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THE EDUCATIONAL RECORD

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

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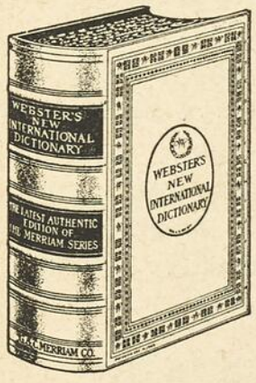

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EDITORIAL NOTES

We are glad to give space in this issue to the article by Mr. A. E. Smith of Magog, the energetic secretary of the Provincial Association of Protestant School Boards. The Association is young, this being the fourth year of its existence, but it has accomplished some good work, and would be able to do more if other boards would join and send representatives to the annual meetings. Up to the present over twenty high school boards have joined, and chiefly high school problems have been dealt with. A wider scope, however, will doubtless develop.

This issue also contains an article by Principal C. S. Douglas of the Sutton high school on the District of Bedford High School Athletic League. The Provincial Association of Protestant School Boards has a special committee dealing with school athletics, and the activities of this committee, referred to by Mr. Smith in his article, have been responsible for an increased interest in this important side of education.

The announcement in regard to the Scholarships provided by the Carnegie Corporation of Canadian students, who may wish to study the Danish and other Scandinavian folk high schools should interest some progressive youths in this Province. The example of Denmark has been a frequent subject in the Educational Record. The reform introduced by Bishop Grundtvig nearly seventy years ago made Denmark, in the course of a quarter of a century, one of the richest countries in Europe, although previously it had been about the poorest. The full mission of our own consolidated schools will only be achieved when they can measure up to the folk high schools of Denmark.

SPECIAL TAXES FOLLOW THE PROPERTY

It has long been a question as to whether special taxes, levied for a number of years by means of an issue of bonds, follow the property when there is a change of property from a Roman Catholic to a Protestant or from a Protestant to a Roman Catholic. There is no article in the Education Act covering this point, but at the last session of the Legislature an Act was passed which conclusively settles it. The special tax follows the property, no matter what changes in ownership have occurred.

Hence it follows that purchasers of a property would do well to determine if a special tax is resting upon it.

The Act is chapter 100 of 22 George V, and reads:—

His Majesty, with the advice and consent of the Legislative Council and of the Legislative Assembly of Quebec, enacts as follows:

1. Article 781 of the Code of Civil Procedure, as amended by the act 1 George V (1911), chapter 52, section 1, is again amended by adding thereto, after paragraph 4 thereof, the following paragraph:

"5. The privileges for instalments not yet due of the special taxes or assessments imposed by municipal or school corporations, the payment whereof is spread over a certain number of years, which instalments shall remain payable according to the terms of their imposition".

2. Article 802 of the said Code is amended by adding thereto, after the third paragraph thereof, the following paragraph:

"Notwithstanding the above provisions, the instalments not yet due of the special taxes or assessments imposed by municipal or school corporations, the payment whereof is spread over a certain number of years, do not become exigible by the discussion and sale of the immoveable upon which they are imposed and are not collocated. In such case, such instalments not yet due continue to affect the immoveable according to the provisions of Articles 2009 and 2011 of the Civil Code".

J. C. S.

GRADE TWELVE

(Continuation Year)

It will be some time, no doubt, before many high schools will be prepared by staff and equipment to undertake the new Grade Twelve. The prevailing financial conditions stand in the way at present for most of the high schools. Nevertheless, the ideal set forth for future realisation in our secondary school system is one that should be kept in mind.

The Educational Record has long emphasized the importance of the high school in the development of the social systems of modern countries, apart from its function as serving as the stepping-stone to the universities. The establishment of high schools is today regarded by the English press as one of the most significant and important events in the general social development of that country. Previously, superior education was only available for those who could afiord to attend the many private and endowed schools which prepared for the universities. The expansion of the high schools in England, open to all, has been very remarkable, and received a great impetus from the speech by the late Lord Haldane in the House of Lords during the war. That speech made clear the contribution of the high schools to national culture, general knowledge and social efficiency.

The course provided in Grade Twelve does not at present give the full requirements for senior matriculation, but pupils who have obtained junior matriculation would be all the better prepared to enter First Year at the University if they have taken this additional high school year. But this is not the most important advantage of the extra year. We still think of the many who do not go forward from high school to university. About 745 Grade XI pupils passed the School Leaving Examination in June last, but very few entered a university. Considerably more than half of the total neither went to a university nor to the School for Teachers. This majority, however, received a certain amount of preparation for life, in considerable advance of an elementary education, and it is widely recognised in commercial and industrial circles that this preparation forms a very adequate foundation for occupational success. Our point is that a twelfth grade, even if not taken up for the purpose of better preparation for the university, will provide a still broader preparation for life and for life occupations. In Literature, Mathematics and Science a firmer foundation can be laid.

Possibly with too much optimism the editor looks forward to the time when Grade XI will be required for entrance to the Elementary Class at the School for Teachers, and Grade XII for entrance to the Intermediate Class. Broadened knowledge on the part of the teacher rightly used, makes for broadened intelligence on the part of the taught. Raising the standard of general intelligence is surely an important function of the schools. That wise historian of the last century, Bishop Creighton, pointed out in his History of the Papacy (Vol. III. p. 175) that the Revival of Learning in Italy in the fifteenth century, while based wholly on the active study of the newly-found classics of antiquity, did not result in a revival of native litera-

ture, but did result in an awakened intelligence which brought forth the beginnings of the sciences of grammar and philology. The scientific spirit thus born was to produce later the discoveries and reasonings of Galileo and Torricelli in Italy, and in Europe generally those of Copernicus, Kepler, and Newton. Modern Science indirectly arose from the revival of classical literature.

But the question may be asked if the wider opportunity now afforded in the English-speaking world by the multiplication of high schools is in reality raising the general standard of intelligence, and in this connection we use the word intelligence in its direct meaning of intellect and understanding. It was suggested at the Teachers' Convention in October that too many today are crowding to the high schools—too many, that is, of the kind who cannot possibly benefit culturally from the high school course. This may be true in some degree, but it is hardly an excuse for excluding the presumably unfit. Only those who are wedded to the idea that there are infallible intelligence tests could assent to that policy. It is also true throughout this continent that the high school course is taken by many who know that it is an indispensable requirement for admission to employment in many business houses.

Again, it is certain that too many of those who have gone through high high school fail to make the course the foundation of further intellectual study, though this may be due to the correlative fact that there are many teachers on this continent whose own equipment in History, Literature and Science extends but little beyond the class text-books, and hence who cannot convey the right inspiration. A corrective to this occurs where there is a strong "will to learn" on the part of the pupil.

Our Scandinavian relatives, and particularly those of Denmark, gave a good example of secondary education directed to "sound learning" in the nineteenth century (as Scotland did in the eighteenth), and both continue to give it. The following article appeared in a recent issue of the New York Times. It points out that where secondary education is at its highest in Europe national democracy is at its sanest, or, in other words, where the standard of general intelligence is at its highest.

The article reads:—

"Reference was made the other day in our Berlin correspondence to the use which Hitler is making of the doctrine of Nordic race superiority as originated by a Frenchman and developed by an Englishman. The Frenchman was Count Gobineau of nearly a century ago. The Englishman was Houston Stewart Chamberlain, son-in-law of the great Wagner. Since the publication of Chamberlain's "Foundations of the Nineteenth Century" in the years before the war, much has been said about his famous ascriptions of all the great acts of history to the blue-eyed blond-haired races, back to the very beginning of the present era in Palestine. The liberation of the pure German race from the perils that beset it—the Treaty of Versailles, Marxism, the Jews—is an integral part of the Hitler teaching. It has just been subjected to a spirited examination by the Vienna Arbeiterzeitung, the leading Austrian labor and Socialist daily.

It found its text in the recent Swedish general election, which resulted in the replacement of a conservative government by a Socialist ministry under P. A. Hansson. In Denmark a Socialist government has been in power for

some time. Now it is odd, argues the Vienna journal, that just when Hitler is stigmatizing democracy, socialism and laborism as traits of the lower non-Nordic races, and exalting the dictatorship method as the only one suited for the rescue of the pure Germanic races——just at this time the social-democratic principles of government should be most strongly affirmed among the most northern of Nordics, among the very blondest of Teutons, among the fair-haired, blue-eyed, long-headed natives of Denmark and Sweden. If there were something in the old Wotan blood that is instinctively repugnant to freedom and self-government for the masses, it ought surely to be visible among Wotan's closest neighbours.

The Vienna writer scores hardest when he turns from Scandinavian Nordicism to Scandinavian culture. Sweden and Denmark he describes as standing at the very top of popular education in Europe. It is there, he says, that one may find "in almost "every farmhouse a peasant lad who "has been through high school and "whose little book shelf will show, "along with his textbooks in agriculture "translations of Gœthe and Shakes-"peare." The Scandinavian countries have not escaped the world depression. Tariffs and quotas have played havoc with the dairy industry in Denmark. Economic life in Sweden is reeling from the effect of the Kreuger crash. But in neither country have the people sought salvation in Fascism. On the contrary, they have moved further on toward democracy.

"The educational test is a useful one to apply in all discussions of the alleged doom of democracy. It cannot be sheer coincidence that European Fascism flourishes in an environment of high illiteracy, while the countries of advanced education have remained true to democracy. Germany is the only country of high standing in popular education where the democratic cause is on the defensive. But Germany's very culture is an excellent reason for maintaining that in the end German democracy will come out on top."

On one point we may extend the Times article. So admirable are the rural high schools of Denmark, started seventy years ago by Bishop Grundtvig, that many of the young Danes on the farms do not need translations of Shakespeare and Goethe. They read them in the original English and the original German, as well as the French classics in French.

Our remarks on Grade Twelve have extended into a discussion of the high school in general. Its function and its capacity to do the best work cannot be too often considered. It was the subject of a paper by Professor J. F. Macdonald of Toronto at this year's annual conference of the Canadian Universities at Ottawa. Naturally the universities look at the question chiefly from the point of view of the preparation for entrance to the university that the high schools afford. Naturally, also, they look somewhat askance at practical extra subjects which have been introduced for pupils going forward to commercial pursuits, but the universities themselves have been adopting Commerce Courses. One point that the universities have been urging for years, however, should be taken to heart. It is the frequent weakness in English that so many matriculants, from end to end of the Dominion, display, and this weakness is quite as harmful to those who enter business as to those who go to the university. The root trouble is in the elementary grades, and it is there where a higher scholastic standard for the teachers in training is required. J. C. S.

HIGH AND INTERMEDIATE SCHOOL GRANTS

The steady growth in numbers both of high schools and intermediate schools has made it more and more evident that even under fairly equal conditions, in respect to local financial resources, there are considerable inequalities in staff and staff salaries, in the quality and suitability of school buildings and grounds, in equipment and other necessities.

Hence a readjustment of the basis upon which the grants from the Superior Education Fund should be determined has become necessary, and a basis of distribution of these grants was adopted at the September meeting of the Protestant Committee.

The purpose of the reduction in the basal grants is to enable the Protestant Committee to increase the bonus to schools in proportion to the local effort made from year to year.

In addition to the basal grant, $200. will be awarded as a maximum grant for high school buildings, equipment and grounds. A maximum of $200. will also be paid as an enrolment grant in high schools.

These three items will, therefore, make up the amount of $800. which was the total of the previous basal grant.

In intermediate schools the maximum grants for building equipment and grounds will be $100. and for enrolment $100.

