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THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC

(Published Quarterly)

Old Series, Vol. L, No. 4.
New Series, Vol. V, No. 4.

OCTOBER–NOVEMBER–DECEMBER, 1931

SPECIAL ARTICLES IN THIS NUMBER

Latin in Quebec and Ontario
Training for Professional Agriculture
Summer Schools for Teachers
Diphtheria

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THE EDUCATIONAL RECORD

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

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MR. E. S. GILES

INSPECTOR OF HIGH SCHOOLS

The Director of Protestant Education announces the appointment, by Order-in-Council, of Mr. E. S. Giles of Three Rivers, P. Q. as Inspector of High Schools and Special Officer of the Department of Education.

Mr. Giles was born at Lachute, P. Q. and was educated at the Academy in that town. After graduating from high school he entered McGill University, winning an entrance exhibition to that institution. He also won a special award at entrance to the 3rd Year and gained a special certificate for 1st class standing when he obtained his B. A. degree.

Immediately upon leaving McGill in 1915 he enlisted for overseas service where he remained until 1919 being commissioned as a Lieutenant in the Royal Garrison Artillery and serving in France for three years in the Canadian and British Armies' He is still an Honourary Lieutenant in the Royal Garrison Artillery.

On his return to Canada, Mr. Giles became Principal of Gault Institute, Valleyfield. Later he was appointed headmaster of Macdonald College where he remained until he accepted the position of Principal of the High School at Three Rivers, P. Q.

The new Inspector attended Columbia University for several summer sessions and received the degree of M.A. from Teachers College in 1928.

Mr. Giles has served on the executive of the Provincial Association of Protestant Teachers of Quebec and has been a member of various committees associated with the interests of Education in this Province.

EDITORIAL NOTES

In this issue we publish an important article by Dr. Barton, Dean of the Faculty of Agriculture at Macdonald College. Dr. Barton gives a very clear outline of the work accomplished at the School of Agriculture, and also indicates the wide range of activities open to the trained agriculturist, either as a specialist for others or on his own account as a producer. We should like to see more of our brighter rural pupils take to this important and interesting profession in preference to other professions or occupations. To that end, may we ask the rural teachers to read Dr. Barton's article more than once, and the head teachers of the rural intermediate and high schools, including the thirty-three consolidated schools, would do a good and useful service by reading the article to the upper grades. Here and there, at least, the interest of intelligent boys may be awakened to a worthwhile life profession.

The new English edition of the School Law has now been issued to all the Protestant school boards. It is in bound form, and includes all changes in the Education Act up to the end of the first session of the 1931 Legislature as well as the revised regulations of the

Protestant Committee (1931). The new edition was edited by Dr. Parmelee, who has gathered some additional court judgments of interest. Commissioners, trustees and secretary-treasurers will find it worth their while to study the book carefully.

We publish in this issue a list of additions to the Professional Library at the Department, available for teachers on application. An additional list is also given of books particularly suitable for the elementary teachers. The Professional Library has proved popular, but many more teachers might yet make use of this aid in their work. The first list is an appendix to that published last year in the Educational Record. The opportunity for teachers to widen their knowledge of school methods is an exceptional one, and we trust that the more ambitious ones will make use of the Professional Library as a step towards attendance later at one of the Summer Schools.

The second annual meeting of the Provincial Association of Protestant Schools Boards was held at Knowlton on Wednesday, September 17th, with a good representation of the Ayer's Cliff, Shawinigan Falls, Bedford, Richmond, Ste. Agathe, Cowansville, Knowlton, Danville and Magog Boards. Dr. C. S. Harris, president, was in the chair. A good programme was carried out, and the special addresses were given by Rev. Dr. Rexford, Dr. Percival, Mr. J. C. Sutherland and Principal E. M. Greaves of Knowlton. For the coming year Dr. Harris was elected Honorary President and Mr. W. J. Ewing of Richmond as President. Mr. A. E. Smith was re-elected as Secretary. The annual meeting next year will be at Ayer's Cliff. More boards should join this useful Association, as many matters of interest to the boards are discussed with results.

By some mischance in the mails a few of the schools did not receive the September issue of the Educational Record. Every effort was made, however, to supply the defect, but if any teachers have not yet received it they may do so by writing to the Editor at the Department. The September issue contained the memoranda of Instructions for all schools, including the rural elementary.

One of the court judgments mentioned in the new edition of the Education Act is of interest to teachers. Art. 233 states that a teacher who is re-engaged in virtue of the fact that she had not received the notice required by Art. 232, is engaged "for the same school and upon the same terms". A teacher so re-engaged assumed that the words "the same terms" meant that she was to teach the same grade as in the previous year, refused to take charge of the grade assigned to her, and took action for her salary. The lower court upheld her claim, but the Court of King's Bench in appeal reversed the decision, the Chief Justice holding that it is the duty of the principal and school board, each year, to prescribe the duties of the assistant-teachers, and that the board could not divest itself of the powers conferred by Regulation.

The course of study for the English Catholic high schools of the Province has been issued as a supplement to the regulations of the Roman Catholic Committee of the Council of Education.

As the primary elementary and the primary vocational schools cover eight years of work, the new high schools are organized in 9th, 10th and 11th years. The ninth and tenth years cover subjects common to all pupils, but the eleventh year is divided into an industrial and a commercial section. Practical ends are sought, but the cultural elements are also developed. Mathematics includes algebra and solid as well as plane geometry and trigonometry. The courses in physics and chemistry run through the three years. Geology, botany and zoology are subjects in the ninth and tenth years, and in the eleventh year, the botany is carried on to vegetal anatomy and physiology. There are separate courses for high schools for boys and high schools for girls.

Drawing and modelling receive one hour a week in the ninth and tenth years, and three hours a week in the eleventh year. Hygiene is covered in the ninth and tenth years, and physical training in all three years. There are other features of interest and importance, and the whole course manifests itself as one of a very high standard.

Notice is given that an examination for the Inspector's Certificate will be held at Montreal and Quebec on Saturday, December 19.

LATIN IN QUEBEC AND ONTARIO

It was stated by Professor Leacock at the Teachers' Convention in Montreal that the Ontario high schools were far ahead of those of Quebec in the matter of the teaching of Latin. According to him, McGill's first year Latin was equivalent to the entrance requirements to Toronto University. Professor Leacock's criticisms in general were admirably answered a few days later before the Rotary Club of Montreal by Professor Waugh, who showed that he had a much better opportunity of judging of the matriculants from the various provinces, as his subject, History, is a first year one, whilst Professor Leacock's, Economics, is only second year. "As for the products of the schools in both provinces", said Professor Waugh, "in my ten years experience at McGill University, I have failed to observe any marked difference in the quality of Ontario or Quebec entrants to the freshman year at the university".

It is a rather curious coincidence that just about the time Professor Leacock was speaking at Montreal, the Educational Record received at Quebec the October issue of "The School", published by the "Ontario College of Education, University of Toronto". That excellent magazine contained an article on "The Troubles of School Latin" by G. Oswald Smith of the University of Toronto, who has frequently examined the Ontario high school entrants for matriculation to the university. The second paragraph of his article begins with the statement:

"Even after allowing for the great capacity that human nature has both for forgetting and for idling in college, we find too many students of Latin doing badly in the university because they are inadequately equipped".

The principal reasons which Mr. Oswald Smith sets forth in explanation of the inadequate preparation are the following:

(a) "Too many pupils taking the subject". This refers to the fact that many pupils have neither liking nor aptitude for Latin.

(b) "School boards still employ too many teachers in Latin who are insufficiently equipped. Many have credit for nothing more than Upper School or one year of Pass Latin in a university".

(c) "At present there are not enough outstanding classical scholars teaching in the schools".

In (d) Mr. Smith finds it strange that "so many students after four years (are) so curiously weak on the forms". These, of course, are the declensions and conjugations and the major grammatical rules.

We submit, therefore, that the foregoing brief outline of Mr. Oswald Smith's criticisms of Latin as taught in the Ontario high schools indicates weaknesses which are to be found pretty generally on this continent at large. Mr. Smith speaks with authority as an examiner of school Latin in Ontario and as a member of the staff of Toronto University. Item (d) is very significant from one point of view. It is certain that in England, for instance, at least in the great private schools (the so-called "Public" schools) the memorizing of the forms begins at a much earlier stage than in the school grades of Canada or the United States, and many hold that memorizing at the early age is easier than it is later. The study of Latin is, in any case, a considerable hurdle for the majority of English speaking pupils on this continent, and it is therefore not surprising if "troubles" appear frequently.

While the Educational Record considers that the alleged inferiority of the Quebec high schools has been sufficiently answered by the statements of Professor Waugh and Dr. Parmelee, nevertheless there is one point which remains to be touched upon. It is surely of very great importance that the relationship established over seventy years ago by Sir William Dawson between the Protestant schools and the universities should be continued. It was in 1857 that the McGill Normal School was established, chiefly by his efforts. In his "Fifty Years of Work", Sir William Dawson referred to his other efforts for school examinations:

"The effort was made, however, and though for several years, the candidates were nearly all from the High School of Montreal, the sphere of influence of our examination for Associate in Arts was gradually extended; and now, with the co-operation of the sister university of Bishop's College, and of the Protestant Committee of the Council of Public Instruction, the examinations have become a provincial institution, and the aid and stimulus they have given to secondary education would be difficult to overestimate", (p. 124).

Sir William Dawson realized, as did also his successor Sir William Peterson, the difference in financial support of the high schools in Quebec as compared with those of Ontario. The last annual report of the Ontario Department of Education shows that the Government grants to the high schools are, in general, not so very much larger than those of Quebec, but the great difference in the financial support otherwise is due to two factors. In the first place, in Ontario the high schools are maintained for the whole population and the local taxes, therefore, fall upon all, Roman Catholic and Protestant and the incorporated companies. In Quebec, our high school taxation is levied only upon the Protestant population and upon the Protestant share of the incorporated companies. In Ontario again, every high school receives large grants from

the county council. In 1930, the 127 high schools of Ontario received in grants from the counties the sum of $1,176,417.00 or an average of $9,263.00 to each high school. There is still another feature to be remembered. In Ontario, the high school boards are quite distinct from the public school boards; in Quebec, the local board, Protestant or Catholic, has charge both of elementary, intermediate and high schools. Hence it is that all our intermediate and the great majority of our high schools teach the elementary as well as the higher grades. The economic side of our secondary education is, therefore, an important one. This fact is not offered, however, as an excuse in any respect for the Quebec schools, as the now admitted good quality of our matriculants shows that no excuse is needed.

The present writer, like Professor Leacock, is a native of Ontario and was educated at the Galt Collegiate Institute in the days of Doctor William Tassie. But, while unable to venture upon such large generalizations and comparisons as those which flow so readily from Professor Leacock, we are convinced from long experience that, in spite of the economic handicaps mentioned above, the history and development of Protestant high school training in the Province of Quebec is a magnificent tribute to the intelligence, the good-will and the energy of the minority, rather than the reproach that hasty criticism has endeavoured to make it appear.

That the controversy should have arisen at all is regrettable, and we are at one with a wise commentator who urges that it would be well if people could be induced "to substitute a little collective private thinking for a flood of individual public talk". But the attack upon our high schools having been made in the most public way possible it is only right and just, in the interest of harmony, that corrective information should be respectfully submitted.

J. C. S.

DIPHTHERIA

The acute infectious disease of diphtheria has again made its appearance in our schools. This disease is more or less prevalent and is to be dreaded in epidemic form. It attacks all classes of the community and may appear at any time of the year.

Diphtheria is a constitutional affection and is exceedingly common among children, especially those from 3 to 12 years. It generally manifests itself in the throat. One of the first symptoms that appears is difficulty in swallowing. If the disease obtains a hold over the patient a little white membrane will probably appear over the throat. If the inflammation extends to the larynx and if the membrane cannot be broken the patient will suffocate and die.The disease spreads so rapidly that death occurs, in extreme cases, before medical aid can arrive.

Even when fatal results do not follow, many complications result from diphtheria, such as paralysis of the muscles which affect swallowing and speech. The eyes are sometimes affected and other parts of the body may be paralyzed. The working of the heart and many other bodily functions may be affected.

Members of school boards, teachers and parents should not expose children to the dangers of this dreadful disease.Doctors now have a very wonderful vaccine against diphtheria called toxin anti-toxin. A small dose of this is injected into the arm of the child on three occasions, a week apart in each instance. The child scarcely feels the prick he receives and scarcely suffers any ill effects from the treatment. After a period of about three months he should be taken to a doctor again and be given the schick test. If this shows that the child is immune he is immunized for life. In this respect it is unlike vaccination against smallpox which must be repeated at intervals of seven years. Again, one is often indisposed by smallpox vaccination. The effects of vaccination against diphtheria are generally almost nil.

If all our children were vaccinated against diphtheria we could eradicate the disease in epidemic form in a few weeks. When the remedy is so simple why neglect it? Will you not spread this information thus trying to save the lives of our children, cooperating to prevent many people from misery?

W. P. PERCIVAL,
Director of Protestant Education.

SUMMER SCHOOLS

A Summer School for teachers was held at Macdonald College for four weeks during the month of July last. In order to place the Summer School on a permanent basis higher grades of diplomas were offered to successful candidates. Teachers who hold Intermediate diplomas will receive Advanced Intermediate diplomas upon successfully completing the work of three summer sessions. Holders of elementary diplomas will receive Advanced Elementary diplomas upon successful completion of two summer sessions. They will also receive intermediate diplomas at the end of four summer's successful study and upon completing the requirements for entrance to the Intermediate class.

The teachers have been asking for a permanent Summer School for some years and when facilities were provided they responded so well that many more applied for admission then could be accepted. Altogether, 159 teachers attended, 108 in the Advanced Intermediate class and 51 in the Advanced Elementary class.

Arrangements are being made for the summer session of 1932. An announcement may be made in our next issue.

Bishop's University also held a Summer School attended by fifteen high school teachers.

Apart from the advantages offered by the prospect of obtaining higher diplomas we are sure that many teachers see the need of "refresher" courses, and the Summer Schools effectively furnish them.

THE LABRADOR SUMMER SCHOOLS

The Summer schools for pupils and adults conducted by the Labrador Voluntary Education League, of which Miss Hazel Boswell of Quebec is the honorary organizer, again carried on its good work during the summer months of 1931.

The volunteer teachers this year were Mr. John F. S. Ford of Bishop's University whose work was at the Gull Cliff Island School, Mr. Cole of the same university at Shekatika Island, Miss Alfreda Montague of Montreal at St Augustine Island, Miss Alice McKell of Montreal at Salmon Bay, Mr. N. W. Morton of McGill University at Bradore, and Mr. E. C. Webster of McGill at Old Fort Bay.

These Summer schools were undertaken as an adjunct or assistance to the schools conducted during the Winter months of which latter there are now eight in operation. They are also intended to assist the adult population in their severe economic problems. The chief resource of the people is the cod fishing, and this industry has been somewhat of a failure during the last several years; so much so, indeed, that the Provincial Government had to send help for the Winter.

