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THE SCHOOL AT REXFORD'S CORNERS

TRUTH AND BEAUTY

Although there is a spread of more than a century between the erection of the two schools pictured on the covers of this issue, although there are changes in the techniques of education and in the style of architecture, both these buildings embody man's search for truth and his appreciation of beauty.

The property for the Protestant School at South Bolton, called Rexford's Corners, was deeded by Orrin Rexford, brother of Dr. Rexford's grandfather, in 1822.

Dr. Rexford's father and Rev. E. M. Taylor's father attended school in the frame building erected shortly thereafter. Lucy Rexford, aunt of Dr. Rexford, taught there in 1833.

Dr. Rexford wrote of going to a new school — the one in the picture — with the ruins of the first near by. This was in 1854 or 1855. His mother taught here, summer and winter sessions in 1858, and the summer session of 1860.

The building now belongs to the local Women's Institute, but the picture was taken in the autumn of 1940 while it was still in use for youth.

Like the old school, indeed every school if its history were known, the new school will serve its community with distinction. The same ideals persist.

THE EDUCATIONAL RECORD

April-June, 1964

CONTENTS

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THE EDUCATIONAL RECORD

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*Vol. LXXX** *QUEBEC, APRIL-JUNE, 1964* *No. 2*

ANNOUNCEMENTS

EDITORIAL

In tribute to the age, the wisdom, the adaptability of The Provincial Association of Protestant Teachers of Quebec, the pages of the *Educational Record* have been turned over to representative authors from their ranks. It is a pleasure to follow the record of the Association for the past century — a record of sustained effort for the improvement of educational conditions for teachers and pupils alike.

It is also a pleasure to offer congratulations on work so well done, and to express the hope that the second century of work in the common cause of education will set another vigorous and altruistic example for us all.

SCHOOL CALENDAR

1964		Number of School Days
September, Wednesday 9th	Schools open for session	16
October	Holidays for Teachers' Convention and Thanksgiving	19
November		21
December, Wednesday 23rd	Schools close for Christmas vacation	17
1965		
January, Monday 4th	Schools reopen after Christmas vacation	20
February		20
March		23
April, Friday 9th	Schools close for Easter vacation and reopen on April 20th	16
May	Holiday, May 24th	20
June, Wednesday 23rd	Schools close for the session	17
		189

CHANGES IN THE COURSE OF STUDY FOR THE YEAR 1964-65

The Handbook for Teachers is out of print and is being revised. A new edition will be distributed to the schools in the autumn. Changes in the course of study for the year 1964-65 are set forth below.

No Supplement to the Handbook is being issued this year. Copies of the 1963 Supplement should be kept on hand until the new Handbook is received.

Course of Study for Rural Schools

Combinations of subjects in small schools for the year 1964-65 are as shown for the year 1958-59 on page 187 of the 1957 edition of the Handbook.

Kindergarten

The Teachers' Guidebook for Kindergarten, prepared by the Greater Montreal Board, has been authorized in a revised edition, which may be obtained from the Department of Education.

Art

The course for the elementary grades is being revised. The manual for Grades IV and V is now out of print.

The mark for Art in Grade XI will be determined as follows:

30 marks for the teacher's estimate of the year's work.

25 marks for a specimen of the pupil's work done during the year but marked by the examiner.

20 marks for an examination paper containing three questions on the History of Art.

25 marks for the art work section of the final examination.

Biology

The 1963 edition of *Modern Biology* is authorized as an alternative to the 1956 edition. A list of page references to the new edition will be available from the Department of Education.

Chemistry

Boylan, *The Elements of Chemistry* (Macmillan), has been authorized to replace Guest, *Elementary Chemistry*, in Grade X in September 1964 and in Grade XI in September 1965. A revised syllabus is obtainable from the Department of Education.

The following teaching schedule is suggested for Grade X: Unit I, 12 weeks; Unit II, 6 weeks; Unit III, 11 weeks.

Elementary Science

The course is being revised. New texts for Grades IV-VII may be authorized for the year 1965-66.

English

The alternative authorization in Grades I-VI of the original edition of the Curriculum Foundation Series of readers will be discontinued in June 1965.

Your Poetry Book VI (Gage) has been added to the list of poetry books approved for use in the elementary grades.

The Eagle of the Ninth (authorized for Grade VIII) may be obtained in a paper-bound edition at 80 cents or in a cloth-bound edition at $1.25. School boards should specify the edition when ordering.

Doorly, *The Microbe Man* (British Book Service) is authorized as an optional text for Grade VIII English Literature (Unit 3, Section 1, for B or C classes).

Poems to Enjoy has been removed from the Grade IX course.

French

Cica la Fille du Bandit and *L'Armure du Magyar* are the two novels authorized for study in Grade XI for the year 1964-65. The two short stories assigned by the Director of Protestant Education to be studied for the 1965 examination are "La Dernière Classe" and "Mon Oncle Jules." For the purposes of the Grade XI examination any three of the Canadian Legends in *Contes Français et Légendes Canadiennes* are to be regarded as the equivalent of a single story.

General Science

A new text is likely to be authorized for Grade VIII in 1965.

Geography

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

Geometry

Brant and Keedy, *Elementary Logic for Secondary Schools* (Holt, Rinehart and Winston), is recommended as a teacher's reference. Material related to the Grade IX course appears on pages 1-32, 54-57, 65-78, 84-90.

Health

Clemenson, *Your Health and Safety* (Longmans), has been authorized for Grades VIII and IX. The course outline is obtainable from the Department of Education. Chittick, *Health for Canadians* (Macmillan) is recommended as a reference text. The course may be taught in these grades only on the recommendation of the inspector and with the permission of the Director of Protestant Education.

History

Lambert, *The Great Heritage* (House of Grant), and Tate, *Proud Ages* (Ryerson), are authorized as alternative texts to *Britain and the Commonwealth* in Grade VII. Both these books are more difficult than *Britain and the Commonwealth* and may not be suitable for all Grade VII classes.

Home Economics

Management for You is now available in a 1964 edition, which should be ordered when replacements are needed. The two editions can be used without difficulty in the same class.

Language

The Grade V volume of *Using Our Language* is out of print but may continue in use in classes where replacements are not needed.

Latin

The Grade XI assignment for 1964-65 is as follows :

Prose: Book III, Lessons 15-22.

Poetry: Book IV, Lessons 3, 7(*a*), 8(*d*), 14, 15, 32(*e, g, h, i, j*).

The Grade XII assignment for 1964-65 is Cycle II (Prose) and Cycle I (Poetry).

Music

The symphony to be studied in Grade XI for examination in June 1965 is Schubert's Symphony No. 5 in B-Flat.

North American Literature

Fairley and Israel, *The True North* (Macmillan), has been authorized as an optional text in Section B of the Grade IX course to replace *Grenfell of Labrador,* which is out of print but may continue to be read in 1964-65 in schools where enough copies are available. *Glengarry School Days* is also now added to the Grade IX course (Section B).

The Grade X course has been revised. The following assignment comes into effect in September 1964:

Fuller and Kinnick, *Adventures in American Literature, Vol. 4,* Longmans
McGechaen and Penner, *Canadian Reflections,* Macmillan

Any *two* of:

MacLennan, *Barometer Rising* (St. Martin's Classics), Macmillan
Hémon, *Maria Chapdelaine,* Macmillan
Lambert, *Franklin of the Arctic,* McClelland and Stewart
Hemingway, *The Old Man and the Sea,* Allen

For the year 1964-65 only, the following books, which were formerly authorized but have been removed from the revised course, remain as alternative authorizations among the optional texts: *A Lantern in her Hand, Life with Father, Literary Lapses, Up from Slavery.*

A new course has been authorized for Grade XI but will not come into effect until September 1965. The new assignment will be as follows:

Fuller and Kinnick, *Adventures in American Literature, Vol. 1,* Longmans
King, *A Book of Canadian Poems,* McClelland and Stewart

Any *two* of:

Lewis, *Arrowsmith,* Longmans
Graham, *Earth and High Heaven,* McClelland and Stewart
Wilder, *Our Town,* Longmans
Cather, *Shadows on the Rock,* McClelland and Stewart
MacLennan, *Two Solitudes,* Macmillan

For the year 1965-66 the following books, which are now authorized but will be removed from the revised course, will remain as alternative authorizations among the optional texts: *Klee Wyck, The House of the Seven Gables, Arundel, The Virginian.*

For the year 1964-65 either edition of *A Book of Canadian Stories* may be used, and the stories not included in both editions will be for optional reading.

Foerster and Falk, *American Poetry and Prose* (new shorter edition, Nelson), is authorized for Grade XII to replace *America's Literature,* now out of print. Pages 179-1132 are assigned with the following omissions: pp. 351-369, 487-527, 640-653, 674-678, 730-733, 740-748, 790-821, 929-940, 947-1000.

Physics

Physics for the Space Age replaces *Physics for Our Times* in Grade XI in September 1964.

The following changes have been authorized in the Grade X assignment: Chapters 12, 13 and 14 are omitted from the course (the teaching of such concepts from these chapters as may be necessary for the development of subsequent topics to be left to the discretion of the teacher); the whole of Chapter 8 is assigned, including pages 107-112 formerly omitted.

Verwiebe and Van Hooft, *A Laboratory Manual for Physics* (Van Nostrand), is recommended for use in Grades X and XI.

Spanish

Eoff and King, *Spanish American Short Stories* (Collier-Macmillan) has been authorized to replace *Y va de Cuento* in Grade X in September 1964 and in Grade XI in September 1965. Pages 1-60, 137-147 are assigned to Grade X, and pages 61-120, 148-155 to Grade XI.

ENROLMENT IN PROTESTANT SCHOOLS

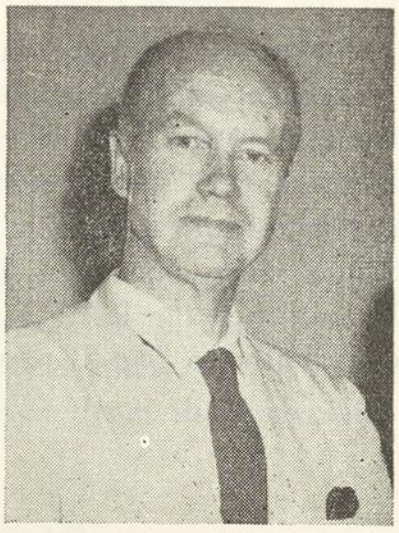
Elementary	1963-64	1962-63	Variation
Kindergarten	6,394	5,463	+ 931
I	11,446	11,310	+ 136
II	10,982	11,116	− 134
III	11,198	11,481	− 283
IV	11,664	11,575	+ 89
V	11,550	11,254	+ 296
VI	11,234	11,097	+ 137
VII	10,738	10,049	+ 689
Auxiliary	722	675	+ 47
Total	85,928	84,020	+ 1,908
Secondary			
VIII	10,905	11,346	− 441
IX	10,253	9,931	+ 322
X	8,800	8,352	+ 448
XI	7,272	6,148	+ 1,124
XII	573	459	+ 114
Special	122	147	— 25
Total	37,925	36,383	+ 1,542
GRAND TOTAL	123,853	120,403	+ 3,450

A NOTE ON P. A. P. T. AUTHORS

Miss Sandra Anderson's essay "The Fur Trade — an Early Source of Rivalry between Canada and the United States" won first prize in the Historical Essay Competition for Teachers conducted by the P.A.P.T. in 1962-1963. The contest was held under the auspices of the Shurtleff Trust Fund, set up by the late Dr. W. L. Shurtleff, of Coaticook, as a memento of his fifty years of service on the Protestant Committee.

Orrin B. Rexford lives in retirement at Foster, Quebec. He served the P.A.P.T. for many years as Editor of *The Teachers' Magazine*, Treasurer, Representative on the Protestant Committee, and as Vice-President, 1935-36. He is remembered as a teacher at Baron Byng High School and as Principal of the Commercial High School. He holds a Master of Arts degree from McGill University, and the Order of Scholastic Merit, Third Degree (for Distinguished Merit).

His father, Canon Elson I. Rexford, was three times President of the P.A.P.T., and also served Protestant education as Rector of the High School of Montreal, Secretary of the Protestant Committee, and Principal of the Diocesan Theological College.



Dr. J. I. Cooper is an Associate Professor of History, McGill University, and a well-known author and authority on the history of Quebec and the City of Montreal. He graduated from the University of Western Ontario and the Ontario College of Education. He taught in Simcoe High School. In 1935 he joined the staff of McGill, where he obtained his doctorate in history in 1938.

Miss M. Erma Nelson, M.A., was President of the P.A.P.T., 1950-51. She holds the Order of Scholastic Merit, Third Degree (for Distinguished Merit), and was made an Honorary Member of the P.A.P.T. in 1955. At the time of her retirement she was Vice-Principal of Rosemount High School in Montreal.

Allan D. Talbot, Principal of Malcolm Campbell High School, Montreal, is a graduate of St. Lambert High School and McGill University. He has been chairman of numerous P.A.P.T. committees, Associate Editor and Member of the Editorial Board of *The Teachers' Magazine*, 1945-60, and one of its most prolific contributors. As well, he is the author of the official "History of the P.A.P.T." to be distributed at the Centennial Convention. Mr. Talbot served as the Honorary Secretary-Treasurer of the P.A.P.T., 1949-51. He is the co-author of several language textbooks.

Miss Alice C. Dresser, who holds the Order of Scholastic Merit, Second Degree (for Great Merit), is also an Honorary Member of the P.A.P.T. She graduated from St. Francis High School and Macdonald College, holding an Intermediate Diploma with special certificates in Nature Study and Agriculture. She has taught at Richmond, St. Francis High School, Macdonald High School, Three Rivers High School, and Lennoxville High School. Miss Dresser served for many years on the Executive of the P.A.P.T. and was its President, 1931-32. She has been a frequent contributor to *The Teachers' Magazine*.

THE FUR TRADE
AN EARLY SOURCE OF RIVALRY
between
CANADA AND THE UNITED STATES

Sandra J. Anderson
Verdun High School

Canadian Internal Conflict

In the last few decades of its existence, the Canadian fur trade performed some of the most spectacular acts of its entire career. As always in the past, it had to do battle on two fronts; south-west against the new United States and north-west against its traditional enemy, the Hudson's Bay Company.[1]

With the assistance of important innovations in transportation and supply, fur merchants of the eastern coast were able to extend their trade into the Athabasca region and as far west as the Rocky Mountains. The larger capital requirements which accompanied the extension of the trade to the west encouraged the formation of the North West Company, a syndicate of the more important Montreal fur-trading firms which finally suppressed all competition from the St. Lawrence.

In the interior, however, the Hudson's Bay Company provided serious competition from the north and the American Fur Company from the south and later on the Pacific coast. Explorations financed by the North West Company meanwhile extended the limits of the St. Lawrence fur trade to the Mackenzie River basins on the Pacific slope. Increasingly severe competition from the Hudson's Bay Company after 1809, culminating in the attempt to establish an agricultural settlement on the Red River, led to open violence between the two organizations and finally to their amalgamation in 1821. "The union of the two companies marked the end of the St. Lawrence fur trade."[2]

The struggle for supremacy that Canada fought with the United States in the fur trade was complicated by this internal struggle.

At the risk of some over-simplification, the North West Company can be described as an enterprise which developed in conditions of rapid expansion and which, having reached the geographical limits of expansion and being forced to meet increasingly serious competition, found itself compelled to adjust to conditions of stability with a totally unsuitable organization and financial structure.

Its chief competitor, the Hudson's Bay Company, on the other hand, was an enterprise which had developed under conditions of slow growth and which, forced to compete in order to survive, successfully readjusted its organization and methods to make rapid expansion possible. The two companies faced many of the same problems, but the Hudson's Bay Company was able to learn from the experience

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1 Donald Creighton, *Dominion of the North*, pp. 180, 181.
2 W. T. Easterbrook and H. Aitken, *Canadian Economic History*, p. 163.

of its rival and in addition had the benefit of a shorter route, more centralized control over trading personnel, and greater financial reserves.[3]

Treaty of Paris, 1783

Both Britain and the United States violated the Treaty of Paris from the very beginning. Each side entered upon this unhappy course quite independently, and then tried to cast the blame on the other. The result was a bitter controversy which might easily have involved British North America in a war with the United States.

The violation of most immediate concern to Canada was Britain's refusal to surrender fur trading territory she had signed away in the treaty. Article VII stipulated that "His Britannic Majesty shall with all convenient speed withdraw all his armies, garrisons, and fleets from the said United States, and from every port, place, and harbour within the same."[4] The phrase "with all convenient speed" turned out to be a convenient one.

The British commander-in-chief in America punctiliously evacuated New York before the ratifications of the treaty had been exchanged, but the advent of peace brought no order for the withdrawal of the British garrisons in the interior, which were now on the American side of the line. The chief of the posts thus held were Oswegatchie (Ogdensburg, N.Y.), Oswego, Niagara, Presque Isle (Erie, Pa.), Sandusky, Detroit, and Michilimackinac. They were only a few isolated forts on the edge of the United States and their total area was a negligible number of acres, yet they enabled Britain to retain effective control over many thousand square miles of American territory.

