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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC

(Published Quarterly)

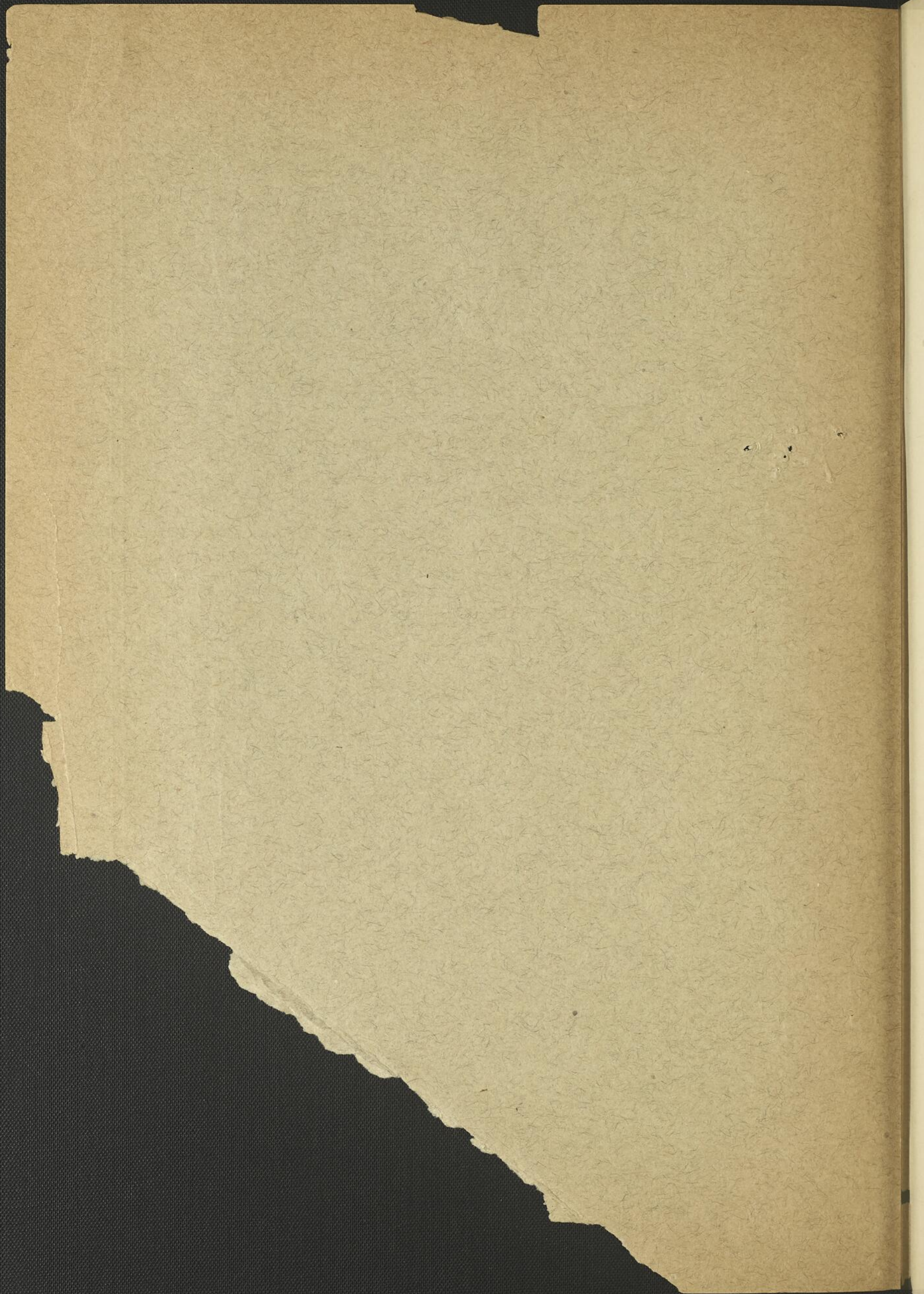
Old Series, Vol. XLVIII, No. 1.

New Series, Vol. IV, No. 1.

JANUARY-FEBRUARY-MARCH, 1930

IF I were to pray for a taste which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness through life, and a shield against its ills, however things might go amiss and the world frown upon me, it would be a taste for reading. I speak of it of course only as a worldly advantage, and not in the slightest degree as superseding or derogating from the higher office and surer path of religious principles—but as a taste, an instrument, and a mode of possible gratification. Give a man this taste, and the means of it, and you can hardly fail of making a happy man, unless, in the first place, you put into his hands a most perverse selection of books.”
(English Astronomer).

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

New Series, Vol. IV, No. 1.

January-February-March, 1930.

J. C. SUTHERLAND,

Editor and Publisher.

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January, February, March, 1912.
J. C. BUTTERFIELD,
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CONTENTS

	Page
Obituary:	
Sampson Paul Robins	7
Charles McBurney	10
Editorial Notes	12
Latin	13
Exchange of Teachers	15
Tragedy of a Comma	16
French Examination	16
Sixth Grade Arithmetic	23
Encyclopedia Britannica	25
Book Notices	26
A Jubilee: M. Magnan	29
Unique Child Conference (Junior Red Cross)	31
The Mackay Institution	33
Free Educational Films	34
Arbor Day	35
Inspectors' Reports 1928-29	37
Report of Pension Commission	43
Minutes of Protestant Committee	54

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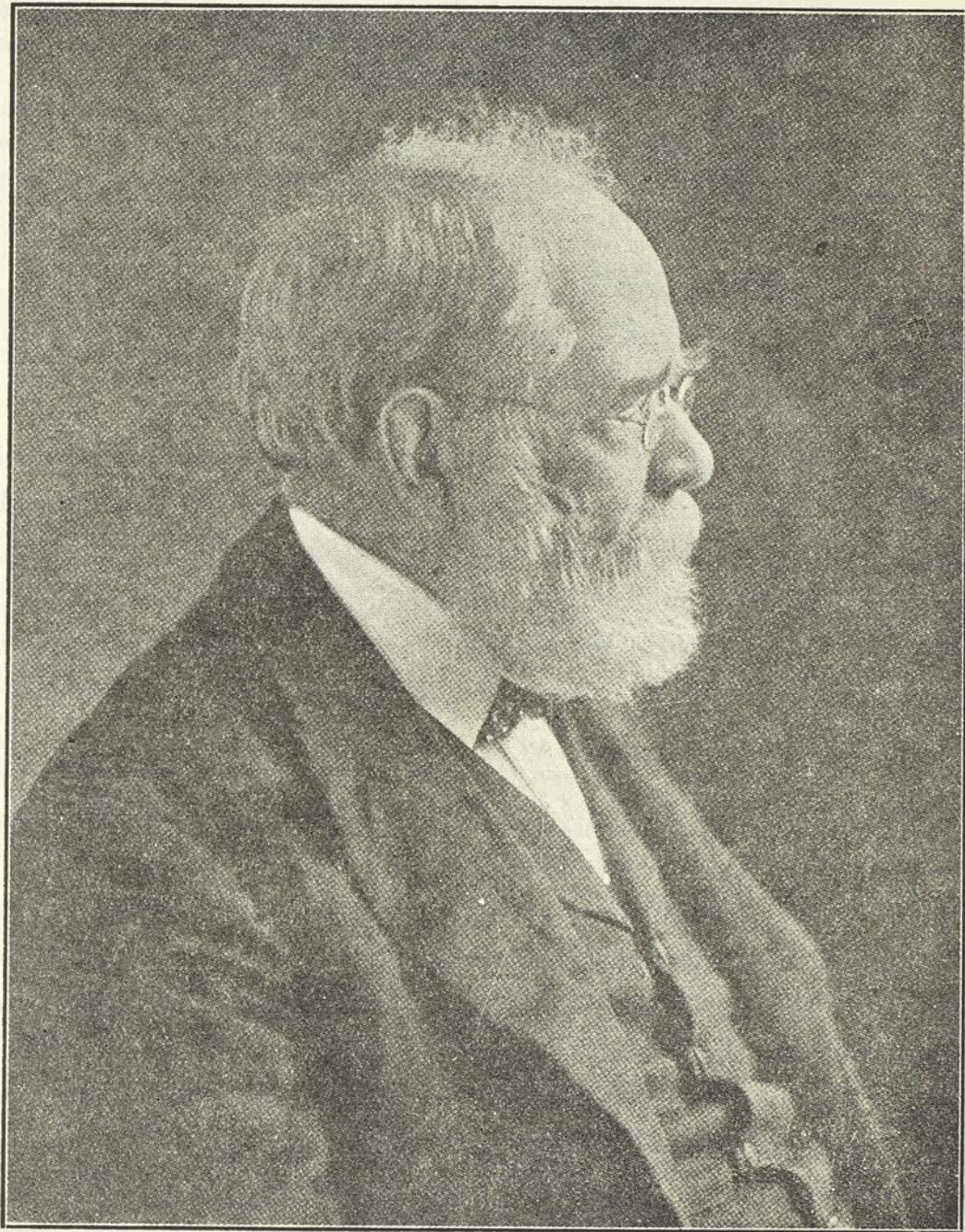
(G. W. Parmelee)

"If there be any habitation for the shades of the virtuous; if, as philosophers suppose, exalted souls do not perish with the body; may you rest in peace, and call us, your household, from vain regret and feminine lamentations, to the contemplation of your virtues, which allow no place for mourning or complaint. Let us rather adorn your memory by our admiration, by our short lived praises, and as far as our natures will permit by an imitation of your example. This is truly to honour the dead: this is the piety of every near relation."—TACITUS.

Sampson Paul Robins was born in Kent, England, on the 26th of January 1833, and ended a notable career and an honourable life in Montreal on the 9th February 1930.

He was the son of two Bible Christian preachers from whom through the influence of family ties he received religious impulses which he carried undiminished through the whole of his life. With the vigorous intellect of the strong man he retained the faith of a child in the goodness, loving kindness, and direction of divine providence. With him his religion was never a thing apart from his life, and it determined in a large measure all his theories in regard to the main purpose of education.

He came to Canada with his parents when quite young and received his education in some of the best schools in Ontario. While still a youth he became a teacher, and used often to tell of the pioneer days in the rural parts of that province. His great ability and his remarkable success early marked him for promotion. He became Principal of the Central School in Brantford and afterwards an instructor in the Toronto Normal School, in which he had been a pupil. In 1857 when three normal schools were founded in the Province of Quebec he came as Professor to McGill Normal School at 24 years of age, having been strongly recommended for that post by Dr. Ryerson. Until 1870 Sir William Dawson was Principal of the Normal School, and on his withdrawal from that position, to give full time to the University, Dr. Robins entered the service of the Protestant Board of School Commissioners of Montreal, whom he served as Superintendent until 1883. During this period he continued as special lecturer in certain subjects in the Normal School. In these days of early beginnings in education in Montreal, the foundations of the present magnificent school system of that city were well and truly laid by him. In 1883 he became Principal of the Normal School and continued as such until 1907, when that institution was transferred to Macdonald College, Ste. Anne de Bellevue. It was perhaps in



SAMPSON PAUL ROBINS

this last phase of his activity that his opportunity for service was greatest and his efforts most fruitful. As an administrator he possessed unusual aptitude for business, his conduct of which was always above criticism; while his larger and more constant contact with the actual teachers-in training spread his influence more widely than ever through all the schools of the Province. As a class teacher he was remarkable for the freshness and vigour of his methods, his lucidity, his orderly presentation of facts, and for the enthusiasm that always indicated a profound conviction of the truth and importance of every subject he touched. Moreover, he was never content with the process of giving information to his students. Orderly, critical, severe reasoning he encouraged and demanded in all his work. A man of vision he never lost sight of the attainable, but always directed his efforts towards what could be accomplished, and as a lover of the True, the Good, and the Beautiful, he was most impatient of any offence against his worthy ideals. He was essentially a man of sterling character and of marked personality. It is always hard to assign grades of excellence among those who greatly excel, but it is certain that in the ability to inspire his pupils and to influence them for good, morally and educationally, Dr. Robins must be placed in the very front rank of great teachers.

Still, it is quite possible for one to be a good teacher in ordinary classroom work without being a great educationist. There are those who may follow well, but there are others who themselves are leaders. Of the latter kind, Dr. Robins was an outstanding example; not because he sought leadership, but because it was thrust upon him. Many of the educational theories that have been accepted in practice in comparatively recent years were clearly indicated and insisted upon in his lectures, particularly in relation to art work, to the teaching of modern languages, and in the presentation of facts in regard to relations in space. In the time of his activity, what we call the new psychology was unknown, but his lectures on child mind showed an insight into many of the functions of the mind that are of recent development.

That he should have maintained a continuous connection for fifty years with McGill Normal School is of itself remarkable, but the quality and value of his work in this Province is a more outstanding feature of his life. At seventy-five years of age he retired to a well earned rest in comfortable circumstances, but with no expectation of such a length of days as was given to him. It is a satisfaction to his many friends and admirers to know that until a short time before his death his mind was clear, his interest in life undiminished, and his physical comforts much greater than could have been expected under the weight of so many years. Until last October he never failed to appear upon the platform at the Annual Convention of Protestant teachers in Montreal where his words of greeting and of wisdom always received most significant applause.

At his funeral service on the 12th of February in Douglas Church upon the side of Mount Royal there was a large attendance to pay the last respects to the memory of him as a teacher, a friend and a citizen. Among them were few of his own generation, of whom he was almost the last, but the venerable and still active Dr. John Dougall, a life long friend, was to be seen along with several others who had been pupils of Dr. Robins fifty, and even sixty years ago.

A short address was given by the Director of Protestant Education of the Province of Quebec, a former pupil and colleague, from which a quotation may be made to close this sketch. It indicates very fully the esteem and appreciation which were continued until his death, twenty-three years after his retirement from active participation in the public affairs of this Province.

"I am permitted and authorized by the Honourable L. A. Taschereau, Prime Minister of the Province of Quebec, to associate him personally and officially, along with the members of the Government of the Province of Quebec, in all that I may say in terms of respect and gratitude for the services in the cause of Education performed by the late Dr. Robins during a full half-century of connection in various capacities with McGill Normal School, and for the influence for good which he has exerted in other relations of life apart from his chosen profession."

"I am further asked by my colleague the Honourable Cyrille Delage, Superintendent of Education, to associate his name with the expressions to which I have given utterance."

CHARLES McBURNAY

The sudden death on January 15th at Montreal of Mr. Charles McBurney, B.A., special officer of the Department of Education and Acting Inspector of High Schools since the retirement of Dr. Rothney, was a great shock to his immediate relatives as well as to his colleagues of the Department and his many friends throughout the Province. He had contracted a severe cold at Christmas time, but when he left Quebec on the sixth of January to visit high schools in the vicinity of Montreal and to look after the January matriculation examinations in that city, he appeared to be much better. But on the evening of the 15th. Dr. Parmelee received the startling telegram from the Western Hospital, stating that Mr. McBarney had died that afternoon at 5.15. He had entered the hospital in the forenoon suffering from pneumonia, and thus suddenly passed away, apparently from heart weakness, at the age of fifty-five.

