year wherein the mind of the student should not only be expanded and trained, but it should enter upon the maturing process.

History in its more attractive form of Biography should be used as an active agent. Here again, the principal's counsel and the parents' advice are important.

Options might be given as between Mathematics and Science, but it is questionable whether Higher Mathematics beyond the XIth Grade standard should be introduced in the General Course, so that both in the Science subjects of Physics, Biology, Chemistry or Botany, and the Mathematical subjects the work of the XIIth Year should be carefully considered.

It would be inexpedient and unjust to introduce any element of compulsion obliging students to enter the XIIth Year. Hence, there will be no change in the award of the School Leaving Certificate at the close of the XIth Year.

While in the drafted Course of Study we have included Biology in the XIIth Year, yet its inclusion will depend on the capacity of any High School to handle the subject adequately. It is doubtful for some time to come whether the High Schools will be equipped to handle this subject for Senior Matriculation.

In order to gain High School Certificate of Grade XII, students must take English and a minimum of 3 optional subjects, the content being chosen from the work laid down in the Course of Study either of the General or the Academic Course.

In closing our references to the XIIth Year, we should like to emphasize our feeling that Grade XII should in a broad fashion be taken to mean primarily a standard of advanced attainment reached at school, and not necessarily, an extra spent at School even for selected pupils.

Conclusions:

In adopting this Report the Committee will have achieved two distinctive improvements in the work and composition of the schools.

It will have incorporated divergent courses in all graded schools, so that a pupil may be given every opportunity to pursue the study of such subjects as may best fit his capacity or his taste.

It will have taken away from the Course of Study that rigidity and unwholesome single purpose which seemed to pervade former courses.

It will improve the standard of the work done in both divergent courses, and finally it has provided a course placed beyond the criticism that the work of the school and its examinations are set with an eye only to University Matriculation.

Through the incorporation of the permissive authority given the School Boards to introduce into the schools within their jurisdiction a XIIth year, the Committee has made it possible for the schools to provide for the pupil who is

not going forward to the University a further opportunity to enlarge his outlook, and to become more familiar with sources of knowledge which may open up to him avenues for self-culture and self-improvement, which after all is what each person is bound to do, even though with the background of University work at his command.

An outlook is provided which should be an encouragement to the parent of the pupil who in the High School years finds that the University is not within the pupil's reach. He can now see before him, and the parent will do well to give this careful consideration, an opportunity in the XIIth Year to study his favourite subjects; the ones alone for which he has a positive liking, and which to him provide a source of deep interest and self-expression.

The XIIth Year also provides for the student who is yet unfitted to achieve University entrance an opportunity to ground himself better in his weaker subjects, to which he has paid less attention through absorption in those which have proved more interesting to him.

In adopting this Report, the Committee will remember that the regulations for the adoption of XIIth Year work by any school in the Province are permissive in character.

It is not compulsory for any school to adopt the XIIth Year, nor will it be permitted, until it is equipped to carry on the work.

It is recommended further that School Boards should be instructed that if because of economic reasons it is found difficult to adopt the changed texts to be introduced in September of 1932, then and in such case any school may continue using the present texts for an additional year to the extent authorized by the Department. This applies to English texts only.

In closing may I paraphrase Burke and say:—

Do not entertain so weak an imagination as that your regulations are what form the great securities in your educational provisions. Do not dream that it is your letters of office and your instructions that held together the great contexture of educational effort and influence. These things don't make for advancement. Dead instruments, passive tools as they are, it is the spirit back of and infused into our educational work that gives life and efficacy to it.

I will move, seconded by Dr. Rothney, the adoption of the Report together with its Schedules I, II and III attached, which I will first ask Dr. Percival to outline in detail, pointing out any essential changes from the present Course of Study.

Respectfully submitted,

HOWARD MURRAY,
Convener.

BOOK NOTICES

Canadian School Plays. By D. J. Dickie and others. Price 45 cents. Toronto: J. M. Dent & Sons, Limited.

This collection contains four short plays for "tiny tots", five for the Christmas concert, and five for other occasions, and appears in the King's Treasuries of Literature, of which Sir A. T. Quiller-Couch is the General Editor. A much needed little book for the schools.

This Canada of Ours. An Introduction to Canadian Civics. By Charles Norris Cochrane and William Stewart Wallace. New and revised edition. 176 pages. Price \$1.50. Toronto: J. M. Dent & Sons, Limited.

The first edition received notice in the Educational Record, and we are pleased to commend again a useful and interesting introduction to Canadian civics. Both authors are historians, and are thus able to give the historical touch to our constitutional and civic development.

Does History Repeat Itself? By R. F. McWilliams, K.C. 88 pages. Price 75 cents. Toronto: J. M. Dent & Sons, Limited.

A comparison of the conditions, political and economic, which followed the Napoleonic Wars with those of the present time.

Educational Service: Its Functions and Possibilities. By Howard David Langford, Ph.D. 212 pages, Cloth, \$2.00. Bureau of Publications, Teachers College, Columbia University.

Dr. Langford is a Canadian, and from 1921 to 1928 was on the staff of a collegiate institute in Toronto. His thesis is therefore largely based upon educational practice in Ontario. Within the brief space that can be afforded to the book notices it is impossible to do justice to the scope of this work, but we can assure our readers that Dr. Langford comes to close quarters with very essential matters concerning secondary education.

The Year Book of Education 1932. Editor in Chief: Lord Eustace Percy, M.P., former president of the Board of Education, England. 1100 pages. Price in Canada \$10.50. London: Evans Bros. Toronto: E. N. Moyer Company.

An extensive and authoritative general review of educational movements in Great Britain, the Dominions, the Empire and foreign countries, and the contributors in each case are well-informed specialists.

Unexplored Fields of Canadian Literature. By Lorne Pierce. 31 pages. Price 75 cents. Toronto: The Ryerson Press.

Dr. Lorne Pierce is still young, but has to be regarded as a veteran in matters concerning Canadian Literature, of which he has been a producer and an indefatigable introducer. As Editor in Chief of the publications of the Ryerson Press he has sponsored much good work by Canadian authors. The charm of the present booklet is the mingled sound advice and active en-

couragement to writers to produce more Canadian work in many fields: Biography, Autobiography, Local History, Belles Lettres, and even Text Books. The booklet is written in an easy philosophic style. Here is a specimen:—

“In a sense all writing is creative, all purposive writing at least. Any enterprise is creative which entails struggling with the barriers of art and overcoming. Superficially it means the winnowing of words, the wrestling with material; success or failure here is the difference between the artist and the botch. The main thing, however, and the only excuse for writing, is to share one's vision with the world, to reveal the essential character of a thing. Robert Frost, you remember, saw the essence of art in an axe-helve:

He showed me that the lines of a good
helve
Were native to the grain before the
knife
Expressed them, and its curves were no
false curves put on it from without.

—————

Growth and Development of the English Parish. By Wray Hunt. 256 pages. 23 photogravure illustrations. Price \$1.75. London: George Harrap & Co. Toronto: Clarke, Irwin & Company, 86 Richmond Street West.

