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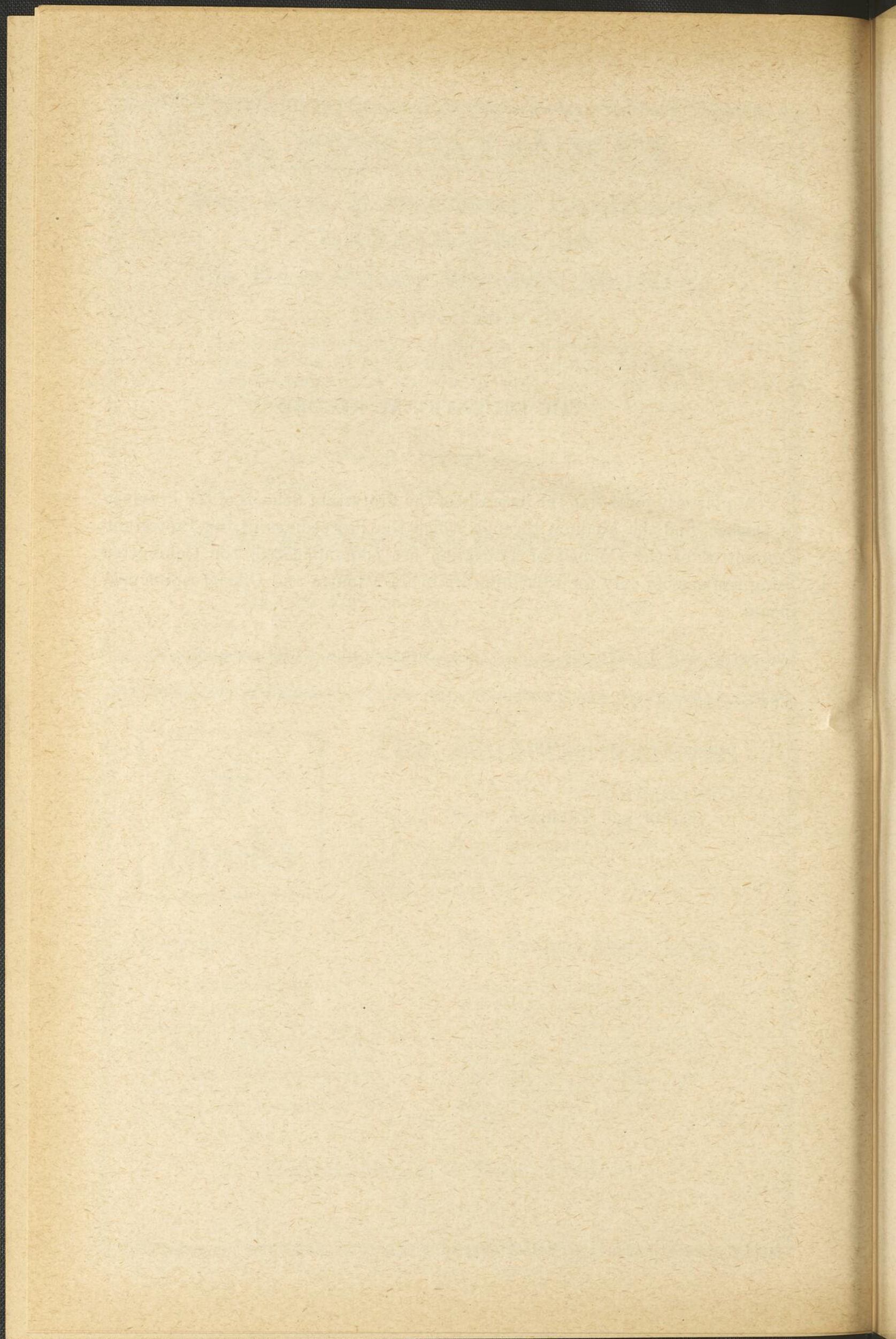
A quarterly journal in the interests of the Protestant Schools of the Province of Quebec, and the Medium through which the Proceedings of the Protestant Committee of the Council of Education are communicated, the Committee being responsible only for what appears in its Minutes and Official Announcements.

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EDITORIAL NOTES

The only changes in the course of study for the rural elementary schools this year are that Part II of the Curtis and Robert Oral Lessons in French is removed from Class II to Class III (together with Part III), that in Class IV the Dickie & Palk "Pages from Canada's Story" replaces Weaver in Canadian History, and a book of Hymn and Prayers has been added for the Opening Exercises.

Schools which retained the September, 1931, issue of the Educational Record have the Memoranda of Instructions for Teachers on hand. This year a Supplement to the Memoranda has been issued and will shortly be in the hands of all teachers. Copies have been sent to the Inspectors for distribution at the autumn conferences to any teachers who have not received them.

A Supplement has also been issued to the List of Authorized Text Books for this year. If local dealers have not received a copy, application should be made to the Department of Education. The greater number of the changes is in the English Literature texts, and these are in the Extra English and in the Permissive Course. Although there is an increase in number, the total cost, owing to very moderate prices obtained, is less than that of the texts which they replace.

The Permissive Course is the one which becomes the regular one next year, 1933-34. The Supplement to the

Memoranda makes it plain that the schools which adopt it may not combine it with the ordinary course of this year, nor may schools following the ordinary course adopt any part of the permissive. One or the other has to be followed. Teachers who receive copies of the Permissive Course in schools where it is not adopted will regard it simply as informational for next year.

In this issue we publish the changes in Protestant inspection. Teachers will find in it the territories of their respective districts and the names and addresses of the Inspectors. The Rev. Lewis J. King has been transferred from the Gaspé district to that of the late Mr. McOuat, but takes over some additional territory, including among others Quebec county. The former Rothney district of Drummond, Richmond, Sherbrooke and part of Shefford counties has been absorbed in the redistribution, and is assigned as part of the districts of Inspectors Hunter, McCutcheon and Wells. The address of Inspector Cattermull, who takes over the Gaspé district is at present 11 Bellevue Apartments, Sherbrooke, Que. Later it will be in the inspection district.

An important change in the inspection is that which places the intermediate schools under Inspector Billings; the other Inspectors now having, but with enlarged territories, the charge of the elementary schools only. Inspector Giles visits the high schools. The extensive work in connection with the

Superior Schools, including the June examinations, is now centralized under Inspector Giles with Inspector Billings as Assistant.

It was soon disclosed by the month of June that there was a surplus of qualified teachers for this year, many of them being unable to find a position. In view of the fact Dr. Percival delayed all applications for the engagement of teachers without diploma. These applications come chiefly from the rural school boards. So far as can be learned at present, very few of the Protestant rural school boards offered lower salaries or reduced the school term, but some did so. The general effort was to maintain the standard, and in most cases this meant heroism. Perhaps few dwellers in cities and towns realize the scarcity of ready money on the farms in times of depression like the present. The prices of farm commodities have gone down somewhat, although not much, in the cities and towns, but this is no measure of the prices received by the farmers. Here is perhaps an extreme case. A farmer had to buy a pair of strong boots. The price was five dollars. He had no

cash, but offered potatoes. The exchange was fifty bags of potatoes, at ten cents a bag.

The statistics given lately in the New York Times show that this difficulty in providing for rural education is general in the United States and Canada. There is some hope, of course, that better times are now "around the corner", but in the meantime the good-will which has so generally maintained our rural schools in spite of the depression should be thankfully acknowledged.

Confidence is returning in the world, and teachers of History may recognize how much of this is due to the decisions at Lausanne. The agreement to cancel war reparations has still to be confirmed by the parliaments of Great Britain, France, Italy and Germany, but the mere fact that the representatives of those countries agreed to the principle sent a pulse around the world which bids fair to result ultimately in either cancellation, or the reduction to small proportions, of war debts. The Lausanne Conference is undoubtedly the brightest world event since November 11, 1918.

THE TEACHING OF ENGLISH AND LANGUAGE

On December 5, 1931, Dr. Percival requested the Protestant Inspectors to observe particularly at their second visit to the schools the manner in which the Memory Work in Grades I to VII was being selected, and also as to the general spirit in which the teaching of English and Language were approached, in view of the directions given in the Memoranda of Instructions in September, 1931.

The reports of the Inspectors were presented at their annual conference at Quebec, on June 28th last.

MEMORY WORK.—In regard to the memory work, there was unanimity as to the fact that the freedom of selection had resulted in more than the minimum quantity being chosen by the teachers and pupils in many cases, and in the minimum being reached in all others. This was satisfactory so far, but the Inspectors had to report that there was little appreciation of the selections which had been studied.

Inspector McCutcheon:—"In too many instances the pupils receive very little aid with or explanations of the poetry or prose selections read. On one occasion I observed a teacher of an advanced class read several pages of prose while the pupils followed with their text books open. No explanations were given to the pupils, nor any comments made thereon by the teacher. All of the pupils were capable of reading the selections equally as well as the teacher. Occasionally we find a teacher who has herself an appreciation of good literature, who leads her pupils to

discover some of the hidden truths and beauties contained in the selections, and awakens a desire for more reading of the same kind".

Inspector Honeyman:—"As far as the actual memorizing of the required number of lines concerned the work is well done in all the schools. Judging from the recitations that are heard, the pupils do not appreciate the beauty or meaning of the selections. More attention might be given along this line".

Inspector Hunter:—"I found that nearly every school had met the demands in memory work quite satisfactorily as to quantity. But defect lay in one or more directions, chiefly in non-appreciation of content, or of choice of diction or of grammatical accuracy or non-acquaintance with geographical or historical setting. However, in succeeding years, as these phases of Language and English are kept to the fore, there will come an increasing interest on the part of the pupils in good literature and good English."

Inspector Brady:—"In practically all schools the amount specified for each grade was taught and memorized and in some considerably more. In the larger elementary schools the tendency is still to select and impose certain selections, as in the past, in order to be able to set a uniform test. In the great majority of classes the pupils were allowed to make the choice. This has resulted in a noticeable increase of interest on the part of the pupils. Per-

haps the best results were obtained where each pupil was allowed to make his or her own selection, regardless of what the others chose.

"In the memory work far too many teachers are satisfied if the pupils can repeat every word of the selection, apparently regardless of the enunciation and general expression, which is usually "sing-song" variety. Little effort is made to lead the pupils to appreciate the beauty or to understand the background of the selections; in fact, I strongly suspect that many teachers do not themselves see any beauty in them. One would expect that the historical or geographical allusions in the text would be investigated by teacher and pupils, as without a knowledge of them, the selection is sometimes practically meaningless. Many do not even look these up. The use of the new Handbook to the Reading and Thinking Readers will aid greatly in overcoming this lack. It came out too late to be of much service this year. I found that the average school library had a wealth of information to which the pupils could be referred when seeking light on many of the new words or expressions found in the readers or other literature texts."

Inspector King:—"In most schools the required amount of memory work had been learned and in many, more than the minimum had been taken. Very few teachers however had tried to get the pupils to appreciate the beauties of the passages selected. They seemed to think that they had accomplished their tasks when the pupils had committed the selections to memory, sometimes even without comprehension.

"Since appreciation is hard to estimate and probably will not be estimated

in an examination, most teachers put the emphasis on the parts of the subject that call forth questions in June. Many also with large classes are so busy that the pupils must depend on text books rather than on the guidance of the teachers so that a number miss the beauties of passages selected, at least in part".

Inspector Wells found that the teachers had been faithful in seeing that the required amount of memory work had been done, but considered that the teaching of Language would continue to be more or less a formal matter until the teachers are supplied with a new type of text. He is of the opinion that teachers who take advantage of the refresher courses offered at Macdonald College will be able to teach the subject of Language in the modern way.

ENGLISH AND LANGUAGE. — Except in the cases of Inspector Wells and Hunter, we have confined the excerpts from the reports of the Inspectors to the subject of Memory Work. We now turn to their remarks on the subject of the teaching of English and Language.

Inspector Brady:—"I think that it is safe to say that 90 per cent of the teachers observed are still going along in the traditional way, drilling on the contents of the text-book with the sole objective of the passing of the examination at the end of the session. This is seen especially in the subject of Language. The sample test paper given by Dr. Percival in the "Educational Record" influenced a number of teachers to change the type of exercises to conform more or less to the new-type

examples there given. Probably half the teachers had ignored this article previous to my visit.

"In the English subjects the attitude of the teacher is all-important. She can make the pupil love or hate good literature. It would seem, then, self-evident that we must concentrate our efforts on leading her to adopt the right attitude. I notice that the more recent graduates of Macdonald, McGill or Bishop's have much better methods in teaching English. This would lead to the conclusion that the older ones can be greatly improved by various means, such as attendance at summer school; by well-chosen professional reading, possibly with guidance through the "Educational Record"; and lastly, by the advice and co-operation of the inspectors."

Inspector King:—"Regarding the teaching of Language, I have always found the teacher too ready to emphasise the formal, so, as a rule, I pay little attention to that part of the subject. On my last visit my custom was to ask for samples of compositions in the pupils' note books. Basing our discussions on the examples before us we would then talk about errors and exceptionally good expressions and better ways of expressing ideas. I frequently had pupils express ideas orally and suggested to the teachers that they give the pupils frequent opportunities for oral expression. Some schools are doing very good work in teaching Language but I found some that give no practice either in written or oral expression except incidentally.

"In both English and Language the continued attention of the department and the supervision of the inspector

should bring about the desired change of emphasis in the schools in the course of a year or two."

Inspector McCutcheon:—"English grammar, I fear, continues to be taught more as a science than as an adjunct to the language.