A native of Megantic county the late Mr. McBurney received his elementary education there and his high school course at Inverness. He took his Arts course at McGill University. He had taught at Levis, Newport township, Richmond. Clarenceville and Granby for a total period of ten years before being appointed principal of Lachute in 1906. He remained as principal of the Lachute high school fifteen years, and maintained it at a high level of success and efficiency, During this period he was appointed a member of the Protestant Committee, a position which he necessarily resigned on becoming, September 24, 1921, an officer of the Department. He had long been also a leading member and officer of the Provincial Association of Protestant Teachers. He was a member of the Presbyterian church, and during several years was president of the Quebec Branch of the Bible Society. A masonic funeral was held at Montreal, Rev. Dr. Gordon of Quebec being the preacher, and the interment was at Sawyerville, where his father and brothers reside. Mr. McBurney was married and his wife survives him.

The Superintendent, Hon. Mr. Delâge, sent a telegram of sympathy and a wreath on behalf of himself and the officers of the Department.

EDITORIAL NOTES

Teachers of rural elementary schools are reminded of the offer in the last issue of five prizes for the best essays showing the methods they have adopted to interest the pupils in worth while books of the school library, and the character of the response of the pupils to what they have read. The essays are to be received not later than April 15th. Each prize is of the same value, namely, two dollars' worth of books chosen by the teacher from the list of any publisher who advertises in the Educational Record.

In the last issue of the Educational Record the Directory of High Schools and Intermediate Schools was much appreciated as being very complete. In the case of some of the larger high schools, however, the degrees held by the members of the staff were omitted. For the sake of uniformity and to prevent misapprehension, principals are requested in future to give the university degrees. The lists were received by the Editor in November too late to have the omission corrected. Also, by a typographical error the name of Miss Mabel A. Brittain was omitted from the list of the Montreal High School for Girls.

On January 28th Dr. Parmelee announced that Mr. John Parker had been appointed Acting Inspector of High Schools to complete the work of the current school year in place of the late Mr. McBurney, and that he had

entered upon his duties. Mr. Parker accepted the work temporarily until a permanent Inspector of High Schools could be appointed. In addition to visiting the schools Mr. Parker has the onerous duties connected with the June Examinations and consequent reports to deal with. Dr. Parmelee stated that Mr. Parker's acceptance of the duties in the mid period of the school year was much appreciated.

All teachers are advised to read the annual report of the Pension Commission in this issue. Every year, as we have had to remark frequently, pensions have to be refused because of non-compliance with the Pension Law. Sometimes teachers have retired at the age of 50, after 20 or more years of teaching, and have waited until they were 56 before applying. As the law requires that every applicant shall have taught two years within the five years before applying, these teachers find that they have to take up the work again for another two years. Again, the law requires teachers who wish to teach in a private school, or to open one, to apply first of all for **permission** to continue their stoppages and thus maintain their pension rights. It is astonishing how often this is forgotten. Read the annual report each year.

We also print in this issue the letter of the Superintendent to the secretary-treasurers in regard to Arbor Day. The teachers will necessarily have to take

the initiative in this matter, so far as the ceremony is concerned. The teachers will also assist materially by looking for the dates for Arbor Day in the newspapers about the end of March. These dates vary each year according as to whether Spring is backward or forward, and hence they could not be fixed at the time when the circular letter was issued. In some cases two trees may seem to be an insufficient number, but there are two things

to remember in this connection. The first is that the Department of Lands and Forests, which began to send out young trees for planting at the schools, is likely to continue the practice for some years at least, and hence the process will be cumulative. The other consideration is that the annual planting and ceremony will serve to remind successive classes of pupils of the importance of Arbor Day.

L A T I N

There are some interesting and important statements in an article by Dr. J. A. Nairn, formerly Headmaster of the Merchant Taylors' School, London, in the *Journal of Education*. The article forms one of a series by responsible teachers on Subjects and Syllabuses. Dr. Nairn deals with the Classics, and believes in the value of both Greek and Latin, and on behalf of the latter sets forth six points in its favour, including the usefulness of its vocabulary in the understanding of English and French; its help, as an inflectional language, in formal grammar; and the practice it affords in idiomatic usages.

But Dr. Nairn does not blink the fact that there are difficulties in the teaching of the classics, and at the outset states that "we must keep in view not only the public schools, but also grammar schools and those of the recent local authority type". For the benefit of some of our younger readers we must explain that the words "public school" mean in England something very different from what they do on this continent. The "public schools" in England are, indeed, the expensive private schools, such as Eton, Harrow, Rugby. Also the schools he refers to as "of the more recent local authority type" are the many new high schools throughout the country which multiplied so rapidly after Lord Haldane's great speech on national training in the House of Lords, during the war. The new high schools in many parts of England are of high type and staffed by university graduates.

Now the significance of Dr. Nairn's article for us lies in the fact that, while many of the high schools of the "local authority type" in England have more classically trained teachers than our high schools, yet even these fall below the standard in the so-called "public" schools, such as Eton, Harrow and Rugby. Dr. Nairn consulted a number of other headmasters, and one of them puts the matter in a nutshell. He says:—

"The real problem in the Latin of First School Examinations is that the schools taking the papers are of such different types. For the big public schools with classical traditions, receiving their boys from preparatory schools

where they have been taught, for many hours a week, classics from an early age, the papers present no difficulty at all. On the other hand, at the other end of the scale, to the boys from the schools of the grammar and local authority type, of which there are a few taking the Oxford and Cambridge Joint Board Examination, the Latin papers do present very great difficulty. There can be no doubt that for a school which receives boys from an elementary school at the age of eleven plus, and has to present them for Latin for the School Certificate at sixteen, the problem of getting boys up to the standard demanded in Latin by the Joint Board examiners is a very difficult, or almost impossible one."

The amount of drill in the classics obtained in the private "preparatory" and in the private "public" schools of England is very much greater than is ever attempted in this country. The great majority of the pupils who enter our high schools come upon Latin with no preparation whatever, though some may be helped at home by parents who can assist them in the accidence and syntax.

To turn, however, to another English authority of high standing, Professor Walter Ripman, whose *Rapid Latin Course* (Dent) was reviewed in the *Educational Record* about two years ago. In the preface to his text book, Ripman says: "There is a long tradition in the teaching of classics in this country, and it may appear audacious to suggest that a condition of things has arisen which renders the traditional methods inadequate. Considerable experience, especially of the modern type of secondary school, has, however, led us to believe that the somewhat slow progress which is considered suitable for those who start Latin at a very early age becomes very tedious for boys and girls of thirteen and fourteen, who have, as a rule, already started French for two years, and who may not have more than three years in which to reach the standard of the First Examination."

Hence his "Rapid Latin Course", designed to teach the grammar by a modification of the natural method, to increase the vocabulary early, and to enliven interest by basing the material on the life and ways of the Roman people. He says: "We have written it because we believe that the present teaching of Latin is largely ineffective and disappointing for sheer lack of human interest; that many learners are discouraged and repelled at the very outset; and that if Latin is to remain an important subject in the curriculum, the truly human aspects of its study must not be sacrificed to gerund-grinding."

Some of our readers will disagree with the following paragraph from Professor Ripman's Introduction, in which he says:

"It may be well to conclude with a warning: do not start off with vain hopes of what you will gain from your study of Latin. It is not going to teach you how to write English, for the languages are fundamentally different, and English is to be learnt from the study of English writers. It is not going to give you enhanced powers of doing all kinds of other things: the idea that any subject provides a unique form of "mental discipline" is discredited. What you may justly hope to gain is enough; insight into the life and ways of a great nation, which struggled until it became a vast empire, and a key to its literature which, if less

rich and varied than our own, yet contains much that has deeply influenced the literatures not only of England but of France and of other countries in which you may be interested, and much that is really splendid."

There is, of course, much difference of opinion in regard to Latin in our schools as to the ground covered and the conditions which almost make it a compulsory subject. The question of teaching methods is also always interesting. We have offered the above quotations from English authorities with the view of opening discussions. The Educational Record will be pleased to receive letters on any feature of the subject.

EXCHANGE OF TEACHERS

Some misunderstanding seems to have arisen in regard to the system of exchange of teachers between this Province and Great Britain and other countries within the Empire. It has been assumed, apparently, that the Department of Education has charge of the matter and makes the regulations in regard thereto. All that the Department does, or is required to do in this connection is to facilitate the exchanges that have been arranged, by certifying the application in respect to the diploma held by the teacher of this Province and the status of the school that the teacher from abroad is expected to teach in here.

The exchange of teachers is managed by voluntary organisations such as the League of the Empire and the Overseas Education League. Neither body, so far as we are aware, has any regulation which specifically excludes from

exchange any class of school, rural or other, but as the applicants from abroad are usually teachers enjoying a fair standard of salary, and consequently engaged in schools of corresponding status, it is quite natural that they desire to teach in Canadian schools of equal status and salary.

The Canadian teacher who desires to effect an exchange, applies in the first instance to his or her own school board as to its willingness to accept a teacher from abroad for the year. Then, if the commissioners or trustees have accepted, the teacher writes to the Secretary of the Overseas Education League, Boyd Building, Winnipeg, or to the Secretary of the League of the Empire, 124 Belgrade Road, Westminster, London, S.W.I., England, giving the required information as to salary and status of the school on this side.

THE TRAGEDY OF A COMMA

In our last issue we referred to the importance of more attention to the teaching of correct punctuation—a matter which was strongly dealt with by several of the examiners of the Grade XI papers of last year. Here follows a case in point.

It may be explained that telegrams usually contain no punctuation, unless the sender happens to pay for the extra word "stop" to separate two sentences and thus possibly avoid ambiguity. The same rule applies to cable messages. On January 24th a cable message from London in its unpunctuated condition read as follows:

"The council of the Institution of Electrical Engineers has made the ninth award of the Faraday medal to Sir Ernest Rutherford Cavendish professor of experimental physics and director of the Cavendish laboratory at Cambridge."

A leading Montreal newspaper inserted one comma in the despatch, but in the wrong place. It read:—

"The Council of the Institution of Electrical Engineers has made the ninth award of the Faraday medal to Sir Ernest Rutherford Cavendish, professor of experimental physics", etc.

No wonder that the man responsible for the "head lines" headed it "Cavendish Honored", when it was really Sir Ernest Rutherford, who happens to be the "Cavendish Professor of Experimental Physics" at Cambridge. If the comma had followed the word "Rutherford" there would have been no ambiguity.

Slips will occur in the best of newspapers, to say nothing of magazines, but the placing of a comma is well illustrated by the foregoing. The "pause" at the right place would have prevented any mistake as to the name.

FRENCH EXAMINATION

As announced in our last issue, we print now the papers in the School Leaving Examination of June 1929, together with Miss Tanner's comments. Teachers of French in all grades may find it useful to make a careful study both of the papers and of the Examiner's comments. Miss Tanner concludes her comments with the words: "The number of failures this year was no greater than in the past; in fact, the examiner is of the opinion that the papers generally were quite satisfactory". As the results obtained by pupils in Grade XI are dependent upon the teaching they have received in the earlier grades quite as much as upon that of the final year, teachers in elementary and intermediate schools will readily see the importance of drill in those points of French grammar that the examiner draws attention to. They are implicit in the "Oral Lessons" as much as in advanced French literature.

FRENCH GRAMMAR

Tuesday, June 18th, 1929.

9.00 to 11.30 a.m.

1. Ecrivez au pluriel:—
 - (a) C'est moi qui le lui ai donné.
 - (b) Il peut s'y fier sans crainte.
 - (c) T'en vas-tu déjà ?
 - (d) Est-ce vrai qu'il s'est cassé le cou hier ?
 - (e) Il y va à cheval, mais lui, il y ira à pied.

2. Ecrivez au singulier:—
 - (a) Vous devriez vous dépêcher.
 - (b) Nous n'irons plus aux bois, les lauriers sont coupés.
 - (c) Assez-vous sous ces arbres, mes amis, et lisez vos journaux.
 - (d) Nous nous sommes levées quand elles sont entrées.
 - (e) Ses livres sont vieux; les nôtres sont neufs.

3. Dans les phrases suivantes employez le pronom convenable, et soulignez ce pronom dans votre réponse:
 - (a) Quand a-t-il parlé **à ces enfants de la grande guerre?**
 - (b) Pense donc **à tes devoirs.**
 - (c) Cette plume est-elle **à vous**
 - (d) Ces arbres sont tombés sur **ces pauvres ouvriers.**
 - (e) Merci bien, j'ai maintenant tout——il me faut.
 - (f) Est-ce——qui as jeté cette pierre? Oui,—est—).

4. Mettez au mode et au temps convenables les verbes en noir, et veuillez souligner les verbes de votre réponse:—
 - (a) Si tu **être** bien riche, que **faire** tu ?
 - (b) S'il ne **pleuvoir** pas, je **aller** me promener.
 - (c) Je sortirai quand il **faire** beau.
 - (d) Quand j'ai soif je **boire**.
 - (e) J'irai le voir aussitôt qu'il **venir**.
 - (f) Il y a peu d'hommes dont on **pouvoir** dire que leurs vertus **égaler** leurs talents.
 - (g) Quoique nous **savoir** bien des choses, il en est beaucoup que nous ignorons.
 - (h) Etudions pendant que nous **être** jeunes, c'est le mieux que nous **pouvoir** faire.
 - (i) M'auriez-vous parlé si vous **m'avoir** vu ce matin ?
 - (j) Vois-tu ce poulet? Avant que tu le **faire** cuire, il faut que tu le **tuer**, que tu le **plumer**, et que tu le **remplir** de farce.
 - (k) Son fils est très jeune, il **naître** en 1900.
 - (l) Après qu'il eut enfermée dans l'étable, elle se **sauver**.
 - (m) L'homme que vous avez rencontré ce matin, **porter**—il une cravate rouge ?

5. Faites accorder les participes passés, s'il le faut:—
- Quand j'ai vu ces dames elle se sont **hâter** de me parler.
 - La petite ville fut **prendre** par l'ennemi.
 - Elle s'est **demander** pourquoi je ne lui avais pas **écrire**.
 - Les choses dont vous avez **parler** qui vous les a **raconter**?
 - Ma sœur s'est **faire** mal à la main droite.
 - Voici les fleurs que j'ai **cueillir** dans le jardin **abandonner**.
(Soulignez les participes passés dans votre réponse.)
6. Donnez les **cinq** temps primitifs de tous les verbes suivants:—
aller, écrire; dire; falloir, jeter; mettre; pouvoir; pleuvoir.
7. Conjuguez à toutes les personnes, faisant les changements de mots requis par le sens:—
- Elle aussi, elle va se tuer. (présent).
 - Qu'il lui tardait de se montrer à ses anciennes connaissances (passé continu).
9. Traduisez en français:—
- I got up early to study for this French examination.
 - Although it was after five o'clock it was still quite dark, and already it was very warm.
 - As it is almost half past twelve we must hurry for he does not like anyone to be late for luncheon (**le déjeuner**).
 - Do you know where he lives? And do you know his brother?
 - I must now read over this paper and correct my mistakes.
(**Relisez votre papier avec soin.**)

FRENCH COMPOSITION

Tuesday, June 18th, 1929.

