

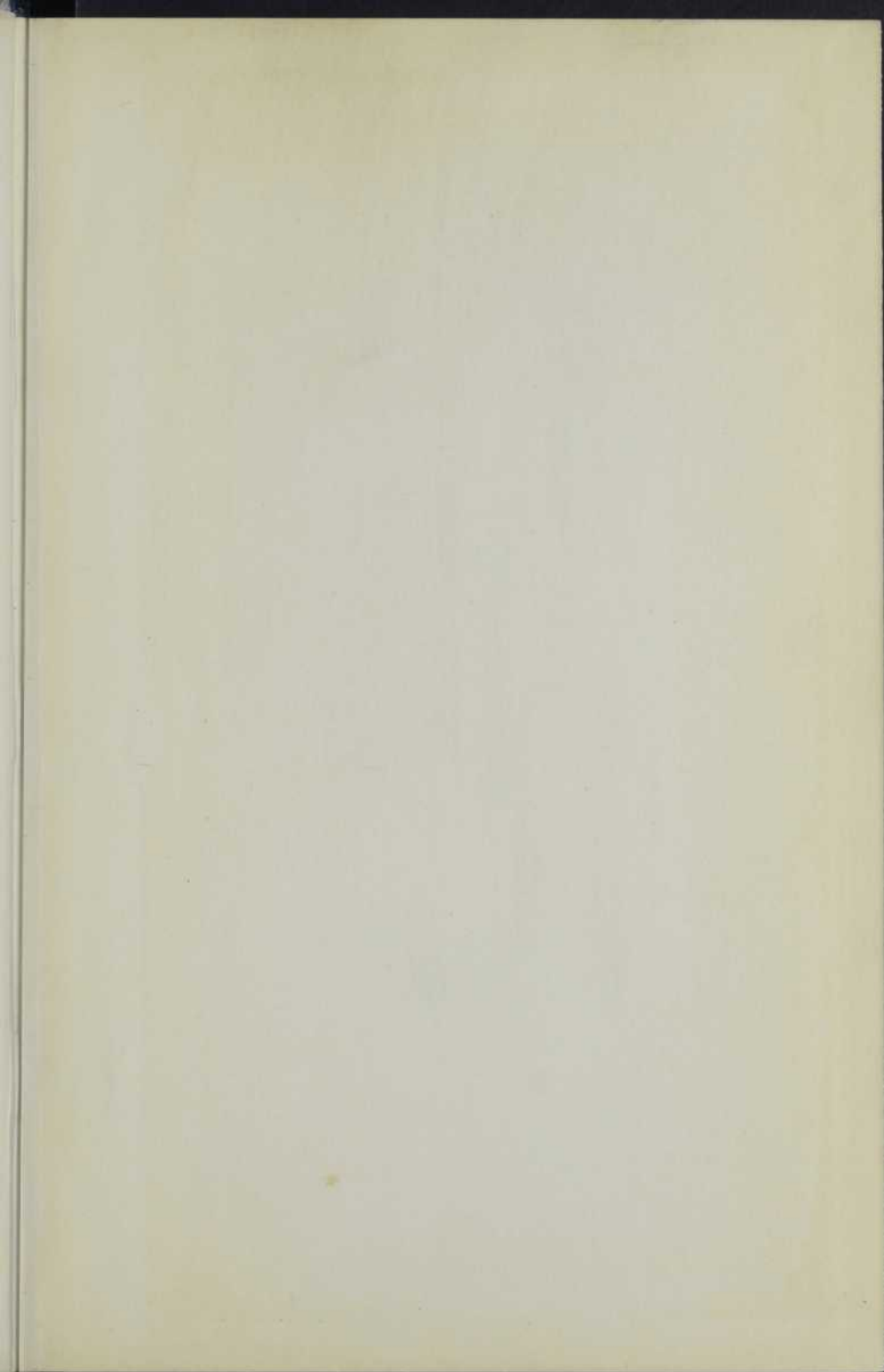
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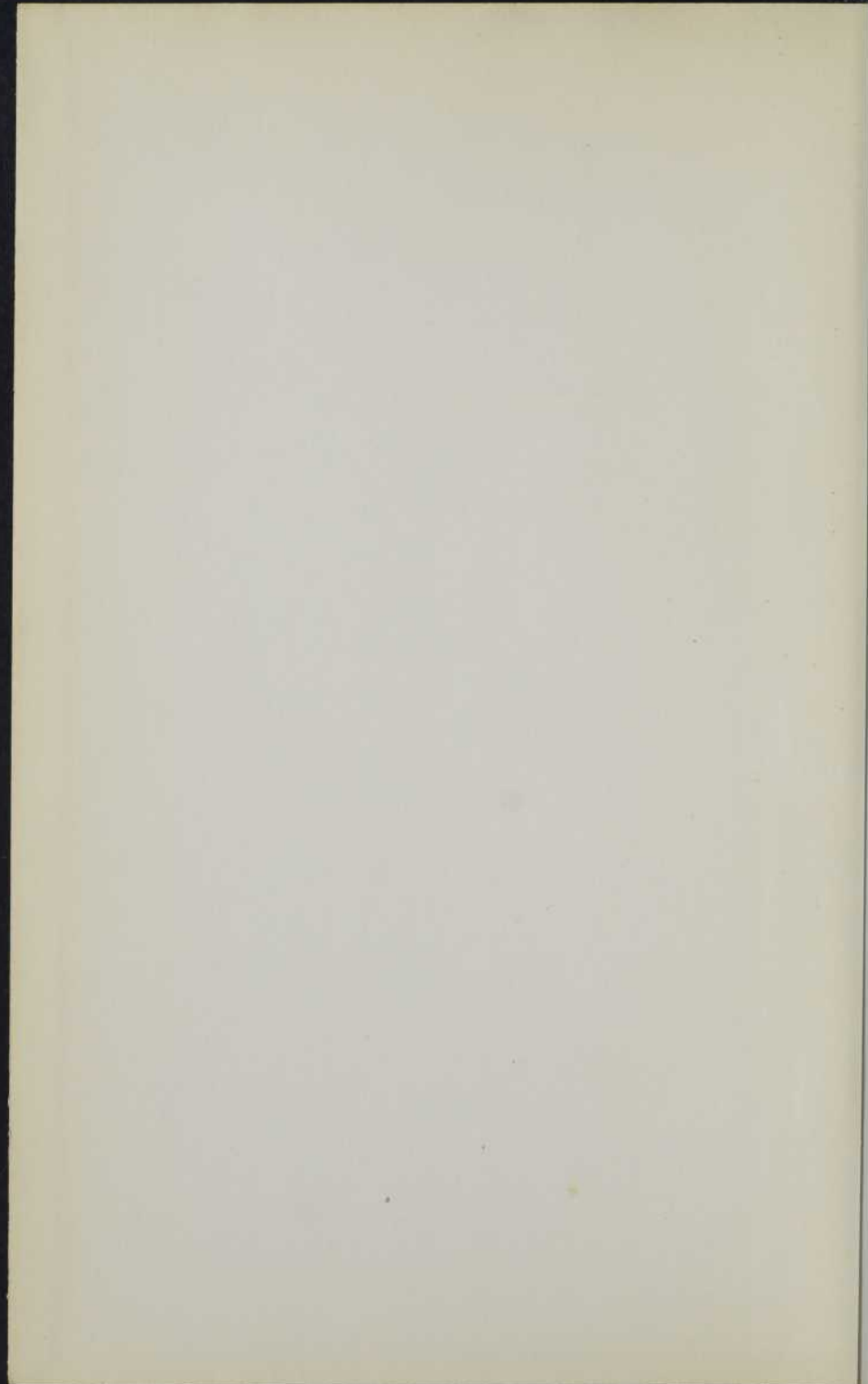


W. P. PERCIVAL

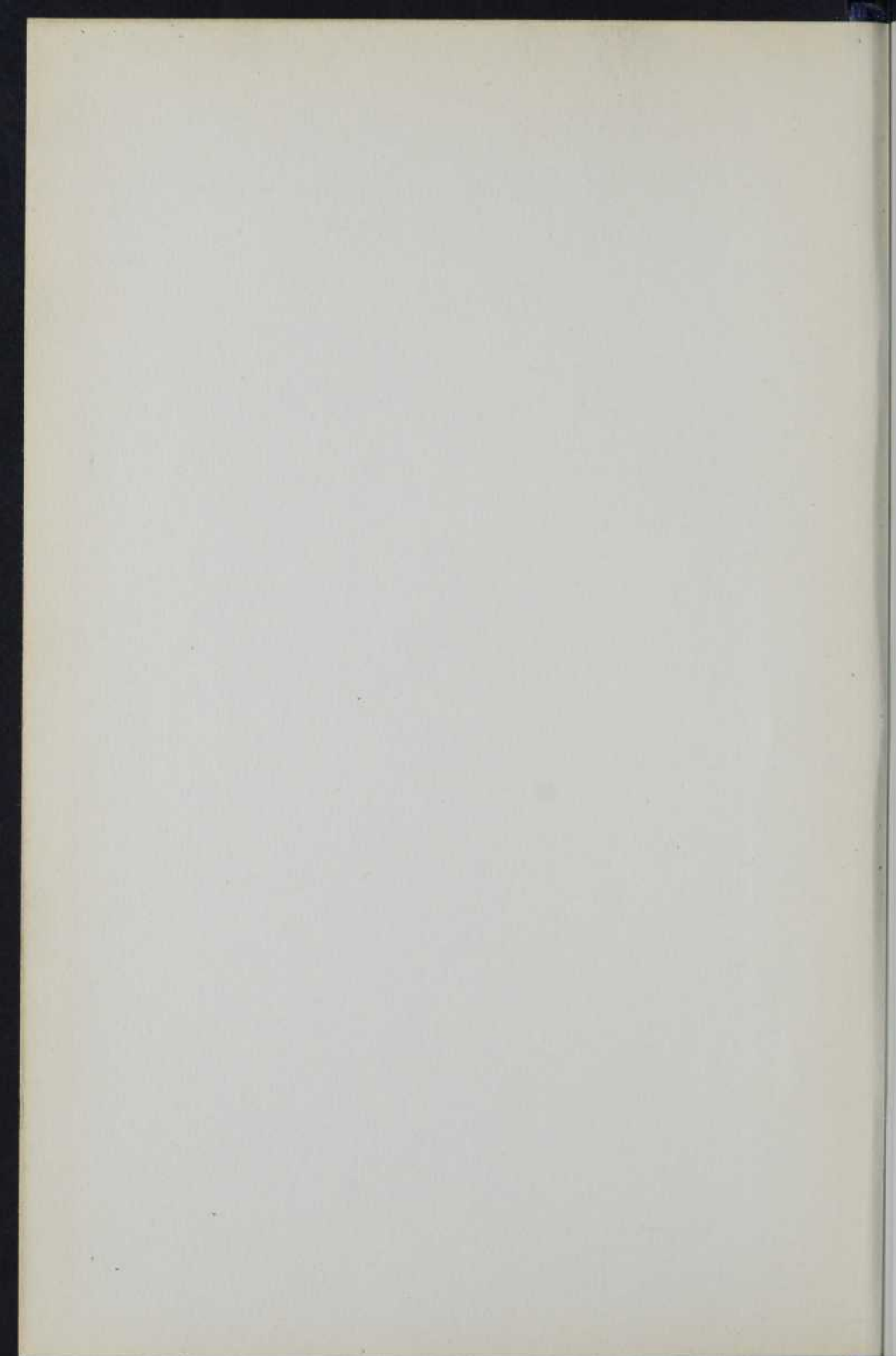


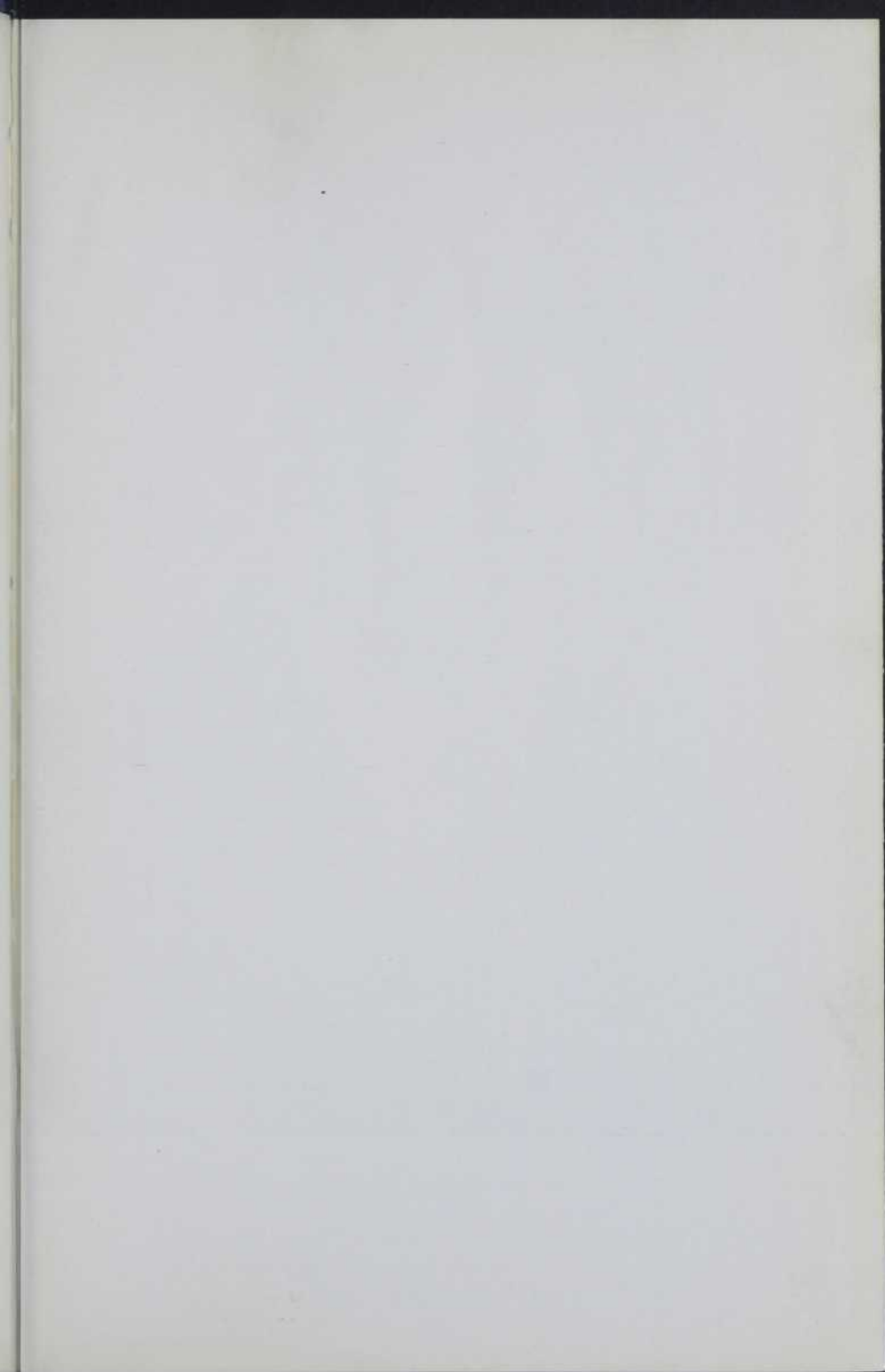
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LIFE IN SCHOOL







GEORGE VI

By the Grace of God, King of Great Britain,
Ireland, and the British Dominions Beyond the
Seas, Defender of the Faith, Emperor of India

LIFE IN SCHOOL

An explanation of the Protestant
school system of the Province
of Quebec



By

WALTER PILLING PERCIVAL

*Director of Protestant Education for the
Province of Quebec*

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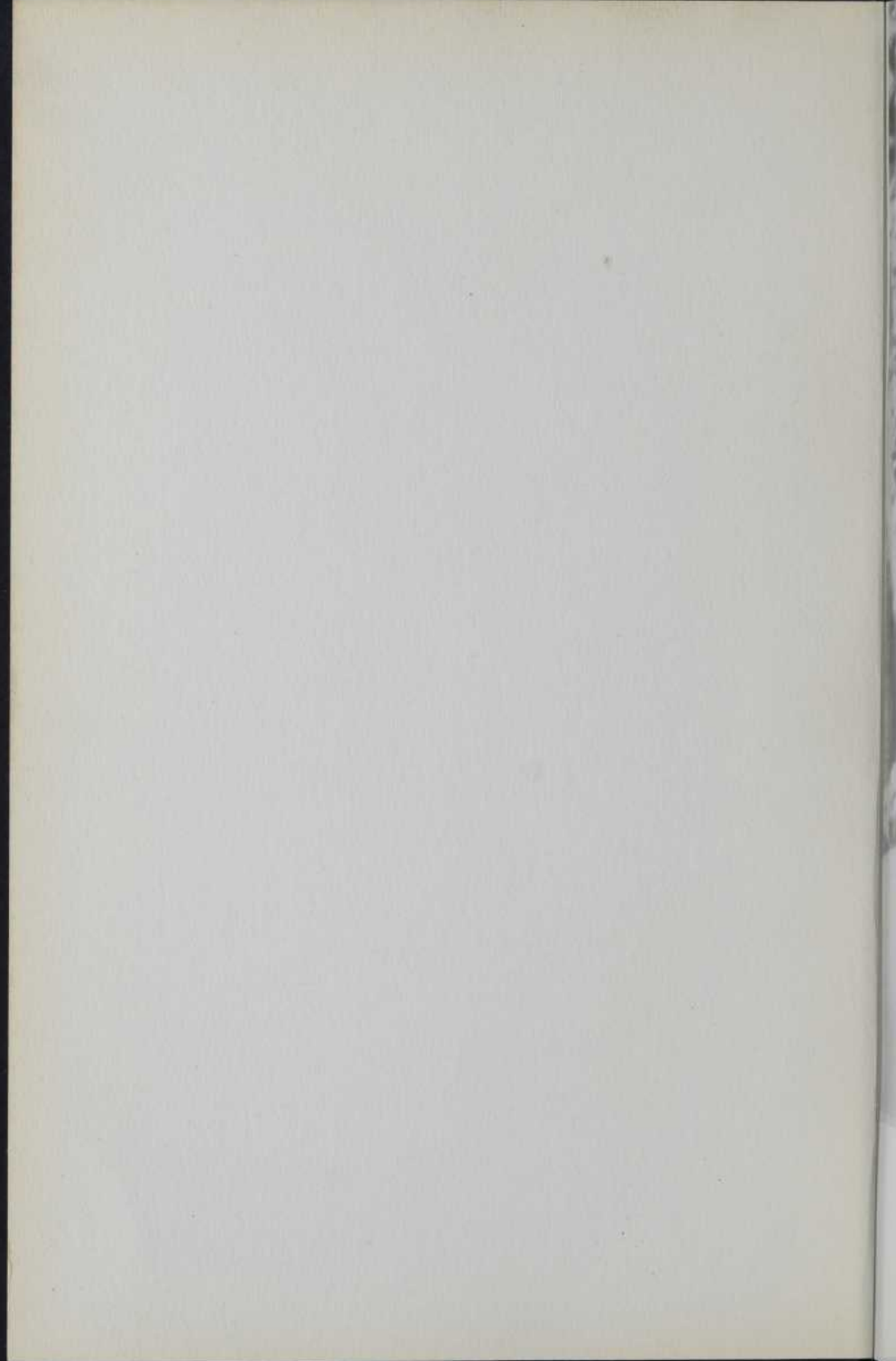
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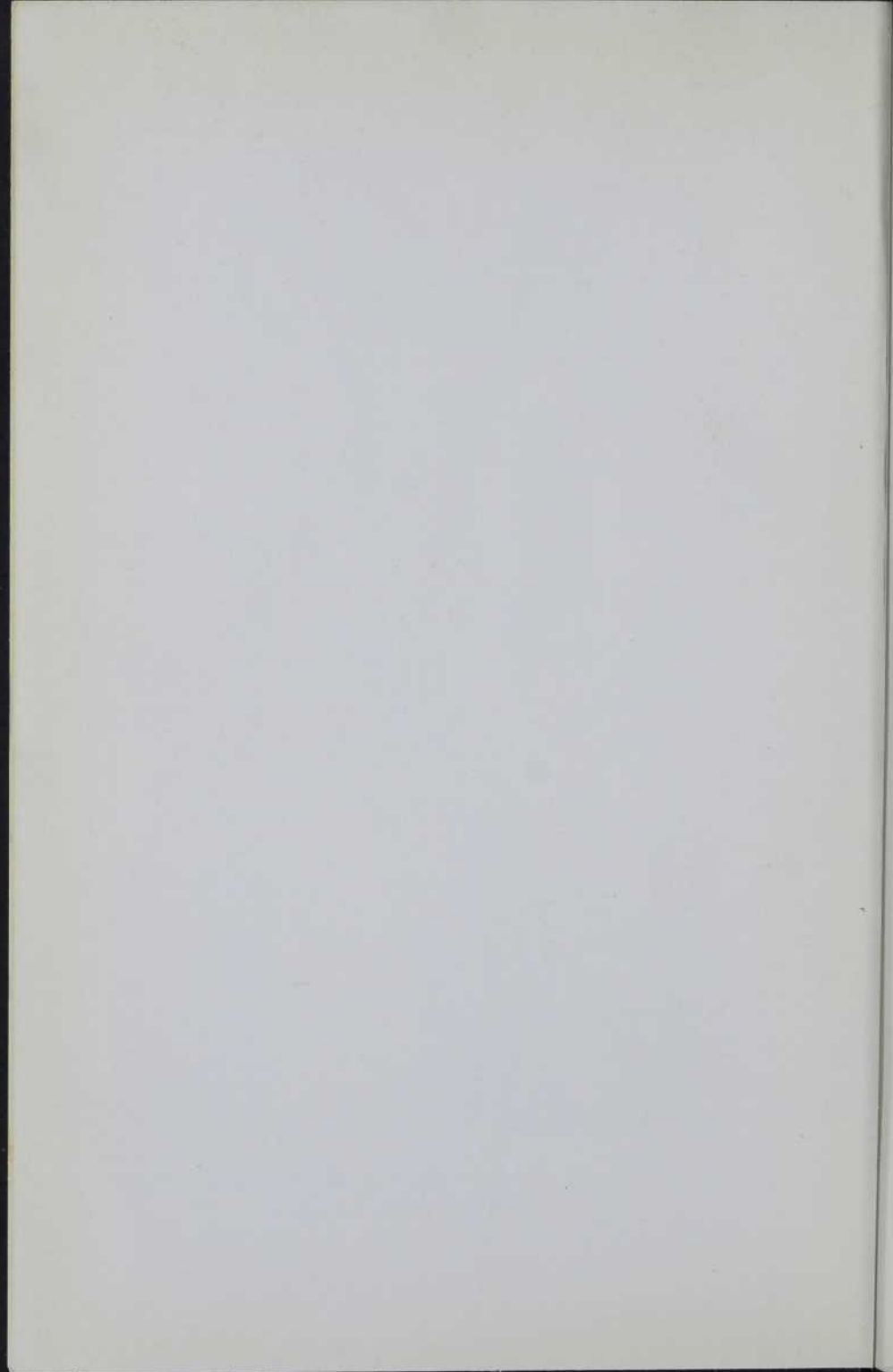
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Their Majesties King George VI and Queen Elizabeth in Ottawa,
May, 1939



Introduction

.

This volume marks a new departure in educational publication. While it seeks to explain the system of education in the Province of Quebec, particularly that of the Protestant section, it also sets forth general principles of education in order that the public may be informed of the ways of life of pupils in modern schools. At the same time it contains a wealth of illustrations showing the steady improvement in the conditions of life in school.

Too often adults think that school life now is exactly the same as it was in their youth. Most people are surprised when they find that changes of a major character have been effected. The physical plant, the curriculum, the seating, the discipline, the equipment, the methods of teaching and the mode of life in school have all undergone radical transformation. That the alterations have been for the better and that they are based on Anglo-Saxon ideas of freedom combined with certain responsibilities should be evident from material found between these covers.

All the photographs were taken in and around the Protestant schools of the Province of Quebec. Almost all are the work of amateurs, many of whom are teachers. Several of the teachers enlarged and processed the films themselves. To all who helped I

express my sincere appreciation. Without their aid this volume could not have been produced.

Hundreds of other photographs were sent in, many of which would have illustrated further the schools and their practices. Unfortunately they had to be omitted in order to keep the volume within bounds.

In the Province of Quebec parents may still decide whether they wish their children to go to school. It is to be hoped that this review of school life will encourage many parents to see that their children obtain the full benefits of education, are regular in attendance and remain in school as long as possible. Such is needed for their full development.

Through the courtesy of the Dominion Government, two photographs of Their Most Gracious Majesties King George VI and Queen Elizabeth have been inserted in token of affection and deep appreciation of the honour accorded to many thousands of school children throughout the Dominion of Canada when our Sovereigns during their Canadian tour so generously visited a number of places where pupils were assembled to greet them. The visits started at the Battlefields Park, Quebec, on May 17th, 1939, followed the next day by a drive around the McGill and Montreal Stadiums, and were continued throughout the tour.

W. P. PERCIVAL

Quebec,
November 15, 1940.

CHAPTER ONE.

What is the Educational System of the Province of Quebec?

Few places in the world possess the appeal of the Province of Quebec. Beautiful in contour, rich in history, quaint in customs, it surpasses many of the famous regions of the old world in its beckoning to travellers. Stories associated with Quebec have long attracted readers and today they are numbered among the best sellers in the English language.

Visitors marvel at the solution reached here of an extremely complex problem of social living. Those who come from European countries are amazed at the facility with which two peoples commingle. To them, Quebec is a striking example of a place where two races grow up side by side, each retaining its own ideals, traditions, language and creed which it cherishes intensely, each respecting the rights of the other, without desiring to impose its will unduly, but scrupulously jealous of keeping every jot and tittle of what it possesses.

The stranger is especially impressed with our system of education. Too often, however, even after making specific inquiry, he goes away with incorrect or incomplete ideas. This should not occasion wonder inasmuch as many citizens of the Province fail to understand and appreciate its complexities arising from

LIFE IN SCHOOL

adjustments that are necessary and, indeed, clear enough when the situation is sufficiently comprehended.

The educational system of the Province of Quebec is a dual one. Protestant children are privileged to attend schools of their faith and Roman Catholics have the same liberty of conscience.

Basic to this system are tolerance and freedom. The two dominant races in Canada saw, soon after the conquest, that if they were to live together in peace they must respect and preserve each other's rights. General James Murray, the first civil British Governor of Canada, led the way in the early years of British rule by curbing the predatory desires of the traders of his race and securing justice for the French. He was followed by Sir Guy Carleton, a man with a high sense of fairness, who further defended the rights of the French and helped them to retain their religious and legal status. The French population of this Province never forget that these early British Governors did much to secure for them a reasonable share in the government of the country. So long as this is remembered and so long as the minority exercise judgment and understanding in their relations with the majority, the entente cordiale, so firmly established over a period of one hundred and eighty years of life together, will not be in jeopardy.

A French school system was well established at the time of the conquest. Champlain was responsible for the coming of the Recollet Fathers, or Grey Friars,

EDUCATIONAL SYSTEM OF QUEBEC

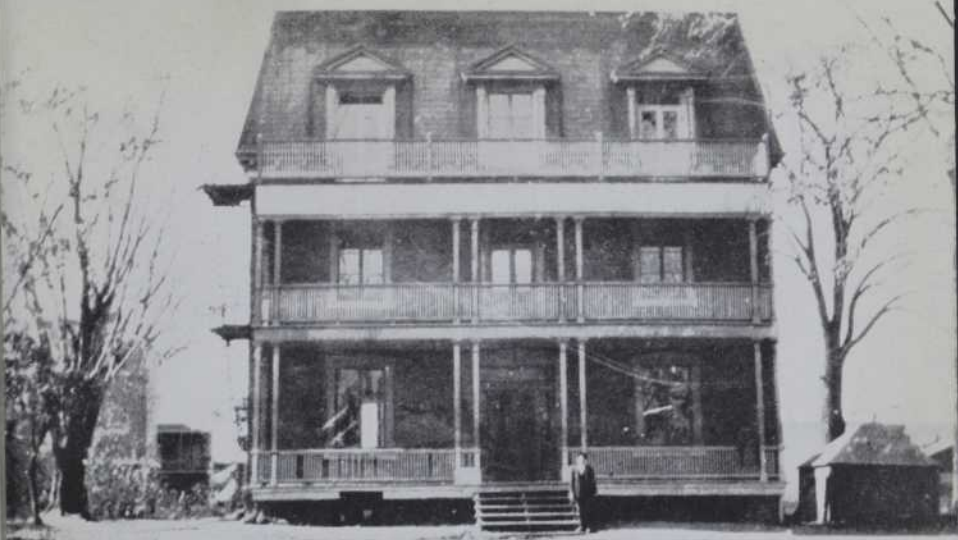
who early established primary schools for boys. The Recollets summoned the Jesuits to help them. Other orders followed and religious sisters, led by Margaret Bourgeois, Madame de la Peltrie and Marie de l'Incarnation undertook the education of girls. Bishop Laval founded in Quebec the Grand Seminary and the Little Seminary so that an educated priesthood might be provided and promising boys be given an opportunity to obtain an education. Schools were established wherever children became sufficiently numerous. At the time of the conquest, over 65,000 inhabitants populated New France. As a considerable proportion of them could read and write, the influence of education that was entirely French and Roman Catholic can readily be understood.

Some thirty years after the conquest by the British, the first English Bishop of Quebec, the Rev. Jacob Mountain, arrived in the city. Through his influence certain schools were established which later came under the control of the Royal Institution for the Advancement of Learning. By the Act creating this Institution, a number of free schools were founded for the instruction of children in the first rudiments of useful learning. Provision was also made for the establishment of centres of higher learning as circumstances allowed. The mother tongue of each pupil was to be the medium of instruction, and religious teaching was to be given by the Roman Catholic curé or Protestant minister, as the case might be. But the masters were to be appointed under commission from the Governor, and the President was to be the Angli-

LIFE IN SCHOOL

can Bishop. Most of the masters named were therefore English and Protestant who could not understand French. Many of them were clergy or intended to be clergy. Naturally, such a plan failed to satisfy the French and, led by their priests, they steadily opposed the Royal Institution. In their turn, the Protestants were lukewarm towards such a hybrid system. The Roman Catholic priests had clear and definite educational objectives and persevered through thick and thin until they attained them. These were the retention of their own religion, language, teachers, course of study and textbooks. They are to be admired for the practical and peaceful means which they adopted to gain their purposes. At the same time, the English people strove valiantly to secure their own rights and are equally to be commended for their persistence. Concurrently, there grew up in the minds of both people the principle of separate schools for Protestants and Roman Catholics.

When the fathers of confederation were debating the school question in 1865, they recognized the impossibility of founding anything but a unique school system in the Province of Quebec, because of the fundamental and ineradicable difficulties and the inalienable rights of both peoples. The basis of the settlement was as much a stroke of genius as the working out of it is one of the outstanding achievements of educational effort. This is the legacy bequeathed to every child in this Province by their sagacious forbears. It merely remains for each successive generation to preserve the heritage intact. To this end, the



The old Woodland School, Verdun

THE OLD AND THE NEW

The new Woodland School, Verdun





Riverside School, Montreal, Built in 1887

OLD STYLE OF ARCHITECTURE IN CITY SCHOOLS
Daylight Enters From at Least Two Sides of Each Classroom

Victoria School, Montreal, Built in 1888



EDUCATIONAL SYSTEM OF QUEBEC

effort is made in each school system to have pupils imbibe some of the culture, traditions, and customs of the other. The two official languages are therefore taught in the schools. English pupils learn French as their second language and French pupils English. Instruction is given in these subjects as living tongues. It commences in the primary grades and is compulsory to the end of the high school. Both races gain by this policy for it leaves each free to develop according to its tastes and beliefs. The Protestants frankly admit the generosity that the majority continue to show towards them by consulting their responsible officials before effecting changes that touch their interests.

It must not be thought that either Protestant or Roman Catholic schools are in any sense "separate" in that they are conducted by religious organizations apart from the state. They are, in truth, state schools, established and subsidized by the Provincial legislature, governed by school law and by regulations that have the force of law. However, the basis of school enrolment is religious belief.

Each race has an amazing faith in the benefits of its system of education and in education itself. Each believes that the future welfare of its children is bound up with the particular kind of education provided in its own schools. Certain it is that the dual system suits both elements of the population as it prepares them for the social and industrial environment in which they expect to spend their lives.

CHAPTER TWO.

How is Education in Quebec Controlled?

There is no Federal Department of Education in Ottawa and no general system of Canadian education. No control over the Provincial systems of education is exercised by the Dominion Parliament.

By the terms of the British North America Act of 1867, education was entrusted to the Provinces. Article 93 of that Act is the educational Magna Carta for the Provinces of the Dominion. It reads, in part: "In and for each Province the Legislature may exclusively make Laws in relation to Education." Certain provisos are made, however, to the effect that nothing in any such law should prejudicially affect any right or privilege with respect to denominational schools and that all the powers, privileges and duties conferred and imposed in Upper Canada on the separate schools should be extended to the Protestant and Roman Catholic dissentients in Quebec.

As a consequence of this Act, differences of administration appear in the several Provinces. Prince Edward Island, New Brunswick, Ontario and each of the Western Provinces have Ministers of Education in the Cabinet. Quebec and Nova Scotia appoint Superintendents of Education. In Quebec, the Department of Education is under the Provincial Secretary. This official is also in control of technical and indus-

CONTROL OF EDUCATION

trial education. However, it is customary for the English representative or representatives in the Cabinet to be consulted on educational matters vitally affecting Protestants.

The post of Superintendent of Education in Quebec is non-political. For a few years during the last century, Quebec had a Minister of Education. However, as the opinion prevailed that the headship of the Department of Education should be continuous and non-political, the change to the present system was effected in 1876. Since then there has been no alteration in the title of the chief executive officer.

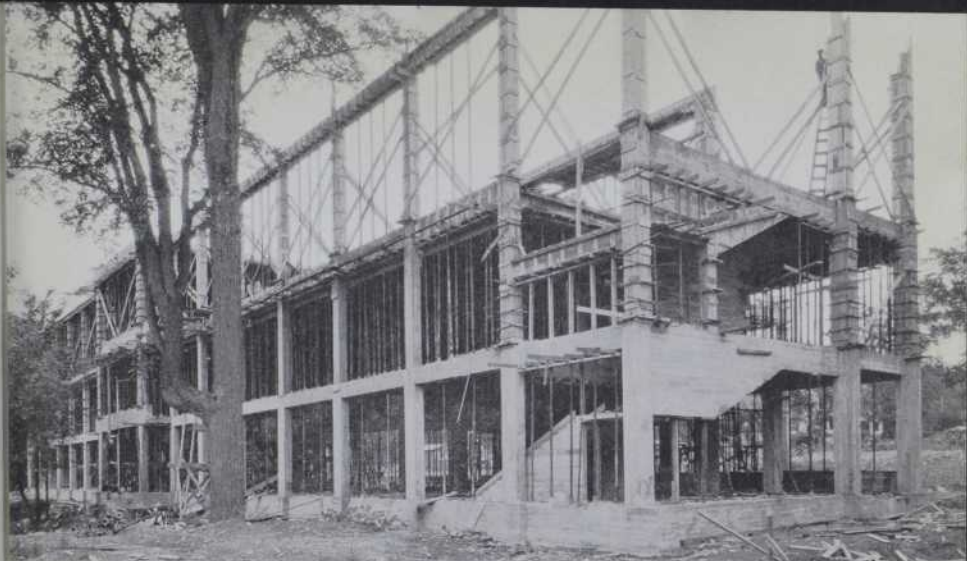
All matters concerning the public schools and Normal Schools are under the control of the Superintendent. He is supported by an English Secretary and a French Secretary who, in their capacity as deputy ministers, exercise under his direction, the general control of the Department. The English Secretary receives all correspondence, whether Protestant or Roman Catholic, that is addressed to the Department in English. The French Secretary has the same responsibilities concerning correspondence in French. However, there is much cooperation between the two sides of the Department. The Superintendents who have controlled the Department to date have always placed the responsibility for the direction of Protestant education upon the English Secretary. In 1924, the English Secretary was, by statute, declared to be, at the same time, Director of Protestant Education. Then his sphere of service be-

LIFE IN SCHOOL

came recognized by law as it had for so long been acknowledged in fact through the generosity of the responsible Roman Catholic officials. He is also supported by the regulations of the Protestant Committee.

The budget of the Department of Education is prepared annually by its officers and submitted to the Legislature to await its pleasure. Statistics and records are compiled and published for the legislators showing the state of education in the Province. The grants are divided according to the enrolment and the needs. An extensive correspondence is conducted with school boards concerning the administration of the school law and regulations and other matters pertaining to the welfare of the schools. It is the function of the Superintendent and of the Department, within the authority given by the Lieutenant-Governor-in-Council, (which is in reality the Cabinet) to do everything concerning the encouragement and advancement of education, arts, letters and science.

