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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

(Published Quarterly)

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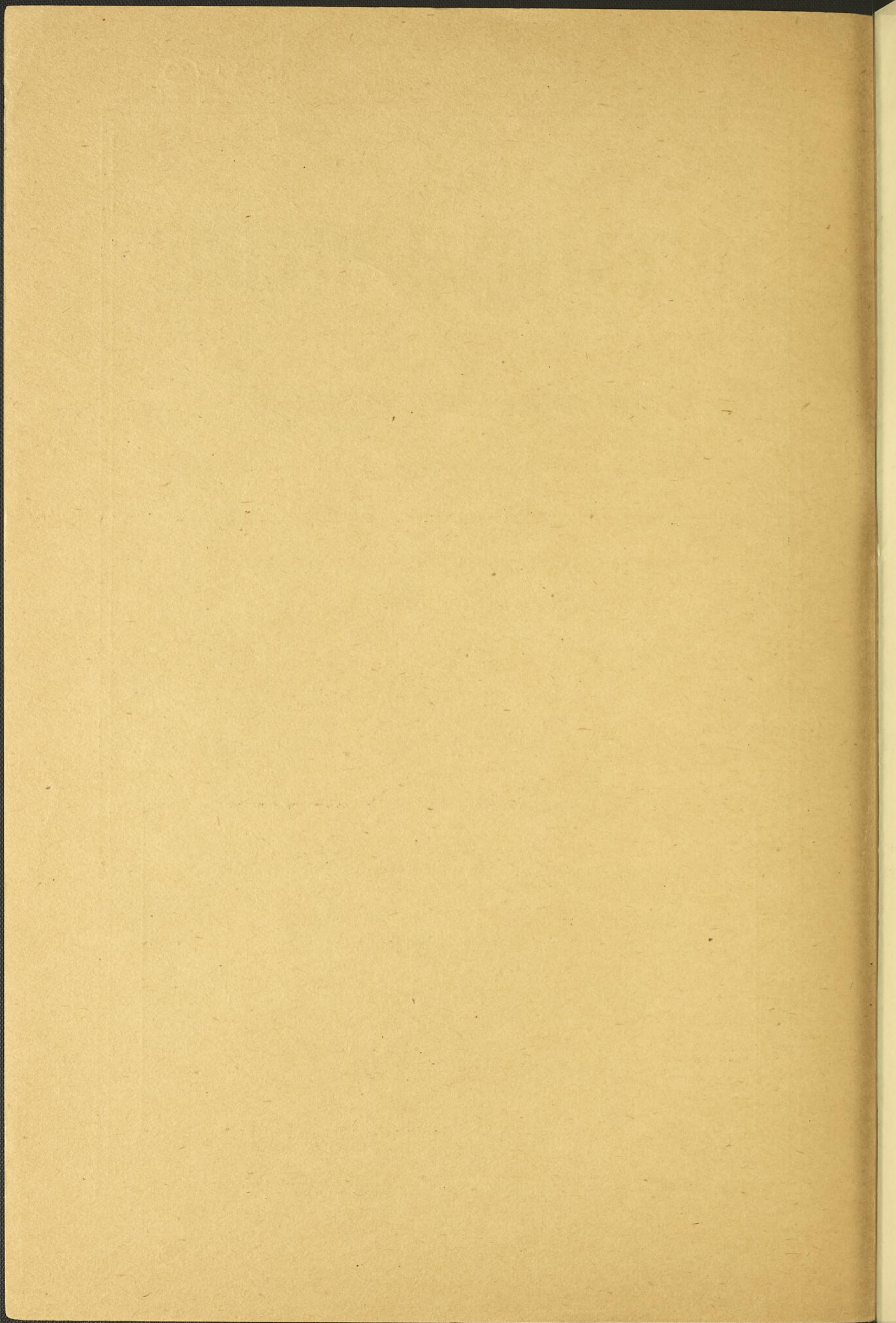
SPECIAL ARTICLES

THE GREAT VICTORIANS

**DR. PERCIVAL ON MUSIC IN
EDUCATION**

SCHOOL HOCKEY 1932-33

QUEBEC, QUE.



**SUMMER SCHOOL AT MACDONALD COLLEGE JULY 3 to JULY 29
INCLUSIVE**

The third annual summer school for teachers under the auspices of the Department of Education will be held at Macdonald College from Monday, July 3 to Saturday, July 29, inclusive, 1933. This summer school is intended for teachers holding Elementary and Intermediate diplomas valid in the Province of Quebec.

The courses offered will be even more diversified than last year.

A circular of information can be procured upon application to Dean Sinclair Laird, School for Teachers, Macdonald College, Quebec. Applicants must apply upon the prescribed forms and must forward a preliminary deposit of \$10.

Applications should be made on or before June 20th, and will be considered in the order in which they are received.

W. P. PERCIVAL,
Director of Protestant Education.

May 8, 1933.

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W. D. PERCY, Jr.
Director of Provincial Education

July 2, 1933

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BLACKIE & SON (CANADA) LIMITED
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EDITORIAL NOTES

The necessity of balancing the budget for 1933-34 obliged the Provincial Government, in common with all governments the world over, to decrease the estimates in all Departments, but the grants for education were maintained as far as possible. The Public School, the Superior Education and Poor Municipality grants will remain the same as the present year, but several special funds were omitted. Hence for the year 1933-34, beginning July 1st, there will be no bonuses for successful teaching, no bonuses for deserving municipalities and no payment of expenses to teachers attending the autumn conferences. It is hoped, however, that teachers will make an effort to attend the conferences, and to this end the Inspectors will hold them at more centres and in smaller groups than usual in September and October.

Conveyance of pupils to consolidated schools has been in operation now in this Province for a little over a quarter of a century. During all that time no serious accident has occurred—only one or two “spills” having been the record. Nevertheless, several of the school boards have adopted the principle of insuring the safety of the pupils in their bus trips to and from school, and it is advisable for all consolidated school boards to take out a policy from any standard insurance company for this purpose. The good record of the Province in careful driving for the schools should make for reasonable insurance rates.

Secretary-Treasurers are reminded that in their annual reports the names

and salaries of every teacher must be included, no matter how short the service may have been. This is in justice to the teachers, although some of them imagine that the pension deductions should not be made upon their salaries when teaching for a short time, but many cases have occurred of such teachers remaining in service until pension time, and who are then pleased that their records are complete. The annual report forms now contain a special space for the “supply” or other short term teachers, and every board should report all of them. One hundred and twenty days of teaching in two or more years now count cumulatively as a year for pension purposes.

The Matriculation Board of McGill University is willing to accept the High School Leaving Examination in Biology as one of the science papers qualifying for admission to the university. A candidate will not be allowed to count both Biology and Botany.

We learn from some of the Inspectors that grippe, measles and other illnesses have swept through nearly all the pupils of a number of the rural schools, simply from lack of proper ventilation and of necessary disinfection of the school rooms. The second and third paragraphs of Regulation 149 make plain the duty of the teacher in regard to the cleanliness of the school and out-buildings and to the ventilation of the class rooms. Nothing is said about the use of disinfectants, but where these are needed the teachers should make application to the school board.

There are modern disinfectants obtainable which are very reasonable in price and not disagreeable in their odour. Their use would be effective in clearing the atmosphere of germs. One good means is to place upon a pan about half an ounce of permanganate of potash and one or two teaspoonfuls of formaldehyde, just as the school is to be closed at four o'clock. The fumes will extend through the whole room and will have purified the air by morning.

The announcement that McGill University is conferring the honorary degree of LL.D. upon Mr. J. A. Dresser, Provincial Geologist, was welcomed by his many friends throughout the Province. It is a well deserved honour in recognition of his very practical work as a geologist, and many teachers will remember, also, that he graduated from teaching, chiefly at St. Francis College, Richmond, into the science which has been his life work for so many years.

THE GREAT VICTORIANS

The above is the title of a book recently published in England. We had looked forward to a great deal of pleasure in the reading of it, as the adjective in the title seemed to suggest that at last it was to be again recognized, either that there were some really great personalities in the reign of Queen Victoria or that something decent could be said about the growth of public and private morality in the Victorian Era. However, we were doomed to disappointment. The habit of maligning everything Victorian, whether leading personalities of the time or the art, morals, culture and manners of the people, which began shortly after the beginning of the present century and reached its highest literary mark in the late Lytton Strachey, is again in full evidence in this book.

The present writer has been studying that habit for some time. One conclusion we have arrived at is that the criticisms of the nineteenth century, and of the Victorian period in particular, come chiefly from very young

men. Another conclusion, based upon observation of their remarks, is that these very young men have not read as extensively in the period as they should have done, while a third conclusion is that the general similarity of attitude and of criticism suggests that they have allowed themselves to be mere echoes. Certainly there has been a flood of imitators of Lytton Strachey, and in this connection we welcome the recent declaration of J. C. Squire, the English poet and critic, who said: "I had a great admiration and affection for Lytton Strachey, but let us hope that Stracheyism is dead. In its essence it means laughing at every quality which we do not happen to possess and sneering at every faith which we do not ourselves happen to hold."

The judgment is a just one. When Strachey's "Eminent Victorians" appeared, the present writer was shocked at the number of usually sane people who seemed to regard it as good historical biography. As the original biographical matter upon which it was based, however, was familiar to us we

could not consider the essays in the book as other than travesties of the real facts, to say nothing of the unfair deductions as to character which were made upon the unrealities. One serious result, apparently, has been that Mr. Hilaire Belloc has been encouraged to apply the same method to history itself. The fourth volume of his *History of England*, recently issued, covers the period of the Reformation in the reigns of Henry the Eighth, Edward the Sixth, Mary and Elizabeth. He has covered the period in one volume that Froude had to cover in twelve. But Froude documented his *History* at every step by references to or quotations from the original documents, whilst Belloc swings brightly on maligning every character on the Reformation side, and cheerfully ignoring every original document. Of course, even Froude was charged sixty and seventy years ago with being one-sided. He was charged with absolute unfairness, in particular, in his use of the Simancas documents, containing the letters of Philip the Second of Spain and his ambassadors at the English court. Froude had spent three years in the examination of those documents, and his exoneration has come long after his death. A few years ago the Master of the Rolls, London, published the whole of the documents in the original and in translation, and in his preface to the seventeen volumes stated that their official publication would serve to show that the historian James Anthony Froude had translated them accurately and had made use of them with the utmost fairness. Facts like these should make it clear that there is a moral responsibility in biographical and historical writing which should not be ignored, and unfortunately there has been a serious lack of that responsibility in recent years.

But to return to the book of the "Great Victorians". Forty Victorians are dealt with in it. Out of this number the only ones that are treated with anything like a serious attempt to estimate their work with judgment are F. H. Bradley by J. H. Muirhead, Robert Browning by Lascelles Abercrombie, Richard Cobden by J. L. Hammond, Gladstone by Lord Ponsonby, James Clerk Maxwell by J. W. N. Sullivan, John Stuart Mill by Sir Arthur Salter, Florence Nightingale by Laurence Housman, Robert Peel by H. J. Lasky and Edward B. Tylor by G. Elliot Smith.

It will be noticed that in this list of nine out of forty, the critics are men of maturity.

Mr. Abercrombie is a poet and does justice to Browning. He takes special pains to answer the foolish (and chiefly post-Victorian) criticism that Browning was an optimist in a world of difficulties, simply because in the song of Pippa the words: "God's in his heaven, all's right with the world" appear. Mr. Sullivan is a scientist and in his account of the work of Maxwell does not omit to show how Faraday's experimental researches led to Maxwell's mathematical interpretations of the results. Sir Arthur Salter is a banker and economist and shows the validity of much of Mill's conclusions today.

Now there are mature and young men among the thirty-one remaining critics, and of most of them it can be said that they dwell on non-essential trivialities and produce no adequate picture either of the subjects or their work. The Tennyson by John Collier is ridiculous in its criticisms. The same is to be said of Frank Swinnerton on Thackeray. Mr. G. P. Wells does fairly well by Charles Darwin, but why Thomas Henry Huxley should have been assigned to H. J. Massingham, a

journalist, is surprising. His sketch is a travesty, ending with the astonishing statement that "it would undoubtedly have been better and happier for mankind if he (Huxley) had never been born". R. H. Wilenski's capacity to deal with John Ruskin may be estimated from the fact that he regards Ruskin as "the victim of a vice"—that vice being "the emotive language of the Bible".

We are certainly disappointed in this book on "Great Victorians" which, in the matters of literary handling and sound criticism, compares so poorly with the workmanship that was produced in the days of John Morley and Frederick Harrison. However, we may console ourselves with the thought that the worth-while Victorians may yet outlive in the memory of the race their twentieth century critics.—J. C. S.

JUNIOR RED CROSS PUPILS IMPROVING THE SCHOOLS

From the February report of Mrs. Ruth B. Shaw, Supervisor of the Junior Red Cross, we quote the following in regard to improvements effected in rural schools by teachers and pupils.

"How is that campaign for the "Class Room Beautiful" coming along? We have many accounts of some wonderful improvements and want to receive many more. Why not get to work during the winter months when you cannot get out and play as much as in the summer time. I wish I could tell you everything which has been done already, but that would make this letter very long indeed, but here are a few sentences from some of the letters:—

"The King's Health Scouts of Inlet write, "The boys have made a cupboard over the water fountain for the individual drinking glasses. The girls have been formed into a Committee to keep the school in proper order and to have clean-up day every Friday. We put up three racks for our towels above our wash basin. Above that again is a nice little blue framed mirror. The teacher painted the picture frames.

Red and yellow maple leaves have been pressed and put around the school and the children brought bees, nests for the walls. We have sent for narcissus bulbs. Our school will seem like a palace and smell like a garden."

