

THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

PUBLISHED
QUARTERLY

V. LXXIX, No. 4

OCTOBER-DECEMBER 1963



The Mikado
Grade VI and VII Students
Laval West Elementary School

THE GRADUATES' HYMN

O Lord, our thanks to Thee are due
For life awakening now.
Grant us Thy strength to make us true,
And grace to us allow.

We are but young, but, Thee beside,
Help us to use our youth,
Our spirits fresh, and strength untried
To seek the steadfast truth.

Grant us the courage to endure,
The power to enjoy.
May we with heart and body pure
Our skills for Thee employ.

We offer up our lives, our all;
To Thee we would belong:
We pray that as Thy grace we seek
Thy strength will make us strong.

Show us a goal that we can strive
To reach, though oft we fail;
And may our faith in Thee survive
The perils of the trail.

The future beckons, new and bright;
Help us to know Thy will
And do our share to bring the light
Of Truth the world to fill.

Help us our pledge each day redeem,
Nor let us, Lord, we pray,
Lost in the future's rosy dream,
Neglect to live to-day.

Dr. Kathleen Harper

THE EDUCATIONAL RECORD

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October - December, 1963

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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 the Minutes and Official Announcements.

Authorized as second-class mail, Post Office Department, Ottawa.

Vol. LXXIX

QUEBEC, OCTOBER-DECEMBER, 1963.

No. 4

EXAMINATION FOR INSPECTOR'S CERTIFICATE

I give notice that, in accordance with Regulation 106 of the Regulations of the Protestant Committee, an examination for the Inspector's certificate will be held in Montreal at 9:00 a.m. on Saturday, February 8, 1964. Candidates should send to me at least thirty days before the time appointed for the examination the documents referred to in Regulation 107.

H. S. BILLINGS,

Director of Protestant Education.

THE COURSE OF STUDY

Geography

The second edition of *The Canadian Oxford School Atlas* has been authorized for Grades VIII-XI instead of the first edition on the understanding that copies of the old edition should not be replaced while usable. The second edition should be specified when the book is ordered.

Geometry

Brant and Keedy, *Elementary Logic for Secondary Schools* (published at 98 cents by Holt, Rinehart and Winston, 833 Oxford Street, Toronto 18) is recommended as a reference book for teachers, particularly of Grade IX. It is not intended for use by the pupils, but the ideas it presents can be introduced by the teacher as the opportunity arises. Material that can be used in the Grade IX Geometry course appears on the following pages :

- pp. 1-32 : Inductive and deductive reasoning, Venn diagrams, and sentences used in Logic.
- pp. 54-57 : Converse, inverse and contrapositive.
- pp. 65-78 : Theorems and proofs.
- pp. 84-90 : Validity of arguments.

Grade XI Examinations

Beginning in June 1964, the time allowed for the Grade XI English Literature paper will be two and a half hours. The practice of handing out the question paper fifteen minutes before the candidates start writing is being discontinued.

Music

The symphony to be studied in Grade XI for examination in June 1964 is Schubert's *Symphony No. 5 in B-Flat*.

JUNE EXAMINATIONS TENTATIVE TIMETABLE 1964

NOTE TO PRINCIPALS: Please report timetable conflicts immediately. Revision will be made if feasible.

Morning			Afternoon		
FRIDAY, JUNE 12					
Grade XI Music, Channel A	9 to 10:30	Grade XI	Stenography	1:30 to 4:00	
Music, Channel B	9 to 10:30				
Music, Channel C	9 to 11:30				
MONDAY, JUNE 15					
Grade XI Art	9 to 11:30	Grade XI	Art (cont'd.)	1:30 to 4:00	
Technical Drawing	9 to 11:30				
TUESDAY, JUNE 16					
Grade X English Literature	9 to 11:30	Grade X	Physics	1:30 to 3:30	
" XI " "	9 to 11:30	" XI	"	1:30 to 4:00	
" XII " "	9 to 12:00	" XII	" Courses I and II	1:30 to 4:30	
WEDNESDAY, JUNE 17					
Grade X History	9 to 11:00	Grade X	English Composition	1:30 to 3:30	
" XI " "	9 to 11:30	" XI	" "	1:30 to 4:00	
" XII Analytical Geometry	9 to 12:00	" XII	" "	1:30 to 4:30	
THURSDAY, JUNE 18					
Grade X French	9 to 11:00	Grade XI	Spanish	1:30 to 4:00	
" XI " "	9 to 11:30		Office Practice	1:30 to 4:00	
" XII " "	9 to 12:00	" XII	History	1:30 to 4:30	
FRIDAY, JUNE 19					
Grade X Chemistry	9 to 11:00	Grade X	North American Literature	1:30 to 3:30	
" XI " "	9 to 11:30	" XI	" "	1:30 to 4:00	
" XII " "	9 to 12:00	" XII	" "	1:30 to 4:30	
MONDAY, JUNE 22					
Grade X Algebra	9 to 11:00	Grade X	Geography	1:30 to 3:30	
" XI Elementary Algebra	9 to 11:30	" XI	Trigonometry	1:30 to 4:00	
		" XII	Typewriting	1:30 to 4:00	
			Trigonometry	1:30 to 4:30	
TUESDAY, June 23					
Grade X Geometry	9 to 11:00	Grade XI	Home Economics	1:30 to 4:00	
" XI " "	9 to 11:30		Industrial Arts	1:30 to 4:00	
		" XII	Intermediate Algebra	1:30 to 4:00	
			Algebra	1:30 to 4:30	
WEDNESDAY, JUNE 24					
Grade X Biology	9 to 11:00	Grade X	Home Economics	1:30 to 3:30	
" XI " "	9 to 11:30	" XI	Geography	1:30 to 4:00	
" XII " "	9 to 12:00	" XII	Calculus	1:30 to 4:30	
THURSDAY, JUNE 25					
Grade X Latin	9 to 11:30	Grade XI	Latin Poetry and Sight	1.30 to 4:00	
" XI Latin Prose and Composition	9 to 11:30	" XII	Latin Poetry and Sight	1:30 to 4:30	
Bookkeeping	9 to 11:30				
Agriculture	9 to 11:30				
" XII Latin Prose and Composition	9 to 12:00				
Beginner's Latin	9 to 12:00				

A MESSAGE

from the Honourable O. A. Turnbull, Minister of Education, to the Teachers of the Protestant Schools of the Province of Quebec.

We, the people of Saskatchewan, are most anxious that the citizens of other parts of our country get to know us better. We are proud of our province with its rapidly developing economy, its progressive communities and its traditional western hospitality. Undoubtedly you in Quebec have similar feelings about your province.

It seems to me that teacher exchange provides an effective means for strengthening our interprovincial ties and may provide our teachers with a practical method of becoming bilingual. I am encouraging Saskatchewan teachers to take advantage of the Canadian Education Association teacher exchange service to seek exchange with Quebec. I hereby issue a warm invitation to you to come to Saskatchewan. Won't you make enquiries through your Department of Education regarding exchange possibilities with our teachers?

By special arrangement the time limit for applications for exchange with Saskatchewan for 1964-65 has been extended to December 31, 1963. You are assured of a warm welcome in Saskatchewan.

PRESENCE DU QUEBEC AU COLLEGE UNIVERSITAIRE INTERNATIONAL DES PYRENEES

Sous les auspices de l'Université Catholique de Toulouse se tient actuellement à Ustaritz la treizième session du Collège Universitaire International. Cette année les cours, dirigés par Monsieur Georges Hahn, professeur à l'Université de Toulouse, traitent de la Civilisation contemporaine dans ses différents aspects sociaux et culturels.

Ces cours d'été sont suivis par des étudiants, des professeurs et des intellectuels de dix-sept nations; tous les continents et toutes les spécialisations universitaires et professionnelles y sont représentés.

Trois conférences sur "L'Evolution actuelle du Canada français" ont été prononcées, ces jours derniers, par Monsieur Auguste Viatte, professeur à l'Ecole Polytechnique Fédérale de Zurich, membre correspondant de l'Institut de France et ancien professeur à la faculté des Lettres de l'Université Laval.

Les membres du groupe international ont donc pu se documenter sur le Québec tant en ce qui concerne sa politique que son activité économique, culturelle, éducative et religieuse.

Représentant la délégation générale du Gouvernement du Québec, monsieur André Giroux a parlé aux auditeurs de la littérature canadienne et de certains aspects de l'économie québécoise.

Province de Québec
Ministère de l'Industrie et du Commerce, Division de l'Information

SUMMER SCHOOL FOR TEACHERS
BISHOP'S UNIVERSITY

J. D. Jeffries, M.A., Ph. D.
Director



Back row, l. to r.: L. R. Ball, A. W. White, N. M. Cullens, Miss E. K. Holcomb, T. A. M. Moorhouse, W. A. Johnson, E. Chiarelli, P. G. Manning, L. F. Sontra, H. E. Bashaw, W. J. Sparkes, R. L. Smith, J. R. Garneau, R. K. Winslow, W. A. Young.

2nd row, l. to r.: D. S. A. Sewell, L. Lukacs, J. C. Gill, D. L. Healy, K. L. Feltham, L. H. Orr, Mrs. J. Sheridan, Mrs. S. A. Duncan, Miss B. Patton, Miss L. Towner, Miss D. Bowen, Miss L. M. Rider.

Seated l. to r.: C. R. Harrowing, Kim Smith (a distinguished guest), A. N. Agemian, Dr. G. W. Bancroft, Mr. G. A. MacArthur, Prof. J. D. Jefferis, Prof. J. Angrave, Miss G. I. Hutley, Miss A. E. Barnett, Mrs. M. Ferguson.

A record enrolment of forty-six students attended the 1963 session. While the great majority of them were teachers employed by Protestant school boards, there were representatives also of Technical, Independent and Catholic schools, as well as a United Church minister, and a housewife. This feature added a certain note of freshness to some of the discussions. It was not only in the lecture rooms that discussion occurred; longer and more impassioned argument raged in the common-rooms and till late (or early) hours in the residences.

Approximately half the students enrolled were candidates for the degree of Master of Education, and took the course on *Educational Research*, offered by Dr. G. W. Bancroft, as a preparation for writing the thesis. Nine extra-provincial candidates for Quebec certification took Mr. Arnold McArthur's course on *Education in Quebec*. A few of the remainder were completing certification requirements, but there was a group of "volunteers" who had come simply for stimulation and refreshment, in the best tradition of the profession.

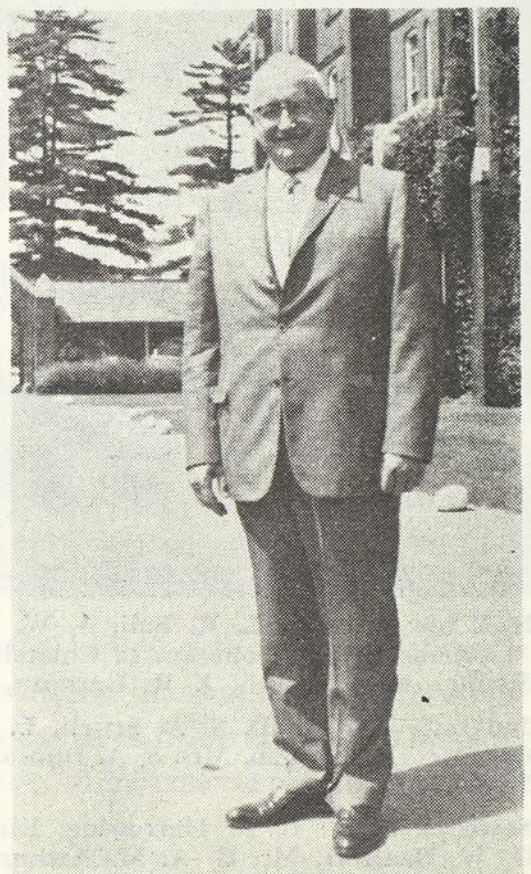
On July 24th, the Director of Protestant Education, accompanied by Dr. Owen, visited the Summer School, spoke to the students on some of the problems of the day, and asked and answered questions. As had been the case last year, this was generally regarded as the high spot of the session.

A welcome visitor to many of the lectures was Mr. James Angrave, formerly principal of Rosemere High School, who has now taken up new duties as Assistant Professor of Education and Director of Practice Teaching at Bishop's University.



Dr. J. D. Jefferis

Director, Summer School for Teachers, Bishop's University



Dr. H. S. Billings

**Director of Protestant Education
Department of Education, Quebec**

After an early education at Christ's Hospital, Dr. Jefferis came to Canada in 1923, obtaining a Bachelor of Arts Degree, Class I with Honours in Classics from Bishop's University, and his High School Certificate.

For three years he taught at the Town of Mount Royal High School during which time he obtained his Master of Arts in Classics at McGill.

In Ontario Dr. Jefferis taught at Crescent School, Toronto, lectured in Classics at Queen's University, was Senior Classics Master at Trinity College School, Port Hope, and became Professor of Classics at Waterloo College. His Ph. D. in Classics was obtained from Toronto University in 1934.

Since 1944 Dr. Jefferis has been Professor of Education at Bishop's University. In the following year he became a Member of the Protestant Central Board of Examiners, serving continuously on that body to the present. *Introduction to Educational Psychology*, a Dent publication, was written by Dr. Jefferis in 1958. That same year his services to education in Protestant Quebec were recognized by the Department of Education with the award of the Order of Scholastic Merit.

A LABORATORY ORIENTED COURSE FOR NINTH GRADE SCIENCE

“. . . the unique feature of science teaching is the opportunity it affords the teacher to develop critical thinking and an understanding and appreciation of the method of science. By proper use of the laboratory the teacher of science can expose the student to thought provoking activities and problem solving situations, and this must be one of the major objectives of the course that is consciously and deliberately worked out by the teacher. To attain this objective the class should not be overly teacher dominated nor should the student be expected to fulfill the expectations of the teacher in the sense that he memorizes facts and gives them back on a quiz or test. The teacher, therefore, must set the stage, prepare the challenge, create the enthusiasm, keep the inquiring mind eager and alive, but basically stay out of the spotlight. No effort should be made to set a time limit to an experiment as long as it is producing the desired result. Especially, no effort should be made to cover a certain amount of factual material. The subject matter really doesn't count at all. The *method* is important.

Sufficient time should be devoted to assigned reading and class discussion on the lives and achievements of the great men of science and relating these to the methods of science. Fortunately there is no lack of good books of this kind, written at the level of the junior high school student. Most of these can be obtained in paper back editions. The cultural aspects of the ninth grade science course should not be neglected nor should we forget about the tremendous impact that science has had, and will continue to have, on society and on the individual . . .”

Fred T. Weisbruch, S. M.
Maryhurst Preparatory School
Kirkwood, Missouri

REPORT OF 1963 SUMMER SCHOOL OF EDUCATION
INSTITUTE OF EDUCATION — MACDONALD COLLEGE

Professor J. E. M. Young, M. Ed., Ph. D.
Director, Summer School



Dr. J. E. M. Young

Director, Summer School of Education
Macdonald College

Dr. Young, a native of Manitoba, attended elementary and secondary schools in that province, receiving his Bachelor of Arts degree from Brandon College. From the College of Education at the University of Saskatchewan he obtained his First Class Teaching diploma. He has had teaching experience in the high schools of Manitoba and Saskatchewan. After Summer School and full-time attendance at the University of Saskatchewan, he obtained his B. Ed. and M. Ed. degrees.

After his return from overseas, where he served from 1940-1945 in the R.C.A.F. as a pilot, he was employed by the R.C.A.F. as a personnel counsellor.

Dr. Young registered in the Faculty of Graduate Studies at the University of Toronto from 1946-1952, where he obtained his Ph. D. in 1952. At this time he was engaged in part time work with the University of Toronto as Veterans' Counsellor, and as research assistant in personnel selection with the R.C.A.F. and the Defence Research Board.

Dr. Young served as the Director of the Faculty of Education at Brandon College from 1952-1955. Since then, he has been at the Institute of Education, McGill University, as Professor of Educational Psychology. He has served as the Director of the Summer School of Education since 1961.

Commencing on July 2nd, 1963, several different programmes were offered at the Institute of Education Summer School. A brief description of each of these programmes will be given in the following paragraphs :

Professional Summer School – Four Weeks

Most of the teachers registered in the professional courses attend Summer School in order to meet the requirements for permanent certification. In addition to these, a goodly number of older teachers attend for refresher training and to gain new ideas for use in their classrooms. Qualified teachers from other provinces who wish to obtain Quebec certification may be required by Departmental regulations to attend Summer School and, as in previous years, teachers in this category were enrolled in professional courses.

Academic Summer School – Five Weeks

It is apparent that teachers in the Protestant Schools of Quebec are becoming increasingly interested in upgrading their teaching certificates by taking academic courses, and this interest is reflected in the heavy enrolment in the seven academic courses offered during the 1963 Summer School.

Master of Arts Summer School – Five Weeks

It is evident that the graduate division of the Institute of Education will have to play an increasingly important role if the trend for larger registration in graduate courses continues. This year, the variety of course offerings was increased by the provision of optional courses in guidance.

Course for Teachers of Educable Mentally-Retarded Children – Five Weeks

During the past few years, the Institute of Education has provided a four-week summer course designed for teachers working with educable mentally-retarded children. This programme has now been extended to include three summer sessions, each of five weeks' duration. Upon successful completion of the programme, teachers will receive a specialist certificate. During the current Summer School period, teachers who had attended a previous session were enrolled in the second year of the programme. A substantial enrolment of new candidates in the first year of the course is evidence that special-class work is beginning to receive further recognition in professional circles.

Subjects included in the curriculum for the first summer's programme were as follows: Introduction to Teaching Slow-Learning Children, Psychology of the Slow Learner, and Handicrafts. Students enrolled in the second phase took classes in Special Methods of Teaching Educable Retarded Children and Special Psychological Problems of the Slow Learner. In addition to the courses referred to in the previous sentence, the second year students were given an opportunity for observation and practice teaching with a group of children who came daily to the college.

Anyone familiar with current educational trends is aware of the fact that increasing emphasis is being put upon the necessity for more adequate educational opportunities for children whose abilities differ considerably from the normal. There is a great need for teachers having special competence and training in this field and it is hoped that this summer school programme might help to meet the need.

CLASS FOR TEACHERS OF EDUCABLE MENTALLY-RETARDED



Back row, l. to r.: Howard Stutt (staff), Geneviève Taylor, Herb Isenberg, Vern Myatt, James Conway, Reg Watts, Mrs. A. Bushell, Mrs. N. Price.

Row 3: Dr. McKinnley (staff), Jessie Stoddart, Inez Fallona, Marion Goodwin, Helen McElrea, Mary McLéan, Rena Silverman.

Row 2: Marion Brown, Zuze Aleksis, Rhoda Northrup, Vivian Elkins, Jean Caldwell, Grace Hanson, Denise York, Ruth Low (staff), Judy Lord.

Row 1: Enid Cooke, Thelma Gemmell, Kaija Hirvikoski, Norma Collins, Terrye Taffert, Mrs. Wretha Petersen (staff), Janet Coulthard (absent).

Course for Overseas Teacher-Trainers — Two Weeks

During the 1962 Summer School, a brief training course was provided for twelve Canadian teachers going to overseas teacher-training positions. A similar group of twenty-nine experienced teachers was on the Macdonald College campus from July 15 to July 26, and in this two-week period members of the group were given an orientation to teacher-training methods.

Course for Teacher-Librarians — Five Weeks

The establishment of a two-summer course for Teacher-Librarians represents another aspect of the co-operative effort of the Department of Education and the Institute of Education to prepare specialist teachers. The purpose of the programme is to give interested and qualified teachers an opportunity to learn about library techniques so they might act as teacher-librarians in their schools. This

TEACHER-LIBRARIAN CLASS



Back row, l. to r.: Ivan Firth, Derrick Lambert, Mrs. Mabeth McKeon, Mrs. Gladys Presley, Audrey Allin, W. G. Hodge (instructor), Phyllis Taylor (instructor), Carolyn Sandell, Pauline Tibbitts, Mrs. M. E. Howell, Edmund McMahon, Mrs. Elsie Muir, Mrs. Florence Morris.

Front row: Mrs. Sadie Seale, Mrs. Jean Miller, Marjorie Kyle, Marilyn Gray, Mrs. Helen Scherger, Mrs. June Howie, Mrs. Phyllis Foster, Mrs. Margaret Bartleman, Mary Davidson.

training should be especially valuable for teachers in smaller schools where it is not possible to employ a full-time librarian but where a teacher might be freed from some classroom responsibilities in order to permit part-time work in the school library.

It is proposed that upon successful completion of the two summer school periods, teachers should receive a Teacher-Librarian certificate. During the current Summer School session, twenty teachers were enrolled in the first phase of the course. These teachers will complete their courses during the 1964 Summer School while a new group will begin the programme. Since this type of training involves

a good deal of individual work, the size of class admitted must be limited to 20—25 students.

It is hoped that the availability of Teacher-Librarian training will play an increasingly important role in improving library services in Quebec Protestant Schools.

Emergency First Class Diploma Course — Five Weeks

The second summer of the second cycle of the three-year Emergency First Class Diploma course was offered during the 1963 Summer School. Courses were offered in History of Education, Educational and Psychological Measurement, and Special Methods. Teachers in this course will complete their training in the 1964 Summer School and Interim First Class certificates will be given the successful candidates.

Registration figures for the 1963 Summer School follow:

Professional Summer School: 98

(this figure includes those who took Professional courses only.)

Academic Summer School: 236

(this total includes those teachers who took only Academic courses or Academic and Professional.)

Course for Teachers of the Educable Retarded: 27

Overseas Teacher-Training Course (External Aid): 29

Course for Teacher-Librarians: 20

Emergency First-Class Diploma Course: 43

Division of Graduate Studies: 66

Total Registration in Summer School: 519.

Every generation must decide whether it shall levy upon itself taxes to pay for the education of the boy or for the ignorance of the man.

Dr. Charles Carroll
Superintendent of Schools
North Carolina

Quoted in an address by
Francis Keppel
U.S. Commissioner of Education
to the annual meeting of
North Carolina Citizens Committee for Better Schools, 1963

FRENCH SUMMER SCHOOL 1963
INSTITUTE OF EDUCATION – MACDONALD COLLEGE

C. Hawkins, Director, French Summer School



Dr. S. C. M. Hawkins
Director, French Summer School
Macdonald College

A native of Ottawa, Dr. Hawkins obtained his early education in schools in Ottawa, Montreal, Kenogami, and Quebec. The degrees of Bachelor of Arts and Master of Arts were obtained from McGill, and the Doctorat de l'Université from Paris. Dr. Hawkins holds as well the Class I Teaching Diploma and the French Specialist Certificate of the Province of Quebec.

He has had a number of years of teaching experience in the schools of the Greater Montreal Board, and has been on the staff of the Institute of Education since 1951, at present as Associate Professor.

Dr. Hawkins served in World War II as an officer with the Black Watch of Canada.

With the exception of the summer of 1962, when he was in Europe on a grant for special studies, he has been Director of the French Summer School since 1963.

The French Summer School, 1963, was in session from July 2nd to July 27th. Macdonald High School served as the site of most of the activities.