Isolated as the people of the Canadian Labrador are—and they are spread along the North Shore for a distance of 250 miles—the task of educating the young is no light one, as the reports of the volunteer teachers show each year, as well as the work in the Winter schools as reported by the Inspector, Rev. A. S. Lemoignan. However, the joint efforts of the Winter teachers and of the volunteer Summer teachers are obtaining results which fully justify all that has been done so far.

Messrs. Webster and Morton made special studies this year of the economic and social conditions on the North Shore, which contain many valuable suggestions for which we have not the space to refer to at length. Mr. Ford who had been a volunteer teacher in previous years as well and had taken a special interest in the matter of encouraging the eider-down industry there, reports this year: "I am hoping that next Spring it will be possible to ship eider-down from this district, and also that farming may be started on the mainland".

The possibility of farming, or at least gardening, in those parts where there is some soil, is a new one, and is confirmed by Messrs. Webster and Morton in their extensive reports.

BOOK NOTICES

Elementary Biology. By May E. Phillips, B.Sc. Biology Mistress, Godolphin & Latymer School and Lucy E. Cox, B.Sc., F.L.S. Lecturer in Biology, Graystone Place Training College. With numerous diagrams. 480 pages. Price $2.00. London: University of London Press, Ltd. Toronto: Clarke, Irwin & Company Limited.

The first good quality of this book is that it is concerned with biology proper throughout. The next is that it is clearly written. The thirty-two chapters are classified under five sections,

(1) Some Living Forms of Increasing Complexity, (2) External Morphology and Mode of Life of Some Members of the Chief Classes of Animals, (3) General Morphology and Physiology of the Mammal, (4) The General Morphology and Physiology of the Flowering Plant, (5) The Soil Bacteria—Parasites—and Soprophytes—Distinction between Plants and Animals—Interrelation of Plants and Animals. We quote these headings for the reason that we believe strongly that elementary biology for high schools should begin and largely continue with the elementary essentials, and particularly with those essentials which give the pupil a general idea of the **classes** of plants and animals. Morphology and physiology are needed for this conception, and the present book, in our opinion, meets the requirements admirably. The book was revised for Canadian schools.

Legends of French Canada. By Edward C. Woodley. 105 pages. Illustrated by Kathleen Shackleton. Price $1.50. Toronto: Thomas Nelson & Sons, Ltd.

Mr. Woodley has long taken a warm interest in the old legends of the Province and has here told them in an interesting way.

The Golden Dog. Shortened, with Introduction and Glossary. By Edward C. Woodley, M.A. 227 pages. Toronto: The Macmillan Company of Canada.

This is a new addition to the St. Martin Classics. Kirby's "Golden Dog" still sells to the summer visitors to Quebec in great quantities yearly, but all who know the period of Canadian History that the story deals with will prefer this shortened edition that has been prepared by Mr. Woodley.

The Romance of Ontario. By J. E. Middleton. 267 pages. With many illustrations. Price $1.00. Toronto: W. J. Gage & Co. Limited.

This is the third to be published of the series of the Romance of Canada, the two previous ones having been "The Romance of British Columbia" and "The Romance of the Prairie Provinces". The object of the series is to afford supplementary reading on Canadian History of an attractive character. Mr. Middleton tells the story of Ontario in a most interesting manner, bringing out not only the main features of the historical development of the Province, but also those experiences which the author concludes have determined the character of the people. We quote from the last page of the book:

"Considering the achievements of the past century and a half, what may be expected in the century to come? Here we have a people with a high respect for the rules of right living; a people sane, thrifty, industrious, and law-abiding; a people with the sense of patriotism in their blood. Such a people, even though they might live in a poverty-stricken land, would not fail. Living as they do in a province bursting with natural riches, where the rocks are glittering treasure-houses, where the forests are illimitable, where the blessed rains are as dependable as the sunrise, and where transportation by land and water to the sea is easy and commodious, this people may be expected to come to the very peak of material prosperity, and at the same time to make a spiritual contribution to civilization that the world will not easily forget."

Reading Exercises. Work Books for Grades IV, V and VI. Work Books in English Usage and Composition for various grades.

These useful class exercises are published by J. M. Dent & Sons of Toronto, and have been prepared in collaboration by experienced Canadian teachers. It has been long urged that for the improvement of English in our schools the work in the early grades is of immense importance. It is there that habits of correct speech and composition should be formed: the more glaring faults at least should not be carried over into the eighth and ninth grades, as they are too frequently. Correct practice is what is afforded by these work books.

Notes on "Our Language in Theory and Practice". By J. H. G. Grattan and P. Gurrey. Price 6d. London: George Philip & Sons, Ltd.

A commentary on the work by the authors of the above title.

Cold Lands. By Albert B. Armitage. 68 pages. Illustrated. Price 8d. London: George Philip & Son, Ltd.

This is another of Philips's "New Prospect" Readers and is by Captain Armitage, President of the Antarctic Club. It recounts remarkable experiences in the North Polar regions. We cannot commend this series too highly.

Children of the Pioneers (Canadian) by Mary R. Sinclair. 138 pages. Illustrated. Price $1.00. J. M. Dent and Sons. Toronto.

A collection of short stories describing the life of the children of the Pioneers. They are told in a pleasing manner, while at the same time the chapters on maple-sugar making, soap-making, candle-making, etc., are instructive as to the early activities of the first settlers. Other chapters are devoted to the amusements of the time.

Class Room Plays from Canadian Industry. By A. M. Stephen. 152 pages. Price $1.00. J. M. Dent & Sons, Limited. Toronto.

This volume is the second in the series, "Canadian Dramas for Little Folk" by the same author. The titles of some of the Plays will indicate the industries dealt with: "The Cattle Rancher", "Dairying", "Making Maple Sugar", "Whaling", "Paper Making", etc. Suitable for Elementary Schools.

Picture Map of North America. By Margaret W. Spilhaus. 6s. in England. Size 30x40 inches. London: George Philip & Son.

This is a new adventure in teaching human geography by means of a vivid map. The story of North America from the time of Columbus is illustrated in the pictures, and pictures are also used to indicate the natural productions of the continent. The progress in shipping is illustrated by the different styles of vessels on the Atlantic and the Pacific. The map is certainly one that would stir the interest of the junior pupils.

Dominion Language Series. Book 1. For Grades Three and Four. By E. G. Daniels, T. R. Hall, A. F. Matthews and H. H. Mackenzie. 306 pages. Illustrated. Toronto: The Macmillan Company of Canada.

Another book which stresses training in English in the early grades. It is practical, and we are pleased to find

that the use of the dictionary by the pupils is urged in attractive ways.

Everyday Canadian First Reader. 181 pages.

Everyday Canadian Second Reader. 230 pages.

Both readers are illustrated. They are American books adopted for Canadian schools by H. H. Mackenzie. Toronto: The Macmillan Company of Canada.

Peter and Peggy. Primer. 126 pages.

Round the Year. First Reader. 167 pages.

Friendly Stories. Second Reader. 226 pages.

These three books of the Canadian Work-Play Books are published by the Macmillan Company of Canada and were prepared by Arthur I. Gates and Miriam Blanton Herber. The illustrations were made respectively by Beatrice Edgerly, A. Gladys Peck and Kate Seredy. The type is large, the paper good and the illustrations coloured throughout.

Psychopathic Personalities. By Eugene Kahn. Sterling Professor of Psychiatry and Mental Hygiene at Yale University. Translated from the German by H. Flanders Dunbar. 521 pages. Price $5.50. New Haven. Yale University Press and London. Humphry Milford. Oxford University Press.

This is certainly an extensive work upon the newer psychopathology, and apparently based on much experimental enquiry. It is largely technical, but this does not mean that it is not understandable by the non-expert. The author and the translator seem to have combined to make a difficult subject readable.

A Work Book in Canadian History. Prepared by Arthur Anstey and F. C. Boyes. 48 pages. Price 32 cents, postage paid.

A Work Book in British History. Prepared by the same authors. 46 pages. Price 32 cents, postage paid.

These two Work Books are publised by Messrs. J. M. Dent & Sons of Toronto. They are excellent in design and each contains outline maps to be filled in with required historical data. They are the production of Canadian educationists and Canadian publishers, and a credit to both. The books are intended for the seventh and eighth grades. The sentences to be completed by the pupils are such that can be answered from almost any school text book on British or Canadian History, and we are glad to notice, however, that the blank spaces do not call for trivial knowledge. The pupils are required in most cases to study their texts to obtain the exact answers. The result is that the main facts of history should be fixed in the mind by means of the work book.

The Search for Minerals in Canada. By J. Lewis Milligan. Price 10 cents.

George Munro Grant. By T. G. Marquis. Price 10 cents.

Two more additions to the Ryerson Canadian History Readers, of which Dr. Lorne Pierce is the general editor and the Ryerson Press, Toronto, the publishers. A most useful series.

Advancing in Picture Study. By Agnes Hammell, B. A. Art Supervisor of Schools, Winnipeg. 245 pages. Price $1.00. Toronto: W. J. Gage & Co. Limited.

This is another excellent book intended to aid art appreciation. There are over 100 full-page illustrations of art masterpieces, printed on heavy calendered paper, and some of the pictures are by Canadian artists. Biographical sketches help to increase the interest of pupils in the pictures.

"Legends of French Canada", by Edward C. Woodley (Thomas Nelson and Sons, Limited, Toronto).—Mr. Woodley obviously appreciates the truth that there can be nothing new in a folktale or a legend except in the form of telling, for he has brought to his "labour of love" a simple, yet spirited pen, a sympathetic insight into the nature of the habitant and a firm belief in the value of understanding a literature as a medium of developing a mutual affection between two great races. We have had numerous accounts of French Canadian folk-lore, many of them excellent and some not nearly so laudable, but it is with a feeling of security that oue predicts a successful future for the life of Mr. Woodley's book. The author apparently had an eye to linking historical places in the province and the legends associated with them that the method might provide an appealing avenue to a better knowledge of one's neighboring country. In "Rose Latullipe" or "Le Chasse-Galerie" or "The Caughnawaga Bell", Mr. Woodley displays at its best a style which befits the quaint tales which have been passed on from one generation to another, and Miss Kathleen Shackleton's delightful black-and-white sketches serve to heighten materially the value of the book.

(Montreal Star)

"The Province of Quebec", by J. C. Sutherland (Thomas Nelson and Sons, Toronto).—An author of another volune calculated to broaden one's understanding of one's home province has adopted an essentially different task, but at the same time not one whit less interesting or instructive. Mr. Sutherland, who is Inspector-General of the Protestant Schools of the Province, has contrived to present the geographical features of this particular part of Canada in a clear, engaging fashion. Geologically, Quebec provides more scope for the interested inquirer than, perhaps, any other portion of the Dominion. With its varied mineral deposits, the Gaspe Peninsula and the Laurentian Plateau, of which Quebec occupies a good part, the country is literally seething with absorbing features. This Mr. Sutherland has been led to disseminate through the pages of his book, which should be to the teacher an excellent source of instructional information and to the pupil a mine of glamorous facts. The final chapter deals with the possible effects of geography upon human nature, and the point is stressed that such considerations should be regarded as among the most important problems in the Government of the world today.

(Montreal Star)

PORTRAITS OF KING AND QUEEN

By special consent of Their Majesties the portraits of the King and Queen, reproduced from recent special photographs, have been made available for our schools.

They are admirable both as portraits and as school pictures, and we trust that all school boards will take advantage of this opportunity to obtain them.

Mrs. Ruth B. Shaw, Supervisor of the Junior Red Cross has kindly arranged for the distribution of the portraits to be made by that organization. All requests for the portraits, therefore, should be addressed to Mrs. Shaw, Supervisor Junior Red Cross, 1118 Sherbrooke St. W., Montreal, together with the postal note or money order in payment. The price of each portrait, King and Queen, is 85 cents. Postage and packing for mail is extra.

HINTS OF THE TEACHING OF FRENCH

By Miss Lea E. Tanner, Supervisor of French

Although the course of study in French has not been changed this year, it has occurred to us that certain phases of the work might with advantage be set aside, while sacrificing nothing of importance from the effective teaching of French to English pupils.

Phonetic Symbols.—These are to be taught in the high school grades only. This pronouncement is not to be interpreted as derogatory to the highly scientific, modern method of teaching pronunciation which we have endeavoured to adopt in our elementary classes. It means, however, that we recognize that it has been placed too early in the course. Pupils, when all is said and done, learn pronunciation by imitation. However, teachers cannot hope to do effective work unless they themselves keep well in their minds the scientific tabulation of the French sounds in order to train their pupils to read by the phonetic method, which consists in pronouncing groups of syllables involving the vowels known as "les voyelles nasales", "les voyelles mixtes", etc. The words emphasizing certain sounds which are to be found in the readers, are to be pronounced aloud by the teacher, just as though the phonetic symbols were used. Thus:—enfant, éléphant, blanc; marchons, garçon, le fond, ils font; la table, un érable, aimable, etc. Such teachers as feel competent to do so will continue to teach the phonetic alphabet, but will teach it to grades nine, ten and eleven, frequently testing their pupils' knowledge by means of words written on the blackboard in the phonetic symbols, which they should read aloud. It is hoped that every high school possesses a dictionary, French-English, English-French. The Uniform International Dictionary, by Passy and Hempl, is recommended. It may be had from the Renouf Publishing Co., Montreal.

Reported or Indirect Speech.—In grades VI to IX, inclusive, emphasis should be put upon constructions which change from the imperative (direct speech) to the infinitive, in indirect or reported speech. Note the pronominal changes.

Exercises which contain such constructions as are to be found on page 9, exercise M, should be thoroughly known, and frequently introduced in oral and written work. Thus:—Teacher: "Marie, fermez la fenêtre". Question:—"Qu'est-ce que je vous ai dit, Marie?" Réponse: "Vous m'avez dit de fermer la fenêtre. Teacher: "La classe, qu'est-ce que j'ai dit à Marie (de faire)?" Réponse par les élèves: "Vous lui avez dit de fermer la fenêtre." "Est-ce que je lui ai dit d'ouvrir la porte?" Réponse par les élèves: "Non, Mademoiselle, vous ne lui avez pas dit cela (vous ne lui avez pas dit d'ouvrir la porte; ou, vous ne le lui avez pas dit.)

More difficult constructions are to be introduced to grades nine, ten, and eleven. Again, attention is called to the pronominal changes.

Passé historique.—This tense is to be known *passively* by pupils of grades eight and nine, that is to say, all exercises should consist in having the conversational past tense replace the "story" tense which occurs in "Le Journal de Robinson"; "Jacques Gérard" etc. An exercise like that which appears on page 15, book VI, should be taught from right to left, the pupil pronouncing, and writing, the *parfait* which replaces the literary past tense. Likewise, exercises of type D, page 31, are to be omitted.

Pupils of grades X and XI must be able to conjugate this tense, and should have a fairly clear idea of its special use.

