McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
OFFICE OF THE DEAN

January 3rd, 1926.

Sir Arthur Currie, G.C.M.G.,

Principal,

McGill University.

My dear Principal,

Forgive me for not reporting to you at an earlier date upon the problems taken up at the meeting between representatives of the Protestant Committee of the Council of Public Instruction and ourselves, held in your office recently. The fact is that I was not able to give any sufficient thought to these problems before the short vacation. I now wish, however, to submit the following notes for your information, and the information of all parties interested.

The representatives of the Committee are asking us for the very utmost that any College could be expected to achieve without interfering unduly with the work which every College of the premier class is expected to do at the present time for the preparation of students for professions and occupations other than the teaching profession. To offer two years of training in all the foundational subjects of a High School curriculum in a small school, two further years of training in special branches for the training of teachers in the larger and better equipped schools, and an adequate complement of Professional training in the Theory and Practice of education, all within the limits of four years of University study is the

maximum that any institution could possibly be expected to undertake successfully. I do not think that McGill College can undertake so much as this, but I am convinced on the other hand, that we can do vastly more than we have been doing, and I may add that the suggestions offered by the representatives of the Committee seem to me to point definitely in the right direction. I am sure, too, that these suggestions will be cordially received by the whole teaching staff of the College. One or two preliminary suggestions may be necessary.

If the course of study for the training of teachers at the University be made too rigid and exacting, it may only have the effect of greatly reducing the number of creditable candidates for teaching positions and so defeat its own object. This is always a danger where freedom of interest is unduly sacrificed.

It must always be assumed that local School Boards are capable of selecting their teachers with some reasonable degree of intelligence and care. The certificates and diplomas carried by licensed teachers should therefore show in some detail the subjects which each applicant for a position is probably able to teach and how successfully.

It must also be assumed, I suggest, that teachers are to some extent willing and able to improve by self-study their knowledge of subjects in which their previous training has been inadequate. Indeed any University graduate who has acquired habits of thoroughness and care, especially in fundamental subjects, such, for example, as Latin and Mathematics, ought to be able to apply these same methods and habits to the study of other subjects to a sufficient extent to carry pupils as far as Junior Matriculation. Much more depends upon a few instrumental

subjects done well than upon a large number of subjects done in a ragged and imperfect manner.

The scheme I have outlined hereafter is designed wholly from the point of view of McGill College and our present organization, and is intended to show how far we can go in the direction indicated by the Committee. Stated from the point of view of the schools the whole scheme may perhaps be summed up in the following formula.

University Graduates; Candidates for High School Teaching certificates in the Province shall inter alia show University credits in the following subjects, viz., one year in History, Mathematics, Physics and Chemistry or Biology, a second year in either Mathematics or Physics, and two years in Latin, English and French or Greek. They shall also show three full courses of University study in the Theory and Practice of Education, or its equivalent in Normal School Training, or successful teaching experience. A full course of study shall mean two or three hours of lectures each week, with the usual complement of Laboratory practice in scientific subjects, during a University year of not less than eight (8) months duration.

If this formula is substantially adopted, the College would be able, with our present arrangements and facilities, to put it into operation in the following manner.

Diploma with the Degree of B.A.

The Requirements for this Diploma shall be as follows:-

In the First Year: Latin, English, Mathematics, French or Greek, History and Physics.

In the Second Year: Latin, English, Mathematics or Physics, French or Greek, (continued) and Chemistry or Biology.

In the Third Year: Any three of the above subjects continued, one of which shall be a language other than English, and an additional class in Education or Psychology, or a double Honour Course in the Department of Education and any one of the above subjects.

In the Fourth Year: Any two of the three continuation subjects taken in the third year, and two classes from the Department of Education of which one shall be a class in School Management and Methods, or the Double Honour Course taken in the Third Year continued.

Diploma with the Degree of M.A.

The Requirements for this Diploma shall be as follows:-

(a) The general course outlined above for the Diploma with the degree of B.A. except that regular subjects shall be taken instead of the Honour classes and classes in Education, or, (b) a B.A. degree with a First or Second class Honour Course, either single or double, in any of the following departments, viz., Classics, English, History, Romance Languages, Germanic Languages, Mathematics, Physics, Chemistry, Biology, or Psychology and (c) one full year of resident graduate study in the Department of Education.

Diploma with the Degree of M.Sc.

The Requirements of this Diploma shall be as follows:-

(a) A B.Sc. degree with or without Honours, and,

(b) one full year of resident graduate study in the Department of Education.

Suggestions for Discussion.

The Diploma with the Degree of B.A. is intended for general teaching purposes in the High Schools, the Diploma with the Degree of M.A. for teachers of special subjects in the larger High Schools, and the Diploma with the degree of M.Sc. for special teachers in scientific subjects in the larger High Schools, adequately equipped to do creditable work in science. The Diploma in each case will note on the face thereof that it is given with the degree of B.A., M.A., or M.Sc., as the case may be, from McGill University.

It is impossible to design a single certificate covering all the classes of teachers required in secondary education wihtout making the required training in fundamental subjects too feeble. Possibly the Department of Education might grant a Diploma with the subjects of the High School curriculum stated on the margin or back, and then star or underline these subjects to show, (a) the subjects which the holder was specially prepared to teach, (b) the subjects which the holder could teach well, and, (c) the subjects which the holder might teach if required to do so. At least three years of University training would be required for class (a), two years for class (b), and one year for class (c).

Scholars who follow the above course for the B.A. degree will cover approximately two years in five subjects, three years in three subjects, and four years in two subjects, and it is not possible to do more than this amount well and leave sufficient time for the complement of work necessary in the Theory and Practice of Education. All the Academic subjects will, however, be foundational in any High School Curriculum.

Work in the University Departments of Philosophy, Political Science, Economics, Sociology and Oriental Languages is not taken into account as special students in these Departments do not, as a rule, have the necessary personal interests or preparation to become adequate teachers to the Secondary Schools. These subjects are meant for other kinds of ambition.

Students in the B.A. course are allowed an option in the second year between Mathematics and Physics because a University student who has covered two years in one of these subjects and one year in the other may possibly, with a little self-study, be able to teach both of them in the weaker High Schools.

Greek is made an option with French, because to deny this option would virtually mean to prohibit the teaching of Greek in the Schools and this would be almost fatal. Greek is just as foundational to the study of Latin and other languages, and Literatures, as Mathematics is to the further study of the Sciences. It is a noticeable fact that just as the schools have steadily reduced the requirements in Greek and Mathematics, the work of the schools and Universities has continued to grow steadily more and more ragged and untidy in all branches of study. Only a few will elect the Greek option, but these are necessary.

Yours very sincerely,

Geo A. MacKay

Dean.

Copy for the information of: Sir Arthur Currie.

Dr. E. I. Rexford,
Diocesan Theological College,
743 University Street,
MONTREAL, Que.

Dear Dr. Rexford:

I received your letter of Jan. 25, 1926, asking for more details in reference to the Education Courses at McGill University.

The courses and the hours at which they are given are outlined in the University calendar. The topics and prescribed books were mentioned in a report which I sent to Dr. Parmelee and yourself in December 1924.

However, in order to make the matter quite clear, I give herewith the details as clearly as may be done in writing.

I. Education Course I:

(a) This course is taken in the third year. The class meets on Mondays, Wednesdays and Fridays from October to January.

(b) Subjects included in Course I:

1. Principles of Education
2. Psychology of Teaching
3. History of Education

(c) Prescribed books for this course are as follows:

"Education" by Thorndike; published by Macmillan Co.;
"Introduction to Scientific Study of Education" by Judd, published by Ginn & Co.;
"Experimental Education" by Rusk, published by Longmans Green & Co.;
"Principles of Education" by Chapman & Counts, published by Houghton Mifflin Co.;
"Principles of Secondary Education" by Inglis, published by Houghton Mifflin Co. (only Parts I & II of this book are taken in Course I. This means up to and including page 384);

"Brief History of Education" by Cubberley, published by Houghton Mifflin Co.

Examination includes not only the topics discussed in the lectures but the subject matter in these books a knowledge of which students are held responsible for.

This course is a pre-requisite for Course II, and is also a pre-requisite for Practice Teaching which begins in September between the third and fourth years.

II. Education Course II:

(a) This course is taken in the fourth year. It meets three times a week on Mondays, Wednesdays and Fridays from January to April, and is taken in the second term.

(b) Subjects included in Course II:

1. Methods of Teaching:
   (a) Principles of general method.
   (b) Special methods in elementary subjects.
   (c) Special methods in high school subjects

2. School and Class Management:
   (a) School administration, and school law and regulations of the Province of Quebec.
   (b) Class management and discipline.

(c) Prescribed books for this course are as follows:

"Principles of Secondary Education" by Inglis (Section III, from page 384 to end); published by Houghton Mifflin Co.
"Introduction to High School Teaching" by Colvin, published by Macmillan Co.
"Methods of Teaching in High Schools" by Parker, published by Ginn & Co.
"Teaching the Common Branches" by Charters, published by Houghton Mifflin Co.
"Teaching Poetry in the Grades" by Halliburton & Smith, published by Houghton Mifflin Co.
"Educational Measurements and the Classroom Teacher" by Gilliland & Jordan, published by Century Co.
"Administration and Supervision of the High School" by Johnson, published by Ginn & Co.

and for reference on special topics:

"Principles and Practice of Teaching and Class Management" by Landon, published by Meiklejohn & Holden.
"School Law and Regulations of the Province of Quebec" edited by Dr. Parmelee.
"Directed Observation and Supervised Teaching" by Blackhurst, published by Ginn & Co.

Examination questions are set on the subject matter of these books as well as on the lectures. Students are held responsible for a knowledge of the contents of the first seven books of the above list.

III. Methods of Teaching French, Music and Drawing:

These classes are held on Tuesday afternoons in Montreal High School and are given by Mr. R. Raguin, Mr. G. A. Stanton and Miss C. Stewart, lecturers paid by the University to do this work. Each lecture lasts for one hour and the classes are held from 2.45 p.m. to 5.45 p.m. every Tuesday commencing in October and continuing until March.

Approximately twenty hours are devoted to each of these subjects.

IV. Practice Teaching:

Fifty half-days of Practice Teaching and Criticism Lessons are provided for McGill students in the fourth year:

(a) Thirty half-days during September preceding the fourth year, and
(b) about twenty-five half-days in May and June after the end of the fourth year.

You will thus observe that the work in the fourth year is really very heavy.

From time to time I have consulted students about the burden of their work and have come to the conclusion, which I think is supported by all the facts, that no further addition can be made to the work in Education or to the requirements for a high school diploma while the diploma remains as an assignment for under-graduates. It must be remembered that, according to the University requirements, honors students must take these Education classes as an extra. Each Education Course (Course I & II) counts as a half course degree subject only for those students who take an ~~honors~~ ordinary B.A.

Each Education Course meets for the same number of times as ~~~~ prescribed for other University courses, namely, three lectures a week.

I understood that before making a report your Sub-Committee, of which you are the Convenor, would have a conference with the authorities of McGill University as there are certain questions which we would like to have decided from both points of view:

(1) Should the professional training for high school diplomas require an extra year after graduation?

(2) Do conditions in Quebec require the maintenance of the present system of including professional training in the last two years of the Arts course?

(3) Should special general courses for a B.A. degree be recommended to intending teachers?

I had hoped that your Committee would have a meeting with Sir Arthur Currie and some of the McGill staff in connection with these questions before your report is issued.

Yours faithfully,

B.

Dean, School for Teachers
Macdonald College,
Professor of Education,
McGill University.

MACDONALD COLLEGE

RAILWAY STATIONS, EXPRESS AND TELEGRAPH OFFICES:
STE. ANNE DE BELLEVUE, QUE.

POST OFFICE:
MACDONALD COLLEGE, QUE., CANADA

SCHOOL FOR TEACHERS
OFFICE OF THE DEAN

January 27, 1926.

Sir Arthur Currie,
Principal, McGill University,
Montreal, Que.

Dear Sir Arthur:

I enclose herewith for your information a copy of a letter I have just sent to Dr. E. I. Rexford in connection with High School Diplomas and the courses at McGill University given at present, and which cover all the requirements laid down by the regulations and also by the Central Board of Examiners.

In the last sentence of his letter he says"this will help us in deciding upon the terms of our report." This makes me feel that he is making a report without having the conference which I had supposed to have been arranged. I am, therefore, suggesting that to him and sending you also a copy of the letter so that you may have both before you.

Yours faithfully,

J. Maclaurin

B. Dean.

Copy for the information of: Sir Arthur Currie.

Montreal
Diocesan Theological College.

January 25th, 1926.

743 University Street

Sinclair Laird, Esq.,
Dean of School for Teachers,
Macdonald College,
Que.

Dear Dean Laird:-

The Sub-committee on High School Diplomas has been considering the professional courses provided for this purpose at McGill and Lennoxville. In order to help us in our investigation we would like a little more detail in reference to the course offered for professional training at McGill. Would you kindly let me have a statement of the hours and weeks covered by each of the courses which you are providing in the 3rd and 4th years Arts Course in the theory and practise of education. This will help us in deciding upon the terms of our report.

I remain,

Yours faithfully,

ELSON I. REXFORD,

Convenor of Sub-Committee.

COPY

McGill University

Faculty of Arts

Dean's Office

January 27, 1926.

Principal E.I. Rexford,
Diocesan Theological College,
743 University Street,
Montreal.

My dear Dr. Rexford,

I have received your letter of the 25th instant in which you set down three questions for me to answer, and to these questions I wish to reply as follows.

I have been urging with emphasis for some time past the obvious necessity of making a full time appointment to the Chair of Education in McGill University, and I shall continue to do so in the future. Just what the Board of Governors are prepared to do and when, however, I am at present unable to predict.

It would not only be possible but highly desirable, if an appointment were made, to offer a full course of study in Education during the third and fourth years which students, intending to follow the teaching profession afterwards, might associate with the academic subjects in which they are most interested and which they expect to teach after they have received their degrees. It would also be quite possible to offer these courses of study for one year after graduation to all students who might wish to follow the subject of Education for their Master's degree, having devoted the whole of their undergraduate work to their academic studies. I have advocated this policy for the preparation of advanced teachers not only in this province

COPY

E.I.Rexford, 2.

but in other Canadian provinces. With an amply equipped Department of Psychology such as we shall have after the completion of the new building, it would be quite possible for us, I think, to feature successfully the professional preparation of high school teachers at McGill. Personally I believe that this is the one obvious practical measure which the University can take to improve the educational work of the high schools in the province and thus to ultimately raise the standard of scholarship in the University itself.

I need scarcely add, however, that there is one trouble with the teaching profession in this and in all Canadian provinces which no University can cure and that is the ridiculous insufficiency of the salaries offered in the teaching profession. It is really absurd to expect a man to spend five years of successful University education in order to equip himself for a profession so poorly remunerated as our teachers are at present.

Yours very truly,

(Sgd.) Ira A. MacKay

Dean

COPY

Montreal

Diocesan Theological College

743 University Street

January 25th, 1926.

Professor Ira A. MacKay, Ph.D., LL.D.,
Dean of the Faculty of Arts,
McGill University,
MONTREAL.

Dear Dr. MacKay:-

It has been felt for some time that the conditions under which High School Diplomas are granted by our Central Board require revision. A sub-Committee of the Protestant Committee is now engaged upon this work.

It will greatly facilitate our work in this connection if we could get information upon the following points:-

1. Is it the intention to fill the Chair of Education at McGill University by the appointment of a full-time professor in the near future?

2. Would it be desirable or possible to offer an extra year to candidates in the Arts course who desire to qualify as head teachers in our High Schools?

3. In the case of the appointment of a full-time professor would it be possible to make more extended provision for subjects connected with professional education as a regular part of the Arts course in the 3rd and 4th years?

Any information that you can give us upon these points will be greatly appreciated.

Yours faithfully,

(Sgd.) Elson I Rexford

Convener of Sub-Committee

Third Year Women Students: Total 37

English and French seem to be generally chosen for degree courses by candidates for diplomas. No students were without some instruction in English and French. Out of thirty-seven students, 23 had three years' instruction in English and 25 in French. But in Latin and Mathematics the condition is not so satisfactory. Four had taken no Latin, 9 had taken no Mathematics, and 25 had taken only one year of Latin and 23 only one year in Mathematics.

History is in a somewhat intermediate position. Six had taken no history, 14 had taken history for three years, 11 for two years, and 6 for only one year.

Physics: this is the commonest of school science subjects. Yet 22 had no Physics, 13 had one year of Physics and 2 two years of Physics.

Chemistry: 23 had taken no Chemistry, 10 one year, 3 two years and one a three year course.

Twelve had taken a year's course in Geology, 14 had taken courses in Economics, 3 in Philosophy, 20 in Biology and 4 in other sciences.

Fifteen students had taken courses in German, 4 in Greek and 2 in Hebrew.

Third Year Men Students: Total 9

One student had no English, one no French, two students had no Latin, one student had no Mathematics, one student had no History. The following numbers of students had only one year of the subjects mentioned below:

English	3 students.
French	4 "
Latin	4 "
History	4 "
Mathematics	4 "

Thus a very large proportion of the class took little of these school subjects beyond the first year.

The following courses were taken which are not school courses:

Economics	5 students.
Philosophy	3 "

Fourth Year Students:

Perhaps, however, the best understanding of the present situation can be obtained from the examination of the fourth year students.

Fourth Year Women Students: Total 34

Two students took no French, 3 no Latin, 7 no Mathematics, 20 no Physics, 19 no Chemistry and 2 no History.

The following took only one year of the subjects mentioned:

English	5 students
French	11 "
Latin	29 "
Mathematics	22 "
History	11 "

English seems to be the most popular subject. No fewer than 21 have taken English in all four years. The next most popular subject seems to be History with 12 students, and French with 11 students in the fourth year. No other subject had more than two students taking fourth year classes.

Fourth Year Men Students: Total 5

The following students have taken no courses in the under-mentioned subjects:

Latin	1 student
History	2 "
Mathematics	3 "
Physics	2 "
Chemistry	2 "

All had some courses in English and French.

The following had only had one year in the under-mentioned subjects:

English	1 student
French	3 "
Latin	3 "
Mathematics	2 "
Physics	3 "
Chemistry	2 "

Subjects not commonly taken in school are as follows:

German	2 students.
Greek	3 "
Hebrew	3 "
Sociology	1 "
Economics	2 "
Philosophy	1 "

One student, Mr. Williams, has only had History, Economic History and Economics in his university course at Cambridge University, England, although he claims to have studied advanced Mathematics and Classics privately after matriculation.

MEMORANDUM CONCERNING QUALIFICATIONS FOR HIGH SCHOOL DIPLOMAS.

Referred to McGill

1. That at least two years of under-graduate work should be required from candidates for high school diplomas in each of the following subjects:- Latin, Mathematics, English, French and History, and two additional subjects of which Science for two years shall be one.

2. That the present provisions for professional training of candidates for High School Diplomas are quite inadequate in reference to methods, practise teaching and school administration.

3. That under the existing conditions of time and staff very little improvement can be expected in the present scheme of training.

4. That it is very important for the professional training of candidates for High School Diplomas that the Chair of Education at McGill University should be filled by a full time professor.

5. That, with the appointment of a full time professor of Education, improved professional training for candidates for High School Diplomas might possibly be provided in two directions -

(a) In giving the subject of education, theoretical and practical, a more prominent place and a greater relative value in the regular Arts course.

(b) In providing a thorough course in education, theoretical and practical, in the department of graduate studies qualifying for the M.A. degree.

THE UNITED THEOLOGICAL COLLEGE

MONTREAL

PRINCIPAL:
REV. JAMES SMYTH, D.D., LL.D.

DEAN:
REV. D. L. RITCHIE, D.D.

DIRECTOR OF GRADUATE STUDIES:
REV. R. E. WELSH, M.A., D.D.

756-758 UNIVERSITY STREET

June 6/27

Dear Sir Arthur:

I was delighted to know that you have been able to secure an additional grant from Quebec for the training of teachers and that you will now be able to proceed with the proper organization of a department at McGill.

As you know, I have been anxious to enlarge my teaching opportunity as my theological classes are rather small. I would like to have a share in teaching some of the technical courses in Education, if your reorganization will permit of this. I have been teaching such courses as "History of Modern Education" "Principles of Education" and "Educational Psychology" in the Graduate School of Nurses and in the School of Physical Education and I could extend these courses to meet the needs of other teachers without difficulty

THE UNITED THEOLOGICAL COLLEGE

MONTREAL

PRINCIPAL:
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DEAN:
REV. D. L. RITCHIE, D.D.

DIRECTOR OF GRADUATE STUDIES:
REV. R. E. WELSH, M.A., D.D.

756-758 UNIVERSITY STREET

I would also like to draw your attention to the fact that one of the required subjects in the Public Schools is listed as Morals and Religion. This is presumably directed at one of the primary aims of education is Character. I hope that your new scheme will make adequate provision for instructing teachers in this matter. If any of my courses in Religious Education would be helpful, I would be glad to be of assistance.

Yours sincerely

Ernest M. Best

NOTES ON UNIVERSITY EDUCATION AND TRAINING OF TEACHERS AT McGILL COLLEGE.

The representatives of the Committee are asking us for the very utmost that any College could be expected to achieve without interfering unduly with the work which every College of the premier class is expected to do at the present time for the preparation of students for professions and occupations other than the teaching profession. To offer two years of training in all the foundational subjects of a high school curriculum in a small school, two further years of training in special branches for the training of teachers in the larger and better equipped schools, and an adequate complement of Professional training in the Theory and Practice of education, all within the limits of four years of University study is the maximum that any institution could possibly be expected to undertake successfully. I do not think that McGill College can undertake so much as this, but I am convinced, on the other hand, that we can do vastly more than we have been doing, and I may add that the suggestions offered by the representatives of the Committee seem to me to point definitely in the right direction. I am sure, too, that these suggestions will be cordially received by the whole teaching staff of the College. One or two preliminary suggestions may be necessary.

If the course of study for the training of teachers at the University be made too rigid and exacting, it may only have the effect of greatly reducing the number of creditable candidates for teaching positions and so defeat its own object. This is always a danger where freedom of interest is unduly sacrificed.

It must always be assumed that local School Boards are capable of selecting their teachers with some reasonable degree of intelligence and care. The certificates and diplomas carried by licensed teachers should, therefore, show in some detail the subjects which each applicant for a position is probably able to teach and how successfully. It must also be assumed, I suggest, that teachers are to some extent willing and able to improve by self-study their knowledge of subjects in which their previous training has been inadequate. Indeed any University graduate who has acquired habits of thoroughness and care, especially in fundamental subjects, such, for example, as Latin and Mathematics, ought to be able to apply these same methods and habits to the study of other subjects to a sufficient extent to carry pupils as far as Junior Matriculation. Much more depends upon a few instrumental subjects done well than upon a large number of subjects done in a ragged and imperfect manner.

The scheme outlined hereafter represents the conclusions of the Faculty and the Special Committee working on this subject up to date. This course of study may be varied in some details by the Faculty itself before it is prepared to put its imprimatur upon a final plan, but the substantial outline of the plan is already pretty fully approved.

A. Diploma with the degree of B.A.
The requirements of this diploma shall be as follows:-
In the first year:- Latin,
English,
Mathematics,
French,
History,
and Physics or Greek.

In the second year:- Latin,
English,
Mathematics,
French or History,
and a second science or Greek (continued).

In the third year:- Any two of the above subjects in the second year continued, an additional subject and one class in Education or Educational Psychology;
or An honour course in one of the above-mentioned subjects and a class in Education.

In the fourth year:- Any one of the two continuation subjects taken in the third year, an additional subject and two classes from the Department of Education;
or The honour course taken in the third year continued and an additional class in Education.

B. Diploma with the degree of M.A. or M.Sc.
The requirements for this diploma shall be as follows:-
A B.A. or B.Sc. degree from the University and one further full year of resident post-graduate study during which the major part of the students' work has been taken in the Department of Education.

Suggestions for Discussion.

The diploma with the degree of B.A. is intended for general teaching purposes in the high schools, the diploma with the degree of M.A. for teachers of special subjects in the larger high schools, and the diploma with the degree of M.Sc. for special teachers in scientific subjects in the larger high schools, adequately equipped to do creditable work in science. The diploma in each case will note on the face thereof that it is given with the degree of B.A., M.A. or M.Sc., as the case may be, from McGill University.

It is impossible to design a single certificate covering all the classes of teachers required in secondary education without making the required training in fundamental subjects too feeble. Possibly the Department of Education might grant a diploma with the subjects of the high school curriculum stated on the margin or back, and then star or underline these subjects to show, (a) the subjects which the holder was specially prepared to teach, (b) the subjects which the holder could teach well, and (c) the subjects which the holder might teach if required to do so. At least three years of University training would be required for class (a), two years for class (b) and one year for class (c).