A total of forty-eight teachers followed the course. Of these, twenty-four were

in the advanced, fourteen in the intermediate, and ten in the initial stage of preparation for the French Specialist Certificate. Some of the forty-eight came from other provinces as auditors, but the majority were teachers in the Quebec Protestant system.

FRENCH SUMMER SCHOOL 1963 STAFF



l. to r.: Mr. D. Alain, Miss P. Loiselle, Mr. R. C. Amaron, Miss A. Potton, Dr. C. Hawkins.

Upon completion of the work of the school each duly certificated Quebec Protestant teacher receives a grant of two hundred dollars which is augmented by another sum of two hundred dollars and the French Specialist Certificate when the provincial Inspector of French judges the candidate's teaching worthy of the award. In some school systems the holder of a French Specialist Certificate receives a salary increase.

Activities shared this year by all members of the School included opening exercises, song sessions, method and linguistic classes, meals in the French section of the Dining Hall, observation of a Grade II class, and various social events. The French Summer School of the Université de Montréal paid a visit; about thirty members of our School attended a performance at the Théâtre de l'Anse, Dorion, and everyone enjoyed the closing banquet on Friday, July 26th.

For students of the initial stage (Group 1), conversation classes received special emphasis. For students in Group 2, a literature class replaced one of the conversation classes. Students in Group 3 studied Molière by rehearsing his plays

with great care and presenting them, book in hand, before their colleagues. Group 3 also taught in the Model School, where one hundred more or less willing pupils came for an hour a day during two weeks to be exposed to the linguistic method complete with pattern drills.

Of special interest to many observers was the Grade II class where the St-Cloud audio-visual course *Bonjour Line* was used for two groups totalling twenty-five pupils.

Students and staff alike have frequently commented upon the special atmosphere which prevails at the French Summer School. Compounded of a common interest in the teaching of French, a willingness to work and an eagerness to learn, this characteristic environment makes of the French Summer School a memorable experience for all participants. Enrolment has grown from eighteen to forty-eight in the last few years, but it is still not large enough to meet Quebec Protestant requirements for French Specialists — nor even, indeed, to answer the need for good classroom teachers who feel at home in French.

When the French Summer School has to deal with hundreds instead of scores of candidates, perhaps it will begin to fulfill the function for which it was intended.

FRENCH SUMMER SCHOOL 1963 GROUP III — THIRD STAGE OF COURSE



Standing, 1. to r.: Mr. Ian Jackson, Mr. Charles Cockerline, Mr. Pierre Gloutney, Mrs. Ginette Géronde, Mrs. Doris Holzgang, Miss Florence Dutaud, Mr. Allan Seddon, Mrs. Rita Tedstone, Mrs. Monique Herwander, Miss Conchita Vidal, Miss Ardith Chandler, Mrs. Sharron McKee, Dr. Nicholas Fekete, Mrs. Pat Kyle, Mr. Andrew Preston, Mr. Daniel Lesard, Dr. C. Hawkins (staff).

Seated, 1. to r.: Mrs. Jadwige Krupski, Mrs. Iva Armstrong, Mrs. Eunice Godin, Miss Eliane Vallée, Mrs. Needa Heatherington, Mrs. Joyce Jones.

FRENCH SUMMER SCHOOL 1963
GROUP II – SECOND STAGE OF COURSE



l. to r.: Miss Eva Rutley, Mrs. Clara Wilson, Mrs. Alice Beek, Mrs. Frances Thompson, Mr. David Williams, Mrs. Mary Morison, Mr. Ernie McWilliams, Miss Emily Girdle, Mr. Harold Harvey, Mr. Harold Hamwee, Mr. Michael Muravsky, Mr. Robert Burrs, Miss Suzanne Drolet, Mr. Darius Alain (staff).

GROUP I – FIRST STAGE OF COURSE



l. to r.: Miss Barbara Burry, Miss Joyce Natov, Mrs. Margaret Anthony, Miss Joan Marsh, Miss Mary Christilaw, Mrs. Gladys Dupuis, Mr. R. C. Amaron (staff), Mrs. Elizabeth Middleton, Miss Barbara Boyd, Mr. John Chapman, Mr. Kingsley Smyth.

A REPORT ON *BONJOUR LINE* CLASSES AT MACDONALD COLLEGE

JULY 2 - 26, 1963

Seymour Adelman, Instructor

Make-up of the Classes

There were two mixed classes, one of fourteen pupils and the other of eleven. Aside from the fact that they were eight years old (a few were seven) and were to enter Grade III in the fall, they were in no way selected. In application and intelligence I believe they were representative of an average class in the Lakeshore area.

Pedagogical Observations

On the whole, developments in class supported the efficacy of the suggestions contained in the *Voix et Images de France* manual. However, as the manual instructions are generalized for the age groups eight to eleven, and I was working specifically with eight-year-olds, there is a precision that could be made. For this age group, the suggested two hours and forty minutes for completion of a lesson, I am sure, is not sufficient. I required, on an average, five to six hours, and I am convinced the children were not over-learning. In fact, a little more time might well be required with a larger class. In addition, one hour of continuous instruction in a subject such as language, even with a break, is too long. I was somewhat aware of this before the project began, but I had hoped to cover more material because of the longer period. I now know that once one goes beyond the thirty to thirty-five minute attention span of the average eight-year-old, one does not gain very much.

A more basic departure from the original manual, concerning the use of French, was explored at Macdonald. The V. I. F. training centre in Philadelphia takes strong issue with the manual published in France regarding the use of French.¹ Whereas the former suggests that the children can be interrogated in their native tongue for the purpose of testing comprehension during the early lessons, the Chilton professors contend that no English should be used at all, even in the beginning. My own experience strongly bears the Chilton people out. In my tentative and limited essay with *Bonjour Line* with the Outremont Home and School class at Strathcona Academy, I did occasionally use English to check comprehension. At Macdonald I used no English. This created a considerable tension for the students and a certain amount of "perspiration of the brain," as it were, but it brought forth good results. There was much more of a sense of urgency and

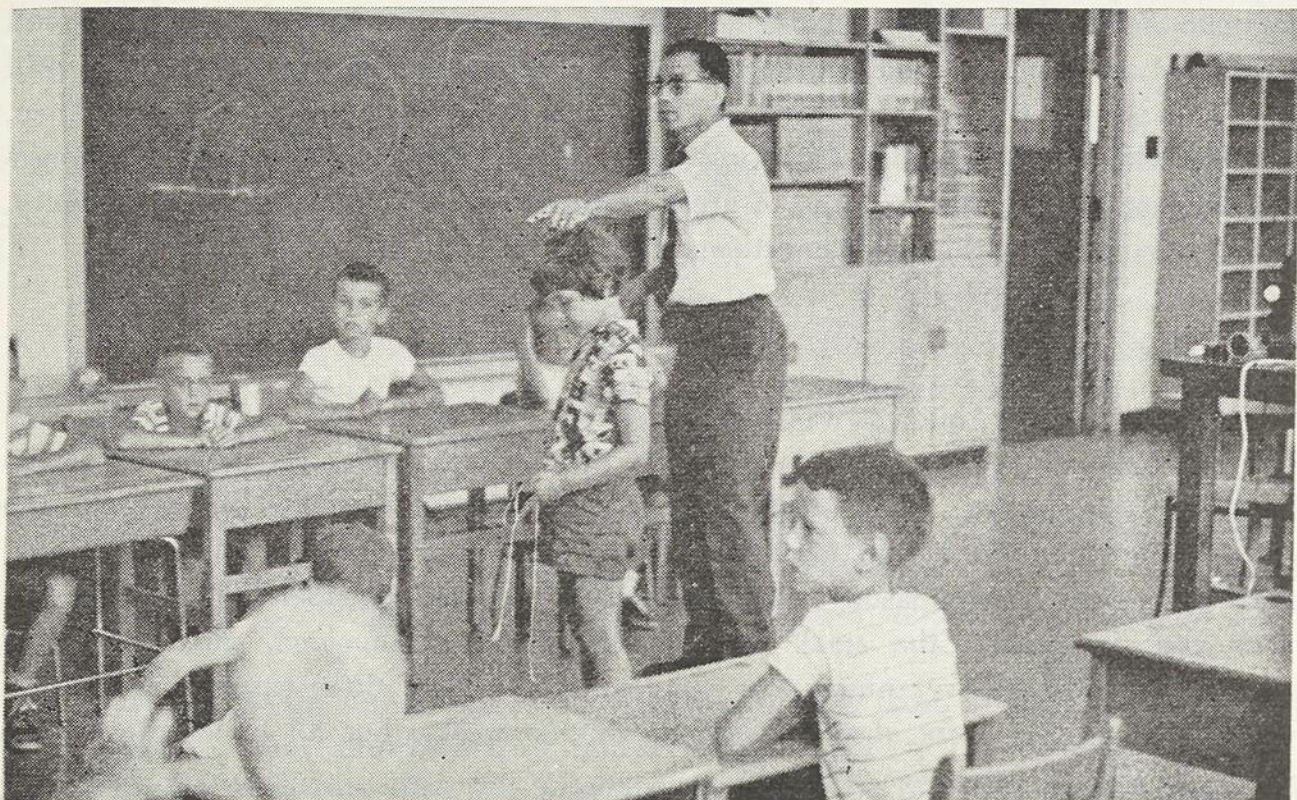
¹ The Chilton-Didier training group in Philadelphia, Center for Curriculum Development, have now published their own manual with many excellent observations resulting from experiences in America. This manual accompanies the courses purchased in the United States.

reality at Macdonald than there had been at Strathcona, and I am sure that this factor contributed greatly to the better results. Of course, employing only French does entail the use of all the properties specified in the manual plus a few others which will suggest themselves in an examination of the explanation stage.

A most interesting phenomenon, suggested in the manual, but which I found quite striking in class, was the occurrence of a sort of delayed action break-through. A constant, demanding repetition of the taped dialogue in an effort to attain rapidly an excellent rendition tended to present too great an obstacle, to frustrate the class, and to have less than desirable results. However, by demanding just enough to challenge, but not to defeat, and then coming back later in the period or on another day, I often found that the material had penetrated in the meantime. In fact, this seemed to be the rule rather than the exception, as the manual indicates.

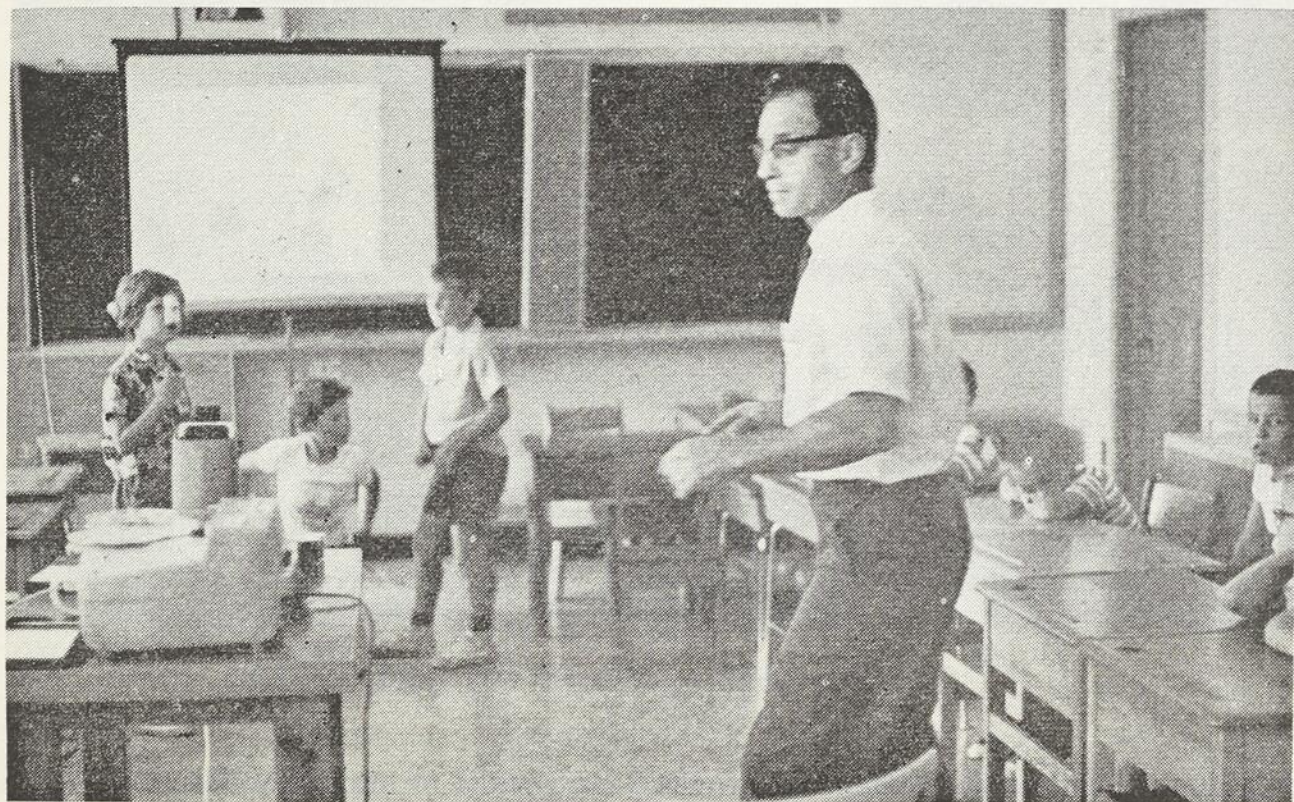
My experiences at Macdonald bear out the statement of the St. Cloud people that their approach to language learning is biological. At the age of eight all children have in common the very recent experience of learning orally their mother tongue, and their flexibility of speech organs and their natural aptitude for mimicry is still with them. As a result, even the most backward children in the classes made some progress and no one gave the appearance of being completely beyond his depth. One child, whose teacher remarked on his application form that he had considerable speech difficulty in English, made sufficient progress that he was able to gain reasonable satisfaction and to continue with interest and profit. On the other hand, the brighter students, or those with particular oral aptitude (the two are not necessarily equated) naturally made faster progress in comprehension, were able to grasp more successfully the pronunciation, intonation, and rhythm of the word groups, and, of course, were able to utilize them more effectively. Nevertheless, an eight-year-old group does have certain disadvantages. In general, they have not the effective mastery of their speech organs to be found even in nine-year-olds, and they are slower to see the relationships posed by the pictures.

The role of the tape as a model and mentor, and the film strip for explanation, is well known as an important basis of the method, but I would like to comment on a further role of the film strip that I noted in these pilot lessons. An important theory of the V. I. F. method is that "learning by doing" very much applies in the acquisition of language; not only does the student seize the pronunciation, rhythm, and intonation of the word group, but acts it out. It is for this reason that gesture is given such importance in the course for adult debutants. Of all aspects of the method, it is in the matter of gesture and action that the child most easily assimilates and relishes. These film strips are packed with simple, effective, well illustrated situations which the child can easily act out while employing the word groups. So effective are the illustrations that a scene setting that would normally require considerable explanation (of necessity, in English) can now be accomplished by an acquired French word or two and a gesture by the teacher.



"A setting ... accomplished by an acquired French word or two and a gesture by the teacher."

With regard to the pedagogical aspects of the project, I do not believe there is much that I can add which is not covered in the recent Chilton manual, although it might perhaps be helpful to have spelled out more detailed drills. I can, however, say something about the work of the teacher. As he will be called upon to manipulate the film strip projector and tape recorder, change tapes and film strips,

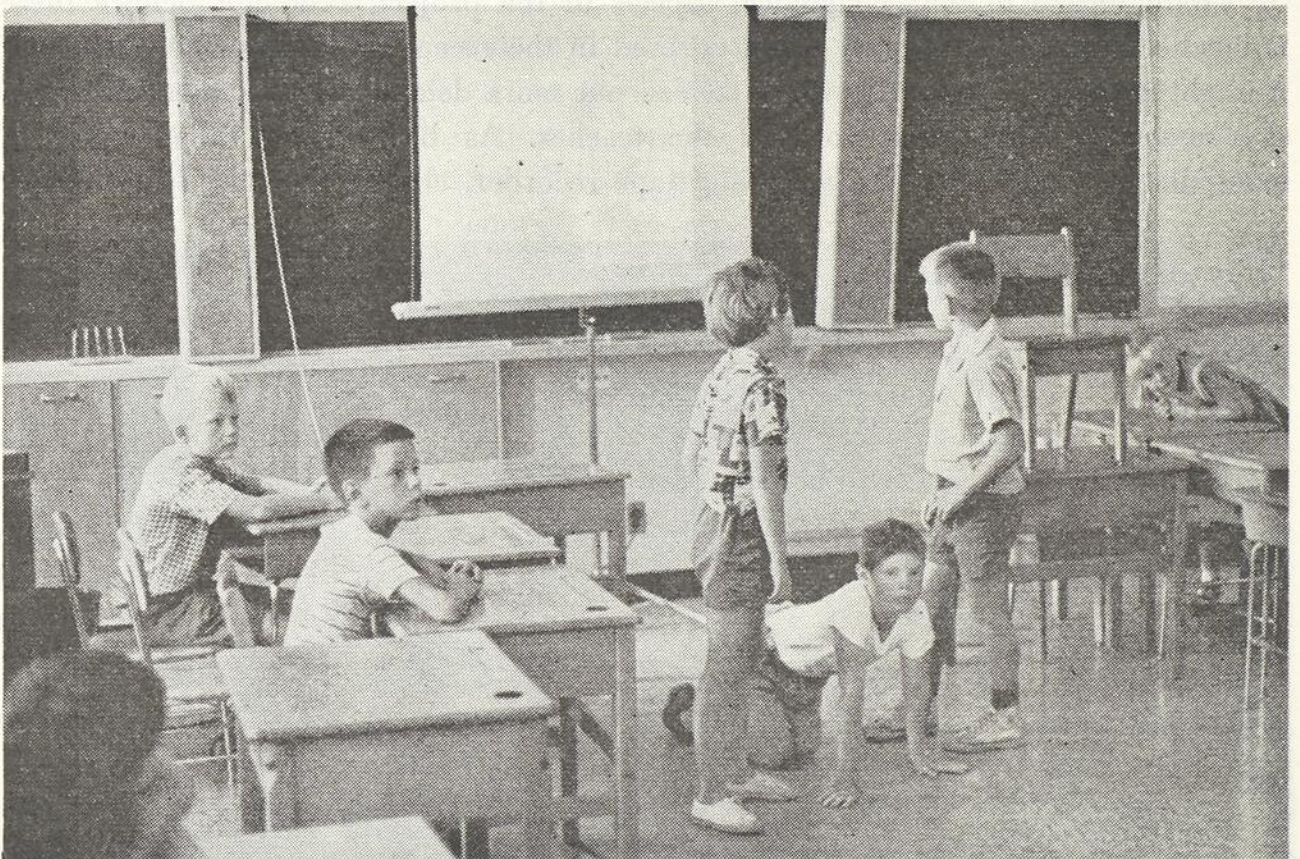


"The teacher ... will be a very busy man."

animate and correct the students, he will be a very busy man. However, in all likelihood he will be compensated by the great amount of satisfaction he will obtain in seeing considerable progress in a relatively short period of time. Then, too, he will not be alone in working hard. The nature of the course challenges the children greatly, but happily, in areas, such as retention and formative mimicry, where they are well able to defend themselves.

Class Reaction

Unquestionably, interest was high. It is true that eight-year-olds easily generate interest, but they just as easily lose it. The interest was certainly sustained for the month of the course. From beginning to end, they threw themselves into the transposition situations with enthusiasm even when their mastery of the material may have given them reason to be diffident. When one considers the time of the year and, in reality, the small amount of obligation involved, attendance was remarkably high — over ninety-one per cent. There were three cases of mumps in which the children were absent from one to two weeks, but all children returned when they were better, even when it meant, in one case, being present only on the last two days of the course. I think, too, a measure of the children's interest can be gauged by the parental response, for I am sure children transmit how they



“Unquestionably, interest was high.”

feel about such matters. When the parents were invited to attend the last class, over thirty were present. Their comments were pointed but favourable. The written

and oral comments received from observing teachers substantiate what has been said about class reaction and progress in general.

Further Fields of Enquiry

1. Mme. Renard, Director of the C. C. D. in Philadelphia, claims that it is quite feasible to teach a class of twenty-five by the V. I. F. method. I believe this is so. However, as most classes in this province will be this size at least, and as up to now most pilot V. I. F. classes have been much smaller, the experience with a larger group might be very useful.
2. *Bonjour Line* is primarily aimed at children who have no knowledge of French, a situation rather rare here, except for children below Grade III. It might be interesting to see how the course would work with children after Grade III.
3. It would also be interesting to see where one could most effectively introduce the adolescent and adult *Voix et Images, premier degré*. I personally believe it could be done very well at the beginning of Grade VII when the children have not yet done much in the way of writing French, and yet are mature enough to see the relationships in this adult version of the method.

As a last word, the month at Macdonald was thoroughly enjoyable, and the considerable help and co-operation given by Dr. Hawkins were greatly appreciated.

Course evaluation should ascertain what change a course produces and should identify aspects of the course that need revision. The outcomes observed should include general outcomes ranging far beyond the content of the curriculum itself — attitudes, career choices, general understandings and intellectual powers, and aptitudes for further learning in the field.

Course Improvement through Evaluation
Lee J. Cronbach

A REPORT ON THE CUISENAIRE WORKSHOPS

JULY 1 - 5, AUGUST 26 - 30, 1963

LENNOXVILLE, QUEBEC

J. Edward Perry, M. A., Principal
Lennoxville High School

Prior to the 1962 P.A.P.T. Convention, teachers off the Island of Montreal had shown little interest in the Cuisenaire Method of teaching arithmetic. In fact, most teachers knew little about it. A few may have read reports of experiments being conducted in other parts of Canada, or may have heard rumours of the experimental work in some Montreal schools, but the word "Cuisenaire" had little meaning. Many teachers, returning from Convention amazed at what they had seen in the demonstration lessons, were convinced that here was an exciting approach to the teaching of arithmetic which was different from anything they had ever tried. Apparently teachers of Cuisenaire have an enthusiasm which is most contagious. The demonstrators at Convention were no exception. As a result of the interest which was awakened, a number of Local Associations included sections on the Cuisenaire Method in the Workshops during the winter months. Many teachers were ready to learn more about Cuisenaire, and hoped to try it in their own classrooms.

Without the advantages of large school systems which have the personnel to initiate, and to provide leadership for programmes of in-service training, teachers find it difficult to get the information they need if they wish to experiment on their own. This, in my opinion, is a field of activity in which the P.A.P.T. should assume some leadership. It might be feasible to act jointly with the Department of Education as is done in Manitoba.

The original purpose of our workshop was to provide an opportunity for teachers in the immediate area to examine the Cuisenaire Method in some detail. We hoped that we might get at least thirty teachers interested. This seemed to be the minimum number with which we could hope to operate successfully. In answer to our first inquiry sixty teachers expressed their interest. As we proceeded with our plans it became obvious that the interest was greater than we had realized. Soon the requests for registrations had passed the one hundred fifty mark, with inquiries from points as far removed as Arvida and Chatham, New Brunswick.

When the applications were studied, it became apparent that two sections would be desirable. These were set for the weeks of July 1 - 5 and August 26 - 30.