The same approximate amount of money will, of course, be available for distribution annually among the Superior Schools. The variation will be in the amounts accorded to the several school boards.

The distribution will be made on a mathematical basis according to the plan outlined below. Each school board will therefore be able to see the value attached to the various items.

BASIS OF DISTRIBUTION OF SUPERIOR EDUCATION FUND FOR HIGH AND INTERMEDIATE SCHOOLS.

Adopted by the Protestant Committee at its meeting of September 30, 1932.

HIGH SCHOOLS

Basal Grant.....**$400.00**

All Schools receive this amount irrespective of size, conditions, etc.

Buildings, Equipment and Grounds Grant.....**$200.00** (Maximum)

This grant will be awarded on the result of the Inspector's visit. He will rate the school on a per cent basis, allowing 50% for building, 35% for equipment, and 15% for grounds.

A.—Buildings:

(1) Cleanliness, care, state of repairs, painting, general appearance	5 x 2 (10)	.....
(2) Seating, heat, natural light, artificial light, ventilation	5 x 2 (10)	.....
(3) Lavatories, drinking fountains, washbowls, towels, toilet-paper, soap. (any five)	5 x 2 (10)	.....
(4) Basements, lunch-room, cloak-rooms, office, library	5 x 2 (10)	.....
(5) Blackboards, fire-protection, supply cupboards, janitor's room, gymnasium	5 x 2 (10)	.....

B.—Equipment:—

(1) Books (Library)	(4)	.....
(2) Maps	(4)	.....
(3) Pictures	(4)	.....
(4) Science Teaching	(4)	.....
(5) Free supplies: (Drawing, measures, cubes, all teaching aids)	(4)	.....
(6) Clocks (in order)	(3)	.....
(7) Bells, Thermometers	(2)	.....
(8) Flags, (pole for flag)	(2)	.....
(9) Chairs, piano, plants and globes ..... 4 x 2	(8)	.....

C. Grounds:—

(1) Appearance, care	(5)	.....
(2) Recreation facilities	(4)	.....
(3) Size	(3)	.....
(4) Improvements	(3)	.....
Total	100	

Enrolment Grant—(Maximum) **$200.00**

This grant is based on the principle of the larger school receiving more aid than the smaller one. Distribution will be made on two points: (**a**) Average attendance, and (**b**) Enrolment in High School Grades.

a. For average attendance (yearly) of the whole school.

1.—Over 250	$ 100.00
2.—225–249	90.00
3.—200–224	80.00
4.—175–199	70.00
5.—150–174	60.00
6.—125–149	50.00
7.—100–125	40.00
8.—Under 100	30.00

b. $1.00 per pupil for each pupil enrolled in the High School Grades up to a maximum of $100.00.

Total maximum under **a.** $100.00; under **b.** $100.00. Only the largest schools will receive $200.00, while the smallest will receive about $50.00.

Bonus..... **$100.00** to ?

This grant will vary, as at present, according to the total amount that is available for distribution.

a. A school with the rate of ten mills on full value will receive.... 10 pts.
Deduct one point for every mill required to reach this standard.

b. School fees. The school with no fees will receive the maximum of..... 10 "

Scale:—	Elem.	Intermed.	High	Pts.
	.25	.50	$1.00	9
	.25	1.00	2.00	8
	.50	1.00	2.00	7
	.50	1.50	3.00	6
	.50	2.00	4.00	5

(If rates are higher, deduct accordingly).

c. Salaries paid. The scheme that has been in use will be adhered to. When a Principal is not paid $2,500, deduct one point for every $100 required to reach the standard; likewise with second teacher, when not paid $1,100; likewise with all teachers not not receiving $700, which is the minimum.

d. Pupils from outside Municipalities. School with greatest number gets highest rating..... 5 pts.

e. Special considerations for Municipalities, e.g., if repairs have been extensive; if new equipment has been purchased; if Municipality is poor or meeting special difficulties; if Inspector's previous recommendations have been carried out. 5 "

f. Sufficiency of Staff. Deduct ½ mark for each pupil above 30 for each teacher, except where there is one grade taught, then deduct above 35.

g. Efficiency of Teachers. (1) Special rating of the following school subjects: Art, Writing, Physical Training, Music, Reading..... 20 "

(2) Other subjects examined to be considered with the efficiency of the teachers. Take general percentage, and place on a basis of..... 20 "

h. Diplomas of Teachers:—

(1) Schools with at least two H. S. Diplomas, and others Intermediate..... 10 pts.
(2) Schools with one H. S. Diploma, and others Intermediate.. 9
(3) Schools with one H.S. Diploma, and others Intermediate, except one..... 8
(4) Schools with one H.S. Diploma, and two Intermediate; others **e**..... 7
(5) Schools with one H.S. Diploma, and one Intermediate; others **e**..... 6
(6) Schools with less than the above 5 or 4 marks..... 5

i. Optional subjects taught. Give one point credit for each optional subject taught; e.g., Latin, Science (2), General Science, Bookkeeping, etc..... 5 "

j. Training to develop habits, etc. for character..... 5 "

k. Departmental Examinations. (1) Schools that receive a high June rating in Grades X and XI will receive full credit..... 30 "

those with few successful, no credit..... 150 "

PROPOSED BASIS OF DISTRIBUTION TO INTERMEDIATE SCHOOLS

Basal Grant:—$200.00 to be given to all schools.

Building, Equipment and Grounds Grant:—This grant will be awarded on the result of the Inspector's visit. (Maximum) $100.00.

Enrolment Grant:—The average attendance (yearly) will be multiplied by 50 cents with a maximum of $50. Two dollars per pupil enrolled in high school grades (VIII–XI) with a maximum of $50.—$100.00.

Bonus:—The bonus will be allotted on the same scale as with High Schools, except the following changes:

c. Salaries paid. When a Principal is not paid $1,200, deduct two points for every $100 required to reach the standard; likewise with second teacher when not paid $800; and third teacher when not paid $700.

h. Diplomas.—Schools with all Intermediate Dip..... 10 pts.
" " two " " ..... 8 "
" " one " " ..... 6 "

Where teachers are on permit, additional deductions.

i. Optional subjects here are: Nature Study, Agriculture and General Science.

k. Since many schools have not permission to teach Grade X, this will be omitted, making a total of 120 for calculating the bonus for Intermediate Schools.

l. Consolidated Intermediate Schools, will receive an extra grant of $100.00.

SIMPLIFICATION OF FRENCH SYNTAX

Sanctioned by the French Academy (Ministerial Decree of Paris, February 1901)

Partitive Article:—Du, de la, des, may be used when there is an adjective before the noun:—des beaux enfants, de la bonne crème, du beau drap. However, **d'autres,** meaning "other, other people", and **de** tels, **de** telles, should be retained.

Proper nouns may now take 's" like ordinary nouns.

Hyphens may be omitted between the pronoun subject and the verb: est il? êtes vous? Also between all compound numerals: vingt deux; trente six, etc.

Hymne may be either masculine or feminine.

Orge may always be feminine (no exception). **Pâques** (Easter) may be feminine plural. **Amour** and **orgue** may always be masculine.

Gens may be always feminine plural. Quelles bonnes gens! Certaines gens lui ont parlé. Les vieilles gens sont soupçonneuses. In compounds (gens de lettres, gens d'épée, etc.) **gens** remains masculine.

Vingt, Cent take 's' when multiplied, even when followed by another numeral: Trois cents; trois cents dix.

Mille may always be spelt **mille.** 1932: **mille** neuf cents trente deux.

Sequence of Tenses:—The **present** subjunctive may be used after a conditional. Elle aimerait qu'il le fît (or 'fasse'); Je voudrais que tu viennes. But: Il voulait qu'il le fît, que tu vinsses.

Past Participle.—When followed by an infinitive the past participle may always be invariable, like **fait.** La dame que j'ai **entendu** chanter; les robes que j'ai **fait** faire; les garçons que tu as **vu** courir.

Ne is no longer required after verbs of fearing used affirmatively, or verbs of doubting used negatively, or verbs of preventing, whether negative or affirmative, nor is its use considered obligatory after a comparative adjective in an affirmative clause. Hence: Il s'amuse plus qu'il (ne) devrait; J'ai peur qu'il (ne) le fasse; Rentrez tout de suite de peur qu'il (ne) pleuve.

(Drill on French Grammar, by Victor Spiers).

NOTE:—It is perhaps unnecessary to point out that for many years to come French writers will continue to observe the rules which have been taught to so many generations of pupils. However, it is comforting to know that one **may** ignore them, in accordance with the above decree.—L. E. T.

LESSONS IN DECIMALS BY THE GROUP METHOD

By. F. H. Spinney

(A series of Lessons conducted by the writer during the present term)

Note.—Not more than two new lessons were presented in one week, with **thorough review** of the preceding lessons on intervening days.

LESSON 1

A group at the board wrote the following:

$6.25	$8.10
$7.75	$2.02

"Erase the dollars."

The pupils were then asked to give the value of each Decimal:

.25 = 1/4 .02 = 1/50 etc.

"Prove that .25 equals 1/4."

Numerous attempts were made before one pupil wrote

$$.25 = \frac{25}{100} = 1/4$$

Other examples were proved in a similar manner.

Group II. tried the following:

1.25 = 1 1/4 3.75 = 3 3/4 5.1 5 1/10

etc.

"Why did you not change the 1.3 and 5 ?"

"Because they are whole numbers."

Such questions were used repeatedly until the teacher was convinced that the pupils understood the principle involved in each type of exercises.

LESSON 2

Powers of 10

For the sake of convenience of expression, the pupils learned throughly the meaning of "power of 10" and also learned to determine the power at a glance.

A group at the board wrote the products of:

10×10

$10 \times 10 \times 10$

$10 \times 10 \times 10 \times 10$

etc.

"How can you tell the power of 10 in such numbers?"

"By the number of naughts."

The work was erased, and another group of pupils responded to the teacher's dictation to write as Denominators the 1st., 3rd., 5th., 2nd., and 4th. powers of 10. They were then asked to supply Numerators to make each fraction equal ½. When completed, their work was thus expressed:

$$\frac{5}{10} \qquad \frac{500}{1000} \qquad \frac{50000}{100000} \qquad \frac{50}{100} \qquad \frac{5000}{10000}$$

"Which is the greatest fraction?"

"They are all equal."

The pupils were then asked to show what was done with 5/10 to make the other fractions:

$$\frac{5 \times 10}{10 \times 10}, \qquad \frac{5 \times 100}{10 \times 100}, \quad \text{etc.}$$

LESSON 3

The rule for changing Decimals to Fractions can be mastered only by persistent drill on easy exercises.

The following exercises were assigned daily for **sight drill.** After the first day, the pupils who failed to write the correct answers promptly left the board.

1.	5.	11.	.30
2.	.1	12.	.03
3.	.01	13.	.35
4.	.001	14.	.035
5.	.25	15.	.350
6.	.025	16.	1.5
7.	.2	17.	1.25
8.	.20	18.	1.05
9.	.02	19.	3.2
10.	.3	20	3.002

"In question 3, why is the Deonominator 100?"

"It must be the 2nd. power of 10 , because there are 2 places of decimals.

"In question 5, why did you write 1000 as the Denominator?"

"Because there are 3 places and that needs the 3rd. power of 10."

"Why are the answers to questions 7 and 8 the same?"

"Because a decimal is not changed by adding a naught."

Such questions were repeated daily to ensure a thorough grasp of the principle involved.

LESSON 4

Changing Fractions to Decimals.

This lesson was not undertaken until the pupils had a thorough review of the previous lessons.

