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# THE EDUCATIONAL RECORD

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PART OF THE EXHIBIT OF MONTREAL SCHOOLS IN THE CONCOURSE OF THE  
CANADIAN PACIFIC RAILWAY STATION IN MONTREAL.

## TOMORROW

Oh yesterday the cutting edge drank thirstily and deep,  
The upland outlaws ringed us in and herded us as sheep,  
They drove us from the stricken field and bayed us into keep;

    But tomorrow,  
    By the living God, we'll try the game again!

Oh yesterday our little troop was ridden through and through,  
Our swaying, tattered pennons fled, a broken, beaten few,  
And all a summer afternoon they hunted us and slew;

    But tomorrow,  
    By the living God, we'll try the game again!

And here upon the turret-top the bale-fire glowers red,  
The wake-lights burn and drip about our hacked, disfigured dead,  
And many a broken heart is here and many a broken head;

    But tomorrow,  
    By the living God, we'll try the game again!

JOHN MASEFIELD.

# THE EDUCATIONAL RECORD

October-December, 1942

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# THE EDUCATIONAL RECORD

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

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Vol. LVIII

MONTREAL, OCTOBER-DECEMBER, 1942

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## EDITORIAL

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### EDUCATION IN A RAILWAY STATION

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Realizing its identity with Montreal as the city of its inception, the Canadian Pacific Railway Company decided to contribute to the Tercentenary Celebrations of that city by arranging a series of Exhibits in the concourse of Windsor Station to illustrate the historical development of Montreal and some of the major activities of its citizens. The exhibits were of great educational value and were much appreciated by the public. Five large panels were arranged facing the platforms at the south end of the concourse, which are largely used for suburban traffic. Colourful panoramic paintings by James Crockart visualized the City's growth through the centuries and tied the Exhibits into one coherent whole.

His Honour Mayor Adhemar Raynault opened the first in the series of exhibits, and the large numbers of spectators arrested by the display of enlarged photographs, drawings, charts, portraits, historic records and souvenirs, testified to the effectiveness of the display. The titles of the Exhibits were in both French and English.

The first exhibit illustrated the coming of Maisonneuve with Jeanne Mance, Canada's pioneer nurse, followed by Marguerite Bourgeoys, Canada's first school teacher. The growth of the city from a stockaded fort into a metropolis of one and a half million people was visualized. Portraits of the 36 Mayors and illustrations of the markets, fire control methods, water supply and park system, including Mount Royal itself, told their own story.

Montreal's hospitals, commencing with Jeanne Mance's Hotel Dieu, of 1644, supplied a wealth of pictures and costumes for the second exhibit. Forty hospitals were illustrated, including children's hospitals, foundling hospitals, nursing homes and research foundations, such as the Radium Institute, were shown, as well as the great edifices, such as the Royal Victoria. Famous physicians and surgeons of Montreal were portrayed.

The third exhibit depicted the military history of Montreal, since the date coincided with Army Week. Regimental insignia, life in the Army, new equipment used by Montreal regiments for modern warfare, ski troops, Commandos, and the non-combatant units presented a colourful exhibit.

Fourth in the series was the Electrical Industry Exhibit, showing how the magic wand of electricity had transformed Montreal in the last 63 years. Tele-

phone, telegraphs, power, lighting, radio transmission, television, electrical recording, short wave, medical treatment, refrigerators, generators and the electric stethoscope were illustrated. The new school of radio locators at McGill University also came into the picture.

Fifth came an exhibit of the Canadian Pacific System, covering the regime, of the five Presidents who have held office since 1881—showing railway equipments steamship services, hotels, telegraphs, express services, shops for the manufacture of locomotives, cars, tanks and naval guns, air-training fields, bridges, tunnels and many other phases of the world's greatest transportation system.

The sixth display dealt with Montreal's Schools, both Protestant and Roman Catholic. Many of the public schools, private residential schools, commercial colleges, pensionnats and technical schools available for those desiring to specialize in arts, crafts, industries, special vocations, business careers and music were depicted as well as schools for the blind, deaf and dumb. For purposes of record these photographs appear in the current issue of the **Educational Record**.

Last in the series was that of the two great Universities—McGill and the University of Montreal—both owing their origin to generous benefactions. Brilliant administrators and outstanding teachers on the staffs of these two institutions of higher learning were portrayed. The buildings and facilities for teaching the sciences and letters were fully illustrated, and fascinating pictures were displayed showing the imposing new edifice of the University of Montreal on the slopes of Mount Royal. This was matched by a fine picture of McGill buildings and grounds.

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### SCHOOL BROADCASTS

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During the school session of 1942-43, the Canadian Broadcasting Corporation will present a series of special educational broadcasts entitled "Heroes of Canada". This programme may be heard by schools in the Province of Quebec on E.D.T. from 10 to 10.30 a.m. and by those on A.D.T. from 11 to 11.30 a.m. on Fridays, October 8, 1942, to March 19, 1943. Copies of a booklet describing the broadcasts have been distributed among the schools. The subjects of the programme, while possessing general interest, should have a special value for classes studying Canadian history.

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### YOU

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Slanting rain and a sky of gray,  
 Drifting mist and a wind astray,  
 The leaden end of a leaden day  
 And you—away!

Light in the west! The sky's pale dome  
 Gemmed with a star; a scented gloam  
 Of bursting buds and rain-wet loam  
 And you—at home!

—ISABEL ECCLESTONE MACKAY.

### EDUCATION AS BUSINESS\*

The business side of education is seldom discussed except by members of school boards and by ratepayers when their tax bills come in. The educator is often thought of by the business man as Alexander Pope reviled him over two centuries ago:

“The bookful blockhead, ignorantly read,  
With loads of learned lumber in his head,  
With his own tongue still edifies his ears,  
And always listening to himself appears”.

The scholar, on the other hand, frequently disdains the smallness of thought of many business men. He thinks of them in the terms of Louis Reed's southern mountaineer: “Sim gets along by pryin' a little here and squeezin' a little there, hopin' that folks won't notice it. He's the born schemer of little things, the kind of man it will do more good to make five dollars on a cow trade than to merge some railroads.”

This kind of tug-of-war with the gown pulling its way and the town tugging in the opposite direction is less strenuous today than formerly; but where it exists it should be called off in favour of a round table conference.

The business man realizes that his tax bill for education is an important one, being equal perhaps to one third or one half his local taxation. He, therefore, has a right to know what value he is receiving for his money. It is the business of the educator to give him all the information he can in the matter and to seek the understanding and sympathy of the supporters of the schools. Furthermore, the schoolman could, with profit, extend the practice that has been so well begun in many places of inviting interested parties to the schools from time to time to see them in operation. To my mind, this is one of the most constructive pieces of work the educator can do, for then he has the opportunity of displaying his wares to advantage. I would add the one proviso that the work of the schools be carried on without interruption during the visit.

In normal times, education is much the largest business in the Dominion of Canada. In Quebec we are spending over thirty million dollars per annum on public school education. The four Western provinces of Canada are paying a total of forty million dollars for the same purpose. The public schools of Canada spend much in excess of one hundred million dollars per annum. Individually the taxpayer perhaps pays one per cent of the assessment on his property directly for schools. Incorporated companies generally pay more.

The public schools of the Dominion house a pupil population of about 2,200,000. A corps of teachers numbering more than five army divisions—about 80,000—is employed to serve them. These are large figures and merit the attention of anyone. In addition, there are the private schools, colleges, universities, technical schools, commercial schools, asylums, institutions for deaf mutes, blind, etc. that come under the head of educational institutions. All swell the totals and all have to be supported in some manner.