The two divisions of our dual system are revealed not only in the Department of Education but also by the provision made for the formation of two Committees of the Council of Education, by the appointment of inspectors for schools of both faiths, by the foundation of separate Normal Schools for the preparation of teachers for Protestant and Roman Catholic schools, and by the erection of schools in each municipality where Protestants and Roman Catholics are present in sufficient numbers. The two Commit-



MODERN ARCHITECTURE IN CITY SCHOOLS

Iona Avenue School, Montreal—A modern fireproof city school under construction

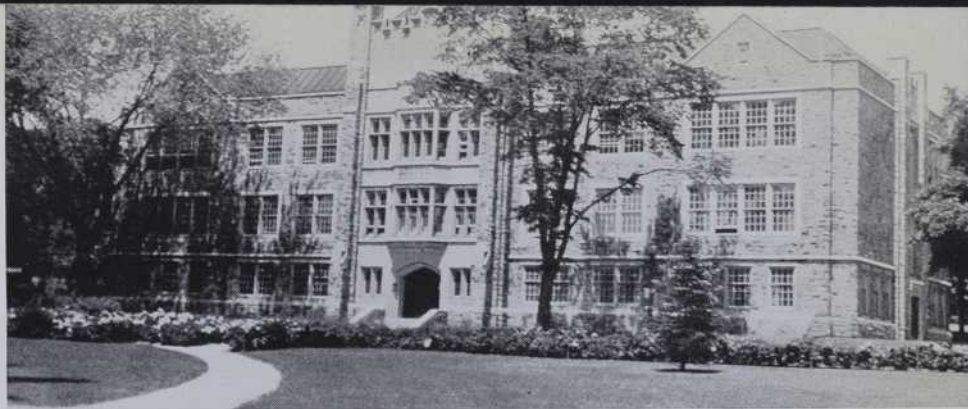
IONA AVENUE SCHOOL, MONTREAL

Natural lighting is based on scientific principles

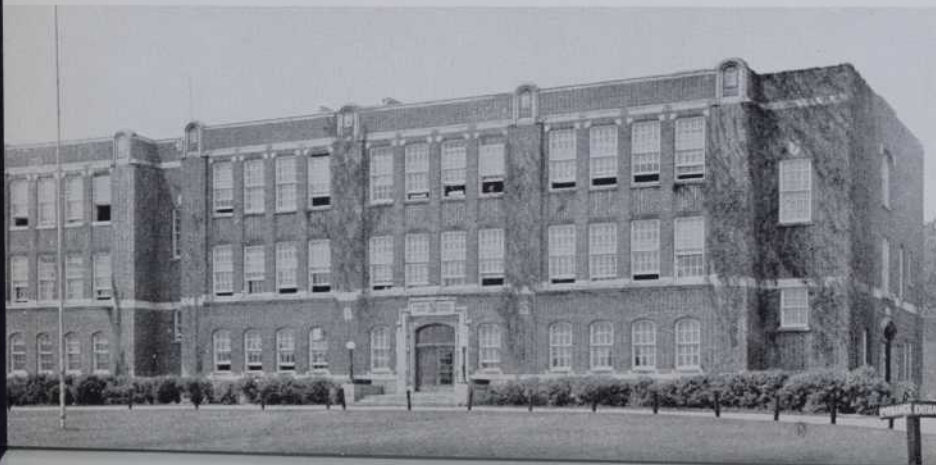
The light enters on one side only of each classroom and comes over the left shoulders of the pupils



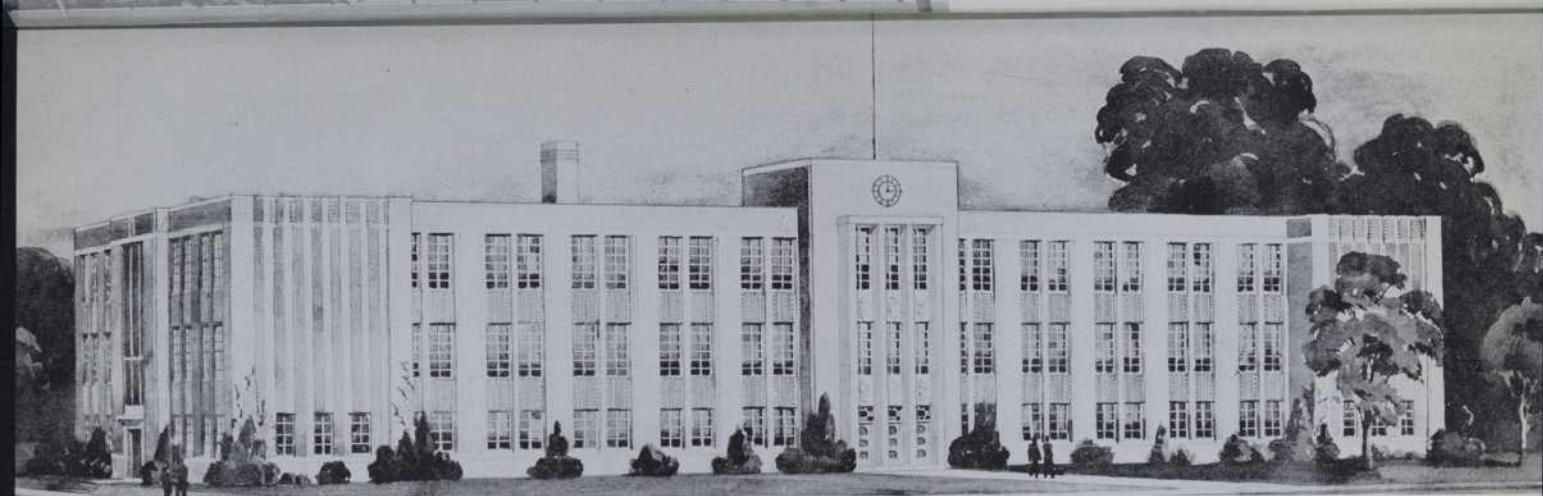
Westmount High School



MODERN ARCHITECTURE IN CITY SCHOOLS

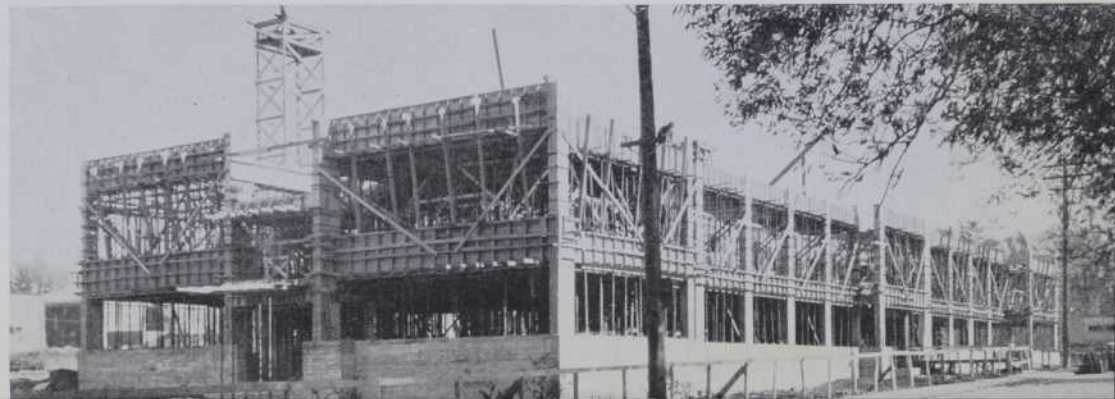


Shawinigan Falls High School



According to the
Architect's Design

QUEBEC HIGH SCHOOL



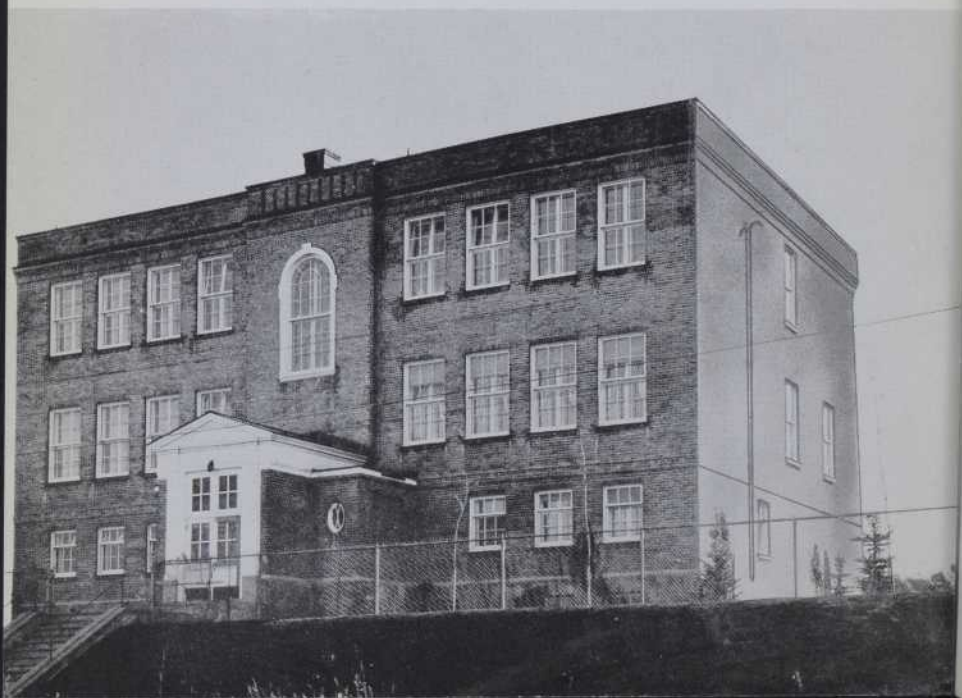
In Course of Construction,
October 16, 1940



Bedford High School, Erected 1934

NEW RURAL HIGH SCHOOLS

Thetford Mines High School, Erected 1937



CONTROL OF EDUCATION

tees are co-ordinated in a Council of Education, but the Council usually functions through the two separate Committees.

The Roman Catholic Committee of the Council of Education consists of the Bishops or heads of each Roman Catholic diocese in the Province, an equal number of laymen and four other members. The Protestant Committee consists of a number of members appointed by the Lieutenant-Governor-in-Council (which number is equal to that of the Roman Catholic lay members) together with seven associate members, one of whom is a representative of the Provincial Association of Protestant Teachers of Quebec.

These committees sit separately, usually three or four times a year. They may, if they wish, sit together, either in the Council of Education or in sub-committees, when their joint interests are likely to be affected. Because their independent powers are so complete, such meetings are rare. However, all school questions affecting the joint interests of Roman Catholics and Protestants must, by law, come within the jurisdiction of the Council.

Regulations for the organization, administration and discipline of their respective public schools are made by the Protestant and Roman Catholic Committees of the Council of Education. These regulations concern the government of the normal schools, the Central Board of Examiners and the duties of public school inspectors. The Committees also have

LIFE IN SCHOOL

the responsibility for authorizing the textbooks that are to be used in the schools of their religious faith. Hence there is great uniformity in the textbooks used in the schools of each of the religious faiths as deviations may not be made in this connection without authority.

In every school municipality in the Province there is a Board of School Commissioners. Any rate-payers or tenants of the religious belief different from that of the majority may, however, give notice of their intention to withdraw from the control of the majority Board and form a minority one. This is the process in Quebec called "dissent". However, in certain of the larger centres, such as Montreal, Westmount, Quebec and Sherbrooke, independent boards of commissioners are selected for both Protestants and Roman Catholics. Usually, five members form a Board of school commissioners and three a Board of trustees.

Such an organization may appear to be complex. In practice it is quite workable because the spirit necessary to secure its smooth running is present. For the Protestant minority the scheme is admirable. Because of these arrangements, the government has responsible officials to whom it can look for information and advice. By virtue of this machinery, Protestants and Roman Catholics are able to conduct their own schools.

It is difficult to imagine what the alternative to

CONTROL OF EDUCATION

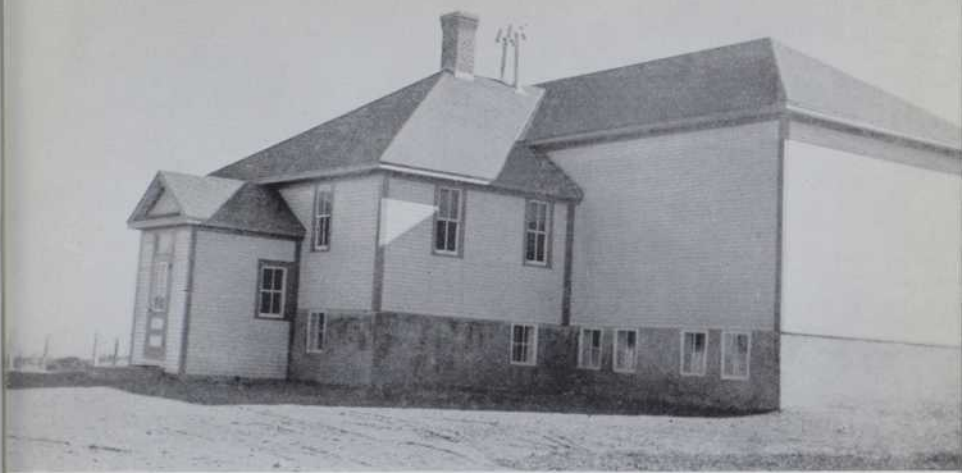
this dual system could be. How the minority would suffer from any other system can readily be conceived, for the control of the schools, training of teachers, course of study, textbooks and, possibly, the language of instruction might be altogether different from that which they desire.

CHAPTER THREE.

What Are The Duties of School Boards?

Roman Catholic curés, ministers of other religious faiths and male resident ratepayers of twenty one years of age and upwards who can read and write are eligible for election as members of School Boards. Once in office, laymen must serve and must do so for the full term unless they are over sixty years of age or have been school commissioners or trustees within four years.

To members of School Boards is entrusted the responsibility for the engagement of teachers, choosing school sites and erecting buildings, when necessary, and maintaining suitable, well kept and adequately heated school buildings. In their capacity as administrators of the local schools, School Board officials bear a direct relationship to every child attending school. By their decisions, they possess the possibility of stimulating the lives of children or of leaving them intellectually under-nourished and enfeebled. In addition, grave responsibilities for the physical, moral and social welfare of the young lie upon their shoulders, for they determine, in greater or lesser degree, many sundry conditions under which pupils live during their hours in school. Their important decisions react upon pupils, parents and the community in general. In most school municipalities in the Province, the



Front View

A TWO-ROOM RURAL SCHOOL BUILT ACCORDING TO THE
NEW STANDARD PLANS, SEPTEMBER, 1940

Light Enters Each Classroom from One Side Only

Rear View



Types of Rural
Elementary
Schools of
Former Years



Built 1812



Built About
1870

Note the Small
Window Area
in These
Primitive
Schools



Built 1840



Old Stone
School in
Melbourne
Built About
1830

DUTIES OF SCHOOL BOARDS

School Boards decide the rate of taxation and thus directly affect the ratepayers.

The duties of School Boards are by no means completed when they have levied the tax rate, provided suitable accommodation and engaged teachers. The details of the expenditure of the funds take much time and skill. In the larger systems, indeed, executive officers perform much of this work, but the Board is ultimately responsible. In addition, in the larger centres, much time of the Board is taken up with making regulations and suitable provisions for the general management of the schools.

While exercising due control over expenditures, it is expected that School Boards will make arrangement for the education of all children within the municipality. It is to be specially noted in this connection that children of tenants possess the same rights as children of ratepayers.

The Boards must make provision for the attendance at school of resident children within their jurisdiction, providing transportation for those who live beyond a certain distance from the school. It is not reasonable, however, to expect Boards to provide free transportation for pupils who dwell several miles away in isolated places. In cases where the children's homes are more than five miles from the nearest school of their religious belief, in their municipality, parents may be freed from paying taxes provided they do not send their children of school age to that school. The Boards, moreover, are empowered to use their

LIFE IN SCHOOL

funds to supply, in whole or in part, free textbooks to pupils in case of proved need. Indeed, this service may be extended to all children in the municipality.

It is the duty of all school officials to comply with instructions received from the Department of Education. They must also see that the textbooks, as authorized by the Committee of their religious faith, are followed in the schools under their charge.

Under our somewhat decentralized system each municipality can maintain the kind of school it desires. Local pride can, therefore, play a large part. If a community wishes to own schools that will be inferior to none, it has merely to take measures to obtain them. On the contrary, the schools may be as weak as the public wish to have them. If any community is satisfied to have inferior schools, badly paid teachers, poor buildings and a shortage of equipment, there is no denying the fact that such is its prerogative. The inspectors, of course, report adverse conditions and the Department exerts the pressure that lies within its power, but many ultimate decisions rest with the representatives of the people.

Inspectors have frequently had occasion to complain of the neglect of school officials. That much improvement has been made is evident to anyone who is aware of the facts. Thirty years ago one of the inspectors wrote: "The school officials and parents take little or no interest in the progress of the schools." That is the kernel of the situation. Apathy begets neglect, neglect ignorance and ignorance retro-

DUTIES OF SCHOOL BOARDS

gression. When wide-awake commissioners serve, responsibility ousts carelessness and wise judgment replaces bungling. That there have been many capable school commissioners since that time is evident from the progress made. It is remarkable, however, that the opportunities for service that are afforded in the schools are not sought more eagerly and that men of the highest ability do not clamour for this chance to spend themselves for the benefit of their country.

In many cases, the most outstanding men of the municipality are in office. They give much of their time and the best of their abilities to serve their municipalities and to justify the provisions of the Education Act pertaining to them. In many parts of the Province, however, it is difficult to find men of the right type who are able and willing to serve.

Many of the Protestant municipalities have experienced the day of small things. Most of the superior schools indeed engaged only two or three teachers in their early days. In 1890, for example, on the staffs of the High Schools of Cookshire, Lachine, New Richmond, Ormstown, St. Lambert and Three Rivers, only two teachers were engaged, while three teachers completed the staff in Cowansville, Granby, Knowlton, Lennoxville, Magog and St. Johns. Today, large Protestant schools are established in these centres. Nearly a century ago, in 1846, the Protestant Board of School Commissioners of the City of Montreal was first appointed. The next year their total income was \$558.05, but this amount was invested at interest "the

LIFE IN SCHOOL

Board having no use to which to apply it". In 1871, the tax imposed on the Protestants in Montreal was one mill on the dollar and yielded \$22,816.95. In 1914-15, the rate was four mills. In 1925, by act of Legislature, it was placed at ten mills where it has since remained, but the income from this tax is now insufficient to meet the expenditures.

On the Island of Montreal a Protestant Central School Board has been established for some years. This has resulted in better facilities being provided for children in the poorer communities. An effort made to set up Protestant Central School Boards in the rural counties where the Protestants are most thickly settled has not yet reached maturity. When the proposed bill becomes law the duties of the central Boards will probably include adjusting tax rates and assessments as well as engaging teachers and Secretary-Treasurers for the local Boards.

Every School Board must make every reasonable economy and spend the ratepayers' money to the best advantage while at the same time presenting to the young the fullest opportunities within its power. The one is equally as important as the other. In general, ratepayers will support officials who are securing value for their money for it is the ardent desire of an increasing number of parents to secure only the best for their children.

To save money at the expense of youth is the most thoughtless kind of economy and the money thus saved is the poorest kind of legacy that one genera-



MODERN ONE-ROOM RURAL ELEMENTARY SCHOOLS

The natural light comes from the bank of windows on one side only of the classroom.

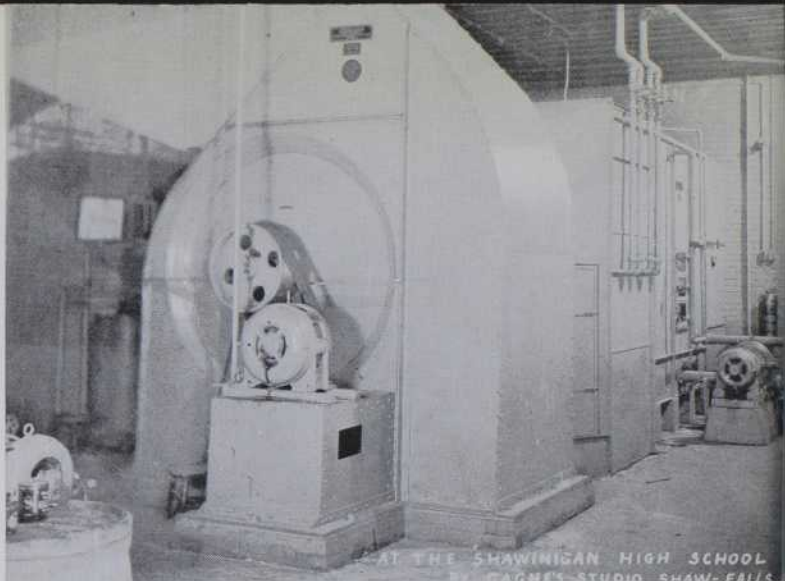


Running water and modern hygienic facilities are installed wherever possible.

Furnaces are usually placed in fully excavated basements in the new schools.



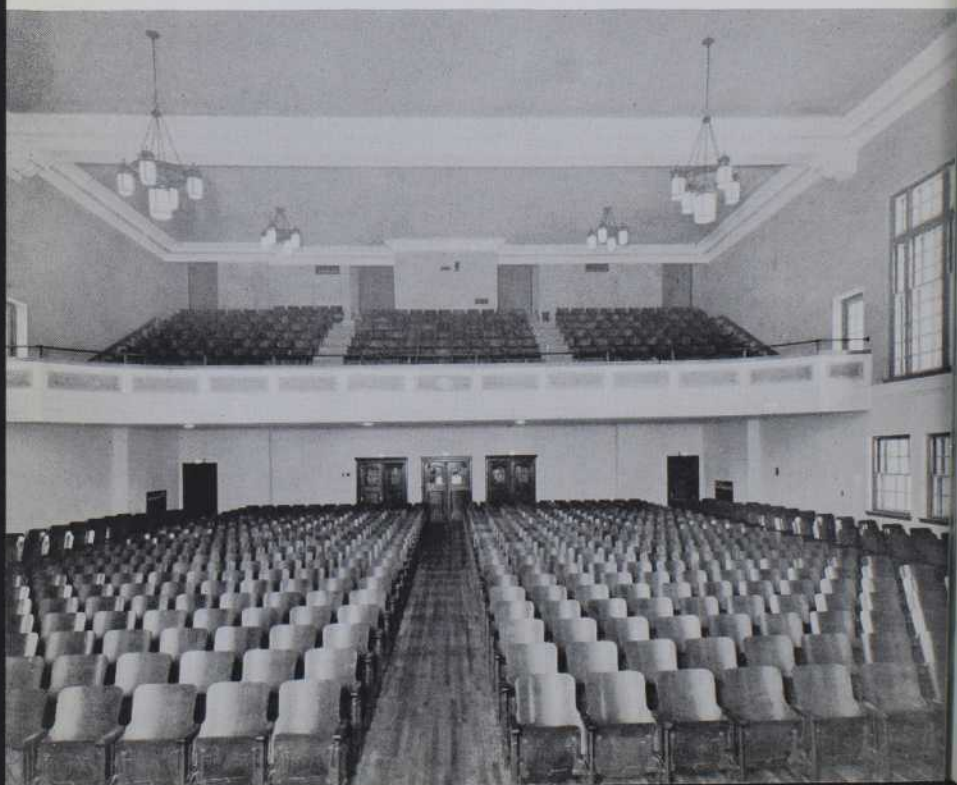
Basements
in
Modern
City
Schools
Contain
Elaborate
Equipment



AT THE SHAWINIGAN HIGH SCHOOL
BY GAGNE'S STUDIO, SHAW-FALLS

At the Shawinigan Falls High School

Rear View of Assembly Hall,
West Hill High School, Montreal



DUTIES OF SCHOOL BOARDS

tion can bequeath to the next. If the children were old enough to plead for their rights, mature enough to determine their needs, or if they could make up the deficiencies and neglect in later life, the situation would not be irretrievable. But the children are helpless during the time when they are deprived of what is their birthright and in most cases, if not in all, the waste of their best years for schooling and school discipline cannot be repaired.

CHAPTER FOUR.

What Services are School Inspectors Rendering?

School inspectors do not always tread smooth and easy paths, though the public are much more familiar with the work of these officials now than they were some time since. Fifty years ago, one inspector wrote: "A few of the more indifferent school commissioners and trustees regard me as 'a spy, to see the nakedness of the land' ". Another stated: "The year did not pass very smoothly with me. There was an attempt to drag me before the courts for pointing out defects in teaching and for reporting the true condition of the school to the commissioners."

The attitude of the public towards inspectors has altered considerably since those days. It has come to be recognized that the function of an inspector is not to spy and to find fault but to assist in improving the management of the schools and enriching the quality of the instruction.

Candidates for the office of school inspector must be successful teachers of a certain maturity and training. No one may be appointed as inspector who has not taught school for at least five years. He must also hold the degree of Bachelor of Arts from an approved university and a first class high school diploma. Inspectors must be at least thirty years of age and have taught during the five years preceding

SERVICES OF INSPECTORS

appointment. Some exceptions to these conditions are allowed in the case of inspectors in remote regions.

Inspectors must of necessity be familiar with the subjects of the course of study and with the best methods of teaching. To this end, they must pass a satisfactory examination in the methods of teaching the subjects of the authorized course of study. As they are required to supervise classroom teachers they must also pass a test in the organization, discipline and management of schools. Since their duties bring them into close contact constantly with members of School Boards and secretary-treasurers of school municipalities they are examined before appointment in the school law of the Province and the regulations of the Committee of their religious faith.

The characteristic commonly called personality is needed in an inspector as much as academic and professional qualifications. A thorough interest in his work is one of the unwritten requirements for office. Ability to teach is necessary for he must give model lessons in the presence of teachers. He should also be a man of kindness and broad sympathy, one whom earnest teachers will welcome to their classrooms because he will give serious consideration to their problems.

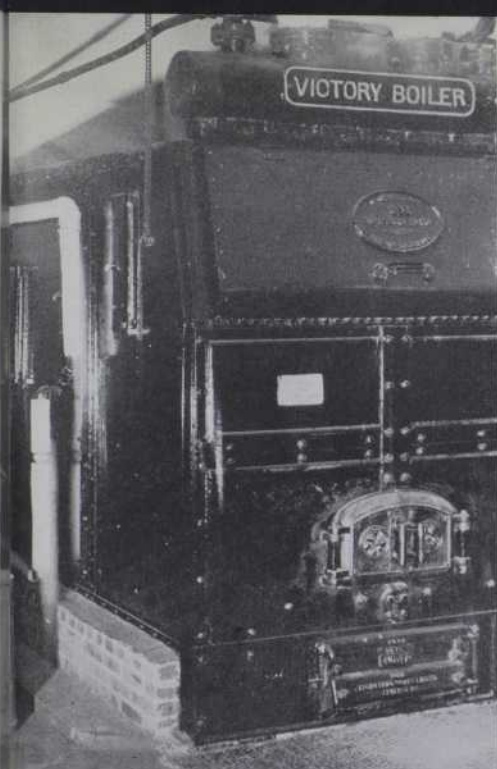
It is the duty of inspectors to study carefully the methods of instruction used by teachers, point out serious defects of all kinds, examine the pupils in some degree and give advice to School Boards. Many

LIFE IN SCHOOL

a teacher and school official who has been discouraged has thus received stimulation. Young teachers frequently find difficulty in coping with the caprices of boys and girls bubbling over with life. Out of the richness of his experience the Inspector is able to diagnose the situation and to prescribe the remedy.

Elementary inspectors visit each school in their territory at least twice a session, but they often make more than two inspections in particular schools. As they may have as many as ninety schools under their control, and as their districts of inspection are extensive, it is sometimes impossible to visit the schools as often as they would like. The district of the Inspector-General extends from Noranda in the north west of the Province to New Carlisle in the east. Two Inspectors of Secondary Schools assist the Inspector-General and have supervision of the intermediate schools. Their territory stretches from Rouyn to Gaspé. As these three officials have wide administrative duties also, they are unable to pay many second visits. In place of this, they sometimes stay two or more days in a school.

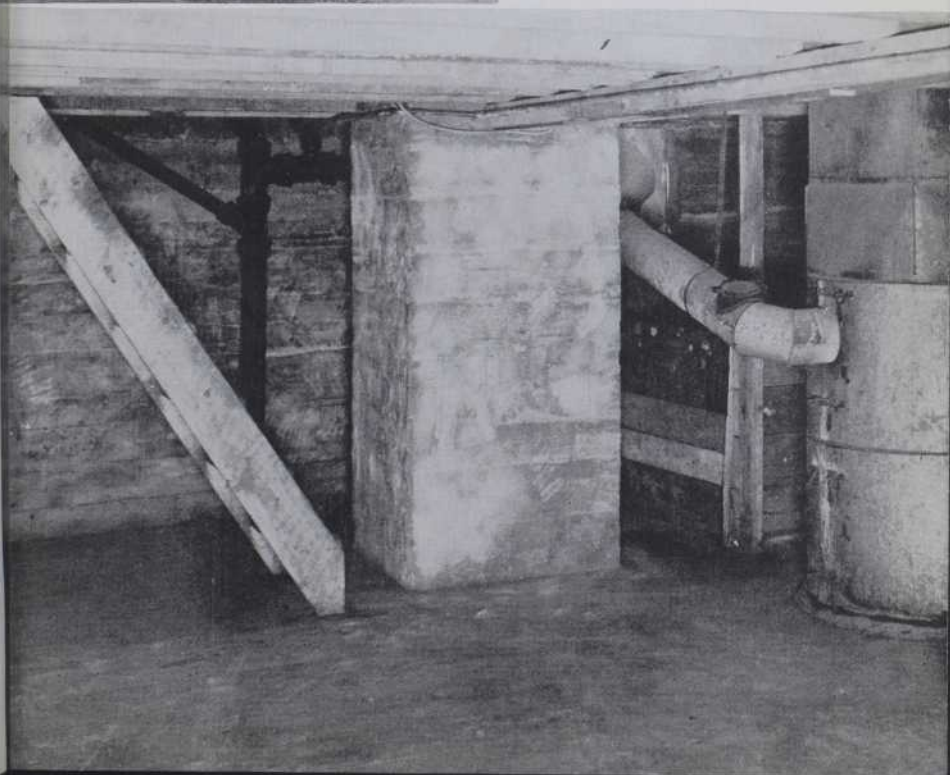
Much guidance is given to teachers in the annual conferences called by the Inspectors of the rural elementary schools. At these, the problems peculiar to each inspectorate are discussed as well as those of more particular interest, including methodology, discipline, time tables and other school routine. An official from the Department of Education in Quebec is frequently present at these conferences, and mem-



Heating System in a Modern
City School

Two, Three or More Furnaces
are Often Needed in Large
School Buildings

Fully Excavated Basement Contain-
ing a Central Heating System in
a Modern One-room Rural
Elementary School

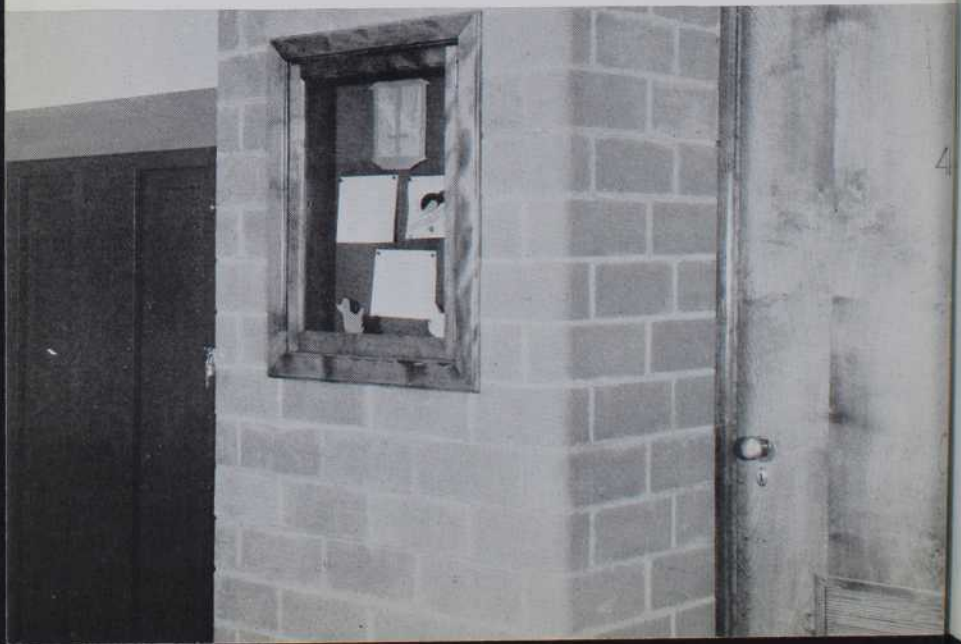




Corridor in Huntingdon High School.
Corridors are well lighted. Lockers line the halls.

An exhibit cupboard.

In exhibit cupboards specimens of the work of each class are placed.



SERVICES OF INSPECTORS

bers of the staffs of the School for Teachers, McGill University or Bishop's University often furnish inspiration and inform the teachers of new techniques in education.

The fact that inspectors visit the schools is an incentive to teachers to do their best. They also frequently provide encouragement to pupils to do good work. Pupils and teachers merely display very human traits when they desire to show specimens of work performed to the best of their ability. A word of reassurance goes far from someone who understands the comparative abilities of pupils.

In the rural districts, the inspectors give advice to School Boards concerning the keeping of the accounts as well as the general management of schools. In addition, since the establishment of the special audits required by the Quebec Municipal Commission, they may audit the books of secretary-treasurers in certain poor municipalities. These audits have resulted in improvement, in many instances, of the systems of book-keeping used.

In addition to the inspectors, supervisors are employed who are subject specialists. Supervisors usually visit the teachers more frequently than the inspectors are able to do. They occupy themselves more particularly with assisting and encouraging the younger teachers but, owing to the expert character of their training and their broad experience, they are also able to render much valuable service to teachers who are more mature.

LIFE IN SCHOOL

By reason of their visits to teachers' classrooms, the government inspectors, high school principals, superintendents and inspectors appointed by School Boards can acquaint themselves with the success and mental growth of the teachers. Good teachers are always in demand, for parents are anxious that every year of each child's life shall be spent under the guidance of a teacher who is not only well qualified but also is well disposed towards children and whose morals and manners are good. In addition, inspectors are always ready to recognize teachers of ability who by their own examples and by means of professional talks and articles may stimulate their fellows. Such teachers are often selected during classroom visits by their superiors. Demonstration lessons, some of which are of incalculable value, are given by chosen teachers at conventions and professional meetings.

The visits of the inspectors and their reports are scarcely of less value to the Boards than to the teachers. Besides reporting on the classroom efficiency of the teachers, these officials give School Boards advice concerning choice of sites for new schools, building plans and repairs needed. They help the Boards, upon request, to secure desirable teachers and avoid those who are not likely to render acceptable service. Boards, teachers, pupils and parents are greatly benefited by the visits of efficient school inspectors and supervising officials who should be looked upon as the friends of all.

CHAPTER FIVE.

How Has the Quality of Teachers Improved?

The idea that "Teachers are born, not made" is almost axiomatic to many people. Such a statement, however, conveys only a half truth. Though some individuals doubtless have more of the characteristics necessary for successful teaching than others, many of the so-called born teachers may, without training, cut a sorry figure in a modern classroom. If suitable persons could not be trained as teachers, our Normal Schools should be closed without delay. However, it is the opinion of many who are acquainted with the facts that the teacher training institutions so far have justified their existence. Consequently, those who have the basic qualities needed for teaching continue to be needed to prepare themselves more fully for service in this important branch of public life.

It is difficult to visualize all the changes that occur from year to year in any phase of life even if the people interested are fairly familiar with them. They may be too near to view them in their true perspective. However, many of the present generation can see unmistakable signs of the progress made in education in Quebec. An early historian, speaking of the schools in Megantic County before the establishment of the Normal Schools in this Province, said: "There was nothing taught in the schools except Reading, Writing, Spelling and Arithmetic, and as

LIFE IN SCHOOL

late as the year 1852 the chief reading books in the schools were Bibles and Testaments."

In his account of the school at Elgin, Sellar states: "The main study was the catechism. With the impartiality of indifference, the teacher heard each scholar recite from the catechism of the church to which he belonged, the strap descending when a word was missed. When a man was too lazy to wield an axe he took to teaching without the slightest regard for the qualifications for the position. Men who could not read words of many syllables and whose writing was atrocious were installed as masters of schools. Worse than their ignorance were the bad habits that characterized the majority, for drunkenness was common, and the teacher seen without a quid of tobacco in his mouth or smoking while setting a copy was exceptional. Discipline was deemed by this usurper of the teacher's office as the great qualification and their cruelty was beyond belief." This statement is corroborated by other writers on the school system of Quebec. Many of the early teachers of this Province were itinerants from the United States whose habits or inclinations did not lead them to business or farming. Their qualifications were not tested in any way. Many were little if any ahead of their brightest pupils. Candidates for teaching positions did not need to undergo courses of training. They were judged by "common sense", instead of by diplomas.

The incompetency of the teacher as much as the poverty of the people was given as a reason for the

IMPROVEMENT OF TEACHERS

lack of support of the schools even in later years. The mediocrity of the elementary schools and their paltry contribution to the life of many communities rendered the public apathetic. When the female teacher entered the teaching ranks she could teach during the "summer" term only because many young men, some of whose manners were none too genteel, attended the "winter" schools. These schools, therefore, had still to be conducted by men. Though a little more highly qualified academically because they could work out the problems in the books in Arithmetic, most of the women lacked that "deeper knowledge which would enable them to apply formulas to the solution of problems" differing from those in the textbooks. The problems taught were generally of the very simplest kind.

The establishment of Normal Schools in Quebec revolutionized education and placed the elementary schools on a much better footing. The standards of admission, however, had to be in keeping with the qualifications of the applicants. For example, persons over sixteen years of age could enter upon a course of training for teaching in the McGill Normal School upon standards which must now be considered low. Until the dawn of the present century, professional training for teaching in Protestant schools was not obligatory because a back door to teaching remained open. Intending candidates for diplomas were not obliged to enter the McGill Normal School but could obtain diplomas simply by writing examinations in which the questions asked were of an elementary

LIFE IN SCHOOL

character. The standards of marking the examination papers were not uniform and many candidates would present themselves at the centres which had the reputation for the greatest leniency in this respect.

For many years, in some inspectorates, only a small percentage of the teachers were Normal trained. The others either held diplomas presented on a basis of the few days' examinations or none at all. First class Academy diplomas did not compare well with the high school diploma now issued, for those gained at McGill Normal School entitled the holder only to entrance to the second year in Arts at McGill University. Moreover, persons who had taken first class standing in Latin and Greek in the intermediate examinations, if they had taken either the regular course in the Art of Teaching at the McGill Normal School or a first class standing in the special professional examination provided for such graduates by the McGill Normal School, were awarded teachers' diplomas. In fact, after the establishment of the inspection system, teaching certificates could be obtained with little qualification other than the recommendation of an inspector.

In spite of the lack of uniform training, however, many fine teachers emerged, particularly in the superior schools. These have augmented the belief in the "born" teacher. These men and women have written their names indelibly in the hearts and lives of the citizens of this Province. Sir William Dawson

IMPROVEMENT OF TEACHERS

and Dr. Sampson P. Robins at McGill University and the McGill Normal School, themselves men of rare abilities, stamped their impress upon the Province, setting up standards of scholastic and personal attainment which had their influence not only upon those who entered these institutions but even upon those who never crossed the thresholds. The many failures become lost in the successes. Doubtless, however, thousands of young people were hampered because of the shortcomings of their teachers.

