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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC

(Published Quarterly)

Old Series, Vol. LIV, No. 4.

New Series, Vol. IX, No. 4.

OCTOBER - NOVEMBER - DECEMBER, 1935

SPECIAL ARTICLES

**DR. PERCIVAL'S ADDRESS AT
MONTREAL ROTARY**

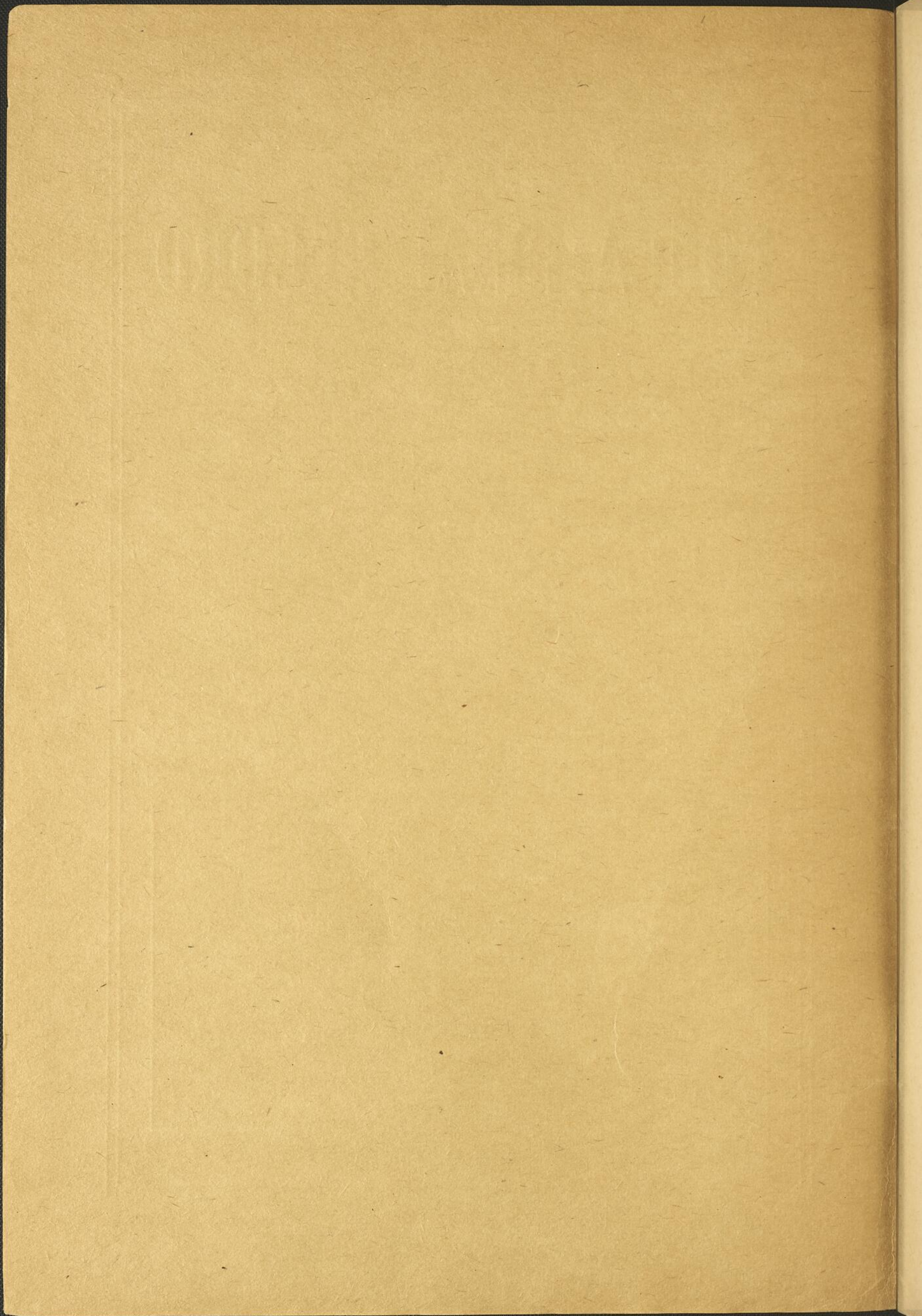
JUNIOR RED CROSS

SUPERIOR SCHOOL DIRECTORY

INSPECTORS' REPORTS

QUEBEC, QUE.

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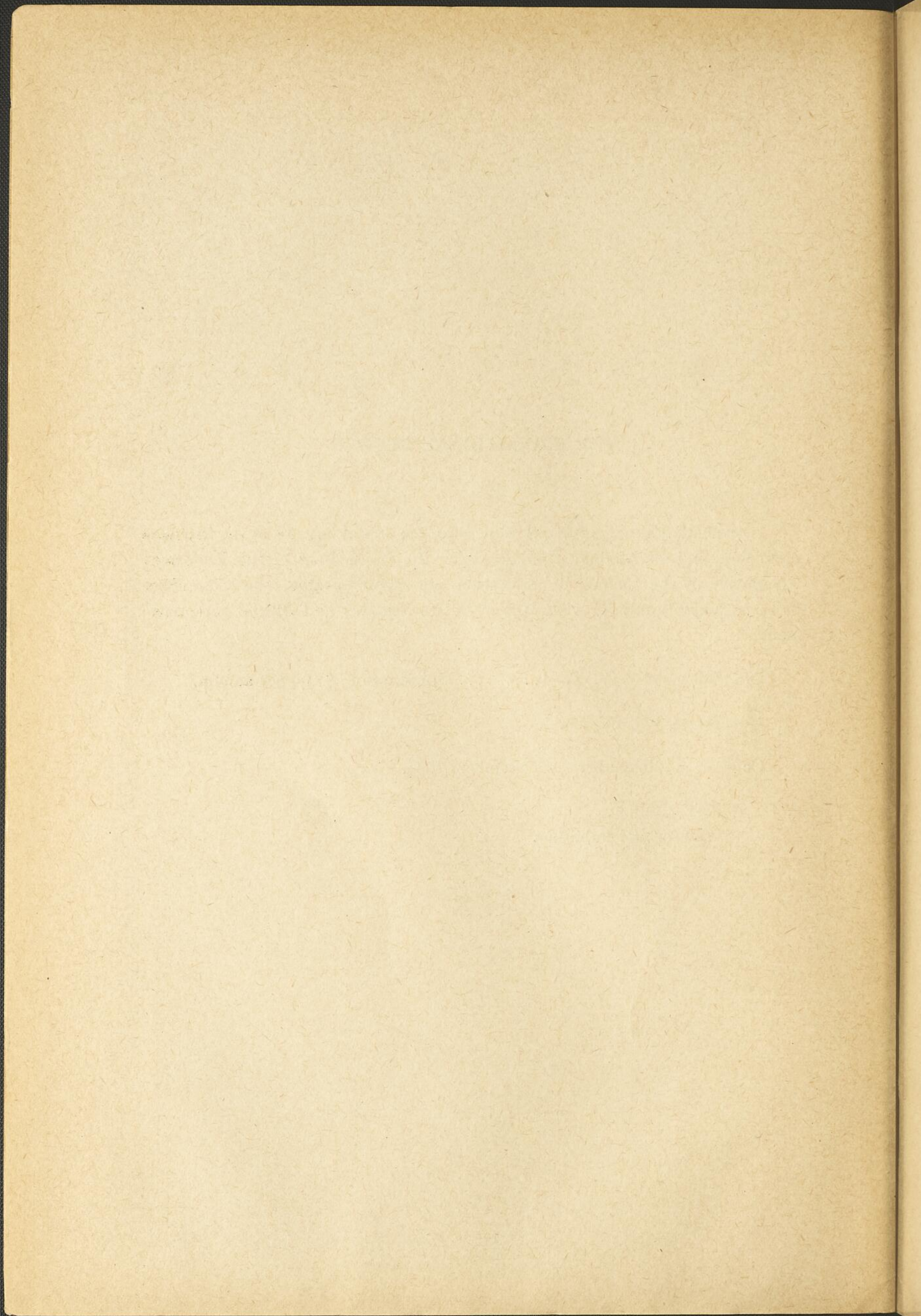
A quarterly journal in the interests of the Protestant Schools of the Province of Quebec, and the Medium through which the Proceedings of the Protestant Committee of the Council of Education are communicated, the Committee being responsible only for what appears in its Minutes and Official Announcements.

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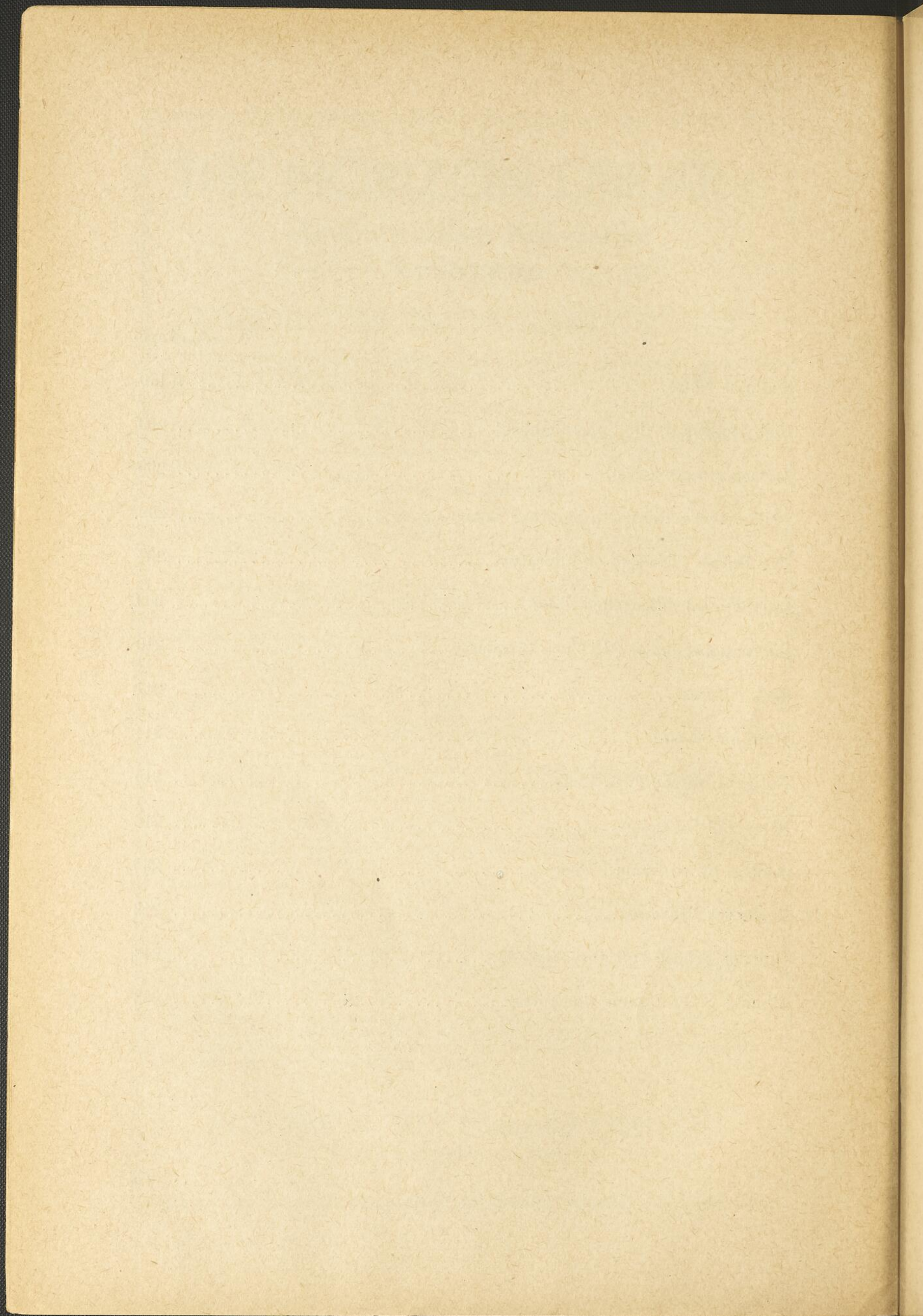
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EDITORIAL NOTES

School boards and teachers are again reminded this year the pension deduction from the teachers' salaries is now three per cent, and that the deduction applies to all lay teachers with or without diploma.

It is also necessary to remember that the boards have the right to make the deduction even if it is not mentioned in the contract.

With the improved business conditions now manifested all over Canada, an improvement in teachers' salaries should follow. It is most unfortunate that in every district of inspection but one in the Province, the Inspectors had to report lower salaries still in 1934-35.

A decided improvement in the appearance and suitability of rural schools has begun, thanks to the aid given

through the Provincial Government's Rural School Assistance Act. In time the general appearance of these schools will add a new attraction to the countryside.

It is curious how many teachers, after ten or fifteen years of teaching, and even less, apply to the Pension Commission for reimbursement of their pension stoppages, because they have ceased teaching to get married or for some other cause. The law has always been that reimbursement is made only when retirement is necessary on account of serious ill health, established by medical certificate on the form of the Commission. Previous to this year, the right existed after ten years of service; now it is after fifteen years of service and still decidedly on the sole ground that accident or serious ill health prevents further teaching.