2.00 to 4.30 p.m.

- Histoire à reproduire.
- Ecrivez une composition de 150 à 200 mots sur un des sujets suivants—
 - La Chèvre de M. Seguin.
 - Mme Defert à la recherche de son fils.
 - L'avantage de savoir deux langues.
 - Le Trésor du Vieux Seigneur.
- Mettez les verbes entre parenthèses au temps convenables du passé, et veuillez les souligner:—
Hier, comme je (se promener) dans les rues de Montréal, je (voir) devant un magasin un petit garçon qui (pleurer) à chaudes larmes.
Je (s'arrêter) et je lui (demander) pourquoi il (pleurer).
Il me (dire) en (sangloter):— Monsieur, ce matin maman me (donner) un sou et je le (perdre)". Il (avoir) l'air si désolé que je lui (donner) un sou et lui (dire) de ne plus pleurer.
Pensant qu'il (être) consolé je (aller) m'éloigner, lorsque l'enfant (se mett re)

à pleurer de plus belle. Je lui (demander) pourquoi il (pleurer) maintenant qu'il (a voir) son sou, et il me (dire):—"Monsieur, c'est que si je (avoir) encore le sou que maman me (donner) ce matin, j'en (avoir) deux maintenant.

4. Complétez les phrases ci-dessous:—
 - (a) Il y a trois milles—ici—la ferme.
 - (b) Mon frère est plus grand—moi—trois pouces.
 - (c) J'ai 15 ans, mon frère a 10 ans; il a donc 5 ans—.
 - (d) Combien—fautes avez-vous? En avez-vous plus—cinq?
5. Exprimez autrement:—
 - (a) Il pleut à verse.
 - (b) C'était du vin du cru.
 - (c) Le bon Pape s'était fait vieux.
 - (d) Elle était occupée à manger l'herbe quand elle vit le loup.
 - (e) J'étais tout honteux.
6. Dans de bonnes phrases employez les verbes suivants:—
regretter; espérer; il faut; penser de; penser à. (**cinq phrases en tout.**)
7. Récrivez les mots suivants avec les accents nécessaires:—
le café; je précède; il a précédé; l'éleve; aveuglement; très; épais; répéter;
je repète; la charité.
8. Mettez les phrases ci-dessous au négatif:—
 - (a) J'ai des livres.
 - (b) Donnez-moi encore du pain.
 - (c) Quelqu'un est venu ce matin.
 - (d) Va-t'en.
 - (e) Tout lui a réussi.
9. Dans les phrases suivantes employez, selon le sens, **comme, comment, combien**:—
 - (a) Racontez-moi—cela s'est passé.
 - (b) —ces œufs la douzaine, Madame?
 - (c) J'en ai mangé plusieurs. —?
 - (d) Faites—moi et ne dites rien.
 - (e) C'est un homme—il faut.

FRENCH COMPOSITION

Tuesday, June 18th, 1929.

2.00 to 4.30 p.m.

1. Histoire à reproduire.

(To be read twice to the pupils at a reasonable rate of speed.)

Les Framboises de la Tante Marie

Quand ma grand'tante me permettrait d'aller dans son jardin, elle ne manquait pas de me recommander, en grossissant sa voix:—"Surtout, mon petit, ne touche pas aux framboises, je les ai comptées."

Au bout de cinq minutes de promenade dans le beau jardin je ne résistais pas à la tentation, et pour me donner du courage, je me répétais, en regardant les framboises (**the raspberries**) avec envie:—"C'est impossible que la tante Marie ait pu les compter toutes."

J'en mangeais quatre ou cinq; puis, après avoir bien joué, je m'en revenais d'un air innocent vers la chambre de la tante Marie, sans me douter que le parfum du fruit défendu était resté sur mes lèvres:

"N'as-tu touché à rien"? me demandait ma grand'tante, et comme je lui jurais que non—"Approche, disait-elle; souffle". J'obéissais. Alors, elle levait le doigt, et disait en rouland de gros yeux:—"Tu as mangé de mes framboises".

Est-ce surprenant que je croyais ma grand'tante un peu sorcière? (**witch**).

(**Theuriet**).

Examiner, Miss LEA E. TANNER, B.A. Grammar.

The first question presented no special difficulty, except that candidates put "le cou" in the plural, thus violating French construction. It is true that in such a sentence as: "Ils ont perdu leurs chapeaux" the plural form may be used, in accordance with the "tolérances" of 1910, but "ils se sont fait mal **aux têtes**"; "il se sont cassé **les cous**" should read "à la tête", "le cou".

In question 2 part (c) was inconsistently changed to read thus:—"assieds-toi sous cet arbre, mon ami, et lis **votre** journal". In (e) the adjective "vieux" was given as "vieil", under the impression that a word ending with the letter "x" must be plural in form.

The question on pronouns was generally satisfactory, the only weakness appearing in part (f), because pupils often failed to observe the form of the verb "as", which of course necessitated the use of the pronoun "toi", and not that of "lui", as was often written.

The most important question, number 4, was generally well answered. However, pupils would benefit from drill on the use of the subjunctive mood after "le peu", "le mieux"; and they should never write the second person singular of any tense or any verb, without appending an "s" (or an "x" as in "tu peux", "tu veux"). Too many were careless in this respect. In sentence (k) although "il est né" is the better tense, "il naquit" was accepted as correct.

Thoughtless, heedless candidates fell headlong into the traps set for them in question 5, parts (c), (d) and (e), in which such verbs as "demander", "écrire", "parler" and "faire" are invariable, because the preceding object is indirect.

The examiner was highly gratified at the neat way in which more than 75% of the candidates tabulated the primitive tenses of the verbs in question 6. It might be well to add, however, that the primitive tenses do not include the future tense, nor the present subjunctive, these being known as **derived** tenses, and their frequent appearance in verb charts is to show their many peculiarities. Whenever pupils offered them, in addition to the essential five, the examiner did not count against the candidates mistakes which occurred in these supererogatory tenses; however, when they replaced essential tenses, they had to be carefully checked and marked. For the guidance of teachers whose grammars do not tabulate the primitive tenses, they are given here:—(a) past participle; (d) present indicative (singular—3 persons); (e) past definite (in its entirety). Thus:—les temps primitifs de voir sont: voir; voyant; vu; je vois, tu vois, il voit; je vis, tu vis, il vit, nous vîmes, vous vîtes, ils virent.

Even excellent pupils went astray in sentence (b) question 7, where "qu'il lui tardait" varies in the use of the indirect pronoun object, only. Thus: "qu'il **me** tardait de me montrer **à mes** anciennes connaissances", etc. Naturally, the possessive adjective has to change in accordance with the context.

The last question was very poorly answered. It was surprising to note that although pupils, in their oral examinations, frequently said "je me suis levé (e) de bonne heure" quite fluently and unhesitatingly, wild guesses were made at the translation of "I got up".

Pupils should be taught the use of the various prepositions along with the verbs to which they are concomitants. Thus: "parler **d'**une chose **à** quelqu'un"; demander une chose **à** quelqu'un"; "se lever **pour** dire quelque chose **à** quelqu'un **de** quelqu'un", etc. The necessary preposition "pour" was often translated "de"; "pour" usually shows "purpose"; "il est sorti **pour** acheter des journaux", etc.

Sentences (b) and (c) were most disappointingly answered; better translations should have been given by pupils who answered the question on the sequence of tenses without a mistake. For the convenience of teachers who may wish to teach similar expressions of time, weather, etc., the correct translation is here given to all the sentences of the last question:—

(a) Je me suis levé (e) de bonne heure pour étudier pour cet examen de français.

(Note the spelling of "examen", and the use of the small letter for the name of a language. Similarly:—anglais; latin, etc. Un mot de latin.)

(b) Bien qu'il fût après cinq heures, il faisait encore assez noir, et déjà il faisait bien chaud.

(c) Comme il est presque midi et demi il faut nous dépêcher parce qu'il n'aime pas qu'on soit en retard pour le déjeuner.

(d) Savez-vous où il demeure? Et connaissez-vous son frère?

(e) Il me faut maintenant relire ce papier et corriger mes fautes.

Other expressions might well be offered; for instance:—"nous devons nous dépêcher"; "il faut que je relise"; etc.

The candidates who, in accordance with directions, underlined certain words in questions 4 and 5 greatly facilitated the task of correcting the papers, and the examiner hereby thanks such teachers as have succeeded in inculcating the very useful habits of neatness and of accuracy, and wishes them ever increasing success in their endeavor to develop in their pupils such excellent habits. There are still too many candidates who completely ignore the blank pages upon which they are requested to do their rough work, and who prefer to tax the patience of examiners by offering untidy, slipshod work. In one case there were as many as seven cancellations one above the other, indicative of the pupil's uncertainty and fumbling; the final answer was written in such a cramped, untidy way that a magnifying glass was required to read it. This is given as an illustration of untidiness; it is an extreme case, but it is too true that neatness is not insisted upon as it should be in the preparation of daily exercises. Examiners are human, and they are favourably impressed, or otherwise, by the work which is presented to them for correction. It is always to the candidate's advantage to write neatly, and to scribble on the page provided for that purpose.

French Composition.

This paper, intended to test the ability of pupils to use French correctly, is especially valuable when they have been discouraged from appropriating Daudet's style and characteristic vocabulary. As in the past, however faultless a composition happened to be, whenever it was plagiarized from the opening sentence to the end, the examiner had to arrive at an approximate estimate of the pupil's worth by reading the first question before assigning any marks to a composition which would have done credit to a member of the Académie française.

The most common mistakes in this paper were the following:—

(a) Incorrect gender. To such common words as, le fruit, le jardin, le papier, and, (**horrible dictu**) **la chèvre**, the incorrect article was prefixed.

(b) The omission of the pronoun "en" after an indefinite pronoun. Thus "je mangerai quelques-unes" instead of "j'**en** mangerai quelques-unes".

(c) Verbs without their accompanying prepositions:—toucher **à**: entrer **dans**, or verbs without their complementary infinitives, as "entendre **parler** de quelqu'un."

(d) Confusion between the expressions "**chez** quelqu'un", and "**à la** maison de quelqu'un". Very frequently "chez la montagne" was given. Similarly, "pendant" and "depuis" are incorrectly interchanged.

(e) Incorrect use of tenses; especially was this noticeable in the "histoire **à** reproduire" where the equivalent for the English "she would look at me", "she would ask me" was the conditional. Inasmuch as repetition of an action is here quite evident, the imperfect should have been used: "elle me **regardait**"; "elle me **demandait**: as-tu touché **à** mes framboises?"

The examiner is of opinion that greater stress should be put upon the teaching of the sequence of tenses; such teaching is properly begun in grades 7 and 8. Pupils should be required to observe carefully the tenses used in their texts, and they should be made to construct sentences similar to them.

Question 7, on the placing of accents, was generally satisfactorily answered, but question 8 was usually quite weak.

The number of failures this year was no greater than in the past; in fact, the examiner is of opinion that the papers generally were quite satisfactory.

SIXTH GRADE ARITHMETIC

By Principal F. H. Spinney

It takes a vast imagination to believe that all Sixth Grade arithmetic is "practical", and it requires a high degree of resourcefulness to make it "interesting" to all the pupils.

To reduce 50,000,000 seconds to years may be an appropriate method of **killing time**, but its practical value is not apparent at first glance; and in a world overflowing with more interesting activities, it is a rare pupil who is naturally interested in the solution of such a problem. Thus the Sixth Grade teacher must exercise all her imagination and all her resourcefulness to attain success in the teaching of her prescription of arithmetic.

As in the preceding grades, the best method of arousing interest is by SIGHT and ORAL exercises. The class should be divided into groups, in order to adapt the work as nearly as possible to the capacity of the individual pupil. No explanation should precede the ORAL and SIGHT exercises.

The writer recently conducted a series of brief lessons in a Sixth Grade, divided into three groups, ranging from the slow pupils in Group I. to the brightest in Group III.

To arouse interest, there was a brief discussion as to the duration of time and the meaning of minutes, seconds, etc. but no suggestion as to any method of work.

The teacher held out his hand for 12 seconds, and asked the pupils to estimate the time. The guesses ranged from 40 seconds to 2 minutes. We then counted seconds in the following manner: one and two and three and four and five. On a second trial in estimating the time, one pupil came within 2 seconds of the correct number.

The pupils of Group I. went to the board, and the following question was dictated: 2 min. 20 sec. = . . . seconds. One pupil failed to write the correct answer. He was given no help; but succeeded with the second question:

$$5 \text{ min. } 20 \text{ sec.} = \dots \text{ seconds.}$$

After five such easy examples, the teacher announced:

"Now, if you do not write the correct answer promptly you will take your seat."

One by one, the pupils left the board, the last pupil failing with: 1 day 6 hrs. = . . . seconds.

He got as far as 1800 minutes, but made an error when multiplying 1800 by 60 mentally.

All these mental questions should be planned in such a manner that they admit of rapid mental solution.

For instance 1 day 6 hrs. = 30 hrs. = 1800 min. = 108,000 sec.

2 days 2 hours = 50 hrs. = 3000 min. = 180,000 sec.

4 days 4 hrs. = 100 hrs. = 6000 min. = 360,000 sec.

No explanation is required. The pupils learn the method by repeated trial.

The pupils of Group II. went to the board. They had been watching attentively while the pupils of Group I. were at the board, and they were ready for more advanced work.

The teacher dictated, 1 yr. 35 day = days.

They readily wrote 400 days. "Equals how many hours?"

They readily wrote 9600 hours.

"Equals how many minutes?"

Three pupils multiplied 9600 by 60 mentally, and wrote the correct answer.

"Use chalk to find the number of seconds."

Thus the pupils were led by easy steps from SIGHT to WRITTEN work **without a word of explanation.**

The teacher dictated other examples to be worked mentally until the period for Group II had expired.

The pupils of Group III. then went to the board.

The teacher changed the nature of the questions:

$$100 \text{ sec.} = \text{min.} \dots \text{ sec.}$$

Every pupil readily wrote 1 min. 40 sec.