"To bring about a radical change in the method of teaching it, if it is to be used to make pupils use correct English, will require, I believe, not only a difference in the form of examination tests thereon, but also the introduction of a suitable textbook.

"I am of the opinion, however, that the attention which you have called this year to the teaching of English, as well as the efforts for improvement put forth by the Provincial Association of Protestant Teachers, will do a great deal to stimulate a greater interest in this important subject, and that good results will consequently be obtained in the future."

Inspector Honeyman:—"This part of the course is generally well done. More attention, however, is being paid to written expression for which the text-books offer many examples and suggestions. There is an improvement along these lines, but much remains to be done before the pupils form the habit of using English correctly. The majority of them do not hear correct English at home, on the playground, anywhere, in fact. High School pupils, even, glory in using all the slang expressions possible. It is against these habits and this sentiment that teachers have to contend. Progress must be slow.

"In the meantime if suitable reference books were made available for the teachers' use, and more articles dealing

with the new points of view appeared in the Educational Record, the teacher would be encouraged and helped to persevere in the work."

From the foregoing it will be seen that there is room for great improvement in the matter of the teaching of Language and English in our elementary and intermediate schools. The judgments of the Inspectors are based upon careful observation, and as five of them have had experience of the question for a considerable number of years in the schools of their inspectorate their judgments should be well weighed by the teachers. It is not in an over-critical spirit that they have presented their views. They realize that in the homes of too many pupils there is little if any opportunity for acquiring "the sense of literature" in prose or verse. It is also true that appreciation of good prose and good poetry is more readily "caught" than "taught". John Ruskin and John Bright caught their first appreciation of exalted prose from their early reading of the English Bible. On the other hand we have often heard the Bible read in churches with no more expression than might be necessary for the reading of a matter-of-fact act of Parliament. The moral of this is that there is no infallible serum for the "catching" of the literary sense.

But the teacher who can and will read to the pupils a piece of good prose or good poetry with the right expression, that is, with the clearness of enunciation which will bring out the full meaning of the selection, will do much towards developing the sense of language.

Next to good reading before the class come the explanations which should be given of the selection. For the younger pupils the words used will often need interpretation. Words vary in **weight** and **meaning** in different connections,

just as they have varied in meaning in the course of time. For instance, a prose selection as late as the eighteenth century might contain the word "let" in the sense of **hinder** or **prevent**, although today its meaning is to **allow**. Only the older pupils, however, would be interested to know that let meaning to hinder comes from Old English **lettan** and let meaning to allow from Old English **laetan**. It is also worth knowing that let in the sense of hinder survives in common speech in some parts of England, and is also met with in the legal phrase of "without let or hindrance", a doublet in which both words have the same meaning. Many much simpler derivations, however, are frequently needed in the class.

Lastly, there is the use which can be made of the school library to encourage a taste for good literature. The rural school libraries are now supplied with many good books in English prose and verse, suited to the various ages of the pupils, and as explained in these columns three years ago, it is now permissible for the teachers to lend the books to the pupils, under the safeguard of keeping a record of these loans and of securing the return of the books at the proper times. Let no teacher be discouraged if the seed sometimes, or even frequently, falls on stony ground. There is the possible chance that it may awaken an unsuspected talent here and there.

Nor should it be forgotten that **accuracy** in the reading and understanding of good prose and poetry leads to accuracy in habits of thought and hence to good composition.

As requested by the Inspectors, we shall gladly deal with this general subject of the appreciation of good literature in future issues of the Educational Record.

THE OUTSIDE PUPIL AND THE SCHOOL BOARD

There are several very important points in regard to the relationship of outside pupils to the school board, one of which is the question whether the outside pupils are to be counted for the division of the taxes on incorporated companies, under the provisions of articles 422 and 423 of the Education Act. Another question is in regard to the fees which may be charged for outside pupils.

In the first place it may be explained that every school board is responsible only for the pupils under its direct control, that is, for those who reside within the limits of the school municipality. Hence, if outside pupils are accepted by the board these pupils may be charged a higher fee than the fixed for the inside pupils.

The question of the division of the taxes on incorporated companies when outside pupils are concerned is one that is often less understood than that of the fees. The essential point is that, in the division of these taxes, **neither board shall count any outside pupil.**

Article 422, which provides for the collection and the division of the taxes on the incorporated companies in the school municipalities where there is a board of commissioners and a board of trustees, states that the commissioners shall collect the Company taxes and pay over to the trustees their share "in the same proportion as the Government grant for the same year is divided between them and the said trustees, as provided by section 309".

Now section (article) 309 reads:—

"The school trustees shall receive a share of the general school fund, bearing the same proportion to the whole sum allotted to such municipality as the number of children attending such dissentient schools bears to the entire number of children attending school in the whole municipality."

This would seem to be inclusive of all pupils, including outsiders, but it does not. The article assumes that the numbers of the pupils are of those for which each board is responsible, namely, the resident pupils under control. This is shown very clearly by the bearing of two other articles of the Education Act. Articles 113 and 114 read as follows:—

"113. Whenever there is no dissentient school in a municipality, any resident head of a family professing a religious belief other than that of the majority of the residents in the said municipality, and having children of school age, may declare, in writing, to the chairman of the school commissioners, or to their secretary, observing the formalities prescribed by sections 99 and following, that he intends to support a school in a neighbouring municipality, provided that his children attend such school.

"114. From the 1st of July following the service of the declaration mentioned in section 113, such head of a family shall pay his taxes to the commissioners or trustees by whom the school to which he contributes is maintained;

by the reports of the school board, under whose control such school is, shall make special mention of children belonging to such neighbouring municipality, and such children shall not be taken into account in apportioning the school grants between the commissioners and trustees."

The pupils admitted under these articles are outsiders, even though the parent has dissented from the outside board and pays his taxes to the inside board which educates his children. What is the reason for this distinction? It is simply this, that the outside parent pays his taxes to the inside board **only as long as he has children to send to the school.** It follows, therefore, that when these pupils, attending school under articles 113 and 114, are outsiders for the purpose of

determining the grants and the division of the company taxes, still more emphatically than all other outsiders must be omitted from the calculation, including "boarders" from outside.

The same rules apply for the division of the company taxes under article 423, when two boards of commissioners occupy the same territory or part of the same territory. And in this case it is not the **attendance** which is counted but the **census.** The company taxes are divided according to the number of children of each board from 5 to 16 years of age **residing** in the territory common to both. The resident children are the children of the property owners and tenants and not any outsiders who may be boarding in the municipality for the purpose of attending school.

ACCREDITED AUDITORS

Some secretary-treasurers have misunderstood the new law by which the auditors of school boards must either be chartered accountants or be approved, in writing, by the Quebec Municipal Commission.

The statement has been frequently misunderstood as implying that in every case a chartered accountant is to be engaged. No, but where the auditor is not a chartered accountant he must have permission from the Commission to act. There is a good deal of careless

auditing, and careless bookkeeping. For this reason it is necessary that an auditor should know something about accounts and statements of income and expenditure, and know how to examine them. Hence the school board should send to the Quebec Municipal Commission, Parliament, Quebec, a statement of the qualifications and experience of the proposed auditor, in order that a permission to engage him may be obtained in writing. A form is provided for the purpose.

KINDLY REMEMBER

Every year there are many questions asked by teachers on matters of school law and regulations which should be familiar to them. Some of them are answered in the following paragraphs.

1. School boards have the right to make the pension deductions ($2\frac{1}{2}\%$) on the salary of every lay teacher with or without diploma.
2. Those deductions are not sent by the boards to the Department, but are deducted from the Public School grants to the boards, which comes to the same thing.
3. After 10 years of service, teachers with diploma are entitled to a bonus from the Government of fifteen dollars. The bonuses, gradually increasing in value, continue as long as the teacher remains in service. The hundred days of teaching in a year is the least that counts as a year for bonus.
4. Attendance at the School for Teachers, Macdonald College, counts as one year towards the bonus, and graduate teachers who attended McGill or Bishop's University have two years counted towards the bonus. On your application form, please mark the years of attendance at the School for Teachers or at the university, as the case may be.
5. If a teacher opens a private school or teaches in a private school, he or she may retain his or her pension rights by two requirements; (a) by first obtaining the permission of the Superintendent of Education, and (b) by remitting the pension stoppages to the Department in June, **and not afterwards**. When remitting the stoppages, send also a certificate as to the salary received, signed by an authority of the private school or by the Inspector of the district.
6. After ten years of service, the pension stoppages may be reimbursed only if the teacher has become incapacitated by serious illness or accident. The medical certificates now required are very thorough in their character, and are subject to strict examination.
7. After twenty years of service, and before the age of 56, a pension may begin for the same cause of incapacity as above, but here also only the most satisfactory medical certificates are valid.
8. A teacher in good health who has given twenty years of service may retire at the age of 50, but will not receive the pension until 56. But retiring at 50, it is advisable to send the application immediately, or at least within a year or so of retirement, as the law requires that every applicant shall have taught at least two years within the five years before retirement.
9. The least amount of teaching to count as one year for pension is 120 days. This is more than is necessary for a bonus "year" (see above), but substitute teaching during several years may be counted as one year if the 120 days are completed.

GRADE X EXAMINATIONS IN JUNE 1932

By Inspector E. S. Giles

A summary of the results of the examinations in the different subjects of Grade X last June, together with remarks of the several examiners, should prove useful not only to the teachers of that grade but to the teachers of the same subjects in other grades.

The following is the summary of the marking results:

SUBJECT	Number of pupils	Passed	Failed	Percent of Failure
English Literature.....	710	651	59	8.3
English Composition.....	713	611	102	14.3
History.....	690	513	177	25
Algebra.....	702	568	134	19.3
Geometry.....	491	390	101	20
Written French.....	719	603	116	16
Chemistry.....	274	182	92	33.6
Geography.....	413	306	107	26
Physics.....	376	359	17	4.5
Latin.....	314	241	73	23.2
Arithmetic.....	311	246	65	20.9
Total number in High Schools taking Examination.....	549	369	180	32.8

ENGLISH LITERATURE

Appreciation is evidently still subordinate to mechanical learning of facts in many schools. The questions generally answered best were 1 (a) and 5 (a) (memory) although 1 (b) and 5 (b) were not well answered by the majority of pupils. Question 3 (Silas Marner) was satisfactorily answered and most students did well in writing on question 7 (The Ancient Mariner). In question 2 many pupils showed that they had a good understanding and appreciation of The Merchant of Venice. The answers to question 8 (Macdonald's English Prose Selections) showed great variation. Some pupils did very well on this but it was evidently practically ignored by some schools. Questions 4 and 6 were not well answered in general. Many pupils lost practically all the marks given for these two questions.

Some fairly common errors in language were: (1) "would of" and "should of" for "would have", (2) the use of phrases for complete sentences, (3) wrong

use of the apostrophe as, "They waited many day's and night's," and "it's" for "its", (4) "done" for "did". Marks were not deducted on account of language errors.

ENGLISH COMPOSITION

Common errors against which teachers should guard are as follows:—

(1) "Also" is commonly used as a conjunction to connect an after-thought to a statement (2) many pupils are too personal—that is they overwork "you" (3) Attention is needed to the organization of material in compositions, (4) The most common error is the repetition of a word as shown in this selection. "A periodic **sentence** is a **sentence** that cannot be ended before the end of the **sentence** without spoiling the meaning of the **sentence**." (5) The most common errors in Spelling are writing, address, principal, stationery, except, effect, too.

There is still evident lack of definite instruction, and regular practice, frequent discussion and criticism in this subject.

HISTORY

General Remarks:

1. Some pupils attempted the more difficult questions (5 and 7) with a hazy knowledge; in some cases great confusion of ideas is apparent.

2. On the whole, more specific answers are needed; there is too much vagueness.

Questions:

2. Vague answers were common.

3. "With some detail" was ignored (or unknown) by some.

4. Answered well, generally.

5. Poorly answered. "Greece" is sometimes used to mean "Athens" only. Too many pupils confused their answers to an **account** of the causes and events of the struggle between Athens and Sparta.

6. Answered well, generally.

7. The poorest answers were given for this. Very few pupils could do it satisfactorily. The wording of the question seemed to puzzle them.

8. Answered well, generally.

9. About three-quarters of those who tried to answer this, wrote on the feudal manor-knights, slaves, etc.

10. Only fair; especially the two last parts.

8. Some pupils gave, in tabulated form, such vague answers as:—

"A better way of looking at life".

"A good mode of government."

ALGEBRA

Papers were nearly all neat, but a few pupils put down their work in such a way that it difficult fo follow their reasoning.

The errors must frequently repeated were as follows:

$$1. \frac{a+b}{a+b} = 0 \text{ or } \frac{1}{1} = 0 \text{ or } \frac{\times}{\times} = 0$$

$$2. \frac{1}{1-x} \frac{1}{1+x} = \frac{1-x}{1} \frac{1+x}{1}$$

$$3. \frac{1}{1+x} = + \frac{1}{x-1}$$

$$4. \frac{1}{x-1} \times \frac{1-x}{5} = \frac{1}{5}$$

$$5. x \text{ and } \frac{-4}{y} = x \frac{-4}{y}$$

$$6. \text{ If } \frac{x}{6} - \frac{y}{5} = 1$$

$$\text{Then } \frac{5x - 6y}{30} = 30$$

GEOMETRY

Questions, Number 2. Parts "B" and "C" and Number 6 gave most difficulty.

In Question Number 2, the angle of 65° was not accurately drawn and was very often misplaced. Many pupils could not find the area of a parallelogram.