A delightful book in itself and admirable as supplementary reading in English history. The author starts at the beginning of the parish system, and illuminates its part in the history of England down to the present. Some of

the chapter titles will be of sufficient indication to teachers with the historical spirit as to the scope and character of the book: The King's Hall, The Parish, Dane to Norman, Under the Normans, The Decay of the Manor, New Ways, Changing Times, Parish Life in the Middle Ages, New Lamps for Old, The Unrestful Years, The Later Stuarts, The Whigs, The End of Parish Politics, The Modern Parish. In a pleasing manner the author makes the life of the past not only vivid and interesting, but what is more to the purpose he makes it intelligible.

—————

The Rock and the River. A Novel by Ralph Connor. Toronto: McLelland & Stewart.

Since Kirby's "Golden Dog" we know of no other Canadian historical novel equal to "The Rock and the River", a very fine story of Quebec and Murray Bay (Mal Baie) at the time of the war of 1812. In our opinion the author has excelled his well-known powers in lively narrative and in making the characters live. But we take special pleasure in recommending the book to teachers on account of the strict adherence to truth which marks the work in respect to the political features of the time. In Sir James Craig, ever kindly at heart, and in spite of his long military training ever anxious to "understand" the French Canadian spirit, but too often misled by the narrow and bigoted Secretary Ryland; in General Brock, in Craig's successor Sir George Prevost, in Bédard of *Le Canadien*, and in the officer Fitzpatrick we have true pictures, while in the other characters of the story we have a strong, just and friendly picture of the true habitant.

A MORE BEAUTIFUL CANADA

Every unimproved or unplanted home in Canada can be made more attractive by the judicious use of trees, shrubs, vines, flowers and well-kept grass. The old saying that a home is not a home until it is planted very well emphasizes the necessity and wisdom of planting. Some places have lagged behind in the matter of beautification. This is perhaps more noticeable in rural districts. However, there is abundant evidence to show that where intelligent attention is given to this matter the results may be very satisfactory indeed.

Canada is a land of rare natural beauty from the Bras d'Or Lakes of Cape Breton Island to those famous mountains whose feet are kissed by the waves of the Pacific. Nature has endowed this country with the most beautiful and the greatest variety of natural scenic grandeur to be found anywhere in the universe. Mountains, lakes, streams, forests, plains, waterfalls, are to be found in great abundance. The unlovely spots are man-made and it would seem that the least we can do is to make these man-made places sufficiently attractive that they will, in some measure at least, be in keeping with the great natural beauty to be found throughout this great Dominion. The progressiveness and thrift of a community or municipality are often reflected in its appearance and the best advertising that any community can do is to present a pleasing appearance to the world—an appearance of progressiveness, thrift and industry, reflected by well-planted and well-kept public and private grounds.

We are influenced to a greater extent than we realize by our surroundings.

Children are particularly sensitive in this regard. Surely a home in and around which flowers are grown is a better place to bring up children than a home where no attention whatever is paid to these friends of the plant kingdom. As the twig is bent the tree is inclined is an old saying and very applicable in connection with the training of children. If children are taught to love flowers and to become familiar with them, their hearts will be filled with love for these things which will leave less room in their hearts and minds for the things that hurt and destroy.

We frequently meet with the objection that gardens and flowers cost too much or that they take too much time. The truth is that it is not so much a matter of money or time as it is of desire and disposition. If we are disposed to have gardens and flowers and really desire to have attractive home surroundings, we will have them no matter how busy we may be. Your nearest Experimental Farm or Agricultural College will gladly give you information regarding suitable varieties for your district. The cost in any event need be only trifling and the amount spent on the nursery stock necessary to improve the average size home will be one of the finest investments that possibly can be made. It will pay great dividends in satisfaction and will increase the value of the home. Your individual efforts in making your home more attractive will improve your street. If your street is improved your city or town will be improved, and if your city or town or township is made more beautiful you have helped to make a more beautiful Canada.

UTILIZING IMAGINATION IN ARITHMETIC

(By F. H. Spinney)

PRIMARY GRADES

Imagination is the most wonderful characteristic of childhood. We have never taken the fullest possible advantage of that marvellous trait; and probably few teachers have ever realized that it might be utilized to give more life and interest to Arithmetic Lessons.

In a Primary class the teacher displayed various coins and asked for the name of each. A group of 10 pupils working at the board—wrote the value of the coins,—10 cents, 5 cents, 25 cents, 50 cents.

After this preliminary exercise, the teacher said, **“Now, you imagine that you have 10 cents.”** There was a pause of sufficient length for the pupils to **visualise** that possession.

The teacher then asked questions, and the pupils wrote ANSWERS only:

1. How many 5-cent oranges can you buy?
2. How many 2-cent stamps can you buy?
3. If you spend one-half your money, how much will remain?
4. How many more cents do you need to make 15 cents?
5. To how many children can you give 1 cent each?
6. To how many children can you give 2 cents each?
7. To how many children can you give 5 cts. each?
8. To how many children can you give 3 cts. each?
How much will be over?
9. If you buy a 6-cent book, what change will you receive?
10. If you buy a 4-cent pear, what change will you receive?

The 10 pupils at the board wrote the ANSWERS:

1. 2 oranges.
2. 5 stamps.
3. 5 cents remain.
4. 5 cents more.
5. 10 children.
6. 5 children, etc.

The pupil who had the neatest work left the answers on the board. The other pupils erased the answers, and all went to their seats.

“Now, I’ll imagine that I have 10 cents, and you ask me questions—the same questions that I asked you.”

There was some difficulty at first in getting a response to this request, as it was a NEW experience. Finally, Mary succeeded in asking the teacher the first question correctly:

“How many 5-cent oranges can you buy?”

Looking at the answers on the board, the teacher replied, “2 oranges”.

Harry then asked, “How may 2-cent stamps can you buy?”

The teacher replied, “5 stamps.”

This was continued until the pupils had asked the teacher 6 of the 10 questions. The other 4 they could not remember.

Do you not recognize the wonderful possibilities of this exercise, involving the use of the IMAGINATION IN ARITHMETIC and LANGUAGE?

When the pupils of Group II. went to the board, they were asked to **imagine that they had 20 cts.**

The teacher asked 10 questions similar to those dictated to Group I,—

1. How many 5-cent oranges can you buy?
2. How many 2-cent stamps?
3. How many 4 cent pears?
4. How many bananas at 10 cts, a doz?
5. How much is $\frac{1}{2}$ your money?
6. How much is $\frac{1}{4}$ of your money?
7. How much more do you need to make 25 cts?
8. If you bought a quart of milk for 12 cts. what change would you receive?
9. How much more do you need to make \$1?
10. How much more do you need to buy 2 books at 15 cts. each?

The neatest answers were left on the board, and the pupils were required to give an oral reproduction of the questions, using the answers as a guide.

The pupils of Group III. were asked to imagine that they had 50 cts.

The questions were made more difficult.

On following days; the sum of money was increased to 60 cts., 75 cts., 80 cts., etc.

FOURTH GRADE

“You have left school and you have taken a job at \$1. per day—that is every day in the month.”

A group of 10 pupils went to the board. The pupils were asked to write ANSWERS only.