HIGH HONOUR TO THE SUPERINTENDENT

On the recommendation of the Honourable R. B. Bennett, then Prime Minister, King George V., on the anniversary of his birthday, June 3rd last, conferred upon the Honourable Cyrille F. Delâge, Superintendent of Education, the high order of St. Michael and St. George (C.M.G.) in recognition of the good service that he has rendered in his important position. The Order was presented to him by Lord Bessborough, Governor General, on September 7th last, at Rideau Hall, Ottawa.

The distinction was well deserved, and gave pleasure to all the members of the Department of Education, over which he presides.

AN OPPORTUNITY SCHOOL

A book entitled "What is this Opportunity School? A Study of the Denver Tax-Supporter Institution," by Fletcher Harper Swift, Professor of Education in the University of California and John W. Studebaker, United States Commissioner of Education, Washington, D.C., is a revelation of marvels which have been accomplished in Denver, Colorado, by a school conducted by the school board of that city.

It was begun in a small way nineteen years ago by Miss Emily Griffith, an eighth grade teacher in a school in an industrial and foreign section of Denver. Miss Griffith had formed the habit of visiting the homes of the children who were absent from school, and there she became alive to the reasons which caused their absence. "In these homes", the pamphlet states, "she beheld poverty, distress, discouragement, despair". Unemployment was the basic cause of the condition, both in prosperous and hard times. By changing conditions in industry

men were thrown out of one kind of work and from lack of training could not obtain employment in other kinds of work.

The idea of an opportunity school, where men and women could be given instruction to fit them for different employment occurred to Miss Griffith, and by good fortune she was soon able to enlist the sympathy of employers, organised labour and social agencies. The City school board was then approached and convinced, and in 1916 an old school building was set aside for the purpose. Since then other and larger quarters were necessary and provided, and now a vast building is projected for the purpose.

The enrollment the first year was 2,398, and during the past eight year has exceeded 9,000 annually.

Not all the pupils are there at the same time. Some are employed partly or wholly during the day and these come at night. The day pupils, also, are

in different group kinds. In age the pupils range from young and underprivileged children to men and women over seventy.

Attendance is made to suit the pupils. The adjustment of the school to the pupil is what is aimed at, and on the blackboards is this notice:

"Enter your class whenever you can get here. We know you try to be on time."

Another tactful notice reads:

"A bowl of soup is served in the basement from 5.30 to 7.00 free.

This saves you time."

The range of business and trades taught is very wide ranging from Beauty Parlour, Acetylene Welding, Baking, Printing, plumbing and brick-laying to shoe repairing.

The real list is too long to quote, while there are courses in typewriting, shorthand, bookkeeping and so forth on to salemanship.

Sometimes a single day is sufficient

to put a pupil on his or her feet. Here is one case:

"One night at eleven o'clock Miss Griffith's telephone bell rang. A girl's plaintive voice said, 'I am going to lose my job in the tailor shop because I do not know how to tailor buttons.'"

"Be down at the school tomorrow at 7.30 and we will have someone to teach you."

"The young girl was on hand at 7.30 a.m. and remained until 6.00 p.m. learning to tailor buttons.

The next morning Miss Griffith called the employer and said, 'You must not discharge this girl. She has a lot of pluck and courage. She stayed away yesterday from your establishment and spent the whole day at Opportunity learning to tailor buttons.'

"All right", replied the employer, we will keep her."

Tact, kindness and good sense seem to mark all the activities of Opportunity School, and its spirit and practical objectives are good models for imitation.

THE CONTRIBUTIONS OF THE SCHOOL TO SOCIETY**by Dr. W. P. Percival,****Director of Protestant Education**

(Address to Montreal Rotary Club, October 1.)

Ratepayers and parents have a right to know what is being done with the thirty four million dollars that are being spent annually upon education in this Province. They may well ask what return Society is receiving for the expenditure, and what contributions the school is making.

Each high school graduate has had expended on him from \$500 to \$1,000 of the taxpayer's money, the amount depending upon the school through which he has passed. Is society obtaining value for its money?

The first answer to the question is a negative one. What would boys and girls be like if no public money were spent upon them? They would be members of a mass who would probably be illiterate or next to it, for fathers and mothers, uncles and aunts combined could not mould them into the shape into which they are formed by an organization such as the school. They would have time on their hands during their formative years and either some other educative organization would be necessary to improve them or some kind of police system would have to be requisitioned to keep them in order. Though they may have some outlet for their energies in the country, apartment house life in a modern city would probably be utterly impossible if thousands of undisciplined young people had every day free on which to expend their unbridled force. A generation of people who grew up without the schools would be the despair of their elders.

The second answer is a positive one. It is the duty of the school so to develop the youth that he will be a respectable member of society during childhood and adolescence and that he will be returned to society better intellectually and morally than he was received, in order that he may do his share in making the world a better place in which to live.

The school is continuing and supporting the work begun and continued in the home. In many cases, it is doubtless improving the home product. It is standardizing young people to a certain extent, but it is to be hoped that it is standardizing them upwards. Men and women are standardized in many ways. The clothes of men and those of women are fashioned along similar lines; their manners are patterned in the same mould; the codes of ethics in civilized countries are somewhat uniform. The customs and habits of children must be shaped to conform to type and good schools are setting good models.

But there are differences in children as there are in adults—differences that need to be retained. The school of today recognizes this as it has never done before. Some minds are acquisitive, some inquisitive. Some thrive on languages while others do their best work in the mathematical and scientific studies. Individual capacities that are in harmony with socially acceptable standards are of distinct benefit to society. These are being fostered by the schools. Only the large numbers of pupils in many schools are preventing the teachers from

providing suitable channels for all who have particular talents and bents. Though some levelling process is essential, it is of fundamental importance that the individual be not swamped in the mass.

The school is taking care of young people during a large part of their waking hours. The children are housed in sanitary quarters in school. Buildings are constructed to give to pupils the maximum amount of light for reading purposes so that their eyes will be saved as much as is possible under modern conditions where people are forced to use their eyes excessively. Care is taken to see that every faculty and every sense of the child is developed. Eye, ear, voice, hand, intellect, emotion, imagination, memory, are being trained in order to yield the fullest all round development. That stage has even been reached where certain creative abilities that children have are being strengthened.

In the schools, children are not only being taught facts and figures. They are also being urged to think and to help forward their own development. They are expected to understand and make themselves intelligible to others. They are expected to accumulate knowledge, not merely receive information as it is doled out to them. They are encouraged to be reflective in their thinking. An atmosphere is provided whereby pupils learn that to stick at it is the proper thing to do. They are also taught to appreciate the benefits of teamwork and interdependence. Each recognizes that he is in duty bound to pull his own weight. In addition, pupils learn to lead and how to follow a leader. Lessons of honesty, courage and fair dealing are being taught incessantly. The school levels the domineering and teaches the value of tolerance of the views and wishes of others. Part of the function of the school is to enable pupils to understand the world in which they live. Insofar as it teaches appreciation and understanding of life, it renders an invaluable service to society.

An ordered curriculum has been established which has been revised extensively in recent years. Its main purposes are to develop the intellectual abilities and appreciative tastes and to offer the young facilities for accumulating much of the wisdom of the ages. Though all this can by no means be absorbed by children, it is surprising how much they can learn under skilful direction and by means of a course of study that is made meaningful to them. The scraps of information that were considered adequate in earlier times do not suffice today. During the past century in particular the world has been rushing along at a pace that even well-read people scarcely realize. For example, the number of valuable scientific inventions and discoveries enunciated in the first fifteen centuries of the Christian era is put down as being less than 100. In the next 300 years, to the end of the eighteenth century, the number grew till it reached about 1000. During the nineteenth century this figure was multiplied by five. It is difficult to conceive that in one century the number of important inventions and discoveries made is more than fifty times those originated in 1500 years. Since the dawn of the twentieth century that pace has been still further accelerated. Small wonder, therefore, that people live in a maze, that they crave excitement and constant stimulation, that they itch for change. Instability surrounds us. We breathe it in the air. There is no time to digest one advance of science before another amazing invention bursts in upon us.

The school is one of the institutions of modern society that has justified its existence to such an extent that no thoughtful person wishes seriously to

curtail its services. It is the creation of civilized man to ensure the best collective procedure for the training of youth. The progress made during the past generation has been so great that usually well-informed persons scarcely recognize the extent of the development. An example of this is the advance made in the number and quality of the Protestant schools of Quebec during the past fifty years. Then only 33,000 pupils were in our schools compared with the present enrolment of 78,000. In the Protestant High Schools and Academies of that time only 3,000 pupils were registered against the 20,000 of today. From all the government High Schools of the Province of Quebec in 1887 only 95 students wrote the A. A. Examinations. Last June, those who wrote the High School Leaving Examinations numbered 1362 an increase of over 1300 percent. In each of six large High Schools in the Province over a 1000 pupils are registered.

In spite of many individual and perhaps some collective exceptions, it is none the less true that people have never desired greater advantages for their children than the present generation of parents. Never have desires, in this respect, found more tangible expression. Never has more thought been devoted to the improvement of the schools nor greater care given to the construction of school buildings and their equipment, the enrichment of the curriculum and the raising of the qualifications of teachers. Never has so large a percentage of young people been privileged to attend school and college for so protracted a period as those of the present generation.

The highest objective at which one can aim is the welfare of the young. This is a basic urge or instinct and also, at the same time, a product of the highest thought and intellectual vision of which human beings are capable. Based on two such springs of action it is natural that the more refined man becomes the more he should endeavour to educate the younger generation to the greatest degree within his power. Unfortunately, this objective is opposed by the hoarding instinct and some people do not care to pay for the benefits received, especially if it is thought to be received by those that do not belong to them.

During recent years, the attitudes even of those who are usually well disposed towards education have been tested. Hit by the fury of a depression so violent in its nature that it almost knocked the mental props from under the feet of the most calculating, there were those people who sought almost any port in the storm. Expenditures for education were great. These provided ready means for retrenchment. So the pruning knife was used—at the expense of those who were too young to demur. Forces were at work, and still are active, that are trying to deflate education, not realizing that any agent or agency which works to the disadvantage of the young affects the roots of civilization. Evil effects upon the children were not considered sufficiently to prevent the retrenchment. In this Province the results of such actions have been serious but, fortunately, much good judgment has been shown in the most influential quarters and the damage done has been by no means irreparable. Now that the force of depression is spent, much greater efforts should be made to advance Protestant education in Quebec.

Education has not stood still in Quebec in spite of the financial restrictions imposed during the last five years. In addition to other improvements, the training of the teacher has been vastly bettered. The length of the teacher-training course for the lowest grade of diploma has been doubled, the entrance

requirements for the majority of the teachers have been strengthened, and the course leading to the High School diploma is being rapidly placed on a post-graduate basis. The people of Quebec should understand the beneficial effects that these advances will have upon children. Those in close contact with the schools know it. One inspector, for example, in his latest report says: "The 1934 graduates, who taught this year, showed unusual ability." For once, the public are getting something for nothing. They are receiving service from persons better trained, at salaries less than those formerly paid to teachers less prepared—salaries that are lower than the training warrants.

The education needed by teachers is more extensive now than formerly because the claims made upon them are much greater. In particular, not only the three R's are now taught, even in the primary grades. History, Geography, French, Spelling, Composition, Nature Study, Hygiene, Music, Physical Training, Morality, Manners, Co-operation, all are demanded in the junior classes. What kind of a world the children will face when they are in the shoes of their elders it is difficult to conceive. That it is growing more complex no reasonable being doubts. That the simple elements taught in school to our forefathers will suffice for our children can be alleged by no serious person.

The physical plant has not been seriously neglected in Quebec during the depression period, as it has been in many other places. Due to decreasing revenues, many necessary alterations have not been made to some buildings, and other structures that are greatly needed have not been built. Many High Schools in the Province, however, have been completely renovated and several stately new buildings have been erected. The new consolidated schools are giving increased facilities to thousands of pupils. Through the Rural Schools Assistance Act, many new rural elementary schools have been built that are artistic in appearance, well constructed, hygienic and meet the needs of pupils in communities that are more or less isolated. At the present time, a campaign is being prosecuted with vigour to beautify buildings and grounds as well as to improve conditions that in many instances have been deplorable and which, in addition to offending good taste, have been a menace to health and good morals.

The value of the school to Society is not measured entirely by the number of pupils in attendance, by the training of the teachers, by the course of study or the appearance of the buildings. It is measured much more accurately by the qualities produced in the student, the broadened imagination, the refinement of the taste, the deeper appreciations of life, the upbuilding of sterling character. In good schools, the differences are pointed out constantly between beauty and ugliness, taste and inelegance, refinement and coarseness. Insofar as the school can make the youth desire the better and reject the worse, its contribution to Society becomes valuable.

Probably one of the greatest aims of the school is to contribute to human happiness. Happiness is never obtained from vacuity and poverty of intellect. Happiness is an emotion. It is a state of well-being caused by sensations of a pleasing nature. Happiness comes most to persons who achieve. The business of the school is to awaken the intelligence and thereby cause children to feel more keenly. In doing this, good teachers at the same time teach the fundamentals on which happiness is built. They teach duty to King and country, to God and one's neighbours. They point out that happiness is founded on

morality and right relationships. They show why honesty is the best policy. They teach the lesson of history that the day will never pass when virtue will yield satisfaction and badness will produce its qualms. They inculcate good habits, attitudes and ideals in impressionable children whom they influence for thirty or more hours a week. They try to develop every positive angle of the young people's beings.