Some children are suffering today from deficiencies of character, culture and training in their teachers. But this proportion is not nearly so large as it was in earlier days, nor are the defects so conspicuous. Moreover, almost all teachers realize that kindness is an essential classroom quality. If no greater giants are in the schools now than in those of half a century ago there are fewer dwarfs in the intellectual, moral and cultural sense.

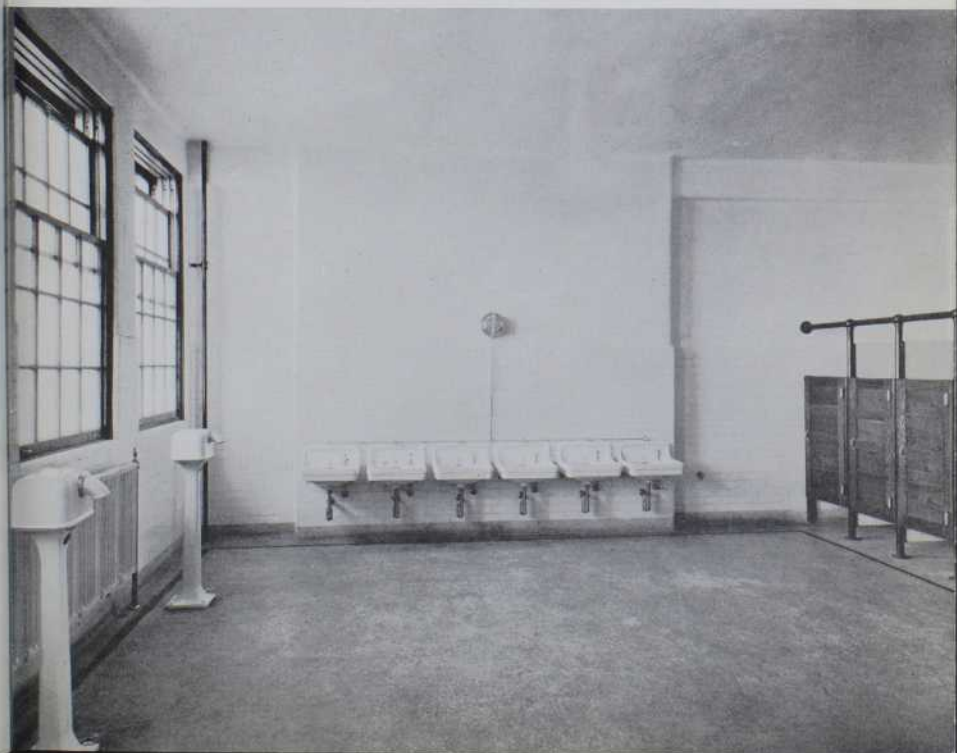
The quality of teachers has improved mainly because all persons who wish to teach must enter training institutions to prepare themselves for their work. The age for admission to the School for Teachers has been raised and the academic qualifications necessary for entrance to all the courses have been increased. All teachers are now on probation for a period of two years. The great majority of teachers in service attend summer school to increase their qualifications. The Professional Library in the Department of Education consisting of over seven hun-

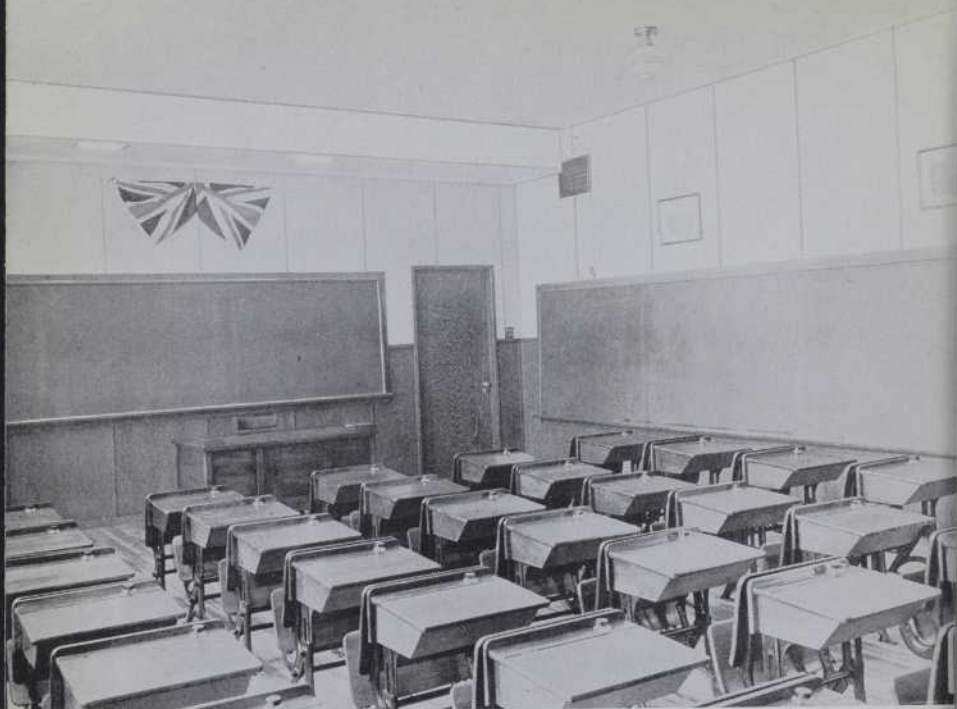
LIFE IN SCHOOL

dred volumes is available gratis to all teachers in Protestant schools. Consequently, teachers now devote more time than formerly to principles of education, methods of teaching and other professional training necessary to fit them for the important task of training the youth of today that they may become useful citizens tomorrow.



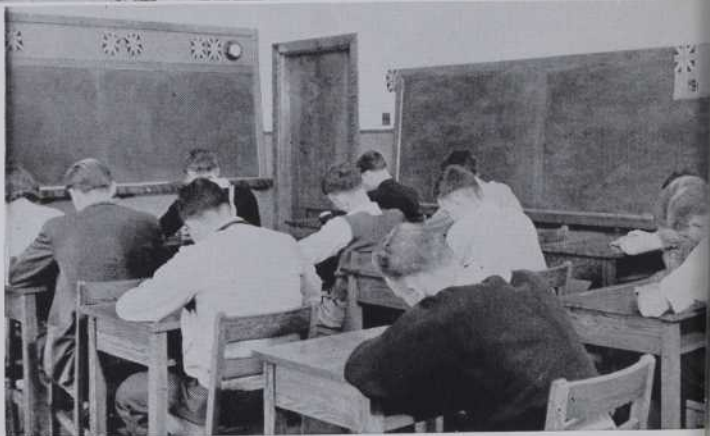
LAVATORIES IN MODERN SCHOOLS





Lights Fitted with
Eye-protecting
Globes

Lights to Illumine
the Blackboard



Blackboards that Slope Gently Outward from Top
to Bottom to Prevent Glare

Thermometers to Show the Room Temperature,
Which Should Remain at 68 Degrees

CHAPTER SIX.

How Are Teachers Trained for the Protestant Schools of Quebec?

During the years that children are entrusted to the school, teachers are expected to assist so far as possible in their all round development. For such an important responsibility adequate training is essential. The history of Protestant education in the Province of Quebec shows that the qualifications demanded of teachers have mounted steadily with the realization of the significance of their functions.

The Protestant Central Board of Examiners is the admitting body to the Protestant teacher training institutions. Though the Board no longer conducts special examinations for diplomas as it did in the nineteenth century, it accepts only those who have satisfied the requirements laid down for admission to the teacher training classes. Candidates must not only be academically proficient but must be physically and morally sound. The Central Board reserves to itself the right of rejecting candidates who are not fit on these grounds.

Applicants for admission to teacher training classes should also be qualified by temperament. A right disposition is really indispensable, though it is not always possible for the Central Board of Examiners to satisfy itself fully concerning the presence of

LIFE IN SCHOOL

suitable qualities in all candidates before granting them diplomas. Because of the status earned in recent years by members of the teaching profession, it is more or less assumed that aspirants for admission to teacher training classes are ladies or gentlemen who possess within themselves inner qualities of divine grace and ideals which they may have the privilege of endeavouring to implant in the plastic minds of children. The staffs of the training institutions look for these characteristics in the students throughout the period of training for their profession. Those who do not appear to possess them are advised to seek occupation in some other sphere of activity.

The classes leading to the kindergarten, elementary and intermediate diplomas are conducted in the School for Teachers at Macdonald College, Ste. Anne de Bellevue. Courses leading to the High School diploma are given at McGill University, Montreal, and Bishop's University, Lennoxville. The course leading to the elementary diploma is intended primarily as a preparation for teaching in the rural elementary schools. The High School Diploma is the highest teaching certificate recognized in the Protestant schools.

There is no charge for tuition in the School for Teachers. Candidates for admission must, however, promise to teach for three years in the province, after graduation. During their period of training, which extends from September to June, students are expected to live in the college and must pay the required

TRAINING OF TEACHERS

charges for room and board as well as provide their own textbooks and incidental expenses. Bursaries of \$100 are paid to those who teach for three years in a rural school in the Province. Fees are demanded in the courses at the Universities, but there is no obligation to teach after receiving the High School diploma.

During their period of preparation, students are expected to extend their academic knowledge and are provided with facilities for doing so. As the training is essentially vocational, however, much time is devoted to the theory and practice of teaching. Courses are given in the principles of education, history of education, educational psychology, technique of teaching, school law and regulations, class management, art and music, as well as in English, French, Mathematics and other academic subjects. Much of the students' time is spent in the practice school, which is the laboratory of the potential teacher. Here they gain experience in the classroom by observing the regular teachers at work, watching the efforts of their classmates and by personally undergoing the test of practical teaching under expert observation and guidance. It is the most crucial test that intending teachers must pass. Those who do not demonstrate satisfactory ability in this respect are always refused diplomas.

One of the vital requirements is that each potential graduate must possess the power of securing discipline and holding a class under control. This

LIFE IN SCHOOL

does not involve the rigour of military obedience or the harshness of undue restriction. The skill of a teacher in securing discipline is indicated by the measure of his success in keeping each member of a class at work along desirable lines without interfering with others who are themselves supposed to be fully and profitably occupied.

It is desirable that, during their period of training, candidates for teaching diplomas should grow to like children more and to understand better their habits and attitudes. Teachers should be unremitting in their efforts to set before pupils high ideals of life and service which children should learn day by day and year by year to embody in their own mental and moral natures.

Certificates gained as the result of attendance at these courses are interim at issue. In order to gain permanent diplomas, holders must teach to the satisfaction of an inspector during two out of their first three years of teaching and must obtain from him recommendations for permanent diplomas. In addition, those who secure interim intermediate certificates must successfully attend Macdonald College for a summer session. Only holders of permanent High School diplomas are eligible for engagement as Principals of High Schools. The institution of the summer school in 1931 was one of the most important factors in connection with the training of Protestant teachers. By means of this agency, many of our teachers have already raised their professional status

Correct and Adequate Lighting is of Extreme Importance for Avoiding Eye-strain.

Twenty Per Cent of Window Area to Floor Area is Demanded in Modern Schools.

On Dull Days Artificial Lighting is Often Needed, Particularly in Places Remote from Windows.



The Amount of Light in a Classroom Insufficiently Supplied with Natural Light. The cards show that the Pupils nearest the window enjoy 25 Foot Candles but Those Farthest away have only 5 Foot Candles.

Lights Near Windows and those Near the Side Walls are on Different Switches.



The Electric Eye Lights those Bulbs Farthest from the Windows and Gives the Pupils Seated there 27 Foot Candles.

Interior of a One-room Rural
Elementary Classroom:
Bank of Windows on Right
Teacher's Cupboard
Lavatory
Tack Strip for Exhibits
Coat Rooms
Individual Movable Desks
Hot Air Furnace Register



A Four-room Rural School Built
According to New Standard Plans

TRAINING OF TEACHERS

considerably and have gained advanced diplomas. This fact should be realized by all who are interested in the schools.

Persons who intend to be teachers should examine themselves closely before deciding to enter a training school in order to see if they possess the necessary qualities and aptitudes. The large majority of entrants are young enough to look at themselves through children's eyes and see the qualifications youth would like its teachers to possess. If intending candidates find that they have the requisite capabilities they will probably be successful. If not, they should either develop them or not pursue a course that will lead to limiting unduly the happiness of the young.

Boys and girls would not regard the willingness to accept low salaries as satisfactory qualifications in the teachers of their choice. Probably the first characteristics the average child would look for would be the teacher's ability to be cheerful, to take a joke and show a reasonable sense of humour. High on the child's list of desirable characteristics would be his teacher's sense of fairness and his readiness to give each member of the class a square deal at all times. The teacher must have a spirit youthful enough to encourage the young in their sports. If he can also play games and show children how to play them better he will have a greater chance of obtaining and maintaining their confidence.

LIFE IN SCHOOL

Though probably not first on the list of characteristics the child desires, certainly not the last is the teacher's knowledge of his work. No consistent hero worship awaits the person who cannot do his job thoroughly. If good manners can be added, for good measure, to the traits enumerated, the teacher will probably measure up to the child's standards. Though it may surprise many adults to know it, this characteristic is certainly looked for in teachers by most children.

CHAPTER SEVEN.

How Has the Course of Study in Protestant Schools Improved?

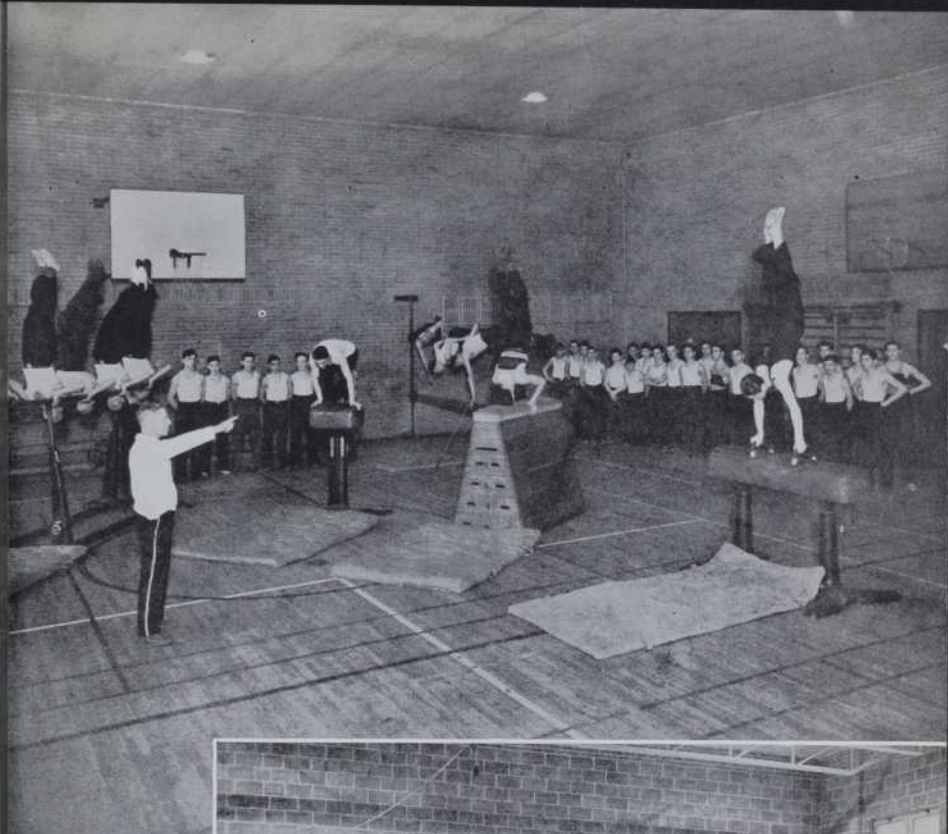
About sixty years ago it was seriously claimed that a child of fifteen years of age should know the following:

1. How to read and spell well.
2. How to write a neat and legible hand.
3. The main points in the geography of the world, and the leading events in the country's history.
4. How to speak correct English and write a well expressed letter of business or friendship.
5. How to work accurately any plain business question involving the four elementary rules in Arithmetic, common and decimal fractions, and simple interest.

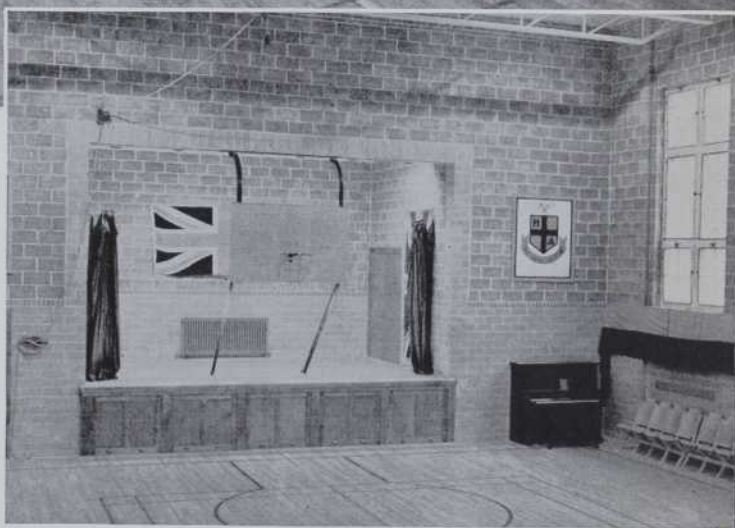
It may be that many a business man today would be glad if he could find a boy or girl for his store or office who is proficient in these five respects. Few people, however, would be satisfied if children aged fifteen had only the educational attainments enumerated. At the time the claim was made, the list given contained about the total of the academic expectation for children of that age, for the standards named were set up as desiderata. It is perhaps as difficult for many adults of today to realize this as for them to recognize that forty percent of their great-grandparents had to make their mark in the English parish

registers because of their inability to sign their names. Yet that was the state of affairs at the time of Queen Victoria's accession to the throne.

At that time the whole elementary course of study in Quebec Protestant schools consisted of Reading, Writing and Arithmetic, though Geography and Grammar found places soon afterwards. The plan of learning then was that of memorizing. When they had committed to memory such lists as "so, not, well, up", pupils thought they had learned all the adverbs in the English language. They considered this as knowledge to be acquired for its own sake, not recognizing that the parts of speech of many words depend upon their use in sentences. No question was asked concerning such futile labour. They memorized any other facts that individual teachers thought worth while or were capable of teaching. Pupils when learning to read were taught to spell every word first. Consequently several terms were used in apprehending what the pupil in the modern school acquires creditably during his first year in school by a combination of phonetics and the "look and say" method. In Arithmetic, addition and subtraction examples of fifty figures were common in order that pupils might be kept busy, though during their youth they may never have had a practical problem to solve involving much more than fifty cents. These facts are not surprising, for it is less than seventy years since the haphazard methods of teachers were superseded by an organized course of study in the Protestant schools of Montreal.



Physical
Exercises
in
the
Gymnasium



A Combination Gymnasium
and Assembly Hall

Enabling
Children
to go to
School:

Teachers
Sorting out
Boxes of
Clothing
as
Received



Shoes
for the
Needy

COURSE OF STUDY

Several more years elapsed before the first course of study was laid down for rural schools.

If the proof of the pudding is in the eating, the proof of the improvement of the course of study and methods of teaching is to be found in the product of the school. The errors made in some Visitors' Registers in this Province are not likely to be repeated by the children of the present day when they are old enough to sign them.

In 1875, a very pompous militia captain wrote: "I find this school better on the hole than I was in hopes of."

When spelling lessons formed a large part of the curriculum, the manager of one of the schools in the Eastern Townships announced his intention of visiting the school. The master thereupon informed his senior pupils that they must do their best, but he would not correct them so that they might not feel humiliated in the presence of the visitor. So far did their ability surpass that of the manager and his expectations that before leaving he wrote: "They are doing fine. They spell like the Devil. Never missed a word."

The first printed courses of study contained outlines for five years in the city elementary schools (together with oral instruction in half day preparatory classes) and for four classes in the rural schools. In the Montreal High School for Girls a few pupils followed the ten year course that was provided. The course

LIFE IN SCHOOL

in the Boys' High School in Montreal lasted eight years. Before the introduction of courses of study, there were no grades in the schools. Pupils in Academies and Model schools could stay as many years as they wished and pursue their studies as far as their teachers could take them. The present course of study is continuous and progressive for eleven years in all high schools and leads to the high school leaving certificate. In selected high schools a twelfth grade has recently been added.

The original courses in the elementary schools contained a different substance from the curriculum of today. In the high schools, the classics were stressed and much attention was given to Euclid and Algebra. While not neglecting Latin, Geometry and Algebra, the courses now emphasize English, French, Science and History. The teaching of Manual Training is encouraged for boys. Large grants are given for the installation of Household Science equipment that girls may learn how to care for and beautify their homes and learn the art of cooking. Adequate annual grants are also offered to School Boards that engage qualified teachers of this subject. The present course is much more extensive than former ones and greater efforts are made to encourage independent thought.

Many people think that the modern curriculum is overcrowded. This is no new idea. Years ago parents were shocked at what they termed the "ignorance and stupidity of men who could so overload the minds

COURSE OF STUDY

of children". Though there are exceptions, modern pass lists prove that the curriculum is well within the capacity of the large majority of the pupils. Much has been added to the content of the subjects in recent years, the method of approach has been greatly improved, and the treatment made more practical.

Though several syllabuses have been introduced and multiple textbooks have been authorized to allow teachers a certain freedom of choice in subject matter and methods of teaching, there is a somewhat marked uniformity in the course of study. Since all textbooks must, according to law, be authorized by the Protestant Committee, this condition is likely to continue. But there is no desire to hamper any progressive School Board. The system has advanced to the stage where improvements that can be made in one school probably will be found useful in others. As migration from one town to another is common and as parents must purchase textbooks for their children, a somewhat uniform course of study has decided advantages. Moreover, as teachers are trained for the elementary and intermediate diplomas in the one Normal school, instruction of a definite and practical character can be given concerning the common course. Coming movements can be prepared for in advance. This was done when the course of study in English was so radically changed a few years ago. The schools are now following a broad course of study which is taught by teachers many of whom were prepared for it in advance at the training school.

LIFE IN SCHOOL

The value of Activity work or the Enterprise programme is recognized and teachers are urged to give it a place in their school procedure wherever possible.

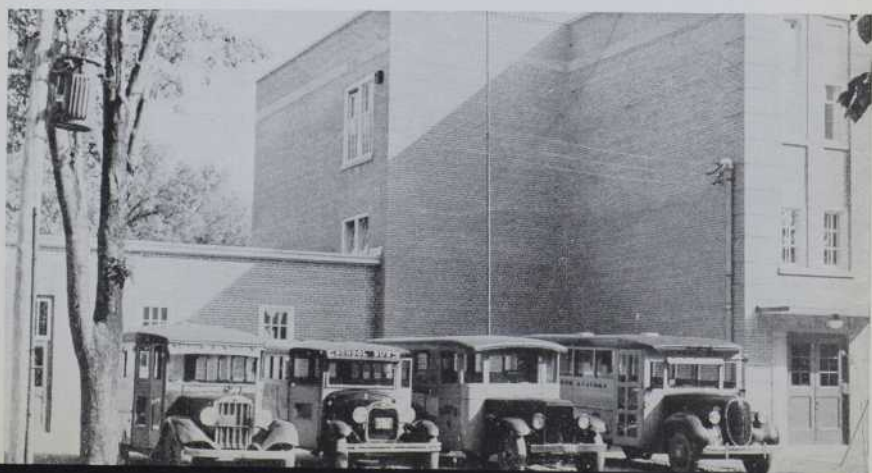
A careful comparison of the Quebec Protestant course of study with many of those in the other Provinces of the Dominion and other English-speaking countries was made in 1931. As a result, it was discovered that the Protestant schools of Quebec do not suffer in the general comparison. Because of the important revision that has been proceeding in recent years, this statement is probably truer now than it was then. It is the intention of the Protestant Committee, while maintaining its conservative attitude, to continue to improve the course as conditions allow.



City Needy Receiving Gifts of Shoes, Collected or Bought by Teachers

ENABLING CHILDREN TO GO TO SCHOOL

Many Rural Children Are Conveyed by Bus





Fire Drill is Compulsory in all Protestant Schools.
Even Large Schools Can Be Emptied in a Minute or Two.

An Outdoor Pupil Assembly.





A Modern Kindergarten

Teaching Speech to the Deaf
and Hard of Hearing





How the Children Love to Play !

Note the Lighting — Also the Light Above the Sloping Blackboard



Lunch Hour in the Kindergarten

CHAPTER EIGHT.

What Are the By-Products of the Classroom?

The average adult usually thinks of the school merely as a place where children go to learn the contents of certain textbooks and a few skills such as writing and manipulating figures. A fact not so commonly recognized is that while youth is acquiring knowledge and techniques it is also developing many habits and attitudes as by-products of the process.

Though this phase of learning is of such vital importance, it is the one least thought of by the public at large. Sometimes the parent whose child benefits by the character of a teacher who is governed by the laws of duty and honour expresses his appreciation for he knows that the influence of the true lady or gentleman is boundless. This aspect of school life, however, looms particularly large in the mind of the parent who can see the evil influence upon his child of the "unprofitable servant" who occasionally elbows his way into a classroom.

Companionship is presented to pupils when they register in school. This is needed to assist their all round development. Without association with play-mates, children fail to develop essential qualities for they learn quickly from one another habits, attitudes and skills that can only with difficulty, if at all, be learned from adults. Kindness of disposition may be

developed in a happy environment while perverse inclinations usually slacken with the thought that they may have to be paid for. The school has forces at its disposal for aiding the moral and social advancement of pupils. Many a child has been known to amend his conduct because of right influences in school. Without the guidance of a sympathetic and understanding teacher, however, destructive forces may replace potentially constructive agencies.

Occasions arise very often where honour, goodness and other necessary traits of a well-rounded character can be developed. Clean mouths, from which falsehood and profanity never proceed, are the rule not the exception in our schools. It is difficult to find a class where the pupils lack all or even most of the virtues. Capable teachers will select the right circumstances and bring to bear the influences that are lacking in the lives of particular pupils. Many teachers have the wisdom that enables them to trace deficiencies in their pupils and know how to apply suitable remedies.

Watching the success of a classmate or his methods of work may inspire a boy or girl to his greatest endeavours. Ambition is frequently born in the classroom. Seeing others cheerful may cause the despondent to discard their fancied ills. Spurred on by the courage of others, a timid little fellow may abandon his faint-heartedness. Concrete lessons on courtesy may reshape the manners of a class. If given certain individual tasks to perform, children

BY-PRODUCTS OF THE CLASSROOM

often learn self reliance and dependability and may acquire other qualities that conduce to leadership. Honesty learned in one situation may become a trait of character. The habit of punctuality acquired during school days may continue as a life characteristic. Refined manners and correctness of speech can be acquired in a cultured environment.

Numberless parents encourage their children to learn habits of industry but meet with indifferent success. They recognize how vital is the power to grow mentally. The school is the ideal collaborator with the parent. Moreover, it is not unusual for "teacher" to be obeyed more readily than mother or father especially when the first named has the confidence of his pupils. He is not "owned" by the child in the same way that the parent is and does not give in unduly to the selfish whims and freaks of any single child. The alert school Principal can summon to his aid swarms of "busy bees" to assist him in his task of setting an example of work or other desirable qualities. For the building up of right habits he can command school morality squads, toothbrush divisions, safety brigadiers and fresh air battalions. Such teachers who honestly and ardently try to live and move and have their being for the betterment of their pupils are many. They are worth their weight in gold.

Respect for property and for law is inculcated in school. The child sees there many articles which are not his and has to learn not to tamper with them. He finds that if he wishes to have his property

LIFE IN SCHOOL

protected he must preserve that of others. He discovers that the law of the school will come to his aid when his rights and privileges are infringed. It will soon be borne in upon him that the wrong-doer is punished; that lying, stealing and cheating are all taboo in well regulated communities. He may not be able to comprehend the meaning of the maxim that "the wages of sin is death" with the same fullness that is possible to a mature adult, but the truth will gradually dawn upon him that cheating leads to lying, quarrelling to fighting, stubbornness and bad temper to disagreeable contacts with his neighbours. Furthermore, even while very young, he will realize in some degree that with what measure he metes it will commonly be measured to him again.

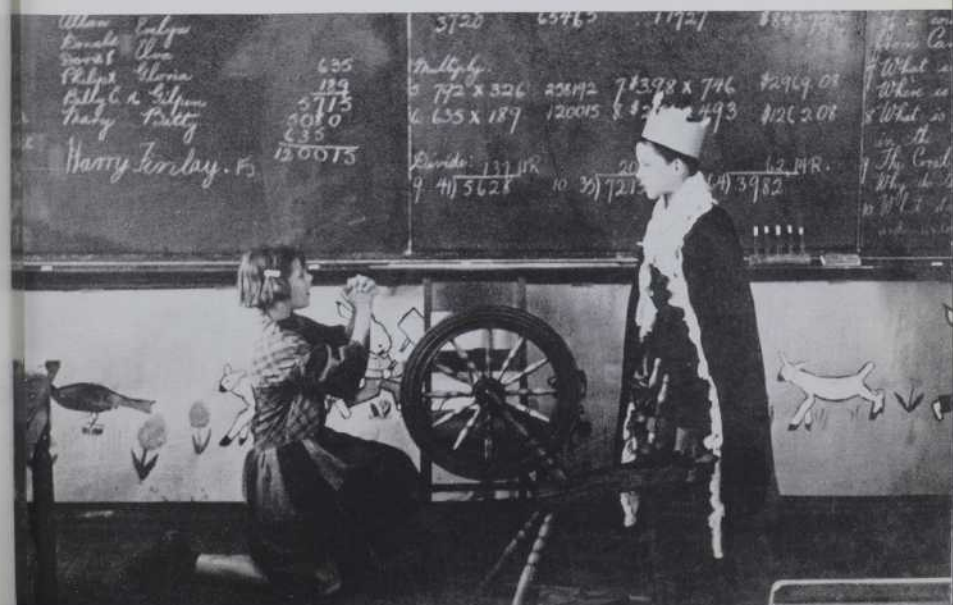
The commandments given by the lawgivers of old are not learned only in parrot-fashion in the modern classroom. In the dealings that they have with one another, children soon begin to appreciate their practical significance. The gravity of such dicta as "Thou shalt not kill" (by word or deed), "Thou shalt not steal" (morally or physically), "Thou shalt not bear false witness", is perhaps slowly but none the less surely apprehended. Though children use fitting means to teach these lessons to one another they are not always ultra-kind in the selection of their methods of instruction. It is often necessary for teachers to point to the two supreme commandments of Jesus and to set the example of honouring the divine law and loving one's neighbour as himself.

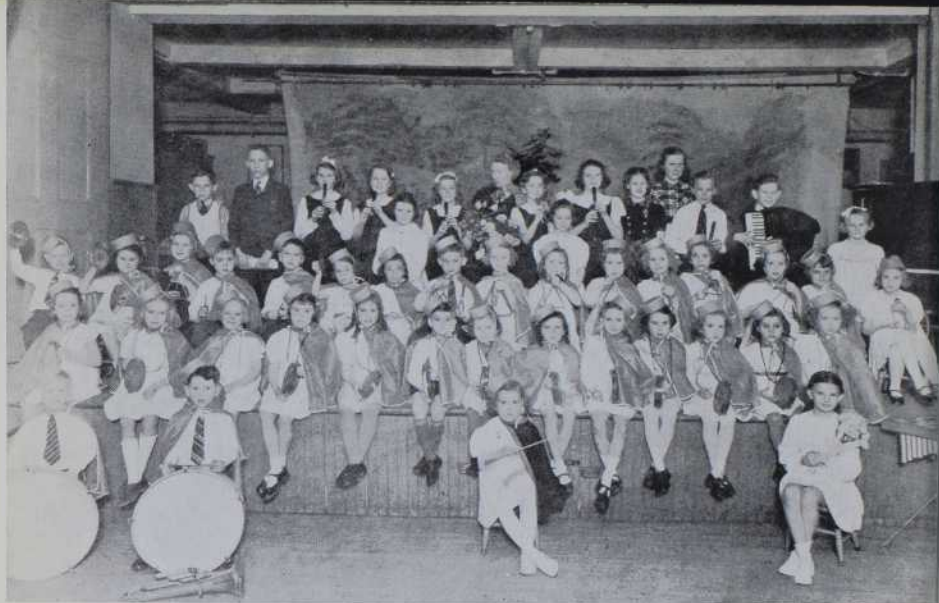


Kindergarten Circus

"ALL WORK AND NO PLAY MAKES JACK
A DULL BOY"

Classroom Play — Rumpelstiltskin





A Rhythm and Percussion Group

RECENT FEATURES OF LIFE IN SCHOOL

Harmonica Bands Are Common



BY-PRODUCTS OF THE CLASSROOM

These principles are not taught to children in a day or a year. Tender nursing is needed as the moral and social consciousness gradually unfolds. It is necessary for teachers to point out that misfits often appear not because they lack brains or even ambition, but because they do not have a right conception of life and that true morality can be acquired successfully.

Seldom have people tried to place advantages before youth as adequately as the parents of the last few decades. And rarely has a generation needed them more than that of today. Children have entered the world during a period of rush and excitement in which insufficient time is usually given for thought and where much instability and disquiet are on every side. So far they have met conditions well. A steadying school influence is needed to help them to retain a sane outlook.

CHAPTER NINE.

What Lies Beneath the Surface of the Course of Study?

Children go to school to learn. But young and old alike are too much inclined to think that the knowledge acquired in school is contained within the pages of the textbooks from which most of their lessons are assigned. The main purpose of textbooks is to give direction to children's learning, but in too many cases they appear to be the sum and substance of the course. Because examinations are usually based on the contents of the textbooks and because promotions are commonly dependent upon examination results, the belief prevails that gathering information from textbooks, remembering it and reproducing it is the beginning and end of education.

A child does not carry all his knowledge in his school-bag. All that every human being ought to know will never be found in school texts nor be taught in school. The modern school is not a typesetter's composition room where the copy is followed exclusively. Every individual is encouraged to delve beneath the surface of each subject on the course of study to find its meaning for himself.

Far more important, for many purposes, than the knowledge they acquire at school are the habits and attitudes that pupils build up while following the

BENEATH THE SURFACE

various subjects of the course of study. Efforts are being made in all schools, but more particularly in those taught by good teachers, to inculcate principles, ideals and habits that are inherent in the course of study in the best interests of individual children and for the present and future welfare of the nation.

English is necessarily taught both as a spoken and a written language. Each person is consciously or unconsciously given a rating every time he opens his lips to a stranger and often when he speaks to a friend. He is judged also by his written communications. As pupils read literary selections they are therefore asked to consider the thought expressed and the manner of expression that they may make the best thoughts in the language their own and thus increase the measure of their culture. They are urged to observe how good writers use language so that they may reveal their own thoughts clearly and elegantly, both when they write and when they speak. A play of Shakespeare's, for example, is not taught merely that the child may appreciate the beauty and truth of the thoughts or the elegance of the language. The good teacher tries to lead children to live in Shakespeare's time, become acquainted with the manners and customs of a previous age, recognize the greatness of the art of the greatest master in the language, live with him, think with him, understand him and follow him.

The power to organize one's thoughts is afforded by English composition. One learns the necessity for

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Careful observation and descriptive narrative when he writes an original press dispatch as he becomes in imagination a newspaper reporter. In correspondence, observance of the common formalities and even the choice of notepaper and method of folding it reveal much of the writer's culture. Paragraphing, punctuation, spelling, choice of words, phrases and form of sentences show the care with which the learner apprehends and mark the degree of his intelligence. The directness, clearness and smoothness of flow of his language reflect character. The independence or otherwise of his thought and judgment can be ascertained by the person who looks below the surface to the thinker himself. The discerning eye or ear can perceive the qualities of the workman. Carefulness, perseverance, thoroughness and other traits of industry and talent reveal themselves.

Because the student of history has made himself familiar with the process of human development he proves himself an interesting companion. He who has thought beyond the records of kings, dates and the catalogue of wars to the principles of living which have either developed or endured through the ages will learn to interpret the present by means of the past. If the information derived from the textbooks spurs him to read elsewhere, it has quickened a habit that should serve to brighten his life. Moreover, he may learn some lessons that will be of service to him in his relations with his fellow men. He will discover that, with individuals as with governments, it is



Reading the Story

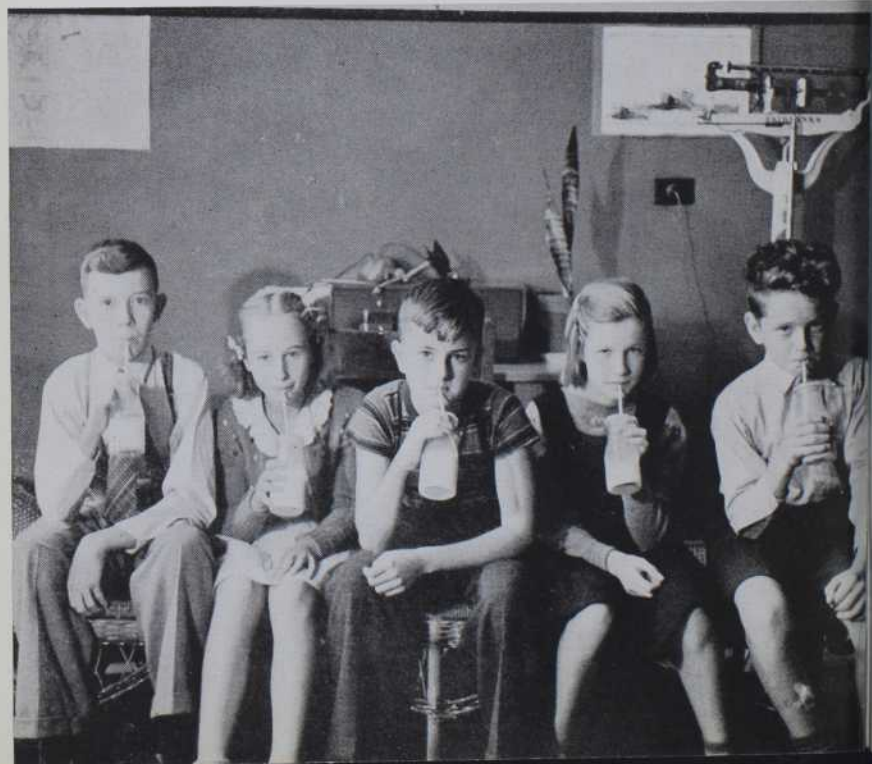
THE STORY HOUR

Telling a Story





MILK FOR HEALTH'S SAKE



BENEATH THE SURFACE

usually true that justice will prevail and that tyranny will secure its deserts.