1. How much do you earn in January?
2. How much do you earn in February, this year?
3. If you spend \$4. this week, what do you save this week?
4. How much do you earn this year?
5. How many weeks must you work to earn \$70?
6. How many weeks must you work to earn \$210?
7. How much do you earn in May and June?
8. If you spend \$25. a month, how much do you save in 1 year?
9. If you spend one-half of what you earn, what do you save in one week?
10. If you spend one-half of what you earn, what do you save in Spetember?

The pupils wrote the answers:

1. \$31. in January.
2. \$29. In February.
3. \$3. saved.
4. \$365.

The neatest answers were left on the board, and the pupils were asked to state the 10 questions, with the answers as the only guide. They succeeded with 8 of 10 questions. They greatly enjoyed such exercise of the Imagination.

FIFTH GRADE

“Imagine that you have left school and have taken a job at \$40. a month.”

10 pupils were sent to the board.

They wrote answers only:

1. How much do you earn in 1-year?
2. If you spend one-half your salary, what do you save in 1 year?
3. If you spend one-quarter of your salary, what do you save in 1 year?
4. You spend 1-5 of your salary for clothes and 1-4 for other things, what do you save a month?
5. How much is 1-8 of your salary?
6. How many months must you work to earn \$360?
7. How many months must you work to earn \$100?
8. In January you spent $\frac{1}{2}$ your salary, in February 1-4 of it, in March 1-5 of it. How much did you spend altogether?
9. Next year your salary is to be increased by 1-5, what will be your monthly salary then?
10. You give your young brother 1-10 of your salary, how much does he receive in 1 year?

The pupils wrote the 10 answers:

1. \$480. a year.
2. \$240. saved, etc.

The neatest answers were left on the board. The pupils were asked to express all the questions on paper, with the answers as the only guide. One pupil wrote them all correctly. The lowest score was 4 out of the 10.

SIXTH GRADE

“Imagine that you are a clerk working for a firm that sells coal, grain, lumber, and land.”

A Group of 8 pupils went to the board.

The teacher dictated 6 questions. The pupils wrote ANSWERS only.

1. How many square feet of lumber must you sell to cover a floor 30 ft by 20 ft?
2. How many pounds of coal would you sell to make $1\frac{1}{2}$ tons?

3. What would you charge for a lot of land 100 ft. x 60 ft. at 50 cts. a square foot?
4. If a bushel of grain weighs 60 lbs. and sells for \$1.50, what do you charge per pound?
5. What would you charge for the lumber for a solid fence 400 ft. long and 5 ft. high at \$35. per thousand?
6. What would you charge for a 100-pound bag of coal at \$20. per ton?

The neatest answers were left on the board. The pupils were asked to reproduce the questions on paper, with the answers as the only guide. 6 pupils in a class of 30 wrote the 6 questions correctly. The written work was not "corrected". The teacher merely announced the names of the "winners"—those who wrote all the questions correctly.

SEVENTH GRADE

"Imagine that you are the owner of a shoe store."

The 8 pupils of Group I. went to the board. The teacher dictated 10 questions. The pupils wrote **answers** only.

1. Your property is valued at \$40,000. what is your tax at 1 3-4%?
2. Your insurance is \$25,000. what is the Premium at 1%?
3. You buy shoes at \$4. and mark them so as to gain 50%. What is the marked price?
4. On \$10. shoes you give a discount of 20%; what is the selling price?
5. On an order of \$800. worth of shoes your discount is 10%, what do you pay?
6. You borrow \$4,000. from the bank at 7%, and pay in 6 mos. what total do you pay the bank?
7. Your monthly expenses are \$250. what are your yearly expenses?
8. On \$8. shoes you give a discount of 12½%, what do you receive for the shoes?
9. On sales of \$40,000 your profit is \$8,000. what rate percent is the profit?
10. You reduce your clerk's salary from \$200. a month to \$180. a month, what is the rate of decrease.

The neatest answers were left on the board. The pupils were asked for an oral reproduction of the problems. They succeeded with all but the 7th and 9th.

The fact that all the questions had a **personal relationship** added much to the INTEREST.

MORE ABOUT PUZZLES

The solution of "Puzzles" is splendid exercise for the Imagination.

The puzzles may be approached directly in this manner:

Add three consecutive numbers beginning with 21.

The pupils readily respond: 21

22

23

—

66

Then follows the puzzles:

Tom added 3 consecutive numbers. The sum was 45, what were the numbers?

You earn 10 cts. Monday and have a daily increase of 5 cts. What do you earn in the six days?

The pupils readily find the answer.

Tom's earnings increased 5 cts. every day. If he earned \$1.95 in the 6 days, what did he earn Monday?

Here are a few more:

1. Tom and Harry had together 60 marbles. Tom won 4 from Harry. Then they each had the same number. How many did each have at first?
2. The sum of 3 consecutive **even** numbers is 36. What are the numbers?
3. Your money is 1-4 more than Tom's. You both have 90 cts. How much has Tom?
4. $\frac{1}{2}$ of a number plus 1-3 of the number is 25. What is the number?
5. Your book cost twice as much as your ball. Your ball cost twice as much as your top. All cost \$1.05. What did the top cost?

Assign one of these puzzles each day. Give no explanation. If one pupil finds the answer, let him prove that it is correct. Then give another of the same type the next day. If all fail, repeat the puzzle daily, until some pupil succeeds. The main object is to arouse EAGER CURIOSITY, and exercise the IMAGINATION of the pupils.

THE NATIONAL TOPOGRAPHIC SERIES

Teachers of Geography who have not yet made the acquaintance of the maps issued by the Department of the Interior, Ottawa, are advised to secure the one recently issued with the title "Beaupré, Quebec". It is on the scale of two miles to one inch, and includes large portions of Montmorency and Charlevoix counties north of the St. Lawrence River and of Montmagny and L'Islet counties on the south. The price is 25 cents.

The advantage of these maps is that all the main physical features of the territory are indicated by the proper colours and signs—contours, cliffs, woods, reefs and ledges of rocks, as well as all the cultural features from schools and churches to saw mills and isolated barns.

The present map includes a wide stretch of the river, with isle aux Coudres, Ile aux Oies, Grosse Isle and the eastern part of Ile d'Orleans.

The following descriptive circular accompanies the map, and is headed:

A FASCINATING PART OF QUEBEC

Little of the turmoil and strife recorded in early Canadian history is recalled in the old-fashioned villages and centuries-old houses of the Beaupré district stretching along the north shore of the St. Lawrence below the city of Quebec. Accurately pictured are both sides of the river on the Beaupré map of the National Topographic Series, newly issued from the office of the Surveyor General, Department of the Interior, Ottawa. On this publication about 1,650 square miles of territory slashed by the St. Lawrence river, are depicted on a scale of 2 miles to the inch.

Built right along the water, the Canadian National railway takes its way beneath mountains rising to 2,000 feet high near shore. Back three or four miles the highway penetrates the Laurentians, running along at an altitude from 2,500 down to 15 or 20 feet, the latter being the elevation in the fertile low-lying area around Baie St. Paul near the northern side of the map. Journeying along the mountain plateau through territory bordering on the famous Laurentides Park, the tourist views an immensity of ever-changing horizons disclosed between shoulders of the forest.

