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THE EDUCATIONAL RECORD

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PROVINCE OF QUEBEC

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Old Series, Vol. LIV, No. 3.

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JULY - AUGUST - SEPTEMBER, 1935

SPECIAL ARTICLES

PERSPECTIVE IN HISTORY

TEACHER PENSION CHANGES

JUNIOR RED CROSS

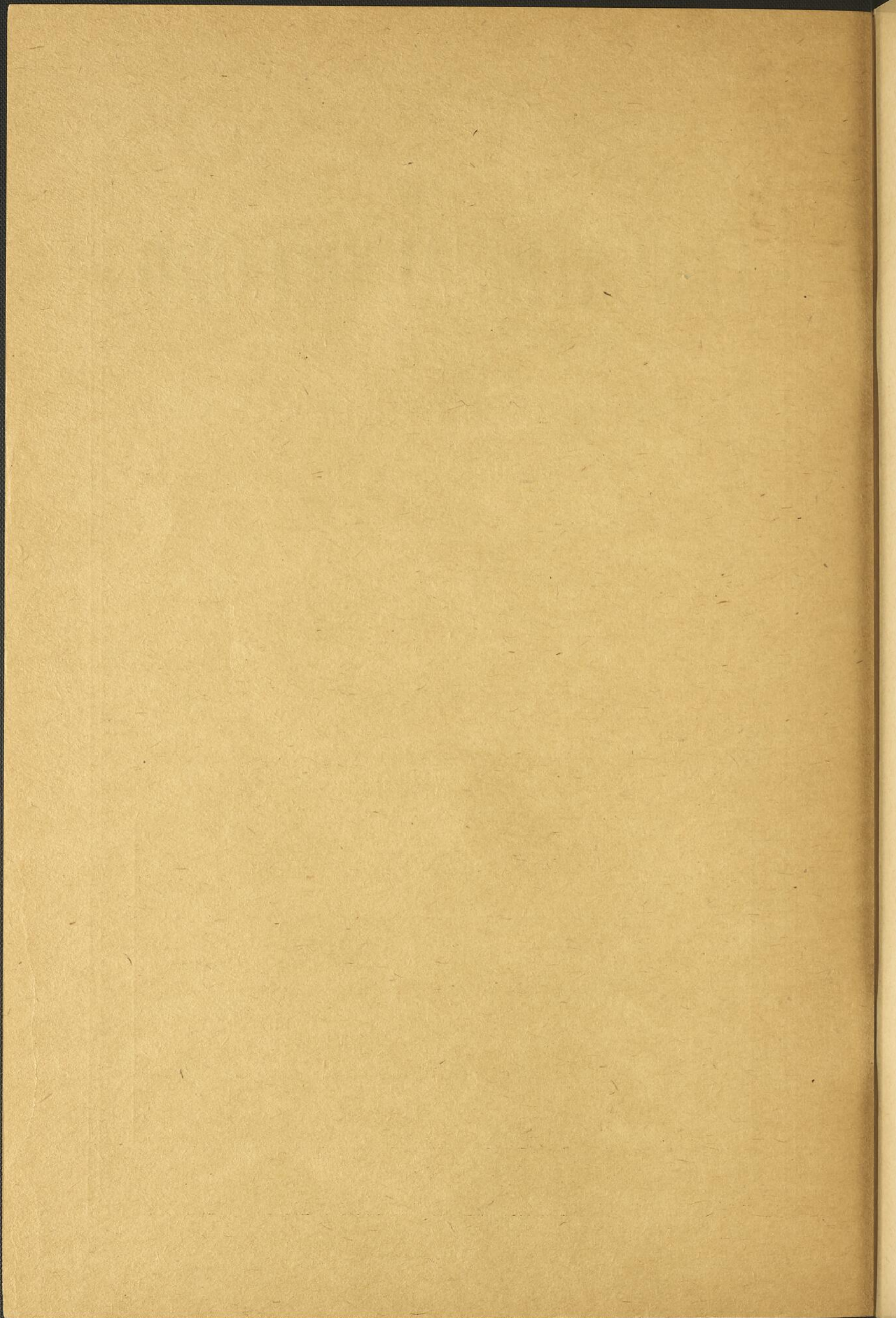
SILVER JUBILEE IN LABRADOR

QUEBEC, QUE.

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THE EDUCATIONAL RECORD

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

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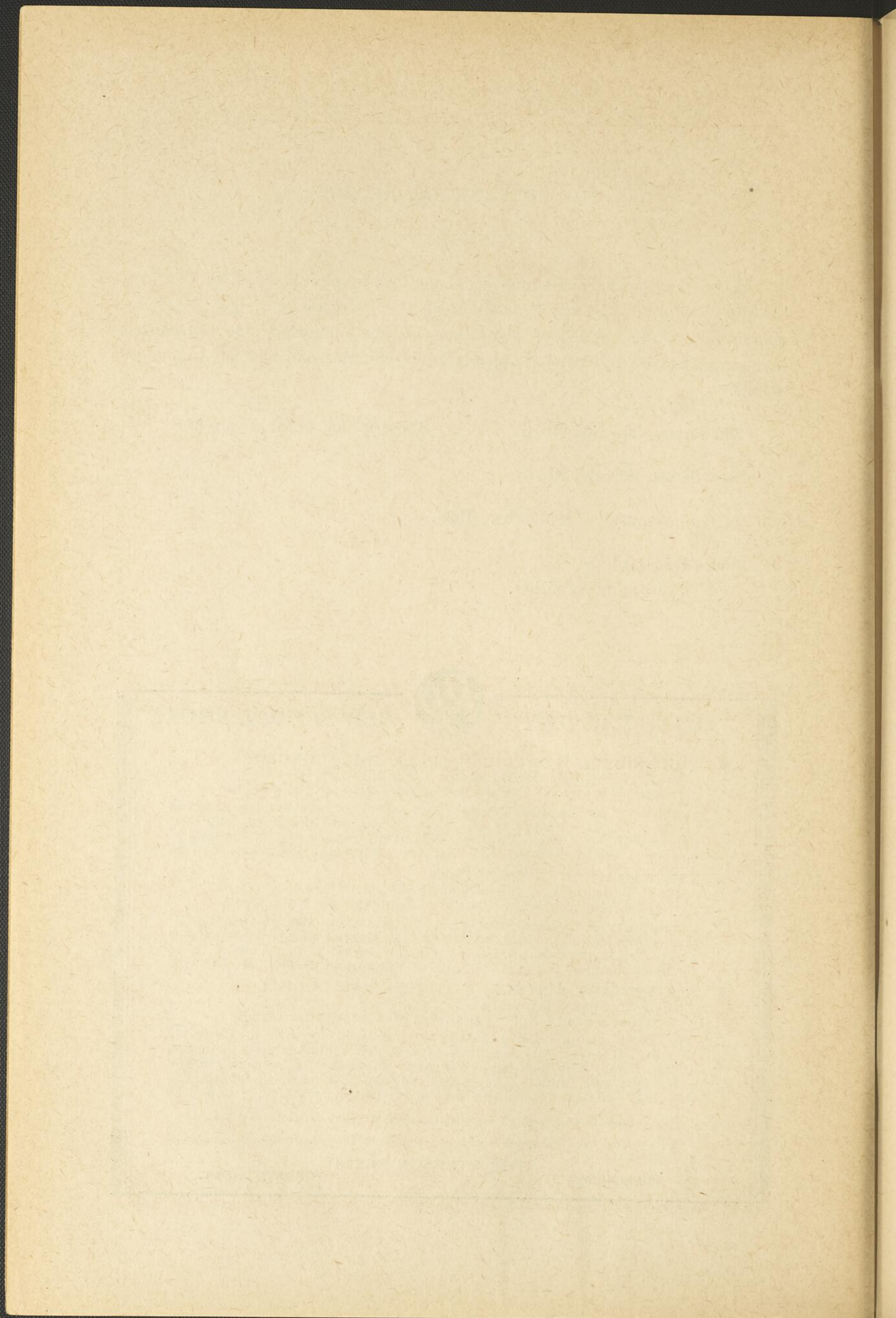
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EDITORIAL NOTES

In this issue we publish a statement of the changes in the Pension Act for Teachers which were adopted at the 1935 Session of the Legislature. There is natural disappointment that the changes had to affect pensions existing before 1935, but, as we explained in the last issue of the Educational Record, this was necessary in order that the Government could undertake full responsibility for all future payments. It is also to be remembered that the pensions for women teachers, based on the old calculation, were nearly always larger than the total sum of stoppages paid in during the many years of service. Secretary-treasurers have been informed that the new rate of the pension stoppages on the salaries of teachers, beginning July 1, 1935, is three per cent.

The attention of secretary-treasurers and school board members is also directed to the following special changes in the Education Act.

1. The prescription of unpaid school taxes is again extended to December 31, 1935.

2. That part of article 125 which permits an elector for school commissioners or trustees to qualify as the owner of a building erected upon land belonging to another, is amended by requiring that "the real estate of the building be valued on the valuation roll in force at not less than fifty dollars for owners residing in the municipality and at not less than two hun-

dred dollars for owners residing outside of the municipality.

3. Article 148 is amended by the addition of the words, "Furthermore, the Superintendent shall have power to accept the resignation of a school commissioner or trustee, whenever he may deem such action to be for the general welfare of the municipality".

4. Article 326a is amended to make the school board as well as its members subject to fine for maintaining a secretary-treasurer in office without a guarantee policy.

5. The rate of interest on overdue school taxes (article 397) is fixed at six per cent.

The Minutes of the February meeting of the Protestant Committee appear in this issue. The resolution of the Committee providing for the lapsing of diplomas, when the holders cease teaching for a period of five years, was repealed at the May meeting.

The statement in several newspapers at the time when the Pension Act was amended by the Legislature, that pension stoppages are reimbursed after 15 years of teaching, misled many teachers in good health and about to marry. The press statement should have been completed by the further one that the reimbursement after 15 years is made only when the teacher is obliged to retire on account of serious accident or enfeebled health.

PERSPECTIVE IN HISTORY

Practically everybody knows, by experience, that teaching methods in school subjects may be good, bad or indifferent, with varying comparative and superlative degrees of the good and bad qualifications. Some pupils may survive poor teaching. With a special aptitude for mathematics, for example, one pupil may make headway by his own efforts; another who has the advantage of good example at home has no difficulty with the grammar of his mother tongue. But many adults complain that History was badly taught when they were at school. "Nothing but dates," they say, "and lists of kings and battles".

The teaching, however, may not have been wholly at fault when adults complain that they have forgotten all that they learnt of History at school. For comprehension in any high degree the subject is an adult one; to take in its full meaning a certain maturity of mind is necessary. This might seem to be an argument in favour of leaving History to the universities alone. But, as we often say, the ninety per cent who do not go on to the university have to be considered. Some grasp, at least, of the meaning and interest of the subject is needed for the many who leave school anywhere from the seventh to the end of the eleventh grade. Something worth while of Canadian History should be known by every pupil who leaves school for good at the end of the seventh grade, and of British and World History by those who reach High School Leaving at the end of the eleventh.

Successful teaching in the subject is to be measured not so much by the June examination marks as by the actual interest awakened in the pupil. The demand upon the teacher is certainly a large one. It means active teaching, and for this a background of wider reading on the part of the teacher is required than what the text book affords.

The numerous examination "howlers", exhibiting confusion as to persons and periods, emphasize, for one thing, the need of making **historical perspective** clear. Dates are really necessary for this purpose. Taught as mere memory exercise they are decidedly objectionable, but they can be used to make time and period perspective more vivid.

Take, for instance, the year 1453 A.D. In that year the Mohammedan Turks took Constantinople, that City which for a thousand years had been Christian and the capital of the Eastern Roman Empire. At the moment that this present article is being written our newspapers are mentioning a possibility that Great Britain may close the Red Sea to Mussolini if he attacks Ethiopia. At the time the article is printed something very different may occur there. But the Red Sea was closed to the whole of Europe by the Turks nearly five hundred years ago. Look at the consequences.

The Crusades which has been carried on during the three previous centuries, off and on, had established trade between Europe and the East. To mention only one article of trade that was of interest and value to Europeans, take the case of spices. In the Middle Ages, people had not learnt how to keep ice in the summer time and, of course, had no electric refrigerators. Meat had to be kept from spoiling by means of salt and spices. The "spiced beef" of today is the lineal descendant of that far-off period. Now the Crusades had resulted in the bringing in to Europe of new and abundant spices from the Spice Islands. With the Red Sea closed in 1453 that trade was ended.

It was just then, however, that Europe, or at least, a few learned Europeans, became convinced that the world was really round and that by sailing westward the Spice Islands and India could be reached, regardless of the Turks who had closed the Red Sea. Hence in 1492 Columbus sailed westward and thought he had discovered India and Indians! Columbus was followed by other explorers who discovered different parts of the mainland of North and South America, and others again who reached the Spice Islands by rounding the Cape of Good Hope. The stories of the Atlantic Rim and of the Pacific Rim had begun.

But the Turks rendered another great service to Europe and the World, although they had not intended it as a service. In Constantinople there were many learned Greeks, and as they were Christians in that city which had become Mohammedan, they were driven out. Before 1453 a few learned Greeks had left Constantinople and settled in Italy. They taught the Greek language and literature to learned Italians, and laid the foundation of a movement which became much greater when the many banished Greeks also arrived.

This movement was the Renaissance or the Revival of Learning or the New Learning, as it is variously called. It spread from Italy throughout Europe. Such men as Dean Colet and Sir Thomas More of the reign of Henry the Eighth may be called sons of the New Learning, and Queen Elizabeth, with her marvelous knowledge of languages, a daughter of it. Erasmus was a magnificent product of the movement. He led the way in independence of thought, and this in turn led to the Protestant Reformation under Luther and Calvin. The Pope at that time, indeed, declared that Erasmus laid the egg of the Reformation and that Luther hatched it.

This brief outline is intended merely to indicate the manner in which perspective in History, by means of backward and forward glances from such a date as 1453, may be made interesting, and develop the sense of it. J.C.S.

TEACHER PENSION CHANGES

The following are the essential changes in the Pension Act for teachers of the Province of Quebec, adopted by the Legislature at its recent Session.

1. The period of service to qualify for pension is changed from twenty to twenty-five years. The pension age remains at 56.

2. All pensions for men and women alike are calculated at two per cent of the average salary, during the twenty-five years when the salary was highest, the amount thus determined being multiplied by the years of service up to, but not exceeding, thirty-five years.

3. The maximum pension remains at twelve hundred dollars and the minimum pension at one hundred and fifty dollars, but the increases previously allowed on certain pensions less than three hundred dollars are repealed.