The cost of education has mounted with the increasing number of pupils attending school and with advancing ideas of the value of education. Sixty years

\*Address delivered on September 15, 1942, before the Kiwanis Club of Victoria, British Columbia

ago comparatively few pupils were in school, and they were usually in the lower grades. The per capita cost then was about fifteen dollars. Today almost all children go to school and a large percentage is in the upper grades. The cost varies from perhaps fifty dollars per pupil in the elementary grades to one hundred and fifty dollars in the high school grades.

For what is this money being spent? The short answer is: For the welfare of the State, the parents and the children.

The State stands, in many respects, **in loco parentis**. It desires to see that children do not prove a menace but that, on the other hand, they shall be an advantage to the State. It wants to keep them from running wild on the streets, getting into mischief and becoming potential criminals. The State is quite aware of the difficulties that arise from sloth and from pupils having too much time on their hands. It therefore desires to have their normal working hours fairly well filled. It is aware of the great expense incurred in a criminal trial and for keeping such wards of the State, and realizes well that money spent on schools not only may save children from going wrong but should even keep them on the right road.

To parents the school is a Godsend. It assumes their responsibilities for many hours of the day. It cares for the children, keeps them warm and dry and teaches them many things that parents simply do not have the time to do or the capability of doing. It also provides them with friends who can teach them much of life, be in friendly competition with them, show them the virtues of work, and co-operation. One child alone in an alley or on a farmyard could never become a social being, and, since the development of social living is one of the chief aims of education, the school offers each child the advantage of company. For these privileges the taxpayer must pay. Even if he has no children of his own to educate, he profits indirectly. This is a point people often miss.

The school is offering increasing opportunities to children as the years go on and as it interlocks more with the community. The day has long gone when the purpose of the school was merely to teach children how to spell cat and dog, add seven and two, and recite "Twinkle, twinkle, little star." The schools are no longer haphazard institutions that are left to the whims of any itinerant teacher. Today a rich philosophy underlies the school systems of Canada. The child is not now conceived as a piece of mosaic to be fashioned according to a set plan and have bits of this and that worked into him. He is considered as an individual with a personality all his own which needs to be developed. For this purpose, he should be provided with many materials, physical and human, for his advancement.

In no respect is the democratic ideal more easily illustrated than in this, and in no way is the Canadian way of life more plainly shown. The trained teacher who is wholly conscious of the purposes of the school is well aware that the development of the personality of the child must be his primary objective, and that, for this purpose, each child must have freedom to grow, to use his initiative and to work along lines corresponding to his interests.

Some people think that modern educators are going too far in this respect, that individuals are catered to unduly and that education has lost the "iron" that it used to have. The best track generally lies near the middle of the road. We do not wish the child to be coddled and fed pap. We do not want to dilute the

educational milk so that it becomes as weak as water. But I have never been able to see why children should not be treated individually, nor have I been able to see any virtue in making a thing difficult for difficulty's sake. The great teacher, in my opinion, is the one that can appreciate individual interests and obstacles, can make the hard way smooth, and the monotonous desirable if need be. This does not mean that all learning can or should be made easy. I want to have children desire to learn for the learning's sake and to develop the attitude that, no matter how hard the job may be, they are going to master it. To develop this attitude as each child's personality expands is the function of the school.

The ability to work steadily for eight or more hours a day, at mental labour, much of which cannot be measured and may never be checked, is an acquired accomplishment. Yet the ability to perform work of this kind is a growing necessity and anyone who can acquire the habit in youth is probably well on the road to success.

The schools are centres where idealism, hero worship and all that makes for good on the earth are taught. If the schools and the churches were closed, it is my opinion that idealism would vanish from the earth, for the home would have no source of inspiration, and the voices of the few individuals left in the wilderness would soon cease their crying. The maintenance of high ideals and values of life is doubtless one of the chief functions of the school. Our schools have a definite moral aim, one that was formulated centuries ago: to train a child in the way he should go, to make him an all round man, an independent being, a thinking citizen of one of the world's fairest lands, a useful friend to his fellow man and a fit dweller in the Kingdom of Heaven.

In this age, when the man on the street is so often ready to evade his promises and when the pledges of nations are merely weapons for their own advantage, this function of the school becomes more necessary than ever. The primary obligation to teach these lessons rests with the parents in the home. But it is in the classroom, with the understanding teacher, and on the playground, among their equals in concrete situations, that youth learns the greatest lessons of life. In a well conducted school he finds that honesty pays, that cheats are despised, that no confidence is placed in liars, that happiness is founded on morality and right relations. There he becomes acquainted with the disciplines which, if well learned, will stand him in good stead all his days.

Faith in oneself and in human nature is taught in school. In a good school a child is an individual, a plant carefully nurtured by a well trained teacher. Such a teacher can bring out the best that is in him and can give him that key to success: faith in himself. What is the money value of that? A young man or young woman who goes out of school well trained after passing through the grades starts out in life with confidence in himself. What can stop him? He may have set-backs, but if he is the right breed and has faith in himself that faith can move mountains. That faith will be his inspiration and will lead him on to goals that mark the acme of human endeavour.

In school a pupil should learn not merely how to work, but should experience the joy of it. If a person gets joy in his labour he procures the meat of life and reaches the perfection of manhood. Work distinguishes man from the brute. Joy in work distinguishes the artist from the drudge. The individual who does

only what he must is not distinguishable in this respect from a slave. The school has not profited him.

Another vital factor is to get the child's attitude right. Too often a child's future is spoiled because he acquires a wrong attitude towards life, towards his equals, or towards his elders. He fancies that life owes him something. He has a superiority complex that may lead to undue conceit. He may get an inferiority complex and become sullen or too self assertive. He may fancy that the cards are stacked either in his favour or against him and this may prevent him from doing his best when playing the game. But good schools play a most important part in the development of right attitudes.

I have shown that the costs of education have risen greatly during the lifetime of many of us. We have made sacrifices for our children because we believe that, as they are our most precious possession, we want to offer them the best. We have probably provided them with a beautiful school environment. The buildings are good, the hygienic facilities are good, the curriculum is sound, and the teachers, in normal times, are all trained before they are allowed to enter the classrooms. I believe that a large percentage of the present generation show in their lives the results of the care and expense bestowed upon them. I believe that we have, in Canada, a generation of youth that is as fine as is produced anywhere—Nazi boasts as supermen notwithstanding. Taking our boys and girls as a whole, we find them well built, well nourished, strong, well groomed, good mannered, kindly, able to hold their own in any society. In addition, I believe that they are morally good and sound at heart. Well meaning parents have given them these advantages in many cases with blood, sweat, toil and tears. But nothing is more worth while. Many of them are now defending us on the land, the sea and in the sky. They had to have health and a certain amount of education to get into the Services. Much of the credit is due to the home, but the school has also played its part. Should we shed a tear over the expenditure made to fashion heroes?

What of the future? Have we reached the ceiling on expenditure for schools or will costs rise still further? I ask you, as business men, for the answer. The answer is dependent upon the replies to certain other questions: Are all pupils attending school? Are they staying there long enough? Have the schools reached a state of perfection? Have we made adequate provision for the dull and the very bright? Is it right to allow children to leave school at twelve, fourteen or sixteen years of age? Should many of them be encouraged to stay until they are eighteen or twenty years old? Would they benefit if the State were to spend more money on them? It should be remembered that money is not the ultimate object under consideration; it is children. Some day, Canadians will see that the answer to my last question is in the affirmative. But it may not be given in time to apply to our children. And that is just the point. Shall we expend the money necessary and give the advantages we know would accrue, or shall we let our knowledge go by the board and let the next generation tackle the problem?