Dent's First Exercises.—Teachers are often puzzled regarding the "h aspirate" or "the "h mute" with which begin the words in Exercise 7, page 2. In order to help such as have no good dictionary at hand, it may be well to enumerate all the words which contain the "h aspirate", and which will, on that account, be preceded by *le*, or *la*, without elision of the vowel. La huche (bread bin); la hotte (basket carried on the back, used especially by grape-gatherers); la houle (billow; swell); le hochet (child's rattle); le hêtre (beech tree); la haie (hedge); la harpe (harp); le héron (heron); le héros (hero); la hauteur (height); le haricot (bean); la halte (halt); la haine (hatred); la hardiesse (boldness); le hameau (hamlet). Note that "la hanche" begins with an aspirate. Hence: "Mettez les mains sur les hanches" (without linking). Omit exercises on page 12. Teach, however, the singular and plural forms of the following words:—

le chemin de fer, les chemins de fer; la pomme de terre, les pommes de terre; le grand père; les grands pères; la grand'mère, les grand'mères; (note the apostrophe, replacing the feminine adjectival Latin ending "is"—*grandis*); le chef-d'œuvre ("chef" is pronounced "chè"), les chefs-d'œuvre; monsieur, messieurs; (also its abbreviated forms, M., and MM.; "MM. Smith et Cie."); madame, mesdames (Mme) (Mme Henri Sauvé; Mesdames Sauvé et Larue); Mademoiselle, Mesdemoiselles (Mlle, Mlles).

Omit exercise 43, page 13.

Verbs.—Omit the following verbs:—

absoudre, acquérir; assaillir; clore; conclure; confire, conquérir; croître; déchoir; extraire; faillir; fuir; gésir; haïr; mouvoir; (naître: "je *suis* né"—"I was born"; in historical writing: "Napoléon naquit en Corse"; teach, therefore, "Je suis né; tu es né, etc., and "il naquit"—one person only); nuire; paître; plaire; prévaloir prévoir; repaître; se repentir; résoudre; rompre; saillir; traire; tressaillir; vaincre: vêtir; valoir (except: "il vaut mieux"; "cela ne vaut rien"; "cela ne vaut pas la peine"; "combien vaut ce livre").

Teach the five primitive tenses, thus:—

aller; allant; allé; je vais, tu vas, il va; j'al*lai, as, a, âmes, âtes, èrent.*
prendre, prenant, pris; je prends, tu prends, il prend; je pr*is, is, it, îmes, îtes, irent.*

Subjunctive Mood.—The present tense of this mood should be known in such sentences as "il faut que je me lève; il faut que je lise, que j'aille, je touche, etc." even by pupils of grade 3, but the imperfect subjunctive (and its compound equivalent) may be omitted from the pupil's *active* vocabulary; he should learn to recognize it, however, in his reading, and should know why it is used, (after a past tense in the principal clause: "Il *fallait* qu'il prît part au combat). Concentrate on the present tense, which is the only one required of high school students of French.

The next article will deal with the teaching of letter writing, and simple composition on every day subjects.

NOTE.—FOR RURAL SCHOOL TEACHERS ONLY

In order to facilitate the entrance of pupils from country schools into rural high schools the course of study this year for grades VI and VII (Class IV) prescribes Oral Lessons in French, parts IV and V.

Teachers who have time to teach both these books thoroughly will do well to overlook the following suggestions regarding omissions which are not likely to affect the continuity of the series.

Part IV. Omit sections 1, 2, 3, 4, (pages 12-19), and exercise L, page 31.

Part V. Omit section 11, pages 30 and 31; (See above regarding indirect or reported speech). Exercise 0, page 35 is important; drill on such constructions by means of additional examples. Omit section 14, pages 39 and 40.

TOPOGRAPHICAL MAPS

The Topographical Survey of Canada is issuing a remarkably interesting series of maps, accompanied by descriptive articles, which are of very great service to teachers either of geography or of Canadian history. The last one received by the Educational Record is on Quetico, Ontario, and illustrates the old fur trade routes. The article which accompanies the map shows that the old fur trade routes are today the best canoe routes.

These maps are sold by the Topographical Survey, Ottawa, at 25 cents each.

Among other received lately are the following of interest to Quebec teachers: —Grondines, Quebec; Ottawa-Gatineau District, Ontario-Quebec; Rainy River, Ont., Ottawa-Kingston District; whilst others further afield are also interesting, such as : Byng Inlet, Ontario; Calgary Northwest, Alberta; Winnipeg, Manitoba; Fort Assiniboine; Calgary Southeast, Alberta.

TRAINING FOR PROFESSIONAL AGRICULTURE

By H. Barton, B.S.A., D.sc.A., Dean of the Faculty of Agriculture, Macdonald College (McGill University).

Agriculture as a way of life is as old as civilization, but as a profession requiring university training similar to that required of aspirants to the professions of law, medicine and teaching, it is as yet comparatively young. For this reason, it is frequently overlooked by prospective university students in search of a suitable life work; and it is with a view to acquainting those who may be called upon for advice by such prospective students with the scope of the profession, and the type of training provided for those entering the field, that this short article is presented.

When it is recalled that the practice of agriculture involves not only a knowledge of the principles of breeding and growth of plants and animals, but also an understanding of the chemistry of soils and feeds, of the control of insects and diseases affecting crops and stock, and of the business principles involved in the production and distribution of foodstuffs in accordance with market requirements, it will be seen that the profession is large enough to accommodate, in addition to the general advisor, many specialists in various branches of science, as well as specialists in economics and business administration.

At Macdonald College, the Faculty of Agriculture of McGill University, provision is made for those taking the four year course, leading to the degree of Bachelor of Science in Agriculture, to specialize in agronomy, animal husbandry, general biology, chemistry, entomology, horticulture, plant pathology and poultry husbandry, while, through the Faculty of Graduate Studies and Research of McGill University, courses leading to the degrees of Master of Science and Doctor of Philosophy are available at Macdonald College in agronomy, bacteriology, chemistry, entomology and plant pathology. For those seeking a high school diploma through agriculture rather than through arts, provision is made, as well, for a four year course leading to the degree of B.Sc. in Agr. (the usual degree given at Macdonald College is designated by the abbreviation B.S.A.), the first two years of which are taken in the Faculty of Arts and the last two in the Faculty of Agriculture (see Announcement).

Believing that the teaching, administrative and research posts open to graduates in agriculture require at least as high a standard of training as those open to graduates from other faculties, the Faculty of Agriculture of McGill University have planned their courses of study with a view to giving the candidate for a degree a thorough grounding in the fundamentals as well as specialized training in one or more branches of his chosen science. Entrance is by matriculation, and in the first two years of the college course a general training, similar to that given in the first two years of the arts course, is given. This includes, in the first year, agriculture (history and development of Canadian), botany (elementary), chemistry (inorganic), English (composition and literature), mathematics (mathematical analysis, elementary) and physics (mechanics, heat, sound and molecular physics,) and, in the second, chemistry (organic), economics (elementary principles of), English (literature), mathematics (calculus), physics (light, electricity and magnetism) and zoology (elementary).

Where courses correspond, an attempt is made to have these, as nearly as possible, parallel those given in the Faculty of Arts, the same texts, etc., being used. Then, in the third and fourth years, students specialize in one or more branches of science, as indicated above.

Of the students who have been graduated in agriculture by McGill University since Macdonald College first opened its doors some twenty-five years ago, approximately twenty-five percent have entered the practical field of agriculture and are now managing their own projects in horticulture, poultry husbandry, stock and plant breeding and general farming, while seventy-five percent have entered the professional field. Of these, many occupy staff and faculty position in Canadian and American universities; a few hold posts of high distinction in the administrative offices of departments of agriculture in Canada and other parts of the British Empire, while many others are engaged in experimental and extension work in these departments; a large number are engaged in research work, not only in various phases of agriculture and its cognate industries, but also in such fields as the sugar, textile and pulp and paper industries; business has claimed a fair number, some have entered the field of journalism, agricultural and general, while a few have used their training in agriculture as a stepping stone to the professions of law, medicine, etc. In fact, the record of our graduates is one of which we are justly proud, and is indicative of the potentialities of the profession to those making choice of a life work.

To the prospective student, there are a number of features of the life and training at Macdonald College that may be of interest. In the first place, Macdonald is a co-educational and residential college, offering cultural and social advantages that are not found in most university faculties. The buildings are amongst the most beautiful college buildings to be found on the continent and are splendidly situated on a large and well-planted campus running down to the Ottawa river. The college farm comprises 1,000 acres, and, included in the spacious campus, are athletic fields for both girls and boys. Each residence has its own well-equipped gymnasium and swimming pool, while the Main Building houses a well-stocked library, a luxurious reading room and a large assembly hall, with stage, grand piano and pipe organ. Students with athletic, rhetorical, musical or dramatic instincts are given every facility and encouragement to develop their prowess. And the fact that the members of the staff and faculty have their residences on the campus helps make of Macdonald College a community that is unique socially and culturally.

Students' expenses, too, are low at Macdonald College. Under the terms of its foundation, sons and daughters of farmers of the Province of Quebec, of the Ottawa Valley in Ontario, and of the Maritime Provinces, pay no tuition fees for the first two years of their agricultural course, while for the third and fourth years the fee is but $50 a year; and the Quebec Government grants $9 per month of attendance to students in agriculture who come from the Province of Quebec. These considerations, taken in conjunction with the low cost of board and rooms, as compared with costs in cities to students following courses in faculties where residences are not available, place the achievement of an agricultural education within the reach of all.

The Group Method in Arithmetic, Based on Lessons Conducted by the Writer in all the Elementary Grades.

By F. H. SPINNEY

Principal Alexandra School, Montreal.

Note:—All the classes were divided into Groups, according to capacity. Each group had an allotted time. The teacher did not wait until all the pupils had finished the assignment; but every pupil worked to the limit of his capacity.

Each pupil wrote his name above his work. The pupil who accomplished the most or remained at the board the longest won a "star", marked in red chalk after his name. At the close of the lesson, the "star pupils" were allowed to go back to the board, and their assignment was made as interesting as possible. The winner won two stars.

FIRST GRADE

In a recent lesson, one pupil of Group III. wrote the even numbers to 50, while the slowest pupil of the group wrote only to 24. The former wrote the multiples of 3 to 48, while the latter wrote only to 21. This experience clearly indicates the advantage of a method which gives each child the opportunity of working to the limit of his capacity.

Each Group wrote the following multiples "backwards":

20	50
18	45
16	40
14	35
etc.	etc.

When the first pupil of the group reached O, the teacher announced, "Time is up!" The winning pupil won a "STAR", marked with red chalk.

In the course of one week there were five different "star pupils" in Group I. indicating that pupils vary in efficiency from day to day. This condition is preferable to that in which one pupil always excels the others.

An interesting oral exercise was to ask the pupils of one group to stand in line. The first pupil began with 2, and the others continued with 4, 6, 8, 10, etc. As each pupil made a mistake, he took his seat. A similar exercise with the brightest group was used with 3, 6, 9, 12, etc.

GRADE TWO.

The daily repetition of writing "multiples" in vertical columns greatly improved the facility in regular addition.

A variation was made by beginning the column with a different number, then increasing by 3′ or 4′s or 5′s etc. The following exercise represents the work done by the three Groups in the Second Grade.

Group I.	Group II.	Group III.
1	2	3
5	6	7
9	10	11
13	14	15
17	18	19
etc.	etc.	etc.

In Group I. the first pupil reached 41 in the allotted time, while the slowest pupil wrote only to 25. Each pupil wrote as many numbers as possible before the teacher announced that time was up.

Mental work was done rapidly in the following manner. "Let us imagine that a boy has 50 cents."

When the pupils had that picture in their minds, they were sent to the board, and wrote "answers only" to the following questions. As each pupil made an error he left the board.

How many 5-cent oranges can he buy?
How many 10-cent books?
How many 2-cent stamps?
How many 25 cent books?
How many 50-cent caps?
etc.

THIRD GRADE.

The pupils of Group I. were sent to the board. Each pupil wrote the following assignment, awaiting the teacher's signal before beginning to write the answers:

4)1284 4)1292. 4)1300. 4)1308.

"ALL READY".

All the pupils of the group worked eagerly. When the first three pupils had finished, the teacher announced that the time was up. The answers were then given, and each pupil marked his own work—with the numbers 4,3,2,1, according to the number that were correct.

The above dividends were formed by multiplying the following numbers by 4,— 321, 323, 325, 327. The teacher thus knew the quotients in advance; and there was a gradual increase in the difficulty, with sufficient repetition to enable the slowest pupil to succeed with, at least, two of the examples. The majority succeeded with three.

For Group II. the teacher selected dividends by multiplying the following numbers by 6:

543, 646, 549, 552, the products being,—3258, 3276, 3294, 3312. The products increased by 18.

The pupils divided the products by 6, by the same method as that used with Group I.

For Group III. the exercise was made still more difficult.

FOURTH GRADE.

Graphic Problems

To the pupils of Group I. at the board the teacher dictated four numbers to be added, telling the pupils that there was a "missing" fifth number.

The pupils expressed the problem thus:

45
36
25
20
?

150

In this example, the pupils have a clear picture of all the conditions involved. No explanation is necessary, even if a few pupils fail to secure the correct answer.

The pupils of Group II, were told that the two "missing" numbers were the same:

1
15
20
?
?

95

In the following problem assigned to the pupils of Group III. two or three words were necessary to suggest the problem

$900. earned.
?. saved.

$190. spent.

Whenever a pupil found a wrong answer, he was told to "prove" it. He could not prove it, so he tried again.

FIFTH GRADE.

The pupils of Group I. went to the board. The teacher dictated ten Numerators, asking the pupils to write the Deonminators required to make all the fractions equal one-third.

The Numerators were,—2, 3, 5, 7, 9, 10, 1½, 2½, 3½, 5½.

The pupils readily wrote the first six Denominators,—6, 9, 15, 21, 27, 30. When they came to the fractional Numerators, they were puzzled, as it was the first exercise of that kind that they had attempted. However, five pupils of the Group wrote the four fractional Denominators correctly. They observed that they were required to multiply the Numerators by 3, as they had done with the previous six examples.

The same Numerators were assigned to Group II. and Group III. The pupils of Group II. were asked to make fractions equal to one-fifth, and the pupils of Group III. were asked to make fractions equal to one-seventh. All the pupils of Group III. wrote the correct Denominators at the first attempt. Three members of the Group failed to complete the work in the allotted time; but they did enough to indicate that they understood the principle involved, and that was the main purpose of the exercise.

On the following day, the same Denominators were assigned, and the pupils were asked to supply the Numerators. That proved to be a more difficult exercise in respect to the fractional Denominators.

SIXTH GRADE.

Areas.

In order to get a clear picture of the meaning of a "square foot", each pupil drew a square foot on a piece of wrapping paper, cut it out and divided it into square inches. When asked how many square inches were contained in the square foot, every pupil in the class actually counted the number of small squares.

The teacher then suggested:

"How many sqaures in 1 row?"

Then,—"How many rows?"

The pupils were amused to observe how much time they had wasted in counting the squares.

They drew rectangles 4x 5 ; 3 x 8 ; 4 x 6 ; etc. and observed that the number of small squares could be determined by multiplication.

The pupils were then sent to the board by Groups and worked mentally such questions as the following:

Length	Width	Area
10 in.	6 in.	60 sq. in.
16 in.	9 in.	144 sq. in. or 1 sq. ft.
20 in.	10 in.	?

After working ten such examples, the pupils left the board when they failed to write the correct answer promptly.