In the study of French, by-products are memory-training, accuracy of observance of detail, careful analysis, persistence and a greatly enlarged outlook upon life because of the introduction one obtains to another living language and literature. By the study of a second language one acquires a more precise knowledge of many words in his own tongue. In addition, he learns shades of meaning and fine discrimination between words in the two languages. Thus the development of clear thinking is aided. A resident of the Province of Quebec, through this second language, also acquires a knowledge of the manners and thoughts of a race closely linked with his. He secures a useful business asset. Those who travel in foreign lands have a source of added profit.

Learning French is indispensable to those English-speaking people in Quebec who desire to meet their French-speaking compatriots on equal terms. Otherwise they must acknowledge some inferiority in their mutual relationships when the French Canadian shows that he is bi-lingual. The course of study in this subject is not only cultural in Quebec; interwoven with the cultural aspect of this subject in this Province is its practical importance.

In such subjects as Geography, Nature Study and Science, the powers of observation are developed. In the first named, children are taught the lesson of their dependence upon Nature, that the habits of people are

conditioned by the climate, and that climate affects their habits. They discover that certain factors must be present before industries can locate in certain regions. They learn the dependence of one people upon another, the necessity for the exchange of commodities among civilized races and the benefits of co-operation. When the studies of geography and history are combined they become even more convinced of these inter-relationships.

The mathematics demand clearness of thinking and penetrative analysis. The study of geometry furnishes practice in systematic thinking which pupils, because of their immaturity, cannot be expected to obtain through formal logic. Direct reasoning is necessary for the solution of a large number of exercises or "riders" that must be worked out by the pupil of today. The process of "reductio ad absurdum" reasoning opens up an entirely new mode of thinking which is invaluable in finding the full implications of each new line of argument.

The object of the study of hygiene is not simply to learn certain facts concerning the bones and veins but to learn how to care for the body and the influence that its condition has upon the mind. Pupils are taught how to stand, sit and walk, what to eat, how to sleep, how to work and how to play. Habits are developed that should result in better living.

These are not the only subjects by means of which children are taught to think and to form good habits and attitudes. Every day, in every subject, the good

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teacher is encouraging, even compelling, pupils to think many times during the course of a lesson. Moreover, he is using his ingenuity to create in children the urge to let the initiative for each new piece of work come from themselves, wherever possible. This is both a mark of the teacher's efficiency and a justification of the course of study.

CHAPTER TEN.

How Has the School Programme Been Extended in the Elementary Grades?

The modern school has extended its influence far beyond the limits of what was formerly considered to be its sphere. Many incidental activities have been added to the programmes of most of the Protestant schools in Quebec in order that children may receive a much broader development than would be possible if they merely followed routine courses of study and learned from textbooks only. As a consequence, school is usually a brighter and more attractive place for them than it was for their parents. By means of these enterprises the old barrier between teacher and pupil has been largely broken down. When teacher plays with child and shows that the latter's interest is his primary concern friendship displaces less kindly feelings.

The small school with one or two pupils only of the same age is not as good a training ground for the newer activities as that in which all the members of a class are of relatively the same age and size. Nevertheless even there efforts are made by modern teachers to introduce the more recent practices. In the better and larger schools many opportunities are present for bringing in the varied projects that appeal to the natural energies of children and that direct

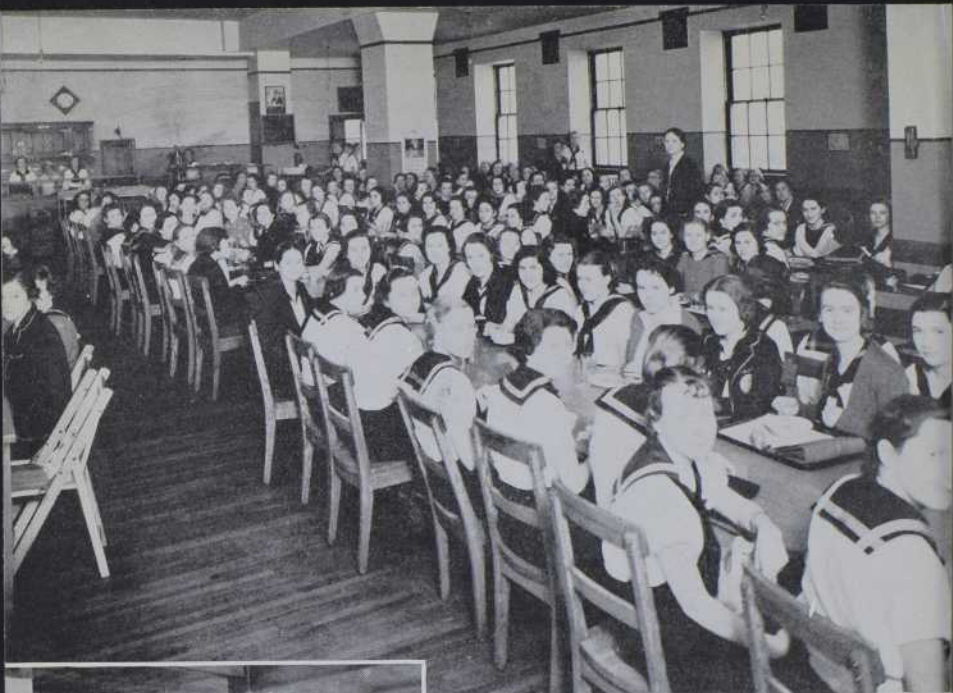


Dental Clinic

Medical and Dental Inspection
are Features^{of} Life in Many
Schools



Medical Inspection



Cafeteria of Montreal High School

— A Rural Lunch Room

Service Clubs, Women's Institutes and
Other Clubs Assist in Providing Hot
Lunches



EXTENSION OF SCHOOL PROGRAMMES

their thinking and endeavour along lines that will yield lasting satisfaction.

The purpose of the school in thus enlarging its sphere is to make use of the occasions that present themselves to develop the character, manners and good habits of children, to train them in the amenities of social life compatible with their age and to strengthen their moral fibre. In the elementary school, story hours are frequent; plays and games that help them to understand and remember are introduced. Simple folk dances that improve carriage, give ease of movement and assist in social relationships are often taught. Birthday parties are common in many classrooms. Hallowe'en and Christmas festivities and Valentine parties are annual events. In kindergarten and first grade classes, rhythm bands of assorted toy instruments are quite popular. Among junior boys and girls harmonica bands are becoming customary. Assemblies are conducted every morning in some schools and weekly in others. These give tone to the school. Addresses on various topics are given by the Principals, teachers, ministers, and other friends of the school. Sometimes items are provided by the pupils. The school choir is a feature of many of the elementary schools. It brightens the assembly upon occasion. The choir is distinct from the singing lesson. The former is optional but the latter is part of the course of study. In city elementary schools it is not unusual for this voluntary feature of school life to include two hundred voices.

LIFE IN SCHOOL

The hour when library books may be chosen is one of the most interesting of school periods. In the classroom libraries, which are a feature of many of our schools, the choice of books is still further facilitated. To listen to pupils as they endeavour to select books for extra reading is delightful. Not at random do even young people choose their authors. They want to know what a story is about before they decide to spend time on it. Pupils who have read a story are very frank in offering their opinions about it and, by so doing, they unconsciously develop their power of literary judgment.

Health programmes form a part of the curricular activities but they do not end with the study of books. In many schools medical service is provided. Medical inspection is common and the school nurse is a valuable addition to some staffs. Dental health is improved through the school. Regular inspection of teeth is a contribution of many schools to the health, comfort and appearance of the pupils.

Children learn outside of the school under the direction of teachers as well as beneath its roof. In the country, nature study excursions are usual during the Spring and Fall when children study flowers, weeds, trees, shrubs, bird and animal life at first hand. Saturday hikes of teachers with pupils are frequent. In the cities and towns children are taken to factories, shops and other centres of interest. Large numbers avail themselves of the privilege of visiting the available museums, Art galleries and historic buildings

EXTENSION OF SCHOOL PROGRAMMES

such as the Chateau de Ramezay in Montreal. In addition to the exhibitions at the McCord Museum, special lectures are given in Canadian history by competent instructors who also deepen the interest of teachers and pupils by encouraging the asking of questions.

Safety Brigadiers are being introduced to assist in accident prevention. Children going to and from school in populous centres have so frequently been the victims of accidents that extraordinary precautions for their protection became imperative. Special policemen are detailed for this service in the vicinity of some schools but the conspicuous white belt and shoulder strap of the Safety Brigadier is now known to the motorist. He obeys the youthful traffic official who loves the responsibility and knows that it aids his mental growth.

Charitable work is also a feature of school activity in the cities. Rich and poor alike help in humanitarian movements. Teachers try to see that under-nourished pupils receive rations of milk and as much food as possible. They collect clothing for the needy. The Daughters of the Empire and the Service Clubs render most valuable assistance, and Welfare and Social Service agencies cooperate. In several Montreal schools as many as two hundred and fifty half pint bottles of milk are served to indigent and physically under-developed children every morning. Cod liver oil is also supplied in some of the schools to pupils who require it.

The clothing room operated for the benefit of

LIFE IN SCHOOL

needy families is a major contribution of the city schools. Without such an activity, many pupils would be wholly unable to attend school and would thus be deprived even of an elementary education. The good effects of this assistance upon the future of Montreal can only be visualized if one tries to imagine the situation that would arise if the school considered that rendering such service was outside of its scope.

Providing pupils with shoes presents one of the greatest difficulties of schools in poor districts. Though suffering salary reductions, devoted teachers in those districts set aside money for relief work. Most of it goes into shoes. Pupils arrange concerts on Friday afternoons, in some instances, to provide money to buy shoes as well as textbooks, eye-glasses and even food for their poorer comrades.

Organized athletics do not hold the major place in the elementary school that they have in the high school. Nevertheless, all the common games are usually played wherever possible and an endeavour is generally made to have all the pupils participate.

Facilities are needed in order that the newer activities may be promoted. So important are they regarded in Quebec that no large school is now built without the School Board considering the advisability of constructing library, gymnasium and assembly hall. In the country, large playgrounds are considered essential. Without suitable equipment the efforts to develop children fully are seriously stultified.

CHAPTER ELEVEN.

What Is the Function of the Junior Red Cross in the Schools?

The most general type of non-curricular work encouraged in the elementary grades outside of the regular classroom hours is the Junior Red Cross. In Quebec, the organization is governed by a very active central committee.

The Red Cross is international. Enrolled in the Junior division are millions of boys and girls of every race, nationality, creed and colour. The objectives of the Junior Red Cross are both practical and desirable. They consist in striving to live hygienically, to learn the fundamentals of citizenship, and to lead lives of service. The motto of the Order is "I serve." Each Canadian member takes the following pledge: "I promise to serve the King and to honour the flag of the British Empire and to work for the Red Cross, the emblem of service for others." Junior Red Cross was organized in the schools during the Great War in order that school children might share in service activities for the soldiers at the front.

When representatives of the Great Powers gathered in Paris to discuss the terms of the Treaty of Versailles, many statistics gathered by several nations were compared. Those relating to health showed that health conditions among the nations involved were

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little short of tragic. In Canada, for example, in the third year of the war when conscription came into force, it was said that only one man in three possessed a normal health rating. In England the record was stated to be even lower. It was, therefore, decided by the leaders of the various governments that something radical must be done to give instruction in health education. The International Red Cross, at the request of their national governments, undertook this programme. Later, the League of Nations encouraged the establishment of Red Cross Organizations having as purposes "the improvement of health, the prevention of disease, and the mitigation of suffering." At a meeting of the International Red Cross, attended by representatives from over sixty nations, the means for carrying out this programme were discussed and, as it was felt that one of the best ways for doing so would be by inspiring children to follow rudimentary rules of health, Junior Red Cross activities came into being.

The Junior Red Cross furnishes a means for bringing home to the young child, in a practical manner, the lessons he reads in his Health books. The daily rules of health are practised and the building up of the necessary habits to ensure good health is encouraged. Team spirit, leadership and example work together to aid children to form habits of cleanliness, correct posture, accident prevention and good citizenship.

Each class in every Protestant school in the Province is urged to form a group, but each is free to or-

JUNIOR RED CROSS

ganize or not as it wishes. The movement is based upon the principle of self-government for each unit. The teacher is called a Director but is expected only to give benign direction and to leave the operation of the branch in the hands of the pupils. For this purpose, officers, consisting of President, Vice President, Secretary-Treasurer and Circulation Manager (to care for the distribution of the Magazine) are elected from among the children themselves. The whole group is therefore taught how to conduct meetings in approved style and the officers and members of committees, early in life, learn how to bear responsibility.

The spread of Junior Red Cross in the Province of Quebec has been remarkable. This is largely owing to the encouragement given by the Department of Education since 1923. Previous to that time only forty groups were in existence with a membership of 1344. The most recent figures show that 1819 branches have been organized and that the enrolment has increased to 53,465 in the Protestant schools from Gaspé County to Timiskaming. So much has this organization justified its existence that many of the schools report enrolments of one hundred percent and have done so for several years past.

No fees are exigible in this Province though individuals may subscribe to the monthly magazine and may contribute a little towards the expenses of management. Each member receives a badge which is his emblem of membership and which he values as he understands the meaning of the Red Cross. A certifi-

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cate is issued to each class. Posters and news-letters keep the principles before the group. In the news-letters the members read the printed reports that they send in of their own work and learn of the activities of other branches in the Province.

The cooperative efforts of the Junior Red Cross groups in the Schools of the Province render enormous benefits to the poor, the sick and the afflicted. Throughout the entire school session many individuals and families receive aid directly from the various branches. Frequently the Juniors give relief to their own members. Recently, they have subscribed for the purchase of two ambulances.

At Christmas every year a great effort is made on behalf of the Crippled Children's Fund. This Fund is made up of the pennies earned or saved by the several branches. In addition, members sell thousands of special calendars at ten cents each. These efforts result in happiness for many children whose future would otherwise have been extremely problematical. The Fund thus created finances the railway transportation, hospitalization, and other expenses that will enable young cripples to secure the medical aid they need. Many thousands of toys, clothing and other articles reach Headquarters for distribution to people who need assistance. Last year, a net profit of \$7970 was received from the sale of the calendars.

All kinds of cases are cared for by the Juniors. A group may work for the Crippled Children's Fund or



A
Class
in
Art



A Demonstration of Art Work. The Children
Are Shown How the Artist Has Handled Perspec-
tive, Composition, Design, Light, Shade, Colours,
Foreground, Middle Ground and Distance.



Murals Painted by Girls of Grades X and XI

JUNIOR RED CROSS

for an individual patient. Reports concerning such patients are published from time to time in the newsletters. In addition to the cripples, the Juniors have discovered and aided many cases of blind, partially blind, tubercular and other afflicted children and have reported them to Headquarters. Every case so reported is investigated. Hundreds are benefited annually, the treatment sometimes extending over a year but no patient is discharged so long as he can be helped. The Junior Red Cross will advise parents what steps to take and will arrange hospital accommodation for cases which come under the Quebec Public Charities Act.

Several projects undertaken by the Junior Red Cross in co-operation with the Department of Education are worthy of note. Finding that suitable photographs of King George V, and Queen Mary could not be obtained, it became necessary in 1931 to request their Majesties to do us the honour of sitting for their photographs. This they did expressly for the school children of the Province of Quebec and the schools were consequently well supplied with their portraits. When shown the photographs Lord Tweedsmuir stated that they were extremely good likenesses. The Junior Red Cross now provides facilities for the purchase of photographs of their Majesties King George VI and Queen Elizabeth.

In co-operation with the Inspectors of the Department, the Junior Red Cross undertook a campaign for the beautifying of the schools. Excellent results have

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been obtained. Dark colours have disappeared from the walls of classrooms and have been replaced by those that lighten the rooms and save the pupils' eyesight. In the lower grades especially, plants, and drapes that beautify but do not darken, ornament the windows. Carefully selected pictures, which help to adorn classrooms and halls, are sold to schools without profit. Many school buildings have been re-painted. Grounds have been enlarged and levelled. Trees and shrubs have been planted.

In order that patriotism may be further inculcated the Junior Red Cross is supplying to schools, at cost price, Union Jacks neatly mounted on suitable flag staffs for the interior of the school. It is hoped, by this means, that the Union Jack will be displayed constantly in every classroom.

CHAPTER TWELVE.

How Has the School Programme been extended in the High School Grades?

Though important additions have been made to the activities of elementary school children with a view to deepening their interest in school life and preparing them better to take their places in the more rapidly moving world they have entered, it is in the high school grades that the most extensive additions of a more or less voluntary nature have been made to the programmes.

Libraries and reading rooms where children can browse at intervals have grown to be an integral part of school equipment. Libraries in each classroom have become the order of the day in most of the Protestant schools. The opportunity thus afforded for cultural reading, often closely allied to the usual type of school work, gradually leads pupils to develop individual tastes in literature and to form genuine study habits.

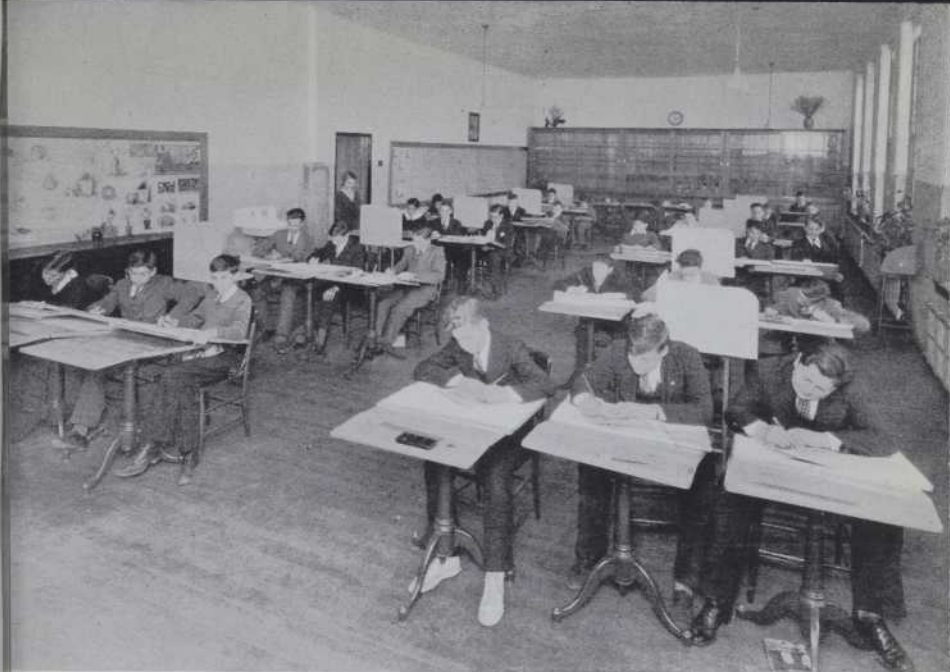
Related to the reading habit is the inclination on the part of pupils to express themselves in writing. Though the formal composition class still continues, its work is vivified, particularly in the upper grades, by the contributions that the members send to newspapers and periodicals. It is not now unusual for children in Protestant schools to take full control of the issue or a section of the issue of a local newspaper for a day. School children frequently write for the news-

LIFE IN SCHOOL

papers. In many cases, the pupils contribute under their own names. This adds enormously to the diligence with which they work and greatly stimulates learning.

The "Annual" is a feature of Grade XI life in the large High Schools. This book records the activities of the graduating class in particular, but a number of pages are reserved for the other grades. Literary articles are included as well as those that are mainly descriptive. Even original humour is attempted. Art work by pupils and photographs of the classrooms and various activities of the school reveal a large diversity of interests and much talent. Enormous practical experience is gained by those who participate in such undertakings. The mechanics of writing assumes an importance for the editorial staff hitherto unrecognized. Much creative activity is also demanded. Economy of space and selection of words are seen to be fundamental. Business procedure takes on a new meaning for the Business Manager and his assistants.

Public speaking, debating and dramatic clubs help pupils to express their thoughts while on their feet. This training is invaluable for those who, later in life, will occupy public positions. Audiences much more friendly and sympathetic are faced in school than can be counted on in adulthood, and those young people who profit by their opportunities are to be considered fortunate. Some of the plays dramatized by high school pupils have been commented upon very



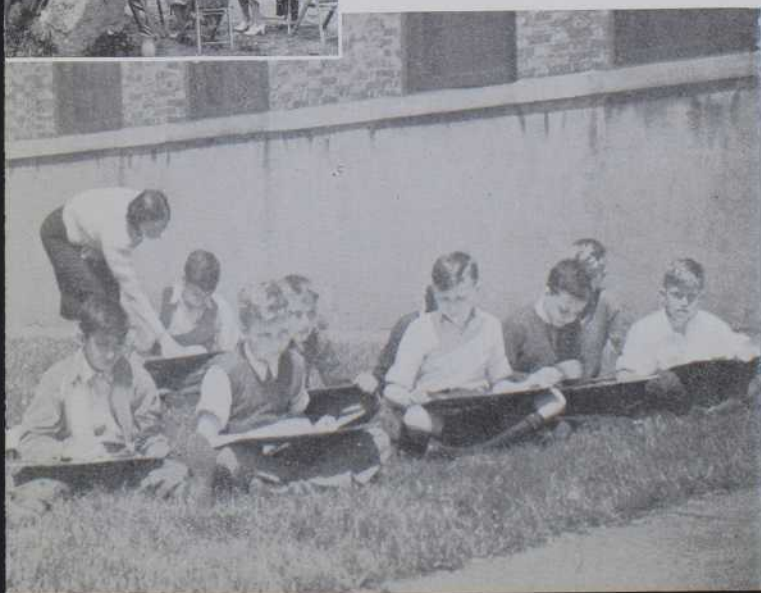
Boys Often like Art Work as well as Girls and are Frequently as Successful

They Sketch from Living Models





O U T D O O R



S K E T C H I N G

PROGRAMME IN HIGH SCHOOLS

favourably by critics. Inter-class and inter-school debates are common.

School choirs are becoming more popular. Some are attempting very advanced work. Light operas and grand operas have been staged and the presentation of some of them has met with marked success. Large audiences sometimes listen to school musicales, several of which have been broadcast. The choirs of the High School for Girls, West Hill and Baron Byng High Schools have well deserved reputations in Montreal and their services are sought by important organizations outside of the school. A recent concert of the musical activities programme at the Montreal High School astounded many of the listeners by its excellence.

The school orchestra and school band are inducing many pupils to continue their musical training. They provide a pleasant means for the more extended use of the talents of those who have already made some progress in this direction. In some schools pupils can commence to learn musical instruments. Such features add greatly to the enjoyment of the audiences at commencements, debates, home and school and other gatherings connected with school life. Frequently also, the orchestra and band enliven the school assembly.

Cadet corps, boy scouts, girl guides, wolf cubs and sea scouts are organized in connection with many of the schools. These organizations have excellent aims and, if well conducted, will lead to the forma-

LIFE IN SCHOOL

tion of many valuable habits. In connection with the cadet corps, military officers frequently give instruction and the cadets learn signalling and rifle shooting in addition to physical drill.

Clubs of a distinctive kind are frequently fostered by teachers who have special talents. Stamp, camera, chess, radio, physics, chemistry, French, history, glee clubs and hobby groups are found here and there. In the High School for Girls, Montreal, knitting groups, classes in weaving, rug making, linoleum cutting, block printing, furniture painting and dressmaking are held. At Coaticook, a High School revue has been presented at the local Opera House. At Huntingdon, the pupils take part in Amateur Night at the local theatre. At Westmount High School there is a life-saving class and a St. John's Ambulance Corps. A fencing class is conducted in the Montreal West High School. A home nursing course is given at Lennoxville. School fairs are annual events in many schools. Picnics, skating, skiing and sleighing parties are organized frequently and longer outings are arranged occasionally. A graduation dance often follows the graduation ceremony.

Foreign correspondence is occupying a large place in the lives of pupils. The number of requests from abroad for youthful correspondents increases annually. Pupils exchange stamps, picture postcards, photographs, railroad and steamship announcements and tourist guides with their correspondents. The letters from the United Kingdom and Australasia have

PROGRAMME IN HIGH SCHOOLS

proved to be exceptionally well written and full of interest.

Games and sports are probably part of the life of every High School in the Province. Girls generally play tennis, basketball and softball. Volleyball is becoming increasingly popular and badminton has made inroads where facilities are available. Swimming is a voluntary after school activity in the pool at the Montreal High School. Boys play all of the above games as well as hockey, rugby and baseball. Leagues are established for many of the games and the competition is usually keen. Field and track events are held in the Spring or Fall for both boys and girls.

In the organized games encouraged in the schools of today lies a fertile source of character training. Sport has been emphasized traditionally in the schools of England as a means of character development and our schools recognize its worth. Therein, pupils learn to take hard knocks, physically and mentally, to improve their tempers and strengthen their morale. Unfortunately, the reverse is equally true. Bad tempers are easy to acquire and weak characters can be further enfeebled on the playground. Because of the excellent setting that games present for character training, guidance is required on the playing field more than anywhere else. The good sport loses, and loses so frequently when he gives in to the persistent poor sport that it is necessary to show, and to do so in very pointed terms, that there are values in life greater than the winning or losing of a game. In

spite of the fact that the good sport often loses, the pupil must be shown that to be a good sport is highly desirable and that the spirit of good sportsmanship should be carried through life. For therein lies the secret of character, and on character is founded a success of greater worth than the winning of a ball game or a riband — one that will give more lasting satisfaction. The idea that one must win at any cost is morally dangerous and to compromise one's honour to obtain a passing victory is a price which no one should choose to pay.

In games a child learns team spirit. He discovers the pleasure and the contentment gained from the long pull, the strong pull and the pull together. He knows that each person must pull his own weight in the boat and that no loafers or shirkers can be tolerated. He learns, moreover, when adversity comes, to "take it on the chin" and show that he is a man.

Not all schools encourage the same activities but, according to the potentialities of the pupils and the abilities of the teachers to stimulate and guide, the newer enterprises are of value.



Making a Globe

Contour Map of Canada and the United States



Grade I
Pupils at a
Sandtable



Grade VI Models Electric
Appliances and Automobile
Parts



COMMERCIAL CLASSES



CHAPTER THIRTEEN.

Should Children Learn from Out-moded Textbooks?

There was no textbook problem in the schools of Greece and Rome. Masters dictated the poems of Homer and other works and pupils wrote their own textbooks. Following such a procedure in our schools would involve only the cost of writing materials, but the expenditure of time and the inability of the younger pupils to take dictation accurately would render it inexpedient. The small relative cost of present day textbooks, the accuracy of the contents, the ability of pupils to learn to read early in their school life, the comparative ease with which information can be apprehended from books and the saving of the teacher's time provide good reasons for the change in the tools of learning.

The oldest school textbook used on this continent (apart from Bibles and Testaments) was not a book in the present sense. It consisted simply of a printed page placed on a piece of wood that resembled a lady's mirror with a short handle. The page was covered with a piece of transparent horn so that the letters could be read and the "book" handled frequently without being spoiled. It met entirely the wishes of those parents who wanted a cheap book that could be retained in the family and be used by every mem-

ber in turn. It usually contained the alphabet and the Lord's Prayer. A few of these reached Quebec.

Obviously such a "book" would be of little use in the modern school where children read without necessarily knowing the names of the letters. In a language like English, the names of the letters are not good clues to the pronunciation of the words in which they are used. One has only to pronounce the letters in such supposedly easy words as **cat** and **dog** to find that not a single letter in either is pronounced according to its name. A **cat**, according to the names of the letters, would be a **seeaytee** and a **dog** would be a **deeoohgee**.

A book used by the earliest settlers in the Eastern Townships was of New England origin. It was about four and a half inches in length, three and a quarter inches in width, a quarter of an inch in thickness and contained eighty eight pages. Since this book was probably the only one used in the early nineteenth century, little complaint could be made about the over-crowding of the course of study. It contained illustrations made from wood cuts, many of which were a little difficult to understand and its moral lessons were very dear to its author. It commenced with the alphabet. Words of one syllable followed. The Lord's Prayer and the Apostles' Creed soon appeared. The shorter Catechism occupied a large place.

Noah Webster's blue-backed Spelling Book flourished for a century in the United States. From there

TEXTBOOKS

it was imported into Canada. This was a great improvement over the New England Primer. The subject of Spelling assumed enormous importance under the influence of this text and formed the core of the curriculum. This book was much larger in every respect than the Primer. Easy words were found in the early pages but uncommon ones appeared much sooner than one would expect in a reader that should be graded to meet the needs of average school pupils.

Many residents of Quebec still remember Town's Speller. It contained scores of difficult words such as: armigerous, lanigerous, bacciferous, gammiferous, arundineous, phytology, pyretology, chalcography, falciform, gnomonics, catoprics, stratocracy and eudiometer. The reader might try his own ability with the pronunciation and meaning of the words quoted and ask himself if it is reasonable to have children spend long hours upon work so meaningless even to the average adult.

When one examines some of the other old books that have been used as children's texts and compares them with those of today he must come to the conclusion that the new ones are wonderful improvements over those of former generations. The old books contained such a small amount of subject matter (except the classics and mathematics) that they could have been covered in a short space of time were it not for the unattractiveness and comparative difficulty of the contents.

A "History of Canada" used at the end of last century is a little, unalluring volume. It is printed in small type which is very hard on the eyes. The book contains no illustrations but abounds in long paragraphs of a very formal nature, each of which is numbered. The tenth paragraph, for example, reads, in part: "Another source of trouble to Champlain was the constant change of governors. In 1612, De Monts gave place to the Count de Soissons, who died the same year, and was followed by his brother, the Prince de Condé. In 1616 Condé sold his office to the Admiral de Montmorency for 11,000 crowns, a fact which shows Canada was beginning to be valued. Montmorency became dissatisfied with the trouble his office gave him, and, in 1624, handed it over to his nephew, the Duke de Ventadour." It was obviously intended that this book should be read and learned in doses of a paragraph at a time. If the unattractive style, uninteresting and (for children) unimportant information and the outworn method of teaching encouraged by such a book be contrasted with the quality of textbooks of the present day in History for Grades V and VI, the reader will see why pupils are now attracted to Canadian History instead of being repelled by it.

"The English Reader" which was used extensively last century is an improvement upon its predecessors, but its cold and frequently morbid pages bore children. The book is replete with paragraphs such as the following: "The appearances of our security are frequently deceitful. When our sky seems most

TEXTBOOKS

settled and serene, in some unobserved quarter gathers the little black cloud in which the tempest ferments and prepares to discharge itself on our head." There is much more philosophy in that than a young child can appreciate and much more morbidity than we would have him comprehend. The highly interesting stories in the attractively printed and illustrated books on the new course of study in English in use in most of the Protestant schools testify eloquently to the wisdom of the change to modern texts.

In one of the geographies published in Montreal in 1888, the Province of Quebec is introduced and dismissed with ten questions. The first three of these read: "Point out the position and boundaries of Quebec." "Name its largest river." "Name the principal rivers north of the St. Lawrence." The answers are given in a few brief words. Hence a geography lesson, instead of being a voyage of discovery, consisted in a pitiful kind of memory work.

Facts such as these must cause one enquiring whether children should learn from old school books to ask at least "How Old?" It is fair to state that many of those published even as recently as twenty years ago do not compare favourably with those of the last decade.

The inclination that children have of their own volition to pick up history and story books and spend enjoyable hours with them is in striking contrast to the attitude of previous generations of children, many

LIFE IN SCHOOL

of whom vowed that once they left school they would never touch a book again. Many adults regret enormously that their reading tastes were not well developed in their youth so that they might be able to enjoy better the companionship of books today. It is altogether likely, however, that the new attitude of children towards books will carry over into later life if they can continue to procure suitable material to keep their appetites keen.

CHAPTER FOURTEEN.

Are Textbooks Changed Too Frequently in Quebec?

Many citizens of Quebec are convinced that, in the Protestant schools, textbooks are changed too frequently. The former practice of the Protestant Committee was to make changes once every four years when necessary in the interest of educational efficiency. This practice was altered during the early part of the recent depression partly because it was not considered advisable to effect changes that would bring undue financial hardship upon people during a period of crisis, and, though the course of study was altered materially to suit modern needs, textbooks were affected only by degrees.

One of the greatest changes in textbooks used in the Protestant schools has been in English where the treatment of the subject has been vivified and advantage taken of the numerous new books that are specially suitable for children. History likewise has been vitalized, the dull chronicles of wars and dynasties and endless lists of dates being replaced in the junior grades by stories written specially from the children's point of view that make people and movements live for them.

The large print, the quality and colour of the paper of modern books in themselves demand that consideration be given to a revision as a means of saving the pupils' eyes. The attractive make-up

appeals to the children. The illustrations are splendid and the modern three and four colour process charms them. The simplicity of the well graded vocabularies enables pupils to read without difficulty and the attention given to the method of writing and to child psychology commends itself alike to those who approve the recent publications and to the pupils who profit by them.

In some of the quadrennial revisions, the alterations in textbooks affected only a small percentage of those on the authorized list. In some cases not more than five or six percent of substitutions was made. That rate of quadrennial revision would be just about sufficient to prevent one generation from studying any of the books its grandfathers used. Such a statement reveals the conservatism rather than the radicalism of the Province in this respect. Fortunately, however, all the changes have not been made at that slow pace. With such reluctance are textbooks dropped, however, that readers may be surprised to learn that sons and daughters were but recently studying from a few textbooks from which the parents learned thirty or more years ago.

Such a statement immediately reveals the other side of the problem. Changes may not be frequent enough, and criticism on this score is much more valid than on that of the frequency of the alterations. The only justification for the retention of a book is its kind or its excellence. Caesar's "De Bello Gallico" has been written for almost two thousand years and still serves a purpose. Shakespeare's "Macbeth" and



A Duplicating Machine

By its Means Principals
Can Send Circulars to
Parents and Teachers



Time Out

The Drinking Fountain



French Holds an Important Place
on the Course of Study:

A Cercle Français

A French Play



CHANGE OF TEXTBOOKS

"Othello" will probably be read two thousand years hence. Not all the books retained for a long time, however, can be justified so easily. Modern editions even of these texts have advantages over the old.

It is not reasonable to keep books on the course of study after they have lost their usefulness. As new ones are published that prove their worth and as the old ones become out-moded, substitution becomes inevitable if the school system is to be kept up-to-date. That changes were not made too drastically may be seen by the fact that over forty books on the list for the session 1935-1936 had been used by teachers and children for twelve years or longer. Many have now disappeared.

Money spent for textbooks is a small part of the cost of education. The annual expenditure upon education in the Protestant schools generally ranges between about \$40 and \$120 per pupil, depending upon the grade and the locality. The cost of the authorized textbooks varies with the Grades and the options selected. The use of some of the books extends over two years so that each year should be considered as bearing its share of the expense.

These tools with which children work are just as important as those with which adults labour. How extravagant it would be for a man or woman to waste time and effort by using tools that would be less effective than others which are available! And how much money could be saved in a year for any child by such folly? Fifty cents? Two dollars? Would the

saving be worth while? How much would children lose by such penuriousness? By whom would the saving be made? It would certainly not be by the parent who wishes to provide his child with new books. If the family automobile should be changed every year or two, as some people contend, and if the tools with which men work and household utensils are often exchanged in the interest of efficiency, it is hardly reasonable to expect that the instruments that the child works with for a year should be retained merely that they may be handed down from parent to child or from an older to a younger member of the family. The appearance, even, of such second hand articles, may not conduce to the pupil's respect either for the subject or the battered book.

Children cannot be kept from the elementary schools in this Province because of the inability of parents to pay school fees, though School Boards must satisfy themselves of the justice of claims for exemption before granting them. In the same way, School Boards may also provide textbooks free to indigent pupils. These are wise provisions of the school law in order that children may obtain their educational birthright.

The cost of textbooks is as favourite a topic of censure as the frequent change. As in another Province of the Dominion the cost to parents is not as great as it is here, there is little wonder that the price of school books in Quebec is not understood. "Why the difference?" is frequently asked. The

CHANGE OF TEXTBOOKS

answer is that in Quebec the full cost must be met by each purchaser. This is not always so in the Province with which the comparison is made. There the government, in some cases, pays the cost of authorship, composition, photographs and the "cuts" from which they are printed. The parent then is called upon merely to pay the cost of printing and distribution. But the cost must be met in both instances. In Quebec it is a personal charge for value received and ceases when not required as such. In the other case, it is a permanent charge upon the public revenue.

CHAPTER FIFTEEN.

How Do Present School Buildings Compare With Those of Former Days?

The early English settlers in Quebec felt strongly that their children should receive the elements of education. To this end "school" was usually opened shortly after each settlement began, though the accommodation provided was crude. Rooms in private homes were often regarded as satisfying all requirements.

The first schools in the Eastern Townships were opened about the year 1800. An early schoolhouse erected in the township of Shipton was built of round logs. The floor was made of basswood planks and the children sat on benches hewn from the same material. In 1809 the first school in Danville was held on the threshing floor of a barn. Later the pupils were taught in the attic of a distillery. In 1825 a school was built by voluntary contributions in Mystic. In 1832 the first log schoolhouse was erected in Megantic County. It had a roof of spruce bark. No heating system was installed in the first year. Nevertheless school was held as usual during the winter months.

