The
Educational Record
of the
Province of Quebec

No. 4-5-6 April-May-June Vol. XXXVI

OPEN LETTER FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO THE TEACHERS OF RURAL SCHOOLS.

LADIES AND GENTLEMEN:—

The Government of the Province has determined to have an inventory of our agricultural resources made in the month of June this year. (1917).

You will shortly receive an official communication on the subject, and clear instructions, from the provincial Bureau of Statistics, together with the request for your collaboration in the execution of this agricultural enquiry.

I make it my duty in this letter to recommend this important matter to you, and to request you to give it your best attention.

The example you will afford in serving as the means of obtaining the required information from the farmers and

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NOTE TO TEACHERS — To interest the senior pupils and provide them with profitable reading a few pages of interesting selections and original items will appear in each issue of the RECORD. Please call the pupils' attention to these pages and ask them to read such parts as they prefer.—EDITORS.

transmitting it to the Government will undoubtedly have beneficent effects. Let each of the five thousand teachers of our rural schools, then, regard it as a duty to devote a few hours to this enquiry, in order that its success may be assured. This will be an admirable lesson in patriotism and citizenship for your pupils.

I thank you in advance for the generous support which I am sure you will afford to this proposal of the Bureau of Statistics.

Believe me to be,

Yours sincerely,

CYRILLE F. DELAGE,
Superintendent of Public Instruction.

Quebec, May 1st, 1917.

EDITORIAL NOTES AND COMMENTS:

AN AGRICULTURAL ENQUIRY.

The rural teachers of the Province will shortly be called upon to assist in a patriotic work of great importance at the present time. An enquiry is to be instituted into the nature and amount of agricultural production in every district. The plan is being formed by the provincial Bureau of Statistics, under the authority of the provincial Government. Cards are to be sent to the teachers, who are to be asked to have them distributed (through the pupils) to every farmer in the school district. At the end of a week or so the teacher will be expected to gather them again, and forward them to Mr. G. E. Marquis, the statistician, Parliament Buildings, Quebec. Mr. Marquis was formerly a school inspector, and is doing splendid work as head of the statistical bureau.

At this time of rapidly rising prices, with the general cost of living reaching a dangerous point, it is surely of the first importance that attention should be paid to this matter

of agricultural production, in the interest both of the farmer and the ultimate consumer. The increased cost of transportation and of manufacture are affecting the farmer as much as anyone, and his interest is as great as any in bringing about normal conditions again.

The kind of census proposed is not a new one. It has been followed for years in other countries. In the Province of Ontario, indeed, such an enquiry has been made for over thirty years. We feel confident that the teachers will do their utmost to assist. The cards and letters of instruction to the teachers will shortly be issued.

This article, we may add, had been written before we received the above letter from the Superintendent. His request, we feel sure, will meet with a hearty response.

FOUR SUBJECTS.

The Protestant Committe lately asked for a report from the inspectors as to the teaching of four subjects in the Protestant elementary schools of the Province. The four subjects were Nature Study, French, Drawing and Music. What the Committee desired to know was (1) the extent to which the course of study was followed out in the four subjects and (2) the quality of the work. The replies of the inspectors were clear and instructive. In some of the particulars there were differences between inspection districts, the best averages as to the quality of the work being manifested in the districts where the trained teachers are in the majority, but there was sufficient likeness in the conditions in other respects to enable us to offer a general summary.

From end to end of the Province, for instance, it was made clear that Music is not taught. The Dual Notation Course has made no headway. The singing of hymns and patriotic songs is practically universal, and in some cases the inspectors can report that the results are pleasing and effective. But there is no attempt, outside of half a dozen schools, to teach the principles of music. From this estimate we exclude, of course, the town and city schools. The

general answer is that they do not know the subject. There can be no doubt, however, that there is much talent among the teachers in this direction which might be directed into effectiveness. It is proposed to have a demonstration in this subject at the next convention of the Teachers' Association, and useful results may follow.

Drawing is attempted (with emphasis on the "attempted") in practically all schools. There is also in several of the inspectorates a very fair average of good work. Many pupils possess a natural talent for drawing, and where the teachers have had training in the subject it is well taught.

The teaching of French by the Oral method is in a very unsatisfactory condition in the rural elementary schools. One drawback is the fact that very few of the teachers had themselves been taught, when at school, by this method. Another drawback is that the pronunciation is in many cases very weak. The consequence is that the Curtis books are used simply as readers, with results that are doubly unsatisfactory. The knowledge of the language conveyed must be something very unreal and unpractical. French begins in Grade IV, and the pupils who continue to the end of the Grade VII should have had four years of training in the language. A teacher possessing a good pronunciation and the simple dramatic sense which is necessary for the successful use of the Oral method could do much good work for the pupils in that period. But the number of teachers so qualified is very limited; they do not remain long in the elementary schools and are soon called to positions in the model schools. In view of the importance of a speaking knowledge of French in our Province it is plain from the reports of the inspectors that a strong and concentrated effort is still needed on this subject. Supervision by a specialist who could also hold Summer Schools at different parts of the Province for the benefit of the elementary teachers might accomplish much in the way of making Oral French more general in our rural schools.

As to Nature Study the reports of the inspectors are very hopeful. The vast majority of the teachers are en-

thusiastic about the subject. The best work, of course, is done by the teachers who had been trained at Macdonald College in their regular course or at the Summer School, or by those who had been trained at the Lachute Summer School. In some of the schools good plant collections have been made. On the whole the prospects for this subject are good. Each year the number of teachers who had themselves received training in Nature Study when at school will increase, and this will increase the quality of the work.—

THE PRO-GERMAN SNAKE.

Perhaps we have not yet fully appreciated all that the President of the United States has had to contend against during the last two years and three-quarters on account of the activities of the pro-German propagandists in that country. Here in Canada impatience with his note-writing was natural, but allowance must be made for the conditions which confronted him in many directions. All the pacifists were not mere sickening Chadbands of the William J. Bryan type; many were most cunning in their methods, and unfortunately in the United States there is a vast mass of people supposedly educated who are unable to think for themselves on any subject outside of the one known as Dollar Chasing. This large crowd can be only too easily swayed and led by the cheapest appeals which bear the word "American".

A specimen of this style of appeal is to be found in the last number of one of the prominent educational journals of the United States. It is known as "Current Education", and the chief article in the last number is on the subject of "Public School Dividends". The writer starts out by saying:—

"In a modern democracy the task of the schoolmaster is to teach all the people how to secure their fundamental inolienable rights—life, liberty and the pursuit of happiness. Never in the history of the world was there such urgent need of sound teaching upon these three fundamental subjects. America seems to be the country, and the American school-

master the individual, destined to teach the whole world these three great lessons."

It has been evident for a couple of years at least that the better-instructed element in the United States had pretty well given up the delusion that the people of that country hold the monopoly in the defence of the inalienable rights of life, liberty and the pursuit of happiness. But the writer in "Current Education" was fishing for simpler minnows, and his object in the opening flattery becomes plainer in a later paragraph on the same first page, where he says:—

"And it is also difficult for an American taxpayer to realize just how far the world really has advanced since 1776. If, by a heroic mental effort, we could imagine ourselves doing business back at the same old stand, with King George running things in the same old way from the London office, and there should come a message that he had made up his mind to kill off a few million of the efficient Germans; that it would cost $40,000 per German to kill them; that we should forthwith send over a lot of our best young men to get killed trying to kill them, and that those who stayed at home might pay the cost of the entire procedure in the form of unlimited taxes for an indefinite period —if it were even possible to dream of such a situation in America today, the personal and financial horror of it all would wake the soundest sleeper."

There is much more rot in the same strain in the rest of the article, calculated to infect the "schoolmaster" (and incidentally the much more numerous schoolmistress) with the pacifist idea. The explanation is found at once in the name of the writer. It is Gerwig—simply one more of the pro-German snakes in the American press.

But now that our neighbours are our allies it is best to keep in mind that there is a large number of the bright intelligences of the United States who have never been under any delusion as to the rightness of the Allied Cause. From the beginning of the conflict the great majority of the leading newspapers have been with us, and have helped decidedly to form definite public opinion to which President Wilson could at last confidently appeal.—J. C. S.

FOREST PROTECTION.

Although no notice of Arbor Day may have been taken in your school it is not too late to make use of the recitation for six pupils, entitled "The Forest Pleaders", to be found on another page.

Also you can draw the attention of the pupils to a very instructive fact in connection with this important subject of forest protection. A year ago the Quebec Government passed a law providing that there should be no setting of fire to clear land between April 1st and November 15th in any year, without a written permit from an authorized fire-ranger. Now a good many people think that laws are made to be broken, and that it is a rather "smart" thing to evade them. This is a wrong spirit, of course, and one which education should help to eradicate from any community. Let us see, however, how the new law worked in one very large area of our Province. On the St. Maurice river, from away up beyond La Tuque down to its entrance to the St. Lawrence, there are very extensive timber iimits covering some thousonds of square miles and owned by several large corporations. These corporations a few years ago formed what is known as the St. Maurice Forest Protective Association. A large number of fire rangers are employed and everything is done to prevent forest fires. But the setting of fires for clearing purposes was a constant menace, and the cause of much loss. To take only the more recent yars we note that in 1914 there were 80 fires caused by settlers in that territory alone, and in 1915 no less than 44 fires. But last summer (1916), after the passing of the new law, there was not a single fire in all that area due to settlers. Such facts should impress intelligent pupils.—J. C. S.

COURSE OF STUDY CHANGES.

At the May meeting of the Protestant Committee a few slight changes were made in the course of study, to go into effect in September of this year, (1917). Teachers would do well to take note of them now.

Advanced Mathematics in Grade XI (Algebra II, Geometry II and Trigonometry) constitute one subject, and are assigned 200 marks; two papers of three hours each shall be prepared as follows:—One paper on Algebra II, to which 100 marks shall be assigned; and one paper on Geometry II, and Trigonometry, to which 100 marks shall be assigned.

The present course in arithmetic is replaced by the following:—

Grade I. Simple operations with objects and numbers.

Grade II. Addition and Subtraction with objects and numbers; Notation and Enumeration. Multiplication table to "six times". Mental Arithemtic.

Grade III. Addition, Subtraction, Multiplication and Short Division. Multiplication Tables. Roman Numerals. Mental Arithmetic.

Grade IV. Review. Long Division. Highest Common Factor. Lowest Common Multiple. Simple Exercises in Fractions. Commercial Tables in common use. Simple Examples in Reduction. Mental Arithmetic.

Grade V. Review. Smith Modern Advanced Arithmetic, Chaps. I, II, III.

Grade VI. Review. Smith's Modern Advanced Arithmetic, Chaps. IV and VI, and V to page 178 (i.e. delete from the "Memo" Board Measure, Lumber Measure, Carpeting, Plastering).

Grade VII. Review. Smith's Modern Advanced Arithmetic, Chaps. V, VII, IX.

Grade VIII. Review. Smith's Modern Advanced Arithmetic, Chaps. X, XI, XII.

Grade IX. Complete Arithmetic. Smith's Modern Advanced Arfithmetic to page 454.

(Note.—The word "review" means in each case the review of the previous year's work.)

English. Grade VII. The class reader is removed from the section for "reading and discussion" and placed under the section for close study.

Grade VIII. The Lady of the Lake is placed in the section for close study, and the Prose book in that for class reading and discussion.

French. Grade IX. Berthon's Grammar, sections 43-103, 109-113, 121-122, 180-198, with review of verbs used in preceding years. Omit 86-88.

Dent's First exercises. Corresponding exercises. Progressive French Reader, Part I.

Grade X. Berthon's Grammar, sections 86-88, 98-148, 165-233.

Dent's First exercises. Corresponding exercises. Histoires Courtes et Longues Part. 1.

IMPERIAL UNION OF TEACHERS.

Any teachers of the Province who may intend to visit England this year are informed that the Imperial Union of Teachers meets in London in the middle of July. A statement received from the chairman, Sir Philip Hutchins, says:

"Papers will be read on the higher ideals in education of both Eastern and Western countries (speaking from the British geographical position) and consideration given as to the ways in which these ideals may best be made available for building up the spiritual equipment for life which each child should possess. From the Eastern standpoint we propose to have papers dealing with Russian and Indian ideals, from the Western standpoint with those of the Anglo-Saxon and the Latin races."

The secretary of the Imperial Union is Mrs. Ord Marshall, 28 Buckingham Gate, Westminster, S. W. England.

BOOK NOTICES.

The British Manual of Physical Training. By Lieut. C. F. Upton, Royal Army Medical Corps. Illustrated. 91 pages. Price 60 cents. Toronto: The Macmillan Company of Canada.

The author was the winner of the Open Light Weight

Wrestling Championship of the world, 1915. The publishers claim that this book on physical training offers "a British system by a British officer", and as such merits attention.

Jim and Peggy at Meadowbrook Farm. By Walter Collins O'Kane. With many illustrations from photographs. 223 pages. Price 60 cents. Toronto: The Macmillan Company of Canada.

This is another of the excellent Farm Reader books pubished by this firm. All features of farm life and interest are dealt with in a happy and instructive manner. It is the kind of book to encourage the "back to the farm" idea, so much needed in the days of re-construction which are coming.

Representative Short Stories. 297 pages. 25 cents.

Selections from American Poetry. 373 pages. 25 cents.

These two books are new issues in the Macmillan's Pocket Classics, already familiar to teachers and pupils in the English work. Both admirable. Toronto: The Macmillan Company of Canada.

How Man Makes Markets. By William B. Werthner. Everychild's Series. 200 pages. Price 40 cents. Toronto: The Macmillan Company of Canada.

The sub-title of this book is "Talks on Commercial Geography". It is a good illustration of the new or modern geography, with its interest in the factors of "control". The geography of soap and the geography of nuts open up new ways of looking at the world as it is. A good book for the school library.

The Vitalized School. By Francis B. Pearson, Superintendent of Public Instruction of Ohio. 335 pages. Price $1.25. The Macmillan Company of Canada, Toronto.

The author believes, and we think rightly, that in the

recent past there are many indications of an awakened interest both in the concept of education and in school procedure on the part of school officials, teachers and the public. "Educators have been developing pedagogical principles that strike their roots deep into the philosophy of life, and now their pronouncements are invading the consciousness of people of all ranks and causing them to realize more and more that the school process is an integral part of the life process and not something detached from life." No doubt influenced by the fact that there has been much progress in education in Ohio of recent years, and especially in rural schools, the author strikes the optimistic note. It is the sound one. As he says, it is optimism that will give the teachers "increased faith in their own powers, a larger hope for the future of the school, and an access of zeal to press valiantly forward in their efforts to excell themselves." There are 25 chapters in the book, and the following are some of the titles:—"Work and Life", "Words and their Content", "Complete Living", "The Time Element", "The Artist Teacher", "The Teacher as an Ideal", "Agriculture", "The School and the Community", "Poetry and Life", "A Sense of Humour", "The Element of Interest", "Bond and Free". These and other subjects lead up to the "Typical Vitalized School".

How to Teach. By George Drayton Strayer and Naomi Norsworthy of Teachers College, Columbia University. 297 pages. Price $1.30. Toronto: The Macmillan Company of Canada.

This is a more technical work than the preceding. It is an attempt to state in simpler language than usual in such texts the principles of psychology which are applied in the are of teaching. There are many authorities on this subject, but new works frequently contain fresh suggestions. The chapter headings of this book are:—"The Work of the Teacher", "Original Nature, the Capital With Which Teachers Work", "Attention and Interest in Teaching," "The Formation of Habits", "How to Memorize", "The

Teacher's Use of the Imagination", "How Thinking May Be Stimulated", "Appreciation, An Important Element in Education", "The Meaning of Play in Education", "The Significance of Individual Difference For The Teacher", "The Development of Moral Social Conduct", "Transfer of Training", "Types of Classroom Exercises," "How to Study", "Measuring the Achievements of Children".

Household Accounting and Economics. By William A. Sheaffer, Ph.B. 161 pages. Price 65 cents. Toronto: The Macmillan Company of Canada.

In Pastures Green. By Peter McArthur. 361 pages. J. M. Dent & Sons, Toronto.