The assignment for Group III. was to find either the Length or the Width:

Length	Width	Area
20 in.	?	200 sq. in.
24 in.	?	1 sq. ft.
etc.		

SEVENTH YEAR.

Cubic Measure.

The teacher used inch cubes for the purpose of demonstrating Cubic Measure. Having several hundred of such cubes made is possible to "build up"

larger cubes of many dimensions. After the pupils had participated in that interesting exercise, they went to the board in Groups, and worked mentally such questions as the following:

	Length	Width	Height	Cubic Content.
	10 in.	5 in.	3 in.	150 cu. in.
	20 in.	10 in.	?	800 cu. in.
(L. and W. alike)	?	?	4 in.	100 cu. in.
(All alike	?	?	?	64 cu. in.

They memorized the following up to 10:

1 "cubed" 1
2 = 8
3 = 27
etc.

Then they could readily fill in all the missing dimensions in the following questions relating to "perfect cubes":

Length	Width	Height	Cubic Content.
?	?	?	125 Cu. in.
etc.			

It is important that the demonstration of Cubic Measure should give the pupils a CLEAR PICTURE of cubic content.

Note.—Mr. Spinney's pamphlet "Lessons in Fraction by the Group Method" may be obtained by addressing him at the Alexandra School, 1205 Sanguinet Street, Montreal. The price is 20 cents a copy.

SCHOOL GEOGRAPHY

(To the Editor of the Witness)

Sir,—Recently in Ontario some students in a public school class preparing for entrance to High School showed the writer some geography notes, their homework for the evening. The facts were taken at the teacher's dictation from the authorized provincial textbook which was revised and indeed rewritten perhaps six years ago.

Unfortunately the current events of recent years do not consult the makers of school texts. The subject whose salient facts these students had to memorize was China, for many years in a state of change.

The notes read:

China—Capital: Peking.

Now over a year has passed since it was first ordained that Peking should be known as "Peiping." But moreover as the casual reader of the occasional news items in the daily press would be made aware, the seat of the Nation-

alist Government, the capital of the Chinese Republic is Nanking.

In our school system it is, of course, a question as to whether pupils are to be examined on facts and information or on the contents of the authorized textbooks. But in the writer's mind there clings an unidentified memory of an account of some "catch" questions set a similar class last year dealing with such recent changes in facts. One example was the city on the Golden Horn, once Constantinople, now Istanbul or is it Istambul?

There would seem to be a real need for some way in which the educational standard of general knowledge of our school children equal to that of the common garden variety of newspaper at least.

JUST INTERESTED.

BOY'S SIGHT RESTORED THROUGH INTEREST OF JUNIOR RED CROSS

With his mother dead, his father out of work, and himself blind from birth, the lot of a 14-year-old boy in a certain district in this province seemed a well-nigh hopeless one. Then he was found by the Junior Red Cross of the district, whose president called a meeting to discuss the situation. It was decided to take the boy to the nearest town for examination. This resulted in his admission to the Royal Victoria Hospital, necessary clothing having been provided by the group of Juniors, who also guaranteed hospital expenses.

The boy was operated upon in the hospital and sent home for six weeks in care of the local doctor. When the bandage was removed, great was the joy not only of the boy and his father, but of the Juniors who had been instrumental in bringing about the happy ending. It is said that the boy will enjoy 90 per cent of normal vision.

This junior group—at East Stanbridge to be exact—were asked to allow the Juniors of the province to give assistance, but they were determined to finance the case themselves, which they have had no trouble in doing, as the whole community showed practical sympathy. The local movie proprietor gave an entertainment, handing over the profits to the Junior Red Cross. The Juniors themselves got up a concert, and in various ways the needed funds were raised, with $50 over, which was sent to the Provincial Red Cross office to be used for another case.

This story is related in the official report of the Junior Red Cross Society, issued at the close of the school year. Some 99 cases in all have been financed by the Juniors of the province since the beginning of last September, these figures not including a number of cases eligible for treatment under the Quebec Public Charities Act, for whom the Junior Red Cross made arrangements. Milk, eggs and cod liver oil have been sent to seven children, and 15 half-pints of milk daily for nine weeks to children in one of the schools. Braces and boots were bought for two crippled children.

The majority of cases requiring convalescent care, it is noted, are from Montreal,—cases of severe illness and poor home conditions. Their care in the Junior ward at the Julius Richardson Convalescent Home or elsewhere, leaves city hospital beds free for other patients.

Twenty-nine of these patients, however were from outside Montreal. With the exception of one, all required treatment varying in time from one month to eighteen months, while over fifty per cent required treatment of which the minimum time was four months. Nearly all these cases from outside the city were recommended by teachers or by the Juniors themselves. Coming from 17 different localities, they denote that knowledge of the Junior Red Cross as a source of aid to physically handicapped children is becoming spread through the province.

TEACHERS PROFESSIONAL LIBRARY

The following books have been added to the Professional Library at the Department and are now available for teachers, on application. This list is an appendix to the list published in December 1930.

Ballard.....Teaching the Essentials of Arithmetic.
" .....Group Tests of Intelligence.
" .....Mental Tests.
" .....The New Examiner.
Bagley.....Education, Crime and Social Progress.
Clarke.....The Foundations of History Teaching.
Clark-Otis.....First Steps in Teaching. Number.
Cawthorne.....Science in Education.
Cubberley.....History of Education.
" .....Readings in the History of Educatiou
Conway.....The Book of Art.
Douglass.....Modern Methods in High School Teaching.
Downey.....Creative Imagination.
Descoeudres....The Education of Mentally Deficient Children.
Drummond.....The Psychology of the Teaching of Number.
Gesell.....The Guidance of Mental Growth in Infant and Child.
Grayson.....Picture Appreciation.
Holley.....An Introduction to the Psychology of the Class-Room.
Hollingworth...Psychology of the Adolescent.
Inglis.....Principles of Secondary Education.
Kandel.....History of Secondary Education.
" .....Essays in Comparative Education.
Kyte.....Problems in School Supervision.
Mort.....The Individual Pupil.
Morton.....Teaching Arithmetic in the Primary Grades.
" ..... " " " Intermediate Grades.

Mursell Green..The Psychology of School Music Teaching.
Piaget.....The Child's Conception of the World.
Parker.....Types of Elementary Teaching and Learning.
" .....Methods of Teaching in High Schools.
Pringle.....Psychology and High School Discipline.
Russell.....Class-Room Tests.
Reisner.....Nationalism and Education.
Sears.....Class-Room Organization and Control.
Smith.....One Hundred Ways of Teaching Silent Reading.
Watson.....Behaviorism.
" .....Psychology from the Standpoint of a Behaviorist.
Wheat.....The Psychology of the Elementary School.
Witt.....How to look at Pictures.
Woodburne.....Human Nature and Education.

The following books in the Professional Library deal with aspects of the work of the elementary school teacher:

Morton.....Teaching Arithmetic in the Primary Grades.
Dewey.....Interest and Effort in Education.
Maxwell.....The Observation of Teaching.
Betts.....New Ideals in Rural Schools.
Palmer.....The Ideal Teacher.
Hughes.....Mistakes in Teaching and Training.
Clark, Otis Hatton.....First Steps in Teaching Number.
Lowth.....Everyday Problems of the Country Teacher.
Field.....A Guide to Literature for Children.
Betts and Hall..Better Rural Schools.
Reed.....Psychology of Elementary School Subjects.
Charters.....Teaching the Common Branches.
Huff.....Child Life and Literature.
Mossman.....Teaching and Learning in the Elementary School.
Drummond.....The Psychology and Teaching of Number.
Ballard.....Teaching the Essentials of Arithmetic.
Cabot, Andrews, Hiss, McSkimmon..A Course in Citizenship and Patriotism.

McGILL UNIVERSITY

CONSERVATORIUM OF MUSIC

The Teachers' Training Course for Pianoforte 1931

The Teachers' Training Course for Pianoforte started at the Conservatorium of Music, McGill University, in September, and consists of a year's Lectures and Classes, covering the various problems that arise in connection with individual teaching, and will be carried out under the supervision of members of the Staff of the Conservatorium of Music specially selected by the Director for their intimate knowledge and wide experience of the subjects entrusted to them.

It consists of Lectures and Classes on:—

Practical Psychology—The teaching of Aural Training and Sight Singing—Appreciation of Music—The Teaching of Pianoforte, Discussion Classes, Practical Physiology.

Practical Teaching:—For this purpose ten Junior Exhibitions at the Conservatorium will be established for children who are between 8-14 years of age.

Each holder of an Exhibition will be allotted as a pupil to a Student of the Training Course, who will give him or her two individual lessons weekly for three terms in Pianoforte.

The Exhibitioners will also include classes for Sight Reading, Aural Training, History, and Appreciation of Music, which will be taken by the Students taking the Course. The Exhibitioners will also be able to attend the regular Theory Classes held at the Conservatorium each week and any other classes which the Director thinks desirable. They will also be able to take the McGill University examinations at the end of the year free of charge.

The scheme is designed to aid the development of the young teachers' initiation, aptitude for teaching, and self reliance. The Students are examined at the end of the year, and the two best Student Teachers are encouraged by awards of grants towards the cost of their own tuition fees.

L. Mus. (Teachers' Diploma)

Consists of the following qualifications

(b) Three years' full time course at the Conservatorium of Music.

(c) Teachers' Training Course (to be taken in second and third year)

(d) Licentiateship of Music.

INSPECTOR J. W. McOUAT

To the Superintendent of Education,

Sir,

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

STATISTICAL SUMMARY				1930-31	
1.—Number of school municipalities:					
a) Under control of commissioners				24	
b) Under control of trustees				25	
Total					49
2.—Number of schools:					
a) Elementary				80	
b) Intermediate				8	
Total					88
3.—Number of teachers:					
a) Male teachers				7	
b) Female teachers				98	
Total					105
4.—Average salaries in the schools under control:					
a) Male teachers	In elementary schools			$ 412.	
	In intermediate schools			1567.	
b) Female teachers	In elementary schools			477.	
	In intermediate schools			718.	
5.—Number of children of school age: (*census*) (according to secretary-treasurers' reports).					
a) Boys from 5 to 7 years	184	Girls from 5 to 7 years	115	299	
b) Boys from 7 to 14 years	728	Girls from 7 to 14 years	709	1437	
c) Boys from 14 to 16 years	181	Girls from 14 to 16 years	138	319	
d) Boys from 16 to 18 years	167	Girls from 16 to 18 years	141	309	
Total					2363
6.—Number of pupils enrolled:					
a) In the elementary schools				1288	
b) In the intermediate schools				734	
Total					2022
7.—Average attendance: (*in percentage*)					
a) In the elementary schools				74	
b) In the intermediate schools				87	
f) Average general attendance				80.5	
8.—Classification of pupils:					
In Grade 1				462	
In Grade 2				259	
In Grade 3				272	
In Grade 4				273	
In Grade 5				268	
In Grade 6				205	
In Grzde 7				181	
In Grade 8				50	
In Grade 9				33	
In Grade 10				12	
In Grade 11				7	
Total					2022

CLASSIFICATION OF MUNICIPALITIES

Excellent.—Chatham No. 2; Arundel; Morin; Ste. Agathe; McMasterville; St. Hyacinthe; Abbotsford; St. Jovite; Ste. Thérèse; St. Hilaire.

Good.—Grand Freniere; Grenville No. 1; Grenville No. 3; St. Jovite; Shawbridge; St. Jerusalem; St. Andrews; Pointe Fortune; Dunany; Lochaber and Gore; Denholm; High Falls; Mulgrave; Suffolk and Addington; St. Valerie de Ponsonby; St. Remi d'Amherst; St. Angelique; Montcalm; Harrington No. 1; Marieville; Rougemont.

Fair.—Gore; Mille Isles No. 1; Mille Isles, No. 2; Mille Isles No. 3; Grenville No. 2; Centerville; Chatham No. 1; Wentworth; St. Canute; Buckingham; Portland West; St. Sixte; Robertson and Pope; Harrington No. 2; St. Hippolyte; Ste. Sophie; Stanstead; St. Scholastique; Cote St. Gabriel.

The following municipalities are recommended for bonuses for the school year 1931 in accordance with the regulations: Harrington No. 1; Grenville No. 2; St. Valerie de Ponsonby; St. Remi d'Amherst and Cote St. Gabriel, and St. Hyacinthe from the Richmond district.

The following teachers have been successful in the years' work and are hereby recommended for a bonus according to the regulations: They have all done well; there is only six per cent between the first and the last: Ethel M. Dixon; Mary E. D. Crane; Phoebe M. McOuat; Mary H. Ross; Dorothy Mathews; Ruth Simons; Isabella M. Hume; Hilda L. Sutton; Gertrude M. Gilmour; Doris E. Legros; Cath. K. McMillan; Edna J. Curran; Lillian B. Foreman; Mrs. Myrtle Arnot; Annie G. Morrow; Jessie M. Murdock; Gertrude Hoyle; Eliz. P. Bates and Helen M. Heatlie.

The following teachers, though successful in their work are debarred from a bonus this year because they had one last year, viz:

Mabel C. Gallup; Elizabeth A. McLennan; Marie A. Clement; Gertrude McMahon; Pearl McMahon; Lillian M. Stalker and Kathleen Atkin.

TEACHERS QUALIFICATIONS

High School diplomas	1
Intermediate diplomas	21
Elementary diplomas	47
On permission	36
	105

A glance at the statistical sheet herewith will show the salaries paid, which are better on the average than last year.

The sum of $3,908.63 was spent in repairs and supplies during the year. There will always be a call for some such expenditure, but most schools are pretty well equipped..

The regular conferences were held last autumn and were attended. These were followed by a visit to each teacher in her own school, where there was given another opportunity to confer upon her own particular difficulties. In the second term each school was visited again and the work inspected in subjects and grades. These notes are made in triplicate and one copy is given to the teacher and another to the school board. Besides, there comes in the month of June, the outside, independent, entrance examination, provided by the Department of Education, which is the final measurement of our year's work.

This year the Principal of Lachute High School informs me, that 39 pupils have tried the entrance and that a large number are doing well. One good thing for our land is the way our schools have "carried on" both during the war period and now during the period of depression.

I have selected for the Strathcona prizes the following teachers and schools:

Lillian B. Foreman, Grenville No. 2; Doris E. Legros, Abbotsford; Ethel A. Morrison, Poltimore; Gertrude Hoyle, Harrington No. 1; Dora Elliot, Lochaber; Dorothy Mathews, Lake View.

I am sure these valuable books will be highly appreciated by the pupils of these schools, which are all situated in rural parts of the district.

I desire to express my gratitude to all those officials, whose prompt and kindly services have done much to help on the school work during the past year.

