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THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

(Published Quarterly)

Old Series, Vol. LIII, No. 1.

New Series, Vol. VIII, No. 1.

JANUARY - FEBRUARY - MARCH 1934

SPECIAL ARTICLES

Physical Education — Dr. Percival

Teaching of French — Miss Tanner

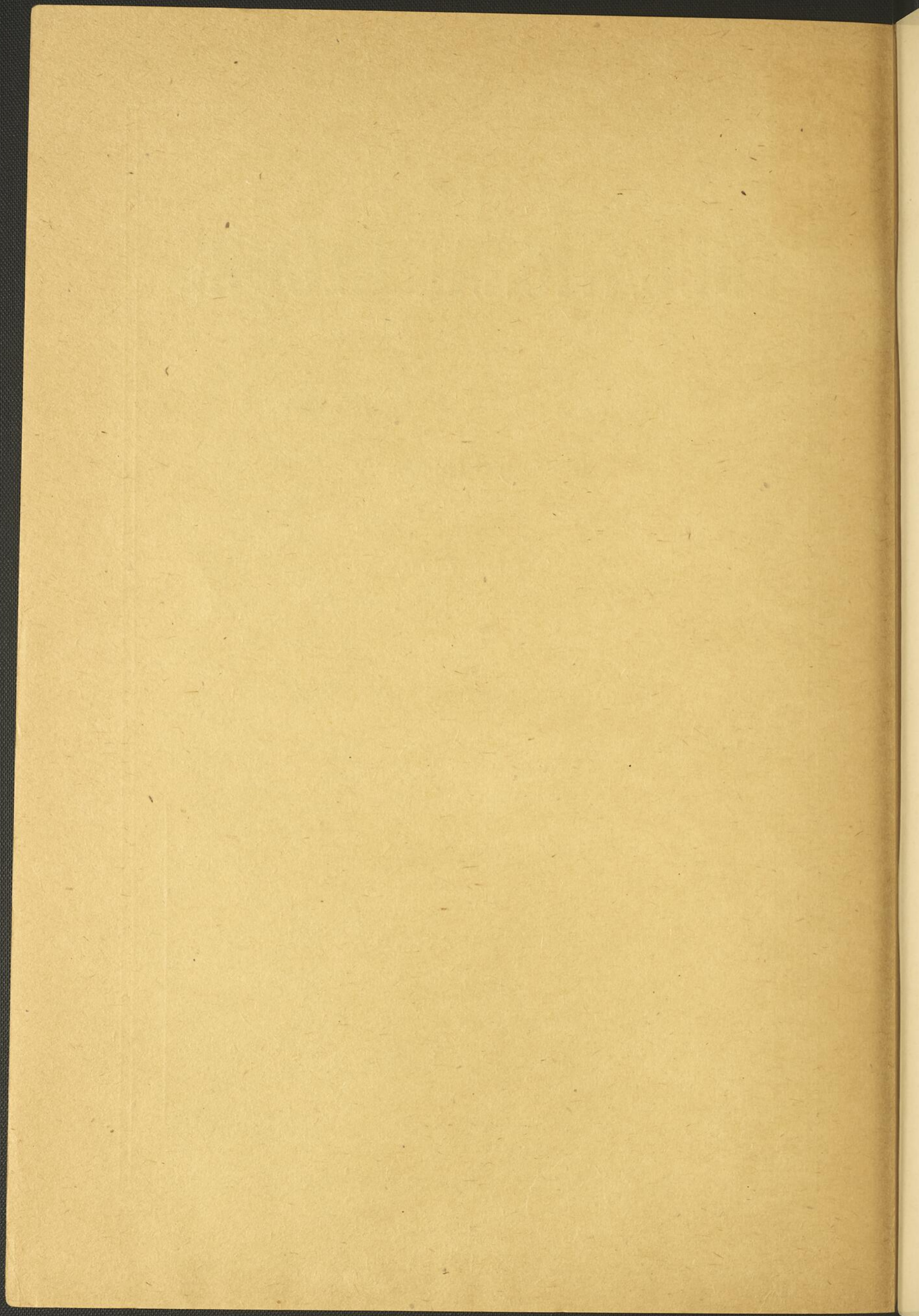
Teaching Patriotism — Dr. Rothney

Pension Commission Report

QUEBEC, QUE.

THE CHRONICLE-TELEGRAPH, PRINT

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

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

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EDITORIAL NOTES

The present issue contains a large amount of official information of importance and interest to teachers and school boards. Among the matters of special interest, the report of the Pension Commission and the changes in the Regulations embodied in the November minutes of the Protestant Committee and Dr. Percival's statement call for attention.

Shortly after the close of the Session of the Legislature, secretary-treasurers will receive printed copies of changes in the Education Act since the issue of the 1931 edition. As usual, these changes will be printed on one side of the paper only, so that they may be readily inserted at the proper pages of the book.

We have received from Mr. Howard Angus Kennedy of Montreal, a circular in regard to a proposed visit of Canadian Historians to Great Britain, similar to the visit of Canadian Authors last summer. The project was warmly endorsed by historical scholars in England and Scotland, who have formed a committee of welcome. This overseas committee represents the highest authorities in the subject, as well as the universities of Oxford, Bristol and Edinburgh. Students visiting Great Britain this year would have a fine opportunity by joining the group which will leave Quebec on Thursday, June 21, on the "Empress of Australia" and return by the "Duchess of Athol" on July 21. Visits will be made under high guidance to many historic sites. All enquiries should be addressed to Mr. H. A. Kennedy, P. O. Box 1424, Montreal.

SUMMER SCHOOL AT MACDONALD COLLEGE

July 3 to 28 inclusive

The fourth annual summer school for teachers under the auspices of the Department of Education will be held at Macdonald College from Monday, July 3 to Saturday, July 28, inclusive. This summer school is intended for teachers holding Elementary and Intermediate diplomas valid in the Province of Quebec.

The courses offered will be similar to those given last year.

A circular containing full information can be procured upon application to Dean Sinclair Laird, School for Teachers, Macdonald College, Quebec. Applications should not be sent before May 1st. On and after that date they will be considered in the order in which they are received. A preliminary deposit of \$10 must accompany the application, which must be made not later than June 20th.

W. P. PERCIVAL,

Director of Protestant Education.

March 5, 1934.

CHANGES IN THE REGULATIONS AND RULES OF THE PROTESTANT COMMITTEE

I wish to draw your attention to certain alterations in the Regulations and Rules of the Protestant Committee which have recently been made:

(a) **Regarding High School Leaving Examinations.**

The High School Leaving Examination may now be completed in parts. Previously, in order to obtain High School Leaving Certificates, it was necessary for candidates to write Supplementals in not more than two subjects. All requirements for the Certificate must be completed within a period of 16 months.

Special Supplementary Examinations will be held in the month of September beginning in September next. They will be held only in Montreal and such other centres as are approved by the Director of Protestant Education. By this means students who wish to enter the Universities will be given a further opportunity to endeavour to qualify by means of the High School Leaving Certificate. These examinations are intended only for writers of Supplementary Examinations and are confined to those who have earned the privilege of writing Supplementary Examinations in 1934 will be in English Literature, English Composition, Written French, Latin (two papers), History, Elementary Algebra, Elementary Geometry, Intermediate Mathematics, Physics and Chemistry.

For each Supplementary Examination paper a fee of \$2.00 will be charged with a maximum fee of \$10.00 for all papers written at one regular examination period. This will apply to all Supplementary Examinations that will be held after June 1934 no matter when they are written. The fees are payable by the candidates to the Inspector of High Schools. They should, however, be collected and forwarded by the Principal, except in the case of the September examinations when the candidates must apply direct. This will commence in September 1934. No fees will be charged to candidates in June next.

In order to make this matter clear it should be understood that candidates, who write the examinations of Grade XI in any year, no matter how many or how few papers they may take, have the opportunity to write one free examination. All subsequent writings will be in the nature of Supplementals for which they must pay.

(b)—**Regarding Admission to the School for Teachers.**

1. The course leading to the Elementary diploma has been extended to a full year. This change will be effective in September next.

Bursaries will in future be paid to students who attend the Elementary class and who sign a statement that they will teach for three years in a rural Elementary school. Bursaries will also be paid to teachers who have not signed an agreement to teach in a rural Elementary school but who actually do so. The amount of the bursaries is now one hundred dollars.

Mileage rebates will be paid only to students whose homes are more than 200 miles distant from Ste. Anne de Bellevue.

2. Commencing in September 1935 students who wish to enter the Intermediate class of the School for Teachers must show that they have gained either a High School Leaving or a Matriculation Certificate with a pass mark in ten required subjects of the general or academic course. This means that a minimum of ten papers will be necessary instead of eight as at present. In the academic

course the requirements for admission will be the same as those demanded at present. In the general course it will be necessary for the applicants to have passed in English (two papers), French (two papers), a Science subject and five other papers from the optional list.

3. In order to make promotions more flexible, Regulation 93 has been repealed. According to this Regulation all pupils in attendance at any intermediate or high school must take the June examinations. Promotions are now very definitely in the hands of the Principals. Before making promotions it is the duty of the Principal to see that each pupil has done thoroughly the work prescribed for his grade.

(c)—**June Examination Papers.**

In the past, high schools have been obliged to send to Quebec the June Examination papers of Grade IX for checking purposes. In future it will not be necessary for high schools in which seven teachers or more are employed to send to the Department the Examination papers of Grade IX. Certain other approved schools will also be excused from this obligation. They will be advised in due course by the Inspector of High Schools.

(d)—**Courses of Study.**

The permissive course of study may be used again next session and until this course is cancelled by the Protestant Committee. Application to the Director of Protestant Education for permission to use the permissive course must be renewed, however.

In this connection it is well to state some advantages of the new course in English which was adopted as the regular course commencing last September.

The chief purposes of the new course are to enable pupils to appreciate the best thoughts and style of some of the outstanding writers and to develop a taste for reading which will enrich and broaden their lives. The habit of reading silently and quickly should be developed. These objectives are conceived to be more important for the young than the critical study of a few texts. Pupils should moreover be acquainted with the works of the best modern authors such as Kipling and Conrad. To effect these aims it is necessary that a far greater amount of reading be done than has been the case in the past.

In the new course of study 46 books can be obtained at a slightly lower cost than the 27 on the former list. Many of these are much superior in type, binding and attractiveness to those on the old course. When new books are required, as they must be in some grades, it would appear to be wise to enquire fully into the new series.

W. P. PERCIVAL,

Director of Protestant Education.

QUEBEC PHYSICAL EDUCATION ASSOCIATION
ROYAL VICTORIA COLLEGE

THURSDAY, DECEMBER 14, 1933.—8.15 P.M.

“How should Physical Education fit in with the School Curriculum?”

—Dr. W. P. Percival, Director of Protestant Education.

Physical education is probably more necessary today than at any other time in the history of man. With a population that is now largely urban and industrialized, and where a larger percentage follows sedentary occupations than in any other age, I cannot see how we can escape the consideration of a programme of physical education in school.

Physical education, rightly conceived, is both preventive and corrective. Each child needs instruction in healthy and symmetrical physical development. Much of this he can receive through the medium of group instruction, but some individual work is needed.

All children must be taught how to breathe properly, and how to assume correct posture. To stand, sit and walk correctly is important. Instruction in these must be given to all children. Some children need more directions in these matters in school than do others.

To teach some children habits of correct posture is a long, tedious process. The wrong habits have been so relatively long established that eradication is very difficult.

Good posture, it is well known, depends upon:

1. Knowledge of what is good in this respect. A good teacher must know good posture, be able to explain and demonstrate it. He must also have a series of good correctives which he must be able to demonstrate.

2. A pliable frame where the muscles are not set beyond the possibility of modification.

3. A satisfactory **rapport** between teacher and pupils where the latter will be willing to execute the expressed wishes of the former.

4. Sufficient drill in correct muscular habits to eradicate the imperfect and substitute the correct ones.

Since the dawn of civilization the ancient Greeks have been the only people who have fully realized the importance of physical education and made adequate provision for it. Greeks trained for centuries for the Olympic games which were open to all males. The decadence of the Greek people resulted in the cessation of general training and the rise of the professional athlete.

The church dominated education in the middle ages. Their ideal was more or less ascetic. They therefore made no provision for physical training.

It was not until the modern period that the attitude changed towards this subject. Martin Luther, Montaigne, Comenius and John Locke looked upon

it with favour. It was not until the beginning of the present century that suitable training made its advent in Western schools. It is regrettable that one has to state that into many classrooms it has not yet been introduced. The idea has made far greater progress in Europe than it has here, but for different reasons. In Germany, for instance, it was introduced in 1842 to fit the youth to fight France. In Sweden the gymnastic system has made remarkable progress for its own sake. Though it has marked defects, to which I shall refer later, the Swedish system is based on sound principles, namely, on a study of the physiology of the human body.

The system of physical education in vogue on this continent is a blend. We have a three-fold programme, namely, hygiene, physical exercises in the shape of formal drills, and thirdly, plays and games.

In the teaching of hygiene, teachers and pupils can be held responsible for only those features over which they have control. They can do little about the location and construction of school buildings and pupils' homes, though teachers may be expected to have lighting conditions in the classroom as satisfactory as possible. Pupils whose parents are unemployed cannot be expected to receive as good dental treatment as those who live on Pine Avenue, but they can be shown the advantages of care of the teeth, and can be expected to clean them. Teachers cannot control the placing of windows in the school room, but they can be expected to ventilate the classrooms frequently. The teacher cannot be expected to furnish medical inspection, school nurse, or dental clinics, but when these services are provided she can be expected to cooperate loyally with the appointed officials. In certain cases she can work hard to obtain the necessary services. The pupils should be able to be depended upon to carry out the instructions given for his benefit.

A teacher should make a health survey of her pupils at least once a year. She can learn the health habits and health environment of each individual. By this means she will be in a position to attempt to remedy a large percent of their present ills or those of the immediate future. During the hygiene lessons the deficiencies of the class can be emphasized.

Daily health inspection is necessary in all classes. To stand by as pupils enter the classroom in the mornings to see if they are walking in a straight line is one of my stock examples of misdirected energy. It is far more important to scrutinize each one to see if he has some remediable physical defect, to see if their eyes are bright (thus reflecting sound physical condition and good health habits), to watch the manner of breathing of the children, see if they walk straight and correctly, and if they have colds or other symptoms of ill health.

I used to tell my students each one to be a "health cop" during the periods of assembling. I regard health inspection as an important part of a teacher's daily work. The difficulty is that the uninitiated cannot do this work well. Even detection requires the trained eye. Remedial advice needs the expert. A sound knowledge of physiology as a basis is important, acquaintance with the child's physical development at the successive ages is useful. The teacher who can join to this a recognition of the mental habits of children is in a good position to teach vital lessons of hygiene and physical well being.

Information regarding foods, the kind of things to eat as well as the manner of eating should be explained. The same remark applies to posture, sleep, cloth-

ing and ventilation. The building up of correct habits in these respects is essential. I need not dilate upon these topics, however, as they are very well covered in the health books which are authorized for the elementary schools of the Province of Quebec. Children cannot be expected to take advantage of every health rule given. The teachers of all grades should be aware of the content of all the books, so that they will be able to use the information contained therein. The names of the books are: *Wide Awake School*, by Andress; *Success and Health*, by Andress and Evans; *Healthy Citizenship*, by Andress and Evans.

