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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC

The Medium through which the Protestant Committee of the Council of Public Instruction communicates its Proceedings and Official Announcements.

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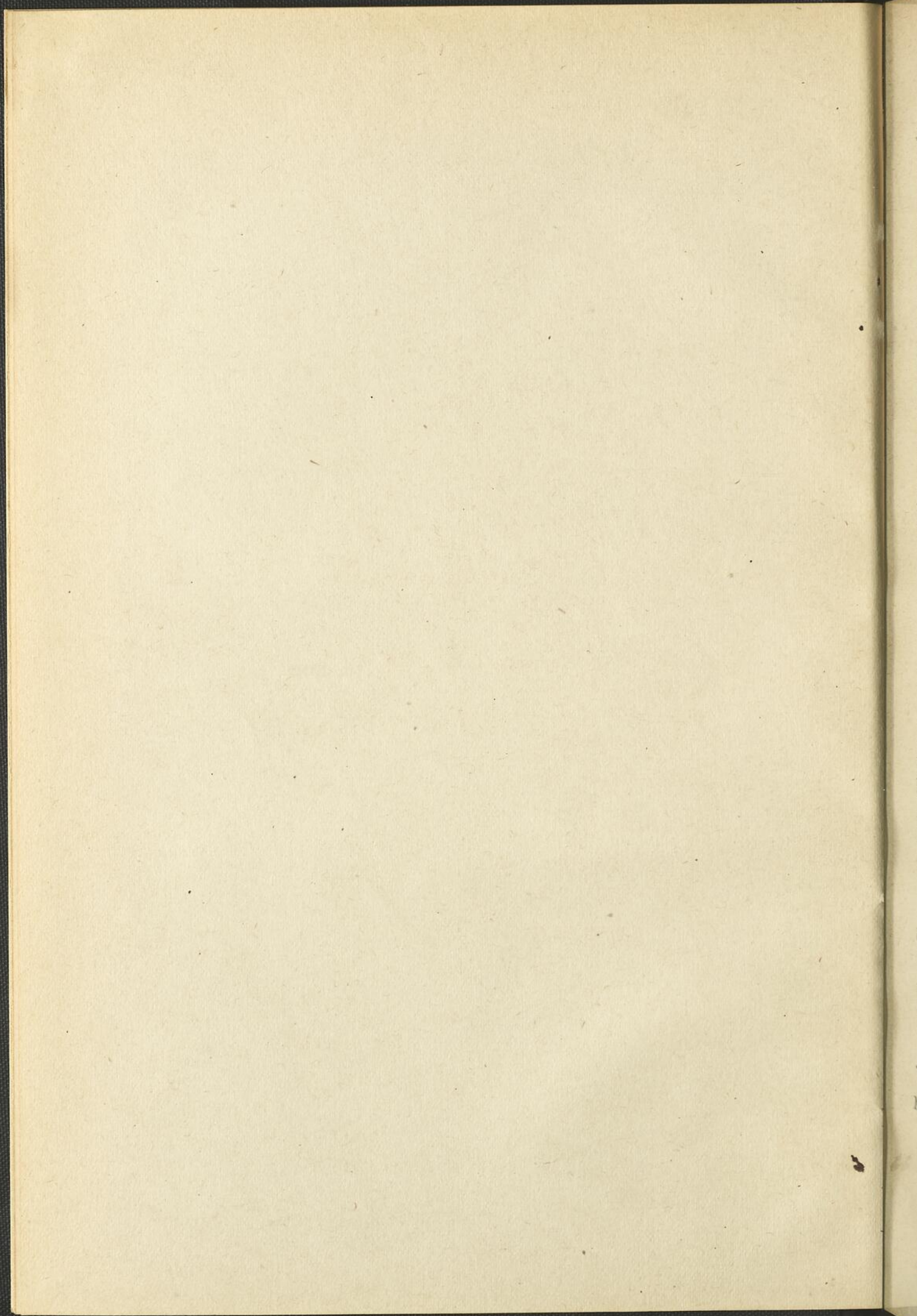
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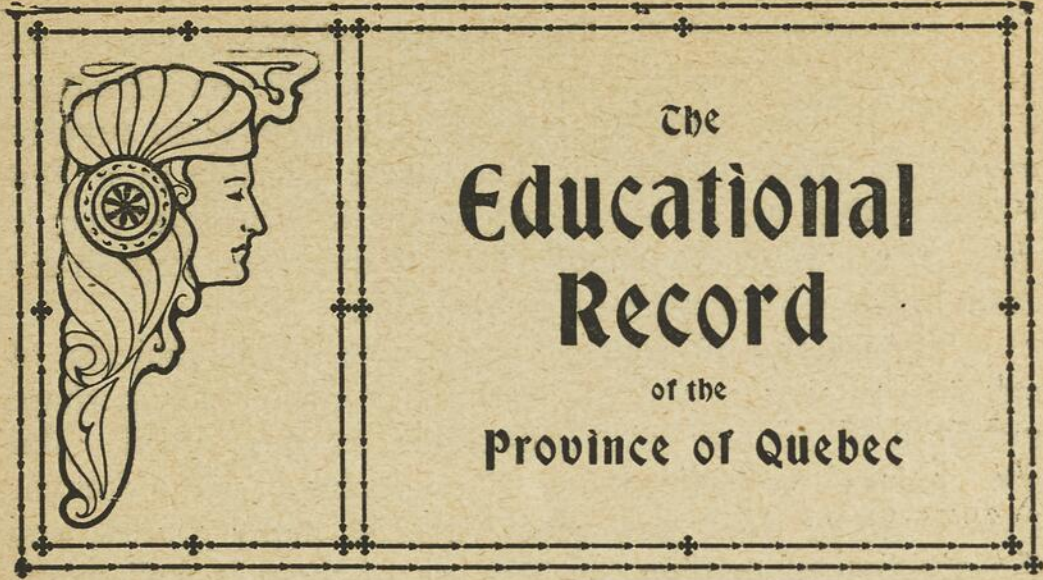
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EDITORIAL NOTES AND COMMENTS:

THE MINERAL COLLECTIONS.

For some years now the Department of Mines, Ottawa, which includes the Dominion Geological Survey, has been supplying the Superior Schools of this province with admirable collections of minerals. The officers of that Department are now anxious to learn two important things with regard to this matter :—

1. The extent to which the teachers are applying these collections in the educational work of their classes.
2. What suggestions, if any, they may have to offer having as an object the improvement of the collections for educational purposes.

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

The officers of the Department of Mines have been of the opinion for some time that it would be an advantage if the collections could be exposed to view in glass covered exhibition cases. This has been done already in a few instances that we are aware of, but it is probable that in most of the Superior schools the collections are kept in the cases in which they were originally sent.

Mineralogy, of course, is not one of the subjects of our school course, and the options in science are perhaps sufficient in number and importance as they stand. But the mineral collections are of undoubted value for the *Nature Study* work now required in so many grades, and the question of making the best use of them is well worth consideration. Moreover, the officers of the Department of Mines are well entitled to be given the information they have asked for.

The Educational Record would therefore be pleased to receive letters on the subject, in reply to the two questions above, not necessarily for individual publication, but in order that a clear statement may be offered on the two points. The subject might also be discussed at the next Convention of the Protestant Teachers' Association.

We may add that the Deputy Minister of Mines suggests that the mineral collections instead of being displayed in glass-covered table cases might be made into small units capable of being attached to the walls of a room. He says:

"Perhaps the latter alternative would be the better of the two as it would occupy less ground area. By some such arrangement as this the collections could be available for observation on the part of the pupils at all times. It is not unreasonable to suppose that in many schools the collections might become the nuclei of miniature museums of natural history, well calculated to stimulate the faculty of observation as well as interest in the natural resources of the country."

This suggestion as to the formation of small museums is in keeping with the interesting account given by Professor Norton Nevil Evans at the Westmount Convention of

the collection that was gathered years ago at a Montreal school, as the result of the work of Professor J. T. Donald. One thing has to be remembered, however, in this connection (and we speak from recollection of instances where it has been exemplified) that a museum, if neglected, can become very untidy and unattractive. A yearly brightening-up, at least is necessary.

OUR EDUCATIONAL SYSTEM :

Its Administrative Machinery.

Every teacher is required to have obtained some knowledge of the School Law of the Province before a diploma is granted. The School Law proper consists of all the articles of the Revised Statutes of Quebec, 1909, from Art. 2521 to 3051, and as amended by the Legislature from the year 1909. Then the Regulations of the Protestant Committee are bound up in the English edition of the School Law. These regulations are not the School Law itself, but have the force of law. They derive this force from Art. 2548, which reads :—

“The Roman Catholic or Protestant Committee, as the case may be, and as the provisions which concern them require, may, with the approval of the Lieutenant-Governor-in-Council, make regulations :

1. For the organization, administration and discipline of public schools ;
2. For the division of the Province into inspection districts and for establishing the boundaries of such districts ;
3. For the government of normal schools ;
4. For the government of boards of examiners ;
5. For the examination of candidates for the examination of candidates for the office of school inspector ;
6. For determining the holidays to be given in schools.”

Now it is these "Regulations," deriving their force from the School Law when "approved by order-in-council," with which our Protestant teachers are most concerned, and more particularly all the articles of the Regulations which are based on paragraph I "for the organization, administration and discipline of public schools". Some portions of the School Law proper must also be familiar to the teacher, for example, Arts. 2711 to 2722 concerning the "Duties of School Commissioners and Trustees respecting teachers." This is the part of the law which deals with the engagement of teachers. Then Art. 2709 is important also.

Every intelligent teacher endeavors, of course, to acquire as practical and clear a notion of the School Law and Regulations as possible, but we think that they would be aided in this if we gave an account of the several authorities concerned in the making and the administering of them. Possibly the best way to reach this point is to define the various official terms which are used in this connection. The outline, too, may serve as a study in "civics".

LIEUTENANT-GOVERNOR-IN-COUNCIL. — This is the official name for the Government or Cabinet of the day. It consists of the Premier of the Province and his several ministers. At the present time these ministers are :—the Secretary of the Province, the Provincial Treasurer, the Minister of Public Works, the Minister of Agriculture, the Minister of Colonisation and Mines, the Minister of Lands and Forests, the Minister of Roads, and the Attorney-General. As in Great Britain and in all British countries and provinces, the lieutenant-governor (representing the Crown) does not sit in the meetings of "council". An "order-in-council" to be valid must be approved by the lieutenant-governor, but the order itself is drawn up at the instance of the Government or "cabinet". Many actions of school boards to be valid must be approved by order-in-council "upon the recommendation of the Superintendent".

SECRETARY OF THE PROVINCE.—There is no Minister of Education in Quebec, but the Secretary of the Province is the Minister who is responsible to the Legislature for the Department of Public Instruction. All recommendations from the Superintendent, required by the School Law, are addressed to him. The annual report of the Superintendent is also addressed to the Secretary of the Province, and by him to the Lieutenant Governor. In all discussions in the Legislature on the subject of Education the Secretary of the Province speaks for the Government. He is therefore virtually a minister of education, although not in name. His Department, however, deals with other matters in addition to those of an educational character, such as reformatories, asylums, etc.

THE LEGISLATURE.—This consists of the two chambers, the Legislative Assembly and the Legislative Council. The former consists of the elected members (M. L. A.) and the latter of the appointed members (M. L. C.). It is the Legislature which enacts the laws of the Province, including the School Law. It is the Legislature, also, which votes the money grants for all purposes, including those for Education. Some of these grants are "statutory"; that is to say, they are fixed by a statute passed years ago (but subject to amendment by the Legislature, of course); the other grants are "annual" or voted year by year when the House is in session. Debates on educational questions may arise in either chamber (the Legislative Assembly or the Legislative Council) but it is more usual for them to arise in the elective Legislative Assembly.

DEPARTMENT OF PUBLIC INSTRUCTION.—Although subordinate to the Secretary of the Province the Department of Public Instruction is a department by itself. Its head is the Superintendent. He administers the School Law, and carries out the directions of the Council of Public Instruction and of the Roman Catholic and Protestant Committees thereof. He is ex-officio a member of the Council of Public Instruction, but votes only in the Committee of the religious belief to which he belongs. He is also a member of the Council of Arts and Manufactures.

Next to the Superintendent are the two Secretaries of the Department, the French Secretary and the English Secretary. They have the rank of Deputy-Ministers. It will be noted that the division into two sides of the Department is on the basis of language only. As a matter of fact, of course, the two Secretaries represent respectively Roman Catholic and Protestant interests. Nevertheless, all English correspondence, whether Roman Catholic or Protestant, is dealt with on the English side, and vice versa. But as a matter of courtesy, whenever a difficult case arises the subject is referred to the side to which it belongs by religion. In other words there is a complete entente cordiale in the administration of the School Law of the Province.

The work of the Department in connection with the teachers, the schools, the school boards and the inspectors is extensive and varied. There is in the first place a great deal of correspondence to be maintained throughout the year. Then there is the preparation of the Annual Report of the Superintendent—a volume of six or seven hundred pages of facts, statistics and special reports. These have to be gathered from various sources and duly checked. The statistics are compiled from the detailed reports of the inspectors and of the secretary-treasurers of the several thousand school boards of the Province. There is also the extensive accountancy work in determining the share of each municipality in such grants as the Public School Fund and the Minimum Salary votes.

COUNCIL OF PUBLIC INSTRUCTION.—This is the name of the body composed of the Roman Catholic and Protestant Committees. As a matter of fact the full "Council" of the two committees does not meet once in ten years on the average. The two Committees meet separately for the transaction of the business affecting the schools under their jurisdiction. The names "Department of Public Instruction" and "Protestant Committee" are often confused in the public mind. For instance, letters are often addressed to Dr. Parmelee as "Secretary

of the Protestant Committee" when the subject is purely departmental and not concerned with the Protestant Committee at all. He is the English Secretary of the Department and also Secretary of the Protestant Committee.

PROTESTANT COMMITTEE.—This Committee meets four times a year, usually on the last Friday of February, May, September and November. The following are the present members of the Committee :—Principal Sir Wm. Peterson (chairman), Prof. A. W. Kneeland, Rev. A. T. Love, D.D., Sir H. B. Ames, M.P., Hon. W. G. Mitchell, M.L.A., Provincial Treasurer, Mr. Gavin J. Walker, Hon. Sydney Fisher, B.A., W. M. Rowat, M.D., Hon. Justice McCorkill, L.L.D., D.C.L., Prof. J. A. Dale, M.A., Principal R. A. Parrock, M.D., D.C.L., L.L.D., Mr. Howard Murray, Mr. Robert Bickerdike, M.P., Rev. E. I. Rexford, D.D.L.L.D., Mr. John Whyte, Mr. W. L. Shurtleff, K.C., D.C.L., Hon. Geo. Bryson, M.L.C., Mr. Chas. MacBurney, B.A., Mr. W. S. Bullock, M.L.A., the Lord Bishop of Quebec, Prof. Sinclair Laird, M.A., and Miss I. E. Brittain, M.A., (representative of the Teachers' Association).

The functions of the Protestant Committee have been defined largely at the opening of this article. The chief duty is comprehended in that of making the Regulations. This includes the making of the course of study for the three kinds of schools. The Committee has also the power of authorizing the text-books to be used, and this without reference to the "Lieutenant-governor-in-council." See Art. 2549 R.S.Q.

Further, the Committee recommends the distribution of the Superior Education Fund and the grants to the Poor Municipalities. The Superior School Fund is dealt with at the September meeting and the Poor Fund usually at the February meeting.

The foregoing outline is far from complete in all respects, but our purpose is principally to afford a clear idea of the several parts and functions of the educational machinery, sufficient, at least, to enable a teacher to read the School Law with more interest.

NATURE STUDY AND AGRICULTURE

Considerable interest in nature study and agriculture is being aroused by the efforts of Mr. J. Egbert McOuat, B.S.A., Macdonald College Demonstrator to the rural schools. During the open weather of the autumn season meetings were arranged with school boards and the public for the purpose of planning to improve the school grounds. In this manner a large number of school sites were remodelled and beautified and will serve as samples to illustrate the purpose of Macdonald College in its rural school work.

During the winter months a series of short courses is being given in a large number of schools to the pupils and in some cases to the public as well. The pupils and the parents are very appreciative and follow with the closest attention the lectures of the course, some of which are illustrated. Much of the course is quite practical and appeals not only to pupils from farm homes, but also interest wonderfully the pupils from towns and villages. At present the work is being conducted in the Eastern Townships, but later the western part of the province will receive attention.

These lectures are being given by Messrs. J. Egbert McOuat and Andrew Taylor assisted by the Macdonald College Demonstrator of the locality, who find a warm welcome and hearty co-operation, wherever they undertake the course. These courses treat of "Plant Life", "Soils and Fertilizers", "Poultry", "Cereals", "Insects", "Animal Husbandry", and other subjects of interest to the rural population. Besides being of immediate practical value such topics are bound to arouse thoughts of better things and a desire to learn more from suitable books and magazines. Thus there will flow from such contact with the pupils much of the value of a college course, that is, they will be led to study and think out problems that confront them in their work.

We wish the effort every success and hope it may fulfil the expectation of those who inaugurated the scheme.

ARBOR DAY

We trust that some of our country schools will celebrate Arbor Day this year. Two years ago the Educational Record published a programme which was carried out in several schools, and last year the Department of Public Instruction sent out a number of practical pamphlets on the subject of saving the forests from destruction by fire.

But the number of schools which pay attention to Arbor Day is so small that we do not feel encouraged to issue an elaborate programme again this year. We can only hope that the brighter teachers (inspired by the work in Nature Study) will do something on their own account, and start a movement which will result in the issuing of a more extended programme than has been possible so far. No teacher alive to the matter need be at a loss in improvising a programme for her own school. Watch the date of Arbor Day in the newspapers. It is always a week earlier in the western part of the province than in the eastern part. Arrange to plant a few trees where they will serve to beautify the grounds, and let the first lesson impressed upon the minds of the pupils be that of the importance of taking care of the trees after they have been planted. That in itself will be a nature study lesson. One or two patriotic songs and an essay on trees will complete a suitable and useful programme.

THE PUPILS OUTINGS

By the school regulations of our province there must be "two intermissions during each half-day." In many schools, however, this regulation is nullified by the practice of the teacher depriving the pupils of their recess, as a means to punish them for failure in the day's recitations. It is a mean practice and does more harm than good, both to the pupil and the teacher herself. Besides depriving the pupil of his share of the fresh air, he is also robbed of his share of the exercises, both physical and mental, afforded by the rounds of the play ground. The result is incapacity to perform the remaining school work with accuracy and further failures accumulate. The teacher and pupil are each discouraged and unhappy relations are soon established that work much harm and tend to increase the troubles of the school room. Soon other delinquents are retained at recess, until the practice keeps so many in their seats that all the games are spoiled and the spirit of the pupils is *tamed* or broken. This *dearth of soul* is often considered the *essence of order* ! But what a price to pay for order ! What an impression to associate with study ! Instead of rosy cheeks and high spirits, we have a puny set of children longing for relief from the school room and finally from study itself.