Greek is made an option with Science, because to deny this option would virtually mean to prohibit the teaching of Greek in the schools and this would be almost fatal. Greek is just as foundational to the study of Latin and other languages, and Literatures, as Mathematics is to the further study of the Sciences. It is a noticeable fact that just as the schools have steadily reduced the requirements in Greek and Mathematics, the work of the schools and Universities has continued to grow steadily more and more ragged and untidy in all branches of study. Only a few will elect the Greek option and these few will not disturb the suggested training appreciably.

Scholars who follow the above course for the B.A. degree will cover approximately two years in five or six subjects, three years in three subjects, and four years in two subjects, and it is not possible to do more than this amount well and leave sufficient time for the complement of work necessary in the Theory and Practice of Education. All the academic subjects will, however, be foundational in any high school curriculum, two years in five or six subjects, three years in three subjects, four years in two subjects and three classes in Education cover the whole nineteen courses now required for a degree, and to increase the number of these courses will seriously injure the value of the degree itself and only result in turning out a number of graduates who would not know any one subject or group of subjects sufficiently well to teach them well in even the poorer class of secondary school.

February 22, 1927.

January 21st, 1927.

Rev. Dr. E. I. Rexford,
Principal, Diocesan College,
743 University Street,
Montreal.

Dear Dr. Rexford:-

Let me acknowledge receipt of your letter of yesterday.

I may say that the statement which was to be prepared has been discussed briefly and inconclusively at a meeting of the Faculty of Arts held last Friday. Final discussion has been postponed to Friday, the 28th. Immediately following that meeting I shall forward you the conclusions reached by the Faculty. I regret the delay.

Yours faithfully.

Principal.

Montreal
Diocesan Theological College

743 UNIVERSITY STREET

January 20th, 1927.

Sir Arthur Currie, K.C.B., LL.D.,
McGill University,
MONTREAL.

Dear Sir Arthur:-

At a conference between members of the University and members of the Protestant Committee, held before the Christmas holidays the subject of the Academic and Professional training for candidates for High School Diplomas was carefully considered and many interesting and helpful suggestions came out in the Conference.

It was understood at the close of the Conference that the members of the University would take up the question raised and provide a statement as to the most desirable course (a) in reference to Academic training, and (b) in reference to Professional training.

I shall be glad to get this statement as early as possible in order that the final statement may be presented for adoption at the February meeting of the Protestant Committee.

Yours faithfully

Elson I. Rexford

Elson I. Rexford,
Chairman of the Sub-Committee.

DEPARTMENT OF EDUCATION
DEC 10 1932
QUEBEC

STANDING SUB-COMMITTEES OF THE PROTESTANT COMMITTEE
(Re-constituted-November 25th, 1932)

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1. CONSOLIDATION

1. Mr. A.K.Cameron (Convener)
2. Mr. P.C.Duboyce
3. Hon. A.R.McMaster
4. Dr. A.H.McGreer
5. Mr. Malcolm T. Robb
6. Dr. G.W.Parmelee
7. Hon. W.G.Mitchell

2. SUPERIOR EDUCATION GRANTS

1. Mr. P.C.Duboyce (Convener)
2. Dr. W.O.Rothney
3. Dr. G.W.Parmelee
4. Miss C.I.MacKenzie
5. Mr. H.R.Cockfield
6. Hon. W.G.Mitchell

3. POOR MUNICIPALITIES GRANTS

1. Hon.W.S.Bullock (Convener)
2. Mr. Malcolm T. Robb
3. Dr. W.L.Shurtleff
4. Dr. W.O.Rothney
5. Hon. W.G.Mitchell

4. HIGH SCHOOL DIPLOMA QUALIFICATIONS

1. Dr. G.W.Parmelee (Convener)
2. Dr. W.O.Rothney
3. Professor Fred Clarke
4. Hon. Justice W.L.Bond
5. Dean Laird
6. Hon. W.G.Mitchell

5. EDUCATIONAL MEETINGS

1. Dr. A.H.McGreer (Convener)
2. Dean Laird
3. Mr. A.K.Cameron
4. Mr. H.R.Cockfield
5. Hon. W.G.Mitchell

SPECIAL SUB-COMMITTEES

1. SCHOOL INSPECTION

1. Dr. E.I.Rexford (Convener)
2. Dr. G.W.Parmelee
3. Hon. A.R.McMaster
4. Dr. W.O.Rothney
5. Professor Fred Clarke
6. Dr. Percival
7. Hon. W.G.Mitchell

2. RETARDED CHILDREN

1. Dr. E.I.Rexford (Convener)
2. Professor Carrie Derick
3. Dr. G.W.Parmelee
4. Hon. A.R.McMaster
5. Professor Fred Clarke
6. Miss C.I.MacKenzie
7. Hon. W.G.Mitchell

3. COURSE OF STUDY & CONTINUATION YEAR

1. Mr. Howard Murray (Convener)
2. Mr. P.C.Duboyce
3. Mr. Malcolm T. Robb
4. Dr. G.W.Parmelee
5. Dean Laird
6. Professor Fred Clarke
7. Dr. W.O.Rothney
8. Miss C.I.MacKenzie
9. Dr. J.A.Nicholson
10. Hon. A.R.McMaster
11. Hon. W.G.Mitchell

4. NORMAL TRAINING CONDITIONS

1. Dr. G.W.Parmelee (Convener)
2. Dr. E.I.Rexford
3. Mr. Howard Murray
4. Professor Fred Clarke
5. Mr. A.K.Cameron
6. Hon. W.G.Mitchell

5. SCHOOL IMPROVEMENT

1. Dr. G.W.Parmelee (Convener)
2. Mr. P.C.Duboyce
3. Dr. W.O.Rothney
4. Hon. W.G.Mitchell

Professor Carleton W. Stanley,
Assistant to the Principal,
McGill University,
M o n t r e a l.

For the information of the

Principal upon his return.

H. M.

March 25th, 1931.

Copy

March 25th, 1931.

Dr. W. P. Percival,
Director of Protestant Education,
Department of Education,
Quebec.

Dear Dr. Percival:-

I am much obliged for your letter of the 31st enclosing copy of a communication from the Superintendent of Schools, Montreal, and in addition letter from the Principal of the Commercial High School, Montreal. The purport of these letters is the claim for recognition in marks and as an optional subject of the combined study of Shorthand and Typing. There appear to be two grounds for this request:-

1. That these subjects have some cultural value.

2. That the Course of Study of which these form a part consists of English, French, Mathematics, History and a Science subject. (It may be assumed that this Science subject is presumably either Botany, Physics, Chemistry, Biology or General Science.)

I deny at once as utterly untenable the theory that Shorthand and Typing in themselves have any cultural value whatever. In my long business experience I have at least some claim to a knowledge of the people who enter the business world equipped as stenographers. It may be that Stenography can be used as an instrument whereby cultural values can be attained, as, for instance, in its employment in the further study of English, but no one can produce any logical argument to show that the possession of these mechanical subjects has qualified the recipient to be called an educated person because his mental equipment has been either broadened or stimulated thereby.

The real essence of the request by the Superintendent is that the School in question (and others akin to it which may be now or later on established) is wasting its time by having students employed in the study of Shorthand and Typewriting for 3 full years, whereas they can acquire this mechanical proficiency in one year. In fact, in outside Commercial Colleges students do this

work in 8 months.

It may be true that in the 4 years course in these schools they have 5 obligatory subjects. We, however, are laying down a course with 6 obligatory subjects. These students in question are entirely without Geography, Physical Geography, Latin or Greek, Music or Art. They have, however, the subject of Accounting or Bookkeeping, and we have always allowed credits for that subject. It follows, therefore, that if a student is actually obliged to take 5 obligatory subjects, which they claim are taken, and in addition takes Bookkeeping, then such student has fulfilled all our requirements and can obtain the minimum of marks established for the School Leaving Certificate.

The answer to this is that not all of the students take Accounting or Bookkeeping, and yet wish to slip through and obtain the same reward as those who do better work both in the School itself and in our regular High Schools.

This is not a question of our Committee being a generous one; it is a question of fairness to the other Schools and the maintenance of the standard of our School Leaving Certificate. I am opposed entirely to credits being given to the subjects of Shorthand and Typewriting and the resulting diluted evaluation of the Certificate.

If recognition is given to these two subjects as having cultural value, then we might as well concede that the person who applies himself to acquiring the art of hair-cutting or paper-hanging has through this concentration of effort broadened and matured his mental attributes and thereby acquired a degree of culture equal to that which we hope and trust is acquired by our High School Students under the regime to which we insist they shall conform.

Notwithstanding my firm opinion, I will, of course, as Convenor of the Sub-Committee put your communication before it on Friday next.

Very truly yours,

(Sgd) Howard Murray

HM/FM

Copy

March 26th, 1931.

Howard Murray, Esq.,
Aldred Building,
Montreal, P. Q.

Dear Mr. Murray,

I have received the copy of your letter of March 25th to Dr. Percival, and shall file it for the Principal's inspection upon his return.

I may say that I have read your letter with some interest. I suppose you know that the man who has for years talked about the "cultural value of shorthand and typewriting" is W. O. Rothney, Professor of Education in Bishop's College. I am told that apropos of anything whatever he harangues the undergraduates of Bishops on the hollowness of a university education which does not include typewriting and shorthand as compulsory subjects.

Yours faithfully,

CWS

173 Bios.

January
Twenty-first
1922.

Dr. G. W. Parmelee,
Dept. of Public Instruction,
Quebec, P.Q.

Dear Dr. Parmelee:-

I have your letter of January 12th reminding me that all the criticisms and suggestions that members of the Protestant Committee of the Council of Public Instruction wish to make in regard to the Memorandum for Teachers on Religious and Moral Education were to be handed in to you not later than the 20th of January.

Let me frankly admit that until the meeting which I attended in December I had not given this question any consideration. I have read over the Memorandum several times and I do not like it. I do not think it should be published in the form in which it now is. I understand this course in Religious and Moral Education is given for the purpose of developing character, but I do not believe that we are going about it in the right way in asking teachers to read a few passages of scripture, giving their own interpretation thereof. I would be afraid that they would interpret these things too literally and that false impressions would be left in the minds of the children.

I do not know what the other members of the Protestant Committee think about this course. I would not like to feel that I would be the only one objecting to it, but yet, frankly, I consider it needs a great deal more consideration. If it comes up for final ratification or otherwise at our next meeting I shall have to vote against it, although I realize it is an exceedingly important matter. I have not

time to outline now all the reasons which have forced me to come to this conclusion.

Yours faithfully,

Principal.

Department of Public Instruction
Quebec, P. Q.

☞ When replying give at the head of your letter this number.

50/22

☞ Address your answer to "*The Superintendent of Public Instruction, Quebec, P. Q.*"

January 12th, 1922.

Dear Sir:-

This note is simply to remind you that it was agreed at the last meeting of the Protestant Committee of the Council of Public Instruction, that all criticisms and suggestions that members wish to make in regard to the Memorandum for Teachers on Religious and Moral Education, of which you have a copy in type, should be sent to me not later than the twentieth of this month.

In order that the next report of the sub-committee on the Course of Study may be fully appreciated, a copy of all criticisms will be given to each member of the Committee before the February meeting, as well as a copy of the report of the sub-committee, should such report be placed in my hands one clear week before the meeting of the general committee.

Yours faithfully,

Secretary

Department of Public Instruction
Quebec, P. Q.

☞ When replying give at the head of your letter this number.

☞ Address your answer to "*The Superintendent of Public Instruction, Quebec, P. Q.*"

January 14th, 1928.

Members of the Protestant Committee,
Council of Public Instruction,

At the last meeting of the Protestant Committee it was decided that those who had criticisms to offer in connection with the proposed new course of study in Moral and Religious Instruction, and the Memoranda prepared to accompany it, should send these criticisms to me in writing, not later than January 20th.

This letter is to remind you of that decision, and to say that it is very important that these criticisms should reach me as soon as possible after that date.

I have the honour to be,

Your obedient servant,

G. W. Parmelee,

Secretary.

173

Department of Public Instruction
Quebec, P. Q.

☞ When replying give at the head of your letter this number.

☞ Address your answer to "*The Superintendent of Public Instruction, Quebec, P. Q.*"

January 25th, 1922.

Sir Arthur Currie, K.C.B., LL.D.,

Mc Gill University, Montreal, Que.

Dear Sir Arthur,

I have your letter of the 21st instant in regard to the Memorandum for Teachers on Religious and Moral Education.

It will receive due consideration.

Yours very truly,

Secretary.

Department of Education
Quebec, P. Q.

HON. CYRILLE F. DELAGE
SUPERINTENDENT

When replying please give at the head of your letter this number.

No.----------

Replies should be addressed to "The Superintendent of Education, Quebec, P.Q."

W. P. PERCIVAL
ENGLISH SECRETARY, DEPUTY MINISTER OF THE DEPARTMENT AND DIRECTOR OF PROTESTANT EDUCATION.

LIONEL BERGERON
FRENCH SECRETARY AND DEPUTY MINISTER OF THE DEPARTMENT.

To Dean Mackay
Prof Clarke
Please note -

November 30th, 1932

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
McGill University,
Montreal, P.Q.

Dear Sir:-

I have received your letter of November 24th, together with a copy of the Annual Report of the Corporation of McGill for 1931-1932.

The statements concerning the schools of the Province made on pages 44 and 45 to which you have particularly drawn my attention are very gratifying and I wish to record my appreciation of the fact that you have published the findings of the survey of the achievements of the class of 1931.

I esteem highly the expression contained in your letter concerning the co-operation that I have been able to give to McGill University. I realize that I must continue to work with the universities in order to promote the best interests of Protestant education in this Province.

Yours truly,

W. P. Percival

A/ Director of Protestant Education

Returned to Principal
Dec 19/32 J.R. McG.

EDITORIAL NOTES

The annual report of McGill University for 1931-32 pays a high tribute to the quality of the Protestant Superior Schools of the Province. The fine co-operation of McGill and Bishop's universities with the Department of Education and the Protestant Committee began under the leadership of Sir William Dawson and has subsisted for over three-quarters of a century. It has been a spirit of co-operation which has assisted progress all the way from the rural elementary school to the university, and we still look for the local historian who will tell the story of the men who, in the early days of "small things", made their way from little rural schools to the university and then into the liberal professions.

Sir Arthur Currie, the principal of McGill, states that the result of a survey showed that there were twenty-six capital students in the Graduating Class of 1931 who had made an average of approximately 70 per cent and over in all their subjects of their Fourth Year, and that nineteen of these were from the Province of Quebec and seven from outside the Province. The number of students who graduated, with honours, from the Province of Quebec was forty, and from elsewhere sixteen. It was also found that the examination results of students from the Province of Quebec in the freshman year 1931 were 18 per cent higher than those from the Province of Ontario.

The late Rev. A. W. Buckland of Cookshire, whose death at the end of November last was deplored by so many, was for a short time Inspector of schools in Bonaventure county before the Bonaventure and Gaspé districts were united under the inspectorship of Rev. L. J. King. Mr. Buckland was a chaplain in the World War, and up to the last he was ever active in looking after the interests of returned men.

Teachers of French in Grade IX will appreciate the exercises on the text of "L'Aventure de Jacques Gerard", furnished by Miss Tanner for this issue. The natural method in modern languages makes constant practice in the idiomatic phrases and in the correct grammatical forms quite as important as in the older methods, and exercises such as those furnished by Miss Tanner have to be followed earnestly if they are to serve the proper ends in language teaching. We may add that if teachers find the questions, etc., a time saving device, Miss Tanner will be ready to continue the series. Responses should be sent early to Miss Tanner or to the Educational Record. The article by Miss Marion A. Smith, Assistant Supervisor of French, will also be welcomed by teachers.

PHYSICS FOR GRADE XI

We are requested by Dr. Percival to insert the following announcement:—

The examination for Grade XI in Physics for June next will be based upon the course outlined on page 4 of the Supplement to the Memoranda of Instructions to Teachers dated September 1st, 1932.

A review of the work of Grade X will not be required.

MEMORANDA FOR TEACHERS

No new edition of the Memoranda will be issued this year, but a Supplement will be prepared and will be available on application to the Department by the fifteenth of August.

Teachers are requested to carefully guard the present Memoranda in order that they may be available next year, as the number at the Department is very limited.

THE DEPRESSION

The teachers of this Province, like those of the other provinces and of the world at large, have been more or less affected by the world depression. The majority of our teachers, however, have been less affected by serious salary decreases than have many teachers elsewhere; and the majority of our rural boards in particular, which have had the greatest difficulty in collecting taxes, are to be commended for their efforts to keep the schools running as usual.

In this article we wish to say something about the ultimate cause of the world-wide depression. Teachers of history are aware that all great wars are followed by economic injury to the countries concerned. To take only modern history, there was the Thirty Years' War in Europe from 1618 to 1648. It took one hundred years for the devastated countries to get back to what they were economically before 1618. It was for that reason that at the end of the Seven Years' War in the eighteenth century, Frederick the Great decided that it should not take as long in proportion to restore Prussia. How he succeeded in ten years, by going directly among the people and advising them about their crops and their small industries—like Turgot in France and Jean Talon in New France—is graphically told in the tenth volume of Carlyle's "Frederick the Great".

wherever a hope of progress opened; and here I made the experience which I have often repeated since, and laid to heart as regards intellectual work also, that enormous difficulties may be overcome when they are attacked in earnest. Sometimes I found myself so hedged in by fissures that escape seemed absolutely impossible; but close and resolute examination so often revealed a means of exit, that I felt in all its force the brave verity of the remark of Mirabeau, that the word "impossible" is a mere blockhead of a word. It finally became necessary to reach the shore, but I found this a work of extreme difficulty. At length, however, it became pretty evident that, if I could cross a certain crevasse, my retreat would be secured. The width of the fissures seemed to be fairly within jumping distance, and if I could have calculated on a safe purchase for my foot I should have thought little of the spring; but the ice on the edge from which I was to leap was loose and insecure, and hence a kind of nervous thrill shot through me as I made the bound. The opposite side was fairly reached, but an involuntary tremor shook me all over after I felt myself secure. I reached the edge of the glacier without further serious difficulty, and soon after found myself steeped in the creature comforts of our hotel".

At the end of the other book, called "Mountaineering in 1861", he says:

"To the habits of the mountaineer Milton's opinion regarding the utility of teaching the use of weapons to his pupils is especially applicable. Such exercises constitute 'a good means of making them healthy, nimble, and well in breath, and of inspiring them with a gallant and fearless courage, which, being tempered with seasonable precepts of true fortitude and patience, shall turn into a native and heroic valour, and make them hate the cowardice of doing wrong'. Farewell".

In education much might be gained, perhaps, if pupils could be induced to regard the harder tasks of the day in the light of that mental and moral discipline of the great Mid-Victorian. That is the only moral of this short article, but it may also serve as a reminder to teachers that the works of John Tyndall, the Poet of Science in prose, are still worth reading and re-reading for delight and instruction.

J. C. S.

THE CONTINUATION YEAR

The following is the general statement of the McGill Corporation in regard to the additional (optional) high school year, from page 49 of the Annual Report:

For the past two years consideration has been given by the School authorities and by the University to a proposal advocating the establishment in certain selected High Schools of a XIIth Grade or Continuation Year. The Protestant Committee has not found it expedient to make the Continuation Year compulsory in all High Schools, but a XIIth Year is already in operation in some form or other in one or two schools which have chosen to adopt it.

The University will always give its unqualified support to measures designed to improve the work in the public schools. We believe that this additional year of extended study will be of great value to students proceeding to a university degree. A student who has taken this additional year may write the Senior Matriculation Examination of this University, and if his standing is sufficiently high he may be permitted

(*a*) to proceed into the second year of the general course at the University; or

(*b*) to enter the advanced classes of the first year, proceeding to honours work in the second year; or

(*c*) to enter the Engineering course without further examination; or

(*d*) to count this year as one of the years in Arts or Science necessary to qualify a student going on to Law, Medicine or Dentistry.

Because the year referred to may count, in certain instances, as the equivalent of the first year in Arts or Science, the University must retain the right to control the examination of such students as seek admission in this way. It also must retain the sole prerogative of deciding who shall qualify for the honours courses, and it cannot admit that the senior matriculant has the right to enter these honour courses without further tests or, in exceptional cases, the recommendations of the chairman of the Department concerned. It cannot be contended that a year of extended work in High School is the equivalent of a first year in a university, if that first year is what it should be, and in the opinion of the University a course of four years' university work is the most desirable and most satisfactory. While continuing to admit senior matriculation students to the second year of the general course if their standing merits, the University would much prefer that these students should enter the advanced classes of the first year.

THE EMPIRE BROADCAST

The Empire Broadcast on Christmas morning was a most impressive event. The announcer at London, after "Big Ben" was heard around the world, called up stations in Wales, Scotland, North Ireland, South Ireland; then Halifax, Montreal, Toronto, Winnipeg and Vancouver. From there we were switched to New Zealand, to several cities of Australia and to Cape Town, South Africa. Thence to Singapore and India, and to the "Empress of Britain" at Port Said. Captain Latta's quiet Scottish voice told us that most of the passengers had gone for the day to Bethlehem, and immediately we were transferred to Bethlehem, where a Christmas hymn was heard.

At every station across the world and the Empire, the responding speakers were plainly impressed with the solemnity and significance of the event, and

January 29th, 1931.

H. M. Stationery Office,
London, England.

Gentlemen,

Will you kindly send me six copies of PAMPHLET NO.53 of the BOARD OF EDUCATION EDUCATIONAL PAMPHLETS series, entitled,

"SECONDARY EDUCATION IN ONTARIO"
by E. Savage.

I enclose remittance to cover.

Yours faithfully,

Assistant to the Printipal.

January 29, 1931.

Mr. George Macdonald,
231 St. James Street,
Montreal, P. Q.

Dear George,

Enclosed is a list of names that occurred, rashly, to me. On sedond thoughts, I might wish to omit one or two. I am sure that you can add some useful names, such as F. Fishersand others suggested from Westmount. Best regards,

Yours sincerely,

CWS

Pension Fund

MACDONALD COLLEGE

McGILL UNIVERSITY

RAILWAY STATIONS AND EXPRESS:
STE. ANNE DE BELLEVUE, QUE.

SCHOOL FOR TEACHERS
OFFICE OF THE DEAN

POST OFFICE:
MACDONALD COLLEGE, QUE., CANADA

Private.

November 24, 1931.

Sir Arthur Currie,
McGill University,
Montreal. Que.,

Dear Sir Arthur,

At a sub- committee meeting recently, I consulted Mr.Howard Murray, Dr.Parmelee, Dr.Percival, and other members as to the desirability of presenting some facts dealing with the Pension Fund for teachers to the next meeting of the Protestant Committee on Friday, November 27, in order to elicit their support for additional Government grants to the Pension Fund, and certain amendments to the law which are being asked by Roman Catholic teachers and Protestant teachers to remove certain inequalities and unfairnesses in the Act. It was understood that I would prepare a memorandum and submit it in advance of the meeting so that members would have the facts before them previous to the meeting, and, therefore, would be able to give some intelligent attention to the matter.

A further suggestion was made that this document when prepared might be submitted to the Chairman of the Protestant Committee to see whether the Committee's support could be granted.

I have learned from Dr.Percival by long distance telephone that the Hon.Walter Mitchell, Chairman of the Protestant Committee has expressed himself as being violently opposed to bringing the matter before the Protestant Committee, and as having stated that it would be far better to go direct to the Government. Meetings are being arranged between delegations from Roman Catholic and Protestant teachers and members of the Government on Thursday, December 3rd, on the day when the Pension Commission meets in Quebec. Furthermore, informal meetings are being held with members of the Legislature on the evening before, or, at least, arrangements are expected to be made for this purpose. Of course, if the Hon.Mr.Mitchell violently opposed this report in the Protestant Committee, and if the Protestant Committee decided to lay the report on the table and take no action, the teacher's claims might receive a set-back in place of assistance. I, therefore, agreed to with-hold this report, and refrain from submitting it to the Protestant Committee.

However, I know that you are sufficiently interested in all matters connected with teachers, and, therefore, would like to know some of the facts which as a Pension Commissioner I am able to report. I am, therefore, enclosing herewith privately and confidentially, a copy of this report for your information only.

MACDONALD COLLEGE

McGILL UNIVERSITY

RAILWAY STATIONS AND EXPRESS:
STE. ANNE DE BELLEVUE, QUE.

SCHOOL FOR TEACHERS
OFFICE OF THE DEAN

POST OFFICE:
MACDONALD COLLEGE, QUE., CANADA

November 24, 1931.

Sir Arthur Currie.

I may say that all the Pension Commissioners and all the teachers are quite disturbed about the present condition and future prospects of the Pension Fund, unless the Government makes greater grants.