Formal gymnastics have their place in the physical training programme. However, only pupils who are fit should be required to take part in physical exercises, especially those of the more violent types. This is an important reason for taking the history of each pupil. The teacher should assume no responsibility for compelling the unfit to avail themselves of the privileges and should protect the pupil even from himself.

On page 63 of the current Memoranda of Instructions to Teachers in the Protestant schools of Quebec you will read that "Physical exercises should be carried out with zest, precision and enthusiasm". Although these directions might be given for almost any subject, they have special meaning in reference to physical drill. The enthusiasm of the teacher will readily reflect itself upon the class. He who keenly enjoys physical education cannot fail to stimulate children to do the same. The teacher of this subject has splendid material to work upon. In its best forms it is peculiarly attractive. There is motion, competition, emulation, desirable activity and a certain amount of freedom that is missing from the subjects that must be learned at one's seat. Exercises executed in a precise manner have their appeal both for performers and audience. A child sees another do the motion and feels that he has the ability to do the same.

In our programmes of studies fifteen minutes per day are to be devoted to physical culture in rural schools. It is very unfortunate that most of this time is occupied with setting up exercises. These have their benefits, but they are far from satisfying either the physical needs or the aspirations of children.

Occasionally we find that the older forms of drill still survive. They have some advantages, but lengthy, tiring drills with dumb-bells, bar bells and Indian clubs have had their day. If these are retained, to them is added the free movements introduced from the Swedish systems and individual training on floor apparatus. The Swedish system that was in vogue for some time has lost some of its popularity because of glaring defects such as the tendency to staleness, lack of interest and lack of variety, as well as its dangers for people with constitutional weaknesses. The instruments attached to the walls of the older gymnasiums have not been found to be as efficacious as the freer plays.

In city schools and in high schools in which there are gymnasiums the physical training programme is more elaborate. Organized play, folk dances and display drills can be featured in many cases.

In the Strathcona Trust Book we read "The object of physical training is to help in the production and maintenance of health in body and mind". Physical education holds this great possibility for the double development. The discipline that comes from swift obedience to commands is extremely helpful. In school and in life there is need for uniform compliance with instructions.

The teacher of two or three pupils scarcely needs to bother about this kind of obedience for his own purposes. To the teacher of thirty-five pupils it is frequently essential. Physical instructors must be builders of characters and not mere teachers of activities.

The teachers of this subject must themselves be persons of culture and refinement. I say this because there is an idea in the minds of some that this is merely a physical, a sinews and muscles subject, and that, if it does not destroy, at least it does not require mental acumen. Let the specialists in the art eradicate the criticism by their excellence. This is an admirable objective for students in the new three year course at McGill University and for the first year class of young men.

Physical education is both a means and an end. As an end it leads towards bodily culture. As a means it leads to the upbuilding of character. Nowhere are these characteristics brought out so finely as in the third division of this subject, namely, that which deals with plays and games. Faith in play as a means of furthering physical education is based on such consideration as:

1. The enjoyment of the game. This increases the interest in the training.
2. Mental relaxation. This is obtained from the enthusiasm engendered.
3. The benefits of fresh air are obtained by games, many of which can be played out of doors.
4. All the muscles of the body are used in games in natural manners, and special ones are not over exercised.

Games furnish opportunities for physical development which formal gymnastics cannot hope to accomplish.

I am convinced that many children learn more of true living on the playground than they do on the school benches.

When playing games, pupils learn the benefits to be derived from cooperation. All must work together for the common good. If one link snaps the whole chain breaks. On the weakest spot the strength of the attack is concentrated. One must shield another. All must prepare to defend or to attack and to do it at the same second. The ground must be prepared for the defence or the attack of one member.

Self sacrifice is learned in games. A count is made for a team by a deft pass. One sacrifices a possible shot for goal himself to make more certain of the tally for his side. One sacrifices the possibility of a home run that he may be sure to score the man on the third base.

Self reliance is developed by games. "Ten to score and the last man in" at a cricket match has become a classic (Vitai Lampada). The last man is depended upon to hold up his end while the other scores. The back is trusted to bring down his man to save a touchdown.

Closer and more lasting friendships are made on the playground than in the classroom, I believe. Team-mates have much in common. They have fought many a battle together. They have travelled together. They have planned how to defeat this or that team. They have consoled one another in defeat. One boy did a big thing today, and his friend did a big thing last week.

Prudence and caution are learned through the medium of games. The side cannot take too many chances. They must always leave a defence, even at the risk of a less powerful offensive. The clever player who has less stamina or physical force than the others must be shielded so that he will suffer no injuries.

Games teach boys to be manly, noble, strong and virtuous.

In the organization of games as an integral part of the work of the secondary school and the university there is danger that many of their advantages may be lost. Many evils have clustered around interscholastic contests of which the public are not insensible. I shall refer only to two;

(1)—The exploiting of players:

Certain young men have great ability at tennis, football, hockey, etc. They are towers of strength to their sides. They are easily flattered. They become lionized at too young an age. They are encouraged to make sport their major aim. This is the line of least resistance, and many succumb. They are induced to spend their time to little future advantage. Graduates of their schools invite them to one function after another in a misguided spirit of loyalty to the school.

This must be guarded against. The players must not be exploited. Our best men are recognizing this, and we should give them support.

(2)—The tendency to encourage contestants to regard victory as the desideratum and to win at any price.

In competitive games as many as win must lose. We must certainly encourage pupils to endeavour to win. Determination, pluck, grit, skill, perseverance, speed, accuracy, strength, judgment, team work, are all necessary to win a game. The plaudits of the crowd go to the winners. Winning has its thrills.

It is equally necessary to learn the virtues that accrue to the losers. Losing is less pleasant than winning. But on the ruins of their losses wise men build the pillars that lead to success. The keeping of one's temper, the forgiving of an injury, cultivating a smile when another wins by exhibiting greater skill, the determination to do better, must be learned by him who would gain success in the game of life.

The desire to win at any price has resulted in some undesirable customs. Sport will never attain a regal position until all detestable and objectionable practices are eradicated. Here at McGill is a great school of physical education. I make bold to say that the influence of McGill through this school can be felt so powerfully throughout this Dominion that if you will you can purify the sport of the country. This continent is devoted to amateur school and college athletics. I believe it wishes to continue this allegiance. But the best thinkers want the activities to be pure.

The skilful, the strong, the valorous, the good sport is needed. Honour will always be given to him. The sneak, the mean, the dirty player that is out to maim, the poor sport is not wanted. Let us be done with him. Let the penalties against him be made so strong that that type of person will be incapable of remaining in the game. Two minutes for a serious, deliberate foul is no punish-

ment befitting the offence. Make the rule be banishment from the game, at least for the remainder of that day. Such a rule would have a far reaching and worthwhile effect. In some countries the pugilist on the field and the ice and the despicable would be expelled from the game for life. Why not here?

How Did You Play?

“How did you play when the play was on,
When the odds were great and hope was gone?
When the enemy team, with aim so true
Was dragging the victory away from you?
When strength and speed and endurance quit,
Did honour keep pace with determined grit?
Did you keep the faith with the rules of the game?
Did you play up square without fear or shame?
Did your smile of cheer make the team your friend
As you fought it through to the bitter end?
Did your self-respect rise a notch or two?
Are you a bigger man now the game is through?”

L'AVENTURE DE JACQUES GERARD

Chapters III, IV, V

Miss L. E. Tanner

As detailed questionnaires and lessons on these chapters would take too much space, only suggestions as to procedure are given, with exercises on essential points of grammar. The references are to Berthon's French Grammar.

Chapter III

Dans ce chapitre, Jacques nous parle d'une femme de haute taille qu'il a vue près de la Porte Saint-Jacques. Cette femme était-elle seule? Pourquoi a-t-il fallu faire marcher le cheval? (pourquoi a-t-il fallu mettre le cheval au pas?) Description des vêtements de cette femme. Description des vêtements de certains élèves. Comment marchait-elle? Que faisait-elle? Comment portait-elle son tambour? Pourquoi le père de Jacques lui a-t-il dit de ne pas faire attention à cette femme? Est-ce que les forains voyagent quand il fait mauvais temps? Mais oui, ils courent les routes **par** tous les temps. Ils sont dans les villes et les villages **par** tous les temps. Je viens à l'école quand il fait beau; je viens aussi quand il fait mauvais. Je viens ici **par** tous les temps. Les forains sont des gens de mauvaise vie. Leur conversation est grossière; ils ont des propos grossiers. Les forains ont dressé leurs baraques près de la Porte Saint-Pierre. Le mot porte veut dire: **door**, ou **gate**. Quel sens a-t-il dans cette leçon? Le père de Jacques ne remarqua pas les forains; il s'empressa de rentrer. Madame Gérard attendait son mari et son fils. Elle les attendait. Jacques raconta à sa mère tout ce qu'il avait vu à Montereau. Il avait oublié l'apparition de la femme au tambour.

GRAMMAIRE.

- (a)—Omission de l'article. G.47,48.
- (b)—Exclamations. G. 119-N.B.
- (c)—Comparaisons d'adjectifs et d'adverbes. G. 82.
- (d)—Différence entre rentrer et entrer.
- (e)—Expression idiomatique: faire pitié à quelqu'un.
- (f)—Emploi ou omission de certaines prépositions.

LEÇON D'OBSERVATION.

En français l'on dit: l'anglais, le latin, l'italien. Remarquez l'article qui précède chacun de ces mots. En anglais l'article n'apparaît pas; l'on dit: French, English, etc. Comment dit-on to the, of the? Au, à la, aux; du; de la; des. Décomposez ces petits mots. En effet, chacun d'eux contient l'article, le, la, les,

Mais remarquez cette expression, ligne 12: Une leçon d'histoire. Y a-t-il un article dans cette expression? Non, il n'y en a pas. Ainsi, dans la 13e ligne: une partie de balle, l'article n'apparaît pas. L'on dit: la balle; l'histoire; j'ai des compagnons. Dans la 16e ligne, quel petit mot manque? En effet, l'on dit: Je n'ai pas **de** compagnons: c'est le mot **les** qui manque: il n'y a que la préposition **de**. Dans les leçons qui suivent, trouvez d'autres exemples de cette règle.

A la page 6, ligne 21, il y a l'expression: quelle triste vie! Remarquez bien comment l'on exprime certains sentiments en français. Quel beau jour! Quelle bonne pomme vous m'avez donnée! Quels bons enfants sont les enfants Destours! Avec quoi s'accorde l'adjectif dans ces phrases?

On **entre** dans une chambre, dans une maison; le verbe **rentrer** s'emploie pour dire entrer de nouveau (again); **to go home**.

Que veut dire le verbe **rentrer** à la 8e page, l. 19?

Que dit-on quand on entend frapper à la porte? Oui, l'on dit: entrez! La personne qui frappait entre dans la pièce. Cette pièce peut être un salon, une salle, une chambre, une cuisine, etc. Remarquez ceci: le verbe **entrer** est toujours suivi d'une préposition: soit **à, au, dans, ou chez**.

A la page 7, l. 17, Jacques fait une question à son père. Quelle est cette question? Qu'est-ce qu'il dit? Cette manière de faire une question est souvent employée dans la conversation.

Qu'est-ce que c'est que cet enfant-là? C'est le fils de M. Destours. Qu'est-ce que c'est que ce vacarme? C'est le chef des forains, suivi d'une foule de gens. Comment Jacques aurait-il pu faire cette question? (Quelle est cette femme? Qui est cette femme?)

EXERCICE:

(a)—Mon pupitre est couvert — livres. Il a une leçon — français. Aimez-vous étudier — français? Elle marche — un pas régulier. Elle bat le tambour à tour — de bras. Désirez-vous une tasse de thé? Il est entouré — monde.

(b)—Expressions analogues:

Il fait beau—Quel beau temps!

C'est un beau cheval—Quel beau cheval!

Une vie bien triste—Quelle triste vie!

Quelle bonne leçon! C'est une bonne leçon!

Il est studieux—Qu'il est studieux!

(c)—Dans les phrases suivantes, employez l'adjectif entre parenthèses aux trois degrés de comparaison.

Exemple: Il est petit.

EGALITE:—(a)—Il est **aussi** petit **que** vous.

SUPERIORITE:—(b).—Il est **plus** petit **que** vous.

INFERIORITE.—(c)—Il est **moins** petit **que** vous.

1. Il fait ——— (froid) aujourd'hui ——— hier.

2. Elle est ——— (grande) ——— lui.

3. Cette maison est ——— chère ——— celle-là.

4. Mon frère est ——— (jeune) ——— elle.

5. Votre accent **est** ——— (bon) ——— le sien.

(d)—Dans les phrases suivantes, employez les adjectifs au superlatif.

Remarquez la présence de l'article devant l'adjectif.

Exemple:—

C'est la leçon **la** plus facile.

1. C'est ——— petite des deux qui est ——— âgée.

2. C'est ——— meilleur homme du monde.

3. Ce sont ——— petits garçons de cette classe.

4. Je suis ——— grande fille de l'école.

5. C'est ——— meilleur ami de mon père.

6. Voici la leçon ——— importante.

7. J'ai lu ——— long chapitre du livre.

8. L'érable est un des ——— beaux arbres du Canada.

9. C'est ——— bel arbre du Canada.

10. Voilà ——— jolie rose du rosier.

N. B.—La comparaison de **bon**, et de **mauvais**, est irrégulière. On dit: beaucoup **de**, mais, bien **des**.

Chapitre IV

Ce chapitre contient une phrase conditionnelle, à la ligne 10, page 9.

Exercez les élèves à dire rapidement des phrases construites sur ce modèle.

Remarquez les temps.

Si j'**avais** faim, je **mangerais**.

Si j'**avais** ce tapis, je te **mettrais** dessus.

Si tu **étais** riche tu **voyagerais**.

Je te **mettrais** dessus, si je l'**avais**.

La leçon d'observation sera utile en autant que l'élève apprendra le **genre** des noms qui se trouvent dans ce chapitre; la différence entre **quitter** (ligne 18, p. 9) et **laisser; rien**, suivi de **de** (ligne 25); le pluriel de **monsieur** (l. 33); l'expression **d'abord** (l. 26); **faire** suivi d'un infinitif (p. 11, l. 12).;

Le questionnaire, sans être très détaillé, fera l'abrégé du chapitre IV, comme suit:

Quelle sorte de livre Jacques a-t-il choisi? Que fait le tapis enchanté? A qui Jacques a-t-il lu un conte de fées? Que disait Manon, au lieu de dire: Il est temps d'aller te coucher? Qu'est-ce que Jacques a dit en quittant Manon? Qu'est-ce que Manon lui a souhaité? Jacques a-t-il mis son livre à terre? Où l'a-t-il remis? Est-il allé se coucher? A qui a-t-il pensé en entendant le roulement du tambour? Quelle porte a-t-il ouverte? Comment savait-il qu'il se passait quelque chose d'extraordinaire? Que devait-il traverser pour voir toute la Place?