That further expenditures are necessary is undoubted. Thousands of young men have been rejected by the Navy, Army and Air Force because their health is not satisfactory. Why? Probably through neglect in youth, in many cases. Their parents probably did not recognize that anything was wrong and grew accustomed to their children's ailments.

If we conducted the schools as men operate their businesses we would not tolerate such losses. A machine out of order is repaired immediately. Similarly, we should have the mal-conditioned human machines adjusted. Defective eyesight should be corrected, crooked spines should be straightened, flat feet should be treated, diseases should be curbed. Many more facilities should be provided for play in order that children may gain health thereby.

Opportunities for vocational and technical education are far too much restricted in this country. Our education has been much too academic due to many conditions, some of which no longer exist. Many a boy and girl would be quite willing to continue their cultural education if, side by side, they could follow some occupational course or courses. The Fine Arts need to be given a much broader recognition than they have had hitherto. The mental health of many adolescents is quite unsound and needs scientific care. The characteristics that make for success need to be explained and nurtured. Deportment should be improved in many cases.

Psychological tests should be administered to put the multi-sided pegs into the right places. Vocational guidance should be given. Guidance in conduct should be scientific, not haphazard. Problems of transporting children long distances to school need to be solved. Scholarships a plenty should be provided to enable the children of the poor and of those in moderate circumstances to attend school and college to the limit of their tastes and abilities. Feeding the underprivileged needs deep consideration. Better provision should be made for the safety of children on the streets.

The country should be scoured for the eighty thousand most potentially competent teachers that are needed to fill the schools of the Dominion. They should be given thorough training and be paid according to their talents. If this number were found and employed they would revolutionize the children, even as the best do now.

We stopped toying with the educational problem many years ago when we introduced public education. We became more serious still when we opened the doors of high schools that the children of John Citizen might enter. If we decide now to further the business of the school, many boys and girls will profit by it. We have shown that we have money to defend ourselves and to expend on engines of destruction. To extend the functions of the school would be an outstanding work of construction, and would pay dividends of joy and gladness to all concerned.

The way to good education for rich and poor, high and low, clever and dull, is long. But that it is possible for many of our citizens to be much more highly developed mentally I have no doubt. This could be done if we would make up our minds to pay the piper. Some day the right will prevail and man will see that children are trained in the best manner conceivable and that every child has an equal chance. An All Out effort is necessary in education. Never must the struggle be abated, never must determination weaken, never must temporary defeat cause retreat, until all the children of all the people have equal opportunity to develop and grow in wisdom and in culture. If we do this today their children and their children's children will rise up and call us blessed.

W. P. PERCIVAL.

**ENLARGED AREAS FOR EFFICIENT EDUCATIONAL ADMINISTRATION**

**Sinclair Laird, Dean of the School for Teachers**

A Bill to establish larger areas for educational administration, promoted by the Protestant Committee, has been before the Government and the public of the Province of Quebec for some years but has not made substantial progress. Further steps will be necessary to remove feelings of suspicion, doubt and hesitation by further public discussion of the issues involved and the benefits to be expected, although much has already been done in this respect.

In a democratic country, laws are most successfully framed and adopted when they meet the requirements of a situation which is thoroughly understood by the population as a whole. An Act imposed by authority without sufficient consent and understanding faces the objection that it is a dictatorial decree and consequently meets with such resentment and opposition that its benefits are, to a large extent, nullified. The wisest policy naturally is to expound the needs of the situation, suggest remedies for the difficulties, and explain the proposals to the electorate well in advance of the introduction of the Bill before Parliament. This is particularly true in the case of a Bill which has to be a public Bill sponsored by the Government, which always wishes to be sure that the people as a whole are in favour of the innovation.

In connection with the Bill submitted to the Quebec Government, the Protestant Committee has done much to explain the issues in many parts of the Province and probably some of the opposition has died down as a result of fuller enlightenment. Still more requires to be done to produce unanimity and harmony.

Educational reform is a plant of slow growth, especially in democratic countries. Probably the best approach to an understanding of the difficult situation is to consider the historical background which often shows the trends and points the way to further advances.

The history of Protestant education in Quebec falls naturally into four distinct periods during the last century and a half, and we are now in the fourth of these eras.

The first was an era of neighbourhood schools founded privately or by groups in various settlements, sometimes on donated land and usually built of logs or stone. They were furnished with rude benches, perhaps a teacher's desk, but no blackboards. Other teaching aids were absolutely lacking.

During the first quarter of the nineteenth century, Protestant settlers came in ever-increasing numbers, from the United States, Scotland, Ireland, and England, to establish homes for themselves in the wilderness of Quebec. They came to districts where there were no schools, no teachers and no school buildings. But they brought with them the educational traditions of the lands from which they came. Perhaps the most worthwhile of these traditions was the general belief in the value of education. Families were large and parents believed that education would make life easier and happier. Hence, with no governmental help, neighbourhoods built, equipped, and financed their own schools. Teachers were sought where they could be found—rarely in the Province, but mostly in the United States.

The second era was ushered in by the law of 1829 which was adopted to give certain financial aid to schools actually in operation and to new schools which

might be organized. The outstanding value of this help was that it encouraged the founding of a number of academies to provide high school education. Unfortunately, this law expired in 1835 and, on account of the unsettled condition of Upper and Lower Canada, nothing more was done until the Act of 1841.

The next Act was passed in 1841 by the Union Government and, although it had many faults and was repealed in 1846, when a new law was adopted, it marks a great advance over the educational conditions which previously existed. These Acts of 1829, 1841 and 1846 are noteworthy because they mark the direct intervention of the state in the education of its citizens. Furthermore, by dividing the province into school municipalities they allowed one school board to control a number of schools distributed over a fairly wide area. As a result, the system of neighbourhood schools, each financed and managed by its local patrons, passed out of existence. These Acts were the first step taken to create larger areas and spread the burden more evenly over districts.

The principle of equal rates of taxation upon property within the same municipality was introduced. So doubtful were the legislators, however, of the effect on some of the people of their plunge into direct taxation for school purposes that a provision was made whereby if a man objected to being taxed, he could offer, as a gift, an amount equal to what his taxes would have been.

Qualified teachers were hard to obtain although the establishment of Academies in various parts of the Province helped to raise the educational standard of the teacher.

The need for trained teachers was met in 1857 by the Government by the establishment of the McGill Normal School. Here those who wished, and could afford it, were able to receive their training as teachers. For a long time, however, one could obtain a diploma to teach by appearing before one of the local boards of examiners to pass such tests as were prescribed. Finally, this method was abolished, and all who wished to qualify for teaching were obliged to attend the McGill Normal School, which, in 1907, became the School for Teachers at Macdonald Collage.

In the early days, there was no prescribed course of study. A teacher was engaged who taught whatever he thought suitable. It was only in the eighteen eighties that a course of study was published as a guide to elementary teachers.

The third era was merely a development of the principles begun in the second era, and is noteworthy for the introduction of the movement towards consolidation of schools which was begun in 1905.

It is interesting to note that, just as in 1841, a group of schools, each managed by its patrons, came under the control of school boards, so now numbers of these same schools were consolidated into one school. Each of these movements was an advance over what preceded. It was only through this progress that it was possible to give to children an education approaching, even though distantly, what the times demanded.

Grants are at present made by the Province for the consolidation of Protestant schools. This movement was simply an attempt to abolish isolated, inefficient, rural schools and to supply education through a more satisfactory central school. It has received generous support from the Government. The movement was slow at first. The opposition which arose in 1905 has gradually disappeared as the advantages were experienced and learned. One hundred and

eighty schools are now consolidated in these central schools of which there are forty-eight in operation. Thirty-seven of these (77%) have been established in the last sixteen years.