For eleven years Britain refused to fix any date when she would deliver these keys of the West. Until the negotiation of Jay's Treaty in 1794, which provided for their surrender in 1796, it looked as if Britain was determined to keep them indefinitely, in defiance of her pledged word.

Americans, then and since, leaped to the conclusion that this violation of the treaty sprang from a British desire to preserve the valuable fur trade that depended on these posts. The belief was natural. English and Canadian merchants interested in the trade had done their utmost to procure a more southerly boundary for this very purpose; and though this effort of big business to affect high politics failed, the merchants were assured that they would not suffer. There was to be such freedom of movement across the border that the trade would continue to flow unimpeded along its old course. In any event the British garrisons would remain in the posts on American territory long enough to cover the withdrawal of traders who wished to liquidate their operations there.

When the hope of reciprocity was sacrificed on the altar of the navigation laws, the retention of the posts appeared to be the only means by which Britain

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[3] *Ibid.*, p. 173.

[4] A. L. Burt, *The United States, Great Britain, and British North America*, p. 82.

could retain the fur trade focused in Montreal. There was no secret about the intention to delay the recall of the troops for the sake of the fur trade, reciprocity or no reciprocity.[5]

Jay's Treaty, 1794

The acceptance by Britain of the terms of Jay's Treaty has been called "one of the most striking blunders in the whole history of British imperial policy."[6]

One reason for the absence of any haggling over the boundary was that it seemed of little consequence to the government in London. The Montreal merchants, however, were in a panic. They monopolized the fur trade, which gave to the wilderness north of the Ohio the only value it then possessed, and any international line drawn through it was to them a catastrophe. They and their influential creditors in England brought all the pressure they could to bear upon the government to push the boundary south. Their petition was ignored.

According to later gossip, Oswald broke down and wept when some merchants demonstrated to him that he had signed away the chief trading posts and the country from which they drew their peltries, but the story is apocryphal. He and his superior knew what they were doing. They were by no means neglectful of the fur trade, but they could not view it with the narrow eyes of Montreal.

The annual profits of the fur trade were as dust in the balance when weighed against the annual cost of the military posts and garrisons maintained in the interior during the late war to protect that trade. Shelburne had the vouchers to prove it in his pocket when he defended the treaty in Parliament. Even if the private gain had greatly outweighed the public expense, there were other considerations to be taken into account. However much the peace might break Montreal's monopoly by opening other routes into the interior, the furs would still find their way to London, the world's market; and England, in the absence of competing American industries, would still supply the natives with manufactured goods.

They also felt that a line on a map could make no difference to the Indians. Through their native forests they would pass and repass at will, taking their peltries to the traders who attracted them most.

Shelburne and his agent were disciples of Adam Smith and believers in the doctrine of free trade. They had no use for monopolies and artificial trade restrictions, and the American commissioners agreed that there should be no barriers to the movement of men and goods across the dividing line. Hence the official British indifference in the days when the boundary was defined by the preliminary articles.[7]

The severity of the struggle between the two Companies in Canada was due in large part to the fact that after 1800 the Montreal traders found themselves pushed out of the territory south of the Great Lakes which had been ceded to the

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[5] *Ibid.*, p. 83.
[6] *Ibid.*, p. 33.
[7] *Ibid.*, p. 34.

United States by the Treaty of Paris. For nearly twenty years after 1783 British traders had enjoyed almost unimpeded access to this area, although it was by law American territory. The British garrisons were not withdrawn from the western posts until 1796 and even after that American merchants were slow to challenge the strong position which Montreal firms had built up in this area since the start of the American Revolution. The fur trade of the territory tributary to Michilimackinac (roughly the present states of Illinois, Michigan, and Wisconsin) was regarded as more lucrative than that of the territory northwest of Lake Superior. Many Montreal firms and individual traders were active in this area, the largest of them being "Forsyth, Richardson & Company," and for many years no effective competition was encountered from American traders.

After 1800 the situation changed drastically. The British garrisons were withdrawn from the western posts after the signing of Jay's Treaty in 1794 and the American government began to assert its authority in this area. Government trading-posts were established at Chicago in 1805 and at Michilimackinac in 1809. At the same time serious competition developed in the fur trade.[8]

The Major Fur Companies

In 1809 John Jacob Astor (to be dealt with later in this paper) secured from the New York legislature a charter for the American Fur Company, the initial capitalization being set at one million dollars.

Meanwhile in 1806 the Montreal firms interested in the southwest trade had joined together to form the Michilimackinac Company. The senior partners of this company, John Richardson and William McGillivray, fearing that they would shortly be driven out of the southwest trade entirely, seized the first opportunity to approach Astor and propose a consolidation. At first they were unable to arrive at acceptable terms.

In the summer of 1810, however, the wintering partners of the Michilimackinac Company, recognizing the impossibility of resisting both Astor's commercial competition and the hostility of the United States government, sold their interest in the Company to the two Montreal firms, "Forsyth, Richardson & Co." and "McTavish, McGillivrays & Co."

These firms then joined with Astor to form the South West Fur Company, equal amounts of capital in the new organization being provided by the Canadian and the American interests. It was agreed that the South West Fur Company should confine its activities to the territorial limits of the United States, on the understanding that the North West Company should restrict itself to British territory; but this did not apply to the Pacific coast, nor to the upper Mississippi.

In July 1811, the North West Company purchased one-third of the interest in the South West Company held by "Forsyth, Richardson & Co." and "McTavish, McGillivrays & Co." The South West Company in its final form therefore represented a union of the most powerful Canadian and American fur trade interests.

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[8] Easterbrook and Aitken, *op. cit.*, p. 176.

Whatever prospects of survival this international enterprise might have had were destroyed by the outbreak of war in 1812 and by the peace settlement which ended the war. After 1815 British traders were excluded entirely from American territory. This, of course, made it impossible for the South West Company to operate from Montreal and the Canadian interest in the concern was sold to Astor in 1817. This sale completed Montreal's withdrawal from the once important fur trade of the southwest.

Astor in the meanwhile had extended his activities to the Pacific coast. He at first offered the North West Company a one-third interest in the trade of this area. When this proposal was rejected he formed the Pacific Fur Company in June, 1810 and built Fort Astoria at the mouth of the Columbia River in 1811. As it proved impossible to supply this post by sea during the war of 1812 and since it was rumoured that the British were to attack, it was sold to the North West Company in October, 1813.[9]

Canada's Push Westward

The period following the absorption of the XY Company in 1804 saw the St. Lawrence fur trade attain its greatest geographical extent and its greatest commercial success. By this time the North West Company had a very complete system of posts in the Saskatchewan and Athabasca districts, while Mackenzie's explorations had opened up the Mackenzie River area in 1789 and had shown the way to the Pacific in 1792-3.

The only remaining area in which expansion was still possible was the Pacific slope. Ever since the voyages of Captain Cook the commercial potentialities of this region had been recognized; now it seemed as if further delay in establishing posts beyond the Rockies might have serious consequences, for Lewis and Clark, the American explorers, had reached the mouth of the Columbia River by land in November, 1805, and the whole of the Pacific slope as far north as Russian Alaska might soon be pre-empted by the United States.

Beginning in 1806, therefore, the North West Company made a determined push into this area. Simon Fraser established Fort St. James and Fort George on the upper Fraser River in 1806 and 1807 and descended the river as far as its mouth in 1808.

Meanwhile David Thompson, a wintering partner who had formerly been an employee of the Hudson's Bay Company, crossed the Rockies from the Saskatchewan in 1807 and built posts in the Kootenay region. In 1811 he travelled down the Columbia River to the ocean, only to find that an American post had already been built at the mouth of the river.

With the establishment of these posts west of the Rockies the North West Company added to its territories the district of New Caledonia. The purchase of Fort Astoria, the American post on the Columbia, in 1813 left the Montreal

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[9] Easterbrook and Aitken, *op. cit.*, p. 177.

organization in undisputed control of the trade of the Pacific slope, and in 1814 the first shipment of furs was sent direct from the Columbia River to China.

This push to the Pacific brought into being Canada's first transcontinental economic system; a trading empire which extended literally from ocean to ocean.[10]

Astor and America's Westward Movement

The interest of American trappers in the western country was aroused by the exciting news brought back by Lewis and Clark; tales of mountains teeming with beaver, of friendly Indians, and an all-water route along the Missouri River to the rich hunting ground. Through the winter of 1806-07 traders flocked into St. Louis, ready to start west as soon as ice broke in the rivers.

Manuel Lisa, a Spanish trader, headed one group and in 1809 formed the Missouri Fur Company along with William Clark, Auguste and Pierre Chouteau, Major Andrew Henry and others. For the next half-dozen years it dominated trade in the Northern Rockies.

John Jacob Astor, a German immigrant to the United States, had originally established himself as an important figure in the fur trade by shipping furs directly from Montreal to England. After 1794, when direct trade between Canada and the United States became permissible, he changed his base of operations to New York and built up a profitable business importing furs from Montreal and exporting them to London and Europe.

In 1808 Astor, whose grandiose schemes were breath-taking, organized the American Fur Company. He would, he planned, plant a chain of posts across the Far West from the Great Lakes to the Pacific. His headquarters would be at the mouth of the Columbia where furs from all the Rocky Mountain country could be shipped to the Orient. The trade promised not only fantastic profits (as New England ship captains already plying the China sea lanes demonstrated daily), but would strike a fatal blow at his hated Canadian rivals, the Hudson's Bay Company and the North West Company. Neither could send furs to the Far East, an area monopolized by the East India Company; hence his greater returns would eventually allow Astor to drive both into bankruptcy. So Astor hoped as he set about translating his dream into reality.[11]

Two years later, with a more ominously definite indication of his territorial ambitions, he formed the Pacific Fur Company and persuaded some veteran Canadian traders to join with him in it.

In the summer of 1810 two expeditions started for the Pacific coast. From Lachine went the first canoe-load of Astor's overland party; from New York sailed the unlucky "Tonquin" and its turbulent crew. Both expeditions were to co-operate in establishing the first of the Pacific Fur Company's posts on the Columbia River.

The fact that Astor was partly dependent upon Canadian skill and experience

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[10] *Ibid.*, pp. 169, 170.

[11] Ray Allen Billington, *Westward Expansion*, pp. 453-5.

did not blind the eyes of the Nor'Westers to the more important fact that they were faced by a strongly competitive American firm.

They hoped to persuade the empire to fight the battles of commercial imperialism on the Pacific slope. On January 23, 1810, while tongues were wagging in Montreal over Astor's amazing schemes, the agents of the North West Company dispatched an excited letter to their correspondents in London. In March of that year a deputation from the committee of British merchants interested in the Canadian trade waited upon Lord Liverpool. They urged that the government should send a ship to the Columbia River and they declared that the company would at once dispatch an overland expedition to the same goal. The government remained irresponsively inactive; but the company was in dead earnest.

Thompson, who was travelling back in 1810 to spend his year of rotation in Canada, was stopped at Rainy Lake and returned rapidly to the Rockies. It was perhaps still possible for him to repair the effects of his previous dilatoriness, to achieve the original Pacific objective of his company and to defeat the new challenge from the United States. But the hostility of the Piegan Indians whom he had helped to antagonize drove him to attempt the difficult Athabasca pass.

His journey was toilsome and incredibly delayed, and when at last, on a July day in 1811, he reached the mouth of the Columbia, it was only to discover that the Pacific Fur Company's fort, Astoria, had already been established.[12]

The commercial system of New York and the commercial system of the St. Lawrence had been brought face to face on the western edges of the continent.

Thompson, having reconnoitered, retired almost at once. The task which the company had set itself was evidently a formidable one. Thompson had not succeeded; and the appeal for direct governmental assistance had proved a failure.

There remained the chance of enlisting indirect support. In 1811 there was published in London the anonymous, propagandist pamphlet "On the Origin and Progress of the North West Company," a narrative which combined praise for the Canadian concern with solemn warnings of Astor's ambitions. In the same year the company requested of government a charter of incorporation which would give the concern an exclusive right to trade within north latitudes 42 and 60 for a period of twenty-one years. This unassuming petition was passed around in the usual leisurely fashion between the privy council, the board of trade, and law officers of the crown. But, in the end, it was refused, with significant references to American territorial rights. This was on the very eve of the War of 1812.[13]

Astor's promising start, however, was deceptive. In January, 1813, news of the War of 1812 reached Astoria, together with the unpleasant information that the British warship was already on its way to capture the post. Astor's partners, knowing they could offer no resistance, sold the whole enterprise to the North

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[12] D. G. Creighton, *The Commercial Empire of the St. Lawrence*, pp. 164, 165.
[13] *Ibid., pp.* 165, 166.

West Company for the trifling sum of $58,000. The unfortunate accident of war ended American activity in the northwest for a generation.[14]

It was the war, where all else had failed, which was to make the ambitions of the Nor'Westers an imperial concern; and British sea power, linked in the far west with the Canadian trading organization, was to drive the American Fur Company from the Pacific.

The Struggle for the Southwest

We have seen that in the far west the Canadian merchants had shown strength and were to win eventual victory. But in the south-west in the old dominion of the St. Lawrence, the whole history of the period 1800-1812 is the history of a slow, protesting retreat.

Political suzerainty had been surrendered in 1796. The commercial dominion of the fur traders was only to survive it for two decades. The American government, emboldened by the Louisiana Purchase, and American commercialism, personified in John Jacob Astor, combined to intimidate and finally to overpower the Canadians.

The process began soon after the beginning of the new century. In August, 1805, General James Wilkinson, superintendent for Indian affairs in the new district of Upper Louisiana, issued a proclamation forbidding any but American citizens to engage in the fur trade of the Missouri region. Traders must obtain licences at St. Louis, under conditions which it was impossible for British subjects honestly to accept; and these stringent regulations were justified on the ground that the territories of the Louisiana Purchase were not subject to the terms of the Jay Treaty of 1794.

The American government was busily extending its own factory system for trade with the Indians and posts were established at Chicago in 1805, and at Michilimackinac in 1809.

In 1808, at Niagara, there occurred an incident which filled the Canadian traders with fear and consternation. The Spring brigade of twenty Canadian *bateaux* entered the Niagara River, bound for the south-west trade on behalf of the Michilimackinac Company. Unexpectedly the American officials required that the brigade make entry at their post and report for customs inspection. There was an altercation; and the Americans, deciding suddenly upon direct action, fired upon the brigade, seized eight *bateaux* and pursued the others, according to the Canadians, nearly thirty miles into the open waters of Lake Ontario.

Driven together by their common need for defence, the majority of the important south-west traders had joined together in the Michilimackinac Company as early as 1806. At every move of the Americans, they protested loudly at Quebec. Their protests were relayed on to the British minister plenipotentiary at Washington and the government in England.

As time went on the Canadian merchants became convinced that all these difficulties were simply parts of a far more important general problem. The duties,

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[14] Ray Allen Billington. *op. cit.*, p. 456.

regulations, seizures and embargoes appeared to be the various measures of a systematic scheme; and its evident object was the annihilation of the Canadian trade south of the lakes.[15]

In the meantime Astor had begun direct competition in the trade from Michilimackinac. His entrance coincided neatly with the activities of the American government; and to the Canadians it must have seemed as if government and commercial capital were the two partners in a conspiracy for the ruin of their trade.

As early as February, 1810, John Richardson and William McGillivray were in New York negotiating with Astor for a settlement of their rivalry in the southwest. Richardson wrote that only dire necessity had driven him to this extreme step. He believed that partnership with Astor was the only way to avoid the total ruin of their property. But Astor, who must have realized that he had the Canadians at his mercy, was determined upon a larger measure of control. The conference broke up without result. The rivalry continued; and that summer, in disgust, the wintering partners in the Michilimackinac Company sold out their interests to the big Montreal firms. The merchants journeyed down to New York again in the following winter and this time they came to terms with Astor in the agreement of January, 1811.

A new concern, the South West Company, was established and its control was divided equally between Astor and the Montreal firms. But this partition of what had once been a Canadian monopoly was not the only significant feature of the agreement.

Back in 1806, when the Canadian Michilimackinac Company had been formed, there had been a delimitation of trading territory between it and the North West Company. By clause 11 of its articles of incorporation, the new, half-American South West Company was to accept this delimitation for the year 1811. After that the North West Company agreed not to trade within the territorial limits of the United States east of the Rockies and the South West Company promised not to venture beyond the American boundary into Canada.[16]

Even in the fur trade, the political boundary had become a commercial boundary. For thirty years after 1783 trade had frustrated politics. But at last American commerce was grasping the gifts of its inspired diplomatists. All the Canadians could do was to hang on to a part of what was essentially an American concern.