Yours obediently,

J. W. McOuat.

INSPECTOR O. F. McCUTCHEON

WESTMOUNT, QUE., July 22nd, 1931

The Hon. Superintendent of Education, Quebec, P.Q.,

Sir,

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

STATISTICAL SUMMARY.					1930-31	
1.—Number of school municipalities:						
a) Under control of commissioners					18	.....
b) Under control of trustees					24	.....
				Total	.....	42
2.—Number of schools:						
a) Elementary					62	.....
b) Intermediate					6	.....
				Total	.....	68
3.—Number of teachers:						
a) Male teachers					6	.....
b) Female teachers					92	.....
				Total	.....	98
4.—Average salaries in the schools under control:						
a) Male teachers	In elementary schools				$868	.....
b) Female teachers	In elementary schools				698	.....
	In intermediate schools				770	.....
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).						
a) Boys from 5 to 7 years	67	Girls from 5 to 7 years	72		139	.....
b) Boys from 7 to 14 years	383	Girls from 7 to 14 years	324		707	.....
c) Boys from 14 to 16 years	95	Girls from 14 to 16 years	100		195	.....
d) Boys from 16 to 18 years	77	Girls from 16 to 18 years	71		148	.....
				Total	.....	1189
6.—Number of pupils enrolled:						
a) In the elementary schools					1253	.....
b) In the intermediate schools					281	.....
				Total	.....	1534 (1)
7.—Average attendance: (in percentage)						
a) In the elementary schools					80%	
b) In the intermediate schools					84%	
f) Average general attendance					81%	.....
8.—Classification of pupils:						
In Grad 1					296	.....
In Grade 2					197	.....
In Grade 3					201	.....
In Grade 4					220	.....
In Grade 5					227	.....
In Grade 6					178	.....
In Grade 7					153	.....
In Grade 8					22	.....
In Grade 9					22	.....
In Grade 10					15	.....
In Grade 11					3	.....
				Total	.....	1534

(1) The enrolment greater than the census as no census was taken in the city of Quebec.

GENERAL REMARKS

My district inspection includes forty municipalities scattered over the counties of Beauce, Compton, Dorchester, Frontenac, Levis, Megantic, Portneuf, Quebec, and Wolfe.

In addition to these, I was requested by the Director of Protestant Education to visit the schools in the municipality of Shipton, county of Richmond, and Tingwick in the county of Arthabaska. The statistics of these municipalities are included in those given above.

In the City of Quebec I visit the public schools,—Victoria, St. George's, and the Limoilou School. These three schools are under the supervision of the Principal, Mr. A. D. McGibbon, B.A., and under his competent management and a staff of capable teachers are doing excellent work. The school board deserves much credit for the interest manifested in their schools and the excellent condition in which they are maintained.

All the other schools were visited twice during the year including the six intermediate schools, with the exception of eight summer schools which were not in operation at the time of my second tour of inspection. Reports of my inspection were sent to the school boards, to the teachers and to the Department, the Bulletins of Inspection, one for each municipality making 42 in all.

On the whole, I find the teachers are doing good work and endeavouring to do their best for the pupils entrusted to them with a view to their proper physical, mental and moral development.

In most cases the class rooms were neat and tidy. The Junior Red Cross Societies are assisting in a number of schools in keeping the premises in good order. I am greatly surprised sometimes when visiting the schools in the remoter districts to find that Mrs. Shaw or her assistant had found their way to them. They deserve very much credit for the interest they manifest in the children and the good work they are doing.

The diplomas and certificates held by the teachers were as follows:

High School Diplomas	3
Interim High School Diplomas	1
Intermediate School Diplomas	28
Interim Intermediate School Diplomas	1
Elementary School Diplomas	41
Interim Elementary School Diplomas	6
Arts. I. Certificate	3
Grade XI. Certificate	4
Grade X. Certificate	10
Grade IX. Certificate	1

The teachers recommended for the bonuses for successful teaching are as follows:

1. Miss Marian L. Morrison
2. Mrs. Wm. L. Hilliker
3. Miss Iva M. Blake
4. Miss Caroline E. Penney
5. Mrs. Vera T. Miller
6. Miss Olive E. Little
7. Miss Bertha M. Pratt
8. Miss C. Betsy Morrison

9. Miss Florence I. Gilbert
10. Miss Martha Cunningham
11. Miss Reta McCartney
12. Mrs. S. McHarg
13. Miss Ursula A. Bozer
14. Miss Murdena R. MacKay.

Successful teachers debarred from two bonuses in succession.

1. Mrs. B. F. Olney
2. Miss Myrtle B. Mably
3. Miss Eva E. Taylor
4. Miss Alma MaCartney
5. Miss A. S. Ward
6. Miss Aileen M. Wilson.

The Strathcona prizes given each year are very much appreciated by the teachers and pupils and are proving to be an incentive to excellence in physical culture.

The following teachers are recommended for the prizes this year:

Miss Marian L. Morrison, Ste. Agnes de Ditchfield.
Mrs. William L. Hilliker, Marston, No. 1.
Miss Caroline E. Penney, Shipton, No. 12.
Mr. Ernest A. Hutchinson, Leeds, No. 6.
Mr. Burton A. Millar, Shipton, No. 16.

The Teachers' Conference were held at the usual centres and were attended. Miss L. E. Tanner rendered very valuable assistance at Leeds Village and at Scotstown. Dr. Rothney and Mr. C. E. Woodley of the Department of Education, Quebec, also gave very interesting addresses and helpful suggestions at our meeting at Scotstown. Inspector Brady and Mr. Woodley assisted at our meeting at Richmond.

School boards in general are manifesting an increased interest in their schools. In a number of districts the schools are a credit to the localities in which they are located.

For good progress and improvements made, the following municipalities deserve special mention and are awarded the prizes as follows:

Leeds South, first prize of..... $60.00
Marbleton, second prize of..... 50.00
Portneuf, third prize of..... 40.00
Stoneham, fourth prize of..... 35.00
Ste. Agnes de Ditchfield, fifth prize of..... 30.00.

Twenty schools were in operation 10 months; ten schools 9 months; thirty-two schools 9 months; two schools 6 months; three schools 5 months; one school 4 months.

We give here the rates of taxation levied in all the municipalities:

	$	$	$	$	$	$	$	$	$	c.	c.	c.	c.	c.	c.	ç.	c.	c.	c.	c.
Tax paid per valuation of $100.....	2.00	1.65	1.55	1.50	1.40	1.30	1.25	1.20	1.00	.95	.90	.75	.70	.65	.60	.55	.40	.30	.20	.15
No. of municipalities...	3	1	1	5	1	2	1	2	9	1	1	1	4	1	2	2	2	1	1	1

The last three rates given were paid by municipalities adjacent to the City of Quebec where the valuation is very high.

Were it not for the supplementary aid rendered by the grants from the Poor Municipality Fund, the schools in a number of the weaker municipalities could scarcely be maintained for any length of time.

The classification of the municipalities according to the length and arrangement of the school year, the condition of the school houses, school grounds and toilets, the supply of apparatus, the use of the Course of Study, the use of the authorized text-books, the salaries of the teachers and the method of payment is as follows:—

Excellent.—Quebec, Donnacona, Levis, St. Romuald, Leeds South, Portneuf, Marbleton, Milan, Loretteville, St. Colombe de Sillery, Stoneham.

Good.—St. Raymond, Lingwick, Dudswell, St. Gabriel West, Ste. Agnes de Ditchfield, Aubert Gallion, St. Pierre Baptiste.

Fair.—Hampden, Tingwick, Ireland North, Maple Grove, Mill Hill, Inverness, St. Dunstan, Leeds, Nelson, Marston, St. Gabriel East, The Valley.

Poor.—Leeds East, St. Edward de Frampton, South Ham, St. Ferdinand de Halifax, St. Malachie.

Unranked.—Pupils are conveyed to schools in adjacent municipalities. Beauport, St. Foy, St. Sauveur, Weedon, and Whitton.

I beg to thank all the school boards and their secretaries who have cooperated with me and assisted by carrying out any recommendations made for improvements, and for supplying the information necessary for my bulletins of inspection.

We also appreciate the assistance rendered by the Women's Institutes and the Junior Red Cross and thank them for all they have done in behalf of the schools.

I have the honour to be,

Dear Sir,

Yours obediently,

O. F. McCutcheon,
Inspector of Schools.

INSPECTOR W. H. BRADY

MONTREAL, July, 1931.

To the Superintendent of Education,

Sir,

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

STATISTICAL SUMMARY.	1930-31	
1.—Number of School municipalities:		
a) Under control of commissioners	26	.....
b) Under control of trustees	24	.....
Total	.....	50
2.—Number of schools:		
a) Elementary	75	
b) Intermediate	19	.....
Total	.....	94
3.—Number of teachers:		
a) Male teachers	18	.....
b) Female teachers	281	.....
Total	.....	299
4.—Average salaries in the schools under control:		
a) Male teachers: In elementary schools	2085.00	.....
a) Male teachers: In intermediate schools	1894.00	.....
b) Female teachers.... In elementary schools	1031.00	.....
b) Female teachers.... In intermediate schools	901.00	.....
N.—Number of children of school age: (census) (according to secretary-treasurers' reports).		
a) Boys from 5 to 7 years 1057 | Girls from 5 to 7 years 1035	2092	.....
b) Boys from 7 to 14 years 4064 | Girls from 14 to 16 years 3852	7916	.....
c) Boys from 14 to 16 years 913 | Girls from 14 to 16 years 846	1759	.....
d) Boys from 16 to 18 years 673 | Girls from 16 to 18 years 663	1336	.....
Total	.....	13,103
6.—Number of pupils enrolled:		
a) In the elmentary schools	6417	.....
b) In the intermediate schools	1840	.....
Total	.....	8257
7.—Average attendance: (in percentage)		
a) In the elementary schools	85.7	.....
b) In the intermediate schools	81.8	.....
f) Average general attendance	.....	84.8
8.—Classification of pupils:		
In Kindergarten	164	.....
In Grade 1	1800	.....
In Grade 2	1275	.....
In Grade 3	1332	.....
Ih Grade 4	1174	.....
In Grade 5	1006	.....
In Grade 6	853	.....
In Grade 7	394	.....
In Grade 8	134	.....
In Grade 9	98	.....
In Grade 10	27	.....
Total	.....	8257

GENERAL REMARKS

My district of inspection now includes the Protestant elementary and intermediate schools of the counties of Beauharnois, Châteauguay, Huntingdon, Jacques Cartier, Joliette, Laprairie, L'Assomption, Laval, Montcalm, Napierville, Soulanges; those of Chambly, except McMasterville; that of the town of Terrebonne, in Terrebonne county; those of Vaudreuil, except Pointe Fortune; those of Coteau St. Pierre, in Westmount county. In addition, I again visited at your request, the Protestant schools of the counties of Drummond and Richelieu, included in the foregoing summary of statistics. I have also obtained the statistics for the municipalities of Outremont and Westmount.

This district tends each year to become more urban and less rural. It now contains twenty-two graded elementary schools, staffed by 175 teachers and containing 5,465 pupils. The nineteen intermediate schools have 71 teachers and 1,840 pupils. The rural elementary schools, having one teacher each, number 53, with a total enrollment of 952. At the time of my appointment four years ago, this district contained 71 schools of the latter type. The reduction has been almost entirely due to consolidation. The same area contains more pupils, but they are being centred in fewer schools where they may be given a more complete and efficient education. This does not mean that there are not faithful and devoted teachers in the rural schools. On the contrary, I am glad to bear witness to the really excellent work accomplished by a good proportion of the teachers in these schools. It is almost impossible, however, for one teacher to teach effectively the equivalent of seven grades, expecially if the school is a large one.

Generally speaking, these rural elementary, or district, schools are far inferior in buildings and equipment to the urban elementary and to the intermediate schools. They are sometimes a sad contrast to the farm houses and buildings of the community, which often contain many, if not practically all of the modern appliances and inventions which make rural life more attractive than it used to be. It would appear that a worth-while governmental grant would go far toward effecting a decided improvement in the rural school by creating an incentive to maintain the standard set by the Department of Education. The substantial grants to the secondary schools do have this effect. There will always be some isolated rural schools which can not be consolidated. Usually these are in the weaker municipalities which are unable to keep pace with present-day educational requirements without larger grants than they are now receiving.

The number of district schools will next year be reduced by six, due to a consolidation which is taking place at Howick. Here the existing intermediate school building is being trebled in size, the plans showing a modern, excellently planned school, on which construction is now proceeding. The school board, although its schools were among the best and most completely equipped in this inspection district, wisely decided that it could more effectively provide for the instruction of the pupils of the municipality by centralizing them in a fully graded school. In this move they have been joined by two districts of St. Malachie d'Ormstown and one district of St. Jean Chrysostôme.

Attendance.—The average attendance this year is exceptionally high, as there have been fewer epidemics of children's diseases, except in a few localities. The statistics indicate a distinct falling off in attendance above the Sixth Grade. There is a decrease here, but it is not as serious as would appear by these figures, since in some large municipalities, notably the city of Verdun, the Seventh Grade is taught only in the High Schools, whose enrollment figures do not appear in this summary. It is encouraging to note each year an increasingly large proportion enrolled in the High School Grades.

Qualifications of Teachers.—The certificates held by the 299 teachers employed were as follows: High School diplomas, 13; Interim High School, 4; Intermediate, 154; Interim Intermediate, 6; Advanced Elementary, 12; Elementary, 76; Interim Elementary, 4; Rural Elementary, 2; Kindergarten Directress, 2; Kindergarten Assistant, 1; R. C. Superior, 1; Extra-provincial certificates, 13; Ottawa Normal school training, 2; Macdonald College Intermediate class, 1; the remaining eight had no professional training but held academic certificates from the B.A. degree down to Grade VII.

New and Repaired Buildings.—Due to the greatly increased school population resulting from the Beauharnois project, the School Trustees of that town found it necessary to erect a two-room addition to their intermediate school building. Minor repairs were made to 10 school buildings in the inspectorate, at a total cost of $6,925.18.

Conferences.—The usual meetings were held at Hemmingford, Huntingdon, Ormstown and Montreal. At the Huntingdon conference we were fortunate in having present the new Director of Protestant Education, whose timely and practical advice was much appreciated. I also joined with Inspector McCutcheon in a conference at Richmond, where we had the able assistance of Mr. E. C. Woodley, M.A., of the Department of Education. Practically every teacher summoned was present at the conference of his or her centre.

In Memoriam.—This year, two school boards have suffered loss by the death of devoted servants. In Sorel, the late Mr. C. J. C. Wurtele, veteran of the legal profession, had for many years faithfully guided the fortunes of the small Protestant school of that city as its Secretary-Treasurer. He always did far more for the school, however, than the mere duties of his office required. The late Dr. W. M. Rowat had long been one of the most active and valuable members of the Board of School Commissioners of Hinchinbrooke. His wise counsel will be deeply missed, not only by the Board but in the other local activities in which he had taken a prominent part, as well as in the Protestant Committee of the Council of Education, of which he was a member.

I desire again to pay tribute to the excellent work of the Junior Red Cross Society in the schools, and also to what is being done for education and better schools in the rural areas by the Women's Institutes.

Bonuses and Prizes.

Bonuses to Teachers.—Bonuses are recommended to the following for successful teaching: The Misses M. M. Cameron, M. E. McGerrigle, F. M. Hamil-

ton, E. S. Boddy, V. W. Dow, E. S. MacRae, M. A. Bachelder, Mrs. Estella Boyd, the Misses T. R. Mills, H. J. McNeill, E. T. Elliot, E. M. Theobald, L. M. Murdoch, Mrs. Jas. McMillan.