Between this main highway and a secondary road tinted orange the map shows Seven Falls power development on Ste. Anne river. Here a waterfall sometimes considered more picturesque than that at Montmorency, 20 miles up the river off the map, drops 480 feet by seven steps, the first descending about 200 feet. Storage dams at St. Michel and Savane lakes, further north, conserve water for the purpose of power, which is transmitted to Quebec and to points all the way to Murray Bay, situated down the river outside Beaupré mapped region.

Back from the highways, as can be seen by the colouring of the map, a large proportion of the land is still forested, extensive stands of timber clothing mountain and valley up to and including "Parc des Laurentides". Though for two centuries the forests in this region have been exploited and have contributed greatly towards the local industrial development and the export trade of the Dominion, there still remain large quantities of pulpwood and considerable pine

interspersed with maple, birch, and other hardwoods. In this area the map shows log roads and pack trails with telephone communication in several directions.

Opposite Ile d'Orleans, in the lower left-hand corner of the map, is Ste-Anne-de-Beaupré to whose shrine 7,170 organized pilgrimages, representing 10,000,000 pilgrims, from at home and abroad, have come since 1658. At this place one of the finest churches in America is nearing completion. It will replace a beautiful building destroyed by fire a few years ago. The treasury of historic relics contains, amongst other gifts, one presented in 1706 from D'Iberville, founder of the first settlement in Louisiana. Across on the Ile d'Orleans an old church is famed for its wooden statuary, carved before the middle of the eighteenth century.

Samuel Champlain a Stock Breeder

Rearing 1,800 feet into the air Cap Tourmente, shown on the map about seven miles below Beaupré, is the sailors' first landmark out from Quebec. At its foot the first stock farm in Canada was started. Here Champlain built two rows of dwellings with stables to house 60 or 70 head of cattle.

As far as written record goes Jacques Cartier was the first man to navigate the St. Lawrence river, called variously "River of Hochelaga", "Strait of the Three Brothers", and "River of Canada." Salt water first overcomes the fresh current of the St. Lawrence at Baie St-Paul. Close outside is Ile aux Coudres (Hazelnut island), where a white granite cross and tablet mark the spot where Cartier landed on September 6, 1535, to erect a wooden cross. The next morning before leaving the clergy who were members of his expedition celebrated mass, the first recorded christian service on what is now Canadian soil. This island was a place of refuge later for the first settlers, harried from the mainland by the Indians. Little known to tourists this historic spot has kept the charm of a pastoral people, with manners and customs of earlier days. Windmills and numerous wayside crosses give an old world air to the landscape.

The environs of Baie St. Paul, noted for their picturesqueness, abound in game and fish. Agricultural operations, particularly fruit growing, beekeeping and poultry raising and also fox farming on a considerable scale, support the population.

South of the St. Lawrence is one of the oldest settled districts in Quebec Province, stretching from cap St. Ignace (near the bottom of the map) 43 miles by Highway No. 2 below Quebec, down to Ste-Anne-de-la-Pocatière in the seigneurie of the same name. At the latter place a Dominion Experimental Farm and a School of Agriculture are located.

Near cap St. Ignace one may see the mill of the seigneurie of Vincelotte, built in 1675, and the Gamache manor almost as old. Four miles off shore lies Ile aux Grues (Island of Cranes) with Margaret island, Grosse Ile and others, all tributary to the parish. It will be remembered that the Quarantine Station for incoming ships by the St. Lawrence route is situated at Grosse Ile.

On the south side of the river the highlands do not encroach so closely to the shore as on the north side but leave a strip of arable land several miles wide served by the Canadian National Railways. There are two highways, one along

the river and a secondary road about three miles inland. Crossing the southeast corner of the map the Quebec-to-Moncton line of the Canadian National Railways is shown.

Nowhere in the globe is there anything quite like the changing panorama of the Laurentians—a river like an inland sea, tide-ridden to above Quebec, providing background for a people whose Gallic hospitality and Old World manners make this part of Canada distinctively attractive to travellers.

Note:—To prevent waste and indiscriminate distribution a charge of 25 cents is made for the Beupré map in sheet form, or 50 cents, in folder cover with key to place names, or if mounted on linen back.

OVERSEAS TOURS AT REDUCED RATES

Most of the schools have received the circulars announcing the Summer Programme, 1932, of the Overseas Education League. Since they were printed and distributed a considerable reduction in steamship rates has been announced, and this has meant also a reduction in the estimated costs given in the League circulars. We have received the following circular from Major Ney, the Honorary Organizer:—

“Owing to recently announced changes in the Atlantic Steamship rates, the estimated costs in the League’s programme for 1932 are reduced, in most cases, by approximately \$50.00. This reduction does not apply to the Special Tour No. 3 (Cruise to the Orient) which remains unchanged. Special Tour No. 2, is reduced from \$285. to \$255. In the case of Students under 19, desiring to travel Third Class, a saving of about \$90.00 can be effected on the estimated costs as announced in the Programme.

A revised programme, containing the new rates duly confirmed, will be issued shortly. In the meantime, prospective members are advised to register early and to deposit the amount available for expenses in Europe, thus taking advantage of the present rate of exchange, upon which the League’s estimated costs are based.

FRED J. NEY,

Vice-President and Honorary Organizer.”

Full particulars may be obtained by writing to Miss Lilian Watson, Secretary, Overseas Education League, Winnipeg.

PROTESTANT SCHOOL INSPECTORS

Report of Mr. J. C. Sutherland, Inspector-General of
Protestant Schools

To the Superintendent of Education,

Sir,

I have the honour to submit, in accordance with your instructions, a summary of the reports of the Protestant School Inspectors of the Province, including a statistical summary of the whole, an outline of conditions reported by the Inspectors.

STATISTICAL SUMMARY.		1930-31		
1.—Number of school municipalities:				
a) Under control of commissioners.....		203		
b) Under control of trustees.....		139		
Total.....		342		
2.—Number of schools:				
a) Elementary.....		566		
b) Intermediate.....		74		
c) "High Schools".....		57		
d) Subsidized independent institutions.....		5		
Total.....		702		
3.—Number of teachers:				
a) Male teachers.....		300		
b) Female teachers.....		2327		
Total.....		2627		
4.—Average salaries in the schools under control:				
		\$		
a) male teachers:	{			
	{ In elementary schools (outside of cities) ...	914.00		
	{ In intermediate schools (outside of cities) ..	1409.00		
	{ In "High Schools (including cities).....	2667.00		
b) female teachers:	{			
	{ In elementary schools (outside of cities)...	536.00		
	{ In intermediate schools (outside of cities) ..	920.00		
	{ In High Schools (including cities).....	1335.00		
5.—Number of children of school age: (according to secretary-treasurer's reports).				
a) Boys from 5 to 7 years.	6356	Girls from 5 to 7 years.	5894.	12,940
b) Boys from 7 to 14 years.	27662	Girls from 7 to 14 years.	27507.	55,169
c) Boys from 14 to 16 years.	7413	Girls from 14 to 16 years.	8380.	15,793
d) Boys from 16 to 18 years.	5136	Girls from 16 to 18 years.	5650.	10,786
Total.....				94,688
6.—Number of pupils enrolled:				
a) In the elementary schools.....			46,442	
b) In the intermediate schools.....			5,198	
c) In the "High Schools".....			18,096	
d) In independent institutions subsidized.....			687	
e) In independent institutions non-subsidized (Statistics not available)				
Total.....				70,423