4. Pension is allowed to teachers obliged to retire before pension age on account of serious accident or enfeebled health after twenty-five years of service, instead of twenty years, as previously.

5. The pension stoppages are reimbursed to teachers who, after fifteen years of service, are obliged to retire on account of serious accident or enfeebled health, with the previous conditions of reinstatement. Reimbursement was possible after ten years of teaching before the amendment.

In both cases, retirement after 25 years or 15 years, medical certificates are required to establish the right to the pension or to reimbursement, as the case may be.

6. Male married teachers, who are not already contributing, may pay the back stoppages on behalf of their wives, who will be eligible for a half pension in widowhood. This privilege is extended to the year 1937.

7. Beginning with July 1, 1935, the rate of the pension stoppages becomes three per cent, these stoppages being deducted, as before, by the school boards when paying the teachers their salaries.

8. All applications for pension must now be made before the 15th day of September each year. This applies only to new applications.

9. The payments to be made in July of the present year on existing pensions will be unchanged, but the new rates will apply to the payments on new and old pensions on January, 1936, and afterwards.

10. The changes in the calculation of pensions affect existing as well as future pensions, but pensions granted before January, 1935, are not affected by the requirement of 25 years of teaching.

The changes in the law had become necessary to ensure the future stability of the pensions, but it should be borne in mind all along that article 457 of the Pension Act had read:

“If the stoppages and grants are not sufficient to pay the pensions as above established, the administrative commission shall reduce the pensions and proportion them to the amount at its disposal”.

That article is now replaced by another which reads:

“544. The sums contemplated by section 542 shall be paid into the consolidated revenue fund.

"In the event of such sums being insufficient to meet the payment of the annual pensions, the Provincial Treasurer is authorized to pay out of the consolidated revenue fund the amounts necessary to complete such payments".

In other words, the Government of the Province now assumes the responsibility of any annual deficits.

We add the amendment in regard to married women teachers, adopted in 1933 by the Legislature, and confirmed but changed as to the years of service as follows:

Section 221 of the Education Act, is amended by adding thereto, after paragraph 16 thereof, the following paragraph:

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

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

"Notwithstanding the provisions of the preceding paragraph, from and after the 13th of April, 1933, any married female officer of primary education who retires from teaching after twenty-five years of service, before attaining fifty-six years of age, shall be entitled only to the reimbursement of the stoppages which she has paid into the pension fund, without interest. However, in the case of widowhood and when such officer resumes teaching, she shall recover her rights to the pension, provided that she returns to the pension fund, within the five years next after re-entry into teaching, the sum which she has received. Such repayment may be made in five equal and annual payments".

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

The following rules were adopted by the Pension Commission and sanctioned by the Lieutenant-Governor in Council on the 23rd of January, 1932.

The Honourable the Provincial Secretary, in a memorandum dated January 19, 1932, sets forth:

That by letter of January 15, 1932, the Superintendent of Education recommends the approval of the following resolution, adopted by the Administrative Commission of the Pension Fund, at its session on December 2, 3 and 4 last;

It is resolved, that the supply teachers employed occasionally by the school boards to replace their regular teachers, engaged by contract, should teach a total of at least 120 days so that this number of days can be counted as the equivalent of a regular year;

This period of 120 days exigible for a regular year of service can be made up in one or several years, but in no case, can less than 120 days be counted for a complete year. On the other hand a period of teaching exceeding 120 days in the same year will only be counted as a year of service.

TEACHERS' PENSIONS IN ENGLAND

A British Government "White Paper" (issued by His Majesty's Stationery Office) has disclosed a much more serious condition in regard to the pension for teachers there than was necessary by the adjustment of the Pension Act of this Province.

The deficiency this year in England is over forty-six-million dollars, although the British Government contributes approximately two-thirds of the cost. The proposal is to increase the teachers' stoppages from 10 to 12 per cent, but paid in equal shares by the Employing board and the teachers.

The Fund itself, invested with the Government, is still large, being in the vicinity of three hundred million dollars, but with annual payments of about twenty million dollars in pensions it is not actuarially sound. Hence increased contributions from the teachers are needed.

The average salary to English teachers is twelve hundred dollars.

The number of teachers in England at March 31, 1933, was 196,977, of whom 62,869 were men and 134,108 were women. The number of pensioners on the books was 33,613.

JUNIOR RED CROSS FOR THE SCHOOL YEAR 1934-35

“In minds too young for enmity
There lies the way to make men free.
When children’s friendships are world wide
New ages will be glorified,
Let child love child, and wars will cease;
Disarm the hearts, for that is Peace.”

At the close of the calendar year, 1934, the League of Red Cross Societies in Paris published the item that 13,941,291 boys and girls and young people from 50 different nations were united under the Red Cross Banner. At times such as these, when the safety of the World trembles in the balance, there is real need for an organization which can link the children of the World together and can strive to make them realize that, in spite of differences of language, race and creed, all children may have common problems, common undertakings and common ideals; and that, with understanding, will follow the sympathy and forbearance on which alone the peace of the World can rest. Children, however, are practical beings. Words mean little to them. They ask for facts. Oratory must be replaced by workaday projects. Action is demanded.

In a recent folder published by the League, printed in numerous languages and sent all over the two hemispheres, the members of the Junior Red Cross see in picture form how their fellow members and comrades are carrying out in identical manner, an exactly similar programme to their own. Juniors of Quebec can see how the Juniors of South Africa are carrying on a campaign for better diets; how the Juniors of Peru have been busy with First Aid Courses; how the Juniors of Germany distribute hampers to the needy; how the Juniors of the Philippines support dental clinics; how the Juniors of Greece enjoy the shower baths which many of them have installed in their schools at their own expense; how the Juniors of Bulgaria drain their marsh lands in a continuous fight against malaria mosquitoes, and so on. Picture after picture depicts Juniors from all over the World preparing portfolios descriptive of their country to send with their good wishes to their comrades in another part of the Globe. This little folder makes inspiring reading, showing, as it does, the union of the younger generation through common interests and aims.

Directors of Junior Red Cross Branches in the Province of Quebec may feel that they form a worthy part of this world company. The school year, 1934-35 was full of achievement. The outstanding feature, and rightly so, was community service. Branches everywhere concentrated on local needs with the result that much worth while service was rendered. In the Annual Reports sent in at the close of the year by many of the 1,637 Branches scattered all over our Province, it was interesting to note the methods used. Juniors of the

bigger cities, such as Greater Montreal, Québec, Sherbrooke, etc., worked largely through local service organizations, clothing, books, hot lunches, milk being the result. The Juniors of Grand'Mere contributed hours to the making of medical supplies for lumber camps throughout their section of the Province. Juniors of Donnacona asked the nurse of the Donnacona Lumber Co., to inspect the pupils and saw that her recommendations were carried out, with the result that 13 children completed dental treatment; 1 obtained glasses; 4 were operated on for tonsils and adenoids and 2 cases were reported to Pro. Hdqtrs. In Stanstead a Relief Fund, averaging \$50.00 was maintained for those requiring medical and other aid. Throughout the Province, codliver oil was bought for numberless pupils; layettes, boots, underclothing provided; bulbs grown for those in hospital; safety first committees formed. It is impossible to describe all the ways in which the Quebec Juniors proved that, like their comrades the world over, they were striving to meet local problems.

Nor were they behind them in the world health crusade. Annual Reports told of campaigns which were conspicuous for their practical nature; of efforts to correct posture; to maintain high standards of personal cleanliness; to improve diets, hours of sleep, exercise in the open air, and so on. Many interesting projects were carried out. The Juniors of the High School, Town of Mt. Royal, held group discussions on health rules and made posters illustrative of them. The older Juniors of Bristol Sch. No. 9, Maryland, planned a series of health talks for the younger children. The Juniors of Bancroft School, Montreal, emphasized one health rule each week and worked out a complete programme of talks, posters and projects about this rule. Noranda High School specialized in health maps, clocks, and scrapbooks while the health policemen of Southwark School, St. Lambert, saw that children were suitably clothed throughout the day. One could cite numberless such examples.

Also like their fellow members on the other side of the water, our Juniors carried on an intensive campaign of school improvements. To quote from a few reports:—East Ward Sch., Sherbrooke, "Maps mended by boys; flags by girls." Verdun, Riverview Sch., "Considerable sums raised by means of concerts for School Library and pictures for the corridors." Sch. No. 1, Bristol Ridge, "2 maple trees planted, one in honour of the King and one for the Queen." Consld. Sch., Stanbridge East, "Furnished First Aid Kit. Bought a mineral cabinet. Donated \$35.00 towards science equipment. Began payments on dictionary of 8 volumes. Set out flowers. Furnished paper towels throughout the year. Had clean up days." Danville, Byrd Sch., "Purchased paper for walls and varnish and stain for desks and cupboards. Scraped desks and helped to varnish them."

Once again, like their comrades throughout the world, service ranked high. 321 children from all parts of the Province obtained hospitalisation and, in many cases, travelling expenses, through the Crippled Children, which for the year, 1934, totalled \$5,857.74. In homes which were not eligible for care under the Quebec Public Charities Act, but which were, nevertheless, involved in a veritable struggle for existence, Junior Red Cross came as a godsend. Take

the story of 9 year old Tom who had to be rushed to the City for an emergency operation for appendicitis. Tom's parents were small farmers striving to meet payments on the mortgages they had been forced to raise. True they had enough to eat and a roof over their head, but actual money was a severe lack. They were distracted until the local Teacher-Director suggested the Junior Red Cross. Tom came from a home which is only too typical in our Province today.

Quebec Juniors too, with their desire to meet local needs, shared with other organizations in a notable piece of service, through the establishment of free dental clinics for indigent school children of Greater Montreal. By means of these clinics which were opened in February, 281 children completed treatment. It is unnecessary to emphasize to anyone who has worked with children, the value of this service. A Christmas service which included the distribution of 22,564 toys, garments and staple foods, and a provision of hospital cheer at all special seasons of the year, testified to the Juniors' very genuine wish to serve others.

In establishing direct contacts with Juniors of other countries, Quebec Juniors lead in number, all other Provinces of Canada, in their portfolio exchange. Portfolios submitted this year were of a higher standard than ever before and served, not only as a link in the chain of international friendship, but as a means of correlating school subjects with an extremely interesting project. Over a hundred of these portfolios were made in Quebec and in this way, our Juniors came into direct contact with their fellow members in Albania, Australia, Belgium, Czechoslovakia, Esthonia, England, France, Germany, Holland, India, Italy, Jugoslavia, New Zealand, Japan, Norway, Poland, Scotland, Switzerland, South Africa, Spain and the United States.

Thanks to the untiring efforts of teachers, supervisors, principals and members of the Department of Education and to the enthusiasm and service of the members themselves, the Juniors of Quebec have contributed a chapter, which, though far from perfect, is still noteworthy in the history of a world wide organization which, wherever it is found in the eastern or the western hemisphere, stands for health, service and friendship between nations.

THE SILVER JUBILEE ON THE QUEBEC LABRADOR

The following report is of special interest in that it was sent to His Majesty the King, and the appended letter from Lord Ponsonby to Mr. A. E. Holt, of Montreal shows that the royal appreciation was hearty:

HOW THE JUNIOR RED CROSS OF ST. PAUL'S RIVER, CAN. LABRADOR CELEBRATED THE SILVER JUBILEE.

Away to the east of the Canadian Labrador is the little village of St. Paul's River. It is made up of only a few hundred inhabitants, while the children attending the local school number 28 in all. In spite of their numbers these children who form the "Northern Comrades Branch" of the Junior Red Cross, decided that the Silver Jubilee must be celebrated in their village, and, in spite of difficulties which might have proved insurmountable in other communities, celebrated. It was under the enthusiastic direction of Miss I. C. Bennett, their director and teacher.

On the morning of May 6th., a bell was rung at the Mission House and the parade assembled, the little tots in front, others according to height. Each child carried a small Union Jack which had been painstakingly made from scraps of red white and blue paper cut from old magazines. The school Union Jack was carried in front and the Red Cross flag, awarded to this Branch for the excellence of their work during the past school year, was carried at the rear. The band consisted of a violin played by ear, a mouth organ and a drum which had been evolved from a dishpan decorated with tissue paper, red bands with Union Jack between.

Patriotic songs were sung, including "O Canada" and three cheers given for King George and Queen Mary. As the children then marched from one end of the village to the other, they were greeted by all the inhabitants who then joined the procession. On returning to the Mission House a volley was fired by the fathers in honour of the King and all stood at attention while the National Anthem was sung. Everyone then made their way to the house of the School Inspector where they listened until long after dark to the account of the Jubilee and the King's message which came to them by radio.

Letter received by Mr. A. E. Holt from Lord Ponsonby, G.C.B., G.C.V.O.

Privy Purse Office,
Buckingham Palace, S.W.,
10th July, 1935.

Dear Mr. Holt,

I have laid before the King your letter of the 25th June, and His Majesty read with much interest the account of the Jubilee celebrations which took place at St. Paul's River on the Labrador coast. The King wished me to tell you that he very much appreciates this spontaneous demonstration of loyalty on the part of the community of St. Paul's River, and thinks that Miss I. C. Bennett is to be congratulated on the manner in which she conducted the celebrations.

The King was amused at your account of the Band, and hopes you will let it be known that it was with great pleasure he heard of the enthusiastic manner in which cheers were given for His Majesty and the Queen.

**PROGRAMME SEVENTY-FIRST ANNUAL CONVENTION
PROVINCIAL ASSOCIATION OF PROTESTANT
TEACHERS OF QUEBEC**

HIGH SCHOOL OF MONTREAL AND WINDSOR HOTEL, MONTREAL

October 2nd, 3rd, 4th and 5th, 1935.

Officers and Executive 1934-1935:—President, Mr. Gordon H. Heslam, Vice-President, Mrs. Ruth E. Knowlton; Honorary-Secretary: Miss Ivy M. Graham; Honorary-Treasurer, Mr. J. W. Brunt.

Representative on the Protestant Committee: Miss Catherine I. Mackenzie.

Representative on the Corporation of McGill University: Mr. H. G. Hatcher.
Pension Commissioners: Mr. M. C. Hopkins and Dean Sinclair Laird.

Executive Committee:—Mr. G. W. C. Ginn, Mr. Clifton L. Hall, Miss L. A. McClellan, Miss Gladys Fraser, Miss Mabel MacMaster, Dr. H. D. Brunt. Past President, Miss Dorothy J. Seiveright; Editor of Teachers' Magazine, Mr. John Anderson, Publicity, Mr. P. F. Ferguson, General-Secretary, Mr. W. E. Black.