Only happy associations should characterize our relations with our pupils and the sooner pupils are allowed their legal rights and enjoy their recesses the better for the cause of education.

"SIXTY YEARS OF TRAINING TEACHERS IN QUEBEC.

There are few people now alive who remember distinctly the inauguration of the McGill Normal School in 1857. There are still fewer who took an active part in the work itself in that year, though fortunately we still have with us Dr. S. P. Robins, who was first Professor of Mathematics and afterwards in 1883 Principal of that institution.

At Christmas 1915 his daughter, Miss Lilian B. Robins, B.A., Lecturer in Mathematics in the School for Teachers, retired from her position and thus the sixty year long connection of the Robins family with the training of teachers ever since the foundation of McGill Normal School in 1857, has been broken.

It has, therefore, been thought wise to bring to the attention of teachers and educationalists in this province a short account of the history of the training of teachers in this province, more particularly because of this voluntary resignation.

When Sir William Dawson came to the Province of Quebec one of his first tasks was the establishment of a provincial normal school in connection with McGill University. The only training of teachers previous to this was in connection with the School of the Colonial Church Society in Montreal. A meeting of influential Protestant citizens in Montreal considered the subject of inaugurating a normal school in accordance with the act which gave the government power to establish normal schools under an order in council. Nothing had been done under this permissive legislation and as a result of this meeting it was proposed that the University should affiliate one of the three normal schools which it was thought necessary to establish for the benefit of the Protestant population. Arrangements were entered into with the Superintendent of

Education. The old church school building on Belmont Street, then disused, was granted for this institution and put into repair. An arrangement was made with the Colonial School and Church Society to take over its school and its headmaster and in 1857 the McGill Normal School was opened.

"Dr. Ryerson, who had been instrumental in founding a normal school in Upper Canada, aided with his advice as to the organisation and recommended to Sir William Dawson one of his ablest and most promising instructors, afterwards Dr. S. P. Robins, who later became Principal of the school and a leader in our provincial education."*

Sir William Dawson had hoped to get as Principal an eminent and experienced educationalist, but it was found that his services could not be secured and it became necessary for him to add to his other duties the principalship of the normal school and some lectures in Natural Science.

The three principals of McGill Normal School were :

Sir William Dawson 1857-1871

Mr. W. H. Hicks 1871-1883

Dr. S. P. Robins 1883-1907

The second Principal, Mr. Henry Hicks, had been trained as a principal at Battersea Training College, England, and was brought out to Canada by the Colonial Church and School Society, which established a model school on Bonaventure Street, Montreal. Here he had trained teachers on the pupil teacher system only and when the new normal school was founded, he became one of the professors of the new institution. Dr. Robins and Mr. Hicks were the first ordinary professors under Dr. Wm. Dawson, this arrangement continuing until 1871 when Dr. Dawson resigned the principalship and Mr. Hicks succeeded him. Prof. Robins was appointed Superintendent of the Montreal Protestant Schools in 1871 and while he gave some lectures to students in training, he was not so closely connected with the institution, but in 1883, when Mr. Hicks resigned, Dr. Robins returned as Principal.

* Sir Wm. Dawson's account of his own life.

From that time until 1907 there were no further changes except by the addition of lady teachers as professors and the securing of a large number of specialists to lecture on their own subjects.

In 1857 the staff of the McGill Normal School consisted of a Principal, two ordinary professors and three associate professors, a headmaster of the boys' school and a headmistress of the girls' school.

In 1906 the staff consisted of a Principal, two ordinary professors, one associate professor, eight instructors, and five lecturers.

The building had to be enlarged before 1890 by the addition of a new wing and in 1898 the control of examinations for diplomas passed into the hands of the Central Board of Examiners, whose members are selected and appointed by the Government from among educationalists holding important positions in the Province. There is no doubt that the old normal school did good work and was well worthy of the high reputation it established. Many former students distinguished themselves in fields outside the teaching profession. Among notable students are :— Judge, J. C. McCorkill; Judge W. A. Weir; Recorder R. S. Weir of Montreal ; Dr. Rexford, Principal of the Diocesan College ; Dr. G. W. Parmelee, English Secretary of the Department of Public Instruction.

During the fifty years of its activity, McGill Normal School trained almost 3000 teachers (2,989 to be exact,) to whom were issued 4,188 diplomas as follows :—

- 300 Academy Diplomas.
- 1452 Model School Diplomas.
- 33 Kindergarten Diplomas.
- 2333 Elementary School Diplomas.

Many students, of course, proceeded from an elementary to a higher diploma by continued attendance at classes in the Normal School.

Perhaps no fitter estimate of the work of Dr. Robins can be given than the words spoken to him by the Honourable Boucher de la Bruere at the last Closing Exercises in 1907.

“ They who were entrusted with the direction of McGill Normal School understood the part they had to play, and knew on what basis all solid education should rest. When that educational institution was inaugurated, a professor, then a young man, but one whose career was of great promise, said : “ We stand now at the origin of a nation. We are to be the founders of a new race—a race that promises to take a high position even amongst the older nations of the earth. Hence should we be peculiarly careful to hand down to posterity good institutions and high principles ; such institutions as can be established, such principles as will obtain only amongst an enlightened people. The acorn that to-day a child’s hand may plant, that tomorrow may be by a child uprooted, when with years it shall have increased, will wrestle defiantly with the fiercest winter storm. And so, if we plant in this day the seeds of evil, coming generations may put forth in vain the most strenuous efforts to uproot them ; but if to-day we give to the keeping of this generous soil, and to the blessing of the Almighty, the germs of good, they will spring up to shelter with broad branches those who shall in the future succeed us. There are many educating agencies at work ; of great importance is the education of the fireside, the home fireside, around which tender sympathies cluster. The education of the people through the agency of the press—powerful for good, powerful for evil—must not be forgotten. Nor is the pulpit to be overlooked, presenting before us the realities of a higher existence and summoning us to the recognition of our noblest destinies. Among all these, the primary school must occupy no inferior position. It holds no mean place, even when contrasted with the greatest of these. If it is important that the guilty should be reclaimed from evil, it is also important that the child that has not yet wandered far from virtue in the devious ways of vice, that has not yet mingled in the corruptions and follies of this world of sin, should be preserved from pollution.”

"The young professor who thus defined the instruction to be given the pupils of McGill Normal School was Mr. Robins, he who afterwards became the Principal of that institution."

"Dr. Robins—I think that during your fifty years of professorship, you have remained faithful to the programme you then laid down. You have laboured with unflagging devotedness, with perseverance deserving of all praise, and with great energy to train teachers who know, not only their class subjects, but their duties as well. You have striven to train men of character, you have, to use your own words, to the best of your ability and with the desire to do well, carried out the principle "that the child that has not yet wandered far from virtue in the devious ways of vice, that has not yet mingled in the corruptions and follies of this world of sin, should be preserved from its pollution."

Dr. Robins, with whom the institution was so long bound up, was born at Faversham, Kent, England, in 1833, being the son of a minister in the Bible Christian Church. Coming to Canada with his parents in 1846, he resided first at Peterboro, Ontario, beginning his teaching career in 1848, his first school being in the Township of Dummer, county of Victoria ; and his second in the Township of Hamilton, Northumberland County. He afterwards went to the Toronto Normal School and later taught there. He was Headmaster of the Central School, Brantford, from 1854 to 1856, previous to his appointment to the McGill Normal School. Dr. Robins took his B. A. degree at McGill University, with first class honors in Mathematics and Physics, in 1863, and his M. A. five years later. The same university conferred upon him the honorary degree of Doctor of Laws in 1880 and Bishops' College, the honorary degree of D. C. L. in 1900. He enjoyed the confidence of all with whom he was connected, was President of the Teachers' Association, Member of the Protestant Committee and was presented with his portrait by Harris by the students of the McGill Normal School in 1907, the last year of that school.

His daughter, Miss Lillian B. Robins, who was first a tutor in the Normal School, took her B. A. degree in 1891 and thereafter taught first English and then Mathematics in the Normal School. She, however, was transferred with the institution to Macdonald College and now, after eight years, resigns to enjoy well earned leisure. For five years she edited the Educational Record, from 1899 to 1903, and those who were most competent to judge, always spoke in most favorable terms of its contents during that period.

It is with regret that her colleagues and students see the last member of the Robins family leave the institution with which they were so long and honorably connected, but it was doubtless as trying to Miss Robins to sever her connection with the training of teachers, in which she has always been greatly interested. Perhaps no better testimonial can be given to her work than that expressed by the foremost mathematician and teacher of mathematics on this continent, Professor David Eugene Smith of Teachers' College, Columbia University. "I am indeed very sorry to hear that Miss Robins has resigned her position and intends to retire. She is certainly an unusual woman, and you have been very fortunate to have had her on your staff in the formative years of the College." Certainly no one could wish to have a more hardworking, conscientious, and loyal colleague and the institution will miss the influence of these two forceful personalities, who were both loved and respected, and whose chief interest lay in the success of their students.

It is certain that Dr. Robins stamped his personality on the institution and on the character of those who studied in it and it is likewise certain that all those who came under his influence were the better for it, not merely from the professional point of view as teachers, but from the moral standpoint.

SINCLAIR LAIRD,
Head of the School for Teachers,
Macdonald College.

THE TEACHING OF CHEMISTRY IN SCHOOLS.

An Address Delivered before the Protestant Teachers Association of the Province of Quebec, by Nevil Norton Evans, M. Sc.

INTRODUCTORY.

“What knowledge is of most worth ?”

VALUE OF THE STUDY OF CHEMISTRY.

Value as knowledge.

Value as discipline.

HOW THESE VALUES ARE TO BE OBTAINED.

The equipment necessary

On the part of the teacher :

Intellectual

Material

On the part of the pupil :

Intellectual

Material

The amount of knowledge to be aimed at.

Criteria as to extent of this knowledge

Usefulness in application

Usefulness in systematics

The general method of teaching to be employed.

The scientific method.

Observation Facts.

Classification Orders of facts.

Induction Laws.

Speculation Theories.

Deduction New facts.

Verification Proofs.

INTRODUCTORY.

“The four essays on education which Herbert Spencer published in a single volume in 1861 were all written and separately published between 1854 and 1859. Their tone was aggressive and their proposals revolutionary although all the doctrines—with one important exception—had already been preached by earlier writers on education, as Spencer himself was at pains to point out. The doctrine which was comparatively new ran through all four essays ; but was most amply stated in the essay first published in 1859 under the title “What knowledge is of most worth ?” In this essay Spencer divided the leading kinds of human activity into those which minister to self-preservation, those which secure the necessaries of life, those whose end is the care of offspring, those which make good citizens, and those which prepare adults to enjoy nature, literature, and the fine arts ; and he then maintained that in each of these several classes, knowledge of science was worth more than any other knowledge. He argued that everywhere throughout creation faculties are developed through the performance of the appropriate functions ; so that it would be contrary to the whole harmony of nature “if one kind of culture were needed for the gaining of information, and another kind were needed as a mental gymnastic.” He then maintained that the sciences are superior in all respects to languages as educational material ; they train the memory better, and a superior kind of memory ; they cultivate the judgement, and they impart an admirable moral and religious discipline. He concluded that “for discipline, as well as for guidance, science is of chiefest value. In all its effects, learning the meaning of things is better than learning the meaning of words.” He answered the question “what knowledge is of most worth ?” with one word—Science” (Eliot’s Introduction to Spencer’s Essays).

Now of all the divisions of science, none is of greater importance than chemistry. We are brought into intimate contact with phenomena that are chemical in nature from the time we get up in the morning till we go to bed at night—and indeed all through the night our bodily functions, as well as the numberless kinds of work that go on during all the twenty-four hours, work in bakeries, in smelters, in gas-works, &c., continue, and they are chemical too. Modern civilisation could not persist for a moment if it were not for the chemist and his labours. Surely any subject which continually touches us at so many points must be worthy of careful study and expert teaching. Moreover, a great many chemical phenomena are quite simple and may easily be explained to children so as to arouse their interest in, and increase their intelligence with regard to, their physical surroundings.

VALUE OF THE STUDY OF CHEMISTRY.

Let it be granted, then, that the teaching of chemistry in schools is highly desirable, the question then arises as to how this teaching can best be carried out ; and, in attempting to answer this, we are met by the prior question: "What in the broadest sense, is the object of teaching chemistry ?"

As Spencer points out in the Essay already referred to : "Acquirement of every kind has two values—value as *knowledge* and value as *discipline*. Besides its use for guiding conduct, the acquisition of each order of facts has also its use as mental exercise ; and its effects as a preparation for complete living have to be considered under both these heads." A knowledge of chemistry is unquestionably of immense value in connection with many, many industries and is of no mean importance in our ordinary daily lives. And, if we obtain this knowledge according to right methods, we shall at the same time be developing and strengthening our minds in an all-round way to a very considerable degree—a thing that cannot be accomplished by any sort of pure memory work—and thus fitting ourselves

to grapple more and more capably with every problem of life that may present itself. We shall be "killing two birds with one stone"—not only teaching chemistry, but at the same time developing the highest kind of intellectual power. The question thus becomes: "How are we to get the greatest amount of knowledge and the greatest amount of discipline out of the time and energy devoted to the study of chemistry in the schools?"

Let us consider the answering of this question under three heads :

- The equipment necessary,
- The amount of knowledge to be aimed at,
- The general method of teaching to be employed.

The third consideration is, of course, the most important.

HOW THESE VALUES ARE TO BE OBTAINED THE EQUIPMENT NECESSARY.

The equipment necessary for the successful teaching of chemistry may be considered from two sides : that necessary for the teacher and that necessary for the pupil ; and in each of these cases we must regard both the intellectual and the material equipment.

Many things must be included in the teacher's intellectual equipment, but only one need specially concern us here, i.e. his knowledge of chemistry. This should be broad and thorough ; any one who attempts to teach up to the very limits of his knowledge is very lucky if he does not make a signal failure of it.

The teacher's material equipment may be considered under the head of books, diagrams, specimens and apparatus.

If the teaching be of the proper sort, both teacher and pupils will want to know many things that are not in the authorized text-book, whatever that may be, and it is ex-

ceedingly necessary that at least a fair proportion of this extra knowledge should be obtainable with but little effort. Hence, several reference books should be at hand for ready consultation.

A large collection of diagrams and lantern slides lends great interest to, and is of great assistance in, the teaching; but unfortunately these are generally beyond the reach of any but the largest and richest schools. Much however can be done to replace them by a teacher who has a little ability in drawing (which can easily be cultivated)—and total absence of this ability interferes seriously with success in teaching science. Diagrams of a more or less permanent character are easily and quickly made with grease crayons on sheets of strong wrapping paper, or on cotton, and all the simpler ones can be rapidly sketched on the black-board, to be copied by the class. The importance of sketches in the pupils' notes can hardly be exaggerated and the example of the teacher in this respect is worth any amount of preaching !

A collection of specimens, representing raw materials—minerals, ores, industrial products (such as samples of washing-soda, saltpetre, bleaching powder, &c.)—and also by-products (such as slags), will, with a little encouragement, soon be started by the pupils themselves and may serve as the nucleus of a very interesting school museum. (I shall never forget how in connection with the course in chemistry in the Montreal High School, my interest in mineralogy was aroused by my first science master, Dr. Donald, one of the most stimulating teachers under whom I have ever worked, and how eager the boys of the class were to bring him any specimens that they thought might be of interest. Were this a suitable occasion, I should like to pay a more extended tribute to the conscientious and efficient work of this man to whom I owe so much.)

The chemical apparatus and the use made of it depend partly on the money available, but infinitely more upon the ability and ingenuity of the teacher. For instance, a bal-

ance is indispensable for proper teaching—a nice one can be bought for, say, fifteen or twenty dollars ; but one that will answer all requirements for the most important illustrations can be improvised from a lath, three needles, a little stove-pipe wire and some string—and the fifteen or twenty dollars thus saved will buy enough apparatus and chemicals to illustrate a whole course of lectures ! In the letter inviting me to give this address, it was suggested that I say something about making the best of very limited equipment, and it would be a great delight to me to do so ; but, unless one could take up the individual experiments, one by one, and show how each could be carried out with more or less improvised materials—something that in itself would require a short course of lectures—I am afraid little more of a general nature can be said than that already indicated.

The intellectual equipment of the pupil will, of course, in the main, be that which any average boy or girl of High School age should possess. Ability to memorise will generally be found in superabundance, ability to think is generally lacking. Knowledge of the English language is, as we all know, liable to be defective ; and a very elementary acquaintance with physics, which is essential, may be altogether absent. Those necessary things in which the pupils are defective, must then be taught concurrently with the chemistry : reasoning, correct use of terms, (even spelling) and the necessary simple physical facts (distinctions among solids, liquids, gases ; meaning of density, &c.)

There is much difference of opinion as to whether each pupil should have a text-book, or whether he should depend only on notes given by the teacher. The ability to take good notes is certainly a very valuable one and its practice serves to emphasise important points ; hence, some notes should be taken. But, if a young pupil is to depend on notes only, a great deal of time and energy must be expended on making them sufficiently full and ensuring reasonable accuracy ; moreover, many things, such as lists of properties, are just as easily learned from a printed book

as from written notes, and it is a good thing for pupils to get accustomed to consulting books. Hence, it would seem that, for pupils in schools, both text-book and notes should be employed, the latter being confined mainly to the emphasis of important points, the explanation of difficult parts of the subject and perhaps the making of synopses.

The question of apparatus for the pupils turns upon the possession, or otherwise, of some sort of laboratory in which they can carry out individual experiments, and also on the funds available. The attempt to teach chemistry with no experimental illustrations at all is of very questionable value. It has been pointed out, however, that the ingenious teacher can perform before the class a very satisfactory series of experiments with comparatively little apparatus—and teaching of this kind is of very real value. But, when the pupils carry out experiments themselves, the value of the study is increased ten, yes, a hundred fold. And for such experiments no very elaborate equipment is necessary, especially in the case of small classes.

Time does not permit of the further discussion of this point here; but individual practical work is of such great value that very strenuous efforts should be made to obtain what is necessary for each pupil to carry out at least a few of the most typical experiments. Once he has himself worked out a few, he is capable of grasping with infinitely greater precision the descriptions of others which he may not be able to carry out.

THE AMOUNT OF KNOWLEDGE AIMED AT.

