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THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

(Published Quarterly)

Old Series, Vol. XLVII, No. 1.

New Series, Vol. III, No. 1.

JANUARY-FEBRUARY-MARCH, 1929

THE civilization which we know and enjoy has come down to us from four main sources. The Greeks, the Romans, and the Christians laid the foundations, and in the order named, and the study of the early history of our western civilization in a study of the work and the blending of these three main forces. It is upon these three foundation stones, superimposed upon one another, that our modern European and American civilization has been developed. The Germanic tribes, overrunning the boundaries of the Roman Empire in the fourth and fifth centuries, added another new force of largest future significance, and one which profoundly modified all subsequent progress and development.—Cubberley.

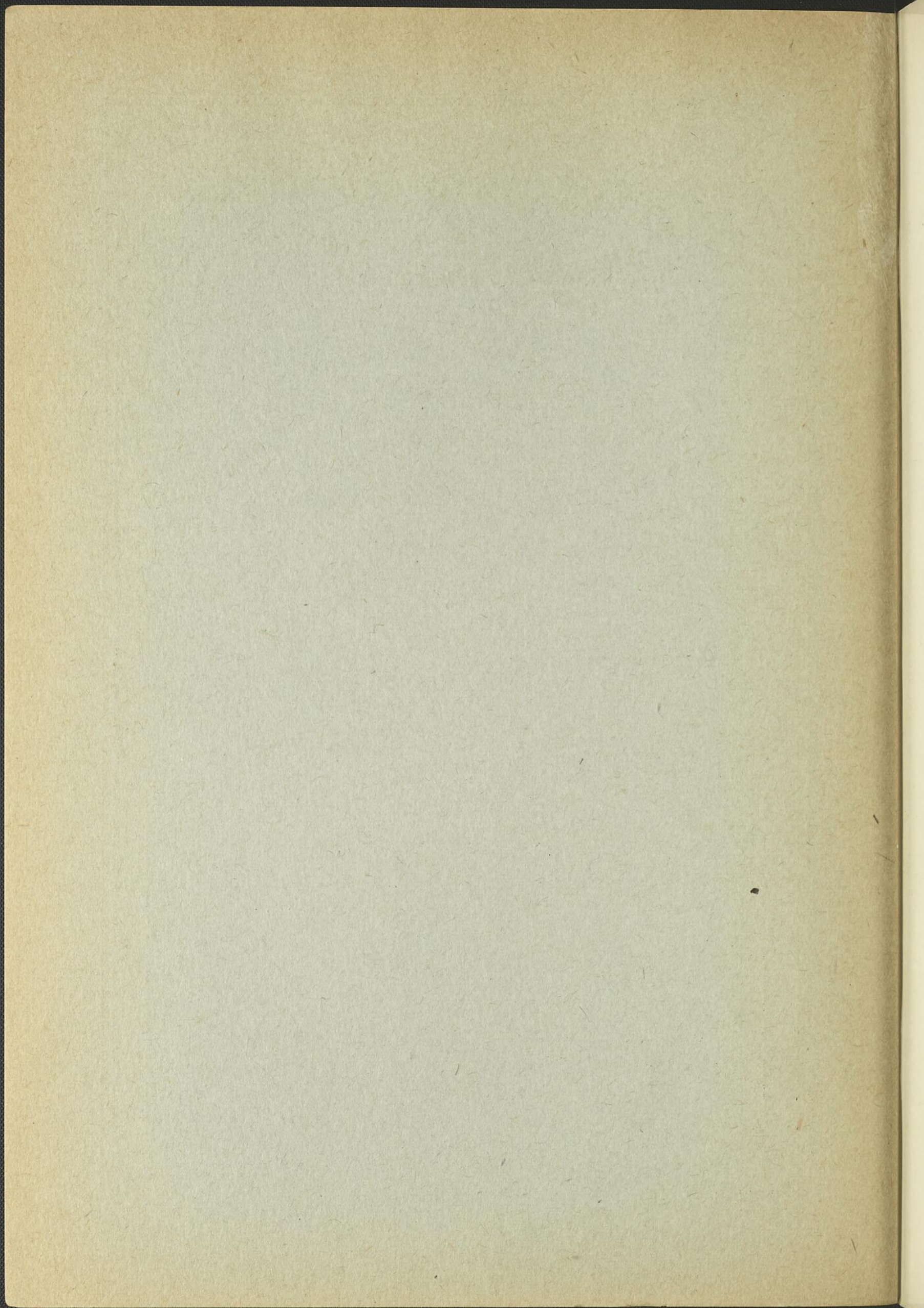
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THE EDUCATIONAL RECORD

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

Old Series, Vol. XLVII. No. 1.....Subscription, \$1.00 per annum.

New Series, Vol. III, No. 1.

January-February-March, 1929.

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EDITORIAL NOTES

In connection with the competitions in translation from English to French, the question has been asked if pupils are allowed to use the dictionary. On this point Miss Tanner states that "there is absolutely no objection to it, but as was remarked in connection with the last competition (December), the numerous equivalents are often a source of error to pupils, whose knowledge of the language, and whose reading, is necessarily limited. However, it might be well to have them state whether the dictionary was used, although, for that matter, their work would all too readily reveal the fact."

In England the question of examinations has been much to the fore of late. Sir Michael Sadler, the distinguished educationist, is the latest to express himself. In a recent address he said in part:

"In England examinations are too deeply rooted for it to be possible to extirpate them except by revolution. They are too convenient to be wholly dispensed with. For good and evil they fit in with English psychology—the state of mind which wants to be sure that teachers and pupils are doing their work up to a decent level, which believes in prodding the indolent and careless, which does not take very seriously any risk of intellectual overpressure, and which has an aversion to any formidable kind of State Department of higher education . . . State-organised and State-aided education can no more dispense with the convenient device of examinations than

modern legislation can dispense with the action of State officials".

Later on in the address Sir Michael said that he suspected that "the examination system is capable of doing more subtle and permanent harm to English wits than drink."

As in England, so with us the examinations are necessary, but needing some control or modification which will prevent them from encouraging that too frequent working at high pressure for examination results rather than at the sound education of the pupils. It is frequently said, and with much truth, that the church congregation which is most interested in foreign missions, and does the most for them, has the least trouble about its own finances. This analogy may lend itself to the idea that it is best to work for the far-off examinations, and let sound education take care of itself, but the reverse is the truth. Doctor Arnold never worried about examinations, but during the short fourteen years that he was Headmaster of Rugby his pupils were the "stars" in scholarship at Oxford. More than that, they were marked by their character. Cardinal Newman, who disliked Arnold on party grounds, gave this testimony in his "Apologia pro Vita Sua": "The party grew in numbers all the time I was at Oxford, and what was a far higher consideration, by the accession of Dr. Arnold's pupils, it was invested with an elevation of character which won the respect even of its opponents".

The statement in this issue in regard to the new system of professional training for teachers at Bishop's University, which we owe to the Rev. Dr. McGreer, principal of Bishop's, will be read with interest by our teachers. The outline of the practical course now given after the B. A. degree has been obtained—a whole year of professional training for the High School diploma—is an insurance of sound preparation in itself, while the announcement that steps have been taken for the establishment of a Summer School in Education will be welcomed by all teachers who wish to enrich their experience by such a course.

The Graham School of Economics of London, England, is holding a Summer School in Economics in 1929, exclusively for Canadian and United States students actually attending a university in either country. Three different courses are given; one of five weeks and two of three weeks each. The English Banking System, the Public Finances of the United Kingdom, European Markets, Joint Stock Companies and Corporations and Foreign Exchange are the subjects dealt with. Special scholarships are provided upon the best theses offered on the courses. The address of the institution is 66-67 St. Paul's Churchyard, London, E. C. 4.

The many friends in this Province of Archdeacon Cody of Toronto, so well-known as an ardent supporter of the interests of Education and at one time Minister of Education in Ontario, will be interested to learn that a memorial to the late Maurice Cody, the son who was drowned in 1927, has been established at the University of

Toronto. Prominent citizens contributed a sum of fifty thousand dollars for the foundation of the Maurice Cody Research Fellowships and Scholarships at the university. The fellowships and scholarships are intended to encourage research in the factors concerned in the Economic Development of Canada.

Under the auspices of the Extra-Mural Relations Department of McGill University, of which Colonel Bovey is the director, a most interesting and valuable series of lectures is being given at the Y. M. C. A., Quebec City, by Professor Lloyd. They are biological lectures for children, but are attended also by adults. Professor Lloyd's wonderful moving pictures of minute life—some of the movements of minute life in that small part of a drop of pond water which can be gathered in the eye of a small "cambric" needle—are a revelation in themselves. The idea of scientific lectures to children goes back exactly a hundred years. Professor Michael Faraday started his Christmas Lectures to children in 1829, and they were continued many years. When Edward the Seventh was a boy, the Prince Consort took him yearly to London to attend these lectures.

In this issue there is the advertisement of the several tours and summer schools organized for this year by the Overseas Education League of which Major Fred. J. Ney has been the very active honorary organizer for so many years. The Summer School in Paris at the Lycée Victor Duruy from July 14th to August 14th will no doubt, interest a number of our teachers, while

others will be interested in the English Summer School to be held at Oxford and Stratford-Upon-Avon. Then the fourteenth annual visit to Great Britain, France, Switzerland and Germany will interest others. In the circular regarding this tour Major Ney states that the League "seeks in particular to serve the dual purpose of providing a travel programme of a general nature which should mean much to the Canadian teacher, and to assist those engaged in Education to interpret its purpose in the broader terms of human fellowship and development." Application forms may be obtained from Mr. Henry Button, Honorary Secretary of the Eastern Division, Aldine House, 224 Bloor St. West, Toronto.

The fourth national conference on Education, under the auspices of the National Council of Education, is to be held at Vancouver, April 8th to

13th, but opening at Victoria on the 5th to 7th. The Governor-General is the honorary president and Mr. E. W. Beatty the honorary vice-president. The president is Colonel the Hon. Henry Cockshutt of Brantford and the vice-president is Hon. Senator Belcourt of Ottawa. The Executive Secretary is Major Fred. J. Ney.

Education and Leisure are the keywords of this conference, and such subjects as Literature, the Cinema, Organized Play, Recreation, Hobbies and Handicrafts, Music and the Drama, The Radio and Health will be dealt with extensively.

A preliminary statement of much interest has been issued, outlining the work to be covered, and may be obtained by addressing the "Executive Secretary, National Council of Education, Parliament Buildings, Victoria, B. C.

No doubt the Province of Quebec will be well represented this year.

TEACHERS' COMPETITION

(Open to all teachers in rural or village elementary and intermediate schools)

In the last issue (October-Movember-December) we stated that a competition would be opened shortly for the best three descriptions of an actual lesson given by the competitor in Local Geography. The article in the last issue on "Quebec Geography" indicated the general lines of such a lesson, but naturally the character of the local material to be presented by the teacher will vary according to the ages and grades of the pupils. In judging the papers, however, the first

consideration will be given to the quality of the matter as adapted to the pupils to whom the lesson was given. Different localities will also vary in the extent of their economic development, but the essential thing is a good, vital and interesting lesson.

The three prizes will consist of five, three and two dollars' worth of books, chosen by the winners from the lists of any of the publishers who advertise in the Educational Record.

The rules are as follows:—

1. Papers of about 400 to 600 words to be submitted, describing an actual lesson on the geography of the school in which the teacher is engaged.

2. The papers will be signed by the teacher, giving her address and the location of the school.

3. Papers to be addressed "Editor Educational Record, Department of Education, Quebec", and received here not later than April 10.

4. The Editor reserves the right to publish any of the three papers receiving a prize.

AN OBJECT LESSON IN SCHOOL GROUNDS AT ABBOTSFORD

In Rouville county is one of the eight Monteregian Hills of the Province, so named from the most familiar of them—Mount Royal. The eight are each several miles apart, and make a fairly straight line on the Lowland Plain of about fifty miles. They are all of the same mineral composition, because they are not only volcanic in origin but also seem to have welled up (many million years ago) from the same deep-seated molten source. As each has more or less potash in the rock, all are more or less adapted for enriching the soil for the growing of apples—especially the Fameuse.

The slopes around the mountain at Abbotsford have long been noted for the Fameuse apples they have produced, and both at spring-time when the blossoms are glowing in pinkish-white, and in the autumn when the trees are laden with red apples, Abbotsford is particularly worth seeing.

But it is of the school, about half-way up the mountain slope, we wish to speak. It is an elementary school, and if there had been enough pupils for intermediate rank it would have been classed as a Consolidated School long ago, as the pupils have been conveyed to it for many years. It is an elementary school, however, with a good record, and an enrolment of about 30, and Inspector Taylor has long sounded its praises. But two things were lacking. In the first place the grounds were not what they might be, and the school lacked running water for the drinking taps and for the toilets. Summer before last, however, the trustees decided to remedy matters, and so successful were they, with the school grounds that Mr. Adrien Desautels, Inspector of School Gardens for the Provincial Department of Agriculture, awarded the school a silver cup of the Department,—the second prize among all the rural schools, Protestant and Catholic, of the Province, and this was presented by Dr. Parmelee at the school on Friday evening, December 21st.