Successful teachers debarred by the Regulations from two bonuses in succession: The Misses H. E. Merlin, D. B. Upton, E. W. Stewart, L. M. Arnold, Grace Fiskin, M. G. Johnson, H. D. Bruce.

The Misses Isabel McKee, Edith Sproule, and E. G. Smith also obtained high marks but are not recommended for bonuses on account of the smallness of their classes.

Strathcona Trust.—The prizes and certificates for excellence in physical exercises are recommended as follows: Misses A. M. Sayer, St. Hubert No. 2; E. M. Theobald, Havelock No. 1; H. E. Merlin, Hemmingford No. 8; L. M. Murdoch, Elgin No. 1; E. T. Elliot, Laprairie; and in the Richmond inspectorate, Miss M. E. Frazer, Kingsey Consolidated.

Bonuses to Deserving Municipalities.—According to Art. 9 (*q*) of the Regulations, the following are recommended for bonuses for progress: St. Hubert, St. Félix de Valois, Hinchinbrooke, Rawdon, St. Anicet No. 1; and in the Richmond inspectorate, South Durham.

Classification of Municipalities.—According to Art. 9 (*m*) of the Regulations:

Excellent.—Coteau St. Pierre, Hampstead, St. Lambert, Sault au Recollet, Pointe Claire and Beaconsfield, Pointe aux Trembles, Chateauguay, Verdun, Lachine, Chambly, Sorel, Longueuil, St. Bruno, Drummondville.

Good.—Howick, Joliette, Greenfield Park, Dundee, Terrebonne, Mascouche, St. Jean Chrysostome, Pinehurst and East Greenfield, St. Louis de Gonzague, Hudson, Beauharnois, Delson, South Durham.

Fair.—Durham Township, St. Hubert, St. Felix de Kingsey, Hinchinbrooke, Hemmingford, St. Malachie d'Ormstown, St. Telesphore, Franklin, St. Anicet No. 1; Kingsey Falls, Rawdon, Elgin, St. Felix de Valois, Laprairie, St. Constant.

Poor.—St. Urbain, Havelock, Napierville.

Unranked.—(No schools in operation.)—Dorion and Ile Cadieux, Laval des Rapides, Ste. Anne du Bout de l'Ile, Senneville, St. Pierre de Durham.

I have the honour to be, sir, etc.,

W. H. Brady,
Inspector of Schools.

INSPECTOR H. D. WELLS

To the Superintendent of Education,

Sir,

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

STATISTICAL SUMMARY.				1930-31	
1.—Number of school municipalities:					
a) Under control of commissioners				21	.....
b) Under control of trustees				13	.....
Total				.....	34
2.—Number of schools:					
a) Elementary				79	.....
b) Intermediate				10	.....
Total				.....	89
3.—Number of teachers:					
a) Male teachers				1	.....
b) Female teachers				105	.....
Total				.....	106
4.—Average salaries in the schools under control:					
a) Male teachers	In elementary schools			$420.	.....
b) Female teachers	In elementary schools			425.	.....
	In intermediate schools			735.	.....
5.—Number of children of school age: (census) (according to treasury-treasurers' reports).					
a) Boys from 5 to 7 years	174	Girls from 5 to 7 years	170	344	.....
b) Boys from 7 to 14 years	770	Girls from 7 to 14 years	696	1466	.....
c) Boys from 14 to 16 years	193	Girls from 14 to 16 years	187	380	.....
d) Boys from 16 to 18 years	133	Girls from 16 to 18 years	125	258	.....
Total				.....	2448
6.—Number of pupils enrolled:					
a) In the elementary schools				1260	.....
b) In the intermediate schools				560	.....
Total				.....	1820
7.—Average attendance: (in percentage)					
a) In the elmentary schools				78.0%	.....
b) In the intermediate schools				78.2%	.....
f) Average general attendance				.....	78.1%
8.—Classification of pupils:					
In Grade 1				434	.....
In Grade 2				236	.....
In Grade 3				252	.....
In Grade 4				256	.....
In Grade 5				220	.....
In Grade 6				204	.....
In Grade 7				136	.....
In Grade 8				48	.....
In Grade 9				29	.....
In Grade 10				8	.....
Total				.....	1820

GENERAL REMARKS

The district of inspection to which I had the honour to be appointed in June, 1930 includes the Protestant Intermediate and Elementary schools of the counties of Brome, Missisquoi, Iberville and St. John's; also, at your request I visited the schools of the county of Shefford which from part of a vacant inspectorate.

Rev. E. M. Taylor.—After having visited each of these schools twice during the year, I am the better able to appreciate the pioneer work done by my predecessor, Rev. E. M. Taylor, M.A. No one, except one who is attempting to carry on his work, could appreciate the immense amount of energy required, as year after year during the past forty years he has visited the numerous schools in this part of the Eastern Townships, many of them located in inaccessible places, exposed to all kinds of weather and frequently compelled to use roads that were practically impassable. I wish to pay tribute to the energy and courtesy of Mr. Taylor and to thank him for his invaluable assistance during my first year.

The Fisher Trustees.—Brome county is extremely fortunate in that it had a public spirited benefactor in the person of the late Hon. Sydney Fisher who left a trust fund to be used for the good of education in the county. He placed this fund in the hands of a board of trustees for administration; the trustees, like the founder of the fund, are men deeply interested in the welfare of Brome coynty. Owing to the impetus given by this fund and to the enthusiasm of the trustees, the schools of Brome are rapidly improving. Salaries are increasing, buildings are being repaired or rebuilt, the school term is being lengthened and the regulations are being more faithfully observed.

The School Year.—Unfortunately too many schools in this district of inspection remain open for a term of eight months only. The school curriculum is prepared for a term of ten months, and it is asking too much to expect teachers to do the same work in eight months as others do in ten. I am hopeful of an improvement in this condition, as several municipalities have already extended their term one month.

Teachers.—As the list I submit for bonuses shows, there are a great many capable, efficient and well trained teachers in this part of the province. Twelve of the teachers in the elementary schools held intermediate diplomas, and the majority of the elementary teachers have had the advantage of a term at Macdonald College. The establishment of a summer school at Macdonald College should prove a great help to those teachers who have had no pedagogical training, as well as to those who wish to improve their status. On the other hand, there were fourteen teaching without diplomas, a condition largely due to the small salaries paid in the rural schools and to a scarcity of teachers holding elementary diplomas.

Conferences.—Two conferences were held for the teachers of the inspectorate, one at Knowlton for the teachers of Brome county, and one at Farhnam for the teachers of the remaining counties. I was also present at Inspector Brady's Hemmingford conference where the five teachers of Lacolle attended. At Knowlton and Farnham we were privileged to have with us the Director of Protestant Education, Dr. W. P. Percival. Dr. Percival gave the teachers a stirring address at each conference. At Knowlton the Fisher trustees assisted, and we had the pleasure of a visit from the Rev. E. M. Taylor, the retiring Inspector.

In addition to the above conferences, I was invited to be present at two conferences called by Dr. Rexford at Knowlton, one for the clergy and one for all the school boards of Brome county. These two conferences were very well attended. The problems facing education in the county and the responsibilities of the clergy and of the commissioners to the schools were discussed at full. These two conferences were much appreciated by the delegates and should be of far reaching benefit.

Improvements.—The Village of Dunham erected a splendid new school at a cost of $5,000 which was opened on November 12th. This was built to replace the building which was destroyed by fire some years ago.

The secretaries of the various municipalities report that $5,654.86 has been spent on repairs to the schools of the five counties during the year. The township of Brome has arranged to build a new school at Iron Hill and consolidate four rural schools into this one.

Bonuses to Successful Teachers.—I recommend that bonuses be paid to the following teachers for successful teaching:

Miss M. G. Scott, Brome No. 1; Miss Gladys Williams, E. Bolton No. 11; Miss E. Bokus, St. Ignace of Stanbridge No. 6; Miss D. L. Knapp, Co. Stukely; Miss F. E. Phillips, St. Blaise; Miss A. Hatcher, E. Farnham No. 3; Miss C. Frizzle, Brome No. 15; Miss T. Carlotta Perkins, Sutton No. 2; Miss Y. F. Lord, St. George de Clarenceville No. 5; Miss A. H. Aiken, Sweetsburg, Miss Lela Marsh, W. Bolton No. 2; Mrs. I. McKelvey, Shefford No. 11; Miss D. E. Bustard, Lacolle No. 2 and No. 3; Miss E. Jones, Potton, No. 7; Miss K. Hawley, E. Farnham No. 2; Mrs. Thos. Marshall, Eastman; Mrs. E. E. George, Potton No. 6.

Strathcona Prizes.—The following are recommended for prizes and certificates for excellence in physical drill: Miss A. Hatcher, East Farnham No. 3; Miss Y. F. Lord, St. George de Clarenceville No. 5; Miss D. E. Knapp, South Stukely, Miss T. Carlotta Perkins ,Sutton No. 2; Miss M. G. Scott, Brome No. 1; Miss D. E. Bustard, St. Bernard de Lacolle Nos. 2 and 3.

Bonuses to Deserving Municipalities.—1, Township of Shefford; 2. Village of Dunham; 3. Township of Potton; 4. Village of Sweetsburg; 5. Village of Iberville; 6. Township of Sutton.

111. CLASSIFICATION OF MUNICIPALITIES ACCORDING TO REGULATION 9 (*m*)

Excellent.—Village of Dunham, Township of Shefford; St. Romuald de Farnham, South Stukely; St. Blaise, East Farnham; Sweetsburg.

Good.—Mansonville, Roxton Pond, Foster, Iberville, Eastman, Potton, West Bolton.

Middling.—St. Thomas, Stanbridge East, St. Armand West, Brome, St. Bernard de Lacolle, Frelighsburg, East Bolton, Sutton.

Bad.—St. Sebastien, St. Ignace de Stanbridge, St. George de Clarenceville, Township of Dunham, St. Luc, North Ely, South Ely, St. Prudentienne.

Very Bad.—Sabrevois, L'Acadie.

Unranked.—Township of Granby, St. Joachim.

In conclusion, I desire to express my appreciation to the Department, the school boards and the teachers for their ready co-operation during my first year as Inspector.

I have the honour to be, etc.,

Your obedient servant,

H. D. WELLS,
Inspector of Schools.

INSPECTOR H. A. HONEYMAN

OTTAWA, July 13, 1931.

To the Superintendent of Education

Sir,

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

STATISTICAL SUMMARY.	1930-31	
1.—Number of school municipalities:		
a) Under control of commissioners	29	.....
b) Under control of trustees	13	.....
Total	.....	42
2.—Number of schools:		
a) Elementary	95	.....
b) Intermediate	7	.....
d) Subsidized independent institutions	2	.....
Total	.....	104
3.—Number of teachers:		
a) Male teachers	7	.....
b) Female teachers	115	.....
Total	.....	122
4.—Average salaries in the schools under control:		
a) Male teachers — In elementary schools	570.00	.....
a) Male teachers — In intermediate schools	1200.00	.....
b) Female teachers — In elementary schools	519.00	.....
b) Female teachers — In intermediate schools	893.00	.....
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).		
a) Boys from 5 to 7 years: 251 — Girls from 5 to 7 years: 220	471	.....
b) Boys from 7 to 14 years: 1034 — Girls from 7 to 14 years: 1031	2065	.....
c) Boys from 14 to 16 years: 231 — Girls from 14 to 16 years: 228	459	.....
d) Boys from 16 to 18 years: 156 — Girls from 16 to 18 years: 151	307	.....
Total	.....	3302
6.—Number of pupils enrolled:		
a) In the elementary schools	1798	.....
b) In the intermediate schools	681	.....
d) In the subsidized independent institutions	15	.....
Total	.....	2494
7.—Average attendance: (in percentage)		
a) In the elementary schools	74.5	.....
b) In the intermediate schools	78.85	.....
d) In the subsidized independent institutions	83.3	.....
f) Average general attendance	75.78	.....
8.—Classification of pupils:		
In Grade 1	600	.....
In Grade 2	342	.....
In Grade 3	337	.....
In Grade 4	341	.....
In Frade 5	280	.....
In Grade 6	234	.....
In Grade 7	254	.....
In Grade 8	63	.....
In Grade 9	29	.....
In Grade 10	14	.....
Total	.....	2494

GENERAL REMARKS

Extent of territory.—The inspectorate comprises the Protestant Elementary and Intermediate Schools of the counties of Pontiac and Hull, five schools at the western end of Papineau, and thirteen schools in the County of Richmond. This year I visited and reported upon the High Schools at Shawville, Aylmer and Buckingham.

The statistics show that there are ninety-five regular elementary schools, seven intermediates and two small independent elementary schools. One of these will come into the municipality of Alleyn where it rightly belongs.

Next year there will be another school municipality in the township of Wakefield, where the Protestants have given notice of dissent. The school will be small for a few years, and possibly the pupils will be conveyed to a neighbouring school for the present.

The proposed consolidation at Campbell's Bay was finally brought about. The municipalities of Bryson, Litchfield Upper, Campbell's Bay and St. Elizabeth de Franktown were united to form the new school municipality of Campbell's Bay. A four-roomed building was erected at the Bay, and two vans have regularly conveyed the pupils from outside sections to the central school. Three qualified competent teachers carried on the work under very pleasant conditions. For next year it is proposed to add a fourth teacher to the staff so that the work of Grade X may be carried on. There is still a small elementary school in the former municipality of St. Elizabeth de Franktown. This district was too far away to admit of conveying the few pupils living there to the Consolidated School. Great credit is due to Mr. Sutherland for the very important part which he took in bringing about the consolidation.

Attendance.—The enrollment does not vary greatly from year to year, but there is a decrease in the number attending school:

This year it amounted to 28.

Protestant Boys enrolled	1,110
Roman Catholic Boys enrolled	124
Protestant Girls enrolled	1,118
Roman Catholic Girls enrolled	142
A total of	2,494

Staff.—There is still a scarcity of qualified teachers in this inspectorate. In fact there is no improvement this year. We live in hopes that the situation will improve in the very near future.

The qualifications of the teachers are as follows:—

High School Diploma, with B.A	2
Intermediate or Model	14
Elementary	75
Ontario Second Class	1
N. F. Intermediate	1
Without diploma	29
A total of	122

The teachers without diplomas form about 24% of the total number.

Salaries.—There has been very little change in this respoct, nor can teachers expect an increase under present financial conditions. However, there should be a decrease in the cost of living which will tend to better the teacher's position. In all the better off municipalities the salaries is $600 for the term of ten months in the rural elementary schools. In a few cases more than this is paid.

Length of Term.—As in the past, the great majority of schools have a term of ten months, but there are about a dozen schools where the term is less. In six of them the pupils can attend school for only six months in the year. These are summer schools.

Rate of taxation.—This varies greatly. In one municipality the rate is ten cents on the hundred dollars. Another has a rate twenty-five times as great.

In some cases the valuation on which the tax is levied does not represent the full value of the properties. In other municipalities the properties are valued at something like their real values. So it is not always fair to judge by the rate.

In any case, secretaries are finding it hard this year to collect taxes. There is very little money in the hands of the farmers.

