

**ACROSS  
THE  
YEARS**

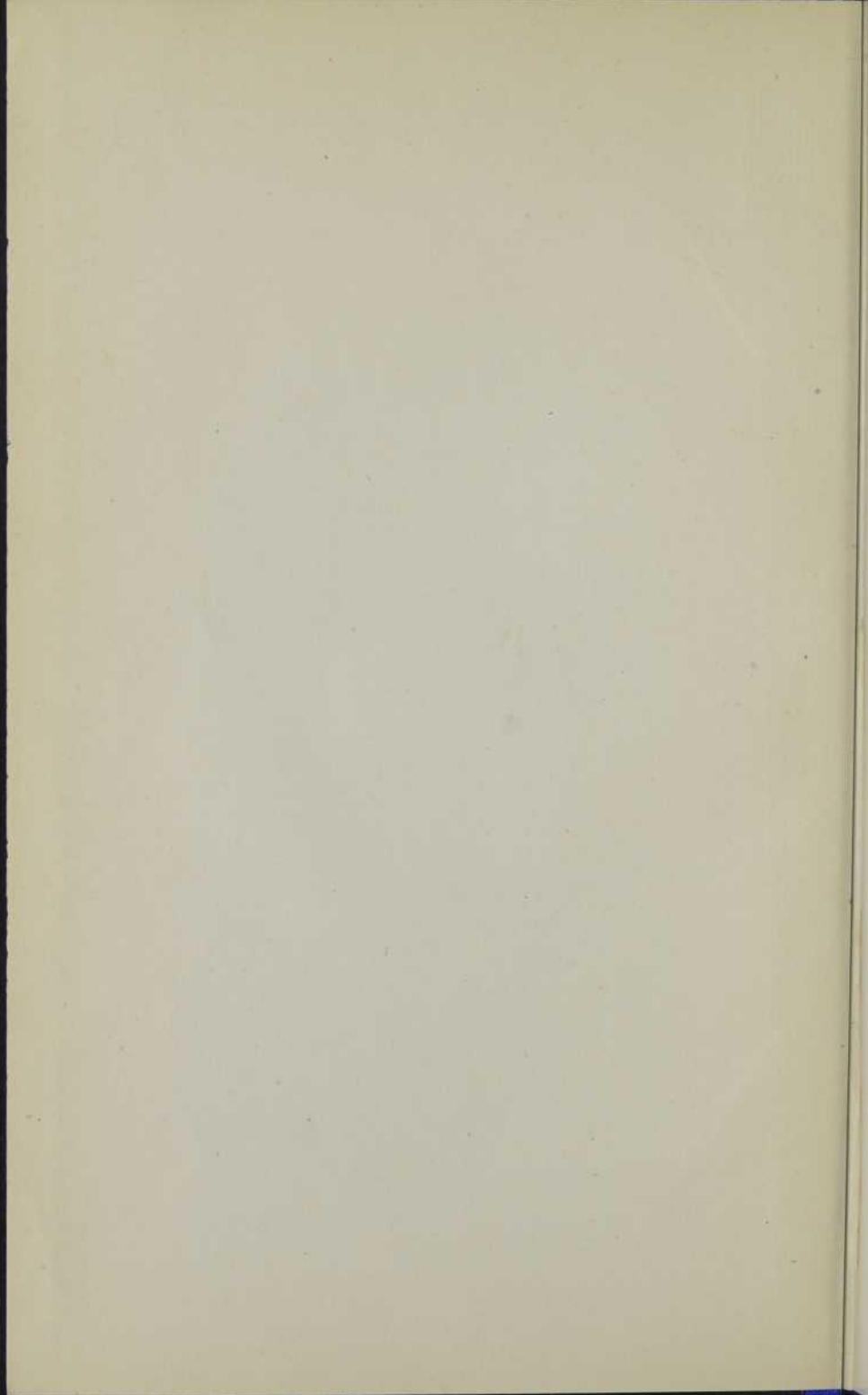


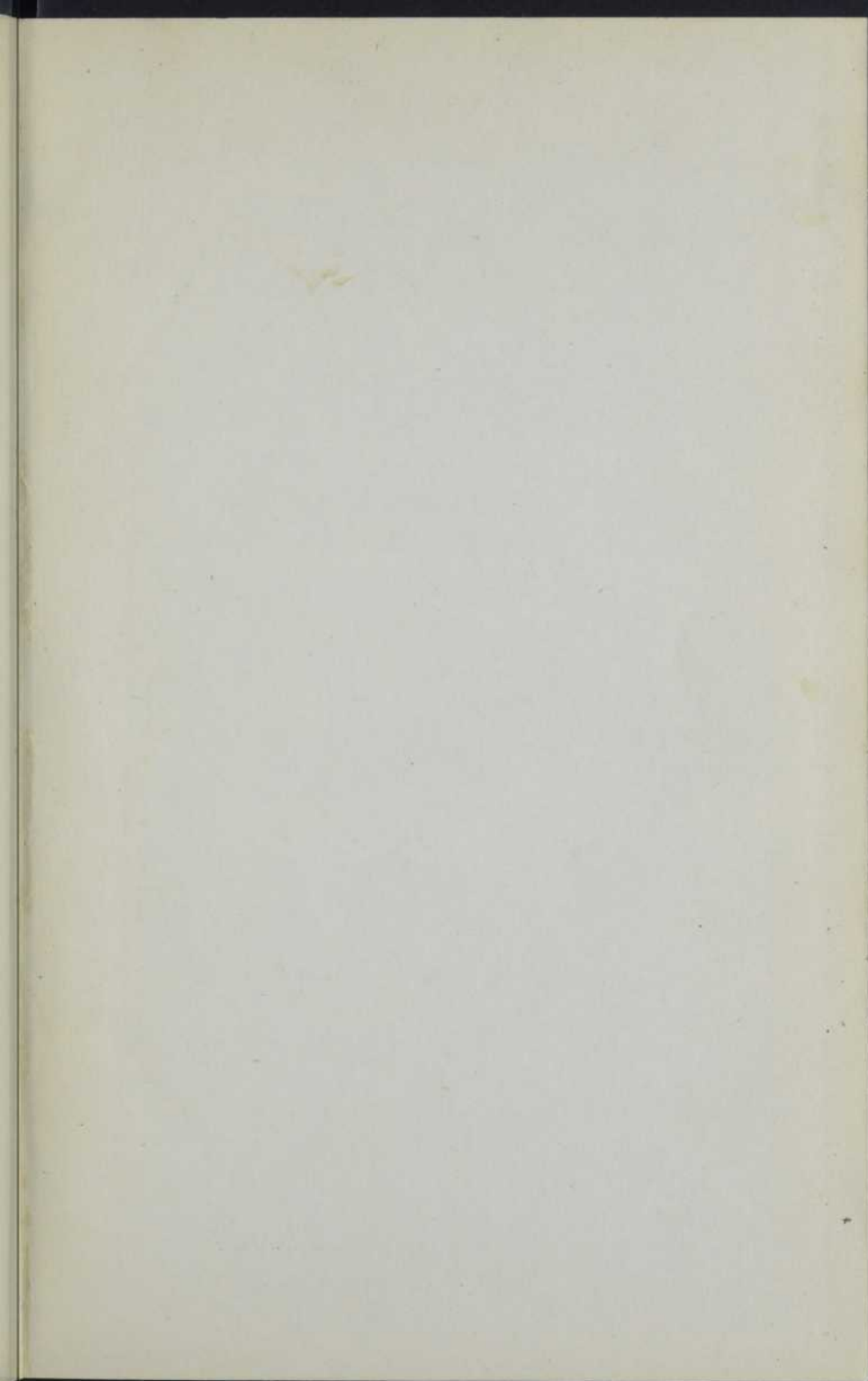
**W. P. PERCIVAL**

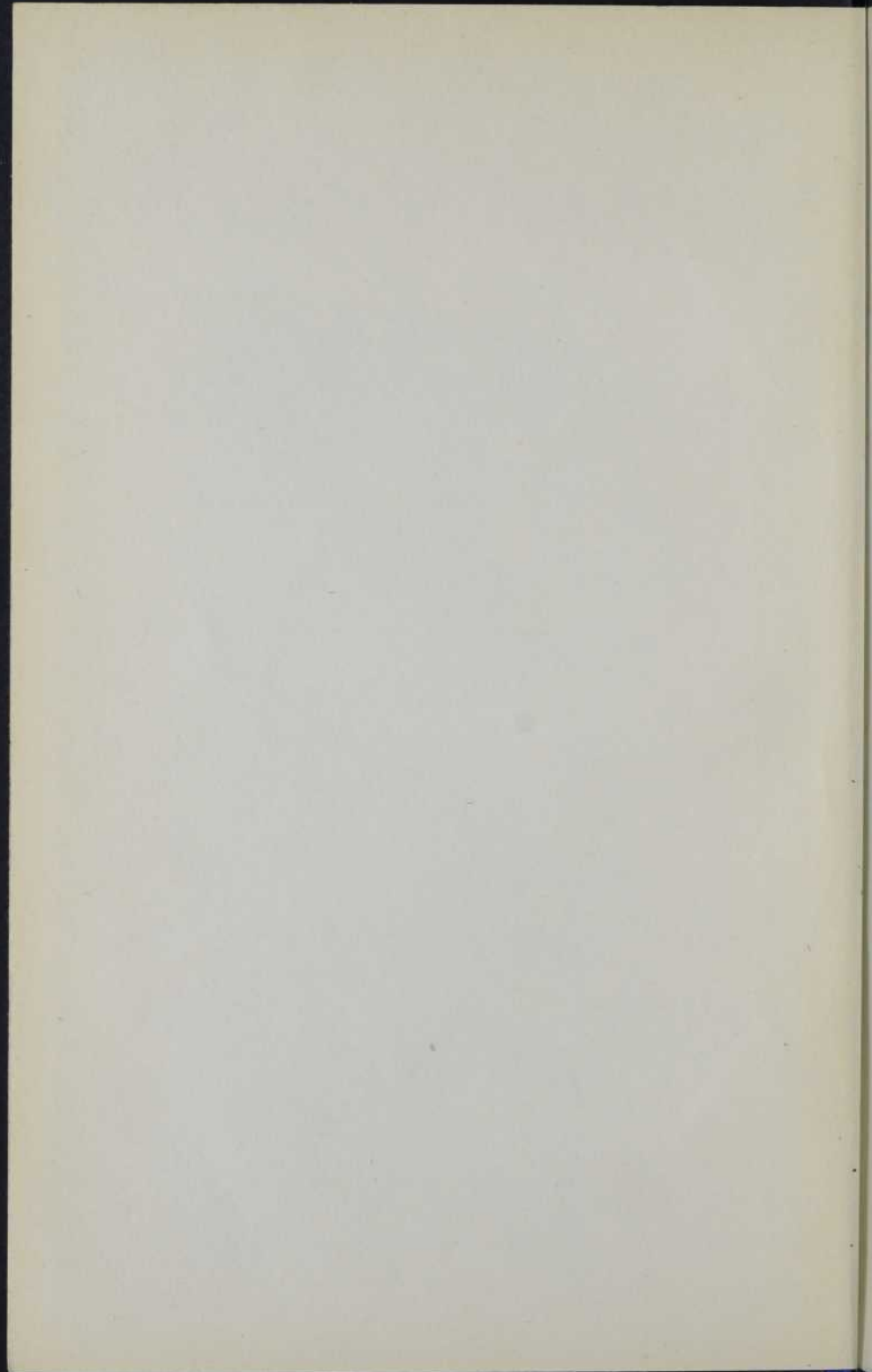


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# ACROSS THE YEARS

*A Century of Education in the Province of Quebec*

*By*

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*Deputy Minister and Director of Protestant Education  
for the Province of Quebec*

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## *Introduction*



One hundred years have gone by since the passing of the Education Act of 1846. Upon this Act all subsequent legislation concerning education has been based, and its main features can still be discerned in our present law. The publication of this volume has been undertaken as part of the programme planned for the celebration of the centenary.

Though this book should be a distinct contribution to the history of education, and particularly to that of Protestant Education in the Province of Quebec, it is not an attempt to write an exhaustive work of that type. Much citation of source materials has been inevitable, but the aim has been to state facts simply and combine them with pictures to make a readable presentation contrasting educational conditions in 1946 with those in 1846. Naturally, much information prior to the earlier date is included in this work.

Few people outside of Quebec seem to understand the educational organization of this Province. Fewer still appear to comprehend its significance. The plain fact is that in the Province of Quebec there are two distinct systems of education that operate under a common law. Both are equally State systems. The one is for Roman Catholics, who are the majority, and the other for Protestants and non-Catholics. The Protestant schools can be likened to the schools in Great Britain or any other English speaking country. The other system is a growth of its own, organized to meet the needs of Quebec. Both have their merits.

As is revealed in the following pages, the division between the school systems has not always existed. During

the French régime, there was little or no need for anything but Roman Catholic education, the Protestants numbering scarcely more than a baker's dozen. However, after the advent of the English, most of whom were Protestant, a struggle naturally followed for supremacy of language and religion. The tug of war for the ascendancy of the one over the other continued for almost a century. During this period common schools were operated. Finally, however, the conflict resulted in a tie, and each side won the right to go its own way.

Many photographs have been sent to me for inclusion in this book by School Boards and principals of schools. Several pictures were taken by the Associated Screen News and various studios including those of Barbier, Duffin, Dunn, Hayden, Jacoby, Kashan, La Rose, Lawless, McAllister, Nakash, Notman, Photo Moderne, Poirier, Preval, Rice, Wheeler, Ward and Davidson, and Zarov. The sketches of new buildings and floor plans were made by Randolph C. Betts, Hutchison and Wood, Luke and Little, A. Leslie Perry, and Lawson and Little.

The Cine-Photography Department of the Government has rendered invaluable service by sending its photographers to certain schools and by reproducing old photographs. Mr. C. B. Rittenhouse, Supervisor of Speech Arts in Montreal, staged many of the scenes taken by this Department and I am greatly obliged to him for so doing, and to Mr. Thomas Sommerville and Mr. H. J. C. Darragh for releasing him for that work.

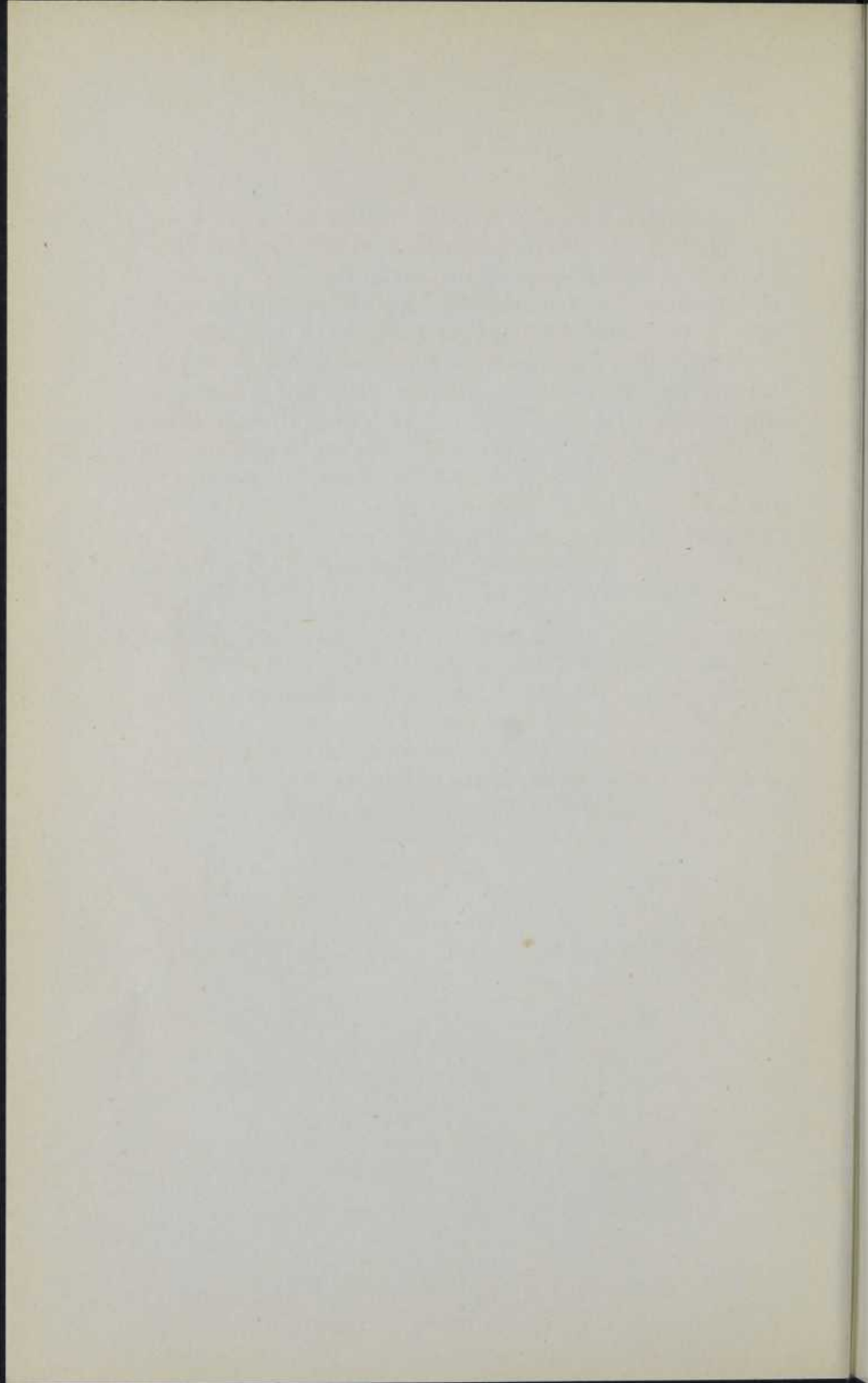
Dr. Gerhard Lomer, Librarian of McGill University, allowed me to read the Rexford and Gammell manuscript, of which he is the custodian, concerning the High Schools of Montreal, and lent me several photographs which are reproduced here.

Numerous volumes in English and French have been consulted. These include the Statutes of the Province, the Quebec Official Gazette, the Reports of the Superintendent of Education, the Journals of Education, the Educational Record, the minute books of the Council of Education and of various school corporations, the announcements of the McGill Normal School and other calendars, Meilleur's *Memorial de L'Education*, Chauveau's *L'Instruction Publique au Canada*, the Abbé Amédée Gosselin's *L'Instruction au Canada sous le Régime Français*, the minutes of the Royal Institution for the Advancement of Learning, Dr. W. H. Atherton's *Montreal*, and numerous other original sources. Some incidents are taken from the *Transactions of the Brome County Historical Society*.

Parts of the manuscript have been read by persons qualified to express opinions. Mr. A. R. McBain read the chapter on The Schools of Montreal, Dean Sinclair Laird, of Macdonald College, that on The Training of Teachers, Mr. F. P. Noël, the division concerning teachers' pensions, and Mrs. Walter Vaughan the section on The Education of Women. To all who have helped, I offer my sincere thanks.

W. P. PERCIVAL

Quebec,  
September 1, 1946.



## CHAPTER I

### Historical Sketch of Education in Quebec

The story of the development of Education in Quebec is fascinating because it contains the record of the struggle of two cultures for freedom to expand and hand down their own traditions to succeeding generations. The solution reached after almost a century of deep and continued thought following the cession of New France contains the elements of genius. That the solution is still effective and satisfactory is a tribute to the goodwill not only of government and public bodies but also of the individuals who inhabit the province and avail themselves of the two separate systems that have been worked out within a common framework of legislation. It is a solution which thoughtful citizens of succeeding generations will learn to appreciate and uphold.

*First Period: The French Régime, 1608-1760.*

When Samuel de Champlain arrived in Quebec from Honfleur in France in 1608, he brought with him several of his countrymen. Others followed and the need for some educational work was soon realized. As a major aim of the French was to evangelize the native Indians, a very delicate problem arose. Little time was lost in solving it, for on April 24, 1615, Fathers Denis Jamay, Jean Dolbeau, Joseph Le Caron and Brother Pacifique Duplessis landed at Tadoussac, with the primary purpose of teaching the young savages.

Brother Pacifique Duplessis appears to have been the first teacher in New France, though claims are made for the Jesuit Fathers Biard and Massé. Duplessis established a school at Three Rivers in 1616 where he taught the Indian boys reading, writing and the catechism. His work was doubtless similar to that of Brother Joseph Le Caron at Tadoussac who wrote: "I have gone to Tadoussac to be of

some assistance to the Indians of these places—to give them some instruction, and to administer the sacraments to the French and to those who live there during the trading season. I would have had quite a number of children to instruct had I had the means of subsistence to give them. As it is, I have laid before some of them the alphabet, and they have made a good beginning in reading and writing.”

The Récollets built the first monastery in Canada, near the River St. Charles. Here they lived for over seventy years until they moved to the ground now occupied by the English Cathedral in Quebec City. In both places, the Fathers opened schools, striving to secure the help of the more intelligent and mature natives for the purpose. Their efforts were often in vain, however, for though some of the savages might remain as long as two years with the Order, they would eventually throw away the symbols of civilization and revert to roaming the forest. As the Recollets were unable to meet all the demands of the colonists, they invited the Jesuits to help them.

The Recollets and Jesuits enjoyed the work of teaching. Father Lejeune, the first Jesuit recorded as having opened a school in Canada, wrote: “I am become the master of a college in Canada. I had the other day a little Indian on one side and a little negro on the other to whom I gave a lesson in the alphabet. After so many years of college rule elsewhere, behold me at last back at the A,B,C; but with a contentment and satisfaction so marked that I have no desire to change my two scholars for the finest audience in France.” A year after, he chronicles his success: “Last year I was the master of two pupils. I am become rich; I have now more than twenty. My pupils come from a distance of a mile and a half to learn from me what is new to them . . . We finish with the Pater noster, which I have composed in rhymes for

## EDUCATION IN QUEBEC

them in their own language, and which I make them sing . . . It is a pleasure to hear them sing in the woods what they have learned." In addition to the usual subjects, the Jesuits taught some agriculture and carpentry.

In 1639, the education of girls was begun through the founding in Quebec of the Ursuline Convent by Madame Marie Madeleine de la Peltrie. The first superior was the Venerable Marie de l'Incarnation, née Marie Guyard. These estimable women were followed by Sister Marguerite Bourgeois who was brought to Ville Marie (the original name for Montreal) by the Sieur de Maisonneuve to found the Congregation of Notre Dame. This saintly woman opened a school for girls in 1657 in a stable near the site on St. Lawrence Boulevard and the corner of Le Royer Street now occupied by the Salada Tea Company. Her figure holding two children within the circle of her arms is carved upon the wall. Boys also were admitted for the first ten years of the existence of the school. Subsequently, the Sulpicians took over the education of boys, the Abbé Souart being the first teacher.

Though no regular system of education was organized throughout New France during the French régime, a good deal of education was done privately, as well as through the church and its organizations. The *Grand Séminaire* of Quebec was founded by Monseigneur de Laval in 1663 and the *Petit Séminaire* in 1668. The latter was established in order to prepare for entrance to the College of the Jesuits. The convents in Quebec and Montreal attracted a considerable number of pupils. Many of the curés encouraged their young parishioners to learn reading, writing and the catechism. In addition to the schools opened under the direction of the persons named, others were provided by the church or by voluntary and cooperative effort at various spots near Quebec, at Pointe aux Trembles, Boucherville, the Island of Orleans,

Three Rivers and elsewhere. Even the poor were cared for, Bishop Laval founding six scholarships as early as 1693 for boys "of good morals and adapted to manual labour."

*Second Period: 1760-1824.*

Following the British conquest, an effort was made to furnish education for the English children. This movement was led by General Murray who deputed Sergeant Watts to be the first schoolmaster and allotted a dwelling for him and a good place for a classroom. Instruction was not restricted to the sons and daughters of military personnel, for all who wished to enrol were admitted. In Montreal, the first English schoolmaster was John Pullman, who came from New York in 1773. His application for a license to teach was supported by many of the leading men of the city. Because he was unable to support himself as a teacher, he subsequently sought employment as a clerk.

The English people who settled in their new home soon set about procuring education for their children and were not backward in asking the government to establish a State system. The struggle, however, was long and the difficulties were hard to surmount. Governments were apathetic and the people were by no means united in their desires.

Teachers also were hard to get in the early days and their qualifications frequently were low. The Reverend John Stuart opened an academy in 1781, accepting pupils who applied regardless of creed. Of his assistant, Mr. Christie, Mr. Stuart wrote to Governor Haldimand: "I could have dispensed with his ignorance of the English language and faulty accent, but when I found him unacquainted with the rules of common arithmetic and often obliged to apply to me (in presence of the pupils) for the solution of the most



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PROTESTANT REPRESENTATIVE IN THE CABINET



A. K. CAMERON, CHAIRMAN  
PROTESTANT COMMITTEE OF THE COUNCIL OF EDUCATION



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DEPUTY MINISTER AND DIRECTOR OF PROTESTANT EDUCATION

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simple question, I could no longer doubt of his inefficiency." Could one expect an especially efficient assistant for the salary offered of £25 a year? Mr. Stuart himself was lost to Quebec when, in 1786, he left for Kingston where he later established the first classical school in Upper Canada.

So slim were the results of appeals for public assistance to education at this time that, shortly before 1790, there were but two schools in the whole province to which the government allotted grants, and these were meagre, being but £100 a year to each.

Many of the early settlers in Montreal were described as "opulent". As a consequence, private interests were able to exact high fees from them, the monthly charges being: Latin, half a guinea; English and Arithmetic, \$2.00.

Meantime the Récollets and Jesuits were compelled to curtail their work and, following the death of Father Jean Joseph Cazot, in 1800, the Crown took possession of the Jesuits estates, those of the Récollets having been absorbed previously.

The next year, further agitation resulted in a law being passed entitled "An Act for the establishment of free schools and the advancement of learning in this Province." The Act made provision for the creation of the "Royal Institution for the Advancement of Learning," an institution which is perpetuated today through McGill University. By this Act the schools were to be common schools.

The Royal Institution grew from a commission which had been created under Chief Justice William Smith to find what could be done for the education of children who had completed the elementary school and who were being sent either to England or the United States. The Rt. Rev. Jacob

Mountain, Anglican Bishop of Quebec, interested himself in the inquiry. As he knew and deprecated the fact that the sons of those who could afford the expense were being sent mainly to the United States for their schooling, he wrote to Sir R. S. Milnes, the Lieutenant-Governor, complaining that satisfactory educational facilities were lacking in Canada and stating that children who go to the United States for their education "are not likely to imbibe that attachment to our constitution . . . . that veneration for the government . . . . and that loyalty to the King which is so peculiarly necessary . . . to fix them deeply both in the understanding and the heart." Added to the Commission's report that appeal was powerful.

In the Act setting up the Royal Institution, it was provided that, when and so often as it shall be judged expedient, one or more free schools may be established in a parish or township. Before a school could be founded, however, it was necessary for the majority of the inhabitants to petition for one and to be prepared to pay for it. The engagement of the masters was to be in the hands of the Governor, Lieutenant-Governor or administrator. The masters would undoubtedly determine the medium of instruction to be used and, as the Trustees of the Royal Institution recommended the appointment of masters who would come from England, many of whom intended to prepare for the Ministry of the Church of England, it was clear that the intention was that the language used would be English and that an attempt would thus be made to anglicize the French.

The churchwardens of the parish were to estimate the cost of the schoolhouse and apartments for teachers and to assess the inhabitants accordingly. It was their duty also to enforce payment of the assessments. This was a feature of

## EDUCATION IN QUEBEC

the Act against which the inhabitants generally rebelled. They paid for the school, and then were compelled to vest it in the Royal Institution.

Dr. Mountain became the first President of the new organization and there were associated with him on the Board of Trustees seventeen others, thirteen of whom were Protestants, leaving only four places for the Roman Catholic majority of the Province. The Secretary also was a teacher preparing to take orders in the Church of England.

Led by Monseigneur Plessis, the Roman Catholic Bishop of Quebec, who refused to take a seat on the Board and who advised his clergy to discourage the movement, an attack was made upon the Royal Institution which doomed it to failure from the start. Partly owing to the fact that Great Britain was engaged in a life and death struggle with Napoleon and that Canada's efforts were mainly directed to the war of 1812-1814, it was not until 1818 that the Act came into effect anywhere. The Roman Catholics became openly rebellious because they knew that their language and religion would suffer if the Royal Institution were to flourish. The English people of the Province also were apathetic. Moreover, how intolerant the Royal Institution was may be judged from the fact that it allegedly threatened to withdraw the grant from the school at Three Rivers because the Methodists had been allowed to preach in the schoolhouse! Many of the teachers also were incompetent, lazy or otherwise unfitted to make a success of such an experiment. In 1831, the number of pupils in the schools maintained by the Institution were: Quebec 266, Three Rivers 35, Montreal 259, a total of 560. All told, eighty-four schools were set up under this authority. Of the young masters who were imported

from the old country, few gained the confidence of the Canadians. A few, however, made good reputations for themselves, including James Tanswell in Quebec, Alexander Clifford in Three Rivers, Finlay Fraser and Alexander Bethune in Montreal. In 1825, George Davies, of Invernesshire, Scotland, taught in Huntingdon. Towards his salary the Institution made a grant of \$72. It is only fair to add that the Rev. Mr. Mills, the Secretary of the Royal Institution, had seen the folly of trying to force the French Canadians to attend the schools thus established and had suggested that a similar institution be established for them.

*Third Period: 1824-1846.*

The years 1824-1846 were years of educational experiment, during which the legislators sought, with varying degrees of success, to find a formula for the conduct of good schools. In 1824, a great improvement in the educational outlook was made when many of the conditions of former legislation were repealed and the *Fabrique* Act was passed. The introduction of this Act initiated the first popular move towards democratic education in Lower Canada. Attempts to provide education had been spasmodic during the French régime. During the early years of the English occupation, the endeavours to introduce common school education had been mainly local in character. Organized efforts to secure government cooperation had but produced the almost sterile Royal Institution. The *Fabrique* Act, however, was in a different category.

This Act of 1824 appealed to the French. By its provisions every *Fabrique*, or church council, was authorized to acquire land and property for school purposes, and to found and support one or more elementary schools within each



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Jacoby Stinson

parish. The Act provided that the value of the school property should not exceed £100 and that not more than £50 should be the annual expenditure for each school. A second school might be established where the number of families exceeded two hundred. A further stipulation was that not more than one-fourth of the annual income of the *Fabrique* might be used for school purposes.

The system was a voluntary one, no special taxes whatever being imposed. Moreover, there was to be no interference from outside, as in the case of the Royal Institution. The schools then erected were to be under the inspection and administration of the persons who managed the *Fabriques*. This meant that each *Fabrique* could employ its own teachers and frame its course of study.

That the condition of education in Quebec was bad at the time of the passing of the *Fabrique* Act and needed some drastic remedy is revealed by the following admission of the Seminary of Quebec: "There are unfortunately several Parishes where there would hardly be found five or six persons capable of expressing their thoughts tolerably in writing, and of performing the most common rules of arithmetic . . . . we would be inclined to think that in our country parts, upon an average, about one-fourth of the Canadian population can read tolerably; that there may be one-tenth who can write their names, poorly enough in truth."

A further Act, "For the Encouragement of Elementary Education," was passed in 1829. By its terms the government was permitted to grant subsidies to school boards that conducted good schools. At this time the distinction had not yet been made in Quebec between Protestant and Roman Catholic schools. All remained common schools. The distinction arose a few years later. By this Act also an

allowance of £20 per year for three years was made to teachers in schools not under the control of the Royal Institution for the Advancement of Learning, provided that not fewer than twenty pupils were in attendance. A further allowance of ten shillings per pupil was made in each school to a maximum of fifty for all children who were admitted free. A grant of one-half of the cost not to exceed £50 was paid for the erection of new buildings. Five trustees were to be elected who should have the sole direction and management of each school.

Education was now to the forefront in the Legislature. Attempts made in 1831 and 1832 to improve the laws placed control of the schools in the hands of the legislators. The Governor, Lieutenant-Governor or administrator was authorized to appoint as School Visitors members of the Legislative Council and Legislative Assembly, ministers, curés, judges and militia officers, who were compelled to visit schools at least once a year, inquire into the management of them, judge the qualifications and habits of the teachers and, if they thought fit, recommend the suspension or non-payment of the government allowances. Other wide powers were given to them including the authorization of all expenditures. The Visitors were to be paid their expenses and to have an allowance which they could pass on "to encourage the children." Payments of grants were then made through the resident members of the Legislature and none could be paid until the official visits had been made and reports presented. Among the powers of the Visitors was that of dismissal of teachers, by majority vote, before the termination of their engagements. No system of professional inspection had been instituted at this time. That some form of supervision and report was necessary may be judged from the following account of his visit made by the member for

## EDUCATION IN QUEBEC

Kamouraska: "I visited the schools in my parish this year and last year, and I feel bound to state that out of eight masters and mistresses I found only two capable of teaching reading, writing and arithmetic in a tolerably correct manner; the rest could only do so very imperfectly."

It was soon perceived, however, that political influence in education was bad as all grants became dependent upon the goodwill of the members. The public were fearful of losing their grants and teachers of being deprived of their positions. Severe struggles in the Legislature eventually resulted in the repeal of these laws but the memory lingers and determines Quebeckers still to keep the schools out of politics.

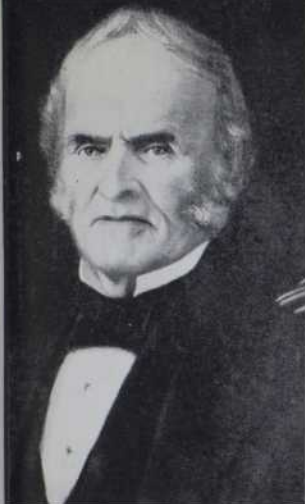
The report of the Standing Committee on Education and Schools, in 1831, revealed the general condition at this time in these words: "Not more than one child out of four is receiving education in Lower Canada." In 1832, the statement ran: "The proportion which the number of children receiving elementary instruction bears to the whole population is about one in twelve." In 1836, about one-third of the child population was in school.

The movement to establish and maintain schools, however, was now well under way. In 1837, the Christian Brothers came to Canada from France and established elementary schools. The Quebec Education Society, formed under the presidency of Joseph F. Perrault, introduced the group system of teaching made famous by Joseph Lancaster. Under this system, the older boys were taught their lessons. When they had learned them, they were appointed as monitors, and, in turn, taught the assignment to small groups of ten or twelve younger or less proficient pupils.

The influence of Lancaster has not been sufficiently recognized. Not only did he introduce the group method of instruction but his influence also revolutionized the discipline of the schools. Little effort was made at that time to try to interest pupils in their work—that feature of modern education which is usually regarded as essential. Effort was generally secured by threats and punishments. On the other hand, the pupils, particularly the older boys, used to “test out the teacher”, a process which has by no means entirely disappeared from current practice. On more than one occasion it has been known that a teacher has been thrown out of the window of a Protestant school in this province, and the United States practice of barring out a teacher is not without precedent.

Lancaster tried to remedy lawlessness by making school a happier place in which to live, by introducing a better methodology and offering a series of simple rewards for successful work. But it was difficult for children to make progress by Lancaster’s circumscribed method. Many pupils would spend a year in learning the alphabet, to be followed by a longer time mastering meaningless words of one syllable, such as *ab*, *eb*, *ib*, *ob*, *ub*, before going on to words of two or three syllables. By the time a child was ten years of age, he may have learned to read and write a little and know some easy arithmetic.

Lancaster’s system of appointing monitors in itself constituted a reward to the ambitious and proficient. It gave them power over others and confidence in the learning they had secured. The trust thus engendered bred self confidence and led to reliability—a fundamental reconstruction of classroom method and discipline that cannot be passed by lightly. Many opportunities for selection were available, for there were monitors and assistant monitors for



J. E. MEILLEUR



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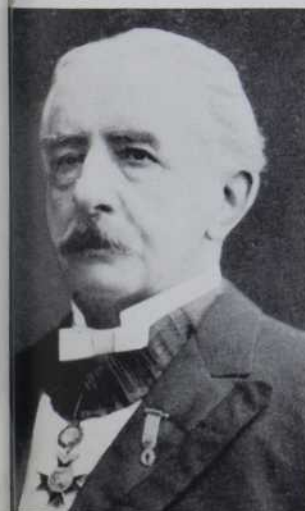
P. J. O. CHAUVEAU

GEDEON OUMET



BOUCHER DE LA BRUERE

SIR CHARLES BOUCHER  
DE BOUCHERVILLE



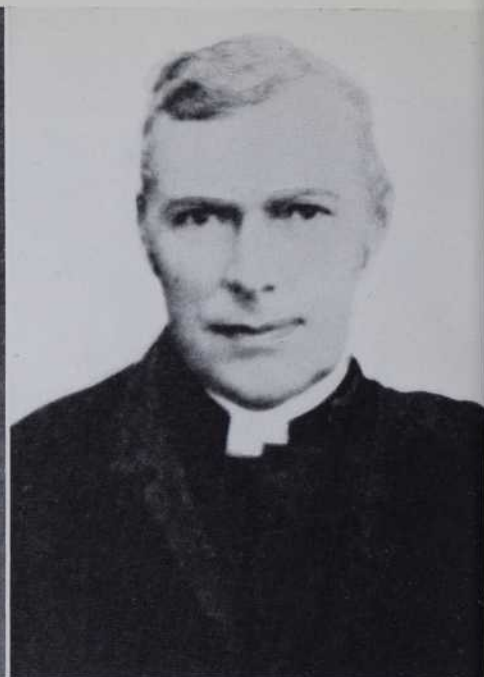
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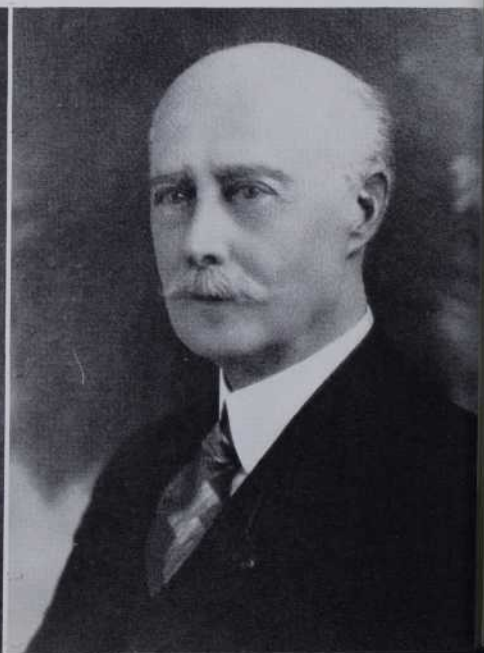
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FRENCH  
SECRETARIES  
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DEPARTMENT  
OF  
EDUCATION

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*Right:* OSCAR DUNN



*Upper Left:*

PAUL DE CAZES,  
LIT.D., PRSC.

*Upper Right:*

J. N. MILLER

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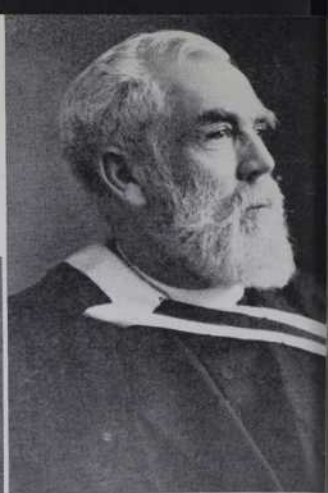
*Right:* B. O. FILTEAU,  
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all classes and subjects, as well as supervising monitors, monitors of slates and monitors of conduct. As almost all work was of the *memoriter* kind, selection of the efficient pupils was made easy. It had the advantage not only of superseding the old individualistic method of teaching, whereby the teacher gave his attention only to one pupil at a time, but it also allowed all pupils to be kept at work, and all could advance according to their ability and diligence. The best workers strove for pride of place and others endeavoured to rise to that high rank. Pupils were frequently free from the teacher's eye and everyone had the opportunity of being busy at all times—features of school life which wise teachers should not despise or discard too readily even today. Sidney Smith wrote of Mr. Lancaster's system: "A more beautiful, a more orderly and a more affecting scene than the school of Mr. Lancaster it is not possible to behold." Lancaster's epigram, "A place for everything and everything in its place" has become a proverb. The rigidity of the system, however, brought about the downfall of Lancaster's method.

Private schools conducted by such outstanding teachers as Skakel, Nelson and Stuart, schools maintained by congregations and *Fabriques*, and others established by church societies, such as the Society for the Propagation of the Gospel in 1773, and the British and Canadian School Society founded in 1822, proved capable of filling the needs for education better than the imperious demands of the Royal Institution. The National and Free School Society maintained schools both in Quebec and Montreal and the British and Canadian Society established itself in the latter city.

Meanwhile, colonists settling rapidly in the Eastern Townships began to provide their own educational facilities. Though no official support was given at first to their efforts

by the government, the colonists recognized that their children must be schooled. Their efforts were directed at first mainly towards securing an adequate supply of educated men who would be clergy or government officials. The settlers from New England brought with them the Puritan tradition with its emphasis on education. In 1642, Massachusetts had passed an Act to ensure that the young could read the Bible and understand "the capital laws of the country." Accordingly, as soon as a few of these people found themselves near others with families, they began to look about for teachers and to open schools. When the facilities were offered, the children began to assemble. Sometimes only the mother in one of the families was able to teach and the school was started in her kitchen. In other cases classes were begun in the open air under trees. Presently, log schoolhouses began to dot the countryside. Education had come to the Townships.

While the dates of the establishment of the schools there are not definitely known, it is certain that three or four schools were in operation in Stanstead and Hatley and one or two in Barnston by the year 1800. In 1801 a school was opened in the house of Job Cushing in Shipton, near Danville, Miss Kimball being the teacher. Others were located at Claremont, Pigeon Hill and East Sutton. Not until 1807, however, was the first schoolhouse erected in Shipton. This was a one-storey building of round logs constructed near the home of Edward Cleve. Dr. Silver, an ancestor of H. J. Silver, for so long Superintendent of Schools in Montreal, was the teacher. The school must have been primitive for the benches and desk as well as the floor were made of bass-wood plank, split or hewn.

Schools were built at Sutton in 1808 and Shefford in 1812. Writing of the Sutton school, Mr. C. Thomas stated:

"It was a log structure and the lower or bottom logs were so much longer than those above that the portion of them projecting into the interior was cut down about midway of their diameter for seats; a row of seats was thus made around the schoolroom!"

The process of education usually preceded the erection of buildings. One school followed another in rapid succession wherever a teacher could be found, and whether the school was a log cabin or a room in the house where the teacher lived made little difference. That the people in the Eastern Townships soon came to value education for their children is attested by the Master of the Royal Grammar School of Quebec who, in 1823, said: "The anxiety which the Eastern Townships people express for education and the sacrifices they make to procure it for their children are among the most marked characteristics of that population."

The teachers of the day were men and women of varied degrees of accomplishment. The Rev. R. Burrage and Dr. Daniel Wilkie in Quebec and Dr. Alexander Skakel in Montreal were men of outstanding merit. It was said that next to the pulpit "the early schools commanded the best talent in every settlement." Many of these men were the "salt of the earth" and would have prospered in any walk of life for they were masters of thoroughness, possessed other gifts besides those used in teaching their subjects, and left their influence upon their pupils. Along with their ability to impart a knowledge of Latin, Mathematics and Natural Philosophy, many of them were highly cultured gentlemen.

On the other hand there were some masters who were so low on the social scale and in their manner of living that they have been referred to as the "scum of the earth." Those who could not get an honest living on the farm or who

were too lazy, incompetent or physically unfit became schoolmasters. Many schoolmistresses taught school whose knowledge of reading and writing was little and whose ability in arithmetic scarcely went beyond the elements of the first four rules. In his "History of Huntingdon, Chateauguay and Beauharnois," Gordon Sellar wrote: "The schools of these early days were uniformly bad. When a man was too lazy or too weak to wield an axe, he took to teaching without the slightest regard to his qualifications for the position. Men who could not read words of many syllables and whose writing was atrocious were installed as masters of schools. Worse than their ignorance were the bad manners that characterized the majority, for drunkenness was common, and a teacher seen without a quid of tobacco in his mouth or smoking while setting a copy was exceptional."

It must not be inferred that an altruistic interest in the general welfare of children developed with mushroom-like growth. On the contrary, there soon arose an out-spoken opposition to pay for the education "of other people's children" or to incur any expense for schools that could be avoided. School Boards in Quebec have always fingered school money fondly before parting with it. If men teachers demanded higher pay than women, the tendency was to engage the women. If men or women without training for teaching could be obtained more cheaply than those with it, those without the training were employed. Members of early School Boards usually did not ask "Where can we get a *good* teacher?" but "How cheaply can we get *a* teacher?" The opening up of the country offered opportunities for greater remuneration in spheres other than teaching. So the quality of the teacher was often mediocre or low. Moreover, as the settlements grew more stable, pupils began to enter school at younger ages, and that created a tendency to employ women



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G. R. LESSARD, B.A. REV. C. S. BRETT-PERRING, B.A.



## EDUCATION IN QUEBEC

teachers who were more fitted to teach junior pupils than were the itinerant men.

In 1838 Lord Durham came from England as Governor-General and to make a report on conditions following the conclusion of the rebellion of the previous year. Though he knew that educational conditions in his own country were bad because forty-two per cent of the men and forty-seven of the women who married about that time signed the parish registers with a mark, he was surprised to receive the information from Mr. Charles Buller, whom he had directed to inquire into the state of education in the province, that a petition from certain schoolmasters had come into his hands in which "the majority of the signatures were those of marksmen."

When he made his report, Lord Durham recommended the union of Upper and Lower Canada. This was effected in 1841. In the same year, an Education Act was passed by the united Parliament of Lower and Upper Canada, which had far reaching effects, some of the main provisions of the legislation being: 1. The establishment of a Common School Fund of a permanent nature made up of moneys that may accrue from the selling or leasing of lands set apart for common schools. The sum of \$50,000 was provided at first. 2. The appointment of a Superintendent of Education. 3. The additional authority granted to municipal corporations to be Boards of Education who may build schools and levy taxes for school buildings and their maintenance. 4. The election of school commissioners to manage the schools, examine teachers, determine the course of study and textbooks. 5. The authorization allowing the minority to dissent. 6. The setting up of Boards of Examiners.

Interest in education had now begun to awaken. It was stimulated by Dr. J. B. Meilleur, a man of great energy, who was appointed as the first Superintendent of Education in Lower Canada. Dr. Meilleur's efforts were greatly supported by the re-publication of the letters of Judge Charles J. E. Mondelet, who in 1840 had written a series of letters on education which were widely read and aroused enormous interest. These letters were based on the system in force in New York State. Mondelet urged the adoption of that system here, except that he recommended that there be two systems or divisions of education in Quebec. This principle was recognized when the new law was enacted. Naturally such a concept stimulated thought, reconciled opposing elements and made public schools possible under conditions such as those that exist in Quebec.

The provision made for allowing what became known as "dissent" was novel. By this Act, persons professing a religious faith different from that of the majority in a community might notify the school commissioners of their intention to withdraw from their control and set up a Board of from one to three trustees who should have the same powers as school commissioners but would operate the schools of the minority in the district. The vexatious problem of common schools was thus solved by allowing two schools in every community in which the people demanded them. However, the dissentients were allowed the privilege of returning to the control of the majority. In time this privilege was abused, for taxpayers who had no children to educate in dissentient schools or who harboured a grievance against the dissentient board would return to pay their taxes to the majority board. An amendment passed in 1908 prevented taxpayers from transferring from one panel to the other. This is a striking example of the generosity and essential fairness of the Roman

## EDUCATION IN QUEBEC

Catholics, who could often have profited by retaining the original law.

The defect of the Act of 1841 was that the Municipal Council was responsible for collecting taxes, reporting on the schools and receiving government grants. The objection to the Council was based on the fact that its members were appointed by the Government. Hence the people had no direct control over taxation or its expenditure.

The right of Municipal Councils to tax schools, granted by the Act of 1841, was so unpopular that, in 1845, a bill was passed withdrawing this mandatory right and allowing for taxation or for contributions of a voluntary nature equal in amount. Human nature being the same then as it is now, the new act was abused so much that the provision lasted for one year only before it had to be repealed, as it hit at the vitals of school organization and finance. As the taxing powers were handed to the School Commissioners who were also given the right to take over school lands and buildings including those vested in the Royal Institution, this Act marked the death warrant of the Institution for ordinary purposes.

By the Act of 1845 Boards of six School Commissioners were set up in Quebec and Montreal, for Roman Catholics and Protestants respectively. The grants to these boards were to be based on the population under the control of each, except that in Montreal the boards were to receive only one-fourth, and in Quebec only two-thirds of the amount to which they would normally be entitled according to their population.

*Fourth Period: 1846-1876.*

In 1846 all previous acts were repealed but some of the main provisions of the acts related above were re-enacted. The government determined by the new Act "to ensure more

ample and less precarious funds," to make better Legislative provision, to adopt more effective measures than had been heretofore made and thus to set up lasting bases of educational rights by eliminating the weak features of previous legislation. The new measure was soon called "the great charter of Education for the Province of Quebec." The Abbé Desrosiers wrote of it: "The legislation of 1846 gave people, clergy, and government an equitable control over the public schools."

There were to be set up in each municipality one or more common schools "for the elementary instruction of youth." The schools were to be managed by School Commissioners. No Board was to allow a sum exceeding £20 yearly for the support of a Superior School "over the share which would otherwise come to the school." The school commissioners were to be entirely independent of the municipal councils. School Boards could also engage teachers, regulate the course of study to be followed in each school, levy taxes, fix the fees and set the time for the annual public examinations and attend same, and generally manage the schools. The principle of dissent was reaffirmed and the Board of School Trustees for dissentient schools was strengthened by decreeing the election of three trustees instead of a minimum of one as in the former Act. Moreover, schools that belonged to or were occupied by dissentients should continue to be so occupied. In order to receive a grant, schools must be in operation for eight months. The School Boards of Montreal and Quebec were to be guided by the same rules and regulations as other Boards.