I hope sometime to have an opportunity of telling you some of the difficulties in person.

Yours faithfully,

J. Maclaren

KC. Dean.

Confidential

SPECIAL REPORT
TO
PROTESTANT COMMITTEE OF THE COUNCIL OF EDUCATION.
ON
THE TEACHERS' PENSION FUND.

November 27, 1931.

The law establishing the Pension Fund was passed in 1880. It now appears as Section 8 of the Education Act, Revised Statutes of Quebec.

The Pension Fund is administered by a Pension Commission consisting of two representatives of the Protestant Teachers Association and two Roman Catholic representatives, one appointed by the Laval Normal School graduates, and the other by the Jacques Cartier Normal School graduates. The Honourable, the Superintendent, is the Chairman of the Commission, and Mr.François Paul Noel is the Secretary. Rev.Dr.Rexford and Dr.Robins were the two original Protestant Commissioners. The present Protestant Commissioners are Mr.M.C.Hopkins, B.A., and Dean Sinclair Laird.

The Teachers' Pension Fund is practically the only educational matter which concerns equally both sides of our educational system, and which is administered jointly for the benefit of all teachers. The Pension Commission is the only body I know where both Roman Catholics and Protestants are appointed as trustees for the carrying out of a part of the school law.

Pensioners at the present time number 1100 persons.

The revenue and expenditure of the Administrative Commission of the Pension Fund for officers of Primary Instruction for the year 1930-1931, is as follows:-

Revenue

Sum voted by the Legislature (Item 43 of the Budget).....	$ 2,000.00	
Grant from Government (R.S.1925, c.133, Sec.542).....	47,000.00	
Interest on Capital (R.S.1925, c.133 secs.541, 543, 554).....	10,254.93	
Surplus from Old Pension Fund (R.S.1925, c.133, sec. 548).....	5,888.00	
Stoppage of 4% Grants to Public Schools (R.S.1925, c.133, sec.542).....	25,000.00	
Stoppages on Salaries of Teachers from Grants payable to School Municipalities (R.S. 1925, c.133, secs+534, 542 and 549).....	156,438.36	
Stoppages on Salaries of School Inspectors (R.S.1925, c.133, secs.534, 542,and549).	5,034.60	
Stoppages on Salaries of Normal School Professors (R.S.1925, c.133, secs.534, 542 and 549).....	2,318.75	
Stoppages paid directly by Teachers (R.S. 1925, c.133, secs.534, 542 and 554).....	42,702.18	
Deficit of the year.....	30,068.11	
		$326,704.93

Expenditure.

By the Pensions.....	$317,915.86	
By Re-Imbursements.....	5,987.23	
By Expense of Administration.....	2,801.84	
		$326,704.93

Revenue Account.

Surplus of the preceding year.....	$199,001.55	
Deficit of the year 1930-31.....	30,068.11	
Placed in Trust in the Provincial Treasury..		$168,933.44

Capital Account.

Amount of Capital July 1, 1931.....	$205,167.64

Certified: Quebec, June 30, 1931.

M.C.Hopkins,
Sinclair Laird,
Pension Commissioners.

(Signed) E.Vezina.
Provincial Auditor.

This financial statement shows that there is a deficit of $30,068.11 for the year 1931. This deficit has been growing steadily.

June, 1920. Surplus for the year $11,612.58.

" 1921. " " " " $26,050.40.

" 1922. " " " " $46,959.47.

" 1923. " " " " $55,270.75.

" 1924. " " " " $41,131.05.

" 1925. " " " " $42,393.94.

June, 1926. Deficit for the year $ 2,815.58.

" 1927. " " " " $ 2,507.81.

" 1928. " " " " $12,578.17.

" 1929. " " " " $19,395.17.

" 1930. " " " " $17,273.19.

" 1931. " " " " $30,068.11.

An examination of the financial statement will show the members of the Protestant Committee that the fund is derived from the following sources:-

1. Government grants. There are two such grants amounting altogether to $49,000

2. Miscellaneous funds, namely, interest on capital and surplus from the old Pension Fund. These amount to $16,000

3. Stoppages from school board grants amounting to $25,000

4. Teachers' stoppages amounting altogether to $206,493.89.

It will thus be seen that the teachers' stoppages are the main support of this Fund. The Government does not pay one quarter of the sum paid by teachers. The teachers' stoppages have

trebled in the last six years, but the Government grant has remained stationary. The surplus is small, and rapidly diminishing. From my knowledge of the administration of the Fund I am willing to predict that the deficit will increase in future years. This deficit, which is now serious, is due to the amendments to the law that have been passed by the Government usually without the knowledge, always without the consent, and sometimes in opposition to the expressed views, of the Commission.

There have been five stages of increases to the minimum pensions, which have been increased first from $50 to $75, then from $75 to $100, then from $100 to $125, and finally to $150.

As a consequence of these amendments, one teacher during her service only paid $7.44 to the Pension Fund; she is now receiving $150 a year, and will continue to receive that sum for the rest of her life. Another teacher made payments of $7.50 during her service and likewise obtains $150 a year as pension. Numerous others have paid sums as low as $16.81, $17.28, $17.56, $17.99, $18.48, $18.54, $18.58, $19.53. These are 10 examples of teachers from an alphabetical list which only extends to the letter "D". These 10 examples show that these teachers paid less than $20 during their lifetime of teaching, and are now benefitting by a pension of $150 a year through the amendments passed by the Government which did not, however, provide the sums necessary to pay for these benefits.

At the time when these five amendments were passed, calculations were made as to the cost of the changes. These increased costs were known when the amendments were passed, but the Government did not put aside the funds required to take care of the additional obligations for which they were responsible.

Moreover, the Government does not pay interest on the accumulated surplus of the present fund. At one time there was a surplus of about $250,000. It can easily be shown that at a reasonable rate the accumulation of interest would have amounted to, at least, $200,000.

The Pension Commission in recent years has requested its Chairman to bring to the attention of the Cabinet the serious situation caused by increasing deficits, and to secure greater support from Provincial funds. Furthermore, delegations from Protestant and Catholic Teachers' Associations interviewed the Prime Minister and Provincial Secretary during the last session of the Legislature. They were kindly received; copies of the requests were left with the Ministers who gave the delegates hope, without, however, giving definite assurances.

Delegates interviewed these Ministers a second time before the end of the session only to find that nothing had been done or would be done last year.

Since that time the Roman Catholic Teachers have been circulating a petition embodying the same requests that were previously made to the Cabinet. The Protestant Teachers have circulated the same petition and have received the signatures of the majority of teachers throughout the Province. On November 11, there were no fewer than 1174 from outside the Cities of Westmount and Montreal. 100 per cent of the Protestant Teachers in Montreal signed the petition also.

It is a matter of considerable gratification to know that the Protestant Teachers and the Catholic Teachers are harmonious and united in the requests that are being made. These requests are as follows:-

a. That the amount of the pension awarded to a teacher shall be calculated on the basis of three per cent of the average salary for the best twenty five years of service, for every officer of primary instruction;

b. That the maximum pension shall be $1500;

c. That interest at the rate of 4 per cent shall be paid on the accumulated surplus;

d. That the Government shall vote an annual grant of 50 per cent of the stoppages paid by the officers of primary instruction;

e. That ten dollars shall be granted instead of five annually for each year of service above twenty until the pension reaches $400 instead of $300;

f. That the Alliance of Catholic Teachers in Montreal shall name an additional member of the Administrative Commission;

g. That the extension of the time allowed to pay stoppages for the half pension granted widows shall be continued till the end of the year 1932;

It will be seen that these requests fall into the following divisions:-

1. Additional financial support.

2. The removal of certain inequalities and certain unfairnesses in the present law.

3. An additional representative from the Catholic Alliance.

With regard to the first it is absolutely unfair that the Government should hold a surplus without paying interest, yet this has been the case for many years.

The teachers are asking that the Government should change its fixed grant to a variable grant, varying in proportion to the contributions of the teachers and beginning at once with a contribution of 50 per cent of the teachers' stoppages. It is much more usual for the Government contribution to be on an equal basis with that of the teachers, and that is the rule in the Province of Ontario.

In Ontario, the teachers' stoppages last year amounted to $723,185.70, and the contributions from the Province were also $723,185.70. The interest from the Province was $35,733.33, and interest from investments and deposits $697,694.09. It will thus be seen that the Government grant is very large, namely, $723,185.70 as compared with the Government grant of $49,000 in the Province of Quebec. It will also be noted that the annual interest is $697,000, plus $35,733.33 or a total of $732,733.33, whereas we get no interest on the accumulated surplus in the Province of Quebec.

In Ontario, the Province also grants the sum of $4,000 towards administrative expenses. In the Province of Quebec no such grant is made.

The Ontario Teachers' Fund has a reserve of $14,954,190.64 The Commissioners are not satisfied, as the auditors believe that in addition to this sum of nearly $15,000,000 there should be an additional sum of nearly $5,000,000. In other words, the Commissioners calculate that even with a reserve of $15,000,000 there is an actuarial deficit of $4,673,000 for the year 1930.

The teachers' stoppages in Ontario are at the rate of 2½ per cent, the same as in the Province of Quebec. The benefits are approximately the same, but the Government contributions in Ontario are made on a basis of 100 per cent of the teachers' stoppages.

In the Province of Quebec, it is a matter of grave concern to pensioners, to individual teachers, to teachers' organizations, and to the Pension Commissioners who are the administrators of this Fund, that the deficits should be increasing, and that the surplus is disappearing. Past obligations are being paid by the present stoppages of teachers who will be future beneficiaries. This principle is not sound financially.

By comparison with Ontario, the Government grants in Quebec are quite inadequate. In spite of representations to the Prime Minister no action was taken last year to remedy this situation although the Pension Commissioners knew that the deficit would be greater during the year.

The following methods have been adopted to remove certain abuses from the fund:-

1. The Protestant Committee and the Roman Catholic Committee of the Council of Education, at the request of the Pension Commission or of its members, have passed regulations requiring a strict medical examination of all intending teachers before admission to normal schools. These regulations are intended to reduce the number of those who apply for disability pensions after 20 years service.

2. The Pension Commission has improved the medical form exacted from applicants for disability pensions, and has adopted the practice of requiring an additional medical certificate in doubtful cases. These have sometimes been referred to specialists, nominated by the Commission, or to special officers in the Department of Hygiene.

3. Steps are being taken to have a regulation passed by the Pension Commission and adopted by the Lieutenant-Governor-in-Council whereby substitute teachers, who only do occasional days of teaching as supply teachers will not be allowed to count a year of service until they have taught a certain definite number of days to make up the equivalent of a school year. Unless this action is taken there will be a large number of substitute teachers in Montreal, who were former teachers, but are now married women, and have been teaching a few days each year in the hope that in a few years they will have taught sufficiently to qualify themselves for a pension. The Pension Fund was never intended to be abused in this fashion, and steps will undoubtedly be taken to stop this menace to the Fund.

The Fund was established by the Government. The contributions of teachers are obligatory. The stability of the Fund is somewhat imperilled in the near future. Increased financial support is and will continue to be necessary. The teachers' representatives, both Protestant and Roman Catholic, maintain that the increased support should come from Government grants. They also desire that certain inequalities in the benefits should be removed.

The Pension Commissioners have always endeavoured to co-operate in every possible way with the Deputy Ministers in the Department of Education. Speaking for the Protestant members, I may say that we have always consulted, and have been consulted by Dr. Parmelee during his term of office, and Dr. Percival since his appointment.

The justice of the teachers' position seems to be established by the facts and statements made in this report. As it is a matter effecting pensioners and present teachers, it is also a matter of concern to the Protestant Committee of the Council of Education.

For that reason, this report is being presented to you in the hope that you will become acquainted with the difficulties of the Pension Fund and give your benevolent support to the teachers' requests for financial stability of the Fund and the removal of inequalities.

Respectfully submitted,

SINCLAIR LAIRD.

Pension Commissioner.

Macdonald College,
Que.,

Greek & Mathematics in Schools
Prof Stanley

January 13, 1931.

Dean C. F. Martin,
Faculty of Medicine.

Dear Dean Martin,

I hope you are pretty well recovered, by this time, and I am telephoning your house presently to see whether I should trouble you by sending this letter.

I have read with interest reports of addresses you have made at one time and another, urging a more humanistic preparatory training for medical students. Also, I lâstened to Professor Simpson in a recent meeting urge the desirability of Greek for preparing medical students.

Now, for some time past Principal Parker of Westmount High School has been arranging that I go and address the school on the reasons why <u>some</u> boys should begin Greek at school; and Mr. Worsfold came yesterday with a view to the same thing, and also to point out the difficulties of the options at present required by McGill.Matriculation. He tells me, among other things, that Chemistry is more popular than Physics because it is easier, and much more popular than Mathematics, for the same reason. In Westmount there is now actually a proposal that if boys take Greek they should be let off Mathematics and Physics and allowed to do Chemistry.

We insist, at present, on Mathematics, and I hope will continue to do so. No Greek professor, certainly, would advocate dropping Mathematics, for some of the most valuable Greek authors simply cannot be read unless one has had advanced mathematical training. Again, for years I have heard Dr. Eve and Dr. Lloyd and Dr. Johnson say that if they could be sure McGill students had plenty of Mathematics at school they would be quite ready to begin at the beginning with them in Science.

I am asking Dr. Eve and Dr. Johnson to send a letter to the Principal of the Westmount High School in confirmation of this last statement, and I am quite sure they will send it. I am wondering whether you and Professor Simpson would think it worth while to send a letter advocating - for those students, at least, who show talent in that direction, - the study of Greek, Latin and Mathematics at High School on the part of those who contemplate going on later into Medicine. (I am sending a copy of this letter to Professor Simpson.)

I make bold to ask this because just at present there are many movements afoot, indicating a willingness to coöperate with us, on the part of those teaching in the secondary schools; and we should not discourage any enthusiasm of the kind.

Yours faithfully,

January 14th,
1 9 3 1.

Principal Parker,
Westmount High School,
Westmount, P.Q.

Dear Mr. Principal,

I have been very much interested to hear of a discussion concerning the propriety of teaching classics and mathematics in the High Schools, more especially with reference to candidates who will come into medicine. I cannot tell you how gladly we would welcome any co-operation on the part of your School, and indeed all the other schools of this province in this matter.

It has been a matter of frequent observation with us that the students in medicine who do best are those who have started their course with an adequate cultural foundation, and I may add that such students do far better as a group than do those who have specialized early in the biological sciences. It is for that reason that I want to tell you how gladly we would welcome your co-operation in the advocacy of classics and mathematics as a foundation for the medical students. Indeed I often wonder how those students who do not have a classical training can accomplish the feats of memory required

Principal Parker. 14/1/31.

of them in the study of anatomy.

Very cordially yours,

C J Martin.

DEAN.

P.S. I am taking the liberty of sending you, herewith, a marked copy of an article recently read in New York referable to this subject.

January 13,
1931.

Dr. F.M.G. Johnson,
Chemistry Building,
McGill University.

Dear Dr. Johnson,

For some time past Principal Parker of Westmount High School has been arranging that I go and address the school on the reasons why <u>some</u> boys should begin Greek at school; and Mr. Worsfold came yesterday with a view to the same thing and also to point out the difficulties of the options at present required by McGill Matriculation. He tells me, among other things, that Chemistry is more popular than Physics because it is easier, and much more popular than Mathematics, for the same reason. In Westmount there is now actually a proposal that if boys take Greek they should be let off Mathematics and Physics and allowed to do Chemistry.

We insist, at present, on Mathematics, and I hope will continue to do so. No Greek professor, certainly, would advocate dropping Mathematics, for some of the most valuable Greek authors simply cannot be read unless one has had advanced mathematical training.

For years I have heard you and Dr. Eve and Dr. Lloyd say that if you could be sure McGill students had plenty of Mathematics at school you would be quite ready to begin at the beginning with them in Science.

Would you address a letter to the Principal of the Westmount High School in corroboration of this statement which I have quoted from you? Mr. Worsfold, the Classics master, assures me that such a letter would be useful and that those boys who are at present contemplating beginning Greek in the 10th year could be persuaded to carry on with Mathematics.

I make bold to ask this, because just at present there are many movements afoot indicating a willingness to coöperate with us, on the part of those teaching in the secondary schools; and we should not discourage any enthusiasm of the kind.

Yours faithfully,

January 13,
1931.

Dean A. S. Eve,
Physics Building,
McGill University.

Dear Dean Eve,

For some time past Principal Parker of Westmount High School has been arranging that I go and address the school on the reasons why some boys should begin Greek at school; and Mr. Worsfold came yesterday with a view to the same thing and also to point out the difficulties of the options at present required by McGill Matriculation. He tells me, among other things, that Chemistry is more popular than Physics because it is easier, and much more popular than Mathematics, for the same reason. In Westmount there is now actually a proposal that if boys take Greek they should be let off Mathematics and Physics and allowed to do Chemistry.

We insist, at present, on Mathematics, and I hope will continue to do so. No Greek professor, certainly, would advocate dropping Mathematics, for some of the most valuable Greek authors simply cannot be read unless one has had advanced mathematical training.

For years I have heard you and Dr. Lloyd and Dr. Johnson say that if you could be sure McGill students had plenty of Mathematics at school you would be quite ready to beginnat the beginning with them in Science.

Would you address a letter to the Principal of the Westmount High School in corroboration of this statement which I have quoted from you? Mr. Worsfold, the Classics master, assures me that such a letter would be useful and that those boys who are at present contemplating beginning Greek in the 10th year could be persuaded to carry on with Mathematics (and perhaps Physics) and let Chemistry go.

I make bold to ask this because just at present there are many movements affoot indicating a willingness to cooperate with us, on the part of

those teaching in the secondary schools; and we should not discourage any enthusiasm of the kind.

Yours faithfully,

Undiplomaed teachers

MITCHELL, RALSTON, KEARNEY & DUQUET

BARRISTERS & SOLICITORS

W. G. MITCHELL, K.C.
J. L. RALSTON, K.C.
J. D. KEARNEY, K.C.
J. E. L. DUQUET, LL.L.
RAYMOND CARON, B.C.L.

THE ROYAL BANK BUILDING
HARBOUR 5291*

MONTREAL

P.O. BOX 1446

CABLE ADDRESS
LAMI

July 10th, 1933.

Sir Arthur Currie, G.C.M.G., K.C.B.,
Principal and Vice-Chancellor,
McGill University,
MONTREAL - QUE.

My dear Sir Arthur:

I beg to enclose herewith copy of a letter which I received from Dr. Percival this morning, giving me particulars regarding undiplomaed teachers in our Protestant Schools in the Province. I thought I would forward this on to you, as it seems to be a marked improvement upon what it was a few years ago, when we had two hundred undiplomaed teachers.

I am enclosing also copy of a further letter which I received from Dr. Percival together with a list of School Leaving Examiners which I requested him to send me. I am forwarding this to you, so that you may look

MITCHELL, RALSTON, KEARNEY & DUQUET

TO Sir Arthur Currie, G.C.M.G., K.C.B.

FOLIO 2.

over the list of Examiners, and possibly suggest some improvement thereon.

I thought it would be well for you to look over the list when you were giving consideration to the matter of our conversation at the Mount Royal Club a few days ago.

Yours Sincerely,

W. G. Mitchell

WGM/KG.

Encl.

MITCHELL, RALSTON, KEARNEY AND DUQUET

DEPARTMENT OF EDUCATION

QUEBEC, July 8th, 1933.

Hon. W.G. Mitchell, K.C.,
Royal Bank Building,
Montreal, Quebec.

Dear Mr. Mitchell:-

In accordance with my verbal promise I am enclosing herewith a list of 18 persons without diplomas who taught, with the permission of this Department, during the session 1932-33. I mentioned to you that there were 19, but I find that one taught for a short time only at the end of the previous session.

You will observe that seven of these individuals are teaching in Pontiac County, four in Bonaventure, one in Gaspe, three in the Magdalen Islands, one each in the counties of Labelle, Gatineau and Dorchester.

The number of pupils taught by these teachers totals 289, but of these 64 are apparently in one school in Grosse Isle. I say apparently because although I have the information concerning the teachers for 1932-33 the latest report in this one municipality is dated 1931-32.

Of the 18 individuals, 13 promised to attend a teacher training institution. This is in accordance with the policy that I introduced over two years ago. Of course every one cannot promise to go to Macdonald College. Residents of the Magdalen Islands cannot reasonably be expected to go there, nor can a person of forty-two years of age (as one teacher is). Almost all of these persons are from 18 to 30 years of age.

I should make it clear that teachers with extra-provincial diplomas may teach with the permission of this Department pending consideration of their applications for Quebec diplomas by the Central Board of Examiners. This practice has obtained, I suppose, for fifty years. During the last two years I have restricted their permission to one year, thus cutting down in many cases upon the length of time that such teachers can practise in this Province.

I have found that certain specialists on the Island of Montreal do not hold diplomas, several of whom have been teaching for many years. In the past it has been difficult to obtain the services of art, music, writing and physical training specialists. In cases of necessity, when permission has been asked by the Montreal Boards, to engage teachers without diplomas who were thought to be qualified for their positions, permission has generally been granted.

Yours truly,

(SGD.) W.P. PERCIVAL

Director of Protestant Education.

Z-B

COPY

COUNTY	MUNICIPALITY	TEACHER	NO. OF PUPILS IN SCHOOL
Bonaventure	Broadlands	Georgina W. Young	4
"	Port Daniel West	Sybil Bisson	49
"	Shoolbred	Warren Richardson	7
"	Sillarsville	Alta Henderson	10
Dorchester	St. Malachie	Helen M. Elliott	5
Gaspé	Douglas town	Margaret Mackenzie	14
Gatineau	CEntre Northfield	Alva Rusenstrom	4
Labelle	Robertson & Pope	Rhea Plouffe	8
Magdalen I'ds	Grosse Isle	Stella Clarke	9
"	"	Gertrude Grant	64
"	Entry Island	Charles M. Bell	29
Pontiac	Campbell's Bay	Helen Dagg	5
"	Aldfield	Lillian M. Wallace	6
"	Leslie	Doris S. Cornu	21
"	Thorne	E. Currie-Mills	10
"	"	Gertrude Fraser	17
"	"	A. Smart	16
"	Calumet	Pearl Corrigan	11
		TOTAL	389

COPY

Retarded Children

PROTESTANT COMMITTEE OF THE COUNCIL OF

PUBLIC INSTRUCTION.

Interim Report of the Sub-committee, appointed in November, 1926, to consider the Education of Retarded and Mentally Defective Children of School Age.

o----------o

At a meeting of the Protestant Committee held in November, 1926, a Sub-committee composed of Dr. Gammell, Dr. Kneeland, Dean Laird, with Professor Derick as convener, was appointed to consider the Education of Retarded and Mentally Defective Children of School Age.

This Sub-committee has held two meetings and has discussed information obtained from Dr. Silver, Secretary-Superintendent of the Protestant Schools of Montreal, and from Dr. Mitchell, Director, and Dr. Silverman, Vice-Director of the Mental Hygiene Committee of Montreal. It has also studied the reports of several Boards of Education and special reports of organizations, including the National Council of Women of Canada and the Montreal Local Council of Women (who were pioneers in the movement to obtain supervision and training of the mentally defective); the Social Service Council of Canada; the Canadian Council on Child Welfare; and the National Committees for Mental Hygiene of the United States and Canada. Your committee is especially indebted to Dr. Mitchell for placing at its disposal the report of the Royal Commission concerning Mentally Deficient Persons in Nova Scotia as well as unpublished reports of the Mental Hygiene Committee of Montreal and its correspondence with the County Council of London, England.

It is generally conceded that in every community there are mature persons who are mentally defective. Those whose intelligence is no higher than that of a normal child two years of age are termed "idiots", those equal in intelligence to normal children from three to seven years old are called "imbeciles", and

those whose mental ability corresponds to that of average normal children from seven to ten years of age are termed "morons". Idiots and imbeciles are great burdens and cause social difficulties of many sorts but they are seldom found in the schools. They are less of a menace in society than morons and those on the border line of normality. In every country where careful studies have been made it has been determined that mental defectives contribute out of all proportion to their numbers to such social problems as dependency, pauperism, delinquency, criminality, and prostitution, and the spread of disease. Approximately 25% of chronic offenders against the law are mentally deficient. But, if when young they had received education suited to their individual needs, they would in many cases have been capable of supporting themselves in decency under proper supervision. Experience has shown that the only way to secure the necessary training is to place subnormal children in a class or school by themselves under a teacher of natural aptitude who has had special preparation for the work.

Both normal and subnormal children make better progress apart. In the case of the former, teachers are not hampered by vain endeavours to bring defectives up to the standard of the class. On the other hand the subnormal, no longer humiliated and discouraged by a sense of unfitness, may in time become happy and useful citizens, able under supervision to perform many kinds of unskilled labour. The moral advantages are also great. Defectives are generally much older than other members of their classes and, because of a lack of the power of self-control, are often the source of serious evils.