The War of 1812 to Amalgamation in 1821

The War of 1812 was the final episode in the long struggle between settlement and the fur trade in the region of the Great Lakes. Ever since 1805, the Indians and the fur traders had been making their last, belated effort to break through the Treaty of 1783, the Jay Treaty, and the Treaty of Greenville; and it was the suspicion and fear of this alliance between the Indians and the fur-trading state which helped materially to provoke the American declaration of war.

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[15] D. G. Creighton, *op. cit.*, pp. 166, 167.

[16] *Ibid.*, p. 168.

There were, of course, other reasons for American resentment but, at the same time, their most immediate object was the free, secure, and uninterrupted expansion of the western frontier at the expense of the fur-trading economy.

Already, at Tippecanoe in 1811, the followers of Tecumseh had been broken; but behind Tecumseh was divined the vague, pervasive, sinister influence of northern fur traders and northern officials.

The war, directed against this ambiguous union, promptly converted it into an open alliance. The Indians were not destined to fight alone for the St. Lawrence as they had fought at the battle of Fallen Timbers. At the last extremity of the long conflict between the seaboard and the St. Lawrence, the fur-trading society stood united in defence of the unity of the river and its lakes.

The Canadian merchants regarded the war with an enthusiasm which was only slightly tempered by anxiety. For them the war was not a war of defence, but of reconquest. It was a war for the rectification of the incredible wrong of 1783. As early as January, 1812, the representatives of the North West and South West Companies offered naval and military co-operation to the government on Lake Huron and suggested the capture of the American post at Michilimackinac as a first step toward the control of the upper lakes.

In 1783 and 1794 Great Britain had acquired the habit of letting down her Canadian subjects and her Indian allies; and in 1814 she completed the process by an abandonment of conclusive finality.

Each side agreed to restore its conquests; and the Indians had to be content with an article which provided for the restoration of their status previous to the opening of the Indian war in 1811. The war, which had been won in the far west by the old alliance of red-coats, fur traders and Indians, had been lost as usual by the British diplomatists in Europe. For thirty years after it had ceased to be a reality, the territorial unity of the St. Lawrence had lingered on as an ideal; but after this overwhelming disappointment of the war which had promised so much and had issued in nothing, the very conception of an enlarged northern empire was slowly effaced from the minds of Canadians.[17]

Inconclusive as this outcome might seem on the surface, it actually provided the foundation for the long, unbroken peace that followed. The salient issues that had led to the quarrel soon disappeared. The continued retreat of the tribes before American settlement broke their connection with Canada and no longer involved her in Indian troubles.

Boundary commissions, set up under the provisions of the treaty, partly settled some disputed points. In 1818 it was agreed that the 49th parallel should form the boundary between the Lake of the Woods and the Rockies and that the disputed territory on the Pacific coast should be under the joint occupation of both countries until they could agree on its disposal.[18]

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17 *Ibid.*, pp. 175-6, 181.

18 Edgar McInnis, *Canada, A Political and Social History*, p. 197.

On the other hand, the ruin of the southwest fur trade seemed absolutely assured. The peace, which restored so much to the United States, gave Astor back his confidence and enormous political advantages. In 1815 he agreed with William McGillivray, Forsyth, Richardson & Company and Pierre de Rocheblave to continue the old agreement of 1811 until the returns from the outfits of 1820 were complete, unless the United States government passed laws which would make this agreement void.

As early as April, 1816, and probably, though not certainly, at Astor's instigation, the American congress, which was eager to mete out retribution to the Canadian fur traders, passed legislation providing that licences for the Indian trade within the territorial limits of the United States could be granted only to American citizens, except upon the personal direction of the president. It was Wilkinson's old hateful order for upper Louisiana extended over the entire southwest.

In the far west the story was different. On October 6, 1818, the American flag fluttered over Astoria. The British government, while arguing that Astoria had been acquired not by conquest but by purchase, agreed to permit the reoccupation, though without prejudice to the basic question of sovereignty. Astor made no attempt to re-enter the competitive struggle on the Pacific slope; and the North West Company's hold on the post at the mouth of the Columbia River was confirmed for another ten years by the Treaty of October 20, 1818.[19]

While the struggle of Canada with the United States reached a peaceful conclusion, there remained Canada's internal conflict to solve. To the very end of its existence, the North West Company seemed its old self; — as ingenious, as violent, and as successful as ever. But the terrible cost of pursuing a difficult and dwindling trade across a continent broke the men whom nothing else had been able to conquer; and in 1821 the North West Company was absorbed in the Hudson's Bay Company. The river city had been vanquished in the end. The far west was lost to Montreal. From that time on the territory for which it had fought so long was held in trust for the future Dominion of Canada by the Hudson's Bay Company.[20] The violent era during which the fur trade was a source of bitter rivalry between the United States and Canada had come to a peaceful conclusion.

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[19] D. G. Creighton, *op. cit.*, p. 182.
[20] D. G. Creighton, *Dominion of the North*, p. 203.

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NOTE: Kerr: *A Historical Atlas of Canada*, p. 32 and p. 45 provide illustrative background for the scope of this article.

PROTESTANT EDUCATION IN LOWER CANADA
1800 — 1864

Orrin B. Rexford, M.A.

With the centenary of the Provincial Association of Protestant Teachers at hand and a good deal of thought and effort concentrated on the story of the P. A. P. T. in that one hundred years, it would probably be well to look at some of the salient features in Protestant education in Lower Canada in the nineteenth century before 1864.

We have to keep in mind that the period under study was a very disturbed time. As the century opened, Europe was in the midst of the Napoleonic Wars which spread to this continent in the War of 1812-1814. Twenty years later, the political struggle broke out into the troubles of 1837 followed by the Durham study of the situation and the report.

It is well to keep in mind, also, that the Test Act preventing Roman Catholics from being members of Parliament and holding office remained in effect in England until 1829 whereas, in Canada, the provisions of the Test Act were repealed by the terms of the Quebec Act of 1774 so that Roman Catholics of French Canada could hold public office long before their co-religionists in England could do so.

Also, lest we feel that Canadians were slow in those early days in the matter of providing schools for all the children, we should remember that provision for such schools in England did not develop until the 1830's.

The English and Protestant population of Lower Canada was fairly well concentrated in the cities of Quebec and Montreal and in the two rural areas, the Eastern Townships and Huntingdon.

The English and Protestant families that came into the cities of Quebec and Montreal, were largely those of traders taking advantage of the conquest and looking forward to the continuance of the French population in a subordinate and conquered position. They looked to the authorities to give them advantages as representatives of the victors and their failure to get these advantages at times led to acrimonious disputes.

Royal Institution Established

The main educational enactment of the early century was the establishment of the Royal Institution for the Advancement of Learning in 1801. It aimed to provide teachers, almost entirely from England, and schools for both French and English of the population. Because of the disturbed world conditions, it did not really go into effect until 1818. Throughout, the French Roman Catholics were suspicious of the scheme as a method of Anglicizing the population though Dr. Parmelee states in Vol. XVI of *Canada and Its Provinces* that the Royal Institution was quite fair but up against rigid opposition.

Sir William Dawson, addressing the Association of Teachers in connection with the McGill Normal School in December, 1864, the year of the founding of the P. A. P. T., said:

> The Royal Institution was not organized until 1818. The grants of land promised to it were not given; and, supported only by slender legislative grants and regarded with jealousy by the French ecclesiastical party and only coldly supported by the English population, its function at length became restricted to the management of the endowment of James McGill.

The "coldness" of the English population can be illustrated from experiences in the Eastern Townships. When free grants of land were opened there in the 1790's, settlers crossed the American border and set up their homes in this area. From their experience in the New England states, they were accustomed to take the initiative in getting schools going for their young people. First, they used a room in a house in the community and had as teacher someone in the community with, perhaps, a little teaching ability. Then the community got together and put up a building for a school. The general rule was to have the school up first and use the building for church services and then, much later, to provide a separate building for a church. In South Bolton, for instance, the school was built about 1825 and the church was opened in 1860. It is interesting to note, also, that the people of the Eastern Townships would not look with much favor on facilities and controls provided by the Legislature since they had no members representing them in the Legislature until 1829.

Dr. Parmelee writing of this period, says:

> The qualifications of the teachers were not tested in any way, but were judged by common sense and reputation. If the teacher stood the supreme test of the class-room, well and good; if he did not, the place was given to another. The course of study was simple, consisting of reading, writing and arithmetic. The school year was divided into two terms of four months each. The teacher of the summer term was usually a young woman, who, being engaged for only one term, gave place to a male teacher who was considered necessary for the winter term when the young men were privileged to attend. The attendance was always large, generally fifty or more, and the school law was limited only by the wishes of the pupil and his parents. In consequence there were, not infrequently, scenes of disorder and violence from which the male teacher emerged either victorious or ready to resign his charge. All teachers were untrained and nearly all were inexperienced and were frequently unable to keep ahead of the brightest pupils.

Salaries in the early days ranged from $5 to $9 a month and boarding around was the rule.

An interesting document is the license to teach issued in 1824. It reads:

> By virtue of the power and authority in us vested by His Excellency, the Governor-in-Chief of the Province of Lower Canada, we do hereby

> give you license and permission to act as and be during pleasure the master and teacher of a certain school established in the district of St. Peter's Parish of Eton, with a salary of £20 currency per annum, with full power and authority to teach the children in reading, writing and arithmetic. Signed in the name and on behalf of the Institution,
>
> J. Quebec, Principal.
>
> This was issued to a Mr. Oughtred and he remained in that school until 1836.

Early Teacher Training

There were some efforts made to offer a modicum of training for teachers. In the French régime and since, the Ladies of the Congregation in Montreal and the Ursuline Convents in Quebec and Three Rivers were training young women for teaching in the parishes. For the men, for example, in the Act of 1831 (I Wm iv, c 7, art 1) provision is made for "a further sum of five pounds currency to be paid to the master of the said British and Canadian School (at Quebec) for every pupil (the number of such pupils not exceeding ten) whom he shall instruct and qualify for teaching and managing school according to the method and system followed by the said master after such pupils shall have respectively undergone a public examination as to their said qualifications."

There were several examples of this sort of training that showed the developing interest of the Government in the supply of teachers.

In 1829 there were 381 elementary schools receiving the government allowance. In 1831, only two years later, this number had risen to 1216. One can readily understand the shortage of teachers arising from this more than threefold increase. A standing committee of eleven members was appointed by the Legislature in 1831 to report annually on all subjects connected with education. In their report of 1835-1836 is the following paragraph: "If the progress of education has not been greater and proportionate to the liberal encouragement afforded by the Legislature, this is to be attributed to the want of masters and teachers properly qualified rather than to indifference on the part of the people."

In 1836 a Normal School Act was passed with a view to establishing two Normal Schools for men, one in Quebec and the other in Montreal and using the Sisters of the Congregation in Montreal and the Ursuline Convents in Quebec and Three Rivers for the training of women candidates. The Quebec Normal School seems never to have got going but the Montreal Normal School did begin and there is record of four certificates granted and five schoolmasters who came in for training and eight others mentioned as admitted or attending. Since this School was operating in the troubled days of 1837-1842 and had as the Chairman of their Committee of Management at the beginning Louis Joseph Papineau, it is small wonder that it did not accomplish much. There was the additional difficulty that, in the fall of 1837, their building was requisitioned for use by a "lying in piquet of volunteers." There is record of some nineteen women training at the three institutions in Montreal, Quebec and Three Rivers. These Normal Schools were for Roman Catholic and Protestant alike but by 1842 they had ceased to operate.

The law of 1846 (9 Vic. cap 27) was the real foundation of the school system as it is found in the Province of Quebec to-day. An attempt had been made earlier, in 1827, in fact, to work out a scheme of a Council of Education in charge of the administration of funds and other temporal matters, with Roman Catholic and Protestant Committees to regulate educational questions in schools of their own faith. This plan, however, was vetoed by the Royal Institution which complained of the size of the Roman Catholic Committee, eleven, and of the number of ex-officio members, five. It was not until 1869 that the recently revised scheme of the Council and two Committees was set up.

Secondary Schools Founded

The question of schooling beyond the elementary level was a pressing one. Academies began to be established in centres, such as at Stanstead and Hatley in the Eastern Townships. The Anglican Bishop of Quebec became interested in training native Canadians for the ministry rather than depending entirely upon a supply from England. He therefore brought from England and Ireland a few young men who had distinguished themselves in their universities and who seemed qualified for the work of teaching. These men were stationed in the parishes and, since they were teaching young men training for the ministry, they took in other pupils.

The problem of getting an education beyond the elementary level might well be illustrated by the experience of my father, Rev. Dr. E. I. Rexford, who grew up on his father's farm at South Bolton. After his elementary schooling at the "Rexford's Corner" school, where more than once he found his mother as the teacher when arrangements for a teacher had broken down, he went in 1862 for a year at West Brome where a Mr. Johnson was the teacher. In 1863, he attended school at Mansonville, nine miles from his home, where a Miss Faulkner had charge. In 1864, he attended school at Knowlton in the building that is now the Brome County Historical Museum and had Mr. Frank Hicks as teacher who was later a professor of the McGill Normal School. In 1865-1866 there was a Mr. Fessenden staying at his home and he remained there being taught by him. He entered the McGill Normal School in the fall of 1866.

The sacrifice on the part of the family involved in this schooling may be the better understood when it is realized that Elson Rexford was an only son at that time and his father was completely unable to do any farm work because of a knee ailment.

In the city of Montreal, early secondary education for the Protestants was begun by Alexander Skakel who, in 1799, opened a school for boys at 43 Little St. James Street, just west of Place d'Armes Hill. This school came under the auspices of the Royal Institution. It was in 1821 that this became the Royal Grammar School of Montreal. On September 25, 1843, the High School of Montreal was formally opened with sixty-five pupils in attendance. It was in 1846 that the Royal Grammar School was amalgamated with the High School of Montreal.

Teachers' Associations Organized

In the late fifties, local associations of teachers began to make their appearance in the Eastern Townships. One organization attempting to cover the whole area was The Eastern Townships Educational Association, but, as Mr. Henry Leslie Rennie says in his *History of Education in the Eastern Townships,* "Difficulties in providing ways and means for assembling at some convenient centre resulted in the organization of smaller associations."

One very active one was the St. Francis District Teachers' Association. This was formed in 1857 and was active for a decade. By the 1870's this Association began to lose support to the P. A. P. T.

Another local association was the District of Bedford Teachers' Association which was also formed in 1858. For several years there was a good deal of support and activity but in 1865 the Association was adjourned "sine die," again because of the newly formed P. A. P. T. which, by the way, held many of its early meetings in the Townships.

There was also a Teachers' Association in connection with the McGill Normal School. I have quoted from the address of Sir William Dawson before this Association in December, 1864, in connection with his remarks about the Royal Institution.

I have noted that the century was marked by wars and the troubles of 1837 and that educational arrangements had to struggle for attention in the midst of these serious problems. As we come to the end of the period under study, we find that, once again, the international situation was critical and that the war between the North and the South in the United States of America was reaching its climax as the P. A. P. T. came into being.

Spiel, Oskar
Discipline without Punishment
Faber and Faber c1962 171pp $3.25
British Book Service (Canada) Ltd.

Translated from the German by Lewis Way, the book retains its foreign flavour in the reading. Its message, however, is as applicable here as it was in the author's school in a poor quarter of Vienna. It is the result of twenty years' experience and experiment.

The teacher who has had difficulty with over-all discipline or with a particular problem not solved satisfactorily will find much of interest in the author's account. It is significant that while he emphasizes the role of psychological understanding on the part of the teacher, he also emphasizes that that role is not permissive or submissive, but rather that of stability and guidance, understanding and control.

He seeks the goal of *self*-discipline for the student. He underlines the fact that it will not develop of its own accord.

THE PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS CENTENARY SALUTE

SOME EARLY TEACHERS' ASSOCIATIONS IN QUEBEC*

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Before there was the P.A.P.T., there were local associations of teachers. Some of these antedated the formation of the P.A.P.T. (1864) by almost a decade. In view of the . . . centenary, it may be of interest to recall the earlier groupings, and to see the way in which they bore on the P.A.P.T.

With the possible exception of one at Quebec, the oldest of the locals was that of Montreal, the Lower Canada Teachers' Association, or the Teachers' Association in Connection with the McGill Normal School, as it was successively called. It was active in early 1856, and it played host to the gatherings at Montreal, in May and October 1863, and in June, 1864, when the P.A.P.T. was formed. A reference in 1857, however, spoke in awe (mingled with envy) of ". . . the Teachers' Association at Quebec . . . for many years past . . ."[1] There was also the Eastern Townships Educational Association, which a modern investigator, H. L. Rennie states was in existence, "just previous to 1857."[2] A Quebec association was certainly represented at the Montreal meeting in June, 1864, when the roll-call was answered by David Wilkie, the Master of the High School. Whether this was "the Teachers' Association," previously referred to, cannot be determined. A single report on the Eastern Townships Educational Association survives in the *Journal of Education*. It may have been more than a professional society of teachers, for general organizations embracing both teachers and "friends of education," were common enough. The home and school associations of the present are modern parallels. The case for Montreal may be put definitively; for the other early associations, tentatively.