"The Mountaineers of Kilmar write: "We have ordered a desk, black-board and a stove jacket and are saving for a First Aid Kit and a door mat. We have decorated the school with evergreens, mountain ash and house plants. We had the tin put on the wood shed, piled up the wood and cleaned the yard. We put on a small programme every meeting and invite our parents to attend".

"The Ever Ready Juniors of St. Thomas School, Noyan write, "Our school was freshly painted during the summer holidays. We have been able to frame our Certificate and with other attractive pictures, yellow curtains at the windows and several plants we now have a room of which we are rather proud". The Juniors of Noyan have bought framed pictures of the King and Queen and have just ordered a Union Jack.

"We are glad to report that many Branches have bought First Aid Kits, while several have sent for the McGill Travelling Libraries, one even going to the Magdalen Islands.

"Many Branches have started Lend-

ing Libraries, raising donations for the Crippled Children's Fund in this way. One of them had an inspiration a short time ago. They added jig-saw puzzles to their library and have found them very popular."

THE PORT OF MONTREAL

Geo. A. Cornish

(From "The School", Toronto)

The St. Lawrence is one of the most remarkable rivers in the world. The land west of the Atlantic coast of the United States rises steadily in the south, more irregularly in the north, until it meets the threatening barrier of the Appalachian mountain system. Many of the rivers seem older than the mountains, as they form watergaps cutting through its hard rocks. But these rivers are shallow and turbulent, far better adapted with their water-wheels and turbines to run their woolen and cotton mills than to give access to the fertile river-valleys beyond. Even railways have found the path across this formidable barrier perplexingly winding and uncomfortably steep, so that many millions of dollars have been spent to blast even a moderately direct and passably even right of way across these ranges.

How different are the conditions to the north. A deep, wide river, with its mouth opening to the Atlantic ocean like a funnel, has eroded its channel so wide, so deep, and so long that at Montreal, a thousand miles from the open sea, the altitude is only a few feet above the level of the ocean. But this is merely the beginning of the story, for this great stream extends more than

one thousand miles beyond Montreal into the heart of the continent, swells out into the most magnificent and largest masses of fresh water on the face of the earth. Over nine-tenths of these upper waters navigation is as wide, as deep, and as free as the sea, and the other tenth, though broken with rapids and waterfalls, has been traversed by the most extensive array of canals and locks to be found on the continent.

Montreal has the key position along this marvellous waterway. A thirty-foot oceanic channel terminates at her front door. The Lachine canal, since the first settlements were formed, stood athwart the path of any ship that tried to penetrate the interior; the cargo simply had to be unloaded at Montreal. Consequently, Montreal was one of the earliest settlements along the river. It had everything to recommend it. It is situated on a broad island, a good deal of which is flat and fertile, inviting the habitant to harvest his crop. Being an island it was to a certain extent inaccessible to the hated Iroquois, a broad stretch of water had to be traversed to reach it, and it was difficult to surprise the watchful inhabitants. It was the point of juncture, of the Ottawa and the upper St. Law-

rence, the two routes to the west, which put it right on the front street of the fur trade.

But it was after Canada began to fill up behind Montreal, first by the arrival of the United Empire Loyalists along the St. Lawrence and in the Niagara peninsula. As Ontario's population swelled, their wants paid toll to the commerce of Montreal, since it was the entry port for nearly all the exports and imports. Then when the Canadian Pacific railway filled the prairie provinces with more than a million and one-half farmers, who looked to Europe to take their wheat and to the factories of the same continent to supply their needs, Montreal was still the collecting and distributing centre though it was two thousand miles away. While, as we shall see, Montreal is no longer the only entrance to Canada, it still retains and is likely to retain its position as Canada's metropolis, and it is safe to predict that for every foot Canada grows, Montreal will grow at least an inch.

It is admirably placed for a harbour. The port is on the southeast of the island where the land is low and flat, excellently suited for the building of wharves, warehouses, streets, and railways. The shoreline suitable for port purposes is of almost unlimited length. There are no tides. Though the ship channel of the St. Lawrence below Montreal is often restricted, fogs in the lower St. Lawrence sudden and treacherous, so that insurance rates are somewhat high, the Canadian government has done wonders with dredging, charting, and lighting. Already there is a thirty-foot channel right to the upper harbour of the city, and a channel thirty-five feet deep is to be completed by 1934 or 1935. Though the Mauretania and the Majestic cannot use a thirty-five foot channel, most of the

palatial liners can navigate less water, and with such a depth Montreal will be well equipped for many years to come. It is, of course, difficult to predict how big the ship of the future will be.

Montreal is well supplied with wharves, docks, warehouses, terminal railway facilities, though her four grain elevators with a capacity of ten million bushels seems meagre, when it is remembered that as much as two hundred million bushels of grain have passed over her wharves in a single season. The chief commodities that enter and leave her port are, in order of bulk, grain; bulk cargoes of coal, coke, ore, stone and sand; general package freight; flour; lumber and wood pulp; sugar; cement, gypsum and plaster; cheese and lard; automobiles and parts.

Besides her advantage of position, Montreal has other advantages, some more or less permanent, others depending on factors that may change. She has the great advantage of an early start. A large city is something like a snowball rolling down a hill, which accumulates snow as it moves, and the larger the snowball the more rapid the accumulation. A city so important has a natural attraction for railways or highways, and draws them in like the maelstrom does the passing ship. It is too important to be passed by. Naturally, also, when a new industry is to be located, a new wholesale shop established, an insurance company or bank located it will be attracted to the centre of business. Moreover, a great city like Montreal will have many wealthy and influential men who take a pride and interest in the city. They are the men who locate new business, and their civic patriotism will perhaps prejudice their choice in favour of their city. When it is remembered that Montreal is the financial centre of

Canada, the headquarters of the two railways, the centre of banking and insurance it will be seen how strongly the financial and industrial dice are loaded in favour of this great city.

Thus far the commercial side of Montreal's importance has been emphasized. But she is also the industrial centre of Canada. The first development of manufacturing in Montreal was due to the relatively dense population of the Montreal districts whose local market made manufacturing in a small way worth while. Geologists tells us that not so very long ago, speaking geologically, Mount Royal, immediately behind Montreal, just peaked its summit above a broad sea, which covered thousands of square miles and which deposited sediment for thousands of years. When the sea gradually retreated, a fat alluvial plain was left, which is to-day occupied by the many thousand frugal farmers whose wants the first manufacturing establishments of Montreal supplied. But Montreal's facilities for manufacturing were too exceptional to be satisfied with small factories. She is ideally located for receiving raw materials and distributing finished products. The raw sugar of Jamaica and Cuba, the raw cotton of Texas, the rubber of Ceylon and Malaya, the tea of India, the finishing lumber of the southern United States, the coffee of Brazil and half a hundred other raw materials can be loaded on tramp steamers at the point of production and be laid down on her docks without transshipment.

Then the French-Canadian workmen and workwomen are abundant and of a high order. They do not mind hard work, are adaptable, cheerful, not given to complaining or going on strike and are willing to work for a very moderate wage.

No centre in the world has right at her door greater quantities of hydro-electric power, developed and undeveloped. The Lachine rapids and the rapids overcome by the Beauharnois canal have a greater power capacity than is at present developed at Niagara Falls. The Ottawa, with its tributaries can almost be described as necklaces, the beads of which are the sparkling rapids and the glistening waterfalls. Much of Montreal's hydro-electric power, however, is brought from the St. Maurice river, where are located several of the most remarkable hydro-electric developments in the world. Cheap, efficient labour, abundant, low-priced hydro-electric power, oceanic transportation, railways radiating like spokes from a hub, great financial resources and keen business men go far to explain Montreal's great development of manufacturing. Her outstanding manufactures are boots and shoes, clothing, sugar, flour, cement, tobacco, rubber, iron and steel, machinery, tools, silk, cotton, woollens, paints, furniture, electric goods, confectionery.

Montreal, like everything else, has her weak points. From the first week in December to the third week in April, more than four months, the harbour is dead as the river is blocked with ice; this is a blow dealt by nature which ice-breakers and thermit are not likely to do much to alleviate. While Halifax and St. John are not worrying about the ice-bridge in the St. Lawrence, it is a heavy blow to Montreal, to which, however she has adjusted herself.

Montreal is the greatest grain-exporting port on this continent, if not in the world, and she is very sensitive about retaining her hold on this industry. But in a normal year there is such a congestion of canal steamers, tramps and liners, that her elevators

are not able to transfer expeditiously the never-ending cargoes of wheat streaming down the St. Lawrence in the autumn. Lake steamers sometimes have to wait many hours when time is money, for one extra trip may make all the difference between profit and loss. Some shrewd businessmen have built a large elevator at Sorel, and the lake freighter, sooner than wait her turn at Montreal, may save time by passing down to Sorel. What Sorel has done she may do twice or thrice, and other progressive towns along the St. Lawrence may decide to stick their finger in the great big wheat transportation pie. Quebec has done so already.

The water level in Montreal harbour has during the last ten years dropped alarmingly low so frequently that it looks as though it had become a habit, and a very bad one, for twenty-nine feet of water instead of thirty makes a tremendous difference in the size of cargo which a ship can carry. Nobody seems to be sure as to just what is the cause and hence a remedy is difficult to find. Some blame it on Chicago, some on the cutting of the forests, some on the weatherman, some on the dredging operations in the lower St. Lawrence, which with clearer channels drain off the water more rapidly. Some even think it the hand of God, as they say the surface of the earth has been tipped so as to raise Montreal a little higher above the level of the sea. It is suggested that one or two dams may have to be thrown across the St. Lawrence below Montreal.

Vancouver in 1931 shipped more wheat than Montreal, and her rise as a wheat exporter has been so rapid that Montreal is alarmed as to whether the acceleration is going to continue. There was little enthusiasm in Montreal for the construction of the Hudson Bay

railway, for she realized that Churchill might become one more spout for draining wheat from the prairie provinces to the ocean. This new port has already got off to a fair start with only one fatality, and it may be taken for granted that Churchill is in the wheat trade for good and that increasing quantities may pass out that way. One may be assured that tramp steamers going to Churchill for wheat will not go in ballast if they can obtain a cargo for the prairie provinces. In this way they may hurt Montreal both going and coming.

Again, there is a possibility that before many years the St. Lawrence canals may be deepened so that ocean freighters of large size may pass to the head of the lakes. How that will affect Montreal only time can tell. The Manchester ship canal which took ocean steamers right past Liverpool to Manchester has not decreased Liverpool's trade, and the clearing of the La Plata past Buenos Aires to Rosario has not affected the former city whose trade has continued to grow by leaps and bounds.

Montreal has really nothing to fear. Her situation is so unique, her industry and trade is so firmly established, that though she may have to share it with other ports, yet Canada is so big, her resources so great, and her future so certain, that Montreal is sure to go on growing with the country. Undoubtedly Canada is not going to continue increasing her output of wheat, and the trade in this article is near the end of its expansion. A large quantity of Canadian wheat has been moved via Buffalo and New York, but usually the United States wheat, flax-seed and corn going out by Montreal have nearly or more than balanced this. However, a change is going to take place

which will be to the advantage of Montreal. Canada exports most wheat to Great Britain in which she has a preference of six cents a bushel, but only when it is shipped directly from Canada to Great Britain. This compels most of it to go out by Canadian ports. This is bound to deflect a good deal of wheat from New York to Montreal, Halifax and St. John.

Montreal has attractions of a very high order for the tourist. Her magnificent water stretches on the St. Lawrence, her splendid greenclad mountain rising up behind the city are settings that are the envy of most cities. She

has some of the finest churches on the continent, she is such a mixture of the old and the new, the broad street and the narrow way, the well-kept modern homes of Westmount and the antique houses of the French-Canadian that the tourist can find pleasant surprises at every turn. With its splendid hotels and easy accessibility to the most densely populated parts of the United States, the highway via Lake Champlain and Richelieu river in the summer time is a procession of American tourists coming north to see the home of the French habitant, the most interesting people in North America.

THE VALUE OF MUSIC IN EDUCATION

Dr. W. P. Percival, Director of Protestant Education

In Bunyan's Pilgrim's Progress when Christian was on his journey to Mount Zion he met two men named Timorous and Mistrust returning from the direction of the Celestial City, because "the further we go the more danger we meet with". "Just before us lie a couple of lions in the way" Mistrust told him. But Christian decided to press forward. When he came to the lions he saw that they were chained, and he was able to proceed safely on his journey.

Mistrust of themselves and fear of ridicule prevent many people from getting healthy enjoyment from either vocal or instrumental music. But where men meet in groups, as in the service clubs of the cities, I find a spirit of comradeship, I might almost say a spirit of recklessness and abandon which makes even those who previously thought that they could only croak join in the singing.

Some years ago when a certain song was extremely popular, I sailed down the Hudson River. Just as we drew up at 125th Street, New York, the band began playing this popular tune. A man stood in front of me who could not sing a single note, but the tune captivated him, and he beat the ground with his foot and **said** the words of the chorus as the band played "Yes, we have no bananas. We have no bananas today". That man's soul was filled with music, though his power of expression was almost at zero.

Music for the Business Man

Music on the program of the service clubs, each week testifies to the interest of busy men in this subject. This interest makes one pause as he considers the

relative merits of the subjects on the school curriculum. Some of the subjects seem to possess a fleeting interest. Others appear to command our attention throughout life. As adults we read, we perform some simple arithmetical calculations. We sometimes write, and when we do that we spell. When we are going to travel we brush up our geography of certain places. We use enough grammar to speak correctly—I hope. But I wonder how much history, algebra, Latin, geometry and nature study is done by business men.

