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THE  
**EDUCATIONAL RECORD**  
OF THE  
**PROVINCE OF QUEBEC**

(Published Quarterly)

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*Old Series, Vol. LII, No. 4.*

*New Series, Vol. VII, No. 4.*

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OCTOBER - NOVEMBER - DECEMBER, 1933

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SPECIAL ARTICLES

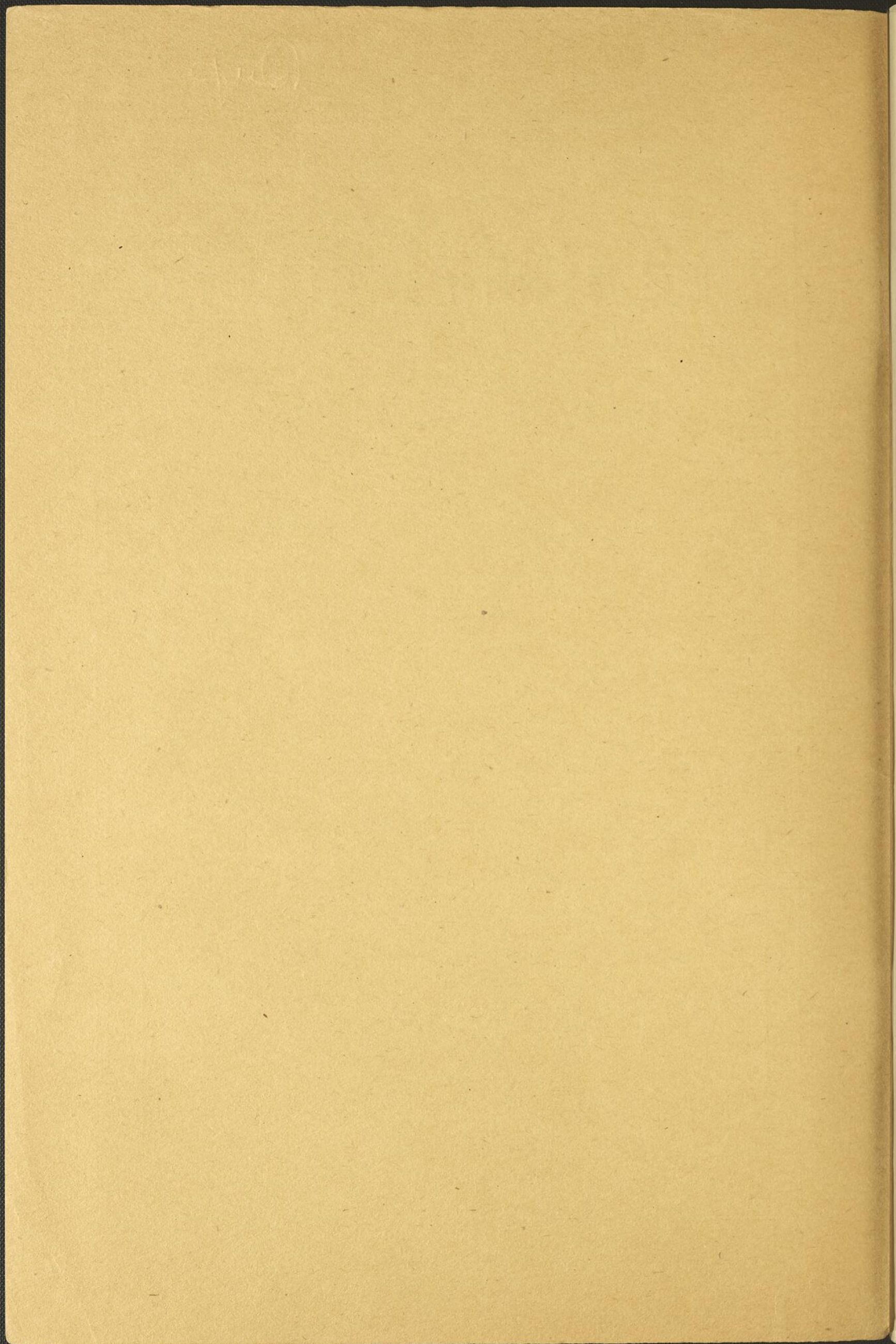
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SPECIAL CLASSES FOR RETARDED  
CHILDREN.

MISS MARION A. SMITH ON  
TEACHING OF FRENCH

SUPERIOR SCHOOL DIRECTORY

QUEBEC, QUE.



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October - November - December, 1933.

J. C. SUTHERLAND,  
Editor and Publisher.

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Old French **herce** meant "a harrow," **hercier** "to harrow," and **rehercier** "to harrow over again," borrowed in Middle English as **rehercen**, Modern English **rehearse**. Now we **rehearse**, not the plowed field, but a speech, a play, or the like.

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EDITORIAL NOTES

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100 KING STREET WEST, TORONTO, CANADA

## EDITORIAL NOTES

At the September meeting of the Protestant Committee Dr. S. B. Sinclair's important book on "Backward and Brilliant Children" was authorized for teachers, but it is not compulsory. The book is published by the Ryerson Press, Toronto.

Recently we have received requests from new teachers for past issues of the Educational Record containing the articles on the Teaching of French by Miss Tanner and Miss Smith, and have been fortunate in being able to supply them. In each case, however, the teachers had not found the Educational Record in the school. This meant that the previous teachers found the numbers too valuable to leave behind for their successors, but it would be preferable if the numbers were retained for reference at every school.

We print in this issue two very important statements from the Municipal Bulletin, issued by Mr. Oscar Morin, Deputy Minister of the Department of Municipal Affairs, the one in regard to the prescription of taxes and the other concerns the school taxes on incorporated companies when a lowered valuation has been adopted for municipal taxation. The Municipal Bulletin has been sent to all secretary-treasurers, but the two short articles are of such high importance to school boards that they may well be repeated in the Educational Record.

Mr. Morin's judgment is that the suspension of prescription from February 19th, 1932 to December 31, 1933, becomes a dead period in the deter-

mination of prescription for taxes which were owing **before** February 19th, 1932. Thus, suppose that a person's taxes were overdue for any period less than three years on February 19, 1932, then the rest of the three year period begins to count from January 1st, 1934.

The foregoing principle should be clear, but a number of boards still seem to be under the impression that taxes could not be collected by legal action during the period that prescription was extended. That extension of prescription was not a moratorium. School taxes can be collected by seizure twenty days after they become exigible, if necessary. But read carefully what Mr. Morin says on this point.

School boards should be familiar also with the fact that when a low valuation is placed upon the property of incorporated companies for municipal valuation the school boards still have the right to levy the school taxes upon the real value of these properties. That is the meaning of article 367 of the Education Act, particularly in respect to the second paragraph of that article.

The Quebec Municipal Commission, of which Mr. Oscar Morin is the chairman and whose duties and responsibilities concern both municipal councils and school boards, is doing good work in bringing about better methods of bookkeeping. The strict rules in regard to the authorization of auditors came none too soon, and we find that all conscientious secretary-treasurers are well pleased to have their methods made more regular.

## PHYSICAL GEOGRAPHY

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The paper set by the examiner on this subject for the June examinations in Grade XI was different in some respects from those set in many past years. The questions called for considerable thinking on the part of the candidates, because they were calculated to discover if the pupils had been really **observing** those features which they had been studying in the text book.

In her report Miss D. Seiveright says:

"The papers, as a whole, were fair, little more can be said of them; although eleven were in Class I and one was excellent. The chief difficulty seemed to be the lack of clear thinking. Geography, being a Science, requires clearness of thinking and accuracy of expression".

The number of candidates was 289, the largest in the last five years, and the number failed was 66, a percentage of 22.7.

Miss Seiveright's comments should be carefully studied in the printed report by teachers of physical geography. Here we quote only her final suggestions.

"1. That more attention be paid to the structure and physical features of the home locality.

2. That greater accuracy of thinking and conciseness of expression be aimed at.

3. That the diagrams be studied and interpreted more carefully, and that the pupils be encouraged to supplement the diagrams in the text with those of their own construction.

4. That maps be used constantly in conjunction with the text, since without maps Physical Geography is meaningless and a waste of time."

We have often urged in these columns the value of "field days", but even these are of little use unless habits of observation are inculcated by the teacher. To be successful, a field day must be carefully planned beforehand, with distinct and essential objects in view for study.

Physical geography can be made one of the most valuable of the subjects in the course of study, but it is a waste of time if taught perfunctorily.

J. C. S.

## ENGLISH COMPOSITION

---

Severe criticisms of the English used by the Grade XI pupils in the June Examinations appear in the reports of the examiners this year. They appear, indeed, about every year, and are not confined to the examiners in English Composition and English Literature.

Professor Latham, reporting on the papers on English Composition says:

"The examiner in English Composition took into account three more or less distinct points of view: first, accuracy in the use of language, including spelling, punctuation, grammar, diction, idiomatic usage and so on; secondly, logical arrangement of material, with some regard for unity, consecutiveness, and proportion; and thirdly, grasp and understanding of the subject under discussion. A first-class book should meet all three of these tests. Any book that failed to meet the first test could not be considered satisfactory. Surely, the primary purpose of instruction in English in schools must be to develop the ability to speak and write the language with precision and correctness.

"After the reading of over twelve hundred of these books the conviction that comes most strongly to the examiner's mind is that insufficient attention is paid to these humdrum, elementary details. Misspellings abound, punctuation is ignored, and the simplest principles of grammar are violated. Anyone experienced in these matters knows that teachers will get just as poor work as they will tolerate, and no poorer. What is known as the "mechanics" of composition must be attended to first of all. This sort of instruction demands time, intelligence and enormous patience on the part of the teacher.

"A good many pupils showed a tendency to use words whose meaning they did not fully understand. Here are some examples: the **duplicity** of railway service in Canada, meaning duplication; motor cars travel with **considerate** speed, meaning considerable; the English are noted for **loquacity**, meaning apparently sententious speech; he **wilfully** granted his assistance, in the sense of willingly. These examples are mentioned because of their innocent grotesqueness."

The trouble begins, of course, lower down than the eleventh grade. The teachers of Grade XI cannot be held wholly responsible for the poor English of the pupils. The work in ten earlier grades shares in the responsibility, and more particularly in Grades VII, VIII, IX and X. The instruction needed demands, as Professor Latham says, "time, intelligence and enormous patience on the part of the teacher". Exactly, and many teachers will ask how they are going to find the time for this enormous patience in the teaching of English when they

have other subjects to teach? The answer to this is that the time and patience spent upon "accuracy in the use of language, including spelling, punctuation, grammar, diction, idiomatic usage and so on" would immediately have its effect upon the grasp of the pupils on the other subjects of the curriculum.

Professor Brunt, reporting on the English Literature papers, has a significant paragraph which reads:—

"My reports on English Composition for the last eight years may be read with profit as my report on this literature paper in the matter of grammar, composition, spelling, punctuation."

In the face of the continued emphasis of the examiners on these matters, and also in regard to careless and illegible writers, it is surely not too much to ask the principals of high and intermediate schools to insist upon Thoroughness in the teaching of English Composition. When success has been attained in the earlier grades in this respect we will miss, of course, those delightful "howlers" that Professor N. N. Evans is obliged to report yearly in the chemistry papers, but the gain for the pupils throughout their lives will be very substantial. Mastery of the mother tongue makes for clear thinking. J. C. S.

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## NEWTON AND EINSTEIN

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There are many explanations, some fairly readable, of the Einstein theory of the universe. Those of Eddington and Jeans are among the best known. One by Professor Rice of Liverpool University is "without mathematics". As we are assured that there are hardly fifty men in the world who can follow the higher mathematics employed in Einstein's formulæ, and as the hope is held out by his chief followers that his general or more advanced theory may in time receive a comprehensive and simpler interpretation, it is allowable for the rest of us to assume an attitude of suspended judgment on the question.

In the meantime, however, we have the consolation of knowing from good judges that the Einstein theory does not "upset" the Newtonian, as the eager daily press too readily assumed. Kimball's "Physics" states, as a foot note on page 112 on the Newtonian formula for gravitation:—

"According to Einstein's theory of relativity the exact law (Newton's) varies slightly from this, but the deviation is so small that it does not have to be taken account of in ordinary astronomical calculations".

The first volume of Russell, Dugan and Stewart's "Astronomy" (Ginn & Co.) deals with relativity on page 303 and states:—

"The principle of relativity is the postulate that the laws of nature are such that all physical phenomena depend only on the **relative** positions and motions of the bodies concerned (including everything on which observations are made, even if it be a distant star), and are quite unaffected by any uniform rectilinear motion which may be common to them all.

"With regard to the motions of material bodies this follows immediately from Newton's laws of motion and is confirmed by everyday experience. Thus, the earth's orbital motion (which is nearly enough rectilinear to serve as an illustration) has no influence on the relative positions or motions of objects on its surface, nor does the rapid motion of the solar system through interstellar space have the least influence on the paths which the planets pursue relatively to the sun. The displacement of Aristotle's views by Newton's was therefore the first and greatest triumph of relativity".

Professor Rice in his "Relativity Without Mathematics" (incidentally he is the author of an advanced book on the subject with mathematics) says on page 8:

"Peculiarly enough, it was the discovery that light in its transmission did not satisfy the requirements of a limited kind of relativity, known as "mechanical relativity", which initiated that series of experiments upon whose well-attested results Einstein founded his postulates. And yet in a sense this was not so peculiar; for, as a matter of fact, this mechanical relativity was already inherent in the Newtonian scheme, and what Einstein's imaginative genius grasped was that this kind of relativity was too limited in its scope. His proposal was an extension to a much wider domain of a principle already present in embryo, rather than the introduction of an entirely foreign and hostile element. This should serve to forewarn the reader against the belief, fostered in quarters where sensationalism pays, that Einstein's work in some mysterious way has destroyed Newton's. The absurdity of such a suggestion will only be too apparent as we proceed. Two centuries of experiment and mathematical analysis lie between the two men, and Einstein stands on the shoulders of the greatest scientific man who has ever lived".

We have selected the foregoing authoritative statements after several years of reading in the relativity literature. Not only the newspapers, but Eddington and others have been using language which conveyed to the ordinary reader the idea that the great work of Sir Isaac Newton had been set aside or submerged and a scientific revolution accomplished as complete (and disastrous) as the political revolutions in Russia and Germany.

Lately in an address at Montreal, Professor Macdermott of McGill stated that the scientists were responsible for an intellectual "degeneration" in our post-war disturbed moral world, and doubtless he was referring to the extravagant attitude in regard to relativity.