Other important provisions of the new legislation allowed only those textbooks to be used which were recommended by the Board of Examiners, ordained that school commissioners, trustees and assessors must be property holders,



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*Right:*

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*Professor of Education,  
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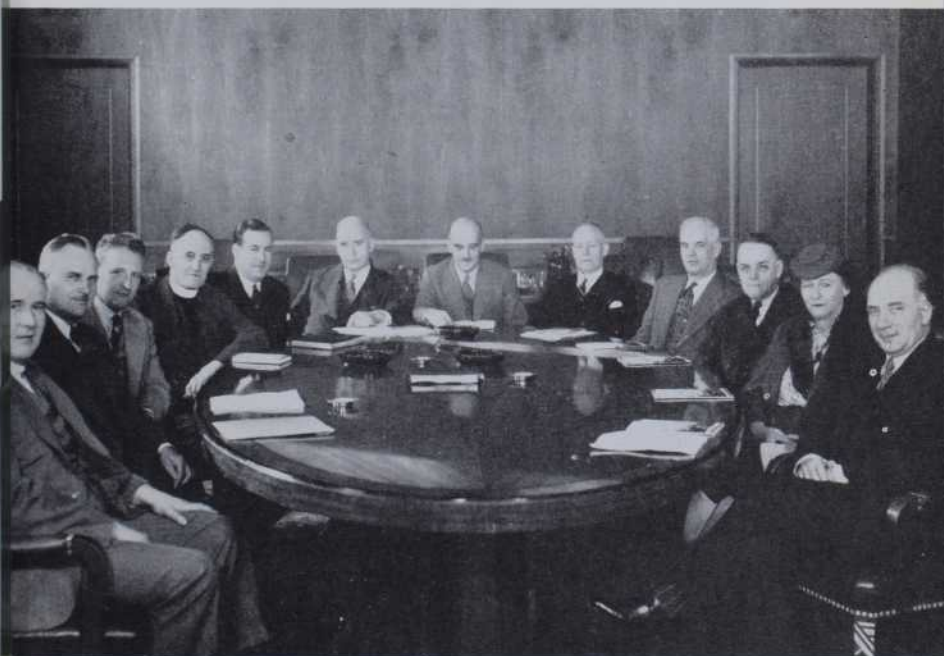


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1946

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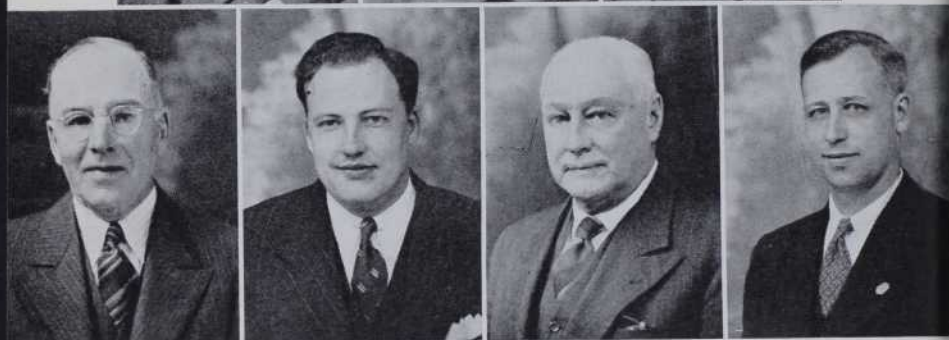
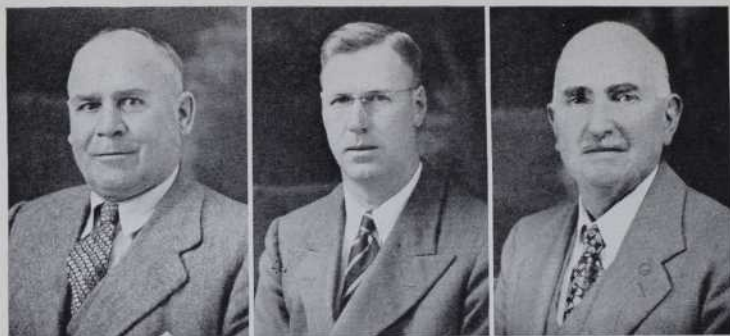


CHAMBLY PROTESTANT CENTRAL SCHOOL BOARD

COUNTY CENTRAL SCHOOL BOARDS

RICHMOND-DRUMMOND-ARTHABASKA  
PROTESTANT CENTRAL SCHOOL BOARD





BROME PROTESTANT CENTRAL SCHOOL BOARD

COUNTY CENTRAL SCHOOL BOARDS

ARGENTEUIL-TWO MOUNTAINS PROTESTANT CENTRAL SCHOOL BOARD



## EDUCATION IN QUEBEC

transferred the nomination of assessors and other officers from the Governor to the School Boards, re-created Boards of Examiners with power to issue elementary, model school and academy diplomas to teachers. Teachers for the elementary schools must be qualified in reading, writing, the elements of Grammar and Geography, and Arithmetic as far as the rule of three. For Model Schools, the requirements were: analysis of the parts of speech, Arithmetic, Book-keeping, Geography, the use of globes, linear drawing, the elements of mensuration. For Academies, in addition to the above, teachers must be qualified in all the branches of a classical education "inasmuch as they are destined to prepare their scholars for the same." Teachers might, however, if they preferred, undergo an examination before the school commissioners of the localities where they were to teach, until July 1, 1856. The Act also named special regulations for Quebec and Montreal.

The law removed the abuse of dismissing teachers "at pleasure" and permitted them to be discharged only for cause, and raised the maximum fee that could be charged to pupils from one shilling and three pence to two shillings a month but allowed the fee to be reduced to three pence at the discretion of the Boards. The measure also specified more clearly the conditions under which school boards were to be entitled to government grants. Numerous other provisions of the modern education Act were contained in this law which, with modifications, has worked successfully for a century.

Meantime the first English Normal School had been established in Montreal by Mr. Finlater, a Scot, and the first French Normal School by Mr. Regnaud. When the rebellion of 1837 broke out, however, both schools were closed and Mr. Finlater returned to his native land.

It took some time to set up Boards of Examiners with standards for teachers that would be respected and have some measure of uniformity. The diplomas were vitiated to some extent by the unevenness of the questions set and the conditions under which the examinations were conducted. In some examination centres, easy questions were set and the marking was also easy. The disparity between these and centres in which the examinations and markings were severe was great. Much was said and written about these unsatisfactory conditions. As a consequence, Central Boards of Examiners were set up and the local boards were abolished. By means of the Central Boards, much more uniform standards were attained.

The opening of the Jacques Cartier and McGill Normal Schools in Montreal on March 3, 1857, and of the Laval Normal School in Quebec on May 12, 1857, were decisive steps taken by the Government to remove indiscretions, unfair, thoughtless and baneful practices harmful to teachers and pupils, and to establish teaching as a profession practised by skilled operators. Because the number of potential teachers applying for admission was far below the demand, however, Boards of Examiners were necessarily retained.

The appointment of inspectors by the Act of 1851 was another measure that proved to be helpful in improving the schools. Twenty-four of these were named in the following year and their reports resulted in concrete knowledge being acquired concerning the schools they visited. Based on the information received, in large measure, from the reports, the Superintendent of Education for Lower Canada was able to publish, in 1858, a summary of the obstacles to be overcome before the schools could be materially improved, namely:

1. The conduct of many of the Commissioners, elected as they were on account of their disposition to save

## EDUCATION IN QUEBEC

the money of ratepayers, rather than for their qualifications for so important an office.

2. The excessive number of schools, many with very small enrolment, and the insufficiency of the salaries paid to the teachers.

3. The too great facility with which the Boards of Examiners grant diplomas to incapable teachers, particularly females.

4. The want of maps, pictures, globes, books and other necessary articles.

5. The lack of uniformity in the choice of school books.

6. The too great range of the scheme of tuition in many elementary schools.

7. The indifference of many Commissioners, who neglect to visit the schools.

8. The remissness of the children, particularly of those between 12 and 16 years of age, in attending school.

In order to assist teachers and the public to understand the meaning of education better, the government established two Journals of Education, the one French and the other English. The Journal of Education for Upper Canada had been established in 1848 under the Editorship of Egerton Ryerson, the Chief Superintendent of Schools, and Quebec followed the worthy lead. The Journals contained official documents and were devoted to statements concerning educational needs. The first issue in 1857 announced a reorganization of the Department of Education with more numerous and better paid officials.

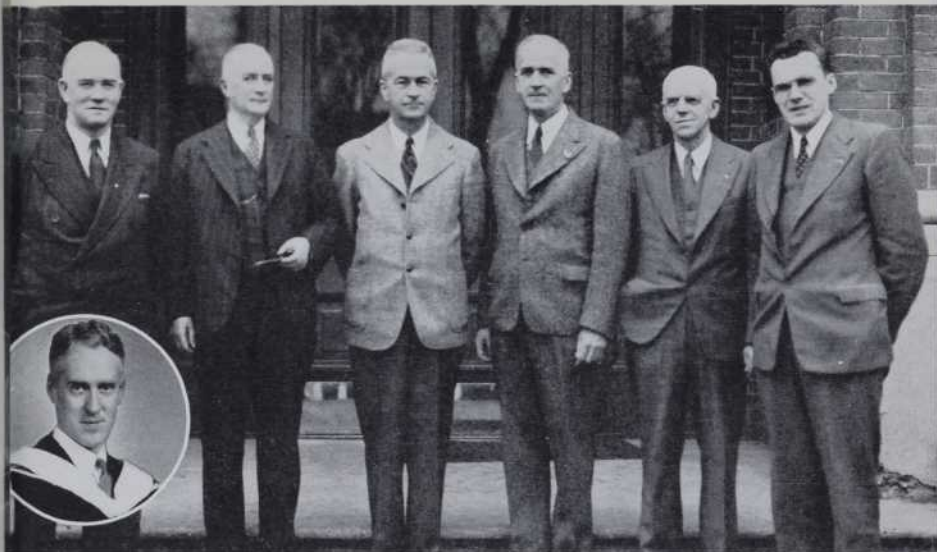
The setting up of the Council of Education in 1859 was another long step forward. The Council was instituted in

order to keep the schools out of politics. At first its members could and did meet separately but could only make decisions through the Council. Such a condition, though well intentioned, could not last for long. For people to meet in Committee and form only tentative decisions year after year, and to meet together in Council when their interests were different could not yield a permanent solution. A further Act in 1869 increased the membership and provided that each group should form a Committee but that action upon their recommendations could only be taken through the Council. It also dealt with grants to Superior Education and established the system of division of school taxes on incorporated companies.

*Fifth Period: 1876-1946.*

In 1875, the law was altered to restore the control of the Department to a Superintendent of Education instead of a Minister, under whose jurisdiction it had been since Confederation, and also to allow Roman Catholic bishops to sit on the Council of Education. This definitely removed education from the political sphere and gave to Quebec education the distinctly confessional character which it has since maintained. The post of Minister of Education was then abolished and the Secretary of the Province became the spokesman for the Department of Education in the Legislature and the Cabinet.

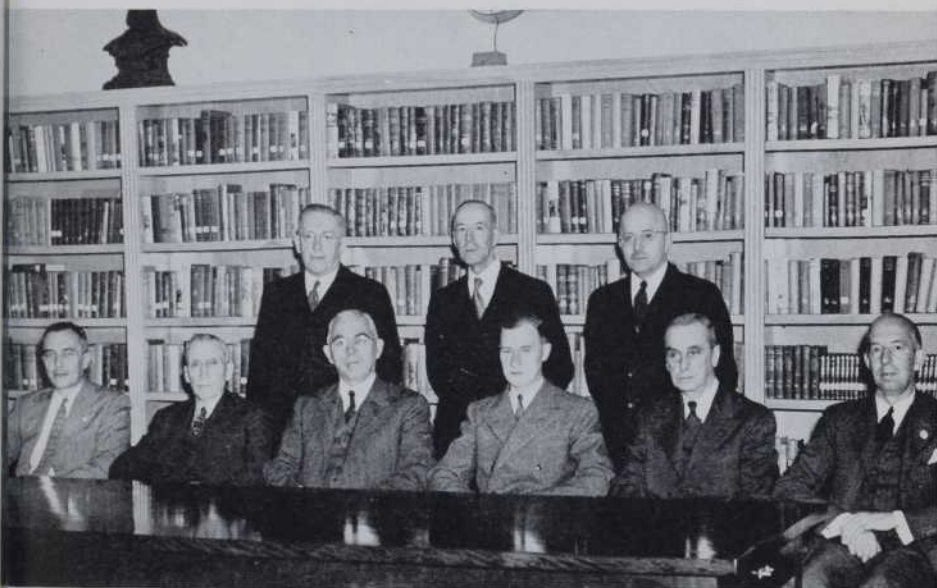
As the Act of 1846 set up lasting bases for educational rights, confirmed the right of dissent and of taxation for schools, so the Act of 1875 is the charter of freedom for both Roman Catholics and Protestants in connection with the government of schools. The legislation reads in part: "Everything which, within the scope of the functions of the Council of Public Instruction respects especially the schools, and public instruction generally, of Roman Catholics, shall



PROTESTANT BOARD OF SCHOOL COMMISSIONERS OF SHERBROOKE AND  
PRINCIPAL WRIGHT W. GIBSON

CITY SCHOOL BOARDS

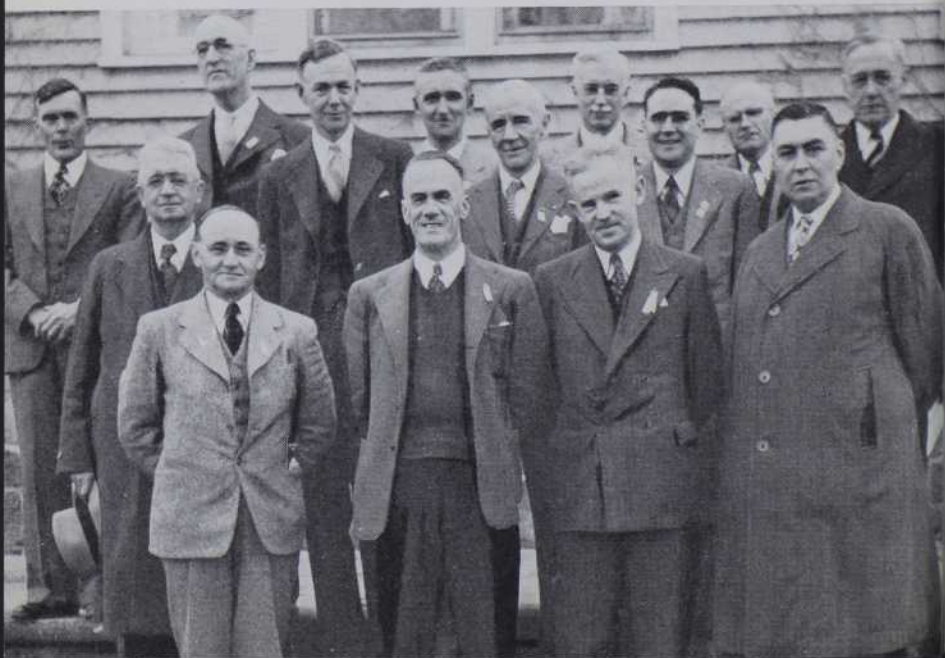
PROTESTANT BOARD OF SCHOOL COMMISSIONERS OF QUEBEC AND  
PRINCIPALS STANLEY McMULLAN AND CLIFTON L. HALL





EXECUTIVE COMMITTEE, QUEBEC PROVINCIAL FEDERATION OF  
HOME AND SCHOOL ASSOCIATIONS

PROVINCIAL ASSOCIATION OF PROTESTANT SCHOOL BOARDS



## EDUCATION IN QUEBEC

be within the exclusive jurisdiction of the Roman Catholic Committee of such Council. In the same manner, everything which, within the scope of such functions respects especially the schools and public instruction generally of Protestants, shall be within the exclusive jurisdiction of the Protestant Committee." Only with the passage of this Act can the history of Protestant Education in the Province be said to have begun.

Several features of a good educational system were lacking at that time. There was no organized course of study or textbooks, no system of examinations, few superior schools, no inspection of superior schools, no regulations for inspectors, teachers or pupils and no special statistics for Protestant schools. School organization was entirely lacking.

The Protestant Committee began to work to remedy these conditions, and immediately appointed sub-committees on Superior Schools, Legislation, examinations for pupils, textbooks, and Board of Examiners for teachers. By degrees, a satisfactory system was evolved. The first inspection of Protestant Superior Schools was made by Messrs. Weir and Emberson, who conducted both an inspection and an examination of the country schools as they passed from one school to another over primitive roads that were difficult to traverse, particularly in the Spring and Fall. Only five high schools were pronounced to be efficient, namely, Granby, Huntingdon, Knowlton, Lacolle and Sherbrooke.

The Committee found itself tremendously hampered in the administration of the elementary schools, however, particularly because all grants to them were almost automatic, being based on population. It therefore had no effective means of enforcing its decisions concerning these schools. The situation was better with regard to Superior Schools because the allocation of grants was more elastic. By degrees,

therefore, the major attentions of the Committee passed over to them. The process was aided by the securing for Superior Schools of the sum of \$28,000, this being the result of a claim for the retroactive application of the principle that marriage licence fees received by the Federal Government be applied to education.

In 1881 publication of the Educational Record was commenced. This contained the minutes of the Protestant Committee, and their actions became known to the public through its pages. By its means, educational policies were communicated to teachers and School Boards. Educational procedures were recorded as they were developed.

In 1886 an inspector was appointed to report exclusively upon Superior Schools and to make arrangements for conducting examinations simultaneously in all of them. His findings resulted in the improvements made in one place being followed elsewhere.

By the amendments of 1888, a Central Board of Examiners was established.

The Roman Catholic Committee also set to work to build a structure that would suit those for whom it is responsible. Much criticism is often levelled at this framework, particularly by English-speaking non-Catholics, because it is different from others. If critics would take the trouble to inquire, however, they might be less hasty to condemn and might even be ready to praise. Because it is different affords no good reason for trying to discredit anything. The Roman Catholic system of education of Quebec suits the French-Canadian well and develops with the years. Strenuous efforts are constantly made to adjust it to meet the needs of the day. At the moment of writing, for example, a revision of the courses of study is in progress, one which will bring

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it still more into accord with modern needs. As a matter of fact, it is doubtful if such serious efforts are being made anywhere else in Canada today as those by the Roman Catholics of Quebec to keep their courses of study in the first line.

The word "courses" has been used purposely because the Roman Catholics have several courses of study in their primary schools, secondary schools, Arts and Trades schools and classical colleges. A feature of all Roman Catholic schools is their strong religious character. That this is a distinct advantage cannot be doubted, for the French-Canadians are probably the most God-fearing and deeply religious race in the world. They are consequently very law abiding, as all court records show.

It takes a long time to build a good educational system. After the framework of the legislation had been determined, the philosophy had to be shaped and the pattern designed. Teachers had to be trained and incompetents weeded out. Schools had to be built and equipped. Courses of study had to be worked out, aims and objectives of the subjects outlined, and a tradition of teaching established. Time also had to elapse in order that the public and their representatives on the Boards could be acquainted with the purposes determined upon and until all concerned were willing and able to bear their share of the responsibility.

## CHAPTER II

### The Schools of Montreal

John Pullman, who established the first English speaking school in Montreal, was followed by many other private school teachers. His registration of but sixty pupils has grown to over forty thousand Protestant and non-Roman Catholic children in public and private schools. Another fifteen thousand Irish and other Roman Catholics make up the total on the island of Montreal whose tongue in school is English. French speaking Roman Catholic pupils on the island number over one hundred and twenty thousand.

Under the Royal Institution for the Advancement of Learning the sum of £2,000 a year was applied to education in Montreal. In 1817 a grant was made from the Jesuits' estates for the Grammar Schools of Quebec and Montreal. In 1822 an Educational Committee was established, with William Lunn, who subsequently became Secretary-Treasurer of the Montreal Protestant Board of School Commissioners, as its Secretary. Then was organized the *British and Canadian School Society* of which nine members were Protestants and five Roman Catholics. This was modelled upon the plan of the British and Foreign School Society which had adopted the Lancastrian system of group instruction. There were many other private schools in the eighteen thirties and forties. These included those kept by Rev. Dr. Black, adjoining St. Paul's Church, Rev. J. Ramsay on Main Street in "St. Lawrence Suburbs," Messrs. Howden and Taggart on Craig Street, Mr. Workman on Hospital Street, Mr. Bruce on McGill Street, Miss Easton on Bonaventure Street, Miss Felton on St. Gabriel Street and Mrs. Fitzgerald on Notre Dame Street. Superior education was



HIGH SCHOOL PRINCIPALS' ASSOCIATION

EXECUTIVE COMMITTEE, PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC





TEACHERS' PENSION COMMISSIONERS

RECIPIENTS OF THE ORDER OF SCHOLASTIC MERIT, 1945





P. A. G. CLARKE, M.A.  
*Editor*  
THE TEACHERS' MAGAZINE

EXECUTIVE COMMITTEE, PROTESTANT MEN TEACHERS ASSOCIATION OF MONTREAL





EXAMINATION PAPERS  
DEPARTMENT OF EDUCATION  
RECORDS



## THE SCHOOLS OF MONTREAL

offered by the *Classical and Mathematical School* and the *Grammar School*.

Though the High School of Montreal was opened in 1846, Protestant education in the city lagged until some years after the Protestant Board of School Commissioners of the city was formed by Act of the Legislature of Upper and Lower Canada in that year, the principal terms of which read, in this respect: "That in Quebec and Montreal the Corporation shall appoint twelve School Commissioners (if they have not already been named under the authority of the Act passed in the last Session of the Provincial Parliament concerning Elementary Education), six of whom shall be Roman Catholics and six Protestants; and such Commissioners shall form two separate and distinct Corporations, the one for the Roman Catholics and the other for the Protestants."

The first meeting of the Protestant Board of School Commissioners, which comprised three clergymen and three laymen, was held on December 10, 1846, when the Rev. Charles Bancroft was appointed chairman and William Lunn Secretary-Treasurer. Schools were subsequently named in their honour. The appointment of the Secretary-Treasurer was a particularly fortunate one for he was extremely interested and competent. Prior to this time he had been an active supporter of the British and Canadian School Society. His term of office with the Board extended for twenty-five years.

In 1847, the Board received its first grant of \$558.05 from the City Council, but invested it at interest "as it had no use to which to apply it." Events soon showed either that the Board was not fully alive to its responsibilities or that men had been appointed who were too busy with other duties to attend to school matters. For the greater part of the year 1848, it was impossible to assemble a quorum so as to hold

legal meetings. No schools had yet been opened by the Board. The members appear to have thought that they had performed the main duties demanded when they made grants totalling \$340 to four private schools after they had "first carefully inquired into the character of their teachers and the kind of instruction communicated." This was the day when School Board members visited the schools and considered that part of their responsibility was to attend and conduct public examinations, there being no official inspectors.

In 1850, the Commissioners opened the Ann Street School in a rented building in Griffintown. Mr. Allen was appointed as master at a salary of \$300, in addition to such fees of not more than five cents per pupil per week as he was able to collect. This is the school that later took the name of the Secretary-Treasurer.

Another house was rented in Papineau Square in what was then known as "Quebec Suburbs." Mr. Arnold was appointed as master upon the same terms as Mr. Allen. A mistress was attached to this school as assistant at a salary of \$120.

The attendance at both schools totalled 244, being 103 at Griffintown and 141 at Quebec Suburbs, the cost for tuition thus being \$3.00 per pupil per year in each school.

The following year, the necessity for the appointment of professional inspectors became apparent, and an appeal to this effect was made to the government. The need for trained teachers also was evident, so the Board appealed for the establishment of a Normal School with a "Model School" attached. Other pleas of a similar nature were received and urged so frequently that Normal Schools were opened after an interval of six years. Meantime, it again became difficult

## THE SCHOOLS OF MONTREAL

for the Board to hold official meetings. So irregular was the attendance that it still was frequently impossible to obtain a quorum.

In 1852, the Board bought the Ann Street School for £325, but it was even then too small for the demands made upon it. In that year the Quebec Suburbs school was destroyed by fire. As no funds were available, the Board appealed to the government for a new building. This being refused, and the need for schools being evident, money was borrowed at eight percent per annum. A lot on Panet Street in Quebec Suburbs cost \$600 and the building \$4,833.50. Mr. Arnold, who had proved to be very successful, moved into the new school. Fees were raised from five to ten cents per week.

During the period 1846-1861, the annual grants from the government and the Protestant share of taxes from the Montreal City Council scarcely averaged \$1,200 per annum. Not much education of a serious character could be given to Montreal children for that small sum of money. At that time, the property taxes were divided on the basis of the relative Roman Catholic and Protestant populations. The Protestants sought to increase their income by having the taxes divided according to the religious persuasion of the taxpayers, those due on Protestant property to be paid into a Protestant panel and those on Roman Catholic property to a Roman Catholic panel. This was at first refused but to the eternal credit of the Roman Catholics it must be told that they supported the Protestant plea on the ground that such was only just as this was the basis of school support elsewhere in the Province. When this united front faced the government, the request was granted. The Protestants found that their revenue was more than quadrupled as a consequence.

Because of the new revenue, the salaries of Protestant head masters were increased to \$900, those of second masters

to \$600, of head mistresses to \$400 and of second mistresses to \$300.

In 1866, the Côté Street School which had been taken over from the British and Canadian School Society was the only one worthy of the name in the city under the control of the Protestant Board. This school, another in the unsatisfactory building on Ann Street, and a third with less than a hundred pupils on Panet Street, making a total of 740 pupils with fifteen teachers, were the only buildings over which the Board exercised direct control. That was the day when the public school played a small part only in the life of Montreal for the private schools housed over 3,000 pupils and employed eighty-eight teachers.

A course of study in the public schools extending over six years was in operation, namely, two primary, two intermediate and two senior grades.

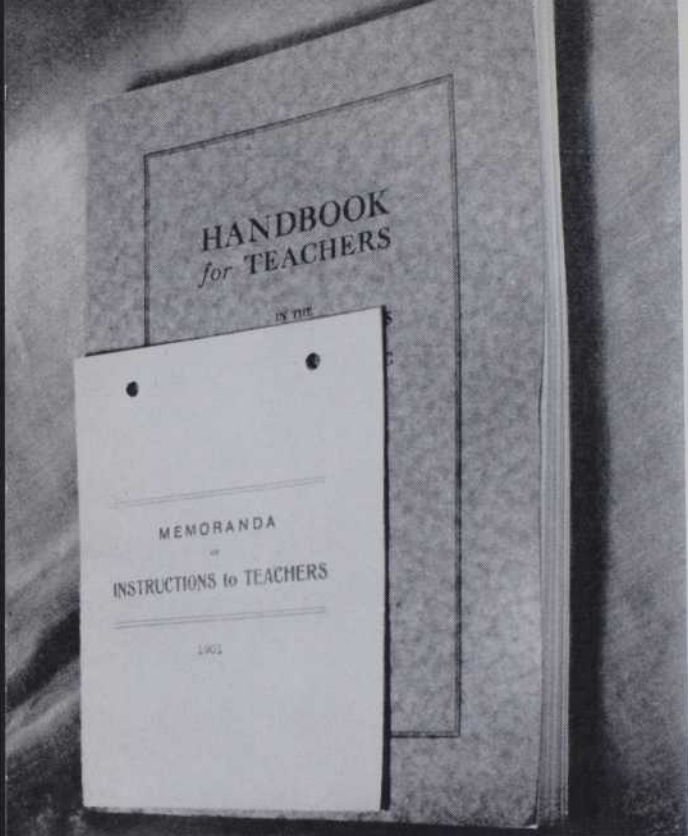
For the first few years of its existence, the Protestant Board of School Commissioners for the City of Montreal published no statements of account. In 1871, however, when the tax rate was one mill on the assessed value of the property, agitation was threatened unless the Board explained what it did with public money. Hence, John Jenkins, the Chairman, wrote to the Minister of Public Instruction asking what his attitude was on the subject. The reply was that the Board was bound to account for the administration of its affairs.

The next year, the Board published its first report, giving an account of its transactions from the time of its appointment in 1846. As expenses mounted, the school tax was raised to two mills, the income then being: taxation \$75,000; government grant \$4,000; fees \$23,000. Revenue was derived also from the neutral panel. Though small at first, the income from this source grew until, in 1881, the share of the Mont-



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## THE SCHOOLS OF MONTREAL

real Protestant Board of School Commissioners totalled \$3,455.30, being almost 26.5 per cent of the sum received from that panel. The amount paid for teachers' salaries then had reached the substantial sum of \$51,842.85. The cost per pupil was: High School for Boys, \$16.40; High School for Girls, \$12.69; Common Schools, \$11.42.

Salary scales came into effect as early as 1886. Then it was determined that: "Salaries in the High School of Montreal, High School for Girls, Preparatory High School and Senior School are considered and determined individually by the Board; but male teachers engaged at less than \$1,000 of annual salary, and female teachers at less than \$400, will receive, if employed full time, regular annual increases up to these amounts.

In the Common Schools, Head Masters of Schools containing Senior Classes receive, from the time of Engagement, \$1,000 per annum; Second Masters, \$600 per annum. Salaries of Head Mistresses are determined individually by the Board.

Female teachers holding Elementary and Model School Diplomas receive \$240 per annum on engagement, and, provided they prove themselves punctual, faithful and efficient, the Board will, on the recommendation of the Superintendent, raise their salaries annually in the month of September, so that during their second year of service they will receive \$260, during the third \$280, and during the fourth \$300.

Female teachers holding Academy Diplomas will receive \$280 during their first year of service, and, on the conditions of advance above stated, will receive during the second year \$300, during the third year \$325, and during the fourth and subsequent years \$350 per annum. Teachers engaged on

trial receive during the trial period of six months one dollar per day of actual teaching.

The above scale, however, does not prevent the Board from engaging skilfull and experienced teachers at higher than the minimum rates, nor from augmenting their salaries, year by year, as it may determine; nor from diminishing or withholding the augmentation in case of financial necessity."

The operation of these scales soon made itself felt. In 1889 salaries amounted to \$74,752.29. The average enrolment meantime was considerably augmented, reaching 5,275 in that year and rising to 8,647 in 1896. The number of school days was 195.

Another item of increasing expenditures was that caused by the award of scholarships. The Report compiled for the Indian and Colonial Exhibition in London in May 1886 contained a section headed "How Montreal formerly made provision for the education of its young people" from which the following is quoted:

"In the hope of further encouraging the sons and daughters of the poorer classes to avail themselves of the benefits of a higher education, the Board instituted 'Commissioners' scholarships.' By this scheme the Commissioners, once a year, promote into the High Schools from the highest classes of the Common Schools the most advanced of the boys and girls, and permit them to complete their education free of charge. Admission on these scholarships is by examination; but as the number of scholarships is not limited, the examination is not competitive, but all who attain the requisite number of marks may win for themselves the privilege. The Board has also made such arrangements with the authorities of McGill University that these scholars, if they so desire, may, in due time, go up to the University

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also free of charge. Thus, in the City of Montreal, there is no Protestant boy or girl of promise, no matter how humble in life or however straitened in their circumstances the parents may be, who may not obtain free, and yet with honour, an education equal in all respects, because gained at the same institutions, to that which is given to the sons and daughters of the wealthy."

*Legislation regarding Taxation.* Rising costs have occasioned much legislation concerning the schools of Montreal. Some of the most important acts concern tax rates, as follows:

In 1846 in Quebec and Montreal no rate was levied but the City Treasurer was compelled to pay to the school boards out of general funds a sum equal to that paid by the government from the Common School Fund. In 1849 a novel method was adopted. Funds were to be paid to the schools "from the duties or licences to keep houses of entertainment."

In 1861 the responsibility for financing the schools was placed squarely on the city council to a greater extent than before, for it had to pay to the schools "a sum equal to three times that which they were entitled to receive" from the Department of Education.

Revenues have to be collected before they can be expended, however, and the city had to find means of paying what the Legislature had imposed upon it. In 1868, therefore, by-law No. 13 decreed that: "An annual tax of one-tenth of a cent on every dollar of the assessed value of all real property" be imposed for the support of schools. This proved to be too severe a burden, and the by-law was immediately repealed to be followed by another imposing a tax of only one-twentieth of a cent. This adjustment was too fine, so the next year the new by-law was itself repealed and replaced by one which imposed eight-tenths of a mill on all real estate

in the city. By 1870 the original imposition of one-tenth of a cent on the dollar was restored. Two years later this was doubled and there it remained for twenty years when it was raised to one-fourth of a cent.

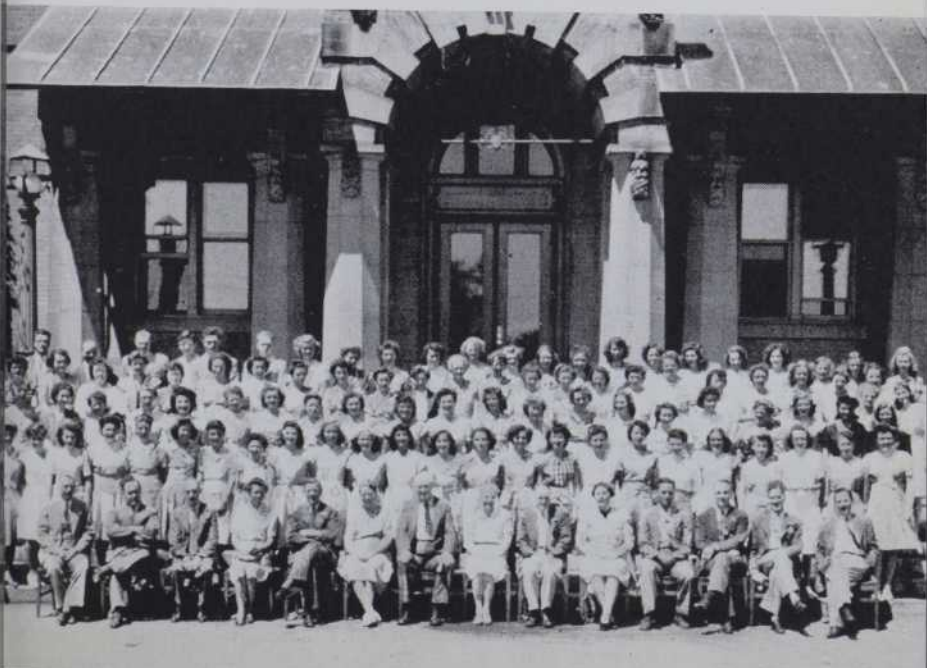
In 1904 when the Legislature compelled the Montreal schools to abolish fees in the elementary grades, more revenue was required and it was pointed out that Montrealers were paying only about one-half of what the ratepayers were contributing in towns and villages where intermediate and high schools were located. The newspapers supported the campaign for greater taxation and the rate was raised to four-tenths of a cent on the Protestant and Neutral panels. Two years later the same rate became effective for the Roman Catholic panel.

In 1909 a special tax of a mill was charged on the Protestant panel and on the Protestant share of the Neutral panel to pay interest and sinking fund on debentures issued. This rate was imposed until 1916 when it was fixed at six mills on both Protestant and Roman Catholic panels and seven mills on the Neutral panel. Three years later it was raised to seven mills on the Protestant and Roman Catholic panels and nine mills on the Neutral panel.

From 1921 to 1941 there was a spread of three mills between the Protestant and Roman Catholic taxes as, in the former year, the Protestant and Neutral panels were ordered to pay ten mills, the Roman Catholic rate remaining at seven until 1941. Meantime, the Neutral panel was raised to twelve mills, to be divided "between Protestant and Roman Catholic education proportionally to the number of children from five to sixteen years of age" instead of according to population as hitherto, and a special panel was created for Jews, who were compelled to pay at the rate established for



STAFF OF THE SCHOOL FOR TEACHERS  
MACDONALD COLLEGE  
SUMMER SCHOOL, 1946





SUMMER SCHOOL FOR FRENCH SPECIALISTS, 1946

MACDONALD COLLEGE

THE FIRST WORKSHOP FOR TEACHERS, 1946



## THE SCHOOLS OF MONTREAL

Protestants, as Jewish children were attending the Protestant schools.

School fees gradually rose from five cents a month in 1869 to twenty cents in 1880. Additional children in a family, however, were charged only ten cents. When in 1882 the fees were raised to fifty cents a month, all children in a family after the second were received free. The fees in the half day Preparatory classes were half of the above. In the Senior School the fee at first was \$1.00 but it was raised to \$2.00 in 1882. Applications for free admission on the ground of poverty when recommended by reliable persons were never refused. High School fees are referred to subsequently.

All fees were abolished in the elementary schools of Montreal by order of the Legislature in 1904 and, in 1944, all fees in Grades I-IX throughout the Province were abolished. This relief from fees was one of the immediate causes of a greatly increased enrolment in the high school grades. Fees are still charged in Grades X, XI and XII.

The following is a statement of the cost of Protestant school property in Montreal from 1847 to 1871:

<i>School</i>	<i>Cost</i>
Panet Street.....	\$13,503.74
Salaberry Street.....	8,497.27
Côté Street.....	14,580.65
Royal Arthur.....	32,274.44
High School (and Preparatory).....	30,987.99
Ann Street (old).....	2,042.91
Ann Street (new).....	19,183.00

## ACROSS THE YEARS

As the years sped, larger buildings were erected, some of the costs being:

<i>School</i>	<i>Year</i>	<i>Cost</i>
Hochelaga.....	1884	23,130.96
Berthelet School.....	1886	27,302.00
Victoria.....	1887	50,394.59
Britannia.....	1887	10,087.00
St. Urbain Street.....		18,114.71
Royal Arthur School (re-modelled).....	1888	14,301.86
Royal Arthur School, additional land...	1888	10,000.00
Lorne School.....	1891	42,000.00
Lansdowne School.....	1891	56,500.00
Ann Street School (re-modelled).....		8,325.29
New High School, Peel Street.....	1892	200,000.00
Dufferin School.....	1894	77,775.00
Mount Royal—Extension.....	1894	30,000.00

*Inspection.* In his first report to the Rev. J. Jenkins, Chairman of the Protestant Board of School Commissioners, Mr. S. P. Robins stated that, as the schools had been established under various influences, they had no mutual relations. "They differed from one another in organization, in discipline, in the subjects taught, in the modes of teaching adopted and in the textbooks used" . . . "To the caprice of the headmaster, for the time being, were left the studies to be pursued, the period at which they were introduced into the school curriculum, the time devoted to them, and the textbooks to be employed."

## THE SCHOOLS OF MONTREAL

In order to ascertain the efficiency of the pupils—and thus form some idea of the efficiency of the schools—the inspector conducted examinations at the end of April. He stated that “The time appointed proved somewhat unfortunate as some of the older pupils had left the schools to take situations preparatory to the opening of navigation . . .”

When conducting his examinations in reading, the inspector chose two pupils from each age from six to fourteen years upwards and called upon them to read from the prescribed textbooks. The results were appalling. “As each child read a few sentences but once, and in most instances was embarrassed by want of acquaintance with the words, his pauses were frequently mere hesitations, and emphasis and tone quality were quite neglected.” There was no means in this test of judging the intellectual character of the reading: “Of this there was very little in the schools.” “With very few exceptions, boys hesitated less but made more mistakes than girls.”

In the early days few attempts were made to organize athletic or other activities. It was not until late in the nineteenth century that schools began to engage physical training instructors and make efforts to interest the boys in sports and other extra-curricular activities. In 1901, the following paragraph from an inspector's comments, appeared in the *Educational Record*: “I observe with pleasure that one school at least in Montreal has a skating rink attached. The boys and girls who take an interest in toboggan slides and ice ponds have less time to devote to sensational and to silly sentimental reading.”

With the passing of the years, the interest in extra-curricular activities has developed because teachers, parents and school boards alike realize that the school has a responsibility for the development of every part of a child's nature.

## ACROSS THE YEARS

As a consequence, games, sports, track and field events, cadet corps, boy scouts, girl guides, bands, orchestras, choirs, public speaking, publication of school "Annuals" and all good endeavours have been encouraged to help boys and girls to prepare themselves to take their places in a constantly changing society.

### Montreal Protestant Central School Board

The Montreal Protestant Central School Board was incorporated in 1925 by an Act of the Provincial Legislature and met for the first time on May 15th. of that year. It was formed to improve the financial system of the Protestant school municipalities in and around the City of Montreal and relieve those that were in difficulty. All the school boards on the island except those at the extreme west come under the jurisdiction of the Board.

During the first four years of its operations, the Central Board flourished to the extent that it was able to set aside as a reserve the sum of \$250,000 from ordinary account. It immediately busied itself with improving the plant. By so doing, it incurred capital expenditures of \$1,850,000 for which it secured 157 classrooms, five gymnasiums and other needed facilities.

The Board soon set high school fees on a uniform basis throughout the area under its control, and placed teachers' salaries, fuel and other expenses on comparatively equal levels in the whole territory.

During the initial four years' period of its existence, the Central Board worked indefatigably, holding over one hundred formal meetings as well as over 350 sub-committee meetings. Its objective was to distribute available funds so that every Protestant child within its jurisdiction would

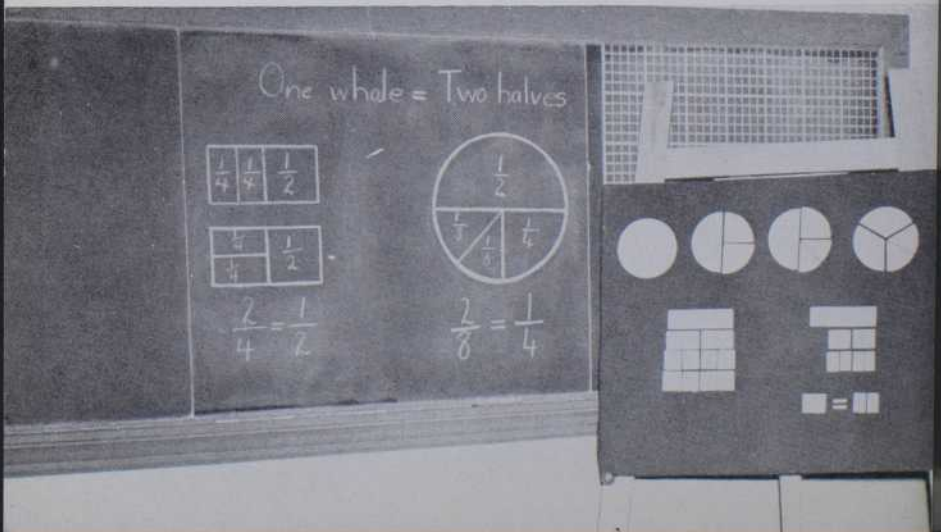


ENTERPRISES IN THE SCHOOL FOR TEACHERS





*Special Class: TELLING BIBLE STORIES  
USING FLANNEL BOARD  
FRACTIONS*





BETWEEN CLASSES

A FARM ENTERPRISE





CROSSING THE  
CAMPUS FOR THE GRADUATION EXERCISES, 1946

PICTURESQUE SCENES

GRADUATING CLASS  
MOUNTING THE STEPS AT MACDONALD COLLEGE, 1946



## THE SCHOOLS OF MONTREAL

have proper accommodation in classes not too large for teachers to instruct efficiently. It may safely be said that the Board realized many of its objectives, but encountered many further difficulties owing to the increasing number of pupils, the demands for optional subjects and for reduction in the number of pupils per class, as well as for miscellaneous added facilities, particularly those concerned with extra-curricular activities.

As the years went by, financial conditions began to grow worse. The most alarming feature was one that was not readily foreshadowed. Whereas a gradual increase in revenue had been anticipated as the result of the increase in population, the contrary actually materialized and income began to dwindle. This diminution was caused by the change in living conditions of the Protestants. Instead of maintaining large houses as they formerly did, many began to move into apartments where they paid no direct school tax and from which the Protestant School Board received only a small proportion of the neutral panel. Moreover, many firms that were entirely Protestant-owned became incorporated and thus paid their taxes into the neutral panel from which the Protestant Board received its share according to the number of children in the schools. These changes hit at the heart of the financial structure.

The original Board consisted of seven members. In 1945 this number was increased to twelve and the duties of the Central Board were extended on an optional basis. Nine of the eleven local boards constituting the Central Board placed most of their affairs under the larger Board, but Westmount and Outremont waited to see some of the resulting benefits before delegating more of their duties to the Central Board. In June of that year, the Montreal Protestant Central School Board, after reviewing its finances, declared publicly

that it would have to close the schools because of lack of funds, that there was money to pay the salaries of teachers for only five months, that many buildings were in a bad state of repair and that several new schools were needed to care for the pupils, especially those in high school grades. Teachers, parents and senior pupils became seriously disturbed as the summer advanced without a settlement being effected. The offer of five months' contracts was declared to be illegal and the teachers refused to accept them. A public agitation thus arose and the issue was taken up wholeheartedly by the English press.

The Prime Minister of the Province expressed understanding and appreciation of the difficulties and appointed a Commission of Enquiry to bring in a report which he could lay before the Legislature. This report was presented at the opening of the session in February 1946. It led to the legislation adopted in the following April whereby the debts of School Boards were taken over by the Province, bonds being issued to cover the outstanding debentures at a rate of interest not to exceed three and one quarter per cent. This left a large part of the revenue of the Central School Board free to meet current expenditure which had hitherto been eaten up by bond interest, sinking fund and repayment of borrowed money. The need of a large building programme in Montreal is very urgent and the public are being informed of the requirements. Plans for several new schools and the complete remodelling of others have already been drawn, but construction awaits the finding of the necessary funds.

### High School of Montreal

It was twenty-six years after the first English speaking school-master came to Montreal to teach elementary pupils before education above that level was offered there. In 1799,

## THE SCHOOLS OF MONTREAL.

Alexander Skakel arrived from Scotland to open the *Classical and Mathematical School* at 43 Little St. James Street. This school filled a real need and Skakel proved to be a very good schoolmaster.

In 1816, the Government Grammar School, later named the Royal Grammar School, was established under the Royal Institution for the Advancement of Learning, with Rev. John Leeds as Rector. This school continued for four years. The Hon. James McGill was a member of Parliament and became interested in the Act providing for the establishment of the Royal Institution for the Advancement of Learning. It was by this chance and because he had no descendants that Mr. McGill decided to bequeath his estate on Burnside Place and the sum of £10,000 to establish a school under the Royal Institution, but one that would be of college rank and bear his name. When the Imperial authorities heard of the will, they encouraged the local government to proceed with the setting up of the Royal Institution in order to take advantage of the bequest and intimated that the revenue from the Jesuit Estates would be placed at the disposal of the government for education. The salary of the Rev. John Leeds was £200 a year, plus £54 for rent, but he was also entitled to retain the fees received from the pupils. When Mr. Leeds became Rector of the parish of Christ Church, Montreal, Mr. Skakel was appointed Rector of the Grammar School and thus this school and the Classical and Mathematical School were joined.

It was soon intimated to Mr. Skakel that, as the school was a public one, it should be subject to public examination. Accepting the situation, the headmaster made the necessary arrangements. The examination added lustre to the school. A press notice in 1821 gave the following comment upon the results of the examination: "It is but justice to say that the

judicious system of education adopted in the school conducted by the knowledge and experience of the present teacher cannot fail to raise it to eminence and to attract the attention of the public as furnishing a sure means of the best classical education."

The pupils were kept hard at work. The term lasted for eleven months, the school closing only from the middle of July to mid-August. Around Christmas and New Year there was a vacation of two weeks but homework was prescribed during this period.

Matters went well with the Royal Grammar School so long as the government paid its contribution towards the expenses. In 1831, however, the government revenue was cut in two. Moreover, Dr. Skakel was growing older. Newer schools now were able to compete with the older one and its enrolment declined.

A powerful new competitor entered the educational sphere in Montreal on September 25, 1843, when the High School of Montreal was opened with the Rev. George Foster Simpson, M.A., of Corpus Christi College, Cambridge, as its first Principal. Its location was the Bingham House, a former vice-regal residence, at the corner of Notre Dame and St. Denis Streets and its enrolment totalled eighty-five pupils. The advent of this school speeded the fading fortunes of the Royal Grammar School. Two years later, Dr. Skakel, at the age of almost seventy, wrote that he had only twenty-two pupils on the roll, of whom sixteen were receiving free tuition from government scholarships. Thus discouraged, the life of this great teacher came to its close in 1846.

On the other hand, the popularity of the new school resulted in a demand for another location and a modern building. The plan lagged for some time because of inadequate

# MCGILL NORMAL SCHOOL.

To the Hon. the Superintendent of Public Instruction  
For the Province of Québec.

I hereby certify that *Antoinette G. Desjardins* a native of Québec, Québec, after pursuing the Pedagogic Program as provided a regular and complete Course of Studies in the McGill Normal School, in the several branches, and having taught in the McGill Normal School, and in the City of Québec, on several days, and being qualified in the following manner:

That, having under your supervision before me, in accordance with the general rules and regulations for the management of Normal Schools, and with the By-Laws of this School, I have found her to be qualified to receive a Diploma for an

## Elementary School.

I further certify that I have never remarked anything, either in her conduct, or in her teaching, which would justify me from granting the possession of a diploma. Wherefore I recommend her, as eligible to receive a Diploma, authorizing her to teach in the Province of Québec.

*W. M. G. G.*  
Principal of the McGill Normal School.

In Accordance with the foregoing recommendation of the Principal of the McGill Normal School, I hereby grant to the said *Antoinette G. Desjardins* the grade Diploma for an Elementary School, under and by which she is authorized to teach in any Elementary School in the Province of Québec.

Given at the Department of Public Instruction, in the City of Québec, this 10th day of July, 1886.  
*John A. Desjardins*  
Superintendent of Public Instruction.

À l'Hon. Surintendant de l'Instruction Publique  
Pour la Province de Québec.

Je Certifie par ce présent que *Antoinette G. Desjardins* est une native de Québec, Québec, après avoir suivi le Programme pédagogique tel qu'il est prescrit dans le Règlement d'Administration de l'École Normale Supérieure, dans les diverses branches, et ayant enseigné dans l'École Normale Supérieure, et dans la Ville de Québec, pendant plusieurs jours, et étant qualifiée de la manière suivante:

Que, ayant été sous votre surveillance devant moi, conformément aux règles générales et aux règlements de cette École, j'ai constaté qu'elle est qualifiée pour recevoir un Diplôme pour un

## École Élémentaire.

Je certifie en outre que j'ai remarqué rien de ce qui pourrait me faire croire que la candidate n'est pas digne de recevoir un Diplôme d'Élémentaire, et par conséquent je recommande sa candidature.