Music as a School Subject

As a school subject, music in the past has not occupied a large place. It has been called a 'frill'. I wonder what a 'frill' is? In the dictionary I see it described, in this sense, as something ornamental. Is music merely an ornament, an appendage to education?

A wonderful advance was made recently in the schools of Montreal when radios were placed in the school buildings so that children may study music. To the Montreal pupils has thus been opened the opportunity that children in the largest schools of the United States have enjoyed for years. I hope that much good will result therefrom.

The advent of the radio has quickened the demand for music. More and better music is being demanded. Some people will not have anything but musical numbers and they will twist the dials around until the speaking programmes are shut out to make way for their favourites. Is music a 'frill'? If so, what are the realities to which the frills are appended? I never hear logarithms explained, at men's and women's meetings, I never hear problems in trigonometry solved. I never hear luncheons and dinners turned into spelling bees. I wonder how many who, as children, spent so much time in arithmetic papering walls and ceilings have ever tried to solve such a problem for their own home decoration? How many who struggled so laboriously over square root and cube root can find either? It may be difficult for them to solve a trigonometrical problem or an easy equation in algebra?

I wish to be perfectly well understood. I am not attempting to ridicule these subjects, though perhaps our treatment of some of them lends itself at times to sarcasm. I am simply endeavouring to show what musical appreciation is and that music persists throughout our adult years as a very important factor in our lives. As such it should commend itself to us as very fitting in the training of children.

It is easy and usual for a certain type of adult to condemn the musical taste of children. They complain that children are too fond of jazz and that they have no taste.

Jazz arose in a very natural way. It had its origin as a result of the Great War. Ragtime was an attempt to vitalize dance music, and became very popular when feelings needed distraction from the horrors of war. From ragtime to the syncopation based on negro folk song was an easy step. This development that has taken place only in the last ten years is so natural to the young

people that many of them know little else. Jazz would appear to have been with them always. I fear that if children are not taught good music in school their tastes may become permanently perverted. We must not then blame the children. The fault lies with us.

Music cannot be made a compulsory subject, as reading is, because not all otherwise normal people have an ear for music. We have all heard of persons whose only musical ability is that they can tell whether a tune is "God Save The King" or not. It is encouraging to know, however, that the child of two musical parents tends to be musical, that even if one parent is musical the chances are in his favour, and that a favourable environment may help the others.

Appreciation and Expression

Music is divided into two parts, namely, appreciation and expression. Even those who can never express should be able to appreciate. Appreciation involves the knowing and the feeling elements. Do we like a certain selection or not? Why? This is the stage in which it should be possible for almost all to be.

Appreciation has a basis. If we know how to do a thing, even partially, we can appreciate it better than one who does not. The man who has run a straight arm along the parallel bars in a gymnasium can appreciate the difficulty of doing this better than the woman who sits and watches. The woman who spends a week trying to perfect a part of Tannhauser has a much greater appreciation than the man who smokes his pipe and says "That's very pretty, dear. What is it?" He should get to know it and to know what makes it pretty. Such knowledge will further his education and enrich his life. If he only knows such things as time, rhythm, harmony, melody and tone quality, and if he will try to sing, even to hum to himself that which he has heard, his appreciation will be deepened.

Music has meaning. There is an underlying theme running through every good composition. Music is an expression of emotion just as is poetry. The Anvil Chorus is a very striking example of musical expression. Cradle songs, love songs and martial music are revealed by the music as much as by the words. The Song of the Volga Boatman, though sung in Russian, tells us exactly what is happening.

Musical Expression

Some music is not so patent, but you have noticed often how it expresses itself. In the hymn "Fierce raged the tempest o'er the deep" the music illustrates the storm. Every radio fan knows "**The Clockmaker's Shop**". The charming of snakes, eastern bazaars, spinning tops, the music of birds, all can be expressed in music.

It is often necessary to have a key, however, to unlock the hidden mysteries of music. For this purpose organists and other artists will frequently give short explanations which will enable the uninitiated to understand better the com-

position. Perhaps you remember "*The Star*" which represents the three wise men crossing the desert following the star to Bethlehem. The camel's hoofs can be heard plainly, and a peculiar note that is constantly sounded shows that the wise men are following the star.

Nearly everyone likes music. Shakespeare thought that all normal beings should like it, for he makes Lorenzo say in the "**Merchant of Venice**":

"The man that hath no music in himself
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems, and spoils;
The motions of his spirit are dull as night,
And his affections dark as Erebus:
Let no such man be trusted."

Vocal and Instrumental Music

Vocal and instrumental music are precious heritages. They are the most universal and the most spontaneous of the arts. Sprung from the incantations of the savage, both forms have been developed by the Greeks, Chaldeans, Egyptians, Chinese, Jews, early Christians, minstrels and Troubadours.

Early in his career man made musical instruments. The Chinese made a frame and strung into it pieces of steel shaped like meat axes. Because these were of various sizes they gave different notes when struck with another piece of steel or stone. This was one of the first percussion instruments and is called the Chinese "King".

In addition to percussion instruments, or those which produce a sound when struck, are stringed and wind instruments. A bow is a one stringed instrument, for a musical note is sounded when the string is stretched and released. It was soon discovered that other sounds could be produced according to the length, thickness and tension of the string. A harp is a series of these attached to a frame, and a piano is a development of this.

Wind instruments are made from a hollow tube of any material. Children easily find this in the grasses and weeds which they blow. Several notes can be played on pipes of different lengths. The tin whistle and flute are examples of this; also the organ pipe.

Interesting Facts of History

Music had a very slow development. Though it was on the school curriculum in Greece when that country was at the highest stage of its development in literature and sculpture (England then being inhabited by the ancient Britons) and though the Greeks valued music exceedingly it did not make great progress. In fact, there was little difference in quality between the music of 100 and 1000 A. D.

The Crusaders in the middle ages were accustomed to enliven their long marches with the singing of popular hymns and songs. Singing was a regular feature of pilgrimages, as modern bands enliven our parades and processions.

Germany and France through their music guilds, troubadours etc., banded themselves together for song, but the churches led the way. In fact music owes much of its development to the interest taken in it by the Church, which goes back beyond the sixth century.

Church Music

In the sixteenth century the only music allowed in churches was vocal, but a concession was made in permitting organ accompaniment. Bands were forbidden. This has been quite strictly adhered to in almost all churches, and we have heard tales in modern times of quarrels over the introduction of an organ.

Many of our most famous hymn tunes go back to the twelfth century, and many appeared in the fifteenth and sixteenth centuries. Words have been fitted to these tunes, and the time has been altered in places, but they retain their essential components.

In the fifteenth century appeared "Lord, thy word abideth and our footsteps guideth".

In 1539 (400 years ago) the most famous of all hymns appeared, namely "Old Hundredth":—"All people that on earth do dwell, Sing to the Lord with cheerful voice".

In 1562 appeared "There is a book, who runs may read, Which heavenly truth imparts" and "Glory to thee who safe has kept, and hast refreshed me whilst I slept".

Thirty years later issued forth "When God of old came down from heaven, In power and wrath he came".

In 1615 there was published "All glory, laud and honour to thee Redeemer King".

There followed quickly "We give thee but thine own Whate'er the gift may be"; "Take up thy cross, the Saviour said, If thou would'st my disciple be"; "Hail to the Lord's anointed, Great David's greater son" and "Now, thank we all our God, with heart and hands and voices". The last named appeared in 1647

These are stirring, devotional, highly musical compositions.

The composers of hymn tunes have numbered among them the World's most famous musicians: Bach, Handel, Mendelssohn, Gounod, and, among Englishmen, Sir J. Barnby, Sir J. F. Bridge, Sir J. Stainer and Sir Arthur Sullivan. Prince Albert, Consort of Queen Victoria, was no mean musician, and is included among the number.

The authors of the poems of which hymns are composed have included Fortunatus, Bishop of Poitiers (over 1400 years ago), St. Thomas Aquinas (700 years ago) and Thomas à Kempis.

Moderns are Rev. Charles Wesley, Rev. John Keble, Dean Stanley, Dean Farrar, Bishop Howe, Bishop Phillips Brooks and Bishop Doane (both of the American Episcopal Church), Rudyard Kipling with his **Recessional**: "God of our fathers, known of old, Lord of our far-flung battle line"; our own Canon

Scott with his "Cast thy care on Jesus, Make him now thy friend" and "We hail thee now O Jesu, Thy presence here we own".

The madrigal was the next development. Nearly 2000 of these are now in print.

Musical Ability of Historic Persons

But more important was the growing interest in instrumental music. Every priestly court now had its band. King Henry VII, himself a good musician, had a band consisting of 40 instruments. During the reigns of King Henry VIII, Queen Elizabeth and Queen Mary English music reached a standard that has not been surpassed in its own particular line. Henry VIII was a composer of both words and music. Queen Elizabeth vied as a pianoforte (Virginals) performer with Mary Queen of Scots.

When Francis Drake set out on his expedition in his tiny ship in 1577 he crowded musicians among his soldiers so that he "could dine and sup to the music of viols". His crew were great singers, and the savages came to the fort at time of prayer to hear them sing their psalms and hymns.

Another of our leading Englishmen is the one who composed the music for the play "Trial by Jury" that the children of the West Hill High School, Montreal presented at Teachers Convention last October. Arthur Sullivan's father was a bandmaster. When the band was practising Arthur could not be kept out of the room. At nine years of age he knew a great deal about band music. At twelve he became a choir boy in Queen Victoria's Chapel Royal in London. While there he wrote his first anthem, for which, by the way, he was paid the princely sum of two dollars and a half. As a choir boy he worked hard at his music, putting in overtime frequently. Eventually he became one of the greatest composers England ever had, and most people have heard of Gilbert and Sullivan's comic operas. His ability was recognized by the granting of a knighthood by Queen Victoria.

Charles Dickens and Arthur Sullivan once called on Rossini in Paris. They found him playing a short composition and asked him what it was. Rossini replied "Its my dog's birthday, and I write a little piece for him every year".

Music for Enjoyment

We can obtain a great deal of enjoyment from playing and singing. Children of tender age can do both. A Montreal child of six years of age received honourable mention for piano playing during music week recently. A little nine year old boy said to me "It's fun playing the piano when you can do it well". Nothing succeeds like success, and when one finds that he can play something the battle is nearly won.

It is not possible for all children to be instrumentalists. All do not have good opportunities, but each should make opportunities for himself. The world

will not wait upon us and place facilities at our feet to accept or reject. The person worthwhile is the one who makes the most of the chances that he can grasp. Let us not make any mistake. Civilization owes us nothing beyond sustenance—and that only under certain conditions. If we wish to make something of our lives we must exert ourselves to become proficient. A hobby that we take up today may lead to a success such as Sir Arthur Sullivan gained by using his father's calling as a bandmaster to pick up information.

If we cannot be instrumentalists we may be able to enjoy ourselves by singing either alone or with others. A glee club affords a great deal of fun to its members, and we may be able to entertain others.

If we cannot perform in any way we should at least be able to enjoy. Most people today are consumers and not producers of music. Their tastes need to be cultivated. Part of the music programme of the schools is to enable the pupils to raise the standard of their tastes. We wish children to arrive at the conception that **music is a beautiful and necessary essential of a well rounded normal life.**

The nation that can give itself to music will retain a great measure of culture. There is no royal road to music. The trail must be blazed afresh by every individual, but the school of today is lighting the path and pointing out a road. If we aim at little we shall achieve little; but if our vision is large, and perseverance great, we may rise to an enchanted heaven of delight.

Ratepayers today are obsessed by the idea of saving money. When people get so niggardly that they want to save at the expense of the education of their children, they are depriving youth of its rightful heritage and are laying a foundation of ignorance on which will be raised a pinnacle of crime, destruction and disregard for law. I am trying to point out the way of progress and enjoyment. A nation efficient in musical performance and appreciation will realize the real education to be otherwise from it and will insist upon providing the social facilities in school that will enable the young to learn music just as they do any other subject.

The growing generation will probably have more leisure than their parents have had. If so, they will need some hobby to fill their lives and to give satisfactions. Love of music and competence in it will provide a never ending source of contentment.

DALHOUSIE UNIVERSITY LIMITS "CONDITIONAL ADMISSIONS"

The Senate of Dalhousie University has decided that it will, after the autumn of 1934, change entrance requirements. Prior to 1932, University regulations read: that eight matriculation subjects were required; but that a student might be admitted who had "passed in English and in **four** other subjects." This allowed the student to fail in three matriculation subjects, say Latin, French and Algebra; and meant that Dalhousie University had to carry on high school classes in certain subjects. Last year, the regulation was changed to read: that to enter, the student must have passed in English and **five** other subjects. The present regulation, which comes into effect in the autumn of 1934, is that to enter the University, a student must have passed Matriculation in English, Algebra, a foreign language (Latin, Greek, French or German) and four other subjects.

Dalhousie University has taken this step, not merely to clear itself from teaching high school work in certain subjects: it is believed that the new regulation will have a very wholesome effect on the schools and on individual students. Indeed, the strongest representations have been made to all the universities of the Maritime Provinces by the Education Departments of Prince Edward Island and of Nova Scotia to insist on full matriculation, so as to set a standard for the schools. And many requests that Dalhousie take this step have been made by the heads of schools in New Brunswick, Nova Scotia and Prince Edward Island.

In 1922, the Report of the Carnegie Foundation on Education in the Maritime Provinces had this to say on the subject:

"Conditional Admissions"

A further important feature of the secondary and collegiate relations in the Maritime Provinces appears in the extensive use made of partial admission in contrast to what is usually considered good practice elsewhere.