A workshop is as good as its leaders. We were determined to find the best people possible and were most fortunate in our choice. Miss Violet Clegg, of Winnipeg, was director of the July session. Miss Clegg, a classroom teacher in the Winnipeg school system, has conducted similar workshops under the joint sponsorship of the Manitoba Teacher's Society and the Manitoba Department of Education.

Assisting her were Mrs. Freda Hurrell of Vivian Graham School, Ile Perrot, and Mrs. Jean Mills of Montreal.

Mrs. Jean Warner, of Watson, Saskatchewan, directed our August Workshop. As assistant Supervisor for the Humbolt School System, Mrs. Warner has developed the Cuisenaire programme through the first five grades and is currently lining up the work for Grade VI. We felt that Mrs. Warner would have some of the answers to the question, "After Grade III, what?" Mrs. Beth Carr, of Oakbridge School, Baie d'Urfé, and Mrs. Geraldine Dawe, of Riverview School, Verdun, were most capable assistants.

These six people were largely responsible for the success of the two workshops. Their enthusiasm and businesslike approach to their programme won the confidence and admiration of all participants.

Answers to a questionnaire completed at each session by the teachers indicated that they had found the instruction most helpful. Many indicated an interest in holding a similar workshop next summer. They also approved a suggestion that two Saturday sessions should be held in November and February for those teaching Cuisenaire this year.

From the success of this venture several observations might be made:

1. Given an opportunity, teachers are interested in exploring new ideas even to the extent of giving up their time and at some financial sacrifice.



Leaders at the July Workshop*
Freda Hurrell, Violet Clegg, J. Edward Perry, Jean Mills

**Sherbrooke Record* photo

2. Leadership is needed. In my opinion, the P.A.P.T. and the Department of Education might give consideration to supplying this as a joint endeavour.
3. The Cuisenaire Method may not be the answer to all our problems in teaching arithmetic, but the general concensus of opinion of the participants in the 1963 Workshop is that it is better by far than what we are doing at present.
4. To assess the merits of this method properly, some programme of evaluation should be carried out. Such a programme must be based on principles of valid educational research.

We should express our appreciation to the P.A.P.T. for financial assistance, to the Sherbrooke County Protestant Teachers' Association for their sponsorship, and to Dr. Billings for his blessing and encouragement.

The following teachers were in attendance:

JULY WORKSHOP

Arvida, Saguenay Valley — Mrs. H. H. Calder, Ruth Hutchins. *Ayer's Cliff* — Emily Feltham, Mr. Feltham. *Bedford* — Bruce Kirwin, Muriel McCaw, Annie Cook. *Beaconsfield* — Marjorie McFarland. *Beloeil, Cedar View* — Margaret Stowe, Margaret T. Aird, Mrs. Thomas Ormerod. *Brownsburg* — Marion Connelly, Frances MacAdam. *Bury* — Florence Coates, Florence Harrison, Lena McGee, Alma Quinn, Lillian Olson. *Coaticook* — Clarice Chapman, Marcia Walker, Patricia MacKinnon, Winona Paterson. *Cookshire* — Louisa Elliott, Mrs. V. M. Todd. *Danville* — Marjorie I. Barlow, Alice M. Andrews. *Drummondville* — Isobel Husk, Esther Healy, Marilyn Duffy. *East Angus* — Nellie Marchant, Ruby Waldron, Lillian Weston. *Hatley* — Evelyn Fearon. *Huntingdon* — Arline MacIntosh, Jean Pringle, Christina Graham, Muriel Frier. *Island Brook* — Ruth Morrow. *Lachute* — Enid Dixon, Helen Kenney, Gertrude McMahan, Grace McMahan. *Lennoxville* — Ruth Reed, Ruby Robinson, Lorna Savage (substitute teacher). *Magog* — Leola Stark, Scottena Dustin. *Montreal* — Jean Fraser. *North Hatley* — Olive Vaughan, Edith Packard, Helen Pike. *Richmond* — Alice Norris, Ruth Brock, Viola Noble, Beverley Clarke, Ida A. Hazard. *Pointe Claire* — Alice Rennie, Ida Cregan. *St. Johns* — Marilyn Steeves, Janis Curtis, Marguerite Brownrigg, Mrs. Carl Ferguson. *Sawyer-ville* — Mrs. Douglas Twyman. *Scotstown* — Flora Murray, Catherine Gordon. **Sherbrooke**, *East Ward* — Grace Rich, Edith Lemire; *Lawrence* — Mabel Clarke, Mrs. Ross Carter, Marjorie Cruickshank; *Mitchell* — Margaret Erskine, Beth Kerr, Beulah McCourt, Ruby Berry, Norma Harrison, Lois Begin, Marion E. Peck, Margaret Skinner, Irene Humphrey, Ardyth Davidson, Muriel Mayhew, Beverly Noble, Frances Noble, Elliora Foreman, George McClintock, Norma Pariseau. *Stanbridge East* — Shirley Reynolds Wescott. *Stanstead* — Margaret Wood. *Thetford Mines* — Lorraine Kelso. *Valleyfield* — Lois Garneau, Martha MacDonald. *Waterloo* — Sam Wayne, Janice Porter, Myrtle Pope, Marion Hackwell, Myrtle Watts, Mrs. R. M. Staines. *Waterville* — Idell Robinson. *Windsor-Brompton* — Betty Lou Campbell, M. Marion Duncan. Department of Education — May Durrell. Frank Heath.



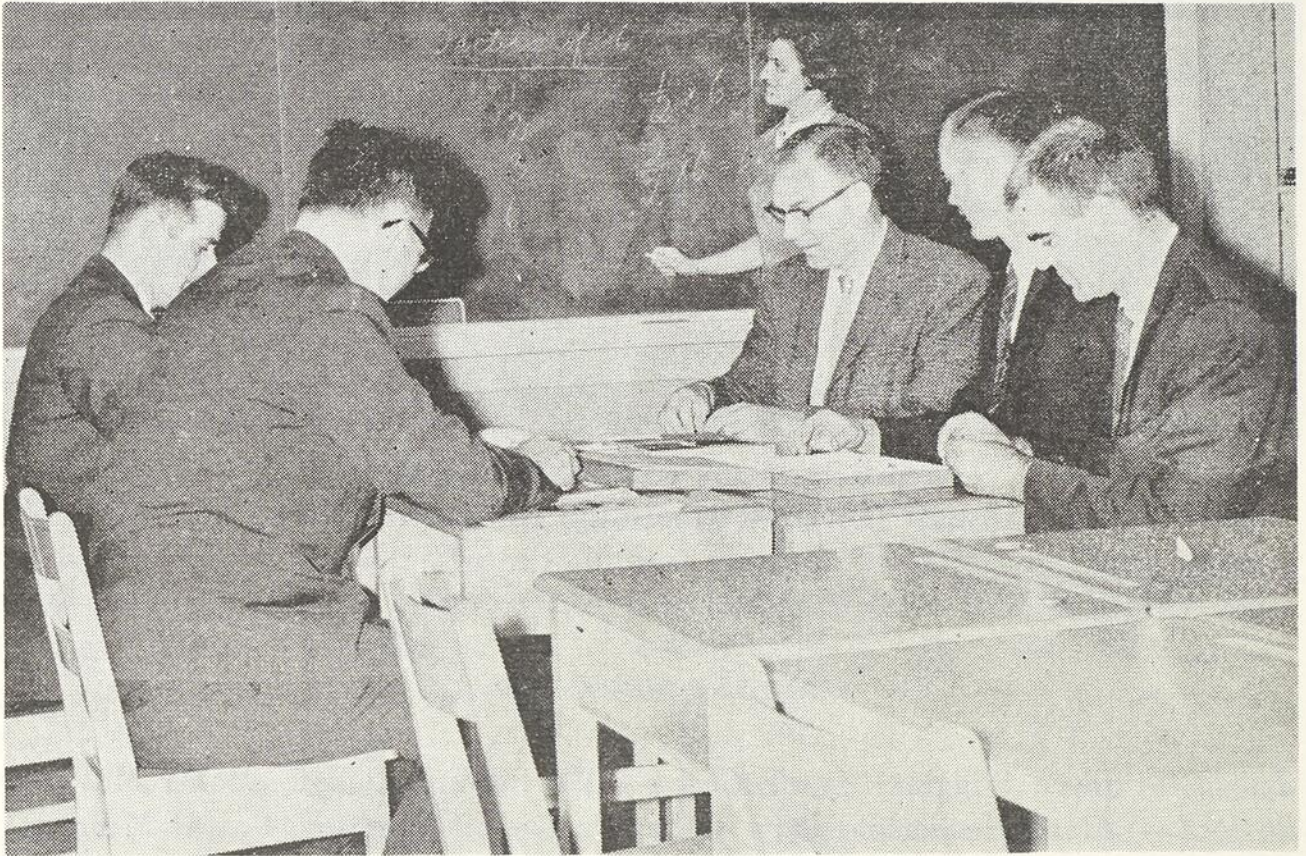
Teachers at the August Workshop*
Assistant Directors: Geraldine Dawe, Beth Carr

**Sherbrooke Record* photo

AUGUST WORKSHOP

Arvida — Joyce Wiggins. *Ayer's Cliff* — W. Edward Dolloff, Mabel McVetty. *Bedford* — Floris Henderson. *Bury* — Sandra Dolloff Morrison, Garnet Morrison, Eugenia Dawson. *Bishop Mountain School* — Doris Brown. *Bishop's University* — Jane Simpson. *Bulwer* — Evelyn Ross. *Coaticook* — Evelyn Fearon, Muriel Watt, Ethel David. *Danville* — Kathleen Smith, Winona Matthews, Marjorie Wright, Norma Young, Lillian Barrett, Ruby Bournier, Alan Sutherland, Shirley McGenty, Hazel Carson, Bea Duffy, Rachel Husk (supply teacher). *Farnham* — Verna Cathcart. *Fitch Bay* — Norma Westman. *Granby* — Doris Coupland, Elaine Brouillet, Merinda Racicot, Lillian Laurie, Judith E. Fisk Beauchamp. *Harterre* — Mrs. R. Gaunce. *Huntingdon* — A. M. Brockman. *Knowlton* — D. Jean Rogers, Maryian Whitehead, Mrs. R. Northrup. *LaTuque* — Julie Macauley, June Tannahill, Sarah McCabe. *Lennoxville* — Judith Beaudreau, Dorene Bennett, Eileen M. Ennals, Marguerite C. Knapp, Gladys Lawrence, Margaret G. MacLean, Helen A. McElrea, Beverley Patton, Janet H. S. Rose, Marilyn Stickles, Margaret J. Woollerton. **Big Cove, New Brunswick, Indian Day School** — G. L. Gallant, Doris Gallant, Simonne Gallant, Mrs. C. Glencross, Eileen Delaney. *Magog* — Donna Harrison, Diane Bowen, Jacqueline Cutler, Marion Laberee. *Mount Bruno* — Sandra Young. *North Hatley* — Margaret A. Cheal, Helen Pike, Audrey Young, Mary Jean Bean, Miriam Turner, Ethel Cruickshank. *Ormstown* — Mrs. M. B. Winter, Mrs. H. Wright. *Quebec* — Blanche Stewart. *Rosemere* — Jean Booth. *Sawyerville* — Donna Luce, Hazel

Rogers, Muriel Prescott. Sherbrooke, *Lawrence* — Marilyn Fleming; *Mitchell* — Norma Harrison, Beulah McCourt, Margaret Erskine, Ruby Berry. *Stanstead College* — Muriel McClary. *Waterville* — Ella Hodgman, Marjorie E. Blier. **West Island, Allancroft** — Lorna Chaisson, Myrna Little; *Cedar Park* — Shirley Walbridge; *Lakeside Heights* — Luena Mabe; *Northview* — Hilda K. Green; *Valois Park* — Gladys Hunter. Department of Education — G. L. Rothney. Observers — E. E. Denison, M. Stefano.



Principals at the August Workshop*

**O. A. Gallant, E. Dolloff, G. Rothney, A. Sutherland, A. M. Brockman
Director Jean Warner**

**Sherbrooke Record* photo

WHAT IS SAFETY

Many do not have a precise idea of what safety is. According to "Prudentia" safety comes from man's mastery of his environment and of himself. It is won by individual effort and group co-operation. It can be achieved only by informed, alert, skillful people who respect themselves and have a regard for the welfare of others.

Prudentia
The Provincial Highway Safety Committee, Province of Quebec

EDUCATION FOR RESPONSIBILITY*

The Buck Stops Here

Sir Ronald Gould
 General Secretary
 National Union of Teachers of
 England and Wales

One of the greatest stories ever written is about responsibility. There were once three men, entrusted with talents, the first of whom turned five talents into ten, the second two into four, but the third refused to use his one talent, and he lost it. And those who had acted responsibly were not rewarded with leisure and a pension, as perhaps one might reasonably anticipate, but with more labour and more responsibility. "Well done, good and faithful servants," said the master. "You've proved you can do a little well. Now run a few cities for me." Thus dodging responsibility means atrophy, shrivelling, loss; accepting responsibility means growth and ever more responsibility, but to easy-going people like myself such moral heights are forbidding.

You'll Do as You're Told

I remember the Right Honorable George Tomlinson, when he was Minister of Education, telling of a meeting in Hyde Park, which as you may know attracts like a magnet all the exponents of the Platonic dialogue. The orator was declaiming: "Today you see the lordly ones dining and wining opposite in Park Lane, whilst you will eat fish and chips, and drink beer. But, comrades, when the day of freedom comes you too will dine and wine in Park Lane." "I'd rather have fish and chips," interrupted a member of the audience. The orator ignored him and continued. "Today," he said, "you will see the lordly ones travelling up and down Park Lane in their limousines, whilst you go by bus or train or on foot. But, comrades, when the day of freedom comes you too will travel in limousines." "But," again interrupted the awkward one, "I'd rather walk." And the exasperated orator replied: "Comrades, when the day of freedom comes, you'll do as you are blooming well told."

And I ask myself, is that the sort of world I want? A world where I have no freedom, no choice, no responsibility? I recoil from it in horror.

I'm All Right, Jack

Quite recently Canterbury University College was seeking a suitable motto. An undergraduate suggested "I'm all right, Jack," and he supported his choice with reasons. It was easily understood. It was modern, and had the advantage of prior publicity. It would recall to many their years in the armed forces. It reflected

**The Nova Scotia Teacher*
 February, 1962

the competitive element in university life. It had no religious significance and would not offend the agnostic.

I have no doubt the undergraduate was guilty of exaggeration and cynicism, but is there no truth in what he said? There is, and it frightens me. Yet the alternative to this, the law of the jungle, is responsibility to others. The alternative to "I'm all right, Jack" is "Are you all right, Jack?" and, strain though it is on my moral resources, I know which I prefer.

Do you recall how during the war Roosevelt defined the four freedoms? He said we needed to achieve freedom from fear, freedom from want, freedom of speech and freedom of religion. This clarified our war aims and the fight for freedom became real and vital. So, in the same way, seeing responsibility and irresponsibility in action in a number of concrete and everyday situations, shows how important is education for responsibility.

We teachers, especially, should remind ourselves that the degree of responsibility carried differentiates professions from trades. A professional man must be able to say "The buck stops here," for he does not merely carry out orders. He must make decisions himself, and disinterested decisions, too. When the professional man dodges this responsibility by blindly following others, or when his actions are determined by being in the fashion or pleasing authority, he proves himself unfit to be in a profession.

I attend meetings in which facts should be faced and important decisions taken. I listen with what patience I can muster to high-sounding platitudes (principles without a programme, as Bernard Shaw called them) and to vague foggy statements, committing their users to nothing.

I notice the phrases used. "I may be quite wrong, but . . ." says someone. "Correct me if I am wrong, for I am only thinking aloud . . ." says another. "It is only a silly notion that crossed my mind . . ." adds a third. What do they mean? Is this humility, or mental and moral cowardice? I notice how they begin sentences. Do they unequivocally say "I think . . .," "I believe . . .," or "I am convinced . . ."? Oh no! They say "I feel . . .," and so avoid being committed. Yet our great democratic leaders, our Churchills and Lincolns never funk'd the responsibility of making decisions and declaring exactly where they stood. Lord Attlee, speaking to the Oxford Law Society, said: "Democracy is government by discussion, but it won't work unless people stop talking." It is a sober thought that democracy itself is endangered by mental and moral waffling, by an unwillingness to accept the burden of making decisions and of taking action.

From all this it might be thought I am pessimistic, that I believe that this is an irresponsible age. I do not. The young, sick and old are better cared for than they have ever been. Countries are gaining their independence; self-government is being established; imperialism and exploitation are on the wane. Isolationism is dead, or has little life. International effort and technical aid are increasing. UNESCO has given priority to educational development, believing that it is in

this field that we can help each other best. Teachers are volunteering in their thousands for service overseas. The very existence of WCOTP is evidence of a growing belief that we are members one of another and that we have responsibilities to each other.

No, I am not pessimistic. Yet it is clear that there are powerful forces at work, weakening and undermining personal responsibility. Most of us do not want to harm anybody, nor, for that matter, to help anybody. We prefer the even tenor of our lives undisturbed by effort, bad or good.

And because it is easier to acquiesce rather than to resist, because it is easier to drift with events rather than to control them, Nazism and Fascism and slavery and colour-bars and other social evils can flourish.

Then, too, as society becomes more affluent, the pursuit of more and yet more of this world's goods tends to undermine moral responsibility. Most of us from the West have in our kitchens and garages more aids to comfortable living than Louis XV had in the whole of Versailles. Poverty has been suppressed; scourges and pests have been wiped out. Men's lives have been lengthened. Inventiveness has made us prosperous. And others, we hope, will soon enjoy the same advantages. And yet, clearly, there is something wrong. And what? Ourselves. "The fault, dear Brutus, lies not in our stars but in ourselves, that we are underlings." We, so competent in harnessing science to material standards, are much less competent in harnessing our intellectual and moral resources to improve the quality of life. We engage in a rat-race with bread and circuses as prizes. We seek to gain the whole world and are in danger of losing much which makes life worth living.

Rejection of Religion

Besides this, in rejecting the religion of our forefathers all too many have drifted into a kind of moral relativism, which blurs the distinction between right and wrong. Chesterton once described sin as "a fact as practical as potatoes." "Whether or not a man can be washed in magical waters," he said, "there is no doubt he wants washing." "But certain religious leaders," he went on, "have begun in our day not only to deny the highly disputable water but, also to deny the indisputable dirt." I think I see his point. Some of the intelligentsia not only doubt whether this or that influence can reform man, but even doubt whether he needs reforming. And clearly we think he does, or we should not be discussing education for responsibility.

Etiquette before Ethics

In these days, too, social disapproval is usually reserved for the trivial. Frowns, head-shakes or rebukes follow such solecisms as eating peas with a knife, calling writing paper note-paper, or table napkins serviettes. For these offences you are labelled "non-U." You are out and not in, socially condemned for the trivial and unimportant.

But if you do not carry the responsibility you should in your Church, society or teachers' organization, or if you fail to do your duty as a citizen, it is unlikely that anybody will criticize or condemn you.

I fear, too, that popular psychology and, even more, pseudo-psychology, have undermined moral responsibility. Wrong-doers now, it is argued, not being responsible for their wrong-doing, should not be punished or condemned. They suffer from lack of security (as, I do), from lack of love (as I do even more), or from a split personality (as I do).

In Hollywood the immoral and anti-social are not blameworthy. For the fault lies not in the person concerned, but in his youth or childhood, or with father, mother, sister, guardian, teacher, neighbour or the state. Such a person deserves pity not blame. He does not mean to do wrong; he just cannot help it. He is but a crazy, mixed-up kid with something deep within him twisted and warped.

And is this a reasonable view? Is man completely at the mercy of circumstance or can he choose? Whatever popular psychology may say, I am old-fashioned enough to believe he can be master of his fate and captain of his soul.

Thus the frailty of human nature, the affluent society, moral relativism, popular psychology all make more difficult the task of educating for responsibility.

Yet it is my conviction that despite the difficulties, and despite the charge of introducing a bias into education, the schools should do their utmost to educate for responsibility.

Parents realize today, as they never did before, that a Meritocracy is evolving, that the race goes to the swift and that the qualified get the best jobs. To them education is not what it is to J. B. Priestly, "the great golden gateway to the enchanted countries of the mind," but simply a means of getting on in the world. So schools tend to concentrate almost wholly, if not completely, on enabling students to amass enough knowledge to obtain the paper qualifications needed to compete successfully in a highly competitive society, with the inevitable result that the non-examinable tends to be neglected. To this extent at least we are unconsciously using the schools to strengthen materialistic values.

And yet enlightened teachers talk about the broadening of the curriculum, humanizing the sciences, and the importance of art, music, religion and morals. I am glad this is done, for some at least realize where all this is leading. These protests, however, would be more effective given two conditions. First, there should be greater provision of Secondary, University and Technical College places. Intense competition for places, produced by inadequate provision, itself produces specialization, the narrowing of the curriculum and the narrowing of children's lives. Secondly, all teachers must consciously resist the tendency to turn schools into diploma factories. We must not fail the children or society. The young need more than bread and status symbols to live for, and schools must make this clear by word and deed.

I cast no stones at the rising generation, despite the number of Teddy boys, beatniks and social misfits. I can only stand amazed and grateful for the decency and idealism of so many of our young people when their elders set them such bad examples of social irresponsibility.

Now what should the schools do to encourage the idealism, and sense of responsibility of youth? Obviously one of the purposes of a school must be to strengthen the community spirit, and this involves establishing a degree of uniformity. Thus all schools provide knowledge of the mother tongue, or at least a common language, teach children to count in tens, and to understand the relevant legal and moral codes. This is an essential duty. But it should also be the business of the school to develop individuality. For whilst common characteristics make a community possible, uncommon characteristics of insight, discrimination and judgment make for progress, initiative and leadership. We should therefore develop the uncommon as well as the common. We should encourage children to compare and contrast, to get at the truth, to be skeptical of "angled" reporting, to resist the wiles of the hidden persuaders, to appreciate that racial differences can be explained by history and geography, to be critical of society and to arrive at reasoned judgments.

And to do this the teacher himself must have a lively understanding of ideas, men and affairs. He must humbly seek the truth, but never assume the knowledge of a Pooh-Bah. He must honestly admit he may be wrong. Thus the schools should be free institutions, microcosms of the world as it should be. And the freedom taught and practised should be an amalgam of the Greek idea of freedom as irreverent criticism, of the Christian idea as a state of grace, of the Teutonic idea, symbolically expressed, of being armed, and of the Roman idea of exercising civic rights.

Learning How to Live

But, some will protest, isn't this overdoing it? Can't we get on with the three R's and leave all this business of responsibility to the parents and the parsons? Well, you can, if you think schools should produce nothing but efficient machine-fodder, people who know how to earn a living, but not how to live.

But, others will say, can't we teach responsibility without all this freedom? No, you can't, for freedom and responsibility, like love and marriage (so the song says), beer and skittles, fish and chips, and Sodom and Gomorrah, are inseparables. Man is only free if he has responsibility. Conversely he can only be held to be responsible if he is free. There is no freedom without responsibility and no responsibility without freedom. That is why Milton said: "None can love freedom wholly but good men (i.e. responsible men). The rest love not freedom but license." And this is a fundamental question: Do we want the schools to produce good men and good citizens? Do we want schools to act as civilizing agencies? Good men and good citizens are those who freely accept responsibilities. Civilization is but the impulse towards ordering our lives on the basis of discussion,

understanding and co-existence, and this involves personal choice, responsibility and effort.