*W. M. G. G.*  
Principal de l'École Normale McGill.

En conséquence de la recommandation de l'École Normale, j'accorde à la dite *Antoinette G. Desjardins* le grade de Diplôme pour un École Élémentaire, par lequel elle est autorisée à enseigner dans toute École Élémentaire de la Province de Québec.

Donné à Québec, au Département de l'Instruction Publique, ce 10<sup>ème</sup> jour du mois de Juillet, 1886.

*John A. Desjardins*  
Surintendant de l'Instruction Publique.



SPECIMENS OF OLD HORN BOOKS





Scène 2. *La petite fille sort de chez elle. Elle va se promener dans la forêt.*

*La petite fille* Oh! Quels beaux arbres et quelles belles fleurs! Je vais faire un bouquet. Tiens! Voilà une petite maison. Je vais voir s'il y a quelqu'un. *Elle frappe à la porte.* Est-ce qu'il y a quelqu'un ici? *Après un moment.* Il n'y a personne. Je vais entrer.

Scène 3. *Dans la salle à manger.*

*La petite fille* Quelle belle salle à manger. Voici trois assiettes de soupe. J'ai faim. *Elle goûte la soupe dans la première assiette.* Cette soupe est trop chaude. *Elle goûte la deuxième.* Cette soupe est trop froide. *Elle goûte la troisième.* Ah! cette soupe est bonne. *Elle mange toute la soupe.*

## THE SCHOOLS OF MONTREAL

support. Finally, however, at a meeting held on January 19, 1843, a resolution was passed that provision be made for a more enlarged and liberal course of education on a scale corresponding with that of similar schools in the parent country. A lot was sought and a commodious building was erected on Belmont Street, at a cost of \$40,000. The building contained seven classrooms on the first floor and an Assembly Hall on the second floor. It was constructed in a curious style of the Victorian era, with pie crust and lancet Gothic windows. During its erection, temporary quarters were secured on St. Paul Street.

The Belmont Street school was financed by persons who were mainly interested in it as an investment. They subscribed for stock and were to receive dividends not exceeding six per cent per annum on their holdings.

Lord Metcalfe, the Governor-General, who proved to be a good friend of the High School, laid the corner-stone on July 11, 1845. With this school was merged the old Royal Grammar School and thus the High School of Montreal proudly claims descent from 1799. With the opening of the new building, the school followed the Edinburgh model, necessary modifications being made to meet the widely different conditions of the two institutions. It was organized in five classes or grades with a Preparatory Division. The first or highest class generally consisted of an upper and a lower division so that the course covered a period of six years after the boys from six to eight years of age had passed through the Preparatory Division. These young boys were taught English, Writing, Geography and Arithmetic. The Course of Study for the older boys prescribed the following subjects in each of the five classes: Latin, English, Arithmetic, History, Geography, Writing and Religious Instruction. French and Mathematics were taught during the last

three years and Greek during the last two years. In Latin, the course included the rudiments, Zumpt's Grammar and Selections from Ovid, Caesar, Virgil, Sallust, Cicero, Livy, Tacitus, Horace and Juvenal. In Greek, the course prescribed Selections from the Greek Testament, Xenophon, Herodotus, Homer, and Euripides. In Mathematics, the requirements were: Euclid's Plane and Solid Geometry, Algebra, Natural Philosophy, Trigonometry including Conic Sections and Mensuration. In accordance with the prevailing opinion of the time, the school gave its chief attention to Latin, Greek and Mathematics, while such subjects as French, English, History, Geography, Science and Drawing held a secondary place.

Dr. Henry Aspinwall Howe, one of the greatest of Montreal head-masters, assumed the Principalship of the High School in 1848. Those who were in attendance at the time bear cheerful testimony to the general excellence of the teaching. Mr. Wm. D. LeSuer, former Secretary of the Post Office Department, Ottawa, who entered the school in 1849, wrote: "The teaching in the school was good. Science teaching was unknown, Grammatical Analysis was unknown, Etymology was almost unknown, but somehow or other our masters managed to excite interest in what they taught, and when I left school I really felt that I had a good start. At the age of 14 years and 5 months I had read the following Latin authors: Eutropius, Quintus Curtius, Virgil—two or three books, Horace—one book of Odes, Tacitus—*Germania* and *Agricola*, Sallust—*Jugurtha* and *Catilina*, Ovid—A good many of his lines. Greek authors: Homer, One Book, Xenophon, One Book. In Geometry I had gone two or three times over the whole of Euclid's Plane, Solid and Spherical Geometry, omitting only the 5th book of the Plane. We read in a manner that interested us, a good deal of English, Roman,

## THE SCHOOLS OF MONTREAL

and Greek History, no Canadian History. Old Mr. Gibson's drill in Latin Grammar was very thorough. I knew all the rules by heart for many years after I left his hands."

Mr. J. Lorne McDougall, at one time Auditor-General of Canada, refers to the Mathematical teacher in the following terms: "Of the masters, the great favourite with the boys was Mr. Rodger who was known among us only as 'Davy'. I am sure that all the boys who went through his hands and became men of the world must have been known as straight-forward. They could not have helped it while the least remembrance of him remained with them. The first class was the highest. Mr. Rodger taught in the second class the first four books of Euclid and the Sixth, according to Euclid's methods and the Fifth in the usual modern way. On the last day of the school there was a general *viva voce* review for three hours on the whole six books."

Such testimony from former pupils who had wide experience in important positions serves not only to demonstrate the general efficiency of the school but also to explain the secret of its success under the trying circumstances of this period of its history.

That no one may belittle the work done in the High School of Montreal a century ago, the following "*Plan of the Examination*" of 1849 is reproduced:

"The classes will be under Examination, each day, between the hours of 10 and 12 A.M. and 2 and 4 P.M.

### First Class

Latin: Monday 10 to 12. Livy, Bk. XXII. Horace, *Sat.* Bk. I.  
Cicero *pro Archia Poeta*. Oral Exercises.  
Greek: Wednesday, 11 to 1. Xenophon, *Anabasis*, Bk. IV.  
Homer, *Iliad*, Bk. IV. Arnold's Exercises.

#### ACROSS THE YEARS

- French: Wednesday, 9 to 11. Noel and Chapsal's Grammar and Exercises. Oral Exercises. Reading, &c.
- Geometry: Monday, 2 to 4. Euclid, Bks. 1, 2, 3, 4 and 6. Trigonometry. Solution of Plane Triangles. Problems in Heights and Distances. Areas, &c.
- Algebra: Tuesday, 2 to 4. To Quadratic Equations.
- Arithmetic: Tuesday, 2 to 4. The higher branches. Logarithms.
- History: Wednesday, 2 to 4. Keightley's *Greece*.
- Geography: Wednesday, 2 to 4. Ancient and Modern Spain, Portugal, France, Germany, Italy, Greece, &c.
- Natural Philosophy: Each day, 4 to 5. Astronomy.
- Religious Subject: Whateley's *Truths of Christianity*."

The depreciation of property values in Montreal in 1853 blighted the hopes of those who had thought that they could make money out of children's school fees. The new High School building was sold by Sheriff's sale and the pupils lost their palatial school home. Three masters, however, Messrs. Howe, Gibson and Rodger, pledged one-fifth of the revenues of the school for its support. They also accepted reductions in their salaries and the school was operated practically as a private institution. This act of the masters indicated the altruistic spirit of these men and their interest in education itself. Burnside Hall was found to be available and the school was transferred there in March 1854. Misfortune dogged the steps of both pupils and masters still, for the new quarters were destroyed by fire two years later. Another structure followed, however, on the same site.

In 1858, provision was made for six forms in the High School, the courses of study thus being spread over seven instead of over six years as formerly. In that year also, a system of school examinations was instituted whereby the senior pupils in high schools could be examined by a university board



Dick said, "Come, Jane.  
Come and play.  
Come and play ball."

Jane said, "Oh, Dick.  
I can not find the ball.  
Come, Dick, come.  
Come and find the ball."

## COURSE OF STUDY FOR ELEMENTARY SCHOOLS,

Authorized by the Superintendent of Public Instruction. Unanimously recommended for the District Schools by the Protestant Inspector of the Province.

SUBJECT.	FIRST GRADE.	SECOND GRADE.	THIRD GRADE.	FOURTH GRADE.
	I READER.	II READER.	III READER.	IV READER.
READING.....	The meaning and spelling of words of the lesson, subject matter of each class. Special attention to be given to pleasantness and brightness of tones, and fluency, clearness, and correctness of pronunciation.	Copying portions of Reading Lessons on slates. Dictation of sentences and detached words from Reading Book. Oral spelling.	Dictation of sentences and detached words from Spelling. Meaning of words. Oral spelling.	Dictation. Dictations. Simple dictations. Oral spelling.
WRITING.....	Slate exercises in holding pencil and in hand movements. Simple words and their letters taken from Reading Lesson. Small letters and the numerals.	Capital Letters. Analysis of Letters. Writing on slates. Copy Writing.	Copy writing.	Copy writing. Incomplete forms.
ARITHMETIC.....	Counting. Mental Arithmetic. Addition and Subtraction with numbers of three figures. Reading and Writing Six to Sixty. Multiplication table to 6 times 8.	Mental Arithmetic. Four Simple rules in Long Division. Multiplication Table. Averages. Simple Weights. Long and Liquid Measures.	Mental Arithmetic. Long Division. Compound Rules. Simple Examples in Fractions. Dry, Tins, Square and Cube Measures.	Mental Arithmetic. Fractions. Decimals. Elementary Interest and Percentage.
ENGLISH LANGUAGE LESSONS.....	Conversation with pupils on familiar subjects. Short stories related by the teacher and repeated by the pupils. Writing names of objects. Writing one or more sentences about a particular subject. Correction of colloquial errors.	Completing sentences. Forming sentences containing particular words. Writing out the subject matter of a story or of a Reading Lesson after it has been talked over. Correction of colloquial errors.	Also Reading and committing to memory interesting and simple selections from best English Prose and Poetry, with questions upon meaning and allusions of selections, meaning of words and Parts of Speech.	Parsing and Analysis of Simple Sentences. Study of selections from best writers. Letter Writing. Descriptive Composition.
DRAWING.....	Straight lines and their simpler combinations on slates from the Blackboard.	Straight Lines and Curves and their simpler combinations on slates from the Blackboard.	Drawing from slates.	Drawing from slates.
GEOGRAPHY.....	Elementary terms. Divisions of Land and Water. Map of school neighborhood.	Map of Canada.	Map of Western Hemisphere. Map drawing.	Map of Eastern Hemisphere. Map drawing.
OBJECT LESSONS OF USEFUL KNOWLEDGE.....	Form, Color, Size, Weight, Motion, Plants, Animals, Manufactured Articles. (Special attention to Minerals of the Province, and their uses.) Readings and Short Talks (at least once a week) upon Godliness, Truthfulness, Honesty, Respect for Others, Good Manners, Temperance and Kindness to Animals.			Plants, Animals, Forest Trees and Minerals of the Province, and their uses.) Readings and Short Talks (at least once a week) upon Godliness, Truthfulness, Honesty, Respect for Others, Good Manners, Temperance and Kindness to Animals.
SCRIPTURE HISTORY.....	Oral Lessons on Chief Events in the Life of Christ. Commit to memory the Lord's Prayer.	Oral Lessons on Chief Events in Old Testament History to Death of Moses. Commit to memory the Ten Commandments.	Oral Lessons on Chief Events in Division of the Tribes.	Oral Lessons on Chief Events in the end of the Captivity.
MUSIC.....	NOTE SINGING.	NOTE SINGING.	NOTE SINGING.	NOTE SINGING. Elements of musical notation.
HISTORY.....			Outline of Canadian History to Capture of Quebec.	Outline of Canadian History. Great Events of English History.
BOOK-KEEPING.....				Single Entry. Making out Accounts, Receipts, Orders, &c.
TEXT-BOOKS NECESSARY FOR EACH GRADE.....	I. Reader, Table Card, Slate, Slate-pencil.	II. Reader, Table Card, Slate, Slate-pencil, Copy Book, Blank Book, Pen, Ink.	III. Reader, Speller, Arithmetic, Geography, Canadian History, Pen, Ink, Slates, Slate-pencil, Lead-pencil, Blank-book, Drawing-book, Copy-book.	IV. Reader, Speller, Geography, Grammar, History, Arithmetic, Drawing-book, Blank Book, Copy-book, Pen, Ink, Pencils, Slates.

The work indicated in each column should be done while the pupil is mastering the Reader at the head of that column.  
An Ungraded School with one teacher, should not have more than four classes in one subject. The pupils of such a school should be taken together in Writing, Drawing, Object Lessons and Music.

ELSON J. BEXFORD,

Secretary of the Department of Public Instruction, Quebec.



1883.

# Course of Study for Model Schools and Academies (Protestant.)

AUTHORIZED BY THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION OF THE PROVINCE OF QUEBEC.

## MODEL SCHOOL.

SUBJECTS.	I GRADE.	II GRADE.	III GRADE.
READING .....	IV BOOK.	V BOOK.	V BOOK AND SELECTIONS FROM AUTHORIZED BOOKS.
SPELLING .....	Dictation, Derivation and Verbal Distinctions.	for each grade.	
WRITING .....	Copy Writing, Business Forms and Book-keeping for each grade.		
ARITHMETIC .....	Mental Arithmetic, Vulgar Fractions, Decimal Fractions, Elementary interest and Percentage.	Mental Arithmetic, Proportion, Review Vulgar and Decimal Fractions and Uncompound Rules.	Percentage and its applications in Commerce, Interest, Insurance, Interest and Profit and Loss.
ENGLISH .....	Parsing and Analysis of Simple Sentences, Study of Sentences in the Reader, Letter Writing, Descriptive Composition.	Review of Etymology with special study of the inflections of the Verb, study of selections from the Reader, Simple Analysis, Letter Writing, Composition.	Grammar and Analysis, Goebelin's Descript of Usage, Composition and Letter Writing.
GEOGRAPHY .....	Map of Eastern Hemisphere, Map Drawing.	North America, Special Study of the Dominion and Provinces.	Europe, Special Study of the British Isles.
HISTORY .....	Outline of Canadian, Chief Events of English.	History of Canada. Review New Testament.	England, Review Old Testament.
ALGEBRA .....		The four Simple Rules.	Easy Exercises on Simple Equations of one unknown quantity, Factoring, G. C. M. and L. C. M.
GEOMETRY .....			Def and Book I, I-28.
FRANCE .....	Exercises in Words and Phrases.	Articles, Nouns and Adjectives, with Written Exercises, Simple Tenses of <i>être</i> and <i>avoir</i> , First Imp. and Plur. Tenses of Reg. Verb. of 1st Conjugation.	Adjectives and Pronouns, with Written Exercises, Regular Verbs of the four conjugations, Translation, Dictation.
LATIN (optional) .....		The Declension, the verb <i>Sum</i> , and Exercise class.	The four conjugations, Written Exercises.
SCIENCE .....	As in Smith's Intermediate Course for each grade.		

## ACADEMY.

SUBJECTS.	I GRADE.	II GRADE.	III GRADE.
READING .....	V BOOK AND SELECTIONS FROM AUTHORIZED BOOKS.	SELECTIONS FROM AUTHORIZED BOOKS.	SELECTIONS FROM AUTHORIZED BOOKS.
SPELLING .....	Dictation, Derivation and Verbal Distinctions.	for each grade.	
WRITING .....	Business Forms in each grade.		
ARITHMETIC .....	Percentage and its applications in Commerce, Insurance, Interest and Profit and Loss.	Present Worth, Discount, Equation of Payments, Stocks, Partnership, Squares and Cube Roots.	Review Miscellaneous Exercises.
ENGLISH .....	Grammar and Analysis, Goebelin's Descript of Usage, Composition and Letter Writing.	Scott's Lady of the Lake, Comedies.	Grammar Reviewed, The Play of Shakespeare appointed for the A. A. Examination, Brooker's Primer of English Literature (Principal Writers).
GEOGRAPHY .....	Europe, Special Study of the British Isles.	General Geography.	General Geography.
HISTORY .....	England, Review Old Testament.	Spain—Green's Primer, England—T. B. Period, Canada—T. B. Concord.	Green's Green's Primer, England—Scott and Brunswick Parable, Canada—France the Conquest.
ALGEBRA .....	Easy Exercises in Simple Equations of one unknown quantity, Factoring, G. C. M. and L. C. M.	Fractions, Simple Equations, Inequalities and Evolution.	Inequalities and Squares, Review.
GEOMETRY .....	Definitions, Book I, I-28.	Books I and II.	Books I, II and III.
FRANCE .....	Adjectives and Pronouns, with Exercises, Regular Verbs of the four Conjugations, Translation, Dictation.	Verbs, Regular and Irregular; Written Exercises, Translation, Dictation.	Complete Grammar with Written Exercises, Translation, Dictation.
LATIN .....	The four Conjugations, Written Exercises.	System, Caesar, De Gal. Lib. I, I-28.	Grammar, Caesar's Ret. Gal. Lib. I, Virgil's <i>Æneid</i> , Book II, 200 lines.
GREEK (or SPANISH) .....		Inflection of <i>ὄν</i> in Omega and Mi, with Exercises.	Grammar, Xenophon's <i>Anabasis</i> , Book I.
SPECIAL COURSE .....		Grammar, Book I, and Definitions of Book I, Alg. Indices and Squares, Dictionary or Chemistry.	Geom. Books IV and VI, Alg. Quadratic Progression, Dictionary or Chemistry.
SCIENCE .....	As in Smith's Intermediate Course for each grade.		

Note.—The IV Grade of the Elementary Course forms the I Grade of the Model School Course, and the III Grade of the Model School Course forms the I Grade of the Academy Course.

## THE SCHOOLS OF MONTREAL

and receive a certificate of their standing. This revolutionary change from the system of public examinations marked a very desirable forward step.

The financial stringency continued for a long time and no end to it came into view. In the period from 1853-1863, the High School became a department of McGill University, which subsidized it to the extent of almost \$12,000. Though nearly one half of the medallists and undergraduates came to McGill from the High School at this time, the university itself was in no position to finance another institution indefinitely. A rearrangement was therefore made from 1863 to 1870 whereby, though the High School retained its connection with the University, the funds of the two institutions were kept apart, and the salaries of the school teachers were reduced in proportion to the losses sustained. This is a principle that was revived at a much later date in another period of depression, and the teachers suffered again.

In addition to his school duties, the Rector of the High School, Dr. H. Aspinwall Howe, lectured without remuneration at McGill in Mathematics and History. He was a man of parts, for when off duty he was an accomplished violinist as well as a good chess player. The Rector of the High School and the Principal of McGill University were very close friends.

When the High School was taken over by the Protestant Board of School Commissioners in 1870, the title of Rector was abolished temporarily. The School was then organized in three divisions, the Preparatory Department, the Classical Department, and the Commercial Department, a headmaster being in charge of each. The Board purchased the new Burnside Hall for \$24,000 but the school was later transferred to a large stone building on Peel Street in which the

boys' division was on the first floor and the girls' on the second floor. On the third storey there was a large assembly hall. The lighting in the galleries and in some of the classrooms, however, was quite defective and wrongly placed, being, in some cases, in front of the pupils so that the black-board work could not be read without serious eyestrain. Moreover, the ventilation in some rooms was bad.

Many long disputes in the 'seventies and 'eighties about the course of study arose. These centred mainly around compulsory Latin. The issue was decided in favour of this subject, and the Commercial Department was abolished in 1877. This, however, did not end the struggle, for many parents wished their children to receive a high school education without being obliged to study Latin and Greek. A compromise was reached whereby all pupils were compelled to follow the same curriculum to the end of the Fourth Form, but, in the Fifth and Sixth Forms, they could choose German, Science and Extra Mathematics instead of Latin and Greek. At a later date, pupils of the Third Form were given the option of choosing Science or Greek. The latter subject immediately felt the shock, for half of the pupils dropped it.

Such a condition caused great comment, and much further wrangling followed. The matter was brought to the attention of the School Board. The Headmaster, Dr. H. Aspinwall Howe, and his assistant Headmaster, Dr. F. W. Kelley, took opposite sides. The staff gave their allegiance to the one or the other. The pupils saw and followed suit. The poor condition of the building was thrown into the controversy as was the question of the examination for the Associate in Arts (A.A.) certificate. So serious did the bickering become that two of the masters were told by the School Board that their services would not be required after the end of the session.

## THE SCHOOLS OF MONTREAL

The issue was joined in the press and in the homes of pupils. The appalling outcome was that on Friday, November 28, 1890, shortly after the closing hour, fire was discovered under the classrooms and the building was totally destroyed, the walls alone remaining. This caused the resignation of the seventy-two year old administrator who had guided the school for forty-three years.

The High School reopened in temporary quarters and the Rev. Elson I. Rexford, who had previously served as Assistant Headmaster, resigned from the position he occupied as Secretary of the Department of Education in Quebec to return to the High School as its Rector, the old title abolished in 1870 being thus revived in 1891. Under his direction, the High School offered Classical, Science and Commercial options. In the meantime, a new building raised on the old site was ready for occupation in September, 1892. The High School of Montreal occupied the north wing and the girls were located to the south. Each section contained sixteen classrooms with a common gymnasium, library and teachers' rooms. Though under the control of the Protestant Board of School Commissioners, who received government grants and property taxes, the High School, in common with all other high schools of the province at that time, operated partly by means of fees received from pupils. These ranged from \$20 per annum in the Preparatory class to \$60 in the Sixth Form, payments being made quarterly.

The course in the High School now became lengthened by the addition of a kindergarten and a transition class, and, in 1897, another year was added to the work of the Junior division to make a full course above kindergarten of eleven years. At the same time, the registration grew. Whereas the number of pupils on the roll in 1890-1891 was 361, it almost doubled in a few years, growing to 710 in 1899-1900. At the

same time, the staff increased from 20 to 28 members. The enrolment continued to expand until the school burst its bounds. To meet the demands for accommodation, thought was given to putting a third storey on the building but the architects were afraid that the strain upon the walls would be too great. Accordingly, a new site was sought, large enough to keep the boys and girls in adjacent buildings. This was found on University Street and construction of the spacious fifth home for the High School of Montreal was begun. Three storeys were built for use as classrooms, and the building eventually contained a large assembly hall, two gymnasiums, library, lunch room, art room, science laboratories, swimming pool, rifle range and teachers' rooms. Above all, there was a large "roof garden" or outdoor playing space. So large was the building that, though opened in 1914, it was not completed until 1924. Wellington Dixon became Rector and the staff at the opening numbered 38, the pupil enrolment being 773. Boys and girls occupy opposite sides of the same building.

Dr. Isaac Gammell succeeded Dr. Dixon and his successors have been Rev. James E. Fee, Thomas Sommerville and the present Rector, Leonard Unsworth.

Able lady principals have guided the destinies of the High School for Girls. They have indelibly impressed themselves upon the lives of all who came under their influence, namely, Mrs. John Scott, Mrs. H. C. Fuller, Miss Maria E. Findlay, Miss Georgina Hunter, Miss Lillian Hendrie, and Miss Catherine I. Mackenzie. Miss J. Grace Gardner is the present Principal.

The needs for high school education have long since outstripped the facilities offered in the High School of Montreal. As the city grew, additional elementary and high

# 1946-47 COURSE OF STUDY FOR PROTESTANT SCHOOLS High School Grades

GRADE	GRADE VIII	GRADE IX	GRADE X	GRADE XI	GRADE XII
	<i>The Primary Education in all Grades involves of Acceptance Reading and Prizes</i>				
ARITHMETIC	Syllabus 1 McLure and Evans: General Arithmetic.	Syllabus 1 McLure and Evans: General Arithmetic.	Syllabus 1	Syllabus 1	
ENGLISH	Hart: Progressive High School English (Revised Canadian edition), pp. 1-136 (See Handbook.)	Hart: Progressive High School English (Revised Canadian edition), pp. 137-184, 194-205, 210-261.	Hart: Progressive High School English (Revised Canadian edition), pp. 185-193, 204-235, 242-267.	Hart: Progressive High School English (Revised Canadian edition), pp. 236-239, 250-259, 255-262, and review.	(See Handbook.)
ALGEBRA	Canadian Problem and Practice Arithmetic, Bk. A, Chap. C, V, VII, or Mathematics for Everybody, C or Book II, Mental Arithmetic: Review.	A comprehensive of Arithmetic: Mental Arithmetic.			
ART AND CRAFTS	Syllabus 2 French and Parsons: Mechanical Drawing.	Syllabus 2 French and Parsons: Mechanical Drawing.	Syllabus 1	Syllabus 1	Syllabus 1
FIRST AND SECOND LANGUAGES	Fifth and Older: Fundamentals of Accounting, Chaps. I to X, inclusive.	Fifth and Older: Fundamentals of Accounting, Chaps. XI to XX, inclusive.	Fifth and Older: Fundamentals of Accounting, Chaps. XXI to XXII, inclusive.	Fifth and Older: Fundamentals of Accounting, Chaps. XXIII to XXVII, inclusive, omitting Chaps. XXX and XXXI (See Supplement to Handbook.) Supplementary: Thomsen: 150 Graded Exercises in Bookkeeping.	
SCIENCE	Discovery Spelling: Quarter, The Canadian Speller, Book III, Grade VIII, Language and Composition. The King's English, Series Book 1, or Open Text: Language Series, Eighth Grade. The Bible: A geographical study of Jesus, with alternative issue, Decisions, chapters 1-18 and 29-34 including. Poems of Yesterday and Today, Part I. Tales of the following: Twain: Out for Treason. Kipling: Arcturion and Arcturion. Kipling: Captains Courageous. Baker: Nightmares Unknown. Sullivan: Kullback. Dyer: The White Company.	Discovery and Composition. The King's English, Series Book II. The Bible: A geographical study of Peter and Paul, with alternative of the books of Ezra, Nehemiah, Esther. Poems of Yesterday and Today, Part II. Tales of the following: Shakespeare: Merchant of Venice. Shakespeare: As You Like It. Cervantes: Don Quixote. Kipling: Kim. Schiller: Wilhelm Tell. London: The Call of the Wild.	Language and Composition: The King's English, Series Book III, or Discover: Creative English, Chap. 1-8 with Composition: See Supplement to Handbook. The Bible: Selected readings from the Bible. (See Syllabus.) Collins: A Treasury of English Verse - New and Old. (See Handbook.) Any four of the following: Shakespeare: Richard III. Bassell and Johnson: Dinkwater: Oliver Cromwell. Elliott: Modern Plays. Lamb: Essays of Elia. A Book of Good Stories. Some English: Deceals or The Adventure of Travel.	Composition: Brown: Creative English. (See Supplement to Handbook.) The Bible: The Book of Job. Collins: A Treasury of English Verse - New and Old. (See Handbook.) Any four of the following: Shakespeare: Richard III. Bassell and Johnson: Dinkwater: Oliver Cromwell. Elliott: Modern Plays. Lamb: Essays of Elia. A Book of Good Stories. Some English: Deceals or The Adventure of Travel.	Syllabus 1 (See Supplement to Handbook.)
FOURTH LANGUAGE	Five of the following: Hawthorne: Love, Honor, and Money. Hudson: Prairie Song. Hudson: Adventure among Birds. Macaulay: Love of Augustus. Mendell: The Death. Scott: The Eskimo. Stevenson: The Black Arrow.	Five of the following: Honey: Wolf, Wife in Canada. Kipling: Hereward the Wake. Kipling: The Bull Call of Buncy. Shakespeare: A Midsummer Night's Dream or Twelfth Night. Stapton: The Voice of Canada. Stevenson: California.	Six of the following: Burton: A Book of Exquisite and Buried Journeys. Izaak: Two Years before the Mast. Loewe: Old and New. Palmer: The Trail of the Sword. Quince: Good, Just, and True. Stapton and Kral: (Selections) Ulysses and Aeneas: A Practical Course in Elementary English, Part 2. The History of the English Language.	Six of the following: Austen: Pride and Prejudice. Goldsmith: The Sheep in Company. Merrill: Arcturion's Race, etc. Norton: The Best of the Mighty. Shakespeare: Macbeth. Wells: Collins: The Moonstone. Compton: English: A Primer of English Literature.	Seven of the following: Three Modern Plays (Dent). (See Handbook.) Boswell: Life of Johnson (Copp, Clark). Chambers: Abraham Lincoln (Copp, Clark). Conrad: Typhoon (Copp, Clark). English Verse: Dyer: Love and Wordsworth (Oxford). Murray: English Victorian (Modern Library). Shakespeare: King Lear. Hamlet or Henry V.
PHYSICS	(a) Le Français: Practice Book I. (b) For reading and discussion: Mgr. Lamy: L'Accueil de Vol Bapt.	(a) Le Français: Practice Book II. (b) For reading and discussion: Berthelot: L'Accueil de Jacques Grand, or Bouillon: La Maison de Rim: Verger.	(a) For intensive work: Berthelot: Grammaire Française, sections B1-42, 50-59, 98-140, 165-202. Review of previous year's work. Duch's First Exercises, corresponding exercises in sections of grammar studied, or, in place of both the above, L'Étude de Français: Huit Guides, etc. 26 to end of the book. (b) For reading and discussion: Ercmann: Chateau, Le Trésor du Vieux Bergeron. Lalonde: Le Voyage de Monsieur Perrichon.	(a) For intensive work: Berthelot: Grammaire Française, Complete. Duch's First Exercises. Duchet: L'Étude de Dieu de Beauport. (b) For reading and discussion: Dussard: Les Quatre Contes Choisis, (Limp, Clark edition).	Syllabus 1

**1946-47**  
**COURSE OF STUDY FOR PROTESTANT SCHOOLS**  
*High School Grades (CONTINUED)*

Subject	GRADE VIII	GRADE IX	GRADE X	GRADE XI	GRADE XII
Geography	Dutton and Lord: A World Geography for Christian Schools (Boston Ed.) pp. 50-75, or Syllabus 1	Dutton and Lord: A World Geography for Christian Schools (Boston Ed.) pp. 29-57, or Syllabus 1	Dutton and Lord: A World Geography for Christian Schools (Boston Ed.) pp. 125-225, or Syllabus 1, or Tate and van Loon: New Physical Geography (See Supplement)	Dutton H. S. Physical Geography, Complete, or Syllabus 1 or Tate and van Loon: New Physical Geography. (See Supplement)	
Geology	Leighton and Workman: Geology for High Schools, pp. 1 to 91. (See Handbook.)	Leighton and Workman: Geology for High Schools, pp. 102-157, including pp. 124-131. Review of work of previous grade.	Leighton and Workman: Geology for High Schools, pp. 160-227, 228-265, 299-307, 310-322 and review of work of Grades IX and X.		(See Handbook.)
Greek		(See Handbook and Supplement.)	(See Handbook and Supplement.)	(See Handbook and Supplement.)	(See Handbook and Supplement.)
Hebrew			Allen: The First Year of Greek, Lessons 1-20. Colson: Greek Reader, Parts 1, 2.	Allen: The First Year of Greek, Lessons 1-24. Colson: Greek Reader, Parts 1, 2. Grammar and translation as right.	
History	The English History (England), 26, II.	Part: Histories of Canada	Wheeler: Wesley World Civilization, 1841-1914, 185-178, 227-246, 251-322 or alternatively Hayes, Moon, Wayland: World History, pp. 28-66, 96-102, 174-175, 177-179, 215-236.	Wheeler: Wesley World Civilization, pp. 185-178, 227-246, 251-322 or alternatively Hayes, Moon, Wayland: World History, pp. 28-66, 96-102, 174-175, 177-179, 215-236.	(See Handbook.)
Home Economics	Baxter and Latta: You and Your Kitchen: Foods for Home and School. (See Handbook and Supplement.)	Baxter and Latta: You and Your Kitchen: Foods for Home and School. (See Handbook and Supplement.)	(a) Foods and Cooking (b) Sewing. (See Handbook and Supplement.)	(a) Foods and Cooking (b) Sewing. Review of Grade X assignments. (See Handbook and Supplement.)	
Industrial Arts	Syllabus 1 Industrial and Eastern: General Shop. (See Handbook and Syllabus.)	Syllabus 1 Industrial and Eastern: General Shop. (See Handbook and Syllabus.)	Syllabus 1	Syllabus 1	
Latin	Thompson: Tracy: Dugli: Essential Latin, pp. 1-149.	Thompson: Tracy: Dugli: Essential Latin, pp. 150-208.	Thompson: Tracy: Dugli: Essential Latin, pp. 209-400. Bentley and Souders: Latin Prose and Poetry, Selections. Read Latin Exercises for the Middle School. For teacher's use. Madsen: The Growth of Home, Night Translation. Composition. (See Handbook.)	Thompson: Tracy: Dugli: Essential Latin, complete. Bentley and Souders: Latin Prose and Poetry, Selections. Read Latin Exercises for the Middle School. For teacher's use. Trotter and King: Everyday Life in Rome. Night translation. Composition. (See Handbook.)	An Early Selection from Cicero's Correspondence, ed. Duff; A Book of Latin Poetry, Part II; Grammar, Composition and Night Translation. (For reference: Scaevola's Latin Grammar.)
Mathematics (Intermediate and Grade XII)			INTERMEDIATE Part of the course assigned to Grade XI may be taken in this course, if desired.	INTERMEDIATE The course consists of Algebra and Trigonometry. (For assignments see the Handbook.)	Course I and Course II. (For details see Handbook and Supplement.)
Music	Syllabus 1 Songs of the British Empire. Centuries of Song. Treasury Night Reader, Book III. (See Handbook.)	Syllabus 1 Novello's School Songs, 3rd. Secular Song. Treasury Night Reader, Book III. (See Handbook.)	Syllabus 1 (See Handbook.)	Syllabus 1 (See Handbook.)	Syllabus 1
Physical Science	Syllabus 1 (See Handbook.)	Syllabus 1 (See Handbook.)	Syllabus 1 (See Handbook.)	Syllabus 1 (See Handbook.)	
Religion	General Science: Houghton, Mifflin and W. H. Freeman: Problems in Science, 3rd. Ed., Vols. 1, 2, 3, 4, and one or two additional units from 5 to 10 inclusive.	General Science: Houghton, Mifflin and W. H. Freeman: Problems in Science, 3rd. Ed., Vols. 11, 12, 13, 14 and one or two additional units from 15 to 20 inclusive.	(1) Biology: Syllabus 1 (2) Chemistry: " (3) Physics: " (See Handbook and Supplement.)	(1) Biology: Syllabus 1 (2) Chemistry: " (3) Physics: " (See Handbook and Supplement.)	(1) Biology: Syllabus 1 (2) Chemistry: Syllabus 1 (3) Physics: Molecular, Free and Atoms: College Physics. (See Handbook and Supplement.) regarding requirements.
Spoken and Written English		Every Student: Manual and Copy. Speed-Method or Copy-Method: Manual: International Method or Grammar: Speed-Method: International Edition. (See Syllabus 1.) (See Supplement to Handbook.)	Manual: Speed-Method: Manual or Copy-Method: Manual: International Edition. (See Syllabus 1.) (See Supplement to Handbook.)	Speed-Method: The Copy or Phonetic System of Speed-Method: Review of principles and special practice in speed and accuracy. (See Handbook.)	
Typewriting and Office Practice	Beall and Howell: High School Typewriting, or Manual. See Course in Typewriting. (See Syllabus 1.) (See Supplement to Handbook.)	Typewriting: Drill on word-strings, and short paragraph. (Used in connection with the syllabus.) (See Handbook.)	Manual: Typewriting and Office Practice. A Complete Course in Office Practice. (See Syllabus 1.) (See Supplement to Handbook.)	Typewriting: More intricate forms of composition, from typists' legal work. Manual: Articulating stenotype. (See Handbook.)	

1 These subjects may be taught only in schools provided with adequate staff and equipment.  
 2 Copies of the syllabus for each of these subjects may be obtained from the Department of Education on application.  
 Further information regarding the subjects of the course of study may be found in the Handbook for Teachers and Supplement.

## THE SCHOOLS OF MONTREAL

schools were added by the Protestant Board of School Commissioners. Other Boards in nearby municipalities began to provide school facilities and the demand for high school education became insistent. Today there are seventeen high schools, one intermediate school and sixty-six public elementary schools on the island of Montreal that employ 1,565 Protestant teachers.

For the first time in its history, the High School of Montreal was inspected by an inspector of the Department of Education on April 16, 1946. E. S. Giles, the Inspector-General, officiated. By that act the whole of Protestant education in the province became unified.

## CHAPTER III

### Schools Off the Island of Montreal

#### Rural Schools

Every government school in the province is under the control of School Commissioners or School Trustees. Every Roman Catholic curé and every minister of any other religious faith in a school municipality, every resident rate-payer of the age of majority who is able to read and write is eligible for the office of School Commissioner or Trustee for a term of three years, and is eligible for re-election. The duties of these officials are wide. They engage teachers and other employees as required, make regulations for the management of the schools, appoint assessors where necessary, set the tax rate, contract loans as needed, and, in general, manage the schools. They may have as good a school as they wish, or they may neglect their duty.

In the country districts, many more difficulties often arise than in the cities. The minute books of many school boards have been preserved and these show clearly the development of the schools for over a century. From the records, it is evident that school teachers and school curricula of a century ago were generally of one of two extremes, either very good or very bad.

The selection of the teacher of other days was often left "to all persons in the district. The result of this is avarice, and incompetency in the teacher, that is, avarice in the selectors causes the teachers to be incompetent." Many teachers of the early days, however, were very competent. In 1847, the 113 pupils in Charleston Academy ("51 ladies and 62 gentlemen") were reading Sallust, Cicero's *de Senectute*,

SCHOOLS OFF THE ISLAND OF MONTREAL

Virgil, Xenophon's *Anabasis*, Homer's *Iliad*, Le Brun's *Telemaque* and Burritt's *Geography of the Heavens*. Again, in Huntingdon Academy, in 1873, forty pupils studied mathematics, twenty Latin, twelve Greek and thirty-five French. In Latin, Greek and History "they were well advanced . . . and some were versed in Natural Philosophy." On the other hand, in many of the elementary schools, the results can only be described as poor. For example, in 1858, of 7,321 pupils in certain elementary schools, "common" schools containing 4,597 Protestants and 2,724 Catholics, the number who could spell were 2,100, could read fluently 2,946, could read well 2,275, were learning writing 2,818, simple arithmetic 1,375, compound arithmetic 1,032, geography 1,206, French grammar 449, English grammar 584. This is neither a large percentage of proficient pupils nor are the subjects taken comparable in range or degree with those of the elementary schools of today.

The salaries paid to teachers were low as may be seen from the following schedule:

Year	School	Salary
1810	Walker's School, Lachute	£40 per annum "with washing and mending"
1880	Cowansville	\$5 to \$6 per week
1883	Windsor	\$8 per month with Board \$14 per month without Board
1886	Lacolle	\$17 per month

The fees varied according to the location and the character of the school. Those in the regular classes of Charleston Academy were five shillings per quarter. Instruction in music, with use of piano cost £1:10:0; painting and drawing

cost five shillings. In accordance with the law, many Boards set their scholar tax at the minimum. For instance, in 1846 the Bury Board placed a tax of three pence on each child between the ages of five and sixteen.

Many of the old buildings were paid for by voluntary contributions. The commissioners would hold a meeting of the inhabitants of a district, explain the needs and ask for contributions towards a schoolhouse. In 1844, in Grenville, for example, the sum of £6:10:0 was subscribed at such a meeting in one district, in another £3:2:6; in another £43. The following were the costs of one of these schoolhouses: Building £14:15:4; a stove, pipes, desks and forms £4:13:0. This was a typical building of that day, being square and measuring but twenty feet on each side.

When the grants were received from the government a letter was sometimes addressed to the teachers to come and get their pay, the following being a sample letter:

Grenville 29th May 1844

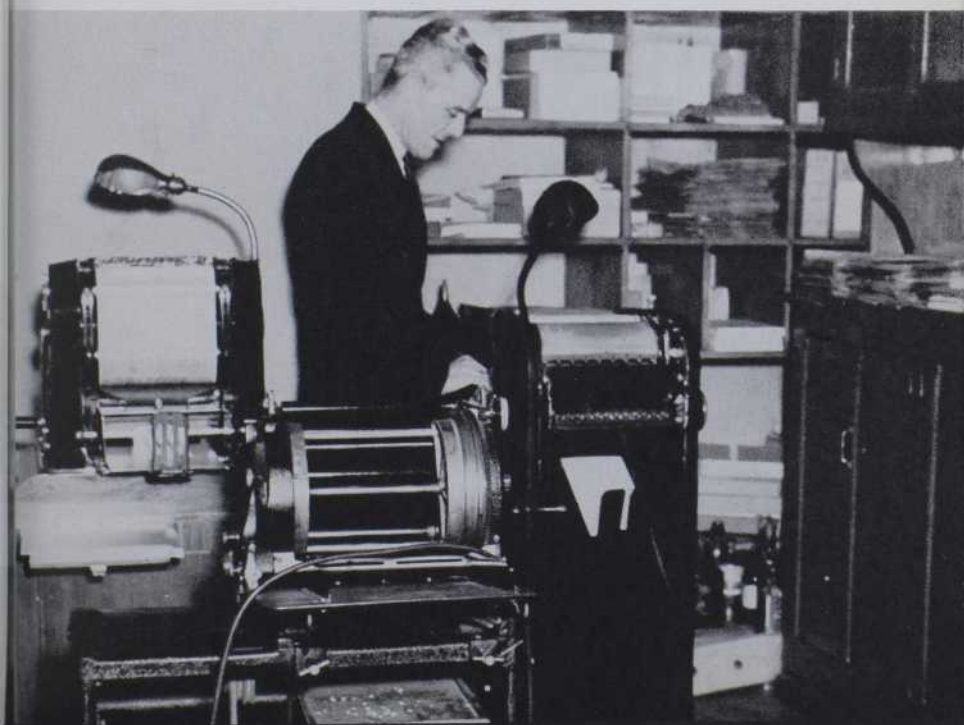
Mr. Crawford

Sir—————

I beg to inform you that the Money which was granted by the government for the schools in Grenville and Union for the Year 1843 is now in my possession and you are hereby requested to notify the representatives of the School Master deceased and any other Master who may have kept the School in your School District to be here at No. 1 School House on Saturday next in order that their portions of the Money may be paid to them and you are also re-



THE SUPPLY SHOP: TAKING AN ORDER  
THE NEEDS OF A CITY SYSTEM  
IN THE PRINTING SHOP

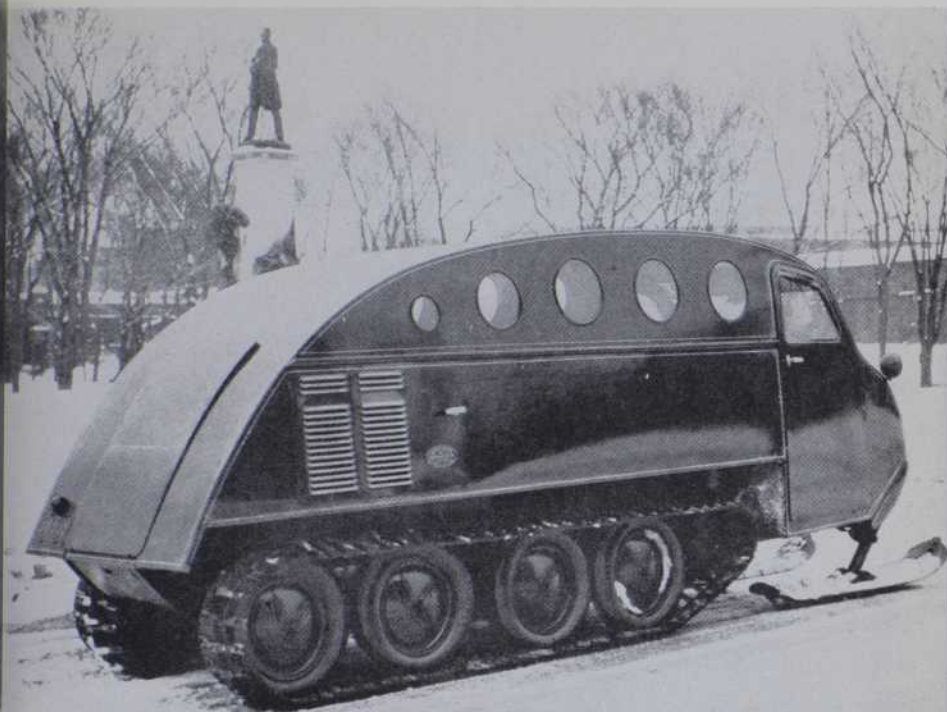




CONVEYING STORES



LARGE SUPPLIES OF  
SUPPLEMENTARY READERS  
ARE ESSENTIAL

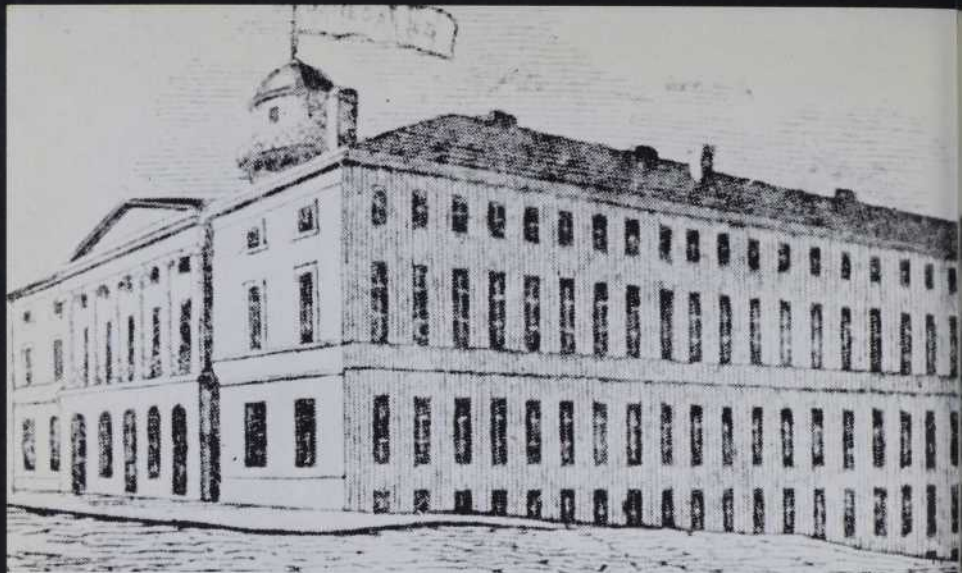


A SNOWMOBILE

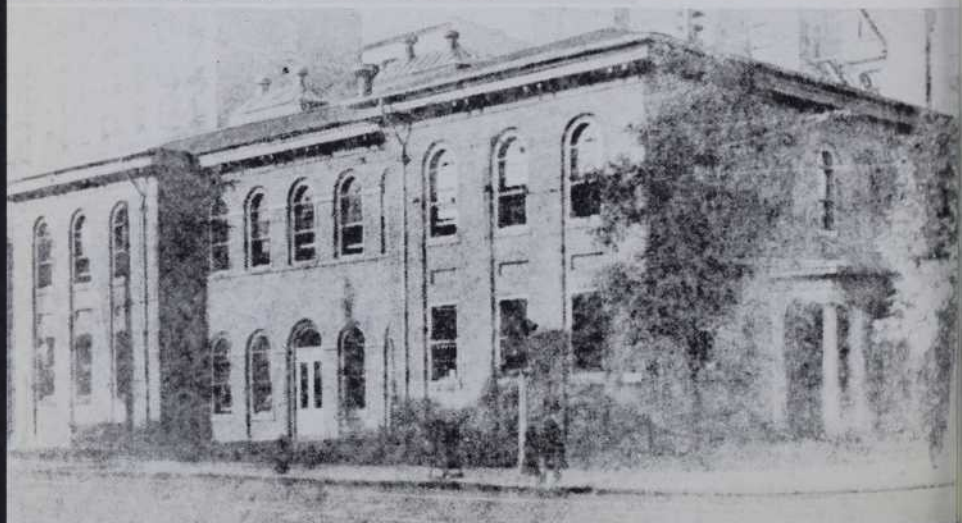
MODERN SCHOOL CONVEYANCES

A SCHOOL BUS





THE FIRST THREE HOMES  
OF THE MONTREAL  
HIGH SCHOOL.



SCHOOLS OFF THE ISLAND OF MONTREAL

quested to attend at the School House No. 1 at one o'clock P.M. on Saturday next—

I am Sir

Your Obedient Servant

George Kains Chairman

School Commissioners

If a teacher died destitute, the School Board sometimes paid his funeral expenses. The following is an extract from the minutes of a School Board meeting held on January 8, 1845: "At a Meeting of the School Commissioners it was unanimously resolved that as there were no other funds to pay for the Burial of the late James Urquhart School Master of the Augmentation Number Seven School District. That his Burial Expenses amounting to Four Pounds Thirteen Shillings and Seven pence halfpenny shall be paid out of the Sum of Fifteen Pounds Eleven Shillings and one penny now lying in the hands of the School Commissioners for teaching in Number Seven District School for the year 1843 and the Balance of Ten Pounds Seventeen Shillings and five pence halfpenny Shall be expended in the purchase of Books to be given to the poor Scholars in each School District and to others who merit them . . . . ."

Before the days of Government Inspection the School Commissioners used to examine the school. At their meetings they would pass resolutions to the effect that either all the commissioners or certain board members whom they desig-

nated should inspect the school on a certain date at a specified hour. What some of the examinations were like may be judged from the following anecdote: When spelling lessons formed a large part of the curriculum, the manager of one of the schools in the Eastern Townships announced his intention of visiting the school. The master thereupon informed his senior pupils that they must do their best, but he would not correct them so that they might not feel humiliated in the presence of the visitor. So far did their ability surpass that of the manager and his expectations that before leaving he wrote in the Visitors Journal: "They are doing fine. They spell like the Devil. Never missed a word."

Supplying the school with wood was a very responsible business. At Lachute, for example, proprietors were required to have their share of the wood cut and corded at the schoolhouse door by the first of April "or be deprived of their privileges in the school" or, as an alternative, the expense would be recovered from the defaulters with costs. So as to ensure an equitable proportion being received from all, there was appointed "an inspector of the wood." The Board of Harrington No. 1 ruled that "the term of kindling is from the 1st November to the end of April".