In Question 6, Theorem 26. Many failed to understand the relative areas of triangles and rectangles when on the *same* base.

The paper was a good one and was so drawn up that it gave ample opportunity to all Gr. X students.

In general, the answers showed that the subject had been carefully taught. The figures were nearly drawn and were not obliterated by written "construction" and proof.

Students have shown plenty of originality in their answers, but occasionally, in doing so have gone into long round about proofs which invariably lead to unsubstantiated statements and indirect reasoning which should, and may well be avoided in Gr. X Geometry.

FRENCH

I. More attention needs to be paid to verb study, especially:

(a) the agreement in number with the subject, and the rules for the agreement of the participles in compound tenses.

(b) practice in turning direct to indirect speech and *vice versa*.

(c) the use of the proper past tense in narrative.

II. Teach the importance of remembering the gender of the nouns, and the agreement of the adjective with its noun in gender and number.

III. Teach the more commonly used idiomatic expressions occurring in the text.

GEOGRAPHY

I. As Physical Geography is a scientific subject, diagrams should be used to illustrate the subject. Pupils should be encouraged to give neat and accurate diagrams,—large enough to be seen without the aid of a microscope.

II. Use field days as often as possible, and *always* illustrate with *local* examples. A pupil from Gaspé should not be using Mount Royal as Richmond should not use the St. Lawrence as an example of a *young* river.

III. The teacher should be sure that the pupil has a clear idea of each topic.

The first question was possibly the poorest answered, with 3 next.

Few pupils knew the real cause of "warm air" rising in question 2.

In No. 4 many pupils were of the opinion that the "real course of currents" is the rotation of the earth.

In No. 5, very few defined or attempted to define 'artesian wells'.

In No. 6 a large number had very vague ideas as to the cause of 'fault' mountains, many thinking that erosion was the real cause.

CHEMISTRY

The paper was evidently more difficult and searching than usual, judging by the large number of failures.

In questions like No. 6, the pupil is not supposed to do the long work in multiplying.

In this question and in 9 (b) there were altogether too many mistakes.

No. 7 was poorly done. Many of the answers were just guesses, and some of them were very poor guesses at that.

No. 8 (a). Only a few pupils tried to compare the two scales by drawing two perpendicular lines, one for the absolute and the other for the centigrade scale, with the proper markings. That would have been much clearer than the descriptions given.

No. 10 (c) gave considerable trouble to pupils. Very few answered correctly.

No. 12. If a careful drawing is called for, the examiner naturally expects that the figure will be well done. Some schools are very careless in this respect.

PHYSICS

It is plain that pupils know many facts in connection with this subject but have not the language, proper words, with which to tell what they know. The scientific terms must be known and pupils must learn how to use them properly. In question No. 1 for example, what is a good definition for a solid, liquid, evaporation?

In No. 2 there was carelessness in drawings the diagram of the pendulum. Some pupils failed to explain that one set of bars tended to expand downward and the other upward.

In answering No. 3, some pupils simply poured the mercury into the tube. Did they actually do that?

In No. 4 there was considerable doubt about the meaning of coefficient of linear expansion, specific heat, even calorie.

No. 7 (b) offered difficulties, but a very large proportion of pupils answered correctly.

On the whole No. 8 was well answered. Perhaps parts (11), (12), and (13) offered most difficulty.

LATIN

The chief criticisms that can be made of this paper are as follows:—(1) Long Latin sentences should be translated by two or more shorter English sentences. (See Text p. 58) (2). The syntax was badly done; the translation of English into Latin was wretched, (3). About ten percent were able to translate Latin into idiomatic English which gives the exact meaning. Most of the "literal" translations are very bad indeed if they are intended for English prose.

THE TEACHING OF PHYSICS

By H. S. Billings

Assistant Inspector of Superior Schools

The introduction of the topic of Electricity to our Course of Study has raised the problem of obtaining additional Physics apparatus. The Department of Education requested and received quotations on the necessary apparatus from several companies handling scientific supplies.

A list is given below of the **minimum** amount of apparatus that is suggested for the successful teaching of the new course in Physics. Many interesting experiments can also be performed with the Supplementary Apparatus. It is advisable, however, to purchase this only when the necessary apparatus has been obtained.

The Protestant Committee is willing to give a special grant of fifty per cent (50%) of the cost, up to a total of fifty dollars (\$50.00) per school, to schools that have not yet received a grant for science equipment, in order to assist in the purchase of this apparatus.

Much of the equipment necessary for understanding the work in electricity can be obtained at moderate cost, if not free, at any garage where old cars are dismantled:—electric starters, generator switches, ammeters, coils, distributors, horns, “dead” batteries, “live” batteries, incandescent lamps, sockets, wires, spark plugs, and cartridge fuses. Wherever possible, these should be taken to pieces carefully and studied. In some cases, they might be reassembled and made to work. A model “T” Ford fly-wheel will yield a number of horse-shoe magnets. The little motor found in many automobile horns should prove very helpful in the study of dynamos and motors.

Pieces of silk and flannel, knitting needles, and cork can be obtained in the home.

Old battery radios, which are very cheap today, will furnish many parts for study:—rheostats, condensers, switches, and tubes, while the wires, sockets and connections will be found useful.

It will be possible in some cases to obtain an old telephone. This is a source of diaphragms, magnets, insulated wire, transmitter, and receiver. If the telephone is of the type used in the country, on party lines, it will have a magneto.

The teacher should accumulate as much electrical apparatus as possible, whether old or new, in working order or not, in order to illustrate the subject matter and make it real: flashlights, old dry cells, burned-out electric light bulbs, ordinary screw plug fuses of the type used in houses, and porcelain or glass insulators used on telephone and electric power lines.

Wire, sockets, switches, lamps, fuses, etc., can be obtained in the hardware department of any chain store, such as Woolworth's, Metropolitan.

Teachers will find the sections on Electricity in the following books helpful, and the first three are suggested as the most suitable:—

Elementary Principles of Physics: Fuller, Brownlee, and Baker. Allyn and Bacon.

The New Practical Physics: Black and Davis. MacMillan Co., Toronto.

The Ontario High School Laboratory Manual in Physics.

General Science: Snyder. Allyn and Bacon.

Magnetism and Electricity for Students: Hadley. Macmillan.

Every day Physics: (Part V): Hadley. Macmillan.

Everyday Electricity: Lunt. Macmillan.

First Book of Applied Electricity: Roget. Macmillan.

Elementary Lessons in Electricity and Magnetism: Thompson. Macmillan.

Magnetism and Electricity for Beginners: Hadley. Macmillan.

Practical Exercises in Magnetism and electricity: Hadley. Macmillan.

Simple Experiments in Magnetism and electricity: Munby. Macmillan.

Electricity and Magnetism for Beginners: Sanderson. Macmillan.

Physics for Secondary Schools: Stewart, Cushing, and Towne. Ginn and Co.

Elements of Physics: Millikan, Gale and Pyle. Ginn and Co.

EQUIPMENT FOR TEACHING ELECTRICITY IN GRADE XI

Material easily procured anywhere such as files, sheers, pliers, cord, thread, etc., etc., have been omitted from the list:

- | | |
|--------|--|
| 1 only | Magnet, Natural Lodestone. |
| 2 " | Magnets, Bar 15 cm. |
| 1 " | Magnet U 14 cm. |
| 1 " | Soft Iron Rod 10 cm. x 6 mm. |
| 1 set | Magnetic Screens 7.5 cm. square of copper glass iron tin plate
and zinc |
| 1 box | Iron Tacks |
| 1 lb. | Iron Filings, Sifter Top Can |
| 1 only | Magnetic Needle 15 cm. Agate Cap on stand |
| 4 " | Magnetic Compasses 25 mm. |
| 1 " | Friction Rod, Vulcanite 25 cm. long |
| 1 " | Friction Glass Rod, 25 cm. long |
| 1 pkg. | Pith Balls, Aluminum Coated |

1 only	Electrophorus, small
1 "	Cat Skin, half size
1 "	Electroscope, Flask Form 250 cc.
1 "	Condenser Plate 10 cm. square Wooden Bases
1 "	Leyden Jar—Quart size
1 "	Proof Plane 15 am.
1 "	Discharger Plain 25 cm.
4 "	Dry Cells, Burgess Super Six
1 "	Students Demonstration Battery, including tumbler cap copper and zinc filaments
6 "	Test Clip Lead Plated
4 "	Binding Posts, Spring of Brass Fahrestock Patent
2 "	Double Connectors
1 "	Electric Bell 6 Volt—6 Ohm Resistance
1 "	Push Button, Pressed Metal with Screw Cap
1 "	Telephone Receiver Demonstration Form
1 "	Telephone Transmitter
1 "	Telegraph Instrument Key and Sounder on one Base Resistance—4 ohm D-Arsonival Galvanometer Circular coil and laminated magnet—sensitivity about 1.7 megohms at 12.5 cm.
1 "	Ammeter 0-25 amps .25 amp per division
1 "	Voltmeter 0—150 volts—1 volt per division
2 "	Miniature receptacle porcelain for No. 8196 Lamps
4 oz.	Enamelled Copper Magnet Wire No. 26, 80 ft. per oz.
2 only	Connectors double, one end for wire, and one end slotted to receive plates 1-8 in. thick or less
3 "	Miniature incandescent Lamps suitable for No. 5124 Receptacle
1 "	Porous Cup
1 "	Arc Lamp counterpoise adjustment 110 volt 35—40 ohm.
2 "	Lead Electrodes
4 oz.	D C C Wire 4 oz. Spill No. 24
1 only	Circular Rheostat Air cooled—Approx. Res. Max Current Cap. 2800

SUPPLEMENTARY APPARATUS

2 ft.	Cylindrical Magnets Cobalt Chrome Steel 5 cm.
100	Steel Balls 1-8 in.
1 only	Magnetic Dipping Needle, graduated arc.
1 "	Magnetic Compass 4 cm. diam.
1 "	Biot's Hemispheres
1 "	Hollow Globe for Biot's Hemispheres 10 cm. diameter
1 "	Electromagnet 11.5 cm. long Helices removable soft iron armature
1 "	Telegraph Relay Standard Pony Res. 20 ohms
1 "	2370 Electrolysis Apparatus

- 1 only Electroplating Outfit for copper plating
- 1 " St. Louis Demonstration Motor
- 1 " Electromagnet attachment for use with St. Louis Motor
- 1 " A. C. Armature for use with St. Louis motor

On the assumption that several schools will be teaching Physics for the first time this year, a list of the apparatus for teaching the complete course in Grades Ten and Eleven has been prepared with the aim of helping the teacher of science to select the required equipment.

PHYSICS

- 1 Ringstand and Ring (General Purpose).
- 1 Balance, Trip Scale, Agate Bearings.
- 3 Balance, Spring, English and Metric. 1000 gm.
- 1 Support for Trip Scale.
- 1 set Weights, Metric, Laboratory grade lg-1000g.
- 1 Forceps (for handling weights.)
- 1 Caliper, micrometer, English.
- 2 Meter Sticks.
- 1 Osmosis Apparatus.
- 1 ea Pulleys, Single, double, triple.
- 1 Jackscrew.
- 1 Waterwheel, Pelton Type.
- 1 Hydraulic Ram.
- 1 Pressure Syringe, all glass.
- 1 Hydraulic Press, glass model.
- 1 Bucket and cylinder, (Archimedes Apparatus).
- 1 Hydrometer, Demonstration, of wood, paraffined.
- 1 Hydrometer, for heavy liquids (1,000 to 2,000).
- 1 Hydrometer, for Light liquids, (0.600 to 1.000).
- 1 Cylindrical Hydrometer Jar, (height 15 in. diameter 2 in.)
- 2 Specific Gravity Bottle (Unadjusted, for rough work) 25cc and 50cc.
- 1 Specific Gravity Bottle (Adjusted) 25cc.
- set Specific Gravity Specimens, cylindrical.
- set Pascal's Vases.
- 2 Torricellian Barometer Tubes, unfilled.
- 5 lbs. Mercury, redistilled.
- 1 Boyle's Law Apparatus J Form.
- 1 Seven in One Apparatus (Illustrating Mechanics of Fluids)
- 1 Barometer (Aneroid OR Cistern).

- 1 lbs. Cylinder, Glass Graduated, 250cc.
- 1 Cylinder, Glass Graduated, 500cc.
- 1 Pressure Proportional to Depth Apparatus.
- 1 Lift Pump, Glass Model.
- 1 Force Pump, Glass Model.
- 2 Flasks, Flat Bottom, 250cc.
- 2 Flasks, Round Bottom, 500cc.
- 1 Flask, Pyrex, Round Bottom, 4 litres, (for boiling water under reduced pressure).
- 2 Funnels, Glass (one large and one small).
- 5 lbs. Glass Tubing, assorted sizes.
- 3 Thistle Tubes.
- 1 sq. ft. Sheet Rubber.
- 2 doz. Stoppers, Cork, assorted sizes.
- 1 doz. Stoppers, Rubber, assorted sizes.
- 1 Cork Borer.
- 1 doz. Test Tubes, assorted sizes.
- 2 qts. Wood Alcohol.
- 2 lbs. Lead Shot.
- 2 lbs. Copper Shot.
- 1 Bottle Olive Oil.
- 1 Bottle Ether.
- 1 Glass Cutter.
- 1 File, "Three-cornered".
- 2 Test Tube Holders (wood or wire).
- 2 Test Tube Clamps for Ringstand.
- 1 nest Beakers.
- 2 Thermometers, Chemical, Centigrade, -10° to 110° .
- 1 Thermometers, Chemical, Fahrenheit, 10° to 220° .
- 1 Thermometer, Clinical.
- 1 Wet and Dry Bulb Hygrometer.
- 1 Maximum and Minimum Thermometer, (Six's).
- 1 Volume Coefficient Tube (Waterman) for Charles' Law.
- 1 set Ball and Ring (Illustrating expansion of Metals).
- 1 Compound Bar (Illustrating unequal expansion of Metals).
- 1 Maximum Density of Water Apparatus (Hope's).
- 1 Wood and Brass Cylinder.
- 1 Conductor, 6 rods of different metals.
- 1 Davy's Safety Lamp.
- 1 sq. ft. Copper gauze, fine mesh.
- 1 Convection Apparatus (liquids).

