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MORNING HYMNS

TO AUTUMN

Sweet vesper hour of the closing year,
Soft, twilight season, beautiful and blest,
Which brings the clustered grape and ripened ear
And gently folds the tired earth to rest:
I shall not long for rapture that has been,
Old loves, old pictures, flowers that are dead,
While all the wood is clothed in damascene,
And crimson banners float above my head.

Now the last gold-finch stops to fuel for flight,
And soon departs, his wing a shining blade,
The robin flutters in my favorite tree
And scatters rowan-berries on the glade.
The first white frost has struck the standing corn;
Across the lawn the blades of grass are spun
With silver cobwebs in the dew of morn,
Which melt like fairy fibril in the sun.

Too soon, too soon the brumal north-wind sweeps
Down the long aisle of golden forest floor
Driving before it, in brown, whispering heaps
The leaves which swirl around October's door.
I do not fear the Winter's icy breath;
Fragrance will linger though it blight the rose—
This is but lovely sleep—it is not death.
Autumn: I drink this beauty ere it goes.

—Dorothy Dumbrille.

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THE EDUCATIONAL RECORD

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

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Vol. LXII

QUEBEC, OCTOBER-DECEMBER, 1946

No. 4

EDITORIAL

CELEBRATIONS FOR THE CENTENARY OF 1846

The Provincial Association of Protestant Teachers of Quebec won many friends by curtailing its programme for the recent convention, thus allowing pupils to remain in school a day longer than they would have done at that time under ordinary circumstances. The reason for the curtailment was the delay in opening the schools last September due to the epidemic of the dread poliomyelitis which attacked nearly two thousand children in the Province.

At the Convention the Centennial of the Education Act of 1846 was strongly featured. The cover of the Convention programme was richly and tastefully designed, the words "Education 1846-1946, Yesterday, Today, Tomorrow" being repeated across its face in a very skilful and artistic manner. An essay competition had previously been conducted by this magazine.

In his presidential address, the retiring President, Mr. C. Wayne Hall, outlined the history of the eighty-two years of the life of the Provincial Association of Protestant Teachers of Quebec, and the Director of Protestant Education traced the development of education in the Province.

A room was set aside for an exhibit of old textbooks which dated back to 1802. Included in the display were some horn books which were used extensively on this continent in the seventeenth and eighteenth centuries. These had been lent for the purpose by Dr. Gerhard Lomer, Librarian of McGill University. An old exercise book used by a certain John Potts in Hull in 1806 was also displayed. Contrasted with this was the volume entitled ACROSS THE YEARS which had been written for the occasion and which the publishers had succeeded in getting off the press and completed the very day on which the Convention opened. This book has since been distributed to the schools. Every classroom teacher should have a copy for the classroom library and any school which did not receive its quota should state its requirements to the Department of Education.

The *pièce de résistance* of the Convention, however, was the showing of the film ON WHICH WE BUILD, the script of which had been written by Mr. C. Wayne Hall, Supervisor of English for the Province, and the photographs for which had been taken in kodachrome by the Cine-Photography Department

of the Provincial Government. A packed audience of teachers viewed it when it was shown for the first time in the Assembly Hall of the High School of Montreal. The film contains a few photographs of the schools of yesteryear but abounds in pictures of school conditions, pupils and teachers of today.

A copy of this film has been made in black and white and two duplicates in colour have been prepared. They are now available on loan to schools upon application to the Film Library of the Department of Education in Quebec.

This is the fourth moving picture that has been made by members of the Protestant side of the Quebec Department of Education, the others being *The Protestant Schools of Gaspé*, *The Lure of Quebec*, and *Protestant High Schools of the Province of Quebec*. These are all in colour but are silent. **ON WHICH WE BUILD** is the first sound film produced by the Department.

TEACHER EXCHANGE

Teachers wishing to go on exchange to another Canadian province or to the United Kingdom for the year 1947-48 should obtain application forms from the Department of Education.

Applications should be sent in by February 1st when they will be forwarded to the Secretary of the Canadian Education Association, who will attempt to match all applications that are received and submit the proposed arrangements for the approval of the departments of education and school boards that are concerned.

A bursary of \$50 will be given by a commercial company to all teachers going on exchange in order to help pay travelling expenses.

CHANGES IN REGULATIONS

(1) **Concerning attendance at a Professional Summer School:**

Regulation 126 of the regulations of the Protestant Committee has been changed so as to compel teachers seeking advanced intermediate diplomas to attend a professional summer school for at least one of the three summer sessions required. The purpose, of course, is to ensure additional teacher training work before teachers can benefit by receiving advanced diplomas, and salary increases that may follow.

(2) **Concerning the requirements for teachers trained elsewhere who seek Quebec Diplomas:**

Regulation 162 has been altered so that candidates for High School and Specialists' certificates on the basis of their extra-provincial qualifications must pass examinations in Methods of Teaching in elementary and secondary schools instead of in French as previously required. They will, however, have the option of completing the conditions for Quebec diplomas either on the new or old basis for the next two years. Teachers trained elsewhere who are seeking Quebec elementary and intermediate diplomas must still meet the requirements in French as stated in regulation 162.

CANADIAN CITIZENSHIP

The Canadian Citizenship Act passed by the Federal Government at the last session of Parliament, will come into operation on January 1st, 1947. On that date, all persons born in Canada or who have been in Canada for five years will automatically become Canadian citizens. Such persons will at the same time retain their British citizenship. Non-British subjects and new immigrants may secure citizenship after a residence of five years by appearing before a judge, passing an examination and securing a certificate. The term of residence required for the non-Canadian wives of Canadian citizens shall be a minimum of one year; they will not automatically become Canadian citizens in the future as at present.

The week of January 5th to 11th is to be observed as Citizenship Week throughout Canada. During this week ceremonies will be held in Quebec, Montreal, and other leading Canadian cities, the main feature of which will be the presentation of certificates of citizenship to many new Canadians. These will be broadcast over the Canadian network and will be filmed by the National Film Board.

Teachers are urged to bring this matter to the attention of the pupils, to explain its significance, to tell the children that their parents now are or may become Canadian citizens and that they themselves may look forward to becoming Canadian citizens when they reach the age of twenty-one.

HEALTH WEEK — February 2-8, 1947

The Health Week programme of February 1946 promoted by the Health League of Canada was remarkably successful, owing to the fine co-operation of the nine provincial Departments of Education and of Health, the schools, churches, Home and School Associations, Women's Institutes, Service Clubs and other groups, press, radio and film.

The Health League of Canada is planning a more comprehensive Health Week campaign for February 2-8, 1947. It is hoped that all organizations interested in any way in the improvement of personal and public health will join in this movement. Health is so fundamental for individuals and communities that it is good citizenship to do anything to promote better health. A Canada with "optimum" health would lead the world in this great national asset.

The Health League of Canada earnestly requests the co-operation of the teachers and schools, especially in making known and supporting this Health Week Campaign. Booklets or informational leaflets will be sent to all schools in ample time for the opening day, Monday, February 3rd, 1947. Should such literature not arrive in due time, kindly write the Health League of Canada, 111 Avenue Road, Toronto, and it will be sent at once.

QUEBEC SCHOOLS MAKE HISTORY*

Few people seem to realize that history is being made every day. One has but to read such a book as Frederick Lewis Allen's "Only Yesterday" to realize that the events of the last three decades have resulted in astounding changes—two world wars, the Coolidge prosperity, the Great Depression, the advent of radio broadcasting, women's suffrage, and its correlatives of the working woman and the semi-abandoned home, the motion picture and the changed theatre, the airplane, the chain-store, prohibition, racketeering, the stock market crash, the atom bomb. All of these things and more have made history during the lifetime of all of us here tonight.

Education in Quebec similarly developed almost imperceptibly to the people of the day. The pages of its history show that deep and untiring thought was consecrated to its service and that much trial and error were in operation before success was attained. The story of the development of Education in Quebec is fascinating because it contains the record of the struggle of two cultures for freedom to expand and hand down their own traditions to succeeding generations. The solution reached after almost a century of continued efforts following the cession of New France contains the elements of genius. That the solution is still effective and satisfactory is a tribute to the goodwill not only of government and public bodies but also of the individuals who inhabit the province and avail themselves of the two separate systems that have been worked out within a common framework of legislation. It is a solution which thoughtful citizens of succeeding generations will learn to appreciate and uphold.

This is the centennial year of the Education Act of 1846, the Act upon which present day legislation in Quebec is based. Before 1846 there had been a good deal of legislation. One law and another had been proposed, put on the statute books, amended and re-amended. Almost imperceptibly, but steadily, a good structure was raised. A few people knew the laws then as now, but the masses knew little about them nor did they realize their significance. Even those who knew them best, including those who framed them, could scarcely conceive that the principles which they enunciated would live for a hundred years and more, for it is only in the light of history that thoughts, events and activities can be proved to be great.

In the Act of 1846 all previous Acts concerning education were repealed and the following principles were written into the Statutes of Lower Canada: Common schools were to be set up in each municipality, the School Boards were to be independent of the municipal councils, the Boards could engage teachers, regulate the course of study to be followed in each school, levy taxes, set the school fees, determine the time for the annual examinations and generally manage the schools. Textbooks must be those recommended by the Board of Examiners, and teachers could be removed from their positions only "for cause". The conditions under which school boards were entitled to government grants were also specified.

By the new Act, persons professing a religious faith different from that of the majority in a community might notify the school commissioners of their

*Address given at the Annual Convention of the Provincial Association of Protestant teachers of Quebec and broadcast over CBM on October 10, 1946.

intention to withdraw from their control and set up a Board of trustees who would have the same powers as school commissioners but would operate the schools of the minority in a district. This was known as the principle of **dissent**.

"Dissent" is peculiar to Quebec and is fundamental to our educational system. This principle was first incorporated in the legislation of 1841 and so well was it received that it was re-enacted in 1846. So ably was the law written that it was soon called "the great character of education for the Province of Quebec".

One hundred years ago there was only a framework of an educational system in Quebec. The closing in of the structure took many years. The fight over taxation for purposes of education, which had commenced some years before, was still on, many people contending that it was not right to tax for the education of other people's children. An ingenious compromise was devised for a short time whereby those who objected to paying taxes might make a "voluntary" contribution to educational funds, but the legislature took the precaution of stipulating that the "voluntary" contribution should be not less than that which would be exigible from the proprietor in taxes in any event.

The history of education in the Province of Quebec shows that, from the date of the settling of the little colony at the foot of Cape Diamond in Quebec City, efforts have been made to provide some kind of schooling. Eight years after Champlain founded Quebec the process began, the Indian children being the first to benefit. The early Récollets and Jesuits were indeed enthusiastic over their work, and teaching orders and lay men and women instructed both Indians and French children. In the earliest days of the British régime, General Murray, the first British administrator, provided a teacher and a schoolmaster for the children of both military personnel and civilians. As the number of British immigrants increased, a decided clash of ideologies occurred between the two races. When the issue was joined, a period approaching educational stagnation resulted. Succeeding legislatures grappled with the problem, but no effective solution was reached until it became clear that no one system of education would satisfy the contending parties, each of which desired to preserve its race, language, creed and system of instruction. The schools were placed inside of politics and out of it at various times. The creation of a Ministry of Education following Confederation was recognized as a major error, and a Council of Education was created to remove the schools from undue political influence. Even this did not satisfy, for it soon became clear that the interests of Protestants and Roman Catholics would be served much better by a division of the Council into two independent and fully responsible Committees whose powers would be wide and their autonomy complete. Not until 1876 was this effected, but from that date, just seventy years ago, each Committee has built up a system of education that, in general, suits its constituents and enables each race to follow its own propensities without embarrassing or hampering the other.

The question is often asked why the Council of Education does not meet oftener than it does, its last sitting having taken place on November 24, 1908. The answer is that it was not intended that it should meet. For that reason, each Committee was given plenary powers so that each could make its own regulations for the organization, administration and discipline of its schools,

frame its own courses of study, approve the textbooks used in its schools, control its own Normal Schools and Boards of Examiners, keep its own records and act as a corporation within its own rights. These are its prerogatives and privileges and therein lies its strength. Only matters that jointly concern the two Committees, such as the teachers' pension fund, are under the Council—and the Pension Commission is itself a statutory body.

Quebec has had some very good schoolmasters and schoolmistresses. Brother Pacific Duplessis, who taught in Three Rivers in 1616, was the first master, and Marguerite Bourgeoys, who came to Ville Marie in 1653, was the first schoolmistress in Canada's metropolis. The leading Protestant masters included the Rev. John Stuart who began in 1781, and Alexander Skakel who landed in Montreal in 1799. Dr. H. Aspinwall Howe, Dr. S. P. Robins, the Rev. R. Burrage and Dr. Daniel Wilkie taught at later dates.

On the other hand, some very poorly prepared people undertook teaching duties. The Rev. John Stuart said of his assistant, Mr. Christie: "I could have dispensed with his ignorance of the English language and faulty accent, but when I found him unacquainted with the rules of common arithmetic and often obliged to apply to me (in presence of the pupils) for the solution of the most simple question, I could no longer doubt of his inefficiency." That was the situation; some schools were good and others were bad—very bad.

Determined efforts were necessary to establish good schools in Quebec. Within thirty years of the Cession, the government began to pay grants to schools. At the turn of the nineteenth century, provision was made for the creation of the Royal Institution for the Advancement of Learning, an institution which is perpetuated today only through McGill University. This Institution failed because it was the attempt of some people led by the Bishop of Quebec to anglicize the French and to make the schools unilingual and English. Subsequently, the Legislature passed a bill to allow the parishes (the **Fabriques** or church councils) to establish schools. These suited the French Canadians much better than the Royal Institution, for they were managed by the priest and the churchwardens, who made sure that the French language would be retained in the schools, and that religious instruction would be taught adequately. The income for the schools was derived from parochial funds and voluntary contributions, no system of taxation yet being in force. Further efforts to improve the schools at this time met with but meagre success. One of these put them under the control of Visitors to whom all grants were paid. These Visitors included members of the Legislative Council and of the Legislative Assembly, ministers, curés, judges and militia officers, who were compelled to visit schools at least once a year and to recommend payment or non-payment of the government allowances. The Visitors were to be paid their expenses and to have an allowance which they could pass on "to encourage the children." Among their powers was the dismissal of teachers. This unfortunate system of political control through members of the Legislature soon failed, and French Canadians in particular have not forgotten its lessons.

Down to this time all schools had been "common" schools, but in general, the common school did not suit the people of Quebec Province. The English people wanted their own schools, with their own language and their own char-

acteristics, and the French Canadians wanted their schools, conducted in their language and with the main features dear to their hearts. The consequence was that legislation was brought down to provide State schools conducted by the majority and to introduce for the minority a parallel system of State schools according to the plan of dissent which has already been explained. No one should try to belittle the dual system of education in Quebec for it has worked very well over a long period of time.

Some other features of the education in force one hundred years ago are worthy of remark. Examinations conducted by the teachers were held to which the public were invited. These took place each day for about a week from 10 to 12 A.M. and 2 to 4 P.M. in such subjects in the high school as Latin, Greek, French, Arithmetic, Algebra, Geometry, History, Geography, Physics and Religion. The absence of examinations in English is very noticeable.

Not all schools were equally efficient, but some teachers carefully concealed the faults of their pupils during the public examinations. In the Eastern Townships, when spelling lessons formed a large part of the curriculum, the manager of one of the schools announced his intention of visiting the school. The master thereupon informed his senior pupils that they must do their best, but he would not correct them, so that they would not feel humiliated in the presence of the visitor. So far did their ability surpass that of the manager and his expectations that before leaving he wrote in the Visitors' Journal: "They are doing fine. They spell like the Devil. Never missed a word."

Not only were public examinations conducted in the elementary and high schools. The Normal Schools also had their displays. The first session of the McGill Normal School, in 1857, closed in the following manner, examinations, musical programme and speeches by important men being commingled in an altogether delightful fashion:

At 2:00 P.M. the teachers in training were assembled in the large hall where a number of the clergy, gentlemen connected with McGill, and a respectable audience were in attendance. The Principal (J. W. Dawson) gave an address, after which a public examination was conducted.

Professor Robins examined the class in Arithmetic, following which the Lord Bishop of Montreal addressed the teachers, expressing his satisfaction with the work of the school.

An examination in Geography followed by Professor Hicks; in Algebra and Geometry by Professor Robins; and in Grammar by Professor Hicks. After a musical exercise conducted by Professor Fowler, the class was examined in French by Professor Fronteau and in Geology by the Principal. At the close of the examinations, the Principal stated that, had time permitted, the subjects of History and Natural Philosophy would also have been entered upon. Enough had, however, been done to show the methods pursued in the school and, to some extent, their results.

The Hon. Mr. Justice Day expressed the pleasure he had derived from the examination and his conviction of the great public utility of the Normal Schools. He then contrasted the past and present condition of education, and anticipated its future as a result of the efforts then being made.

The Superintendent of Education, Hon. P. J. O. Chauveau, addressed the class and said that we now had three Normal Schools in the Province, this one with 45 female and 6 male teachers, the Jacques Cartier and Laval Normal Schools with 27 and 22 male teachers respectively. He hoped that those who were not entitled to diplomas would return to the school next year. The true teacher must be forever a student. Concerning the relationship between a teacher and his class, the Superintendent said: "Kindness to them will be the best rule, but it must not exclude firmness. With the parents and the school commissioners politeness will do a great deal, but you must at the same time be on your guard and not allow the parents to interfere in the discipline of the school, except so far as by reason of the delicate health of a child he may be exempted from certain duties. When anything is asked from you by a parent which you think cannot be granted without injuring the discipline of the school, you must not be rude to him, but your only answer must be: 'I cannot do it!'" He then dwelt at length on the duties of teachers and exhibited a diploma printed on parchment which, when passed around, was found to be very elegant and creditable to the printers.

The Parting Hymn was sung by the class and the benediction pronounced. I wonder how present day students would enjoy closing exercises of that kind!

It seems strange to the modern generation who have been brought up in coeducational institutions that there was a time not long ago when the privileges of higher education, in Quebec, as elsewhere, were denied to women, except in private schools. It would be stranger still if the Principal of McGill University were to say today what one of his predecessors did only about sixty years ago, that if the classes were of a compulsory coeducational character and untoward results were to follow he would feel himself "morally disgraced, and that is a risk which I do not propose to incur on any consideration whatever."

Until the year 1884 girls could write the high school leaving examinations but could not gain the old A. A. (Associate of Arts) certificate. Nor, if they entered college, could they get a degree. They were not awarded the A.A. certificate because they might use it to claim admission to the university, and such a claim could not be allowed. They might write university examinations and pass them but the only reward they could expect would be the award of another type of A. A. Certificate.

It happened that, in 1884, an extraordinary event took place in Montreal when two women from the newly opened High School for Girls topped the examination lists. That caused a sensation around the city. That is a sensation that has often been repeated since then. The Rev. Canon Norman, a member of the Protestant Committee at that time, had declared a few years previously: "The love of study and the duties of the (mental) callings would be apt to crush out of women what is delicate, tender and lovely." He added "We do not desire to see the future mothers of our people pale, attenuated bookworms, prematurely bowed."

Sir William Dawson heard of the success of the young women, but its significance did not dawn upon him at first. Mr. Donald A. Smith, later Lord Strathcona, informed him of the fact and offered \$50,000 to McGill if it would establish collegiate classes for women. After a great deal of discussion the classes

were opened and they were made coeducational. Eight graduates came from that first class of 1888 of whom five are still living, namely: Miss Alice Murray, of Berkeley, California, Miss Donaldda McFee, of Westmount who attended the McGill Reunion last week, Miss Jane Palmer, of Montreal, Dr. Grace Ritchie England, a famous physician of Westmount, and Mrs. William Breithaupt, of Kitchener, Ontario. Evidently the opening of classes for the higher education of women has not detracted from these women's lease of life, as they are all octogenarians today.

In the country districts there was a great deal of unevenness in the quality of the early education provided in the schools, its nature being dependent upon the character and competence of the teachers. In some schools, notably Charleston Academy (now the Hatley Intermediate School), the curriculum offered was similar to that then taught in the High School of Montreal. In others it was pitiable. School buildings varied also. They were generally built by public subscription and, sometimes, with some small government assistance. They usually consisted of mere shells, boxlike in structure, with little equipment and frequently without heat in winter, or with heat supplied by means of a fireplace located at one end of the schoolroom. Supplying the wood for those schoolrooms that were heated was a responsible business. In some cases, proprietors were required to have their share of the wood cut and corded at the schoolhouse door by April 1st or be deprived of their privileges in the school. An equitable proportion from all was guaranteed by the appointment of an "inspector of the wood."