As to what was done to the school grounds, we cannot do better than give here the essay prepared by one of the pupils, Helen Buzzell, Grade 7, aged 13. It was entitled "How We Improved Our School Grounds", and reads:—

"Our school grounds were once covered with golden rod and common grass, growing as unevenly as in an uncared for meadow. The front yard was ploughed up, fertilized, and harrowed. When it was even, grass seed was planted. The yard at the south side of the school was graded and a lawn mower bought to keep the grass cut short.

"An old wagon track used to serve as a drive, but after lawns were made

we decided we should have a gravelled drive. The land was measured out and loads of gravel were put on and evened off.

"Along by the tumble-down fence on the south and north sides tall golden rod used to grow, but the fence was repaired and along each fence a measured space was ploughed and fertilized and then evened off to make a border.

"On the south side we measured a space and dug holes, put fertilizer in them and then a thin layer of rich earth and a little water. We put Caragana shrubs in the holes and covered them with rich earth and pushed it firmly around the roots.

"In the spring of 1928 our teacher gathered orchids on the mountain and we planted them in a row at the edge of the border. About a foot apart we dug holes and poured a little water in them and then put our orchids in the holes and pressed the earth firmly around the roots. We also planted delicate pink ladies' slippers in the border.

"On the north side we dug holes and planted peonies, phlox, hyacinths, dahlias, a rose bush and garden heliotrope. In the spring we had sweet little blue grape hyacinths blooming in clumps and during the summer we had big papery red and white peonies, fragrant red, white and mauve phlox and purple garden heliotrope. On the west side we planted witch hazel and high bush cranberry.

"The worm-eaten flag pole was moved to the south side of the ground and was painted white. Then we drew earth and heaped it up around the pole and bordered it with stomes.

"We made little trenches with sticks and put flower seeds in them, we covered them up and pressed the earth firmly into place. Among the several kinds of annual seeds planted were zinnias.

"The results of our efforts were that we took second prize in the contest."

In her essay Helen has given exactly the right kind of details as to how school grounds should be improved and beautified. Apparently, the work was voluntary, so that the fine results cost the school board nothing. The new water supply cost a little over \$500. Let us hope that many other rural schools will follow the example of Abbotsford, so far as the beautifying of the school grounds is concerned at least.

THE RURAL SCHOOL LIBRARIES

Practically all of these are now provided with a very fair number of books suitable for all grades. They have been supplied from time to time by the Department through the Inspectors, and a number of the schools have also received the prizes for Physical Exercises given by the Strathcona Trust. The reports of the Inspectors have been unanimous in appreciation of the quality of the books.

In the past, however, the use of the books has been confined to the school room. For various reasons it has not been advisable to have them taken home by the pupils. Now, however, that the supply has reached its present proportions the Director of Protestant Education has decided that a system of lending

the books to the pupils for home reading may be undertaken in the rural schools, under the following conditions:—

1. That a catalogue of the titles of the books be prepared, the books numbered consecutively, and that this catalogue be retained in the teacher's desk.
2. That on the inside of the front cover of each book the name of the school be inserted and the catalogue number.
3. That one book at a time may be allowed to a pupil to take home for a period of two weeks. In the case of a large book the pupil must obtain the permission of the teacher to retain it another week.
4. That no books be given out in the last month before school closing at the end of the school year, and that the teacher obtains the return of all books before school closing, reporting to the secretary-treasurer any that may not have been returned.
5. That the teacher keeps a record of the books given out, the number of the book and the name of the pupil; this record to be available for her successors, and deposited with the secretary-treasurer at the end of the school year.
6. That care be taken not to lend books to pupils at whose homes there is danger from contagious diseases.

The pupils should be encouraged and shown how to make a neat paper cover for the book while it is in use, and above all warned that books must be brought back unsoiled.

The fine responsibility of guiding the tastes of the pupils in good reading, not as a task but as a pleasure, rests with the teachers.

TEACHING IN PRIVATE SCHOOLS

In no other part of this continent, so far as we are aware, is the Teachers' Pension Law as generous as in the Province of Quebec in regard to qualified teachers ceasing to serve in schools under control and then opening private schools or accepting positions in such schools.

Provided the teacher who is taking that step gives notice to the Superintendent, **and asks his permission**, he or she may then pay the regular pension stoppages yearly and retain all pension rights. The valuation of the earnings or the salary, as the case may be, must be made yearly by the School Inspector of the district in which the private school is situated.

Every year, however, there are cases of teachers who have taught some years in a private school without having taken the steps required by the law, and who are deeply disappointed to learn that they have forfeited their pension rights for those years and cannot be permitted to pay the back stoppages.

The excuse invariably offered is that they did not know the law. There is every reason to believe that in most cases, if not all, the statement is a truthful one. But all who had taught any length of time previously in a school under control were aware of two elementary facts: (1) That every teacher had to pay pension stoppages

yearly, or rather had them deducted from her salary, and (2) That these stoppages are essential for the maintenance of the Pension Fund. On ceasing to teach in a school under control, therefore, and accepting a position in a private school, it should occur to the mind of the teacher that pension rights would have to be maintained by continuing pension responsibilities. It would certainly be unfair to the teachers in schools under control, whose stoppages are paid yearly, as well as to the Pension Fund itself, if

teachers in private schools who had never applied for the permission, and had never paid the stoppages, were permitted to apply at the last moment before retiring for a pension. The offer to pay all the back stoppages under these circumstances cannot be accepted. The law forbids and the law is a just one.

The Educational Record has drawn attention to this matter very often in past years, but each year mournful cases of disappointment occur.

HON. W. G. MITCHELL

The chairmanship of the Protestant committee of the Council of Education in this Province has long been one of high importance and dignity. The fact of the very large measure of autonomy in Education possessed by the Protestant minority of Quebec is still not fully realized in the other provinces—an autonomy covering that large area of essentials embraced in the classification, organization and discipline of the Protestant schools; the courses of study; the textbooks; the training of the teachers; the regulations for the schools, and the certification of the Protestant inspectors. The large powers of the Protestant Committee in all these matters are clearly defined in the Education Act, while the administration of the laws and regulations is ensured by the provision of a Deputy Minister, who is also Director of Protestant Education, in the Department of Education.

We are pleased to present in this issue the portrait of Hon. W. G. Mitchell, K.C., D.C.L., Chairman of the Protestant Committee, the seventh in succession since the Protestant and Roman Catholic Committees began to sit separately, in the year 1876. The previous chairmen were Hon. George Irvine (1876-80), Bishop James Williams (1880-92), Dr. R. W. Heneker (1892-1900), Rev. Dr. Shaw (1900-1911), Sir William Peterson (1911-1919), Rev. Dr. Rexford (1919-1925).

Mr. Mitchell was born at Danby, Que., May 30, 1877, son of the late Senator William Mitchell. He was educated at the Montreal High School, Bishop's College School, Lennoxville and McGill University, graduating B.C.L. in 1901. Entering the legal profession he was created K.C. in 1912. While very successful in his profession, public life early attracted him, and in 1914 he was called to the Provincial Cabinet as Treasurer of the Province by Sir Lomer Gouin, and was immediately elected by acclamation in Richmond county, succeeding the late Hon. P. S. G. Mackenzie. Hon. Mr. Mitchell's success as Provincial



HON. W. G. MITCHELL, K. C., D. C. L.
Chairman of the Protestant Committee

Treasurer ensured his election by acclamation in Richmond county in the succeeding elections of 1916 and in 1919. In 1918 he was appointed as Minister of the new Department of Municipal Affairs. In 1921 he resigned the two cabinet positions of Minister of Municipal Affairs and Provincial Treasurer, and in the federal general elections of that year was elected to the House of Commons for the St. Antoine division of Montreal, resigning however, in May, 1924.

But we are chiefly concerned with Mr. Mitchell's interest in Education. With a first hand knowledge of our educational system from the rural school, upward through excellent secondary schools to the university, he is aware of conditions in general; while his contacts with the industrial leaders of the Province have given him a strong grasp of the need of developing our educational system more and more along those practical and scientific lines which alone can develop provincial industry most surely in all its main branches from agriculture to hydro-electric engineering. In other words he is a convinced supporter of the progressive educational measures to this end, from the consolidated rural school to the technical school and the university, and while ardent for the practical results he is not less convinced of the importance of the cultural side of education.

An ardent lover of outdoor sport, Hon. Mr. Mitchell recognizes its value in education, and is therefore an advocate of ample playgrounds and directed play for the many schools where the value of these adjuncts of the sound body to the sound mind are neglected.

FRENCH TRANSLATION CONTEST

(MISS TANNER'S REPORT)

Prize-winners:—

- First:—J. Hodgkinson, (Grade XI)
La Tuque High School, La Tuque, Que.
Second:—Olive Ford, (Grade XI)
St. Lambert High School, St. Lambert, Que.
Third:—Gwen M. Nicholson, (Grade XI)
Lachine High School, Lachine, Que.

The best translation was that of Charles Tessier, of Cowansville High School. However, as this pupil's name is French it is assumed that his mother-tongue is French, and he must be considered *hors de concours*.

The following pupils submitted translations worthy of nonorable mention:
Winifred Skelton, (Grade XI) Montreal West High School
Clifford Burton, (Grade XI), Waterville High School
Jessie Soles. (Grade X), Knowlton High School
Elma S. Martin, (Grade XI), Knowlton High School
Henrietta Teufert, (Grade XI), Commissioners High School, Quebec.

The 65 translations may be classified as follows:—

Class A.....	11
Class B.....	31
Class C.....	20
Class D.....	3

A great many pupils need to be reminded of the fact that the article disappears in the presence of an adverb of quantity, as "J'ai de la peine"; but "J'ai beaucoup de peine". The translation of "the latter" is "*ce*" *dernier*, note the change in French from the article to the demonstrative adjective. The word "gentilhomme" as a translation for "gentleman" is out of date, the context must determine the choice of word. Note the following:—

Gentleman:—Homme comme il faut, m. a man of education and good breeding.
 Homme du monde, m. one used to society, a man of good manners.
 Homme, m. personne, f. man, person.
 Gentilhomme (very rare) a man of good family, though not a nobleman (*un noble*).
 Un monsieur; "the poor gentleman", le pauvre homme.
 An old gentleman:—Un homme âgé.

"To walk away" is "S'éloigner". Notice the following expressions:—He galloped away: "Il s'éloigna au galop"; laugh away: "Continuez à rire".

Strange to say the words twenty-four and eighty-four are often confused. Be sure to memorize them and to spell them correctly:—quatre livres, vingt-quatre pommes, quatre-vingts ans. The numeral quatre never has an "s". It might be well to consult your grammars to see which numerals sometimes take an "s".

The verb "to doubt it" is intransitive in French, that is to say, it is followed by a preposition. Notice the translation of this verb in the fair copy. Why is "en" and not "le" used?

It was gratifying to note that the expression "six heures et demie" was almost invariably correctly spelled.

BEAUCOUP DE BRUIT POUR RIEN

"Voilà une grande heure que je vous attends, mon cher," dit Griselda à son mari.

"J'en suis bien fâché", répondit celui-ci, "mais pourquoi avez-vous attendu, ma chère? Je regrette beaucoup d'être tellement en retard, mais (regardant à sa montre) il n'est que six heures et demie à ma montre."

"Il est sept heures à la mienne".

Ils se présentèrent leurs montres, lui d'une attitude apologétique, elle, d'une attitude de reproches.

"Je crois plutôt que vous avancez, ma chère," dit le monsieur.

"Je suis bien sûre que vous retardez, mon cher," dit la dame.

"Ma montre ne perd pas une minute dans les vingt-quatre heures," dit-il.

"Ni la mienne une seconde," dit-elle.

"J'ai lieu de croire que j'ai raison, mon amour," dit le mari avec douceur.

"Raison! "s'écria sa femme, étonnée," mais quelle raison pouvez-vous bien avoir de croire que vous allez bien, quand je vous dis que je suis moralement certaine que vous allez mal, mon amour?"

"Ma seule raison pour en douter c'est que j'ai réglé ma montre sur le soleil aujourd'hui".

"Le soleil doit aller mal, alors", s'écria la dame, et elle s'éloigna fort en colère

NOTE.—The English selection of which the above is the translation was from the writings of Miss Edgeworth.

THE PROFESSIONAL TRAINING OF TEACHERS IN BISHOP'S UNIVERSITY.

Previous to the session of 1922-23 very little professional training was given in Bishop's University for the High School Diploma. The B.A. Degree and fifty half-days teaching were then the main requirements for entering the teaching profession. A few lectures were given by members of the Arts Faculty and by the Principal of the local high school, but these lectures were so limited that they amounted to little more than a certain amount of good advice to young teachers beginning their educational career.

When in 1921, however, the Protestant Committee prescribed new minimum requirements for the professional training of high school teachers, and insisted that the universities giving such training appoint educational experts to take charge of the work, Bishop's University, with the approval of the Department of Education of the province, secured the part-time services of one of the Protestant school inspectors of the Province, and assigned

to him the task of training high school teachers in those phases of the work that were strictly professional. Under this arrangement, beginning with the session of 1922-23, a course of at least 25 lectures, with collateral readings, was given in each of the following subjects: (1) History of Education, (2) Principles of Education, (3) General Methods of Teaching, (4) Special Methods of Teaching and (5) School Law and School Management. Practice teaching amounting to at least 50 half-days, under expert supervision, was also required of candidates for the high school diploma. To this was added a course in physical education equivalent to the requirements for the Strathcona Grade "B" Certificate. All of this professional training was given to students while they were pursuing their undergraduate work in Arts.