They knew, at a glance, that 1/4 = .25
1/2 = .5
1/5 = .2
1/8 = .125
etc.

```
4)100( .25
   8
  ---
   20
   20
  ---
```

To avoid confusion, the pupils used the rule that the decimal point must be used when the first cipher was added to the numerator of the fraction. As the pupils knew the "answer" in advance, they easily mastered that rule.

The entire lesson was confined to examples in which the pupils knew the answers in advance.

Thus, change to decimals,—

3/4	2 1/4	1/25
1/10	5 3/4	1/50
3/5	2/5	3/50
1 1/2	1/20	7/20

As each example was worked, the pupils reversed the process:

$$.75 = \frac{75}{100} = 3/4$$

LESSON 6

Multiplication

(**Note.**—Lesson 5 on Addition and Subtraction is omitted, as it presented no difficulties).

The first excercise was based on dollars and cents.

Pupils at the board wrote answers to the following:—

.25 × 3	.25 × 36
.25 × 5	.25 × 48
$1.25 × 5	.25 × 64

The brightest pupils were asked to try the following, without preliminary explanation.

.25 of a pound at .40
.25 of a gallon at .60
.75 of a gallon at .48
1.25 lbs. at .40
.5 lbs. at .80

They found that .25 of a pound at 40 cets. was 10 cts. that is they found that

$.25 \times .40 = .10$
$.25 \times .60 = .15$
$.75 \times .48 = .36$
$1.25 \times .40 = .50$
$.5 \times .80 = .40$

The work was done mentally. This was followed by actual multiplication:

$25 \times 40 = 1000$
etc.

The question arose as to where the point was placed and why.

The next step in Multiplication was to use fractions to illustrate how a rule could be applied to all questions:

$.3 \times .1$ means $3/10 \times 1/10$ which is equal to $3/100$

That is, $.3 \times .1$ is equal to .03

In the same way it may be shown that $.03 \times .1$ is equal to .003.

.03 and .1 are called the factors.

The pupils made the rule that the number of places in the product was equal to the sum of the numbers of places in the factors.

In order to impress this rule, many easy exercises were assigned to groups working at the board:

1.	.2	×	.3	11.	1.2	×	.2
2.	.02	×	.3	12.	2.3	×	.3
3.	.02	×	.03	13.	3.1	×	.05
4.	.3	×	.3	14.	21.2	×	.005
5.	.03	×	.03	15.	25.5	×	.004
6.	.3	×	.5	16.	100	×	.05
7.	.003	×	.5	17.	100	×	.005
8.	.003	×	5.	18.	12.5	×	.3
9.	.003	×	50	19.	1.25	×	0.3
10.	.003	×	500	20	1.2	×	1.2

It will be observed that all the multiplication can be done at **sight.** In example 20, the pupils were instructed to say 12 times 12 is 144, then place the point ,—1.44

DIVISION

Division was first introduced by the use of money,—"How many 25-cent pieces in $1?"

The pupils were required to express the question in the division form then write the answer, which they knew in advance:

25)100(4
100
—

That is, they changed both divisor and dividend to cents.
How many 50-cent pieces in $1.50?

How many 10-cent pieces in $2?
How many books at $.25 can you buy for $5?

The next step was to divide first by fractions, then by decimals:

3/4 ÷ 1/4	then .75 ÷ .25
1 1/2 ÷ 1/2	then 1.5 ÷ .5
1 ÷ 1/8	then 1 divided by ÷ .125

The pupils made the rule to first make the Divisor a whole number then multiply Dividend by the same power of 10.

Make the changes necessary for Division:

.75 divided by .25	.25 divided by .125
.75 divided by .025	.25 divided by .0125

The pupils made the changes, without doing the actual division:

25)75(25)750(125)250(125)2500

The Rule of Division ÷ was made plain by its application to the greatest possible number of **easy** examples:

.75 ÷ .25	.5 ÷ .25
1.25 ÷ .25	.25 ÷ .5
	etc.

All the foregoing were then worked by fractions:

3/4 ÷ 1/4	1/2 ÷ 1/4
1 1/4 ÷ 1/4	1/4 ÷ 1/2
	etc.

When the teacher dictated the Divisor, the pupils immediately changed it to a whole number , then made the appropriate change in the Dividend.

"Divide .5 by .125."

The pupils wrote the numbers in the form already for division:

125)500(

This method represented a vast saving of time.

"How many places to the right did you move the point in the Divisor?"

"Three places."

"Then how many in the Dividend?"

"Three."

In all the foregoing lessons, 95% of the work was done at **sight.** The pupils pupils made most gratyfying progress.

PROVINCIAL ASSOCIATION OF PROTESTANT SCHOOL BOARDS

(By A. E. Smith)

The Provincial Association of Protestant School Boards has now entered upon its fourth year of existence and activity, and within its sphere of usefulness has proved its worth, as one of the links in the chain of Provincial protestant educational activities, the last link, and in a dual sense at that, since it represents the man who sends his children to school and who foots the bills. That it is a necessary link will be recognized when we realize that a successful consummation of the plans and decisions of the Protestant Committee depends largely upon an intelligent interpretation of them by the Provincial School Boards and their desire to see them properly carried out. Mr. Sutherland evidently realized this when he decided to permit the P.A.P.S.B. to use part of his valuable space in the Educational Record as a medium whereby they will be able to reach a larger number of Commissioners and Trustees.

The Association deals more especially with the problems confronting those boards not connected with the large urban centers, taking its inception from the fact that the members of the Board considered that on the whole they were seriously unfitted to carry out the duties for which they have been elected, consequently if at times we seem to "get out of line", bear in mind that we are banded together for mutual advancement as a result of a personal examination as a result of which we discovered that we had not passed with honors but were just merely making the grade.

At the annual meeting of the members of the P.A.P.S.B. held at Ayer's Cliff in Sept. last; the following officers were elected for the ensuing year.

Dr. C. S. Harris, Magog, Hon. Pres. Mr. W. J. Ewing, Richmond, Hon. Vice Pres. Mr. D. R. Wilson, Shawinigan Falls, Pres. Mr. M. H. Bedee, Knowlton, Vice-Pres. Mr. A. E. Smith, Magog, Sec.-treas. Executive: Dr. R. H. Stevenson, Danville. Mr. B. R. Stevens, Bedford: Mr. A. A. Hall, Coaticook: Dr. C. L. Brown, Ayer's Cliff.

In view of the success achieved by the members of the Athletic Committee we wish to introduce them to you: they are Dr. Erle Draper, Bedford; Dr. C. L. Brown, Ayer's Cliff and Mr. Jas. E. Connors, Magog. This year Rev. Errol C. Amaron, principal of Stanstead Wesleyan College replaces Dr. Brown on this Committee. This winter when you read of High School hockey games remember that it is a result of the activities of these men in an endeavour to create a greater interest in school athletics.

Although quite a number of high school boards have not as yet seen the necessity of helping the association to assist them by joining the association, it was the unanimous opinion of the members, that boys attending the schools under their charge should have equal opportunity with other school boys enabled to join one of the many series of school hockey leagues.

The delegates who attended the annual convention heard of a wide variety of doings on the part of other boards, among a large number we recall this action on the part of quite a few "That some school boards have the principal meet with them in their sessions, at least for a part of the time; others encourage members of their staff to hold frequent meetings and to feel free to criticise or to make suggestions to the board members, the board members not necessarily knowing what members made the suggestion or criticism.

One board reports that an occasional hike is made by one or two members of their staff to some manufacturing plant or into the country, and there give their respective classes direct knowledge of interesting facts probably not found in the prescribed curriculum."

Commissioners and Trustees may possibly be interested in the following quotations taken from a report made by the members of the committee appointed for the purpose of studying the zoning system.

"We are firmly convinced that every child in this Province is entitled to a High School education, if he desires to have it, and we are also convinced that this education should be furnished at as low a cost as possible.

"We are also of the opinion that the various school municipalities should pay their just share of the cost necessary to give high school education to children of their municipality, and while we recognize the difficulties facing the rural municipalities and the impossibility of each municipality maintaining a high school for the education of their own children, we also find that there are good high school located in towns which are the centers for their education, and from which they draw a considerable percentage of high school pupils from surrounding municipalities.

"We have consulted nearly all the school boards in the Eastern Townships and find that the rate-payers of the towns and villages where high schools are established, are giving education to the pupils of the surrounding municipalities at a cost which varies from fifty to sixty five percent less than the actual cost of giving this education. In other words, ratepayers of those municipalities who are giving high school education are paying more than their fair share of such education, and that the surrounding municipalities are receiving facilities for educating their children in these high schools at the expense of the rate-payers of these towns and villages maintaining high schools; which is an injustice which should be relieved."

THE DISTRICT OF BEDFORD HIGH SCHOOL ATHLETIC LEAGUE

This High School Athletic League, which is now looked upon as one of the most important in the Eastern Townships, had its beginning in a very humble way. In 1919, when I came into the District of Bedford to teach school I found school athletics conducted in a very haphazard manner. It appeared to me that here was an opportunity to give the boys of my school and possibly of the district a new outlook on sport and sportsmanship. Accordingly in 1920, when I was Principal of Cowansville High School, I consulted with my boys and we made plans for a regular Sports Meet and invited the other High Schools in the district to send Athletic teams to compete at our meet. A return meet was held at Granby the following spring. These proved so successful that Mr. C. A. Adams, Principal of the Granby High School and I got together and organized the league. Rules and regulations were drawn up and a cup donated by W. H. Miner, Esq., of Granby, was put up for annual competition. The year 1921 saw the first regular meet at which all of the High Schools of the District of Bedford were represented.

The Executive of the League consists of the Principals of the High Schools in the district and this body conducts the annual Meet. The Executive has had many problems to solve, and new regulations have had to be made from time to time as experience showed the necessity for them, but each year the Annual Sports Meet has become more and more popular until it is now recognized as an essential feature in our school work. It is not unusual to see a thousand people at our Sports Meet, while the suppers served to the visiting teams, their friends and supporters have numbered as high as 300 people.

The Annual Meet is held early in October at one of the six towns: Cowansville, Granby, Knowlton, Waterloo, Bedford and Sutton, which entertain the League in succession. The programme consists of twenty events, a first place winning five points; a second three; and a third, one. The boys were divided into three classes according to weights viz. under 100 lbs., under 125 lbs., and open. At a recent meeting of the Executive it was decided to arrange the boys in four classes for this year, viz. under 85 lbs., under 105 lbs., under 125 lbs., and open. The idea has been to get as many of the boys as possible into the different events, and at the same time limit the number from each school so that the smaller school will not be completely outclassed. Not more than two entries from each school, for each of the twenty events on the programme, are allowed. Team work is an important feature of the League.

Bedford, Granby and Waterloo are fortunate in having Exhibition grounds where the Meet can be held. Cowansville has large school grounds that serve the purpose, but Knowlton and Sutton have to use the streets of the village for a track, and the field events are held on the school grounds.

During the eleven years that the League has been functioning one can notice a marked improvement in the way the boys conduct themselves at an Athletic Contest. Several of our boys have gone on to enter the Athletic team of our Universities. The Sportsmanlike attitude in which losers and winners meet at our contests make the whole thing very much worth while.

A comparison of the records made in 1921 with those now held in the League is quite interesting and shows the advantage of the training in athletics which our boys are getting.

Records made in 1921 compared with later records.