Discipline was kept with a firm hand in many places. On May 3, 1879, the Quebec Board authorized Mr. Ferguson, one of the masters, to expel any boy found chewing tobacco in the school after being warned of the consequences. Robust or muscular pedagogy was then in vogue and children at school were accustomed to take their daily canings almost as regularly as they took their meals. Standing on the floor holding a book out at full length of one arm was a familiar punishment. Sending a boy over to the girls' side of the room and compelling him to sit between two of the big girls was a degrading punishment for a proud boy. One of the headmasters of the Artillery Street School used to meet the boys at the school door regularly and apply the taws liberally on their legs. In their turn, the boys hid behind a neighbouring fence and gave him a liberal dose of snowballs. The same principal would begin school at the hour he desired. He would take a basket and shop at the adjacent market, opening the school doors after he had finished his business there. Then he whipped the boys who came in late!

It was said in the old days that next to the pulpit "the early schools commanded the best talent in every settlement." Many of these men were the "salt of the earth" and would have prospered in any walk of life, for they were masters of thoroughness, possessed other gifts besides those used in teaching their subjects, and left their influence upon their pupils. Along with their ability to impart a knowledge of Latin, Mathematics and Natural Philosophy, many of them were highly cultured gentlemen.

On the other hand, there were some masters who were so low on the social scale and in their manner of living that they have been referred to as the "scum of the earth." Those who could not get an honest living on the farm or who

were too lazy, incompetent or physically unfit became schoolmasters. Many schoolmistresses taught school whose knowledge of reading and writing was little, and whose ability in arithmetic scarcely went beyond the elements of the first four rules. In his "History of Huntingdon, Chateauguay and Beauharnois," Robert Sellar wrote: "The schools of these early days were uniformly bad. When a man was too lazy or too weak to wield an axe, he took to teaching without the slightest regard to his qualifications for the position. Men who could not read words of many syllables and whose writing was atrocious were installed as masters of schools. Worse than their ignorance were the bad manners that characterized the majority, for drunkenness was common, and a teacher seen without a quid of tobacco in his mouth or smoking while setting a copy was exceptional."

Some of these men worked for little pay. In 1810 Mr. Walker of Lachute received a salary of £40 a year "with washing and mending." The conditions under which the old masters and mistresses taught were often very bad. They were often supposed to cut the wood for the school or get it cut; put on the fire or pay for doing it; and sweep the schoolhouse, when it was done. When lights were needed in the rural schools of a century ago, they were made by dipping and by pouring hot tallow into candel mould. Not until 1859 were oil lamps used.

Many more stories can be told of the educational history of Quebec. All cannot be narrated in half an hour. Only by viewing the past can we realize the changes that have been made in our schools, in buildings, curriculum, administration, and teaching. It is to be hoped that the present generation will do as much for its children as our predecessors did for us. If we do, Quebec will have nothing to be ashamed of. On the contrary, it will be able to stand four-square to all the winds that blow, for it will make history in the future as it has done in the past.

W. P. PERCIVAL.

THE LESSON PLAN

The lesson plan is a plan of action. Its business is to set up a co-ordinated, purposeful, fruitful pattern of activities on the part of a group of learners. This way of thinking about the lesson plan is of great importance for the teacher and will be found to open up many vistas that are of high practical value. The reason is that learners learn and grow, and results are achieved only by what is done. Thus the central emphasis of the lesson plan should not be on occupying a certain amount of time or covering a certain amount of ground in the textbook or manual. The primary consideration for the teachers is: "What is best for my group of learners?"

The teacher should think of his relationship to the learners as that of an expert administrator or organizer. He has at his disposal certain conveniences, including physical equipment and practice materials available in a textbook or otherwise. These, however, are means and not ends. They are tools that he can use in setting up the job; so he should never allow himself to be enslaved by them.

James L. Mursell.

THE LESSONS OF SACRIFICE *

**Rev. G. G. D. Kilpatrick, D.D., D.S.O.,
Principal, United Theological College, Montreal**

For a century and a quarter this University has borne witness for truth and taken its place in the immemorial quest of the human spirit for new light and knowledge. It could not but mark this anniversary: it must needs pause to salute the generations of students who have passed its portals and to pay tribute to those whose achievements have brought honour to their Alma Mater and their country. Among these are the men and women who, in two World Wars, served the Empire and mankind. McGill is proud of that gallant company who left their employment, forsook their studies, laid aside their chosen pursuits and who, having done their duty, in God's mercy, survived.

Yet more especially does McGill remember today with pride and gratitude those of her sons and daughters who loving not their lives unto death came not home again. In commemoration of their sacrifice this service is held. It was a deep and true instinct which led the authorities to put at the very heart of the celebration of this anniversary an occasion on which students and staff, graduates and parents, might together reverently and thankfully recall the six hundred men and women who in dying, in the service of a great cause, have become part of McGill's tradition.

How better could we remember them than by thus bringing our sorrow for their loss into the light of God's mighty purposes by here committing them again to His eternal love, and by taking from this hour a new constancy in our purpose to live for the things for which they died?

As a text for this occasion I have chosen words which have a certain deep appropriateness for those who see beyond this our act of remembrance a continuing meaning and an abiding claim on our lives. They are these: "Hiel fortified Jericho: he laid the foundations on his first-born son Abiram and he set up the gates on his youngest son Segub." Grim words! for this means what it says; it is not picturesque and figurative writing but the record of stark facts. Hiel sacrificed his two boys, the oldest and the youngest, and on their dead bodies laid the foundation and set up the gates of Jericho. Such human sacrifice is to us a thing of horror. Yet Hiel, tragically wrong as he was in his act, deserves recognition and was in a deep sense right in his spirit. For here was a man who, for the dedication of his work, was ready to offer the most precious thing in his life, who felt that no sacrifice for his God was worthy unless it cost. Hiel paid the cost. Far back in those dim days when the moral lights were few it had already dawned on some that the best is never cheap and that somehow things done for God and man must be bought with a price.

The upward progress of our race has been in terms of our learning that bitter and heroic truth. I see Hiel watching the builders lay stone upon stone, hearing

* (A Sermon delivered on October 6, 1946, at the ceremonies attending the laying of the cornerstone of McGill University's memorial to its graduates who served in the Great War and the war just ended.)

the clang of hammers, as the carpenters set up the mighty gates, and all the time the man's very soul was buried deep under the foundations where lay his sons. I see through the ages the procession of great souls who in God's service gave up everything, living, toiling, dying that some truth, some value, might not perish from the earth. I see the martyr fires gleaming in the night, I see men taking their lonely ways to prison or exile or concentration camp for the sake of some conviction, some cause, some duty, which had claimed them, and it is all part of the one witness borne through the ages, and sealed by God's Love when on a little hill one died who "saved others. Himself he could not save."

Once again that ultimate truth has been placarded before men proclaimed not in words but in lives laid down. Truly the very foundations of Canadian life are laid on the broken bodies of our sons: the gates are open and we are entering in yet, never a footstep passes but it falls on holy ground. The people of France with the insight of the Gallic soul buried their unknown soldier beneath the Arc de Triomphe, for the Triumph always rests on the sacrifice. That is true in every realm of life: the gateway to all kingdoms of truth and beauty are set on life given. To that this University can testify. To open the gates of health men died. The Annals of Medicine are bright with the heroisms of those who paid for us the price of new knowledge. The gates of Physical Science rest on the patient, unremitting toil of those who poured out strength to open the way. Nothing is exempt from this law of sacrifice; the very commonplaces of life come under its imperious constraint. The Baroness Nairn has told us that the price of a fresh herring is more than money:

"O ye may ca' them vulgar farin;
Wives and mithers maist despairin;
Ca' them lives o' men."

There is no need to labour this: those who twice within a lifetime have literally been saved from slavery and death must surely, in accepting that deliverance, acknowledge also their debt to those who won it for them. Yet it is just at this point that we come upon one of the great weaknesses of our nature,—we forget so soon. In the flood of emotion that marks a victory we make our vows but within a month, a year, getting and spending, laying waste our powers, we forget. If Colonel John McCrea did indeed speak for the dead of that other war when he wrote:

"If ye break faith we shall not sleep
Though poppies grow
In Flanders fields."

then unsleeping they have been, for we did break faith and because of it another generation kept their rendezvous with death.

To my mind the value and necessity of a perpetual Remembrance Day in the life of the nation is not that then we should chiefly recall the exploits of our sons but that we should be recalled to our debt and our duty towards them. This service should be to us even more a matter of a covenant than of commemoration. We frail men and women must needs take precautions against ourselves, our insensitiveness to the appeal of great things, our consuming preoccupation with our own affairs. We need not once but again and again to be confronted with the truth none can deny, that we are "not our own".

I deliberately refrain from speaking of those we today remember—in part because there is a certain presumption in praising the dead: in part because of the danger of idealizing them. We have heard things said of them, motives attributed to them which, could they hear them, would arouse both their laughter and their anger. Why they went, what was in their hearts as they saw Canadian shores recede we do not know. I doubt very much if they could have told us themselves, they being for the most part inarticulate about the deepest things. Let us leave it at this: here were men who saw a duty, did it with a fidelity and courage which is our pride, and were content to pay for it with their lives. They would ask no other tribute. And in part I do not speak of them because words so easily become a substitute for deeds, so easily seduce us with the feeling that we have accomplished something when we have again declared our pride. But we have not used this hour aright unless we see that here and now we are confronted with that duty which is laid upon all who have shared in a great deliverance. What his personal duty is every man has to decide for himself: the only thing that matters is that he recognizes and accepts the fact that life can never be the same again for those for whom others have died and that he will order his days in keeping with that truth. But because we do more than live our own lives, because we are all contributors to the nation's life and builders of its destiny, it is right that we should make clear to ourselves what our duty is in those issues greater than our own concerns. How are we to translate into life the duty which calls to us through remembrance? If we do not face and answer that then such a service as this is little better than an emotional self-indulgence.

1. Well, I would say that first we are called upon to be "on guard" lest new aggressions rob us of the freedom saved for us. While by the word "aggressions" I do not mean merely the threat of war, I do mean that. We know what happens to a people who yield to the catch words of a too easy pacifism—how they grow careless of their heritage and blind to ominous signs which gather on the horizon. A pacifism far more sentimental than ethical, a pacifism born of the dread of war and not of a passion for the Kingdom of God, seven years ago came within an ace of costing us our freedom and our very existence as an Empire. It must not happen again. Clouds and darkness are still round about us. There are unresolved tensions, potential causes of war on every hand.

In such a world the influence and authority of a great Power must be more than moral. It must possess the means and the will to reinforce its judgment in action. However much we long for a warless world, that dream can never be realized on other than moral and spiritual conditions. While these are lacking, as they are today, it is not the time to "beat swords into ploughshares." Freedom is, to men of our race, valued above all else in life. For that the war was fought and for that men died. It would be our final shame if some new menace to that heritage broke on us and found us unequal to its defence. Whatever else 'keeping faith with the dead' implies, surely it means this, that we shall be prepared to defend that for which they thought it well to die. God grant us the right leadership in the great affairs of state that Canada may be known as a nation dedicated to the cause of peace through goodwill, but God save us from the spirit in leaders and people alike which for sloth or indolence or moral neutrality would surrender, without sacrifice, what is placed in our trust.

But the threat to Liberty is not limited to the sphere of International relations: it may and it does exist in the body politic, the economic and social fabric of the nation. It is at stake today in the problem of labour management relations, in the possible invasion of civil liberty and in every aspect of life in which a dollar is put above a man. By our avowed love and pride of our dead and by the high privilege of citizenship we are all involved in the solution of such problems. The issues at stake are not doctrinaire, subjects of the economist and philosopher. They belong to the people and, at the last, it is the people who must decide them. Nothing is so needed in Canada today as a deepening of our understanding of what it is to be a citizen in a free land. It is high time to conceive of Democracy in its full magnitude and that above all means a man's acceptance of civic and national responsibility. No government can resolve our difficulties. Only the national conscience, compact of the conscience of the individual, only the national mind articulate in the corporate will of the people can at the last decide our destiny.

Canada needs a new education in citizenship and I know of no place of greater influence for that than our universities. There you have citizens in the making, there you have those who are being equipped for leadership. I am not thinking of a course in 'civics' or 'social studies' but of that education, that enlightenment which results when young minds are made aware of the ultimate verities, quickened to a sense of eternal values and given a faith in life and mankind drawn from the long story of human progress and of God's dealings with man. How that is to be achieved in a modern university curriculum is beyond me.

Sir Richard Livingstone gives as his prescription for veracity: "Live with people who tell the truth". So is it with education. No man is truly educated till he has been introduced to the great souls and caught from them some glimpse of the truth by which men alone can truly live. On its highest level that means knowing "the God with whom we have to do" and accepting Christ's wisdom about life. We cannot have peace if we ignore the moral principles God has laid down, and until we realize that the world simply won't run on any other terms, our devices to achieve peace are vain. But God has had his great interpreters and among these none stand higher than the great Greek thinkers who have:

"Showed us the high white star of Truth
There bid us gaze and there aspire."

In their company we shall all become better citizens. Alas! That they are strangers to so many. I am not here, however, to make a plea for the Humanities but only to urge upon a company who face their duty this conviction that for the sake of our dead and our unborn we must develop in this nation a purpose shared by all, that here life shall be so ordered and governed that the heritage of freedom shall be handed on undiminished and unspoiled.

2. The one other aspect of the duty committed to us through the sacrifice of war which I can now mention is this, we must deliberately and consciously cultivate the spirit of goodwill, beginning in this nation. It is meaningless to talk of Canadian influence for peace among the nations if we have not taught our diversified peoples to live together and walk together in dignity, understanding and friendship.

In this, Geography is against us sundered as we are from so many. Our unique conglomeration of races forming our population is against us, for in them ancient distrusts survive, racial antipathies linger and faiths and philosophies clash. National unity, in the sense of being a political entity, we may have, but national unity, in the sense of a nation bound by common ideals, instinct with toleration, understanding, invincible goodwill, that we have yet to achieve. Until Canada can face the nations as a people who have themselves submerged their differences in a common purpose and have attained within their own borders the only peace which endures because it is the fruit of goodwill in human relations, I question her authority, her moral right to preach peace to others.

Here is a question of living concern for us all: we have one aspect of it to hand in our own Province. Since to make a thing living it is well to make it local, we can each of us begin where we are and do something more than discuss this. It is essentially a matter of personal attitude and for that each of us is responsible. There is enough potential goodwill in this company to affect the whole spirit of our relations in this Province. In this McGill should have an incalculable influence for good. It should be an exemplar of the spirit which is created when true education, not merely training for a job, touches life, that education which, because it has shown men the ultimate truths, sends them to life with toleration, humility and faith.

“There’s but one gift that all our dead desire,
One gift that men can give and that’s a dream,
Unless we too can burn with that same fire
Of sacrifice; die to the things that seem.

Die to the little hatreds; die to greed;
Die to the old ignoble selves we knew;
Die to the base contempt of sect and creed,
And rise again like these with souls as true.

Nay (since these died before their task was finished)
Attempt new heights, bring even their dreams to birth:
Build us that better world Oh, not diminished
By one true splendor that they planned on earth.

And that’s not done by sword or tongue or pen
There’s but one way. God make us better men.”

There I end, confronting our dependance on God. Until we put Him in the only place He can rightfully occupy, and that is on the Throne, we are ethically powerless to build a new world. It is the help of God, the imparted power of the Living Christ we need. When men learn, it may be through tribulation, that the Lord God Omnipotent reigneth, when men in their discovered need they are willing to surrender life to the guidance of His wisdom and His love, then we shall know the peace which is the portion of those who do His Will, and then shall the unfinished task of our dead be perfected and faith stand justified.

There is no better prayer which we from the greatest to the least of us can make on this day of covenant and remembrance, than just this: “God make us better men”.

Go not abroad; retire into yourself, for truth dwells in the inner man.

Saint Augustine.

A NEW APPROACH TO GEOGRAPHY

George H. T. Kimble, Chairman, Department of Geography,
McGill University

Although numbered among the oldest studies in the world, geography was one of the last to be accorded university status. It was not until 1900 that the first modern department of geography was established in England (at Oxford), and not until 1936 that the first Canadian chair in the subject was set up—somewhere west of Montreal. Geography, however, has never lacked students. The world's libraries bear eloquent testimony to the attention which the scholars and adventurers of every age have paid to the subject. Even in the so-called Dark Ages most authors, whether they were writing on geometry, astronomy, history or theology, contrived to include a section on cosmography, as the study of terrestrial and celestial phenomena was then styled.

Perhaps the main trouble about the subject in former times was that men were too busy fact-finding to do more than record what they heard and saw, and establish the location of the various known parts of the earth in relation to latitude and longitude. That is, they spent their time seeking to answer the question "Where?"; and many of them became very good at it. Chaucer's shipman was not the only one who knew:

"... all the havens, as they were
From Gothland to the Cape of Finisterre,
And every creek in Britain and in Spain."

It was only quite recently that geography advanced beyond the purely **descriptive** stage. It is true that, as far back as the time of Herodotus, questions had been asked about the repetition from place to place, of similar types of landscapes, of similar vegetation and climatic zones, but little headway could be made with the **comparative** and **analytical** study of the physical environment until the cognate sciences of geology, botany, zoology and meteorology had succeeded in answering a number of important questions. To take just one instance: it would have been practically impossible for a geographer to have propounded the concept of the so-called natural region until the meteorologist and his twin-brother the climatologist had put him in possession of adequate statistical data relating to the distribution of rainfall and temperature and, moreover, had explained why it was that areas as territorially remote as British Columbia and Great Britain were climatically akin when other areas (well-nigh contiguous) such as British Columbia and California were absolutely distinct climatically. Likewise, the geographer had to wait until the botanist, zoologist and geologist provided him with data on the distribution of the major floral, faunal and soil types, and had demonstrated the close spatial relationships subsisting between them. Armed with basic information of this sort, the geographer was then able to "raise his sights". Henceforth not only could he describe and measure terrestrial distributions but he could also attempt to correlate and elucidate them.

The most satisfactory vehicle for the expression of all geographical relationships was early found to be the map. The Babylonians had discovered this as

far back as 3000 B.C., when on a clay tablet they set down the broad relationships between the known lands and waters. In later—mediaeval—times, some men became so good at portraying the relationship between capes and bays, islands and mainlands that they set a fashion among pedagogues which is, even yet, not entirely outmoded! But, at least, they made us map-minded. When all is said and done, you can no more have geography without maps than you can have biography without chaps! Indeed, so important is the map to the geographer that it is probably no overstatement to say that the quality of his contribution to knowledge depends primarily upon the skill with which he employs his cartographic technique. To his trained eye a map can be almost as revealing as an orchestral score is to a musician; for the geographer thinks in shapes, scales and densities, just as the musician thinks in notes, keys and tempos. As the latter can silently read his score and hear the symphony, so the former can read his map and see the country. When I say "his map", I do not mean the kind of thing we are in the habit of finding in the offices of company directors (and, for that matter, of some headmasters!). Such maps are generally worse than useless from a geographical point of view. All too often they are drawn on a projection which plays havoc with shapes and areas, and not infrequently the makers of them are more interested in advertising soap or sewing machines than they are in portraying the world. Even the very best physical wall maps, however, generalise the facts of the human environment so broadly that they are of only very restricted use as a geographical tool. When we recall that they have to represent on a flat surface (measuring a few square feet) the features of a round earth 25,000 miles in circumference, this is hardly any wonder.

The kind of map to which I refer is the topographical map, where the scale, instead of being of the order of 1 to 50,000,000, is between 1 to 50,000 and 1 to 250,000 (that is, between about one inch to the mile and one-quarter of an inch to the mile). By employing scales of this order it becomes feasible to show almost all the significant features of the landscape — from its relief and drainage patterns to its settlements, communications and land use, and it is possible, with the aid of well-chosen symbols, to show those features in sufficient detail to enable the intelligent school child to identify known places on the ground with their counterpart on the map. With such topographical maps and such climatic, geological, economic and historical maps as may be available, we can then proceed to organise the analytical study of a given area. In other words, and for a matter of a very few dollars, (since our Federal Department of Mines and Resources is very public-spirited) we can begin to view man not as an abstraction lacking a local habitation and a name, but as a flesh-and-blood actor, facing real problems (and opportunities), and working them out in a world of heroes, villains and ordinary persons (mostly the latter!), and subject to all the slings and arrows of outrageous fortune—and an even more outrageous Dame Nature! That is, we are enabled, in the most literal sense of the term, to bring our study of man "down to earth". We are able to see—and make the student see—why Tom Jones of Lethbridge is a coal-miner rather than a rancher, and how he has moulded the landscape by his occupation. We are able to see why William Smith of Winona in the Ontario peninsula is a fruit farmer. We are able to assess the advantages and handicaps of the region from that standpoint, and to observe in what respects

his environment has constrained him and in what respects it has left him a free agent. We are likewise able to form a pretty fair idea of the contrast between the distinctive cultures of Pierre Rousseau, habitant in the Lower St. Lawrence valley and John McDougall, dairy-farmer in the Eastern Townships. This sort of inquiry, concerning itself as it does with the localisation of ways of living, brings us very near the pith and marrow of modern geography.