The schools of this country contain hundreds of thousands of magnificent boys and girls, young people in whom the spark of humanity is well kindled and the fire of divinity gleams. What they need and need so keenly are the right influences now. They require opportunities for development, however—opportunities given without stint, so that they may pass from one to the other and glean this and that necessary quality as the chances are presented to them. A little elementary education is not sufficient. We must raise our voices in violent protest against those who attack the dignity of the teaching profession and attempt to lower its standards. A humdrum thirty-dollars-a-month-girl, with her own mind little cultivated, and with little or no professional background, elevated from domestic drudgery to the dignity of a class instructor will never be able to raise the children of this country to the spiritual level demanded by thinking Canadians who are proud of their heritage and who wish to see the prestige of the Dominion further increased. Those who think that the teaching profession is for those who can do nothing else have no idea of the responsibilities carried by these guides of youth. It must be preached from the housetops that the businesses of selling hardware, foodstuffs, clothing, radios and automobiles are not more worthy than that of teaching. When this is recognized, such occupations will not claim all the cream of manhood but teaching will get its due proportion. Many of the best men and women are in the ranks of the teachers. But of these there are not nearly enough to meet the demand. The number of good men teachers, particularly, is wholly inadequate. Boys need to develop manly characteristics and they need the influence, force, and association with men teachers to assist in their proper development.

The problems in education are many—and they are huge. In spite of the progress made, there is reason for much anxiety concerning the future welfare of the school in this Province. Though the attraction of the school has increased, much more remains to be done to induce pupils to attend in larger numbers and to remain there for a greater number of years. Though provision is made in the course of study for diversity of subjects, the offerings in many schools are not sufficient to attract all who should profit by them. Moreover, sufficient provision is not being made for all classes of pupils. Neither the very bright nor the very dull are catered to as well as a really intelligent race of people should provide for them.

If schools are to be buffers against ignorance, selfishness and crime and if they are to open a boulevard to culture, magnanimity and lawfulness, the public must show still further interest in them. If democracy is to succeed, the youth of the land must be given increasing opportunities to become more intelligent. In order to accomplish such a purpose, however, the men and women of this generation must show their intelligence by supporting more liberally the school and by encouraging more sincerely its Public Servant Number One, the teacher.

THE BRITISH DIRECTORS OF EDUCATION

Under the auspices of the National Council of Education a group of very prominent Directors of Education from England, Scotland and Ireland crossed Canada, under the guidance of Major Fred J. Ney, the Honorary Organizer. The Directors occupy very high positions in the Mother Country—each having large areas under his control.

The following is the list of the members of the group: G. T. Hankin, Staff-Inspector, Board of Education, Whitehall; D. D. Anderson, M.C., H.M. Inspector of Schools, representing the Scottish Department of Education; W. D. Cousins representing Northern Ireland; T. J. Rees, Director of Education for Swansea, nominated by the Welsh Department of Education; W. A. F. Hepburn, M.C., Director of Education for Ayrshire, nominated by the Scottish Association of Directors and Secretaries for Education; Dr. J. E. Smart, Director of Education for Acton (London W.3.); W. A. Brockington, C.B.E., Director of Education for Leicestershire; F. H. Toyne, Education Officer for Brighton, nominated by the English Association of Directors and Secretaries for Education; E. M. Rich, Education Officer for London; E. Salter Davies, C.B.E., Director of Education for Kent; Thos B. Tilley, Director of Education for Durham; J. A. Peart, Director of Education for Winchester, nominated by the Overseas Education League.

Early in September the Directors arrived at Quebec, and immediately left for the long western visit. They returned to Quebec on October 23rd and were entertained at various functions until they left on the Empress of Britain on the evening of the 25th. The first visit at Quebec was to the Lieutenant-Governor and Madame Patenaude at Spencerwood, where they were graciously entertained at tea. The same evening they were the guests of the Department of Education at dinner at the Garrison Club. The address of Hon. Mr. Delâge, Superintendent, on this occasion in French and English was much appreciated. He said:

Gentlemen,

It is my privilege—a privilege I am using tonight with pleasure and pride as Superintendent of Education in this Province where there is no Minister of Education, and also as the executive Head of the Provincial Department of Education—to extend to you on behalf of my Department, on behalf of this Province, in its capital the City of Quebec, the heartiest welcome, and I need not remind you that Quebec, my native city, is the oldest and the cradle of civilization in this country.

Two months ago, Gentlemen, you arrived here, but departed on a long trail, informing me that you would return to us and then extend your visit in our midst. You have kept your word: you are within our walls. Again, you are most welcome.

Thanks to your knowledge and experience, you have learned, no doubt, that education occupies a large place in our minds, that it is one of our constant preoccupations, that it is held in honour and that we do not spare either effort or sacrifice in order to assure its prompt and successful development.

You have also learned that we have the same difficult problems to solve, that we desire, like you, to give to the rising generation that intellectual and moral training that the world conditions make so necessary everywhere at the present time, more necessary than at any previous period of history.

We are glad to have given you a proof of our interest in educational matters, to bring our modest contribution to the solution of the serious problems of the present time.

Your visit to Canada has already shown you that there are differences in the practical working of the schools and educational institutions generally; that there is a difference in the emphasis upon certain subjects in our schools, and so forth, but these arise from certain Canadian needs that are not so much required in Great Britain.

In this Province you have seen that our system is dual, on religious grounds, but the experience of ninety-one years, the first workable Education Act having been passed in 1846, incidentally 34 years before the Forster Act in England, this long experience, I say, has shown that the dual system in this Province has worked successfully, and has cemented the two chief races together in good will rather than in sundering them apart. It is our pride that the religious minority enjoys and has enjoyed—full privileges in their schools; and by so doing, in my humble opinion, we have contributed to progress, prosperity and the happiness of our great country, our beloved Canada, one of the glories of the British Crown.

Gentlemen, the French Canadians, my fellow countrymen, love Canada; it is their Country. They are also happy to live under the British flag, hoping to live long if not forever under it. The one thing they ask is the respect of the letter and the spirit of the Constitution. Of course, they are pleased to hear such compliments as that "they are a sheet anchor", that they have a deep sense of duty, the respect for law, but they are more desirous always to deserve the praise.

Our mother countries, France and England, were long, too long, bitter enemies, but a King, Edward the Seventh, whose memory is particularly dear to you, is dear to us as the father of the Entente Cordiale, and as a result the two countries fought victoriously side by side on the fields of Europe for the cause of right, justice and civilization. May history repeat itself upon this continent. And may the spirit be manifest in our national system of Education.

In closing my remarks, gentlemen, allow me to say that your visit has been a pleasing one. We deeply appreciate it and it will remain memorable in our annals.

Gentlemen, my best wishes for a safe return and for success in the fulfilment of the duties of your important function as leaders of Education in our great country and in the Empire.

Dr. Percival presided at the dinner and other guests were the Hon. R. F. Stockwell, Hon. Frank Carrel, Rt. Rev. Philip Carrington, Lord Bishop of Quebec, Professors Hughes and Southam of McGill University; Messrs. C. M. de R. Finnis, B. O. Filteau and J. C. Sutherland.

INTERNATIONAL JUNIOR RED CROSS**ROLL CALL ON NBC OCT. 30**

(Past, but worth recording)

Six nations will respond to an international Junior Red Cross roll call in four languages from seven cities during a special broadcast over an NBC-CFCF network on Wednesday, October 30, at 2.00 p.m. E.S.T. The children and young people of fifty-one nations with a membership totalling over fifteen million are now enrolled in the Junior Red Cross. Officials of the Red Cross will speak from Japan, Czecho-Slovakia, France, England, Canada and the United States.

The first response to the roll call will be from Ryoitchi Aijitsu of the Japanese Junior Red Cross, from Tokyo. His talk will be translated into English by Prince Tokugawa, President of the Red Cross of Japan and uncle of the Emperor.

Vera Praskova of the Junior Red Cross of Czecho-Slovakia, will speak from Prague. Her address will be translated into English for the American audience by Alice Masaryk, Chairman of the Czecho-Slovakian Red Cross and daughter of President Masaryk.

France's participation in the programme will be an address by Marcelle Thiedot of the Junior Red Cross, speaking from Paris. Colonel Francis De Witt-Guizot, Vice-President of the Junior Red Cross will give a summary in English.

The names of speakers who will represent England have not yet been announced. They will however, talk from London.

Addresses by speakers on this side of the Atlantic will originate in three cities. In Montreal the speaker will be Joan Storey of the Junior Red Cross of the Montreal High School. She will be introduced by Norman Sommerville, Chairman of the Canadian National Organization. Charles White of the Elliott Street School, Newark, N. J., will speak from the New York studios.

The conclusion of the half-hour broadcast will be an address by Admiral Cary T. Grayson, Chairman of the American Red Cross, from Washington, and of the Board of Governors of the League of Red Cross Societies.

The United States Marine Band in Washington, D.C. will play the music of the national anthems of the various speakers.

INTERNATIONAL JUNIOR RED CROSS BROADCAST**October 30th—2.00-2.30 P. M.****FROM MONTREAL OVER CFCE**

Canada, the Land of the Maple Leaf, sends greetings to the fifteen million Juniors in the 51 countries united under the Red Cross Banner.

It is a pleasure for me and my fellow Canadian members, numbering three hundred and twenty-five thousand, to speak to you, who are many miles away. We Canadians are deeply interested in the boys and girls of other lands and believe that the Junior Red Cross can promote international friendship and make war a thing of the past.

We read in our magazine of the activities of Branches in other countries and find that they are much the same as ours. We have the same programme—health, service and international friendliness. Healthful living is our first responsibility. Then come the improvement of living conditions for our community and the health of those less fortunate than ourselves.

Winter in Canada is close at hand. Already the nights are cold and frost is in the air. With the snow come the winter sports, skiing, sliding, skating and hockey, but winter also means hardship for many. Some Branches will provide hot lunches, while others will save their money for hospital treatment for sick or crippled children, over twelve thousand of whom have been cared for by Juniors since 1919.

Thus, by protecting our own health and that of others, we hope to become good citizens of Canada and of the world.

Our emblem stands for peace and good-will. Our Motto is "I Serve." Our movement knows no international boundary. It embraces all religions. It helps to build up and make strong the youth of to-day, the leaders of to-morrow. May we all unite in the great cause of health, service and friendliness.

This message is the composite work of approximately fifty Branches of the Junior Red Cross of Barclay School and the Montreal High School.

BOOK NOTICES

The Beacon Study Readers:—

First Lessons.

Book One.

Book Two.

Book Three.

Book Four.

Book Five.

This series is published by Ginn & Company, Limited, of London and Montreal. The editor is Mr. Frank Roscoe, M.A., Secretary of the Teachers Registration Council, and formerly Lecturer in Education and Head of the Training College for Men, University of Birmingham. The First Lessons and Books One or Two are admirable for the pupils in the first grades, the coloured pictures being in good taste from every point of view. The three higher books are equally interesting for the pupils in the higher elementary grades, and contain instructive illustrations.

Above all, progressive teachers will be interested in the General Introduction by Mr. Roscoe, printed in each book, together with a final paragraph on the place of that particular book in the graded series. The teaching of reading is generally a difficult matter, and many are the theories as to method. Mr. Roscoe does not trouble to analyse or compare these methods, but his clear presentation of the essentials of a good right way is such that most teachers will recognise its value at once.

Teaching Creative Art in Schools. By Rosalind and Arthur Eccott, A.R. C.A. 79 pages. Illustrated. London: Evans Brothers Limited. Toronto: Moyer School Supplies, Limited.

This is an attempt to show that very young children may be taught to ex-

press themselves artistically if given free bent. Many of the examples, however, are to be regarded as unconvincing; they are too much in the line of the recent adult art work in the world, which seems to be based upon rebellion against Art. The word "creative" is today frequently used as mistakenly as Carlyle had to show nearly a century ago that the word "original" was misunderstood.

Blackie's Senior Histories.

Book One. England in Early Times. 55 B.C.—A.D. 1485. By Marion Flavell, Formerly Head Mistress of Windsor Street Girls' School, Birmingham, and S. E. Matts, Head Master of Gower Street Senior School for Boys, Birmingham. 190 pages. Illustrated. Price 85 cents. Toronto: Blackie & Son (Canada) Limited. Book Two. England Under the Tudors. 1485-1688. By the same authors. 223 pages. Illustrated. Price 90 cents. Toronto: Blackie & Son.

Book Three. England in Modern Times. 1688 to the Present Day. By Amy M. Mobbs, B.A., History Mistress of Grosvenor Street Senior School, Birmingham. 256 pages. Illustrated. Price \$1.10. Toronto: Blackie & Son.

This English History in three books is based, according to the preface, on the Board of Education (England) Handbook of Suggestions for Teachers, and in our opinion the worth of the official suggestions for the teaching of history is well proved in the result attained in this valuable set. The three books are suitable as a class history or as supplementary reading, while the

questions and extracts from contemporary writers at the ends of the chapters are most useful for the teacher. The whole work is well balanced. The historical facts which matter most are presented, while the social, political, industrial and economic developments of the country are exhibited in their right connection and in a manner to attract the pupils. It is plain that the authors have written from a class experience of a highly successful character.