Rambles of a Canadian Naturalist. By S. T. Wood. With colour illustrations by Robert Holmes. 242 pages. J. M. Dent & Sons, Toronto.

Two good Canadian books of excellent quality for the school libraries.

Sons of Canada. By Augustus Bridle. 280 pages. With sixteen portraits draws by F. S. Challoner $1.50 net. Toronto: J. M. Dent & Sons.

Another Canadian book of particular interest. The author, Mr. Bridle, is the Editor of The Canadian Courier and these sketches partake of the crispness which mark his contributions to that journal. In the preface he states that the book is one "of impressionistic studies of a number of the outstanding Canadians, in various walks of life, who have built up the present-day Canada, which is distinguished alike for its industrial greatness and its romantic traditions". The impressionist method is not one with which we are wholly in sympathy, but it serves frequently to bring out personal characteristics in a vivid way, and these personal characteristics are sometimes missed by the more formal biographers. The danger of the impressionist method is that the truth too often gets twisted out of shape for the sake of vividness of expression. On the whole we think

that Mr. Bridle has endeavored to keep his bright imagination under the control of serious purpose. He revels in humour, but he wishes to describe definite and salient ideas through the medium of the personal characters of the men who have most notably illustrated those ideas. But here is a paragraph, from the sketch of Baron Shaughnessy, which calls, we think, for a little adjustment of the historic and philosophic perspective:—

"When Shaughnessy arrived in Montreal as purchasing agent in 1882, the whole of that city could have been bought for less than the value of the C. P. R. in 1898 when he became president. In an almost mediaeval city of priests and habitants, stone walls and churches, a mountain and a big river and a bank or two, he bought steel rails and tamarac ties, picks and shovels and dynamite, pork, beans, and "blackstrap", overalls and shirts, crowbars and donkey engines, handcars, monkey-wrenches, oil-cans, ploughs, scrapers, and whatever grading machinery there was in those days, minus our modern coughing pioneer, the steam shovel. If any man in America knew the rail-head value of such commodities it was this man Shaughnessy, the slim, swift-moving Irishman whose eyes were as keen as the hawk's Canada was a crude land. The C. P. R. was a primeval monster."

This, we submit, is the crude worship of mere "bigness". Long before Shaughnessy went to Montreal—in the seventies the sixties, the fifties and earlier—that city had had a goodly share of capable men of business who were doing their part in building up Canada as well as their own city. They had considerably more than "a bank or two" to their credit, and even them were contributing of their wealth to the founding and maintenance of large institutions. It was chiefly these Montreal business men, also, who by their vision and their means made the C. P. R. (and incidentally Sir William Van Horne and Baron Shaughnessy) possible.

Other citizens of this province sketched in the volume are Sir William Peterson, Sir Wilfrid Laurier, Henri Bourassa, Archbishop Bruchesi, and the late Lord Strathcona.

With the one simple deduction as to the danger of "impressionistic" exaggeration we can commend this volume as most readable, interesting and instructive.

Nature Study. Volume Two. 269 pages. Many illustrations. Price 3s 6d. London: Evans Brothers, Montague House, Russell Square, London W.C.

This is a teacher's book on the subject, and the matter is not only presented in an interesting manner but is of the instructive scientific character which marks the Comstock book.

The Teachers Book of Toy Making. By Clara E. Grant. 98 pages. Illustrated. Price 1s 6d. London: Evans Brothers, Montague House, Russell Square ,London W.C.

We acknowledge the following French texts from the Messrs. Hachette & Co., publishers, 18 King William St., Charing Cross London England.

French Lessons on the Direct Method. Beginner's Course. By Marc Ceppi. 110 pages. Illustrated. Price 1s 6d.

Cours de Français d'après la Méthode Gouin. By F. Thémoin. 112 pages. Illustrated. Price 1s 6d.

Introduction to Grammer, French and English. By A. Bernon. 60 pages. Price 8d.

La Dernière Classe et L'Enfant Espion. By. A. Daudet. 59 pages, including vocabulary and exercises. Price 6d.

Easy French Poems. E.Duhamel. 60 pages. Price 6d.

First Steps to English. (Petit Manuel de Langue Anglaise). By A. Bernon. 194 pages. Price 1s 6d.

Le Verbe en Action. By. E. J. A. Groves. 53 pages. Price 1s.

Fais ce que dois.By F. Coppée. Théatre français. 27 pages. Price 8d.

Lectures Faciles Pour les Commençants. By Jules Lazare. 89 pages. Price 8d.

Elementary French Composition. By Jules Lazare. 145 pages. Price 1s 6d.

Graduated Free French Composition. By E. T. Schoedelin. 184 pages. Price 2s.

Shall and Will. By A. Bernon. (French and English). 74 pages.

The foregoing list of French texts is one of the many indications of the renewed activity in the study of the language in England at the present time.

The Book of Pencil Drawing. By E. A. Branch. 64 pages. With full-page illustrations. Price 2s 6d. Evans Brothers, Montague House, Russell Square. London W.C.

The Teachers Book of Language Exercises. The Kingsway Series. By Clara A. Grant. 59 pages. Price 1s 6d. Evans Brothers, Montague House, Russell Square, London, W.C.

Manual Training—Play Problems. Constructive Work for Boys and Girls Based on the Play Interest. By William S. Marten, Department of the Industrial Arts. State Normal School, San Jose, California. With working drawings and illustrations of several hundred various problems. 144 pages. Price $1.25. Toronto: The Macmillan Company of Canada.

THE FOREST PLEADERS.

Recitation for Six Pupils, designed for Arbor Day.

By E. T. Allen.

First Pupil: (carrying evergreen branch)

I AM THE FOREST.
I clothe this western land
With beauty and on every hand
You turn to me in daily need.
Your best friend I have always stood;
You could not live not using wood.
For your protection now I plead.
Nor do I bid you take my word;
Let these my witnesses be heard.

Second Pupil: (carrying pail of water)

I AM THE STREAM.
From my woodland springs
To river mouth where the white gull wings
Over the ships from the ends of the earth
I flow to your homes and mills and fields
And carry the freight that the harvest yields,
But shady forests gave me birth.

Third Pupil: (carrying pet animal)

I AM THE WILD THINGS.
I speak for graceful deer
And flashing trout in brook pools clear,
For singing birds and squirrels pert,
And all the wearers of feather and fur.
What should we do if no forests were
To shelter us from fear and hurt?

Fourth Pupil: (carrying axe)

I AM THE WOODMAN.
To me the forest brings
Reward for labor and all things
That money buys, for in my province
Over half our wage-earners' pay
Comes from lumbering in some way.
The fate of forests is my fate.

Fifth Pupil: (carrying fishing-rod)

I AM PLEASURE.
Happy vacation days,
Camping, hunting, and all the ways
Of nature in her gladdest moods,
The forest holds for girls and boys
Who love out-doors and wholesome joys.
There is no play-ground like the woods.

Sixth Pupil: (strikes match and holds it burning)

I AM THE FUTURE.
Shall all these pass away?
Must we look forward to a day
Of fire-charred, lifeless, streamless slopes
Where thoughtless match or unwatched brand
From man's ungrateful, careless hand
Has destroyed his children's hopes?

(*Future*) blows match out, watches as he drops it, then tramps it out)

All:

FIRE IS OUR ENEMY.
Won't you help us then?
Learn yourselves, and teach all men,
This, the lesson all must learn:
Put out the campfire and the match;
Careful with slash and clearing-patch;
Leave no fires in the woods to burn.

THE SOLDIER AND THE WHITE PLAGUE.

A very interesting sketch by a soldier of what happens in a military sanatorium for tuberculosis has just been published by the Military Hospitals Commission. Rest, unlimited fresh air, and proper feding of course play a large part in the treatment organized by the Military Hospitals Commission; but *exercise, carefully graduated, and interesting occupations are also employed with most valuable results in restoring the patient to health and energy of body and mind.*

Of the 3,480 invalided soldiers now being cared for by the Commission in Canada, 511 are suffering from tuberculosis, besides 94 remaining in English sanatoria.

All these 605 men were passed by medical officers as sound in wind and limb at the time of enlistment. Some of them, doubtless, in their eagerness to serve at the front, concealed facts which would have aroused the doctor's suspicions. Others did not know that their lungs were affected. It is often difficult to detect the troube in its early stages.

In 223 of the 605, the disease was discovered before the men had a chance to go overseas. That is, it developed under no greater hardship than that of camp life—no more severe than the experience of a hunting excursion in the woods, which so many people undertake as a holiday recreation.

What does it mean, this discovery of 605 "consumptives" even among the picked men who should be above the average in health and strength?

It means this. The seeds of the disease have been sown in thousands of apparently healthy folk, and simply lie quiet till some new circumstances gives them a change to spring up and attack the body infected by them. Then they give the man a fight for his life.

If there is one thing certain, it is that the disease can be stamped out.

This can only be done by combining prevention with cure.

Nearly all consumptives can be cured, if the disease has not been allowed to get very far. And the example set by the thorough treatment now given to tuberculous soldiers should be followed in dealing with all others attacked by the disease.

So much for the question of cure. Still more important is the question of prevention. The seeds cannot grow if they are not sown. We must prevent them from being sown.

Those who have the disease can and must be taught how to avoid giving it to others. And all of us must learn to avoid those evil conditions of life which allow the seeds first to enter our bodies and then to germinate and attack us.

Good ventilation, sunlight, and good food thoroughly masticated and digested—with those on our side we can defy the enemy.

Now, more than ever before, it is urgently necessary to increase the health and efficiency of every Canadian, so that when peace comes we can make good the waste or life and health caused by the war. Unhealthy conditions of life and labour must be rooted out as deadly enemies of our country's prosperity. Such conditions exist both in town and country, though much worse in town.

Governments, municipal authorities, anti-tuberculosis leagues, and all of us as private citizens, should act more energetically than ever, and perfect the efficiency of the methods used.

A little hand-book "Fighting Tuberculosis," by Lieut. J. R. Byers, C.A.M.C., who has charge of the two sanatoria at Ste. Agathe, has just been published by the Military Hospitals Commission for the soldiers concerned. Similiar pamphlets have been got out by certain local organizations and insurance companies.

The seeds of safety, in such publications, should be spread as widely and cultivated as actively as the seeds of danger are now being spread and cultivated by our neglect.

AN INTERVIEW WITH THE MINISTER OF JUSTICE FOR BELGIUM.

The *Echo de Paris* publishes, in its edition of November 9th, 1916, the following interview of Mr. H. Carton de Wiart, the Belgian Minister of Justice, concerning the removals, deportations and compulsory work imposed upon numerous Belgian civilians by the high German authority:

It is only too true, declared Mr. Carton de Wiart, that the German authority is actually proceeding in Belgium, throughout the whole military area, to veritable raffles of men which are a reproduction but on a still larger scale of the crimes perpetrated a few months ago, under the pretence of agricultural labour to be done, in the invaded regions of France. About the middle of October, a decree bearing the signature of the Quarter-master General Von Sauberzweig, was posted in our Hainault and Flanders Communes. That decree stipulates that all persons who are able-bodied and who have recourse, themselves or their families to "other people's aid" may be forcibly compelled to work, even outside of their own domicile. The decree further states that any refusal to submit to this obligation, shall be subject to a penalty of 3 years' imprisonment, as a maximum, and of a fine of 10,000 M, or to one or the other penalty only.

To fully realize the abominable character of such a compulsion, it must be remembered that, owing to the departure of so many Belgians whom their military obligations have kept away from their homes for more than two years already, and to the almost complete stand-still of our industries and manufactures, one third of our population are being assisted by the Relief Committee. The latter, with the co-operation of the Belgian Government and of the Allies and the intervention of both Spain and the United States, are taking upon themselves an enormous

obligation which, *stricto jure,* should be exclusively assumed by the occupying power.

As soon as this notice had been duly posted, our fellow citizens whom the decree concerned were summoned in throngs at a time, in Courtrai, in Ghent, in Bruges, in Termonde and in Alost, and in several other localities, to the barracks, warehouses and empty mills and factories. Those who did not willingly answer the summons were seized and arrested in their lodging and forcibly conveyed to the official rendez-vous. For the city of Ghent alone, they numbered almost 3,000 people, composed not only of workmen, unemployed or not, but also of numerous clerks and petty dealers and employers. They were all examined, looked over and manipulated, one after the other just as if they had been on a genuine slave market. The less robust were eliminated and put aside. As to the rest, they were required to sign a document, all printed in German, by which they engaged themselves to work under orders of the German authorities. All the means of ordinary pressure were resorted to: incarceration, threats, deprivation of freedom and of food, and various other acts of brutality. They refused. In spite of their refusal, they were carried off and deported towards unknown destinations. Every one of them was authorized to provide himself with a small bundle of clothing and a porringer. The official notice giving them that information added, textually,—admirable irony! *"Cash will be allowed to be taken also!"*

Long lines of trains, all packed to the doors, thus went across Belgium, running in an Eastern direction. And all along the railroad lines, these brave people, who had thus been pulled away, under the menace and force of the German bayonets, from their homes, from their families and from their native land could be heard singing in a chorus, and never seemingly growing weary, the Brabanconne, and the Vlaamsche Leeuw (the Lion of Flanders) the first verses of which,—I translate them from the Flemish —are, by themselves alone, most characteristic: "They will not have him, our proud Lion of Flanders!"

AN ADMIRABLE "SCRAP OF PAPER".

Now see, says to us Mr. Carton de Wiart, here is among several other similar documents a small note scribbled in lead pencil, and signed by one of these workmen. It was thrown from a car window while the train was passing through a village in the Brabant. And in its plainness and conciseness, this "chiffon de papier" (scrap of paper) contains a moral fineness which, in my opinion, rises far above all the pride of the German Kultur:

"Voor de Duitschers werken nooit, of nog veel min onze naam op papierzetten. Leve Albert, Koning der Belgen."

That is to say: "Work for the Germans, never! and less still sign any paper for them! Long live Albert, King of the Belgians"

Oh dear! the brave people! We may well be proud of them, and also of our Communal magistrates of whom. some day, the whole world will know the full heroism and patriotism.

A FINE STANDARD OF BURGO-MASTER.

To cite but one example, here is what took place in Bruges; The Burgomaster of that town, the Count Amedee Visart de Bocarme, is over eighty years of age. Ever since 1868 he represents his beautiful city in the Belgian Parliament. When the invasion reached Bruges, in mid October, 1914, this "master of the city" justly surrounded by the veneration of all, had an answer which fully portrays him through and through. He waited for the foe at his post, dignified and ready for all events. The German officers brutally summoned him, pointed their "brownings" under his nose as an argument. "I beg your pardon," then said Count Visart, who has the charming manners of a Seigneur of the Old Regime. "I beg your pardon, Gentlemen! You are the stronger ones. You can, if you so desire it, have me shot. But, considering my age and my position, I demand that all this be done with due politeness."

This man, so high-spirited, who had thus shown from the very first day of the occupation, the contrast which distinguishes a civilised man as compared with the individual who believes he is one, did also refuse, when they were asked from him a few weeks ago, to deliver the lists of his fellow-citizens who were being aided by the public relief organizations. This refusal caused him to be put in confinement together with his aldermen. Besides the city of Bruges was sentenced to pay a fine of 100,000M. for every day of delay. An oberlieutenant, by the name of Rogge, who is, so it appears, in civilian life, burgomaster of Schwerin, was appointed to fill the place of Count Visart. This personage immediately took possession of the lists and, under his orders, hundreds of Bruges workmen were arrested. They were crowded into wagons and cars, whilst the women and children, massed around the departing trains were being brutally beaten back and scattered by the patrols. Conveyed at first at a certain distance from Bruges and compelled to work at the construction of new trenches, the poor men who refused to perform such a labour were completely deprived of food of any kind and many of them had the heroic courage of holding out, in spite of this punishment, for two and even three days! Thousands of our compatriots have thus been already pulled away from their homes. Where are they? When will they return?

FLAGRANT DUPLICITY.

This new crime violates just as brazenly the principles of individual liberty and of the Civil Code as well as the rules of the Law of Nations.