Before the day of regular teachers' contracts, there were many injustices. Teachers sometimes found that they had worked for nothing. There is a record that the applications of teachers for their salary "be rejected on the grounds that no money was ever placed in the hands of the school commissioners by the inhabitants toward the payment of their salaries as required by law and that the school commissioners had no official knowledge of their teaching school."

The contents, spelling and capitalization of the following are worth observing: "Resolved that the Teacher of Number

## SCHOOLS OFF THE ISLAND OF MONTREAL

three School be notified that the Commissioners are not able to collect the assessment rates owing to the direct opposition of parties opposing the School Measures and are very sorry to have to intimate to the Teacher of said School their inability to guarantee the amount promised for a longer period and they take this measure to inform him, as they think it would be doing an injustice to him in allowing him to continue to Teach the School as well as running themselves into greater difficulties, but in the event of his continuing to Teach this School as the Commissioners would do their best to pay him as far as lies in their power without guarantee."

John D. Ely was the first schoolmaster at Lachute, having been appointed in April 1816 under the Committee of the Royal Institution. It was provided that "he should behave and conduct himself as a decent, sober, temperate and upright man on every occasion, and give that attention to the Rules of Morality in order that the youth may learn the principles thereof." It was further specified that he should keep the school open six hours a day for five days and a half each week. "Two weeks in the month of May and two in the month of November is allowed the teacher for his own concerns." His pay was to be "the Government allowance as a compensation for his labours until such time as any addition can or may be made." He could have as substitute for six months in the year "such persons as the Committee may accept."

Sometimes the prospective teacher must pass an examination. This is revealed in the following letter:

16th Aug. 1848

Sir

Enclosed I send you a copy of Resolutions passed at a meeting of School visitors and Commissioners held this day by which you will see the necessity of you presenting yourself

for examination on Wednesday the 23rd Inst. at 10 oclock Forenoon.

I am

Sir

Your obd Servt

Robert Dickson  
Secty Treasurer

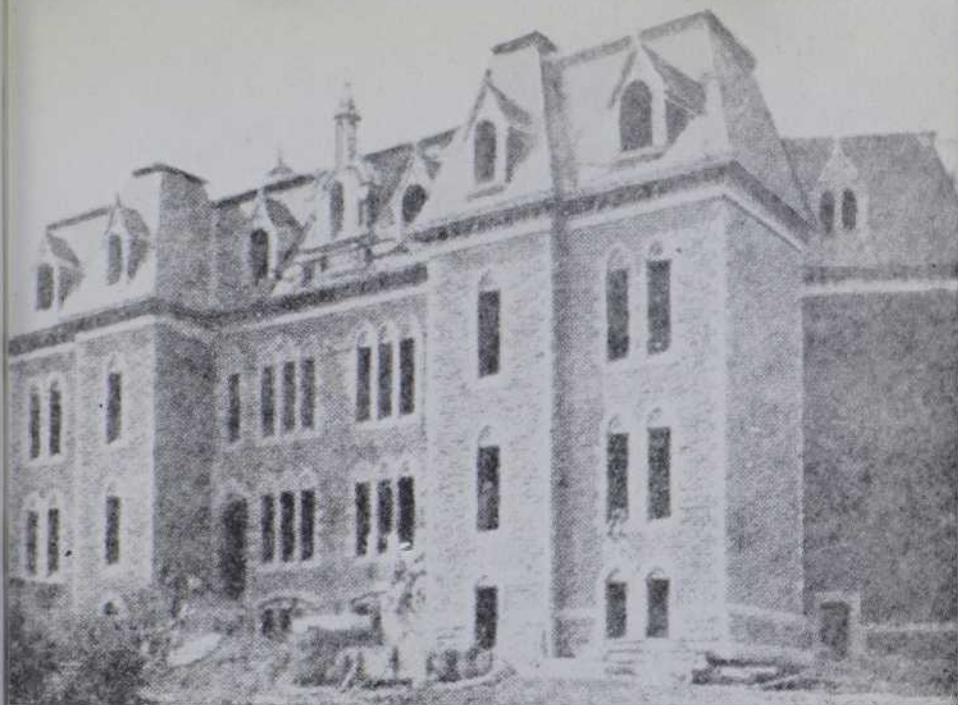
P.S. The requirements embrace Reading Writing Arithmetic Geography and Grammar—

Sometimes the Boards were very frank. One minute book reads that a teacher be appointed at an annual salary of £50 "if he cannot be engaged for less."

In such districts it was usual for the inhabitants to vote to support schools by the system of voluntary subscription when allowed by law, rather than by taxation. The vote was often recorded and it was frequently by no means unanimous. In fact, when the majority was cast for the voluntary system, another vote followed on occasion reversing the decision.

If the offer of a teacher to engage himself was too high, the boards apparently had no compunction in refusing to accept the bid. This they sometimes did without much courtesy. Some teachers were engaged on trial for a period. Other teachers bid against one another. In 1822, in Lachute, Aaron Woods obtained the situation by the unanimous voice of the parish except two "who wished the situation themselves."

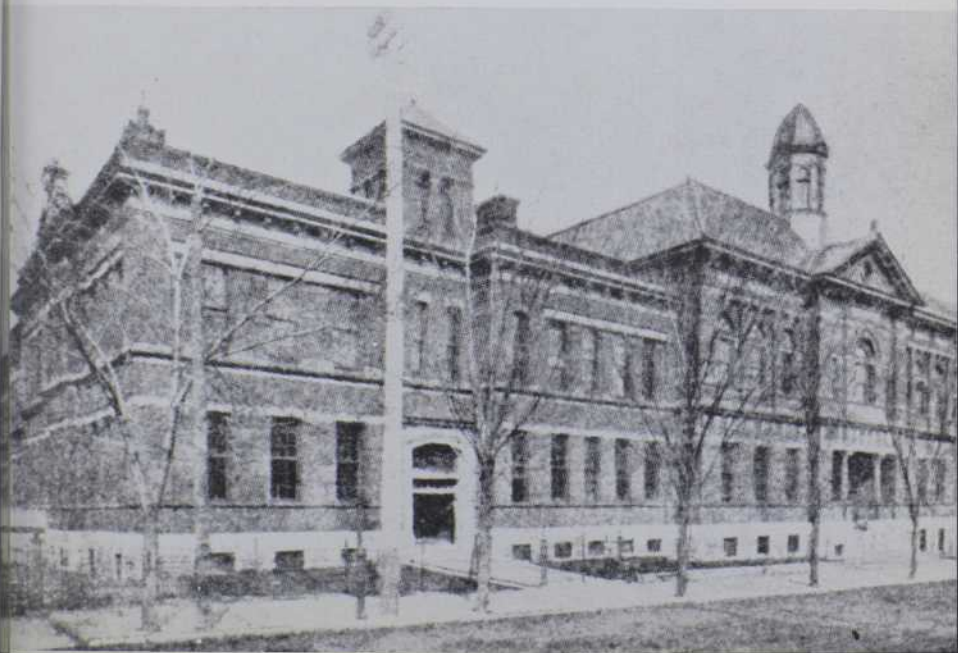
To secure assessors often created difficulty because a condition of appointment was that they must hold property to the value of not less than £250. In many districts, the



THE "OLD" HIGH SCHOOL OF 1870

MONTREAL HIGH SCHOOLS ON PEEL STREET

THE "NEW" HIGH SCHOOL OF 1892





DR. ALEXANDER SKAKEL,  
A SCHOOLMASTER  
AT THE TURN OF THE  
NINETEENTH CENTURY

MRS. JOHN SCOTT  
FIRST LADY PRINCIPAL  
HIGH SCHOOL FOR GIRLS  
MONTREAL

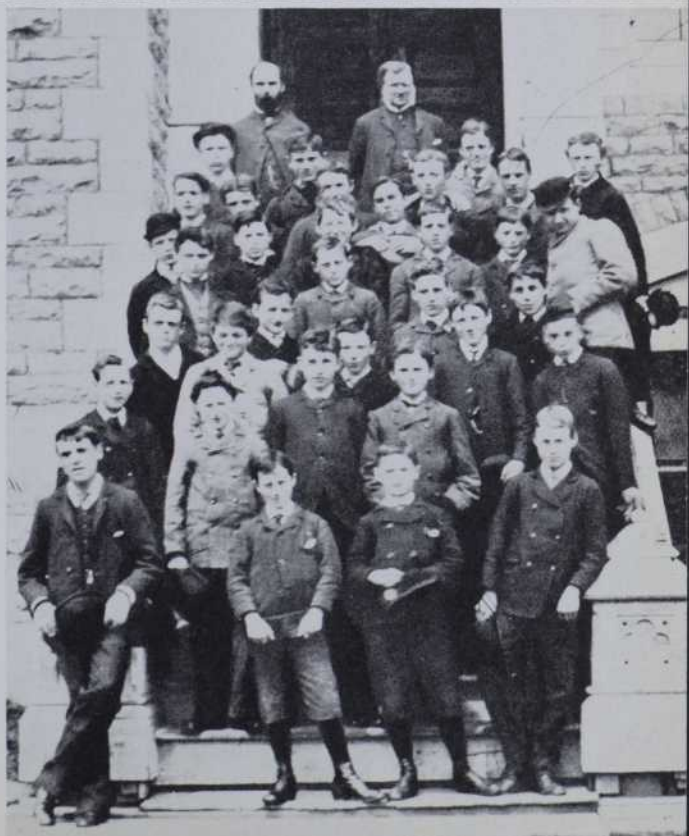




FOOTBALL TEAM,  
1896-1897

HIGH SCHOOL OF  
MONTREAL

FIFTH FORM, 1883,  
WITH  
DR. ASPINWALL HOWE  
AND  
DR. F. W. KELLEY





CHARLESTON ACADEMY  
(HATLEY INTERMEDIATE  
SCHOOL)

AN OLD BUILDING  
OF THE  
ROYAL INSTITUTION  
FOR THE  
ADVANCEMENT OF  
LEARNING  
AT  
ST. ROCH DES AULNAIES



## SCHOOLS OFF THE ISLAND OF MONTREAL

only persons holding property of that value were either school commissioners or municipal councillors.

Until recent years, many secretary-treasurers were paid "on the per cent of all monies passing through their hands", this percentage varying from two and one half to ten per cent. The former amount was set by the Act of 1846.

Many people paid school fees for their children with firewood and by boarding the teachers. The teachers' salaries likewise were sometimes paid partly in cash and partly in commodities. This was done in Magog in 1818. There the teacher was paid five dollars and three quarters per month without Board, payment to be made in grain. The same occurred in the Bury district in 1847. If the teachers received their salaries in commodities, they were sometimes paid more, as, e.g., \$8 per month in cash and \$9 per month if "half in cash and half in grain." At this time, government assistance was very small and finely cut. In one recorded instance, five schools received £5:8:1 each. Correspondingly, the expenses were light, the sums of \$209, \$220 and \$245 being sufficient to build certain schools by contract, this being the cost of material and construction only and did not include the cost of the site or furniture.

Some of these schools were small, barren places. In 1882, it was recorded that: "St. Sebastien de Missisquoi has two schools, both weak and poorly kept up." In 1889 in New Richmond the seats were the common benches with no support for the back. Desks were arranged around the walls. The apparatus "consisted of a small blackboard without sufficient paint to make it look black. It was seldom used . . . There were no maps."

In 1867, the Three Rivers Academy was debarred from participating in the Superior Education grants because the

board had engaged a teacher without a diploma and the course of instruction followed did not allow it to rank above an elementary school.

A feature of rural life until recent years has been the one-room rural elementary school. In Brome in 1882 there were twenty-five one-room rural elementary schools and in Stanstead County in 1861 there were eighty. A few such schools still survive but they are diminishing in number rapidly. Few now remain in either county.

Unusual tidbits in the life of a growing country are revealed from time to time in old records:

Mr. Angus McKay was appointed school commissioner of Bury in 1842 instead of his father "who was unable to speak the English language." Presumably, Gaelic was the father's only tongue.

"The district-school system makes possible the poorest teaching in the market. It is not an unheard-of plan to elect 'a committee' pledged in favour of one neighbour's daughter as teacher for one term, another for a second, and some other spinster for a third."

"One room was used as a dwelling for the teacher and the other as a kitchen. These rooms were lined in the ceiling with pine boards. They were not painted, for paint was not as common then as it is now among the schools. The school room was comfortable and well lighted. The apparatus of the school consisted of a small blackboard without sufficient paint to make it look black. It was seldom used except when giving instruction in singing."

"Stanbridge East has not had fair play in educational matters. It possesses a building for the purposes of Superior Education in comparison with which the Bedford Academy

#### SCHOOLS OFF THE ISLAND OF MONTREAL

is a mere woodshed, and it has money enough to pay for an efficient teacher."

"By the inspector's report no less than 26 out of 52 elementary schools were found with their doors closed in the county of Argenteuil—some of them closed for the winter months, some had no teacher, and others had a teacher engaged but no school and the pupils idle for want of fuel, and that too in a district abundantly supplied with wood."

The first schoolhouse in Shawville was erected in 1832 on or near the spot where the present High School now stands. This building was of logs, and was only about twenty feet square, and without desks, blackboards or maps. The children would place a board on their laps to put their copy books on. In this building—the sight of which would be enough to discourage many a modern teacher—a number of the prominent inhabitants of Shawville, who are still living, received their education.

The first teacher was Mr. George Hodgins, whose brothers, James and Edward, still reside in the place. He obtained his diploma from Dublin, and taught six or seven years, at a salary of 25 pounds per annum.

About six years after came Sergeant Cunningham, an old army officer, who taught about seven years. The boarding around system was then in vogue and the people gladly welcomed him on account of his inexhaustible fund of stories.

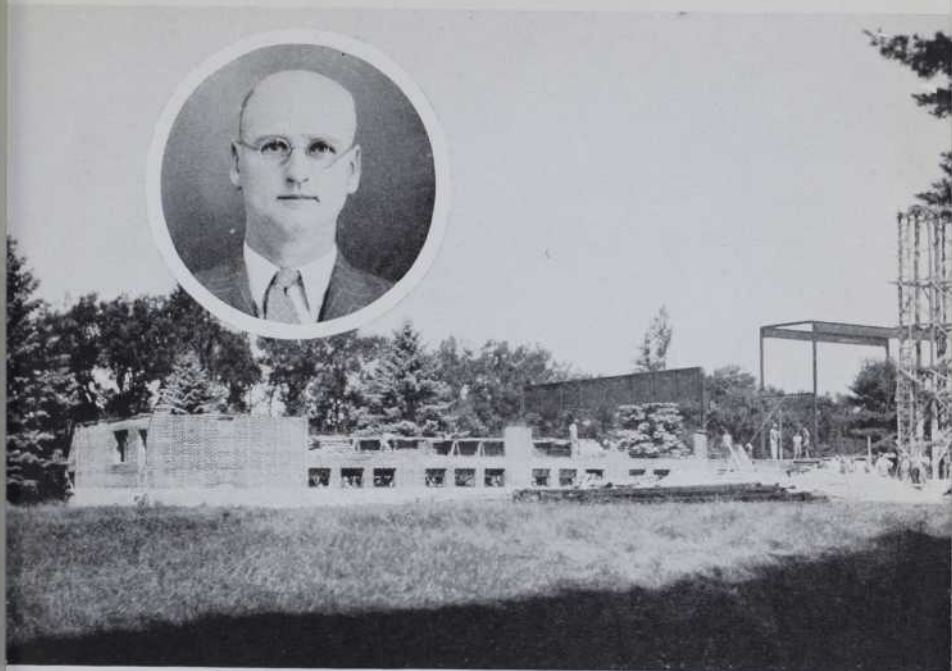
During this time the standard of education in what is now Pontiac County was low. The schoolhouses were inconvenient, the people too poor or indifferent to make any improvements, and the teachers—many of them—incompetent."

In 1848 it was stated: "The £20 or £30 a year constitutes a mere pittance that the most illiterate scorns." "The income

of the schoolmaster should be at least equal to that of the common labourer, and until some provision of this nature is made it is feared it will be in vain to expect a sufficient supply of competent teachers."

"The fundamental parts of the Course of Study are reading, spelling, writing, and arithmetic, together with Scripture and moral teaching. In addition to this there is a little singing to act as a tonic for the school, a little drawing to keep little hands usefully employed, and occasional oral lessons during the week upon the use of English, upon geography, upon Canadian History, upon useful knowledge, and upon physiology and hygiene. This covers the whole course, with the exception of the optional subject of French; and yet many who glance at the course and find it divided into thirteen sections are shocked at the ignorance and stupidity of men who could so overload the minds of children."

"One hundred years ago the youth of our fair province were not overburdened with educational privileges. Robust or muscular pedagogy was then much in vogue, and children at school were accustomed to take their daily canings almost as a matter of course, and as regularly as they took their daily meals . . . There still linger awful legends of a public school teacher of that period who was much in the habit of employing his wooden arm, both as a switch for the unruly, and as a pedagogic persuader wherewith to hammer the three R's into unreceptive pupils—preferably addressing his striking appeals to the head, as being the shortest cut to the intelligence. And the legends in question, no doubt somewhat exaggerated, relate to breezes that occasionally arose when the iron hook at the end of the artificial limb, by misadventure knocked out a few teeth or broke a nose, or put out an eye. The teachers were almost universally incompetent. The



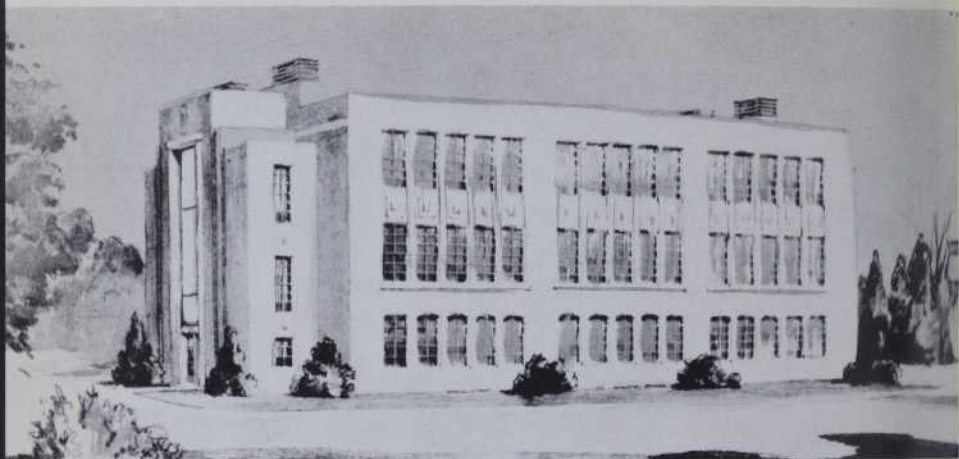
BUCKINGHAM, AUGUST 1, 1946 (MR. R. B. WALKER, INSET)

## HIGH SCHOOLS IN COURSE OF CONSTRUCTION

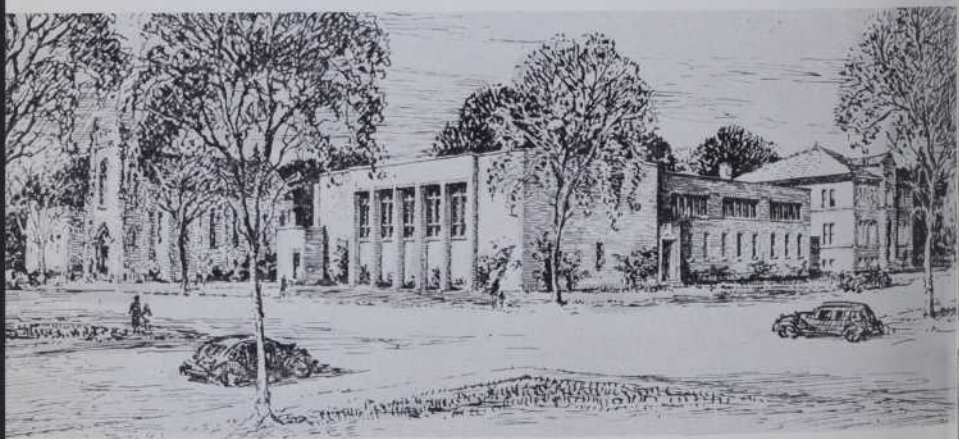
THREE RIVERS, AUGUST 6, 1946



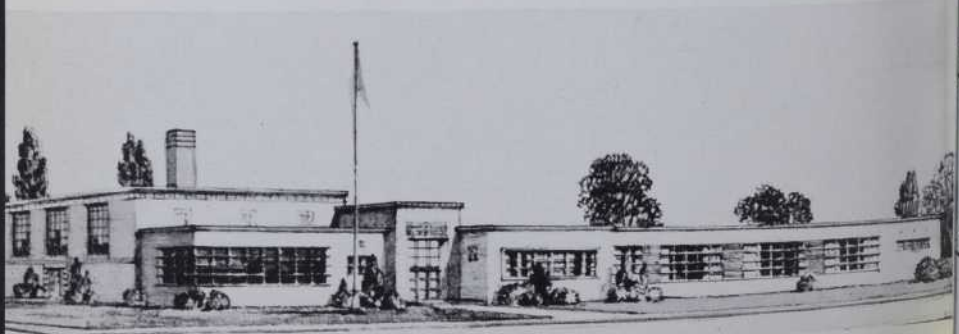
ARCHITECTS' SKETCHES



RICHMOND HIGH SCHOOL



EXTENSION TO THE GAULT INSTITUTE, VALLEYFIELD

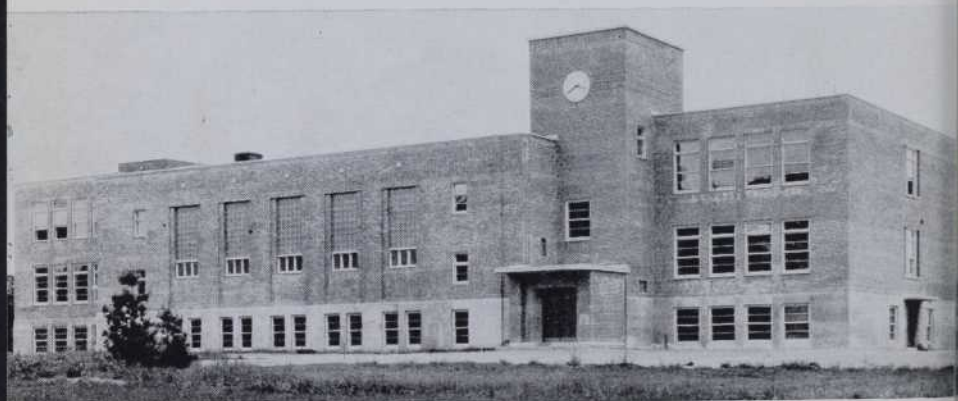


DRUMMONDVILLE HIGH SCHOOL

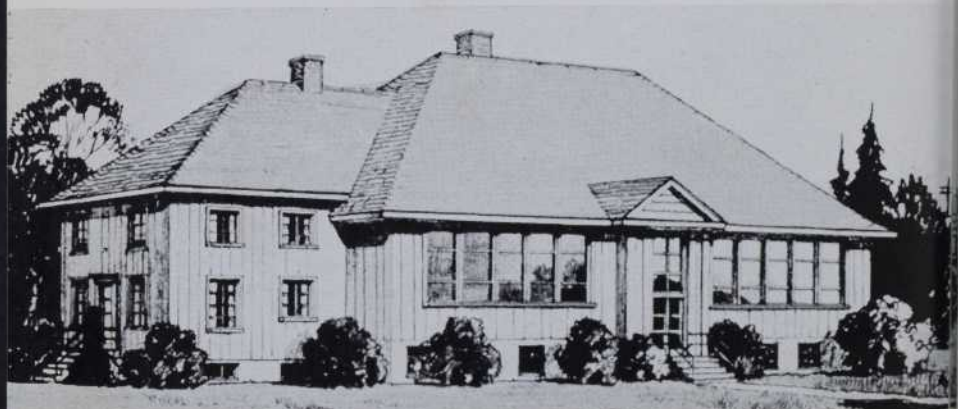




ARCHITECT'S SKETCH OF  
ROSEMERE  
CONSOLIDATED  
SCHOOL



KNOWLTON COMPOSITE HIGH SCHOOL



ARCHITECT'S SKETCH OF BELLE ANSE CONSOLIDATED SCHOOL

schools were generally mere log shanties, and without appurtenances of any kind; destitute even of furniture, save that of the rudest and most primitive description, while the whole textbook outfit of an entire school would not infrequently consist of a few Testaments, an arithmetic, and a spelling book. If a school had a special claim to literary excellence, a chance copy of Fox's *Book of Martyrs*, or of *The Spectator*, or of Baldwin's *Pantheon*, might be found in use in the highest reading class, the single book passing in succession to each reader, and the long words being skipped as equally unpronounceable by teacher and taught."

"At South Bolton the school manager was Mr. John Holland, who could scarcely read or write, and yet he was one of the most effective school managers in the whole township, and under his wise and enthusiastic management we had, in the Red School House among the mountains at South Bolton, one of the most effective district schools in the township."

"We had a four months' summer school under a woman teacher, attended by little ones of the neighbourhood, and a four months' winter school under a man teacher, attended by the older children and the young men and women of the neighbourhood."

"I can remember the teacher standing at the desk and saying to the scholars present, 'I shall finish my boarding at Mr. Jones' on Wednesday next and should like you to ask your parents if they can take me next Wednesday night.' The wood was also provided by the parents of the school, about a quarter of a cord for each scholar in attendance. It was frequently drawn in sled lengths, piled up in the school-yard and cut up into stove wood by the older boys present, at noon, recess, and after school. There was frequently

difficulty in warming the schoolroom with this green wood in zero weather."

These extraordinary schools had many interesting features and there was a good deal of healthy rivalry between schools in neighbouring districts. "Among the features I remember was the 'Challenge Problem' which excited great interest both in the school and throughout the district. The school of one district would discover a very difficult mathematical problem and would send it on to the school of the next district with a challenge to solve the problem. The whole school would study the problem in school and out of school. The fathers and mothers in the home were greatly interested. Days and sometimes weeks would pass before the solution was discovered, and when the problem was solved, amidst great rejoicings, the answer and method were sent back to the adjoining district.

Another exciting feature was the spelling match between the schools of two adjoining districts. Each school selected a certain number of its best spellers, and on a certain evening members of the two districts gathered in one of the school houses, and a disinterested person, selected for the purpose, gave out words alternately to the pupils of the two schools from the contents of the spelling-book used. As a pupil missed a word he sat down, and great was the excitement and applause as the numbers representing each school gradually decreased until each school was represented by one or two members only, and when the last member of one of the schools was obliged to take his seat the enthusiasm of the opposing school knew no bounds."

"The punishments employed were of various kinds, but a number of strokes on the hand with a wooden ferrule was the favourite one. Remaining in at recess and after school

was employed. Standing on the floor and particularly standing on the floor holding a book out full length of one arm was a very trying punishment. The boys and girls sat on different sides of the schoolroom, and for a small boy a very severe punishment was to place him on the girls' side between two of the big girls."

"In the fall of 1828 a schoolhouse, the first regular one of the place, was completed and school opened, the first in my recollection. I started for school with my full outfit, an old Marshall Speller, or rather a part of one, as it had passed through rough hands and was somewhat mutilated before coming into my possession. That old book was precious to me, of which I was as proud and tenacious as the children of today with their gilt-edged Christmas presents, or the scholars of Knowlton Academy with their wheel-barrow load of dead languages and uncouth literature."

"In 1847 the village petitioned the school commissioners to bring the school nearer and decided to move it to the hill where Mr. Sweet now lives. Mr. Hanson Knowlton was to move the building.

They had a 'bee'. They gathered forty yoke of oxen for the task. The building was raised and put on shoes (long timbers slanted and notched) with twenty yoke of oxen on each shoe, and they used many skids and rollers.

By the first night they had only reached Mr. Luke Knowlton's place. The commissioners had a conference and decided to leave it here, after gaining permission to do so." It remained there for many years.

"I used to farm in the summer time and teach in the winter. Starting at about 1859 I taught for the munificent sum of \$13 per month including Saturdays, with the privilege of boarding around.

For the first two years it was a case of teaching 26 days per month, no holiday, after which it got to 24 days per month, every other Saturday a holiday."

"We made our lights by dipping and by pouring hot tallow into candel mould, and it was not till 1859 that oil lamps were used. The first one burned sperm oil and had no chimney, just a lead top with holes for two wicks to be let down into the oil."

"The schoolhouse of 1835 was built by a few neighbours of logs plastered with mud between them, with a common roof, a rough floor of rough boards, three windows of small size, a couple of rough desks along the walls, a few movable rough benches for seats, the master's chair and a large fireplace comprising the visible surroundings."

"I began teaching in 1839. The teacher was supposed to cut the wood for the school, or get it cut; put on the fire or pay for doing it, early enough to have the schoolhouse a little warm by 9:00; and sweep the schoolhouse when necessary, when attended to at all."

In 1843, Dr. J. B. Meilleur, Superintendent of Education, wrote: "The Teachers in Academies are almost every one born Republican Subjects, educated in and sometimes still students of the neighbouring States . . . the money of the Government . . . serves . . . at first . . . the private interest of strangers which one after the other are continually taking the place of British subjects, and then goes to nourish American industry." Of textbooks, he says in the same report, "American books are widely spread throughout the country, and especially in the Eastern Townships, where I regret to say, they are most exclusively used."

By 1850 some improvement had been made in this respect for in that year the Superintendent observed that, on his



MORNING PRAYERS  
BEGINNING THE DAY ARIGHT  
A NEW PUPIL WELCOMED





"BRIGHT STAR"

PRIMARY GRADES



A LESSON IN POLITENESS

recommendation, most of the English schools were using the National School Books, "except in the Eastern Townships, where the people still persist in using American books . . . Inspector Bruce, is, as usual, most forceful in his remarks. His accusations concerning textbooks are not unlike those voiced by many people at the present day. I quote him as a matter of interest: 'I may, however, remark that, in my opinion, we should engage no American Teacher who is not willing to become a resident of the Province. They speak disrespectfully of our Institutions, run down our School books and praise their own. They endeavour to instil into our children republican notions, laud their own country to the skies, and often speak of ours contemptuously. They get our money and away they go; which is all they want; and every book of American publication, which is bought for our schools, is a profit to Americans and a loss to us.'"

Two years later, Dr. Meilleur stated: "People now complain not so much of schools in themselves as of their inferior description, and urge that their children waste their time in attending them."

Inspector Hume wrote in 1868: "In many of the schools visited by the inspector it was rare to find a child of from ten to eleven years of age. The parents' excuse was that they needed the children at home."

### School Buildings

"There are few places in this Province where any attention has been paid in the erection of school-houses to the laws of hygiene, or even to comfort. There is generally but one predominating idea; to build cheaply. How can we expect to find strong, healthy children in the small, badly ventilated country school-houses, where from thirty to fifty pupils are crowded into ill-adjusted seats? It is hard

enough to ask complete and absolute quiet from a school-boy during five or six hours per day; when he is deprived of the enjoyment of the games necessary to his age, he should not be confined in a vitiated atmosphere as well,—and while he is obliged to sit down, he should not be forced into uncomfortable positions which may engender deformity. The judicious ventilation of school-houses, a good arrangement of rooms, and comfortable seats, are three things too much neglected, and which, nevertheless, the elementary laws of hygiene imperiously demand.

There is but one way of effecting any reform in this respect, and that is by obliging the municipalities to build their school-houses and make their seats according to a uniform model to be furnished by the Department of Public Instruction. I propose to amend the law in that sense."

The above statements are contained in the Report of the Superintendent of Education for 1875-1876. Mr. Ouimet was as good as his word and the law now obliges all school boards to have their plans and specifications approved by the Department of Education before construction is begun.

In the year 1878, an inspector reported to the Department of Education: "I was promised everywhere that backs would be put on forms." School desks were defective in every way. They were not only insufficient in number, but were of a uniform height. Pupils could lean against the walls of the classroom when the benches were hewn from projecting logs that were part of the framework of the building but when benches were built and placed away from the walls of the rooms this advantage was removed.

An intensive campaign was therefore undertaken to improve these conditions. The requests made appear to have been very moderate. One inspector wrote: "I ask that there

be enough desks for at least all the children who could write, that these desks be suitably sloped, that they have shelves underneath and pigeon-holes above, that there be such a distance between them as to allow the children to lean against the desk behind them when there is no back rest to their form, which is simple, economical and convenient." Meantime, it was usual for children to place boards on their laps and set their copy books on them, the legs of the younger pupils generally dangling in the air.

Schools of various types of construction were built during the first part of the nineteenth century. Some were rough hewn planks, others were constructed of logs, or half logs, and some of stone found on the land with mortar to hold them together. As the century advanced, boards cut in the lumber mills became more common. Practically all schools were of the box type, set on posts dug into the ground, with plain V-shaped roofs and small windows. Often windows were on two or even three and four sides, the pupils sometimes being compelled to face an ill-placed window in the front of the room. In some of these rooms the amount of light that entered was only eight or nine per cent, being less than one-half of that demanded today. Moreover, the light came from every quarter, causing cross lights which were injurious to the eyes. Now, the regulations of the Protestant Committee require twenty per cent of window glass to floor area and the Department insists that injurious cross lights be avoided. Some of our schools have twenty-five per cent of daylight streaming into the room, lighting every corner. The seats are adjusted so that the light comes over the left shoulders only of the pupils. Such well lighted rooms are a pleasure to enter and work in. In these days when children do so much reading, the improvements have saved many

pupils from eye trouble with its inevitable consequences of succeeding bad health.

Present school buildings are erected on well chosen sites in easily accessible and dry places, preferably on slightly elevated ground, where good water is available. School Boards are required, in the construction of buildings, to observe the regulations of the Provincial Department of Health and to follow the directions of the local Boards of Health in all matters that concern the sanitary conditions of school buildings and grounds.

The heating apparatus of the school should be such as to give a uniform temperature of sixty-eight degrees Fahrenheit in the classrooms during school hours. The application of this regulation necessitates heating by means of furnaces. This in turn has meant that schools are no longer built at ground level and fitted on posts, stones or other such supports where it is possible to erect them otherwise. Of course, every building cannot be constructed anew immediately, but replacements of outmoded buildings are being made at a rapid rate in accordance with much better plans and specifications than those of former days. Meantime alterations are being effected, when feasible, in accordance with these principles.

Similarly, artificial light is of an improved quality. Candle and oil light is found very rarely in our schools. Even the electric light hanging from a cord has been displaced by a series of ceiling lights distributed over the classroom so as to give as even a distribution as possible. Switches to connect the lights on the darker side of the room are becoming usual. Fluorescent lights have already appeared in several schools and blackboard illumination is no longer unusual in the larger schools. The policy is to do



LEARNING TO READ THE "BIG BOOK" WAY  
MODERN READING MATERIALS  
LEARNING TO READ IS A PLEASURE





THE YOUNG RACONTEUR  
CHILDREN LEARN MUCH THIS WAY  
A SINGING LESSON





THE LIBRARY PERIOD  
 LEARNING COMMUNITY ACTIVITIES  
 THE GRADE I POST OFFICE





ART A LA MODE  
SCHOOL CAN BE FUN  
PLEASURE IN THE LIBRARY



## SCHOOLS OFF THE ISLAND OF MONTREAL

everything reasonable for the comfort of pupils and prevent future physical defects, such as eye-strain through incorrect or inadequate lighting, and curvature of the spine. This is accomplished by fitting schools with desks scientifically designed and of sizes to meet the requirements of pupils differing in height.

School houses are built by skilled hands, of the best materials procurable. Some are of wood, most of them of brick and some of stone. One indeed has been built of concrete cinder blocks. Special attention has been given to providing modern sanitation. The cost of the new one-room rural elementary school is from twenty to forty times that of those of one hundred years ago and contains all modern conveniences.

The equipment needed in even a one-room rural school consists of over eighty-five items. Many of these are included in the following list taken from the requirements for an intermediate or high school: Bibles; pictures of the King and Queen; flags; adjustable single box type desks, one for each pupil; teachers' desk and chair; blackboards; chalk; blackboard brushes; library books; English dictionary; English-French dictionary; encyclopedia; piano; clocks; sets of textbooks for teachers' use and for pupils; globes; maps and map cabinets; relief maps; political maps; sand tray; wastepaper baskets; yardsticks; metre sticks; thermometers; pencil sharpeners; couch for pupils who may be ill; first aid kit; fire extinguishers; attendance journals; permanent record; visitors' register; duplicator; flash cards. Special equipment is purchased to meet local needs.

Many other characteristics of high school buildings and equipment are of interest. The central library is a feature about which many of the pupil activities centre. The class-

room library has been encouraged greatly by gifts from the Department of over \$100 per classroom for each rural high and intermediate school. Teachers' rest rooms form a part of all new buildings, and a few have projection rooms. Radio equipment is becoming a feature of many classrooms. Special attention is given to hygiene, and the most modern sanitary furnishings only are allowed in the schools. Assembly hall-gymnasiums provide opportunity for character building and social programmes as well as for bodily development. A Principal's office is built in all schools of three or more rooms. The principle on which schools are built and equipped today is that they must be for beauty and for use and that good buildings help to produce good character.

### Consolidation of Schools

At the turn of the 20th Century, no less than 235 rural elementary schools, being fully twenty-five per cent of all such Protestant schools, were attended by ten pupils or less. Many of these schools were kept open for but four or five months a year. Qualified teachers were rarely found in such schools, and the girls engaged to teach had received little if any more education than that offered in other short-term schools. The pupils, therefore, were not only provided with insufficient instruction but also that given was of very inferior quality.

The consequence was that great efforts were made by the Department of Education to persuade the people concerned to close the small schools and have the pupils conveyed to consolidated schools. The plan tried elsewhere was adopted here, namely, that the parents were promised that school houses closed would not be removed for at least three years so that if the ratepayers preferred, at the end of that period,

## SCHOOLS OFF THE ISLAND OF MONTREAL

to give up participation in consolidation they might do so. By degrees, people began to realize that pupils could be driven to school comfortably in weather that would prevent them from walking lesser distances; that colds and sicknesses became fewer and attendance at school more regular.

A by-product unforeseen was that property in consolidated school districts became more valuable. Moreover, pupils stayed in school longer and went into the higher grades that were provided. As a consequence, parents soon learned that their children became better educated and more keenly interested in the consolidated school than in the small one formerly close at hand.

Dr. G. W. Parmelee was the leader in this movement. In 1899 he visited many districts in the Eastern Townships, explaining the benefits that would result from cooperation among school boards. In Stanstead County, for example, it was ascertained that fifteen schools would be quite enough to accommodate the pupils, but thirty were kept open. Dr. Parmelee's efforts were followed by those of J. C. Sutherland who joined the staff of the Department largely to further the movement. Mr. A. K. Cameron, the present chairman of the Protestant Committee, was for over twenty years the chairman of the Sub-Committee on consolidation.

The following account of the rural elementary school was printed in the *Educational Record* in 1902: "The district school system makes possible the poorest teaching in the market . . . I found it very difficult to keep the girls in school after they could squeeze through a weak examination qualifying them as country teachers. Cheap teachers are the curse of rural schools. But consolidation stops this. It puts the country on a level with the city. It permits better grading and allows individual pupils wider range, so that

they can work to better advantage. It makes possible thorough work in special lines—nature study, writing, music, drawing. It adds the stimulus of competition and the enthusiasm of numbers. The attendance is better, and the boys stay in school longer. It has a reflex influence on the inhabitants of the town, and quickens public interest in the school.”

In 1904, a questionnaire was sent to each Inspector asking for information regarding the schools that could be closed in his district of inspection. They recommended the consolidation of 160 schools. The following year, the first consolidation took place at Kingsey. So strenuous was the opposition that legal proceedings were commenced in an endeavour to prevent the School Board from carrying it into effect. The battle lasted for several years but the opponents lost their action. The court proceedings helped to bring the criticisms to light and the issue was joined in the public press. The main objections were that consolidation was too expensive for a few taxpayers and that conveyance would be impossible in the winter. Much sentimentality was centred about the deserted little schoolhouse and its memories, and the allegation was frequently made that when children were taught the work of the high school they were “educated off the farm.”

In 1908, the following list of advantages of consolidation appeared in the *Educational Record*:

1. Decreases the aggregate cost of rural schools, or gives greater efficiency at the same cost.
2. Secures to the pupils better instruction, better buildings and equipment, and longer periods for recitation.
3. Insures closer supervision by officials and stronger school principals.



ENTERPRISE ON HOLLAND  
PRIMARY PUPILS ABSORBED IN WORK  
LITTLE HANDS CAN PAINT





NUMBER GAMES  
HOW NUMBER IS LEARNED  
NUMBER CARDS





A VISITING CLASS  
PRIMARY ACTIVITIES ARE VARIED  
LISTENING TO THE PHONOGRAPH





CENTRAL LIBRARY FOR PRIMARY PUPILS  
CRAYON WORK ON SPECIAL TYPE EASEL



#### SCHOOLS OFF THE ISLAND OF MONTREAL

4. Conduces to better health and morals.
5. Continues in school country girls liable to remain at home because of vagabond tramps or large bodies of unemployed men in certain localities.
6. Holds in school youth advanced beyond the curriculum and discipline of most small schools.
7. Relieves mothers anxious about their girls and children of tender years.
8. Eliminates truancy and diminishes irregularity.
9. Causes to attend many pupils out of reach of a school without transportation.
10. Enhances the value of the instruction, because the larger the number of pupils, the fewer the grades per teacher, and the more of himself the teacher is enabled to give to each pupil.
11. Awakens healthy rivalry through the inspiration of numbers.
12. Makes compulsory attendance more feasible and justifiable.

As the consolidation movement spread, it was found that the dire prophesies of uncompromising opponents of consolidation were not realized. The buses did not get stuck in the snowdrifts, they did not overturn, they were not always late, and the children did not dislike being conveyed to school day after day. In fact, the buses almost always arrived on time. Attendance and punctuality improved.

The report of the Superintendent of Education in 1912-1913 supported consolidation in these terms: "Again let me urge the needs of consolidation in the case of the short term schools. It is in most cases the only means by which qualified teachers can be obtained with certainty. Few qualified teachers are willing, even when the salary is fair, to take charge of a school in which there are only a few pupils. The

## ACROSS THE YEARS

consolidated school, with its larger classes, gives the competent teacher the opportunity of doing creditable work. Everywhere it is recognized as the one solution for the chief difficulties of the rural school on our continent. It has been well said that consolidation permits a better grading and classification of the pupils; ensures more months of schooling; makes for a larger average attendance; adds the stimulating influence of larger classes; leads to better school buildings, better equipment, a larger supply of books, charts, maps, and apparatus; quickens public interest in the school; gives the opportunity for more practical instruction; affords a community centre for the people; means very little extra expense; brings the pupils to school in rough weather a distance of four or five miles when it would be impossible for them to walk a mile; is better for the health of the pupils; gains the approval of the people whenever and wherever it is given a fair trial, and suits our rural conditions."

In 1914-15 the first grant of \$6,000 was voted for consolidated schools. That was the day of small things in educational progress, but the fact that grants became available for the purpose made people realize that the government was behind the movement and that all the expense would not be thrust upon the small school districts.

Changes in the school law were necessary in order to provide for the closing of schools, the annexing of districts and the purchase of suitable vehicles for the transportation of the pupils.

It took another nine years before much tangible progress was made. The change came when the government offered transportation grants to School Boards who would adopt consolidation in the fullest sense. That marked the turning point, for the ratepayers became more favorable to con-

## SCHOOLS OFF THE ISLAND OF MONTREAL

solidation when they found that their financial fears would not be realized and that they would not have to bear the burden alone. In one year Mr. Sutherland visited twenty-one municipalities to explain the advantages of consolidation, and a great movement to this end was started in the Eastern Townships.

Further acceleration was given in 1925 because, in addition to helping with the cost of conveyance, the government voted money for new buildings. The people no longer objected to centralization on the ground that they would have to pay the cost of new buildings for the education of rural school children. It was the one additional feature needed to give impetus to this important policy.

In 1917, the grants paid to Protestant school boards in aid of consolidation were: St. Andrews, \$700, Shigawake, \$175, Bolton West, \$250, Eaton, \$450, Barnston, \$500, Durham South, \$130, Thetford and Coleraine, \$150, Ascot, \$200. The principle upon which the grants were made was that, other things being equal, the Department would pay the difference between the cost under the old scheme and the increased cost due to consolidation. This general policy still applies.

School boards sometimes purchase the vehicles, robes and other equipment needed for the conveyance of the pupils. In the majority of cases the vehicles are provided by the contractors, but School Boards in increasing numbers are purchasing first class conveyances. It is the duty of the Boards to see that everything is satisfactory, and that the regulations are complied with concerning transportation. The contractor himself need not be the driver but he must be responsible to the Board for the conduct of the man whom he engages. The drivers are expected to maintain order in

the buses. They must report unmanageable pupils to the principal of the school and to the School Board. The newest regulation is that school buses shall be clearly marked so that approaching automobile drivers may recognize them and take precautions for the safety of pupils embarking or disembarking.

Children generally enjoy themselves in the conveyance vehicles, and the parents' problem as to whether the children shall go to school or not has no longer to be solved every winter morning. The school bus will be at its proper place at the appointed time and the children are usually there to jump into it. The public have seen these things, have realized the limited education that can be given to pupils when one teacher attempts to teach seven grades in one school room, and their minds have turned towards consolidation where there are many grades under several teachers and where sufficient pupils are in attendance that all may gain that vicarious education that they can pick up only from one another by mutual fellowship.

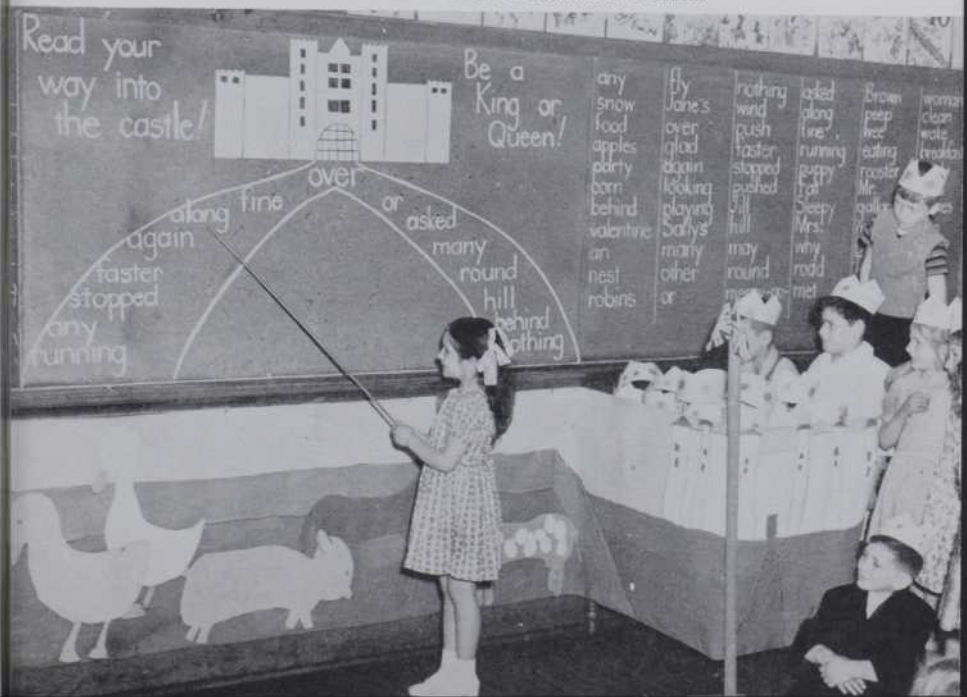
Moreover, the parents see that there is no problem about keeping up the appetite of the pupils for school. The friends of their children intend to go on beyond the elementary grades, the transportation facilities are at hand and there are no fees to pay until Grade X is reached. That children may just as well go to school to procure a good education appears to be in their best interests; so off they go.

During the years 1905-1946, 204 rural elementary schools have been closed. The 57 consolidated schools with their opening dates are as follows: St. Felix de Kingsey, 1905; Eaton (Bulwer), 1912; Barnston, (Way's Mills), 1914; Shigawake, 1914; St. Andrew's East, 1915; Coleraine and Thetford, 1915; Hudson, 1918; Ascot, 1918; Island Brook,



READING ABOUT HOLLAND

FINDING THEIR WAY TO READING CASTLE





MOTIVATED SEAT WORK

STIMULATION

MOTIVATED WRITING





WHO'LL BUY?  
ACTIVITIES ARE REAL  
SUPPLY STORE





MAIL FOR ME!

AN AID TO THOUGHT ?



#### SCHOOLS OFF THE ISLAND OF MONTREAL

1922; Leeds South (Kinnear's Mills), 1923; Shoolbred (Escuminac), 1923; Morin Canton (Morin Heights), 1925; Cox Canton (New Carlisle), 1925; Chatham No. 2 (Brownsburg), 1925; Dudswell (Bishopton), 1926; St. Sophie de New Glasgow, 1926; Roxton Pond, 1926; Bury (Brookbury), 1926; Bury (Canterbury), 1926; Bury (Village), 1927; North Hatley (Village), 1927; Stanstead Canton (Fitch Bay), 1927; Chambly-Richelieu (Chambly Canton), 1928; Huntingdon, 1928; St. Agnes de Dundee, 1928; Paspébiac, diss. (Hoptown), 1929; Durham Canton (Ulverton), 1929; Gaspé Bay North (Peninsula), 1929; Stanstead Township (College), 1929; Windsor & Brompton (Windsor Mills), 1930; Campbell's Bay, 1930; Arundel, 1930; Brome (Iron Hill), 1931; Matapédia (St. Laurent de), 1931; Ormstown, 1931; New Richmond (Black Capes), 1931; Howick, 1931; Sawyerville, 1931; Lachute Ville, 1932; Stanbridge East, 1933; Stanstead Canton (Georgeville), 1934; New Richmond (Centre), 1938; York (Sunnybank), 1938; Gaspé Bay South, 1939; Grand Cascapédia, 1939; South Durham, 1939; Richmond (Cleveland), 1939; Melbourne Township, 1940; Grenville, 1940; La Peche (Wakefield), 1940; Cowansville, 1943; Franklin, 1943; Grande Fresnière (St. Eustache), 1943; Hemmingford, 1944; Clarenceville, 1944; Inverness, 1944; Valcartier, 1946. In 1945-1946 2,571 pupils were conveyed to school daily. A new school will probably be opened in Belle Anse in 1946.