The Kingsway Book of Cookery. By Dorothy Bell, Organising Inspectress of Domestic Subjects, Gloucester County Council. Price 20 cents. London: Evans Brothers. Toronto: Moyer School Supplies, Limited.

Intended to raise the standard of craft in cookery, while at the same time, by its approach through reasoning, it should give a more intelligent grasp of the subject than an ordinary cook book can do.

The New Method English Dictionary. By Michael Philip West, M.A., D. Phil. Research Professor of Education in the Ontario College of Education, University of Toronto. Lately of the Indian Education Service and James Gareth Endicott, M.A., of the Canadian Mission, Chungkin, Sze, China. With illustrations. 342 pages. Price 50 cents. Toronto: Longmans, Green & Co.

This English dictionary is one for foreign students. As the preface explains, it teaches the foreign-born pupil the meaning of words and idioms which he does not know by means of words which he knows. An entirely new system of pronunciation is adopted, whose merits will be best judged by the teacher who has foreign pupils to guide.

Figures are used according to scales given at the front of the book. The short vowels are indicated by one figure, thus 'hat' is 3, but the longer 'hard' is 44. Hence 'land' is 3 and 'last' 44.

The explanations of words were written with a vocabulary of 1490 words. Hence highly technical words do not appear in the definitions.

The Fourth Book of the School Concert. Edited by Mary Richards. London: Evans Brothers, Ltd. Toronto: Moyer School Supplies, Ltd.

Includes directions and music for songs, dances, singing games, marches, recitations, pageants, plays and so forth. A most helpful production for these features of school life.

A Book of Nature Stories. By Walter M. Gallichan and Gladys Davidson. Illustrated. 240 pages. Price 65 cents. Toronto: Blackie & Son (Canada). Limited.

World wide animals described in stories to interest the young.

People of Bygone Days. Book One. By Dorothy King. 143 pages. Price 55 cents.

Book Two. Long Long Ago. By Dorothy King. 160 pages. Price 60 cents.

Book Three. How the English Became One People. By Ian G. Hislop, M.A., 160 pages. Price 65 cents.

Book Four. The Growth of Modern Britain. By Ian G. Hislop. 192 pages. Price 70 cents.

These four books form Blackie's Junior Histories, (Blackie & Son (Canada) Toronto).

Each book is illustrated. Exceedingly well-told matter for supplementary reading in history.

Round the Council Fires. By Mary Weekes. 113 pages, illustrated. Price \$1.25. Toronto: Ryerson Press.

Interesting sketches of leading Indian warriors in Canada, from the Atlantic to the Pacific, in their struggles against the white man from the days of De Monts to the Northwest Rebellion.

World Affairs is the title of a new publication for teachers, undertaken at the request of the Dominion Educational Association at its last general meeting, and made possible by the cooperation of Messrs. J. M. Dent & Sons. The objective of this monthly paper is

to afford to teachers information on world affairs and current events of importance to pupils. The September and October issues contain instructive articles on the attack of Italy on Ethiopia, as well as other news items. World Affairs is published at 26 Grenville Street, Toronto. The price is ten cents per copy or one dollar per year.

Verendrye. A Poem of the New World. By A. M. Stephen, 66 pages. Toronto: J. M. Dent & Sons, Limited.

Mr. Stephen has done much good work in prose and verse, but we think he has excelled himself in poetic expression in "Verendrye". Throughout this poem we are irresistibly reminded of the richness of Keats in thought and form. Specimens might be chosen everywhere, but we select these stanzas as showing the good rhythm and the clearness of the picture conveyed in words:

At times a moving thunder shook the gloom
 Below him and, in dusky clouds, a herd
 Of bison stumbled through the night like doom
 Or the blind tread of marching fate that stirred
 The echoes, then was lost in space so vast
 He only knew some mystery had passed.

The dim plain, like a mighty scroll unfurled,
 Streamed eastward to the fading line of stars
 Where dawn's grey portent rimmed the sleeping world
 But, in the west, like cold bright walls that bar
 The heavenly glories from our mortal sight,
 The Shining Mountains lay empearled by light.

A clouded splendour, then a dazzling sheen,
 They swept towards him as he rose to heights
 Of limpid air that shimmered chill and keen
 With broken moonbeams, dusted gleams and lights,
 Then, like the sparkling suns within the Milky Way,
 The peaks shone regnant in their stern array.

MAPS FOR SCHOOLS

(Department of the Interior, Ottawa)

TOPOGRAPHICAL AND AIR SURVEY BUREAU

When required for the official use of schools, one copy each of any of the following maps may be obtained free of charge upon application by the Principal or Teacher of the school:—

- Railway Map of Canada, scale 100 miles to an inch,
- Resources Map of Canada, scale 100 miles to an inch,
- Vegetation and Forest Cover Map of Canada, scale 100 miles to an inch,
- Map of the World showing Trade Routes,
- A topographic map including the particular school district where such is available.

The following maps of the Dominion of Canada, and of the various provinces are now sold at the following prices; when any of these maps are applied for as above for official school use a special discount of forty per cent will be allowed:

	Price
Railway Map of Canada, scale 60 miles to an inch.....	\$0.50
Mounted with rollers.....	.75
Resource Map of Canada, scale 60 miles to an inch.....	.50
Physical Map of Canada, scale 60 miles to an inch.....	.50
Mounted with rollers.....	.75
Railway Map of Canada, scale 35 miles to an inch, sheet.....	.35
(in four sheets)—set.....	1.25
Orographical Map of the Dominion of Canada and Newfoundland, scale 125 miles to an inch, size 25½" x 32".....	.15
Map of Alberta, (North and South Sheets), per sheet, scale 12½ miles to an inch.....	.25
Map of Manitoba, (North and South Sheets), per sheet, scale 12½ miles to an inch.....	.25
Map of Saskatchewan, (South Sheet), scale 16 miles to an inch.....	.25
(The North Sheet of Saskatchewan will not be issued for some time.)	
Map of British Columbia, scale 25 miles to an inch.....	.35
Map of Ontario, scale 35 miles to an inch.....	.35

Map of the Quebec and Maritime Provinces, scale 35 miles to an inch35
 Map of New Brunswick, scale 7.89 miles to an inch25
 Map of Prince Edward Island, scale 3.95 miles to an inch25

Detailed maps on larger scales are also issued of various parts of Canada at a price of twenty-five cents per map. Information in regard to these may be obtained on application.

All application should be made to the Surveyor General, Topographical and Air Survey Bureau, Department of the Interior, Ottawa.

NOTICE OF MOTION

Whereas during the past year the Corporation of McGill University has been abolished, and whereas in consequence the office of Representative of the Provincial Association of Protestant Teachers on that body has been discontinued, I hereby given notice that I shall move that Section IV (a) of the Constitution of the P. A. P. T. be amended by the deletion of the words "Representative on the Corporation of McGill University"; also that Section IV (b) of the Constitution be amended by deletion of the words "the Representative on the Corporation of McGill University and", the deletion of the words "the office of Representative on the Corporation of McGill University shall be held for a period of three years beginning with the month of September following election"; the deletion of part (e) of subsection (e) of Section 1 of Section II of the By-Laws of the P. A. P. T. re duties of Representative on the Corporation of McGill University; together with the deletion of the words "the Representative on the Corporation of McGill University" as given in Section (4) of Section II of the By-laws of the P. A. P. T.

(Signed) H. G. HATCHER.

INSPECTOR BRADY

Sir,

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

STATISTICAL SUMMARY		1934-35	Totals
1.— <i>Number of School Municipalities:</i>			
a) Under control of commissioners.....		18	
b) Under control of trustees.....		16	
Total.....		34	
2.— <i>Number of Schools:</i>			
a) Elementary: Urban, 29; Rural, 35.....		64	
b) Non-subsidized independent institutions.....		3	
Total.....			67
3.— <i>Number of teachers:</i>			
a) Male teachers.....		34	
b) Female teachers: Urban, 292; Rural, 36.....		328	
Total.....			362
4.— <i>Average salaries in the schools under control:</i>			
a) Male teachers: In elementary schools.....		1,846.97	
b) Female teachers: { In elementary schools: Urban, \$1,103.62 ...		1,025.00	
{ In elementary schools: Rural, \$ 373.57 ...			
5.— <i>Number of children of school age: (census) (according to secretary-treasurer's reports).</i>			
a) Boys from 5 to 7 years 1293	Girls from 5 to 7 years 1165....	2448	
b) Boys from 7 to 14 years 5706	Girls from 7 to 14 years 5367....	11073	
c) Boys from 14 to 16 years 1687	Girls from 14 to 16 years 1557....	3244	
d) Boys from 16 to 18 years 1346	Girls from 16 to 18 years 1241....	2587	
Total.....			19362
6.— <i>Number of pupils enrolled:</i>			
a) In the elementary schools.....		10859	
b) In the non-subsidized independent institutions.....		106	
Total.....			10965
7.— <i>Average attendance: (in percentage)</i>			
a) In the elementary schools.....		87.5	
b) In the non-subsidized independent institutions.....		71.2	
c) Average general attendance.....		87.3	
8.— <i>Classification of pupils:</i>			
In Kindergarten.....		31	
In Grade 1.....		1933	
In Grade 2.....		1581	
In Grade 3.....		1713	
In Grade 4.....		1578	
In Grade 5.....		1659	
In Grade 6.....		1437	
In Grade 7.....		1017	
In Grade 8.....		16	
Total.....			10965

GENERAL REMARKS

This district includes the Protestant elementary schools of the Island of Montreal, exclusive of Montreal city, and those of the counties of Beauharnois, Chambly, Chateauguay, Huntingdon, Laprairie, Napierville, Soulanges, Two Mountains and Vaudreuil. I also inspect on behalf of the Department of Indian Affairs, Ottawa, one school at Caughnawaga and two at Oka.

Qualifications of Teachers.—This year, of the 358 teachers in the schools under control, only 17.3 per cent held certificates of lower grade than the Intermediate. Holders of High School diplomas, either permanent or interim, numbered 27. An increasing number hold diplomas of advanced standing as a result of attendance at summer school.

Salaries.—It is an unfortunate fact that as the professional status of the teachers increases their salaries tend to decrease. Average salaries of both male and female teachers in urban schools show a decrease of approximately ten per cent from last year's figures. In the rural schools, where the teachers had already suffered a drastic reduction, the average salary is about $2\frac{1}{2}$ per cent lower than last year's.

Length of Session.—The usual length of the school term in this district is ten months, but a few weaker municipalities have short-term schools. Seven schools ran for 9 months, three for 8 months, while one very small school was in session for only 5 months. In four of these schools the session was formerly 10 months but has been shortened on account of a dwindling income.

School Property.—The urban school boards all keep their buildings in very good repair. This care is not nearly so apparent in the rural sections of the inspectorate, especially in the last five years, although there are notable exceptions. No new schools were erected this year. Repairs were made to fourteen buildings, at a total cost of \$3,638.81.

Conferences.—In spite of the fact that no funds were available for travelling expenses for the teachers attending, it was decided to resume the holding of the Autumn conferences, as both teachers and inspector found their omission a disadvantage. These were held at Hemmingford, Rockburn, Huntingdon and Montreal. At the latter centre the Assembly Hall in the Board's new Administration Building, was kindly placed at our disposal and a joint conference was held with Inspectors King and Wells. Practically all teachers called were in attendance at these meetings.

Obituary.—One of the teachers in Riverview School, Verdun, Miss Margaret H. Lindsay, passed away very suddenly near the close of the session. The members of her family, the staff and her pupils have our sincerest sympathy.

Progress.—In general, a better type of teaching than in previous years is to be found throughout the inspectorate. Nearly all the teachers show a tendency

to improve their methods and to become familiar with modern practices. Good use is being made of the Professional Library provided by the Department of Education. Many class-rooms and some school grounds have been made very attractive. The Junior Red Cross continues its excellent work in practically all the schools.

Strathcona Trust.—The prizes and certificates for excellence in physical exercises are recommended as follows:

Hemmingford No. 11, Miss J. V. Jackson; Havelock No. 3, Miss L. E. Winter; Elgin No. 4, Miss M. E. McGerrigle; Grande Fresnière, Miss G. M. Cummings.

III.—CLASSIFICATION OF MUNICIPALITIES

Excellent.—Coteau St. Pierre, Hampstead, Pointe Claire and Beaconsfield, Verdun, St. Lambert, Longueuil, Lachine, St. Bruno, Grande Frésnière, Pointe aux Trembles, St. Hubert.

Good.—St. Jean Chrysostome, Laprairie.

Fair.—St. Louis de Gonzague, Hinchinbrook, Delson Junction, Elgin, Franklin, St. Anicet, Hemmingford, St. Canute, St. Telesphore.

Poor.—St. Urbain, Havelock, St. Constant, Napierville.