7.—Average attendance:		
a) In the elementary schools.....	81%	
b) In the intermediate schools.....	84%	
c) In the High Schools.....	87%	
8.—Classification of pupils:		
In Grade 1.....	12,762	
In Grade 2.....	8,751	
In Grade 3.....	9,188	
In Grade 4.....	8,928	
In Grade 5.....	7,831	
In Grade 6.....	7,110	
In Grade 7.....	5,658	
In Grade 8.....	3,968	
In Grade 9.....	2,983	
In Grade 10.....	1,817	
In Grade 11.....	1,427	
Total.....		70,423

The work of Protestant inspection covers the Province from the county of Temiscamingue in the West to the end of Gaspé in the East, and is accomplished by seven Inspectors with full district visiting the elementary and intermediate schools in their respective territories, and by one Inspector of High Schools who visits the high schools of the Province. In addition there are two partial districts of inspection—the Magdalen Islands being one and the other the schools of the North Shore in Saguenay county. The boundaries of the districts of inspection are given in another part of this volume.

There was but one change in the inspection staff during the year. Mr. Hubert D. Wells, M.A., succeeded to the inspection district of former Inspector Taylor. No appointment has been made for the former district of Dr. Rothney, and again the schools in that district were divided between the seven inspectors of elementary and intermediate schools, each making both the autumn and spring visits. Mr. John Parker was the Acting Inspector of High Schools, and at the end of the year Mr. E. S. Giles, M.A., who had been principal of the Three Rivers high school, was appointed to the position.

In spite of the economic depression which prevailed in the year, the Inspectors report no serious effects in the carrying on of the schools, although the collection of taxes in a number of rural agricultural and fishing districts was somewhat affected.

Inspector W. H. Brady, whose district includes counties in the Island of Montreal, and others such as Beauharnois, Chateauguay, Huntingdon, Laprairie, Chambly, Montcalm, points out that each year his district tends to become more urban and less rural. He had twenty two graded elementary schools, staffed by 175 teachers and containing 5,465 pupils. The rural elementary schools numbered 53 with a total enrollment of 952. His 19 intermediate schools were staffed by 71 teachers and had an enrollment of 1840 pupils. He deplors the state of many of the rural elementary schools and considers that they are a sad contrast to the farm houses and buildings of the communities in which they are situated. He therefore commends the movement by which six rural schools are closed and consolidated at Howick, where the former intermediate school has been trebled in size.

Inspector H. A. Honeyman, whose district includes the counties of Pontiac, Hull and Papineau, reports that there is still a scarcity of qualified teachers. Twenty-nine taught without diploma, on permission of the Department. Most of the boards pay \$60.00 per month for a term of 10 months. The consolidation at Campbell's Bay is reported by the Inspector as most successful.

Inspector J. H. Hunter report improvement in Stanstead and Compton counties in the matter of the length of school terms. Of 21 boards, three had a term of eight months, 9 a term of nine months and 9 the full term of ten months, which was considerably better than the conditions of eight or ten years ago. Salaries have improved, no board offering less than \$50.00 per month, and the prevailing rate was \$55.00. In the intermediate schools the elementary teachers, in some cases, received \$60.00. The Inspector also notes improvement in the qualification of teachers. Only four were without diplomas and two of these were substitutes for teachers who retired on account of illness. The consolidation at Sawyerville will provide for 150 pupils.

Inspector Rev. Lewis J. King, the greater part of whose district is the Gaspé Peninsula, reports school conditions as satisfactory. He states that the comparatively, new intermediate schools of Metis, Escuminac, Hopetown and Peninsula were getting better organized and the work improved in quality. "Many of the rural elementary schools have excellent teachers and give surprisingly good results, though the task in large rural elementary schools is well nigh impossible and should not be attempted when consolidation is possible". Twenty-one teachers were without professional training. New Richmond has consolidated districts 1, 3, 6 and 10 for the establishment of an intermediate school at Black Capes.

Inspector Rev. A. S. Lemoignan, having the partial inspectorate of the North Shore in Saguenay county, had 13 schools along a coast line of two hundred and fifty miles. Some of these are summer schools, and served by volunteer teachers of the "Labrador Educational League". The only means of transportation along the coast is by dog-team or motorboat. Thanks to special aid by the Provincial Government the education facilities are improving yearly.

Inspector O. F. McCutcheon reports that on the whole he finds the teachers doing good work and endeavouring to do their best for the pupils entrusted to them with a view to their proper physical, mental and moral development. He commends the good work of the Junior Red Cross in a number of the schools, even in remoter districts.

Inspector J. W. McOuat, out of a total of 105 teachers, was obliged to report 36 teaching on permission. The high school entrance examination provided by the Department was working well. The principal of the Lachute high school in-

formed him that 39 outside pupils had tried the examination, and that a large number were doing well. This was a tribute to the work in the elementary schools

Inspector Rev. A. R. Warren of the Magdalen Islands reported five schools in operation, and in two the work was excellent, in one good in one fair and one poor.

Inspector H. D. Wells thanks Rev. E. M. Taylor and the Fisher Trustees for valuable assistance received from them in his first year as an Inspector. He reports that too many schools have a term of eight months, only, and points out the impossibility of doing ten-month course of study in eight months. Twelve of the teachers in the elementary schools held intermediate diplomas. Fourteen of the hundred and six teachers were without diplomas. The proportion of unqualified teachers in this district is much less than in Inspector McOuat's, but the explanation of the difference is wholly geographical. A considerable number of Inspector McOuat's schools are in isolated parts of the Laurentian Plateau, where even the maximum salary does not attract qualified teachers.

Acting Inspector Parker reported that the salaries paid in the high schools of the Province compared favourably with those paid in the other provinces. He found a marked improvement in the teaching of French, due to the work of the Supervisor, Miss Tanner. In the June Examinations of the Superior Schools 1341 pupils were presented by the high schools in Grades X and XI, of whom 925 passed and 416 failed. The intermediate schools presented 130 pupils of whom 71 passed and 59 failed. Mr. Parker stated that notwithstanding the financial depression, its effect were not felt to any great extent in the schools, as evidenced by the salaries paid to teachers and the large sums expended during the year in the erection of new buildings, equipment and apparatus, aided by generous contributions from the Government.

The Inspectors' reports contained also the usual recommendations for bonuses for successful teaching, for the progressive municipalities and for the Strathcona prizes for physical training. All autumn reports and spring bulletins had been received during the year by the Depart.

The whole respectfully submitted,

(Signed) J. C. SUTHERLAND,

Inspector-General.

September 29, 1931.