For similar reasons, special classes for slow but normal children are advisable. In them, backward pupils reach a higher level and sometimes are enabled in a few months to return to the ordinary classes and do creditable work.

Many objections are offered to such classes by the uninformed. It is said that parents would oppose the change. But it has been found in practice that, when no stigma is attached to such classes and the selection is carefully and privately made, superior results reconcile normal parents to the situation.

It has been said in Montreal, even recently, that defective children must live at maturity with normal people and can best learn to do so when young by associating with normal children. But as already stated, experience has proved that the subnormal need quite different training from the normal with especial emphasis upon manual work.

The most serious objection in the minds of most people is the possibility of additional expense. But to quote Mr. Sinclair, Inspector of Auxiliary Classes for Ontario, "All who are familiar with the situation agree that .... the cost of maintaining one of these pupils in an ordinary class is usually at least twice as great as it would be in a special class". In large schools in cities a special class can be provided and a rearrangement of the school made without the addition of another room and with the same number of teachers. Moreover, the cost to the community of irresponsible, untrained defectives is far greater than would be the support of special schools and classes. Family histories like those of the Jukes and the Nams are familiar. But one or

two Canadian examples may be mentioned. In 1918, a feeble-minded girl examined by the field worker of the Local Council of Women of Montreal, had been in the Sheltering Home, the Home of the Salvation Army, in several other institutions, Protestant, Jewish, and Roman Catholic. She had been before the Juvenile Court and had spent three short terms in jail. Besides she absorbed months of the time of social service workers without any improvement on her part.

A Manitoba agency in 1924 had under its care four families containing cases of mental deficiency. Upon these families it spent approximately $3000. in one year. Instances might be multiplied which show the false economy of continuing to neglect either subnormal children or adults.

But, while recognizing the need of a Government Institution for the permanent care of the certain types of feeble-minded persons, your Committee believes that it is the immediate duty of the Protestant Committee to consider the possibility of providing a school and auxiliary classes for the training of subnormal non-Catholic children of school age. Naturally, the first step is to ascertain how such children are dealt with elsewhere.

London, England, has between 70 and 80 special schools for the mentally defective, at which attendance can be made compulsory. Only those are received who have been certified as unfit for education in ordinary elementary schools. Special classes are provided for dull and backward pupils and there is a movement to organize them on a larger scale both in London and other parts of England. The Head Psychologist of the London County Council states that about 1½% of school children are mentally deficient

and that the dull and backward amount to about 10%.

In 430 cities and other school districts in the United States in 1923, there were 45719 children in special classes for the mentally handicapped, with 2492 teachers. In addition there were in 30 State Institutions and 217 private institutions 26774 feeble-minded children. In Wyoming alone, 78 out of every 10,000 pupils are in special classes.

In Canada, in 1925, all the Provinces except Quebec and Prince Edward Island were trying to deal with this problem.

In Ontario, 21 cities have special auxiliary classes. Toronto has 54 classes as well as two auxiliary schools for adolescent subnormals. The auxiliary classes are in charge of teachers who have taken the Auxiliary Class Teachers' Course and have been granted a special certificate. Only those children are admitted to the auxiliary classes who have a mental age of over six years and not more than eleven, that is, who have a range of intelligence quotient between 50 and 75. The Provincial Government gives special grants towards equipment and teachers' salaries. In Toronto a start has been made in securing suitable employment for those who have completed the course in the auxiliary schools.

In Saskatchewan special classes for subnormal children are provided in Regina and Saskatoon.

In Alberta, there are such classes in Edmonton and Calgary. The Government pays 50% of the salaries of the teachers.

There are 16 auxiliary classes in Vancouver. The Board of Education has a special department to deal with the subnormal school population and employs both a full-time psychologist and a director of special classes.

In Winnipeg, 14 special classes for the mentally defective are in operation.

In Nova Scotia, the only provision for feeble-minded children are auxiliary classes in Halifax. But a Royal Commission appointed in November 1926 has just issued an excellent report upon the mentally deficient which includes the results of a survey made by Dr. Hincks, Director of the Canadian National Committee for Mental Hygiene, Dr. Mitchell, Director of the Mental Hygiene Committee of Montreal, and Miss Keys. A survey was made of 32 schools. 223 or 3% of the pupils were found to be subnormal. The proportion varied according to locality, from zero to 10%. Eighteen town and rural schools were studied in Annapolis County. There, 3.19% were shown to be feeble-minded. In the poorer rural districts of this county, 9.41% were subnormal, the high rate being accounted for by a few families. It is suggested that the excessive number of feeble-minded in this county is due to emigration of many of the best strains and the retention of the worst. Thirty-five institutions were also visited and in them were found 130 mentally deficient children who could benefit from specialized training not available in these institutions.

The Commission recommends as a beginning of desirable reform:-

1. Travelling mental clinics under the direction of a Provincial psychiatrist.

2. The establishment of auxiliary classes whereever fifteen or more subnormal children occur in a locality.

3. The granting of scholarships to selected teachers in order

that they may obtain the training necessary to conduct such classes.

4. The establishment of a Training School of the farm colony type similar to that at Waverly, Mass., and that at Epsom, England.

It must be noted that the cost of the survey was slight, owing to the National Committee of Mental Hygiene giving the Government of Nava Scotia the services of Dr. Hincks and his associates.

In all of these Provinces there is compulsory school attendance. In Quebec the situation is different. No one knows how many defective children of school age are either in or out of school. In rural districts there is supposed to be an annual school census but in the large centres this is not the case. Probably the majority of the defective children do not attend school. Although it is generally stated that Quebec has a high rate of school attendance, statistics show that this is not a fact. The Report of the Superintendent of Education of the Province of Quebec for the year 1925-26, in Table III, page xix, gives the number of children between five and fourteen years of age, according to the school census as 526,601, and the number between five and fourteen enrolled in schools as 487,301. But the number enrolled does not necessarily indicate the number in actual attendance for a reasonable number of days in a year. From the returns made by the Protestant Inspectors, it appears that in Protestant Schools there are 5778 children in Grade I, but only 3224 in Grade IV. From the fourth year on, the numbers

in attendance decrease rapidly (with the exception of the schools reported by Inspector Parker). Even in his report far more children are in the first class than in any other. In short, 44.2% fewer children were found in Grade IV than in Grade I of the Protestant Schools. Does this indicate a high rate of child mortality or of mental incapacity among both children and parents? Does it not prove the need of compulsory school attendance?

The Report of the Protestant Board of School Commissioners of the City of Montreal for the year 1925-26 also shows that more pupils are found in Grade I of the public schools than in any other and that from the fifth year on there is a rapid decrease. The numbers given are:- Grade I, 4273; Grade II, 3572; Grade III, 3884; Grade IV, 4159; Grade V, 4129; Grade VI, 3537; Grade VII, 2646.

From these figures it must be obvious that great changes are needed to bring Protestant education in the Province of Quebec up to the standard of more progressive countries.

A few efforts have been made to ascertain the number of mentally deficient persons in the Province of Quebec. The Local Council of Women in 1895, 1905 and 1918 made inquiries which though limited in scope gave results which seemed to justify repeated appeals to the Provincial Government for a school and home of the farm colony type and to the Protestant Board of School Commissioners for special classes for the feeble-minded.

In 1918, the National Committee of Mental Hygiene was founded and a local branch was formed in Montreal. In 1919-20, a survey was made by the latter of 5 schools under the Protestant Board. The findings follow:

SUMMARY OF SURVEY OF SIX PUBLIC SCHOOLS.

Schools.	Aberdeen	Alexandra	Berthelet	Belmont	Dufferin	Strathearn
Enrolment	1600	927	487	210	857	1459
Pupils examined	84	31	50	24	49	49

Schools.	Victoria	P. Albert	Total
Enrolment	654	770	6964
Pupils examined	49	29	365

F I N D I N G S

	Aberdeen	Alexandra	Berthelet	Belmont	Dufferin	Strathearn
Supernormal	1	3	2	1	2	0
Normal	14	1	8	6	17	7
Retarded	20	8	18	6	10	12
Mentally Deficient	49	19	22	11	20	30

	Victoria	P. Albert	Total	
Supernormal	0	0	9	
Normal	16	6	75	
Retarded	17	4	95	1.36%
Mentally Deficient	16	19	186	2.67%

A special class for subnormal and retarded children was then opened by the Board. It was, however, discontinued after a year, supposedly because of the expense. It has also been said that a few of those pronounced to be feeble-minded later proved to be normal. Probably sufficient consideration was not given to the physical condition, temperament, and environment of each child submitted to the intelligence tests. It is improbable that such omissions would occur now. A short time ago a circular letter was sent to the Principals of Protestant Schools asking them to report any cases of subnormal mentality confidentially to the Mental Hygiene Committee. About 100 cases were reported - the majority of which proved to be retarded and defective.

Dr. Mitchell is now conducting a series of six lecture conferences on "The Child's Adjustment".

There is at present in the Province of Quebec one institution for the feeble-minded, that at Baie St. Paul, with 381 inmates. In his last report, Dr. Tremblay, the Medical Supervisor, states that because of overcrowding there is no room for classes which he feels to be essential. He adds that because of lack of resources private initiative is powerless to provide them. "May I, he says, "be permitted to ask the Government to study, adopt and put into effect a plan already elaborated,.... The present system cures nothing."

Although this report is very incomplete, your Sub-committee believes that there are sufficient grounds for recommending:-

1. That the Protestant Committee of the Council of Public Instruction secure the coöperation of School Boards both in Cities and Rural Districts in order that a survey of the school population be made and the number of subnormal children ascertained.

2. That the Canadian National Committee of Mental Hygiene be asked to make this survey.

3. That the Government be asked to make a grant of $1000.00 towards expenses.

4. That auxiliary classes in connection with the public schools be established wherever fifteen or more mentally deficient children of school age are found.

5. That gifted teachers be selected and given the training necessary to enable them to conduct these classes.

6. That special grants be made to schools conducting special classes.

7. That a school of the farm colony type be established by the Government.

Carrie M. Derick
Convener.

Text Books

DEPARTMENT OF EDUCATION

25/29

Quebec, February 6th, 1930

Dear Sir Arthur:-

You are probably aware that the authorized readers for use in the Protestant schools of this Province are known as the Crown Readers and are published by the Nelson's, Edinburgh. They have, for over thirty years been our authorized texts and although probably the best that could be had at one time they have long been superseded in the public estimation by several other sets which are more in accordance with present day educational ideals. Moreover, they are authorized no longer in any other part of the world and the publishers would, in any case, be disinclined to produce new plates now necessary, for this Province alone.

Some two years ago I examined several sets of readers and concluded tentatively that a set known as the Reading and Thinking Readers, published by the Nelson's would, with certain alterations, be best adapted to our purposes.

In January 1929 I sent fifty paste-up copies to twenty-eight prominent teachers, Inspectors and Normal School Professors, inviting their criticisms under several heads of the books as presented to them with suggestions for further alterations that would adapt the books to Canadian use. I received nineteen replies, all containing valuable criticisms and suggestions. These were communicated to the Canadian Manager of the Nelson's and everything that could serve for the improvement of the readers was adopted under the supervision of Mr. E. C. Woodley, Principal of one of the Westmount schools. He did his work for the Nelson's, and apparently with much skill and judgment. I believe, but I am not sure, that Dr. Brunt of the School for Teachers was associated in the work.

I have instructed the publishers to send you a set which is now in final form for your consideration. You should remember that the press work in the books which you will receive is not equal to that which will be expected when the blocks of type are thoroughly prepared for permanent use. Unfortunately, through some misunderstanding, only fourteen sets are available for the use of the Protestant Committee, and it is too late to receive from Edinburgh supplementary sets in time forexamination before the next meeting of the Protestant Committee on the 28th of February. To give the members of the Committee an opportunity to examine these books I am obliged, in some instances, to ask that after examination, the books be sent on to another member for his use. If there is no name given at the end of this circular letter you will understand that you will receive a set from some other member after he has examined it.

I shall be prepared to make a more complete report at the meeting of the Committee at the end of this month, either by submitting a new report, or by supplementing this orally, and by answering any questions that may be asked.

It may interest you to know that of the nineteen reports which I received from those who were asked to examine the books and to criticize them, eighteen pronounced the books even in their original form as distinctly superior to the Crown Readers. In its present form it is even better than it was before revision, and the prices that are offered are satisfactory, relatively, to those of other sets.

I send to you, herewith, a publisher's Memorandum which came to me first in the form of a letter. I asked that it should be printed as a pamphlet for your greater convenience.

Yours faithfully,

J. Pamelee

Director of Protestant Education

encl/

February 7th, 1930.

Dr. G. W. Parmalee,
Department of Education,
Q u e b e c .

Dear Dr. Parmalee,

I acknowledge your circular letter of the 6th regarding a proposal for a new set of readers for use in the Protestant Schools of Quebec. I agree that after thirty years it is more than time for a change, and shall be glad to examine the books you are going to send me.

Ever yours faithfully,

Principal.

ALLYN AND BACON
BOSTON

50, BEACON STREET

September 29, 1924.

Sir Arthur Currie,
Principal,
McGill University,
Montreal, P. Q.

Dear Sir:

During the past year or so there has been a certain amount of criticism directed against a textbook of ours, West's World Progress, which is the authorized textbook for use in the Protestant high schools of Quebec. This criticism emanates chiefly, we understand, from the professors of History at McGill.

Please let me assure you that I am not writing with any desire to see that criticism stifled. Quite obviously it is to a publisher's advantage to meet criticism provided it can be met without the sacrifice of ideals or of the author's fundamental views. The present criticism, however, seems uncharitable and unreasonable.

Having learned from Professor Waugh that the criticism was to be embodied in a Report, our Canadian representative, Mr. Yates, made reasonable and courteous efforts to ascertain the details of this criticism and to defend the book. He also requested that he be given a chance to appear before the committee engaged in making the Report. Mr. Yates is a graduate of McGill and a Rhodes Scholar, and I know from his letters to me at the time that he felt very keenly the curt treatment accorded him by Professors Williams and Waugh. He got the impression that they were unwilling to listen to any defence of the book, that there was probably some friction between the History Faculty and thd Quebec Textbook Committee over the framing of the history course for high schools, and that our book was being made the target for the attack.

"World Progress" was authorized in Quebec for four years commencing with 1923. We were given to understand that it was the unanimous choice of the History section of the Textbook Committee some of whom were: Dr. Nicholson, Prof. Derick, Prof. Kneelands, Dean Laird and Messrs. Walsh, Murray and Chalk. The first criticism

of which we had cognizance was made by Dr. Fryer at a Teachers' Convention in Montreal; the book was defended at that time by a member of the Textbook Committee. We heard of this through a Montreal bookseller who gave us the impression that the curriculum was the real point at issue. Subsequent to this, The History Association of Montreal, of which Prof. Williams is President and Prof. Waugh Chairman of a committee on texts, has issued a report on the history situation in Quebec. I am enclosing a copy of this report.

In this Report, Part II(especially Sec.6b) represents a contrary point of view to that of the authorities responsible for the framing of the curriculum. Does it not seem to show that, while our book may not be liked, the curriculum is disliked more? If there is any substance to that surmise, we, of course, are keenly interested to the extent of not wishing our text to bear the brunt of the attack. If the curriculum is the point at issue, it should, of course, be taken up with the Department of Public Instruction.

Paragraph 4, Part I, deals particularly with our text. Since the History Association of Montreal is sponsored by McGill professors, this constitutes a severe arraignment of our book elsewhere in Canada. At the same time it practically puts the imprimatur of McGill on two books published by a rival American publishing firm. The first mentioned of these texts has been displaced in British Columbia by "World Progress" for reasons more valid than those set forth against West in this Report. The competing book has also been taken off the "preferred" list of texts for Upper School use in Ontario. I am wondering, therefore, if the committee subjected the alternative texts to the same rigorous examination that was directed against West.

Because it is hardly in point here, I shall not adduce favorable evidence from other provinces in which "World Progress" is used as well as from others which are considering it for use. If you care to have me do so, I shall be happy to refer you to educators, not merely in other provinces of Canada, but in Quebec itself, who place a far different estimate upon the book than that contained in the report.

I wish that it might be possible for Mr. Yates to have an interview with you in regard to this matter.

which, I feel sure, must interest you as a leader of education in the Province of Quebec and as Principal of McGill University.

Sincerely yours,

Charles C Bacon

LANCASTER BOND
MADE IN U.S.A.

ALLYN AND BACON
BOSTON

50, BEACON STREET

October 11, 1924.

Sir Arthur Currie
McGill University
Montreal, P.Q., Canada

Dear Sir Arthur,

I am very grateful to you for your good letter of October ninth in regard to West's World Progress.

I was very much at fault in my former letter for giving the impression that I had the presumption to represent that it would be proper for you to intervene in this matter. I see very clearly the force and justice of the reasons that you give for not taking a hand in the matter, and I am much pleased with the expression of views in your letter.

I am going to ask Mr. Yates to call on you when he is next in Montreal. He is a fine fellow, and I am sure you will enjoy meeting him in a personal way. And I can promise for Mr. Yates that he will not try to discuss with you the status of our book.

With many thanks for your letter and with best wishes, believe me

Sincerely yours,

Charles L. Bacon

October 9, 1924.

Charles E. Bacon, Esq.,
Messers Allyn and Bacon,
50, Beacon St.
Boston.

Dear Mr. Bacon:-

I beg to acknowledge the receipt of your letter of September 29th regarding West's " World Progress." I note that you say that the criticism of this book emanates from the Professors of History of this University, and also that you have the impression that there was some discussion between the Department of Teachers and the Text-book Committee.

While I am interested in the position, I feel that I should point out to you that this interest is as a member of the Protestant School Committee. As Principal of the University I cannot in any way interfere with the work of the Text-book Committee or with any other part of the School Committee. It would indeed be most improper for me to do so.

Again I must draw your attention to the fact that the activities of the Professors of this College outside of the University are entirely their own concern, and what Professor Williams and Professor Waugh may judge fit to say in meetings held or reports made by the History Association of Montreal, is not a subject regarding which the authorities of the University or myself as its Principal, would intervene.

The fact that the History Association chooses to recommend certain text-books can certainly not be taken as indicating any official approval on the part of the University. The History Association is primarily an association of teachers, and has no official connection with the University. I do not think I need give you any further explanation to show you that it would be quite incorrect for me to interfere in any way in the present controversy, and while I should be glad to see Mr. Yates, It would be quite impossible for me to discuss with him the status of West's " World Progress."

Yours faithfully,

October 9, 1924.

Sir Frederick Williams-Taylor,
General Manager, Bank of Montreal.
Montreal.

Dear Sir Frederick:-

I am glad to note your interest in the teaching of History in our schools, and I have carefully observed the paragraphs to which you draw attention.

I am sure that you will be interested in reading the enclosed copy of a report of this book made by the History Association, of which the President is the Professor of History at McGill.

My position in the matter is , as I am sure that will understand, rather a difficult one. The book was approved by the Text-book Committee of the Protestant School Committee, and their report was duly accepted. I know that you will realize that it would be improper for me to make a statement reflecting on decisions of the Protestant School Committee, and you will also agree with me that the Provincial Department of Education would resent any attempt on the part of the University to usurp a right of supervision possessed by the Province alone.

I might say for your information that I have been asked by the publishers of the book to defend it in some measure against the report of the History Association, but I ahve told them that I can do nothing. I am sure that you will realize that inview of what is a united opinion of West's " World Progress," some steps might have to be taken to reconsider the decision of the Text-book Committee.

Yours faithfully,

Principal.

TELEPHONE
UPTOWN 4400.

F.W-T.

594 PINE AVENUE W.,
MONTREAL.

Eighth
October
1924

Dear Sir Arthur,

May I venture to ask if you would have "The Story of World Progress" - of which a copy accompanies this letter - analyzed or criticized to an extent that will enable you to form an opinion as to whether or not it is a proper book for use by the High School of Montreal.

Without going into details, I would draw your attention to the fact first that it is an American publication, that on page 623 the British Government is held chiefly responsible for the Balkan crime of '78 and, in sequence, the World War of 1914. On page 632 you will find the part played by Canada in the War confined to five lines in a footnote, as compared with many pages devoted to the part therein played by the United States of America.

I have no hesitation in expressing the opinion that it is little short of a scandal that the book in question should be in use in any Canadian school.

No one, it seems to me, can deal with the matter more effectually than yourself and I leave it in your hands with confidence, and with thanks in anticipation, believe me,

Yours sincerely,

F. Wilkinson Taylor

General Sir Arthur Currie, K.C.B., K.C.M.G.,
McGill University,
Montreal.

52, Rosemount Apartments,
1, Rosemount Avenue,
Westmount, P. Q.

November 12th, 1924

Private

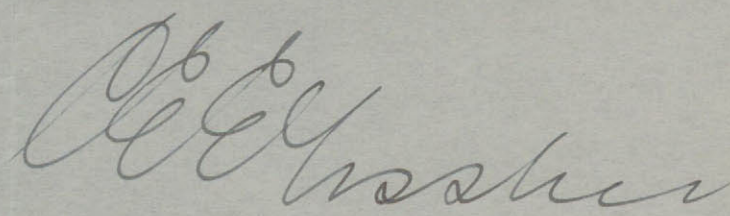
General Sir Arthur W. Currie, G.C.M.G., K.C.B., LL.D.
Principal and Vice-Chancellor,
McGill University,
M o n t r e a l.

Dear Sir Arthur:

Since receipt of your letter of November 5th I have been hoping for an opportunity to call on you, but owing to my departure for Europe on Friday, I shall have to await an opportunity on my return after Christmas.

Thanking you for your letter,

Yours very truly,



November 5th, 1924.

C.E.E.Ussher, Esq.,
52, Rosemount Apartments,
1, Rosemount Avenue,
Westmount, P.Q.

Dear Mr. Ussher:-

I have your letter of yesterday with reference to West's History.

I hold the same opinion as you do and agree with what the Gazette said. I may say that when the matter of adopting the text-book came before the Protestant Committee of the Department of Public Instruction I opposed its adoption. The History Department of McGill has consistently opposed it, but we were over-ruled. On different occasions the matter has been referred to and I hope that some action may yet be taken which will give us an acceptable text-book.

I shall be very glad to see you any time you can make it convenient to come up.

Yours faithfully,

Principal.

52, Rosemount Apartments,
1, Rosemount Avenue,
Westmount, P. Q.

November 4th, 1924.

Private

General Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.
Principal,
McGill University,
M o n t r e a l.

My dear Sir Arthur:

On page 12 of Montreal Gazette, November 4th, you will see a reprint from the Toronto Globe headed "A Montreal Text-Book", to which I, in my capacity as a private citizen, invite your attention.

A number of years ago I was profoundly impressed by a painting entitled "Forgotten", by a celebrated Russian artist, the subject being the clothed corpse of a soldier lying on the ground, and had those responsible for the use of the text-book referred to in the Gazette article seen the picture, it would never have been possible for them to permit a book to be used for instructing the oncoming generations, which the Gazette characterizes as "glaring above all "else, the exclusion of Canada's part in the Great War, while nearly "twenty pages are devoted to the part played by the United States. "Canada's share in the conflict is given a footnote of five lines for "the Canadian edition of the book.", nor would the person who signs himself "Another Teacher", whose letter appears in the Gazette of November 1st, endeavor to excuse the use of this book and condone the unpardonable offense of it being used in any part of Canada.

I appeal to you in private and with confidence that you will not let this affair terminate with only newspaper comment.

There is much I should like to say to you on the subject, but dare not write.

Yours very truly,

C. E. E. Ussher

C. E. E. USSHER

but my only interview with the committee was some months later when the matter has been practically decided.

Without committing myself to all the criticisms in the enclosed letter, from what I have seen of West I do not think it is at all a suitable book for school children, even if, as I do not think, the study of general history is useful at that stage. I should like, however, to say that the book condemns itself from the mere fact that it has been necessary to produce a special Canadian edition. A good history does not require to be revised for each country in which it is read.

I may add that our History Association of Montreal, which contains a large number of teachers, has recently set up a committee to consider that question of the most suitable history curriculum & text books for schools. The committee is shortly bringing out its report, & I understand that West's book is unequivocally condemned in it.

I think it is unfortunate that on the committee deciding on the history curriculum & text-books for schools, though there are McGill representatives, there is no representative of this department.

I return Miss Smith's letter.

Yours very truly,

Basil Williams

Text books

McGILL UNIVERSITY

MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF HISTORY

19th March 1924.

Dear Mr.Principal,

In general I may say that I agree with the condemnation of West's book, recently adopted as a text-book in the Quebec schools, as expressed in the enclosed letter. The other members of the History depart-ment as well as myself regret that this book has been adopted.