I have the honour to be, Sir,

Your obedient servant,

W. H. BRADY,
Inspector of Schools.

INSPECTOR H. A. HONEYMAN

Sir,

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

STATISTICAL SUMMARY		1934-35	Totals
1.—Number of School municipalities:			
a) Under control of commissioners.....		30	
b) Under control of trustees.....		12	
Total.....			42
2.—Number of schools:			
a) Elementary....		94	
Total.....			94
3.—Number of teachers:			
a) Male teachers.....		8	
b) Female teachers.....		86	
Total.....			94
4.—Average salaries in the schools under control:			
a) In elementary schools.....		\$363.75	
b) In elementary schools.....		428.00	
5.—Number of children of school age: (census) (according to secretary-treasurer's reports).			
a) Boys from 5 to 7 years	237	Girls from 5 to 7 years	217
b) Boys from 7 to 14 years	942	Girls from 7 to 14 years	913
c) Boys from 14 to 16 years	223	Girls from 14 to 16 years	236
d) Boys from 16 to 18 years	128	Girls from 16 to 18 years	113
Total.....			3009
6.—Number of pupils enrolled:			
a) In the elementary schools.....		1790	
Total.....			1790
7.—Average attendance: (in percentage)			
a) In the elementary schools.....		73.1	
b) Average general attendance.....		73.1	
8.—Classification of pupils:			
In Grade 1.....		451	
In Grade 2.....		223	
In Grade 3.....		218	
In Grade 4.....		255	
In Grade 5.....		224	
In Grade 6.....		218	
In Grade 7.....		192	
In Grade 8.....		5	
In Grade 9.....		3	
In Grade 10.....		1	
Total.....			1790

In the foregoing statistical report, the pupils who attended the Shawville High School and the Campbell's Bay Intermediate are not included. That would make the disparity between the census figures and the enrolment somewhat less.

GENERAL REMARKS

Extent of the Inspectorate. The district comprises the Protestant elementary schools of the Counties of Pontiac, Gatineau, and the municipalities of East, West, and North Templeton, of Buckingham Canton, Portland West, High Falls and Bowman and Denholm, all in the county of Papineau.

Number of Schools:—There were ninety-four schools in operation during the year, but several of these were not open the full term of ten months. In Northfield and Wright, for example, the one teacher taught five months in one district and the other five in another. Similar plans were carried out in Aldfield, dist. and Northfield Centre. The school board in Aumond Canton did not open the school at all. That is a hopeless case.

A new school house was built in the municipality of Bowman and Denholm, near the Paugan Falls. This is in a section where there has never been a public school. The building was paid for through the generosity of the Government of the Province and the building was open for use in November. A successful term was ended on June 28th.

It is to be hoped that a school building will be erected this summer for the municipality of Aylwin No. 2.

Staff.—Practically every teacher was legally qualified. In the rural school under the Campbell's Bay board, a school was opened in May in a room in a private house as the school house had been burnt in February of the previous year. The teacher here had no diploma.

Of the other teachers nineteen had Intermediate Diplomas and the rest Elementary.

Salaries:—There has been a small increase in salaries in some municipalities and that has raised the average for the whole inspectorate. In Thorne, for example, the amount of salaries was increased. Onslow South restored the salaries in its three schools to \$600. With the advent of better times it is to be hoped that salaries will be increased. We have to bear in mind that the standard for diplomas has been raised considerably and thus the cost has increased in proportion. Students who have spent many years in hard study to prepare themselves for teachers should receive some adequate reward other than the good they are doing to the rising generation.

The rate of taxation.—This remains about as it was last year. In some municipalities the secretaries report that it was easier to collect taxes this year, that is, there was more work and more money in circulation.

Conferences:—Through the kind cooperation of the Gatineau L. T. Association and the Pontiac L. T. Association your inspector was enabled to meet in conference large numbers of his teachers and to bring before them some important matters relating to their work. I trust that money will be available soon to pay the travelling and other expenses of the teachers in attending these conferences.

Physical Exercises:—The following four schools are recommended for prizes in physical exercises in connection with the Strathcona Trust Fund:—No. 1 Bowman and Denholm, taught by Mr. Angus A. MacMillan, No. 4 Eardley, taught by Miss Sadie I. Lougheed, No. 1 Portland West, taught by Miss Gwen Palmer, and North Onslow with Mr. Reginald Scobie as teacher.

Again I wish to bear testimony to the very good work done by the teachers as a whole and to the unfailing courtesy and kindness to me personally.

Classification of Municipalities.

Excellent:—St. Etienne de Chelsea, Portage du Fort, Onslow South, Cantley, Low South, London, Bristol, Onslow Centre, Hull Canton, Masham.

Good:—Templeton West, Templeton North, Clarendon, Wakefield North, St. Joseph de Wakefield, Maniwaki.

Middling:—Thorne, Quyon, Eardley, Valley, Gatineau, Wakefield, Aylwin, Templeton East, High Falls, Waltham, Bowman and Denholm, Calumet.

Fair.—Mansfield South, Litchfield Lower, Onslow North, Buckingham Canton, Portland West.

Poor:—Aylwin No. 2, Cawood, Northfield and Wright, Leslie, Alleyn, Northfield Centre, Kensington, Aldfield, dist., Campbell's Bay (the rural school), Aumond Canton.

This classification is made on a new basis and the chief difference in the standing of the municipalities is due to two factors, the length of the school term and the yearly salary.

I have the honour to be,

Sir,

Your obedient servant,

H. A. HONEYMAN,

School Inspector.

INSPECTOR O. F. McCUTCHEON

June 27th, 1935.

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		1934-35	Totals
<i>1.—Number of School municipalities:</i>			
a) Under control of commissioners.....		8	
b) Under control of trustees.....		20	
Total.....			28
<i>2.—Number of schools:</i>			
a) Elementary.....		56	
b) Non-subsidized independent institutions.....		1	
Total.....			57
<i>3.—Number of teachers:</i>			
a) Male teachers.....		5	
b) Female teachers.....		52	
Total.....			57
<i>4.—Average salaries in the schools under control:</i>			
a) Male teachers: In elementary schools.....		\$285.00	
b) Female teachers: In elementary schools.....		\$340.40	
<i>5.—Number of children of school age: (census) (according to secretary-treasurer's reports).</i>			
a) Boys from 5 to 7 years	83	Girls from 5 to 7 years	71.....
b) Boys from 7 to 14 years	316	Girls from 7 to 14 years	276.....
c) Boys from 14 to 16 years	83	Girls from 14 to 16 years	78.....
d) Boys from 16 to 18 years	70	Girls from 16 to 18 years	84.....
Total.....			1061
<i>6.—Number of pupils enrolled:</i>			
a) In the elementary schools.....		579	
Total.....			579
<i>7.—Average attendance: (in percentage):</i>			
a) In the elementary schools.....		79%	
<i>8.—Classification of pupils:</i>			
In Grade 1.....		121	
In Grade 2.....		82	
In Grade 3.....		75	
In Grade 4.....		81	
In Grade 5.....		94	
In Grade 6.....		66	
In Grade 7.....		52	
In Grade 8.....		8	
Total.....			579

GENERAL REMARKS

In my District of Inspection there are twenty-eight municipalities—eight under control of school commissioners and twenty under control of trustee boards.

Fifty-eight schools were in operation during the year. They are scattered over the counties of Dorchester, Beauce, Levis, Megantic, Wolfe, Arthabaska, Richmond, Drummond, Richelieu and St. Hyacinthe.

All the schools were visited twice during the year with the exception of three summer schools which were not in operation at the time of my second tour of inspection through the different municipalities.

Reports of my inspection were sent to the teachers, the School Boards, and to the Department.

Teachers' Conferences were held at Danville and at Richmond—centres in localities where the schools are not as scattered as in other sections of my District of Inspection.

Most of the School Boards, though experiencing considerable difficulty in operating their schools because of financial conditions obtaining in their municipalities, and the decrease in the grants from the Department because of the lack of funds, are nevertheless endeavouring to carry on as best they can under the circumstances and are hoping for better times to come.

The rates of taxation levied during the year were as follows:

Tax paid per valuation of \$100.	\$2.00	\$1.25	\$1.20	\$1.15	\$1.10	\$1.00	\$0.80
No. of municipalities.....	1	1	1	1	2	3	2

Tax paid per valuation of \$100.....	\$0.75	\$0.70	\$0.60	\$0.55	\$0.50	\$0.40
No. of municipalities.....	3	4	6	1	2	1

Improvements in the condition of the buildings were noted this year at Chaudière Dissident, Cleveland, Nos. 2 and 5, Dudswell No. 11, South Ely No. 1, Inverness No. 8, Ireland North No. 1, Shipton Nos. 2, 4, 16, and Tingwick No. 1.

At St. Malachie, District No. 1, which had been without a school house for several years, a very neat little building was erected with woodshed and toilets attached. It was opened in September last. The School Board deserves great credit for the amount of labour and time devoted to the enterprise. They are very grateful to the Department for the assistance given them to provide educational facilities for the children of the locality. The Board is also indebted to the School Commissioners of the City of Quebec for the school furniture donated.

In a number of schools also, we found that the teachers by means of entertainments given by the pupils and their friends, were able to provide some useful equipment for the schools. In a few instances the ladies of the Women's Institute supplied the schools with utensils for hot lunches for the pupils. We are very pleased to note these indications of increased interest in the welfare of the pupils in the rural districts.

The good work directed by Mrs. Ruth B. Shaw, Supervisor of the Junior Red Cross, continues to bear good fruit. The following schools in my District of Inspection have won distinction during the year for the character of the work done in connection therewith:

Chaudière Dissentient, Breakeyville, Cleveland District No. 5, Lisgar No. 6, Levis, St. Romuald, Shipton No. 4.

In general I find that the teachers are doing good work in our rural schools notwithstanding the many obstacles and discouragements with which they have to contend. We observed that according to advertisements appearing in the newspapers this spring that in a few cases where the salaries had been exceptionally low this year, slight advances had been made. It is to be hoped that conditions obtaining with respect to the salaries may soon be remedied in order that the teachers may receive due compensation for their very important and indispensable work in behalf of the children and our country.

Qualifications of the Teachers in the rural elementary schools:

Intermediate diplomas, 4; Interim intermediate diplomas, 9; Advanced elementary diplomas, 1; Elementary diplomas, 30; Interim elementary diplomas, 11; without diploma, 2.

Twenty-six teachers were meeting their pupils for the first time; fourteen had taught 2 years in the same school; five, 3 years; four, 4 years; one, 5 years; two, 6 years; one, 7 years; one, 8 years; one, 9 years; one, 10 years, and one 34 years.

For excellence in physical culture the following schools are recommended this year for the Strathcona prizes:

Levis Dissentient, Teacher, Miss Elsie M. Theobald.

Maple Grove No. 6, Teacher, Mr. Wm. H. Towne.

St. Romuald, Dissentient, Teacher, Miss Eva E. Taylor.

School Libraries:—In August last we received from the Department of Education a consignment of very suitable books for our school libraries. They were sorted and put up in packets containing eighteen books for each school, which I delivered to them on the occasion of my autumn visit. When I made my next visit to the schools I was very pleased to be informed by both teachers and pupils that they were delighted with the books and had found them very interesting.

I may mention also that the teachers of my district continue to make good use of the professional library provided for them by the Department.

For professional improvement also, a few of the teachers informed me that it was their intention to take advantage of the summer school at Macdonald College during the month of July.

The classification of municipalities for the year according to (1) the condition of school houses and dependencies, (2) condition of school furniture and apparatus, (3) length and arrangement of the school year, (4) salaries of teachers and mode of payment, (5) use of the course of study, and (6) the efficiency of the teaching staff, is as follows:

Excellent:—Chaudière Disentient, Levis, St. Hyacinthe, St. Romuald.

Very Good:—Aubert Gallion, Cleveland, Dudswell, Ireland North, Melbourne, Melbourne Village, Shipton, Sorel.

Good:—Ely North, Ely South, Inverness, St. Pierre Baptiste.

Fair:—Leeds, Leeds, East, Maple Grove, Nelson, St. Fulgence de South Durham, Tingwick.

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

Unranked:—No schools in operation. Pupils attend in adjoining municipalities: St. Pierre de Durham, Weedon.

I have the honour to be,

Dear Sir,

Yours obediently,

O. F. McCUTCHEON,
Inspector of Schools.

INSPECTOR EDWARD SNOW

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		1934-35	Totals
1.— <i>Number of schools:</i>			
a) Subsidized independent institutions.....		13	
Total.....			13
2.— <i>Number of teachers:</i>			
a) Male teachers.....		6	
b) Female teachers.....		4	
Total.....			10
3.— <i>Average salaries in the schools under control:</i>			
a) Male teachers: In elementary schools.....		\$50.00	
b) Female teachers: In elementary schools.....		\$50.00	
4.— <i>Number of children school age: (census) (according to secretary-treasurer's reports).</i>			
a) Boys from 5 to 7 years	31	Girls from 5 to 7 years	25
b) Boys from 7 to 14 years	93	Girls from 7 to 14 years	90
c) Boys from 14 to 16 years	27	Girls from 14 to 16 years	25
d) Boys from 16 to 18 years	16	Girls from 16 to 18 years	11
Total.....			318
5.— <i>Number of pupils enrolled:</i>			
a) In the subsidized independent institutions.....		240	
Total.....			240
6.— <i>Average attendance: (In percentage)</i>			
a) In the subsidized independent institutions.....		75%	
7.— <i>Classification of pupils:</i>			
In Grade 1.....		92	
In Grade 2.....		41	
In Grade 3.....		31	
In Grade 4.....		24	
In Grade 5.....		22	
In Grade 6.....		23	
In Grade 7.....		7	
Total.....			240

GENERAL REMARKS

This is only a partial inspectorate extending on a coast line of approximately two hundred and fifty miles. Travelling is being done by boat in the Summer and by dog-team in the Winter. We have no School Municipalities and owing to the poverty of the district there are many difficulties in the way before we can expect to have any.