I need not tell you, of course, that we make no claim to read the full story of the human drama when we unfold our maps. Many features of the place-work-folk complex can only be elicited after long and careful study of the actual area itself, and of the historical and contemporary literature relating to it. Some features contrive to defy explanation even then. But it is in the map that we can most readily begin to unravel the story of man's impact on his environment. It is there that we can begin to discover the manifold ways in which his life is affected by the terrain, the weather, the distribution of natural resources, and the availability of communications. Given adequate auxiliary map data, we can go on to measure the magnitude of his cultural achievements, in terms of land use (and abuse), settlement forms and patterns, population densities, industries and commerce. In short, it is in the map that we can discern the main lineaments of areal (regional) "personality".

It is not enough, however, to approach the study of modern geography from a regional, or even a national, point of view. We need to see the wood as well as the trees, the whole as well as the parts. Indeed, I would be willing to go farther and say that today it is more important that we should view the world as a whole—three dimensionally if you like—than that we should view it regionally (which for many people means two-dimensionally) for the reason that there are no longer any "worlds within worlds": there are no longer any neat geographical groups living like Gulliver's Lilliputians in proud and splendid isolation from the rest of mankind. The airplane and the radio — to say nothing of the atomic bomb — have, I rather fancy, torn to tatters our traditional concepts of regionalism and regions, with their reiterated insistence on the significance of cultural and economic frontiers. In point of fact, it is doubtful whether there are any self-subsisting and self-contained regions left. Thanks to the ever growing mobility (and importunity) of the purveyors of our gadget-ridden civilisation, the very last strongholds of cultural isolation are already being stormed. Even Tibet is now open to the blandishments of foreigners selling everything from corrugated iron to corduroy slacks, while the Solomon islanders chew gum and ride jeeps as well as their American tutors, and African Berbers replace the immemorial burnous by Parisian modes, and make paper knives for tourists instead of sabres for assassins.

Consequently, we can never hope to convey the true complexity of geographical relationships — that is the relationships existing between places, peoples and their modes of living until we become more world-conscious, and less state-conscious. This is not so much a matter of new maps as of new minds. We do need new maps, (particularly the kind popularised by **Fortune** Magazine during the War, in which the emphasis is placed on global rather than national aspects of geography), but we need far more to cultivate new, more global—more ecumenical—habits of thought. We need to encourage our students to

feign colour-blindness when it comes to scanning the political maps. For this much is quite certain: the many-sided, interdependence of our world can never be truly apprehended all the time we continue to divide up its peoples, lands and cultures into assorted sizes, shapes and colours, and to treat them as so many museum pieces. The ways of modern man are altogether too dynamic and too incalculable to warrant such treatment. Just as the hand does not make sense without the body, so there can be no understanding of our contemporary problems—those of Palestine, of India, of Russia, or even of Canada—apart from their world context.

So then, it really comes to this: that our primary business in teaching geography, whether to school children or college students, is to develop in them both near-sight and far-sight (I might almost have said insight and foresight); to encourage them to look at the world through both ends of the telescope; to maintain a wise balance between local and global preoccupations. By so doing I believe we shall not only make better geographers of them, but better citizens. For the more we study the world along the same lines of approach as we study the locality—say our home region—the greater shall we find the community of interest between them to be, and the greater will be our understanding of the great issues that so grievously afflict the body politic at the present time. Fundamentally, this world of ours is what Mr. Henry Wallace recently declared it to be—a neighbourhood (or perhaps more truly a collection of neighbourhoods) whose peoples are united by common needs of food and shelter, by the common enemies of drought, storm and flood, and by common ambitions for social betterment. True, we paint these neighbourhoods in different colours on our map and we make it as difficult as possible for their inhabitants to cross from one coloured area to another by erecting barriers of language, religion, politics and race, but in actual fact the real barriers between these “neighbourhoods” are not any of these things, but fear, pride, and hate—barriers which we as teachers are either helping to build or demolish.

What, in short, do we discover about our world when we approach the study of its geography from a “neighbourly” point of view? We find a number of things — none of which, I am sorry to say, hit the headlines as often as they should. In the first place, we find it is a **good** earth, stocked with all manner of resources for man and beast: we are still without a complete inventory of the wealth of the mines and mountains, forests and fields, even of its temperate lands, to say nothing of its tropics; but there is plenty to be getting on with; for it is an **adequate** earth, and that is my second point. There is no lack of room, work or even reasonable wealth for all the two billion folk who dwell here, whether they are Jews or Gentiles, Hottentots or Huns. Thirdly, we learn that it is a **complementary** earth. No part of it has all the ingredients of the good life; no part of it can be self-supporting without the loss of well-being to itself and its neighbours—not even Canada or the United States. If the experience of Germany in World War II is any guide (and it is), autarchy is the begetter of scarcity, not of plenty. Fourthly, we learn that it is a **sensitive** earth: no part of it can be exploited without lasting detriment to its occupants—and their neighbours: and, conversely, no part of it can be advantaged without, at the same time, advantaging its neighbours; for as with men, so with nations, none “liveth unto himself”.

I am sure all of you know these things already, and that you need no words of mine to convince you of the desirability of teaching geography from the dual standpoint. But there are plenty of people about who are not so convinced, and many of them do not even wish to be convinced. The them, the idea of supra-national (let alone an ecumenical) approach to geography is just about as repulsive as the idea of an ecumenical church is to the devil. It is up to us teachers to promote this knowledge by every means within our power. For if there is one thing more than any other that we need to inculcate into the minds of the rising generation, surely it is this—a realisation of the planetary inter-dependence of man, of the fact that we are—all two billions of us—members one of another, and that we all add our tally to the common weal or woe. If we continue to ignore, or even to shirk our responsibility in this matter, our children will wait in vain for the coming of the day when:

“Violence shall no more be heard in thy land,
Wasting nor destruction within thy borders.”

BRITISH SCHOOL CHILDREN TO GET FREE MILK

Britain's Minister of Education recently announced in the House of Commons that, starting this August, all children in all state schools throughout England and Wales will get about two thirds of a pint of milk a day free.

In 1944, about 3,800,000 British children—over 76 per cent of those in grade school and over 60 per cent of those in high school — were getting milk at school. Of this number, 300,000 did not have to pay for it. Now, by the government's recent announcement, all these children and, it is hoped, the remaining 24 per cent and 40 per cent, respectively, as well, will receive it free. The whole cost of the scheme will be borne by the government. In addition to free milk, Britain's government hopes to be able to provide a free school dinner for every child at the earliest possible date.

During the war, about one and a quarter million children in England and Wales were having their midday meal at school, 186,000 of them without payment of any kind, and the rest at a nominal payment of about 10 cents a head.

The 1944 Act also enables local education authorities to provide, or help in the provision of boots and clothing for children in all state schools who may be in need of such help.

—Margaret Armour.

The following corrections should be made in the article on Charles Sangster in the July-September issue of the Educational Record:

Page 179, paragraph 3, line 1: Read Dewart for Deward.

Page 182, paragraph 2, line 16: Read maidens for maiders.

Page 182, paragraph 3, line 3; Read 1837 for 1937.

Page 185, Bibliography and Some References: Canadian Encyclopedia: Read Hopkins for Hoppins.

KATHERINE HALE

Lotta Dempsey, Toronto, Ontario

She stood by the piano and read poetry in that strange voice of hers, mellow yet edged, like a bell tempered by rain and sea wind. As she read, magic melted the corners of the room and they ran together and dissolved in a kind of dream where only these words with the deep undertone of piano chords, and the other-world mood they conjured up, existed. Many of the poems were her own poems of our Canadian woods, rivers, lakes, rocks, houses and people. Everything she touched, from the mellowness of Quebec to the harsh clarity of the prairies, took on a fourth dimension—a spiritual and inner quality that has always been a part of this country, but has had to be found out and brought into focus.

She ended, and reality crashed down upon the large audience gathered in that big hotel dining-room. Katherine Hale had finished her recital. Does it sound over-dramatic?

Sitting at the typewriter now, with her books of prose and poetry about me, that mood and impression—twelve years afterwards—is as strange and vivid as it was at the moment. I had gone to the programme as a workaday reporter on a routine assignment. As a writer and editor I have listened to poets, priests and kings of sorts at considerable length and in an odd variety of places in the intervening period. Nowhere have I had a surer sense that here was lyric greatness, and the capacity of a human being to “make the words walk up and down in the hearts of all her hearers.”

So a first impression of Katherine Hale (Mrs. John Garvin) was of that marvellous fusion of writer and interpreter which makes her almost unique among present-day poets. Few have the capacity to present their own work, as well as that of other writers, so stirringly. Yet as one comes to know Katherine Hale's prose and poetry well, and herself a little, it is to be increasingly aware that “the magic is not in the man, but in the words”; and it is merely a fortuitous circumstance that she is also an artist of unusual authority and talent on the stage and lecture platform.

It is as a lyricist first and always that Miss Hale says things to be remembered, says them in such a way as to be rated by critics here and abroad as one of the little company of our top-ranking women poets. For hers is as definitely a woman's voice in poetry as Masfield's and Kipling's are masculine voices.

Katherine Hale was born in the beautiful tree-shaded town of Galt, Ontario, the daughter of James and Katherine Warnock. Her father had come to this country from Scotland and her mother from whose maiden name, Katherine Hale Byard, she chose her literary non-de-plume was of an old Southern family established at Mobile, Alabama. It is likely that these divergent strains of blood have added to the colour and contrast of her work. Indeed she herself said once in an interview: “My own country has never become to me just a place I'm used to, but one full of hidden surprises that I'm always wanting to explore.” She was educated in Galt, and in private schools in Toronto, during which period she developed a fine soprano voice, also an inheritance from her mother, and decided that opera was to be her objective. It was during her

vocal studies in New York City that her first stories and magazine articles began to appear. There followed an unexpected year of travel in Europe, and it was after this time that the young writer began to emerge. Before long, she was established as book critic on the Toronto **Mail and Empire** and commenced the fine and discerning evaluation of her contemporaries for which she was afterwards to become noted on the lecture field of this continent.

In 1912 she was married to John Garvin, the well known critic and anthologist. The war stirred her, as it did so many younger poets in the English speaking world, and in 1914 she wrote a little verse called "Grey Knitting" which appeared in the Toronto **Globe**. It struck an immediate and responsive chord everywhere — especially in women struck dumb and inarticulate by the crash of warfare into their patterned post-Victorian world. The poem, widely reprinted in Canada, Britain and the United States, brought the writer a sudden large audience. An American journalist writing from Chicago to a Canadian newspaper remarked "Katherine Hale has established herself as a favorite with American editors . . . 'Grey Knitting' is going the rounds of the newspapers on this side of the line." It was used as the title piece in the writer's first published book of verse (Ryerson Press).

All through the country in the autumn stillness,
A web of gray spreads strangely, rim to rim;
And you may hear the sound of knitting-needles,
Incessant, gentle, dim.

A tiny click of little wooden needles,
Elfin amid the gianthood of war;
Whispers of women, tireless and patient,
Who weave the web afar.

Whispers of women tireless and patient—
"Foolish, inadequate!" we hear you say;
Grey wool on fields of hell is out of fashion".
And yet we weave the web from day to day.

Suppose some soldier dying, gaily dying
Under the alien skies in his last hour,
Should listen, in death's prescience so vivid,
And hear a fairy sound bloom like a flower—

I like to think that soldiers, gaily dying
For the white Christ on fields with shame sown deep,
May hear the fairy click of women's needles
As they fall fast asleep.

In "The White Comrade" and "The New Joan", collections which followed "Grey Knitting", Katherine Garvin was no longer talking of soldiers gaily dying. Like her countrymen she had matured rapidly in the realization of the grimmer meaning of world war, and throughout she was able to express for them this dawning and terrible awareness. She has things to say like this, in "Soul of the Earth":

I saw a tired soldier vainly searching
For room to bury deeply the new dead,
'The old dead they are there, forever perching
About the space we need', he grimly said.
'The old dead, slaughtered just beneath the sod
Of earth that once was well-beloved of God'.

Writing in the Philadelphia News, Charles Stark says of "The New Joan": "All lovers of the authentic lyric will discover a permanent contribution to the finest war verse thus far written. Katherine Hale is already well known to American readers of poetry and this will deepen the appreciation with which her former work was received." So, even at the beginning, critics recognized an exciting quality in her approach to the world we know. I am thinking just now of extraordinary lines to be found in a comparatively early piece, a sonnet entitled "Noon", which is not included in any of her books:

And like a wave lashed to the dying moon,
When old desire is haunting its old prey.

It was in 1923, after the publication of her first book of prose **Canadian Cities of Romance**, that Katherine Hale's fourth book of poetry appeared. This was **Morning in the West** (Ryerson Press), and it was in this volume that many critics felt that the writer had fulfilled her real poetic promise. Here was an individual note, "a new note", said Fred Jacob, writing in the Toronto **Mail and Empire**, "that will arrest attention at once. Also there is a dramatic feeling in these word pictures that does not abound in Canadian poetry." In reviewing this book one finds that most critics hasten to quote the wonderful free verse saga called "An Old Lady". It is a story of past and present, set in the Ottawa of today:

Madame de Courament excels at Bridge,
Hers is a clever hand,
Coloured with age and wrinkled,
But beautiful and tapering too,
Quite in accord with this old stately room,
With crystal chandeliers,
And flowers and the warm tapestry of books.
Silent the cards fall.
Down the long avenue a dog howls at the moon,
A far frost-sharpened sound.
The wind swirls up a little storm of snow
That blows against the casement.
A skilled opponent, Madame makes few mistakes
Like that a moment since
When suddenly the dog howled—and we lost a trick.

As the old lady drives her guest back to the Chateau Laurier she tells her why she misplayed when the dog howled. It reminded her of her early days in the West, and how the wolves cried the night her first child was born, when she was alone with only Indians, drunk, nearby. She finishes:

'Tonight, my mind went back a moment strangely.
I always thought he had the sweetest face
Of any of my seven . . . But then he was the first!
She raised her glittering hand
And found the speaking tube to modify her chauffeur's pace.
'And that, my dear, was fifty years ago', she said.
'The prairie was a very different place—
I never thought, then I should come to Bridge!'

With the publication of **The Island and Other Poems** in 1934, Katherine Hale reached the full pitch of her genius. If her earlier poems had added something new to Canadian literature, "The Island" most certainly gave her an international standing. It describes something of all human experience. Critics

found a curious inability to dissect or explain these verses. They have a quality which Mr. B. K. Sandwell, editor of the Toronto **Saturday Night**, has described better than I could. He says in part: "At intervals there comes to us in this world of fact mystical experience telling us that what seems external is not really external but is part with ourselves in some dimly felt and all embracing unity. While that experience is ours, and to a lesser extent while we can revive it, or have it revived within us by genuine poetry, we cease to be alone, we cease to be mortal, we cease to be afraid. Katherine Hale has made this statement somewhat more effectively than we have, in a sonnet entitled 'Eternal Moment' and nobody can doubt that she has had valid experiences of the kind, nor that she has the skill to evoke such experiences in others. Her mechanism for the incantation is largely landscape. For example, her 'Island.' She does not so much describe it as make the reader live on it and with it, until at the end it extinguishes all sense of personality, and itself sings the closing lines of the last poem . . . The experiment is successful; the magic works."

The name-poem of this collection, "The Island", is composed of a sequence of seven movements — Discovery, Air, Water, Noon, Evening, Night, Detention. The theme is the magical spell of nature and of human love. The motif is the whispering song of the island which enters each movement. It begins:

This is where it shimmered
In the morning air,
Looking like a legend
Wrought in colour there;
Fortressed by a rock wall
And its airy street,
Poised as light as pine trees
Wind-bent toward retreat.

We had turned a corner,
Caught a sudden sheen,
Found a glowing island
We had never seen;
Heard a sound like music
Perfume all the lake—
Singing as a woman sings
Lovely, half awake.

And we paddled nearer,
Struck the rocky shore,
Called in strange excitement;
"We are at the door!
Are you fact or fancy?
Have you been here long?"
And the island answered
'I am an old song,
An old, old song,
Old song.'

The sonnet, "Eternal Moment," from this collection should also be quoted:

Here through our little world of outward sense,
Moves a batik of bright objective things,
A figured curtain that forever swings
Before the dark abyss that beckons hence.
And, whirling in a mechanistic dance,
Are flying figures that some power flings
To rotate as they may to snarl of strings
Or the uncertain, faulty flutes of chance.
But just suppose that once, before the end,
Amid the blinding whirl we sudden find
Enfolding beauty and the answering mind,
The quivering lover and the blessed friend—
Can we be sure that such a deathless kiss
Holds nothing from beyond the dark abyss!

As a writer of prose, Mrs. Garvin has taken the Canada of yesterday and today and given them present enchantment and historic magic — a magic that outside critics have been prone to say we as a race and a country do not sufficiently sense, or teach to our children. Her fine **Canadian Cities of Romance** (McLelland and Stewart), having run through several editions, is now unfortunately out of print. It was of this book that AE, the Irish poet, wrote in the *Irish Statesman*: "This is a book that opens windows into an unexpected land of romance. The writing is fired with a conquering renascent energy." It is not a guide book but an intimate study of the soul and heart of our cities. Of Quebec, for instance, the writer says: "Like some beautiful old native song, there is hidden in her quaint repetitions and the racial themes that link her, decade by decade, with the past and the present. If I could paint my Quebec in sound it would be to the ringing of bells, the laughter of French children and the almost inaudible incessant whisper of prayers".

Also of the Canadian scene, **Houses of Romance** (MacMillans) presents the stories of old families and their houses, reminding one, as the **Daily Express** of London, England, remarked, of charming personalities departed.

The exquisite brochure, **Legends of the St. Lawrence**, beautifully illustrated by Charles Simpson, R.C.A., of Montreal, was distributed by the Canadian Pacific Railway around the world in French and English, and displayed with an exhibition of the original paintings. Because of its sensitive treatment of the naive folklore of Quebec, this work brought our authoress an invitation to permit her name to be enrolled among the Honourary Members of the **Institut Historique et Héraldique de France**. Editorials from the leading journals of Canada also marked the appearance of her fine work on the **The Peace Tower and Memorial Chamber at Ottawa**.

This Is Ontario (Ryerson Press), now published in a second edition with delightful photographs by Sir Ellesworth Flavelle, is the first descriptive book to be written on this vast province as a whole. It is an important work in point both of historical fact and vivid pictorial observation. Finally, the **Life of Isabella Valancy Crawford** (Ryerson Press) for the Makers of Canadian Literature Series is an enriching evaluation of the great but too little known Canadian poet.

So there—with magazine articles and uncollected poems—you have her work so far. Not a large sum, perhaps; less than a dozen volumes on a library shelf, yet enough to make her one of Canada's great writers. Thinking of this, I was reminded of the remark of Gertrude Stein in **Everybody's Autobiography** when she was asked by Hollywood actors how she had succeeded in getting so much publicity as she was not a best seller. "I said by having a small audience. If you have a big audience you have no real publicity. This seemed to worry them. They wanted publicity and the big audience, and to have the biggest publicity you have to have a small one. Yes, all right, the biggest publicity comes from the realest poetry and the realest poetry has a small audience not a big one, but it is really exciting and therefore it has the biggest publicity all right."

Katherine Hale has been heard in lecture recitals of poetry, prose and plays in many parts of the United States, in London, and many times in all the leading cities of Canada. Her programmes are to-day among the most stimulating of

intellectual influences. She has the quality, which I mentioned at the beginning, of carrying one into the heart of what she is talking about. In her there is a sense of vitality, expressed through voice, eyes, and wonderful hands; a creative vitality that you will find but rarely. She has been a part of the world around her in a very real sense—president of the Heliconian Club of Toronto (a professional Arts association), of the Women's Press Club, and of the Women's Canadian Club. Her friends are legion. Yet she is, as are all true artists, somewhat withdrawn, for all that she gives herself so freely in her work and her activities. For it is from deep wells of knowledge and understanding that words such as hers are drawn.