Bradore Bay; Three months, Barachoix, and Aylmer Sound; Two months, Gull Island. During the months of July and August, Bradore Island, Old Fort Island, Salmon Bay, and Gull Island, were operated by teachers sent by "The Labrador Educational League". With the help of the League and a larger grant from the Department we were able to operate for a longer period than ever before, and to have two teachers at Harrington Harbour.

During the year three new schools were erected at Old Fort Bay, Salmon Bay, and Bradore Bay. On behalf of the people I take this opportunity to thank the Department for these buildings, which are very satisfactory. We need a new school at La Tabatière, and one at St. Augustine River, these people are in extreme poverty as a result of poor fishing harvests, they can do nothing towards the purchase of materials, but are all willing to help towards erecting the buildings. I trust the Department will give this appeal their favourable consideration and thus materially help the cause of education on the coast.

This year a special effort has been made to beautify the schools, and their surroundings, and it has resulted in the parents and pupils taking a keener interest in education.

Classification of schools:—

Excellent.—Harrington Harbour.

Good.—Old Fort Bay, La Tabatière, St. Paul's River, Mutton Bay, Kegaska.

Poor.—Barachoix, Aylmer Sound, Gull Island.

Thanking you and your Department for your continued interest in these schools.

I have the honour to be, etc.,

A. S. LeMOIGNAN,
School Inspector.

SECONDARY SCHOOL EXAMINATIONS (QUEBEC)

TIME TABLE (1932)

THURSDAY, JUNE 16th.

<i>Morning</i>		<i>Afternoon</i>		
Grade VII	Bookkeeping.....	9 to 11	Grade VI Oral French.....	2 to 4
" VIII	"	9 to 11	" VII "	2 to 4
" IX	"	9 to 11	" VIII Art.....	2 to 4
" X	"	9 to 11	" IX Art.....	2 to 4
" XI	Botany or Gen. Sc....	9 to 11.30	" X Art.....	2 to 4
			" XI Drawing, Pts. 1, 3, 5	2 to 4.30

FRIDAY, JUNE 17th,

Grade VI	Oral French.....	9 to 12	Grade VI Art.....	2 to 4
" VII	"	9 to 12	" VII Art.....	2 to 4
" VIII	General Science.....	9 to 11	" VIII Oral French	2 to 5
" IX	Dictation, Spelling and Rapid & Mental Arith.	9 to 11	" IX "	2 to 5
" X	Greek.....	9 to 12	" X Arithmetic.....	2 to 4.30
" XI	Chemistry.....	9 to 11.30	" XI Drawing, Pts. 2, 4, 6	2 to 4.30

MONDAY, JUNE 20th.

Grade VI	English Literature... ..	9 to 11	Grade VI English Composition	2 to 4
" VII	"	9 to 11	" VII "	2 to 4
" VIII	"	9 to 11.30	" VIII "	2 to 4
" IX	"	9 to 11.30	" IX "	2 to 4
" X	"	9 to 11.30	" X "	2 to 4
" XI	"	9 to 11.30	" XI "	2 to 4.30

TUESDAY, JUNE 21st.

Grade VI	French.....	9 to 11	Grade VI History.....	2 to 4
" VII	"	9 to 11	" VII "	2 to 4
" VIII	"	9 to 11	" VIII "	2 to 4
" IX	"	9 to 11	" IX "	2 to 4
" X	"	9 to 11	" X "	2 to 4
" XI	Grammar.....	9 to 11.30	" XI French Composition	2 to 4.30

WEDNESDAY, JUNE 22nd.

Grade VI	Geography.....	9 to 11	Grade VI Language.....	2 to 4
" VII	"	9 to 11	" VII "	2 to 4
" VIII	"	9 to 11	" VIII "	2 to 4
" IX	"	9 to 11	" IX "	2 to 4
" X	"	9 to 11	" X Algebra.....	2 to 4
" XI	History.....	9 to 11.30	" XI Elementary Algebra	2 to 4.30

THURSDAY, JUNE 23rd.

Grade VI Arithmetic.....	9 to 11	Grade VI Hygiene.....	2 to 4
“ VII “	9 to 11	“ VII “	2 to 4
“ VIII “	9 to 11.30	“ VIII Latin.....	2 to 5
“ IX “	9 to 11.30	“ IX “	2 to 5
“ X Latin.....	9 to 12	“ X Chemistry, Botany	2 to 4
“ XI “ Cicero & Prose		“ XI Latin, Vergil and	
Composition..	9 to 11.30	Sight Translation.	2 to 4.30
“ XI Book-keeping.....	9 to 11.30		

FRIDAY, JUNE 24th.

Grade VI Dictation & Spelling..	9 to 10.30	Grade VI Mental & Rapid	
		Arithmetic.	2 to 2.40
“ VII “ “	9 to 10.30	“ VII “ “	2 to 2.40
“ VIII “ “	9 to 10.30	“ VIII “ “	2 to 2.40
“ IX Geometry.....	9 to 11	“ IX Algebra.....	2 to 4.
“ X “	9 to 11.30	“ X Physics.....	2 to 4
“ XI “	9 to 11.30	“ XI “	2 to 4.30

MONDAY, JUNE 27th.

Grade XI Physical Geography..	9 to 11.30	Grade XI Intermediate Algebra	2 to 4.30
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TUESDAY, JUNE 28th.

Grade XI Int. Geometry and Tri-		Grade XI Greek, Homer and	
gonometry or greek Xeno-		Sight.....	2 to 4.30
and Prose.....	9 to 11.30		

LETTER FROM SUPERINTENDENT ON TEACHERS' SALARIES

To the Editor, Chronicle-Telegraph.

Dear Sir,—

“With the courtesy of the public press I decide to bring to the attention of the ratepayers of the Province certain difficulties confronting the school boards at this period of the year, when they are making arrangements for engaging the school staffs for 1932-33.

“The economic situation of the world at large has affected many essential public services in all countries, and the educational systems of various provinces of Canada have not been left untouched. In consequence, there have been widespread endeavours to curtail the expenditures upon education. Information which has reached my Department shows that, in different parts of this Province, pressure is being brought to bear upon the school boards by rate payers, to lower the salaries of teachers, or to shorten the school terms below the legal ten months. This pressure has been most marked in the rural centers.

“I fully recognize the serious difficulty which the farmers in many districts have to contend with at present in the marketing of their produce. They are undoubtedly seriously affected, in common with the industrial and commercial interests. Economies have to be exercised by everybody until such time as the clouds of depression are lifted.

Two Essential Services

But in the meantime there are two services whose activities should not be curtailed: that of religion, and that of public education. As we all know, the work of the churches has greatly increased, especially in the industrial centres, by the calls upon them for the relief of the unemployed. It is a supreme satisfaction, indeed, to know and recognize the unobtrusive but effective service that the churches are rendering in this respect.

As for the support of the schools I am appealing first of all, to the owners of real estate, as it is they who are taxed for that support. Permit me to point out two essential facts in regard to the taxation: (1) the school rates are not, in general, excessive but rather moderate, (2) the numbers contributing in each municipality make the average contribution a moderate sum. The bulk of the taxes is expended on the salaries of the teachers. These salaries are not excessive. While much progress has been made in the last twenty-five years in respect to teachers' salaries, the standards are still less than they should be, and it would be a regrettable retrogression to lower them now.