The following examples were then dictated as fast as was consistent with neat work:

$$120 \text{ sec.} = ? \text{ minutes}$$

$$1200 \text{ sec.} = ? \text{ minutes}$$

$$12000 \text{ sec.} = ? \text{ minutes}$$

$$120000 \text{ sec.} = ? \text{ minutes.}$$

In the last two examples, the pupils were also asked to find the number of hours.

After this first lesson in SIGHT arithmetic, the following problem was assigned to be worked on small slips of paper prepared for that purpose:

$$1 \text{ yr. } 35 \text{ days } 20 \text{ hrs.} = \dots \text{ seconds.}$$

When the papers were collected, the writer found that only two pupils had the correct answer. One of these pupils had reduced each item to seconds separately, then added to find the total. Later on, he will observe that his method is longer than the method used by the other pupil who secured the correct answer.

The papers were not returned and they were not "corrected". To select the "WINNERS", that is, the pupils who found the correct answers, did not require more than one minute.

On the following day, there were 4 winners, and these 4 did not include the two who had correct answers on the first day. Thus six pupils had secured correct answers. On the third day, without explanation, there were 10 winners, and on the fourth day, there were 14 winners. During these four days not a paper was corrected or returned.

At the end of the seventh day, every pupil in the class had been recorded as a winner, at least, once; some twice; and some as many as five times.

Having only one problem a day, the pupils were eagerly interested in its solution. When pupils have a large number of problems to work in a day, they have no interest in their solution. **Without interest, problems have no educational value.**

To all the groups, working at their desks, the teacher assigned the following example in addition, without a word of preliminary explanation:

2 days 30 min. 30 sec.

2 days 30 min. 30 sec.

2 days 30 min. 30 sec.

He moved around the room to observe how the work was being done. Every pupil immediately wrote as the answer: 6 days 90 min. 90 sec.

"I do not see one correct answer!"

The pupils looked surprised at that announcement.

"No, not one correct answer!"

One bright pupil changed his answer to:

7 days 31 min. 30 sec.

"Good! Harry has the correct answer. Close your book, Harry, and do not tell!"

Harry was delighted to thus share a secret with the teacher.

One by one, other pupils changed their answers, until 12 pupils had the correct answer.

"Well, time is up, we'll have more like that tomorrow."

"How do you do it?" asked Mary.

"By thinking hard!" replied the teacher.

Thus the lesson ended with interest at a high pitch.

(to be continued)

L'ENCYCLOPEDIA BRITANNICA

(From "Le Soleil")

La quatorzième édition de l'Encyclopedia Britannica vient de paraître en 24 volumes, à Londres et New-York. Cette édition—la première date du 18ième siècle—est tout-à-fait différente des précédentes, tous les articles du grand ouvrage ayant été refaits. L'article qui traite de la Province de Québec a été écrit par M. J.-C. Sutherland, Inspecteur général des écoles protestantes, qui a su tracer les grandes lignes des progrès accomplis dans notre province depuis le commencement du siècle présent: le développement de nos pouvoirs hydrauliques, de nos in-

dustries forestières et autres, de nos grandes routes, de notre agriculture, de notre commerce, de notre système d'instruction publique. L'article traite aussi de la géologie et de la géographie physique de la province.

Comme cet article remplace ceux qui ont paru dans les éditions précédentes, et qui avaient été écrits il y a bien des années par d'autres écrivains, il est évident qu'il servira à donner aux nombreux lecteurs de l'étranger une idée plus correcte et plus intéressante de la prospérité de notre province.

BOOK NOTICES

A Book of English History by Lilia Milroy, Head Mistress of the Leamington High School for Girls and Elizabeth M. Browne, Formerly Assistant Mistress in the Truro High School for Girls. Part I. From Early Times to 1603, 200 pages, price 75 cents. Part II, From 1603 to the End of the Great War, 248 pages. Price 90 cents. London and Glasgow: Blackie & Son. Toronto: Blackie & Son (Canada) Limited, 1118 Bay Street.

Both parts of this history text-book are illustrated in colours and in black-and-white. In the preface the authors state the book "is an attempt to steer between mere "outlines and the more copious books of stories of history" by selecting carefully the more important movements and incidents of history. Both biography and social history have been considerably used, and the authors further state that the text is the result of many years' experience in teaching, and in noting what the young can grasp and take a delight in.

The School Bible. Being Selections from the Text of the Authorized Version. 576 pages. Price 50 cents. Thomas Nelson & Sons, Ltd., London, Edinburgh, New York, Paris and Toronto.

In the past there have been many controversies in regard to Bible reading in the schools. The dispute has turned on many different points. One of these was as to whether the whole Bible or merely selections should be presented to the pupils. The selections known as the "Ross Bible" in Ontario less than half a century ago led to a political storm in that province. In later years, however, there has been

a more general recognition in English-speaking countries on both sides of the Atlantic that selections illustrating the highest spiritual and moral lessons are the most that should be authorized for the schools. In England, in many places, particularly in the high schools, the Bible teaching has been modern in its spirit, the teachers of university training believing that the purely spiritual teaching would be all the more effective when the young were taught to see what was historical and what was not in the Old Testament. But there is general agreement in one thing, and that is that, under the conditions of the schools, with pupils of all religious denominations, the teaching of doctrines is impossible. This must be left to the churches. The Bible, however, at least large parts of it, can appeal in its own words to the young, spiritually and morally, and these selections from Genesis to the end of the New Testament seem well chosen for this purpose. Rightly, there is no comment throughout the book offered on the text, not even a preface.

The Training of Chiliqui. By Alan Sullivan. 72 pages.

Cannibals and Coconuts. By C. W. Collinson. 72 pages.

These two booklets, paper bound, are the first of a series called the Philips' "New Prospect Readers", of which the General Editor is Ernest Young, B.Sc., and the publishers Messrs. George Philip & Son, Limited, 32 Fleet Street, E.C.4, London, England (Toronto: E. N. Moyer Company). The English price is eight pence each. The Training of Chiliqui is a tale of our own northern wilds.

Both booklets are excellent reading. The purpose of the series is to provide bright and interesting matter for the young pupils. Both are illustrated.

Mother Goose Book. By E. M. Bolenius and M. G. Kellogg. 128 pages. bound in cloth, with many coloured illustrations. The latter are by Gustaf Tenggren. London: George Philip & Son. Toronto: E. N. Moyer Company.

Intended as a work and play book for silent reading, and also very suitable as a gift book. The price is 2 shillings and six pence.

The Story of One Ear. By Allan Sullivan. 68 pages. Illustrated. Price (in England) eight pence. London: George Philip & Son, Limited. Toronto: The E. N. Moyer.

This is another of the "New-Prospect" Readers of the above firm. The present booklet is the story of an Eskimo family and a fine Eskimo dog, "One Ear". A Canadian magazine has had several complaints lately that Canadians do not realize the value and interest of the wonderful country we have above and below the Arctic Circle, and it is therefore intriguing that in books like "The Story of One Ear" from England there should be so much accurate knowledge of the territory and its life.

Explorers, Soldiers and Statesmen: The History of Canada Through Biography. By W. J. Karr, B.A., D. Paed., Director of English Instruction, Department of Education, Ontario. Illustrated. 345 pages. Price \$1.50. Toronto and London: J. M. Dent & Sons, Limited.

It will not be the fault of publishers if Canadian History is not made "interesting". Books for supplementary

reading are multiplying rapidly. The present one contains fifty-two short biographies of the explorers, soldiers and statesmen chiefly concerned in the development of Canada, from Jacques Cartier and Champlain down to Sir Wilfrid Laurier and Sir Robert Borden. The successive life stories form a continuous narrative of our history, social, political and economic.

The Romance of the Prairie Provinces. By A. L. Burt, M.A. (Oxon), Head of the Department of History, University of Alberta. 262 pages, profusely illustrated. Toronto: W. J. Gage & Company, Limited.

This is the second of the "Romance of Canada" series being issued by the Gage Company of Toronto. The first of the series, that on British Columbia, was reviewed in a previous number of the Educational Record. Professor Burt has produced a most interesting book on those more striking and romantic features of the historical development of the three prairie provinces, as a useful aid to the understanding of the general history of that important part of the Dominion. The early days of the Hudson Bay Company, the competition with the Northwest Fur Company of Montreal, the Riel rebellions, the story of the Lord Selkirk Settlement, the work of the North-West Mounted Police, are among the high points of the stirring narrative, ending with the great agricultural development of recent times. The series, when complete for the Dominion, will form not only a useful set of supplementary readers in Canadian history, but also a most valuable series for the general adult reader who desires a more intimate account of that history than the school text books afford. The remaining volumes to be issued are

"The Romance of Ontario", "The Romance of Quebec", and "The Romance of the Maritime Provinces."

An Outline History of the World. By H. A. Davies, M.A., Leighton Park School. 560 pages. With maps and many illustrations. London and Toronto: Oxford University Press.

Since the days of Collier's "Great Events", which some of us still remember pleasantly, there have been many, and much larger, world histories prepared for high school and college use. The present book is one of the best we have examined. For high school use the ideal text-book is one that not only deals with the salient events of world history, but also brings out the logical threads of political, social and artistic development. Mr. Davies does this most successfully. The stories of Greece and Rome, of Egypt and Babylonia, of the Middle Ages and of Modern Times, are told with exceptional interest and balance. For example, within the fifty-six pages in which the story of Rome is compressed we have the best conclusions of Mommsen, Merivale and Gibbon summarised, and for the Gothic invasions of Rome the author shows his correct historical judgment in relying upon the sound work of Hodgkin ("Italy and her Invaders").

Canada 1930: A Handbook of Present And Recent Progress in the Dominion. Dominion Bureau of Statistics, Ottawa. Price 25 cents.

A very useful booklet (181 pages) for the teachers of geography who desire to give the pupils more facts about the development of our country than the text books can reasonably afford. Mining, agriculture, fisheries, forest

wealth, water powers, the fur trade, education, scientific research and art are among some of the chief matters dealt with, and dealt with authoritatively.

A Pictorial Geography, Book II. The British Isles. By E. M. Sanders, B.A., Senior Lecturer at Furzedown Training College and formerly Geography Specialist at Cheltenham Ladies' College. 76 pages. Fully illustrated. Price in England, 2 shillings. George Philip & Son. Toronto: E. N. Moyer Company, Limited, 106-108 York St.

There are 76 illustrations in this admirable primary book, one for each page. The text is in goodly sized type, and written in an interesting way.

The Buildings of Other Days. Written and Illustrated by Sidney H. Heath. 176 pages. Cloth boards. Price 3 shillings. London: George Philip & Son, Ltd., Toronto: E. N. Moyer Company.

This delightful book deals with three kinds of old buildings, castles, churches and old towns. The author, who is Art Master at Plymouth College, England, is not only an artist who knows how to give the significant features of the old buildings in sketches and drawings, but is also at home in the historical development of castles, churches and the bridges and homes of old towns in the Mother Country. As for the castles, his first sketch is of the pre-historic earthwork known as Maidum Castle in Dorsetshire. This was one of the defence ramparts of the ancient Britons, to be followed by the very different castles of the Romans. It is interesting to learn, too, that the "Norman" style of castle in England

preceded the advent of William the Conqueror in 1066. As all students of English history are aware, however, Norman "penetration" had preceded the Conquest in several ways.

pared by Miss McLennan, Primary Teacher at Nelson, B.C., and Inspector Philip H. Sheffield of Nelson. Price per set., 60 cents. The Clarke & Stuart Co., Limited, Vancouver, B. C.

Modern Seatwork. A set of progressive exercises in vocabulary drill, pre-

Reach set contains material sufficient for eight pupils and the sheets are printed on Buff Bristol Board.

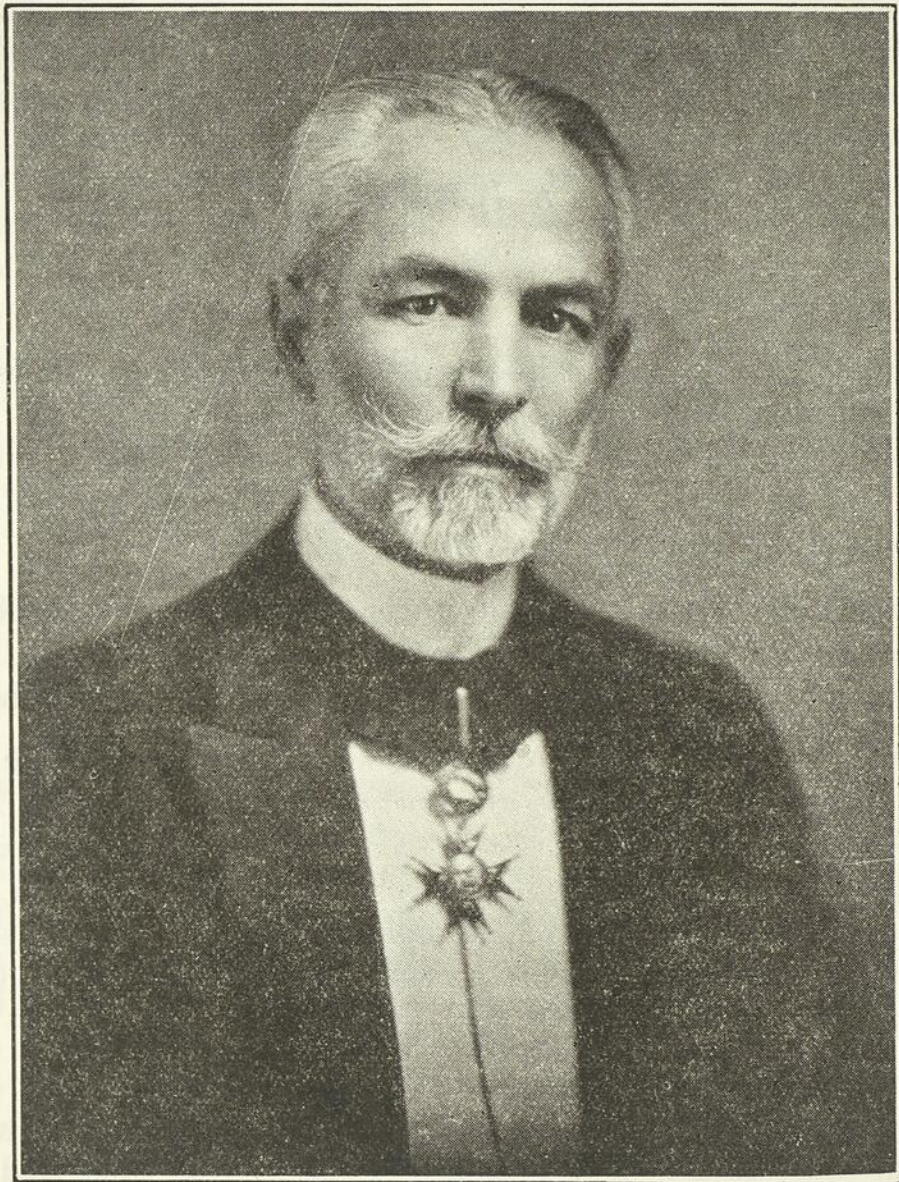
A JUBILEE

The January number of the **Enseignement Primaire**, the sister publication to the Educational Record, is edited and published by Mr. C. J. Magnan, M.A., Inspector General of the Roman Catholic normal schools, and that issue was the fiftieth anniversary of its existence. Mr. Magnan has edited it during forty years and was a contributor in the earlier years.

