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BIBLIOTHÈQUE NATIONALE

CHEMISTRY LABORATORY AT THE QUEBEC HIGH SCHOOL

FAITH

———

Ye that have faith to look with fearless eyes
Beyond the tragedy of a world at strife,
And trust that out of night and death shall rise
The dawn of ampler life;

Rejoice, whatever anguish rend your heart,
That God has given you a priceless dower,
To live in these great times and have your part
In Freedom's crowning hour;

That you may tell your sons who see the light
High in the heavens—their heritage to take—
"I saw the powers of Darkness put to flight,
I saw the morning break".

Sir Owen Seaman.

THE EDUCATIONAL RECORD
January-March, 1942

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THE EDUCATIONAL RECORD

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

Vol. LVIII *MONTREAL, JANUARY-MARCH, 1942* *No. 1*

EDITORIAL

THE LATE HENRY R. COCKFIELD

The sudden passing of Mr. H. R. Cockfield at the height of his career as a successful business man and an efficient public servant has been a severe blow to Protestant Education.

At the time of his death Mr. Cockfield was Chairman of the Protestant Committee of the Council of Education. He had succeded to this position in May 1940, following the tragic death of the Hon. Gordon W. Scott.

Mr. Cockfield lived a full and many-sided life as his interests were wide. A highly successful business man, he brought his firm of Cockfield, Brown and Company into the front line of advertising agencies, while also acting as a director of other important enterprises. He was a keen sportsman, delighting in fishing, golfing and curling.

When the call of his country sounded, he placed his knowledge and ability at her service as Director of Aluminium Production and Distribution in the Department of Munitions and Supplies.

Education always held a large place among his interests. As a McGill graduate he was faithful to his alma mater, and for two years acted as Vice-President of the Graduates Society. When he was elected Chairman of the Protestant Committee it was generally felt that the choice was a fitting and happy one.

During his unfortunately short period as Chairman, Mr. Cockfield's deep interest in all that concerned the educational welfare of the Protestant children of this province was very evident, and his ability as an administrator, already recognized elsewhere, became apparent. Many educational measures of lasting significance have been initiated during his term of office.

To his widow and family the EDUCATIONAL RECORD extends its deepest sympathy.

POETRY

A background of poetry is necessary for any teacher. A teacher of English in particular should naturally make himself familiar with a great deal of poetry.

Canadian poets have not as yet received the recognition due them in view of the excellent character of much of the work they have produced. The "Educational Record' is attempting to centre attention upon them. With this purpose in mind, a biography of Frederick George Scott was published in the January-March 1937 issue. This remarkable man, now eighty years of age, is writing some of the finest war poetry of the day, a selection of which is to be found in a recent publication of the Ryerson Press entitled **Lift up Your Hearts.** Many of the poems in that volume were printed in the May 1941 number of the "Educational Record."

In the April-June 1937 issue, an article appeared on Sir Charles G. D. Roberts. He is in his eighty-second year and is also writing good war poetry. His most recent publication is entitled **Canada Speaks of Britain.** The article on Roberts was written by Nathaniel Benson whose poem **Dollard** deserves very wide recognition.

In the present issue, an appreciation of Duncan Campbell Scott, one of our veteran poets, appears from the pen of Dr. Pelham Edgar.

Leo Cox, of Montreal, writes for this number **An Outline of Canadian Poetry.** Several poems from his pen also appear.

In the next issue we hope to publish an article by Audrey Alexandra Brown, the poet of Nanaimo, British Columbia.

PRESENTATION BIBLES

The Gideons, which is the Christian Commercial Men's Association of Canada, has, during recent years, been making presentation copies of Bibles to schools. These Bibles are excellent editions.

It is not the intention of the Gideons to give Bibles for the use of all pupils, but the Association will be glad to provide a copy for the use of each pupil unable to bring one to school to participate in religious exercises. The Bibles must remain the property of the school.

Readers will be interested to know that more than fifty thousand copies of the Bible have already been distributed by the Gideons to Canadian schools.

The Gideons are willing to supply further copies to those schools that desire them. Applications should be made direct to Mr. Will J. Green, General Secretary, The Gideons, 229 Yonge Street, Toronto.

NUMBERING OF THE "EDUCATIONAL RECORD"

Some years ago, after a lapse without publication, a new numbering of the "Educational Record" was commenced. This was continued last year. Such a procedure, however, does not indicate sufficiently the life of this periodical. Though not published every year, this magazine first appeared in January, 1881. The present year marks its fifty-eighth year of publication and so the volume is numbered LVIII.

THE SCHOOL OF THE FUTURE*

When I was asked to speak on "The School of the Future" I was not told how far into the future I must peer. Though I propose to take a very long look ahead, in some respects I hope that much of what I say will have some present day applications.

The school of the near future will resemble, in many respects, our best in Quebec today. The buildings will be comfortable, the classes not too large, the equipment adequate and the course of study modern. The teachers will be adequately prepared and will have kindly dispositions, and School Boards, while exercising due financial control, will be more interested in rendering service according to their responsibilities to the pupils than in having the single thought of keeping down the taxes.

Many communities in Quebec during our day have a good deal to congratulate themselves upon in that they certainly have a liberal outlook towards children and a desire to give them school accommodation and educational opportunities superior to those provided by their forefathers.

In spite of this, if I read the signs aright, our descendants, in a generation or two, will think that many Boards were too conservative in the educational opportunities they gave to the school children today.

Let it be granted that children are our most precious heritage and that, to foster their best development, we must spend money on them. We expend money on them individually for such things as clothes, sports, travel, books and theatres. We must expend money on them collectively so as to further their best all-round development. To those who say that we have reached the peak for collective spending of this kind I can only reply that engines of destruction are being produced with a prodigality that would be considered the height of stupidity were they not so absolutely essential. As soon as we realize how necessary expenditures are for the constructive moulding of youth we shall be more ready to meet them. I am convinced that we have learned the necessity of taxation for essentials, and that we shall soon consider education as one of our most vital needs.

More work will be done in the school of the future than in that of today. As the attitude of children towards school improves, so the needless time frequently given to the securing and preservation of discipline will go on something more useful. As the enterprise programme and the methods developed therefrom become more widespread, the pupils will learn more quickly because their attention will be better centred upon their work and they will be eager to accomplish more.

Greater emphasis on character building and more thorough participation in true religion will be the happy lot of the pupil of the future. As soon as denominational dissension abates and adults learn the lesson, through this awful war, of the need of mankind for greater dependence on God, the classroom will gladly echo the same sentiments.

*Address delivered at Ormstown on October 24, 1941.

The physical plant of the future will be larger than it is today. It is already much larger than it was years ago—witness every new school that is being built today—Ormstown, Howick, Huntingdon, Thetford Mines, Bedford, Quebec. Schools will be bigger still in the future. Classrooms will be larger to enable classes to have more space to work by the enterprise method. Libraries will be central features of all schools. A gymnasium and an assembly hall, or a combination of both, will be standard equipment. Therein pupils can play indoors and learn how to sacrifice, how to lose a game, and gain the moral fortitude that results from taking defeat in the right spirit.

The health of the pupils will be better cared for in the schools of tomorrow. Play indoors and out will help to improve their physique. In addition, doctors and nurses will be in attendance whose duty it will be, with the help of the teachers, to know the children and to watch over them, recognizing the disorders that they have. Especially will prevention of sickness be their care. At present, we expect children almost inevitably to have measles, chicken pox, mumps, croup, and even whooping cough. We do not think enough of the great cost of sickness in anxious parents, medical fees, loss of school time and failing to pass into a higher grade at the end of the year. Failure alone of a child to pass, based on per capita costs, is an item of $50 to $100. Worse still, the child may leave school having completed a year or two less than he would have done had he received better attention. What is the cost of that loss? How many lose in a similar manner? Would increased expenditure on health supervision reduce those unnecessary costs?

Investigations show that thousands of pupils in our schools have cavities in their teeth and that teeth are extracted at far too young an age. What is the cost of this neglect and sacrifice? What does it cost the nation (through the parents of course), for dental replacements? And what does it cost in stomach disorders, malnutrition and premature loss of health? Could that cost be reduced by increased expenditure on preventive service? The school of the future will assess these costs correctly and take measures accordingly.

Playgrounds will be larger in the future. Space will be provided for pupils of different ages, for boys and for girls. Teachers will be on hand to show them how to play during play time just as they should show them how to work during work hours.

The school day and the school session of the future will be longer than they are today. It is almost axiomatic that children are happier in the company of other children than alone or with their elders. Children love to get out of the confinement of school now that they may go out to play. Why not have them outdoors, on fine days, engaged in organized play, and indoors, during inclement weather, after the day's "work" is done? Why not have them in school for 250 or so instead of 190 days as at present?

Why not have children go to school on Saturdays and learn more character building, more social living, participate in the playing of organized games, enjoy more singing, music, dancing and dramatics, visit the industries of the district, browse in the library, conduct the school newspaper, form their hobby clubs

and learn to do better the things that boys and girls want to do and should do? Some children already participate in these activities. It is my belief that such will be part of the standard practice of the future. Some parents and teachers may not take kindly to these thoughts but one road to progress lies in the direction I have indicated.

Why have such long holidays at Christmas, Easter and during the summer? Why not have pupils in school part of this time, **with different activities,** learning the art of living better and acquiring more and greater accomplishments and following a more excellent discipline?

Some day we are going to have compulsory school attendance in Quebec. I am satisfied that many Protestant children of school age are not attending school. I am also satisfied that many more children are not regular in their attendance and that such irregularity is attributable to ignorance and negligence. The State is losing infinitely by the continued tolerance of this false freedom to parents and children. If educated people are greater assets to the State than those who are uneducated, these conditions should no longer be allowed to continue. The Protestant Committee has gone on record on several occasions in favour of compulsory school attendance. It reaffirmed this attitude at its recent meeting.

The school of the future will be managed by School Boards who will be responsible for the administration of larger areas so that pupils will have the opportunity of enjoying more advantages than they do when school municipalities are restricted to small limits. A few years ago the village of Ormstown and the Parish of St. Malachie d'Ormstown were united for school purposes. Who will say that that was a major error? The pupils of the parish now have full rights within the school with the children of the village, buses transport them here, many pupils doubtless attend school for more years than they could in the old parish schools, and there is no endeavour of one Board to get better terms out of the other Board, for the two Boards have become one. Would that such a movement were spread more widely over the Province and that we could get the best brains in each section willing and anxious to conduct the affairs of the school!

Better trained teachers, more teachers, and teachers from the highest categories of intelligence will be available in the future. They would be available now if we would only have the good sense to increase materially the present salary schedules. Such a condition would doubtless revolutionize the schools. Taxes have been more than doubled for destructive purposes because the present catastrophe means life or death. Expensive though the cost may be, it is a small price to pay for freedom. Can as good a case be made for the doubling of taxation for school purposes? The answer is contained in another question, namely, what is the value we place on our children? If we could be sure we would get value for our money, that all children would attend school, and do so regularly, that they would get better education, have their health conditions improved, develop better characters, be made less selfish, and more social-minded, would the best of us hesitate?

During the current session, the conditions for prospective teachers obtaining a high school diploma at McGill University have been raised. Prior to this year, intending teachers could obtain a high school diploma in four years at McGill. This year they must take Education as a graduate course and thus spend five years in study for the high school diploma.

Commencing in September next, candidates for admission to the Elementary class of the School for Teachers must have high school leaving or Junior Matriculation certificates showing a pass in ten papers. Those wishing to enter the Intermediate class must produce a Grade XII or Senior Matriculation certificate. The requirements are thus raised in each case. The students will therefore be a year older at entrance and will have so much more scholarship and will be much the more mature when they begin to teach. These increased qualifications should be of enormous advantage and should materially improve the quality of the teaching. Our communities will scarcely expect to receive these benefits gratuitously.

How long will it take for these desirable changes to be brought about? The answer is: just as long as our citizens want it to take. If they want them in a year or two they can have them. Some generation will give all these advantages (and probably more) to its children. I wonder how far ours will move towards the desirable goals!

Our children have, in general, been brought up with great care. Few are without respect for law and order. Even the poorest and most illiterate parents usually try to give their children the best advantages they can, and almost all know that the future welfare of their children lies in having good schools with good living conditions, good courses of study, and good teachers.

Many people try to disparage the educational system of Quebec. But these same people must know that the greatest weakness of our schools lies in their comparative poverty. Let those who wish to improve conditions show their willingness to pay for the better ones. Let them get together with others who are willing to pay to remedy the defects that still exist. Then they will find that there is sufficient leadership in this good old Province to build a highway leading to the children's brighter school of tomorrow.

W. P. PERCIVAL.

So long as faith with freedom reigns
And loyal hope survives,
And gracious charity remains
To leaven lowly lives;
While there is one untrodden tract
For intellect or will,
And men are free to think and act,
Life is worth living still.

Alfred Austin.

THE POETRY OF DUNCAN CAMPBELL SCOTT

Dr. Pelham Edgar, Literary Critic, Toronto

Dr. Scott is now in his eightieth year, and the account that follows of his life's work in poetry is prompted by the conviction that younger readers will discover in him much that appeals to the spirit of youth. He writes but little now, yet the poetry of his latest years, which naturally reveals the mellowness of age, shows little slackening of the power that sustained him from the first. He was always a sensitive artist, clothing in beautiful phrases his delicate and subtle observations of nature and of human life. But this sensitivity, productive as it is of so much charm for the reader, is not of itself capable of generating power, and its prevalence in his work has led to the mistaken belief that delicacy rather than strength is the mark of his genius. It is, on the contrary, the rare combination of these two qualities that will carry Dr. Scott's reputation far down the future years.

I am writing for younger readers to whom mere delicacy of phrasing has but a slight appeal, though their ears cannot fail to be delighted by the exquisite cadences of the verse. For their benefit I point them rather to poems where these beauties are reinforced by a vigorous rendering of the wilder aspects of the Canadian scene that none of our writers has surpassed, and few have equalled.

In Canada we live on the margin of the untamed country. Wildness is in our veins and almost at our doors, but it has been the good fortune of this poet to have travelled far and often into the heart of the remoter wilderness. Not much of his poetry, perhaps, reflects these experiences, but those poems which they have inspired have a poignancy of wildness that is quite unique in our literature.

I made one of these long journeys with him in the summer of 1906 when Treaty IX was being concluded with the Indians. We frequently crossed the height of land and dipped down towards the Hudson Bay to find their summer camp. Nine years later he wrote a fine meditative symbolic poem that he called "The Height of Land." The weirdness of infinite desolation is packed into these lines:

> The last weird lakelet foul with weedy growths
> And slimy viscid things the spirit loathes,
> Skin of vile water over viler mud
> Where the paddle stirred unutterable stenches,
> And the canoes seemed heavy with fear,
> Not to be urged toward the fatal shore
> Where a bush fire, smouldering, with sudden roar
> Leaped on a cedar and smothered it with light
> And terror. It had left the portage-height
> A tangle of slanted spruces burned to the roots,
> Covered still with patches of bright fire
> Smoking with incense of the fragrant resin
> That even then began to thin and lessen
> Into the gloom and glimmer of ruin.

In an article in the DALHOUSIE REVIEW (Vol. 7) I have spoken of the intense poetic activity of that memorable summer: "**Spring on Mattagami** grew beneath his fingers during three June days as we sat side by side in a canoe which our Indians drove to the headwaters of that strong and gleaming river. Sometimes at a halt in the journey he would dive into the 'pungent gloom' of the bordering forest, and there let his imagination play over the memories of Venetian splendours which he had harvested the year before, and on the contrast of that man-made beauty with the scene before him where Nature had shaped her material in her own strong and riotous fashion."

For the sake of future bibliographers I shall set down some notes on other poems, either written at this time or shaped from his memories in later years.

Spring on Mattagami was finished at Lake Mattawagogig on June 3. May had produced a noble piece, **Night Burial in the Forest.** The theme of this compact and fiery poem is the burial by night of a trapper murdered for revenge:

> While she who caused it all hides her insolent eyes
> Or braids her hair with the ribbons of lust and of lies,
> And he who did the deed fares out like a hunted beast
> To lurk where the musk-ox tramples the barren ground,
> Where the stroke of his coward heart is the only sound.

A few days later the two sonnets **To the Heroic Soul** were written, **An Impromptu** on June 19, and, at New Brunswick House on July 26, **The Half-Breed Girl,** a valuable item in his store of Indian poems. **Dream Voyageurs,** written at Craw-Fish Lake on July 18, and **Ecstasy** at Split Rock Portage on August 12, are exquisite interludes in the midst of work of more masculine cast. I quote the latter, and the reader will suspect truly if he thinks that we had not forgotten our Yeats as we paddled (or were paddled) through the wilderness:

> The shore-lark soars to his topmost flight,
> Sings at the height where morning springs,
> What though his voice be lost in the light,
> The light comes dropping from his wings.
>
> Mount, my soul, and sing at the height
> Of thy clear flight in the light and the air,
> Heard or unheard in the night, in the light
> Sing there! Sing there!

The late Edmund Morris joined us on this expedition, and painted the Indian portraits that now hang in the Royal Ontario Museum. He was an excellent companion, and artist and poet became warm friends. On his death seven years later Scott wrote the **Lines in Memory of Edmund Morris,** one of his major achievements and thronging with memories of the journeys they had made together. If Morris had set down indelibly the features of the Indian, his poet friend has found words to perpetuate the qualities of his mind and character. The passage in this poem which describes the death of Akoose is most noble poetry.

The last poem to spring out of this fertile summer was written thirteen years later in May, 1919. I do not think that the fact that **The Fragment of a Letter** was written to me has influenced me selfishly to value this poem as an exquisite example of the poet's work in its characteristic blending of brooding thought and descriptive beauty.

We have not exhausted the number of poems whose main theme is wild or Indian life. None of these has a stronger appeal than **The Forsaken,** which was written in 1902. A Chippewa woman in winter time baits her fish-hook with her own flesh and saves her child from starvation. When she is old and helpless, and her son already an old man, the tribe came on the verge of winter:

> To an island in a lonely lake.
> There one night they camped, and on the morrow
> Gathered their kettles and birch-bark,
> Their rabbit-skin robes and their mink-traps,
> Launched their canoes and slunk away through the islands,
> Left her alone forever,
> Without a word of farewell,
> Because she was old and useless,
> Like a paddle broken and warped
> Or a pole that was splintered.

Powassan's Drum was written in January and February, 1925. It is a strong and riotous piece with a weirdness that Poe never achieved. The nightmare world it depicts is at least based on reality—the hypnotic terrors of the Indian medicine magic conjured up by the vengeful throbbing of Powassan's drum.