The age of the horse drawn vehicle is past. Fast transportation has now taken its place in the form of motor buses and snowmobiles. Where good roads are to be found, a good two or three ton truck with a suitable body can carry pupils to school almost as comfortably and quickly during the Winter as in the Spring and Fall. The snowmobile has proved to be a very useful means of conveyance over roads that are usually little travelled. Seventeen of these vehicles

are now bringing pupils to Protestant schools. Another twelve have been ordered for the 1946-1947 session. Modern transportation has therefore solved the problem of pupils rising at too early an hour in the morning, being driven slowly over difficult roads by horse-drawn vehicles, and returning by the same means at a late hour in the evening. Moreover, pupils can be conveyed quickly over much greater distances, despite weather conditions which would ordinarily be hard on them if they were exposed for any considerable length of time.

These efforts to consolidate the Protestant rural elementary schools have been so successful that the public have begun to realize that the movement has not gone far enough. Not only must there be consolidation of rural elementary schools; but there must also be co-operation and consolidation in the intermediate and high schools. Because there are as few pupils in the high school grades in many cases as there were formerly in certain rural elementary schools and because a fairly large number of pupils must be gathered together in one place in order that diversified courses of a cultural and of a practical kind may be offered, high schools such as Waterville and Lennoxville, Asbestos and Danville, Windsor Mills and Richmond have begun to group their pupils together. Off the Island of Montreal there are 44 Protestant high schools, 76 intermediate schools and 345 elementary schools. There are far too many of each kind. In 20 Protestant high schools there are but 372 pupils in Grades VIII and IX and only 260 pupils in Grades X and XI. If we could gather together in one place a sufficient number of pupils to offer to them household science, agriculture, and the other newer subjects of the curriculum, the needs of many pupils would be met better than they are today by strict adherence to the traditional course of study

## SCHOOLS OFF THE ISLAND OF MONTREAL

When 200 or 300 pupils of high school grades are assembled in one building with an adequate, qualified staff, much better choice can be offered to them than is possible when the same number are scattered about in several buildings miles apart. As the parents recognize these facts, they will insist on the necessary measures being taken for the education of their children.

### Central School Boards

A bill was written early in 1937 providing for the erection of eighteen Central School Boards in the counties where the Protestants were most thickly settled off the island of Montreal. It passed with many amendments in 1944.

The objects of the act are to provide superior teachers, better school buildings, better use of existing schools, more adequate equipment, superior transportation, better health education, a wider curriculum in central schools, and to gather more pupils together in fewer buildings so that they may obtain the advantages of a broader education than can be obtained in the smaller schools that contain few pupils, with teachers who have been only moderately trained. In such schools pupils will be encouraged to remain longer than they do in the present small rural schools, and educational advantages will thus be brought to rural children that city children now possess.

The movement towards Central School Boards is merely a logical extension of the consolidated movement which has been in operation for almost half a century. The goal is the establishment of eighteen areas in which the Protestants are most thickly settled. Seven of these have been established as follows: Richmond-Drummond-Arthabasca, Chambly, Brome, Argenteuil-Two Mountains, Compton, Stanstead and Papineau. Others are in process of formation. This is

creditable under the circumstances. Where the central boards have been set up the purposes of the act are being realized. County supervisors are being appointed in each area who are confident of the success of the venture. Weak schools are being closed and pupils transported to larger and better schools where they have the advantage of better teachers and higher grades, and where other benefits are likely to accrue.

### The Schools of Quebec City

The history of English education in Quebec City paralleled that in Montreal. While Montreal had its Alexander Skakel and Henry Aspinwall Howe, Quebec had its John Purdie, Daniel Wilkie, Rev. R. Burrage and T. Ainsley Young. The first of these Quebec men spent thirty years as master of Ste. Marguerite School, St. Roch, where he had charge of over one hundred boys varying in age from six to sixteen years. Mrs. Purdie assisted her husband for many years without remuneration.

Mr. Tanswell was the first civilian teacher in Quebec, the salary which he received from the government being £100 a year.

The Protestant and Roman Catholic Boards of School Commissioners of Quebec were created in 1846 by the same Act as that by which the Boards in Montreal were formed.

The first meeting of the Quebec Protestant School Board was held on February 6, 1846, with the Hon. A. W. Cochrane as chairman. The other Commissioners appointed were Rev. Dr. John Cook, Rev. Dr. George Mackie, Rev. Mr. Squires, Jeffery Hale and James Dean. Three were members of the Church of England, two of the Presbyterian Church and one of the Methodist Church.

WEAVING ON HAND LOOMS  
AND CRAYONING



FUTURE BANKERS



WATERING THE TENDER  
BEAN PLANT

A TRANSPORTATION  
PROJECT



SCHOOLS OFF THE ISLAND OF MONTREAL

The share of the first grant accorded to the Board from the Common School Fund was £190:17:3 and this, together with an equal amount received from the City, was divided among the several applicants whose schools were "found to have been duly kept and the teachers sufficiently qualified."

The schools visited by the Board with a view to allotting grants were as follows:

<i>Teacher</i>	<i>School</i>	<i>No. of pupils</i>
William Thom	St. Angele Street	55
Eliza Benson	St. Antoine Street	24
Miss Leggo	6 Dauphin Street	21
D. Campbell	St. Stanislas Street	35
T. Brown	15 Palace Street	15
R. Bray	Diamond Harbour	40
James Evans	Lower Town	18
Mrs. McLean	St. Vallier Street	22
Anne O'Connor	Garden Street	26
R. Geggie	7 St. Joseph Street	30
Mrs. Mertin	St. Vallier Street	30
R. Nettle	D'Aiguillon Street	23
M. Turner	St. Vallier Street	24
Mrs. Drysdale	7 St. Joseph Street	20

The Government voted to the Board £359:14:5 towards building schools and the latter resolved that four be built as follows: in the suburb of St. Roch, the suburb of St. John or St. Louis, St. Peter's ward and Champlain ward. The Commissioners resolved, however, that the inhabitants must furnish half the cost of each school "before the residue of the grant can be obtained" and that each site be vested in the Commissioners. It was further provided that each school must be in operation for at least eight calendar months each year, be attended by not less than fifteen pupils and that the

teachers be appointed "after examination into their qualifications by the Commissioners and be removeable by them."

The Board at first advertised for houses in which satisfactory rooms could be found for the accommodation of pupils, but, after inspection, reported that no suitable ones could be found. They therefore looked for lots and tried to find an architect who would submit plans gratis, but who, if his plan were adopted, should be given "the superintendence of the work". Meantime, grants to private schools were cancelled, but exceptions were made in special cases.

The first school built by the School Board was opened on Artillery Street on January 4, 1849, under Mr. Robert C. Geggie. The fees charged at that time were:

Spelling and Reading: 1 shilling per month.

Reading and Writing: 1 shilling, 3 pence per month.

Reading, Writing and Arithmetic: 1 shilling, 6 pence per month.

Writing, Arithmetic and English Grammar: 1 shilling, 9 pence per month.

Writing, Arithmetic, English Grammar and Geography: 2 shillings per month.

Mensuration, Geometry and Bookkeeping: 4 shillings per month.

Algebra, Trigonometry and Navigation: 6 shillings, 8 pence per month.

Land surveying: 6 shillings, 8 pence per month.

Many candidates for the position of female teacher were examined by the Board before a suitable applicant was found. Finally, they engaged Miss Armstrong on trial at £40 per annum. Her appointment was subsequently cancelled as she was "found to be but twenty years of age and was therefore too young for so responsible a position."

## SCHOOLS OFF THE ISLAND OF MONTREAL

A second school was opened in a rented house at Diamond Harbour under Mr. and Mrs. James Lloyd at a joint salary of £30 per annum "with lodging and fuel." In 1863 a school was erected there.

That year the government grant to the Board was reduced. The Board accordingly decided to decrease the teachers' salaries by twenty-five per cent "with the understanding that, in the event of the government increasing the grant, the Commissioners will restore salaries to the original amount." Representations were made for the restoration of the grant and, if these failed, the Commissioners decided that "one of the schools be shut up."

When the Bill passed the Legislature in 1869 decreeing that the City of Quebec should pay three times the amount of the government contribution, the City Treasurer declined to make the payment. It therefore became necessary for the School Board to threaten suit. Judge Taschereau said that he could not adjudicate upon the case as he was a city bondholder and therefore an interested party.

Though the judge subsequently gave his decision against the Commissioners, a compromise was effected with the city, the council agreeing to pay \$6500 per annum to the Protestant and Roman Catholic Boards.

In 1874 it was necessary for the Board to institute legal proceedings against the corporation of the City of Quebec to compel them to collect from the Protestant taxpayers the sum of \$1500 for the maintenance of their schools.

Because of the large pupil enrolment in the schools, as many as eighty occupying one classroom, the ventilation was found to be defective. Accordingly, it was decided that "square tubes should be employed, one running from a corner of each school upward through the roof."

One teacher asked that his schoolroom be whitewashed and the request was granted.

School Boards dealt sharply with teachers on occasion, and meted out judgment without regard to a person's status. A Mr. Emslie, teacher in the Artillery Street School, was accused by Miss Elizabeth McDonald, a teacher in another room of the school, of having used improper language, of having pushed her with some violence in her own schoolroom, and of having caused his boys to carry firewood through her classroom without her permission and despite her remonstrance. After hearing both parties, the Board required Mr. Emslie to send to Miss McDonald the following letter: "I hereby beg to express to Miss McDonald my regret for having invaded her school and been betrayed into the use of improper language towards her, and also for having seized her with some roughness when she was standing at the door of her own classroom."

As the gentleman hesitated for some time before sending his apology, the lady again complained to the Board, who gave him a short time to conform to their ruling or be dismissed. Thereupon the necessary letter was despatched.

Miss McDonald, a graduate of the McGill Normal School in 1870, subsequently became the first Principal of the Girl's High School, a venture started on January 1, 1877. Her salary of \$500 was to be increased to \$600 "should the change proposed be a success." The initial enrolment was sixty-three girls. The following year, the school was transferred to St. Augustine Street.

On December 15, 1875, the teacher in the Artillery Street School was instructed to refuse admission to more than eighty pupils in a room at one time and to institute a waiting list, as the building "would not accommodate above that



MUCH PLAY IS ORGANIZED  
DEVELOPING HEALTHY BODIES  
OUTDOOR PLAY





A RHYTHM BAND  
INTELLIGENCE AND APTITUDE TESTS ARE USEFUL.



## SCHOOLS OFF THE ISLAND OF MONTREAL

number with safety to the health of the children." This resolution was subsequently amended restricting the number in the senior department to seventy-five, and to fifty in the junior department.

The first French teacher in the Girls' High School was engaged for one and a half hours each day at \$15 a month. The salary at which a teacher holding a high school (academy) diploma was engaged in 1882 was \$300. Teachers for the preparatory department of the High School were engaged for \$200 and for the elementary school for \$120. The salary of the male Principal of the Artillery Street School was \$400, "with free use of the rooms over the building as well as fuel, or its equivalent of \$50 in cash at the option of the Commissioners." The Board continued to exercise care in the selection of teachers, almost all being interviewed and "examined" before appointment.

Owing to a decrease in income, it was resolved that the fuel to be bought for the Cove School on Champlain Street must not exceed five cords.

The boys of those days were rough, and the masters often matched them in their crude tactics. One of the headmasters of the Artillery Street School used to meet the boys at the school door regularly and apply the taws liberally on their legs. In their turn, the boys hid behind a neighbouring fence and fired snowballs at him.

The hours of attendance of teachers were by no means regular. Miss McDonald, first headmistress of the Girls' High School, complained to the Board about the lateness and irregularity of one of the teachers. The hour of opening the Artillery Street School was irregular. The principal would take a basket and shop at the adjacent market, opening the

school doors after he had finished his business there. Then he whipped the boys when they were late!

The High School of Quebec was taken over by the School Board in 1886 on a ten-year lease on condition that the government grant be payable to the Commissioners and that the teachers be responsible to the Board. T. Ainsley Young, of Three Rivers, was appointed to the position of Rector at a salary of \$1000 per annum with free house and fuel. Other salaries ranged from \$600 to \$300. The lease was cancelled from July 1, 1895, however, as the funds were "not sufficient to warrant the large expenditure."

Though the course of study was issued by the Department of Education in 1883 with the urgent request that it be adopted, four years elapsed before the Quebec Board put it into operation.

An interesting indication of the laxity of health conditions is revealed in the minutes of the meeting held on January 6, 1900, when the Secretary reported that the Elgin Street School had been thoroughly disinfected by the health officers, but one medical officer who had visited the building gave his opinion that "there was no necessity of doing it seeing that the four children (of the janitor) who run all about the building have not been sick in any way . . . but it could be done as a precaution or assurance to the public."

At a meeting held on October 6, 1900, the chairman reported that he and Mr. Johnson "had inspected a sand and water demonstration of geography, etc. by Miss McLeod and approved of the same when used in the hands of the teacher but not in the hands of the children, and only the large tray should be used in the matter and not the tin plates." The use of other kindergarten apparatus was approved. At the same meeting, the teacher was reported

## SCHOOLS OFF THE ISLAND OF MONTREAL

for insubordination, as she had "subverted the programme prepared by the Committee by bringing on two classes of calisthenics although forbidden to do so." The matter was left with the chairman for settlement.

Victoria School was opened on October 7, 1907, with an enrolment of three hundred and forty pupils. An additional storey was added to the building in 1912. Another wing was joined on in 1916, the enrolment then being five hundred and sixty-three. St. George's School was built in 1925 to accommodate the pupils who lived in the West End of the city. Its initial registration of just over 200 has grown to 417, but this number now includes the pupils of Victoria School which has been merged with it.

The Quebec High School for boys was opened in 1816 and came under the Royal Institution for the Advancement of Learning in 1818, the first year of its operation. A private school in the city had been opened by the Rev. Daniel Wilkie in 1804 but this was not the ancestor of the Quebec High School.

The first master of the Quebec Royal Grammar School, as it was called, was the Reverend R. Burrage, who was appointed by the British government. He was paid from funds drawn from the Jesuits' Estates. The school continued until 1839 when Lord Sydenham suspended it and assigned a pension of £100 to Mr. Burrage.

In 1843 the Quebec High School succeeded the Royal Grammar School, and schooling was again available for the sons of Quebec.

For the grant voted annually by the Legislature the High School of Quebec was required to educate twenty pupils free. For many years the school was governed by a Board of Directors and was supported mainly by endowment and fees.

In 1918 the Girls' High School became a co-educational institution under the name of the Commissioners' High School and the taxpayers who had for so long escaped taxes for the higher education of boys were placed in the same category as all other school municipalities in this respect.

When the new high school building was opened on September 5, 1941, on Belvedere Road, the High School of Quebec and the Commissioners' High School were amalgamated under the name of the Quebec High School. This school, which is one of the finest in Canada, is thoroughly modern and was built at a cost of \$265,000. Due to the generous donations of public spirited citizens, it was not necessary to impose a special building tax on the Protestant ratepayers of the city.

### Morrin College, Quebec

Morrin College owed its existence to a considerable bequest by the late Dr. Morrin and to the zeal of Dr. Cook, one of the chief ministers of the Presbyterian faith in Canada. The early lectures were given in the Masonic Hall, but in 1866 it was installed in the old gaol which was re-fitted for this purpose.

During the years of its active existence from 1862 to 1900 the college was affiliated with McGill University, and offered courses which were accepted as equivalents of the first and second years. During this period it received grants from the Superior Education Fund, but had to close its doors because of the small registration and because circumstances no longer permitted affiliation with McGill. Its endowment funds are held in trust by a Board of Governors "for the benefit of Protestant education."

NOT ALL HER OWN  
WORK

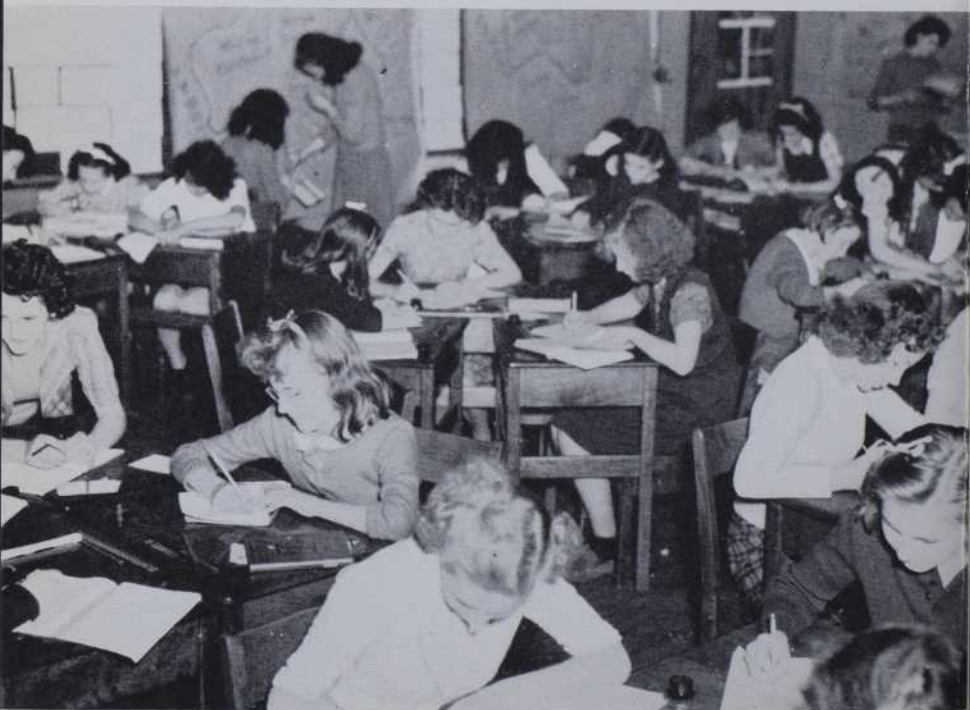


TRYING ON COSTUMES  
FOR A CLASS PLAY



STORY TELLING

CHILDREN IN GROUPS WORK HARDER



# SOCIAL STUDIES



BROWSING

A SINGING GAME





A LIBRARY PERIOD

GRADE IV KEEPS ITS OWN LIBRARY RECORDS



### St. Francis College, Richmond

In 1854, St. Francis College was established and, in affiliation with McGill University, continued to offer courses of First and Second Year University grade until 1898 when its government grant was withdrawn. In 1882, it published a tiny three page pamphlet announcing a course of instruction embracing "all the English Branches, the Greek, Latin, French and German Languages, Mathematics, Natural Science and Rhetoric. Special classes for the Law Entrance and Medical Preliminary Examinations."

"This institution is designed for the preparation of young men and lads whose purpose is to enter the learned professions or to follow mercantile pursuits. Being affiliated to McGill University, Montreal, this institution affords peculiar facilities to those who seek degrees at that university, as they are enabled to enter for the second or third year, or to take their degrees immediately from the course they have pursued at this institution." The fees charged were \$16 per annum. The Rev. E. M. Taylor, afterwards Inspector in Brome County, was the Principal and taught classics at that time.

### Charleston Academy

As the Montreal High School was to the city of Montreal, so Charleston Academy was to rural Quebec.

A committee of three was chosen at a meeting in Charleston to circulate subscription papers to defray the cost of a building. The plan was submitted to the Bishop of Quebec, President of the Royal Institution for the Advancement of Learning, under which a small Elementary School had been in existence in Charleston since 1818.

A proposal made by Stanstead Seminary that Charleston be a male institution and that Stanstead receive ladies only was rejected at a meeting held on December 28, 1829, and Charleston consequently became coeducational when opened in 1832.

The principal of the Charleston Academy was to be a clergyman of the Church of England "whenever the funds of the institution would admit of employing one," but no religious test was required of any "under teacher", nor of any student without the consent of the parents or guardians.

The trustees appointed to the Board of the Charleston Academy were: the Lord Bishop of Quebec, the Speaker of the Legislative Council, the Speaker of the Legislative Assembly, the Archdeacon of Quebec, thirteen men residing in Hatley, Sherbrooke, Stanstead, Barnston, Shefford, Compton, Lennoxville and Montreal.

Teachers were to be elected by a three-fourths majority of the members of the Board, distant members being allowed to vote by mail.

The Charleston Academy was sixty feet in front, thirty-two feet in depth, being "a neat, substantial, two-storey building with a cupola." It was erected by subscription and cost \$3,000. The contributions varied from £1 to £30.

The teachers were enjoined "to keep a faithful watch over the manners, morals and general deportment" of the pupils. They were to attend to their duties for five and a half days each week, ending at noon on Saturday, classes starting in the Fall at 8:45 A.M. From March 30th to September 20th, however, the classes started at 8:30 A.M. and extended for three hours each morning and afternoon.

#### SCHOOLS OFF THE ISLAND OF MONTREAL

All pupils were to show "such respect as the common rules of politeness and civility require." Certificates of character had to be brought by pupils seeking admission. The school was opened with scripture reading and prayer each day and closed with prayer at the discretion of the teacher. All pupils must attend Sunday service.

The trustees visited the school on the first Saturday in each month and advised the teachers about the course of study.

The holidays in the year were two weeks at Christmas, seven school days at Easter and three weeks in July, a total of just over six weeks per annum. In November 1940 the holidays were reduced to the day before Christmas, Christmas Day, Good Friday and the Saturday following. Card playing and all other games for amusement were forbidden within the walls of the Academy.

At the close of each term bills for tuition and any damage done were presented and collected.

Miss E. D. Field was the first "instructress" employed, and her salary was £2:10:0 for four weeks together with her board.

In September 1832 Reuben Spalding was engaged for a year for \$500.

The fees were: English 7/6 per quarter, Painting and Philosophical and Chemical lectures 10 shillings per quarter, but all Trustees and their friends could attend lectures gratis.

On March 8, 1833, the Board decided to employ a female teacher for six months for \$30 for the period, plus tuition, "provided that the funds of the Academy would admit of it."

#### ACROSS THE YEARS

On December 30, 1838, it was resolved that two-thirds of the money belonging to the institution would go to the male department and one-third to the female department.

On March 27, 1848, Mr. Huntingdon was engaged "to teach for twelve weeks at \$1 per day for every day that he teaches." In July 1848 he was engaged for six months at a salary of \$6 per week. The salary of the Secretary-Treasurer was fixed on February 24, 1855, at \$5.00 per year.

On September 27, 1866, it was resolved "that Mr. Cook and Mr. McConnell, Trustees, examine the school in September, Mr. Bean and Dr. Gibbons in October, etc."

The fees charged in 1872 were: Common English \$2.50, Higher English \$3.00, Greek and Latin \$4.00, French (Extra) \$1.00.

In 1873 subscriptions were solicited for repairs. In 1875 the books recommended by the Council of Education for Ontario were ordered by the Trustees to be used at Charleston.

The successor of the Charleston Academy is the Intermediate School at Hatley.



OPEN WIDE!  
ESSENTIAL SERVICES  
IT WON'T HURT MUCH!





DENTIST AND PATIENT!

PRESENT NEEDS AND FUTURE OCCUPATIONS

CONSULTING "DR." HENDERSON



## CHARTER IV

### The Training of Teachers

No school system will ever succeed until it is staffed by intelligent, highly trained teachers who possess satisfactory qualities of character. Though the standard of the teacher has been remarkably high under the circumstances during the past half century, the supply of competent, well-trained teachers for the Protestant schools of the Province of Quebec has always been far from adequate. Teaching has not yet been able to compete successfully with business or other professions. In the early days, the low salaries paid to teachers did not make it worth a person's while to devote his time to that profession. Though salaries are very much higher now, an unfortunate prejudice has grown up in the minds of many people against the occupation of teaching.

The poor supply of teachers has not been confined exclusively to the rural districts. In 1848, the Protestant Board of School Commissioners of the City of Montreal reported, "Not one efficient teacher was at this time procurable in Lower Canada."

No attempt was made to train teachers in the earliest days. Anyone who knew the rudiments of reading, writing and arithmetic might be put in charge of a school. Methods of teaching were in no way regarded. The first license to teach under the Royal Institution for the Advancement of Learning was signed "J. Quebec", this being the signature of the Rev. Jacob Mountain, first Bishop of Quebec. It was issued at a charge of £1 in 1824 to a Mr. Oughtred and gave him "full power and authority to teach reading, writing and arithmetic."

Efforts to have teachers qualify for their profession were made by the Royal Institution for the Advancement of Learning but, as the popularity of the institution waned, so the professional qualities of teachers deteriorated. Local boards of examiners were constituted subsequently and, inefficient as many were, and diverse as were their standards, they met a need of their day. The local boards discharged their duties in what was described at the time as "a free and easy manner." The consequence was that practically all candidates who presented themselves passed their examinations. This system did, however, provide for a time an ample supply of teachers, for the very simplicity of its requirements resulted in many persons sitting for the examinations with the result that three teachers were generally available for every two positions.

Writing the examinations under this system was very frequently a farce. During a single day the candidates were compelled to write no fewer than eight examination papers. For the oral work, it was not uncommon for but one member of the Board of Examiners to appear. As he may have had twenty or thirty candidates to examine, the length of time given to each could not have been very great. The pass mark also was low, being but thirty-three and a third per cent in all but reading and dictation. Thus a person who could answer two out of six simple questions could pass the examinations in any subject. One who, for example, could write the Greek alphabet and answer another easy question could pass in Greek.

When candidates obtained their license in this manner, most of them valued the certificates only for what they would bring. Many were fully aware that they had obtained them too cheaply. It was not uncommon, for example, for candidates to leave the room for the noon recess, their answer

## TRAINING OF TEACHERS

papers remaining on their desks. During the meal or afterwards, they would discuss the papers with their fellow candidates or with their tutors, go back to the examination room and write the answers which they had learned in the interval. Armed with their diplomas, they would subsequently underbid more skilful teachers and accept appointments at \$8 per month instead of the more usual \$10 or \$12.

In the 18th Annual Report of the Colonial Church and School Society issued in the year 1869, it was made clear that the examiners were not satisfied with the work of the Boards. Dr. Leach, one of the examiners in the Montreal district, stated: "As one of the Board of Examiners, I have had ample opportunity of knowing the qualifications of those who were sent forth as teachers. I have assisted in the examination of scores of them and have never come away from one of those examinations without being sorry for the poor pupils, sorry for the teachers themselves and sorry for the children's parents who were foolish enough to believe that their children could receive any material benefit under such a system of instruction."

For many years, little if any distinction was made between teachers holding diplomas and those without them. As late as 1902, for example, all teachers in the thirty-three schools of Stanstead Township were paid the uniform rate of \$16 per month whether they had diplomas or not.

In 1876 the Protestant Committee, having become dissatisfied with the workings of the local Boards, recommended that a Central Board or Committee should set written papers for intending teachers in all subjects except Dictation, Reading and Mental Arithmetic. In these subjects there should be oral examinations as well as "in other subjects that require it." The work in reading and dictation was to

be taken from "some ordinary school textbook at the discretion of the examiners." The examination papers were to be prepared by a joint committee of the examiners of Montreal and Quebec together with the Secretary of the Protestant Committee who should at the same time be Secretary of the Central Board.

Beginning in 1877, all examination papers for the local Boards of Examiners were printed by the Department of Education. A marked improvement was felt immediately, but the problem was only partially solved because the local men, who were usually wholly inexperienced in educational matters, still were authorized to mark the papers. Further progress was made in 1898 when local boards were abolished and Central Boards of Examiners were created, the members of which were inspectors, trained educators and experienced examiners.

The correct solution of providing schools with trained teachers was adopted in 1857 when normal schools were established by an Order-in-Council passed in 1856 "both to increase the knowledge of intending teachers and to show them how to present the studies so that pupils may learn with interest and without useless waste of time." The first legislative authority of this kind had been given in 1851 by a bill providing for the establishment of one Normal School for which £1500 had been set aside for salaries and other necessary expenses. It was then recognized that a knowledge of the subject matter was not sufficient; teachers must also learn methods of presentation in general as well as in particular subjects. They must also become familiar with the psychology of learning.

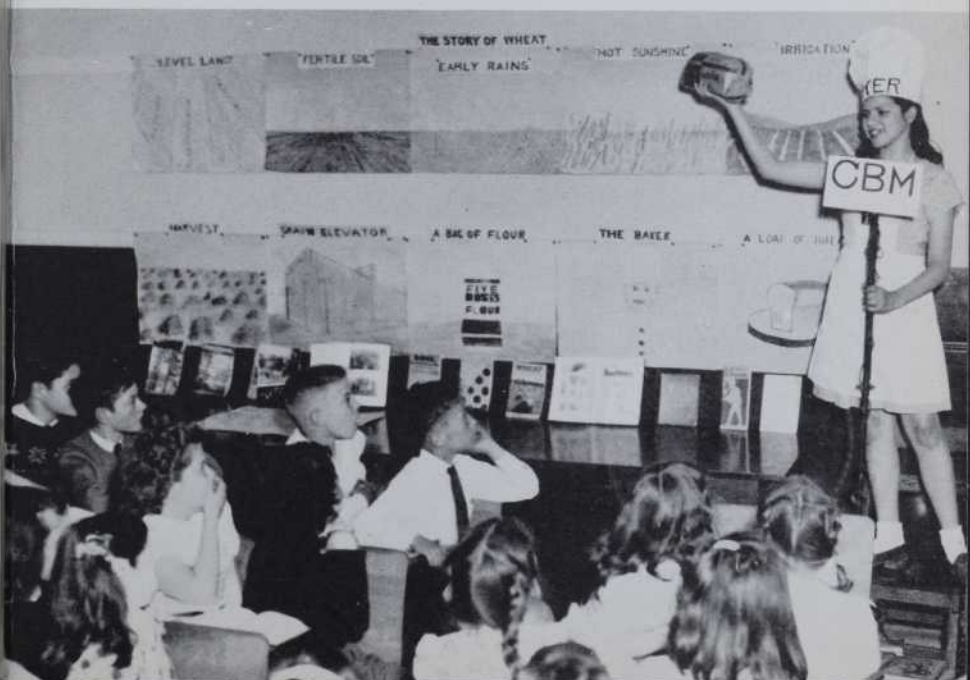
It was further realized that one Normal School would not be sufficient and that the Protestants should have their own



INSPECTION OF HANDS

LESSONS IN HEALTH

BROADCASTING THE STORY OF WHEAT





A TRUE DAUGHTER OF QUEBEC

LIFE IN QUEBEC

HANDICRAFTS OF QUEBEC





IN A "FRENCH" STORE

## CANADIANS ALL

GATHERING MATERIALS ON CANADA





THE PIED PIPER



RELATIONSHIP OF  
EARTH TO MOON

institution. The grant authorized in 1856 for the maintenance of the Normal Schools, furniture, the purchase of books, maps, globes and other equipment, was £4,000. An additional sum of £1,000 was voted "to assist in paying the board and travelling expenses of students requiring aid." The Roman Catholics generously allowed one-third of the funds to go for the support of the McGill Normal School.

The course of studies in the two French and one English Normal School was to consist of the Art of Teaching, Religious Instruction, Reading, Elocution, Recitation, English and French grammar, the elements of Intellectual and Moral Philosophy, Sacred History, History of England and Canada, Geography, Arithmetic, Bookkeeping, Algebra, Geometry, Mensuration, Astronomy, Natural Philosophy and Chemistry, Agriculture, Drawing and Singing.

The following statement of conditions for admission to the McGill Normal School is taken from its first prospectus of 1857:

"The large and commodious building, known as the Old High School, in Belmont Street, is being thoroughly repaired and fitted up by the Government for the accommodation of the normal school, and will be provided with every modern appliance in the art of teaching.

Candidates for admission will be examined in reading, writing and the elements of grammar and arithmetic, and will be required to produce certificates of good moral character from the clergyman or minister of religion under whose charge they have last been, and also, testimony that they have attained the age of sixteen years.

On complying with these conditions, pupil-teachers will be entitled to free tuition, with the use of textbooks, and also

to an allowance of £8 or £9 per annum, in aid of their board. Those who reside at a distance of more than ninety miles from the city of Montreal will also be entitled to a small allowance to pay travelling expenses, proportionate to the distance.

Pupil-teachers admitted after the sum allowed for the year has been appropriated cannot participate in any of the allowances unless vacancies should occur.

At the close of the first year of study, pupil-teachers may apply for examination for a diploma giving the right to teach an elementary school, and after two years study they will, on examination, be entitled to diplomas as teachers of model schools. All the preceding regulations and privileges shall apply to female as well as to male pupil-teachers.

Every effort will be made by all connected with the direction of the institution to perform efficiently the important task of training zealous and skilful teachers, and at the same time to afford every facility to all who desire to avail themselves of the benefits of such training, whether in the normal school or in the model school.

The ordinary session will commence on the 15th September, and end on the 15th July, with a vacation of one week at Christmas."

The Jacques Cartier Normal School, located in the Chateau de Ramezay, and the McGill Normal School, on Belmont Street, were opened in Montreal on March 3, 1857. Amazement was expressed that so many women were admitted to the McGill School. The Laval Normal School in Quebec opened its doors on May 12, 1857, at Le Vieux Chateau, better known as the Chateau Haldimand. On September 15 of the same year, the boarding department of

## TRAINING OF TEACHERS

the Laval Normal School for female pupil-teachers began to operate under the control of the Ursuline Convent. The graduates of these institutions slowly infiltrated into the schools and improved greatly the standards of teaching.

To Principal William Dawson of McGill goes the chief credit for the establishment of the McGill Normal School. Coming from Nova Scotia in 1855 where he had been Superintendent of Education and where he had worked to establish a Normal School for his native province, he submitted the proposal to the governors of McGill who appointed a committee to examine the old High School building on Belmont Street, see the changes that must be made to serve the new purpose, and estimate the cost. Dr. Dawson was subsequently appointed Principal of the new School and combined this function with his duties at the University. Mr. Sampson Paul Robins was recommended as his assistant by Dr. Egerton Ryerson of Upper Canada, who stated that Mr. Robins was "one of the ablest and most promising instructors." Mr. W. H. Hicks, who was principal of the Colonial Church and School Society School on Bonaventure Street, was appointed as Professor, and this school became associated with the Normal School. As the years went on, Dr. Dawson's time became fully occupied at the university and his service at the Normal School sank to a supervisory capacity. Mr. W. H. Hicks succeeded him in 1870 and Dr. S. P. Robins in turn relinquished his post as Secretary-Treasurer of the Protestant Board of School Commissioners in 1883 to become Principal of the Normal School, a position he held until the institution closed its doors in 1907. The Staff of the school which numbered eight in 1857, including a headmaster of the boy's school and a headmistress of the girl's school, grew to seventeen by the end of the fifty years of its existence.

The McGill Normal School was established by the Government of the United Provinces of Upper and Lower Canada under the control of the Superintendent of Education of Lower Canada and McGill University. Its successor is under McGill and the Teachers Training Committee and is subsidized by the Government of the Province of Quebec.

As the years passed, standards were raised when opportunity allowed. According to the announcement of 1885, candidates for admission had to be "able to parse correctly a simple English sentence, know the continents, greater islands, peninsulas and mountains, the oceans, seas, larger gulfs, bays, straits, lakes and rivers and the chief political divisions and most important cities of the world; write neatly a dictation from any School Reader, with no more than five per cent of mistakes in spelling, in the use of capitals and in the division of words into syllables; and able to work correctly examples in the simple rules of arithmetic and in fractions." The academic standard reached at the end of two years in the Normal School was about the equivalent of matriculation.

The examination time table for 1891 gives some idea of the subjects studied after the School had been in operation for thirty-four years. It read as follows:

Examination Time Table at the McGill Normal School, 1891:

	<i>Elementary class</i>	<i>Model class</i>	<i>Academy class</i>
Tues. 9-12	{ Reading, Writing, Dictation; Arithmetic.	Reading, Writing, Dictation; Arithmetic.	Reading, Writing, Dictation; Arithmetic.
Tues. 2-5	{ Grammar and Composition; Literature.	Grammar and Composition; Literature.	Grammar and Composition; Literature.



SLEEPING BEAUTY  
DRAMATIZATIONS IN ENGLISH AND FRENCH  
TOM SAWYER "BLANCHIT LA CLOTURE"





MODEL HOUSE MADE IN A "PLAN YOUR HOME" ENTERPRISE  
A COSMOPOLITAN CLASS



TRAINING OF TEACHERS

Wed. 2-5	{ History, (Scripture and Canadian); Geography.	History, (Scripture and English); Geography.	History, (Scripture and English); Geography.
Thur. 9-12	{ Bookkeeping; Physiology and Hygiene; School Law.	Bookkeeping; Physiology and Hygiene; School Law.	Bookkeeping; Physiology and Hygiene; School Law.
Thur. 2-5	{ Algebra; Geometry.	Algebra; Geometry.	Algebra; Geometry.
Fri. 9-12	{ French .....	French; Botany.	French; Botany.
Fri. 2-5	{ ..... .....	Latin .....	Latin; Roman History.
Sat. 9-12	{ ..... .....	..... .....	Greek; Grecian History.
Sat. 2-3:30	{ ..... .....	..... .....	Trigonometry.

The public examination was a feature of school life in the middle of last century. No history of education would be complete without a description of such an examination. The following report of the first closing of the McGill Normal School in 1857, which included the public examination of the students, is summarized from the *Journal of Education for Lower Canada*, Volume I, 1857:

Classes assembled in the Normal School on Belmont Street and Model School as usual at 9:00 A.M. and were conducted with the usual routine while parents and others passed from room to room witnessing the work of the several classes. At noon the children, 200 in number, were marched

to the large hall of the school and, after a short address by the Principal and the performance of some pieces of vocal music, were dismissed for the holidays.

At 2:00 P.M. the teachers in training were assembled in the large hall where "a number of the clergy, gentlemen connected with McGill, and a respectable audience" were in attendance. The Principal (J. W. Dawson) gave an address, after which a public examination was conducted.

Professor Robins examined the class in Arithmetic, following which the Lord Bishop of Montreal addressed the teachers, expressing his satisfaction with the work of the school.

An examination in Geography followed by Professor Hicks; in Algebra and Geometry by Professor Robins; and in Grammar by Professor Hicks. After a musical exercise conducted by Professor Fowler, the class was examined in French by Professor Fronteau and in Geology by the Principal. At the close of the examinations, the Principal stated that, had time permitted, the subjects of History and Natural Philosophy would also have been entered upon. Enough had, however, he trusted, been done to show the methods pursued in the school and, to some extent, their results.

The Hon. Mr. Justice Day expressed the pleasure he had derived from the examination and his conviction of the great public utility of the Normal Schools. He then contrasted the past and present condition of education, and anticipated its future as a result of the efforts now being made.

The Superintendent of Education, Hon. P. J. O. Chauveau, addressed the class and said that we now had three Normal Schools in the Province, this one with 45 female and 6 male teachers, the Jacques Cartier and Laval Normal Schools with 27 and 22 male teachers respectively. He

## TRAINING OF TEACHERS

hoped that those who were not entitled to diplomas would return to the school next year. The true teacher must be forever a student. Concerning the relationship between a teacher and his class, the Superintendent said: "Kindness to them will be the best rule, but it must not exclude firmness. With the parents and the school commissioners politeness will do a great deal, but you must at the same time be on your guard and not allow the parents to interfere in the discipline of the school, except so far as by reason of the delicate health of a child he may be exempted from certain duties. When anything is asked from you by a parent which you think cannot be granted without injuring the discipline of the school, you must not be rude to him, but your only answer must be: 'I cannot do it.'" He then dwelt at length on the duties of teachers and exhibited a diploma printed on parchment which, when passed around, was found to be "very elegant and creditable to the printers."

The Parting Hymn was sung by the class and the benediction pronounced.

In 1898 efforts were made to require Normal School training for all persons seeking diplomas. This soon decreased the supply of teachers, despite the fact that, under certain circumstances, teachers could still procure diplomas through the Central Board of Examiners without Normal School training.

During its fifty years of existence, 2,989 teachers graduated from the McGill Normal School, an average of 60 per annum. The attendance was always much larger because the course of many teachers-in-training extended for two years. During its last year, 121 students were enrolled.

In 1907 the McGill Normal School was replaced by the School for Teachers at Macdonald College, St. Anne de

Bellevue. Sir William Macdonald placed his farm of six hundred acres, valued at \$1,500,000 at the disposal of McGill University to found a college at St. Anne de Bellevue. When the college was established, the decision was made that "a teaching staff would be provided which, in point of strength and efficiency, will be equal to that of any similar institution anywhere." One of the objectives was "the enlargement of the means for the training of teachers and the improvement of rural education generally." The training of teachers was to be provided "without cost to the province" provided that the Government should continue to vote the sums formerly provided for the maintenance of the McGill Normal School to the support of Protestant Education. Special facilities were to be offered for the teaching of Nature Study, Household Science and Manual Training. It was also provided that the charge for living expenses at the college should not exceed \$3.25 per week, a condition which subsequent conditions could not justify. The residential feature was considered to be very important resulting in more and better work being done than in the non-residential McGill Normal School on Belmont Street, Montreal.

Many of the desires expressed at the establishment of the college did not materialize fully. Though Sir William Macdonald expended the sum of approximately \$7,000,000 for the cost of the buildings and endowment, it soon became evident that the expenditures would exceed the income and that charges that were unforeseen would have to be met.

When the Normal School was moved to St. Anne de Bellevue, the training of High School teachers was entrusted to McGill University where candidates for High School diplomas followed the courses in education during the third and fourth years of their undergraduate courses. Meantime,



MAKING PUPPETS FOR THE CIRCUS

REAL AND IMAGINARY

TRAVEL IN MEXICO

**MEXICO**

**STORY OF CORTES AND MONTEZUMA**





FOOD DISPLAY

REPORTING ON THE BRITISH COMMONWEALTH OF NATIONS





AN ENTERPRISE ON CANADA  
CANADA CONSCIOUS  
FUR TRADING





MAPS OF ALL KINDS

WORLD CONSCIOUS

STAMP MAP OF AFRICA



## TRAINING OF TEACHERS

a department for the training of high school teachers had been opened in 1898 at Bishop's University.

Efforts towards raising the standard of the training of teachers are being continued to this day. This has been done through raising the age limits for entrance, improving the courses in the training institutions, emphasizing the professional character of the work and supplying increasing opportunities for teachers-in-training to practise their profession under adequate supervision. The courses extend for one year only, but for admission to the elementary class candidates must show that they have passed in ten papers of the High School Leaving, or other similar examination. For admission to the course leading to the intermediate diploma, there is required a Senior High School Leaving certificate—a certificate that is accepted *pro tanto* in the subjects required for first year in a university. Moreover, all certificates are interim at issue. Attendance at Summer School and certificates of successful teaching for two years are necessary before holders of interim certificates may secure permanent diplomas. Facilities are also offered at Summer School to teachers who wish to secure advanced elementary and advanced intermediate diplomas.

A third year was added to the old Normal School course for students who were interested in teaching High School grades. At graduation, such students received the academy (or high school) diploma. Today, candidates for a high school diploma must hold a degree from an approved university and follow a post graduate course in education for a full academic session. It has recently been decreed that two kinds of high school diplomas will be issued in future, one for Arts students and the other for Science students.

Suitable prerequisites for the diplomas must be taken during the under-graduate years.

The heads of the School for Teachers at Macdonald College have been: Dr. George H. Locke (1907-1910); Dr. S. B. Sinclair (1910-1913); Dr. Sinclair Laird (1913- ).

The solution of the problem of how to find satisfactory teachers has always been the same, namely, to pay them adequately. Almost a century ago, in 1850-1851, the Superintendent of Education for Lower Canada wrote: "The desire of possessing efficient schools cannot but create a disposition to remunerate teachers more liberally and, from the moment that an adequate salary will be attached to the situation, viz., a salary sufficient to place the teacher in that position in society which the discharge of the high functions intrusted to him entitled him to occupy, a sufficient number with the necessary qualifications for all needful purposes will undoubtedly be found."

The Protestant Committee in its turn has been responsible for encouraging school boards to increase the salaries of teachers. In 1912, it resolved that the salaries of the Principals of High Schools should be \$1500 as a minimum or the schools would be penalized. The sum of the salaries of the next two teachers should in like manner be not less than \$900. To raise the standards, it was necessary to exercise considerable pressure. The penalty set for non-compliance with the above standard was reduction of one-fifth of a mark for every \$5 required to raise the salaries to the minimum figures. This meant a corresponding decrease in the grant to the school from the government.

Since those days, the situation has changed materially and, though the end of the road in this connection has

## TRAINING OF TEACHERS

probably not yet been reached, the present salary scales should induce young men and women of ability to enter the profession. Though not princely, they should be adequate to attract and maintain teachers, especially after the first few years as they advance up the scale, provided that the cost of living remains fairly stable.

The following is the scale of salaries established by the Montreal Protestant Central School Board as at December 1, 1945:

### I. Teachers in High Schools

Class Teacher, Specialist Teachers and Librarians.

<i>Year</i>	<i>Men</i>	<i>Women</i>
1	1,500	1,500
2	1,600	1,600
3	1,700	1,700
4	1,800	1,800
5	1,900	1,900
6	2,100	2,000
7	2,300	2,100
8	2,500	2,200
9	2,700	2,300
10	2,900	2,400
11	3,100	2,500
12	3,300	2,600
13	3,500	2,700
14	3,700	2,800
15	3,900	3,000

Specialist Teachers who devote more than one-half of their teaching time to high school pupils shall be classified for salary purposes as high school teachers.

## ACROSS THE YEARS

## II. Teachers in Elementary Schools

*Women Teachers*

<i>Year</i>	<i>Kindergarten Assistants without Diplomas</i>	<i>Kindergarten Assistants with Diplomas</i>	<i>Kindergarten Teachers and Teachers with Intermediate Diplomas</i>	<i>Teachers with High School Diplomas</i>
1	\$500	\$600	\$1,000	\$1,150
2	550	650	1,050	1,200
3	600	700	1,100	1,300
4	650	750	1,150	1,400
5		800	1,200	1,500
6			1,300	1,600
7			1,400	1,700
8			1,500	1,800
9			1,600	1,900
10			1,700	2,000
11			1,800	2,100
12			1,900	2,200
13			2,000	
14			2,100	
15			2,200	

*Men Teachers*

<i>Year</i>	<i>Class Teachers</i>	<i>Specialists in Industrial Arts</i>
1	\$1,300	\$1,500
2	1,400	1,600
3	1,500	1,700
4	1,600	1,800
5	1,700	1,900
6	1,800	2,000
7	1,900	2,100
8	2,000	2,200
9	2,100	2,300
10	2,200	2,400



ENTERPRISE ON CHINA

RESEARCH

INFORMATION AT FIRST HAND



AFRICA  
Visual Aids

EAST AFRICA



PREPARING SCENERY FOR THE PASSION PLAY  
SCRIPTURE HISTORY

HAIL, MASTER!



## TRAINING OF TEACHERS

<i>Year</i>	<i>Specialists in Industrial Arts</i>
11	2,500
12	2,600
13	2,700
14	2,800

Women Teachers of Physical Education and Household Science will be on the same scale as women teachers with High School Diplomas.

Teachers who hold Advanced Intermediate Diplomas and who are engaged in teaching elementary school pupils shall, for salary purposes, be advanced one year on the scales at present in force. In other words, for the school year after a teacher obtains an Advanced Intermediate Diploma, he or she will be paid a double increment and, after that year, his or her salary will be calculated as if the teacher had one more year of service than is actually the case. The maximum salary for Elementary teachers will remain unchanged, regardless of the Diploma.

Teachers of Special Classes shall, for salary purposes, be advanced two years on the scales at present in force at the time when they are appointed to the charge of such classes. They will thereafter proceed by regular annual increments to the maximum of \$2,200.

### III. Substitute Teachers

Elementary Grades.....	\$6.00 per day
	\$3.50 per half-day
High School Grades.....	\$8.00 per day
	\$4.50 per half-day

ACROSS THE YEARS

IV. Supervisors

	<i>Minimum</i>	<i>Maximum</i>	<i>Annual Increment</i>
Men.....	\$3,600.....	\$4,500.....	\$150
Women.....	2,500.....	3,400.....	150

Promotion to this category shall result in the addition to the appointee's last salary previous to appointment, of a special increment of \$150 in addition to the increment to which he or she would otherwise have been entitled.

V. Vice-Principals of High Schools

Vice-Principals are appointed in high schools containing twenty-five or more high school classes, or where special permission is given by the Central Board.

	<i>Maximum</i>	<i>Annual Increment</i>
Men.....	\$4,500.....	\$200
Women.....	3,600.....	100

Promotion to the position of Vice-Principal shall result in the addition to the appointee's last salary previous to appointment, of a special increment of \$150, in addition to the increment to which he or she would otherwise have been entitled.

VI. Principals

*Principals of Elementary Schools*

(a) Teaching Principals (Men and Women)

Principals of Elementary Schools who are also class teachers shall receive salary as follows:-

1. Salary on scale as class teacher.

TRAINING OF TEACHERS

2. \$200 for each of the first two classes in the school, plus \$100 for each additional class.

(b) Supervising Principals (Men)

	<i>Annual</i>		
	<i>Minimum</i>	<i>Maximum</i>	<i>Increment</i>
Schools up to 19 classes . . . . .	\$3,100 . . . . .	\$4,000 . . . . .	\$150
Schools with 20 or more classes	3,600 . . . . .	4,500 . . . . .	150

Promotion to a supervising principalship or to a higher category of supervising principalship shall result in the addition to the appointee's last salary previous to appointment of a special increment of \$150 in addition to the increment to which he would otherwise have been entitled.

Principals of Elementary Schools in which High School classes are located shall be paid in addition to their salary as Principal, based on the total number of classes in the school, a bonus of \$50 a year for each High School class up to a maximum of \$250. This applies only during the period when High School classes are housed in an Elementary School.

*High School Principals*

	<i>Annual</i>		
	<i>Minimum</i>	<i>Maximum</i>	<i>Increment</i>
Schools containing 25 or more			
High School classes			
Men . . . . .	\$4,500 . . . . .	\$5,500 . . . . .	\$200
Women . . . . .	3,600 . . . . .	4,600 . . . . .	200
Schools containing less than 25			
High School classes			
Men . . . . .	\$4,200 . . . . .	\$5,000 . . . . .	\$200

For the purpose of this salary scale, a man or woman shall be considered a High School Principal when the majority of the teachers on his or her staff are paid according to the scales approved by the Central Board for High School teachers.