1 sq. ft.	Convection Apparatus (Gases).
	Touch Paper.
1	Radiometer, Crookes.
1	Cryophorus.
4	Ice Bombs.
1	Calorimeter, double walled, with rod and cover.
1	Steam Engine Model.
1	Gas Engine Model.
1	Dew Point Apparatus.
2	Alcohol Lamps.
1	Bunsen Burner.
10 ft.	Rubber Tubing, 3-16 and 5-16.
1	Blower, Hand, of Rubber.
1	Vacuum Pump.
1	Bell Jar, High Straight Form, Open Top.
1	Bell Jar, High Straight Form, Knob Top.
1	Dessicator (for Expt. Boiling Water in Vacuum).
6	Rubber Balloons.
Pair	Magdeburg Hemispheres.

Any of the apparatus listed above can be purchased at INGRAM and BELL Ltd., 1250 Stanley St., Montreal or CENTRAL SCIENTIFIC COMPANY OF CANADA Ltd., 119 York St., Toronto 2, Ontario.

Several Companies handling scientific supplies have sent quotations to the Office of The Inspector of High Schools. These will be forwarded to Principals and High Boards upon request.

HOW TO IMPROVE THE APPEARANCE OF THE CLASSROOM

By Dr. W. P. Percival

Director of Protestant Education

The duties of teachers are multifarious. He or she must be father, mother, big sister or brother, nurse, counsellor and friend as well as instructor in the subjects of the course of study.

Among these duties are included that of building character. Part of that work is the training of minds in habits of order and good taste. A neat and tidy classroom arranged and cared for chiefly by the pupils provides a means to this end.

It is reasonable to think that a good environment is necessary for the development of desirable personal qualities. I therefore venture to express the hope that when the attention of the school boards and teachers is drawn to the school plant an improvement will result.

The day of the bare and cheerless log shack with the unfinished walls, the rude benches and long planks for desks has passed. The poorest rural school now is of clapboard or some factory or mill construction possessing a waterproof roof and walls finished and painted outside and in. Single desks made of oak and highly polished in the natural colour have replaced the benches that held six or seven pupils at a time. It should go without saying that the desks should be kept polished and free from writing and carving. Otherwise the appearance of the room is spoiled at once.

The polished single desks are frequently the only good part of a classroom equipment. In addition to modern desks, however, the best schools have pine or maple floors that are polished or oiled, or the flooring is of a composition that is useful and artistic. In some classrooms, however, the floors are made of inferior material and remain bare. If these were to be painted or even oiled and kept clean the appearance of the room would be improved immensely.

The walls and ceiling also should be painted. Painting is more durable than tinting and presents a better appearance. This should be done in a colour which is restful to the eyes and which will produce the best lighting effect. Buff has been found to be a very satisfactory shade for the walls.

The unkempt classroom can be so easily changed for the better. That which is tidy will probably shelter the teacher and class that desire to ameliorate the conditions further.

Pictures should be plentiful. When possible they should be framed. Photographs of the King and Queen should be hung somewhere in the school. If possible, they should adorn the walls of every classroom.

The other pictures should be meaningful. Photographs of the Prime Ministers and of leading parliamentarians of the Dominion are suitable. Reproductions of major historical events always arouse interest. Thousands of pictures have been made of Canada's unsurpassed scenery and these are very appropriate for classroom decoration. The wonders of other lands, such as the Taj Mahal of India, are instructive. The costumes and customs of the people of the Eastern hemisphere prove attractive to our children.

If framed pictures cannot be obtained the resourceful teacher can see that some passe partout work finds a place on the walls. This type is especially suitable for small pictures.

All pictures should be hung low. Those that are placed above the blackboard should have their bases almost touching. Those placed elsewhere should, if possible, be at a height of approximately 4 to 6 feet from the ground, so that they can be seen conveniently by the children. If hung higher than this, the pictures fail to interest the children. In addition, those that are hung too high lose their artistic and decorative effect.

Pictures from magazines may be hung from the tops of the blackboard or on moulding erected for the purpose. Current events, geographical and historical information appear frequently in modern magazines. To teach children where to find useful material and to encourage them to read it is one of the functions of the modern school. If the children become accustomed to seeing this kind of pictorial record in the classroom they will be likely to turn to it when they come across it in libraries, railway trains and elsewhere. Copies of great works of art can be bought cheaply. These can be obtained from many sources, such as the Perry Pictures, British Empire Art Company's publications, etc.

When possible, a large notice board should be placed near the blackboard on which pictures and newspaper clippings may be posted. The children should then be encouraged to bring clippings as well as illustrations and descriptions from magazines for this board. A regular place for posting information of this type should help to develop the desire for neatness and order.

The pupils' work should be exhibited around the classroom quite frequently. Parts of the chalk ledge of the blackboard can be used for this purpose if no other place can be found. Or they may be clipped to a string running from

one end of the chalk ledge to the other. All kinds of material may be "posted" in this manner. The best art work, the neatest writing, the simplest solution to a mathematical problem are all worthy of exhibition. In addition to adding to the ornate appearance of the room this kind of exhibition provides an enormous spur to endeavour.

The school library should be one of the central features of the classroom. It should be maintained in good condition at all times.

For several years past the Department has been supplying numerous books to the schools. The pupils should be encouraged to read and take good care of them. An effective method of drawing their attention to the contents of the library is to have the books and bookshelves cared for by the children, under the supervision of the teacher, who should be able to tell the pupils something about each volume.

In the junior class rooms the windows should be draped in some manner. The hangings must be so arranged, however, that they will not reduce substantially the quantity of light entering the room. Side drapes will usually be found sufficient. The artistic teacher can devise some form of white or coloured paper strips that are exceedingly effective.

Many schoolrooms that are heated throughout the winter are made beautiful by a goodly display of plants and flowers. If encouraged, some boys will make one or more window boxes to contain plants. A little lumber neatly fastened together, planed and shellacked to match the colour of the wood in the window frame will provide a suitable resting place for some of the pots.

A flowering "household pet" or other plant placed on the teacher's desk should induce all to have dispositions which will grow from day to day as splendidly as a well cared for plant. Bulbs and bulb glasses placed on the book case and window ledges are frequent sources of artistic appeal.

The Supervisor of the Junior Red Cross kindly asked me if I would like that organization to stress any special matter this year. I have suggested that the "Juniors" should take up the aspect of school life discussed in this article. As Mrs. Shaw was kindly adopted my suggestion and as I know the enthusiasm and energy with which she and her helpers take up any project, I look forward with confidence to seeing a wonderful improvement in classroom decoration during the present session.

CHANGES IN INSPECTION DISTRICTS

The following circular, which was sent to the school boards on August 13th, will be of service to the teachers of the Province.

I have the honour to inform you that a redistribution of the inspection districts of the Province has been authorized by order-in-council dated August 11, 1932.

Inspector W. H. Brady, B.A., 4222 Old Orchard Avenue, Montreal: The Protestant elementary schools of the counties of Beauharnois, Chambly, Chateauguay, Huntingdon, Jacques Cartier, Laprairie, Laval, Napierville, Soulanges, Two Mountains and Vaudreuil.

Inspector Rev. A. S. Lemoignan, Mutton Bay: The Protestant schools of Saguenay county.

Inspector H. A. Honeyman, M.A., 222 Third St., Ottawa: The Protestant elementary schools of the counties of Gatineau, Hull and Pontiac, and those of Bowman and Denholm, High Falls, Portland West and Buckingham township in the county of Papineau.

Inspector J. H. Hunter, M.A., 27 Magog St., Sherbrooke: The Protestant elementary schools of the counties of Compton, Frontenac, Sherbrooke and Stanstead, and Bromptonville in Richmond county.

Inspector Stanley V. Cattermull, address: 11 Bellevue Apt., Sherbrooke, Que.. The Protestant elementary schools of the counties of Bonaventure, Gaspé, Matane, Matapédia and Temiscouata.

Inspector O. F. McCutcheon, 4657 Victoria Avenue, Westmount: The Protestant elementary schools of the counties of Arthabaska, Beauce, Dorchester, Drummond, Levis, Megantic, Richelieu, Richmond (except Bromptonville), Wolfe, St. Hyacinthe, and North Ely and South Ely in Shefford county.

Inspector Rev. Lewis J. King, B.A., Lachute: The Protestant elementary schools of the counties of Argenteuil, Joliette, Labelle, L'Assomption, Montcalm, Portneuf, Quebec, Terrebonne, the city of Quebec, and those of Papineau county except Bowman and Denholm, High Falls, Portland West and Buckingham township.

Inspector H. D. Wells, M.A., 4142 Girouard Avenue, Montreal: The Protestant elementary schools of the counties of Brome, Iberville, Missisquoi, Rouville, St. Johns and Shefford, except North Ely and South Ely.

Inspector Rev. F. W. Mitchell, M.A., Grindstone, Magdalen Islands: The Protestant schools of the Magdalen Islands.

Until further notice all Protestant High Schools will be visited by Inspector E. S. Giles, M.A., Inspector of Superior Schools. Address Department of Education, Quebec.

All Intermediate Schools will be visited by Inspector H. S. Billings, B.A., Assistant Inspector of Superior Schools. Address Department of Education, Quebec.

Secretary-treasurers are requested to examine the foregoing list carefully in order to see the name and address of the Inspector of their county, as many changes have been made.

Yours truly,

(Signed) W. P. PERCIVAL,
Director of Protestant Education.

MENS SANA IN CORPORE SANO

(By Dr. Erle Draper, Bedford)

Principal McMillan of Huntingdon, a position he has held the last fifteen years, was recently asked his opinion of supervised school athletics. He replied, "I am an out-and-out supporter of school activities as an aid to discipline and to school work generally."

He goes on to say that during his stay at this school participation in some form of school activities has come to be, unless the pupil is physically handicapped, virtually compulsory.

It means increased work on the part of some teacher, or the Principal, but the results are well worth while. A deeper spirit of comradeship and understanding is developed between teacher and pupil which is carried from the playing field to the classroom and leads to better work in both phases of school life.

Many pupils insist in taking part in some form of athletics, and play on the teams of some hockey or football team, not connected with the school, and the teachers have little control over their hours of practise and their evenings. When there are school organizations, these pupils will be found playing for their school, coached and directed by their teachers, and a better balance between their academical work and sports can be maintained.

A strong school spirit is developed between the boys in the school and frequently the "Old-Boys" return to lend a hand in the training of the football, hockey and track teams.

The Principal, after his fifteen years of teaching concludes that he "Has come to consider supervised school athletics a necessary subsidiary in his school."

MORE ABOUT SPORT

Mr. "Ted" Bullock of the Sherbrooke "Daily Record" suggests an Eastern Townships High School Olympiad to be held at the Sherbrooke Exhibition next year. He says:—

I know that several of our high schools have already organized splendid field and track teams.

But I know that others have still to take the first serious step in that direction.

If the most promising boys and girls in every high school between Maine and the Richelieu, Vermont and Thetford, can be trained during the next ten months to take part in a regional Olympiad, I see in it a mighty factor in the building up of a Townships spirit in these parts.

In brief, my suggestion is this:

That the teams from the different schools would run off preliminary games at their home grounds next August.

Then the winners at those local events would be brought to Sherbrooke for the final Olympics during Fair Week here.

I have discussed the idea with the publisher of the Record, and he has assured me that the resources of this paper will be thrown solidly behind such a sports organization.

There is not a man in this office who will not co-operate with the High School principals to promote sports in their institutions.

If the schools will communicate this fall with Hugh Crochetiere, Record sports editor, or with me, we shall be glad to sketch our plans more fully.

The time to get ready is now, not next spring when examinations are in the air and summer holidays are coming on.

There is a great deal of preliminary organization to be looked after. We, of the Record staff, are willing to see to that.

Even if we cannot turn out any Percy Williams—though there is no reason why we should not—we might at least be able to help develop in our young men and women that splendid spirit of sportsmanship which makes even better citizens out of fine material.

Sherbrooke Daily Record.

DANGEROUS EXPLOSIVES

We have received the last annual report from the Explosives Division of the Department of Mines, Ottawa, which again is obliged to report many accidents due to boys playing with detonators carelessly left aside by workmen. Most of the boys were from 5 to 10 years of age, and a few older. Three were killed and twenty-two injured. The injuries were of a most serious kind in nearly every case, resulting in loss of fingers and even amputation of the hand.

Teachers may well warn pupils of this innocent looking but very dangerous tool. It is small, and appears to be just the thing to hit with a hammer on a stone to see what is in it. The shattering explosion invariably follows.

USEFUL MAPS

From time to time we have drawn attention to the capital maps issued by the Topographical Survey of Canada, Ottawa. The last one reviewed was the "Beaupré sheet". We have also received the sheet of "Great Bear Lake" in the Northwest Territories, of special interest on account of the discovery of vast supplies of the ore (pitchblende) of radium.