Article 23 of the Hague Regulations of 1907, expressly forbids any belligerent to compel the natives of the adverse party to take part in the war operations directed against their own country. Among the pieces of work to which some of our compatriots have been forced to give their labour, we know that there are many, especially in Antwerp, Bruges, in Menin, which directly concern the

military operations; fortifications, routes, trenches. But, when supposing that the works they are compelled to perform in Germany have the appearance of industrial labour, is it not evident that, in the present war of our time where after the saying of Lloyd George "Every mine is a trench, every factory is a rampart" the restraint imposed upon our population is a violation of the regulations assented to in 1907 by all the civilized states?

Will they consider applying this restraint or compulsion to the zone of civilian government as well as to the military area? Will the German Chancellor, who declared on August 4, 1914, that his Government would be eager to repair the injustice it had committed by violating the Belgian neutrality, and Governor von Bissing, who proclaimed, on July 8, 1915, his readiness to administer the occupied territories in conformity with the Hague Conviction religious, political or patriotic", will they, do I ask, give such an evident proof of flagrant duplicity?

THEIR REAL OBJECT.

The object of such an infamy cannot indeed deceive anyone. In the course of a statement made in the Reichstag, Mr. Hefferich has tried to insinuate that if these unfortunate people were being thus deported, it was for their own welfare and in order to not expose them to the rust of idleness. And the German press immediately followed suit and repeat as a chorus such an impudent explanation.

As a matter of fact, these crimes find their inspiration in the same case as did the "bluff" to enlist forcibly the Poles in the German army. It is the cause created in Germany by the increasing deficiency of its effective forces. The German staff try to make up for it by replacing with Belgian manual labour, whose technical value is well known but to whom no other right is granted except that of obeying, German workmen who can thus be detached and sent off to the front. How is it possible to reconcile such acts with the hypocritical pretention which the German Chancellor did solemnly announce in his speech of April 5, 1916,

when he stated: "Germany will not abandon to latinization the Flemish people so long enslaved." Does he imagine he can "Germanize" them by violence? If he ignored it before the war, though the history of our past national life ought to have taught it to him—he must know today that, as much as the German spirit is servile in the presence of Force, so much more indomitable remains the Belgian soul. Every effort attempted to bend it only contributes to develop in it the springs of resistance and of reaction. And, now, at the the very moment that they were flattering themselves of practising I do not know what kind of manoeuvres of allurement upon the Belgians of Flemish language, our foes have found the means of further exasperating rage and hatred in the minds and in the hearts of the Flemings. This contradiction alone suffices to demonstrate their moral and political disorder.

AND THE OTHER NEUTRAL NATIONS?

As far as the neutral nations are concerned, it is probable that the Germans do flatter themselves that they have so wearied their indignation or discouraged their contempt, that anything and everything may now be permitted them to do. But here again they deceive themselves. For, now, this is a crime which cannot be excused by the blindness and the passion which accompany actual and real military operations. And, for my part, I refuse to believe that, even in the most neutral countries, honest people will remain indifferent to the revival and to the aggravation in the midst of twentieth century, of the methods which were practised in times of yore by the barbarian pirates and the African traders. Such a neutrality, to repeat Roosevelt's expression, would disgust Pontius Pilate himself. Humanity has not ceased to be human. In spite of all we still trust in her.

FOR THE NOON HOUR.

AN HONEST MAN.

We all like to be trusted, but this can only be by proving ourselves worthy of it.

A pioneer in Missouri River transportation, having lost his steamboat by fire, a business acquaintance took him to a local shipyard and requested the manager to build a new boat according to the unfortunate captain's plans. " I will advance the money,' he said. How did he know that the captain would repay the loan?

On another ocasion the captain sold a steamer. The check for the price agreed on was handed him at once after the verbal agreement was made. "Let me give you a bill of sale," the captain said. "We need no bill of sale from you," was the significant reply. Why were men ready to trust him?

Let another incident from his life be the answer. In the early days of St. Louis, he became the owner of a small bit of land on a down-town street which was then of little vale. Soon he exchanged the land for a horse.

Years later, when the parcel of land had become valuable, a lawyer told him that the country records still showed the title in his name. "You can hold the land against all comers," the visitor urged, "since there is no record of the conveyance in existence."

With a look of indignation, the steamboat man said: "Do you take me for a thief? I traded that land to Chauvin Lebeau for a horse, which was worth more to me than the land was. I shall stand by the bargain now. If the heirs have no title, tell them to come to me and I will make them a deed."

Men and women are not trusted as a mere whim, nor is trustworthiness an accident that cannot be explained. Those who would be trusted must show themselves trustworthy, by the successive acts of days and years, performed not with a calculating eye to a possible reward, but with one aim of doing right.—*Exchange.*

FAMOUS BOYS.

A woman fell off the dock in Italy. She was fat and frightened. No one of the crowd of men dared to jump in after her; but a boy struck the water as soon as she, and managed to keep her up until stronger arms got hold of her.

Everybody said the boy was very daring, very kind, very quick, but also very reckless, for he might have been drowned.

The boy was Garibaldi, and, if you will read his life, you will find these were just his traits all through,—that he was so alert that nobody could tell when he would make an attack with his red-shirted soldiers, so indiscreet sometimes as to make his fellow-patriots wish he was in Guinea, but also so brave and magnanimous that all the world, except tyrants, loved to hear and talk about him.

A boy used to crush the flowers to get their color, and painted the white side of his father's cottage in Tyrol with all sorts of pictures, which the mountaineer gazed at as wonderful. He was the great artist Titian.

An old painter watched a little fellow who amused himself making drawings of his pot and and brushes, easel and stool, and said, "That boy will beat me some day." So he did, for he was Michael Angelo.

A boy was reading a blood-and-thunder novel. Right in the midst of it he said to himself: "Now, this will never do. I get too much excited over it, I can't study so well after it. So here goes!" And he flung the book out into the river. He was Fichte, the great philosopher.—*Our Dumb Animals.*

"YOU'RE AFRAID."

A good many fellows have been scared by the taunt, "You're afraid!" But every sensible boy knows there are some things of which he ought to be afraid.

"You're afraid!" is nearly always the challenge of fellows who have no special principle. Some boys are always restless until they can get into their own bad ways a decent boy who wants to keep straight.

Some of us do get stirred up by such a challenge, and once in a while, under the lash of that kind of whip, we break away from what we know is the right thing to do. That is cowardly and weak.

A fellow with yellow stains on the inside of his fingers comes up to you and offers you a cigarette.

You tell him pleasantly that you don't smoke.

He looks at you with a sneer and says, "Aw, you're afraid!"

The best answer to such a chap is to let him know, just as straight as you know how, that you are afraid of the poisonous thing that is hurting him, and that you don't propose to be bullied into hurting yourself in the way he is hurting himself.

Are the fellows asking you to do something that may seem off the right track? and are they stirring you up to it because they claim you are afraid? Better be frankly afraid of doing an unclean thing than be afraid of the scorn of unclean fellows who want to drag you down to their level.—*King's Treasuries.*

AN HOUR A DAY.

The key-note to the character of the young is the way in which they employ their leisure.

A few years ago two boys from the old town of Plymouth, Mass., went down to a lonely part of the coast to gather a certain sea-weed from the rocks, which when, bleached and dried, is sold as Irish moss, for cooking purposes.

The boys lived in a little hut on the beach; they were out before dawn to gather or prepare the moss, which had to be wet with salt many times, and spread out in the sun unti it was thoroughly whitened.

They had one hour each day free from work. One of them spent it lying on the sand asleep. The other had brought out his books, and studied for that hour, trying to keep up with his schoolmates.

Fifteen years after, the first boy, now a middle-aged man, was still gathering moss on the coast near Plymouth.

The second emigrated to Kansas, became the leading man in a new settlement, and a wealthy, influential citizen.

"No matter what was my work," he said lately, "I always contrived to give one hour a day to my education. This is the cause of my success in life."—*Selected.*

A GREAT CALL.

A great call—to our whole land, not only to send men to fill the places of those who have fallen in the stupendous struggles on the battle front; for, alas! every great victory brings its tragic losses; but to supply the places in factory and field of our well nigh half million men who are under arms. The demand for greater production of food crops was never more urgent. City and country should join in it. There is an opportunity for our young men and women and boys and girls which is likely to come only once in a generation, to help Canada and the cause of the Allies, by really "getting down to" work on the farm and in the fruit orchards and gardens this summer.

THE SCIENCE OF ACCURATE TIME.

In a garrison town a gun is fired each day at noon. One day the commandant had a guest with him when the gun went off. Said the guest:

'How do you know when to fire the gun?"

"I look at my watch,' said the officer.

"But how do you know your watch is evactly right?"

"I set it every day or two by the clock of the local watchmaker, who has astronomical time."

Next day the visitor happened to be going by the watchmaker's place just before noon. The watchmaker was standing in his door. The visitor stopped to gossip with him, and said:

"Well, how's business?"

"Nothing doing," said the watchmaker. "Business is bad. You see all that I'm doing now—standing in the door and waiting for the noon gun to go off."

"What do you do then?"

"I set my astronomical time by it."—*The Continent.*

THE LONG LIFE OF WOODEN SHIPS.

As a general rule the lifetime of a ship built of the very best mtaerial scarcely exceeds one hundred and twenty years. To be sure there are exceptions. Perhaps the most remarkable of these is the case of the whaler True Love, of Hull, England. The True Love was a bark of two hundred and forty-eight tons, and was built in Philadelphia, in 1748. After she had sailed for a few years under the American flag she was purchased by an Englishman, and converted into a whaler. When she was ninety-seven years old—old enough to be retired—she still voyaged to the Arctic Ocean. After changing hands once again she was still in active commission for forty-four years as a carrier of wood in the Baltic Sea. Finally, after an active life of one hundred and thirty-nine years she succumbed to the inevitable axe.

"Still another hoary ship was the sailing vessel Betsy Caine. The exact date of her launching is not known, but it is definitely recorded that in 1688 she bore the name Princess Marie, and had the honor of carrying Prince William or Orange to England. She was then used for a time as a pleasure yacht by Queen Anne. After her period of royal usefulness had passed, she was sold and rechristened Betsy Caine. Her end was pathetic. She was shipwrecked at Tynemouth in 1827, after she had carried the English flag uninterruptedly for one hundred and thirty-nine years.

"A long life was also granted to the three-masted schooner Three Sisters, a contemporary of the Betsy Caine. She had taken part in 1689 in the siege of Londonderry. At the beginning of the last century, after she had attained the respectable age of one hundred and thirty, she was still voyaging in the Irish Sea.

"An investigation carried out some time ago by the shipping register officials of Great Britain showed that on their books were recorded twenty-four English ships over one hundred years old, and thirteen over ninety-five years old. A ship twenty-six years old was reckoned 'middle aged.' "

FOR THE TEACHER.

A CURE FOR IDLENESS.

Homer was a bright boy, but he would idle away his time or work slowly that he seldom had the whole of his arithmetic lesson. Reproof, keeping after school to do his work, and other things did no good. One morning I called him to me before school, and told him that I was going to require of him only half as many examples as the rest of the class. His paper, I said, woud be marked "Good" if he had the first half of each lesson. I explained that I did not wish to require of a pupil more than he could do. His bright eyes gave me a searching glance. "I can do as many as any one in the class,' he said.

"Yes,' said I "if you work after school hours; but I don't want you to do that."

"I'll bet you,' he insisted emphatically, "that I can do more examples in one period than any other boy or girl in the class."

He was tod that he might try the full lesson that day. When his paper came in he had worked every example, and added a few of his own making.

Homer always had his lesson after that—*S.M.*

What lesson should teachers learn from this story?

GROWING SPONGES.

Sponges are among the newest things to be grown by artificial means. The sponge industry in Florida had come

to the point when looking ahead it was seen that some day and that perhaps a not very distant date, the supply of sponges would run out. An Englishman, who makes his home in Florida has, however, started growing sponges. He has made use of the results of valuable experiments of the United States Bureau of Industries. These experiments proved that sponges will grow only in salt water and entirely free from contamination by fresh water, that they must also be kept free from sand. Cuttings of sponges are fastened to concrete dishes ten inches across and two inches thick, are then lowered into salt water shallow enough so that they can be readily handled and left to grow. In three years a marketable sponge is produced. Also it is claimed that the artificially propagated sponges are cleaner and smoother and otherwise superior to those grown without the help of man.

COTTON FOR THE WAR.

Nobody had any idea how much cotton went into war material; gunpowder, tentage, absorbent cotton, bandages, automobile tires, the destruction of which has been terrific. It is said, for instance, that a single discharge of a big cannon on board the Queen Elizabeth burns about six hundred pounds of cotton. Automobiles may now consume a million bales a year of the very finest cotton that can be produced. This new source of consumption has grown up within the last ten pears. One of the great American manufacturers of explosives recently said that his operations had used nearly a million bales. This was months ago, and by this time his consumption must be far greater.—*Everybody's Magazine.*

MOTHER'S WORK IN THE HOME.

Rev. F. B. Meyer, who has become a great influence for good in the old world and the new, is himself the ripened fruit of the gracious spiritual nurture of a godly home.

In a tribute to that home, Mr. Meyer gives us a glimpse of the conditions under which his early life was being formed for the great career to which God called him.

"It is impossible," says Mr. Meyer, "to be thankful enough to my gentle, lovely mother for the careful drilling in Scripture which was her habit with us all. It was her regular practice to gather us around each Lord's Day morning for the searching of Bible references and for reading books bearing directly on Scripture.

"And how can we who shared them ever forget the happy hours each Sunday afternoon when we gathered round the piano and sang hymn after hymn, our childish voices gathering strength as they were led and supported by that noble bass voice of my father, which was like an organ in the richness of its tones?

"It was not what they said, for they spoke very little directly to us, but what they were, and what they expected us to be, that seemed insensibly to form our characters."—*The Evangelical.*

STARCH AND SUGAR-MAKING IN BRITAIN.

Among the various food-saving suggestions for the British public in wartime, one of the most interesting is offered us by Edward Kingslake, who comes forward with a suggestion that the manufacture of laundry starch be prohibited for the duration of the war. "You cannot produce a pound of even laundry starch without destroying at least a pound and a quarter of food-stuff," he contends; and then he proceeds to show that the starch might be used to produce the very foods of which the country's supply is lowest —sugar and sugar derivatives.

One hundred pounds of potatoes produce only fifteen pounds of starch, and potatoes are now 1½ pence per lb. Starch is closely related to sugar, and could produce such crystallized sugars as glucose and dextrose, or grape-sugar, principally used in confectionery, and highly nutritious. Any vegetable yielding starch could be made to yield glucose

instead. 25 per cent of the food value of rice is lost in the making of starch, and similar loss could be shown in nearly every process of starch manufacture.

Except for the dictates of fashion, this writer considers unstarched clothing as neat as the starched. He therefore recommends a radical law which will save hundreds of tons of valuable food daily, and release thousands of laundry operatives for the munition works.

A LIVELY STONE

The tortoise is a great sleeper. The Spectator has had a story of one which was a domestic pet in an English house. As his time for hibernating drew nigh, he selected a quiet corner in the dimly lt coal-cellar, and composed himself to sleep. A new cook knew not tortoises. In a few months the tortoise woke up and sallied forth. Screams soon broke the kitchen's calm. On entering that department, the lady of the house found the cook gazing in awe-struck wonder, as she pointed to the tortoise:

"My conscience! Look at the stone which I've broken the coal wi' a' winter!"

A Salvation Army officers tells us of al old Maori woman who had won the name of "Warrior Brown" by her fighting qualities when in drink or enraged. She was converted, and gave her testimony at an open-air meeting, whereupon some foolish person hit her with a potato, a nasty blow.

A week before the cowarly insulter would have needed to make himself scarce for his trouble; but what a change!

"Warrior" picked up the potato without a word and put it in her pocket.

No more was heard of the incident uneil the harvest festival came around, and then "Warrior" brought a little sack of potatoes and explained that she had cut up and

planted the insulting potato, and was now presenting to the Lord its increase.—Lutheran Standard.