Mr. Magnan deserves every credit for the remarkable record he has achieved in educational work generally, as well as for the literary skill and high culture with which he has conducted the educational journal for the Catholic schools.

Graduating from the Laval Normal School in 1884; a teacher during several years, and professor at the Laval Normal School from 1889 to 1911, Mr. Magnan was appointed Inspector General of the Catholic schools in 1911, and quite recently, owing to the large increase in the work of the latter position, he asked to be appointed Inspector General of the normal schools only. A successor for the inspector generalship of the primary schools was found in Mr. C. J. Miller, of Montreal.

Mr. Magnan had a wide pedagogical training and experience, and this together with the fact that he is an ardent student of History and Literature renders his articles in the *Enseignement Primaire* of exceptional value and interest for the Catholic teachers. The Educational Record extends its hearty congratulation to Mr. Magnan.



MR. J. C. MAGNAN

UNIQUE CHILD CONFERENCE IN NEW BRUNSWICK

(By Anne Anderson Perry)

Still another indication of the very substantial and convincing contributions which the Junior Red Cross is making to civic and educational advancement comes from New Brunswick, where there has recently occurred another of those unique child conferences which originated in Saint John in 1928, spread to Woodstock, Carleton County, by the end of the year and have now appeared in the old town of Sussex, where a Junior Red Cross county conference took place in the middle of November. These conferences were the first of their kind in Canada. In all instances they were almost entirely managed by the Juniors themselves.

The first was a province-wide affair, to which went 168 youthful delegates, some of whom travelled over two hundred miles to the meeting-place in Saint John, many of them having their expenses paid by fellow members in home ground. Arranged concurrently with a Teachers' convention, guardianship of the children was made possible both going and coming to Saint John, while the billeting was necessarily attended to by adults, but the rest of the three days' conference was managed by the child delegates and their Junior Red Cross officers. As the proceedings included elections of officers, discussions, health demonstrations, a mass meeting to which came parents and teachers, and a luncheon, the Juniors had their hands full, but the committee work was excellent and the whole affair an orderly, helpful, interesting development in Junior Red Cross activity.

The second convention of Juniors

took place in Woodstock, Carleton County, in October of last year, its field of operations being confined to that district. Though smaller, it was hardly less remarkable as an exhibition of the aptitude, poise and civic-mindedness of the 58 delegates, who had been properly elected and sent forward from 23 of the county branches. In Woodstock, a local committee of two boys and one girl handled most of the arrangements, among these being the raising of a conference fund for necessary expenses and its careful disbursement.

And now comes the Sussex county conference of Juniors, just past, which was attended by 47 boy and girl delegates from 25 branches, by Miss Jean Browne, National Director of the Junior Red Cross and by the New Brunswick Supervisor, Miss Jessie Lawson. Local arrangements were in the hands of twelve-year-old William McDougall of Sussex, and a local committee of six boys and girls. The all day programme included a session at which all the presidents of the twenty-five branches met to hear various reports; a full meeting of all delegates under a temporary chairman, to elect conference president and secretary in the persons of Pauline O'Connor of Anagance Ridge and William McDougall of Sussex; then, under these officials, the agenda of speeches and discussions and demonstrations which had been arranged, was carried through. A midday luncheon was also managed and served by the Sussex Juniors, a type of doing for others with its own educational value.

"I could only wish," said the Nat-

ional Director of Junior Red Cross, in speaking of these conferences and a subsequent local rally which took place in Moncton, where the same efficiency, interest and enjoyment among the small delegates was as much in evidence, "that we might have similar conventions in every part of Canada where there are Juniors. This would mean in all provinces, for our numbers have grown to nearly 200,000 in Canada, of whom no less than 37,500 are organized under 1,200 teachers in the three Maritime provinces, where the educational authorities have offered the most enthusiastic support to the introduction of the Junior Red Cross in the classrooms. In New Brunswick alone there are 11,000 members in 418 groups and the children seem to have developed a remarkable initiative in their work for health, service and good citizenship. The conferences are an indication of Junior enterprise in the Maritimes. But they are in no measure either oversophisticated or merely exhibition affairs. The children are very business-like, show unusual ability to think on their feet and the whole conduct of the meetings is a pleasure to watch, because of their unselfconsciousness. I think such gatherings have much educational value."

That this conviction as to the education value of the Junior Red Cross in our schools is held not only by its Director, but also by many other authorities, may be gathered by the laudatory remarks directed to it by such outstanding figures as President McCracken of Vassar College, Professor Root of Pittsburg University and many of our own educators.

What the Junior Red Cross can and does do for our schools and classrooms

has been recently set forth by Dr. Elson I. Rexford, a former Director of Protestant education in the province of Quebec, and now one of the Fisher Trustees of Brome County in that province:

"The Junior Red Cross group," said Dr. Rexford to the teachers of the district schools, "is a simple, attractive organization for school children. It has been successful in holding their interest, in encouraging health habits and in arousing an interest and pride in improving health conditions, appearance, comfort of our school buildings. It also provides attractive working material for children, including buttons, badges, illustrated cards, wall posters, etc., and an illustrated monthly magazine—all free wherever a Junior Red Cross group is formed. The scheme fits well with the requirements of our course of study concerning health teaching. Thousands of children from our Quebec Protestant schools have joined the Junior Red Cross and there are millions of members in many countries of the world . . . Shall we not try to organize a group in every district school in the country?"

Progress already made in this direction in Quebec is indicated by the fact that over 30,000 children belong to the 1,015 groups already organized in that province. Also by the fact that after a recent health survey was made of the schools of Brome County, all 47 of these schools, with one exception, put Junior Red Cross into the classrooms. So convinced indeed are the educational authorities of Quebec of the soundness and usefulness of the Junior Red Cross that Inspector General Sutherland, in his last annual statement, included a five and a half page account of the Junior Red Cross activi-

ties throughout the province, a report reaching all Quebec schools through the Educational Record.

The Junior Red Cross shows itself by its deed to be not only the logical road toward national health, through its teaching of health habits of body

and mind to the young, but a real educational adjunct to all teaching by reason of its emphasis on a "doing" programme, which puts theories into action and thus holds, for his and the community good, the permanent attention of the school child.

THE MACKAY INSTITUTION

The 59th Annual Report of the MacKay Institution for Protestant Deaf Mutes and the Blind, is now available. This Institution is the only Protestant Institution for the education of the deaf in the Province of Quebec.

Children who are deaf or who have defective speech, are accepted from three years of age, and continue during the school years up to 16 years of age. The kindergarten is in charge of Miss Anderson, who has met with marked success in her work.

In addition to the usual subjects of the Common and High School grades, considerable manual training work is given the pupils. For several years past pupils have been in attendance from the Provinces of Saskatchewan and Alberta. Up to the present time Saskatchewan has had no school for the deaf, although it is understood that the erection of a special school has been undertaken and may be available for the year 1931—about 25 pupils have been in attendance at MacKay Institution from the Province of Saskatchewan. We understand that the number of native born children has been gradually diminishing—the majority of those in attendance being children born in Great Britain or Russia, or the children of parents born in those countries.

Considerable progress has been made in teaching the children by the oral method, through the use of microphone equipment similar to that used in radio broadcasting.

FREE EDUCATIONAL FILMS

Schools equipped with motion picture apparatus may obtain some valuable films free on loan from the Department of Mines, Ottawa, by addressing the request to Dr. W. H. Collins, Director Geological Survey, Department of Mines, Ottawa. We have space only for the titles of the principal ones, but full descriptions may be obtained by writing to Dr. Collins. The chief titles are Gypsum Mining; Gold Production in Ontario; A Tale of Talc; Mining Nickel and Copper Ore; Harvesting the Earth's Crust (Trap); A story of Stone (Dolomite); The Story of Steel; The Story of Gasoline; The Story of Dynamite; Through Oil Lands of Europe and Africa; Carbon Monoxide, the Unseen Danger.

The following are the conditions under which the films are loaned:

1. Films are loaned free of charge to schools, churches, clubs, etc., on condition that no admission fee will be charged. Loans will be made to moving pictures theatres only on condition that no extra admission fee be charged.

2. Application for the loan of a film should reach the Geological Survey at

least two weeks before the date on which the film is desired. Second and third choice of films should be made lest the particular film desired is not available.

3. Films will be sent from the Geological Survey **Express Charges Collect.**

4. Films must be returned to the Geological Survey **Express Charges Prepaid.**

5. Films must be returned immediately upon the conclusion of the exhibition as delayed arrivals of returning film shipments prevent the Survey from giving prompt service to others.

6. Permission may be obtained to retain films subsequent to the reshipping date specified, but application therefor must reach Ottawa before such reshipping date.

7. Films will leave the Geological Survey inspected, revised and ready for projection in a Standard Width Projection Machine. **If films are destroyed by fire, or otherwise damaged, while on loan, the loss or damage is chargeable to the borrower of the films.**

DEPARTMENT OF EDUCATION

Quebec, March 3, 1930.

ARBOR DAY

School Commissioners and Trustees
of the Province of Quebec.

Dear Sirs:—

In a letter of February 11th last the honourable the Minister of Lands and Forests requests my co-operation to the end that Arbor Day may be celebrated this year with thoroughness in the whole Province.

As in the past I am pleased to assure you again of the entire collaboration of the officers of my Department and of the school inspectors for the carrying out of the plans. I request, therefore, the active assistance of your school board in the organisation of a public demonstration at each of your schools in honour of the trees.

I count upon soon receiving an affirmative response.

PURPOSE OF ARBOR DAY

Gentlemen, I cannot urge you too strongly to accept with readiness the fine opportunity which is offered to you to embellish the school grounds, to procure for the pupils of your municipality a useful lesson in practical tree culture, and above all to impress upon their minds the fact that the trees are our excellent friends and as such deserve all the care and attention we can bestow upon them.

Besides, Arbor Day also has for its purpose to impress the young generation with the importance of beautifying the exteriors of our properties, of giving to the trees the care required, and by this fact inspiring the pupils with respect for them; in order that later they will not be likely to join in that habit of tree destruction which has too often marked the past. In other words, the celebration will tend to inculcate the civic sense in regard to the preservation of the forests, so necessary in our days.

CO-OPERATION OF ALL

We desire strongly that this tree planting may be a great success throughout the Province. But to obtain this result it is necessary that all persons of good will, and more particularly the commissioners, trustees, secretary-treasurers and teachers, shall take part in it.

PROGRAMME OF ARBOR DAY

Apart from the tree planting itself, there should be some ceremony, addresses, singing, etc., at each school, and the teachers will naturally have to take

the initiative in arranging for this. The local ministers will no doubt be glad to assist the teachers and the school boards in the carrying out of an effective programme. In the larger centres, the ceremony may be more extensive.

The dates of Arbor Day for the different sections of the Province will be published in the newspapers at the end of March. Naturally, due to the differences in the advancement of spring conditions, the dates vary, the Montrea section being some days earlier than the Quebec section.

HOW TO OBTAIN THE YOUNG TREES FOR PLANTING

1. The secretary-treasurer shall call a meeting of his board without delay to inform them of this letter and to request the adoption of a resolution on the matter

2. The boards which desire to obtain the young trees should before the first of April, send their request to my Department, indicating the number of trees they desire to receive (two per school), the name or the number of each of their schools, and the name and full address of the person to whom the trees should be sent.

I will forward these requests to the honourable the Minister of Lands and Forests, who will send the trees at the suitable time, together with instructions as to the care to be given to the young trees from the time of their arrival, and as to the manner of planting them successfully.

3. The secretary-treasurer, or whoever may be charged by him, should go to the railway station on the proper day to receive the trees and place them safely. The very small transport charges are paid by the school boards.

To ensure the success of the planting, the directions given in the pamphlet accompanying each lot should be scrupulously followed.

I have the honour to be,

Dear Sirs,

Your obedient servant,

CYRILLE DELAGE,
Superintendent.

F. B. COOKE

MUTTON BAY, P. Q. July 30th, 1929.

The Honourable Superintendent
of Public Instruction,
Quebec, P. Q.

Sir

I have the honour to submit the annual report of my Inspectorate for the year ending June 30th, 1929.

STATISTICAL SUMMARY.		1928-29
1.—Number of schools.....		8
2.—Number of teachers: male.....	5	
female.....	2	
Total.....		7
3.—Average salary per month.....		\$45.00
4.—Number of children of school age:—		
a) Boys from 5 to 7 years. 35	Girls from 5 to 7 years. 34	69
b) Boys from 7 to 14 years. 73	Girls from 7 to 14 years. 59	132
c) Boys from 14 to 16 years. 19	Girls from 14 to 16 years. 19	38
d) Boys from 16 to 18 years. 18	Girls from 16 to 18 years. 13	31
Total.....		270
5.—Number of pupils inscribed.....		201
6.—Average attendance.....		63%
7.—Classification of pupils:—		
In first year.....	93	
In second year.....	29	
In third year.....	27	
In fourth year.....	25	
In fifth year.....	21	
In sixth year.....	3	
In seventh year.....	3	
Total.....		201

GENERAL REMARKS

I preface my first report by thanking the Department of Education for appointing me to this inspectorate.

During the year there were in operation, eight regular schools, two of these supplemented by summer schools, and four summer schools operated by the Voluntary Educational League.

With the help of the League and a larger sum of money at our disposal we were able to operate for a longer period, and pay a higher salary than in previous years.

At Harrington Harbour we had a qualified teacher, who taught two months under the League and eight months as a regular teacher. Much credit is due her for the excellent results she accomplished with the children and parents and for bringing the school into line with others in the rest of the province.

Our other teachers were very competent and did splendid work.

Classification of schools:

Excellent.—Harrington Harbour.

Good.—Mutton Bay, St. Paul's River, Tabatiere, Kegashka, Old Fort Aylmer Sound, The Barachois.

I have the honour to be, etc.,

F. B. COOKE,

Inspector of Labrador Schools.

Mr. W. H. BRADY

MONTREAL, July 1929.