These centralized schools have better buildings, are more hygienic and have better equipment and supplies of all sorts, including libraries. They have better teachers, a better daily attendance and a longer school life for the children. Whereas the former teachers in the 180 rural schools could not be expected to have more than an elementary diploma, at the present time these forty-eight consolidated schools are staffed by thirty-three teachers with high school diplomas, one hundred and twenty-two with permanent or advanced intermediate diplomas, fifteen with advanced elementary diplomas and thirty-one with elementary diplomas.

Four hundred and eighteen children are now in attendance in Grade VIII, 322 in Grade IX, 268 in Grade X, and 155 in Grade XI. All of these are now getting their high school education in thirteen consolidated high schools. Under the district school system, this higher education would not have been available to them.

To help consolidation, the government gives substantial grants in aid of new school buildings or additions, and transportation costs. The same generous consideration should be expected from the government in aid of improved education through the medium of larger units because these are merely a further development of educational efficiency through administrative concentration.

The larger administrative unit should not be confused with the consolidated school movement, though it is a further extension of the same principle. Consolidation tries to give equal opportunity to children. Larger areas will not only accomplish this even more efficiently, but will also give equalization of the burden to parents and taxpayers in the larger unit.

If every city such as Montreal had a separate school for every ward, some wards would have no need for a school at all; others which are the districts for city homes, would have large schools; and the poorer districts would have the heaviest and indeed most intolerable burden. The larger country area is intended to do for a group of counties what a centralized city school board does for the city with thirty or forty wards and thus gives rural children as good educational facilities as city children.

In 1841, schools generally were poorly built, badly lighted, inadequately furnished, improperly heated, and with no suitable sanitary arrangement. Today, in general, all these things have been improved.

In 1841, there was no course of study and most teachers were without professional training. Today, the curriculum is a matter of continuous study by educational experts, and all teachers must be trained. Then the vast majority of pupils received their complete education in a one-room elementary school. Today, many of these schools have been obliterated and their places taken by larger consolidated schools where the school life of the pupil has been considerably extended. Briefly, we have passed from the isolated neighbourhood one-room school through the municipally-controlled groups of schools to the municipally-controlled consolidated school.

The fourth era is that in which we now find ourselves. Improved administration of schools can only be obtained by further grouping of educational areas.

This is an inevitable and necessary step, and can be seen in other lines of endeavour such as the progress from one-man shops to factories and assembly lines; from small stores to larger stores and finally chain and departmental stores; from small farms to larger farms to cooperatives; from isolated country doctors to district hospitals such as Sweetsburg, and finally county health units, and perhaps ultimately state medicine. The municipality existing at present, while large, is not large enough. We need groups of municipalities selected on the basis of geography, population, means of transportation and existing schools.

The difficulties are obvious. Because we have two populations, there are small schools with strong local sentiment and feelings of independence. These prevent the adoption of facilities available to children in towns. A further difficulty is the inadequacy of government support in relation to local taxes.

The main advantages, however, of larger units would be (1) better use of existing schools, (2) better distribution of children in appropriate schools, (3) better location of schools, (4) better selection and placement of teachers, (5) newer types of schools and broader types of school curricula such as manual training, household science, technical and vocational education to suit modern needs, (6) economy of purchasing supplies and materials, (7) equality of taxation and assessments, (8) the probability of better attendance over a longer year with larger classes, better social contacts and increased interest, (9) re-distribution of existing staffs with the possibility that fewer would be needed, (10) better provision for hygiene and health in connection with county health units, (11) more uniform salary scales for teachers, (12) increased professional help through visiting teachers, part-time teachers and directors, (13) small overhead.

Just as the benefits promised through consolidation came to be appreciated slowly, but recently have been widely realized, so the benefits suggested from the adoption of still larger areas will be equally slow in general acceptance although there is no doubt as to the final outcome. These benefits have been realized in some provinces of Canada, in some states of the American Republic and in Great Britain.

Much unfairness exists in regard to tax variations which extend from three mills to as much as twenty mills or more on the dollar in some places. Fourteen municipalities had three mills or less and seven had twenty mills or more. The same variations are found in assessments which vary from one fifth to more than two thirds of the true value.

It should be realized that the cost per pupil is very high in rural schools with small enrolments, and government grants are often quite inadequate, especially when one considers the proportion paid by other governments throughout Canada and in other British dominions, in Great Britain and the United States.

It is often invidious to quote what is done in other countries because the conditions are so different. Perhaps it is most invidious in the case of Scotland, because few people realize that the Scottish system has been developing steadily from the days of John Knox and thus has taken four hundred years to achieve results which, in the case of the Province of Quebec, have to be secured in a century and a half.

On the other hand, much is being done in the Province of Quebec at the present moment. Mr. A. S. Johnson of Thetford Mines, a member of the Protestant Committee, has been arranging meetings throughout Megantic County and has secured amazing results in the organization of the larger unit by discussion

and persuasion. Within the last few months, there have been meetings of the school commissioners and trustees of no fewer than ten municipalities in Megantic County who have agreed to form a Megantic County Central School Committee. These municipalities have appointed their delegates, and a committee is actually formed with Mr. A. S. Johnson as Chairman and Mr. Lloyd Beattie, Inverness, as Secretary-Treasurer. Other members are Mr. A. M. McCammon of Thetford Mines, Mr. A. D. McCammon of Inverness, Mr. Jasper Dinning of Maple Grove, and Mr. Keith Parker of Lemesurier. Ratepayers' meetings were held in various districts throughout the month of August. The central committee is assured of the whole-hearted co-operation of the individual school boards and the outlook is very encouraging. For example, it appears that Leeds may acquiesce in granting a school to Lemesurier with a saving of two teachers. It is also likely that, through the consent of the respective school boards, a school at present at War-kup's Mills will be removed to Lemesurier at a comparatively small cost of \$400 or \$500. Thus, by friendly discussion and final co-operation, a county committee on a voluntary basis is actually operating as far as it can. Perhaps this is the pattern that will have to be encouraged to operate for some time until similar communities can follow the lead given by Megantic. In time, the scheme may be so generally approved that the law may be universal.

A similar movement is going on in the County of Stanstead under the wise leadership of Dr. C. L. Brown, another member of the Protestant Committee, who has been arranging regional meetings of interested school boards to familiarize them with the situation in the County and the need for combined action to fill the needs both present and future. Indeed, there is a risk that some schools may have to be abandoned unless concerted action is taken by a central committee to retain these schools or provide otherwise for the education of the children now attending them. There is another district on the South shore of the St. Lawrence which is equally in need of consolidated grouping, but the movement has not progressed very far.

Mr. A. Kirk Cameron, Chairman of the Protestant Committee, is of the opinion that if the different rural members of the Protestant Committee could head a movement in their own counties like Mr. Johnson and Dr. Brown, progress would be more rapid towards the goal of larger county units generally. He also feels that there is a much larger scope for the operation of county units than has been already discussed, but the machinery must be erected and put in motion before such other developments can be expected. For example, there is the possibility of a central technical training for the larger unit or a group of them to include agriculture, mechanical drawing, science, stenography, and other practical subjects. Furthermore, the establishment of hostels for Protestant children from sparsely settled sections of the country would enable children to profit from such courses in central schools. Mr. Cameron believes that we are now in "the synthetic age" and our school curriculum and training must be adjusted to such new conditions. He considers that we shall be ashamed of an education which neglects giving young children many skills of hand and mind to fit them for the new world due to the progress of science and the developments of our new northern areas, especially in relation to mining and other industries for which Canada, and Quebec in particular, is well endowed by nature.