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The pioneer Montreal association, the Lower Canada Teachers', was probably founded by William H. Hicks. In the late summer of 1853, this little-known individual reached the city as the principal of the normal school conducted by the Colonial Church and School Society, an agency of the Anglican Church. Hicks was a layman, at that time about forty years of age, and of wide teaching experience, much of it gained in London.[3] He was entirely convinced of the benefits of professional organization among teachers. He was familiar with the early English

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1 *Journal of Education* Vol. 2, No. 1, January, 1858, p. 8.
2 H. L. Rennie, *History of Education in the Eastern Townships* (thesis, Bishop's, 1930), p. 90.
3 J. D. Borthwick, *History of the Diocese of Montreal* (Montreal, 1910), p. 98.

* Reprinted from *The Teachers' Magazine*, December, 1956

teachers' societies, and may have been a member of the Church Schoolmasters' Association, or, although this is less likely, of the General Associated Body of Church Schoolmasters in England and Wales, the main predecessor of the present-day National Union of Teachers.[4] From his pivotal position as principal of the normal school, which he carried on for thirty years (until 1883) under Church of England and McGill University auspices, Hicks exercised a decisive influence on teacher organization in Montreal.

A Normal School Is Established

In view of its importance to this study, the Colonial Church and School Society, the organization employing Hicks, merits a brief digression. It was dedicated to the maintenance of Anglican parochial schools, originally in Newfoundland, but later, in all parts of the overseas empire.[5] In 1840, it had begun work in what is now continental Canada, and, about that time, had become exercised over the training of teachers as well as over the financing of schools. Thus, in announcing the engagement of Hicks, the Montreal Committee of the Society wrote "(we) have . . . regarded the establishment of a Normal School, . . . , as a thing of primary importance . . ."[6] This new direction was forced on the Colonial Church and School Society by the desperate teacher shortage *(plus ça change, plus c'est la même chose)*, and, consequently, by the inadequacy of the schools. This was widespread, here, as well as in the United Kingdom. It lay at the root of much of the popular discontent, then and at an earlier time. Wrote a Canadian backwoodsman: "My children are without education and must remain so . . . the aristocracy dread the common people getting education, well knowing that knowledge is power and that power . . . always destroys toryism."[7] This statement was made on the eve of the Rebellion of 1837. Its author took up arms on the rebel side, and died of wounds received at Amherstburg.

The teacher output of the older training bodies, such as those maintained by the National Schools (sponsored by the S.P.G. and S.P.C.K.), was insufficient. Furthermore, they were hampered by out-moded methods of instruction, such as monitorialism. Indeed, apart from Ireland, whose normal schools Egerton Ryerson pronounced as unrivalled in the Empire, no modern schools for teachers existed. Thus, the field was clear for such organizations as the Colonial Church and School Society, new, vigorous, and flexible with respect to methodology. In October 1853, its Montreal normal school was opened, first in St. George's Church, but later in Bonaventure Hall, its own property at the corner of Victoria Square and Bonaventure Street, the old name for the western extension of Craig.[8] Under the principalship

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4 For this information, I am indebted to Dr. A. Tropp, London School of Economics, whose history of the profession in Britain, *The School-teachers*, will be published this autumn.

5 It employed various titles, the Newfoundland School Society; the School Society for Newfoundland and the Colonies; the Colonial Church and School Society. Currently, it is known as the Colonial and Continental Church Society.

6 *First Report* Montreal Corresponding Committee, Colonial Church and School Society, Montreal, 1854, p. 7.

7 Quoted by F. Landon, *Western Ontario and the American Frontier* (Toronto, 1941), p. 73.

8 *First Report* p. 9; also O. Rexford, *Teacher Training in the Province of Quebec* (thesis, McGill, 1936), chapter 5.

of Hicks, the school was immediately successful, producing annually its quota of young teachers. In the winter of 1856, in virtue of an agreement between the Bishop of Montreal, Francis Fulford, and the University, the school became the operative section of the McGill Normal. Hence, the School for Teachers and the Institute of Education have their origin in the basic work of the Colonial Church and School Society.

Teacher Organization Begins

The earliest recorded effort at teacher organization came in January, 1856: "About thirty young persons attending the training institution of the Colonial Church and School Society met a few days since to relate their experiences in teaching and to converse on educational subjects. They presented Mr. Hicks, the headmaster, with a handsome gift."[9] It is impossible to determine whether this was the first or whether there had been earlier gatherings of Hicks and his neophytes. However, there can be no doubt as to the significance of what followed:

> On June 28th a meeting of teachers was held at the Training . . . School . . . to (take) into consideration the formation of an association . . . 12 teachers (were) present (who) testified their satisfaction at the probability of an association being formed (to) enable instructors . . . to meet . . . and help each other in their arduous yet delightful employment. The meeting was postponed until July 5th (which resulted in the establishment) of a society whose objects shall be — The welfare of the teacher and the advancement of education."[10]

This was the Lower Canada Teachers' Association, the first fruits of Hicks' zeal.

The Lower Canada Teachers' Association met regularly throughout the balance of 1856, apparently at monthly intervals. A press report revealed that at the October meeting (October 4) twenty-two members were present, of whom over half were teachers in local Anglican schools; the remainder, teachers-in-training.[11] The chief subject discussed was a teachers' magazine. Three months later (January, 1857) the first number of the bi-lingual *Journal de l'Instruction Publique, Journal of Education,* made its appearance. Although this was a Departmental publication, and not a magazine conducted by teachers, it was important in its own way. *Le Journal* was introduced by Pierre-Joseph Chauveau, the newly-appointed Superintendent of Education. Meanwhile, as has been indicated, the normal school had been transferred to McGill University.

Chief Spokesman, W. H. Hicks

At the formal inauguration of the McGill Normal School (March 3, 1857), the subject of teacher organization was fully ventilated. The champion, need it be said, was William H. Hicks. In the midst of a galaxy of notables, the Superintendent

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9 *Montreal Witness* January 9, 1856.
10 *Witness* July 7, 1856.
11 *Witness* October 15, 1856.

of Education, Bishop Fulford, Principal Dawson, the Mayor, and the Commander of the Forces, he spoke thus:

> The properly trained teacher . . . supplied by liberal Trustees with all that is necessary . . . still needs some connection with those . . . engaged in the good work . . . I would advise him to join some Teachers' Association . . . In connection with our Association . . . (we hope) . . . to be able . . . to hold an annual convention . . . It would be advisable to have our model school at work so that (it) might be visited by those desirous of gaining fresh hints on . . . improved methods, . . . a thing of inestimable value . . . (would be) . . . a Depository of School Apparatus . . . (and) a permanent library of reference, such as has been done in England in connection with the Teachers' Association there.

Lastly, Hicks advocated, as an element in the association, a pension fund, " . . . which I believe bears . . . strongly upon his (the teacher's) continuing in his employment . . ."[12]

That this did not fall on deaf ears, the immediate sequel showed. On the following evening, (March 4, 1857), was held "a Teachers' Festival," in the Normal School. It was attended by ". . . a gay and elegantly dressed assemblage . . . the male and female protestant (s) teachers . . ." Among these peacocks came the Superintendent of Education, Chauveau. With great dexterity, he ". . . gave explanations relative to the subjects referred to by professor Hicks . . . the teacher (s) associations, the dépôts for books and articles of school apparatus . . . (and) . . . the pension fund . . ."[13] Thus, the subject of professional organization acquired Departmental blessing, and the personal support of the Superintendent. These were extended to French Canadian Roman Catholic teachers, too, and the associations connected with the Laval and Jacques-Cartier normals owed much to Chauveau. Since Chauveau was destined to continue as Superintendent of Education until 1867, when he became the first Premier of the Province of Quebec, these were no mean advantages. Chauveau was a man of wide interests, a lawyer with strong literary instincts, and a constructive and successful parliamentarian. In 1890 he closed a long and honourable career in a teaching post, Dean of the Faculty of Law in what is now *l'Université de Montréal.*[14]

II

Eastern Townships Groups

Under these warming auspices, the formation of local teachers' associations went forward. On June 9, 1857, at a meeting in the Sherbrooke Court House, the District of St. Francis Teachers' Association was created.[15] Discreet encouragement may have been wafted from Montreal, at that time the headquarters of the Department of Education, since initiative came from the District Inspector, Marcus

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[12] *Montreal Gazette* March 5, 1857.
[13] *Journal of Education* Vol. 1, No. 2, March, 1857, p. 49.
[14] L. Lejeune, *Dictionnaire Général du Canada* (Ottawa, 1931), Vol. 1, p. 380.
[15] *Journal of Education* Vol. 2, No. 1, January, 1858, pp. 8 and 9.

Childs.[16] Encouragement certainly came directly from the Eastern Townships Educational Association, which was represented at Sherbrooke by Henry Hubbard, and whose constitution the St. Francis teachers adopted. The Eastern Townships Association was apparently running down. It had a meeting on June 1, 1857, at which the attendance was described as "thin . . . owing to the exceedingly unfavourable state of the weather . . ." Perhaps, with the rise of genuinely professional bodies, other groupings tended to disappear. Four years later (1861), the *Journal of Education* contained a report of a teachers' meeting at Bedford. It is difficult to decide whether this was an initial meeting, or, indeed, when precisely it was held. Again, the Inspector (in this instance, Rotus Parmelee) was the moving spirit.[17] A visitor from St. Francis "tendered sympathy" (hardly a diplomatic way of putting it), and the meeting was otherwise enlivened by the presence of a large number of women teachers. They became, in fact, a feature of the Bedford Association. In 1862, two of them read papers, and one of these, Mary A. Hutchinson, was elected a member of the executive.[18] Miss Hutchinson deserves a modest niche in the hall of fame; she appears to be the first woman office-holder in any Quebec Protestant teachers' association.

Dawson of McGill

Meanwhile, the Montreal association prospered. In the spring of 1857, it adopted a new title, the Teachers' Association in Connection with the McGill Normal School.[19] The change was not exactly happy, but it reflected accurately the disposition to link closely Association and Normal. It also linked Association and J. W. Dawson. In 1855, this vigorous individual had become Principal of McGill, and two years later, titular head of the Normal School. Dawson had been a school inspector in his native Nova Scotia, and he had a constant care for the teacher. It is not known when he became a member, but in 1863 he was President of the McGill Association, and one of his most thoughtful addresses, "On some points in the History & Prospects of Protestant Education in Lower Canada," was made before it. He took an active part in 1863 and 1864 when the P.A.P.T. was formed. Later, he became President. Thus, the Association was firmly centered on McGill. Its meetings were held in the Normal School, whose excellent library was open to members. The McGill Teachers' seems to have been the only one to venture on monthly meetings. Moreover, the papers read before it frequently were printed by the local press.

III

In the 1860's, new forces came into play. Railway travel broke down isolation, bringing Sherbrooke, for example, within five hours of Montreal. It had been two days by road. The impending federation of the Provinces suggested union schemes in other directions, even among professional associations. In this, as in politics, new men shouldered their way into prominence. A meeting of the St. Francis

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16 Rennie, *Education in the Eastern Townships*, p. 86.
17 *Journal of Education* Vol. 5, Nos. 8 and 9, August-September, 1861, p. 132.
18 *Journal of Education* Vol. 6, No. 9, September, 1862, p. 138.
19 *Journal of Education* Vol. 2, No. 1, January, 1858, p. 8.

Teachers' at Compton on December 27, 1860, brought many of these forces into focus.[20] It opened conventionally enough on the perennial subject of "boarding around," which produced the accustomed "earnest and spicy discussion." ("Spicy" has suffered a deterioration in modern times.) The meeting then went on to the vital business: "That . . . the President and Secretary communicate with the Superintendent . . . and the other associations with a view . . . to . . . form a general association of teachers, which . . . would secure to the profession that standing which it ought to occupy . . ." This was the first action by an organized body looking forward to the P.A.P.T. Furthermore, the Compton meeting was notable for the appearance of two new men, the Rev. Jasper Nicolls, and John Hamilton Graham, who were elected Vice-President and Secretary, respectively.

The P.A.P.T.'s First President

Nicolls should require little introduction. He was the founding Principal of Bishop's University, and he became the first President of the P.A.P.T. Graham is less known. By birth and early education he was a west Lowland Scot (born at Johnstone, Renfrewshire in 1826), but his early professional years were spent in New England, as a schoolmaster, and as a director of teachers' institutes.[21] In 1858, Graham came to Canada. Before him lay a varied public life, the principalship (1862-1872) of St. Francis College, Richmond, "notable for strict discipline and thorough instruction"; the foundation (1869) of the Grand Lodge of Quebec, A.F. and A.M.; activity in politics (in 1872 he contested Drummond and Wolfe in the Liberal interest); experimentation in railway contracting. It was only death which ended this adventurous career on August 22, 1899.

The significance of Nicolls and Graham was due to a combination of their vigorous personalities and their established positions. They balanced Montreal, and guaranteed that in any provincial teachers' organization, areas other than the metropolitan would be adequately represented. On May 29 and 30, 1863, at the annual meeting of the McGill Teachers', some members of the other associations were present as guests. Nor is it without point that among these the most conspicuous were Nicolls and Graham. The case for a general or provincial body was put by a McGill spokesman (Williamson, the Secretary), who offered his association "... as a provincial centre round which all might rally . . ." This was likewise the view of the tireless Superintendent of Education, who desired to see the three normal schools become the centres of teacher organization. The Protestant associations, he thought, should be "affiliated" with the McGill Normal. This was a relationship not likely to find favour outside Montreal. The main proposition was accepted, but on the basis of federation, not of affiliation.[22]

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20 *Journal of Education* Vol. 5, No. 1, January 1861, p. 7.

21 H. J. Morgan, *Celebrated Men & Women of the Time* (Toronto, 1898), p. 398; also, information contributed by K. H. Annett, Richmond.

22 *Montreal Witness* June 2, 1863; also, *Journal of Education* Vol. 7, No. 5, May, 1863, pp. 62-63. The *Journal* copied from the *Montreal Gazette*.

The P.A.P.T. Is Born

A constitution was drafted in October, 1863 at Montreal, and formally ratified on June 4 and 5, 1864, thus bringing into existence the present P.A.P.T.[23] The roll call of locals included Montreal, St. Francis, Bedford, Quebec, Lachute, and Huntingdon. Dawson answered for the Montreal Association; Nicolls, for the St. Francis; Lang, for Bedford; Wilkie, for Quebec; Bruce, for Lachute and Huntingdon. Of the Lachute and Huntingdon associations, nothing apart from their names appears to be known. It is uncertain from which Mr. Bruce came. Perhaps research may produce some of their records; certainly an examination should be made of the local newspaper press. Thus the movement, which had begun in local or in regional groupings, achieved provincial status. The Rev. Jasper Nicolls became the first President of the P.A.P.T.

Historical propriety was satisfied by installing William H. Hicks among the Vice-Presidents. Principal Graham contributed a paper, which was loudly cheered. Its title was "Some conditions of success in school-teaching," and on this promising note the old and the new became one.

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[23] *Journal of Education* Vol. 8, No. 7, July, 1864, pp. 88-89.