At Dalhousie, matriculants are allowed to enter conditioned in as many as three (rarely four) out of the eight subjects required, and preparatory classes are conducted by university instructors in languages and mathematics for the benefit of these students. The records of three classes are available: in 1907, 70 per cent. of the freshman class entered with conditions; in 1920, 56 per cent., and in 1921, 53 per cent. were conditioned. From 1910 to 1918, 209 students entered on conditions. Of these, 90 graduated in arts, and one-third of them took five years or more to do it. Only five of those who actually graduated in arts had as many as three conditions, while of the remainder more than one-third had three conditions; 36 dropped out, and the others proceeded to different professional schools.

Owing to this heavy drag of conditioned students, it happens that over 60 per cent. of those completing one full year's residence have done less than one year's work, or five 'classes'; 74 per cent. of those in residence for two years are behind; this is cut to 35 per cent. in the third year residence group, owing apparently to elimination at this point due to retardation; and there are now in their fifth year students who will, if successful, compose at least one-fifth of the graduates in 1922.

The situation at the other colleges is much the same. Acadia admitted 54 per cent. of its entering class in 1921 with from one to three conditions; King's conditioned one-fourth of the class, invariably in Latin; and Mount Allison nearly 40 per cent. All of these institutions provide classes where the work can be made up.

The reason usually advanced for conditional admission to college in Nova Scotia is that of defective secondary schools, and many cases may doubtless be thus explained and justified. But the practice appears to go far beyond justifiable limits. Unwillingness to risk a student's choice of another college by requiring that he complete his preparation is naturally a part of it, but the chief explanation seems to be simply long habit and the failure to realize the damage involved alike to the college, to the secondary school, and to the student in permitting these provisional relationships to multiply where the standing should be 'clean and clear'. A rigorous policy in this regard, honestly enforced, has proved a boon to numberless institutions wherever it has been tried, and served as a stimulus to the high schools that should not be denied."

It is generally known that the supply of good teaching material for schools in the Maritime Provinces has never been so abundant as at present. If there are localities where no adequate high schools exist, students in these districts would find it cheaper to attend the nearest high school available than to go to college. It was for this purpose that county academies were founded. And students, working at the elements of a language, or of mathematics, can be better taught in school classes than in large university lecture rooms.

The Dalhousie Faculty is confident, from the many representations made by schools themselves, that the high schools and academies will find the new regulation useful to their own discipline, and that they will co-operate to secure a higher standard throughout.

STATISTICAL YEAR BOOK

The Editor has received the following letter from Colonel G. E. Marquis, Provincial Statistician:—

“Dear Mr. Sutherland,

I am able to dispose of some collections of the “Statistical Year Book” of the Province of Quebec, collections composed of 19 volumes firmly bound in blue cloth. Do you know of any institutions—public libraries, semi-public, study societies or clubs, and schools—having libraries and who could make good use of this official publication? If so, kindly send me the list and I shall be pleased to address them the collection free of charge and transport. I could dispose of 100 complete collections and of 200 incomplete ones, that is to say, collections which lack two or three volumes to date.

Yours sincerely,

(Signed) G. E. MARQUIS,

Chief of the Statistical Bureau.

The Editor will be pleased to receive requests for sets of these very valuable volumes which contain, in addition to the statistics, much interesting information in provincial history and geography.

BOOK NOTICES

A Smaller World Geography. By L. Dudley Stamp, B.A., D.Sc., F.R.G.S. Sir Ernest Cassel Reader in Economic Geography, University of London. Maps, Diagrams and illustrations. 424 pages. Price \$1.20. Toronto: Longmans, Green & Co.

Professor Dudley Stamp is the author of many modern geographies of the regional and economic type, in which the control of physical geography upon production is made prominent and interesting. The present book is adapted to the junior form of secondary schools. Teachers of geography will find many suggestions in their work from this book.

The Teaching of English Grammar. Function versus Form. By F. W. Westaway, formerly one of H. M. Inspectors of Secondary Schools. 275 pages. Price \$2.50. Toronto: Blackie & Son (Canada) Limited.

What is meant by teaching English grammar by the function of words in sentences rather than by what is known as formal grammar is explained in this book. Westaway attributes the newer point of view to the grammar published in 1891 by Professor Sweet of Oxford, and later to Professor Jespersen of Copenhagen, the Dane who is said to know more about our language than the majority of our own specialists. In this connection we may recall that it was another foreigner, Professor Sievers of Leipsic, who wrote the extensive article on English for the ninth edition of the Encyclopedia Britannica, and Professor Sweet used to regret that he had to refer his students to Sievers' Old English grammar, there being none

in the English language. Consequently an open mind may be brought to this question of function versus form. The present book is suggestive along many lines of language teaching, but is not wholly convincing. If too minute technical analysis is done away with in some respects it comes back again in another form. Thus we are told that in the sentence "The man digs the ground" we have the normal relation of transitive verb and object, but in "The man digs a trench" we have the causative relation, as in this case the man digs the ground for a purpose or result. But surely if a man is digging ground at all he is working for a result, either for buried treasure, a drain or to obtain vegetables later on. Nevertheless the book is, as we have said, suggestive and it is useful at many points.

A Teacher's Problems. By A. C. Price, M.A. 148 pages. Price \$1.25. Toronto: Blackie & Son (Canada) Limited.

Mr. Price is a teacher of long experience in secondary schools in England, and he writes modestly from the fruits of that experience in the teaching of various subjects. The earlier chapters deal with form management, night-work, methods of teaching and the aims of education in a practical way, but we think that many high school teachers will find more delight in the chapters on Latin and Greek, Modern Languages, History and other subjects. Mr. Price writes quietly, colloquially and sanely and never dogmatically. Although Divinity forms no part of high school work on this side of the water, his chapter on that subject is

well worth reading, and has suggestions for teachers of Scripture in the elementary grades.

Seven Plays for Little People. By Isabel Wood. Price 25c. Toronto: Blackie & Son (Canada) Limited.

The Practical Outlook Geographies, Book IV. By George T. McKay, M.Sc. 222 pages. Coloured and other illustrations. Price 80 cents. Toronto: Blackie & Son (Canada) Limited.

Previous books of this series have been reviewed in these columns. The present book fully keeps up the standard. It is a fine elementary introduction to those features of modern geography which relate productions to climatic and soil conditions. The first part of fifteen chapters deals with the world and its regions and the second part of eight chapters with some commodities of the world.

A Book of French Verse with Questionnaires. By A. G. Norris, B.A. Senior Modern Language Master, Birkenhead Institute. 47 pages. Price 35 cents. Toronto: Blackie & Son (Canada) Limited.

Delightful short poems from Alfred de Musset, Victor Hugo, Gautier, Xavier de Maistre, Béranger, Alfred de Vigny and others.

Heat and Light with Mechanics. By J. M. Moir, M. Sc. Headmaster Wirral County School for Boys, England. 319 pages. Price \$1.35. Toronto: Longmans, Green & Co.

Heat and Light With Sound. By the same author. 270 pages. Price \$1.35. Toronto: Longmans, Green & Co.

Elementary Chemical Arithmetic. By R. H. Gibbs, B.Sc., A.R.S.M. Senior Science Master, Quarry Bank High School, Liverpool. 96 pages. Price 60 cents. Toronto: Longmans, Green & Co.

Preliminary Drawing for the First Year Preparatory Senior Technical Course. By J. Packer, B.Sc. Headmaster Ward Street Central School, Oldham. 96 pages. Price 30 cents. Toronto: Longmans, Green & Co.

Preliminary Practical Mathematics for the foregoing course. By the same author. 96 pages. Price 30 cents. Toronto: Longmans, Green & Co.

Commercial Arithmetic. By H. L. Jones, M.A. with answers. 168 pages. Price 90 cents. Toronto: Longmans, Green & Co.

Constructive Free Composition in French. By F. Bailey. Senior French Mistress, Liverpool. 65 pages, Price 30 cents. Toronto: Longmans, Green & Co.

Buyers and Makers: An Introduction to Social Economics. By Dorothy M. Vaughan. 126 pages. Price 60 cents. Toronto: Longmans, Green & Co.

English text books are always welcome at our desk. They are generally free from the mistake of over-simplification, and the foregoing books are free from it. The two books on Physics (teachers can choose between Heat and Light With Mechanics and Heat and Light With Sound) are useful as supplements to the authorized text on Physics, especially as the chapters are followed by practical examples. The Preliminary Practical Mathematics also goes well with the Physics. Equally the Elementary Chemical Arithmetic is of service to teachers of Chemistry.

Buyers and Makers is a good introduction to Economics, the subject that interests (or should worry) everybody today. The Commercial Arithmetic deals chiefly with sterling money, but covers advanced principles usefully. Miss Bailey's Constructive Free Composition in French was prepared to meet the requirements of the compulsory oral test of the Joint Board of the Northern Universities of England.

Groundwork of Modern Geography: An Introduction to the Science of Geography. By Albert Wilmore, D.Sc. (London), F.G.S., R.G.S. 533 pages. Illustrated. Price \$2.25. London: G. Bell & Sons. Toronto: Clarke, Irwin & Company, Ltd.

In his preface the author states he has not followed any particular syllabus, and has not kept in view the needs of any examination, but hopes that the book may be of service to students preparing for the Oxford and Cambridge Senior Locals and Higher Locals. On this side of the Atlantic it will be of service only to teachers who believe that Modern Geography is something more than a merely elementary subject, when rightly studied. This book treats clearly and well the fundamental data of physical geography, including no less than five chapters on Land-Forms, such as Mountains of Erosion, Plains, Valleys and Basins, Lakes and Lake Basins, and Coast-lines and Inlets of the Seas. Oceanography has a chapter and the Economic Geography of the Rocks two chapters, while an earlier chapter gives the necessary geological elements. One section deals with Biological Geography in four chapters, one of which is on the Geographical Distribution of Animals. Another section (two chapters) is on

Human Geography, while the last chapter is on Mathematical Geography and Cartography.

Philips' Map Painting Book, With Flags, Views and Children of the World. 24 pages. Coloured and uncoloured maps. Price in England, sixpence. London: George Philip & Son, 32 Fleet St., E.C.4.

Instructive and amusing for the younger pupils.

Libraries in Canada: A Study of Library Conditions and Needs. 153 pages. Toronto: The Ryerson Press.

This report was conducted by a commission of enquiry under the auspices of the Carnegie Corporation., the members of the commission being Mr. John Ridington, librarian of the University of British Columbia, Vancouver; Miss Mary J. L. Black, Librarian of the Fort William public library, and Dr. George H. Locke, Chief Librarian of the public libraries of Toronto. The survey has been well done, and the findings presented in a manner calculated to ensure progressive action in this important matter.

Number Highways. By G. S. Lord, M.A. and M. E. Lazerte, Ph.D., Toronto: Clarke, Irwin & Company, Limited.

The Development of Problem-Solving Ability in Arithmetic. A Summary of Investigation. By M. E. Lazerte, Ph. D., Professor of Educational Psychology, University of Alberta, 136 pages. Toronto: Clarke, Irwin & Company, Limited.

As Professor Judd of Chicago University points out in the preface to this book, it is little wonder that young children find a good deal of difficulty in dealing with numbers when we consider that it was only in the fifteenth century that the present system of numerals replaced in Europe the clumsy Roman system. That change was a step forward in simplification in arithmetic, but even with the present (Arabic) numbers it has to be remembered that in Europe less than four hundred years ago university graduates were exceptional who could work long division with them. The object of the present book is perhaps best indicated by a paragraph in Professor Judd's preface, which reads:—

"While formal drill gives a superficial mastery of arithmetical processes, it fails utterly to give pupils that high training in reasoning which might be derived from an effort to understand the meaning of number operations. The studies which are reported in this monograph show clearly that there are higher mental processes which can be cultivated when pupils are stimulated by good teaching to think rather than to solve problems by following formal rules".

Kingsway Geography Readers for Juniors:

Travellers' Tales, 96 pages.

At Work in Many Lands, 96 pages.

At Work in Britain, 112 pages.

At Home in Distant Lands, 96 pages.

These four illustrated books in limp cloth binding are published by Evans Brothers, Montague House, Russell Square, London, the English price being 16 pence each net. Attractively written and illustrated they should be of great service as supplementary readings in geography.

A Short Life of Shakespeare with the Sources. Abridged by Charles Williams from Sir Edward Chambers' "William Shakespeare; A Study of Facts and Problems". 260 pages. Price \$1.50. Toronto and Oxford: Oxford University Press.

There have been many lives of Shakespeares, but the great majority of the writers, not satisfied with the positive evidence at their command, told "more than is known" of the great poet, by the exercise of the imagination. Sir William Chambers gathered and critically studied all the original material and embodied it in two volumes. Mr. Charles Williams, with the co-operation of Sir William, has condensed the record into one volume for the general reader, and amply sufficient it is for the student of Shakespeare. The many authentic records, occupy the Appendix I from page 133 to 186, the contemporary allusions are in Appendix II, pages 187 to 221, while the Traditions are gathered in Appendix III, pages 223 to 251. It is a book for every library.

Kingsway Readers. Book One for Infants.

Kingsway Readers. Book Two for Infants.

Kingsway Readers. Book Three for Infants.

Kingsway Readers. Book Four for Infants.

Kingsway Readers. Teacher's Book, Infants I-IV.

These small books published by Evans Brothers are obtainable in Canada from the E. N. Moyer Company, Toronto. The four readers are illustrated in colours, and the reading matter is progressive in its character.

ADDITIONS TO THE PROFESSIONAL LIBRARY, FEBRUARY, 1933

Rugg and Shumaker: The Child-Centred School.