No, the consequences cannot be evaded. If the schools are really concerned with goodness in men, in our political institutions and in society, freedom and responsibility must affect all that is done in schools. And this is not a matter of talk alone, but of action. Principles of themselves are not enough; they should be as practised. As Aristotle said: 'It is by doing just things that we become just, by doing temperate things that we become temperate.' Thus the teachers' duty is not merely to talk of freedom and responsibility, but to give the children more and more of both, and consequently to make himself progressively less necessary.

And so I put this challenge to teachers everywhere — do you believe that we should be human beings and treat everyone else as human beings? Do you really want a richer world, a healthier world, a freer world, a co-operative world, a world "where the war drums throb no longer?" All these depend on the quality of human beings, on their willingness to act responsibly. To achieve this, parents, workmates, playmates, churches, newspapers, cinema, radio, television and teachers should all play their part, but whoever else evades his duty and his responsibility, it must not be the teachers.

MULTIPLE ADVICE

If you are impatient, sit down quietly and talk with Job.

If you are just a little strong-headed, go and see Moses.

If you are getting a little weak-kneed, take a good look at Elijah.

If there is no song in your heart, listen to David.

If you are a policy man, read Daniel.

If you are getting sordid, spend a while with Isaiah.

If your heart is cold, get the beloved disciple John to inspire you.

If your faith is below par, read Paul.

If you are getting lazy, watch James.

If a don't-care attitude has enveloped you, read Peter.

If you are losing sight of the future, climb the stairs
of Revelation and get a glimpse of Heaven.

The Argus

Official Publication Public School Trustees' Association of Ontario, Inc.

Vol. 22, Nos. 7 and 8, July-August, 1963

DRAMA IN DRAMATICS

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Without in any way wishing to detract from the merits of free and spontaneous playmaking in the elementary grades — an admirable device to enliven and enrich a reading period — we would like to make a case for a more elaborate drama programme for eleven and twelve-year-olds. At the risk of disagreeing with a strongly entrenched educational viewpoint according to which children must be taught at their own level and within their own experience range, we always feel that levels could be raised, experience widened and minds stretched by new and satisfying discoveries of thought, feeling, and skills. This purpose drama fulfills admirably. Nobody quarrels with serious drama in our high schools and we find ourselves heartily applauding wonderful presentations of works by Shakespeare, Sophocles or Anouilh.

But when an elementary school “puts on a show,” we are usually faced with competently produced fairy tales or some of those elementary plays for children in which fatuity successfully vies with complete shallowness of ideas. Months have been spent rehearsing a play about how Brenda was a teacher’s pet, or how the Prince refused to marry anyone but a real Princess. Bright, eager youngsters, charming in well-made period costumes, are forced to utter inanities or simply play their own contemporaries and achieve an artificial effect because of the contrived, silly lines they have to say. What waste of time, effort and talent!

Last year we found ourselves confronted with this very problem. The school had already established quite a reputation in the community for its successful drama productions. It was now planned to present a pocket version of “The Mikado,” this being made possible by the advanced work in music carried out by our specialist. The operetta was to take care of one-third of the programme. A well-written, genuinely funny little farce was chosen as a curtain raiser. Another one-act play was needed to bear the weight of “straight” drama. It was then that we mentally put our foot down: no more inanities for our drama group. After all, school drama is nowadays considered part of our enrichment programme for bright children, so we were determined to “enrich!” And then the daring idea came — why not try “The Land of Heart’s Desire” by W. B. Yeats? It has been often produced by amateur groups, usually as a festival entry, and the author himself recommends it for amateur presentation; but it has never, to our knowledge, been tackled by young children. It is written entirely in verse, has suspense, eeriness, mood and action. The whole effect hinges on the character of the Fairy-Child, a malevolent, sexless creature which should be Ariel-like in its unearthliness. We have once had the misfortune of seeing the part taken by a mature professional actress possessed of a beautiful voice and some rudimentary knowledge of ballet

(the fairy must dance). Voice or no, this very substantial fairy all but spoiled a thoroughly competent production.

In our school set-up we did not face that particular difficulty: we had the ideal fairy-child, a graceful twelve-year-old, with a great feeling for poetry and the intelligence needed for the part. She also happened to be a talented ballet student. But how about the parts of the old couple and the "wise priest?" Youngsters are able to do justice to roles of older people, provided they do not fall into the common error of tottering and wheezing, as though in the last throes of advanced senility, when portraying vigorous sexagenarians. This was a pitfall against which we had to be on guard. Greatest worry of all, could such young children be



Land of Heart's Desire

**Keith Polter, Ursula Walendowsky,
John Whitehead, Donald Shewan.**

motivated strongly enough to memorize long poetic speeches in Yeats' difficult idiom? And having memorized them, could they grasp the inner meaning of the lines? We could have spared ourselves the worry. The children were auditioned, the parts assigned, rehearsals began. Two weeks later the cast was word perfect. Motivation? One of the boys who took the part of the old father was not a strong student. He was allowed to join the cast on condition that his schoolwork did not suffer. He was the first to know all his lines. From the very moment when he walked heavily on stage and knocked his clay pipe against the fender, from the moment he uttered his first speech, we knew that we had found "a natural" for the part. His classwork? "A person who can learn a difficult part in a difficult play as quickly as you did, John, can have no trouble with ordinary schoolwork"



Land of Heart's Desire

Dianne Vipond, Leslie Henry

was a speech John was to hear quite often in the weeks to come. Needless to say, John coped with his work successfully. He played the part beautifully, experienced the thrill of having a much loved grandmother time her projected visit from England especially so as to see him act, and became a far more confident and a happier boy.

Some aspects of the young married couple's speeches and situations presented another hurdle. It is well-nigh impossible to make a twelve-year-old boy and girl take each other tenderly by the hand or gaze lovingly into each other's eyes. Or if the fairy had been allowed to say: "You love that great big fellow over there," the ultimate disaster of laughter would have happened, for the "fellow" in question was much shorter than the fairy and than his own bride. The line was changed to "You love that handsome fellow over there . . ." and nobody could quibble at that, for it was quite true. As for the temerity of altering Yeats' lines, it was done on the authority of the poet himself, who recommends sundry cuts and alterations in the preface to "Land" in his *Collected Plays*.

Our stage facilities are limited, the greatest lack being arrangements for proper lighting. Luckily, our community boasts two enthusiastic gentlemen who have assembled and constructed a portable switchboard, connected by intercom with the footlights, and a large spotlight. These they put at our disposal for a nominal fee — just enough to help them defray the costs of the equipment — for the simple reason that they love theatre-work and wanted to help the school. The night before the play our experts installed their equipment, including a platform sturdy enough to support the spotlight and its operator; this was placed at the back of the gym-auditorium on the girders supporting the basketball ring. We merely had to tell them that the curtain raiser was a drawing room comedy, "The Mikado" would be played against a backdrop in which reds and oranges predominated. As for "Land" our experts were simply handed the script, their attention was drawn to the fairy's dance and to the final death-scene, and they did the rest.

The "leitmotif" in "Land" is the wind and the weird presences outside the snug little house, shut against the cold on May-Eve. These presences succeed each other in knocking at the door, and demanding the ritual "milk and fire," thus heralding the arrival of the malevolent spirit. Each time the door was opened by the young wife the audience heard the sighing and moaning of the wind outside, and this brought out vividly the contrast between the mysterious unseen and the warm, firelit interior. Now wind effects are very hard to reproduce on tape, and our homemade efforts involving a bicycle wheel and strips of cardboard sounded just what they were, namely a bicycle wheel and strips of cardboard. Here again our community resources proved invaluable. A father spent several hours of his time at the National Film Board where he is employed and presented us with a wide choice of perfect wind effects — from sea breeze, to hurricane.

It is probably to these effects that we owed the surprising success of the play when we repeated it in a matinée performance to an audience largely composed

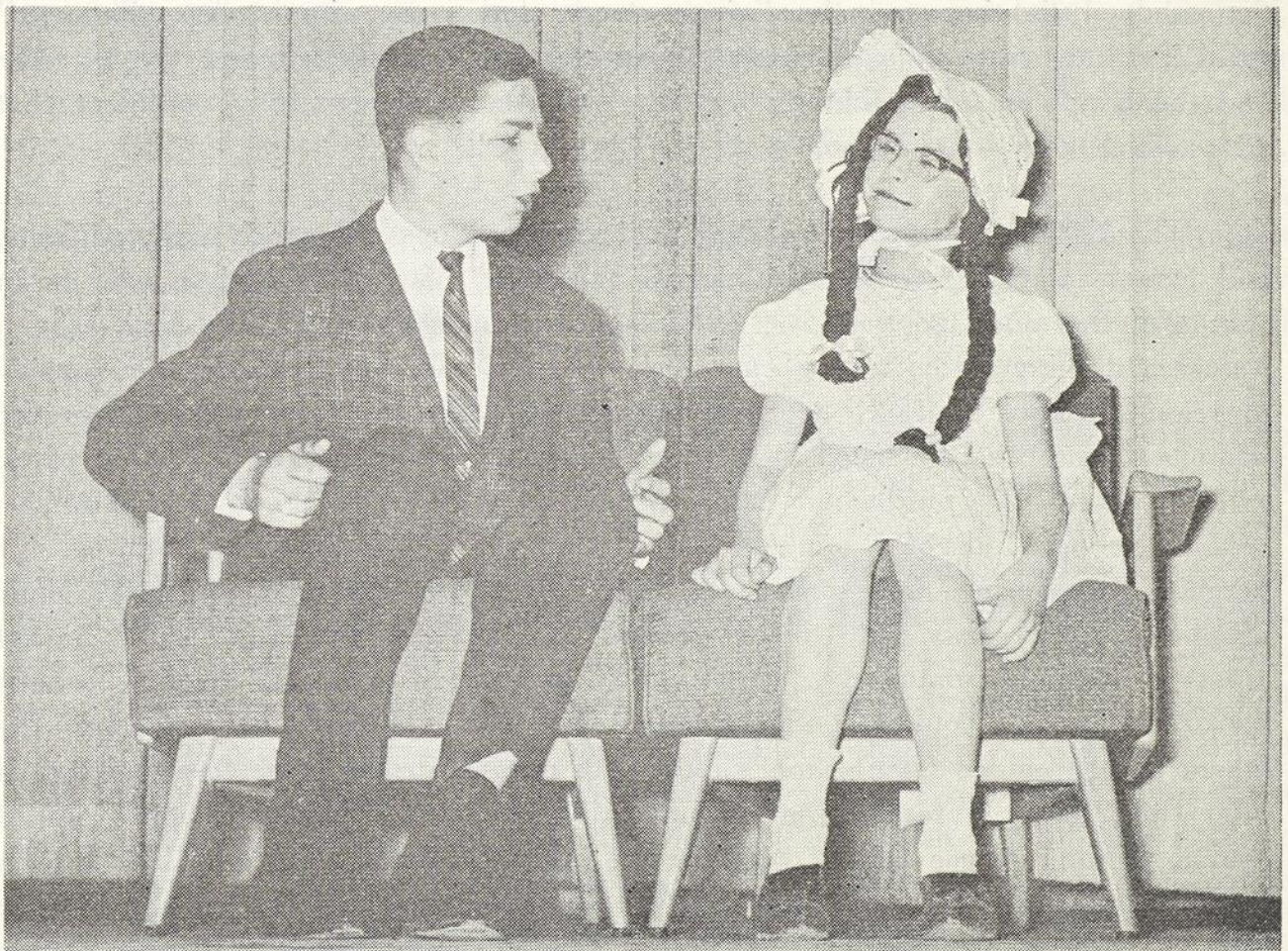
of young children. In spite of the long poetic speeches the proverbial pin could have been heard to drop. The opening night was reserved for adults and high school students, for we were determined to present something akin to real and serious theatre. The matinée for children, however, proved to be as great a success, possibly because young children can concentrate far better on a Saturday afternoon than in the evening.

"Land of Heart's Desire" was presented in a very static fashion, almost like a slow-moving ballet. The stage was divided between the realists at the table and the dream-lost young wife at the door. This division was later brought sharply into focus when the fairy wove her evil spell. The wonderful poetry carried actors and audience alike through the strange little drama, so that no conscious act of direction was visible. And this is where it becomes apparent that great theatre "acts itself" if only the author and his words are allowed full play. There was no more doubt whether the children could get into the parts of old people or the young married couple. The words carried their own feeling and mood and meaning with only incidental assistance from light and sound effects. The children on stage felt this too. There was never any thought of "drying up on lines." The moment the curtain went up, Yeats had taken over, and his words, as clearly audible to the last row of the auditorium as though they had been spoken by professionally trained adults, flowed on closely wedded to the sparse movement, the subdued lighting and the Fairy's dance done very simply "en silhouette" to a few bars from Fingal's Cave. No prompting was needed and the director had the happiness of watching the play from the audience, fully confident that all was well and would be well until the curtain fell.

"The Mikado" was a real sample of "combined ops" in which staff, students, and parents worked together. Our music specialist, Mrs. P. Manning, who is in charge of the music programme in three elementary schools and the high school, was seen dashing up by taxi whenever she and the cast could get together outside of regular school hours to rehearse her soloists and choir. At other times the school's drama coach, assisted by another colleague, worked on the speaking parts, and the closer the production came, the more often were combined rehearsals held. A group of devoted mothers was at that same time scouring Montreal for bargains in materials and sewing furiously, for theirs was no mean task: choir members and soloists had to be dressed in Japanese costumes. Ours is not a very prosperous community, but no child was faced with worries over a costume his or her parents could not afford. Those who could bought their costumes; the others were provided from school funds, with our wardrobe ladies freely giving of their time, and the results were wonderful to behold. Problems cropped up of course, as for instance that of wigs for the ladies of Japan. This was solved by a stroke of genius: black tights were fitted close to the head and twisted and braided into all sorts of fetching Oriental styles. The advanced Grade VII was mainly involved with "Land of Heart's Desire," all choir members were taking part in "The Mikado" and several younger children were having the time of their lives

in the rollicking teen-age romp, "Mind over Mumps." Three teachers whose talents and interests lay in the direction of the fine arts had organized a group of students from the slower Grade VII and were working on the backdrop for "The Mikado." This proved to be a triumph of design and execution. When the curtain rose, displaying the choir in brilliantly coloured kimonos standing against a landscape in which a pagoda, a cherry tree in bloom and a little bridge over an ornamental stream blended with a flowery bower built on stage, the audience burst into spontaneous applause. The feeling of having worked together and achieved something memorable was shared that night by the young actors and their directors, the music specialists, the parents who had helped so generously, the artist, and the boys backstage who did wonders in swift scene changes.

Perhaps here is found the answer to the question whether such an all-out effort is worth the time, the work, the worries, and the planning. We think it was: in terms of co-operation and discipline, in terms of learning to stick to a job once it has been started, to give up recreation hours for a common goal, the production was a great lesson. Children discovered that anybody willing to help could do something which contributed to the final result. They saw adults, their teachers, and a number of parents treat their efforts seriously enough to give up many hours of their free time in order to bring about the best possible production. In these days of frequent slap-dash work, it taught children that there is some truth



Mind over Mumps
Bill Livesay, Jimmy Hicks

in the old adage, "Anything worth doing at all is worth doing well." They saw the carefully designed programmes and invitations, the pains-taking efforts of the make-up experts, the scene painters, and their musical director and drama coaches building up towards the moment when they, and they alone, had to pass the final test facing an audience across the footlights. They learned something about the marriage of the arts, the spoken word, music, and painting which makes up the magic of the "live" theatre.

For months the school resounded with music by Sullivan, and children could be heard humming snatches of lovely melodies they will never forget. What better introduction could they have received to the world of the musical theatre and opera?

How many lines of poetry are we required to teach children in Grade VII? In our case the question became academic, for at least one group of our students had memorized many lines of sublime English poetry, memorized it lovingly and with understanding, so that even from a most basic teaching standpoint those long hours of rehearsal had been put to good account. What's more their enthusiasm for poetry infected the rest of the class. An average student, who was not even one of the actual performers, asked in his final literature test to quote a few lines memorable, wrote: "I loved the speech in *Land of Heart's Desire* because it gave me a creepy feeling about bad fairies, but also an idea of spring and winter, and how people in the olden days believed that the seasons were worked by some sort of magic." The lines he quoted were the fairy child's speech: "When winter comes my hair grows thin, my feet unsteady. But when the leaves awaken, my mother carries me in her golden arms" Enough said.

To be concerned with the role of schools in mental health is to consider the school as an agent for social change.

Mental Health and School Personnel
Herbert Zimiles

THE ROYAL GRAMMAR SCHOOLS

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The Royal Institution for the Advancement of Learning, that lengthily-titled body whose name still appears on McGill University's pay cheques and pension plan documents, has not escaped censure over the years. From its effective organization in 1818, charges of proselytizing have been common. Meilleur minimized its educational impact in Quebec, stating that "l'Institution Royale n'a-t-elle eu que très peu de succès.¹ Chaveau gave it but passing mention.² In the light of new evidence, however, modern historians have taken a second look at the R.I.A.L. Foremost among such observers is Audet who concluded a thorough study based on a wealth of documents in the McGill Archives with:

Enfin, même si elle a rendu peu de service à la population canadienne-française, l'Institution Royale ne fut pas une faillite, car elle contribua à l'éducation de la jeunesse de langue anglaise dans les trois domaines de l'enseignement élémentaire, secondaire et supérieure.³

The work of the R.I.A.L. in establishing elementary schools in Lower Canada is now well-known to students of education. So, too, is its arrangement of a "mariage de convenance" between a University lacking premises and students and a Medical School with no charter — a marriage which thousands of McGill people and society at large have since had reason to appreciate. Less familiar to Canadians, though, is the fact that Quebec Protestant secondary education is partly rooted in schools at one time administered by the R.I.A.L. These were the short-lived and briefly-remembered Royal Grammar Schools of Quebec and Montreal. Between 1816 and 1846 these institutions sprouted, flourished and withered. However, the story of their short span provides an interesting focal point for examining a period which, like our own, was involved in the perplexities of change.

After the shock of the American Wars of Independence and the bloodshed of the French Revolution, British settlers in Lower Canada were often moved to comment gloomily upon the difficulties of securing for their children secondary education appropriate to their professed social status and political outlook. Official

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1. J. B. Meilleur, *Mémorial de l'Éducation du Bas Canada* (Seconde Edition; Québec: Des Presses à Vapeur de Léger Brousseau, 1876), p. 188 ff.
 2. M. Chauveau, *L'Instruction Publique au Canada*, (Québec: Imprimerie Augustin Côté, 1876), p. 63 ff.
 3. Louis-Philippe Audet, *Le Système Scolaire de la Province de Québec* (Québec: Les Presses Universitaires Laval, 1952), IV, 392.

communications reflect anxiety not only about lack of facilities but also regarding the propriety of text books then in use. Typical of such concern was that of R.I.A.L. Secretary Mills who wrote to Civil Secretary A. W. Cochran that some volumes were

. . . calculated to convey into the minds of the youth principles the most directly adverse to Monarchical institutions, and to the British Government in particular, the exercises in reading consisting in part of selections from speeches of the most inflammatory description made during the events which preceded or accompanied the Declaration of Independence on the part of the United States.⁴

Continued pressure from those holding high office in the English community at last convinced the British Government of the desirability of establishing grammar schools in Lower Canada and of securing the services of competent masters. Accordingly, in 1816, the Reverend John Leeds came to teach at Montreal and the Reverend Robert Raby Burrage took up duties as master at Quebec.⁵ For Rev. Leeds, the post was of short duration. The following year he wrote in distress to Bishop Jacob Mountain, then in London, of ". . . the failure of the school at this place, for one solitary pupil is the only encouragement I have received . . ."⁶ His work was taken up by a Scot with an established teaching reputation in youthful Montreal, one Alexander Skakel. Around R. R. Burrage and A. Skakel the subsequent history of the grammar schools turns.

There is no disputing the academic qualifications of these men who for many years influenced the youth of Lower Canada. Alexander Skakel, born in 1776 at Fochabers, Banffshire, took his Master of Arts degree at King's College, Aberdeen, in 1797 and sailed shortly thereafter to Canada to engage upon a prolonged teaching career.⁷ Later, an appreciative alma mater conferred upon him an honorary L.L.D. A younger man, the Reverend Burrage was born at Norwich in 1794 and studied at Corpus Christi, Cambridge, but before obtaining his degree was recommended for the Quebec mastership.⁸ For a young man of twenty-two, the appointment bears testimony to the latter's scholarship.

Nor was either schoolmaster narrowly associated with school work alone. Skakel not only made a great success of his original Classical and Mathematical School but also served as first Secretary and sometime President of the Montreal General Hospital's Board of Management. In addition, his course of lectures on Natural Philosophy in 1811 constituted for English Montreal what Dr. Abbott called "the nearest approach to higher education in any form then available."⁹

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4. McGill Archives, R.I.A.L. Letter Books, Mills to Cochran, January 8th, 1823, p. 189.
 5. Thomas R. Millman, *Jacob Mountain, First Lord Bishop of Quebec* (Toronto: University of Toronto Press, 1947), p. 197 ff.
 6. Montreal Diocesan Archives, Leeds to Mountain, May 12th, 1817.
 7. E. I. Rexford *et al.*, *The History of the High School of Montreal* (Published by the Old Boy's Association, 1950), p. 3.
 8. Millman, *op. cit.*, p. 218.
 9. Dr. Maude Abbott, "Historical Sketch of the Medical Faculty of McGill University, *The Montreal Medical Journal*, August, 1902, XXXI, 572.

Besides his teaching rôle, the Reverend Burrage was ordained Deacon in 1819 and thereafter served the Anglican church at Pt. Lévis. As well, he held the demanding position of Secretary of the R.I.A.L. after 1832, carrying on a voluminous correspondence with hundreds of people concerned with developments at McGill, the elementary schools, and the grammar schools themselves.

One must, of course, picture the grammar schools in the historical context of their respective cities. Although Letters Patent of 1821 entitled them to the flamboyant name of "Royal Grammar School," their scope and certainly their premises were modest. Skakel's grammar school appears to have been variously located, first at 43 Little St. James Street, later at number 27. Other references are made about property employed in the Belmont Park Building, the Frank Building at Dorchester and Union, and in Fortification Lane.¹⁰ Today's curious searcher in these areas is greeted by the skyscraper, the parking lot or the tumult of demolition operations. In June, 1821, twenty-five scholars were in attendance.¹¹ The Reverend Burrage's school was variously and, according to his later reports, inadequately housed in buildings on D'Auteuil Street, Upper Town, Quebec. An early sketch in the R.I.A.L. files shows a simple schoolroom measuring thirty-four feet by eighteen feet. Attendance varied considerably over the years, fluctuating between sixty and a dozen or so.

Albeit small in terms of British public schools of their day or ours, the Royal Grammar Schools were far from restricted in their curriculum aims. Skakel reported

The books read during the course are Gorderius, Eutropius. Nepos, Caesar, Ovid, Vergil and Sallust, Horace and Livy, and sometimes Collectanea Graeca Minora by Dalzel of Edinburgh, the Testament, Xenophon, and Homer. Twiner's Grammatical Exercises are used, as an introductory book for translating English into Latin.