It soon became evident, however, that this laid too great a burden upon the students. Satisfactory results could not be secured in either Arts or Education. Hence at the beginning of the

session of 1928-29 another change was made. A full time professor of education was appointed, and a department of education established. The courses in Education became part of the Graduate work of the University, and the B.A. Degree was required for admission to candidacy for the high school diploma. The amount of professional training required was increased to such an extent that at the present time a minimum of nine month's residence and graduate work in Education is required by the University before candidates will be recommended for the high school diploma. The academic year is divided into three terms of approximately three months each, and three of the courses required for the high school diploma are completed each term as follows:—

Michaelmas Term. (Autumn Term)

History of Education,
General Methods of Teaching,
Directed Observation and Supervised Teaching.

Lent Term. (Winter Term)

Principles of Education.
Special Methods of Teaching,
Supervised Teaching,

Trinity Term. (Spring Term)

School Law and School Management.
Educational Measurement,
Supervised Teaching.

With the exception of supervised teaching, each of the above mentioned courses consists of approximately 50 lectures, a term paper, and collateral readings requiring about double the amount of time given to lectures. Directed observation and supervised teaching occupy practically every afternoon throughout the academic year. During the present session the teaching is being done in the Sherbrooke High School and one of the Sherbrooke elementary schools (Cambridge), and also

to a limited extent in the Ascot Consolidated School. The services rendered the cause of education by the Ascot and Sherbrooke school boards, in thus cooperating so cordially in the work of teacher training, makes possible the successful training of high school teachers, and is very much appreciated by the University.

The residence work for the high school diploma is accepted by the University as the required residence work for the M.A. Degree, and Education may be taken as the major subject for that degree. The M. A. thesis, too, may be written in connection with work pursued in the Department of Education.

At the present time plans are under way to further the work in the Department of Education. It is hoped that in the near future courses will be offered leading to a High School Principal's Certificate, which will be issued by the University; and that still further courses, designed to prepare candidates for the School Inspector's Certificate, will be made available. Some of the proposed new courses are: (1) Educational Administration, (2) The Curriculum, (3) Supervision and Improvement of Teaching, (4) Character Education, (5) Educational Psychology, (6) Problems of Secondary Education, (7) School Surveys, (8) Elementary Methods, (9) Rural Education. Steps have already been taken towards the establishment of a summer school where these courses may be taken, and for which students may receive credit towards a higher certificate, or degree. It is the policy of the University, not merely to train teachers for the high school diploma, but to provide such educational facilities as will enable experienced teachers to improve their educational status without having to leave the Province in order to do so.

MacKAY INSTITUTION



These Dutch girls and boys shown are trained in calisthenics and folk dancing by the graduate classes in Physical Education from McGill.

MACKAY INSTITUTION

The "Record" has received the Fifty-Eighth Annual Report of the MACKAY INSTITUTION FOR PROTESTANT DEAF-MUTES AND THE BLIND, and reproduces for the information of teachers two of the illustrations from the report.

These illustrations show some of the pupils in costume who have been trained in calisthenics and folk-dancing by the graduate classes in physical education of McGill University.

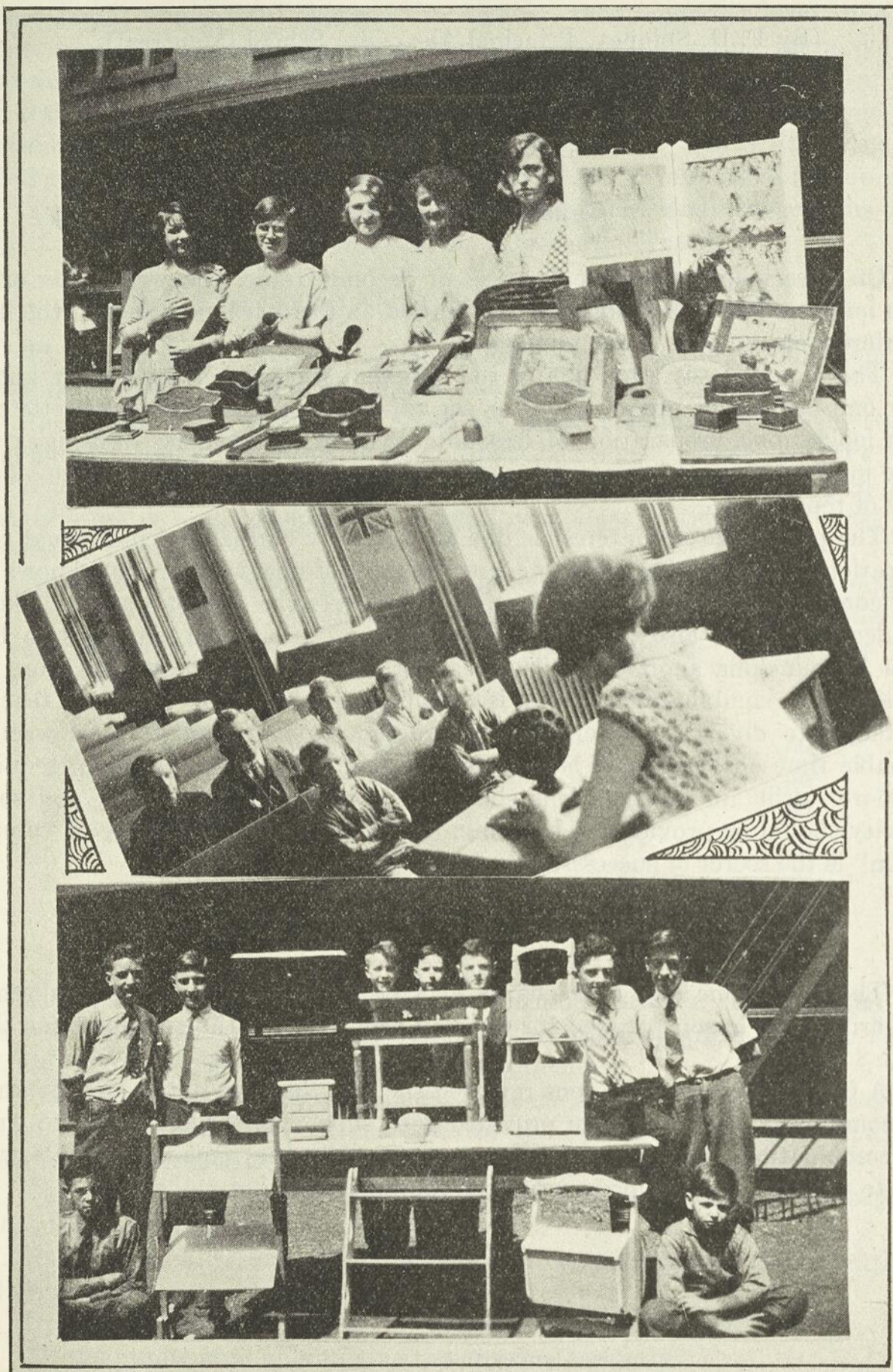
The pupils, though deaf, have a fine sense of rhythm and enjoy their exercises quite as much as children who have hearing.

The other illustration shows a group of senior pupils. The senior girls have made many articles of clothing, sewing frames, etc., as part of their training in the dressmaking department. They have also become quite expert in other forms of art work, desk sets, calendars, etc.

In the manual training department the boys have produced many articles of furniture, chairs, tables, sewing cabinets, reading lamps, bird-houses, etc. These have been fashioned and the sketches made by themselves according to individual design and plan, and the work of both the senior girls and the senior boys has been exhibited at the exhibition of the Canadian Handicraft Guild held in the Art Gallery of Montreal this year. Many of the articles presented received first prize awards.

Pupils in attendance are taught not only the sign method of speech but also reading the lips, and with the use of the new microphone equipment and ear sets are able to receive much of their instruction by the oral method. The Board of Governors are very anxious to know that all Protestant deaf children in the Province receive the benefit of a good common school education, and if any teachers know of any deaf children of school age who are not in attendance at this Institution, they would appreciate it if the teachers would advise the Superintendent at 220 Decarie Boulevard, Montreal.

MacKAY INSTITUTION



Group 1.—Senior girls with prize-winning handicraft work.
Group 2.—Deaf boys receiving oral instruction by microphone sets.
Group 3.—Boys with models of woodwork and other handicraft.

MAKING ARITHMETIC PRACTICAL AND INTERESTING

(By F. H. Spinney, Principal Alexandra School, Montreal)

SECOND GRADE**Teacher's Preparation**

On observing Arithmetic Lessons in Second Grade, the writer has often been impressed with the monotony of method on the teacher's part and the lack of interest on the part of the pupils.

The monotony is often due to the fact that the teacher apparently knows only one method of presentation, or she poses as an expert in arithmetic and thus looks upon preparation of lessons as wholly unnecessary. She uses the same method year after year, although she is bored to desperation by the monotony of repetition.

The pupils' lack of interest is due to inactivity and lack of individual consideration. The teacher does the greater part of the work. John knows all his "combinations" while Mary is still puzzled over the sum of 3 and 4. Small wonder that John also reaches a state of desperation, and attempts to find relief by punching another pupil or playing with a toy that appears more attractive than combinations. John is classified as a "bad boy", and the teacher is obliged to divert attention from instruction to punishment—thus wasting valuable time on account of lack of preparation. The fact that John requires no more "drill" in combinations should be considered in advance, and some activity should be provided to keep him out of mischief. That type of "preparation" is the secret of successful teaching.

INDIVIDUAL CONSIDERATION

The writer one day took charge of a class during the teacher's absence. The arithmetic lesson planned for the day was to teach the combinations that make 8.

A few preliminary questions revealed the fact that five pupils already knew the combinations. They were provided with slips of paper and asked to write the combinations that make 9, 10, 11, etc., while the remaining pupils were sent to the board in groups to write the combinations that make 8:

$$7+1=8$$

$$6+2=8$$

$$5+3=8$$

$$4+4=8.$$

They were then provided with slips of paper and asked to write the combinations that make 7, 6, and 5.

The five bright pupils were sent to the board to write the combinations that make 9, 10, etc. One bright pupil very readily wrote the combinations that make 15.

Such a variation in individual capacity presents a problem to the teacher. These bright pupils were backward in reading, thus rendering promotion to a higher grade impossible. However, there are many interesting forms of work that may be assigned to such pupils without disturbing the general plan of work for the class. Planning such supplementary work is far more pleasant than punishing the pupils for "inattention" and restlessness. The writer once provided a bright pupil with several pieces of folded paper and asked him to make an "arithmetic book" of his own, offering him occasional suggestions as to how it was to be done. He enjoyed the exercise immensely.

MAINTAINING INTEREST BY RAPID WORK

Pupils are sent to the board in small groups to write the combinations that make 12. When the first pupil finishes, the teacher says, "**Time is up**"

Including $10+2$ and $11+1$, there are eight combinations. The teacher announces: "Harry has eight correct. Mary has seven. Philip has five, etc."

The aim is to secure the most rapid work possible on the part of each pupil. Untidy work is not considered. A pupil who does untidy work must take his seat.

Another form of rapid work that pupils enjoy very much is to count by 2's, 3's, etc. with chalk. Beginning as high as they can reach, the pupils write in vertical columns. When they reach the bottom of the board, they start a new column:

2	18	5	45
4	20	10	50
6	22	15	55
8	24	20	60
10	26	25	65
12	28	30	70
14	30	35	75
16	32	40	80

Pupils of the backward group will continue with 2's and 5's until they can write such columns very rapidly, while the brighter pupils may try 3's, 4's, 6's, etc.—no limit being placed on their assignment.

Whenever the teacher announces "Time is up", everybody immediately ceases work. That is one of the rules of the "game". The game spirit, so natural to children, should be utilized on every possible occasion.

The teacher should devise as many ways as possible to tax the capacity of the brightest pupils.

Recently in a Second Grade, I began an oral arithmetic lesson with the following questions:

How much is $\frac{1}{2}$ of 4? $\frac{1}{2}$ of 6? $\frac{1}{2}$ of 8?

All the pupils were able to give the answers correctly.

Then I continued with $\frac{1}{2}$ of 20? $\frac{1}{2}$ of 50? $\frac{1}{2}$ of 120? etc. until the brightest pupil of the class failed with $\frac{1}{2}$ of 125?

Although only a few pupils could follow to the end, they were all attentive and keenly interested, and, no doubt, they all got some suggestive hints from listening to the bright pupils give the answers of the difficult questions.

As the difficult work is "supplementary", no explanations will be required. Some days later, the teacher will ask the question on which the brightest pupil failed, and it is possible that the correct answer will be given. I once repeated a difficult question five days in succession before receiving the correct answer.

Second Grade pupils like the following type of questions:

1 week = 7 days
 2 weeks = ?
 3 " = ?

This exercise may be continued until the brightest pupil is unable to give the answer. If time permits, the work may be erased, and the same exercise repeated. It is interesting to observe that some pupils will show improvement on the second trial.