SMALL FRUITS ON THE FARM

Among the 400 farmers visited in 1916 in Dundas county in connection with an agricultural survey conducted by the Commission of Conservation, it was found that 80 per cent of the farmers were growing no small fruits. Bush fruits, such as the currants, raspberries, gooseberries, etc., could be easily grown and would yield an abundant supply of wholesome, fresh fruit for the table and for canning purposes, on the farms of Dundas county, and in many other counties, where they are now not being grown. There are farmers who are successfully growing small fruits in their gardens in parts of Canada where the difficulties are great, while thousands of farmers who are more favourably situated and who could grow small fruits with the greatest ease, are neglecting to do so. This is a matter which should receive the earnest attention of all. It is poor business for the farmer to be paying out his money for canned fruits, or for fresh fruit to be canned at home, when a sufficient supply of most of the varieties desired can easily be grown in the home garden.—F.C.N.

LINCOLN ON WAR.

"Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away.

"Yet if God wills that it continue until all the wealth piled up by the bondmen's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword;—as was said three thousands years ago, so still it must be said, "The judgments of the Lord are true and righteous altogether.'"

FOREWORD

The following paper contains the gist of a lecture delivered to the teachers-in-training at Bishop's College, Lennoxville, in March 1917.

As the time was limited to one hour much that would be of benefit was of necessity omited.

The reader must also bear in mind that much of interest such us samples of pupils' work in the shape of maps, posters, drawings, etc., and the illustrations placed on the blackboard by the lecturer have to be left out of this printed report, and that will account for any seeming hiatus in the lecture.

TEACHING DRAWING IN OUR PUBLIC SCHOOLS.

Alice J. Griggs, Art Teacher, Sherbrooke High School

Introduction.

The word "Drawing" in relation to public schools is obsolete, we now teach "Art"; but lest so pretentious a title as "Art Work in our Public Schools" should lead you to expect at least a lecture on "Art Appreciation" which is altogether beyond me, I preferred to use the old term "Drawing."

The subject is so good that I can only touch on it lightly here and there; however I hope my few remarks may be of some help to you when you go out to teach it as you certainly will have to, for "Drawing" or "Art" is on our school curriculum as an essential; and therefore it is there to stay; the duty of all principals and teachers, is to assign regular lesson periods to it and to see that it is thoroughly prepared for and carefully taught.

Like language and numbers, Drawing is a fundamental or basic study, built on nothing else, being itself one of the foundations of all other branches of learning. As

language is the medium of communication, and number the medium of measurement, so drawing is the medium of form.

The elements of these three mediums are largely mechanical in character, they can be taught by all teachers, and learned by nearly all pupils.

There is every where a most unfortunate superstition that ability to draw depends upon especial talent. This is not true; practically every one can learn to draw, just as every one can learn to read, to write, or to use the English language. Did you ever hear of any one refusing to use English because he was not a Shakespeare or a Milton; or refusing to write because he was not a most elegant penman; or refusing to speak to his neighbor because he was not a Demosthenes?

Why, then, refuse to use a most graphic method of self expression merely because one is not a Raphael or a Titian? Artists, as we call them are very few but few also are great orators and poets.

Every one can learn to use drawing sufficiently well to aid him in the study of history, geography, botany, etc., to illustrate ideas and to assist in the acquiring of a trade or profession. To attain this ability the prime necessity for both teacher and pupil is the willingness to begin crudely, to cast aside all thought of technical skill, to form the habit of drawing and to forget that one might make a mistake. What does it matter if you do make a mistake? Do not make the same mistake twice.

When you were learning to spell you made mistakes, perhaps you do yet. When you were learning to skate you fell down, if you fall down in drawing, pick yourself up and go on again.

We aim primarily in the teaching of drawing to train the child to visualize form. This is perhaps the most important mechanical element in his education, for without this power he can acquire no knowledge, and express no thought.

Back of language is form; if the form is not clear the language is vague and indefinite. Ex., If you go down town and see new hats in a milliner's window, you very likely remark at home, "I saw the new spring hats in Miss Lee's window, to-day," Some one asks "What are they like?" you reply "I do not know, some of them had something standing up around the crown; a few were colored, and the rest white." You have visualized those hats, your description is vague and unsatisfactory.

If on the other hand you say, "There was the brightest red sailor, with a low wide crown and a narrow brim, trimmed with a band of black ribbon having picot edges, and a tall bow of the same on the left side . Then too there was a little black toque almost the shape of my last year's one with a lovely fluffy tulle bow on the top." You have the hats still in your mind and can describe them. Do you see, first comes clear visualization, next definite description.

Back of number also, is form, in the early stages of learning especially, number itself is not intelligible in expressing quantity until the form is clear. I have to see a yard of cloth before 1 yard in intelligible to me, and I must see six candies or six horses, perhaps see a great many sixes before the word six has any meaning to me.

Form is, in fact, a basic element in all branches of learning, and in every art, trade, and profession.

Form is ever before us. We see it with our eyes in the cloud forms of the sky; in the mineral forms of the earth; in the vegetable forms which grow out of these mineral forms; and in the animal forms which live among these mineral and vegetable forms. We handle it with our hands, manufacture it into articles of food, clothing and shelter, we move it from place to place as commerce, and we use it in supplying the wants of mankind.

The engineers who plan our bridges; the gardeners lay out our parks; the architects who design our buildings; the workers in wood and stone who carry out the designs

of these architects, the joiners who make our furniture; the weavers of cloth; the dressmakers; the milliners; the storekeepers; all need a knowledge of form. They may draw it with pencil, brush or pen; saw it out of wood; hammer it out of iron; chip it out of stone; shape it from clay or glass; cut it with scissors or stitch it with a needle. However it is done the forms must be visualized before the hand can shape it.

Where shall we find the youth whose future days are to be spent in these occupations? Where shall we train them? Where but in our public schools?

Will reading, writing, arithmetic, geography and grammar alone fit them for the work they are to do? No, not even if to these subjects we add higher mathematics, the classics and all the ologies we can pile on. Eminently good and proper, and most desirable as these subjects seem to you and to me, they do not appeal to seven-eighths of our pupils, consequently from the age of fourteen we have a dropping off in the attendance of our schools, whereas if we could broaden and enrich our program with something leading to ,vocational training we might hold nearly all since their parents would feel that the extra years of schooling would be of more practical value to them in the end than the few dollars they can earn at their present stage could possibly be.

There is no place where this broadening and enriching can be done better than in the Art Course, as yet in its infancy with us. Our neighbors across the border have gone further than we and they are now working out a system of Industrial Art Education in which children of the First Year shall begin to learn the fundamental principles of Color and Design, the elementary principles of Costume Design, Interior Decoration and Commercial Advertising and shall continue to work along these lines until in the Eighth Year, they will supposedly be able to design their own dresses, to make wall elevations of their own rooms that a professional decorator could carry out; and and to create

street car advertisements and poster designs that their fathers can use in their business.

This sounds Utopian but we shall probably all see it accomplished, not only in the United States, but here in Canada also. For at the close of this present war will begin a great economic struggle among nations. We shall win if we can produce goods better in design, more beautiful in form, shape and color than those of any other nation.

To this end our Art Course probably, in my time, certainly in yours, will expand and broaden until it leads us to some kind of vocational training to fit the pupil to work, just as his education in his liberal studies fits him to live These two forms of education should be taught in the same school, under the same management to the same pupils, in our high schools will lose their hold on the masses and our industrial schools will become so exclusively technical that pupils will be trained in them not educated.

We have not reached this stage yet. You have chance to prepare and be ready for it as it comes. Get books bring your trained intellect to bear on this as on any other subject. To be abreast of the times is good; to be ahead is better.

To keep abreast of the times first work out the lessons in the book assigned to your own classes. You will appreciate the pupils' difficulties and successes much better after you have done the work yourself, you will thus find the easiest ways to go about things and be able to give clearer directions. Don't say "I never could draw" or I can't even draw a straight line." Draw on the blackboard every night for ten or fifteen minutes, then draw on paper at home the same length of time. You will be surprised at your progress. If you wish to progress more rapidly spend a few weeks in a good summer school, or take a correspondence course.

If you should later decide to make a specialty of Art Work and can afford it, go to "Pratt Institute" Brooklyn or the "Teachers College, Columbia University;" but do not waste time in any second rate institution.

However, the Course as it is now, was planned to fit our rural schools as nearly as possible, and it requires no such elaborate training, if you will approach it with as unprejudiced mind and work out your lesson plans for it the same as you do for any other subject, you should be able to put your pupils through each years' work in a satisfactory manner, even if you cannot draw. The main point is to make the children do that.

Do not be discouraged, if you meet with difficulties and much uphill work. The conditions under which you teach will not be ideal. The lighting of an ordinary school room is ill-adapted to drawing lessons; it is troublesome to procure models and objects from which to draw; discipline is much harder to maintain during a manual than a mental lesson; the school authorities and parents may object to buying materials; some pupils and their parests may scoff at drawing and say "What is the use."

There is a way to overcome each of these, and every other difficulty, we either have to find it or to make the best of the situation.

Take the last objection "What is the use?" for instance. In that case make it of use. Teach the boys and girls to print a notice of the next base ball game or hockey match, Use these notices.

Let them make a poster that John Smith's father can use in his store to advertise some new goods.

The printing can be done well and in an artistic manner even if there is no drawing attached to it. You may illustrate with pictures cut from some magazine or by paper cuttings.

We had more interest shown in the drawing lessons by Grades IX and X while we were making posters for our December concert than in anything else we had taken. The pupils drew in the morning, at noon, after school at night and at home. They were doing practical work; the best posters were to be used.

Drawing does not call for any elaborate equipment.

Much can be done with only lead pencil and paper. I should advocate the following list of materials:

(a)—To be bought by pupils:

Grades I and II

1 package manila paper.
1 box crayons, cost 17 cents
1 piece of old cotton for paint rag.

Grades III to VIII

Drawing book assigned to grade, 12 cents.
½ package manila paper, 5 cents
1 soft sketching pencil, 5 cents.
1 box crayons, 7 cents.
Paint rag, Blotters, cost 29 cents.

(b)—Belonging to Schools.

1. Scissors, enough pairs for every child in the largest class to have one.

2. Construction paper, in various colors.

PASTE

There should be no trouble about procuring the materials above enumerated in any community. It would be possible however to eliminate the crayons from Grades V. to XIII. and to leave out the construction papers should asy objections be made.

The course gives one the option whether paints be used or not. If used, the questions arises, "Shall each pupil, buy his own, or shall they be the property of the school?"

Ours are the property of the school; we have about fifty each of paint boxes, brushes and water pans. The boxes contains the three primary colors and Black, also a number 7 brush, which is the best size for school use. We buy dry cakes of paint by the dozen and refill the pans as they empty.

Then we have about five dozen scissors; some ten pounds of plasticine for use in the lower grades; four dozen

paste brushes; a few compasses; two punches; a little raffit to use for trying; and a small collection of objects to use as models. It has taken us eight years to reach this state of wealth; we began with three dozen paint boxes, brushes and water pans.

Care of Materials

1. *Lead Pencils*:—

Pencils should be sharpened to a blunt point in order to produce the soft, broad, grey line which is so desirable, and they should on no account be used for anything else but drawing. If collected at the close of each lesson, pencils will last for several years.

2. *Crayons*:

Work on the side of the point instead of on end, in this way the crayon will not need to be sharpened. Pupils should not be allowed to take their crayons home, unless the teacher wishes them to have nothing to use in the school.

3. *Paints*:

When the paints are the property of the school, monitors should be appointed to fetch them from the store closet as needed. These monitors are responsible for their safe return in good condition. They should count the boxes, brushes and pans every time before returning.

At the close of a painting lesson each pupil should remove all the cakes of paint in his box leaving the color clean and bright; spots of paint on the box must be wiped off with a rag, never use brush for this; the brush should be well rinsed and shaken to a point, but not squeezed; the water pan must be emptied and dried. All these things must be done in an orderly manner.

After a pasting lesson, paste brushes should be carefully washed.

These may seem to be very trivial details, but the period of usefulness of all equipment is prolonged by care Pupils need to learn to look after school property; and if the teacher shows appreciation of what she has, more is likely to be supplied to her.

Paste, bought is quite expensive, any teacher can make enough for a year from the following recipe:

Paste

3 cups flour, 3 cups cold water, 3 cups hot water, 1 tablespoon powdered alum, 1 teaspoon salicylic acid, 1 tablespoon carbolic acid, ½ teaspoon oil winter green.

Sift alum and salicylic acid through flour, mix with cold water, stir into hot water (in double boiler), cook until clear; strain, add carbolic acid and oil of wintergreen, and put away in glass jars. If kept tightly closed this paste will keep for two years.

Teaching

The teaching of drawing in our schools under the present curriculum resolves itself in to three main divisions:

(a) Elementary work.

Grades I. to IV.

(b) Middle class work.

Grades V. to VIII.

(c) Advanced work.

Grades IX. and X.

To grades I. and II. no book is assigned, the pupils are too young to need one.

We let them draw a great deal on the blackboard, quite often giving them freedom to draw what ever they like. They produce wonderful trains, engines, houses,people and animals, and great is the rejoicing when the teacher remarks that George has drawn a very good horse, or that John has a fine engine.

For class lessons we use colored crayons on paper,—not always drawing papers, sometimes slips we have given to us at the various printing offices in town—working largely in mass without any outline and with scarcely any

attention to detail, the aim with these little folks being to get proportion and form alone.

We study one object in a variety of ways. Supposing we have the loan of a pumpkin, we talk about its color, its shape and size, its ribs or sections, and the little stem at the top by which one can lift it.

The children put their fingers up and draw around the shape in the air. Then we cut pumpkins out of paper; we mount the best cuttings.

The next day we model the shapes in plasticine and save the best ones.

The third day we draw it, the children drawing in the air as I make pumpkins on the blackboard and afterwards trying to copy mine on their paper. A little copying does not hurt providing the child does not use it as a perpetual crutch.

The following are some of the objects suitable for the younger children to draw.

Flowers.—Scarlet Poinsettias, Goldenrod, Yellow Poppy, Thistle, Sunflower, Flowering Beans, Salvia, Tulips, also Autumn Leaves, Grasses and Cat Tails, Holly, Pussy Willows.

Vegetables.—Pumpkins, Squash, Carrot, Beets, Radishes.

Fruits.—Apple, Orange, Pear, Banana.

Animals.—(real or toy) Rabbit, Cat, Dog, Elephant, Bear.

Objects.—Cart, Engine, Train, Sail Boat, Steamer, Sled, Wheelbarrow Trumpet, Spade, Umbrella, etc, etc. By drawing in mass we avoid perspective (Draw Cart.)

Trees are drawn in mass, we begin with Christmas tree and proceed from that to some Lombardy Poplars to be seen from our windows and which have a very different shape to all other trees. (Draw two trees.)

In the painting lessons the children learn the three Primary colors, Red, Yellow and Blue. As we usually begin by painting simple landscapes with blue sky and green

grass, they learn at an early stage that blue and yellow combined make green.

In painting autumn leaves they readily see that when red and yellow run together, orange is the result.

What ever painting is done no outline of the object should be made first. This has to be told to the pupils over and over again.—Exception, we do let them draw around maple leaves in the autumn, and they try to paint the brilliant colors as they see them.

The foregoing is a fair summary of what we do in the first two years. Grades III. and IV. do much the same work, only they have drawing books and we try to follow the course laid down as closely as possible.

In Grade III. we begin to make picture books, that is series of drawing relating to favorite stories or something seasonable, such as "The Three Bears," "Red Riding Hood," "The Circus," etc. In these lessons we learn the terms vertical, horizontal, oblique, right, acute and obtuse angles, also triangle square, etc., We learn to place the sky line, and to make things appear further away by drawing them smaller and closer to the horizon line. After the pictures are all completed we make a cover with a simple design on it and stitch the whole together.

To Be Illustrated

Under the names of "Landscape Painting" we disguise many little exercises which would otherwise be considered tiresome, hateful drills. In this pleasant way the pupils learn how to blend colors, that is how to mix two colors to produce a third. To gain this definite knowledge the child needs to understand:

(1) How to moisten dry color cakes.

(2) How to handle a brush.

(3) How to blend colors in three ways.

(a) By mixing on the palette; (b) blending the brush; (c) by dropping one color on another.