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.		1928-29
1.—Number of school municipalities:		
a) Under control of commissioners.....		27
b) Under control of trustees.....		26
Total.....		53
2.—Number of schools:		
a) Elementary.....		81
b) Intermediate.....		16
Total.....		97
3.—Number of teachers:		
a) Lay male teachers.....		20
c) Lay female teachers.....		257
Total.....		277
4.—Average salaries in the schools under control:		
		\$
a) Lay male teachers:	(in elementary schools.....	2293.33
)in intermediate schools.....	1910.00
c) Lay female teachers:	(in elementary schools.....	1021.00
)in intermediate schools.....	847.17
5.—Number of children of school age: (according to the secretary-treasurer's reports).		
a) Boys from 5 to 7 years.	848	Girls from 5 to 7 years. 808
b) Boys from 7 to 14 years.	3763	Girls from 7 to 14 years. 3728
c) Boys from 14 to 16 years.	1030	Girls from 14 to 16 years. 1033
d) Boys from 16 to 18 years.	838	Girls from 16 to 18 years. 840
Total.....		12,888
6.—Number of pupils inscribed:		
a) In elementary schools.....		5714
b) In intermediate schools.....		1499
Total.....		7,213
7.—Average attendance:		
a) In elementary schools.....		84.5%
c) Intermediate schools.....		79.3%
e) Average general attendance.....		81.9%
8.—Classification of pupils:		
In Kindergarten.....		120
In Grade 1.....		1545
In Grade 2.....		978
In Grade 3.....		958
In Grade 4.....		996
In Grade 5.....		847
In Grade 6.....		855
In Grade 7.....		729
In Grade 8.....		108
In Grade 9.....		53
In Grade 10.....		24
Total.....		7,213

GENERAL REMARKS

My district of inspection includes the Protestant elementary and intermediate schools of the counties of Beauharnois, Chateauguay, Huntingdon, Joliette, Laprairie, L'Assomption, Laval, Montcalm, Napierville, Soulanges Westmount; those of Chambly, except McMasterville; Jacques Cartier, except Lachine and Verdun; those of Vaudreuil, except Pointe Fortune; that of the town of Terrebonne, in Terrebonne county. In addition I again visited, at your request, ten schools in the counties of Drummond and Richelieu, included in the foregoing summary of statistics.

Of the eighty-one elementary schools nineteen are Urban or Suburban, having from two to twenty-six teachers. The remainder are Rural one teacher schools. Of the sixteen intermediate schools, one has ten teachers, one has nine, one has six, one has four, five have three each, and the rest have two each.

Qualifications of Teachers.—Of the 277 teachers employed all held Quebec provincial diplomas except eleven, who were teaching on permission of the Superintendent, with the exception of two, who were engaged in defiance of the Regulations. Of these eleven, two had attended the Elementary class at Macdonald College, one held an Ontario Second Class Certificate, one a Scottish First Class, one a Pennsylvania First Class, one had passed Grade XI, one Grade X, and four Grade IX.

Salaries.—The average salary in the elementary schools is higher than in the intermediate, for both men and women teachers. This is due to the fact that included in the elementary list are the large schools adjacent to Montreal, in which much higher salaries are paid than in the rest of the inspectorate. The average annual salary of female teachers in the Rural elementary schools is \$520.45, which is about \$80 short of what should be the absolute minimum. There were no male teachers in the latter schools.

School Year.—Of the 97 schools inspected 21 were not in session the full school year of ten months. Seventeen (including the six elementary schools of Drummond county) had a nine months term, two were open for eight months, one for four months, and one, with only one pupil, held an Autumn session of two months. It is regrettable that any schools should have less than the full session, as the course of study is planned for ten months in each grade and can not be satisfactorily completed in less time than that.

New and Repaired Buildings.—On Nov. 2nd, the new Consolidated School at Dundee was opened in the presence of representatives of the Protestant Committee, of the Federal Parliament, of the clergy, and of many local citizens. The building is of brick, having four class-rooms, a teachers' room, a high basement containing two play-rooms, and having modern sanitation. It occupies a commanding site and has ample playgrounds. This replaces six former elementary schools and has an enrollment of 74 pupils, who are conveyed over five routes. It was possible this year to use motor conveyances on all the routes throughout the year.

The elementary school at Valois was enlarged to provide for four class rooms instead of two. Here also good basement play-rooms have been provided. The

building has been so constructed as to allow for the addition of a second storey when the school population will require it. In the Town of Hampstead the original unit of two class-rooms was built upon, making a three-storey building. One of the former classrooms was made into a play-room. The Commissioners of Sault au Recollet added a second storey to the Montreal North School, thus providing six class-rooms, teachers' room, board room, library, and a large play-room on the ground floor, which is also used as gymnasium and assembly hall. At Hemmingford extensive and much needed repairs and improvements were made on the Intermediate school. Minor repairs were made to twenty-nine school buildings.

Conferences.—The Teachers' Conferences, which were well attended, were held, as usual, at Hemmingford, Huntingdon, Ormstown and Montreal. At the first three I was fortunate in having Miss L. E. Tanner, B.A., who gave very valuable advice on the teaching of French. At the Montreal Conference Mr. C. McBurney, B.A. spoke on several school subjects in his usual clear and interesting manner. Some local teachers also gave talks or read papers at the rural conferences. All at the Hemmingford Conference were pleased that the Rev. Inspector Taylor, M.A., was able to be present and greatly appreciated his interesting discourse. I also joined with Inspector McCutcheon, B.A. at a conference at Richmond, where we also had the assistance of Miss Tanner and of Mr. McBurney.

I have been pleased to note this year an appreciable improvement in the teaching of Oral French and also that more attention is being paid to Mental Arithmetic. The other subjects average about the same.

The Junior Red Cross has been organized in some more schools this year and continues to be a very valuable part of the school activities. I also wish to bear witness to the good work being done for the schools in many localities by the Womens' Institutes. It was my privilege to speak before two Institute meetings during the year, suggesting various ways in which the local organizations might be of further service to the schools.

Bonuses to Teachers.—Bonuses are recommended to the following for successful teaching:

Misses G. M. Ross, Hinchinbrooke, No. 8; L. A. Rutherford, St. Malachie d'Ormstown, No. 7; D. E. Bustare, Havelock, No. 5; Annie Sayer, Havelock, No. 1; M. G. Johnson, Rawdon, No. 5; W. A. Brown, Hemmingford, No. 8; M. A. Bachelder, Sorel; E. S. Boddy, Terrebonne; A. H. Stewart, Elgin, No. 4; F. M. Armstrong, St. Bruno; Emma Reid, Howick, No. 3; R. E. G. Hayes, Hemmingford, No. 3; Annabelle McEwen, St. Louis de Gonzague; V. H. MacNaughton, Hemmingford, No. 9; M. E. Frazer, South Durham, No. 7.

Successful teachers debarred from two bonuses in succession:

Misses D. B. Upton, Hemmingford, No. 1; E. M. Johnston, South Durham, No. 6; Grace Fiskin, Howick, No. 4; J. E. Cullen, St. Malachie d'Ormstown, No. 1; J. M. Carson, St. Malachie d'Ormstown, No. 11.

These teachers also received high marks but are not recommended for bonuses on account of the smallness of their classes:—Misses H. R. Asseltine, Isabel Park, and Margaret McKell, who had 2, 3, and 4 pupils respectively present at the Spring inspection.

Strathcona Trust.—The five prizes and certificates are recommended as follows:

St. Malachie d'Ormstown, No. 11, Miss J. M. Carson; Howick, Nô. 3, Miss Emma Reid; Hinchinbrooke, No. 2, Miss Olive M. Roy; Hinchinbrooke, No. 10, Miss Viola E. Waldie; Longueuil, No. 2 (MacKayville), Miss E. E. Hodgson.

Bonuses to Municipalities.—The following are recommended for bonuses for progress: Hemmingford, Rawdon, Mascouche, St. Malachie d'Ormstown, St. Anicet No. 1, Sorel.

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

Excellent.—Outremont, Coteau St. Pierre, Westmount, Plinte Claire and Beaconsfield, Sault au Recollet Hampstead St. Lambert Pointe aux Trembles, St. Bruno.

Good.—Chateauguay Basin, Longueuil, Howick, Sorel, Pinehurst and East Greenfield, St. Louis de Gonzague, Drummondville, Greenfield Park, Hudson, Mascouche.

Fair.—Terrebonne, Chambly, Huntingdon, Joliette, St. Hubert, St. Chrysostome, Dundee, St. Telesphore, Hemmingford, St. Anicet, Hinchinbrooke, St. Malachie d'Ormstown, South Durham, Rawdon, Durham Township, Delson, Elgin, Beauharnois, Havelock, St. Felix de Valois.

Poor.—Franklin, St. Felix de Kingsey, St. Urbain, Jingsy Falls, Ste. Justine de Newton, Laprairie, St. Constant, Napierville.

Unranked.—(No schools in operation)—Dorion and Isle Cadieu, Laval des Rapides, St. Gabriel de Brandon, St. Anne du Bout de l'Isle, St. Pierre de Durham, Senneville.

I have the honour to be, etc.,

W. H. BRADY,

Inspector of Schools.

ADMINISTRATION COMMISSION OF THE PENSION FUND FOR
OFFICERS OF PRIMARY EDUCATION

Annual session held at Quebec on Dec. 5th and 6th, 1929

Present:—Hon. Cyrille F. Delâge, Superintendent of Education, Chairman; M. A. B. Charbonneau, inspector of schools, delegate of the conference of Roman Catholic teachers of Montreal, M. Nérée Tremblay, replacing Mr. John Ahern, delegate of the Roman Catholic teachers of Quebec; Mr. M. C. Hopkins, principal of Fairmount School, Professor Sinclair Laird, Dean of the School for Teachers, Macdonald College, delegates of the Provincial Association of Protestant Teachers, and Mr. François Paul Noel, secretary **pro tempore**.

The minutes of the last session were approved.

The Administrative Commission of the Pension Fund being without a Secretary by the death of M. Avila de Belleval, which occurred on May 16th, 1929, M. Nérée Tremblay proposed, seconded by Dean Sinclair Laird, and it was unanimously resolved, that M. François Paul Noel, successor to M. Avila de Belleval, to his position in the Department of Education according to the provisions of an order of the Lieutenant-Governor in council, in July last, be appointed Secretary of this Commission.

M. A. B. Charbonneau proposed, seconded by Mr. M. C. Hopkins, that it is resolved that the Administrative Commission of the Pension Fund inscribes the following in its minutes; "The death of M. de Belleval, its devoted Secretary during nearly twenty years, was a severe loss and the members desire to express to Madame de Belleval, their sincere sympathy in her great sorrow, and charge the Secretary to transmit to her a copy of the present resolution".

The Secretary submitted the following report:

Quebec, December 5, 1929.

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

Gentlemen:—

The undersigned, secretary of your Commission, has the honour to submit the report which follows:

Statement showing the revenue and expenditure of the Pension Fund for the year 1928-29, also the capital.

REVENUE

Sum voted by the Legislature (Item 44, of the budget)	\$ 2,000.00
Grant from Government (R.S. 1925, c. 133, sec. 542).....	47,000.00
Interest on capital (R.S. 1925, c. 133, secs. 541, 543 and 554)....	10,249.63
Surplus from old Pension Fund (R.S. 1925, c. 133, sec. 548)....	5,288.00
Stoppage of 4% on grants to public schools (R.S. 1925, sec. 542)..	25,000.00
Stoppage on salaries of teachers from grants payable to school municipalities (R.S. 1925, c. 133, secs. 534, 542 and 549).....	144,853.29
Stoppage on the salaries of school inspectors (R.S. 1925, c. 133, 534, 542 and 549)	3,894.49
Stoppage on salaries of normal school professors (R.S. 1925, c. 133, secs. 534, 542 and 549)	1,677.75
Stoppages paid directly by teachers. (R.S. 1925, secs. 534, 542, 549, c. 133).....	40,342.09
Cancelled cheque.....	75.00
Deficit of the year.....	19,395.17
	<hr/>
	\$ 299,775.42

EXPENDITURE

By the Pensions.....	288,337.11
By re-imburements.....	7,662.01
By expenses of administration.....	3,707.30
Deposited with Provincial Treasury towards capital (R. S. 1925, c. 133, secs. 540 and 554).....	69.00
	<hr/>
	\$ 299,775.42

REVENUE ACCOUNT

Surplus of preceding years.....	\$ 235,669.91
Deficit of the year 1928-29.....	19,395.17
	<hr/>
Placed in trust in Provincial Treasury.....	\$ 216,274.74

CAPITAL ACCOUNT

Amount of capital July 1928.....	\$ 206,695.37
Carried to capital for the year 1928-29.....	69.00
	<hr/>
	\$ 206,764.37

Certified:

(Signed) Edgar Vézina,

Quebec, June 30, 1929.

Provincial Auditor.

PENSIONERS WHO DIED DURING THE YEAR 1929

Name	Age	Annual Pension
Baker, William Henry	84	\$ 300.00
Beaulieu, Théophile	71	303.92
Desmarais, Céline	82	205.49
Desrosiers, Albina	59	175.00
Dostaler, Etienne	77	223.28
Dufresne, Candide	95	317.61
Gauthier, Anna Marie	56	155.00
Gadbois, Aurélie	75	150.00
Gravel, Joséphine	68	394.46
Houle, Eusébie	80	160.00
Lemaire, Anastasie	82	150.00
Lemire, Marsolais, Rosalie	81	150.00
Laurie, Janet	64	1,048.70
Mignier, Eléonore	63	237.85
Michaud, Henriette	80	150.00
Miller, Eva C	63	300.00
Mercier, Joséphine	87	300.00
Mitchell, Sarah Agnes	73	897.06
Mirault, Marie Emma	54	727.86
Pagé, M. Exilda	67	300.00
Parent, Marie Rosalie	74	300.00
Paradis, Dézilda	71	150.00
Péllisson, Philomène	79	175.00
Pelletier, Edith	65	170.00
Reed, Lucy	85	150.00
Roch, Joseph Alexis	69	524.52
Rousseau, Marie Anna	75	150.00
Roy, Madame Pierre Antoine	87	325.78
Solomon, Jennifred Pascoe	57	300.00
Steere, Mary E.	75	486.16
Tessier, M. Catherine	87	213.66
Tremblay, Thomas	85	686.00
Walsh, Mary A	69	160.00
Winchester, Rachel	75	150.00
Total		\$ 10,587.35

Number of pensioners	34
Average age	73
Average pension	\$311.39

The Superintendent accepted the new certificates from a physician required from Miss Marie Louise Lydia Groleau and from Mr. Lucien Bertrand, and their pensions were paid.

The following officers whose pensions had been accorded last year, on condition that they established having taught twenty years, have completed their statements of service, and consequently have a right to their pensions:

Name	Age	Pension
Exilima Richer.....	50	154.54
Elmina Bouchard.....	50	172.76
Marcelline Rodier.....	50	150.00
Marie Aglae Tremblay.....	44	150.00

Following the instructions you gave individually to the Superintendent, since the last session, the pension of Miss Elizabeth Anne Duff was paid. It amounted to \$273.04.