THE JOB OF TRAINING COLLEGES

The job of the training colleges to-day is to produce not merely men and women with a good technique of teaching and a knowledge of the proper employment of the film and the radio as instruments of education, but people of character and taste, people who will also set a standard for the nation. In the face of great snowstorms of forms and circulars, and in spite of all the hardships resulting from the war, the training colleges are attempting to do that job. And the emergency colleges, which are giving one-year courses to thousands of older men and women who have decided to enter the profession, have set themselves the same aim.

If democracy is to be an enduring success, it must mean that the whole people form the base of every hierarchy of taste and judgment. It is the ordinary teacher who will determine whether that base is sound enough to bear the strain of a full and complex civilization. And the training colleges produce the ordinary teachers.

Michael Roberts.

I MUST NOT INTERFERE

I must not interfere with any child, I have been told,
To bend his will to mine, or try to shape him through some mold
Of thought. Naturally as a flower he must unfold.
Yet flowers have the discipline of wind and rain,
And though I know it gives the gardener much pain,
I've seen him use his pruning shears to gain
More strength and beauty for some blossoms bright.
And he would do whatever he thought right
To save his flowers from a deadening blight.
I do not know — yet it does seem to me
That only weeds unfold just naturally.

Alice Gay Judd.

THE DEVELOPMENT OF TRANSPORTATION IN CANADA; PART IV

**O. A. Trudeau, General Passenger Agent,
Canadian National Railways, Montreal**

I must now turn to the amazing development that has gradually taken place in the motive power, the passenger and freight, express and refrigerator equipment, the methods of operation including the advent of air brakes, steam heating, automatic stokers, block signalling, interlocking plants, telephone and radio despatching, central traffic control operation of trains, stricter safety rules tending to the preservation of limbs and life of employees, telautograph, teletype machines, and so many other modern features, devices and inventions promptly applied to railway operations.

It is also necessary to refer to the wonderful facilities afforded the public through the fast freight and express services, pick up and delivery system, the comfort offered the travelling public in modern air-conditioned, electrically lighted coaches and sleeping cars, the chains of magnificent hotels operated by railways, the transportation of the bulk of ordinary and registered mail, newspapers and parcels throughout the country. In short, nothing has happened of a nature to displace the railway from the honored place it has occupied as the faithful servant of the Canadian people for over one hundred years, be it during the good season or in the thick of the winter, when our rivers and harbors are caught in the ice, and highways are impassable. The railways have nobly served Canada and their story is an epic replete not only with the schemes and achievements of engineers and national builders, but with the heroic deeds and duties of generations of humble, faithful servants of the past and of the present.

May I, at this time, pay a special homage to that gigantic organization conceived to contribute to the development and progress of our country, of which every mile of track, every piece of its equipment and every man and woman in its employ was dedicated to the winning of the war. 45,000 railway employees enlisted in the service of their country and many of them, having made the supreme sacrifice, sleep their last sleep in all corners of the globe.

I must mention also the electric railways, the automobile and airplane, the last two having revolutionized transportation and caused serious inroads into railway operations. Electric railways never had the same popular appeal as steam railroads. They lacked the glamour of the steam locomotive. However, electric railways have done as much for the development and progress of the territory they served as the steam railroads. They are especially suited for fast and frequent service. They can be operated economically by small trains of one or two cars, and so have a great advantage in this respect over steam railways.

An electric railway was first operated as a novelty at the Toronto Exhibition grounds in Toronto in 1885. In 1886, the city of Windsor had an electric street railway one and a quarter miles long. The City of St. Catharines, Ont., lays claim to the first thoroughly practical electrified all-year transportation system, established in 1887, this being the Niagara, St. Catharines and Toronto Railway, later acquired by the Canadian National Railways, but turned into a bus line some years ago.

The Ottawa Electric dates from 1891, and, in 1892, the horse cars of the street railways of Montreal and Toronto, which had been operating since 1861, were electrified. Quebec City had its electric railway in 1895 and the Q.Ry. L. & P. Co. from Quebec to Montmorency Falls and Ste. Anne de Beaupré commenced operations in 1910. There was a great boom of electric railway building in Southwestern Ontario up to about 1914. Lines were built connecting the various towns and cities, but many of these are now abandoned, as the bus has encroached on their field of service.

The Province of Quebec has only a small number of electric railways in its territory, the largest of these being the Montreal & Southern Counties Railway owned by the Canadian National, inaugurated in 1909 between the foot of McGill Street and St. Lambert. The line was extended in 1910 to Montreal South and Longueuil, and in 1911 and 1912 to Greenfield Park and Mackayville. From 1913 to 1916, the service extended to Chambly, Marieville, St. Césaire and Granby. Mention must also be made of the extensive electrification of the Montreal Harbor railway facilities, as well as of the entire Montreal Terminal of the Canadian National Railways.

Commencing as a toy and developing as a luxury of the rich, the motor car gradually ranked as a comfort to those of moderate circumstances and a necessity of life to large sections of the population. It is the *raison d'être* of the extensive road improvements which were proceeded with by provincial governments after the first decade of this century. The Dominion Government has built roads in National Parks and has granted subsidies to the provinces, first in 1920 and again as an unemployment relief measure from 1930 to 1939. I, personally, can remember the primitive state of country roads of the Eastern Townships around 1905, for example, and the fact that, at the end of 1943, there was in the Dominion 124,906 miles of surfaced roads and 427,697 miles of earth roads may well be termed a prodigious development within a generation. In 1907, the number of automobiles registered in the Province of Quebec was 253, and in the whole of Canada 2,130. In 1941, the peak year, there were 232,149 motor vehicles registered in this province and 1,572,784 in the Dominion. These figures need no comments. The private car, which is useful for pleasure and sport in addition to being a necessity of life; and the buses, which lines cobweb the country and penetrate everywhere, have taken from the railways a staggering volume of business. The trucks likewise, have taken a large volume of parcel and short haul freight as well as express, but, in coordination with the railways, they have also helped these in completing transport service practically from the manufacturer's plant to the consumer himself. The pick-up and delivery service is an example of coordinated services of this nature.

Air transportation has abolished time and reduced our vast distances. Modern airplanes fly back and forth, East and West and into the far reaches of the North, to land's end on the very borders of the Arctic. Does it not seem a miracle to be able to speed across Canada on the wings of the wind, dining at home in Montreal and lunching in Vancouver the next day? There are men alive who can remember crawling at the rate of three miles per hour across the prairies in ox-carts that squealed complaint with every turn of the wheel; by air today, it is three miles a minute.

Progress is often accepted as a natural consort of civilisation, and little recognition is given to preliminary developments in the creation of services that each generation calls modern. The half mile which J. A. D. McCurdy flew in a heavier-than-air machine over Baddeck Bay in Cape Breton in 1909 marks the birth of aviation in Canada. Up to 1930, flying in Canada had been used principally as an improved method of observation, rather than as an organized means of transportation.

The first organized commercial air service was inaugurated by the Trans-Canada Air Lines in 1928, its route stretching from Moncton, N.B., to Vancouver, a distance of nearly 2,900 miles, with intermediate landings at Montreal, Ottawa, Toronto, North Bay, Regina and Lethbridge. Gradually, the services expanded and the T.C.A. operations now include international services to Detroit and New York, also services into and out of Halifax, Sydney and St. John's, Newfoundland. The Canadian Pacific Air Lines is a consolidation of many independent operators chiefly engaged in servicing the mining industry in Northern Canada. There are also a number of independent organizations in the Maritime Provinces and in Western Canada operating local services. Canadian Air Lines carry passengers, mail and express.

The war was not over when consideration was given to the outstanding trend in commercial air affairs for post-war civil aviation. Concrete planning and agreement on future commercial aviation has been undertaken realistically. Montreal was some time ago chosen for the headquarters of the Provincial International Civil Aviation Organization for a period of three years. This body is made up of twenty council members of allied countries, and the general objective is to ensure the safe and orderly growth of civil aviation throughout the world. Another important body having its headquarters in Montreal is the International Air Transport Association made up of nearly fifty air transportation companies operating in all parts of the World. The purpose of this body is to establish air transport regulations that will ensure friendly relations between competing lines, and so make an effective contribution towards world order. Air transportation is definitely finding favor with the public because it is a swift and remarkably dependable service. Furthermore, what is likely to be offered the travelling public in air travel, in the not too distant future, in the way of additional comfort and accelerated service borders upon the fantastic.

Works and persons consulted in preparation for this article:

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Every man's life is a fairy tale written by God's fingers.

Hans Christian Anderson.

SCHOOL HEALTH: TODAY AND TOMORROW**Jules Gilbert, M.D., Director of Health Education, Quebec**

It is commonly said that, besides health, nothing matters very much. Even "the four freedoms of the Atlantic Charter mean little without health," for then one has left only the freedom to die. Health has been properly defined as "the ability to live most and to serve best"; conduct is taken as the criterion of health. Therefore healthy behavior must be the aim of health education.

An educated person is expected to possess sound information concerning health and disease, and to work towards the protection and improvement of his own health and that of his family and community. Opportunities are numerous in the school to promote the health of pupils. The conditions of the environment in which children are called upon to live, their efforts to solve their individual and collective health problems, their learning of facts and principles of personal and public health lead them to acquire habits and develop attitudes that assure better living in better health, in all of its aspects: moral, social, emotional, mental, and physical.

The school, being largely responsible for the training of childhood and youth, has accepted education in health as one of its formal and inescapable duties and objectives. There remains, however, some degree of confusion as to aims and responsibilities, as to ways and means.

As in any other phase of school work, the primary responsibility for the school health programme rests with the administrator, and satisfactory results cannot be expected unless he takes it with comprehension, enthusiasm and the spirit of leadership. Neither the administrator nor the school alone, however, can attain the aims of personal and public health education. Efforts must be as diverse as the health needs of children themselves. No wonder that the school health programme is made up of several specialties which call for the services of various experts. Sanitation is an engineering problem, health instruction is a teaching job, health services are a medical responsibility, physical education is the concern of another professional group, and mental hygiene derives from three different sources: educational psychology, religious formation, and preventive psychiatry. This explains why many individuals and groups are interested in the promotion of school health, ranging from teacher to health officer, from professional bodies to social agencies.

School health policies then should be formulated in order to bring about maximum cooperation between all concerned with child health, and effective coordination of their efforts to develop a balanced programme of health education both in the school and the community. Every school has a health policy. It may be an unwritten one of *laissez-faire*, which is usually found in schools that constitute an unfavorable environment, physical and mental; or where instruction goes as far as a formal period for book learning.

Health education is concerned with the provision for all pupils of: 1. Sanitary living conditions; 2. Healthful mental relationships; 3. Appropriate instruction, bent on the creation of habits and attitudes more than on the imparting of knowledge; on the solution of actual problems more than on teachings unrelated

to the needs of the students; 4. Adequate services for the protection and recovery of health; 5. Physical activities that will enrich the life of every pupil and improve upon the healthy material which he is already. In the following remarks, it will be possible merely to touch some points of local interest in these various aspects of the health programme.

Some public schools in this province rank among the best that can be seen on this continent in their categories. Generally speaking, conditions are fair in cities and towns. All new schools must be built according to plans prepared or approved by the Department of Education. These are based on existing regulations under our Health and Education acts. Unfortunately they require only a minimum of sanitation which should be raised materially. I understand that, several years ago, some amendments were prepared that would require every new school to be equipped with running water, drinking fountains, flush toilets, the system to be frost-proof or the school house to be heated continuously during the cold season. The amendments are still waiting. Our sanitary engineers should not be blamed for the situation, for they had no more to say or do about the whole problem than as if they did not exist.

The consolidation of schools, wherever convenient, will eliminate many outdated buildings, and a plan for larger units of administration would do likewise with many commissioners of another age. As a rule, school-board members will accept any improvement that the provincial government pays for, or will submit to any sanitary regulation edicted by its authority. We cannot expect them, however, to do more than that of their free will. They do not fully appreciate the health and instruction values of school sanitation.

The modernization of many rural schools should be realized without delay in conjunction with the provincial programme of rural electrification. Besides artificial lighting, the modern conveniences already mentioned can be made easily and economically with electric power available. Electricity will transform thousands of schools in this province if some credit terms and financial assistance are offered to local school-boards.

Health instruction is the province of the teacher. An occasional talk by a school physician or a few remarks from a visiting nurse, and the best advice from an athletic coach or a professional physical educator, plus accidental correlations by teachers of other subjects, will never make up a balanced and comprehensive programme of health teaching. The teacher knows how to teach. If she possesses sound health information, she can make the best job of it. She can influence attitudes, form habits, impart knowledge and develop skills in her pupils. Whether she does it by the activity, project or enterprise methods; whether or not she uses the problem solving approach; whether she gives the old chapters the more fashionable names of units of instruction or adaptation, or calls them centres of interest, is none of the hygienist's concern. But he can see that the problem of competence lies at the sources of the teaching staff, in normal schools, where student teachers should be trained by school health educators.

In order to improve health instruction, the Ministry of Health has taken a step which should yield large returns over the years, by offering scholarships to train school health educators. Teachers with interest, talent and personality can qualify by a one-year course in a school of public health, and if they possess academic requirements, be candidates for the master of public health degree. If their full-time services were used to the best advantage, not only could they teach in normal schools, but they could keep the curriculum up to date and revise it when necessary and prepare better teaching materials of all kinds (text books, guide, visual aids, etc.). They could operate an in-service training programme for teachers in practice by organizing institutes and workshops, extension and summer courses, and by writing articles in their professional journals.

The problem of a specific period allotted to health in the school day is contingent upon many factors among which are the competence of the teachers, the flexibility or rigidity of the class schedule, the grades under consideration. Until teachers are well trained and able to make health teaching a true education, and as long as they are subject matter-conscious, they need a period for this instruction.

Nutrition education should be given an A-1 priority over all other aspects of health education. The school lunch should be generalized in all schools and should be considered a practical teaching procedure with numerous possibilities of incidental training and instruction in many related areas. Although this may sound like a paradox, we can say that if operated strictly at cost, a school lunch programme is the best investment any school or school system can make.

If anyone told me that physical education is reaching a turning point in this province, I would agree with him; not that I have any assurance to that effect, but I have seen several straws in the wind. A committee report on Protestant education in Quebec in 1938 suggested the need for a re-definition of policy of the Strathcona Trust plan. A report of the Superintendent of Public Instruction to the Catholic Committee on February 6th, 1946, seems to indicate that a complete reorientation of policy is now contemplated and a shift from cadet corps and military drills to games and exercises that will promote growth and vigour, develop sportsmanship, team work and initiative.

Although school health services are the concern of public health departments, the trend in them today is for active teacher participation. Health impairments in the school population range all the way from the 2% in auxiliary classes to the 95% in elementary school with dental defects, according to some reports of the Canadian Dental Hygiene Council. The ultimate objective of health services is to bring about the elimination of conditions that prevent the child's progress in school and of permanent defects likely to reduce his future working capacity. Of the approximate 40% of selecties rejected or shortly discharged as physically or mentally unfit for military duty, it is claimed that, in a large proportion of cases, the responsible conditions were present during school life and could easily have been treated then.

Under present conditions, to render fair services in rural schools would require three times as many public health workers as are now employed in the county health units. Winter roads do not contribute to make the rural schools

accessible; moreover, school medical inspection is suspended during the long summer vacation, so that only relatively short periods are left in spring and fall for this kind of work, and even these have to be shared with other activities. A logical procedure is to secure participation of the teachers through their own appraisal of their pupil's health in order to "supplement" to a certain extent the sparse medical examinations by school physicians.

In city school systems, where children number tens or hundreds of thousands, the same procedure permits a "screening" of the pupils needing special attention in school, or to be referred to the family, the nurse or the physician. A careful experiment in Astoria, Long Island, has revealed that this can relieve public health officials of nearly half the routine examinations that would be time consuming and quite unnecessary.

The object here is not to turn all teachers into diagnosticians, but only to enable them to recognize major signs and symptoms of common childhood abnormalities, in order to know when a pupil is to be selected for further study. Nor does it require a long and hard schooling to prepare them for this job. All they need is a little practical training to sharpen their sense of observation, written instructions to guide them, and proper direction to make a systematic appraisal of their pupils' health at the beginning of each school year and to keep a record of their findings on a health card for every child.

The school principal occupies a strategic position for the development of an adequate health education programme. Few schools, if any, are as yet properly staffed with the necessary specialists. Most administrators must be satisfied with regular teachers and combine their efforts with the available community resources. But the employment of school health educators remains the most important single factor towards a better program everywhere. Its realization requires personnel that are well trained and able to assume their responsibilities, and teacher preparation in turn requires full-time experts on the faculties of all normal schools. The standard qualifications for such specialists have been determined and are available; and several universities offer courses for their schooling. Their duties are to do the direct teaching in health, and to organize the correlations of all the other teachers. They should also supervise all activities that have a bearing on health to see that their educational value be fully utilized for incidental teaching at all times. Comparable duties, of course, would belong to such a specialist employed in a high school.

At the provincial level, a centralized control under a technical adviser or director of health education would bring about the desirable coordination of effort of all responsible persons. An attempt was made in May, 1944, by the Director of Protestant Education who called for a health officer on the staff of the Department of Education. His suggestion was probably considered as a dream of a man ahead of his time. Yet years ago, a more radical step was taken in Indiana through the appointment of a common director of health education for the department of health and the department of education. In Tennessee they have gone even further, for a director of health education serves the departments of health and of education, the State University and the Tennessee Valley Authority.

Another revolutionary suggestion would be for the formation of a provincial council on school health, made up of interested experts from the fields of health and of education, to advise the Director about the programme.

To sum up, it seems that progress can be made in every direction and calls for the following measures: 1. The appointment of a qualified director of health education; 2. The organization of a school health council; 3. The provision of sanitary school environment, physical and mental; 4. The improvement of health instruction by securing specialists, in order to train better teachers and to produce better teaching materials; 5. The implementing of a higher class programme of physical education and recreation; 6. The intelligent participation of teachers in health services. Everyone of these areas is a challenge to school principals, for each one either is applicable in his high school or will influence the quality of its health education. This may sound like a new assignment. On the contrary it was ever an essential duty in your sacred mission to the children of this province.

PLATFORM FOR MENTAL HYGIENE IN EDUCATION

- I. **Good Teachers** are well trained, carefully chosen, wisely supervised, healthy, emotionally balanced, culturally broad, professionally competent, warm toward children, interested in child development and capable of continuous growth.
- II. **Good Administration** protects the good teacher, provides an adequate salary, a reasonable load of work and has an understanding of professional competence.
- III. **Healthful Schools** are happy places attractive to both children and teachers, equipped for active play, safeguarded against disease and concerned with the correction of defects of growth and development.
- IV. **Integrated Student Life** entails joint planning and action by teachers, parents, clergy and other community leaders and agencies.
- V. **Democratic Schools** deal with students and teachers by democratic methods.
- VI. **A Good Curriculum** focuses on the daily life of the child and his current and prospective needs, develops social as well as intellectual skills, and special talents as well as the commoner capabilities.
- VII. **Good Discipline** is seen as a product of good total schooling rather than fear or force. Behavior is seen as caused by factors in the child's life which are subject to study and if needed changed by special personnel.
- VIII. **Pupil Evaluation** requires pre-school examinations and periodic physical, mental and achievement tests and observation, recording of data and reporting to parents in terms that reflect progress.
- IX. **Study of Failures** is necessary to progressive improvements in the child, the teacher and the system.
- X. **Good Schooling** makes good citizens, persons of character with well trained minds in healthy vigorous bodies, prepared and eager to make the most of the life each is to enter.

LE FRANÇAIS PRATIQUE

R. A. Peck, M.A., Supervisor of French, Department of Education

Vous savez sans doute que d'après le programme d'études pour l'année scolaire 1946 à 1947, deux nouveaux manuels de classe viennent d'être autorisés pour l'enseignement du français en huitième et en neuvième années. Ce nouveau cours s'intitule LE FRANÇAIS PRATIQUE et se divise en deux livres dont le premier est à l'usage de la huitième année et le second est destiné à la neuvième année. Donc, il y a deux volumes mais, faut-il ajouter, en insistant bien sur ce point, la même méthode, le même courant d'idées, relie ces deux parties pour leur donner une cohésion et une continuité parfaites en les orientant vers des buts communs. De fait, ces deux livres ne forment qu'une seule unité du point de vue de l'enseignement du français et c'est essentiellement pour cette raison que nous allons traiter de ce cours plutôt dans son ensemble que dans son détail.