The twentieth century has inherited a vast amount of astronomical knowledge which has developed directly from Sir Isaac Newton. It was Newton's glory that he was able to give meaning to the three laws of planetary motion discovered earlier by John Kepler. It was also his glory that he was intellectually patient. When he had formulated the principle of gravitation he tested it by the rate that the moon, in its orbit around the earth, "falls" each second towards the earth. The result was fifteen per cent out from the theoretical requirement. He quietly put his calculations aside for years. Then King Louis the Fourteenth of France had ordered that a new determination of a degree of latitude be made by the physicist Picard. The result showed that, instead of a length of 60 miles per degree, the average was 69 miles. Hence the earth was larger and of greater mass than was previously supposed. Newton then brought out his papers, completed the calculations with the new data and found that theory and fact agreed. From that time to the present astronomy has been a triumphant science.

It is not only classical astronomy but classical physics also that is affected by the Einstein theories. To teachers of physics who may desire to read the algebraic and geometrical proofs in connection the Fourth Dimension, Mass and Momentum, Whitehead's formula for Separation of Events, and other features of the Einsteinian world we can recommend "Readable Relativity" by C. V. Darrell (London: by Bell & Sons and Toronto: Clarke, Irwin & Company). It is a question, however, if the new views have anything like the teaching value that the electron theory, for instance, has on chemistry. J. C. S.

## NOTES ON THE TEACHING OF "SENTENCE-BUILDING" AND "COMPOSITION-WRITING" IN THE SUBJECT OF FRENCH

The aim of French composition is to teach pupils to express a few ideas in a language which is not their own. They cannot be expected to write with assurance, nor to construct artistic sentences similar to those which might appear in an English composition, where they are using their own mother tongue and can readily express a thought in various ways. The objective of the French composition is quite different. Pupils are here required to make use of grammatical principles and a vocabulary, both somewhat restricted, and to put them together in such a manner that they will be recognized as French-Sentences which will sound French as well as look it.

To accomplish this often proves a very difficult task. Pupils must be taught not to wander too far afield. They must be carefully guided and advised to keep well to the beaten paths. They must proceed slowly and learn how to avoid the pitfalls. To give pupils a title and to ask them to write a French composition is sheer madness—for they will present work involving so many errors that pupils and teachers alike will become discouraged in their effort to extricate themselves from the entanglement.

Before attempting a composition, pupils would do well to spend a few lessons on sentence formation or building. A child must learn to creep before it can walk; so in this work, pupils must be able to write good sentences before putting them together in paragraphs.

These sentences will involve elementary principles of grammar, for simple as they may seem, nevertheless they persist in making their appearance and wrecking the best compositions.

A brief summary of the worst offenses are as follows:

### 1.—The mark of the plural

du garçon	<b>des</b>	{	garçons
de la fille			filles
de l'enfant			enfants

au garçon	<b>aux</b>	{	garçons
à la fille			filles
à l'enfant			enfants

ce garçon	<b>ces</b>	{	garçons
cet homme			hommes
cette femme			femmes

Il mange sa pomme.  
Ils mangent leurs pommes.

## 2.—Ce and Se

The difference between the pronoun used with reflexive verbs "se" and the demonstrative adjective "ce'.'

Also the use of "ce" followed by qui and que.

Voyez-vous **ce qui** est sur ce pupitre?

Je ne sais pas **ce qu'**il regarde.

## 3.—The agreement of adjectives

Ce crayon vert est petit.

Ces crayons verts sont petits.

Cette plume verte est petite.

Ces plumes vertes sont petites.

## 4.—The difference between an adverb and an adjective, especially:

	mauvais		mal
	bon		bien
<b>adjectives</b>	petit	<b>adverbs</b>	peu
	grand		beaucoup.

### Examples:

- (1) Quand il fait **mauvais** temps, je reste à la maison.
- (2) Cette petite fille prononce **mal**.
- (3) Voilà un **bon** exercice.
- (4) Cet enfant écrit très **bien**.

5.—**The use of verbs** is the greatest problem for they are the frame work of the composition and must be used in their correct setting if results are to be satisfactory. Pupils must learn to be consistent in the use of tenses. If "le parfait" is used to denote completed action, "le passé historique" must not unexpectedly make its appearance in the middle of the composition.

### Example:

Jacques Gérard est sorti de la maison. Il se dirigea vers la ville, etc., etc.,  
The second verb should be "Il s'est dirigé" because "le parfait" has already been used in the first sentence.

Some of this difficulty may be overcome by short paragraphs or stories, where the infinitives may be substituted, both orally and written, by the required tense.

**Example:****Paul va à la poste.**

Hier soir, après avoir fini ses leçons, Paul (1)—**prendre** sa casquette, qui (2)—**être** sur une chaise à côté de lui. (3)—**Regarder** la pendule. (4)—**Etre** sept heures et demie. (5)—**Se dire**: “Oui, (6)—**être** l’heure de la poste.” (7)—**Sortir**, après (8)—**dire** “aurevoir” à sa famille. Comme il (9)—**faire** beau! Les étoiles (10)—**fourmiller** au ciel et la lune (11)—**éclairer** son chemin. Il (12)—**rentrer** dans le bureau de poste où il (13)—**prendre** ses lettres et son journal. Après (14)—**causer** avec ses amis, il (15)—**retourner** chez-lui. Il (16)—**remettre** les lettres à son père, (17)—**monter** en haut et (18)—**se coucher** tout de suite.

Tenses used:—

**Descriptive**

- (2) était
- (4) était
- (9)—il faisait
- (10)—fourmillaient
- (11)—éclairait

**Completed Action**

- (1)—il a pris
- (3)—il a regardé
- (5)—il s’est dit
- (7)—il est sorti
- (12)—il est rentré
- (13)—il a pris
- (15)—il est retourné
- (16)—il a remis
- (17)—il est monté
- (18)—il s’est couché

Practice using perfect infinitive is given in verbs (6)—après avoir dit

(9)—après avoir causé

while in (6) the present is required

“Oui”, il **est** l’heure de la poste.”

This verb work will include, as well as the sequence of tenses, direct and indirect speech, impersonal verbs, the use of active and passive voice. It should be noted that **active voice** is to be used instead of the passive.

**Example:**

(1) Jacques fut intéressé aux forains should be written

Jacques s’intéressa aux forains. (Active)

(2) Les préparatifs ont été faits sur la Place. should be written

On a fait les préparatifs sur la Place. (Active)

The use of the infinitive following a principal verb and a preposition.

**Example:**

- (1) Les enfants veulent **aller** au Cirque d'Eté.
- (2) La mère leur dit de **rester** à la maison.
- (3) Il commence à **pleuvoir**.

Simple sentences based on the work of the text.

By questions such as Où? Comment? Quand? Pourquoi? etc. pupils may be guided to develop these sentences until finally they can be woven into a paragraph.

**Example:****Jacques Gérard**

1. Les enfants ont terminé leurs jeux.
2. Ils sont rentrés.
3. M. Gérard est arrivé.
4. Ils sont restés à la maison.
5. M. Gérard a raconté une aventure.

**Développement:**

1. Les enfants, qui s'appelaient Charles, Marie et Léonore Destours, ont terminé leurs jeux dans les jardins de Luxembourg.

or—

Les trois enfants de la famille Destours, qui jouaient avec leurs petits amis dans les jardins ont terminé leurs jeux.

2. Ils sont rentrés parce qu'il commençait à pleuvoir.

(parce qu'il y avait de gros nuages noirs { qui annonçaient la pluie.  
annonçant la pluie.

parce qu'il faisait très sombre.

3. M. Gérard, l'ami des enfants,  
(qui était l'ami de la famille)  
qui proposait souvent quelque divertissement)  
(qui emmenait quelquefois les enfants au Cirque d'Eté) est arrivé

4. Ils sont restés à la maison parce qu'il pleuvait à verse.

(parce qu'il faisait mauvais temps)

(parce qu'ils ne pouvaient pas sortir par un temps pareil.)

5. M. Gérard, qui voulait amuser les enfants désappointés, (qui savait que les enfants aimaient les histoires) leur a raconté une aventure.

Pupils are now ready to attempt a paragraph, which may be entitled

### Une journée pluvieuse

or—

#### Les enfants Destours passent l'après-midi à la maison.

Les trois enfants Destours qui jouaient avec leurs petits compagnons dans les jardins de Luxembourg ont terminé leurs jeux. Ils sont rentrés parce qu'il commençait à pleuvoir. Bientôt, M. Gérard, l'ami de leur père, est arrivé. Les enfants sont restés à la maison parce qu'il pleuvait à verse. M. Gérard, qui voulait amuser les enfants désappointés, leur a raconté une aventure.

Develop in the same way the following:

1. Jacques a passé son enfance à Moret.
2. Sa mère lui a enseigné toutes ses leçons.
3. L'après-midi, il s'est promené avec Manon.

Our method of procedure is then:

1. Simple sentences.
2. Sentence development and expansion.
3. Paragraph.
4. Composition.

The types of composition may be summed up as follows:—

#### I.—Description:

(a) When the subject being described is visual or the mental picture is present. The **present tense** will be used.

- (1) Le temps aujourd'hui.
- (2) Notre salle de classe.
- (3) Ce que je vois de cette fenêtre.

(b) The description, however, may be recalled, a memory picture, the "**le passé continu**" will be used.

- (1) Le temps hier.
- (2) Les jardins de Luxembourg.
- (3) L'enfance de Jacques Gérard.
- (4) Le femme au tambour.

The French text-books in all classes are full of suggestions for descriptive composition.

## II.—Narration:

This type will deal with verb actions; the main facts of the story, the framework or skeleton around which the descriptive details may be woven. The tenses used are: "le présent, le futur, le parfait ou le passé historique."

Finally, description and narration may be combined to write short compositions including:

- (1) Introduction;
- (2) Development;
- (3) Conclusion.

### Example:

#### Jacques chez les forains.

#### Introduction:

Description de la troupe.

(Combien de personnes, leurs habits, etc.)

#### Développement:

Le tour, le plus intéressant pour Jacques.

- (a) La force de Samson.

or

- (b) Les contortions du chef.

or

- (e) La huitième merveille du monde.

#### Conclusion

L'effet de cette représentation sur le petit Jacques.

M. A. Smith.

## SCHOOL MUSIC BROADCASTS

We do not know how far programmes from Station CFCF of Montreal reach outside of that City, but it is through that Station that the NBC Music Appreciation Hour conducted by Walter Damrosch is sent to this Province. There are four series in the broadcasts, A for Grades 3 and 4, B for Grades 5 and 6, C for Grades 7, 8 and 9, D for High Schools and Colleges. The following are the dates and hours of the broadcasts:

Series A—11:00 A.M., E.S.T.

Series B—11:30 A.M., E.S.T.

October 6.....1933

October 20.....1933

November 3.....1933

November 17.....1933

December 8.....1933

January 5.....1934

January 19.....1934

February 2.....1934

February 16.....1934

March 9.....1934

March 23.....1934

April 20.....1934

Series C—11:00 A.M., E.S.T.

Series D—11:30 A.M., E.S.T.

October 13.....1933

October 27.....1933

November 10.....1933

November 24.....1933

December 15.....1933

January 12.....1934

January 26.....1934

February 9.....1934

March 2.....1934

March 16.....1934

April 13.....1934

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Teachers desiring full information should send 25 cents to the National Broadcasting Company, Inc., New York for a copy of the Instructor's Manual, giving most interesting information in regard to each programme.

## BOOK NOTICES

Rhymes New and Old. Collected and illustrated by Cicely Mary Barker. 96 pages. Price \$1.65. Toronto: Blackie & Son (Canada) Limited.

The beautiful printing, binding and illustrating of this book make it an ideal present for the young people. The range is from traditional rhymes to the simpler poems of Blake, Wordsworth, Coleridge, Keats, the Rosetti's and others. The editor rightly says that the aim has been to include nothing but what will really please children—a principle of some difficulty, but a good one. Children have a sense of what is worth while in the simplest poetry.

The Little Picture Hymn Book. Illustrated (in colours) by Cicely Mary Barker, 48 pages. Price 50 cents. Toronto: Blackie & Son (Canada) Limited.

The best of the familiar hymns in artistic setting.

My First Book. Price 65 cents. Toronto: Blackie & Son, Limited.

An illustrated juvenile book (boards), suitable as a prize.

Blackie's children's Annual. Price \$1.65.

This is a very large juvenile, illustrated in colours and black and white, with bright colours. A gorgeous gift for the youngsters.

The New Canadian Junior Mathematics. Book One. For Grade seven. By P. H. Sheffield, Inspector of Schools Nelson, B. C., and J. E. Brown, Principal Strathcona School, Vancouver, B.C. Illustrations by Miss M. Sybil

Hardwick, Instructor in Art, Templeton Junior High School, Vancouver, B. C., 194 pages. Price 95 cents. The New Canadian Junior Mathematics. Book Two. For grade eight. By the same. 205 pages. Price \$1.15.

These two books are published by Messrs. J. M. Dent & Son, Limited, of Toronto, and they are likely to attract the attention of many teachers of arithmetic. The problems, arithmetical and other, are Canadian and practical. Elementary Geometry is introduced in Book One and carried further in Book Two, not as formal geometry but as practical applications of the kind that some of us were familiar with many years ago in a little book on "mensuration".

Book Two has chapters on the now important and useful "Graphs", on Geometry and Measurement, Longitude and Time, Powers and Roots, Applications of Per Cent, Area and Volume, Banks and Banking, The Mathematics of Public Business and Insurance. A protractor is furnished with each book for the use of the pupil.

Quebec City and District. This is another of the admirable maps furnished by the Topographical and Air Survey Bureau of the Department of the Interior, Ottawa, and furnished by that Department at a very low price to teachers. This map takes in Quebec, Portneuf and Montmorency counties on the north side of the St. Lawrence river, and Levis, Dorchester and Lotbinière counties on the south side. A printed description of the territory accompanies the map. Most valuable for teachers of Geography.

Teacher's Manual of Drawing. For Elementary and High Schools. By William R. Weston, Art Master, Provincial Normal School, Vancouver, B.C. With 95 plates. 168 pages. Price \$1.75. Toronto: Thomas Nelson & Sons, Ltd.

This book for the teacher is divided into five divisions of the school life of the pupil from the earliest primary to the latest high school grade. It covers also a wide range of art work, and is intended chiefly for the teacher who has not had the advantage of art training; hence the explanations are not technical but clear and straight-forward. The progressive specimen work is most interesting and should be helpful to many teachers.