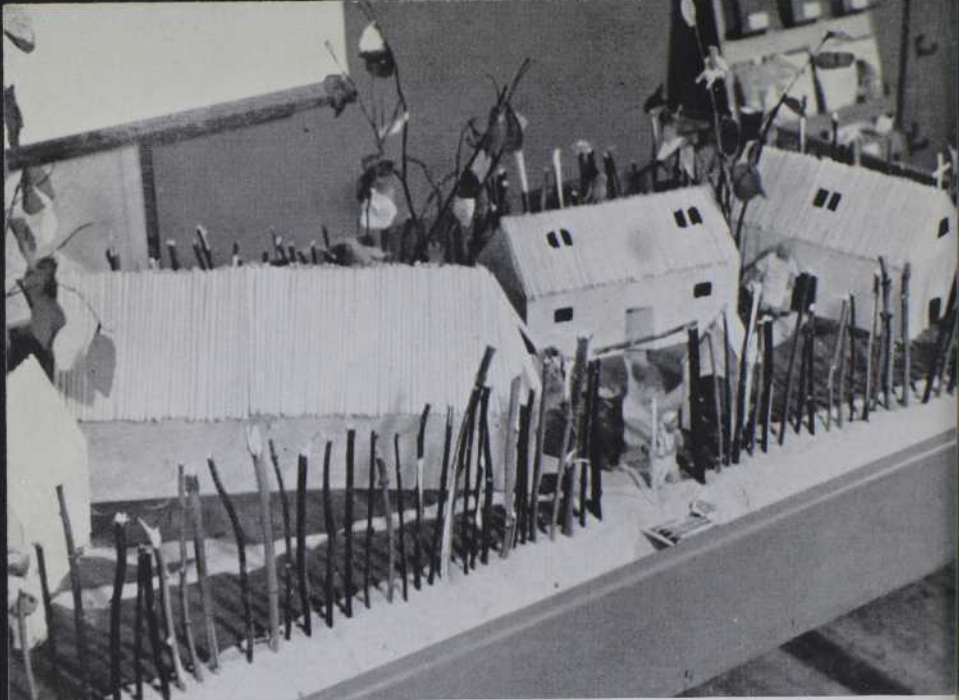
Though the first school buildings in Quebec Province were constructed either of logs or blocks, stone was used at an early date. One built of this material still stands near Melbourne, in Richmond County, and is now about one hundred and fifteen years old. The



Fifth Graders at the Typewriter

A Lesson in Home Geography—Studying the Map of Montreal





A Sandtray Model of a Saxon Village

HOW CHILDREN LEARN HISTORY AND GEOGRAPHY

A Corner of a Geography Room



SCHOOL BUILDINGS

walls of this building are very thick and solid. A huge fireplace stands at one end. The ceiling is low. Early school buildings were always small, badly ventilated and almost incessantly cold during the winter term. The pupils were invariably cramped for space, a room twenty feet square being common. Near the open fireplace warmth could be obtained, but in the remoter parts of the building the cold induced suffering and disease. Many children stayed away from school because they could not endure these hardships.

The old method of arranging the school was generally faulty. The rooms were often square in shape. The seats were frequently around the walls, being the widest logs in buildings of that construction. These were allowed to project inside the room, the top portion protruding into the room being split off to provide seats. Because the seats were thus placed all around the room, the master found that the boys behind his back often played tricks while he taught those he faced. Because of the position of the children's seats, the master was obliged to turn himself frequently, not only to teach but also to keep order.

Though great improvements took place from the "thirties" to the "eighties" of last century, in no respects were the school buildings adequate. In 1871 the Minister of Education for the Province of Quebec advocated a law regulating the manner in which schools should be built. He added: "If then it be painful for a teacher to have to pass his life in a house where he suffers incessantly from cold, humidity, bad ventila-

tion and want of room, it is not reasonable to suppose that parents will send their children to these schools at the risk of their contracting grave diseases It is a notorious fact that many children do not attend school in winter simply because it is too cold."

In 1882 one of the Protestant Inspectors wrote: "I have shown the contrast, in not a few cases, between the spacious church and the hovel close by which is in grave irony called a schoolhouse." Again he said: "There are but few schoolhouses in this inspection district worthy of the name; many of them being no better than hot-beds of disease." Another confessed: "The school room ought to be the best built and most cheerful room in the district whereas it generally is the worst; low ceiling, no ventilation; truly a cheerless looking hole."

In consequence of these conditions it was enacted that all plans and specifications for new buildings be submitted to the Department of Education for approval. This wise law marked the commencement of the improvement of the buildings. Unless it is specially stated to the contrary in the charters of towns and cities, all Boards must still comply with these conditions. Though school buildings have many features in common, each school district generally wishes to include some distinctive features. Even the uniform plans for modern one, two, three and four room buildings which are supplied gratis to School Boards by the Department of Education are always altered to meet local conditions.

SCHOOL BUILDINGS

In the large majority of school districts in Quebec the school buildings are now in excellent condition. New rural elementary schools have been erected in central locations to suit present needs. In other places, modern buildings have been constructed to supersede structures that have become obsolete. Recently, plans have been prepared from which very attractive buildings may be set up to replace the old box type rural school. Intermediate and High Schools that are a credit to any place have been erected, thanks to progressive school commissioners and trustees, aided by generous legislative grants. Fine schools have been constructed during recent years in Arvida, Black Capes, Bristol, Bronx Park, Bulwer, Comeau Bay, Cowansville, Grand Cascapedia, Gatineau Mills, Isle Maligne, Lachine, Magog, Malartic, Matapedia, Melbourne Ridge, New Richmond Centre, Noranda, North Hatley, Sawyer-ville, Shawbridge, Shawinigan Falls, Sherbrooke, Stanstead, Val D'Or and Windsor Mills. Splendid additions have been made at Asbestos, Gaspé Bay South, Hopetown, Howick, Hudson, Lachute, LaTuque, Lennoxville, Ormstown, Pointe Claire, Three Rivers and York. The interiors of the High Schools at Bury, Danville, Knowlton, and Sutton and the Intermediate Schools at Gould, Hemmingford, and South Durham have been completely remodelled. Excellent new schools at Georgeville, Philipsburg and Stanbridge East have replaced highly unsatisfactory structures. The most recent town High Schools have been erected at Bedford, Huntingdon and Thetford Mines. These are modern fireproof structures. Every detail in the new edifices was cared for by intelligent Boards. A new

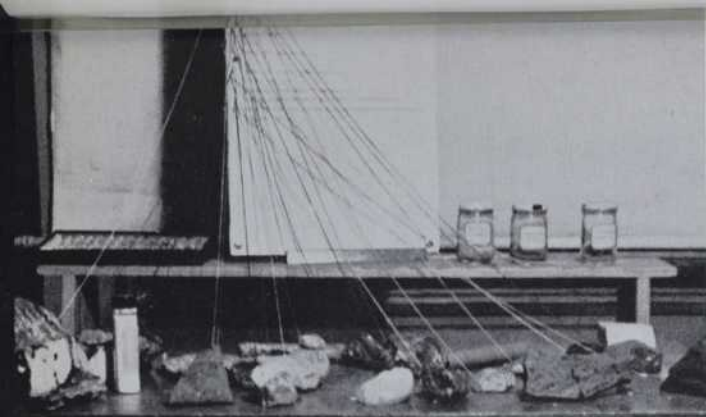
LIFE IN SCHOOL

High School building is at present being constructed on a large site in the city of Quebec.

The Baron Byng, Macdonald, Montreal, Montreal West, Mount Royal, Stratheona, Verdun, West Hill and Westmount High Schools, the Iona School and many other elementary schools on the island of Montreal are structures of utility and beauty which reflect credit on the communities and those responsible for their construction. A splendid addition has recently been made to the Lachine High School consisting of classrooms, household science room and a combination gymnasium assembly hall. During the past ten years almost seventy per cent of the High Schools have been re-built or renewed in whole or in part at the large cost of \$2,304,560. The story of new buildings and replacements in Intermediate and Elementary schools is also gratifying, though the cost has not been so great.

The rude log and frame structures of an earlier day, poorly lighted and ill-equipped, do not meet the needs of this generation. The pioneer age has passed in this country as definitely for school children as it has for the large majority of the inhabitants. The days when children must shiver in schools without any heat whatever being provided have gone for ever. Modern hygienic equipment and carefully planned buildings have replaced the "hot-beds of disease" of a former generation. A kindlier attitude of the public towards children prevails.

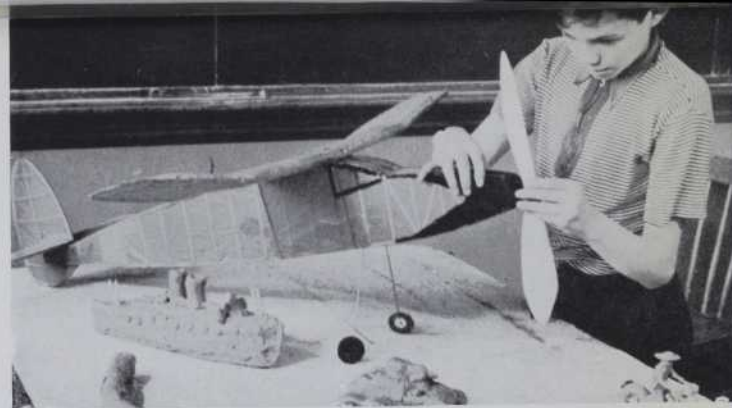
School buildings are the outward and visible signs of the inward and spiritual interest that each commun-



Of Geography Materials



A Lumbering Project



Transportation Models, Mainly in Plasticine



A World's Fair Project

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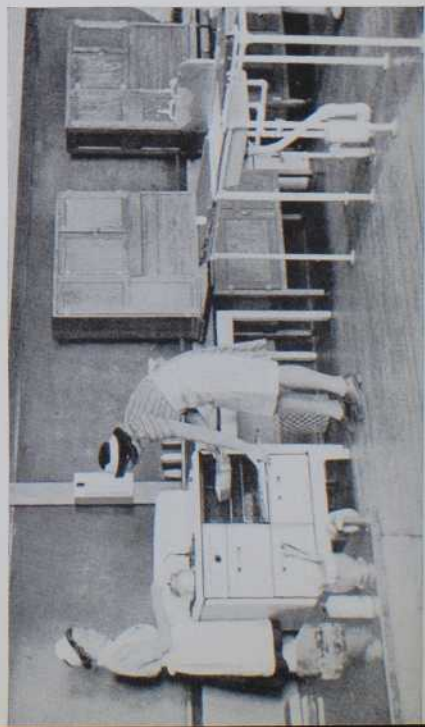
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Types of Rooms and Apparatus for the Teaching of Household Science



SCHOOL BUILDINGS

ity takes in its children. By this means even the casual observer may know how a district regards its children and the residents stamp themselves as progressive or otherwise. The "we care" or "we don't care" attitude is just as clearly legible in the condition of the school as if a sign bearing these words were placed on the building.

CHAPTER SIXTEEN.

What Equipment is Needed for Modern Schools?

"There are few places in the Province where any attention has been paid in the erection of schoolhouses to the laws of hygiene, or even to comfort. There is generally but one predominating idea: to build cheaply and while the child is obliged to sit down he should not be forced into uncomfortable positions which may engender deformity." This complaint, made by the Superintendent of Education in 1876, was readily taken up by the inspectors and other officers of the Department. An intensive campaign was conducted primarily for desks with backs against which the pupils could rest and for those of sizes fitted to the heights of children so that the older ones would not be cramped and the younger not compelled to dangle their feet in the air. Many years passed before the campaign yielded the results desired.

In the schools of last century desks were sometimes the only equipment. The reports of the Inspectors are illuminating. The schools are provided "with scarcely any proper apparatus, a total want of globes, great scarcity of maps." "The blackboards seldom contained sufficient paint to make them look black. Moreover, they were used infrequently, the chief purpose being the singing lesson." Very often the whole of the equipment, beyond the desks, consisted of an arithmetic book and a spelling book. A few Testaments and

EQUIPMENT FOR MODERN SCHOOLS

copies of the Catechism were sometimes available for advanced students. It is stated that "A Copy of Fox's 'Book of Martyrs' may appear when the teacher had literary leanings."

How different the furnishings of today are from those in the schools of the pioneers! The equipment of the modern school is as essential as the building itself. Individual desks, adjustable to the height of the pupil, prevent curvature of the spine and other ills. Large windows that throw the light over the left shoulders of pupils are the rule when the daylight is good, and plentiful lamps well placed and surrounded with eye-sight protecting globes are found in an increasing number of schools that are supplied with electric light. Special lights illuminating the blackboards are becoming common. Automatic lights have made their appearance. All buildings must, of course, be heated most of the year. Whenever practicable, furnaces are installed so that the heating may be more or less uniform throughout the school. Stoves in rural schools must be jacketed both to aid in the distribution of heat and as a protection against fire. A furnace is now standard equipment in the fully excavated basements even of one room rural elementary schools. Exhibit cupboards in the hall made their appearance in the new Huntingdon High School building. By its means pupils can see the work displayed from other rooms and thus spur one another to better work. They will soon become standard equipment.

The rural elementary schools are becoming as well

LIFE IN SCHOOL

equipped as those in the city and town. Hygienic conditions are being improved rapidly. Where a water system is available, School Boards usually extend it to the schools, installing drinking fountains and sanitary equipment.

For those who stay in school during the noon recess tables are required so that good habits of eating may be acquired. In this connection, teachers are urged to supervise the luncheon hour wherever possible. Lunch-rooms are provided in most of the consolidated schools and in many of the larger schools. The Household Science equipment, where installed, is very useful during this period.

Special teaching material is necessary in the school of today. Fundamental is the library. For several years past, the Department of Education has been supplying books, in limited quantities, to schools. School Boards usually play their part in building up the library, and pupils give special entertainments to provide funds for this purpose. Bookcases are to be found in every school and teachers are exhorted to arouse the interest of pupils in the contents. The copious shelves are well filled with books of almost every description and librarians introduce book lovers to the riches which they offer. From the wealth of children's literature now available every taste can easily be satisfied.

The classroom library is becoming a companion of the general library. It has many advantages over its predecessor. It is less formal and much handier.

EQUIPMENT FOR MODERN SCHOOLS

Though it occupies only a corner in the room, the bookcase harbours friends of the boys and girls. These companions, if carefully chosen, are of their own age and grade and are always willing to share their information with their youthful associates.

Periodicals have also made their way into the schools. Though mostly confined to the general library they appear with increasing frequency in the classrooms. For general information they are invaluable. As aids to current history and scientific advancement they deepen and intensify the interest. Pupils even read book reviews and editorials in newspapers and discuss them in class. These help to crystallize opinion and train for citizenship.

The equipment necessary for teaching multiplies with the knowledge and efficiency of the teacher. The new and inexperienced teacher may satisfy himself by explaining to his pupils the contents of a minimum number of textbooks. The skilled professional, out of the richness of his thought and experience, will be able to wander over more expansive fields and take his pupils with him. His books of reference will be many. He will have something for every lesson with which to stimulate his co-workers in class.

Not only in literature is supplementary material required but in every other subject also. For the teaching of Arithmetic are needed measures, cubes, samples of simple shop materials, insurance forms and all the other business papers and forms which will illustrate at first hand the numerous problems in that subject.

LIFE IN SCHOOL

For the teaching of geography a sand tray is indispensable. Picture post cards are invaluable. Information obtained from State and provincial tourist bureaus, circulars of steamship and railway companies, many of which are so well illustrated, make children realize that the places they read about in their books actually exist and that travellers can visit them. Journeys near and far can be taken, with guide book in hand, without too great a stretch of the imagination.

The science room is a feature of the modern High School. On the shelves are displayed test tubes, beakers, chemicals and the apparatus needed for demonstrating the principles of Chemistry and Physics.

In many of the city and town schools moving picture projectors and stereopticons are provided. Since people usually learn much more quickly by seeing and handling objects than by reading or voice, the generous use of visual aids is being encouraged. An increasing number of schools are being provided with radio sets.

The gymnasium and the assembly hall are comparatively recent additions but are now generally found in the larger schools. Sometimes these are separate but frequently they are combined in the same room. It is recognized that play is necessary for boys and girls of all ages. If play is engaged in under the eye of an instructor who himself constantly affords an example of good sportsmanship, as well as being an adept in games, children will learn lessons that will influence them for the remainder of their lives.

EQUIPMENT FOR MODERN SCHOOLS

Schools are not considered to be fully equipped even when the interiors are complete. Exteriors also are usually made attractive. In addition, playgrounds are generally provided, except in the case of some city schools. Then arrangements are often made for special school hours on playing fields and rinks. Such facilities are now regarded as essential to the well equipped school in which progressive School Boards attempt to provide youth with the opportunities it needs for its proper development.

CHAPTER SEVENTEEN.

What Is the Consolidated School Movement and How Does It Function?

"The district school system makes possible the poorest teaching on the market. . . . Cheap teachers are the curse of rural schools. But consolidation stops this." These were forceful words written as long ago as 1902.

The movement for the consolidation of Protestant rural schools in Quebec was initiated by the Provincial Department of Education at the turn of the present century. It was then discovered that in Stanstead, Barnston, Compton, Eaton, Newport and Clifton there were splendid opportunities for securing more efficient conduct of the schools. In 1904, a questionnaire was sent to each Protestant inspector asking for information regarding the schools that might be consolidated in his district. Altogether they then recommended the amalgamation of one hundred and sixty schools. It is interesting to note that the number of schools consolidated to date has almost reached that figure, but some of them have taken thirty years in the process.

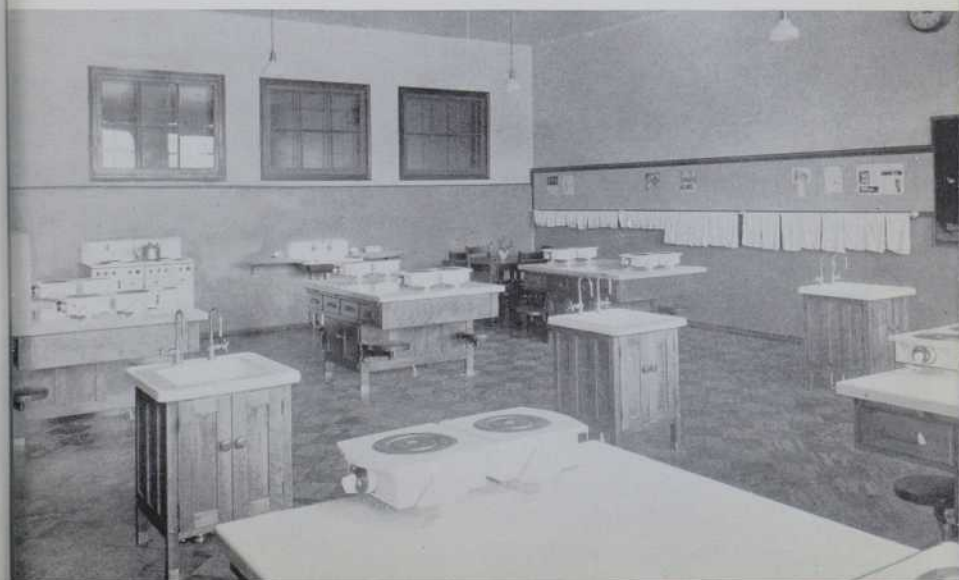
A partial consolidation is effected when two or three rural elementary schools are closed and the pupils conveyed to one central school of the same status. Such a procedure is not regarded with much



Preparing Lunch

HOUSEHOLD SCIENCE

Hot Plates and Sinks





Dressmaking and Sewing

Knitting



CONSOLIDATED SCHOOLS

favour. In its full sense, consolidation means the closing of several rural elementary schools and the conveying of the children to a school of higher rank. Under these circumstances, it is usual for the Government to make a substantial subsidy for the erection of a new Intermediate or High School building and to help further by providing an annual grant to meet the difference between the cost on the old basis and the new in those cases in which an increase is inevitable owing to the charges that must be made for conveyance. A consolidated school, in the full sense, always means increased advantages for pupils as nine, ten or eleven grades are taught therein.

Changes in the school law, acceptable to Roman Catholics as well as Protestants, were necessary in order to provide for the closing of schools, amalgamation of districts, and the purchase, when necessary, of suitable vehicles for the transportation of pupils. One of the new articles states that no district shall exceed five miles in length or breadth unless the School Commissioners have provided means for conveying children to school. As another article stipulates that a school shall be placed as near the centre of population as possible, the two together lead one to assume that the maximum distance that children can be expected to walk is two and a half miles to or from school. When a bus is in operation it is usual for all attending the school to be picked up along the route. This plan allows even young children to attend a central school.

The first consolidation was effected at Kingsey

LIFE IN SCHOOL

in 1905. As the movement was new and untried in Quebec, opposition arose. So strenuous was it that litigation proceedings were opened to prevent the School Board from completing the arrangements. The struggle lasted for several years but the opponents lost their action. Meantime, the court proceedings helped to bring the prejudices to light and the issue was joined in the public press.

The chief objections were that consolidation was too expensive for a few ratepayers, that conveyance would be impossible through the winter, and that giving children the advantages of superior education would educate them away from the farm. Many people waxed sentimental about the deserted little red school-house with its treasured memories.

The movement made little progress so long as the full financial burden lay upon the municipalities. But once the Government began to interest itself the pace quickened. Conveyance grants became available in 1913 and building grants in 1925. These were the incentives necessary to give the required impetus to consolidation. The maintenance of open roads in winter has assisted the project considerably. So well is this cared for that very rarely are the buses late for the opening of school.

School Boards may themselves purchase buses, automobiles and equipment for the conveyance of pupils or may call for tenders for this service. In either case, provision must be made for the comfort of the children. Strong vehicles must be supplied, which must

CONSOLIDATED SCHOOLS

be covered, and be furnished with a door at the back so as to protect the occupants from wind and storm. Warm blankets or robes are also necessary. The amendment to the law enabling School Boards to make contracts for three years should result in improved service as the expense of conveyance and equipment can be averaged over that period.

The van must leave the house farthest from the school in time to arrive at its destination fifteen minutes before the opening hour every morning. Pupils must be ready to leave in the afternoon immediately after the closing hour. Children are expected to conduct themselves in a fitting manner while in the bus and to obey reasonable requests of the drivers, who themselves must be competent to take charge of the conveyance. As a rule, an excellent spirit prevails and the children enjoy the drive. At present, one hundred and forty buses are conveying over 4,600 children to and from consolidated schools daily.

In order that consolidation may be a success a right attitude should be in evidence on the part of all concerned. Amalgamation of districts and consolidation of schools is now only advocated where there is a general desire for improved educational facilities and where School Boards have a sufficient sense of responsibility in the matter.

By means of this development of our educational system the eyes of the rural communities, where there is sufficient population to make consolidation feasible, have been slowly but steadily turned from the one-

LIFE IN SCHOOL

room rural school in which schooling stops at the end of the seventh grade to the intermediate and high schools, where children can procure education in the higher grades under several teachers. Rural inhabitants realize that their children may receive only one sixth or one seventh of the teacher's time in the elementary school, because one teacher is in charge of all grades, but will have the benefit of much more instruction in the consolidated school with its larger number of teachers. Thus rural children obtain an education approximating that offered in the city. This is as it should be. Many poorly equipped schools in old unsanitary buildings have been closed and the pupils accommodated in attractive modern buildings.

Experience with the system has totally changed the views of former stout opponents who have found their children more ready to attend the consolidated than the elementary school, have observed the effect of the more regular attendance, have noticed the wider companionship opened to their sons and daughters, have recognized that children no longer plough their way half a mile or more, waist deep in snow, to the school that in good weather seemed so much nearer than the site of the new consolidated school, and have realized that the problem of whether the children should go to school or not does not require solution afresh every morning. The school van passes at the usual hour and there is usually no question as to whether the children shall meet it or not.



Weaving

Rug Making

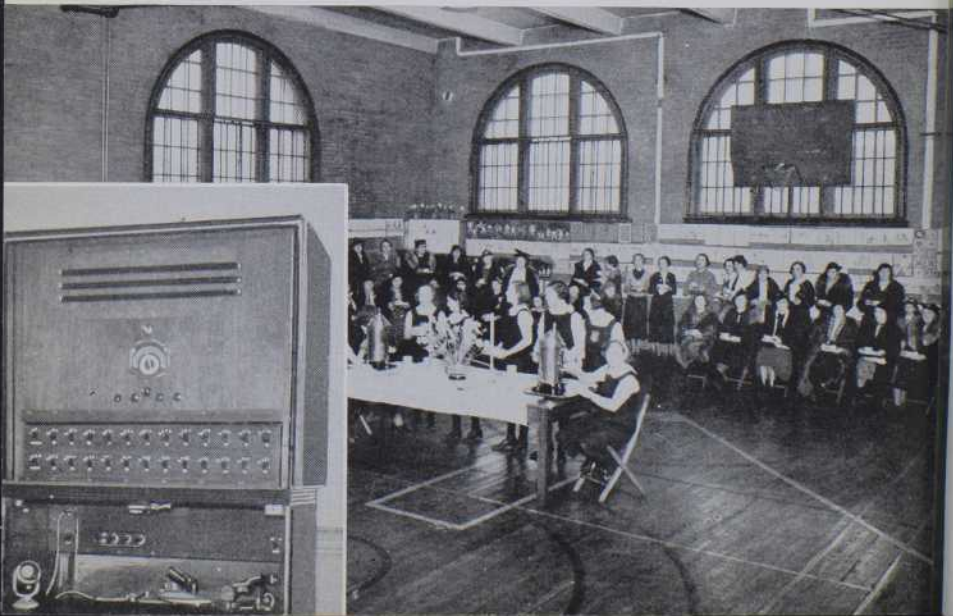




Linoleum Cutting and Block Printing

After the Day's Work
Pupils Serve Tea to their Parents

Lower left—The Address System. By this Means a Principal can Speak to All in the School at one time or can Communicate with any Room he wishes. He can also Hear their Responses.



CONSOLIDATED SCHOOLS

Opening consolidated schools is much the best way of keeping the English population on the farms. Many Protestant families wish to remain on the land but not all will do so in isolation and few will stay if their children are to be long without good educational facilities. Provided, however, that a few neighbours continue to hold their farms, many of the Protestant farmers situated near consolidated schools have little idea of moving. They almost unanimously give credit to the consolidated movement — and do so in very decided language — for making it possible for them to retain their holdings. The average Canadian farmer realizes quite well that it is necessary to offer educational opportunities to his children and he does not intend to deny them their heritage.

CHAPTER EIGHTEEN.

What Needs Is The Twelfth Grade Meeting?

The frontiers of knowledge are ever widening. The extension of man's enlightenment will necessitate better trained and more fully furnished minds in the future than the education of even a generation ago provided.

Closely allied with the vast expansion of human learning is the situation caused by the acknowledged efficiency of the machine, which is demanding the reshaping of many long established conceptions of economic and social life. The perfecting of the machine is largely responsible for unemployment and, though all thinking people hope and expect that satisfactory readjustments will be made to remove rapidly its ill effects, the day has certainly dawned when men and women must expect to face a longer period of preparation for their work than has been necessary hitherto.

The ability to make the increased amount of knowledge serve useful ends in the interest of richer and happier living is the vital problem of the immediate future. In the solution of that problem, the school must naturally adapt itself to the changing circumstances if it is to perform its full service.

Undoubtedly the improvements in the methods of teaching and of keeping school have brought their weight to bear upon the question. A better attitude of

TWELFTH GRADE

children, parents and ratepayers towards the school and an improvement of the tools of learning have aided in the enrichment of the course of study. Nevertheless the stage has been reached where even these advances have proved to be insufficient to meet the needs of the day. Further facilities have become necessary, particularly in the High School grades, and the resources of the schools have had to be expanded.

Youth in Quebec has not been slow to embrace the opportunities for further education thus offered. Despite a declining enrolment in the Protestant schools, the number of pupils in high school grades has increased greatly. In June 1929, the High School Leaving examinations were written by 701 pupils. In 1940, 1,756 candidates wrote the full examinations. This is an increase of one hundred and fifty per cent. In addition, 249 candidates wrote partial or supplemental examinations. This increasing number of young persons needing the services of the schools, together with the impossibility of finding places for many of them in the ranks of the gainfully employed, made it incumbent upon the schools to seek yet further means for keeping them at their studies.

In most of the Provinces of Canada, the school course of studies extends over twelve years whereas that in the Protestant schools of Quebec was formerly completed in eleven years. The step was therefore taken in September 1935 of adding an extra year to the programme. That the experiment was justified and that youth was again ready to advance is shown by

LIFE IN SCHOOL

the fact that one hundred and seventy two students entered the new Twelfth Grade in nine high schools where wide-awake School Boards were willing to help their graduates. In the number enrolled were one hundred and twenty three boys. The registration has expanded every year since the date named.

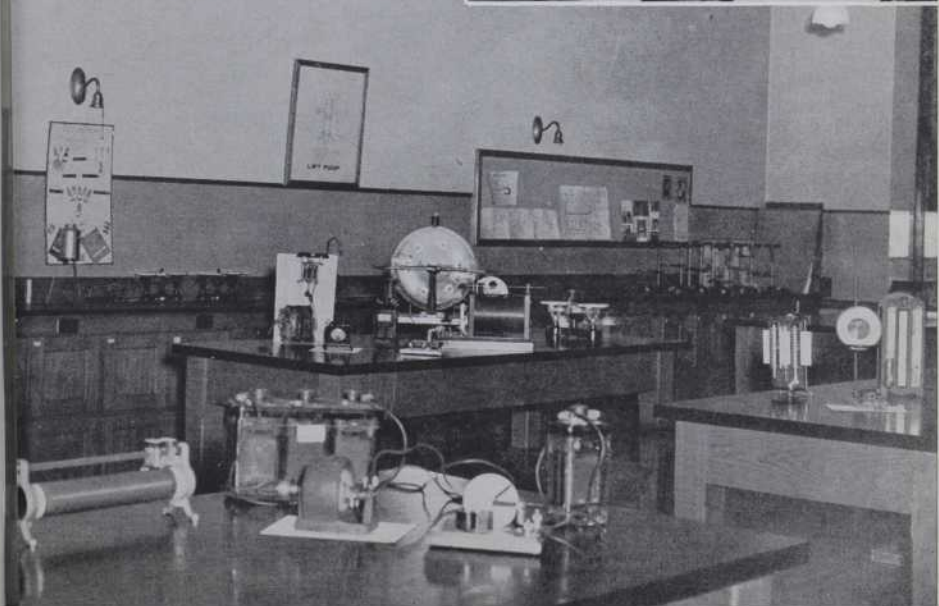
The institution of the Twelfth Grade is part of the contribution of Protestant education towards solving the unemployment problem for youth. It marks the climax of one of the most progressive movements that have taken place in these schools in more than a decade. Those who take advantage of the new opportunity show a great degree of foresight. Probably not all these students could have gone to the universities because they may not all be fitted temperamentally or be able financially to enter upon a university career. The Twelfth Year offers opportunities for a broad culture. At present the courses offered are English, Extra English, French, Extra French, Latin, History, Mathematics, Chemistry and Physics. Further additions will be made as occasion demands. Among the subjects listed, students are allowed certain options. The full course in the new Grade consists of four subjects as a minimum. Those who complete this number receive Senior High School Leaving certificates. These may be presented at universities. At McGill they will be accepted "pro tanto" for admission to various faculties—as equivalent to the Senior Matriculation examinations.

The extra year of schooling is offered to students who may desire an opportunity to further their cul-



Physics Equipment is Frequently
Elaborate

Girls Enjoy Experimentation





Pupils Frequently Perform their own Experiments in Chemistry and Physics, Usually Working in Pairs



TWELFTH GRADE

tural education by carrying on more extended work in subjects that have already interested them in their previous school career. It enables students who have had an uneven high school course to fill up gaps in their knowledge and thus strengthen their academic training. It also presents to students the opportunity to receive advanced standing at the universities if they care to enter later. However, a large number of persons desire education who do not wish to enter a university. Those who want to prepare themselves more fully for life may do so in the maturing atmosphere of the new grade among familiar surroundings.

The students in the Twelfth Grade classes find that their time is well filled. The course of study tests the mental calibre of any youth or maiden. An analysis of the contents of each subject reveals its quality. In no other school system in the English-speaking world is the study of French so extensive as it is in Quebec where at least nine years of French are offered. In each grade the subject is taught by the conversational method. French specialists are engaged in all but a few high schools throughout the Province so that pupils may gain facility in hearing and speaking the second official language of the Dominion. Oral examinations are conducted by the Supervisor of French in Grade XI to guarantee a high standard of attainment by the graduates. This process is continued in Grade XII but a higher degree of proficiency is demanded. The course of study in English is modelled along lines similar to that of the First Year at McGill University and is a course in Literature from Chaucer to the pres-

ent day. World history from the French Revolution to modern times is covered in the course in History. The books from which the pupils study in Latin and the limits in Mathematics are identical with those in the University. In Physics and Chemistry, excellent texts have been secured that ensure advanced courses being taught. These facts should assure parents and all concerned of the quality of the courses in Grade XII.

There are no easy or "snap" courses in the Protestant school system and it is not intended that there shall be such either in the older grades or in the new one. Though the all round development of pupils is desired, an essential basis must be intellectual, for by their brains graduates can, in large measure, be expected to make progress after they pass beyond the schools. In the highest grade of the system it is imperative that the course should be especially sound in this respect.

The students in this Grade receive special direction and inspiration because of their added age and maturity. It is to be hoped that they acquire an increased taste for knowledge and learning that will adequately repay their parents and the State for the additional expenditures made on their behalf.

The Twelfth Year is important from the standpoint not only of those who complete their formal education by its means but from the point of view of the universities which it feeds. The stronger the schools the more vigorous will be the universities which receive their product.

CHAPTER NINETEEN.

How Are Examinations Conducted and Promotions Made in Protestant Schools?

Though examinations still have definite values, many people have ceased to think that the educational advancement of children should be too greatly hindered by their inability to hurdle a series of intensive tests conducted morning and afternoon for a week or ten days each year at the end of the session. Such a system is regarded with especial disfavour for the elementary grades. Some children are afraid of examinations and do not succeed well with them. Others are sick during the annual testing period. Many are unable to attend at that time owing to family misfortunes. It seems absurd to allow good students to lose a year of school life for any such untoward reasons.

During the nineteenth century, the examination became a fetish. Standardization and even uniformity were aimed at in the schools in order, it was thought, to raise the level of academic accomplishment. Many persons believed that this desirable end could be secured by setting uniform series of examinations at the close of the school session and that the results would show whether the teachers had covered the whole of the course. They also imagined that the work of pupils could be measured in this way with a high degree of accuracy and that those who were adequately prepared would be able to pass the test. Con-

sequently, authorized examiners went from school to school with bundles of papers under their arms with which to try the abilities of pupils.

Standards were indeed raised by this means in the Protestant schools of Quebec. Competitive examinations were formerly held in the schools of Huntingdon and Chateauguay counties "to bring the light of these superior schools to bear on those of less note." However, the pendulum swung so far that, though a child might succeed in his work throughout the session, he failed to obtain promotion because he did not pass the June examinations. Not only was there a plea for uniformity in written work but, at one time, it was seriously contended that, for the old A.A. examinations, "The same person should hear all the Reading himself. The same applies to Dictation, so different is different people's manner of enunciation."

Since it has been proved that examination results are not unfailing indexes of the abilities of pupils, that many children do not do themselves justice in sessional examinations, that the results vary with the examiners, their training and possibly their moods, and that some give credit for method, neatness, spelling and what not, according to their discretion, while others refrain from recognizing such qualities, less faith has been placed in them. Moreover, when teachers are judged solely by the number of their pupils who pass and by the percentages they obtain, it is hard for them to resist the temptation to build all their classroom procedure around the examination and to over-

EXAMINATIONS AND PROMOTIONS

emphasize that feature of school life, to the detriment of others that are of more permanent value.

Wisely used, examinations serve useful purposes and there is no immediate prospect of banishing them from the schools. They provide a motive for pupils to review intensively the work they have already done and, in so doing, to obtain a new view of it, at the same time interpreting the facts learned as a unified whole. From their new vantage point pupils can arrange more logically the subject matter which they have mastered. Frequently, during the review for the examination, they find the parts of the work in which they are weak. If they have not made up the lack before the test, it is probable that the teacher will discover it during the reading of the answer papers. If he advises the pupils accordingly, they will glean much useful information. This will be particularly true during the regular school session. If tests are given then, and subsequently discussed in class, the teacher will find the pupils in unusually receptive, inquisitive and critical moods.

In the lower grades in our schools the teachers set and value the papers both during the term and at its close. Sessional examinations are conducted in the intermediate and high schools by the Provincial Department of Education. They begin about the sixteenth of June each year. Specially appointed examiners set papers for Grades VI to XII. Copies of these papers may be obtained by schools upon application. The answer papers of Grade X are usually sent to Quebec

LIFE IN SCHOOL

to be corrected by special examiners and many schools choose also to send those of Grade IX there. The largest schools, being particularly well organized, have freedom to conduct their own examinations even in these grades. All pupils of Grade XI, however, are expected to write the High School Leaving Examination and the answer books must be forwarded to Quebec to be marked. The same procedure applies to Grade XII. For Grades XI and XII supplementary examinations are held in Montreal, in all subjects, during the month of September. Arrangements are made, upon request, for pupils from High schools other than those in Montreal to write supplementary examinations at the same centre.

There is no longer any A.A. Examination or University School Leaving Examination in this Province. The A. A. Examination was abolished in 1910. Pupils of Grade XI in the Protestant and Roman Catholic High Schools, and in certain private schools that conform with the regulations, no longer write Matriculation examinations in school and, consequently, do not matriculate. They write the High School Leaving Examinations which are conducted by the Department of Education of Quebec. Those who obtain a minimum of fifty percent in the papers required are awarded High School Leaving certificates. These certificates may be presented to colleges and universities by those graduates who wish to enter their halls.

The courses followed in the High School grades in the Protestant schools are no longer uniform.

EXAMINATIONS AND PROMOTIONS

Within the subjects of the authorized curriculum offered by each particular school, pupils are allowed to make a selection. They should, therefore, make up their minds early as to the vocation they wish to follow and pursue the courses which are in accordance with their inclinations and abilities. Those who desire to continue their education after graduation should select with care the college and the particular faculty of the college they wish to enter, because different institutions set up varying pre-requisites. Pupils should, therefore, make their choice of subjects to meet the requirements demanded.

As a fetish, the examination has largely been destroyed in the official circles of the Protestant schools in Quebec. In its more practical aspects it still plays its part — one it is not likely to lose for some time. When better methods for testing the abilities of pupils are discovered and their merits proven, however, Quebec will probably be by no means the last to adopt them.

The June examination was for many years the one official means by which a pupil could be promoted from one grade to another. The system has recently been further modified, however, and promotions (but not graduation from High School) are now definitely in the hands of the Principal of each school. The criterion for promotion is the pupil's ability to do the work of the higher Grade, but Principals must satisfy themselves that each pupil has done thoroughly the work of one grade before promoting him to the next.