STIMULATING CURIOSITY

The teacher will use certain types of questions for the sole purpose of arousing curiosity. A "problem" is not a real problem to a pupil unless he has some curiosity concerning its solution.

The teacher announced to a class, "I am thinking of a number. What is it?"

Greatly to the teacher's surprise, all the pupils raised their hands.

"Well, Harry, what is the number?"

"Twelve."

"No, is it not twelve?"

More guessing was allowed until the curiosity was intense.

"One-half of my number is 8; now what is it?"

Tom gave the correct number.

"Will you please think of another number?" requested Annie.

This was a most encouraging request; but the teacher suggested that Annie think of a number.

"Now, Annie, what is a half of your number?"

"Five."

"What is Annie's number?"

Many pupils were able to tell that Annie's number was 10.

"Tom had some marbles last Monday. How many did he have?"

No one guesses correctly.

"On Tuesday he lost half of them, and on Wednesday he lost half of what he had left; then he had only 5."

That proved too difficult. "Well, time is up," said the teacher. "We'll try that one again tomorrow."

REPRODUCING PROBLEMS

The writer has used this device—reproduction of problems by the pupils—in nearly all grades with the most gratifying results.

"How many 5-cent oranges can I buy for 15 cents?"

The answer, given by the pupils, is written on the board:—3 oranges.

"Now, what was the question?" asks the teacher.

At first, the requirement is not quite clear to all; but Mary answers: "How many oranges can you buy for 15 cents?"

"Is that exactly right?"

"No," Replies Tom: "it was 5-cent oranges."

After some practise, the pupils will be asked to reproduce two problems at once, and later, three or more.

The following are the answers to three questions recently used in a Second Grade:

1. 5 stamps.
2. 7 cents
3. 15 school days.

One pupil reproduced the three questions correctly:

1. How many stamps can you buy for 10 cents?
2. If I had 10 cents and spent 3, how many had I left?
3. How many school days in 3 weeks?

In the writer's experience with this type of work, a bright pupil correctly reproduced five questions, the answers being the only suggestive hint to aid him in the reproduction.

The pupils thus get a more thorough grasp of the problems, and the reproduction also furnishes an excellent opportunity of oral expression. The brightest pupils can reproduce the problems on paper, as supplementary work.

CO-OPERATION OF THE HOME

When dismissing on Monday, the teacher said, "I wish you to tell me tomorrow what your mother pays for milk."

The pupils who remembered the request were permitted to write on the board:

Milk costs 7 cents a pint.
Milk costs 12 cents a quart.

On this information, the teacher bases questions:

- 1 pint of milk costs 7 cents
- 2 pints costs?
- 3 pints cost?

The brightest pupil failed on:

13 pints cost?

On the following day, the pupils were asked to ascertain the cost of eggs. On succeeding days, they reported the cost of sugar, flour, butter, bread, etc. The prices of these articles were used for practical problems, which were written on the board by the pupils who secured the information. The privilege of working at the board proved to be such an attractive reward that on the third day not one pupil forgot to secure the desired information. Some of them even estimated in advance the cost of sugar to the extent of 20 lbs.

This experiment is merely a suggestion of methods that may be used to make arithmetic lessons more practical and more interesting. The resourceful teacher will devise other methods of enlisting the co-operation of the home.

BOOK NOTICES

Canadian Heroines of Pioneer Days. By Mabel Burns McKinley. 66 pages. Price 40 cents. Toronto: Longmans, Green & Co.

This little book is one of the new Maple Leaf Series, and is endorsed by the Imperial Order Daughters of the Empire. There are six illustrations and the heroines of whom the story is told for the younger pupils are Madame de la Tour, Madeleine de Verchères, Mademoiselle Jeanne Mance, Laura Secord, Marguerite de Roberval, Abigail Becker, Madame Hébert, Marie Anne Lagimonière. Mrs. Shubert, Elizabeth McDougall, and thus representative of East and West. The young pupils of today will not be able to complain that Canadian history is "dry" when their first steps are aided by such vivid though simple stories of the past.

Jungle John: A Book of the Big-Game Jungles. By John Budden, with notes and questions by T. H. Allen and illustrated by Major-General H. J. P. Browne, C.B. 180 pages. Toronto: Longmans, Green & Co.

A well told story of wild animal life in the jungles of India. This is one of Longmans' Class-Books of English Literature, and appropriately so as the author, while sticking closely to the facts of natural history, has woven a story of great interest in choice language.

Living History BOOK II. A History of Homely Things, by J. J. Bell, M.A. Senior Tutor of the London Day Training College. With four coloured and numerous black and white illustrations. 154 pages. Price 1s.9d. London: George Philip & Son. Toronto: The E. N. Moyer Company.

In the last issue of the Educational Record we reviewed Book I of this series by Mr. Bell. The bright and interesting manner of conveying "living history" is continued in this book also, and we heartily recommend it.

Elementary Science for Girls. By Albert Royds, B.Sc. Headmaster of Ferker Central School, Oldman. 142 pages. Price 45 cents. London: Edward Arnold & Co. Toronto: Longmans, Green & Co.

The real elements of chemistry and physics, but the questions at the end of each chapter apply the principles learned to everyday facts of the household. In other words, it is an approach to Domestic Science from the right end, showing the reason why the handle of a silver spoon protruding from hot water becomes so much hotter than a horn or a wooden spoon in the same position, and hundreds of other practical matters.

READINGS FROM GREAT HISTORIANS, VII

(Our last selection was from Gibbon's *Decline and Fall of the Roman Empire*; the present one is from the late Viscount Bryce's "Holy Roman Empire". The Roman Empire fell in 476 A.D., and in the year 800 A.D., with the crowning of Charlemagne by the Pope at Rome, the so-called Holy Roman Empire began, to cease in 1806 by the word of Napoleon I, who ordered the Emperor of Austria to give up that title.

James Bryce, the Scottish student who became an historian, a scientist, a world traveler, a statesman, and who was undoubtedly the greatest of the Ambassadors that Great Britain ever sent to Washington to represent her, wrote the "Holy Roman Empire" as a young man, more than sixty years ago. It has been a classic ever since and has been translated into many languages. Although this Holy Roman Empire, of which Voltaire with much truth said that it was neither holy, nor Roman, nor an empire, began only in 800, Bryce rightly began with the early conditions which led up to it, and in spite of Voltaire's remark, the study of the influence that the very idea had upon men's minds in Europe for a thousand years was very great. How the imperial idea influenced the minds of the Protestant rulers of Germany for over two centuries after the Reformation is well seen in that great work, Carlyle's "Frederick the Great". It was that same imperial idea, indeed, which mastered the mind of Kaiser Wilhelm, now an exile at Doorn, as well as the late Emperor Franz Joseph of Austria.

Our selection is part only of Bryce's long chapter on the barbarian inva-

sions, and particularly the Germanic invasions. The English race was then in the woods of Germany, barbarians and heathen, and nearly two centuries were to pass before they were to swarm, as Angles, Saxons and Jutes, upon the shores of Britain. But if our ancestors were barbarian and heathen, it is to be remembered that they had some great qualities which had been recognised four hundred years earlier by the Roman Tacitus, and still earlier by Julius Caesar.

What Bryce brings out clearly is the fact that the Germanic invaders were capable of learning from the civilization of the dying Roman empire they were overthrowing. The selection should be read in connection with the short extract on our cover page from Professor Cubberley.)

THE BARBARIAN INVASIONS

(From Bryce's "Holy Roman Empire")

Upon a world so constituted did the barbarians of the North descend. From the dawn of history they show as a dim background to the warmth and light of the Mediterranean coast; changing little while kingdoms rise and fall in the South: only thought on when some hungry swarm comes down to pillage or to settle. It is always as foes that they are known. The Romans never forgot the invasion of Brennus; and their fears, renewed by the irruption of the Cimbri and Teutones, could not let them rest till the extention

of the frontier to the Rhine and the Danube removed Italy from immediate danger. A little more perseverance under Tiberius, or again under Hadrian, would probably have reduced all Germany as far as the Baltic and the Oder. But the politic or jealous advice of Augustus was followed, and it was only along the frontiers that Roman arts and culture affected the Teutonic races. Commerce was brisk; Roman envoys penetrated the forest to the courts of rude chieftains; adventurous barbarians entered the provinces, sometimes to admire, oftener, like the brother of Arminius, to take service under the Roman flag, and rise to a distinction in the legion which some feud denied them at home. This was found even more convenient by the hirer than by the employed; till by degrees barbarian mercenaries came to form the largest, or at least the most effective part of the Roman armies. The body-guard of Augustus had been so composed; the praetorians were generally selected from the bravest frontier troops, most of them German; the practice could not but increase with the extinction of the free peasantry, the growth of villeinage, and the effeminacy of all classes. Emperors who were, like Maximin, themselves foreigners, encouraged a system by whose means they had risen, and whose advantages they knew. After Constantine, the barbarians form the majority of the troops; after Theodosius, a Roman is the exception. The soldiers of the Eastern Empire in the time of Arcadius are almost all Goths, vast bodies of whom had been settled in the provinces; while in the West, Stilicho can oppose Rhodogast only by summoning the German auxiliaries from the frontiers. Along with this practice there had grown up another, which did still more to make the barbarians feel

themselves members of the Roman state. The pride of the old republic had been exclusive, but under the Empire the maxim was accepted that birth and race should exclude no subject from any post which his abilities deserved. This principle, which had removed all obstacles from the path of the Spanish Trajan, the Pannonian Maximin, the Numidian Philip, was afterwards extended to the conferring of the honour and power on persons who did not even profess to have passed through the grades of Roman service, but remained leaders of their own tribes. Ariovistus had been soothed by the title of friend of the Roman people; in the third century the insignia of the consulship were conferred on a Herulian chief: Crocus and his Alemanni entered as an independent body into the service of Rome; along the Rhine whole tribes received, under the name of Laeti, lands within the provinces on condition of military service; and the foreign aid which the Sarmation had proffered to Vespasian against his rival, and Marcus Aurelius had indignantly rejected in the war with Cassius, became the usual, at last the sole support of the Empire, in civil as well as external strife.

Thus in many ways was the old antagonism broken down, Romans admitting barbarians to rank and office, barbarians catching something of the manners and culture of their neighbours. And thus when the final movement came, and the Teutonic tribes slowly established themselves through the provinces, they entered not as savage strangers, but as colonists knowing something of the system into which they came, and not unwilling to be considered its members, despising the degenerate provincials who struck no blow in their own defence, but full of respect for the majestic power which

had for so many centuries confronted and instructed them.

Great during all these ages, but greatest when they were actually traversing and settling in the Empire, must have been the impression which its elaborate machinery of government and mature civilization made upon the minds of the Northern invaders. With arms whose fabrication they had learned from their foes, these dwellers in the forest conquered well-tilled fields, and entered towns whose busy workshops, marts stored with the productions of distant countries, and palaces rich in monuments of art, equally roused their wonder. To the beauty of statuary or painting they might often be blind, but the rudest mind must have been awed by the massive piles with which vanity or devotion, or the passion for amusement, had adorned Milan and Verona, Arles, Treves and Bordeaux. A deeper awe would strike them as they gazed on the crowding worshippers and stately ceremonial of Christianity, most unlike their own rude sacrifices. The exclamation of the Goth Athanaric, when led into the market-place of Constantinople, may stand for the feelings of his nation: "Without doubt the Emperor is a God upon earth, and he who attacks him is guilty of his own blood."

The social and political system, with its cultivated language and literature, into which they came, would impress fewer of the conquerors, but by those few would be admired beyond all else. Its regular organization supplied what they most needed and could least construct for themselves, and hence it was that the greatest among them were the most desirous to preserve it. The Mongol Attila excepted, there is among these terrible hosts no destroyer; the wish of each leader is to maintain the existing order, to spare life, to respect

every work of skill and labour, above all to perpetuate the methods of Roman administration, and rule the people as the deputy or successor of their Emperor. Titles conferred by him were the highest honours they knew: they were also the only means of acquiring something like a legal claim to the obedience of the subject, and of turning a patriarchal or military chieftainship into the regular sway of an hereditary monarch. Civilis had long since endeavoured to govern his Batavians as a Roman general. Alaric became master-general of the armies of Illyricum. Clovis exulted in the consulship; his son Theodebert received Provence, the conquest of his own battle-ax, as the gift of Justinian. Sigismund the Burgundian king, created count and patrician by the Emperor Anastasius, professed the deepest gratitude and the firmest faith to that Eastern court which was absolutely powerless to help or to hurt him. "My people is yours," he writes, "and to rule them delights me less than to serve you; the hereditary devotion of my race to Rome has made us account those the highest honours which your military titles convey; we have always preferred what an Emperor gave to all that our ancestors could bequeath. In ruling our nation we hold ourselves but your lieutenants: you, whose beams shine from the Bosphorus into distant Gaul, employ us to administer the remoter regions of your Empire: your world is our fatherland. A contemporary historian has recorded the remarkable disclosure of his own thoughts and purposes, made by one of the ablest of the barbarian chieftains, Athaulf the Visigoth, the brother-in-law and successor of Alaric. "It was at first my wish to destroy the Roman name and erect in its place a Gothic empire, taking to myself the place and the

powers of Caesar Augustus. But when experience taught me that the untameable barbarism of the Goths would not suffer them to live beneath the sway of law, and that the abolition of the institutions on which the state rested would involve the ruin of the state itself, I chose the glory of renewing and maintaining by Gothic strength the fame of Rome, desiring to go down to posterity as the restorer of that Roman power which it was beyond my power to replace. Wherefore I avoid war and strive for peace."

