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THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

(Published Quarterly)

Old Series, Vol. LIV, No. 2.

New Series, Vol. IX, No. 2.

APRIL - MAY - JUNE, 1935

SPECIAL ARTICLES

KING GEORGE THE FIFTH
TEACHER PENSION CHANGES

SPECIAL NOTICES

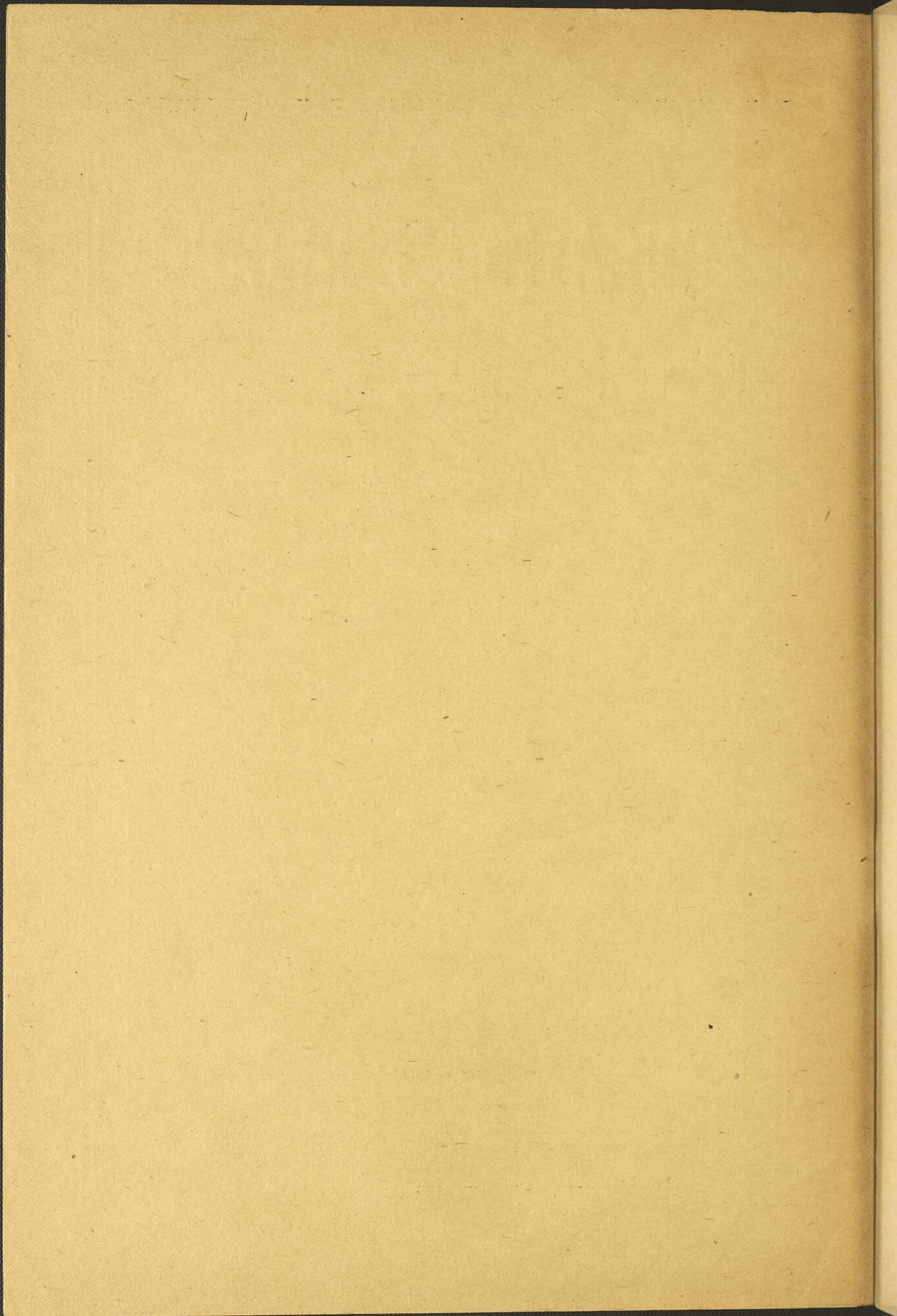
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A quarterly journal in the interests of the Protestant Schools of the Province of Quebec, and the Medium through which the Proceedings of the Protestant Committee of the Council of Education are communicated, the Committee being responsible only for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

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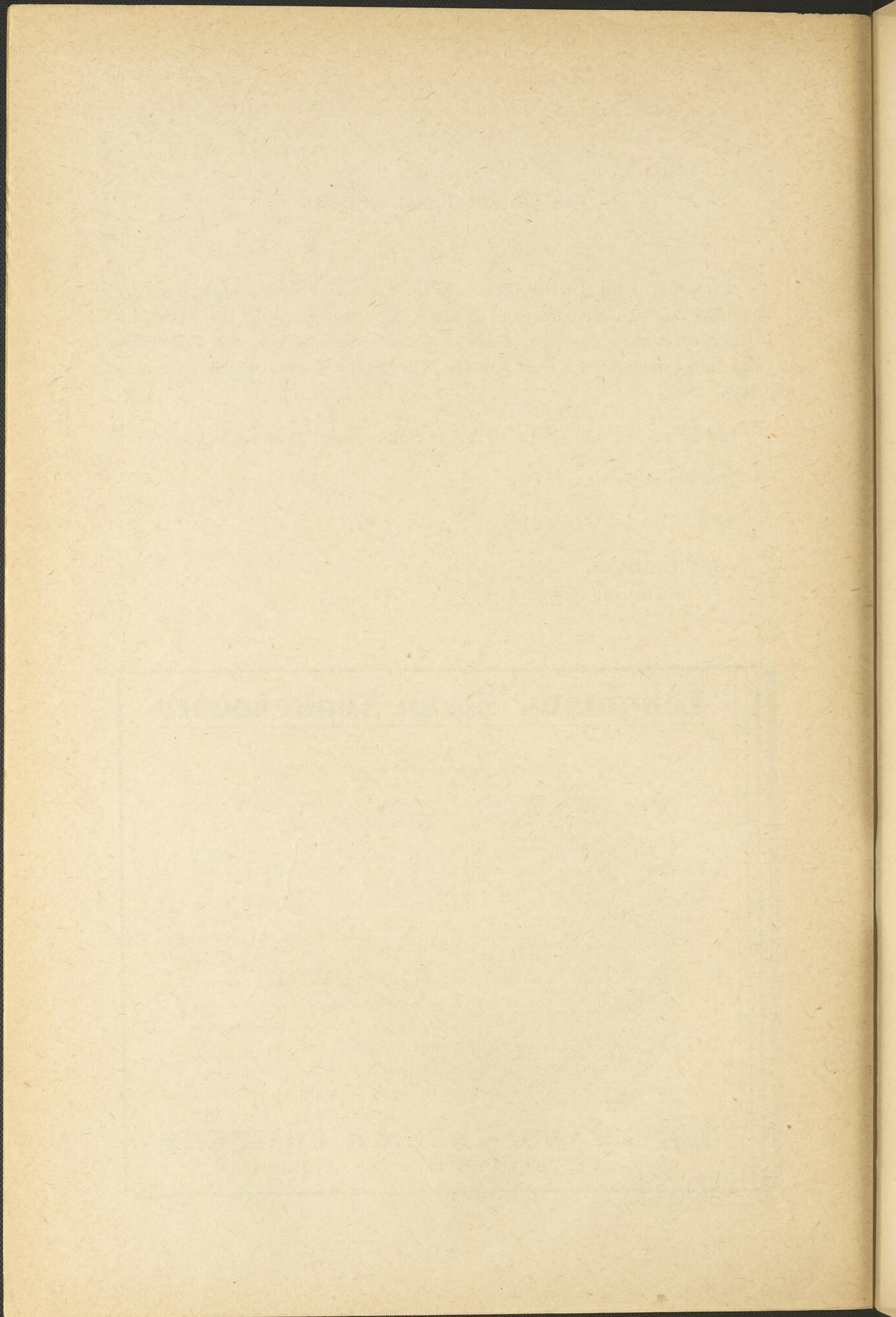
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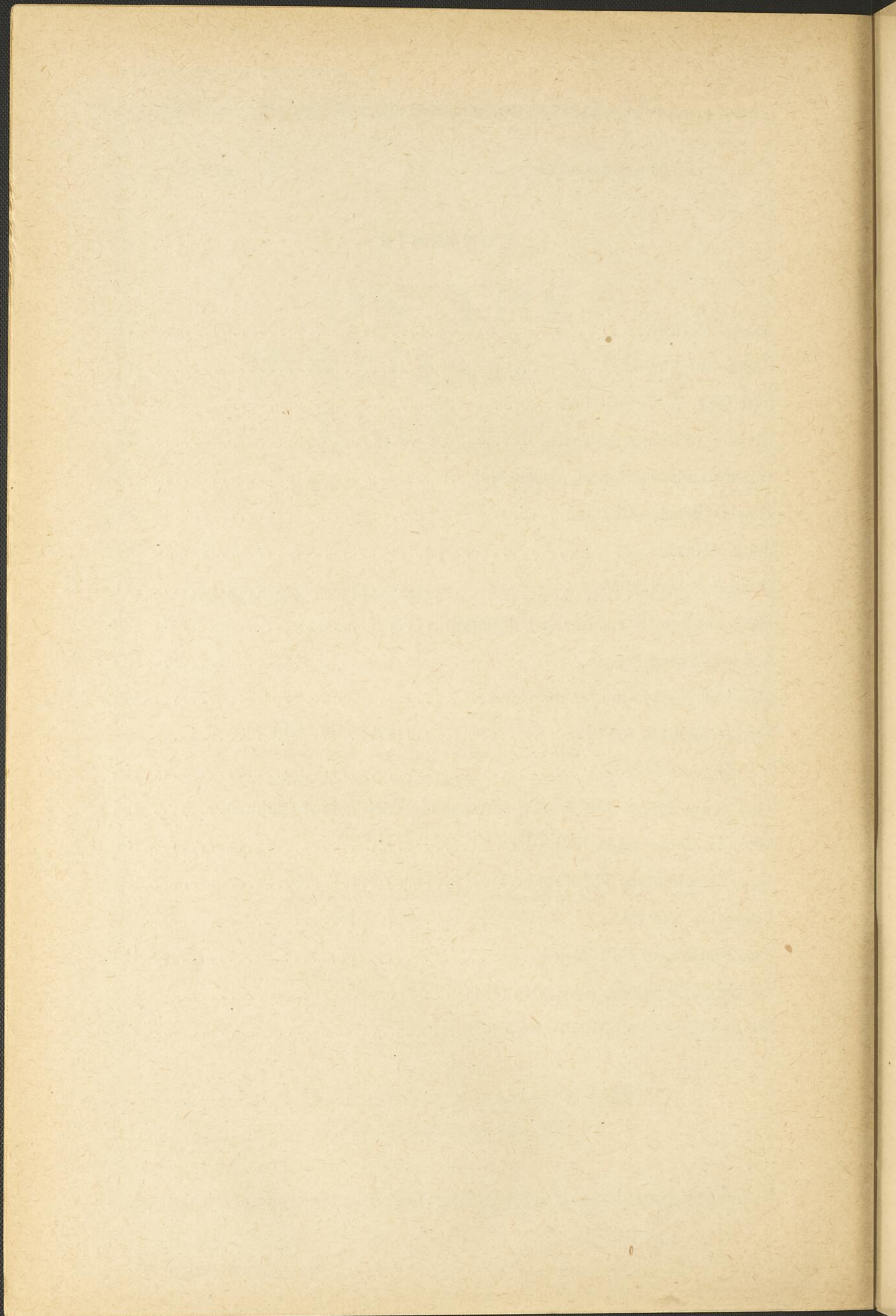
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SPECIAL NOTICES

Holiday, May 6.—In honour of the twenty-fifth anniversary of the Accession of King George the Fifth the Dominion Government proclaimed Monday, May 6, a public holiday. All schools in Canada are expected to close for the celebrations, and Dr. Percival requests Protestant school boards and teachers of the Province to observe the holiday.

New Regulations Concerning Diplomas.—Dr. Percival announces that the Regulations of the Protestant Committee have been altered to the effect that Intermediate diplomas issued on and after September 1, 1935, will remain interim. In order that teachers entering the intermediate class after that date may receive permanent diplomas it is necessary for them to receive recommendations from inspectors after teaching satisfactorily for two years and to complete successfully three sessions at an approved summer school.

These diplomas may be exchanged for Advanced Intermediate diplomas if the teachers attend the Summer School at Macdonald College which is provided especially for the purpose of training for higher diplomas.

As the diploma held by the large majority of teachers in this Province is of the Intermediate grade the benefits to be derived from the additional

training will be of enormous benefit to them as well as to the children who attend their classes.

Intermediate diplomas gained prior to September 1st, 1935 will be issued under the same conditions as at present. However, holders of these diplomas may also attend the Summer School and receive Advanced Intermediate diplomas upon completing the requirements.

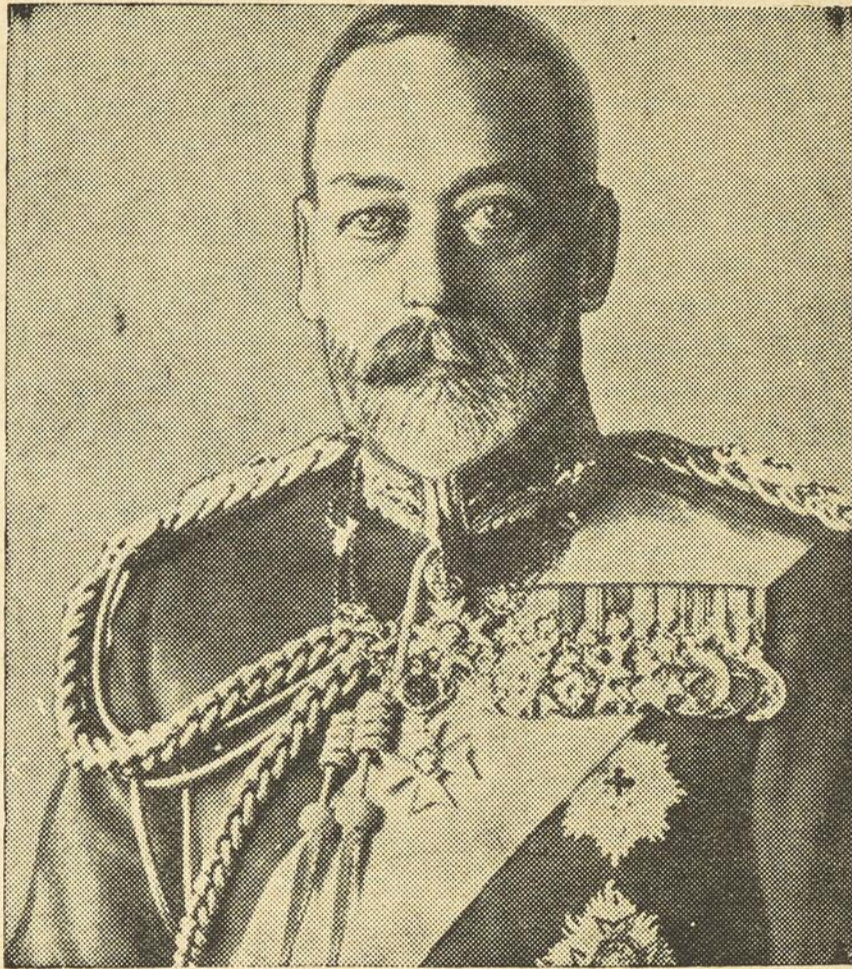
Pension Records.—For the perfect administration of the Teachers' Pension Fund, it is requested that each teacher, who has not already done so, will transmit to the Department of Education, Quebec, the following information:

1. Name in full. If the teacher is married, the name of husband or wife and the date of marriage.
 2. Date of birth and the year and the name of the school municipalities in which the teacher has taught.
-

Long Service Bonuses.—The Superintendent has given notice with regret that no long service bonuses will be paid in October next for the present year at least. The Legislative grant for this purpose has been transferred to the Teachers' Pension Fund, in order to strengthen it.

GEORGE THE FIFTH

The celebration throughout the Empire of the twenty-fifth anniversary of the accession of King George is more than a personal tribute to a sovereign who, during that quarter of a century, has steadily earned and won the esteem and regard of British subjects everywhere by the qualities of mind and heart which all thinking people recognize as those befitting a constitutional monarch. It was, perhaps, in 1914 at the outbreak of the World War that the character of the King became more widely realized, emphasized later by such contem-



porary records as the Letters of Ambassador Page and the Memoirs of statesmen and other observers. From the outset His Majesty showed sincere and intelligent interest in all matters affecting the welfare of the people, and in this he has been seconded with grace and dignity by Her Majesty Queen Mary. It was hence befitting that a principal feature of the celebrations in May takes the form of voluntary subscriptions to Funds destined to be used for health and general well-being.