The actual amount of knowledge aimed at in a school course in chemistry need not be very great; in my opinion, many schools attempt to cover far too much ground. It is not so much the total amount of knowledge possessed, as the "usability" of the knowledge that counts — and this means that the knowledge must be very well digested. The limits are often set quite arbitrarily by the teacher, by the

text-book, or by some curriculum requirements ; but are there no criteria by which a rational judgement can be made ? I think there are, and that they may be generally stated as

Usefulness in application
Usefulness in systematics.

The simpler chemical facts connected with our daily activities and with the most important of our agricultural and other national industries should be considered first—then others, if time permit. But there are also certain facts which, though not perhaps of any use in actual industrial application, are necessary for systematic study ; such, for example, that chlorine is greenish yellow. This substance might bleach and disinfect just as well perhaps, if it were blue, or colorless ; but for its recognition and classification, its color is of immense importance. Knowledge which does not pass one or other of the above tests may will be passed over in an elementary course.

THE METHOD TO BE EMPLOYED.

We now come to the third and most important part of our question, as to how chemistry is to be taught, i.e. the general method to be employed ; and I think it may be laid down as a general principle that the method to be employed in teaching the science must bear a very close relationship to the method of investigation by which the science is developed. Huxley says : “The method of scientific investigation is nothing but the expression of the necessary mode of working of the human mind. It is simply the mode at which all phenomena are reasoned about, rendered precise and exact.” If therefore we teach our chemistry according to this method, we are certainly cultivating something that can be used in connection with all subjects that require thought—we are developing mental power.

Now the method by which facts are obtained and built up into science may be briefly outlined under the following heads :

Observation	Facts.
Classification	Orders of facts.
Induction	General principles : laws.
Speculation	Theories.
Deduction	New facts.
Verification	Proofs.

Let us then consider, seriatim, these various sections.

Observation, be it of the passive kind, where we simply note phenomena and their relation to one another ; or be it of the active kind, experiment, where we arbitrarily arrange, or predetermine, certain conditions and then note the phenomena, is one of the most important and valuable activities of the mind and is deserving of the most careful cultivation. The attention of pupils is directed naturally as much as possible to those phenomena which are of frequent occurrence in our daily lives ; but as these are generally of a very complicated nature, we must often separate them into their constituent parts and study each of these experimentally. The experiments performed, whether by teacher or pupils, should not be complicated, the apparatus used should be as simple as possible, neatly put together, scrupulously clean and, in the case of lecture illustrations, arranged on the table to be seen to best advantage by the pupils rather than by the teacher. Special attention should be directed to the order in which related phenomena occur, to cause and effect ; and the great importance of quantitative as well as qualitative observation should be made clear, though actual quantitative experiments can be performed only in limited numbers. Some however should be carried out with each class in order to thoroughly inculcate their extreme importance.

A very vital part of observation is the proper recording of the phenomena observed. This gives excellent prac-

tice in distinguishing essentials from non essentials, in marshalling ideas into proper order and in clothing them in suitable language. Too much attention can hardly be paid to the value of this discipline in the use of language. It is very much more than transliteration of something already expressed (and very likely not thoroughly understood by the translator) : it is the forming of one's ideas and then the clothing of these mental pictures in the garb of words ; it provides exercise in the choice of suitable terms and develops in a notable degree the critical sense. Even such an elementary matter as spelling should by no means be overlooked ; new terms become necessary—their derivation and spelling should be noted, and many old terms will bear careful scrutiny in this respect.

Descriptions should be accompanied whenever possible by freehand sketches of the apparatus or other things concerned. When experiments are used as lecture illustrations, simple sketches of the apparatus should be made on the black-board and in the pupils' note-books. It is impossible to lay too much stress on this matter of illustrating by free-hand drawings: it renders absolutely necessary a very careful scrutiny of the thing to be described, thus ensuring accurate observation ; it impresses the essential details very strongly on the memory ; and, later, vividly recalls these arrangements and the attendant phenomena ; and with the minimum of effort, it makes clear many things that could be presented in words alone, only with the greatest difficulty. To attempt to go through a course in geometry without drawing figures, would be looked upon as idiotic ; to study chemistry without making sketches is not much better !

Classification involves the all-important process of comparison. In a study such as elementary chemistry this requires an almost continual thinking-back in order to see how this thing resembles, or differs from, that which has gone before. Especially in the early stages of the study

of a new subject, constant reviewing is necessary in order to convert ideas which at first must be foreign to our usual mode of thinking into familiar ones ; and a cogent reason for such reviewing, other than "cussed duty," is indeed a desideratum, and is found in this method of comparative study. Such systematic comparisons, and the development of various classifications founded on them, are an excellent training of the judgement, certainly not one of the least important functions of the mind, but one, unfortunately, that finds little exercise in many of the subjects of the school curriculum.

Induction is the mental operation of discovering general truths, of passing from the particular to the universal. From the point of view of logic it may be a very complex and formidable process ; but it is one that is carried on quite naturally and easily by the ordinary mind. It is generally regarded as the logical process, *par excellence*, of the natural sciences, while its opposite, deduction, plays a similar role in mathematics (and perhaps in metaphysics). Be that as it may, the process is one unconsciously employed by every mind, and, by the use of suitable illustrations, can be explained to any normal child of High School age, or even younger. And further, like every other activity, physical or mental, can be rendered much more exact and certain by conscious practice. The most important results of induction are natural laws ; and, when properly derived, these laws lay much the same claim to truth as do the observations on which they are based. And, inasmuch as one law thus embraces an enormous number of special cases, a knowledge of the law is a sort of short cut to a knowledge of all the cases. This simplification of the study of nature is one of the reasons why we should become acquainted with laws. The enunciation of a law should be very critically studied ; variants of the enunciation used may, with advantage, be considered ; and great benefit can be derived from the discussion of incorrect enunciations and the discovery of the errors contained in them, as in these ways the correct meaning of the law is rendered clear

and the adequacy, or inadequacy, of any particular statement of it is sharply brought out.

Speculation. One of the most difficult things to teach in elementary science is the reason for the existence of theories. Most young students—and indeed many who are no longer young—think of them as a sort of subtle instrument of torture designed for the elimination of pleasure and the opportunity for hard questions ! Great pains should be taken to dispel this idea. The craving for a cause, expressed in the reiterated why, why, why, of little children—but unfortunately repressed if not actually annihilated in those of larger growth by our imperfect methods of training—this is the reason for theories. We ask, why ? and endeavor to wring from nature an answer. When repeated efforts fail, we turn our imagination loose and let it find, or rather construct, an answer. A theory, then, is a mental invention, the purpose of which is to explain certain things that we know to be true. It is a product of the imagination, and therefore, belongs to an entirely different category to that in which we find facts and laws ; and great stress should be laid on this point. It is a sort of scaffolding erected for the purpose of helping us to get a clearer insight into that complex structure, nature—but it is not a part of nature herself and may at any time be taken down and replaced by something better, without in any way affecting the main building i.e. facts ! This relation of theory to fact should be most carefully pointed out and pressed home. At the same time, the extreme usefulness, the almost absolute indispensibility, of theories to the human mind, should also be inculcated. By means of theories, we can express in simple ways many things that would otherwise require most involved and difficult explanations : they are, to understanding, pretty much what figures are to description. As an illustration, one need think only of chemical equations which, rendered possible by the molecular and atomic theories, concisely express facts which, in non-theoretical language, would

appear most complicated and abstruse. One needs but to make a trial in order to be convinced !

The process of *Deduction* need not detain us long it is the opposite of induction and by it we pass from the general to the particular, from laws (and theories) to special cases. Mathematics is the great exponent of the deductive method, its best illustration perhaps, being found in geometry ; hence, the average pupil has already had a good deal of training in this particular type of mental exertion ; but we get excellent examples of it in chemistry, the calculations so necessary for the development of a thorough understanding of the science and many of the other questions not directly answered in the book or notes, being samples of what is meant.

And of *Verification*, the trying, or proving, of deductions, perhaps even less need be said here. Let it be insisted upon, however, that pupils should be thoroughly convinced that the scientific investigator continually applies this process and is never fully satisfied with any result until, by further observation and experiment, it has been fully endorsed by nature herself ; and further, that in those cases where nature does not endorse the deduction, the investigator never rests until he has discovered the error on which his faulty conclusion was based and has corrected or eliminated it, even should this involve the giving up of one of his most beloved theories. This is perhaps the principal reason why we have such faith in modern science—prove all things, is indeed its motto.

CONCLUSION

In considering the subject of how chemistry should be taught in schools, one might begin with a discussion of general pedagogical principles—the bearing of psychology on teaching, whether the pleasure that a pupil gets out

of a study is an adequate criterion of its right to a place in the curriculum, the usefulness of jokes in illustration, &c.—but in three quarters of an hour not much progress would be accomplished. Or, on the other hand, one might begin with chemical details—how to do certain experiments, how to present the atomic theory, how to recognise a “gold-brick”—but here again we should not get far in the allotted time. I have tried to steer a middle course.

Mark Twain, in discussing European Railway timetables, said that there were three classes of trains represented : one, trains that started from somewhere but got nowhere ; second, trains that started from nowhere but got somewhere ; and a middle class, trains that started from nowhere and got nowhere. I sincerely hope that my remarks this afternoon need not be relegated to such a middle class !

I thank you for your kind attention.

NUMERATION AND NOTATION :

The Roman System.

In this system numbers are represented by symbols : in all the Romans employed 13 symbols : 7 single symbols and 6 double symbols.

Single symbols

I=1
V=5
X=10
L=50
C=100
D=500

Double symbols

IV=4
IX=9
XL=40
XC=90
CD=400
CM=900

(The term Double symbol may perhaps seem awkward to some—it was, I believe, first used in this connection by Dr. O'Sullivan formerly a Commissioner of National Education in Ireland—but its benefits outweigh its clumsiness: it prevents, for instance, the teaching of the erroneous rule found in many books to the effect that, when a symbol of lesser value is placed before a higher one, the value of the former is to be taken away from that of the latter—if this was true VL could be written for 45, XM for 990 &c., &c., consequently one of the benefits of this nomenclature is that it obviates the teaching of a rule which is only partly true and the consequent confusion in the pupil's mind owing to exceptions).

(b) Any symbol or combination of symbols is multiplied by 1000 when a bar is placed above— $\overline{X}=10,000$
 $\overline{M}=1,000,000$, $\overline{V}=5,000$, $\overline{XL}=40,000$, &c., &c.

The value of a combination of symbols is the sum of the individual values of the symbols.

Example I : Find the value of XXXIX.

Here are three single symbols and one double the value of each of the three simple symbols is 10 and that of the double 9.

Therefore $XXXIX=39$ ($3 \times 10 \times$)

Example II : \overline{XIX} DCC XLIII.

Deal with the portion which has the vinculum \overline{XIX} . One single and one double symbol $X = 10$, $IX = 9$, $\overline{XIX} = 19$ but as the bar multiplies by 1000 $\overline{XIX} = 19,000$.

The rest of the number consists of 6 single symbols and a double one

$D=500$; $C=100$; $C=100$; $XL=40$; $I=1$; $I=1$; $I=1$
 adding these values we find.

$\overline{XIX}DCCXLIII = 19,743$.

(d) To write numbers using the symbols : separate the numbers into suitable parts—begin with the highest symbol and annex each to that last written.

Write 1928 in Roman Numerals. Separating 1928 into parts suitable to the symbols :

1000=M	}	MCMXXVIII.
900=CM		
10=X		
5=V		
1=I		
1=I		
1=I		

Write 1,876,399 in Roman symbols proceed as before

1,000,000=M	}	MDCCCLXXVICCCXCIX
500,000=D		
100,000=C		
100,000=C		
100,000=C		
50,000=L		
10,000=X		
10,000=X		
5,000=V		
1,000=M		
100=C		
100=C		
100=C		
90=CX		
9=IX		

With a little practice this separation may be omitted the pupil soon learning to write the numbers directly.

It will be noticed no double symbol repeats itself in any one combination.

V, L, D also do not repeat themselves. I, X, C, M, as single symbols are not employed more than *three* times in any combination.

I cannot help thinking that Mr. Smith is mistaken in using CCCC for 400, etc ; on the same analogy we could write IVIVIV for 12, or XCXC for 180.

The one exception of which I am aware is the symbol for 4 on clocks which by custom is generally written IIII instead of IV.

W. G. DORMER,

BOOK NOTICES.

A Treatise on Light. By R. A. Houstoun, M.A., Ph. D.D. Sc. Lecturer on Physical Optics in the University of Glasgow. 478 pages. Price \$2.25 net. Longmans, Green and Co., London and New York (Fourth Avenue and 30th St. New York).

This is not a school text-book, but "is intended for students who have been through a first year's physics course (in the university) and who are proceeding further with the study of light. A few of our readers, however, may be interested in a mathematical treatment, including the use of the calculus, of the subject of light in its present scientific position. The work is divided into four parts, (1) Geometrical Optics, (2) Physical Optics, (3) Spectroscopy and Photometry, and (4) Mathematical Theory, each part consisting of from six to eight chapters. It is a comprehensive work on the whole subject, and includes not only the more recent work in spectroscopy but also on the theory of radiation. It is only for students, however, who have some acquaintance with the higher mathematics.

Gate to English. By Will D. Howe, Professor of English, Indiana University, Zella O'Hair, Instructor in English, Shortridge High School, Indianapolis and Myron T. Pritchard, Master, Everett School, Boston. Book 1 Longmans, Green and Co. London and New York.

These two volumes, excellently printed on good paper, are intended as school text-books, but they are useful also for many practical hints to teachers in the guidance of pupils in English composition. The second book gives some admirable helps in method of correcting composition exercises.

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- 112 Brown, Wm. H., 1518 Esplanade Ave. Mont., P. Q.
- 113 Brownrigg, Alice M., MacDonald College, P. Q.
- 114 Bruneau, Alice L., 383 Claremount Ave., Westmount, P. Q.

- 115 Bryant, Flora A., North Hatley, P. Q.
116 Bryson, M. Myrtle, 1918 Mance St., Mont., P. Q.
117 Buchanan, Agnes S., 79 St. Michael St., Quebec,
P. Q.
118 Buck, S. Frances 794 St. Urbain St., Montreal, P. Q.
119 Bullock, Leonore, 794 St. Urbain St., Mont., P. Q.
120 Burwash, Mary, 2459 Park Ave., Montreal, P. Q.
121 Butler, Arthur P., St. Andrews East, P. Q.
122 Butteris, Florence, 82½ St. Famille St., Mont-
real, P. Q.
123 Buzzell, Minaire, 98 Park Ave., Montreal, P. Q.
124 Buzzell, A., 98 Park Ave., Montreal, P. Q.
125 Buzzell, Dorothy A., 83 Fort St., Montreal, P. Q.
126 Buzzell, Helen M., 83 Fort St., Montreal, P. Q.
127 Byers, Florence, Sutton Junction, P. Q.
128 Cairns, Elsie, 246 St. Luke St., Montreal, P. Q.
129 Caldwell, Barbara, 82 Fort St., Montreal, P. Q.
130 Caldwell, J. D., 82 Fort St., Montreal, P. Q.
131 Callaghan, Jennie E., Montreal, P. Q.
132 Cameron, Margaret A., 320 St. James St., Ville St.
Pierre, P. Q.
133 Cameron, Myrtle G., 1734 Esplanade Ave., Mont-
real, P. Q.
134 Cameron, Margaret B., 3 Forfar St., Mont., P. Q.
135 Campbell, Mary Elizabeth, 68 St. Famille, St.,
Montreal, P. Q.
136 Campbell, E., Montgomery, 4507 St. Catherine St.,
Westmount, P. Q.
137 Carden, Ethel P., 191 Versailles St., Mont., P. Q.
138 Carr, Susan M., 301 Harvard Ave., Montreal, P. Q.
139 Carter, Jessie M., 17 Sussey Ave., Montreal, P. Q.
140 Castel, Madelene, 25 Labadie St., Annex, Mont-
real, P. Q.
141 Catto, Margaret J., 855 Lorne Crescent, Mont-
real, P. Q.
142 Catto, Ethel M., 855 Lorne Crescent, Mont., P. Q.
143 Cavers, Lillian R., Ste. Agathe des Monts, P. Q.
144 Chadsey, Mary E., 46 Addington Ave., West-
mount, P. Q.

- 145 Chadwick, Amy, 1825A Esplanade Ave., Montreal, P. Q.
- 146 Chalk, Walter, 4591 Western Ave., Westm., P. Q.
- 147 Chapman, K. D'Arcy, MacDonald College, P. Q.
- 148 Chaskelson, Lilian, 214 Mance St., Montreal, P. Q.
- 149 Childs, Geraldine C., 478 Grosvener Ave., Westmount, P. Q.
- 150 Christie, Annie E., 4207 St. Catherine St., Westmount, P. Q.
- 151 Christie, Theodora, 708 Dorchester St., W. Montreal, P. Q.
- 152 Christie, David H., 93 Union Ave., Montreal, P. Q.
- 153 Christie, E. M., Shawbridge, P. Q.
- 154 Clarke, Edith M., 25 St. Famille St., Montreal, P. Q.
- 155 Clarke, Mary A. K., 93 Rouzel St., Montreal, P. Q.
- 156 Clarke, Maude, 32 Windsor Ave., Westmount, P. Q.
- 157 Clarke, Margaret J., 32 Windsor Ave., Westmount, P. Q.
- 158 Clarke, Fannie, 1927 Park Ave., Montreal, P. Q.
- 159 Cleland, Nettie, Hemmingford, P. Q.
- 160 Cleland, Cassie, Hemmingford, P. Q.
- 161 Clelland, C., 251 Oxford Ave., Westmount, P. Q.
- 162 Cliff, Helen K., 881 Wellington St., Montreal, P. Q.
- 163 Cliff, Elsie J., 881 Wellington St., Montreal, P. Q.
- 164 Cliff, Ethel G., 881 Wellington St., Montreal, P. Q.
- 165 Clouston, Jennie, 2193 Esplanade Ave., Mont., P. Q.
- 166 Cobleigh, Ina S., Sherbrooke, P. Q.
- 167 Cockfield, H. M., 33 Selkirk Ave., Montreal, P. Q.
- 168 Coffey, C., 1307 Logan St., Montreal, P. Q.
- 169 Collins, Margaret C., 683 Wellington St., Montreal, P. Q.
- 170 Colpitts, Raymond D., 1633 Hutchison St., Montreal, P. Q.
- 171 Connelley, M. Linda, 405A La Salle Road, Verdun, P. Q.
- 172 Converse, Clemmer, Barnston, P. Q.
- 173 Cooke, Winnifred M., Ste. Agathe des Monts, P. Q.
- 174 Cooke, Ethel B., Arundel, P. Q.