John Masefield, Britain's Poet Laureate, has, in spite of a somewhat condescending tone towards a more authentic poet than himself, some interesting things to say in his introduction to the English edition of the collected poems. The renderings of wild life are what he deals with at most length, and to those I have mentioned he justifiably adds the sonnet **Watkenwies.** He does not mention the equally effective **Onondaga Madonna.** Of poems in another vein he has less to say, with the glowing exception of his reference to **The Piper of Arll:**

"But of all the poems in the book my favourite is still the romantic fantasy of **The Piper of Arll,** which I read for the first time with intense delight in my boyhood. It was the first poem of romantic fantasy ever read by me, and I love it still as I did then. I carried with me the Christmas number which contained it until it fell to pieces. It has perhaps given me pleasure more frequently than any poem."

This is generous and deserved praise, and it is gratifying to know that Chaucer and Duncan Campbell Scott first set the Laureate's feet on the path of poetry.

This survey of Dr. Scott's poetry would be misleading and one-sided if it confined itself to his presentation of wild and primitive conditions. For all his

love of savagery he is a most civilized and, in the best sense of the word, a most sophisticated poet. Younger readers may not subscribe to my enthusiasm, but there is much still in store for their future pleasure. The **Ode for the Keats Centenary** is not a poem of easy grasp. It does not yield its secrets to cursory reading, and to savour the full richness of its music and meaning demands a long initiation. The lyrics are of easier access. **June Lyrics** are a beautiful group, and the lyrics scattered through **A Seventeenth Century Theme** play delightfully on the motif of the poem — the contrast of light and shade, life and death, youth and age:

> Youth is a blossom yellow at the edge,
> All full of honeyed pleasantness,
> If you leave it, it will wither in the hedge,
> If you pluck it, it will wither none the less.
> Then pluck it — that were better after all,
> But pluck it with a sort of wistfulness,
> Yea, pluck it if you must, and let it fall
> Regretfully, with a last touch of tenderness,
> Before the colour and the honey all
> Are flown away,
> And you are holding but a withered tress
> Of passion and of loveliness.
> Now let it fall—
> Yet hold it — hold it — 'tis thy youth!
> Nay, let it fall — fall — fall.
> Caress it ere it fall,
> Then let it fall and die.

Supreme among the lyrics is **The Closed Door**, but to quote it would seem like an intrusion upon a private grief. It leads me, however, to speak of the subtle way in which Dr. Scott's poetry has been influenced by his thorough knowledge and love of music. Though the two arts have their own identity they still can blend and interpenetrate, and our song writers confirm this in the most obvious, but not always in the most interesting way. Too frequently neither the poetry nor the music benefits by the alliance. I have in mind another type of poet, most rare in our literature, who is capable of thinking musically, varying the movements of his theme and embellishing it and amplifying it as we might find it developed in a sonata composition. It is not often of course that Dr. Scott writes systematically and at length in this way. The phrasal repetition, the **ritornando** effect in **The Closed Door** is a small but exquisite example. A more leisurely and ample parallel will be found in **Variations on a Seventeenth Century Theme,** which will repay study for this reason alone, apart from its extraordinary merits as a poem. Milton and Browning were close and competent students of music, and Browning has philosophised about the art in **Abt Vogler** and other well known pieces. Scott attempts nothing on that scale, but, in two short poems, **At the Piano** and **On the Death of Claude Debussy** he has written for lovers of music, and the magic of Masefield's favourite poem, **The Piper of Arll,** is musical incantation.

AN OUTLINE OF CANADIAN POETRY

Leo Cox, Montreal Poet

The English language is incomparably rich in poetry to which its peculiar genius particularly lends itself. Poetry has played a great part in building the English character and in perpetuating the traditions of the British peoples.

The influence of English poetry has always been strong in the Empire, especially in Canada. We are perhaps as familiar, through the poetry of Britain, with the beauty of the Avon and the Thames, with the exploits of Drake and of Nelson, as we are with our own Western glories of scene and story.

During recent years we, in Canada, have gradually evolved a poetry of our own which turns our attention increasingly to beauties at home. Canadian poetry is nourishing in us a new love of our own land and is inspiring us to a new patriotism. While not losing our old love of the Motherland scene, we have become Canada-conscious in our new verse.

Poetry in Canada, in the English language, is well over a hundred years old, although until 1900 or so it was largely a colonial child of illustrious parentage. In our time our poetry has become the authentic expression of a youth come of age. This paper will attempt to outline briefly its main currents.

The early period commenced with Oliver Goldsmith (1781-1861), grand-nephew of a more celebrated English namesake, who was born at Annapolis, N.S., of Loyalist parentage. His **Rising Village** (1825) was the first poem of any consequence by a native Canadian published in both Great Britain and Canada. It interprets poetically the home-sickness and struggles of the Loyalists in the land of their adoption.

Thomas D'Arcy McGee, another early poet (1825-1868), was an Irish-born patriot with great political and oratorical talent, which was mirrored in his essentially lyrical, Celtic verse. In style reminiscent of contemporary English and American poets like Wordsworth and Longfellow, McGee however was our first poet to sing of the future of Canada. His **Canadian Ballads** (1858) foretells a national literature, dreams of civil and religious liberty.

Charles Sangster (1822-1893) was the first poet to use Canadian subject matter for the stuff and spirit of his verse. Also of Loyalist stock, he worked in the Naval Laboratory at Fort Henry and in the Ordnance Office in Kingston. In 1849 he became editor of the Amherstburg **Courier** and a proofreader on the **Whig.** He contributed to the famous **Literary Garland,** a magazine which was then fostering a new national spirit. Though also imitative of English models, Sangster's verse has genuine lyric power and is notable for its use of truly Canadian material.

Charles Mair (1838-1927) was born at Lanark, Ont., and educated at Queen's University. In government service at Ottawa, he became associated with the acquisition of Hudson's Bay Company lands for Canada. His dispatches to the

Toronto **Globe** and the Montreal **Gazette** stimulated settlement of the prairies. Shortly after his marriage in Winnipeg in 1869, the Riel rebels imprisoned the couple and actually sentenced him to death. He escaped to engage in fur trading, became quarter-master in the Governor-General's Body Guard during the second Riel Rebellion, and helped to open up British Columbia. It is not surprising that such an active Canadian writer should produce strongly nationalistic poetry, albeit somewhat Keatsian in character. Mair's **Tecumseh** (1886), with Shakespeare as model, makes use of the war of 1812. Canadian achievement is the keynote of Mair's work.

Isabella Valency Crawford (1850-1887), born in Dublin, of scholarly, refined parents, came to Canada as a child with her family. Hers was a life of difficult poverty. It would seem as though this served to bring out the spiritual beauty of her emotions. Her poetry has considerable range and depth, combining music and philosophy with a Celtic imagination. For many a decade she was Canada's greatest woman poet.

The last of the early period poets whom we have space here to discuss is George Frederick Cameron (1854-1885), born at New Glasgow, N.S. From 1882 until his death he was editor of the Kingston **News**. The chief influences upon him were Shelley and Byron and his lyrics on love and freedom show something of their spirit, though little of their power.

A few poets of the middle period are still with us, writing vigorously. Most notable among them are: Sir Charles G. D. Roberts, Duncan Campbell Scott, Frederick George Scott of Quebec, and W. D. Lighthall, of Montreal.

Charles G. D. Roberts is affectionately called the 'Dean of Canadian Literature' because of his seniority and for his immense versatility as poet, novelist, story-teller, translator and historian; while as a descriptive writer on animal life he is unequalled, a quality notable in much of his verse. Roberts was born in 1860 at Douglas, New Brunswick, and spent his boyhood by the Tantramar River, a district he made famous in his poetry. He taught school in that province, and afterwards in the University of King's College at Windsor, N.S. Except for a brief spell as editor and as a trooper during the Great War, he has otherwise devoted himself entirely to letters.

Roberts is one of those few prophets of whom it may be said that he has found honour in his own country. He was awarded the Lorne Pierce Medal of the Royal Society of Canada, and was subsequently knighted for his services to Canadian literature. Of late his poems have taken a strong patriotic turn, an example of which appears as a prefatory poem in **Voices of Victory,** a new anthology of war-time poetry in Canada, published in November, 1941. The best of Roberts' work may be found in his **Selected Poems** (1936), chosen from nine previous books of his verse. Its tour-de-force is **The Iceberg,** a remarkably virile study which ranks with great English poetry.

Bliss Carman, perhaps Canada's best-known poet outside this country, was a cousin of Roberts. His **Low Tide on Grand Pré** marked a great talent for pastoral lyrics. His popularity as a poet was largely the result of his lecture-reading tours in Canada and the United States. Born in Fredericton, N.B., of

Loyalist descent, he was educated, like Roberts, at the University of New Brunswick. His Latin and Greek were of gold-medal order and he spent a post-graduate year at Edinburgh University. Home again, he studied law, taught school, worked at field engineering, studied literature at Harvard and travelled extensively. A good scholar, Carman edited the **Oxford Book of American Verse** (1927). His prose was of high quality. He commenced writing poetry at Harvard, and was influenced by his cousin Roberts, with whom he spent his summers. Carman's chief works are: **Songs from Vagabondia, Behind the Arras, Ballads and Lyrics, Later Poems, Far Horizons, Wild Garden** and **Sanctuary,** all of which show him to be a very considerable artist in melodic, descriptive and philosophical verse. His rendition into English of Sappho's **Lost Lyrics** indicates a high order of poetical erudition. This volume is notable, too, for its fine introduction by his friend and kinsman, Roberts.

Archibald Lampman, probably our best sonnet poet, had greatness. **Lyrics of Earth** (1926), published in that year under the direction of his friend, Duncan Campbell Scott, gives an excellent idea of his genius as a nature poet. Two good studies of Lampman are: **The Poetry of Archibald Lampman** by Norman Guthrie (1927), and **Archibald Lampman — A Canadian Poet of Nature** by C. Y. Connor (1929). Lampman came of Loyalist stock, was born in 1861 at Morpeth, Ont., educated at Cobourg, Trinity College School, and at Trinity College, Toronto. He spent most of his life as a clerk in the Post Office Department at Ottawa. His rich descriptive poetry is among the finest of our literature, with a Wordsworthian attitude toward nature. He died young, in 1899, at the height of his powers.

His great friend was Duncan Campbell Scott, who was born in Ottawa in 1862 and is still writing there vigorously. Another civil servant, Dr. Scott was for many years Superintendent-General of the Department of Indian Affairs. He received the first degree of Doctor of Letters ever granted by the University of Toronto (1922). Like Carman and Roberts, he has received the Lorne Pierce Medal from the Royal Society for his contributions to Canadian literature. Dr. Scott's poetry shows the influence of his appreciation of painting and music, as well as his perfection of technique. He has also written biography, tales of French-Canadian life, and, in **The Witching of Elspie** (1923), stories of pioneer conditions in the Hudson Bay country. It is not surprising that few Canadians have his intimate knowledge of the North American Indian.

William Wilfred Campbell (1861-1919) came of the same family as Henry Fielding, the novelist, and Thomas Campion, the poet, and was also related to the Dukes of Argyll. Son of a rector, Campbell was born at Berlin (now Kitchener), Ont., and was brought up in the Georgian Bay district, at Wiarton and Owen Sound, and studied at Wycliffe College, Toronto. From 1888 to 1890 he was rector of Trinity Church at St. Stephen, N.B., but, disliking the Church's restriction on his thought, he resigned the ministry and entered the Civil Service at Ottawa. He was friendly with Lampman and Scott, contributing first to **Harper's** and the **Atlantic.** Campbell's first volumes were **Snowflakes and Sunbeams** and **Lake Lyrics.** His poetry suggests Tennyson's influence, but it suffers somewhat from the fact that he esteemed content more than form, though he had a mastery of words, a great sense of the mystery of life, and held

that high ideals were man's greatest possession. Like Mair, Campbell wrote poetical dramas in the shadow of Shakespeare, handling heroic and philosophical material with considerable skill.

Emily Pauline Johnson (1862-1913) is of unusual interest as a Canadian writer because she was the daughter of a white mother and an Indian father. Her mother was a cousin of William Dean Howells, the American novelist. Her father was Head Chief of the Six Nations Indians who could trace, like Hiawatha, a 'royal' ancestry for four centuries. Pauline was born on her father's estate on the Six Nations Reserve near Brantford, Ont. What little tuition she received from a governess she supplemented with a vast reading of poetry and an outdoor life. She had read all the greatest poets before she was twelve and could invent rhymes before she could write. In her thirties she gave recitals of her poetry, in Indian costume, in Canada and the United States, Newfoundland and Britain, after which she settled down in Vancouver. Here she wrote her poetry on Indian themes. Her **Legends of Vancouver** (1922) are based upon the Chinook tales told her by Chief Capilano in London when he visited the King and Queen. Her verse is notable chiefly for its musical quality which suggests a close knowledge of Swinburne.

Frederick George Scott is another of the best-known poets of the middle period. He is still writing in Quebec and only a few weeks ago published a new collection of war poetry. He was born in Montreal in 1861, was educated at Bishop's College and entered the Church. After serving as rector at Drummondville, he moved to Quebec in 1896; first curate and then rector of St. Matthew's, he became canon of Holy Trinity Cathedral in 1906 and later, Archdeacon. During the Great War he distinguished himself as Senior Chaplain of the First Canadian Division. Few men were more beloved by all ranks and his bravery and service won him the D.S.O. and the C.M.G. Although Archdeacon Scott has written much distinguished nature verse, his poetry is noteworthy for its philosophical quality which is evident in his first volume **The Soul's Quest** (1888). **The Unnamed Lake** (1897) is probably his best loved book, though others have their admirers. A very good collection of later verse is **Selected Poems** (1933) revealing an intense patriotism which received a strong stimulus from his war experiences.

There are several other poets of note (some are still at work) whose poetry may be grouped with the above. Annie Charlotte Dalton, one of the earliest free verse experimenters, is best known for her **The Neighing North,** vivid, deeply-realised emotion about the British Columbian wilds. Isabel Ecclestone Mackay's **The Shining Ship** is one of the few excellent books of poetry for children that we have. Tom MacInnes, an expert on Oriental matters, is one of our oddest and most powerful romantic and reflective poets. His work may best be studied in his **Rhymes of a Rounder** (1923), a queer mixture of French and Persian influences.

Robert W. Service won real fame for his Kiplingesque ballads of the Great War and the Yukon gold rush days; but his verse suffers artistically from a lack of selective ability and rarely rises to high levels. Katherine Hale's recitals of her verse and her descriptive prose on Canadian cities and old houses have won considerable distinction.

Marjorie Pickthall's poetry and plays evidence a great love of classical myths which transforms her Canadian scenes into images of a peculiar beauty, bringing the work of Christina Rossetti to mind.

Colonel John McCrae (1872-1918), with a single fine poem has become the most familiar poetic name to the Canadian man in the street. His **In Flanders Fields** epitomises, as no other poem has done, the tragedy of the Great War, a conflict in which he lost his own life when a medical officer in the Canadian Army. He was a brilliant member of the Royal Victoria Hospital in Montreal and of the McGill Medical School, served in the Boer War, and eventually became Consulting Physician to the British Armies in the Field in the Great War. A great humanity and real talent combine in his few but powerful poems which were collected and published through the efforts of his friend Sir Andrew MacPhail, whose fine tribute to his poetry appears in the introduction to the book.

Wilson MacDonald, a poet of immense versatility, lives by his poetry and his lecture-recitals. **Out of the Wilderness,** his best known volume, records, in skilful and musical lyrics, a passionate quest for beauty.

A. M. Stephen's mystical feeling for legend and nature is the main vein in his **Land of Singing Waters** (1927), and subsequent verse. He has edited two volumes of Canadian poetry and published much poetry of his own, as well as two novels.

William Henry Drummond (1854-1907) is unique in Canadian letters. His French-Canadian dialect poems in English interpret the life of **habitant, voyageur** and **coureur-de-bois,** and show a remarkable and humorous appreciation of the simple essence of the French-Canadian life. The significance of Dr. Drummond's work lies in its tenderly witty insight into the character of French Canada, and in the part his poetry has played in promoting a better understanding of Quebec by English Canadians.

Frank Oliver Call, poet-professor of Bishop's College, has made another notable contribution to this interpretation in his **Blue Homespun,** a collection of fine sonnets on various phases of the life of the **habitant.**

William Douw Lighthall, historian and poet of Montreal, has combined scholarship and a personal philosophy in his poetry which is best found in his **Old Measures.**

John Murray Gibbon, best known for his comprehensive and eminently readable history of the Canadian Pacific Railway entitled **Steel of Empire,** and for his fascinating adventures into the art he has invented, or revived,—that of writing verse to old tunes and classical melodies—and for his more recent brilliant **Canadian Mosaic**—a study of the melting-pot of peoples in Canada—is as good a poet as he is a prose writer. His song-books have become text-book best-sellers and may create a folk-song tradition for our country.

POEMS OF LEO COX

Biographical Note.—Leo Cox has lived in Montreal for many years. He served in the Canadian Expeditionary Force in France and Belgium during the Great War, in the ranks of the 18th Canadian Infantry Battalion, as a commissioned officer in the Canadian Machine Gun Corps and with the Victoria Rifles in Montreal. Born in London, England, and educated in English public and Grammar schools he followed courses at the University of London and McGill University.

After being advertising manager of the Cunard White Star Lines in Canada for many years, he joined the advertising profession.

Mr. Cox has published the following collections of poetry: **Sheepfold, The Wind in the Field, River Without End** and **North Star.** He is also Associate Editor of the **Canadian Poetry Magazine.**

—Editor

QUEBEC AT NIGHT

There is a stairway to a citadel
That rises out of river, street, and porch,
Shakes with the Basilica's evening bell,
And later burns under the low moon's torch;
Until the rock stirs in its agéd sleep
Uneasily beneath the older sky,
To dreams of soldiers climbing up its steep
With beating hearts for drum and battle-cry.

And it is thus that many a lonely thought,
Lighted and sung by golden circumstance,
And by a subtle magic sweetly caught,
Climbs up the fastness of my mind, and grants
My soul a sojourn in another clime,
My heart a journey backward into time.

THEY FELL AN OAK

Breathless, I saw them choose an oak that stood
Against heaven with courage mute and stark;
Their saws and axes, in a moment dark,
Brought low, in thunder, all its time-sweet mood.

A giant's furnaced teeth tore through its good
Clean fibres, and destroyed those splendid limbs
Drawn from the earth, veined with the wind's high hymns.
And all those teeth tore me that tore the wood.

THE MAGICIAN

Our rebel John is racing off to school,
A shout at wind and snow, a free, wild thing,
Challenging life and what dull powers rule,
With magic, marbles, skates, and bits of string.

He holds the world within his eager hand,
Solving the formulae of star and sun,
Juggling equations of the sea and sand,
As his reluctant nine times tables run.