Primary Occupational Work. By Miss M. E. Thrush, Frankland School, Toronto. 51 pages. Illustrated. Price 50 cents. Toronto: J. M. Dent & Sons, Limited.

This book bears out what is said of it in the preface, namely, that it provides forms of seat-work attractive and profitable for the little ones. The problem of obtaining a variety of interesting and instructive seat occupations for the primary pupils is one known to the great majority of the teachers in the rural elementary schools, as well as in the larger schools. Miss Thrush has succeeded admirably in the present little book in providing material as well as suggestions for the practical teacher.

Life Overseas India. By Ernest Young and Samuel Carter Gilmour. 72 pages, illustrated. Price in England, eightpence. London: George Philip & Son, Ltd. Toronto: E. N. Moyer Company.

Another of that admirable series the Philips' New Prospect Readers. Whatever one may have read about India, this booklet seems to provide new and very salient material in regard to the life of the people. Younger and older pupils will be alike interested in the story.

Two Little Indians. By D. J. Dickie and George Dill. Illustrated in colours. 45 pages. 25 cents. Joe and Ruth. A wordbook to accompany "Two Little Indians", by George Dill and D. J. Dickie. 78 pages. Illustrated. 45 cents. Wall Charts. Set of ten, 19½ x 27½ inches, mounted, and executed throughout in colour. \$5.00 the set.

The above venture by Messrs. J. M. Dent & Sons, Limited, Toronto, is a remarkably valuable one for pupils of the Pre-Primer stage and the workmanship throughout is admirable. Miss Dickie's books on geography and other subjects are well known. Mr. George Dill is a teacher in the service of the Department of Indian Affairs, Ottawa. Not many schools, perhaps, can afford to purchase the Wall Charts, but all who can will do well to do so. The book and workbook, however, should be in all schools with elementary grades.

The World and the British Empire. By E. M. Sanders, B.A. Senior Geography Lecturer at the Furzedown Training College. 96 pages. Maps and many illustrations. Price in Canada, 85 cents post-paid. George Philip & Son, Ltd., Toronto: E. N. Moyer Company, Limited, 106-108 York St.

Canada receives a large and important place in this fine book, which is of school atlas size. It is a world book, however, as well as one of the British

Empire. The matter is instructive and everywhere presented in an interesting form. Capital as to method in geography.

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The Oakhill Guide Company. By Felicity Keith. 224 pages. Illustrated by R. H. Brock. Price \$1.25. Toronto: Blackie & Son (Canada), Limited.

Here is a book for girls, based on girl guide adventure in England.

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Adventure Above the Clouds. By F. V. Monk and H. T. Winter. 224 pages, with eight half-tone plates and diagrams. Price \$1.25. Toronto: Blackie & Son (Canada) Limited.

The sixteen chapters really cover the whole history of aviation in a popular way from early ballooning times down to the recent ascents of Professor Piccard and others to study the stratosphere. A book for boys and the older ones as well.

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Sense and Structure in English Composition. By B. C. Diltz, M.A., Assistant Professor of Methods in English and History, Toronto University and Honora M. Cochrane, B.A., Jarvis Collegiate Institute, Toronto. 201 pages. Price 60 cents. Toronto: Clarke, Irwin & Company, Limited.

If for nothing else, and there is much else that is valuable, we warmly commend this book on account of the manner in which it makes the principles of punctuation clear for the pupils by simple logic as well as by good examples. Emphasis is also rightly placed upon the use of the dictionary, derivations, functional grammar and sentence structure.

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Through the Looking-Glass. A Play in ten scenes. Adapted from Lewis

Carroll's story by Maud I. Findlay, B.A. Price 10 cents.

Rosemary Green. A Fairy Play for Girls. By Thora Stowell. Price 10 cents.

The Water Babies. A Play in four scenes. Adapted from Charles Kingsley's story by M. Kennedy. Price 10 cents. Three Plays by Mary Lascelles.—Puss in Boots, the Miser in the Bramble Bush, Rumpelstiltskin. Price 15 cents.

These four booklets are published by the Oxford University Press of England, and may be obtained from the Oxford University Press, Toronto. The Lewis Carroll and Charles Kingsley plays are based directly on the original words, and all delightful for school use.

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Wheaton's Pictorial Time Charts (World History; English History). Clarke, Irwin and Co., Toronto).

The value of visual aids in the teaching of history is known to every teacher of the subject. It is rarely, however, that such aids have been available in a form as attractive and as reasonably priced as these charts.

There are five charts in each set so arranged that they may be placed on a classroom wall as a continuous frieze, fifteen feet in length.

The charts show the development of civilization pictorially by a series of illustrations depicting such features as dress, architecture, travel on land and sea. Each chart is divided into sections covering a specified number of years, with tabular summaries of the principal events of the period.

Strongly contrasting colours in the sections and the printing, add to the clearness and beauty of the charts.

The charts are on heavy paper, varnished, and the price separately is ninety cents each or \$3.75 for a complete set of five sheets.

## PRESCRIPTION OF TAXES

(By the Deputy Minister of Municipal Affairs)

By an act of 1932 (22 George V, chapter 93) it was enacted that the prescription of municipal and school taxes will not run between the 19th of February 1932 and the 31st of December 1933, both dates inclusive.

The effect of this law is to suspend the prescription of municipal and school taxes since the 19th of February 1932.

This law was not destined, as it was contended in some quarters, to prevent the council from collecting its taxes and even taking legal proceedings to attain such end.

The object of the law simply to protect the guarantee of the corporation if, for some reason or other, it had been unable to collect its dues.

However, the discussion of this question ceases to be of interest, because, according to law, it will no longer apply after the 31st of December next. Accordingly from the 1st of January, the old law respecting prescription of taxes will again come into force.

The question will arise: What interpretation must be given to that temporary enactment which will cease to have effect on the 31st of December next?

We have received several inquiries concerning this and we observe that opinions differ thereon.

In view of the importance of the subject, we think it advisable to give a direction to the municipal councils and to the school boards of the Province, so that we may have an unanimous interpretation on this matter.

I am of opinion that the effect of the law enacting that prescription does not run between the 19th of February, 1932, and the 31st of December, 1933, is to eliminate, with regard to the prescription of taxes, the whole period comprised between the two above mentioned dates, both dates inclusive.

I give the same interpretation to this law as that given to the Code of Civil Procedure which enacts that all delays are suspended during the summer holidays.

Consequently we must come to the conclusion that, under the above mentioned law, the delay between the 18th of February, 1932, and the 1st of January, 1934, does not count with regard to prescription, and that the 1st of January, 1934, immediately follows the 18th of February, 1932.

Thus, a municipality or a school tax which had run two years on the 18th of February, 1932, would still have another year to run from the 1st of January, 1934, before being prescribed; likewise, a tax having run six months on the 18th of February, 1932, would still have to run 2½ years from the 1st of January, 1934.

I have been asked by several municipal councils if the Mayor and councillors assume any personal responsibility in permitting certain taxes to be prescribed through not submitting the immoveable for sale, by the County Council.

It is the duty of the members of our municipal councils, as well as of our school boards to administer the affairs of their corporation to the best of their knowledge, and to do their best to collect the taxes due to the municipality, so that the latter may meet its obligations.

Are these administrators obliged to enforce the collection of taxes through the sale of immoveables when three years of taxes are due, under penalty of incurring personal responsibility therefor?

I believe not.

On the other hand, these men have, by their oath of office, undertaken to administer the affairs of their municipality to the best of their knowledge and ability.

It is for them to decide, under their oath of office, whether they will refuse to submit to the County Council an immoveable for sale because, owing to the Depression, the owner is absolutely unable to make any arrangement for the payment in whole or in part of his arrears of taxes, thus permitting these arrears to become prescribed and placing the amount upon the shoulders of the other tax-payers.

There is no doubt that the Depression has created new conditions which are quite extraordinary and which are not provided for by our laws.

There still remains the great law of Humanity and Christian Charity which must be taken into account even in the administration of public affairs.

We must not however exaggerate this rule of Humanity and Christian Charity and exempt from the payment of his taxes a man who is still able to pay his dues, although it may entail a sacrifice on his part.

The administrators must not lose sight of the fact, that, as I have already stated, if they permit a man to be relieved of his taxes, the burden falls upon the other tax-payers of the municipality.

Therefore, if the council permits a certain amount of taxes to be prescribed and lost to the municipality, they may not incur any personal responsibility, but it will be a matter to be submitted to the sanction of their electors.

I would advise the members of the council to examine together, at the December meeting, the list of all the arrears of taxes and to share the responsibility of deciding which immovable shall be sent to the County Council, and which shall be exempted from this drastic operation on account of the poverty of their owner.

May I here repeat what I have already written several times in the "Municipal Bulletin": "The council should not wait until there are three years of taxes in arrears before sending the immoveables to the County Council for enforced collection."

Taxes are due and exigible each year in spite of the legend which exists in certain parts of the Province to the effect that immoveables can be sold only when three years of taxes are due.

OSCAR MORIN

## SCHOOL TAXES ON PROPERTY OF COMPANIES

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(By Deputy Minister of Municipal Affairs)

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Our attention has been drawn several times recently to an injustice, more particularly to school boards, through the fact that immoveables belonging to an industry or to a company which has obtained from a municipal council a complete or a partial exemption of taxes, are inscribed on the valuation roll for a very small amount in proportion to their real value.

Thus, an industry whose immoveables are worth \$1,000,000 are inscribed on the valuation roll for \$50,000 and this for a period of 10 years.

This may have been done legally in virtue of a special law passed by the Legislature, or it may have been done illegally by means of a resolution of the council. We are not discussing the legal aspect of the case, in the present instance; but we wish to bring out the injustice caused to the school board through this limited valuation of the immoveables of this industry on the valuation roll.

As is well known, in most cases school taxes are levied on the value as it appears on the municipal valuation roll. If the value of the property has been reduced from \$1,000,000 to \$50,000, the school taxes will be reduced in the same proportion and this is done unjustly, illegally and contrary to the intention of the municipal administrators.

When the municipal council made an arrangement with the company to bring in the municipality a new industry, they had no intention of granting a commutation of school taxes.

They are, like everybody else, tax-payers for school purposes and they would probably never have consented to such a sacrifice, had their attention been drawn to the importance of their act.

Even if it would be their intention to pass such a commutation of school taxes, their act would have been absolutely unjust and illegal for they have no right to legislate for school purposes.

We would suggest to municipal councils who have such restricted valuation in their books to have two entries made on the valuation with reference to immoveables in question.

In one roll column may be inscribed the reduced valuation in accordance with the special law which may have been passed and in the other will be inscribed the real value of the property for school purposes and for other purposes which may not be included in the commutation of taxes.

Thus, justice will be rendered to the school board and the company can not complain for it never had the right to expect anything different.

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## NIGHT CLASSES IN FRENCH

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It is not perhaps generally known that the Department of the Provincial Secretary provides for night classes in French for English-speaking people and night classes in English for French-speaking people. They are established in industrial centres whose population is at least 2500 souls.

The classes are conducted (outside of the cities of Montreal and Quebec) under the auspices of the local school boards.

The following are the principal regulations:—

1. The school board concerned passes a resolution accepting the responsibility of opening night classes, and sends a copy to the Provincial Secretary, who alone has the right to authorize the opening of the classes.

2. The school board appoints the teacher, under article 221 of the Education Act, when there is an enrolment of 30.

3. Persons under 14 years of age, or who attend day school, are not admitted to the night classes.

4. An enrolment and an attendance record has to be kept, with the name, ages and residences of the pupils.

5. The average monthly attendance should not be less than 18. When that average, determined monthly, falls below 18 the class must be closed, if there is more than one class, and the pupils transferred to another.

6. The school boards send reports to the Provincial Secretary on the first of each month, of the enrolment and attendance, sworn to by the teacher, as well as an annual report at the end of the year.

7. The salary of the teacher is two dollars per night, paid by the Provincial Secretary.

8. No amount will be paid for the night schools, however, unless the expenses and the statement of them have been sworn to by the secretary-treasurer and sent to the Provincial Secretary.

9. When there are only two classes in a school, there will be no principal.

10. The school board assumes the expense of the furniture, heating and lighting of the school for the night classes.

11. The courses begin the first day of February.

12. The classes are held at 7.30 to 9 o'clock in the evenings of Monday, Wednesday and Friday of each week.

Correspondence should be addressed to M. Alexandre Desmeules, Assistant Secretary of the Province, Parliament, Quebec.

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### FISHER TRUST FUND

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The annual report for 1932-33 of the Fisher Trust Fund is an interesting one. The revenue of the Fund left by the late Honourable Sydney Fisher yields about \$5,000.00 a year for the improvement of Agriculture and Protestant Schools in the County of Brome. During the last ten years, therefore, over fifty thousand dollars have been expended by the Fisher Trustees of the Fund in promoting the efficiency of the teaching staff, in encouraging school boards and ratepayers to bring school houses and sheds into harmony with the Regulations of the Department of Education. The Fisher Trustees have also cooperated with the Agricultural and Horticultural Societies of the County.

Forty elementary, three intermediate and two high schools benefit from the aid given by the Fisher Trust Fund. The Trustees rightly demand specific efforts on the part of the school boards and teachers for each contribution that is given in aid of progress. Among the principles guiding the determination of special grants are the following:—

3.—**School Municipalities.**—When a School Board in conference with the Fisher Trustees repairs a school house, school shed and toilets in conformity with the Regulations of the Department of Education and under the direction and approval of the Inspector of Schools, the Fisher Trustees will contribute one-half of the cost of the repairs of one school in a municipality each year; provided, however, that the contribution of the Fisher Trustees in the case of any one school shall not exceed \$75.00. To be eligible for such a grant the Regulations of the Department of Education must be generally observed in the schools of the Municipality to the satisfaction of the Inspector of Schools.

4.—The Fisher Trustees will provide one-half the cost of twenty-four of "The New Empire Sanitary Single Desks", Nos. 3, 4, 5, 6—Vilas Company, F.O.B. at factory—for one "approved school house" in each municipality—the sizes and the installation however must be approved by the School Inspector. (See Reg. 117-121).

5.—The Fisher Trustees offer to a School Board a grant equal to the teacher's monthly salary for each elementary school under its control which is recommended by the School Inspector as having fulfilled the following conditions:—

(a)—That it remains in session nine months.

(b)—That it is held in an "approved school house".

(c)—That the School Board has arranged to have the school rooms and toilets washed out regularly as required by Regulation 126 of the Department of Education.

(d)—That it is taught by a Standard Teacher.