- 175 Cooke, E. M., 34 St. Luke St., Montreal, P. Q.
- 176 Cooke, M. E., 6 King Edward Apts., Mont., P. Q.
- 177 Coombe, Mary J., Bergerville, P. Q.
- 178 Copland, Isa M., 207 Papineau Ave., Mont., P. Q.
- 179 Corbett, J. Clyde, 50 Norwood Ave., Ahuntsic, P.Q.
- 180 Cornell, Greta M., 117 Arlington Ave., Westmount, P. Q.
- 181 Cornell, Ada C. L., 52 Rosemount Ave., West., P. Q.
- 182 Couper, Mary, 70 Souvenir Ave., Montrea, P. Q.
- 183 Cousins, Margaret V., 4934 Sherbrooke St., Westmount, P. Q.
- 184 Cousins, Florence A., 4934 Sherbrooke St., Westmount, P. Q.
- 185 Courser, O., 4921 St. Catherine St., Westmount, P. Q.
- 186 Cowan, E. J., 30 Vendome Ave., N.-D. de Grace, Westmount, P. Q.
- 187 Cowan, Bernice M., Cowansville, P. Q.
- 188 Cowling, C. H., 1578 Esplanade Ave., Mont., P. Q.
- 189 Cox, Edith M., 297 Charron St., Montreal, P. Q.
- 190 Cox, Mary, 297 Charron St., Montreal, P. Q.
- 191 Cox, Clara, 264 Durocher St., Montreal, P. Q.
- 192 Craig, Evelyn, 268 Bishop St., Montreal, P. Q.
- 193 Craig, Bessie, 268 Bishop St., Montreal, P. Q.
- 194 Crane, Mary D. E., Brownsburg, P. Q.
- 195 Craven, Mildred, 152 Grey Ave., Montreal, P. Q.
- 196 Crawford, Elva 100 Plymouth Grove, Mont., P. Q.
- 197 Crippen, Claudine E., 85 Hutchison St., Mont., P. Q.
- 198 Cromwell, Mabel, 287 St. Joseph Blvd., Mont., P. Q.
- 199 Cross, Winifred, 1A Tower Ave., Westmount, P. Q.
- 200 Cross, J. C., 151 Stanley St., Montreal, P. Q.
- 201 Cross E., 151 Stanley St., Montreal, P. Q.
- 202 Cruikshank, Dorothy S., 560 Lansdowne Ave., Westmount, P. Q.
- 203 Crutchfield, Lizzie M., Huntingdon, P. Q.
- 204 Crutchfield, Charles N., Huntingdon, P. Q.
- 205 Cunningham, Jessie L., 232 St. Martin St., Montreal, P. Q.

- 206 Cunningham, Irene, 2770 Hutchison St., Montreal, P. Q.
- 207 Cunningham, Henrietta M., 2231B Mance St., Montreal, P. Q.
- 208 Cunningham, I. M., Lachute, P. Q.
- 209 Curtis, H. H., 360 Kensington Ave., Westm., P. Q.
- 210 Dahms, L., Shawville, P. Q.
- 211 Daniels, Edith M., 2287 Mance St., Mont., P. Q.
- 212 Daniels, Alice L., 2287 Mance St., Mont., P. Q.
- 213 Dawes, Alberta, 100-34th. Ave., Lachine, P. Q.
- 214 Dawson, C., 660 Victoria Ave., Westmount, P. Q.
- 215 Davidson, Amy, North Hatley, P. Q.
- 216 Davidson, E. Jessie, North Hatley, P. Q.
- 217 Davies, N. C., 466 Victoria Ave., Westmount, P. Q.
- 218 Davis, Cora A., Lennexville, P. Q.
- 219 Davis, Charles J., Queen's School, Westmount, P. Q.
- 220 DeMay, Ethel, Moco River, P. Q.
- 221 Demers, A. M., St. Lambert, P. Q.
- 222 Dennis, Matilda S., 2459 Park Ave., Apts. 4, Montreal, P. Q.
- 223 Dennis, Selina E., 2459 Park Ave., Apts. 4, Montreal, P. Q.
- 224 Denovan, Helena, Pointe au chene, P. Q.
- 225 Denton, K. C., 542 Old Orchard Ave., Notre-Dame de Grace, Montreal, P. Q.
- 226 Derick, Carrie M., McGill University, Mont., P. Q.
- 227 DeWitt, Harriet L., 387 Durocher St., Mont., P. Q.
- 228 DeWitt, Abbie S., 387 Durocher St., Montreal, P. Q.
- 229 Dick, Thomas M., 718B Garnier St., Mont., P. Q.
- 230 Dick, Bessie H., 28 3rd. Ave., Nianville, Montreal, P. Q.
- 231 Dilworth, Mathilda, 317-20th. Ave., Lachine, P. Q.
- 232 Dinning, Anna, Bulwer, P. Q.
- 233 Dixon, Wellington, High School, University St., Montreal, P. Q.
- 234 Dixon, Lillian G., 1011 St. James St., Montreal, P. Q.
- 235 Doak, G. Lilian, Granby, P. Q.
- 236 Dodds, Agnes O., 81 St. Mark St., Montreal, P. Q.

- 237 Dormer, Wm. Geo., Magog, P. Q.
- 238 Douglas, Annie M., 229 Harvard Ave., Notre-Dame de Grace, Montreal, P. Q.
- 239 Douglas, Cedric S., 4 Fulton Ave., Sherbrooke, P.Q.
- 240 Douglas, Clara L., 501 Mt. Pleasant Ave., Westmount, P. Q.
- 241 Doull, Ethel M., 101 Workman St., Montreal, P. Q.
- 242 Dow, Josephine, 58 Metcalfe St., Montreal, P. Q.
- 243 Doyle, Sara M., 40 Wolseley Ave., Montreal West, P. Q.
- 244 Drennan, Christina, 127 Parl Ave., Montreal, P. Q.
- 245 Dresser, Amy, Richmond, P. Q.
- 246 Dresser, Alice, Hatley, P. Q.
- 247 Drysdale, A. May, 4160 Dorchester, St., Westmount, P. Q.
- 248 Drysdale, Ellen A., 4160 Dorchester St., Westmount, P. Q.
- 249 DuBois, H., St. Philippe de Chester, P. Q.
- 250 Dudgeon, Edith F., 98 Durocher St., Montreal, P.Q.
- 251 Duffett, Grace, 131 St. Anne St., Quebec, P. Q.
- 252 Duguid, L. Amelia, 518 Old Orchard Ave., Notre-Dame de Grace, P. Q.
- 253 Duncan, Éva, Sutton, P. Q.
- 254 Duncan, Irma W., 279 Gordon Ave., Verdun, P. Q.
- 255 Duncan, Olive, 137 Minto Ave., Notre-Dame de Grace, P. Q.
- 255 Duncan, Olive, 137 Minto Ave., cmfwypshrdlumfw
- 256 Dunkerley, C. F., Queber, P. Q.
- 257 Dunn, Euphemia, 107 Selby Ave., Westmount, P. Q.
- 258 Dunn, Dorothy I., 75 Troy Ave., Verdun, P. Q.
- 259 Duval, Isabel C., St. Johns, P. Q.
- 260 Duval, M. H., St. Johns, P. Q.
- 261 Dyar, Catherine G., 15 De l'Epee Ave., Montreal, P. Q.
- 262 Dyas, Charles R., 127 Drummond St., Mont., P. Q.
- 263 Dyke, Gladys E., 369 Lansdowne Ave., Westmount, P. Q.
- 264 Dyke, Millicent A., 369 Lansdowne Ave., Westmount, P. Q.

- 265 Eakin, Winnifred, 10 Ingleside Ave., Westmount,
P. Q.
- 266 Easterbrooke, F., 118 St. Matthew St., Mont., P. Q.
- 267 Echenberg, B., 1633 Hutchison St., Montreal, P. Q.
- 268 Echenberg, Rebecca, Sherbrooke, P. Q.
- 269 Edgar, George, 85 MacKay St., Montreal, P. Q.
- 170 Edwards, Agnes R., 49 Dufferin Ave., Sherbrooke,
P. Q.
- 271 Egan, Enid, 257 Durocher St., Montreal, P. Q.
- 272 Egg, Ethel L., 862 Tupper St., Montreal, P. Q.
- 273 Egg, Florence G., 862 Tupper St., Montreal, P. Q.
- 274 Elliott, Alberta R., Shawinigan Falls, P. Q.
- 275 Elliott, Gladys, Shawinigan Falls, P. Q.
- 276 Elliot, G. Elsie, Shawinigan Falls, P. Q.
- 277 Elliot, Elizabeth, 2435 Park Ave., Montreal, P. Q.
- 278 England, Grace M., 37 Brock Ave., Montreal West,
P. Q.
- 279 England, H. E., 17 De L'Epee Ave., Outremont,
P. Q.
- 280 England, Marion E., 126 Bishop St., Mont., P. Q.
- 281 England, Alice V., MacDonald College, P. Q.
- 282 Evans, Ada L., St. Johns, P. Q.
- 283 Everett, Beatrice, Lennoxville, P. Q.
- 284 Everett, Emily E., 4207 Dorchester St., West-
mount, P. Q.
- 285 Ewan, Robina B., 288 MacKay St., Montreal, P. Q.
- 286 Ewing, Isabel, 2459 Park Ave., Montreal, P. Q.
- 287 Ewing, Eleanor L., 2459 Park Ave., Montreal, P. Q.
- 288 Farnsworth, Mary E., 4 Mt. Royal Apts., St. Joseph
Blvd., Montreal, P. Q.
- 289 Farnsworth, Agnes S., 4 Mt. Royal Apts., St. Joseph
Blvd., Montreal, P. Q.
- 290 Fee, E., William Dawson School, Montreal, P. Q.
- 291 Feilde, Irene, 1023 St. Catherine St. W. Mont., P. Q.
- 292 Fetherstonhaugh, Edythe R., 210 Milton St., Mont-
real, P. Q.
- 293 Fetherstonhaugh, A. Marjorie, 210 Milton St.,
Montreal, P. Q.

- 294 Ferguson, Jean, 149 Ash Ave., Montreal, P. Q.
295 Ferguson, Isabel, 4473 St. Catherine St., Westmount, P. Q.
296 Field, M C., 42 La Salle Road, Verdun, P. Q.
297 Fielding, Annie, 19 Sussex Ave., Montreal, P. Q.
298 Findlay, Dorothy, 72 Somerville Ave., Westmount, P. Q.
299 Fineberg, Dora, 478 Henri Julius Ave., Mont., P. Q.
300 Fisher, Ethel M., Montreal, P. Q.
301 Fiskin, Margaret, 39 Metcalfe St., Montreal, P. Q.
302 Flaus, Evelyn, 122 Sherbrooke St. W., Mont., P. Q.
303 Fletcher, Annie E., 1298 Notre-Dame St., East, Montreal, P. Q.
304 Forbes, Janet R., 818 Dorchester S., Mont., P. Q.
305 Forster, David S., Strathcona Hall, Montreal, P. Q.
306 Forsyth, Florenhe E., 418 Manle St., Mont., P. Q.
307 Forsyth, E. J., 418 Mance St., Montreal, P. Q.
308 Fosburgh, Ethel E., 1615 Esplanade Ave., Montreal, P. Q.
309 Fowkes, Mary A., 855 Lorne Crescent, Westmount, P. Q.
310 Francis, Sara, 193 St. Famille St., Montreal, P. Q.
311 Francis, E. H., 193 St. Famille St., Montreal, P. Q.
312 Franklin, Rebecca, 1541 Esplanade Ave., Montreal, P. Q.
313 Fraser, Mabel G., 71 St. Cyrille St., Quebec, P. Q.
314 Freeze, Janet H., 25 Victoria Ave., St. Lambert, P. Q.
315 Fritz, Clara W., Clarenceville, P. Q.
316 Fullerton, Roy D., 331 Mance St., Montreal, P. Q.
317 Fultz, J. Emily, 103 Irvine Ave., Westmount, P. Q.
318 Galbraith, Jessie P., 144 Selby Ave., Westm., P. Q.
319 Galbraith, Bertha, Trenholm, (R.M.D.I.) P. Q.
320 Galbraith, Myrtle P., Sault au Recollet, P. Q.
321 Gale, Ethel L., 7 De Salaberry St., Quebec, P. Q.
322 Gammell, J., High School Montreal, P. Q.
323 Gardner, Mary A., 2647 Esplanade Ave., Montreal, P. Q.

- 324 Gass, Elsie, 23 St. Luke St., Montreal, P. Q.
325 Gibb, Margaret I. T., 131 Clandeboye Ave., Westmount, P. Q.
326 Gilbert, Jessie, Melbourn, P. Q.
327 Gilbert, Nellie F., 2526 Mance St., Montreal, P. Q.
328 Gilker, Adela R., 39 MacKay St., Montreal, P. Q.
329 Gilker, Mrs. D. H., 1026 Cote des Neiges Rd., Montreal, P. Q.
330 Gillean, A. Muriel, 464 Mt. Stephen Ave., Westmount, P. Q.
331 Gillelan, Muriel, 636 Lansdowne Ave., Mont., P. Q.
332 Gillespie, Winnie, Gould, P. Q.
333 Gillespie, Frances M., Place Sans-Bruit, Quebec,
334 Gilman, A. Luther, Cowansville, P. Q.
335 Gilman, Florence, 2706 Christophe colombe St., Montreal, P. Q.
336 Ginton, Helen E., 249 Fairmount Ave., Mont., P. Q.
337 Glass, M. Hope, 302 Grande Allee, Quebec, P. Q.
338 Glendinning, Maud. 2627 Park Ave., Mont., P. Q.
339 Goden, R. Josie, Montreal, P. Q.
340 Goff, Ruby S. G., Cookshire, P. Q.
341 Goldwater, J., Lachine, P. Q.
342 Goodechild, Marguerite, 55 Durocher Ave., P. Q.
343 Gordon, Sarah B., 455 Mance St., Montreal, P. Q.
344 Gorham, Edith, 181 MacKay St., Montreal, P. Q.
345 Gorham, Annie, 682A St. Antoine St., Mont., P. Q.
346 Gotto, Elizabeth V., 271 St. Joseph Blvd., Montreal, P. Q.
347 Graham, V. Madge, 13 Crescent St., Montreal, P. Q.
348 Graham, Beulah, 49 Wolseley Ave., Montreal, P. Q.
349 Graham, Olive C., Aubrey, Montreal, P. Q.
350 Grant, Agnes E., 1823 Mance St., Montreal, P. Q.
351 Grant, Bella, 3 Stanley Court Stanley St., Montreal, P. Q.
352 Grant, M., 3 Stanley Court Stanley St., Mont., P. Q.
353 Gray, Alberta, 12 Farley St., Hull, P. Q.
354 Greene, Mildred, 640 Grosvenor Ave., Westmount, P. Q.

- 355 Greer, Margaret A., St. Andrews East, P. Q.
356 Greer, Jemina, 4289 Dorchester St., Westmount, P. Q.
357 Griffith, E. A., 2127 Esplanade Ave., Mont., P. Q.
358 Griffith, E. A., 2127 Esplanade Ave., Mont., P. Q.
359 Griggs, Alice J., 14 Walton Ave., Sherbrooke, P. Q.
360 Grimes, Nellie M., 2143 Waverley St., Mont., P. Q.
361 Guillet, Jean E., 228 Addington Ave. Notre-Dame de Grace, Montreal, P. Q.
362 Hamilton, Jessie A., 204 Belgrave Ave., Montreal, P. Q.
363 Hamilton, A., 49 Wolseley Ave., Montreal, P. Q.
364 Hamilton, J. E., 1936 Mance St., Montreal, P. Q.
365 Hammond, Amy V., 56 Sherbrooke St., Mont., P. Q.
366 Hannington, Margaret, 25 Sherbrooke St., East, Montreal, P. Q.
367 Hankinson, Mary C. V., 1921 St. Urbain St., Montreal, P. Q.
368 Harlow, C. E., 171 Ann St., Montreal, P. Q.
369 Harper, Catherine, 235 Hutchison St., Mont., P. Q.
370 Harper, Grace B., 235 Hutchison St., Mont. P. Q.
371 Harris, Marjory D., 105 Mayfair Ave., Montreal, P. Q.
372 Harris, Winifred T., 105 Mayfair Ave., Montreal, P. Q.
373 Harrison, Marguerite, 1619 Mance St., Mont., P. Q.
374 Harrison, Lawrence, 411 Gordon Ave., Verdun, P.Q.
375 Harvey, Florence M., 226 La Salle Road, Montreal, P. Q.
376 Hastie, Muriel D. P., 1952 Mance St., Mont., P. Q.
377 Hatton, Dorothy, 317 St. Joseph Blvd., Mont., P. Q.
378 Hatton, F. E., 200 Mance St., Montreal, P. Q.
379 Haugh, Alberta, 2438 Esplanade Ave., Mont., P. Q.
380 Hawke, Helen C., Ste. Anne de Bellevue, P. Q.
381 Hawthorne, Grace, 488 Cavendish Ave. Notre-Dame de Grace, Montreal, P. Q.
382 Hawthorne, Jean M., Westmount, P. Q.
383 Hay, Margaret E., 812 Shuter St., Mont., P. Q.

- 384 Healy, Minnie L., Richmond, P. Q.
 385 Heath, M., Québec St., Sherbrooke, P. Q.
 386 Hecht, A., 237 Edward Charles St., Mont., P. Q.
 387 Hecht, F., 237 Edward Charles St., Montreal, P. Q.
 388 Hedges, Agnes J., Gault Institute Valleyfield, P. Q.
 389 Henderson, Gertrude M., 227 Fairmount Ave.,
 Montreal, P. Q.
 390 Hendrie, Lillian M., 23 "The Marlborough", Mont-
 real, P. Q.
 391 Hendry, Lily, 43 Chesterfield Ave., Montreal, P. Q.
 392 Henry, Marguerite, 108 Mance St., Montreal, P. Q.
 393 Henschel, Ella, 468 Durocher St., Montreal, P. Q.
 394 Hewitt, Beatrice, 421 Mance St., Montreal, P. Q.
 395 Hewson, Mona E., Clarenceville, P. Q.
 396 Hewton, Major R. J., Freleightsburg, P. Q.
 397 Hicks, E. Doreen, St. Lambert, P. Q.
 398 Higginson, M. Edith, Buckingham, P. Q.
 399 Hill, A. Kathryn, 1133 Rachel St., Montreal, P. Q.
 400 Hislop, Ruth C., 289 Hutchison St., Mont., P. Q.
 401 Hodge, Estella, St. Lambert, P. Q.
 402 Hodgins, Ernest W., Aylmer, P. Q.
 403 Hodgson, Ethel, 206 Prefontaine St., Mont., P. Q.
 404 Hills E., 1419 St. Denis St., Montreal, P. Q.
 405 Hodgson, Nellie E., 1095 Green Ave., Westmount,
 P. Q.
 406 Hole, Reginald J., 80-52nd. Ave., Lachine, P. Q.
 407 Holiday, Hilda B., 92 St. Famille St., Mont., P. Q.
 408 Holt, Walter V., 276 Pine Ave., Montreal, P. Q.
 409 Honey, H. P., 440 Mt. Stephen Ave., Mont.l P. Q.
 410 Honey, Zelia, 440 Mt. Stephen Ave., Mont., P. Q.
 411 Honeyman, H. A., Hull, P. Q.
 412 Hooker, Ruby M., 231 Mance St., Montreal, P. Q.
 413 Hopkins, M. C., Fairmount School, Montreal, P. Q.
 414 Howard, Florence G., 1954 Mance St., Mont., P. Q.
 415 Howe, Ralph. E., High School, Westmount, P. Q.
 416 Howell, A. M., 1932A De La Roche St., Mont-
 real, P. Q.
 417 Hudson, Elizabeth, 14 St. Jean Baptiste Ave., Ou-
 tremont, P. Q.