These maps are sold to the public at twenty-five cents each, but we have received a letter from the Surveyor General, stating that they are supplied to schools at ten cents each. We can commend them as most useful for teachers.

JUNIOR RED CROSS

(By Mrs. Ruth B. Shaw)

The closing of the school year has brought with it many hundreds of annual reports summing up the activities of Junior Red Cross Branches throughout the Province of Quebec. Membership at the close of the school year was 45,914 in 1,485 Branches. These Branches were not only organized in cities and the more thickly populated areas of the Province, but also in the lumbering districts of the north and west and in the east even along the Labrador Coast and the far distant Magdalen Islands. Approximately 80% of the Protestant Elementary Schools are enrolled in this organization which stands for the practice of healthful living, good citizenship and service to others and international friendliness.

Annual reports show that this programme is a very vital factor in the lives of the boys and girls who make up these Branches. Their outstanding feature has been the development of local service. Encouraged to look for the needs in their local community has led to very practical service. School books, boots, underwear clothing of all kinds have been bought for needy children. Children needing medical care have been sent to nearby hospitals and accounts met out of Junior Red Cross funds. There has been a very real wish to meet present conditions and lighten them if possible. One rural Branch learning that their comrades in Czecho-Slovakia had opened a community hall decided to do the same—saved up for a gramophone, records and games and opened the school house to the public for certain nights every week. Many Branches both in the city and the country knowing that food was poor in many homes started hot lunches or daily rations of milk and fruit. In the simpler ways of living health rules the Juniors were not backward. Teachers cite improvements in personal hygiene, diets, length of sleep, exercise in the open air and other phases of healthful living.

Realizing too that School Boards were faced with heavy responsibilities the Branches have done what they could to help. A recent survey shows that in a number of the schools in the rural districts an average of \$7.00 was spent on such improvements as First Aid Kits, Hot Lunch equipment, Desks, Blackboards, Blinds, Flags, Pictures and so on. One Branch on the Labrador Coast describes the clearing of the ground and the planting of 25 vegetable gardens. Potatoes and cabbages were the only vegetables known to the community. Another in Eastern Quebec consisting of 11 children raised nearly \$100.00 which was used to pay for the painting of the school without and within and for some much needed equipment. City Branches in their well equipped schools did not have the same opportunities for service of this kind, but their donations consisted of gymnasium apparatus, additions to school libraries, pictures and playground equipment.

In spite of extensive work along these lines and involving considerable sums the donations to the Crippled Childrens Fund did not decrease during the past twelve months and 111 children coming from all parts of the province were given railway fares and hospitalisation by the Juniors.

JUNIOR RED CROSS—PORTFOLIO EXCHANGE

The closing of the school year has brought a record number of portfolios to the Junior Red Cross Headquarters, 1,118 Sherbrooke St. W., Montreal. These portfolios which are made up of samples of school work, collections of pictures, stamps, pressed leaves and flowers—in fact, anything which is descriptive of Canada, are sent by Junior Red Cross Branches all over the world. Thirty-one such albums have been received during the past three weeks and are to carry their message of goodwill and comradeship in a world wide organization to Juniors in Australia, Belgium, Czechoslovakia, England, Hungary, Italy, India, Japan, New Zealand, Switzerland and the United States, and South Africa.

Typical of these was a very fine album from Grades 6-8, High School, Thetford Mines which is to go to South Africa. The cover beautifully decorated with the Red Cross, the Canadian Beaver and the Maple Leaf is followed by a charming letter of greeting written by the Secretary of the Branch. Snapshots of the school and staff, pages of Canadian stamps and coins, a wide and varied collection of pressed flowers and leaves beautifully mounted and protected with celophane and views accompanied by descriptive essays which take you right across Canada form part of this portfolio. The outstanding feature however is the description of the local industry, illustrated not only with pictures of the asbestos mines, but with actual samples of the raw material, its varied stages of development and finally the finished products.

Similar portfolios will be sent from countries all over the world in exchange. Through this medium not only history and geography take on a new glamour, but such personal contact between widely varied races should lead to a sympathy and understanding which may mean much in the future.

BOOK NOTICES

Canadian Industrial Stories for Juniors:

Book one. The Milk That Spoke and Butter, the Son of Cream. By George H. Griffin.

Book Two. Davy and the Three Voices. By W. S. Milne.

Book Three. King Gold's Party, The Competition of the Metals. By True Davidson.

Book Four. At the Court of King Neptune: A Romance of Canada's Fisheries. By George H. Griffin.

Book Five. Billy Beaver and Mike Muskrat. By True Davidson.

Book Six. The Telephone Genie. A Romance. By George H. Griffin.

These six booklets, of about 30 pages each and illustrated, are issued by J. M. Dent & Sons Ltd., of Toronto, Vancouver and London, and are a credit to writers and publishers. Price 20 cents. The intelligence of the juniors is appealed to by worth-while knowledge happily conveyed, and not insulted by the baby talk that some educationists consider all that the young mind of pupils able to read can take in.

Number Work Book for Beginners. By Jessie E. R. Fisher. 64 pages. Price 50 cents. Toronto: J. M. Dent & Sons Ltd.

This is Book 2 of the "Training Through Occupation Series".

Illustrated Action Words. By Isobel. Price 60 cents and 5 cents for accompanying Word Sheet. Toronto: J. M. Dent & Sons, Ltd. Well drawn action pictures.

A Handbook in Composition. Volume Two. By C. D. Bouck of the Toronto Normal School. 284 pages. Toronto: J. M. Dent & Sons Ltd.

This second book consists of sentence building, story telling, vocabulary extension, transcription and Oral reading and memorization. Each five lessons in succession develop the five features just mentioned, and again each lesson is divided into three parts, namely, development, application and seat exercises. The whole arrangement strikes us as a very practical one in the training that is so much needed always in English Composition. The author says: "In compiling this set of Handbooks in Composition the author has kept constantly in mind these two prime essentials, viz., the extension of the child's vocabulary, and the enlargement of the child's power of expression in conformity with the development of his conscious states. He has also kept in mind the provision for the teacher of a sufficient amount of varied material of established literary merit arranged in teachable form".

The Story of New France. By E. C. Woodley, M.A. 27 pages. Illustrated. Price 10 cents. Toronto: The Ryerson Press.

A brief outline of the history of New France from Jacques Cartier to 1760. Useful for teachers of Canadian History. The concluding pages give an outline of chief periods and the titles of the various Ryerson Canadian History Readers (of which this is one) which deal with those periods.

A French Commercial Course. By Frederick C. Roe, Professor of French at the University College of Hull, England. 116 pages and vocabulary. Price 45 cents. Harrap's Modern Language Series. Toronto: Clarke, Irwin & Company, Ltd.

The lessons are accompanied by exercises on the direct method and sentences for translation into French. The chapters provide an introduction to a study of commercial and industrial France.

Reading Scenes from Hiawatha. Arranged by Rodney Bennett, M.A. 84 pages. Illustrated. Price 30 cents. Toronto: Clarke, Irwin Company.

This is one of the "Reading and Doing" series issued by G. Bell & Sons of London and intended to increase appreciation of the poetry of deamatization reading.

Men and Women of Plantagenet, England. By Dorothy Margaret Stuart. 286 pages. Illustrated. Price \$1.75. London: Harrap. Toronto.

Another delightful book of the "Simple Guide Series". Miss Stuart is the "D.M.S." of "Punch". The life of the Plantagenet period in England is well described.

Post-Primary Science. Book Three. Third Year's Course. By W. F. F. Shearcraft. B.Sc. Honours (London). Second Master King's School, Peterborough. 275 pages. Price 90 cents. London: Harrap. Toronto: Clarke, Irwin Company.

This book completes a three-year course in general science. It is more advanced than the two preceding books of the course, but well within the scope of a high school with laboratory equipment. It is a combined chemical and physical course, and therefore differing from the somewhat diffusive high school books on general science which have been produced of late in the United States.

Vocabulary Tests. Prepared by Frank Watts, M.A. Specimen set, including five tests and Teacher's Manual. Price 35 cents. Per 25 copies of any test, 60 cents. London University Press. Toronto: Clarke Irwin Company Ltd.

These "verbal" tests are suited to pupils from 10 to 14 years of age. While no doubt valuable as intelligence tests, and Mr. Watts gives good advice on this subject in the Manual, they are also useful as practice.

Dominion Language Series. Book II. By Messrs. E. G. Daniels, T. R. Hall, A. F. Matthews and H. H. Mackenzie.

Illustrated 310 pages. Price 75 cents. Toronto: The Macmillan Company of Canada.

The high quality of Book I, which we commended in a previous issue of the Educational Record, is maintained in this book intended for pupils in the fifth and sixth grades. The much-needed matter of right punctuation is well taught, and oral composition is stressed. The authors say that, so far as written composition is concerned the chief aim of the teacher in these grades should be to develop the ability to write a good composition of one paragraph. Necessary elements of grammar are also introduced by example. English composition is about the weakest feature in Canadian schools, and books like the present which call for exactness in the early grades are indispensable.

Curriculum For Pupils of Twelve to Fifteen Years (Advanced Division). Scottish Council for Research in Education. 343 pages. Price \$1.50. London: University of London Press. Toronto: Clarke Irwin & Company Limited.

An extensive study by a Committee of sixteen members. The subject of English receives large attention, and others are History, Geography, Mathematics, Science, Music, Art and Craftmanship, Physical Education, Domestic Arts and Crafts, Technical, Commercial and Rural Subjects and Languages. The outlook is at once modern and conservative, in keeping with the thoroughness of Scottish education.

Education of the Backward Child. By D. Kennedy-Fraser, M.A., B.Sc., F. R.S.E. Lecturer in charge of training teachers of mental defectives in Scotland. 254 pages. Price \$1.75. London: University of London Press. Toronto: Clarke, Irwin & Company Limited.

Mr. Kennedy-Fraser was formerly Assistant Professor of Education at Cornell University in the United States. This book is the result of experiments conducted in Scottish schools, in backward classes. As the problem of the backward child has been taken up in this Province, this clear exposition, pleasantly free from technical phrases, should be of interest and value to those concerned.

Experimental and Open-Air Geography. By A. Wilmore, D.Sc. 198 pages. Price 50 cents. London: G. Bell & Sons, Ltd. Toronto: Clarke, Irwin & Company.

This excellent work is a handbook on that principle we urge so often, namely, "field days" in geography. The recognition of the common rocks and soils, the study of elevations by means of the aneroid barometer and their mapping by means of the "contours", the study of the local streams, the practical outdoor study of the Earth as a Sphere—these and other matters are well treated. Indeed, physical geography is an impossible study without the minimum of outdoor work here described.

The Dent Arithmetic Work Books. Sixth Year. By J. S. Mills, M.A. Provincial Normal School, Saskatoon.

Price 35 cents. Toronto: J. M. Dent & Sons, Limited.

Mr. Mills, of the Mathematical Department of the normal school, Saskatoon, will be remembered by many as a former principal of St. Francis College high school, Richmond, and is the author of "The Teaching of Modern Arithmetic", published by Dent. The present work-book is for Grade 6, and contains very practical problems and exercises on decimals, percentage and simple mensuration.

Canadian Stories in Verse and Prose. Selected by William K. F. Kendrick, B.A., Master, Provincial Normal School, Toronto. 130 pages. Price 45 cents. Toronto: Clarke, Irwin & Company, Limited.

The selections are prefaced by brief sketches of the various authors, and brief notes follow most of the poems. Among the poets quoted are Bliss Carman, A. S. Bourinot, Pauline Johnson, Archibald Lampman, Isabel Mackay, John McCrea, C. G. D. Roberts, R. W. Service, Anne Sutherland and Elsie C. Woodley. Among the prose writers are Norman Duncan, Arthur Heming, Susanna Moodie, Judge Rivard and J. E. Le Rossignol.

Mr. Kendrick is to be congratulated on the manner in which he has collected and presented good specimens of Canadian literature for the pupils, the material not to be regarded as task work but as a pleasing introduction into the way in which Canadian life and the Canadian scene in its various aspects have been and are being interpreted by our writers of verse and prose.

Selected Stories from Canadian Prose 274 pages. Maria Chapdelaine. By Louis Hémon. Translated by W. H. Blake. A Pedlar's Pack: Narrative Poetry for Secondary Schools Edited by Adrian Macdonald, M.A.

Ivanhoe: Sir Walter Scott.

These four books are additions of the present year to the St. Martin's Classics, published by the Macmillan Company of Canada. Toronto. The Selected Stories from Canadian Prose and The Pedlar's Pack call for special notice, as the selections are of a high quality and interest. Biographical and other notes are usefully added. The "Maria Chapdelaine" is also welcome in the good type and convenient form of the St. Martin's Classics.

Models and Projects for English Composition. By B. C. Diltz, M.A., Assistant Professor of Methods in English and History, University of Toronto. 308 pages. Price 85 cents. Toronto; Clarke, Irwin & Company, Limited.

This is a fresh treatment of English Composition which should interest many teachers. Professor Diltz strikes the key-note of the book in the preface, where he says: "As teachers many of us are prone to under-estimate the capacities and abilities of our students. It may be that we seek perfection in the practice of a few fundamental rules, without realizing that there is a limit to which the mechanics of composition can be taught with results that are economic and commendable. This book, on the other hand, aims to place the student in an environment in which he can grow".