Puisque les buts à atteindre déterminent dans une large mesure la méthode à suivre, la question se pose: Ver quels objectifs devons-nous diriger notre enseignement? Tout d'abord, nous nous proposons d'apprendre à nos élèves à parler couramment et correctement et ensuite de jeter les bases d'une connaissance nette, précise mais surtout pratique et utile de la grammaire française. L'enseignement de la grammaire et de la langue écrite, en plus d'être un but secondaire, doit aussi contribuer à développer et à amplifier l'impression reçue par l'oreille.

Nous venons de définir la direction que doit prendre notre enseignement, il s'agit maintenant de préciser les moyens les plus efficaces afin d'atteindre le but sans déviation et sans perte de temps et d'énergie.

(1) Le professeur, et de la huitième et de la neuvième années, doit lire et étudier soigneusement les deux livres du nouveau cours afin de saisir le plan d'ensemble et la méthode qui y est prescrite. Ce n'est qu'ainsi qu'il pourra faire usage, d'une façon intelligente et efficace, de la matière qu'il doit enseigner. Ce travail préparatoire est de rigueur; et à mon avis, prime toute autre considération. Attaquer un problème sans le définir, sans arrêter de méthode, c'est se vouer au découragement et à l'insuccès.

(2) L'élève, lui aussi, a besoin de méthode — peut-être encore plus que le professeur. Il est absolument essentiel qu'on lui explique comment on apprend à parler une langue étrangère telle que le français. Voici l'analyse de la méthode qui a été adoptée dans LE FRANÇAIS PRATIQUE:

L'élève a une phrase anglaise dans la tête, telle que: I AM GOING TO THE COUNTRY. S'il sait traduire cette phrase, il parle le français. Il a conscience du fait que I AM GOING s'exprime par **Je vais** et que TO THE COUNTRY se traduit par **à la campagne**. Ces deux unités alors se réunissent pour n'en former qu'une et exprimer nettement une idée. Au début, la traduction se fait lentement, avec de la pratique, la traduction se fait plus vite et l'élève parle plus couramment. On atteint la perfection lorsque l'expression anglaise s'identifie complètement avec l'expression française et lorsque l'élève n'a plus conscience de traduire. C'est alors qu'il parle le français correctement et avec facilité.

Il s'agit maintenant de définir le rôle du professeur dans ce nouvel ordre de choses. Sa fonction consiste surtout à enseigner (i) la traduction en français, (ii) la compréhension et (iii) à créer une atmosphère favorable à l'enseignement de la langue française. Nous discuterons chacune de ces responsabilités du professeur à tour de rôle.

(1) **La traduction en français.** Puisque la traduction en français est la pierre angulaire de notre méthode, voici les recommandations que nous faisons à ce sujet:

Chaque fois qu'on enseigne un point de grammaire, il faut tout de suite en faire l'application pratique pour que l'élève sache non pas citer telle ou telle règle mais plutôt qu'il comprenne le sens de la règle. En plus, il faut que l'élève sache s'en servir et qu'il **s'en serve** le plus souvent possible. C'est la répétition intelligente et suivie dans un contexte pratique et vivant qui déterminera le succès ou la faillite de notre enseignement. Le professeur n'a qu'un moyen efficace de faire pratiquer ses élèves, de vérifier et de contrôler; c'est par l'emploi de la traduction orale "à haute pression". C'est de cette manière qu'il recevra une réponse instantanée et complète.

Par exemple, on vient d'enseigner l'imparfait du verbe **donner**. Au lieu de demander à l'élève la deuxième personne du singulier de l'imparfait de ce verbe, soit à la forme interrogative-négative ou interrogative-affirmative, soit à la forme négative ou affirmative, ce qui est compliqué et dépourvu de tout sens pratique et utile, pourquoi ne pas demander tout simplement: Comment dites-vous en français HE WAS GIVING, I USED TO GIVE, WERE THEY GIVING, etc.? Autre exemple: On vient d'enseigner l'emploi de: **de, du, de la, de l', des**. Il ne faut pas perdre dans de longues dissertations grammaticales sur l'article partitif et sur tout ce qui s'y rattache. Il faut aller directement au but et enseigner cette matière du point de vue pratique, c'est-à-dire au moyen de la traduction orale. Enseignons plutôt que OF se traduit par **de, OF THE, FROM THE, SOME** ou **ANY** par **du** pour le masculin, **de la** pour le féminin, **de l'** devant une voyelle ou **h** muet et **des** pour tous les pluriels. Quand tout le monde a compris, on passe à la traduction orale et à la pratique. Toute la matière grammaticale des deux livres est présentée de cette façon. Lorsque le travail oral préparatoire aura été fait à fond, il sera temps de passer au travail écrit sur la matière en question. C'est alors qu'on procède à la dictée, à la traduction écrite et le reste. Les exercices du type **Dites en français** ou **Traduisez en français** fourniront à l'élève l'occasion de perfectionner cette traduction-éclair et ainsi, à parler le français.

(2) **La compréhension.** Le professeur pour réussir doit se faire comprendre par ses élèves; il doit enseigner la compréhension tout comme il enseigne la traduction. Pour que les élèves s'habituent à entendre et à comprendre le français, il faut que le professeur exige que ceux-là l'emploient, du moins en classe. Aussi, la traduction et la compréhension vont de pair, en apprenant l'une on apprend l'autre. En général, le professeur devrait se servir, dans son enseignement, d'autant de français que ses élèves sont en mesure de comprendre. A tout moment il doit vérifier le travail en cours, dissiper tous les doutes et s'as-

surer que tout le monde saisit bien. Sans cela, son enseignement n'aura aucune suite et tout sera à recommencer. Le cours fournit un grand nombre d'exercices de compréhension tels que les **Questionnaires** qui se trouvent dans chaque chapitre. Ce genre d'exercices, bien enseignés facilitera énormément la compréhension chez l'élève.

(3) **La création d'une atmosphère favorable à l'enseignement du français.** Voilà la troisième fonction du professeur et parfois, c'est la plus difficile à remplir. Beaucoup trop de nos élèves ne sont pas convaincus de la nécessité d'apprendre le français ou montrent une attitude tout à fait hostile en ce qui concerne la langue française. Il est du devoir du professeur de bien préparer le terrain avant de commencer son enseignement. Ses paroles, se heurtant à une attitude négative ou passive, pour ne pas dire hostile, ne produiront rien de bien. Si le professeur lui-même déborde d'enthousiasme et sait enseigner d'une manière vivante, claire, précise et intéressante, son influence se fera profondément sentir et, à la longue, apportera le résultat désiré. L'élève doit avoir le sentiment que ce qu'il apprend est pratique et utile. Le nouveau cours est un cours pratique intimement lié, tant par le contenu que par la méthode, aux besoins de l'élève. Il est donc de toute nécessité d'encourager l'élève à se servir de son français. La pratique constante et répétée des connaissances déjà acquises lui donnera confiance et la confiance est essentielle à tout progrès. En créant une atmosphère favorable et réceptive, par tous les moyens disponibles, le professeur compétent rendra sa tâche plus facile, beaucoup plus agréable et surtout plus productive.

Voici maintenant quelques observations sur l'enseignement des verbes dans **LE FRANÇAIS PRATIQUE**.

- (a) les verbes réguliers en **er** comme **donner**.
- (b) les verbes classés par famille par suite de leurs ressemblances.
- (c) les verbes irréguliers.

(a) Pour les verbes réguliers, il s'agit d'apprendre la traduction et la formation d'un verbe type comme **donner**. Ceci fait, l'élève devrait pouvoir former et traduire tous les temps des verbes de la même catégorie, à l'exception de la formation du présent.

(b) Pour la traduction et la formation des verbes classés en familles, il ne s'agit que d'imiter la méthode apprise dans le cas précédent. Rien de nouveau que de noter les particularités orthographiques appartenant à chaque famille.

(c) Pour les verbes irréguliers, il faut les enseigner dans l'ordre donné dans le nouveau cours. Cet ordre n'est nullement arbitraire et a été établi pour des raisons bien arrêtées, à cause de certaines ressemblances qui en facilitent l'étude. Notons les groupements suivants:

au présent	vous dites	je peux	je viens
	vous êtes	je veux	je tiens
	vous faites	je vaudrai	
au futur	j'aurai	je voudrai	je courrai
	je saurai	je vaudrai	je mourrai

Au passé composé, les participes ont un certain rythme et de cette façon s'apprennent très vite en bloc comme suit :

j'ai eu	j'ai valu
j'ai su	j'ai battu
j'ai pu	j'ai vu
j'ai voulu	j'ai dû

(2) Pour ce qui en est de l'enseignement des temps composés, le problème se réduit tout simplement à suivre la formule que voici :

Etant donné que les auxiliaires se divisent en trois catégories, l'élève doit se poser ces questions et raisonner comme suit :

(i) S'agit-il d'un verbe réfléchi ? Si oui, il doit se servir du 3e auxiliaire—**je me suis** ou **je ne me suis pas** au temps qu'il faut.

(ii) Est-ce un des seize verbes ? Si oui, le 2e auxiliaire—**je suis** ou **je ne suis pas** au temps nécessaire est indiqué.

(iii) Par élimination, si le verbe en question n'appartient pas aux deux catégories précédentes, il faut se servir de la forme voulue de **j'ai** ou **je n'ai pas**.

La même méthode et le même raisonnement s'appliquant également à tous les temps composés tels que le plus-que-parfait, le conditionnel parfait et le reste.

Pour récapituler, voici dans ses grandes lignes, la méthode à suivre en enseignant LE FRANÇAIS PRATIQUE :

(1) Enseigner d'une façon claire et nette telle ou telle matière.

(2) Passer ensuite à la traduction oral rapide pour vérifier, corriger et surtout pratiquer ce qui a été enseigné.

(3) Le travail écrit tel que la dictée, la traduction écrite et le reste doit suivre et non pas précéder le travail oral.

Le professeur peut remplir son rôle avec succès en observant les recommandations suivantes :

(1) Se rendre maître de la matière qu'il doit enseigner en faisant une étude soignée du nouveau cours. Il doit en saisir l'ensemble et suivre la méthode qui y est indiquée.

(2) Observer la continuité du cours. Se rendre compte que chaque leçon doit avoir sa suite dans la leçon prochaine. Ne pas enseigner une série de faits détachés et sans rapport.

(3) Enseigner la grammaire d'une manière pratique, vivante et utile. Se rendre compte que c'est l'application et non la règle elle-même qui importe. Bref, enseigner moins et pratiquer plus.

En terminant, tâchons de comprendre et d'enseigner suivant la méthode présentée dans LE FRANÇAIS PRATIQUE, c'est notre plus sûre garantie de succès.

BOOK REVIEW

Arts and Crafts for Canadian Schools, by Louis A. Shore, is a compendium of information concerning all the arts and crafts, including claycraft, papercraft, colourcraft, textiles, linocraft, bookcraft, scap carving leathercraft, woodcraft and metalcraft. Explanations are so explicit and full that any work described can be attempted. An abundance of illustrations helps to make the text more readily understood. School work in Arts and Crafts should become attractive to those who use this book. Published by J. M. Dent & Sons, 179 pages, \$2.75.

SCENES FROM THE LIFE AND TIMES OF THOMAS EDISON

Ruth E. Nachfolger, Bancroft School, Montreal.

Scene I—TWO GIRLS, NARRATORS, APPEAR IN CENTRE STAGE, CURTAINS ARE DRAWN.

Narrator I—We are about to present the story of the adventures and achievements of a great American who rose from the humble beginnings of a country boy to become the greatest inventor of all time.

Narrator II—Let us consider the world into which Thomas Edison was born. It is difficult for us to imagine life without the electric light, without the phonograph, without the radio, without moving pictures. Yet, Thomas Alva Edison was born when these things did not exist.

Samuel and Nancy Edison, Thomas' parents were Canadians, but they moved to the little town of Milan, Ohio, before he was born. Let us visit the Edison home in February, 1847.

CURTAINS PART TO REVEAL THE INTERIOR OF THE EDISON HOME. THE AUDITORIUM IS IN DARKNESS EXCEPT FOR TWO OIL LAMPS WHICH CAST THEIR LIGHT FROM TWO TABLES ON THE STAGE. AT TABLE TO THE LEFT SITS MOTHER EDISON HOLDING A BABE IN HER ARMS, BEHIND HER STANDS FATHER EDISON, GAZING FONDLY AT THE BABY. WILLIAM AND TANNIE EDISON, TWO OTHER EDISON CHILDREN, ARE ALSO ADMIRING THE BABY.

Father—The very image of his mother.

Mother—I am very happy, Samuel; now we have two sons and a daughter.

Father—He has a well-shaped head and large gray eyes.

William and Tannie—Let us look at him, Mother.

William—I am going to draw a picture of him.

Tannie—And I am going to write a story about him.

TWO NEIGHBOURS ENTER FROM RIGHT.

Father—Welcome neighbours: It's a Boy! Looks just like his mother and I hope he has her good disposition and common sense.

Mother—We have named him Thomas Alva; Thomas after his great grandfather in the American Revolution and Alva after old captain Alva Bradley, Samuel's best friend.

Father—We are going to call him Al for short.

TABLEAU IS HELD. AUDITORIUM IS STILL IN DARKNESS SAVE FOR THE TWO OIL LAMPS ON THE STAGE. ATTENTION OF THE CHARACTERS ON THE STAGE IS FOCUSED ON THE BABY EDISON.

THREE NARRATORS ENTER AND ASSUME POSITIONS IN CENTRE OF STAGE.

Narrator III—From earliest childhood Edison exhibited a great curiosity and asked endless questions. He loved to listen to adults and was a familiar little figure as a child along the canal, watching the boatmen, and in the town with the farmers, lumberjacks, and townspeople.

Narrator IV—When Al was seven years old the Edison family moved to Port Huron, Michigan, and a new world to discover was open to the boy.

Narrator V—At ten years of age, Thomas Edison became interested in chemistry. He took possession of the cellar and bought every chemical and book that he could out of his spare money. Very soon, strange things began happening in the Edison cellar where Al and his friend Michael Oates spent long hours. Let us visit Al Edison in his cellar laboratory.

Scene II.—THE SCENE CHANGES TO THE CENTRE OF THE STAGE WHERE WE SEE A TABLE LADEN WITH BOTTLES AND TEST TUBES OF MANY DESCRIPTIONS. NORMAL LIGHTING IS ASSUMED FOR DAYTIME SCENE.

MICHAEL OATES ENTERS FROM LEFT.

Michael—Good-morning Al, what are we going to work on to-day?

Edison—I see no reason why man cannot fly. If birds can fly, why then, we should attempt it.

Michael—We have no wings.

Edison—I have it, we will try another way. If enough gases can be generated into a person to blow him up and make him lighter than air, he would rise like a balloon.

Michael—Yes, and fly!

Edison—Please Michael, will you try it? The only chemical I have that is gaseous and not poisonous is Seidletz Powder. You will have to take large doses of it.

MICHAEL DRAINS DOWN GLASS AFTER GLASS OF EDISON'S CONCOCTION. PRESENTLY MICHAEL DOUBLES UP WITH PAIN.

Michael—Oh! Oh! My stomach! I can't bear it! oh! oh!

FATHER AND MOTHER RUSH IN FROM LEFT OF STAGE UPON HEARING MICHAEL'S VOLUBLE EXPRESSIONS OF PAIN.

Father—What is the meaning of this?

Edison—We were studying the principles of flying.

Father—Al, you will be severely punished for this.

Edison—I will give Michael other chemicals to counteract the powder.

EDISON SEARCHES AMONG BOTTLES ON TABLE.

Father—You will not experiment on human beings. William, come take Michael home.

WILLIAM ENTERS FROM LEFT AND HELPS MICHAEL OFF TO THE RIGHT.

Father—And now Al, we will do away with this mess in the cellar.

Edison—Oh, no!

EDISON TURNS TO HIS MOTHER WHO HAS BEEN STANDING NEXT TO FATHER EDISON OBSERVING THE SCENE.

Edison—Mother, please let me continue. I will do big things if only I get the chance.

Mother (Turning to Father Edison)—Let us reach a compromise Samuel; we will keep the cellar under lock and key so that no one will be in danger and Al will make future experiments only from textbooks.

TABLEAU IS HELD. FIVE NARRATORS APPEAR AT CENTRE OF STAGE.

Narrator II—At the age of twelve, Edison declared that he was going to find a job because he needed more money for chemicals and books to carry on his experiments.

Narrator III—His father and mother objected at first, but the boy had made up his mind and was set on becoming a newsboy and candy salesman, or candy butcher, on the train that ran from Port Huron to Detroit. Edison made all the plans and arrangements himself.

Narrator V—While in Detroit waiting for the train to carry him back to Port Huron, Edison spent long hours in the Detroit library reading every book he could lay hands on. He never wasted a minute.

Narrator VI—In the baggage car of the train, Edison set up a laboratory so that he could work on experiments even while travelling. Observing how quickly he could sell papers, Edison decided to publish a paper of his own, also on the train. He called his paper the **Weekly Herald**. He set up a printing press in the baggage car alongside the laboratory. He called it the newspaper and laboratory on wheels.

Narrator IV—Let us observe Edison and his faithful friend, Michael Oates selling papers and candy on the train from Port Huron to Detroit. Please remember that in the baggage car is the laboratory on wheels and the bottles of explosive chemicals that go with it.

Scene III.—NARRATORS LEAVE STAGE TO REVEAL TRAIN SCENE. CHAIRS ARE PLACED IN SUCH A WAY AS TO SUGGEST A PASSENGER COACH. PASSENGERS IN COSTUMES OF THE PERIOD ARE SEATED.

MICHAEL OATES ENTERS AND WALKS UP AND DOWN THE AISLE SELLING HIS GOODS.

Michael—Candy! Nuts! Cakes! Fruit!

First Lady Passenger—I would like an orange, please.

Michael—Thank you.

Boy Passenger—Five cents worth of candy, please.

Michael—Thank you.

Edison—Newspapers! Latest news! Read the **Weekly Herald** printed on this train! Get Your Paper!

DISTINGUISHED LOOKING PASSENGER IN TOP HAT STOPS EDISON AS HE IS GOING UP THE AISLE. HE IS GEORGE STEPHENSON.

Stephenson—Boy, come here, please.

Edison—Yes sir, what will it be?

Stephenson—Give me a copy of the **Weekly Herald**.

Edison—Here you are, sir.

Stephenson (carefully scanning the paper)—This is quite an interesting paper. Who is the editor?

Edison—I am the editor, publisher, printer, and salesman.

Stephenson—I extend my compliments, young man. Your newspaper is as good as many I have seen edited by men twice your age. I want you to run me off an edition of . . . One Thousand Copies!

Edison (amazed)—Thank you, sir!

Stephenson—This will be a special edition for England. I am an English inventor and have been experimenting with the power of steam.

Edison—These one thousand copies will almost swamp my printing plant!

TABLEAU OF TRAIN IS HELD AS THREE NARRATORS COME TO CENTRE OF STAGE.

Narrator I—The copies of this edition of Edison's **Weekly Herald** were sent all over the world and even the **London Times**, the greatest newspaper of the day, extended its compliments and quoted from its columns.

Narrator IV—There is today as far as is known, but one copy of Edison's **Weekly Herald** in existence. This is treasured at the Edison home.

Narrator V—Let us go aboard the train that runs between Port Huron and Detroit on another day. The rolling laboratory and travelling printing office are flourishing.

NARRATORS GO OFF STAGE TO REVEAL PASSENGER COACH ONCE MORE. MICHAEL OATES AND EDISON ARE SELLING THEIR CANDY AND PAPERS AS USUAL.

Michael—Candy! Fruits! Nuts!

Lady Passenger—When do we get into Detroit, boy?

Michael—In about an hour, madam.

Conductor—Mount Clemens next stop! Mount Clemens next!

Edison—All the latest newspapers and magazines!

SOUND OF EXPLOSIONS AND GREAT NOISE AS IF COMING FROM THE BAGGAGE CAR. EDISON AND MICHAEL OATES RUN OFF STAGE TO RIGHT. CONDUCTOR TOO, QUICKLY DISAPPEARS. PASSENGERS ALL STAND UP IN ALARM AND GAZE OFF STAGE TO RIGHT.

Man Passenger—The boys are fighting a fire!

Lady Passenger—Fire!

Man Passenger—Yes! The train must have lurched and caused a chemical to fall off the rack.

Another Lady Passenger—The fire is getting bigger.

PASSENGERS COUGH.

Man Passenger—The smoke is very thick in there.

Another Lady Passenger—The conductor is helping them.

Another Lady Passenger—He's throwing pails of water on the flames.

Another Lady Passenger—I think the fire is out now.