(e)—That it has had an average attendance during the first eight months of at least ten pupils.

6.—An **“approved school house”** is one that conforms to the Regulations of the Department of Education in relation to (a) Adequate Blackboard Space, (b) A jacketted Stove, (c) Ample Cupboard Room, (d) A Clothes Rack, (e) Satisfactory Toilet Conditions, (f) Systematic Washing of School Rooms and Toilets, (g) Protection against public use when the School is not in session, Reg. 149 (5), (h) A Set of Text-Books for the teacher’s desk prescribed by the School Inspector, (i) School grounds suitable for play and giving evidence of efforts at improvement.

**Note.**—The Fisher Trustees require that the boys’ toilet be provided with the urinal made by the Vilas Company.

7.—**Teachers.**—Teachers are encouraged to make a special study of some aspect of their work each year, and to express their ideas in short Essays. The two best Essays in the County are awarded \$25. and \$15., and the two best Essays in each municipality \$10. and \$5. For such purposes the small municipalities of Eastman, Foster and East Farnham are regarded as one municipality. For the year 1932-33 twenty-eight Essays were submitted—most of them of first class standing.

8.—**General Standing.**—Prizes of \$25. and \$20. are offered to the two teachers in each municipality having the best standing according to the recommendations of the School Inspector, based upon the following points:—

(1)—The Teacher’s Certificate.

(2)—The official report of the School Inspector.

(3)—The quality of the Essay submitted.

(4)—The supervision given to the pupils in the playground and at the noon hour.

(5)—The general attitude in relation to school improvement.

9.—**Teachers’ Salaries.**—When a School Board provides for its teachers: first, a monthly salary of not less than \$50.00; and, secondly, for Standard

Teachers a bonus of five dollars for every pupil in attendance above twenty; and thirdly, a bonus of ten dollars for every year of service in the County as a Standard Teacher, the Fisher Trustees will provide one-half of the amount of the bonus.

10.—The Fisher Trustees offer to the school that secures the highest average attendance in each municipality a prize of \$15. to the teacher and a prize of Books or other school material for the pupils.

11.—The Fisher Trustees encourage teachers to supervise the pupils during the noon hour—under Regulation 149 (5)—and to arrange for a hot luncheon for the pupils. Luncheon sets are available in all the schools in the County.

12.—In order to be eligible for a prize or a grant under the Fisher Trustees scheme a teacher must submit an Essay on the prescribed subject. No teacher is eligible for a first prize in the same competition two years in succession.

13.—When a Principal of a High School now engaged in the County receives a salary of at least \$2,500. per annum, the Fisher Trustees will grant a bonus of \$100. to the Principal for the first year; \$200. for the second year, and \$300. for the third and following years; upon a report, of the Inspector of High Schools that the Principal is efficient and satisfactory, and that he is re-engaged for the ensuing year.

14.—The Fisher Trustees provide for an additional Inspection of the Elementary Schools of the County in the month of November. The Fisher Trustees also co-operate with the Department of Education in securing the attendance of every Protestant teacher in the County of Brome at the Inspector's Conference held at Knowlton in September. At this Conference the general policy of the Board of Trustees is carefully presented and the teachers present are urged to give effective co-operation to the plans outlined. Cheques covering the prizes awarded are presented to the successful candidates at this Conference.

15.—**Scholarships.**—Free Scholarships are offered to pupils of rural district schools in the County who are able to enter at least Grade VIII and who desire to continue their studies in a Superior School, as follows:—(a) To those pupils who held free scholarships the preceding session and who have taken the highest standing in the June examinations of the High Schools of all the pupils in their grade who were eligible for free scholarships, and (b) To those new pupils from the rural district schools of the County entering at least Grade VII who take the highest standing in the first term examinations of all pupils in their grade eligible for free scholarships, as follows:—Knowlton High School, 4; Sutton High School, 3; Cowansville High School, 3; Mansonville Intermediate School, 1. During the past year Scholarships were provided for 13 pupils in the

Knowlton High School, 9 in the Sutton High School, 7 in the Cowansville High School and 4 in the Mansonville Intermediate School. The cost of these 32 free tuitions amounted to \$933.00. Two of these pupils were in Grade VII, 11 in Grade VIII, 10 in Grade IX, 5 in Grade X, 4 in Grade XI.

16.—**Macdonald College.**—(1) Four Scholarships are offered to candidates entering Macdonald College from the Superior Schools of the County.

(a)—To Agricultural Scholarships of \$75.00 each, tenable for two years, for the Diploma Course at Macdonald College for candidates who, having passed at least the ninth grade examinations, have taken the highest standing among candidates for these Scholarships.

(b)—Two Scholarships of \$50.00 for candidates for the Domestic Science Course who have passed at least the ninth grade examinations and who have taken the highest standing among candidates for these Scholarships.

(II) Six Scholarships of \$40.00 each for teachers of the County who take the Summer School at Macdonald College in July, 1934, and return to teach in the County the following year.

18.—**The Junior Red Cross.**—The Fisher Trustees note with special pleasure the excellent work being done by the Junior Red Cross in promoting health conditions and welfare activities among the elementary pupils of the County. This movement has been heartily endorsed by the Department of Education, Quebec, and the Trustees desire to encourage the formation of a Junior Red Cross Group in every district school in the County.

19.—The Fisher Trustees have co-operated with the Knowlton Chapter of the I.O.D.E. in securing a medical examination of the pupils of the Knowlton High School with very satisfactory results. A similar offer is made to the Sutton High School.

## SUGGESTIONS FOR THE ORGANIZATION OF SPECIAL CLASSES FOR RETARDED CHILDREN

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(Approved by the Protestant Committee)

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1.—**Special Classes** include the following groups among others:

(a)—**Special School Classes** of pupils of retarded mental growth—showing approximately 50 to 75% mentality who are unable to follow with profit the instruction given in the regular school classes corresponding to their age, but who are capable under appropriate treatment of development and training.

(b)—**Special Vocational Classes** to which are admitted pupils of thirteen years and over for instruction in academic work and especially for selected manual work which will prepare them to earn their living—pupils who have been in attendance at Special School Classes or who are eligible for admission to such classes.

(c)—**Open Air Classes** for delicate children conducted in sheltered open air spaces or in class rooms, one side of which is open to the sun and outer air.

(d)—**Institutional Classes** organized by a School Board, or by a philanthropic institution subsidized by a School Board, for pupils of school age who are prevented by physical or other causes from availing themselves of the regular school classes.

2.—Special School Classes are organized as integral parts of the regular school system, subject to the general school regulations and their maintenance and management under prescribed regulations rests largely with local School Boards.

3.—A confidential survey of the pupils of school age in a district will be conducted by the Director of Protestant Education at the request of the local School Board with a view to organizing special classes.

4.—A special class survey is carried out under the supervision of the Director of Protestant Education.

5.—A special school class for retarded pupils shall not consist of more than sixteen pupils, except with the consent of the Director of Protestant Education.

6.—A teacher must have the following qualifications in order to be eligible for appointment to a Special School Class;

(a)—A normal School Training Certificate of at least Intermediate Grade.

(b)—Three years successful experience in teaching normal children.

(c)—A recommendation from School Inspector or Superintendent for her special aptitudes in dealing with a class of normal pupils.

(d)—A certificate that she has taken a Special Course in the Organization, Methods and Management of Special School Classes of retarded children.

7.—Pupils are admitted to Special School Classes and Special Vocational Classes by the Director of Protestant Education, upon the recommendation of a Special Class Board consisting of the Principal of the School, the local School Inspector or Superintendent, the teacher of such special class and a medical officer.

8.—A Course of Study and a Manual of Instruction for teachers of Special School Classes and of Special Vocational Classes shall be prepared under the supervision of the Director of Protestant Education.

9.—Elementary instruction in the diagnosis and treatment of backward children shall form a regular part of the Course of Study for all teachers in training.

10.—School Inspectors are required to take a course of training in the recognition and treatment of exceptional pupils including practice in Intelligence Testing.

11.—A Special School Class established by a School Board with the approval of the Director of Protestant Education will be recommended for the following grants in aid:—

(a)—An annual grant for school room accommodation **\$100.00.**

(b)—An annual grant for five years of 20% of the cost of the approved Special Class equipment provided by the School Board—such annual grant not to exceed **\$100.00.**

(c)—An annual grant of one-half of the augmentation of the teacher's salary as teacher of a Special Class—not exceeding **\$50.00.**

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## SCHOOL ATHLETICS REPORT

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(By Dr. Erle Draper)

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Bedford, September 18, 1933.

Your Athletic Committee begs to report as follows for the school year 1932-33:

The principal activities of the Committee were centred on Hockey. The League sponsored by the Association, carried out a schedule in which eighteen schools took part, and was responsible for some thirty-five organized games being played, as well as an unknown number of exhibition and practise games.

Teams from the High Schools at the following Towns were entered: Lake Megantic, Scotstown, Cookshire, Sawyerville, East Angus, North Hatley, Ayer's Cliff, Magog, Granby, Waterloo, Knowlton, Cowansville, Bedford, Howick, Ormstown, Valleyfield, Aylmer and Shawville.

Thus the aims of the Committee: i.e. to develop acquaintanceships and good fellowship, to develop the ability to meet and play with strangers, and to make school life, during the Winter months more interesting, were again met.

Teams from Aylmer, Valleyfield and Ayer's Cliff met in Montreal for their final games.

The Championship of the League was won by Ayer's Cliff, to whom the hearty congratulations of the Committee, and through them, of the whole Association of School Boards, are cordially extended.

Thanks are again due Mr. Hugh Farquharson of McGill's senior Hockey team for refereeing the final game.

The Committee has again refrained from participating, as an Association, in any track or field sports, recognizing that this department is well looked after by various other groups of schools. We feel that any attempt we might make towards organizing this branch would be an intrusion and consequently a detriment to the welfare of school-boy sport.

The Committee wishes to draw the attention of the Association to the somewhat neglected point of games among the girl pupils, and would recommend soft-ball as of first importance with basket ball a good second. Some schools are providing skating rinks on the school grounds for the Hockey teams, and certain days are reserved for skating only, in which the girls may participate.

Play ground equipment is recommended, in the shape of slides, swings and see-saws. At my home-school we have recently added a wooden slide, with

steps extending eight feet high, with a wooden slidway of sixteen feet, slanting down to the ground; and also swings and see-saws. The enthusiasm with which these articles were met, and with which they are being used, well repays the trouble of getting them together.

Some supervision on the part of the teachers and older pupils was needed, but the six-to-eight year old members of the school community soon learned to take their turns in the proper use of this apparatus.

To revert again to the subject of Hockey, your Committee invites your discussion, criticism and decision on some suggested changes to the Constitution of the Hockey League. We would like to add the following rules:

These changes were voted upon, and were made as follows:

1.—No player shall be eligible to play in this League after he reaches his twentieth birthday.

2.—To establish eligibility to play in the school League a player must attend the school for which he plays sixty per cent of the school days of each of the months of October, November, December, January, February and March, of the current hockey Season.

The Principal must certify as to this attendance.

Changes in Clause 3, dealing with applications:

1.—A list of fifteen players shall accompany the application for membership in the League. Each player shall sign the list himself, in his own handwriting, stating his age and the grade in which he is studying during the current year. This list shall be attested by the Principal of the school. This list may be altered at any time up to the 15th day of January of the current hockey Season, after which time no changes may be made, and no other players may play for that school. The burden of supplying satisfactory proof as to eligibility shall fall upon the school.

2.—The sum of \$2. shall accompany each application, all of which shall go to the League Executive. (I have added this clause as many games must be arranged towards the end of the Season by long distance telephone, and I have been out of pocket personally, in this respect.

3.—The school colors shall accompany each application. This will allow the school winning the cup to retain the colors attached to the cup, when they surrender it to the League the following year.

I should like an assistant, who would take charge of some portion of the League.

Such portion to be determined later when the schedule assumes more definite shape.

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## SUPERIOR SCHOOL DIRECTORY 1933-34

## HIGH SCHOOL

**Asbestos High School:**—Mr. D. S. Rattray, Mrs. D. M. Thompson, Misses Dora Elliott, Mabel Glidden, El Elliott, R. L. Woodburn.

**Ayer's Cliff High School:**—Mr. R. G. McHarg, Mrs. Mary Dustin, Misses Marion Burt, Annie Riley.

**Aylmer High School:**—Mr. R. A. Kennedy, B.A., Miss I. F. MacCallum, Mrs. F. E. Hodgins, Misses E. J. Robinson, M. J. Ferris.

**Bedford:**—Mr. A. J. McGerrigle, Misses D. M. Pinkham, Beatrice Roy, Thyra Parker, Irène Théorêt, Béatrice Smith,

**Beebe:**—Mr. O. T. Pickford, Miss Ethel Powers, Mrs. Phyllis E. Pickford, Misses Beulah Smith, Pauline Neveu.

**Buckingham:**—Mr. G. H. V. Naylor, Misses Victoria Wallingford, Sarah P. Edey, Myrtle E. Dunlop, Alice A. Derick, Gladys G. Buckland.

**Bury:**—Miss Margaret Hazel Griffith, Mrs. R. N. Mayhew, Mrs. Geo. Beard, Miss Gwyneth P. Lawrence, Mrs. Lily D. MacLeod, Miss Mabel Ward.

**Coaticook:**—Mrs. Ruth E. Knowlton, Misses Beatrice Jones, Jean Donaldson, Mrs. Mary L. Smith, Miss Etta M. Munroe, Mrs. Pearle A. Carson.

**Cookshire:**—Miss Marjorie Bradley, Misses Rena I. Miller, Dorothy I. MacLeod, Louisa M. Elliott.

**Cowansville:**—Mr. Bertram V. Titcomb, Miss Fiona Brandt, Mrs. Bernice McClatchie, Miss Viola M. Noble, Mrs. Marjorie Titcomb, Misses Alice Hunter, Grace Shufelt.

**Danville:**—Mr. Hobart Green, Miss Lilian Salicis, Mr. Elmer Denison, Mrs. Harold Snaden, Miss Kathleen Potter.

**East Angus:**—Miss Bertha E. Cox, Misses Marion A. Reed, Irene Lari-  
vière, Doris E. Legros, Dorothy F. Knapp, Anita Labonté, Mr. Duncan Ward.

**Granby:**—Mr. Claude A. Adams, B.A., Miss Sylvia Lee Burton, B.A., Miss Ada M. Barrington, Mr. George Miles, Miss Florence M. Findlay, Mrs. Christiana E. Armour, Misses Ethel J. McCourt, Elizabeth Tomalty, Mrs. C. A. Adams, Miss Hughena M. Darby.