Historians have remarked how valuable must have been the skill of Roman officials to princes who from leaders of tribes were become rulers of wide lands; and in particular how indispensable the aid of the Christian bishops, the intellectual aristocracy of their new subjects, whose advice could

alone guide their policy and conciliate the vanquished. Not only is this true; it is but a small part of the truth; one form of that manifold and overpowering influence which the old system exercised over its foes not less than its own children. For it is hardly too much to say that the thought of antagonism to the empire and the wish to extinguish it never crossed the mind of the barbarians. The conception of that empire was too universal, too august, too enduring. It was everywhere around them, and they could remember no time when it had not been so. It had no association of people or place whose fall could seem to involve that of the whole fabric; it had that connection with the Christian church which made it all-embracing and venerable.

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NAMES	Date of appointment
1. Hon. C. F. Delâge, LL.D., (ex-officio).....	April, 1916
2. Hon. W. G. Mitchell, K.C., D.C.L., (Chairman).....	Feb. 12th, 1915
3. Rev. A. T. Love, B.A., D.D.....	May 20th, 1892
4. W. M. Rowat, Esq., M.D., C.M.,.....	Nov. 22nd, 1909
5. Howard, Murray, Esq., O.B.E.,.....	July 25th, 1912
6. W. S. Bullock, Esq., M.L.A.,.....	Feb. 24th, 1914
7. Rt. Rev. Lennox, Williams, D.D.,.....	Feb. 12th, 1915
8. Rev. E. I. Rexford, D.C.L., LL. D.,.....	Sep. 24th, 1919
9. Milton L. Hersey, Esq., M.A.Sc., D. LL.D.,.....	Mar. 11th, 1920
10. Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,.....	Sep. 9th, 1920
11. A. Kirk Cameron, Esq.,.....	Sep. 14th, 1921
12. Hon. Jacob Nicol, K.C., M.L.A., D.C.L.,.....	Sep. 22nd, 1922
13. Eugène Lafleur, Esq., K.C.,.....	Nov. 20th, 1925
14. Andrew R. McMaster, Esq., K.C.,.....	Nov. 20th, 1925
15. Rev. A. H. McGreer, M.A., D.D.,.....	June, 1927
16. P. C. Duboyce, Esq., B.A., LL.B.,.....	Oct. 25th, 1928
17. W. O. Rothney, Ph.D.,.....	Dec. 1928

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2. Sinclair Laird, Esq., M.A., B.Phil.,.....Nov. 24th, 1911
3. Professor Carrie M. Derick, M.A.,.....Sep. 26th, 1918
4. J. A. Nicholson, Esq., M.A., LL.D.,.....Dec. 1921
5. George F. Calder, Esq.,.....Feb. 24th, 1928
6. E. G. Pierce, Esq.,.....Nov. 1928
7. C. A. Adams, Esq., B. A., (representing Teachers' Association).

Dr. G. W. PARMELEE, Secretary,
Department of Education, Quebec, P.Q.

DIRECTORY OF PROTESTANT SECONDARY SCHOOLS OF THE
PROVINCE OF QUEBEC, 1928-29

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Mr. Kenneth C. Bryant, Miss Marjorie C. Woodburn.

Roxton Pond Consolidated School:

Miss Annie F. Duncan, Miss Freda I. Norris.

Sawyerville Intermediate School:

Miss Bertha E. Cox, B.A., Miss Eleanor M. Breyer, Miss Doris M. Cillis.

Shigawake Intermediate School:

Mr. Stanley E. Briard, Miss Ruby M. Bisson.

South Durham Intermediate School:

Miss Leila T. Smith, Miss Marjorie Mitchell.

Stanbridge East Intermediate School:

Mrs. Bertha G. Fortin, Mr. Hubert Stevenson, Miss Maude Fortin.

Ste. Agathe des Monts Intermediate School:

Mr. Jas. J. Jacobson, Miss Marion L. Phelps, Miss Jean M. McWhirter.

St. Andrews East Consolidated School:

Miss Sarah E. Wilson, Miss Miriam F. E. Patton, Miss Doris M. Leroy.

Wakefield Intermediate School:

Miss Jemina C. MacDonald, Miss Mae Bisson, Miss Viola Cross.

Way's Mills Intermediate School:

Miss Eleanor F. Greaves, Miss Lottie M. Casey.

Windsor Mills Intermediate School:

Miss F. Marjorie Waldron, Miss L. Evelyn Bishop, Miss Genevieve G. Dawson, Miss Ethel J. McCourt.

**ADMINISTRATIVE COMMISSION OF THE PENSION FUND FOR
OFFICERS OF PRIMARY EDUCATION**

Annual Session held at Quebec, December 6, 1928

Present:—The honourable Cyrille F. Delâge, Superintendent of Education, Chairman: Mr. A. B. Charbonneau, inspector of schools delegate of the Association of Roman Catholic Teachers of Montreal; Mr. Nérée Tremblay, Professor at the Laval Normal School, replacing Mr. John Ahern, delegate of the Association of Catholic Teachers of Quebec; Mr. M. C. Hopkins, Principal of Fairmount School, and Professor Sinclair Laird, Dean of the School for Teachers, Macdonald College, delegates of the Provincial Association of Protestant Teachers, and Mr. Avila de Belleval, Secretary.

The minutes of the last session were approved.

The Secretary submitted the following report:

Quebec, December 6, 1928.

Mr. Superintendent,
Members of the Administrative
Commission of the Pension Fund
for Officers of Primary Education.

Gentlemen:—

The undersigned Secretary of your Commission has the honour to submit the following report:—

Statement showing the revenue and expenditure of the Pension Fund for Officers of Primary Education for the year 1927-28, showing revenue and expenditure as well as capital.

REVENUE

Sum voted by the Legislature (Item 44 of Budget).....	\$ 2,000 00
Grant from Government (R. S. 1925, chap. 133, sec. 542).....	47,000 00
Interest on capital (R. S. 1925, c. 133, secs. 541, 543 and 554)....	10,248 31
Surplus from Old Pension Fund (R. S. 1925, chap. 133, sec. 548).	4,832 00
Stoppage of 4% on grants to public schools (R. S. 1925, c. 133, sec. 542).....	25,000 00
Stoppage on salaries of teachers out of grants payable to municipalities (R. S. 1925), c. 133, secs. 534, 542, 549).....	140,255 76
Stoppage on salaries of school inspectors (R. S. 1925, c. 133, secs. 534, 542 and 549).....	4,022 97

Stoppage on salaries of normal school professors (R. S. 1925, c. 133, secs. 534, 542 and 549).....	1,654 16
Stoppage paid directly by teachers (R. S. 1925, c. 133, secs. 534, 542 and 554).....	38,095 89
Re-imbursed by Pierre Brown.....	90 00
Cancelled cheque.....	147 69
Deficit of the year.....	12,578 17
	<hr/>
	\$ 285,924 95

EXPENDITURE

By Pensions.....	\$ 278,274 82
By re-imburements.....	4,938 45
By expenses of administration.....	2,674 68
Deposited at Treasury of the Province towards capital (R. S. 1925, c. 133, secs. 540 and 554).....	37.00
	<hr/>
	\$ 285,924 95

FOR REVENUE ACCOUNT

Surplus of preceding years.....	\$ 248,248 08
Deficit of the year 1927-28.....	12,578 17
	<hr/>
Deposited to the Provincial Treasury in trust.....	\$ 235,669 91

FOR CAPITAL ACCOUNT

Amount of capital July 1, 1927.....	\$ 206,658 37
Carried to capital for the year 1927-28.....	37 00
	<hr/>
	\$ 206,695 37

Certified:

Quebec, June 30, 1928

(Signed) JOS. MORIN,
Provincial Auditor.

PENSIONERS WHO DIED DURING THE YEAR 1928

NAME	Age	Annual Pension
Boiselle, M. Anne.....	60	\$ 165 00
Barette, Alphonsine.....	76	150 00
Bourgouin, Léonida.....	71	150 00
Cassidy, M. E.....	82	200 00
Chaussée, Herminie.....	64	155 00
Forsyth, Alice J.....	55	316 38
Fletcher, Annie E.....	59	639 09

REPORT OF PENSION COMMISSION

Farnsworth, Maria.....	82	185 00
Fortier, M. Georgiane.....	71	200 00
Gravel, Mathilde.....	80	150 00
Hamel, Sophronie.....	65	165 00
Kneeland, A. W.....	75	1,200 00
Luttrell, Jane.....	73	419 48
Lépine, Virginie.....	83	150 00
Lafortune, Camille.....	67	150 00
Laporte, Valérie.....	65	165 00
MacKercher, John.....	87	1,200 00
Moss, Mrs. Andrew.....	79	150 00
Morin, M. Aimée.....	72	150 00
O'Reilly, Margaret.....	76	150 00
Plaisance, Antoinette.....	64	175 00
Paquette, Marie-Louise.....	76	175 00
Paradis, Julienne.....	74	150 00
Robert, Hénédine.....	68	150 00
Robitaille, Marie.....	78	150 00
Seers, Alphonsine.....	87	150 00
Thumas, Camille L. D.....	86	213 19
Total.....\$		7,373 14

Number of pensioners.....	27
Average age.....	73
Average of their pensions.....	\$273 07

The Superintendent accepted the new medical certificates required from the Mesdames Florentine Longchamp, Rose-Anna Giroux and Anne-Marie Lussier, and their pensions have been paid to them.

The following officers whose pensions had been accorded last year, on condition that they could prove they had taught twenty years, have completed their statements of services and in consequence have right to their pensions.

Annie MacKinnon.....	64	300 00
M. Lse. Simoneau.....	60	151 96
Dorilla Carbonneau.....	45	150 00
M. A. Léda.....	40	150 00

Following the instructions that you have severally given to the Superintendent since your last session, the pension of Madame J. O. Ducharme (née Emélie Julie Bélanger) has been paid to her with the arrears. This pension is \$330.40.

The whole respectfully submitted,

(Signed) AVILA de BELLEVAL,

Secretary.

The report of the secretary was adopted.

The Commission authorized the Department of Education to pay the pension of every pensioner of over 56 years of age who has renewed or shall renew the application, and who has established or shall establish their right to a pension, and this for the terminating six months and the next six months.

It also authorized, for the same period, the payment of the pensions of pensioners of less than 56 years of age, who have produced a medical certificate.

Nevertheless the Commission, considering that there is reason to believe that the cause in virtue of which certain pensioners obtained their pension has ceased, gave instruction to its Secretary to give immediate notice to these persons, in accordance with Article 528 of the Education Act, that the payment of their pension will be discontinued at the expiration of one year from the month of July, 1929.

The medical certificates produced by those pensioners, in support of their application, are incomplete and do not declare positively enough that they are incapable of teaching. The Commission authorized the Superintendent to require them to undergo a special examination by another physician of his choice, in virtue of the Article 526 of the above mentioned Act, or to demand from physicians who have examined them more specific information as to the nature and seriousness of their maladies, and this between the first of September and the first of December, 1929, and requested him to submit these new certificates and special reports of physicians at the next session of the Commission.

Those pensioners are:

NAME	Age
Ida Olinda Bastien	48
Rebecca Bergeron.....	39
M. Lse. Bérubé (Mme Alph. Laplante)	41
Elizabeth Boulanger.....	49
Wilhelmine Dionne.....	48
Marie Doyon.....	44
Alice Dupont.....	39
Albina Flibotte.....	46
Marguerite Houle.....	38
Mélanie Leclerc.....	42
Corinne Mottard.....	48
Agnes Nellis.....	43
M. St-Anne St-Laurent.....	43

On motion of the Superintendent, Mr. François-Paul Noël, special officer of the Department of Education, conjointly charged with Mr. de Belleval to expedite the correspondence and details relating to the pension fund, was invited to be present at the session of the Commission, to aid Mr. de Belleval in the exercise of his duties as Secretary and to enable Mr. Noël at the same time to take a more intimate knowledge of the decisions of the Commission and to initiate himself further with the matters concerning the pension fund.