CONDUCTOR REAPPEARS

Conductor—Calm yourselves, good people, the fire is now extinguished and we are all safe.

PASSENGERS SEAT THEMSELVES AGAIN.

Conductor—Edison, Come Here!

EDISON REAPPEARS VERY MEEKLY.

Edison—Yes, sir.

Conductor—I'll teach you to start a fire on my train!

Edison—But I didn't start the fire. It was the phosphorus, it fell down.

Conductor—Quiet! You naughty, undisciplined boy!

CONDUCTOR BOXES EDISON'S EARS.

Conductor—I'm going to throw you and your laboratory and your printing press off the train at Mt. Clemens.

CONDUCTOR LEADS EDISON OFF TRAIN TO RIGHT OFFSTAGE. TABLEAU OF PASSENGERS ON COACH IS HELD. TWO NARRATORS APPEAR AT CENTRE OF STAGE.

Narrator VI—A few minutes later, as the train pulled into Mount Clemens, the conductor without further ceremonies grabbed the bottles from the shelves and threw them out. He picked up the printing press and type and threw that out—he took up everything else and threw it out the door, including young Thomas Edison.

Narrator I—And there, on the station platform at Mt. Clemens, was Edison—with the first laboratory on wheels and first newspaper ever printed on a train in the world's history—stranded amidst the ruins.

Scene IV.—THIS SCENE IS AGAIN THE EDISON HOME. LIGHTING AS AT THE FIRST SCENE IS ASSUMED. THE AUDITORIUM IS IN DARKNESS EXCEPT FOR THE TWO OIL LAMPS ON TWO TABLES. FATHER AND MOTHER EDISON ARE SEATED AT THE TABLE TO THE LEFT. FATHER EDISON IS READING A NEWSPAPER. MOTHER EDISON IS KNITTING. YOUNG EDISON ENTERS FROM RIGHT.

Edison—Mother, Father—a terrible catastrophe has happened! I can no longer have the laboratory and printing press on the train.

Father—Be calm, my son, every general is forced to retreat sometime. You must reform your lines for the next advance.

Edison—May I have another laboratory and printing press in the cellar?

Mother—We must agree that no dangerous chemicals be brought into the house.

Edison—Yes, Mother.

Father—The cellar must be abandoned.

Mother—You must set up your laboratory in a room near the roof. We would rather have you over us than under us. Then, if things go wrong, you can only blow up the top of the house!

Scene V.—NORMAL LIGHTING IS ASSUMED. SIX NARRATORS COME TO CENTRE OF STAGE.

Narrator II—And so, Edison set to work again. He studied and worked without interruption. He had marvellous power of concentration.

Narrator V—One day Edison saved the life of a little two-year old boy. The father of the boy was a telegraph operator who taught Thomas Edison all he knew about telegraphy. Thomas Edison became a very fast and accurate telegraph operator.

Narrator I—As Edison grew to manhood, he roamed the country from St. Louis to Boston to New York as a telegraph operator. He had a reputation for being one of the fastest senders and receivers of the Morse Code.

Narrator II—Edison had many adventures during this period of his life and he continued his strenuous routine of work, study and experiments. He made very important inventions that greatly improved the service and efficiency of our telegraph system.

Narrator III—In 1876 Edison set up his famous laboratory in Menlo Park, New Jersey, from where the greatest inventions of our time were to come forth. Edison was working on an experiment to transmit speech over an electric current—but credit for the invention was given to Alexander Graham Bell.

Narrator IV—Let us visit the Menlo Park laboratory during these exciting days in 1876.

EDISON AND HIS ASSISTANTS, CLAD IN WHITE JACKETS AND SMOCKS ARE NOW REVEALED ABOUT A TABLE IN THE CENTRE OF THE STAGE. TABLE IS CLUTTERED WITH BOTTLES, WIRES, MICROPHONES, ETC. ALL ARE INTENT UPON THEIR WORK.

1st. Ass't.—What a pity, Mr. Edison, that we were not given credit for our work on the telephone.

Edison—We must continue to work as if nothing has happened. Mr. Bell's invention is truly great—but he has no transmitter on his telephone. His instrument is capable of sending the voice but a very short distance.

2nd. Ass't.—Does that mean, Mr. Edison, that we are going to work on a transmitter that will make the telephone practical for use for all the people of the world?

Edison—Yes, but it will mean months of very hard work.

3rd. Ass't.—We are ready, Mr. Edison, to do our best.

Edison—Thank you. Thank you very much for your loyalty and assistance.

Scene VI.—TABLEAU OF WORK IN LABORATORY IS HELD. NARRATOR V APPEARS IN CENTRE OF STAGE.

Narrator V—Secretly locked up for several months, working day and night, Edison finally appeared with the invention that was to make the telephone useful to all. The carbon transmitter was to carry the human voice to the ends of the earth.

NARRATOR V GOES OFF TO RIGHT. EDISON AND HIS STAFF AGAIN RESUME CONVERSATION ABOUT THE LABORATORY TABLE.

1st. Ass't.—Mr. Edison, you have taken the feeble voice of Bell's telephone and given it unlimited power.

Edison—There are marvellous possibilities in this instrument. (Holds up microphone from table)—A Microphone! It can be put to many uses.

4th. Ass't.—It is regrettable this rivalry between us and Mr. Bell.

Edison—I would like to speak to Mr. Bell. We would have a great deal to say to each other.

A KNOCK IS HEARD. TWO GENTLEMEN ENTER WITH TOP HATS AND CANES AND DRESS OF THE PERIOD. THEY SEEM DISTINGUISHED AND IMPORTANT. IT IS A TENSE MOMENT.

First Man—I am Alexander Graham Bell!

Edison—Mr. Bell! What an honour to make your acquaintance.

THEY SHAKE HANDS.

Bell—You have done a great deal for my telephone, Mr. Edison.

Edison—Let us forget our differences of the past and look to the future.

Bell—That microphone of yours will change many things in this world.

Edison—You are the great man, Mr. Bell, who has done a great work.

MR. BELL AND HIS COMPANION WITHDRAW. NARRATOR VI APPEARS IN THE CENTRE OF THE STAGE.

Narrator VI—Let us listen to a group of people on the street in 1877.

Scene VII.—GROUP OF PEOPLE APPEAR AT RIGHT OF STAGE. THEY STAND ABOUT IN A SEMI-CIRCLE. THEY ARE DRESSED IN THE COSTUME OF THE PERIOD.

1st. Man—Edison has invented a machine that talks!

2nd. Man—There must be some trick about it.

1st. Woman—It is absurd!

3rd. Man—Impossible!

4th. Man—It is a machine that's almost human—speaks like a human being.

1st. Man—You can speak into it or sing into it and it will repeat your own words so clearly that you can recognize your own voice.

4th. Man—It is even said that records can be preserved so that your voice can be heard a hundred years after you are dead!

1st. Man—Let us go to Menlo Park to see for ourselves what this invention really is.

2nd. Man—Thousands have already gone. We might as well go too.

NARRATOR VI APPEARS IN CENTRE OF STAGE.

Narrator VI—And so thousands of people curious to see and hear for themselves travelled to Menlo Park.

Scene VIII.—THIS SCENE IS AGAIN EDISON'S LABORATORY. EDISON AND HIS ASSISTANTS ARE GROUPED ABOUT THE TABLE. TO THE RIGHT, SEATED AND STANDING ABOUT ARE THE GROUP OF PEOPLE WE SAW IN SCENE VII.

4th. Man—Mr. Edison, how did this invention come about?

1st. Ass't.—It was the result of discoveries made while Mr. Edison was working out the principles behind the telegraph and the telephone.

Edison—I was singing to the mouthpiece of a telephone when the vibrations of my voice sent the fine steel point into my finger. That set me thinking.

2nd. Ass't.—If Mr. Edison could record the actions of the point and send the point over the same surface afterwards, he saw no reason why the thing would not talk.

Edison—I tried the experiment first on a strip of telegraph paper. I shouted the words, "Hello! Hello!" into the mouthpiece, ran the paper back over the steel point and heard a faint, "Hello, Hello!" in return.

3rd. Ass't.—Mr. Edison determined to make a machine that would work accurately and gave us instructions.

1st. Ass't.—The phonograph is the result.

Edison—Would you like to hear one of the recordings we made?

2nd. Man—Yes, yes! We'd be delighted to hear it.

A SMALL OLD FASHIONED PHONOGRAPH HAS BEEN ON THE TABLE THROUGHOUT THIS SCENE. EDISON PLACES A SMALL RECORD FOR THE DEMONSTRATION. THE RECORD PLAYS FOR ABOUT TWO MINUTES. ALL LISTEN.

1st. Man—This is the result of knowledge and genius.

2nd. Man—This is truly a startling invention.

1st. Woman—Think of it. The machine actually talks!

4th. Man—This will be a great help in education and a wonderful means of entertainment.

TABLEAU IS HELD. THREE NARRATORS AND A CHORAL SPEAKING GROUP COME TO CENTRE OF STAGE.

Narrator I—Edison's inventive genius was soon recognized around the world. Wherever he went, he was greatly honoured by the people of Europe and America. This talking machine was the forerunner of the talking movies and the radio.

Narrator II—An eminent American scholar wrote a poem in honour of Edison and the phonograph. This is the poem:

The Phonograph's Salutation, by Horatius Nelson Powers

I seize the palpitating air, I hoard
Music and speech. All lips that breathe are mine!
I speak, the inviolable word
Authenticates its origin and sign.

I am a tomb, a Paradise, a shrine,
An angel, prophet, slave, immortal friend;
My living records, in their native tone,
Convict the knave, and disputations end.

In me are souls embalmed. I am an ear,
Flawless as truth, and truth's own tongue am I.
I am a resurrection; men may hear
The quick and dead converse, as I reply.

Narrator III—Edison was not to relax. Soon after he was hard at work on his many projects in Menlo Park.

Narrator II—Menlo Park was becoming a place of mystery. What would come out of it next? Let us go and see.

CHORAL GROUP AND NARRATORS LEAVE STAGE AND REVEAL EDISON AND HIS ASSISTANTS ONCE MORE AT WORK IN THE LABORATORY.

4th. Ass't.—We have made hundreds of tests, Mr. Edison. When shall we be successful?

Edison—Patience and perseverance will win. We must stick to it.

1st. Ass't.—Mr. Edison, shall we ever get light out of our incandescent lamp?

2nd. Ass't.—Time after time we have broken the filament in the lamp.

Edison—Let us try an all-glass globe or bulb, sealed with all the air exhausted.

3rd. Ass't.—The workers are all exhausted! Can't we give them some recreation?

Edison.—Yes. Let's rest a while. It's almost midnight. How about a song? What shall it be?

2nd. Ass't.—Your favourite, sir: "Little Grey Home In the West".

PEOPLE ON STAGE BEGIN THE SONG, OTHERS FROM OFFSTAGE WANDER ON TO THE SCENE AND SING.

Edison—And now, back to work! Who'll get me some spools of thread?

4th. Ass't.—I will, Mr. Edison.

4th. ASS'T. RUNS OFFSTAGE AND RETURNS ALMOST IMMEDIATELY WITH THREAD.

4th. Ass't.—Here you are, sir.

Edison—And now, let us carbonize the thread. We have tried everything else. This must work! And now to shape the thread and place it in a nickel mold.

1st. Ass't.—This is the hundredth time we are doing this, Mr. Edison.

Edison—And now for the bulb from the glassblower!

ASSISTANTS AND EDISON ARE MOST INTENT UPON THE WORK GOING ON AROUND THE TABLE. LARGE GLASS BULB IS VERY MUCH IN EVIDENCE.

2nd. Ass't.—And now to turn on the current!

UPON THESE WORDS THE STAGE AND ASSEMBLY HALL ARE AGAIN PLUNGED INTO DARKNESS. FROM THE TABLE IN THE CENTRE OF THE STAGE GLEAMS A STEADY RAY OF LIGHT. THIS MAY BE AFFECTED WITH A FLASHLIGHT.

1st. Ass't.—What a historic moment, Mr. Edison. The first incandescent electric light in the world! October 21st, 1879.

WHEN LIGHTS AGAIN COME ON, THE STAGE IS COMPLETELY CLEAR EXCEPT FOR THREE NARRATORS.

Narrator I—What the scientists declared to be “impossible” was a reality! Edison had successfully subdivided the electric current for illuminating purposes. A new light had come into the world—a new power that was to start a new era in human progress.

Narrator II—Edison brought us the Electric Age and all its wonders.

Narrator III—Through another of Edison's great inventions, the Motion Picture Projector, we are about to see how light is brought into our homes.

FILM OBTAINED FROM QUEBEC HYDRO WAS SHOWN. THIS FILM DEALT WITH THE SUBJECT OF LIGHTING OUR HOMES. OTHER FILMS, IF THIS ONE IS NOT OBTAINABLE, MAY BE SHOWN TO CONCLUDE THE PROGRAMME. IF NO FILM IS AVAILABLE, A BRIEF ANNOUNCEMENT ON EDISON'S WORK CONCERNING THE MOVING PICTURE PROJECTOR MAY BE MADE.

AFTER SHOWING OF FILM, NARRATOR III APPEARS FOR THE LAST TIME IN CENTRE OF STAGE.

Narrator III—In all, Thomas Edison patented over three thousand inventions—an astounding achievement for one man.

NARRATOR III IS JOINED BY NARRATORS I AND II.

Narrator I—Thomas Alva Edison was the true friend of youth. He frequently said that the real wealth of the world is not in its banks, but in its boys and girls.

Narrator II—The Age of Invention did not close with the passing of Thomas Edison. Invention and discovery are just beginning to be brought to light. Opportunity is only waiting for another Edison to open the door.

A fanatic is one who redoubles his efforts after he has forgotten his objective.

George Santayana.

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- MONTREAL WEST: **Mr. Otto G. Parsons**, Mr. Basil C. White, Miss Muriel Prew, Mr. Hobart G. Greene, Mr. William J. Sargeant, Mrs. Agnes M. Towne, Mr. Victor L. Doleman, Mr. Charles H. Bradford, Mrs. Frances Gulliksen, Mr. Arthur E. Larivière, Mrs. Ruth Joy Murray, Miss Harriet McCammon, Miss Grace E. Hawthorne, Mr. William A. Wilkinson, Miss Mary E. Rodger, Miss Daisy A. Hawker, Miss Emma H. Vibert, Miss Ada M. Barrington, Mrs. Mina S. Snyder, Miss Jean E. Murray, Miss Eleanor Hansen, Miss Nora F. Irwin, Miss Beryl E. Field, Mr. Ernest E. Robinson, Mr. John G. Ringwood, Miss Geneva Jackson, Mr. Arthur M. Henry, Mr. Donald R. Stevenson, Mrs. Margaret R. Stuart, Mr. Heber R. Matthews.
- MOUNT ROYAL: **Mr. George F. Watts**, Mrs. Ruby M. Allen, Mr. Stephen M. Armstrong, Mrs. J. H. Aslin, Mrs. Elizabeth Bagg, Mrs. Anna Belyea, Dr. Donald Buchanan, Mrs. Marguerite R. Davis, Mr. William Fish, Miss Jean M. Gwynne, Miss Claire E. Harrison, Mr. S. Christopher M. Hawkins, Miss Alice Horobin, Mr. Gerald F. H. Hunter, Miss Nancy M. Law, Mr. James C. Logan, Mrs. Frances MacKeen, Miss Margaret Maxwell, Mrs. Doris M. Neale, Miss Edna Palmer, Mrs. Elsie I. Prowse, Mrs. Vera Richards, Miss Florence Robertson, Miss Evelyn Rollit, Mr. L. Douglas Smith, Mr. J. Norman Smyth, Miss Sweeney.
- STRATHCONA
ACADEMY
(OUTREMONT): **Miss M. Cameron Hay**, Mrs. M. J. Joyce, Mr. E. W. V. Deathe, Miss J. S. Bradshaw, Miss E. I. Jones, Mrs. C. W. McCuaig, Mr. J. F. Stewart, Mr. W. F. Russell, Mr. M. A. Ross, Mr. W. I. Cook, Mr. W. Lindsay, Miss D. M. Roberts, Miss B. L. Cowper, Mr. R. J. Eaton, Mr. R. H. Bott, Mr. G. R. Ryder, Miss A. E. Thompson, Miss M. J. Lough, Miss M. K. Swanson, Miss E. I. Finlayson, Mr. W. G. S. Stafford, Mr. M. D. Gile, Mr. G. L. McCutcheon, Mrs. R. Wensley, Miss G. A. G. Cullen, Miss E. M. Swanson, Mrs. A. Aitken, Miss A. P. Buckingham, Mr. F. W. Cook, Miss E. L. Osgood, Miss G. E. Hibbard, Mr. H. W. Biard, Miss E. Boucher, Miss R. Boucher, Mrs. T. C. Cooper, Miss H. M. Poole, Dr. A. H. Egerton, Miss B. McPherson, Mr. H. C. Brennan, Mrs. W. Lindsay.
- ST. LAURENT: **Mrs. Mabel A. Perry**, Miss Jane A. Elliot, Miss R. B. Hughes, Miss M. P. Pease, Mrs. R. M. Wahlberg, Mrs. M. H. Watt, Miss L. R. Gallant, Mrs. Edna Seveigny, Miss Beulah F. Halero, Miss M. E. Kerr, Miss Audrey W. Lamb, Mr. J. N. B. Shaw, Mr. G. H. Taylor, Mr. G. H. Elsey, Miss N. E. McCarthy, Mrs. Ruby Allen, Miss Kean, Mr. Runnells.
- VERDUN HIGH: **Mr. Harold E. Grant**, Miss Alice Hamilton, Miss Clara B. Boomhour, Miss Joyce E. Hayward, Miss E. May Coveydué, Mrs. Nellie Franklin, Miss Florence R. Cole, Miss Doris E. Dugan, Mr. Ross M. Mercer, Mr. Griffith C. Brewer, Mrs. Maud E. Marshall, Mr. Albert E. Holloway, Mr. Matthew T. Craig, Miss Janet M. Sheperd, Miss J. Mabel Mills, Mrs. Florrie W. Mallin, Mr. Leslie F. Bennett, Mr. William D. Y. Doyle, Miss Helen B. Ferguson, Miss A. Olga Jackson, Mr. A. Milton Smith, Mr. A. Chas. Ironside, Mr. Ernest H. Hall, Mr. Geo. S. Tomkins, Mr. Talilsin Jones, Mr. Geo. O. Lee, Miss M. Kathleen Morrison, Mr. Gordon G. Hall, Mr. Alexander G. Donaldson, Miss Jean N. M. Snyder, Miss Isobel J. Hasley, Mr. Perry M. Mulock, Mr. Andrew P. Watson, Miss Annie L. McPhail, Miss Elizabeth McMonagle, Miss G. Paige Pinneo, Miss Ruth E. McEwen, Miss Margaret H. Laird, Mr. Wilbert E. McCurdy, Mr. Orville E. White, Mr. Robert J. Mullins, Mr. William H. Chodat, Miss Emma Marsan, Miss Margaret J. Watt, Miss Gwen G. Markwell, Miss Marjorie G. Carter, Mr. Duncan G. Cumming, Mr. Harry E. Law, Miss Mavis Mitchell, Mr. Kenneth R. Cunningham, Mr. John A. T. Weatherbee.
- WESTMOUNT
(SENIOR): **Mr. R. O. Bartlett**, Mr. A. J. Buckmaster, Mr. L. H. Davies, Mr. C. S. Douglas, Miss M. A. Dyke, Miss M. H. Dyke, Mr. C. V. Frayn, Miss R. Hopkins, Miss D. E. King, Mr. J. D. Lawley, Miss

WESTMOUNT
(JUNIOR):

E. G. Lawlor, Mr. D. E. MacLean, Mr. K. L. Mactavish, Mr. D. N. McRae, Miss M. H. Moore, Mr. H. Nicoll, Mr. B. S. Schaffelburg, Mr. E. W. Smith, Mr. J. K. Snyder, Mr. J. G. Stewart, Miss L. B. F. Truax, Mr. N. W. Wood, Mr. L. P. Patterson, Mr. G. J. Mitchell. **Mr. C. H. Savage** Mr. F. E. L. Sharpe, Mr. D. T. Trenholm, Mr. M. A. Turner, Miss G. M. Banfill, Mrs. M. J. Chapman, Miss L. M. Cochrane, Miss A. Clark, Miss L. Davison, Miss C. S. MacKenzie, Miss M. M. Mackenzie, Mrs. A. R. McKay, Mrs. L. M. Lancey, Miss D. D. Smith, Miss R. Smith, Miss E. S. Wales, Miss Helen W. Wright, Miss Y. Wilson, Miss T. D. Lawlor, Miss J. M. Hawthorne, Miss E. L. Egerton, Mr. C. V. Frayn, Mr. D. M. Smith, Mr. R. Steeves, Mr. K. H. Murray, Mrs. R. R. Smart, Mr. H. W. Atwood, Mr. A. M. Bernard, Mr. J. M. Boyver, Mr. D. H. Chodat, Mr. A. B. Farquhar, Mr. F. N. Fleming, Mr. A. G. Fraser, Mr. G. R. Gay, Mr. R. T. Germaney, Mr. K. Hill, Mr. W. S. Horsnall, Mr. E. A. Hutchison, Mr. M. J. Oke, Mr. J. H. Patrick, Mr. S. E. McKeyes, Miss V. M. Jamieson.