I. To Lay a Water Wash

We teach the handling of the brush in putting on a water wash using a 6 x 4½ manila paper. Fill the brush with water and start at the upper left hand corner of the paper, carrying the strokes across to the opposite corner. Take more water and repeat this horizontal stroke working across and down the paper until the surface is evely wet.

II. To Lay a Sky Wash.

While the water wash is drying a little, we miosten the blue cake of color with a few drops of water and fill the brush with wet color. Then paint the entire surface of the paper with the blue color exactly in the same way in which the water wash was applied. This called laying a sky wash.

III. To Blend Yellow and Blue Color

We clean the brush thoroughly. Drop some clean water on the yellow cake. Fill the brush with yellow color; then dip it into the still wet cake of blue. The colors (yellow and blue) will blend on the brush. While the sky wash is still moist, we place the loaded brush on the paper, a little above the middle and carry the stroke of green across the paper working across and down as before. Work to the bottom of the paper adding more color to the brush if necessary. To give variety landscapes are sometimes painted in Grey Water Color. First we make a gray wash by adding a very little black paint to several brushfuls of water, mix this in palette of box, then paint the entire surface of the paper with this just as the water wash was applied in the first instance. We add more black paint to the gray wash to paint the foreground.

It is very important that every child learn to do these exercises exactly according to directions. Children when painting at home go over the same spot a great many times and scrub the papers until the color looks quite muddy.

By the end of the fourth year we expect the pupils to

have a few fundamentals about the use of paints firmly fixed in their inner consciousness.

1st If they want their painting to show clean, brilliant color, they must have clean paints, and therefore it is everbody's duty to see that the paints and brushes are left clean.

2nd If they want soft effects in which the colors blend without hard lines, they must work with a full brush on damp paper.

3rd In order to draw lines with a brush for stems or decorative effects, the brush needs to be much drier than for the other work, it must be carefully brought to a point and held in a vertical position.

4th. That color blended on the brush is more effective for realistic work than that mixed in the pan. While for decorative effects enough color must be mixed in the pan for the whole piece of work at one time, in order that the color values be the same all through.

Middle Class Work.

In Grade V. the flat drawing so satisfactory to younger children begins to be inadequate. Pupils wish to learn how to represent the third dimension, that is, how to show the top and the side of the object they are drawing.

When a surface, because of its position, appears to be narrower than it really is, it is said to be foreshortened. The simplest form of foreshortening is shown in the perspective of circular faces.

There are many devices that help to develop the principle of foreshortening of circular faces. I am going to show you three of them, because it is these little things that help to make the lessons interesting and profitable.

Device No. 1:—

Make a cone by drawing a circle about 12 inches in diameter. Cut away ¼ of the circle. Color one side of this segment blue. Lap the two straight edges slightly and paste. The resut will be a hollow cone.

By holding the circular face of the invented cone, explain: (1) *at eye level*; (2) slightly below the level of the eye, and (3) still further below the level of the eye, it is easy to demonstrate the apparent change in width of the circular face.

The pupils draw the cone in these three positions and color the shape of the circular faces blue.

Device No. 2:—

To every pupil is given two circular discs of cardboard about four inches in diameter, and a hat pin. Each is to stick the hat pin through the centre of one disc, then to hold it with the hat pin in a horizontal position. This gives a face view of the disc.

(b) Next the hat pin is held vertically with the edge of the disc opposite to the eye. Thus showing that the edge view of a circle is a straight line.

(c) With the pin still vertical the disc is lowered slightly. In this position the disc looks like a long narrow ellipse.

(d) If the disc be lowered still further the ellipse appears wider.

*Device No.*3:—

The point of the hat pin is now put through the centre of the second disc, and the disc pushed up until the distance between the two discs is about four inches. With the top disc held slightly below the level of the eye the pupil is told to look closely at the appearance of the two discs and to draw them and the hat pin as they appear.

He is then told to draw vertical sides to the figure and finds it gives the appearance of a cylinder.

He must memorize the drawing of the cylinder for it is the basis of drawing of all objects having circular faces.

If the object has the top not just the size of the bottow, the centre axis is drawn first, then the ellipse at the top and afterawrds the smaller ellipse at the bottom. Next the sides are drawn and the object lined in.

Many flowers and other natural objects show the foreshortened circle, e.g., daisy, morning glory, butter cup, acorn cup, mushroom, etc.

When the principle of the foreshortened circle has been mastered, objects such as pails, pitchers, cups and saucers, etc., having handles should be drawn.

It is important not to introduce this difficulty too soon, as one thing at a time is all most pupils can handle. Many teachers have poor results because they expect too much of the pupil.

There are several devices for teaching the drawing of handles.

Device No. 1:—

Make a cylinder of paper, 12" x 3", and a handle 8" x ½". Fasten handle with paper fasteners so that it stimulates the bail of a pail.

Device No. 2:—

Make large handles out of stiff paper, perhaps 15" long, fasten several across the blackboard and let the pupils draw them all. In this way they get nearly every position a handle at the front of an object may assume.

Device No. 3:—

On a cylinder fasten handle cut to stimulate a saucepan handle. Turn the cylinder about and draw the handle in the varying positions.

Device No. 4:—

Make a mug larger at the bottom than the top, fasten on a handle and draw.

Note.—The handle is always directly opposite the spout of a pitcehr or a teapot, and the lower part of the handle must be in line with the upper part. This line curves with the object. A group containing one object in the circular face aqords variety in practise. For instance. a saucepan with vegetables, potatoes, beets, etc.; a bowl, eggs and a spoon; a tumbler and lemon. Colored paper and crayons add interest to this work.

Models.—Saucepans that are unfit for further use at home, cracked bowls and pitchers.

The tin cups, (2 for 5c.); bowls, 5c.; pitchers, 10c. etc., can often be bought for five or ten cents.

Place boards across from desk to desk in alternate aisles two to the aisle. In this way six models will be enough for 48 pupils.

BEGIN IN GRADE VIII.

The drawing of straight line objects logically follows the drawing of the foreshortened circle, just as a circle when viewed obliquely apparently becomes narrower from front to back, so also objects having rectangular faces appear to change when viewed in the same manner.

Hold a book in your left hand, parallel to your face, close one eye and then measure the apparent width of the book, from front to back, with your pencil. You will be astonished how narrow it seems.

Lower the book, it grows wider in appearance, but still is much narower than you would think.

Again, slip a piece of string under the cover, to the back, and closing one eye keep the other exactly opposite to the middle of the book, then bring the ends of the string together so that the strings appear to coincide with the ends of the covers, (keep the string vertically over the front edge of the book). You will see that the edges appear to converge towards each other, and that the further edge appears to be shorter. To make a drawing of the book appear correct we should have to draw what seems to be instead of what we know is.

If the book be placed to the right or left, the strings will converge unevenly when they appear to cover the edges of the book.

The place where the strings meet is at your eye level, that is the height of your eye from the ground. We draw the eye level as a line, although it is not really one; but the edge of an invisible plane which varies with the individual.

All receding horizontal lines if produced far enough would meet or if as we say in drawing would "vanish' at the eye level. The above device with the book and string helps the pupil to see this plainly. It may be further amplified by the study of a cardboard cube having strings inserted at the corners. (Show cube).

W cannot enter more into the details of teaching perspective this afternoon, indeed there is no need to do so for there are so many good books which handle the subject most thoroughly.

1.—*"Freehand Perspective and Sketching,"* by Dora Miriam Norton. Published by The University Press, Cambridge, U.S.A., is perhaps the best book on perspective for teachers of senior grades. It takes up the teaching of nearly every kind of object one could want to draw in school.

2.—*Art Education for High Schools,* published by The Prang Co., New York City, is another good one, and

3.—*Augsburg's Drawing Book, II.,* published by The Educational Publishing Co., Boston, is full of excellent suggestions for teaching Grades IV. to VIII. It is one of a series and if Book I., which is a teacher's handbook for teaching the first three grades, and Book III., which gives courses in Brush Drawing, Wash Drawing, Water Color Drawing, Pen Drawing, and several other subjects, are as good as the second book they are worth having.

There is also a series of books called *"Text Books of Art Education."* Prang Co., New York which are very good indeed. This same company is putting out a set of eight books called *"Industrial Art Text Books,"* authors, Bonnie E. Snow and Hugo B. Foelich. These deal with the new industrial phase of art education, they should be on every teacher's desk.

Then there is *"The School Arts Magazine,"* a monthly, devoted to the teaching of drawing, from which one can get any number of new ideas.

One of its latest plans is the mounting of specimens of school work, or of pictures that woud help the drawing lesson, on sheets of cardboard 12" x 14" or 7" x 10", these are then classified according to the subject dealt with. The cards are filed alphabetically and the whole is known as an Alphabeticon.

Another device which should be extremely helpful, especially to teachers inexperienced in drawing, in preparing

their own lessons is "The Cross Drawing Glass." It consists of a sheet of glass, framed, with a white card adapted to slide behind the glass. The frame has a spirit level in one side to show when the Glass is held horizontal. The drawing is made on the Glass (with a special crayon) entirely freehand just as if on paper. It is changed by the eye alone until it appears perfect and then it is tested by withdrawing the white card and holding up the glass to see if the lines of the drawing upon it appear to cover those of the object. If any line of the drawing does not cover the corresponding line of the object this error is at once evident, proportions and angles are corrected and in a few months the student gains truer eyes than he would in years of study without this means of self-correction.

I am experimenting in the use of the Glass with a private pupil eleven years of age, and have been astonished at the change in his powers of vizualization.

This book he drew first on the glass, entirely freehand, then he took away the card and looked to see what was wrong. He put the card back and corrected the drawing. When this drawing was absolutely true he drew the same book on paper, making the first corner line exactly the same length as the one on the glass and then drawing free hand. When he thought the paper drawing was finished we laid the glass over it. He noted his mistakes, corrected them and the result is what you see. Not so bad for an eleven year old?

I hope you will pardon me for overstepping my time. The subject is so great that it is difficult to get it into a single lecture. If I can be of any assistance to you at any future time, or if you care to ask me any questions now, I shall be glad to answer them.

ASSOCIATION OF COMMISSIONERS, TRUSTEES AND SECRETARY-TREASURERS OF SCHOOL MUNICIPALITIES.

A circular letter from the Superintendent to the Protestant school boards issued lately draws attention, among other things, to the plan formulated by the Protestant Committee for the carrying out of the above idea, namely, the forming of a school board association for the Province, and of local assoications in connection therewith.

The plan itself quoted below, is sufficiently clear, but the sub-committee, of which the Hon. Mr. Fisher is the chairman, wishes the following points to be emphasised also.

1. Those who organise local associations are asked to send the names of officers chosen to the Department.

2. Notification should also be sent to the Department of every meeting in order that members of the Protestant Committee who live near the place of meeting may be able to attend.

3. Meetings are to be held in Gaspe and Bonaventure during the coming summer for the purpose of organising the local associations there.

The following is the plan proposed by the Protestant Committee.

1. That local associations should be formed having an area the same as the territory of the various Inspectors. This area might be divided into more than one local association where considered advisable by the localities.

2. The officers of the local association should be a President, a Vice-President, a Secretary and an Executive of five members.

3. Membership : all Commissioners, Trustees and Secretary-Treasurers.

4. Objects. To meet from time to time, at least several times a year, for the purpose of consulting together regarding the various problems that the school boards have to solve. To draw up such reports as may be deemed advisable by a general asosciatios.

5. That the Local Association should be the medium of communication with the general association, or where necessary, with the Department, in place of direct representation coming from the individual school boards.

6. That the meetings of the Local Associations should be at the call of the Chair but that at any time when a request comes from three of the School Boards in the Local Association, the Chair should call a meeting for the specific object asked for, and any other matter might then be discussed.

7. The Local Association should hold an annual business of the Association.

THE GENERAL PROVINCIAL ASSOCIATION.

1. All members of Local Associations shall be members of the Provincial Association.

2. A general meeting of the Provincial Association shall be held once a year, say on the Wednesday just preceding the meeting of the Teachers' Association.

3. The Provincial Association shall have as officers a President, a Vice-President, a Secretary and an Executive of five members.

4. The first meeting of the Provincial Association shall be called by the sub-committee of the Protestant Committee, at which the officers for the ensuing year will be elected, and these will take office and be responsible for the calling of subsequent annual meetings.

5. The Local and General Associations shall report to the Secretary of the Protestant Committee and notices of meetings of the Local Associations shall be sent to the Secretary of the Protestant Committee in time so that he may be able to notify members of the Protestant Committee to attend, where it is possible, these meetings; as it is desired that the Protestant Committee shall be well informed in regard to the proceedings of these meetings, and thereby keep that touch with the officials of the school municipalities which is so desirable and so valuable."

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC

Convention held at Montreal, P.Q., Oct., 12, 13, 14, 1916.

1. Adair, Jessie G., Three Rivers, P.Q.
2. Adams, Claude A., Granby, P.Q.
3. Adams, Irene M., 324 Prince Albert Ave., Montreal, P.Q.
4. Aird, Jessie L., 262 Durocher St., Outremont, P.Q.
5. Alexander, Winifred A. S., 224 La Salle Rd. Verdun, P.Q.
6. Allan, James T., Cookshire, P.Q.
7. Allan, A. Dorothy, 442 Grosvenor Ave., Westmount, P.Q.
8. Allan, Annie E., Indian Lorette, P.Q.
9. Allan, Mildred A., 39 Chesterfield Ave., Westmount, P. Q.
10. Allan, Mabel L., 39 Chesterfield Ave., Westmount, P.Q.
11. Allen, Mary V., 427 Esplanade Ave., Montreal, P.Q.
12. Anderson, Elizabeth B., Box 55 Ste. Anne de Bellevue, P.Q.
13. Anderson, William C. R., 2044 Esplanade Ave., Montreal, P.Q.
14. Anderson, Laura M., 201 Park Ave., Montreal, P.Q.
15. Anderson, E. S., Lachute, P.Q.
16. Anderson, Elizabeth M., 383 Mance St., Montreal, P.Q.
17. Arbon, Mrs. Minnie R., 93 Notre-Dame St., Lachine, P.Q.
18. Archibald, Henry F., 2174 Waverley St., Montreal, P.Q.
19. Ardley, Annie, 2045 Chateaubriend St., Montreal, P.Q.
20. Argue, Cecilia J., Yarm, P. Q.
21. Armour, S. Grace, 545 Melrose Ave., Montreal, P.Q.
22. Arnold, Mina S., Mount Pleasant Ave., Westmount, P.Q.