Greenhough and Hersey: English Composition.

Canby and Others: English Composition in Theory and Practice.

Gates: The Improvement of Reading.

Kilpatrick; Foundations of Method.

Waples: Problems in Class-Room Method.

Inskeep: Teaching Dull and Retarded Children.

Seeley: Hints at the Teaching of History.

Colby: Literature and Life in School.

Westway: Science Teaching.

Ripman: Good Speech.

Cameron: Psychology and the School.

Gibbs: A First School Music Course.

White: Music and its Story.

White: A Course in Music.

Haddow: On the Teaching of Poetry.

Brandreth: The Canadian Book of Games.

Price: A Teacher's Problems.

Amoss and DeLaporte: Training Handicapped Children.

Sinclair: Backward and Brilliant Children.

UNLIMITED TESTS

by F. H. Spinney

All tests given by the writer are unlimited in quantity.

An unlimited test has two main advantages. Every pupil is kept occupied during the entire period. Each pupil has the opportunity of working to the limit of his capacity.

The class is usually divided into four groups. The test papers are not "corrected". They are not "Marked". From each group the teacher selects two "winners"—the two who have the **most work correctly written**; and announces the names of the eight winners.

On the day following the test, the winners are permitted to do part of the work on the board. Fortunately the winners vary from day to day. In one class of 45 pupils there were 34 winners in a fortnight.

Short unlimited tests are given to groups working at the board. The period is never more than 3 minutes.

The pupils may be asked to write multiples of 4 as far as possible. The brightest pupil of the group may reach 60, or more. The slowest pupil may reach only 40. Each works to the limit of his capacity.

The other three groups may write multiples of 6, 7, and 8 respectively.

APPROPRIATE TESTS FOR BOARD WORK

Test 1.—Begin with 1 and add 2's as far as possible.

writing the numbers in **vertical** columns,—1, 3, 5, 7, etc.

Test 2.—Continue as far as possible,—2, 5, 8, 11, etc.

Test 3.—Continue as far as possible,—3, 7, 11, 15, etc.

Tests 4.—Continue as far as possible,—12, 24, 36, 48, etc.

Test 5.—Continue as far as possible 21, 42, 63, 84, etc.

Test 6.—Add consecutive numbers in groups of five:

11	16	21	26
12	17	22	27
13	18	23	etc.
14	19	24	
15	20	25	
<hr/>	<hr/>	<hr/>	
65	90	115	

The teacher may quickly ascertain the answers by multiplying middle term by 5.

The pupils add each column as it is written.

Instead of 5 numbers in a column, there may be 7, 9, or more. By using an odd number, the teacher can more quickly ascertain the answers. The series may begin with larger numbers:

321	326
323	327
323	328
324	329
325	330
_____	_____

Larger numbers may be used for Tests written on paper.

SUBTRACTION

Tests at the Board

(The teacher calls "Time" when the first pupil reaches 0).

Test 1.—Deduct 2's,—50, 48, 46, 44, etc. to 0.

Test 2.—Deduct 4's,—100, 96, 92, 88, etc. to 0.

Test 3.—Deduct 12's,—240, 228, 216, 204, etc.

Test 4.—Deduct 21's,—210, 189, 168, etc.

When the pupil cannot do the work mentally, he may proceed thus:

$$\begin{array}{r}
 210 \\
 21 \\
 \hline
 189 \\
 21 \\
 \hline
 168 \\
 \text{etc.}
 \end{array}$$

For written work on paper, the pupils are asked to do as many of the following as possible in 5 minutes:

3210	4320	5430	6540
321	432	543	654
—	—	—	—
3210	4320	5430	6540
321	432	543	654
—	—	—	—
2899			
321			
—			
2576			
etc. to 0.			

If the pupil fails to obtain 0 as the final remainder, he knows that he has made an error in his work, and he must find the error. There is no limit to this type of subtraction.

MULTIPLICATION

The first tests in Multiplication consist of writing as many multiples as possible in a given time. Not more than 10 Multiples of each number are required:

3	4	6	etc.
6	8	12	
9	12	18	
12	16	24	
15	20	30	
18	24	etc.	
21	28		
24	32		
27	36		
30	40		

These tests are repeated daily, both at the board and on paper.

On Monday, the pupils begin with 3.

On Tuesday, they omit 3, and begin with 4.

When "4 times" is mastered, that is omitted.

When such exercises are given on paper, there is a time limit of 10 minutes. The brightest pupils are told that they may continue as far as they can, even in-

cluding 12, 13, 14, 15, etc. In writing the multiples of 13, the pupils multiply 13 by 2, 3, 4, etc.

13	21
26	42
39	63
52	84
65	etc.
etc.	

Thus the bright pupils are not "bored" while waiting for the others to master the Multiplication Table.

The most convenient method of assigning exercises in multiplication is the following:

Test 1.—	2	16	128
	2	2	2
	—	—	—
	4	32	256
	2	2	etc.
	—	—	
	8	64	
	2	2	
	—	—	
	16	128	

Test 2.— $3 \times 3 \times 3 \times 3 \times 3$ etc. until time limit expires.

Test 3.— $12 \times 12 \times 12 \times 12 \times 12$ etc.

Test 4.— $21 \times 21 \times 21 \times 21$ etc.

Test 5.— $32 \times 32 \times 32$ etc.

After some practise the pupils may do exercises like Test 1 in the following manner,—

2, 4, 8, 16, 32, 64, 128, 256, etc.

3, 9, 27, 81, 243, 729, etc.

This work affords excellent drill in multiplication with progressive difficulty.

Another method is to assign one number to be multiplied by 2, 3, 4, 5, etc.

5432 x 2	10864
x 3	16296
x	etc.
x 5	
etc.	

The number 5432 is written only the once. Pupils who reach 13 may multiply in the usual way:

$$\begin{array}{r} 5432 \\ \times 13 \\ \hline \end{array}$$

To avoid the possibility of pupils reaching 13, the pupils may be instructed to use 6543 after reaching 12 times 5432.

SHORT DIVISION

Test 1.—Divide 48, 64, 244, 666 by 2, 3, 4, 5, etc.

This test is done in the following manner:

$$\begin{array}{r} 2)48 \\ \hline 24 \end{array} \quad \begin{array}{r} 3)48 \\ \hline 16 \end{array} \quad \begin{array}{r} 4)48 \\ \hline 12 \end{array} \quad \begin{array}{r} 5)48 \\ \hline 9 \text{ } 3-5 \end{array} \quad \begin{array}{r} 6)48 \\ \hline 8 \end{array} \quad \text{etc.}$$

The pupils then use the other numbers in the same way.

If all the pupils have not mastered all the tables, they may divide all the numbers first by 2, then by 3, 4, etc.

$$\begin{array}{r} 2)48 \\ \hline \end{array} \quad \begin{array}{r} 2)64 \\ \hline \end{array} \quad \begin{array}{r} 2)244 \\ \hline \end{array} \quad \begin{array}{r} 2)666 \\ \hline \end{array}$$

then divide by 3 in like manner.

As the pupils show progress, larger dividends may be used.

LONG DIVISION

Test 1.—23 x 46. Divide product by 23.

24 x 47. Divide product by 24

25 x 48. Divide product by 25.

Each factor is increased by 1, and the product is divided by the smaller factor. The pupils may know the answer in advance; but they must show all the work of multiplication and division.

The teacher may prepare a Dividend in the following manner,—

$$3 \times 4 \times 6 \times 7 \times 8 \times 9 \text{ i.e. } 36288.$$

Divisors are then formed by multiplying two or more factors:

3 x 4 is 12	3 x 8	4 x 7	3 x 4 x 6
3 x 6 is 18	3 x 9	4 x 8	4 x 6 x 7
3 x 7 is 21	4 x 6	etc.	etc.

The Test is to divide 36288 by 12, 18, 21, 24, etc. until time limit expires.

The pupils are told that there must be NO remainder.

MISCELLANEOUS TESTS

(The teacher may fix time limits according to the nature of the test and the capacity of the pupils.)

Test 1.—3 x 3 x 4 x 5 x 6 x 7, etc.

Repeat this test daily. Compare the work of each pupil on Friday with that done by the same pupil on the previous Monday.

Test 2.—21, 5, 71, 10, etc.

Test 3.—12, 21, 33, 5, 62, etc.

Test 4.—20 x 21

30 x 31

40 x 41

etc. increasing number by 10 and mixed number by 1.

Test 5.—20 x 22

40 x 32

60 x 42

etc.

Test 6.—Add consecutive whole numbers with fractions in groups of five:

111

161

121

171

131

etc.

141

151

671

Teacher finds answer by multiplying 131 (middle term) by 5.

Test 7.—Increase by 2; then add:

102	111	etc.
101	113	
103	12	
11	122	
112	121	
<hr/>	<hr/>	
533 (5 x 103)	60 (5 x 12)	

Test 8.—51 % of 600

61 % of 700

71 % of 800

etc.

(To be continued)

SCHOOL HOCKEY 1932-33

Bedford, Que., March 19, 1933.

To Dr. Percival, Secretary, Board of Education,
 Mr. D. R. Wilson, President, Associated School Boards,
 Rev. Errol C. Amaron, Principal, Stanstead College,
 Mr. Harry Vilas, Donor of Trophy, Cowansville.

Gentlemen:—

The final hockey game of the League sponsored by the Provincial Association of Protestant School Boards was played at the Montreal Forum between teams from the schools at Aylmer and Ayer's Cliff, on the 18th inst., the former team winning the championship.

A great deal of interest and enthusiasm was shown in the League this year. Eighteen teams entered the seven sections, which were spread across the Province from Shawville, up the Ottawa Valley, to Lake Megantic.

The Athletic Committee wishes to take this opportunity of thanking the management of each section, and all others who have contributed to the successful Season, (through the columns of the Educational Record,) for the efficient way in which they have carried out their duties. What few protests found their way to the Athletic Committee were decided as far as possible on their merits

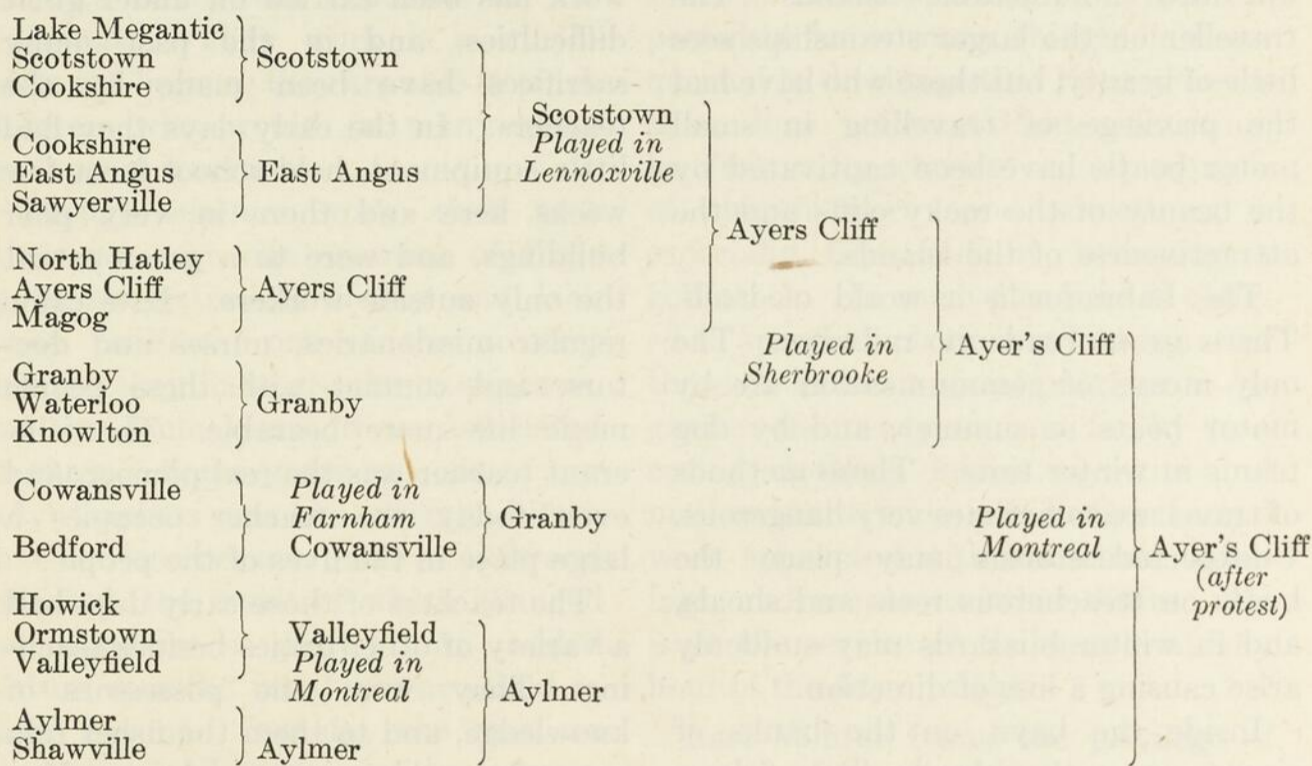
and the decisions were accepted in every case in a tolerant and sportsmanlike manner, which augurs well for the ultimate aim of the Committee, which is to establish our Hockey League as a permanent part of school life.

Below is a list of the schools represented, grouped as they played their home and home games, with their results, and showing how the group champions advanced towards the finals.

Yours very truly,

Erle Draper, M. D.,

Chairman of the Committee.