**Howick:**—Misses Mildred Clark, Erma Carrigan, Arlie Carson, Mabel Anderson, W. Rutherford, Carmen McNeil.

**Hudson:**—Mrs. Hazel M. Haig, Miss Mildred Duffett, Mrs. Corinne Williamson, Misses W. E. Clarke, H. Merlin, Mrs. E. Lane.

**Huntingdon:**—Mr. Jas. B. Macmillan, Misses Jessie Snaden, E. A. Cunningham, Mr. N. W. Rowse, Misses Florence Farquhar, Mary Pringle, Mabel Macmillan, Jean M. Carson, Alison Cunningham, Gladys Herdman.

**Inverness:**—Miss E. Joan Halls, Misses Marjorie Underwood, Alice W. Graham.

**Kenogami:**—Mr. C. Howard Aikman, Misses Harriet E. Wright, Jeanette MacKinnon, Mary M. Smollett, Olive Roy, Ena Black, Lieut. W. P. C. Leboutillier,

**Knowlton:**—Mr. E. M. Greaves, B.A., Mrs. Annie E. Godden, Mr. W. C. Bisson, B.A., Misses Leila T. Smith, Clarice Frizzle, Minnie E. Scott.

**Lachine:**—Messrs. W. J. Larminie, B.A., J. B. Carr, B.A., W. J. Sargeant, B.A., G. B. Gagnon, Misses H. D. Keith, B.A., M. Macdonald, M. A. Keith, B.A., J. Muir, E. M. Ellison, P. M. Lindop, A. K. Keith, D. M. Lipsey, M. M. Armstrong, M. Martin, M. M. Jamieson, P. Gyton, J. M. Logan, C. Ward, A. Murchie, Mrs. A. McWilliam, Miss D. Ward. Mr. W. P. Hughes Mr. W. J. Hislop, Miss J. M. Sanborn.

**Lachute:**—Mr. Clifton L. Hall, M.A., Messrs. Gerald H. Taylor, Herman A. Ebers, B.A., Misses Muriel V. Marshall, Grace H. McOuat, Elsie Salter, Freda K. Mason, B.A., Jessie E. Walker, Annie V. Morrow, Mrs. E. Ruth Graham, Misses Gertrude McMahan, Lottie McDowell.

**La Tuque:**—Miss Latherine MacIntosh, Mr. James Hodgkinson, Misses Margaret Webb, J. Olive Curran, Margaret Taylor.

**Lennoxville:**—Mr. J. W. Stevenson, Misses Esther L. Farnsworth, A. B. Ross, Enid Farwell, Geraldine Seale, Florence MacKinnon, Laura MacKinnon, Hazel Gibson, Cora Davis, Gladys Duffy.

**Longueuil:**—Mr. H. W. Biard, B.A., Mrs. G. Waddell, Mrs. I. J. Johnston, M.A., Mr. A. E. Larivière, B.A., Misses J. I. Norris, E. E. McVetty, H. I. Jersey, Mrs. L. E. Reid, Misses H. Cross, I. Elder.

**Magog:**—Miss Thyra MacAulay, Mrs. Bessie Osborne, Misses Margaret Samson, Beulah Newell, Freda Norris, Helen Embury, Esther Magoon.

**Megantic:**—Miss Millicent A. Perry, B.A., Mrs. Maude A. Patton, Miss Isobel M. Stevens.

**Macdonald:**—Mr. William A. Steeves, Miss Helen Armitage, Mrs. Elsie Armstrong, Mr. Howard Atwood, Misses Hope G. Clark, Margaret Clarke, Hilda Mary Freeland, Frida Kruse, Mr. Lorne A. Brown, Misses Grace Revel, Miss Catherine Seiveright, Mrs. Agnes Towne, Mrs. Estelle Walsh.

**Mount Royal:**—Mr. A. M. Henry, Miss Paulette Benning, Mr. J. M. Bovyer, Misses Phyllis Bowers, Lily H. Carmichael, Mrs. E. T. Hall (Ruth), Mr. Gerald F. H. Hunter, Misses Hazel S. Ireland, Ruth McGillivray, Ruth Moore, Mrs. F. H. Neale (Doris M.), Mrs. W. R. Prowse (Elsie I.), Misses Florence M. Robertson, Ruth Richan, Mrs. W. Shean (Vida M.), Mr. George F. Watts, Mrs. E. G. Wright (Doris M.).

**New Carlisle:**—Misses Mabel A. Young, Jessie Knowles, Jean Smellie, Marion Loney, Leila LeBrocq, Janet Brownrigg, Mary Bisson.

**Noranda:**—Mr. Roland O. Bartlett, Mrs. Gladys V. Archibald, Mrs. Harriet G. Burke, Misses Sybil M. Campbell, Mary D. E. Crane, Jean Dickenson, Mr. C. W. Dickson, Mrs. Winifred S. Rivett, Mrs. Caroline J. Wilson.

**North Hatley:**—H. Carl Mayhew, B.A., Misses Ella C. Butler, Muriel G. Riley, Mrs. Myrtle Burns, Miss Mary A. Robertson.

**Ormstown:**—Mr. C. E. Ployart, Misses Eileen Middleton, Thelva Campbell, Willa McNeil, Florence Dunn, Geneviève Getty, Mrs. Th. E. Lindsay, Mrs. M. C. Walsh.

**Quebec High School (Com'rs.):**—Mr. D. S. McMullan, B.A., Misses E. L. Gale, B.A., M. G. Fraser, B.A., Messrs. T. A. Johnston, B.A., R. C. Amaron, Misses M. E. McLellan, S. Nethery, B.A., Mr. T. A. Cleland, Misses H. W. Coates, B.A., Grace MacKinnon, Mr. A. D. Lennon, B.A.—**Specials:**—Miss M. H. Glass, Mr. S. Martin, Miss D. Burrell.

**St. Francis:**—Mr. Stanley N. Pergau, B.A., Mrs. F. N. Fleming, B.A., Misses E. J. Marchant, Eileen M. Montgomery, Hattie L. Mackay, Alice L. Baker, Alice C. Dresser, Isabelle Brouillet.

**St. John's:**—Mr. W. E. Marshall, Misses C. Duval, L. R. Gallant, W. E. Hauver, G. J. DuRocher.

**St. Laurent:**—Mr. Philip Harvey, Misses Wilhelmina Mitchell Tait, Helena Rose Lawrence, Evelyn Mabel Jordan, Kathleen Gladys Ellis, Mrs. Christy Margaret Cook, Misses Beulah Florence Halcro, Gladys Madge Wilkins, Mrs. Katheryn Brown Elvidge, Mrs. Mabel Alice Perry, Lieut. Alfred Rubens.

**St. Lambert:**—Mr. H. S. Cook, Misses Marion Mackenzie, Ruth Smith Claudine Smith, Mr. Stephen Olney, Miss Winifred Majaury, Mr. Thomas Fishbourne, Miss Pearl Gallant, Mr. Maurice Gagnon, Misses Doris Richmond, Ruth Sargeant, Margaret Dunn, Nellie Berry, Eleanor Johnston, Frances Lewis, Mrs. Vivian Young, Misses Margaret Pendlebury, Ruth Tompkins, Maud Hamilton, Edna Campbell, Mrs. Jessie Linton, Misses Heurietta Chrysler, Fransec Wilson, Janie Norris, Jeanette Ippersiel, Jessie Cockerline, Phyllis Powell.

**Sawyerville:**—Misses Alethea Mount, Kathleen Laberee, Shirley Painter, Adelaide Wilson, Mr. Carman Wilson.

**Scotstown:**—Miss A. E. McMonagle, Mr. Donald MacRae, Misses Hazel Helen Sims, Catherine M. Mackennan, Mary Templeman, Robina M. Stevenson.

**Shawinigan Falls:**—Mr. C. N. Crutchfield, Mrs. Annie Bulman, Misses Edith Gorham, Elsie Elliott, Edith Genge, Isabel Gee, Florence McCurdy, Charlotte Morrill, Kate Smith, Dorothy Morrison, Carol Bean, Mrs. Laura Brown, Mr. A. E. Bartlett, Mr. I. Stockwell.

**Shawville:**—Messrs. H. L. Rennie, R. A. Carson, Misses Velma Smith, Lillis Baker, Mr. R. A. Scobie, Miss Clara Strutt, Mr. Donald Macdonald, Miss Rena McNair.

**Sherbrooke:**—Mr. Wright W. Gibson, B.A., Misses Muriel McHarg, M.A., Dorothy Hall, B.A., Constance West, M.Sc., Dora Smith, B.A., Margaret Siddall, B.S.c, Ellison Tilton, Eva Mallory, Alice Griggs, Messrs. Wayne Hall, M.A., Carl Gagnon, B.A., Charles F. Cruchon.

**Stanstead:**—Messrs. E. C. Amaron, B.A., B.D., D. J. F. Scott, B.A., A. P. Gordon, B.A., D. M. Hackett, B.A., F. T. Brown, S.B., Misses F. Godue, R. M. Wharram, A. M. Wilson, G. M. Libby, D. M. Graham, A. L. Parker, B.A., J. L. McDonald, B.A.

**Sutton:**—Mr. C. S. Douglas, B.A., Misses Lillian G. Crook, May Hextall, Marjorie Darrah, Marjorie Smith, Eva Robinson.

**Thetford Mines:**—Mr. S. L. Hodge, Mrs. Mary R. Wood, Misses Dorothy Bennett, Florence M. Duffy.

**Three Rivers:**—Mr. J. G. McLeod, Misses Grace V. Fiske, Doris Barter, Gladys Duff, Betty Cullen, Elizabeth Macklem, Elsie Ward, Dorothy Hicks, Bessie A. Kelly, Mrs. Gard Marceau, Mr. Gordon J. Titcombe.

**Valleyfield:**—Mr. A. F. Campbell, B.A., Misses Glenn McCallum, B.A., Louis C. Elliot, Olive Mount, Dorothy Hamilton, Grace Baugh, B.A., Eleanor Mayoh, Helen Smith, B.A.

**Verdun:**—Mr. H. E. Grant, M.A., Mr. H. D. Hunting, M.A., Mrs. Jessie McLean, Miss Isabel J. Hasley, M.A., Mr. Leslie F. Bennett, B.A., Mrs. Florrie W. Mallin, Miss Mabel Mills, Mr. Perry M. Mulock, B.Sc., Miss Muriel Prew, B.A., Misses Marjorie McEwen, B.A., Alice Hamilton, Clarabel Boomhour, Emily Cole, Mr. R. E. Boyd, Mr. Geoffrey Lessard, Miss Aldeth E. Adams, B.A., Mr. Augus L. Larocque, Misses Eleanor I. Holland, B.A., Inez G. Patton, B.A., E. Doreen Wood, Phyllis K. Smith, Myrtle V. Horner, Mrs. Nellie Franklin, Miss Ethel C. Doig, Misses M. Kathleen Morrison, B.A., Cicely E. Smith, B.A., Mona Eades, Mr. A. Milton Smith, Miss J. V. Pepler, Mrs. M. E. Harrison, Miss Mary I. Gilbert, Mr. Duncan G. Cumming, Miss Rose D. LeBel, Misses Emma Marsan, Margaret J. Watt, Mr. William H. Chodat, Misses Isabel J. Irwin, Constance Connor, Helen McRae, Mr. Harry Law.

**Waterloo:**—Mr. A. G. Donaldson, B.A., Miss M. Alison Ewing, B.A., Mr. R. D. Allen, Mrs. M. A. Holden, Misses B. E. Norris, Irene McGrail.

**Waterville:**—Miss Eunice M. Tannahill, Mrs. G. H. Moynan, Mrs. E. A. Cloutier Smith, Misses Lillian M. Webster, Dora A. H. Stewart.

**Windsor Mills:**—Mr. J. Clifford Moore, Misses Mildred M. H. Brown, Evelyn L. Wright, Aileen M. Wilson.

**Montreal West:**—Mr. S. S. Nason, B.A., Miss Jessie M. Norris, Mr. G. R. Ryder, B.A., Miss Eva D. Murch, B.A., Mr. W. F. Russell, Misses Mabel K. Simpson, B.A., Lucy Armstrong, B.A., Mr. J. W. Johnston, B. A., Misses Annie Hamilton, Grace E. Hawthorne, Mary E. Rodger, Eva G. Morgan, Daisy Hawker, Evelyn M. Barker, Eleanor Hansen.—**Specialists:** Rev. H. DuBois, Misses Frances Hodgson, Margaret E. MacKenzie, Mr. E. A. Robinson, Mr. James Small, Miss F. Blandine Boudrias, Mr. O. G. Parsons, B.A., Mr. T. A. Cadman, Miss Mildred E. Higginson,

**Strathcona Academy:**—Mr. W. Allen Walsh, B.A., Misses M. Cameron Hay, B.A., Julia E. Bradshaw, B.A., Ada E. Allen, B.A., Catherine N. Holland, B.A., Mr. M. Allison Ross, M.A., Misses A. Elizabeth Rattee, B.A., Elfreda H. Racicot, B.A., Flora J. MacKinnon, B.A., Alice V. Smith, B.A., Messrs. Fred W. Cook, Allan T. Smith, B.A., Ernest W. V. Deathe, B.A., Misses Elizabeth L. Osgood, B.Sc., Jean B. Towne, B.A., B. Audrey Bennett, B.A., Dorothy M. Roberts, B.A., Anna V. C. Kerr, M.A., Messrs. R. Johnston Eaton, G. W. C. Ginn, B.A., Misses Doris S. Bennett, B.A., Edith I. Finlayson, B.A., Margaret J. Lough, B.A., Barbette T. Fuller, B.A., Irène A. Marceau, Minnie F. Smith, Mary C. M. Ross, B.A., Ethel M. Thompson, B.Sc., Gladys E. Hibbard, B.Sc., Gladys A. G. Cullen, Hilda M. Robinson, Hazel F. Jones, Ida MacKinnon, Eileen MacFarlane, Doris G. Willows, Mrs. H. L. Storrie (Miss Muriel Hastie), Misses Mildred Waters, Muriel M. Amos, Olive Hibbard, Mabel E. Howard, Annie M. Crombie, Miss Elizabeth M. Ferguson, Mr. Henry C. Brennan.