	1921 record time	Record. now.
1—100 yds. dash (under 100 lbs.)	time 16 sec.	1923, 11 3/4 s.
1—100 yds. dash (under 100 lbs.)	15 sec.	1926, 10 3/5
3—100 yds. dash (open)	13 sec.	1926 10 2/5
4—220 yds. dash (under 100 lbs.)	32 sec.	1926, 24 3/5
5—220 yds. dash (open)	29 sec.	1923 23 sec.
6—Broad Jump (under 100 lbs.)	14′ 2″	1929 16′ 6 3/4″
7—Broad Jump (under 125 lbs.)	15′	1928 18′ 4″
8—Broad Jump (open)	15′ 11″	1930 18′ 1/2″
9—440 yds. Dash (under 125 lbs.)	1 min. 20 sec.	1923 54 sec.
10—440 yds. Dash (open)	1 min. 21 sec.	1930 53 2/5 sec.
11—Running High Jump (under 100 lbs.)	4′ 3″	1929 4′ 10 3/4″
12—Running High Jump (under 125 lbs.)	4′ 9″	1929 5′ 5 112″
13—Running High Jump (open)	4′ 11″	1930 5′ 3″
14—Pole Bault (under 100 lbs.)	7′	1929 9′
15—Pole Vault (under 125 lbs.)	7′ 6″	1931 10′ 6″
16—Pole Vault (open)	7′ 6″	1931 10′

In the original programme we had Hurdle races and a relay race for six men for a mile, two men from each class. The difficulty of getting hurdles and of getting a suitable place to set them, induced us to change these items to mile races. The Mile race is too strenuous for growing boys; we have now introduced some events for a class of boys under 85 lbs. in its place but we have kept the relay race, which is one of the most exciting events of the programme.

This, in biref, is a short account of the origin and work of the District of Bedford Athletic League, and if this article is of interest or help to any school or schools desirous of forming such a League I shall feel amply repaid for the time spent in preparing this resumé.

I am indebted to Mr. C. A. Adams for many helpful suggestions and for the list of records made.

C. S. DOUGLAS,
The High School, Sutton, Que.

BOOK NOTICES

The Singing Period: Book One. By five leading directors, supervisors and instructors of school music in Ontario. 64 pages. Waterloo, Ont.: Waterloo Music Company.

This is an all-Canadian Book of school music, the first of a series, and Book One is for pupils just learning to read staff notation. A teacher's Manual accompanies it. The book is charmingly illustrated, and the staff notation clearly printed. Many of the short songs are by Miss Anne Sutherland of Guelph. Teachers in schools where singing is regularly followed would do well to write to the publishers in regard to this first book of a series which promises to be very valuable.

Number Highways. 5. By M. E. Lazerte, Ph.D., Director, School of Education, University of Alberta, and G. S. Lord, M.A., Principal, Alberta Normal School, Edmonton. 107 pages Price 35 cents. Clarke, Irwin Company, Toronto.

Two other numbers of these books have been reviewed in previous issues. This affords good practice in Grade V Arithmetic.

The Story of the British Peoples. By C. Magraw, M.A., Pembroke College, Oxford, and B. I. Magraw, formerly of Bishop Cotton School, Simla. 320 pages illustrated. Price 90 cents. London and Toronto: Oxford University Press.

This is one of a series known as the Junior and Senior respectively of the Oxford Class Books of History. The present book is one of the Senior series. Earlier books cover the Early and Middle Ages, Early Modern Times (Tudor and Stuart periods) and Modern Times. So admirable have been the English productions in History texts in recent years, and particularly those from Oxford, that the comparative adjectives seem out of place in appreciation. But this book makes it certain that the series as a whole is well worth the attention of teachers.

L'Evasion du Duc de Beaufort. Edited by Léa E. Tanner, Supervisor of French in English Schools, Province of Quebec. 202 pages. Montreal: Renouf Publishing Company.

This edition of a notable adventure in **Vingt Ans Après** by Dumas is not only excellent in itself, but also as a good type of modern language class texts. The lively story is well printed, and is not encumbered with numeral references. The second half of the book contains the various notes and grammatical exercises and a vocabulary. The book is authorized in Grade XI in the Permissive Course of this year, and faithful use of the exercises will undoubtedly prove valuable to the pupils in the grammatical forms and the idioms.

British Isles. Projection map, approximately 16 miles to the inch. London: George Philip & Sons.

Physical outlines only. Names of countries, cities, etc., to be inserted by reference to general map.

The Pat & Patsy Pre-Primer. By Alice A. Harding of the Normal and Normal Model Schools, Toronto. Illustrated by Stella Grier. Toronto: J. M. Dent & Sons, Ltd. The Red Letter Primer. By M. E. Thrush of the Frankland School Toronto. Toronto: J. M. Dent & Sons, Ltd.

Two delightfully illustrated primers, and wholly of Canadian manufacture.

The Dawn of World Order, Smith and Garnett. (Oxford University Press)..

This is an unusually clear exposition of the problem of international relations in a rapidly shrinking world. The only serious attempt to solve this problem is found in the League of Nations, and this book is therefore, in the main, a description of the founding, organization and operation of the League. The work of the various conferences held under the auspices of the League with the hope of establishing world order are described, with their decisions. Without in any way belittling the work accomplished by the League, a final note on the world-crisis shows how much still remains to be done before a state of economic stability is reached. The book is a valuable supplementary text in modern history.

Dent's Teachers' Aid.

The November number of this new eight-page magazine is as interesting and valuable as the first two numbers, and contains suggestive articles on Word-Study, Arithmetic problems, Devices in Teaching Composition and other practical subjects. Dent's Teachers' Aid is sent free to every teacher who will apply to J. M. Dent & Sons, Limited, 224 Bloor St., West Toronto.

Experimental Biology. By Edith Philip Smith, Ph.D. 96 pages. Illustrated. Price 45 cents. Toronto: Oxford University Press.

This little book deals with growth and reproduction, adjustment to environment, nutrition and respiration, as illustrated in plant and animal life, and makes a good introduction to biology. Teachers of the subject will find useful hints in practical (and practicable) experiments.

This book is one of a series in experimental science, published by the Oxford University Press, England.

Some Triumphs of Modern Exploration. By Webster Smith. 224 pages. Price 85 cents.

A Public School Biology. By J. T. Hankinson, M.A., Biology Master and Medical Tutor. Stowe School, England. 308 pages. Price $2.00.

Elementary General Science. Book 1. By Hughes and Panton. 120 pages. Prices 65 cents.

Every Child's Sciences. By A. Monteith, B.Sc., 70 pages. Price 35 cents.

The Teaching of Arithmetic and Elementary Mathematics. By F. J. Hemmings, B.Sc. (London). 156 pages. Price $1.25.

Longer Poems of the Nineteenth Century, 1800-1850. 114 pages. Price 65 cents.

Fables Choisies. La Fontaine. 119 pages with vocabulary and notes. Price 35 cents.

Longer Poems of the Nineteenth Century, 1850-1900. 115 pages. Price 65 cents.

Great Exploits in the Air. By F. W. Monk and H. T. Winter. 224 pages. Price $1.25.

A Junior School English Course. Book I. 56 pages.

The Same. Book II. 72 pages. Price of each, 30 cents.

A French Course. Book I. By G. R. Chaffer, B.A. 138 pages.

The Same. Book II. 142 pages. Each 60 cents.

The above thirteen English books were received from the firm of Blackie & Son (Canada) of Toronto just before going to press. Attention to several of these excellent books will be drawn in later issues.

THE THIRTEENTH DISCIPLE

I wonder, when the rabble cried
"Nay, let Him now be crucified."
Did not the spirits of His trees
Bend low in tender agonies,
Did not the green bough writhe away
From the sharp axe that sorry day,
And all the forest heavy brood
On whose shamed branch should be
His Rood?

I wonder, while His flesh grew cold
Against the wood, if chance He told
A tree's grey spirit, broken, dumb,
So softly none might hear it, some
Divinely brave and lovely thing
Of courage and of comforting?

I cannot tell. I only know
That, stricken, shamed and beaten so,
I fling my arms out hungrily
Round the great body of a tree
And, with my throbbing forehead
pressed
To that rough, understanding breast,
Feel a sweet Strength come thrilling
through
My veins—till I am risen, too.

Anne Sutherland in "A Ribband of Blue".

THE FLIGHTY COMMODITY

I envy all these tranquil folk
Whom Heaven weighs so carefully.
They never either bump the earth,
Or ride the scales sky-high, like me.
I think it must be fine to sit,
With lofty smile and cautious eye,
And measure equal parts of joy
And gloom to every passerby.
This hectic life I have to live,
One moment burdened down with woe,
The next in soaring ecstasy,
It's very hard on me, you know,
My breathing's always disarranged
With rapid journeys through the air;
My face unfolds and blows about,
My heart is simply everywhere.
Still, every cloud is silver-lined,
Some day I'll bounce up on a shelf
And stay there, reaching down to you
With joyful parcels of myself.

Anne Sutherland in "A Ribband of Blue".

ADDITIONS TO THE PROFESSIONAL LIBRARY

The following books have been added to the professional library:

McLennan: Children's Artist Friends

Dickie: Modern Practice in Teaching Composition.

Mason: An Essay toward a Philosophy of Education.

Langford: Educational Service.

Kahn: Psychopathic Personalities.

Curriculum for Pupils of Twelve to Fifteen years of age. (Scottish Council for Research in Education).

Fraser: Education of the Backward Child.

Durrell: The Teaching of Elementary Algebra.

Godfrey and Siddons: The Teaching of Elementary Mathematics.

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SCHOLARSHIPS OPEN TO CANADIAN STUDENTS OF RURAL LIFE FOR THE STUDY OF SCANDINAVIAN FOLK HIGH SCHOOLS

The Carnegie Corporation of New York has made available, through the American Association for Adult Education, a limited sum for grants in aid of Canadian students who wish to study Danish and other Scandinavian folk high schools. Applications are now being received from students interested in rural sociology and adult education who believe that a brief study of the folk school would be valuable in their present or future work. Your assistance in notifying qualified students of these grants, and in bringing the names of such students to the attention of the Committee in charge of making recommendations for these grants, will be appreciated.

The folk high school has played an important part in the work of national adult education in the Scandinavian countries. The movement dates from about the middle of the last century when Nikolai Grundtwig, living in a period of land reforms and political upheaval, recognized that if popular government were to be a success, the citizens must be educated, without being separated from their life work. He conceived the idea of gathering adults together for a short period each year for the purpose of obtaining a general, well-rounded education without specializing in any particular subject. Denmark alone in 1930 had sixty schools, with an attendance of 6,500 adult students, founded upon this principle.

The International People's College at Elsinore, built upon the tradition of the Danish folk high schools, is of particular interest to foreigners, and all persons who receive grants should plan to study there. The aim of the school is to bring young men and women from different countries together for mutual study. Peter Manniche, principal of the College, describes it as follows: "Just as the Danish Folk High Schools have educated Danish farmers towards a national cooperative commonwealth, it is hoped that the International College should be instrumental in educating students from different countries towards international cooperation. It places stress on the education which is gained through close personal intercourse between teachers and students and between the students themselves."

Applications should be filed with the American Association for Adult Education, 60 East 42 Street, New York, N. Y., on or before January 31, 1933.

The application should give the educational background of the applicant, his present occupation, age, and his reasons for wishing to undertake this study abroad. It should also include a proposed itinerary and schedule of study. The period of study in Scandinavia will be limited to three months or less. The application should be accompanied by not more than six references from persons

qualified to testify as to the applicant's ability to make use of such an opportunity for study. It should also be accompanied, if possible, by a recent photograph of the applicant.

American Association for Adult Education,

Morse A. Cartwright, Director.