EDUCATION ON THE CANADIAN LABRADOR

John S. Ford

(From "The Mitre", Lennoxville)

The Canadian Labrador forms a part of the north shore of the St. Lawrence River, and consists of a stretch of coast of approximately two hundred and fifty miles in length. The territory is very rugged, possesses many beautiful bays and inlets, and is broken up into innumerable islands. The traveller on the larger steamships sees little of beauty, but those who have had the privilege of travelling in small motor boats, have been captivated by the beauty of the rocky cliffs and the attractiveness of the islands.

The Labrador is a world of itself. There are no roads, no railways. The only means of communication are by motor boats in summer, and by dog teams in winter time. These methods of travel are sometimes very dangerous. Unexpected storms may place the boats on treacherous reefs and shoals, and in winter blizzards may suddenly arise causing a loss of direction.

Inside the bays, on the banks of rivers, or on the islands, little fishing hamlets are to be found. Some of these only contain two houses. In some cases there is a distance of thirty miles between settlements. Living in peace and comparative contentment are the fishing folk, some English speaking, and others French Canadians. At a few points groups of Indians have their tents.

Life on the Labrador is a hard one. The fisherman toils from early dawn to late at night when the fish are plentiful, and in his spare time there are nets to be repaired, fishing stages to be kept up, besides a variety of other duties. In

the fall many are kept busy with the catching of seals, and in the winter a large number go inland to hunt and trap.

The subject of this article however, is education. The reason for selecting this subject is because this particular work has been carried on under great difficulties, and in the past many sacrifices have been made by the teachers. In the early days they had little equipment, held school for a few weeks here and there in very poor buildings, and were to a great extent the only outside workers. Late came regular missionaries, nurses and doctors, and contact with these people made life more bearable. The itinerant teacher was the real pioneer; and even today the teacher occupies a large place in the lives of the people.

The teachers of those early days had a variety of other duties besides teaching. They were the possessors of knowledge, and to them the fisher folk came for guidance and advice. If a member of the community died the teacher was expected to read the burial service, if a person took sick he was expected to be in attendance. Sometimes the teacher officiated at marriages as the clergyman was often unable to visit the coast once in a few years. When he came however, a second ceremony was held, at which the children of the contracting parties were often interested spectators.

During the past twenty-five years improvements have been made on the coast, and among these education has not been the least. Schools have been

built, outside teachers have been brought in, and every attempt at proper organization has been made. Today there are nine fine school-buildings on the coast as well as two or three of a less pretentious nature. Many qualified teachers are engaged yearly, and great progress is noticeable.

For a number of years isolated spots in which there are only a few children have been supplied by summer teachers working under the auspices of the Labrador Voluntary Educational League. A large percentage of these teachers have been students of our University. Their work is a worthwhile one because they are able to teach children who would in many cases grow up in ignorance.

Though summer work, their task is not an easy one as some of these spots are extremely lonely and lack many comforts; one of the greatest enemies they have are the mosquitoes, and in some cases their associated brethren. Some years ago one of our lady teachers was so severely bitten that her face became quite swollen and inflamed, the result of which changed her appearance greatly. An added feature was the usual tan acquired in these regions. One day she went on board the mail steamer and a passenger was heard to enquire as to whether she was an Eskimo. There are always people cruising the coast who are very anxious to confirm their deep rooted idea that there are still some Eskimos to be seen there.

The teacher who spends a winter on the coast finds that, as in the past, there are a large number of duties to be carried out that are foreign to those of the teacher in this part of the country. The school mistress is expected to do a great deal of visiting, to attend the old time dances, to organize the social life of the community, to give advice in

matters of mat making or domestic science, to lend an attentive ear to the family problems, and in many cases to solve them, and frequently she finds it necessary to spend a part of her salary in helping the needy. She is expected to be patient, tireless, cheerful, sympathetic and energetic. Her reward is that she is generally looked upon as an angel. The usual expression would be, "Some nice lady."

The village school master occupies a position of dignity much like that occupied by the school master in Goldsmith's "Deserted Village". He is expected to know many things; he is requested to do things that he may never have done before. Besides teaching, he frequently carries on all manner of church work, and sometimes is especially honoured by becoming a godfather. In some places he is obliged to spend much time in looking after the sick, he has a social program to organize, the needy to care for by procuring clothing, letters to write and mail orders to make out, he has manual work connected with his school buildings, and numerous other duties. He is at the service of the people at any hour of the day or night.

Last Winter I had the privilege of opening a school at a place where for many years no form of education had been carried on. The building materials were provided by the Department of Education, Quebec, and the building built by the fishermen themselves. The foreman was a man who could have become one of the finest of construction engineers if he had had any education. In a few weeks the building was ready, and immediately classes were organized. The community interest was very great, and soon pupils were enrolled who in point of age ranged from five to twenty-eight years. A night school was organized, and in this school

the oldest was forty-five and the youngest about eighteen years of age. Mothers left their children at home and went to school; fathers previously occupied with cards and liquor found time to devote a few hours a week to study. The classes were very interesting, and frequently the teacher smiled to himself as he guided the large, rough hand of a fisherman in his attempt to form the letters of the alphabet. Secretly, he had an inward feeling of pride as he realized that these individuals though advanced in age had within them the desire to acquire a little knowledge of the elements of Reading, Writing, and Arithmetic.

The majority of those who were in the night school spent much time in the First Primer. The byword became: "Are you going to 'I see Sam', tonight?" At a certain stage of study one of my five year old girls in the day school and the oldest night pupil were exactly at the same lesson in the Primer, and the little one was reading better than her rival. There is a great contrast between the privileges accorded to the

past generation and those of the rising generation of today.

The work of instructing goes on, and in this great work men of Bishop's have contributed and will still contribute in the future. It is worthwhile work as the people are very intelligent and are anxious to know as much as those who come from outside points. Many look upon them from a distance as closely related to the Eskimos or Indians, but they are, generally speaking, people who originally came from Newfoundland in search of better fishing areas, and are quite on the average with the rest of the British people. Many lack education, most of them have lived under the usual conditions of isolation, but they have nevertheless retained certain characteristics of a nature favourable to the better class of plebeian. In short, although they possess great latent potentialities, they have always lacked the opportunity to exploit them. This is the only fundamental respect in which they could be said to differ from the middle class populace of any other civilized community.

THE STUDY OF INTERNATIONAL RELATIONS

By Principal W. H. Fyfe

Part of an Address given at the Annual Banquet of the Students' International Relations Club of Queen's University, March 24, 1933

The subject on which you are trying to find information and to clear your minds by discussion is of prime importance. What you are really studying is the evolution of human society as a live and changing organism, and in the study of that organic whole the relations between what we now distinguish as separate, component parts of the organism are of special interest and value at the present time. International relations are the warp and woof of modern society. It is wise, however, to remember that this was not always so. The relations between the parts of human society, and the relations between those parts and the whole society, have always been a valuable subject of study. But the parts have not always been nations. In Greek history the city states are each a self-contained unit; they are not parts of a larger community. Each was a whole in itself, and the relations between them were relations between whole units, not between parts of a greater society. That greater society evolved with the evolution of the Roman Empire and in that society as we see it in the middle ages, there were of course "parts," but those parts were not nations.

You will all remember that admirable scene in Shaw's **St. Joan** in which the Earl of Warwick, the Bishop of Beauvais and the Earl's Chaplain discuss what we should now call the international situation. But the point which emerges most clearly from their talk is that there are yet no such entities as nations. "You are an Englishman, are you?" The Bishop asks the Chaplain, who indignantly replies, "Certainly not, my Lord: I am a gentleman." The distinction in his mind is not between Englishmen and Frenchmen—those categories had hardly emerged in the first half of the 15th century—but between the feudal aristocracy and their feudal subjects. "Soldiers," says the Earl, "are subject to their feudal lord and it is nothing to them whether he is Duke of Burgundy or King of England or King of France. What has their language to do with it?" He and the Bishop alike deplore the fact that Burgundians, Bretons, Picards, Gascons are beginning to call themselves Frenchmen. The Earl regards this as dangerous to the feudal constitution of society—nationalism was to him exactly what communism is to most Earls to-day—and the Bishop sees

a danger equally deadly to the Church and the ecclesiastical constitution of society. These new-fangled demarcations along the line of language and propinquity make, they feel, for religious and political individualism. And they are certainly right.

Individualism is as unpopular to-day as it was then, though for rather different reasons. But it would be foolish not to recognize the beneficial part that national individualism has played in the past evolution of human society. The difference between nations, their national characteristics and the consciousness of these characteristics have stimulated some of the finest forms of human activity in literature, painting, architecture, music, philosophy and religion. It would be a dull, drab world without them. How sharply we distinguish national types! The logic of the Frenchman, ironical, cynical, relentless and yet moving always in a romantic phantasy of patriotism; the poetic romanticism of the German, uneasily yoked with an industrious and scholarly intellectualism; the Italian, always since the union of Italy a conscious Roman, inspired with ambitious memories, yet lacking as yet political experience and skill; the Swiss with his happy combination of democracy and internationalism; the American with his blend of child-like ideals and devastating cynicism; the cool commonsense of the Scandinavian peoples, and the perilous passion of the misused Poles. National psychology is something very real and very valuable. I should hate to see it submerged in colourless, cosmic uniformity. The dangers of the present situation lie not in the existence of these national characteristics but in our attitude towards them, an attitude of unwarrantable generalisation. We forget that each individual foreigner is very like an individual of our own race. The Frenchman talks of **perfidie Albion** and **les sales Belges** and in consequence treats all Britons as untrustworthy and all Belgians as unwashed. In the same way we talk of Frogs and Huns and Wops and Dagoes and are consequently unjust and unrealistic in our attitude to foreigners. It is the same with the Germans and Poles; with the British and Irish; with Russians and the rest of the world. Our unreal generalisations lead us into a world of political phantasy in which political action is generated not by reasonable calculation of expediency but by unreasonable and unjustifiable prejudice. It is hate not self-interest that decides national policy. You can readily find the evidence of that for yourselves.

If our political thinking is to become sane and fruitful, we must stress the resemblance rather than the differences, and recognize that in a world unified and diminished by scientific invention the conflict of interest is now rather between classes than nations. Without our willing it, the lines of demarcation have altered. And that is what makes the study of international relations peculiarly difficult at the present time and peculiarly fascinating. It is difficult

for us to see what we **are** studying—the international landscape is all trees, and moreover the botanist's classification is beginning to crumble. Political dendrology is not what it was. On the one hand international relations, being economic, are dehumanised. What is the **human** relation between a Malayan coolie and a financier in New York, between a Lancashire millhand and an Indian Rajah? They are barely aware of each other's existence and yet their economic interests are interdependent. On the other hand international relations, incalculably multiplied by economic interest, are confused by an all too human prejudice and passion. The result of these conflicting forces, economic interest and nationalistic passion, is a scene of apparently inextricable confusion, the contemplation of which leads many observers to despair.

The best antidote to despair is knowledge. And that is what your society seeks. You are concerned to find out the facts; and you have already discovered, I expect, how difficult it is to distinguish facts from fancies. In any crucial incident of international relations—the causes of the war, for instance, or the collision between China and Japan—it is extraordinarily hard to find out what did happen and almost impossible to give a confident verdict of praise or blame. The obscurity of the facts is partly due to their intricate multiplicity, since some of the facts which must be ranked as relevant may occur at great distances of time and space. But the obscurity is due in much larger measure to national prejudice. On the subjects which I suggested as examples, Germans and Frenchmen, Chinese and Japanese simply cannot agree, or, at any rate, not until at least a couple of centuries have passed—and that is not much good to us! What you need therefore supremely in your study is a spirit of detachment. You must be as gods, aloof and dispassionate, taking wide views before and after. And above all you must endeavour to disentangle principles of conduct and to make a consistent use of moral and intellectual standards. Plato said that Kings must be philosophers, but these days of democracy have widened the demands. Every good citizen needs to be a philosopher now; certainly every student of international relations.

It is, of course, excruciatingly obvious to-day that the spirit of ardent, exclusive nationalism has done its work. It is a perilous anachronism, like a human appendix, no longer merely grumbling, but acutely inflamed. Its day is done. It no longer brings benefits to the human race, but breeds rather fear, suspicion, jealousy and revenge, and in such a dominant degree that we literally cannot achieve the ends which we all sincerely and ardently desire. It defeats at every turn our desperate efforts after peace, disarmament, economic recovery, and international organisation. Clearly we have got to exorcise that antiquated

devil or trek back to the Dark Ages. I do not wish to speak ill of the Dark Ages, of which I am indeed profoundly ignorant. They may have had their compensations; but I cannot forget that they lacked both tobacco and bath-rooms. Let us look forward to Ages more happily equipped! Somehow or other we have got to frame a new kind of *polis*, an organic international community, functioning smoothly, with a recognized sovereignty and the power of adapting itself to changing circumstances. So far, we have only built the scaffolding, which we call, rather optimistically, a League of Nations; and we have not even kept the scaffolding in good repair. In building this new social structure we shall have to do without the kinds of cement which older political architects have used, common language, common blood, common customs and a common religion. The inhabitants of our International Jerusalem will differ widely in all those respects. The difficulties are great, but there are two truths which give me encouragement; one is that reason is just as efficient in the sphere of politics as in the sphere of natural science. But so far it has never had a chance. And the other encouraging truth is that the health of humanity is served by the spirit which Christians call love. Are you surprised to find that spirit mentioned in a discussion of international relations? You may well be surprised. It is just because it has been so seldom mentioned that international relations have been so singularly unsuccessful. The spirit of "Christian charity" and a free use of reason are essential if we are to build, as somehow we must, a framework for a free and unembarrassed society of states and peoples in which the fine and more distinctive qualities of nations will have free play.