Representatives of Local Associations on Executive:—Association of Protestant Teachers of the City and District of Quebec, Mr. A. D. McGibbon; Coteau St. Pierre, Miss Jessie M. Norris; Compton County, Miss Dora Smith; Gatineau, Mrs. Edna Routliffe; Head Masters, Mr. C. R. Kneeland; High School Principals, Mr. Clifton L. Hall; Lachine, Mr. W. J. Larminie; Outremont, Mr. M. A. Ross; Protestant Men Teachers of Montreal: Mr. P. A. G. Clark; Protestant Women Teachers of Montreal, Mrs. P. E. McCullagh; Sherbrooke, Miss Ellison Tilton; St. Francis Valley, Mr. Stanley Pergau; Town of Mount Royal, Mr. George F. Watts; Verdun, Mrs. Esther Walsh; Westmount, Mr. J. N. Wood.

Wednesday, October 2nd.—8.00 p.m.—Meeting of the Executive Committee. Common Room, 2nd Floor, Montreal High School.

Secretaries of Sections are to bring their reports to Publicity Room 6, First Floor, South.

Kindly give criticism or suggestions regarding Convention to the General-Secretary in writing.

Cloak Room for Ladies: Room 9, First Floor South.

Cloak Room for Gentlemen: Room 7, First Floor North.

Thursday, October 3rd.

9.15 a.m.—10.10 a.m.—Business Section. Gymnasium, Basement South.

1. Invocation.
2. Minutes of Last Convention.
3. Report of Executive Committee.
4. Report of the Nominating Committee.
5. Report of the Treasurer.
6. (a) Report of the Status of Teachers Committee; (b) Report of the Publicity Committee; (c) Report of the Adjustment Committee.
7. Report of the Committee on Textbooks and Course of Study.
8. Report of the Committee on Dominion-Wide Survey of English.
8. Report of the Canadian Teachers Federation Conference.
10. Report of the Committee on Group Insurance.
11. Report of the Pension Commissioners.
12. Report of the Representative on the Protestant Committee of the Council of Education.
13. Report of the Representative on the Corporation of McGill University.
14. Report of the Editorial Board of the "Teachers' Magazine".
15. Report of the Periodicals Committee.
16. Other Business.

Thursday, October 3rd.

10.15–11.15 a.m.—Two Sound Films: (a) Fundamentals of Acoustics, and (b) Seed Dispersal. One Silent Film: "Rubber", through the kindness of the Associated Screen News of Montreal, Assembly Hall, High School of Montreal.

11.15–11.45 a.m.—"Some qualities in Teachers that make for success.—Dr. W. P. Percival.

11.45–12.00 Noon.—Greetings from the Protestant Board of School Commissioners of Montreal.

12.00–2.00 p.m.—Lunch, Served in Cafeteria, Room 35, Fourth Floor South, High School of Montreal.

2.00–4.30 p.m.—Sectional Programmes:—

1. High School
 2. Junior Elementary.
 3. Kindergarten and First Year.
 4. Senior Elementary.
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HIGH SCHOOL SECTION
DIOCESAN THEOLOGICAL COLLEGE HALL.

Thursday afternoon:—2.00–4.00 o'clock.

Chairman: Mr. Arthur M. Henry, B.A., Secretary: Mr. G. R. Ryder, B.A.
Subject: "Education under Existing Conditions".

Papers will be presented by:

1. Miss Jessie Thompson McLean, B.A., of Verdun High School from the point of view of English History and linguistic subjects. and

2. Mr. D. C. West, B.Sc., of Baron Byng High School from that of Scientific Method.

Discussion:—It is desired to make of the meeting a serious deliberative assembly on the resolution:

"Resolved that existing circumstances allow enough freedom in Education to pursue its high ideals."

JUNIOR ELEMENTARY SECTION

Second, Third and Fourth Years.—Boys' Gymnasium, Basement North.

Thursday afternoon:—

Chairman: Mr. G. Lessard; Secretary: Miss C. Cameron.

2.00–2.30—"A Plea for the Special Child". (With demonstration). Miss Eva B. Hudson, Principal, MacKay School for the Deaf.

2.30–3.00—"Number". Miss Blanche Stewart, Macdonald College.

3.00–3.30.—"Plurals of Nouns"—Model Lesson. Miss N. M. Shanks, Queen's School, Westmount.

3.30–4.00—"The Correlation of Literature, History and Geography". Mr. E. C. Woodley, M.A., of the Department of Education.

KINDERGARTEN AND FIRST YEAR SECTION

Assembly Hall, Montreal High School

Thursday Afternoon:—

Chairman: Mr. W. O. Briegel, B.Sc. Secretary: Miss A. L. Last.

2.00–2.30—"Reading in Grade I"—talk and demonstration on the Elson Reader. Miss F. Godel, Devonshire School.

2.40-3.10—"Rhythms" and demonstration.—Miss Olive Whitehouse, Kindergarten Directress, Willingdon School.

3.15-3.45—Art in Kindergarten and First Year, Subject: "Housekeeping",—Miss Evelyn K. Elderkin, Lecturer in Art and Interior Decoration, Macdonald College.

SENIOR ELEMENTARY SECTION

Fifth, Sixth and Seventh Years—Girls' Gymnasium, Basement South.

Thursday Afternoon:—

Chairman: Mr. H. H. Biggar, B.A., Secretary: Mr. John A. Webster.

2.00-2.30—"The Teaching of Urban Geography".—Miss Dorothy J. Seiveright, M.A., Macdonald College.

2.30-2.40—Discussion.

2.40-3.10—"Some Problems arising out of the Transition of Pupils from Elementary to High School".—Mr. John S. Astbury, B.A., Principal of Baron Byng High School.

3.10-3.20—Discussion.

3.20-3.50—"Cultivating the Spirit of Adventure in Learning",—Professor H. D. Southam, B.A., D. Paed., McGill University.

3.50—Discussion.

Friday, October 4th, 1935.

9.15 am.—Meeting of Executive Committee.

9.30-12.00 Noon.—Section Programmes—(See Index).

1. Art.
 2. Classical.
 3. English and History.
 5. French.
 5. Geography.
 6. Home Economics.
 7. Manual Training.
 8. Mathematics and Science.
 9. Music.
 10. Physical Education.
 11. Rural Elementary.
 12. School Libraries.
 13. School and Society.
 14. Teachers' Problems.
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ART SECTION

Room 36, Fourth Floor South

Friday Morning:—

Chairman: Mrs. I. A. W. Hunter. Secretary: Miss A. Clark.

9.30–9.55—"Puppets and their Use in the Classroom", (with demonstration).

Miss S. S. Borodensky, Bancroft School.

10.10–10.35—"Wood-cuts".—Miss K. W. Fenwick, of the National Gallery of Canada, Ottawa.

10.50.—"Aboriginal Art" (Illustrated).—Mr. E. Lionel Judah, Curator of the Ethnological Museum, McGill University.

CLASSICAL SECTION

Room 29, Third Floor North

Friday Morning:—

Chairman: Mr. S. S. Nason, B.A. Secretary: Mr. J. D. Lawley, M.A.

9.30–9.55—"The Roman House".—A talk illustrated by lantern slides and by a model on a base of 3 feet by 5 feet. This model was built by a group of boys in the Baron Byng High School.—Mr. Orrin B. Rexford, B.A., Baron Byng High School.

10.10–10.35—"The Standard of Eleventh Year Latin".—Professor A. M. Thompson, M.A., Ph.D., Associate Professor of Classics, McGill University.

10.50—A series of five to seven minute papers on work in Latin in the first two years:

(a) "The Teaching of Inflection",—Mr. J. B. MacMillan, Huntingdon Academy.

(b) "The Teaching of Syntax".—Miss Muriel McHarg, M.A., Sherbrooke High School.

(c) "Building up a Vocabulary".—Mr. G. H. Taylor, Lachute High School

(d) "Translation".—Miss Leila T. Smith, Knowlton High School.

(e) "Development and Maintenance of Interest".—Mr. Jas. H. Jacobsen, Ste. Agathe Intermediate School.

ENGLISH AND HISTORY SECTION

Diocesan Theological College Hall

Friday Morning:—

Chairman: Mr. J. G. S. Brash, M.A. Secretary: Mr. Ross Ford, B.A.

9.30–9.55—“Internationalism—pressed down or overflowing”. Miss Hazel I. Murchison, B.A., West Hill High School.

10.10–10.35—“Why the Junior High School?” Mr. J. W. Brunt, M.A., Principal of Argyle School.

10.50–11.15—“Keeping up with the Past”. Mr. W. M. Whitelaw, M.A., Ph.D., Professor of History, McGill University.

11.30–12 Noon—“Pronunciation and Spelling of English”. Mr. G. A. Latham, B.A., Professor of English, McGill University.

 FRENCH SECTION

Girls' Gymnasium, Basement South.

Friday Morning:—

Chairman: Miss E. Massy-Bayley, B.A. Secretary: Mr. H. Hall, M.A.

9.30–9.55—“The New French Course in the Ninth Year of the Montreal Schools”. Mr. C. E. Teakle, M.A., Montreal High School.

10.10–10.35—“Up-to-date Methods for the Teaching of French”. Mr. A. L. Frizzle, B.A., Westmount High School.

10.50–11.15—“Discussion of the Gramophone Method of Teaching French”. Miss R. Boucher, Guy Drummond School, Miss H. McCammon, William Trenholme School.

11.30–12 Noon—“Problems of a French Specialist”. Mr. R. Campbell Amaron, Commissioners' High School, Quebec City.

GEOGRAPHY SECTION

Music Room, Basement North.

Friday Morning:—

Chairman: Mr. R. N. Bagnell, B.A. Secretary: Mr. E. G. Lessard.

9.30–9.55—"Geography in the Senior Grades".—Miss Isabel V. Archibald, Herbert Symonds School, Montreal.

9.55–10.10—Discussion led by Mr. D. G. Cumming, Verdun High School.

10.10–10.35—"The Correlation of Geography and History".—Professor E. R. Adair, M.A. (Cambridge) McGill University.

10.35–10.50—Discussion led by Mr. R. J. Fullerton, M.A., Principal of Devonshire School, Montreal.

10.50–11.15—"Visual Aids in the Teaching of Physical Geography".—Illustrated) Mr. D. S. McMullan, B.A., M.S. in Ed., Principal of Commissioners' High School, Quebec City.

11.15–11.30—Discussion led by Mr. H. D. McKnight, B.A., Commercial High School, Montreal.

11.30–12.00 Noon—Three Sound Films:

(a) The Work of Rivers.

(b) From Granada to Toledo.

(c) Egypt, the Land of Pyramids.

(Courtesy of the Associated Screen News, Montreal).

HOME ECONOMICS SECTION

Room 15, Second Floor South

Friday Morning:—

Chairman: Miss B. M. Philp. Secretary: Miss M. Higginson, B.A.S.

9.30–10.35—"Recent Trends in Nutrition".—Miss A. Stickwood, B.S., M.A., Macdonald College.

10.35–10.50—Discussion.

10.50–Noon—"Food Demonstration to be arranged".

Exhibit of Sewing: Miss E. Pinel.

MANUAL TRAINING SECTION

Montreal Technical School

Friday Morning:—

Chairman: Mr. C. M. Ewart; Secretary: Mr. A. Turnbull.

Programme.—Assembly at Montreal Technical School, Sherbrooke Street West on Friday at 9.30 a.m.

Under direction of Mr. Ian McLeish of the Technical School, demonstrations of the work done in various departments will be given.

Exhibition of Woodwork in the Foyer, Montreal High School.

 MATHEMATICS AND SCIENCE SECTIONS

Rooms 27 and 28, Third Floor North.

Friday Morning:—

Chairman: Mr. George F. Watts, B.A., Secretary: Mr. L. Patterson, M.A.

9.30–9.55—“Evidence of the Complete Dissociation of Salts at all Concentrations in Aqueous Solutions”. —Mr. W. B. Barnes, M.Sc., Ph. D. Lecturer in Chemistry, McGill University.

10.10–10.35—“An Outline of Statistical Method”.—Mr. H. Tait, B.Sc., M.A., Associate Professor of Mathematics, McGill University.

10.50–11.15—“The Diagram”.—Mr. A. M. Henry, B.A., Principal of Mount Royal High School.

11.30–Noon—Election of Officers.

 MUSIC SECTION

Assembly Hall, Montreal High School.

Friday Morning:—

Chairman: Mr. S. F. Kneeland, B.A. Secretary: Mr. J. B. Speirs, L.R.A.M., A.R.C.M.

9.30—“The Elizabeth Ballantyne School Choir”.—Conductor: Miss H. McCammon.

10.00—“Group and Community Singing”.—Mr. Harold Eustace Key, Conductor of the Mendelssohn Choir, Montreal.

10.30—"Instrumental Study in the Schools".—Mr. Frank Hanson, Mus. Bac.

11.00—"Music as a Mind-Trainer".—Mr. John Hughes, M.A., Professor of Education, McGill University.

11.30—"Modern Trends in School Music".—Mr. G. A. Stanton, L.R.A.M., A.R.C.M.

PHYSICAL EDUCATION SECTION

Boys' Gymnasium, Basement North.

Friday Morning:—

Chairman: Mr. A. S. Cockhill. Secretary: Miss E. Hilda Bell.

10.30—N.B.—"The title has not yet been received" but will be inserted later.—Speaker: Dr. C. L. Brownell, Associate Professor of Physical Education, Teachers' College, Columbia University.

RURAL ELEMENTARY SECTION

Room 17, Second Floor South.

Friday Morning:—

Chairman: Inspector Lewis J. King, B.A. Secretary: Miss Mabel J. MacMaster.

9.30-9.55—"What the High School expects of the Rural School Pupils in English." Mr. Clifton L. Hall, M.A., Principal of Lachute High School.

9.55-10.10—Discussion.

10.10-10.35—"Keeping the Pupils in Touch with Current Events".—Miss C. I. Mackenzie, B.A., Principal of the High School for Girls, Montreal.

10.35-10.50—Discussion.

10.50-11.15—"Agriculture, as a Subject for the Curriculum of Rural Schools".—Mr. A. Norman Bird, M.A., M.S.A., Lecturer in Agronomy, Macdonald College.

11.15-11.30—Discussion.

11.30-12.00—"Beautifying School Grounds".—Mr. J. Stanley Kennedy, Cantley, Quebec.

SCHOOL LIBRARIES SECTION

Library of the High School of Montreal.

Friday Morning:—

Chairman: Miss Jean F. Baillie. Secretary: Miss M. O. Mackenzie.

9.30–9.55—"Travelling Libraries".—Round Table Conference led by Miss E. G. Hall, B.A., Librarian, Travelling Libraries Department, McGill University. Professor John Hughes, M.A., of McGill University, will speak on Travelling Library work in England.