Description de la Place: lampes allumées; bancs occupés par les assistants; une foule de gens debout; au milieu, les saltimbanques.

Description de la troupe des saltimbanques. Samson, le chef, etc. Ce que firent les saltimbanques, leur tour achevé.

Description de chaque tour.

Apprendre par cœur:

J'ai eu peur en voyant cela.

EXERCICES:

Remplacez l'infinitif par le temps voulu:—

1. Si j'avais froid je me **chauffer**.
2. Si nous avons un livre nous le **lire**.
3. Si je voyais du feu, j'**avoir** peur.
4. Si le jeune militaire avait été fort il **avoir** soulevé la barre de fer.
5. Si j'avais eu de l'argent, j'**en avoir** donné aux forains.

Complétez les phrases suivantes d'après le livre:

1. Manon était occupée à le linge.
2. Je lui lisais quelque conte ———.
3. C'était son conte ———
4. Elle répondit comme ———
5. Je ne pus rien voir ———
6. Il se passait quelque chose ———
7. La troupe se composait ———
8. ———, un jeune soldat.
9. Il lui rendit ——— (. 23, p. 11).
10. Le chef s'avança ——— de la soirée.

Composition.—Phrases courtes, décrivant la troupe et ce que faisait chacun d'eux.

Chapitre V

Remarquez cette expression: **à partir** d'aujourd'hui. Cela veut dire la même chose que **depuis** aujourd'hui. Combien de merveilles comptait-on? Oui, on **en** comptait sept. Combien d'élèves y a-t-il ici? Il y **en** a dix, douze, etc. Moi, j'ai deux pieds; vous, vous **en** avez deux, aussi. Tout le monde **en** a deux. Il y a sept merveilles; il y **en** aura huit quand le fils du chef aura soulevé **les haltères** (pas de liaison). Les haltères étaient sur le sol. Ils étaient sur la terre. Le mot **sol** ressemble à un mot anglais. Quel est ce mot? Apprenez par cœur:

“Sol canadien, terre chérie,
Par de braves tu fus peuplé!”

Quel est le pluriel de: c'est mon fils? Répétez après moi:—c'est moi; c'est lui; c'est elle; c'est nous, c'est vous, ce **sont** eux; ce **sont** elles. Quel est le féminin de: appelant à lui? (appelant à elle). Le petit garçon dont j'ai parlé (La petite fille dont j'ai parlé).

Le dedans de la main s'appelle **la paume**. J'ai deux paumes; vous avez deux paumes. Tout le monde a deux paumes. Tout le monde a deux mains. Est-ce que tout le monde a deux pieds? Mais, oui! Le chef a mis son fils sur la paume de sa main droite. Le chef était bien fort, et son fils était bien petit. Ensuite, qu'est-ce que le chef a fait? Comment le petit garçon était-il habillé? Il portait un maillot (**ma-yo**, a comme dans **part**). Avait-il un chapeau? Portait-il une cravate? Portez-vous un veston? un gilet? un faux-col? Le verbe “gisaient”, ligne 19, p. 12, est défectif. Enseignez: **étaient**. En quoi étaient les haltères? Étaient-ils lourds? Pourquoi Jacques était-il en extase? En effet, il aimait la représentation. Qui était Jérôme? Pourquoi Jacques est-il

rentré avant la fin de la représentation ? Trouvez, à la page 7, lignes 21 à 28, ce que le père de Jacques pensait des forains. Jacques a-t-il bien fait de rentrer ? Était-il satisfait de ce qu'il avait vu ? Pourquoi n'y avait-il plus de tranquillité pour lui ? A qui pensait-il tout le temps ? Quelles choses trouvait-il belles dans la vie des forains ? En effet : leur vie au grand air ; la variété de leur existence ; l'admiration qu'on avait pour eux. Est-ce que Jacques parla à son père de sa vie imaginaire ? Qui s'est aperçu du changement qui s'était fait en lui ? Qu'est-ce que Mme Gérard demanda à Jacques ? Est-ce que Jacques a répondu à sa mère ? Non, il n'a rien dit. Pourquoi ? En effet, il n'était pas guéri de sa folie.

EXERCICE :

Faites des questions afin d'obtenir les réponses qui suivent :

1. Nous allons vous présenter mon fils,
(Qui allons-nous vous présenter ?)
2. Son ceinturon était bleu.
(Comment était son ceinturon ?)
3. Les haltères étaient en bois.
(En quoi étaient les haltères ?)
4. Il s'éloigna dans la direction de la ville.
(Dans quelle direction s'éloigna-t-il ?)
5. Il y avait dans sa voix quelque chose comme un reproche.
(Qu'est-ce qu'il y avait dans sa voix ?)
6. Il répondait à tort et à travers.
(Comment répondait-il ?)
7. Je suis à deux pieds de la porte.
(A quelle distance êtes-vous de la porte ?)
8. C'est Jacques qui est le meilleur garçon de la classe.
(Qui est le meilleur garçon de la classe ?)
9. Ils passaient de ville en ville.
(Où passaient-ils ?)
10. Il se figurait leur vie au grand air.
(Que se figurait-il ?)

Révision des principes de grammaire précédemment traités:—

- (a) Il y a ; depuis.
- (b) Concordance des temps.
- (c) Emploi des pronoms personnels.
- (d) Mots de la même famille.
- (e) Emploi de certaines prépositions.

Dictée.

Chaque membre de la troupe venait faire la quête parmi l'assistance. Il y avait un petit garçon, pas beaucoup plus âgé que moi, auquel on a remis la monnaie de sa pièce. Il a fait tourner la barre autour de sa tête.

LISTE DE LIVRES POUR NOS ELEVES

1933-1934

- Audoux, Marguerite:**—Marie Claire (Clarendon Press).
- Daudet:**—Le Petit Chose à l'Ecole
Tartarin de Tarascon
- Dumas:**—La Tulipe Noire (un peu difficile).
Le Comte de Monte Christo
Vingt Ans Après
Le Vicomte de Bragelone
Les Trois Mousquetaires
(Ces trois derniers pour ceux qui aiment l'histoire).
- Bordeaux, Henry:**—La Maison (Heath)
- Labiche et Martin** (Comédies): La Poudre aux Yeux
La Grammaire
- Mérimée, Prosper:**—Colomba
Carmen
- Erckmann-Châtrian:**—Madame Thérèse
Le Conserit de 1813
- Meilhac et Halévy:**—Les Oiseaux
L'Eté de la Saint-Martin
- Verne, Jules:**—Le Tour du Monde en Quatre-vingts Jours (D. C. Heath).
- Enault, Louis:**—Le Chien du Capitaine (D. C. Heath). Charmante histoire!
- Balzac, Honoré:**—Eugénie Grandet (peut-être un peu vieux et triste
pour les jeunes) (Nelson's).
- Brète, Jean de la:**—Mon Oncle et Mon Curé (Nelson's), amusant.
- Daudet:**—La Belle Nivernaise
- Hémon, Louis:**—Maria Chapdelaine
- France, Anatole:**—Le Crime de Sylvestre Bonnard (Nelson's)
Pierre
- Laboulaye:**—Le Prince Caniche (très intéressant).
- Zola, Emile:**—Le Rêve

The above books could be obtained through the Renouf Pub'g Company, or through Thos. Nelson and Sons, Ltd., 91 Wellington Street West, Toronto-2.

L. E. T.

TEACHING PATRIOTISM

By Professor W. O. Rothney

The development of patriotism is recognized by all as a legitimate function of the school. In fact the schools all over the land recognize this function as a duty incumbent upon them. It might be well, however, in these days, when our objectives, methods, and inherited institutions are being so rigidly subjected to critical examination, to scrutinize somewhat carefully the principles and possibilities that underlie our teaching of patriotism.

We have been taking it for granted that there are certain feelings, or attitudes, towards our country that should be engendered, and that there are certain types of response to the laws and dictates of constituted authority that should be reduced to habit. We have been trying to habituate our pupils to ways of feeling and thinking and acting towards their country so that, when they leave our hands, they will be, for ever after, animated by a spirit of admiration and devotion to "this Canada of ours", and will automatically play the part of a loyal citizen, ready to obey her laws and answer her call. We have tended to avoid, or very sparingly deal with, the mistakes, and shortcomings of our country lest we impair the feeling of admiration that we should seek to engender. Our policy seems to have been to develop an automatic patriotism that could be counted upon to react, at all times, in accordance with a conventional type of patriotic behaviour.

To this end teachers have dwelt upon the beauty and wealth of our land; they have been diligent in their efforts to impress pupils with the greatness of our country, the courage of its pioneers, and the nobility of its founders and builders; they have eulogized its heroes, elaborated upon the justice of its laws, the greatness of its enterprises, and the privileges of its citizenship. Our teachers have been assiduous, too, in making pupils salute the flag, sing "God Save the King," do honour to those who have answered the call of "King and Country", and perform many other acts calculated to develop a spirit of loyalty and devotion to their native land. They have sought diligently to make patriotic behaviour automatic, and they have been successful in no small degree.

The question that arises, however, is whether this is the type of patriotism that our country needs; whether this is the type of patriotism that will best safeguard the interests of our country's citizens. It is quite possible to accomplish the habituation for which we have been striving without giving our pupils an adequate idea of what patriotism means, or of what is meant by "our country". Will you ask your high school pupils what they mean by "their country", and what they mean by "their country's call", and see what reply you get? Hold them down to clear thinking. Make them write out their answer. Too often when this is done, we find that pupils look upon their country as some abstract sovereignty, supposedly idealistic, some indefinite something, with indefinite authority, that speaks from the capital of the country, which they are sup-

posed to love, and obey, and defend. They do not recognize in their fellow pupils, and in the people they meet on the street, their country. They do not realize that love of country means love of Jack, and Alphonse, and Mike, and Hans, and Pedro, and the pupil across the aisle, and the Garbage Man's son, and the Mayor's son, and the bright boy, and the dull boy.

They do not realize that their country is something that they can say "Good morning" to, and shake hands with, something that enjoys and suffers, and has a sense of right and wrong just as they have. We have not developed devotion to country until we have developed devotion to maintaining and promoting the welfare of everyone in the country. Anything short of this is not patriotism. Some of our training has come too close to the theory that the people exist for the state, not the state for the people. Our pupils must learn that citizens have no duties to the state, but that, as a state, they have duties to themselves and their fellow men. Teaching is not for the purpose of adjusting people to the state, but for the purpose of adjusting the state to the people.

Moreover, when we have developed a citizen who automatically responds to whatever seems to be his country's call, we have endangered rather than safeguarded society. The automatic patriot is a positive menace to his country. He jumps at conclusions, waves the flag, cheers for his country, right or wrong, and thinks he is wonderfully patriotic when he is merely excited, merely acting in accordance with fixed mental and emotional habits. He is the citizen that can easily be led around by the nose and made the tool of any party or interest that, for the time being, may pose as the voice of the country. It is not the automatic citizen that is patriotic, but the enquiring and discriminating citizens. Our pupils must be taught that merely to repeat or to follow is unpatriotic. We are ready enough to condemn that sort of patriotism when we see it in Germany, and we wish that we might pull the mote out of the German's eye that he might see more clearly. It may be, however, that there is a mote, and possibly a beam, in our own eye that is obscuring our own vision in this matter of training in patriotism. I wonder if we realize fully that it is not unquestioned support that constitutes loyalty, but critical analysis, acquisition of facts, acquaintance with issues, weighing of evidence, and reasoned convictions that enables a citizen to make his loyalty effective. The citizen who has not been trained to take this attitude towards his country's government and his country's officials is almost sure, sometime, to mistake the agitated voice that calls for his support, for the voice of his country, when it is merely the voice of a special interest. If, however, he has learned to ask whether the proposed change, conduct, policy, or law, that he is asked to support, is for the purpose of making our civilization more just and more of a fellowship, whether, and in what sense, it is the voice of the men, women and children who are his fellow citizens, he is not so likely to allow his good intentions to be exploited by any special class or interest.

Further, when we have created in our pupils a fixed mode of patriotic reaction, we have not developed the patriotism that will seek further improvement. In fact we may have blocked the way to progress, by making them worshippers of things as they are. The weakness of our citizenship to-day does not lie in any lack of attachment to the country that now is, it lies rather in the

danger that the citizen will not move on to something better until some calamity befalls him. The true patriot is not the one who looks upon our present social conditions, and present economic system, and present methods of government, as models of perfection which should be respected, but not meddled with. The real patriot is the one who is impressed with the defects, the injustice, the inefficiency of present practices, but who, at the same time, feels himself responsible for undesirable conditions, and under obligation to render his best cooperative effort for their improvement. While we teach our pupils respect for law, we must also teach them that only in so far as laws are just have they any claim to respect, and that it devolves upon the citizens themselves to ensure that the laws of their country are respectable.

Moreover, while we see to it that our pupils have respect for the high offices of our land, offices that represent our ideals of justice, equality, welfare, and security, we must also see to it that this idealistic aspect of office does not become an inhibition against criticism of the occupant of the office, but rather an incentive to be alert as to what happens through the office, and to safe-guard the sanctity of the office by ensuing that only worthy characters occupy it. Our pupils should be taught that critical judgment concerning all official acts is always in order when citizens confer on matters pertaining to the welfare of their country.

The following suggestions are offered as indications of the lines along which patriotic training might be rendered more effective:

1. See to it that pupils become acquainted with the society of which they form a part. In other words, introduce them to their country. This will mean (1) that pupils be led habitually to notice the happiness or misery of other pupils and of men and women and children in the community; to see social conditions through the eyes of those who experience them, and to discover the causes of these conditions. Pupils should be led to find their duties as citizens by studying the state of society, and the state of the individuals that constitute it. After all, the greatest problems of state have to do with the simple facts of living, and with living happily together. (2) Moreover, pupils will be initiated into the inquiries and activities which citizens have to perform. They will get training in being patriotic citizens. They will observe social institutions and governmental organs in action, and be brought into direct communication with leaders and officials of the local community. They will be required to cooperate in the official work of the police, the firemen, the street cleaners, health officers, and other such civic employees. (3) Pupils will cooperate in the self-government of the school, and in the improvement of conditions in which they, as a school society, live. The school itself must give training in cooperation, and must let the pupils taste the abundant joys that are attainable by means of it. In fact the school should be a community enterprise for counteracting any undemocratic influence in the community.

2. Train pupils to recognize individuals among them, who are specially fitted to hold important positions and perform important tasks. Give pupils experience in filling offices and taking the consequences, good or bad, of their choices. Let pupils learn to select leaders with vision and skill and trustworthiness, and then trust them. In this way the school will become a school of

citizenship, laying the foundations of political intelligence, and turning out people who are able to recognize expertness when it appears, and willing to reward it with opportunity for service. We shall not have real experts in government until the governed demand them, and until the governed can distinguish between the political expert and the mere politician.