Let me in closing remind each of you of your own personal part in this great task. Your study of international relations is of real importance; so also are your own words and thoughts. You must refrain from unwarrantable generalisations and refuse to draw indictments against nations. You must not say, "Look at the French!" or "Damn those Poles!" or "What can you expect of a German?" Moreover you must up and answer those who confuse prejudice and reason; you must refrain from buying newspapers which cloud the political horizon with cheap and narrow passions. You must be good world-citizens yourselves. And does that prevent you from being good Canadians? Can you still sing "O Canada" and "God save the King" as heartily and untunefully as ever? It all depends on the spirit of your patriotism. The patriot who upholds his country right or wrong, who boasts of his own national type and despises foreigners is in these days a traitor to society. True patriotism is very different from that. It is the national spirit of the Scotsman and the Jew, a pride of race that nerves his own character without the least desire for national seclusion; a preference, tinged with critical humour, for his "ain folk" and their traditions; and a rich sentiment

of affection for the landscape of his homeland. In that patriotism there is no position of contempt and exclusiveness; nor does it lessen a man's loyalty to the society in which he lives. We need that patriotism to sweeten our affections and keep alive the fruitful differences between the races of mankind. It is a fine sentiment, useful to the healthy growth of human society so long as it is combined with reasoned loyalty to the principles of international interdependence and of collective responsibility.

"The poet says 'Dear City of Cecrops,' and wilt thou not say 'Dear City of Zeus'?" I would answer the challenge of Marcus Aurelius' question by saying that we should love our own country with all the fervour of sentiment, and offer to "the City of Zeus" no such ardour of affection, but none the less an unswerving loyalty of service.

INSPECTOR WELLS

To the Superintendent of Education.

Sir,

I have the honour to submit my annual report comprising: I. Statistical summary of my inspection district; II. General remarks on the workings of the Education Act in the same district; III. The classification of municipalities in the order of merit.

STATISTICAL SUMMARY.		1931-32
1.—Number of school municipalities:		
a) Under control of commissioners.....		21
b) Under control of trustees.....		12
Total.....		33
2.—Number of schools:		
a) Elementary.....		79
b) Intermediate.....		11
Total.....		90
3.—Number of teachers:		
a) Male teachers.....		3
b) Female teachers.....		106
Total.....		109
4.—Average salaries in the schools under control:		
a) In elementary schools.....		445
a) Female teachers: In intermediate schools.....		735
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).		
a) Boys from 5 to 7 years 175	Girls from 5 to 7 years 168	343
b) Boys from 5 to 7 years 809	Girls from 7 to 14 years 740	1549
c) Boys from 14 to 16 years 277	Girls from 14 to 16 years 195	472
d) Boys from 16 to 18 years 154	Girls from 16 to 18 years 131	285
Total.....		2649
6.—Number of pupils enrolled:		
a) In the elementary schools.....		1278
b) In the intermediate schools.....		626
Total.....		1904
7.—Average attendance: (in percentage):		
a) In the elementary schools.....		77.3 %
b) In the intermediate schools.....		82.5 %
f) Average general attendance.....		79.9
8.—Classification of pupils:		
In Grade 1.....		466
In Grade 2.....		226
In Grade 3.....		255
In Grade 4.....		271
In Grade 5.....		220
In Grade 6.....		186
In Grade 7.....		176
In Grade 8.....		53
In Grade 9.....		40
In Grade 10.....		11
Total.....		1904

GENERAL REMARKS

This district of inspection embraces the Protestant Intermediate and Elementary schools of the counties of Shefford, Brome, Missisquoi, Iberville and St. John's.

The School Year:

Several municipalities, including the important one of Brome township, have lengthened their terms to nine months. As most of the school boards in this district insist upon twenty days as the minimum school month, this means that all nine month schools have terms extending over one hundred and eighty days.

Improvements:

The outstanding event of the year was the opening of the splendid new consolidated school at Iron Hill, modernly equipped and capable of doing the work of an Intermediate school. It has already justified its building to the people of Iron Hill and the vicinity. The Village of Philipsburg has been erected into a separate municipality, and plans to erect a modern school building during the summer. Extensive repairs have been made to many schools, notably those of Farnham, Brome, Potton, Foster, North Ely and St. Joachim. The improvements in Brome county are strongly encouraged and supported by the Fisher Trustees.

Conferences:

The usual conferences were held at Farnham and Knowlton. At each conference I had the assistance of Dr. W. T. B. Mitchell of the Mental Hygiene Institute in Montreal and of Mr. E. C. Woodley of the Department of Education, Dr. Mitchell addressed the teachers on the importance of mental hygiene, and promised his assistance with any problems that might arise during the year. Mr. Woodley carefully explained the changes that had been made in the curriculum, showing the teachers how they might use the changes to the best advantage. At Knowlton, Dr. Rexford, Hon. A. R. McMaster and Mr. E. Caldwell were present, representing the Fisher Trustees. They gave encouraging and helpful talks to the teachers present, as well as distributing some valuable prizes to them.

Dr. Rexford again called a conference of the school boards of Brome county at Knowlton, in October. Dr. W. O. Rothney was present at this conference and gave a very helpful address on the qualifications of a good teacher. The conference provoked some keen discussion among the members of the various boards who appeared very much interested in the topics under discussion. It would be an excellent thing if a similar conference could be held in each county.

Teachers:

During the past session teachers' salaries have not been lowered, and there were but few teaching without diplomas. It will be my endeavour to have still fewer unqualified teachers next year. I wish to pay tribute to the faithful work done by the majority of the teachers in this district of inspection.

Bonuses for Successful Teaching:

I recommend that bonuses be paid to the following teachers for successful teaching:

Miss Rosamond Kemp, Sutton No. 2; Mrs. Myrtle Walls, St. Armand W. No. 4; Mrs. Helen Hastings, W. Bolton, No. 1; Mrs. Frances H. Baker, Foster, Miss Aileen Wilson, Shefford No. 7, Mrs. J. L. Thomas, Dunham No. 15, Miss M. V. Prouty, St. Thomas, Nos. 1 and 2, Miss Freda Norris, Brome No. 1, Miss Helen Bustard, Lacolle No. 2 and 3, Miss L. M. Casey, Stanbridge East No. 4, Mrs. Kathleen Royea, Frelighsburg No. 5, Miss Gula Taylor, Shefford No. 1, Miss Olive F. Wheeler, Brome No. 13.

The following teachers are mentioned for successful teaching, but are debarred from two bonuses in succession:

Miss A. A. Hatcher, E. Farnham, Nol 3, Mrs. E. E. George, Potton, No. 6, Miss Erma Jones, Potton No. 7, Miss F. E. Phillips, St. Blaise, Miss Clarice Frizzle, Brome No. 10, Miss Lela March, W. Bolton, No. 2, Miss Edith Daigneau, East Bolton No. 15, Miss Edythe Aiken, Sweetsburg, Mrs. I. McKelvey, South Stukely.

Strathcona Prizes for Physical Training:

Mrs. Helen Hastings, West Bolton No. 1, Miss Edythe Aiken, Sweetsburg, Miss I. L. Kirkpatrick, Eastman, Miss Aileen Wilson, Shefford No. 7, Miss O. F. Wheeler, Brome No. 13.

Classification of Municipalities:

Excellent.—St. Romuald de Farnham, Village of Foster, Village of Dunham, St. Blaise, Village of Sweetsburg.

Good.—Township of Shefford, Township of South Stukely, Iberville, Township of Brome, Township of Potton, Township of East Farnham, Frelighsburg, North Ely, Roxton Pond, Stanbridge East.

Fair.—St. Armand West-Philipsburg, St. Bernard de Lacolle, Eastman, St. Thomas de Noyan, Township of Sutton, Township of West Bolton, South

Ely, St. Sebastien, Township of East Bolton, St. George de Clarenceville, St. Ignace de Stanbridge, Township of Dunham, St. Joachim,

Poor.—St. Pudentienne, St. Luc, L'Acadie, St. Anne de Sabrevois.

Unranked (No schools in operation) Township of Granby.

Bonuses to Deserving Municipalities:

1. Village of Foster, 2. Township of Brome, 3. St. George de Clarenceville, 4. North Ely, 5. St. Joachim, 6. Township of Dunham.

I desire to thank the Department, members of school boards and teachers for their willingness to assist me in every way possible.

I have the honour to be, etc.,

Your obedient servant,

H. D. WELLS,

Inspector of schools.

INSPECTOR REV. A. R. WARREN

Grindstone, Magdalen Islands, P. Q.

July 13th, 1932.

Sir,

I have the honour to submit my annual report comprising: I. The Statistical summary of my inspection district; II. General Remarks on the working of the Education Act in the same district; III. The classification of municipalities in the order of merit.

STATISTICAL SUMMARY.		1931-32	
1.—Number of school municipalities:			
a)	Under control of commissioners.....	1	
b)	Under control of trustees.....	5	
	Total.....		6
2.—Number of schools:			
a)	Elementary.....		6
3.—Number of teachers:			
a)	Male teachers.....	3	
b)	Female teachers.....	3	
	Total.....		6
4.—Average salaries in the schools under control:			
a)	Male teachers: In elementary schools.....	\$405.00	
b)	Female teachers: In elementary schools.....	\$245.00	
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).			
a)	Boys from 5 to 7 years 23 Girls from 5 to 7 years 18	41	
b)	Boys from 7 to 14 years 77 Girls from 7 to 14 years 66	143	
c)	Boys from 14 to 16 years 15 Girls from 14 to 16 years 15	30	
d)	Boys from 16 to 18 years 10 Girls from 16 to 18 years 9	19	
	Total.....		233
6.—Number of pupils enrolled:			
a)	In the elementary schools.....		194
7.—Average attendance: (in percentage):			
a)	In the elementary schools.....	70-74	
8.—Classification of Pupils:			
	In Grade 1.....	76	
	In Grade 2.....	24	
	In Grade 3.....	28	
	In Grade 4.....	9	
	In Grade 5.....	26	
	In Grade 6.....	22	
	In Grade 7.....	6	
	In Grade 8.....	3	
	Total.....		194

GENERAL REMARKS

An intermediate school is still needed in these islands but the recent hope that it might soon become a fact has been severely checked by local conditions. Unity of vision, of intention and of co-operation are lacking here, and, although business conditions are poor, it needs more than money to bring the badly-needed school.

An additional elementary school has been opened in the Grosse Ile School Municipality, greatly to the benefit of an isolated group of scholars at East Cape.

Epidemic sickness caused the early closing of Grosse Ile School No. 1 and of Old Harry School, the former from March 7th, the latter from March 20th, and in both cases until the end of school year.

Owing to the continued illness of the inspector a conference of teachers was not held, while for the same cause only five out of the full number of twelve inspections took place. Taken with the preceeding paragraph it will be seen that the report for this school year is very defective and unsatisfactory, the schools having been handicapped in both ways.

Entry Island.—This school has had a very favourable year with regard to good teaching and good attendance. Fortunately for the progress of the scholars the same teacher is returning here for the coming year.

Grindstone.—The average attendance has been very good. Scholars were very interested in their work and fair progress was made.

Grosse Ile No. 1.—A large enrolment has produced only a poor average of attendance. This was not the fault of the teacher, he being a man of very good general ability, a wise disciplinarian and a worker who used good energy and system.

See General Remarks for early closing of this school.

East Cape, Grosse Ile No. 2.—The Department of Education gave permission for the opening of this school No. 2 in the Grosse Ile Municipality. It was the teacher's first experience in that work, the result in attendance of scholars being most encouraging.

Old Harry.—On a good enrolment there was a fair average of attendance. The teacher did his best but the shortening of the school year through epidemic sickness checked the progress of the school and handicapped both teacher and scholars.

Grand Entry.—A small enrolment and a reduction in the usual number of grades taught made it possible to include Grade VIII in this school, and permission to do so for this year was granted by the Superintendent of Education. This is a welcome privilege for these island schools.

The teacher gave good satisfaction in her work.

CLASSIFICATION BY MUNICIPALITIES

Very Good.—Entry Island.

Good.—Grindstone, Old Harry, Grosse Ile, Grand Entry, East Cape.

A. R. WARREN,

School Inspector.

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, and the classification of the municipalities given by each in accordance with Art, 8 (m) of the Regulations of the Protestant Committee.

STATISTICAL SUMMARY.		1931-32	
1.—Number of school municipalities:			
a)	Under control of commissioners.....	197	
b)	Under control of trustees.....	145	
Total.....			342
2.—Number of schools:			
a)	Elementary.....	547	
b)	Intermediate.....	72	
c)	“High Schools”.....	69	
d)	Subsidized independent institutions.....	14	
Total.....			702
3.—Number of teachers:			
a)	Male teachers.....	339	
b)	Female teachers.....	2592	
Total.....			2931
4.—Average salaries in the schools under control			
a) male teachers:	{ In elementary schools. (outside of cities)...	\$ 502	
	{ In intermediate schools, outside of cities..	1642	
	{ In “High Schools (including cities).....	2640	
b) female teachers:	{ In elementary schools (outside of cities)...	647	
	{ In intermediate schools (outside of cities)...	970	
	{ In “High Schools” (including cities).....	1338	
5.—Number of children of school age: (according to secretary-treasurers' reports).			
a)	Boys from 5 to 7 years	6470	12,394
b)	Boys from 7 to 14 years	27742	55,354
c)	Boys from 14 to 16 years	7506	15,977
d)	Boys from 16 to 18 years	5212	11,151
	Girls from 5 to 7 years	5924	
	Girls from 7 to 14 years	27612	
	Girls from 14 to 16 years	8471	
	Girls from 16 to 18 years	5939	
Total.....			94,876
6.—Number of pupils enrolled:			
a)	In the elementary schools.....	51,876	
b)	In the intermediate schools.....	5,954	
c)	In the “High Schools”.....	19,057	
d)	In independent institutions subsidized.....	552	
Total.....			77,439
7.—Average attendance:			
a)	In the elementary schools.....	81 %	
b)	In the intermediate schools.....	81.9 %	
c)	In the High Schools.....	78.5 %	

STATISTICAL SUMMARY		
<i>8.—Classification of pupils:</i>		
In Grade 1.....		12,879
In Grade 2.....		11,631
In Grade 3.....		10,866
In Grade 4.....		8,906
In Grade 5.....		7,527
In Grade 6.....		7,357
In Grade 7.....		6,056
In Grade 8.....		5,113
In Grade 9.....		2,961
In Grade 10.....		2,443
In Grade 11.....		1,644
In Grade 12.....		56
Total.....		77,439

The work of Protestant inspection covers the Province from the county of Temiscaming in the West to the end of Gaspé in the East. The death of Inspector John W. McOuat, B.A., in the month of February was one deeply regretted by his fellow-inspectors, by the Department and by the district which he had so ably served during forty years.