In October 1922 Dr.Nicholson sent me West's book to see & asked me not only to give my opinion about it but also to make suggestions about the History curriculum in the schools My colleagues & I carefully considered the whole matter & in November 1922 I sent a letter embodying our views to the curriculum committee. In this letter we set forth what in our opinion would be a suitable history curriculum. I need not trouble you with our detailed proposals, as apparently no attention was paid to them, but in the course of them we said:-

" We do not think that the last two years or even the last year should be devoted to general history. At this stage it is important to begin studying some history in some detail & making a real exercise of the mind of it. A general history of the type of Parrot's is too slight to give much training, while West's & those like it are a dreary pemmican from which it is difficult to get any detailed ideas."

I also suggested that I should be happy to meet the Committee to give our views both on the curriculum & on West in greater detail;

Text Books

March 17th, 1924.

Miss Claribel Smith, B.A.,
The Carleton School for Girls,
152 Argyle Avenue,
Ottawa,Ont.

Dear Miss Smith:-

Thank you very much for your letter of March 13th re the text-book prescribed at McGill for matriculation work in History.

Let me frankly admit that I have never read the book and, therefore, am not now in a position to make any comment on the criticisms you offer. The charge that the book is prescribed by McGill University holds good only because we accept as matriculation standard the School Leaving Examinations from the high schools in the Province of Quebec. The text-books used in preparation for those examinations are chosen by The Protestant Committee of The Department of Public Instruction of this Province.

I notice that you are writing from the Carleton School for Girls of Ottawa,Ont. If your teacher of History objects to this text-book you will remember that we admit to McGill those who have passed the matriculation examination of other Canadian universities.

I may say in closing that when this text-book was up for consideration the History Department of this university refused to give their approval.

Yours faithfully,

Principal.

THE CARLETON SCHOOL,
152, ARGYLE AVENUE,
OTTAWA.

March 13th, 1924.

To
Major General
Sir A. W. Currie, G.C.M.G. K.C.B.,
LL.D.

Dear Sir,

Under separate Cover will go with this a Communication regarding the new text book prescribed for Matriculation. This is intended for you personally.

I think the importance

I hope the Subject will be sufficient
Excuse for my taking the
Liberty of Addressing you.—
I am not naturally disposed
to interfere in other Peoples
Affairs—

Believe me
Your Sincerely,

(Miss.) Charlotte Smith.

March 25th 1924.

Miss Claribel Smith, B.A.,
The Carleton School for Girls,
152 Argyle Ave.,
Ottawa, Ont.

Dear Miss Smith,

Your letter of the 13th inst. regarding West's History has been given, as it merits, very careful attention.

You will, of course, understand that this University is not in a position of being able to prescribe books but is merely entitled to representation on the Committee.

I understand that the Historical Association of Montreal has recently set up a Committee to consider the question of a history curriculum for schools and that the report of this Committee is likely to condemn West's History. Just what effect this will have on the regulations I do not know but it will doubtless be taken into consideration.

Yours faithfully,

Principal.

The Carleton School for Girls
152 Argyle Avenue
Ottawa, March 13th, 1924

Major-General
Sir A. W. Currie, G.C.M.G.,K.C.B.,LL.D
McGill University
Montreal, P.Q.

Sir:

Miss Wadsworth, the teacher of history, having drawn my attention to the new text-book prescribed by McGill University for matriculation work, -"World Progress", by Willis Mason West, sometime Professor in the University of Minnesota, - I have taken time to look through it. Though not possessing the social prestige and superior attainments which justify a protest, or the honour of a personal acquaintance which would excuse encroachment upon your valuable time, I venture to bring to your notice several characteristics of this history.

(1) While I am aware that kings, queens and potentates are, in the present fashion of writing, absolutely out-of-date, it seems regrettable that heroes are among the exiles from polite history. In this instance Wellington and Nelson are mere names, dismissed with a stroke of the pen. Our British troops of 1914-18 and their comrades are treated with no greater respect. Boys and girls of fifteen and sixteen have not a sufficient background of detailed information to be able to fill in the gaps for themselves; for bread they will receive stones; heroes they must look for in the "movies".

(2) On page 601 there is the statement:-"Modern Civilization is based upon industrialism". For those whose fund of general information is limited, whose judgment is crude, and whose ideals are just being formed, this is decidedly misleading.

Nor is this an isolated case. Apparently with deliberate intention, romance, reverence and religion have been ignored. The whole teaching of the book is materialistic.

(3) The international relations of Great Britain are regarded as based for the greater part upon greed and selfishness:

Page 399: Heading - "Wars of Greed".

" 449: Paragraph 3: "The remaining . . . . . spoils".
" 4: Connects Great Britain with this "disgraceful scramble for spoils".

" 608: "Britain of course . . . . . realms".

" 609: "Largely through . . . . . money."

" 615: "Year after year . . . . . .evil of war".

" 656: "This division of plunder . . . . . civilization".

" 668: "China got less . . . . . much."

(4) The general trend of teaching is republican; np attempt is made to show that the greatest safeguard of our British democracy is our monarchy - that we have a greater degree of "responsible" government than the United States.

Page 543: "The bond . . . . . Nations".

Compare with this the present text-book:The Groundwork of British History: by Warner and Marten -

Page 613: "but the greatest influence . . . .of the Crown."

(5) From the purely academic and pedagogical standpoint the book is too much of a mere outline for boys and girls of fifteen to seventeen. It is true that instructor and pupil are feferred to other works for more detailed information, but the average teacher will agree that his pupils have no time, with a multiplicity of studies and sports, to read much beyond the authorized text. The

worst possible equipment for either an individual or a member of the commonwealth is a set of opinions ~~presented~~ prescribed for him and unsupported by personal and detailed knowledge of facts.

(6) The text-book is evidently designed primarily for American students, with statements inserted here and there to justify the "Canadian edition".

(7) I have not referred to the statements in regard to the origin of the Church of England, which would not in the least accord with the teachings of that body; for as its members do not look in school histories for accuracy of statements about such matters, that point is negligible.

(8) The book weighs two pounds, six ounces; contains 669 pages, only 364 of which are to be read, and costs $2.85. It is true that this one volume is substituted for two; but compare the detailed information of those two, their sane, loyal and reverent tone, with the dyspeptic, sneering and cynical utterances of the new text !

(9) If you can find time to read the account of the War of 1914-18, from your knowledge of its events you will, I am sure, hesitate to place it before Canadian students.

(10) Throughout Christianity is covertly mocked:

Page 626: "One reason . . . . . conditions"

The good faith of Britain is impeached:

Page 532: "At last. . . . . .sensitive".
"So, it was hoped . . . . . .history".

" 538: "Moreover . . . . . .closely".

" 542: "Soon . . . . . .general".

Monarchical government is treated as effete. Loyalty to the Empire is regarded as unsubstantial.

Encouragement to approach you is based upon the belief that you regard these matters from the standpoint of firm loyalty towards Great Britain, reverence for self-sacrifice, desire for high national ideals, and the sane judgment - untrammelled by academic fetters - of one who has lived in the world of action as well as of thought.

Believe me, Sir,

Yours faithfully

Charles Smith

(B. A. - Tor.).

West's History Text Books

House of Commons
Canada

901 Vancouver Block,
Vancouver, B.C.
15th December 1924.

General Sir Arthur Currie, G.C., M.G.,
Principal, McGill University,
MONTREAL, P.Q.

My dear General:-

I enclose herewith copy of letter which I have received from Mack Eastman, Professor of History in the University of B.C., which is self-explanatory. I have forwarded to you copy of "World Progress" as suggested by him.

I have read portions of it with considerable interest, but am not in a position to give an opinion as to whether it will be useful as a Text Book. There are a few inaccuracies that I have noted but, no doubt these will be corrected as he suggests, in the next edition.

If you have time, I am sure he would appreciate it very much if you would look over the book yourself or have one of your staff look it over, and let

House of Commons
Canada
-2-

General Sir Arthur Currie, G.C., M.G.,

me know what you think of it.

With kind regards and best wishes to yourself and Lady Currie for a very merry Christmas and a happy New Year, I am,

Yours sincerely,

JAC/MF.

Copy.

THE UNIVERSITY OF BRITISH COLUMBIA
(Department of History)

Vancouver, Canada.

December 9, 1924.

Brigadier-General J.A. Clark,
736 Granville Street,
VANCOUVER.

Dear General Clark:-

I am leaving a copy of "World Progress" at your office. If you think that General Currie might have time to glance at the book as a whole, but more particularly at my chapter on the World War, I should be much obliged if you would forward it to him with a word from yourself. I have corrected the date under the picture we were discussing, of General Currie and his staff at Mons.

If you do send it to him, and if you think best, you might mention in your note that you have heard that the original American version of West's "World Progress" has been subjected lately to considerable adverse criticism in Quebec Province, but that my revision and extension of the book has been well received by the Press of B.C., and approved in the Legislature by members who hitherto have assumed a critical attitude to History text-books in our schools.

I have put the stamps on ready for mailing in case you decide to send it.

I hope you will feel perfectly free to refrain from doing so in case you think it would be an imposition on General Currie. My only excuse for bothering either you or him is that this text-book marks a very decided advance upon all other world history text-books used in any other Canadian Province. Of course even this edition contains a number of slight faults of omission, and a few of commission, but

I am going to endeavour during the coming winter to put the whole into as nearly perfect shape as possible.

Very sincerely yours,

MACK EASTMAN.

P. S.

You can, of course, have a copy of "World Progress" for yourself if you think you would have time to look at it.

P.P.S.- I have just been informed from Edmonton that Alberta has taken it on for next September.

E.

January 9th, 1925.

Brigadier-General J. A. Clark,
901 Vancouver Block,
Vancouver, B.C.

My dear Clark:-

On my return to Montreal after the Christmas vacation I found awaiting me your letter of last December, with which you enclosed a copy of one from Mr. Mack Eastman to yourself.

It is true that the matter of West's History has engendered quite a controversy in Montreal. I think Professor Eastman's chapter on the war frees the work of one of the objections raised, but, on the other hand, there are people who say that he has written too much about the war, but how anyone could write what purports to be a world's history and make little allusion to the Great War passes my understanding.

I daresay those in favour of West's History exceed in number those opposed to it, but there are many students of history who doubt the advisability of putting such a book in the curriculum of High School students. Personally, I question the propriety and usefulness of asking any students of our Public or High Schools to use such a comprehensive work in the study of history when they have so many other subjects to read. You will gather I am not particularly keen on the book, although I admit I have not carefully read it from cover to cover. I thank Professor Eastmas very much for his courtesy in sending me the book and I hope in the near future to be able to read it more consddentiously.

Some time during the present session I hope you can come to Montreal and possibly spend a week-end with me.

Cordially reciprocating your good wishes, I am,

Yours faithfully,

House of Commons
Canada

901 Vancouver Block,
Vancouver, B.C.,
19th Jan.1925

General Sir Arthur Currie, G.C.,M.G.,K.C.,
MacGill University,
MONTREAL, P.Q.

My dear General:-

Many thanks, indeed, for yours of the 9th inst. I hope I may be able to take advantage of your very kind invitation and visit you in Montreal during the present Session.

With kindest regards, I am,

Yours sincerely,

JAC/MF.

February 28th, 1930.

REPORT OF SUB-COMMITTEE ON RETARDED CHILDREN

Submitted at a meeting of the Protestant Committee of the Council of Education, February 28th, 1930.

Your Sub-Committee has much pleasure in reporting that the two classes established by the P.B.S.C under the Special Classes Education Act at the re-opening of schools in September last have made satisfactory progress, and that two additional classes were opened under the same board on the first of February.

Dr Sinclair inspected these classes on his way through Montreal last autumn, and expressed his satisfaction at the progress made. Each of the four teachers who received special training for the work at the Toronto Training School last summer presented a detailed report of her experiences. A copy of one of these reports is annexed herewith for reference.

The following outline of the activities of your Sub-Committee may be of interest at this stage of the development of the work. On 1927 a Sub-Committee was appointed, with Professor Carrie Derrick as convener, to study the question of Retarded and Mentally Defective Children. This Sub-Committee presented a valuable report drafted by Miss Derrick, the convener, which was carefully considered by this Committee on October, 1928. As the convener was unable to be present through illness, Dr Mitchell of McGill University, Director of the Mental Hygiene Committee of Montreal, was invited to be present and to address the Committee on the subject of the report. The report was adopted, with the exception of paragraph 3 concerning the survey, and it was resolved that a Commission be appointed, with Dr Rexford as Chairman, to carry into effect the recommendation of the Sub-Committee.

After consultation with the Chairman, Dr Rexford arranged for an interview with Dr Sinclair, Inspector of these special classes in Ontario, on November 14th, and obtained valuable information concerning the organization and maintenance of these classes, about 150 of which were under Dr Sinclair's direction. A valuable supply of literature was also secured concerning the work of these classes.

At the December meeting of the Protestant Committee, the Sub-Committee was completed by the addition of the names of Miss Derrick, Andrew R. McMaster, Esq., Dr Parmelee and the Chairman of the Committee. Later on in December a meeting of the Sub-Committee was held, the work done by the Chairman was reported, and further plans arranged.

January 10th, 1929. A second interview was arranged with Dr Sinclair in Toronto for further study of the details of their special classes system. At this time the essential elements of our problem were outlined, and the necessary provisions of an Enabling Act were considered. The privilege of attending the Special Summer Training School in Toronto was secured for our teachers.

January 19th, 1929. A Sub-Committee meeting was held, the results of the study under Dr Sinclair were reported, and an outline of a report to the Protestant Committee was prepared.

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February 22nd, 1929. A detailed report under eight heads was presented to the Protestant Committee. The report was adopted and the Sub-Committee was continued, with instructions to interview the Government as to the best methods of carrying out the report.

During March and April a Government Bill was introduced into the Legislature and adopted, providing for the organization and management of the special classes.

At the May meeting of the Protestant Committee in Montreal the members of the achool boards on the Island of Montreal were invited to be present to hear an address from Dr Sinclair on the subject of Retarded Children.

On the following day, May 18th, your Sub-Committee had an interview with the Protestant Board of School Commissioners of Montreal, Dr Sinclair being present. On June 5th the P.B.S.C. held a special meeting to consider the question of retarded children, and decided to open two Special Classes in September following.

June 13th. An interview was arranged with Premier Taschereau, the situation explained to him, and a letter left with the Premier setting forth the requirements of these classes.

June 21st. A letter was received from the Premier stating that the sum of $1500. had been provided for these classes.

In all these negotiations your Sub-Committee has been mindful of the very valuable report presented by Miss Derrick and adopted by the Protestant Committee in October, 1928, as will appear from the following extract from a letter addressed to Premier Taschereau in June last:-

> "We are deeply grateful for the active support you have given to this movement in favor of backward children. We have had the advantage in this movement of the leadership of Professor Carrie Derrick of McGill University, one of our members, who has taken a prominent part in all Canadian movements in this connection, and whose comprehensive and valuable report presented to the Protestant Committee last year aroused the Committee to a serious study of this whole question."

The foregoing outline indicates that very creditable progress has been made in this important movement during the first year of practical work. The whole situation has been carefully investigated. An Enabling Act has been secured by the Legislature. An annual grant in aid has been secured by the Government. Four selected teachers have been trained for this work; four Special Classes for Retarded Children have been organized under the Special Act.

A good beginning has been made, but much remains to be done. A series of regulations governing the organization and management of these classes will require to be formulated, and arrangements made for the establishment of Special Classes in other large centres in the Province.

Respectfully submitted,

(Signed) Elson I. Rexford

W. G. Mitchell

PROPOSED OUTLINE IN PHYSIOGRAPHY FOR GRADES X AND XI IN THE PROVINCE OF QUEBEC

---

1. Rocks:—

(a) The common rock-forming minerals (quartz, the feldspars, calcite, the micas, hornblende, magnetite).

(b) Classification of rocks: (sedimentary, igneous, metamorphic).

(c) The ability to recognize and classify simple specimens.

2. Weathering and Erosion:—

(a) Agents of Weathering: (atmospheric gases and temperature, water, organisms).

(b) Rate and Results of Weathering.

(c) Agents of Erosion: (wind, rivers, oceans, lakes and glaciers, gravity, ice); their effects.

3. Rivers and River Valleys:—

(a) Terminology.

(b) Sources.

(c) River erosion (corrosion, corrasion, solution).

(d) Young streams (initial drainage on plains, plateaus or mountains; lakes, gorges, tributaries, waterfalls, nature of sediment carried).

(e) Mature streams (valleys; development of tributaries, flood plains, terraces, deltas and alluvial fans).

(f) Old Streams (peneplains, base level, nature of divides and of tributaries).

(g) Unusual conditions (potholes, beaver-meadows, piracy, rejuvenation of rivers).

4. Lakes, Swamps and Underground Water:—

(a) Origin of lakes.

(b) Salt lakes—their causes.

(c) Causes for removal of lakes.

(d) Origin of swamps.

(e) Ground water, springs, undergronud streams, sink holes, natural bridges, stalactites, stalagmites.

(f) Artesian Wells.

5. Plains and Plateaus:—

(1) General charcteristics of plains.

(2) Origin of plains.

(3) Climate, drainage and erosion of plains.

(4) General characteristics of plateaus.

(5) Origin of plateaus.

(6) Climate, drainage and erosion of plateaus.

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6. Mountains:—

(a) Mt. terminology.

(b) Distribution of mountains.

(c) Origin of mountains.

(d) General characteristics of and different types of mountains.

(e) Climate, drainage and erosion of mountains.

(f) Life history of Mountains.

7. The Oceans:—

(a) Oceanography (definit'on, methods).

(b) The ocean basins: (their general condition, deeps, ocean-bottom topography, deposits and life on the ocean bottom).

(c) Sea-water (temperature, density, composition, colour and light).

(d) Waves (general characteristics and causes).

(e) Tides (their nature, cause, influence on different coats, spring and neap tides, tidal bores and races, general effects).

(f) Ocean currents (cause, effects, currents of the different oceans with special reference to N. Atlantic.)

8. Volcanoes, Earthquakes, Geysers, Hot Springs:—

(a) Typical volcanoes (Vesuvius—Mt. Pelée—Etna—Hawaii—Krakatoa—Sbasta—Mr. Royal).

(b) Types of eruptions.

(c) Materials erupted—lava floods.

(d) Origin of Volcanoes and life history.

(e) Special terms (calders—volcanic rock—dikes—bosses—sills—laccoliths—batholiths,)

(f) Earthquakes (causes—characteristics—recording and locating— effects.)

(g) Hot springs and geysers.

9. Glaciers and Ice:—

(a) Action of ice in lakes and rivers.

(b) Snow-fields and the snow line—cause of glaciers.

(c) Types of glaciers (alpine—continental—ice-sheets).

(d) Work of glaciers (moraines, striae, till, eskers, erratics, roches moutonnées, hanging valleys, cirques.

(e) The glacial period and results in N. America.

(f) Ice-dammed lakes, Lakes Agassiz & Ojibway.

10. Shore Lines and Coral Formations:—

(a) Shorelines of strong relief.

(b) Shorelines of weak relief.

(c) History of both types.

(d) Bars and Beaches.

(e) Coral organisms and their work.

(f) Coral islands and theories of their structure.

11. Atmosphere:—

(a) Compos tion.

(b) Pressure (the barometer, isobars, barometric gradient.)

(c) Temperature (thermometer, isotherms, sources of heat, range of temperature, seasonal variations, influence of land and water).

(d) Humidity (source, absolute and relative, influence of temperature, dew and frost, fog, clouds, rains snow, hail, general distribution of rainfall).

(e) Light (its nature, the spectrum, the rainbow, colours of the sky, sunset colours, mirage, halos, twilight).

(f) Winds (their several causes, land and sea breezes, mountain and valley breezes).

(g) The wind systems of the earth(—westerlies, trades, monsoons, Fernel's Law, horse latitudes, doldrums).

12. Weather and Climate:—

(a) Cyclones (movement, air pressure, weather of, temperature and tropical, movement in N. America, theories of origin).

(b) Anticyclones (general conditions and weather in).

(c) Thunderstorms, tornadoes, hurricanes, (their causes, weather, area of development).

(d) Climate (different types such as oceanic and continental, monsoon climate, the equatorial belt, trade wind belt, Mediterranean climate, the Savanna belts, the temperate and frigid zones.)

13. The Earth as a Planet:—

(a) The earth's shape (proofs).

(b) Rotation—effects.

(c) Revolution—effects.

(d) The earth's interior (present and past theories).

(e) The states of matter on the earth.

(f) Age of the earth (proofs).

(g) Plan of the earth and theories of the origin and arrangement of the continents and ocean basins.

(g) Eclipses.

14. The Solar System and the Universe.

(a) Distinction between solar system and universe—members of solar system (planets, satellites, asteroids, meteors, meteorites, comets).

(b) The Sun (distance, size, heat, photosphere, chromosphere, corona, spots and their probable influence upon cyclones).

(c) Stars: (their nature, magnitude, and number, constellations, distance from earth).

(d) The names of a few of the constellations to be seen in our latitude.

15. Physiography of Canada—especially of Quebec:—

(a) The Regions of Canada (Canadian Shield, St. Lawrence Lowland, Great Plain, Appalachian and Cordillera)—A general knowledge of their structure and topography.

(b) The St. Lawrence (as given in section No. 217 of Tarr and Von Engeln) —also Sutherland "Province of Quebec—Social and Geographical Studies."

(c) Province of Quebec:—

(1) The St. Lawrence Plain
(2) The Appalachian Region...
(3) The Laurentian Region.

} As given in Mr. Sutherland's book "Province of Quebec—Social and Geographical Studies."

16. (a) Text Book for Pupils' Outline only:
Ontario High School Physiography.

(b) Teachers must have Tarr and Von Engeln's New Physical Geography" also Sutherland's Province of Quebec—Social and Geographical Studies."

(c) Other useful books are:—

"Physical Geography", Lake, (Cambridge, 1925).

"Advanced Physiography", Thornton—Longman's.

Text Books.

BEAVER HALL BUILDING

MONTREAL

December 6th,1930.

Sir Arthur W.Currie, Esq., G.C.M.G., K.C.B.,
Principal & Vice Chancellor,
McGill University,
Montreal.

Dear Sir Arthur:

I have just received your letter of December 3rd, which apparently was addressed to my brother in error.

I thoroughly concur in your views with respect to the work of the Board of Trade and Canadian Manufacturers Association Textbook Committee and appreciate that neither Professor Stanley nor any other member of the University Staff can very well publicly associate himself with that Committee.

It was my understanding that Professor Stanley would simply give the Committee the benefit of his advice unofficially and that his name should not appear publicly in any way in the matter in order to avoid any possibility of embarrassment to him or the University. I am not only speaking to Mr.George Henderson personally on the subject, but am sending him a copy of your letter.

I do not want you to think the Textbook Committee has set itself up to judge the textbooks from a technical or academic standpoint as it certainly does not consider itself competent in that respect. My understanding of its functions is that it is to review the books from the standpoint of the subject matter dealing with Canada and the Empire although when faulty construction and printing are found in books these features are drawn to the attention of the authorities.

As you probably know, the appointment of the Committee was the result of some very severe

criticism brought out at the Canadian Chamber of Commerce meeting at Edmonton in 1929 regarding the lack of British and Canadian subject matter in some of the books and obvious American propaganda contained in others printed in the United States.

Yours truly,

B. J. Rice

December third,
1930.

Private.

C. F. Sise, Esq.,
130 McGregor Street,
Montreal. P. Q.

Dear Mr. Sise,

When I spoke to you some time ago of seeking Professor Stanley's advice about text-books, I did not realise that you might wish him publicly to align himself with the Board of Trade - C.M.A. Text-book Committee. I think you can understand that he could hardly do that. For one thing, the University is at present being asked by the Protestant Committee, of which I am a member, to coöperate with them in such matters as curriculum and text-books. Stanley some time ago was asked to sit in with a sub-committee of this body.

To you, privately, I may say that I cordially welcome such evidences of public interest in education as the existence of your committee affords. Executives and committees may be the best in the world, but they still need a solid body of public opinion behind them. Resolutions and suggestions from men of your position can be very helpful. But school text-books are a highly technical subject. I am confident that McGill University contains the best expert opinion on such matters, and should like to see it used where it can be helpful. It was with this thought that I mentioned Stanley to you.

He tells me that Mr. George Henderson has consulted him and promised to send him text-books for examination, though they have not yet reached him. Stanley will be glad to give his candid opinion on these text-books, but, as you will realise from the foregoing, it would be embarrassing the University to ask him to subscribe publicly to your findings.

Ever yours faithfully,

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
OFFICE OF THE DEAN

May 21, 1930.

For Lennoxville
Clark Memo.
MacKay's Comment
re Murray letter
Murray letter

Sir Arthur Currie, G.C.M.G.,
Principal,
McGill University.