**Westmount:**—Messrs. H. B. Parker, M.A., D. E. MacLean, B.A., Miss H. A. Shearing, M.A., Messrs. J. Anderson, M.A., H. Nicoll, B.A., A. E. White, M.A., Misses B. Craig, B.A., R. Hopkins, M.A., G. M. Banfill, M.A., Messrs. J. D. Lawley, M. A., L. P. Patterson, M.A., E. W. Smith, B.A., B.C.L., W. E. Black, M.A.B., Com., Misses M. M. Mackenzie, B.A., F. M. Vipond, B.A., Messrs. J. G. Stewart, B.A., A. L. Frizzle, B.A., K. L. Mactavish, B.A., J. K. Snyder, M.A., Misses E. L. Egerton, L. B. F. Truax, B.A., R. M. Shearing, B.A., Messrs. R. Steeves, B.A., G. A. McArthur, M.A., R. N. Bagnell, B.A., J. N. Wood, B.A., Misses M. Campbell, B.A., I. M. Imrie, B.A., J. E. Wilson, B.A., E. S. Wardleworth, M.A., H. H. Worsfold, M.A., H. H. Mussells, B.A., W. G. Irving, M.A., K. H. Murray, B.P.E., Wm. Coupland, C. V. Frayn, A.R.C.A., F. Whiteley, G. P. Smith, Misses M. Dyke, B.A., A. E. James, B.A., M. H. Moore, E. G. Lawlor, B.A.

**Baron Byng:**—Messrs. John S. Astbury, James C. Calder, George M. Cameron, John Howard Cilley, Peter A. G. Clark, J. W. Dunn, I. F. Griffiths, G. F. Henderson, D. M. Herbert, E. P. Hoover, F. T. Jackalin, J. W. Jardine, W. E. Jones, O. J. Lummis, P. A. MacKinnon, J. K. McLetchie, R. A. Patterson, R. E. Raguin, O. B. Rexford, A. Saunders, G. F. Savage, B. G. Spracklin, Hugh M. Stewart, W. S. Watson, D. C. West, Miss M. M. Bouchard, Mrs. C. H. Brennan, Mrs. M. F. B. Graham, Misses L. W. Colquhoun, M. J. H. Deery, Amelia Hecht, L. R. Herschorn, M. A. Kee, McLellan (A. Mildred), H.R. Montgomery, E. P. Mott, L. L. Newman, I. M. Patterson, A. D. Savage, M. B. Smith, M. L. Wallace, Ruby M. Walsh, Agnes G. Wilson.

**Commercial High School:**—Messrs. J. M. MacKenzie, M.A., LL.B., J. E. MacVicar, F. N. Stephen, B.A., J. T. Allan, B.A., T. J. McVittie, M.A., H. D. McKnight, B.A., A. S. Cockhill, W. H. Bagg, B.A., A. S. H. Hankinson,

J. H. Greig, M.A., W. M. Firth, B.A., H. M. Doak, B.A., Misses E. M. Williams, Miss C. C. Murphy, B.A., B. McK. Reid, M. E. Nelson, B.A., H. McMillan, B.A., S. Roberts, S. D. Campbell, B.A., H. T. Kent, B.A., E. Massy-Bayly, B.A., B. H. Drew, M. LeMesurier, A. G. Killingbeck, A. M. Dobbie, B.A., E. B. Hutchison, B. A., Miss B. R. Ewing, C. F. Wilson, B.A., L. S. Davis, B.A., G. H. Butler., B.A., A. L. Clark.

**High School of Montreal:**—Canon James E. Fee, Messrs. David H. Christie, Lionel H. S. Bent, Harold Bott, Richard F. Callan, J. Douglass Campbell, James F. Cargin, David J. Gulliver, H. L. Hall, R. A. Hamilton, Percy W. Clark, Edward S. Cushing, Kelsey C. Denton, Charles R. Dyas, R. D. Ewing, Gavin G. T. Graham, Gordon H. Heslam, Brenton M. Holmes, Frederick T. Jackalin, Robert Japp, Thomas M. Kerr, G. H. King, G. M. Leclaire, Lyle C. Lighthall, Harry P. Lockhart, Wm. R. Macdougall, Wm. H. MacNeily, Alexander R. McBain, M. C. Coll McFee, Allan A. McGarry, Robert L. Reeves, A. Primeau-Robert, Louis R. Skinner, Edward Storr, Cecil T. Teakle, D. A. MacRae, W. O. Searle, Geo. Edgar, Misses L. Helen Morison, Madelyn D. Robinson, Mabel L. Allan, K. G. Fowler, M. P. Hay, Edith B. Kneen, Marguerite M. A. McGreer, Dorothy M. Mowat, Mr. W. J. Heslop.

**High School for Girls:**—Misses Catherine I. Mackenzie, Mary B. Allen, Annie Louise Baizley, L. Hope Barrington, Norah Barry, Mabel Biltcliffe, Mary Binmore, Mabel A. Brittain, Winifred E. Brown, Margaret H. Campbell, Selma C. E. Carl, Hildegard Carrier, Mabel E. Corner, Muriel Davies, Grace J. Gardner, Ruth Gardiner, Margaret F. Hadrill, Dorothy Hatton, Lizzie Hearne, A. Kathryn Hill, Winifred M. E. Hurdman, Isabel Hurst, Sophia M. Idler, Mary H. Lees, Annie Margaret Mackinnon, Alethia McNab, Audrey D. Marcou, Dorothy R. Mathewson, Margaret McLeish, Marjorie Mitchell, Eda M. Nelson, Gertrude O. Oxley, Edith Petrie, E. Christine Rorke, Thelma M. Rough, Irène E. Scott, Louise E. Seymour, Henrietta A. Shaw, Mr. James Speirs, Misses Edythe K. Standish, Winifred Mary Watt, Alice Muriel Wilson, Elsie Wright.

**West Hill:**—Messrs. Herbert C. Atkinson, B.A., Alan Aitken, M.A., John G. S. Brash, M.A., George Brown, M.A., A. Roy Chesley, B.A., William L. Duncan, B.A., Ross H. Ford, B.A., Cleveland J. Fraser, George K. Gregg, B.A., Charles G. Hewson, B.A., John C. J. Hodgson, B.A., E. Wyatt Johnston, B.A., J. Arthur Latham, B.A., Douglas M. Lunan, B.A., Percy L. H. Muschamp, M.A., Kiel H. Oxley, B.A., Keith S. Pitcairn, B.A., Gordon A. Potter, B. A., Charles B. Rittenhouse, B.A., James F. Shupe, M.Sc., Thomas Sommerville, M.A., Leonard Unsworth, B.Sc., Dudley B. Wilson, B. A., Gordon F. Brasford, Irvin Cooper, A.R.M.C.M., Misses Doris A. Edson, B.A., Annie I. Fraser, B.A., C. Grace E. Gillson, B.A., Muriel J. Graham, B.A., Muriel J. Howell, B.A.,

Isabel M. Lindsay, B.S., Margaret L. Macdiarmid, B.A., Margaret R. Macnaughton, B.A., Joan M. Marsters, B.A., Muriel E. Martin, B.A., Joyce E. McLelland, B.A., Christiana M. Morton, B.A., Annie D. Moss, Hazel I. Murchison, B.A., Olive A. Parker, B.A., Dorothy C. Robinson, B.A., Edith P. Simpson, B.A., Flora M. Stewart, B.A., Mary C. Sutherland, B.A., Isobel M. Wight, Evelyn C. E. Wilson, B.A.

## INTERMEDIATE

**Arvida:**—Mr. Harold G. Young, B.A., Misses Florence Armstrong, Jean Higginson, Grace D. Smith.

**Athelstan:**—Misses Carrie B. Macfarlane, C. V. Maude Cottingham.

**Ascot:**—Mrs. M. A. Hill, Misses M. Greta Frizzel, Ruth M. Douglas.

**Beauharnois:**—Mrs. Dora B. Parker, B.A., Miss Marjorie Munro, Mrs. Mildred E. Robinson.

**Bishopton:**—Misses Vivian M. Little, Irène L. Jenkerson, Pearle L. E. Smith.

**Brookbury:**—Mr. Lloyd Ferris Somerville, M.A., Mrs. Doris Thompson, Miss Florence Pehlemann.

**Brownsburg:**—Mr. J. R. Cooper, Misses Bessie Morrison, Constance Oakley, Olive F. Wheeler, Lyla Bruce, Eunice L. Cullen, Eleanor E. Wilson, Rhoda Cullen.

**Black Cape:**—Misses Janet Rose Phillips, B. A., Margaret Thelma Taylor,

**Bristol:**—Misses Florence L. McAdam, Maria E. Westgate.

**Bulwer:**—Misses Jennie Mariasine, Mildred Webster, Stella B. Cook.

**Campbell's Bay:**—Mr. A. P. Nicholas, Misses Elizabeth Bisson, Pearl Bisson.

**Canterbury:**—Misses Catherin G. Morrison, Eduyna M. Beaton.

**Chambly-Richelieu:**—Mrs. Genevieve Dawson, Mrs. Edna Cooper.

**Chateauguay Basin:**—Miss L. A. M. McClellan, Mrs. Dorothy E. Ellicott.

**Clarenceville:**—Miss Edith Bockus, Mrs. Edith Hunter.

**Dixville:**—Misses Jessie R. Green, Irene C. Perkins.

- Dolbeau:**—Misses M. H. MacRitchie, M. H. MacKinnon.
- Donnacona:**—Mr. Geoffrey J. DuVermet, Mrs. Anne L. Cameron.
- Drummondville:**—Messrs. J. O. W. Shufelt, J. N. Brough, Misses G. M. Ross, I. M. Pratt, M. M. Thompson.
- Dundee:**—Misses Mary W. Ashton, B.A., Bernice M. Fraser, Edna E. McRae, Marjorie Salter.
- Dunham:**—Misses Dorothy A. Darrah, Maude M. Fortin.
- Escuminac:**—Misses Margaret McCrae Young, Eileen Elizabeth Powell, Myrtle Count.
- Fitch Bay:**—Mrs. Bernice M. Daintrey, Miss Dorothy F. Paxman, Mrs. Edna Taylor, Mrs. Opal Packard.
- Fort Coulonge:**—Misses Mildred M. McArthur, Eileen Barter.
- Farnham:**—Mrs. Carrie Spicer, Misses Edith Horner, Rosemary Higginson, Gladys Williams, Ethel Scott.
- Frelighsburg:**—Misses Winnifred M. White, Margaret J. Doherty, Mrs. Grace A. Lagrange.
- Gaspé:**—Mrs. Bert Coffin, Miss S. Hilda Lenfesty, Mr. Kenneth Annett.
- Gatineau:**—Messrs. Earnest Eads, B.A., Norman Todd, Misses Jean McIntyre, Erminie Nicolet.
- Glen Sutton:**—Misses W. Benway, E. Sherrer.
- Gould:**—Mrs. M. E. Murray, Misses Anna McIver, Edith Wood.
- Greenfield Park:**—Mr. Dennis Staniforth, Misses Anna L. Snow, Margaret Lawrence, E. Glenrose Perkins, Muriel L. Tait, Edna O. Moncrieff, Violet L. Murdoch, Pearl McMahan, Annie P. Hamilton.
- Hatley:**—Mrs. Muriel R. McClary, Misses Mabeth Parkinson, Luella Longmoore.
- Hemmingford:**—Misses S. Helena Shaw, Mabel E. Keddy, G. Ruth Sutherland.
- Hopetown:**—Mrs. J. B. Thompson, Misses Jean M. Ramier, Bernice J. MacWhirter.

**Hull:**—Mrs. Edna M. (Edey) Routliff, Misses Arminta C. McDowell, Georgina L. Oimstead, Gladys Newcommon, Clara A. Benedict, Ellen Bronson, Violet M. Grimes, Mrs. Marjorie (Ashe) Kelly, B. A.,

**Island Brook:**—Misses K. Matthew, H. Davis, D. Holbrook.

**Ilse Maligne:**—Mr. J. N. Fortier, Miss M. E. Kenworthy,

**Joliette:**—Misses Mamie McColm, Agnes Pratt, Laura McColm.

**Kingsbury:**—Misses Eleanor F. Greaves, E. Lulu Brundage.

**Kingsey:**—Miss Muriel E. Frazer, Mrs. J. Inez Fallona.

**Kinnear's Mills:**—Misses Gladys McKell, Muriel Moore, Ruby Jamieson.

**Lacolle:**—Misses Kathleen R. Buck, Flora E. Phillips.

**Mansonville:**—Misses Annie A. Howse, Mary G. Scott, Letitia M. Halley.

**Marbleton:**—Misses Henrietta Louise Vreyer, Eleanore M. Breyer.

**Matapedia:**—Misses Ethel Reid, Linda Journeaux, Mary Lawrence.

**Metis Beach:**—Misses L. May Paige, C. Ida McColm.

**Milan:**—Mrs. Helen P. Macdonald, Mrs. Lillian P. Olson.

**McMasterville:**—Misses Lena M. Marlin, Marie A. Clement, Lillian V. Ross.

**Montreal North:**—Mr. Jôhn W. Arnott, Misses Mabel Payne, Agnes Conners, J. J. Staniforth, Gertrude Stafford, Gladys E. Hambleton.

**Morin Heights:**—Mr. C. Brownlee, Misses Elizabeth Pibus, Stella Scott.

**Namur:**—Misses Marion W. Matthews, B.A., Ena B. Favier.

**New Richmond:**—Misses Josephine M. Ullock, Queenie Watson, Lillian Powell, Jean Mowatt.

**New Glasgow:**—Misses Isabel A. Smith, Minnie E. Clifford.

**Peninsula:**—Misses Norah H. Moorhead, B. A., Eileen C. Ascah.

**Philipsburg:**—Misses Ruby H. Primmerman, Helene McClintock, I. Carlotta Perkins.

**Pointe-Claire:**—Mr. J. Egbert McOuat, Miss Florence Ray, Mr. Frank Lloyd Sharpe, Misses A. Augusta Hughes, Margaret A. Duncan, Elsie M. Younie, Mrs. E. A. Curran, Misses Dorothy Codd, Marion. Watson, Mrs. I. A. W. Hunter.

