

several other officers of the Local Council were among the most active members of the directorate of the new society, which established two vacation playgrounds with trained supervisors, the following summer

2.—EDUCATION.

From its inauguration, the Council took a great interest in the education of the Province and one of its first committees was established to obtain the appointment of women as School Commissioners or Trustees. At that time, the law stated that any voter might hold this office, and the extension of the municipal franchise to widows and spinsters had made the latter eligible for positions upon School Boards. The only tangible result of the Council's effort to have a woman appointed a member of the Protestant Board of School Commissioners was the passage of an amendment to the school law debarring women ratepayers from becoming Commissioners or Trustees—a change which makes the Province of Quebec an exception to nearly every other part of the civilized world. But the Montreal Local Council was not discouraged. It has continued to point out the desirability of placing well qualified women upon all school boards and has more than once petitioned for the necessary amendment to the school law.

In 1905, when it was proposed to permit untrained teachers to take charge of elementary schools in the Province of Quebec, the Local Council made an exhaustive study of the practice in other countries; ascertained the opinion of leading educationalists; held two general meetings for the discussion of the subject; and finally petitioned the Protestant Committee of the Council of Public Instruction, asking that training in a Normal School be made obligatory.

After a most disastrous fire, the kindergartens of several schools were closed. An appeal having been made to the Local Council for help in securing their re-establishment, it prepared a petition which was signed by the parents of children who had been attending the closed kindergartens. It was duly presented to the Protestant Board of School Commissioners, who re-opened the classes as soon as possible.

The necessity of industrial education was first discussed in 1894 and was more fully considered in 1895, when Mrs. W. G. MacNaughton read a valuable paper upon "Manual and Technical Education," and Mrs. J. F. Stevenson emphasized the need of the introduction of the "Domestic Arts in Public Schools." It was then resolved to try to extend the teaching of Domestic Science and Manual Training, both of which had already proved their value in the Senior and Model Schools, where they had been taught for some