But the present writer is of the opinion that this celebration has also the wider significance of ratifying a conviction of British people—the conviction that in this storm-tossed world the anchor of constitutional government under a constitutional monarch, acting upon the advice of responsible ministers, whose powers in turn are derived from the support of a majority of the freely elected

representatives of the people in parliament, is preferable to any of the experiments in which resort has been made elsewhere to the ancient principle of dictatorship.

The heritage of the English speaking peoples of the world is that of freedom. It was that spirit which, seven hundred and twenty years ago, animated the barons at Runnymede who "flung out whate'er they felt, not fearing, into words" (Tennyson) and wrung the Great Charter from King John; and whatever abuses have arisen or may arise under the democratic principle, and such have to be acknowledged, adherence to the principle of free and responsible government is not likely to be overthrown among the peoples who have directly inherited it from the "mother of parliaments".

In the schools this May, perhaps no better lesson could be conveyed than that of the meaning, the origin, the development and the rightfulness of responsible government. The full story is one of struggle, sometimes for new rights and sometimes for the restoration of ancient rights, and the fact that frequently men were able to point back to ancient rights goes to prove that "of old sat freedom on the heights", and pupils may well be reminded of those verses of Tennyson ninety years ago, when he asserted of Great Britain,

"It is a land that freemen till,
That sober-suited Freedom chose,
The land where girt by friends and foes
A man may speak the thing he will;

A land of settled government,
A land of just and old renown,
Where Freedom slowly broadens down
From precedent to precedent;

Where faction seldom gathers head,
But by degrees to fullness wrought,
The strength of some diffusive thought
Hath time and space to work and spread."

The full measure of responsible government was won by struggle. It was won in Canada by struggle during a number of years of the first half of the nineteenth century, but it is a question if the last two generations of Canadians have more than a vague knowledge of the fact or more than a perfunctory grasp of its significance. It is for this reason that we constantly urge a vital teaching of history in the schools, British, Canadian and World history. The best background of true patriotism as well as of right sentiment towards the Empire of which we form a part is knowledge, and the wider our knowledge of the bases of our political status the stronger will be our consciousness of the claims of political obligation and duty.

Young Canada is loyal; there is no question of that fact. But, to paraphrase the saying of Edith Cavell, loyalty is not enough. We are living in a rapidly changing world, and Canada has to choose between an exalted or a commonplace part in that world of the future, between a policy of national and international ideals and a mere attitude of drift. In the schools of Germany the children are being prepared for a narrow and exclusive spirit of nationalism by a falsification of history, for one thing, and by a race creed that has no foundation in fact, while there, as in Russia and in Italy, the chief aim is to sacrifice the freedom of the pupils to the supposed interest of "The State", summed up in the word militarism.

In Canada, and in the Empire at large, educational freedom persists, but the world conditions surely call also for more attention to the development of sound and vital knowledge in our schools. We have emphasized History; two other essential subjects are Science and Modern Languages. These, as the adjunct of the not less important moral and spiritual training, will give us the right kind of "place in the sun", and the high schools of Canada in particular, have a great mission to perform in this connection. As we have often urged, the high schools have possible functions and responsibilities far greater than those concerned in the preparation of students for the universities, important as these are.

J. C. S.

LATE HON. W. G. MITCHELL, K.C.

The sudden death on April 3rd of the Hon. Walter G. Mitchell, K.C., Chairman of the Protestant Committee up to the time of his death, former Provincial Treasurer and former member of the Federal Parliament, was a shock to his thousands of friends throughout the Province.

The late W. G. Mitchell was essentially an active man. As a corporation lawyer he had wide and important professional interests, but he always found time for works of general public welfare. Among these public interests that of Education had a prominent place, and he always urged, among other things, the value of playgrounds and of health-giving games and sports. Born himself in the country, at Danby, he held rightly that good playgrounds are as important for the rural schools as for those in cities and towns. The doctrine that country children are "healthy anyway" is disproved, of course, by the medical surveys, and this policy of good playgrounds and good use of them may still be urged to the benefit of many.

DIVISION OF COMPANY TAXES

Secretary-treasurers, particularly newly appointed ones, frequently have difficulty about the division of the taxes on incorporated companies.

Two articles of the Education Act govern this matter. Article 422 applies when one board is that of commissioners and the other trustees: article 423 applies when both boards are commissioners, one or the other having been erected "for Protestants only" or "for Catholics only."

Let us take article 422 first, for the division of the company taxes between the commissioners and the trustees. The Commissioners collect these taxes, and are obliged to pay over to the trustees their proper share. Each year the division is made according to the respective enrolments of the previous year. But neither board may count children from an outside school municipality. But Protestant children, living inside the municipality, attending the Catholic schools, and Catholic children, living inside the municipality, attending the Protestant schools, are to be counted by the board which educates them. This is in keeping with the original principle that a school municipality is a unit, whether dissent is partial or complete.

Next, let us suppose that the commissioners had 174 pupils in the previous year and the trustees 87, and that the company taxes collected by the commissioners, at their tax rate, amounted to \$5,000.00. The share of the trustees will be as 87 is to 261, the latter number representing the total number of pupils under both boards. By dividing both figures by 87 the fraction 87-261 reduces to 1-3. Hence the share of the trustees is \$1,666.67 and that of the commissioners is \$3,332.33, on \$5,000.00.

In levying a special tax, such as may be required for a school building, each board levies upon the company according to its share of the general tax on the companies. In the above case the commissioners would levy the two-thirds of the special rate and the trustees one-third of their special rate. Neither board, however, may levy a special tax except for a purpose provided by law.

In the case of two boards of school commissioners (article 423) in the same territory, the one having the larger number of ratepayers collects the special tax and pays to the other board its share, not according to school enrolment, but according to the respective numbers of children from 5 to 16 years of age of each denomination residing in the territory common to both boards, whether attending school or not. The provision contained in the words "in the territory common to both" is necessary on account of the fact that sometimes a board erected for Protestants only or for Catholics only has a different territory from the original school municipality.

The arithmetic for the division of the company taxes is on the same principle as in the other case given above, except that the numbers of children by census replace the numbers by enrolment. The levying of the special tax is also according to the percentage of each in the general tax.

J. C. S.

ANNUAL REPORT OF THE SUPERINTENDENT, 1933-34

CONTINUED FROM LAST ISSUE

- a) A sum of \$200,000.00 divided among all school municipalities, according to the number of children enrolled, regardless of salaries paid to teachers;
- b) A sum of \$150,000.00 divided among all school municipalities, except cities and towns, paying an average salary of \$200.00, provided there is no salary under \$150.00;
- c) A sum of \$150,000.00 divided among all the school municipalities, except cities and towns, paying an average salary of \$250.00, provided there is no salary under \$200.00;
- d) A sum of \$65,000.00 divided among all the school municipalities, except cities and towns, paying an average salary of \$275.00, provided there is no salary under \$250.00;
- e) A sum of \$35,000.00 divided among all school municipalities paying an average salary of \$300.00, provided there is no salary under \$275.00;
- f) A sum of \$25,000.00 divided among all school municipalities paying an average salary of \$325.00, provided there is no salary under \$300.00.

This other method that we recommend would be, it seems to us, a recognition of the merit of those municipalities that pay a just salary and a stimulant for others to follow their example.

A GREAT CELEBRATION

The great demonstrations organized for the purpose of worthily celebrating the fourth centenary of the taking possession of Canada, in the name of the King of France, by the daring St. Malo navigator, Jacques Cartier, have had lasting effects. The appeal we sent forth was heard, especially by the teaching body, which eagerly seized this opportunity to teach children a fine lesson in national history and make it more effective. Following the discoverer's example, humble crosses were erected in several places. The wooden cross erected on Gaspé point has given way to a granite one, which will continue to project its light and shade over our country and its people. This sign, seen in the heavens by Constantine, proclaims the same significant message: "*In hoc signo vinces*". May the saving message never be forgotten, for it means the salvation, life and survival of our race.

I close this report with the following statistical summaries:

GENERAL SUMMARY

- Table I—General statement of the schools of the Province in 1932-33;
 “ II—Summary of school statistics of the Province.
 “ III—Children according to census and enrolment in the schools.
 “ IV—Statistics concerning teachers.
 “ V—Comparative statement of general school contributions.
 “ IV—Average salaries of lay teachers.

GENERAL SUMMARY

Table I—General Statement of the Schools of the Province in 1932-33

TEACHING INSTITUTIONS	Number of schools	Male teachers	Female teachers	PUPILS				
				Boys	Girls	Total	Average attendance	Percent. of average attendance
a) Catholic Schools								
Elementary schools.....	6,661	525	9,685	148,073	149,441	297,514	243,183	81.74
Complementary schools.....	715	2,546	3,953	100,748	80,784	181,532	159,540	87.89
Superior schools.....	172	742	2,203	20,100	41,843	61,943	54,790	88.45
Normal schools.....	20	63	259	205	1,570	1,775	1,664	93.75
Normal schools, directed by Brothers.....	11	124	.....	778	.....	778	755	97.04
Classical colleges.....	29	1,110	.....	10,734	.....	10,734	9,956	92.75
Independent schools, non-subsidized where classical education is given....	10	111	.....	981	.....	981	904	92.15
Universities (1).....	2	522	4	2,108	955	3,063	.....	.....
Independent schools, non-subsidized, where superior education is given....	11	69	.....	358	.....	358	356	99.44
Polytechnical school.....	1	39	.....	271	.....	271	263	97.05
School of fine arts.....	2	25	2	378	338	716	620	86.59
School for higher Commercial studies (Montreal).....	1	38	.....	513	51	(2) 564	490	86.88
The Institute of pedagogy of Montreal.....	1	50	59	.....	2,573	2,573	2,485	96.58
St. George Institute of Pedagogy.....	1	7	.....	30	.....	30	30	100.00
Technical schools.....	7	132	.....	4,349	58	4,427	3,756	84.84
Agricultural schools.....	2	63	.....	491	.....	491	467	95.11
Intermediate agricultural school.....	2	17	.....	123	.....	123	123	100.00
Agricultural orphanage school.....	5	26	15	230	.....	230	219	95.22
St. Hyacinthe Dairy School.....	1	8	.....	204	.....	204	197	96.57
Night school.....	95	245	52	6,193	1,310	7,503	5,042	67.20
Rangers school.....	1	9	.....	20	.....	20	15	75.00
Schools of arts and trades.....	17	34	5	1,243	1,814	3,057	1,709	55.90
School of Handicrafts.....	1	7	15	.....	145	145	145	100.00
Dress-making schools.....	41	.....	8	.....	3,038	3,038	.....	.....
Kindergarten.....	24	.....	98	2,188	1,470	3,658	2,898	79.22
La Jemmerais school.....	1	20	63	327	211	538	410	76.21
Schools for deaf-mutes and blind.....	3	72	124	358	292	650	631	97.08
Monument National school, Montreal (public courses).....	1	4	4	298	412	710	395	55.63
Schools for historic guides (public courses).....	3	22	.....	68	.....	68	48	70.59
Totals (3).....	7,841	6,630	16,549	301,389	286,305	587,694	491,091	84.44 (4)

(1) In these numbers are not included some affiliated schools the statistics of which are given under a distinct rubric.

(2) 428 students of correspondence course not included.

(3) See foot note 3, page XIX.

(4) To establish this percentage the enrolment in the universities and the dress making schools has been deducted as they do not furnish the average attendance.

GENERAL SUMMARY.—(Continued).

Table I.—General Statement of the Schools of the Province, in 1932-33.—

Continued).

TEACHING INSTITUTIONS	Number of schools	Male teachers	Female teachers	PUPILS				
				Boys	Girls	Total	Average attend- ance	Percent. of average attend- ance
<i>b) Protestant Schools</i>								
Elementary schools.....	532	110	1,539	26,721	25,372	52,093	41,890	80.41
Intermediate schools.....	76	21	227	3,416	3,262	6,678	5,351	80.13
High schools.....	66	250	595	11,075	10,688	21,763	18,366	83.39
Normal schools.....	1	5	5	45	251	296	277	93.58
Universities (1).....	2	488	53	2,636	1,004	3,640	.....	.....
Theological colleges.....	3	15	.....	164	.....	164	164	100.00
Agricultural school.....	1	41	2	150	1	151	146	96.69
Night schools.....	10	23	2	607	411	1,018	512	50.29
School for deaf-mutes and blind.....	2	2	14	52	41	93	88	94.62
Totals (3).....	693	955	2,437	44,866	41,030	85,895	66,794	81.20 (4)

c) Catholic and Protestant Schools

Elementary schools.....	7,193	635	11,224	174,794	174,813	349,607	285,073	81.54
Catholic complementary schools.....	715	2,546	3,953	100,748	80,784	181,532	159,540	87.89
Protestant Intermediate schools.....	76	21	227	3,416	3,262	6,678	5,351	80.13
Superior and High Schools.....	238	992	2,798	31,175	52,531	83,706	73,156	87.40
Normal schools.....	21	68	264	250	1,821	2,071	1,941	93.72
Catholic normal schools, directed by Brothers.....	11	124	.....	778	.....	778	755	97.04
Catholic Classical Colleges.....	29	1,100	.....	10,734	.....	10,734	9,956	92.75
Independent schools, non-subsidized, where classical education is given... Universities (1).....	10	111	.....	981	.....	981	904	92.15
4	1,000	57	4,744	1,959	6,703	.....	.....	.....
Independent schools, non-subsidized, where superior education is given... Protestant theological colleges.....	11	69	.....	358	.....	358	356	99.44
3	15	.....	164	.....	164	164	100.00	
Polytechnic school.....	1	39	.....	271	.....	271	263	97.05
School of fine-arts.....	2	25	2	378	338	716	620	86.59
School for higher commercial studies (Montreal).....	1	38	.....	513	51	(2) 564	490	86.88
The Institute of pedagogy of Montreal	1	50	59	.....	2,573	2,573	2,485	96.58
St. George Institute of Pedagogy.....	1	7	.....	30	.....	30	30	100.00
Technical schools.....	7	132	.....	4,369	58	4,427	3,756	84.84
Agricultural schools.....	3	104	2	641	1	642	613	95.48
Intermediate agricultural schools.....	2	17	.....	123	.....	123	123	100.00
Agricultural Orphanage.....	5	26	15	230	.....	230	219	95.22
Dairy school (St. Hyacinthe).....	1	8	.....	204	.....	204	197	96.57
Night schools.....	105	268	54	6,800	1,721	8,521	5,554	65.18
Rangers school.....	1	9	.....	20	.....	20	15	75.00
Schools of arts and trades.....	17	34	5	1,243	1,854	3,057	1,709	55.90
School of handicrafts.....	1	7	15	.....	145	145	145	100.00
Dress-making schools.....	41	.....	8	.....	3,038	3,038	.....	.....
Kindergarten.....	24	.....	98	2,188	1,470	3,658	2,898	79.22
La Jemmerais school.....	1	20	63	327	211	538	410	76.21
Schools for deaf-mutes and blind.....	5	74	138	410	333	743	719	96.77
Monument National school, Montreal (public courses).....	1	4	4	298	412	710	395	55.63
Schools for historic guides (public courses).....	3	22	.....	68	.....	68	48	70.59
Independent schools (special courses) (3)	43	213	64	3,338	1,394	4,732	4,145	87.60
Totals.....	8,577	7,798	19,050	349,593	328,729	678,322	562,030	84.06 (4)

(1, 2 & 4) See foot notes 1, 2 and 4 of the foot page XVIII.

(3) The independent schools (special courses) are included only in table C (Catholic and Protestant schools) because pupils are enrolled irrespective of religious denominations.