- 418 Hughes, Edith H., 502 Dorchester St., Westmount, P. Q.
- 419 Hull, Mary J., Box 43 Sutton, P. Q.
- 420 Hunter, Jessie M., 77 St. Mark St., Montreal, P. Q.
- 421 Hunter, Ruth, St. Andrews East, P. Q.
- 422 Hurst, Isabel M., 6 Welsh Apts. 55 Fort St., Montreal, P. Q.
- 423 Hurd, Hattie E., 287 St. Joseph Blvd., Mont., P. Q.
- 424 Hunter, J. H., Coaticook, P. Q.
- 425 Husbands, Muriel, 2438 Esplanade Ave., Montreal, P. Q.
- 426 Hutchison, Violet H., 4646 St. Catherine St., Westmount, P. Q.
- 427 Huxtable, M., 223 Esplanade Ave., Montreal, P. Q.
- 428 Hyde, Hazel M., 33 Church Ave., Verdun P. Q.
- 429 Idler, Muriel J., 863 University St., Mont., P. Q.
- 430 Ingham, H. W., Dunham, P. Q.
- 431 Inns, Marie, 22 St. Luke St., Montreal, P. Q.
- 432 Irving, Barbara, St. Lambert P. Q.
- 433 Irving, W. G., 16 Weredale Park, Westmount, P. Q.
- 434 Irwin, Elizabeth A., High School, Montreal, P. Q.
- 435 Jackson, Chas A., Lachine, P. Q.
- 436 Jackson, Constance, 40 Dauphine St., Quebec, P. Q.
- 437 James, A. D., 913 Tupper St., Montreal P. Q.
- 438 James Alice, 163 Hutchison St., Montreal, P. Q.
- 439 James, Agnes S., High School, Westmount, P. Q.
- 440 James, C. B., High School, Westmount, P. Q.
- 441 Johnson, Laura B., 30 Villeneuve St., Mont., P. Q.
- 442 Johnston, Jean, 939 Wellington St., Montreal, P. Q.
- 443 Johnston, Mary M., Huntingdon, P. Q.
- 444 Johnston, Bella K., Kingsey Falls, P. Q.
- 445 Jones, Henrietta, 623 Durocher St., Montreal, P. Q.
- 446 Jones, A. Ethel, 1018 Cadieux St., Montreal, P. Q.
- 447 Jones, Hazel, 708 St. Catherine Road, Outremont, P. Q.
- 448 Jones, H. R., 275 Querbes St., Montreal, P. Q.
- 449 Jones, Gladys H., 1741 Hitchison St., Apts. I, Montreal, P. Q.

- 450 Joss, Violet F., Lachute, P. Q.
451 Joss, Frances W., Montreal, P. Q.
452 Kay, J. H., 24 DeCourcelles St., St. Henri, P. Q.
453 Keddy, Lillian, 2234 Waverley St., Montreal, P. Q.
454 Keel, Marjorie A., 773 Shuter St., Montreal, P. Q.
455 Kelly, Georgina, Huntingdon, P. Q.
456 Kelly, Marjorie M., 56 Sherbrooke St., West, Montreal, P. Q.
457 Kelly, Jean M., 56 Sherbrooke St., West, Montreal, P. Q.
458 Kempffer, Gladys, 415 MacKay St., Montreal, P. Q.
459 Kenney, Caroline, 25 Ste. Famille St., Mont., P. Q.
460 Kent, Edith, 1901A De Chateaubrian Ave., Mont-
461 Kerr, Margaret, 55 Rozel St., Montreal, P. Q.
462 Kerr, Marion A., Kingsbury, P. Q.
463 Kerr, Lewna, North Gore, P. Q.
464 Kerr, Lillian E., Lachute, P. Q.
465 Killingbeck, A. Gwen, 2241 Waveriley Ave., Montreal, P. Q.
466 Kilton, Mabel S., 2103 Mance St., Montreal, P. Q.
467 Kinnear, Frances E., 147 Stanley St., Montreal, P. Q.
468 Kirkman, K., 228 MacKay St., Montreal, P. Q.
469 Kirkman, A., 228 MacKay St., Montreal, P. Q.
470 Kneeland, Stanley F., Richmond, P. Q.
471 Kneeland, Warren A., Strathearn School, Montreal, P. Q.
472 Kneen, Edith B., Montreal, P. Q.
473 Kneen, Grace A., 110 Mance St., Montreal, P. Q.
474 Kneen, L., 110 Mance St., Montreal, P. Q.
475 Kruse, F. A., MacDonald College, P. Q.
476 Kruse, B. E., 1053 Mt. Royal Ave., Montreal, P. Q.
477 Kydd, Frances A., St. Lambert, P. Q.
478 Laird, Prof. Sinclair, MacDonald College, P. Q.
479 Lamb, Grace J., 2647 Esplanade Ave., Mont., P. Q.
480 Lamb, Lily C., 269 Mountain St., Montreal, P. Q.
481 Lamb, Elvie, Granby, P. Q.
482 Lamb, W. S., 105 St. Anne At., Quebec, P. Q.
483 Lamb, Mrs. M. F., 857 Tupper St., Montreal, P. Q.

- 484 Lang, Jessie M., Aubry, P. Q.
485 Lang, Eleanor K., 2312 Mance St., Montreal, P. Q.
486 Lang, A. W., Ormstown, P. Q.
487 Lanskail, Helen G., 89 Fort St., Montreal, P. Q.
488 Lanskail, Catherine A. L., 89 Fort St., Mont., P. Q.
489 Ladd, W. H., Waterloo, P. Q.
490 Laughton, Minnie M., 957 Tupper St., Mont., P. Q.
491 Lariviere, R., 1742A Hutchison St., Montreal, P. Q.
492 Lathones, Emma C., 8 Paris St., Montreal P. Q.
493 Latimer, H. Eliz., 2218 Mance St., Montreal, P. Q.
494 Latimer, Theo., 2218 Mance St., Montreal, P. Q.
495 Lawless, L. E., Montreal, P. Q.
496 Laurie, Janet L., 398 Melrose Ave., Westmount,
P. Q.
497 Lawlor, Emma J., 520 Grosvenor Ave., West-
mount, P. Q.
498 Lawrence, P. W., 2257 Mance St., Montreal, P. Q.
499 Laws, Ellen F., 2195 Hutchison St., Montreal, P. Q.
500 Le Baron, Pauline M., 2438 Esplanade Ave., Mont-
real, P. Q.
501 LeDain, Frances K., 784 St. Urbain St., Mont-
real, P. Q.
502 Legallais, Edith M., 104-18th. Ave., Lachine, P. Q.
503 LeMaistre, Ida, 136 Stanley Ave., St. Lambert, P. Q.
504 LeMessurier, Isabella, 135 Hutchison St., Mont-
real, P. Q.
505 LeMesurier, Estella H., 53 Lachevrotiere St., Que-
bec, P. Q.
506 LeMesurier, Elga M., 53 Lachevrotiere St., Que-
bec, P. Q.
507 Letourneau, Maud F., 4320 St. Catherine St., Mont-
real, P. Q.
508 Levers, Florence, Marlow, Beauce Co., P. Q.
509 Libby, Ruth E., 153 Stanley St., Montreal, P. Q.
510 Lindop, B. A., 246 Oxford Ave., Notre-Dame de
Grace, P. Q.
511 Lindsay, Nora, 919 Tupper St., Montreal, P. Q.
512 Lindsay, Isabel, 919 Tupper St., Montreal, P. Q.

- 513 Lecke, Helen D., 15 Essex Ave., Montreal, P. Q.
 514 Lecke, M. I., 15 Essex Ave., Montreal, P. Q.
 515 Leckhart, Harry P., 2066 Waverley St., Montreal, P. Q.
 516 Lockhart, A. R. N., Sherbrooke, P. Q., Mont., P. Q.
 517 Legan, D. C., 2484 Park Ave., Montreal, P. Q.
 518 Lomer, Elsie M., 860 Lorne Srescent, Mont., P. Q.
 519 Longeway, Katharine R., 7 Lincoln Ave., Montreal, P. Q.
 520 Longeworth, Ethel C., 4509 St. Catherine St., Westmount, P. Q.
 521 Longeworth, Mabel E., 4509 St. Catherine St., Westmount, P. Q.
 522 Lowry, Winnie A., 2193 Esplanade Ave., Montreal, P. Q.
 523 Loynachan, Maud, 111 Lewis Ave., Westmount, P. Q.
 524 Luke, Emily J., 314 Metcalfe Ave., Montreal, P. Q.
 525 Lundie, Helen, 36 Fort St., Montreal, P. Q.
 526 Mabe, A. J., 1936 Mance St., Montreal, P. Q.
 527 Mabon, James, Prince Albert St., St. Henri, P. Q.
 528 MacAllister, Alice, Montreal, P. Q.
 529 MacArthur, Arch., 1280 Clarke St., Montreal, P. Q.
 530 MacCaskall, Margaret, 30 Vendome Ave., Notre-Dame de Grac, P. Q.
 531 MacCaskill, Ruth, Ayers Cliff, P. Q.
 532 MacDonald, Susan V., 23 Basset St., Mont., P. Q.
 533 MacDonald, Minnie C., 4216 Western Ave., Westmount, P. Q.
 534 MacDougall, Bessie, Valleyfield, P. Q.
 535 Mace, Alice K., 2316 Mance St., Montreal, P. Q.
 536 Macfarlane, Agnes C., 4275 Dorchester St., Westmount, P. Q.
 537 Macfarlane, Rhoda M., Chateauguay, P. Q.
 538 MacFarlane, Ellen, 75 Selby St., Montreal, P. Q.
 539 MacFarlane, Mary, 75 Selby St., Montreal, P. Q.
 540 Macfarlane, Gertrude, 4385 Western Ave., Westmount, P. Q.

- 541 Macfarlane, Annie, Bristol, P. Q.
542 Macfarlane, Elsie M., 1622 St. Urbain St., Montreal, P. Q.
543 Macfarlane, Janet R., Inverness, P. Q.
544 MacGibbon, Margaret E., 2336 Mance St., Montreal, P. Q.
545 MacGibbon, Margaret E., 2336 Mance St., Montreal, P. Q.
546 MacGregor, Jessie M., 129 Irvine Ave., Westmount, P. Q.
547 MacIntosh, Katherine M., Huntingdon, P. Q.
548 MacKay, Hattie L., Cookshire, P. Q.
549 MacKay, Margaret, 399 MacKay St., Mont., P. Q.
550 MacKay, Catherine B., R.D. No. 4, Sherbrooke, P. Q.
551 MacKenzie, John M., 32 Belmont St., Mont., P. Q.
552 MacKenzie, Marion O., Danville, P. Q.
553 MacKenzie, Catherine D., 20 Seymour Ave., Montreal, P. Q.
554 MacKenzie, Florence J., Montreal, P. Q.
555 MacKercher, Lottie, 156 Mance St., Mont., P. Q.
556 MacKinnon, Katie A., 234 Guy St., Montreal, P. Q.
557 MacKinnon, Annie M., 153 Stanley St., Mont., P. Q.
558 MacKinnon, Annie, Bourg Louis, P. Q.
559 MacLnight, Ina, 201 Park Ave., Montreal, P. Q.
560 MacLean D., 4585 Sherbrooke St., Westmount, P.Q.
561 MacLean, Herbert D., 53 Sherbrooke St., West, Motnreal, P. Q.
562 McLean, J., 2110 St. Urbain St., Montreal, P. Q.
563 MacLeay, Emma V., Apts. 4-2459 Park Ave., Montreal, P. Q.
564 MacLennan, Mary M. C., Chateauguay Basin, P. Q.
565 MacLennan, Jennie, 4076 Tupper St., Westmount, P. Q.
566 MacLeod, Dorethy J., 118 St. Matthew St., Montreal, P. Q.
567 MacLeod, A. E., Stanbridge East, P. Q.
568 MacMartin, Christina M., Apts. 3 Claremont Ave.,

- 569 MacMillan, Jas. B., Huntingdon, P. Q.
 570 MacMillan, Eva M., Granby, P. Q.
 571 MacNaughton, Annie, 5 William Davie St., Maisonneuve, P. Q.
 572 McNaughton, Robena, Howick, Station, P. Q.
 573 MacNeily, William, 591 University St., Mont., P. Q.
 574 MacSween, Florence R., 800 St. Urbain St., Montreal, P. Q.
 575 MacVicar, J. E., 2121 Hutchison St., Montreal, P. Q.
 576 MacVicar, Jane, Lachute, P. Q.
 577 MacWhirter, Mrs. Wm., New Richmond Centre, Bonaventure Co., P. Q.
 578 Maguire, Nita, 1 Basset St., Montreal, P. Q.
 579 Maguire, Sarah, Montreal, P. Q.
 580 Maither, Margaret J., 54 Selby Ave., Westmount, P. Q.
 581 Manning, Myrtle E., 414 Western Ave., Westmount, P. Q.
 582 Manson, Madge, 2627 Park Ave., Montreal, P. Q.
 583 Manson, Berith D., 5039 Sherbrooke St., West, Westmount, P. Q.
 584 Marsh, R. D., 502 Dorchester St., Montreal, P. Q.
 585 Marshall, Agnes, 786 St. Urbain St., Mont., P. Q.
 586 Marshall, Irene I., 143 Metcalfe St., Mont., P. Q.
 587 Marshall, Muriel R., 143 Metcalfe St., Montreal, P. Q.
 588 Marshall, Jean, 2665 Hutchison St., Mont., P. Q.
 589 Martin, Alice F., Montreal, P. Q.
 590 Martin, C. M., St. Telesphore, P. Q.
 591 Martin, Avis A., 34 LaViolette Ave., Three Rivers, P. Q.
 592 Mason, E. V., 1053 Dorien St., Montreal, P. Q.
 593 Massey-Bailey Eliz., 2282 Hutchison St., Outremont, P. Q.
 594 McBain, Alice R., 547 Dorchester St. W., Montreal, P. Q.
 595 McBurney, Chas., Lachute, P. Q.
 596 McBurney, Eliz., 50 Laporte Ave., Montreal, P. Q.

- 597 McCarthy, Catherine F., 413 Lansdowne Ave., Westmount, P. Q.
- 598 McCauliff, K., 158 Cote St. Antoine Road, Montreal, P. Q.
- 599 McCaw, Isabel C., Longueuil, P. Q.
- 600 McClarty, Beatrice A. M., 4832 Sherbrooke St., Westmount, P. Q.
- 601 McClatchie, J. Edith, Tetreautville, P. Q.
- 602 McConnell, Olive M., Box 377 Hull, P. Q.
- 603 McCoy, Emma C., 44 Souvenir Ave., Mont., P. Q.
- 604 McCoy, Anne L., 85 Mt. Royal Ave., Mont., P. Q.
- 605 McCoy, Harriet, 85 Mt. Royal Ave., Mont., P. Q.
- 606 McCredie, Agnes D., Shawville, P. Q.
- 607 McCutcheon, O. F., Leeds Village, P. Q.
- 608 McDonald, A. E., Cookshire, P. Q.
- 609 McDougall, Mary F. M., 951 Tupper St., Montreal, P. Q.
- 610 McFadden, Kate A., 10 Lansdowne Ave., Westmount, P. Q.
- 611 McFee, Julia, 164 Hutchison St., Montreal, P. Q.
- 612 McGarry, Allan A., 6 Ingleside Ave., Westmount, P. Q.
- 613 McGrandel, Agnes, Arundel, P. Q.
- 614 McGreer, Margaret, 51 Milton St., Mont., P. Q.
- 615 McGregor, E., 233 Durocher St., Montreal, P. Q.
- 616 McGuinness, Ethel F., 30 Vendome Ave., Montreal, P. Q.
- 617 McGuinness, Marion E., 30 Vendome Ave., Montreal, P. Q.
- 618 McIldowic I., 1115 Green Ave., Westmount, P. Q.
- 619 McIntosh, Lizzie L., 229A Hutchison St., Montreal, P. Q.
- 620 MacIntosh, D. S., 127 Drummond St., Mont., P. Q.
- 621 McIntosh, M. E., 61 Rosemount Ave., Westmount, P. Q.
- 622 McIntyre, Jessie F., 2459 Park Ave., Apts. 4, Montreal, P. Q.
- 623 McKell, Ethel M., Ormstown Station, P. Q.

- 624 McKenzie, Jessie, 196 Harvard Ave., Mont., P. Q.
 625 McKenzie, Lizzie C., 23 Winchester Ave., West-
 mount, P. Q.
 626 McKimmie, Margaret, Lachute, P. Q.
 627 McKinnon, Mary, Kimberley, P. Q.
 628 McLaren, Wm., High School, Montreal, P. Q.
 629 McLeay, Martina, Hatley, P. Q.
 630 McLellan, Mary E., 44 D'Artigny St., Quebec, P.Q.
 631 McLeod, Maud I., 812 Shuter St., Montreal, P. Q.
 632 McLeod, Isabel, 7 Albert Place, Westmount, P. Q.
 633 McLeod, Sadie, Montreal, P. Q.
 634 McLeod, M., 70 McGill College Ave., Montreal,
 P. Q.
 635 McMillan, Harriwt J., 172 Selby St., Westmount,
 P. Q.
 636 McNaughton, Marion A., 334 Grosvenor Ave.,
 Westmount, P. Q.
 637 McOuat, J. W., Lachute, P. Q.
 638 McPhee, Alex. M., Aberdeen School, Montreal
 West, P. Q.
 639 McQueen, Isabel, 220 Mance St., Montreal, P. Q.
 640 Mead, Olive M., 4273 Sherbrooke St., Westmount,
 P. Q.
 641 Mrritt, Nettie A., 1088 Greene Ave., Westmount,
 P. Q.
 642 Messenger, W. J., 15 Towers Ave., Westmount,
 P. Q.
 643 Milford, Bessie, 2438 Esplanade Ave., Montreal,
 P. Q.
 644 Millan, H., 32 Fort St., Montreal, P. Q.
 645 Millar, Margaret K., Montreal, P. Q.
 646 Miller, Clara, 1123 Bordeau St., Montreal, P. Q.
 647 Miller, Muriel A., Iberville, P. Q.
 648 Mills, J. Maks, Coaticook, P. Q.
 649 Mills, Annie E., East Angus, P. Q.
 650 Milne, Florence A., 2097 Clarke St., Mont., P. Q.
 651 Millwood, Elaine, 975 Tupper St., Montreal, P. Q.
 652 Mitchell, Mabel M., Lennoxville, P. Q.