In other words, the selections which illustrate the different types of composition are of the right kind for the intelligent pupils and at the same time should awaken the interest of the less intelligent. Professor Diltz is a member of the staff of the Ontario College of Education.

Stories to Read and Tell. By W. J. Karr, B.A., D. Paed. Director of English Instruction, Department of Education, Ontario.. First Series. 90 pages, price 25 cents. Second Series. 142 pages, price 35 cents. Toronto: Copp Clark Co., Limited.

The title of these books indicates their purpose. The Second Series is more advanced than the first.

Total Eclipse of the Sun, August 31, 1932. By A. Norman Shaw, F.S.S.C. and A. Vibert Douglas, F.R.A.S. McGill University. Price 25 cents. Montreal: Renouf Publishing Company.

Although the eclipse is over this booklet should be of use to many teachers as a clear explanation of solar eclipses in general. It is well illustrated.

Old Rhymes and New. By Walter de la Mare. First Series. 42 pages. Old Rhymes and New. By Walter de la Mare. Second Series. 51 pages.

These are published by Constable Company, and represented at Toronto by the Macmillan Company of Canada. Price 45 cents each. Rhymes for children.

Philips' "Study-Work".

Arithmetic. By E. K. Molloy. Book I. The Same. Book II.

The Answers to Book I and Book II separately.

Books I and II are priced at one shilling each, and the Answers at threepence and fourpence respectively. The work in Book II is based on pounds, shillings and pence. All published by George Philip & Son, Ltd., 32 Fleet St., London, E. C. 4.

CANADIAN POETRY

The Sunne-Beam. By Anne Sutherland. 40 pages.

A Ribband of Blue. By Anne Sutherland. 31 pages.

Two booklets of beautiful poetry, the first being for children and the second for older readers. Miss Sutherland lives in Guelph, Ontario. A year ago she won the first prize in a competition sponsored by the Toronto branch of the Canadian Authors' Association, by a poem entitled, "To One Mistaking Little Christ". The poems in "A Ribband Blue" appeared separately in the Canadian Magazine, New Outlook, Canadian Forum, Canadian Bookman, The Chatelaine, Woman's World, Magnificat, and Holland's Magazine. Miss Sutherland has produced some Canadian poetry of very high and pleasing quality. The poems for children in "The Sunne-Beam Staire" are marked by a happy humour, and an artistic form too often absent from the rhymes framed for tender minds.

From "A Ribband of Blue" we quote:

"GOD'S PIPER"

*Slight and shy and nondescript,
Down the April way he came,
Barefoot lad without a purse,
Beggard lad without a name.
Only as he moved, the leaves
Leaned to whisper love to him,
And the water-lilies yearned
From the silver river-rim
To his feet. Soft-breasted birds
Came and fluttered round his head,
And the light wind stirred his hair,
Laughing at the things he said.
If you asked him what he piped,
He would smile and answer you:*

*"Whatsoever things are pure,
Whatsoever things are true,
Like the hawthorn's veil of bloom,
Like the linnet on her nest,
Like a babe's uncovered eyes,
Least of things and loveliest".
Did he leave no shapely print
Of his young, glad, restless feet,
Did no echo follow him,
Fairy music, faint and sweet,
Does it matter, save that he
Passed, an eager spirit-boy,
In his ragged robe of dream,
Piping beauty, piping joy?"*

SUPPLEMENT TO THE LIST OF TEXT-BOOKS

LIST I

Corrections in the list of text-books issued in July 1929, in order to make it conform with the authorizations made to 1932.

(1) READERS

		Retail Price	Price postpaid
The Royal Crown Readers I to VI are replaced by			
Reading and Thinking Grade	II (Nelson).....	\$.45	\$.45
“ “ “ “	III “ .....	.50	.50
“ “ “ “	IV “ .....	.55	.55
“ “ “ “	V “ .....	.60	.60
“ “ “ “	VI “ .....	.65	.65
“ “ “ “	VII “ .....	.70	.70
Imperial Reader No.	I (Renouf).....	.18	.18
“ “	II “ .....	.25	.25
“ “	III “ .....	.30	.30

(The Imperial Readers are authorized for original use, according to instructions in the Memoranda for Teachers).

(3) COPY BOOKS

Philips' Semi-upright, No. 1, is not authorized for pupils, but teachers are advised to get it for their guidance .. (Renouf) .09 .09

(6) ENGLISH

The Golden Staircase, Nos. I, II, has been removed from the authorized list.

The price of the following books in the "Teaching of English Series" (Nelson) has been reduced to the price indicated

Tales from Andersen and Grimm.....	.45	.45
Alice in Wonderland.....	.45	.45

(10) HISTORY

Add:—

Dickie and Palk: Pages from Canada's Story.... (Dent).....	.95	.95
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(11) FRENCH

Les Braves Gens. (Oxford University Press).....	.50	.50
Quatre Contes Choisis. (Oxford University Press).....	.50	.50

(11) LATIN

Fabulae Faciles (Renouf).....	.65	.65
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(19) HYGIENE

Remove the note.

Address: Wide Awake School..... (Renouf).....	\$.60	\$.60
Address and Evans: Success and Health... (Renouf).....	.76	.76
Address and Evans: Healthy Citizenship... (Renouf).....	.60	.60

(21) GENERAL SCIENCE

Snyder: General Science..... (Allyn & Bacon).....	1.60	1.60
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(22) MORAL AND RELIGIOUS INSTRUCTION

Bible Readings for Schools, Book I, II, III.. (Macmillan).....	.75	.75
Hymns and Prayers for Schools..... (Renouf).....	.75	.18

Page 5 List II Canadian Civics.

Jenkins: Canadian Civics is removed from the list on pages 3, and 4.

Add to the statement of discounts allowed to the trade (page 4), the following terms for the books mentioned.:

The Canadian Health series—Andress: Wide Awake School; Andress and Evans: Success and Health; Andress and Evans: Healthy Citizenship), will be supplied to dealers by the Renouf Publishing Co. at 12½ percent discount on published prices, Montreal, with free delivery within the limits of greater Montreal.

Bible Readings for Schools, I, II, III, will be supplied by the Macmillan Co. of Canada at 20 % discount on less than 50 copies of a title ordered at one time, f.o.b., Toronto, plus carriage and casing. 20 % will be allowed on 50 or more copies of a title ordered at one time, f.o.b., Montreal.

The following changes must be made in the addresses of the firms mentioned on page 4 of the List.

Thomas Nelson and Sons, 91 Wellington St. West, Toronto.

Oxford University Press, 128-134 University Ave., Toronto.

Longmans, Green and Co., 128-134 University Ave., Toronto.

Blackie & Son, 55 York St., Toronto.

The following addresses is to be added:

William Collins Sons, 70 Bond St., Toronto.

McClelland & Stewart, 215-219 Victoria St., Toronto.

LIST II

EXTRA ENGLISH IN BOTH COURSES, 1932-1933	Retail price and Price postpaid from publishers
Goldsmith: <i>She Stoops to Conquer</i> (Blackie).....	\$.30
Henty: <i>With Wolfe in Canada</i>..... “ .....	.45
Kingsley: <i>Hereward the Wake</i>..... “ .....	.45
Scott: <i>The Talisman</i>..... “ .....	.45
Shakespeare: <i>A Midsummer Night's Dream</i>.. “ .....	.15
Blackmore: <i>Lorna Doone</i> (Oxford).....	.40
Parkman: <i>The Conspiracy of Pontiac</i> (Macmillan).....	.75
Shakespeare: <i>The Merchant of Venice</i>..... “ .....	.15
“ <i>Macbeth</i>..... “ .....	.15
Stevenson: <i>The Black Arrow</i>..... “ .....	.45
Parker: <i>The Trail of the Sword</i> (Copp, Clark).....	.50
Stevenson: <i>Catriona</i> (Collins).....	.40
Essays Old and New..... (Clarke, Irwin).....	.50
Ogilvie and Albert: <i>A Practical Course in Sec-</i> <i>ondary English, Part III</i>..... “ .....	.60
Austen: <i>Pride and Prejudice</i> (Nelson).....	.45
Buchan: <i>Prester John</i>..... “ .....	.45
Buchan: <i>A Book of Escapes and Hurried Jour-</i> <i>neys</i>..... “ .....	.45
Compton-Rickett: <i>A Primer of English Liter-</i> <i>ature</i>..... “ .....	.45
Dana: <i>Two Years before the Mast</i>..... “ .....	.45
Quiller-Couch: <i>The Roll-call of Honour</i>..... “ .....	.45
Reade: <i>The Cloister and The Hearth</i>..... “ .....	.45
Shelley and Keats (Selections)..... “ .....	.45
Hudson: <i>Adventures Among Birds</i> (Dent).....	.30
Macaulay: <i>Lays of Ancient Rome</i>..... “ .....	.30
Morris: <i>Atalanta's Race</i>..... “ .....	.30
Quiller-Couch: <i>Fort Amity</i>..... “ .....	.30
Stephen: <i>The Voice of Canada</i>..... “ .....	.40

TEXT-BOOKS ON THE PERMISSIVE COURSE

ENGLISH

Borrow: <i>Gipsy Stories</i> (Blackie).....	\$.25
Defoe: <i>Captain Singleton's Early Adventures</i>. “ .....	.25
DeQuincey: <i>The English Mail Coach</i>..... “ .....	.25
Lamb: <i>Adventures of Ulysses</i>..... “ .....	.25
Macaulay: <i>Essay on Clive</i>..... “ .....	.25
Milton: <i>Shorter Poems</i>..... “ .....	.30
Sewell: <i>Black Beauty</i>..... “ .....	.25
Shakespeare: <i>Twelfth Night</i>..... “ .....	.15
“ <i>The Tempest</i>..... “ .....	.15
Sabatini: <i>Scaramouche</i> (McClelland and Stewart)...	.60
Yonge: <i>The Little Duke</i> (Oxford).....	.30

ENGLISH—Continued	Retail Price and Price postpaid from publishers
Yonge: A Book of Golden Deeds.....(Oxford).....	.30
Craik: The Little Lame Prince.....(Macmillan).....	.18
Hawthorne: Tanglewood Tales.....	.23
Kipling: Captains Courageous.....	.85
" Puck of Pook's Hill.....	.85
Kirby: The Golden Dog.....	.50
Powley: One Hundred Years of English Poetry.....	.50
Shakespeare: As You Like It.....	.15
" Julius C&esar.....	.15
Drinkwater: Oliver Cromwell.....(Copp, Clarke).....	.30
Carrol: Alice in Wonderland.....(Collins).....	.35
Defoe: Robinson Crusoe.....	.40
Stevenson: Treasure Island.....	.35
" Kidnapped.....	.40
Ballantyne: Coral Island.....(Clarke, Irwin).....	.18
Eliot: The Girlhood of Maggie Tulliver.....	.18
Hughes: Tom Brown's Schooldays.....	.30
Kingsley: Water Babies.....	.30
Marryat: Masterman Ready.....	.18
Short Stories of Today.....	.75
Scott: Quentin Durward.....	.18
Tales from the Arabian Nights.....	.18
Children's Fairy Books.....(Nelson).....	\$.35
Dumas: Queen and Cardinal.....	.25
Eight Modern Plays.....	.45
Kingsley: Amyas and Ayacanora.....	.25
Lytton: Fire and Darkness.....	.25
Scott: The Flight of King Charles.....	.25
Spyri: Heidi.....	.45
Swift: Dwarfs and Giants.....	.25
Gaskell: Cranford.....(Dent).....	.30
Collodi: Pinocchio.....	.40
Conrad: Four Stories.....	.30
" Youth and Gaspar Ruiz.....	.30
McMechan: Sagas of the Sea.....	.30
Some English Diarists.....	.30

SPELLING

Quance: The Canadian Speller, Books I, II, III (Gage) each..... .24

FRENCH

Dumas: L'Evasion du Duc de Beaufort.....(Renouf)..... .40

BIOLOGY

Peabody and Hunt: Biology and Human Welfare..(Macmillan)..... 1.85

THE FOLLOWING DISCOUNTS HAVE BEEN ARRANGED WITH THE PUBLISHERS FOR TEXTS IN EXTRA ENGLISH AND FOR THE TEXT-BOOKS NAMED ON THE PERMISSIVE COURSE, 1932-33. INDIVIDUALS MUST PAY THE PRICE MARKED 'POSTPAID'.

BLACKIE AND SON:

20 % on small or large lots, f.o.b., Montreal.

CLARKE, IRWIN AND CO.:

20 % f.o.b., Montreal (in quantities large enough for shipment by freight) 20 % f.o.b. Toronto, in smaller quantities.

WILLIAM COLLINS SONS:

25 % on the Laurel and Gold series; 20 % on the illustrated School Classics edition; 5 % additional on orders of 500 copies or more, assorted titles if desired. All discounts are f.o.b., Montreal.

THE COPP, CLARK COMPANY:

Parker: Trail of the Sword. 20 % in any quantity, net warehouse, Toronto; cases and carrying charges extra to outside points.

Drinkwater: Oliver Cromwell, 20 % in small lots; 20 % and 10 % in gross lots, net warehouse, Toronto; cases and carrying charges extra to outside points.

J. M. DENT & SONS:

20 % on small lots (at least 25 copies) and large lots f.o.b., Montreal.

W. J. GAGE & COMPANY:

20 % f.o.b., Montreal or Toronto.

THE MACMILLAN COMPANY:

20 % on less than 50 copies of a title ordered at a time, f.o.b., Toronto, plus carriage and casing.