ACROSS THE YEARS

Promotion to a higher category of principalship shall result in the addition to the appointee's last salary previous to appointment of a special increment of \$150 in addition to the increment to which he or she would otherwise have been entitled.

VII. Allowance for Previous Experience

Teachers entering the service of the Montreal Protestant Central School Board or of Local Boards under its jurisdiction, may be allowed one full increment, *in accordance with the Central Board Scales in force in the year 1941-'42*, for each full year of teaching experience up to a limit of seven years.

The maximum initial salary of the appointees shall in no case exceed the following amounts:

*High Schools*

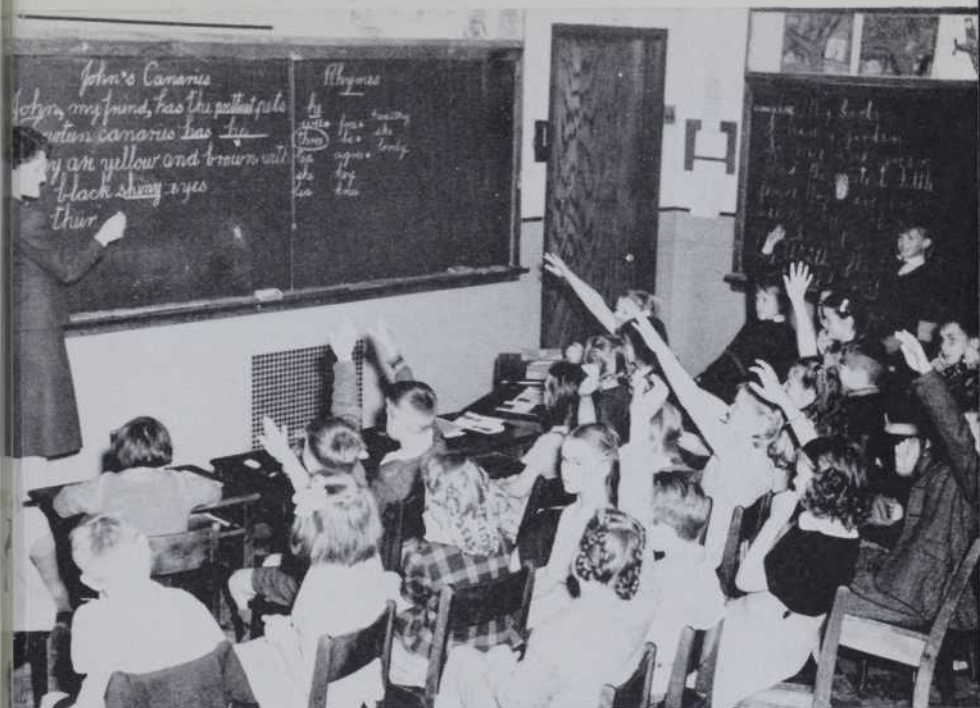
Men.....	\$2500 per annum
Women.....	\$2100 per annum

*Elementary Schools*

Men with High School Diplomas.....	\$2000 per annum
Women with High School Diplomas (or equivalent).....	1500 per annum
Men with Intermediate Diplomas.....	1800 per annum
Women with Intermediate, Kindergarten or Elementary Diplomas.....	1300 per annum

Any period of service as a substitute teacher will not be counted as years of service in calculating salaries.

Teachers who had gained experience in schools outside the territory of the Central Board, and who had subsequently served in the Armed Forces, may have the period of military



CREATIVE POETRY

DELIGHTFUL CLASS EXERCISES

A BOOK REVIEW





A RADIO QUIZ

MAGAZINE  
CORNER





AN OPPORTUNITY CLASS

PAINTING A MURAL





MODELS IN CLAY

TESTS OF INGENUITY

CARDBOARD FIGURES



## TRAINING OF TEACHERS

service counted as years of teaching experience when their salaries are being calculated.

Teachers who have been teaching elementary grades and are transferred to teach high school grades cannot have the time spent in teaching elementary classes counted as years of service in high school, when their salaries are calculated. Teachers thus transferred will, if their last salary in the elementary school was \$1500 or more, receive an increment in accordance with the High School Scale.

In future, teachers who leave the service of the Central Board or a Local Board for more than one year will forfeit their position on the salary scales. If re-engaged they will be rated for salary purposes in accordance with the Central Board's resolution regarding initial salaries for experienced teachers.

## CHAPTER V

### The Department of Education

The Department of Education was created by the Act of 1841 when a Superintendent was appointed. Two Secretaries are also named, who, under the Superintendent, have the general control of the Department and exercise the other powers and duties, assigned to them by the Lieutenant-Governor-in-Council. Since 1869 they have had the rank of Deputy Ministers. Other officers are engaged as required to carry out the law respecting education.

The Superintendent is the President of the Council of Education and the Secretaries of the Department of Education are joint secretaries. The Protestant Secretary of the Department of Education is at the same time Director of Protestant Education in the Province. His powers and duties are determined by the Lieutenant-Governor-in-Council and are contained principally in the Regulations of the Protestant Committee.

The Department of Education distributes to School Boards monies voted by the Legislature for the purpose, compiles and publishes statistics on education, receives and checks reports of school corporations, publishes the *Education-al Record* and *L'Enseignement Primaire*, as well as the Courses of Study authorized by the Committee of the Council of Education, compiles and issues publications such as the Handbook for Teachers, Catalogues of the Film Library and of the Professional Library for Teachers, lists of supplementary readers and of equipment required in schools, inspects schools, and does all in its power for the encouragement and advancement of education. It conducts

## THE DEPARTMENT OF EDUCATION

a large correspondence with School Boards and the general public concerning the operation of education in the Province.

The Superintendent publishes a report every year for presentation to the Legislature and to interested parties. The Director of Protestant Education presents a report to the Protestant Committee quarterly concerning the chief events that have taken place on the Protestant side of the Department. A summary of these reports and of other important matters appears annually in the Report of the Superintendent.

The head of the Department of Education has been named the Superintendent of Education except during the years 1867-1874, when, following Confederation, the Department was in charge of a Minister of Education. In 1874, Dr. de Boucherville, the Minister of Education, determined to end this short period of change caused by the confederating of the Dominion of Canada and "to re-establish the office of the Superintendent and this completely separated from politics; and I propose to submit a law to this effect to the new parliament." The change was made by the Act of 1875. At that time, the Department was transferred to Quebec from Montreal, where it had previously been established.

The Department is represented in the Cabinet and in the Legislature by the Provincial Secretary. The present incumbent of the office is the Honourable Omer Côté, K.C.

The Superintendents and Ministers of Education since 1842 are as follows:

1842 May            J. B. Meilleur, M.A., M.D., LL.D.,  
Superintendent of Education.

ACROSS THE YEARS

1855 July	P. J. O. Chauveau, LL.D., D.C.L., Q.C., Superintendent of Education 1855-1867, Prime Minister and Minister of Education 1867-1873.
1873 February	Gédéon Ouimet, Q.C., LL.D., Prime Minister and Minister of Education.
1874 September	Sir Charles Eugène Boucher de Boucherville, M.D., M.G., Q.C., Minister of Education.
1876 January	Gédéon Ouimet, Superintendent of Education.
1895 April	Boucher de la Bruère, Superintendent of Education.
1916 April	Cyrille F. Delage, C.M.G., LL.D., Superintendent of Education.
1939 December	Victor Doré, C.M.G., D. Soc. Sc., LL.D., Superintendent of Education.

The English Secretaries of the Department and Directors of Protestant Education since 1867 are as follows:

1867 July	Henry H. Miles, LL.D., D.C.L., Secretary of the Department.
1882 May	Rev. E. I. Rexford, D.C.L., LL.D., Secretary of the Department.
1891 September	G. W. Parmelee, D.C.L., LL.D., Secretary of the Department. 1925-1930 Director of Protestant Education.
1930 June	W. P. Percival, Ph.D., LL.D., Secretary of the Department and Director of Protestant Education.



CHORAL SPEAKING—  
A BETTER WAY OF RECITING

I'M NEXT





PRODUCING THE CLASS NEWSPAPER  
A SEWING CLASS



## THE DEPARTMENT OF EDUCATION

The French Secretaries of the Department since 1848 have been:

1848	Louis Giard, M.D.
1882 May	Oscar Dunn
1886 April	Paul de Cazes, Lit.D., P.R.S.C.
1908 June	J. N. Miller
1925 October	Lionel Bergeron
1937 January	B. O. Filteau, B.A.

The Secretaries of the Protestant Committee since its re-constitution in 1876 have been as follows:

1876 April	George Weir, D.C.L.
1886 October	Elson I. Rexford, D.C.L., LL.D.
1891 September	George W. Parmelee, D.C.L., LL.D.
1930 September	W. P. Percival, Ph.D., LL.D.

The following are members of the Protestant side of the Department of Education:

Elmer S. Giles, M.A., Inspector General  
H. S. Billings, B.A., Special Officer  
Eivion Owen, M. A., Ph.D., Special Officer  
C. E. Poyart, B.A., Inspector of High Schools  
H. G. Young, B.A., Assistant Inspector of High Schools  
C. Wayne Hall, M.A., Supervisor of English  
Miss Ruth Low, B.A., Assistant Supervisor of English  
R. A. Peck, M.A., Supervisor of French  
Lewis J. King, B.A., Inspector of Schools  
W. H. Brady, B.A., Inspector of Schools  
H. D. Wells, M.A., Inspector of Schools  
S. V. Cattermull, Inspector of Schools  
G. R. Lessard, B.A., Inspector of Schools  
Howard Aikman, M.A., Inspector of Schools  
Rev. W. C. Dunn, B.A., Inspector of Schools

## ACROSS THE YEARS

- Rev. C. S. Brett-Perring, B.A., Inspector of Schools  
Miss Marguerite Brayne, Helping Teacher, Sherbrooke  
Inspectorate  
Miss May Hextall, Helping Teacher, Part of Eastern  
Townships  
Miss Arline Kilgour, Helping Teacher, Pontiac and Gatineau  
Inspectorate  
Mrs. Donald McCabe, Helping Teacher, Argenteuil In-  
spectorate  
Miss Elsie Salter, Helping Teacher, Gaspé Inspectorate  
Miss Dora Upton, Helping Teacher, Huntingdon Inspectorate

There are vacancies in inspectoral positions and in those of Assistant Supervisor of French.

The following persons are employed by the Department of Education for Summer School together with suitable members of their staff: Sinclair Laird, D. Paed., LL.D., Director of the Summer School; Régina Boucher, Director of the French Summer School.

A Summer School is conducted by Bishop's University, Lennoxville, in co-operation with the Department of Education under Professor J. D. Jefferis, M.A., Ph.D., and a suitable staff.

The members of the staff of the School for Teachers at Macdonald College and those of the Department of Education at McGill and Bishop's University are closely connected with the Department of Education, namely:

### Macdonald College

- Sinclair Laird, D. Paed., LL.D., Dean and Director; Professor of Education.  
Novah E. Brownrigg, B.A., Lecturer in French.

#### THE DEPARTMENT OF EDUCATION

- Mary Cameron, A.O.C.A., Lecturer in Art.  
Rev. Francis A. C. Doxsee, B.A., Honorary Lecturer  
in Religious Instruction.  
Frank K. Hanson, Mus.B., Assistant Professor of Music.  
J. M. Paton, M.A., B.Paed., Associate Professor and Chair-  
man of the Department of English.  
Blanche Stewart, Lecturer in Primary Methods and  
Nature Study.  
Dorothy J. Seiveright, M.A., Lecturer in History and  
Geography.  
Mary Varey, B.A., B.S. in Phys.Ed., Instructor in  
Physical Training.  
William A. Steeves, B.A., Ed.M., Assistant Professor of  
Mathematics.  
Rev. Canon F. L. Whitley, M.A., Honorary Lecturer in  
Religious Instruction.

#### McGill University

- John Hughes, M.A., Professor of Education.  
A. B. Currie, M.A., Ph.D., Associate Professor of Education.

#### Bishop's University

- J. D. Jefferis, M.A., Ph.D., Professor of Education.

The Superintendents of Education have all been men of marked ability, action and clarity of thought. All the early Superintendents were Cabinet Ministers. Dr. Meilleur was a man of lofty views and untiring energy. Dr. Chauveau was a member of Parliament at the age of twenty-three, Minister of the Crown at thirty-one and Superintendent of Education at thirty-five. He became Prime Minister "because he seemed to be the only man who would be likely to form a ministry acceptable to the people. He then became Minister of Public Instruction but performed the same duties

as he had done when he held another title." He it was who founded the Journal of Education.

The Superintendents have always treated the English Secretaries generously and given them a free hand in the management of Protestant affairs. Writing in 1914, Dr. G. W. Parmelee stated: "Yet the Superintendents, particularly the Hon. Gédéon Ouimet and the Hon. Boucher de la Bruère, have given the English secretaries a perfectly free hand in everything related to Protestant education, and have supported them with their authority on all occasions. In fact, without evasion of their legal responsibilities, they have, so far as that is possible, treated their English secretaries as though they were of equal rank with themselves. This generous attitude has done much to increase the efficiency of the work of the administration on the Protestant side." Eleven years later this status was recognized in law when the English Secretary was appointed Director of Protestant Education and became the administrative officer of the Protestant side of the Department of Education and of the Protestant Committee.

The heads of the Protestant side of the Department of Education have devoted much of their time to writing. In addition to producing frequent reports and official documents, contributing to newspapers and magazines and delivering public addresses, they have the following publications to their credit:

*Henry H. Miles*—Scientific Works—A School History of Canada.

*Elson I. Rexford*—Article on the High School of Montreal, Edited the 1895 Edition of the Education Act.

*G. W. Parmelee*—Collaborated with Dr. A. G. Doughty in "The Battle of the Plains of Abraham" (six volumes)—



LEARNING THE INSTRUMENT OF ONE'S CHOICE

MUSIC HATH CHARMS

PRACTICE IS ESSENTIAL





LUNCH HOUR

SCHOOL'S IN!





FOLK DANCING IN A COSMOPOLITAN SCHOOL  
WOODWORK IN THE ELEMENTARY SCHOOL





CARVING IN WAX

VARIED ACTIVITIES IN THE OPPORTUNITY CLASS



THE DEPARTMENT OF EDUCATION

Article on English Education in "Canada and its Provinces", Edited the Education Acts of 1911 and 1931.

*W. P. Percival*—Causes and Subjects of School Failure, 1926—Why Educate? 1935—Poems of Yesterday and Today, 1936—Life in School, 1940—The Lure of Quebec, 1941—Education in Quebec, 1941—The Lure of Montreal, 1945 Articles on Quebec in *American Educator Encyclopedia*, 1936 and 1946, and in *Lands and Peoples*, 1946—Across the Years, 1946—Canada's Leading Poets (In Press). Edited the Education Act of 1940.

Many of the Protestant teachers of Quebec have made important literary contributions, as the following partial list shows:

*W. M. Addison*—Collaborated in the Canadian Problem and Practice Arithmetics.

*R. C. Amaron*—Collaborated in *Jouons* and *Manual to Jouons*, *Avançons* and *Manual to Avançons*, *Le Français Pratique* and *Canadian Legion Courses in French*.

*H. D. Brunt*—Collaborated in *Handbook for the Reading and Thinking* series.

*Julia Buggeia and Theodora Moore*—*Academy Days in Old Missisquoi*.

*Irvin Cooper*—*Circle of Fifths*; Edited *Teen Age Songs*.

*H. H. Curtis*—Collaborated in *Oral Lessons in French*, Parts I to VI.

*John A. Dresser*—*The Eastern Townships of Quebec: A Study in Human Geography*.

*Evelyn M. Eaton*—Collaborated in *Avançons* and *Manual to Avançons*.

*C. V. Frayn*—*School Art Series*—*Practical Geometry and Progressive Perspective*.

*J. M. Harper*—*The Annals of the War*, illustrated by a selection of historical ballads—*Then, and Now*; the

- Earliest Beginnings of Canada; the Sillery Mission—Moral Drill for the School Room—The Montgomery Siege—The Little Sergeant—The Grand Old Man of Dudswell—The Battle of the Plains—Champlain.
- Elsie Woodley Hodgson*—History of Education in the Province of Quebec. (Thesis)
- J. C. J. Hodgson*—The Lion and the Lily.
- Gordon M. LeClaire*—Star-Haunted; Though Quick Souls Bleed.
- S. J. MacGowan*—Collaborated in *Jouons* and *Manual to Jouons*, *Avançons* and *Manual to Avançons*, and *Canadian Legion Courses in French*.
- R. A. Peck*—Collaborated in *Canadian Legion Courses in French*, and *Le Français Pratique*.
- H. L. Rennie*—History of Education in the Eastern Townships. (Thesis)
- Orrin B. Rexford*—Teacher Training in the Province of Quebec. (Thesis)
- F. R. Robert*—Collaborated in *Oral Lessons in French*, Parts I to VI.
- C. H. Savage*—The *Laurentide Speller*—Words at Work.
- H. J. Silver*—Arithmetic Books.
- W. H. Smith*—The *Empire Songster*.
- James B. Speirs*—How Music grew.
- J. C. Sutherland*—The Province of Quebec: Geographical and Social Studies—The Romance of Quebec.
- E. M. Taylor*—History of Brome County.
- E. C. Woodley*—Legends of French Canada—Canada's Romantic Heritage—The Story of New France—Manual and Source Book of British History, Bk. II—Introducing the Bible—The Province of Quebec through Four Centuries—Editor and Collaborator of several other volumes.

## THE DEPARTMENT OF EDUCATION

### *Editors of the Teachers' Magazine:*

W. P. Percival.....	(1919-1921)
R. E. Howe.....	(1921-1923)
A. R. McBain.....	(1923-1925)
O. B. Rexford.....	(1926-1927)
E. C. Woodley.....	(1927-1930)
Isabel E. Brittain.....	(1930-1932)
John Anderson.....	(1932-1936)
Helen E. Guiton.....	(1937-1939)
P. A. G. Clark.....	(1940- )

Many teachers have made substantial contributions to the Teachers' Magazine and the Educational Record. Among these are A. R. McBain, O.B. Rexford, Mrs. Irwin (Seferovich), Miss Helen Guiton.

### Inspection of Schools

The inspection of Protestant schools by a government official commenced in the year 1875, when Mr. Emberson was appointed to visit the Model Schools and Academies.

The first memorandum was sent to the Inspectors of Elementary and Model Schools in 1884 by the Protestant Secretary of the Department of Education, acting on the recommendation of the Protestant Committee and at the direction of the Superintendent. In this memorandum, the duties of the inspector were made explicit. The inspector must "urge upon teachers to endeavour to teach Reading and Spelling thoroughly, and to do this before pressing upon children advanced studies while they can only read and spell very imperfectly." They must report on the progress and efficiency of each pupil in Reading, Spelling, Grammar, Arithmetic and Geography and any other branches taught "provided there is time and opportunity to examine

in these" during their visits of one-half day twice a year. They must also report upon the state of the buildings, apparatus and textbooks, "whether sufficient and of the kinds sanctioned by the Council of Public Instruction."

A feature of the memorandum was the prize books that were to be given "not more than six in any school of not more than fifty pupils and not more than twelve books in any school." The prizes "are to be given on the results of an actual examination by the inspector and this should relate chiefly to those regular subjects of the course which are most likely to give certain results, as Reading, Spelling, Arithmetic and Writing."

Teachers and school commissioners soon made objection to the time of year during which the inspection and annual examination in connection therewith was held because: "A large proportion of the older and more advanced pupils, upon whom most of the time and attention of the teacher has been bestowed, are obliged to leave school about that time to engage in the labours of the farm and other manual occupations. These schools are consequently very much reduced in numbers and average standing, and an examination taking place in April, May or June affords no sufficient indication of the work done or of the general usefulness of the school." Since that time, memoranda have been sent out regularly.

A record of an inspection in 1877 appeared in the Report of the Superintendent of Education for 1877-1878. It is transcribed in full:


"I will now, in accordance with your esteemed instructions, give a detailed description of an inspection—a description that applies in the main to one of the best managed



MECHANICAL AIDS FOR THE DEAF

LARGE-TYPE BOOKS FOR THE SIGHT-SAVING CLASS





THE SCHOOL FOR  
CRIPPLED CHILDREN

ALL GO TO SCHOOL!

THE FRIENDLY POLICE



schools in my district—that of Miss Euphemia Clarke, of Geneva, in the county of Argenteuil, though the features of some other inspections are woven into it. Reaching the school at 11:30 a.m., I bade the children tell their parents at noon that there would be an inspection that afternoon, and invite them to come as soon as possible after 1 p.m. I then called at all the houses near the school, and urged the occupants to come myself, as I find that an earnest personal invitation is, after all, the best way to get parents to come to a school examination. At 1 p.m., after the teacher had formally opened school, I separated the scholars who could write dictation as completely as possible, placing the younger children between them. I then dictated some simple, comprehensive questions, in history, geography and grammar, and put up a short bill of parcels sum, a multiplication and an addition example on the blackboard. The teacher and I then passed rapidly from scholar to scholar to see that all knew what they had to do. Every child being then occupied, I was at leisure to obtain the statistics of the school from the teacher. The teacher then gave round the copy books, and I bade each scholar open his own at the best page in it. Meanwhile I added up the attendance roll for the past year, so as to get the exact average attendance. The classes were then called up in turn for reading. Simultaneous reading in exact imitation of an exemplar set by the teacher being unknown in most country places, I gave each class a lesson in this useful art, which ought to be practised at least one-third as often as the ordinary mechanical reading lesson. I then assigned marks ranging from 1 to a possible 100 to each scholar according to the excellence with which he reproduced the piece he had read over with me, and I entered each scholar's marks on his or her slate. I then dismissed the school for a short recess, and the possibility of sending them out in perfect silence and order, class by class, was

quietly exemplified. After recess, the children were called up with slate and open copy book in lines as they sat, being made "Stand up," "Stand out," "Face" and "Come up", with as much military precision as possible. Each was then marked for his dictation, for his written answers, and for copy book and sums, the slates and copy books being passed from visitor to visitor, and the marks on each slate finally added up by the teacher. The whole school having been thus reviewed, those who had obtained the *most marks in each age* were selected for final discrimination. Ten per cent extra of his marks were then added to each scholar's total, for each year that he was younger than his oldest competitor. By this means the best scholar in the whole school for his or her age was selected with almost exact mathematical certitude, and received the second prize. The first prize was awarded to regularity of attendance, five per cent extra attendance being added for each half mile a scholar lived further from the school than his or her competitor. The names of the scholars who pass first in each school are inserted in the local newspapers; but the scholars who once get a prize never get another for proficiency, though they may exceptionally do so for regularity of attendance, which is the main thing to ensure after all.

If there be time, the teacher next takes a class on some subject herself. The visitors are then called upon in turn to address some words of encouragement or advice to the children, and the inscriptions written the while in the prize books. The senior commissioners or school manager present then hands the prizes to those who have won them, and meanwhile I am making record of my visit in the *School Journal*."

## THE DEPARTMENT OF EDUCATION

Mr. H. G. Young, Assistant Inspector of High Schools, has given the author the following outline of a typical inspection of today:

"Though, in the past nine years, I have inspected many schools ranging in size from the smallest elementary school to larger high schools, I believe that the consolidated intermediate school, with a staff of from four to ten teachers, is most truly representative of the type which I most frequently visit. A considerable number of these schools have a staff of from five to ten teachers and a visit of two days is required to complete the inspection of each. It is to this type of school that the following description chiefly applies.

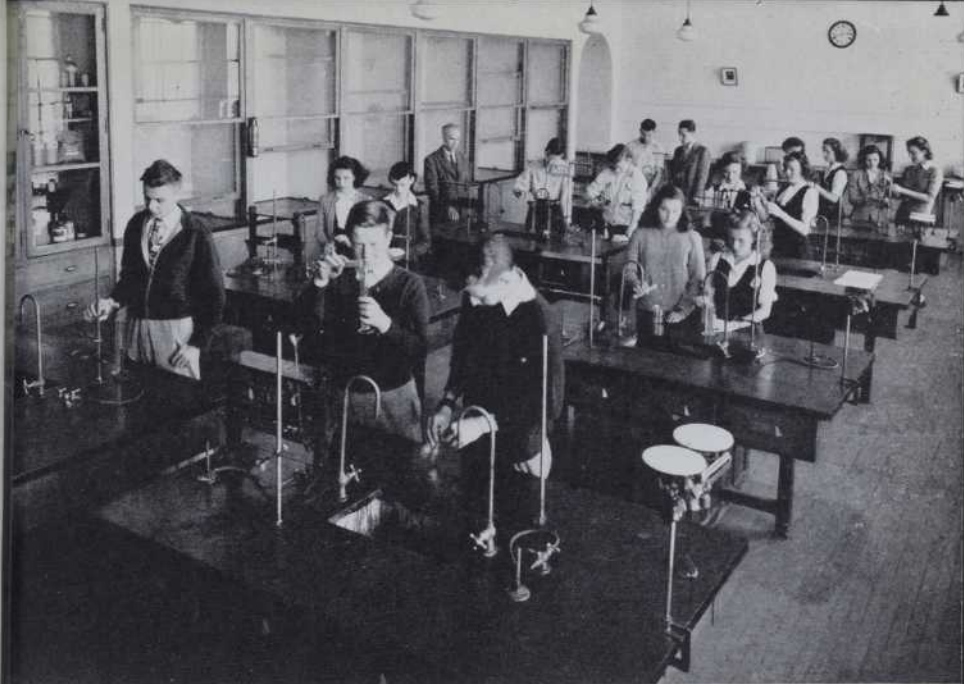
On the morning of the first day of inspection my usual plan of procedure calls for a preliminary general survey of the school building, for it is at this time that the normal condition of washrooms, playrooms, corridors, etc., can best be observed. Following this, I visit the principal's office and discuss with him, in a general way, the size of enrolment, organization of classes and any programmes, or changes of an experimental nature, which have been initiated and which I should be interested in observing. At such time, also, I make arrangements to have whatever statistics I require collected and compiled.

Office copies of classroom timetables are also obtained at this time. Later during the inspection, these will prove useful to me in arranging my visits to classrooms so that certain lessons or activities which I wish to see may be observed without causing too great a disruption of ordinary class procedure. It is, of course, impossible to complete the inspection of a classroom, including testing, without causing some break in the usual routine. On the other hand, if a true general picture is to be obtained at least one or two lessons

should be observed under conditions approaching as nearly as possible the ordinary classroom procedure. Lastly, every timetable requires at least a brief study to see that it provides relatively adequate time for each subject and includes all subjects which should be taught.

The main purpose of inspection is, of course, to see whether the pupils are securing a maximum of benefit from their time spent in the classroom. Generally I find this benefit to be in direct ratio to the skill and experience possessed by the class teacher. My primary concern is therefore with the efficiency of methods and capacity for classroom management displayed by such teacher. Later on, the end results, namely, satisfactory pupil performance which should stem from proper methods of teaching, are appraised for the subjects examined, with reference to accepted achievement norms for the particular age and grade level. Unfortunately, however, simple lack of time precludes the use of some observational devices one would normally employ in a comprehensive programme of measurement of pupil achievement and teaching efficiency.

Many diverse features enter into an ordinary classroom inspection. Consideration must be given to such items as the attractiveness (or otherwise) of the classroom, its cleanliness and order, for the attitudes of the pupils and teacher are often conditioned and reflected by things such as these. Important also are the manner and address of the teacher, the quality and modulation of her voice, her choice of words and the clarity and coherence of her manner of speaking. I am concerned too with noting whether the teacher possesses that especial freedom, or objectiveness of attitude, which comes from complete mastery of subject matter along with adequate preparation of the day's lesson; whether use is made of material or visual teaching aids; whether there is, in the



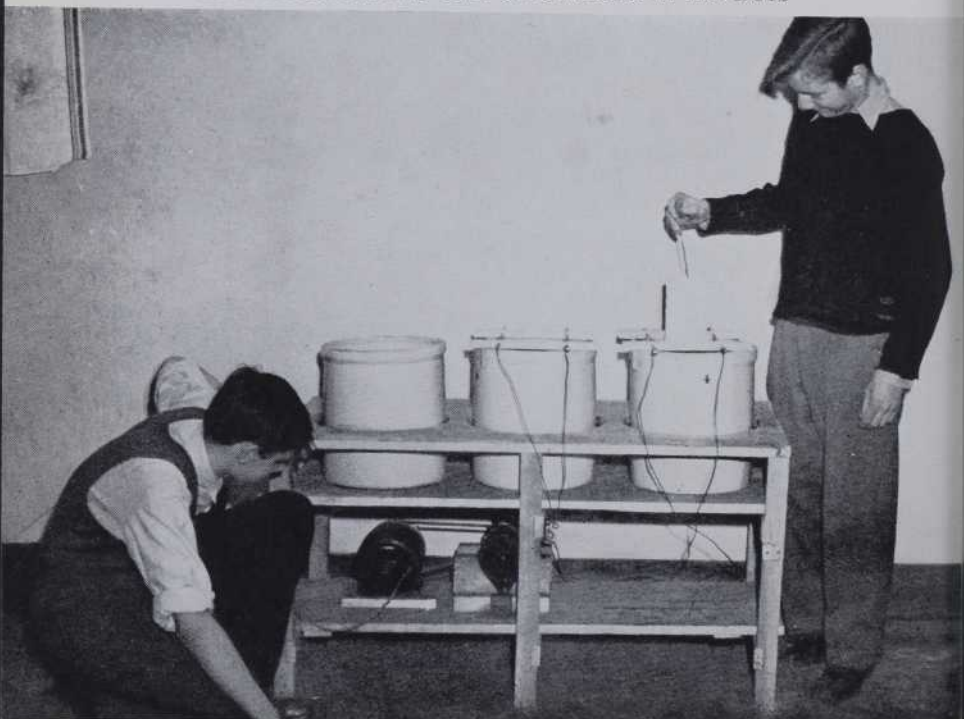
CHEMISTRY IS INTERESTING  
HIGH SCHOOL CLASSES  
A PHYSICS DEMONSTRATION





THE PLANETARIUM

AN ELECTRO-PLATING UNIT CONSTRUCTED BY THE BOYS



lesson, a definite discernible aim and to what extent that aim or plan seems to be reaching achievement. Lastly, the quality of class interest, attention, comprehension and participation has to be noted and appraised.

In most cases—and always in the case of the lower grades—I observe and test pupils' ability in silent and oral reading, for later school years are apt to prove sterile and profitless to the pupil who has not learned early to read with speed, comprehension and a fair measure of discernment. I am happy in the belief that definite measurable progress in this field has been made in recent years. Emphasis placed upon reading, along with the establishment of classroom libraries and the provision of sets of supplementary and remedial readers for each room, and, last and most important, the appointment of a Supervisor of English, have resulted in greater fluency and ease in oral reading and—more especially—in much better speed and comprehension in silent reading in our schools.

While oral reading is important—an essential in the primary grades where speech training is a subject for special attention, obligatory as a medium for the proper rendering of poetry or drama and a future *sine qua non* for a certain limited number of adult professions—the need for swift and accurate silent reading is woven into the pattern of the everyday life of all. Hence the necessity for inspecting these vital features of school life.

The general level of class writing is also observed and checked. Workbooks are inspected for neatness, care, and the evidence of some planned system of checking and remedial work in the case of errors. This is the time also to find out to what extent a systematic teaching of writing is being conducted—if pupils are made aware of the techniques for

producing satisfactory legible writing and of suitable criteria for judging the results of their efforts. I pay special attention to the writing in grades four to six, for it is here, under the pressure of increased written work, that faulty habits are prone to appear and take root.

Many other subjects clamour, not always successfully, for attention in the ninety odd minutes I have to give to a classroom. Some must be omitted this year to be given attention on my next visit. A few moments suffice to show if setting up exercises are given the attention their importance merits as a corrective of poor posture, shallow breathing and the lethargy induced by muscular inactivity. There is art and handwork to be seen; and perhaps an enterprise, representing many pupil hours of activity and startling, at times, in its revelation of the truly thoughtful or creative work which can be accomplished by pupils whose imagination has been stirred.

I have tried to accustom myself to noting almost automatically such physical features of the classroom as lighting, seating arrangement, ventilation, classroom libraries, teaching equipment and aids. Deficiencies in this respect must be noted in my check list for comment at a subsequent meeting with the school board. Time must always be taken to record any irregularities so noted as, an hour henceforth, my mind will be completely engaged with another set of problems in another classroom down the corridor.

If the end of an inspection of a classroom coincides with a recess period, observations, which concern the class teacher alone, are taken up at this time; otherwise arrangements are made to interview the teacher during class hours or at the end of the day. At this time I try to give, concisely and objectively, an appraisal of the methods and teaching tech-

## THE DEPARTMENT OF EDUCATION

niques which I have observed and to suggest changes where such seem necessary. I attempt, also, to give as comprehensive an estimate as possible of the quality of the class behaviour and performance. It is at this time that an inspector is called upon to exercise all the ability he possesses in undertaking to build his observations around significant and salient points, avoiding confusing detail and trying to render some constructive service to the teacher and through her to the school.

The general pattern outlined above recurs, with varying detail, four or five times throughout the day. At some time, except in days of storms or bitter winter weather, a fire drill is conducted and timed as a reminder, if need be, to principal and staff of their moral and legal obligations in this respect.

All too soon (for the inspector) the school day comes to a close. If the school is consolidated the different conveyances are now waiting at the door and available for inspection. With the advent in recent years of increasing school board ownership of conveyances, the task of inspecting vehicles becomes increasingly more pleasant—or, at least, less trying. The encouragement and assistance, given by the government, toward the provision, by school boards, of comfortable motor vehicles for summer and winter use is eliminating one of the most common popular arguments against widespread consolidation; namely, the difficulty of transporting pupils, especially in winter weather.

With the conveyances examined and on their way I am now free to complete my schedule of interviews with teachers whose classrooms have been visited during the day. Then, too, there are at least one or two staff members who wish to obtain special information or advice; or who desire to discuss programmes or activities at greater length than was possible

during class hours. Last of all comes an interim summing up with the principal of the work observed during the day. At this time, also, there is an opportunity to make a tour of inspection together through playrooms, washrooms, furnace room, stairs and corridors so that the condition of these parts of the school building may be observed and discussed upon the spot.

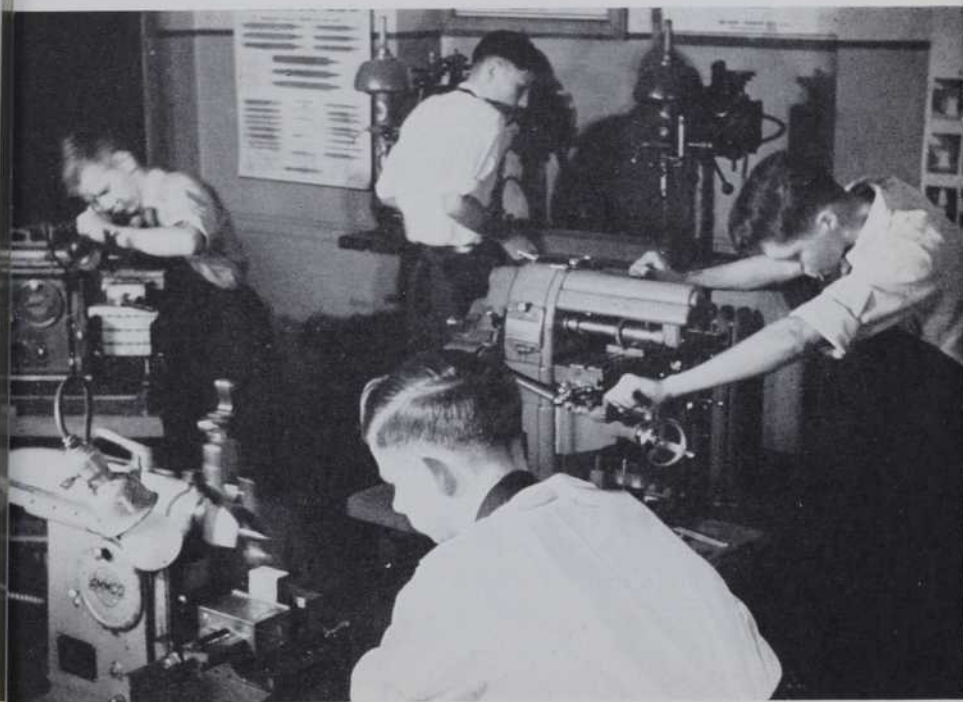
During school hours of the second day of inspection the pattern of activity repeats in a general way that of the first. Except in the case of small schools, or of large schools where the principal has sufficient free time to act as supervisor and co-ordinator of studies, the second day frequently ends with a somewhat informal meeting of the school staff. At this time I attempt to review in a general way the impressions gained during my visit and to outline what, in my judgment, are the relative merits and weaknesses of the school work as a whole. Perhaps suggestions can be made concerning subjects in which concerted programmes or special drives may be attempted. Then follows informal discussion upon topics raised by any member of the staff; and it is most often lack of time rather than dearth of subject matter which brings the meeting to a close.

A closing phase of the inspection is reached at a meeting of the school board; or, at least, with representatives of such board. As a rule this meeting is held on the evening of the second day and, for freedom of discussion, is usually regarded as being in committee. At this time I review the recommendations made on the occasion of my previous inspection and comment upon the action which has been taken. Then a general review of the academic position of the school is given along with a summing up of the condition of equipment, building, grounds, conveyance, etc. This is followed by specific recommendations for improvement; recommenda-



OPERATING A MACHINE LATHE

MILLING MACHINE, SHAPER AND DRILL PRESS





GLASS BRICKS  
LIGHTEN CORRIDORS

HAMMERED BRASS



tions upon which the members of the board are expected to comment. The range of topics which may arise at any board meeting is too wide to be more than touched upon in a description of this nature. The adequacy of the building; its need for extension or replacement; equipment; financial position of the municipality; extent of government aid; advisability of increased centralization; any, or all, of these may arise at any meeting. There are other considerations also, such as the possible augmentation or decrease of staff; the filling of vacancies; the need for instituting new courses and many other problems which arise in connection with the operation of a school.

A written report to the school board completes the inspection for the year. The best time to draft such report would be immediately after the meeting when details are still fresh in one's memory, if it were not for the fact that the evening is late and another day is coming. Usually I compromise by making as complete notes as possible as a guide to the framing of my report when I return to my office. They will need to be fairly comprehensive, for tomorrow—and perhaps for a succession of tomorrows—my attention will be miles away, completely absorbed by the similar but different problems of another school on my itinerary for the week."

Many supervisors are now engaged in city schools to assist teachers to become better. They visit the classrooms of the teachers, particularly the recent graduates, and assist them with their problems and difficulties. In the rural districts, a helping teacher has been attached to each inspectorate this year for the first time. She will stay in a particular school for a week or two, and from there go on to another school to do the same work of inspiring, encouraging and assisting the recent graduates of the School for Teachers

#### ACROSS THE YEARS

to become experienced practitioners. As a consequence, it is expected that many a teacher who would otherwise become discouraged and perhaps give up her work may be saved to the profession.

## CHAPTER VI

### The Council of Education

In *The Canada Gazette* of Saturday, December 17, 1859, there appeared the following announcement: "His Excellency the Governor General has been pleased to make the following appointments: The Right Reverend Francis Fulford, D.D., Lord Bishop of Montreal; The Right Reverend Joseph La-rocque, Bishop of Cydonia; The Honorable Sir Etienne Paschal Taché, Knt.; The Honorable Louis Victor Sicotte; The Honorable Timothy Lee Terrill; The Honorable Thomas Jean Jacques Loranger; The Reverend John Cook, D.D.; The Reverend Elzear Alexander Taschereau, D.C.L.; The Reverend Patrick Dowd; Christopher Dunkin, Esquire, M.P.P.; Côme Seraphin Cherrier, Esquire, Q.C.; Antoine Polette, Esquire, Q.C.; François Xavier Garneau, Esquire; Jacques Crémazie, Esquire, LL.D.; to be, together with the Superintendent of Schools for Lower Canada, the Honorable Pierre Joseph Olivier Chauveau, a Council of Public Instruction for Lower Canada.

Louis Giard, Esquire, Secretary to the Education Department for Lower Canada, to be Recording Clerk to the Council of Public Instruction for Lower Canada."

Thus there were appointed to the first Council of Education for Lower Canada eleven Roman Catholics and four Protestants.

The first meeting of the Council of Education for Lower Canada was held on January 10, 1860. It was quite formal in character. Another followed five weeks later when the Council came to grips with vital matters. It was then de-

cided that, because it is difficult to obtain textbooks that could be used equally in Protestant and Catholic schools, "representations should be made to the Governor-General-in-Council with a view to obtain that the law be so amended as to empower the Council to approve of certain books by a vote of the whole and of certain other books by a vote of the Protestant or a vote of the Catholic members of the Council only and separately." It was further resolved, however, "that the Committee on books be ordered to report to the Council, at next meeting, all such books as members may agree to recommend for approval of the Council and all other such books as the Protestant members of the said Council, respectively, may agree to recommend for its approval."

The meetings held on November 12 and 13, 1861, were important ones because many textbooks were then authorized for the schools, regulations were passed concerning Boards of Examiners and a programme of studies was framed. These cover 121 pages in the minute book. Among the English texts authorized were: Elementary Arithmetic by J. H. Sangster, published by John Lovell, 1861; Lovell's General Geography by George Hodgins, 1861; Pinnock's improved edition of Dr. Goldsmith's History of England, by William C. Taylor, published by Lovell, 1859.

The detailed regulations for conducting examinations for candidates for teaching diplomas were approved, as well as a list of the main questions which candidates might be asked in Sacred History, Geography, History of England, History of France, Literature, Geometry, Algebra, Trigonometry, Metaphysics, Philosophy, Physics, Chemistry, Natural History, Geology, Astronomy, Agriculture and Pedagogy. Such a syllabus was necessary in a day when there were no uniform textbooks.



CHORAL SPEAKING; VOICES GROUPED AS "LIGHT", "MEDIUM" AND "DARK"

INTER-SCHOOL HIGH SCHOOL CHORUS





MODERN ART  
SCHOOL-MADE DRESSES—A FASHION SHOW





IN THE KITCHEN

WORK BOARDS AND OTHER SUPPLIES FOR WOUNDED VETERANS





OPERATING A HAND LOOM

WILL SHE BUY ?



## THE COUNCIL OF EDUCATION

Local Boards of Examiners were set up in many places but the requests for additional centres became so numerous that a firm stand had to be taken against undue expansion.

Originally, it was decided to hold meetings quarterly, but, at the meeting held on November 11, 1862, it was resolved to hold only two regular sessions of the Council annually. This is an early indication of the fact that the powers of the Council were too restricted. Moreover, it soon became difficult to secure a quorum and business could not be transacted for this reason.

At the meeting held on May 11, 1864, authority was given for the issuance of an Academy diploma to persons holding the degree of B.A. or M.A. from one of the universities of Lower Canada without the necessity of attending the Normal School or, alternately, they might write an examination on subjects contained within the degree course. It was provided, however, that they must follow the course in the Art of Teaching.

On May 9, 1865, it was decreed that "no academy, model school nor elementary school in Lower Canada shall any longer be permitted to use any other books than those approved by this Council and that the Superintendent of Education be requested to refuse the grant to school municipalities contravening this rule." At the same meeting, it was decided to consider the possibility of having the powers of the Council extended, for it became increasingly evident that the interests of the majority and minority differed greatly. Whether the matter discussed was the classification of schools or the duties of inspectors, differences of opinion became marked, though the desire to work together on matters of common interest was evident.

The diplomas awarded to teachers by local Boards of Examiners were declared to be valid only in certain designated territory. For example, the diplomas gained in St. Hyacinthe were declared to be valid only in the judiciary districts of Arthabasca, Bedford, St. Hyacinthe, Iberville, Beauharnois, and part of the judiciary district of Richelieu.

In 1869 the Council of Education was enlarged to include the Superintendent or Minister of Education together with twenty-one others, fourteen of whom should be Roman Catholics and seven Protestants. The Council was then divided into two Committees, the one consisting of the Roman Catholic members and the other of the Protestant members. The Minister of Education or Superintendent was made a member of both Committees but with the right to vote only in that of the religious faith to which he belonged.

It was also decreed that if, at any meeting of the Council, ten of the Roman Catholic or five of the Protestant members record their votes asking that the management of the Roman Catholic and Protestant schools be distinct and separate and, if a majority vote of the Council is given in its favour, two separate Committees should be set up.

The Quebec Official Gazette of August 14, 1869, contained a notice giving effect to this legislation and announced the names of the fourteen Roman Catholic members appointed to the Council, including the Bishops of St. Hyacinthe and Rimouski and twelve laymen. Seven Protestants also were nominated. The Minister of Education was named according to law. Dr. Louis Giard and Dr. Henry Miles were gazetted as joint secretaries.

On May 12, 1875, a special inspector was named "to visit and examine the Protestant Model Schools and Academies and to report through the Protestant Committee on their

## THE COUNCIL OF EDUCATION

condition and efficiency." Roman Catholic inspectors similarly were appointed, but their duties were not confined wholly to the schools of their own faith.

Advantage was soon taken of the provision contained in the law of 1869 for each Committee to have its own autonomy upon request. By the Act 39 Victoria, 1875, Chapter 15, the Department of Education was "restored to the charge of a Superintendent." By the same Act, the Roman Catholic Church allied itself officially with the formal control of education, for then the Roman Catholic portion of the Council of Education was decreed to be composed of the bishops (ordinaries) or administrators of each of the Roman Catholic dioceses comprised in the Province who were to be *ex officio* members, and of an equal number of Roman Catholic laymen to be appointed by the Lieutenant-Governor-in-Council. The Protestant portion of the Council was to be equal to the number of Roman Catholic laymen. This Act specified that each committee was to be independent.

On Saturday, February 26 1876, there appeared in the Quebec Official Gazette the following notice giving effect to this legislation: "His Excellency the Lieutenant-Governor-in-Council has been pleased to appoint the Honorables Pierre J. O. Chauveau, Thomas Ryan, Alfred Basile Routhier, and Cyrille Delagrave, Louis Léon Lesieur Desaulniers, Joseph Lachaine and François Painchaud, esquires, to form the Catholic portion of the council of Public Instruction of the Province of Quebec, jointly with His Grace the Archbishop of Quebec and their Lordships the bishops of Montreal, Three Rivers, Rimouski, Sherbrooke, Saint Hyacinthe and Ottawa, who form, by law, part of the said council, pursuant to the requirements of an act respecting Public Instruction, passed in the last session of the legislature of this province.

His Excellency in council has also been pleased, under and in virtue of the same authority, to appoint the most Reverend James William Williams, D.D., Bishop of Quebec, the Honorable Charles Dewey Day, the Honorable Christopher Dunkin, D.C.L., the Reverend John Cook, D.D., the Honorable George Irvine, the Venerable Archdeacon William Turnbull Leach, D.C.L., LL.D., the Honorable James Ferrier, senator, and J. W. Dawson, esquire, to compose the Protestant portion of the said council of Public Instruction."

On March 22, 1876, the first meeting of the re-constituted Council of Education was held. Dr. Cook only was present for the Protestants, while for the Roman Catholics seven members attended as well as the Superintendent of Education who, by law, had become Chairman of the Council. Dr. Louis Giard and Dr. Henry Hopper Miles were appointed Joint Secretaries at a salary of \$200 each per annum. The latter was English Secretary of the Department of Education and a former Professor of Bishop's University.

At this meeting, action was taken to withhold the grants from certain Model Schools and Academies upon which the inspectors had reported unfavorably. It was pointed out that, in general, only those schools were satisfactory where trained teachers were engaged.

At the meeting held on October 11, 1876, the question arose as to whether "the Catholic and Protestant Committees are bound to report to the Council their respective proceedings concerning the matters specified in Section 16 of the Act 39 Victoria, Chapter 15." It was then decided once for all "that each Committee has full power in respect of all matters within its own jurisdiction in virtue of the said Act, without being obliged to refer to the Council." The further decision was taken that in future full meetings of the



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## THE COUNCIL OF EDUCATION

Council would be held only at very rare intervals and only under very special circumstances. This was the keystone marking the complete independence of action of each Committee. The next meeting was held four years later.

Another eight years passed before the Council was again in session when it assembled at the request of the Prime Minister to discuss plans prepared by the Committees for the modification of the Education Act. An amendment submitted on April 18, 1888, was far reaching. Then it defined the word Protestant as: "all persons not professing the Roman Catholic faith." A very unhappy incident occurred when the Protestants asked for an amendment concerning the imposition of taxes on corporations demanding that declarations be made as to whether the members and shareholders are Roman Catholics or Protestants. Subsequently a discussion arose concerning the minutes of this meeting as those of the French and English secretaries differed. Those of the French Secretary were upheld. Appeal was made to the Prime Minister with the same result.

Article 40a of the 1888 revision gave further liberty to the Committees and specified the duties of the two sides of the Department of Education. It also tied the position of Secretary of the Department with that of Secretary of the respective Committees, and gave to each Secretary extensive executive responsibility, namely: "It shall be the duty of the Secretary of each Committee to conduct the correspondence of his own particular Committee and keep a record of its proceedings. He shall also report to his own Committee all matters coming into his hands or within his notice which be within the jurisdiction of his particular Committee, and he shall deposit in the Department of Public Instruction all such correspondence and record of proceedings."

It was further provided in the same amendments that "it shall be competent for the Council of Education or either of the Committees to decide by regulation that the degrees of any British or Canadian university shall be sufficient to entitle candidates to enter upon the study of the legal, medical or other incorporated professions in lieu of the preliminary examinations now fixed, or which may be hereafter fixed by law, and in the conduct of such preliminary examinations the Course of Study adopted in the Academies, High Schools and Colleges of the Province shall form the basis of such examinations. The Course of Studies is exemplified in the case of Protestant schools by the requirements for the A.A. examinations conducted by the universities of McGill and of Bishop's College."