Within the classroom's dusty, timeless doors
He telescopes the empires and their might,
The caesars, slaves, and all the Gallic wars;
Blends history with careless second sight;

Merging the tales of Egypt, Rome and Greece,
His freckled, golden head foretelling peace.

THE GARDEN

O little John, go gild the garden well
With your five summers' wisdom, turn the flowers
To tiny souls each with a tale to tell,
And keep forever their sweet, faery hours;
For knowledge shall come afterwards, to kill
Their personalities, their green
Moist whispers change to chlorophyll,
And give you patterns where their hearts have been;
Or, if you should embrace philosophy,
Will tell you why these red nasturtiums spend
Their glory underneath the August sky
To such a simple everlasting end;

Go, little John, for there shall come no art
To match the findings of your little heart!

ON A CANARY

Oh, when our golden prisoner awakes
To find the sunlight flooding in his cage,
It is as though he sighted a new age —
The world's alive with the rich thoughts he makes.
Moved deeply by discovery, he shakes
Song after song upon the morning's stage
To an empty earth, a single singing sage
Releasing subtleties while morning breaks.

His black and yellow wings are trembling so,
His eyes flame so like stars in a golden sky,
His every feather knows such earnestness,—
That happier champion beauty could not know,
Nor truth more honest singer profit by,
Nor hope through sweeter voice itself confess!

NIGHT IN ST. IRENÉE

The forest hills resume their ancient sleep;
They touch Orion with a fringe of pines
And stretch their rocky flanks toward the deep
In an eternal gesture of slow lines.
All the pale poplars by the singing sand,
The wild, sweet thickets by the rushing stream,
The unschooled gardens of the meadow-land
Are part the patterns of a complex dream.

So, too, is slumbering St. Irenée,
Dark miles around the scented countryside,
Even the stirring of men's spirits—they,
And the slow, grey, living, restless tide
A dream of earth, ascending in the night
In kinship toward the stars' descending light.

SUNRISE AT NATASHQUAN

From tumbling wharf I clamber up the dawn
And hail the night that melts into the sea,
One with the weeds across the arctic lawn,
The mossy rocks a dewy part of me;

Amaze the sleeping timbers of the bridge,
Surprise the skyline and the village spire,
Fling breezes on the inlet, burn the ridge
Of sombre Natashquan with rosy fire.

Fishing forgotten and the fur trade done,
The houses mute, asleep, around the bay,
Nearing the end of life, and all hope gone,
The hidden huskies howling at the day.

I am the last life left, alone, remote,
With the world wrecked in yonder broken boat!

NAMES OF THE NORTH SHORE

When I am surfeited with silk and lace
And damask names of ports, this weave I wear
Of homespun words caressing every place
With lavenders of hardship, courage, care:

From Tadoussac to farthest Blanc Sablon,
A warp and woof of words: Ste. Augustine,
The rocky syllables of Natashquan,
Seven Isles asleep in sand and faith serene;

Magpie and Thunder; peace in Shelter Bay,
And golden thought in Rivière-aux-Graines;
Haven in Havre St. Pierre; lost day
In Mingan, and old grief in sweet Romaine.

They'll comfort when I can return no more—
Names of the North Shore and the Labrador!

THE GULLS OF BONAVENTURE ISLAND

A magic moves us from the Gaspé shore,—
Sea green and silver melt our trembling hull
And we are guided by a golden gull,
And disembodied, are a ship no more,
Ready for Bonaventure's Isle; here sweep
Grey mists of gannets home from sea and skies,
Shaking their world with urgent, aching cries,
Settling the cliffs with snowy fields of sleep.

And like some cosmic wanderer in space
Discovering Earth, we pause and turn away
Into the night, leaving a lonely race
Clinging to life with what small hope it may
Of conquering the silence of the stones
Beneath a thousand centuries of bones.

SONNET

Never again, lover, can sunset die
Nor our hearts flame, as on this August eve.
This cloudy furnace in the north-west sky
Fuses our worlds and all that we believe

Each of the other; turns the lake to gold,
  Edges the mountain pines with emerald fire,
And melts us in the universal mould.
  Shaking us so with miracle desire,
That we are merging with the harvest trees,
  And frogs are quavering our yearning call,
Our breath is honey in the evening breeze,
  Our love the reason and the end of all.

So nevermore can quite unhappy be
We who have touched this immortality!

LAURENTIAN SONNET

We climbed October meadows toward a cloud,
Sandalled with grass, eyes misty with the wind;
And to the waiting sky we cried aloud,
Our bodies merged into the mountain mind.
Thus, breathless, from the summit, we drank deep
Of earth and sky, from sunset goblets spun,
Of hill and valley, blue horizons' sweep,
Of purple wood, of yellow field and sun.
And heady with such wine, we saw our past
Experience beneath us, love and fear
Painting a pattern on a canvas vast,
Until the purpose of our lives stood clear:

That we are of the earth which soon or late
Shall draw us home toward the mountains' fate.

ST. GEORGE DE CACOUNA

St. George's doors are open to the west,
And cedar-laden, quiet comes the wind
Over Cacouna's simple life and mind
Into the holy dark, a dreaming guest.
And every saint and symbol is caressed
With forest-breath, with thoughts of meadow-bloom,
Sea-musing, gull-flight, and far mountains' gloom—
All are anointed in the evening rest.

Now as I kneel in darkness and in wonder,
My spirit shares the wind's sweet journeying
Unto the altar-place, to lose my wearying.
We are a company, awhile aloof
From life, from sun and storm, from rain and thunder,
Joining the saints under this holy roof.

ENTERPRISES FOR PRIMARY GRADES

Sinclair Laird, M.A., B.Phil., Dean of the School for Teachers, Macdonald College.

The philosophy of the Enterprise or Activity Programme is, or should be, well known to teachers by this time. It is based on the principle of learning through doing, so that the child may be taught not only what to think but also how to think for himself. If it is true that we remember perhaps one-tenth of what we hear, half of what we see, and nine-tenths of what we do, then we can realize the importance of activities and actual experiences from which the prescribed subject matter can be taught. Modern theories and practices emphasize the importance of organizing the school around the child's intention to learn rather than the teacher's intention to teach. The topics for Enterprises should be full of meaning and value to the children. They should be satisfying, interesting and purposeful. If teachers are to lead children into a democratic social order based on co-operation, the Enterprise method provides a valuable training in shouldering responsibilities, developing good social attitudes and strengthening the desire and the ability to co-operate.

Some of the Enterprises at the Summer School last year in the classes for Primary Methods are valuable suggestions for the selection, development and completion of such Enterprises in junior grades. Among these originated by groups of students under a leader were: The Farm, Health Village, the Circus, Development of Canadian Transportation, Post Office, the Home, Japan, Pioneer Life, the Story of Milk, Switzerland, and the Puppet Show "Jack and the Beanstalk".

The Farm. The group responsible for this Enterprise started with a model farm, the buildings of which were made of cardboard on a beaver board base about $3\frac{1}{2}$ feet by $2\frac{1}{2}$ feet. This was first covered with glue. While the glue was wet, the buildings were erected upon it and sand was sprinkled to form paths. Excelsior dipped in green tempera paint was cut into tiny pieces to represent grass; trees were twigs upon which were glued pieces of natural sponge dyed with a solution of tempera paint. Farm animals were modelled from plasticine.

The construction of this farm was not the only activity, for other subjects such as health, writing, arithmetic, language, nature study, music, spelling, reading, art and social studies were included by means of reading cards, posters, scrap books, picture dictionaries and murals. This Enterprise was successful in correlating much of the work that would have to be done in a primary grade.

In this unit, teaching material could be found for discussion and also for information in further special studies such as the dependence of city life on farm produce, or the pleasures of country life and its health-giving propensities. In Grade III, home geography surrounding any known farm would follow.

Again, in a rural school, the children might trace farm produce to various markets and so learn about living conditions of their city friends. Farm life in other lands would be a natural sequel. Numerous nature talks would arise in this unit, while, in the senior class of a rural school, agriculture would be an obvious topic.

The Circus. Grass in this Enterprise was made from excelsior stained with green tintex dye. On a large tent of unbleached cotton supported on a round cardboard box, stripes were painted with red tempera paint. A merry-go-round was made of cardboard, coloured red; the animals also were fashioned from cardboard and were coloured. Cardboard was used to construct a ticket office which was painted appropriately. The animals were mostly drawn on cardboard and coloured with crayons or painted; but the clowns, and some animals, especially the smaller ones, were moulded from plasticine and placed on small round boxes attractively decorated.

Cages for lions and monkeys were developed from boxes of convenient size; iron bars were represented by evenly-spaced cord across the front and sides. A larger cage containing tigers was made from boxes, but the bars were strips of the cardboard. The whole cage was then painted green. A frieze was decorated with chalk on brown paper, and the animals were coloured and pasted on it.

While most of this Enterprise involved handwork merely, log books were made in the shape of various animals. Other subjects were correlated and many charts were designed to show the different study relationships.

The circus is less adaptable than some other topics, but could incorporate wild animal life studies. The history of circuses and other shows might be traced, whilst hygiene for animals as well as for human beings might be emphasized.

The Home. This Enterprise has enough material for each child in the class to take some part in it. Cardboard cartons, easily obtainable in any store, can be used to make the Home. The top of each box was removed and placed in the centre, thus dividing it into two. Two boxes were then pasted together to form a house of four rooms with four windows (two of which had awnings), and two doors. One room was divided into two, the larger part being the kitchen, and the smaller the bathroom. The other three rooms were bedroom, parlor and dining room.

After the house was painted inside and outside, the furniture was constructed from coloured paper and pipe cleaners fastened together with cellophane tape. Various colour schemes were carefully chosen so that the furniture and the colour of the walls would harmonize. After furniture was appropriately placed, little knick-knacks, such as tiny drawings made by the children for pictures, were added.

This is a fruitful unit as a starting point. "People We Love", "People Who Help Us", home geography, community life, lessons in wise citizenship, the beautifying of our surroundings, and other topics could be suggested as possible future extensions of this Enterprise in which the Home would be the central theme.

As outcomes, the children will not only gain a fuller appreciation of Art and a truer understanding of love of home, but also learn the need of co-operation with others.

Post Office. This included a model post office, moving picture and mural on which was featured correlation of subjects which might be taught through the activity.

The building consisted of heavy cardboard and the exterior was designed to represent brick construction. The interior contained mail boxes made from egg

cartons, a table, chair, safe, counter, two clocks, window blinds of heavy art paper, telephone, stampers, scales and wastepaper baskets of plasticine. Pipe cleaners were used for figures representing a postman, a clerk and the general public. Bars for the windows and a rack for the mail bags were made from drinking straws. Miniature stamps, postal notes, money orders, and other postal accessories were also fashioned. As a final touch, the landscaping of the post office was improved by the addition of a lawn with grass, trees and a walk.

It is obvious that, in this Enterprise, much could be done to teach the nature and value not only of a public utility but also of the skills involved in reading, writing, arithmetic, geography, history, and social life generally. Letters could be written and much arithmetic taught through the sale of stamps and money orders. As an interesting addition, the teacher could take a few letters, supposed to be mailed in the post-box, and follow them to their destination from the tropics to the poles, making these places as interesting as possible. This would introduce transportation, lives of children in other countries, and so on.

Development of Canadian Transportation. This Enterprise assumed the form of a moving picture. A map of Canada was drawn, to which the students attached models of primitive and modern vehicles. Each of the four teachers engaged in this activity drew and coloured about eight pictures of primitive and modern transportation. These were pasted on a roll of brown paper and under each picture a short description was printed. The frame for the moving picture consisted of a cardboard carton covered with wall paper. When the roll was inserted in the frame, it could be moved by means of a handle. Each teacher then made a summary of the work which would be taught in two subjects related to the Enterprise. Thus excellent ideas were obtained for the development of correlated reading, poetry, language, arithmetic, music, social studies, health and art.

Further development would depend on the age of the children. The growth of our transportation system would be interesting, and it is quite possible also to make a complete study of transportation from the very beginning of history. This has proved to be of great interest in Grade II.

Health Village. On a wooden base 4 x 2½ feet, covered with green cloth, the students erected for this Enterprise a church, school, store, house, and log cabin, with roads, paths, trees, pond, benches and boats.

The detailed description will show the ingenuity and initiative that could be developed.

The church was made of cardboard, the walls being constructed from one strip bent into four parts; the roof was shaped from one piece folded in the centre, the empty space between the wall and the roof at either end being filled with cardboard. Graham crackers were glued on the walls and roof; brown bread was used for doors, and raisins for door knobs; brown bread crusts formed the steeple, and cellophane represented the windows.

The school was built like the church but covered with rice, the roof being painted red with tempera paint. White bread formed the door and raisins the door knobs.

The store was built of cardboard in the same manner, but the flat roof was covered with currants; the walls were made of bran flakes and the windows of cellophane with drawings glued to them.

Graham crackers, rice crispies, cheese, bread, raisins and macaroni were used as materials for the construction of the house and log cabin. Other common foods were introduced ingeniously. Puffed wheat was spread on roads and tapioca on paths; celery was used for trees, rice sprinkled with powdered blue chalk for the pond, and green pea pods for boats.

It would be possible to correlate practically all subjects in Grades II and III with this Enterprise.

Pioneer Life. The scale for calculating the size of buildings, furniture, and implements had first to be discussed and decided. The church, seigneur's house, and mill were made of stone, fastened to a cardboard base which had been covered with plaster of paris mixed with vinegar. The habitant homes were made of tiny logs whose ends were notched so that they would fit together, the walls being chinked with putty. Corrugated cardboard could be used instead. The people were modelled from pipe cleaners and plasticine and dressed with clothes of grey homespun and black broadcloth. The implements were mostly constructed of cardboard, but silver paper was used for the blade of the sickle, scythe, cradle, hoe and the point of the plough. Plasticine was the material for domestic animals and the hominy block; the flail was cleverly made of toothpicks. The mural in the background was coloured with chalk on brown paper.

Around this Enterprise could be seen booklets and illustrations correlating all subjects for Grades II and III.

Milk. This seemed a natural choice for an enterprise as it is so popular with juniors, and correlates many of the school subjects. Health charts, booklets, slogans, and a lesson on "Milk as a Food" were illustrated on a frieze. Reading was aptly introduced through health stories followed by oral composition. Opportunities were excellent for poetry and jingles written and set to music by children themselves. An example of this was shown on a frieze "The Milkman". New words were taught in a spelling lesson; a simple composition could be written in English, French, or both; third year arithmetic includes much that is associated with milk in the shape of measures—pints, quarts, gallons—and numerous kinds of interesting problems. In Art correlation, there were figures of animals, barns, silos, houses and fields—drawn, painted or constructed. Stories about milk could be illustrated by drawings. A sand-table layout represented a village scene with a house, streets, and a milkman delivering milk from a field at the back containing cows.

While this project was restricted to Grade III, it could be carried out in more advanced grades by greater elaboration of each topic. Upper classes could study the principle of pasteurization, various milk products, Babcock tests, and other scientific matters. Domestic Science could also be introduced and the older children could collect simple milk recipes for custards, blanc-mange, cream soups and other dishes. These could be cooked and sampled. Where possible, children could be taken to visit a farm, dairy, or other industrial plant such as a

bakery where milk is used. Children could even make butter and eat it on crackers (see Treasury Reader, Grade III). Other suggestions involve the arrangement of a Parents' Day to see the work of the children, or an assembly programme on "Milk".

Mexico. A mural of Mexico was constructed to demonstrate the correlation of subjects involved in this activity. A map showed the shape and surface of the country and its products. Two scrap books contained pictures cut from magazines, and drawings which could be made by the children. These represented Mexican people, their homes and occupations. There was a large picture of a street scene in this sunny land at which Grade III children could work co-operatively, each putting something into the picture, using construction paper and crayons, or tempera paint. These pictures could be utilized as topics for oral composition and discussion. Samples of reading charts showed what children could be expected to construct. For example, they could make a little vocabulary book with a chart of new words for a spelling lesson, such as cactus, burro, sombrero, serape, tamale, adios. The students even listed problems in arithmetic based on Mexican materials, e.g., "If a woman bought a burro for $15 and sold it for $25, how much would she gain?" For written composition, letters could be written to children in Mexico, including some information learned about their country and making comparisons with conditions in Canada. Pictures of cacti were drawn, and much information was discovered about this plant and its numerous varieties, These pictures were put on a mural so that composition and nature study could go together. Corn could also be studied in this Enterprise, together with the making of tortillas, as the topic of the writing lesson. There is wide scope for interesting art work because everything is so bright, colourful, and characteristic. Even the street scenes are very vivid. The students painted paper plates with Mexican designs and made Mexican pottery, sombreros and clay vases painted in bright colours.

A suitable culmination of such activity would be an invitation to parents to visit the classroom, see the exhibits, and hear the children take complete charge of the room and explain everything to the visitors.

Puppet Show. This was based on a story, "Jack and the Beanstalk" in the Elson Basic Reader. The manual activities were numerous and varied: (1) the design, construction, lighting, and painting of the puppet stage; (2) curtains, (3) puppet heads of Jack, mother, man on the road, giant, giant's wife and fairy; (4) clothes for puppets; (5) writing of the script; (6) scenes and properties such as Jack's house, extension of the house, giant's castle, harp, hen, beanstalk, table and two chairs; (7) signs for the stage printed in French and English; (8) learning the script, choral speaking, and the final presentation.

The stage was made of ten-test painted blue with a white platform; an overhead lamp directly over the stage provided the lighting; the wings were made large enough to accommodate all the performers. The stage could be hinged or unhinged and a bar was fastened from which the scenes were suspended. A rod attached to the upper level of the stage was used to suspend a drop curtain.

Puppet heads were moulded from papier-maché painted with four coats of varying skin tones of tempera paint. Clothes were made of remnants of various

kinds of material; the hair consisted of wool pasted to a circlet of fabric which was then fastened to the head of the puppet.

Backdrops were made from white smooth-surfaced cardboard coloured with crayon, which created pastel tones on which the black shading and outlines stood out prominently.

The script was written in rhyming couplets.

This Enterprise involves much manual work, dramatics, art work, English composition, languages, as well as division of labour, and co-operation to produce a harmonious performance. It is really a project based on a story in the Elson Basic Reader giving much pleasure and satisfaction to children, and incidentally teaching them many excellent lessons in deportment, behaviour, speech and self-activity.

A written description of these various primary Enterprises can hardly convey a complete idea of the work planned by students and perhaps carried out in their own classrooms during the current year. There were numerous suggestions and developments, far too complete to be more than hinted at in this description, that would prove excellent samples of the sort of Enterprise which primary teachers could develop in their own classrooms to suit the environment and home conditions of their children.

SOME ENGLISH POETS SING OF LIBERTY

All we have of freedom, all we use or know—
This our Fathers bought for us long and long ago.

Ancient right unnoticed as the breath we draw—
Leave to live by no man's leave, underneath the law.