The whole respectfully submitted,

(signed) François Paul Noël, Secretary.

The report of the Secretary was adopted.

The Commission authorized the Department of Education to pay the pension of all the pensioners over 56 years of age who have renewed or will have renewed their application and who have established or shall establish that they are entitled to it for the ending half-year and the next half year.

It authorized also, for the same period, the payment of the pension of pensioners under 56 years of age who have in addition produced a medical certificate.

However, the Commission believing that the cause in virtue of which certain pensioners have obtained their pension has ceased, gave instruction to the Secretary to notify them immediately, in accordance with Art. 528 of the Education Act, that the payment of their pension will be discontinued at the end of one year from the month of July next, 1930. The medical certificates produced by these pensioners, in support of their application, are incomplete and do not state with sufficient clearness that they are unable to teach. The Commission authorized the Superintendent to require them to undergo another examination by a physician of his choice, in virtue of Art. 526 of aforesaid Act, or to require the physicians who have examined them to be more precise as to the nature and gravity of their illness. He was requested to submit these new certificates and special medical reports at the next session. These pensioners are:

Name	Age
Celina Gagné (Madame J. Beauchesne).....	52
Claire Pelletier (Madame Georges Labrie).....	50
Alida Blanchard.....	50
Rose de Lima Paradis.....	50
Flore Lavallée.....	50
Adrienne Duquette.....	46
Dorilla Charbonneau.....	46
Meriza Coutu (Madame Verville).....	46
Geneviève Ethier.....	46
Aglae Tremblay.....	45

Marie Cédulice Quimper	44
Laura Prévost (Madame Adrien Mailloux)	44
Léda Maheux (Madame Téléphore Valois)	43
Marie Anne Sirois	43
Marie Anne Mélanie Leclerc	43
Alma Boudreau (Madame Daoust)	43
Marie Léda Bilodeau	42
Alma Ducharme (Madame Isidore Dubeau)	42
Maria Landry (Madame L. Lavoie)	41
Louise P. Beland (Madame Emile Philibert)	41
Albertine Julien	41
Marie Louise Archambault	41
Hermine St. Louis	40

The Commission, after having taken cognizance of the medical certificates produced by pensioners who had been advised that their pension would be withdrawn after the delay of one year, judged that the certificates of the following were sufficiently satisfactory:

Name	Age
Elizabeth Boulanger	49
Corinne Mottard	49
Wilhelmine Dionne	49
Albina Flibotte	47
Marie Doyon	46
Rébecca Bergeron	40
Marguerite Houle	39

The Commission demanded new medical certificates from the Misses Ida Olinda Bastien, Alice Dupont and Agnes E. Oliver.

The Commission ordered that the pensions of Agnes Nellis, Marie Anne St. Laurent, Marie Louise Bérubé (Madame Alphonse Laplante) and Mélanie Leclerc be refused, counting from July 1, 1930.

The Commission, after having examined the applications of officers who have abandoned teaching on account of age or ill health, and their statements of services and certificates as produced, accorded the following pensions:

NEW PENSIONS ACCORDED TO OFFICERS
AGED 56 YEARS OR MORE

Name	Age	Pension
Courtney, Thomas Joseph	74	\$ 1,200.00
Lussier, Joseph Napoléon	72	748.22
Genest-Labarre, Joseph Evariste	72	1,200.00
Beaudoin, Emma	71	894.10
Bouchard, Joseph Georges	70	515.20
Gammell, Isaac	69	1,200.00
Silver, Herbert Joseph	68	1,200.00

Routhier, Marie Césarie (Madame Louis Roy).....	67	150.00
Brochu, Catherine.....	66	300.00
Le Comte, Joséphine.....	65	325.50
Chaput, Philomène (Madame J. B. Beauchamp).....	65	335.30
Rivard, Alfred Elie.....	63	1,082.56
Michaud, Marie Louis.....	62	300.00
Laroche, Jeanne (Madame J. E. Mathieu).....	60	222.68
De Witt, Abbie Sophronia.....	60	1,200.00
Vaudry, Mary.....	59	929.28
Frost, Fanny Maud Mary.....	59	409.16
L'Hérault, Nathalie.....	59	300.00
James, Alice L. M.....	58	804.58
Shaw, Sarah Louise.....	58	1,160.26
Brodeur, Marie H. Amanda.....	58	516.00
Vermet, Marie Elina Sophie (Madame S. H. Mondou)....	58	515.20
Crack, Jessie Margaret (Mrs. Robert A. Stewart).....	57	996.40
Caouette, Anna (Madame Nap. Tessier).....	57	261.38
Girard, Jean Enéas.....	56	367.72
Ingalls, Roxana Anne.....	56	750.06
Desjardins, Rose de Lima.....	56	318.70
Beausoleil, Délia (Madame Siméon Rondeau).....	56	257.42
Lacroix, Marguerite (Madame Edward Flemming).....	56	300.00
Total.....		\$ 18,759.52

The application of Madame L. P. Gaudet, née Henriette Arsenault, who declared that she had taught only 14 years, was refused.

OFFICERS AGED LESS THAN 56 YEARS

Name	Age	Pension
Pelletier, Alma.....	55	\$ 377.50
Plourde, Marie Evelina.....	54	196.76
Miville, Marie Eugénie (Madame J. L. Daoust).....	53	300.00
Cain, Eugénie (Madame R. Roberge).....	53	202.10
Chadsey, Mary Eliza.....	53	835.84
Perry, Isabella.....	50	1,057.20
Young, Maggie.....	50	874.98
Mackay, Hattie Lillie.....	50	321.18
Trépanier, Marie Anne Geneviève.....	49	308.62
Boulangier, Marie Eudoxie.....	48	150.00
Martineau, Maria Anna Antonia.....	48	299.00
Larose, Wilda.....	47	223.70
Langlois, Marie Louise.....	46	181.66
LaBrie, Marie E. Caroline.....	46	336.70
Côté, Marie Rose Anna.....	46	245.16
Salter, Naomi, Adelaide.....	45	474.84
Bissonnette, M. C. Odélie.....	44	150.00
Morin, Naura (Madame Hector Lehoux).....	44	168.66

Bertrand, Victoria (Madame Joseph Théberge).....	44	191.20
Michaud, Suéma.....	42	172.28
Joncas, Marie Elmire Alda.....	42	155.00
Poirier, Imelda.....	42	165.00
Gaucher, Donalda (Madame Adolphe Lagassé).....	42	166.28
Gagnon, Marie Louise.....	42	192.40
Couillard, Marie Corinne.....	42	160.00
Lehoux, Marie Virginie Eugénie.....	42	162.80
Mercier, M. F. Philippine (Madame A. Chabot).....	42	155.00
Bégin, Marie Alma.....	41	150.00
Martel, Marie Sylvia.....	41	195.22
Loiselle, Rose Mélina.....	41	212.16
Beaudoin, Odwilda.....	40	150.00
Bérubé, Jeanne.....	40	160.00
Dow, Grace.....	40	300.00
Dubord, Marie Anne.....	39	200.82
Fournier, M. Eva.....	38	150.48
Bourbonnais, Marie R. Alice.....	38	251.40

Total.....	\$	9,993.94
Carried forward.....		18,759.52

Grand total.....\$ 28,753.46

Number of pensioners.....65
 Average age.....52
 Average pension.....\$442.36

The Misses Angéline Maria Beaudoin and Marie Léa Duval will receive their pensions when their statement of services is complete.

The following officers will begin to receive their pension at the age of 56:

Name	Age	Pension
Angers, Marie Anne.....	55	\$242.20
Woodington, Jennie-Victoria.....	53	288.00
O'Regan Janet (Madame C. R. Stewart).....	52	272.42
James, Mary Clark.....	52	300.00

Miss Herméline Ratté and Madame Philippe Laroche (née Philomène Tremblay) must undergo a special medical examination.

The applications of the Misses Addie Emma Todd, Mélina Boisvert and of Madame Raoul Laroche (née Alice Thériault), who have not taught since 1924, were refused; also those of Madame Joseph Philippe Courtois (Née Joséphine Dumont), Angéline Brazeau, Madame Richmond Poudrier (née Hélène Lebeau), Marie Victoria Alma Picher, Marie Cécile Tremblay, Madame J. Charles Bilo-deau (née Antonia Marquis).

APPLICATIONS FOR RE-IMBURSEMENT OF STOPPAGES ACCORDED

Name	Age	Pension
Adam, Clorida Florida.....	33	\$ 63.39
Audet, Amanda (Madame Lucien Barrette).....	64	52.17
Béchervaise, Helen Mary.....	35	177.22
Beauvais, Marie Alma Georgiana.....	37	315.94
Bernard, Marie Céline.....	34	50.77
Biguet, Caroline.....	45	232.59
Chenel, Aline (Mrs. Alfred Toss).....	31	58.15
Gagnon, Marie Hermina.....	36	55.85
Guay, Philomène.....	30	231.63
Guimont, Angéline.....	31	58.75
Kirby, Marguerite Amy.....	29	243.75
Larivière, Rose de Lima (Mrs. John D. Stewart).....	36	439.63
Martel, Yvonne.....	32	149.00
Paquet, Marie Angèle.....	31	90.73
Picard, Aldina.....	28	242.52
Rouillier, Philippe.....	64	418.21
Roy, Rose de Lima.....	34	74.02
Sauvageau, Angéline.....	30	55.74
Thiboutot, Marie Blandine (Madame Jean Sirois).....	37	65.42
Tremblay, Jeannette.....	36	83.89
Wright, Helen M. W.....	35	446.02
Toral.....		\$ 3,604.79
Average age.....	36	
Average stoppages.....		\$171.65

The Commission demanded fuller information concerning the applications of the Misses Antoinette Potvin, Jeanne Desjardins and Germaine Bisson.

The applications of the following officers were refused: Miss Blandine Pelletier, Madame Wilfrid Thibault (née Hilda Ida Gouin), Marie Laure Champagne, Madame Honoré Couture (née Marie Laure Doyon), Miss Blanche Côté, Miss Corinne Casault, Miss Marie Eva Julia Lefebvre, Madame Ulric Tardif (née Anne Marie Dionne) and Elise Potvin.

SPECIAL CASES

Dossier 2650-P. Miss Arthémise Langlais kept an independent school and taught four pupils. The Commission refused payment of the stoppages for such a small number of pupils.

Dossier 1242-P. Madame Laliberté (née Alma Mailhot) submitted a new medical certificate in support of her request for re-imbusement of stoppages. Application again rejected.

Dossier 2851-P. Miss Evangéline Richard submitted a new medical certificate in support of her request for re-imbusement, which had been refused last year. Again rejected.

Dossier 2729-P. Miss Angéline Cormier submitted a request identical with the foregoing. Same decision.

Dossier 2050-P. Miss Emélie Dubé submitted a request identical with the foregoing. Same decision.

Dossier 1234-P. Miss Alphonsine Dumont has not taught since 1914 and again demands re-imbusement of stoppages. Refused.

Dossier 2605-P. M. C. O. Baulne demanded a pension and had not taught since 1895. He had taught only 12 years before that date. Demand refused.

Dossier 3063-P. Miss Mary Jane Lindsay has not taught since 1897 and demanded a pension. Demand refused.

Dossier 2129-P. Madame J. H. Morin (née Marie Blanche Montgrain—obtained re-imbusement of her stoppages, but did not repay them to the Pension Fund. She desired to obtain a pension. Demand refused.

Dossier 1140-P. Madame L. H. Leblanc (née M. R. Florida Fournel) submitted a demand identical with the foregoing. Same decision.

Dossiers 2827 and 2862-P. Miss Régina Bobeil submitted a new medical certificate in support of her demand for re-imbusement of stoppages, which had been rejected last year. This certificate being deemed sufficiently satisfactory, the re-imbusement was accorded.

Dossier 2006-P. Mrs. Patrick Boyce (née Julia Brennan) submitted a demand for pension with medical certificate. Demand rejected.

Dossier 2622-P. M. Alphonse Pelletier desired to have his benefits counted for a period of two years. Demand refused.

Dossier 2728-P. Madame Antoine Langlois (née Elise Ruelland) made application for a pension. She taught 11 years, obtained a pension 37 years ago, for two years, and had not made a new application before this year. Demand rejected.

Dossier 2889-P. Miss Angéline Tessier desired to pay the stoppages for nine years of teaching in an independent school.

Basing itself on Art. 554 of the Education Act, the Commission decided that to retain pension rights the officer who teaches in an independent school must have obtained in advance the special authorization of the Superintendent and regularly pay the stoppages. Since July 2, 1913, an officer is no longer permitted to neglect to perform the formalities to regularise his position.

Dossier 2315-P. M. C. J. Miller, school inspector, appointed to the civil service, demanded the re-imbusement of the stoppages which he had paid to ensure a half pension for his wife. Demand accorded.

Dossier 2138-P. The request for pension from Madame Adolphe Guay (née Marie Angèle Anne Chabot) was again taken into consideration, but could not be accorded as she had not established that she had taught twenty years.

Dossier 2862-P. Miss Clotilde Mireault submitted a new medical certificate in support of her demand for a pension, which had been rejected last year. The new certificates being satisfactory the pension was accorded.

Mr. Hopkins submitted the following case:

A female teacher whose husband (also a teacher) has paid the stoppages to ensure a half pension for his wife, has she the right to the half pension of her husband as well as her own pension?

The Commission replied affirmatively and was of the opinion that this is not contrary either to the letter or the spirit of the law.

The Commission unanimously requested the Superintendent of Education to communicate to the Roman Catholic Committee of the Council of Education the following opinion:

In the interest of the teaching body, of the school boards, of the pupils and the Pension Fund, it would be advisable to demand a medical examination, according to the form required by Insurance Companies, the Civil Service Commission of Canada and the Provinces, from those who are destined to the work of teaching.

M. Nérée Tremblay proposed, and it was unanimously resolved, by the Administrative Commission of the Pension Fund, in consideration of the good services and devotion which M. Avila de Belleval gave ample proof in the accomplishment of his important functions as Secretary, that an indemnity of five hundred dollars be accorded to the widow of M. de Belleval, as gratification for the services rendered, and requested the Secretary to transmit this sum at the same time as a copy of the present resolution.

The Commission requested the Secretary to prepare a new form of medical certificate, giving more precise details on the state of the sick person, with instruction not to use such general expressions as overwork (*surménagement*), etc. This form to be submitted at the next session.

Mr. M. C. Hopkins moved, seconded by M. Charbonneau, and it was resolved that the salary of the Secretary be fixed at \$1,000.00 per annum, counting from the first of July 1929, payable monthly, and that a yearly increase of \$100.00, counting from July 1st, 1930, be accorded to him up to a total of \$1,600.00.