My dear Principal,

I am returning herewith Dr. Parmelee's letter to you, dated the 15th instant, and now wish to make the following statement.

The McGill Matriculation Board eliminated Physiography or Physical Geography from the subjects recognized for matriculation two or three years ago, and I do not think that there is any probability that this subject will be placed on the list again at any early future date. Under our new organization in the Faculty any proposal of this kind would come before the Committee on Admissions and Matriculation Standards and I do not think that this Committee is likely to reverse the decision of the Matriculation Board. Two things at least must always be kept in mind in making up a list of recognized subjects for matriculation purposes: First, the thoroughness with which these subjects are taught in the schools, and secondly, the facilities offered in the University for continuing studies in these subjects. Physical Geography or Physiography is not taught in the University at present and judging from my past experience I should say that the work done in this subject in the schools is not the equivalent of the work required in Physics and Chemistry. I have no doubt about the value of the subject if thoroughly taught in the schools and I should like to see instruction given in Geography in the University. But, until these two conditions are fulfilled I should not feel disposed personally to recommend that this subject

be recognized at present.

Yours very truly,

Eva A. MacKay

Encl.

Dean

Geography

DEPARTMENT OF EDUCATION
QUEBEC

OFFICE OF
J.C. SUTHERLAND

June 10, 1930

Dear Professor:-

At the Protestant Committee meeting last month the enclosed Syllabus was held over as Sir Arthur Currie stated that the subject of Physical Geography could not be accepted by McGill for matric. I often wonder why. Physical Geography is an optional subject for the University of London Intermediate Examination (end of Second or Third Year) and their examinations are far from "easy".

Years ago Professor Cox used to say, "send me boys who have had no introduction to Physics; I prefer to give them the start in it." And certainly what the rural high schools can do either in Physics or Chemistry is very slight. But they can be made to do good work in Physical Geography, and that is why the Westmount teachers drew up that Syllabus.

I did not know of it until it was sent here, and it was then only that I learnt that my book was to be a supplementary. It is out of print, but Nelson & Sons are ready to print a new edition.

Now what I wish to say to you is this: If the Matric. Board is to consider Physical Geography if it is made stronger, I could strengthen my book by cutting out the "social" chapters and by giving much more of the physical geography and geology of the Province, and connecting it with Canada as a whole.

Dr. Collins of the Geological Survey (Director) has sent me some fine prints of fossils for reproduction and is willing to send prints of anything else I may need. So too for Dennis of the Mines Department here.

I am at last promoted Assistant English Secretary, which means Assistant Director of Protestant Education, Assistant Deputy Minister and enables me to sign official letters in that capacity. Dr. Percival, our new head, is a fine man.

I sat next to Hamilton Fyfe at the dinner here to the Headmasters, had much talk with him and liked him very much. I see he is now Principal of Queen's.

Yours truly

J. C. Sutherland

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF CLASSICS

June 11th 1930

Sir Arthur Currie,
Principal McGill University.

Dear Sir Arthur.

The enclosures explain themselves. This is not to trouble you about the matter, but I thought you might like to see the letter. There is something in what S. says about the usual H. Schools not being able to do Physics and Chemistry. They have not the teachers at present. Ideally, of course, a matriculant should have compassed all of his physical geography, and about first times as much physics (as at present demanded) as well.

Yours faithfully.
C W Stanley.

DEPARTMENT OF EDUCATION
QUEBEC

June 10, 1930.

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.....

Yours truly,

J.C.Sutherland

June 11th, 1930.

Professor Carleton W. Stanley,
Department of Classics.

Thank you for letting me see Sutherland's letter, copy of which I have taken the liberty of making and retaining.

It is true that at the last meeting of the Protestant Committee I stated that the subject of Physical Geography could not at present be accepted by McGill for matriculation. My reasons were three, and as follows:-

a) McGill does not regard Physical Geography as the equivalent of the Physics and Chemistry, such as it is.

b) The subject is not one for study in the University.

c) I cannot believe that it would be taught any better in the High Schools than are Physics and Chemistry even under present conditions. In fact, I cannot see how it could be taught so well. Those who are training for teachers in the High Schools would not take the subject during their University career and therefore could not be expected to have much more knowledge [redacted] of the subject than was theirs when they matriculated. We believe, and we try hard to make others believe, that the first requisite of a successful teacher is to know his subject. A teacher cannot teach a subject which he does not know, and the less he knows about it the less able is he to teach it. He should have a far greater knowledge than his students. As far as Physical Geography is concerned, I do not see that he would have any more knowledge than they.

It is my opinion that if we accepted Physical Geography our standards for admission would be even lower than they are now, and that, you will agree with me, would be a step in the wrong direction.

I should be glad to have your opinion on my reasons set forth above.

Ever yours faithfully,

Principal.

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF CLASSICS

June 13th, 1930.

Sir Arthur Currie,
Principal,
McGill University,
Montreal.

Dear Sir Arthur:-

I am afraid I did trouble you after all about Sutherland's letter. (Sutherland, by the way, would not think of trying to get his way by intrigue or anything of that kind. He is the only honest man I know in the Quebec Parliament Buildings, and genuinely interested in the schools)

You ask my opinion. As I said before, I think all matriculants should know this geography, and at least physics, of physics and chemistry, as well. Now, all I meant to claim for Sutherland's point is that he is quite right in saying that physics and chemistry are badly taught in most of the schools, - even in the Montreal High the physics that is taught is negligible in amount; and there is a large room there, filled with equipment, which was once used in teaching Light, Sound and Electricity, but which is used no longer. And in Professor Evans' text-book on Chemistry you will find in the Preface that the book is designed to obviate the use of a laboratory (or words to that effect - it's some years since I looked at it). Sutherland, who has been well trained in Science, knows what a scandalous state of affairs this is; whereas I am afraid, though I hope I am wrong, that some of us in McGill are complacent, and are being taken in by the mere words physics and chemistry.

As against all this I quite agree with you that geography is not an easy subject to teach. On the physical side for example it really presupposes such difficult subjects as astronomy and geology - subjects in which Sutherland is steeped, and in which he is perhaps unable to fathom the ignorance of the teachers.

In general, Canada is about a generation out of date in the matter of geography, and perhaps the only school in the country where it is really attempted is The Study, Montreal, where it is taught by Mrs. Adair.

Yours faithfully,

Carleton Stanley.

CS/RA

June 12th, 1930.

Professor Carleton W. Stanley,
Department of Classics.

Thank you for letting me see Sutherland's letter, copy of which I have taken the liberty of making and retaining.

It is true that at the last meeting of the Protestant Committee I stated that the subject of Physical Geography could not at present be accepted by McGill for matriculation. My reasons were three, and as follows:-

a) McGill does not regard Physical Geography as the equivalent of the Physics and Chemistry, imperfectly taught as these are.

b) The subject is not continued for study in the University.

c) I cannot believe that it would be taught any better in the High Schools than are Physics and Chemistry even under present conditions. In fact, I cannot see how it could be taught as well.

Those who are training for teachers of High Schools would not take the subject during their University careers and therefore could not be expected to have much more knowledge of it than was theirs when they matriculated. We believe, and we try hard to make others believe, that the first

requisite of a successful teacher is to know his subject. A teacher cannot teach a subject which he does not know, and the less he knows about it the less able is he to teach it. He should have a far greater and more discriminating knowledge than his students. As far as Physical Geography is concerned, I do not see that he would have much more knowledge than they.

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I should be glad to have your opinion on my reasons set forth above.

Ever yours faithfully,

Principal.

PROPOSED OUTLINE IN PHYSIOGRAPHY FOR GRADES X AND XI IN THE PROVINCE OF QUEBEC

---

1. Rocks:—

(a) The common rock-forming minerals (quartz, the feldspars, calcite, the micas, hornblende, magnetite).

(b) Classification of rocks: (sedimentary, igneous, metamorphic).

(c) The ability to recognize and classify simple specimens.

2. Weathering and Erosion:—

(a) Agents of Weathering: (atmospheric gases and temperature, water, organisms).

(b) Rate and Results of Weathering.

(c) Agents of Erosion: (wind, rivers, oceans, lakes and glaciers, gravity, ice); their effects.

3. Rivers and River Valleys:—

(a) Terminology.

(b) Sources.

(c) River erosion (corrosion, corrasion, solution).

(d) Young streams (initial drainage on plains, plateaus or mountains; lakes, gorges, tributaries, waterfalls, nature of sediment carried).

(e) Mature streams (valleys; development of tributaries, flood plains, terraces, deltas and alluvial fans).

(f) Old Streams (peneplains, base level, nature of divides and of tributaries).

(g) Unusual conditions (potholes, beaver-meadows, piracy, rejuvenation of rivers).

4. Lakes, Swamps and Underground Water:—

(a) Origin of lakes.

(b) Salt lakes—their causes.

(c) Causes for removal of lakes.

(d) Origin of swamps.

(e) Ground water, springs, undergronud streams, sink holes, natural bridges, stalactites, stalagmites.

(f) Artesian Wells.

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(1) General charcteristics of plains.

(2) Origin of plains.

(3) Climate, drainage and erosion of plains.

(4) General characteristics of plateaus.

(5) Origin of plateaus.

(6) Climate, drainage and erosion of plateaus.

6. Mountains:—

(a) Mt. terminology.

(b) Distribution of mountains.

(c) Origin of mountains.

(d) General characteristics of and different types of mountains.

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(f) Life history of Mountains.

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(a) Oceanography (definit on, methods).

(b) The ocean basins: (their general condition, deeps, ocean-bottom topography, deposits and life on the ocean bottom).

(c) Sea-water (temperature, density, composition, colour and light).

(d) Waves (general characteristics and causes).

(e) Tides (their nature, cause, influence on different coats, spring and neap tides, tidal bores and races, general effects).

(f) Ocean currents (cause, effects, currents of the different oceans with special reference to N. Atlantic.)

8. Volcanoes, Earthquakes, Geysers, Hot Springs:—

(a) Typical volcanoes (Vesuvius—Mt. Pelée—Etna—Hawaii—Krakatoa—Sbasta—Mr. Royal).

(b) Types of eruptions.

(c) Materials erupted—lava floods.

(d) Origin of Volcanoes and life history.

(e) Special terms (calders—volcanic rock—dikes—bosses—sills—laccoliths—batholiths,)

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(a) Action of ice in lakes and rivers.

(b) Snow-fields and the snow line—cause of glaciers.

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(d) Work of glaciers (moraines, striae, till, eskers, erratics, roches moutonnées, hanging valleys, cirques.

(e) The glacial period and results in N. America.

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(c) Temperature (thermometer, isotherms, sources of heat, range of temperature, seasonal variations, influence of land and water).

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(e) Light (its nature, the spectrum, the rainbow, colours of the sky, sunset colours, mirage, halos, twilight).

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(a) The earth's shape (proofs).

(b) Rotation—effects.

(c) Revolution—effects.

(d) The earth's interior (present and past theories).

(e) The states of matter on the earth.

(f) Age of the earth (proofs).

(g) Plan of the earth and theories of the origin and arrangement of the continents and ocean basins.

(g) Eclipses.

14. The Solar System and the Universe.

(a) Distinction between solar system and universe—members of solar system (planets, satellites, asteroids, meteors, meteorites, comets).

(b) The Sun (distance, size, heat, photosphere, chromosphere, corona, spots and their probable influence upon cyclones).

(c) Stars: (their nature, magnitude, and number, constellations, distance from earth).

(d) The names of a few of the constellations to be seen in our latitude.

15. Physiography of Canada—especially of Quebec:—

(a) The Regions of Canada (Canadian Shield, St. Lawrence Lowland, Great Plain, Appalachian and Cordillera)—A general knowledge of their structure and topography.

(b) The St. Lawrence (as given in section No. 217 of Tarr and Von Engeln) —also Sutherland "Province of Quebec—Social and Geographical Studies."

(c) Province of Quebec:—

(1) The St. Lawrence Plain
(2) The Appalachian Region..
(3) The Laurentian Region.

} As given in Mr. Sutherland's book "Province of Quebec—Social and Geographical Studies."

16. (a) Text Book for Pupils' Outline only:
Ontario High School Physiography.

(b) Teachers must have Tarr and Von Engeln's New Physical Geography" also Sutherland's Province of Quebec—Social and Geographical Studies."

(c) Other useful books are:—

"Physical Geography", Lake, (Cambridge, 1925).

"Advanced Physiography", Thornton—Longman's.

School terms
Length

DEPARTMENT OF EDUCATION

Quebec, November 5th, 1930

TO THE MEMBERS OF THE PROTESTANT COMMITTEE:

CONFIDENTIAL

From time to time I propose to furnish information to the members of the Protestant Committee dealing with Educational matters in the Province of Quebec. I hope that the information thus furnished will be considered as confidential and that it will be well received by the members.

Our own statistics can probably be appraised best by means of comparison. The enclosed list of the number of school days that the schools are in session in the various provinces is an illustration of this. An average has not been struck for Quebec. This is because of the fact that any average struck would be unfair as the number of days that a school is operated in a rural district would lose its significance when averaged with the cities. Our term varies from one of 6 months to 200 days. We had only one case of a school being open for 200 days last year.

W. P. Percival

encl/
A/

Secretary, Protestant Committee

SCHOOL DAYS AND AVERAGE ATTENDANCE, 1928 OR LATEST YEAR REPORTED

	Days Open	Average Days Attended
Prince Edward Island	195	155
Nova Scotia	193	163
New Brunswick	194	162
Ontario	198	...
Manitoba	193	171
Saskatchewan	192 (1927)	161 (1927)
Alberta	185	164
British Columbia	...	...
Quebec	Varies from a six months' term (approx 120 days) to 200 days.	

QUEBEC SITUATION

Regulation 135 of the Protestant Committee reads: "All schools shall be closed from the 1st of July to the 15th of August each year; but any board may, with the approval of the Superintendent, open one or more of its schools during this period when the circumstances of the school render it necessary.

Regulation 136 of the Protestant Committee reads: "The schools of a municipality shall open each year after the 15th of August, and not later than the first Monday in September, as may be determined by resolution of the school board of the municipality.

Regulation 139 of the Protestant Committee reads: "The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, unless the school board by resolution prescribes a shorter period.

NOVA SCOTIA SITUATION

Excerpt from the Journal of Education, Nova Scotia, April 1930, under title Official Notices:

Hereafter the school year shall consist of 200 teaching days. Schools to open not later than the day after Labour Day, and to close not later than the last day of June. This will leave the duration of the summer vacation optional with the sections, within the limits of the dates indicated. In all cases the school year is to be fixed only after consultation with the Inspector and, as far as possible, should be uniform for the rural schools within a given inspectorate.

The first half of the year shall end not later than one hundred teaching days after Labour Day, and the second half not later than the last day of June. Each half shall comprise one hundred teaching days.

The Christmas vacation shall consist of not fewer than eleven nor more than sixteen Calendar days. Other school holidays shall be Labour Day, Thanksgiving Day, Good Friday, Easter Monday, Victoria Day and the Anniversary of the King's Birthday.

DEPARTMENT OF EDUCATION
NOV 5 1930
QUEBEC

November 7th, 1930.

Dr. W. P. Percival,
Department of Education,
Quebec, P. Q.

Dear Dr. Percival,

Thank you very much for your confidential memorandum of the 5th November which gives a comparison in the number of school days that the schools are in session in the various provinces.

Ever yours faithfully,

Principal

REPORT OF THE SUB-COMMITTEE
OF THE PROTESTANT COMMITTEE ON THE SUMMER SCHOOL.

This sub-committee, consisting of Dr. Parmelee, Dean Laird, Dr. Gammell, Dr. Percival, with Mr. Rexford as convener, has the following report to make:

The summer school held last summer at Macdonald College was of four weeks duration. A special grant of $2500 was secured from the Government to cover the cost of staff and incidental expenses. The cost to the individual teacher was $30 for room and board for the four weeks. There were 108 teachers in the Advanced Intermediate Class and 51 teachers in the Advanced Elementary Class. Four full courses and two half courses were provided all of which were compulsory. Arrangements were made so that practically all teachers who completed the summer course last year and are teaching this year in the schools of the Province received a bonus in recognition of increased training.

Your sub-committee recommends as follows:

a. That the Protestant Committee authorize the Department to ask for the special grant of $2500 for the summer school again this year.

b. That the summer school be held at Macdonald College from Monday, July 4th to Saturday, July 30th, 1932.

c. That in the matter of registration, those teachers who have attended one session of the summer school be given the preference up to June 1st, 1932; that the number to be admitted be restricted to the number for whom bonuses are available.

d. That in 1932 optional courses be offered; the largest number of courses that can be offered with the funds that are likely to be available will be seven. Such an arrangement would exhaust the full amount of the funds available. The sub-committee recommends that Psychology be compulsory for all students in 1932 and that four other courses be chosen to complete the requirements of the summer school for the session; that the courses be all arranged at different hours and that there be no maximum number of courses for any student, but that, if the student elects to take a course, that course shall be continued thfoughout the summer school session.

e. That a medical fee of fifty cents be charged the students so that arrangements can be made for medical attention throughout the time of the summer school session.

f. That any further arrangements for the summer school be left in the hands of the Director of Protestant Education.

Montreal,
November 27, 1931.

Respectfully submitted,

Edwin B. Rexford.
Convener.

RURAL SCHOOL CONDITIONS IN PROVINCE OF QUEBEC

With the assistance of the officials of the Department, the following survey has been prepared which should be of great interest to the members of the Protestant Committee. A somewhat similar survey was made by Dr. Barnelee and his staff in 1922 and many of the figures quoted are by way of comparison as between the survey of 1922 and 1930.

		1922	1930
1.	Total Number of schools reported	607	623
2.	Number of uncertificated teachers	290	135
3.	Schools open during the year:		

10 mos.	9 mos.	8 mos.	7 mos.	6 mos.	5 mos.	4 mos.	3 mos.	2 mos.	YEAR
229	92	201	33	20	15	9	3	2	1922
373	96	97	21	18	10	6	2	1	1930

4. In 1922 321 schools were open 9 mos. and over and in 1930, 468 schools.
" 1922 283 " " " 8 " " less " " " 155 "
" " 29 " " " 5 " " " " " 19 "

You will see from this that 25% of the total number of schools remained open 8 months or less. This does not mean that 25% of the total of more than 22,000 children enrolled in these schools were getting only training for 8 months or less but if you put the average attendance at the 155 schools open 8 months or less at 15 per school, it means that somewhere between 2000 and 2250 children or about 10% are getting training for only 8 months. In this statement no account is taken of the schools in St. Lambert, Verdun, Lachine and Westmount.

The outstanding feature of the above figures is the decrease in the number of uncertificated teachers during the period covered and the increase in the number of schools open for 10 months of the year.

The school attendance in some of the larger counties will be of interest to the members of the Committee. Only those counties having a large number of pupils enrolled are mentioned here.

COUNTIES	ENROLMENT	NO. OF SCHOOLS
Argenteuil	1408	46
Bonaventure	1117	35
Brome	1153	52
Compton	1252	31
Chateauguay	491	16
Chambly	569	10
Gaspe	694	21
Huntingdon	807	21
Hull	1217	36
Jacques Cartier(leaving out Verdun and Lachine	1168	8
Missisquoi	1034	24
Papineau	638	22
Pontiac	1483	54
Richmond	755	26
Shefford	556	13
Sherbrooke (of which the city of Sherbrooke has	1703 1155	14
Stanstead	1533	31
St Maurice (Shawinigan & 3 Rivers	626	2

The following comparison of schools open 9 and 10 months in individual counties in 1922 and 1930 will be of interest:

COUNTY	SCHOOLS OPEN DURING 10 mo.	9 m.	8 m.	7 m.	6 m.	No. of Teachers With Diplomas	No. of Teachers Without Diplomas	YEAR
Argenteuil	16	9	-	-	-	21	30	1922
	22	15	-	-	-	The figures not included in report for 1930.		1930
Brome	-	1	47	-	-	39	10	1922
	4	2	34	-	-			1930
Huntingdon	27	6	4	-	-	28	10	1922
	16	6	-	-	-	Information now is that Huntingdon has no teachers employed uncertificated.		1930
	The difference due to number of schools that have been consolidated in the interval.							
Compton	-	9	30	5	-	In Compton several consolidations have been effected in the interval and information is that uncertificated teachers have almost disappeared.		
	11	7	5	-	-			
Hull	22	5	5	-	-	32	7	1922
	27	-	2	1	3			1930
Missisquoi	6	2	14	-	-	20	7	1922
	10	-	3	11	-			1930
Pontiac	32	10	3	-	4	23	28	1922
	39	3	2	6	3			1930
Richmond	1	12	8	-	-	17	4	1922
	6	11	1	-	-			1930
Stanstead	7	1	30	-	-	16	23	1922
	13	14	1	-	-	Here again the whole situation has been changed through consolidation.		1930

The problem to which the Committee must address itself is how to increase the number of schools operating the full 10 month term and how to decrease the number of teachers without certificates. If the same progress is made in the next five years as during the period from 1925 to 1930, we should look forward to not having one single teacher in the Province without proper standing and to having the 155 schools that are now open 8 months or less operating for the full time. The situation will be changed and improved in many districts as the work of consolidation goes on but there are many districts were consolidation is not feasible and where the questionsof the school year and uncertificated teachers are of vital importance.

Counties where consolidation is desirable and possible are Huntingdon, Montcalm, Brome, Missisquoi, Gaspe Peninsula, one or two small consolidations in Argenteuil. We now have nearly 40 consolidated schools in successful operation. It may be safely estimated that there are at least 15 to 20 further consolidations that may be made with good results all around.

Attention should be drawn also to our Protestant population scattered throughout the various parts of the Province where there are no schools available. At the present time, many children from these scattered parts of the Province are being trained at Centres such as Huntingdon, Quebec, and New Carlyle. At these three centres, some 100 or more children are being accommodated through hostels established by various churches but there must be at a conservative estimate several hundred Protestant children throughout the Province who are getting no training at all and the Committee should address itself to the problem of how to reach these children and place at the disposal of their parents opportunities of a reasonable training, at least in the primary subjects.

The average salary paid to uncertificated teachers in these schools, 10 month basis is $478.15. The average salary paid to teachers with diplomas male $2,420.00, female $1079.00.

Schools open 6 months and less are in many cases summer schools. In some cases a 5 months term is carried out in one school and another 5 months in a neighbouring school with the same children attending. In one or two cases, the school remains open for a limited term because the children are too young to go. In one or two cases, the schools have short sessions because of lack of funds and in one or two cases, the number of Protestant families are so few that they cannot maintain the schools except for short terms.

All of the above respectfully submitted.

(Sgd.) A.K. CAMERON

Chairman of Sub-Committee on Consolidation

REPORT OF THE SUB-COMMITTEE
OF THE PROTESTANT COMMITTEE ON THE SUMMER SCHOOL.

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e. That a medical fee of fifty cents be charged the students so that arrangements can be made for medical attention throughout the time of the summer school session.

f. That any further arrangements for the summer school be left in the hands of the Director of Protestant Education.

Montreal,
November 27, 1931.

Respectfully submitted,

Convener.

Return to principal's office

Ontario vs Quebec Schools

February 16, 1932.

President W. Sherwood Fox,
University of Western Ontario,
London, Ontario.

My dear President Fox,

My attention has been drawn to an address made by Dean K.P.R.Neville to the meeting in Buffalo last April of the American Association of College Registrars. In this address Dean Neville, when speaking of matriculation, stated:

> "For more than ten years, now, Ontario has had a four-year high school organisation for Matriculation. None of the other provinces had more than three years outlined on their charts till British Columbia entered the fold last year."

What Dean Neville has in his mind must be something different from what we think of when considering Matriculation, because the province of Quebec has for thirty years had a four-year high school course leading to Matriculation.

A little later in the same section of his address, he says,

> "It seems inevitable that the provinces lying between Ontario and British Columbia must come into conformity with these extremes. We can look for no such result on the Atlantic seaboard. But why worry?"

Frankly, I do not like the tone of that sentence. Is it the cultured west patronizing the undducated east? What those words "Why worry" mean, I do not know. Is it because the Maritime

Provinces and Quebec are so far down in the scale that they are past worrying about?

Later on, Dean Neville proceeds to inform the American registrars that Canadian Universities accept American high school certificates if the school is properly accredited. I would like to say that that statement is not true as far as McGill University is concerned, and in proportion to our total registration I daresay we have more American students than any other Canadian university.

Furthermore, his comments about external examiners at McGill to my mind are not a correct interpretation of our practice.

I think I must write to the Secretary of the American Association of College Registrars and point out these inaccuracies in Dean Neville's statements.

It is rather a pity that when a man makes an address before a foreign body concerning practices in his own country he does not take care to inform himself fully.