Lance and torch and tumult, steel and grey goosewing
Wrenched it, inch and ell and all, slowly from the King.

Rudyard Kipling.

When will the world shake off such yokes? Oh, when
Will that redeeming day shine on men
That shall behold them rise, erect and free,
As heav'n and nature meant mankind should be?

Thomas Moore.

Take, Freedom, take thy radiant round;
When dimmed, revive: when lost, return;
Till not a shrine through earth be found
On which thy glories shall not burn!

Thomas Moore.

Freedom has a thousand charms to show,
That slaves, howe'er contented, never know.

William Cowper.

THE ENTERPRISE AND THE COURSE OF STUDY

J. W. Perks, B.A., Assistant Superintendent of Schools, Montreal

It has sometimes been argued that the present form of the Course of Study must be changed before teaching by enterprise can become possible. This argument is based on two contentions: (1) That a Course of Study which prescribes a definite textbook and certain pages thereof to be covered in a given grade so limits the teacher and his class that they cannot plan and execute any enterprise which exceeds the given bounds or fails to include all the material prescribed. (2) That the present Course offers no complete outline of enterprises arranged for the respective grades in such a way that continuity of learning is assured and repetition avoided.

The argument that the present Course of Study imposes limitations of subject matter upon the teacher and his class would be valid if the Course of Study required literal adherence to the pages of a textbook. While an enterprise must be planned and ought, in general, to follow that plan, its essence is freedom of development which must necessarily disregard pre-arranged detail. For many years, however, the emphasis has constantly been towards a liberal interpretation of the Course of Study. The trend—and a very desirable one it is—has been steadily away from following the prescribed Course in detail to following it in broad outline. The aim has been, and should be, to observe the fundamentals contained in the prescribed textbooks, letting the details take care of themselves. The time has come to make this aim very clear to all elementary school teachers, who should be reminded that the removal of formal examinations and the introduction of a more liberal and helpful form of supervision, a gradually increasing amount of supplementary reading material, and visual aids are steps which have been taken towards the realization of this aim.

Such a treatment of the Course of Study is consistent with the practice of the enterprise. Enterprises may be planned on the basis of one or more fundamentals of the Course of Study and from there developed in accordance with the needs and interests of the particular group responsible for executing them. Thus, for instance, a Sixth Grade class plans an enterprise founded on life in South America. Regardless of what details may be contained in the pages prescribed for Grade VI in the **New Canadian Geography,** it will be sufficient if the pupils spend an appropriate proportion of their time learning how the various people living in South America adapt themselves to the conditions prevailing there. Certain phases of life and certain sections of the country may be studied more intensively to the exclusion or modification of others. The judgment of the teacher and the interests of the children will be the deciding factors. The same Sixth Grade class may begin an enterprise on Shelter. A logical approach will be found in the shelter provided in certain regions of the United States, since a study of that country is also prescribed for Sixth Grade. The class will consider the general features of how man, in the various parts of the country, provides shelter for himself and his animals, stores his foodstuffs, houses his industries, etc.

The inferences to be noted from the two illustrations just mentioned are:

1. Any enterprise planned for a certain grade should have its beginning in some broad phase of the Course of Study prescribed for that grade. Geography, History, and Natural Science are readily adaptable to such selection although other subjects such as Literature and Hygiene may sometimes be used.

2. If all the enterprises throughout the year are chosen in this way, there need be little fear that the content of the Course of Study will be neglected. In a series of enterprises, well planned and executed, the pupils will learn considerably more than any one textbook provides. That it may not be precisely the same as the text supplies is relatively unimportant, provided that the teacher and the class select the enterprises wisely in accordance with the principle mentioned above and that the children work to capacity.

3. Well conducted enterprises provide opportunity for continuous progress by the pupils in subjects where specific content is not the important feature. These are: Reading (silent and oral), Literature, Language, Health, Art, Music and, to some extent, Spelling and Arithmetic.

4. Since a considerable portion of the time will be devoted to related lessons, the teacher will have an opportunity to teach important skills and facts which have not been included in the enterprise. These may be fundamental processes in Arithmetic, Grammatical forms, Spelling, Handwriting, basic Geographical facts, techniques in Art and Music, and so forth.

5. The question of what are the important things to teach in the related lessons involves the judgment of the teacher. It is he who, with the help of the principal, inspector and supervisors, must make the selection. This should present no serious difficulty. Has not the teacher's judgment always been needed in teaching from a History, Geography or Arithmetic text?

The prescribed portion of a textbook is no barrier to the adoption of an enterprise programme. Indeed, properly interpreted, it should be of assistance. The teacher is the craftsman; the textbook is for reference and to guide—and it is probably as good a guide as can be provided. Moreover, it is the one book to which the pupil has guaranteed access. Is it too much to expect that, stimulated by the enterprise and the attractiveness and readability of the modern textbook, he will use it to good advantage? Is it too much to expect that he will read at least the prescribed portion of that textbook and remember as much of its content as any child of comparable ability in that grade has ever remembered of what was taught him?

An analysis of the second contention reveals objections to the present form of the Course of Study for enterprise teaching. They are fears that, unless definite enterprises are assigned for each grade, the teacher may, with the best of intentions in his own planning, unwittingly neglect something he is expected to teach. It may be said that this anxiety exists principally in the minds of the teachers themselves, who are overwhelmed at the prospect of freedom of planning and the responsibility which it entails. Such apprehension is understandable and can be appreciated. Fear of the unknown should disappear once the initial steps have been taken and experience gained.

The question of basing enterprises on the Course of Study and of following it in general rather than in detail has been discussed above. But is it wise to

couple this procedure with the imposition of a series of enterprises, graded and inclusive? Such regulation would be good for neither teacher nor pupil. In the long run it would tend to stifle initiative and reduce teaching to the rigidity which we wish to avoid through the enterprise programme. There should be no obligation, indeed no invitation, to the teacher to use a set series of enterprises. From the material provided in the Course of Study he must be free to choose, plan and develop enterprises in accordance with the resources at his disposal and the needs of the pupils. No planned succession of enterprises can be expected to fulfil these requirements. It might conceivably suit a class in one school, but not in another. It might possibly be used with advantage by a teacher this year yet not two years hence, and so forth.

It is not to be inferred that teachers must be thrown on their own, to sink or swim in the enterprise programme. On the contrary, much help is being offered to teachers particularly at this stage in the development of enterprise teaching. Such aid must go beyond the recommendation of suitable reference books for their perusal and should include sample enterprises. It is obvious that such samples should not be mistaken for features of a course of study to be used year in and year out. With this in mind the following steps are suggested:

First: Two or more enterprises should be planned for each grade and offered to teachers for their use with any reasonable modifications they care to make. Teachers, principals, and supervisors familiar with the principles of enterprise teaching and with some experience in their application should sketch these enterprises. They should outline them in very considerable detail, showing how they embrace various features of the Course of Study. Some groups have already worked in this way to advantage.

Second: Principals should familiarize themselves with these sample enterprises. In addition, they would do well to note what features of the Course of Study they incorporate and what books, films and other materials in the school are available for use with them. Following this, each principal should discuss the respective enterprises with the various groups of teachers who are to use them. Out of such discussion will come problems and how they may be met. Then, as the teachers proceed with the enterprise in the classroom, further discussion can take place as the need arises.

Third: Principals and teachers, in their own schools, should plan and outline a few enterprises for themselves. Familiarity with the material and procedure indicated above will help them to do this. Nevertheless, their first attempts will be attended by difficulties. These initial undertakings might well be co-operative, with groups of teachers of the same grade working together on a single enterprise. It cannot be too strongly emphasized that planning an enterprise properly and writing down that plan clearly are procedures of major importance to principals and teachers who wish to understand how the enterprise can be used with the Course of Study.

The three steps outlined above may be regarded as a training period in enterprise planning. Having passed it, the average teacher will feel qualified to plan his own enterprises and to select and modify, for the pupils' needs, enterprises already in existence. Obviously he will want help at times—from colleagues and

Principal. Obviously too, it will be desirable to change or modify the selection of enterprises used from year to year. The whole school should become a sort of laboratory in which books, magazines, pamphlets, written enterprises, posters, and useful material of all descriptions are constantly being gathered and catalogued for use. It should also be a laboratory in the sense that the principal and teachers will be constantly planning new enterprises in conformity with the resources and materials which the school has to offer. In this, it will be observed that, while the authorized textbooks and prescriptions of the Course of Study remain more or less constant, they are subject to numerous interpretations which lead far afield in the quantity and quality of the pupil's learning.

The second fear is that choice of enterprises by the teacher in any grade will result in repetition and lack of continuity. It is said that the same enterprise may be repeated one or more times by a pupil during his school life. It is also said that wide gaps will appear in the children's store of knowledge. These assertions, in the extent to which they are true, need cause no alarm. The repetition of important principles and facts, within reason and suitably varied in their manner of presentation and in the details of their context, is one of the fundamentals of good teaching. It can scarcely be contended that a Fifth Grade pupil taking part in an enterprise similar to one he studied in Grade III will do and learn again precisely or even nearly the same things. Some of the things he does, some of the attitudes he develops, some of the principles and facts he encounters will be the same, just as in the more traditional method of teaching, certain things are retaught from grade to grade. But the Fifth Grade enterprise, even though it be a namesake of a previous Third Grade endeavour, is bound to differ substantially from its antecedent. It will most probably be guided by a different teacher, have a much wider scope since it is for older children, be planned in a manner befitting more mature minds and embrace different activities. In short, regardless of its name and the fact that it may provide a setting to reteach certain fundamentals, it cannot but be a new enterprise.

Will freely chosen enterprises occasion disconnectedness in the pupil's learning? Will the result produce wide gaps in his store of knowledge? Even an affirmative answer to these queries is no more of a concession than that which must be made for the traditional method of following the Course of Study. If by "the pupil" we mean the average pupil, there always have been gaps in his knowledge, as teachers receiving pupils from the preceding grades have repeatedly testified. The fact is that, through freely selected enterprises, supported by related lessons, the child's learning has a greater chance of being continuous and connected than ever before. To appreciate this we must recognize the following basic facts in connection with our Course of Study in the Elementary Schools:

Only in the following subjects of the Course of Study is a high degree of sequentially accumulated knowledge of skill essential: Reading, Spelling, Arithmetic, Handwriting, French. The teaching of a foreign language, except for incidental motivation, lends itself less readily to the enterprise. To a lesser extent, the same may be said of **Arithmetic;** the processes will be taught as before while the enterprises enrich the subject by clarifying number concepts and illustrating its social significance. **Reading** in Grades I to III is now admirably taught but the use of well-chosen enterprises to assist in its motivation can have

only a good effect; in fact we have seen this amply demonstrated in the primary grades in recent years. Beyond Grade III, where the child's reading forsakes graded word lists and branches out into the realms of anything which interests and challenges him, the enterprise is an excellent medium for teaching this subject. **Spelling** and **Handwriting** are skill subjects. Much of the pupil's learning of them comes incidentally; the enterprise accommodates itself splendidly to this incidental learning. Related lessons, taken at regular intervals and based on a definite textbook or Course of Study, assure the proper related progression.

Literature, Language, Geography, History, Nature Study, Hygiene, Music, Art, and Handwork involve appreciations and knowledge which need not be learned in any established order except that which is determined by the children's experience and interests. Their scope is so vast that any attempt to make an exhaustive course is the merest pretence. Language is the most important and the one in which ordered progression is most essential. In this respect, it is now becoming more and more generally recognized that the needed order can be best achieved through stimulating the child to read and speak and write about matters which interest and challenge him. Any well chosen enterprise should do this. The teacher need have no fear that continuity is being lost if, in the enterprises and related lessons, the pupils are interested and work to capacity. Enterprises interesting to the children and not beyond their experience, and related lessons to teach essential skills and facts and to clinch outstanding features of the enterprise will give to the pupil's learning all the continuity that need be desired.

SOME IMPORTANT DATES IN THE HISTORY OF PROTESTANT EDUCATION IN THE PROVINCE OF QUEBEC

1787 Committee appointed by the Government to consider the educational needs of the people.

1799 Bishop Mountain's Memorial to Sir Robert Shore Milnes in which he desired the founding of grammar schools.

1801 Act constituting the Royal Institution for the Advancement of Learning passed. This was inoperative until 1818.

1803 Bishop Mountain's Memorial granted.

1816 Founding of the Royal Grammar Schools in Quebec and Montreal.

1829 First Elementary School Act. Amended, 1832. Became inoperative in 1836.

1841 Education Act, introducing the principle of compulsory taxation for the maintenance of schools.

1846 Education Act. Amended in 1849. This is the basis of much in our present Education Act.

1859 Council of Public Instruction formed.

1869 Law organizing the Council into two Committees.

1876 Law which, among other things, gave each Committee power of separate and independent action regarding matters under its control.

1912 Dr. Finnie's Bill to make Protestant Education compulsory defeated.

1925 Act constituting the Montreal Protestant Central School Board.

1930 Act establishing the Jewish School Commission in Montreal.

THE CENTRAL LIBRARY HELPS THE ENTERPRISE

William A. Steeves, B.A., Ed.M., Headmaster, Macdonald High School

One can go to any book exhibit or to a good book store and, in ten minutes, get the names of most of the standard works which every teacher should have available in the Central Library. For example, there should be a good children's encyclopaedia, another written in a style for more mature pupils, reference books, magazines, and pictures on subjects supplementary to our course of study and others which should be taught in our schools.

Use the library! Libraries are intended to be used. There was a library in the school which I attended some years ago, but everybody from the Principal down seemed to be afraid that we would get into it. The only time any pupil saw it was when he was strapped by the Principal himself or was sent there for solitary confinement. There was that library in one of the schools south of the border which, according to the terms of the bequest establishing it, could be open only on Sundays from three to six o'clock p.m. The books were kept behind glass doors, were never touched, and, of course, could never get lost. The library today is intended to be used, and librarians worthy of their positions are anxious to have them used. The biggest heartache for them I imagine would be to spend money for books only to discover that nobody was reading them.

Our Schools! Two Classes! Have you ever visited a classroom where the pupils—boys and girls of eleven and twelve—were sitting up so straight in their seats, hands folded on their desks, every head facing the front, every eye on the teacher, the whole attitude one of attention? You listen and hear a lesson in which the teacher is asking questions and the pupils are answering quickly: Question: "How many quarts of milk should you drink each day?" Answer: "Two." Question: "How do you prepare a bedroom for sleeping?" Answer: "Put the windows up."

As you hear these questions and answers you look at the class and think that some of these children will be lucky if they have one glass of milk a day let alone two quarts, and there may not be enough coal in their houses to keep their homes warm with the windows down all the time without putting them up at night. As you leave this classroom you are asked: "Isn't that a wonderful teacher? Hasn't she wonderful control? Don't those children know their work well? Every child in that class will pass this year." This is the traditional: "You learn it! I'll hear it!" type of lesson.

Have you ever entered a classroom where none of the children was sitting up straight, where, in fact no one was apparently paying any attention. Your first impression shocked your tradition-loving soul and you felt like withdrawing before anyone discovered that you had witnessed such a scene. But something stopped you—your bump of curiosity perhaps—and you decided to stay and watch. . You saw and finally were convinced that every child was doing something worthwhile. The teacher was active, children were happy, work was being done. You asked a child what he was doing and he told you about the class Enterprise.

The Central Activity of the Enterprise. Dr. Dickie says: "The central activity of the Enterprise is study". The child's textbooks provide little opportunity for the kind of study which is meant here. Dr. Dickie means study in its widest sense. She means consulting various books on a subject and getting all the different angles and as much information as possible. She means reading here and there. She means consulting an encyclopaedia, magazines, looking at pictures, asking the librarian or the teacher if there is any other place that information may be found and looking where she directs. She means getting to know the material so well that it can be written up or discussed.

Two Difficulties. Dr. Dickie also states: "Two things seem to bother the child in his search for information: first, a complete lack of sources; second, material which is too difficult for him to understand."

Our Central Library should provide the sources supplementing the classroom library, not duplicating it, and providing all sorts of material which does not properly belong in any one classroom. This material must be made easily available and provision made for taking it where it is needed. Some schools have small book racks on wheels for taking books from the library to the classroom or from one classroom to another. Other schools have smaller racks which can be filled with books and carried where needed. It is highly desirable that the children should have the books right at hand.

If some plan is worked out for this problem Dr. Dickie's first difficulty will be solved. The second, "finding the material too difficult to understand" is not serious. Children, if trained to read well, are far better able to understand what they read when they are interested than we are wont to give them credit for. They may not get much by reading about China from the textbook but try them on an article in the "National Geographic" or show them some pictures with good accompanying descriptions. It is a different story.

One grade VI class was studying Canada and wrote to Ottawa for information on the industries of the North West Territories and the Yukon. Instead of receiving a paragraph or two on this as they had hoped, the children received a pamphlet from which they had to dig for the relevant information. They had no trouble in getting it and enjoyed the experience. Do not let the child's ability to read and understand worry you too much or discourage you from doing Enterprise work.

Thank You! Enterprise! The librarian who wants her books used should say: "Thank you! Enterprise method! I am glad you came. Now my services will be used and to a definite purpose." The teacher should also say, "Thank you! Enterprise method! I have always wanted my pupils to wish to read and you are helping me to provide the incentive."

The Class at Work. It is generally accepted that the class Enterprise should be that which is chosen under the guidance of the teacher and that it should deal with some topic which the children want to study. The theme of the Enterprise in a particular class may be "Mining in the Province of Quebec." As we walk into the room, the pupils and teacher are planning the programme. They decide what questions they want to answer about mining and make a list.

Such questions appear as: WHAT minerals are there? WHY are there minerals? WHERE? HOW people get them. HOW are minerals used? The class is then divided into groups of three, four, or five pupils each so that each group can work on one of the questions.

Introducing the Library. The initial planning period is over and the children are all ready to seek information. The teacher suggests that they look everywhere they can—in the classroom library, at home, at the neighbours, or anywhere else they think they might find something. Meantime the teacher is checking up in the Central Library. It is no use turning very young children into the library without any idea of where to look for information; and if the librarian does not know something about what is required she cannot give here best help. So the teacher goes beforehand to discuss the class needs with the librarian. Together they consult the catalogue and make a list of all books, magazines and articles available. Books are examined to see which are most suitable. This cannot be done in ten minutes! It takes time and planning. The material must be sifted and selected. As many books as possible are brought to the classroom. What cannot be taken from the library are put on a reference shelf clearly marked: "Mining in the Province of Quebec for Grade V, Room 10."