3. Train pupils in right attitudes towards minorities. They must learn that it is not always right for a majority to do anything that the constitution permits. They should learn that minorities are valuable, and should be treated with respect. Let them learn by experience the service which a minority can render by pointing out weakness in the proceedings and policy of the majority, and in keeping ever before the majority the idea that the least of the citizens must be taken into account. Pupils should learn, too, that the greatest reforms of the past originated in the minds of minorities; that the most important changes that are to occur to-morrow are to-day in the keeping of some minority; and that the most significant part of any society is a minority in which progressive ideas are germinating.

To give this sort of training may mean, on the part of some of our high schools, a reorganization of the management and activities of the school; it may mean new courses on the curriculum, such as community civics, and current events; it may mean less emphasis on traditional subjects, and more emphasis on present needs; but whatever it may mean, it seems to the writer that the type of training suggested here cannot be neglected. The school or the curriculum that does not provide for such training is not designed for this day and generation. We cannot afford to let any other activities, listed on the course of study, take precedence over this type of education, nor can we afford to let our educational system put more emphasis upon other phases of school work, than upon this matter of practical training for citizenship.

Editor's note.—Dr. Rothney's article is an important one. With the example of what merely emotional patriotism has done in Germany through the Nazis; the cruelties, the destruction of representative and responsible government, the muzzling of a free press, the muzzling of all teachers and professors, the nationalization of the churches, the ridiculous theory that only Nordics can be real Germans—these and other sad developments, including the persecution of the Jews, are the results of an emotional patriotism aroused and directed by the man Hitler.

Dr. Rothney points the way for the teaching of a better and nobler patriotism, acting by means of informed citizenship, and his practical suggestions will no doubt be studied carefully by all teachers.

BOOK NOTICES

Canada 1934. The Official Handbook of Present Conditions and Recent Progress.

Any teacher may receive a copy of this valuable pamphlet, illustrated with maps, free of charge by addressing a request to the Dominion Statistician, Ottawa. It is particularly useful for teachers of Geography.

The Adventures of Anai and Jok. By Hebe Spaul. A Tale of Two Little Slaves. London: Evans Brothers, Limited. Toronto: E. N. Moyer Company, Limited.

A tale based on real facts of recent slavery in Africa. Very readable.

The Latin Sentence. By S. M. Toyne, M.A., and P. H. Sykes, M.A., 32 pages. Price 35 cents. London: Evans Brothers, Limited. Toronto: E. N. Moyer Company, Limited.

A brief outline of the most essential elements of Latin syntax.

Tomasine, Quebec.
Sudbury, Ontario.
Quebec, Quebec.
Maniwaki, Quebec.

Four more of those valuable maps issued by the Topographical Survey of Canada, made from aerial surveys, ac-

companied with descriptive notes, and furnished to teachers for a trifling sum. Very valuable in school work. Previous sheets have been reported in these columns. Simply write to the Topographical Survey, Ottawa.

1. We Look About Us. By Gerald S. Craig and Agnes Burke of Columbia University. 194 pages.

2. Out of Doors. By Gerald S. Craig and Sara E. Baldwin. 282 pages

3. Our Wide, Wide World. By Gerald S. Craig and Sara E. Baldwin. 312 pages.

4. The Earth and Living Things. By Gerald S. Craig and Beatrice Davis Hurley. 316 pages.

5. Learning About Our World. By Gerald S. Craig and Margaret G. Condry. 396 pages.

6. Our Earth and Its Story. By Gerald S. Craig and Goldie M. Johnson. 462 pages.

These six books are published by Ginn & Company of New York and Boston and are known as the Craig Pathways in Science for elementary schools. All but one of the writers are of the staff of Teachers College, Columbia University, and all the books are illustrated in colours and black-and-white. The series is happily devised and the books are written in a style

which will appeal to the intelligence not only of elementary pupils, but also of those who are taking up science subjects in the higher grades. It will be noticed that the books are numbered in the order of suitability for different ages, the first being the most elementary.

The Woodworker Volume 1933. Illustrated. Price \$2.00: London: Evans Brothers. Toronto: E. N. Moyer Company.

This immense volume abounds with material and designs for Woodwork Classes, but there are always youths to be found who have the aptitude for and interest in this industry.

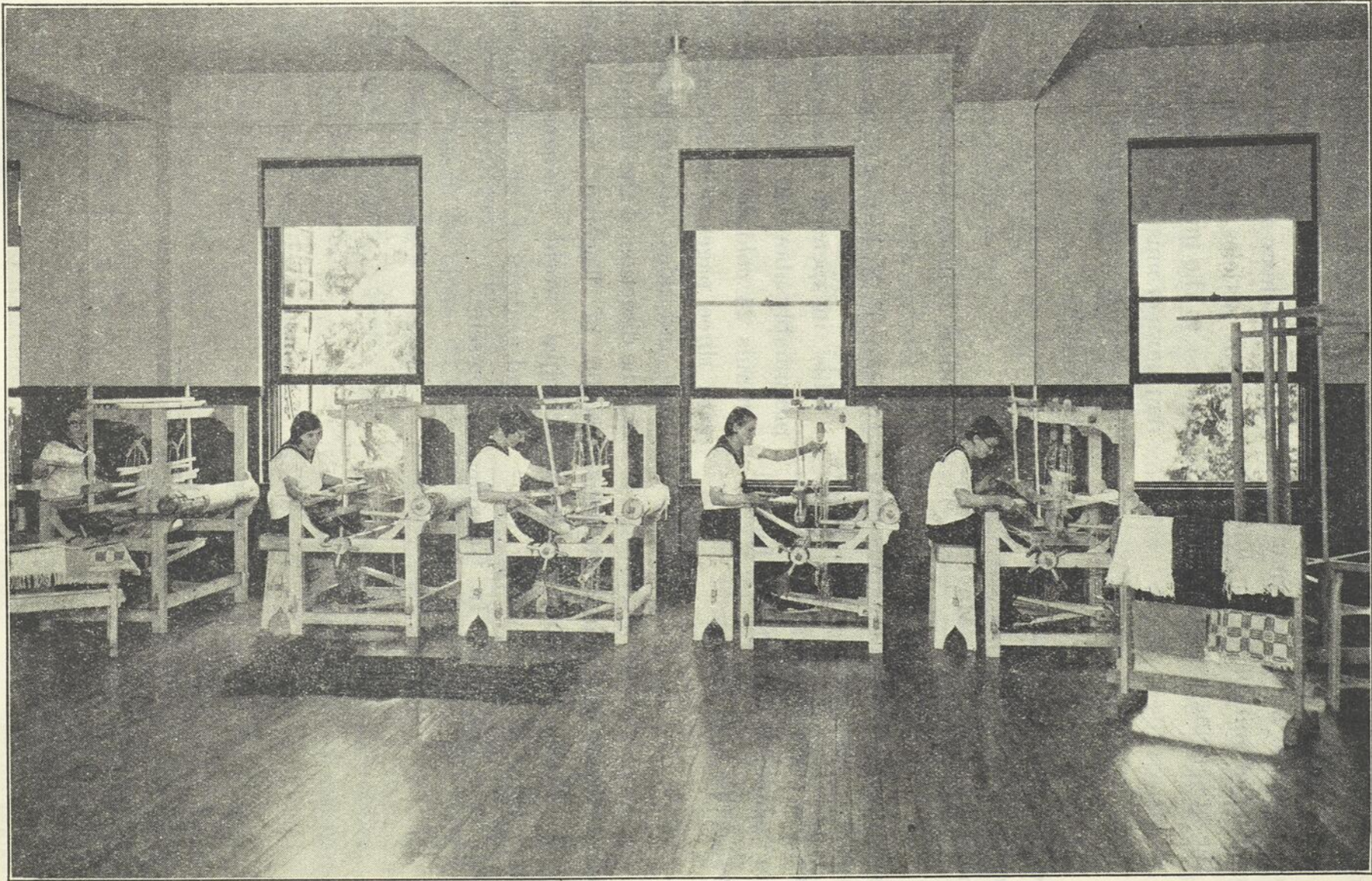
Musical Review of Canada. Published by A. Fassio, Lachute, Quebec, Canada. Price 15 cents a copy. Subscription rate per year: In Canada

\$1.50—In U.S.A. \$1.75 — Other Countries \$2.00.

This magazine, published in our own Province, should be of special interest to the teachers as well as others. It contains articles and many items of interest to the musical world, also current news of musical events in Canada. Included in each number is a music supplement.

Philips' Primary Historic Atlas. London: George Philip & Son, Limited, Toronto: E. N. Moyer Company.

This inexpensive historical atlas, presumably about 40 cents in Canada, contains 24 coloured plates, 42 maps with three pages of black and white maps, and index. It was prepared under the direction of the Historical Association of England, and illustrates principal world changes from the second century of the Christian era to the present.



MACKAY INSTITUTION, MONTREAL

MACKAY INSTITUTION

The Annual Report of the MacKay Institution for the Protestant Deaf, 3544 Décarie Boulevard, contains an interesting record of this division of education for handicapped children.

Theory and practice go hand in hand, or head with hand, as may better express the imaginative creation and practical accomplishment. In the manual training department, drawings are made to scale of articles of furniture which have been selected for the purpose of construction. In the Arithmetic Class, calculations are made of the quantities and sizes of material required for the "mill bill" specification. Following completion of the plan and specifications, the work is then finished in the woodworking shop at the school.

The interesting craft of weaving has now been added to the curriculum. Light frame, wooden looms, were first imported from Sweden, which have since been copied by the pupils in the Manual Training Department, who are quick to seize upon any new trial of their skill in construction. The actual weaving is preceded by creation of the designs in the art classes—warp and woof being sketched into the design which has been selected for reproduction. Colours are harmonized; texture decided upon; the warp is placed on the reel, passed through the reel and made fast to the beam. This preparation must all be completed before the flying shuttles carrying criss-cross threads, complete the pattern of the finished work—small wonder that the web of life has been so often symbolized from the weaver's art.

Recreation at "MacKay" is not by any means overlooked. The report shows a swimming class enjoying this healthy exercise at the fine pool in the Community Hall at Notre-Dame de Grace, which is near the school.

There is also a reproduction of a photograph of a troop of boy scouts in full uniform. The Scoutmasters report that the boys are keen to compete in their badge work.

During the year His Excellency the Earl of Bessborough, Governor General, paid an official visit to the school, much to the delight of the pupils.

Copies of this well illustrated report will be mailed by the Secretary to any teachers who may be interested in this phase of educational work.

**ADMINISTRATIVE COMMISSION OF THE PENSION FUND
FOR OFFICERS OF PRIMARY EDUCATION**

Annual meeting held at Quebec, December 6 and 7, 1933.

Present:—The Honourable Cyrille F. Delâge, Superintendent of Education, Chairman; Mr. A. B. Charbonneau, Inspector of Schools, delegate of the conference of Roman Catholic teachers of Montreal; Mr. Nérée Tremblay, professor at Laval Normal School, delegate of the Roman Catholic teachers of Quebec; Mr. M. C. Hopkins, principal of Fairmount School, Professor Sinclair Laird, Dean of the School for Teachers, Macdonald College, delegates of the Provincial Association of Protestant Teachers, and Mr. François Noel, secretary.

The minutes of the last meeting were approved.

The secretary submitted the following report:

Quebec, December 6, 1933.

Mr. Superintendent,

Members of the Administrative Commission
of the Pension Fund for Officers of Primary Education.

Gentlemen,

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

Statement showing the revenue and expenditure of the Pension Fund for the year 1932-33, also the capital.

REVENUE

Sum voted by the Legislature (Item 43 of the budget).....	\$ 2,000 00
Grant from Government (R.S., 1925, c. 133, sec. 542).....	47,000 00
Interest on Capital (R. S., 1925, c. 133, secs. 541, 543 and 554)..	10,258 38
Surplus from old Pension Fund (R.S., 1925, c. 133, sec. 548)....	6,488.00
Stoppage of 4% on grants to public schools, (R. S., 1925, c. 133, sec. 542).....	25,000 00
Stoppages on salaries of teachers from grants payable to school municipalities (R. S., 1925, c. 133, secs. 534, 542 and 549)..	158,783 18
Stoppages on salaries of school inspectors (R. S., 1925, c. 133, secs. 534, 542 and 549).....	5,467 92
Stoppages on salaries of normal school professors (R. S., 1925, c. 133, secs. 534, 542 and 549).....	2,400 00
Stoppages paid directly by teachers (R. S., 1925, c. 133, secs. 534, 542 and 554).....	54,808 48
Cancelled cheques.....	75 98
Deficit of the year.....	46,054 79
	\$ 358,336 73

EXPENDITURE

By the pensions.....	\$ 345,311 46
By re-imburements.....	9,579 68
By expense of administration.....	3,445 59
	<hr/>
	\$ 358,336 73

REVENUE ACCOUNT

Surplus of the preceding years.....	\$ 136,439 46
Deficit of the year 1932-33.....	46,054 79
	<hr/>
Placed in trust in the Provincial Treasury.....	\$ 90,384 67

CAPITAL ACCOUNT

Amount of capital July 1, 1932.....	\$ 205,167 64
	<hr/>

Certified:
Quebec, June 30, 1933.

(signed) E. VEZINA,
Provincial Auditor.

PENSIONERS WHO DIED DURING THE YEAR 1933

Name	Age	Annual Pension
Allen, Vitaline.....	84	\$ 160 00
Bertrand, J. L. Lucien.....	48	447 70
Bertrand, Rose de Lima.....	87	200 00
Bécotte, Marie Louise.....	67	150 00
Béland, Philomène.....	65	165 00
Béland, Marie Louise.....	83	357 68
Beaudoin, Odwilda.....	43	150 00
Bombardier, Sophie.....	66	199 02
Boulanger, M. Emélie.....	65	150 00
Cameron, Eléanor.....	83	150 00
Chicoine, Arsinoé.....	72	155 00
Cormier, Léa.....	84	150 00
Coyn, Mary Ellen.....	74	150 00
Desroches, Marie Amanda.....	70	185 00
Duval, Philomène.....	62	160 00
Faucher, Mathilda.....	87	150 00
Falardeau, Marie Anne Parmélie.....	56	258 08
Fortier, Philomène.....	73	150 00
Hardy, Philomène.....	88	175 00
Houle, Zéphirine.....	64	165 00
Leduc, Emérentienne.....	59	150 00
Martin, Avis Amanda.....	69	358 20
Marsan, Azéline.....	90	190 00
Martineau, Malvina.....	74	176 52

EDUCATIONAL RECORD

Petit, Lucina Marie.....	53	269 56
Prémont, Marie Ombéline.....	85	225 00
Paquet, Jean Baptiste.....	77	300 00
Reid, Charles Elbert.....	65	1,012 48
Robert, Marie Lucie.....	84	155 00
Simons, Julia Florence.....	63	180 00
Soucy, Georgiana.....	83	150 00
Tremblay, Marie.....	85	155 00
Tremblay, Prudentienne.....	68	165 00
Turcotte, Philomène.....	62	300 00
Turmel, Célanire.....	75	185 00
Vaillancourt, Olive.....	94	150 00

Total.....	\$	7,949 24
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Number of pensioners.....	36
Average age.....	72
Average pension.....	\$ 220 81

Following your instructions, I have asked for further information about certain pensioners who applied for pension. The chairman of your administrative commission has found the information obtained sufficiently proved and their pension has been paid to them:

Name	Age	Pension
Davidson, Amy Beatrice.....	46	\$ 414 12
Côté, Marie Laure.....	42	251 92

The pensioners that you ordered at your last meeting to be notified that the payment of their pension would be suspended from July, renew their application this year and produce in its support a medical certificate that you will have to examine.