Again there were thirteen schools in operation during the past year as follows:—For nine months, Harrington Harbour, Mutton Bay, Bradore Bay,

La Tabatière and St. Augustine River; Eight months, Kegaska; Seven months, St. Paul's River; Six months, Old Fort Bay; Three months, Gull Cliff Island, Barachoix, Aylmer Sound and Wolfe Bay; Two months, Salmon Bay.

For about half a century the schools were built and maintained by the Church of England. For the past two decades and more, the Government has provided grants for the payment of the teachers and for the erection of school buildings. Quite recently, they have increased the grants and a number of new schools have been built, so that it is now possible to have better equipped schools and better qualified teachers.

The Labrador Voluntary Educational League supplemented the regular educational facilities for a number of years by sending five or six teachers to teach the children during the Summer months. As we have now a longer Winter term with a larger teaching staff, this work has been discontinued. Last year the League sent milk, cocoa, etc., to the schools, and hot drinks were served daily. Also, text-books to the value of seventy-five dollars were supplied by the League.

During the Winter the epidemic of Whooping Cough hindered the work in several schools: nevertheless the results obtained were satisfactory.

Last fall a new school was erected at Wolfe Bay. The people are very proud of their new building. On behalf of the people I take this opportunity to thank the Department for this building which is very satisfactory.

The schools are all in good order and each village is very proud of its school.

The Junior Red Cross work was taken up in all the schools, and the rules were very faithfully carried out. The Juniors of St. Paul's River school were the winners of the Red Cross Flag for the year 1933-34. They have worked hard this past year hoping that the same honour will be bestowed upon them for 1934-35.

May the sixth was observed in all the schools in honour of the twenty-fifth anniversary of the accession of King George the Fifth. Special programmes suitable for the occasion were organized by the teachers.

We had a good staff of teachers who at all times willingly gave their co-operation for the betterment of the schools and communities. Equipment is gradually being improved, libraries being formed and the authorised course of study used. Everything is being done to bring the schools into line with others in the rest of the Province.

Classification of schools by order of merit:—

Excellent:—St. Paul's River, Harrington Harbour, Old Fort Bay, Mutton Bay, and La Tabatière.

Very Good:—Kegaska and Bradore Bay.

Good:—Gull Cliff Island, Barachoix and Aylmer Sound.

Thanking you and your Department for your continued interest in these schools.

I have the honour to be, Sir,

Your obedient servant,

EDWARD SNOW,

Inspector of schools.

INSPECTOR H. D. WELLS

Sir,

I have the honour to submit my annual report comprising: I. 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		1934-35	Totas
1.— <i>Number of school municipalities:</i>			
a)	Under control of commissioners.....	17	
b)	Under control of trustees.....	14	
Total.....			31
2.— <i>Number of schools:</i>			
a)	Elementary.....		71
3.— <i>Number of teachers:</i>			
a)	Male teachers.....	9	
b)	Female teachers.....	63	
Total.....			72
4.— <i>Average salaries in the schools under control:</i>			
a)	Male teachers: In elementary schools.....	\$390	
b)	Female teachers: In elementary schools.....	\$386	
5.— <i>Number of children of school age: (census) (according to secretary-treasurer's reports).</i>			
a)	Boys from 5 to 7 years 140	Girls from 5 to 7 years 125.....	265
b)	Boys from 7 to 14 years 651	Girls from 7 to 14 years 617.....	1268
c)	Boys from 14 to 16 years 165	Girls from 14 to 16 years 161.....	326
d)	Boys from 16 to 18 years 132	Girls from 16 to 18 years 92.....	224
Total.....			2083
6.— <i>Number of pupils enrolled:</i>			
a)	In the elementary schools.....		1258
7.— <i>Average attendance: (in percentage):</i>			
a)	In the elementary schools.....		80.1
8.— <i>Classification of pupils:</i>			
	In Grade 1.....	265	
	In Grade 2.....	162	
	In Grade 3.....	174	
	In Grade 4.....	206	
	In Grade 5.....	148	
	In Grade 6.....	164	
	In Grade 7.....	135	
	In Grade 8.....	4	
Total.....			1258

GENERAL REMARKS

This district of inspection includes the seventy-one schools of the rural municipalities in the six counties of Brome, Missisquoi, Iberville, Rouville, Shefford and St. John's.

Progress:—The general qualifications of teachers showed steady improvement, as the following classification shows:

High School Diploma, 2; Intermediate Diploma, 22; Advanced Elementary, 3; Elementary, 37; Rural Elementary, 5; Extra-Provincial, 1; Without Permission, 2.

But, while teachers, qualifications have steadily improved, salaries continue their downward trend. The average salary for the current year shows another drop of five dollars from the year before. It is now reduced to \$386.

Brome county has again led the other counties in progress, as, out of a total of \$6,589 spent upon repairs in four counties, Brome expended \$5,466. Two modern school houses have been built in Potton township, and three other schools have been thoroughly repaired, two in West Bolton and one in Sutton township. In Rouville Co., the school at Otterburn Park has undergone extensive repairs. Each of these schools is a credit to the municipality, and gives to the pupils attending it some of the advantages enjoyed by children of city schools.

The progress in Brome Co. has been initiated by the Fisher Trustees who stand ready to encourage any progressive step in education within the county. In this connection, too, the support of the Women's Institute and the Junior Red Cross is most encouraging to the teachers. Many children in this district of inspection owe improved eyesight and better health in general to the noble efforts of the Junior Red Cross. The visits of the Supervisor and her assistant are eagerly awaited in each school.

Conferences:—Conferences were held at Knowlton and Farnham, attended by nearly all the teachers in the inspectorate. As teachers who attended these conferences did so at their own expense, and without any compulsion to be present, the value of these annual conferences is shown. I would strongly recommend the restoration, as soon as possible, of the expense allowances to teachers attending these rural conferences. In view of the tendency to reduce salaries, it is becoming increasingly difficult for teachers to meet any extra expenses in connection with their work.

At Knowlton, Dr. Rexford and Mr. Lockhart of Macdonald College kindly assisted, and the Hon. A. R. McMaster and Mr. E. Caldwell presented the Fisher Trust prizes. At each conference addresses on Writing were given by Miss Treweek, author of the Progressive Script Course, and in Art by Mrs. Walls, one of the successful art teachers of the district.

Strathcona Prizes:—The following teachers are recommended for proficiency in physical exercises:

1. Miss Hazel Tibbits—Brome No. 19.
2. Miss Kathryn Soles—East Bolton No. 10.
3. Miss V. E. Ray—St. Hilaire and St. J. Baptiste.
4. Miss Irene Bullock—West Bolton No. 3.

Classification of municipalities:—

Excellent:—St. Hilaire-St. J. Baptiste, St. Paul d'Abbotsford.

Very Good:—Village of Foster, Township of Potton, St. Blaise.

Good:—Village of Sweetsburg, Township of East Farnham, St. Thomas, Frelighsburg, St. Michel de Rougemont, St. Bernard de Lacolle, Brome Township, Village of Eastman, Shefford Township, West Bolton Township, St. Armand West, South Stukely, Sutton Township, St. Joachim, St. George de Clarenceville, St. Ignace de Stanbridge, East Bolton Township.

Fair:—Village of Iberville, Ste. Marie de Mounoir, Duhnam Township, St. Sébastien.

Poor:—St. Luc, L'Acadie, St. Pudentienne.

Unranked (No schools in operation): Granby Township, St. Anne de Sabrevois.

As in the past, I appreciate the cooperation of the Department, School Boards, Teachers and outside organisations.

I have the honour to be, Sir,

Your obedient servant,

H. D. WELLS,

Inspector of Schools.

INSPECTOR E. S. GILES

(High and Intermediate Schools)

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		1934-35	Totals
1.—Number of school municipalities:			
a) Under control of commissioners.....		94	
b) Under control of trustees.....		35	
Total.....			129
2.—Number of schools:			
a) Elementary.....		2	
b) Intermediate.....		73	
c) High Schools.....		58	
d) Subsidized independent institutions.....		1	
e) Non-subsidized independent institutions.....		1	
Total.....			135
3.—Number of teachers:			
a) Male teachers.....		263	
b) Female teachers.....		710	
Total.....			973
4.—Average salaries in the schools under control:			
a) Male teachers:	{	In intermediate schools.....	\$1129
		In high schools.....	\$2363
		In elementary schools.....	650
b) Female teachers:	{	In intermediate schools.....	696
		In high schools.....	1231
5.—Number of children of school age: (census) (according to secretary-treasurer's reports).			
a) Boys from 5 to 7 years	996	Girls from 5 to 7 years	1061....
b) Boys from 7 to 14 years	6219	Girls from 7 to 14 years	6055....
c) Boys from 14 to 16 years	3593	Girls from 14 to 16 years	3432....
d) Boys from 16 to 18 years	2296	Girls from 16 to 18 years	2108....
Total.....			25760
6.—Number of pupils enrolled:			
a) In the elementary schools.....		19	
b) In the intermediate schools.....		5911	
c) In the high schools.....		19623	
d) In the subsidized independent institutions.....		283	
e) In the non-subsidized independent institutions.....		208	
Total.....			26044
7.—Average attendance: (in percentage):			
a) In the elementary schools.....		82.3	
b) In the intermediate schools.....		81.37	
c) In the high schools.....		85.47	

8.— <i>Classification of pupils:—</i>			
In Grade 1.....		2058	
In Grade 2.....		1752	
In Grade 3.....		1790	
In Grade 4.....		1920	
In Grade 5.....		2320	
In Grade 6.....		1902	
In Grade 7.....		2070	
In Grade 8.....		4594	
In Grade 9.....		3422	
In Grade 10.....		2435	
In Grade 11.....		1781	
Total.....			26044

GENERAL REMARKS

This inspectorate includes all the High and Intermediate Schools of the Province and two Elementary schools in Northern Quebec.

The following table illustrates the decrease in the average salaries paid to male and female teachers during the past three sessions.

Teachers	Average Salaries			Percentage of decrease
	1932-1933	1933-1934	1934-1935	
Male in High Schools.....	\$ 2629	\$ 2520	\$ 2363	10
Male in Inter. Schools.....	\$ 1540	\$ 1226	\$ 1129	27
Female in High Schools.....	\$ 1353	\$ 1318	\$ 1231	9
Female in Inter. Schools.....	\$ 809	\$ 720	\$ 696	14

The lowest salary in 1934-1935 in the high schools was \$400 per annum, four municipalities paying this amount to one or more teachers and in eleven schools the minimum salary was less than \$600. On the other hand there were twenty five high schools that paid no salary below \$800.

Two municipalities paid to teachers in Intermediate schools salaries as low as \$350 per annum. In fifty-five Intermediate schools the minimum salary was \$500.

“The number of teachers in high schools holding elementary or advanced elementary diplomas in 1933-1934 was 104 whereas in 1934-1935 this number decreased to 80, of whom 25 held advanced elementary diplomas. Many boards now engage only teachers with Intermediate or High school diplomas.

“In the last two years there has been a decrease of fifteen percent in the number of teachers with elementary diplomas in the Intermediate schools. In 1934-1935, 148 of 238 teachers held either high school or intermediate diplomas.

In brief, teachers in secondary schools are better trained than was the case a few years ago and are obtained at considerably lower salaries. Schools have become more efficient at a decreased cost in the majority of municipalities."

A new High School building, modern in every respect, was erected at Bedford to replace the former old school destroyed by fire during the session 1933-1934. Four new classrooms and a gymnasium were added to the High School at Noranda, making this building one of the largest High Schools outside of Greater Montreal.

At Black Capes an annex, the same size as the original school, which was built six years ago, was constructed to accommodate the increasing number of pupils.

To meet the increasing enrolment at Rouyn, the board was compelled to repair the elementary school which had not been in use since the erection of the Intermediate school.

A modern three room consolidated school was built at Georgeville and accepted as an Intermediate school. There are now forty-three consolidated secondary schools in the Province and pupils are conveyed to and from school in all of these centres.

1934-35—CLASSIFICATION OF MUNICIPALITIES

(a) HIGH SCHOOLS

(Each class in alphabetical order)

Excellent:—Granby, Montreal West, Mount Royal, Noranda, Outremont, Quebec (Commissioners'), St. Lambert, St. Laurent, Three Rivers, Valleyfield, Verdun, Westmount.

Very Good:—Ayer's Cliff, Coaticook, Cowansville, Huntingdon, Kenogami, Knowlton, Lachine, Lachute, Lennoxville, Macdonald, New Carlisle, North Hatley, Ormstown, Richmond, Shawinigan Falls, Stanstead, Sherbrooke.

Good:—Asbestos, Bedford, Beebe, Buckingham, Bury, Cookshire, Danville, Hudson, LaTuque, Magog, St. John's, Thetford Mines, Waterville, Windsor Mills.