10.10–10.35—"The Library in the School".—Miss M. H. Campbell, High School for Girls, Montreal.

10.35–10.50.—Discussion.

10.50–11.15—"Stretching a Dollar in Book Selection".—Miss Violet M. MacEwen, Librarian, Montreal Children's Library.

An Exhibit of Books will be on view in the Library.

 SCHOOL AND SOCIETY SECTION

Room 10, First Floor South.

Friday Morning:—

Chairman: Mr. A. W. Lang, B.A. Secretary: Mr. John C. J. Hodgson, B.A.

"The Province of the School"

What is it doing?

What can it do?

9.30–9.35—Paper on the above by a father.—Mr. D. P. Mowry, D.D.S.

9.55–10.10—Discussion.

10.10–10.35—Paper on the above by a mother.—Mrs. A. Turner Bone.

10.35–10.50—Discussion.

10.50—Noon—General Discussion.—Topics: 1. Our Objectives as Teachers. 2. Proposed Parent-Teacher Group.—Readers: Mr. P. A. G. Clark, M.A., Mr. J. C. J. Hodgson, B.A.

TEACHERS PROBLEMS SECTION ELEMENTARY
AND RURAL SCHOOLS

Room 20, Second Floor South.

Friday Morning:

Chairman: Miss Violet B. A. Ramsay. Secretary: Miss Blanche Stewart.

9.30.—Five minute papers on "Teachers Problems" will be given by the following teachers:

Mr. G. Badger, Dunkin; Mr. A. MacMillan, Denholm; Miss Clegg, Quebec; Miss Isobel MacDougall, Riverbend; Miss Brenda Taylor, Montreal.

The leaders of the discussion after each paper are: Mr. A. R. B. Lockhart, M.A., of Macdonald College, Miss Margaret Robinson, Primary Supervisor, Montreal, Miss V. B. A. Ramsay, Macdonald College.

Friday, October 4th.:—

1.00–2.30 p.m.—Luncheon.—Windsor Hotel, (Ball and Rose Rooms). Music by the Montreal Men Teachers Choir. Greetings from the Roman Catholic Teachers' Associations.

3.00–4.30 p.m.—(In the Rose Room of the Windsor Hotel)—Music by President's Address. Guest Speaker: ?

Saturday, October 4th.:—

9.00 a.m.—Meeting of the Executive Committee.

9.30–12.00 Noon.—Final Business Session, followed by the First meeting of the New Executive.

Art: ???

Books: Girls' Playroom, Basement—The Publishers.

Group Insurance: (Accident, Sickness and Automobile), Room 7, First Floor, South.—Mr. G. F. Watts.

Household Science: Food and Sewing: In the Foyer.—Miss E. Pinel.

Junior Red Cross: Room 8, First Floor South.—Mrs Ruth B. Shaw, B.A.

McGill Travelling Library: School Library, and Foyer.—Miss Elizabeth G. Hall.

Periodicals: Room 5, First Floor, South.—Mr. W. A. Steeves.

School Libraries: Library, Second Floor, Centre.—Miss Charlotte S. Houston.

Manual Training: In the Foyer.—Mr. C. M. Ewart.

Mimeographing Machines: Girls' Playroom, Basement.—The Manufacturers.

Typewriters: Girls' Playroom, Basement.—The Manufacturers.

Sound Films: Room ? First Floor South.—Associated Screen News, Etc.

BOOK NOTICES

The Psychological Aspects of Child Development. By Susan Isaacs, M.A., D.Sc., 45 pages. Price 50 cents. London: Evans Brothers, Ltd., Toronto: Moyer School Supplies, Ltd.

Miss Isaacs is the Head of the Department of Child Development, University of London Institute of Education, and Psychologist to the London Clinic of Psycho-Analysis and teachers will find in the pamphlet a very reasonable and suggestive treatment of this important subject.

The Testing of Intelligence. General Editor: Professor H. R. Hamley, University of London Institute of Education, with a Foreword by Sir Percy Nunn, Director of the Institute. 175 pages. Price 85 cents. London: Evans Brothers, Ltd., Toronto: Moyer School Supplies, Ltd.

Everything educational emanating from departments of the University of London is of a high standard, and, while the present reviewer has long been cautious about the literature of Intelligence Tests, chiefly on account of the extravagant claims made on their behalf and the careless uses to which they have been put in the hands of the inexpert, we can safely recommend this book to all teachers who are interested in the subject. Both this work and the Psychological Aspects of Child Development have been published in association with the University of London Institute of Education.

Gleanings from Bookland:

Book 1. The Wonders of Storyland. Price 70 cents;

Book 2. Links with Great Writers. Price 75 cents.

Book 3. The Mainstream of English Literature. Price 90 cents.

These three finely illustrated books are published in England and represented here by the Macmillan Company of Canada, Toronto. The books are edited by George Guest, B.A., and in England constitute a three years' course in English Literature. Hence the selections are progressive in their character, and also representative of highest literature from Chaucer to the present day. Apart from other useful illustrations the portraits of authors are excellent.

On Frappe Les Trois Coups. By Stracher Turnbull, B.A., Assistant Master, King Edward's Grammar School, Five Ways, Birmingham. 80 pages. Price 45 cents. Toronto: Oxford University Press.

This consists of six short French plays of a bright character, suitable for school acting, and also three pages describing simple games. The plays are intended to supply reading material for beginners in French as well as for acting. The book contains exercises and a vocabulary. The author states that he has tried to produce a series of plays containing dramatic interest of a 'grown-up' nature in the form of burlesqued thrillers and 'black-outs',

and that they have pleased adult audiences like the Cercle Français of the University of Birmingham and the Cercle Français of Leamington Spa.

Away to the Gaspé: By Gordon Brinley. Illustrated by Putnam Brinley. 200 pages. Toronto: McClelland & Stewart.

The author is the wife and the husband the illustrator. An informal trip by automobile from Connecticut, with frequent camping by the way, afforded the materials for a delightful story of personal adventure and a true and interesting picture of life on the Gaspé peninsula. The Brinleys have "understood" in particular the people along the route, both French and English speaking, and are gifted with a happy sense of humour.

Kent Tells The World. 96 pages, illustrated. Price 25 cents. Jubilee Number, "Kent Messenger" Office, Maidstone, England.

This annual publication, full of interest, is produced by the Association of Men of Kent and Kentish Men, and one object is to serve as a link with Men of Kent in different parts of the world.

The Highway of Peace. By T. W. L. Macdermott, M.A., Secretary of the League of Nations Society in Canada. With preface by His Majesty the King.

Teachers are advised to write to the Secretary, Ottawa, for copies.

Life Overseas: Newfoundland. By Ernest Young and S. C. Gilman. 72 pages, illustrated. Price 20 cents. London: George Philip & Son Ltd., Toronto: Moyer School Supplies, Ltd.

Another of the excellent "New-Prospect" Readings, covering such subjects as fishing on the Grand Banks, hunting the seals, the whalers, life at an outpost, the forest, the liveyeres of Labrador, the Labrador Eskimo and St. Pierre Island. Decidedly useful as supplementary reading in Geography.

PRESIDENT STANLEY ON EDUCATION

(Selections from an address at Bridgewater High School by Dr. Carleton Stanley, President of Dalhousie University published by the Teacher's Bulletin of Nova Scotia).

You are right in thinking that education is of interest to all. It is the vital concern of every citizen. Citizen implies state; individuals with rights and privileges—and rights and privileges are nearly always in our minds when we use the word individual—imply a community, and the very foundation of state and community is education. Why do we have schools at all? If you ask that question at large you may get off-hand some thoughtless answers, or answers that do not carry very far. For example, some one may say: "We have schools so that children may learn, that they may not be ignorant." Or, some one may say, "so that boys and girls may be taught useful things, and be able to earn a living." There is, of course, some truth in such answers; schools are an antidote to ignorance, and they do help young men and women, later on, to earn a living. But why do we fear ignorance, and why are we concerned to help people to make a living, or to make it more easily? If you press the matter a little further you will see that our reasons are social; we are thinking of the welfare not merely of our own children, but of all citizens. Taking it on the lowest plane we fear illiteracy and ignorance as a danger to society. But of course most of us do not limit our thought and argument to this lowest plane. We do not, indeed, often remind ourselves that an illiterate person cannot be an intelligent voter. We think of things on a little higher level than bare literacy, and bare ability to sign one's name. Being civilized and intelligent people, with a long history behind us on this continent and in Europe, we know that our life is made up of an infinite variety of things; that some of our fellow citizens must be skilled in medicine, and others in law; that others again must deal in business, which requires not only natural skill, but a great fund of knowledge, in many cases. We reflect that inventions of scientific men have entered largely into life as we live it, and have lived it; we reflect that our life includes literature, art, music, political thinking, morality; and that every one of these things implies, nay cannot be thought of apart from, education. Indeed, as soon as we ponder such matters for a few moments we begin to see that life, our life, life as we know it reflects education and learning at every turn; and also that education is as vast a thing as life itself. And hence no member of society, young or old, can fail to be interested in the welfare of schools and colleges, nor of libraries and museums, nor of anything else that promotes learning. He himself may have no knowledge of particular things in some of these institutions. The museum may contain Egyptian mummies, or other dry and dusty things, which may have no particular charm for him. The college may teach languages of which he is ignorant. His own particular interest, for example, may be music, or the

manufacture of rubber, or the painting of houses. But the sum total of society in which he lives, and which makes his kind of life possible, includes these other special interests, or special as they seem to him. Hence they are of vital interest, though the interest is indirect, to himself.

Consequently, it is sometimes said, education, the schools of the land, are "everybody's business." That's not a bad slogan perhaps for occasions of this kind, and, in the sense in which I have been speaking, it is not untrue. But there lurks a danger in such a statement, a danger which is almost omnipresent on this continent today, and I want to say something about that. I am referring to an attitude which, as much as anything else, and perhaps more than most things, is really thwarting the whole purpose and function of our schools.

If I have not grossly exaggerated, in saying that in a way education is as vast a thing, and perhaps almost as difficult a thing, as life itself, then it follows, does it not, that education, for those who engage in giving it, is a job requiring special training, special aptitude, and experience? Now, in a way, every one admits this. Certainly every one would admit about music, or mining engineering, that the teacher must be an expert, and that he could not be advised, or well advised, by the ordinary man on the street. Some of you are business men here, and you will understand an argument about business, especially business on a big scale. Let us look for a moment at the external side of the thing first. In any large town or city the education department is bound to be a department of large expenditure. Now the building of schools, according to modern ideas, providing for ventilation, light, heating and at least a dozen other more intricate things, is not only a big matter, it is a very complicated and special matter, which a man can spend a long time studying. Study, and scientific planning (it has been demonstrated over and over again) can result not only in suitable buildings, which are the last word in equipment, but also in the savings of large sums of money. Money can be saved in the initial cost, it can be saved in upkeep, but above all it can be saved in the physical health and mental progress of thousands of children. You will appreciate that, I am sure, because these are things that can be demonstrated by arithmetic and accounting, and, as I have said, they have been demonstrated over and over again. But all this is on the external side; it is mere school architecture. If that is a job for an expert, of training and wide knowledge, how much more is the supervision of studies, the selection and training of teachers, and in general the comprehensive science of education? Is this a matter into which every kerb-stone critic, every rash meddler, can thrust himself and air his views? It may be that in the given situation there is much that calls for improvement. It may be that there is a general apathy in the community about education. Or it may be that, though the community as a whole is keen about education, and that, I am certain, is the case in the Maritime Provinces,—there are unfortunate historical accidents which thwart good results. For example, it is true that in Nova Scotia control of elementary schools is vested in the hands of nearly two hundred authorities, so far as school taxes and finances are concerned. That is a state of affairs probably without parallel in the rest of the world. No one person is to blame for it. It's an historical accident. But it stands in the way of good schools in some

parts of this province. The supervisor of education in this province, to whom by the way I wish to pay the warmest tribute, has often called attention to this division of control, and asked that, whatever its history, it now be changed. Connected with this, and with other matters, is the low salary offered teachers in many places, and the consequent difficulty of securing good teachers in these places. Again, there is another thing which might be called an historical accident, but which is not special to Nova Scotia, nor to the Maritime Provinces; it is general all over North America. That is to say, the belief which seized us in the poor pineering days, that young children are not so important as older children, and that their education may be entrusted to any sort of teacher, with any sort of training. Ancient theory, which is confirmed by modern psychology, held that the education of the very young was of the utmost importance, and that their teachers were of far more importance than other teachers. In practice we reverse that, and with disastrous results.

Now, my point about criticism of educators is this: that while such general matters as I have just been describing fall in the purview of all citizens, and should be kept in view of all citizens by those who speak and write in public, it is ridiculous and self-defeating to quibble with an educator, or education department, or individual teacher, about this and that detail. A navigation company takes some pains in choosing a skipper for a liner, but having done so it does not issue instructions to him every hour by wireless. Or, to refer again to house-painting. If you engaged a man to paint your house you might specify in the first place the color you wanted, or even the quality of the paint. But after he had begun work on the job you would not think of standing at his elbow to see what sort of brush he was using. Yet over a large part of this continent that is the way the public at large treats the school-teacher, or at least tries to.

And so, it's a good thing, and an encouraging sign, that your town is giving sessions to education. It's a good thing for parents to be interested in teachers, and teachers in parents. It's a good thing for newspapers to give attention to schools. But you remember perhaps the old Scotch grocer (Crawford, is it?) in that delightful book, "The Endless Furrow," insisting that the calling of a grocer is a "mystery". Well, teaching is a mystery, in that sense. It is the highest of all callings, not even excepting medicine. And the teacher has a position of dignity, and should have freedom and independence in following that calling.

But perhaps you may think that I am not making matters very clear. You may object that in one breath I have been saying that we should all think and talk about schools, but that further I have insisted that this thought and talk be conducted along certain channels, and that I have invited you to think of certain very intricate and special things. I warned you at the outset, did I not, that Education was as vast and difficult as Life itself. But, before I leave this part of the subject I will venture certain hints about the duties of men and women, who have a social conscience, to some of the larger aspects of education. So far I have been talking about education in the class room. I have apparently, and perhaps some of you have been mentally criticising me for it, assumed that with ideal schools, with ideal teachers, no further anxiety need be felt about

the education of this generation, and about the future of society. But of course that would be absurd. You know the joke about the doctor's thermometer which is disinfected once a day, and thrust into fifty mouths in each interval. Normally a child spends four to six hours, out of the twenty-four, in a classroom. If everything he sees and hears, if everything he tastes and smells, if everything he breathes and lives, while outside of school, is unwholesome, cheap, tawdry, and vulgar, it is many chances to one that however beneficent, pure and uplifting his experience is in school, the outside and predominating experience will determine his outlook, his character, and his life. If the newspaper that comes into his home breathes crime and sordid life; if the bill-boards everywhere are garish and ugly; if the neighborhood where he lives is squalid; if the amusements flaunted before him are low and unseemly; if every influence, every breeze that blows almost, is tainted, corrupt, poisonous, How can the wisest and most divinely inspired teacher counteract all this? And so we must remember, when we say that education is "everybody's business," first of all the sense in which the phrase must be understood, and then also how deeply significant that phrase is.