23. Arthur Alice M., 2336 Mance St., Montreal, P.Q.
24. Arthur, Sybil M., 354 Beaconsfield, Notre-Dame de Grace, P.Q.
25. Arthie, H. H., 360 Kensington Ave., Westmount, P.Q.
26. Astbury, John S., 53 Sherbrooke St., West, Montreal, P.Q.
27. Atkinson, Herbert C., 223 Madison Ave., Montreal, P.Q.
28. Aylen, Linda M., 462 Claremont Ave., Westmount, P.Q.
29. Aylen, F. K., Montreal, P. Q.
30. Bacon, F. J. A., 4161 Dorchester St., Montreal, P.Q.
31. Bailey, Lena, Cookshire, P.Q.
32. Baizley, Annie L., 502 Dorchester St., Montreal, P.Q.
33. Baillies, Jean F., 78 Bruce Ave., Montreal, P.Q.
34. Baker, William E., 773a Champagneau Ave., Montreal, P. Q.
35. Baker, Amy E., 184 Hampton Ave., Montreal, P.Q.
36. Baker, J. Hilda, 453 Mt.-Stephen Ave., Westmount, P.Q.
37. Banks, Margaret M., 4525 St. Catherine St., Montreal, P.Q.
38. Barclay, Margaret J., St. Andrews, P.Q.
39. Bardorf, F. H., 19 Closse St., Montreal, P.Q.
40. Bardorf, Adele M., 19 Closse St., Montreal, P.Q.
41. Barlow, Letitia, 269 Mountain St., Montreal, P.Q.
42. Barnes, Violet, 3068 Greenshields St., Montreal, P.Q.
43. Barr, Harriet, Roslyn Ave., School, Westmount, P.Q.
44. Barrie, Helen N., 489 Alexander St., Notre-Dame de Grace, P.Q.
45. Barrow, Catherine C., 43 St. Mark St., Montreal, P.Q.
46. Bassett, Winifred I., 199 Ste. Famille St., Montreal, P.Q

47. Batcheller, Maude E., 2360 Park Ave., Montreal, P.Q.
48. Bayley, Margaret E., 264 Merton Ave., St. Lambert, P.Q.
49. Bayley, Elizabeth M., 2282 Hutchison St., Outremont P.Q.
50. Bayne, Frances, Lennoxville, P.Q.
51. Bennett, Annie J., 246 Hampton Ave., Montreal, P.Q.
52. Bennett, Bernice R., Bury, P.Q.
53. Bennett, M. Ethelwyn, 319 Grosvenor Ave., Westmount, P.Q.
54. Bennett, Margaret, 2034 Mance St., Montreal, P.Q.
55. Bieler, H., Macdonald College, P.Q.
56. Bigger, Elsie A., Huntingdon, P.Q.
57. Bigger, H. Harris, 2601 Park Ave., Montreal, P.Q.
58. Biltcliffe, Gladys M., 638 Lansdowne Ave., Westmount, P.Q.
59. Biltcliffe, Mabel, 638 Lansdowne Ave., Westmount, P.Q.
60. Biltcliffe, Florence, 638 Lansdowne Ave., Westmount, P.Q.
61. Binmore, E., 311 Elm Ave., Westmount, P.Q.
62. Binmore, L. I., 311 Elm Ave., Westmount, P.Q.
63. Bishop, Mrs. Mina, Montreal, P.Q.
64. Bissell, Roy P., 168 Querbes Ave., Outremont, P.Q.
65. Black, Muriel F., Huntingdon, P.Q.
66. Blackwood, Rachel, 86 York Ave., Westmount, P.Q.
67. Blampin, Caroline, Inverness, P.Q.
68. Boa, Helen J., 15 De l'Epee Ave., Montreal, P.Q.
69. Boa, A. Ethel, 139 Marlow Ave., Montreal, P.Q.
70. Bockus, Edith, 2775 Christopher Columbus Ave., Montreal, P.Q.
71. Bockus, L. Ruth, 4525 St. Catherine St., Westmount, P.Q.
72. Boisvert, Anna M., 452 Victoria Ave., Westmount, P.Q.
73. Booth, Gertrude M., 1931 Esplanade Ave., Montreal, P.Q.

74. Booth, Ethelyne A., Eastman, P.Q.
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95. Brooks, Cecile J., Franklin Centre, P.Q.
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97. Brown, Margaret M., 32 Winchester Ave., Westmount, P.Q.
98. Brown, Mrs. Maud A., 148 Belgrave Ave., Notre-Dame de Grace, P.Q.
99. Brown, Hazel K., Ayer's Cliff, P.Q.

100. Brown Eileen, Levis, P.Q.
101. Brown, Bertha M., Calumet, P.Q.
102. Brownrigg, N. E., Lachute, P.Q.
103. Brownrigg, Alice, Macdonald College, P.Q.
104. Brundage, Flossy D., St. Luc, P.Q.
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110. Buckland, Gladys, Mansonville, P.Q.
111. Bullock, Lenore S., Apts. 2794 St. Urbain St., P.Q.
112. Bulman, Katherine, Longueuil, P.Q.
113. Burk, Miriam E., Lachute Mills, P.Q.
114. Burnett, Ruby I., 254 Mance St., Montreal, P.Q.
115. Burrell, Pearl L., 2 Ellerstil Ave., Cote de Neige, Montreal, P.Q.
116. Buewash, Mary, 2522 Park Ave., Montreal, P.Q.
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118. Butteris, Florence, 82 1-2 St. Famille St., Montreal, P.Q.
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121. Buzzell Helen M., 5 Burton Ave., Westmount, P.Q.
122. Buzzell, Ethel L., 5 Burton Ave., Westmount, P.Q.
123. Buzzell, A. M. E., 98 Park Ave., Montreal, P.Q.
124. Byers, Florence M., Sutton Jct., P.Q.
125. Cairns, Elsie, 500 Guy St., Montreal, P.Q.
126. Caldwell, Barbara M., 82 Fort St., Montreal, P.Q.
127. Callaghan, Jennie, 92 St. Mark St., Montreal, P.Q.
128. Cameron, Margaret A., 320 St. James St., Ville St. Pierre, P.Q.

129. Cameron, Myrtle G., 1730 Esplanade Ave., Montreal, P.Q.
130. Cameron, Margaret B., 3 Forfar St., Montreal ,P.Q.
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132. Campbell, E. Montgomery, 4507 St. Catherine St., Westmount, P.Q.
133. Campbell, Mrs. E. M., 4507 St. Catherine St., Westmount, P.Q.
134. Campbell, Alta, 127 St. Anne St., Quebec, P.Q.
135. Campbell, Margaret E., Ormstown, P.Q.
136. Campbell, Margaret H., 18 Selkirk Ave., Montreal, P.Q.
137. Carden, Ethel P., 191 Versailles St., Montreal, P.Q.
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146. Chaddock, Pearle, Sawyerville, P.Q.
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148. Chadwick, Amy, Valleyfield, P.Q.
149. Chalk, Walter, 4951 Western Ave., Westmount, P.Q.
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161. Clarke, Jean, 334 Elm Ave., Westmount, P.Q.
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164. Cleland, Thomas A., Stanstead, P.Q.
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166. Cliff, Ethel G., 357 Prince Albert Ave., Westmount, P.Q.
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168. Cliff, Helen K., 357 Prince Albert Ave., Westmount, P.Q.
169. Cobleigh, Ina K., 42 London St., Sherbrooke, P.Q.
170. Cockfield, H. M., Montreal, P.Q.
171. Coffey, Catherine, 1307 Logan St., Montreal, P.Q.
172. Colette, Mary, 793 Shuter St., Montreal, P.Q.
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178. Cooke, S. Gertrude, New Carlisle, P.Q.
179. Cooke, Margaret E., 6 King Edward Apts., Oldfield Ave., Montreal, P.Q.
180. Cooke, Winnifred M., Ste. Agathe des Monts, P.Q.
181. Cooke, Ethel, Arundel, P.Q.

182. Coombe, Mary J., Bergerville, P.Q.
183. Cooper, Pearl V., 68 Wolseley Ave., Montreal, P.Q.
184. Copeland, Isa M., 207 Papineau Ave., Montreal, P.Q.
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193. Cox, Mary, 297 Charron St., Montreal, P.Q.
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195. Craven, Mildred, 152 Grey Ave., Westmount, P.Q.
196. Crawford, Elva, 1012 St. Catherine St. W., Montreal, P.Q.
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207. Crutchfield, Lizzie M., Huntingdon, P.Q.
208. Cunningham, Jennie L., 232 St. Martin St., Montreal, P.Q.
209. Curran, Christina, Ormstown, P.Q.

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217. Davis, Mae, Upper Melbourne, P.Q.
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221. Dawson, Mary L., Dalhousie Station, P.Q.
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231. DeWitt, Harriet, 387 Durocher St., Montreal, P.Q.
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235. Dixon, Lillian G., 332a St. Antoine St., Montreal, P.Q.
236. Doak, G. Lillian, Valleyfield, P.Q.
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238. Dodds, Nellie M., 19 Staynor Ave., Apts 5, Montreal, P.Q.

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253. Dufour, Alice A., 40 St. Matthew St., Montreal P.Q.
254. Duffy, Gladys, Gould, P.Q
255. Duncan, Olive, 137 Minto Ave., Notre-Dame de Grace, P.Q.
256. Dunn, A. Gladys, Hudson Heights, P.Q.
257. Dunn, Euphemia, 107 Selby St., Westmount, P.Q.
258. Dunn, Margaret L., St. Lambert, P.Q.
259. Duval, Marguerite, St. John's, P.Q.
260. Duval, Isabel C., Box 173 St. John's, P.Q.
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264. Eakin, Winnifred J., Westmount, P.Q.
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267. Edwards, Clara L., Waterville, P.Q.

268. Edwards, Agnes R., 49 Dufferin Ave., Sherbrooke, P.Q.
269. Egan, Enid, 257 Durocher St., Outremont, P.Q.
270. Egg, Florence 862 Tupper St., Montreal, P.Q.
271. Egg, Ethel L., 862 Tupper St., Montreal, P.Q.
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275. Elerant, Mary D., Pointe Fortune, P.Q.
276. Elton, Gladys G., 34a Notre-Dame Ave., Lachine, P.Q.
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280. Embury, Frances, Magog, P.Q
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318. Galbraith, Myrtle P., Sault au Recollet, P.Q.
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334. Gillespie, Frances M., Place Sans-Bruit, Quebec, P.Q.
335. Gilman, Inspector, Cowansville, P.Q.
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339. Gordon, Margaret E., Como, P.Q.
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341. Gordon, Edith M., Montreal P.Q.
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343. Gorham, Edith, 29 Lorne Ave., Montreal, P.Q.
344. Gotto, Elizabeth V., 35 Sussex Ave., Montreal, P.Q.
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347. Graham, Mildred, St. Hyacinthe, P. Q.
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350. Grant, Isabella, Stanley Court, Stanley St., Montreal, P.Q.
351. Grant, Mary, Stanley Court, Stanley St., Montreal, P.Q.
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353. Greene, Lee I., 16 Prince Arthur St., St. Lambert, Montreal, P.Q.

354. Greene, Mildred, 473 Union Ave., Montreal, P.Q.
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363. Hadrill, Margaret F., 6 Seymour Ave., Montreal, P.Q.
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365. Halcro, Beulah F., Hudson, P.Q.
366. Hall, Laura I., Mansonville, P.Q.
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369. Hamilton, Jean E., 351 Edward Charles St., Apts. 31 Montreal, P.Q.
370. Hamilton, Irene, Lacadie, P.Q.
371. Hammond, Annie V., 319 Mance St., Montreal, P.Q.
372. Hampson, Gertrude, Huntingdon P.Q.
373. Hankinson, Mary C. G., 1921 St. Urbain St., Montreal, P.Q.
374. Hankinson, Arthur S. H., 1921 St. Urbain St., Montreal, P.Q.
375. Hanington, Marguerite, 25 Sherbrooke St., E., Montreal, P.Q.
376. Hansen, Eleanoe, Lachute, P.Q.
377. Hardman, Corinne B., 1050 Bernard St., Outremont, P.Q.

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382. Harris, Dora, 162 St. Joseph Bldv., Montreal, P.Q.
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384. Harris, Marjory S., 105 Mayfair Ave., Montreal, P.Q.
385. Harrison, Marguerite, 1619 Mance St., Montreal, P.Q.
386. Harrison, Lawrence, 317 Gordon Ave., Verdun, P.Q.
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389. Hatton, Dorothy, 317 St. Joseph Blvd., Montreal, P.Q.
390. Hawke, K. Irene, Granby, P.Q.
391. Hawke, Helen C., Ste. Anne de Bellevue, P.Q.
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413. Hodgins, Phyllis K., Maryland, P.O., P.Q.
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417. Honey, Zelia, 440 Mt. Stephen Ave., Westmount, P.Q.
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419. Hooker, Margaret, Ormstown, P.Q.
420. Hooker, R. M., Huntingdon, P.Q.
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439. Jackson, Charles A., Lachine, P Q.
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444. James, Alice L. M., 164 Hutchison St., Montreal, P.Q.
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458. Lelly, Marion M., 56 Sherbrooke St. W., Montreal, P.Q.
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468 Kinnear, Frances, 147 Stanley St., Montreal, P.Q.
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470. Kirman, K., 288 MacKay St., Montreal, P.Q.
471. Kneeland, Warren A., Montreal, P.Q.
472. Kneen, Grace A., 110 Mance St., Montreal, P.Q.
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474. Kneen, Laura O., 110 Mance St., Montreal, P.Q.
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535. Macfarlane, Nettie R., Granby, P.Q.
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547. MacKinnon, Ida M., Waterville, P.Q.
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559. MacMillan, Eva M., Granby, P.Q.
560. MacSweeny, Florence R., 375 Mance St., P.Q.
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563. Magoon, Esther A., Mansonville, P.Q.
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576. Mastin, Avis A., 34 Lavoilette St., Three Rivers, P.Q.
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578. McAdams, Jean E., Sawyerville, P.Q.
579. McBurney, Charles, Lachute, P.Q.
580. McCraig, Janet M., St. Louis de Gonzague, P.Q.
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617. McLeod, Sadie, Montreal, P.Q.
618. McMillan, H. J., 172 Selby St., Westmount, P.Q.
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620. McNicoll, Jessie, Valcartier Village, P.Q.
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622. McOuat, Grace, Lachute, P.Q.
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626. Merritt, Nettie, 1088 Greene Ave., Westmount, P.Q.
627. Messenger, W. J., 15 Tower Ave., Westmount, P.Q.
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633. Mills, Annie S., East Angus, P.Q.
634. Millward, Elaine, 975 Tupper St., Montreal, P.Q.
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641. Moore, Kathleen, Trenholm, P.Q.
642. Moore, Sara B., Stanbridge East, P.Q.
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649. Morrow, Edith, Montreal, P.Q.
650. Morrison, Helena S., Lachute, P.Q.
651. Morrison, Mildred M., Arundel, P.Q.
652. Mosher, Madeline M., Kensington, P.Q.
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655. Moss, Annie D., 27 Cherrier St., Montreal, P.Q.
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674. Nish, Mildred, Montreal, P.Q.
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677. Norris, Amy, 614 Carleton Ave., Westmount, P.Q.
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784. Ronald, Jessie, Roxham, St. Johns Co., P.Q.

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787. Rorke, Sarah W., 1979 Hutchison tS., Montreal, P.Q.
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824. Shearing, H. A., 32 St. Mark St., Montreal, P.Q.
825. Shedrick, Helen G., 2432 Park Ave., Montreal, P.Q.
826. Sherman, Edith S., Lake Megantic, P.Q.
827. Sherman, Christina, Scotstown P.Q.
828. Short, Gertrude M., 211 Wilson Ave., Montreal, P.Q.
829. Short, Helena, Farnham, P.Q.
830. Shrimpton, Dorothy, 4123 Western Ave., Westmount, P.Q.
831. Shrimpton, Gladys C., 4123 Western Ave., Westmount, P.Q.
832. Shufelt, Iola J., St. Francis College, Richmond, P.Q.
833. Silver, H. J., 36 Belmont St.. Montreal, P.Q.
834. Silver, Douglas, Danville, P.Q.
835. Silver, Hazel M., Granby, P.Q.
836. Simons, Julia F., Lake Beauport, P.Q.
837. Simpson, Grace B., Ormstown, P.Q.
838. Simpson, Mabel K., 375 Oxford Ave., Notre-Dame de Grace, P.Q.
839. Sinclair, Lydia A., 42 Ste. Famille St., Motral, P.Q.
840. Skinner, Louis R., 333 Mance St., Montreal, P.Q.
841. Slack, Dorothy, 347 Kensington Ave., Montreal, P.Q.
842. Slattery, Annie, 911 Tupper St., Monteral, P.Q.
843. Sloan, Silina F., 814 Grosvenor Ave., Montreal, P.Q.
844. Smardon Alfreda, 322 MacKay St., Montreal, P.Q.
845. Smith, Ada H., 427 Esplanade Ave., Montreal, P.Q.
846. Smith, Mrs. Ida J., 2078 Clarke St., Montreal, P.Q.
847. Smith, Agnes, 7 York Ave., Westmount, P.Q.