20 % on 50 or more copies of a title ordered at one time, f.o.b., Montreal.

McCLELLAND AND STEWART:

20 % f.o.b., Montreal. 25 % f.o.b., Toronto.

THOMAS NELSON AND SONS:

20 % on any quantity f.o.b., Montreal. If ordered direct from the firm, 25 % f.o.b. Toronto on any quantity except the "Books Within Books" series. On the "Nelson Classics," 25 % f.o.b. Montreal, and 30 % f.o.b. Toronto, will be allowed on 100 or more copies.

OXFORD UNIVERSITY PRESS:

25 % f.o.b. Montreal.

RENOUF PUBLISHING CO.

20 % f.o.b., Montreal.

PROGRAMME

for the

Sixty-Eighth Annual Convention—Provincial Association of Protestant Teachers of Quebec. October 5th, 6th, 7th and 8th, 1932.**Wednesday, October 5th.**

8. p.m.—Meeting of the Executive Committee, Common Room, 2nd Floor, Montreal High School.

Thursday, October 6th.

9.15 a.m.—12.00 Noon.—Business Section, Gymnasium, Basement South.

1. Invocation.
2. Minutes of Last Convention.
3. Report of Nominating Committee.
4. Report of Executive Committee.
5. Report of the Treasurer.
6. Report of the Status of Teachers' Committee.
7. Report of the Committee on Text-Books and Course of Study.
8. Report of the Special English Committee.
9. Report of the Canadian Teachers' Federation Committee.
10. Report of the Group Insurance Committee.
11. Report of the Representative on the Protestant Committee of the Council of Education.
12. Report of the Representative on the Corporation of McGill University.
13. Report of the Editorial Board of the "Teachers' Magazine".
14. Other Business. (Amendments to Constitution, etc.)

Thursday, October 6th.

11.00—12.00 Noon.—Illustrated Lecture and Demonstration:

Motion Pictures, Talkies, etc. In the Assembly Hall, by the Northern Electric Company.

12.00—1.30 p.m.—Attractive Lunch.

Served in Cafeteria of the Montreal High School.

Thursday Afternoon.

2.00 p.m.—Mass Meeting.—Assembly Hall.

1. Choir of the Westhill High School, under the direction of Mr. Irvin Cooper, Mus. Bac. presenting a School Opera, "Trial by Jury".

2. Greetings from the Protestant Board of School Commissioners of Montreal.
3. An inspirational Address by Canon Chartier, of Montreal University.
4. Greetings from the Department of Education.
W. P. Percival, Esq. Ph.D. Director of Protestant Education.

Friday, October 7th.

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

9.30—12.00 Noon.—Sectional Conferences.

(See following pages).

Friday Afternoon.

In the Montreal Art Gallery, 1379 Sherbrooke Street West.

(Admission by Association Membership Ticket or by Guest Ticket).

2.30 p.m.

1. Montreal High School Orchestra.
2. Greetings from the Catholic Teachers' Association.
3. President's Address.
4. An Address by Professor Fred Clarke, M.A.
("Some Things That Abide".)
5. Orchestra.
6. An Address by the Rev. Allan P. Shatford, M.A., D.C.L.

4.30 p.m.—Tea Served.

By the Teachers' Association of Montreal and Vicinity.

SECTIONAL PROGRAMMES

Art Section

Room 36, Fourth Floor South.

Chairman: Miss Helen M. Buzzell.

Secretary: Miss Annie Savage.

9.30 a.m.—"Art Education".

Mr. Arthur Lismer, A.R.C.A., F.S.A. Director of Art Education,
Toronto Art Gallery.

Mr. Lismer is in charge of the Art Appreciation Tour to the Conference
at Nice this summer.

There will be an Art Exhibition of both High and Elementary Schools.

FRENCH SECTION**Room 17, Second Floor South.**

Chairman: Miss Mabel E. Corner, B.A.

Secretary: Miss Selma Carl, B.A.

9.30—10.00 a.m.—“General Survey of Method”.

Mr. S. J. MacGowan, B.A., Supervisor of French, Montreal Schools.

10.00—10.30 a.m.—“Should phonetic symbols be used with Beginners”?

Miss Dorothy Hatton, Montreal High School for Girls, Junior Department and Miss M. Martin, Berthelet School, Montreal, followed by a general discussion.

10.30—11.00 a.m.—“The Teaching of Tenses”.

Mr. Dudley Wilson, B.A., Senior French Master, Westhill High School, Montreal, followed by a general discussion.

11.00—11.30 a.m.—“How much English should be used in a French Lesson”?

Miss E. Massy-Bayley, B.A., Commercial High School, Montreal, followed by a general discussion.

11.30—12.00 noon.—“Difficulties with the negative”.

Miss Marion A. Smith, Ass't Supervisor of French, Department of Education, followed by a general discussion.

HIGH SCHOOL SECTION**Convocation Hall, Diocesan College.**

Chairman: Miss C. I. Mackenzie, B.A.

Secretary: Miss H. I. Murchison, B.A.

9.30—10.15 a.m.—“The Teaching of Latin in High Schools”.

Mr. W. D. Woodhead, Ph.D., Professor of Classics, McGill University.

10.15—11.15 a.m.—“To Read or not to Read”.

Mr. H. D. Brunt, Ph.D., School for Teachers, Macdonald College.

11.15—12 Noon.—“The Conflict of History and Humbug”.

Mr. W. T. Waugh, M.A., F.R.S.C., Professor of History, McGill University.

HOUSEHOLD SCIENCE SECTION**Room 10, First Floor South.**

Chairman: Mr. H. H. Biggar, B.A.

Secretary: Miss B. L. Bent.

9.30 a.m.—“The place of Home Economics in the School Curriculum”.

Mr. Sinclair Laird, M.A., B.Phil., Dean of the School for Teachers,
Macdonald College.

10.00 a.m.—“Some New Developments in Nutrition”.

Miss Mildred Goodeve, Nutritionist with Child Welfare Association of
Montreal.

10.30 a.m.—“Some Impressions of Home Economics in England”.

Miss Marion Harlow, B.Sc. (H. Ec.)

There will be a Food Exhibit.

JUNIOR ELEMENTARY SECTION**Second, Third and Fourth Years.****Girls' Gymnasium, Basement South.**

Chairman: Miss Frances E. Watson.

Secretary: Miss Winnifred Roast.

9.30—10.05 a.m.—“Geography in the Junior Classes”.

Mrs. Winnifred R. Yuill, Bancroft School.

10.05—10.45 a.m.—“New Type Tests and Their Application to the Junior
Classes”.Sinclair Laird, Esq., M.A., B.Phil., Dean of the School for Teachers,
and W. A. Steeves, Esq., B.A., Principal of Macdonald High School.

10.45—11.30 a.m.—“The Teaching of Elementary English”.

Mrs. G. E. W. Cook, Verdun Schools.

KINDERGARTEN and FIRST YEAR SECTION**Orchestra Room, Basement South.**

Chairman: Miss Helen Guiton.

Secretary: Miss Mary White.

9.30—10.00 a. m.—“The Beginning of Arithmetic”.

Miss Edith G. Lynch, Kindergartner, MacVicar School, Montreal.

10.00—10.30 a.m.—“Kindergarten and First Year Overseas”.

Miss Violet Ramsay, School for Teachers, Macdonald College.

10.30—11.00 a.m.—“Dramatizing in Junior Grades”.

Miss G. L. Wadley, A.L.A.M., Specialist in Diction and Speech Work,
Westmount Public Schools.

11.00—11.30 a.m.—“Print Writing”.

Miss Marnie R. Clarke, Macdonald College.

MANUAL TRAINING SECTION**Room 15, Second Floor North.**

Chairman: Mr. William Brown.

Secretary: Mr. Neil McDermid.

9.30 a.m.—An Address by Mr. Wilfred Bovey, B.A., LL.B., Director of
Extra-Mural Relations, McGill University.

There will be an exhibit of work.

MUSIC SECTION**Assembly Hall.**

Chairman: Mr. J. S. Astbury, B.A.

Secretary: Mr. F. Whitely.

9.30 a.m.

1. Songs by pupils of the High School, Town of Mount Royal, Mrs. Allen.

2. “The Basis of Music Teaching”.

Mr. G. A. Stanton, L.R.A.M., Supervisor of Music, Protestant Schools,
Montreal.

3. “Songs for Boys”.

Illustrations by Boys Choir.

4. "Part Singing".
Mr. W. Johnson Hislop, Lachine Schools.
5. An Address by Professor Fred Clarke, M.A., Professor of Education,
McGill University.
6. Songs by pupils of Victoria School.
Miss Marjorie Williams.
7. "A Great Convention of Music Teachers".
Dean Sinclair Laird, M.A., B.Phil., Macdinald College.
8. Questions and discussion.

RURAL ELEMENTARY SECTION

Room 22, Third Floor South.

Chairman: Miss Dora B. Upton.

Secretary: Miss Marjorie Smith.

9.30—10.15 a.m.—"Can Composition be Taught in a Rural School"?

Mr. H. D. Brunt, P.D., Associate Professor of English, Macdonald
College.

10.15—11.00 a.m.—"The Teaching of Geography as a Vital and Living
Subject".

Inspector H. D. Wells, M.A.

11.00—12.00 Noon.

Answers and Discussions arising from the "Question Box".

SCHOOL LIBRARIES SECTION

High School Library.

Chairman: Miss Charlotte S. Houston.

Secretary: Miss Margaret H. Campbell.

"The Library as an Auxiliary to the Classroom".

9.30—10.00 a.m.—"In the High School Grades".

Miss Eda M. Nelson, M.A., High School for Girls, Montreal.

10.00—10.30 a.m.—"In the Seventh Year".

Miss Agnes C. Macfarlane, High School of Montreal.

10.30—11.00 a.m.—"In the Elementary School".

Mr. J. W. Perks, Acting Principal of Bancroft School, Montreal.

11.00—11.30 a.m.—"Children's Reading".

Miss Violet M. MacEwan, Librarian, Children's Library, Montreal.

SENIOR ELEMENTARY SECTION**Fifth, Sixth and Seventh Years.****Boys' Gymnasium, Basement North.**

Chairman: Mr. G. H. Penrose, B.A.

Secretary: Miss A. Taylor.

9.30—10.00 a.m.—“Methods in Teaching Spelling”.

Inspector W. H. Brady, B.A.

10.00—10.30 a.m.—“New Methods in Geography”.

Mrs. Adair, teaching in Miss Gascoigne's School.

10.30—11.00 a.m.—“International Correspondence through the Junior Red Cross”.

Mrs. R. B. Shaw, B.A.

11.00—11.30 a.m.—“Adjustment of the Child in School, or Child Problems as seen by a Parent”.

Mr. H. F. Hall, of Sir George William's College, Montreal.

SCIENCE SECTION**Rooms 27 and 28, Third Floor North.**

Chairman: Mr. M. C. Cool McFee, B.A.

Secretary: Mr. B. G. Spracklin.

Mathematics:

9.30—10.00 a.m.—“Algebra Problems and How to Attack Them”.

Mr. J. E. MacVicar, Commercial High School, Montreal.

10.00—10.30 a.m.—“Some Phases of Geometry”.

Mr. K. C. Denton, B.A., Montreal High School.

Physics:

10.30—11.00 a.m.—“Does the Present Course in Physics fit a Pupil for College and Business”?

Mr. D. A. Keys, M.A., Ph.D., Professor of Physics, McGill University.

Chemistry:

11.00—11.30 a. m.—“Does the Present Course in Chemistry fit a Pupil for College and for Business”?

Mr. A. R. M. MacLean, M.Sc., Ph.D., F.A.T.H.A.

11.30—12.00 Noon.—Report on the Science Survey.

12.00—12.30—Business Meeting.

There will be a Chemical Exhibition arranged by the 1932 Graduating Classes of the Montreal High Schools.

PHYSICAL EDUCATION SECTION

Room 20, Second Floor South.

Chairman: Mr. Kenneth H. Murray.

Secretary: Mrs. Corrine H. Brennan.

9.30 a.m.—An Address by Mr. Carl Schrader, M. Paed. State Supervisor of Physical Education for the State of Massachusetts.

Saturday, October 8th.

9.15 a.m.—Meeting of the Executive in the Common Room.

9.30—12.00 Noon.—Final Business Section in Assembly Hall.

Exhibits

Convener

Junior Red Cross: Room 8, First Floor South. Mrs. Ruth B. Shaw, B.A.

Art: Corridor, First Floor, South. Miss Helen M. Buzzell.

Science: Chemical Exhibition, in the Foyer. Graduating Classes of 1932.

Scientific Apparatus: Girls' Playground, Basement. Mr. M. C. Cool
McFee, B.A.

School Libraries: Library, Second Floor, Centre. Miss Charlotte S. Houston

Books: Girls' Playroom, Basement. The Publishers.

Periodicals: Room 5, First Floor, South. Mr. W. A. Steeves.

Group Insurance: (Accident, Sickness and Automobile) Room 7, First Floor,
South. Mr. Fred. Stephen.

Household Science: in the Foyer. Miss B. L. Bent.

etc.

(N. B.—The above exhibits are subject to correction).

MINUTES OF PROTESTANT COMMITTEE

Montreal, February 26th, 1932.