Using the Books. Some teachers who thus prepare very successfully turn the books over to the class and let the pupils examine the lot before giving them much help or expecting much of a definite nature from them. In this way, the children become familiar with the books. Other teachers give more guidance from the beginning. Whatever method is used there must come a time, and not too late, when a check is made to see that the pupils are really getting relevant material. At this stage it may be wise to direct the groups to specific books and even to list particular sources on the blackboard. Such lists for the younger children should be definite, e.g., World Book, Volume 7, page 3609. The older pupils may be simply told to consult the World Book.

Throughout all this process definite training in how to use books is taking place, and the children soon learn how to get the best information with the least effort. The detailed help which is given depends on the maturity of the children. It is even a good experience for them to learn that certain books which looked promising have no material.

If some of the children have written to the Department of Mines for information the fact should be recorded and made available for another time or for other classes. The teacher should keep a list of the books used in as much detail as possible so that it may be ready for future use.

Conclusion. It is the function of the Central Library to provide as wide a selection of reference books and source material as possible. The librarian must be thoroughly conversant with her selection, and the teacher must show her appreciation of this effort by using the books chosen and training her pupils to use them. The result will be future well-informed citizens.

The free people are parking their Democracy for the duration,
sacrificing liberty to beat an enemy who has murdered liberty.

F. C. Mears.

ENTERPRISE IN RHYME

Thirza C. Donovan, York School, Gaspé County.

There are very few children of kindergarten age who have not already been introduced to poetry. Mother Goose rhymes invariably create an instant appeal to the juvenile mentality.

The child already has some idea of rhythm. Thus, when his or her school life begins, a tentative attempt here, a careful manoeuvre there, forms a definite start in the development of poetical aptitude, leading gradually to true poetry appreciation.

The first step to be taken is the correction of pronunciation. Poetry must be read or recited slowly and clearly and the words distinctly pronounced, else the train of thought cannot be followed. Certainly the time to begin this practice is the first two grades, so that pupils may become accustomed to the method of absorbing poetry before undertaking more advanced verse.

Poetry must be very carefully chosen for the juniors so that it be not too difficult and at the same time not too juvenile to be interesting. It must definitely not be free verse and must not be too lengthy.

Short poems, appropriate to each month, comprise a successful programme to follow. Nature poems, too, are generally received with enthusiasm.

I have adopted a slightly different method this year which is producing results even beyond my expectations. Realizing the great value of enterprise activity, I combined poetry and activity, thus developing a game, as it were, by which the pupils are practically self taught.

I prepared first a series of rhythmic jingles, part sense, part nonsense, arranged alphabetically, and stressing the sound of each letter in turn.

These jingles serve a triple purpose, when applied in an enterprise system. First, they instil a primary appreciation of rhyme expressed in limited lines; secondly, they emphasize sounds which are absolutely essential to the study of spelling; thirdly, they encourage enlargement of vocabulary.

The procedure requires an exercise book, scissors, cutting paper, paste, pencils, old magazines and a little initiative. On each of twenty-six pages is pasted at the top a cut-out letter. Then follows a neat printing of the jingle. Under that is a list of words found in the rhyme, and containing that particular letter which is made conspicuous by a red pencil. The page is completed by three pictures of articles, whose names begin with the letter to be stressed and these names placed underneath. Of great value to a busy teacher is the fact that, after the first page, the pupils can easily carry on by themselves.

The following is a copy of the verses we are using:

Ann met an ant and an ant met Ann;
Ann asked the ant, "Do you know I'm Ann?"

Barbara Sue and Belinda Jane
Bought a blue bonnet for the wet rain.

Cosette is a clever contented kitchen cat;
Cosette caught a crafty mouse and then a rat.

David did his duty, David did;
Dan did not, Dan ran away and hid.

Eva the elephant has enormous ears;
Every evening Eva's meal appears.

Frank fished forty fish the fourth of June,
And found four fish on Friday afternoon.

Garry grows good gardens, grand and gay;
Garry drives the greedy grubs away.

Harry hurries home to hoe the corn;
Helen helps to hold the ox's horn.

Iwan is an Indian in a tent;
If ill, he's sad, if well, he is content.

John jumped on Jenny's jam jars joyously;
Jane's jelly spilt and John did not go free.

Kathleen kicked a copper kettle by mistake;
Cookies were there and crinkled crumbs of cake.

Laura loves on lovely lawns to walk;
Last night she looked at lilies on a stalk.

Mary mumbled murmurs to the moon;
"Moon and murmur" make a mumbled tune.

Nancy never needs to have advice;
None of Nancy's friends say "She's not nice."

Ora often opens oven doors at home;
Over in the other house she cannot roam.

Patsy puts a pretty piece of purple silk
On Pussy's paws, and passes it pure milk.

Queenie quivered, quaked, and quailed with fear,
When questioned by the Queen, "Quick, am I queer?"

Robert ran and raced and rapped at doors;
Ronald raged at Robert's rising roars.

Susan saw a slender snake, so sly,
Slipping past the thistles by the sty.

Tommy took a trip to Tumbletown;
Two tiny trains were waiting to start down.

Una uses up an ounce of juice,
She said to us, upon each pound of goose.

Victor Venn saves stamps for victory;
Very often Vera Venn buys three.

William waves to Willa with a wand
Which Willa wishes he would walk upon.

Vexan was a very vexing ox;
His master had to tie him to a box.

Yen-Yo Yang, a happy yellow boy,
Plays with a yo-yo, Yen-Yo's only toy.

Zo and Zam are zebras in a zoo;
Zo's stripes sometimes dazzle Zam's eyes too.

In passing this idea along, it is with the hope that some teacher might find it helpful in her guidance of primary poetry appreciation and enterprise. Of course it is a mere beginning in the study of the world's most beautiful and lasting art.

But even in the humblest of beginnings one must never neglect to cultivate pleasantly a taste for poetry, the teaching of which requires much patience, a great deal of perseverance and an infinite amount of understanding.

That Mrs. Donovan, née Thirza C. Ryan, has the true poetic sense is shown not only in the above jingles but by the following poems of her own composition.

—Editor

LONDON TOWN

"What is London like?" you ask.
Why London is a place, my son,
Of ancient works and modern task,
Of youth and old age all in one.
It is a town of smiles and tears
And all the little hopes and fears
Of children romping in the Park,
And windows twinkling through the dark,
Of cheering throats and lips that sing,
Of brave hearts beating for the King.

It is a place of truth and love,—
The home of courage strong and true,
Of changeful days and stars above;
Adventures I could wish for you.
Some day, my son, we'll go to see
The heart of England's constancy.
Some day, you'll see in London town
Why London Bridge did not fall down,
Why London Bridge means truth and right,—
A gallant sign of England's Might.

PRAYER FOR HANDS

Slim, gentle hands that touch the quiv'ring strings,
Gnarled, bronze hands that guide the ploughshare true,
Red, swollen hands that hang my neighbour's wash,
Pale, wasted hands that cling all trustingly,
Gloved, groomed hands that stroke a sable wrap,
Hot, sticky hands that mark the window panes,
Scrubbed, skilled hands that poise the scalpel's edge,
Palsied, old hands that scarce can hold the awl,
Calloused, firm hands that bring the ship to shore,—
To all of these, O God,
Give strength to do
Their task, and win Thy great "Well done".

DUNKERQUE BATTLE SHOWS SPLENDOR OF FREE MEN

So long as the English tongue survives, the word Dunkerque will be spoken with reverence. For in that harbor, in such a hell as never blazed on earth before, at the end of a lost battle, the rags and blemishes that have hidden the soul of democracy fell away. There, beaten but unconquered, in shining splendor, she faced the enemy.

They sent away the wounded first. Men died so that others could escape. It was not so simple a thing as courage, which the Nazis had in plenty. It was not so simple a thing as discipline, which can be hammered into men by a drill sergeant. It was not the result of careful planning, for there could have been little. It was the common man of the free countries, rising in all his glory out of mill, office, factory, mine, farm and ship, applying to war the lessons learned when he went down the shaft to bring out trapped comrades, when he hurled the lifeboat through the surf, when he endured poverty and hard work for his children's sake.

This shining thing in the souls of free men Hitler cannot command, or attain, or conquer. He has crushed it, where he could, from German hearts.

It is the great tradition of democracy. It is the future. It is victory.

New York Times.

FOLK ARTS IN FRENCH CANADA

Marius Barbeau, LL.D., Ethnologist, National Museum, Ottawa.

Folk arts in North America are divided into a few fields, originally independent, which have tended, since the beginning of our colonial history, to invade each other and sometimes merge to produce new developments, such as embroidery, loom and finger weaving, tapestry making, metal work, house construction, wood carving, folk-dances, folk-tale telling and folk-songs.

Embroidery was first introduced on this continent by the Quebec nuns who began as early as 1639 to teach it to their Indian wards. Finger weaving is to be traced back mostly to Assomption County, Quebec, where the North West (fur trading) Company in the early days used to procure its supply of Assomption sashes, the French-Canadian weavers themselves having borrowed the technique of finger weaving in simpler form from their native neighbours.

The handicrafts of weaving on looms and of tapestry making (at times cross-fertilized by embroidery and basketry-making) were originally both European and native American, yet interesting exchanges and transfusions occurred since they were first encountered in the New World, particularly in the Quebec "boutonnées" (knotted bedspreads), in Navaho rugs, where the patterns are Danubian or Spanish Mexican, in belt weaving on heddle looms among the Indians of several parts, and in the Chilkat blankets of southern Alaska.

The use of metals—brass, iron, silver and gold—originally was almost exclusively European, yet silver work gained headway among the north-eastern Indians under the influence of the Philadelphia and Montreal silversmiths. The present-day Apache silver work in the south-west is modern and derivative; and the fine bracelets and brooches with totemic engravings of the North Pacific Coast were made after these natives had borrowed the tools and learned the technique from the Russians at Sitka, Alaska, who were versed in metal work and made the earliest bells and agricultural machinery for the west coast as far as California.

House building has seen an interesting evolution on our continent. It still consists of adobe and is Spanish-like or Mexican in the south-west. In New England, it utilized stone or brick or frame and clapboard. Among the early Scandinavians of the eastern seaboard, it was predominantly of the log-cabin type, which, since 1800, has spread to all the east and northeast. The "colombage" or "poteau sur sole" (half timbers) and "poteau en terre" of the French, was found in many places from the St. Lawrence to the Great Lakes, and followed down the Missouri and the Mississippi to Louisiana, and thence to the north-west wherever the Montreal fur traders built posts and outposts.

Woodcarving also has expanded beyond its original frontiers. It flourished among the French Canadians more than anywhere else and, during the 250 years of its existence, followed an evolution of its own. Among the native carvers of totem poles on the North Pacific Coast it grew, in the past hundred years, into a world-famous art. Yet this very craft of totem pole carving owed its tools to

the Europeans, particularly the Russians, and its inspiration, to mixed and adventitious sources—partly Siberian, Slavonic and Polynesian.

Folk-dances, folk-tale telling and folk-songs also have, in spots at least, grown into new forms, some of which are distinctly North American. Scotch and Irish jigs, reels and barn dances have long been accepted by the French Canadians and the North-western half-breeds. Together with the fiddle they used to be an essential at every fur-trading post where the French, the Scotch, the Indians and the South-Sea Kanakas mingled for revelry. The old English come-all ye's, blended together with African rhythms in the south-east, produced the spirituals and the jazz. The folk-tales of the Scandinavian and French lumberjacks in Wisconsin and Michigan gave birth to the Paul Bunyan tall tales, which are still in the making.

This brief list indicates how far the New World has borrowed cultural elements from the other continents and has already adapted them inventively to its own use and surroundings. Unfortunately, these elements and outgrowths have not received the attention they deserve. Research only recently has begun to turn its headlights upon them, and a systematic programme has not yet been formulated to cover the individual contributors—French, Spanish, British, Scandinavian, Slavonic, Negro, Siberian and Polynesian, all of whom have had their unequal share in the whole.

A brief review may be made here of the early French contribution to American culture which was first introduced on the shores of the St. Lawrence and the Great Lakes, then expanded with the explorers and missionaries to the watersheds of the Missouri and the Mississippi down to Louisiana.

Of the teachings of the Quebec nuns and missionaries to the Indian children and converts, the most enduring in its material effects was that of handicrafts, for the nuns, the Ursulines in particular, were versed in the science of crafts (**la science des ouvrages**). The programme of native education as mapped out during the first months after the nuns had landed on the St. Lawrence in 1639 included good French manners, housekeeping, needle work, drawing, painting, music, some notions of architecture and other fine arts (**arts d'agrément**), wherein lay the seeds of Old World handicrafts soon to germinate in the virgin soil of America.

As embroidery, in those days, was a useful art of the first importance for cultured women, the Ursulines firmly implanted it among their pupils, both French and Indian, who showed great aptitudes. Circumstances in this were helpful, because the churches and chapels in the colony required embroidered garments which were then in general use. These nuns were excellent needle-workers.

The poverty of these educators of the colonial days and the drain caused by their charity forced them to adapt themselves, for the sake of economy, to the natural resources of the land, where native ingenuity furnished some assistance. For instance, the nuns made wooden and birch-bark dishes for domestic use, the bark dishes being like those of the Algonkins and known under the Indian name of "ouragans" (**ouragana**). As gold, silver and silk threads and spangles for embroidery were expensive, the nuns often were satisfied with wool, hemp or flax threads, and glass beads. They even substituted coarse threads, moose hair

and porcupine quills, which they dyed with the vegetables dyes, thereby introducing a type of decoration now generally mistaken for purely native. The large collections of such work in our museums under the caption of Indian needlecraft all indirectly go back to the same source. The best and oldest specimens of this kind of work are from the very hands of the nuns who have introduced it on this continent. Packages of dyed moose hair and porcupine quills are preserved at the Ursulines' convent at Quebec and may still be used for the teaching of embroidery on cloth, buckskin, or birch-bark.

Several other minor crafts also procured much needed revenues for the nuns, such as the making of birch-bark boxes and dishes, fine leather work, bookbinding, the manufacture of artificial flowers for the altars, the making of wax dolls, wax fruits, hair pictures, and painting. The production of "incense" boxes was quite remunerative at one time. One year, it brought in 544 French pounds to the Quebec Ursulines alone; another year, a British general paid 720 for a toilet set of birch bark and, a few years before the Conquest of Canada by the British, the Ursulines and the Hôtel-Dieu nuns exported artificial flowers and decorated bark vessels to France.

Their skill and remarkable creative art manifested itself primarily in the making of altar and priestly embroidered garments, which were tapestry-like and embroidered with rich imported materials—gold, silver and silk threads. Not a few of the embroidered sets from the period of 1680 to 1740 are still preserved in the monasteries and old parish churches of Quebec and Montreal and they compare with the best in the motherland, particularly when they are from the hands of the saintly Jeanne Le Ber and the followers of Marie de l'Incarnation, founder of the Ursulines.

Finger weaving in the wide arrow sashes collected among the Indians of the St. Lawrence, the Great Lakes and most of the United States as far as Kansas, has an altogether different story. Most of these sashes were produced in French Canada, yet the origin of their technique is Indian. This intricate type of braiding was practised even in prehistoric times in the primitive form of garters and bands by many tribes in North and South America—in particular by the Iroquoians and, until recently, by the Eskimos of the Mackenzie River delta. The expansion of finger weaving, about 150 years ago, into wide bands and sashes, and its later improvements and standardization, were due to the North West and the Hudson's Bay companies which, from about 1790 to 1880, kept many rural workers in Assomption County, northeast of Montreal, busy a part of the year making hundreds of sashes of various sizes and quality for the fur trade from the Atlantic to the Pacific. This craft has survived to the present day in some parts of Quebec and is now being taught in some of the handicraft schools.

Finger weaving and embroidery in French Canada were not the only crafts connected with textiles, as loom weaving, which also was introduced in the earliest period, has remained to this day a typical "habitant" activity in a number of counties along the St. Lawrence. In the first colonial census (1666), we find that there were linen weavers (**tisserands en toile**) among the first settlers and, in 1706, after the seizure by the British of French ships taking goods to the colony, weaving was systematically encouraged among the people, so that it might meet the requirements. Since then, until 1880 or even the present, the

"habitants" provided themselves with home-made linen, "catalognes" (woven rugs), droguets and various kinds of homespuns. A particular variety is best known at large as the Murray Bay blanket or "portière"; but it should be called "boutonné". This was first centred around Isle-aux-Coudres and Eboulements in Charlevoix County, and Rivière-du-Loup on the south shore. Not a few old specimens with broad original designs in the form of woollen buttons coloured with brilliant vegetable dyes have been collected in recent years for the national museums and galleries in Canada. They are unique specimens of folk arts.

The origin of the "boutonné" weaving is obscure and intriguing. The process is not only one of plain weaving but of hand manipulation and twisting into small knots in relief of coloured threads in a rigid background of warp and woof. In other words, it is partly a tapestry technique which, if not unknown in the United States, is nowhere else practised that we know in the coloured "boutonné" style. The patterns in these Laurentian bedspreads, "portières" and rugs, are broad, irregular and quite remarkable. If they are traditional and ancient, they are nonetheless free in their renewed and original reinterpretations. The technique and patterns of the "boutonné" (knotted) may be partly derivative of the earlier tapestry-making and embroidery of the Quebec nuns.

Most of these, and many other, patterns were adapted to the technique of the hooked rug, which seems to have borrowed by "habitant" women, less than a hundred years ago, from their Scottish or British neighbours. In the older rugs—which are now difficult to find—the talent and naive inventiveness of the makers is plain and delightful as is their keen sense of colour. But hooked-rug making for the tourists in Quebec has now degenerated into wholesale and imitative mediocrity.

Various metals in handicrafts served as raw materials from the beginning, and local silver work appeared in New-France before 1700. It assumed some importance in Quebec only after that date when five or six trained masters, some of them with apprentices began, in the first half of that century, to make sacred vessels and some ornamental and domestic silver for churches. One of them, Sieur Saint-Paul, or Paul Lambert, is particularly well known as there are no less than 30 pieces with his mark recorded.

If the transition from importation to production had been slow, and if the lack of patronage at first was due to a preference for the Paris article, the loosening of the ties with France after the British conquest in 1759 fostered the autonomous growth of the craft, first in Quebec and then in Montreal. The two leading silver and gold smiths of this period—from 1769 to 1840—, François Ranvoyzé and Laurent Amiot, are undoubtedly among the leaders of their craft on this continent, both for the quality of their work and the abundance of their production.

Ranvoyzé's style, decorative treatment, repoussé or engraving, reveal the artist rather than the mere craftsman. He was a past master in the making of sumptuous church plate (some of which was in gold) and a creative worker who has decidedly left his mark in Canada. Nearly 500 pieces already recorded bear his mark or that of his one-time apprentice Amiot; and their active careers covered forty and fifty years respectively.