- 653 Mitchell, S. M., Drummondville, P. Q.
654 Mitchell, Margaret, 415 MacKay St., Montreal,
P. Q.
655 Moe, Jessie C., Sherbrooke, P. Q.
656 Moe, Myrtle V., 275 Querbes St., Outremont, P. Q.
657 Moffat, Emma M., 56 Claire Fontaine St., Que-
bec, P. Q.
658 Moore, Amy M., 319 Esplanade Ave., Mont., P. Q.
659 Moore, Rowena, 319 Esplanade Ave., Mont., P. Q.
660 Moore, Edith V., 319 Esplanade Ave., Montreal,
P. Q.
661 Moore, Sophie W., 218 Prudhomme Ave., Notre-
Dame de Grace, P. Q.
662 Moore, Levi, Coaticook, P. Q.
663 Morison, Margaret I., 92 St. Mark St., Mont., P. Q.
664 Morrison, Mabel, M. J., 23 Stanley Court, Stanley
St. Montreal, P. Q.
665 Morrison, Mildred, Huberdeau, P. Q.
666 Morrison, Maud, Arundel, P. Q.
667 Morrison, L. Helen, MacDonald College, P. Q.
668 Morrison, M. Ida, Weir, P. Q.
669 Morrow, Edith, 500 Guy St., Montreal, P. Q.
670 Moss, Florence A., Montreal, P. Q.
671 Moss, Annie D., 27 Cherrier St., Montreal, P. Q.
672 Moss, Harriet F., 27 Cherrier St., Montreal, P. Q.
673 Mount, Winnifred, 33 Cote St. Antoine Road, West-
mount, P. Q.
674 Mount, B. Ruth, 33 Cote St. Antoine Road, West-
mount, P. Q.
675 Mountain, Esther, Quebec, P. Q.
676 Mowat, S. D., 8 Oldfield Ave., Apts. 4, Westmount,
P. Q.
677 Murchison, Hazel S., 2087 St. Urbain St., Mont-
real, P. Q.
678 Murdoch, Lillian M., Kensington, P. Q.
679 Murdoch, Margaret M., Dalesville, P. Q.
680 Muir, Christena, 2660 Esplanade Ave., Mont-
real, P. Q.

- 681 Muir, Elsie A., 1280 Clarke St., Montreal, P. Q.
- 682 Murray, Alice, 1578 Esplanade Ave., Mont., P. Q.
- 683 Murray, G. K., St. Johns, P. Q.
- 684 Nearne, Lizzie, 452 Claremont Ave., Westmount, P. Q.
- 685 Neil, Gladys L., 1015 Laurier Ave., Mont., P. Q.
- 686 Neill, E. Maud, 2548 Esplanade Ave., Mont., P. Q.
- 587 Nelson, Nellie J., 7 Albert Place, Westmount, P. Q.
- 688 Nesbitt, Jean Bte., 2385 St. Michel Road, Montreal, P. Q.
- 689 Niblock, Jessie E., 2512 Christophe Colombe St., Montreal,, P. Q.
- 690 Nichol, Mabel, Calumet, P. Q.
- 691 Nicholson, Christena E., 224 La Salle Road, Verdun, P. Q.
- 692 Nicholson, Flora M., 281 Old Orchard Ave., Notre-Dame de Grace, P. Q.
- 693 Nicholson, Edith S., Richmond, P. Q.
- 694 Nicholas, Albert P., Y. M. C. A. Central, Montreal, P. Q.
- 695 Nish, Mildred, 29 Quesnel St., Montreal, P. Q.
- 696 Nobick, Fannie, 1799 St. Urbain St., Mont., P. Q.
- 697 Noodley, Laura, 2335 Park Ave., Montreal, P. Q.
- 698 Norman, Charlotte, Montreal, P. Q.
- 699 Norris, Amy, 38 Ste. Famille St., Montreal, P. Q.
- 700 Norris, Grace B., 38 Ste. Famille St., Mont., P. Q.
- 701 Norris, E. L., 38 Ste. Famille St., Mont., P. Q.
- 702 Norris, Gwen M., 1363 Greene Ave., Westmount, P. Q.
- 703 Norris, Jessie M., 49 Wolseley Ave., Mont., P. Q.
- 704 Norris, Margaret E., 458 Claremont Ave., Westmount, P. Q.
- 705 Norris, Edith M., 458 Claremont Ave., Westmount, P. Q.
- 706 Nunns, J. E., 794 St. Urbain St., Montreal, P. Q.
- 707 Osborne, M. E., 36 St. Like St., Montreal, P. Q.
- 708 O'Brien, Alice H., 27 Cherrier St., Montreal, P. Q.

- 709 O'Dell, Grace, 854 Lorne Crescent Ave., Westmount, P. Q.
- 710 O'Grady, E. M., Coaticook, P. Q.
- 711 O'Grady, E. J., Coaticook, P. Q.
- 712 O'Meara, Kathleen, M. N., 1621 Hutchison St., Montreal, P. Q.
- 713 Olmstead, H. Frederica, 257 Mt. Royal Ave., Montreal, P. Q.
- 714 Page, Beulah I., Capelton, P. Q.
- 715 Palmer, Gertrude E., 1771 Mance St., Mont., P. Q.
- 716 Palmer, Ruth, 141 Villeneuve St. W., Mont., P. Q.
- 717 Palmer, Adele, 4509 St. Catherine St., Westmount, P. Q.
- 718 Parker, Edith M., 2225 Hutchison St., Mont., P. Q.
- 719 Parker, John, Leeds Village, P. Q.
- 720 Parker, H. B., 4644 St. Catherine St., Westmount, P. Q.
- 721 Parker, Edith F., Greenshield Ave., Montreal, P. Q.
- 722 Parkin, Charlotte, 871 Cadieux St., Montreal, P. Q.
- 723 Parmelee, Marian A., 58 Metcalfe St., Mont., P. Q.
- 724 Parmelee, Dr. G. W., Quebec, P. Q.
- 725 Parsons, May L., 117 St. James St., Montreal, P. Q.
- 726 Paton, Helen, Kensington School, Notre-Dame de Grace, P. Q.
- 727 Patterson, Edna R., 2336 Mance St., Mont., P. Q.
- 728 Patterson, Reginald A., 53 Sherbrooke St. West, Montreal, P. Q.
- 729 Patton, Isabella J., Trout River, Huntingdon, P. Q.
- 730 Patton, Evelyn R., 825 Victoria Ave., Mont., P. Q.
- 731 Patton, Brenda M., 2463 Hutchison St., Montreal, P. Q.
- 732 Pearson, Gertrude, Lennoxville, P. Q.
- 733 Pease, Agnes L., 4628 St. Catherine St., Montreal, P. Q.
- 734 Pendleburg, Margaret, 142 Selby Ave., Westmount, P. Q.
- 735 Pennington, Ethel, 15 Cleremont St., Mont., P. Q.

- 736 Percival, Dorothy, 649 Victoria Ave., Westmount, P. Q.
- 737 Percival, Eleanor S., 649 Victoria Ave., Westmount, P. Q.
- 738 Percival, Walter J., Cowansville, P. Q.
- 739 Perry, Isabella, 277 MacKay St., Montreal, P. Q.
- 740 Perry, J., 277 MacKay St., Montreal, P. Q.
- 741 Petts, Dorothy I., 4941 Western Ave., Westmount, P. Q.
- 742 Petts, Florence L., 4941 Western Ave., Westmount, P. Q.
- 743 Petts, Edythe, 4941 Western Ave., Westmount, P. Q.
- 744 Phillips, Flora E., R. F. D. No. 1, Cowansville, P. Q.
- 745 Pich?, E. H., Asbestos, P. Q.
- 746 Pickett, Laura J., 47 St. Mark St., Montreal, P. Q.
- 747 Pile, May, 511 Gordon St., Verdun, P. Q.
- 748 Pitman, S., 1957 St. Urbain St., Montreal, P. Q.
- 749 Plaisted, Gertrude M., 981 Tupper St., Mont., P. Q.
- 759 Planche, Winifred, Y. M. C. A., 502 Dorchester St., Montreal, P. Q.
- 751 Blayart, Clement E., Leeds Village, P. Q.
- 752 Pollock, Margaret, 223 Madison Ave., Notre Dame de Grace, P. Q.
- 753 Pollock, T. I., 131 Lewis Ave., Westmount, P. Q.
- 754 Pomfret, Bertha A., 502 Dorchester St., Montreal, P. Q.
- 755 Porter, Kathrine A. D., 2284 Mance St., Montreal, P. Q.
- 756 Porter, A. E. Vivian, New Ireland, P. Q.
- 757 Porter, Ora G., Granby, P. Q.
- 758 Posner, . A., 1600 Marquette St., Montreal, P. Q.
- 759 Pounds, Lillian C., 38 Lachevroti(re St., Quebec.
- 760 Powles, Annie B., 49 Rushbrooke St., Mont., P. Q.
- 761 Prather, Relma V., Apts. No. 1, 284 MacKay St., Montreal, P. Q.
- 762 Prescott, Alice, 502 Dorchester St., Montreal, P. Q.
- 763 Price, Mabel D., MacDonald College, P. Q.

- 764 Quigley, Evelyn, 45 Bruce Ave., Westmount, P. Q.
765 Quigley, Hazel, 176 Harvard Ave., Westmount,
P. Q.
766 Quigley, E., 176 Harvard Ave., Westmount, P. Q.
767 Hadley, Lola, 8-11th, Ave., Lachine, P. Q.
768 Radley, Bessie, 8-11th, Ave., Lachine, P. Q.
769 Radley, Edith, 8-11th, Ave., Lachine, P. Q.
770 Raguin, Rene E., Montreal, P. Q.
771 Ramsay, Alice Y., 1114 Greene Ave., Westmount,
P. Q.
772 Rawlinson, Edith, 106 Sherbrooke St. W., Mont-
real, P. Q.
773 Read, Elizabeth, 2049 Waverley St., Mont., P. Q.
774 Redfern, Margaret, 35A Boyer St., Montreal, P. Q.
775 Reed, Rachel G., 981 Tupper St., Montreal, P. Q.
776 Reed, Gladys B., 856 Tupper St., Montreal, P. Q.
777 Reed, Alice M., 856 Tupper St., Montreal, P. Q.
778 Reichling, Bessie G., 170 Mansfield St., Mont., P. Q.
779 Reichling, Bertha, 170 Mansfield St., Montreal,
P. Q.
780 Reid, Helen I. C., 109 Ste. Famille St., Mont., P. Q.
781 Reid, Bessie McaKy, 109 Ste. Famille St., Mont-
real, P. Q.
782 Reid, Chas. E., 49 Lincoln Ave., Montreal, P. Q.
783 Reid, E. J., Riviere aux Pins, Quebec, P. Q.
784 Reith, T. B., 406 McKay St., Montreal, P. Q.
785 Richard, Julia A., 2393 Mance St., Montreal, P. Q.
786 Rinter, Muriel A., Cowansville, P. Q.
787 Ritchie, Jean, 367 Oxford Ave., Montreal, P. Q.
788 Ritchie, Eva D., 367 Oxford Ave., Montreal, P. Q.
789 Richardson, Vera E., Box 23 St. Lambert, P. Q.
790 Robert, Frank A., 1579 Mance St., Montreal, P. Q.
791 Roberts, Violet H., 88 St. Matthew St., Mont., P. Q.
792 Roberts, Mrs. Annie, 109 Ste. Famille St., Mont-
real, P. Q.
793 Robertson, Helen B., Riverside Drive, Lachine, P. Q.
794 Robertson, Mary L., Riverside Drive, Lachine, P. Q.
795 Robertson, B., 43 St. Mark St., Montreal, P. Q.

- 796 Robertson, Ethel C., 383 Lansdowne Ave., Westmount, P. Q.
- 797 Robins, S. F., 1908 Clarke St., Montreal, P. Q.
- 798 Robinson, Margaret, 208 Bloomfield Ave., Outremont, P. Q.
- 799 Robinson, Helena M., 113 Ste. Famille St., Montreal, P. Q.
- 800 Robinson, Florence C., 113 Ste. Famille St. Montreal, P. Q.
- 801 Robinson, Hilda, 208 Bloomfield Ave., Outremont, P. Q.
- 802 Robinson, Lillian K., 430 Pie IX Ave., Mont., P. Q.
- 803 Robson, Edna E., 786 St. Urbain St., Mont., P. Q.
- 804 Rodger, Louise, 502 Dorchester St. W., Montreal, P. Q.
- 805 Rodhers, Julia E., 327 Wiseman Ave., Outremont, P. Q.
- 806 Rorke, Sarah W., 1979 Hutchison St., Mont., P. Q.
- 807 Ross, Shirley, 565 Mary Ann St., Montreal, P. Q.
- 808 Rothera, Dora, Granby, P. Q.
- 809 Rothney, Rev. W. O., MacDonald College, P. Q.
- 810 Roulston, Ida, 1058A Berri St., Montreal, P. Q.
- 811 Rowe, Beatrice, 29 Gillespie St., Sherbrooke, P. Q.
- 812 Ronald, Jessie, Lakefield, P. Q.
- 813 Rowat, M. Ina, St. Lambert, P. Q.
- 814 Rowland, James, 83A Coursol St., Montreal, P. Q.
- 815 Roy, Lena M., 5 Wm. David St., Maisonneuve, P. Q.
- 816 Roy, Aurore L., Sherbrooke, P. Q.
- 817 Roy, Lillian C. A., 283 St. Joseph Blvd., Montreal, P. Q.
- 818 Roy, Ethel A., Coaticook, P. Q.
- 819 Rubie, Katherine S., 56 Westminster Ave., Montreal, P. Q.
- 820 Runk, Eva J., 325 Victoria Ave., Westmount, P. Q.
- 821 Runk, Slbyl M., 325 Victoria Ave., Westmount, P. Q.
- 822 Runk, Lena S., 325 Victoria Ave., Westmount, P. Q.
- 823 Runnels, Florence, 901 Tupper St., Montreal, P. Q.
- 824 Russell, Freda A., 17 De L'Epee Ave., Mont., P. Q.

- 825 Russell, Edith A., 19 St. Matthew St., Mont., P. Q.
826 Russell, M., 19 St. Matthew St., Montreal, P. Q.
827 Richardson, Martha E., 415 Grosvenor Ave., Westmount, P. Q.
828 Ryan, Ruth, 19 St. Mark St., Montreal, P. Q.
829 Salter, Naomi A., 901 Tupper St., Montreal, P. Q.
830 Samson, M. L., 351 Edward Charles Ave., Montreal, P. Q.
831 Sangster, Mary M., Valleyfield, P. Q.
832 Savage, Mary E., Marlinton, P. Q.
833 Schayltz, J. W., High School, Westmount, P. Q.
834 Schoff, Emeline A., 2208 Waverley St., Montreal, P. Q.
835 Scott, Ruth G., 115 Hutchison St., Montreal, P. Q.
836 Scott, Edith M., 2042 St. Urbain St., Mont., P. Q.
837 Scott, Ida F., 950 Tupper St., Montreal, P. Q.
838 Scott, Pearl G., Scotstown, P. Q.
839 Scowcreft, Hilda, 2161 Waverley St., Montreal, P. Q.
840 Scowcreft, Janet, 2161 Waverley St., Mont., P. Q.
841 Seaman, A. W., 252 Beaconsfield Ave., Montreal, P. Q.
842 Sector, Mabel W., 734 Durocher St., Mont., P. Q.
843 Seeley, Lily S., 27 Esplanade Ave., Montreal, P. Q.
844 Seiveright, Catherine, Granby, P. Q.
845 Seiveright, Dorothy J., Sutton, P. Q.
846 Self, Mrs. Geo., Valleyfield, P. Q.
847 Seveigney, Elsa, 55 Montreal St., Sherbrooke, P. Q.
848 Sever, Hannah D., 125 St. Ann St., Quebec, P. Q.
849 Sever, Agnes Jane, 125 St. Ann St., Quebec, P. Q.
850 Seymour, Louise E., 141 Bayle St., Montreal, P. Q.
851 Shamper, Hannah, 28 St. Joseph Blvd., Montreal, P. Q.
852 Shaver, Agnes, 149 Laval Ave., Montreal, P. Q.
853 Shaw, Henrietta A., 357 Grosvenor Ave., Westmount, P. Q.
854 Shaw, S. Louise, 195 Mance St., Montreal, P. Q.
855 Shedrick, G., 2432 Esplanade Ave., Montreal, P. Q.

- 856 Shedrick H., 2432 Esplanade Ave., Montreal, P. Q.
 857 Shelton, Alice M., 2075 Hutchison St., Mont., P. Q.
 858 Short, Gertrude M., 2111 Wilson Ave., Notre Dame
 de Grace, P. Q.
 859 Short, Helena, Farnham, P. Q.
 860 Silver, H., Granby, P. Q.
 861 Silver, H. J., 36 Belmont St., Montreal, P. Q.
 862 Silverson, M. Ruby, Lachute, P. Q.
 863 Simpson, Mabel K., 375 Oxford Ave., Westmount,
 P. Q.
 864 Sinclair, Lydia A., 42 Ste. Famille St., Mont., P. Q.
 865 Skinner, Louis R., 333 Mance St., Montreal, P. Q.
 866 Sloane, S. F., Miss Derrick's School, Montreal, P.Q.
 867 Smardon, Alfreda, 322 MacKay St., Mont., P. Q.
 868 Smith, Jean, Chateauguay Basin, P. Q.
 869 Smith, Jennie E., 179 Bowen Ave., Sherbrooke, P.Q.
 870 Smith, Ada Helen, 2007 Mance St., Mont., P. Q.
 871 Smith, Edith, 1630 Mance St., Montreal, P. Q.
 872 Smith, Alice C., 1630 Mance St., Montreal, P. Q.
 873 Smith, Gertrude E., 1543 St. James St., Mont., P.Q.
 874 Smith, Janet, 101-9th, Ave., Lachine, P. Q.
 875 Smith, Kate G., 4125 Set Catherine St., Montreal,
 P. Q.
 876 Smith, Ethel M., 4918 Sherbrooke St., Westmount,
 P. Q.
 877 Smith, Ernest, 4918 Sherbrooke St., Westmount,
 P. Q.
 878 Smith, I. L., 281 MacKay St., Montreal, P. Q.
 879 Smith, C. MacKay, 288 MacKay St., Mont., P. Q.
 880 Smith, L. W., 428 Lansdowne Ave., Westmount,
 P. Q.
 881 Smith, Wm. H., 215B Mt. Royal Ave., West,
 mount, P. Q.
 882 Smith, Mavis B., 257 Mt. Royal Ave., W., Mont-
 883 Smith, M. Helen, 855 Lorne Crescent, Westmount,
 P. Q.
 884 Smith, Agnes, 7 York St., Westmount, P. Q.
 886 Smith, Ella L., High School, Westmount, P. Q.