**EXTRA FRENCH**

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**Alice S. Bruce, B.A., William Dawson High School, Montreal.**

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Extra French is a subject that has only recently been added to the curriculum. It is, in fact, so new that its name has not yet been printed with the list of subjects on the report card, but has to be added in ordinary ink wherever space is available. If Extra French serves to make the owner of the report card bilingual, then it rates **gold** ink in the Province of Quebec, since the opportunities open to bilingual people in this part of Canada are often golden.

Teachers must solve the problem of organizing classes in Extra French at the beginning of the school year. They must decide which pupil may enrol and which one must be refused. In the first place, they may find that a pupil has to forego Extra French because the rest of his course is too heavy. For example, this may happen to a Commercial A student, (that is, one who is going in for a four-year Commercial course) who takes Geography, and Algebra as well as Business Mathematics. It may happen to an academic pupil who has science periods to fit in. Such a pupil knows from the beginning that **one** course of French is all he has time for. He knows that there are only so many periods per week and he needs them for his first choices.

Consider the case of the boy or girl who has time for additional periods of French each week, that is, the pupil who has registered for a Commercial B course, a three-year course. He is asked to fill out a mimeographed form that is handed to him with his booklist when he registers. Should these available periods be spent on more French or on more English, more Shorthand or more Book-keeping.

Of those who applied for a Commercial B course at William Dawson this year, we put about fifty per cent into classes that have Extra French. Some of the others did not want the course, and the rest were discouraged from taking it. If the applicant earns his High School Entrance with a low mark in French, he is not induced to try to earn two hundred marks in the language. He will have all he can do to master his three terms of regular French, five periods a week. Extra French to him would be a burden. Then, too, the new course is not recommended to one who has been graded ninety per cent or more in French all through Seventh Year because he speaks French outside school, all or part of the time. Experience has shown that such a pupil tends to run away with the class or the group he happens to be in. His **ability** becomes a **liability** to the others. It is fairly simple to hold him in check in class-work, but in group-work he automatically becomes the leader and the timid pupils who need the oral work must listen to the leader practising phrases and sentences that have already become almost habit with him. Therefore, those who are exceptionally fluent, as well as those who are very weak, are discouraged from taking Extra French.

This year, for the first time, a third factor threatens to limit the extent to which this course may be made possible, that is the scarcity of teachers able to take classes in French conversation. Some of our own staff, and probably the

situation is not unique, find themselves with classes of thirty-five to forty boys or girls for oral work. They are taking these large groups because their time-tables will not permit the teaching of half classes. Women teachers are placed in charge of boys. These are hardly ideal conditions, yet the women are doing their bit, filling in for others in uniform who possibly are toiling where they do not find conditions ideal.

Wherever possible, classes take Extra French in rooms with movable desks and chairs. When a topic reaches the group-work stage, it takes but a word to bring the members of the groups together, close enough to allow them to **parler** as they need without disturbing their neighbours too much.

When the boys and girls are organized in classes, what must they be taught? If the aim is to give them a working knowledge of French, it is necessary to consider where the pupils will be called upon to make the knowledge work. With this in mind one should choose to talk about such places as street cars, grocery stores, restaurants, railway stations—in short, places where they will encounter a French-speaking John Public who requires help of them or who is ready to offer his help to them. These boys and girls should be trained to meet situations calling for the giving of directions, for example, French equivalents for "It's the next stop." "It's one street west of Peel," "There's an Information Desk over there beside the newsstand." Practice in similar phrases will make them ready of tongue and useful: practice will correct their tendency to stammer or to lapse into silence with a blush that they know does little to cover their confusion. They should be trained to order from a French menu, to ask for groceries and other merchandise, and to **ask** for directions as well as give them. Their vocabulary should keep step with current events as far as possible. Today's pupils are keenly aware of what makes news, and they appreciate being able to translate the French headlines they encounter.

Let it be granted, then, that the intention is to give pupils a working knowledge of French. Along with this they need confidence. Utter confidence in themselves is necessary that they may make the little they know go as far as possible. No fear of their hearing their own French voice should exist, even if that voice, not being prompted to say "Pâtisserie" substitutes "le cake-store là" in its emergency. Far better to invent, than to stop speaking.

After the classes are organized, after it has been determined that a working knowledge of French is necessary and that confidence is oral ability must be built up, the next problem is how best to employ three periods each week in order to attain the results desired. The first necessity is a dictionary. Some day perhaps, schools will be provided with a set of French dictionaries similar to the sets of English dictionaries that are now used to such great advantage. Much help will be obtained from the advertisements and hand-bills that cause so many city janitors to complain. Often the advertisements are in both French and English, sometimes even with illustrations to help. On various occasions at William Dawson School they have been the basis for high-pressure sales talks given to interested customers—customers who knew from studying the advertisements as much about the product as the student saleslady did herself.

Also, for classes in Extra French, I have used to advantage two ideas that have been recommended for classes in shorthand. The first idea is this: The commercial teacher suggested that his students transcribe into shorthand all the advertisements they encountered travelling on street cars. I found that these advertisements, with their everyday useful words, also lent themselves to translation into English, even though some of our modern advertising is rather intimate.

The second idea is this: The teacher of shorthand suggested that the boys and girls read familiar stories in shorthand like **Snow White and the Seven Dwarfs**, **Alice in Wonderland** and **Aladdin**. The reading of these well-loved books goes ahead smoothly in either shorthand or French because the pupil is familiar enough with the English version of the lot to tide him over new outlines or new words without reference to a key or a dictionary. Unconsciously, the old tales become vocabulary builders. Unknown words occur so often in so many different sentences that they cease to be unknown. In fact, they soon are acting as stepping-stones to other new material.

It is not enough to teach words alone—whole sentences must be mastered. Here series and the performing of plays are very helpful. What a last year's pupil called "idiotic expressions" will need attention, of course. It may not be advisable to spend whole lessons on idioms, but some mention of them must be made—probably as they appear in various lesson material.

As lesson material, the booklets mimeographed by the Department of Education at Quebec will be found very useful. They contain various topics with questionnaires, series and anecdotes. To the subjects suggested on page 31 of the Memoranda for the Guidance of Teachers—also published by the Quebec Department of Education—we at William Dawson added, among others, *Hallowe'en*, *Christmas* and *Easter*. At certain times of the year these festive occasions are uppermost in the pupil's mind, and we can put to good use their enthusiasm for these seasonal topics by working out lessons that do much for their growing vocabulary and fluency.

A set of books called **Brush up your French** has been a boon to our Extra French classes. The pen and ink sketches are amusing, and the articles, as they appeared in the **Daily Mail**, are very easy medicine to take for weak vocabularies and lagging interest.

The results that can be obtained by a ten months' course in Extra French are remarkable. They are certainly well worth all the preparation and exacting classroom work necessary for the teaching of a language that is to be used orally. This new course **can** do all that its sponsors two years ago hoped it would do.

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Of all good gifts which ever came out of the wallet of the Fairy Godmother, the gift of natural gladness is the greatest and best. It is to the soul what health is to the body, what sanity is to the mind, the test of normality.

—BLISS CARMAN.

## ARTHUR STRINGER

## Victor Lauriston, Chatham, Ontario.\*

Poetry was Arthur Stringer's first love. If, at the end of half a century of writing, he had to his credit solely his actual output of verse, he would rank high, not merely among Canadian poets, but among English versifiers. For the general public, unfortunately, his amazing output of readable prose has tended to submerge his poetic achievements. Yet it may well be that, in the ultimate judgment of posterity, his poetry will prove his right to enduring fame.

It was in 1892 that **The Week**, then Canada's one magazine publication of literary pretensions, published a brief poem, *Indian Summer*, with the byline of "Arthur Stringer." Stringer was then a teen-age student at Toronto University, and that byline—so frequently repeated in the intervening half century—marked, not indeed his first appearance in print, but his first recognition as a poet by a discerning editor. That discerning editor was Goldwin Smith. The austere master of *The Grange* was sufficiently interested to suggest a personal interview, which seems to have definitely committed young Stringer to a career in literature.