AMENDMENTS

The Lieutenant-Governor has approved the following amendments voted by the Assembly and the Legislative Council during their last session:

1. Article 221 of the Education Act (R. S., 1925, c. 133) is amended by adding thereto, after paragraph 16, the following:

17. To exact from every lay person who wishes to devote himself to teaching, a satisfactory medical certificate.

2. Section 525 of the said act is amended by adding thereto, after the first paragraph thereof, the following paragraph:

“Notwithstanding the provisions of the preceding paragraph, from and after the 13th of April, 1933, any married female officer of primary education who retires from teaching after twenty years of service, before attaining fifty years of age, shall be entitled only to the reimbursement of the stoppages which she has paid into the pension fund, without interest. However, in the case of

widowhood and when such officer resumes teaching, she shall recover her rights to the pension, provided that she returns to the pension fund, within the five years next after her re-entry into teaching, the sum which she has received. Such re-payment may be made in five equal and annual payments."

3. Section 542 of the said act is amended by replacing the word: "four", in the first line of paragraph 2 thereof, by the word: "ten".

The whole respectfully submitted,

(signed) FRANÇOIS PAUL NOEL,
Secretary.

The report of the Secretary was adopted.

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

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

However, the Commission believing that the cause in virtue of which certain pensioners have obtained their pension has ceased, gave instruction to the Secretary to notify them immediately, in accordance with article 528 of the Education Act, that the payment of their pension will be discontinued at the end of one year from the month of July next, 1934. The medical certificates produced by these pensioners, in support of their application, are incomplete and do not state with sufficient clearness that they are unable to teach.

The Commission authorized the Superintendent to require the physicians who examined them to be more precise as to the nature and gravity of their illness. He was requested to submit these new certificates at the next session. These pensioners are:

Name	Age
Pélissier, Amanda.....	53
Therrien, Rose Ernestine.....	52
Gagné, Georgiana (Mme. Hector Bernier).....	50
Bellefleur, Augustine Mme Hilaire Labelle).....	48
Bertrand, Victoria (Mme Joseph Théberge).....	48
Davidson, Amy B.....	47
Vachon, Mary Louise.....	47
Maheu, Léda.....	47
Dubois, J. Eulalie.....	47
Leclerc, Marie Anna.....	47
Gaucher, Donald (Mme Adolphe Lagacé).....	46
Poirier, Imelda.....	46
Ducharme, Alma.....	46
Couillard, Marie Corinne.....	46

Tremblay, M. Cécile (Mme Z. Simard)	45
Cardin, Hectorine	45
Landry, Maria V.	45
Gagnon, Zoé (Mme F. Lagacé)	44
Houle, Marguerite	43
Dumas, Floride	43
Girard, Yvonne	43
Côté, Marie Laure	43
Julien, Alexina	41
Gagné, Marie	41

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

Name	Age
Bouillon, Alma	53
Morin, Marie Blanche	52
L'Abbé, Marie Hélène	52
Duchesne, Corinne (Mme J. Pauzé)	52
Paquet, M. Annie (Mme P. E. Bruneau)	52
Larose, Marie Wilda	51
Gaudreault, Hilda	50
Bisson, M. Joséphine (Mme Achille Loubier)	50
Salter, Naomi Adélaide	49
Tremblay, Marie Aglaé	49
Boutin, Marie Joséphine	48
Sirois, Marie Anna	47

The Commission ordered that the pensions of the following be refused, counting from July 1st, 1934:

Name	Age
Choquette, Régina	53
Mottard, Marie Corinne	53
Rho, Lucinda (Mme Arthur Duval)	53
Trépanier, Geneviève	53
Beauvais, Elizabeth	53
Pouliot, Marie Joséphine	53
Lacharité, Marie Anne (Mme R. Denoncourt)	52
Hallé, Marie Elise	52
Laurin, Marie Eugénie	52
Bachand, Eva	52
Desgagné, Valéda	51
Flibotte, Albina	51
Nadeau, Adrienne	51
Laporte, Clara	50

Labrie, Marie E. Mme Michaud).....	50
Dorion, Louise Philippe.....	50
Couture, Mirza (Mme A. Verville).....	50
Côté, Marie Rose Anna.....	50
Mineault, Marie Clotilde.....	49
Béliveau, Marie Anna.....	49
Wehr, Mary Jane.....	49
St. Laurent, Marie Anna.....	48
Oliver, Ellen Agnes.....	48
Faucher, Marie Anne.....	48
Provençal, Marie Louise.....	47
Paradis, Régina Flora.....	45
Dow, Grace.....	44
Bérubé, Jeanne.....	44
Carreau, Blanche.....	44
Dubé, Marie Anna.....	43
Beaudoin, Maria Angéline.....	43
Fournier, Marie Eva.....	42
Pelletier, Marie Louise (Mme L. Blanchet).....	39

The Commission having taken cognizance of the medical certificate produced by Mlle. Albertine Julien, considered it sufficiently satisfactory and the pension should be paid to her.

The Commission does not think it should change its decision made last year, concerning the pensions of the following persons, and orders that the payment of their pensions be discontinued, counting from July 1st, 1933:

Name	Age
Bérubé, Julianne.....	51
Morin, Maura (Mme H. Ledoux).....	48
Nellis, Agnes.....	48
Boudreau, Maria Alma (Mme Daoust).....	47
Bergeron, Rebecca.....	44
Frenette, Marie Anne.....	40

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

NEW PENSIONS ACCORDED TO OFFICERS AGED 56 YEARS OF MORE

Name	Age	Pension
Stephens, Mary.....	75	\$ 175 24
Morgan, Elizabeth.....	72	651 56
Chalk, Walter.....	72	1,200 00
Guévremont, Victor E.....	70	842 88
McCaughran, Sarah (Mme R. Scannell).....	69	515 98

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Fontaine, Marie Claire.....	68	385 34
Fournier, M. Louise (Mme J. P. Gagné).....	67	409 14
Tellier, Méralda.....	67	258 76
Ferland, Téléspore.....	65	740 60
Moore, Lévi.....	65	1,200 00
Mitchell, Susan.....	65	1,037 76
McCullen, Margaret.....	64	1,054 20
Dubreuil, Rose de Lima (Mme F. Beaudin).....	64	150 00
Parmelee, Jennie M. (Mrs. A. W. Watson).....	63	658 62
Sutherland, Jessie (Mrs. George White).....	63	341 00
Washer, Martha Jane.....	63	702 10
Woodside, Charloote W.....	62	1,200 00
Picard, Marie Albina.....	61	269 94
Cunningham, Henrietta Maria.....	60	1,200 00
MacFarlane, Agnès.....	60	1,200 00
Douglas, Clara Louise.....	60	1,173 90
Lacombe, Marie Rose Azélie.....	60	537 60
Patterson, Elizabeth.....	60	928 54
Hodgson, Ellen Eliza.....	60	539 22
Brittain, Isabel C.....	60	1,200 00
Mountain, Bertha Walker.....	59	334 60
Greenlay, Mary M. (Mme S. A. Gardner).....	59	300 00
Goulet, Achille.....	59	1,120 30
Beattie, Mary Ann.....	59	304 92
Jourdain, Marie Lucinda.....	59	448 04
Gagné, A. Anne (Mme Napoléon Gagné).....	58	187 06
Reith, Thomas B.....	58	1,200 00
Leblanc, Lucie (Mme J. C. Miousse).....	57	297 56
Guay, Marie Léa Yvonne.....	57	632 44
Picard, Marie Anne Elmire.....	57	217 20
Ward, Sara Arabella.....	56	176 76
Magaveny, Charlotte Ann.....	56	439 88
Short,, Gertrude Mabel.....	56	929 24
Brodie, Margaret.....	56	1,200 00
McDougall, Mary F.....	56	1,200 00
Maither, M. Jane (Mrs. George H. Walcot).....	56	1,200 00
Jolibois, Marie A. (Mme Talbot).....	56	300 00
Total.....		\$ 29,060 38

OFFICERS LESS THAN 56 YEARS OF AGE

Name	Age	Pension
Buck, Emily Frances.....	54	\$ 1,163 04
Garneau, Blanche.....	53	398 64
Lebel, Yvonne.....	52	427 42
Martin, Marie Alice.....	51	468 06
Boudreau, Gertrude Jane.....	50	886 52

Larochelle, Marie Victoria.....	50	150 00
Boulet, Anais.....	49	356 12
Dumas, Céline.....	49	300 00
Cliff, Ethel.....	48	673 44
Sambault, Marie Anne.....	48	300 00
Caron, Marie Imelda.....	48	431 16
Paul, Flora Helen.....	48	417 96
Sicard, Bernadette.....	48	175 64
Tétreault, Henriette.....	47	292 90
Gamache, Laura Geraldine.....	47	187 42
Lalanne, Rose Amanda.....	47	304 88
Leclerc, Maria Jeanne.....	42	291 52
Savignac, Blanche Ildéa.....	42	218 16
Martineau, Marie Louise.....	38	208 64

Total..... \$ 7,651 52

Carried Forward..... 29,060 38

Grand Total.....\$ 36,711 90

Number of pensioners.....	61
Average age.....	57
Average pension.....	\$ 601 83

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

Name	Age	Pension
Quimper, Marie Elizabeth.....	54	\$199 24
Grandmaison, Wilhelmine.....	54	150 00
Fortin, Caroline.....	54	170 00
Marleau, Marie Eugénie.....	54	300 00
Lomer, Elfreda Elise.....	54	481 12
Beaulieu, Marie E. V.....	53	206 14
Bessette, Angélique.....	52	251 00

Mlle. Amélia Martineau will receive her pension when her statement of service has been completed.

Mlles. Héléna Morin and Maria Charron must produce medical certificate from Specialists.

The applications have been refused of the Misses Marie Emma Coutu, Marie Louise Belzile, Marie D'Auteuil, Maria Alma Sincerny, Emina Martel, Maria Anna Delisle, Marie Anne Bérubé, (Mme. Adjutor Fontaine), Marie Anne Samson, Diana Beaudoin, Rose Amanda Soucy, Maria Régina Lafleur, Marie Hedwige Ducasse, Malvina Lebeau, Laura Filion, Marie Anne Boisvert, Armélie Thibault.

APPLICATIONS FOR REIMBURSEMENTS OF
STOPPAGES ACCORDED

Name	Age	Pension
Russel, George Frederick.....	73	\$ 909 01
Caron, Marie Philomène.....	44	80 16
Roy, M. Elise (Mme Hos. Oscar Roy).....	44	81 86
Rhéaume, Adélia (Mme A. Larochelle).....	42	101 24
Dumont, Mathilda R. (Mme L. Fontaine).....	42	148 69
Demers, M. A. Eva (Mme A. Lapointe).....	41	362 86
Lebrun, Clémentine (Mme Gilles Anctil).....	40	39 20
Paquin, Alice (Mme Georges Hardy).....	38	97 24
Barry, Sarah Jane.....	36	122 75
Total.....		\$ 1,943 01

Those of the following officers have been refused:

Mme. L. D. Dessert, née Rose Anna Ricard, Mme R. Larochelle, née Marie Alice Thériault, Marie Alice Lavoie, Hélène Turcotte, Elodie De Foy, Mrs. John English, née Philomène Boulet, Rachel Villeneuve, Mme Stanislas Barbe, née Marie Louise Panneton, Marie Lorette Frapier Bertha Anna Dupuis, Irène Hivon, Mme E. Bouin, née Alice Cécile Lecours.

SPECIAL CASES

Dossier 1030-P.—Mlle. Almézine Charland submitted a new medical certificate in support of her application for pension which was refused last year. Application again refused.

Dossier 3416-P.—Mlle Aurélie Giguère submitted a new medical certificate in support of her application for pension which was refused last year. Application again refused.

Dossier 2209-P.—Mlle Rose Alba Joly submitted a new medical certificate in support of her application for pension which was refused last year. Application again refused.

Dossier 3259-P.—Mlle Marie Louise Leclerc submitted new medical certificates in support of her application for pension. Application again refused.

Dossier 3414-P.—Mlle Maria Bergeron submitted new medical certificates in support of her application for pension. Application again refused.

Dossier 1432-P.—Miss Annie Duval submitted a new medical certificate in support of her application for pension which was refused last year. This certificate being judged satisfactory, her pension was accorded.

Dossier 2284-P.—Mlle Flora Messier submitted another medical certificate in support of her application for pension. This certificate being considered satisfactory, her pension was accorded.

Dossier 3381-P.—Mlle Albertine Carrières submitted a new medical certificate in support of her application for pension which was refused last year. This certificate being considered satisfactory, her pension was accorded.

Dossier 2925-P.—Mlle Alice A. Boudreau submitted a new medical certificate in support of her application for pension which was refused last year. This certificate being considered satisfactory, her pension was accorded.

Dossier 3054-P.—Mlle Albertine Bougie submitted a new medical certificate in support of her application for pension. Application again refused.

Dossier 960-P.—Mlle Amanda Houle submitted a new medical certificates in support of her application for pension which was refused in 1931 and last year. Application again refused definitely.

Dossier 3388-P.—Mlle Maria Armstrong submitted a new medical certificate in support of her application for pension. The Administrative Commission accorded the pension payable at 56 years of age.

Dossier 2721-P.—Mme Joseph Gendron, (née Dorilla Carbonneau), pensioner from 1927 to 1931. Informed three times that her pension would be discontinued, produced a new medical certificate. Application again refused definitely.

Dossier 1918-P.—Mme Alphonse Chabot, (née Philippine Mercier—, pensioner, informed three times that her pension would be discontinued, produced a new medical certificate. Application again refused definitely.

Dossier 3417-P.—Mlle Armande Rondeau produced a new medical certificate in support of her application for reimbursement of stoppages. This certificate being considered satisfactory, the reimbursement was accorded.

Dossier 3410-P.—Mlle Bernadette Gagné produced a new medical certificate in support of her application for reimbursement of stoppages. This certificate being considered satisfactory the reimbursement was accorded.

Dossier 3510-P.—Mlle Denyse Morisset made application for payment of stoppages when teaching in an independent school. Application refused.

Dossier 1475-P.—Mlle Marie E. McLean applied for pension but had not taught since 1905. Application refused. This person should teach for a period of two years if she wishes to obtain a pension.

Dossier 2167-P.—Mlle Anna Marie Désilets wishes to have the two years counted during which she taught as a supply teacher. According to the regulation adopted by the Administrative Commission concerning supply teachers, Mlle Désilets could have these years counted if she proves that she taught for 120 days during the school year.

Dossier 2630-P.—Miss Pearl Anderson wishes to pay for the years as supply teacher. Same decision as above.

Dossier 3252-P.—Monsieur Louis Philippe Paré holding a position in the Statistics Department of the Catholic School Commission of Montreal wishes to continue paying the stoppages in order to benefit from the pension fund for officers of primary instruction. The Administrative Commission is of the opinion that Monsieur Paré cannot be considered as an officer of primary education, having never taught, and, consequently, his stoppages cannot be accepted.