Canadian silvercraft in the XVIIIth Century was largely a Quebec activity. But the demands of the fur trade for ornamental and trinket silver after 1780

brought about new developments, particularly in Montreal, which then became an important centre for silver work on this continent. A few silversmiths there were whose achievements, after 1790, compare well with their Quebec contemporaries, as Pierre Huguet-Latour, Salomon Marion and Paul Morand. The Quebec and Montreal silversmiths numbered no less than 140 in all, over 80 of whom were French-Canadian and over 60 were British or of other nationalities. Much of the ornamental silver already recovered in Indian graves as far as Georgia, Michigan and Wisconsin bear such familiar makers' marks as those of Fierre Huguet, Narcisse Roy and Salomon Marion.

A number of other arts and handicrafts, folk or professional, might be considered here, like those connected with habitation or architecture, the making of furniture and agricultural implements, folk singing and dancing, and the telling of folk-tales and legends. For the lack of space, however, we will presently conclude with wood carving, one of the most remarkable among them.

Most of the arts and handicrafts in French Canada, it should be noted, were based upon an old-world tradition and upon sound professional training. From the date in 1675—and even before—of Mgr. de Laval's establishment of a school of art and handicrafts at Cap Tourmente below Quebec, the knowledge and practice of trades and arts was transmitted from master to apprentice, with an intermediate stage of "compagnons" just as in the guilds of ancient France. Indeed, the guild system was introduced into Canada by Jean LeVasseur, a few years before 1650, on the occasion of the building of the first parish church of Quebec, which was later to become the Basilica. LeVasseur, in the first two contracts of their kind recently recovered, was named the "doyen" (regent) of the corporation of joiners and woodcarvers, and was granted the privilege for his corporation of building a transept chapel in honour of Ste. Anne, the patronymic saint of the guild in the motherland. A few years later, eight corporations altogether were represented in the annual procession of "Fête-Dieu" (Corpus Christi), and these corporations remained active through most of the following 150 or 200 years, until 1837 if not later, when the bishop endeavoured to abolish them because of alleged abuse. These trade corporations were responsible for the high quality of Quebec arts and handicrafts and for the latent talent which still subsists in many parts, a hundred years after their disappearance.

Of the early master carvers of the Cap Tourmente school, who were first directed by Leblond deLatour—a wood carver and painter from Bordeaux—we know rather little. Yet what is left of their chisel work in some of the old chapels and monasteries of Quebec and Indian missions reveal their talent and great refinement, with a decided touch of Burgundian art. As soon as the resources of New France began to expand and the number of parishes to increase, a new generation of locally-born joiners and carvers entered the field, and their tastes and style moved on with the times—under Louis XIV and XV. The leading masters of this period were several members and generations of the LeVasseurs and the LaBrosses, who were located both in Quebec and Montreal.

After the Conquest in 1759, a race for reconstruction in the rapidly growing colony on the St. Lawrence brought about a feeling of rivalry between two groups of wood carvers—the Baillairgés and their fellow-workers in Quebec, and the Quevillon school of Ile-Jésus near Montreal. The parishes from 1780 to

1840 vied with one another in the embellishment of their churches. The emulation among the common people, the craftsmen and the authorities made a further growth of architecture and sculpture in Canada possible, and brought the art to a high point of perfection. The old French ways and outlook still survived among the people in their isolation. Churches were the centre of local activities. To be attractive places of worship they must be decorated. Nothing was spared to make them beautiful. Art was an essential, as in mediaeval times, not a mere luxury as it has become in modern life. Hence its vitality, at a time when most of America was still a wilderness.

The many woodcarvers, joiners and cabinet makers trained by the Baillairgés and the Quevillons in turn formed other craftsmen, and their activities spread to the decoration and furniture of public buildings, of private houses and the building of sailing ships. This explains the abundance of antique materials of varied character along the St. Lawrence, and to the survival of the arts in scattered forms, even to the present day.

THE ENGLISH JOKE

This use of the joke as a kind of mattress (or tarpaulin) between ourselves and hard reality does not necessarily point to a lack of realism. In practice, it means, not that the joker ignores the grim fact, but rather that he knows it and acts accordingly yet contrives not to let himself **feel** the fact in all its full horror. The joke used in this way is a means of preserving calmness and a sense of proportion, a ready-made kind of serenity. To the soldier and the surgeon, jokes of this kind are often **necessary,** they make it possible to get on with nauseating or heart-rending jobs without being sick or giving way to useless emotion. One of the most popular jokes in the last war (among those that are printable) was one of Bairnsfather's. The cartoon shows the old soldier (rather stout and homely, not at all heroic) under shell-fire in a ruined barn. With him is the new arrival, a young soldier who points to a great gap in the wall and asks, "What made that 'ole?" "Mice," says Old Bill. In one of his lectures, General Wavell repeats the old story that a German manual of military training reprinted the cartoon in a desperate attempt to understand the endurance of the British soldier, and added an explanatory footnote: "The hole was not made by mice; it was made by a shell".

The story is often taken to illustrate the alleged German lack of humour, but it is just possible that the joke is on the British after all. The Bairnsfather cartoon, however, certainly illustrates one feature of the British character—our passion for understatement. If we are compelled to exaggerate, we prefer the blatantly impossible. "Mend a broken 'eart, that would", said a London hardware man as he sold me some glue. On a somewhat higher level of fancy, there is the story of the stout lady who asked the cheap-jack if the patent medicine really would help to make her slimmer. "Madam, this is what made the Tower of Pisa lean."

Michael Roberts in "Britain To-day".

HOW PARENTS AND TEACHERS CAN HELP THE STUTTERING CHILD

Mary Huber, Speech Therapist, Children's Memorial Hospital, Montreal.

I. Parental Guidance For Very Young Stutterers.

For the very young stutterer, the home situation is perhaps the most important determining factor in the management of the speech difficulty. Whenever possible, a trained speech therapist should be consulted so that the child's individual problems can be handled effectively; but there are certain general principles concerning the management of stutterers that should be strictly adhered to in the home lest the stuttering problem be accentuated by harmful, though well-meaning, efforts on the part of the parents.

It is, first of all, important to determine whether the stuttering child is in good physical condition. A thorough-going physical examination, including an accurate estimation of the child's ability to see and hear properly is recommended. Temporary or permanent physical disabilities are frequently responsible for the onset of stuttering.

The stuttering child is usually more sensitive and high-strung than his more robust brothers and sisters. While this should not be brought to his attention, his living habits should be under strict supervision, and provision should be made for an adequate, well balanced diet, regular hours for eating, sleeping, playing, studying, etc. His social environment should, as far as possible, be kept free from nervous tension, excitement, hurry, parental disapproval, and unnecessarily strict discipline. Above all, one should avoid nagging! Punishment should never be abrupt, or too closely associated with speaking situations. A child should never be forced to confess a guilt through speech. Parents should avoid doing anything that will make the child afraid to express himself in their presence. Boisterousness on the part of a stuttering child can be regarded as a tendency towards normalcy in speaking situations; its manifestation should be checked only under the most critical circumstances.

When parents, or other members of the family, speak to the child they should do so in a natural manner—not too slow and not too fast. The stutterer should not feel that he is singled out to be spoken to in a certain way. The speaker should conceal any tendency toward haste, irritation, or anxiety while the child is speaking, even though he is stuttering violently. The speaker's voice and facial expression should be calm, pleasant and interested. It is desirable to prepare the young stutterer emotionally and intellectually to meet as many speech situations as possible. If speaking is easy and pleasant at home, the child will gradually feel more comfortable in all speaking situations. Parents should learn to react unemotionally to the child's stuttering. He should never feel hurried when speaking. He should not be interrupted, nor should an attempt be made to say the word for him. One of the things that helps such a child most is to have a parent, or anyone else, listen to him in a relaxed attitude so that there will be no feeling on his part that his difficulty is distressing the listener.

The problem of stuttering should not be discussed in front of a child under nine years old. The sooner he becomes aware of his problem the more difficult it will be to eradicate its cause. He should be praised in the presence of others for his efforts and should be given unusual responsibilities and help in order to acquire self-reliance in social situations. Satisfactory explanations should be given to him when disciplinary measures are necessary.

When a young child begins to stutter it is usually wise to investigate his family relationships. As far as possible, any necessary adjustments toward a more ideal familial status should be carried out. The stuttering child frequently craves, and needs, a great deal of parental affection. Occasionally, conscious efforts on the part of various members of the family to make the young stutterer aware that he is an important and beloved member of the group will supply the necessary feeling of security which he would lack under less favorable circumstances.

II. How Classroom Teachers Can Help The Stuttering Pupil.

Early manifestations of stuttering usually occur at about the time a child starts to school. Many speech pathologists now regard this habit as merely a manifestation of a more basic condition which, under favorable circumstances and skilful management, need not necessarily result in speech disorganization. Unfortunately, however, the classroom situation is frequently instrumental in transforming a potential stutterer into a life-long speech-handicapped individual.

Though the stuttering child is one who, both in school and at home, requires special management, he should not be made to feel that he is different from his associates. Very young stutterers should, if possible, remain unaware of their speech difficulty. Unfortunately, it is usually brought to their attention in a rude and abrupt manner by the thoughtless cruelty of their schoolmates. The conscientious teacher will be on the alert to discover such tendencies among her pupils and counteract them by enlightening the tactless youngsters as to the disastrous effects of their conduct.

The classroom teacher should strive to help the young stutterer to build up self-reliance and gain the respect of his fellow classmates. This can be facilitated by praising him frequently and calling to the attention of others his good qualities. He should never be forced to recite orally but, when he offers to do so, he should be given an encouraging smile and should behold an interested expression until he has finished what he wants to say. If he does not recite orally, he should be assigned certain blackboard duties, or other tasks that will give him experience in appearing before a group.

It is usually wise to place such a child in a front, centre seat. Occasionally, stuttering has been suspected to be the result of an obscure or temporary visual or hearing difficulty. Placed in a front seat, a child is not so likely to see the unkind grimaces of his classmates during his stuttering spasms.

Sometimes stuttering is accompanied by a reading, writing, spelling or arithmetic disability. This, when discovered, should be investigated and, with individual coaching, should be overcome, if possible. A reading disability, due to poor eyesight, or previous ineffective instruction, has been regarded as one of the more frequent causes of stuttering.

It is generally considered unwise to change the handedness of a normally left handed child, especially if he stutters. Sometimes a stutterer exhibits a tendency to use both hands indiscriminately in the finer muscular co-ordinations such as writing, eating, and dressing. In such cases, it is advisable to try to determine which hand is used most and then insist that the child use that hand exclusively.

When the classroom teacher feels confident that the stuttering pupil is comfortable and happy in her classroom, when he comes and speaks to her spontaneously, and not just about routine matters, she may feel assured that she has contributed much toward the favorable solution of his difficulties.

The Stutterer's Affliction

Come, I will show thee an affliction unnumbered among the world's sorrows,
Yet real and wearisome and constant, embittering the cup of life.
There be who can think within themselves, and the fire burneth at their hearts,
And eloquence waiteth at their lips, yet they speak not with their tongue.
There be whom zeal quickeneth, or slander stirreth to reply.
Or need constraineth to ask, or pity sendeth as her messengers,
But nervous dread and sensitive shame freeze the current of their speech;
The mouth is sealed as with lead, a cold weight, a cold weight presseth on the heart
The mocking promise of power is once more broken in performance,
And they stand impotent of words, travailing with unborn thoughts;
Courage is cowed at the portal, wisdom is widowed of utterance;
He that went to comfort is pitied, he that should rebuke is silent,
And fools, who might listen and learn, stand by to look and laugh;
While friends, with kinder eyes, wound deeper by compassion;
And thought, finding not a vent, smoldereth, gnawing at the heart,
And the man sinketh in his sphere for lack of empty sounds.
There may be cares and sorrows thou hast not yet considered,
And well may thy soul rejoice in the fair privilege of speech,
For at every turn to want a word—thou canst not guess that want;
It is a lack of breath or bread, life hath no grief more galling.

—M. F. Tupper

Each teacher should attempt the teaching of citizenship traits in a systematic way. We are developing ideals by the indirect method, in connection with the regular subjects of the course of study. However, this is no reason why it should be a hit-or-miss method. The teacher should make a list of traits or attitudes which she is attempting to develop. This list may best be made by a study of actual happenings in various classes. The teacher may make a note of the opportunities which arise for teaching honesty in the arithmetic class, courtesy in the reading class, self-control in the history class, or respect for the rights of others in the drawing class.

C. R. Reed in "Normal Instructor".

THE USE OF RADIO IN THE SCHOOL

Frederick W. Price, B.A., High School of Montreal

Like the motion picture, the radio is primarily an entertainment medium. Also like the motion picture, its cultural influences are important. Mickey Mouse and Charlie McCarthy form a film-radio team to which young and old alike look for entertainment. Manufacturers rely on the afternoon "soap operas" and the pre-supper "cereal thrillers" to do most of the selling of their products. The appeal of these "thrillers" to children is tremendous When radio is so much a part of daily life, teachers cannot afford to lose the opportunities it presents.

As an educational medium, radio has obvious limitations. It appeals only to the sense of hearing. Again, one must be ready at the hour of the broadcast. Despite these drawbacks, school broadcasting has survived the experimental and early developmental stages in many countries, and—both in closely-knit countries like Britain, and in nations of continental proportions like the United States—is on a permanent basis, although necessarily in differing forms of organization and method. In 1933, Lord Eustace Percy, Chairman of the Central Council for School Broadcasting in Great Britain, wrote: "Although it is readily admitted that many of the problems attached to the use of the new medium have not yet been solved, the Council are confident that school broadcasting may now be regarded as a permanent and growing element in school education."

The broadcaster cannot take the place of the teacher. Human contact in the classroom is essential. Again and again comes the insistence on the **supplementary** rôle of broadcasts. "The broadcast by itself is not a lesson. It gives the teacher, who has skill to develop it, new and invigorating material to use with his class". Broadcasting should not be used for the normal teaching provided for in the curriculum . . . Its function is to second the teacher in his task, and, in a way, to complete his teaching." "The broadcaster's aim is not so much to teach directly as to give a stimulus to learning." The function of the radio in a school system is to make a worth-while curriculum more effective, and it can be done only by a worth-while teacher.

School broadcasts should supplement instruction generally rather than follow closely the course of study for a particular subject in a particular grade. That is to say, one should think of radio in terms of its contribution to **general educational objectives** rather than to school subject matter. These lessons, or programmes, should never be ordinary or conventional. They should deliberately depart from the usual routine of the school lesson and introduce novel features. The dull broadcast is worthless. The series topics of the CBS School of the Air for the current year illustrates this procedure, namely: "Americans at work", "Music of the Americas", "New Horizons", "Tales from Far and Near", "This Living World".

"Radiogenic" has been suggested as a word to describe the type of programme desired, one particularly suited to the wireless medium as well as to the pupils. Dramatizations, sound effects, music, the voice of the broadcaster must

all be "radiogenic". The broadcaster, for example, should become a real personality to the children. The voice appeals much more strongly to the emotions than does the printed word when the elements of vitality and animation are utilized. A dramatization must contain some element of drama, and not simply be an interchange of sentences between two or more people.

The broadcast does not offer the intelligent teacher a rest period. He has brought a personality other than his own into direct contact with the children. The broadcast must be related to what the teacher does before and after, and must not end with the click of the radio switch. It has been well said: "Teaching is more than filling a bucket; it is lighting a lamp." Radio is more valuable for furnishing leads into new interests and new activities than for any other one purpose.

One of the programmes of the Damrosch Music Appreciation Hour last year dealt with the "Dances of Europe". Here is what one enterprising Sixth Grade class in New York City did before and after the broadcast:

Before the broadcast, the class gathered pictures of costumes of various dance periods, also pictures of scenes from the operas "Don Giovanni" and "The Bartered Bride" (from which some selections were taken). They played the musical themes on the piano, and the dance steps were demonstrated. They even did some research on the stories of the operas and on the lives of the composers.

After the broadcast, the class answered the test questions on the programme pamphlet, and discussed the dances as a reflection of life of the time. They learned to dance the minuet and the polka, painted scenes from "Don Giovanni" on a large mural of Mozart, collected from newspapers and magazines pictures of dancers for their scrap-books, and even composed original dance tunes written in 3/4 and 2/4 time.

During a broadcast, the best pupil activity is listening and thinking. Many teachers have misinterpreted "activity" or "doing" to mean physical activity and have entirely overlooked the possibilities of mental activity. True listening should be an activity in itself.

Builders of radio programmes are trained to make them comprehensible entirely through the auditory sense. Nevertheless, illustrating pamphlets (which also contain suggestions for follow-up projects) for the use of individual pupils have come to be tremendously useful in school broadcasting. The broadcaster has a valuable reinforcement if he can say, "Look at the picture on page 12", and know that every child listening has the picture before him.

During the early interest in school radio—and this scene is still being duplicated—a heavy cabinet set was placed in the auditorium, and several classes, or even a whole school would come in to listen to the entire Damrosch Hour (not just the suitable half-hour). "It doesn't work!" was the discouraged reaction of many teachers to the consequent lack of attention on the part of the pupils.

Several things were wrong with that technique. If radio programmes are to be a part of classroom activities, they should not be treated as special events. There should be no movement to another room or to the auditorium. The average radio has a tone and volume range suitable only for the average-size room.

Correct tuning is important. Frequently one of the pupils can tune the radio to the station desired better than the teacher . A small mantel-type radio in a wooden cabinet, or with a separate speaker in a wooden cabinet, is adequate. It should be well-wired, with "ground" wire necessary, and a short aerial within the room, if possible.

For rural schools without electricity, portable dry-cell battery sets are available. Even the "little nippers" give good reception when the directional aerial is in the right position. The importance of a good receiver—not necessarily a costly one—is often overlooked by enthusiastic radio educators. Static interference, or careless tuning on the receiving end can ruin the best programme.

School broadcasting in Britain was put on a permanent basis in 1929 with the establishment of the Central Council for School Broadcasting. Some idea of its scope may be gained from these series titles, as given on the pupils' illustrating pamphlets: Nature Study, Physical Training, Music and Movement, Geography, Travel Talks, Biology, Science and Gardening, British History, World History, Round the Village, French, German, etc.

The extent to which the service is used is seen from the following figures of the number of listening schools in England and Wales in the years given:

Year	Number of Schools	Year	Number of Schools
1935	3,708	1938	8,543
1936	5,126	1939	9,953
1937	6,890		

The war has changed school broadcasting along with everything else in England, but the effect has been on the whole to increase rather than decrease it.