Fair:—Aylmer, East Angus, Longueuil, Scotstown, Sutton, Waterloo, Sawyerville.

Poor:—Howick, Inverness, Lake Megantic, Shawville.

(b) INTERMEDIATE SCHOOLS

(In order of merit)

Excellent:—Riverbend, Greenfield Park, Pointe Claire, Philipsburg, Arvida, Chateauguay.

Very Good:—Farnham, St. Agathe, Rouyn, Ascot, Isle Maligne, Gaspé, Drummondville, Dolbeau, St. Andrews East, McMasterville, Rawdon, Escuminac, Dundee, Black Capes, Bishopton, Stanbridge East, Metis Beach, Montreal North.

Good:—Mansonville, Chambly Canton, Hull, Georgeville, Namur, Brownsburg, Fitch Bay, Donnacona, Kingsbury, Clarenceville, New Glasgow, Morin Heights, Kingsey, Bristol, Canterbury, Brookbury, Campbell's Bay, Roxton Pond, Peninsula, Bulwer, Hatley, Dixville, Island Brook, Dunham.

Fair:—Arundel, Joliette, Gatineau Mills, South Durham, Beauharnois, Wakefield, Frelighsburg, Glen Sutton, Kinnear's Mills, Hemmingford, Iron Hill, Fort Coulonge, Gould, Marbleton, Port Daniel, Way's Mills, Shigawake.

Poor:—Lacolle, New Richmond, Milan, Athelstan, Matapedia, Ulverton, Hopetown, Pinehurst and East Greenfield.

I have the honour to be, Sir,

Your obedient servant,

E. S. GILES,
Inspector of High Schools.

**ADDRESS BY SIR SAMUEL HOARE, BRITISH FOREIGN SECRETARY
BEFORE THE LEAGUE OF NATIONS ASSEMBLY, GENEVA****September 11, 1935**

I would like my first words to be words of congratulation to Dr Benes upon his election as President of the Assembly. As the newest Foreign Minister in this gathering I would like to congratulate the eldest Foreign Minister. For Dr. Benes, although young in years and of vigorous aspect, has held his office longer than any one else in this hall. He and I are old friends, and I would like to be the first in this debate to offer him sincere congratulations.

I do not suppose that in the history of the Assembly there has been a more difficult moment for speech and discussion. When the world is stirred to excitement over the Abyssinian controversy and feeling runs high on one side or the other, it is easy to say something that will make the situation more critical and the task of the Council more difficult. None the less, I feel we should be shirking our responsibilities if we did not hold the general discussion that is always associated with a meeting of the Assembly and if those of us who hold strong views as to the League and its future did not frankly and boldly express them.

We are here as representatives of individual governments, each of them faced with individual responsibility, considering its own interest and security. We also are here as members of a collective organization, each of us pledged by certain obligations and each anxious to safeguard the future of the world by collective action in the cause of peace and progress.

I shall try if I can to keep both these responsibilities in mind when addressing the Assembly. I shall speak freely, avoiding rhetoric and general sentiments and I shall welcome comment by subsequent speakers.

I shall begin by reaffirming support of the League by the government I represent and the interest of the British people in collective security. It may be sometimes difficult for our foreign friends to follow the course of British policy. It is perhaps difficult for them to understand the workings of the British mind.

Do not we seem even to our kinder critics a curious people who often hold ourselves remote from questions of vital interest to other countries and who seem to concentrate our chief interest upon our habits, preferences and prejudices? To our less friendly critics our attitude has given the pretext for more bitter charges.

This is not the occasion for replying to these criticism, I am the last person in this Assembly to make any claim to national infallibility or to refuse to admit mistakes that no doubt His Majesty's government in the United Kingdom and the British people, like every other government and every other people, have made in the past. But I do believe that despite any national faults and failings British public opinion has usually shown sound instincts upon big issues, and usually in moments of crisis has expressed itself with firmness, justice and common sense.

British public opinion was solidly behind the League when it was founded. Some may have thought our support was due to selfish motives. It may have been imagined that, possessing interests in territories over the whole world, we naturally are anxious to support an institution that might be used for keeping things as they were; that the great States, being exhausted by war, wished to bring in the small countries to pull chestnuts out of the fire for them. If these suspicions are still in any one's mind, let him once for all dispel them.

The British people supported the League for no selfish motive. They had seen that the old system of alliances was unable to prevent the World War. As practical men and women they wished to find a more effective instrument for peace. After four years of devastation they determined to do their utmost to prevent another such calamity from falling not only on themselves, but upon the whole world. They were determined to throw the whole weight of their strength into the scales of international peace and international order. They were deeply and genuinely moved by a great ideal.

It is the fashion sometimes in the world of today—a foolish fashion like many others in the world today—to scoff at such ideals. What is the use, say modern critics, of collective action, when individual strength is simpler and swifter to apply, and more direct in its appeal to national sentiment? What is the good of working for peace when the whole history of the world shows that war is the only way of settling great issues?

These questions ring every day in our ears. Day-to-day events in recent history have made it impossible for us to ignore the strength of the argument behind them. None the less, despite the grim experiences of the past, despite the worship of force in the present, the British people have clung to their ideal and they are not prepared to abandon it.

It is because they cling to this ideal that they would be deeply shocked if the structure of peace to which they have given their constant support were irrevocably shattered. It is because as practical people they believe that collective security, founded on international agreement, is the most effective safeguard for peace that they would be gravely disturbed if the new instrument that has been forged were blunted or destroyed.

I have ventured to make this reference to British opinion not for the purpose of prejudging the Council's action or compromising its efforts for peace, still less for the purpose of embittering feeling that is already bitter enough. It is, however, necessary when the League is in a time of real difficulty for the representative of the United Kingdom to state his view and to make it as clear as he can, first, that His Majesty's government and the British people maintain their support of the League and its ideals as the most effective way of insuring peace, and, secondly, that this belief in the necessity for preserving the League is our sole interest in the present controversy.

No selfish or imperialist motives enter into our minds at all. It is not, however, sufficient to state one's belief and paint one's ideal. It is necessary not only to hold a belief but to consider how it can be applied. It is necessary not only to have an ideal but to consider what are the best measures of achieving it.

It would be a grievous error for any member of the League, still more for the League as a whole, to be lost in generalities and not to consider with bare candor and courage the best, most practical methods for exerting our collective influence and achieving our peaceful objective. It is, therefore, very necessary when difficulties arise for all of us to examine the possibilities and assure ourselves that any action we recommend is both wise and effective.

At this time, when the Council is making a detailed examination of a difficult situation, I shall venture to outline to the Assembly the conditions in which we are all working.

Firstly, let us clear our minds as to what the League is and what it is not. It is not a super-state, nor even a separate entity existing of itself, independent of or transcending the States which make up its membership. The member States have not abandoned the sovereignty that resides in each of them, nor does the Covenant require that they should accept without their consent, decisions of other members of the League, in any matter touching their sovereignty.

Members of the League by the fact of their membership are bound by the obligations they themselves have assumed in the Covenant, and by nothing more. They do not act at the bidding of the League, but in virtue of agreements to which they themselves are parties or in pursuance of policies to which they themselves assent.

The League is what its member States make it. If it succeeds it does so because its members have in combination with each other the will and power to apply the principles of the Covenant. If it fails it is because its members lack either the will or the power to fulfill their obligations.

Its strength or weakness will depend upon the number, importance, and faithfulness of its constituent members and upon the support which the governments of the member States receive from their peoples. If this national support is strong the League will be strong. If it is weak and uncertain the policy of the League cannot be firm and consistent.

In a word, public opinion matters to the League as much as it matters to every democratic government. In saying that I do not underestimate the corporate spirit which inspires the Assembly of representatives of so many States such as are here gathered together at one time and one place, nor the concentration of opinion and influence which such an assembly renders possible, but I do wish to insist that the League is nothing apart from its members and that criticisms of the League too often overlook this fact.

Collective security, by which is meant the organization of peace and the prevention of war by collective means, is in its perfect form not a simple, but a complex conception. It means much more than what are commonly called sanctions. It means not merely Article XVI, but the whole Covenant. It assumes the scrupulous respect of all treaty obligations.

Its foundation is the series of fundamental obligations freely accepted by the members of the League to submit any dispute likely to lead to war to peaceful methods of settlement according to the procedure provided by the Covenant and not to resort to war for the settlement of these disputes in violation of the Covenant.

The two principal conditions in which the system of collective security is designed to operate are, first, that the members of the League shall have reduced their armaments to the lowest point consistent with national safety and the enforcement by common action of international obligations; second, that the possibility is open through the machinery of the League for modification by consent and by peaceful means of international conditions whose continuance might endanger peace.

Finally, to complete the system, there is an obligation to take collective action to bring the war to an end in the event of any resort to war in disregard of Covenant obligations. Underlying these obligations was the expectation that this system would be subscribed to by the universal world of sovereign states or by far the greatest part of it.

The whole system is an inspiring conception; indeed, it is one of the most inspiring in the history of mankind. Its realization could not be easy even in the most favourable circumstances. I need not labour to show how unfavourable the circumstances have become, or how much more grievous is the burden which lies upon the faithful members of the League to preserve what has been won in the struggle for the organization of peace.

For what is the position? Despite the obligation of the Covenant by which members of the League undertook to govern their conduct in accordance with the new international ethic, the spirit of war—of war, to quote the Pact of Paris, as “an instrument of national policy”, even perhaps of war for war’s sake—has raised its head in more places than one.

From fear of war the overoptimistic examples in limitation and reduction of armaments by certain countries, particularly by my own, have not been followed, and now from the growing fear of war the armaments of most countries, and, last of all, of my own country, are increasing. So far we have found it impossible to make progress with this part of the League’s programme.

Side by side with this disappointment there is a natural reluctance voluntarily to contemplate the possibility of changes in the existing position; and yet elasticity, where elasticity is required, is also part of security. A vicious circle of insecurity has been set up.

Lastly, the League has from the outset lacked the membership of certain powerful nations and has since lost the membership of others. This lack of universality inevitably introduces the element of uncertainty as to how far we can count on world-wide support in the work of organizing and maintaining peace. There are too many empty chairs at our table; we want no more.

These are the conditions in which we find ourselves. The obligations of the Covenant remain. Their burden upon us has been increased many fold. But one thing is certain. If the burden is to be borne it must be borne collectively. If risks for peace are to be run, they must be run by all. The security of the many cannot be insured solely by the efforts of a few, however powerful they may be.

On behalf of the British Government I can say that they will be second to none in their intention to fulfill within the measure of their capacity the obligations which the Covenant lays upon them. The ideas enshrined in the Covenant, particularly the aspiration to establish the rule of law in international affairs, have appealed with growing force to the strong idealism which has its place in our national character and they have become a part of our national conscience.

It is in accordance with what we believe to be the underlying principles of the League that our people have steadily promoted and still promote the growth of self government in their own territories. It was, for example, only a few weeks ago that I was responsible for helping pass through the Imperial Parliament a great and complicated measure for extending selfgovernment in India.

Following the same line of thought we believe that small nations are entitled to a life of their own and to such protection as can collectively be afforded them in the maintenance of their national life. We believe, on undoubted evidence of past and present times, that all nations alike have a valuable contribution to make to the common stock of humanity.

We believe the backward nations are, without prejudice to their independence and integrity, entitled to expect that assistance will be afforded them by the advanced peoples in the development of their resources and the upbuilding of their national life. I am not ashamed of our record in this respect and I make no apology for stating it here.

But my picture is not yet complete for I must underline one of the principal features. It is not enough to insist collectively that war shall not occur or that war, if it occurs, shall be brought to an end.

Something must also be done to remove the causes from which war is apt to arise. Some other means than a recourse to arms must be found for adjusting the natural play of international forces.

I do not underrate the delicacy of the task. Not every demand for change deserves to be listened to. As a Conservative I set myself against change that is premature or unnecessary. A demand for a change must be justified by the facts in the case and with free discussion of those facts. The justice of a claim is not necessarily in proportion to the national passions which are aroused in support of it—They may be deliberately aroused by what I regard as one of the most dangerous features of modern life, government propaganda. Too often a desired change would create more injustices than it would remove, or arouse more passions than it would allay. Too often artificial excitement of national feeling is made the excuse for the repudiation of an obligation or for the threat of force.

Yet the world is not static and changes will in time have to be made. The Covenant itself admits this possibility. But such changes will have to be made when they are really necessary and when the time is ripe, and not before; they will have to come about by consent, not dictation, by agreement, not by unilateral action, by peaceful means, not by war or threat of war.

The members of the League must address themselves to this as well as to other aspects of security if the rule of law in international affairs is to be established and confirmed.

I have now tried to describe the aims of the League and the conditions in which the League is actually working. I have tried to describe once again the British attitude toward the League.

I have spoken in particular of the sincerity of our ideals. This sincerity springs, I admit, from enlightened self-interest, but springs also from enlightened interest in what we believe to be best for all. Let me illustrate what I mean by enlightened self-interest, and I shall choose as my illustration a question that is exercising the minds of many people of many governments.