Dossier 3539—P.—Monsieur René Guénette is under the same conditions, as Monsieur Paré. Same decision.

Mr. M. C. Hopkins proposed, seconded by Monsieur Nérée Tremblay, and it was unanimously resolved that the Administrative Commission of the Pension Fund for officers of primary education record in the minutes of its meeting, the deep regret caused by the death of Mr. John Ahern who was, for several years, a faithful member of this Commission, and that it desires to extend to the family of the late Mr. Ahern its most sincere sympathy on this sad occasion.

The Administrative Commission asked Mr. J. C. Miller, Inspector General of Primary schools, to urge the School Inspectors to insist that the amendment, adopted at the last session of the Legislature requiring the school commissioners to demand a satisfactory medical certificate from every lay person who intends to teach, be strictly observed.

The Administrative Commission unanimously requested the honourable the Provincial Secretary to amend article 525 of the Education Act by replacing in the second paragraph the number fifty by the number fifty-six.

Monsieur A. B. Charbonneau proposed, seconded by Dean Sinclair Laird, and it was unanimously resolved:

In the event of a promotion occurring in the Accountant's branch of the Department of Education, the Commission strongly recommends to the attention of the Department the anterior services of Monsieur Paul E. Délage, its present assistant-secretary.

Monsieur A. B. Charbonneau proposed, seconded by Dean Sinclair Laird and it was resolved that the thanks be offered to the Secretary and the Assistant-Secretary for the perfect organization that the members of the Commission have found in the keeping of the books, dossiers and other documents of the Commission.

Mr. M. C. Hopkins proposed, seconded by Monsieur A. B. Charonneau, and it was unanimously resolved that a sum of two hundred dollars be paid to Monsieur François Paul Noel, as additional salary for the contingent expenses of the Pension Fund incurred during the year 1932-33 and that without prejudice to his initial salary.

And the session closed.

FRANCOIS P. NOEL,
Secretary,

CYRILLE F. DELAGE,
Chairman.

SECONDARY SCHOOL EXAMINATIONS (QUEBEC)

TIME TABLE (1934)—(Tentative)

THURSDAY, JUNE 14th.

	Morning	Afternoon.
Grade XI	Drawing, Pts. I, III, V. 9 to 11.30	

FRIDAY, JUNE 15th.

Grade VI	Oral French.....9 to 11	Grade VI	Art.....2 to 4
" VII	" "9 to 11	" VII	"2 to 4
" VIII	Art.....9 to 11	" VIII	Oral French... ..2 to 5
" IX	"9 to 11	" IX	" "2 to 5
" X	"9 to 11		X Biology.....2 to 4
" XI	Drawing, Pts. II, IV, VI. 9 to 11.30		

MONDAY, JUNE 18th.

Grade VI	English Literature.....9 to 11	Grade VI	English Composition2 to 4
" VII	" "9 to 11	" VII	" "2 to 4
" VIII	" "9 to 11.30	" VIII	" "2 to 4
" IX	" "9 to 11.30	" IX	" "2 to 4
" X	" "9 to 11.30	" X	" "2 to 4
" XI	" "9 to 11.30	" XI	" "2 to 4.30

TUESDAY, JUNE 19th.

Grade VI	History.....9 to 11	Grade VI	French.....2 to 4
" VII	"9 to 11	" VII	"2 to 4
" VIII	"9 to 11	" VIII	"2 to 4
" IX	"9 to 11	" IX	"2 to 4
" X	"9 to 11	" X	"2 to 4
" XI	French Grammar.....9 to 11.30	" XI	French Composit'n 2 to 4.30

WEDNESDAY, JUNE 20th.

Grade VI	Geography.....9 to 11	Grade VI	Language.....2 to 4
" VII	"9 to 11	Grade VII	"2 to 4
" VIII	"9 to 11	" VIII	"2 to 4
" IX	"9 to 11	" IX	"2 to 4
" X	"9 to 11	" X	Physics.....2 to 4.30
" XI	History.....9 to 11.30	" XI	Physics.....2 to 4.30

THURSDAY, JUNE 21st.

Grade VI	Arithmetic.....9 to 11	Grade VI	Hygiene.....2 to 4
" VII	"9 to 11	" VII	"2 to 4
" VIII	"9 to 11.30	" VIII	Latin.....2 to 4.30
" IX	"9 to 11.30	" IX	Latin.....2 to 4.30
" X	Latin.....9 to 11.30	" X	Algebra.....2 to 4
" XI	Latin (Cicero and Prose), Bookkeeping Stenogra- phy & Typewg. House- hold Science.....9 to 11.30	" XI	Latin (Virgil & Sight).....2 to 4.30

FRIDAY, JUNE 22nd.

Grade VI	Dictation & Spelling	9 to 10.30	Grade VI	Rapid & Me. Arith.	2 to .40
" VII	" " "	9 to 10.30	" VII	" " "	2 to 2.40
" VIII	Dictation & Spelling & Mental & Rapid Ar.	} 9 to 11	" VIII	General Science	2 to 4
" IX	" " "		9 to 11	" IX	Algebra
" X	Geometry	9 to 11.30	" X	Chemistry	2 to 4
" XI	Elementary Geometry	9 to 11.30	" XI	Chemistry	2 to 4.30

MONDAY, JUNE 25th.

Grade VIII	Extra English	9 to 11	Grade IX	Extra English	2 to 4
" IX	Geometry	9 to 11	" X	Arithmetic	2 to 4
" X	Extra English	9 to 11	" XI	Intermediate Algebra	2 to 4.30
" XI	Elementary Algebra	9 to 11.30			

TUESDAY, JUNE 26th.

Grade IX	General Science	9 to 11	Grade XI	Botany or Biology	2 to 4.30
" XI	Intermediate Geometry & Trigonometry	9 to 11.30			
	Physical Geography	9 to 11.30			

WEDNESDAY, JUNE 27th.

Grade XI	Extra English	9 to 11.30	Grade XI	Greek (Homer & Sight)	2 to 4.30
	Greek (Xenophon & Prose)	9 to 11.30			

INSPECTOR LEMOIGNAN

Mutton Bay, P. Q., June 30th, 1933.

The Honourable Superintendent
of Public Instruction,

Quebec, P. Q.

Sir,

I have the honour to submit my annual report for the Scholastic year 1932-1933.

STATISTICAL SUMMARY		1933-34
1.—Number of schools.....		9
2.—Number of teachers: male.....		5
female.....		5
Total.....		10
3.—Average salary per month.....		\$50.00
4.—Number of children of school age:—		
a. Boys from 5 to 7 years 36 Girls from 5 to 7 years 35 ..		71
b. Boys from 7 to 14 years 80 Girls from 7 to 14 years 82 ..		162
b. Boys from 14 to 16 years 18 Girls from 14 to 16 years 24 ..		42
d. Boys from 16 to 18 years 24 Girls from 16 to 18 years 16 ..		40
Total.....		315
5.—Number of pupils inscribed.....		217
5.—Average attendance.....		218
7.—Classification of pupils:		
In first year.....		110
In second year.....		34
In third year.....		32
In fourth year.....		9
In fifth year.....		42
In sixth year.....		19
In seventh year.....		11
Total.....		257

GENERAL REMARKS

All the winter schools were in operation for nine months, and very faithful work was accomplished by the teachers and scholars. During the summer The Labrador Voluntary Educational League supplied teachers for five of our isolated schools.

Kegaska.—Miss Montague had charge of this school, and did extremely good work. It was a pleasure to see how beautifully the school was kept.

Harrington.—Our largest school with 72 pupils. Miss Brownell and Miss Jones taught there. The school was also kept in perfect order and good work was done in all grades.

Gull Cliff Island, Barachoix, and Aylmer Sound.—Mr. Frederick Barnett taught for 3 months in each of these schools and did very well. During December, January and February he held night classes for the adults.

Mutton Bay.—The attendance was much better than in previous years. Mr. Snow who has been in charge of this school for the past three years continues his keen interest in the individual characteristic of each child. The work done in this school was also very good.

For the first time the young people organized the Christmas entertainment without any coaching whatsoever, and it was very encouraging to see how well they did it.

Twice a week during the Winter months night classes for French were opened for the adults and the older pupils, and proved very profitable and interesting. The inspector took charge and the interest was so keen that we hope to continue on the work next winter.

La Tabatière.—The pupils did not do so well as last year as an epidemic of sore throat and cold was raging in the community during the months of December, January, and February that resulted in the attendance being very irregular.

St. Augustine River.—Mr. Jones who taught at Bradore last year taught here and as he is very efficient the school work was excellent.

Old Fort Bay.—Mr. Dumaresq taught here and although the attendance was not as regular as it ought to have been, nevertheless the results obtained were quite satisfactory.

The people in this village are extremely poor, and when the cold weather started many of the children could not attend school through lack of warm clothing. This is our second largest school with over forty pupils on the roll.

St. Paul's River.—Miss Bailey who is an indefatigable worker did excellent work. The attendance was almost perfect, and the school was kept in perfect order.

Bradore Bay.—Situated almost on the border of Newfoundland Labrador continues to show an increase on its roll. All grades did very good work.

CLASSIFICATION OF SCHOOLS

Excellent.—St. Augustine, St. Paul's River, Mutton Bay, and Harrington.

Very Good.—Bradore, and Kegaska.

Good.—Aylmer Sound, etc., Old Fort Bay, and La Tabatière.

The Junior Red Cross work was taken up in all the schools, and the rules were very faithfully carried out. We appreciate the interest that Mrs. B. Shaw has at all times taken on behalf of our coast children.

The schools are all in good order and each village is very proud of its school. We do feel that if these buildings are kept up-to-date that the effect will be very beneficial. A number of houses have been painted and a general clean up has taken place around the homes.

Gardens.—Last year through the schools an effort was made to encourage gardening and it proved quite a success. This year the people are enlarging their gardens, and again all our teachers are doing all they can to create enthusiasm in this new development.

We had a good staff of teachers who at all times willingly gave their co-operation for the betterment of the schools and communities.

In closing this report, I desire to tender to you, Sir, my hearty thanks for the interest taken in our schools by your department.

I have the honour, to be, etc.,

Inspector A. S. LeMOIGNAN.

INSPECTOR McCUTCHEON

June 30th, 1933.

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		1932-33	
1.—Number of school municipalities:			
a)	Under control of commissioners.....	9	
b)	Under control of trustees.....	19	
Total.....			28
2.—Number of schools:			
a)	Elementary.....		54
3.—Number of teachers:			
a)	Male teacher.....	7	
b)	Female Teachers.....	47	
Total.....			54
4.—Average salaries in the schools under control:			
a)	Male teachers: In elementary schools.....	\$401	
b)	Female teachers: In elementary schools.....	\$462	
5.—Number of children of school age): (census) (according to secretary-treasurers' reports).			
a)	Boys from 5 to 7 years 82 Girls from 5 to 7 years 64..	146	
b)	Boys from 7 to 14 years 335 Girls from 7 to 14 years 291..	626	
c)	Boys from 14 to 16 years 72 Girls from 14 to 16 years 85..	157	
d)	Boys from 16 to 18 years 73 Girls from 16 to 18 years 67..	140	
Total.....			1,069
6.—Number of pupils enrolled:			
a)	In the elementary schools.....	602	
a)	In the elementary schools.....		602
7.—Average attendance: (in percentage):			
a)	In the elementary schools.....		78 %
8.—Classification of pupils:			
	In Grade 1.....	111	
	In Grade 2.....	88	
	In Grade 3.....	93	
	In Grade 4.....	77	
	In Grade 5.....	81	
	In Grade 6.....	69	
	In Grade 7.....	80	
	In Grade 8.....	3	
Total.....			602

GENERAL REMARKS

According to the redistribution made in July last, my district of inspection now includes all the Protestant elementary school in the following counties:

Arthabaska, Beauce, Dorchester, Drummond, Levis, Megantic, Richelieu, Richmond, St. Hyacinthe, Shefford (Municipalities of Ely North and Ely South) and Wolfe.

Two visits were made to each of the schools during the year with the exception of three which were operated as summer schools and were not in operation at the time of my second tour of inspection. Reports were sent to the teachers, and to the school boards, and a Bulletin of inspection for each municipality was forwarded to the Department of Education, Quebec.

Teachers' Conferences were held at Richmond, Leeds Village and at Millfield, Inverness, which were well attended by the teachers. At the Richmond Conference I was ably assisted by Miss M. A. Smith, Assistant Supervisor of French, Dr. Rothney and Mr. P. C. Duboyce, N.P. secretary of the Richmond school board.

The qualifications of the teachers engaged were as follows: Intermediate diplomas, 3; Interim intermediate diplomas, 4; Elementary diplomas, 31; Interim elementary diplomas, 9; Rural elementary diplomas, 1; Macdonald College permits, 4; no diplomas, 2.

The length of service of the teachers in the same school were as follows:

No. of years in the same school:.....	1	2	3	4	5	8	32
Number of teachers.....	32	12	2	4	2	1	1

It is advisable for school boards to retain the services of capable teachers as long as possible.

The length of the school sessions were:

Duration of session: .	10 mos.	9 mos.	8 mos.	7mos.	6 mos.	4 mos.
Number of schools...	5	21	21	1	5	1

The following are the rates of taxation per valuation of one hundred dollars levied by the school boards:

Tax paid per valuation of \$100:	\$2.00	\$1.50	\$1.30	\$1.20	\$1.10	\$1.00	\$0.90	\$0.85
Number of municipalities:	1	2	1	1	1	4	3	2
Tax paid per valuation of \$100:	\$0.08	\$0.75	\$0.70	\$0.65	\$0.60	\$0.55	\$0.50	\$0.30
Number of municipalities:	1	1	3	2	2	1	1	2

In general we note improvements on the premises of the rural schools. More attention is paid by the teachers and pupils to the appearance of the class rooms, sheds and toilets and the school grounds. To cite one instance in particular: A teacher having charge of a school in a very weak municipality, managed, with the assistance of the parents and friends, by means of entertainments and in other ways, to raise funds sufficient to enable them to repaint the interior of the school room,—ceiling, walls, and floor, varnish the organ, desks, and seats, re-enamel the water container, re-slate the blackboards, provide wash basin and towels. The toilets were also put in good order. A little inclination backed by a little determination will sometimes accomplish a great deal.

The annual visits of Mrs. Shaw and her assistants in connection with the Junior Red Cross work continue to be an inspiration to the teachers and pupils in regard to the general welfare of the school and the community.

One of the teachers in my district, Miss Hazel I. Ames, after having taught about three months in one of the schools in the municipality of Melbourne, became ill quite suddenly and passed away within a few days. Miss Ames was doing good work when I visited her school in September. Her sudden death came as a great shock to all. The members of the family and the pupils have our sincerest sympathy in the sad bereavement.

The discontinuance of the bonuses to the teachers for successful work, and to the school boards for improvements and progress because of the straitened financial conditions prevailing, no doubt will be a great disappointment. We can only hope for better time to come.