Committee on awards:—Robert C. Wallace (chairman), President ,University of Alberta, Endmonton, Alberta.

G. S. H. Barton, former Dean Macdonald Agricultural College, St. Anne de Bellevue, Quebec, and now Deputy Minister of Agriculture, Ottawa.

H. Munroe, Deputy Minister of Education of Nova Scotia, Halifax, Nova Scotia.

Morse A. Cartwright, Director, American Association for Adult Education, New York, N. Y.

PROTESTANT SCHOOL INSPECTORS

INSPECTOR BRADY

Montreal, July, 1932.

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

Sir,

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

STATISTICAL SUMMARY.	1931-32	
1.—Number of School Municipalities:		
a) Under control of commissioners	24	
b) Under control of trustees	26	
Total	.....	50
2.—Number of Schools:		
a) Elementary	70	
b) Intermediate	17	
Total	.....	87
3.—Number of teachers:		
a) Male teachers	37	
b) Female teachers	397	
Total	.....	434
4.—Average salaries in the schools under control:	$	
a) male teachers — In elementary schools	2173.39	
a) male teachers — In intermediate schools	1866.66	
b) Female teachers — In elementary schools	1104.34	
b) Female teachers — In intermediate schools	877.63	
5.—Number of children of school age: (census) (according to secretary-treasurers' report).		
a) Boys from 5 to 7 years 1765 | Girls from 5 to 7 years 1810		
b) Boys from 7 to 14 years 6370 | Girls from 7 to 14 years 5953		
c) Boys from 14 to 16 years 1538 | Girls from 14 to 16 years 1418		
d) Boys from 16 to 18 years 1293 | Girls from 16 to 18 years 1159		
Total	.....	21,306
6.—Number of pupils enrolled:		
a) In the elementary schools	10,480	
b) In the intermediate schools	1,859	
Total	.....	12,339
7.—Average attendance: (in percentage)		
a) In the elementary schools	88.1	
b) In the intermediate xchools	83.8	
f) Average general attendance	87.5	

8.—Classification of pupils:—		
In Kindergarten	217	
In Grade 1	2418	
In Grade 2	1809	
In Grade 3	1871	
In Grade 4	1883	
In Grade 5	1635	
In Grade 6	1482	
In Grade 7	779	
In Grade 8	132	
In Grade 9	70	
In Grade 10	43	
Total	.....	12,339

GENERAL REMARKS

This inspectorate is made up of the Protestant elementary and intermediate schools of the counties of Beauharnois, Chambly, Chateauguay, Huntingdon, Jacques Cartier, Joliette, Laprairie, L'Assomption, Laval, Montcalm, Napierville, Soulanges, Vaudreuil (except Pointe Fortune), and Westmount, alao the municipality of Terrebonne in the county of the same name. In addition, I again visited at your request, the Protestant schools of the counties of Drummond and Richelieu, included in the foregoing summary of statistics. This territory contains eight city municipalities, thirteen situated in towns, and twenty-nine rural municipalities.

The schools are of three types, Intermediate, numbering 17, with 63 teachers and an enrollment of 1,859 pupils; Graded Elementary, 28 in number, staffed by 330 teachers and with 9,777 pupils; and 42 Rural Elementary, one-teacher schools, containing 703 pupils. The schools of Outremont and Westmount municipalities were visited only for the purpose of collecting statistics and for reporting upon the holders of interim diplomas; all the others were visited and inspected and the usual reports were sent to the school boards and to the Department.

Twenty-three of the rural elementary schools are in the county of Huntingdon, the rest being scattered over thirteen counties. My first report, that for the session 1927-'28, showed 71 schools of the latter type. This reduction has been due almost entirely to consolidation. Six schools were consolidated at Dundee, six at Huntingdon, six at Howick, five at Ormstown, and three at Ulverton in the Richmond inspectorate. The other three were closed and the pupils accommodated in the schools of adjacent districts. This change does not imply a reduction in rural school population in this district, as there are more pupils than there were four years ago, even in the rural sections. It does mean that a far larger proportion of rural pupils are now being educated in well-graded and well-staffed schools rather than in the little one-roomed school, where the teacher often inexperienced, is endeavouring to teach the equivalent of seven grades, from the child of five years up to the High School entrance class.

Of the 434 teachers reported, all held Quebec diplomas except 17, whose qualifications were as follows: M. A. degree, 2; B.A. degree, 2; English certificates, 2; Scottish certificate, 1; diplomas from other provinces, 6; Grade XI certificate, 1; Grade X certificate, 1. All these had permission from the Superintendent to teach. The two last mentioned taught in rural schools, one for four and one for three months. Two others were engaged without permission by school boards, who thereby forfeited their right to share in the common school fund.

The average salaries are shown in the statistical summary and have not varied much for several years. The average annual salary received in the rural elementary schools was $511.55. There were no male teachers in these schools. All schools were in session for the full ten months except thirteen small ones. Some boards have reduced the length of the session on account of a dwindling income. The weaker municipalities would scarcely be able to maintain their schools at all except for the aid from the Poor Municipalities or Released Normal School Funds.

New and Repaired Buildings.—The Verdun School Trustees erected a building adjacent to the Woodland school and connected with it by a corridor. This contains twenty-five class-rooms, a spacious gymnasium, high, well-ventilated basement play-rooms, a library, administrative offices, and a well-equipped teachers' common room and kitchen. This gives the Woodland school accommodation for about 2000 pupils, with a staff of 60. The School Commissioners of Pointe Claire and Beaconsfield built an addition to their Intermediate school at Cedar Park. This provided two class-rooms, a science laboratory, and a well-equipped gymnasiums, including a stage. The basement contains two play-rooms, a lunch-room and a kitchen. Extensive improvements were made to the Intermediate school at Drummondville, including the bricking of the older portion of the building, the fitting up of a basement play-room, and the installation of a hot-water heating system. More or less extensive repairs were made to 12 school buildings in the district. The total cost of new and repaired buildings was $297,063.00.

Conferences.—These were held at Hemmingford, Huntingdon and Montreal. Dr. W. T. B. Mitchel, gave interesting and valuable talks on Mental Hygiene at the Huntingdon and Montreal meetings. Mr. E. C. Woodley gave able assistance at Huntingdon and Miss L. E. Tanner at Montreal. I also held a joint conference with Inspector McCutcheon at Richmond, where we were fortunate in having the valuable co-operation of Dr. Percival and of Miss Tanner. Very few of the teachers called were absent from any fonference.

In Memoriam.—I regret to have to record the passing of two Secretary-Treasurers during the year, Mr. S. G. Grimston, of Lachine and Mr. James P. Lett, of St. Chrysostome. Both had served their boards faithfully and well and were always efficient, prompt and courteous in their relations with the inspector.

Bonuses to Teachers in Rural Schools.—Bonuses are recommended to the following for successful teaching: Misses H. E. Merlin, Ada M. Kerr, Wanita Ellerton, Dora B. Upton, Edna E. MacRae, Mrs. Chester Wilson, Misses May G. Johnson, Jessie V. Jackson, Mrs. M. E. Cowan, Misses Annabelle McEwen, Irene C. Perkins, Elsie G. Smith.

Successful teachers debarred by the Regulations from two bonuses in succession: Miss E. S. Boddy, Miss E. S. MacRae, Mrs. Jas. McMillan, Mrs. E. D. S. Boyd, Miss L. M. Murdoch.

Strathcona Trust.—The prizes and certificates for excellence in physical exercises are recommended as follows: Hinchinbrook No. 7, Miss V. W. Dow; Havelock No. 5, Miss Wanita Ellerton; Franklin No. 3, Miss L. A. McKell; Hemmingford No. 1, Miss D. B. Upton, St. Louis de Gonzague, Miss Edna E. MacRae; and in the Richmond inspectorate, Sorel, Miss A. M. Kerr.

Bonuses to Deserving Municipalities.—The following are recommended for bonuses for progress: St. Félix de Valois, Laprairie, St. Cyprien de Napierville, Rawdon, Elgin; and in the Richmond district, Sorel.

Classification of Municipalities.—The classification of the municipalities according to (**a**) length and arrangement of school year, (**b**) condition of school buildings and grounds, (**c**) condition of apparatus and furniture, (**d**) salaries of teachers and method of payment, (**e**) use of the course of study, (**f**) use of authorized text-books, is as follows:

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

Good.—Greenfield Park, Joliette, Beauharnois, Terrebonne, Dundee, St. Louis de Gonzague, Mascouche, Hudson, St. Félix de Kingsey, Pinehurst and East Greenfield.

Fair.—South Durham, Durham Township, St. Hubert, St. Jean Chrysostome, Hinchinbrook, Hemmingford, St. Telesphore, Delson, St. Félix de Valois, Elgin, Rawdon, Kingsey Falls, St. Anicet, Franklin, Laprairie.

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

Unranked.—(Pupils sent to schools of adjacent municipalities):—Dorion and Ile Cadieux, Laval des Rapides, Ste. Anne du Bout de l'Ile, Senneville, St. Pierre de Durham.

I have the honour to be, Sir,

Your obedient servant,

W. H. BRADY,
Inspector of Schools.

INSPECTOR HONEYMOON

July 1932.

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 order of merit.

STATISTICAL SUMMARY.	1931-32	
1.—Number of school municipalities:		
a) Under control of commissioners	29	
b) Under control of trustees	15	
Total	.....	44
2.—Number of schools:		
a) Elementary	94	
b) Intermediate	7	
Total	.....	101
3.—Number of teachers:		
a) Male teachers	7	
b) Female teachers	114	
Total	.....	121
4.—Average salaries in the schools under control:		
a) male teachers: In elementary schools	$ 530	
In intermediate schools	1100	
b) female teachers: In elementary schools	538.18	
In intermediate schools	910.00	
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).		
a) Boys from 5 to 7 years 270 Girls from 5 to 7 years 258	528	
b) Boys from 7 to 14 years 1152 Girls from 7 to 14 years 1101	2253	
c) Boys from 14 to 16 years 315 Girls from 14 to 16 years 267	582	
d) Boys from 16 to 18 years 201 Girls from 16 to 18 years 195	396	
Total	.....	3759
6.—Number of pupils enrolled:		
a) In the elementary schools	1812	
b) In the intermediate schools	690	
Total	.....	2502
7.—Average attendance: (in percentage)		
a) In the elementary schools	79.85	
b) In the intermediate schools	79.94	
f) Average general attendance	79.87	
8.—Classification of pupils:		
In Grade 1	563	
In Grade 2	296	
In Grade 3	333	
In Grade 4	393	
In Grade 5	285	
In Grade 6	253	
In Grade 7	216	
In Grade 8	101	
In Grade 9	50	
In Grade 10	12	
Total	.....	2502

GENERAL REMARKS

Extent of territory.—This inspectorate comprises the same extent of the Province as in the past few years, but there has been a change in the name of a part of the territory. The county of Hull has been divided into the electoral districts of Gatineau and Hull City. So at present I have charge of the Protestant Elementary and Intermediate Schools of the counties of Pontiac, Hull City, Gatineau, five schools in the western part of Papineau, and the schools of the townships of Cleveland and Melbourne and Brompton Gore, and the villages of Melbourne and Kingsbury in the county of Richmond.

The independent school in Alleyn township has been joined to the organized municipality of Alleyn. The Protestant ratepayers of St. Joseph de Wakefield have dissented and formed a new municipality. The pupils of this municipality have attended the school in Wakefield at the expense of the board. A fairly sui ble train service allows the pupils to get to school in the morning and back home in the evening.

A new school municipality has been formed in Aumond Canton. The school board hopes to have a school house and a school in running order by September. This school will be about twenty miles north of Maniwaki.