Stringer was a native of Chatham, Ontario, where he was born on February 26, 1874. His father, Hugh Stringer, was the son of a stubborn Yorkshireman who had participated in Mackenzie's ill-starred rebellion; his mother, Sally Delmege, was the daughter of an Irish officer who had helped suppress the rebellion. From his mother came a strain of French ancestry; but the most potent influence in shaping his career was undoubtedly his paternal grandmother, Margaret Arbuthnott, descendant of a noble Scottish family. Arthur was her favorite grandchild, and she it was who, in his formative boyhood years, introduced him to Byron and Burns and first turned his thoughts toward poetry of his own.

Stringer's Chatham residence terminated in his tenth year, but it left vivid memories, notably of juvenile pirating on the Canadian Thames, which he was later to immortalize in *Lonely O'Malley*. He graduated from public school at London, Ontario; studied at the London Collegiate Institute where he founded and edited a school magazine, **Chips**; and later, at Toronto University, when a fellow student with Hamar Greenwood and W. L. Mackenzie King he took part in the famous students' strike of 1892. Some of his fellows suffered rustication on that account, but Stringer remained to contribute sketches to Toronto publications.

In 1894, at the age of 20, Stringer, with the connivance of a scholarly London, Ontario, printer, T. H. Warren, published his first volume of verse: **Watchers of the Twilight and Other Poems**. In the following year Warren sponsored two further volumes, **Pauline and Other Poems** and **Epigrams**.

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\* Victor Lauriston is the author of **The Twenty First Burr**, mystery novel (McClelland, 1922); **Inglorious Milton**, biographical novel (Tiny Tree Club, Chatham, 1934); **Arthur Stringer** (Ryerson Press, Makers of Canadian Literature Series, 1941); **Postscript to a Poet** (Tiny Tree Club) 1941.

From Toronto, Stringer gravitated to Oxford where he spent a year, salvaging from his experiences and observations the material for contributions to English, Canadian and American periodicals. A summer cruise in the Baltic and the North Sea and a sojourn in Lippe-Detmold rounded out his education; and he returned to America to settle himself, more or less reluctantly, to a prosaic clerical job in the car-record offices of the Pere Marquette Railway at Saginaw.

It was Montreal, in the person of Joseph E. Atkinson, that beckoned Stringer back to literature. Occasional fragments of Stringer's spare time writing got into print, and Atkinson, who had just taken over the management of the Montreal **Herald** saw one of these and invited Stringer to join his staff. His work on the **Herald** in turn attracted the notice of Earle Hooker Eaton, managing editor of the American Press Association, and resulted in his early migration to New York, then, as now, the Mecca of aspiring writers.

Stringer's experience on "the greatest syndicate in the world," where he wrote felicitously on short notice on the widest variety of topics—and under a host of different pen names—taught him that unremitting diligence which was to make him one of the most prolific writers of the last half century. Yet his innate sense of literary artistry enabled him, despite this vast output, to maintain a high quality in all his work.

Stringer's keen observation of life made him, from the very outset, a realist. A series of sketches of New York child life, later embodied in a book, **The Loom of Destiny**, marked him as a coming man in the literary world, and emboldened him to engage in free lancing. With two fellow Canadians, Harvey O'Higgins and Arthur MacFarlane, he installed himself in the attic of a ruinous brownstone mansion at 146 Fifth Avenue, where frequent sieges of impoverishment on short rations were increasingly interrupted by spells of affluence when the diligent adventurers converted their New York observations into saleable material. Later, a brief period as literary editor of **Success** furnished Stringer with another valuable asset, familiarity with the editorial viewpoint.

His first novel, **The Silver Poppy** (1903) startled the author by going through five editions and introduced him to the beautiful Jobyna Howland, an actress of marked talent, who is still remembered as "the original Gibson girl." Within a few weeks she became his wife and, not long after, the two settled on a fruit farm on the north shore of Lake Erie, where Stringer alternated the production of literature with agricultural experiments and innovations which astounded his rural neighbours.

To enumerate all Stringer's 37 novels, of which **Intruders in Eden**, published this spring, is the latest, is outside the scope of a discussion of Stringer as a poet. **Lonely O'Malley** (1905) still stands by itself as the most vivid picture we have of Ontario boy life in the 80's. **The Wire Tappers** (1906) opened a long series of tales of crime and adventure which, serialized in the magazines, and later published in book form, made his name familiar to American readers. Yet even in this field he proved himself not merely a master of story telling but also of accurate detail. Always, even in his most romantic moods, he was the realist.

Stringer's first marriage ended unhappily. It was, seemingly, a case of two highly individual artistic temperaments and two divergent careers, with neither willing to submerge itself. Jobyna returned to the New York stage, Arthur tried his hand at ranching in Alberta, and the two attained their freedom by the divorce courts. Stringer's second marriage, to his cousin, Margaret Arbuthnott Stringer, of Chatham, synchronized, perhaps logically, with writing of far wider scope and the opening of a really greater career.

Stringer's rather profitless experience in Alberta ranching led, in 1915, to the writing of **The Prairie Wife**, perhaps the most spontaneously popular of all his novels. Thenceforth he made the Canadian prairie west—the actual west—eminently his fiction field. The much discussed novel, **Empty Hands** in 1924, marked his first invasion of the Canadian north, which has furnished the background for many of his later novels. **Intruders in Eden**, his latest book, finds its scene in his own Canadian Kent.

Of Stringer's thirty-seven novels, four are especially noteworthy, namely: **Lonely O'Malley**, (already referred to), **The Wine of Life** (1921) (probably his greatest work of fiction), **The Prairie Wife and Power** (1925) (in which his early railroading experiences furnished the background material for the tragic story of an iron-souled railroad magnate who sacrifices everything for success). Most of his novels were serialized. To enumerate his magazine short stories and other prose contributions would be impossible. No name is more familiar to American and Canadian magazine readers than that which first appeared in **The Week** some fifty years ago.

Yet, throughout this assiduous career in fiction,—with side trips into Shakespearian criticism, whimsical essays and the drama itself—Stringer never wavered in his loyalty to his first love, poetry. Throughout the years his achievement in this most vital and difficult of the literary arts has grown in importance and significance. Three perhaps immature but assuredly promising volumes of verse had been published in London, Ontario, by the time Stringer was twenty-one. His more important poetry dates from **Hephaestus and Other Poems** (1903), the first of a succession of ten worth-while volumes. It is doubtful if any Canadian poet, devoting all his time to verse, has produced so much as Stringer in his odd moments snatched from prose. That, with the advancing years, his books of verse have appeared at shorter intervals is significant of growing appreciation of his worth as a poet.

It is impossible to divorce Stringer's poetry from his prose. Into the fiction writer, the poet is always intruding. Many of his prose passages, especially his descriptions, are almost sheer poetry. The poet persistently colours his attitude to his fiction characters, and his interpretation of them. Chapter-head lyrics, humorous, whimsical or serious, are scattered through his prose works from **The Loom of Destiny** and **Lonely O'Malley** to **The Dark Wing**. The poet was innate, and refused to be suppressed.

Every poet, seemingly, carries on a torch snatched from another poet who has gone before. Oddly, though his grandmother's love for Byron and Burns first awakened the boy's poetic ambitions, it was Keats who coloured his early work. One of the finest of his early poems expresses his debt to this great master of English poetry.