Well but, you may say, all these bad influences may not exist at once; some things may be unfortunate, some influences may be very bad, but outside school many influences are indeed very good. And that of course is true, most especially so in such a beautiful town as Bridgewater, with beautiful and healthy surroundings, river and woods and open fields, and not far away the sea. Indeed so far as natural surroundings go, boys and girls brought up in almost any part of this province have fallen heirs to a priceless heritage of beauty. And this is of inestimable importance in education.

"Three years she grew in sun and shower,
Then Nature said; 'A lovelier flower
On earth was never sown;
This child I to myself will take,
She shall be mine, and I will make
A lady of my own.

Myself will to my darling be
Both law and impulse; and with me
The girl in rock and plain
In earth and heaven, in glade and bower
Shall feel an overseeing power
To kindle and restrain.

She shall be sportive as the fawn
That wild with glee across the lawn
Or up the mountain springs;
And hers shall be the breathing balm,
And hers the silence and the calm,
Of mute, insensate things.

The floating clouds their state shall lend
 To her; for her the willow bend;
 Nor shall she fail to see
 Even in the motions of the storm
 Grace that shall mould the maiden's form
 In silent sympathy.

The stars of midnight shall be dear
 To her, and she shall lean an ear
 In many a secret place.
 Where rivulets dance their wayward round
 And beauty born of murmuring sound
 Shall pass into her face.

And vital feelings of delight
 Shall rear her form to stately height.
 Her virgin bosom swell;
 Such thoughts to Lucy I will give,
 While she and I together live
 Here in this happy dell.

Thus Nature spake."

And so Nature speaks in Nova Scotia. Say not that this is "mere poetry." In all profound matters the poets speak more truly than the philosophers. For they speak into the heart as well as to the head.

But I have spoken of other things than natural surroundings; of trashy reading, trashy amusements, and of even worse influences. And you may think that many of these things, the governance of which I have said falls to all men and women who have a social conscience, cannot really be controlled by them. you may say that none of us can escape the wave length of a whole continent: that even in Bridgewater one cannot get away from Hollywood, for example. I grant you, it is difficult, though not so difficult here, with wholesome and beautiful surroundings, as in a squalid slum. But even in places, where wholesome natural influences are hard to find, and where evil influences seem to have no corrective, it is possible to meet them by counter-attack. Suppose certain things corrupt and deprave the taste, why stop long over them, and try to concert measures for avoiding and circumventing them? Why not spend an equal amount of time and energy on one or two things that will elevate and refine the taste and imagination of the young? I am going to speak of two things that will do that—do it more effectively than any other thing—music and poetry.

In what follows I am speaking not merely to school teachers, though I by no means exclude them: I am speaking to parents, first of all, but also to citizens as a whole, because much can be done in these matters by a little group of citizens, acting together in the common interest.

Let us speak first of music. I am not thinking merely of children learning to play an instrument, or to sing, important as that is for those who have the capacity. But for one child that can become an accomplished musician or singer, there are perhaps twenty or forty who can be educated partly by music, and have a liking cultivated for good music. If at all possible it's a wise thing to give every child an opportunity to learn to play an instrument, whether piano, violin, flute; and opportunity to learn to read music; and to sing. Talent is often discovered quite unexpectedly, and lives are thereby enriched. But all children should be given an opportunity to experience good music, well executed. I could tell you of experiments, conducted by teachers and citizens, and in some places by parents and citizens, which have had most gratifying results. But I believe that in Bridgewater I do not need to labour the subject of music.

Let us turn now to the simplest thing known to man, a thing which even uneducated and uncivilized man possesses, long before he has schools; I mean poetry. What ever else is pushed to one side, poetry cannot be left out in dealing with the young. It is a commonplace in all languages, and it is has been in all ages, that much poetry is written especially for the young. Not books about poetry, mark you, but poetry. Here at any rate it is not more equipment and and more apparatus that is needed, but less equipment and paraphernalia of all kinds, and just the thing itself:

In Xanadu did Kubla Khan
 A stately pleasure-dome decree;
 Where Alph the sacred river ran
 Through caverns measureless to man
 Down to a sunless sea. . . .

Will you stop to ask: "Where was Xanadu?", "Who was Kubla Khan?" Do you want some long-eared editor to tell why the river was sacred? The child knows where Xanadu is; he has often been there. And the sacred river, and the sunless sea he accepts, once he has delivered himself to the trance, and committed himself to the poet's spell. You of course can smash the spell by asking these questions, or by putting in some stupid prose of your own. Will you do that, or will you let the poet have his way with him, and indeed do what the poet at the end tells you to do:

Weave a circle round him thrice
 And close your eyes with holy dread,
 For he on honey-dew hath fed
 And drunk the milk of Paradise.

Now, I am not without experience in the teaching of literature both to young and older people, and I can imagine that some, perhaps some of you, would object to the lovely poem I have instanced that it is after all a notorious opium-dream; not merely make-believe but an artificial and morbid make believe, of not very much moment to actual life. But we need not confine ourselves

to such a poem, nor to such an author. If you demand poetry from people of exemplary life, who have practical minds, and who count for something in the actual world today, even that can be found for you.

Here is something, for example, from an expert in agriculture and economics, who has profoundly changed and influenced the life of a whole people:

Like winds and waters were her ways;
The flowing tides, the airy streams
Are troubled not by any dreams,
They know the circle of their days.

Like winds and waters were her ways
They heed not immemorial cries
They move to their high destinies
Beyond the little voice that prays.

She passed into her secret goal
And left behind a soul that trod
In darkness, knowing not of God.
But craving for its sister soul.

There is no suggestion of deliberate unreality about that. The words are simple, the ideas are simple, the thought is one of the commonest: Beauty and Happiness that passed by unregarding. The poet does not parade his grief, nor make a wild lament; he does not even try to tell us what it was that caught his fancy. We do not know whether the lady was dark or fair, whether she died young or old; it is the simplest, barest record; reverent admiration and resigned disappointment. But the first four words are not out till we are caught in the magic. There is nothing for an expositor to do here: there is no geography to explain, no history to allude to, no uncommon word to stop over. There is one thing to do, and one only, and that is to read it aloud:

Like winds and waters were her ways To find this magic in poetry, you do not need to cast about for great themes such as unrequited Love, or Bereavement. There is not a thought or circumstance, or sight, or sound, which has not been treated by our English poets. What more commonplace the bare trees in winter? Listen:

When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruined choirs, where late the sweet birds sang.

“Oh, but,” you may object. “You are going on about this at such length, to the exclusion of everything else, and after all poetry is only one thing, and we have dozens of other things to teach.” I tell you that imagination is the greatest of the human faculties, and that you dare not neglect it. That a child accustomed to these sublime examples of music, and lofty and searching thoughts,

conceived and expressed by divinely inspired souls, is forever made proof against cheap and vulgar things, and that furthermore as a mere economy of time and effort on your part, if you will put him in the hands of the poets he will go on to read them for himself, and that he will learn far more about the human heart and the world of men than you can ever teach him by any round of lessons. Do you imagine that you need to teach literature and spelling and grammar to a boy who can be induced to read Shakespeare? I hear so many saying nowadays that you can't get children to read Shakespeare, or Masefield, for that matter. And I don't wonder sometimes when I see and hear how the attempt is made. When I see the editing of Shakespeare that is sometimes done, I understand that boys and girls are being given a "scunner" against Shakespeare for the rest of their lives. I ask you, of all the samples I have given you this evening of poetry, does a single one need to be edited? Does it need anything more than being read aloud? And don't imagine that I have picked out the fine things, or a thousandth part of the fine things. Indeed I am at a great disadvantage in not being able to take some one author or book and go through with it. I will stake my reputation for truth and common sense on the statement that a class of boys who had heard the beginning of Masefield's long poem "Reynard the Fox" would, none of them, be willing to sleep nor eat until they had heard it through.

I keep stressing the word **heard**, and when I say **read**, please remember that I mean read aloud. Poetry has to be sung, has to be heard, for much of it is sound. A trained reader of poetry can, of course, glance at it, and hear the full sound, though mentally, just as there are people—a few people—who can read the score of a Beethoven concerto and hear all the different instruments as they would play it. But most of us cannot do that with a musical score, and few young people get much out of poetry unless it is read and reread aloud. In fact one encounters many people who cannot, for lack of practice, in youth, read poetry aloud as it should be read. And they actually tell you that they read it "just for the meaning!" But poetry cannot **mean** unless it is allowed to say its meaning, or sing its meaning aloud. When Coriolanus is banished by the mob and calls back at them:

You common cry of curs, whose breath I hate
As reek o' the rotten fens, I banish you!

It is true that the words here mean something, if mentally read; the images suggest things which show his scorn; but unless the words are read aloud you do not see, do you, that Coriolanus is speaking through his clenched teeth?

And now, some of you may have been wondering why, though the President of a university, I have said nothing about universities. But I would not, for one moment, have anyone think that any of the things I have been saying about the schools is conditioned by the fact that further on there lies an institution which is called the university. Aside altogether from the fact that most children who go to school never continue so far as the university—and yet that's an important thing, and one never to be lost sight of—aside altogether from

that, schools have a purpose and function of their own, and move to a logic and philosophy of their own, and it would be impertinent to the question, since you have asked me to discuss education generally, to limit my point of view, or ask you to look at the question from the angle of the university.

Indeed, when I go out to talk in schools, and in other places in the Maritime Provinces, it frequently happens that some one comes up to me afterwards and says: "You have said nothing of the University with which you are connected, and we have been rather accustomed to something else; at least to hearing the hope expressed that some of the bright young people before the speaker will later go on to a particular university." Well, ladies and gentlemen, I am sorry to disappoint, but I cannot bring myself to do that.

But, I will, if you like, before I conclude, say something in general terms about what a university is; for, of course, the university cannot be left out in any survey of education. I find many people thinking of a university as something that trains doctors, lawyers, industrial chemists, teachers, and so forth: But though the doctors and lawyers and others are very important, and though we couldn't do without them, the ordinary conception of a university has nothing to do with these things. And it may be the ordinary conception, especially here in Nova Scotia, and in old Scotland, is the true one. The ordinary notion is that the university trains leaders and thinkers, not necessarily prime ministers and so forth, but men whose opinion is worth having, about important matters. And it is important that there be, somewhere in the community, a residuum of highly trained intelligence, a body of men and women who are interested, not in money-making, nor in party politics, nor in professional athletics, but about high matters for their own sakes. These people are first of all the conscience of the community. Individuals may be selfish, or unjust, the whole community at times may seem to be materialistic or base, but if it contains some high-minded souls, who are neither gullible, nor short-sighted, nor afraid, society will recover in time from its worse lapses. In modern times it has been the glory of Great Britain, that it has always trained up such minds, and respects them when it has trained them up. Let me cite a striking, if not perhaps the best, illustration:

As we all know the world is still suffering from the last War. But we have suffered from it perhaps a hundred times more than we needed to because of the foolish and iniquitous Peace Treaty with which the War closed. When the Treaty was being made the representatives of Britain included a Cambridge don thirty-four years old. He was there because the Bank of England and others recognized in him one of the most acute critics in the world. At the age of thirty he had produced an authoritative book on one of the most difficult of economic puzzles, viz. the currency of India. At Paris, this young man strove to make the Treaty makers see reason. Unfortunately President Wilson, the one idealist present, was ill, and furthermore he had no one who was expert, either on European history or on world finance, to advise him. Unfortunately too, a political cabal had excluded Asquith from the Paris Conference, Asquith was the friend of the young Cambridge don, and thoroughly understood his

arguments. The result was the Versailles Treaty. The ink was hardly dry on it before the young man published a criticism, which is one of the great triumphs of reason, and which will always be a classic of European literature. Most people of course could not understand it. The yellow press, particularly the Northcliffe press in London, sneered at it, and spattered its author with mud. The little men in politics were very angry with him. But the intelligent and decent people of all parties, Asquith, Balfour and Brailsford in England; Leffinwell, the American treasury expert; and the economists of the whole world, understood and approved. So far as politics went, it was Britain that led the way, with Balfour as spokesman, in demanding that the Treaty be softened, mitigated, made possible. It is no accident that all these men I have named, as having the power to understand, and the courage to speak, were university men.

And so it is the selection and the training up of such men, which is the great task of the university. How does it do that? Though in some respects a complicated matter, it can be described in a word, and quite simply. The university, having the whole field of human thought for its subject, has to pick out and deal with the first-class things, with the great thoughts and actions of the great minds. Most readers prefer Longfellow and the last novel to Shakespeare. But the university makes sure of Shakespeare. Most people think of a scientist as a man who can set up a telephone, or tinker with a carburetor, or build a bridge. But the university not having time for everything must concentrate on the first principles of science, and the difficult mathematics on which science is based. Most people tire of abstract things, such as philosophy and criticism, but the university deals almost wholly with abstractions. There is therefore no difficulty about selection for most people will choose other things; and there is no difficulty about the training, for the lack of time forces the university to give training of certain sort.

I must conlude, yet there are aspects of education at which I have not even glanced. I have thought it better to illustrate some things at length, and build up one or two clear ideas, than to say a few words about each of a thousand things. Upon some matters it is impossible to dwell too much; the high calling of the teacher; the importance of an unspoiled character and an undergraded taste in the pupil; the use of great, enlarging, first-rate subject-matter for those who can appreciate it. In Education, as in Life, there are infinite difficulties, and an infinite clamour of distracting voices; many a pathless bog over which a will-o'-the-wisp is dancing; but there are also steady lodestars, and undeceiving, long-tried principles of conduct, to be grasped and remembered even though the heavens fall.

**SUPPLEMENTARY LIST OF BOOKS IN THE PROFESSIONAL
LIBRARY, 1935**

Educational Theory; the Curriculum; General Educational Topics:

Smith: All the Children of all the People;
Melvin: Progressive Teaching;
Percival: Why Educate?

Educational and Child Psychology:

Gesell: The Normal Child and Primary Education.

Extra-Curriculum Activities and the Home-School Relationship:

Butterworth: The Parent-Teacher Association.

Moral and Religious Training.

Bower: Character through Creative Experience.