Enrolment.—The number of pupils enrolled this year is slightly larger than it was last, but the average attendance was considerably better as the statical tables will show.

This year there was an enrolment as follows:—

Protestant Boys, 1,106; Roman Catholic Boys, 132; Protestant Girls, 1,142; Roman Catholic Girls, 122.

This makes a total of 2,502, with an average attendance for the boys of 951.55, and for the girls of 1,046.94.

Staff.—The qualifications of the teachers regularly employed in these schools are as follows:—

High School Diploma with B.A.	1
Intermediate or Model	19
Elementary	73
Rural Elementary	6
Ontario 3rd Class	1
No diplomas	21
Total	121

The number of unqualified teachers has decreased considerably and the prospects for next year are that the number will be still further decreased. In order that this may come about, teachers must be prepared to take lower salaries,

for the people in these poorer municipalities cannot pay more than they are paying now. In this district, it is true that there are many suitable girls, with Grade X or Grade XI standing, who are anxious to go to Macdonald for a diploma and cannot do so for financial reasons.

Salaries.—In only one or two municipalities was there a lowering of salaries this year, but practically all school boards are having great trouble in collecting taxes. In all the larger municipalities the salary is $600 for the term of ten months.

Length of Term.—It is only in the weak municipalities that the term is less than ten months. In these same municipalities the salaries are low, making it doubly difficult to secure qualified teachers.

Rate of taxation.—The rate does not vary much from year to year. The basis of valuation does vary in different municipalities.

The school boards use the municipal valuation, but even here it is hard to arrive at a fair estimate.

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

Eunice L. Cullen, Clarendon No. 5; Eileen M. Moore, Onslow Centre; Beulah G. Findlay. Clarendon No. 9; Violet McMullen, Onslow South, No. 4; Verna Strutt, Aylwin No. 3; Hazel A. Streans, Clarendon No. 4; Dorcas R. Armstrong, Me. and Brompton Gore No. 8; Lyla M. Derby, Northfield and Wright No. 2; Ella F. Cooke, Bristol No. 10; E. Winnifred Ascah, Portage du Fort; Hazel S. Sally, Bristol No. 1; Jessie M. Goodfellow, Clarendon 12B; Hazel M. Brown, Cantley; Eileen M. Barter, Clarendon No. 11; Jean McDougall, Chelsea No. 2; Annie Gamble, Onslow South No. 3; Ruth R. Denison, Templeton North; Elizabeth Stephens, Thorne No. 2; Evelyn Gilchrist, Cleveland No. 5.

All of the teachers who received bonuses last year and are still teaching in this district have continued to do good work.

Physical Culture.—The following teachers and schools are recommended for prizes for their good work in physical culture in connection with the Strathconz fund:—

Ruby E. G. Hayes, Bristol No. 2; Marion F. Huske, Me. and Brompton Gore No. 7; Armon J. McBurney, Clarendon No. 13; Fern F. Miller, Valley Gatineau; Selena M. Harris, Clarendon 12A; E. Winnifred Ascah, Portage du Fort.

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

1. Hull Township; 2. Bristol, 3. Clarendon; 4. Templeton North; 5. Thorne; 6. Cleveland in Richmond County.

Teachers' Conferences.—Conferences were held in Kazubazua, Hull, Shawville and Ladysmith as in former years. The attendance was excellent and the teachers gave their undivided attention to the work that was taken up. I wish to thank those who kindly and ably assisted in making the meetings helpful to all.

Mrs. Ruth B. Shaw and Miss Abbott of the Junior Red Cross visited the schools of the Ottawa district and reorganized the work for the year. These short bright visits always put new life into the organization and start teachers and pupils off to a good year's work.

The ladies of the Women's Institute continue to take an active interest in furnishing the work of the schools. They help to create a greater desire for better schools.

I cannot commend too highly the work of the commissioners and trustees in their unremunerative, but very important work for the education of the young. They deserve more thanks than they generally get. It is especially hard for them in these trying times.

The teachers have had more work to do this year but they have done all to the best of their several abilities and they have done it cheerfully.

The books for the school libraries were received, sorted and arranged in sets of twelve or more books each, and afterwards placed in the schools. These will form a valuable addition to the school libraries. The Department can be assured that teachers and pupils were delighted to receive these new books.

All the schools of the inspectorate have been visited at least twice during the year and the reports and bulletins have been filled out and forwarded to the Department.

III. Classification of Municipalities in Order of Merit.

Excellent.—Portage du Fort, Onslow South, St. Etienne de Cheslea, Clarendon, Hull City, Hull Township, Templeton North, Masham North, Valley Gatineau, Cantley, Quyon, Onslow Centre, Eardley, London, Mansfield (diss, La Pêche, Wakefield, Maniwaki, Campbell's Bay, Wakefield North.

Good.—Aylwin, Kingsbury, Northfield and Wright, Templeton West, Bristol, Melbourne and Brompton Gore, Low South, Cleveland, Cawood.

Middling.—Melbourne Village, Templeton East, Rhorne, Lietchfield Lower.

Poor.—Waltham, Mansfield South, Onslow North, Aldfield East, Leslie, Alleyn, Northfield Centre, Calumet Island, Kensington, St. Joseph de Wakefield, Aumond Canton.

The bases upon which this classification is made are as follows:—

1. 25% for length and arrangement of the school year. In short, if the term is ten months, full marks are given.

2. Percentage of children of school age in the municipality who are enrolled in school, and also the percentage of average daily attendance. Here is a case where teachers and parents in particular can raise the standing of the municipality. If every child attended school regularly another 25% would be earned.

3. Efficiency of teachers. This means another 25% for the municipality.

4. Material facilities, grounds, buildings, equipment.

The remaining 25% is assigned to these points.

This plan is new this year. Which municipalities are going to take a higher standing next year?

I have the honour, etc.,

H. A. HONEYMAN,
School Inspector.

INSPECTOR HUNTER

Sir,

I have the honour to submit my annual report comprising: I. The Statisticl 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.		
1.—Number of school municipalities:		
a) Under control of commissioners	16	
b) Under control of trustees	6	
Total	.....	22
2.—Number of schools:		
Z *a*) Elementary	45	
b) Intermediate	7	
Total	.....	52
3.—Number of teachers:		
(*a* Male teachers	1	
b) Female treaches	66	
Total	.....	67
4.—Average salaries in the schools under control:		
a) Male teachers { In intermediate school	$ 1800	
b) Female teachers { In elementary schools	499	
{ In intermediate schools	749	
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).		
a) Boys from 5 to 7 years 89 Girls from 5 to 7 years 105		
b) Boys from 7 to 14 years: 419 Girls from 7 to 14 years 432		
e) Boys from 14 to 16 years 116 Girls from 14 to 16 years 98		
d) Boys from 16 to 18 years 80 Girls from 16 to 18 years 64		
Total	.....	1403
X *6.—Number of pupils enrolled:*		
a) In the elementary schools	655	
b) In the intermediate schools	484	
Total	.....	1139
7.—Average attendance: (in percentage)		
a) In the elementary schools	81.3	
b) In the intermediate schools	81.4	
8.—Classification of pupils:		
In Grade 1	267	
In Grade 2	134	
In Grade 3	157	
In Grade 4	137	
In Grade 5	144	
In Grade 6	98	
In Grade 7	104	
In Grade 8	43	
In Grade 9	35	
In Grade 10	20	
Total	.....	1139

GENERAL REMARKS

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

In addition, I have visited at your request, the elementary schools of the township of Ascot, County of Sherbrooke, and the Protestant elementary school of the town of Bromptonville, County of Richmond.

School term.—The prevailing term of rural schools has been 9 months. It is regretted that some boards, upon the plea of lessened revenue, through the depression upon the country have shortened the term to 8 months.

A continuance of such shortened term causes a loss of two years of schooling in the life of the pupil of the district affected.

The Intermediate schools have all a 10 months term.

School attendance.—The attendance of many schools has been commendably regular especially in the Consolidated schools. This year, unfortunately, epidemics interfered much with the progress of a number of schools.

Teaching staff.—The boards, with an exception or two, have endeavored faithfully to follow the regulations regarding engagement of certificated teachers.

The teachers have been exceedingly faithful to duty throughout the year. As a rule, the discipline has been all that could be desired.

The majority of the teachers have manifested the highest good taste in the orderliness of their own desks and in the orderly arrangement of charts and maps upon the walls. Their journals, for the most part, are perfect as to neatness and cleanness.

Pupils.—In most schools, the pupils are cleanly and nicely dressed. Year by year there is improvement in the manner in which seat-work is written in the work-books.

Salaries.—The monthly salary has generally been $55. A few teachers have received $60.

On account of the very serious drop in prices, the salaries in some municipalities next year, will drop to $50.

Consolidation.—For 20 years past, consolidation has been going on in this inspectorate. The big consolidation of the past year was the merging of several schools of the townships of Eaton and Newport with the former Intermediate school of Sawyerville. This school has now the status of High School.

The result of this consolidation is the erection by the Consolidated Board, of a brand, new, up-to-date building located upon splendid, ample campus. The Board is certainly to be commended for purchasing so ample an area for playground.

Junior Red Cross.—In the majority of schools, this organization is functioning with good success.

Women's Institutes.—The W. I., wherever organized never fails to shew exceeding interest in the school of the community by contributions always worthful. It is fitting herewith to acknowledge such generous deeds.

School secretaries.—It is also fitting for us as inspectors, to recognize and acknowledge the unfailing courtesy of these officials in our interviews year by year.

Insp. J. McOuat, B.A.—I would desire, by this note, to indicate my feeling of loss to the cause of education in the Province of Quebec, in the passing of our confrère who served in the inspectorate loyally and capably during so many years.

Teachers bonuses.—The following are recommended:

Miss Mildred E. Wooten, No. 10, Stanstead; Mrs. Doris Bacon, No. 2, Ste. Catherine de Hatley; Miss Evelyn Labonte, No. 19, Eaton; Mrs. Frances Parrish, No. 9, Stanstead; Miss Margaret Little, Hantly; Miss Elsie Paige, No. 15, Compton; Mrs. May Grady, No. 12, Barnston; Mrs. Lillis Christiansen, No. 31 Stanstead; Miss Ruby Parsons, No. 9 Newport; Miss Elaine Labonté, No. 1 Ascot Corner; Miss Mabel Nourse, No. 11, Eaton; Miss Emma Pehlemann, No. 3, Westbury; Mrs. Pearl Anderson, No. 5, Barnston; Miss Annie Riley, No. 6, Magog.

Debarred by the two years succession rule, Miss Grace Cummings and Miss Mildred Searles.

The former Rothney Inspectorate:—

Miss Alberta Johnson, No. 1, Ascot; Miss Frances Willey, Bromptonville.

Strathcona Trust.—The following are recommended:

Miss Muriel Parkhill, No. 1, Stanstead; Miss Grace Cummings, No. 17, Compton; Miss Mildred Wooten, No. 10, Stanstead; Miss Kathleen Atkin, No. 2, Stanstead; Mrs. Myrtle Pope, No. 18, Barnston.

The former Rothney Inspectorate:—

Mrs. Mildred Darker, No. 8, Ascot.

Classification of municipalities—Excellent:—Bury, Island Brook and E. Angus.

Good.—Ascot Corner, Barnston, East Clifton, Compton, Compton Village, Dixville, Eaton, Hatley, Hatley Village, Ste. Catherine de Hatley, Hereford, Magog and Stanstead, Ascot ,Bromptonville.