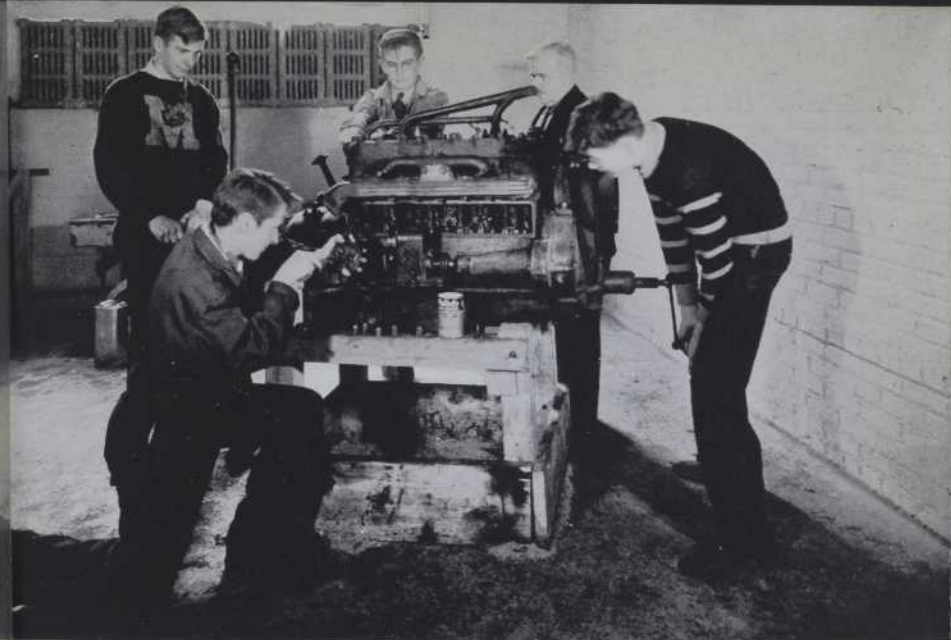
CHAPTER TWENTY.

What Is Being Done For Children In Remote Localities?

Where a few children of school age are gathered together, provision for their education is made in the Province of Quebec. After a teacher has been engaged in these regions, he frequently has to seek out some of the children and convince their parents of the necessity of allowing them to receive the benefits of schooling. In general, however, parents are keen upon their children being educated. It is touching to observe that the parent who has been denied education is, in many cases, as eager as the college graduate that his child should not suffer from the same handicap.

So vast is the area of the Province of Quebec that in remote areas it is still possible for children even of 'teen age to be ignorant of simple ideas of history and geography as well as of grammar and arithmetic. To many of their parents, education means little or nothing as they have not been schooled themselves and are unacquainted with either its advantages or disadvantages. To them the all important need of children is to learn the occupation of their fathers. The number of such people, however, is diminishing.

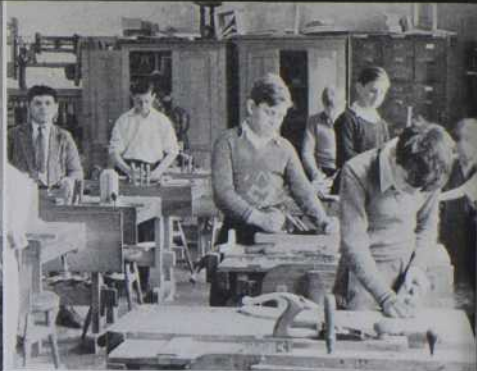
Much has been done for the education of children in the region known as Quebec Labrador. This is a strip of land on the north shore of the St. Lawrence,



Motor Mechanics:
Boys of Grade X Take Apart the
Motor and Put it Together Again

Specimens for Botany and
Biology Classes





BOYS OF ALL AGES FIND MANUAL TRAINING INTERESTING



CHILDREN IN REMOTE LOCALITIES

extending for a distance of some 250 miles south west from the Straits of Belle Isle. The territory is very rugged. The rocks are barren but land and water combine to make exquisite scenery. There are no roads or railways in this territory. Travel among the bays and inlets is done by motor boat in summer and by dog team in winter. As recently as fifteen years ago the children of this coast almost completely lacked school privileges. A few denominational schools had been in operation for several years but, though the teachers did splendid work, the pupils generally did not stay long enough to become very far advanced. Voluntary workers opened schools in a few districts during the summer but the term was so short that, in a year, most of the knowledge the pupils gained was lost.

In general, on this Coast, the people are remarkably brave and well up to the average in intelligence. The children are responsive to education and their parents are anxious for them to learn. In 1922 the needs of these isolated people were laid strongly before the Department of Education. Subsequently subsidies were arranged and buildings constructed. The buildings are made from materials sent from Quebec already cut out, as there are no lumber or planing mills to be found on the Labrador. A decade later the work had advanced to such an extent that the inspector wrote: "Practically every child in my inspectorate now has the opportunity of going to school." Instruction is given in both Protestant and Roman Catholic schools, all of which are under the control of the De-

LIFE IN SCHOOL

partment. The schools, being usually the only public buildings in the community and generally the best suited for the purpose, are commonly used for church services. Upon occasion, it is necessary to erect teacherages in order that the teachers may have habitations.

The school teacher must not only teach school but must also be visitor, confidant, social worker and sometimes even render first aid. As well as teaching children, it is not unusual for him to form classes for adults. Though the situation is better than it was a few years ago, many adults still need education. As the Primer from which the pupils learned contained a selection headed 'I see Sam' and easy sentences in connection therewith, the evening slogan among the members of the class became, "Are you going to 'I see Sam' tonight?" It was rather common for pupils of five years of age and those of fifty to be at the same stage in their reading.

The Magdalen Islands lie in the Gulf of the St. Lawrence off the coast of New Brunswick. They are, however, part of Quebec territory. Protestant schools are to be found at Old Harry, Grindstone, Entry Island, Grand Entry and Grosse Isle. These are communities long established. Each has its own School Board, and conducts its affairs as in other school districts of the Province. Difficulty is experienced, however, in securing teachers with Quebec diplomas, and keeping a teacher in a school for longer than a single school session is a perennial problem.

CHILDREN IN REMOTE LOCALITIES

On the Gaspé Coast, for many years past, there have been several good Protestant schools, though their calibre has been improving greatly recently. At New Carlisle is located a splendid High School. In connection therewith a hostel is operated under the auspices of the School Board. Fifteen intermediate schools are located in towns and villages where the Protestants are settled. Several of these are also consolidated schools. A splendid four room consolidated school has been built at New Richmond and a three room school at Grand Cascapedia with fully excavated basements, the plans having been initiated in the Department of Education. The consolidated school building at Matapedia was destroyed by fire but it has been rebuilt. In many communities elementary schools are situated, some being almost inaccessible, such as the Deeside school and that at Rivière Bleue. So numerous are the schools on the Gaspé Peninsula that an Inspector is employed who gives his full time to their supervision.

In the vicinity of Lake St. John many Protestant schools are in session every year. A high school has been built at Kenogami and intermediate schools are in operation at Arvida, Dolbeau, Isle Maligne and Riverbend. Small elementary schools are located at Chicoutimi and Girardville.

In LaTuque a great interest in education is evidenced and a high school maintained. Elementary schools are located at Parent and Oskalanee River on

LIFE IN SCHOOL

the northern main line of the Canadian National Railway.

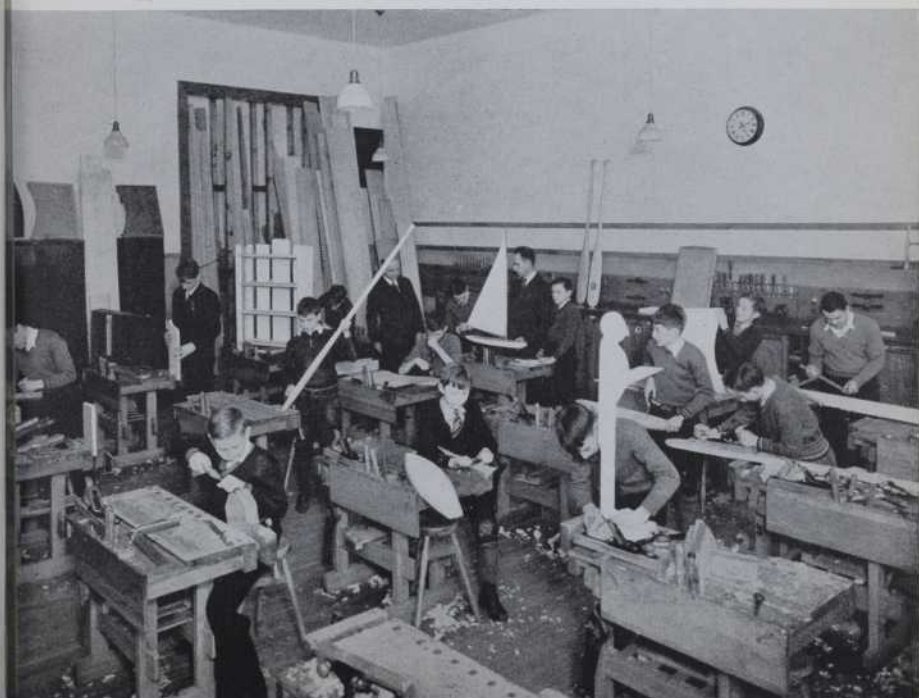
Two of our largest elementary and high schools are located at Noranda. New intermediate schools have been built at Bourlamaque, Malartic and Val D'Or. Elementary schools have been erected in other mining districts of northern Quebec. The school at Duparquet is an example of a splendid, steam-heated school built in a town located in a former wilderness.

In mining and industrial regions it is usual for the companies to start schools. They generally obtain, from the Department of Education, help with the course of study and with problems of administration. In addition to the aid received from the company, the employees often make a contribution which is sometimes voluntary and sometimes imposed. In the classes may frequently be found young people of twenty-five years of age and over.

When the territory becomes organized and employees own their own homes, School Boards are established and these schools come under the control of the Department of Education. Those interested in the organization of a new municipality must apply for recognition by the Lieutenant-Governor-in-Council who will set the boundaries and thus avoid future complications. In some of these places the airplane is the principal, and sometimes the only, means of transporting freight and passengers from railroad points.

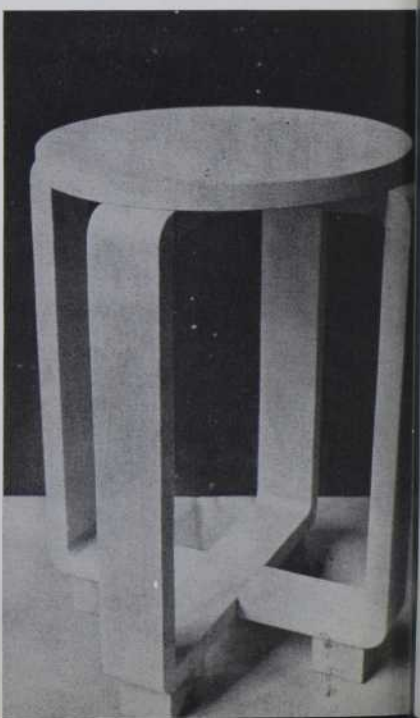
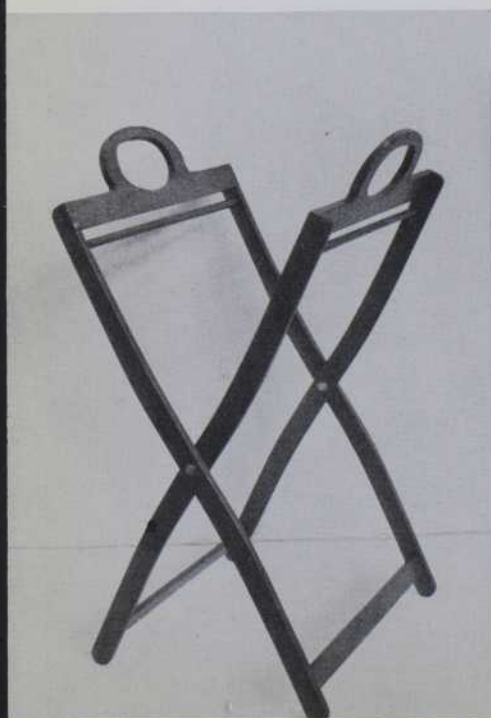


Woodworking Has Immediate Practical Value—and Much that is Remote





OBJECTS MADE IN WOODWORKING CLASSES



CHILDREN IN REMOTE LOCALITIES

Children who live at a distance from school find many interesting and sometimes novel means of transit. Skis are becoming increasingly popular and snowshoes have not lost much of their former attractiveness.

In colonization districts such as those in Timiskaming and Stanstead counties, the buildings are erected immediately by the Government and aid is given towards securing and supporting teachers. In Joannes township, several schools are in operation.

In still other communities where one or two isolated pupils reside, it is usual for the Department to give any help within its power, sometimes furnishing courses of study and even textbooks, in cases of necessity.

CHAPTER TWENTY ONE.

How Are Children Taught to Care for Their Safety?

Statistics supplied by the Province of Quebec Safety League show that 422 road fatalities took place in the Province of Quebec during the year 1939. Of these, 89 were child pedestrians and 24 were cyclists. Of the former, 29 were killed in Montreal. In addition, 6118 persons were injured in traffic accidents in the Province during that period, of whom 1065 were child pedestrians and 541 were cyclists. The cyclists were usually children and young people. A large number of these accidents took place in Montreal. Several hundred others were killed under other circumstances or injured in various ways. In the Dominion of Canada in 1938 approximately 6000 people were accidentally killed, of whom 1545 lost their lives in traffic accidents.

Accidents are responsible for the deaths of more children between three and eighteen years of age than any single disease. They are divided almost equally between the home, the school and the street. In the home, most accidents happen through falls, at school through play. On the street the greatest single cause of accident is the automobile. Young automobile drivers, in their teens, have an exceptionally bad accident record, that being about fifty percent worse than the average for all drivers. Young workers in

SAFETY EDUCATION

industries have also a bad accident record, their accident frequency rate being higher than that of older workers.

Egotism, vanity, recklessness, stupidity, lack of courtesy and senseless haste have brought tragedy to many a home. Many a bright child's future has been blighted by actions that should have been better controlled. Many of the dangers of previous centuries remain in the present and to these have been added the perils due to an age in which speed has become a vital factor. The generation that has so speeded up its mode of living owes to its children an education that will enable them to escape its disadvantages. The danger that lurks on every hand must be combated very much more vigorously than it has been if human life is to be valued at its real worth.

Not the least important of the features of the present course of study are the lessons taught concerning safety. Both in the school and out of it pupils are encouraged to develop habits that will prevent accidents. The rights of others are explained. Children are warned never to throw sticks, stones or hard snowballs towards anyone nor to play, in a dangerous manner, with peashooters, sling shots or pointed arrows. They are particularly warned against playing childish pranks on one another and are instructed in the necessity of exercising caution in all their movements. In the gymnasium and on the playing field they are shown by good teachers how to work and

play with due regard for their safety and that of others.

In the textbooks in Health and Hygiene for Grades IV, V, VI and VII in the Protestant schools, chapters are devoted to safety education. During these lessons, which are suited to the mentality of the pupils of each of the grades and are extremely practical, teachers and pupils have every opportunity to discuss this important aspect of modern life. Pupils are taught the terrific cost of carelessness. By means of these lessons and those propounded by the Province of Quebec Safety League they are warned to stop, look and listen before crossing streets and railroad crossings; to cross streets at intersections and at a walk, not on the run; and to refrain from hitching on waggons and riding on running boards of moving automobiles.

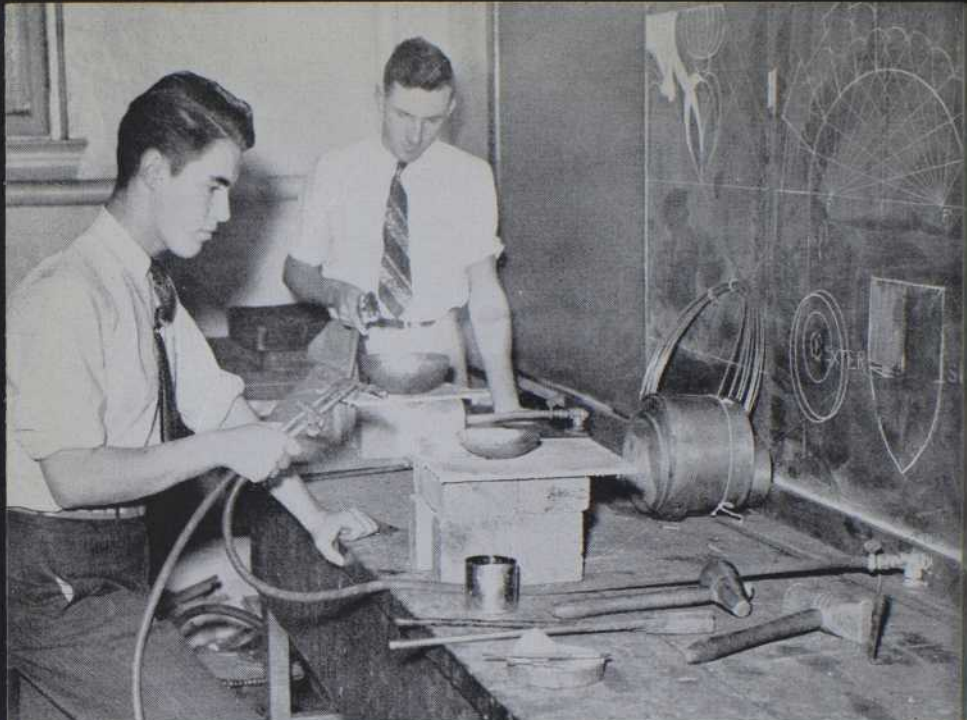
When travelling at night on the road in the country, pupils are advised to wear some white object, if only a handkerchief on the arm. The necessity for having lights and reflectors on bicycles is shown as well as the benefit of mud guards painted white in the rear. Those who ride bicycles are taught to signal for stops and turns as motorists do, to stop at all grade crossings, main highways and boulevards. They are particularly warned against holding on to moving automobiles and against taking passengers with them on their bicycles.

Instruction is frequent concerning incidental dangers and the prevention of accidents. Children are



FURTHER OBJECTS MADE IN WOODWORKING CLASSES





Annealing Their Jobs — Working on Copper Bowls

Specimens of Silver and Copper Work



SAFETY EDUCATION

urged not to push or trip one another in their play, not to skate on thin ice, not to loiter or play on railroad tracks nor to dart from behind parked cars. They are cautioned regarding the dangers of roller skating and climbing tall trees and poles. Lessons are given on picking up fruit peelings and depositing them in waste baskets and removing objects from stairs and other places where people may be harmed by stepping on them. Pupils are shown the danger of carrying pens and pencils with the points exposed, of putting pins, needles and other sharp objects in their mouths, and of many other sundry practices that may cause harm. In many schools, plays are presented by pupils bearing on safety. Some impressive lessons are taught thereby. Pupils are also frequently asked to write compositions, make posters and hold debates on safety.

Periodical fire drill is required in all schools. Pupils must know where the fire-extinguishing apparatus and safety appliances are located in the school building and must receive instruction in the most efficient means of evacuating the building in case of fire. Many schools attended by hundreds of children can be emptied within one minute. Two minutes is rather a long time for this process. Pupils are constantly advised not to play with matches, fire, firearms and other dangerous weapons. They are shown how to extinguish the flames if fire catches their clothes.

As a practical measure, and in order that children may acquire habits of caution in crossing city streets, "Safety Brigadiers" are appointed in some schools to

LIFE IN SCHOOL

assist the pupils to cross the streets in the vicinity of the schools. The Safety Brigadiers and the Safety League itself have been recognized by the Provincial police and by the Municipal police. The value of brigade work by older boys is twofold. While caring for younger children, they are rendering a useful service to their school and community. At the same time they are acquiring qualities that fit them for leadership, such as devotion to duty, self-sacrifice, initiative, judgment and discipline.

An annual "Safety Week" has been a feature of recent years. This has been generally adopted in the cities and larger towns. During that period, this aspect of the problem of living has been brought to the attention of all. The schools have co-operated extensively in the movement. But a special week set apart once a year is not sufficient. Habits must be established which will aid people at all seasons of the year and in all places. Parents can and do co-operate in the endeavour to protect their children. Teachers are urged to develop safety contests, hold safety meetings and demonstrations, encourage safety plays, show motion pictures dealing with safety, organize junior safety clubs and engage in other similar activities.

Many accidents to children must be expected from the very nature of youth. But sensible people will not always endure the havoc and carnage that have visited so many homes in recent years as a consequence of man's recklessness. Parents look to the school to pro-

SAFETY EDUCATION

protect their children by giving group instruction regarding accidents and by teaching preventive methods. But they recognize that forces that will effectually prevent reckless destruction and curb speed demons lie mainly outside of school influence.

CHAPTER TWENTY TWO.

What is the Value of Home and School Associations?

The mutual interests of parents and teachers demand that both parties work together for the benefit of the children. The close cooperation of the two should result in greater educational progress.

The formation of a Home and School or Parent-Teacher Association makes the community realize that the welfare of children is of supreme importance. Such an association encourages all influences that make for the development of the child, increases the interest of the parent and the potency of the teacher, demonstrates the value of cooperation between parent and teacher on behalf of the child, enables parents to understand better the purposes of the school, affords teachers an opportunity to learn about the life and character of the children in the home and reveals to parents and friends of the school the nature of the teacher's duties and responsibilities.

In Quebec, the control of the schools is in the hands of the School Boards. Theirs is the responsibility for the school property, the management of the schools, the engagement of the teachers and the amount of the school fees. All except a few Boards decide the annual rate of taxation. In view of these conditions one may well ask what interest parents have in the schools. As parents, they have no legal status in the administration of the schools. But as

HOME AND SCHOOL ASSOCIATIONS

ratepayers they have the responsibility of the ballot. Moreover, school officials usually welcome the co-operation and constructive suggestions of persons who interest themselves in the general welfare of the schools. They appreciate any practical help that is voluntarily given. When the parents and friends of the school organize with a helpful purpose in mind, and when they ally themselves with the teachers the union can be a tower of strength to the Boards.

Such an association is a kind of alumni body which has a distinct interest in the school, sometimes because its members are graduates of the school, sometimes because children in the family are at present in attendance, and often for both reasons. A group of this sort can easily help with the solution of problems. It can find out opinions on important matters, point out improvements that are necessary, assist in selecting the optional subjects best adapted to the pupils, work up an enthusiasm for the school and provide means for fulfilling needs.

School practices, aims and ideals need constantly to be explained to the public. A Home and School Association furnishes an excellent medium for such explanations. Teachers are generally willing to lay the claims of the children, the course of study and the ever widening equipment requirements before interested persons. Speakers of broad experience can often be secured to kindle enthusiasm and disseminate information.

LIFE IN SCHOOL

A Home and School Association provides a forum for children to develop and exhibit their talents. Many of the extra-curricular activities of the school require an outlet for the display of debating, dramatic, musical and other abilities which are increasingly being recognized as pertaining to the all-round development of the children. The resulting meetings furnish the opportunity for fraternal gatherings among parents, teachers and other friends of the school that are well nigh indispensable if the children are to receive maximum benefits. At these gatherings, the progress of the pupils can be explained to parents in a more intimate manner than is possible from the examination of a report card with its cold figures.

By means of Home and School Associations parents can be shown how the course of study has been constructed, the options that are offered and the reasons for their introduction. They can be given a few explanations of the objectives of each subject. Afterwards, they can talk to their sons and daughters, find their aims, if they have any, and, if not, try to encourage some. This is especially necessary when children are in the High School grades where a wide range of options is possible and where the selections made often influence the young people's futures.

Many profitable as well as pleasant evenings are spent at the meetings. In addition to the subjects already enumerated, discussions have taken place in Home and School Associations upon such diverse

HOME AND SCHOOL ASSOCIATIONS

topics as the textbooks, the school law, visual aids, comic strips, the diet and the reading of children. The teaching of French by means of the gramophone was demonstrated at Montreal West. The Home and School Association in McMasterville sponsored the organization of Boy Scouts, Girl Guides, Wolf Cubs and Brownies. The improvement of the home, in some of its phases, has been studied. Suggestions and questions of parents placed in question boxes have formed the basis of much helpful study.

The Home and School organizations that are most active thrive best and appear to have the greatest chance of survival. In these, money is raised and gifts presented to the schools to give tangible expression to their interest. The library especially is favoured as its needs and advantages are generally recognized. Athletic equipment, that Boards feel it beyond their means to provide, is often supplied by the Association. Additional prizes and bursaries for deserving pupils, drinking fountains, special cupboards and other accessories are furnished according to particular requirements. Clothing is collected and distributed to needy families and Christmas boxes are sent out. Children have been supplied with glasses and doctors' bills have been paid by these friends of the schools as occasion has arisen.

Funds for the Association are obtained from such sources as fees, collections, food and other sales, card parties and social gatherings. Sometimes contributions are made through the generosity of individuals.

LIFE IN SCHOOL

This is the case at the Sutton High School where one of the best activities of the local Association is the provision made for supplying hot lunches, in the winter months, for the pupils who remain in school during the noon recess.

That this movement is thriving elsewhere is shown by the fact that British Columbia issues a bulletin called the "Parent-Teacher News" and Nova Scotia publishes "The Parent-Teacher Quarterly". Ontario also has its Home and School periodical. In all of these, information is circulated relating the activities of the branches. But though groups have been formed from time to time in various centres in the Province of Quebec it cannot be claimed that the organization has ever flourished here. The interest in particular localities has usually waxed or waned according to the personality of the President and the amount of enthusiasm displayed by the teachers. A section of a Convention of the Provincial Association of Protestant Teachers aroused some further sentiment in favour of the establishment of Home and School Associations. The Status of Teachers' Committee has suggested that this organization should be formed where the local conditions will ensure its successful operation, where it will result in an increasing and intelligent interest being taken by the community in the work of the school and where it will become a potent factor in the life of the young people.



An Old Type Spelling Lesson:
The Boy Walking to the Foot of the Class Has Just Missed

School Chums:
Boys in Small Groups Have Common Interests





IN THE LIBRARY

Central Libraries and Classroom Libraries are Features of School Life



HOME AND SCHOOL ASSOCIATIONS

It is probable that Home and School Associations will thrive better if the movement in Quebec becomes organized and affiliated with the National Federation of Home and School. Steps towards this end have recently been taken.

CHAPTER TWENTY THREE.

Why Should Visual Aids be Used in Schools?

"Let me see it" is a common exclamation. One person reads to another but the hearer may not catch the full import of the words. The printed page becomes clearer to the latter when he sees it. A child asks a parent or teacher a question from his book and is asked to show the place. A pupil cannot remember his spelling, so he is told to look at each letter. One person describes a flower or plant and asks its name. The description given may be inadequate but the answer is readily forthcoming when the expert sees it. The salesman recognizes the value of displaying his goods and letting his client view them. Descriptions of events do not grip the public as do pictures and dress parades.

The sensible method of allowing children to become familiar with nature and life by sense perception is rapidly becoming a feature of their training. Parents and teachers both recognize its value. All good teachers persistently collect picture post cards, magazine illustrations and objects which will amplify their explanations. By means of pictures the past is brought to the present. The dress, surroundings and habits of ancient peoples accurately drawn from scholarly descriptions are brought before the onlooker. Unknown people possess a fascination all their own. Pictures of Indians, Eskimos and Zulus still thrill child-

VISUAL AIDS

ren. The glaciers of Alaska and the picturesque costumes and customs of the Near East, India and Africa are made very realistic through photographs.

The blackboard is being used much more extensively than formerly in all classes. Tack strips are placed around up-to-date classrooms upon which the teachers can display specimens of pupils' work as well as clippings from magazines and other sources to illustrate facts of interest. Artistic representations drawn with coloured crayons appear in almost all junior grade classrooms. Globes and maps occupy prominent positions. Sand tables, on which can be shaped any desirable object from a farmyard to a mountain, are placed in most junior classrooms. The making of raised contour maps with a mixture of flour and salt is a common practice. Wire models have long been used to illustrate the plane of the earth's orbit, and that of the moon, around the sun. Pupils are constantly exhorted to bring to class specimens of plants, weeds, butterflies and rocks to clarify prospective lessons. Even fossils and antiques are brought in from time to time. Teachers have long been accustomed to setting up a miniature store in the classroom for teaching the prices of ordinary commodities in connection with arithmetic problems, organizing make-believe Post Offices and banks and using play money to give reality to business practices. Many branches of banks have been kind enough to supply the usual business forms, such as deposit slips and blank checks, so that pupils may have first hand experience with them. Avoirdupois and metric weights and measures are almost

standard equipment in schools. Demonstrations to show equivalents of geometrical figures are frequent.

Drawing pictures is an old practice of mankind, whose first writings were in pictures. The Chinese still retain picture writing. Greek teachers wrote and drew on the sand. Some early school texts contained pictures, but it is difficult to see the reason for the long delay in introducing them more extensively. Publishers of textbooks now recognize so well the value of illustrations that practically all children's school books are rather copiously supplied with them.

History is a subject which lends itself admirably to the use of visual aids. Charts, diagrams and comparative tables are inserted in many history texts. Others can be purchased for small sums or even drawn by teachers and pupils. The genealogical tree marking the relations of dynasties and rulers has been in vogue for a long time. The history chart is a more recent development. It depicts, in graphic form, such important matters as general trends in history, the sequence of events, the complex relations of nations and the evolution of historical movements, particularly those which centre around outstanding figures. Charts, in which different colours are employed for different countries, illustrating concurrent events, enable pupils to see at a glance situations which might, otherwise, require long explanations. A whole period in the distant past is oftentimes re-vivified by enthusiastic teachers who have been sufficiently zealous to collect coins, seals or fragments of pottery.



Periodicals Corner

Pupils Interest Others in Their Reading



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Periodicals Corner

Pupils Interest Others in Their Reading





Even Young Pupils Enjoy Classroom Libraries

VISUAL EDUCATION

A Large Percentage of Protestant Schools Now Own Projectors For Silent and Sound Films



VISUAL AIDS

In science, particularly, the need of demonstration and experiment has been felt. Two stages have been passed in the teaching of Chemistry and Physics and a third one reached. In the first stage little experimentation was attempted, the pupils mainly reading the text and being taught from the printed page. An advance upon this was made when the teachers demonstrated the textbook lessons. Now, however, most high schools, and many intermediate schools, possess science rooms which are equipped so that pupils may perform their own experiments at individual tables and at acid resisting sinks. Pupils thus become acquainted at first hand with force pumps, lift pumps, thermometers, barometers and the various kinds of apparatus used in Physics classes. Batteries, dynamos and electric bells are often taken to pieces that their component parts may be discovered. Pupils come into contact with chemicals and see the transformations take place that they must record as equations. They are required to write in note books the details of the experiments they perform and to illustrate them profusely. In those schools in which household science is taught, the kitchens are equipped with practical and modern apparatus which includes gas and electric stoves and electric refrigerators.

The camera has become a feature of modern life. For many years the photograph has been a popular means of making permanent records of events. The lantern film or slide is a newcomer to the field of visual education in the school and it has already proven its value as a teaching device. Some

LIFE IN SCHOOL

teachers are using the lantern to show to pupils pages of books and explain them while all can see clearly. By means of the lantern and the daylight screen compositions and mathematical problems can be corrected in the full gaze of the class. The motion picture has followed the still picture and is extremely popular with young people. Even older folk are enthralled by it. There must be good reasons for its power of attraction.

Teaching by means of visual aids has placed many a young person on the path to learning. Since it is probable that about eighty three percent of learning comes through the eyes, except for those who are auditory minded, people are almost bound to learn as they sit and look. If good teachers are at hand to give the explanations needed, encourage thinking and assist the imagination, the education of children may be pleasantly and effectively furthered.

CHAPTER TWENTY FOUR.

Can the Moving Picture Be Justified in the Classroom?

Tests in Great Britain and the United States upon pupils who have been shown films record a substantial gain in their classroom rating for those who have viewed them compared with those who have not had this advantage. The attention of children is held and their mental alertness is aroused to a higher degree when shown films than when the lessons are presented in the usual manner. The pictures stimulate pupils to increased effort. Their ease in narrating what they have seen is greater and the details given are more accurate. Interpretation is helped and imagination quickened. Creative ability is developed. From the first hand material presented to them, children are aided in their thinking. Testimony of this kind is given by the Chief Inspector of Schools for the London (England) County Council.

Experiments conducted in the United States show that, in Geography and General Science, teaching by the film is distinctly superior to the ordinary teaching practice. The committee in charge stated that no previous educational experiment had been so thoroughly conducted or so scientifically pursued as this. Approximately eleven thousand pupils in three hundred classes in various States took part.

LIFE IN SCHOOL

The results further showed that the films were highly effective in awakening and sustaining the interest of the children. The films also prompted the children to an extraordinary degree to undertake other types of self activity such as making models of the objects filmed. They increased the quantity and quality of the children's reading, caused greater facility and freedom in discussion and resulted in a greater amount of writing being done. The directors of the experiment, who are among the foremost educational experimenters, stated that, during their years of teaching experience and observation of classroom practice, they had not observed such liveliness or such sustained discussion as that exhibited in these classes. Moreover, teachers contended that the pupils remembered the material longer, that it contributed to accuracy of knowledge and that the pupils obtained clearer information than they did from reading.

In Germany, France, Italy, Russia and other European countries the film is being used extensively for educational purposes. Practically all the forty eight States of the American Union possess educational film libraries. In Great Britain much progress is being made with the educational film. One firm alone in a recent year issued sixty new films of educational value. Geography, biology, science and physical education have been the easiest subjects to treat but efforts are now being made to manufacture historical pictures. Teachers, professors and educational administrators are working together to plan series that will be of practical value.

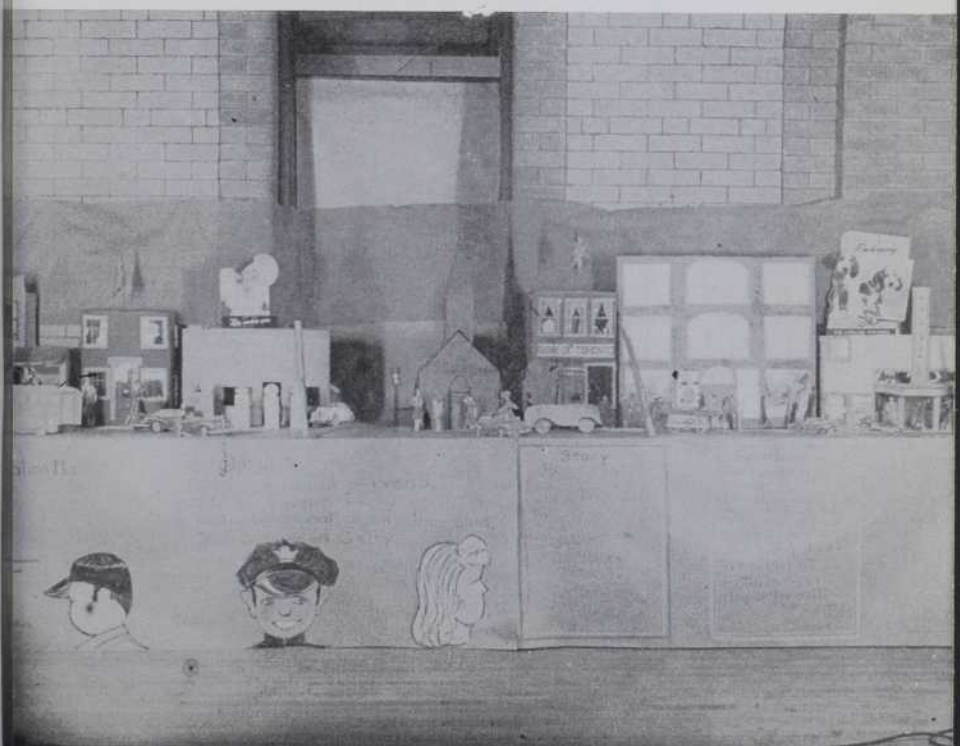
$\$9.589 \leftarrow \text{Int. on } \$1000 \text{ for } 10 \text{ da.}$
 $+6.85 \leftarrow " " \$1000 " 5 \text{ da.}$
 $\$10.274 \leftarrow " " \$1000 " 75 "$
 $\times 25 \leftarrow 2500 = 25 \times \1000
 $5137 \leftarrow \frac{1}{2} \times 10.274$
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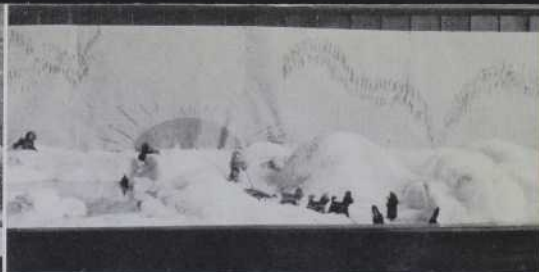
BANK
OF
MOUNT

TELLER

Accountant

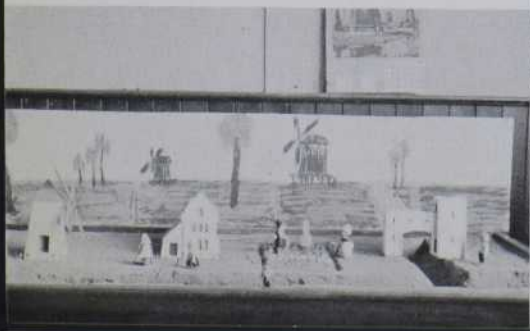
ENTERPRISES ARE CONDUCTED IN ALL GRADES





Special Rooms for Enterprises

Activities or Enterprises Provide
New Ways of Arousing Interest
and Stimulating Learning



MOVING PICTURES

Many other films have been produced that can be utilized to advantage in schools. Some of Shakespeare's plays are ready for use as well as *Les Misérables*, *Uncle Tom's Cabin*, Anna Sewell's *Black Beauty*, Dickens' *Oliver Twist* and other well known stories. The pictures of Disraeli and Pasteur that have had their run for adults could easily be procured for children. The Oberammergau Passion Play and many other religious pictures are available. Reels have been prepared on the aphids, frogs, moths, birds, wild flowers and the formation and growth of plants. The structure of the body, the blood, the circulatory system, the digestion, food and food values, how teeth grow and care of the teeth, posture, home nursing, First Aid, sports and cartoons are subjects that can readily be purchased. Mountain building and volcanoes are excellent subjects. Films concerning energy, power and work as applied to Physics, the fundamentals of acoustics, atmospheric pressure, the molecular theory of matter, sound waves and their sources, heat, light and electricity need only to be bought to supply satisfactory media for teaching purposes. Over two hundred films are available in Geography. Coal mining, tin mining, copper mining and smelting, the making of flax and rubber and the growing of cotton have been filmed. Many splendid pictures illustrate the scenery and products, manufactures and other industries of Quebec and other parts of Canada. Two of the most wonderful films show the power of plants and moving X-ray pictures of the human body. In

LIFE IN SCHOOL

the latter, the audience actually sees and hears the human heart beat.