With all good wishes,

I am,

Ever yours faithfully,

Principal.

OFFICE OF PRESIDENT AND
VICE-CHANCELLOR

Answer?
DMcM

THE UNIVERSITY OF WESTERN ONTARIO

LONDON, CANADA

February 22, 1932.

Sir Arthur Currie,
Principal, McGill University,
Montreal, Quebec.

My dear Sir Arthur:

I thank you for the directness with which you have referred to me Dr. Neville's address before the American Association of Collegiate Registrars and for the opportunity you have given me to be equally direct in discussing the matter with you. I fully believe that when all the facts are before us the words in question will not seem to mean what they might seem to mean at first glance. I shall take up your references to the address one by one.

First of all, however, I wish to state that Dr. Neville wrote his paper with documents before him that he had secured from all the Canadian Departments of Education. He received from Dr. W. P. Percival, the Director of Protestant Education in Quebec, in reply to a request dated December 3rd, 1930, a copy of the latest report of the Director. I have in my hand a copy of the letter he received from Dr. Percival; this is dated December 10th, 1930. At the present time we cannot lay our hands on the report Dr. Percival submitted, but we are sending for another copy together with a copy of the very latest report issued by the Department.

1. The reference to the four-year matriculation course in Ontario cannot be understood unless one reads at least half of the long paragraph which contains the reference. The significant words in the second sentence are "on their charts" and these refer naturally to the published statements of the educational authorities.

Dr. Neville tells me that he did not find in the report submitted by Dr. Percival evidence that the Protestant high schools of Quebec were organized on a four-year basis, but he admits the possibility that, as for many years was the case in Ontario, there has been a discrepancy between paper organization and actual practice.

However, documentary evidence concerning the situation in Quebec is not lacking. I shall refer you to the Annual Survey of Education in Canada for 1930, which has just been published by the Minister of Trade and Commerce, page xxxix, where one may read the following statement, which apparently is based upon a report received by the author of the Survey from the Quebec Department of Education:

"The complete course in the Protestant schools of this group ... consists of eleven grades and leads to admission to the provincial Protestant normal school (Macdonald College School for Teachers) for professional training, or to matriculation to McGill or Bishop's University, similar to the elementary and secondary schools of other provinces. The number of the 75,147 in the upper three or high school grades was 5,558 or about 7.4 per cent. The fact that there is no twelfth grade as in the other provinces tends to make the proportion in high school work smaller than elsewhere..."

That this is not a new situation may be seen in a reference to the Canada Year Book of 1927-28, page 915, last paragraph: "... the highest grade is Grade XI, from which students are matriculated to McGill University and Bishop's College..." Educational authorities all over the Dominion of Canada have for years followed the practice of regarding Grade XI as the last year of a three-year high school course.

The last two sentences of Dr. Percival's letter to Dr. Neville refer to high school courses and read thus:

"There is a strong desire also to make a post-matriculation course in some of the schools that are well equipped for the purpose. In fact an extra year has already been added to the course in the Westmount High School."

In the light of the above statements referring to three-year high school courses it is only natural for us to interpret Mr. Percival's statement concerning the post-matriculation course in the Westmount High School as meaning a one-year honour course added to a three-year course. If we are wrong, we shall gladly admit the error.

2. Your quotation from Dr. Neville's address beginning "It seems inevitable" and ending "why worry?" can only be interpreted in the light of the context which answers the question, "Why worry?" The fact of the matter is that a number of University Registrars in the United States have been worrying about the admission of Canadian students who have had only three-year high school courses. The question is, therefore, not asked in its colloquial or slang sense, but quite seriously and to reprove those Registrars who have rendered an "unfair verdict" against these Canadian students through their habit of applying mechanical measures to entrance qualifications. Dr. Neville's reply to the question was also a commendation of the products of the three-year high schools who apparently find their shorter high school course no handicap in their graduate work at Yale or Harvard. May I add that Dr. Neville was referring only to Nova Scotia, New Brunswick and Prince Edward Island?

3. The exact words of Dr. Neville's statement concerning admission to Canadian universities of American high school graduates are: "In most cases we honor American high school graduation or school certificates, if the school is accredited by one of the recognized accrediting bodies." Perhaps a more exact way of stating that is to say that "most Canadian universities

honor, etc....", and that we believe to be true. Either form of this statement is somewhat different from your version, "that Canadian Universities accept American high school certificates, if the school is properly accredited." Dr. Neville says, "recognized accrediting bodies." The chief among these are:- The Association of American Universities; the North Central Association of Colleges and Secondary Schools; the Association of Colleges and Secondary Schools of the Middle States and Maryland; the New England Association of Colleges and Secondary Schools; the Association of Colleges and Secondary Schools of the Southern States; the Northwest Association of Secondary and Higher Schools. The use of the word "most" would leave room for excepting the practice followed at McGill. Apparently McGill has its own separate system of dealing with American admissions.

We regret very much if the statement concerning the external examiners at McGill is not correct. Dr. Neville admits the possibility that he may have generalized from the service of one of our men a couple of years ago as external examiner. We shall welcome the facts concerning this and take steps to correct any misrepresentation.

Attending the meeting in Buffalo which Dr. Neville addressed were the Registrars of three other Canadian universities, who in discussion on the floor and in conversation with Dr. Neville after the address agreed that his paper was a fair presentation of the main body of facts concerning Canadian education with which he dealt. As I understand it the paper was presented at the request of the American Registrars in order that they might have removed some of the obscurities which cloud their understanding of the diverse educational systems in Canada. It was very far from the author's intention to convey the impression that one system in Canada is superior to another.

May I again assure you that we shall do everything we can to clear up the matter that you have brought to our attention? Like yourself what we desire is to ascertain the facts and to be just. We value most highly our happy relations with McGill and we shall spare no effort to save them and enhance them.

Believe me,

Very sincerely yours,

W. Sherwood Fox

W. Sherwood Fox,
President.

WSF/ML

Dr Fox

I wish to thank you for your letter of February 22nd concerning Dr. Neville's speech. I am very sorry if I misunderstood his statements but imagine that his audience must have been equally misled.

When Dr. Neville spoke of matriculation I assumed him to mean "pass matriculation" and have always thought that Ontario Public High Schools and Quebec Public High Schools both had a four years' course of preparation for this. The"Courses of Study and Examinations" published by the Ontario Department of Education(Revised 1931 Edition), p. 7 states "Scope of the Course. The High School course of study, detailed below, is designed to be a continuous and progressive course of five years. It comprehends a Lower School course of two years, followed by a Middle School course of two years, and an Upper School course of at least one year." "The Memoranda of Instructions to Te achers in the Protestant Schools of Quebec" states that "Grades VIII and IX are Intermediate, Grades X and XI are High School" and this appears to me to correspond exactly with the two years of work for the Ontario Lower School Certificate and two for the Middle School Certificate. As an example Latin,which is essentially a High School subject,is taught for four years before pass matriculation both in Ontario and in Quebec. I feel that any definition of a normal High School course that differed from this and included a "post-

matriculation year" would be very misleading to an American audience. Dr. Neville might, however, like to know that Nova Scotia has for years had twelve grades in its public high schools.

We have a great number of applications from American High School students most of whom wish eventually to enter our Faculty of Medicine and we have found that the High School Certificates when accredited by the accrediting bodies Dr. Neville memtions, are very unreliable. We have therefore drawn up the enclosed memorandum which may interest Dr. Neville.

more than 20 years

THE ADMISSION OF AMERICAN HIGH SCHOOL STUDENTS TO McGILL UNIVERSITY

1. McGill University recognizes the qualifying examinations conducted by the College Entrance Examination Board, 431 West 117th Street, New York, N.Y.

2. A student may obtain matriculation qualifications by writing these examinations according to the "New Plan" in four subjects which must include

(1) English (Four-Year)
(2) Mathematics (A1 and C)
(3) French or German or Latin or Greek (Four-Year)

In addition the student must submit his complete High School record which must show the position he occupied in his class, and the number of students in the class, and must submit a letter from his Principal.

3. Latin or Greek is compulsory for entrance to the B.A. courses, and distinct ability in scientific subjects must be shown for entrance to the B.Sc. courses.

4. A student may sometimes be admitted who has written other examinations such as those of the New York State Board of Regents provided that the marks are very high and that the student occupies a position in the first fifth of his High School class.

5. Certificates from High Schools are not recognized.

6. Notwithstanding anything stated above, McGill University selects its students, and does not in any way guarantee to accept a student because he may have passed a recognized examination.

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Department of Education
Quebec, P. Q.

HON. CYRILLE F. DELAGE
SUPERINTENDENT

When replying please give at the head of your letter this number.

No.----------

Replies should be addressed to "The Superintendent of Education, Quebec, P.Q."

W. P. PERCIVAL
ENGLISH SECRETARY, DEPUTY MINISTER OF THE DEPARTMENT, AND DIRECTOR OF PROTESTANT EDUCATION.

LIONEL BERGERON
FRENCH SECRETARY AND DEPUTY MINISTER OF THE DEPARTMENT.

March 8th, 1932.

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
McGill University,
Montreal, Que.

Dear Sir Arthur:-

At the last meeting of the Protestant Committee you showed me a letter from Dr. K. P. R. Neville, Registrar of the University of Western Ontario, which contained statements that were alleged to come from me.

I have looked up the file, and find that the only letter that I appear to have written to Dr. Neville was one dated December 10th, 1930, a copy of which I am enclosing.

In addition, I sent published reports and statements concerning Protestant education in Quebec.

If Dr. Neville refers to any other communications of mine I shall be glad to know the dates of the letters.

Yours truly,

W. P. Percival

Director of
Protestant Education.

/B

C - O - P - Y.

Department of Education
Quebec, P. Q.

HON. CYRILLE F. DELAGE
SUPERINTENDENT

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LIONEL BERGERON
FRENCH SECRETARY AND DEPUTY MINISTER OF THE DEPARTMENT.

December 10th, 1930

Mr. K.P.R. Neville,
The University of Western Ontario,
LONDON, Ontario.

Dear Sir:-

I have received your letter of December 3rd, and in reply I beg to give you information concerning three outstanding features of the Protestant situation in the Province of Quebec.

1. The Jewish situation. For several years past there has been an attempt made by the Jews to have legal school facilities in this Province. The enclosed Report to the Protestant Committee will show you the position up to 1928.

This year an act was brought into the Legislature and assented to on April 4th, 1930 whereby a Jewish School Commission was appointed consisting of 5 men. Power was given to them to erect on the Island of Montreal, schools for Jews only. The alternative to this was to agree with either the Protestant or Roman Catholic Commissions to arrange terms upon which one or other of these Boards of Commissioners would reveive Jews into their schools. If an agreement did not take place before April 1st, 1931, a Jewish school municipality under the control of the Jewish School Commissioners would have been erected automatically. This question was settled last week by the agreement between the Protestant Board of School Commissioners of Montreal and the Jewish School Commissioners whereby the Jews would come into the Protestant panel on equal terms with the Protestants. They would enter the school in the district in which they were living, they would have 13 days of Jewish holidays without penalties of any kind and Jewish teachers would be considered eligible for appointment and promotion. You will be able to find the terms of the settlement in last week's Montreal papers.

Department of Education
Quebec, P. Q.

HON. CYRILLE F. DELAGE
SUPERINTENDENT

When replying please give at the head of your letter this number.

No.----------

Replies should be addressed to "The Superintendent of Education, Quebec, P.Q."

W. P. PERCIVAL
ENGLISH SECRETARY, DEPUTY MINISTER OF THE DEPARTMENT, AND DIRECTOR OF PROTESTANT EDUCATION.

LIONEL BERGERON
FRENCH SECRETARY AND DEPUTY MINISTER OF THE DEPARTMENT.

2. Consolidation is growing more popular in the Protestant municipalities of this Province. People are understanding the consolidation movement better and the calamities predicted for consolidation are not happening. There are about 30 consolidated schools in the Province now which have taken the place of schools to the number of about 150 of lower academic standing, these schools of lower standing being generally elementary schools. This consolidation movement has been rendered possible through the Government giving large grants for conveyance and making an allowance for the erection of a new building of about 50% of the cost. The grants for conveyance in general are equal to the difference in cost between keeping open the district school and that of educating these children in the consolidated school. Enclosed you will find a Bulletin regarding consolidation, and a general report on consolidation.

3. Changes are being suggested in the course of study. There is a movement to make a cleavage in the high school course between those preparing for the university and those who desire a different school training. Those who desire a school training differing from matriculation will probably not take the Classics but will take more English and French. There is a strong desire also to make a post-matriculation course in some of the schools that are well equipped for the purpose. In fact an extra year has already been added to the course in the Westmount High School.

Yours truly,

Director of Protestant Education

Department of Education
Quebec, P. Q.

HON. CYRILLE F. DELAGE
SUPERINTENDENT

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W. P. PERCIVAL
ENGLISH SECRETARY, DEPUTY MINISTER OF THE DEPARTMENT AND DIRECTOR OF PROTESTANT EDUCATION.

LIONEL BERGERON
FRENCH SECRETARY AND DEPUTY MINISTER OF THE DEPARTMENT.

March 10th, 1932.

Sir Arthur Currie,
McGill University,
Montreal,
P. Q.

Dear Sir,

Under separate cover I am returning to you the Bulletin of the American Association of Collegiate Registrars, which you handed to me about three weeks ago, and for which I thank you.

Yours truly,

W. P. Percival

WPP/F.

Director of Protestant Education.

acknowledged
W. Saunders

MAIL & EMPIRE. Oct. 14. 1931

QUEBEC'S SCHOOL STANDARDS COMPARED WITH ONTARIO'S.

Dr. Stephen Leacock started something when he criticized the secondary schools of Quebec in an address to the association of Protestant teachers of that province. He is strongly in favor of lengthening the curriculum in those schools by one year as the standard is too low. One reason for his advocating this change is that the standard in his province is far behind that in Ontario. Every one of the collegiate institutes in Ontario, and every class entering the University of Toronto has a higher rating than the corresponding institutions in Quebec and the classes entering McGill. The practice, formerly a voluntary one and now enforced by law, of taking the additional year for honor matriculation before entering the university gives the Ontario-Toronto University student body an advantage which the Quebec-McGill student body can never overcome.

"It is a strange thing that that simple fact should remain unknown," Dr. Leacock said, referring to McGill's relatively low standard. "I have often and passionately told it to my colleagues only to have it rejected with contempt or indignation." Comparing the standards of entrance at McGill and Toronto, he stated that McGill's first year Latin and third year Greek and mathematics are equivalent to Toronto's entrance requirements.

We can understand and we sympathize with the explanation of Dr. George Parmalee, former director of Protestant education in Quebec, namely, that Quebec's standard is lower than Ontario's because there, so much time is devoted to French. A thorough knowledge of French is undoubtedly of great advantage to the young English-speaking people of Quebec and, indeed, of any other part of Canada. Dr. Leacock retorted that this did not alter the fact that the standard of English, arithmetic and history is poorer. Being a graduate of the University of Toronto, teacher at Upper Canada College, professor for many years at McGill, and, altogether, having an experience of 42 years in teaching, Prof. Leacock is qualified to express an opinion on the comparative merits of the two systems.

Reg

194 PARK STREET SOUTH
HAMILTON

McGill University
Dear Sirs.

Have you an answer to the mail and Empire Editorial of October fourteenth? I have two boys trying their McGill examinations and come across so many

people who tell me McGill standard is so far below Toronto that I would like some facts on this subject. I would like the boys to go to McGill but these thoughts are very upsetting.

Sincerely Yours
Olga Wigle

Miss O. L. Wigle
194 Park Street South
Hamilton, Ontario

October 19th, 1931.

Mrs. A. W. Wigle,
194 Park Street South,
Hamilton, Ontario.

Dear Mrs. Wigle,

There are many answers to the editorial in the MAIL AND EMPIRE of Wednesday, October 14th, but the best answer is that much of it is untrue and that all of it leaves a wrong impression.

It is quite true that Dr. Leacock said what he is reported to have said, but those of us who know him best look upon it largely as "Leacockian humour" in which exaggeration plays so prominent a part. For anyone to state that the third-year Mathematics at McGill is but the equivalent of first-year Mathematics at Toronto is to show the silly lengths to which those seeking notoriety will go. We have many students from Ontario at McGill, and it is certainly not the experience of the staff of the University that they are found to be better prepared than students graduating from the schools of Quebec, nor do they outstrip the students from Quebec Province or from other parts of Canada who are their class-mates at this University. Further, Dr. Leacock is not qualified to speak on this subject, because he never meets the students until they are in their second year, and as he is a Professor of Political Economy, there are some who would dispute his right to speak with reference to English, Arithmetic, Mathematics, Latin and Greek.

Let me just tell you of something that happened within the past few months. In 1930 the head-masters of some 17 of the finest English public schools visited every University in Canada in order to satisfy themselves of the efficiency of Canadian Universities: they wished to advise those of their students who intended to come to Canada to make their living in later life, as to the relative merits of the Canadian universities. Thirty-three students came to Canada this

autumn, and as a result of the Headmasters' advice, twenty of them came to McGill, eight went to Queens, three to Toronto, while one has gone to the Guelph Agricultural College and another to British Columbia. I should think the heads of English public schools were fairly good judges, and their judgment would hardly seem to coincide with that of Dr. Leacock, who, of course, is a graduate of an Ontario school and naturally knows much more of those schools than he does of Quebec schools or schools in other parts of Canada. You probably have lived long enough, Mrs. Wiglo, to know how silly and false comparisons can be.

I hope to welcome your sons here.

Ever yours faithfully,

Principal.

22/2/33

COLONEL WILLIAM WOOD
59 GRANDE ALLÉE
QUEBEC
CANADA.

My dear Sir Arthur Currie:

In case you are attending, as I hope you will, the meeting of the Protestant Committee of the Council of Education, set for this Friday, the 24th., I am submitting to your dispassionate attention the enclosed request, from the High School of Aurbre, to be allowed the privilege (I know it would be, administratively, a grace, not a right) to have its leaving pupils admitted as regular candidates for the diplomas granted to those "public"-school leaving-pupils who pass the Government Final Exam.

There are a few quite special points involved.

First, there would be no danger of "opening the floodgates" to all, or even sundry, private schools; because the High School of Quebec is quite unique in its special status, from the governmental point of view.

Secondly, its uniquely special status is founded on an unbroken continuity of governmental recognition and a specific governmental grant for the last ninety years.

Thirdly, this governmental grant has always been given for the specific purpose of enabling those pupils who are fairly entitled to free tuition to pass just such an "enabling" examination as the Government Final Leaving examination is now.

But, fourthly, this Government Final Leaving exam is also the

very exam which these Government 3
pupils are precluded from passing
at all.

Finally, under these circumstances,
I venture to think, not only that there
is no danger (because unique cases
do not establish dangerous precedents)
but that admission to these finals
would, in the larger sense, be of
positive advantage to our system
of education, as a whole. We, in
our immemorial British way, are
perhaps rather too much inclined
to take things as they come, and
then make what often is, especially
at first, a rather messy best of it.
But doesn't our practical adaptability
work out better in the end, by evolution,
instead of revolution? And don't we
achieve better final results by

enabling them to be reached by all sorts of different means, provided always these means are good in themselves? We don't often work "unexceptionally according to plan", especially when very diverse parts can be harmonised into a co-operating Whole by several wise "exceptions". Now, I think you would find the High School of Quebec a not unworthy, as well as a safely admissible, "exception".

May I, in conclusion, mention the fact that it did its "public" duty in the War. Its average attendance, of all ages, has never been much above a single hundred boys. Yet nearly three hundred Old Boys served, and no less than eight-four gave up their lives. These were "all ranks and ratings", from O.S. to Admiral, and Private to four (or five) Generals.

COLONEL WILLIAM WOOD
59 GRANDE ALLÉE
QUEBEC
CANADA.

Might I add one other point?

The High School of Quebec is not, emphatically not, a "school for snobs" — as many "private" schools in Canada are said to be, like some "public schools" in England. Nor does it, nor can it, appeal to that kind of "society" which some knowing wags spell right thus: #society. The complete year's fees run from a minimum of only thirty dollars up to fifty.

6/ Then there are the twenty entirely free scholarships, paid for by the successive Governments of the last ninety years — and paid in order to enable free learning pupils to pass the very same sort of examination as that which no High-School — of-October last-term boy can compete in now.

I am not, unhappily, an education expert, or even a varsity man, of any kind at all: just an odd mate in-and-out of authorships, on both sides of the Water and the line. But I really think I've told the truth here now: with apologies for ~~this intrusion~~, I am

Sincerely yours William Wood.

At a Meeting of the Board of Directors of the High School of Quebec, held on February 16th, the following Resolution was passed:—

That the Council of Education be asked for permission, for the High School of Quebec, to take the Quebec School Leaving Examination, on certain conditions.

The reasons for this request are:

1. That
   At present we have no Final Exam, except the Mc Gill Matriculation, which is not at all satisfactory for boys who have no wish to enter the University.
2. That
   The Quebec Leaving Exam, as it is now, is a good standard exam for any School Final.
3. That
   It is in the interest of Education to afford all the help possible to the Province, even, outside the Schools under the supervision of the Protestant Board.
4. That
   The Parents of pupils educated in private schools pay taxes for which they reap no benefit.
5. That
   The High School of Quebec is one of the two oldest Schools in the Dominion, and that it has received Government recognition and a grant since 1842, on condition of granting so many scholarships;
6. yet,
   These free pupils who receive their education at the expense of the Government are precluded from taking the Government Final Exam.
7. That
   The boys at the High School of Quebec are taught from grade 5 to grade 11, and that the curriculum of the Course of Study for Protestant Schools is faithfully followed through all the various classes.
8. That
   It would be a gracious act of the Protestant Committee of the Council of Education if our request were granted, as it has been the policy of the Committee, in the past, to interpret liberally, rather than literally, rules which might thus help the difficult questions of the Education of the Protestant Minority.

The following suggestions were made at the meeting of the Board, in the event of permission to take the Exams being granted.

1. That
   Pupils must be presented on the same conditions as the Public Schools.
2. That
   Pupils must follow the Course of Study for Protestant Schools for the High School Grades.
3. That
   A list of pupils for grades 10 and 11 must be sent in.
4. That
   A Departmental Inspector visit the School and report to the Department.
5. That
   A fee of $10,00 per candidate be charged.

Copy of resolution and suggestions passed at the Directors' Meeting held on Thursday February 16th 1933.

F. T. Handsombody.

Sec. Treas.

February 23, 1933.

Colonel William Wood,
59 Grand Allée,
Quebec, P. Q.

My dear Colonel,

I have your letter of yesterday, and also the resolution that was passed at the meeting of the Board of Directors of the High School of Quebec.

The matter therein raised will come before the meeting of the Protestant Committee of the Council of Public Instruction at its meeting tomorrow, but, unfortunately, I shall not be present, as His Excellency the Governor General has notified me that he wishes to pay a visit to the University tomorrow morning and spend all forenoon with us.

What the attitude of the Protestant Committee will be I do not know, although at a short discussion of the matter at the last meeting my recollection is that the educational authorities at Quebec did not favour the granting of its diploma to any school over whose curriculum it had no control and concerning which it had no right of inspection.

You speak of "no danger of opening the flood gates to all or even sundry private schools". The matter first came before the Protestant Committee as the result of a communication from the Girls' School in Compton, and this afternoon I am having an interview with the Principal of the Trafalgar Institute (Girls' School) concerning the same matter. There would seem to be a general assault all along the line. The girls' schools frankly admit that many of their girls find the McGill matriculation standards too difficult, and they would like to have some diploma from a higher authority than themselves.

p.t.o.

October 7th,

1 9 3 3 .

Dear Dr. Percival,

Before leaving the meeting of the Protestant Committee of the Council of Public Instruction last Friday week I filled in a voucher for $24.45, expenses in connection with attendance at that meeting. I have not yet received my cheque. May I hope for it by return mail?

Ever yours faithfully,

Principal

Dr. W. P. Percival,
Director of Protestant Education,
Quebec, P.Q.

Department of Education
Quebec, P. Q.

HON. CYRILLE F. DELAGE
SUPERINTENDENT

W. P. PERCIVAL
ENGLISH SECRETARY, DEPUTY MINISTER OF THE DEPARTMENT AND DIRECTOR OF PROTESTANT EDUCATION.

When replying please give at the head of your letter this number.
No. 690/33
Replies should be addressed to "The Superintendent of Education, Quebec, P.Q."

LIONEL BERGERON
FRENCH SECRETARY AND DEPUTY MINISTER OF THE DEPARTMENT.

October 11th, 1933

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
McGill University,
Montreal, P.Q.

Dear Sir:-

Enclosed, herewith, you will find a cheque for $23.75 in payment of your expenses for attending the meeting of the Protestant Committee held on Friday, September 29th.