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

Present:—Honourable W. G. Mitchell, K.C., D.C.L., 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., Milton L. Hersey, Esq., M.A.Sc., LL.D., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., A. Kirk Cameron, Esq., Honourable Justice Wm. L. Bond, Honourable A. R. McMaster, K.C., Reverend A. H. McGreer, M.A., D.D., W. O. Rothney, Ph.D., Malcolm T. Robb, Esq., G. W. Parmelee, Esq., D.C.L., LL.D., W. L. Shurtleff, Esq., K.C., LL.D., Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., Professor Fred Clarke, M.A., Dr. Isaac Gammell, Mr. Orrin Rexford, B.A., and the Secretary.

The minutes of the previous meeting were read and confirmed.

Apologies for absence were received from the Honourable Cyrille F. Delâge, Mr. P. C. Duboyce and Mr. H. R. Cockfield.

Dean Laird reported on behalf of the Pension Commissioners that two bonds of \$500 each and \$1,172.56 had been received from Dr. G. W. Parmelee which the Pension Commissioners would hold jointly in the Callista Burham Legacy Trust Fund.

A letter was read from the Inspector of High Schools recommending that the Sawyerville Consolidated school rank as a high school. On the motion of Mr. McMaster, seconded by Mr. Murray the recommendation was approved.

It was reported that Mr. Howard Billings and Mr. Edwin M. Greaves had passed the Inspectors' examination. Dean Laird moved and Dr. Rexford seconded that Inspectors' certificates be forwarded to the candidates. Carried.

The Teachers' representative reported that tentative arrangements had been made for conducting a summer school in Chemistry in Montreal from June 27th to July 8th next under the Department of Education and that Professor N. N. Evans and Mr. A. C. Coll McFee had offered their services gratis. It was moved, seconded and carried that this Committee express its approval of the project and records its appreciation of the generous manner in which the members of the proposed staff have come forward to meet the need.

It was moved by Dean Laird, seconded by Dr. G. W. Parmelee that Regulation 33 of the Protestant Committee be repealed. Carried.

Inspector Hunter was present by invitation and reported upon conditions in the schools of his district of inspection.

Honourable W. G. Mitchell, for the Board of the Order of Scholastic Merit, reported progress.

Honourable W. S. Bullock presented the report of the sub-committee on Poor Municipalities Grants. The amount recommended for distribution was \$18,080. Carried.

For the sub-committee on Inspection, Dr. Rexford recommended that the sum of \$3,000 be provided for the initial salary of an Assistant Inspector of High Schools. Carried.

Dr. Rexford reported progress for the sub-committee on Retarded Children. He moved the following motion which was seconded by Dr. Gammell; and carried:—"That the Protestant Committee desires to express its appreciation of the valuable services so generously rendered by Dr. W. T. B. Mitchell of the Mental Hygiene Institute to the work of the sub-committee on Retarded Children and of the important contribution which Dr. Mitchell is making to the study of the principles underlying mental health and of their more effective application to the child life of this Province."

On behalf of the sub-committee on revising Regulations 81-84, Mr. Mitchell reported that since the last meeting of this Committee McGill University had decided to conduct its own Matriculation examinations. The Regulations were then amended to read as follows:—

81. (a) The examination of Grade XI shall be known as the High School Leaving Examination and shall be held during the months of January and June of each year."

(b) Pupils who pass in the subjects prescribed for their respective grades shall be entitled to receive certificates to this effect from the Department of Education. Other students shall receive statements of the work accomplished.

82. The examination for the High School Leaving Certificate shall be conducted by the Department of Education, as in the case of the other grades. In connection therewith there shall be a board known as the High School Leaving Board, which shall consist of the Inspector of High Schools, who shall be chair-

man, and of four other members who shall be appointed by the Protestant Committee of the Council of Education. These shall be elected for a term of three years, but shall be eligible for re-appointment.

No person can be a member of this Board who is engaged in the preparation of candidates for these examinations, or who is an examiner under this Board.

It shall be the duty of the Board (a) to revise and approve examination papers and the method of marking; (b) to consider the marks obtained by candidates, decide what answers, if any, shall be re-read; (c) to make allowances, preferably in consultation with the examiner, and determine the results; (d) to make nominations for examiners through the Director of Protestant Education; (e) and in general to deal with any questions that may arise in connection with the examinations, or that may be referred to the Board by the Director of Protestant Education.

83. The members of the High School Leaving Board shall receive an honorarium of \$25 for each meeting, and expenses connected therewith.

84. The examiners for the High School Leaving Examination shall be appointed by the Protestant Committee. The Director of Protestant Education shall submit to the Committee the nominations received from the High School Leaving Board together with such further nominations and recommendations as he may wish to offer.

No person engaged in the preparation of candidates can be employed as examiner. The examiners must be persons who have had successful experience as teachers of the subjects they are appointed to examine, and must be acquainted with the work of the high schools.

The members of the High School Leaving Board were appointed as follows:—The Inspector of High Schools (Chairman) Dean Laird, Dr. Rothney, Professor F. O. Call, Dean F. M. G. Johnson.

The Director of Protestant Education recommended the appointment of the assistant examiners in Grade X. For Grade XI he recommended the following examiners who were appointed, namely:—

Prof. G. W. Latham,	English Literature
Prof. H. D. Brunt,	English Composition
Miss L. E. Tanner,	French (Oral and Written)
Prof. A. M. Thomspson,	Latin (Caesar and Virgil)
Prof. A. M. Thompson,	Greek (two papers)

Mr. Orrin Rexford, Sr.	Physics
Prof. N. N. Evans,	Chemistry
Dr. J. A. Nicholdon,	Physical Geography
Prof. G. W. Scarth,	Botany
Prof. H. F. Armstrong,	Drawing
Prof. R. R. Thompson,	Book-keeping
Mr. E. C. Woodley,	History
Prof. A. V. Richardson,	Algebra Pt. 1, Int. Alg.
Prof. Herbert Tate,	Geometry Pt. 1, Trig. and Ad. Geom.
Dr. J. J. Lomax,	Shorthand, Typewriting.

The Director of Protestant Education was authorized to fill any unexpected vacancies.

The Director of Protestant Education reported that the Government of the Province of Quebec had placed at the disposal of the Department the sum of \$2,500 for the 1932 summer school for teachers.

He also reported that the grant for the teaching of French had been raised from \$10,000 to \$15,000 and that the accumulated deficit in that fund had been paid by vote of the Legislature.

The Director of Protestant Education read a digest of reports from Inspector A. S. Lemoignan in which he said that during the past eighteen months five new school buildings had been erected and equipped entirely with Government grants and that ten teachers were at present engaged in the schools of his inspectorate. He added "I am now in a position to be able to report that, through the generosity of the Department of Education, practically every child in my inspectorate extending on a coast line of two hundred and fifty miles now has the opportunity of going to school".

The chairman read extracts from correspondence between himself and the Principal of McGill University concerning the status of the high schools of the Province. In connection therewith Dr. Rexford moved the following resolution which was seconded by Dr. Parmelee and carried:—

1. "That the correspondence between the chairman and Sir Arthur Currie concerning the status of our high schools and the documents concerned therewith be filed in the Department of Education."
2. "That the Protestant Committee learn with special satisfaction that the report presented at the November meeting by the Director of Protestant Education, setting forth the character of our high school

course of study and the university standing of candidates from this Province, has been confirmed by further investigation, and that the Dean of the Faculty of Arts and Science of McGill University is able to say that "The students entering McGill University from the Province are not inferior to those coming from other Provinces."

A statement was presented from Dean Ira MacKay concerning the possibility of adding a full year of graduate study to the course at McGill University leading to the first-class high school diploma. This letter was referred to the sub-committee on high school diploma qualifications.

For the sub-committee on course of study Mr. Murray reported progress and asked for a special meeting of the Protestant Committee to receive the report of that sub-committee.

The date of the special meeting was set for Tuesday, March 15th, at 8 p.m.

There being no further business the meeting then adjourned.

(signed) W. P. PERCIVAL,
Secretary.

(signed) W. G. MITCHELL,
Chairman.

Montreal, March 15th, 1932.

On which date was held a special meeting of the Protestant Committee of the Council of Education, at the Art's Building of McGill University, Montreal.

Present:—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., Andrew R. McMaster, Esq., K.C., Reverend A. H. McGreer, M.A., D.D., Honourable Justice Bond, G. W. Parmelee, Esq., D.C.L., LL.D., H. R. Cockfield, Esq., W. O. Rothney, Ph.D., Malcolm T. Robb, Esq., W. L. Shurtleff, Esq., K.C., LL.D., Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., Professor Fred Clarke, M.A., Dr. Isaac Gammell, Mr. Orrin B. Rexford, B.A., and the Secretary.

Owing to the absence of Mr. Mitchell, Mr. McMaster was chosen to occupy the chair.

Apologies for absence were received from Mr. Mitchell, Mr. Cameron, Mr. Nicol and Mr. Duboyce.

Mr. Howard Murray presented the report of the sub-committee on the course of study and continuation year. This report reviewed the development of the high school and the course of study since November 1930, the particular features of which were the differentiation of the course of study into the General and Academic courses, the introduction of new courses and the addition of the Continuation Year. The conclusions contained in the report are as follows:—

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

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

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

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

Through the incorporation of the permissive authority given the School Boards to introduce into the schools within their jurisdiction a XIIth Year, the Committee has made it possible for the schools to provide for the pupil who is not going forward to the university a further opportunity to enlarge his outlook, and to become more familiar with sources of knowledge which may open up to him avenues for self-culture and self-improvement.

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

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

The Regulations for the adoption of XIIth Year work by any school in the Province are permissive in character.

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

To this report were appended the tentative courses of study for the elementary and high schools, including the Continuation Year, together with correspondence with the university regarding the standard of work equivalent to Junior and Senior Matriculation.

The Director of Protestant Education submitted a report concerning the changes in the course of study and text-books at present authorized, as well as the further changes recommended for all the grades. This report was appended to that of the sub-committee on Course of Study and Continuation Year.

It was moved by Mr. Murray and seconded by Dr. Rothney:—

1. "That the Committee approves the report and adopts its recommendations, to come into effect in 1933-34.
2. It is provided, however, that any school board desiring to put into effect the entire new course of study in 1932-1933 should be allowed to do so."

On the motion of Mr. Murray, seconded by Professor Clarke, the sub-committee on the Course of Study and Continuation Year was continued in office.

It was agreed that at the next meeting the Director of Protestant Education should submit an outline of the special conditions necessary in order that schools may be permitted to adopt the Continuation Year.

Dr. G. W. Parmelee presented an interim report on the High School Diploma qualifications. A new scheme was proposed by McGill University by which the professional training for the high school diploma will be given during a year following graduation in Arts, instead of being given as heretofore in two parts during the third and fourth years of the Arts course. The plan provides that Education I will be taken normally in the undergraduate years as a preparation for the more extended course after graduation, but allows the temporary continuation of the present course. It was moved by Dr. Parmelee, seconded by Professor Clarke that the scheme be given approval tentatively, and that the sub-committee be empowered to deal further with the whole case as may be necessary in its practical development.

On behalf of the sub-committee on Teacher-Training, Dr. Parmelee reported that very limited duties and powers were accorded to the Teacher Training

Committee under the Macdonald College Agreement (7 Edward VII, Chap. 26). Subsequently, a substantial grant was made by the Government for the conduct of the School for Teachers, and it was suggested and agreed that this would naturally be followed by increased powers of control and opportunity of co-operation in all matters affecting teacher training. The sub-committee, therefore, recommended that it be continued in order to consider in what manner the previous understandings in this regard may be carried out by enlarging the powers of the Teacher Training Committee, or otherwise. On the motion of Dr. Parmelee seconded by Dr. Rexford, the recommendation was adopted.

Dr. G. W. Parmelee and Dr. W. L. Shurtleff were re-elected as representatives of the Protestant Committee on the Teachers' Training Committee.

There being no further business the meeting then adjourned to re-assemble on Wednesday, May 18th in Quebec, unless otherwise ordered by the chairman.

(signed) W. P. PERCIVAL,

Secretary.

(signed) W. G. MITCHELL,

Chairman.

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The Eclipse

Many of the pupils and teachers of the Province must have seen something of the eclipse of the sun on August 31st. Many, too, must have been disappointed if they were in areas where the sun was covered with clouds, as at Montreal and other chief places.

Here at Quebec City there was not a cloud, and we had an unobstructed view of the great sight, even though the sun here was only eclipsed about 95 per cent.

For teaching purposes the simplest approach to an explanation of eclipses is to point out that all the planets and moons which revolve around the sun—Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune, to name only the chief planets in the order of their extension outward from the sun—must at all times and moments **cast a shadow** behind them on the faces turned away from the sun. As the earth turns on its axis every twenty-four hours, one side is bright and the other dark. At night we do not see the shadow of the earth extending off into space, but when there is an **eclipse of the moon** we know that such a shadow exists, because an eclipse of the moon is due to the moon at certain times passing into the shadow of the earth. An eclipse of the sun is due to the earth passing into the shadow of the moon. So that the one kind of eclipse is just the reverse of the other.

Now, as the earth and the other planets, and our moon and other moons (Jupiter has no less than nine) are all round, the shadow of each and all must be a **cone**. At its base this cone is the size of the diameters of the body, planet or moon, and diminishes to a point, and its length is according to the size of the body and its distance from the sun.

It is from such facts that the astronomers were able to calculate beforehand the exact width on the earth, about one hundred miles, that the eclipse would be **total**, and that the path on the earth would be darkest (the umbra).

Still more wonderful, however, is the fact that the astronomers are able to calculate the exact date and the exact moment when eclipses will occur many years ahead of the time, and to know the exact path on the earth that the eclipse of the sun would follow.

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Edited by

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