Showing his penchant for science (as well as his skill in securing public support for his projects), the dynamic schoolman continues:

. . . Philosophical Apparatus of the value of £400 Sterling were, about ten years ago, deposited with me by the citizens of Montreal . . . in consequence of which, a Course of Lectures, illustrated by experiments, has been . . . delivered.¹²

At Quebec, a similar pattern obtained. An advertisement in the *Chronicle Telegraph*, January, 1830, outlined these details.

10. See Rexford, *op. cit.*, p. 3; Thomas Doige, *Montreal Directory* (Montreal, 1819); a writer in the *Montreal Daily Herald*, Saturday, March 15th, 1913 quoted in Atherton, *History of Montreal*, II, 300; H. E. MacDermott, *History of Montreal General Hospital*, p. 13, etc.

11. McGill Archives, Report of the State of the Montreal Government Grammar School, conducted by Alexander Skakel, assisted by one teacher, dated June 8th, 1821, to the Reverend L. Mills, Secretary of the Royal Institution.

12. *Ibid.*

The Latin and Greek Languages taught on the soundest principles, occupying about one third of the pupils' time. English Reading with Grammar, Spelling with Derivation, Writing and Arithmetic with Mathematics, Geography with the use of the Globes and Construction of Maps, occupying the other two thirds.

That in previous years a measure of success was achieved is born out by visitors who in 1829 reported of the traditional public examinations ". . . we have seldom out of England heard Greek so well recited . . . Nor was the attention to quality in Latin pronunciation less exemplary . . ."¹³

There need be little doubt that the Royal Grammar Schools saw as their prime function the education of the sons of the English upper class. Indeed, on more than one occasion, the R.I.A.L. reminded both Skakel and Burrage that under no circumstances should their office of classical master be diluted by common school subjects. In such a vein, Secretary Mills was

. . . instructed to remark that they (R.I.A.L.) disapprove of those branches of education . . . inasmuch as they conceive it inconsistent with the dignity of a classical master to teach writing and arithmetic and the practice is not in conformity with that of the Grammar Schools in England.¹⁴

For the most part, boys of families with means paid for tuition at rates ranging from £8 to £12 per annum. Nevertheless, free pupils were admitted to both schools. In fact, the correspondence relative to their admission provides many interesting examples of petitions born of an age when persuading officialdom by means of a well-penned letter was an art to which not a few aspired. Great numbers of these communications were received each year by the R.I.A.L. from such government servants as Clerk of the Book Department, Searcher of the Customs, and Keeper of the Quebec Gaol as well as from the widows of soldiers killed in the 1812 affair. Where applications were considered valid, candidates were recommended by the R.I.A.L. to the Civil Secretary who, having obtained the Governor-in-Chief's approval, informed the R.I.A.L. Secretary who in turn notified the applicant and the appropriate master. Up to twenty free pupils at a time were allowed in each school, and the waiting list was often long.

The transplanting of the ideal of the British Grammar School into Canadian soil turned out to be no easy matter, however. In spite of the admirably qualified men responsible for their conduct, they met with opposing forces. Some critics with an eye to the growing impetus of American industry questioned the value of training in Latin and Greek; Burrage himself speaks in 1832 of ". . . public support being almost wholly withheld from the Royal Grammar School of this city," and hints of complaints about instruction "not being adapted to the circumstances

13. Montreal Diocesan Archives, "From the Chronicle Files of 100 Years Ago," clipping from *Chronicle Telegraph*, June 6, 1929.

14. McGill Archives, R.I.A.L. Letter Books, Mills to Burrage, December 30th, 1824, p. 74.

of the country."¹⁵ Moreover, the whole matter of finance presented grave difficulties. Years later, Burrage speaks with marked bitterness on this subject in a highly relevant communiqué.

... in 1831, H. M. Govt. thought proper to surrender the revenues of the Jesuits' Estates to the Colonial Legislature without reserving the power of continuing the salaries of Teachers of these Royal Grammar Schools — which of course then became subject to the house of Assembly, who having long looked with jealousy upon the R.I. as a body destined for the superintendence and encouragement of education upon British principles, soon availed themselves of their power to reduce the salaries of the masters from £200 to £100, and this only on an annual vote, and on condition of teaching 20 pauper scholars: and from these and other causes, these schools became nothing more than places of cheap education for the children of people in the lower walks of life.¹⁶

Such a message leaves little doubt about the feeling with which questions of common school and secondary school education were discussed a hundred and twenty-five years ago. Such matters were not lost to the searching eye of Lord Durham who himself referred to the said schools as institutions ". . . to which the Government, with no great tact or consideration for Roman Catholic feelings, gave small annual grants from the proceeds of the Jesuit Estates."¹⁷

To these broad challenges to the success of the Royal Grammar Schools were added compelling local circumstances. The reaction of both Skakel and the R.I.A.L. to rival schools is a case in point. For instance, referring to the request of a Reverend Parkin to establish a seminary at Chambly, Secretary Mills stresses "the propriety of guarding against any interference with the Royal Grammar Schools at Quebec and Montreal."¹⁸ Skakel, in an energetic letter to Bishop Jacob Mountain contemplates competition from the proposed Montreal Union School, stating in part

That two schools in which are taught the same branches must in such a place as Montreal interfere with one another, and prevent either from receiving the necessary support there can be little doubt.

He goes on passionately

... not a schoolmaster is there . . . from one end of the country to the other, even the most industrious and most popular, who has, after many years of the most unwearied application, acquired

15. *Ibid.*, Burrage to Mills, June 5, 1832.

16. *Ibid.*, From draft of a letter prepared for Sir J. Doratt, Inspector General of Hospitals, but which at Mr. Arthur Buller's request, was put into *his* hands by the Principal of the Board, to whom it had been submitted for approval. Dated August 1st, 1838.

17. Lord Durham, *Report on the Affairs of British North America*, edited, with an introduction by Sir C. P. Lucas, K.C.B., K.C.M.G. (Oxford: Clarendon Press, 1912), I, 243.

18. McGill Archives, R.I.A.L. Letter Books, Mills to Cochran, June 10th, 1823.

even a moderate competency for old age — I should say, rather, that has earned more from his labours than what was necessary for a mere existence.¹⁹

Needless to say, competition continued!

If volume of correspondence is any yardstick, though, it is to Reverend Burrage that history must turn for documentation of vexing retarding factors. Through twenty years of service, the Quebec master writes of houses that will not heat, privies that do not drain, landlords who cannot cooperate and pupils more interested in the Rue St. Louis traffic or the soldiers on the Esplanade than with "Latin and Greek languages taught on the soundest principles." Financial contretemps involving his eventual purchase of uncompleted buildings plagued him continually and in 1836, for evident want of paying pupils, he relinquished his teaching position, though forging ahead as R.I.A.L. Secretary for some years longer. The Quebec School continued under Reverend F. J. Lundy, M. A. (Oxon), prior to becoming part of the High School of Quebec.

In the face of reduced and finally suspended grants and advancing years, Alexander Skakel carried on in charge of the Montreal Royal Grammar School until his death in 1846 at which time the school was amalgamated with the High School of Montreal.²⁰

The Royal Grammar Schools of Montreal and Quebec provide interesting examples of institutions caught, as it were, between the lack of English secondary educational facilities of the immediate post-secession era and the public secondary systems that emerged after the mid 1800's. Serving as links between past and present, they were initially conceived as a Canadian compromise between the English public schools, too distant and expensive, and the American academy, more accessible but with republican associations not to the political taste of many Canadian English.

Typically, too, the schools were deeply involved in the triangle of forces formed by state, church and education. Leeds, Lundy and Burrage were, of course, Anglican clergymen, the latter fulfilling simultaneously the posts of Minister, Master and R.I.A.L. Secretary. Further, Jacob Mountain held office both as Bishop of Quebec and Principal of the Royal Institution. Correspondence relating to the two schools reveals a veritable criss-cross of communication between Governor-in-Chief, Civil Secretary, Bishop, Masters, R.I.A.L. Secretary and Colonial Secretary.

One is nonetheless struck by certain outstanding features of the grammar schools that once served Quebec's two major cities. For their direction were secured men of proven scholastic ability and a sense of public responsibility and service. The standards aimed at were high and pupils who survived the exacting require-

19. Montreal Diocesan Archives, Skakel to Mountain, November 1st, 1820.

20. Rexford, *op. cit.*, p. 7.

ments seem to have been thoroughly grounded in the classics. On the other hand, both Skakel and Burrage faced substantial difficulties in providing secondary schooling. Their salaries were small and though Alexander Skakel left considerable property to the Montreal General Hospital,²¹ his struggle in later life to keep his school in operation, though he was seventy years of age, corroborates his previous remarks to Bishop Mountain about earning a mere existence.²² Reverend Burrage seems to have been confronted with even greater tribulations. A large family, a small salary and inadequate housing conspired to make his school operation one of the most discouraging undertakings in the story of Quebec Protestant education.

It is not within the scope of the paper to pass judgment as to the success or failure of the Royal Grammar Schools. Rather, it attempts to uncover some of the attitudes of those British pioneers charged with educating secondary school boys and to sketch the labours of two men in particular — labours involving the selection of pupils and of texts, the establishment of lines of administrative responsibility, the relationship between school and the social order, the perpetuation of traditions and beliefs and the decision upon a line of action at a time of rapid social, economic and political change, both national and international. These, surely, are Quebec's present-day educational challenges. It is to be hoped that the energy displayed in meeting them will not fall short of that evinced by Skakel and Burrage, Masters of the Royal Grammar Schools.

21. MacDermott, *op. cit.*

22. See note 19.

Acknowledgements

Sincere thanks are due to Dr. F. Cyril James who, as Principal of McGill University, gave permission to consult the R. I. A. L. correspondence and to Mr. Alan D. Ridge, University Archivist, who made the task enjoyable. The author also wishes to express appreciation to Archdeacon R. K. Naylor and Archdeacon J. F. Morris for use of the Montreal Diocesan Archives, to Professor J. I. Cooper, Dr. H. E. MacDermot, and Mr. Henry Wright, Rector, High School of Montreal for their helpful suggestions, and to Professor David C. Munroe who read the manuscript.

IS SOMEBODY OUT THERE?*

Michael Jacot

There was—and perhaps still is—animal and plant life on another planet.

Men on earth have examined remnants of that life.

This is not science fiction. It is the contention of an oil scientist and two university colleagues, based on physical evidence they found in the tiny granules of a lump of matter from outer space: a fragment of a meteorite that fell in France ninety-eight years ago.

The scientists — Dr. Warren Meinschein of Esso Research and Engineering, and Drs. Bartholomew Nagy and Douglas Hennessy of Fordham University — gave the news to a New York Academy of Sciences meeting last year.

Since then there has been further evidence. Because the tools and techniques used are those of the oil industry in its search for oil-bearing rock, oil scientists have been particularly useful in checking the evidence. An Imperial Oil scientist, Dr. Frank Staplin of Calgary, one of the continent's top paleontologists, has examined the 98-year-old meteorite and confirmed certain of the findings.

It means that other worlds had—and still may have—seas on them in which living things could breed. It could mean that “earth man” may no longer consider himself unique.

What Nagy, Hennessy and Meinschein did was analyse organic compounds in the meteorite which fell at Orgueil in 1864. They used such advanced techniques as infra-red and ultra-violet spectroscopy, and high molecular weight mass spectroscopy, all of which are used by oil scientists to determine the composition of organic matter in rocks. They detected hydrocarbons—which are molecules composed of hydrogen and carbon atoms—*similar to those found in living matter on this earth.*

In November last year I interviewed Dr. Meinschein at the Esso Research and Engineering labs at Linden, N. J. Meinschein is forty, looks a little like the late Humphrey Bogart, has a soft southern accent, keen blue eyes and the precise diction of a trained scientist (B. Sc. Michigan, Ph. D. Texas). He has been engaged in geological research for ten years. His present main work has to do with the origin of and discovery of oil. He shares a modest office at Esso Research and Engineering with a colleague.

“We believe that wherever this meteorite originated, something lived,” he told me.

“What sort of life? Bugs, animals, or something unknown on earth?”

*Courtesy Imperial Oil Review—August 1962

"We don't know specifically what sort of plant or animal life it was."

"Would you find these molecules in terrestrial animals? In me, for instance?"

"Yes. The distribution of these molecules in terrestrial life is very distinctive. Certain molecules are made up mainly of odd numbers of carbon atoms . . . 21 . . . 23 . . . 25 and so on. The meteorite samples show this characteristic over several tests — and as far as is known *only* living things show it."

"Can these particular hydrocarbons be made by anything which was *not* living?"

Meinschein shook his head. "No. At least there is only one chance in a billion that they can. It would be a sort of fluke."

"Not even in some atmosphere unlike ours?"

"Not that we are aware of."

Meinschein got up from his desk and looked out at the powdering snow on the lawn in front of the labs. "We have always looked at this negatively," he said. "We have assumed there *aren't* things in outer space, and we have ignored limited evidence to the contrary. Most scientists today — and many theologians — feel that the universe wasn't created just for us to look at."

It was this positive attitude which sparked Dr. Nagy's initial investigations of the meteorite. Nagy interested Meinschein, who had gone deeply into the origins of animal matter in rocks while studying about oil, which also contains hydrocarbons. No one is entirely sure how oil is made but we do know that it was formed over millions of years and represents in part the accumulation of hydrocarbons made by once-living things.

Meinschein agreed to take on the meteorite work as a sideline, doing most of it late at night or on Saturdays. Two major questions confronted the scientists. Was the stony material found near Orgueil an actual meteorite? Had it been contaminated by microbes during its ninety-eight years on earth?

They thoroughly researched these points before they even started analytical work. They learned that dozens of villagers saw the Orgueil stone fall on the clear evening of May 14, 1864. As it hit the earth it exploded, as meteorites usually do. Nearly all the fragments were collected the next morning. They were immediately carefully preserved in museums. It was in one of these samples that the hydrocarbons were found.

Meinschein and his colleagues studied their sample carefully and skeptically. As the research began in earnest they washed the stone, broke it up, washed it again. They cleaned all equipment until it was completely free of laboratory contaminants. They used a mass spectrometer at the Esso labs in Linden, N. J. (prototype used in World War II to separate the rare uranium U-235 for nuclear fission), which can separate infinitesimally small molecular masses which differ only microscopically.

Meinschein, Nagy and Hennesy placed a sample—less than one thousandth of an ounce—of the meteorite, supplied by the American Museum of Natural History, in the mass spectrometer.

The first results were disappointing. There was so much water in the meteorite that they could not analyse the hydrocarbons. Meinschein devised a special process for distilling off this water from outer space. It was not like earthly water; it had seven times as much hydrogen in it.

But when the extraterrestrial hydrocarbons were next subjected to analysis, the equipment reported them to be *similar to those being made on earth by living things*. In addition Meinschein and his colleagues found that the *inside* of the meteorite contained about the same amount of hydrocarbons as the *outer* layers. This meant that it did not pick up surface foreign bodies from museum shelves; otherwise there would have been more on the outside.

The discovery of the organic matter, with its odd carbon count, that spelled "life," thrilled them. They checked and rechecked. Each test came out the same.

They analysed a sample of another meteorite, which fell near Murray, Kentucky in 1952. Not all meteorites contain carbon compounds, but this one did, and the results were almost identical.

But Meinschein is reserved. "These hydrocarbons are certainly traces of other life," he said, "but there is a lot of work to be done yet."

"Is it possible that the meteorites you examined came from earth? Flew off the earth and then came back onto it?"

"I don't think so. We know of no natural forces on earth that could have placed a stone in orbit. Furthermore, the metal contents of a meteorite differ significantly from those of terrestrial matter."

"Where do meteorites come from?"

"They are thought to have come from the asteroid belt, a ring of space between Mars and Jupiter. In it, chunks of barren rock and metal, some as big as a man's head, others the size of Lake Ontario, travel about endlessly. Some scientists believe that these fragments are from a demolished planet.

"We don't know if they *were* a part of a former planet. But we are quite certain that the meteorites we have analysed were once part of a biosphere in which one-celled, marine-type plants and animals existed. The Orgueil stone is like a piece of rock from some off-shore bed. Our analyses indicate that the parent body of these meteorites held large bodies of water in which cellular life was able to grow."

"How long ago was this?"

"The age of meteorites is calculated at 4.6 billion years. The life may have come later. If it did not, the biologic remnants are the earliest life that has been discovered."

"Other scientists have worked on the Orgueil meteorite, why haven't they come up with this information?"

"Many scientists have worked on the stone, but earlier scientists didn't have the tools. Incidentally, we are not the first people to say that there is organic matter in meteorites. Berzelius, a Dutchman, speculated about this possibility in 1834. And twenty-four years later, the German, Wöhler, stated that certain material (in the Kaba meteorite) was undoubtedly of organic origin. But they hadn't the tools to prove it. Today we can analyse less than one-thousandth of a gram of a substance."

More and more scientists—although by no means all—are beginning to agree with Meinschein and his colleagues.

A fourth member joined the team, Dr. George Claus, of New York University. Claus examined other fragments from Orgueil and found fossilized organisms. He examined other meteorites which had fallen in India, Africa and France, and found twenty-five different organisms all told. Some were single-celled. Others looked like things never seen on earth, with arms and legs coming out of their hexagonal interior.

When Claus completed his examination, Dr. Frank Staplin of Imperial's Calgary laboratories, was asked to take a look. He discovered five or six additional specimens, including what seems to be cell tissue.

He confirmed Dr. Meinschein's discoveries but is not fully convinced that the meteorite came from outer space. Staplin suggests that chondrite meteorites (those with hydrocarbons in them) *could* have come from the earth, having been flung into space and returned.

Dr. Harold Urey, a leading U.S. physicist, also says that the meteorites may contain a form of ancient life—in fact the beginnings of life—which existed on earth, was thrown out onto the moon (where it perished as water dried up there) and has now come back. And Dr. Elso S. Barghoorn, of Harvard University, who has found remains of life in two-billion-year-old rocks from the earth, also has some reservations concerning the age and original source of the chondrites.

"No carbonaceous meteorite of the type discussed here has been proven to have the average 4.6 billion-year age of other meteorites," says Imperial's Frank Staplin. "We know almost nothing about the earliest history of our planet and about the earliest forms of life. Mathematically, with the fantastic numbers of other suns, it would be extremely unlikely that other solar systems with life do not exist—but the few fragments of meteorites that we have do not, as yet, support the mathematical suppositions with real evidence."

One thing is sure: we are slowly but surely unravelling one of the great mysteries in the history of mankind.

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- ONSLow :** Mrs. Violet M. Poole, Mrs. Margaret E. Beattie, Mrs. Norma Cartman, Miss Sunny Dorff, Mrs. Gwendolyn Smith.
- POLTIMORE .** Mr. Eric Charles Dunn, Mrs. Doris Ann Canavan, Mrs. Vera Louise Kathan, Mrs. Valerie Mary Last.
- RAWDON :** Mr. Elmer H. Wiley, Miss Pamela Douglas, Mrs. Myrtle Kerr, Mrs. Martha Kyte, Mr. Derrek Lambert, Mrs. Bessie Oswald, Mrs. Winifred Sinclair.
- ROUGE RIVER :** Mr. Leslie E. Kerr, Mrs. Rosamond Beauchamp, Mr. Reed Carroll, Mrs. Rachel Labelle, Mr. Stephen Labelle.
- STE. ADELE :** Mr. John Macaulay, Miss Barbara Boyd, Miss Jean Macbeth, Miss Phyllis Payne, Mr. Kenneth Ward.
- ST. BRUNO :** Mr. Ronald G. Gibson, Mr. William James Baker, Mrs. Lyla M. Barter, Mrs. Marion Beatteay, Mr. Albert S. Bedirian, Miss Rosalie Agnes Burrill, Mrs. Eva Cardinal, Miss Shirley Craig, Mrs. Ruby N. Donnell, Mrs. Alice Girard, Mrs. Myrla Lidstone, Mrs. Vera T. Miller, Mr. Donald R. Naugle, Mrs. Genevieve Richards, Mr. Geoffrey D. Richards, Mrs. Edith Strathdee, Miss Anne Sutton, Mr. Michael L. Taylor, Mrs. Judith Ticehurst, Miss Lynda E. Towner, Mrs. Grace Tugwell, Mrs. H. L. Weyland, Mr. Thomas R. Williams, Mr. Thomas P. Wylie, Miss Sandra A. Young.
- ST. HILAIRE :** Mr. Kenneth Richard Willis, Mr. Lawrence Belford, Mr. Ross A. Goldie, Mr. Harold Hamwee, Mr. Luther Moss Hinds, Mrs. Florence Lessard, Mr. David Alan Mackenzie, Miss Frances Jane Patrick, Mr. Etienne Pietri, Mr. Richard Ainsley Rowter, Mr. Stuart Garth Shaw.
Mountainview
- SCHEFFERVILLE :** Mrs. Joan B. Mattox, Miss Cora Elaine Atkinson, Mrs. Hektorine Barnes, Mrs. Diane Best, Miss Althea Duncan, Miss Lenora A. Eastwood, Mrs. Linda A. Fleher, Mr. Ivan Izweriw, Mr. Charles F. Jones, Miss Carol MacKay, Mr. George Martzoukos, Miss Florence Moncrieff, Miss Joan Audrey Montgomery, Miss Margery Wadsworth.
- SCOTSTOWN :** Mrs. Catherine Gordon, Mrs. Lola MacDonald, Mrs. Flora Murray.
- SHIGAWAKE-PORT DANIEL :** Mr. Peter Kreuser, Mr. Lynden Bechervaise, Mrs. Isabel A. Bisson, Mrs. Amelia M. Gilker, Mrs. Hilda M. Journeau, Mrs. Isabel McColm.
- SOREL :** Mr. Reginald S. Montague, Mr. Melvin George Andrews, Miss Winona I. Brooks, Mrs. Paulette Buchanan, Miss Doris M. Covert, Mr. Andrew J. McGerrigle, Mrs. Mary K. McGerrigle, Mrs. Mary Gertrude Moffat, Mrs. Betty E. Poulton, Miss Carol Veit, Mr. Kenneth Zeilig.
- STANBRIDGE EAST :** Mrs. Bertha G. Fortin, Mrs. Thelma Muncaster, Mrs. Freda Pattenden, Mrs. Grace Yates.
- THURSO :** Mr. George A. Morrison, Mr. Richard H. Chute, Miss Anne MacLennan, Miss Lily A. E. McIntosh, Miss Cordelia J. Mitson.
- VALCARTIER VILLAGE :** Mr. Wayne A. Sage, Mr. Richard Green, Mrs. Winnifred McCartney, Mrs. Alma Tack.
- WAKEFIELD :** Mr. James C. Gordon, Mr. David A. Denton, Miss Mary E. Eccles, Mr. Anthonie Engel, Mrs. Mary McGarry, Mrs. Katherine Moore, Mrs. Mary Pitt, Mrs. Margaret Wills.
- WATERVILLE :** Mr. Bruce W. Patton, Mrs. Marjorie E. Blier, Mrs. Ella G. Hodgman, Mrs. Edith C. Packard, Mrs. Idell A. Robinson, Mrs. Marion E. Robinson.
- WINDSOR MILLS :** Mrs. Betty L. Campbell, Mrs. Pearle L. Damon, Miss Marion Duncan, Mrs. Ethel Jondreville.