848. Smith, Ethel, Sorel, P.Q.
849. Smith, W. H., Montreal, P.Q.
850. Smith, Gertrude E., 1543 St. James St., Montreal, P.Q.
851. Smith, Ethel M., 4918 Sherbrooke St., Westmount, P.Q.
852. Smith, C. McKay, 288 McKay St., Montreal, P.Q.
853. Smith, Kate G., 4125 St. Catherine St., Westmount, P.Q.
854. Smith, Ernest, 4918 Sherbrooke St., Westmount, P.Q.
855. Smith, Mavis B., 351 Edward Charles St., Westmount, P.Q.
856. Smith, Hanna E., R. R. 3 Lachute, P.Q.
857. Smith, Alice C., 108 Park Ave. Montreal P.Q.
858. Smith, Edith, 108 Park Ave., Montreal, P.Q.
859. Smith, Minnie F., Sherbrooke, P.Q.
860. Smith, Jean A., Chateauguay Basin, P.Q.
861. Smith, M. Helen, 791 Ste. Famille St., Montreal, P.Q.
862. Snider, Mrs. Helene M., 25-8th Ave., Ville St. Pierre, P.Q.
863. Snodgrass, Maria B., 176-18th Ave., Lachine P.Q.
864. Snyder, Eva C., Granby, P.Q.
865. Snyder, Daisy M. L., St. Lambert, P.Q.
866. Soles, Estelle, 174 St. Urbain St., Montreal, P.Q.
867. Soles, Edith C., 174 St. Urbain St., Montreal, P.Q
868. Sorley, Hope W., 306 Roslyn Ave., Westmount, P.Q.
869. Sparling, Madeleine E., 2611 Mance St., Montreal, P.Q.
870. Spinney, Frederick H., 160 Sanguinet St., Montreal, P.Q.
871. Standish, Myrtle C., 143 Metcalfe St., Montreal, P.Q.
872. Stark, Jean F., 2438 Esplanade Ave., Montreal, P.Q.
873. Steele, E. A., 4 Tara Hall Ave., Montreal, P.Q.
874. Steele, Ada L. Ormstown, P.Q.

875. Stephen, Frederick N., 270 Marcil Ave., Montreal, P.Q.
876. Stevens, Georgie, 427 Esplanade Ave., Montreal, P.Q.
877. Stuart, Jessie M., 383 Gilford Ave., Montreal, P.Q.
878. Stewart, Flora G., 2075 Hutchison St., Montreal, P.Q.
879. Stewart, Christina W., 69 Clandeboye Ave., Westmount, P.Q.
880. Stewart, J. Gordon, 8 West End Ave., Outremont, P.Q.
881. Stewart, Emma C., 34 Laviolette St., xhree Rivers, P.Q.
882. Stewart, Mary, 2186 Clarke St., Montreal, P.Q.
883. Stewart, M. Agnes, 363 St. Antoine St., Montreal, P.Q.
884. Stewart Mary A. R., 115 City Councillors St., Montreal, P.Q
885. Streit, Marjorie, 1595 St. Hubert St., Montreal, P.Q.
886. Stuart, Doris M., 369 St. Antoine St., Montreal, P.Q.
887. Stuart, Emma C., Lacolle, P.Q.
888. Stuart, Ella J., 2183 Esplanade Ave., Montreal, P.Q.
889. Sulley Edith M., Mystic, P.Q.
890. Swan, Annie B., 159-17th Ave., Lachine, P.Q.
891. Tait, V. Olive, St. Laurent, P.Q.
892. Taylor, Flora, 218 Hutchison St., Montreal, P.Q.
893. Taylor, Ernest M., Knowlton, P.Q.
894. Taylor, Margaret, 107 Road, Westmount, P.Q.
895. Taylor, Muriel F., 323 MacKay St., Montreal, P.Q.
896. Tees, Dorothy L., 93 St. Matthew St., Montreal, P.Q.
897. Tenny, Rachel M., St. Lambert, P.Q.
898. Thomas, Bessie E., 440 Elm Ave., Westmount, P.Q.
899. Thorp, May E., 24 St. Luke St., Montreal, P.Q.
900. Tipping, Edith, Clarenceville, P.Q.
901. Towne, Ferne, Danville. P.Q.
902. Trefry, Olive, 109 Stanley St., Montreal, P.Q.

903. Tremaine, Laleah I., 12 Mt. Carmel St., Quebec, P.Q.
904. Truax, Beryl, 655 Melrose Ave., Notre-Dame de Grace, P.Q.
905. Trueman, George J., Stanstead, P.Q.
906. Tucker, Holly M., 2318 Esplanade Ave., Montreal, P.Q.
907. Tucker, Haroldine M., 36 Lorne Ave., Montreal, P.Q.
908. Tupper, Nellie E., 1007 Dorchester St. W., Montreal, P.Q.
909. Turfus, Elizabeth, 70 Coleraine St., Montreal, P.Q.
910. Ullock, Josephine M., 531 Notre-Dame St., Lachine, P.Q.
911. Upton, Muriel A., 45 Windsor Ave., Westmount, P.Q.
912. Urquhart, Hazel C., 127 Fulford St., Montreal, P.Q.
913. VanVliet, Louise, London St., Sherbrooke, P.Q.
914. VanVliet, Laura I., 50 London St., Sherbrooke, P.Q.
915. VanVliet, Leonora M., 438 MacKay St., Montreal, P.Q.
916. VanVliet, Jean L., 438 MacKay St., Montreal, P.Q.
917. VanVliet, Helen M., Shawinigan, P.Q
918. Veith, Gladys P., 80 Duluth Ave., Westmount, P.Q.
919. Vibert, Ethel E., 1958 St. Denis St., Montreal, P.Q.
920. Vincent, Irving O., 2660 Esplanade Ave., Montreal, P.Q.
921. Vipond, Florence M., High School, Westmount, P.Q.
922. Vipond Ruth F. Queen's School, Westmount, P.Q.
923. Wade, Christina B., 281 Stadacona St., Montreal, P.Q.
924. Walker, Jessie E., care G. I. Smith, St Lambert, P.Q.
925. Walker, Miles G., 1267 Bernard Ave., Montreal, P.Q.
926. Wallace, Jennie M., Athelstane, P.Q. . .
927. Wallace, Mabel L., 56 Sherbrooke St., Apts. 6, Montreal, P.Q.

928. Walsh, W. Allen, 520 St. Catherine Road, Outremont, P.Q.
929. Walsh, Cora L., 920 Tupper St., Montreal, P.Q.
930. Walsh, Ruby M., 920 Tupper St., Montreal, P.Q.
931. Walsh, K., Eliabeth St. Andrews East, P.Q.
932. Watson, Grace M., 597 Argyle Ave., Westmount, P.Q.
933. Watson, Gladys B., 205 Elm Ave., Westmount, P.Q
934. Watt, Violet, Ste. Anne de Bellevue, P.Q.
935. Ward, Mrs. Laura A., Cawood Pontiac C., P.Q.
936. Ward, Olive M., Montreal, P.Q.
937. Ward, Carrie F., Dorval Station, P.Q.
938. Ward, Ethel H., 51 Church Ave., Verdun, P.Q.
939. Warner, Lillian F., 232 Addington Ave., Montreal, P.Q.
940. Warriner, J. Eva, 681 Shuter St., Montreal, P.Q.
941. Wartman, Hazel J., 283 Prud'homme Ave., Notre-Dame de Grace, P.Q.
942. Way, Edna L., Rawdon, P.Q.
943. Way, Ethel M., New Glasgow, P.Q.
944. Weatherbee, J. A., 343a-6th Rosemount, Montreal, P.Q.
945. Webb, Minnie E., 67 St. James St., Longueuil, P.Q.
946. Weir, Alice, 401 Rosedale Ave., Notre-Dame de Grace, P.Q.
947. Weir Jane, 401 Rosedale Ave., Notre-Dame de Grace, P.Q.
948. Weir Miron, General R R. 1, Cushing, P.Q.
949. Wells, Hubert D., Valleyfield, P.Q.
950. West, Madge M., Longueuil, P.Q.
951. Wheatley, Edna, 438 Mt. Stephen Ave., Westmount, P.Q.
952. Whilans, Florence M., Howick, P.Q.
953. White, Mary E., 280 Old Orchard Ave., Notre-Dame de Grace, P.Q.
954. Whiting, Grace H., 127 Albert Ave., Westmount, P.Q.
955. Wiggins, Samantha, 68 Rozel St., Montreal, P.Q.

956. iWlkinson, Maude, 16 Moncton Ave., Quebec, P.Q.
957. Williams, Alma R., R. M. D. No 6, Lachute, P.Q.
958. Williams, Emma M., 2056 Esplanade Ave., Montreal, P.Q.
959. Wilson, Janet, 2269 Mance St., Montrea, P.Q.
960. Wilson, Winifred E., 231 Elm Ave., Westmount, P.Q.
961. Wilson, A. Muriel, 231 Elm Ave., Westmount, P.Q.
962. Wilson, Margaret, 18 Lorne Apts. Montreal, P.Q.
963. Wilson, Katie, 27 Fullum St., Montreal, P.Q.
964. Wilson, Margaret, High School, Montreal, P.Q.
965. Winn, H. E., 36 St. Stanislas St., Quebec, P.Q.
966. Winter, Evelyn G., Ormstown, P.Q.
967. Witter Sylvia H. M., 8 Drummond St., Montreal, P.Q.
968. Wood, Janet, 22 Durocher St., Montreal, P.Q.
969. Wood, Mrs. T. A., Maple Grove, P.Q.
970. Woodside, Violet E. I., 923 Tupper St., Montreal, P.Q.
971. Woodside, Charlotte W., Box 98, Lachine, P.Q.
972. Woolfrey, Mildred, 30 Paris St., Montreal, P.Q.
973. Worsfold, Henry F., 401 Marcel Ave., Notre-Dame de Grace, P.Q.
974. Wright, Hilda W., 435 Elm Ave., Westmount, P.Q.
975. Wright, Helen W., 435 Elm Ave., Westmount, P.Q.
976. Wright, Elsie C., 1432 Messier St. Mt. Royal Ave., Montreal, P.Q.
977. Wright, Gladys E., 1432 Messier St., Mt. Royal Ave., Montreal, P.Q.
978. Wright, M. Elaenor, 68 McGill College Ave., Montreal, P.Q.
979. Wright, Doris 7., 68 McGill College Ave., Montreal P.Q.
980. Wyatt, Pansy N., 48 London St., Sherbrooke, P.Q.
981. Yeats, Kathleen, 853a Tupper St., Montreal, P.Q.
982. Yeats, Gertrude, 853a Tupper St., Montreal, P.Q.
983. Yendall, Isabel M., 405 La Salle Road, Verdun, P.Q.
984. Yeomans, Frances M., 16 Labadie St., Montreal, P.Q.

985. Young, Maggie H., 75a Ste. Famille St., Montreal, P.Q.
986. Young, Mary V., 13 Archibald St., Montreal, P.Q.
987. Young, Mabel A., 315 Durocher St., Montreal, P.Q.
988. Young, Mabel E., Morin Heights, P.Q.
989. Young, Laura A., 440 Mt. Stephen Ave., Montreal, P.Q.
990. Young, Catherine I., St. Chysostome, P.Q.
991. Younie, Irene K., 119 Irvine Ave., Westmount, P.Q.

ASSOCIATE MEMBERS

992. Mountain, Elizabeth, 125 St. Anne St., Quebec, P.Q.
993. King, Evelyn, 3 Holton Ave., Westmount, P.Q.
994. Parker, Mrs. J., Leeds Village, P.Q.

DEPARTMENT OF PUBLIC INSTRUCTION.

October 6th., 1916.

At which place the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—Principal Sir William Peterson, K.C.M.G., LL.D., in the Chair; Prof. A. W. Kneeland, M.A., B.C.L.; Rev. A. T. Love, B.A., D.D.; Hon. Sydney Fisher, B.A.; W. M. Rowat, Esq., M.D., C.M.; Hon. Justice McCorkill, D.C.L., LL.D.; Prof. J. A. Dale, M.A.; Rev. Principal R. A. Parrock, M.A., D.C.L.; Howard Murray, Esq.; Robt. Bickerdike, Esq., M.P.; W. S. Bullock, Esq., M.L.A.; Right Rev. Lennox Williams, D.D., Lord Bishop of Quebec; Rev. E. I. Rexford, D.C.L., LL.D.; W. L. Shurtleff, Esq., K.C., LL.D.; Hon. Geo. Bryson, M.L.C.; Chas. McBurney, Esq., B.A.; Prof. Sinclair Laird, M.A., B.Phil.; Miss Isabel E. Brittain, M.A.

Apologies for absence were submitted from Sir Herbert Ames, K.B., LL.D., M.P.; and the Hon. W. G. Mitchell, K.C., M.L.A.

The minutes of the last meeting were read and confirmed.

Dr. Love read the report of the sub-committee on the distribution of the superior education fund.

The sub-committee recommended that inasmuch as the number of model schools and academies is steadily increasing, seven new academies being added to the list in the past seven years, and twenty seven model schools in the same time, the Committee take steps to secure an additional grant for superior education.

The sub-committee further reported that the distribution of the funds this year had been made strictly in accordance with the regulations of the Committee and submitted the following list:—

SUPERIOR EDUCATION FUND

Voted by the Legislature	$14,282 00
Interest on Jesuits' Estate Settlement Fund	2,518 44
Interest on Marriage License Fund	1,400 00
Marriage License Fees (net)	12,017 00
	$30,217 44

Fixed Charges

University School Leaving Examinations	$ 500 00	
Printing Examination Papers	500 00	
Assistant Examiners, June Examinations	1,200 00	
		$ 2,200 00
Available for Distribution		$28,017 44

ACADEMIES

NAME OF SCHOOL	Presented	Passed	Failed	Percentage	Marks = to Percentage	Marks Assigned to School	General Percentage	Grant	Bonus	TOTAL	RANK
Ayer's Cliff	27	21	6	65	65	145	70	$ 300	$ 140	$ 440	10
Aylmer	32	19	13	65	65	141	69	300	138	438	11
Bedford	20	11	9	57	57	116	58	300	.....	300	20
Buckingham	28	18	10	59	59	138	66	300	132	432	14
Coaticook	50	41	9	65	65	169	78	300	156	456	6
Cookshire	28	25	3	71	71	141	71	300	142	442	9
Cowansville	37	23	14	59	59	145	68	300	136	436	12
Danville	38	25	13	63	63	136	66	300	132	432	14
East Angus	12	5	7	52	52	129	60	300	120	420	18
Granby	32	28	4	70	70	177	82	300	164	464	4
Gault Institute, Valleyfield	25	25	0	73	73	148	73	300	140	440	10
Huntingdon	61	56	5	74	74	166	80	300	160	460	5
Inverness	20	20	0	68	68	121	63	300	126	426	16
Knowlton	19	7	12	55	55	122	59	300	.....	300	19
Lachine	46	45	1	75	75	174	83	300	166	466	3
Lachute	80	71	9	70	70	187	86	300	172	472	1
Lennoxville	39	30	9	65	65	155	73	300	146	446	8
Longueuil	17	13	4	64	64	130	65	300	130	430	15
Macdonald	27	19	8	64	64	166	77	300	154	454	7
Magog	21	20	1	67	67	113	60	300	120	420	18
New Carlisle	22	12	10	61	....	.....	....	.....	.....	.....	Special
North Hatley	16	13	3	69	69	117	62	300	124	424	17
Ormstownn	49	43	6	69	69	165	78	300	156	456	6
Quebec H. S., B..	24	17	7	....	....	.....	....	.....	.....	.....	Special
Quebec H. S., G..	32	31	1	....	....	.....	....	.....	.....	.....	Special
St. Johns	10	3	7	54	54	109	54	300	.....	300	21
St. Francis, Rich.	54	51	3	69	69	161	77	300	154	454	7
St. Lambert	26	25	1	69	69	172	80	200	160	460	5
Shawville	41	31	10	66	66	134	67	300	134	434	13
Sherbrooke	82	64	18	65	65	190	85	300	170	470	2
Stanstead	55	31	24	60	....	.....	....	.....	.....	.....	Special
Strathcona, Outremont	61	52	9	65	65	170	78	300	156	456	6
Sutton	35	22	13	64	64	131	65	300	130	430	15
Verdun	23	14	9	63	63	140	68	.....	.....	.....	12
Waterville	22	9	13	55	55	124	60	300	120	420	18
Windsor Mills ...	13	3	10	52	52	111	54	300	.....	300	22
Waterloo	23	16	7	67	67	132	66	300	132	432	14
	1238	941	967					$9600	$4010	$13610	
SPECIAL ACADEMIES											
Stanstead W. College	....	...	...	....	....	.....	....	.....	.....	$ 400	
New Carlisle Academy	....	...	...	....	....	.....	....	.....	.....	450	
										$ 850	