A HALF-CENTURY OF PROGRESS*

Highlights in P.A.P.T. History, 1900-1951

M. Erma Nelson

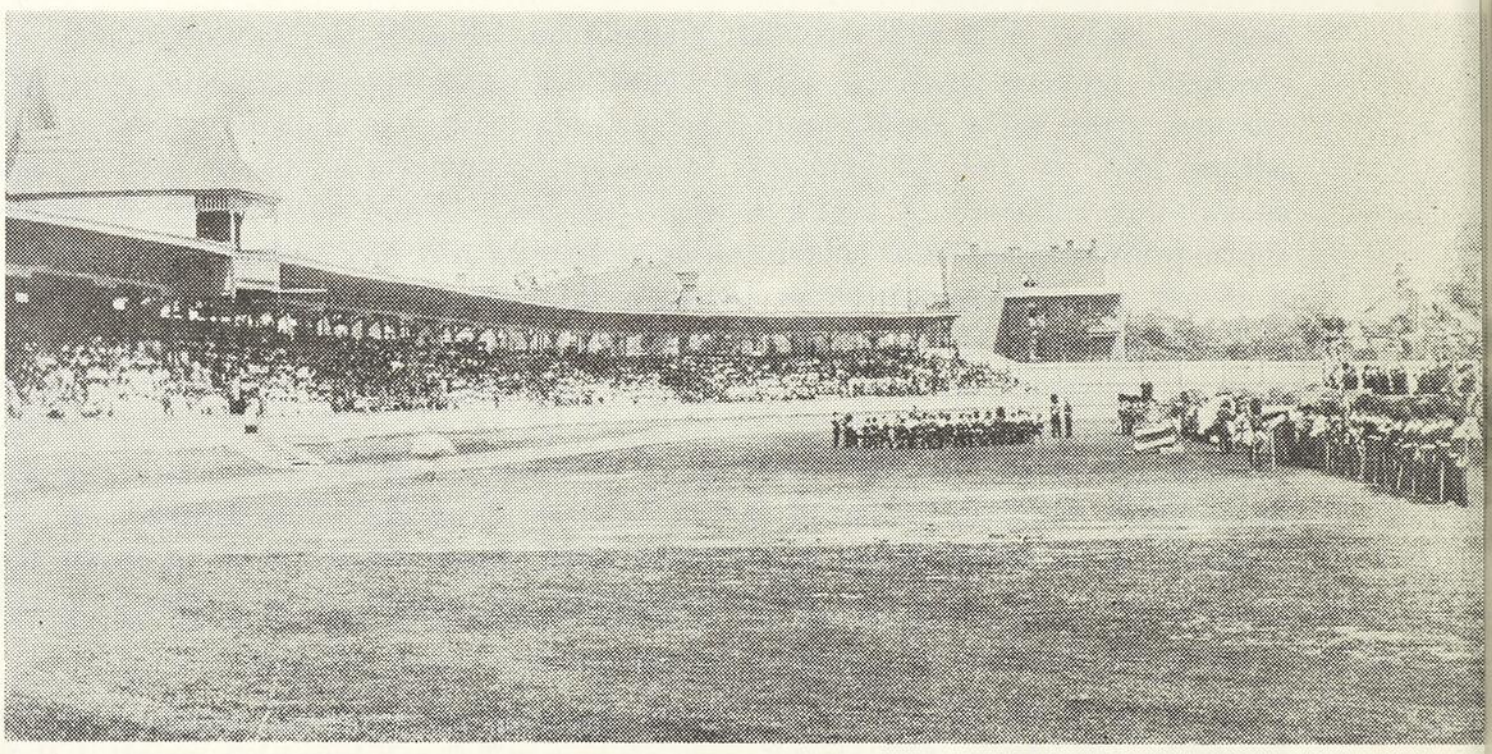
It is the fashion to review important events at the middle of a century, to assess the development in Literature, Art, Science or whatever most interests us, and to recall persons who have made great contributions to the world.

It seems worth while to consider our own particular field of Education and the movements that have engaged the attention of the teaching body of the province during the last fifty years. From the minute books of the P.A.P.T. for the last half century some very interesting items can be culled. It has been a work of great pleasure to read the notes of the annual Conventions and the meetings of the Executives and to be reminded of leaders, familiar to most of us, whose names recur in evidence of their unfailing interest in the work of their profession.

Let us attend the Thursday morning session of Teachers' Convention on October 18, 1900. We would see the ladies in their wide-brimmed hats, heads held high over tight, choking collars, their flaring skirts sweeping the floor as they daintily made their way up the steps of the High School on Peel Street. The "Masters," also carrying heads high over stiff, starched collars, swept off their bowler hats to the ladies or swung their canes nonchalantly as they strolled into the assembly room.

At this thirty-fifth annual Convention, at which Dr. Peterson, Principal of

*Reprinted from *The Teachers' Magazine*, February, 1951.



A CHOIR OF 5000 MONTREAL SCHOOL CHILDREN CELEBRATE QUEEN VI

McGill University, presided, the formal opening consisted of the singing of the doxology, a scripture reading and a thanksgiving prayer by Rev. E. I. Rexford, Rector of the Montreal High School and several times President of the P.A.P.T.

After interesting papers were read and discussed on "Teacher Out of School from the Standpoint of the Parent" and "Adornment of the Schoolroom," came the *pièce de résistance* of the day. As our secretary records (in long-hand): "At this point in the proceedings the doors were closed and the window blinds drawn (do not get agitated, just read on) while Dr. F. W. Kelly favoured the Convention with a rare treat in the form of an illustrated lecture on the 'Lower St. Lawrence'."

One of the resolutions adopted at this meeting will be of interest to teachers of English: "That there is need of an elementary work on Language lessons leading up to West's Grammar."

The display of pupils' work from schools throughout the Province was an interesting feature of these Conventions at the beginning of the century. Frequent leaders in this competition were the schools of Howick, Lachute, Sherbrooke, and the Girls' High School of Montreal.

1901 — This was the year of the death of Queen Victoria and also of the death of Sir William Dawson, one of the originators of the Association.

Then, as now, the Executive concerned itself with teacher tenure — though the language sounds formal to us today — and a resolution was passed to have a committee set up "to mature some practical plan by means of which the tenure of office of our teachers may be prolonged and an increase of emolument be induced by bonus or otherwise."

ORIA'S DIAMOND JUBILEE JUNE, 1897, M.A.A.A. GROUNDS, WESTMOUNT

Another major concern of Executive then, as now, was the maintenance of standards of qualifications of teachers, and the extension of teacher-training facilities. In 1904, under the presidency of Rev. E. I. Rexford, vigorous protests were made to the Protestant Committee against lowering the standards of qualifications of teachers, "as has been suggested at a recent meeting of the Protestant Committee." Again in 1906, Mr. H. J. Silver read a resolution expressing the regret of the Teachers' Association at the "retrograde step taken by the Protestant Committee of the Council of Public Instruction, in granting teaching permits to persons without professional training." Some felt that this was too bold a step, to address the Protestant Committee in such a fashion. After a heated discussion, in which those who supported the resolution insisted that they must guard the professional status of teachers, the vote showed 59 in favour and 9 against, and *all* asked to have their names recorded.

The First Woman President

1906 — This was one of the years when teachers were asked to record their opinions concerning a change in date of Convention. This seems to be an ever-recurring question, coming up again in 1922 and 1947, but the result is always the same, an overwhelming majority vote for the beginning of October as Convention time.

These were the years when women's activities in America and England were making headlines, and in the P.A.P.T. in 1908, Miss Mary Laura Ferguson became the first woman president.

The text-book committee that year (and every year) worked steadily to improve courses of study and to introduce up-to-date text books. Undeterred by lack of recognition and repeated failures, they persisted through the years in this unpaid, extracurricular activity.

The year 1914, and World War I, and the 50th Annual Convention of P.A.P.T. met in the Council Chambers in the city of Quebec, meeting there for the second time in thirty-five years. At the evening meeting His Honour, the Lieutenant Governor of the province addressed the teachers, as did Dr. Peterson, Principal of McGill University and Sir Lomer Gouin, Premier of the Province. This was during the presidency of Mr. Charles McBurney.

1915 — Miss Amy Norris introduced the motion "that the Convention do memorialize the Protestant Committee of the Council of Public Instruction to take the necessary steps to render women ratepayers and the wives of ratepayers eligible for election as members of School Boards."

The year 1919 is marked by the first appearance of *The Teachers' Magazine*, initiated by Mr. W. P. Percival. The P.A.P.T. affiliated with the Canadian Teachers' Federation (C.T.F.) in the year 1922.

More than one hundred Montreal teachers took advantage of the Extension

Courses provided by the Arts Faculty of McGill University, in order to qualify for a higher teaching diploma. Later, upon requests being made to the Faculty for the extension of these privileges outside the island, courses were given at Quebec, Sherbrooke, and other centres.

In 1926 the death of E. Montgomery Campbell left the office of Pension Commissioner vacant. Dean Sinclair Laird was the unanimous choice for this vacant post. With Mr. Hopkins as the other commissioner, the cause of pensioners was carefully guarded. They were anxious years which followed, when the pension deficit continued to grow, and the very foundation on which the system was based seemed unstable. Today, after twenty-five years of careful watching, Dean Laird can feel that much has been done to improve the pension situation, even if much remains to be done.

During the year 1928 and succeeding years, attempts were made to induce McGill University to count the Extension courses as credits towards a degree and to appoint a specialist to fill the Chair of Education. This appointment was made in 1929. During the year 1928 Miss I. Brittain served as a member of the McGill Corporation. This was one of the many offices of P.A.P.T. which Miss Brittain capably filled. It is noticeable that the P.A.P.T. kept a very careful watch over the actions of the Protestant Committee, and constantly urged McGill University to serve the needs of the teachers of the community. A member of P.A.P.T. continued to serve on McGill Corporation until the system was remodeled and outside representation dropped. Mr. Hatcher was the last member to serve in this capacity.

It was in this same year that the government of Quebec passed a law establishing the "Mérite Scolaire," conferring upon teachers various degrees of the order of Scholastic Merit. The administration of this law was to be left to two committees. As the law had not functioned, the P.A.P.T. in 1930 asked the Protestant Committee to take the necessary steps. A Board was appointed to draw up the rules which are still in force to regulate the conferring of the Order.

The First General Secretary

In 1930, on the resignation of Dr. Parmelee as Director of Protestant Education, Dr. W. P. Percival, a former member of the P.A.P.T. and of the Executive, was appointed to the position. In this same year Mr. Black was made General Secretary of P.A.P.T. (at a salary of $400).

Today's Guidance Counsellors will perhaps be interested in the fact that a suggestion was made at the November 1930 Executive meeting, that the P.A.P.T. hold a conference the following February, "the theme of which shall be 'Educational and Vocational Guidance in Schools'." The idea did not meet with too much favour and no conference was called.

When the depression years came and when salaries were frozen, teachers were among the first to suffer and later to receive salary cuts. Nevertheless, teacher volunteers gave a series of courses in the evenings to groups of unemployed "teen-agers," numbering about 250.

In 1938 Mr. F. N. Stephen presented the first report on the revised constitution upon which he and Mr. George Savage had been working. This was the first draft of the present Constitution which introduced the delegate system for voting and the conduct of business. This became law in October 1939, but many members wished to retain their right to vote for their executive (where are they now?) and later, amendments were passed giving members this privilege.

During the '30's numerous surveys were conducted, among them the report of the Quebec Education Survey Committee, a Survey of the Teaching of English throughout Canada, and a survey of salary scales. All of these helped to educate the public by putting the spotlight on the needs of pupils and teachers.

Then came World War II, when both men and women members of the P.A.P.T. enlisted.

In the years which followed, the P.A.P.T. increased in membership and the work developed to such an extent that in 1943 rooms were secured for permanent offices at 1410 Guy Street. Automatic membership became law in 1945, and Mr. Willis Ginn, a full-time Secretary, was engaged in 1946. Our present Secretary — or Executive Director — Dr. Paton, succeeded Mr. Ginn in 1949. Two full-time Office Assistants are now kept busy, and often they give freely of their extra time to complete the work which is being undertaken.

And so, through a half-century which saw the two biggest wars in history, the final emancipation of women, the greatest prosperity and the most profound of recorded depressions, the P.A.P.T. developed from a small organization of the Folkmoot variety, into a centralized scheme of representation, embracing twenty-five local associations.

There are now fifteen committees actively engaged in different departments of the work of the Association. This alone will indicate the extent to which the P.A.P.T. has developed.

May it continue to receive the unselfish service of its membership.

THE LAST DECADE

A Survey of Recent P.A.P.T. Accomplishments

Allan Talbot

The editorial of *The Teachers' Magazine* for December 1952, opened with these words:

> The Thursday of the 1952 Convention was probably one of the most important days in the history of the P.A.P.T. On that afternoon, by an overwhelming majority, the Association voted to raise the annual fees from three mills to five, and by so doing gave the GO signal to increased P.A.P.T. activity and accomplishment.

There is perhaps a touch of hyperbole in the first sentence of the statement, but there is little doubt, nevertheless, that the fee increase of 1952 provided a financial basis for a most energetic decade.

One tangible product of the larger revenues was an enlargement of the Central Office Staff. In 1955 a Field Secretary was engaged in the person of Gordon Heslam (who still holds the appointment, although the name of the office has since been changed to Executive Assistant); an Assistant General Secretary was added in 1960. (This was, of course, Thomas Jackson, who became General Secretary in 1963 when Dr. Paton resigned to teach in Toronto. Kenneth Hill then took over the assistant's chair.)

The tripling of the number of officials within the space of eight years was not the only concrete result of adequate income. The Association became a property owner.

A Home of Its Own

From 1953 on there were more and more demands from members that the P.A.P.T. should acquire a headquarters building. A *Teachers' Magazine* editorial in 1955 said (talking about the P.A.P.T. offices on Guy Street): "The present accommodation is neither commodious nor convenient." This time the writer was guilty of understatement, not hyperbole. Office expansion became an urgent matter, and slowly the membership grew to realize that a building should be bought. In March, 1958, this was done; on June 21 the offices were transferred to what is now 2100 St. Mark Street, and on October 8 the P.A.P.T. Headquarters Building was officially opened.

But Association officials and Association offices are instruments, not deeds, and it behoves us to survey some of the things that the P.A.P.T. has accomplished in the last decade — for education, and for the teachers. One of the most important areas of effort is that of salaries, so let us examine salaries for a moment.

Teachers' Pay Creeps Upwards

The Association's strong concern for salaries (noticeably missing in the record of its first eighty-five years) goes back to 1949. The P.A.P.T. scale of that year laid down a minimum of $1500 for an Elementary Diploma, and a maximum of $2400, and for a High School Diploma a range from $2600 to $3800 after thirteen years. Two years later this scale was declared obsolete, and raised by 15%. Help was given to local associations in negotiations with their school boards. Rural salaries edged closer to Montreal's.

In 1952 the P.A.P.T. Long-Term Salary Scale was approved by the Association, and this time the maximum (after fifteen years) for a holder of a High School Certificate was $6000. Again, negotiations throughout the province, with central office assistance, produced some results. Look at these averages for all Protestant teachers outside the Greater Montreal area:

1946-1947	$1251
1951-1952	$2194
1954-1955	$3025
1956-1957	$3442

But although this was progress, it was not fast enough for the membership. Nor were they long satisfied with the 1952 scale. In 1957 the P.A.P.T. Professional Salary Scale was approved by the Annual General Meeting. The new schedule set up eight categories — each category representing one completed year of professional or academic preparation beyond junior matriculation into the Institute of Education — and provided for increases up to twenty years of teaching. Tossed into the limbo of worn-out salary scales were considerations of sex, marital status, and the grade being taught. Training and experience were the criteria. And horizons were a little wider, with the maximum for Category 8 being $11,200.

The general principles of the 1957 scale are still accepted, but the 1963 Annual General Meeting approved some modifications. Salary objectives will be set every year for each category, instead of being dependent upon long-term scales. New minima and maxima have been named which increase the 1957 figures.

Evaluation

A committee on teacher evaluation began work in the fall of 1959, and the P.A.P.T. in 1960 approved a policy of holding back salary increases for below-standard teaching. This is one measure that has its opponents, and a notice of motion was given not long ago "That the 1964 Annual General Meeting revoke the resolution passed by the 1960 Annual General Meeting regarding withholding of increments for unsatisfactory service."