INTERMEDIATE SCHOOL DIRECTORY—1946-1947

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- ASCOT: **Mr. George B. McClintock**, Mrs. Eunice A. Smith, Mrs. Norma A. Beers, Miss Bernice Beattie, Mrs. Martha Crawford.
- BAIE COMEAU: **Mr. K. L. Nish**, Miss Shirley M. Bowker, Miss Alice C. Fuller, Miss Marjorie R. Helleur, Miss Alice K. Mizener.
- BEAUHARNOIS: **Mrs. Christy Chisholm Cook**, Mrs. I. M. Anderson, Mrs. F. Willows, Mrs. Viola Shepherd, Miss Jeannette Caza.
- BEEBE: **Miss May Scott**, Mrs. Thelma Leney, Miss Deryl Monaghan, Mrs. Ruby LeQuesne, Mrs. Edna D. Smith.
- BISHOPTON: **Mrs. Flora McIntyre**, Mrs. Verlie Gilbert, Mrs. Irene Howes.
- BLACK LAKE: **Mrs. Mary Tozer LeQuesne**, Miss Kaltha Mann.
- BOURLAMAQUE: **Miss Marjory C. B. Remby**, Miss J. C. Champion, Miss M. E. Bisson, Miss M. O. Robert, Miss C. E. Blois, Miss W. E. Thompson, Miss G. D. Smith.
- BROWNSBURG: **Mr. D. Staniforth**, Miss Barbara Babin, Mrs. Ruby Kennedy, Miss Edith MacCallum, Miss Freda Parker, Mr. Ralph Start, Mrs. Reta Staniforth, Miss Jean Graham.
- CAMPBELL'S BAY: **Miss Ellen N. Bronson**, Miss Ella F. Cooke, Miss Irma Robinson, Miss Embyle Brownlee, Mrs. Pearl Smith.
- CHAMBLY-
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- CLARENCEVILLE: **Mrs. C. S. Thornton**, Mrs. R. Hislop, Mrs. R. Beerwort, Mrs. R. A. Lake.
- DOLBEAU: **Mr. Basil F. Beaton**, Miss Dora Elliott, Miss Kathryn Livingston.
- DRUMMOND-
VILLE: **Mr. R. D. Hutchison**, Miss Wilhelmina R. Clark, Miss Dolena A. Nicholson, Mr. Charles E. Amyot, Mrs. Olon E. Moore, Mrs. Louis Cabana.
- DUNDEE: **Mr. Russell D. Mosher**, Miss Olive Hart, Miss Doris Stevenson.
- ESCUMINAC: **Mrs. L. M. Edwards**, Miss Dorothy L. Carmichael, Miss Ethel Fallow, Miss Gertrude MacWhitter.
- FARNHAM: **Mr. Alden J. Scott**, Mrs. M. A. Hill, Mrs. Hazel Miller, Miss Thelma R. Mills, Miss G. May Doherty.
- FITCH BAY: **Mr. Winston Prangley**, Miss Ethel M. Wilson, Mrs. Bernice C. Crawford, Mrs. Anna Prangley.
- GASPE BAY
SOUTH: **Mrs. Beatrice E. Coffin**, Mrs. Alice G. Eden, Mrs. Lulu Miller, Mrs. Audry Miller.
- GASPE: **Mr. Albert Gallant**, Miss Bernice Rowley, Miss Sara Nelson.
- GATINEAU MILLS: **Mr. Walton L. Snell**, Miss Irene Abraham, Miss Isabel MacCallum, Miss Lillian Evans.
- GEORGEVILLE: **Miss Frances Dolloff**, Miss Jean McIntyre, Miss Pauline Hutchins.
- GRAND
CASCAPEDIA: **Miss Fern J. Burton**, Miss Irene E. Duthie, Miss Helen E. McWhirter.
- GREENFIELD
PARK: **Mr. James M. Lawler**, Miss Lyla Frame, Miss Gladys McHardy, Miss Kathleen T. Model, Mrs. Hazel Stephen, Miss Gertrude Hoyle, Miss Edna O. Monerieff, Mrs. Margaret E. Johnston, Mrs. Vida M. Shean.
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- HATLEY: **Mrs. Muriel E. McClary**: Mrs. Doris Little, Mrs. Mildred I. Webster.

- HEMMINGFORD: **Mr. Ronald M. Bruce**, Mrs. Wanita Upton, Miss Mildred Merlin, Mrs. Florence Barr.
- HOPETOWN: **Mrs. Robert L. Ross**, Mrs. Lyall M. Ross, Miss Betty McColm.
- HULL: **Mr. Norman A. Todd**, Mrs. Gladys Cameron, Mrs. Velma Hansen, Miss Elsie M. Theobald, Mrs. Hazel Sally, Miss Isobel M. Skillen, Miss Annie Cooke, Miss Hilda Pritchard, Mrs. Jessie Reside, Mrs. Betty F. Falconer.
- INVERNESS: **Mrs. Edith C. Packard**, Mrs. Cora Mimnaugh, Mrs. Annie A. Hogge.
- ISLAND BROOK: **Mrs. Hazel K. Burns**, Mrs. Ruth Morrow, Miss Kathleen Woods.
- ILE MALIGNE: **Mr. J. N. Fortier**, Miss Anne G. McIver, Miss S. E. Mackenzie.
- KINNEAR'S MILLS: **Mrs. Margaret Butler**, Mrs. M. Joy Nugent, Mrs. Margaret E. Bailey.
- MALARTIC: **Mrs. Dorothy Jeakins**, Miss Helen Caldwell, Miss Leola Horan, Miss Alice Hodgins, Miss Edythe H. Aiken.
- MANSONVILLE: **Mrs. Frances E. Smith**, Miss Marion Atwell, Miss Merva M. Wells, Miss Ethel Ruth Banfill.
- MATAPEDIA: **Mr. J. Egbert McOuat**, Mrs. R. J. Fraser, Mrs. J. E. McOuat, Miss Nancy Adams.
- McMASTERVILLE: **Mrs. Carrie E. Spicer**, Miss Alma Boyce, Miss Janet Cockerline.
- MORIN HEIGHTS: **Miss Mary W. Ashton**, Mrs. Enid C. Bell, Miss Bertha Little.
- NAMUR: **Mr. L. G. Brooks**, Mrs. Norman Poulter, Mrs. Stanley Smith, Mr. Leslie Welburn.
- NEW RICHMOND: **Miss Helen Michell**, Miss Eileen E. Powell, Mrs. Winnifred Sinclair.
- POINTE CLAIRE: **Mr. I. M. Stockwell**, Mr. Gordon Adams, Mr. J. Baugh, Mrs. V. G. Morris, Mr. L. Perras, Miss S. Edey, Miss E. Spearman, Mrs. J. W. Stafford, Mrs. A. M. Rogers, Mrs. R. C. Curran, Miss D. Brayne, Mrs. G. Mathewson.
- RAWDON: **Mr. Kenneth W. Hall**, Mr. Louis R. Massicotte, Miss Jean L. Bisson.
- ROUYN: **Mrs. Mina B. Duncan**, Miss Helen McAulay, Mrs. Helen Murray, Miss Reta Barton, Miss Needa J. Mucha, Miss Ada M. Kerr, Miss Florence M. Duffy.
- STE. AGATHE: **Mr. J. H. Jacobsen**, Mrs. W. Holzgang, Miss E. B. Favier, Miss P. Rowat.
- ST. ANDREW'S EAST: **Mr. R. W. Saint-Pierre**, Miss Emma J. Bartlett, Mr. Ernest Morrow.
- SOUTH DURHAM: **Miss Muriel A. Watt**, Miss Laura E. Pearson, Miss Lucy M. H. Healy.
- STANBRIDGE EAST: **Miss Inez R. Planinshek**, Mrs. C. Irene Phelps, Miss Gladys DuRocher.
- VAL D'OR: **Mr. F. Elton Butler**, Miss Jeannette MacKinnon, Mrs. E. Pearl Craven, Miss Elizabeth F. Henderson, Miss M. K. R. MacNeil, Miss Olive D. Hunt, Miss Jessie M. Goodfellow, Miss Vera K. Lambert, Miss Anne Elizabeth Henderson, Miss Bessie P. Stewart.
- WAKEFIELD: **Miss Marjorie McDowell**, Miss Eileen Wetmore, Miss Margaret Taylor, Miss Eleanor Burgess.
- YORK: **Mrs. Winifred Meade**, Mrs. Mabel Eagle, Mrs. Muriel Jones.
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- ATHELSTAN: **Mr. William James Miller**, Mrs. Mabel B. McCaffrey.
- BRISTOL: **Mrs. S. M. Howey**, Mrs. John C. Smith.
- BULWER: **Mrs. Eileen Smith**, Miss Evelyn Jordan.
- DIXVILLE: **Mrs. E. H. Parker**, Mrs. M. E. Beaton.
- DONNACONA: **Miss Lillian Violet Ross**, Miss Catherine Ida McColm.
- FRELIGHSBURGH: **Mrs. Bertha G. Fortin**, Mrs. Esther Wescott, Mrs. Shirley Tait.
- GLEN SUTTON: **Mrs. Earl Bullock**, Miss Alice O'Brien.
- IRON HILL: **Mrs. B. Christine Hadlock**, Mrs. Ona Sanborn.
- JOLIETTE: **Miss Grace H. McOuat**, Mrs. Mary Copping.
- KILMAR: **Mr. Bruce P. Smaill**, Mrs. Kathleen E. Madden, Mrs. B. Joy Gauley.
- KINGSEY: **Mr. Charles H. Sells**, Miss Klea M. Wentworth.
- LACOLLE: **Mr. Raymond A. Montagne**, Mrs. Burton Elvidge.
- METIS: **Miss V. C. MacLellan**, Miss Helen Deseyca.
- NEW RICHMOND WEST: **Mrs. Delcie E. Fairservice**.
- PHILIPSBURG: **Miss Edith Hastings**, Mrs. Royce E. Chamberlin.
- PINEHURST AND EAST: **Mr. Walter Kurys**, Mrs. Shirley Bernier, Mrs. W. Darker.
- GREENFIELD:
- SHIGAWAKE: **Miss Evelyne Dimock**, Miss Irene Sweetman.
- WAY'S MILLS: **Mrs. Ethel Rider Davis**, Miss Emma Edna Davidson.

VEGETABLES MAKE YOU HEALTHY

If you want to be healthy you must include vegetables in your daily diet, as they are a valuable source of minerals and vitamins. You must, of course, realize that all vegetables are not of equal value. In times like these when the supply of some vegetables is limited, it is vitally important to know the food value of those available. Most vegetables contain a certain amount of indigestible material which supplies bulk and stimulates the digestive organs, thus preventing constipation.

Consider the vegetables rich in vitamins, starting with vitamin A. This vitamin is necessary for the maintenance of normal vision and the prevention of disease. Green leafy and yellow vegetables such as spinach, broccoli, chard, kale, sweet potatoes, squash, and carrots are rich sources of this vitamin. The outer green leaves of cabbages are valuable for their content of vitamin A. The darker the yellow vegetables are, the higher their vitamin A content is. Try to serve one of the above-mentioned vegetables daily.

Oranges and grapefruit are the citrus fruits highest in vitamin C, but they become harder to buy as the winter progresses. It is, therefore, necessary to learn the vegetables that are highest in this vitamin for it is essential for the prevention of scurvy and the proper formation of bones and teeth. Tomatoes, cabbage, turnips, and potatoes are the cheapest sources of this vitamin. Broccoli, kale, green peppers, and turnip green are also high in vitamin C.

Iron is needed for the prevention of one type of anaemia. Vegetables such as cabbage, spinach, beet greens, chard, peas, and beans are good sources of iron.

The method of cooking vegetables is as important as the choice, if the maximum amount of vitamins and minerals is to be obtained. Baking is the best method, as the least amount of vitamin is lost, but not every vegetable can be baked satisfactorily. Potatoes, sweet potatoes, squash, pumpkin, and marrow should be baked. Steaming is the next best method of cooking as only the vitamins destroyed by heat (about 10% B1) are lost. Practically all young vegetables may be steamed, but not old or strong-flavoured vegetables, as this method of cooking makes the flavour stronger. When we are in a hurry we may resort to boiling vegetables. There is no harm in this if we do it properly.

Here are a few rules to follow when serving vegetables:

1. Use raw vegetables often (cabbage salad is of much greater value than boiled cabbage).
2. Bake in skins and steam vegetables frequently.
3. Boil vegetables in skins if possible in a little boiling water and only until they are done.
4. Wash, peel, or cut vegetables just before cooking.
5. Use the cooking water for soups, sauces and gravies.
6. Drain the vegetables as soon as they are done and serve immediately.
7. Never use soda when cooking green vegetables as it destroys the vitamin C content.

Health League of Canada Nutrition Service.

BOOK REVIEWS

The Americas, by E. M. Sanders, has been written for pupils of twelve to fifteen years of age to give a knowledge of the basis of America's economic life and of the lives of the American people. A pictorial geography, it deals with salient features of contour, people, and industry. Written in a manner that should appeal, its chief contents are: general geography, Canada, Newfoundland, the United States, Central America and South America. Published by George Philip and Son (Moyer School Supplies, Agents), 96 pages, 3/6.

Britain and the Empire, by R. H. Snape, is a modern history of England which deals with the main social and economic movements from 1867 to 1945 in a scholarly and interesting manner. Its very first page, on the End of Chartism, is written in a fashion that is appealing to and easily comprehensible by any high school pupil. As the author begins so he continues, the chapters on the two World Wars throwing much light upon their many phases. The range of scholarship is wide and the breadth of view remarkable. No one can read this book without having his eyes opened to the enormous development of constitutional government and of the advances made by the British people in recent years. Published by the Macmillan Company, 336 pages, \$2.00.

Modern Autobiography is an anthology of fourteen extracts from the writings of Winston Churchill, Rudyard Kipling, Esther Meynell, W. H. Hudson, and others. The subjects concern a war correspondent, a tramp, an airman, a taxi driver, etc. Winston Churchill's story of his early life deals with his well known escape from the Boers at Pretoria with the sentries only fifteen yards away, and contains the advertisement offering a reward of £25 by the special constable for his return dead or alive. Published by the Macmillan Company, 245 pages, 75 cents.

Measurement and Evaluation in the Secondary School, by Greener, Jorgensen and Gerberich, is a revision of the discussion of the essential principles of testing programmes contained in their previous publications. It shows the significant changes recently made in evaluation techniques. The chapter on the measurement of personality is up to date, and the book is written with a view to the improvement of teaching and helping students. The whole field of measurements is treated in this volume, including a history of the movement, the criteria of good tests, construction of tests by teachers as well as the uses of standardized tests in the various subjects of the school curriculum, and the interpretation of the results obtained. Published by Longmans Green and Company, 670 pages.

Young Canada Goes to Work, by J. H. Stewart, is a very timely publication as it lists the qualifications required in seventy-eight occupations that are open to Canadian youth. These occupations refer not only to the usual professions but also to such trades as that of commercial artist, draughtsman, forester, interior decorator and lithographer. The working conditions, rewards and promotions are carefully stated for each occupation named. Other valuable features are the trend that appears in each business, and the number of men and women employed. Published by the Ryerson Press, 204 pages, \$2.00.

Day and Night, by Dorothy Livesay, is a delightful contribution to the poetry of Canada. Written in swift moving style, Dorothy Livesay's poetry is not always easy to follow but it is invariably pregnant with life. By far the best poem in the collection, in the opinion of the reviewer, is entitled "For Peter", being one of the series "Serenade for Strings". The full import is not revealed until the last three lines when the whole theme suddenly flashes to light and makes the reader re-read the poem which is then revealed as truly great and one that will therefore live. Published by the Ryerson Press, 47 pages, \$2.00.

The French Canadian Outlook, by Mason Wade, is an attempt to show why the French Canadians think and act in ways differing from those of other people in Canada and the United States, and to dispel some of the misunderstandings between French Canadians and English-speaking inhabitants of North America. That the author has succeeded is illustrated in his conclusion: "French and English will never be wholly one in Canada, but they can come to understand one another, and thus avert the recurrence of the crises here chronicled." Published by the Viking Press and the Macmillan Company, 192 pages, \$2.50.

Understanding Yourself and Your Society, by John M. Ewing, of Victoria College, Victoria, B.C., is an exceptionally good book. Its purpose is to throw light on all aspects of human life and to enable the reader to meet the social world with understanding, confidence and ease. It is a study both in psychology and philosophy. Its style is simple, fast moving and entirely delightful. The first part aims to help in the solution of problems that face the individual. The second part applies the principles of psychology to social life. In Part I the usual topics of psychology are found, such as reflexes, emotions, intelligence, habits, heredity, and personality, but many case studies are included that make the chapters appealing. Part II deals with society and its various forms, institutions, work, manners, morals and laws, and concludes in a philosophical vein with a chapter on The Good Life. Published by the Macmillan Company, 357 pages, \$2.00.

**SUMMARY OF THE MINUTES OF THE ADMINISTRATIVE
COMMISSION OF THE PENSION FUND OF OFFICERS
OF PRIMARY EDUCATION**

November 22 and 23, 1945, and April 25, 1946.

Pensions granted to teachers 56 years of age and over: Elizabeth Young, Marie-Amanda Dumais, Marie Elise Lemieux, Lulu M. Gilbert, Sadie Tremblay.

Pensions granted to teachers under 56 years of age, due to sickness: Albina Lachambre, G. Elsie Elliott, Alice Gariépy, Marie-Rose Leblanc, M. Rose C. Sauvageau, Emilia Bergeron, Marie E. Marchand, Marguerite M. Patenaude, Elizabeth A. Rattee, Florence M. Robertson, Clarinthe Grenier, Elizabeth Gallagher, Emilia Dupuis, Marie Lauréa Cloutier, Bessie Burton, Marie Anne Bérubé, Alphonsine Boutin, Marie Alice Fortier, Rose Alda Fafard, Béatrice Coulombe, Lucia Boulet.

Pensions granted to begin at 56 years of age: Laure Gaudreault, M. Ernestine Dubeau.

Pensions granted to teachers 60 years of age and over: J. B. Chartrand.

Pensions granted to teachers under 60 years of age, due to sickness: Armand Desjarlais, Pierre Bibard, C. Belle-Isle.