The Commission, after having examined the applications of officers of primary education who have abandoned teaching on account of age or ill-health, their statements of services and the certificates produced, ordered as follows:

NEW PENSIONS ACCORDED—OFFICERS AGED 56 YEARS AND MORE

NAME	Age	Pension
Belcourt, J. E.	76	\$ 1,194 20
Stevenson, Kate	75	209 54
Leblond de Brumath, A.	73	1,200 00
Jasmin, Joseph-Louis-Philippe.	73	1,061 20
Bélangier, Arabella (Mme. Z. Gauthier)	72	150 00
Côté, Philomène	69	224 46
Gravel, Joséphine.	68	394 46
Picard, Emélie (Mme. Jos. Beauregard).	67	173 98
Robinson, Elizabeth Jane	67	357 72
Brown, Marian Agnes (Mrs. Robert J. Peacock).	63	403 20
McGill, Annie L. (Mme. Malcolm Lang).	62	323 38
Dumontal, Joséphine.	61	505 40
Francis, Gladys Susie (Mrs. R. Weldon).	61	333 16
Tremblay, Joseph Lévis.	61	1,067 86
Brosseau, J.-Maximilien.	60	300 00
Dessureault, M. Laura (Mme. Dosithé St-Cyr).	60	165 26
Stenning, Ann A.	60	300 00
Lague, Georgiana	59	330 76
Simard, Léda, (Mme Adélarde Boulet).	59	220 42
Vallée, Clara.	59	546 48
Webb, Minnie Euphemia.	58	560 68
Dodds, Agnes O	57	604 60
Hébert, M.-Lse.	57	150 00
Norris, Emma Louise.	57	901 64
Reynolds, Anna Martha.	57	261 90
Stewart, Christina Wright.	57	1,200 00
Walkinshaw, Jennie	57	297 10
Désaulniers, J.-V.	57	489 00
Lague, M.-Lse	56	300 00
Payette, Angéline (Mme. F. X. Guay).	56	264 32
Thibaudeau, M. J. C.	56	300 00
		\$ 14,790 73

The application of Mlle M.-Lse Trottier, who declared that she had taught only twelve years, and had not taught since 1923, was refused.

OFFICERS AGED LESS THAN 56 YEARS

NAME	Age	Pension
Lalumière, M.-Rose	55	\$ 227 26
Gendreau, Opportune	55	300 00
Bolduc, Héloïse.	55	150 00
Boulanger, Azilda.	54	251 16
Huard, Marthe (Mme. J. Loisel).	54	240 36
Schayltz, Jean Wilhelmine, (Mrs. Alfred Hannaford).	54	724 80
Longchamp, Reine (Mme. J.-A. Veilleux)	53	200 90

	Age	Pension
Gorman, Kate D.....	52	300 00
Coombe, M. Jane.....	50	595 80
Monfette, Marie.....	50	163 08
Paradis, William.....	50	425 98
Lavallée, Flora.....	49	300 00
Labbé, Hélène.....	47	208 00
Laplante, M.-Car.-Marg.....	47	150 00
Rhéaume, Emma.....	47	171 24
Paradis, Léopoldine.....	44	363 08
Boudrea, Alma.....	42	300 00
Archambault, Alexina.....	40	150 00
Landry, Maria-V.....	40	177 20
Laflamme, Anna-M.-Théodosie.....	39	166 38
Lachambre, Albina.....	38	206 56
Total.....		\$ 5,771 80
Forward.....		14,790 72
Grand total.....		\$ 20,562 52

Number of pensioners.....	52
Average age ..	56
Average pension.....	\$395 43

The Misses Exilina Richer, Marcelline Rodier and Aglaé Tremblay will have right to a pension if they establish that they have taught twenty years in schools under control.

The Misses Joséphine Boutin, M.-Lse.-Lyda Groleau, Aurélie Laroche and Mr. J. L. Lucien Tremblay must undergo another medical examination.

The applications of Mesdames P. J. Boyce (née Julia Brennan), J. H. Morin (née M.-Blanche de Montgrand), J. Vachon (née Elmina Bouchard), and the Misses Edmée-Onéda Allie, Elizabeth Anne Duff, Alma Ducharme, Philomène Lévesque, Clothilde Mineault, were refused.

APPLICATIONS FOR RE-IMBUSREMENT OF STOPPAGES ACCORDED

NAME	Age	Amount
Bolduc, Adélaïde.....	41	\$ 53 25
Campeau, Aurore.....	33	77 86
Croisetière, Marie (Mme. L. Ménard).....	63	88 76
Desjardins, Raoul.....	44	442 85
Knox, Madeleine.....	29	180 56
Laflamme, Aldéa.....	28	78 36
Marchand, Bernardine.....	37	49 25
MacKenzie, Mary A.....	52	67 14
Tousignant, Albertine.....	38	47 49
Vaugeois, Albina.....	29	93 99
Total.....		\$ 1,179 51

Average age.....	39
Average stoppages.....	\$117 95.....

The applications of Madame Adélarde Bergeron (née Caroline Boudreau) and of Mademoiselle Dina Thériault are accorded on condition that they establish, to the satisfaction of the Superintendent, that they have taught at least ten years in schools under control.

The applications of the following officers were refused: Mmes. Alph. Arnaud (Eva Beauséjour), Emile Levasseur (Angéline Cormier), Zénon Nadon (M.-Emma Hébert), Gédéon Roy (Eva Poulin), Mlles. Simone Boulanger, Ida Doucet, Alphonsine Dumont, Laurenza Durocher, Régina Gobeil, Blanche Joubert, Alma Mailhot, Albina Richard, Angéline Vallée, Adrienne Vel.

The Commission moreover authorized the Superintendent to pay to Mr. Gustave Girard, inspector of schools, who has just resigned, the pension to which he will have right, as soon as he shall have presented his application in the ordinary form, and established his statement of services, and to re-imburse Miss Katie Dwyer, teacher, who ceased teaching in 1925, if she also makes the official application and produces a medical certificate establishing that she ceased teaching on account of ill-health.

INDIVIDUAL CASES

Dossier 914-P! Madame Jos. Delisle (née Alice Vézina) obtained a pension in 1925. In 1916 she made her first application, which was refused. She demanded arrears. Demand refused.

Dossier 1715-P! M. Arsène Paquin, inspector of schools, demanded the re-imbursement of the stoppages which he had paid in to assure a half-pension for his wife, deceased the 29th of March last. The Commission found nothing in the law which would permit it to accord the application.

Dossier 2054 P! Madame Raoul Larochelle (née Alice Thériault), officer aged 46, submitted an application last year for a pension, which was refused, because the medical certificate which accompanied it did not establish to the satisfaction of the Commission that she was incapable of teaching. She ceased to teach the 24th of December 1924 and was married on the fifth of January 1925. After having examined the new certificate produced by that teacher, and taken cognizance of her explanations, the Commission saw no ground to change its decision of last year.

Dossier 2271-P.—Madame Eugène Nadeau (née Augustine Bérubé) declared that she had taught ten years under control and afterwards had kept an independent school nine years. She had not asked the authorization of the Superintendent to continue her stoppages to the pension fund, and paid in nothing for the years during which she kept a private school. She has credit in the pension fund for eight years only. She ceased to teach three years ago. She offers to pay the stoppages which she should have paid and make the nine years of private teaching count towards her pension. In that case, she would resume teaching.

Basing itself on art. 554 of the Education Act, the Commission decided that to retain pension rights an officer who teaches in a private or independent school

must, first of all, have obtained the special authorization of the Superintendent and regularly pay the stoppages on her salary. Since July 2, 1913, it has been no longer permitted to an officer who has neglected to comply with the formalities to regularize his position.

Dossier 2050-P.—Mlle Emilie Dubé submitted an application identical with the foregoing. Same decision.

Dossier 2421-P.—Mme. G. J. McInnis (née Odile-V. Dufresne) taught during ten years. She ceased teaching in June 1925 and was married the first of September following. In 1926, she applied for re-imbusement of stoppages, which the Commission did not accord, finding that the medical certificate in its support did not sufficiently prove her incapacity. She repeated her application, but without new medical certificates. Request again refused.

Dossier 2716-P.—Mme. J. L. St. Pierre (née Cécilia Girard) submitted a new medical certificate in support of her application for pension, which had been refused last year. This certificate being judged sufficiently proving, the pension of Mme St. Pierre was accorded.

Dossier 2746-P.—The Secretary reported that the Superintendent had authorized the payment of the pension to Mme Ls. Girard (née Sylvia Bédard) of which he had omitted, in error, to submit the application last year. She had taught 22 years and was 70 years old.

The Superintendent submitted a request from the Association of the Women Catholic Teachers of Quebec, incorporated, demanding that the minimum pension be carried from \$150.00 to \$200.00, and that the increase accorded to pensioners who have taught more than 20 years be \$10.00 instead of \$5.00 for each year of service above 20 years, up to a total of \$400.00 instead of \$300.00.

Considering the deficit of the pension fund for the last financial year, the Commission did not believe that it could support the request.

M. A. B. Charbonneau proposed, seconded by M. Nérée Tremblay, that the honourable the Secretary of the Province be respectfully requested to amend art. 531 of the Education Act (R. S. 1925), c. 133 by inserting after the word "served", in the fifth line, the words "at least two years".

That amendment would only be the confirming of Regulation No. 8 of the Commission.

The Commission requested the Superintendent to apply to the honourable the Minister of Public Works for fire-proof receptacles for the preservation of the books and archives of the pension fund and to take all other measures to ensure that the books and archives may be protected from fire.

The Superintendent was also authorized to pay, in addition to the ordinary indemnities accorded to the members of the Commission for traveling expenses, and to several employees of the Department for special services, a sum of two hundred dollars to Mr. Ernest Gagnon, for the researches he has had to make in the books of the pension fund since the last session, in order to establish the statements of services of officers, and to M. Paul Delâge, for the carrying on or that work, the sum of six hundred dollars, for the year beginning the first of December instant.

Mr. Hopkins proposed, seconded by N. Tremblay, and it was resolved thta

the salary of the Secretary be fixed, for the year beginning December 1st, instant, at the sum of sixteen hundred dollars, payable monthly.

The Commission expressed to M. Frs. Paul Noel its thanks for the services rendered to the Secretary.

And the session closed.

(Signed) CYRILLE F. DELAGE,
Chairman.

A. De BELLEVAL,
Secretary.

1928 SECONDARY SCHOOL EXAMINATIONS.—(Continued)

LE FRANÇAIS. GRADE IX.

Répondez à huit questions seulement. Douze marques pour chaque question et quatre marques pour un papier propre et bien écrit. Dix est obligatoire.

1. (a) Ecrivez au pluriel:—1. Le drame préféré de la petite fille. 2. Le ciel bleu du pays chaud. 3. Le métal est jaune.
(b) Ecrivez au féminin:—1. Le pêcheur a été malade. 2. Le bon jardinier est actif et heureux. 3. Mon vieil oncle a des neveux travailleurs.
2. Remplacez le nom par le *pronom personnel*:—1. *Les gens* voulaient manger des *brioques*. 2. *Criquette* paraissait dans la salle. 3. *L'acteur* parle au *directeur*.
3. Remplacez le tiret par l'adjectif possessif ou le pronom possessif convenable:—1. Voici ma montre, où est — 2. Votre cheval ne ressemble pas — 3. Ils préfèrent notre jardin — . 4. — hache est plus tranchante que — . 5. Elle va visiter — tante.
4. Ecrivez en toutes lettres:—1. L'école commencera à 1.30 heures. 2. Cette classe a 27 x 22½ pieds. 3. Ce livre a 400 pages. 4. La date de votre naissance. 5. La moitié de 3½.
5. Ecrivez les verbes "Ils" au Parfait (Passé Indéfini) et au Futur:—Elle fut plus misérable. Il augmenta son salaire. Je ne voulus pas d'argent. Il lui donna sa pièce de cent sous. Nous allions au théâtre. Nous voyons la représentation. Nous avons beaucoup de temps.
6. Donnez l'explication des mots suivants:—arracher, une porte-cochère, la confiance, l'épicier, un promeneur, le parterre.

7. Faites entrer le contraire de ces mots en de bonnes phrases:— commencer, droit, beaucoup, le malheur, vendre, trouver.
8. Ecrivez en bon français:—(1) How much do you earn? (2) I know how to read, write and count. (3) They knew the play absolutely by heart.
9. Répondez à ces questions:—(1) Pourquoi Pascal voulut-il accompagner Criquette le jour de leur première rencontre? (2) Par quoi Criquette attirait-elle la clientèle? (3) Quels livres formaient la bibliothèque de Pascal? (4) Quelle idée fixe avait Pascal? (5) Que dit M. Bidache du talent des deux enfants? (6) Pourquoi Mme. Brinquant fut-elle obligée de prendre une voiture le soir du début de Criquette?
10. La dictée. Criquette, page 27, de "Ce fut un succès"—jusqu'à—"le dimanche."

LATIN. GRADE IX.

1. Translate into English and explain constructions:
 Arbor est decem pedes alta. Duo millia passum. Duos horas. Turris muro est uno pede altior. Quam brevis—simus. Prima luce. Ruri. Urbe capta, copias reduxit. Scio eum esse virum bonum. Misere-mur senis. Imperator eis non credet.—20
2. Give the Principal Parts of *possum*; Present indicative Active of *malo* and *fero*; Present Subjunctive of *volo* and *fi*; Future Active of *capio*, and Pluperfect Passive of *audio*.
3. Give the Genitive and Dative Singular and the Accusative Plural of *hic*, *ille*, *idem*, *qui*, and *ipse* in all the Genders.—20
4. Translate into Latin:
 The town is ten miles from the city. The table is six feet long and four feet wide. The ancient Britains used to feed upon milk and flesh. Of these kings that one was more distinguished in war, this one in peace. When he had finished the work, he hastened home. He said that he would lead the soldiers out of the town. The soldiers will obey the emperor. He was persuaded. The consul with all his forces will be sent to Rome. The fields were laid waste in sight of the Roman army.
5. Translate into English:
Incolæ tamen, quum nox esset obscura, Argonautæ non agnoscebant, et, navem inimicam venisse arbitrari, arma repuerunt, et eos egredi prohibebant. Acriter in litore pugnatum est, et rex ipse, qui cum aliis decurrerat, ab Argonautis occisus est, mox tamen, quum jam dilucescerat, senserunt incolæ se errare, et arma abjecerunt: Argonautæ autem, quum viderent regem occisum esse, magnum dolorem perceperunt.