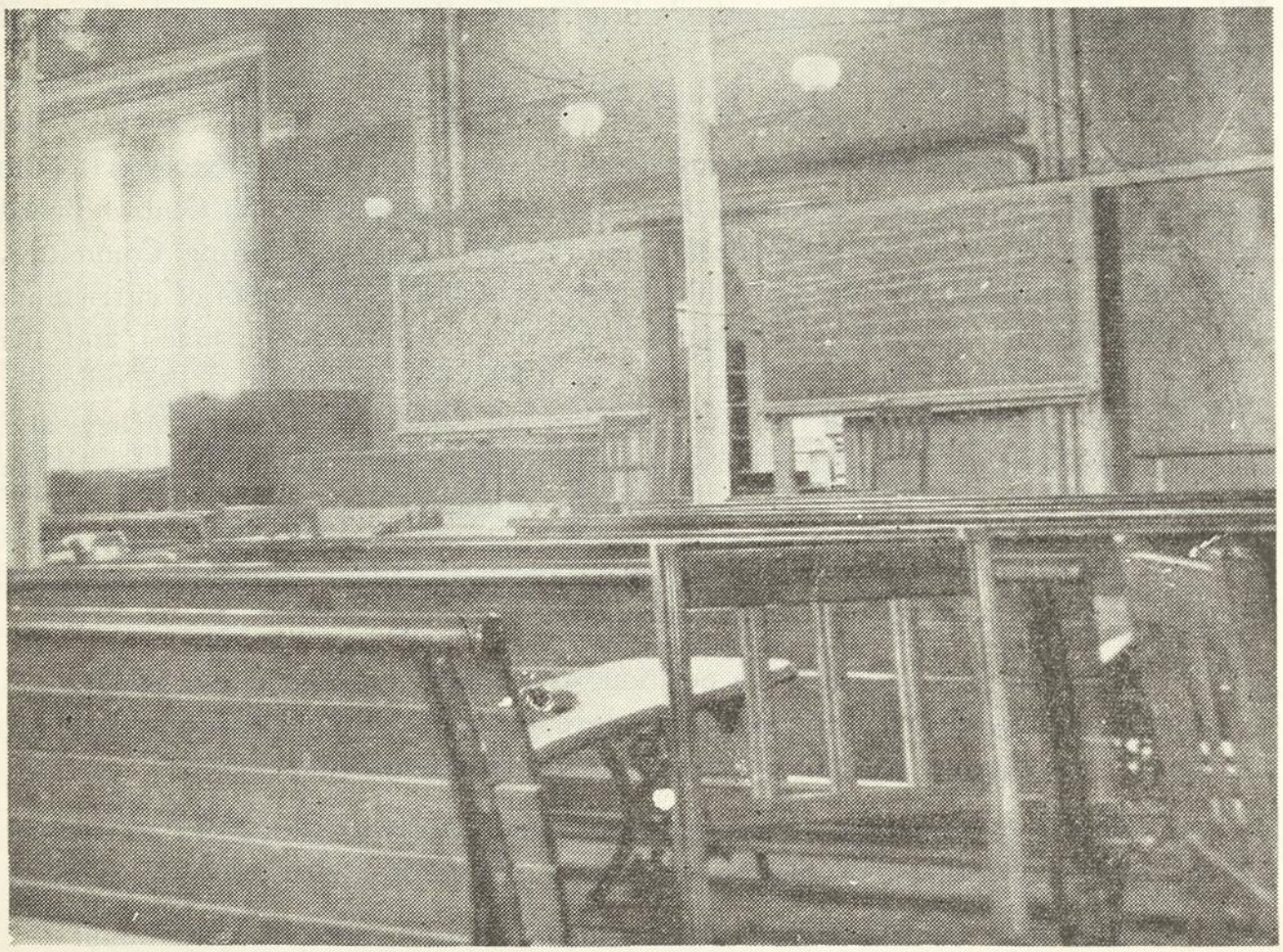
Because of strong local associations in Montreal, most of the P.A.P.T. salary campaign has been directly on behalf of the non-Montreal teachers. But the Association has stood ready to assist the metropolitan locals whenever assistance

has been needed. From time to time it has been needed. In 1935 it was, and again in 1945, but the closest cooperation came in 1960 when the P.A.P.T. officially declared a dispute between itself and the Greater Montreal Board as a result of salary negotiations between the Board and its teachers. The dispute may have left its scars, but one fact stands out: Montreal teachers achieved and maintained closer professional unity with each other and with the P.A.P.T. The year 1960 should be remembered for this reason. And for another too: it was the year when sex parity stopped being a partisan rallying-cry, and became a generally-accepted principle.

Salary discussions take much of the P.A.P.T.'s attention, but certainly not all of it. A survey of the past decade must make mention of many other matters.

Services and Advances

The Benevolent Fund began in 1953, the Credit Union in 1954, and the Blue Cross group plan in 1955. Teacher recruitment booklets were published, starting in 1951. The Pensions Committee has been able to report striking improvements in the past few years; the Curriculum Committee continues the work begun nearly one hundred years ago. In 1956 (after thirty-two years of unfruitful endeavour) the P.A.P.T. was granted a representative on the Central Board of Examiners. In 1952 the Provincial Council officially was born; in 1961 the Annual General Meeting was divorced from the fall convention, and given an independent existence as a late May or early June meeting.



LECTURE HALL NORMAL SCHOOL, BELMONT STREET

Since 1945, membership in the P.A.P.T. has been automatic, but any member has the right of withdrawing by merely going to the trouble of writing and mailing two registered letters. With the Association so active in so many controversial matters, it should be encouraging to those who have held office during the past nineteen years to note how few have availed themselves of the withdrawal privilege. Up to the summer of 1962 (I have no later figures), during seventeen years of automatic membership, twenty-four teachers had withdrawn, ten of them for religious reasons. In an association of people renowned for individualism, here is statistical indication of professional unity.

In the year of Confederation, at the third P.A.P.T. convention held in a building (that no longer exists) on Belmont Street, Montreal, Sir William Dawson talked about training and certification of teachers. The P.A.P.T. has been talking about it ever since, with a mixture of frustration and success. In 1953 the Association began to urge the abolition of the lowest (Class 3) certificate, and its replacement by a temporary license, with provision for upgrading within a limited time. By 1957 this change was Association policy, but it was not until June, 1963, that Class 3 students graduating from the Institute of Education were affected. Next bit of grain for the slowly-grinding millwheels is the principle of withholding permanent certification from all teachers lacking university degrees.

Amid all this heterogeneous P.A.P.T. activity, we must not lose sight of the fact that the Association's major objective is (and has been for one hundred years) to obtain a full voice for teachers in the framing of educational policy and legislation. This was made clear in the Association's brief to the Royal Commission in April of 1962.

The Royal Commission

The brief urged continued improvement in the standards of admission to the Institute of Education, and requested increased representation on the Central Board of Examiners, as well as representation on McGill's Teacher-Training Committee. It asked for representation on all bodies which set policy in the fields of curriculum and examinations — such as a suggested provincial curriculum council and the present High School Leaving Board — and asked for the right to be officially consulted by departmental officers when changes are proposed affecting teachers and school administration. It insisted on seeing draft copies of proposed changes to the pension laws, and asked for an increase in the minimum pension.

The 1962 Annual General Meeting spent some time on a discussion of policy matters, and approved the following statements:

> That the P.A.P.T. take the position, as a matter of Association policy, that it should always be consulted before changes in the Education Act and in the Regulations of the Protestant Committee are introduced.
>
> That the formation of a Curriculum Council, (with the P.A.P.T. to be represented thereon) should become an immediate objective.
>
> That the Central Board of Examiners should raise the minimum average of marks required of candidates for teacher-training to 65%.

Policy Booklet

The Executive Committee that year was urged to accept as one of its major tasks the promotion of discussions of P.A.P.T. policy by local and provincial committees, with the object of having a P.A.P.T. policy booklet prepared for adoption by the 1964 Annual General Meeting, after full discussion by the Provincial Councils of 1963 and 1964. The General Secretary's report to the meeting pointed out that almost a quarter-century had elapsed between the recent commission brief and the last time the Association put its policies in writing (for the Hepburn inquiry of 1937-38). In the meantime no accurate record had been kept of policy decisions in many areas of importance.

In a similar manner the executive was expected to see that the appropriate standing or special committees give some attention to such matters brought before the delegates as (a) P.A.P.T. direct representation on the High School Leaving Board and on the McGill Teacher Training Committee; (b) increased and direct representation on the Central Board of Examiners; (c) eventual control of certification by the profession; (d) the right to negotiate improved conditions of service and to employ P.A.P.T. spokesmen in negotiations; (e) the functioning of a Board of Interpretation and a Board of Decision in problems of tenure and of teaching competence; (f) the problem of applying the principle of automatic membership to membership in local associations; (g) study of these four areas before any action is taken by the Protestant Committee: (1) length of the school day, the Easter Vacation, and the school year; (2) the purpose served by the Grade VII and X examinations; (3) the administration of supplemental examinations; and (4) possible curriculum changes; and (h) a study of the advisability and the feasibility of ensuring a year's leave of absence for the President of the P.A.P.T. in order that he may carry out the functions of the office more effectively.

The past decade, particularly towards its close, has seen much ferment and excitement in Quebec education. At the time of writing, the future is intriguing, but uncertain. A few things are certain, however. The P.A.P.T. has firm and well-established policies, and these policies will be even more clearly enunciated during the next few months. It has growing revenue, and a large and loyal membership. It has a century of history of which to be proud, and a determination to do much better in its second century. With the aid and cooperation of other provincial bodies, it should be able to continue with the tasks defined many years ago: to defend the rights of teachers and to advance the cause of education.

HISTORY OF EDUCATION IN RICHMOND AND ADJACENT DISTRICTS

Alice Dresser
Richmond, Quebec

The charter of the township of Shipton was granted in 1801 to Elmore Cushing and forty-six associates. This year marked the passing of a Legislative Act authorizing the creation of a corporation named the "Royal Institution for Advancement of Learning." It consisted of a board of trustees to supervise all schools in the Province, and to administer all property of the corporation.

People with the determination of those first settlers were quite prepared to overcome any obstacle standing between them and their objectives. Much had to be done to establish homes in the new land which would compare well with those they had left in the U.S.A. or elsewhere, and high on the list of urgent needs was that of schools. This was dealt with promptly.

Before the end of the year Miss Kimball (later Mrs. George Barnard) was teaching the first school. Her pupils were the children of Job Cushing and a few others, taught in Mr. Cushing's house. The second school was in Claremont near the Royal Shaw property. Other schools were taught in private homes, and in Danville the threshing-floor, and later the roof of the distillery belonging to Ephraim Magoon, did duty as schools.

Not until 1807 was the first schoolhouse built. Known as the "front school of Shipton" it stood near what was later the Edward Cleve property, close to the site of the present St. Anne's Cemetery. This log house with basswood plank split or hewn for benches, desk and floor, had for its first teacher Dr. Silver.

Among the schoolhouses that appeared during the next thirty years was the Clark School. Known to this day as the "old stone schoolhouse" it stands in Melbourne near the C.N.R. bridge over the St. Francis River. This is one of those of which the late Dr. Parmelee wrote, "School preceded church — a meeting place for worship long before any church building was erected. Different denominations met in turn as each itinerant preacher came to his charge." Four clergymen of the English Church, Rev. Charles Stewart, Dr. Mountain, Rev. S. S. Wood of Three Rivers, and Rev. Mr. Lefevre were among those who held religious services in the "front school of Shipton" or in the "old stone schoolhouse."

Most Early Textbooks American

In the early days most textbooks were from the U.S. One teacher, Samuel Daniels, advising pupils to read said, "No books are more important than the Bible and Norse's Geography." With books so difficult to obtain, teachers and others interested in education must have welcomed the establishment of a library

in 1815. The one hundred fifty books contained in Craig Union Library were not of a light frivolous type, but they provided instruction and entertainment for the whole community.

Salaries of the early teachers contrast noticeably with those paid today. Records of the "stone school" in 1850 give the monthly salary of $7 or $8, plus board supplied by the families of the pupils. The following are extracts from records of meetings of the school board of Melbourne Township, which in 1849 had sixteen schools.

> July 27, 1850. Resolved that 18 shillings be paid to S. Rooney, the whole amount for teaching in Dist. No. 13.

> May 11, 1857. Engagement of Miss E. J. Leavitt as teacher for summer term in Dist. No. 10 at 1.37½ cents per week, with board for the space of 16 weeks from this date.

So the growth of education in Shipton progressed, not rapidly nor steadily in those first years of hardship, but never was the spark extinguished. Bouchette, in *British Dominion in America* writes, "In each settlement (back and front of Shipton) there is a school for instruction of girls in summer, boys in winter." We hear of a young woman and her brother living in Melbourne who crossed the river by canoe to attend school at Lower Windsor.

Efforts to establish a school for more advanced education were at first unsuccessful, but in 1855 the charter of St. Francis College was granted, the buildings being completed the following year. This institution has undergone many changes in the 100-odd years since that first meeting in the home of Captain Adams, September 28, 1855. The land for the College was bought from C. B. Cleveland for $5000. It was originally the property of Elmer Cushing.

Among those attending the meeting appear names linked with Richmond's early history: Dr. Webber, G. K. Foster, Wm. Brooks, T. Tait, Adolphus Aylmer, Levi Cleveland, W. A. Webb, and, representing the clergy, Rev. J. A. Parker and Rev. D. Dunkerley. In the school were classrooms for at least one hundred pupils and rooms for forty boarders.

In addition to fees, financial aid was received from the Government and from money subscribed for scholarships. Persons subscribing $400 might appoint one student free of charge.

St. Francis Affiliated with McGill

The first thirty years saw what is now called "Old St. Francis" go through many changes. Affiliated with McGill with a course covering two years in Arts, the College attracted students from points as far distant as the Saguenay district and from the New England States.

Among the early principals were Rev. E. Cleveland, Dr. John Graham, Rev. Charles Tanner, and Rev. E. M. Taylor. For one year, 1872-1873, it was a co-educational College, with Miss Cowles as head teacher. In 1882 the College burned, many valuable papers being lost in the fire.

In 1857 St. Francis District Teachers' Association was formed, with Rev. E. Cleveland and Mr. N. Trenholm as two officers. Ten years later the P.A.P.T., organized in 1864, met in Convention at St. Francis College.

Among other schools in the vicinity of Richmond was the Female Seminary, an Academy for girls in Melbourne. This closed in 1860.

About the same time a Mr. Twilight conducted a private school, known as Twilight's Academy, in the Bedard block, formerly Capt. Job Adams' tavern. Today in Brownington, Vermont, the Orleans County Historical Society has as its museum a fine old stone building built in 1836 by Mr. Twilight as a boarding school for boys and girls. After the school was closed in 1856, Mr. Twilight went to Canada to teach. It seems probable that it was he who conducted Twilight's Academy in Richmond.

In Hardwood Hill, seven and a half miles from Windsor, the first school, a log building, was built before 1865 on the Dearden farm, later owned by Mr. Wilkie. Two teachers there were Mr. Foster Wells and Miss Susan Barnard. A second school was built in 1870. This frame building was used for church services until it was torn down in 1900.

The original school built in Danville in 1817 was enlarged and remodeled to become the Danville Academy in 1854. The first trustees were Rev. A. J. Parker, C. N. Cleveland, and Isaac Stockwell. This building was destroyed by fire in 1882 and rebuilt in 1890.

Among the teachers in these first schools those from the "Old Land" were not satisfactory, as the University of Vermont was graduating men more suitable. After July 1, 1852 no person had a right to teach without a certificate. One Board of Examiners granted certificates "valid within Counties of Richmond, Drummond and Wolfe only." (Dr. John Hayes).

In 1872 an Agricultural College opened in Richmond, under Prof. Jenner Fust. Mr. John Ewing was in charge of this institution from 1880-1887.

Graduates Famous in Professions

What of the young men — and some not so young — who were enrolled as students? There was one whose busy pencil sketched the faces of his companions. Not always were those likenesses flattering! Years later during World War I he visited Richmond again, and many watched, fascinated, as A. G. Racey displayed his famous war-time cartoons.

In those days the school and the young people attending played a very important part in the community. Meetings of the Debating Society drew many outsiders to the College to hear the budding orators, some of whom made their mark in later years as lawyers and politicians when the names of Greenshields, Tait, Duffy, MacKenzie, Ewing, and Brown were known, not only in their home town or province, but throughout Canada.

Not a few prominent educators, doctors, and clergymen graduated from St. Francis. Among these may be listed Inspector John Parker, Dr. Hume, and Rev. Andrew Reed and his brother, all from Megantic County.

Others whose works earned them well-deserved recognition were Mr. Fred Coburn as painter, Dr. John Dresser as geologist, and Mr. George Hill as sculptor. As residents of Richmond and Melbourne, these three may be regarded as the proverbial "local boys."

The list of teachers in the different schools in what was originally Shipton, Windsor and Melbourne is far too long to be given here. It is good to know that some of these lists are on record, for among the names are many of the men and women who served faithfully in the cause of education.

Towards Consolidation

With the turn of the century changes in the educational system made their appearance. Some of the old schools were closed, two or more combining to form what came to be known as "consolidated schools." The "stone school," closing in 1905, had as its last teacher Mrs. Wesley Lyster.

In 1906 mass meetings were held at Richmond and at Huntingdon to hear discussions of school development. At these "Conferences on Elementary Education" leading speakers were Hon. J. C. McCorkill, M.L.A., Provincial Treasurer; Dr. G. Parmelee, English Secretary of the Council of Public Instruction; and Mr. P. S. G. MacKenzie, M.L.A.

These meetings led to further consolidation. The Kingsey Consolidated School was one of the first to be established in the province. Others were at Melbourne Ridge, Windsor, Danville, Richmond, and Ulverton. These, in some cases, were new school buildings, while others were existing schools altered to accommodate additional "bus pupils."

Several of the schools that have been closed are now used as Community Halls; others have been converted into private homes; still others stand vacant, with windows "boarded up."

The next important change in our school system came with the formation of a Central School Board in 1945. By this the Protestant school boards of the counties of Richmond, Drummond and Arthabaska combined, becoming what is often termed the R.D.A. School Board.

Modern Schools Built

The time had come when the old schools that had stood for well over half a century must be replaced by modern ones. In 1942 a new St. Francis High School looked down from College Hill; a few years later an equally modern school,

known as A.D.S. was built in Danville to serve Asbestos, Danville and Shipton; another new school appeared in Drummondville, and yet another in Windsor.

We have traced the history of education in our district from Miss Kimball's classroom and Ephraim Magoon's threshing-floor to the modern schools of today. What giant strides have been taken in 150 years! What a test of the courage of those men and women of vision who planned and wrought that our land might not lag behind others in the matter of education!

In these days when science tampers with the unknown, even to look into the future calls for courage. Without the faith that upheld those early builders of schools we would not dare face the responsibilities that rest on all builders. But with faith all things are possible, and we may hope for a happy future for our schools and for those young people whom they serve.