For the Strathcona prizes the following teachers are recommended:

Mr. Armon J. McBurney, Maple Grove No. 6.

Mr. Archibald Beaton, Tingwick, No. 1.

Miss Lillian R. Philbrick, Ely South No. 3.

Miss Caroline E. Penney, Cleveland No. 6.

Miss Ethel L. Rief, Shipton, No. 12.

The classification of the municipalities for this 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 teachers and method of payment, is as follows:

Excellent:—St. Hyacinthe, Levis.

Very Good:—St. Romuald, Chaudière Dissentient, Aubert Gallion, Ely North, Melbourne.

Good:—Melbourne Village, St. Fulgence de Durham, Shipton, Cleveland, St. Pierre Baptiste, Inverness, Maple Grove, Dudswell, Sorel.

Fair:—Leeds, Tingwick, Ireland North, Ely South.

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

Unranked:—Schools closed, and pupils are attending school in adjoining municipalities:—St. Pierre de Durham, Weedon.

In general, we find that the schools are doing good work and that the Course of Study is satisfactorily followed. We note also that the pupils are making better use of the school libraries. Practically all the teachers in my district of inspection are taking advantage of the professional library which the Department of Education has now placed at their disposal, and which we believe will be of great service to them in keeping abreast with the educational progress of the day.

Thanking the teachers, school boards and their secretaries for their assistance and co-operation in my work during the year.

I have the honour to be,

Dear Sir,

Your obediently,

O. F. McCUTCHEON,

Inspector of Schools.

MINUTES OF PROTESTANT COMMITTEE

Quebec, September 29th, 1933.

On which day was held a 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., Milton L. Hersey, Esq., M.A.Sc., LL.D., Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., A. Kirk Cameron, Esq., Honourable Andrew McMaster, K.C., Reverend A. H. McGreer, M.A., D.D., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothney, Ph.D., Malcolm T. Robb, Esq., Honourable Justice W. L. Bond, G. W. Parmelee, Esq., D.C.L., LL. D., Sinclair Laird, Esq., M.A.B., Phil., Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., Honourable Gordon W. Scott, M.L.A., Miss Catherine I. Mackenzie, and the Secretary.

A report was read by the Director of Protestant Education containing the following recommendations concerning annual supplementary examinations for the High School Leaving Certificate in September.

1. That examinations for the High School Leaving Certificate be held annually in the month of September.
2. That the examinations be supplementary only and be confined to those candidates who have earned the privilege of writing.
3. Supplementary examinations should be restricted to those subjects in which a sufficiently large number of candidates are likely to present themselves, e.g. English (Literature and Composition) French (written only) Latin, Algebra I, Geometry I, Intermediate Mathematics, Physics, Chemistry, History.
4. The examinations shall be held in Montreal but, with the approval of the Director of Protestant Education, it may be held at other centres also.
5. A fee of \$2.00 shall be demanded from candidates for each supplementary examination paper.

6. The regulations should be changed to meet the new conditions. In particular, pupils who have failed in not more than two papers may write supplementary examinations within sixteen months of the first writing.

On the motion of Dean Laird, seconded by M. McMaster, the principles of the report were approved with the understanding that regulations would be drafted and submitted at the next meeting.

The sub-committee on Superior Education Grants made the following recommendations which were adopted:

STATEMENT OF REVENUE AND EXPENDITURE,
SEPTEMBER, 1933

Revenue

Voted by Legislature.....	\$ 75,000 00
Interest on Jesuits' Estate Settlement Fund.....	2,518 44
Interest on Marriage License Fund.....	1,400 00
Marriage License Fees (Net).....	11,930 25
Transferred from Protestant Accumulated Balances.....	2,500 00
	<hr/>
	\$ 93,348 69

Fixed Charges

High School Leaving Examinations (Net.....)	\$ 2,345 35
Assistant Examiners, June Examinations.....	1,757 65
Printing Examination Papers, Etc.....	1,130 00
Rent of School and Contingent Expenses.....	236 48
	<hr/>
	\$ 5,469 48
Available for Distribution.....	\$ 87,879 21

HIGH SCHOOLS

NAME OF SCHOOL	Number of Teachers	Total number pupils enrolled	Average Attendance	Enrolled Grades VIII, IX	Enrolled Grades X, XI	Basal Grants	Additional Grants	Special Grants	Total
Asbestos.....	6	134	117	21	10	\$400	\$470	—	\$870
Ayer's Cliff.....	4	116	92	18	22	400	530	50	980
Aylmer.....	5	166	124	20	16	400	545	—	945
Bedford.....	6	138	121	19	17	400	460	50	910
Beebe.....	5	135	122	21	6	400	600	—	1000
Buckingham.....	6	194	150	24	17	400	510	—	910
Bury.....	5	151	130	18	19	400	420	—	820
Coaticook.....	7	154	120	29	17	400	710	—	1110
Cookshire.....	5	100	81	25	13	400	380	—	780
Cowansville.....	7	175	35	14	14	400	680	—	1080
Danville.....	5	111	99	15	15	400	600	—	1000
East Angus.....	6	134	118	18	13	400	525	—	925
Granby.....	9	283	236	31	19	400	865	150	1415
Hudson.....	6	176	130	29	10	400	555	—	955
Huntingdon.....	11	306	276	66	64	400	725	150	1275
Inverness.....	3	42	35	10	9	400	300	—	700
Kenogami.....	6	151	125	12	14	400	750	—	1150
Knowlton.....	6	183	152	51	21	400	720	—	1120
Lachute.....	11	422	355	81	64	400	900	150	1450
Lake Megantic.....	3	60	48	10	10	400	345	—	745
La Tuque.....	6	117	94	20	11	400	510	50	960
Lennoxville.....	10	274	232	45	49	400	915	250	1565
Longueuil.....	10	311	258	59	17	400	600	—	1000
Macdonald.....	13	345	295	50	35	400	905	—	1305
Magog.....	8	203	165	24	12	400	670	50	1120
New Carlisle.....	7	213	182	33	20	400	540	250	1190
North Hatley.....	5	147	104	20	10	400	510	100	1010
Ormstown.....	8	268	231	65	31	400	500	100	1000
Richmond.....	8	201	186	34	32	400	700	150	1250
Scotstown.....	6	140	120	27	20	400	540	—	940
Shawinigan Falls.....	12	319	280	41	25	400	950	—	1350
Shawville.....	9	286	234	68	70	400	570	100	1070
St. John's.....	5	136	110	16	12	400	510	—	910
St. Lambert.....	27	842	745	139	68	400	895	50	1345
Sutton.....	6	158	137	20	16	400	495	150	1045
Thetford Mines.....	4	97	84	17	11	400	380	—	780
Three Rivers.....	10	333	285	57	18	400	925	50	1375
Valleyfield.....	8	282	206	32	22	400	730	50	1180

HIGH SCHOOLS—(Continued)

NAME OF SCHOOL	Number of Teachers	Total number pupils enrolled	Average Attendance	Grades VIII, IX	Enrolled Grades X, XI	Basal Grants	Additional Grants	Special Grants	Total
Waterloo.....	6	188	169	33	25	400	435		835
Waterville.....	5	97	78	17	10	400	450		850
Windsor Mills.....	4	122	99	11	6	400	475	50	925
Baron Byng, Montreal..	43	1212	937	887	325				
Commercial, Montreal..	33	742	568	272	470				
Comm'r's, Quebec.....	14	278	238	168	110				
High School, Montreal..	47	1123	972	616	326				
High School for Girls....	45	1088	993	597	268				
Lachine.....	25	621	537	197	95				
Montreal West.....	27	466	409	165	124				
Mount Royal.....	16	387	349	51	38				
Outremont (Strathcona)	40	1007	897	461	282				
Sherbrooke.....	12	292	267	155	137				
St. Laurent.....	10	229	197	25	13				
Verdun.....	57	1607	1416	351	121				
Westmount.....	29	864	812	498	366				
West Hill, Montreal....	44	1196	1038	735	461				
Special:									
Stanstead.....	12	307	250	41	31			1000	1000
Howick.....	6	184	161	25	25	400	435	50	885
Noranda.....	8	294	236	31	7	400	600	50	1050
Sawyerville.....	5	147	121	28	15	400	410		810
Totals.....	772	20454	17473	6684	4124	\$17600	\$26240	\$3050	\$46890

INTERMEDIATE SCHOOLS

NAME OF SCHOOL	Number of Teachers	Total number pupils enrolled	Average Attendance	Enrolled in Grades VIII, IX, X	Basal Grants	Additional Grants	Special Grants	Total
Arundel.....	4	112	97	30	\$200	\$340	\$100	\$640
Arvida.....	4	81	69	13	200	375	100	675
Ascot.....	3	53	40	23	200	325	100	625
Athelstan.....	2	59	54	12	200	205	—	405
Beauharnois.....	3	93	61	7	200	260	—	460
Bishopton.....	3	72	61	21	200	295	100	595
Bristol.....	2	45	41	14	200	250	50	500
Brookbury.....	4	74	63	10	200	275	100	575
Brownsburg.....	8	266	233	36	200	450	100	750
Bulwer.....	3	72	59	25	200	295	150	645
Campbell's Bay.....	3	106	87	27	200	275	100	575
Canterbury.....	2	33	25	8	200	205	150	555
Chambly Canton.....	2	65	45	7	200	300	—	500
Chateauguay Basin.....	2	70	49	3	200	360	—	560
Clarenceville.....	2	52	41	12	200	200	—	400
Delson.....	2	54	45	4	200	195	—	395
Dixville.....	2	54	46	6	200	225	—	425
Dolbeau.....	2	41	28	2	200	270	—	470
Donnacona.....	2	38	37	8	200	280	—	480
Drummondville.....	5	161	130	16	200	375	—	575
Dundee.....	3	78	70	23	200	345	200	745
Dunham.....	2	39	28	5	200	235	—	435
Escuminac.....	3	87	71	12	200	260	100	560
Farnham.....	5	132	109	21	200	450	—	650
Fitch Bay.....	4	150	114	25	200	350	100	650
Fort Coulonge.....	2	35	27	6	200	200	—	400
Frelighsburg.....	3	36	31	7	200	220	—	420
Gaspé.....	3	81	69	22	200	350	—	550
Gatineau Point.....	3	110	85	21	200	275	—	475
Glen Sutton.....	2	43	30	2	200	205	—	405
Gould.....	3	59	55	26	200	290	—	490
Greenfield Park.....	9	355	233	40	200	415	50	665
Hatley.....	3	66	51	18	200	270	—	470
Hemmingford.....	3	91	74	32	200	295	50	545
Hopetown.....	3	91	60	14	200	160	100	460
Hull.....	9	308	213	53	200	450	100	750
Island Brook.....	3	40	34	5	200	140	100	440
Isle Maligne.....	2	36	31	4	200	245	50	495
Joliette.....	3	67	58	11	200	325	—	525

INTERMEDIATE SCHOOL—(Continued)

NAME OF SCHOOL	Number of Teachers	Total number pupils enrolled	Average Attendance	Enrolled in Grades VIII, IX, X	Basal Grants	Additional Grants	Special Grants	Total
Kingsbury.....	2	34	31	10	200	215	—	415
Kingsey.....	2	40	35	6	200	175	100	475
Kinnear's Mills.....	3	62	54	21	200	275	100	575
Lacolle.....	2	41	36	6	200	170	—	370
Mansonville.....	3	73	60	20	200	300	50	550
Marbleton.....	2	33	30	7	200	190	—	390
Matapedia.....	3	81	65	27	200	240	100	540
McMasterville.....	3	67	54	8	200	295	100	595
Metis Beach.....	2	41	35	9	200	210	50	460
Milan.....	2	29	22	2	200	165	—	365
Montreal North.....	7	229	167	8	—	—	—	—
Morin Heights.....	3	68	54	14	200	260	100	560
Namur.....	2	42	31	9	200	220	100	520
New Glasgow.....	2	52	45	9	200	205	100	505
New Richmond.....	3	101	81	43	200	235	—	435
Peninsula.....	2	58	42	7	200	210	100	510
Philipsburg.....	3	73	64	8	200	300	100	600
Pointe Claire.....	11	333	271	57	200	450	50	700
Port Daniel.....	2	36	29	15	200	225	—	425
Rawdon.....	3	58	52	20	200	205	—	405
Riverbend.....	5	84	67	6	200	295	—	495
Rouyn.....	4	181	147	5	200	420	—	620
Roxton Pond.....	2	27	22	—	200	115	100	415
Shigawake.....	2	36	32	8	200	150	100	450
South Durham.....	2	45	36	9	200	220	—	420
Stanbridge East.....	3	75	60	13	200	275	—	475
Ste. Agathe des Monts....	4	93	74	10	200	305	—	505
St. Andrews East.....	3	85	73	22	200	320	100	620
Ulverton.....	3	85	74	12	200	200	100	500
Wakefield.....	3	86	64	21	200	300	—	500
Way's Mills.....	2	40	28	9	200	185	—	385
Special								
Black Capes.....	2	71	60	16	200	175	100	475
Iron Hill.....	2	47	42	10	200	150	100	450
Pinehurst & E. Greenfi'd	2	85	76	6	200	175	—	375
Quyón.....	2	—	—	—	—	—	200	200
Totals.....	231	6096	4867	1084	\$14400	\$19065	\$3750	\$37215

Summary

Reserved for Poor Municipalities.....	\$	3,700 00
HIGH SCHOOLS:—		
Grants, Basal.....	\$	17,600 00
Grants, Additional.....		26,240 00
Grants, Special.....		3,050 00
		\$46,890 00
INTERMEDIATE SCHOOLS:—		
Grants, Basal.....	\$	14,400 00
Grants, Additional.....		19,065 00
Grants, Special.....		3,750 00
		\$ 37,215 00
Total Amount Distributed.....	\$	87,805 00

EXPLANATORY:

In September 1932 the Protestant Committee decided to alter the method of awarding grants to secondary schools and the following basis of distribution was adopted to become effective in September 1933.

1. The basal grant was made \$400 in High Schools and \$200 in Intermediate Schools.

2. A building, equipment and grounds grant of maximum \$200 in High Schools and \$100 in Intermediate Schools, was to be awarded on the results of the Inspector's visit, who was to rate the school building and grounds and examine the equipment of each school.

3. An enrolment and attendance grant of \$200 and \$100 (maximum) respectively was to be given each school according to the average attendance of the whole school and the enrolment in the high school grades.

2. A bonus, the amount of which would vary according to the amount available for distribution, was to be awarded each school, taking into consideration the following points:—rate of taxation, school fees, salaries paid to principal and teachers, diplomas of teachers, pupils from outside municipalities, special consideration of municipalities, sufficiency of staff, efficiency of teachers, optional subjects taught, training to develop character and June Examinations.

The scale for awarding these grants appeared in the Educational Record of December, 1932.

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Inspector H. S. Billings presented a report upon his first year of inspection. A report was read from Miss Marion A. Smith giving details of her work during her first year as Assistant Supervisor of French.

Reports were presented on the work of the summer schools at Macdonald College and Bishop's University.