SPECIAL INTERMEDIATE : 1963-64

- LAKE MEGANTIC : Mr. J. Donald Switzer, Mrs. Irene Flanders.
 METIS BEACH : Mr. James R. Fraser, Mrs. Ethel Veit.

GRADED ELEMENTARY SCHOOL DIRECTORY : 1963-64

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 RICHELIEU :
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 Mr. E. N. Gould, Miss E. M. Bentley, Miss E. Campbell, Mr. W. N. Foubert, Mrs. M. L. Gallinger, Miss E. M. Halcrow, Mrs. M. MacMichael, Miss T. Mills, Mr. B. Perry, Mrs. B. M. Plouffe, Miss T. Urang, Mrs. M. L. Vanier.
- CHAMBLY
 RICHELIEU :
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- Mullahoo, Mr. G. Norman, Mr. I. Rennie, Mrs. I. Sante, Miss M. L. Sharp, Miss M. Smith, Miss J. Smythe, Miss G. Sutton, Mrs. L. Templeton, Mrs. H. Wolff.
- CHELSEA :** Mrs. Selena M. Stickler, Mrs. Dorothy Cross, Mrs. Hester Graves, Mrs. Donella Kaitell, Miss M. Ruth Kelley, Mrs. Alice Thompson, Mrs. Mildred Watchorn, Mr. Waltrout Wrede, Mrs. Aimi Zechanowitsch.
- CHIBOUGAMAU :** Mr. Harold Don Allen, Mr. Maxwell Boas, Miss Brenda Jean Goodier, Mr. Harold Kenneth Harvey, Mr. Sherman C. Mason, Miss Brenda Northrup, Miss Mavis Richardson, Mr. Lawrence C. Rodger, Miss Karen Wedge.
- EAST ANGUS :** Mrs. Ruby I. Waldron, Miss Nellie E. Marchant, Mrs. Gertrude L. Weston.
- EAST GREENFIELD :** Mr. Frank Newman, Mrs. Lillian Craig, Mr. A. C. Fleming, Miss Ruth Geldart, Miss Helen Kogan, Mrs. Vera McRae, Mrs. Mabel Robertson, Mr. John Stiles, Miss Margaret Gail Trueman.
- GAGNON :** Mr. Donald E. O'Donnell, Miss Donalda June Amos, Mrs. Esther Britton, Mr. Delbert Dougherty, Mrs. Verna Dougherty, Mrs. Gladys Dymont, Mrs. Joline M. Glazier, Mrs. Claudette Ritter.
- GASPE BAY SOUTH :** Mrs. Alice Eden, Miss Linda Annett, Mrs. Sybil Eden, Mrs. Eva Vibert.
- GRAND'MERE :** Mr. James D. Conway, Mrs. Anne Blevins, Miss Lucy Bown, Mrs. Laurentide Verna E. Cotnoir, Miss Amy Corrigan.
- GREATER ST. MARTIN :** Mr. Dale S. Aiken, Mr. Keith D. Armstrong, Mr. Neild G. Barnes, Mrs. Roma Bennett, Mr. Alfred L. E. Bishop, Mrs. Brenda C. Bookman, Mrs. Vivian Dowe, Mr. Lloyd Elder, Mr. Slouma Engelsberg, Mrs. Deanna M. Good, Mrs. Florence Lang, Mrs. Valerie Linton, Mrs. Dorothy Logan, Mrs. Roberta McAlpine, Miss Anne Padley, Mrs. Isobel Rapley, Mrs. Ivy Rosebery, Miss Miriam Rotgaus, Mr. David Swannack, Mrs. Myrtle Tooth, Miss Yvone Williams, Mrs. Ethel Wilner, Mrs. Jeannie Yach, Mr. Melbourne Yach.
- GREATER ST. MARTIN :** Mr. John DeNora, Miss Judith E. Anderson, Miss Marjorie Arthurs, Mrs. Muriel Barnes, Mrs. Anna Choran, Miss Annie M. Cooke, Miss Hillcrest Daryl E. Dennis, Mrs. Shirley I. Dodge, Miss Diana G. Duncan, Miss Suzanne Eumicke, Mrs. Sylvia Farber, Miss Anna Lee Flanz, Mrs. Freda Kolker, Miss Gayle Levine, Miss Gayle Litwin, Mrs. Doreen Meredith, Mr. Harold Murray, Miss Kathleen R. Nairn, Miss Helen R. Seale, Miss Elaine Smith, Mrs. Rita Soltendieck, Mrs. Shirley J. Spence, Miss Soryl L. Swalsky, Mrs. Martha Turner, Mrs. Ethel Wilner, Mrs. Dorothy J. Wilson.
- GREATER ST. MARTIN :** Mr. Neil D. Bennett, Mrs. Barbara Bartsch, Mrs. Hazel Cheney, Miss Beverley Chisholm, Miss V. Arlene Cloutier, Mr. Robert A. Doran, Mrs. Brenda Garber, Mrs. Jacqueline Gay, Mrs. Frances M. Greig, Martinvale Mr. Roman Y. Gural, Mr. Andrew Hum, Mr. George L. London, Mrs. Catherine A. McCulloch, Mrs. Helen Roberts, Miss Eva R. Rutley, Mrs. Judith Swirsky, Miss Edythe L. Wexler, Miss G. Louise Wry.
- GREATER ST. MARTIN :** Mr. Winsor Walls, Mrs. Marilyn Adams, Mrs. Denise Allan, Mrs. Prince Charles Barbara Bartsch, Miss Grace I. Hodgins, Mrs. Emma Lee, Miss Janet Marshall, Mrs. Anne E. Paris, Mrs. Agnes J. Prosser, Miss Annik Edith Smith, Mrs. Blanche Tulk.
- GREATER ST. MARTIN :** Mr. Winsor Walls, Mrs. Barbara Bartsch, Mr. Frederick A. Butler, Thomas H. Bowes Miss Gertrude Caplan, Mrs. Claire Defreitas, Mr. Leon Dyer, Mrs. Sarah Patterson, Mrs. Thelma Ranger, Mrs. Helen Roberts, Mrs. Margaret Smith, Mr. Erwin R. Stuart, Miss Wendy E. Treadwell, Mr. John Vanderkaay.
- GREENFIELD PARK :** Mr. Ulric Russell, Mrs. Jessie Baugh, Mrs. Anabelle Cillis, Mrs. Jubilee School Shirley Duncan, Mrs. Barbara Emmerson, Miss Mary Ellen Hebb, Miss Gertrude Hoyle, Miss Eve Pearson, Miss Roslyn Ryder, Mrs. Edith Smith, Miss Sandra Smith, Miss Ingeborg Steinbach, Mrs. Ernestine Stone, Miss Marilyn Strange, Mr. Paul Tutton, Mrs. Constance Webster, Mrs. Noreen Wheatley.

- GROSSE ILE :** Mr. Gordon Matthews, Mrs. Vera Clarke, Miss Freda Keating, Mrs. Lorna Keating.
- HUDSON :** Mr. Hugh W. Stevenson, Mrs. Dorothy Allworth, Mrs. Joan Czapalay, Mr. Keith Holmes, Mrs. Margaret Inglis, Mrs. Beverley Rhoads, Mrs. Glenna Vipond, Mrs. Lorna Young.
- ILE PERROT :** Mr. Harold Smithman, Mrs. Myrtle J. Beebe, Miss Jane Benson, Mrs. Vivian Graham Leila Callen, Mrs. Penny Clark, Miss Elizabeth M. Cook, Mr. C. William Crowell, Mrs. Ruth Ellison, Mrs. Iris Farmer, Mr. Peter Gloutney, Mrs. Frederica Hurrell, Mrs. Norma Kerr, Mrs. Ruth Maggs, Miss Doreen Morrison, Mrs. Helena Ouellet, Mrs. Sybil Peckover, Miss Jeanette Peterson, Mr. Clyde Smith, Miss Beverley West.
- ISLAND BROOK :** Mrs. Hazel Kerr, Mrs. Ruth Morrow, Mrs. Alma Quinn.
- JOLIETTE :** Mr. Donald F. R. Wilson, Mr. James Vaughan Connell, Miss Dorothy Paxton Cullen, Mrs. Nina Regent, Mrs. Lillis Nicholson Tinkler.
- LACOLLE :** Mrs. Florence S. Rogers, Mrs. Helen J. Kyle, Mrs. Mary P. Westover.
- LAKE OF TWO MOUNTAINS :** Mr. J. Allan Young, Miss Mary Ruth Anderson, Miss Ruth Barber, Miss Bernice Beattie, Mrs. Ruth A. Brown, Mr. Mario De Brentani, Mrs. Lata Gupta, Mrs. Jadwiga Krupski, Miss Marjorie Kyle, Miss Judith Matthews, Miss Florence J. Rice, Mr. Kingsley J. Smyth, Mr. Terry Tait, Miss Patricia A. Townshend, Mrs. Marion E. Williams.
Laval West
- LAKE OF TWO MOUNTAINS :** Mr. Horace F. Gardner, Mrs. Barbara Bedard, Miss Donalda Bartlett, Mr. Alfred Daly, Miss Judy Evans, Mrs. Lillian Graham, Miss Annie Lindsay, Mrs. Eleanor Miller, Mrs. Eileen Oswald, Mrs. Janet Oswald, Mrs. Elizabeth Painter, Miss Velma Price, Mr. Keith Rogers, Miss Kathryn Scanlon, Miss Sherald Silver.
St. Eustache
- LAKE OF TWO MOUNTAINS :** Mr. William F. Hine, Miss Dolores Downey, Mrs. Ruby Gordon, Mrs. Janine Hart, Mrs. Janet A. Hazel, Mrs. Isabelle Johnston, Miss Dilys J. Loose, Mrs. Dorothy Mattson, Miss Ruth MacCollum, Miss Vivian Oke, Miss Sheila C. Rowland, Mrs. Annie Silverson, Mrs. Sarah V. Warwick, Mr. John E. Wells, Miss Lorann M. Willard.
St. Eustache sur-le-lac
- LAURENVALE :** Mr. John R. Moore, Miss Sheila E. W. Adams, Mr. James Ross Adrian, Miss Shirley Alcock, Miss Jewell E. Allen, Miss Edith K. Blackmore, Miss Mary K. Boyne, Mrs. Barbara F. Brazeau, Miss Petronella Broscumb, Mr. Kenneth R. Duffy, Miss Irene J. Fotheringham, Mrs. Shirley J. Hamilton, Mrs. Dorothy M. Harwood, Miss Freda L. G. Linkletter, Miss Darlene M. Matheson, Miss Kay E. Mullin, Mrs. Thelma G. Paterson, Mr. Earland H. Pepper, Mrs. Elsa L. Riley, Miss Esme G. Southwell, Miss Carla V. Stapensea, Miss Jennifer Trowsdale, Miss Heather White, Miss Nellie M. Wilson, Miss Ruth E. Yerxa.
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- LAURENVALE :** Mrs. Ileana L. Burns, Mrs. Doreen Jenkinson, Mrs. Catherine Kennedy, Mrs. Elizabeth Murdoch.
Rosedale
- LAURENVALE :** Mr. John Arthur McKindsey, Mrs. Evelyn Arseneau, Mrs. Lucy N. Atkinson, Mr. Ralph Benzon, Mr. Henry Coe, Miss Judy Dianne Cruchet, Mr. Guilford James, Mrs. Jean Lindsay, Mrs. Dorothy Marks, Mr. Eugene Marks, Mrs. Ivy Jean McGunnigle, Mrs. Margaret Moore, Mrs. Irene M. Oldroyd, Mrs. Joyce Ryan, Mrs. Jessie Smith, Miss Lydia Unger, Miss Martha Wall, Mr. Edward Wiebe.
Twin Oaks
- LES ECORES :** Mr. Mason Campbell, Mrs. Helen Bickford, Mrs. Janice Bradley, Mrs. Beverley Brophy, Miss Joyce Crawford, Mrs. Olive Ferguson, Mrs. Cynthia Humphries, Miss Johanna Kroese, Mrs. Marjorie Macdonald, Mrs. Ida Oehnel, Miss Audrey Parkhill, Miss Lorraine Suga, Mrs. Carol Turriff, Mrs. Lily Vandenberg, Miss Margaret Watt.
Gordon

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- LONGUEUIL :**
Mackayville **Miss Audrey S. Allin**, Mrs. Margaret Holmes, Miss Thora Lee, Mrs. Dorothy J. MacWilliam, Mr. Harold Miller, Mrs. Sandra Payne, Mrs. C. Irene Phelps, Mrs. Elizabeth Remenant, Mr. Henry Weissenberger.
- LONGUEUIL :**
Préville **Mr. B. M. Benton**, Mrs. G. Bauslaugh, Mr. C. Bennett, Miss P. Carter, Mrs. S. Cockerline, Mrs. R. Craig, Mrs. R. Dale, Mrs. C. E. Embacher, Miss G. Emrick, Mr. J. Foulkes, Miss M. Hume, Mr. V. Kalnins, Mrs. K. March, Miss A. McIver, Mrs. J. Noel, Mr. H. Patterson, Mr. L. Peake, Mrs. S. Shipton, Mrs. S. Woods.
- LONGUEUIL :**
Vincent Massey **Mrs. Inez E. Curren**, Mr. Melvyn Brown, Mrs. Roubina Coudari, Mr. Yves Coudari, Miss Wendy Green, Miss Myrna Jones, Miss Penelope Low, Mrs. Sandra Marchand, Mr. Levi Pauley, Miss Robin Ross, Miss Carolyn Sandell, Miss Beverly Stride, Mrs. Yeran Tchekidjian.
- LONGUEUIL :**
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- McMASTERVILLE :**
Cedar Street **Miss Elizabeth F. Henderson**, Mrs. Dorothy Boyd, Mrs. Kathleen Gilchrist, Miss Elizabeth Hoekstra, Miss Clara M. J. Levy, Mrs. Janet Ormerod, Miss Sally Ann Smoly, Mrs. Elizabeth Anne Stelfax, Mrs. Margaret Stowe, Mrs. Eileen Wales.
- NORANDA :**
Carmichael **Mr. Herbert E. Bashaw**, Mrs. Marjorie Barton, Miss Barbara Brooks, Mr. Jim James, Mrs. Marguerite Lee, Mrs. Helen Londry, Miss Dianne K. Pentz, Miss Hedy Rimkus, Mrs. Anna Mae Ripley, Mrs. Edith Thompson, Mrs. Lorna Watt, Miss Ursela R. Wetjen, Miss Helen Wiley.
- NORANDA :**
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- PORT CARTIER :**
 Mr. Robert Little, Miss Fernande Caissie, Mr. Ronald Johnston, Mrs. Mollie Lees, Mr. David McCabe, Mrs. Joanne McCabe, Miss Mary Alice Sherren, Mr. John Strickland.
- QUEBEC :**
Holland **Miss Hazel Sinclair**, Mr. Ronald T. Boyd, Miss Juliana M. Calderwood, Miss H. Jean Fitzpatrick, Mrs. James R. Godfrey, Mrs. Florine Goodfellow, Mrs. Ina Hatch, Miss Louise Henderson, Miss Helen Hurley, Miss Heather Anne Lessard, Mrs. Evelyn Lower, Mrs. Mary MacIntyre, Miss Linda M. Martel, Miss Susan Pollock, Miss Gloria Stout, Miss Nyla Jean Tibbetts, Miss Margaret Ann Tourond, Mr. Cornelius Westland, Mrs. Florence Young.
- ROUYN :**
 Mr. Terrence J. Carter, Miss Elizabeth Fitzsimmons, Miss Winnifred Janquil Hanson, Mr. Jacques Jolin, Mr. Michael Joseph Muravsky, Mrs. Elsie Jean Whetter, Mrs. Isobel Whitman.
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- SENNETERRE :** **Mr. George Brunelle**, Mr. Joseph Duncan, Mrs. Wellei Rossignol.
- SEVEN ISLANDS :**
Flemming **Mrs. Anna Williams**, Mrs. Sandra Goodall, Mrs. Dorothy Halsey, Miss Marjorie Manuel, Mrs. Georgia Purdy.
- SHAWBRIDGE :** **Mrs. Carol J. Morrison**, Mrs. L. Grace Henderson, Mrs. Grace E. LeGallais, Mrs. Reta M. Shaw.
- SHERBROOKE :**
Lawrence **Mrs. Olive M. Carter**, Mrs. Mabel R. Clark, Mrs. Marjorie E. Cruickshank, Miss Marilyn Fay Fleming, Miss Dorothy P. Nobes, Mrs. Eva M. Sawyer.
- SHERBROOKE :**
Mitchell **Mr. George E. McClintock**, Mrs. Lois Begin, Mrs. Ruby Berry, Mrs. Wenda Broadhurst, Mrs. Ardyth Davidson, Mrs. Margaret Erskine, Mr. R. Douglas Guthrie, Mrs. Margaret Guthrie, Mrs. Norma Harrison, Mrs. Irene Howes, Mrs. Irene Humphrey, Mrs. Elizabeth Kerr, Mrs. Margaret Kogler, Miss Jennie Mariasine, Mrs. Muriel Mayhew, Miss Alene Morrison, Mr. Melvin MacKenzie, Mrs. Beulah McCourt, Mrs. Mabeth McKeon, Mrs. Frances Noble, Mrs. Marion Peck, Miss Annie Riley, Mrs. Lena Wallace.
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Bishop Mountain **Mrs. Dorothy Langelier**, Mr. Anthony Broscumb, Mrs. Doris Brown, Miss Constance Champion, Mrs. Katherine Crawford, Mrs. Bertha Lennon, Mrs. Doris Styles.
- TERREBONNE HEIGHTS :**
Lewis King **Mrs. Daisy A. Gibbs**, Mrs. Ruby Bourner, Mrs. Ruth Higgs, Mrs. Phoebe Keatley, Miss Shirley Maynes, Mr. Robert Murray, Mrs. Catherine Thompson, Miss Ninele Yas.

- VAL D'OR-BOURLAMAQUE :**
Queen Elizabeth
Mrs. Ada Evans, Mrs. Hazel Anne Alexander, Miss Betty Avery, Miss Marie Elsie Basler, Miss Elizabeth Frank, Mrs. Judith Carolyn Niska, Mrs. Grace White.
- VALLEYFIELD :**
Gault Elementary
Mr. Carl Glenn, Mrs. Lois Garneau, Mrs. Eunice Godin, Mrs. Ann Lola Lambert, Mrs. Martha MacDonald, Mrs. Marion Perkins, Mrs. Frances Thompson.
- WEST ISLAND :**
Allancroft
Mr. Raymond P. Bolla, Mrs. Anna R. Belfie, Mrs. Lorna C. Chaisson, Mrs. Gloria P. Dorrance, Mr. J. Howard Dorrance, Miss Edna Gay, Miss Susan F. Hanna, Miss Elizabeth Hawes, Mr. Norman Hayward, Mrs. Nancy Ann Kirkis, Mr. Harold B. Lawrence, Miss Carolyn G. Londeau, Mrs. Dorothy E. MacLean, Mrs. Stella McMurrin, Mrs. Dorothea F. McNiven, Mrs. Elizabeth F. Middleton, Miss Wendy M. Mowat, Miss Judith Rhodes, Mrs. Mary G. Richardson, Miss Jane E. Roberts, Mrs. Phyllis C. Shanks, Miss Lois M. Silverson, Mrs. Patricia E. Squires, Miss A. Barbara Stones, Miss Marilyn D. Tucker, Mr. G. Stanley Williamson, Miss Joan E. Windle.
- WEST ISLAND :**
Beaconsfield
Miss Dorothy M. Brayne, Mrs. Zuze Mara Aleksis, Miss Anne Ayles, Miss Margaret Brockwell, Miss Janet Coulthard, Mr. Malcolm Goard, Mr. Philip Knox, Mrs. Grace Leclair, Mrs. Wendy Kathleen Martin, Miss Caroline Mason, Miss Sandra McQueen, Mrs. Marguerite Mor-kill, Miss Frances M. Paradis, Miss Joanne Perks, Miss Sandra Sloan, Mr. Reginald Watts, Mrs. Celia E. Wilson.
- WEST ISLAND :**
Briarwood
Mr. E. A. Robert, Mrs. Elsie Cadogan, Mrs. Mabel Craib, Miss Edna Downing, Miss Doreen Gilks, Miss Maureen Hogge, Miss Mary Johnson, Mr. Dudley LeMaistre, Mr. Ray Louttit, Mrs. Marjorie McFarland, Miss Pamela Millinchamp, Mrs. Barbara Paterson, Miss Alice Rennie, Mrs. Barbara Scruton, Mrs. Sheila Snow, Mr. John Swaine, Mrs. Myra Wilkie.
- WEST ISLAND :**
Cedar Park
Mr. William Barr Fleming, Miss Audrey A. Bishop, Miss Gail Brebner, Mrs. H. Meredith Cargin, Mr. Darrell D. Davis, Mrs. Margaret Douglas, Mr. John E. Drinkell, Mrs. Jane B. Dunn, Mrs. Anne Fisher, Mrs. Claire A. Fraser, Miss Anne Gilker, Mr. Gary S. Lovely, Mrs. Gwen M. Macrae, Miss Vivian J. Mann, Mrs. Grace Mathewson, Miss Glenna McDonald, Miss Patricia McGlashan, Miss Sharon R. Mitchell, Miss E. Elizabeth Moore, Miss Kathleen Murphy, Mr. Colin L. Nelson, Mrs. Shirley E. Nicholson, Miss Isabel Robinson, Miss Anne Ropars, Mrs. Penelope A. Sadeek, Miss Patricia Simpson, Mrs. Sheila Snelling, Mrs. Ruth Stockwell, Mrs. Ruta Sukse, Mrs. Shirley Walbridge.
- WEST ISLAND :**
Christmas Park
Mr. Thayne C. McGilton, Mrs. Doreen Archambault, Miss Victoria I. Attwell, Mrs. Florence O. Babiak, Miss Dora E. Beck, Mrs. Alison L. Berridge, Mrs. Hazel P. Birnie, Mrs. Marlene J. Burgess, Mrs. Beulah F. Burnell, Mr. Harold V. Bush, Mrs. Muriel S. Carmichael, Mrs. Gladys Davis, Mr. Ian R. Fraser, Miss Alice M. Hamilton, Mrs. Myrna J. Little, Mrs. Nina G. Marshall, Mr. John E. Martin, Miss Sarah A. McCallum, Mrs. Joyce Montgomery, Mrs. Lynn C. Sulyok, Miss Kathleen M. Tyrer, Mrs. Florence T. Willard.
- WEST ISLAND :**
Lakeside Heights
Mr. Eric A. King, Miss Phyllis Baird, Mrs. Jane Bernard, Mr. Wayne Clifford, Mrs. Irene Craig, Mrs. Ida Cregan, Miss Bonnie G. Eccles, Mrs. June C. Fraser, Miss Kim Gurd, Mr. John Henderson, Miss Sherrie Hopkins, Miss Donna Hutton, Mr. Daniel Lesar, Miss Elizabeth Lewis, Mrs. Luena Mabe, Mrs. Frieda Mason, Mrs. Jane Osmond, Mrs. Fleda Peck, Miss Claire Purdy, Mrs. Evelyn Rose, Miss Linda Ross, Mr. Herbert Steiche, Miss Carolyn Stevenson, Miss Jean Straight, Miss Barbara Strom, Mrs. Dorothy Taylor, Miss Barbara Todd, Mrs. Marilyn Waugh, Mrs. Irene West, Miss Norma Williston, Mrs. Rita Would, Mrs. Beverly Wyatt.
- WEST ISLAND :**
Northview
Mr. Knute Sorensen, Mrs. Heather P. Akin, Miss Eleanor R. Allen, Mrs. Helen N. Amery, Miss Sandra Bingham, Miss Linda-Ann Cartland, Mr. William E. B. Corrigan, Mrs. Barbara A. Dick, Miss Mary J. Dodds, Mr. Wayne M. Dods, Mrs. Marjorie M. Finlayson, Mrs. Irish

Gordon, Mrs. Hilda K. Green, Mrs. Eloise L. Hampson, Miss Donna J. Leslie, Mr. David F. Merchant, Miss Carolyn A. Miller, Mrs. Elizabeth Myers, Miss Ethel M. Nesbitt, Miss Patricia Nicoll, Mr. Janis-Juris Niedre, Mrs. Joan C. Nurse, Mr. Arthur A. Ponder, Miss Gillian C. Price, Miss Dorothy Smith, Miss Carol L. Thompson, Mrs. Marina A. Vasilkioti, Mrs. Estelle D. Walsh, Miss Elizabeth M. Williams.