In many States of the American Union pamphlets on visual aids are being circulated by the Department of Education. In many cities there is now a Director of Visual Education. The Canadian Government Motion Picture Bureau has an extensive collection of lantern slides and films depicting the resources, industries and attractions of the Dominion. It also produces scientific, technical and special types of films. The Ontario Government formerly maintained a Motion Picture Bureau which contains a large library of films. The National Film Society lends films at nominal rates. The British Finance Act of 1935 allows for free trade in educational films within the Empire. A film produced by a resident in the British Empire is exempt from Customs' duty in Great Britain if the Board of Education is of the opinion that it is of an educational character. A ready means is therefore at hand for disseminating information about the British Empire and for the upbuilding of patriotism and desirable habits.

In accordance with the best educational practice, visual education is being accorded an increasingly large place in the schools of the Province of Quebec. This is so despite the fact that some people still think that the harder learning is made the better is the learner. This belief is true only within narrow limits and it is probably truer for adults than for children. In the moving picture the present generation has a

MOVING PICTURES

species of royal road to learning — a way by which a child learns more pleasantly and much more thoroughly many things that formerly he would have acquired only after a long and tiring journey, if indeed he would have grasped them at all. He sees and knows.

In order to help teachers develop this new type of instruction a Film Library has been established in the Department of Education. Over twelve hundred filmslides, each containing from twenty five to eighty pictures, have been purchased as well as nearly five hundred sound and silent motion pictures. These are mostly about four hundred feet in length and run for about twelve minutes each. Both films and filmslides are sent to schools free of charge. The large majority of the high schools in the Province own excellent projectors towards the purchase of which most of the School Boards have received substantial Government grants as the equipment is very expensive. Several intermediate and elementary schools also have the necessary equipment. Many of the Boards possess projectors for showing filmslides and for silent and sound pictures as well as kaleidoscopes for viewing opaque objects. Some Boards are also establishing their own film libraries and are renting other suitable films.

Teaching by film will not be sufficiently widespread, however, until it is woven into the framework of the course of study. Then each teacher will know exactly the film which must be shown at a particular

LIFE IN SCHOOL

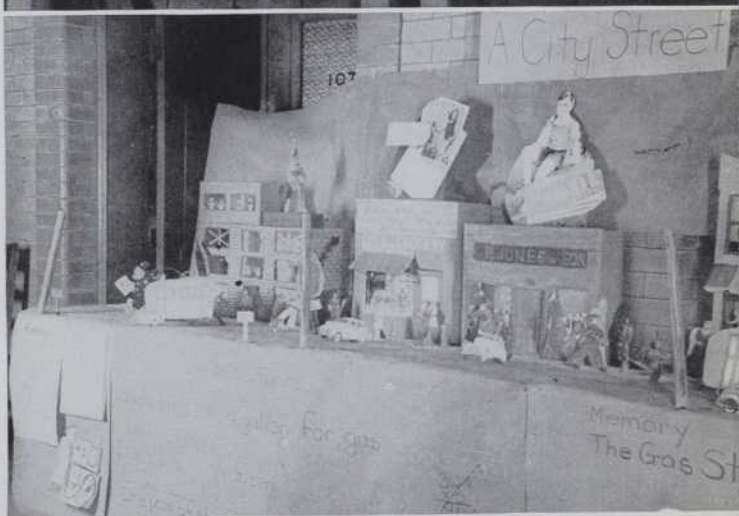
time and must have the materials available. It is possible that, from some points of view, the still picture is a better teaching device than the motion picture. However, the sound film has been developed to such an extent in recent years that it is generally conceded to be easily the best type of film picture.

Though the printed page will ever retain its appeal, it is possible that, in the future, the advent of the film will be regarded as marking an advance in classroom practice comparable with that made when the printed page displaced the handwritten manuscript.

Circuses
Always
Bring
Happiness



City Streets
Provide
Attractions



OUR FARM

NOIRE FERME

Number Work

WRITING

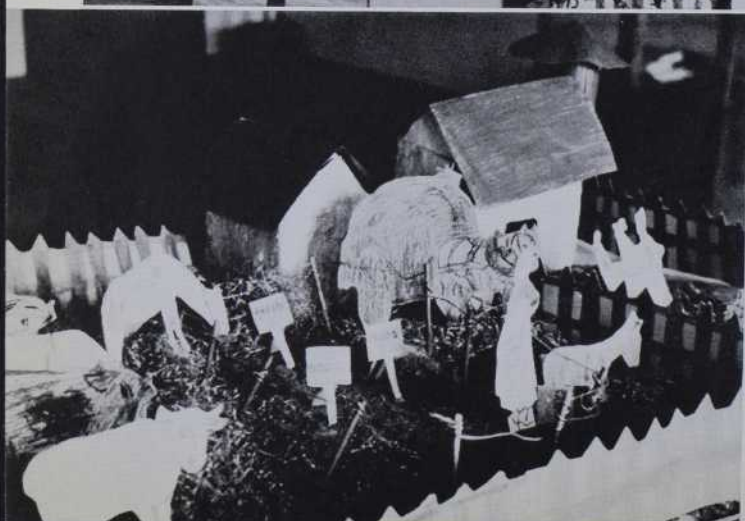
Music

Spelling

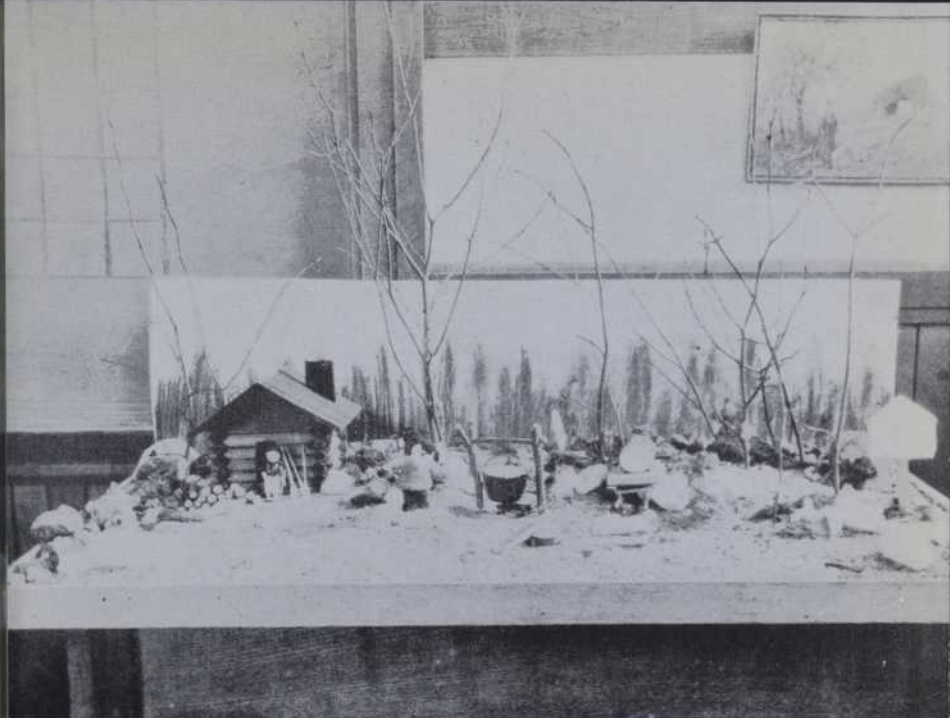
All Subjects
are Taught
Through
Farm Models



Teachers
and
Pupils
Collect
Textile
Products



Pupils make
Paper
Models of
Barnyards



A Sugar Camp, Made by Pupils of Grade III

PROJECTS EXECUTED BY PRIMARY PUPILS

The Animals on the Merry-go-round Were Made of Plasticine by Pupils of Grade III



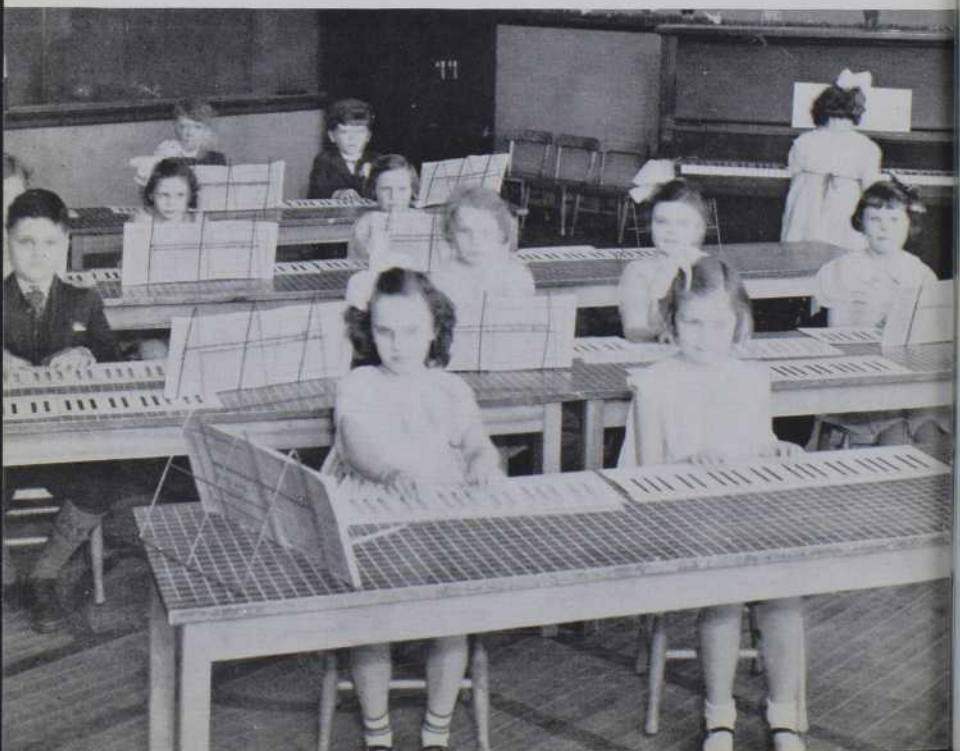
An Eskimo Igloo,
Made by Pupils of
Grade I



A School Choir:
Singing Out of Doors

MUSIC CLASSES

Early Lessons in Pianoforte Work



CHAPTER TWENTY FIVE.

What Are the Aims of the Teaching of English?

About one hundred years ago, Charles Dickens was writing "Nicholas Nickleby". In that novel he explained the system of education at Dotheboys' Hall as follows: "We go upon the practical mode of teaching, Nickleby; the regular educational system. C-l-e-a-n, clean, verb, active, to make bright, to scour. W-i-n, win, d-e-r, der, winder, a casement. When the boy knows this out of book, he goes and does it . . . that's our system."

Fifty years later an English schoolmaster wrote: "Teaching English with small boys generally comes to this, that they are set down to read an easy author with notes, are expected to interest themselves in derivations of words from languages which they know nothing at all about, and in the analysis of sentences which they can understand without it or cannot understand with it."

The method of teaching English described one hundred years ago is probably quite out of existence now. That of fifty years ago has passed away in Quebec. No longer do pupils spend a year trying to analyse and dissect one book. The method now followed has a constructive rather than a destructive purpose. Several books are prescribed in each grade. In addition, a lengthy list of supplementary readings of an interesting nature encourages pupils to like English

LIFE IN SCHOOL

literature. It is the aim of the course to stimulate an appreciation of the best books in the language, to help pupils to realize the wealth of their literary heritage, to develop their imaginations by contact with the experiences described by great writers, and to interpret their own lives through the recorded experiences of others.

The present course of study is not restricted to any particular type of reading. Prose and verse each has its place. The works of modern as well as those of older authors are perused. Juvenile literature of a very attractive nature has been found for the lower grades. Selected books by Oliver Goldsmith, Jane Austin, Sir Walter Scott, Charles Lamb, Lord Macaulay, Bulwer Lytton, Richard Henry Dana, Charles Kingsley, Wilkie Collins share place with Robert Louis Stevenson, William Kirby, Quiller-Couch, Joseph Conrad, Archibald McMechan, Rudyard Kipling, Raphael Sabatini, John Drinkwater, John Buchan and other modern writers. Canadian writers have not been neglected, for many of their best poems and writings are to be found among those authorized for use in the schools.

Instead of laboriously dissecting it, pupils in schools now enjoy their reading. Those portions which lend themselves to presentation before their schoolmates, parents and friends are occasionally acted or dramatized as opportunity is afforded. When children know their literature at first hand by living in the land of make-believe, they remain in its en-

TEACHING OF ENGLISH

chantment. Dramatic effort not only develops appreciation of the play but also leads to an understanding of the costumes, dress and behaviour of people of former days.

The planning of the scenes of the drama provides children with activity that is sufficiently creative to give rein to the brightest imaginations. The social relationships involved kindle friendships. Pupils understand one another and recognize mutual abilities. They enter into an association with their teachers undreamed of in the humdrum work of the stereotyped classroom.

The verbal explanations are not the vital part of Shakespeare. 'The play's the thing'. By acting his plays, pupils can understand much more easily why he is the greatest dramatist than they can when they merely have to study them with a dictionary and a book of annotations at hand.

Through their reading of English literature and the contacts established by means of the plays, not only may the tastes of children be raised but their ideals of life may, consciously or unconsciously, be elevated thereby. As a means of employing one's leisure to advantage, good reading is the route "par excellence". Reading directs the student to a knowledge and understanding of the world and all that therein is. It conjures up ideas that lead him to explore avenues to further knowledge. It teaches him how to conduct himself aright in the major relationships of life.

Through their own efforts at writing, which good reading should prompt, pupils learn that accuracy of form and expression are of paramount importance. They thus discover how to convey their ideas to others. Many pupils in our schools are being encouraged to write poems, short stories and plays, and some are achieving a measure of success. The magazines that are published annually by the graduating classes of several High Schools contain many gems that show decided signs of promise in adventurous writing.

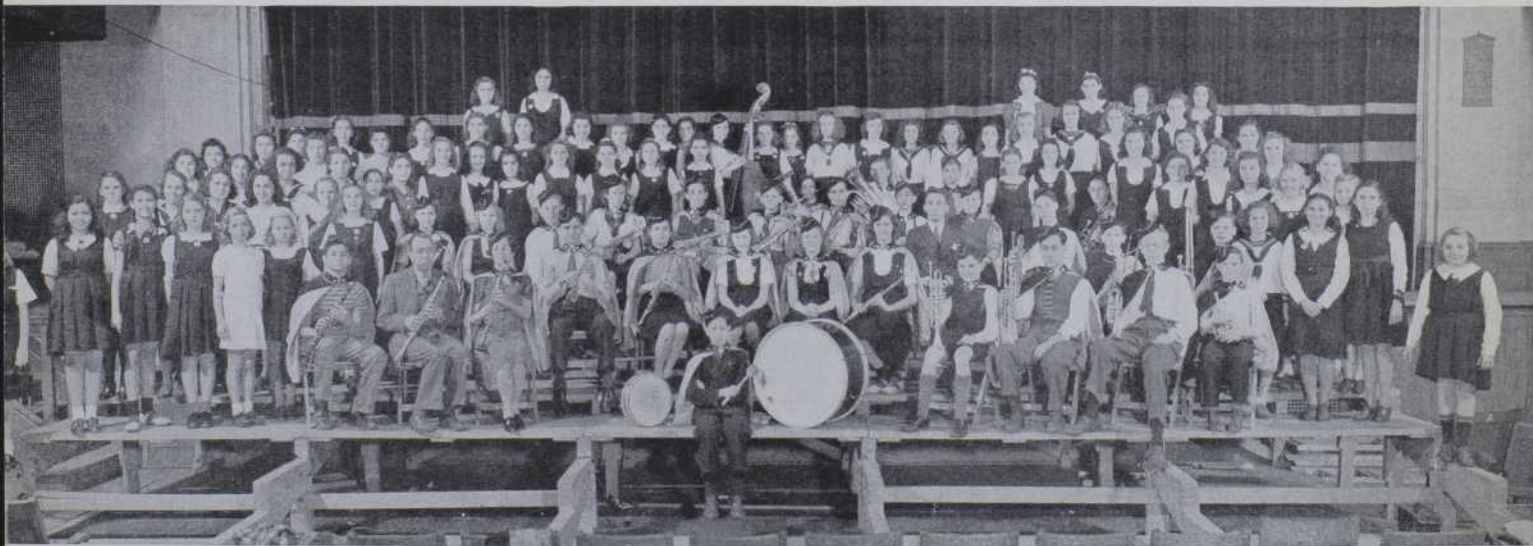
It is not easy, however, to awaken in all young people the sense of the dignity and the beauty of English. They know it as their native tongue and, almost invariably, think they understand it and can use it well enough. Most youngsters even exhibit some pride in re-echoing syncopations, distortions and slang expressions. The ability to introduce or curl around their tongues any new word or phrase that is going the rounds is regarded as an accomplishment of no small merit. While tolerance must be exercised over such childish play, nevertheless the new soon becomes worked to death and, by its means, inertia replaces vitality, impotency supplants vividness, coherence becomes lost in the jargon, and imagination is restrained by a monotonous repetition of that which will soon be thrown into the discard.

English is being taught in schools in an increasing measure as a spoken as well as a written language. Emphasis on oral expression today is stronger than ever. It is widely recognized that each

SCHOOL ORCHESTRA



SCHOOL BAND



COMBINED CHOIR, ORCHESTRA AND BAND

Music is occupying a larger place in the new
Programme of Studies

The Uniforms are Attractive

TEACHING OF ENGLISH

time a person speaks or writes he reveals, in a measure, the degree of his culture. "Thy speech bewrayeth thee" is at least as full of meaning today as when it was spoken. In classes conducted by good teachers, therefore, much stress and earnest drill centre around correct usage. In addition, after pupils have read and appreciated literary selections, they are frequently asked to consider the thoughts expressed and the manner of expression that they may make the best thoughts in the language their own. They are urged to observe how good writers use language so that they may be able to reveal their own thoughts clearly and elegantly. The method of approach, however, is by way of appreciation not by that of minute analysis. The literature lesson is not spoiled for the child but, in the grammar, (or language) and composition class, the manner in which he should speak and write is taught. He is shown how he may use his knowledge of reading to build up a style that conforms with accepted standards.

Clear thinking is encouraged as a means to accurate expression. It is well known that the memorizing of definitions, rules and principles will not necessarily lead to their understanding. Consequently, less insistence is now being laid upon mechanics and more upon thought processes. While definitions of the parts of speech and rules for parsing and analysis of sentences must retain some place in the course of study, the emphasis upon these formal aspects has been very greatly reduced. Correct usage in speaking

LIFE IN SCHOOL

and writing is rapidly assuming its rightful place in the school curriculum.

In order that suitable emphasis shall be placed upon the teaching of English and that greater insistence shall be laid both upon form and appreciation of the language, a Supervisor of English has been appointed. It will be his duty to visit as many schools as possible each year and suggest methods for improving this vital subject.

CHAPTER TWENTY SIX.

What Are the Aims of the Teaching of French?

French is taught essentially for its practical value in the Protestant schools of the Province of Quebec. Though the pupils whose mother tongue is English are not expected to have as great a knowledge of French as of their own language it is hoped that those who pass through the highest grades will attain such a degree of proficiency that they will be able to understand and be understood readily in that which can well be called, in Canada, the sister tongue.

Any resident of this Province who is privileged to learn both official tongues in his youth is placed in the advantageous situation of being able to converse with practically every other resident. He will derive therefrom both social and business assets. Conversely, he who has not had this opportunity is likely to suffer disadvantages in some degree. He who deliberately refuses to embrace opportunities that may be open to him in this respect is lacking in good judgment.

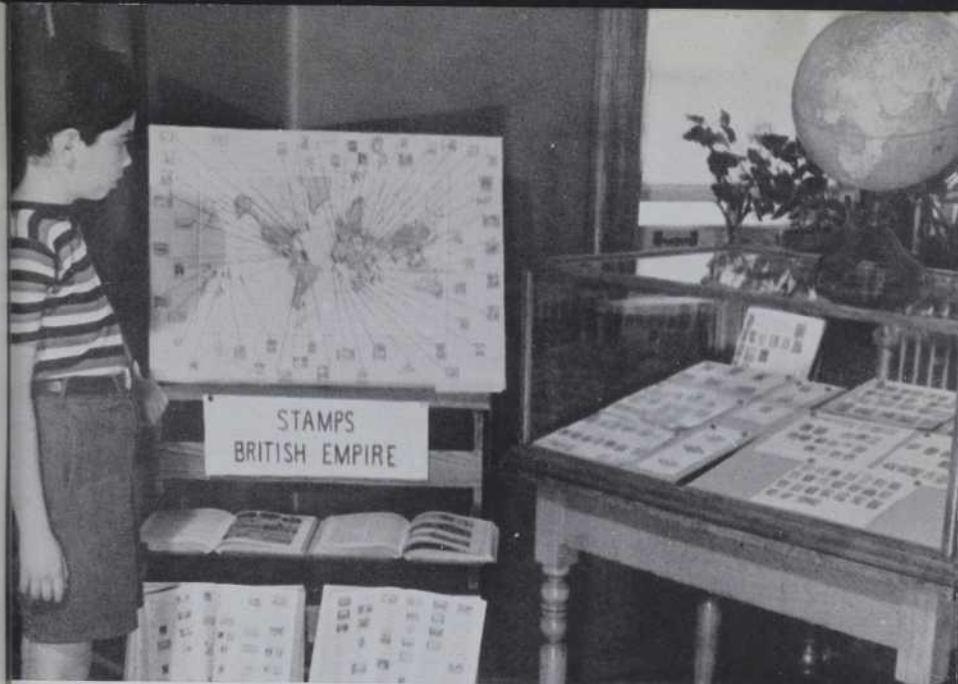
Though English is the medium of instruction in almost all the Protestant Schools of the Province of Quebec, the importance of French is recognized to the extent that, in many schools, its study is begun in the First Grade. It is compulsory in all schools from the Third grade and must be continued until the end of the Eleventh year. In the High School

grades, certain options are permitted, but French is a required subject. The only exception to this rule is that pupils who enter the schools from elsewhere may qualify for the certificates of Grades X and XI by offering Latin instead of French, as it is not reasonable to expect them to complete, in a session or two, that which has taken Quebec pupils many years to accomplish.

Special teachers of French are employed in nearly all the high schools, an increasing number of intermediate schools and some elementary schools. The native tongue of many of them is French and they have had special training to teach this subject. Supervisors are appointed by the Department of Education to assist these and other teachers of French and to oversee their work. In the upper grades in some schools little, if any, English is spoken during the whole of the French period.

Cercles Français are commonly formed under the direction of the special teacher, usually upon the request of the pupils. The meetings are generally held after school hours and are very well attended. They provide wonderful opportunities for increasing the vocabularies of the children, deepening their interest in the language and furnishing a means for oral practice on everyday topics.

Even in the lower grades, when the teacher is competent, much of the conversation during the French hour is conducted in the French language. As the pupils reach the higher grades in schools in which



A Stamp Club

EXTRA-CURRICULAR ACTIVITIES

Garments Made in a Knitting Club





A Chess Club
Chess is Popular as an Extra-Curricular Activity

Student Government



TEACHING OF FRENCH

French specialists are engaged, and in many others also, speaking French is indispensable because candidates for the High School Leaving certificate and Senior High School Leaving certificate are compelled to pass oral as well as written examinations in that tongue. The examiners go to these High Schools and conduct viva voce examinations. Every student must participate and must reach a reasonable standard of proficiency. The Supervisor of French in a report has stated, "My visits of inspection are each year more satisfactory because of the marked progress which I find in the character of the teaching, which is more vigorous and clear, and in the pupil's increasing desire to master, while at school, the principles of grammar and pronunciation, and the basic vocabulary which will prepare him to converse unhesitatingly with his French-Canadian compatriots." The standard required to pass the oral examination is being steadily raised.

So long as the legislative appropriation is sufficient, a bonus is paid to Protestant high and intermediate schools that employ French specialists. The specialist is responsible for the teaching of French in all the grades whether he does all the teaching or not, and is expected to give all his time to the work in that subject. Specialists must teach by the direct method. In these schools, therefore, the children hear French from the day they take their first lesson and, almost as soon, commence to speak it.

LIFE IN SCHOOL

Acquiring a knowledge of a second language has not only utilitarian value. It has cultural benefits also. Through the study of a foreign language one is able to bring to bear all the faculties of the mind. The memory, the critical powers and those of analysis, synthesis and discrimination are all exercised by this study. A wide range of information, appreciation and enjoyment is also afforded. By the study of a second language one also acquires a more precise knowledge of many words in his own tongue. Thus the development of clear thinking is aided. A resident of the Province of Quebec, through this second language, also obtains a knowledge of the manners and thoughts of a race closely linked with his own. To such, the literatures of France and French-Canada are opened up—symbols of the culture of two principal parts of the world. In addition, those who travel in foreign lands have an added source of profit and pleasure.

The French-Canadians are naturally courteous. They show this markedly in their dealings with their English-speaking fellow citizens. In large numbers, they learn English, read the English newspapers and magazines and a great deal of English literature. They take justifiable pride in their bi-lingual attainments and in the fact that they are at ease in both French and English environments. As they have opportunity they speak to the English-speaking citizen in his own tongue. The emphasis given to French in the Protestant schools, especially during the past few years, is an effort to reciprocate the courtesy, to solidify the "entente cordiale" and to meet the French-Canadian

TEACHING OF FRENCH

on his own ground. Canada, by law, is a bi-lingual country and its inhabitants must recognize this in order that good relationships may long be maintained.

A new subject known as Extra French was introduced into the high school grades in September, 1940. This is an optional course and is offered in addition to the compulsory French. Though a number of textbooks are used, the whole course is conversational in character. The new course overcomes the objection frequently made to the ordinary course in which pupils claim that they do not have a sufficient opportunity for speaking French in class. The introduction of Extra French is an attempt to furnish far greater opportunities for conversation than pupils in our schools have ever had before.

Each class in Extra French is divided into a number of small groups of four or five pupils. At the head of each group is a discussion leader. Discussion leaders are chosen from the most fluent speakers of French in the class. The teacher circulates among the different groups spending time with each as the need arises. The aim of the class will be fluency rather than a meticulous adherence to grammatical accuracy, though the latter aspect of the language will not be overlooked. It is not intended, however, that this shall be stressed unduly. If pupils lose their hesitancy and shyness with the language and try to speak it, reasonable accuracy will probably be developed in time.

CHAPTER TWENTY SEVEN.

What Are the Aims of the Teaching of Science?

The story of science is that of the self-sacrificing strivings of man to understand and appreciate Nature and her laws. The subject of science affords an intellectual training that, in many respects, is second to that offered by no other on the course of study. Patience, deliberateness of purpose and clarity of thought are necessary in order to follow through a bit of scientific reasoning or to succeed in an experiment of any difficulty. As a logical mind and a critical judgment are essential for success in human learning, the study of science must hold a high place in cultural development. Though it is not necessary for a person to be well informed in all branches of science, it is usual for educated people to possess a general knowledge of its outstanding facts. It is, indeed, difficult to escape some knowledge of science in the ordinary relations of life. Young people may expect to be influenced in increasing measure by its findings.

Much scientific information, once discovered, is so simple that its truth can be demonstrated to intelligent children in a short space of time. The relatively spherical earth is a reality that few now care to argue about. Yet, twenty five hundred years ago, men commonly thought that the earth was a large disc floating in water. At another time, it was thought to be borne on the backs of elephants which themselves



Producing the Annual in
an Elementary School



Making the Stencil, Mimeographing, Assembling and Stapling



How to Effect a Rescue—Artificial Respiration

St. John's Ambulance Class—Bandages and Splints



TEACHING OF SCIENCE

stood upon a huge tortoise. Christopher Columbus reasoned, from calculations previously made, that the distance from Europe to Asia was about one-third less than it actually is and was told that there could not be another side of the earth, that if there were the people would stand upside down and that, in any event, they would be very different from the sons of Adam. In the middle ages, the causes of plague were not understood. Consequently, life in cities became very uncertain. Nearly every high school student is now aware that rats carried the plague to man, though he is not so well acquainted with the fact that fleas conveyed the disease to rats; he knows that malaria and yellow fever are communicated to healthy persons by micro-organisms carried by mosquitoes and that the discovery of these causes has made city life more secure and tropical countries habitable.

Children are taught that there is nothing mysterious or magical in science, in spite of its high-sounding designation, but that it is simply a name for the knowledge of certain facts that have so far been found to be true, which man has discovered to occur in a fixed order or relationship of cause and effect and many of which he has stated as laws of nature.

It is an aim of the teaching of science to have pupils take a greater interest in their surroundings and thereby to make themselves more intelligent. "Give me understanding and I shall keep thy law" is not only a tenet of the Psalmist. From the study of

LIFE IN SCHOOL

science, children discover that Nature is inexorable in her judgment and inevitable in her sentence. When taught by an enthusiastic teacher, pupils may learn how much preferable life is in a world in which cause and effect can be accurately predicted than in an environment of caprice. Though science is a comparative newcomer to the field of secondary education, it has won its place because pupils learn the wonders and unity of Nature, and new inventions and discoveries constantly intrigue them. Science furnishes the key to the interpretation of natural phenomena. That which perplexes the uninitiated is an open book to the student of science. Knowledge of Nature has changed the attitude of man from fear to love of her and her works.

Pupils learn much in the classes in General Science regarding the earth and its relation to other bodies in the universe. These lessons are followed by an explanation of weather conditions over the globe and their causes. Later, pupils learn how man protects himself from infectious and contagious diseases, how he keeps himself in good physical condition, how energy is obtained from fuels, how falling water can be used to drive machinery, how a city is lighted and much more information of popular interest.

In physical geography, pupils are concerned with the nature of the earth, the atmosphere, clouds, climate, the winds, the ocean and its tides, the weathering of rocks and the reasons why people select various places in which to live. They learn the

TEACHING OF SCIENCE

causes of glaciers, volcanoes, geysers, meteors, coral islands and, in short, both the usual and unusual physical features of the earth.

Biology deals with the general structure and function of living things and the needs for the sustenance of life. Some interesting facts are narrated concerning the continuance and reproduction of life, and the importance of a good heredity is clearly shown.

In Physics, the mechanics of solids and fluids, properties of matter, heat and electricity are dealt with. In the Chemistry classes pupils learn about combustion, the constituents of the atmosphere, the laws of gases and the chief elements of the earth. In both of these subjects, knowledge of mathematics is applied and deepened.

The advent of the laboratory method of teaching science has greatly increased the interest and value of the subject. No longer is the pupil merely lectured to. No longer even are demonstrations simply performed before him by the teacher. In the large majority of high schools, pupils experience the thrill of performing their own experiments, under adequate guidance. Before a pupil may commence an experiment, however, he must have in mind something of its nature, form some hypothesis and watch the development of the experiment so as to formulate a correct conclusion. In this way, he follows the true scientific method and learns to think scientifically. This phase of science teaching is of immense impor-

tance. As much of the value of geometry consists rather in the development of processes of thought than in the knowledge acquired, so correct observation, formation of a right hypothesis, stating a law according to the result of the experiment and verifying the results, give scope for a broad cultural benefit that must be of supreme importance to the learner. This combination of learning facts and acquiring a sound mode of thinking should awaken in the pupil the desire to search widely for truth and find the manner in which he can conduct the search most successfully.

The cultivation of the scientific attitude and the necessity for vigorous and exact thinking amply justify large numbers of pupils in selecting a Science subject.

Few studies possess greater appeal than the lives of men. The biographies of scientists are extremely fascinating. Incidental to the knowledge of facts of science and the training in scientific method which pupils obtain is the information they gather concerning many people whose names are household words. Ptolemy, Aristotle, Bacon, Kepler, Galileo, Newton, Watt, Stephenson, Faraday, Darwin, Pasteur, Galton, Roentgen, Burbank, Edison and Einstein are among the many important thinkers and experimenters of whom pupils learn through a study of the sciences. A knowledge of the achievements of such great men may prove to be an inspiration in their own lives.

COSTUME AND INTERPRETIVE DANCES



Girl
Guides



School Cadet Corps





Puppets Made and Operated by Pupils of a Grade V.

DRAMATIC ART

A Twenty-Minute Play Written by a Class and its Teacher and Performed at a Parents' Concert.





Pupils Enjoying a Play Given by Some of Their
School Mates at a Bi-weekly School Assembly
DRAMATIC ART

A One-cent Concert



CHAPTER TWENTY EIGHT.

What is the Fisher Trust Fund and what is it doing for Brome County?

It would not be fitting to omit from any explanation of the Protestant school system of the Province of Quebec the contribution of the late Hon. Sydney A. Fisher, who was a member of the Protestant Committee of the Council of Education for several years and who left a legacy to Brome County that will make his name live so long as education is spoken of there.

The Fisher Trust Fund was established in 1921 under the will of the late Honourable Sydney A. Fisher and is under the management of a Board of four trustees. Its purpose is the improvement of Agriculture and of the Protestant schools in Brome County. Originally, the amount of the endowment was about \$70,000 but it was built up by the Trustees during the first few years of the existence of the Fund and now approximates \$100,000.

The Board of Trustees cooperates with the Agriculturist in the County of Brome by contributing to the expenses of the office, providing prizes for the School Fairs, encouraging the raising of hogs of bacon type, helping to organize calf and pig Clubs for the boys and girls of the County, and supplying prizes for different purposes in connection with the Brome County Agricultural and Horticultural Societies. The cost of these undertakings is about nine hundred and

LIFE IN SCHOOL

twenty five dollars per annum. A Special Grant is also made every year to the Brome County Fair.

The Fisher Fund Trustees join forces with the ten Protestant School Boards in the County with a view to the betterment of the schoolhouses, grounds and equipment, by complying both with the meaning and the intent of the Government regulations and adding to the comfort and health of both teachers and pupils. At the beginning of their labours, the Trustees made a survey of all the schools that could benefit from the Fund and the results were reported to the School Boards concerned.

Scholarships to the value of one half of the fees payable are offered to pupils of rural district schools in the County who are able to enter at least Grade VII and who desire to continue their studies in a Superior school. Thirty such tuitions are now provided annually to pupils at a cost of more than five hundred dollars a year.

Teachers have been urged by the Trustees to work for the amelioration of the health, manners and character of the pupils. In this connection, in the several school districts, prizes have been offered, from time to time, to teachers who submitted the best essays on subjects calculated to develop interest in these and allied subjects. Recently, the teachers wrote essays covering the history of the schools and districts in which they are teaching. So valuable is the information obtained that the essays have found a place in the Brome County Historical Museum.

FISHER TRUST FUND

When the Fund was first established, the School Boards were urged to engage "standard" teachers. A "standard" teacher, as defined by the Trustees, was one who held a diploma, performed his duties to the satisfaction of the Inspector of the district, supervised the pupils during play periods and the noon recess, presented a favourable attendance record, wrote a satisfactory essay on some phase of school work and whose general attitude towards the improvement of the school was good. In addition, School Boards were asked to lengthen the time their schools were in session until they remained open for the full term of ten months and, in every particular, to comply with the regulations of the Protestant Committee, the wishes of the Department of Education and the school inspectors. This term has now been dropped because the goals set in these respects have been reached.

Copies of books for libraries and for teachers' desks have been donated generously as well as other equipment. Athletic supplies have also been furnished for the Knowlton and Sutton High Schools and the Mansonville Intermediate School. Luncheon sets have been provided, where necessary, and hot lunches for children have been supplied. In collaboration with the Knowlton Chapter of the Daughters of the Empire, medical examinations have been financed in the High School of that town.

Scholarships are offered to candidates entering Macdonald College from the Superior schools of the County. Two of these are in the Faculty of Agricul-

LIFE IN SCHOOL

ture and each is tenable for two years. For some years past, six bursaries have been placed at the disposal of teachers of Brome who successfully attend the Summer session in the School for Teachers and return to teach in the County.

From time to time the Trustees have assisted at conferences of teachers and School Boards and have defrayed much of the expenditure. Educational programmes of a practical nature are always provided on such occasions and the conferences have invariably produced good results. In recent years a campaign for the improvement of school buildings and grounds has been very successfully conducted throughout the Province by the Department of Education. The Fisher Trustees have lent assistance to this enterprise by the gift of prizes to those in Brome that, in the opinion of the Inspector, are the most attractive. Consequently, some work is done each summer upon a number of the buildings and grounds in Brome County. From the Fund many grants have been made for the purpose of enlarging the grounds, thus adding to the playing space.

The school Inspector cooperates with the Trustees by paying an extra visit to each school every year, by collecting special statistics and information and by making to the Trustees a special report. It is not unusual for one or more of the Trustees to accompany the Inspector on these visits, to investigate conditions, make suggestions and recommend that financial help be given where such appears to be desirable.



The Cast of an Operetta Staged on a Portable Theatre Built for Use in any Standard Gymnasium

DRAMATIC ART

A Nativity Play—Grades I and V





Folk Dances

Recreational Dancing



FISHER TRUST FUND

The original Trustees appointed were well known to the late Sydney A. Fisher. They were, therefore, able to lay the foundations for the administration of the Fund in accordance with both the letter and the spirit of his bequest.

CHAPTER TWENTY NINE.

What is the Order of Scholastic Merit?

The Order of Agricultural Merit (*Mérite Agricole*) is probably known to every farmer in the Province of Quebec. It has been established for almost fifty years. It was inaugurated to encourage initiative and perseverance among the farmers. So greatly is its value esteemed that the Lieutenant-Governor of the Province and the Prime Minister are generally in attendance when the awards are distributed. Other Ministers, Deputy Ministers, and well known representatives of Church and State also show the importance of the Order by their presence at this annual ceremony.