Table II.—Summary of School Statistics of the Province

EDUCATIONAL INSTITUTIONS	1932-33	1931-32	Increase	Decrease
<i>a) Catholic Elementary Schools</i>				
Number of schools under control:				
Of commissioners.....	6,281	6,478		197
Of trustees.....	103	107		4
Number of independent schools.....	277	251	26	
Total of schools.....	6,661	6,836		175
Pupils of schools under control.....	280,966	307,421		26,455
Pupils of independent schools.....	16,548	16,860		312
Roman Catholic pupils.....	297,160	323,862		16,702
Protestant pupils.....	354	419		65
Total of pupils.....	267,514	324,281		26,767
Average attendance of pupils.....	243,183	266,349		23,166
Percentage of average attendance of pupils.....	81.74	82.14		.40
Number of male lay teachers with diplomas.....	168	211		43
Number of male lay teachers without diplomas.....	22	20	2	
Number of female lay teachers with diplomas.....	7,306	7,467		161
Number of female lay teachers without diplomas.....	135	147		12
Total of male and female lay teachers.....	7,631	7,845		214
Number of male teachers in religious orders.....	335	543		208
Number of nuns teaching.....	2,244	2,767		523
Average salary of male teachers in religious orders under control:				
In towns.....	\$ 547	\$ 586		\$ 12
In the country.....	\$ 517	\$ 535		\$ 18
Average salary of nuns teaching under control:				
In towns.....	\$ 403	\$ 406		\$ 3
In the country.....	\$ 292	2 307		\$ 15
Average salary of male lay teachers with diplomas:				
In towns.....	\$ 1,390	\$ 1,318	\$ 72	
In the country.....	\$ 664	\$ 761		\$ 97
Average salary of female lay teachers with diplomas:				
In towns.....	\$ 616	\$ 612	\$ 4	
In the country.....	\$ 245	\$ 289		\$ 44
<i>b) Catholic Complementary Schools</i>				
Number of schools under control:				
Of commissioners.....	520	350	170	
Of trustees.....	6	4	2	
Number of independent schools.....	189	209		20
Total of schools.....	715	563	152	
Pupils of schools under control.....	165,074	133,850	31,224	
Pupils of independent schools.....	14,458	20,160		3,702
Roman Catholic pupils.....	181,350	153,790	27,560	
Protestant pupils.....	182	220		38
Total of pupils.....	181,532	154,010	27,522	
Average attendance of pupils.....	159,540	134,233	25,307	
Percentage of average attendance of pupils.....	87.89	87.16	.75	
Number of male lay teachers with diplomas.....	823	738	85	
Number of male lay teachers without diplomas.....	34	44		10
Number of female lay teachers with diplomas.....	1,027	921	106	
Number of female lay teachers without diplomas.....	15	22		7
Total of male and female lay teachers.....	1,899	1,725	174	
Number of male teachers in religious orders.....	1,689	1,527	162	
Number of nuns teaching.....	2,911	2,490	421	
<i>c) Catholic Superior Schools</i>				
Number of schools under control:				
Of commissioners.....	76	62	14	
Of trustees.....				
Number of independent schools.....	96	82	14	
Total of schools.....	172	144	28	
Pupils of schools under control.....	46,567	40,982	5,585	
Pupils of independent schools.....	15,376	14,438	938	
Roman Catholic pupils.....	61,803	55,275	6,528	
Protestant pupils.....	140	145		5
Total of pupils.....	61,943	55,420	6,523	
Average attendance of pupils.....	54,790	48,988	5,802	
Percentage of average attendance of pupils.....	88.45	88.39	.06	
Number of male lay teachers with diplomas.....	153	149	4	
Number of male lay teachers without diplomas.....	24	17	7	
Number of female lay teachers with diplomas.....	354	321	33	
Number of female lay teachers without diplomas.....	10	9	1	
Total.....	541	496	45	

Table II.—(Continued).—Summary of School Statistics of the Province.

EDUCATIONAL INSTITUTIONS	1932-33	1931-32	Increase	Decrease
<i>c) Catholic Superior Schools—(Continued)</i>				
Number of male teachers in religious orders.....	565	505	60	.....
Number of nuns teaching.....	1,839	1,581	258	.....
Grand total of pupils in complementary and superior schools.....	243,475	209,430	34,045	.....
Grand total of average attendance of pupils.....	214,330	183,221	31,109	.....
Total of male and female lay teachers in complementary and superior schools.....	2,440	2,221	219	.....
Total of male teachers in religious orders in complementary and superior schools.....	2,254	2,032	222	.....
Total of nuns teaching in complementary and superior schools.....	4,750	4,071	679	.....
Average salary of male teachers in religious orders in complementary and superior schools under control:				
In towns.....	\$ 602	\$ 609	.....	\$ 7
In the country.....	\$ 687	\$ 503	.....	\$ 16
Average salary of nuns teaching in complementary superior schools under control:				
In towns.....	\$ 453	\$ 463	.....	\$ 10
In the country.....	\$ 285	\$ 291	.....	\$ 6
Average salary of male lay teachers with diplomas in complementary and superior schools:				
In towns.....	\$ 1,712	\$ 1,766	.....	\$ 54
In the country.....	\$ 849	\$ 1,000	.....	\$ 151
Average salary of female lay teachers with diplomas complementary and superior schools:				
In towns.....	\$ 847	\$ 868	.....	\$ 21
In the country.....	\$ 277	\$ 309	.....	\$ 32
<i>d) Protestant Elementary Schoyls</i>				
Number of schools under control:				
Of commissioners.....	375	388	.....	13
Of trustees.....	136	137	.....	1
Number of independent schools.....	21	22	.....	1
Total of schools.....	532	547	.....	15
Pupils of schools under control.....	51,577	51,404	173	.....
Pupils of independent schools.....	516	603	.....	87
Protestant pupils.....	51,262	51,170	92	.....
Catholic pupils.....	831	837	.....	6
Total of pupils.....	52,093	52,007	86	.....
Average attendance of pupils.....	41,890	41,091	799	.....
Percentage of average attendance of pupils.....	80.41	79.01	1.40	.....
Number of male lay teachers with diplomas.....	86	74	12	.....
Number of male lay teachers without diplomas.....	24	35	.....	11
Number of female lay teachers with diplomas.....	1,467	1,435	32	.....
Number of female lay teachers without diplomas.....	72	137	.....	65
Total of male and female lay teachers.....	1,649	1,681	.....	32
Number of clergymen.....	.....	1	.....	1
Average salary of male lay teachers with diplomas:				
In towns.....	\$ 2,774	\$ 2,700	\$ 74	.....
In the country.....	\$ 426	\$ 559	.....	\$ 133
Average salary of female lay teachers with diplomas:				
In towns.....	\$ 1,280	\$ 1,276	\$ 4	.....
In the country.....	\$ 491	\$ 545	.....	\$ 54
<i>e) Protestant Intermediate Schools</i>				
Number of schools under control:				
Of commissioners.....	53	52	1	.....
Of trustees.....	21	21	.....	.....
Number of independent schools.....	2	.....	.....	2
Total of schools.....	76	73	3	.....
Pupils of schools under control.....	6,407	6,180	227	.....
Pupils of independent schools.....	271	.....	.....	271
Protestant pupils.....	6,145	5,730	415	.....
Catholic pupils.....	533	450	83	.....
Total of pupils.....	6,678	6,180	498	.....
Average attendance of pupils.....	5,351	4,916	435	.....
Percentage of average attendance of pupils.....	80.13	79.55	58	.....
Number of male lay teachers with diplomas.....	16	13	3	.....
Number of male lay teachers without diplomas.....	4	1	3	.....
Number of female lay teachers with diplomas.....	234	215	9	.....
Number of female lay teachers without diplomas.....	3	3	.....	.....
Total of male and female lay teachers.....	247	232	15	.....
Number of clergymen.....	1	1	.....	.....

Table II.—(Continued).—Summary of School Statistics of the Province.

EDUCATIONAL INSTITUTIONS	1932-33	1931-32	Increase	Decrease
<i>f) Protestant High Schools</i>				
Number of school under control:				
Of commissioners.....	45	48		3
Of trustees.....	13	11	2	
Number of independent schools.....	8	9		1
Total of schools.....	66	68		2
Pupils of schools under control.....	20,547	19,592	955	
Pupils of independent schools.....	2,216	1,374		158
Protestant pupils.....	21,067	20,251	816	
Catholic pupils.....	696	715		19
Total of pupils.....	21,763	20,966	797	
Average attendance of pupils.....	18,366	18,041	325	
Percentage of average attendance of pupils.....	84.39	86.05		1.66
Number of male lay teachers with diplomas.....	185	178	7	
Number of male lay teachers without diplomas.....	56	58		2
Number of female lay teachers with diplomas.....	535	527	8	
Number of female lay teachers without diplomas.....	60	83		23
Number of clergymen.....	9	7	2	
Grand total of pupils in intermediate and high schools.....	28,441	27,146	1,295	
Grand total of average attendance of pupils.....	23,717	22,957	760	
Total of male and female lay teachers in intermediate and high schools.....	1,083	1,078	5	
Total of clergymen in intermediate and high schools.....	10	8	2	
Average salary of male lay teachers with diplomas in intermediate and high schools:				
In towns.....	\$ 2,778	\$ 2,733	\$ 45	
In the country.....	\$ 1,532	\$ 1,640		\$ 108
Average salary of female lay teachers with diplomas in intermediate and high schools:				
In towns.....	\$ 1,417	\$ 1,402	\$ 15	
In the country.....	\$ 770	\$ 801		\$ 31
<i>g) Catholic Classical College</i>				
Number of classical colleges.....	29	29		
Pupils in primary course.....	402	388	14	
Pupils in commercial course.....	1,465	1,824		369
Pupils in chemical course.....	8,867	8,687	180	
Total of pupils.....	10,734	10,899		165
Average attendance of pupils.....	9,956	10,263		307
Percentage of average attendance of pupils.....	92.75	94.16		1.41
Number of lay professors.....	99	88	11	
Number of professors in religious orders.....	1,011	997	14	
Total number of professors.....	1,110	1,085	25	

Table III.—Children according to Census and Enrolment in the Schools (1932-33).

Classification according to age of children and pupils	Number of children by annual census	Number of pupils enrolled in schools (1)	Average enrolment in proportion to school census
Boys from 5 and 6 years.....	65,577	35,749	54.51
Boys from 7 to 13 years.....	241,787	230,100	95.17
Boys from 14 and 15 years.....	55,370	32,539	58.77
Boys from 16 and 17 years.....	45,515	10,176	22.36
Boys from 18 years and over.....	(2)	1,569	.....
Totals.....	408,249	310,133	(3) 75.58
Girls from 5 and 6 years.....	64,064	36,543	57.04
Girls from 7 to 13 years.....	236,523	227,893	96.35
Girls from 14 and 15 years.....	54,820	33,216	60.59
Girls from 16 and 17 years.....	45,585	11,938	26.19
Girls from 18 years and over.....	(2)	1,800	.....
Totals.....	400,993	311,390	(3) 77.21
Grand totals.....	809,242	621,523	(3) 76.39

(1) These figures only include pupils enrolled in primary schools. There are in addition 56,799 pupils in the universities, classical colleges, normal schools and special schools.

(2) The annual census only includes the children from 5 to 18 years.

(3) To establish this percentage, the enrolment of pupils of "18 years and over" has been deducted, as the annual census includes only children from 5 to 18 years of age.

Table IV.—Statistics concerning Teachers.

Male and female lay teachers in primary schools	Without Diplomas	With diplomas	Diplomas for			Having diploma		Total of male and -emale teachers
			Elementary schools	Complementary and intermediate	Superior and high schools	From a normal school	From a board of examiners	
Male teachers in Catholic schools...	80	1,144	(1) 185	(2) 959	(3)	504	640	1,224
Male teachers in Protestant schools..	84	287	21	63	203	74	213	377
Female teachers in Catholic schools..	160	8,687	(1) 6,176	(2) 2,511	(3)	2,081	6,606	8,841
Female teachers in Protestant schools	135	3,226	633	1,326	267	1,587	639	2,361
Totals.....	459	12,344	7,015	4,859	470	4,246	8,098	12,803
Professors and female lay teachers teaching in universities, normal schools, colleges and special schools.....								2,238
Grand total of male and female lay teachers.....								15,041
Members of clergy in colleges and some other schools.....								1,376
Religious, Brothers.....								2,921
Nuns.....								7,510
Total of religious teachers.....								11,807
Grand total of teachers.....								16,848

(1) Including former diplomas for model schools.

(2) Including diplomas for Superior Schools..

(3) See note 2.

Table V.—Comparative Statement of General Schools Contributions

	Year 1932-33	Year 1931-32	Increase	Decrease
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a) Contribution of Municipalities and Independent Institutions

Annual assessment.....	\$18,702,413.29	\$17,808,406.67	\$ 894,006.62	
Special assessment.....	325,574.39	406,592.75		81,018.40
Monthly fees.....	595,234.62	632,791.22		37,556.60
Contributions of independent subsidized schools....	9,101,962.00	9,818,971.00		717,009.00
Totals.....	\$ 28,725,184.30	\$28,666,761.68	\$ 894,006.68	\$ 835,584.00

b) Contributions from Government

1. Paid by the Department of Public Instruction:	\$	cts.	\$	cts.	\$	cts.	\$	cts.
Public Schools.....	625,000.00		625,000.00					
Catholic Superior Schools.....	341,000.00		341,000.00					
Other grants to Superior and Technical School	803,701.51		705,692.50		98,009.01			
Protestant Superior Schools.....	174,032.79		183,676.69				9,634.90	
Council of Public Instruction.....	6,920.00		6,000.00		920.00			
Normal Schools.....	346,337.23		313,000.00		33,337.23			
Institutions for Deaf-Mutes and the Blind....	90,100.00		90,100.00					
Pension Fund for Teachers (old).....	8,000.00		8,000.00					
Pension Fund for Teachers (new).....	105,313.17		91,752.36		13,560.81			
Inspection of schools.....	274,000.00		265,000.00		9,000.00			
Roman Catholic poor Municipalities.....	37,620.00		37,620.00					
Protestant poor Municipalities.....	7,380.00		7,380.00					
Prize Books.....	85,246.71		35,000.00		50,246.71			
Publication of Public Instruction Journal....	18,492.98		15,000.00		3,492.98			
Grants to deserving Municipalities.....	16,500.00		16,500.00					
Pedagogical Lectures.....	2,500.00		13,000.00				500.00	
Elementary School Fund, R.S.Q., 1909, Art. 2944 to 2949.....	571,766.74		500,000.00		71,766.74			
Superintendent's Report.....	3,500.00		3,500.00					
Supplementary aid to Protestant Committee..	2,000.00		2,000.00					
School Museum.....	600.00		600.00					
Grants for new Complementary Schools for boys.....	74,335.00		45,000.00		29,335.00			
Grants to rural munic. employing male teachers for boys.....	20,000.00		20,000.00					
For the teaching of drawing in Primary Schools	5,000.00		5,000.00					
Bonuses to teachers.....	87,700.00		82,600.00		5,100.00			
Aid to rural school corporations.....	183,642.50		368,524.68				184,882.18	
Scholastic Merit Act.....	3,500.00		4,415.00				915.00	
Sundries.....	138,307.72		147,850.41				9,542.69	
Totals.....	\$ 4,042,496.35		\$ 3,933,211.64		\$ 314,768.48		\$ 205,483.77	
2. Paid by the Provincial Secretary.....	709,225.25		570,318.19		138,907.06			
3. Paid by the Minister of Public Works.....	11,252.88		38,185.61				26,932.73	
4. Paid by the Treasurer of Province.....	5,000.00		5,000.00					
5. Paid by the Minister of Agriculture.....	1,038,445.73		1,204,421.66				165,975.93	
6. Paid by the Minister of Lands and Forests....	60,358.26		65,599.30				5,241.04	
Totals (2-3-4-5-6)*.....	1,824,282.12		1,883,524.76		138,907.06		198,149.70	
Grand totals (a, b).....	34,591,962.77		34,483,498.09		1,347,682.16		1,239,217.47	
Net increase.....					108,464.60			

* Paid for educational purposes.

Table VI.—Average Salaries of Lay Teachers

	1932-33	1931-32	1930-31	1929-30	1928-29	1927-28
1. Religious:						
Catholic Schools:						
Male teachers.....	\$ 584	\$ 590	\$ 585	\$ 571	\$ 562	\$ 559
Female teachers.....	379	387	386	383	381	378
2. Lay:						
a. Catholic Schools:						
Male teachers.....	1,603	1,630	1,647	1,641	1,638	1,552
Female teachers.....	361	394	402	397	393	387
b. Protestant Schools:						
Male teachers.....	2,543	2,601	2,596	2,540	2,420	2,351
Female teachers.....	1,125	1,140	1,127	1,120	1,079	1,068
c. Catholic and Protestant Schools:						
Male teachers.....	1,792	1,817	1,835	1,828	1,811	1,724
Female Teachers.....	517	543	547	543	534	526

I have the honour to be,

Sir,

Your obedient servant,

CYRILLE F. DELAGE,

Superintendent.

THE TEACHER PENSION CHANGES

Very naturally, much anxiety arose among the teachers of the Province, and particularly among the women teachers, when it was announced that the Pension Act had to be amended. The changes before the Legislature for consideration include, among other things, the extension of the period of service to qualify for the pension, a lowering of the percentage basis on which women teachers' pensions are to be calculated, and the increase of the pension stoppages on salaries from $2\frac{1}{2}$ to 3 per cent.

For several years it had become evident that the stability of the Pension Fund was threatened, and actuarial advice in regard to it was engaged. The report of the actuaries showed clearly that the Fund was not on a sound basis and that changes in the Act were necessary. A large deficit occurred at the end of 1934, and the January pensions were paid only by means of an additional large contribution by the Government of the Province. If that contribution had not been forthcoming the pensions in January would have had to be reduced in keeping with the provisions of article 547 of the Pension Act. It reads:

"If the stoppages and grants are not sufficient to pay the pensions as above established, the administrative commission shall reduce the pensions and proportion them to the amount at its disposal".

We quote that long-standing article for the reason that in the public discussions on the question its provisions were ignored, and some unjust accusations of breach of contract were made. It should be made clear, however, that the Government has never in the past undertaken to do more than assist the Pension Fund by grants. The Administrative Commission of the Fund is essentially one for and by the teachers, and consists of the Superintendent as chairman, and of five delegates appointed as follows: one by the convention of the Roman Catholic teachers in Montreal; one by the convention of the Roman Catholic teachers in Quebec; one by the Catholic professors of Montreal; and two by the Provincial Association of Protestant teachers of the Province.