So much for the practical side of the question.

But I have spoken above of the lifting of the clouds of depression. They will lift and perhaps sooner than is expected. All history, all economic history, goes to show that the worst depressions are followed by great revivals. When the clouds lift, we must be prepared intellectually for the expanded activities which are to follow. All Canada, including the Province of Quebec, will have

its share in the world revival. What we shall make of the newer conditions will depend largely upon our educational preparations for them. If, during the Great War, we were advised to keep the home fires burning, so now we shall be wise to keep the school more active than ever, rather than to slacken our efforts in respect to them. It is a time for courage."

CYRILLE F. DELAGE, Superintendent.

CORRECTIONS IN Dr. PERCIVAL'S ARTICLE ON THE JUNE EXAMINATIONS

Several typographical errors occurred in Dr. Percival's article in the Educational Record of January, February and March, which may make it unintelligible in meaning in certain places. The following corrections are given with a view to removing any possible misunderstandings:

Page 10. Line 11 should read "The aim of the study of language is to enable a person to speak and write correctly and to use the mother tongue in a pleasing manner."

Page 11. Line 11. The extract from the Memoranda should begin as follows "The teacher, however, should always remember that the texts studied are literature..."

Page 11. First paragraph under "Types of Examination questions." The last sentence should read "The essay type of question also allows for wide variations in marking".

Page 12. "Completion type of Test" The "other examples" should read:
1. ...showed how germs may be kept from getting into wounds.
2. The oldest colony of Great Britain is.....

Page 12. "Matching type of test". The examples given should read as follows:—

1. The islands east of Tierra del Fuega are the...islands Galapagos
2. The islands west of Chile are the...islands Falkland
3. The islands west of Ecuador are the...islands Juan Fernandez

Page 13. No. 3. (a) The sentence for re-writing and punctuation should read,—

many people came to the picnic last saturday because the companys official mr adams had declared a holiday

Page 13. No. 7. The direction before (e) should read,—
Fill in the correct forms of two, to, too.

Page 14. No. 13. The sentence from which several short sentences should be formed and of which the meaning must not be changed should read as follows,—

"It is a mistake for students not to decide early in life what they intend to be because one should have before him early in life an objective even though this objective may be altered from time to time."

J. C. S.

SOME REMARKS ON THE GRADE X JUNE EXAMINATIONS 1931.

(By Inspector Giles)

It might be interesting for teachers of this grade to read a few of the criticisms of the Examiners who corrected these papers last summer.

The Examiner in Geography stated that over 400 wrote and that the average per cent obtained by them was fifty-three, which he did not consider to be satisfactory. The highest average obtained by any school was 81%. The chief difficulties of the pupils were distinguishing between evaporation and condensation, knowing what was meant by the old age of a river and why clouds contained minute crystals of globules of water. He recommended that more field work by pupils of X and XI would be of great advantage and specially as the work of Grade X is now similar to that of Grade XI.

The Latin average was 67% and the per cent of failure 11. 312 candidates wrote this paper. There were many indications that pupils relied on their memory in translating the extracts from Cæsar. The greatest difficulty was the correct use of participles, pronouns and the locative case. Translation of sentences, as usual, formed the stumbling block for many.

The English composition paper showed that most of the pupils have attained a skill which gives them a pass but not a high rank. Very few received a mark above seventy-five. Little definite instruction, practice and criticism are given the pupils with the purpose of having them attain skill in written expression. Common errors are repeated each year "Not many girls **go in for** kindergarten" "**Also** it is not a healthy place to spend the day in." "Were are you going." "That is **to** bad." "**And** it is **up to** her if she can **get away with it**".

The greatest deficiency found in the papers was in the organization of ideas. Few pupils could make a good and simple plan for an essay and few could follow a plan.

A common outline was similar to what one would use in Grade V (1) Introduction (2) Body (3) Conclusion.

Over 90 per cent of the candidates in French were successful, the paper being as well done as in previous years, there being little variation from year to year.

Pupils found the translation into French of the English sentences difficult, and the same might be said of the use of **ce** and **il** before the verb **être**. More drill is needed in the use of the tenses, as shown in the replies to the composition question and in answers to questions on the reading texts.

(To be continued)

MINUTES OF THE PROTESTANT COMMITTEE

Montreal, November 27th, 1931.

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

Present:—Honourable W. G. Mitchell, K.C., D.C.L., Honourable C. F. Delage, LL.D., Howard Murray, Esq., O.B.E., Honourable W. S. Bullock, M.L.C., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C. L., LL.D., D.D., Milton L. Hersey, Esq., M.A.Sc., LL.D., Sir Arthur Currie G.C.M.G., K.C.B., LL.D., A. K. Cameron, Esq., Honourable Andrew R. McMaster, Esq., K.C., Dr. A. H. McGreer, M.A., D.D., P. C. Duboyce, Esq., B.A., LL.B., Dr. W. O. Rothney, Ph. D., Malcolm T. Robb, Esq., Honourable Justice W. L. Bond, G. W. Parmelee, Esq., D.C.L., LL.D., W. L. Shurtleff, Esq., K.C., LL.D., Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., Dr. Isaac Gammell, Professor Fred Clarke, M.A., Mr. Orrin B. Rexford, B.A., and the Secretary.

The minutes of the previous meeting were read and confirmed.

Apologies for absence were received from Mr. H. R. Cockfield.

It was announced that Mr. Orrin B. Rexford had been re-elected as teachers' representative by the Provincial Association of Protestant Teachers for 1931-32.

Dr. G. W. Parmelee reported on the Callista Burnham Legacy and asked to be relieved of the trust. The original amount of \$1,000 minus \$100 for succession dues, had been increased to \$2,272.56 represented by two five hundred dollar bonds of the City of Hull, maturing in 1941, and by the bank balance of \$1,172.56. It was moved by Mr. McMaster seconded by Mr. Robb that the Committee has heard with interest the statement of its former Secretary, Dr. G. W. Parmelee, that it adopts and approves his report, and records its appreciation of the increase in the funds; that the two pension commissioners elected by the Provincial Association of Protestant Teachers and their successors in office be named jointly as trustees to act for and on behalf of this Committee and that they be asked to make an annual report. Carried.

It was moved by Dr. Parmelee, seconded by Dr. Milton Hersey that this Committee recommends Mr. E. S. Giles, M.A., Inspector of High Schools, and Professor Fred Clarke, M.A., for appointment as members of the Protestant Central Board of Examiners. Carried.

Dean Laird moved and Dr. Rothney seconded a motion that a sub-committee should be formed to reconsider regulations 82-84 and to report at next meeting; that, meantime, the High School Leaving Board should continue in

office until the next meeting. The sub-committee appointed consisted of Mr. Mitchell, Sir Arthur Currie, Dr. McGreer, Dean Laird, Dr. Rothney, Dr. Parmelee and Dr. Percival.