Agriculture:

Ready: A Manual of Canadian Agriculture.

English:

Baldwin: Writing and Speaking;
Bennett: The Play-Way in Speech Training;
Finch and Kimmins: The Teaching of English and Handwriting,
Luke: The Teaching of Reading by the Sentence Method;
Kenny: Vocabulary Work;
Kenny: A New Course in English Composition.

Geography:

Newbigin: Modern Geography;
Packard, Sinnott, Overton: The Nations at Work;
Stephen: Class-room Plays in Canadian Industry.

History:

Stephen: Class-room Plays in Canadian History;
Sutherland: The Province of Quebec;
Sutherland: The Romance of Quebec.
Woodley: Legends of French Canada.

Hygiene:

Solandt: Highways of Health.

Nature Study:

Amoss: Canadian Neighbourhood;
Blyton: Nature Lessons;
DeWolfe: Happy Hours in Garden, Field and Woodland;
Spotton, Cosens, Ivey: Wild Plants of Canada;
Teachers' Notes on Nature Study;
Trafton: Nature Study and Science.

NBC MUSIC APPRECIATION HOUR

Eighth Season—1935-36

SCHEDULE OF PROGRAMS

(Eastern Standard Time)

October 4, 1935—11:00 A.M.—Series A, 1st Concert: "My Musical Family"; 11:30 A.M.—Series B, 1st Concert: Nature in Music.

October 11, 1935—11:00 A.M.—Series C, 1st Concert: Round and Canon; 11:30 A.M.—Series D, 1st Concert: Early Polyphonic Composers.

October 18, 1935—11:00 A.M.—Series A, 2nd Concert: Violins and Violas; 11:30 A.M.—Series B, 2nd Concert: Happiness and Sadness; October 25, 11:00 A.M.—Series C, 2nd Concert: Classic Suite; 11:30 A.M.—Series D, 2nd Concert: Bach Program.

November 1, 1935—11:00 A.M. Series A, 3rd Concert: 'Cellos and Basses; 11:30 A.M.—Series B, 3rd Concert; Motion in Music.

November 8, 1935—11:00 A.M.—Series C, 3rd Concert: Fugue; 11:30 A.M.—Series D, 3rd Concert: Händel Program.

November 15, 1935—11:00 A.M.—Series A, 4th Concert: Harp and Piano; 11:30 A.M.—Series B, 4th Concert: Fun in Music.

November 22, 1935—11:00 A.M.—Series C, 4th Concert: Simple 2-part and 3-part Forms; 11:30 A.M.—Series D, 4th Concert; Haydn Program.

December 6, 1935—11:00 A.M.—Series A, 5th Concert: Flute and Clarinet; 11:30 A.M.—Series B, 5th Concert: Fairy-tales in Music.

December 13, 1935—11:00 A.M.—Series C, 5th Concert: Theme and Variations; 11:30 A.M.—Series D, 5th Concert: Mozart Program.

December 20, 1935—11:00 A.M.—Series A, 6th Concert: Oboe, English Horn and Bassoon; 11:30 A.M.—Series B, 6th Concert: Animals in Music.

January 10, 1936—11:00 A.M.—Series C, 6th Concert: Sonata; 11:30 A.M.—Series D, 6th Concert: Beethoven Program.

January 17, 1936—11:00 A.M.—Series A, 7th Concert: Horns and Trumpets; 11:30 A.M.—Series B, 7th Concert: Toys in Music.

January 24, 1936—11:00 A.M.—Series C, 7th Concert: Overture; 11:30 A.M.—Series D, 7th Concert: Schubert Program.

January 31, 1936—11:00 A.M.—Series A, 8th Concert: Trombones and Tuba; 11:30 A.M.—Series B, 8th Concert: The Dance.

February 7, 1936—11:00 A.M.—Series C, 8th Concert: Symphony; 11:30 A.M.—Series D, 8th Concert: Berlioz Program.

February 14, 1936—11:00 A.M.—Series A, 9th Concert: Percussion Instruments; 11:30 A.M.—Series B, 9th Concert: The March.

February 21, 1936—11:00 A.M.—Series C, 9th Concert: Symphony (continued); 11:30 A.M.—Series D, 9th Concert: Wagner Program.

February 28, 1936—11:00 A.M.—Series A, 10th Concert: Percussion Instruments (continued); 11:30 A.M.—Series B, 10th Concert: The Overture.

March 6, 1936—11:00 A.M.—Series C, 10th Concert: Symphonic Poem; 11:30 A.M.—Series D, 10th Concert: Brahms Program.

March 13, 1936—11:30 A.M.—Series A, 11th Concert: The Human Voice; 11:30 A.M.—Series B, 11th Concert: The Song.

March 20, 1936—11:00 A.M.—Series C, 11th Concert: Modern Suite; 11:30 A.M.—Series D, 11th Concert: Contemporary American Composers.

March 27, 1936—11:00 A.M. to 12.00 Noon, All Series: Students' Achievement Program.

PROVINCIAL ASSOCIATION OF PROTESTANT SCHOOL BOARDS

Montreal, Que., May 16th, 1935.

A regular meeting of the executive of the Provincial Association of Protestant School Boards was held in the Board room of the Montreal Protestant Board of School Commissioners building on the above date.

Members present: Mr. D. R. Wilson, president, Dr. R. H. Stevenson, Mr. S. A. Meade, Dr. C. L. Brown, Mr. T. S. Allan, Mr. Chas. W. Slack, Jas. E. Conners and Mr. Allan E. Smith, sec. also Dr Percival ex-officio a member, Dr. M. A. Campbell, chairman Montreal Board of School Commissioners, Rev. A. S. Mitchell and Mr. H. B. Lee.

Dr. Campbell welcomed the members of the executive in a very cordial manner stating that it was the wish of the Montreal Board that this building should become a center for educational activities for the Province.

Resolutions of sympathy were passed, regretting the demise of Hon. W. G. Mitchell, K. C., D.C.L., and Mr. M. H. Bedee for many years an active member of the executive.

Discussion of the possibility of representation on the Protestant Committee of the Council of Education and the legal difficulties connected with it, resulted in the following resolution:

That the Protestant Committee be petitioned to have the law amended in order that an associate member may be appointed annually by this association; and, that, in the meantime a nominee of the Provincial Association be considered to fill one of the present vacancies."

This action is based on the opinion that, the members of this association are naturally in close touch with educational conditions outside the large urban centers.

A letter from the emergency committee of the P.A.P.T. was read, in which attention was called to the serious financial condition of the Teacher's Pension Fund. Discussion of this letter was entirely sympathetic with the teachers in their Pension Fund troubles, but no avenue opened up whereby it was considered that this association could be of much service, as it was apparently a problem for the Provincial authorities and the teachers. However it has always been the aim of the P.A.P.S.B. to maintain as high a standard of remuneration as is possible and this Pension is closely allied to this. The opinion was expressed that if the P.A.P.T. could point any way whereby the P.A.P.S.B. could be of assistance they will do their best, if within the limits of their activities.

The report of the Athletic Committee indicates that it has been successful in its efforts to provide opportunity for our pupils to indulge in a group of hockey leagues under ideal circumstances, this has resulted in all of the games being

examples of clean sportsmanlike hockey. As it was pointed out that the expenses incurred were greater than the sum total of the entrance fees, it was suggested that school teams whose school boards are non members should pay four dollars and member school teams the customary two dollars. This will be discussed at the annual meeting in Waterloo on which occasion it is anticipated that the Athletic Committee membership will be decided sufficiently early in the sessions to give opportunity for preliminary work to be carried out the same day.

The committee appointed to study the question of Public Liability and Compensation Insurance for Schools which are members of the Provincial Association and Other Schools reported through a representative of an Insurance Company that had made an extensive survey of the situation as follows:

"The rates which we quoted are substantially lower than the schools can obtain individually and this reduction is obtained because of the volume and also because of the good accident record.

The policy provides coverage under two headings as follows:

Liability to the Public and the Pupils for Injuries:

The insurance will indemnify the school against loss by reason of the liability imposed by law for damages because of bodily injuries or death accidentally suffered by any person insofar as such injuries shall result from the ownership, care, maintenance, occupation or use of the premises insured.

Liability to Teaching Staff and Other Employees for Injuries.

The insurance promises to pay voluntarily on behalf of the employer the same compensation benefits and medical aid as would be provided by the Compensation Law of the Province, were the employees covered under the same and further should the employee refuse to accept the scale of compensation allowed by the Act and took suit against the employer under the Common Law rights, the policy would provide unlimited protection and would pay all costs of defending any suit, as well as paying any court award.

Method of Arranging Insurance:

The insurance would be arranged under one blanket policy written in the name of the Provincial Association of Protestant School Boards and or for account of whom it may concern and each school insured under the policy would be supplied with a certificate of insurance.

Accident Prevention Work:

The company will undertake from time to time to forward to the different schools posters and other material with a view to assisting the school in educating the pupils to be careful.

A. E. SMITH, Sec.-Treasurer.

LIST OF TEACHERS WHO RECEIVED THE JUBILEE MEDAL

- Miss Harriet Barr, Roslyn School, Westmount, Que.
 Mrs. Edna Cooper, Chambly Canton, Que.
 Miss Elsie Elliot, High School, Shawinigan Falls, Que.
 Miss M. F. Hadrill, B.A., High School for Girls, Montreal.
 Miss Annie Hamilton, High School, Montreal West, Que.
 Miss Elizabeth Horton, Mitchell School, Sherbrooke, Que.
 Mrs. Ruth Knowlton, B.A., High School, Cowansville, Que.
 Mrs. Margaret Lindsay, High School, Ormstown, Que.
 Miss Margaret Macdonald, High School, Lachine, Que.
 Mrs. A. B. Thompson, Intermediate School, New Richmond, Que.
 Mr. J. S. Astbury, B.A., Baron Byng High School, Montreal.
 Mr. H. C. Atkinson, B.A., West Hill High School, Montreal.
 Mr. Clarence Frayn, A.R.C.A., Westmount High School, Westmount, Que.
 Mr. Arthur W. Lang, B.A., Willingdon School, 5870 Terrebonne Ave.,
 Montreal.
 Mr. James B. Macmillan, Huntingdon Academy, Huntingdon, Que.
 Mr. M. C. Coll McFee, B.A., M.Sc., High School of Montreal, Montreal.
 Mr. René Raguin, Director of French Summer School, Baron Byng H.S.,
 Montreal.
 Mr. Stanley Scott, B.A., Strathearn School, 3680 Jeanne Mance St., Mon-
 treal.
 Mr. Fred Stephen, B.A., Commercial High School, Montreal.
 Mr. W. Allen Walsh, B. A., Strathcona Academy, Outremont, Que.

WARNING TO TEACHERS

Owing to the publicity recently given to Teachers' Pensions, many annuity contracts are being brought forward and urged on members of our profession.

Teachers are advised, before entering any annuity agreement, to make absolutely certain that the Company with which they are negotiating has assets, not only in this Country but **actually deposited with the Government.**

This information can be obtained from the Dominion Government at Ottawa or from the various Provincial Governments.

G. F. SAVAGE,
 Chairman, Status of Teachers Committee.

INSPECTOR CATTERMULL

New Carlisle, July, 1935.

To the Superintendent of Education,

Sir,

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

STATISTICAL SUMMARY		1934-35
1.—Number of school municipalities:—		
a) Under control of commissioners.....		21
b) Under control of trustees.....		14
Total.....		35
2.—Number of schools:		
a) Elementary.....		51
d) Subsidized independent institutions.....		1
Total.....		52
3.—Number of teachers:		
a) Male teachers.....		2
b) Female teachers.....		51
Total.....		53
4.—Average salaries in the schools under control:		
a) Male teachers: In elementary schools.....		\$375.00
b) Female teachers: In elementary schools.....		\$369.00
5.—Number of children of school age: (census) (according to secretary-treasurer reports).		
a) Boys from 5 to 7 years 127 Girls from 5 to 7 years 114.....		241
b) Boys from 7 to 14 years 493 Girls from 7 to 14 years 502.....		995
c) Boys from 14 to 16 years 154 Girls from 14 to 16 years 157.....		311
d) Boys from 16 to 18 years 104 Girls from 16 to 18 years 76.....		180
Total.....		1727
6.—Number of pupils enrolled:		
a) In the elementary schools.....		1082
b) In the subsidized independent institutions.....		4
Total.....		1086
7.—Average attendance: (in percentage):		
In the elementary schools.....		80.1%
8.—Classification of pupils:		
In Grade 1.....		234
In Grade 2.....		169
In Grade 3.....		151
In Grade 4.....		158
In Grade 5.....		141
In Grade 6.....		105
In Grade 7.....		77
Unclassified.....		51
Total.....		1086

GENERAL REMARKS:

My inspectorate comprises all the Protestant Elementary Schools in the counties of L'Islet, Temiscouata, Matane, Bonaventure, Gaspé.

All schools were open this year in my district; two more, in fact, than last year. In general, the school term was of ten months, and qualified teachers were employed.

Salaries:—The average salary of female elementary teachers suffered a further reduction of approximately 11%. Necessity of economy is given as the reason for the employment, by school boards, of local teachers, at low salaries. Forty percent of the teachers in my inspectorate are teaching in their home schools. Unfortunately, this economy is too often a false one, being effected at the expense of children's education; for, while there may be exceptions, it is a general rule that the local teacher is not the best equipped to fire the imagination, broaden the vision and develop latent capacities of pupils nor is she best able to correct dialectic and other local peculiarities, to maintain professional prestige and to classify the children correctly, in spite of opposition.

It is regrettable that teachers, who could never be adequately remunerated for their labours and devotion, are hired at bargain prices by school boards.

Enrolment and attendance.—Enrolment shows an increase upon last year's figure, while average attendance is slightly lower.

School Boards.—The general attitude of school boards, to the inspector, is one of courteous and generous cooperation.

The majority of school boards desire to serve the best interests of education. Some, however, are factionary, and serve private rather than public interest.

School boards seldom visit schools, except upon the invitation of the inspector.

Buildings.—The following list of building improvements evidences the progressive spirit of municipalities, in times of stress:—

Gaspé South:—Large modern school erected and repairs made to second school.

Hamilton:—New 50 pupil school under construction.

Cap d'Espoir:—Site chosen for new school to be erected immediately.

Cox.—Repairs and repainting. New toilets built.

Barachois:—Annex built.

Douglastown:—Annex built.

Maria:—No. 1 school relined with B. C. fir. Corridor added.

New Richmond:—No. 7 school enlarged.

Restigouche:—Annex constructed.

Roseville:—General repairs.

Sellarsville:—Toilet annex under construction.