MODEL SCHOOLS

NAME OF SCHOOL	Presented	Passed	Failed	Percentage	Marks = to Percentage	Marks Assigned to School	General Percentage	Grant	Bonus	TOTAL	RANK
Aberdeen, Coteau St. Pierre	43	41	2	71	71	184	85	$ 150	$ 85	$ 235	1
Arundel	14	14	0	78	78	135	71	150	71	221	5
Athelstan, Hinchinbrook	7	1	6	55	55	99	51	150	.....	150	23
Barnston	6	2	4	60	60	120	60	150	60	210	16
Beebe	6	5	1	63	63	149	71	150	71	221	5
Bishop's Crossing	10	6	4	58	58	108	56	150	.....	150	19
Brownsburg	3	2	1	66	66	119	66	150	66	216	10
Bulwer	14	9	5	66	66	151	72	150	72	222	4
Bury	7	6	1	70	70	151	74	150	74	224	3
Chateauguay	2	1	1	56	56	105	54	150	.....	150	20
Clarenceville	12	9	3	67	67	140	69	150	69	219	7
Como	2	2	0	66	66	130	65	150	65	215	11
Dixville	5	0	5	42	42	117	53	150	.....	150	21
Dunham	11	3	8	52	52	128	60	150	60	210	16
Farnham	11	9	2	61	61	132	64	150	64	214	12
Frelighsburg	16	5	11	55	55	128	61	150	61	211	15
Gaspé	14	10	4	68	68	.....	.....	.....	.....	.....	Special
Greenfield Park	1	1	0	67	67	.....	.....	.....	.....	.....	Special
Gould	12	6	6	59	59	135	65	150	65	215	11
Hatley	15	15	0	73	73	150	74	150	74	224	3
Hemmingford	16	7	9	60	60	121	60	150	60	210	16
Howick	17	13	4	68	68	149	72	150	72	222	4
Hull	6	5	1	67	67	139	69	150	69	219	7
Joliette	1	0	1	46	46	110	54	150	.....	150	20
Kingsbury	7	5	2	70	70	132	67	150	67	217	9
Kingsey	1	1	0	67	67	129	65	150	65	215	11
Kinnear's Mills, Leeds South	2	2	0	83	83	108	63	150	63	213	13
Lacolle	10	1	9	46	46	109	52	150	.....	150	22
Lake Megantic	7	6	1	70	70	130	67	150	67	217	9
La Peche	6	1	5	51	....	.....	....	.....	.....	.....	Special
La Tuque	6	4	2	60	60	121	64	150	64	214	12
Leeds	11	11	0	70	70	141	70	150	70	220	6
Maisonneuve	17	15	2	70	70	120	63	150	63	213	13
Mansonville	14	9	5	63	63	148	70	150	70	220	6
Maple Grove, Ireland South	13	6	7	62	62	118	60	150	60	210	16
Marbleton	5	3	2	64	64	125	63	150	63	213	13
Milan	2	2	0	75	75	126	67	150	67	217	9
New Glasgow	12	3	9	49	49	.....	....	.....	.....	.....	Special
New Richmond	25	13	12	59	....	.....	....	.....	.....	.....	Special
Paspebiac	14	5	9	54	....	.....	....	.....	.....	.....	Special
Philipsburg	3	1	2	64	....	.....	....	.....	.....	.....	Special
Port Daniel	13	10	3	61	....	.....	....	.....	.....	.....	Special
Portneuf	4	1	3	55	55	119	58	150	.....	150	17

Rawdon	5	4	1	61	61	124	62	150	62	212	14
Royal George, N. D. de Grace.	25	18	7	63	63	175	79	150	79	229	2
St. Agathe	2	0	2	42	42	128	57	150	.....	150	18
St. Andrews East	13	1	12	41	41	120	54	150	.....	150	20
Sawyerville	20	17	3	70	70	145	72	150	72	222	4
Scotstown	23	10	13	56	56	153	70	150	70	220	6
Shawinigan Falls	1	1	0	61	61	142	68	150	68	218	8
Shigawake Centre	12	6	6	60	60	.....	....	.....	.....	.....	Special
South Durham ...	8	2	6	54	54	126	60	150	60	210	16
Stanbridge East..	11	7	4	61	61	130	64	150	64	214	12
Thetford Mines ..	4	0	4	38	38	126	54	150	.....	150	20
Three Rivers	7	6	1	62	62	148	70	150	70	220	6
Ulverton	3	3	0	64	64	120	60	150	60	210	16
Victoria, Quebec..	8	8	0	79	....	.....	....	.....	.....	.....	Special
	555	354	201					$7050	$2482	$9532	

SPECIAL MODEL SCHOOLS

Caspé	$150 00
La Peche	100 00
New Glasgow	100 00
New Richmond	150 00
Paspebiac	150 00
Port Daniel (Centre)	150 00
Shigawake (Centre)	150 00
	$950 00

SUMMARY

Reserved for Poor Municipalities from Marriage License Fees....		$ 3,004 00
ACADEMIES—Grants	$9,600 00	
Bonuses	4,010 00	
Grants to Special Academies	850 00	
		$14,460 00
MODEL SCHOOLS—Grants	$7,050 00	
Bonuses	2,482 00	
Grants to Special Model Schools	950 00	
		$10,482 00
Total Amount Distributed		$27,946 00

On motion of Dr. Love, seconded by Dr. Parrock, the report was adopted and the Secretary was instructed to take the necessary steps to secure the approval of the Lieutenant-Governor-in-Council as required by law.

In view of the facts stated in the report of the sub-committee it was resolved that in the opinion of this Committee it is urgently necessary that the grants to the model schools and academies be materially increased.

In connection with the general discussion that arose the Secretary offered to prepare and print a statement in regard to the nature and amounts of the principal funds that are provided for education in this Province, and further to offer explanations in regard thereto at the next meeting of the Committee, or at any meeting when a reasonable time would be given to him for that purpose.

Prof. Kneeland presented the report of the sub-committee on text books and course of study as follows:—

Your sub-committee beg leave to report that in conference with the Hon. Mr. Fisher, convener of the sub-committee on price of text books they have considered the correspondence submitted to them by the secretary, in relation to the controversy between the Renouf Publishing Company and J. M. Dent and Sons, and that with other firms, asking some consideration in view of increase in the cost of production of text books since contracts were signed.

In view of all the circumstances your sub-committee recommend (a) that no steps be taken to intervene in the controversy between the Renouf Publishing Company and Messrs. J. M. Dent and Sons; (b) that no action be taken in relation to the requests of other firms for consideration until full particulars are forthcoming as to the present profits of publishers, jobbers and retailers under the terms of the present contracts.

(2) Your sub-committee recommend that attention be called to the fact that in the new memoranda of instructions to teachers, history appears as optional in grades X and XI, whereas the intention was that it should be obligatory.

(3) It is a further recommendation that the sub-committee on text books and course of study be now discharged and that it be reconstituted with a much smaller number of members.

Respectfully submitted and signed on behalf of the sub-committee,

A. W. KNEELAND, *Chairman.*

The report was adopted.

The Secretary submitted for the information of the Committee a report from the Central Board of Examiners as follows:—

Permits.—Since June, 1906, four hundred and two permits to teach have been issued by the Board to applicants who had fulfilled all the conditions governing permits. Of these applicants one hundred and fifteen obtained second class elementary diplomas upon passing examinations in the Art of Teaching and School Law after two years of successful teaching.

Admissions to Macdonald.—The number of admissions to the various classes of the School for Teachers is as follows:

	Women	Men	Total
Model Class	100	7	107
Elementary	39	0	39
Kindergarten	10	0	10
	149	7	156

Three candidates will be permitted to enter the model school class in January, 1917, thus raising the total of admissions to the model school class to 110, and the grand total to 159.

Owing to the fact that the condition regarding Latin as a subject for entrance to the model school class was not fulfilled, the Board refused admission to fifteen candidates.

Letters were submitted from Mr. W. W. Williamson and others, protesting against the action of the Central Board in excluding from the School for Teachers students

who had taken the school leaving examinations successfully in subjects other than Latin, and asking at the same time that the regulations making Latin a compulsory subject for entrance to the model school class be rescinded. A letter written by the Secretary of the Central Board of Examiners in reply to candidates who had failed to enter for want of Latin was read. The Committee approved of the attitude of the Central Board in regard to the rigorous application of the regulation regarding Latin, and decided to take no action with the view of rescinding that regulation.

A report for the summer school for French Specialists was read showing that of the thirty one students who attended the course, seven were partial students. Of the regular twenty four students eight failed to secure a certificate, four obtained a first class (permanent) certificate, and ten a second class (provisional) certificate, while two will receive second class certificates upon securing professional recognition in this Province.

The Department of Public Instruction gave as usual bonuses of $25. to such successful students as will continue to teach French in the public schools of the Province.

Dr. Rexford proposed the following motion which was seconded by Bishop Williams:—

That the following scheme of religious instruction for the Teachers in Training at Macdonald College which has been in use since September 1914, be approved as the scheme to be followed until further notice from this Committee:—

(1) Before Christmas one hour a week as at present shall be taken by an instructor on the general staff, the course to include:

(a) Special methods of teaching Scripture and Moral Training, using chiefly the Old Testament portion of the course of study. These lessons shall be mainly model lessons.

(b) The apportionment of the prescribed syllabus among the various grades and the best methods of working out these requirements in the several grades of schools.

(2) After Christmas the work shall be in charge of the two local clergymen, and for this purpose the students shall be arranged in two equal sections. The course of instruction shall include an outline of the main events in

(a) The Life of Our Lord;

(b) The Acts of the Apostles.

(3) There shall be a regular examination at Christmas and in June of those two departments of the work, to be conducted according to the rules and regulations of the College.

Moved in amendment by Professor Laird, seconded by Professor Dale,

That the Protestant Committee, while regretting that any difficulty should arise on a matter so liable to misunderstanding, desires to record its approval of the action of the Teachers' Training Committee (1) In placing the subject of religious instruction in the same position as the other subjects for purposes of training, and so ensuring that graduates of the School for Teachers shall be able to teach the course of study upon the best methods; (2) while still giving to ministers of religion the opportunity to meet the students for the purpose of deepening and strengthening their religious life.

The amendment being put was declared lost, after which the main motion was put and lost.

It was then moved by Dr. Shurtleff, seconded by Professor Kneeland, and resolved:—

That as required by regulation 52 this Committee hereby approves of the scheme of religious instruction for the teachers-in-training at Macdonald College which has been in use since September, 1914.

That this Committee also approves of a dual scheme of religious instruction in that institution proposed by the Teacher Training Committee, whereby the subject, in so far as it concerns religious instruction, shall be placed in the same position as other subjects for the purposes of training, and be taught by a member of the College staff, while the

religious instruction which pertains to religious exercises and involves the inspirational and devotional use of the Scriptures shall be entrusted as heretofore to the ministers of the respective denominations concerned, and

That the Teachers' Training Committee be requested to submit a scheme which, while preserving the general principles of regulations 64 and 65, shall provide for a dual course in religious instruction as outlined above.

During the discussion of these motions regarding religious instruction at Macdonald College, Mr. Murray raised the point of order and wished to have it noted, that although the Committee has the right to control the course of study in the matter of religious instruction as in other matters, it has not the right to appoint the professors or instructors, or to declare who shall teach the various subjects, that right being given by statute to the trustees of McGill University. (7 Ed. VII., Cap. 26)

Mr. Murray revived the question of the report of the sub-committee of which he was convener regarding the education of the foreign born children of Montreal, nothing adequate to the needs having yet been done. Mr. Murray and the other Montreal members were appointed as a sub-committee to take up the matter again.

On motion of Mr. Murray, seconded by Professor Dale, it was resolved that until further action the meetings of this Committee be held once a month with the exception of the months of December, January, June, July and August.

With a view to rearranging the membership of the various sub-committees in order to distribute the work of the Committee more equitably amongst the members, it was resolved that all the sub-committees be discharged, and that Dr. Shurtleff, Mr. Murray, and Professor Dale be a sub-committee for the nomination of members on the various sub-committees.

On motion of Miss Brittain, seconded by Dean Laird, it was resolved that the question of reducing the school leaving total of marks to 1000 be referred to the next sub-committee on the course of study.

A special sub-committee, consisting of Mr. Fisher, Mr. Bullock, and Mr. Murray, was appointed to see what steps may be taken to get a larger grant for the model schools and academies.

A letter from Mr. John Whyte in which he expressed his keen appreciation of the Committee's request that he withdraw his resignation was read. However, owing to advancing years he felt obliged to adhere to his previous determination in this regard. His resignation was therefore accepted with regret.

On motion of Dr. Love, seconded by Dr. Rexford, it was unanimously resolved:—

That this Committee desires to record its regret at Mr. Whyte's resignation and its high appreciation of the services he has given to the cause of education, not only as a member of this Committee for the past twenty years, but previously, and particularly while he was a member of the Legislature of the Province. Mr. Whyte's sound judgment, wide knowledge of rural conditions, strong convictions and forceful but kindly manner of expression, will long be remembered by his colleagues on this Committee, who unite in wishing him many years of life and enjoyment at the close of a useful and honorable career.

A report for the Summer School at Lachute was read by Mr. McBurney, which showed that 112 had been admitted to the course which was completed by 108 candidates for diplomas. As a result the Central Board awarded 59 permanent rural elementary diplomas, and 42 rural elementary diplomas valid for one year only, to be made permanent on the favorable report of an inspector and the satisfactory completion of a further course. The Central Board extended 9 of the provisional diplomas which were granted in 1915.

A letter was read from the Dean of Macdonald College, in which it was pointed out that certain agricultural students took a short course in the School for Teachers whereby they were bound to teach three years in the Province of Quebec, or to pay a fee of $75. to Macdonald Col-

lege. The Dean stated that three of these students had received elementary diplomas but had not fulfilled their obligation to teach three years in the Province of Quebec, and had refused to pay the fee. The letter suggested that the Committee should either cancel the diploma, or should bring pressure to bear upon these students to pay their fees.

Inasmuch as the obligation to pay fees was undertaken directly with Macdonald College, the Committee declined to intervene.

The Secretary reported that nine teachers with rural school diplomas were employed last year in model schools and academies.

The following financial statement for the year 1915-1916 was accepted:—

RECEIPTS

Balance on Hand	$ 5,266 43	
Unexpended Balances	4,010 35	
Legislative appropriation towards expenses	1,500 00	
Interest on Savings Account	78 06	
		$ 10,854 84

EXPENDITURES

June examinations, deputy examiners, clerical work, etc.	$ 1,165 72	
T. J. Moore & Co., printing examination papers, etc.	886 10	
Printing reports on Education of Foreign Element	260 32	
Lea E. Tanner, services to Protestant Committee	200 00	
Expenses incurred by members to attend Central Board meetings	179 50	
Wm. Reed, filling diplomas and certificates	55 00	
Inspectors' meeting	129 28	
John Parker, special travelling expenses	135 25	
Expenses for examinations for Inspectors' certificates	135 90	
G. W. Parmelee, postage $25., petty expenses, $25.	50 00	
G. W. Parmelee, one year's salary, Secretary of Central Board and Protestant Committee	900 00	
Ludger Gignac, sealing diplomas, etc.	3 00	
Renouf and Co., 50 Primers of School Methods	37 50	
Dr. J. A. Nicholson, Kindergarten School, $300., and School of Physical Training, $150.	450 00	
Balance on Hand	5,867 27	
		$ 10,854 84

SPECIAL ACCOUNT

Interest on Marriage License Fund	$ 1,400 00	
Interest on Jesuits' Estate Settlement Fund	2,918 44	
		$ 3,918 44

CONTRA

Transfer to Superintendent of Public Instruction	$ 3,918 44

The meeting then adjourned till Friday, the 24th day of November.

GEO. W. PARMELEE,
Secretary.

W. PETERSON,
Chairman.