The standing sub-committees and special sub-committees were reconstituted on the recommendation of the Chairman of the the Protestant Committee and the Director of Protestant Education as follows:

1.—Consolidation:

1. Mr. A. K. Cameron (Convener)
2. Mr. P. C. Duboyce,
3. Hon. A. R. McMaster,
4. Dr. A. H. McGreer,
5. Mr. Malcolm T. Robb,
6. Dr. G. W. Parmelee,
7. Hon. W. G. Mitchell.

2.—Superior Education Grants:

1. Mr. P. C. Duboyce, (Convener).
2. Dr. W. O. Rothney,
3. Dr. G. W. Parmelee,
4. Mr. O. B. Rexford,
5. Mr. H. R. Cockfield,
6. Hon. W. G. Mitchell,

3.—Poor Municipalities Grants:

1. Hon. W. S. Bullock, (Convener),
2. Mr. Malcolm T. Robb,
3. Dr. W. L. Shurtleff,
4. Dr. W. O. Rothney,
5. Hon. W. G. Mitchell,

4.—High School Diploma Qualifications:—

1. Dr. G. W. Parmelee, (Convener),
2. Dr. W. O. Rothney,
3. Professor Fred Clarke,
4. Hon. Justice W. L. Bond,
5. Hon. W. G. Mitchell.

5.—Educational Meetings:

1. Dr. A. H. McGreer, (Convener),
2. Dean Laird,
3. Mr. A. K. Cameron,
4. Hon. W. G. Mitchell.

SPECIAL SUB-COMMITTEES:—**1.—School Inspection:**

1. Dr. E. I. Rexford, (Convener),
2. Dr. G. W. Parmelee,
3. Hon. A. R. McMaster,
4. Dr. W. O. Rothney,
5. Professor Fred Clarke,
6. Dr. Percival,
7. Hon. W. G. Mitchell.

2.—Retarded Children:

1. Dr. E. I. Rexford, (Convener),
2. Professor Carrie Derick,
3. Dr. Parmelee,
4. Hon. A. R. McMaster,
5. Professor Clarke,
6. Dr. Isaac Gammell,
7. Hon. W. G. Mitchell.

3.—Teacher Training:

1. Dr. G. W. Parmelee, (Convener)
2. Dr. E. I. Rexford,
3. Mr. Howard Murray,
4. Professor Fred Clarke,
5. Mr. A. K. Cameron,
6. Hon. W. G. Mitchell.

4.—Course of Study and Continuation Year:

- 1 Mr. Howard Murray, (Convener),
2. Mr. P. C. Duboyce,
3. Mr. Malcom T. Robb,
4. Dr. G. W. Parmelee,
- 5 Dean Laird,
6. Professor Fred Clarke,
7. Dr. W. O. Rothney,
8. Mr. O. B. Rexford,
9. Dr. J. A. Nicholson,
10. Hon. A. R. McMaster,
11. Hon. W. G. Mitchell,

5. Revising Regulations 82-84:

1. Hon. W. G. Mitchell, (Convener),
2. Sir Arthur Currie,
3. Dr. McGreer,
4. Dean Laird,
5. Dr. Rothney,
6. Dr. Parmelee,
7. Dr. Percival,

6.—Summer School for Teachers:

1. Mr. Orrin Rexford, (Convener),
2. Dean Laird,
3. Dr. Parmelee,
4. Dr. Gammell,
5. Dr. Percival,
6. Hon. W. G. Mitchell.

7.—School Improvement:

1. Dr. Parmelee, (Convener).
2. Mr. Duboyce,
3. Dr. Gammell,
4. Hon. W. G. Mitchell.

Inspectors Brady and McCutcheon were present by invitation and reported upon conditions in the schools in their districts of inspection.

Mr. Rexford presented a report on behalf of the sub-committee on the summer school containing the following recommendations:—

(a)—“That the Protestant Committee authorize the Department to ask for the special grant of \$2,500 for the summer school again this year.

(b)—That the summer school be held at Macdonald College from Monday, July 4th to Saturday, July 30th, 1932.

(c)—That in the matter of registration, those teachers who have attended one session of the summer school be given the preference up to June 1st, 1932.

(d)—That in 1932 optional courses be offered; the largest number of courses that can be offered with the funds that are likely to be available will be seven. Such an arrangement would exhaust the full amount of the funds available. The sub-committee recommends that Psychology be compulsory for all students in 1932 and that four other courses be chosen to complete the requirements of

the summer school for the session; that the courses be all arranged at different hours and that there be no maximum number of courses for any student, but that if the student elects to take a course, that course shall be continued throughout the summer session.

(e)—That a medical fee of fifty cents be charged the students so that arrangements can be made for medical attention throughout the time of the summer school session.

(f)—That any further arrangements for the summer school be left in the hands of the Director of Protestant Education."

Moved by Mr. Rexford, seconded by Mr. Cameron that the report be adopted. Carried.

Mr. P. C. Duboyce, on behalf of the sub-committee on Superior Education Grants, recommended the following additional payments to consolidated intermediate schools:—Brookbury, \$75; Canterbury, \$25; Dundee, \$100; Escuminac, \$50; Hopetown, \$50; Island Brook, \$100; Kingsey, \$50; Morin Heights, \$50; New Glasgow, \$25.

Mr. Murray reported progress made by the sub-committee on the course of study.

On behalf of the sub-committee on Consolidation, Mr. Cameron reported that additional consolidations were in effect at Black Capes, Sawyerville, Howick, Iron Hill, and Ormstown, and that 35 consolidated schools were in operation this year, with 3225 pupils enrolled, and 1523 conveyed.

A letter was read from the Inspector of High Schools recommending that the Howick Consolidated school rank as a high school. On the motion of Mr. Cameron, seconded by Dr. McGreer, the recommendation was approved.

The Director of Protestant Education read a statement in which he said that from a survey made of the courses of study in the eleventh grade of the schools throughout the Dominion, the Protestant schools of Quebec compared favourably with the sister provinces. He also stated that the percent of students that entered McGill University from our schools in the class of 1931 in the Faculty of Arts was maintained at graduation.

Dr. Rexford reported progress for the sub-committee on handicapped children. He read a letter from Mr. D. C. Logan showing that the special classes held for these children in Montreal were successful both because the children in the special classes made progress and because they did not retard the children in the ordinary classes. He moved the following motion which was seconded by Dr. Parmelee and carried:—

"That the Protestant Committee of the Council of Education desires to place on record an expression of its keen appreciation of the courtesy of the

Department of Education of Ontario in admitting candidates from this Province to its training classes for teachers of retarded children, and to report that teachers so trained are doing most satisfactory work in special classes under the Protestant Board of School Commissioners of the City of Montreal."

Dr. Rexford submitted, for the information of the Committee, specimens of the work done by children in the special classes in the schools of Montreal. Dr. McGreer moved a vote of thanks to Dr. Rexford and to Mr. Logan for arranging the exhibit.

Dr. Parmelee, for the sub-committee on school improvement, reported progress.

There being no further business the meeting then adjourned to meet in Montreal on Friday, February the 26th, unless otherwise ordered by the Chairman.

(signed) W. P. PERCIVAL,
Secretary

(signed) W. G. MITCHELL,
Chairman.

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