York:—Repainting of Dist. No. 3 school. Toilet annex to No. 1 school. Proposed buiding of new sholl in Dist. No. 2 to accommodate nor less than 100 children.

Teachers:—The 1934 graduates, who taught this year, showed unusual ability.

Several teachers in my district have improved their knowledge of French by attending classes at convent or by taking private lessons. One teacher is employing the "Linguaphone" method.

In general, teachers do not read sufficiently, and the attitude of several toward professional improvement is disappointing.

I. O. D. E.—Sincerest thanks are due to the de Gaspé chapter of the I.O.D.E. for its practical interst in the schools. Hot soup was distributed in New Carlisle High School and Hamilton Elementary School.

Classification of municipalities:—This is not a classification of schools based upon progress in studies, but one of municipalities, which takes into consideration the condition of school houses, furniture, salaries paid to teachers, the use of the course of study and the efficiency of staff.

Excellent:—Mann, Percé, Sayabec, Cox, York.

Good:—Maria, St. Pierre-de-Malbaie, Roseville, Grande Grève, Haldimand, St. Edouard de Frazerville, Gaspé Village, Gaspé Bay South, Cap d'Espoir, Shoolbred.

Middling:—Broadlands, Sillarsville, Restigouche, Douglastown, Port Daniel East, Port Daniel West, Metis, Caplan, New Richmond, Barachois, Edmonds.

Poor:—Hamilton, St. Godefroi, Fontenelle, Seal Rock, L'Anse à Brillant, Matapédia, Rivière Bleue, Ste. Louis d'Asford.

Strathcona Trust:—Port Daniel East, Miss Mary E. MacPherson; St. Edouard de Frazerville, Miss Ethel Doherty; Douglastown, Miss Eleanor Young; Maria, District No. 1, Miss Kathleen Campbell.

SUMMARY

Taking economic conditions into consideration, I feel that, on the whole, the past year has been one of decided progress. The majority of school boards have put forth laudable efforts to improve the educational standing of their municipality, by improving schoolhouses, employing competent teachers and paying reasonable salaries.

Unfortunately, there are still those municipalities where mediocrity suffices, where buildings and equipment receive little attention, where teachers are poorly paid and inconsiderately housed, and where lack of money is made an excuse for unsanitary outbuildings.

The fall conferences were well attended by teachers.

In view of the lack of literature on the Coast, I am disappointed to find that the McGill Travelling Library is so poorly welcomed.

The clerical work of secretaries in some municipalities leaves much to be desired.

I thank school boards, secretaries and teachers not only for courteous co-operation in educational matters, but for smaller civilities which lighten my task.

Knowing the climatic conditions, I marvel that the average attendance of pupils in elementary schools can reach such a figure as 80% and that teachers can produce such results as are produced. Quebec can be justly proud of her educational achievements in the remotest districts.

I have the honour to be,

Sir,

Your obedient servant,

STANLEY V. CATTERMULL.

REPORT OF INSPECTOR HUNTER

To the Superintendent of Education.

Sir,

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

STATISTICAL SUMMARY		1934-35
1.— <i>Number of school municipalities:</i>		
a) Under control of commissioners.....		15
b) Under control of trustees.....		9
Total.....		24
Elementary: including City of Sherbrooke, 25 classrooms (Rural 47, Urban 4).....		
		51
3.— <i>Number of teachers:</i>		
a) Male teachers: Rural.....		1
b) Female teachers: Rural 49, Urban 28.....		77
Total.....		78
4.— <i>Average salaries in the schools under control:</i>		
a) Male teachers: In elementary schools.....		360
b) Female teachers: In elementary schools: Rural 392, Urban 1152.....		763
5.— <i>Number of children of school age:(census) (according to secretary-reports). City of Sherbrooke census not included.</i>		
a) Boys from 5 to 6 years 71 Girls from 5 to 6 years 87 ..		158
b) Boys from 6 to 13 years 391 Girls from 7 to 13 years 409 ..		800
c) Boys from 14 to 15 years 121 Girls from 14 to 15 years 109 ..		230
d) Boys from 16 to 18 years 64 Girls from 16 to 18 years 66 ..		130
Total.....		1318
6.— <i>Number of pupils enrolled:</i>		
a) In the elementary school: Rural 765, Sherbrooke 718.....		1483
7.— <i>Average attendance: (in percentage):</i>		
In the elementary schools: Rural 83.2., Sherbrooke 83.8.....		83.5
8.— <i>Classification of pupils:</i>		
In Grade 1: 142 and Sherbrooke 99.....		241
In Grade 2: 018 and Sherbrooke 81.....		189
In Grade 3: 97 and Sherbrooke 81.....		178
In Grade 4: 140 and Sherbrooke 104.....		244
In Grade 5: 91 and Sherbrooke 124.....		215
In Grade 6: 89 and Sherbrooke 133.....		222
In Grade 7: 77 and Sherbrooke 96.....		173
In Grade 8:.....		20
In Grade 9:.....		1
Total.....		1483

GENERAL REMARKS

School Terms:—7 municipalities had a term of 8 months, 10 a term of 9 months and 4 a term of 10 months, of the 4 mentioned last, only 1 was rural. The other 2 were village or town schools.

School buildings:—Most of the school-houses are in pretty fair shape, particularly as to interior.

Two new buildings have been erected during the year. One is at Three Lakes, about 10 miles southeast Lake Megantic town. This school will serve some isolated families living near the boundary line.

The other building will serve the recently consolidated school at Georgeville for years to come.

Staff:—Very faithful and successful work has been done in the schools during the past year.

All the teachers had training in Macdonald College or elsewhere and all but one had diplomas.

Salaries:—Two Boards lowered salaries: one from \$40 to \$35; the other from \$35 to \$30.

Two teachers received \$30; 11 \$35; 13 \$40; 14 \$45; 8 \$50 and 1 \$55, in rural schools.

No reduction was made in Sherbrooke although the customary increase was withheld.

Two or three boards paid the pension stoppages to the delight of the teachers benefited.

Sources of Supply:—In years past, several localities have been noted for their supply of youth to the various professions.

This year, the Hatley Village School was represented in the teaching profession by no less than 14 teachers.

Conferences:—It was not possible to hold conferences throughout the whole inspectorate because of distances and costs.

Two conferences were held, one in Sawyerville and one in Sherbrooke.

The conference in Sherbrooke was exceedingly profitable because of the contributions given by Miss Masten elocutionist, and Miss Davis, physical directress, both of MacKinnon Memorial, by Dr. Edgar of Sherbrooke and by Principal McFadyen of Bugbee College, Stanstead.

Junior Red Cross:—This organization has done much for the school, life of the country. The enthusiasm and vivacity of the leader, Mrs. Shaw, have much to do with the progress of the movement.

W. C. T. U. and W. F.—These two organizations have continued their interest in the schools within their reach and we here gratefully acknowledge their generosity.

Strathcona Trust:—The following 4 schools are recommended:

Ascot Corner, Miss Evelyn Labonté, E. Clifton No. 3, Miss Olive McBurney Ascot No. 2, Miss Hope Scott, Barnston No. 27, Miss Helen Davis.

CLASSIFICATION OF MUNICIPALITIES

Excellent:—Ste. Agnes de Ditchfield; E. Angus (Annex); E. Clifton and Sherbrooke.

Good:—Ascot, Ascot Corner, Barnston, Bromptonville, Compton, Compton Village, Eaton, Hampden, Hatley, Hereford, Magog, Marston, Orford, St. Elie d'Orford and Stanstead.

Fair:—Clifton, Ste. Catherine de Hatley, Lingwick.

Unranked:—Barford and Westbury (no schools).

J. H. HUNTER,

Inspector of Schools.

REPORT OF INSPECTOR KING

Sir,

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

STATISTICAL SUMMARY		1934-35	
1.—Number of school municipalities:			
a) Under control of commissioners.....		27	
b) Under control of trustees.....		23	
Total.....			50
2.—Number of schools:			
Elementary.....			72
3.—Number of teachers:			
a) Male teachers: Rural 5, City 3 and 1 specialist.....		9	
b) Female teachers: Rural 65, City 21 plus 7 sepcialists.....		93	
Total.....			102
4.—Average salaries in the schools under control:			
a) Male teachers: In elementary schools:	{ Rural.....	\$334	
	{ City.....	1675	
b) Female teachers: In elementary schools:	{ Rural.....	\$395	
	{ City.....	1103	
5.—Number of children of school age: (census) (according to secretary-treasurers' reports).			
a) Boys from 5 to 7 years	119	Girls from 5 to 7 years	117 .. 236
b) Boys from 7 to 14 years	497	Girls from 7 to 14 years	482 .. 979
c) Boys from 14 to 16 years	162	Girls from 14 to 16 years	126 .. 288
d) Boys from 16 to 18 years	124	Girls from 16 to 18 years	92 .. 216
Census figures do not include Quebec city, Terrebonneville or Ripon.			
Total.....			1719
6.—Number of pupils enrolled:			
In the elementary schools.....			1963
7.—Average attendance: (in percentage):			
In the elementary schools.....		79%	
8.—Classification of pupils:			
Kindergarten.....		37	
In Grade 1.....		359	
In Grade 2.....		305	
In Grade 3.....		259	
In Grade 4.....		297	
In Grade 5.....		262	
In Grade 6.....		213	
In Grade 7.....		228	
In Grade 8.....		3	
Total.....			1963

GENERAL REMARKS

District of inspection:—The district remains the same as last year, that is it includes the elementary schools north of the St. Lawrence from Quebec city to Inlet in Papineau County, except those in the county of Two Mountains.

Qualifications of teachers:—	Rural	City
High School Diplomas.....	0	3
Intermediate (Interim, permanent and advanced)	19	17
Elementary (Interim, permanent and advanced)	51	3
Specialists.....	0	8
Others.....	0	1
	—	—
	70	32

Salaries:—The average salaries of female teachers was raised from \$382 to \$395 in the country and from \$1,094 to \$1,103 in the city. Nineteen rural teachers received less than \$350 and of these eight got less than \$300. The rural boards that paid \$550 or more are so few that they should have special mention: they are Sillery, Lachute, Shawbridge, Ste. Thérèse and Montcalm.

Teachers:—Teachers are improving every year. More are giving excellent service and there are fewer failures. Some are doing good work in difficult situations and with little outward reward. The teacher in Thurso for example had 51 pupils in seven grades, 25 in grades I and II alone, and they made astonishingly good progress.

No bonuses are now given to teachers but special mention should be made of those who are most successful in schools with large enrollment. Boards should note the names and when vacancies occur should make an effort to secure the services of those thus specially mentioned.

The list includes: Miss Mary Agnes McMahon, Mrs. N. E. McCaig, Miss Alma McCartney, Miss Eileen Kettle, Mrs. Ruth P. Bibby, Miss E. M. Dixon, Mrs. V. T. Miller, Miss G. Gilmour, Miss Mary Ross. Mrs. E. T. Stewart also has given long, faithful and efficient service.

Length of session:—Forty-four schools are open 10 months but schools under the following boards have not yet reached this standard: Chatham No. 1, Dunany, Mill Hill, Rawdon, St. Gabriel East, Lochaber & Gore, 9 months; Gore, Harrington No. 2, Mille Isles No. 2, Mille Isles No. 3, St. Dunstan, Mulgrave & Derry, St. Remi d'Amherst and Côte St. Gabriel, 8 months; Mille Isles No. 1, and Robertson & Pope, 7 months; St. Felix de Valois, 5 months.

School property:—A new building was erected in Rivière aux Pins to replace the one destroyed by fire in the autumn.

Boards as a rule do not pay enough attention to having schools cleaned and made ready for opening in the fall. Many schools are never cleaned except that the floors are scrubbed monthly or quarterly, and the walls and ceilings show many years' accumulation of dust, smoke and dirt.

There was a noticeable increase in the number of teachers who tried to brighten their classrooms with plants in season, pictures and other decorations, and a few did something toward making the outside attractive.

Quebec City:—The elementary schools of Quebec City are efficiently managed and supervised. The staff of teachers is carefully selected and is doing good work. French is especially emphasized and is taught by three specialists. A teacher in Art and an instructor in singing train the pupils' tastes and abilities in these subjects while Health and Physical Training receive attention from a qualified nurse and a trained instructor in Physical Culture.

Strathcona Prizes and Certificates:—Loretteville, Miss Alma McCartney; Lochaber & Gore, No. 3 School, Miss Lily E. A. McLellan; Ste. Angélique, No. 1 School, Miss P. D. C. Bull; Mille Isles No. III, Miss Doreen P. Hethrington.

Classification of municipalities:—The municipalities are classified by considering the condition of school houses, dependencies and site, condition of school furniture, etc., length and arrangement of the school year, salaries of teachers and mode of payment, the use of the course of study and the efficiency of staff.

Excellent:—Quebec, Ste. Thérèse, Shawbridge, St. Colombe de Sillery, Loretteville, St. Jovite, Montcalm.

Good:—Terrebonne, St. Hippolyte, Dunany, St. Gabriel East, Mascouche, Portneuf, Grenville No. 2, Grenville No. 3, Wentworth, Chatham No. 1, St. Sixte, Arundel, Chatham No. 2, St. Remi d'Amherst, St. Angélique, Stoneham, Valley, Mille Isles No. 3.

Fair:—Lochaber & Gore, St. Valerie de Ponsonby, Grenville No. 1, Rawdon, Scotland, Mille Isles No. 1, St. Dunstan, St. Gabriel West, Harrington No. 1, Gore, Côte St. Gabriel, St. Raymond, Mille Isles No. 2, St. Félix de Valois.

Poor:—Mill Hill, Mulgrave & Derry, Harrington No. 2, Robertson & Pope.

Unranked:—Ste. Foye, Beauport, Centerville, Carillon, Ripon, St. Sauveur.

LEWIS J. KING,

Inspector of Schools.

REPORTS OF PROTESTANT COMMITTEE

Offices of the Protestant Board of School Commissioners

Montreal, February 22nd, 1935.

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

Present:—Honourable W. G. Mitchell, in the chair, Howard Murray, Esq., O.B.E., Honourable W. S. Bullock, M.L.C., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., D.D., A. K. Cameron, Esq., Reverend A. H. McGreer, M.A., D.D., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothney, Esq., Ph.D., Malcolm T. Robb, Esq., Honourable Justice W. L. Bond, G. W. Parmelee, Esq., D.C.L., LL.D., Dr. Leslie Pidgeon, W. L. Shurtleff, Esq., K.C., LL.D., Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., Honourable Gordon W. Scott, M.L.C., Miss Catherine I. Mackenzie, M.A., and the Secretary.