But Stringer was not long in evolving poetic qualities all his own. His poetic career shows a gradual and somewhat curious progression. In the early years of the present century Florence Henderson characterized Stringer as "The Keats of Canada". The Keats influence is revealed not merely in his melodious lines, his sensuous yet objective phrasing and his warmth and richness of feeling, but in a fondness for classical themes made human by the interpretation of their essential humanity. We find this in the earliest of his maturer volumes, **Hephaestus**. Published in 1903—the year of his first novel, **The Silver Poppy**, **Hephaestus** is a transcription into stately blank verse of an ancient story of renunciation, in which the god of fire and useful arts, finding that his wife, Aphrodite, loves and is loved by Ares, relinquishes her to that younger and more favored brother. The tradition is ancient as the Grecian hills and isles which furnish its setting; the interpretation is as essentially human and modern as the latest Sunday paper.

**Hephaestus** has been pronounced the finest blank verse ever written by a Canadian. An intimate acquaintance with the poem's majestic loveliness justifies even this superlative praise. The lines in which the pagan god laments his lost happiness are typical:

For in the night, I know, the lonely wind  
Shall sigh of her, the restless ocean moan  
Her name with immemorial murmurings;  
The sad and golden summer moon shall mourn  
With me, and through the gloom of rustling leaves  
The shaken throats of nightingales shall bring  
Her low voice back, the incense of the fields  
Recall too well the odor of her hair;  
The white and rose and wonder of the dawn  
Rebuild in my most secret heart of hearts  
The marble of her body touched with fire.

**Sappho in Leucadia**, a four act drama in blank verse, though not his next volume, is actually the next step in Stringer's progression. Clinging to the classical theme and background, it ventures tentatively toward the drama. Yet its dramatic form and dramatic quality are subordinate to its poetic values.

It would be interesting, did space permit, to contrast Stringer's treatment of the singer of Lesbos with that of other poets, and especially his friend and fellow-Canadian, Bliss Carman. So vague and contradictory are the traditions of Sappho that the modern poet is compelled to re-create her largely by intuition. Stringer's Sappho has her roots in the physical, in her eager love for the swart seafarer Phaon; but she reaches into the spiritual, and even the theme of passion is treated with a delicacy that renders it, not sordid, but elemental. Elemental is the love of Sappho and Phaon, and just as elemental is the struggle between the iron-souled Pittacus and the rhapsodic Sappho.

Stringer had in him, always, something of the adventurer. In his boyhood it led him into more or less harmless piracies. In his fiction career, his quest for first-hand detail took him far from the sort of quiet routine most writers prefer. In poetry, this same adventuring spirit led him, in 1914, in his introduction to *Open Water* definitely to abjure rhyme and enlist under the banner of the **vers libristes**.

That introduction is a carefully articulated plea for experimentation in new forms of poetic expression. "While it is the duty of poetry both to remember and

to honour its inherited grandeurs," he wrote, "the fact remains that even this most convention-ridden medium of expression is a sort of warfare between the embattled soul of the artist and the immuring traditions with which Time and the prosodians have surrounded him." He went on to urge that: "poetry is capable of exhausting one particular form of expression, of incorporating and consuming one particular embodiment of perishable matter, and passing on to new fields. Being a living organism, it uses up what lies before it, and to find new vigor must forever feed on new forms."

If Stringer, nearly twenty years later, in his **Afterword to Dark Soil** (1933), whimsically conceded that he was wrong, that: "Time teaches us that this shifted fetter known as Freedom is not always the final solution of the artist's problem", nevertheless his experiment in free verse clearly stimulated his poetic genius. If he now returned to the older verse-forms and the time-honoured traditions of the poet, he was henceforth their master, and never again in any sense their slave. This new combination of traditional poetic forms with greater freedom of expression was happily timed to synchronize with the emergence of his later Irish poems.

On his mother's side, Stringer was Irish. In his personality, a blithe Celtic quality is strongly marked, though tempered somewhat by the disciplined industry of the Scot and the stubborn energy of Yorkshire. Though it took him years to reach the task of interpreting Ireland in verse, it was a goal to which the Irish element in his ancestry persistently called him. Here Stringer found himself eminently at home, and the general readers who had rather disregarded his earlier and perhaps finer poetry began to come in steadily increasing numbers to share in the housewarming.

Even here Stringer remained the implacable realist. In this respect he was not in the least Irish. A walking tour through Ireland, though it deepened his understanding of Irish character and added to the effectiveness of his interpretation of wistful and rebellious Celtic moods, brought no disillusionment. For there can be no disillusionment where there was no illusion in the first place. Stringer's Irish verse has the greater value for us, that he sees Ireland as it is, with all those strange and seemingly irreconcilable contradictions which puzzle the outside world.

Even in his use of Irish dialect Stringer has been the realist. As he himself says, in his introduction to **Irish Poems** (1911): "What is commonly spoken of as the Irishman's brogue is a speech or method of speech too elusive to be captured and tied down to an ink-pot." His task as a poet is to interpret Irish speech to American readers and, while clarifying the meaning, to suggest the essential whimsical quality. To this end he has rejected the traditional near-brogue of vaudeville to achieve in a goodly though not complete measure those intonations and quirks of phrase which are as elusive as quicksilver, yet as penetrating as turf-smoke.

Stringer's Irish poems range from the grim **The Old Women of Dublin**, through the wistfully reminiscent **The Old Woman Remembers**, to such light-hearted bits as the exceedingly popular *Ould Doctor Ma'Ginn*.

The ould doctor had only one failin',  
It stayed wid him, faith, till he died,  
And that was the habit av wearin'  
His darby a thrifle wan side.

And twenty times daily 'twas straightened,  
But try as he would for a year,  
Not thinkin', he'd give it a teether  
A wee bit down over wan ear.

It sat him lop-sided and aisy;  
It throubled his kith and his kin—  
But och, 'twas the only thing crooked  
About our ould Doctor Ma'Ginn.

You couldn't be countin' the childer  
He brought to this throublesome life,  
Nor the ould that he aised into slumber  
At the end av their worry and strife.

But now that he's gone to his Glory—  
Excuse me, a bit av a tear—  
Here's twenty to wan that his halo  
Is slantin' down over his ear.

In his fiction, written, of necessity, for an American audience, Stringer could never quite forget his Canadian nativity, as is proven by objective references to Canadian scenes and the use of Canadian names, even in his early wire-tapper stories. **Lonely O'Malley** is essentially Canadian; and since the appearance of **The Prairie Wife** in 1915 a goodly share of his novels have sounded, though still objectively, the Canadian note.

On the other hand, the appeal of his verse—even of his Irish poems—is to the entire human audience. He is a Canadian poet sounding to the world a note of universal humanity. With his wide outlook he could never be a purely local poet: yet that same outlook gives him, when he writes of his native Canada, a perhaps clearer perception of her significances. This may be instanced by the impressive lines **The Waterways of Canada**, first published in his novel, **Heather of the High Hand** (1937):

These trails are old,—  
There have been others here  
To thread these waters and these woods  
Where autumn, regal with its red and gold,  
Now brings the pineland sunset near  
And old ghosts walk its solitudes.

Go quietly here,  
O ripple-kissed canoe,  
Lest down the silence of some lake,  
Some lily-spangled pool of startled deer,  
Some long portage, some tumbling sault,  
Those other voyageurs awake!

La Verendrye,  
Champlain and Cartier,  
Here with the sunset in their eyes  
Forsook the sea to find their further sea,  
And passed dark headlands, day by day,  
And saw the hills of wonder rise.

Here Frontenac,  
La Salle and swart Marquette,  
Here Hennepin and Radisson  
Pushed grimly on by tenuous trail and track  
And, where the plains and mountains met,  
Their lonely frontier outpost won.

So paddle slow  
Between these hills of dream  
Through which the spruceland shadows creep,  
And the ghostly couriers of long ago  
Fade down the sunset's dying gleam,  
And the sons of valour sleep!