Sources of Information

Rev. Edward Cleveland, A.M.
Mr. Leslie Rennie, M.A.
Miss Edith Nicholson
Witness, 1906

Perrine, Lawrence
Sound and Sense, An Introduction to Poetry (Second Edition)
Harcourt, Brace & World c1963 334pp $3.25
Longmans Canada Ltd. Toronto

In the Preface to this book, Professor Perrine states that: "It (Sound and Sense) seeks to give him (the college student) a sufficient grasp of the nature of poetry, some reasonable means of reading it with appreciation and understanding, and a few primary ideas of how to evaluate it." This book accomplishes its purpose. The author's lucid style and obvious mastery of the subject matter shine through this work.

In Part One, Mr. Perrine analyses and illustrates various elements of poetry through a sequence of comments, illustrative poems or pairs of poems, and study questions for each. At every step the student is brought to a higher level of competence, so that by Chapters Fifteen and Sixteen he is able to apply what he has learned to an evaluation of "Bad Poetry and Good" and "Good Poetry and Great."

The second edition differs from the first essentially in the much greater number of poems now included. This is particularly apparent in Part Two where eighty-five poems are now presented, and more than half of them are new to this edition. Although the author claims to have made textual revisions, he has not radically changed the content of the book. In addition three poets — Frost, Houseman, Yeats — are represented by a sufficient number of poems to support study of them as individual artists.

There are a great many "introductions to poetry" on the market today. In fact, even the programmers are putting out "scrambled texts" and other materials. Regardless of how efficient these other books and devices may be, it is very satisfying to sit down with Mr. Perrine's book and allow him to awaken or reawaken in the reader the knowledge:

> True ease in writing comes from art, not chance,
> As those move easiest who have learned to dance.
> 'Tis not enough no harshness gives offense,
> The sound must seem an echo to the sense.
>
> — Alexander Pope from *An Essay on Criticism*

EXTRACTS FROM THE MINUTES OF THE ADMINISTRATIVE COMMISSION OF THE PENSION FUND OF OFFICERS OF EDUCATION*

Meeting of June 5, 1963

Mr. John A. Howden was granted a pension.

The following persons became eligible for pensions: Mrs. Allan W. Derby (Gladys A. Cullen), Mrs. Claud Fulford (Mary A. McClure).

Mrs. J. Lambert Britt (Helene A. Neal) will receive her pension when she reaches the age of 56.

The following officers of education were refunded stoppages:

Miss Jean Ackerman, Miss Eva Dempster, Miss M. Isobel Derick, Miss Alice Evelson, Miss Lina L. Fuller, Miss Kathleen Gleeton, Miss Esther Katz, Miss Anna Joyce MacEwen, Mr. Donald A. MacNaughton, Miss Sheila L. McLeod, Miss Anniki Nieminen. Miss Velma M. Rowe, Miss Sylvia D. Scarrott, Miss Harolyn M. Wilson, Miss Evelyn H. Brown, Miss Ada Brownlee, Miss Ella F. Cooke, Miss Alice M. Ingalls, Miss Gladys Marsh, Miss Hazel D. McNiece, Miss Agnes M. McCaig, Miss Roslyn Singer, Miss Eva L. West, Miss Esther Azef, Miss Edna Rose Doane, Miss Lorna M. Donald, Miss Maye Horner, Miss Susan Miller, Miss Margaret Templeton, Miss Patricia Bennett, Miss Charlotte Boone, Miss Margaret Doyle, Miss Dorothy Houston, Miss Lorna Lebovitz, Mr. Georges R. Marlin, Miss Heather Mattewson, Miss Grace E. Parkinson, Miss Louise Patterson, Miss Suzanne Rubin, Miss Marilyn Sharpe, Miss Carole Smith, Miss Marilyn Steckler, Miss Alice Todd, Miss Irene G. Beardmore, Miss Carol Blitstein, Miss Annie B. Clark, Miss Helen Coen, Miss Gloria Goldstein, Miss Jean Gormley, Miss Vera E. Graham, Miss Althea L. Hatfield, Miss Glenora S. McCallum, Miss Margaret McMillan, Miss Gertrude M. Patterson, Miss Ruthe E. Popham, Miss Brenda Smith, Estate Marilyn Dey.

Meeting of September 11, 1963

The following persons became eligible for pensions: Mr. Cleveland J. Fraser, Mr. Udell Clifford, Mr. Harold E. Grant, Mr. Harry T. Johanson, Mr. Donald A. McLean, Mr. Dennis Staniforth, Mr. Hector Tétrault, Mr. Robert M. Calder, Mr. Lyle C. Lighthall, Mr. Ralph F. Anderson, Mr. William J. Sargeant, Mr. George D. Lessard, Mr. Edgar R. Boyd, Miss Edythe H. Aiken, Miss Clara B. Boomhour, Mrs. J. N. Petera (Bessie M. Thompson), Miss Hildred M. Vail, Mrs. M. D. Fraser (Jessie M. Armstrong), Mrs. Frederic A. Larder (C. Louise Swanson), Mrs. J. W. Jeakins (Dorothy C. Hicks), Mrs. C. L. Montgomery (Ailsa Woodwark), Mrs. H. C. Barter (Muriel V. Ellis), Mrs. F. Pike (Blanche Willard), Mrs. F. G. Heslop (Ethelwyn Wright), Miss Helena D. Keith, Miss Edythe E. Lawson, Mrs. R. N.

* Names given are for Protestants only.

McCutcheon (Mary A. Faber), Mrs. A. B. Young (Evelyn R. Willson), Mrs. F. P. Hébert (Emma W. Gleason), Miss Helen V. Brown, Mrs. John F. Rogers (Alice M. Smith), Mrs. N. M. MacLeish (Eleanor R. Mabon), Mrs. A. C. King (Isobel M. Wight), Mrs. Melvin A. Day (Elizabeth Seale), Mrs. M. S. Blanchard (Phyllis L. Van Allen), Mrs. L. Karl Wescott (Esther M. Black), Mrs. Alexander F. Bothwell (A. Maud Dobbie), Mrs. Ivan L. MacAdam (Wilma McCallum), Miss Mabel M. Jamieson, Mrs. H. I. Lappin (Dulsie G. Browne), Miss Eva Rose Bindman, Miss Olive A. Parker, Miss Kathleen W. Lane, Miss Jessie G. Cockerline, Mrs. E. E. McFall (Theresia M. Keller), Miss Grace A. Fletcher, Miss Evelyn C. Wilson, Miss Joy Muir, Miss Agnes Matthews, Mrs. Geo. A. Lacroix (Doris A. Gagnon), Miss Dorothy W. MacKay, Mrs. Dale H. Smyth (Marjorie O. Fiddes), Miss Mary MacLeod, Miss Rose Saltzman, Mrs. G. A. Layfield (Martha E. Fuffie), Mrs. A. M. Paquette (Lillian C. Atkins), Miss Marion L. Martin, Miss Emeline Zahalin, Miss Norah W. Gilmore, Mrs. H. G. Brown (Ethel A. LeBrocq), Mrs. Wm. Main (Bessie A. McNaughton), Mrs. John Ryan (Jean E. Wilson), Miss Dorothy Jane Ewing, Mrs. Frank Shore (Rhoda A. Geller), Mrs. N. N. Caplan (Annie Frank), Mrs. E. E. Denison (Murdena MacAulay), Mrs. Raymond R. Davidson (Kathleen Barter), Mrs. G. L. Bradley (Lottie A. McDowell), Mrs. F. A. Ashworth (Gladys Hambleton), Mrs. R. H. Mitchell (Alyce Evelyn Webb), Miss Jean M. Gwynne, Miss Joyce E. McLelland, Mrs. A. A. Belyea (Anna M. Johansson), Miss Kathleen Morrison, Miss Alathea A. Reaper, Miss Margaret J. Watt, Miss Jessie E. McOuat, Miss Isobel M. Macnaughton, Miss Muriel Prew, Mrs. R. A. Munro (Vera B. Gauley), Miss Marion L. Phelps, Miss T. Carlotta Perkins, Miss Elizabeth D. Cushing, Miss Annie L. Denison, Miss Marion E. Surprenant, Miss Annie M. Findlay, Mrs. M. E. Griffith (Muriel E. Frazer), Miss Winnifred M. White, Miss Margaret R. Clarke, Mrs. John J. Cross (Phyllis M. Jones), Miss Mary F. Greig, Miss Dolena A. Nicholson.

Mr. B. C. White was granted a pension.

Mr. James M. Paton will receive his pension when he reaches the age of 60.

Miss Ethel M. LeGrand was granted a pension.

The following persons will receive pensions at the age stipulated by law:

Mrs. C. C. Hayes (Lila I. Frame), Mrs. J. H. Dryburg (Margaret A. Boright), Mrs. F. J. LeGallais (Alma G. Mahan), Mrs. R. Smith (Emma R. Leishman), Mrs. J. I. Orr (Mabel Anderson), Mrs. J. Harold White (Evelyn Hudson), Miss Hilda L. Dulledge, Miss Kathleen Harper.

Pension stoppages were refunded to the following: Miss Shirley Cumming, Miss Norma Fisher, Miss Greta Flanagan, Miss Iris Gammon, Miss Edith A. Gillard, Miss Mildred A. Graham, Miss Shirley Horner, Miss Helen Kaloheretis, Miss Eva M. MacFarlane, Miss Gladys Mountain, Miss Doris C. Neill, Miss Norma Roseman, Miss Jean M. Tracey, Miss Dorothy W. Weir, Miss Doris J. Wright, Estate Edna M. Parkinson, Miss Olive H. Evans, Miss Jean Findlay, Miss Ruth Hodgins, Miss Muriel C. Budgeon, Toby Lubell, Miss Annie MacLeod, Miss Florence Patterson, Miss Berthe E. Perrier, Miss Helen A. Piper, Miss Patricia P. Verrier,

Mr. Samuel D. Andrews, Miss Joan Bosado, Miss Kathleen G. Campbell, Miss Marjorie A. Eden, Miss Ina C. Williams, Miss Kathleen Howard, Miss Beatrice Jones, Miss Patricia Lighthall, Miss Christine Margulies, Miss Audrey J. McKay, Miss Helen E. May, Miss Eliza McDonald, Miss Marilyn Muzin, Miss June Osman, Miss Florence Rashcowsky, Miss Eleanor P. Rynie, Miss Hilda Vibert, Miss Irene Vorios, Miss Brunda Workman, Estate Mary Cole Wiggs, Miss Ada M. Allen, Miss Bernice Averback, Clayne Bond, Miss Barbara Burcombe, Miss Beverley Byrne, Miss Rita Chubbs, Miss Marion S. Burt, Miss Kathleen Goldenberg, Miss Elaine Goldstein, Mr. Louis Hooper, Miss Constance V. Jackson, Miss Alexandra Karybeck, Mr. Stephen Leh, Miss Maureen B. Lewis, Miss Gloria G. Lifshitz, Miss Lucy Mansons, Mr. Paul Howard, Miss Bella Stewart, Miss Irene G. Sykes, Miss Ruby Wadsworth, Miss Margaret P. Webb, Estate John F. Muir, Glendon L. Casman, Miss Margaret J. Dyer, Miss Elizabeth A. Halsey, Miss Clara M. Laurin, Miss Miriam Lowe, Miss Rosemary Martin, Miss Catherine E. Rodgers, Miss Nancy J. Whalen, Miss Joyce L. Wood.

The following persons were given reimbursements in 1961: Miss Katherine Annett, Miss Grace R. Berry, Miss Lena P. Campbell, Miss Hope C. Ross, Miss Mildred Silver, Miss Helen M. Simpson, Miss Grace C. Baird, Miss Irene J. Ferguson, Miss Evelyn W. Gilchrist, Miss Beatrice Goldberg, Miss Dora E. Grimes, Miss Annie P. Hamilton, Miss Isabel K. Herdman, Miss Margaret H. Jones, Mr. James D. Kotsos, Miss Emma V. MacLeay, Miss Irene A. McMahon, Miss Menda L. Pearson, Miss Carol M. Silverman, Miss Marilyn Sussman, Miss Pauline Watson, Miss Anne Lozyk, Miss Eva G. Morgan, Miss Lorna M. Speid, Miss Jessie F. Whittaker, Estate Mona A. Emsley.

Meeting of December 20, 1963

The following pensioners died during the year 1962-63: Miss Ada McCallum, Miss Marjorie A. Kee, Miss Isobel Archibald, Miss Gertrude E. Palmer, Miss Harriet McCammon, Miss Laura M. Anderson, Miss Marion A. McNaughton, Mrs. Geo. Reid (Evelyn Bishop), Mrs. Geo. J. White (Jessie Sutherland), Miss Annie M. Kenworthy, Miss Norah E. Lay, Mr. René E. Raguin, Mrs. John F. Eagle (Mabel C. Letouzel), Mrs. C. Fulford (Mary A. McClure), Miss Isobel H. McQueen, Miss Florence B. Brown, Mr. Louis R. Skinner, Miss Marguerita Harrison, Miss Thelma M. Rough, Miss Marguerite Knowlton, Miss Mary MacLeod, Miss Margaret MacRae, Miss Grace B. Norris, Miss Doris Reid, Mr. J. A. Howden, Mr. John Fequet.

The following persons became eligible for pensions: Mr. John A. Fequet, Mr. Fred J. Fyles, Miss Gwendolen W. Hallett, Miss Frances Greene, Miss Ruth M. Low.

Mrs. G. E. Wright (Laura Patch) will receive her pension when she reaches the age of 56.

Pension stoppages were refunded to the following teachers: Miss Miriam E. Baxter, Miss Eva Felsenburg, Miss Annie MacKay, Miss Pauline W. Marsh, Miss Rose H. Nagy, Miss Christine G. Robinson, Miss Lavina Smillie, Mr. Bazil M. Stark, Mr. Marcel Walker, Miss Jane E. Walter, Miss Marilyn J. Ward, Miss

Margaret Wason, Miss Judith G. Buzzell, Miss Mabel E. Collins, Miss Grace Copp, Miss Vivian O. Moir, Miss Mary E. Rowlands, Miss Joan G. Swiwright, Miss Madeleine Viell, Mr. John F. Butterworth, Miss Alice J. Fairservice, Miss Doris E. Hammond, Miss Nancy J. Hodgins, Mr. Stanley E. Horner, Miss Isabelle L. Hunting, Miss Elizabeth A. Martin, Miss Wendy M. Robinson, Miss Muriel Tolhurst, Miss Eileen M. Veals, Miss Rachel Yoffe, Estate Mary A. McClure, Miss Eileen M. Barter, Miss Annie Boone, Miss Frances Cox, Miss Jean E. Demerse, Miss Margaret E. Franklyn, Miss Winnifred Horner, Miss Dorothy E. Rick, Miss Margaret E. Staniforth.

Penner, Philip and McConnell, Ruth
Learning English
The MacMillan Company of Canada Ltd. c1963 486pp $2.80

When you read the title of this review, you will probably say, "Another grammar text," and move on to the next item. Nobody blames you for your action, because we all recognize that there are too many such books on the market. Perhaps if you were told that the book in question was written for Canadians by Canadians . . . you've heard that story before. Well, then, the approach in *Learning English* is new . . . you've been fooled before on that one. How then can I interest you in this book?

Perhaps your enthusiasm for the book might be aroused by giving you a few examples of what you can expect to find in the text. A section on pronouns is introduced by this gem from Stephen Leacock:

> "The truth is that our English pronouns are a disorderly and drunken lot. We no sooner straighten them up on one side than they fall over on the other."

Or a discussion of how advertisers use the power of connotation to make a product more acceptable to the buyer:

> "The smallest West Coast salmon was called, because of its shape, the "humpback"; when this salmon was canned, it was labelled "pink salmon"; recently the native name "Keta" has come into use. Why have the names been changed?"

In a time when ideas are changing regarding the teaching of grammar, the treatment of the subject in *Learning English* can definitely be thought of as transitional. The chapters on grammar combine modern linguistic ideas with some of the traditional approaches which the authors consider still valid. The samples of writing provide a good deal of material for discussion, and because the pieces are modern, varied and closely related to the interests, experiences and concerns of the student today their inclusion is worthwhile.

Grammarians of the old school will perhaps wince a little at a delightful satirical dialogue on a grammar lesson which the authors have seen fit to include. This piece was written by Ian Michael and originally published in *The Journal of Education,* London. The satire ends with an exasperated teacher exclaiming: "I expect you could, Russell, but I am tired of all these silly, argumentative, hairsplitting questions. Why can't you just learn what it says in the book?" This cuts very close to the bone.

MINUTES OF THE AUGUST 1963 MEETING OF THE PROTESTANT COMMITTEE

6000 Fielding Ave., Montreal 29, P. Q., August 26, 1963

On which day was held a special meeting of the Protestant Committee of the Council of Education to consider the draft of a brief to the Prime Minister concerning the bill to establish the Department of Education and Youth and the Superior Council of Education.