- 886 Snider, Mrs. H. W., 703 Dorchester St., Montreal,
P. Q.
- 881 Snyder, Eva C., Richmond, P. Q.
- 888 Snodgrass, Mona, 39 Pich? St., Lachine, P. Q.
- 889 Soles, Estelle, 794 St. Urbain St., Montreal, P. Q.
- 890 Soles, Edith C. 794 St. Urbain St., Montreal, P. Q.
- 891 Sparling, Madeleine, 2611 Mance St., Mont., P. Q.
- 892 Spinney, F. A., 160 Sanguinet St., Montreal, P. Q.
- 893 Standinsh, Myrtle, 143 Metcalfe St., Mont., P. Q.
- 894 Standish, Jessie, 451 Esplanade Ave., Mont., P. Q.
- 895 Slack, Dorothy, 347 Kensington Ave., Westmount,
P. Q.
- 896 Stark, Jean I., 2438 Esplanade Ave., Mont., P. Q.
- 897 Starratt, Mary L., 201 Park Ave., Montreal, P. Q.
- 898 Steele, E. H., 1280 Clarke St., Montreal, P. Q.
- 899 Steere, Mary E., Brook St., Sherbrooke, P. Q.
- 900 Stephen, Fred. K., 270 Marcel Ave., Mont., P. Q.
- 901 Stevens, Georgie, 2007 Mance St., Montreal, P. Q.
- 902 Stevenson, Eliz. B., 2335 Park Ave., Mont., P. Q.
- 903 Stewart, Flora M., 2075 Hutchison St., Montreal,
P. Q.
- 904 Stewart, Mrs. J. M., 383 Gilford St., Mont., P. Q.
- 905 Stewart, Julina A., Morin Heights, P. Q.
- 906 Stewart, Mary, 2106 Clarke St., Montreal, P. Q.
- 907 Stewart, J. Gordon, 8 West End Ave., Outremont,
P. Q.
- 908 Stewart, C., 69 Clandeboye Ave., Westmount, P. Q.
- 909 Stewart, M. Agnes, 363 St. Antoine St., Montreal,
P. Q.
- 910 Mary A. R., 115 City Councillor St., Montreal,
P. Q.
- 911 Stuart, Ella J., 2183 Esplanade Ave., Mont., P. Q.
- 912 Stuart, Emma Q., Lacolle, P. Q.
- 913 Ewan, Annie B., 159-17th, Ave., Lachine, P. Q.
- 914 Tannahill, Tena M., Trout River, P. Q.
- 915 Tait, V. Olive, St. Laurent, P. Q.
- 916 Tait, Euphemia, 1927 Park Ave., Montreal, P. Q.
- 917 Tardif, M. Edith, 77 Ste. Famille St., Mont., P. Q.

- 918 Taylor, Eva E., Ste. Agathe des Monts, P. Q.
 919 Taylor, Ernest M., Knowlton, P. Q.
 920 Taylor, Flora, 218 Hutchison St., Montreal, P. Q.
 921 Taylor, Margaret, 107 Cote Road, Westmount,
 P. Q.
 922 Taylor, Helen H., Montreal, P. Q.
 923 Thomas, Bessie E., 739 Shuter St., Montreal, P. Q.
 924 Thompson, P. M., Abbotsford, P. Q.
 925 Thomson, Helen E., St. Jovite Station, P. Q.
 926 Thorp, May E., 34 St. Luke St., Montreal, P. Q.
 927 Tomalty, Gladys J., Louisa, P. Q.
 928 Tomkins, Amy E., 2284 Mance St., Montreal, P. Q.
 929 Traver, Mildred, R.M.D. No. 3, Mansonville, P.Q.
 930 Travers, Muriel J., 2335 Park Ave., Mont., P. Q.
 931 Tremaine, Lillie L., 12 Mt. Carmel St., Quebec,
 P. Q.
 932 Truax, Beryl, 82 Fort St., Montreal, P. Q.
 933 Trueman, Gladys J., Stanstead, P. Q.
 934 Tucker, Holly M., 2318 Esplanade Ave., Montreal,
 P. Q.
 935 Tucker, Haroldine M., 36 Lorne Ave., Mont., P.Q.
 936 Tupper, Nellie R., 2085 Mance St., Montreal, P. Q.
 937 Turfus, Eliz., 70 Coleraine St., Montreal, P. Q.
 938 Turner, Flora A., 90 City Councillor St., Montreal,
 P. Q.
 939 Turner, Beatrice D., 1918 Mance St., Mont., P. Q.
 940 Tyndale, Sarah, 16 Durocher St., Montreal, P. Q.
 941 Tyrrell, Clara, Thetford Mines, P. Q.
 942 Vandry, Mary O., Longueuil, P. Q.
 943 Van Vliet, M. Leonie, 50 London St., Sherbrooke,
 P. Q.
 944 Van Vliet, Leonora M., Lacolle, P. Q.
 945 Van Vliet, Jean L., Lacolle, P. Q.
 946 Van Vliet, Helen M., Shawinigan Falls, P. Q.
 947 Vibert, Ethel E., 1958 St. Denis St., Montreal, P.Q.
 948 Vincent, I. O., 2106 Park Ave., Montreal, P. Q.
 949 Vipond, F. M., Hudson, P. Q.
 950 Walker, Mabel G., Apts. No. 4, 1267 Bernard Ave.,
 Westmount, P. Q.

- 951 Walker, Jas., High School, Montreal, P. Q.
952 Walker, Gertrude, 55 St. Germain Blvd. St-Laurent, P. Q.
953 Wallace, Mabel L., 56 Sherbrooke St. W., Montreal, P. Q.
954 Wallace, Janet H., 58 Metcalfe St., Mont., P. Q.
955 Walsh, K. Eliz., 43 St. War St., Apts. No. 8, Montreal, P. Q.
956 Walsh, Gertrude E., Rivington, P. Q.
957 Walsh, W. Allen, 280 Clifton Ave., Montreal, P.Q.
958 Ward, Olive H., 61 Paris St., Montréal, P. Q.
959 Ward, Carrie F., Dorval, P. Q.
960 Warner, Lillie F., 232 Addington Ave., Notre Dame de Grace, P. Q.
961 Warriner, J. Eva, 681 Shuter St., Montreal, P. Q.
962 Wartman, Hazel J., 283 Prudsomme Ave., Notre-Dame de Grace, P. Q.
963 Wasfold, H. H., Westmount, P. Q.
964 Washer, Martha, 344 Rielle Ave., Verdun, P. Q.
965 Watson, Gladys B., 205 Elm Ave., Westmount, P. Q.
966 Weatherbie, John A., 43A-6th, Ave. Rosemount, Montreal, P. Q.
967 Weir, Alice, Rosedale Ave., Montreal, P. Q.
968 Weir, Jane, Rosedale Ave., Montreal, P. Q.
969 Wells, Hubert D., Valleyfield, P. Q.
970 Whiting, Grace H., 127 Abbot Ave., Westmount, P. Q.
971 Wiggins, S. E., 68 Rozel St., Montreal, P. Q.
972 Wilkinson, K., 2346 Esplanade Ave., Mont., P. Q.
973 Williams, Emma M., 2056 Esplanade Ave., Montreal, P. Q.
974 Willman, Vioelt J., 1233 DeLorimier Ave., Montreal, P. Q.
975 Wilson, Janet, 2269 Mance St., Montreal, P. Q.
976 Wilson, Margaret, High School, Montreal, P. Q.
977 Wilson, E. Louise, 85 Sherbrooke St., Mont., P. Q.

- 978 Wilson, Winifred E., 231 Elm Ave., Westmount, P. Q.
- 979 Wilson A. Muriel, 231 Elm Ave., Westmount, P.Q.
- 980 Wilson, A. F., Gatehurst, P. Q.
- 981 Wilson, Gertrude, 47 Fullum St., Montreal, P. Q.
- 982 Wilson, K., 47 Fullum St., Montreal, P. Q.
- 983 Windsor, Ruth, 2528 Mance St., Montreal, P. Q.
- 984 Windsor, Kate M., 2528 Mance St., Montreal, P.Q.
- 985 Winn, H. E., 36 St. Stanislas St., Quebec, P. Q.
- 986 Witter, Sylvia M., 8 Drummond St., Mont., P. Q.
- 987 Wood, Janet, 22 Durocher St., Montreal, P. Q.
- 988 Wood, Mary P., Maple Grove, P. Q.
- 989 Woodside, Charlotte W., Box 98 Lachine, P. Q.
- 990 Woodside, Violet E. L., 923 Tupper St., Montreal, P. Q.
- 991 Wright, Hilda N., 435 Elm Ave., Westmount, P.Q.
- 992 Wright, Helen, 435 Elm Ave., Westmount, P. Q.
- 993 Wright, Gladys E., 1432 Messier St., Mt. Royal Ave., Montreal, P. Q.
- 994 Wright, Elsie C., 1432 Messier St., Mt. Royal Ave., Montreal, P. Q.
- 995 Wright, Eleanor, 515 St. Denis St., Montreal, P.Q.
- 996 Yeats, Kathleen, 981 Tupper St., Montreal, P. Q.
- 997 Yeats, Gertrude L., 981 Tupper St., Montreal, P. Q.
- 998 Yendall, Isabel, 515 St. Denis St., Montreal, P. Q.
- 999 Yeomans, Frances M., 1741 Hutchison St., Montreal, P. Q.
- 1000 Young, Mary V., 13 Archibald St., Montreal, P. Q.
- 1001 Young, Maggie A., 57A Ste. Famille St., Montreal, P. Q.
- 1002 Young, Olive, Lachute, P. Q.
- 1003 Young, Clara L., 363 West Hill Ave., Notre-Dame de Grace, P. Q.
- 1004 Young, Catherine I., St. Chrysostome, P. Q.
- 1005 Young, Balla H., 415 MacKay St., Montreal, P. Q.
- 1006 Young, Edith A., High School, St. Johns, P. Q.
- 1007 Young, Mabel A., 1741 Hutchison St., Apts. No. 1, Montreal, P. Q.

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 THE LEAGUE OF THE EMPIRE

CANADIAN BRANCH

Toronto.

HON. PRESIDENT :

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 Toronto.

The League of the Empire offers two prizes of books value \$15. and \$10. for the two best poems on

The Battle of St. Julien or Some Incident Therein, written by a boy or girl of any secondary school, private or public, in Canada.

Conditions under which the award will be made :

1. Poem not to exceed eighty lines.
2. To be received by the Hon. Secy, of the League of the Empire Mrs. H. S. Strathy, 71 Queen's Park, Toronto, not later than May 1st, 1916.
3. Not more than two contributions will be accepted from any one school,—the two best contributions to be selected by the Principal of the school.
4. The writer will sign an assumed name at the end of the poem, and will send his or her name, address and school, in a separate envelope together with the assumed name, to the Hon. Secretary.
5. The judges of the poems will be :—
Principal Hutton, University College, Toronto.
Prof. Pelham Edgar, Victoria College, Toronto.
Prof. Malcolm Wallace, University College, Toronto.
6. The award will be announced by June 1st, 1916.

It is understood that the candidates will receive no personal assistance in writing their poems.

THE BOYS WHO LOSE PLACES.

A trade magazine gives a list of the boys who are the first to lose their situations in any well ordered house. Here are a few of them :

The exquisite young man who is schocked at the idea of soiling his hands by a little honest work.

The luxurious youth, who has twenty dollar a week tastes and habits and a ten dollar-a-week salary.

The young man who has'nt sense enough to do anything unless he is ordered to do it, and the young man who is always doing things contrary to orders.

The remarkable youth, who invariably knows what a customer wants better than he does himself.

The young man who is ignorant of the use of soap and water and hair brush and comb, and the young man

who is so wrapped up in the use of these that he has thought for little else.

The young man who wears flashy jewelry, exhales an odor of mush, wears wide stripes, daring cravats, violent checks and is generally "horsey."

Tho this may be added : The young man whoes lusterless eyes and soiled fingers proclaim him a cigarette smoker.—School Index.

A \$12,000,000 Brwery Company in the United States which recently passed into the hands of the receivers, assigned the cause for failure to "Decreased demand for beer, adverse legislation, and the voting 'dry' of many states and counties in the last eight years."

WHEN YOUR FEELINGS ARE OFFENDED.

To think about something else is the best and only sure cure for offended feelings. To think about the offence—its meanness of spirit and all its other ugly aspects—only adds to its sting and deepens our own suffering or anger. This hurts us and helps no one.

Eggs are not the only things that are given added life and power by being brooded over. If we want to enlarge and multiply everything unpleasant in that which has offended us, brooding over it will do it.

If we want to have done with it and get it out of our life as quickly as possible, to turn deliberately away from it and concentrate our thought and energy upon something else is our sure road to success.

"When anyone has offended me, I try to raise my soul so high that the offence cannot reach it," Descartes is credited with saying. But we cannot lift ourselves by mere will power. We can lose ourselves by devotion to something else, and thus we can lose the offence.—*Sunday School Times.*

FIRE RULES.

If every person strictly observed the following simple rules the great annual loss by forest fires would be reduced to a minimum.

1. Be sure your match is out before you throw it away.
2. Knock out your pipe ashes or throw your cigar or cigarette stump where there is nothing to catch fire.
3. Don't build a camp fire any larger than is absolutely necessary. Never leave it, even for a short time, without putting it OUT with water or earth.
4. Don't build a camp fire against a tree or a log. Build a small one where you can scrape away the needles, leaves or grass from all sides of it.
5. Don't build bonfires. The wind may rise at any time and start a fire which you cannot control.
6. If you discover a fire, put it out if possible ; if you can't, inform the nearest Forest Ranger or Fire Warden as quickly as you possibly can.

The Forestry Branch of the Dominion Department of the Interior reports that it has distributed over 25,264,000 trees for planting on farms and around dwellings in the Prairie Provinces. In 1913 alone, over 3,613,000 trees were sent out in this way.

SAP CUP BURIED IN TREE.

"I was cutting a large white pine, about three feet in diameter and 150 feet high, when about a third of the way through the ax went into what I thought was rot. The remainder of the cut was made with the saw. We then found the supposed unsoundness was in reality a cup cut into the tree when it was young, and subsequently overgrown with new wood. There were over eighty rings of new wood outside the cup and about seventy rings had been formed before the cup was made. It was undoubted-

ly Indian work as eighty years ago there were no white people in the district. The purpose of the cut must been to gather gum for the making and mending of canoes, etc. The place was the shore of an island in Lake Joseph in the Muskoka district, Ontario, Canada."—American Forestry.

To Lloyd George's slogan, "No drink for working men!" the Governor of Kansas has a parallel in his order, "No work for drinking men!" He has instructed the Civil Service Commission that all new applicants for positions under the State must be total abstainers, and those now holding places on the pay roll of Kansas, some three thousand men and women in all, must observe the same regulation. The use of liquor will be sufficient cause for dismissal. Sobriety is the best policy.

BIRDS OF PASSAGE AND THE WAR

The Scientific American is authority for the statement that the war is having a great influence on the birds throughout Europe, especially on the birds of passage. Last autumn the storks left Russia and Galicia a month earlier than usual; they were noticed in flocks of thirty to a hundred on their way through Austria, where they alighted on the roofs and chimneys of the houses to rest before continuing their journey south.

Other birds of passage have deserted their old routes of flight, and have chosen new air-roads along less disturbed regions. Both going and returning, these birds were observed in places where they were never seen before and were missed in the localities where battles were raging. In Luxemburg, where otherwise millions of birds congregate in the leafy forest, there are now scarcely any to be seen or heard. As an instance how the birds have deserted Luxemburg, a nature lover writes that "Whole oat fields have sprung up along the roads and in the market squares of the little towns and villages where the horses have been

fed as the cavalry passed through." This would never have been possible in other years, for then the birds would soon have pecked up every grain that fell to the ground.

The visitor watched the old angler who for some considerable time had been fishing without the slightest success.

"How are the fish in these parts?" at length asked the visitor.

"Well," replied the aged one grimly, "I really can't say. I've dropped them a line every day for a week, but I've got no reply yet."

SOME FACTS ABOUT DOGS.

The Chicago Medical Society considered rabies and its prevention the other evening. Doctor Lagorio, who has treated nearly six thousand cases of suspected nearly six thousand cases of suspected hydrophobia infection, characterized as "idiocy" the popular impression that dogs are more subject to rabies in hot weather; exactly the contrary is the fact.

Perhaps nailing that fact into the mind will help to remove the prevalent impression that "frothing at the mouth" is proof that a dog is "mad." The rabid dog does not "froth." The dog that does usually has some stomach trouble, or has been running hard, and shows it just as a hard-driven horse does.

Remembrance of this fact should prevent a lot of cruelty to sick, lost, tired and frightened dogs. When you see a dog "frothing at the mouth" don't yell for policemen and guns. Just let the poor beast alone, or try to get it into a quiet corner where it can lie down and rest. Then give it a dish of cold water and keep on letting it alone, and insist that your neighbors do likewise.—Chicago "Herald"

A SLAV PERIL ?

As proof that Slavic Russia is no mere self-nationality, but has world-wide sympathies, the late Curtis Guild of Boston, formerly American Ambassador at Petrograd, in

speaking to a Canadian club shortly before his sudden demise, instanced the scene in the great cathedral at Petrograd, at which he was present, when High Mass was celebrated for those who had perished in the Titanic disaster. There were no Russians amongst those who perished in that dreadful calamity ; the High Mass was for those who were lost, "without regard to race or religion." The great cathedral was crammed, and fourscore thousand people who could not find admittance filled the square on which the cathedral stands. It was a cold spring day, and the people in the open square stood during all the long service with heads uncovered. The preacher of the day declared that though no Russian subject had met his death in the loss of the Titanic, such a disaster should not be looked upon from a mere national standpoint, but as "an event in which all humanity should mourn together."