The development of the Act has been largely due to the teachers, either directly or through representatives. There was reasonable expectation that the changes in the Act which have occurred from time to time in the direction of increased pension, and particularly in the direction of increased pension from those who receive small salaries when in service, would be met by the Fund.

For a number of years the direct and indirect grants of the Government, together with the pension stoppages, were sufficient to meet the charges upon the Fund, but during the last eight years annual deficits encroached upon and diminished a previously accumulated surplus, and this was accentuated in the last three years by the widespread reduction in teachers' salaries, and consequent reduction in revenue from stoppages.

The signal for readjustment was unmistakable, and involved reductions in certain pensions, but it is accompanied with the reassuring condition that the Government now assumes responsibility for any annual deficits. This means stability for the future.

At the time of going to press the amending Bill has not reached Second Reading. Hence no summary of the changes can be offered in the Educational Record, as one or two changes from the original Bill are possible. However, the final results will be published later in the newspapers.

J. C. S.

BOOK NOTICES

Great Exploits in the Air. By F. V. Monk and H. T. Winter. 224 pages. Illustrated. Price 70 cents. Toronto: Blackie & Son Limited.

The Age of Machinery. By A. R. Horne. 224 pages. Illustrated. Price 70 cents. Toronto: Blackie & Son Limited.

Tales of a Traveller. By Stanley Rogers. 223 pages. Illustrated. Price 70 cents. Toronto: Blackie & Son Limited.

The Young Athlete. By R. M. N. Tisdall and Fenn Sherie. 160 pages. Illustrated. Price 50 cents. Toronto: Blackie & Son Limited.

Little Women. By Louisa Alcott. 288 pages. Illustrated. Price 40 cents. Toronto: Blackie & Son Limited.

David Copperfield. By Charles Dickens. 824 pages. Illustrated. Price 40 cents. Toronto: Blackie & Son Limited.

Black Beauty. By Anna Sewell. 288 pages. Illustrated. Price 40 cents. Toronto: Blackie & Son Limited.

Report of The Canadian School History Textbook Survey. Reports of Readers Correlated and Appraised by Professor Peter Sandiford, Director of Educational Research, University of Toronto.

Teachers of History will find much that is suggestive along critical lines in this report. Some forty textbooks in use in Canada, in Canadian, British and World History, are analysed in respect to essential features of pedagogical value and interest for the pupils. The Survey was undertaken by the Toronto branch of the Women's International League for Peace and Free-

dom, and consequently the attitude of the books to War is among the features dealt with. Teachers may obtain copies at 25 cents by writing either to Mrs. C. B. Sissons, 64 Admiral Road, Toronto, or to Mrs. I. M. Byers, 43 Walmsley Blvd, Toronto. No less than fifty-seven readers of the texts took part in the survey, including from this Province Miss Dorothy J. Seiveright, M.A. of Macdonald College and Mrs. J. W. Stevenson, B.A., of Lennoxville.

The Wonderland of Nature. By Harper Cory, Fellow of the Canadian Geographical Society. Pictured by W. N. Parker. Coloured and Black and White Illustrations. Book Two, Book Three and Book Four. London: The Grant Educational Co., Toronto: Macmillan Company of Canada.

In the last issue we reviewed the Book One of this remarkably fine series. The three other books are equally good. Plant and animal life, and their mutual relationships are described in language which will interest the youngest as well as the older pupils, and convey lessons not only in nature study but also in physical geography and practical economics. The four books afford a good introduction to biology. The illustrations are good and instructive. The Canadian scene receives full attention, but the wider world is not neglected. The literature for nature study has certainly advanced greatly in quality and interest in the last twenty-five years.

The Romance of Flight. By Norman Macmillan, M.C., A.F.C., A.F.R., Ae. S. With a Foreword by Lt.-Col. F. C.

Shelmerdine, C.I.E., O.B.E., A.F.R., Ae. S. 128 pages. Illustrated. Price 60 cents. London: Evans Brothers, Limited, Toronto: Moyer School Supplies, Limited.

Colonel Shelmerdine, Director-General of Civil Aviation (Great Britain) in his Foreword, "I believe this book to be the first written specially for young people by a practical airman of great experience who is at the same time an accomplished author.

"Captain Norman Macmillan, M.C., A.F.C., first began to fly in 1916. Since that date he has flown over long distances and in many parts of the world and in almost every type of aircraft from the smallest of light planes to big multi-engined air liners and flying boats. Many millions of pounds' worth of new aeroplanes have passed through his hands on their first flight test."

The story of air flight from the earliest times is told in a most interesting way and every type of balloon and machine illustrated. Boys of a mechanical turn of mind will enjoy this book.

The Kingsway Histories, Book One. From Roman Britain to 1485. 196 pages. 50 cents.

The Kingsway Histories. Book Two. The Tudors and Stuarts. 208 pages. 60 cents.

The Kingsway Histories. Book Three. George I to the Battle of Waterloo. 208 pages. 60 cents.

The Kingsway Histories. Book Four. The 19th Century and Modern Britain 208 pages. 60 cents.

These four books for senior pupils are by E. Wayne Williams, B.A. (Oxon), formerly His Majesty's Inspector of Schools, and are published by Evans Brothers, Limited of London, England, the Canadian representative

being Moyer School Supplies, Limited, Toronto. Each book is illustrated, and bound either in Manilla or cloth. There is also a Teacher's Manual at 75 cents.

The set is an admirable one for supplementary reading in History. The story of social and industrial development is exceedingly well told and made vivid by the illustrations, many of them being from contemporary prints. Moreover, the contemporary history of other countries, more or less linked with that of British history, is given, particularly in Books Three and Four. We can assure teachers of History that they will be delighted with these books.

Larcombe's Supplementary Practice Arithmetics. By H. J. Larcombe, Ph.D., B.Sc., Books 1, 2, 3. (Sums Without Words), Price 20 cents each. London: Evans Brothers Limited. Toronto: Moyer School Supplies Limited.

As pounds, shillings and pence replace dollars and cents in these workbooks, the practice may be useful in that respect.

Community Programs for Summer Play Schools

The Child Study Association of America has just published a 48 page booklet on "Community for Summer Play Schools"—price 35 cts. This pamphlet describes vacation projects in experimental education and creative recreation through the cooperation of schools and other community agencies, with conclusions and suggestions from observations and field service in various cities. The study was made by LeRoy E. Bowman for the Extension Activities Division of the Summer Play Schools Committee of the Child Study

Association, and edited by Benjamin C. Gruenberg. There is a foreword by James Frederick Rogers, M.D., Consultant in Hygiene, United States Office of Education.

The pamphlet is divided into three parts: "The Need and the Opportunity", "Origin and Development of the Program," and "The Program and Suggestions for Organization". It contains tables showing the proportion of boys and girls from twelve to eighteen years enrolled in principal school agencies.

The survey made shows that the play school type of undertaking lends itself admirably to the utilization of the community's resources in plant, equipment, personnel and financial means for a comprehensive and varied program of educational activities and experiences adapted to the actual conditions and personality and health needs of the children.

Educational and recreational departments of national religious organizations find in the play school program ideal provisions for the summer. The participation of the Child Study Association, committees of the White House Conference on Child Health and Protection, the Progressive Education Association, and particularly the United States Office of Education Association, and particularly the United States Office of Education in efforts to extend the play school idea lend authoritative approval to the plan.

This pamphlet can be secured through the Child Study Association of America, 221 West 57th Street, New York City.

Mathematics for Everyday Use. By John S. Stone and Virgil S. Mallory, State Teachers College, Montclair, New Jersey.

530 pages. Price \$1.28. Chicago: Benj. H. Sanborn & Co.

The heading to the announcement of this book reads, "The Answer to a Modern High School Need". The purpose of the book appears to be to give a broad conception to the high school pupils of the more practical phases of Arithmetic, Algebra, Geometry and Trigonometry. It includes, among other things, direct measurements, geometric drawings, volumes of solids, use of equations, positive and negative numbers, social problems, banking service, savings and investment, and insurance.

The practical applications may well be of service for teachers, at least, by way of illustration.

Flore Laurentienne. Par Frère Marie-Victorin, D.Sc., de l'Institut des Frères des Ecoles Chrétiennes, Membre de la Société Royale du Canada, Directeur de l'Institut Botanique de l'Université de Montréal. Illustrée de 22 cartes et de 2,800 Dessins par Frère Alexandre, L.Sc., de l'Institut des Frères des Ecoles Chrétiennes, Professeur de Biologie au Mont St. Louis. 916 pages. Size 11 x 8 inches. Price, cloth, \$5.00. Montreal: De La Salle Press.

Being acquainted with the admirable and detailed botanical work of Brother Marie-Victorin, in different parts of the Province, we procured a copy of this book and have not been disappointed. The author is a modern botanist in every sense of the word, and in the pre-fatory chapters deals most lucidly with the geological and other factors which control the geographical distribution of plants—that great principle upon which Alfred Russell Wallace, Charles Darwin and Sir Joseph Hooker threw so much

light in the last century. In the description and classification of the flora the common French and English names follow the Latin names, not only in the text throughout but also in the index.

The 2800 drawings by Brother Alexandre are marvelous in clearness and accuracy, making easier the classification of closely allied and similar species. This is particularly the case with the compositæ, including the solidagos (golden rods), of which there are 18 species in Quebec Province.

We predict a lasting reputation for this work. Brother Marie-Victorin has for some time been endeavouring to awaken botanical interest among the young, and in the preface he says:

"Je dédie ce livre à la jeunesse nouvelle de mon pays, et particulièrement aux dix mille jeunes gens qui forment la pacifique armée des Cercles des Jeunes Naturalistes. Ce sera mon humble contribution à une œuvre pressante: le retour des intelligences aux bienfaisantes réalités de la Nature, au livre admirable et trop souvent fermé, à cette Bible qui parle le même langage que l'autre, mais où si peu d'hommes lire les rythmes de beauté et les paroles de vie".—J. C. S.

Lion and Lily: A Story of New France, By John C. J. Hodgson. Illustrations by Pauline Larivière. 281 pages. Montreal: Renouf Publishing Company.

The New France period of Canadian history has been a favourite one with writers of fiction, including such well

known names as Kirby, Parker, Lighthall and DeGaspé. Mr. Hodgson has entered the scene on independent lines and has produced, in good and vigorous English, an interesting story. The historical background is well preserved, the characters well drawn and distinct, and most of the fictional incidents, including those connected with the good Indian, Lone Eagle with the second sight, are convincing. There is one fictional incident, however, which we do not consider quite as convincing. John Dieudon, the Englishman hero, is with Wolfe at Culloden. There Dieudon makes a serious blunder. Misled by orders he receives, signed "C" (Duke of Cumberland) and forged, put in his hands by a Jacobite spy, he leads his company to a death trap, is court-martialled and cashiered, goes to France, and eventually comes to Canada. The story of his doings here are well told, but in 1759 he joins Montcalm's army "all for the sake of Eliza"—Eliza in this case being Marguerite Valois. He has still the soul of an Englishman, although necessarily keeping the fact that he is English silent, and the one thing that should tempt him to become a soldier of fortune would be personal admiration of the worthy Montcalm, but that inducement is not forthcoming. Marguerite alone is the inducement.

We leave to readers, however, the general course of this good story. Quebec teachers will be interested in the book, as the author is a member of the staff of the West Hill High School, Montreal.

SUMMER SCHOOL, 1935

**Circular of Information concerning the Summer School for Teachers,
Macdonald College, July 2nd to July 27th, 1935, inclusive.**

The fifth annual summer school for teachers under the auspices of the Department of Education will be held at Macdonald College from Tuesday, July 2nd, to Saturday, July 27th, inclusive, 1935. This summer school is intended for teachers holding elementary and intermediate diplomas valid in the Province of Quebec.

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

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

For intermediate diplomas, such persons as have satisfactorily completed a year's course of training in the intermediate class of the School for Teachers; or holders of elementary diplomas granted prior to June 1934 who shall have completed four sessions in the summer school in this province, provided that they have completed the requirements for entrance to the intermediate class in the School for Teachers. Persons who have received elementary diplomas after June 1934 will receive intermediate diplomas provided that they have completed three sessions in the summer school of this province and have also completed the requirements for entrance to the intermediate class of the School for Teachers.

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

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

EACH APPLICATION MUST BE ACCOMPANIED BY a preliminary deposit of \$10. Money orders or cheques for this amount must be drawn in favour of the Bursar, Macdonald College, and must be payable at par at Ste. Anne de Bellevue.

Candidates will be admitted, subject to available accommodation, in the order of the receipt of their application, preference being given, if possible, to students who have attended previous summer sessions.

All applications must be made on or before June 20th, 1935, but the lists may be closed before that date.

Students who apply for, and receive admission certificates, but who for good and sufficient reasons find themselves unable to attend the summer school,

may ask for and obtain a refund of their preliminary deposit at any time up to June 25th, 1935. This date for withdrawal is necessary in order to allow the vacant accommodation to be made available for other applicants.

The total living expenses from noon, July 2nd, to noon, July 27th, will be \$30 for board and room (two in a room), including registration and medical fees. Those desiring a single room may obtain one, (if available) at a small extra cost by writing in advance to the Bursar, Macdonald College. The preliminary deposit is accepted as part of the total charge. The balance only is required to be paid on the first day of the session. All bed linen, towels, etc., will be supplied by the College. Personal laundry work will be done by the College laundry at a reasonable charge.

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

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

GENERAL INFORMATION:—Students should arrive (if possible) during the forenoon of Tuesday, July 2nd, for registration between 9 a.m. and 12 noon. Immediately upon arrival, students should present their certificates of admission at the Bursar's office, Room 11, Main Building, for the purpose of completing payment for living expenses. Only after this has been done will rooms be assigned in the residence.

All classes will open at 1.30 p.m. in the College Assembly Hall, on Tuesday, July 2nd.

BONUSES:—No bonuses are offered in 1935. A few will be awarded to a certain number of teachers in rural elementary schools in the Province of Quebec who will teach in such schools during the session of 1935-36. Applications for such bonuses must be made to the Dean and will be considered in the order of their receipt. No applications will be received after the close of the summer school.

The following courses are offered in 1935 in both classes, from which a total of five full courses must be chosen by each student:

<i>Full Courses</i>	<i>Half Courses</i>
Psychology (Compulsory for Advanced Intermediate Class)	Art
Psychology of Elementary School Subjects (Compulsory for Advanced Elementary Class)	French (Conversation)
English	Music
French	Physical Education
Geography	
Mathematics	
Physical Education	
Primary Methods	

Five full courses or a number of full courses and half courses, as indicated below, to make five units will be necessary to satisfy the requirements of a complete summer session for the advanced diplomas.

DETAILS OF COURSES

A.—ADVANCED INTERMEDIATE CLASS: FULL COURSES

Psychology

Mental and scholastic tests and mental hygiene. Individual and group intelligence tests. Standardized tests, new type objective tests. Their construction, use and diagnostic values. Discussions of non-typical children and their treatment, and some application of the principles of mental hygiene to special children. Textbooks: "Classroom Tests" by Russell (Ginn and Co.); "Testing and the using of Test Results" by Lincoln and Workman (Macmillan, 1935). References: "Tests and Measurements" by Smith and Wright (Silver, Burdett and Co.); "Standard Tests" by Russell (Ginn and Co.); "Psychology of Exceptional Children" by Sheidemann (Houghton Mifflin Co.).

Dean SINCLAIR LAIRD.

English

(1) Advanced composition. Textbook: "College Composition", revised edition, by Rankin, Thorpe, Solve (Harper and Bros.). (2) English poetry through the centuries. Textbook: "College Book of Verse" by Gay (Houghton Mifflin Co.).

Students may work in pairs, buying one copy of each textbook between them, if they so desire.

DR. H. D. BRUNT.

French

(1) Some common mistakes in pronunciation (certain sounds, words and liaisons), with exercises. (2) Some of the essentials of French grammar including the more usual difficulties and errors, the use of the past tense etc., with exercises. (3) The writing and teaching of free composition in French. (4) Some hints on the teaching of the negative, homonyms, verb series etc. Textbooks: "Sentence Expansion leading to Free Composition in French" by Ceppi and Rayment (Clarke, Irwin and Co.); Berthon: "Grammaire française" (J. M. Dent & Sons); "Oral Lessons in French" (Renouf).

MR. C. T. TEAKLE.

Geography

Unit II, to follow Summer School course of 1934. The geography of the five continents, stressing the reasons for the development of the various peoples as a result of their geographic environment. The possibilities of correlating the study of geography and history in Grade V. Where to obtain maps, pictures, exhibits, supplementary readers suitable for Grades

V, VI, and VII. Textbooks: "Geography in the Elementary School" by Thralls and Reeder (Rand, McNally and Co.), dealing with methods of teaching; "The World" by L. Dudley Stamp (Longmans, Green and Co.), suggested as a supplementary text dealing with subject matter and valuable to teachers as a modern reference book.