Fair.—Clifton and West Bury.

Municipalities deserving bonuses.—1. Hereford, 2. Ste. Catherine de Hatley, 3. Magog. 4. E. Clifton.

Classification of municipalities: (Rothney district):—

Good.—1. Ascot, 2. Bromptonville.

Bonuses to deserving municipalities.—Ascot.

INSPECTOR KING

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.	1931-32	
1.—Number of school municipalities:		
a) Under control of commissioners	24	
b) Under control of trustees	17	
Total	.....	41
2.—Number of Schools:		
a) Elementary	55	
b Intermediate	10	
e) Non-subsidized independent institutions	1	
Total	.....	66
3.—Number of teachers:		
a) Male teachers	2	
b) Female teachers	104	
Total	.....	106
4.—Average salaries in the schools under control:		
a) male teachers: In elementary schools	525	
b) female teachers: In elementary schools	737	
In intermediate schools	738	
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).		
a) Boys from 5 to 7 years 283 Girls from 5 to 7 years 310		
b) Boys from 7 to 14 years 1190 Girls from 7 to 14 years 1096		
c) Boys from 14 to 16 years 316 Girls from 14 to 16 years 311		
d) Boys from 16 to 18 years 309 Girls from 16 to 18 years 261		
Total	.....	4076
6.—Number of pupils enrolled:		
a) In the elementary schools	1934	
b) In the intermediate schools	661	
e) In the non-subsidized independent institutions	16	
Total	.....	2611
7.—Average attendance: (in percentage)		
a) In the elementary schools	81%	
b) In the intermeidate schools	78%	
e) In the non-subsidized independent institutions	75%	
8.—Classification of pupils:		
In Grade 1	465	
In Grade 2	373	
In Grade 3	386	
In Grade 4	385	
In Grade 5	309	
In Grade 6	316	
In Grade 7	214	
In Grade 8	75	
In Grade 9	50	
In Grade 10	38	
Total	.....	2611

GENERAL REMARKS

It is with regret that I must record the death of two teachers during this year. Mr. A. E. Levesque, who was doing excellent work in Matapedia No. 3, died in January. Mrs. David Miller, teacher in Gaspé Bay South No. 2, gave eleven years of faithful service and died in April.

Thirteen teachers were without diplomas during the second part of the year. All these had at least Grade X certificates and nearly all signified their intention of attending Macdonald.

Many secretary treasurers complained of difficulty in collecting taxes but only one school usually open was closed for lack of funds.

A very valuable addition was made to the school libraries by the Department of Education. The books are thoroughly appreciated and many pupils through them are forming good reading habits.

An improvement may be noted in the quality of the teachers' work. This may be explained by the higher qualifications required of teachers, the professional library at Quebec and the summer school at Macdonald.

The satisfactory rural elementary schools are those with not over twenty pupils, taught by experienced successful teachers. Those that are larger and those with uncertificated teachers are often unsatisfactory.

The intermediate schools vary in the quality of the work being accomplished.

Metis Beach and Gaspé rank as excellent.

Hopetown, Shigawake and Port Daniel are satisfactory.

Consolidation of districts 1, 2 and 3 in St. Laurent de Matapedia came into effect in March. The new school has three departments and is a very creditable institution. Until March however, working conditions in the old buildings were so bad that much time was lost and the school had a poor year.

Black Capes, a new consolidation, in the municipality of New Richmond, began operations in October. Loss of time at the first of the year and incomplete organization prevented best results, but this should be a good school in the near future.

With forty seven enrolled in Grades VIII, IX and X and with inadequate accommodation and equipment, one person is not able to satisfactorily do the work required of a principal in New Richmond intermediate. There is no doubt that the best interests of the school require that Grade X be not taught under present conditions.

Escuminac was successful in two departments. The second room, however, suffered in part because of a change of teachers during the year.

Peninsula was doing well when visited but had been adversely affected by a charge of teachers during the year.

Sherbrooke elementary schools are excellent in many ways. There is a weakness, however, that comes from the lack of a single educational head responsible to the board for the whole system. In part the duties of such an official would be to keep the board fully informed and make recommendations on all school matters: to prepare and submit the budget; act as secretary-treasurer; to be the supervising principal of all the schools; to direct the affairs of an assistant supervisor; to suprintend the keeping of full records; and to direct the professional reading and improvement of teachers in service.

Bonuses for successful teaching are recommended to the following:—Mrs. Thomas Young, Miss M. E. Bisson, Miss Emma Bartlett, Miss Marion Dow, Mrs. Alice G. Eden, Mrs. Forest Barter, Mrs. Alvin Journeau, Mrs. O. McLellan, and Miss Viola Lenfesty.

The following successful teachers received bonuses last year: Miss Hilda Lenfesty, Miss Eileen Powell, Mrs. J. T. Harrison, and Mrs. Moses Simon.

Strathcona prizes and certificates are recommended as follows:

Gaspé Village,Mrs. Bert Coffin; Grand Grève No. 1, Miss Emma Bartlett; Mann, Mrs. Thomas Young; Métis-sur-Mer, Miss Ina Lawrence; Orford No. 3, Miss E. M. Parker.

The municipalities receiving bonuses for progress are Gaspé, St. Laurent de Matapedia, Grand Grève, and Paspebiac East.

The municipalities are classified as follows:

Excellent:—Sherbrooke, Métis-sur-Mer, Gaspé, Percé, Port Daniel Centre, Shigawake, Paspebiac East, Cox, Mann and Sayabec.

Good:—Grand Grève, Roseville, York, Haldimand, Malbaie, Edmonds, Barachois, Cap d'Espoir, Port Daniel East, St. Godefroi, New Richmond, Shoolbred, St. Charles de Caplin, Grand Metis, Fraserville, Orford, St. Elie d'Orford, and Gaspé Bay North.

Middling:—Maria, St. Laurent de Matapedia, and Matapedia.

Poor:—Gaspé Bay South, Port Daniel West, St. Bonaventure de Hamilton, Restigouche, Boradlands and Sellarville.

Unranked:—Seal Rock, Fontenelle and Red Head.

INSPECTOR McCUTCHEON

July 8th, 1932.

The Honourable Superintendent
of Education, Dept. of Education,
Parliament, Quebec P. Q.

Sir,

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

STATISTICAL SUMMARY.	1931-32	
1.—Number of school municipalities:		
a) Under control of commissioners	17	
b) Under control of trustees	25	
Total		42
2.—Number of schools:		
a) Elementary	62	
b) Intermediate	6	
Total		68
3.—Number of teachers:		
a) Male teachers	3	
b) Female teachers	94	
4.—Average salaries in the schools under control:		
a) male teachers: In elementary schools	$ 1616	
b) Female teachers: In elementary schools	723	
b) Female teachers: In intermediate schools	753	
5.—Number of children of school age: (*census*) (according to secretary-treasurers' reports).		
a) Boys from 5 to 7 years 79 | Girls from 5 to 7 years 72	151	
b) Boys from 7 to 14 years 384 | Girls from 7 to 14 years 324	708	
c) Boys from 14 to 16 years 126 | Girls from 14 to 16 years 120	246	
d) Boys from 16 to 18 years 69 | Girls from 16 to 18 years 58	127	
Total		1232
6.—Number of pupils enrolled:		
a) In the elementary schools	1285	
b In the intermediate schools	311	
Total		1596
.—*Average attendance*: (in percentage)		
a) In the elementary schools	83%	
b) In the intermediate schools	79%	
f) Average general attendance	81%	
8.—Classification of pupils:		
In Grade 1	326	
In Grade 2	201	
In Grade 3	183	
In Frade 4	217	
In Grade 5	221	
In Grade 6	200	
In Grade 7	170	
In Grade 8	32	
In Grade 9	25	
In Grade 10	18	
In Grade 11	3	
Total		1596

NOTA.—The enrolment greater than the census as no census is taken in City of Quebec.

GENERAL REMARKS

The limits of my district of inspection were the same as last year. I was also requested to visit the schools in the municipalities of Shipton, County of Richmond, and of Tingwick in the County of Arthabaska, which formed a portion of the St. Francis River district of inspection formerly in charge of Dr. W. O. Rothney. The statistics of these municipalities are included in those tabulated above.

All the rural elementary schools and intermediate schools in my district were visited twice during the year, with the exception of five summer schools which were inspected in the autumn only. They were not in operation at the time of my second tour of inspection. Only one inspection was made of the public elementary schools of the City of Quebec, Victoria, St. George's and Limoilou. These three schools are under the suprvision of Principal A. D. McGibbon, B.A. and are doing very satisfactory work. They are all in excellent condition and equipped with modern up-to-date furniture. The school board merits great credit for the interest they have taken in their schools and the degree of efficiency which they have attained.

Reports of my inspection were sent to all the teachers and school boards, and forty-two Bulletins of Inspection,—one for each municipality, were sent to the Department.

In general, I find that the school boards are taking more interest in the schools under their management, and are endeavouring to make them as efficient as possible.

For improvements and progress made during the year, the following municipalities are recommended for the prizes:

1. Lingwick, County of Compton.
2. Dudswell, County of Wolfe.
3. Inverness, County of Megantic.
4. Portneuf, County of Portneuf.
5. Stoneham, County of Quebec.

Consolidation:—By consolidation seventeen elementary schools have been closed and the pupils are conveyed to intermediate school where they have the advantages of longer sessions and better graded schools, besides those arising from healthy class rivalry and contact with other pupils of the municipality.

Five elementary schools have also been closed and the pupils conveyed to other elementary schools in the adjoining districts.

In the greater portion of my district of inspection consolidation is not possible, as there are twenty-seven municipalities each having but one school and most of them are too remote to be united with other schools.

The grants from the Poor Municipality Fund have been a boon to these isolated schools and should be increased as much as possible.

Staff:—Ninety-nine teachers were engaged in teaching in the schools which I visited. All had diplomas with the exception of twelve. Of these, four had Grade XI certificates; four Grade X certificates; three Grade IX certificates and one, Grade VIII certificate.

In general, I find that the teachers are conscientious and faithful in the discharge of their duties and take an active interest in all that pertains to the welfare of their schools.

The visits paid by Mrs. R. Shaw of the Junior Red Cross, and her assistants, have done a great deal in the way of assisting the teachers in securing the co-operation of their pupils in bettering conditions about their schools, and in the welfare of all the children of the district.

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

Miss Alma McCartney, Miss Eunice P. Monahan, Miss Eva E. Taylor, Mrs. B. E. Olney, Miss Ida M. E. Fletcher, Mrs. Donald F. Smith, Miss Flora E. MacRae, Miss A. S. Ward, Miss Grace E. Dunn, Miss Muriel I. Little, Mrs. G. Ernest Bailie, Miss Eleanor F. Greaves, Miss Ida J. Ross, Miss Ruby M. Jamieson, Mrs. Philip Boy, Miss Ruth E. Searle, and Mrs. Alice M. Levallée

Successful teachers debarred from two bonuses in succession:

Mrs. Vera T. Miller, Miss Marion L. Morrison, Miss Florence I. Gilbert, Mrs. W. L. Hilliker, Mrs. Esmonde M. Copeland, Miss Olive E. Little, Miss Martha Cunningham, and Miss Reta McCartney.

Strathcona Trust:—

The prizes for excellence in physical drill are recommended as follows:
Mrs. Vera T. Miller, St. Colombe de Sillery, No. 1.
Miss Ida R. Watson, Levis, No. 1.
Miss Alma McCartney, Loretteville, No. 1.
Miss Eunice P. Monahan, Shipton, No. 4.
Miss Muriel I Little, Inverness, No. 5.