The Order of Scholastic Merit is much less well known. It came into existence by Statute in 1928. As the aim of the Order of Agricultural Merit is to recognize the abilities of the best farmers and inspire others to follow their progressive example, so the Order of Scholastic Merit was inaugurated to acknowledge publicly the talents exhibited by teachers and to spur on to greater endeavour younger members of the teaching profession.

Special Boards administer this Order, one for Roman Catholics and one for Protestants. Each has its own rules governing its awards and its own certificates and medals to give tangible expression to its

ORDER OF SCHOLASTIC MERIT

decisions. The Boards may confer the Order on teachers, school inspectors, Normal school staffs and members of the Department of Education.

Three degrees of the award are given, the first being for Merit, the second for Great Merit and the third, or highest, for Distinguished Merit. Those recommended for decoration by the Boards must be approved by the Protestant or Roman Catholic Committee of the Council of Education.

Roman Catholic teachers who have served with success for thirty years automatically become members of the Order receiving the degree granted for Merit. The number of members in the second division must not exceed three hundred. The highest degree is restricted to a membership of fifty.

The Order was first organized for the Roman Catholics. Following this, the Provincial Association of Protestant Teachers strongly advocated its extension to its members but only in 1931 were the first awards presented to Protestants.

The Order of Scholastic Merit may be granted, on the Protestant side of the Department, only to teachers who have served for at least twenty years, but no Protestant receives the decoration by virtue solely of length of service. In fact, the Protestant Committee has been very sparing in granting the degrees of the Order.

The first degree is bestowed upon teachers recommended by the Board who have attained a defin-

LIFE IN SCHOOL

ite measure of success as teachers or administrators. This degree is intended primarily for those so well above the average in ability in the classroom that they stamp themselves as master teachers.

The second degree, for Great Merit, is likewise intended for teachers who are outstanding. But, in addition to being successful in the classroom or the administrative office, those who win the higher award should have succeeded in advancing their status by academic or professional qualifications or by rendering services to the teaching profession of a meritorious character. This is an inducement to teachers to press onwards by securing an improvement in their qualifications and becoming leaders in their chosen field of endeavour.

The third or highest degree is awarded only to those who have the qualifications previously named and who, in addition, have made some distinct contribution to the teaching profession by producing writings of merit or who have had their abilities recognized by the granting of advanced university degrees.

The awards are a public recognition of services rendered to the cause of education. They are given with confidence in the integrity of the recipients and in recognition of the fact that their lives are being spent for the public good. The first decorations were conferred by the Lieutenant Governor of the Province.



EXTRA-CURRICULAR ACTIVITIES

CHILDREN'S FLOATS AT THE TOWN FAIR





Husky Boys

Hockey is Probably the Most Popular Sport of the Schools

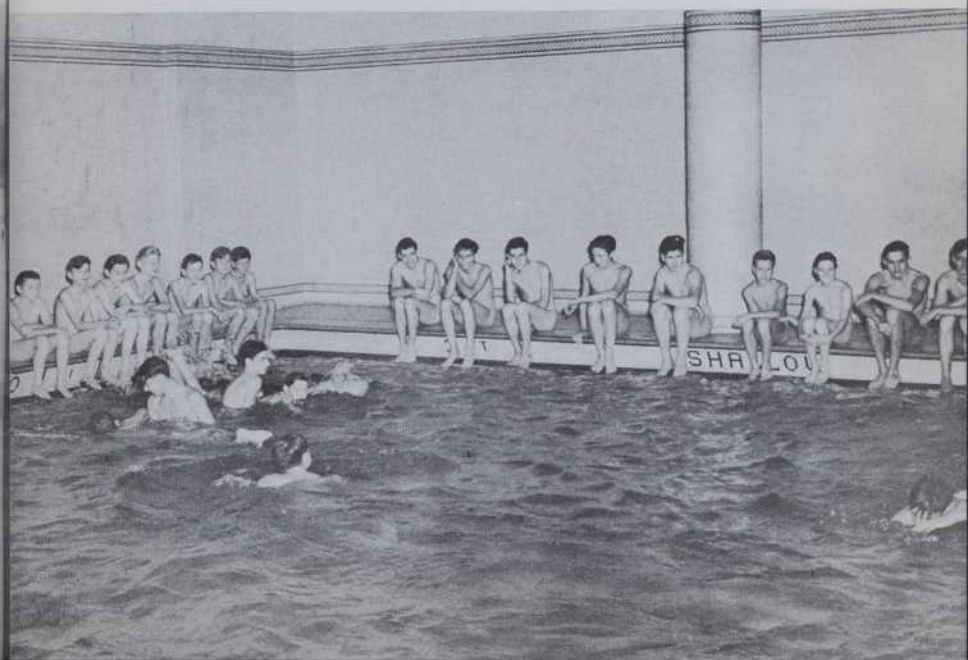
An Outdoor Hockey Rink





Volleyball is Enjoyed in Many Gymnasiums

In the Swimming Pool of the Montreal High School





Rugby Football is the Big Game of the Fall

Skiing is Keen after School Hours



ORDER OF SCHOLASTIC MERIT

The ceremony for conferring the awards has sometimes been held at Macdonald College in connection with the closing exercises of the School for Teachers. This is a particularly appropriate occasion on which to confer honours upon teachers. Those who are about to enter the profession have then heard the biographies of those whom the Board has chosen to honour. This has demonstrated to the former the fact that faithful teaching service may have its reward and has shown them exactly the manner in which certain servants of the public have conducted themselves for the general welfare. More recently the awards have been made before all the teachers assembled at the annual Convention of the Provincial Association of Protestant Teachers of Quebec.

These honours have been very well received not only by those who have won them but also by the general public. They have spurred the teachers on to even better work and have stimulated many others to follow in their steps. All feel that the Government of the Province and the public are behind them in their efforts to help the children entrusted to their care.

All recommendations for the awards of the Order must originate with the Board. However, the inspectors of the Department and chief administrative officers of School Boards are invited from time to time to make suggestions concerning teachers who, in their opinion, are performing their duty in an outstanding manner.

LIFE IN SCHOOL

In this connection it is interesting to observe that His Late Majesty, King George V, recognized the importance of the teaching profession. In the honours conferred at his Silver Jubilee, on May 6, 1935, he specifically made awards to a goodly number of teachers. Among these, several were teachers in the Province of Quebec. Some teachers were likewise honoured by His Majesty King George VI on the occasion of his coronation and that of Queen Elizabeth.

CHAPTER THIRTY.

What Provisions are Made for Teachers' Retirement?

Every lay teacher who is fifty six years of age and who has been employed as a teacher in a Government school in the Province of Quebec for a period of twenty years or upwards and who has paid his contributions regularly to the Teachers' Pension Fund is entitled to an annual pension. The yearly assessment is three percent of the salary. Teachers, with or without diploma, who are engaged in the public and normal schools, and School Inspectors must contribute to the Fund. Payments are, however, optional for a few specialists, most of whom are only part time officers.

The pension paid is based upon the average salary received. However, if a teacher has taught for more years than the minimum required, the pension is calculated upon the twenty years in which his salary was highest. Years of teaching in Quebec only are allowed for pension purposes. Two percent of the average annual salary is paid by the Province for every year of service in Quebec up to thirty five, the maximum therefore being seventy percent of the average salary received. In no case, however, must the pension exceed fifteen hundred dollars, nor may it be lower than two hundred dollars if the pensioner has taught for twenty years, with increasing amounts for longer service. Teachers are further protected by the provi-

LIFE IN SCHOOL

sion of the law which decrees that these pensions are neither assignable nor liable to seizure.

Serious accidents or enfeebled health entitle teachers to pensions, irrespective of their ages, if they have twenty years of service to their credit, provided that the accident or ill health has not arisen through improper conduct. Moreover, teachers who have taught for twenty years may discontinue teaching when they are fifty years of age, but should then give immediate notice of their intention to claim their pensions at fifty six. Failure to give this notice will necessitate their teaching for two additional years, as pensions are not paid to those who have failed to teach for at least two out of the five years preceding their retirement. This article of the law is made to prevent indiscriminate retirement of teachers and sudden drains upon the Pension Fund.

A widow of a teacher will receive half of the pension to which her husband would have been entitled provided that, from the time of the marriage and a minimum of six years prior to his death, the teacher paid to the Fund an additional half of his pension payment, namely, a total of four and one half percent of his annual salary. A widow is not allowed to make payments that her husband should have paid during his lifetime but neglected to do. Otherwise it is likely that the Pension Fund would lose by reason of the neglect of financially harassed husbands to protect their families sufficiently.

TEACHERS' PENSIONS

These provisions of the law should be known by the wife of every male teacher. Without their pensions, many widows would be nearly destitute who, during many of their married years, have lived with their husbands and children on salaries insufficient to enable them to make suitable provision for old age. Recently the law was amended to allow teachers who have omitted to make the necessary payments on behalf of their wives to remedy the deficiency by June 30, 1945. This is a generous feature of the amendments to which due consideration should be given by those who are likely to be affected.

Pension payments are guaranteed by the Government of the Province of Quebec. The stoppages upon the teachers' salaries are paid into the Consolidated Revenue Fund, and the Provincial Treasurer is authorized to draw upon it for the necessary payments to pensioners. All pensions and all legitimate obligations upon the fund must be claimed within three years of the due date. Otherwise they are struck off the books.

The Pension Fund is administered by a Commission of which the Superintendent of Education is Chairman. The other members are representatives of teachers' associations, both Protestant and Roman Catholic.

Few teachers have built up a reserve that will enable them to live independently after their years of usefulness have ceased. While some School Boards engage teachers for the year and pay them monthly, most teaching contracts are signed for the school ses-

LIFE IN SCHOOL

sion of ten months or even for shorter terms. The months in which teachers do not receive salary must be provided for. Usually, not much of their salaries remains at the commencement of each new session. Consequently, the pension cheques that many teachers receive upon retirement constitute their sole means of support.

Teaching is an exacting occupation. Youth and maturity are both desirable in teachers. Those who are too immature are not altogether successful. Those whose physical youth is past will fail if they do not keep their spirits young. Since youth cannot be retained for ever, it is in the public interest that a teachers' pension fund be maintained and that, while not generous, it should nevertheless be adequate.

The Pension Law, like all other statutes, is subject to change at the discretion of the legislature. It has been changed frequently. In fact, during the eighty five years that a teachers' pension law has been in force in Quebec, three distinct Acts have been put on the statute books. Generally, each has been more generous than the other. In none, however, was the payment of pensions guaranteed by the Government until the change that was effected in 1935 when, for the first time, the stoppages upon teachers' salaries were paid into the Consolidated Revenue Fund of the Province and any possible deficits were to be drawn from that Fund. This has given to it the solidity it lacked when operated as a separate fund.

TEACHERS' PENSIONS

Teachers who enrol in one of the officially recognized branches of military service in time of war will be allowed to count their years of military service as years of teaching and to claim all the advantages of the Pension Fund, provided that they pay their regular stoppages, based on their salary in the year preceding enrolment.

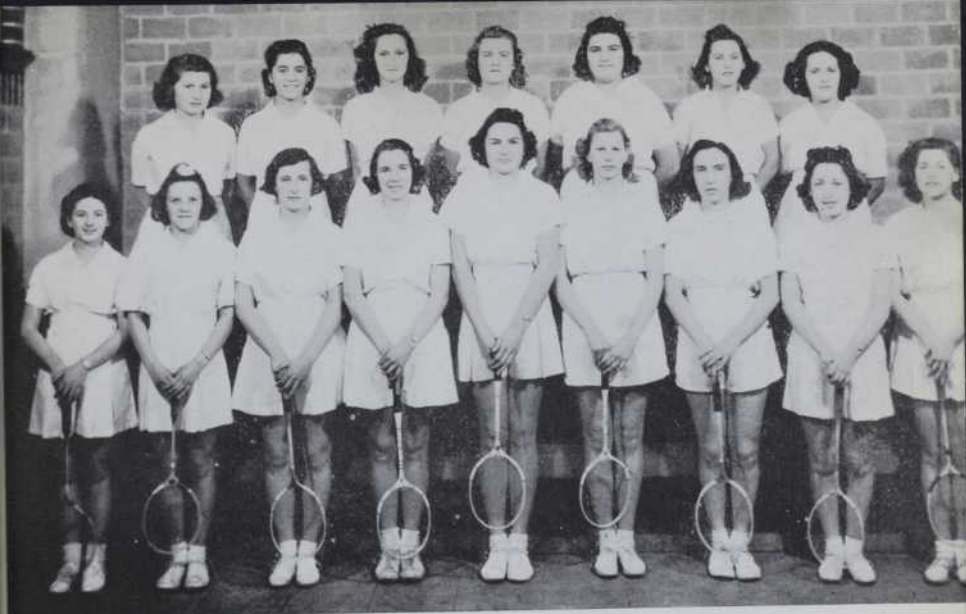
CHAPTER THIRTY ONE.

What is the Mind of Quebec Concerning Education?

Quebec has made up its mind quite firmly concerning the educational system that it wishes to have. This system is to be dual and is to be based upon the religion of its people. Roman Catholics will attend to their wants and needs and Protestants will determine theirs. Each of the two large elements of the community desires to be left alone to follow its own tastes and wishes. Neither has the inclination to interfere with the rights and privileges of the other.

Observers wonder how people of two such different cultural origins can live so near together in harmony. All visitors who are inquisitive and intelligent marvel at it. Some doubtless think the present arrangement unwieldly but the wisest realize that it was fashioned by genius, continues through mutual goodwill and works to the satisfaction of both parties.

In a previous book entitled "Why Educate" I endeavored to outline the main principles of education and much of the psychology of learning. The objectives of education, the part played by heredity and environment, the development of personality and the differences among individuals were discussed as well as the importance of habit, the formation of ideals and right attitude. Emphasis was placed upon the importance of the engagement of teachers of the right type.



Badminton

Girls too Are Good Sports

Basketball





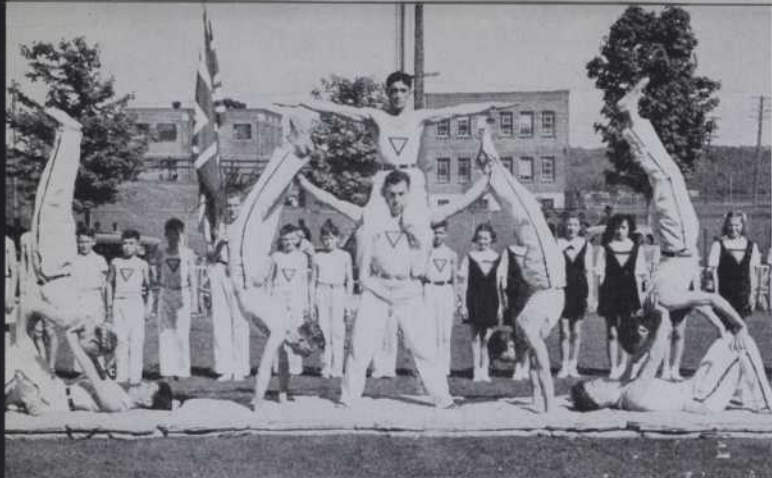
Off to the Rink



This Western Roll is Hard to Beat



Would You Like to Do the Pole Vault Like This?



PHYSICAL EXERCISES AND SEMAPHORE DRILL





Skiing to School

OVERCOMING WINTER DIFFICULTIES

In Quebec Labrador—Winter Travel is by Dog Sleigh



MIND OF QUEBEC CONCERNING EDUCATION

The object of the present volume is to explain the educational system of the Province of Quebec, with practical reference to the organization of Protestant education. How education is controlled, the duties of school boards and inspectors, the qualifications and training of teachers, the improvements made in the course of study and what lies beneath its surface, the importance of the textbook as a basis of instruction, how examinations are conducted and promotions made, and the aims of the teaching of specific subjects have all been reviewed. This explanation has been written in order that citizens of Quebec may have information that will enable them to appraise their education system. They may decide how far it conforms with the principles previously expounded and with their desires and aspirations.

The mind of Quebec today is more definite than ever concerning the necessity for educating the children of the Province. This is true in spite of the statements of some who raise their voices for the restriction of the education of other people's children. It is generally recognized that ideas and ideals are probably framed in school and from school contacts in at least as great a measure as they are in the homes and that a right school atmosphere is an effective combatant to the dangers of the street.

The three great principles of the French Revolution were Liberty, Equality and Fraternity. In a substantial degree these principles have been adopted by Western nations though there is a great danger that,

LIFE IN SCHOOL

without thorough and adequate education, license may displace liberty, equality be the aim of the indolent and fraternity give way to self seeking. It requires little demonstration to show that the world is insufficiently educated despite the desires of idealists, the labours of social workers and the statutory experiments of legislators. Recklessness not only with regard to physical safety but also towards moral well being is only too apparent. Mighty though man's efforts have been to raise himself to higher levels of refinement, powerful forces are at work to prevent upward progress. Without the aid of the school, the youth of today would almost certainly fight a losing battle in a world that is moving at the accelerated speed of our generation, where too few appear to have time to think deeply about their own modes of conduct, much less to give to youth the constant daily advice, exhortation and example that it requires.

If the school is to be effective it must play a leading part in the social and moral uplift of the nation by inculcating the highest principles of conduct and indicating the means of carrying them into effect. The school must make clear that the world has become transformed from one in which self satisfaction is the aim of living to one in which each person plays his part in a community which to a large extent is corporate, one in which even the lowliest has his rights and privileges, where the rich are subject to the same laws as the poor and where protection from penalty for wrong doing should not be obtained at a price.

MIND OF QUEBEC CONCERNING EDUCATION

That the school has definitely changed in its fundamental aims must be obvious to all who pay any attention to the educational process. No longer is its main purpose to teach children only the rudiments of knowledge. Essentially it is recognized that the school is a medium for instructing the child in the whole art of living that he may know how to live in peace with his companions and how to adjust his mode of life as he advances in years. This is a much more radical departure from former practices than it may seem to be from this simple statement and it is much more important than it may appear to the casual reader.

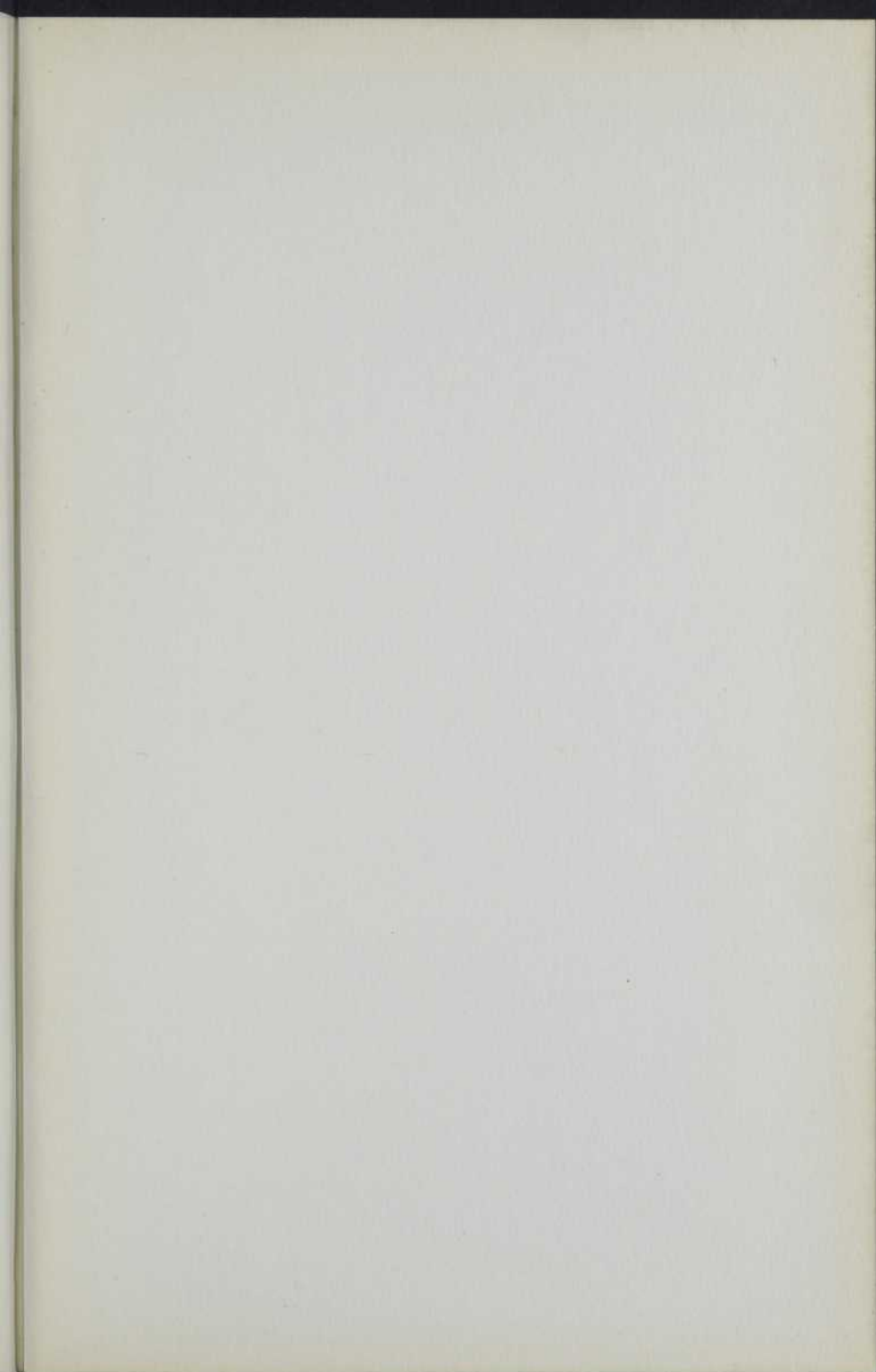
In order to perform this function satisfactorily, the school must provide situations in which children will be less controlled by artificial restraints than formerly, where more freedom will be allowed, where playground activities will be encouraged and supervised and where enterprises will be engaged in that are much broader than the limits of a prescribed curriculum. Opportunities also will be included that accord with the individual interests of pupils in order that their particular intellectual and aesthetic tastes and aptitudes may be developed.

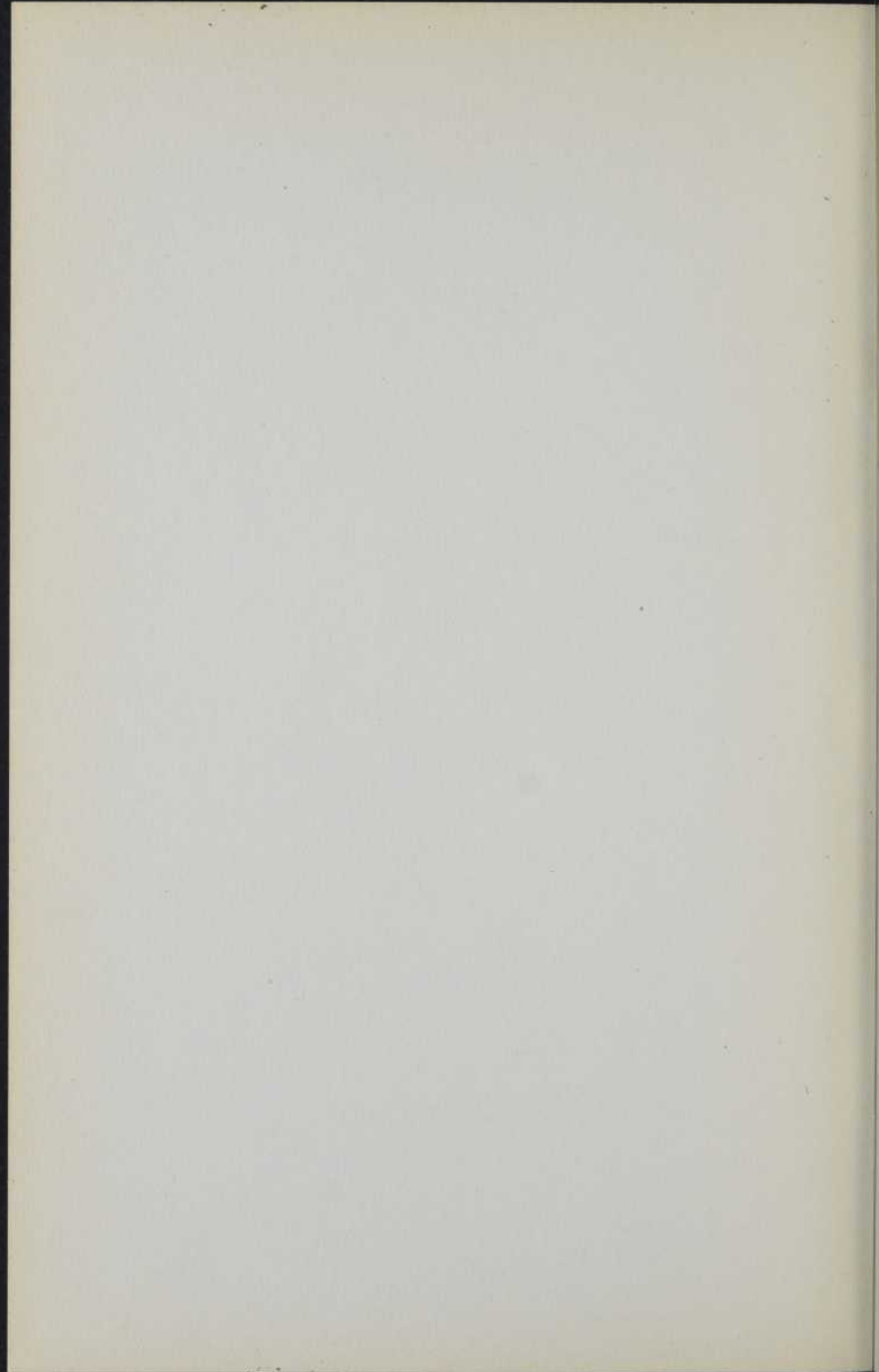
The child will not get his bearings in the modern world by staying isolated in his own home or even by entering school when the bell rings, studying his lessons diligently, answering questions when asked and returning home alone. Forming school contacts and engaging in the various extra-curricular activities vie in importance for fashioning the lives of pupils

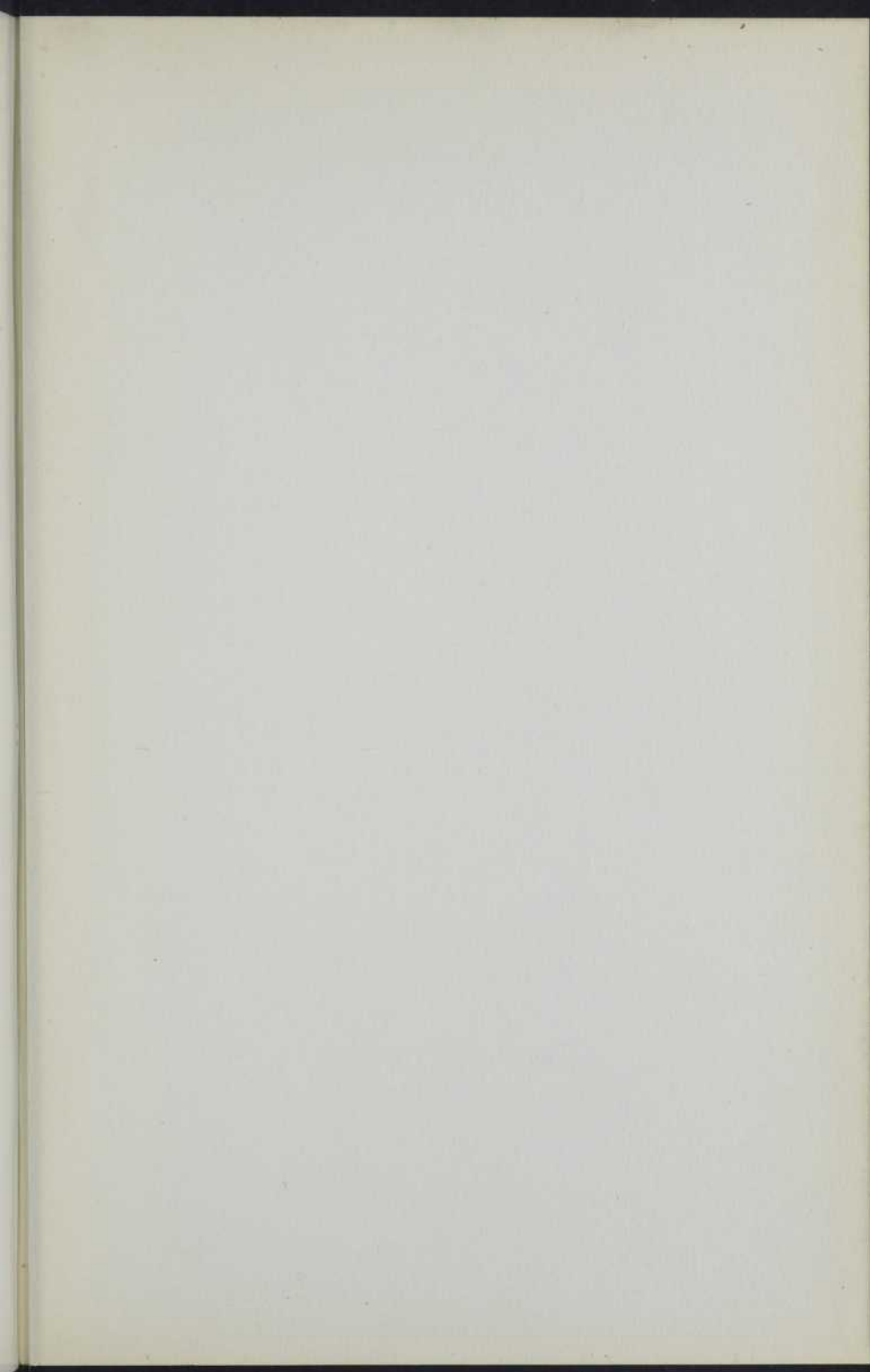
LIFE IN SCHOOL

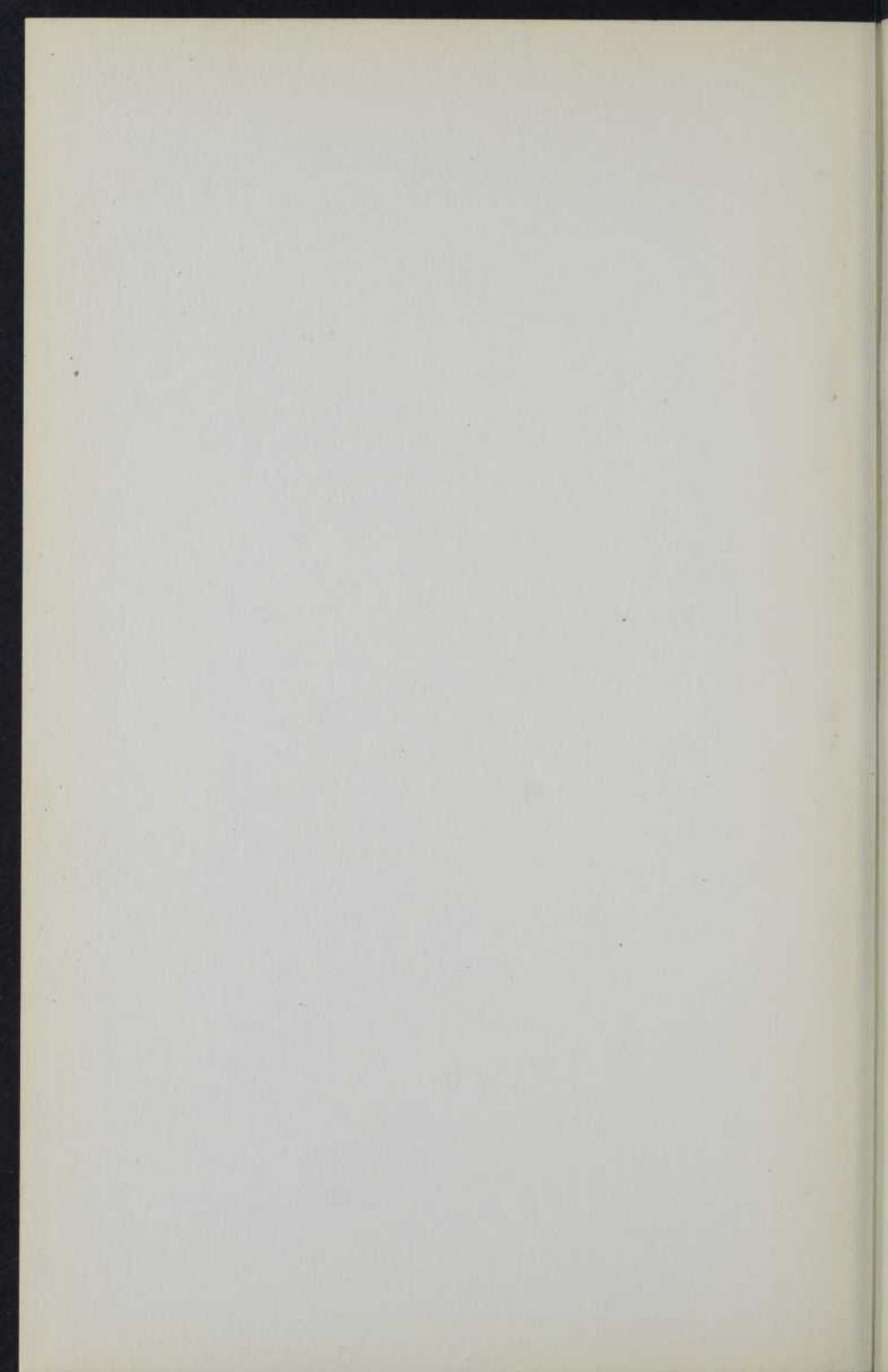
with the strictly academic performances, even if they do not outrun them. The great traditions of British fair-play, of British sportsmanship and justice, of standing valiantly for truth and right must be inculcated on the frequent occasions which present themselves in their relations as schoolmates and playmates, if youth is to realize itself fully. The policy of live and let live can best be learned by a nation through its children before they pass out of their teens. Such a spirit, and not bricks, mortar, desks and other equipment makes a school and moulds the character of men.

That life is more than meat is a lesson that the schools of Quebec are endeavoring to teach. Their purpose is to assist in the development of healthy industrious, social-minded, honest and patriotic citizens.

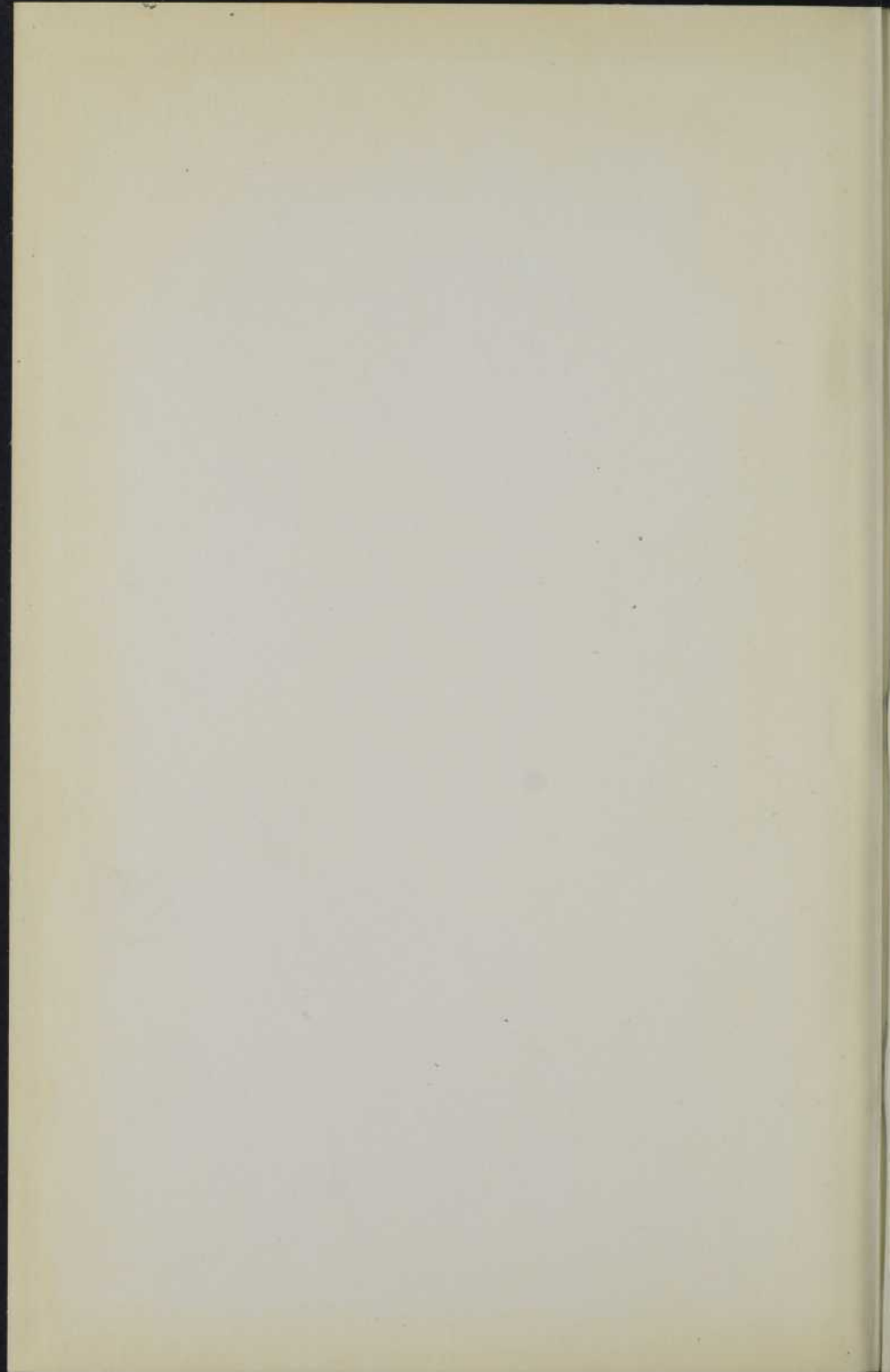














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