A report was read from the convener of the sub-committee on course of study, but was held over for final consideration. Meantime, the Director of Protestant Education was authorized to announce the changes necessary in the course of study during the present session as follows:

(a) In those schools which used the permissive course of study last year the requirements in English are as follows:—Grade IX. Dictation, Composition, Grammar as given in the course of study. Five of the following: Shakespeare, "As You Like It", "Julius Caesar", Selections of Prose and Poetry, Part 2; Conrad: Four Stories; Kipling: "Puck of Pook's Hill", Sabatini: "Scaramouche". Scott: "The Flight of King Charles". Grade XI. High School Composition, pp. 198-288. Six of the following: "Poems of the Romantic Revival", pp. 29-56, 107-162; Macdonald; "Prose Selections, Part 2;" Drinkwater: "Oliver Cromwell"; Eight Modern Plays, "One Hundred Years of English Poetry"; "Short Stories of Today", "Some English Diarists".

(b) Examinations in Botany will be provided in June 1934 and 1935 in Grade XI.

The report of the sub-committee on according the privileges of the High School Leaving examinations to private schools contained the following recommendations:

That the Regulations of the Protestant Committee of the Council of Education be amended as follows:

By adding after Regulation 95 a regulation to be known as 95a:

95a. "Notwithstanding anything to the contrary contained in the foregoing regulations, Private Schools shall be permitted to present candidates for the High School Leaving Examination Certificate under the following conditions;

1a. The scholars so presented must have followed during the two years immediately preceding their presentation for examination the course of study prescribed by the Protestant Committee for Grades X and XI.

1b. The Director of Protestant Education shall be empowered to approve for private schools a course of study for Grades X and XI differing from that laid down by the Protestant Committee which in his opinion is of substantially equivalent educational value.

2. The list of pupils in Grades X and XI in the school presenting candidates must be sent annually to the Inspector of High Schools.

3. The schools shall be subject to inspection by an officer of the Department of Education.

4. For each candidate there must be paid a fee of \$10. towards the cost of the examination."

On the motion of the Bishop of Quebec, seconded by Mr. McMaster, the report was unanimously adopted.

Mr. Justice Bond, Mr. McMaster and Mr. Gordon W. Scott were appointed as a sub-committee to hold an investigation concerning the correspondence with Mr. Lester D. Joyce and to report at the next meeting.

Professor Derick moved that the Director of Protestant Education be requested to place a statement before the Committee as soon as possible concerning the funds that are shared between the Protestants and Roman Catholics for education. Carried.

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

First Degree:—Minnie Thompson, Drummondville Intermediate School, Margaret A. Cameron, William Trenhome School, Montreal West, Idonea R. B. Nourse, Central School, Sherbrooke, Thomas Ingram Pollock, Roslyn School, Westmount.

Second Degree:—Helen Mary Buzzell, Art Supervisor, Montreal; Alice Catherine Dresser, Richmond High School; Eldon C. Irvine, M.A., Macdonald College; George Albert Stanton, L.R.A.M., A.R.C.M., Supervisor of Music, Montreal.

It was announced that the ceremony for conferring the degrees will be held at Macdonald College in December.

Dr. Rexford submitted a report for the sub-committee on Retarded Children which contained the following recommendation which were adopted:

1. That Dr. Sinclair's book entitled "Brilliant and Backward Children" be recommended for the use of teachers interested in the problem of retarded children.

2. That a sub-committee consisting of the chairman, Mr. Scott, Mr. Cameron and Dr. Rexford be appointed to wait upon the Prime Minister and request him to use his best influence in obtaining the grants due for 1932-33 and 1933-34.

A scheme of suggestions for the organization of Special Classes was also approved.

The Central Board of Examiners made the following recommendations:

1. For the course leading to the first class elementary diploma one year of successful attendance at the School for Teachers be required.

2. Candidates to the elementary class must produce a certificate of having passed Grade X.

3a. Bursaries shall be increased to \$100 for students in the elementary class who promise to teach for three years in the rural elementary schools.

3b. Bursaries of \$100 shall be paid in three annual instalments to holders of intermediate diplomas who teach in rural elementary schools.

4. That travelling expenses at the rate of five cents per mile that their homes are distant from Macdonald College shall be paid only to candidates who live 200 miles or more from Ste. Anne de Bellevue.

5. That in order to obtain the High School Leaving Certificate candidates must pass in nine papers instead of eight as at present, and that they be allowed to write upon 1100 marks instead of 1000 as at present.

6. That in order to obtain the certificate of Grade X, candidates must pass in nine papers instead of eight as at present and that they be allowed to write upon 1100 marks also.

7. That no more than one teacher holding an elementary diploma be allowed to teach in a superior school.

The recommendations were accepted in principle. Dr. Parmelee, Dean Laird and Dr. Nicholson were appointed members of a sub-committee to draw up regulations to give effect to the proposals.

Dean Laird reported upon the amendments to the Education Act concerning Pensions and drew the attention of the Committee to the serious financial condition of the Fund.

There being no further business the meeting then adjourned to reconvene in Montreal on Friday, November 24th, unless otherwise ordered by the chairman.

(signed) W. P. PERCIVAL,
Secretary.

(Signed) W. G. MITCHELL,
Chairman.

Medical Building, McGill University,
Montreal, November 24th, 1933.

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

Present:—Honourable W. G. Mitchell, K.C., D.C.L., in the chair, Howard Murray, Esq., O.B.E., Honourable W. S. Bullock, M.L.C., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., D.D., Milton L. Hersey, Esq., M.A.Sc., LL.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., Malcolm T. Robb, Esq., H. R. Cockfield, Esq., W. L. Shurtleff, Esq., K.C., LL.D., Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., Professor Fred Clarke, M.A., Honourable Gordon W. Scott, M.L.C., Miss Catherine I. Mackenzie, M.A., and the Secretary.

Apologies for absence were received from the Honourable C. F. Delage, LL.D., Dr. W. O. Rothney, Ph.D., Honourable Justice W. L. Bond, and G. W. Parmelee, Esq., D.C.L., LL.D.

The standing sub-committees and special sub-committees were re-constituted as follows on the recommendation of the Chairman of the Protestant Committee and the Director of Protestant Education:—

1.—Consolidation:—

Mr. A. K. Cameron (Convener); Mr. P. C. Duboyce, Hon. A. R. McMaster, Dr. A. H. McGreer, Mr. Malcolm T. Robb, Dr. G. W. Parmelee, Hon. W. G. Mitchell.

2.—Superior Education Grants:—

Mr. P. C. Duboyce (Convener); Dr. W. O. Rothney, Dr. G. W. Parmelee, Miss C. I. Mackenzie, Mr. H. R. Cockfield, Hon. W. G. Mitchell.

3.—Poor Municipalities Grants:—

Hon. W. S. Bullock (Convener); Mr. Malcolm T. Robb, Dr. W. L. Shurtleff, Dr. W. O. Rothney, Hon. W. G. Mitchell.

4.—High School Diploma Qualifications:—

Dr. G. W. Parmelee (Convener); Dr. W. O. Rothney, Professor Fred Clarke, Hon. Justice W. L. Bond, Dean Laird, Hon. W. G. Mitchell.

5.—Educational Meetings:—

Dr. A. H. McGreer (Convener); Dean Laird, Mr. A. K. Cameron, Mr. H. R. Cockfield, Hon. W. G. Mitchell.

SPECIAL SUB-COMMITTEES**1.—Retarded Children:—**

Dr. E. I. Rexford (Convener); Professor Carrie M. Derick, Dr. G. W. Parmelee, Hon. A. R. McMaster, Professor Fred Clarke, Miss C. I. Mackenzie, Hon. W. G. Mitchell.

2.—Course of Study and Continuation Year:—

Mr. Howard Murray (Convener); Mr. P. C. Duboyce, Mr. Malcolm T. Robb, Dr. G. W. Parmelee, Dean Laird, Professor Fred Clarke, Dr. W. O. Rothney, Miss C. I. Mackenzie, Dr. J. A. Nicholson, Hon. A. R. McMaster, Hon. W. G. Mitchell.

3.—Normal Training Conditions:—

Dr. G. W. Parmelee (Convener); Dr. E. I. Rexford, Mr. Howard Murray, Professor Fred Clarke, Mr. A. K. Cameron, Dean Laird, Hon. W. G. Mitchell.

4.—School Improvement:—

Dr. G. W. Parmelee (Convener); Mr. P. C. Duboyce, Dr. W. O. Rothney, Hon. W. G. Mitchell.

5.—Revision of the Education Act:—

Hon. Justice W. L. Bond (Convener); Hon. A. R. McMaster, Hon. W. S. Bullock, Mr. Howard Murray, Dean Laird, Mr. H. R. Cockfield, Hon. W. G. Mitchell.

For the sub-committee on course of study Mr. Murray presented the following recommendations which were adopted:

1. The action of the Director of Protestant Education should be ratified in approving certain texts in Grades IX and XI and in granting permission for examinations in Botany for 1934 and 1935 as authorized at the September meeting.

2. The recommendation of the Provincial Association of Protestant Teachers of Quebec concerning a new text in Arithmetic be laid on the table for further study.

3. The suggestion received from the Central Board of Examiners for an increase in the number of units from eight to nine for Grades X and XI be referred back to the Central Board of Examiners.

4. In future the high school leaving examinations may be taken by a student in parts but it must be completed within a period of sixteen months.

The report of the convener on Normal Training conditions was read in which it was stated that McGill University was now considering the development of its teacher-training work in harmony with the wishes so often expressed in this Committee recorded its satisfaction with the view that the \$10,000 grant made annually by legislation since 1929 to assist in the training of teachers at McGill be devoted in large part to an increase in the staff and to making the high school diploma course consist of one full year after graduation in Arts. Professor Clarke outlined fully the tentative plans of the University in this connection. The report was adopted.

Dean Laird was appointed a member of the sub-committee on Teacher Training conditions.

The sub-committee appointed to revise certain regulations and to correlate announcements made the following recommendations:—

1. The Regulations should be amended as follows in order to provide for September examinations for the High School Leaving Certificate:

Regulation 81:—The first paragraph shall be known as 81(a). Append to that clause: "Special supplementary examinations in specific subjects shall be held annually in the month of September."

Regulation 81 (2) Repealed.

Add Regulation 81(b) "These special supplementary examinations shall be held in Montreal, but with the approval of the Director of Protestant Education they may be held at other centres also."

Add Regulation 82(c)—"Pupils who pass in the subjects prescribed for their respective grades shall be entitled to receive certificates to this effect from the Department of Education. Other students shall receive statements of the work accomplished."

Add Regulation 81(d) "A fee of \$2 shall be required of candidates for supplementary examination paper whenever taken."

Add Regulation 81(e) "Candidates for the High School Leaving Certificate must complete the examination within sixteen (16) months."

2. Regulation 95 (a) as submitted by the sub-committee concerning private schools and the High School Leaving examinations was approved.

3. Changes in regulations concerning the length of the course in the School for Teachers leading to the elementary diploma, bonuses for teaching in rural elementary schools and mileage rebates were recommended as follows:—

Regulation 21(a) On the second line replace the words "four months" by the words "one year's".

Regulation 25)a) In the first line delete the words "four months".

Regulation 25(b) Repealed.

Regulation 58: In the first line replace the words "at least fifty dollars" by "one hundred dollars", and on the third line after the words "teachers-in-training" insert the words "for elementary diplomas."

Regulation 59: Strike out the first three lines, and add to

Regulation 59(b) "Although students who take the course leading to an intermediate diploma do not receive a bursary during attendance at the School for Teachers, they may do so under this regulation and regulation 58(e) after they shall have qualified by teaching in some rural school."

Regulation 60: After "school" in line 3, insert the words "residing 200 miles or more from Macdonald College."

The recommendation of the Central Board of Examiners that only one teacher holding an elementary diploma may be engaged on the staffs of Superior Schools was left in abeyance.

It was resolved that the regulations under items 1 and 2 above shall, after approval of the Lieutenant-Governor-in-Council become effective immediately, but those under item 3 shall come into effect on September 1st. 1934.

4. It was re-affirmed that all pupils in Grades X and XI be required to write the Departmental examinations of those grades.

The recommendations were adopted.

The sub-committee appointed to inquire into the correspondence with Lester D. Joyce submitted a report containing the following recommendation:

"That after consideration of the whole matter, and having taken communication of the correspondence that had taken place on the subject, the sub-committee now beg to report that, in their opinion, no grounds have been established for interfering with the decision of the Director of Protestant Education to withdraw the interim elementary diploma that had been granted to Mr. Lester D. Joyce."

After the recommendation of the Provincial Association of Protestant Teachers for the re-instatement of Mr. F. C. Humphrey had been read, Dr. Shurtleff moved, seconded by the teachers' representative, that the former decision of the Council of Education concerning this case be reconsidered. The motion was lost.

The charge laid by Messrs, J. M. Argue, Harold Dagg, Rexford Wilson, John A. Dean and John R. McDowell against H. L. Rennie, Principal of Shawville High School was submitted. It was resolved that the charge be referred to the Superintendent of Education with a request that he adopt the procedure according to law.

The suggested changes in the Education Act referred to the Committee by the Roman Catholic Committee were considered together with a suggested alteration in the Education Act referring to boards of school commissioners who have been a year without opening schools. A sub-committee consisting of Judge Bond, Mr. McMaster, Mr. Bullock, Mr. Murray, Mr. Cockfield and Dean Laird was appointed to consider the proposals and report at the next meeting.

Dean Laird reported upon the Callista Burnham Legacy and stated that a small amount had been expended from this fund.

The Chairman reported that the sub-committee appointed to wait upon the honourable the Prime Minister to make representations for compensation to Protestant Education for the sale of the Belmont Street property had carried out the wishes of the Committee, and were awaiting his action.

There being no further business, the meeting adjourned to re-convene on Friday, February 23rd, unless otherwise ordered by the chairman.

(Signed) W. P. PERCIVAL,
Secretary.

(Signed) W. G. MITCHELL,
Chairman.

Montreal, December 5th, 1933.

On which date was held a special meeting of the Protestant Committee of the Council of Education in the office of the Chairman.

Present: Honourable W. G. Mitchell, K.C., D.C.L., in the chair, Howard Murray, Esq., O.B.E., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., A. K. Cameron, Esq., G. W. Parmelee, Esq., D.C.L., LL.D., Honourable Gordon W. Scott, M.L.C., Miss Catherine I. Mackenzie and the Secretary.

The following resolution was moved by Dr. Rexford, seconded by Mr. Cameron and carried unanimously:—

“That the members of the Protestant Committee of the Council of Education have learned with profound sorrow of the death of their late colleague, General Sir Arthur Currie, the honoured Principal and Vice-Chancellor of McGill University, and desire to record their deep sense of the great loss which the educational interests of the Province have sustained in his removal in the prime of his manhood from the many important activities in which he was engaged.

“That this Committee desire to assure Lady Currie and the members of her family of their sincere sympathy with them in their great bereavement, and of their prayer that they may find some consolation in this hour of trial in the world-wide expression of sympathy which their loss has evoked.”

There being no further business, the meeting then adjourned.

(Signed) W. P. PERCIVAL,
Secretary.

(Signed) W. G. MITCHELL,
Chairman.

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