School Sessions:—Of the rural elementary schools, fifteen were in operation 10 months; eleven, 9 months; twenty-nine, 8 months; four, 6 months, two, 5 months; and one, 3 months.

The intermediate schools were all in operation ten months.

Taxation:—The rate of annual school tax per valuation of one hundred dollars were:—

Tax paid per valuation of $100.....	$2.00	$1.50	$1.45	$1.40	$1.35	$1.30	$1.25	$1.20	$1.00	$0.95	$0.90	$0.85
No. of municipalities:.....	2.	4.	1.	1.	1.	1.	1.	3.	9.	1.	1.	1.
Tax paid per valuation of $100:.....	.....	$0.80	$0.75	$0.70	$0.65	$0.60	$0.55	$0.50	$0.40	$0.35	$0.21	$0.15
No. of municipalities:.....	.....	1.	1.	4.	1.	3.	1.	1.	1.	1.	1.	1.

The last four rates given above are paid by municipalities near the City of Quebec where the valuation is high.

The Teachers' Conferences were held as usual and were attended by all the teachers except two who were detained by illness.

We were ably asisted at the meetings by Miss L. E. Tanner, Dr. W. P. Percival, Dr. W. O. Rothney and Principal A. D. McGibbon of Quebec, whose addresses were most interesting and helpful to all present.

The classification of the municipalities for the year according to (1) the length and arrangement of the school year; (2) the condition of the school houses, school grounds and toilets; (3) the supply of apparatus; (4) the use of the Course of Study; (5) the use of the authorized text-books; and (6) the salaries of the reachers and method of payment, is as follows:

Excellent:—Quebec, Donnacona.

Very Good.—Dudswell, St. Colombe de Sillery, Leeds South, St. Romuald, Portneuf, Levis, Marbleton, Loretteville, Stoneham, Milan.

Good.—St. Raymond, Lingwick, Chaudière (dissentient), St. Agnès de Ditchfield, The Valley, St. Pierre Baptiste, St. Dunstan, Shipton, Hampden, Inverness, Aubert Gallion.

Fair.—Mill Hill, Marston, Nelson, Tingwick, Leeds, Maple Grove, Ireland North, St. Gabriel East, St. Gabriel West, South Ham, Leeds East, St. Ferdinand de Halifax.

Poor:—St. Edward de Frampton, St. Malachie.

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

I beg to thank the teachers and the school boards for their assistance and co-operation during the year.

I have the honour to be, Dear Sir,

Yours obediently,

O. F. McCUTCHEON,
Inspector of schools.

MINUTES OF PROTESTANT COMMITTEE

Quebec, May 18th, 1932

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

Present:—Honourable W. G. Mitchell, K.C., in the chair; Honourable W. S. Bullock, M.L.C., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., D.D., A. Kirk Cameron, Esq., Honourable Andrew R. McMaster, K. C., Reverend A. H. McGreer, M.A., D.D., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothney, Esq., Ph.D., Malcolm T. Robb, Esq., G. W. Parmelee, Esq., D.C.L., LL.D., H. R. Cockfield, Esq., Sinclair Laird, Esq., M.A., B. Phil., Isaac Gammell, Esq., M.A., LL.D., Professor Fred Clarke, M.A., Mr. Orrin B. Rexford, B.A., and the Secretary.

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

Apologies for absence were received from Howard Murray, Esq., O.B.E., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., Honourable Jacob Nicol, K.C., M.L.C., Honourable Justice Wm. L. Bond, W. L. Shurtleff, Esq., K.C., LL.D., and Professor Carrie M. Derick, M.A.

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

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

Application was received from the Librarian of the Travelling Library department of McGill University asking for a grant of $100 towards the travelling libraries sent to schools. The request was granted.

Owing to an ambiguity in the wording of Regulation 21 caused by the introduction of optional courses at the summer school for teachers at Macdonald College, Dean Laird moved that Regulation 21 be changed so that sections (b)

(d) and (e) will refer to the satisfactory completion of the specified number of "sessions" at the summer school instead of "courses" in the summer school. Carried.

An application was read from the School Commissioners of Brome asking for permission to deviate from Regulation 20 so as to re-engage Miss Edith C. Kinnear as Principal of the Iron Hill Consolidated school because of her satisfactory work during the present session. On the motion of Dr. Parmelee, seconded by Dr. Rexford, it was resolved that Regulation 20 of the Protestant Committee be replaced by the following:—"Permanent diplomas must be held by principals of high schools or of intermediate schools, unless permission to the contrary is given in special cases by the Director of Protestant Education."

The application of the Brome School Commissioners was then referred to the Director of Protestant Education.

Dr. Rexford presented the report of the sub-committee on school inspcetion which contained the following recommendations:—(a) That in connection with the appointment of an inspector for the Gaspé district the plan of salary augmentation adopted in the last two appointments of district inspectors be followed if necessary. (b) That the plan submitted by the Department of Education for the re-arrangement of the school inspectorates to provide for an assistant inspector of superior schools be approved subject to such modifications by the Department as may be found necessary in conference with the school inspectors and in the practical working out of the scheme. Carried.

Honourable W. G. Mitchell, for the Board of the Order of Scholastic Merit, reported progress.

Arising out of the report of the sub-committee on the Course of Study and Continuation Year, a new Regulation to be known as 66 (a) was approved as follows:—

"The Department of Education may grant to High Schools permission to teach the subjects of the Continuation Year, provided that such schools comply with the following conditions to the satisfaction of the Director of Protestant Education.

1. Application must be made to the Director of Protestant Education preceding the school year for which permission is requested.

2. The school shall be adequately staffed and equipped for the work for which the application is made.

3. The subjects of Grades VII to XI inclusive must have been taught successfully for at least two years immediately preceding the filing of the application.

4. All other conditions governing High Schools must be fulfilled.

It was moved by Mr. McMaster, seconded by the Lord Bishop of Quebec, and resolved, that the recommendation of the Supervisor of French be accepted concerning the Grammar text to be used in the French course in the Continuation year.

It was moved by Dean Laird that the Syllabus in Physics as submitted by the sub-committee be approved with such slight changes as may be necessary at the discretion of the sub-committee. Carried.

Mr. Cameron presented the report for the sub-committee on Consolidation. Grants were recommended for the additions to the schools at Ormstown and Lachute and for a new building at Georgeville for 50% of the cost in each case not to exceed total costs as follows: Ormstown $30,000,. Lachute $50,000, Georgeville $7,000

The Director of Protestant Education in accordance with the authority given to him at the last meeting, announced the appointment of Miss Myrtle A. Hayward as examiner in Household Science in Grades X and XI for the examinations of June, 1932.

Dr. Gammell paid a warm tribute of appreciation to the Reverend E. I. Rexford who has rendered fifty years of service to the Protestant Committee. His remarks are summed up in the following motion which was moved by Dr. Gammell, seconded by Mr. Cockfield and unanimously carried:—"That this Committee convey to its senior member, the Reverend E. I. Rexford, D.C.L., LL.D., D.D., its hearty congratulations on the completion of a connection of fifty years with this body as Secretary, as Member and as Chairman, and that it express its warmest appreciation of the value of his services to education in the Province of Quebec during this period."

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

(signed) W. P. PERCIVAL,
Secretary.

(signed) W. G. MITCHELL,
Chairman.

TEACHERS' PENSIONS

There was a statement in a newspaper recently that the teachers' pensions in the Province of Quebec were the lowest in Canada, and moreover that teachers did not get much more back in pensions than they had paid in.

The real truth is that the Province of Quebec was the earliest to adopt the system of pensions for teachers, and that not all of the provinces have a system yet.

The Province of Quebec pays the highest maximum pension—$1,200.00— and its minimum pension —$300.00— is frequently more even the first year than the total amount which the applicant had paid in during all her years of teaching.

Again, if a teacher falls ill after ten years of teaching she may have the stoppages returned to her, and on recovery has the right to repay them during five years, without interest, to restore her pension rights.

Again, a teacher who becomes incapacitated, by accident or ill health, after twenty years of teaching but before pension age, becomes eligible at once for her pension.

ENGLISH COMPOSITION

(June, 1932, Grade XI) Examiner - **Dr. H. D. Brunt**

Penmanship:—Year by year, I find it a pleasure to commend the handwriting of the students who write this examination—very bad writing is rare, none is illegible, beautiful writing quite frequent.

Spelling:—As a school principal I kept a list of words misspelled throughout all the grades from four to eleven—many of the blunders of this year are in that list:

1. Words confused: appreciated, appreciative; numbered, numerous; accept, except; intelligent, intelligible; populous, populace; duel, dual; imaginary, imaginable; lightning, lightening, loose, lose.

2. Mistakes due to bad pronunciation: promonent, optomist, atheletic, devide, per, pre.

3. Alright; speach, speak; heros; layed, payed; similie, similiar; privelege, priviledge; sence.

4. Mistakes due to lack of knowledge of prefixes and suffixes: assume, ressume; ressemble, asemble,; sterness, meaness; disatisfy, dissappear.

5. Use of figures in indicating numbers: small numbers should be written in words in an essay, larger numbers and dates may be given in figures: "There were two officers in the room" is incorrect.

Grammar: 1. One of the strangest things that **makes** up our nature.

2. There **is** (was, has been) many questions to discuss.

3. That will help **we** students.

4. He helped him **for** to go.

5. Do **like** I told you.

These sentences illustrate five very common blunders.

Proper sequence of tenses in complex sentences was frequently violated—while the writers varied from past tense to present tense, without apparent reason, in narration.

The use of the comma (or apostrophe as it is commonly called) in the possessive case is absolutely chaotic: it is usually omitted, rarely used correctly, but is used by many students to mark the plural.

Punctuation:—Is it possible that student are **taught** to use brackets (parentheses) to indicate what they wish omitted? Brackets are essentially **punctuation,** everything within brackets remains part of the text and is so regarded by the reader. Students and teachers are hereby warned that the examiner **does not** consider matter so marked as omitted material but as part of the paragraph.

The question mark (I repeat this yearly) is rarely used; students use periods to end interrogative sentences.

But the uses of the comma are least understood. It should be used and seldom is used by the students to mark off the vocative (words of address) and appositives. With words in apposition, the one comma is used, the second usually omitted— "Beatrix, one of the most beautiful of the maids of honour was chosen to introduce the prince."

Of course, there should be a comma after **honour.**

The comma is used, incorrectly, to indicate emphasis; when the student considers that the reader may, in reading aloud, lay some extra stress on a word, a comma is placed after the word. "The honour of Touchstone, is a source of never-failing merriment." "Henry Esmond, went with his benefactor."

A "rule-of-thumb" is: do not separate a subject from its verb by **one** comma —there must be none or two.

Essays: There is steady improvement, year by year, in paragraph-structure, diction and power of phrase, in humour, wit, knowledge, in short in literary skill.

A larger number than usual wrote upon the topics dealing with public affairs —some, on "Noblesse oblige in Public Life," deserve publication: the opinions of our juniors are most revealing. A wide, accurate, interested knowledge of "Unemployment" Problems, Japan in Manchuria, the League of Nations, and kindred topics was shown. "Why Study History?" brought forth a perfect torrent of invective, indignation, misapprehension; but it also showed appreciation of the continuity of history, its romance and tawdriness, its colour and drabness, its charm and horror.

The topic sentences, when expended, gave the most interesting part of the essays for the examiner. The papers marked above eighty were a privilege to read.

The essays on the assigned literature, as usual, were dull and perfunctory, usually an echo of a teacher's lecture or a text book introduction.

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