Bonuses for teachers.—The following teachers are recommended for bonuses for successful teaching during the year:—

Fern F. Miller, Eardley No. 1; Mary B. Storie, St. Etienne de Chelsea No. 1; Hilda M. Graham, Bristol No. 2; Eunice P. Monahan, Cleveland No. 2; May J. Weed. Mel. & Brompton Gore No. 4; Gordon G. Hall, Clarendon No. 14; Emily H. Stiles, Clarendon No. 4; Marcella Hodgins, Clarendon No. 2; Elizabeth Duff, London; Winnifred Merlin, Eardley No. 4; Ruby M. Bisson, Aylwin No. 1; Evelyn L. Wright, Wakefield Nord; Edna E. Thompson, Aylwin No. 3; Maria E. Westgate, Clarendon No. 1; Cecilia J. Argue, Bristol No. 1; Gertrude McMurtry, Hull Canton No. 5; Ruby E. G. Hayes, Bristol No. 7; A. Maude Clark, Clarendon No. 8; Bernice Acres, Eardley No. 2.

The teachers who received bonuses last year are doing very good work again this year.

Physical Culture.—This subject is on the Course of Study and is taken up more or less regularly in all schools. On the whole it is fairly well carried out.

The following are recommended for prizes in the course:—

1. Violet M. Grimes, Hull.
2. Erma Corrignan, Clarendon No. 10.
3. Hilda M. Graham, Bristol No. 2.
4. Beulah Findlay, Clarendon No. 7.
5. Mary B. Storie, St. Etienne de Chelsea No. 1.
6. Eunice P. Monahan, Cleveland No. 2.

Progressive Municipalities.—The following municipalities are recommended for bonuses for special progress made during the year:—

1. Campbell's Bay; 2. Portage du Fort; 3, Melbourne and Brompton Gore; 4. Leslie; 5. Mansfield Sud; 6. Onslow North.

Teachers' Conferences.—As in past years Conferences were held in Kazubazua, Hull, Shawville and Ladysmith. Nearly every teacher was present at one of the conferences. Mr. Woodley was present on behalf of the Department, and out of the fullness of his knowledge he gave the teachers at Hull and Shawville instruction in the use of the new Reading and Thinking books. Such help was needed and was generously given.

I must again commend the members of the Junior Red Cross Society and the Women's Institute for their splendid work in bettering the conditions in our schools. Mrs. Shaw and Miss Abbott, between them, visited all the schools in the autumn and brought cheer and encouragement to teachers and pupils. The ladies of the Institute always show a very practical interest in the work of the schools.

All the regular schools have been visited twice during the year. The reports and bulletins have been filled up and forwarded to the Department during the year. The many other matters relating to school inspection in particular and to education in general have received attention. I am pleased to report that the teachers have been faithful, energetic and successful in the discharge of their many duties.

III.—Classification of Municipalities in Order of Merit.

Excellent.—Cantley, Maniwaki, St. Etienne de Chelsea, Onslow Centre, Templeton North, Masham North, Low South, Onslow South, Hull City, Wakefield Nord, Hull, Clarendon, Campbell's Bay, Quyon.

Good.—Aylwin, Templeton West, Portage du Fort, London, Bristol, Valley Gatineau, Wakefield, Eardley, Melbourne Village, Melbourne and Brompton Gore, Kingsbury, Thorne, La Pêche, Cleveland, Mansfield (diss).

Middling.—Litchfield Lower, Northfield and Wright, Onslow North, Templeton East.

Poor.—Mansfield Sud, Alleyn, Calumet Island, Cawood, Waltham, Northfield Centre, Leslie, Aldfield East, Kensington.

I have the honour, etc.,

H. A. Honeyman,
School Inspector.

INSPECTOR J. H. HUNTER

To the Superintendent of Education,

Sir,

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

STATISTICAL SUMMARY				1930–31	
1.—Number of school municipalities:					
a) Under control of commissioners				17	.....
b) Under control of trustees				6	.....
Total				.....	23
2.—Number of schools:					
a) Elementary				48	.....
b) Intermediate				9	.....
Total				.....	57
3.—Number of teachers:					
a) Male teachers				3	.....
b) Female teachers				77	.....
Total				.....	80
4.—Average salaries in the schools under control:				$	
a) Male teachers	In elementary schools			495	.....
	In intermediate schools			975	.....
b) Female teachers	In elementary schools			508	.....
	In intermediate schools			696	.....
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).					
a) Boys from 5 to 6 years	87	Girls from 5 to 6 years	124	211	.....
b) Boys from 7 to 13 years	479	Girls from 7 to 13 years	476	955	.....
c) Boys from 14 to 15 years	114	Girls from 14 to 15 years	113	227	.....
d) Boys from 16 to 18 years	104	Girls from 16 to 18 years	65	169	.....
Total				.....	1562
6.—Number of pupils enrolled:					
a) In the elementary schools				715	.....
b) In the intermediate schools				558	.....
Total				.....	1273
7.—Average attendance: (in percentage)					
a) In the elementary schools				81.3	.....
b) In the intermediate schools				84.	.....
8.—Classification of pupils:					
In Grade 1				283	.....
In Grade 2				183	.....
In Grade 3				155	.....
In Grade 4				155	.....
In Grade 5				153	.....
In Grade 6				129	.....
In Grade 7				90	.....
In Grade 8				64	.....
In Grade 9				31	.....
In Grade 10				27	.....
In Grade 11				3	.....
Total				.....	1273

The inspectorate.—This inspectorate includes the counties of Stanstead, Compton (in part) and Sherbrooke (in part).

In addition, at your request, I have visited the 7 Elementary Schools in the township of Ascot, Co. Sherbrooke, and the Elementary School in Brompton-ville, Co. Richmond, which schools are included in the foregoing statistical summary.

Assessment.—Property, as a rule, is assessed at two-thirds valuation. In a few municipalities property is valued at full value.

Rate of Taxation.—The rate varies greatly. Westbury, with 1 school pays 30 cents, whilst Ascot Corner with 1 school pays $1.80. A number of other municipalities pay respectively, 50, 60 and 70 cents.

Two municipalities, Compton township and Dixville, each pay $1.50.

School Term.—Of the 21 Boards, operating one or more schools each, 3 gave 8 months' terms, 9 gave 9 months', and 9 gave 10 months'.

This state of affairs is much better than that of 8 or 10 years ago.

Salaries.—No Board offered less than $50.00. Only 2 Boards offered $50.00; one for a 9 months' term, the other for a 10 months' term, a few Boards offered $60.00, for elementary schools.

The prevailing salary was $55. for elementary schools. In Intermediate Schools, several Boards offered $60.00 for the Elementary department.

One Board (Hereford), having one school, gave $60.00 for an elementary school for a term of 9 months.

Staff.—80 teachers taught in the inspectorate during the year. Through illness, three had to retire and substitutes had to be found. Of the total number, only four were without diplomas; two of these being substitutes. Only one Board engaged an uncertificated teacher without permission. The academic standing is as follows:

H. S. Diploma, 2; Intermediate, 20; Adv. Elementary, 2; I Elementary, 51; R. E., 1; Grade XI, 2; Grade X, 1; Grade IX, 1.—80.

School Buildings.—Through the generous provision, by the Government, for assistance to the extent of one-half of the expenses, several Boards have made very necessary repairs.

Consolidation.—In last year's report, mention was made of the many consolidations effected in this inspectorate. During the present year, another very considerable consolidation has been brought about. It includes the grouping of a number of schools in Eaton and Newport townships (schools) with Sawyerville Intermediate. This consolidation will include, at least, 150 pupils.

Conferences.—The usual conferences were held in Sawyerville, Sherbrooke and Tomifobia with almost 100 % attendance. Inspector King and Principal McFadyen of Bugbee Business College, Stanstead, assisted very helpfully and

practically. Several teachers of Sherbrooke also gave valuable assistance by having their classes present to exhibit some phase of school work.

Bonuses.—The following are recommended for bonuses: Miss Freda Glenn, E. Clifton No. 2; Miss Mildred Searles, Compton No. 16; Miss Grace Cumming, Compton No. 17; Miss Olive McCrea, Stanstead No. 1; Miss Marion Huske, Newport No. 9; Miss Edith Daigneau, Eaton No. 4; Miss Evelyn Laraway, Stanstead No. 13; Miss Frances Carson, Eaton No. 18 (T. Line); Miss Winnifred Dunn, Hereford No. 1; Mrs. Doris Little, Hatley No. 8; Miss I. E. Jenkerson, Barnston No. 5; Miss Florence Glidden, Stanstead No. 31; Miss Edna Merrill, E. Clifton No. 1.

Debarred by the 2 years' restriction are Mrs. May Grady, Barnston No. 12 and Miss Irene Kirkpatrick, Eaton No. 5.

Strathcona Trust.—Quite a number of teachers take up Physical Sciences very zealously and secure good standing.

Certificates are recommended for the following: Miss Ethel Powers, Magog No. 1; Miss Doris Arnott, Ste. Catherine de Hatley No. 2; Miss Doris Parker, Varnston No. 18; Miss Margaret Little, Hatley No. 2; Miss I. E. Jenkerson, Barnston No. 5.

Bonuses for Municipalities.—The following distribution is recommended: 1. Ascot Corner; 2. Eaton; 3. Hatley Township; 4. Barnston; 5. Compton.

CLASSIFICATION ACCORDING TO REG. 9 (*m*)

Excellent.—Hatley Village; East Angus; E. Clifton; Island Brook.

Good.—Ascot Corner; Barnston township; Compton township; Newport; Compton Village; Dixville; Eaton township; Hereford, Magog township; Bury township; Stanstead township; Sawyerville; Hatley township; Ste. Catherine de Hatley; Ascot township; Bromptonville.

Fair.—Westbury, Clifton, Barford.

Dr. Rothney's former inspectorate:—

Teachers' Bonuses.—Miss Jean McLeod, Ascot No. 14; Miss Irene Greaves, Ascot No. 2.

Teachers debarred by the two years' restriction: Mrs. O. Carter, Ascot No. 22 (Eustis); Miss Alberta Johnson, Ascot No. 3; Miss Annie McIver, Ascot No. 1.

Strathcona Trust.—Miss Alberta Johnson, Ascot No. 3.

Bonuses for Municipalities.—Bromptonville.

CLASSIFICATION OF MUNICIPALITIES, REG. 9 (*m*)

Good.—Ascot, Bromptonville.

Women's Institutes.—It is only just that appreciation be recorded of the assistance given in so many ways by the Institutes to both Elementary and Intermediate schools.

Junior Red Cross.—The annual visits to the schools by Mrs. Shaw and her her assistant help much to keep aflame the enthusiasm of the pupils in this more recently organized method of inter communication of youth the world over, and of rendering assistance to the suffering and handicapped.

I have the honour, etc.,

J. H. HUNTER,
Inspector of Schools.

MINUTES OF PROTESTANT COMMITTEE

Medical Building, McGill University.
Montreal, January 9th, 1931.

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

Present:—The Honourable W. G. Mitchell, K.C., D.C.L., in the chair, Honourable C. F. Delâge, LL.D., W.M. Rowat, Esq., M.D., C.M. Howard Murray, Esq., O.B.E., Right Reverend Lennox Williams, D.D., Rev. E. I. Rexford, D.C.L., LL.D., DD., A. Kirk Cameron, Esq., Reverend A. H. McGreer, M.A., DD., P. C. Duboyce, Esq., B.A., L.L.B., W. O. Rothney, Esq., Ph.D., Malcolm T. Robb, Esq., Honourable Justice Wm. L. Bond, G. W. Parmelee, Esq., D.C.L., LL.D., W. L. Shurtleff, Esq., K.C., LL.D., Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., J.A. Nicholson, Esq., M.A., LL.D., Professor Fred Clarke, M.A., Isaac Gammell, Esq., M.A., LL.D., Mr. Orrin B. Rexford, B.A., and the Secretary.

Dr. Isaac Gammell was present for the first time and was welcomed by the Chairman.

The settlement of the Jewish School question was reported and the Secretary read the Agreement that had been entered upon between the Protestant Board of School Commissioners of the City of Montreal and the Jewish School Commission.

On the motion of Dr. Rexford, seconded by Dr. Rothney, the following resolution was carried unanimously:

"That this Protestant Committee of the Council of Education has learned with much satisfaction of the arrangement for the education of Jewish children adopted by the Protestant Board of School Commissioners of the City of Montreal and the Jewish School Commission,

"That this Committee begs to recommend that an act be secured at the present session of the Legislature ratifying this Agreement and making due provision for the equitable distribution of the cost of educating Jewish children,

"That in all legislative action concerning the education of Jewish children due regard should be paid to the importance, from an administrative point of view, of a common form of agreement in the several municipalities,

"That the Protestant Committee respectfully recommends that special care be taken to see that all contracts and special legislation concerning the education of Jewish children are in harmony with the Judgment of the Lords of the Privy Council delivered February 2nd, 1928.

"That this Committee desires to congratulate the Premier of the Province upon making possible a satisfactory settlement of this important and difficult question by the appointment of a commission for the study of the question and referring the question to the Privy Council for decision."

The following resolution, of which notice had been given by Mr. Howard Murray, was moved, seconded by Professor Clarke, and carried:

"That the Protestant Committee accepts the principle of permitting High Schools, when specially authorized by this Committee, to introduce a 12th Grade or Continuation Year under conditions to be laid down by the Protestant Committee of the Council of Education from time to time."

The Director of Protestant Education read his report on the course of Study. Mr. Murray moved, seconded by Mr. Robb, that "The report of the Director of Protestant Education respecting the course of study be accepted, in so far as it applied to Grades 1-7 inclusive, and that the recommendations attached be adopted (omitting recommendations 12, 13 and 14.)

"Be it further resolved that the portion of the report respecting the course of study for superior schools, together with the recommendations applying thereto, be laid on the table for action at the next meeting."

The Director of Protestant Education was asked to prepare a report on the course in Scripture and submit it to the Protestant Committee as soon as possible

Moved by Mr. Rexford, seconded by Professor Clarke that, "Whereas a number of teachers—and among them many teachers in rural municipalities—have expressed their eagerness to take advantage of the opportunity offered if a summer school is established,

"Whereas the staff of the School for Teachers would welcome the opportunity for further contact with those teachers who have been under their guidance for too short a time,

"Whereas there is a very real need of further opportunities for study on the teachers, particularly on the part of those who hold the Elementary and Intermediate diplomas and are engaged in schools away from the main centres of the Province,

"Whereas the authorities of McGill University have expressed their readiness to allow the buildings at Macdonald College to be used for a summer school of this kind,

Be it resolved:

"That this Committee place itself on record as being entirely in favour of adding to the facilities for the training of teachers now existing in this Proince by the establishment of a summer school,

"That this Committee is of the opinion that this summer school should at first serve particularly the needs of those teachers who hold the Intermediate and Elementary diplomas,

"That this Committee urge the Department of Education to take the necessary steps to secure the funds needed and make the necessary arrangements for such a school at the earliest possible moment."