Requests for reimbursement of Stoppages granted: Laurette Béland, Rose-Aimée Belzile, Noéma Boissonault, Jean Brassard, Angélique Brière, Armandine Caron, Rose-Aimée Cossette, Mary Cotter, Eunice Cullen, Monique Dessurault, Antoinette Dion, Anita Doré, Laurette Duclos, Marie-Jeanne Dupuis, Alice DuTremble, Aline Duval, Hermine Filiatrault, Julienne Fournier, Marguerite Gagner, Anne-Marie Germaine, Joséphine Gonthier, Edwin Greaves, Maria Grenier, Ruperta Hall, Marguerite Hauver, Germaine Jutras, Marie Lacourse, Eva Lacrois, Alice Laframboise, Pearl Lang, Georgette Lavoie, Noella Lebœuf, Rose Millar, Isabel McColm, Linda McColm, Kathleen McDougall, Amanda Otis, Rosa Otis, Isabelle Ouellet, Valéda Parenteau, Florence Pehleman, Antonia Pelletier, Lucette Primeau, Cécile Proux, Alphéda Raiche, Marjorie Slater, Mary Sangster, Claire St. Pierre, Laurette Tardif, Rebecca Thibault, Irène Thouin, Rose-Annette Tremblay, Blandine Turcotte, Simonne Veillette, Alice-Mary Young, Armandine Ahier, Isabella Armstrong, Suzanne Bachand, Isola Beaulieu, Mélainde Beaulieu, Marie-Jeanne Bélanger, Violette-Rose Belle, Huberte Bérard, Georgette Bernard, Lydia Bilodeau, Bibiane Boisvert, Irma Bourdages, Lucile Bourgault, Cécile Brosseau, Jeannette Byrne, Anna Chagnon, Robert Cooper, Lucienne Côté, Thérèse Daoust, Alice Desmeules, Joséphine Dubé, Yvonne Dubois, Alice Fortin, Marie-Jeanne Gagnon, Olivine Gilbert, Mériilda Huot, Ethel Kinnear, Aline Labonté, Albina Lachapelle, Rébecca Lahaye, Lucille Langlois, Fleurette Larocque, Cécile LeBel, Anita Legris, Blanche Lévesque, Helen Lunny, Cécile Lussier, Albina Marchand, Eleanor Moody, Berthe Murdoch, Estelle McCallum, Robert McHarg, Rosaleen McKeever, Margaret O'Farrell, Eulalie Pelletier, Georgianne Pelletier, Ethel Reid, Jeanne Roussel, Berthe Routhier, Eugénie Roy, Bernard Sauvage, Lucile Sirois, Hilda Stewart, Thérèse St. Louis, Thérèse St. Onge, Ernestine Tassé, Cécile Thibault, Marguerite Vailancourt, Fleurette Vigneault, Marie-Alice Villeneuve, Georgina Whitman, Elizabeth Ahier, Helen-Mandana Ayer, Rosa Babin, Berthe Bernard, Marguerite Bernier, Lois Evelyn Bishop, Yvonne Boucher, Bessie Bradley, Hélène Cantin, Cécile Caron, Marie Ange Claveau, René Corbeil, Anne-Marie Couture, Marie-Emma Denommé, Joséphine Desbiens, Herve Fournier, Simonne Gagné, Alice Genest, Gabrielle Godbout, Adrienne Grenier, Jessie Hunter, Mary L. Hunter, Ruth Killoran, Alma LeBlanc, Yvonne Marceau, Verlie-Mae Martin, Jean-Horace Morin, Marie-Ange Morisset, Janet McClure, Agnes McGrandel, Blandine Noel, Anne-Marie Patry, Eveline Rodrigue, Clara Rouillard, Marie-Ange Ruest, Isabelle Touzin, Noella Tremblay, Jeannette Veilleux, Madeleine Vervais, Marie Vincelette, Yvonne Voyer, Hortense Beauchesne, Laurette Béchar, Dorothy Billings, Angie L. Bishop, Adéard Blais, Regina Bolduc, Marie Aimée Boucher, Antoinette Boulet, Alphonsine Breton, Aldina Cermel, Claire Charbonneau, Simone Corbeil, Marie Anne Coulombe, Hortense Désautels, Madeleine Désautels, Irène Desjardins, Irène Douglass, Glennie Emerson, Yvonne Fecteau, Edouardina Ferron, Lauréat Gamelin, Gladys Gouldie, Phyllis Holliday, Muriel Holtby, Rita Huard, Wildina Lafleur, Antoinette Lamothe, Alexandrine Lamouette, Mariette Lavallée, Maria Laverdière, Corrinne Lvasseur, Annette Lupien, Marguerite Maisonneuve, Maria Marcil, Hermance Massicotte, Nettie Merritt, Evangéline Noiseux, Laurette Poulin, Irène Roy, Aileen Smith, Velma Smith, Lucille Soucy, Aldine Tessier, Cécile Warren, Clara Beaudoin, Georgette Bessette, Viola Boyd, Juliette Caza, Emilienne Gotnoir, Berthe Alice Croteau, Hélène Dansereau, Desneiges Gagnon, France Goulet, Fernande Grondin, Blandine Lamothe, Cécile Lampron, Fabiola Leclerc, Imelda Lemay, Laura Letendre, Anne Marie Lizotte, Rita Maher, Evaline Paillé, Marguerite Péria, Ida Pigeon, Rolande Pratte, Régina Roy, Lucette St. Cyr, Marie Paule Turmel, Marie Alice Maltais, Aurore Allard, Yvonne Bédard, Cécile Bombardier, Cécile Bouchard, Rosa Chenevert, Gladys Cook, Rose Emma Demers, Cécile Dionne, Paul Emile Giroux, Herbert Gould, Béatrice Lamothe, Corinne Lamothe, Graziella Landry, Rose Anna Larivière, Fernande Lessard, Juliette Mauger, Annie Mills, Muriel Moore, Lucienne Paradis, Alice Pelletier, Imelda Pelletier, Jeanne Proulx, Alexandrine Turgeon, Annette Vallée, Angélique Bernard,

Hénédine Arsenault, Audrey Bennett, Laurette Boucher, Laudina Bourque, Alma Dubé, Laura Dubois, Eva Ferron, Marie Emélie Gagné, Rolande Laporte, Alma Leblanc, Kate McCabe, Florence McGuire, Constance Oakley, Frances Paxman, Marie Thérèse Petit, Jeannette Poulin, Marie Anne Babin, Léonie Bellefleur, Gertrude Bisson, Fabienne Caron, Théodore Chagnon, Flore Couture, Alberta Desrosiers, Cécile Drouin, Simone Fontaine, Carl Gagnon, Julienne Giasson, Florida Girard, Lydia Gosselin, Antonio Guérin, Ernest Harbec, Edouardina Jolin, Marie Jeanne Laforce, Félexine Leclerc, Doreen Lewis, Hazel McBride, Mildred McGregor, Laura Newman, Irène Paré, Solange Pauzé, Robéa Smellie, Marguerite St. Germain, Alma Tremblay, Françoise Larose, Paul Allaire, Rolande Bourgeois.

Pensioners who died during the year 1944-1945: Henriette Champagne, Marie Gignère, Jennie Russel, Clarence M. Ewart, Marie-Claire Fontaine, Ombiline Roberge, Elzéar-Alexandre Dumas, Léda Simard, Sarah McCaughran, Georgianna Boucher, Marie-Hortense Bélanger, Joseph Guimont, Archibald MacArthur, Claire Gendron, Lucy J. Dahms, Warren Anderson Kneeland, Mrs. Arthur Lockhart, William Brown, Margaret Hadrill, Flore Prince, Philippa Corbeil, Rose de Lima Roy, Bessie Craig, Selvide Brunet, Céline Pagé, Margaret Henderson Campbell, Adrienne Nadeau, Joséphine Houde, Bridget Walsh, Victorine Morin, Helen Gertrude Wood, Régina Dion, Albina Dubé, Jane Sauvé, Hermance Bérubé, Mathilda E. Higginson, Jeanne Noel, Corona Duval, Catherine Martin, Marie-Elina-Sophie Vermet, Achillia Ménard, Virginie Lalancette, J. Téléphore Lebrun, Zénaide Labonté.

Requests for pensions refused: Mrs. Joseph St. Pierre (née Georgianna St. Laurent), Mrs. Joseph Desmarais, Mrs. Arthur Gouin (née Marguerite Houle), Mrs. H. Pettes (née Marion G. Guillet), Mrs. Paul Guillet (née Dorila Riendreau), Mrs. Cécile Lavoie.

Requests tabled pending medical inquiry: Miss Cécile Janelle, Marie-Jeanne Simard, Marguerite Leblanc.

Request tabled pending receipt of official request and medical inquiry: Arthur Thompson.

Requests tabled pending submission of vouchers: Mrs. Joseph François Pelletier (née Germaine Beaudin), Emmaus Fournel, Alphonsine Touchette.

Permission granted to pay back stoppages: Dorcina Beaudry, Léon N. Richard, Hilda Dullege, Marjorie L. Powell.

Further information requested: Antonio Champagne, Léo N. Richard, Eva Genest, Mrs. Walter Pierre (née Yvonne Da'Sylva).

Permission granted to participate in Pension Fund: G. W. C. Ginn.

Request refused to obtain reimbursement of stoppages for one year: Mrs. Paul Bouffard, (née Marguerite Desjardins).

Regulation No. 12 of the regulations of the Pension Commission has been amended to read as follows:

Teachers or professors who enroll in one of the officially recognized branches of military service, in time of war, are authorized to count their years of service, as years of teaching and to benefit from the advantages outlined in Part VIII of the Education Act, R.S.Q., 1941, Chapter 59, concerning the pension of officers of primary education, provided that these teachers or professors pay to the said Pension Fund the stoppages prescribed by the said law, these stoppages to be calculated on the salary for the year preceding enlistment of the said teachers and professors or on a figure determined by the Administrative Commission and may be paid either at the end of each year or within the five years following the date of his return to teaching.

The provisions of the preceding paragraph apply to persons who, being in possession of a diploma, enlisted in one of the officially recognized branches of military service, in time of war, before entering into the teaching profession, except for that portion of the paragraph dealing with salary stoppages. These stoppages are to be calculated on a basis determined by the Administrative Commission.

Every person who, upon his discharge from military service, delays his re-entrance to teaching in order to follow professional courses organized under the aegis of government authorities, may participate in the advantages provided by this regulation subject to the Administrative Commission's approval of the course and the stoppages which are exigible.

The provisions of the present regulation are deemed to have been in force since the establishment of the said Pension Fund.

The Commission discussed the requests of teachers who desire to study in other Provinces or abroad and studied the possibility of permitting teachers who wish to teach outside the Province, under the exchange system, to participate in the Teachers' Pension Fund. accordingly, the following resolution was adopted unanimously:

That all officers of primary education who, having obtained, previously, the authorization of the Superintendent of Education, to follow pedagogical courses or teach temporarily, outside of this Province, retain their rights as officers of primary education, and may pay to the Pension Fund the stoppage exigible by law.

MINUTES OF THE MAY MEETING OF THE PROTESTANT COMMITTEE

Parliament Buildings, Quebec, Que., May 22, 1946

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

Present: Mr. A. K. Cameron (in the chair), Mr. Howard Murray, Dr. A. H. McGreer, Senator C. B. Howard, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Mr. Leslie N. Buzzell, Hon. G. Gordon Hyde, Mr. George Y. Deacon, Hon. G. F. Gibsone, Mr. Harry W. Jones, Dr. E. S. McDowell, Mr. P. H. Scowen, Mr. W. Q. Stobo, Rt. Rev. John Dixon, Dean Sinclair Laird, Mrs. A. Stalker, Mr. T. M. Dick, Mrs. Roswell Thomson, Dr. J. S. Astbury, Mr. D. E. Pope and the Secretary.

Apologies for absence were received from the Hon. Chief Justice W. L. Bond, Dr. C. L. Brown, Dr. F. Cyril James, the Hon. Jonathan Robinson, Dr. W. L. Shurtleff and Mrs. T. P. Ross.

The minutes of the last meeting were read and confirmed.

On behalf of the Committee, the chairman congratulated the Director of Protestant Education upon the honour which is to be conferred upon him by McGill University at the forthcoming Convocation on May 29th.

The report of the Director of Protestant Education contained the following information: 1. Four helping teachers have been appointed by the Government to serve respectively in the inspectorates of Mr. G. R. Lessard, Mr. H. D. Wells, Mr. Howard Aikman and Mr. W. H. Brady. Two other appointments should be made in the near future in the inspectorates of Mr. S. V. Cattermull and Mr. L. J. King. 2. The majority of the School Boards in the Compton unit have petitioned for the erection of a Central School Board and steps are being taken for its erection. 3. When one more petition is received from Stanstead County, steps will be taken for the formation of a Central School Board in that area. 4. Three more petitions are required before the majority of the School Boards in Papineau County will have signified their desire to have a Central School Board erected. 5. Shipton will be admitted provisionally to the Richmond-Drummond-Arthabaska Central School Board on July 1st next. 6. The Honourable Albiny Paquette, Minister of Health, has consented to place \$3,500 at the disposal of the Department of Education for the employment of a medical officer. 7. Progress is being made with the annexation of school municipalities. The Report contained the following recommendations: (1) That the Provincial Secretary be asked to augment the salary offered by the Minister of Health so that a medical officer might be employed by the Department; (2) That the Director be authorized to take the necessary steps to open a summer school for teachers in Gaspé next July. The report was received and the recommendations adopted on the motion of Mr. Dick, seconded by Dean Laird.

The recommendation from the High School Leaving Board that regulation 82 (d) of the regulations of the Protestant Committee be changed to conform to regulation 95 (d) of the 1931 edition of the regulations of the Protestant Committee was referred to the Legislative Sub-Committee.

The recommendation from the Central Board of Examiners that regulation 162 be amended to read as follows was proposed by Dr. McGreer and seconded by Mr. Murray: That the second and third sentences of regulation 162 be deleted and replaced by "Candidates for the elementary, intermediate, high school and science specialist's certificates must pass examinations in methods of teaching in elementary and secondary schools." An amendment was proposed by Mr. Pope and seconded by Mr. Deacon that the words "elementary, intermediate and science" be deleted from the proposed amendment. The amendment carried, and the motion as amended was then passed, Senator Howard dissenting. It was decided, however, that for the next two years candidates for Quebec diplomas on the basis of their extra provincial qualifications might qualify either under the present or the new regulation.

A recommendation that Mr. A. G. Thompson of Danville represent Shipton on the Richmond-Drummond-Arthabaska Central School Board was proposed by Dr. Stevenson, seconded by Mr. Jones and carried.

A letter was read from the Quebec Federation of Home and School Associations containing the following resolution: That the school authorities be asked to decree that the school year should terminate on Friday, June 21, 1946. It was decided to leave the matter to the Director of Protestant Education to deal with as he may see fit.

A letter was read from the Rev. R. K. Naylor suggesting that there should be more physical training in the schools, more adequate gymnasium and playing space and that an inspector for the rural schools should be appointed who would be charged with the furtherance of a physical education programme. It was decided that Canon Naylor should be thanked for his letter and advised that the Protestant Committee is working towards this end and that the plans proposed will be more feasible when more central school board units have been created.

A plan proposed by the army for the continued education of those in the armed services was submitted and referred to the Education Sub-Committee.

The report of the Board of the Order of Scholastic Merit contained the recommendation that the following awards be made to teachers at the next convention of the Provincial Association of Protestant Teachers of Quebec: **First Degree:** Miss Daisy A. Hawker, Montreal West High School; Miss M. E. McLellan, Quebec High School; Miss Clara J. Mountford, Eastman; Mrs. Mabel A. Perry, St. Laurent High School; Mr. Edward Snow, Mutton Bay, Saguenay County; Miss A. Lillian Snyder, Cartierville. **Second Degree:** Miss Meredith H. Dyke, Westmount High School; Mr. Wright W. Gibson, Sherbrooke High School; Mr. J. B. MacMillan, Huntingdon High School; Miss Eda M. Nelson, High School for Girls, Montreal. **Third Degree:** Mr. P. A. G. Clark, Baron Byng High School, Montreal.

Mr. C. E. Ployart, Inspector of Superior Schools, reported upon the extent of his inspectorate, his duties, the condition of school buildings, equipment, school grounds, course of study, teaching and personnel in the forty-four high schools which he inspects.

The report of the Education Sub-Committee contained the following recommendations: (1) That the requirements for the High School Leaving certificate be reduced in English, French and Latin so that the aggregate may be 100 marks

instead of 110 in each of these subjects in Grade XI and that if the change be made a similar arrangement should follow for Grade XII, it being provided, however, that candidates should not be allowed to pass unless they have a minimum of 40% in any single paper; (2) That the question of making the same concession apply to Mathematics be dealt with subsequently; (3) That a new course in Mathematics for Grade XII for students who have already taken Intermediate Algebra and Trigonometry in Grade XI submitted to the Sub-Committee of the Provincial Association of Protestant Teachers be adopted. The recommendations were approved on the motion of Mr. Dick, seconded by Dean Laird. It was further resolved that the reduced conditions in Grade XI should go into effect in June 1946.

The report of a joint meeting of the Legislative and Education Sub-Committees contained the recommendation that regulations 24 and 26 be rescinded and replaced by the following:

Regulation 24: The school year shall consist of approximately 190 days. School shall open on the day following Labour Day and close on the Friday of June during the period which falls between the 20th and 26th inclusive, but the high school examinations may be continued beyond this date.

Regulation 26: The holidays shall be as follows: every Saturday and Sunday; Thanksgiving Day; a period of not more than ten school days and not less than seven school days at Christmas; Good Friday and the week following Easter Day; two days between Christmas and Easter at the discretion of the school boards; May 24th; such days as are proclaimed by authority or by the Director of Protestant Education; and two days upon which the Provincial Association of Protestant Teachers of Quebec meets yearly. It is further provided that school boards may declare not more than three additional days' holiday each session.

It was further decided that the school calendar shall be promulgated annually by the Director of Protestant Education.

The report of the City Sub-Committee contained the information that, following upon the Special Meeting of the Protestant Committee held on April 15th in Montreal to discuss Bill No. 48, entitled: "An Act to Ensure the Progress of Education", the report adopted by the Protestant Committee was telegraphed to Premier Duplessis. A delegation from the Protestant Committee, comprising Mr. A. Kirk Cameron, Chairman, Dr. F. Cyril James and Mr. H. W. Jones, also proceeded to Quebec on the noon day train April 15th for the purpose of discussing the matter with the Prime Minister, but, unfortunately, his parliamentary activities made it impossible for him to see them. The Premier, none the less, acknowledged receipt of the Report from the Protestant Committee in the following telegram: "Dr. F. Cyril James, Principal of McGill University. Your telegram received this afternoon. The old and last financial difficulties of the school commissioners could not subsist any longer without endangering fatally the very life of the schools in the province. A speedy remedy had to be applied to an urgent problem. Bill No. 48 is a very great improvement on present chaotic conditions and as such deserves public support. After a fair trial is given this Bill we will amend it if it is deemed desirable and appropriate. There is not and there will never be any question of encroaching upon the rights and

prerogatives of the Protestant minority in this province. The traditional policy in this province is right is might and not might is right. I draw your attention to the fact that the principle of control by the Municipal Commission has already been recognized by an old provincial legislation dating back to over ten years. The powers given to the Municipal Commission under Bill 48 are very much more limited than those mentioned in the old legislation. On behalf of myself and my colleagues in the provincial government I can assure you, and assurance is confirmed by numerous past achievements, that the rights and prerogatives of the Protestant minority in this province will be fully safeguarded." In view of the receipt of this telegram, the City Sub-Committee recommended that further developments be awaited and, if necessary, the Protestant Committee could avail itself of the suggestion implicit in the telegram from the Premier that suggestions for appropriate amendments to the existing legislation might be presented at some future time. The report was received and the recommendation adopted on the motion of Mr. Buzzell, seconded by Mr. Jones.

For the Sub-Committee appointed to celebrate the Centenary of the Education Act, Dean Laird reported that the manuscript has been written for the proposed book, that photographs are being gathered and that it is hoped that the volume will be ready early in the Fall, that a photographer is taking motion pictures under the direction of Mr. C. Wayne Hall and that the film will be ready to show the teachers next Fall at Convention. The report was received on the motion of Dean Laird.

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

(Signed) W. P. PERCIVAL,
Secretary.

(Signed) A. K. CAMERON,
Chairman.

SOME CHILDREN'S QUESTIONS

Why do people fuss and fight that is what I want to know?
 Why do we have to go to Chorhe.
 I wonder how things pop into peoples heads.
 Why do Boy's tease Gril's?
 Why don't all people talk like us?
 Who invented steam?
 How are elephants hatched?
 What makes you sick at your stomach?
 Do you think caliliet teachers should teach in a prosdson school?
 Why do teacher's get cross?
 I want to no why whear in school.
 How did the sky get up there?
 What is the spit of the wasp made of?
 Why do teachers get so mad when you want to talk?

—E. V. Baker, "Children's Questions and Their Implications for Planning The Curriculum."

MY DOG AND I

My dog and I, the hills we know
Where the first faint wild roses blow,
 We know the shadowy paths and cool
That wind across the woodland dim,
And where the water beetles swim
Upon the surface of the pool.

My dog and I, our feet brush through
Full oft the fragrant morning dew,
 Or when the summer sun is high
We linger where the river flows,
Chattering and chuckling as it goes,
 Two happy tramps, my dog and I.

Or, when the winter snows are deep,
Into some fire-lit nook we creep
 And, while the north wind howls outside,
 See castles in the dancing blaze,
Or, dozing, dream of summer days
 And woodland stretches, wild and wide.

My dog and I are friends till death,
And when the chill, dark angel's breath
 Shall call him from me, still I know
Somewhere within the shadowy land
Waiting his master he will stand
 Until my summons comes to go.

And, in that life so strange and new,
We'll tramp the fields of Heaven through,
 Loiter the crystal river by,
Together walk the hills of God
As when the hills of earth we trod,
 Forever friends, my dog and I.

—Norah M. Holland.