MISS DOROTHY J. SEIVERIGHT.

Mathematics

Classroom methods and devices for teaching Arithmetic in Grades IV, V and VI. Particular attention will be given to Curtis Standard Practice Tests, new type examinations in Arithmetic, special devices for the teaching of Arithmetic, dramatization in Arithmetic. Textbook: "Teaching Arithmetic in the Intermediate Grades", by Morton (Silver, Burdett and Co.).

MR. E. C. IRVINE.

Physical Education

A. (1) Posture training and remedials and the study of school equipment relative to these. Organization and administration of meets, contests, competitions, tournaments, etc. Country dancing. First Aid. Textbook for First Aid: "Handbook, St. John's Ambulance Association." (2) Recreational work such as tennis, badminton, swimming, hiking.

B. For those not having Grade "B" Strathcona Trust certificate, arrangements will be made to permit work for this certificate with the advanced Elementary students.

Costume as for badminton.

Medical certificates are strongly advised.

MISS ELSIE M. HEATHCOTE.

Primary Methods

Unit A. The pre-school child: The Nursery School. The influence of the great educators, Pestalozzi, Froebel, Montessori and others, in primary education. The influence of environment on the child: (a) The tone of the classroom, (b) The physical environment in the classroom.

Approach to language: speech-training in the first year.

Reading in the first three grades: (a) types of reading methods, (b) remedial reading, (c) individual material, (d) supplementary readers.

Writing: print and cursive; methods, material, etc. Educational hand-work: reading and writing material for demonstration and individual purposes, including material for the Elson Basic Readers.

Emphasis will be placed on work for combined groups and work in rural schools.

Students should bring paste-brushes, scissors and cardboard, cutting knives or razor blades in handles. Cardboard may be obtained at the bookshop. A smock will be very useful for the practical work.

MISS V. B. A. RAMSAY.

B.—ADVANCED INTERMEDIATE CLASS: HALF COURSES

Art

The course will consist of a series of constructive lessons in landscape and picture composition, with special attention to centre of interest, perspective, proportion, grouping, dark and light and colour. The form, contour and proportion of different types of trees will be studied, leading up to simple landscape pictures. Analysis of the composition of selected pictures, showing different progressive steps in their building up. Development of original compositions in line, cut-paper, and other media. These lessons will succeed one another by carefully graded steps. Special construction problems which, with slight alterations, may be used in group work.

MISS E. ELDERKIN.

French Conversation

Daily classes will be held in conversational French. In 1935 the work will have special reference to the requirements of grades 3, 4 and 5, but teachers of other grades may take this half course if facilities allow.

MISS MARION A. SMITH.

Music

(a) Classroom difficulties: helps to overcome them. Topics: voice training, ear training, sight reading, major and minor mode, transition, songs. (b) Theory: conducting, music appreciation for the teacher. Text-books: "Empire Songster" by G. A. Stanton ((Staff edition); "Melody Reader", Book 2, by G. A. Stanton.

A choral class will be organized which all music students are expected to attend.

Students desiring to work for the Department Certificates in Music (Preliminary, Junior, Senior, Advanced) will receive personal help and may present themselves for examination during the course.

MR. D. M. HERBERT.

Physical Education

One half each of 1 and 2 indicated in the full course for the Advanced Intermediate class.

MISS ELSIE M. HEATHCOTE.

C.—ADVANCED ELEMENTARY CLASS: FULL COURSES

Psychology of Elementary School Subjects

The psychology of reading, spelling, composition, writing and arithmetic, including the fundamental processes and problem solving. Textbook: "Psychology of Elementary School Subjects" by Luella Cole (Farrar and Rinehart).

MR. A. R. B. LOCKHART.

English

(1) English in the rural school, (2) English literature. Textbook: Literature and Life, Book 3, by Greenlaw-Miles (Scott, Foresman and Co.).

DR. H. D. BRUNT.

French

(1) Some common mistakes in pronunciation (certain sounds, words, liaisons), with exercises. (2) A review of the essential points and difficulties of French grammar, with exercises. (3) A rapid review of the forms of the regular and of the most frequently used irregular verbs. (4) Some hints on the teaching of the negative, homonyms, etc. Textbooks: Berthon: Grammaire française (J. M. Dent and Sons); "Oral Lessons in French" (Renouf).

MR. C. T. TEAKLE.

Geography

Unit II, to follow geography course of 1934.

Continental geography, illustrating human response to geographic controls. The possibilities of correlation of subjects in the rural school, using geography as an integrating medium. How to obtain and make illustrative material for teaching geography in the rural school. Textbooks: "Geography in the Elementary School" by Thralls and Reeder (Rand, McNally and Co.), dealing with methods of teaching; "The World" by L. Dudley Stamp (Longmans, Green and Co.), suggested as a supplementary text dealing with subject matter and valuable to teachers as a modern reference book.

MISS DOROTHY J. SEIVERIGHT.

Mathematics

Classroom methods and devices for teaching Arithmetic in the second year of class 3, and in class 4 in the rural elementary schools. Particular attention will be given to the Curtis Standard Practice Tests, new type examinations in Arithmetic, special devices for the teaching of Arithmetic, dramatization in Arithmetic. Textbook: "Teaching Arithmetic in the Intermediate Grades" by R. L. Morton (Silver, Burdett and Co.). Students are advised to bring Smith and Roberts: "Public School Arithmetic", Book 2.

MR. E. C. IRVINE.

Physical Education

A. For those having Grade "B" Strathcona Trust Certificate.

1. Physiology and Hygiene; twelve lectures continuing the course of 1934. Textbook: "Human Physiology" by Ritchie. Additional reference books will be available. Drawings and charts will be required.

2. Posture training and remedials and the study of school equipment relative to these. Organization and administration of meets, contests,

competitions, tournaments, etc. Country dancing. First Aid. Textbook for First Aid: "Handbook, St. John's Ambulance Association".

B. For those not having Grade "B" Strathcona Trust Certificate.

The use of the 1933 Syllabus work towards the Grade "B" certificate
Costume as for badminton.

Medical certificates are strongly advised.

MISS ELSIE M. HEATHCOTE.

Primary Methods

Unit A. The pre-school child: The Nursery School. The influence of the great educators, Pestalozzi, Froebel, Montessori and others, on primary education. The influence of environment on the child: (a) the tone of the classroom, (b) the physical environment in the classroom.

Approach to language: speech-training in the first year.

Reading in the first three grades: (a) types of reading methods, (b) remedial reading, (c) individual material, (d) supplementary readers.

Writing: print and cursive; methods, material, etc. Educational handwork: reading and writing material for demonstration and individual purposes, including material for the Elson Basic Readers.

Emphasis will be placed on work for combined groups and work in rural schools.

Students should bring paste-brushes, scissors and cardboard, cutting knives or razor blades in handles. Cardboard may be obtained at the bookshop. A smock will be very useful for the practical work.

MISS V. B. A. RAMSAY.

D.—ADVANCED ELEMENTARY CLASS: HALF COURSES

Art

The study of elementary design, to develop an understanding and skill in the application of the major design principles: proportion, balance, emphasis, rhythm. The following subjects will also be treated: arrangement and placing of the spot, line, and unit; study and application of best Mangard symbols; space-breaking in such familiar forms as the circle, square, etc.; adaptation of motifs and symbols for design work; how to conventionalize a natural form for design use. The above work will be applied to borders, panels, surface patterns, booklets, tea-tiles, etc. The construction work will be especially planned for the use of design problems developed in class, carrying it into practical application.

MISS E. ELDERKIN.

French (conversation)

Daily classes will be held in conversational French. In 1935 the work will have special reference to the requirements of grades 3, 4 and 5, but teachers of other grades may take the half-course if facilities allow.

MISS MARION A. SMITH.

Music

(a) Approaching music through songs. Topics: rote songs, voice, rhythm, ear, tune. (b) The use of classroom material. Topics: piano, gramophone, tuning fork, blackboard. Musical appreciation for the teacher. Textbooks: "Empire Songster" by G. A. Stanton (staff edition); "Melody Reader", Book 1, by G. A. Stanton. A choral class will be organized which all music students are expected to attend.

Students desiring to work for the Department Certificates in Music (Preliminary, Junior, Senior, Advanced) will receive personal help and may present themselves for examination during the course.

MR. D. M. HERBERT.

Physical Education

A.—For those having Grade "B" Strathcona Trust Certificate. Physiology and Hygiene; twelve lectures, continuing the work of 1934. Textbook: "Human Physiology" by Ritchie. Additional reference books will be available. Drawings and charts will be required.

B.—Those not having Grade "B" Strathcona Trust Certificate. The use of the 1933 Syllabus work towards the Grade "B" certificate.

Costume as for badminton.

Medical certificates are strongly advised.

MISS ELSIE M. HEATHCOTE.

Summer School students may play on the College tennis courts by paying a small fee.

W. P. PERCIVAL,

Director of Protestant Education.

THE PROVINCIAL HOUR

Address on "The School for Teachers, Macdonald College" by Dean Sinclair Laird, over Station CKAC, Friday, February 15th, 1935.

There are two erroneous ideas in connection with the training of teachers. One is that teachers do not need to be trained because they are born and not made. The other is that you only need to know your subject matter in order to be a good teacher. Both of these ideas are quite wrong, because a teacher needs not only to know her subject matter but also to acquire skill in the best methods of teaching it and the best methods of understanding and managing the children in her class.

Naturally, some persons are better adapted for teaching than others, and some are hopelessly unfitted for the teaching profession through lack of suitable personality and scholarship. But even if some teachers were born and not made, the number would be quite insufficient for staffing our schools. Therefore, teachers require to be selected and trained for their work, and even those who are supposedly born teachers can be improved by instruction and guidance.

Every country has found that all teachers have to be developed either by trial and error, by bitter experience, or by a systematic course of training.

In the Province of Quebec, an attempt was made as early as 1836 to establish a normal school for English and French, but the French, probably quite rightly, refused to have anything to do with it. The Montreal Normal School was opened in 1837, and granted about thirty diplomas in the next five years. But this law establishing normal schools was repealed in 1842. Thus failed the last attempt to unite the two races educationally.

No further effort was made to train teachers until 1857 although, in the meantime, diplomas were granted to aspiring teachers after superficial examinations by local boards of examiners.

Teacher-training in the Province of Quebec was established in 1857 when three normal schools were built by the provincial government. Two of these—Jacques Cartier Normal School in Montreal, and Laval Normal School in Quebec—were French normal schools and were intended for Roman Catholics. The third was McGill Normal School which was established in Montreal for Protestants and other denominations except Roman Catholics. Each of these three normal schools obtained an equal share of the provincial grant of \$50,000 a year. Consequently, the English normal school obtained a larger portion of the fund than was justified by its proportion of population.

The institution of these normal schools gradually rendered obsolete the activities of the local boards of examiners until they were finally abolished and constituted into a central board of examiners which still retains a control over the work and recommendations of the normal schools.

After fifty years of public service, McGill Normal School in Montreal was transferred to Macdonald College in 1907, and the training institution has since that time been known as the "School for Teachers".

McGill University has always been closely connected with the training of teachers. Sir Wm. Dawson, Principal of McGill University in 1857, was also at the same time Principal of McGill Normal School. Other officers and Professors of McGill taught their own subjects in the normal school or gave other lectures there. Principal Sir Wm. Peterson and Vice-Principal Charles Moyse were likewise members of the normal school committee until 1907.

McGill Normal School had three Principals—the first, Sir Wm. Dawson until 1871; the second, Principal W. H. Hicks, from 1871 to 1883, and the third, Dr. S. P. Robins, who remained Principal until 1907 and who started his career as Professor of Mathematics in the same institution in 1857.

Much of the well-deserved high reputation of McGill Normal School was due to the initiative and forceful personality of Dr. Robins who is still affectionately remembered by many teachers throughout the Province.

The transfer to Macdonald College was ratified by an Act of the Legislature and was one of domicile and administration rather than a change of personnel, methods and ideals. Many of the former staff came with the students to carry on their work in another building twenty miles away from Montreal. The School for Teachers, therefore, although it has existed at Macdonald College for the last twenty-eight years, was not a new creation but was really the continuation of an established institution with an excellent record.

The School for Teachers is one of the unique institutions in Canada for several reasons. In the first place, it is the only official provincial training college conducted by a privately endowed institution in trust for the Province. Sir Wm. Macdonald undertook to carry on the training of teachers at no cost to the Province and in fact, arranged that the former government grant should be devoted to rural education. For many years the cost of training Protestant teachers was entirely borne by his gifts and bequests. Recently the Government has supplemented the endowment by an annual grant.

In the second place, Macdonald College is a residential institution with separate residences for men and for women. Sir Wm. Macdonald was the first to provide this valuable feature of residential life for the teaching profession and it has proved of great value to rural teachers particularly, for whom the difficulty of boarding in a metropolitan city like Montreal and in isolation from one another has been removed by the provision of well equipped residences containing separate bedrooms, gymnasiums and swimming pools.

The third unique feature is the extraordinarily complex administration and control which need not be explained here but has on numerous occasions been found burdensome and difficult. In fact, it has only proved to be workable through the remarkable harmony exhibited by the various members of these boards and committees which are whole-hearted in their endeavour to maintain and even improve the high standards of training for our Protestant teachers.

The Roman Catholic normal schools are now thirty-one in number and should be classified as secondary schools as well as normal schools. In fact, the Superintendent of Public Instruction has officially stated that the Roman Catholic training schools did not confine their work to professional training, but gave concurrently the education of a high school and the professional course

of a normal school. In other words, the normal schools are really also secondary schools with a four or five year course covering ordinary high school work.

On the Protestant side, there is still only one training college which has maintained its courses on a professional basis without emphasizing the academic work which is supposed to be acquired by its students before they come to college for professional training. In other words, the academic training comes first and the professional training last. It is in this respect that there is a misunderstanding in some quarters regarding failures. It is sometimes true that students with good academic records have been unable to qualify satisfactorily as teachers, the reason being that distinction in one department does not necessarily involve inevitable success in the other. The factors that make for success in teaching are more numerous than scholarship. They include health, energy, character, sympathetic understanding of children, the ability to manage children in groups or classes, and personality. The ability to secure high marks in an examination is a different thing from the ability to manage forty children and secure from them satisfactory steady work in a course of study which must be followed in the ordinary way. Our experience has been, particularly since the business depression, that several candidates have offered themselves for training who were quite unfitted for the teaching profession, and who normally would never have attempted to be teachers as their talents were more suitable for some other type of occupation. In this regard there is still a weakness in our method of selecting candidates for admission to training. They have to prove their fitness from the point of view of health, character and scholarship as shown by a medical certificate, certificates of character, and high school leaving certificates; but there has been no method devised for choosing candidates from the point of view of personality, interest, discipline, management, and those other personal characteristics which go to a successful teacher and which must exist before they can be trained and developed by instruction and experience.

Naturally, much of the work bears directly on classroom teaching and culminates in practice under observation and direction. After all, diplomas are given for ability to teach and not for the ability to write examinations. Practice teaching, therefore, is the most important part of our activities and all the other work, including lectures and demonstrations, is designed for its improvement. Our failures are not commonly for scholarship but rather for inefficiency in the classroom.

In addition to the regular work of lectures and teaching, additional activities such as cadet corps training for men students, religious instruction for all, demonstrations in the preparation of hot lunches for rural schools, the work of the Junior Red Cross, the programme of a Cercle Français, administration of the residences by a system of student self-government, the sports and games in which all students are entitled and expected to participate, and the annual celebrations of Founder's Day, all add to the variety of the routine work of professional training.

In connection with the Cercle Français, we have been for many years indebted to outside lecturers who have given addresses in the French language to our students. In addition to colleagues from McGill University, we have

had inspiring lectures from Canon Emile Chartier, Vice-Rector of the University of Montreal, Prof. Jean Bruchési and Prof. Lagacé. We have been greatly indebted to our French-Canadian colleagues for these lectures on French-Canadian topics in the French language, and have to thank them for their co-operation in our efforts to improve the knowledge and skill of our students in the French language.

In recent years, it has been possible to improve the standards for admission and for diplomas in various ways. Because of the scarcity of available positions, a smaller number of teachers has been needed and consequently, a better selective process could be employed in certificating teachers. It is now true that in the School for Teachers all courses require a full year of training and it is extremely likely that the same requirement will be exacted from high school teachers although this has not yet been done.

It will now be necessary to obtain a pass in ten papers instead of eight in the high school leaving examination if a student is to be admitted to the intermediate class; and the elementary class during the present session is of one year' duration with a consequent lower enrolment as was anticipated.

In the last twenty-eight years, nearly 6,000 teachers have received their diplomas at Macdonald College. Surely this is a great contribution to the welfare of our Province and to our future citizens rendered possible by the generosity of one man, Sir Wm. Macdonald. At the present time, there are no teachers in our Protestant schools who are unqualified for their work. A few years ago there was still a large number of uncertificated teachers holding positions because of the scarcity of qualified persons. Rural schools are now staffed by qualified teachers, many of whom have a higher grade of diploma than is legally required. The time is therefore ripe for the continuation of this improvement and for a still further insistence on higher qualifications which can be exacted without detriment to the staffing of our schools as time goes on.