WEST ISLAND :
Thorndale

Mr. J. R. Bonnell, Mrs. Carman Allan, Mrs. Juliette Bartolini, Mr. Thomas Bird, Miss Gail Ann Boyd, Miss Margaret Brewer, Miss Katherine Burns, Mr. H. Arthur Calvin, Mrs. Jennie Davis, Miss Ethel Dick, Mrs. Blazena Farra, Mr. Anderson Ferguson, Mrs. Elizabeth Ferguson, Mr. James Fraser, Miss Joan Gaunce, Mrs. Edith Herring, Miss Sandra Humphrey, Miss Georgia Land, Miss Shirley Layton, Miss Geraldine Mahoney, Miss Audrey Morrison, Mrs. S. Elizabeth McGee, Mr. Russell Norman, Miss Judith Pryde, Mrs. Elisabeth Watters, Mrs. Georgina Williams, Miss Janice Woolley.

WEST ISLAND :
Valois Park

Mr. Percy W. Lane, Mrs. Florence B. Angell, Miss Beverly J. Bethune, Miss Carol Diane Bloom, Miss Joan F. Chaloner, Miss Margaret Ellen Cosh, Miss Lynda M. Darling, Miss Suzanne Drolet, Mr. Kenneth James Fellows, Mrs. Eileen P. Goring, Mrs. Gladys M. Gough, Miss Gail Grandmaison, Mrs. Jean Grant, Mrs. Dorothy F. Gyton, Mrs. Lilly M. Hinchcliffe, Mrs. Gladys M. Hunter, Mrs. Beverly F. MacEwan, Miss Jean McClatchie, Mr. Robert G. McGlashan, Mr. Keith McIntosh, Mrs. Joan Meadley, Miss Vicki Nealon, Miss Kathleen M. Parker, Miss Joan Kathleen Peacock, Mrs. Jane C. Randell, Mr. Charles R. Snow, Mrs. Viola G. Theroux, Mrs. Elizabeth Thompson, Miss Anne Tylee, Mrs. Dorothy G. Whittaker, Miss Irma C. Williston.

HOW FEAR CAME*

Wendy Sturton, Grade VIII
Beauharnois Intermediate School

It was the very essence of evil. It was merciless and cruel, and struck fear into the hearts of all who beheld it. It reached and reached, and all it touched was never again the same. It danced the grim dance of death before the eyes of the animals it had trapped: it taunted them with descriptions of the tortuous death they were about to receive. Beneath its foul touch the very earth shuddered, and the sky turned blood-red. Everywhere the heat crept in, the intense, dizzying heat; for misery held the reins that day, and every living thing felt pain. It snarled and hurled a challenge to the sky, and to all who would hear; its wicked, twisted scream of laughter mingled with the horrible cries of those in agony. All was hurt and pain, and Nature screamed at the horrible death-blow she was receiving. Then, as suddenly as it had started, it died. Soothingly the rain fell. The fire hissed angrily, but it had met its victor. Silence threw its soft mantle over the suffering land.

*Written as part of an examination, and unedited.

BOOK REVIEWS

In this, and forthcoming issues, books which have been reviewed so recently that they are not on either the elementary or high school book selection lists issued by the Department of Education, and which are eligible for purchase with the library grant available to schools, will be marked with an asterisk (*).

TEXTS

Bullick, W. J. and Harrison, J. A.

Greek Vocabulary and Idiom
Macmillan London c1960 105pp
Macmillan Canada

\$0.95

This book is a commendable work inasmuch as it goes beyond being a mere vocabulary for reference in reading Greek. If it is to be a companion in the study of Greek literature, that is to say a help for learners of Greek through reading this language, then the book is very worthwhile. In the absence of a grammar, however, it is doubtful whether the book could be of its potential value.

Lyric and Longer Poems Series

Humble, A. H.

Lyric and Longer Poems, Books III and IV
The MacMillan Company of Canada c1961 200, 232pp

\$1.35 ea.

A good selection of English poetry from both sides of the Atlantic is to be found in Book III and Book IV of this series entitled *Lyric and Longer Poems*, edited by A. H. Humble, Head of the English Department, Trinity College School, Port Hope. To judge the selections contained in an anthology is a very difficult task, because personal preference cannot help but influence one's opinion. I enjoyed Humble's choice because apparently our tastes in poetry are similar, and our ideas on what is suitable for senior students coincide. However, not every teacher would consider Earle Birney's "David" or Irving Layton's "The Bull Calf" suitable for classroom study. The selection is masculine, and, as a consequence, the ladies may not accept the editor's choice as being satisfactory. This problem continually creeps in when anthologies are used. The one thing I can say is that the selections in *Lyric and Longer Poems* are catholic, for it is obvious that the editor feels there is no point studying inferior works. Therefore you have the best of the English language poets. The only obscure poets are the contemporaries who are represented by such works as "A Song about Major Eartherly" by John Wain.

More than half of the poems are paired so that they may be studied comparatively. This is a good technique since students derive more satisfaction from poetry as they gain understanding based on comparative study. The questions, appended to excellent notes, on each poem are so worded as to draw attention to the significant features of the work. If these notes and questions are used with discretion by the teacher, the students will not be limited in their enjoyment of poetry for they will not depend entirely on the ideas of others.

As I read the poems in these two books, it once again became clear to me that much of our greatest poetry has facets that are forever elusive and tantalizing, and each fresh reading brings its own satisfaction in a new awareness of meaning.

One of a Kind Series

McMahon, James

Three for the Stage
Longmans Canada Ltd. c1963 117pp

\$1.00

A leading publisher of plays on this continent states that the great crime of amateur productions, which take weeks in preparation, is that they are given only one performance. It would seem logical, then, that if so much time is spent on preparation for a play, only plays of high literary merit should be selected for school production. *Three for the Stage* lacks not only literary worth, but also possesses little true dramatic value because of the obvious didactic nature of the writing.

The author has written down to children. The characterization is flimsy. The plots are lacklustre. McMahon underestimates the dramatic sense of young people in the plays he has written. His first play, "Rough Justice," attempts to give, ". . . school children a rough idea of the workings of a Magistrate's Court." The writer of this review could not help but be reminded of John Brandane's "Rory Aforesaid," in the Canadian collection, *On Stage*, when he read "Rough Justice." "Rory Aforesaid" is a far superior play and possesses much more appeal for young people.

The two other offerings, "A Knocking at the Gate" and "Six Rhineland Glasses," are historical plays about relatively inconsequential events in the history of Judea and Roman England. Canadian schools do not have to go so far afield to find suitable historical plays to put on, for there are many fine Canadian collections available. This is not a chauvinistic appeal to use native plays, but a gentle reminder that there is some excellent home produced material available, if the producer will but look farther than the big publishing house catalogues.

Heritage of Literature Series

Montgomery, Rutherford

Carcajou

Longmans Canada Limited 1962 132pp ill \$0.90

Carcajou is a story about a wolverine. In addition, there is a bear, some Indians, and some white traders. The book might appeal to boys of the Grade Six or Seven level, despite its emphasis on animal savagery. Moreover, the central figure of Carcajou is so lacking in likeable qualities that the reader is more relieved than sorry when the end finally comes. Perhaps this was the author's intention for he tells his story simply, objectively, and with few traces of sentiment or sympathy.

One of a Kind Series

Phillips, E. J.

A Review of English Fundamentals

Holt, Rinehart and Winston c1962 260pp \$2.00

A Review of English Grammar Fundamentals is that type of book which every teacher of English says he is going to write but never gets around to actually doing. This book has obviously been born out of travail and presents a very logical programme (free from Latin overtones) for the study of the English language. Teacher Phillips begins her book with the study of the sentence and its component parts. The first verb discussed is "is" and its key function in the English language. Logically, subjects are next presented and the role of complements — predicate nominatives and predicate adjectives — discussed. From this beginning the author builds her whole picture of the structure of the English language. All standard aspects of grammar are considered, but there are none of the awkward gaps or back trackings which characterize so many other books of this type.

The author has taken pains to explain her philosophy and the functional approach she uses in her book. Although she suggests that sentences be diagrammed, an alternate orderly system of sentence analysis is suggested.

The composition programme presented in this paperback book aims at improving the ability of the student to proofread his own work. No teacher of English will find argument with this objective. The proofreading exercises are alive and topical and possess a good deal of appeal for the apathetic high school student; for example, a student is asked to punctuate the following correctly: "After guest star Gina Lollobrigida had sung a song Bob said I love the voice but who wouldn't just look where its been."

The New Clarendon Shakespeare for Canadian Students

Shakespeare, William

Hamlet

Oxford University Press 1963 285pp ill \$1.10

The new Clarendon *Hamlet* is edited by George Rylands who, it is supposed, is responsible for the unidentified introduction: forty-nine pages of excellent interpretive and background material about Hamlet the play, Hamlet the prince, style, plot, the play on the Shakespearean stage, and the text. There are brief excerpts of literary criticism by critics of the last three centuries, and biographical and vocabulary notes. Questions by W. R. McGillivray and a glossary by R. P. McDonald are included, but it is the especially fine introduction and explanatory notes that make the Clarendon *Hamlet* outstanding among school editions. Only the illustrations are somewhat out-of-date.

The New Clarendon Shakespeare for Canadian Students

Shakespeare, William

Twelfth Night

Oxford University Press 1962 182pp ill \$0.95

This edition of the plays has little in particular to recommend it other than an apparently serviceable hard cover binding. The introductory material is brief and undistinguished. There are questions and a glossary of terms. All lines of doubtful propriety have been searched out and removed.

The Heritage of Literature Series

Trollope, Anthony

The Warden

Longmans c1961 243pp ill

\$.90

This novel, one of the six Barchester stories, is set in the imaginary cathedral city of Barchester at the middle of the last century. The alleged mismanagement of a charity by the church is the theme of the book and, by means of witty satire and astute character drawing, the author manages to show evil on both sides of the question. A well organized introduction and concise notes are included.

Heritage of Literature Series

Ward, A. C.

Twentieth Century Prose 1940-1960

Longmans Green c1962 332pp

\$1.50

Longmans Canada Limited

This is a collection of short prose excerpts of outstanding British writers of the past two decades and includes selections by thirty-eight authors. Although all of the pieces are brief, the reader catches at least a glimpse of the styles of writers such as E. M. Forster, Christopher Fry, Virginia Woolf, T. S. Eliot, Kenneth Tynan, Gerald Durrell, and Joyce Cary. The inclusion of Bernard Shaw and Bertrand Russell is perhaps questionable as representative of British writing during the past twenty years, since the influence of both these men antedated the forties by several decades. Of course there are bound to be omissions in a book of this sort and one of the most notable is that of William Sansom. Moreover, limited as the book is to British prose, the title is perhaps misleading. Despite all this, the collection does contain much good reading in a diversity of styles.

YOUNG PEOPLE — NON FICTION

*Brown, Marion and Crone, Ruth

The Silent Storm

Abingdon Press c1963 250pp ill

\$3.95

G. R. Welch Co. Ltd.

In all the wonder of the miracle of Helen Keller, the miracle of Anne Sullivan, her teacher, has been overlooked.

How did it happen that Anne Sullivan was equipped with the special understanding, patience, and fortitude needed to give to an extremely handicapped physical being the gift of humanity? Strangely parallel to Helen's experiences in early life were Anne's experiences of frustration, rejection, and the instinctive fight to "be" and to "belong." Even to "become." The triumph was mutual, for with Helen's success came Anne's recognition of her own worth.

The material for this biography would be inspiring, no matter how dull the writing. The authors are inspired so that the reader catches fire, too. Few readers can go and do likewise, but few readers will be untouched by a story of faith and achievement told with full realization of its special qualities.

*Hyams, Edward

New Statesmanship, an anthology

Longmans c1963 290pp ill

\$5.50

This anthology, which is a collection of poems, stories, and articles, is a companion volume to *The New Statesman, the History of the First Fifty Years, 1913-1963*. Over seventy-five writers are represented in this volume, and the range of topics is correspondingly diverse.

The 1934 interview between H. G. Wells and Stalin is here, as is the 1957 letter of Khrushchev to Bertrand Russell. There is poetry by Robert Graves, Richard Church, W. H. Davies, Stephen Spender, and somewhat surprisingly, Mao Tse-Tung.

H. C. Bates has a 1926 short story called "Never." Arnold Bennett's "Leading to Marriage" appeared in 1930, and H. G. Wells' "Answer to Prayer" in 1937. Equally distinguished are the cartoonists and illustrators, including Low, Phelix, Trog, and Vicky.

A random list of contributors not already mentioned includes the following: W. H. Auden, Brendan Behan, Maxim Gorky, Graham Greene, Malcolm Muggeridge, J. B. Priestly, Paul Robeson, the Sitwells, Virginia Woolf.

It would seem that there should be a place for this book on the English or History shelves of reference libraries of our High Schools.

Lives to Remember Series

McKown, Robin

Benjamin Franklin

Putnam's Sons c1963 180pp ill \$4.00
Longmans Canada

Benjamin Franklin is described here as "many men in one — statesman, scientist, inventor, writer, humorist, philosopher, and friend of humanity who shared himself with all around him."

The writer tells us about this curious man from his boyhood in Boston to his enchanting term as ambassador to France and his last years as President of Pennsylvania. Since the man was vitally involved in the international, as well as civic, affairs of his day, the author provides an illuminating, though perhaps a little biased, commentary on the revolutionary period. Recommended for both American history and American literature students.

Orbaan, Albert

Powder and Steel

The John Day Company c1963 189pp ill \$4.50
Longmans Canada

Five notable battles of the 1800's come to life in this dramatic, extremely readable collection. Included are the Battle of New Orleans, the Charge of the Light Brigade, the romantic exploits of John Mosby during the American Civil War, the struggle of the negro 45th Massachusetts Infantry Regiment in the same conflict, and finally the shocking campaign of the British in Zululand.

The reconstruction of the events is expressed in a gripping, authentic tone, made vivid by frequent conversations and quotations from interesting documents. The leading characters in each instance are very well portrayed, giving the history strong overtones of biography. This, together with the author's attractive sketches and maps of the terrain involved, should make this book interesting to any American high school student.

There is one criticism this reviewer must make. The book is almost consciously anti-British and pro-American in the choice of battles, their outcomes and most especially their heroes. It perhaps cannot be otherwise in dealing with such "heroes" as Andrew "Old Hickory" Jackson and Lords Raglan and Cardigan.

Putnam Sports Shelf Series

Robinson, Ray

Stan Musial: Baseball's Durable "Man"

G. P. Putnam's Sons c1963 180pp ill \$4.25
Longmans Canada

This book traces the career of the man who put Donora, Pennsylvania on the map and who dominated professional baseball for over twenty-one years. The author, a sports writer and ex-baseball player, manages to keep the story personal by telling about Stan Musial's life outside the St. Louis Cardinal organization.

He is characterized as "a quiet man who doesn't milk applause with vaudeville flamboyance. He always appears to be embarrassed by adulation. He never showboats. He isn't an umpire-bater or a big mouth guy who talks down the other teams. He does it all with his big bat and his glove . . ."

***Rowland, John**

The Radar Man, The Story of Sir Robert Watson-Watt

Lutterworth Press c1963 143pp \$2.50
G. R. Welch Co. Ltd.

How does a man find his life's work? Is the decision made, and then the plan followed until the goal is reached? Or are there closed doors which, when opened with special keys, reveal unsuspected vistas of greater magnitude than those planned for?

This is the story of how a young student refused the keys of the classical education which carried prestige and sought for the keys of a scientific education which would enable him to be chief electrical engineer of a power station. A young dream for a young boy.

Scientific German, physics, chemistry were steps that led to almost incidental attendance at a conference of scientists, which, in turn led to new aspects of the scientific life. The new medium, radio, and the First World War led to research in weather, particularly electrical storms, related experience in Egypt, and the birth of radar which was a significant factor in the outcome of World War II.

The biography reveals a highly intelligent mind using opportunity to satisfy curiosity not tied by preconception. The goal was science. Mission achieved, but far beyond the earliest, wildest dreams!

***Schoor, Gene**

Young John Kennedy
Harcourt, Brace & World, Inc. c1963 253pp ill \$4.95
Longman's Canada, Ltd.

This very readable biography of the late President Kennedy should appeal to young people of all ages.

The years of childhood and youth at Hyannisport were filled with swimming, sailing and football, in company with other members of the large family. Life with Grandpa Honey Fitz, well known in Boston politics, with father Joseph P., American Ambassador to the court of St. James, with a handsome and charming mother, and assorted brothers and sisters was never dull.

School days at Canterbury and Choate had their share of ups and downs, as did college years at Princeton and Harvard. It was at the latter university that young John Kennedy received a back injury playing football that plagued him ever afterwards.

Graduation, travel on the Continent, work in the London office of the American Embassy, Commanding Officer of a P. T. boat in the South Pacific — events followed swiftly and dramatically. A Japanese destroyer ended the career of the boat, and the navy adventure of its C. O. A grim period of operations and hospitalization followed. After recovery began the new career in politics. Young Jack Kennedy won Jim Curley's seat in the House of Representatives. Climbing higher, he defeated Henry Cabot Lodge and became Senator for Massachusetts.

The biography ends in 1960 with John Fitzgerald Kennedy elected as the thirty-fifth president of the United States.

***Wymer, Norman**

Dr. Barnardo
Longmans c1962 150pp ill \$2.50

Eighteen hundred and sixty-seven, the year of Confederation, has long been an important date in Canadian history. But 1867 also marks a turning point in English social history. In the winter of that year, led by Jim Jarvis, a ragged half-starved London street urchin, Dr. Barnardo, a young Irish medical student, discovered eleven homeless boys huddled together on the roof of an old-clothes shop in the slums of East London. Thus began a lifetime of work in the slums of the East End of London.

This fascinating biography tells the story of Dr. Barnardo's life work. Descriptions of the slums of London, the cholera epidemic of 1866, the lodging-houses, the struggle to close the gin-palaces, notably the one called Edinburgh Castle, are unforgettable.

Gradually the picture brightened. thanks not only to Dr. Barnardo, but to Lord Shaftesbury and other statesmen of the time. First, a ragged school was opened in a donkey-stable, then the East End Juvenile Mission, forerunner of the Barnardo Homes. Coffee Palaces were substituted for Gin Palaces. Emigration to Canada was begun.

It is estimated that through the efforts of Dr. Barnardo and his associates, over 250,000 children were saved from starvation during Dr. Barnardo's life which ended in 1905. But his work goes on in the various Homes scattered throughout England, with eight in Australia, and one in Kenya. 100,000 children have been admitted to these homes since 1905, and the work still goes on.

YOUNG PEOPLE — FICTION

*Alter, Robert Edmond

Listen, the Drum!

G. P. Putnam's Sons c1963 189pp
Longman's Canada

\$4.25

This gripping story of a young American militiaman in the service of Colonel George Washington moves swiftly within the framework of the struggle between the French with their Indian allies and the Americans with the British regulars. Washington's problems include the resentment of his command by the British officers, the disorganization of his own militia and the treachery of one of the militiamen. The conflict of men against nature is made very vivid as well. Woven into the plot in an interesting manner are many Indian legends and superstitions.

The theme of this book is the strength of character, the brilliant strategy, the diplomacy and the attractive personality of the young Washington — qualities which were apparent even at this early stage of his career.

This is a well-paced historical novel of interest particularly to boys fourteen to fifteen years of age. It bears somewhat on the Grade Ten course in Canadian history with its emphasis on the military struggle of that time and the Abenaki Indians.

Sports Fiction Series

Bateman, Robert

Young Boxer

Constable and Company c1962 150pp
Longmans Canada

\$2.50

Whereas early teenage boys will sense that the school environment described in this story is divorced from reality, they will enjoy the account of an English school boxing team.

Johnny Parrish had been dubbed a coward for failing to take advantage of a crumbling opponent. It was essential that he now win back his self-respect. A competent coach, an understanding father, and a sympathetic mother help him in this aim.

Type is large, action is rapid, and characters few, making this a readable story for Junior High School Boys.

Gottlieb, Robin

So Much Can Happen

Funk & Wagnalls c1963 183pp
Longmans Canada

\$3.75

This is a novel for teen-age girls who would like to know more about life in a small residential college. Middlebrook is in New England, but it could be Macdonald.

Laura's problems — a difficult roommate, boys, extra-curricular activities, a C plus in Zoology, late leaves, money — are all part of the process of growing up. Laura survives her first year at college, losing some of her illusions along the way.

Hall, Marjory

Fanfare for Two

Funk and Wagnalls Co. Ltd. c1963 218pp
Longmans Canada Ltd.

\$3.75

This is another in the series of Marjory Hall's career-plus-romance novels for girls. The background life in a small public relations firm provides a good deal of vocational guidance for girls interested in this type of work. There are press releases, press parties, press kits in the life of the two girls who help publicize companies and products of many kinds. At times they act like junior executives on Madison Avenue. But all ends well as they become engaged to desirable young men. There may be a moral to this, but the reviewer has failed to formulate it.

Hunt, Lawrence J.
Curse of the Killer Whale
 Funk and Wagnalls c1963 182pp \$3.75
 Longmans Canada

Mr. Hunt writes interestingly about young men in challenging and mysterious frontier settings.

Mike Grant, a young engineer, puts loyalty before domestic interests and joins the secret service in uncovering a sabotage ring at an American missile launching site in Alaska. Killer whales, Indian superstition, treachery, and engineering problems combine to challenge Mike's ingenuity and fortitude.

The author's simplicity of expression, his moving and imaginative plot with its satisfying conclusion, provide a thriller for teenagers.