Apologies for absence were received from Honourable Cyrille F. Delâge, LL.D., Milton L. Hersey, Esq., M.A.Sc., LL.D., Honourable Andrew R. McMaster, Esq., K.C., Honourable R. F. Stockwell, M.L.A., and H. R. Cockfield, Esq.

The Secretary read the announcement of the resignation of Professor Fred Clarke as a member of the Committee owing to the fact that he has left Montreal to accept a post at the Institute of Education in the University of London. The following motion was then proposed by Dr. Parmelee, seconded by Dr. Rexford and carried unanimously:—

“That this Committee accept with regret Professor Fred Clarke’s resignation as a member of this body which has become necessary because of his recent departure from Canada to assume a most important post on the staff of the University of London.

“The members of this Committee desire to place on record their high appreciation of the professional abilities and personal qualities of Professor Clarke who, during his five years of service as Professor of Education in McGill, and of association with them in this Committee has consistently represented the highest ideals of educational theory and practice, and has by his frequent appearances on the public platform striven in his scholarly manner to advance the interests of education in all its social and national phases.

“The best wishes of the members of this Committee will follow Professor Clarke with confidence during the many years which now open before him for service that will afford ample opportunity for his greatest endeavours.

“And be it further resolved that a copy of this resolution be sent to Professor Clarke and to the Press.”

The notice of motion of Miss Derick regarding the division of the funds between Protestants and Roman Catholics was carried over to the May meeting at the request of the Provincial Treasurer owing to his unavoidable absence and with the consent of the mover and second of the motion.

The following examiners were appointed for the High School Leaving Examinations:—

English Literature.....	Professor O. R. Raymond
English Literature (Permissive).....	Professor G. W. Latham
English Composition.....	Professor S. N. R. Hodgins
French.....	Miss L. E. Tanner
Chemistry.....	Professor N. N. Evans
Physics.....	Dr. A. Norman Shaw
Physical Geography.....	Miss Dorothy Seiveright
History.....	Mr. E. C. Woodley
Elementary Geometry.....	Professor A. V. Richardson
Elementary Algebra.....	Professor H. Tate
Intermediate Mathematics.....	Mr. E. C. Irvine
Latin.....	Professor A. M. Thompson
Extra English.....	Mrs. Walter Vaughan
Book-keeping.....	Mr. D. R. Patton
Stenography & Typewriting.....	Mr. J. J. Lomax
Drawing, Parts I, II, VI.....	Professor H. F. Armstrong
Drawing, Parts III, IV, V,.....	Miss Helen Buzzell
Botany.....	Professor G. W. Scarth
Biology.....	Professor A. L. Kuehner
Domestic Science.....	Miss Myrtle Hayward
Greek.....	Professor C. H. Carruthers
Music.....	Mr. Harold E. Key.

The following Assistant Examiners were appointed:—Inspectors Lewis J. King; Hubert D. Wells; H. A. Honeyman; W. H. Brady; Mr. J. W. Brunt; Mr. Henry Hall; Mr. Clarence V. Frayn; Dr. H. D. Brunt; Miss Novah Brownrigg; Mr. Henry Tanner; and Dr. W. H. Hatcher.

On the motion of Mr. Robb, seconded by Dr. Parmelee, the following members were re-appointed to complete the High School Leaving Board:—Dean Laird, Dr. Rothney, Dean Johnson, Professor Call.

After reading the report of the sub-committee appointed to study the revision of the Education Act with reference to Teachers' Pensions, Judge Bond moved and Mr. Cameron seconded that the report be received and that the sub-committee be continued with the addition of Dr. Parmelee and that it be given power to carry on negotiations with the Roman Catholic Committee, the Pension Commissioners and the Government. Carried unanimously.

Dr. Pidgeon moved and the Bishop of Quebec seconded the following motion which was also carried unanimously:—

“That the Protestant Committee of the Council of Education urge that changes in teachers pensions proposed in Section V, of the Report presented by Mr. Justice Bond be not retroactive.”

For the information of the Committee a letter was read by the Chairman from Mr. Lester D. Joyce to the Director of Protestant Education in which he stated “I altered the statement of marks from IX, X, XI to X, XI and XII, and destroyed Page 2 of your letter. I do not remember putting initials at the end of Page 1, but if I did I am sorry.”

A letter was read from Mr. J. Norman Bird, Secretary of a joint Committee of the Faculty of Agriculture and the School for Teachers, which stated that the Committee is preparing a combined course in nature study and economic geography which will include elementary agriculture for the elementary grades of rural schools.

A letter was read from Mrs. J. C. Moore, Corresponding Secretary of the Quebec Provincial Woman's Christian Temperance Union congratulating the Protestant Committee on its resolution concerning character education.

The following recommendations of the sub-committee on Course of Study were adopted on the motion of Mr. Murray, seconded by Miss Mackenzie.

1. That from the course in Book-keeping the working sheets in Chapter 18 and the consignments in Chapter 24 of Book II of Belding Green and Beech's "Applied Book-keeping and Accounting" be omitted.

2. (a) That only one High School Leaving paper be authorized in Written French for all schools that employ French Specialists and consequently take the Oral examination; (b) That in those schools that do not take this examination a second paper take the place of the Oral French examination; (c) That the change in (a) take effect in 1936.

3. That a grant of \$150 be given to six schools (\$25 each) which may institute the use of the method of teaching French by means of the gramophone provided that the school boards allot the same sum, namely \$25 in each of the six schools:

4. That the following texts and assignments be authorized in German:—
Grade X—Guerber, Maerchen and Erzaehlungen, and Grammar (Van der Smissen and Fraser) Chapters I to XXV.

Grade XI—Baumbach, Der Schwiegersohn (Copp Clark Co.) Complete the Grammar and the whole of Der Schwiegersohn.

5. That after a consideration of clauses 13 and 14 of the Science Survey of the Provincial Association of Protestant Teachers the Secretary be asked to ascertain the possible courses that may be given at McGill and Bishop's Universities and elsewhere in Science during the summer of 1935 and to inform the Executive Committee of the P.A.P.T. that the Central Board of Examiners have under advisement the question of the requirements for the High School diploma to be demanded of honours graduates in Science.

6. That the course of study in Arithmetic remain as presently authorized in Grade IX in those schools which have not adopted the Problem and Practice Arithmetics and that the Course of study for Grade IX in other schools be a complete review of Arithmetic. Further, that the option of Arithmetic in Grade X be cancelled, beginning in September 1935.

7. That the "Open Door Language Series" be examined by the members of the Committee and that reports be received both from the members and from teachers concerning their suitability for adoption.

8. That the course of study which is now permissible be cancelled in Grade X, effective September 1935, and in Grade XI effective September 1936.

9. That the chairman of this sub-committee and the Director of Protestant Education be authorized to meet representatives of McGill University to recommend that the subjects of the Continuation Year be accepted *pro tanto* by that University in lieu of Senior Matriculation.

10. That the course of study in Music as drawn up in May 1933 be accepted to meet the requirements of the High School Leaving examination and that the following text-books be authorized "Circle of Fifths" (Macmillan) and "How Music Grew" (Renouf).

11. That a request that the time for the examination in Accounting be extended from two and a half hours to three hours be refused.

Following the report of the Central Board of Examiners it was moved by Mr. Murray, seconded by Dr. Pidgeon and carried that the present regulations numbered 14-21 be repealed and be replaced by the following:—

14. "Elementary, Kindergarten, Intermediate and High School diplomas shall be interim when issued.

15. Intermediate diplomas issued on or after September 1st, 1935 shall remain interim until the holder thereof shall have taught two years successfully and also shall have successfully completed three summer sessions at an approved summer school.

16. Interim diplomas must be endorsed twice within the first three years of teaching of the holder thereof.

Elementary, Kindergarten and High School diplomas shall be made permanent when endorsed to that effect after two years of successful teaching.

17. Intermediate diplomas issued prior to September 1st, 1935 shall likewise be endorsed and made permanent by the Director of Protestant Education upon receipt of the two necessary recommendations.

18. When the holder of an interim diploma receives from an Inspector a certificate recommending that his diploma be endorsed he should send it together with the diploma to the Director of Protestant Education not later than June 15th.

19. Interim diplomas not extended shall lapse at the end of two years from the date of issue and those without a second endorsement shall lapse three years from that date, but when reasons for a further delay are satisfactory to the Director of Protestant Education he may extend the time.

20. Teachers who wish to exchange Intermediate diplomas for Advanced Intermediate diplomas may do so under the provisions of Regulation 21-c.

20-A. Only holders of permanent High School diplomas shall be eligible for engagement as Principals of high schools. Only holders of permanent High School diplomas or holders of Intermediate diplomas endorsed to certify two years of successful teaching shall be eligible for engagement as Principals of intermediate schools. However, permission to the contrary may be given in special cases for special reasons by the Director of Protestant Education.

20-B. No diploma or certificate shall be valid when the holder thereof has failed to teach for any consecutive period of five years. Any person holding a diploma which has lapsed for this reason may, however, obtain tentative renewal thereof by successfully completing one session at an approved summer school when the diploma again becomes interim and good for one year only. After one year's successful teaching and completion of a second summer school course the diploma shall be again extended. After a second year of successful teaching, the diploma will be endorsed giving full renewal.

20-C. Special certificates may be granted by the Central Board of Examiners to teachers of classics, modern languages, drawing, mathematics, science, nature study, music, physical training or other special subjects, to candidates who show to the satisfaction of the Board that sufficient training has been taken and that their academic standing is reasonably high in each case. Holders of these certificates are qualified to teach their special subjects in any Protestant school in the Province of Quebec, but cannot act as Principals of any school without the express permission of the Director of Protestant Education. These certificates shall be interim when issued.

21. The only persons eligible for examination and diplomas are:—

(a) For Elementary diplomas, such persons as have successfully completed a year's course of training in the School of Teachers.

(b) For Advanced Elementary diplomas, holders of elementary diplomas who shall have successfully completed two sessions in the summer school provided for such teachers in this Province, and who have taught successfully for at least two years.

(d) For Intermediate diplomas, such persons as have successfully completed a year's course of training in the intermediate class of the School for Teachers, or holders of elementary diplomas who shall have successfully completed three sessions in the summer school in this Province, provided that they have completed the requirements for entrance to the intermediate class of the School for Teachers.

(e) For Advanced Intermediate diplomas, holders of intermediate diplomas who shall have successfully completed three sessions in a summer school provided for such teachers in this Province, and who have taught successfully for at least two years.

It was further resolved that the following changes be made:—

1. In regulations 21 (f) paragraph 2, line 3; 21 (g) paragraph 2, line 1, and 32 line 1, the words "Canadian or other British" be deleted and be replaced by the word "approved."

2. That regulations 25(d). 29 and 31 be repealed.

On the motion of Dr. Parmelee, seconded by Dr. Rothney, the following resolution presented by the Central Board of Examiners was adopted:—

"That with a view to the greater unification of the arrangements for training teachers under the direction of McGill University the memoranda prepared respectively by Dean Laird and Professor Clark be transmitted to the Protestant Committee and to McGill University for their consideration with a view to arranging a joint conference on the whole question."

Dr. McGreer gave notice of motion that at the next meeting of the Committee he will propose that a grant of \$300 be made for the next session of the summer school for teachers at Bishop's University, Lennoxville.

It was moved by Dean Laird, seconded by Miss Mackenzie and carried that the entrance requirements for the Kindergarten Assistants' diploma be a High School Leaving for Matriculation Certificate as hitherto.

The report of the sub-committee on Poor Municipalities grants showed that the amount available for distribution was \$18,080. On the motion of Mr. Duboyce the report and recommendations were adopted.

The recommendation that a regulation to be known as 174-a be added, viz; "Secretary-Treasurers shall be required to forward certified copies of conveyance contracts to the Director of Protestant Education as soon as completed," was carried on the motion of Mr. Cameron, seconded by Mr. Robb.

Inspector E. S. Giles was present by invitation and reported upon conditions in the High Schools of the Province.

The Chairman called the attention of the Committee to the fact that his second five year term of office as Chairman will expire with the May meeting and that in the interim the members should consider the choice of his successor.

There being no further business the meeting then adjourned to reconvene on Friday, May 31st, at 9.30 a.m.

(signed) W. P. PERCIVAL,
Secretary.

(signed) G. W. Parmelee,
Chairman.

Offices of the Protestant Board of School Commissioners,
Montreal, April 6th, 1935.

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

Present:—Howard Murray, Esq., O.B.E., Right Reverend Lennox Williams, D.D., Reverend E. I. Rexford, D.C.L., LL.D., D.D., Honourable A. R. MacMaster, K.C., Reverend A. H. McGreer, M.A., D.D., P. C. Duboyce, Esq., B.A., LL.B., W. O. Rothney, Esq., Ph.D., Malcolm T. Robb, Esq., G. W. Parmelee, Esq., D.C.L., LL.D., R. H. Cockfield, Esq., Honourable R. F. Stockwell, Dr. Leslie Pidgeon, Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., Honourable G. W. Scott, M.L.C., Miss Catherine I. Mackenzie, M.A., and the Secretary.

The Honourable R. F. Stockwell was asked to preside at the meeting.

Apologies for absence were received from the Honourable Cyrille F. Delâge, and the Honourable Justice W. L. Bond.

On the motion of Dr. Rexford, seconded by Mr. P. C. Duboyce the following resolution was unanimously adopted by a standing vote:—

"That the members of the Protestant Committee of the Council of Education desire to place on record an expression of their deep sense of the loss which the cause of Protestant Education in the Province has sustained in the death

of their esteemed colleague and chairman, the Honourable Walter G. Mitchell, who for ten years presided with great efficiency, tact and dignity over the administrative activities of this Committee.

The late Chairman brought with him to the discharge of the important duties of his office an experience in wider areas of administration which was of great service to him as chairman. Moreover, his qualities of heart and mind, his familiarity with the special conditions of life characteristic of this Province, his sympathetic relationship with the important problems of the two Protestant universities and the confidence which he enjoyed at the hands of those charged with the responsibilities of government enabled the late chairman to make a very important contribution to the harmonious and successful administration of an educational system which has placed the Protestant minority of this Province under deep obligation to him.

In recording their appreciation of the important services thus rendered the Committee desire to convey to Mrs. Mitchell and the members of the bereaved family their sincere sympathy in the great bereavement that has come upon their home life, and the prayer that they may have grace to help in this their hour of need."

It was further resolved that a copy of the above resolution be forwarded to Mrs. Mitchell and that the Committee attend the funeral service in a body.

A letter was read from the Provincial Association of Protestant Teachers expressing its regret and sympathy concerning the death of the chairman.

Dr. Parmelee was elected as Acting-Chairman of the Committee until the May meeting.

(signed) W. P. PERCIVAL

(signed) G. W. PARMELEE,
Acting-Chairman.

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