The work of training teachers is neither spectacular nor startling. It proceeds constantly and steadily without excitement, but its results have a far reaching effect on the development of our young people. For that reason, I am pleased to give this short account of the work of the School for Teachers at Macdonald College which is insufficiently known except perhaps to the parents of our students.

Our former students came from all parts of the Province of Quebec and are now actively at work from Pontiac to Gaspé and from the Boundary Line in the South to Noranda, Rouyn and Duparquet in the North. If any of them are listening in, I am pleased to extend to them the heartiest good wishes of the staff and myself for a successful year in 1935.

LEARN TO SPEAK FRENCH AT LES EBOULEMENTS

Knowing Professor Joseph Dumais of Quebec personally, and the admirable work he has accomplished in this City in teaching French to English-speaking people, we have no hesitation about advising teachers and others who wish to combine practice in French with their vacation to join the eight weeks summer course at Les Eboulements, where he has had bungalows erected and a large central dining room overlooking the St. Lawrence. The course, including lessons in voice culture, phonetics, proper diction and reading, usual vocabulary and conversation, begins July 1st and closes August 24th.

As is generally known, the scenery at Les Eboulements, twenty miles west from Murray Bay, is magnificent, and outdoor sports of all kinds are available.

For full particulars write to M. Joseph Dumais, Director of "Le Conservatoire de Québec", 14 Fabrique Street, Quebec.

THE MONTREAL ASSOCIATION FOR THE BLIND

We gladly publish the following general letter from the Principal of the School for the Blind at 7010 Sherbrooke St. West, N. D. G. Montreal. The letter was typed by a blind student.

March 29th, 1935.

Dear Sir or Madam:

If you know of any English-speaking child who is absenting himself or herself from school on account of impaired vision, will you please send the name and address to our Institution. It is very important that blind and partially blind children should be educated, and the School of the Montreal Association for the Blind is well equipped for this purpose. The children are taught to read and write by the Braille system, and in addition to the subjects taught in the ordinary public school, instruction is given in music and typewriting and the pupils are trained in some useful occupation which will enable them to become self-supporting citizens. Extensive grounds are attached to the School Building with suitable apparatus for recreation. Only those parents in a position to do so are expected to contribute towards their child's maintenance.

Your co-operation in the work of locating the English-speaking blind and partially blind children will be very greatly appreciated.

Yours faithfully,

J. T. HEGGIE,
Principal.

Typed by a blind student.

TWO ITEMS FROM AUSTRALIA

"The Education Gazette" of New South Wales always contains interesting items. The issue of February has one on the League of Nations and another on "A Pair of Baby Silver-Eyes".

LEAGUE OF NATIONS

Celebrations at Canberra

The celebration of League of Nations Day at the Telopea Park Intermediate High School afforded parents and friends of the pupils an opportunity of observing the deep interest taken by the school boys and girls in the organization of the League, the countries which are members of it, and the work accomplished at Geneva. On the walls of one of the largest classrooms were eighty or more coloured posters gathered from British and foreign countries, and neatly classified were collections of literature explaining the aims of the League and its members. About 100 of the pupils took part in a march of the nations, folk dancing, and a tableau, dressed in the characteristic national dress of nearly fifty different countries. Speeches well delivered by a girl and a boy of the primary school were a feature of the entertainment.

Junior and senior children's branches of the League of Nations Union had been formed at the school, and their membership was 300.

A PAIR OF BABY SILVER-EYES

Appended is a copy of a letter received by the Director from a twelve-year old pupil of the Oatley Public School:—

I am sure you would be interested in a little experience we are now having with a pair of baby-silver-eyes.

Ten days ago, while playing with a chum, we discovered a nest about half a mile from my home, with two young ones apparently about one or two days old.

The next afternoon we saw with dismay that the tree had been chopped down and the nest placed on a rock near by. The babies' mouths were open wide all the time; they seemed very hungry. We hid ourselves and watched until almost dark, but saw no sign of the parent birds at all.

I carried them home in the nest, and my mother made some egg flip and fed them with an eye syringe; they did enjoy it. We then wrapped them—nest

and all—in an old woollen sock for the night. The next morning we were all surprised to find them very much alive, so kept on with the same food, then later added aphids, hard-boiled egg, milk, breadcrumbs, and beef tea.

They began to get tiny feathers, and sat on the edge of the nest, and at last hopped from the nest on to our hands when being fed. Yesterday we thought for an hour or so before school we would put them on a low branch of a tree in the yard, and do so each morning, so as they would become accustomed to the outside world and trees before they had their freedom. We sat on the lawn and watched them cleaning their feathers with their little beaks. Suddenly we heard a great twittering going on, and saw an adult silver-eye very excitedly hovering over and about the little ones. Presently she flew out of sight, the little babies attempting to follow her, but they did not get very far, but fell on the ground. Placing them on the bough again we were amazed to see the adult silver-eye approaching with an insect, with which she fed one of the young ones, then off again and repeating the action. She kept at it all day while I was at school. To-day we have the young ones in a cage for fear of stray cats, and she has been feeding them through the wire practically all day. We are wondering if it is possible that the real mother has come in search of her young all this distance, and even after ten days recognized them as her own. We are going to try and get some snapshots of the little ones being hand-fed before we allow them to go.

I belong to the Gould League, and feel happy to think I have been able to save the lives of these tiny birds.

Note.—Thanks to the courtesy of the National Park Branch of the Department of the Interior, Ottawa, we learn the silver-eyes is a small Australian bird which gets its name from the fact that it has a ring of feathers round the eye silvery white.

A CONFERENCE AT TOKYO

We have received a circular from Mr. Hiroshi Aizawa, General Secretary of the New Education Association of Tokyo, Japan, in regard to a Conference to be held there August 1st to the 7th on subjects connected with "A Pan Pacific New Education". Tours in Japan, with English-speaking guides,

have been arranged for visiting teachers.

Under present conditions not many Canadian teachers are likely to take advantage of this Conference, with its opportunity of seeing a large part of that remarkable country, but any who are able to do so should write to the General Secretary at the above address.

TEXT OF THE FOURTEENTH ANNUAL MESSAGE OF WELSH SCHOOL CHILDREN

Goodwill Day, May 18, 1935.

From our playgrounds, schools and homes we, boys and girls of Wales, greet the boys and girls of all the world.

Springtime has come once more to our little country; springtime with all its loveliness in trees and flowers. And we children are of the spring, too; for through us the world becomes young again! shall we then, on this goodwill day, all join hands in a living chain of

comradeship encircling the whole earth?

Today we would also remember with gratitude those, in all countries, who have renewed life and enriched it by conquering disease and who, by their labours, have brought health and happiness to mankind.

Science has made us neighbours: let goodwill keep us friends.

MEMORANDUM

ADULT EDUCATION

University of Toronto,
April 16, 1935.

At the Symposium on Adult Education held in Toronto in May, 1934, a Canadian Committee on Adult Education was elected. This Committee was instructed to proceed with a survey of Adult Education in Canada and to arrange for a second symposium or an Annual Meeting to be held approximately on year from that time.

That meeting has now been arranged. It will be held on Friday and Saturday, June 14th and 15th, 1935, at Macdonald College, St. Anne de Bellevue, about twenty miles west of Montreal.

The cost of board and lodging will be \$3.00 per day—two in a room with single beds. For a single room, and meals, the charge is \$4.00 per day. Those who expect to attend are asked to send their names and addresses to the Secretary before June 1st, if it is at all convenient to do so.

Anyone interested in Adult Education is welcome at this gathering. Organizations are requested to send duly accredited delegates. This invitation is sent to all who attended last year and to all who are known to be engaged in Adult Education.

W. J. Dunlop,
Chairman.

Drummond Wren,
Secretary.

SECONDARY SCHOOL EXAMINATIONS (QUEBEC)

TIME TABLE (1935)

Morning

Afternoon

THURSDAY, JUNE 13th.

Grade XI Drawing, Pts. I, III, IV, V. 9 to 11.30 Grade XI Drawing, Pts. III, IV, V 2 to 4.30

FRIDAY, JUNE 14th.

Grade IX Art.....	9 to 11	Grade VI & VII Art.....	2 to 4
“ X “	9 to 11	“ VIII Art.....	2 to 4
“ XI Drawing, Pts. II, VI...9 to 11.30			

MONDAY, JUNE 17th.

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

TUESDAY, JUNE 18th.

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

WEDNESDAY, JUNE 19th.

Grade VI Geography.....	9 to 11	Grade VI Language.....	2 to 4
“ VII “	9 to 11	“ VII “	2 to 4
“ VIII “	9 to 11	“ VIII “	2 to 4
“ IX “	9 to 11	“ IX “	2 to 4
“ X “	9 to 11	“ X Physics.....	2 to 4.30
“ XI History.....	9 to 11.30	“ XI “	2 to 4.30

THURSDAY, JUNE 20th.

Grade VI Arithmetic.....	9 to 11	Grade VI Health.....	2 to 4
“ VII “	9 to 11	“ VII “	2 to 4
“ VIII “	9 to 11.30	“ VIII Latin.....	2 to 4.30
“ IX “	9 to 11.30	“ IX “	2 to 4.30
“ X Chemistry.....	9 to 11.30	“ X “	2 to 4.30
“ XI Latin (Cicero & Prose), Bookkeeping, Stenography, & Typewriting, Household Science.....	9 to 11.30	“ XI Latin (Vergil & Sight)	2 to 4.30

FRIDAY, JUNE 21st.

Grade VI Dictation & Spelling... 9 to 10	Grade VI Rapid & Me. Arith... 2 to 2.40
“ VII “ “ .. 9 to 10	“ VII “ “ .. 2 to 2.40
“ VIII Dictation & Spelling & Mental & Rapid Ar... 9 to 11	“ VIII General Science..... 2 to 4
“ IX “ “ 9 to 11	“ IX Algebra..... 2 to 4
“ X Geometry..... 9 to 11.30	“ X “ 2 to 4.30
“ XI Elementary Geometry.. 9 to 11.30	“ XI Chemistry..... 2 to 4.30

MONDAY, JUNE 24th.

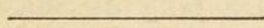
Grade VIII Extra English..... 9 to 11	Grade IX Extra English..... 2 to 4
“ IX Geometry..... 9 to 11	“ X Arithmetic or Biology 2 to 4
“ X Extra English..... 9 to 11	“ XI Intermediate Algebra 2 to 4.30
“ XI Elementary Algebra.... 9 to 11.30	

TUESDAY, JUNE 25th.

Grade IX General Science..... 9 to 11	Grade XI Botany & Biology ... 2 to 4.30
“ XI Intermediate Geometry Trigonometry..... 9 to 11.30 Physical Geography.... 9 to 11.30	Extra English

WEDNESDAY, JUNE 26th.

Grade XI Greek (Colson & Prose). 9 to 11.30	Grade XI Greek (Homer & Sight 2 to 4.30
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EDUCATION AND PEACE

By Principal W. H. Fyfe, Queen's University

I am speaking under the auspices of the League of Nations Society in Canada. It is therefore obvious that I have asked myself this question: Do I wish to be governed by Reason or by Force? And it is obvious also what answer I have given to that question. I have answered: "By Reason." Well, the instrument or machinery of Force is armaments, which we all want to reduce, if only we could feel secure within them. The machinery of Reason in international affairs is the League of Nations. That machinery of reasonable consultation is still imperfect, partly because we have left it unfinished, partly because we have misused it. But there is no other machinery for the purpose. And until we patch up the machinery of the League of Nations and make use of it, we can never feel secure.

That is obvious, and it sounds simple. But it is in fact a tough proposition. It demands thought and trouble and time. It may take us generations to perfect the machinery of international co-operation. But it must be done, for if we fail, war will rob and ruin us, victor, vanquished and neutral alike. That seems to me beyond dispute.

How are we to set about this task, which is essential to the security and happiness of ourselves and our descendants? The first step is to form public opinion that is of most value for our purpose is the opinion of the young, because this a long job and they will go on living after we are dead. It is difficult, too, for older people to change the ideas which were firmly fixed in their minds before the war. Our hopes lies in the rising generation. How can we best foster the hope?

Not by direct propaganda; certainly not by adding "Peace" or "The Collective System" as a new subject in the syllabus of matriculation. Children who are obliged to study for examination a play of Shakespeare usually conceive a life-long distaste for all dramatic poetry. It would be the same, I am sure, with the League of Nations if we obliged school children to "get it up" and "get it off" as a subject of examination. The best methods of influencing opinion are indirect. The art of advertisement has taught us that. And the means to be used are the teachers. They will serve our purpose, I believe, just in proportion to the strength of their conviction that it is a teacher's high privilege and duty to provide the best possible environment for the physical, moral and intellectual growth of the young people, who will have in due course to solve this problem and many other problems of human life. If this is the teachers' attitude to their work, they won't try to dictate answers and supply ready-made solutions, because they can't foresee the circumstances of the future. But they can prepare their pupils to face the future, when it comes by helping them to understand the nature of human life.

This can be done in very many ways, whatever may be the teacher's "subject". Let me give an example of a point of view which may be fostered at school and at a university both inside the classroom and perhaps still more outside it.

Freedom is an idea that appeals strongly to young people. They all want to be as free as possible. Every human being wants to be free. Just as a plant or an animal by natural process develops as perfectly as its heredity and environment permit, so every human being by primal instinct seems to realise his possibilities, to be himself. How is this power to be won? Only by grasping the truth that man is a social creature and that to lead a human life we need each other. To secure our own freedom to others. To gain our freedom we must lose it.

That is obvious at school, or, if it is not obvious, a few hints from a teacher can easily make it clear. Without the authority which restricts the freedom of each, there could be no freedom for all. It is only because children are obliged by the authority of their teachers to obey school rules that they secure freedom for work and play. Without that authority school life would be chaotic and violent—"nasty, brutish and short"—and the children would not be free to develop their own personality.

The same truth is equally clear in every civilized community and here again teachers can call the attention of their pupils to the fact that it is the authority of law which both restricts and secures the freedom of the individual. We endure the restrictions because the authority which imposes them is itself the source of our freedom to live our own lives. Try living alone and you will quickly realise that without the co-operation of others you can't do anything you want to do. Freedom is exactly proportionate to interdependence.

Take the example of traffic control. It is the restriction upon our freedom which enables us to go where we want. Without it we should be always stuck in a jam. And if freedom of movement were not thus secured to us by restriction, the people with the biggest cars would hurtle all the others off the road, and in self defence we should all try to have the biggest and heaviest cars in order to ensure our own freedom of movement. At that rate we should soon reach a deadlock and clamour for traffic control to make our freedom of movement secure.

But isn't that an exact analogy of the international situation—every nation trying to provide for itself the biggest and heaviest buses in order to secure its own freedom of movement? How irrational? For the result is deadlock and no freedom of movement at all. The remedy is traffic control, and the name of that control is the League of Nations.

Just as it is our interdependence that makes us free to develop our own personality, so it is the interdependence of nations that makes them free to develop their own nationality. The rule of Force through preponderance of armament means that each nation is trying to live independently in the jungle.

And it simply can't be done. The attempt is bound to end in disaster. History and Logic combine to teach that lesson. We should all perish and indeed are already in danger.

The way to national freedom is exactly the same as the way to personal freedom. It is to be won only by setting up and supporting some authority as the source of freedom. The rule of law secures my freedom, and the rule of law alone can secure the freedom of my country. Security is what we care about, because it is upon a feeling of security that our freedom depends.

It is therefore no good urging disarmament until the way to security is plain. And it is no good ingeminating Peace, until the path of peace is clear. That path, which is also the way to security, is the path of national co-operation. As in the life of each state, so in the international area it is only co-operation, interdependence, a collective system that can secure for each nation the maximum possible degree of freedom.

It is for that purpose that the Nations have united in a League, but that League will not serve its purpose until they make full use of it. Remember:—the maximum of freedom can be secured only by authority which imposes on freedom restrictions which are voluntarily accepted. And the League of Nations is such an authority, set up by the will and consent of each member Nation, and supported by each nation in order to secure for itself the right to develop to the full its national personality.

That is a lesson which the young will learn not from books or lessons or lectures, but exactly in proportion as they are encouraged by their teachers and their parents to face the practical problems of life in school and home and city, And they may learn the same lesson from life in any other ways. If they learn it thoroughly, there is hope for the future. I see no other. It is only through international co-operation that Britons never, will be slaves.

If you agree with what I have said, then in your own interest and in the interest of the rising generation you should do all you can to strengthen the hands of statesmen and others who are working to preserve and complete the collective system. Perhaps you will say "What can I do?" Well, you can read and think and talk—and you can become a member of the League of Nations Society in Canada, which exists for this very purposes.