Present: Prof. D. C. Munroe, in the chair, the Superintendent of Education, Mr. L. N. Buzzell, Mr. W. H. Bradley, Dr. C. L. Brown, Mr. A. K. Cameron, Mr. R. J. Clark, Hon. W. M. Cottingham, Brig. J. A. de Lalanne, Dr. C. E. Manning, Dr. S. E. McDowell, Mr. K. H. Oxley, Hon. J. P. Rowat, Mr. E. T. Webster, Mr. R. Flood, Dr. Ogden Glass, Mr. R. Japp, Mr. W. W. Roberts, Mrs. A. Stalker, Mrs. Roswell Thomson and Dr. E. Owen, Secretary. Mr. P. M. Laing was present by invitation.

Apologies for absence were received from the Most Rev. John Dixon, Hon. G. B. Foster, Mr. G. A. Golden, Dr. F. C. James, Mr. J. R. Latter, Dr. R. H. Stevenson, Mr. T. C. Urquhart, Mr. T. M. Dick and the Director of Protestant Education.

Prof. Munroe expressed his deep appreciation of the honour conferred upon him by the Committee in electing him as Chairman and referred to the valuable services of his recent predecessors in the office. He welcomed Mr. R. Flood and Mr. W. W. Roberts, who had recently been appointed Associate Members, and made a presentation on behalf of the Committee to Mr. L. N. Buzzell, the retiring chairman. He also introduced Mr. P. M. Laing, who was present at the meeting as legal adviser.

A draft of a brief to the Prime Minister concerning Bill 60, as drafted by Mr. Laing, was introduced by Mr. Bradley, Chairman of the Legislative Sub-Committee.

It was moved by Mr. Bradley, seconded by Mr. Oxley, and carried that Section 1 of the brief be approved as drafted.

It was moved by Mr. Japp, seconded by Mr. Oxley, and carried that the whole brief as amended be forwarded to the Prime Minister in the following form:-

"On behalf of the Protestant Committee of the Council of Education, I have the honour to transmit to you the following observations on the Bill to establish a Department of Education and Youth and the Superior Council of Education, the text of which was printed as Bill 60 for the last Session of the Legislature.

1. The Committee welcomes the bill as a progressive and beneficial measure. Its implementation will lend purpose and efficiency to the development and administration of public education in the Province and, we believe, render possible

a more equitable and effective distribution of the public funds available for education.

2. While the Committee is strongly of the opinion that both the Department of Education and the Superior Council of Education should endeavour to function as units and not divide as heretofore in all matters on confessional lines, the Committee feels it desirable that certain guarantees should be incorporated in the proposed legislation to secure to the Protestant minority — and, indeed, to the Roman Catholic majority — those constitutional rights and liberties which they have been accorded by the British North America Act in 1867 and have enjoyed ever since. The recommendations which we urge in this regard fall under three heads, the organization of the Department, the composition of the Superior Council, and the voice of the Protestant members thereof as a whole.

3. *Organization of the Department of Education and Youth.* The Department should be organized to provide distinct services for Roman Catholic and Protestant schools in matters of curriculum, text books, instruction, examinations, and certification of teachers and these services should be subordinated to the Roman Catholic or Protestant associate deputy minister, as the case may be. The approach and organization of Roman Catholic and Protestant schools in these matters differ, and an attempt to impose uniformity is neither desirable nor, in our submission, within the spirit or letter of the Canadian constitution. No suggestion is made that an imposition of uniformity is in contemplation but it is suggested that these rights and liberties should be clearly recognized in the Act.

Accordingly we recommend that a section in the following terms be inserted in the proposed Chapter 58A after Section 10:—

> "10A The services of the department shall include separate Roman Catholic and Protestant sections for curriculum, text books, instruction, examinations and certification of teachers for public schools, under the jurisdiction of the associate deputy minister, Roman Catholic or Protestant, as the case may be."

4. *Composition of Superior Council of Education.* We believe that the Superior Council should function as a unified body responsible for the general progress of education throughout the Province, the membership being distributed in the same proportions as in the past. We recommend that the Protestant representation on the Superior Council be fixed at one-third of the whole. This proportion, existing in fact in the Council of Public Instruction at Confederation, has been maintained ever since both in that body and its successor, the present Council of Education. In our opinion the presently suggested distribution of four seats to Protestants on a Superior Council of twenty-four, does not adequately reflect the fact that there are but two systems of public education within the Province, that of the Roman Catholics and that of the Protestants. Four seats reserved for Protestant members cannot provide sufficient representation of Protestant opinion and the possible preponderance of 80% on the Council representing other sections of the population, does not accord the Protestants a voice commensurate with the importance of their educational institutions.

Accordingly, we recommend that Section 2 of the proposed Chapter 58B be amended so as to accord eight seats to Protestants.

5. *The voice of the Protestant members of the Superior Council of Education.* We note that the functions of the Superior Council are advisory only and the Minister is not bound by law to follow the advice proffered. We would urge that for the proper protection of Protestant minority rights, the Minister should be bound to listen to, though not necessarily to follow, minority recommendations touching Protestant education.

Accordingly it is suggested that the present Section 10 of proposed Chapter 58B be amended so as to become sub-section 1 of Section 10 and the following sub-section be added:—

> "(2) Without prejudice to the right of any member or members of the Superior Council to offer a minority recommendation on any subject within the competence of the Superior Council, the Minister shall take cognisance of any minority recommendation touching Protestant education."

6. *The Protestant Committee.* We have two recommendations regarding the appointment and mandate of the Protestant Committee of the Superior Council of Education. The diversity of the various Protestant religious denominations and the varying status of ministers of religion within these denominations, render the composition of the Committee proposed in Section 18 of Chapter 58B extremely difficult, if not impossible, of realization. We consider that more elasticity should be accorded the Superior Council of Education in the appointment of the Protestant Committee.

Accordingly we suggest that Section 18 of Chapter 58B be amended to read as follows:—

> "The Protestant Committee shall consist of persons representative of the Protestant denominations, parents and teachers and shall be appointed by the Council, having regard to the geographical distribution of the population concerned, for a term of three years renewable once only."

7. It is also the sense of our Committee that the powers of the Protestant Committee do not have sufficient scope to interest the calibre of member desired and they should be extended, in order to ensure, particularly in the transitional period following the enactment of this legislation, the smooth functioning and continuance of the existing Protestant school system. It is noted that members of the Protestant Committee are, under the proposed Statute, school visitors for the whole Province. Indubitably these persons, if they discharge their duties with the assiduity and intelligence which the community has a right to expect of them, will have suggestions to make to the Superior Council that do not fall strictly within the scope of religion and morals. While not imposing upon the Committee the duty of making such suggestions, we believe their right to do so should be recognised.

Accordingly we suggest that the following paragraph should be added at the end of Section 16 of Chapter 58B:—

> "Furthermore the Committee may, if it see fit, make recommendations to the Council on any matter touching Catholic or Protestant education as the case may be."

Please be assured, Mr. Prime Minister, of our continuing desire to cooperate with the Government and the Legislature and to assist in every possible way in the establishment of a sound and efficient educational system within the Province.

I am, Sir,

Yours very truly,

DAVID C. MUNROE
Chairman of the Protestant Committee
— Council of Education"

The meeting then adjourned.

E. OWEN
Secretary

D. C. MUNROE
Chairman

H. S. BILLINGS
Director of Protestant Education

BOOK REVIEWS

ADULT

McDonald, Eugene T.
Understand Those Feelings
Stanwix House, Inc. c1962 196pp $7.00
The House of Grant (Canada) Ltd.

The subtitle is: A Guide for Parents of Handicapped Children and Everyone Who Counsels Them.

Teachers should find this book of value for developing their insight, not only towards the handicapped pupil, but also towards the parent who is fighting desperately to hold on to his hope that nothing is wrong. In fact, the pupil need not be handicapped in the sense of this book — just in trouble. The author has found that until he puts himself in the position of "the other fellow" he cannot help him.

The book is the result of the expression, in discussion groups, of the hopes, the fears, and the feelings of those who must face less than their dream. It is a lesson for all of us.

Many of the children in the situations discussed in this book never are found in school. But many other children not discussed, and their parents, and their teachers have moments of desperation to face. This book may help them.

***Meek, Margaret**
Geoffrey Trease
The Bodley Head c1960 82pp $1.95
British Book Service

Cue for Treason, by means of which most teachers know Geoffrey Trease's work, is not only an excellent story, but it was also a pilot work in children's writing.

Mr. Trease is responsible for much of the quality of writing for children, for it has been his crusade to see that adult writers respect the minds of the young — susceptible as they are. Fortunately, other authors elsewhere also had the same goals so that children's books — the best of them — illustrate the same care and inspiration that mark good books for adults.

This is an excellent background book for teachers of literature.

Rinehart Education Pamphlets
Meeker, Alice M.
Teaching Beginners to Read
Rinehart and Company, N. Y. c1958 76pp ill $1.10
Holt, Rinehart, and Winston

The purpose of this book is to provide the Grade One teacher with many ideas for teaching beginners to read. In the seven chapters of the book, the author stresses the following approach. The early school period should be one devoted to a readiness programme which features linguistic experiences, rhymes and songs, learning the names of things, and the use of picture books. During this period, the child becomes acquainted with the school environment and develops good listening habits. The teacher who has mastered the art of story-telling is at a definite advantage. Suggestions for successful stories are provided.

After the discussion of the readiness period, the succeeding reading experiences are summarized. The author considers that it is important to have the children commence reading by charts prepared by the teacher, using simple phrases in the children's vocabulary, instead of reading books or readers. These charts are prepared in manuscript writing because of the similarity to print. Thus by the time the child is ready for his first pre-primer, he has learned the basic vocabulary through experience charts. Excellent charts and activities for each month of the school year are supplied. Numerous examples of seatwork that may be adapted to suit most average class needs as the year progresses, as well as several suggestions on utilizing and organizing appropriate materials in lesson plans are also provided.

This paperback edition should prove invaluable to the Grade One teacher.

Rinehart Education Pamphlets
Muus, Rolfe E.
First-Aid for Classroom Discipline Problems
Holt, Rinehart and Winston c1962 62pp ill $1.10

Although this book contains little that is new to the experienced teacher, it offers some useful advice on the subject of maintaining classroom discipline which may be of practical help to the beginner.

Mr. Muus distinguishes between "first-aid," that is, the immediate steps to be taken in a discipline problem, and the long-term policy which aims at getting to the root of the problem and helping the individual overcome his difficulties. He suggests reasons for unacceptable behaviour and emphasizes the need for consistency on the part of the teacher. When a crisis arises, the teacher should consider (a) the situation which has brought it about; (b) the personality of the individual concerned; (c) the status of the individual in his own group; and (d) his own sensitivity and personality, and the techniques which he usually employs.

The author suggests that much can be done to prevent disciplinary crises by changing the direction of force motivating the child, by using humour in a ticklish situation, or by changing the situation in the classroom. He then makes various practical suggestions as to how a teacher may gain and maintain control of the classroom.

Canadian Teachers' Professional Library
Oliver, R. A.
Effective Teaching
J. M. Dent and Sons (Canada) Limited c1960 224pp $3.00

The subtitle of this small volume is "A Guide to General Methods." This is a better description of the aims of the book than the title proper. Within these few pages the author attempts to deal with all the better known methods of presenting lessons of various types, with the problem of individual differences, testing and measurement, qualities of good teachers, motivation and the learning process; to give a random sample of the scope of the book. Necessarily therefore it is a superficial glimpse of many very involved processes and problems.

However, the fact remains that this can be a valuable book to some teachers. The untrained, or partially trained, those who have fallen into the common rut of unchanging methods, and all of us who feel that we would like a brief resume of the lectures we heard so long ago at Teachers' College might enjoy, or at least profit from, this volume of the Canadian Teachers' Professional Library.

Parker, Don H.
Schooling for Individual Excellence
Thomas Nelson & Sons 1963 285pp $5.00

"It is desirable to provide a schooling situation in which each child may start where he is and move as fast and as far as his learning rate and capacity will let him." Dr. Parker's multilevel philosophy, as he calls it, discusses and develops this general thesis.

A distinction is made between training and education. Learning how to read is training, but learning to decide what to read, or why to read at all, is education. An interesting discussion of individual differences leads to the questions of when and how instruction should be individualized. Both individualized and group learning situations are necessary. The art of teaching is the combinaton of skill-getting and skill-using, which creates schooling for individual excellence.

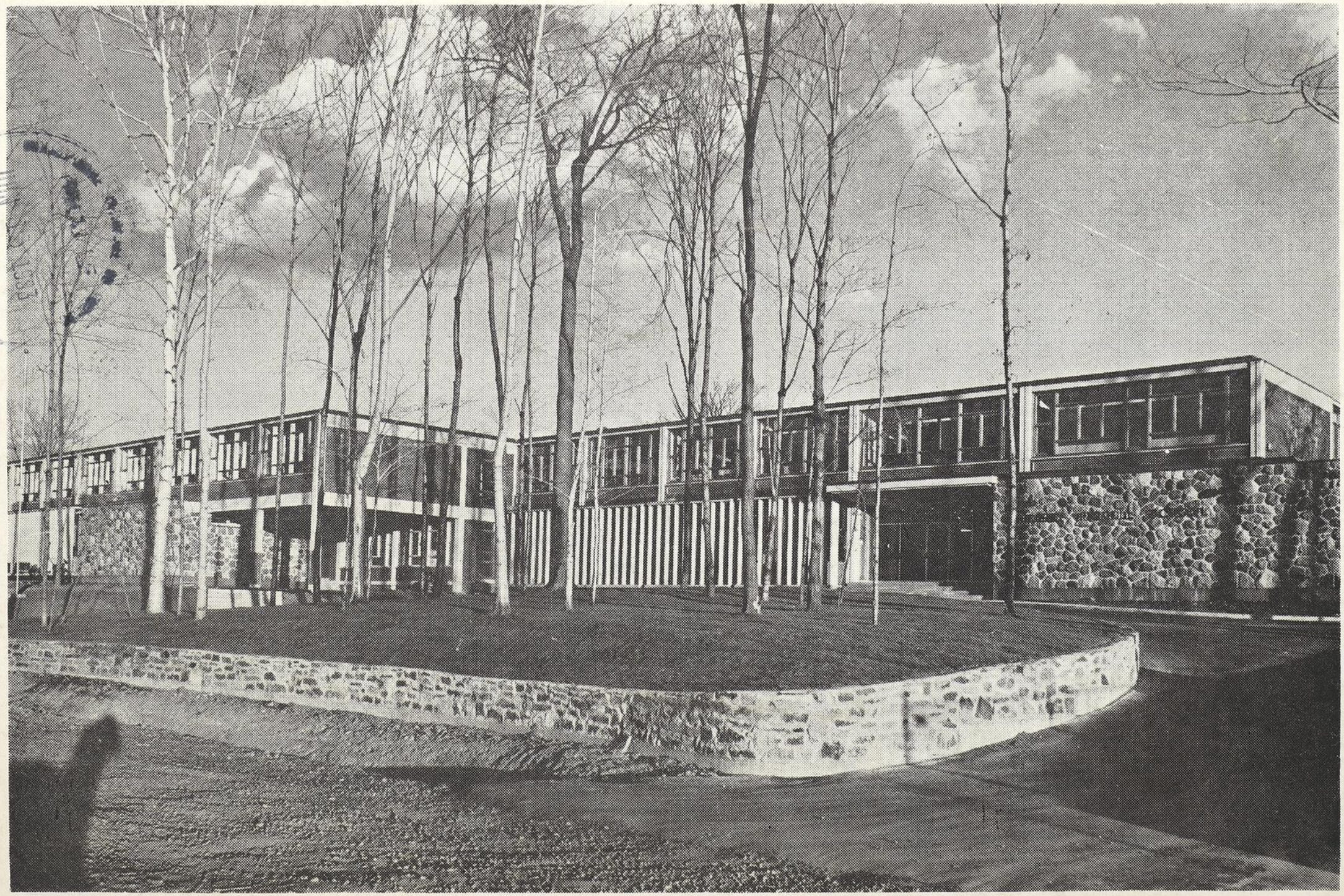
An interesting section of this book reports the experiences of several schools with their experiments in the field of the vertical curriculum. The ideas discussed are stimulating, but, from the administrative point of view, certain scheduling difficulties are apparent.

There is much valuable material in Dr. Parker's book, but one wonders how many of our educational problems in Quebec it will solve.

TIDE

There's one word that all poets love
It's tide
"Time and tide for no man wait"
"Tide at the flood is at the gate"
The tide they love
Is always at the flood
I think it would be fair to all
To state that tides do rise and fall
And those that climb the highest beach
The uttermost recesses reach
This being so it does seem cheap
That poets never say a peep
About the neap!

Stuart Richardson



HERBERT PURCELL ELEMENTARY SCHOOL, PIERREFONDS