The present organization of school broadcasting in the United States may be divided into national, regional (i.e., State), and local. Of the latter, not only the larger cities like New York, Chicago, Detroit, Cleveland and Los Angeles are notable, but also smaller cities like Rochester, Indianapolis, Akron, and Portland, Oregon. In the regional broadcasts, Ohio, California, and North Carolina have taken the lead. The national programmes are those of the large networks, notably the Damrosch Music Appreciation Hour (Fridays, 2-3 p.m., E.S.T.) and the CBS School of the Air of the Americas (daily 9.15 a.m.-9.45 a.m. E.S.T.). In the former, the National Broadcasting Company presents Dr. Walter Damrosch, assisted by a full symphony orchestra, with the aim of presenting a programme which could not be obtained otherwise, and also to collaborate with the music teacher. NBC estimates that this feature is part of the regular study in more than 70,000 schools, and that some six million pupils hear it each week during the school year. With the co-operation of the Canadian Broadcasting Corporation, the series "Music of the Americas" and the story-telling programme, "Tales from Far and Near", are being broadcast on the CBC network Tuesday and Thursday mornings respectively from 10.15 to 10.45 E.D.S.T. The French network of the CBC, in a very neat pamphlet, announces its Radio-College. The programmes are to be given daily from 4.30 to 5 o'clock on Science, History, Art, Music, Literature and Nature Study, and are to be broadcast from Montreal. Teachers should try to have pupils listen to some of these.

BIOLOGY AND AGRICULTURE

F. O. Morrison, Ph.D., Department of Entomology, and Ivan H. Crowell, Ph.D., Department of Plant Pathology, Macdonald College.

Agriculture a Biological Science. Biology was defined, in the previous article, as the study of life. Agriculture is a sufficiently familiar term that it needs little explanation. When writers, not engaged in its pursuit, feel particularly well disposed towards it they write about our "basic industry", but when they feel more or less disgruntled with the farmer and his complaints and problems they are not so flattering. Yet the fact remains, as any housewife can tell, that we must eat, and that frequently. Whether our meal be bread, cereal, meat, cheese, eggs, fruit, or milk, the farmer (agriculturist) had a hand in producing it.

We are familiar with the names of many branches of agriculture. Thus we read of animal husbandry (which in turn may be divided into beef raising, sheep raising, hog raising, or dairy farming); grain farming (wheat raising, the growing of coarse grains, rice growing, flax raising, etc.); and horticulture (divided into greenhouse culture, floriculture, market gardening, fruit raising, etc.). All these forms which the industry may take, deal with the rearing of living organisms. Though not all of us are prepared to go quite as far as the former head of a botanical department in a Canadian university, who maintained that agriculture was a branch of botany, it is evident that agriculture is essentially a biological science.

Agirculture's Debt to Biology in the Past. Agriculture to-day is deeply indebted to the great biologists of the past. When Louis Pasteur and his successors brought to light the nature of the organisms causing disease in animals and how the animal body builds up its fighting forces (immunity) against these intruding organisms, they did equally as much for the farmer as for the medical profession. There is proof of this in the testing for disease, and vaccination against it, practised in rearing livestock to-day.

Mendel, a European biologist, fathered a long line of biological research men who studied the phenomenon of the inheritance of characters and deduced many general principles. To their work we are indebted for the many specialized breeds of animals and varieties of plants known to-day. No greater triumph of the application of principles discovered by these workers exists than the production, in our own country, of rapidly developing varieties of wheat suited to our northerly climate.

The great naturalists Swammerdam and Leeuwenhoek in Holland, Malpighi in Italy, and Reaumer in France, began and developed the science of microscopy. To them we owe much of our knowledge of the microscopic (invisible to the naked eye) plant and animal forms. Darwin's theory of evolution stimulated further work on the improvement of desirable organisms by selection. Linnaeus and his followers, with their burning desire to name and catalogue all animals and plants, have made no small contribution. Without their work, the identity of crop plants or weeds would be difficult to establish, and the advisability of introducing foreign crop plants would be an even more perplexing problem than it is.

Howard and Essig in the United States, and Criddle and many others in Canada, devoted their lives to studying the control of insect pests of our crops

and stock. To their discovery and development of such insecticides as lime-sulphur for scale insects and the arsenical baits for grasshoppers, orchardists and farmers in many areas owe their very existence.

The study of plant diseases and their control by such men as Buller and Craigie has paid great dividends. Had the biologists not discovered the necessity to the wheat rust organism of its secondary host, the barberry, this last mentioned plant might have been inadvertently spread over our western prairies as an ornamental shrub, and thus have made the economical raising of wheat practically impossible.

Individual instances in which agriculture owes a great debt to the biologists could be multiplied without number. It suffices to mention one more field in which biology has been of valuable assistance to the practical farmer, namely, the science of feeding stock, or nutrition. Chemists could and did determine the elements and structure of foods and what the organism removed from the foods eaten. Biologists correlated their findings with the structure of the animal's digestive tract, its feeding habits, the effect of different foods on its tissues, rate of reproduction, and general well-being. Only when this had been done was the knowledge of practical value.

Biology the Handmaiden of Agriculture To-day. All the contributions of biologists to agriculture are not in the past. Associated directly with agricultural production is a veritable army of trained biologists. Government laboratories scattered throughout the world maintain specialists who study the biological problems of agriculture. The Dominion Government has established and supports nineteen or more laboratories (one or more in each province) each staffed with from two to twenty trained men, who study the suppression of insect pests alone. Similar laboratories and experimental farms study plant breeding, animal breeding, introduced plants and animals, plant diseases, animal diseases, and the feeding of animals. Provincial governments and universities also engage trained men to study similar problems. From these investigations, there pours forth a steady stream of new or improved plant varieties, breeds of animals and methods of feeding or protecting our plants and animals. Huge libraries contain innumerable bulletins of information published by these workers. Extension organizations and departments disseminate the discoveries to the farmers. The estimates of increased crop yields from the application of new methods of crop production and protection run into astronomical figures each year.

Publicly maintained as most of the biological laboratories are, they are not the rulers and directors of agriculture but rather its handmaidens. The farmer demands a new variety of wheat resistant to rust, and immediately trained botanists bend their efforts to be the first to meet the need. In order to make hog raising pay, the farmer needs a breed of hog which will meet the exacting requirements of the British bacon market. Animal breeders are called into service at once.

Similarly, plant disease and insect control specialists are at the farmer's beck and call at times when the European corn borer threatens his corn crop or fire-blight his apple trees.

Agriculture and Biology To-morrow. The past has been a history of practical agriculturists utilizing discoveries of great biologists. Today government

supported biological research stations cater to the demands of the farmers. It is, however, generally agreed by workers in the fields of research and extension that only very limited use is being made of the work our trained men are doing. There is much room for improvement in the completeness with which the research done is used to modify general practice. Such an improvement can be affected by making the individual farmer a better general biologist so that he can understand, appreciate, and intelligently apply the information presented to him by agronomes or government bulletins. Of course, the farmer cannot possibly be a specialist in any narrow biological field any more than he can be a specialist in chemistry, but it seems reasonable to suppose that he might better understand general biological principles. This is the basis of the plea of those who would have elementary biology taught in rural schools.

An occasion comes to mind that occurred while the senior author worked as a nursery salesman in one of the western provinces. He sold an ornamental shrub to a very gracious lady in a town. The bush was duly planted in a small square in front of the purchaser's house. The soil was hard clay and the situation very dry. The lot was a corner one over which the neighbors' children with bicycles, toy wagons, etc., had made a regular path. The shrub was directly in their line of progress. They did not move aside to avoid it but found it easy to bend the plant over without breaking it. The following year the good lady seriously questioned the integrity of the salesman and of the company he represented on the grounds that the stock sold did not grow. She was the daughter of a well-known local farmer and her knowledge was a reflection of his and of that taught in the local school. Surely a little biological education would have helped both father and daughter be a better farmer and a better gardener, respectively.

Any extension worker could multiply instances of this nature without number. Much can be done to correct the situation in schools where the school yard, with its ornamental shrubs and trees, the school garden, school plots of major local crops, house plants and window boxes serve as laboratories in which the children actually work under the guidance of a teacher who points out the general biological principles involved. Children so trained will make better farmers and farmers' wives. It is our contention that biology is a fundamental subject, just as fundamental as the celebrated three R's of reading, writing and arithmetic, to those who will engage in agriculture pursuits.

Thus, in the future, the individual will, we hope, learn in school the fundamentals of plant germination and growth, the general structure of seeds, roots, flowers, and stems. What it is that makes better "yields" of those parts of the plant utilized by man? It is a knowledge of the nature of the unfriendly organisms which kill our crop plants, the general structure and functions of animal bodies, the principles of caring for them in sickness and in health, and having sufficient conception about the life inherent in both plants and animals to appreciate their complexities. The agriculturally minded should then be better fitted to understand the language of the biologist, to appreciate the work behind his discoveries and the possibilities of their application. The final test of all practical discoveries with regard to both our friendly and unfriendly organism neighbors lies in the hands of such people as the farmers, housewives, etc., who apply the new knowledge.

BOOK REVIEWS

Man and His World by James Mainwaring, is a combined study of History and Geography. Three volumes are planned of which the first, entitled: "The Evolution of the Old World," deals with Egyptian, Greek, Roman and Christian civilization to 1942. The story is told in language that boys and girls can understand and the illustrations are numerous. George Philip and Son, London, 260 pages, $1.15.

Oxford Periodical History of the War. Professor Edgar McInnes, of Toronto University, is writing splendid summaries of the war in a series entitled **"The Oxford Periodical History of the War."** They are being published quarterly at 25 cents each and each issue contains 60 to 80 pages. Written as they are of the day to day events, these pamphlets give a clear conception of contemporaneous fact and thought.

At the end of each volume is a Documentary Appendix and a chronology. These are most convenient for ready reference and are invaluable to teachers. Some of the documents read strangely already in view of recent events!

Henri Julien, by Marius Barbeau, of the National Museum of Canada, is an appreciation of the cartoonist and illustrator who was widely followed during the last quarter of the nineteenth century. In the opinion of the late Mr. A. G. Racey, at one time Julien's understudy at the "Montreal Star" office. the latter was: "the first black and white artist this continent has ever seen." Almost every page contains an illustration. Teachers may be interested particularly in that entitled "Quebec School Law in operation," and of those of typical habitants for they illustrate customs in Quebec. Ryerson Press, 40 pages, 60 cents paper, $1.00 cloth.

In **Daniel M. Gordon—His Life,** Wilhemina Gordon tells the fascinating life history of her father who was Principal of Queen's University from 1902 to 1907. Her admiration and affection for her distinguished parent is, of course, evident throughout the work.

It scarcely seems possible for the present generation to understand the small beginnings of Queen's University, the struggle to obtain an endowment fund or the varied problems to be solved by a university principal. Many details are discussed concerning the University, including those that brought about the change from a Presbyterian college to a non-denominational institution. Published by the Ryerson Press, 313 pages, $3.50.

Anglosaxony: A League that Works is an exposition in the usually powerful style of Wyndham Lewis of the history and principles of democracy and fascism. Democracy to Lewis is "anything that bears the marks of freedom" while fascism is "the law of the jungle". In a democracy the poorest man can vote his member in or out of office, but there is no such freedom in a fascist country. Moreover, "Without nationalist bombast at all it can be asserted that the English are the gentlest of Europeans, if they are not the most civilized". He also points out many of their other fine qualities which other nations do not possess and seeks to prove that democracy is Anglo-Saxon. The Ryerson Press, 75 pages, $0.75.

One Anglo-American Nation, by Professor George Catlin, is a plea for the re-union of the United States, the British Commonwealth of Nations, and other freedom-loving countries. The author shows the place of Canada in the scheme. The statements of such men as Winston Churchill, Franklin D. Roosevelt, Mackenzie King and Wendell Wilkie are quoted to show the trend. Though "Anglo Saxondom is a language of the mind" the real illustration is given of the way in which Canadians and Americans live together in peace and harmony. Some such scheme of "clubbing together" is necessary for survival. Without this, the author predicts that we shall have war again in 1960. Published by Andrew Dakers, London, 155 pages, $2.50.

Klee Wyck is the name the Indians gave to Emily Carr. It is a series of sketches about Indian life by the woman who has made a name for herself as one of the most distinguished painters of Canada. In it she narrates incidents of her life among Canada's primal inhabitants. Anyone interested in Indian life and customs should read this book. For example: "It is considered more indecent for an Indian woman to go shawl-less (to church) than for an Indian man to go there barelegged". Published by the Oxford University Press, 155 pages, $2.50.

The Role of the Teacher in Health Education by Ruth M. Strang and Dean F. Smiley. That health education is needed in school is proved by the fact that over one third of the draftees in the United States are being rejected for lack of physical fitness. The authors say: "Any teacher who works effectively for the health of children speaks the parents' language and wins their grateful co-operation".

This book is full of information showing how teachers can effectively promote health-producing conditions. Many helpful statements are made in concise form: "The most common cause of overweight is probably overeating", "There is evidence of a positive relationship between growth and health habits", "The control of scarlet fever, measles and other communicable diseases lies essentially in morning inspection in the home". Published by Macmillan, 359 pages, $2.00.

EXTRACTS FROM THE REPORTS OF THE INSPECTORS

Inspector C. W. Dickson.

During the past year a two-room school was built in the municipality of Aylwin No. 1, and two one-room, thirty pupil schools were completed in the municipalities of Low South (Prot.) and St. Etienne de Chelsea (diss.). These schools are well built, of a pleasing appearance, and include the best features of modern school buildings. The school at Aylwin is finished with artificial brick, has a full size basement, hot air heating, flush toilets, and individual chair-desks. The school at Low is a brick veneer building, with full size basement, hot air furnace, electric lights, flush toilets, and individual chair-desks. The third school in St. Etienne de Chelsea has a stuccoed exterior, full size basement, hot air furnace, chemical toilets and single desks.

With the restoration of very generous government assistance, plans are being completed for the construction of new schools during the present summer in the municipalities of Clarendon, Bristol, North Onslow, Eardley, Wakefield and East Templeton. Several Boards are planning to make major alterations to existing schools so that the percentage of natural light will be materially increased.

During the six-month period from July 1st, 1940, covered by the statistical reports, more than two thousand dollars were spent on repairs to school buildings. Also, during the present year, three schools have had hydro-septic toilets installed, and fifteen schools have been equipped with new chair-desks.

The majority of school boards have continued the practice of purchasing some teaching equipment and supplies, with the result that several schools are well equipped with supplementary material, work books and art supplies.

Again this year the Department added approximately two thousand five hundred volumes to the classroom libraries. These libraries contribute greatly to the general work of the various classes, but in spite of the recent additions there is an urgent need for reading material for the junior grades as well as for general reference books.

Quite a number of teachers have attempted to conduct one or more Enterprises with varying degrees of success. A common difficulty has been that the work was not sufficiently well planned in advance, with the result that the teacher was unaware of the adequacy or inadequacy of the information and material obtainable. A second tendency has been to stress the handwork and to relegate the mental activities to a position of less importance. Wherever Enterprise work has been attempted, even with a fair degree of success, there was evidence of keen interest and a co-operative attitude on the part of the pupils.

Inspector L. J. King.

A number of schools open in 1939-40 were closed in 1940-41 and other provision made for the education of the children. The Municipalities of Grenville No. 1 and Grenville No. 2 were united to form the Municipality of Grenville

and five of the rural elementary schools were united to form Grenville Consolidated School.

Nos. 5 and 7 in Chatham No. 1 were closed and the pupils conveyed a distance of 11 miles from the extreme end of the route, to the High School in Lachute, with complete success.

No. 2 in Lochaber and Gore, No. 3 in Wentworth and No. 1 in Ste. Ursule were closed because of small enrolments and the pupils conveyed to neighbouring schools.

Other municipalities where schools are closed and pupils conveyed are Beauport, St. Foye, and St. Sauveur (to Quebec City); Carillon (to St. Andrews East); Centerville (to Lachute) and Dorion and Isle Cadieux (to Macdonald College High School).

Distances that a few years ago prohibited consolidation now often offer no barrier, for many roads formerly closed in winter are now kept open for auto traffic in all seasons. This opens possibilities that ratepayers do not realize or fully appreciate.

An excellent new school was built in Silver Creek, Municipality of Lochaber and Gore, replacing a log building, and a second classroom was added to the school in Valcartier.

Gray Valley in Arundel and School 4 in Buckingham Canton have new woodsheds attached to the classrooms and have installed hydro-septic toilets. A new toilet was also installed in Cote St. Gabriel.

Dunany and Montcalm have refurnished their schools with individual chair-desks and a few chair-desks were purchased also in Louiseville and Montebello.

Inspector W. H. Brady.

Six rural and ten urban schools were repaired and one rural school was remodelled to provide for unilateral lighting, cloak-rooms and hydro-septic toilets. In another school unilateral lighting was provided. The total cost of all alterations and repairs was $11,252.85. Each year a few more schools are equipped with movable chair-desks, so that the old double seat type of desk is gradually being eliminated. Fourteen rural schools still have bi-lateral lighting, 15 have tri-lateral lighting, and 19 still have earth toilets. Nearly all the city and suburban schools of this district conform more or less closely to modern standards of plan, lighting, heating, ventilation, furniture and equipment, but in many of these the play-grounds are inadequate for the number of pupils.

The chief feature this year has been the introduction of the Enterprise as a teaching procedure in many of the schools. Real enterprises have not been as general as one could wish but nearly all teachers, especially in the city schools, have led their classes to undertake what is more properly described as projects. These serve to vitalize the teaching and all teachers have been urged to base at least their Nature Study and Social Studies on the activity or enterprise method. A few really successful and valuable enterprises have been carried out in both city and rural achools.

School Fairs are becoming quite general, especially in Huntingdon County. The pupils take considerable interest in them and are apparently receiving much

practical benefit thereby. Some of the teachers have performed outstanding service in furthering this type of activity.

About twenty-seven books per school were delivered to rural schools at the Autumn inspection. Smaller quantities were given to the other schools after the needs of the rural schools had been met. School or class libraries, usually both in graded schools, are to be found in every school.

Inspector H. D. Wells.

Extensive repairs were made in several municipalities, chiefly in Potton, Sutton and Shipton. In the latter case, the old Castlebar school was completely remodelled at a cost of nearly $2,000.00. A total of $5,600 was spent in the seven counties upon general repairs. Movable chair-desks were installed in two schools of East Bolton, in Bromptonville, in one school of Shipton and in one school of Shefford Township. New furnaces were placed in the schools of St. Hyacinthe, Marieville, St. Hilaire and Castlebar.

One learns from a questionnaire sent out to all teachers that the Professional Library has been well used, especially for books relating to the Activity Programme. Several excellent activities were developed during the year, the best coming from Brome County where the Fisher Trustees offered special prizes for this type of work. The rural school appears to lend itself to the development of the Enterprise Programme.

All schools were in operation for the full period of ten months, except the two small schools of Tingwick, the equally small school of Marieville and the South Stukely school where my recommendations have failed to secure a longer term.

Inspector R. O. Bartlett.