A sub-committee consisting of Mr. Orrin Rexford (teachers' representative) Dean Laird, Dr. Parmelee, Dr. Gammell, and the Director of Protestant Education (ex-officio), was appointed to investigate the possibility of establishing a summer school, and to report at the next meeting.

The following resolution, of which notice had been given by Mr. Murray was seconded by Mr. Orrin Rexford, and carried:

"That the Protestant Committee approve of the principle of a differentiated course of study for the secondary school grades, so planned as to make suitable

provision for diversity of the needs of the pupils, under conditions to be laid down by the Protestant Committee of the Council of Education from time to time"

Moved by Mr. Cameron, seconded by Dean Laird, that the following be appointed Examiners of the High School Leaving Examinations:

Dr. H. D. Brunt	English Composition
Professor G. W. Latham	English Literature
Miss L. E. Tanner	French
Mr. E. C. Woodley	History
Professor A. V. Richardson	Algebra (Pt. 1) and Advanced Algebra
Professor Herbert Tate	Geometry (Pt. 1) and Advanced Geometry and Trig.
Professor H. E. Reilly	Physics
Professor N. N. Evans	Chemistry
Dr. J. A. Nicholson	Physical Geography
Professor G. W. Scarth	Botany
Professor R. R. Thompson	Book-keeping
Professor A. M. Thompson	Latin and Greek
Professor H. F. Armstrong	Drawing

A letter was read from the Canadian Legislative Division of the United Typothetae of America. The document was laid on the table.

A letter was read from the Provincial Association of Protestant Teachers asking for a revision of the limits in Chemistry. This was referred to the sub-committee on course of study and continuation year.

A report was presented from the sub-committee on the Order of the Scholastic Merit. It was moved by Professor Clarke, seconded by Dean Laird and carried

1. That the Protestant Committee appoint a Board in terms of section 6 of the Act

2. That this Board be instructed to draft regulations to control the award of the decoration along the following lines, these regulations to be submitted to the Protestant Committee for approval.

3. That the regulations shall secure:

1. That no award shall be made to any person whose period of service is less than a prescribed minimum.

2. That the awards shall be made only in recognition of meritorious service of a distinguished kind.

3. That the initiative in considering the granting of the decoration to any person must rest with the Board,

4. That the recommendation of names of persons to receive the award shall be submitted to the Protestant Committee for final approval and ratifieation."

In accordance with the Act Respecting the Order of Scholastic Merit the following Board was nominated to act with the Superintendent and the Secretary of the Protestant Committee, namely, the Chairman of the Protestant Committee, Sir Arthur Currie, Dr. Parmelee, Dean Laird, and the teachers' representative.

The Director of Protestant Education reported that the King and Queen had graciously consented to be photographed for the purpose of supplying the schools with suitable photographs.

Dr. E. I. Rexford gave notice of motion that at the next meeting of the Protestant Committee he would propose:

"That the Protestant Committee notes with deep concern the extravagant scheme of advertizing alcoholic beverages in this Province, through illuminated signs, cartoon advertisements in the daily press and a generous distribution of illustrated folders, and believing it to be inconsistent with the administration of a Liquor Control Act.

"This Committee therefore respectfully recommends both in the interests of the school children which it specially represents, and in the general interests of the community, that the Government take control of this advertizing as an integral part of the liquor control administration as has been done in other Provinces."

There being no further business, the meeting then adjourned to re-assemble in Montreal at ten o'clock on Friday, April 10th or 17th, unless called earlier by order of the Chairman.

(Signed) W. P. PERCIVAL
Secretary

(Signed) W. G. MITCHELL
Chairman

Medical Building, McGill University
Montreal, April 17th, 1931

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

Present:—Honourable W. G. Mitchell, K.C., D.CL., in the chair, W. M. Rowat, Esq., M.D., C.M., W. S. Bullock, Esq., M.L.A., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., D.D., A. Kirk Cameron, Esq., Reverend A. H. McGreer, M.A., D.D., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothnay, Ph.D., Malcolm T. Robb, Esq., G. W. Parmelee, Esq., D.C.L., LL.D., W. L. Shurtleff, Esq., K.C., LL.D., Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., Isaac Gammell, Esq., M.A., LL.D., Professor Fred Clarke, M.A., Mr. Orrin B. Rexford, B.A., and the Secretary.

The minutes of the two previous meetings were read and confirmed.

Apologies for absence were received from Dean Laird and Mr. Justice W. L. Bond.

It was moved and carried that the appointment of the Teacher Training Committee to replace Dr. W. L. Shurtleff and Dr. G. W. Parmelee who retire in 1931 should be deferred until the report of the sub-committee on Teacher Training has been received.

It was moved by Dr. Rexford that his motion concerning the advertizing of Alcoholic Beverages, etc., in the Province of Quebec be laid on the table.

The report of the Order of Scholastic Merit was read by the Secretary. This report contained the following recommendations:

1. That the Order of Scholastic Merit shall consist of three degrees with the following titles, Merit, Great Merit, and Distinguished Merit.

(a) The first degree, for "Merit" shall entitle the recipient to receive a diploma and to wear a blue ribbon.

This degree shall be awarded to persons recommended by the Board who have demonstrated that they have attained a definite degree of success as teachers or administrators.

(b) The second degree, for "Great Merit" shall entitle the recipient to receive a diploma and to wear a blue ribbon with white stripes.

This degree shall be awarded to persons recommended by the Board who have demonstrated that they have attained a definite degree of success as teachers or administrators. In addition, they should have made efforts to advance their professional status by academic or by meritorious service to the teaching profession.

(c) The third degree, for "Distinguished Merit" shall entitle the recipient to receive a gold medal, and to wear a blue ribbon with gold stripes.

This degree shall be awarded to persons recommended by the Board who have demonstrated that they have attained a superior measure of success as teachers or administrators. In addition, they must have made some distinct contribution to the teaching profession by producing writings of merit, or by means of other endeavours, or they must have had their ability recognized by by the award of higher university degrees.

The period of minimum service for the award of any of the degrees in the Order shall be twenty years. Exceptions may, however, be made in special cases at the discretion of the Board.

2. That the following individuals shall receive the third degree of the Order:

1. Reverend E. I. Rexford, D.C.L., LL. D., D.D.

2. G. W. Parmelee, Esq., D.C.L., LL.D.

It was moved by Mr. Bullock, seconded by Mr. Robb that the report be adopted. Carried.

The Director of Protestant Education read a report concerning the relations between McGill University Matriculation and the High School Leaving Examinations. It was moved by Dr. Rexford, seconded by Dr. McGreer that a committee be appointed with full power to act on behalf of this committee to work with the Director of Protestant Education and to confer with the universities of McGill and Bishops with a view to obtaining an amicable settlement of the difficulties. The committee named consisted of the Chairman of the Protestant Committee, Dr. Parmelee, Dr. Nicholson and Dr. Rothney.

The Director of Protestant Education presented an outline of a new course of study in Scripture based on selections to be found in "Bible Readings for

Schools" Books 1 and 2, and recommending that the book of "Hymns and Prayers for Schools" at present used in the Montreal schools be authorized throughout the Province. It was moved by Professor Derick, seconded by Dr. Shurtleff that the report be laid on the table until the next meeting and that copies of the course of study and book of "Hymns and Prayers" for Schools" be sent to each member of the Committee. Carried.

Dr. Rothney read the report of the examination for the inspectors' certificate. Four candidates wrote upon the examination. Mr. E. S. Giles and Mr. W. A. Steeves passed the examination and were recommended for certificates. Reverend Lewis J. King also passed the examination. Moved by Dr. Rothney, seconded by Dr. Parmelee that the report be adopted. Carried.

The Director of Protestant Education recommended the Assistant Examiners for the examinations of Grade X in June 1931. Moved by Dr. Nicholson, seconded by Dr. Parmelee that the list be approved as read. Carried.

Mr. Cameron presented a report on behalf of the sub-committee on Consolidation. Grants were recommended for the building of new schools for 50% of the cost in each case not to exceed total costs as follows: Iron Hill, $5,400; Black Cape, $4,503; Howick, $25,000. Moved by Mr. Cameron seconded by Mr. Robb, that the report be adopted. Carried.

At the conclusion of his report, Mr. Cameron presented the following motion:

"Resolved that the Protestant Committee desires to place on record its deep appreciation of the work done by Mr. J. C. Sutherland, Supervisor of Consolidated Schools, in furthering the work of rural school consolidation throughout the Province. This Committee appreciates the patience, tact and perseverance which Mr. Sutherland has displayed in his contacts with rural school boards and rate-payers at the numerous meetings in which he has participated. Be it further resolved that a copy of this resolution be forwarded to Mr. Sutherland."

Mr. Bullock presented a report in printed form on behalf of the sub-committee on Poor Municipalities Grants. The amount recommended for distribution was $18,380. Carried.

Dr. Rexford, on behalf of the sub-committee on Retarded Children reported that much attention is being given to this matter in Montreal and Outremont. He also reported that Dr. Mitchell is giving lectures to the students in education at Macdonald College and McGill University.

Mr. Orrin Rexford presented a report of the sub-committee on summer school. The Government of the Province of Quebec has placed $2,500 at the disposal of the Department of Education for the purpose of financing a summer school for Protestant teachers during the summer of 1931. He recommended that the school for intermediate and elementary teachers be located at Macdonald College. He also reported that the Director of Protestant Education in consultation with Dean Laird had worked out the courses to be provided next summer. On motion of Mr. Orrin Rexford, seconded by Dr. Gammell, the report was adopted.

The following resolution was presented from the Central Board of Examiners: "The Central Board shall be empowered to grant (a) Advanced Intermediate Diplomas to teachers possessing first-class intermediate diplomas upon the successful completion of three summers' work, (b) Advanced Elementary diplomas to teachers holding first-class elementary diplomas upon the successful completion of four summers' work, provided that such teachers have completed the requirements for entrance to the intermediate class."Dr. Parmelee moved that the resolution be inserted as a regulation of the Protestant Committee upon the approval of the Lieutenant-Governor in Council.

The Director of Protestant Education presented his report on the course of study and stated that it had the endorsation of the sub-committee on Continuation Year and Course of Study. On the motion of Dr. Rexford seconded by Mr. Bullock, the recommendations for the elementary schools were adopted. The recommendations for the High School Course for 1931-32 were approved. A sub-committee consisting of the Chairman, Dr. Rothney, Dean Laird, Dr. Parmelee and Mr. Orrin Rexford was appointed to confer with the Director of Protestant Education to determine which features of the course of study could expediently be put into operation in the year 1931-1932.

It was moved and carried unanimously that a resolution of sympathy be sent to the Principal of the Baron Byng High School for transmission to the parents and family of William Merson who was accidentally killed on April 13th, 1931.

There being no further business the meeting then adjourned to meet in Quebec on Friday, May 30th, unless otherwise ordered by the Chairman.

(Signed) W. P. PERCIVAL
Secretary

(Signed) A. K. CAMERON
Acting Chairman

Quebec, June 4th, 1931.

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

Present:—W. M. Rowat, Esq., M.D., C.M., W. S. Bullock, Esq., M.L.A., Right Reverend Lennox Williams, DD., Reverend E. I. Rexford, D.C.L., LL.D., D.D., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., A. Kirk Cameron, Esq., Reverend A. H. McGreer, M.A., D.D., W. O. Rothney, Esq., Ph.D., Malcolm T. Robb, Esq., Honourable Justice W. L. Bond, Dr. G. W. Parmelee, Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., Dr. Isaac Gammell, Professor Fred Clarke, M.A., Mr. Orrin Rexford, B.A., and the Secretary.

Owing to the absence of the Honourable W. G. Mitchell, Mr. A. K. Cameron was voted to the chair.

The minutes of the previous meeting were read and confirmed.

Apologies for absence were received from Mr. P. C. Duboyce, Dr. Shurtleff and Dean Laird.

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

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

Requests were read from the Protestant Board of School Commissioners of Montreal asking for permission to use Belding Greene and Beech's Applied Book-Keeping and Accounting (elementary and advanced) and a Speller known as "Words" for the commercial classes in the Commercial High School. The request was granted for 1931-1932. The Director of Protestant Education was asked to distribute copies of these books to members of the Protestant Committee who may wish to have them.

A recommendation was made that there be two new parts in the drawing examination for certain schools, that these should be known as parts 5 and 6. On the motion of Dr. Nicholson, seconded by Mr. Bullock, the recommendation was adopted.

It was reported that Mr. J. W. Brunt had passed the inspectors' examination. Dr. Parmelee moved and Mr. O. Rexford seconded that an inspector's certificate be forwarded to Mr. Brunt. Carried.

The Director of Protestant Education reported that the price of "Les Braves Gens" and "Quatre Contes Choisis" has been reduced in each case to 50 cents.

Inspectors McOuat and Honeyman were present by invitation and reported upon conditions in the schools in their districts of inspection.

A report submitted by the sub-committee on the relationship between the High School Examination and the Matriculation Examinations made the following recommendations:

1. That the High School Leaving Board shall be constituted as follows:

One representative of the Department of Education, who shall be chairman,

Three representatives of the Protestant Committee.

One representative of the School for Teachers,

Two representatives nominated by McGill University,

One representative nominated by Bishop's University.

2. That Regulation 84 shall read as follows:

"The Examiners for the High School Leaving Examinations ahall be appointed by the Protestant Committee. The High School Leaving Board shall recommend the appointment of Examiners. Nominations for examiners may also be submitted by the Director of Protestant Education. This Regulation shall go into effect on October 1st, 1931. It was moved by Dr. Nicholson, seconded by Dr. Rothney that the recommendations be adopted. Carried.

The sub-committee on Superior Education grants recommended that a bonus of $50 be paid to School Boards receiving grants from that fund for each teacher successfully completes a summer session at MacDonald College, the amount to be passed on to the successful teacher as a salary increase. Not more than $2,500 is to be used for this purpose in any year. It was recommended that funds be provided to bonus teachers in elementary schools in the same way.

The report upon the summer school to be held at Macdonald College showed that the applications were so numerous that a limit would probably have to be placed upon the enrolment.

Mr. Cameron presented a report on behalf of the sub-committee on Consolidation. Grants were recommended for the building of new schools for 50% of the cost in each case not to exceed total costs as follows: Sawyerville, $21,000; Ormstown, $15,000; Matapedia, $6,000. The recommendations were adopted.

It was moved by Dr. Rexford, seconded by Dr. Rothney, that the course in Religious Instruction submitted by the Director of Protestant Education be approved together with special selections from "Bible Readings for Schools" Books 1 and 2 arranged for Grades 1-7, and that the following books be authorized: 1 "Hymns and Prayers for Schools" and 2, "Bible Readings for Schools" Books 1, 2 and 3 (Macmillan). Carried. Miss Derick dissenting.

The course of study submitted for 1931-1932 was adopted. It was further moved by Dr. Rexford, and seconded by Professor Clarke that the Memoranda of Instructions for Teachers for the year 1930-1931 be used for 1931-1932 with such modifications and explanations as are required by the changes in the course of study and text-books adopted by this Committee. Carried.

There being no further business the meeting then adjourned to convened in Quebec on Friday, September 25th, unless otherwise ordered by the chairman.

W. P. PERCIVAL
Secretary

W. G. MITCHELL
Chairman

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