I regret that there has been a delay in forwarding this cheque to you. Owing to a change in the Treasury Department cheques cannot in future be presented to members at the meeting as was the custom previously.

Yours truly,

W. P. Percival

Director of Protestant Education

encl/A/

PA

DEPARTMENT OF EDUCATION
QUEBEC
OFFICE OF THE DIRECTOR
OF PROTESTANT EDUCATION

June 20th, 1932.

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
McGill University,
Montreal, Que.

Dear Sir:-

On June 30th next Dr. E. I. Rexford will have completed fifty years of service to Protestant Education from the date on which he first took office as Secretary of the Department of Education of the Province of Quebec. His appointment was dated July 1st, 1882.

In honour of this occasion a luncheon will be tendered to him by the Protestant Committee at the Lakeview House, Knowlton, on Thursday, June 30th, at one o'clock daylight saving time.

I hope that you will be able to attend, and that you will let me have your reply as soon as possible.

The cost of the luncheon will be $1.00 per plate.

Yours truly,

W. P. Percival

Director of
Protestant Education.

June 21st, 1932.

Dr. W. P. Percival,
Director of Protestant Education,
Quebec, P. Q.

Dear Dr. Percival,

I have your letter of yesterday in which you tell me of the luncheon to Dr. Rexford, to be tendered him by the Protestant Committee at Lakeview House, Knowlton, on Thursday, June 30th.

I regret very much that it will not be possible for me to be present. I must content myself this year with about ten days' holiday and I purpose taking that salmon fishing on the Bonaventure. I am leaving some time towards the end of the month.

Dr. Rexford is worthy of all the honour that can be paid him, and I should have considered it a privilege and honour to be present at your complimentary luncheon had circumstances permitted.

Ever yours faithfully,

Principal

DEPARTMENT OF EDUCATION
QUEBEC

OFFICE OF THE DIRECTOR
OF PROTESTANT EDUCATION

June 21st, 1932.

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
McGill University,
Montreal, Que.

Dear Sir:-

It has been suggested by the Chairman of the Protestant Committee that a presentation be made to Dr. E. I. Rexford by the members of that Committee at the luncheon which is to be held on June 30th.

A suitable gift can probably be procured if the members will each contribute the sum of five dollars.

Your cooperation in this matter will be appreciated.

Yours truly,

W. J. Rexford

Director of
Protestant Education.

June 22nd, 1932.

Dr. W. P. Percival,
Director of Protestant Education,
Quebec, P. Q.

Dear Dr. Percival,

I am very glad to comply with your suggestion, and enclose my cheque for $5.00 as a contribution to the gift for Dr.Rexford.

Yours faithfully,

Principal.

DEPARTMENT OF EDUCATION
QUEBEC

OFFICE OF THE DIRECTOR
OF PROTESTANT EDUCATION

June 27th, 1932.

Sir Arthur Currie, G.C.M.G, K.C.B., LL.D.,
McGill University,
Montreal, Que.

Dear Sir Arthur:-

I have received your letter of June 22nd in which you informed me that you were enclosing a cheque for $5.00 as a contribution to a gift for Dr. Rexford. No cheque, however, was enclosed, and I thought it well to inform you of this immediately, in case it has gone astray.

I am very glad that you will be represented at the luncheon on June 30th.

Yours very truly,

W. P. Percival

Director of
Protestant Education.

June 28th, 1932.

Dr. W.P.Percival,
Director of Protestant Education,
Quebec. P. Q.

Dear Dr. Perwival,

I enclosed a cheque with my letter of June 22nd, but evidently it has gone astray, or it may be that the mailing clerk mixed the enclosures. I am therefore enclosing a duplicate and would ask you to return the one dated June 22nd if it should reach you.

Ever yours faithfully,

Principal

June 28th, 1932.

The Bank of Montreal,
Peel Street Branch.

Dear Sirs,

On June 22nd I issued a cheque for $5.00 in favour of Dr. W.P.Percival. Dr. Percival is Director of Protestant Education, Quebec City. He informs me that the cheque did not reach him. I am therefore issuing a duplicate today. Will you please stop payment on the prior one?

Yours faithfully,

SCHOOL HISTORIES CALLED INACCURATE

Many Contain Gross Errors Concerning the World War, Says Lieut. Col. Dickson.

HE READ 52, CRITICIZES ALL

Some He Styles Absurd and Stupid and Likely to Make Us a Laughing-Stock.

Special to The New York Times.

WASHINGTON, Nov. 20.—Lieut. Col. Thomas J. Dickson, who was senior combat chaplain with the American forces in France during the World War, today issued a critique on American school histories, in which he charged that many of them contain gross inaccuracies in dealing with the World War.

"I have read about fifty-two American school histories on file in the Congressional Library," said Colonel Dickson, "also in the Bureau of Education and other places in Washington and vicinity. All have serious errors of omission and commission.

"Some of these school histories are ridiculous, absurd and stupid. Unless our histories are immediately corrected, our pretensions, unwitting or otherwise, doom us to become the laughing-stock of the world."

Colonel Dickson not only served with the Sixth Field Artillery of the First Division, the unit which fired the first American shot in the war, but has since his retirement come to be regarded as one of the army's most competent historians of the great conflict. He is the chaplain who was selected to deliver the homage at the Tomb of the Unknown Soldier at Arlington, and wears all the battle stars of the First Division.

Colonel Dickson's statement, which quotes typical extracts from the school histories to which he takes exception and then comments on their alleged inaccuracies, is in part as follows:

"In 1914 Germany had one of the most powerful navies on earth. Where is it now?

The Fate of the German Navy.

The Student's American History—Montgomery; Ginn & Co. The great German Navy, the Kaiser's pride, was delivered over to the Allies without firing a shot.

"Now that disposes of the German Navy! I understood that the Battle of Jutland, in which forty-four battleships, fourteen cruisers and numerous other war vessels were in action, was one of the greatest sea battles in history. The Moewe and Emden were 'Flying Dutchmen.' The submarines were harmless. Great Britain lost between 700 and 800 ships. The American Navy lost about 10,000 men.

Dogs at the Front.

Beginners' American History—Montgomery; Ginn & Co. These faithful nurses were assisted by Red Cross dogs that were trained to go out and search for missing soldiers who had been so badly hurt that they could neither move nor call for help. When the dogs found such cases, they would trot back and get some one to go with them and bring the poor fellows to the hospital. Now let us see how our soldiers lived and what they did. You might think that the first thing they would do would be to use their guns. No, the first thing they did was to use their spades.

"When our little tots have mastered Peter Rabbit and the Little Red Hen, we tell them a nice soldier bedtime story about war dogs. I never saw a dog on the front. Dogs would be hard to camouflage and would betray our position to the enemy.

Momentous Battles.

History of the People of the United States—Waddy Thompson; D. C. Heath & Co. Here, on Sept. 6, 1914, the Allies, under the French commander, General Joseph J. D. Joffre, turned upon the invaders. In this four days' battle the Allies, striking the right wing of the enemy and crumpling it up, compelled the entire German army to retreat to Northern France and to Belgium. This First Battle of the Marne is one of the most momentous battles of history, for it saved, not Paris alone, but civilization.

"There were momentous situations all over the Old World long before America entered the war. These early days receive very brief mention. The author probably had in mind General Joseph J. C. Joffre. I am unable to visualize an army of every 'man in uniform he could lay his hands upon, firemen and all, requisitioning for the purpose about 1,000 of the Paris taxis,' as is stated by a French historian, and that the Germans lost 150,000.

"The prowess of France is confirmed by another writer, who reduces the distance to fifty miles. Very little mention is made of Liège, Mons, Caèteau-Cambrai, Dixmude and other fields of honor.

The "Drive" at the Marne.

Elementary American History and Government—Woodburn and Moran; Longmans, Green & Co. Just in the nick of time General Joffre threw a hastily collected army upon the west flank of the Germans and in four days drove them back about fifty miles. This was the famous "First Battle of the Marne." It will probably be looked upon as one of the decisive battles in the history of the world.

"I was born in Missouri. If the French drove back the Germans as stated by the historians, then the French had gained the initiative and they could select the place for attack. Why did they not keep on driving and put them across the Rhine? What put the German line back forty miles at Amiens and about thirty miles in the vicinity of Chalons?

"The Germans were violating a fundamental law of tactics; trying to fight more than one battle at a time. They were about fifteen miles from Paris. They had failed to remove the civilians in invaded territory and the army was being depleted to guard lines of supply and send men to the Russian front. If the enemy appeared in force, their lines of communication would probably break down. It was necessary to pull back and stabilize on a front they could hold.

"The school histories seem to jump from 1914 to 1918 with little mention of the first operations of the Americans. I failed to find mention of loss of transport Saratoga and credit to our navy the first victory over Germany.

The Marines at Chateau-Thierry.

Beginners' History of Our Country—Harry F. Estill; Southern Publishing Company. At Chateau-Thierry, a town on the Marne, the French forces were being driven back, when a division of American marines was rushed to the front. They arrived in trucks and cattle cars, disembarked almost upon the field of battle, and hurried forward without waiting for their artillery. They stormed ahead right through the midst of a retreating French division.

"There was not a division of American Marines on the front. Less than 1 per cent. of forty-two American divisions in France were Marines. I am told the Marines never fought in the town of Château-Thierry. They did not arrive in cattle cars and 'disembark' almost upon the field of battle.

The Location of Belleau Wood.

History of the United States—Gordy; Charles Scribner's Sons. The deadly struggle in Belleau Wood, where the battle of Chateau-Thierry was fought, began on June 2 and lasted for almost an entire month.

"Belleau Wood is about six miles west of Château-Thierry and has less than 800 acres.

Artillery at Belleau Wood.

History United States—Daffan; Austin, Texas. The battle of Chateau-Thierry fought in Belleau Wood began on June 2 and lasted nearly a month. Here the Americans, though outnumbered sometimes four and five to one without artillery and before machine guns cleared Belleau Wood of every German soldier.

"These operations had artillery support.

First Defensive Battle.

America. A History of our Country—Long; Ginn & Co. The first defensive battle in which American troops were largely engaged was at Chateau-Thierry. The first offensive was at Belleau Wood.

"The Americans in various units occupied defensive sectors after the first shot was fired, Oct. 23, 1917. The first distinctly American offensive was the battle of San Mihiel. Château-Thierry, Belleau Wood and Soissons are included in the Aisne-Marne major operation which was participated in by 1st, 2d, 3d, 4th, 26th, 28th, 32d and other divisions.

First German Setback.

Brief Review of United States History—Hawkins; Severn School, Boone, Maryland. The fight at Belleau Wood was the first serious setback the Hun had encountered, and the stopping of his advance relieved Paris from immediate danger.

"The Germans had been stopped at the Marne River. Army after army had been sacrificed before the walls of Verdun. Toul was opposite Metz. Belfort had not been taken. My estimate of the ensemble situation is that Paris was not in danger of being captured in June, 1918.

The Turning of the Tide of Battle.

History of the United States—Hall-Smither-Ousley, Southern Publishing Co. Later the Americans and French drove the enemy out of Belleau Wood and definitely turned the tide of battle.

"The brilliant exploit of the Marines and Seventh Infantry at Belleau Wood never turned the tide of battle in the World War. A great military critic states that 'the psychological turn of the war, was on May 28, 1918, at Cantigny, when the first American division captured the town.' In my opinion the actual tide of battle turned on July 18, 1918, when the First, Second and First French Moroccan divisions, later leap-frogged by the Gordon Highlanders, made the surprise attack, without the usual artillery preparation, near Soissons. This move endangered the German line of communications. A general withdrawal of the enemy was almost immediately begun. The initiative was now in the hands of the Allies.

The Battle of Cantigny.

The Story of Our American People—Horne. U. S. Publishing Co. They (Americans) defended the French trenches near the city of Nancy (November 1917) and they were tested in a successful trial assault at Cantigny (May 1918). But these were mere preliminaries, trifles, when compared with the giant warfare that was to follow. * * * Then the Germans made another great massed attack along the Marne (July 15). Again the Americans aided in hurling them back, holding firm against heavy forces at Chateau Thierry and elsewhere, wherever our men were stationed. This was the turning point of the war.

"Some may consider the Battle of Cantigny a mere preliminary or trifle. It had the greatest possible effect on the future of the war—and the Germans. The question was general: Will the American soldier fight? They called our men 'pork soldiers.' Did nothing but eat. The victory at Cantigny gave morale to the Allies; and to the German, a sample of the American.

"It looks like the Germans gained their objective at Château-Thierry. In going as far as they did they made a very bad salient. Had von Boehn stopped and stabilized, there would have been no place on the [illegible] like Soissons, where an allied drive would produce decisive results. The Soissons drive exactly reversed conditions as regards lines of communication and gave Foch the initiative.

"Some idea how we aided in 'hurling them back' may be gained from the fact that one American shock division was moved in three different directions in three successive mornings, returning to the place it left each night—then the forced march and surprise attack at Soissons.

The "Failure" of the German Drives

Advanced American History — Forman. The Century Co. The first (German) drive was a failure. * * * The Germans made two more drives, but both times they were foiled. About the middle of July, realizing that the great offensive movement had spent its force, they gradually began to draw back toward their frontiers, fighting as they retired.

"These four drives were not failures unless it is considered that the enemy went too far. In March they drove on a 50-mile front for about 25 miles and threatened the great British base of supplies at Amiens. In April they drove some 17 miles toward Merville. In May they drove on a 50-mile front for 40 miles to Château-Thierry. Next on a 50-mile front from Montdidier to Noyen and gained 6 miles. Tne Rheims drive followed.

The "Lull" in Mid-July, 1918.

Political and Social History of the United States—Schlesinger, Macmillan. As their (German) exertions came to a lull, Foch in midJuly unexpectedly launched a mighty counter-offensive. Once more the American troops contributed their utmost toward victory. On the 18th, in cooperation with the picked French troops, they made a successful drive on Soissons.

"If the author means by 'lull' the 'la' and 'lu' a mother sings to put her baby to sleep, he selected the wrong word. It did not sound like a lullaby to me! He should have placed the letters 'h' and 'e' before 'll' and I would not argue the point.

"On July 15 the Germans launched their fifth and last drive on a front of 75 miles reaching from Chateau-Thierry to Argonne Forest. At night the sky was filled with sheet lightning. Men seemed to be lost in a wilderness of confusion. In this turmoil one faculty was clear: The objective! Gain the objective!

"Divisions of shock troops were being rushed somewhere. The Gordon Highlanders! The Moroccans! The Americans! Forced marches all night in rain and mud. We were glad it was raining. No planes tonight. Hiding thousands of soldiers in the great forests during the day. The attack must be a surprise!

"Every night seemed to be eternity. The wheels ground along bound for a common place. It was gravity. It was resistless. Wheels of Ixion! The horses, skin and bones, tugged. The men shoved and pushed the guns. Very little swearing. Few words spoken. A man saved his breath—he needed it.

"The rendezvous — Villers-Cotterets Forest, near Soissons—was reached. We had run in on time! But our men were all in. They dropped on the ground as dead. The order was there—move forward! They moved. They leaped! Something gave them strength—but I am not writing theology. They faced machine gun fire that was as wind-driven sleet. Thousands fell—every man shot in the breast.

"Historians: Why not write that in your school books?

"Fifth," Not "Fourth," Drive.

The United States—Howard & Brown; D. Appleton & Co. Their (German) fourth drive was a complete failure, and their loss of men and supplies was great.

"A slight change and the author is correct. Make text read "fifth" drive.

Ludendorff's Failure.

History of America—Fish: American Book Company. On July 15 Ludendorff drove again against the same part of the line. There were now eight American divisions in position. The drive fell dead and on July 18 Foch began a counter-attack, in which the Americans took a prominent part.

"The 'drive fell dead' enough to almost scare the Allies to death! The enemy was on the verge of cutting our line of communications. In my judgment, had we been a day later in reaching Soissons, our histories would tell a very different story! Soissons was not a counter-attack. Soissons was the beginning of the decisive battle that hinged on Verdun and changed the world from monarchies to republics.

The Flank of the Salient.

Brief History of United States—Andrews; J. B. Lippincott Company. On July 18 French and American troops received orders to strike at the flank of one of the "salients" or wedges driven into the allied lines near the Marne River.

"Soissons, where the Allies struck, is about twenty-five miles from the Marne River. A salient does not have a flank. The attack was made at the base of the Chateau-Thierry salient.

The Line of Battle.

School History of United States—Mace; Rand, McNally & Co. On July 18 the Allied armies delivered a mighty counter-blow from the Swiss border to the North Sea. * * * The German people were almost starving, thanks to the blockade.

"On July 18 General ...angin made an assault on a front of about twenty-five miles from Chateau-Thierry to Soissons. The western front, depending upon the time it was estimated, was over 400 miles from the Swiss border to the North Sea.

The Fight at St. Mihiel.

History of United States—Mace-Bogardus; Rand, McNally & Co. There (San Mihiel) 500,000 Americans met the best troops Germany had, captured 16,000 and went smashing through their lines. * * * Over a million men in khaki fought like heroes for over a month. They drove the Germans reeling back toward the Rhine.

"Reeling back toward the Rhine! The Germans contested every foot of ground from Vauquois Mountain to Sedan. They made a masterful retreat. If the period of 'reeling' covers the time from the turn of the tide to the armistice, they killed 44,000 American soldiers during this time. Our soldiers did not wear khaki.

The Situation at Sedan.

American History—Bourne and Benton; D. C. Heath & Co. The German offensive which had lasted since March had spent its strength. For this moment the

Commander-in-Chief had waited. On July 18 Foch launched a counter-offensive, which continued until the end came. * * * With their position about Sedan, the Allies held the narrow neck of the bottle. British and French armies were driving the defeated German armies toward the neck when the end came.

"The terrain made it necessary for the Germans to evacuate France past Sedan and down the Moselle River. Our mission toward Sedan was to capture the road over which the enemy must withdraw.

Beginners' History, enlarged edition—Mace; Rand, McNally & Co. Transports carrying American troops convoyed by battleships. The American troops then formed a united army, fighting under their own flag. They took over a hundred miles of the front, relieving tired Frenchmen.

"I never heard of transports carrying troops being convoyed by battleships. The western front was over 400 miles long, depending upon the period at which it is estimated. During all of 1918 the French held far over one-half of the western battle front and at the time of the Battle of Cantigny they held three-fourths of it. Grouping Italians with French and Portuguese with British, the percentage of battle line held by the Allies at the end of the month in 1918 was about as follows:

January—Belgian, 5; French, 69; British, 25; American, 1.

March—Belgian, 5; French, 72; British, 19; American, 4.

May—Belgian, 4; French, 75; British, 16; American, 5.

July—Belgian, 5; French, 63; British, 18; American, 14.

September—Belgian, 6; French, 58; British, 18; American, 18.

Armistice—Belgian, 6; French, 55; British, 18; American, 21.

History of Our Country—Halleck; American Book Company. During the forty-seven days of the Meuse-Argonne battle there never was one day of clear American sunshine.

"This observation on the weather is interesting and does not seem to be in the other fifty-one histories examined.

Our First Task in France.

Primary History of the United States—Benziger Brothers. The first important task that fell to our share in France was to cover the road to Paris at Chateau-Thierry. The Germans were only forty-two miles from the capital and the French troops were exhausted.

"I went to France with the first division of Americans. First in sector, first to fire a shot at enemy, first to attack, first to raid the enemy, first to be raided, first to capture prisoners, first to inflict casualties, first to suffer casualties, first to be cited singly in General Orders. This is the first time I have heard of our "first important task at Chateau-Thierry. The ensemble situation of the Marne or Chateau-Thierry salient on July 18, 1918, shows the battle line to be about seventy miles long. Fifty miles of this battle line, including Chateau-Thierry, was held by the 'exhausted' French troops; twenty miles by the Americans.

The American Soldier.

Our United States—Guitteau, Silver Burdett & Co. The fighting at Belleau Wood, Chateau-Thierry and in the Argonne Forest demonstrated that the American soldier with six months of training is more than a match for the German veteran. Lack of training on the part of our troops was overcome in large measure by native ingenuity, courage and skill.

"Steady, Clio! 'By pride, angels have fallen ere thy time.'" Q. E. D. Ideas like these when believed by children make work for the Graves Registration Service. As a veteran of three wars, I have seen the flower of America fade three times and enough money spent to pave with concrete every road in the United States. Same old story. Unprepared!

The Slow Progress of 1917.

American History by Stephenson. Even at the close of 1917 the Allies were doing things slowly. * * * The Americans were sending over their men in driblets. * * * The dark days of 1918, during three and a half months under the skillful leadership of this great soldier, we played our part in a sternly retreating defense.

"Propaganda sent to soldiers by relatives and neighbors lead them to believe that things were moving in the U. S. A. During 1917 we managed to get over there a battle fleet, Lafayette Escadrille, hospital units, ambulance drivers, nurses. First, Yankee and Rainbow Divisions, and several mountains of supplies. Nomination of Foch was made official April 16, 1918. Tide turned July 18, 1918 at 3 P. M. Where did we play our part in a sternly retreating defense?

First Meeting With Americans.

Forward Looking Lessons in U. S. History Up-to-Date-Alive for Seventh Grade by W. J. Savage. Just when the Germans felt sure of their prize, the City of Paris, they ran against determined opposition at Chateau-Thierry, where for the first time they met American soldier boys, who were anxious for the encounter.

"This book is quoted to show continuity of thought and variety of expression. Owing to stress of battle, but few noted that Chateau-Thierry was the birthplace of La Fontaine, the great fabulist.

The Units at Chateau-Thierry.

History by Emerson David Fite, Ph. D. Printed in 1926. Americans of the First and Second Divisions, marines as well as regular infantrymen, in company with chosen French divisions, in July turned the enemy back and saved Paris at Chateau-Thierry and Belleau Wood. * * * This opening phase of the Second Battle of the Marne, the beginning of the end for the Germans, was the first important action in which the Americans took part.

"This history was printed in 1926! The First and Second Divisions never fought at Chateau-Thierry. The engagements in Belleau Wood were participated in from time to time by elements of the Second, Twenty-sixth (Yankee) and French Divisions. The Germans evacuated Chateau-Thierry as a result of the surprise attack south of Soissons. On July 18 the German Crown Prince issued order to evacuate its salient by stages. Chateau-Thierry was evacuated by the Germans on July 18 and occupied by the Thirty-ninth French Division. On July 18 the Second Division was twenty miles from Chateau-Thierry in battle line with the First, Third (Marne), Fourth (Ivy), Twenty-sixth (Yankee), Twenty-eighth (Keystone), Thirty-second (Red Arrow), Forty-second (Rainbow), Seventy-seventh (Liberty), with French, British and other divisions—soldiers all —turning tide of battle in World War."

N. Y. Times
21 Mar. 1926

November 29th, 1926.

F. J. Cockburn, Esq.,
Bank of Montreal,
Montreal.

Dear Mr. Cockburn:-

Let me acknowledge with thanks the receipt of your letter of November 25th, to which was attached certain very interesting clippings from the New York Times.

I cordially approve of your sending these clippings to Dr. Nicholson as the Secretary of the Text Book Committee, although I am sorry that in your letter to him you said you presumed he was the responsible member of the Text Book Committee that chose these text books. You were wrong there and unfair to Dr. Nicholson. He was no more responsible than any other member of the Text Book Committee and he wrote the letter which appeared in the Montreal Press not as a member of the Committee, but as Secretary of the Committee and therefore voicing the Committee's opinion.

I have always told you my own position as a member of the Council of Public Instruction. I thoroughly disapprove of West's History and I may say the Department of History at McGill also had condemned it unanimously.

Yours faithfully,

Principal.

F. J. COCKBURN
BANK OF MONTREAL
MONTREAL

Twenty-fifth
November
1926

Dear Sir Arthur Currie,

I enclose copy of a letter I am sending to Doctor Nicholson about the Great War in American histories together with a copy of the article from the New York Times and I hope you will be interested.

Yours faithfully,

F. J. Cockburn

General Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
McGill University,
Montreal.

Twenty-fifth
November
1926

Dear Doctor Nicholson,

About two years ago there was some correspondence in the papers regarding the adoption of American histories in Montreal schools. A lengthy reply to these criticisms appeared in the Gazette signed by you and ~~do~~ presumably you were the responsible member of the Text Book Committee that chose these text bo books.

I now enclose for your information an article from the New York Times of 21st November written by Colonel T. J. Dickson of the American Army quoting a number of what he calls "gross inaccuracies" in American histories of the War.

I send you this because the accounts of the War referred to in this article are no more inaccurate than those in the American histories which your Committee put into the Montreal schools and while it is bad enough to have grossly inaccurate American versions of current history taught to American children, I hope you will agree it is certainly not right that Canadians should give similar misleading propaganda to Canadian children.

Yours faithfully,

J. A. Nicholson, Esq., L.L.D.,
McGill University,
Montreal.