THE TEACHING OF ORAL FRENCH

(By MISS TANNER, Supervisor of French)

When the study of a foreign language is undertaken by an adult he generally has a definite purpose in mind for doing so; he may either wish to develop ability to read with pleasure and profit, in the original, the literary masterpieces of a foreign nation, or he may wish to learn the language in order to understand it in his travels; again, it may be the desire to converse with foreigners which impels him to study their language, while, rather more infrequently, an ambition for intellectual achievement and for the pleasurable occupation of leisure time, furnish motives from language study. Whatever may be this student's objectives, he knows exactly what he wants, and he sets out to attain his ends, stressing that particular aspect of language learning which meets his special needs.

But in our schools the teaching of French to English pupils presents quite a different problem. Instead of dealing with an adult who knows what he wants, who is willing to cooperate with his teacher, who applies to his study all the resources of a fully developed will and of a trained mind, our teachers are in charge of classes filled with children who study French because they must, as it is a compulsory subject, who are recruited from homes of varying degrees of culture, with pupils for whom the need of knowing French is so remote that interest in its practical and esthetic value is with the utmost difficulty aroused and sustained. All of our pupils, whether or not they are endowed with natural aptitudes for the learning of languages, with a sensitive ear, capable of differentiating between certain subtly different sounds, or whether there is in their make-up an inborn antipathy to the study of a language which is not their own, all of these, then, must be taught the elements of French, and become "exposed" to our teaching. We are in this respect obliged to be as impartial as the sun, which shines upon the just and the unjust; ours is the task of teaching the bright and the dull, the diligent and the lazy, in the fond hope that all will, upon leaving our grade XI classes, retain a minimum of French which may eventually develop until it can serve to convey the greater part of their thoughts.

In our teaching of French we have a four-fold aim which is to understand, to speak, to read, and to write French. These desirable objectives are kept in mind from the very earliest years; indeed, it sometimes happens that pupils in grade III are advised by their teachers, contrary to all competent advice, to purchase books which they use as readers, much to the detriment of their best interests, as the first year of the study of French should be devoted to oral work, and to oral work only, for reasons that are too obvious to enumerate here. It is true that even at that stage children can be made to read, and that they can memorize the phonetic symbols; but how **intelligently** that can be done, and at what cost, must be seriously questioned.

The "skills" which we endeavour to develop in the course of our teaching are given above in their relative order of importance and of presentation. It is now generally felt that a speaking knowledge of French is much desirable for

our pupils, many of whom will never pursue their studies after leaving our elementary grades, than is the ability to write the language. But teachers of French not infrequently feel that when written French—the memorization of grammatical rules and their application in written exercises—is made the first objective, both they and their pupils have a more definite programme of study to pursue, one that is more susceptible of measuring and of checking, and the tendency to dwell upon this aspect of the work is quite general. Undoubtedly, the writing of examinations, and the setting of monthly tests, this **sine qua non** of school routine, unconsciously, if not consciously, produce this result. What is visible to the eye yields returns that are more immediately appreciable than is the ability to converse upon every-day topics, and throws upon the pupils, rather than upon their teacher, the responsibility for satisfactory achievement. Moreover, English can be resorted to in the teaching of grammatical rules, but how may one teach pupils to speak a language without speaking it one's self? A very little thought will make clear why our study of French should begin with oral teaching exclusively, with the introduction of written work in grade IV, and then when the whole book has been explained and read, which written work should be judiciously administered during the course, ever keeping in mind that oral teaching must be emphasized until our pupils leave grade XI. Languages were spoken long before they were written, and the power to express thoughts in accordance with the observance of certain principles of speech was general centuries before these were tabulated and codified to form what we call the rules of grammar. Similarly, our country's laws and regulations are codified for the use of experts, but the masses of the people obey these laws, irrespective of the fact that they are unable to classify them in accordance with the civil or the criminal code! A pupil who has a good pronunciation and who is able to use verbs and pronouns fluently, placing the latter without a moment's hesitation in their proper relation to the verbs, who understands the importance of correct sequence of tenses, in short, one who can use the language for the expression of his thoughts—which is the sole end of language—this pupil is far better equipped, and has received far more intelligent treatment at our hands, than one who can accurately parse and analyze a French sentence, or write without a mistake all the principal parts of verbs which he never uses to exchange a greeting with a French neighbour, or to ask of a French clerk the price of every-day commodities; and who, proudly conscious of the fact that he can name all the pronouns upon request, or conjugate the imperfect subjunctive, or the "passé historique" of any irregular verb, is not ashamed to own that he cannot understand, "because you speak too fast", the simplest French sentence, or give an immediate answer to a simple question. We must cultivate in our pupils a sense of responsibility for the acquisition of a minimum working vocabulary, and a sense of pride in their power to make use of it. Here it may be well to draw attention to the fact that whenever **original** work in written French is presented by the pupil, his knowledge of spoken French is likewise revealed; hence the great importance attached to the writing of short compositions, and to the exercise known as story-reproduction. It is against the appalling waste of time involved in the grammatical method of teaching a modern language that I would utter a warning; and just as food is eaten in order that it be converted into stronger muscles and richer bodily constituents, just so

should our criterion of success be that of the **actual use** which is made by our pupils of the grammatical rules which assist in the construction of sentences. It is high time we, as teachers, realize that we are in duty bound to give to our pupils the training that will meet the needs of this work-a-day world; very few of them will ever become scholars, and those that are destined to be such will assuredly not be hampered because of the fact that in their early years of schooling they were made to speak French in class, and encouraged to use every opportunity of listening to the language, either by turning on the radio, by attending French movies, or by the more simple expedient of speaking to French boys and girls.

The teaching of Oral French, while it presents all the obstacles to learning which are associated with written French, unfortunately adds a few which are peculiar to this branch of language teaching. Thus the immediate comprehension by the ear of French words which are inevitably modified by the individual speaker, however slightly, from what it has been accustomed to register; the pronunciation of these words, often rendered difficult because muscles are called into play which are never used in English speech; the rapidity with which they must be uttered, each appearing in the place decreed by usage, all these difficulties are so many obstacles which must be overcome. One must not neglect the fact, moreover, that many of our teachers are uncertain of their own pronunciation of French, that many are unable to detect the subtleties of sound, and unaware of the relative importance of certain nouns and verbs—in a word, that they must teach what they do not know, or what they know but very superficially and imperfectly; in this may be found one of our reasons for poor results. Another factor which works against our success is the lack of time in which to develop fluency by means of incessant repetition; in despair over the slowness of her pupils, in her anxiety to complete the year's work, the teacher resorts to written exercises, where speed is considerably greater because pupils are set to tasks for which their previous schooling in English has prepared them—I refer to the visual recognition of words, to the memorization of verbal and pronominal forms, and to translation from English into French.

For disciplinary reasons it has seemed unwise to advise that pupils converse with one another in French during a lesson, and we resort to chorus work to ensure that all may have an opportunity for speech, but this procedure soon becomes tiring, even when an alert teacher is able to introduce therein novel changes. The lesson then, if it does not degenerate into a monologue by the teacher, with the class passively listening and frequently wool-gathering, becomes of vital concern merely to the individual pupils who are questioned. A questionnaire which was submitted to students at Macdonald College a year or so ago, revealed the fact that more than ninety-five per cent of them expressed keen regret that they had too little opportunity of speaking French during their school course. For even were all the pupils of a class called upon to speak French every day, what are three quarters of an hour, five times a week, for practising speech, as compared with the number of hours, walking and sleeping, which are occupied with thoughts that find silent or vocal expression in English words and sentences? Must we then conclude that the teaching of oral French is, from the outset, foredoomed to failure? Not at all. What we must do is

to train our pupils to train themselves! We must give them directions on how to develop the power to speak, we must encourage their every effort towards the attainment of that objective, we must make them love the language, even though we may never have the opportunity of following them in the later years of the course when, by dint of much practice, fluency of speech, quickness of understanding, and an ever-increasing desire of speaking French, they are able to mix freely with the French Canadians of this Province, proving to them that language-learning is not a monopoly of our French "confrères."

Our teaching of oral French could, in my opinion, become vastly more effective by giving speech exercises which should be prepared outside of school hours. It is a law of nature that when a muscle becomes tired, the body lays up during the period of rest a little store of energy which makes it possible to use that muscle longer another time without a sense of fatigue. It is even so in speech: the use of certain muscles of the tongue and of the lips renders these more flexible, more readily obedient to the speaker's thought, and the more practice is given in speech, the more rapidly will accuracy and speed, become automatic, and pleasure in speech increase. When a sense of power comes over the pupil, when he actually delights in making use of the foreign idiom, then, and only then, has he reached the stage when his knowledge will keep on increasing **without an impeding sense of friction.**

A lesson on the use of pronouns has been given: the teacher has every reason to believe that her pupils know that in such a sentence as: "je vois le livre," the noun may be replaced by the personal pronoun "le"—even though the grammatical reasoning may not be expressed; and when a pupil, without a moment's hesitation changes: "je vois le livre", into "je le vois"; "il parle à sa mère", into "il lui parle"; "parlez à vos amis", into "parlez leur", that lesson is known. It is **now** that practise in the actual use of pronouns must be afforded; the lesson period being practically over, what should one do? This—tell your pupils to practise, **ALoud**, a score of sentences illustrating the points you have set before them. Give them a uniform method of procedure. This might be adopted, for instance: have them construct their own sentences with "je", "il", "vous", "ils", first, with a tense in the present indicative; then with a tense in the perfect, and again with another in the future—if your class is a bright one, give them the "il faut que" followed by the present subjunctive of the verb. Frequent use of this tense will rob it of its terrors. As this lesson is on the pronouns, **le, lui, leur**, the oral speech exercise would be based upon it, so that your pupils would practise thus:—

- I. (le) (a) Je vois le livre—je le vois; j'ai vu le livre, je l'ai vu; je verrai le livre, je le verrai; il faut que je voie le livre, il faut que je le voie. (Insist on fluency, and correct pronunciation).
- (b) Il voit le livre—il le voit; il a vu le livre—il l'a vu; il verra le livre, il le verra; il faut qu'il voie le livre, il faut qu'il le voie. (Insist on fluency and correct pronunciation).

- (c) Vous voyez le livre, vous le voyez; vous avez vu le livre, vous l'avez vu; vous verrez le livre, vous le verrez; il faut que vous voyiez le livre, il faut que vous le voyiez. (Insist on fluency and correct pronunciation).
- (d) Ils voient le livre, ils le voient; ils ont vu le livre, ils l'ont vu; ils verront le livre, ils le verront; il faut qu'ils voient le livre, il faut qu'ils le voient. (Insist on fluency and correct pronunciation).
- II. (lui) (a) Je parle à ma mère, je lui parle; j'ai parlé à ma mère, je lui ai parlé; je parlerai à ma mère, je lui parlerai; il faut que je parle à ma mère, il faut que je lui parle. (Insist on fluency and correct pronunciation).
(as above, **mutatis mutandis**.)
- III. (leur) (a) Je parle aux enfants, le leur parle; j'ai parlé aux enfants, je leur ai parlé; je parlerai aux enfants, je leur parlerai; il faut que je parle aux enfants, il faut que je leur parle.
(as above, **mutatis mutandis**.)

I leave to the thoughtful, intelligent teacher, the appreciation of the infinite possibilities for speech, and for the fixing in the memory of word-order, which exercises of this type will yield. When can you feel that a pupil has learned the use of these pronouns? When he can put them into sentences of this kind, and repeat them fluently and with a good accent. Do not accept answers which are hesitatingly given—insist upon having your pupils speak French **rapidly**. Unless they develop that ability, it will be impossible for them to understand French people, if they do not obligingly speak slowly to please their hearers. Not many are likely to do so.

To resume, then: in order to teach oral French efficiently, teachers must know the language, speak and understand it themselves; they must develop in their pupils the right attitude towards the learning of French; by intelligent methods of teaching they should introduce grammatical difficulties without drawing attention to them as such, but so frame their speech exercises that these are presented naturally, in their proper setting. Finally, oral lessons in the class room should be fixed in the memory by much repetition, outside of school hours, by the pupil, individually, or with groups of his friends, or classmates. As for the teacher, she should remember that only in so far as she is enthusiastic, energetic, and **interesting**, will the pupils whom she teaches respond to her efforts.

NOTES

This year a new system of awarding marks for oral French is to be inaugurated. Whereas formerly a close record was kept of the pupil's answers in order to assign markss in accordance with the nature of the mistakes, in future the basis for marking will take the following factors only into consideration:—

Comprehension: Award of half-marks; five marks out of ten; one out of two, etc. Test of comprehension: when an attempt is made to give a reply **immediately**.

Speech ability: Absolute accuracy for the obtaining of marks, and reasonable fluency.

Pronunciation and accent: Listen for the pronunciation of the nasal sounds, the consonants "r" and "l", the vowel "u", the syllables, "ier", "eur"; the diphthongs "oi" "ey".

Use your judgment for the award of marks in this connection—but so important is this item that it should receive much emphasis: approximately one fifth of the total marks for the question should be awarded.

Grade VI—book IV: Omit intensive work from pages 30 to end of book; reserve for reading, calling attention to the writing of a letter in French, of which this is a poor example, unfortunately.

Grades VIII and IX: Do not emphasize the teaching of the "passé historique". Teach instead the present subjunctive with "il faut que". Eliminate the "il est nécessaire" construction from the vocabulary of all pupils.

Grade XI: Remember that the "tolérances" are permissible as regards the invariability of the past participle followed by an infinitive: je les ai entendu(s) rire, but that current usage still observes the old rules governing the spelling of "cent" and "mille". The use of hyphens, however, is now much less frequent.

Grades III—XI: Constant attention to pronunciation, which teach by means of words containing troublesome sounds, then by means of sentences, from the blackboard, for all to see and to practise.

LEA E. TANNER.

Dr. DANIEL WILKIE ON EDUCATION

The following paper was published in the Transactions of the Literary and Historical Society of Quebec in 1843. The paper had been read before the Society on February 20, 1841. This date was five years earlier than the first workable Education Act (1846) in the Province. Dr. Wilkie was the Headmaster of the school now known as the High School of Quebec, the independent institution distinct from the Commissioners' High School. The year 1841 is also to be remembered as the year which brought about the Union of Upper and Lower Canada, the union which lasted until 1867. The paper is a wise one and has meaning for the present time.

A few observations, on the Importance of aiming at the Establishment of some General System of Education, in Canada, at this time, 1841.

By Daniel Wilkie, LL.D.

To address a Literary Society, on the importance of education would be exceedingly out of place, and, indeed, altogether superfluous. The very fact of our existing Association, proves, that we are penetrated with a conviction of the momentous consequence of intellectual improvement. Yet, it is possible, we have not considered, in all its extent and magnitude, the importance of using our utmost efforts to extend the benefits of education among all who inhabit the same country and live under the same laws with ourselves. And, even, if we have fairly appreciated the vast importance of this subject, there may still be circumstances which render necessary a deeper and more intense consideration of it.

1. Among the circumstances that might render this necessary, may be reckoned, the very considerable length of time that must elapse, before institutions for education, even when in full operation, can produce their **natural** and appropriate effects. Education is commonly considered to commence about the age of five or six, and, in some shape or other, cannot well be longer delayed. It may be supposed to be concluded about the age of sixteen or eighteen. And, when it is recollected, that six, eight, or even ten years more, may generally pass before a young man studies his profession and establishes himself in the world; it may be fairly allowed, that a quarter of a century is not too large an allowance of time for the best and maturest systems of education fully to develop their effects.

This may, possibly, be one reason, why no progress has hitherto been made, in this country, on this all-important subject. Those who brought forward the question to public attention, about fifty years ago, probably expected, that they had, by their exertions, given a footing to the subject. They possibly believed they had given it an introduction, and, that it would, henceforward, work its way. But, their hopes, if they were such, have turned out fallacious. Half a century has passed away, and no progress has been made. Dearbought experience has taught us, that, unless some effective, and general co-operative

system is adopted, and when adopted, persevered in; no real, no visible, no effectual improvement can be communicated to public mind. The expectations of the benevolent will still continue to be disappointed. The only progress made, will continue to be brought about by private individuals, and the great sacrifices which intelligent parents are willing to make for obtaining such instruction for their children as a country so situated can afford.

2. Another circumstance, which renders our attention to this subject not a little necessary, is the mixed form of government under which it is our happiness to live. Those who live under despotic governments, seem to have little need of education at all. Indeed, the most prevalent opinion in this case, has been that the less education they have, the better. This however, is a most fallacious opinion as far as individual happiness is concerned. But, as far as their co-operation with the government is concerned, it is perfectly correct; their only duty to such a government, is to obey; and, their observance of it is not likely to be improved by any education they can receive. Under a republican government, on the other hand, some instruction is unquestionably requisite, to prepare the mind for the performance of the numerous civil offices, which in such circumstances, it falls to every one's turn to perform. Yet, the essential, pervading principle of such governments, that all men are equal, is easily learned; scarcely any instruction is necessary to impart it; in such situations, it springs up spontaneously, is learnt and understood without an effort. And, it may be observed, that, the overpowering reason which, under such forms of government, urges men who love their country, to labour for the dissemination of knowledge, is to prevent the evils and confusion that so readily spring from the ebullitions of the uninstructed popular will. They regard education as a sanative principle: as a preventive of evils, which are inseparable from uninformed minds when endowed with power.