- (a) Paese, giving Principal Parts of the verbs, the words in italics.
 (b) Give the Nominative Singular of: *litore*, *dolorem*.—30

6. Translate into English:

Media nocte clam patre ex urbe evasit; et, postquam in montes finitimos venit, herbas quasdam carpsit; tum *suco expresso*, unguentum paravit, quod vi sua corpus aleret nervosque confirmaret. *Hoc facto* Jason unguentum dedit; præcepit autem, ut eo die, quo isti labores conficiendi essent, corpus suum et arma mane oblineret. Jason, etsi paene omnes magnitudine et veribus corporis antecellebat (vita enim omnis in venationibus atque in studiis rei militaris constiterat), censebat tamen hoc consilium non negligendum esse.

- (a) Explain the construction of the words in italics.
 (b) Parse quod, Jasoni, quo, mane, rei.
 (c) Give Principal Parts of carpsit, præcepit, oblineret, constiterat, esse.—30

7. Translate into English:

Argonautæ, qui bene sciebant rem in discrimine esse, summis *viribus* remis contendebant: quum tamen navis, qua vehebantur, ingenti esset magnitudine, non *eadem* celeritate, qua Colchi, progredi poterant. Quæ quum ita essent minimum abfuit quin a Colchis sequentibus caperentur, neque enim *longius* intererat quam quo telum adjici posset. At Medea, quum vidisset, quo in loco res essent, pæne omni *spe deposita* infandum hoc consilium cepit.

Parse the words in italics.—20

8. Translate into English:

Vestem paravit summa arte contextam et variis coloribus tinctam: hanc diro quodam infecit veneno, *corpus ejus quasi igne ureretur*. Hoc facto, vestem Glaucæ misit: illa autem, *nihil mali suspicans*, donum libenter accepit, et vestem novam (more feminarum) statim induit.

Explain carefully the constructions and account for the cases of the nouns in the clauses in italics.—20

GRADE IX.

MENTAL AND RAPID ARITHMETIC.

(2 marks for each correct answer.)

1. Simplify: $-\frac{1}{3} + \frac{3}{4} \times \frac{8}{9}$
2. When $\frac{2}{3}$ of a number is multiplied by $\frac{3}{4}$ of the number, the product is 1152. Find the number.....
3. When the difference in longitude is 45 degrees, what is the difference in time?.....

4. What part of a gallon is $\frac{8}{9}$ of a pint?.....
5. Two trains 440 miles apart approach each other. One travels at the rate of 30 miles per hour and the other 25 miles per hour. How many miles will each have travelled when they meet?.....
6. In what time will the interest on \$500.00 at 6% amount to \$90.00?.....
7. If I lose 10% by selling a horse for \$180.00, at what must I have sold to gain 10%?.....
8. What is the assessed value of property taxed \$37.50 at the rate of 5 mills on the dollar?.....
9. Find the height of a box whose cubical contents are 128 cu. inches and base a 4-inch. square.—————
10. The foot of a ladder is 9 ft. from the bottom of a wall. It reaches 12ft. up the wall. How long is the ladder?.....

(Note, the practical work is omitted.)

GRADE IX.

GENERAL ARITHMETIC.

(All questions are of equal value.)

1. A bridge 150 yards in length and 36 feet wide is to be planked with lumber $3\frac{1}{2}$ inches thick. Find the cost of the lumber at \$35.00 per M.
2. What must be the market value of stock yielding 8% dividend to give $5\frac{1}{2}\%$ on the investment?
3. What sum of money compounded yearly, for 3 years, at 6% per annum, will give \$6,205.00 interest?
4. The assessed value of a school district is \$2,450,000.00; the amount to be raised by taxes is \$15,925.00. Find the tax on a property assessed at \$5,600.00.
5. Two men pay \$49.00 for the rent of a field; one puts in 20 horses for 12 weeks and the other 25 horses for 10 weeks. Divide the rent fairly between them.
6. A ladder 35 feet long reaches from the middle of the street to a window 28 feet high. How wide is the street?

7. Find the alteration in income occasioned by shifting \$3,200.00 from the per cents at $86\frac{3}{8}$ to 4% stock at $114\frac{7}{8}$, the brokerage in each case being $\frac{1}{8}\%$.
8. A merchant sold 25 cheese at \$30.00 each. One on half he gained 30% and on the remainder he lost 30% . Did he gain or lose on the whole, and by how much?
9. If one ton of coal occupies 36 cu. ft., what must be the depth of a bin 6 feet wide and 7 feet 4 inches long, in order that it may contain 11 tons?

GRADE IX.

DICTATION.

(To be read by the teacher in presence of the Presiding Officer).

NOTE TO TEACHER:—In question 1, read each sentence twice and wait until pupils have written it. In question 2, read the whole letter to pupils before reading for dictation, then dictate in short phrases, without repetition, pausing after each dictated phrase for pupils to write.

NOTE TO EXAMINER:—In question 1 allow $2\frac{1}{2}$ marks for each italicized word spelled correctly. In question 2, deduct $\frac{1}{2}$ mark for each mistake in punctuation, and 1 mark for each mistake in spelling, capitalization and form.

1. *Insure* your life at once. The coal is in the *basement*. The field is *level*. He is a *dangerous* criminal. The car is in the *garage*. He ate his *breakfast* early. An *adjustment* will have to be made. He speaks seven *languages*. I am *confident* we shall win. *Luncheon* was served at one o'clock. I take *physical* training. The people from the *vicinity* travel widely. He is a *prominent* man. He has a fatal *disease*. We must *accustom* ourselves to it. The prisoner showed much *agitation*. Which side of the *controversy* do you favour? The houses in the valley were crushed by the *avalanche*. The government is *appropriating* the money. The *criticism* seemed very fair. *Efficiency* contributes to success. *Incidentally* we learned of your promotion. The *defendants* of the suit won the case. Follow the rules of *parliamentary* procedure. Counterfeiting is not a *legitimate* act. He rode in a *dirigible* balloon. The *phrenologist* is interested in the shape of one's head. The army *manoeuver* was executed successfully.

2.

Sherbrooke, Que.

June 19th, 1928.

The Canadian Land Company,
706 Unity Building.
Montreal, Que.

Gentlemen,

We take this occasion to acknowledge the receipt of your letter of the 17th instant, and to express our appreciation of the interest which you have shown in our Association. We must find a permanent location for our Chautauqua, and believe that we have found lots which will be satisfactory, especially since they are in a pleasant locality, convenient to the College. Since it will be necessary to investigate this business opportunity immediately, we are referring the matter to a committee which, we expect, will analyze the situation completely. The committee to which this matter is referred will probably recommend giving a mortgage but, quite certainly, will receive advice on this point from representative citizens. The money to carry on the investigation is in the Canadian Bank of Commerce, the certificate of deposit being in the hands of the treasurer of the Association.

The serious accident of last year, in which two people were killed when the tent fell, will have its influence on our present campaign for a permanent building.

Yours very truly,

JOHN JONES.

 GRADE IX.

ENGLISH COMPOSITION

1. Make a list of points for or against the following:—
Resolved that written examinations are a fair basis for the promotion of pupils.—10
2. You are the Secretary-Treasurer of a school board and you advertise for a teacher. Write the advertisement. Write to a paper asking that the advertisement be inserted. Write one reply that you receive. Write a letter accepting the applicant.—20
3. Briefly define the following:—Paragraph, Indentation of Paragraph, Topic Sentence, Unity of Paragraph, Coherence of Paragraph, Synonyms, Direct Narration, and Colloquial Expressions.—15
4. Develop the following suggestions into a short story:—
Tom Sawyer is told by his aunt to paint a fence—finds job tiresome—

sees boy coming—pretends to be absorbed—boy envies him—Tom trades privilege of painting bit of fence for marbles—repeats experiment with several boys—with wealth thus acquired trades with other schoolboys for “Good Conduct” cards—presents twelve of them to astonished teacher in exchange for Bible—Inspector delighted—asks Tom to name two of the disciples—“David and Goliath.”

This question will be marked as follows:—

Original material.10

Choice of words and construction of sentences.—15

Paragraphing and general plan.—10

5. Write two possible meanings of each of the following sentences, putting that meaning first which you think is the one intended:—
- (a) I shall lose no time in reading your book.
 - (b) He said his brother was using his new bicycle.
 - (c) “Don’t go into other shops to be overcharged; come in here.
 - (d) While coasting, a boy caught his foot in the railing of a bridge and it was torn off.
 - (e) They love him more than John.
6. Relate the story that you think underlies “To a Waterfowl.”—10

(NOTE.—*Balance in next issue of Educational Record.*)

MINUTES OF PROTESTANT COMMITTEE

Quebec, October 26th, 1928.

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

Present:—The Honourable W. G. Mitchell, K.C., D.C.L., in the chair. Reverend A. T. Love, B.A., D.D., W. M. Rowat, Esq., M.D., C.M., W. S. Bullock, Esq., M.L.A., Reverend E. I. Rexford, D.C.L., LL.D., D.D., A. K. Cameron, Esq., Honourable Jacob Nicol, K.C., M.L.A., D.C.L., Andrew R. McMaster, Esq., K.C., Reverend A. H. McGreer, M.A., D.D., Sinclair Laird, M.A., B.Phil., J. A. Nicholson, Esq., M.A., LL.D., P. C. Duboyce, Esq., B.A., LL.B., George F. Calder, Esq., and C. A. Adams, Esq., B.A.

The minutes of the last meeting were read and confirmed.

Apologies for absence were submitted on behalf of Howard Murray, Esq., O.B.E., Right Reverend Lennox Williams, D.D., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., Honourable Justice Martin, W. L. Shurtleff, Esq., K.C., LL.D., and Professor Carrie M. Derick, M.A.

Before proceeding to the ordinary business of the day, all the members of the Committee stood while the following resolution was read:—

Moved by Dr. Rexford, seconded by Andrew McMaster, Esq., K.C., and resolved:—

“That this Protestant Committee, at the first meeting since the removal by death of their late colleague Victor E. Morrill, desire to place on record their deep appreciation of the valuable services he has rendered to the cause of Protestant Education in this Province as a member of this Protestant Committee and of the great loss the work of this Committee has sustained by the termination of his earthly career in the prime of life.

“The members of the Committee recall with grateful satisfaction the unobtrusive attitude, the clear arguments, the good judgment of their late colleague in the deliberations of this Committee, and his effective participation in the activities of important sub-committees. Occupying, as he did, a unique position of influence in the Protestant rural sections of the Province, our late colleague was able to bring to bear upon the current educational problems, not only his rich personal qualifications, but also the strong influence which his position enabled him to exercise in the community.”

“The members of this Committee desire to express to Mrs. Morrill and the members of the family their sincere sympathy with them in the great bereavement that has come into their home.”

The Secretary then announced that Mr. P. C. Duboyce had been appointed, by the Lieutenant-Governor-in-Council, as a member of the Council of Education in succession to the late Mr. Morrill.

This appointment leaving a vacancy in the list of associate members, the Secretary was instructed to place on the agenda paper for next meeting, the nomination of a successor to Mr. Duboyce.

In accordance with an understanding at the last meeting of the Committee, the final report of the sub-committee to consider the “Education of Retarded

and Mentally Defective Children of School age" was taken as the first item or ordinary business, the report being submitted again by Dean Laird, in the absence of the Convener, Professor Derick.

Dr. W. B. T. Mitchell, Montreal, of the Canadian Mental Hygiene Committee who was present on invitation of the Chairman, gave a short address on the subject under consideration and answered questions in relation thereto in the course of the general discussion. The thanks of the Committee were tendered to Dr. Mitchell for his valuable assistance. The report was then adopted, with the exception of paragraph three, and it was resolved that a Commission be appointed, with Dr. Rexford as chairman, to carry into effect the recommendations of the sub-committee, the other members to be appointed by the chairman of the Protestant Committee. The report of the sub-committee concluded by unanimously recommending:—

1. That the Protestant Committee of the Council of Education immediately have a mental survey made of Protestant children between five and fourteen years of age in order to ascertain the number of mental defectives among them.

2. That in doing so the co-operation of School Boards both in cities and rural districts be secured.

3. That the Canadian National Committee of Mental Hygiene, in co-operation with the Department of Education, be asked to make the survey.

4. That the Government be asked to make a special grant to defray the necessary expense of making the survey.

5. That wherever fifteen or more subnormal children are found that one or more special classes in connection with the public schools be established.