Dean Sinclair Laird, proposed, seconded by M. Nérée Tremblay, and it was unanimously resolved, that M. Paul Delâge be appointed Assistant to M. François Paul Noel and that the sum of \$600.00 be accorded to him as annual salary, payable monthly, with annual increase of \$100.00, counting from July 1st, 1929, until it attains the sum of \$1,000.00.

The Commission did not consider that it should support the request of the Catholic Association of Women Teachers of the Province to the effect that it should recommend the Legislature to amend the Pension Law so that female teachers who have taught in independent schools without the authorization of the Superintendent might pay their arrears of stoppages with the interest.

M. Charbonneau proposed, seconded by Mr. Hopkins, that a session of the Administrative Commission of the Pension Fund be held, if necessary, at the end of the month of May to consider pension cases which might be submitted.

A demand was made by the Association of Catholic Women Teachers of the Province of Quebec, that the Legislature be requested to accord to women teachers on pension \$10. in place of \$5. for each year of service above twenty, up to a total of \$400., and to increase the minimum pension to \$200.00. A demand was also received from the Catholic Associations of Men Teachers of the

Province of Quebec, to the effect that the pensions be calculated on the basis of the average of the 20 years instead of the 25 that the salaries were highest, and that the maximum pensions be raised from \$1,200.00 to \$1,500.00. The Commission, after having carefully studied the various demands, was of the opinion that they deserved favourable consideration, but that in view of the progressive annual deficit which would soon cause the annual surplus to disappear, together with the certain consequences of the increases demanded, was obliged to refrain from recommending them until the Government grant is increased.

Dean Laird proposed, seconded by M. Tremblay, that congratulations be extended to M. François Noel and M. Paul Delâge on the improvements they have effected in the keeping of the books, dossiers and other documents of the Commission.

And the session ended.

(Signed) CYRILLE F. DELAGE,

Chairman.

(Signed) FRANÇOIS PAUL NOEL,

Secretary.

MINUTES OF PROTESTANT COMMITTEE

Quebec, September 27th, 1929.

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

Present: —The Honourable W. G. Mitchell, K.C., D.C.L., in the chair. Reverend A. T. Love, B.A., D.D., W. M. Rowat, Esq., M.D., C. M., W. S. Bullock, Esq., M.L.A., Reverend A. H. McGreer, M.A., D.D., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothney, Ph.D., Malcolm T. Robb, Esq., Sinclair Laird, Esq., M.A., B. Phil., E. G. Pierce, Esq., and Claude A. Adams, Esq., B.A.

The minutes of the previous meeting were read and confirmed.

Apologies for absence were submitted on behalf of Howard Murray, Esq., O.B.E., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., Milton L. Hersey, Esq., M.A.Sc., LL.D., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., A. Kirk Cameron, Esq., Honourable Jacob Nicol, K.C., D.C.L., Andrew R. McMaster, Esq., K.C., W. L. Shurtleff, Esq., K.C., LL.D., J. A. Nicholson, Esq., M.A., LL.D., and George F. Calder, Esq., B.A.

Dr. Rexford reported for the sub-committee on High School diplomas that the post graduate course of one year for high school diplomas had been provided last year at Bishop's University and that the first class of graduate teachers was presented to the Central Board of Examiners in June last by Dr. W. O. Rothney, Professor of Education, for their high school diplomas, The undergraduate course for such diplomas has been discontinued at Bishop's College.

The new full-time Professor of Education in McGill, F. Clarke, M.A., will begin his work in the undergraduate courses at McGill with the opening of the present session.

The Secretary reported that under Act chapter 4 of 19 Geo. V, the sum of twenty-five thousand dollars was provided for the training of Protestant teachers, \$15,000 to be applied to the School for Teachers, and \$10,000 to be used to provide one or more full-time professors of Education for the training of high school teachers in McGill. This vote is subject to the annual authorization by the Lieutenant-Governor-in-Council.

He reported also that the special grant of \$40,000 for Protestant high and intermediate schools had been increased to \$45,000 by an amendment to Act. R. S. 1925, sec. 5, c.134 and that from July 1st, last the salaries of school inspectors had been increased to a maximum of \$2,400. per annum.

For the information of the Committee the Annual report of the Fisher Trust Fund was submitted in printed form.

Dean Laird reported the admissions to the School for Teachers in September to be as follows:—

Intermediate Class	85
Elementary Class	23
Kindergarten	3
—	
Total	111

The Quebec Women's Institutes submitted the following resolutions that had been passed at a recent convention of Women's Institutes in the Province of Quebec.

1. "Whereas recent legislation has made provision for the education of sub-normal children in the City of Montreal, be it resolved that we heartily commend this measure and hope for its extension throughout the Province."

2. "That this Convention record its anticipation of an Act which will authorize women to sit on school boards."

3. "Whereas we feel that the physical health of our rural children is being impaired by overstudy."

"Be it resolved that we welcome any action of the Department of Education to relieve this deplorable condition."

The Secretary was instructed to say that the Act referred to in the first resolution applies to the whole Province, that the favourable attitude of the Committee to the second resolution has already been of record on two occasions, and that the third resolution was referred to the Department of Education for consideration for consideration, and action if necessary.

Mr. E. G. Pierce was requested to act as convenor of the sub-committee on Educational meetings and consented to do so, Mr. Cameron desiring to be relieved of this duty for personal reasons.

The Chairman was requested to submit a list of members of standing sub-committees at the next meeting in accordance with the decision of the committee to reconstitute these sub-committees periodically. the better to distribute the work amongst the various members.

Mr. P. C. Duboyce presented the report of the sub-committee of the distribution of the grants to the High and Intermediate schools which was approved. The Secretary was instructed to take the usual course in order to secure the required approval of the Lieutenant-Governor-in-Council, under Arts, 464-470 of the Education Act.

The meeting then adjourned to reassemble in the Medical Building of McGill University, Montreal, on Friday the 29th day of November, 1929, unless called earlier by order of the chairman.

(signed) G. W. PARMELEE,
Secretary.

(signed) W. G. MITCHELL,
Chairman.

DEPARTMENT OF EDUCATION. QUEBEC

Protestant Superior Education Fund

Statement of Revenue and Expenditure, September, 1929

REVENUE

Voted by Legislature.....	\$ 65,000.00
Interest on Jesuits' Estate Settlement Fund.....	2,518.44
Interest on Marriage License Fund.....	1,400.00
Marriage License Fees (Net).....	15,200.46
Transferred from Protestant Accumulated Balances.....	5,000.00
	\$ 89,118.90

FIXED CHARGES

High School Leaving Examinations.....	\$ 1,965.78
Assistant Examiners, June Examinations.....	3,173.05
Printing, Examination Papers, Etc.....	921.94
Rent of School and Contingent Expenses.....	273.00
	6,333.77
Available for Distribution.....	\$ 82,785.13

HIGH SCHOOLS

NAME OF SCHOOL	Total number pupils enrolled	Enrolled Grades IX, X, XI	Presented	Passed	Failed	Grant	Bonus	Total	Special grants
Asbestos.....	120	9	8	7	1	800	115	915	
Ascot.....	54	11	9	4	5	800		800	
Ayer's Cliff.....	108	22	15	10	5	800	175	975	
Aylmer.....	151	17	17	15	2	800	175	975	
Bedford.....	118	16	14	12	2	800	140	940	
Beebe.....	150	10	6	5	1	800	175	975	
Buckingham.....	182	28	16	12	4	800	150	950	
Bury.....	121	10	8	7	1	800	175	975	
Coaticook.....	135	23	11	6	5	800	140	940	
Comm'rs' H'S' (Quebec).....	166	102	83	73	10				
Cookshire.....	96	20	17	13	4	800	200	1000	
Cowansville.....	206	41	36	18	18	800		800	200
Danville.....	85	14	14	10	4	800	140	940	
East Angus.....	137	13	11	10	1	800	175	975	
Granby.....	237	21	18	16	2	800	300	1100	
Hudson.....	145	15	12	5	7	800	175	975	
Huntingdon.....	253	66	50	41	9	800	275	1075	
Inverness.....	58	19	18	16	2	800	115	915	100

INTERMEDIATE SCHOOLS

NAME OF SCHOOL	Total number pupils enrolled	Enrolled Grades IX, X, XI	Presented	Passed	Failed	Grant	Bonus	Total	Special grants
Arundel	95	17	17	17	0	400	175	575	100
Arvida	91	2	11	7	4	400	160	560	
Athelstan	45	2	2	1	1	400	140	540	
Beauharnois	28	3	2	1	1	400	115	515	
Bishop's Crossing	67	16	10	8	2	400	160	560	
Bristol	38	9	8	2	6	400	—	400	
Brookbury	70	13	13	3	10	400	—	400	
Brownsburg	241	38	30	20	10	400	190	590	100
Bulwer	69	23	21	15	6	400	125	525	100
Campbell's Bay	91	15	8	6	2	400	150	550	
Canterbury	34	6	5	0	5	400	—	400	
Chambly Canton	57	8	7	2	5	Special			
Chateauguay Basin	65	3	2	1	1	400	140	540	
Clarenceville	57	19	10	3	7	400	—	400	
Delson Junction	63	5	3	2	1	400	140	540	
Donnacona	32	4	4	4	0	400	160	560	
Drummondville	143	18	15	7	8	400	140	540	
Dundee	51	9	8	6	2	400	150	550	100
Dunham	54	7	6	4	2	400	140	540	
Escuminac	62	1	0	0	0	400	—	400	
Farnham	117	10	7	6	1	400	190	590	
Fitch Bay	141	15	12	8	4	400	160	560	
Fort Coulonge	32	6	5	1	4	400	—	400	
Frelighsburg	54	10	10	9	1	400	150	550	
Gaspé	64	28	23	17	6	400	150	550	100
Gatineau	95	12	9	6	3	Special			
Glen Sutton	34	3	3	0	3	Special			
Gould	31	10	10	9	1	400	125	525	
Greenfield Park			12	11	1	400	175	575	
Hatley	71	22	21	18	3	400	175	575	
Hemmingford	88	24	21	21	0	400	200	600	
Howick	81	33	29	19	10	400	160	560	
Hull	327	32	23	13	10	400	—	400	
Island Brook	37	10	6	6	0	400	125	525	
Joliette	86	5	5	2	3	400	—	400	
Kingsbury	35	5	4	4	0	400	140	540	
Kingsey	32	5	5	4	1	400	115	515	
Kinnear's Mills	61	10	8	8	0	400	140	540	500
Lacolle	38	7	7	7	0	400	140	540	
Mansonville	55	9	9	9	0	400	225	625	

INTERMEDIATE SCHOOLS

NAMES OF SCHOOL	Total number enrolled	Enrolled Grades IX, X, XI	Presented	Passed	Failed	Grant	Bonus	Total	Special grants
Marbleton.....	30	4	4	4	0	400	150	550	
Metis Beach.....	38	4	4	3	1	Special			
Milan.....	33	5	5	5	0	400	125	525	100
Montreal East.....	153	6	5	5	0				
Morin Heights.....	68	6	5	3	2	400	140	540	200
Namur.....	57	5	5	5	0	Special			
New Glasgow.....	43	6	6	3	3	400	115	515	100
New Richmond.....	98	28	23	17	6	400	100	500	
Philipsburg.....	65	4	4	1	3	400	—	400	
Pointe Claire.....	248	26	22	22	0	400	225	625	
Port Daniel Centre.....	26	5	4	4	0	400	125	525	
Rawdon.....	74	17	11	3	8	400	—	400	
Riverbend.....	96	8	7	0	7	400	—	400	
Rouyn.....	121	3	2	0	2	Special			
Roxton Pond.....	46	11	0	0	0	400	—	400	
Sawyerville.....	84	27	23	20	3	400	190	590	
Shigawake.....	50	21	19	15	4	400	140	540	
South Durham.....	42	9	9	5	4	400	125	525	
Stanbridge East.....	67	14	12	8	4	400	125	525	
Ste. Agathe des Monts..	88	6	6	6	0	400	190	590	
St. Andrews East.....	78	15	12	12	0	400	160	560	
Wakefield.....	92	10	7	4	3	400	160	560	100
Way's Mills.....	45	6	6	5	1	400	150	550	
Windsor.....	109	15	10	8	2	400	225	625	
Totals.....	4818	768	630	450	180	22800	6900	29700	1500

SPECIAL

Intermediate Schools

Chambly Canton.....	500.00
Glen Sutton.....	300.00
Metis Beach.....	400.00
Namur.....	500.00
Rouyn.....	500.00
Gatineau Point.....	500.00

\$ 2,700.00

SUMMARY

Reserved for Poor Municipalities.....	\$		3,450.00
HIGH SCHOOLS:—			
Grants.....	\$	32,800.00	
Bonuses.....		7,165.00	
Special Grants.....		1,200.00	
Special High Schools.....		1,000.00	
			42,165.00
INTERMEDIATE SCHOOLS:—			
Grants.....		22,800.00	
Bonuses.....		6,900.00	
Special Grants.....		1,500.00	
Special Intermediate Schools.....		2,700.00	
			\$ 33,900.00
Total Amount Distributed.....	\$		79,515.00

EXPLANATORY

The Protestant Committee has decided that the columns showing the "Percentage in June Examinations" and the "General Percentage", taken by each school, shall no longer be published, as they seem to have been misinterpreted and to have led to an unhealthy rivalry between certain schools. These marks, particularly the "General Percentage" were never intended to be a measure of the educational efficiency of the school or of the work of the teacher, but rather to form the basis for the equitable distribution of the bonuses. The bonuses will still be given on the "General Percentage", to such participating schools as secure at least 60 per cent of the marks obtainable in the June examinations.

The "General Percentage" is found by taking one-third of the total number of marks which each school may receive, under the following scheme of marks determined by the Protestant Committee.

	Marks
1. Sufficiency of staff (Deductions are made for every pupil over 35 under one teacher).....	20

EXPLANATORY

2. Buildings (Inspector's Estimate)	15
3. Salaries (Minimum salaries as follows: In High Schools \$2500. for Principal, and \$1500. for next two teachers; In Intermediate Schools \$1200. for Principal, and \$750. for next teacher)	20
4. Furniture and apparatus (Inspector's estimate)	10
5. School Grounds (Inspector's estimate)	10
6. Noon supervision of pupils by member of staff	10
7. Adequate provision for hot lunch at noon	10
8. Pupils from outside municipalities (Full marks given to school having largest number; others pro rata)	20
9. Diplomas (All teachers to hold diplomas for Quebec)	10
10. Efficiency of staff (Inspector's estimate)	10
11. Inspector's estimate of six subjects upon which there is no examination in June, i. e. Reading, Writing and Book-keeping, Oral French, Physical Training, Vocal Culture, Drawing	35
12. Total number of pupils enrolled	15
13. Local effort to maintain schools (Tax of 10 mills gives full marks) . . .	15
14. June Examinations	100
	300

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