***Johnston, Norma**
The Wishing Star
 Funk Wagnalls c1963 243pp \$3.75
 Longmans Canada

Like the chief refreshment offered to visitors by the mother of this story — lemon-jelly cake — *The Wishing Star* is sweet, with a tang, and a refreshing account of a closely-knit, but very independent family in the year 1899.

The ingredients: Mr. Forrest is the new principal of a new school. He introduces new ideas with little or no opposition except from a lady on the staff who had hoped that the position would be hers. He has a minor crisis over the innovation of cheer leaders (acceptable), short skirts, ankle length (questioned, but acceptable), and tight sweaters (!). The latter was the result of a little too much industry on the part of the cheer leaders who adjusted the seams on sweaters much too large.

Mrs. Forrest (Cassandra to all her family), was once an actress and still possesses the grand manner. Sometimes it stands her in good stead. The children, Julie, seventeen, and Penelope, in elementary school, reflect the warmth of her love and the strong independence which she has tried to develop. Petruccio, the parrot, rounds out the family.

The "Wishing Star" is a brooch with a blue stone, possessing just as much as is ascribed to it.

Two of Julie's new friends, Sue, headstrong and impulsive, and Cathy, a combination of Camille and a victim of the Silver Cord, provide contrast.

Everyone in this story grows up, to some extent.

Mixed and blended with a sure hand, timed exactly, and with the right heat of interest and excitement, this recipe produces a tale of teens and their world which so rightly meets the needs and tastes of today's youth that every crumb should be devoured.

Piper, H. Beam
Junkyard Planet
 G. P. Putnam's Sons c1963 224pp \$4.50
 Longmans Canada

Writers who look into the future at the interplanetary space age use a special technique of inventiveness in vocabulary and situation, plus ability to make the most impossible events sound plausible. The author of *Junkyard Planet* has succeeded in doing so, to a great degree, in this story of life on a planet which has become a junkyard of war surplus equipment following a revolutionary war among the planets. The search for a supercomputer which will solve all the problems of the future leads to a revival of business and resultant prosperity for the entire planet Poictesme.

The writer has a Defoe-like touch in the use of detail to give an air of complete reality to the story. There is one hilarious account of the troubles of a couple of all-purpose robots which have been instructed to remove a big "hunk of junk;" as they both approach it, their anti-collision evasion systems force them to bounce apart as soon as they are within five feet of one another; then the order to pick up the junk takes over, and they start towards it again, only to fly apart as they near it. Also Oscar, the household robot, which answers when spoken to, and trails its vacuum-cleaner hose into the living-room at any and all times, adds a light touch.

For science fiction fans, this is a good book of its kind. For Age 14 up.

Thorvall, Kerstin

Girl in April

Harcourt, Brace & World c1961, 1963 158pp
Longman's Canada

\$3.75

In this romance, translated from the Swedish by Annabelle MacMillan, several of the problems of growing maturity are woven into the story of a young girl with some artistic ability who comes from a strict home into the freedom of the city of Stockholm, alone, as a student in a commercial art school.

Her protection is her gaucherie, her naïveté, and her initial shyness. She does not conform to the ideas of fashion design which her teachers and her fellow students possess, but she does work hard and they marvel at, and eventually admire, an original style which she finally develops.

More difficult than her art studies which she has the temperament and the capacity to develop and conquer, is her conquest of the social world, or at least, admittance to it. Using her eyes, her intelligence, and her common sense she makes this adjustment, too, without being slick and easy, or too primly proper.

Wilson, Barbara Ker

Last Year's Broken Toys

Constable and Co. Ltd. c1962 180pp
Longmans Canada

\$3.00

This is the third of Barbara Wilson's books for girls. It tells the story of young people who grew up in a town of Northern England, between 1939 and 1945. The war disrupts their quiet lives and gradually changes all their patterns of living.

For older high school girls, born after World War II, this book gives a good picture of life in England in war time, particularly of the changing place of women in modern society.

***Woolsey, Maryhale**

Keys and the Candle, The

Abingdon Press c1963 215pp ill
G. R. Welch Co.

\$3.25

The "Keys" are the letters of the alphabet, which can unlock the doors of knowledge; the "Candle" is the light which each scholar can kindle to drive away the darkness of ignorance, in this story set in England at the beginning of the 11th century. Strife between Anglo-Saxons and Danes, and general disregard of law and order, under the "unready" rule of Ethelred, lead many men to find refuge, peace and happiness within monastery walls. To one such refuge comes Rowan, a bonded servant, who through the kindness and understanding of his adored Lady Maia is to be taught to become a scribe. But all is not calm and peace within the abbey walls, and the account of his narrow escape from capture and death, his almost miraculous recovery from a crippling paralysis, and the final gift of his freedom from bondage, make an interesting story, as well as being a true picture of life in the Dark Ages of the history of Britain.

12 up. Gr. 6—9.

FRENCH

***Appia, Béatrice**

Conte de la Marguerite

Flammarion et Cie 1959 24pp
Albums du Père Castor

\$0.80

The text covers the entire page, while the adjacent illustration shows the setting, rather than close-ups of characters. Well-suited to the average 7 year-old (French-speaking) or to the 10 to 11 year-old (English-speaking).

Brault, Marie-Claire

Ni queue ni tête
Les Editions de l'Homme c1962 91pp \$1.00

This book is a collection of thoughts and paradoxes which are witty and pungent. Here are a few examples:

"L'argent peut acheter
 une conscience
 pas un coeur."

"L'imbécile est celui
 qui se croit
 le plus intelligent."

"Je fais ce qui me plaît
 toi ce qui leur plaît
 je te plains."

"Le plus beau sentiment,
 l'amitié désintéressé."

***Calmont, Marie**

Poulet-des-bois
Flammarion et Cie 1957 24pp \$0.95
Albums du Père Castor

Stories in this series, comprising *La Grande Nuit d'été*, *Le Petit Poisson d'or*, *La Bonne Vieille*, *Perlette*, and others, introduce the youngster to the supernatural. Suitable for the 8 to 9 year-old (French-speaking), or for the 10 to 11 year-old (English-speaking).

***Celli, Rose**

Les Petits et les Grands
Flammarion et Cie 1933 24pp \$1.30
Albums du Père Castor

Illustrated by Rojan, on large format (13 x 12 in.). May be read to the very young child (age 4 to 6). Informative text on twelve animals is suitable for independent reading by the 8 to 10 year-old (French-speaking), or the 11 to 12 year-old (English-speaking). In the same series: *Les Fleurs que j'aime*, *En famille*, *La Belle et la Bête*, and others.

Chantons

Gessler Publishing Company, N. Y. c1949 24pp. \$0.50

A collection of 27 of the most popular French songs and rounds. Included are: *Chevaliers de la Table Ronde*, *Auprès de ma blonde*, *Il a tout dit*, etc., and five Christmas Songs.

This book is particularly valuable for class teachers of elementary grades who teach their own French and who wish an economical booklet.

Chantons Encore

Gessler Publishing Company, N. Y. c1952 24pp \$0.50

A collection of 29 French songs none of which appears in *Chantons* (see previous review). The main feature of this booklet is that many of the songs are easy to dramatize: *Lundi Matin*, *Perrine était Servante*, *Petrouchka*, etc. Instructions for dramatizing these songs are found on the last page.

Included also are seven rounds, two Christmas carols and four French *bans* (cheers).

Daignault, Pierre

Vive la Compagnie
Les Editions de l'Homme c1961 126pp. \$1.00

A volume containing 50 folk songs of French Canada. The music as well as the lyrics is included for each of the 50 *chansons de chez nous*.

***Deleteille, Albertine**

La Plume mordorée
Flammarion et Cie 1960 24pp \$0.95
Albums du Père Castor

This book belongs to the series entitled 'premières lectures.' Illustrations awaken interest in accompanying text. Suitable for the average 10 year-old (English-speaking). In the same series: *Cachés dans la forêt*, *La Vache orange*, *Les Miettes de mon pain*, and others.

- *François, Paul
 Drôles de bêtes
 Flammarion et Cie 1960 16pp \$0.85
 Albums du Père Castor

Each of the fifteen illustrations of unusual animals is accompanied by six lines of text. Informative and appealing to the 8 to 10 year-old (French-speaking), or to the 11 to 12 year-old (English-speaking).

- *Lebel, Wilfrid
 The Business Vocabulary
 Les Editions de l'Homme c1963 92pp \$1.00

A short English-French Dictionary of Canadian business and commercial terms. This short dictionary which contains over 4000 business expressions is for the business man, the financier, the banker, the accountant, the secretary etc. However, it should prove useful to teachers of commercial subjects and teachers of French.

- *Lida
 Panache, l'écureuil
 Flammarion et Cie 1934 36pp \$1.35
 Albums du Père Castor

Belongs to the series entitled "Roman des bêtes," which also comprises: *Bourru, l'ours brun, Froux, le lièvre, Martin-pêcheur*, and others. Recommended for the average 8 to 9 year-old (French-speaking) or for the average 10 to 11 year-old (English-speaking).

- Robic, Raymond A., tech. prof.
 Conseils aux inventeurs
 Les Editions de l'Homme c1963 88pp \$1.00

Conseils aux inventeurs (Advice for Inventors) written in French by Professor Raymond A. Robic is a practical pocket-size book which aims to inform inventors in Canada and in most foreign countries on existing laws and procedures of patents, their effectiveness and obligations entailed.

This work covers a wide range of modern-day problems such as inventors in a giant plant working on company time, inventions closely related to others already patented, the long waiting period, particularly in Canada and the United States, due to the backlog of work in government administrations, and general remarks on the relation of inventors to the standard of living. This book will also be of interest to many persons who do not have a creative inclination.

It is not a difficult book to read in French; most first and second class Grade XI students would cope with the author's message. Professor Robic is fully qualified for his task having had more than forty years' experience among inventors, industrialists, and students of law and technology.

- *Turenne, Augustin
 Petit dictionnaire du "joual" au français.
 Les Editions de l'Homme. c1962 93pp \$1.00

A short dictionary to aid the person who is conscious of the movement to improve French in Quebec.

For the French Specialist this slim book would be useful in High School French Conversation classes since words and expressions are grouped according to daily life activities such as: *l'automobile, la banque, au bureau, à la campagne, le chemin de fer, à l'école*, etc.

Lists of *anglicismes, expressions à corriger, confusion de genre*, etc. are also included

- *Victor, Paul-Emile
 Apoutsiak
 Flammarion et Cie 1948 32pp \$1.55
 Albums du Père Castor

The purpose of the books in this series, 'les Enfants de la terre' is twofold: to provide story material gauged at the 9 to 10 year-old (English-speaking) or 8 to 9 year-old (French-speaking) level; and to supply (in finer print) social studies material at a level some three years higher. Other titles are: *Féfé des Antilles, Mangazou, Le pygmée, Amo, Le peau-rouge, Grégoire, petit paysan du Moyen Age*.

**MINUTES OF THE MAY 1963 MEETING OF
THE PROTESTANT COMMITTEE**
6000 Fielding Ave., Montreal 29, P.Q., May 24, 1963

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

Present : Mr. L. N. Buzzell, Mr. W. H. Bradley, Dr. C. L. Brown, Mr. A. K. Cameron, Mr. R. J. Clark, Brig. J. A. deLalanne, Mr. G. A. Golden, Mr. J. R. Latter, Dr. C. E. Manning, Dr. S. E. McDowell, Mr. K. H. Oxley, Hon. J. P. Rowat, Mr. T. C. Urquhart, Mr. E. T. Webster, Mr. T. M. Dick, Mr. Robert Japp, Mr. G. A. McArthur, Mrs. A. Stalker, Mrs. Roswell Thomson, Mr. H. S. Billings, Director of Protestant Education and Dr. E. Owen, Secretary.

Apologies for absence were received from the Superintendent of Education, Hon. W. M. Cottingham, Most Rev. John Dixon, Hon. G. B. Foster, Dr. F. C. James, Prof. D. C. Munroe, Dr. R. H. Stevenson, Dr. Ogden Glass.

The minutes of the previous meeting were approved on the motion of Mr. Cameron, seconded by Mrs. Thomson.

The English version of the Report of the Royal Commission of Inquiry on Education (Part One) was distributed to the members.

In accordance with the recommendation of the Executive, it was agreed that groups interested in Protestant education be invited to a meeting to be held in the Conference Room, 6000 Fielding Avenue, on June 17 at 8 p.m., at which Professor Munroe had kindly consented to be present to explain the Report, and that if necessary a special meeting of the Protestant Committee be held at the call of the Chair to consider any questions arising from the Report.

Mr. Billings was congratulated by the Chairman on being awarded the degree of D.C.L. by Bishop's University.

Brig. deLalanne reported on behalf of the Technical Education Sub-Committee which had held two meetings to study the Tremblay Report on Technical and Vocational Education.

The report of the Director of Protestant Education contained the following information:

(1) The Teacher Training Committee has approved the establishment of a French Branch at the Institute of Education.

(2) Murdochville Intermediate School was destroyed by fire on April 29.

(3) A summer school will be held again this year for teachers in Labrador schools.

(4) The dissentient school municipality of Cadillac has been abolished.

(5) A series of bulletins on Guidance is being prepared at the Department of Education for distribution to all secondary schools.

(6) During the fiscal year ending March 31, 1963, seventeen new schools or extensions to existing buildings were completed and accepted, comprising 146 classrooms and two gymnasiums.

The following recommendations contained in the report were considered separately:

(32) On the motion of Mr. McArthur, seconded by Brig. deLalanne, the authorization by the Director of Protestant Education of a modified curriculum in Grades VII-XI of Rosemere High School was approved for an experimental period of five years.

(33) On the motion of Mr. Cameron, seconded by Mr. Japp, the payment of the following amounts was approved from the funds at the disposal of the Protestant Committee:

1. \$580 to purchase French film-strips and phonograph records for our Film Library.
2. \$450 to Lennoxville School Board to provide an experimental course in the Cuisenaire method of teaching arithmetic.
3. \$500 to assist in the operation of the Q.A.P.S.A. Workshop at Bishop's University in August 1963.
4. An amount not exceeding \$200 for annual fees for Canadian Association of School Superintendents and Inspectors on behalf of 16 Inspectors.
5. \$400 for French books for Saguenay Valley French Class.
6. \$20,000 for experiments in teaching by means of television to the Protestant Board of Greater Montreal.
7. \$1,000 to the School Trustees of Coaticook toward the cost of educating 15 pupils residing in Bishop Mountain Hall.
8. \$2,000 to West Island School Board for experiment in Cuisenaire method of teaching arithmetic.
9. A bursary of up to \$600 to Miss Colette Gosselin to assist her to attend summer school in 1963.
10. \$1,000 to the School Board of Cox (New Carlisle) for the purchase of library books.
11. \$1,800 for the purchase of library books for Labrador schools.
12. An amount not exceeding \$500 to the Protestant School Board of Greater Montreal for the purchase of textbooks to be studied in the preparation of the course for French Protestant pupils.

13. An amount not exceeding \$3,000 to pay the cost of a bill for uniting the school boards of Chambly County.
14. A total amount not exceeding \$500 to be placed at the disposal of the Director of Protestant Education for miscellaneous unforeseen expenses.

(34) On the motion of Mr. Dick, seconded by Mr. McArthur, payment of the following amounts was approved for the operation of a course for the non-teaching staff of youth protection institutions: Mr. Guy Lapointe — \$600; Dr Verity Ross — \$300; Prof. Mary Stevenson — \$300; Montreal Council of Social Agencies — \$200.

(35) On the motion of the Hon. Mr. Rowat, seconded by Mrs. Stalker, it was agreed that the P.A.P.T. be asked to administer the Callista Burnham Trust Fund (hitherto administered by the P.A.P.T. representatives on the Pension Commission on the authorization of Dr. W. P. Percival) and that Mr. Bradley be requested to carry out the transfer of the trust.

(36 and 37) On the motion of Mr. Dick, seconded by Mr. Urquhart, it was agreed (a) that the West Island Board be permitted to continue for two more years (until June 1965) its experiment in subject promotion and (b) that a committee consisting of Mr. H. G. Young (chairman), Mr. P. N. Hartwick, Mr. K. H. Annett and Mr. G. L. Rothney (with power to add) be appointed to report to the Education Sub-Committee on possible modifications either in grade promotion or in subject promotion or in both, which will enable the two systems to operate concurrently in the Province without causing hardship to pupils transferring from one to the other.

(38) (a) On the motion of the Hon. Mr. Rowat, seconded by Brig. deLalanne, the recognition of the nineteen independent secondary schools recognized for the year 1962-63 was approved for the year 1963-64 with the exception of Harterre House and the Ross High School and with the addition of the Rabbinical Seminary "Merkaz Hatorah" of Canada (not previously recognized), subject to their complying with the regulations of the Protestant Committee, to the receipt of a satisfactory report of inspection early in the school year, and, in the case of the five Jewish schools, to the approval of the Catholic Committee or the Council of Education.

(b) On the motion of the Hon. Mr. Rowat, seconded by Mr. Urquhart, it was agreed that the applications of Harterre House and the Ross High School and any further applications for recognition be referred to the Executive Committee with power to act.

(39) On the motion of Mr. Japp, seconded by Mrs. Thomson, it was agreed that for the school year 1963-64 the closing day shall be Tuesday, June 23, 1964.

The Director's report was received on the motion of Mr. Oxley, seconded by Mr. Latter.

The report of the Education Sub-Committee contained the following recommendations:

(1) (a) That the report of the French Protestant High School Course of Study Committee be approved and that, if the authorization of additional texts that may have become available is sought for the year 1963-64, Mr. Dick be empowered to submit a request to the Protestant Committee at its September meeting. (A list of texts recommended for authorization is attached.)

(b) That the Canadian History Work Book referred to in the report be produced in the form of a text, not of a work book, and that its production be subject to the approval of the Director of Protestant Education and to a satisfactory arrangement with the original author and publishers.

(c) That the possibility of providing a Home Economics course in French and based on French texts be investigated by the Curriculum Department of the Greater Montreal Board.

This was approved on the motion of Mr. Dick, seconded by Brig. deLalanne.

(2) That Mr. Dick, in consultation with Mr. Oxley, Mr. Perks and Dr. Owen, be empowered to approve any recommendations that the Elementary French Protestant Course of Study Committee may wish to submit to the Protestant Committee for consideration at its May meeting. (A list of texts recommended for authorization is attached.)

This was approved on the motion of Mr. Oxley, seconded by Mr. Dick.

(3) That the syllabus drawn up by the Physics Committee for Grades X and XI be approved, that the Committee be reconvened to review it in March 1964, and that the Committee's recommendation that courses be offered for teachers of Physics be referred to the Director of Protestant Education.

This was approved on the motion of Mr. Dick, seconded by Mr. McArthur.

(4) (a) That the High School Leaving Board be asked to consider the advisability of adding fifteen minutes to the time allowed for each paper in the Grade XI examination, on the understanding that there should be no increase in the time needed to answer the paper but that pupils may begin to write as soon as the paper is distributed.

(b) That boards whose schools will be teaching Grade XII in 1963-64 be asked to give particulars of any demand in their schools for Grade XII courses not now offered.

This was approved on the motion of Mr. Dick, seconded by Mr. Japp.

(5) (a) That, as recommended by the PAPT Mathematics Committee, the Grade XII Calculus assignment be amended as follows:

"The theorems on the following pages of Richmond, Introductory Calculus, may be presented, but the pupils should not be required to know the proofs: pp. 31-33, 115-119, and generalization of proof at the bottom of p. 124 and the top of p. 125."

(b) That the recommendation of "Elementary Logic for Secondary Schools" for teacher reference, as requested by the PAPT Mathematics Committee be considered at the next meeting after this text has been examined.

This was approved on the motion of Mr. Dick, seconded by the Hon. Mr. Rowat.

(6) That for the year 1963-64 the novels which were formerly authorized for the Grade XII English Literature course but have been removed from the revised course remain as alternative authorizations and that Kenilworth, Quentin Durward, Lavengro or The Mayor of Casterbridge may be selected under Section III(a) of the course and Lord Jim, A Passage to India or The Man of Property under Section III(b).

This was approved on the motion of Mr. Dick, seconded by Mr. Oxley.

Mr. Perks gave a summary of the work so far accomplished by the Educational Television Committee.

The report was adopted on the motion of Mr. Dick, seconded by the Hon. Mr. Rowat.

On the motion of Mr. Golden, seconded by the Hon. Mr. Rowat, it was agreed that the plan submitted by Mr. Billings for the redistribution of inspection areas, to come into effect in September 1963, be approved in accordance with Section 29, Paragraph 2, of the Education Act.

On the motion of the Hon. Mr. Rowat, seconded by Mr. Japp, a resolution of the Quebec Association of Protestant School Boards recommending the extension of the period during which holders of university degrees may be permitted to teach without obtaining a diploma was referred to the Education Sub-Committee.

On the motion of Mr. Oxley, seconded by Mr. McArthur, it was agreed that Châteauguay Intermediate School be raised to high schools status, beginning with the school year 1963-64.

The Hon. Mr. Rowat presented the report of the Nominating Committee.

On the motion of the Hon. Mr. Rowat, seconded by Mr. Bradley, Mr. Robert Flood was appointed Associate Member of the Protestant Committee to replace Professor D. C. Munroe who has been appointed a member of the Council of Education.

On the motion of the Hon. Mr. Rowat, seconded by Mr. Bradley, it was resolved that the Government be asked to appoint Dr. H. Rocke Robertson (replacing the late Professor J. U. MacEwan) and Mr. R. C. Rae (replacing Senator C. B. Howard, resigned) to the Protestant Committee.

On the motion of the Hon. Mr. Rowat, seconded by Mr. Oxley, Professor D. C. Munroe was appointed Chairman of the Protestant Committee for five years, beginning July 1, 1963, to replace Mr. L. N. Buzzell, whose term of office had expired.

Mr. Cameron, on behalf of the Protestant Committee, and Mr. Billings, on behalf of the Protestant Section of the Department of Education, expressed their appreciation of Mr. Buzzell's services as a member of the Protestant Committee since 1940 and as Chairman for the past six years. Mr. Buzzell thanked the Committee and the Department for their unfailing support.

Mr. McArthur, who was present for the last time as an Associate Member representing the P.A.P.T., thanked the Committee for the friendly association he had enjoyed with it during the past three years.

There being no further business, the meeting then adjourned to reconvene at the call of the Chair.

E. OWEN

Secretary

H. S. BILLINGS

Director of Protestant Education

L. N. BUZZELL

Chairman

When we think of teachers whose experience has been long, whose service has been effective, whose influence has left its mark, we call such teachers "dedicated."

New and youthful members of the profession desiring to "educate for responsibility" must, armed with courage, with wisdom, and with insight, be committed to responsibility for education if they are to win that accolade.

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A WISHFUL REIGN

The night winds howl
As I shiver in bed
With a million thrilling
Fantasies soaring through
My head.

The thunder crashes,
And lightning appears
In stark, silent flashes
As my ears
Await the thunder's next
Volley.

In frenzied excitement
I steal to the window sill,
Intrigued by the storm's
Wild urge to kill.

I throw up the screen,
And the wind rends
My hair.
And I look up
To the raging heavens.
And midst the hail
I see some stairs
In the storm's horrible fury.

I ask Nature to let me go up
And be Queen of the Storm.
But that is selfish, for
I am merely a human form.

Kathy Elliott
Grade VI
St. Lambert Elementary School