At the end of the school year a redistribution of the districts of Protestant inspection was effected, and the long vacant Sherbrooke-Richmond-Shefford-Drummond district which had been visited by the other Inspectors for some years, was distributed among them. By the redistribution the Inspectors were relieved from visiting the Intermediate schools, the Elementary schools alone being placed in their charge. The areas of the new districts are considerably enlarged. An Assistant Inspector of Superior Schools, Mr. H. S. Billings, B.A., was appointed to visit the Intermediate schools. Inspector King was transferred to the district of the late Mr. McOuat, and was succeeded in the Gaspé district by Mr. S. V. Cattermull.

The reports which form the subject of the present report are those covering the former districts of 1931-32.

Inspector O. F. McCutcheon stated that, by consolidation of recent years, seventeen elementary schools have been closed and the pupils conveyed to intermediate schools, where they have the advantages of longer school terms and better graded schools. Five elementary schools have also been closed and the pupils conveyed to other elementary schools. In the greater portion of the district of inspection, however, Inspector McCutcheon states that consolidation is not possible, as there are twenty seven municipalities each having but one school,

and most of them are too remote to be united with other schools. He adds that the grants from the Poor Municipality Fund are a boon to these isolated schools and should be increased as much as possible. Out of 99 teachers, 12 were without diplomas.

Inspector Rev. Lewis J. King reported that in the Gaspé district many secretary-treasurers had complained of difficulty in collecting school taxes, but that only one school, usually open, was closed for lack of funds. He found an improvement in the quality of the work of the teachers, explained by the higher qualifications now required, by the free professional library supplied by the Department of Education and by the Summer School at Macdonald College. Two new consolidations went into effect during the year, Black Capes in New Richmond township, and Matapedia.

Inspector J. H. Hunter reported that in his district of Compton and Stanstead counties some of the school boards, on the plea of lessened revenue due to the depression, had reduced the school terms from nine months to eight, with injury to the school life of the pupils. School attendance had been commendably regular, particularly in the consolidated schools. Inspector Hunter refers to the consolidation which went into effect during the year at Sawyerville, and absorbing a number of the elementary schools in the townships of Newport and Eaton, and commends the new and modern building at Sawyerville located upon splendid and ample grounds. He states that the Women's Institutes, wherever organized, never fail to show exceeding interest in the school of the community by valuable aid.

Inspector W. H. Brady has eight city municipalities, thirteen in towns, and twenty-nine rural. Of 484 teachers, only seventeen were without Quebec diplomas, four were university graduates and nine had diplomas from England, Scotland or the other provinces of Canada. Speaking of the rural elementary schools. Inspector Brady states that the majority were open the full ten months, but that some boards had reduced the terms on account of dwindling revenue. He adds: "The weaker municipalities would scarcely be able to maintain their schools at all except from the aid from the Poor Municipality or the Released Normal School Funds. He mentions the large new schools at Verdun and the addition to the Pointe Claire school. The Intermediate school at Drummondville had also undergone large improvements.

Inspector H. A. Honeyman reports progress in the counties of Pontiac, Hull and Gatineau and the western part of Papineau. For the first time in

years the number of unqualified teachers has decreased considerably and the prospects for the present year are that the number will be still further decreased. To this end, however, Inspector Honeyman is of the opinion that the teachers must be prepared to take lower salaries, as the people in the poorer municipalities cannot pay more than they are now doing. In the inspection district there are many suitable girls who have passed the tenth or the eleventh grade, but who are unable to go to Macdonald College on account of the expense. An independent school in Alleyn township has been joined to the township board, and a new municipality for Protestants has been erected in Aumond Canton.

Inspector H. D. Wells, reports that several municipalities, including one in Brome county, have lengthened their school term to nine months, instead of the irregular eight months. He states that the outstanding event of the year was the opening of the fine new consolidated school at Iron Hill in the township of Brome. The Fisher Trust continues to be useful in the county of Brome, and Rev. Dr. Rexford had called a conference of the boards of the county at Knowlton, at which Dr. W. O. Rothney had spoken on the qualifications of a good teacher. Salaries were not lowered during the year, and but few teachers were without diploma.

Inspector Rev. A. R. Warren (now succeeded by Rev. F. W. Mitchell) reported upon the few schools of the Magdalen Islands. Six schools were in operation, one more than usual. (partial inspectorate).

Inspector Rev. A. S. Lemoignan reported upon the independent schools of the Canadian Labrador (Saguenay county). Fourteen schools were in operation, with 275 pupils in attendance. Seven of the schools were open nine months, one for eight months, two for three months and one for two months. Six schools were operated in the months of July and August by teachers sent under the auspices of the Labrador Voluntary Educational League. The Labrador schools extend along the Coast a distance of 250 miles. During the year the Junior Red Cross work had been raken up in all the schools with remarkable results. The Inspector states that the most notable event of the year had been the enthusiasm created by gardening, the Provincial Department of Agriculture assisting by sending seeds for free distribution among the pupils. (partial inspectorate).

Inspector E. S. Giles reported upon the 59 high schools, as well as 6 intermediate, 2 elementary and 3 independent schools. He mentions the new school

buildings erected at Sawyerville, Montreal West and Howick, the addition to the school at Lennoxville, and extensive alterations at Danville, Inverness and Waterville. A considerable increase in the number of pupils in the high schools grades had taken place, owing to the difficulty in obtaining employment. One thousand and eighty three pupils were presented for examination in Grade XI, and approximately sixty-nine per cent were successful. The Inspector urges that high school principals have more time for supervision; when over-worked by teaching duties this supervision is impossible.

J. C. SUTHERLAND,

Inspector-General.

MINUTES OF PROTESTANT COMMITTEE

Medical Building, McGill University,

Montreal, November 25th, 1932.

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

Present:—Honourable W. G. Mitchell, K.C., D.C.L., in the chair, 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., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., A. Kirke Cameron, Esq., Reverend A. H. McGreer, M.A., D.D., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothney, Ph.D., Malcolm, T. Robb, Esq., Honourable Justice W. L. Bond, G. W. Parmelee, Esq., D.C.L., LL.D., H. R. Cockfield, Esq., W. L. Shurtleff, Esq., K.C., LL.D., Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., Professor Fred Clarke, M.A., Miss Catherine I. Mackenzie, M.A., and the Secretary.

The minutes of the previous meeting were read and confirmed.

Apologies for absence were received from the Honourable Jacob Nicol.

A letter was read from the General Secretary of the Provincial Association of Protestant Teachers announcing the election of Miss Catherine I. Mackenzie as Teachers' representative. The chairman then welcomed Miss Mackenzie.

Honourable Gordon W. Scott was nominated to succeed the late Dr. Isaac Gammell as an associate member of the Committee. There being no further nomination Mr. Scott was unanimously elected.

Announcement was made concerning the resignation of Honourable Jacob Nicol as a member of the Protestant Committee and the appointment of the Honourable R. F. Stockwell to succeed him.

The following resolution was moved by Dr. Parmelee, seconded by Mr. Cameron and carried unanimously:—

“It is with regret that we have received the announcement of the resignation of the Honourable Jacob Nicol, M.L.C., as a member of the Protestant Com-

mittee, and we regret that the pressure of his manifold duties has rendered necessary this stop. We desire to express our appreciation of the excellent services that Mr. Nicol has rendered to this Committee in the past and hope that he will retain his interest in this body of which he was a valued member."

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

1.—CONSOLIDATION:

1. Mr. A. K. Cameron (Convenor);
2. Mr. P. C. Duboyce;
3. Hon. A. R. McMaster;
4. Dr. A. H. McGreer;
5. Dr. G. W. Parmelee;
6. Hon. W. G. Mitchell.

2.—SUPERIOR EDUCATION GRANTS:

1. Mr. P. C. Duboyce (Convenor);
2. Dr. W. O. Rothney;
3. Dr. G. W. Parmelee;
4. Miss C. I. Mackenzie;
5. Mr. H. R. Cockfield;
6. Hon. W. G. Mitchell

3.—POOR MUNICIPALITY GRANTS:

1. Hon. W. S. Bullock (Convenor);
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 (Convenor);
2. Dr. W. O. Rothney;
3. Professor Fred Clarke;
4. Hon. Justice W. L. Bond;
5. Dean Laird;
6. Hon. W. G. Mitchell.

5.—EDUCATIONAL MEETINGS:

1. Dr. A. H. McGreer (Convenor);
2. Dean Laird;
3. Mr. A. K. Cameron;
4. Mr. H. R. Cockfield;
5. Hon. W. G. Mitchell.

Special Sub-Committees

1.—SCHOOL INSPECTION:

1. Dr. E. I. Rexford (Convenor);
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 (Convenor);
2. Professor Carrie M. Derick;
3. Dr. G. W. Parmelee;

4. Hon. A. R. McMaster;
5. Professor Fred Clarke;
6. Miss C. I. Mackenzie;
7. Hon. W. G. Mitchell.

3.—COURSE OF STUDY AND CONTINUATION YEAR:

1. Mr. Howard Murray (Convenor);
2. Mr. P. C. Duboyce;
3. Mr. Malcolm T. Robb;
4. Dr. G. W. Parmelee;
5. Dean Laird;
6. Professor Fred Clarke;
7. Dr. W. O. Rothney;
8. Miss C. I. Mackenzie;
9. Dr. J. A. Nicholson;
10. Hon. A. R. McMaster;
11. Hon. W. G. Mitchell.

4.—NORMAL TRAINING CONDITIONS:

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

5.—SCHOOL IMPROVEMENT:

1. Dr. G. W. Parmelee (Convenor);
2. Mr. P. C. Duboyce;
3. Dr. W. O. Rothney;
4. Hon. W. G. Mitchell.

The Director of Protestant Education presented the figures requested by Mr. Howard Murray at the previous meeting concerning the number of students taking the Science subjects in Grade X and XI of the Superior schools as follows:

Grade X Physics 46, Chemistry 31, Botany 2, Biology 0.

Grade XI Physics 38, Chemistry 29, Botany 1, Biology 0.

Mr. Murray read a report reviewing conditions in Science teaching in the schools, the relation of these subjects to teachers diplomas and to entrance requirements in Science for the Arts and Medical faculties of McGill University.

Mr. D. C. Logan, Superintendent of Protestant schools of Montreal and Dr. W. T. B. Mitchell, Director of the Montreal Mental Hygiene Institute were present by invitation of the chairman and reported on the work of the twelve special classes for retarded children in the Protestant schools of the City of Montreal and on the general treatment of retarded children.

Letters were read which had been received from the Principal of Trafalgar Institute, Montreal, and the Rector of the High School of Quebec requesting that the privilege of writing the High School Leaving examinations might be restored to those private schools. It was decided that action be deferred until the next meeting of the Committee and the following notice of motion was given by the Bishop of Quebec, seconded by Judge Bond:—

“That private schools in the Province of Quebec be admitted to the privileges of the High School Leaving examinations on such conditions as may be determined by this Committee.”

A report was read concerning the sale of the Belmont Street property but it was decided to lay it on the table until the next meeting. Dr. Rexford and Dr. Parmelee and Dean Laird were named to study the question and report at the next meeting.

The Board of the Order of Scholastic Merit presented its report recommending the following candidates for its awards:—

First Degree:—Miss Isabel Archibald, Bancroft School, Montreal. Mrs. Herbert Coffin, Intermediate School, Gaspé, Miss Alice Griggs, Sherbrooke High School, Miss Marion O. Mackenzie, M.A., St. Lambert High School.

Second Degree:—Miss Ethel L. Gale, Lady Principal, Quebec High School, Mr. C. A. Adams, B.A., Principal, Granby High School, Mr. M. C. Hopkins, B.A., Principal, Fairmount School, Montreal.

Third Degree:—Miss Isabel E. Brittain, M.A., High School for Girls, Montreal, Miss Léa E. Tanner, M.A., Supervisor of French, Department of Education, Quebec.

The Board further recommended that the degrees be conferred at a meeting to be held at Macdonald College on Tuesday, December 20th.

The report was unanimously adopted.

The Bishop of Quebec reported on the schools on the Labrador Coast which he had visited during the summer and stated that he had never seen the school conditions as satisfactory as they are at present.

Mr. Mitchell read an outline of the Educational policy of the Protestant Committee and recommended that those parts of the programme not already completed be proceeded with.

There being no further business the meeting adjourned to meet in Montreal on Friday, February 24th, unless otherwise ordered by the chairman.

(Signed) W. P. PERCIVAL,
Secretary.

(Signed) W. G. MITCHELL,
Chairman.

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