At the beginning of the school year three summer schools were in operation. One at Ham Nord will change to a winter term beginning in September, 1941. Another in Ste. Agnes de Ditchfield will not re-open for lack of pupils. All winter schools were in operation for a ten-month term with the exception of Leeds District 1 which did not open until October due to the failure of a teacher to fulfil her contract, and Leeds East, which was unable to secure a teacher with a diploma.

It is obvious that the best method of improving conditions is to concentrate on consolidation. For this reason, building improvements, this year, have been of a limited nature. However, many of these municipalities spent substantial amounts on movable school equipment.

The following improvements in buildings have been made:

Leeds.....new roof
Barnston and Orford.....new windows
Compton and Marston.....painting
Hereford.....hydro-septic toilet

New individual desks were installed in three schools, namely, Leeds, District 5; Maple Grove, District 4; and St. Malachie. A substantial amount of teaching materials was purchased by the school boards and placed in the schools at the disposal of the teachers.

Inspector S. V. Cattermull.

Twenty-five of the schools are practically new, and needed little or no repairs.

Improvements have been made as follows:

Rimouski.....Water system installed
Metis.....Playground enlarged
Mann.....Water system improved
Shoolbred.....Interior of intermediate school painted
St. Charles-de-Caplin....Interior painted
Bonaventure.....Four units of "Hydro-septic" toilets installed
Port Daniel East.....Exterior repainted
Port Daniel Centre.....Two units of "Hydro-septic" toilets installed
St. Pierre-de-Malbaie....Woodshed and two "Hydro-septic" toilets
Gaspé Bay North.....Repairs; cupboards; interior painted
York.....Playground enlarged and fenced.

Proposed improvements:

New Richmond West....New intermediate school
St. Godfroi and Port Daniel East....."Hydro-septic" toilets to be installed this summer
Mal Bay, Haldimand and Gaspé South.....Playgrounds to be levelled
Matapedia (Dist. 3), Gaspé South (Dist. 3), Fontenelle.....New buildings or extensive alterations
Percé (Dist. 3).....One unit "Hydro-septic" toilet to be installed.

Elementary Schools have been supplied with some much-needed teaching aids, during the past year.

If the legal term of ten months was not observed in all schools, it was entirely due to the inability of schools to secure the services of one or more teachers possessing diplomas. Fifteen high school graduates were granted permission to act as supply teachers. In one municipality operating three intermediate schools, one of these supply teachers was employed in each school.

V for VICTORY

Victor de Laveleye's initial has become the symbol and rallying-call of all men for whom liberty is still worth fighting for. He is the man who fathered the V-campaign, remembering that his own initial, V stood for Victory in English and French, and for **"Vrijheid,"** liberty, in Flemish and Dutch. He launched his great idea on January 14, 1941, in his Belgian programme at the B.B.C. Now "V" is everywhere, from the South Pacific to the Arctic.

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MINUTES OF THE SEPTEMBER 1941 MEETING OF THE PROTESTANT COMMITTEE

Offices of the Protestant Board of School Commissioners, Montreal, September 26th, 1941.

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

Present: Mr. H. R. Cockfield, in the chair, Mr. Howard Murray, Mr. A. K. Cameron, Dr. A. H. McGreer, Dr. W. O. Rothney, Honourable Justice W. L. Bond, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Dr. C. L. Brown, Mr. Leslie Buzzell, Dr. F. C. James, Dr. W. L. Shurtleff, Dean Sinclair Laird, Mrs. A. F. Byers, Mrs. A. Stalker, Mr. G. Gordon Hyde, Mr. T. M. Dick, Mr. C. H. Savage, and the Secretary. Mr. G. R. Lessard was present by invitation.

The minutes of the last meeting were read and confirmed.

Apologies for absence were received from the Superintendent of Education, Mr. A. S. Johnson and Mr. A. R. Meldrum.

Mr. T. M. Dick was present for the first time as an Associate Member elected by the Committee and was welcomed by the chairman.

On motion of Mr. Murray, seconded by Dr. Shurtleff, the following resolution was unanimously carried by a standing vote:

> That the members of the Protestant Committee of the Council of Education desire to record their sense of loss and regret in the death of their colleague, George W. Parmelee, LL.D., D.C.L., Order of Scholastic Merit, Officer of Public Instruction (France).
>
> Since 1891, as a Deputy-Minister in the Department of Education, as Director of Protestant Education, as Secretary of this Committee, and as a member, he, by his devotion to duty and wise administration and counsel, contributed a service to the cause of education in this Province which cannot be measured by general statements or the mere numbering of years. His integrity of purpose and his abiding faith in the value of education sustained him through years of effort to build up the system of Protestant education in the Province and he ended his work permitted to look upon an honourable achievement. As a friend and associate, he endeared himself to us by his qualities of mind and heart. His passing leaves a sense of personal loss and bereavement. We believe of him that he fulfilled the injunction to deal justly, to love mercy and to walk humbly before God.
>
> We extend our condolences to Mrs. Parmelee and the family.
>
> It was further resolved that this resolution be inscribed in the minutes of the meeting and that copies be sent to the members of the family.

Arising out of the minutes of the last meeting it was reported that an informal discussion had followed the meeting between a sub-committee of this Committee and the Provincial Secretary in which the latter assured the former that no part of the legislation passed or to be passed at the current session of the Legislature and vitally affecting Protestant education would be enforced by the Government without consulting the Protestant Committee.

It was moved by Dean Laird, seconded by Mr. Murray and resolved that the Lieutenant-Governor-in-Council be requested to appoint Dr. E. Leslie Pidgeon as a member of the Protestant Central Board of Examiners in accordance with Article 60 of the Education Act.

On the motion of Mr. Buzzell, seconded by Principal James, Mr. T. M. Dick was appointed as a member of the Board of the Order of Scholastic Merit to replace the late Dr. Parmelee.

The Report of the Director of Protestant Education contained a tribute to the late Dr. G. W. Parmelee, made some comparisons between the schools of today and those of half a century ago, quoted extracts from reports of the inspectors, gave information concerning County Health units, the health of school children, the medical certificates to be provided by teachers, the shortage of teachers, recent publications of the Department, essay contests, the registration in Grade XII and the opening of the new Quebec High School. The report was received on the motion of Dr. James.

Resolutions from the Quebec Women's Institutes urging compulsory attendance and pledging support to legislation giving women an official part in the administration of the Protestant schools of this Province were referred to the Legislative Committee.

A resolution from the Quebec-Sherbrooke Presbytery of the United Church of Canada requesting a course in Bible Study in the High School Grades, and the inclusion of character education, courses in current events, social and economic problems, and asking also that in selecting, preparing and appraising teachers' fitness to create in the schools a moral and religious atmosphere be given primary consideration, was referred to the Education Committee with the request that it be given favourable consideration.

Mr. G. R. Lessard, Assistant Supervisor of French, reported that he had completed the first visit ever made systematically to the rural elementary schools by a Supervisor of French. The work had taken three years. He had also visited certain intermediate and high schools. In all he had visited 368 teachers, examined approximately four thousand pupils and attended many teachers' conferences. He stated his opinion that the pupils in Protestant rural elementary schools are learning to read and translate French with a fair degree of accuracy, but their ability to understand and speak the language leaves much to be desired. He further stated his belief that teachers are realizing the importance of the teaching of French and that many pupils feel the necessity of being able to understand, speak, read and write French with accuracy. The report was received on the motion of Dr. Shurtleff, seconded by Mr. Eric Fisher.

The report of the Legislative Committee contained the following recommendations which were approved unanimously on the motion of Judge Bond, seconded by Dr. James:

A. That the following Bills prepared by the Protestant Committee be brought before the Government immediately with the request that they be enacted into law at the forthcoming session of the Legislature:

    1. An Act respecting Protestant Central School Boards in Certain Counties of the Province of Quebec.

2. An Act respecting the rights of Protestant women in school matters.
3. An Act to amend the Act respecting the McGill Normal School (7 Ed. VII, Chap. 26) and to amend Chapter 4 of the Act 19, Geo. V. (1929) to authorize a grant to McGill University in respect to the training of teachers.

B. That the Government be respectfully urged to bring in a Bill at an early date to provide for Compulsory Education for Protestant children aged 6 to 15 inclusive.

In order to give effect to the resolution adopted at the May meeting, Judge Bond also proposed that the following addition to regulation 187 of the regulations of the Protestant Committee be made in the usual manner: "Non-Specialist's Licences may be granted to candidates who show a certain degree of proficiency by attending the Summer School, but who have not reached the standard required for a Specialist's Certificate." The motion was seconded by Dean Laird and carried.

Reports were presented and received in connection with the Summer Schools at Macdonald College, Bishop's University and the French Summer School at which the respective enrolments were 178, 15 and 46.

The Board of the Order of Scholastic Merit made the following recommendations for awards:

First Degree—Miss Elizabeth Pibus, Highwater; Miss Grace Shufelt, Cowansville; Mrs. E. Vibert, Special Music Teacher, Montreal; Miss Agnes Elizabeth Grant, Earl Grey School, Montreal.

Second Degree—Inspector W. H. Brady, Inspector of Schools.

Third Degree—Dr. H. D. Brunt, Macdonald College.

The recommendations were accepted on the motion of Mr. Hyde, seconded by Dr. James.

Mr. Cameron presented a summary of the consolidated school movement showing its advantages, naming the forty-eight consolidated schools, and submitting the following statistics concerning consolidated schools for the session 1940-41: Number of pupils enrolled 4,766; number of buses in operation 145; number of pupils conveyed 2,035; cost per pupil for conveyance $35.16; number of miles buses travelled per day 1,348; number of teachers 205; average salary $826.26. He also showed that the examination results in Grades X and XI in consolidated schools did not compare unfavourably with those in other schools.

The report of the Education Committee contained the following recommendations:

1. That the Teachers' Manual to "Jouons" be accepted subject to the price, content and format being satisfactory to the Director of Protestant Education.
2. That the syllabi in EXTRA FRENCH prepared by a teachers' committee for Grades VIII, IX and X and the suggestions for the use of the texts and exercises submitted by Messers. Primeau-Robert and Teakle be approved.
3. That the syllabus in Music for High Schools be accepted, the division of examination marks to be fifty per cent for aural work and fifty per cent for written.

4. That the two courses in Music and Instrumental Music remain as separate options.

5. That the requirements in Latin be reviewed and that, for this purpose, a Committee be appointed consisting of Dr. W. D. Woodhead, Dean Cyrus Macmillan, Mr. A. W. Preston, Dr. W. O. Rothney, the Director of Protestant Education and two teachers who should enquire fully into the objectves and content of the course in Latin and report to the sub-committee by January 1st, next, if possible. In the meantime, the Director of Protestant Education should try to meet the request received from the teachers of Latin by reducing the assignment this year in Grade XI by not more than 100 lines.

6. That the revised syllabus in Chemistry for Grade XII be approved.

7. That the revised edition of Century Readings in English Literature for Grade XII be approved.

The report was adopted on the motion of Mr. Murray, seconded by Mr. Savage.

A letter was read from Mr. J. L. Boulanger asking for the transfer of the Film Library of the Protestant side of the Department of Education to the Central Motion Picture Bureau of the Provincial Government as well as Order-in-Council 1389 dated June 5, 1941, ordering all Departments of Government to transfer their film equipment to the Central Bureau and forbidding the purchase of new film equipment by any Department except the Central Bureau. The Chairman and Mr. Hyde were requested to meet the Premier or the Provincial Secretary or both and express the unanimous opinion of the Committee that it could not transfer its Film Library and requesting that the Order-in-Council referred to be not made to apply to the Protestant Film Library.

A special sub-committee appointed by the Chairman to consider the Montreal school conditions recommended as follows:

1. That the Protestant Committee respectfully requests the Government of the Province of Quebec to introduce, at the next session of the Legislature, a bill providing for the creation of an Island Board to be composed of representatives of all the existing Protestant School Boards on the Island of Montreal, investing this Board with powers much wider than those of the existing Montreal Protestant Central School Board and restricting the functions of the present local Boards in accordance with the *general idea set forth in the attached memorandum;

2. That the existing legislation regarding Protestant School Boards on the Island of Montreal be amended to provide that the customary practice regarding non-payment of salaries to all members of School Boards (including the Chairman) be made mandatory, and to provide further that no School Board, other than the new Montreal Island Board, be authorized to pay any salaries or to employ any individual for remuneration.

That the Government of the Province of Quebec be respectfully requested to appropriate annually from the general funds of the Province an amount of not less than $800,000 for the purpose of augmenting the revenues that would otherwise come into the hands of the proposed new Island School Board.

The recommendations were accepted on the motion of Dr. James, seconded by Mr. Buzzell.

On the motion of Mr. Buzzell the Director of Protestant Education was asked to explore the possibility of setting up a Text Book Bureau in the Department of Education to see what advantages could be offered to schools in securing text books at lower rates.

Letters were read from the Provincial Association of Protestant School Boards requesting the Protestant Committee (1) to use its endeavours to explain to School Boards the advantages of larger administrative units, (2) to introduce the system of larger administrative units in one or more counties at a time, (3) to clarify the word "radiological" in subdivision 2 of Article 231a Section 3 of the Education Act in an endeavour to require an X-ray film of each teacher. The first two recommendations were received and the third was referred to Dr. Stevenson for a report.

There being no further business the meeting then adjourned to reconvene in Montreal on November 28th unless otherwise ordered by the Chairman.

(Signed) W. P. PERCIVAL, Secretary. (Signed) H. R. COCKFIELD, Chairman.

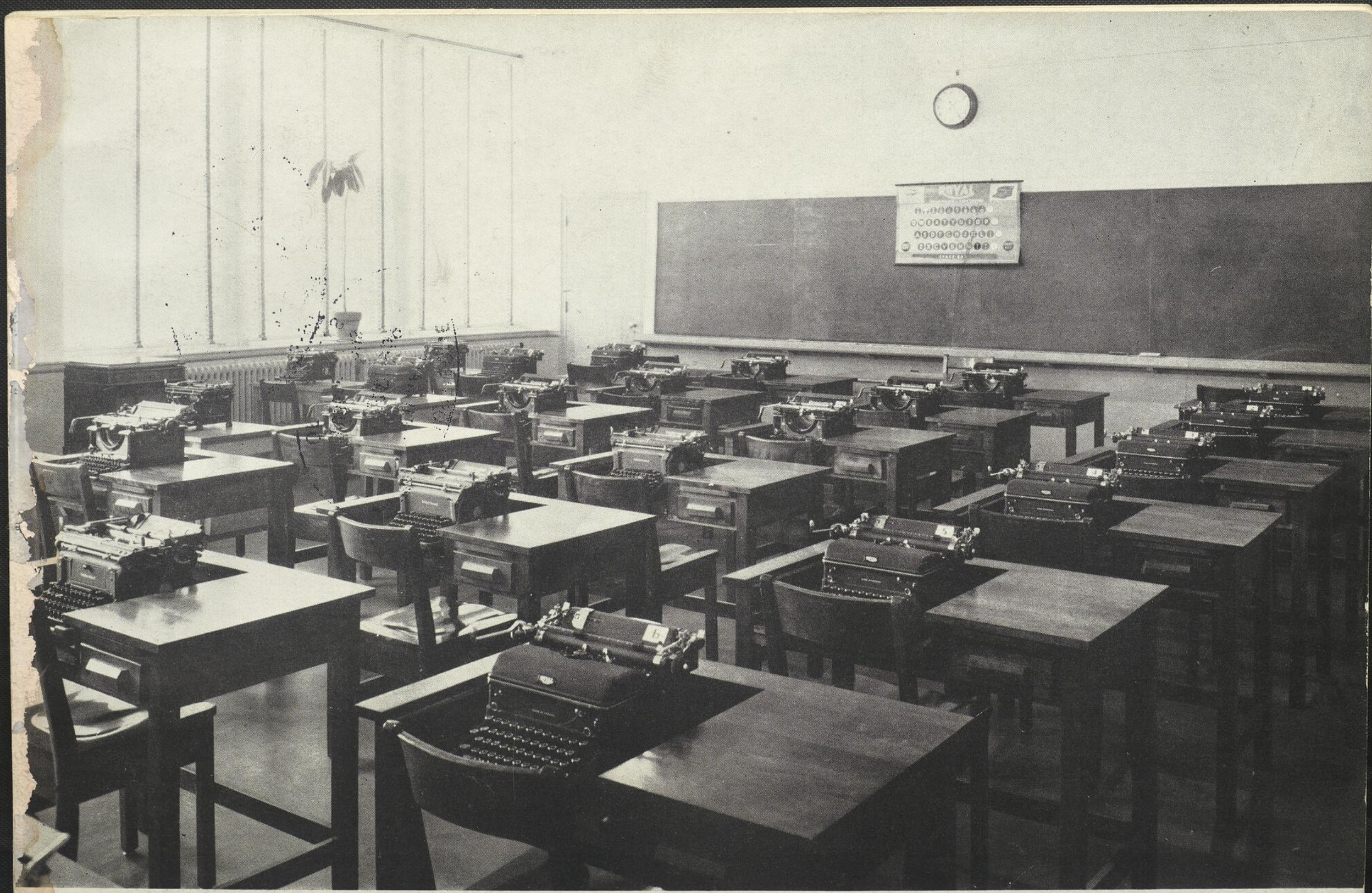
*Memorandum Regarding the Resolution

Although it does not seem desirable at this time to specify the full details regarding the creation and operation of the new Montreal Island School Board, the following major outlines of the proposal are appended for information:

1. The School Boards now in existence on the Island would have their pedagogical and financial powers adjusted to a point where they were, in effect, advisory councils only. They would be concerned with the settlement of local complaints and, possibly, with the stimulation of local interest, but would have no executive responsibilities. The members of such Boards would receive no remuneration, nor would such Boards have the power to appoint and pay employees.
2. The new Montreal Island Board would be composed of fifteen individuals appointed by the local Boards, in such a way that each district on the Island would have a representative to put forward its point of view.
3. The administration of education on the Island would be provided for through a requirement that the new Montreal Island Board should appoint the following officers:
   (a) A Superintendent who, under the Board, would have jurisdiction over all pedagogical matters in schools under the control of the Island Board,
   (b) A Secretary-Treasurer who, under the Board, would have control of all accounting and financial matters pertaining to education on the Island of Montreal,
   (c) A Building Superintendent who, under the Board, would exercise similarly comprehrensive responsibilities regarding all school buildings on the Island,
   (d) A Purchasing Agent who, under the Board, would be responsible for the purchasing of all supplies needed by schools on the Island.

EDUCATION

Mark Hopkins sat on one end of a log,
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught—
If his Latin was small or his Greek was naught—
For the farmer boy he thought, thought he,
All through lecture time and quiz,
"The kind of man I mean to be
Is the kind of man Mark Hopkins is."



TYPEWRITING ROOM AT THE QUEBEC HIGH SCHOOL

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