I shall take as an example the problem of the world's economic resources and the possibility of making better use of them in the future. Abundant supplies of raw materials appear to give a peculiar advantage to the countries possessing them. It is easy to exaggerate the decisive character of such an advantage, for there are countries which, having little or no natural abundance, have yet made themselves prosperous and powerful by industry and trade.

Yet the fact remains that some countries, either in their native soil or in their colonial territories, do possess what appear to be preponderant advantages, and that others, less favoured, view the situation with anxiety. Especially as regards colonial raw materials, it is not unnatural that such a state of affairs should give rise to fear lest exclusive monopolies be set up at the expense of those countries not possessing colonial empires.

It is clear that in the view of many this is a real problem and we should be foolish to ignore it. Perhaps it is exaggerated; perhaps, also, it is exploited for other purposes. None the less, as the question is causing discontent and anxiety, the wise course is to investigate it, to see what the proposals are for dealing with it, to see what is the real scope of the trouble, and, if the trouble is substantial, to try to remove it.

The view of the British Government is that the problem is economic rather than political or territorial. It is fear of monopoly—of the withholding of essential colonial raw materials—that is causing alarm. It is the desire for a guarantee that the distribution of raw materials will not be unfairly impeded that is stimulating the demand for further inquiry. So far as the British Government is concerned, I feel sure we should be ready to take our share in the investigation of these matters.

My impression is that there is not question in the present circumstances of any colony withholding its raw materials from any prospective purchaser. On the contrary, the trouble is that they cannot be sold at remunerative prices.

This side question was investigated with concrete results by a commission of the Monetary and Economic Conference which met in London in 1933. Its work was directed primarily toward raising wholesale prices to a reasonable level through the coordination of production and marketing. But one of the stipulations of such action was that it should be fair to all parties, both producers and consumers; that it should not aim at discrimination against a particular country and that it should, as far as possible, be worked with the willing cooperation of the consuming interests in the importing countries.

This precedent may indicate a suitable line of approach to the inquiry which should be limited in this case to raw materials from colonial areas, including protectorates and mandated territories. I suggest that emphasis in the terms of reference should fall upon the free distribution of such raw materials among industrial countries which require them so that all fear of exclusion and monopoly may be removed once for all.

The government I represent will, I know, be prepared to take their share in any collective attempt to deal in a fair, effective way with the problem that is certainly troubling many people at present and may trouble them even more in the future. Obviously, however, such an inquiry needs calm, dispassionate consideration and calm dispassionate consideration is impossible in an atmosphere of war and threatenings of war.

I have now almost finished. I have tried to cover a wide field, but there is still one side of it, and a very important side; that has not yet been approached.

It has been not only suggested that British national opinion as well as the attitude of the United Kingdom government is animated by some lower motive than fidelity to the League, but also that even this fidelity to the League cannot be relied upon. It is unjust and dangerously misleading to hold and encourage such illusions.

The attitude of the British Government has been one of unwavering fidelity to the League and all that it stands for, and the case now before us in no exception, but on the contrary the continuance of that rule. The recent response of public opinion shows how completely the nation supports the government in full acceptance of the obligations of League membership which is the oft-proclaimed keynote of its foreign policy.

To suggest and insinuate that this policy was for some reason peculiar to the present question at issue would be a complete misunderstanding. It is to the principles of the League and not to any particular manifestation that the British nation has demonstrated its adherence. Any other view would at once underestimate our good faith and be an imputation upon our sincerity.

In conformity with precise, explicit obligations the League stands, and my country stands with it, for the collective maintenance of the Covenant in its entirety and particularly for steady, collective resistance to all acts of unprovoked aggression. The attitude of the British nation in the last few weeks has clearly demonstrated the fact that this is no variable, unreliable sentiment, but a principle of international conduct to which they and their government hold with firm, enduring, universal persistence.

There, then, is the British attitude toward the Covenant. I cannot believe that it will be changed so long as the League remains an effective body and the main bridge between the United Kingdom and the Continent remains intact.

UNIVERSITY BROADCASTS

At the meeting of the Executive Committee of the Canadian Association for Adult Education it was decided to ask the cooperation of all members of the Council in the formation of Listening Groups in connection with the broadcasts organized by the Canadian Universities.

Every Thursday night from 10.30 to 10.45 there will be a broadcast in English by Dr. D. C. Harvey on "The Growth of Canada", over the Canadian Radio Commission chain, and earlier in the evening one in French by Abbé A. Tessier (8.15 to 8.30).

Teachers who are interested might draw the attention of others to the series. The last broadcast will be Thursday, January 17th, 1936.

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Strathcona Academy:—Mr. W. Allen Walsh, B.A., Misses Catherine N. Holland, M.A., M. Cameron Hay, B.A., Julia E. Bradshaw, B.A., Ada E. Allen, B.A., Irene A. Marceau, Messrs. M. Allison Ross, M.A., Fred W. Cook, B.A., Miss Misses Flora J. MacKinnon, B.A., Alice V. Smith, B.A., A. Elizabeth Rattee, B.A., Messrs. Ernest W. V. Deathe, B.A., Allan T. Smith, B.A., G. Willis, C. Ginn, B.A., B.D., Misses Elizabeth L. Osgood, B.Sc., Edith I. Finlayson, B.A., Dorothy M. Roberts, B.A., Messrs. William I. Cook, Ralph J. Eaton, J. Ferguson Stewart, Misses Doris S. Bennett, B.A., Margaret K. Swanson, B.A., Madeleine M. MacFarlane, B.A., Margaret J. Lough, B.A., Elfreda H. Racicot, B.A., Mary C. M. Ross, M.A., Mary F. Smith, M. Ethel Thompson, B.Sc., Mr. Homer J. Scoggan, M.Sc., Misses Gladys E. Hibbard, B.Sc., Blema Cooper, B.Sc., Olive A. Hibbard, L.Mus., Barbara McPherson, Mr. Henry C. Brennan, Miss Barrette T. Fuller, B.A., Misses Hazel F. Jones, Ida MacKinnon, Elsbeth V. Williams, B.A., Doris G. Willows, Mrs. Muriel H. Storrie, Misses Mary H. Smeed, Muriel M. Amos, Hilda M. Robinson, Annie M. Crombie, Elizabeth M. Ferguson.

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Arvida:—Mr. G. Arnold McArthur, M.A., Misses Jean Higginson, Grace Smith, Martha Johnson.

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MINUTES OF PROTESTANT COMMITTEE

Quebec, May 31st, 1935.

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

Present:—Dr. G. W. Parmelee in the chair, Howard Murray, Esq., O.B.E., Honourable W. S. Bullock M.L.C., Right Reverend Lennox Williams, D.D., Reverend A. H. McGreer, M.A., D.D., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothney, Esq., Ph. D., Malcom T. Robb, Esq., Honourable Justice W. L. Bond, Sinclair Laird, Esq., M.A., B.Phil., J. A. Nicholson, Esq., M.A., LL.D., Miss Catherine I. Mackenzie, M.A., and the Secretary.

Apologies for absence were received from Honourable Andrew R. McMaster, K.C., Milton L. Hersey Esq., M.A.Sc., LL.D., Honourable R. F. Stockwell, M.L.A., W. L. Shurtleff, Esq., K.C., LL.D., and Honourable Gordon W. Scott, M.L.C.

It was proposed by Mr. Cameron, seconded by Mr. Murray and unanimously resolved that the Honourable Gordon W. Scott be elected as chairman to succeed the late Honourable W. G. Mitchell.

Owing to the unavoidable absence of Honourable Gordon W. Scott, Dr. Parmelee was asked to continue to act as chairman for the meeting.

After reading a memorandum concerning the progress made in Protestant education during the past fifteen years, Mr. Cameron proposed, seconded by Mr. Cockfield that a sub-committee be appointed to study and report on, a possible reorganization of the work and personnel of this Committee with a view to securing the more efficient carrying on of the work of Protestant education and to meet the increasing complexity of problems arising therefrom; and that this Committee take into consideration the memorandum placed before this meeting by the mover of this motion and report at the September meeting. Carried. The committee appointed was, Mr. Cameron, Mr. Stockwell, Dr. Parmelee, Mr. Murray, Mr. Cockfield, Dean Laird, Dr. McGreer. Judge Bond and the chairman, (ex-officio).

On the motion of Mr. Murray, seconded by Mr. Cockfield, Dr. Charles W. Colby was elected by acclamation as an Associate member to replace Professor Clarke, resigned.

A letter was read from the Provincial Association of Protestant School Boards stating that the Protestant Committee of the Council of Education be petitioned to have the law amended so that an Associate member may be appointed annually by this Association; and that in the meantime a nominee of this Association be seriously considered to fill one of the present vacancies.

On the motion of the Bishop of Quebec, the letter was referred to the committee above named.

The following letter was read from the Senate of McGill University. "The Senate of McGill University desires to express its sympathy with the Protestant Committee of the Council of Public Instruction in the great loss it has sustained by the death of its Chairman, the Honourable Walter George Mitchell. The many links that bind the Protestant Committee and the University have

made us particularly aware of your Chairman's able and energetic work on behalf of Education in this Province and we are sure that all who are in any way concerned with our schools or with our universities must greatly mourn his loss.

(Signed) T. H. MATTHEWS,
Secretary

(Signed) P. E. CORBETT,
Acting Chairman"

Fifth April, 1935.

The Secretary was instructed to inscribe the letter in the Minutes together with a copy of his reply. The reply sent reads as follows:—"The letter from the Senate of McGill University dated April 5th, expressing sympathy over the death of the late Honourable Walter G. Mitchell was read at the recent meeting of the Protestant Committee. I was instructed to inscribe your letter in the minutes of that Committee as evidence of the value attached by the members to your communication and of the esteem in which the late Chairman was held."

The applications of McGill and Bishop's Universities for the usual grants of \$7,000 and \$1,000 for the School of Commerce and the Department of Education respectively, were approved.

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

The resignation was recorded of Professor Fred Clarke as a member of the Protestant Central Board of Examiners, and his letter was read, according to his request, thanking the Committee for the resolution passed subsequent to his withdrawal as a member of this Committee.

Owing to the absence of Professor Derick the discussion was again deferred concerning the division of educational funds between Protestants and Roman Catholics.

On the motion of Dr. McGreer, the amount of \$500 was voted from the funds of the Committee to meet the expenses in connection with the forthcoming summer school for teachers at Bishop's University.

A report was received from the Secretary of the Science Survey Committee stating that the Principals of schools and teachers of Physics had been circulated and that it appeared that a sufficient number of teachers was likely to enrol in a summer school if such were organized at McGill University. On the motion of Mr. Murray, seconded by Miss Mackenzie, it was resolved that arrangements be made with the Department of Physics of McGill University to conduct an intensive course of three weeks in Physics during the summer of 1935, and that the fee charged to teachers be restricted to ten dollars, the balance of the cost up to \$300 to be borne by this Committee. It was further resolved that steps be taken to advocate the attendance of teachers at the course. Carried.

Dean Laird, Dr. Rothney and the Teachers' representative were appointed to make inquiries concerning the academic needs of teachers that may be met by means of summer schools and to report at the next meeting.

A letter was read from the Attorney-General stating that it was ultra vires of this Committee to declare that the diplomas would lapse of teachers who have ceased to teach for five consecutive years. Consequently, Regulation 20B was rescinded.

For the committee on the Continuation Year, Mr. Murray reported that, following the authority given to him and the Director of Protestant Education to communicate with McGill University regarding the Twelfth Year, the Senate of that University has agreed to accept the results of examinations at the close of the Twelfth Grade as equivalent pro tanto, to meet the requirements for admission to McGill University and that the Government of the Province had set aside for the purposes of the Twelfth Grade the balance from the sum of \$20,000 formerly used for the erection of consolidated school buildings.

Following the adoption of the report the Chairman of the sub-committee and the Director of Protestant Education were given authority to continue their communications with McGill University with a view to arranging a provisional course of study for the Twelfth Year.

In order to facilitate the proper application of grants to schools that adopt the Twelfth Grade a sub-committee of five members was appointed to act with the Director of Protestant Education in the preparation of a schedule of recommendations for the distribution of any sum of money obtained from the Government among certain superior schools that conform to the regulation concerning the Continuation Year, which schedule shall be submitted at the next meeting of this Committee.

The Committee appointed were:—Mr. Murray, Judge Bond, Mr. Cockfield, Dr. Rothney, Dr. Parmelee and the chairman (ex-officio).

The Board of the Order of Scholastic Merit presented a report recommending the following candidates for ist awards:—

First Degree:—Mrs. Mina B. Duncan, Intermediate School, Rouyn, Miss C. C. Murphy, B.A., Commercial High School, Montreal.

Second Degree: Mr. W. E. Black, M.A., General Secretary, P.A.P.T., Westmount. Miss Florence Brown, Primary Supervisor, Montreal.

The report was adopted on the motion of Mr. Murray, seconded by Mr. Robb. It was announced that the ceremony for conferring the degrees will be held at Macdonald College, on June 6th.

Honourable Gordon Scott and Mr. H. R. Cockfield were appointed to fill the two vacancies on the Board of the Order of Scholastic Merit.

There being no further business the meeting then adjourned to reconvene in Quebec on Friday, September 27th, unless otherwise ordered by the Chairman.

(Signed) W. P. PERCIVAL,
Secretary.

(Signed) GORDON W. SCOTT,
Chairman.

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