By another amendment, a Central Board of Examiners was to be appointed upon the recommendation of the Roman Catholic or Protestant Committee, which superseded the joint Boards of Examiners and took away from the local boards the right to issue teaching diplomas. Each Central Board became empowered "to prepare the examination papers, submit them to the candidates at the local centres, examine and evaluate the questions and grant a diploma to each candidate deemed worthy."

The next meetings took place in April 1895, and February 1897. The question discussed concerned the distribution of funds mainly in poor municipalities. Though the council voted, with one dissenting voice, that the distribution be made by the council rather than by the Superintendent, the latter alternative ultimately prevailed, the government being responsible for this decision.

The last meeting of the council was held on November 24, 1908, when certain amendments to the school law were

## THE COUNCIL OF EDUCATION

approved. Meantime, the two Committees were functioning separately and quite independently of each other. It is marvellous how quickly the adjustments were made and how well the two committees work without friction.

### Protestant Committee

The Protestant Committee is a minor legislative body. It derives this dignity from its right to make regulations, subject to the approval of the Lieutenant-Governor-in-Council, for the organization, administration and discipline of Protestant schools. It approves the text books, maps, globes, and other apparatus used in the schools. It may revoke the diplomas of teachers for cause, and may receive gifts, etc. When its regulations have been sanctioned, they have the force of law. One of the functions of the Committee is to act in an advisory capacity to the government when measures affecting Protestant education are under consideration.

At the first meeting of the newly constituted Committee held on April 12, 1876, six members were present. Four associate members were named at that time and a fifth was added later. Honorable Geo. Irvine was the first to accept the chairmanship and Dr. George Weir was appointed as secretary. For the first year the Committee met almost monthly, but after it became well organized the decision was made to hold quarterly meetings. This custom has been maintained ever since, but special meetings are, of course, called as occasion demands.

At its inception the Committee was faced with the fact that education was individualistic, depending on the calibre, inclinations and training of each headmaster. There was no thoroughgoing system of teacher training and no course of study in the schools, so each master went his own way in

these respects. There was no generally accepted philosophy of education, so the goals also were those created by the individual principal or teacher.

The situation was complicated because the Committees then were independent of the Department of Education. As the Protestant Committee had no statistics of its own it was necessary to ask for information such as the number of Protestant schools, the number of counties without a Protestant inspector, the textbooks authorized in Protestant schools and the Protestant teachers holding diplomas. The Superintendent was at first the link between the Department and the Committee and the questions were placed before him. As the Superintendent is of the Roman Catholic faith, however, the Protestant Secretary of the Department began to represent him on the Protestant Committee as early as the third month of the new Committee's existence. In 1918, the Secretary of the Protestant Committee reported that he "had been asked by the Superintendent to say that it was impossible for him to attend the meeting of the Committee today, and that he thought it was perhaps best to follow the example of his predecessors in office, and to be present at the meetings of the Protestant Committee only when questions of general importance arise or when there is reason for supposing that he can be of special service in the deliberations of the meeting."

Shortly after its organization as a separate body, the Committee had tried to concern itself with the elementary schools, but when the Government decided to allot its grants to these schools solely on the basis of population, the Committee felt that it did not have the power to influence these schools that it should possess. The Committee therefore concerned itself mainly with the Superior Schools, because the law allows the Superintendent, upon the recommendation



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BIOLOGY CLASSES ON  
FIELD TRIPS



CLOSE TO NATURE

## THE COUNCIL OF EDUCATION

of the respective Committee, to apportion the grants to them. The Committee defined a Superior School as one "having any pupils who have satisfied the inspector even in the rudiments of classics or mathematics or are giving such training including the teaching of Algebra and Geometry as will create a supply of elementary teachers." Only fourteen qualified. Over one hundred would qualify today under similar conditions.

The Protestant Committee sought to set up and maintain high standards. With this end in view, it aimed at providing pupils with the means of entering the university and, at its first meeting, passed the following resolution: "High schools and academies receiving aid from the Superior Education Fund will in future be required to satisfy the inspector that such instruction is being given as will enable pupils who may so desire to matriculate at a university and that Ladies' schools will be aided when the teaching is such as to qualify for an Academy diploma."

Because the law formerly permitted the universities and colleges of the Province to participate in the grants, the Committee distributed grants to McGill and Bishop's Universities, to Morrin College in Quebec and to St. Francis College, Richmond. In fact, half of the Superior Education funds went to these institutions. The two last named have ceased to function, as already shown, and the Government now votes money directly to McGill and Bishop's Universities.

A considerable controversy arose in 1903 because the Protestant Committee felt that it should control the grants to elementary schools and not have them distributed solely on a population basis. As a result, the government handed further discretionary power to the Committee and the elementary schools came directly under its influence.

Led by the Secretary of the Department, the Protestant Committee set out vigorously to change the schools. Mr. Rexford was of the same opinion as Egerton Ryerson had been in the neighbouring province of Ontario that what was taught in the Protestant schools must be practical, that it must be founded on religion and morality and that it should develop all the physical and intellectual powers of the children. The foundation of education for all should therefore be built on morality, reading, spelling, arithmetic, grammar, geography, drawing, history and music. These are still our foundations except that we attach great importance to the English language and literature in order to make our children conscious of their literary heritage. In the early grades also the study of French is begun and continued through high school.

The Committee today consists of twenty-one members of the Council and seven associate members. The former are all appointed by the Lieutenant-Governor-in-Council. Six of the latter are elected by the Committee itself and one by the Provincial Association of Protestant Teachers of Quebec. All but the last named hold office during pleasure, and that representative has a three year term.

Though meetings are held as a rule only in February, May, September and November, the Committee is at work throughout the year through its sub-committees. The standing sub-committees are the Legislative, Education, Grants, Montreal City, Rural and Medical. Special sub-committees are appointed as occasion arises. The Chairman of the Committee and the Director of Protestant Education are members *ex officio* of all sub-committees. In this way and because the Director submits a report at every meeting, the work of the Department is correlated with that of the

## THE COUNCIL OF EDUCATION

Committee. All phases of education are thus within the purview of the Committee.

The Chairmen of the Protestant Committee following the reorganization of the Council of Education have been elected as follows:

1876 April 12th.....	Hon. George Day (Did not accept the position offered)
1876 May 11th.....	Hon. George Irvine
1880 June 1st.....	Rt. Rev. James Williams
1892 May 20th.....	R. W. Heneker
1900 February 23rd.....	Rev. W. I. Shaw
1911 June 2nd.....	Dr. W. Peterson,
1919 Sept. 26th.....	Rev. E. I. Rexford
1925 May 22nd.....	Hon. W. G. Mitchell
1935 May 31st.....	Hon. G. W. Scott
1940 May 14th.....	H. R. Cockfield
1942 Jan. 30th.....	A. K. Cameron

Previous to 1925, no limit had been set to the length of time which a chairman could serve in that capacity. The Honorable Walter G. Mitchell decided in 1930 that it would be advisable for a chairman to act only for five years. He was persuaded to continue, however, for a second term. The Honorable Gordon W. Scott followed the example set by Mr. Mitchell and retired when his first period of service expired.

The Protestant Committee has had but four secretaries during the seventy years since its re-constitution, namely:

1876 April 12th.....	Geo. Weir, D.C.L.
1886 Oct. 6th.....	E. I. Rexford, LL.D., D.C.L.
1891 Sept. 18th.....	G. W. Parmelee, LL.D., D.C.L.
1930 Sept. 26th.....	W. P. Percival, Ph.D., LL.D.

## CHAPTER VII

### Administrative and Special Features

#### Course of Study

The first course of study for Protestant schools was drawn up in 1883 and sent to School Boards "with an urgent request that it be adopted." Previous to that date, the qualifications and inclinations of the masters and mistresses were the only guides. Some of the courses thus devised were very good while many others were very bad. Those that were very good were almost always the product of teachers who came from England, Scotland and the New England States. Those that were very bad were probably as good as could be expected from itinerant teachers, old soldiers or girls who had themselves received their schooling as best they could.

The *Educational Record* for 1895 has the following to say about the curriculum in the old fashioned country schools: "They have no curriculum, no notions of time allotments, and harmonious development, and logical sequence and the rest of it, but only a simple and direct way of getting children to read, write and cipher at a very early age, and to be ashamed if they did badly. Then—and here was the great unconscious principle that the country school was demonstrating—wherever any pupil had a point of individuality to work upon, some taste or some talent, there the teacher found his opportunity. The college youth, himself waking up to the charm of literature or the fascination of scientific experiment, was led instinctively to pass on to his enquiring pupil some spark of the divine fire of original study. The close personality of the relation gave a power to



ART

CERCLE FRANÇAIS





EYES ARE ON MANUSCRIPT WHILE BRAIN AND FINGERS WORK

COMMERCIAL LABORATORY



the teaching which no mechanical system could ever attain. It was the method which the experience of the world, from Socrates down, has shown to be the only effective one—the method of direct impact of one mind or another.”

Comparatively few changes occurred between 1883 and 1901. The rural academies were trying to cover in eight years the work that took ten years in the city schools. This task was found to be too heavy for the rural schools, pupils were overworked, there was much “cramming” and much artificial work.

In 1901 the subject of Latin began to occupy a less important place on the course of study of the High Schools than it formerly did. That pupils could not be well prepared for it in many cases was evidenced from the joint report of the Inspectors, signed by John Parker and J. W. McQuat on July 12, 1901, in which it was shown that the failures were 31 out of 32 pupils presented, 17 out of 20, and 8 out of 10, a total for three schools of 55 out of 62, or 88.7%. In Greek, the situation was worse still.

In that same report it is stated: “The following subjects are quite efficiently taught in almost every school: Dictation, English Grammar, English Literature, Scripture, Geography and Arithmetic, while French is well taught in some schools and very poorly in others.” In the schools in which French was poorly taught, it was nevertheless possible for pupils to pass. We are told: “The poorest answers were the translations from English to French, and pupils showed very little ability to make French sentences. This is a most lamentable defect in all schools except in a few cases of schools using the Natural Method.”

Attention now began to be centred upon the needs of pupils having widely differing abilities than those required

in people training for professions. The course of study remained very stunted, however, and restricted in character. Great attention was paid to the textbook, the pages being laid down for every subject and attention confined to them. The process of education was considered to be one of the development of the intellect only, meticulousness being a prime consideration. This was particularly true in English. In the session 1897-1898, for example, only the grade readers were required in Grades VI and VII. It was not until Grade VIII that a full book was prescribed and that was Goldsmith's *Deserted Village*, a work little adapted to boys and girls of twelve and thirteen years of age. In Grade IX, the same selection was required. In Grade X, Scott's *Lady of the Lake* was the only prescribed text in this subject. This book was continued in Grade XI and to it was added a play of Shakespeare. Only four books were to be read in six years! This kind of diet would not suit the modern child at all, for he usually has a fairly voracious appetite for reading and likes variety, as his horizon in literature has been broadened considerably.

In 1902, matters began to improve a little in this respect, for six books were prescribed, namely, Longfellow's *King Robert of Sicily* (Grade VII), *Ivanhoe* (Grade VIII), Goldsmith's *Vicar of Wakefield* (Grade IX), Selections from Tennyson, (Grades X and XI), Shakespeare's *Richard II* and a selection of literature in Grade XI.

In these same grades today, pupils read a minimum of twenty-six good books, including such volumes in which children are likely to be interested as: Stevenson's *Treasure Island*, Sewell's *Black Beauty*, Kipling's *Kim* and *Captains Courageous*, Roberts' *Neighbours Unknown*, Conrad's *Youth*, Kirby's *Golden Dog*, Drinkwater's *Oliver Cromwell*, besides

a selection of older classics. In addition, they read extensive selections from the Bible.

At the beginning of the century the course was still heavily weighted with Latin to the disadvantage of the science subjects. It is only in the last decade that a marked shift has been made in the direction of science teaching, since when laboratories and laboratory tables have been installed in a fairly large number of schools, and physics and chemistry have come more into the limelight. Biology, which was first authorized in 1931, soon began to attract a fair percentage of pupils, especially girls. Household Science also became an important subject and Manual Training and Industrial Arts were revised and extended in scope.

The school course prior to the year 1901-1902 consisted only of ten grades. In that session, the eleventh grade was added. Actually, there was little advance in the standard for Grade XI as Grade IX was made to correspond very closely with the previous Grade VIII. Pupils who passed either Grade VIII or IX in June 1901 were required to take the new Grade IX in 1901-1902.

In Grades VII and VIII the required subjects were Reading, Writing, Scripture, English, History, Geography, Arithmetic, French, Temperance and Health. In Grade IX the subjects were English, History, Arithmetic, French, Physics, one mathematical subject and at least one of Book-keeping, another mathematical subject, Latin or Greek. In Grades X and XI, pupils should take six subjects including one under each of the following heads: English, Mathematics, Science, a foreign language. The maximum marks for which a pupil might write were: Grade VII, 450; Grade VIII, 500; Grade IX, 550; Grade X, 675; Grade XI, 900.

English, Arithmetic and Latin were allotted 100 marks, and the other subjects 50 each in grades below Grade X. In that grade 75 marks were assigned for each subject except Latin and Greek to which were assigned the value of 150 each.

During the past half century a great change has taken place in educational thinking. While the traditional conception of education as essentially an intellectual discipline still persists in the organization and operation of the school, a totally different view of the educational process, its goals and methods, is rapidly gaining ground. This is the result of the development of a rich philosophy in which education is considered in terms of life rather than of purely intellectual achievement. This philosophy has now become a revolutionary force that has occasioned an entirely new outlook upon the school, its aims and procedures.

Changing ideas of the child's place in the process have led to a fresh definition of the purpose of education. This may now be regarded as the development of the entire personality of the child by activities of many kinds in accordance with his interests and abilities, so that he may become a good citizen, ready to make his contribution to a wholesome social life and capable of sharing in the varied cultural heritage of the race. It is interesting to note the emphasis on learning by experience—by doing—and to link the old saying of Pliny, that experience is an excellent master, with John Dewey's definition of education as "that reconstruction or re-organization of experience which adds to the meaning of experience and which increases ability to add to the course of subsequent experience."

The difference between the old and the new curriculum is found in the approach to the subjects and the interpret-



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TELE-BINOCULARS



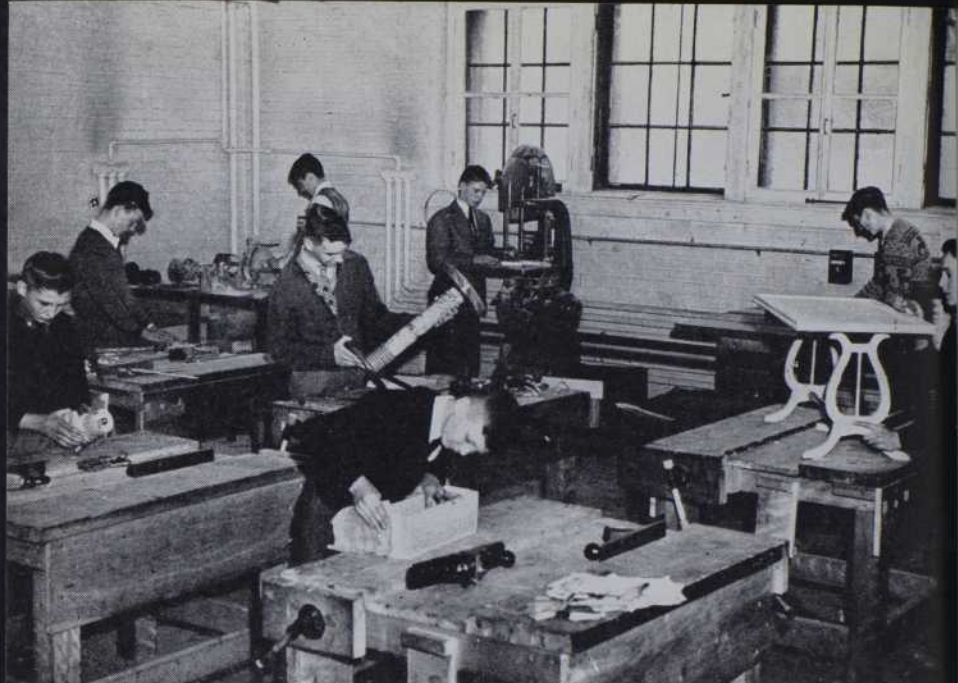


ROMEO AND JULIET

THE PLAY'S THE THING

PRIDE AND PREJUDICE

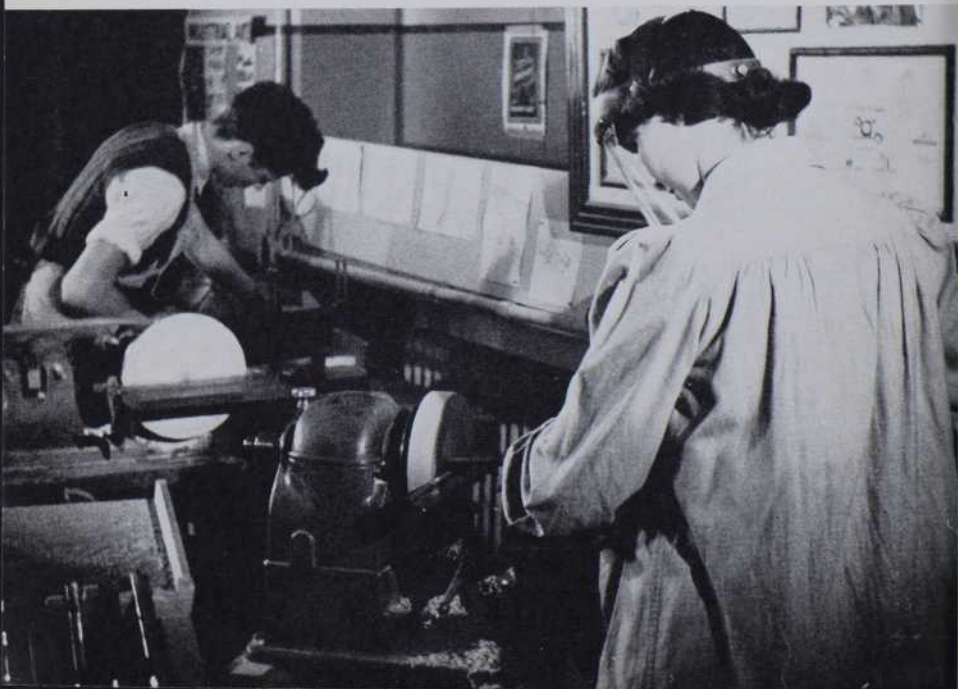




VARIED PROJECTS

## WOODWORK

GIRL TURNING A BOWL



ation of their purpose rather than in any limitation of the contents. Subjects are viewed in their relation to one of the great responsibilities of education, namely, to see that each generation obtains its full rights in what has been called the "funded capital of civilization." Teachers do not present subjects blindly nor do children pursue their studies without realizing the relation of their particular work to the great informative purpose of education.

Right attitudes to life's duties, privileges and responsibilities are essential to the development of wholesome character and attractive personality. Good work goes hand in hand with the right attitude towards it. Individuals whose judgment can be trusted, who will help those in trouble when they genuinely deserve it, who are not looking merely for personal gain for services rendered and who are trying to be good citizens of a great country are needed in our harassed world more than ever before. To create such attitudes and ideals in children is one of the most productive services that good schools can render. To furnish the environment and the right measure of encouragement for the growth of desirable attitudes is the duty of teacher and parent. The objectives of education will be attained only when children are so trained that they become healthy, moral, cultured, efficient, self-supporting and co-operative citizens.

Great efforts have been made in recent years to offer a diversity of courses to meet the needs of the greatly increased enrolment in the high school grades. Whereas in 1897-1898 only ten subjects were offered to pupils in Grade XI, namely, English, Geography, History (of Greece and Rome), Algebra, Euclid, French, Latin, Greek, Drawing and Arithmetic, the number of subjects offered today is twenty-eight consisting of Agriculture, Air Cadet Training, Algebra, Art and Crafts, Bookkeeping, English Literature, English Composition,

Extra English, Oral French, Written French, Extra French, Geography, Geometry, German, Greek, History, Household Science, Industrial Arts, Latin, Intermediate Mathematics, Music, Instrumental Music, Science (Biology, Chemistry, Physics, General Science), Stenography and Secretarial Practice, Typewriting and Office Practice.

In 1897-1898, pupils almost all took the same subjects except that there was an option for Greek. In contrast with this, the only compulsory subjects for the High School Leaving certificate today are English and French. The universities do not yet allow such latitude for admission, however, and therefore the smaller schools, in which few pupils are registered in the higher grades, offer only the subjects which the universities will accept for admission. This restricts greatly the offerings to pupils and often compels them to take subjects which are not fitted to their needs. The cure, however, is not simple. In fact, many factors have to be considered in devising a remedy.

In addition to changing and enlarging the subjects allowed in the high school grades, the methods of teaching have been altered. Reference has already been made to the alteration in the teaching of the science subjects. The change in the methods of teaching English has been no less radical. Instead of the old laborious and meticulous method of teaching a few books in English, more extensive reading has been introduced, the main purpose of which is to stimulate an appreciation of fine expression in prose and verse, to introduce pupils to the great literary heritage of the English speaking peoples, to have them develop a liking for reading and thus provide a way for the profitable use of leisure time which is likely to be at the disposal of many pupils in abundance in future years. For these reasons, the books assigned

have been selected with the interests of the child at his age in view.

The greatest change of all, however, has been made in the subject of French. The emphasis in this subject has been altered from the reading and writing to the oral aspects of the language. The major aim is to enable pupils to use French with ease in all ordinary situations, and it is only fair to say that all pupils who approach this subject with a good attitude, have average or better than average teachers, and do their work conscientiously, will be able to reach this chief objective. The revision of the course in this subject has not been completed at the moment of writing. In fact, the new course has been developed only to the end of the ninth year, the work on it having been interrupted by the war. Before long, however, it is to be hoped that the whole course will be ready and that all teachers will make the adjustments necessary to provide the required knowledge and enthusiasm and the methods best adapted to meet the purpose in view. The realization of this purpose should help to further good relations between the English speaking and French speaking citizens of this Province.

### Text Books

The text books used in the early days in Lower Canada were very few in number. There was then no science of text book construction. An author produced what he could, having few precedents to follow.

The New England Primer which was first printed in 1690 was used during the early days of schools in Quebec. This is a little book measuring about four and a half inches in length, three and a quarter inches in width and a quarter of an inch in thickness. Containing sixty-eight pages, it com-

menced with the alphabet, continued with words of one syllable and ended with a conversation between Christ and a Youth. This book was followed by Noah Webster's Blue-Backed Spelling Book in 1783. The new publication attained such popularity that spelling became the crux of the curriculum.

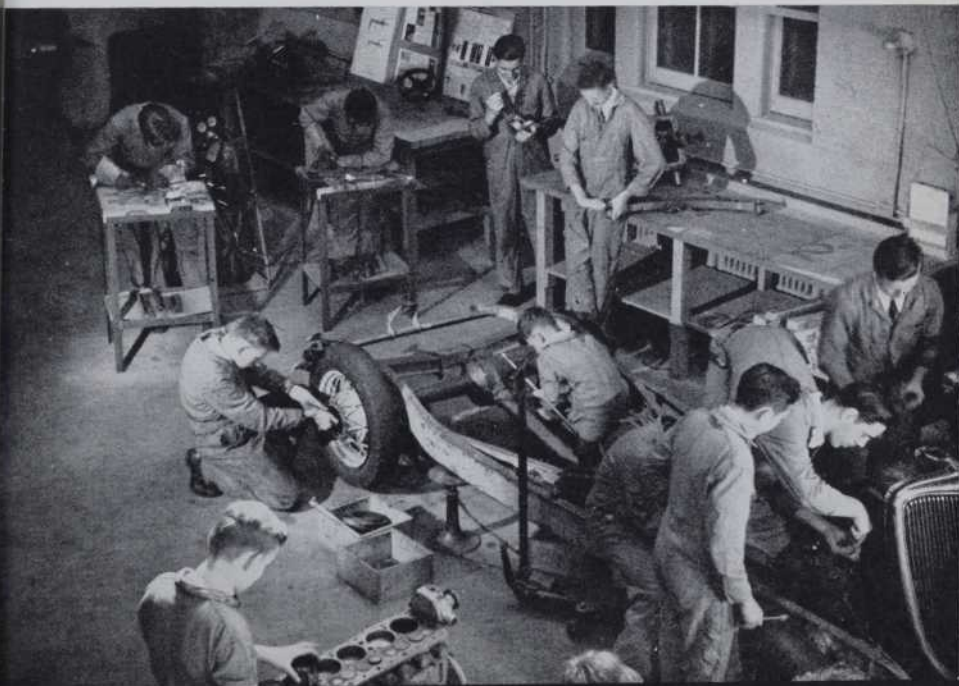
At the beginning of the nineteenth century when schools were opened in Quebec, masters brought their text books with them from England, Scotland and the United States. One coming from England was a compendium written in 1681 by W. Mather "in a plain and easy style" entitled "The Young Man's Companion" or "Arithmetic made Easy with Plain Directions for a Young Man to attain to Read and Write true English with Copies in Verse for a Writing School, Indicting of Letters to Friends, Forms for Making Bills, Bonds, Releases, Will, etc., observations for gardening, as well as an account of "*Curiosities* in London and Westminster."

The English Reader, by Lindley Murray, was published in Burlington, Vermont, in 1824. This contained "selections from the best writers designed to assist young persons to read with propriety and effect; to improve their language and sentiments; and to inculcate some of the most important principles of piety and virtue." The readings were didactic, argumentative and by no means related to the lives of children. One of the selections was "Of the imperfection of that happiness which rests solely on worldly pleasures." All had the same bent.

Zadock Thompson was a good writer of his day. His "Geography and History of Lower Canada" was published in 1835 by Walton and Gaylord, of Stanstead and Quebec, L.C., and contained only 116 pages, of which the first 76



OPERATING A JIGSAW  
WORKING ON ENGINE AND CHASSIS





A SCHOOL DEBATE

MUSIC APPRECIATION



were devoted to Geography. Much of the geography was given to a description of the counties—the boundaries, and populations of the townships in each being cited. Thompson's arithmetic is very interesting as it teaches much that is discarded from school books and general use today.

Town's Speller was used a great deal in the Province of Quebec in the 'sixties and 'seventies. Its author was Salem Town of Aurora, New York. Previous spellers had followed the plan of arranging words according to sounds and syllables, words of one syllable being followed by those of two syllables and so on up to six. Town meant his speller to teach not only sound but meaning also. That he did not free himself entirely from the faults of previous spellers is evident throughout. The following, for example, are the first eight words on one page: armigerous, cruciferous, fructiferous, glandiferous, lanigerous, nuciferous, palmiferous, squamigerous.

The text book of years ago was very hard on the eyes, being printed on poor paper, of a grey colour and with print that was usually far too small.

Anyone interested can see what a modern text book is like. Not all texts are of the same calibre, but, in general, the content is good because the books are scientifically constructed, the paper is good and the art work, where present, is beautiful.

*Mechanical aids* are being used to improve the teaching of the school subjects. The Film Library of the Department of Education has in circulation 687 sound films, 252 silent films and 1082 filmstrips. These are in constant demand but extra copies of the more popular subjects afford adequate distribution. The high schools and most of the city elementary schools are equipped with the very best projectors.

Pupils can learn much as they watch the films and can be expected to remember what they see longer than they can by *viva voce* teaching. Radio programmes of excellent quality are being developed and the schools are becoming accustomed to receiving them. It is too soon yet after the conclusion of hostilities for the manufacturers to have an adequate supply of good receiving apparatus on hand but, as soon as it is ready, schools will be encouraged to purchase it and to participate in the programmes. By means of the phonograph, appreciation of music and other subjects is being developed.

### High School Leaving Examinations

For many years, the regulations for securing High School Leaving certificates were fairly restrictive. The minimum requirements prior to the 1931 revision were that the candidate must pass in English Literature, English Composition, French, History, Algebra or Geometry, Latin or Greek or Intermediate Mathematics or German, a science subject and one additional subject from the above list.

The securing of the High School Leaving certificate should be the aim of all high school pupils of sufficient ability. Great efforts have been made in recent years to mould the curriculum so that it will appeal to all while at the same time guaranteeing that successful pupils must reach a certain desired standard of attainment. A great modification took place in 1931, when the only compulsory subjects demanded were: English, French and a science subject, the pupils being allowed a wide choice of options. This stipulation was amended in 1939 when the science subject was no longer demanded. The conditions for obtaining the High School Leaving certificate in Quebec were probably the most liberal in Canada at the time of their enactment. The changes were not made to lower the standard of scholarship in any way

#### ADMINISTRATIVE AND SPECIAL FEATURES

but to enable pupils to have a wider choice of optional subjects, so as to accord with their abilities, tastes and future requirements. The pass mark is fifty per cent in each paper, but the standard of marking calls for high attainment.

During the early days of Protestant education and until the early years of the twentieth century, the pupils in the high schools wrote the A.A. examinations. These were conducted by McGill and Bishop's Universities, that provided the examination papers and awarded the certificates. For some years past, the examinations have been under the control of the Department of Education in accordance with the regulations of the Protestant Committee. Very appropriately called the High School Leaving Examinations, they are held in the month of June every year at all high schools, and all pupils of Grade XI are permitted to write them. Supplementary examinations are conducted in September in selected centres. Those who gain High School Leaving certificates may present them to a university or college which they wish to enter. There they are accepted *pro tanto* in the subjects required for admission. The Senior High School Leaving examinations are similarly conducted and the certificates are accepted on the same basis for admission to the second year at the universities.

For the conduct of these examinations, there is set up, under the Department of Education, a High School Leaving Board which revises and approves the papers set by the Departmental Examiners, considers the marks obtained by the candidates and deals with any questions that may arise in connection with the examinations. The members of the Board are chosen because they are well acquainted with the course of study and the standard of work that may be expected of pupils of High School Leaving age, and because they will deal impartially with all matters submitted to them.

In the composition of the Board, a balance is kept so that each member shall be an expert in one or more of the subjects in which examinations are set.

Before the meeting of the High School Leaving Board held for the consideration of the seventy-five or more papers that have been prepared, the chairman sends to every member the papers with which he is most competent to deal, so that he may come to the meeting ready to criticize the papers in these subjects and prepared to make suggestions for possible improvement. Each member of the Board must see that, in his subjects, the examination questions fall within the limits assigned and that they are clear and reasonable. In Mathematics and the sciences, he is asked to work out the problems to ensure fairness and accuracy and to make certain that they yield the answers submitted by the examiners.

To each examiner is sent every year a statement of the percentage of failures in his subject over a series of years. He is expected to avoid undue variation from this standard that may be caused by personal views. The fact is that the teachers as a whole change comparatively little in any one year throughout the system. Likewise, there can be little variation in the gross abilities of so large a number of pupils in any year. If a variable appears, therefore, it must be due to the standards or methods of the examiner. A measure of control must thus be exercised and the examiner must regulate his marking so that the success or failure of the pupils does not depend on fortuitous circumstances.

That the number of pupils writing the old A.A. and the present High School Leaving examinations has risen consistently appears from the following table:



HIGH SCHOOL BANDS  
INTER-SCHOOL ORCHESTRA





MONTREAL INTER-SCHOOL CHORUS

WOODWIND SECTION



## ADMINISTRATIVE AND SPECIAL FEATURES

<i>Year</i>	<i>Number of Candidates</i>	<i>Year</i>	<i>Number of Candidates</i>
1889.....	129		
1899.....	330	1929.....	701
1909.....	206	1939.....	1,690
1919.....	419	1946.....	2,443

During recent years many others have written partial examinations.

The Senior High School Leaving examinations were written first in 1936. The number of candidates presenting themselves has been:

<i>Year</i>	<i>Number of Candidates</i>	<i>Year</i>	<i>Number of Candidates</i>
1936.....	149		
1937.....	160	1942.....	204
1938.....	151	1943.....	224
1939.....	202	1944.....	243
1940.....	191	1945.....	290
1941.....	163	1946.....	446

During some of the war years the natural increase in enrolment stopped and many who were registered did not complete the year. The registration in this grade in November 1945 was 486.

### Grants

One of the main functions of government is to provide educational facilities so that children may develop into good citizens. The usual method used by the government to encourage school boards and higher institutions to provide good facilities is by making substantial grants.

The school boards of the Province of Quebec expend well over fifty million dollars for schools annually. About one-seventh of the expenditure of the Government of the Province of Quebec goes to education, amounting to about \$15,000,000.

From the Public School Fund grants are distributed on the basis of school population. Those from the Superior Education Fund are made by the Department on the recommendation of the Committees of the Council of Education. Additional grants are available on the basis of local effort and need. In the earlier years, grants were so limited in amount, however, that they scarcely met the needs. Though they are much more generous today, the needs are also increasing.

Until the turn of the twentieth century, the Protestant universities received about as much as all the Protestant high and intermediate schools combined. In 1899, for example, the amount paid to the universities from the Superior Education Fund was \$6,400 and to the academies \$6,676. The Protestant share of the Legislative grant from the Superior Education Fund in 1900 was only \$9,333.32, but the net revenue from the Marriage Licences of Protestants was added amounting to \$6,543, and other income increased the modest total for distribution. Incidentally, it may be mentioned that the Protestant Superior Education Fund receives \$6.00 for every marriage licence issued by the Province.

As a consequence of the small amount available, the basal grant given to approved high schools in 1900 started with \$200 while each approved intermediate school had a basal grant of only \$50. Additions were made according to the efficiency of the pupils and the possession of designated equipment, the whole being based on a system of marks

#### ADMINISTRATIVE AND SPECIAL FEATURES

allotted for the purpose. The highest amount paid to a high school in that year was \$435 (Huntingdon) and the lowest \$150. St. Lambert Intermediate School received \$138 (the highest) and Kinnear's Mills \$75 (the lowest). From that year, the government grants began to increase, but for a long time the largest amount paid to high schools was only about \$800 and there was little difference between the highest and the lowest sums paid in the respective categories of high and intermediate schools.

During the early years, grants were not paid to the cities because of the meagre funds available. On September 21, 1875, the Protestant Committee resolved: "It is not desirable that grants should be made by this Committee to the Superior Schools of Quebec and Montreal and of the wealthy suburbs connected therewith, but it is suggested that a sub-committee be appointed to recommend a scheme by which the Committee may be kept in touch with these schools." The Protestant Committee of that day did not know how big a rift they were making between themselves and the schools that they were ignoring financially—a rift that has only recently been bridged.

The Superior Education Fund was relieved of the payment of grants to the universities in 1908 when the government decided to make its contributions direct. The grants to the Superior Schools were increased accordingly. How they grew from 1904 to 1926 is shown in the report of John Parker who stated that, when he began his work as High School Inspector, the total amount distributed was \$19,733.87. When he left, this sum had risen to \$68,560.

From 1930 to 1946, the grants have been very markedly increased, the total amount available from the Superior Education Fund for schools outside of the territory of the Montreal Protestant Central School Board reaching its

ACROSS THE YEARS

maximum of \$270,000 in 1946. In addition, very substantial public school grants, buildings grants and conveyance grants amounting to \$580,000 have been available. Ninety per cent of the cost of authorized text books is refunded to School Boards as well as seventy five per cent of the loss of school fees. Moreover, almost all schools are able to profit by the legislation of 1946. That legislation was more far reaching than any that had formerly been passed in the history of this Province. By that measure it was made possible for School Boards to have all their bonded indebtedness, totalling over \$72,000,000 taken over by the government. Furthermore, an Education Fund was created consisting of taxes on pulp and paper and electric power companies, a contribution of \$2,800,000 from the Quebec Hydro and one-half of the Provincial sales tax, the whole probably aggregating some \$13,000,000 to meet present and future needs.

It is too soon yet to see all the benefits that will accrue from this salutary legislation but it is certain that the School Boards have been freed of much anxiety and that future generations will be able to receive their education in Quebec under conditions at least as advantageous as those procurable elsewhere.

The following statements show government grants and contributions of taxpayers to education in Quebec since 1867 in the years indicated.

**The Government Grants to Education in the decades since Confederation have been:**

1867-1868 . . . . .	\$256,762	1917-1918 . . . . .	\$ 2,145,976
1877-1878 . . . . .	346,710	1927-1928 . . . . .	4,721,368
1887-1888 . . . . .	362,220	1937-1938 . . . . .	7,786,169
1897-1898 . . . . .	447,650	1942-1943 . . . . .	13,726,439
1907-1908 . . . . .	683,350		



PAINTING THE BASEMENT WALLS WITH THE "ATOMIC BOMB" MOTIF  
MORSE CODE ON THE SCHOOL LAWN





ON WITH THE DANCE!  
GIRLS' CHOIR



## ADMINISTRATIVE AND SPECIAL FEATURES

### The Contributions of Ratepayers in the decades since Confederation have been:

1867-1868.....	\$1,313,149	1917-1918.....	\$12,405,301
1877-1878.....	2,249,574	1927-1928.....	26,729,566
1887-1888.....	2,022,898	1937-1938.....	28,703,615
1897-1898.....	2,608,121	1942-1943.....	36,442,356
1907-1908.....	4,465,537		

### The Quebec Teachers' Pension Fund

At twenty years of age, youth scoffs at pension funds; at thirty, the young man or woman sends for information concerning pensions in which he or she is interested; the teacher of middle age makes sure that he is participating; at fifty, the ageing person who sees retirement in the offing writes to find if he has every year possible to his credit so that he may reap the greatest benefits from the Pension Fund; at fifty-six or sixty, the teacher who has decided to retire to enjoy a few years of leisure draws upon the fund to which he has contributed for so large a portion of his life and rejoices that he taught school.

The Quebec Teachers' Pension Fund is by far the most generous of all teachers' pension funds in Canada. The retiring pension is based on the average salary received in the ten years in which the teacher was most highly paid. The pension is two per cent of the stated average for a maximum of thirty-five years.

Women pay three per cent of their salaries to the Fund and men five per cent. As compensation for the higher contribution, widows (or children under eighteen years of age) are paid half the pension to which their husbands would have been entitled had they lived to draw it.

There is no compulsory retirement age for teachers in Quebec public schools but women may retire at fifty-six years of age and men at sixty. In case of sickness, they may apply for pension before the ages stated, provided that they have served a minimum of twenty years, which length of service is required for any pension. Teachers may give notice of retirement six years before the ages named but may not draw their pensions before they reach the specified year. Those who retire after ten years of teaching may re-claim the stoppages which they have paid to the Fund. Years of teaching outside the Province may not be counted towards Quebec pensions.

The knowledge of these generous pension conditions may attract some people to the profession and may help to retain others in it.

The voluntary pension fund that was first started was found to be very unsatisfactory. In 1880, a new pension fund was instituted and supported with a government grant of \$1,000. It met with decided opposition on the ground that the majority of teachers would be taxed in order that "a few others might have their old age brightened by the receipt of handsome pensions." Within seven years, about one hundred teachers were profiting by the Fund. In 1886, the contributions demanded had to be raised. Two per cent was charged to teachers and two per cent was retained from the grants made to the schools. The contributions of the government grew also until in 1921 they had reached \$49,000. Such a contribution was found to be quite inadequate, however, and in 1933 it was decreed that the amount retained from the Public School Fund should be ten per cent and, two years later, that deficits be paid annually from the Consolidated Revenue Fund of the Province. The contribution from the government in 1945-1946 was

## ADMINISTRATIVE AND SPECIAL FEATURES

\$349,521.24 and the total amount of pensions paid was \$908,579.74.

The maximum pension rose by degrees from \$600, through \$1200 and \$1500, until, in 1943, it was removed entirely. However, no pension may exceed seventy per cent of the salary paid over the ten year period in which it was highest.

The Teachers' Pension Fund is administered by a Commission consisting of the Superintendent of Education, who is chairman, three Roman Catholic and two Protestant Commissioners. They administer the fund according to law, regulations approved by the Lieutenant-Governor-in-Council, opinions of the Attorney-General on stated cases and precedents as they are established. The present Commissioners are Dr. Victor Doré, Wilfrid Du Cap, Théofred Lessard, Louis P. Lussier, Dr. Sinclair Laird and G. H. Heslam. Mr. F. P. Noel is Secretary, P. E. Delage, Assistant Secretary, and Dr. Paul Edmond Pouliot is medical controller.

### Educational Record

The Educational Record has been published annually from the year 1881 except for two short periods. It thus came into existence five years after the Protestant Committee became responsible for the conduct of Protestant educational affairs and replaced the Journal of Education which was issued from 1857 until it ended abruptly in 1879.

The masthead of the Educational Record contains the information that it is: "A quarterly periodical in the interest of the Protestant Schools of the Province of Quebec and the medium through which the proceedings of the Protestant Committee of the Council of Education are communicated, the Committee being responsible only for what

appears in its minutes and official announcements." It is essentially a teachers' publication and is sent to every Protestant teacher with the compliments of the Department of Education. Beginning with the April-June 1946 issue, upon the request of the Provincial Association of Protestant School Boards and made possible by an additional vote of the Legislature, it is also being forwarded to all members of Protestant School Boards, the individual distribution being made by the Secretary-Treasurers.

The contents of the Record are editorials, articles dealing with classroom work and the cultural interests of teachers, the minutes of the Protestant Committee, reports of the Pension Commissioners, reports of examinations and book reviews. Many of the articles are written by teachers. School directories appear each Fall. For some years past, a special series on the leading poets of Canada has been appearing. These have aroused considerable interest, but will shortly come to an end and be followed by some other appropriate feature. Contributions of a literary nature and of interest to teachers are solicited and invited.

Photographs of incidents and scenes of historical importance in the Province of Quebec have appeared on the cover pages for the past decade. These have been interspersed by photographs of particular school interest.

The Editors of the Educational Record have been chosen by the Protestant Committee, namely:

- George Weir (1881-1884)
- E. I. Rexford (1884-1891) with J. M. Harper assuming "Editorial oversight" from 1887.
- G. W. Parmelee (1891-1925) with J. M. Harper, Miss B. L. Robins and John Parker acting as literary editors. Inspector J. W. McOuatt contributed "Items for the



A SPECIAL DANCE GROUP

THREE LITTLE MAIDS  
FROM SCHOOL





A SCHOOL GARDEN

GIRLS LEADERS' CORPS





PARENTS SHOW INTEREST IN A PUPPET SHOW

BEHIND THE SCENES: WORKING THE PUPPETS





EURHYTHMICS

GRACE IS ESSENTIAL

FOLK DANCING



## ADMINISTRATIVE AND SPECIAL FEATURES

Teacher" and "Items for the Noon Hour" during this period.

J. C. Sutherland (1927-1936)

W. P. Percival (1936- )

### Order of Scholastic Merit

The Order of Scholastic Merit was instituted by the Government in 1928. No awards were made on the Protestant side, however, until 1931.

The Board is a statutory one and its purpose is to encourage teachers by awarding its degrees, which are of three orders. The first is for Merit, the second for Great Merit and the third for Distinguished Merit. The members of the Board are selected by the Roman Catholic or Protestant Committee for their respective fields. As each Committee has the right to make regulations to govern the awards, the Protestant Committee devised the following:

1. The first degree, for "Merit", shall entitle the recipient to receive a diploma and to wear a blue ribbon.

This degree shall be awarded to persons recommended by the Board who have demonstrated that they have attained a definite degree of success as teachers or administrators.

2. The second degree, for "Great Merit", shall entitle the recipient to receive a diploma and to wear a blue ribbon with white stripes.

This degree shall be awarded to persons recommended by the Board who have demonstrated that they have attained a definite degree of success as teachers or administrators. In addition, they should have made efforts to advance their professional status by academic qualifications, professional qualifications or by meritorious service to the teaching profession, or by any of these.

3. The third degree, for "Distinguished Merit", shall entitle the recipient to receive a gold medal and to wear a blue ribbon with gold stripes.

This degree shall be awarded to persons recommended by the Board who have demonstrated that they have attained a superior measure of success as teachers or administrators. In addition, they must have made some distinct contribution to the teaching profession by producing writings of merit, or by means of other endeavours, or they must have had their ability recognized by the award of higher university degrees.

The period of minimum service for the award of any of the degrees in the Order shall be twenty years. Exceptions may, however, be made in special cases at the discretion of the Board.

The first awards were conferred in the Parliament Buildings, Quebec. For some years afterwards, the degrees were conferred following a luncheon at Macdonald College. From 1936 to 1943 they were bestowed in the assembly hall of the High School of Montreal. From 1944 they have been awarded following a dinner at the Ritz-Carlton Hotel and the address of the president of the Provincial Association of Protestant Teachers of Quebec.

When conferring the awards, the chairman has used the following formula:

"In virtue of an Act of the Legislature of the Province of Quebec, and by direction of the Protestant Committee of the Council of Education of the said Province, it is my duty and my pleasure hereby to confer upon you the Order of Scholastic Merit of the (First, Second or) Third Degree. This is a public recognition of your distinguished services to the cause of education. It is awarded with the fullest confidence

#### ADMINISTRATIVE AND SPECIAL FEATURES

in your integrity and in your continued devotion to the sacred cause to which your life has been consecrated for the public good."

The awards from 1931 to 1946 have been as follows:

*First Degree (for Merit):* Isabel Archibald, Montreal; Helen Smith Armitage, Macdonald College; Harriet Avery, M.A., Kenogami; Emma J. Bartlett, Grand Cascapedia; Ruth P. Bibby, Shawbridge; Marion A. N. Blair, Montreal; Julia Bradshaw, B.A., Outremont; Annie E. R. Bulman, Stanstead College; Gladys Butler, Montreal; Alice M. E. Buzzell, Montreal; Margaret A. Cameron, Montreal West; Beatrice E. Coffin, Gaspé; Mary S. R. Copping, Joliette; Alice C. Dresser, Richmond; Elizabeth A. Duff, Chelsea; Mina B. Duncan, Rouyn; G. Elsie Elliott, Shawinigan Falls; Irene C. Feilde, Montreal; Jean Ferguson, Montreal; M. Hope Glass, Quebec; Agnes E. Grant, Montreal; Alice J. Griggs, Sherbrooke; Daisy Anne Hawker, Montreal; May Hextall, Knowlton; Victoria Hilliker, Eastman; Florence Hodgins, Aylmer; Elizabeth Horton, Sherbrooke; William E. Jones, Montreal; Lewis J. King, B.A., Lachute; Jessie Henderson Lamb, Verdun; Sara Cullen Lane, Hudson; Muriel H. Leitch, Quebec; Margaret Lindsay, Ormstown; Helen Douglas Locke, Montreal; Marion O. Mackenzie, M.A., St. Lambert; Elizabeth Macklem, Three Rivers; Berith Manson, Montreal; C. Ida McColm, Loretteville; Florence McCurdy, Shawinigan Falls; Oliver F. McCutcheon, Westmount; Arminta McDowell, Hull; Jessie McGregor, Montreal; Mary E. McLellan, Quebec; Alexander Murray McPhee, B.A., F.R.G.S., Outremont; Clara J. Mountford, Eastman; Christian C. Murphy, B.A., Montreal; Idonea R. Nourse, Sherbrooke; Bessie S. S. Osborne, Magog; Agnes Pease, Westmount; Mabel A. Perry, B.A., St. Laurent;

Elizabeth Pibus, Knowlton; Dorothea Pickel, Montreal; Thomas Ingram Pollock, B.A., Westmount; Emeline A. Schoff, Montreal; Grace Shufelt, East Farnham; Elizabeth Y. Simon, Grand Greve; Edward Snow, Mutton Bay; Agnes Lillian Snyder, Cartierville; Edith C. Soles, Montreal; Minnie M. Thompson, Drummondville; Hildred Vail, Brome; S. Ella LeGallais Vibert, Montreal; Esther E. R. Walsh, Verdun; May J. Weed, Melbourne; Elizabeth Annie Wright, Montreal; Laura Patch Wright, Brome.

*Second Degree (for Great Merit):* Claude A. Adams, B.A., Granby; M. R. Campbell Amaron, B.A., Quebec; William Edgar Black, M.A., Westmount; Régina Boucher, Outremont; William H. Brady, B.A., Montreal; Florence B. Brown, Montreal; Novah E. Brownrigg, B.A., Macdonald College; Helen M. Buzzell, Montreal; Irvin Cooper, Mus. D, Montreal; Meredith Harvie Dyke, B.A., Westmount; Clarence V. Frayn, A.R.C.A., Westmount; Ethel L. Gale, B.A., Quebec; J. Grace Gardner, B.A., Montreal; Wright Wellen Gibson, M.A., Sherbrooke; Helen E. Guiton, Montreal; Mary Cameron Hay, B.A., Outremont; David Marchant Herbert, Mus. Bac., Montreal; Gordon H. Heslam, B.A., Montreal; Meade C. Hopkins, M.A., Montreal; Eldon C. Irvine, M.A., Macdonald College; Ruth E. Libby Knowlton, B.A., Granby; Arthur William Lang, B.A., Montreal; Arthur R. B. Lockhart, M.A., Macdonald College; Alex. Rose McBain, M.A., Montreal; Hazel Irene Murchison, B.A., Montreal; James B. MacMillan, Huntingdon; Eda Maude Nelson, M.A., Montreal; Reginald A. Patterson, B.A., B.Paed., Montreal; Ethel Maud Pinel, Montreal; Clement Edward Poyart, B.A., Quebec; A. Primeau-Robert, Montreal; René E. Raguin, Montreal; Violet Banks Archer Ramsay, Macdonald College; J. Margaret Robinson, Montreal; Annie Douglas Savage, Montreal; Dorothy J.



A COWBOY DANCE

FUN, TOO

A BARN DANCE





ALL WAS MERRY AS A MARRIAGE BELL!

IN THE SCHOOL CAFETERIA



#### ADMINISTRATIVE AND SPECIAL FEATURES

Seiveright, M.A., Macdonald College; George Albert Stanton, L.R.A.M., A.R.C.M., Montreal; William E. A. Steeves, B.A., M.Ed., Macdonald College; Frederick Norman Stephen, B.A., Montreal; Hubert D. Wells, M. A., Waterloo; David Coull West, B.Sc., F.R.A.S., Montreal.