Mr. Guild added : "When an emperor can give an order for such a service to be held, and whenever the common mob in the street and in the cold show such true sympathy, is there any 'Slav peril' to be feared ?"

IT CAN BE DONE

Somebody said that it couldn't be done,
 But he, with a chuckle, replied
 That maybe it couldn't but he would be one
 Who wouldn't say so till he'd tried.
 So he buckled right in, with the trace of a grin
 On his face ; if he worried, he hid it.
 He started to sing as he tackled the thing
 That couldn't be done—and he did it.
 Somebody scoffed : 'O, you'll never do that ;
 At least, no one has ever done it.'
 But he took off his coat, and he took off his hat,
 And the first thing we knew he'd begun it.
 With a lift of his chin and a bit of a grin,
 Without any doubting or "quiddit,"
 He started to sing as he tackled the thing
 That couldn't be done—and he did it.

There are thousands to tell you it cannot be done;
There are thousands to prophesy failure,
There are thousands to point out to you, one by
one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Then take off your coat and go to it.
Just start in to sing as you tackle the thing
That 'cannot be done'—and you'll do it."

RESTLESSNESS

Restlessness is a desire to get away from self. It is a desperate effort to find satisfaction in outward things ; to avoid thought, to avoid meeting our own souls. It must not for one moment be confounded with that energy which results in great work, or in small work greatly done. There are people in the world who "have not a moment to spare" because they are spending thought, time, and life in some noble task. All honor to them ! But restlessness is an energy which creates nothing, which drains and empties the personality, which brings after it weariness and sadness, and shallow, whirling thoughts.—The Quiver.

This past summer vegetables were grown in over 200 plots of vacant land in Toronto in connection with the work of the Toronto Vacant Lots Cultivation Association. These plots cover an area of more than 25 acres, and it is expected that the value of the crops from them will be about \$7,500. The idea is to assist the city's poor by providing them with land in which they may grow vegetables to substantially help out their food supply both in the summer season and the winter. Owners of land not built on give the use of the ground, a small entrance fee is charged the amateur gardeners, and for this they are supplied with seed. A practical gardener gives advice and instruction.

UNCALCULATING COURTESY.

"Why did you do that?" a passenger on a street car asked a conductor, who—at cost of some inconvenience—had left his station at the door to carry a valise for a mother who held a baby in her arms. "If there were some officer of the company here to see your act, there would have been reason for it, but as I'm the only passenger, you have had your trouble for your pains."

"No, indeed!" was the reply. "If I hadn't helped her I would have felt mean the rest of the day."

"You mean to tell me he treats every customer like that?" a man said to an employer, whom he had been congratulating on a clerk whose genial ways had attracted him. "Then he is worth the twenty-five dollars a month extra you pay him."

One reason the young man was worth the extra twenty-five dollars was that he would have been just as courteous if he had not received a cent for it.—Adult B.C.

AN EDUCATION PAYS.

According to the following calculation made by the International Committee of the Y.M.C.A., it figures out "that every day's schooling is actually worth ten dollars" in cold cash :

Average yearly income of the educated man..	\$ 1,000
In forty years he earns	40,000
Average yearly income of the uneducated man..	450
In forty years he earns	18,000
\$40,000 minus \$18,000 equals	\$22,000

the difference in earnings between the educated and the uneducated man. This represents the value of an education. To obtain this education requires, say, 12 years' schooling of 9 months per year, or 2,160 we get approximately \$10, the value of each day's schooling and training.

The advantages of staying in school during the school years of from about 14 to 18 years of age have also been shown by the following figures :

The average boy who leaves public school at about 14 years of age and goes to work will earn at 14 about \$4. per week, at 18 about \$7, and at 25 about \$13, or a total of \$5,700 from 14 to 25 years of age. While the average boy who continues through the high school till he is about 18 years old will earn at 18 about \$10 per week, and at 25 about \$30 per week, or a total of \$7,350 from 18 to 25 years of age—that is, a total increase of \$1,650, or an increased annual income at the end of the 25th year, due to the value of the four years in high school, of \$884 per year. This is equivalent to an investment of \$17,680 at 5 p. c. If these figures come anywhere near the truth, an education, from a financial standpoint alone, even though there were nothing higher, would appear to be a splendid investment.

The sad thing is that most people come to realize this truth when it is too late. If there are any among East and West readers who are wavering over this matter they may well consider all these facts before coming to a final decision. And leaders and workers among boys and girls have here a fine opportunity to influence the boys and girls during the critical years, to stay with the seemingly slow and toilsome process of education rather than take the easy way out, of “leaving school” and “getting a job?”

CANOPUS AND THE SUN.

The sun travels in a great orbit about some larger body or a group of stars. An English astronomer, O. R. Walkeley, believes Canopus to be the central star about which our sun travels once in 6,950,000 years. Canopus is so far to the south that it is not seen by us at any time, but is seen by travellers first as they approach the equator from the north. It is the largest known star, being 1,350,000 times as great in mass as the sun. Canopus is 47,000 times as bright as the sun. It is 134 times as great in diameter. Sirius, the great dog star, is 1,000 times as large as the sun, and has been supposed by some authorities to be the star about which our sun with all its planets travels.

THE NECESSITY OF HIGH IDEALS

Some one visiting the studio of an artist observed some highly colored stones lying on his table. When asked why he had these stones always before him, the artist said it was to keep his eye up to tone.

For the same reason we need to keep before us always high ideals of life. Otherwise our minds are apt to drift away from the things that are best.—Selected.

A MANLY MAN

The world has room for the manly man with the spirit of
manly cheer ;
The world delights in the man who smiles when his eyes
keep back the tear ;
It loves the man who, when things go wrong, can take his
place and stand
With his face to the light and his eyes to the light, and toil
with a willing hand ;
The manly man is the country's need, and the moment's
need forsooth,
With a heart that beats to the pulsing tread of the lilled
leagues of truth ;
The world is his and it waits for him, and it leaps to hear
the ring
Of the blow he strikes, and the wheel he turns, and the
hammer he dares to swing ;
It likes the forward look in his face, the poise of his noble
head,
And the onward plunge of his tireless will and the sweep of
his dauntless tread !

The mayor of Petrograd gives the following testimony to the immediate effect of prohibition in Russia : "Our hospitals in Petrograd never used to have sufficient room for patients. At the present moment, in spite of the number of wounded soldiers, we have plenty of room for our patients, and statistics show a great decrease in sickness among the population."

DRAKE UP TO DATE

The morning of the day when Admiral Beatty's squadron won their famous fight in the North Sea, which resulted in the sinking of the *Blucher*, the Admiral was sitting in a dentist's chair in Edinburg, having a troublesome molar treated. In the course of the operation the dentist's telephone rang, and Sir David was called to the instrument, and informed that the German fleet was approaching the English coast.

The Admiral told the dentist he would come back later and have the treatment finished. The next moment he was in a motor car, a few minutes later in a motorboat, and in half an hour the *Lion* and her consorts were steaming out towards the North Sea.

Sir David soothed his aching tooth by battering the German battle-cruisers right across the North Sea. A few days later he was back in the Edinburgh dentist's chair, patiently enduring the finishing touches of the postponed operation.

The Associated College Newspaper Publishers, representing thirty-nine of the prominent college papers of the United States and Canada, at their recent convention at Columbia University, voted to bar all liquor advertising from their columns.

EASIER TO BARK THAN PULL

Down in Quebec Province, one often sees large dogs hitched up with a complete harness to small carts for the hauling of light loads. One day a boy had an outfit of this kind, but he was not making much progress, because his dog would stop to bark at every passer-by. But the boy was a philosopher and he said, "Don't mind the dog ; he is just barking for a rest. It is easier to bark than to pull this load."

It is easier to criticise than to take hold and help put things right. When people are unwilling to make any sacrifice for a good cause, they find the way out by finding fault with it. Those who will not lift a finger to ease the burden or to pull the load will stand back and criticise the one who is making a self-sacrificing attempt at it. It is easier to bark than to pull.

One of the largest car ferries ever constructed is that recently launched to carry freight cars over the 100-mile strait between Key West, Florida, and Havana, Cuba. This ferry has a carrying capacity of thirty freight cars, the weight of which will be carried on jacks, so that the trucks will be relieved from the added strain caused by the rolling of the vessel.

HITTING BACK.

It is a dangerous habit to cultivate. If some one charges you wrongfully or says mean things about you, it is so natural to conclude that the only way to straighten the matter out is to try and do the same kind of thing to him.

But how many times have we all found out that this business of trying to get even is a mighty poor one. Almost the universal testimony is that the very best thing to do when anyone throws anything at you that isn't coming to you is to shut your eyes tight and pretend you don't see it.

It may take a good deal of poise and self-control to do it. Your eyes may long to open themselves, and your fingers may itch to close themselves upon that missile, but if you can hold on to yourself, you will master a disagreeable situation in the only way it can be mastered.

Don't hit back. In the first place it is undignified, then it is foolish, very foolish. And, worst of all, it is unchristian. You can scarcely afford to be all those three things at once.—Ex.

Says Eric Fisher Wood, a Yale graduate, and expert observer, who has made personal study of conditions in the whole Western War area :

The British are the only troops in the war who shoot with any degree of excellence. Their marksmanship is so superior to the Germans that a British battalion of 1,100 men usually has a firing effect equal to that of a German regiment of nearly 3,000.

FRENCH ENTHUSIASM

A gentleman who was in the north of France during the early days of the war, declares a British weekly, happened to interview a French dignitary who proudly exhibited on his breast three brass letters, "R.F.A.," that had belonged to an English soldier.

Somewhat amused, the gentleman inquired whether he understood the full significance of the letters, namely, Royal Field Artillery.

The Frenchman was indignant.

"Eh bien, monsieur, que voulez-vous ?

C'est l'Entente Cordiale—*La Russie, La France, et L'Angleterre !*"

CHARITY.

The world-war has produced world-charity on a scale hitherto unknown. The total value of British contributions last year is estimated at \$125,000,000. If gifts from the British possessions are added, the amount will be nearer \$175,000,000. Australian contributions in money alone exceeded \$15,000,000. The Prince of Wales Fund for the year reached a total of \$27,500,000, and local contributions brought this up to \$40,000,000. The Belgian Relief Commission collected nearly \$10,000,000, and the "Times" Red Cross Fund brought in \$8,000,000.

Department of Public Instruction,

Quebec, Que.

November, 26th, 1916.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—

Principal Sir Wm. Peterson, K.C.M.G., LL.D., in the Chair ; the Rev. A. T. Love, B.A., D.D. ; the Hon. Sydney Fisher, B.A. ; W. M. Rowat, Esq., M.D., C.M. ; Prof. J. A. Dale, M.A. ; the Rev. Principal R. A. Parrock, M.A., D.C.L. ; Robt. Bickerdike, Esq., M.P. ; W. S. Bullock, Esq., M.L.A. ; The Right Rev. Lennox Williams, D.D., Lord Bishop of Quebec ; the Hon. W. G. Mitchell, K.C., M.L.A. ; the Rev. E. I. Rexford, D.C.L., LL.D. ; John Whyte, Esq. ; W. L. Shurtleff, Esq., K.C., LL.D. ; the Hon. Geo. Bryson, M.L.C. ; Chas. McBurney, Esq., B.A. ; Prof. Sinclair Laird, M.A. ; Miss Isabel E. Brittain, M.A., Teachers' Representative for the current year.

Apologies for absence were submitted from Sir Herbert Ames, K.B., LL.D. ; the Hon. Justice McCorkill, D. C.L. ; Messrs. G. J. Walker, Howard Murray, and Prof. A. W. Kneeland, M.A., B.C.L.

The minutes of the last meeting were read and confirmed.

The report of the sub-committee on Text-Books and Course of Study was read and considered clause by clause. The first clause recommending that Latin shall no longer be compulsory for entrance to the Model School class of the School for Teachers was not adopted, with the consequence that this subject remains compulsory as before. The following recommendations were adopted :—

I. That a list of text-books, suitable for school libraries, be prepared, classified in groups, costing not more than ten dollars each group, to comprise :—

- (a) Books of general interest ;
- (b) Books of special assistance to teachers.

II. That there be no examination paper in Nature Study and Elementary Agriculture in June 1916.

III. That no action be taken regarding the substitution of other books for the Royal Crown Phonic Primers whose publication has been delayed by war conditions.

It was moved by Professor Laird and seconded by Professor Dale and resolved that a sub-committee be appointed.

(a) To enquire into the present conditions of retailing and wholesaling of text-books with reference to the contracts entered into ;

(b) To enquire into the best mode of distribution through a clearing house, and

(c) To enquire into the comparative cost of text-books and to report on all these points at the next meeting
Messrs. Bickerdike, Shurtleff, Dale and Rexford were appointed on this committee, with Mr. Fisher as convener.

The Committee on Summer Schools and the Training of Teachers submitted a report which was considered clause by clause. The Committee recommended :—

I. That the Summer School at Lachute be continued for the summer of 1916, for the benefit of those who have already received a provisional diploma from this School, and for such additional candidates as the school may be able to accommodate, selected from those who have already had experience in teaching.

II. That the Summer School at Lachute be continued for the summer of 1917 for the benefit of those candidates who have already received the provisional diploma and desire to complete their course.

III. That in the year 1917-18 the course for the Elementary classes of Macdonald College be arranged in two terms ; one before Christmas and one after Christmas, each complete in itself, and that at the close of the

terms Elementary diplomas be issued to successful candidates.

It was moved by Dr. Rexford, seconded by Mr. McBurney that this report be adopted, and that the Committee on Summer Schools and the Training of Teachers be continued.—Carried.

It was agreed that the Superintendent be asked to appoint instructors as usual for the Lachute Summer School.

The Committee on School Leaving Examinations reported progress and submitted a scheme which was referred back to the Committee for consideration after conference with the University authorities.

The Secretary reported that Messrs. C. A. Adams, B.A., and Chas. McBurney, B.A., have successfully passed the examinations held in Montreal on the 19th of November inst., to qualify for the Inspector's Certificate. The Secretary was ordered to issue a first class certificate of qualification to each.

Principal Harrison submitted a memo asking for an increased Provincial grant to the School for Teachers. After some discussion it was resolved that a copy of the memo be sent to the Government for favorable consideration.

A memorial from the Montreal Presbytery regarding the course of study, the supervision of rural school grounds and consolidation, was read. The Secretary was instructed to thank the Presbytery for its interest in rural school problems, and to say that its recommendations are in general quite in harmony with the views and practice of the Committee.

Recommendations from the Provincial Association of Protestant Teachers, passed at the last convention, were read. Action was taken only on the resolution to memorialize the Protestant Committee to take the necessary steps to render women ratepayers, and the wives of ratepayers, eligible for election as members of school boards. This resolution was supported by the Montreal Local Council of Women in a separate communication

which was read by the Secretary. After discussion it was moved by Miss Brittain, seconded by Dr. Rexford.

That this Committee sympathizes with the general principle of the memorial from the Provincial Association of Protestant Teachers and refers the memorial to a sub-committee to consider the feasibility of the proposal under the special conditions surrounding educational work in this Province.—Carried.

A sub-committee consisting of Miss Brittain, Mr. Bullock and Dr. Rexford was then appointed.

Professor Dale reported that Kindergarten classes are still carried on in Montreal with an attendance this year of 13 seniors and 7 juniors, who are qualifying for assistants' certificates. He asked that a guarantee of \$500. be made by the Committee towards the expenses of these classes. His request was acceded to, and the Secretary was ordered to provide for the payment of what may be necessary within the limits mentioned above.

The Secretary reported that grave difficulties frequently occur in the Province because of the practice of admitting Roman Catholics to the School for Teachers. The diplomas they receive are not valid in schools of their own faith, and because of the fact that they are issued from a Protestant institution, Protestant school boards frequently engage the holders in error as to their religious faith. The Secretary recommended that the more logical practice on the Roman Catholic side, namely, that of granting diplomas or certificates to none but candidates of that faith be followed, *mutatis mutandis*. It was decided to hold the matter over for consideration at the approaching general revision of the regulations of the Committee.

The Secretary reported further that many requests were made from time to time for leave to make collections in the public schools for various philanthropic and patriotic objects, almost invariably deserving of sympathy and assistance. It was the policy of the Department to refuse permission, which would soon become worthless because of the frequency of the demands, but present conditions led the Department to ask whether this policy met the entire ap-

proval of the Committee, as it does of the Roman Catholic Committee as shown in its regulations. The reply was in the affirmative.

Mr. Bryson enquired whether the order of the Committee that all schools should fly the British flag during school hours was generally complied with. The Secretary being unable to give a definite reply, it was ordered that a report from the Inspectors on this subject be made at the end of the year for the information of the Committee.

The following financial statement was submitted :—

1914-1915

RECEIPTS.

Balance on Hand	\$ 3,495 30
Unexpended balances	5,288 60
Special vote for contingencies	1,500 00
Interest on Savings Account	142 13
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	\$10,426 03

EXPENDITURES

John Parker, June examinations	\$ 2,226 43
Expenses of members to attend C.Bd. Meetings	253 25
Renouf & Co., Primers School Method	81 30
T. J. Moore & Co., Primers School Method.. . . .	33 75
Chronicle Printing Co.,	48 00
Telegraph Printing Co.	63 45
Expenses of delegates to attend Round	
Table Conference on Agriculture	20 55
Lea E. Tanner, services to Committee	215 00
John Parker, travelling expenses to attend sub- committee meetings of Prot. Com.	97 00
G. W. Parmelee, travelling & office expenses.. . . .	72 00
G. W. Parmelee, bonus for leave of absence.. . . .	750 00

Rev. A. T. Love, Teachers' Training Committee meeting	21 50
G. W. Parmelee, one year's salary Sec. Central Board and Protestant Committee	900 00
Wm. Reid, filling diplomas and certificates ..	65 00
Eliz. A. Irwin, Treas. Prov. Association Protestant Teachers	200 00
Refund to Superintendent Public Instruction to balance expenses of French Specialists' Account	72 37
Balance on Hand	5,266 43
	<hr/>
	\$10,426 03

SPECIAL ACCOUNT

Interest on Marriage License Fund	\$ 1,400 00
Interest on Jesuits' Estate Settlement Fund..	2,518 44
	<hr/>
	\$ 3,918 44

CONTRA

Transfer to the Superintendent of Public Instruction	\$ 3,918 44
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Audited and found correct,

(Signed) A. T. LOVE,
22nd December, 1915

The meeting then adjourned to Friday, February 25th, at ten a. m., unless called earlier by the Chairman.

(Signed) G. W. Parmelee,
Secretary.

Elson I. Rexford,
Acting Chairman.