**Port Daniel:**—Misses Edna M. Farrar, Ethel M. LeGrand.

**Rawdon:**—Mr. J. C. Gordon, Misses M. J. Brake, M. M. McKell.

**Rouyn:**—Mrs. Mina B. Duncan, Misses Marion G. Palmer, Ada M. Kerr, Alexa V. Smaill.

**Riverbend:**—Mr. Harold H. Calder, B.A., Miss Irene Montgomery, Leslie Shore.

**Roxton Pond:**—Misses Lucille R. Lapointe, Elaine Lemoine.

**Shigawake:**—Misses Margaret Goatcher, Jean Mackenzie.

**South Durham:**—Misses Muriel A. Watt, Marjorie J. Woolfrey.

**Stanbridge East:**—Misses Ruth A. Laduke, Edith C. Kinnear, Thelma E. Jones, Esther M. Wescoit.

**Ste. Agathe:**—Mr. Jas. H. Jacobson, Mr. V. P. L. Fuller, Misses J. M. MacWhirter, B. E. Hillhouse.

**St. Andrews East:**—Misses Eleanor W. Carson, Doris M. Leroy, M. Esther Morrison.

**Ulverton:**—Mr. Alden J. Scott, Misses Bessie L. Mitson, Kathleen Moore.

**Wakefield:**—Mr. James C. Cameron, Misses Anna L. Robertson, Gertrude McMurtry.

**Way's Mills:**—Misses Marjorie Pye, Gweneth Geddes.

**Iron Hill:**—Misses Yvonne F. Lord, Margaret I. Jones.

**Parkhurst and East Greenfield:**—Mr. Donald W. Buchanan, B.A., Miss Marjorie Simpson.

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## PROTESTANT SCHOOL INSPECTORS

## INSPECTOR HONEYMAN

Sir,

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

STATISTICAL SUMMARY.		1932-33
1.—Number of school municipalities:		
a) Under control of commissioners.....		29
b) Under control of trustees.....		12
Total.....		41
2.—Number of schools		
a) Elementary.....		88
d) Subsidized independent institutions.....		1
Total.....		89
3.—Number of teachers:		
a) Male teachers.....		4
b) Female teachers.....		86
Total.....		90
4.—Average salaries in the schools under control:		
a) Male teachers:—In elementary schools.....		\$406.25
b) Female teachers—In elementary schools.....		508.87
5.—Number of children of school age: (census) (according to secretary-treasurers' report).		
a) Boys from 5 to 7 years   190	Girls from 5 to 7 years   190....	380
b) Boys from 7 to 14 years   919	Girls from 7 to 14 years   885....	1804
c) Boys from 14 to 16 years   233	Girls from 14 to 16 years   238....	471
d) Boys from 16 to 18 years   141	Girls from 16 to 18 years   126....	267
Total.....		2922
6.—Number of pupils enrolled:		
a) In the elementary schools.....		1791
d) In the subsidized independent institutions.....		12
Total.....		1803
7.—Average attendance: (in percentage)		
a) In the elementary schools.....		76.8
d) In the subsidized independent institutions.....		3.4
f) Average general attendance.....		76.4
8.—Classification of pupils:		
In Grade 1.....		398
In Grade 2.....		219
In Grade 3.....		237
In Grade 4.....		310
In Grade 5.....		265
In Grade 6.....		174
In Grade 7.....		180
In Grade 8.....		12
In Grade 9.....		7
In Grade 11.....		1
Total.....		1803

## GENERAL REMARKS

**Extent of Territory:**

By a rearrangement of the districts of inspection of the Protestant schools of the Province, my inspectorate now comprises the elementary schools of the counties of Pontiac, Gatineau, and in Papineau, the municipalities of West, East and North Templeton, Portland West, High Falls and Bowman & Denholm. Eighty-nine schools were in operation this year, including one small independent school in Bouchette township.

A new school house was built in the municipality of Aumond Canton (diss.) The building was visited and accepted by your inspector in October, but for lack of funds the school was not in operation during the year. This extends my district twenty miles north of Maniwaki.

The trustees of St. Joseph de Wakefield have chosen a site for a school and they hope to have the building ready for use by September first.

Another school house is being built in the municipality of Aldfield East and the board expects to have it ready for work by September.

There are other sections of the district where there are a few Protestant children who cannot attend any school of their own faith. The taxes on property held by Protestants in such places would amount to very little. The chief burden for the support of schools, if they were started would necessarily fall upon the Department.

There were ninety teachers at work. Their qualifications were as follows:

H. S. with B. A.....	1
Intermediate or Model.....	9
Elementary.....	65
Rural Elementary.....	3
Ottawa Normal.....	4
Without Diplomas.....	8
	<hr/>
	90

This shows that the number of unqualified teachers is very much reduced. Indications point to the conclusion that this class of teachers will be practically eliminated next year. Some teachers who had really retired are back at work.

Others who might have retired continue to teach. More young students have taken up teaching as a profession. Twelve of them from this district took diplomas at Macdonald College this year.

**Salaries:**

During the past year salaries have remained as they were before, but I regret to report that next year they will be reduced,—a great deal in most cases. The valuation of properties may remain the same but that does not indicate the ability of the owners to pay taxes. My sympathies are with the teachers and with the taxpayers.

**Length of Term and Rate of Taxation:**

These have remained as in past years in most cases. There have been some instances where the term was shortened. In Mansfield South the school will be in session only three months, and in No. 2 Calumet Island the five pupils will attend only three months. In Litchfield Lower the teacher did not return after Christmas and the term was thus shortened to four months. This was really due to lack of funds as the board could not collect the taxes due.

I regret that I cannot make the usual recommendations for successful teachers as the Government of the Province has had to discontinue the appropriations for that purpose. Let us hope that this is only a temporary matter and that funds will again be available in year or two. The teachers have continued to work faithfully and wisely.

The following teachers are recommended for special certificates for good work in physical exercises in connection with the Stratheona Trust and the schools are entitled to the prizes:

Jean McDougal, No. 2 St. Etienne de Chelsea

Elizabeth A. Duff, London

Violet M. McMullen, No. 4 South Onslow

Myrtle Court, Valley Gatineau

Elaine Currie-Mills, Clarendon No. 10.

**Classification of Schools:**

**Excellent.**—Onslow South, Portage du Fort, St. Etienne de Chelsea, Clarendon, Hull Township, Templeton North, High Falls, Masham North, Valley Gatineau, Cantley, Quyon, Onslow Centre, Eardley, London, Wakefield Nord, Aylwin, Maniwaki.

**Good.**—Bristol, Northfield & Wright, Templeton West, Low South, Thorne, Wakefield.

**Middling.**—Templeton East, Waltham, Bowman & Denholm, Portland West, Buckingham Township.

**Poor.**—Litchfield Lower, Cawood, Mansfield South, Onslow North, Aldfield East, Leslie, Alleyn, Northfield Centre, Campbell's Bay (the Elementary School), Calumet Island, Kensington, St. Joseph de Wakefield (diss.) Aumond Canton (diss.).

The schools have been visited as usual, the reports and bulletins have been filled out and forwarded to the Department, and the various other duties pertaining to the office have been carried out.

I have the honour, etc.,

H. A. HONEYMAN,

School Inspector.

## INSPECTOR HUNTER

Sherbrooke, Que., July 13th, 1933.

Sir:

I have the honour to submit my annual report comprising:

- I.—The statistical summary of my inspectorate;
- II.—General remarks on the working of the Education Act in the said inspectorate;
- III. Classification of municipalities in each of the school districts of the said inspectorate.

STATISTICAL SUMMARY.					
1.—Number of school municipalities:					
a)	Under control of commissioners.....		14		
b)	Under control of trustees.....		11		
Total.....			25		
2.—Number of schools:					
a)	Elementary.....		58		
Total.....			58		
3.—Number of teachers:					
a)	Male teachers.....		3		
b)	Female teachers.....		86		
Total.....			89		
4.—Average salaries in the schools under controls:					
a)	Male teachers—In elementary schools.....	336.6.			
b)	Female teachers—In elementary schools.....	786.00			
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).					
a)	Boys from 5 to 6 years	149	Girls from 5 to 6 years	162....	311
b)	Boys from 7 to 13 years	817	Girls from 7 to 13 years	768....	1585
c)	Boys from 14 to 15 years	120	Girls from 14 to 15 years	156....	276
d)	Boys from 16 to 18 years	138	Girls from 16 to 18 years	125....	263
Total.....				2437	
6.—Number of pupils enrolled:					
a)	In the elementary schools.....		1650		
Total.....			1650		
7.—Average attendance: (in percentage).....					
			81.2		
8.—Classification of pupils:					
In Grade	1.....		262		
In Grade	2.....		239		
In Grade	3.....		231		
In Grade	4.....		242		
In Grade	5.....		257		
In Grade	6.....		234		
In Grade	7.....		176		
In Grade	8.....		9		
Total.....			1650		

## GENERAL REMARKS

This inspectorate, following the recent re-distribution, now includes the Protestant Elementary schools of the counties of Compton, Stanstead and Sherbrooke (including the city of Sherbrooke), also those of the townships of Ste. Agnès de Ditchfield, Hampden and Marston of the county of Frontenac and that of the town of Bromptonville, Co. of Richmond.

**Rural districts.**—Farming has not been a very profitable business of late and the effect thereof is being experienced seriously by School Boards, in many municipalities, there never were so many well-to-do ratepayers in arrears of taxes.

Many Boards are at their wits end to know how to carry on their schools during the coming year.

**Rate of taxation:**—A few municipalities, because of limited expenditure, pay only 3 mills, but others with a number of schools under control are struggling to pay from 10 mills to 15 mills.

**Salaries:**—During the past year a number of Boards did the heroic thing in maintaining the 9 months term and the customary rate of \$55 a month. But, during the coming year, if the 9 months term is maintained, the salaries will certainly be lowered in every municipality. \$40 to \$45 is now commonly offered, per month.

**School term.**—A number of municipalities have operated schools for 10 months; more have stood for the 9 months school; a few have held for the 8 month's term.

One municipality had a 6 months term.

**Teaching Staff.**—If young women did not come forward year by year to train for the teaching profession, what would become of our civilization

Quite youthful, though many manifested a wonderful degree of alertness and fidelity in their work and have rendered very capable service.

Recently, added interest attaches to the teaching profession in the fact that a number of young men have trained for service, and are doing very creditable work.

**Diplomas.**—As is known, all teachers begin now with interim diplomas, after having taken training at Macdonald College.

Of the staff of 89 teachers during the past year, only 3 had no teacher-training. Of these 3, 1 had taken Grade XI and had permission from the Department 1 had spent two years at Bishop's University, and who taught two months to

complete a term for a teacher resigned; 1 had taken Grade X for whom the Board did not ask permission from the Department.

**School-work.**—It is gratifying to note the increasing care of teachers for neatness of work done by the pupils.

Nature study has been followed assiduously by many teachers. In one school a pupil collected over 40 specimens of woods growing in the vicinity of the school.

**Hot lunches.**—This feature of warm dinners, is appealing to many schools, thanks, in many cases, to the assistance of the Women's Institutes.

**Strathcona Trust.**—Every year, 5 schools profit immeasurably through the contribution of wonderful books by this Trust.

**Junior Red Cross.**—This work is taken up by most schools with enthusiasm and, during each year, some very generous exhibits and donations are forwarded to headquarters.

**Organs.**—An organ in every school would be a great asset both for opening exercises, and for physical drill. A number of schools are already provided with instruments.

**Women's Institutes.**—It is fitting here to recognize the generous attitude of the W. I's to all the schools within their areas of operations.

**Sec.-Treasurers.**—Grateful appreciation is here expressed of the unfailing courtesy of the Sec.-Treasurers toward the inspector.

**Classification of municipalities.**—Excellent: Ste. Agnès de Ditchfield and E. Angus (Annex); Good: Ascot, Ascot Corner, Barnston, Bromptonville, Compton, Clifton, Eaton, Hampden, Hatley, Hereford, Magog, Orford, St. Elie d'Orford and Stanstead; Fair: Clifton, Compton Village, Ste. Catherine de Hatley, Lingwick, Marston and Westbury.

**Strathcona Trust.**—1. Lingwick No. 2, Mrs. Murdena Campbell, teacher; 2. Clifton No. 3, Mr. Edwards Todd, teacher; 3. Bromptonville, Mrs. Pearl Anderson, teacher; 4. E. Clifton, No. 2. Miss Eileen Findlay, teacher; 5. Compton No. 15. Miss May Woods, teacher.

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## INSPECTOR KING

Sir,

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

STATISTICAL SUMMARY.		1932-33	
1.—Number of school municipalities:			
a) Under control of commissioners.....		29	
b) Under control of trustees.....		19	
Total.....			48
2.—Number of schools:			
a) Elementary.....		72	
Total.....			72
3.—Number of teachers:			
a) Male teachers, 2 plus 1 phy. instructor and 1 music.....		4	
b) Female teachers.....		97	
Total.....			101
4.—Average salaries in the schools under control:			
a) Male teachers—In elementary schools city.....		\$2357	
Female teachers {	In elementary schools city.....	1146	
	In rural elementary schools.....	446	
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).			
a) Boys from 5 to 7 years	88	Girls from 5 to 7 years	99..... 187
b) Boys from 7 to 14 years	516	Girls from 7 to 14 years	439..... 955
c) Boys from 14 to 16 years	141	Girls from 14 to 16 years	111..... 252
d) Boys from 16 to 18 years	185	Girls from 16 to 18 years	84..... 169
Census figures do not include Quebec City.			
Total.....			1563
6.—Number of pupils enrolled:			
a) In the elementary schools.....		1853	
Total.....			1853
7.—Average attendance: (in percentage)			
a) In the elementary schools.....		79	
8.—Classification of pupils:			
Kindergarten.....		45	
In Grade 1.....		372	
In Grade 2.....		275	
In Grade 3.....		216	
In Grade 4.....		263	
In Grade 5.....		260	
In Grade 6.....		225	
In Grade 7.....		196	
In Grade 8.....		1	
Total.....			1853

## GENERAL REMARKS

**District of inspection.**—This district includes the elementary schools north of the St. Lawrence from Quebec city to Buckingham, with the exception of those in the county of Two Mountains.

**Teachers.**—Sixty four teachers were in one-room rural elementary schools. Of these 40 had elementary diplomas, 20 intermediate, 2 high school and two were without any. One of the latter was engaged without the permission of the department, the board forfeiting its Poor Municipality Grant. Boards had no difficulty in securing qualified teachers and it would seem that a number of teachers could not get positions.

**Salaries.**—There is a tendency to reduce salaries. Some boards are doing so because of a difficulty in collecting taxes and others are taking advantage of the keen competition for positions.

**Haphazard selection of teachers.**—As a rule rural boards engage teachers without data regarding their professional efficiency. This pot luck does not always turn out well for the school and on the other hand merit among teachers is not rewarded. Efficiency of schools would be increased and merit more often rewarded if information regarding teachers' professional ability were available for boards and if boards would habitually make use of this information when engaging teachers.