*Third Degree (for Distinguished Merit):* John S. Astbury, M.A., LL.D., Montreal; Isabel E. Brittain, M.A., Montreal; H. D. Brunt, M.A., Ph.D., Macdonald College; Peter Archibald Gilchrist Clark, M.A., Montreal; Herbert John Cecil Darragh, M.A., Montreal; Thomas Malcolm Dick, B.A., Montreal; Elmer S. Giles, M.A., Quebec; Sinclair Laird, D. Paed., LL.D., Macdonald College; David C. Logan, B.A., Montreal; Catherine I. Mackenzie, B.A., Montreal; George W. Parmelee, D.C.L., LL.D., Quebec; Léa E. Tanner Parmelee, M.A., Quebec; Walter P. Percival, Ph.D., LL.D., Quebec; Elson I. Rexford, D.C.L., LL.D., Montreal; William O. Rothney, M.A., Ph.D., Bishop's University; W. Allen Walsh, B.A., Outremont; Edwards Carruthers Woodley, M.A., F.R. Hist. S., Quebec.

#### Home and School Associations

The Home and School movement is spreading in the Province of Quebec and is becoming a powerful factor in educational advancement. At first regarded by many with disquietude, the Association has worked its way into public favor and is now regarded less apprehensively than formerly by many teachers and principals. Many, indeed, who previously viewed it even with suspicion are its supporters today.

In 1944, the Quebec Home and School Associations became federated under the name of the Quebec Federation of Home and School Associations. Since then, its influence has

been widely felt. It is an integral part of the Canadian Federation of Home and School and every member of a local organization is automatically a member of the National Federation.

A Home and School Association should be an asset to every teacher and School Board. Its objectives are the promotion of the welfare of children in home, school, church and community. By means of this organization, parents can gain an insight into the life of the school, make the acquaintance of the teachers, learn the objectives of the school, and of the particular teacher, and promote the welfare of all the children in the school. The teacher, in turn, can learn much about his pupils and understand them better because of the insight he will receive of the parents and the home. Finally, the community can become much more co-operative because of the contacts made in the meetings of the Associations. The pupil himself will feel a bond of sympathy between his home and the school because of the acquaintanceship thus established between his parents and his teachers. The gap between the two that frequently becomes a gulf will thus be bridged and a clash of ideologies will be avoided. If but for this reason alone, the extension of the movement is desirable.

No man liveth unto himself in this newly narrowing world and no school or teachers can afford to try to live within themselves. The active, wholehearted and generous help of the community may be secured if those concerned will foster the movement and participate in its activities. The Federation now embraces some seventy associations in Quebec, and includes over 77,000 members throughout the Dominion of Canada.

## CHAPTER VIII

### The Universities

There are four universities in Quebec. Laval University and Montreal University are Roman Catholic institutions, Bishop's University is Church of England and McGill is non-denominational. The medium of instruction in the first two named is French and in the two latter is English, except, of course, in foreign language classes.

#### Laval University

Laval University is named after François de Laval-Montmorèncy, or Monseigneur de Laval, as he is familiarly called. In 1663, four years after his arrival in Quebec, upon authority obtained from France, he founded the Seminary in which young men might be educated who wished to become priests. In 1668 he established the Little Seminary, in which smaller French and Indian boys who wished to enter the priesthood after they had grown up might receive their education.

Laval University, founded in 1852, harbours not only the Theological faculties but also the faculties of Canon Law, Philosophy, Law, Medicine, Arts, Letters, Sciences, Agriculture, Social Sciences and also the Schools of Forestry, Fisheries, Chemistry, Mines, Music and Philosophy. The Library, which treasures books left by Bishop Laval, now numbers 757,613 volumes. The total student enrolment reaches 11,758, for the university has many affiliated colleges and sheds its influence not only on the Province of Quebec but throughout the world.

## McGill University

McGill University, Montreal, was established in 1821 as a consequence of the bequest of James McGill, one of the leading merchants of the city, who bequeathed his house, Burnside Hall, and forty-six acres of land extending from the mountain to Dorchester Street West, to the Royal Institution for the Advancement of Learning. Owing to litigation proceedings, the university did not open its doors until 1829 when it started in a modest manner in Burnside Hall under Principal J. G. Mountain, who was also Professor of Divinity.

The first degree, that of M.D., was conferred upon one student in 1833, but McGill's period of rapid expansion and great usefulness occurred only in 1855 with the appointment of Sir William Dawson as Principal. A man of splendid physique and appearance, Dawson inspired confidence both as teacher and administrator. Seventy students were registered in the year in which he came to McGill, the classes being held in the high school on Belmont Street. In 1880-1881 the receipts from fees totalled only \$4,055.75. In 1892 the enrolment had reached nine hundred students under sixty-five professors. By that time, buildings on the campus had assumed good proportions, there being the William Molson Hall, Peter Redpath Museum, Thomas Workman technical buildings, Macdonald Engineering and Physics Building and the East Wing.

The name of McGill is known far and wide. Large numbers of students seek admission not only from Montreal and the Province of Quebec, but also from all the other Canadian provinces, Great Britain, the United States, the West Indies and all parts of the world. Its faculties are arts and science, engineering, law, medicine, dentistry, music,



PRESENTING THE COLOURS

OUTDOOR LIFE

A BOY SCOUT OUTING





"MUDDIED OAFS"



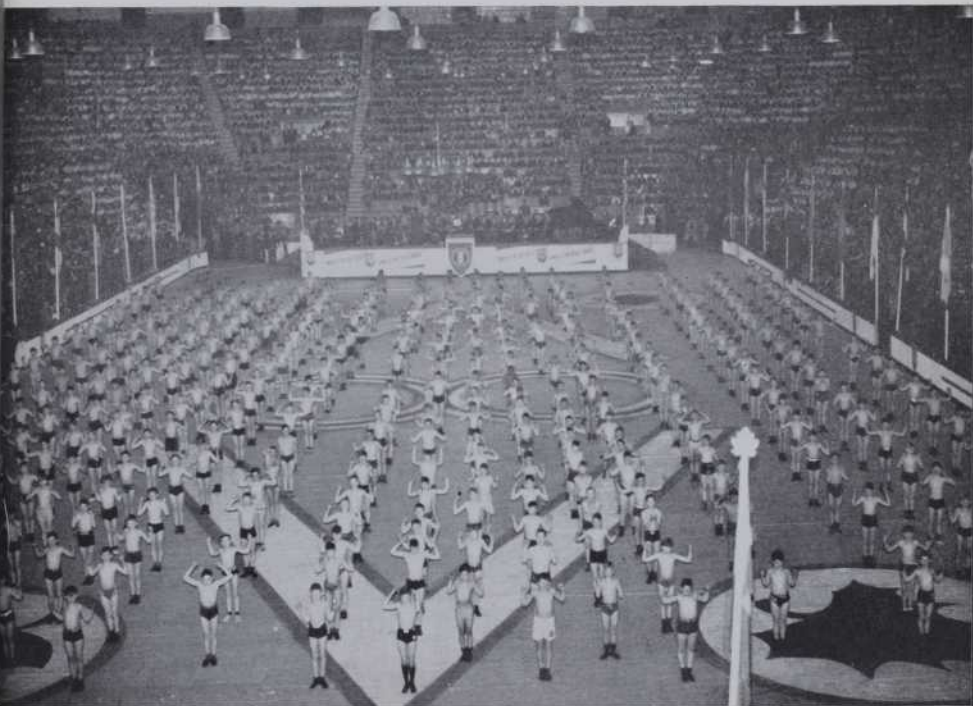
THE BOYS' GAME

CATCHING A PASS



AN EASY WIN: FINISH OF THE 100 YARDS

CALISTHENICS: A MASS DEMONSTRATION





WILL HE MAKE IT ?

HE'S OVER



## THE UNIVERSITIES

agriculture and Graduate Studies. It also includes the Schools of Commerce, Physical Education and Graduate Nurses and the Library School on the campus. The School of Household Science and School for Teachers are located at Macdonald College, St. Anne de Bellevue. Dawson College at St. Johns was opened during the war and has been continued since its conclusion. McGill possesses some thirty buildings in Montreal.

The Royal Victoria College for women was established in 1899. McLennan Hall is another women's residence. Douglas Hall is the men's residence but Strathcona Hall is also used for this purpose. Other buildings are those of the Students' Union and Y.M.C.A. Affiliated with the University are the United Church, Diocesan and Presbyterian colleges.

McGill has always had an income in inverse proportion to its usefulness. Its first principal's salary of £250 per annum was to be paid "as soon as funds derived from the property shall admit of it." Land had to be sold and fees constantly increased to raise funds. Forty years ago the deficit for the year was \$12,905. By 1910 it had risen to \$65,292. When fire destroyed the engineering and medical buildings, the capital account was reduced in 1911 to the extent of \$342,000. The annual grant of the government at the time was the pittance of \$3,000 per annum. Fortunately, wealthy Montrealers like Sir William Macdonald, Lord Strathcona, Thomas Workman and Peter Redpath came to its aid as many are doing today. For several years during the depression of the nineteen thirties, the governors met the deficits by personal contributions. Public and private appeals have resulted in material increases to the endowment fund. The magnitude and comparatively rapid growth of the work of the university may be judged by the fact that ninety years after its foundation the net expend-

## ACROSS THE YEARS

iture for the year was \$832,638.60, exclusive of all charges on capital account. These have soared during the succeeding years to \$4,877,115. Students taking regular courses number 7029, and 3208 others are studying special subjects in day and evening classes. The staff numbers 763.

At first only men were admitted to McGill. In May 1888, however, eight women graduated with the degree of B.A. after having been admitted on matriculation standing four years previously. At least two of the women of this first graduating class achieved professional distinction, namely, Miss Georgina S. Hunter who became one of the distinguished Principals of the High School for Girls, Montreal, and Octavia Grace Ritchie, who is known so favorably in Montreal as Dr. Grace Ritchie England.

The story leading to the entry of women to McGill is related in another section.

### Bishop's University

Bishop's University, located in Lennoxville, three miles from Sherbrooke, was established in 1843, when, as Bishop's College, it was constituted as a body corporate. It was only in 1845, however, that Jasper Hume Nicolls, of Queen's College, Oxford, came to be Principal, and classes were opened in October of that year. Bishop's College united within itself the work of a Divinity School known as Rectory House, which was then moved from Three Rivers, and a Grammar School which had been established in 1838 in Lennoxville by the Rev. Lucius Doolittle. Twelve students launched upon their course in "the least unsuitable" building that could be found.

At that time the university was established in a small country village, two days' journey from any city. Little

## THE UNIVERSITIES

support for higher education could be expected there readily, and the problem of finance was ever present. It surmounted its difficulties, however, sufficiently to obtain a Royal Charter as a university from Queen Victoria in 1853.

Up to May 1905, Medicine, Arts and Divinity were taught but the two latter are the only faculties now on the campus. The fifteen year agreement with McGill University not to grant medical degrees expired in 1920 and there is now no desire to undertake that training afresh.

Since 1898, the University has been training candidates for the High School teacher's diploma. A full year of training after graduation in Arts was inaugurated in 1927.

Instituted first as a college for men, women were admitted in the autumn of 1903. Miss Maria Claribel Taylor received First Class Honours in Mathematics when she graduated in 1906. Miss Leonie Van Vleit and Miss Laura Esther Moe entered with Miss Taylor and did creditable work but did not complete their courses. A son of Mrs. Maria Taylor Carson graduated with first class honours in 1927 and has since received his Master's degree.

Bishop's University is an important centre of educational activity in the Eastern Townships. Track meets sponsored by the University have been organized to allow neighbouring high school pupils to learn something of the atmosphere of university life at first hand. Teachers' Institutes held there have been very beneficial to those who attended. A Summer School for Teachers was inaugurated in 1930 and is giving great satisfaction.

Acting in co-operation with the Department of Education, both the English speaking universities of the province have aided teachers and pupils materially.

### Montreal University

Montreal University was established in 1876 as a branch of Laval University, but became autonomous in 1920. It consists of nine faculties, namely, Theology, Law, Medicine, Philosophy, Letters, Science, Dentistry, Pharmacy and Social Science. Connected with it are fourteen other schools and twenty-one affiliated colleges. A hospital containing five hundred beds is attached to the university which gives the students practical experience. The roots of the university are to be found, so far as the literary and scientific teaching is concerned, in the Sorbonne of Paris, but in the fields of Theology and Philosophy both the learning and the methods of instruction come direct from Rome.

### The Education of Women

It seems very strange to young people, some of whom "go unwillingly to school" today that there was a time when education, both elementary and high school, was reserved for those who could pay for it. It seems stranger still for girls knowing the status of women today to learn that there was a time not long ago when the privileges of higher education, in Quebec as elsewhere, were denied to women, except in private schools.

Seventy-five years ago, the demand for higher education for women swept over England and the United States and its effect was felt in Montreal. The idea became crystallized in May 1870 when a group of women prominent in social circles in that city met at the home of Mrs. John Molson to discuss this matter and decide upon a plan of action. They approached the Principal of McGill University, Dr. William Dawson, who initiated a course of lectures for them and other interested women. It was not until five years later that the Protestant Board of School Commissioners leased two houses at the

THE ADMIRATION OF ALL.



THEY'RE OFF!





SOFTBALL

BASEBALL



## THE UNIVERSITIES

north-east corner of Metcalfe and Burnside Place and there established the first High School for Girls with Mrs. John Scott as Principal. The school opened in September 1875 with an enrolment of one hundred and fifty-four pupils.

At that time, women could not obtain the coveted A.A. certificate. They could take similar work and write similar examinations, but could not receive the same certificate as that awarded to boys. In an address at Teachers' Convention in October 1880, the Rev. Canon Norman of Bishop's University read a paper on "The Higher Education of Women" in which he stated:

"Also, women I conceive, as a class, are somewhat disqualified for certain callings in life, not from lack of ability, but rather because the requisite preliminary training, the love of study, and the duties of the calling, would be apt to crush out of them what is tender, delicate and womanly. I do not intend the slightest depreciation of the mental capacity of the gentler sex when I say this.

"As linguists, writers of travels, of biographies, not to mention works of fiction, and as practical musicians, women have excelled and taken a very foremost place, and with increased opportunities and more thorough education will attain a still higher level.

"Similarly—and here I fear that I shall be thought disagreeable by the ladies for drawing attention to this fact—we can scarcely say that the highest walks of poetry have been trod by women. There are some illustrious names, living and dead, but poetic inspiration has not burned very vividly in their souls."

In that address, Dean Norman drew attention to the increasing number of institutions in England, the United

States, Switzerland, France, Italy, Australia and New Zealand where women were able to find facilities for higher education. Of these, seventeen, headed by Girton College, were in Britain. Moreover, women were admitted to London, "the great modern university." He added, rather apprehensively: "We do not desire to see the future mothers of our people pale, attenuated bookworms, prematurely bowed, but with healthy bodies as well as a well-framed mind."

The status of women in Montreal in June 1884 was very well stated by Mrs. George Simpson at the closing exercises of the private school of the Misses Simmers and Smith: "I suppose it was an undefined sense of justice to girls which induced our university authorities to invite them as well as boys to compete for the A.A. (Associate of Arts) certificate. I am told that the girls have done well, allowance being made for their undetermined education. That so few girls apply for this distinction is due I think to a cause apart. The standing of associate of arts is of very little use to a girl when attained. To the boy it is the direct road to college and a university degree. But to the young lady it leads nowhere. It is true that if her parents are rich enough, she may receive further instruction from private professors at home; or she may struggle along by herself through untold difficulties which her brother overcomes in the college classroom; and after awhile she may present herself for a second and higher examination; such an examination as would in her brother's case, if successfully passed, be crowned with the B.A. degree; that stepping stone to all good and honourable means of livelihood. But there is no degree for the sister—no, not though she were Tennyson's 'miracle of noble womanhood.' The university will crown her labour with another, a second certificate of associate of arts!"

## THE UNIVERSITIES

Women were admitted to McGill in the Fall of 1884. The classes for women were rendered possible by a gift of \$50,000 from the Honourable Donald A. Smith, whose purpose was to endow with the money a college and classes for women.

Sir William Dawson was Principal of McGill University at the time. He delivered lectures and wrote to the press, which made his position and that of the University perfectly clear. From these, the following summary is made:

In 1870, the Principal first became conscious of the great development which was leading to the higher education of women when he went to England that year. Girton had begun its work in the previous year when six students enrolled. In 1881, Cambridge University granted to women formal admission to its higher examinations. In 1884, there were "not more than fifty women students" at Oxford. A vote had been taken to see whether women should be entitled to university privileges there. "While the vote was proceeding, the whole audience was in a state of intense excitement. The result was 464 in favour of the admission of ladies to 321 against." The positive vote was aided by the knowledge that the University of London and Victoria University at this time awarded the B.A. degree to women. St. Andrews admitted women to the examination but only gave to women graduates the degree of Licentiate in Arts. The other universities, though admitting to the examinations, did not give the degree to women "but only a certificate equivalent to it, without any title."

Sir William Dawson was very cautious about extending higher education to women and, for a long time, McGill did not style its examinations for women as "matriculation examinations" but gave to them a special title "lest they

might be supposed, as in Ontario, to give a legal right to force an entrance into our classes." The question was strongly pressed, however, by Dr. Murray, who, on October 25, 1882, introduced a resolution asking that "the educational advantages of the Faculty of Arts should be thrown open to all persons, without distinction of sex." An investigation as to how mixed classes worked elsewhere brought the information that "no evil consequences resulted."

Just at that time, an eventuality resulted that shook Montreal. Two young ladies from the High School for Girls had taken the highest places on the list of candidates in the Associate in Arts examinations—one of them "with remarkably high marks." The vaunted place of man had been assailed. When this was drawn to his attention, Sir William Dawson remarked: "I had heard of the fact, but its possible consequences did not at first occur to me." The situation developed rapidly, however, and a delegation waited upon him asking that the ladies be admitted to the university and eventually to the examinations for the degree.

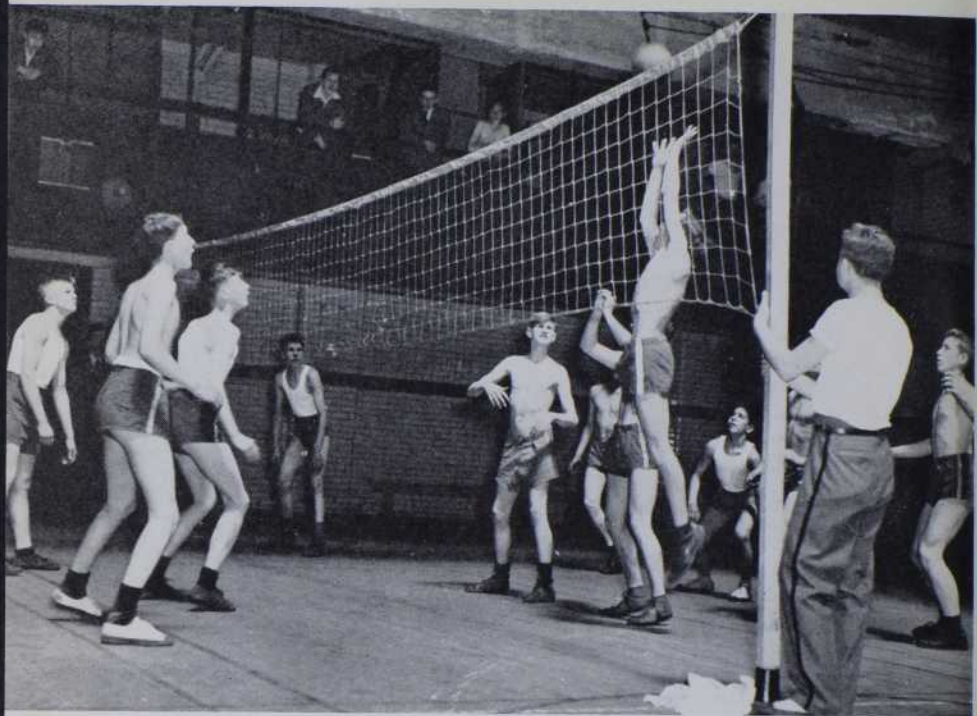
As Sir William was planning to attend the meeting of the British Association, he dismissed the matter from his mind, intending to attend to it after the conclusion of the conference. But the Hon. Donald Smith called to ask if he had decided to establish collegiate classes for women and stated that, if it were so decided, he would give \$50,000 towards the object. The offer seemed to be providential. Then a clash occurred. Were the classes to be coeducational or separate? If the classes were of a *compulsory* coeducational character and untoward results were to follow, Sir William said he would "feel himself morally disgraced, and that is a risk which I do not propose to incur on any consideration whatever." He concluded: "We should aim at a culture for women

BASKETBALL



BADMINTON

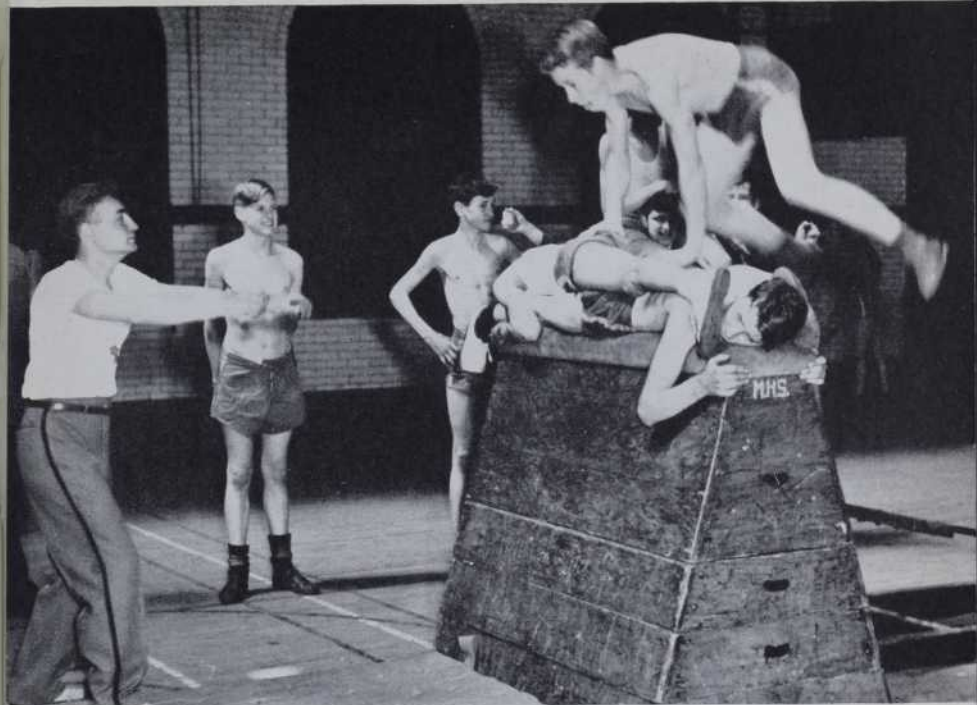




VOLLEYBALL

THE MANLY ART

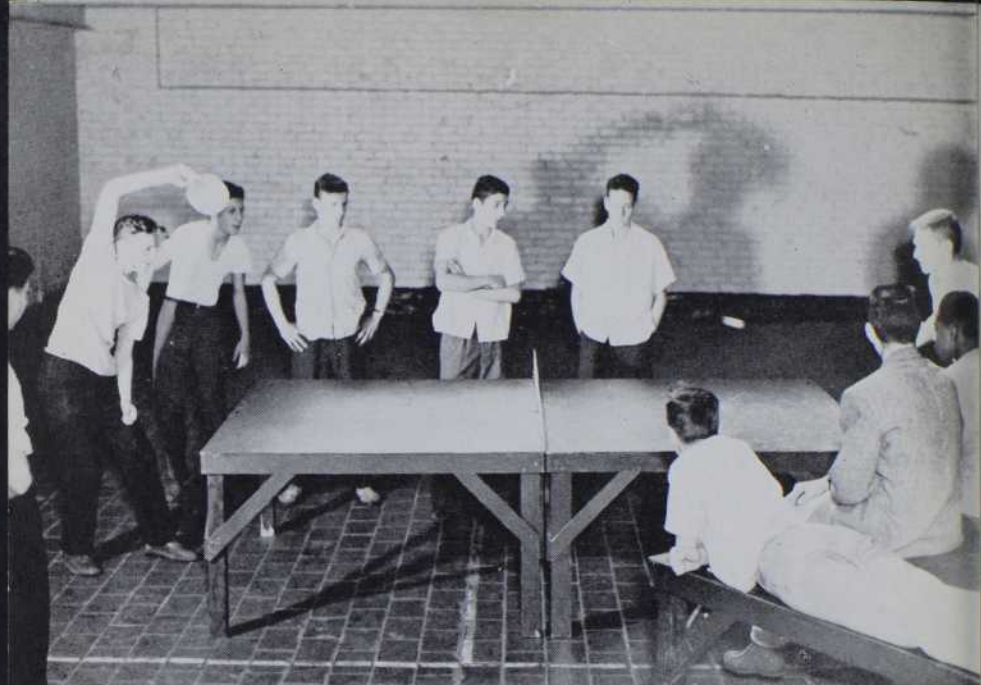




SAFE LANDING

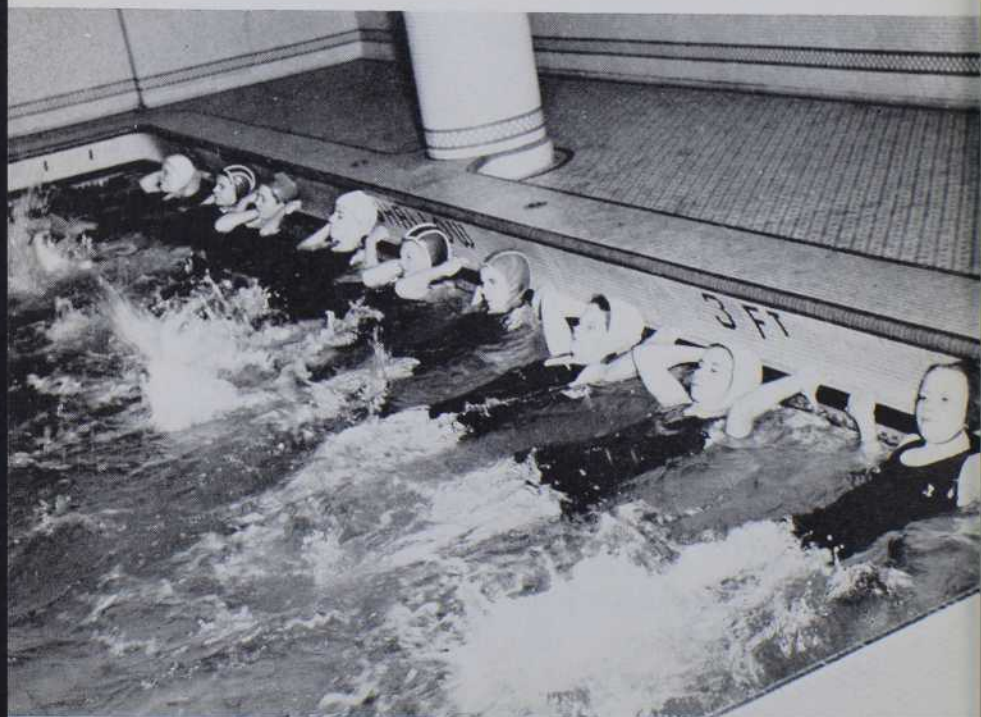
HANDBALL





SERVE!

FIRST LESSONS



THE UNIVERSITIES

higher, more refining and better suited for her nature than that which we provide for men."

When it had been decided that women could be enrolled the practical question as to whether the classes should be separate or mixed had to be decided. Separate courses would require an additional annual expenditure of \$10,500 or a capital of \$175,000. Mr. Smith's offer looked small in these terms. Eventually it was settled that, when the classes were large enough, as in the first and second years, they should be separate. In the smaller classes, however, particularly in the last years, when students specialized, coeducation was to be the order of the day. As time has passed, more complicated time tables, resulting from a wider elective system have made duplication of lectures practically impossible, and, despite the fact that a college for women was opened in 1899, McGill has become more and more a coeducational university. Practically all courses are open to women even in the Faculties of Engineering, Dentistry and Medicine.

In 1938, the warden of the Royal Victoria College, Mrs. W. L. Grant, organized a celebration in connection with the fiftieth anniversary of the first women's graduating class. Of the original eight graduates, five were present and a sixth sent a message from California. Recent inquiries reveal the fact that five members of that famous class still survive. Of the four members who married, three have sent daughters to McGill and there are granddaughters among the present undergraduates.

The following table records the number of women graduates by decades, the last, however, being incomplete:

<i>Women</i>	1888-97	1898-07	1908-17	1918-27	1928-37	1938-45
<i>Graduates</i>						
B.A. ....	106	134	242	367	798	621

## ACROSS THE YEARS

B.Sc. ....	...	2	37	79	164
B.Com. ....	...	...	12	35	25
M.A. ....	2	14	11	40	128
M.Sc. ....	5	3	17	9	24
B.C.L. ....	...	...	5	4	3
LL.B. ....	...	...	5	...	...
M.D.,C.M. ....	...	...	22	24	64
Ph.D. ....	...	...	3	15	8

## CHAPTER IX

1946

The preceding chapters have traced the creation of an educational organization springing from isolated private initiative to a vast enterprise in which over 600,000 pupils are enrolled in two systems, the one for Roman Catholics and the other for Protestants and non-Roman Catholics.

During recent years the growth has been rapid and extensive. Among Protestants the following are some of the chief events:

1. *Buildings*: Twelve new high schools have been built since 1930 out of a total of forty-four off the island of Montreal at a cost of \$1,200,000 as follows: North Hatley, Windsor and Brompton, Sawyerville, Noranda, Bedford, Thetford Mines, Huntingdon, Quebec, Richmond, Knowlton, Three Rivers.

During the same period, major additions, renovations and repairs have been made to another ten high schools at a cost of \$275,886.

Twenty-nine new intermediate schools have been constructed and major alterations and additions effected in twelve others, out of a total of seventy-six, at a cost of well over half a million dollars.

One hundred and thirty-six new elementary schools have been constructed out of a total of three hundred and forty-five at a cost of nearly three hundred thousand dollars.

Combination gymnasium-assembly halls have been featured in the plans for all the new large buildings. This

allows the schools to be of use not only to the school pupils but also to the whole community.

Construction of a new high school is well on the way in Buckingham. Plans have been accepted for a new high school in Drummondville and for extensions at Valleyfield, Cowansville, Howick and Val D'Or. Five or six other new high school buildings are planned off the island of Montreal.

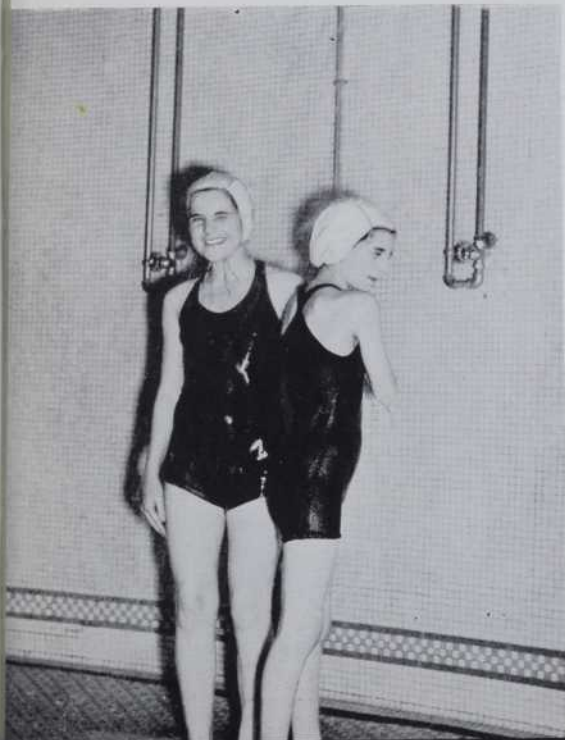
Buidings in Montreal have been neglected owing to lack of funds, for the old Montreal Protestant Central School Board accepted both the letter and the spirit of the law which stipulated that the Board must maintain equilibrium between income and expenditure. Plans have been made for new high school buildings and for the renovation of many outmoded ones, the cost approximating \$12,000,000. The money has yet to be found.

2. *Central School Boards.* Though seven Central School Boards have been established by petition of the School Boards concerned, many other petitions have been received for the incorporation of further Central School Boards but the necessary majority is lacking to bring about their formation. Because of the nature of the bill much educational work must be done to convince the public as to their best interests in this respect.

3. *Conveyance.* In order to make any scheme of centralization feasible use must be made of modern methods of transportation. The fast motor bus and the snowmobile provide the necessary facilities. A good fleet of such vehicles is being built up.

4. *Course of Study.* The course of study has been entirely remodelled in conformity with the needs of the day. This is particularly true in the high school grades where the need for

THE JACK KNIFE



ENJOYING A SHOWER



WHO'S FIRST ACROSS ?

DRYERS



diversification is greatest. In the subject of French, emphasis has been placed upon the oral phase of the language and the content has been entirely revised. Household Science and music have been stressed, and revised courses in agriculture have been introduced. New methods are being introduced, the enterprise programme being of especial interest, particularly in the elementary grades. Remedial teaching is meeting with increased favor.

5. *Grade XII.* A year has been added to the course of study to provide the equivalent of Senior Matriculation or First Year University work. The new course was instituted at a good time in view of the need for expanded facilities for veterans and the requirements of youth who are unable to find places in colleges.

6. *Training of Teachers.* The standards for all teachers have been raised considerably, summer schools have been established and new diplomas created to reward teachers who continue their studies.

7. *Supervisors of English and French.* Supervisors of English and French have been appointed to aid teachers in these difficult subjects, to give general guidance and to encourage pupils to better performance. A helping teacher has recently been appointed in each of the six major inspectorates to assist young teachers to become more proficient. Their work will be of a general nature.

8. *Health of Teachers and Pupils.* The laws requiring certificates of health from teachers have proved to be very beneficial. Medical certificates for intending teachers have been made more exacting. The establishment of County Health units has drawn attention to the deficiencies in the health records of many pupils.

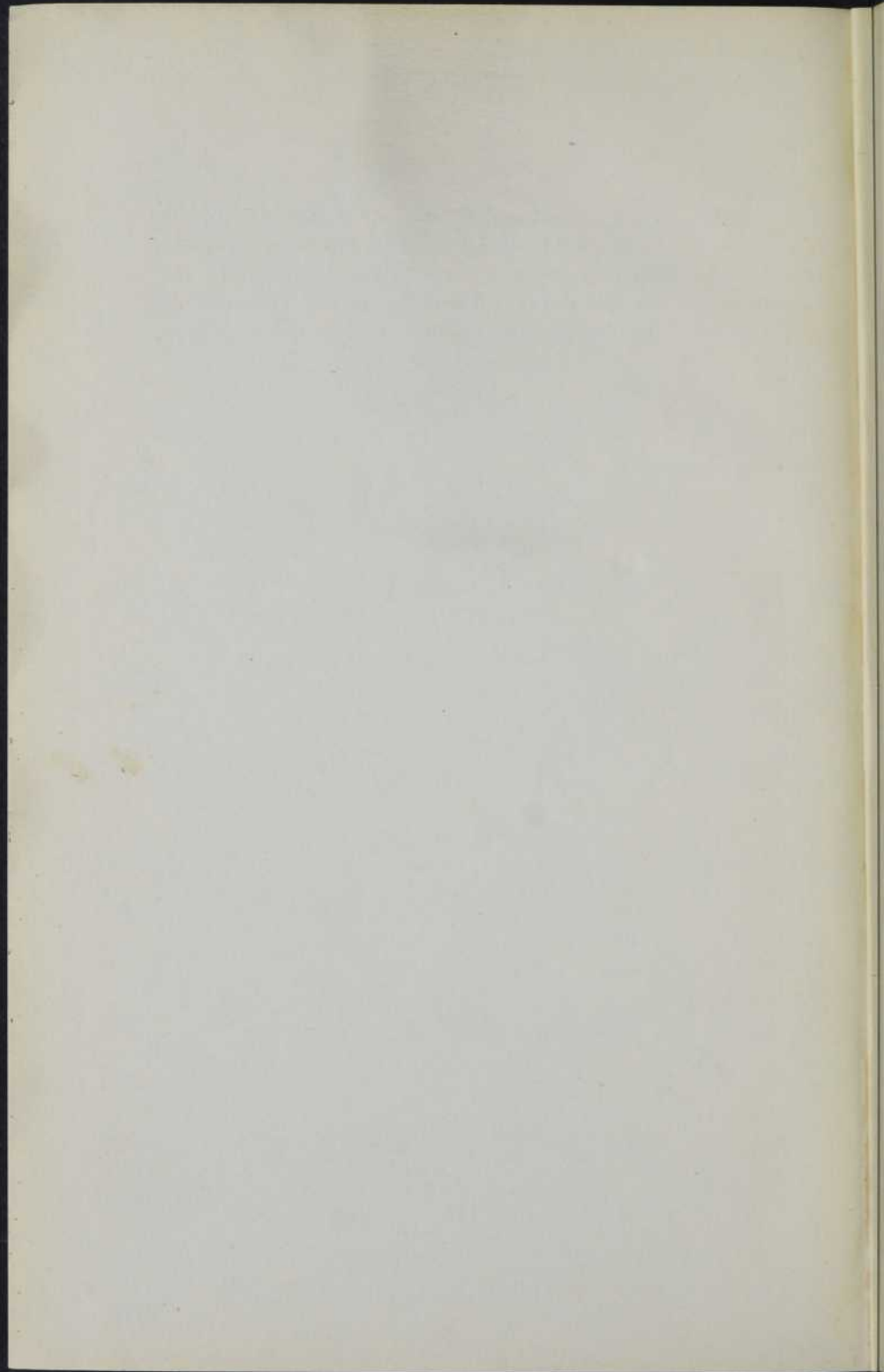
9. *Professional Library and Film Library.* The professional library for teachers has been established since 1933. It contains nearly one thousand volumes. The Protestant Film Library, established in 1937, contains about \$60,000 of films and the Roman Catholic Library is likewise extensive. The high schools are well equipped with projectors and they are being encouraged to build up their own film departments.

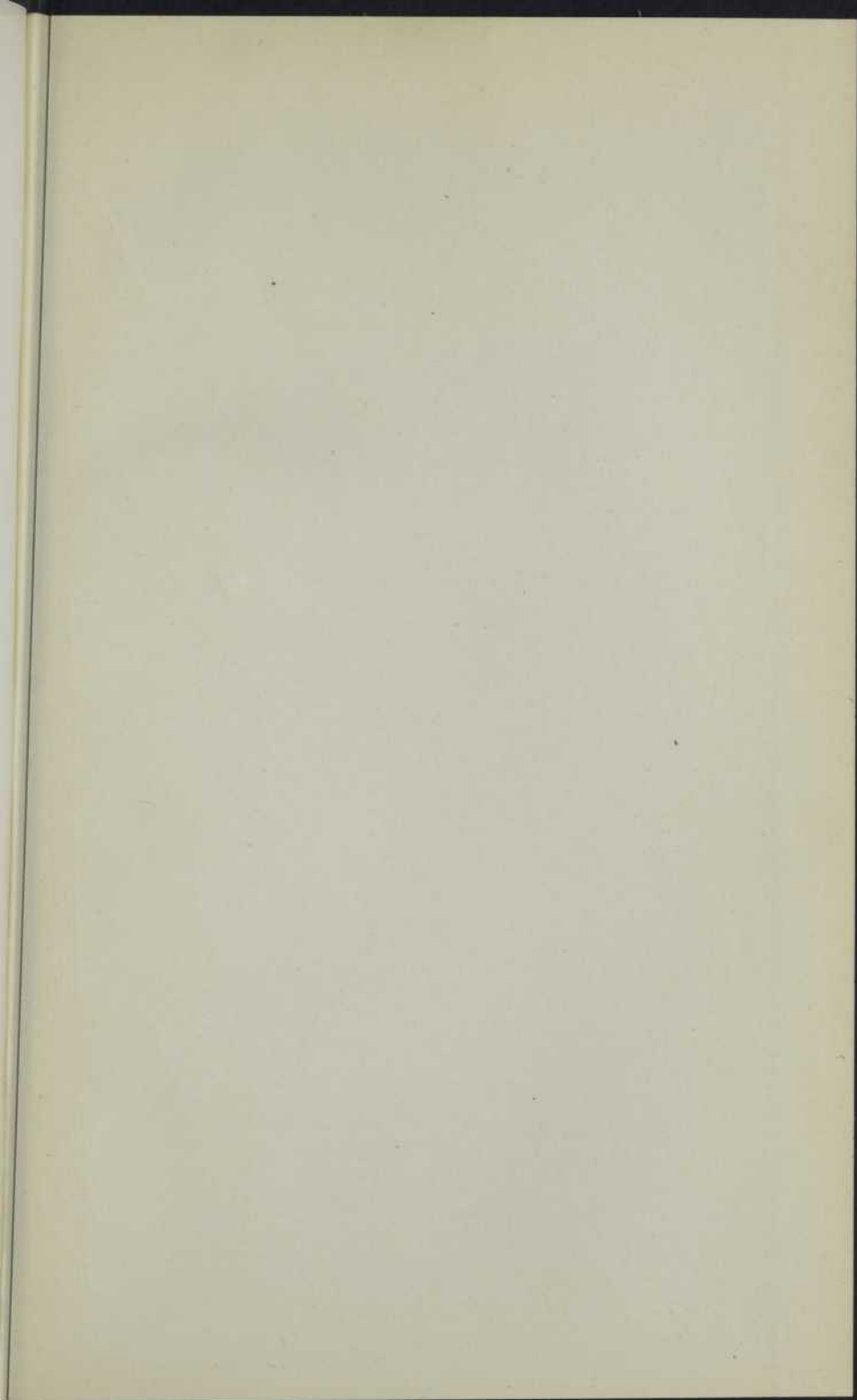
10. *The Compulsory Education Act*, enacted in 1943, has resulted in much greater opportunity for many pupils, and greater regularity of attendance in school. The remission of school fees and the provision made for free text books has added to the enrolment in Grades VIII and IX.

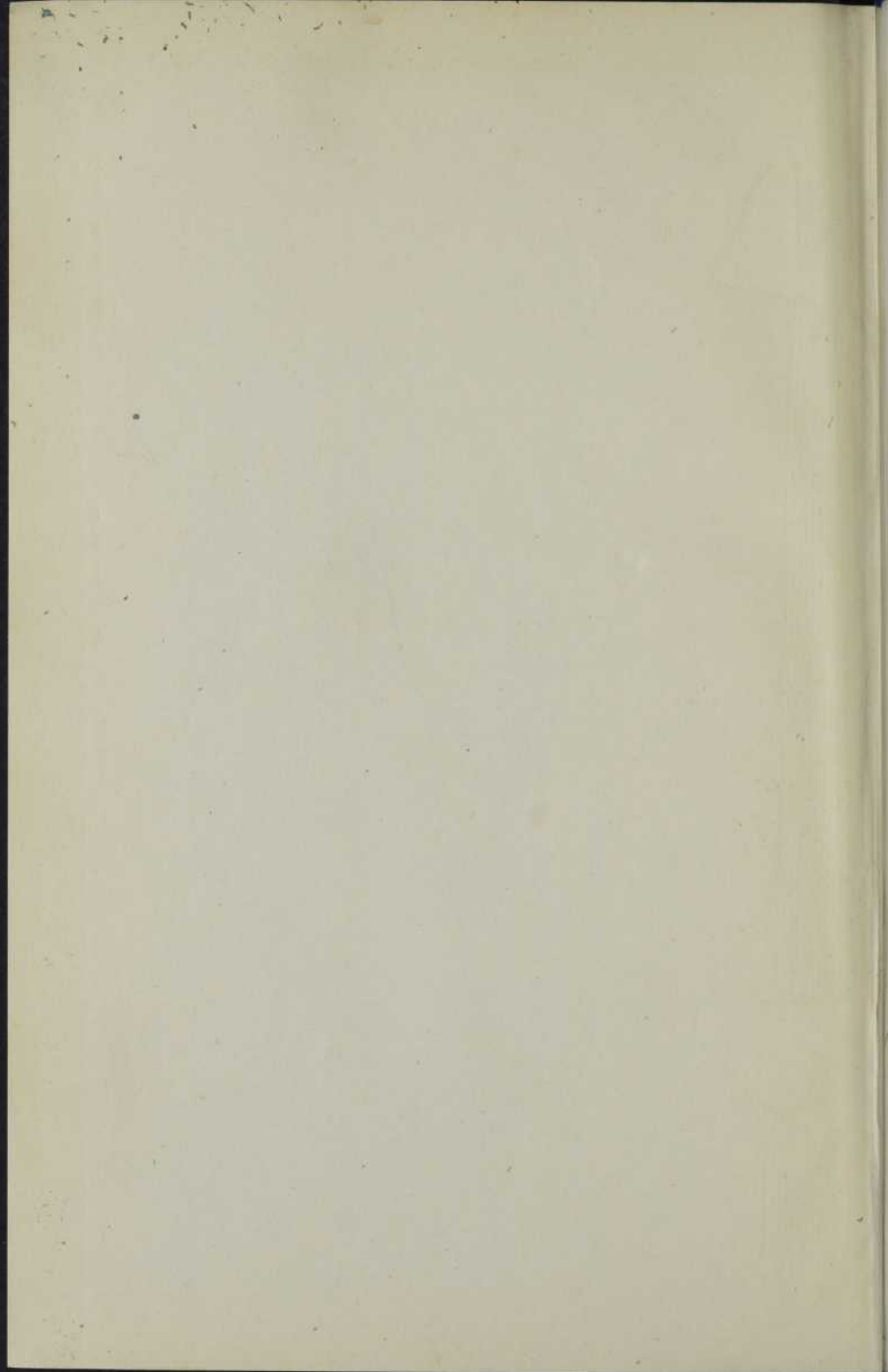
11. *Finance.* School Boards and governments have been increasingly generous towards schools. The consequence is that the education of pupils in the Province of Quebec cannot justifiably be considered to be inferior to that of children elsewhere. In fact, in many respects the systems of education in Quebec compare favorably with others in scholarship, moral and general training for citizenship. Much is expected from the action of the legislature of 1946 in making more ample funds available for Education.

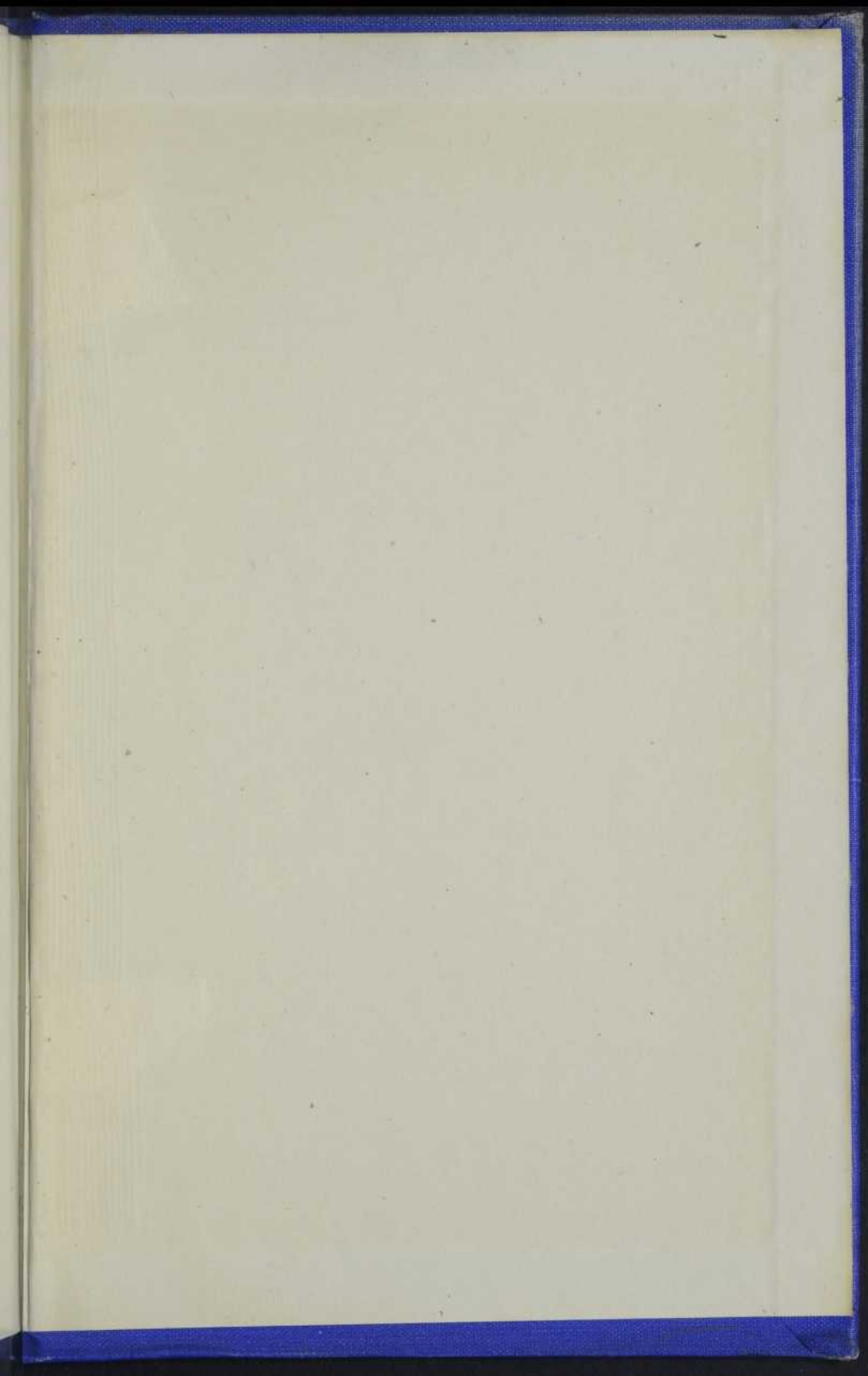
12. *Philosophy of Education.* The Philosophy of Education referred to briefly in these pages is amplified in the *Handbook for the Guidance of Teachers*. Buildings, equipment, course of study and even teachers will fail if the philosophy of education is faulty. But if the philosophy is sound, the whole structure is firmly based. It will be difficult to select a philosophy more basic than that effective here now, namely, that the purpose of the school is to cooperate with the home, the church, and all the best social agencies in order to bring out the best there is in a child and to assist him to develop

his abilities for present and future living. Education in the mass, practised one hundred years ago, has been superseded by education that respects the individual so that he may become a soundly developed person who will be acceptable and useful to his community and to society in general.









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