6. That gifted teachers be at once selected and given the training necessary to enable them to conduct such classes.

7. That special government grants be made to schools conducting special classes.

8. That the Government be asked to establish residential schools and one or more farm colonies for mental defectives.

The report of the sub-committee on the distribution of grants to the Superior Schools was submitted by Mr. Duboyce, as follows:—

"Your sub-committee begs to submit, herewith, a statement showing the proposed distribution of grants for the scholastic year, 1927-1928. You will note that there is available for distribution this year, \$75,228.62, as compared with \$69,152.46 last year. In spite of this considerable increase the grants to the superior schools are practically the same as they were last year, the increase in the fund being almost entirely used to give grants to the new schools which have been added to the list. It is quite evident that with the increase in the number of secondary schools it will be impossible to maintain the present amount of grants in the future, unless there is an increase in the amount available for Protestant secondary schools.

"The bonuses have been awarded strictly in accordance with the regulations prescribed by the Protestant Committee for awarding these bonuses. The special grants have for the most part been continued from last year, as the conditions which necessitated the giving of these grants still exist. The following modifications, however, have been made:—**Beebe:** is this year recommended for participation in larger grants awarded to high schools, and does

not need the special grant given last year when it was an intermediate school. The special grant is withdrawn from **Brookbury**. **Brookbury, Canterbury** and **Bury** are three consolidated schools in the municipality of Bury. Last year they were all intermediate schools and received from the Superior Education Fund a total of \$1,640. including the special grant to Brookbury. This year, the Bury school has been raised to the rank of high school and the total grant to the municipality, exclusive of the special grant, is \$1,970. The special grants to Kingsbury and St. Andrew's East are not required this year, and have been withdrawn. The special grants to Bulwer and Hudson have been reduced from \$200 to \$100. The consolidated school at Roxton Pond is this year recommended for a special grant of \$100.

"We have to recommend that the following intermediate schools, having complied with all the regulations provided for ranking as high schools, be raised to the status of high schools:—Asbestos, Beebe, Kenogami, Hudson and St. Laurent.

"Furthermore, inasmuch as Asbestos, Beebe and Kenogami have had these qualifications during the year 1927-1928, and have actually done the high school work with the permission of the Department of Education, we recommend that they be entitled to share in the present distribution of the grants as high schools.

"We further recommend that the following schools be raised to the status of intermediate schools, Arvida, Delson Junction, Donnacona and Fitch Bay.

"These schools have been successfully operated during the past year as intermediate schools with the permission of the Department of Education, and we, therefore, recommend that they share in the regular distribution of the grants as such.

"The following schools have been permitted by the Department of Education during the past year to do the work of intermediate schools with the expectation of being raised to that status if their work should be found satisfactory, and the requirements of the regulations complied with i. e. Chambly Canton, Glen Sutton, Metis Beach, Namur and Rouyn.

Your sub-committee cannot recommend that these schools be placed on the list of intermediate schools at the present time, but suggests that for the current year they be permitted to do the work of an intermediate school and that they be raised to that rank when the following conditions have been met, i. e., new buildings for Chambly Canton, Metis and Rouyn. **Glen Sutton:** the examination report of this school in June last was very unsatisfactory. The granting of the rank of an intermediate school to Glen Sutton will depend upon its doing much more satisfactory work during the present year. **Namur:** the rank of an intermediate school is withheld from Namur until it secures and retains a properly qualified staff of certificated teachers. Nevertheless, we recommend that special grants as shown on page 3, be given to these five schools. **Windsor:** the school board of Windsor has failed to maintain a staff of teachers with the qualifications required for a high school. We recommend that this school be reduced to the rank of an intermediate school. **McMasterville:** this school was raised to the rank of an intermediate school in 1924. In 1925 it had two pupils in grade 8. Since that time it has had no pupils above grade 7. It seems unfair that the Superior Education Fund should be used to maintain a school that is only doing elementary work, and we recommend that the school board

be advised that grants from the Superior Education Fund cannot be continued unless secondary school work is carried on in the school. **Matapedia:** the Matapedia intermediate school is conducted in two buildings some distance apart, one of which belongs to the school board, and the other is rented. Neither of these buildings is suited for school work. The school board has been warned repeatedly that a proper school building should be provided, and though it is quite able, it has taken no steps to improve conditions. We therefore recommend that after the current year no further grants from the Superior Education Fund be paid to the school trustees of St. Laurent de Matapedia until a suitable building has been provided. Longueuil has the rank of a high school, but though there are several pupils in that municipality qualified to take the high school grades, it has not been teaching grades X and XI. Instead of providing instruction for these grades, the school board expects the pupils of these grades to go the neighbouring high school of St. Lambert, to be educated there at the expense of the St. Lambert ratepayers. In the circumstances, therefore, we recommend that Longueuil be reduced to the rank of an intermediate school unless it is willing to assume its full responsibility for the teaching of the high school grades. **Sherbrooke:** After careful deliberation your sub-committee recommends that the Sherbrooke High School no longer participate in the grants from this fund. This school has an income of about ten times the amount of the high schools now participating in the fund. The school board has a secretary-treasurer receiving a salary of \$1,183.33, a Superintendent of Schools at a salary of \$7,000 and a Principal of the High School at a salary of \$2,900. whose duties are supervision only. There seems to be no good reason why the work of the Superintendent and the Secretary should not be performed by the same person as in the much larger organization of Montreal. In view of the resources of this school board, and of the apparent want of economy in the administration, as indicated above, your sub-committee is not justified in recommending to this school board a further participation in a fund that is already inadequate to the needs of less favoured high schools.

Respectfully submitted on behalf of the sub-committee.

(Signed) P. C. DUBOYCE, Convener.

ADDENDA

The 'Minimum Salaries' upon which twenty marks are given towards the "General Percentage" were fixed years ago when very few schools were paying these amounts in salaries. They are now ridiculously low, and the regulation no longer contains any inducement to provide a more adequate remuneration for the teaching staff of the secondary schools. Last year every secondary school in the Province, except one, received full marks under this heading. We, therefore, recommend that the regulation be amended to read as follows:

"Minimum Salaries" as follows:—In high schools, \$2,500. for Principal and \$1,500. for combined salaries of next two teachers. In intermediate schools, \$1,200. for Principal, and \$750. for next teacher. In all cases one-tenth of a mark shall be deducted for every \$10.00 required to raise the salaries to the above standard.

(Signed) P. C. DUBOYCE, Convener.

Mr. A. K. Cameron submitted a report upon Consolidated Schools which was based upon a questionnaire which had been issued on the 5th of May, 1928, to the principals of the twenty consolidated schools. The report dealt with questions of conveyance, noon-hour supervision, hot lunches, condition and situation of buildings, janitor service, bus drivers, and in general, the benefits and drawbacks incidental to the system of consolidation. The information contained in Mr. Cameron's report showed very clearly that the expected advantages of consolidation were being realized in almost every case, while the drawbacks were so few as to warrant the judgment that consolidation was most successful and was meeting in a large measure the educational needs of the rural districts.

Dr. Rexford made an interim report upon the efforts of the sub-committee on school inspection to elaborate plans for better remuneration of the inspectors with a view to attracting really desirable applicants for vacancies as they may occur. The sub-committee hoped to make a more definite report as a subsequent meeting.

Resolutions were submitted by the Protestant Board of School Commissioners of St. Laurent, approving in general terms of the memorandum submitted by Dr. E. M. Best in regard to a new course of religious and moral instruction for the schools of the Province.

The Secretary submitted for, Mr. A. E. Duncan, an application for reinstatement as teacher upon certificates of character which accompanied the application. The Committee instructed the Secretary to say that it was unable to entertain the application for re-instatement.

A report from Miss L. E. Tanner, Supervisor of French teaching in English schools, on a book for grade IX to replace "Crique" which had been withdrawn owing to the failure of the publishers was submitted. She recommended "l'Aventure de Jacques Girard" by Stéphane, published by Longman's and to retail at the price of fifteen cents a copy. The Director of Protestant Education recommended that the Committee authorize the use of this book in place of "Crique". This recommendation was approved by the Committee.

The question of appointing a board of five members for recognition of scholastic merit in accordance with an act of the last session of the Legislature, was submitted by the Secretary, but action was deferred.

The Secretary reported that in accordance with previous action of the Committee he had promised to pay, at the end of the year, one-half the cost of providing the McGill travelling libraries to the various schools of the Province which desire to make use of them, it being understood that the cost to the Committee should not exceed one hundred dollars. This action was again approved by the Committee.

A printed report of the "Fisher Trust Fund" was formally submitted, having previously been sent to each of the members. Although the Committee is not required to take action in any way upon this report, it was felt that the importance of the benefaction of the late Honourable Sidney Fisher, a distinguished member of the Protestant Committee for many years, should be marked by a record in the Minutes of the Committee of its appreciation of Mr. Fisher's wise and patriotic educational outlook.

A report upon the general condition of the Labrador schools was submitted

by the Secretary, special reference being made to the summer schools that had been held on the Coast during two years, under the direction of Miss Hazel Boswell of Quebec, who organized them and had them carried on with public subscription, and especially with the co-operation of the Universities of McGill and Bishop's.

Mr. Cameron was prevailed upon to act as convener of the sub-committee on educational meetings of which Mr. Morrill had been for some years a most efficient chairman. In connection with this matter it was decided that the sub-committee should consider the advisability of holding public meetings before the month of December.

The Secretary reported that since the last meeting, one candidate had presented himself for examination of the Inspectors' qualifying certificate, but that the results of the examination did not justify any action on the part of the Committee.

There being no further business the meeting then adjourned to reassemble in Quebec at ten a.m. on Friday the 7th of December, unless called earlier by order of the chairman.

(Signed) G. W. PARMELEE, Secretary.

(Signed) W. G. MITCHELL, Chairman.

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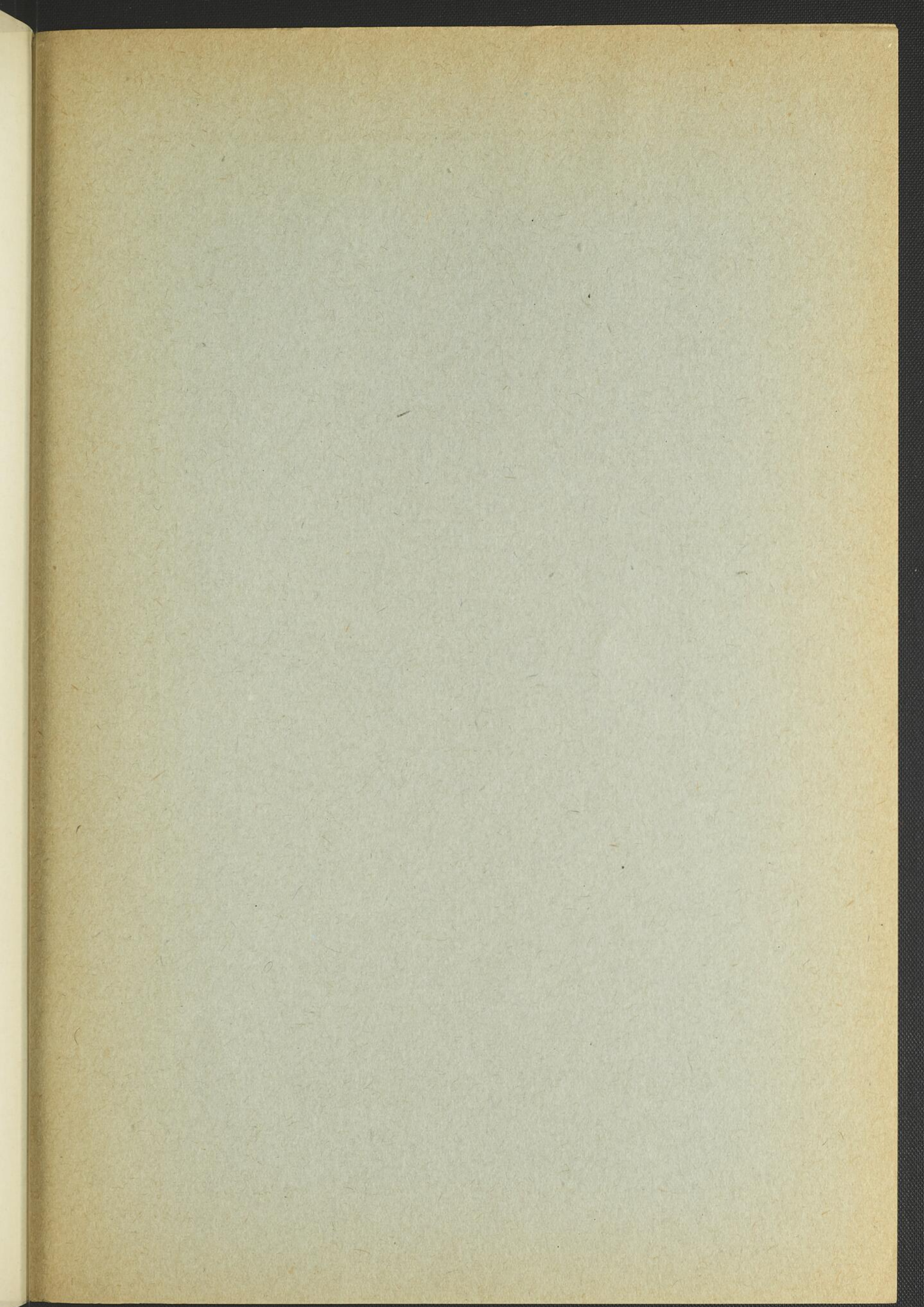
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