Under a mixed form of government, a higher degree of intellect is required than under a republican. The variety of civil offices which an individual has to perform, is equally great. To be fitted for the performance of these, requires an equal degree of knowledge. But, to appreciate its excellences, to see the innumerable advantages which attend it; to learn its superiority as evinced by the experience of nations in the records of history, no inconsiderable expansion of mind is required. To study the complicated check which one part of such a constitution has over another, demands no small enlargement of the reasoning powers. The convictions ensuing, do not, like that of the original equality of men, spring from intuition. They require thought, inquiry, comparison. They require attention at the same time, to the experience of past ages, and to the present workings of the constitution itself. It is vain to expect, that men will feel persuaded of the superior advantages of such a government, unless the means of information are put within their power, and their minds furnished with some facilities in the use of them. Peculiar causes may, at times, operate such a conviction, but, without the necessary instruction it is not natural to expect its prevalence, or to hope that it will be permanent. To provide instruction is an act of indispensable justice to that large class of persons whose views are usually of limited extent, whose pursuits in life are unfavourable to extended reflection. We can never be said to withhold from them the means of instruction, unless we

forbid their inquiries; but to omit to afford them these means, is a indication of an egregious want of that spirit of benevolence which it is becoming in every man to entertain towards another.

The principle of self-preservation, essential to every government, not less than immediate duty to its subjects, requires it to provide for the instruction. Every government, founded on the public good, must possess, and put in practice this self-preserving principle: for, otherwise, it must leave the happiness of its subjects a prey to every disturbing commotion. One of the most effectual means that a mixed government can employ for securing its own permanence, is, to provide institutions for general instruction. Thus, only, can a knowledge of its numerous advantages be obtained, and the consequent preference be felt by the public mind. Thus, alone, can that sympathy with its measures be secured, which will render its support cordial, universal, and undisputed. Till that sympathy is obtained, no government is secure.

3. An additional and rather pressing circumstance, on account of which it seems proper to bring the subject before this Society, is, the infinite importance of establishing a good system of education. Even, if we were all equally, and all well convinced of the importance of this subject, yet, the consideration of the best means of effectuating the object still remains to be taken into account. What are the most likely means of accomplishing the object, and, what is the course of instruction which it would be best to adopt? These are questions which naturally present themselves to the enquiries of an Institution such as we form. These are questions that might naturally be put to us by an administration busied with the subject, and, to which, for that, as well as for other reasons, we ought to endeavour to be prepared to return an answer. They are, also, questions to which it is natural to suppose, that we have all, individually, given some attention. If we can, by combining our views, bring forward something practicable and useful, we should only be fulfilling the just and reasonable expectations entertained of the Members of such an Institution.

It would far exceed the limits of these few brief remarks, to discuss the nature of the course of instruction which would be requisite in the present circumstances of the country. To do any justice to this inquiry, would require a lengthened investigation, on which it is impossible, at present, to enter. When such a discussion, however, may be undertaken, it will be necessary to take into account the whole extent of the subject. The inquiry must embrace elementary schools, for the benefit of all the inhabitants; academies, or schools of a higher order, for imparting the elements of a liberal or business education, and, one or more institutions, of the highest order, for imparting professional instruction, and training teachers for the inferior seminaries. The proper organization of such a system of schools, on a graduated scale, would be a work of very extensive detail. The observations, now made, serve but very faintly to sketch the subject. It is hoped they may have the effect to induce Members of the Society, to direct their attention, more steadily than they have done, to a subject, which ought never to be forgotten, till it is once placed on a substantial basis.

4. There is only one other circumstance, which I would wish, at present, to press upon your attention; and, I do it, under the deepest impression of reverence

for the gravity of the subject, and of deference for the different and interfering opinions entertained respecting it. If it is enquired, what is the cause which has so long delayed the establishment of a proper system of education, we can hardly fail to perceive, that the principal cause is the great diversity of opinions entertained on religious subjects. When, along with this great diversity, is conjoined, the great anxiety of each denomination to have the system of education so modelled, as to promote its own theological doctrines; then, the difficulty stood in the way, it can hardly be doubted, that a general and efficient system of instruction, would have been, long ago, introduced. But, the contradictory demands of so many claimants, has, hitherto, defeated every scheme that has been proposed.

In making these observations, I hope, I shall not be supposed to speak with the slightest disrespect of any of the religious bodies existing among us. The error to which I allude is common to them all, not excepting that to which I have the happiness to belong. In order to overcome the difficulty, if it is ever to be overcome, we must view it in all its magnitude. The objections, brought by the majority of clergymen, of all denominations, may be easily reduced to one general principle, which they all express in one general axiom. That axiom is this, "Every system of education must be based upon religion;" or, "Without religion there can be no education." Now, this axiom, as it stands, I, for one, am disposed to consider as incontrovertible. Religion, in one shape or other, must enter into the basis of every scheme of education. It would, indeed, be impossible, without some religious principle, to teach the most common mechanic art. If such an attempt is ever made, some imperfect substitute, as that of honor, or some other, still more indefinable principles, must be adopted. Without dwelling, at present, on the inadequacy of such a substitute, let us grant, at once, the indubitable truth of the axiom, that "Religion must lie at the basis of all education."

Granting, then, the certainty of the axiom, let us see whether it decidedly leads to the conclusion, which the majority of the clergymen, of all religious denominations, have drawn from it. We cannot doubt the truth of the principle: but, it may be possible to question the use that is made of it, the conclusion which it is made to subserve. But, because, we grant the admission of general religious principles to be essential to every school; does it, therefore, follow, that every teacher of science or of languages, must mix up with his instructions the whole set of tenets held by the religious body to which he belongs? If this were really necessary or essential even in common schools? There is nothing in the general principle to establish the supposition, that such a concomitant is essential to the existence of these schools: nothing to prove, that it is essential to their useful and effective operation. That it would have been convenient, had it been possible, may be admitted. But, that it is inseparable from their existence, and even of their utility, cannot, in any way, be established. The various denominations of Christians in this country, with a few exceptions, take an oath in the same form. It has never been surmised, that the varying and numerous tenets held by them have any tendency to diminish the solemnity of that obligation. The reason, indeed, is obvious. The solemn obligation of an oath is immediately founded on the Omiscience of the Diety, a principle essentially contained in the

faith of all Christians. The same is the case with all the religious principles required for the regulation of a school. The Almighty Power, the ubiquity and other perfections of God, the obligation of truth, of justice, of kindness, of order, are the leading principles, that require continual enforcement in these juvenile institutions; and, they are maintained, without variation, by all Christians. The illustration of the peculiar doctrines of each several church, may be, very fairly, reserved to the institutions belonging to that church.

When M. Guizot was Minister of Education, in France, a very few years ago, I believe, only two or three, one of his directions to the teachers throughout the kingdom was to this effect: "Faith in Providence; holiness of life; submission to parental authority; respect for the laws of the Sovereign, and, for the rights of all men: these are the sentiments which it is your duty to develope." Such was the system, on this subject, found necessary in France. Yet, the inhabitants of that country are not so much divided as we are. The same forbearance is, therefore, still more indispensable in our case.

These very few ideas, thrown out in this very brief manner, cannot be considered as doing any justice to the great importance of the subject. They may, perhaps, serve to introduce it to our attention as it has never previously been before the Society. It may be hoped, that further and more general consideration of it may lead to some definite and useful conclusions.

MINUTES OF PROTESTANT COMMITTEE

Offices of the Protestant Board of School Commissioners

Montreal, November 30th, 1934.

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

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

Apologies for absence were submitted on behalf of the Honourable Cyrille F. Delâge, LL.D., Honourable Andrew R. McMaster, P. C. Duboyce, Esq., LL.B., Honourable Justice W. L. Bond, and the Honourable R. F. Stockwell, M.L.A.

After discussion concerning the division of the funds between Protestants and Roman Catholics, Miss Derick gave notice of motion that at the next meeting, she will propose (1) That the Protestant Committee of the Council of Education of the Province of Quebec immediately take the necessary steps to ensure that all the moneys voted by the Legislature of the Province for educational purposes be divided into two parts in proportion to the school population of the Catholics and the Protestants of the Province.

(2) That each of the resulting sums be placed at the disposal of the Catholic or of the Protestant Committee, as the case may be, to be used by it for the advancement of education in that section of the population which it represents.

Dean Laird made the usual annual report upon the Callista Burnham Legacy Fund.

The standing sub-committees and special sub-committees were reconstituted as follows:—

1. Consolidation

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

2. Superior Education Grants

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

3. Poor Municipality Grants

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

4. High School Diploma Qualifications

- | | |
|----------------------------------|----------------------------|
| 1. Dr. G. W. Parmelee (Convener) | 4. Hon. Justice W. L. Bond |
| 2. Dr. W. O. Rothney | 5. Dean Laird |
| 3. Professor Fred Clarke | 6. Hon. W. G. Mitchell |

5. Educational Meetings

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|---------------------------------|------------------------|
| 1. Dr. A. H. McGreer (Convener) | 5. Mr. H. R. Cockfield |
| 2. Dean Laird | 5. Hon. W. G. Mitchell |
| 3. Mr. A. K. Cameron. | |

SPECIAL SUB-COMMITTEES

1. Retarded Children

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|---------------------------------|--------------------------|
| 1. Dr. E. I. Rexford (Convener) | 5. Professor Fred Clarke |
| 2. Professor Carrie Derick | 6. Miss C. I. Mackenzie |
| 3. Dr. G. W. Parmelee | 7. Hon. W. G. Mitchell |
| 4. Hon. A. R. McMaster | |

2. Course of Study and Continuation Year

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|---------------------------------|-------------------------|
| 1. Mr. Howard Murray (Convener) | 7. Dr. W. O. Rothney |
| 2. Mr. P. C. Duboyce | 8. Miss C. I. Mackenzie |
| 3. Dr. E. Leslie Pidgeon | 9. Hon. A. R. McMaster |
| 4. Dr. G. W. Parmelee | 10. Dr. J. A. Nicholdon |
| 5. Dean Laird | 11. Hon. W. G. Mitchell |
| 6. Professor Fred Clarke | |

3. Re: Pension Fund

- | | |
|---------------------|------------------------|
| 1. Judge W. L. Bond | 3. Mr. Howard Murray |
| 2. Hon. W. G. Scott | 4. Hon. W. G. Mitchell |

Inspector H. S. Billings was present by invitation and reported upon conditions in the schools of his inspectorate.

The sub-committee charged with considering the conditions under which promotions shall be made in the schools made the following recommendations:—

1. The responsibility for the promotion of pupils rests with the Principal of the school. A regulation of the Protestant Committee has the following statement regarding the duty of a Principal "To require each pupil to do thoroughly the work prescribed for one grade before promoting him to the next higher grade. Pupils who have fallen behind in the work of their grade may be placed in the next lower grade."

2. The criterion for the promotion of any pupil shall be his ability to do the work of the higher grade.

Without interfering with the discretion of the Principal to classify the pupils on his school, the following suggestions are offered for guidance:—

1. Every pupil who obtains 50% of the marks in each subject of the grade shall have the right to be promoted. The pass mark in Spelling, however, is 75%. These standards apply either to the work of the session or to the June examinations.

2. Pupils shall also be promoted if they obtain 65% of the marks in the subjects as a whole, either in the work of the session or in the June examinations.

3. When pupils have obtained an average of 65% in the regular tests conducted by the school staff during the session, they may, at the discretion of the Principal and the School Board, be exempted from writing the Departmental examinations in June.

4. It is provided that students who wish to enter the elementary class at Macdonald College must pass the Departmental examination for Grade X in June. All students of Grade XI must also take the June examinations.

On the motion of Dean Laird, seconded by Professor Clarke, the recommendations were adopted.

Dr. Rexford reported that at a meeting of the Teachers' Training Committee, the following resolution had been adopted:—

“That inasmuch as this matter of the cost to students for room and board is only one of several questions affecting the agreement between the Government of the Province of Quebec and the Royal Institution, in need of clarification:

And inasmuch as other matters related to this agreement have been under consideration, to wit:

- (a) the expenditure of Government grants
- (b) powers of the Teachers' Training Committee
- (c) revision of terms of agreement in view of changed conditions, and
- (d) improved facilities for Practice Teaching at Macdonald College.

We hereby recommend that informal conferences be arranged for and held between special representatives of the Protestant Committee, of the Teachers' Training Committee and of the Department of Education of the Province on the one hand and representatives of McGill University on the other hand, in reference to all the foregoing matters.”

It was moved by Dr. Rexford, seconded by Mr. Cameron and carried that the report be received and adopted, and that the Chairman of the Protestant Committee be requested to arrange for the informal conference as recommended.

Mr. Murray reported that the sub-committee appointed to co-operate with the sub-committee of the Roman Catholic Committee and with the Administrative Commissioners of the Pension Fund to consider the present actuarial investigation of the Fund and also possible amendments to Part VIII of the Education Act had met and considered the two plans outlined by the actuaries, and that to avoid delay in the payment of the instalments of the pension due on January 1st, next, the following resolution had been adopted by the joint committee:—

“That the sub-committee composed of members of the Catholic and Protestant Committees of the Council of Education, together with the members of the Administrative Commission, continue their study of the condition of the said Pension Fund, and support the said Commission in its efforts to see that such pensions are not diminished. For the purpose, the sub-committee requests the Government to grant to the said Administrative Commission, for the current year, a special grant not exceeding sixty thousand dollars (\$60,000)”

Mr. Murray moved the adoption of this report which was seconded by Mr. Scott, and carried.

Arising out of the resolution of the Inspectors of the Department of Education, Dr. Rothney moved, seconded by Professor Clarke, that the following be made a regulation of the Protestant Committee:—

“No diploma shall be valid after the holder has discontinued teaching for a period of five years, unless the holder of such diploma completes satisfactorily one session at an approved summer school, in which case his diploma becomes an interim diploma good for one year only. After one year's successful teaching on such interim diploma, the holder may have his diploma extended for a second year by completing satisfactorily a second session at an approved summer school. After a second year of successful teaching his diploma again becomes permanent. Carried.”

It was further recommended that the Protestant Central Board of Examiners be asked to revise the regulations bearing on the issuance of diplomas with a view to bringing these regulations into accord with this and other measures adopted by the Protestant Committee. Carried.

For the sub-committee on Consolidation Mr. Cameron reported that the forty-first consolidated school had been opened at Georgeville on grounds donated by Mr. W. A. Murray. Mr. Cameron further stated that the major consolidations have now been effected, the total enrolment in these schools being at present 4427.

A request was received from the Protestant Board of School Commissioners of Montreal that only the Oral examinations in French be conducted for the High School Leaving examination in January next and that the marks obtained by each pupil be carried forward as credits for the June examinations. It was explained that this was a temporary measure as the ultimate object is to abolish the January High School Leaving examinations. On the motion of Dean Laird, seconded by Dr. Parmelee, the request was granted.

In response to the request of the Librarian of the McGill Travelling Libraries a vote of \$250 was made for the current year.

The Chairman reported that he had investigated the claims of the Accountants who keep the financial books of the Committee and requested favourable consideration of the Committee. It was moved by Dr. Parmelee, seconded by Mr. Murray, and carried "That the Secretary of this Committee be authorized to pay, hereafter, from the funds of this Committee, the sum of one hundred and fifty dollars per annum for keeping its accounts, this authorization to apply to the current year from July 1st, 1934."

The following motion was proposed by Dr. Rexford, seconded by Mr. Murray and adopted:—

"That as our School Law provides that the elements of Agriculture shall be taught in all schools in rural municipalities, this Committee welcomes the suggestions from the Faculty of Agriculture and the School for Teachers in reference to the best method of carrying out this requirement of the School Law, and recommends that the Faculty of Agriculture in conference with the staff of the School for Teachers prepare "a combined course of nature study and economic geography which would suitably include elementary agriculture" for the elementary grades of the rural districts, secondly, that if this course is formally approved it receive special attention in the preparation of candidates for teachers' diplomas, and thirdly, that the attention of School Boards, School Inspectors, and teachers be directed to the provisions of the School Law in reference to the teaching of the elements of agriculture in our rural schools."

On the motion of Dr. Rexford, seconded by Dr. McGreer, the following resolution was adopted:—

"That this Committee believes that the time is opportune to remind those who are interested in Education that Character Building and preparation for useful citizenship are the primary objects of our Educational system, and that the various elements of our school system—our teaching training school, our teaching staff, our school boards and our school inspectors be urged to co-operate

in every possible way in the use of the course of study, school discipline and play ground activities, in promoting this fundamental object of our organized school system."

Attention being drawn to the Science Survey made by the Science Committee of the Provincial Association of Protestant Teachers, it was referred to the sub-committee on course of study.

There being no further business, the meeting then adjourned to re-convene in Montreal on Friday, February 22nd, unless otherwise ordered by the Chairman.

(Signed) W. P. PERCIVAL,
Secretary.

(Signed) W. G. MITCHELL,
Chairman.

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