**Buildings.**—Most of the buildings are in good condition but if boards were more liberal with paint and would take some interest in grounds, communities would take more pride in their schools and they would attract the notice and favourable comment of the many visitors to our land.

**Quebec City.**—The teachers of Quebec are very carefully selected by the board and the supervising principal. A few are excellent, many are very good and there are no failures. The teachers were rated by the inspector and supervisor independently and both estimates submitted to the board and to the teachers.

Strathcona prizes and certificates are recommended as follows:

Lorette: Miss Alma McCartney.

St. Felix de Valois: Miss Elsie G. Smith.

Silvercreek (Lochaber & Gore No. 3), Miss Ethel Barkley.

Gore School (Lochaber & Gore No. 4), Miss P. S. C. Bull.

Among the most successful rural teachers were Miss M. Hilda MacAulay, Miss Muriel G. Riley, Miss Margaret S. Lancey, Miss M. I. Lowe, Miss Elsie G. Smith, Miss Marjorie Copping, Miss Bessie Katz, Miss Mary Hunt Ross, Mrs. N. E. McCaig and Miss D. L. Armstrong.

The municipalities are classified as follows:

**Excellent.**—Quebec, Ste. Thérèse, Portneuf, Montcalm and Lorette.

**Good.**—St. Jovite, Terrebonne, Sillery, Shawbridge, Stoneham, Grenville, II, St. Félix de Valois, Dunany, Chatham II, St. Raymond, St. Sixte, Grenville III, Chatham 1, Grenville I, Harrington I, St. Hippolyte, Lachute, St. Gabriel East.

**Fair.**—Scotland, St. Gabriel West, St. Dunstan, Mill Hill, Mille Isles I, Mille Isles III, Mille Isles II, Harrington II, St. Remi d'Amherst, Valley, Mascouche, Lochaber & Gore, and St. Angelique.

**Poor.**—St. Valerie de Ponsonby, Rawdon, Cote St. Gabriel, Wentworth, Gore, Robertson & Pope.

**Unranked.**—Ste. Foy, St. Sauveur, Beauport, Mulgrave & Derry, Carillon and Centerville.

I have the honour to be,

LEWIS J. KING,

Inspector.

## INSPECTOR'S REPORT ON WORK OF TEACHERS

Guide to Evaluation of Various Points to be Considered.

### CONTROL OF ENVIRONMENT

#### (a)—**Light, Ventilation, etc.**

Are the blinds kept adjusted to give the pupils the maximum of light while avoiding the glare sunlight on eyes or books? Does the teacher keep the room well ventilated, opening the windows at the top and avoiding direct currents of air on the pupils? Is the temperature of the room controlled by a thermometer placed where it will best record the mean temperature? It should not exceed 70 F. or fall below 65F., except when windows are upon during physical exercises. Are the desks, tables, cupboards, floors, etc., clean and tidy? Are the pupils seated as nearly as possible according to their height? Are any with defective sight or hearing placed near the front of the room?

Is there a supply of water for drinking and washing? A handbasin, a supply of towels? Is stove jacketed? Has the teacher brought these needs to the attention of the school board?

#### (b)—**Arrangements and Attractiveness of Room.**

Does the room present a neat and orderly appearance? Is there a proper place for maps and other supplies and materials, and are they so arranged that they can be produced when needed with a minimum of effort and without loss of time? Has the room been made as attractive as possible with **suitable** pictures and posters well arranged on the walls? Is there a display of the pupils' best work in Art or written work? Is the class library attractively arranged and easily accessible to the pupils at all times? Have the library books which are obsolete or beyond the comprehension of the pupils been discarded? Where possible, are plants and flowers kept? (See article by Dr. Percival in Ed. Rec., July-Sept. 1932, pp. 155-157). If Reg. 126 is not fully observed, has she reported that fact to the School Board?

Are the desks arranged to permit passage at the rear of the rows and between the rows and the walls? Are they fastened either to the floor or to slats?

#### (c)—**Outbuildings and Grounds.**

In addition to observing Reg. 149, Sects. 3, 4 & 5, the teacher who is to receive a ranking of "Excellent" under this head should beautify the grounds by having flowers or shrubs planted. Tree planting should also be credited here.

## DISCIPLINE

(a)—**Methods of Control.**

Are pupils being **led** or **driven**? Is the teacher's attitude to the class conducive to good discipline? Is she firm, fair, and in command of herself? Does she scold, nag, shout, threaten?

See Reg. 149, Sects. 16 and 18. Has she a sense of humour? Can she see the pupils' point of view? Does she distinguish between the hum of business and the confusion of idleness. How do pupils conduct themselves going to and from school? Are they courteous to passers-by?

(b)—**Posture and Deportment of Pupils.**

Do pupils sit, stand and walk correctly, or are they allowed to lounge in their seats, to lean against the desks or wall when reciting, to walk noisily or with a shuffling gait. Are they courteous and respectful to teacher and visitors? Are they taught the elements of politeness and etiquette? Are they boisterous if in the class-room at intermission?

(c)—**Supervision of Intermissions.**

Are the movements of the class in and out of the room and building quiet and orderly? Does the teacher spend at least part of the recess and noon intermissions in the play-ground? Does she supervise the pupils' games and see that all are engaged in some kind of healthful play? Is she at all times aware of where the pupils are and what they are doing? Where pupils remain at school during the lunch hour, the teacher is expected to remain with them.

## ATTITUDES OF TEACHER

(a)—**Dress, Manner.**

It is expected that the teacher will be neatly dressed, avoiding extremes of style, the wearing of several articles of jewellery, or aids to complexion.

(b)—**Voice, Enunciation, English.**

Is her voice well-modulated and her enunciation clear and distinct? Or does she speak in a high-pitched, shrill or unnatural voice? Does she employ the English language correctly? Does she speak in a conversational tone?

(c)—**Attitudes to Work and Suggestions.**

Does she appear to regard her work as a vocation or simply as a means of making a living? Is she always at school on time and not rushing to get away as soon as closing time comes? Is she open to suggestions that may increase

her value as a teacher or is her attitude that of the closed mind in regard to school work? Does she so plan her social relaxation as not to impair her efficiency in the class-room?

(d)—**Attitude to Professional Improvement.**

Has she attended the teachers' conference? Unless lowness of salary or distance are sufficient excuse, has she attended the P.A.P.T. convention? Is she making use of the Professional Library, of other educational books or periodicals of the local association where such exists? Has she ever attended a Summer School session? (Individual circumstances will need to be carefully considered here.) Is she familiar with the content of the school regulations, Memoranda for Teachers, and changes in the Course of Study?

(e)—**Records and Statistics.**

Does the teacher send reports regularly to parents? Does she keep the reports which have been signed by the parents? The Journal is to be neatly, fully, and accurately kept, with the summary of each month's attendance correctly entered; the Statistical form and any other reports correctly and fully filled in, a complete record of all examinations to be entered in the Permanent Record. Any forms of application to be signed by Inspector must be completely filled in.

(f)—**Interest in Community.**

Credit is to be given here for all extra-curricular activities of value to pupils and community, such as Junior Red Cross, supervision of hot-lunch, school entertainments, visitors' days at school, co-operation with W.I. or other organizations for community welfare, visiting parents, etc. Credit may also be given for Church or Sunday School activities, but the Inspector must not expect the teacher to use up too much time and energy other than for the interests of her pupils. (It is advisable for teachers in small schools to call on all parents, and teachers in all schools to call on some parents to discuss the welfare of the pupils)

## METHODS

(a)—**Preparation.**

Has the teacher a thorough knowledge of the subjects she is teaching, and of each lesson in particular? Or does she have to depend on the text-book as she conducts the class? Is she familiar with modern methods of teaching. Are her procedures pedagogically sound?

Is the teacher ready for the day? Is work placed on the blackboard and in pupils' work-books or is school time used for this purpose?

**(b)—Plan and Development of Lesson.**

Is the matter to be taught well planned and organised? Is there a definite aim or objective in the lesson? Does the lesson proceed smoothly and coherently? Does she present new material clearly? Does she lead pupils to discover for themselves—to proceed from the known to the unknown? Are her drills and reviews conducted well? Does she make sure that all pupils immediately **express** what they have learned? Is she able at the Inspector's request to conduct a short review of work recently taught?

**(c)—Skill in Questioning.**

Are the questions clearly expressed and thought-provoking? Does she avoid suggesting answers? Repeating questions that can be answered by "yes" and "no"? Are the questions vague or irrelevant? Are they well distributed over the whole class? Is the question for the whole class's attention or only for the individual pupil?

**(d)—Use of Blackboard and Material.**

Does the teacher realise the value of the "eye-gate" by using the blackboard as much as possible in each lesson? By full use of maps, globes, pictures, charts, etc.? Do pupils make full use of the class library for throwing light on new topics in literature, history, geography, etc.? Are pupils encouraged to bring books, or clippings, or pictures? Do they ever make posters or scrap-books? Do the primary pupils have plenty of seat-work and other material, either bought or made by the teacher? Is the teacher familiar with the school library? Can she refer pupils to books and chapters bearing on school work? She might have a humorous scrap-book made, but free from slang.

**(e)—Time-table and Pupil Activity.**

Is the time-table well planned and workable? Is it neatly prepared, framed, and placed so as to be easily consulted by inspector, supervisor, principal, and pupils? Does it provide for the study of the more difficult subjects at the time of the day when the pupils' minds are most receptive. Is it revised frequently? Are all subjects being taught?

Is every pupil engaged in some form of desirable activity during the whole school-day? Does each pupil take his full part in each lesson? Is this activity skillfully directed? Is the pupil led to discover as much as he can for himself?

**(f)—Assignments.**

Are the assignments clear and definite? Are the pupils shown what to do and how they are expected to go about it? Are the pupils given problems to be solved, information to discover, projects to work out, or skills to be learned,

or are they simply told to **learn** so many pages of a text-book? Is the work assigned reasonable in amount in accordance with the "mental level" of the class? Too much home work is to be avoided.

(g)—**Tests.**

Has the teacher an accurate estimate of each pupil's success in each subject? Does she know whether they are beyond, on the level with, or behind the standard of their class? In order to test more frequently, more accurately, and with more economy of time, is she making any use of the "new-type" tests? Does she follow up defects as revealed by the tests, and seek to eliminate them? Do the Inspector's findings agree with those of the teacher as to the educational status of the members of the class?

(h)—**Supervision of Work Books.**

Are the exercise-books and all written work neatly kept and carefully and legibly written? Are note-books, written compositions, tests, etc. preserved so that they may be examined by the Inspector? Are all errors marked and poor work criticized by the teacher and corrected by the pupils? Do the pupils take good care of their text-books?

**Excellent** indicates quality far above average.

**Very Good** " " above average.

**Good** " " of high average.

**Fair** " " of low average.

**Poor** " " much below average and unsatisfactory.

## MINUTES OF PROTESTANT COMMITTEE

Quebec, May 19th, 1933.

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

Present:—Honourable W. G. Mitchell, K.C., D.C.L., in the chair; Howard Murray, Esq., O.B.E., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., D.D., Honourable Andrew R. McMaster, K.C., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothney, Ph.D., Malcolm T. Robb, Esq., G. W. Parmelee, Esq., D.C.L., LL.D., H. R. Cockfield Esq, Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., Honourable Gordon W. Scott, M.L.C., Professor Fred Clarke, M.A., Miss Catherine I. Mackenzie, M.A., and the Secretary.

The minutes of the previous meeting were read and confirmed.

Apologies for absence were received from Honourable Cyrille F. Delâge, Milton L. Hersey, Esq., M.A.Sc., LL.D., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., A. Kirk Cameron, Esq., Reverend A. H. McGreer, M.A., D.D., Honourable Justice W. L. Bond, Honourable R. F. Stockwell, M.L.A., and W. L. Shurtleff, Esq., K.C., LL.D.

It was resolved that the usual grants of \$7,000 (for the School of Commerce, McGill University) and \$1,000 (for teacher-training at Bishop's University) be recommended for the approval of the Lieutenant-Governor-in-Council.

Dean Laird applied for the usual payment from the funds of the Committee of \$500. towards the expenses incurred in carrying on the Kindergarten Assistants' Classes in co-operation with the Protestant Board of School Commissioners of Montreal. The application was approved.

A letter was read from the Principal of McGill University directing attention to the McGill Travelling Libraries. It was agreed that if the university continues the present service a maximum grant of \$120 will be paid from the funds of the Committee.

The motion of Professor Derick concerning the length of the course for the elementary diploma and the qualifications necessary for admission to the classes was referred to the Protestant Central Board of Examiners for investigation with a view to raising the status of teachers together with the request that they report their recommendations to this Committee.

Professor Derick proposed that the attention of the Director of Protestant Education be called to the music programmes broadcast by Dr. Walter Damrosch every Friday during the school session over station CFCF. Carried.

The application of Mr. F. C. Humphrey for re-instatement in the teaching profession submitted through the Provincial Association of Protestant Teachers was referred back to their Executive Committee in order to ascertain their opinion concerning this matter.

Mr. McMaster moved, seconded by Mr. Scott "That the Secretary of this Committee be instructed to ask the Director of Protestant Education to submit the matter of the conduct of Lester D. Joyce with the correspondence relative thereto to the Attorney-General's Department for advice as to the proper steps to be taken."

The sub-committee on according the privileges of the High School Leaving examination papers to private schools reported progress.

The sub-committee on Course of Study recommended:—

1. That Botany as a subject separate from Biology be discontinued.
2. That a syllabus be prepared by the Department of Education in both English and Canadian History for use during the session 1933-34 and that schools be allowed to follow either course.

Dr. Rexford moved, seconded by Mr. McMaster "That in view of the numerous changes in our organised educational work the following members be named: Dr. Parmelee (Convener) Dr. Nicholson, Dr. Rothney, Dean Laird, Professor Clarke and the Teachers' representative as a sub-committee to correlate existing educational announcements in relation to Universities, School for Teachers, Central Board of Examiners and High School courses and, where necessary, to bring them under authorized Regulations of this Committee and to report at the September meeting of the Protestant Committee." Carried.

The Director of Protestant Education was requested to bring in a report at the next meeting concerning the feasibility of holding supplementary examinations for the High School Leaving Certificate commencing in September 1934.

For the sub-committee on Education Meetings, Mr. Mitchell reported that a very satisfactory meeting was held at Shawinigan Falls on March 24th, last.

There being no further business the meeting then adjourned to meet in Quebec on Friday, September 29th, unless called earlier by order of the Chairman.

(signed) W. P. PERCIVAL,  
Secretary.

(signed) W. G. MITCHELL,  
Chairman.

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