### MARY'S LITTLE COLD

Mary had a little cold, but wouldn't stay at home;  
And everywhere that Mary went, the cold was sure to roam;  
It wandered into Molly's eyes and filled them full of tears—  
It jumped from there to Bobby's nose, and thence to Jimmie's ears.  
It painted Anna's throat bright red, and swelled poor Jennie's head;  
Dora had a fever, and a cough put Jack to bed,  
The moral of this little tale is very quickly said—  
She could have saved a lot of pain with just one day in bed!

—LUCY THIBAULT.

**PARENT-TEACHER WORK IN BRITISH COLUMBIA****M. Alison Kern, President, B.C. Parent-Teacher Federation.**

Knowing the good work done by Parent-Teacher organizations in her native State of California, Mrs. W. A. Lorimer, a lady of vision and foresight, set about the establishing of a parent-teacher association in the land of her adoption. By a coincidence, this first parent-teacher association was organized in the oldest school in Western Canada, Craigflower School, on the outskirts of Victoria, B.C. In this school the children of the first white settlers learned their lessons, wrote on their felt bound slates and, at recess, played under the huge cedars and maples in the school yard.

Not long after the organization of the first association, on September 8th, 1915, other associations came into being in the City of Vancouver. Here the movement was sponsored by a group from the University Women's Club. The new movement grew and flourished and, before long, a city-wide group was formed. Still later, interest in the work having spread to outside centres, a Provincial Federation was formed to take in all associations throughout the Province. Thus in 1922 the first Provincial Convention was called, with representatives of sixty associations in attendance.

It is interesting to note that, of the subjects dealt with at this first Convention, many are still receiving the attention of present day parent-teacher associations, such as intelligence testing, improved teacher training and a broadened basis for school taxation.

In 1935, the parent-teacher movement in British Columbia having grown to considerable proportions, it was decided to apply for a Provincial Charter. This was granted, and the Federation is now incorporated under the Societies Act.

The efforts of the newly formed parent-teacher associations were mainly directed towards the securing of material aids to the schools, such as pianos, typewriters, books, pictures, etc., but, as shown above, the larger educational issues were not overlooked. At the present time, when visual education and music credits have become a part of the regular school programme, it is also interesting to find that the Provincial Federation, in its pioneers days, prepared and distributed papers on the value of music credits in the schools and urged the use of lanterns in the teaching of history, geography, and nature study.

In 1924 the voice of British Columbia's parent-teacher members was added to that of the Teachers' Federation in petitioning the Government: "that an Educational Survey be undertaken immediately by trained surveyors of nationwide repute". This request was granted and the Survey of 1925 resulted.

During the depression years, energetic steps were taken by the Federation, in cooperation with the Teachers' Federation, to safeguard the so-called "frill" subjects, home economics and manual training, which were endangered by the action of certain pressure groups who demanded their abolition from the curriculum.

The Federation has also played an active part in campaigns for the establishment of the junior high school system, technical schools for both boys and girls, vocational guidance bureaus, and vocational training courses, increased and permanent federal grants for education, accredited high schools, sight saving classes, revision of the curriculum, and, in addition, has carried on a vigorous campaign among its membership concerning the desirability of these objectives.

The promotion of parent education has been one of the chief interests of British Columbia parent-teacher associations. The year 1930 saw the inauguration of the first "Parents' Institute" for the training of lay leaders in Parent Education, under the joint sponsorship of the B.C. Federation and the Department of Extension of the University of B.C. These are now an annual feature of our parent-teacher work, and their value is unquestioned.

In more recent years, another interesting and successful experiment in parent education has been carried on by the Federation. This consists of a series of lectures dealing with the Bible, its historical background, its value as living literature, and the manner of its presentation to children. The classes have been enthusiastically received and well-attended. At the outbreak of war, a series of lectures on Mental Hygiene, under the general heading of "Patterns for Effective Living", was successfully sponsored by the Federation.

All recognize that efforts to win the war are of paramount importance. Nevertheless, recognizing the value of education, Parent-Teacher associations in British Columbia have braced themselves to meet the competition for membership which was bound to arise from the growth of organizations devoted exclusively to war-work. While some of our associations have fallen by the wayside, the majority have stuck to their posts, and, taking the long range view, have realized that a group devoted to the principles of child welfare cannot allow any weakening of the resolve to make this world a better place in which to bring up children. Associations have carried on with the regular parent-teacher programmes and, in addition, have themselves done an enormous amount of war-work, lending a ready hand to assist in canvassing for the sale of war-saving stamps, Red Cross membership drives, salvage collections, and, in answer to an appeal from the Red Cross for blankets, organized a "Blanket-a-Block" campaign which was amazingly successful.

A statement of our objectives shows the general aims towards which we are constantly working, namely:

1. To promote the welfare of children and youth.
2. To raise the standards of home life.
3. To secure adequate laws for the protection of children and youth.
4. To enable parents and teachers to co-operate in the training of the child.
5. To understand and aid the schools and to interpret them to the public.
6. To obtain the best for each child according to his physical, mental, social and spiritual needs.

Some of the current projects of British Columbia's parent-teacher associations are the following:

**Study Groups.** The closest co-operation has existed at all times between the Department of Extension of the University of B.C. and the Parent Education

Committee of the Federation. In 1941, in collaboration with Prof. R. T. McKenzie, Assistant Director of the Extension Department, the Parent Education Committee compiled a practical course on: "Child Psychology for Parents". A gratifying percentage of our associations uses this course as study material for their groups. As a follow-up, the Department of Extension has prepared a further course entitled: "A Community Clinic", designed to acquaint members of the Study Group with the needs of their communities, an analysis thereof, and the possibilities for service at close hand.

**Community Standards.** In 1940, under the sponsorship of the B.C. Federation, a meeting was called of all Child Welfare, Educational and Service Groups in the City of Vancouver, and the foundations were laid for the establishment of the British Columbia Community Standards Council. This Council, which has become a powerful factor in community life, is composed of representatives from the groups named, and their work is devoted to the raising of moral standards in their communities. For many years the B.C. Parent-Teacher Federation had carried on a spirited fight to keep the newsstands free from the trashy, salacious magazines which frequently crowded decent publications out of sight. That this campaign was not entirely unsuccessful is demonstrated by the fact that, in one year, seventeen offensive publications were banned. Such a battle, however, is never won decisively. It must be fought continually year after year. The organization into one powerful group of all associations with a similar aim has been an advantageous move, and has resulted in much constructive effort. The Council is now engaged in a struggle to remove from the newsstands the menace of the lurid, alleged "Comics" which are flooding the market everywhere.

**Safety.** The encouragement and establishment of School Boy Patrols as a safety measure has been urged by the B.C. Federation. Also, for the past two years, "safety" has been promoted by the "Backyard Playground Project". An annual contest has been held, and parents have been encouraged to build sand boxes, swings, teeter-totters, slides, and any other playground equipment that will keep the small child in or near his own backyard, thus providing a place for safe play for the small tots of the neighbourhood. Rules for the contest are sent out to all districts, and plans for home-made play equipment are supplied for the asking. Annual prizes are awarded to the parents who have the play-yard which, in the opinion of the Judges, best meets the requirements as to construction, safety, and wide use by the neighbourhood children. That this project is an excellent means of preventing street accidents among young children has been proved over and over again. Further information regarding this project will gladly be supplied to interested persons.

**Health.** Working closely with the Provincial Department of Health and the local public health nurses, British Columbia's parent-teacher associations have been responsible for the establishment of Dental Clinics in many districts throughout the Province. Both pre-school and school children have been treated at the clinics. Prevention of later dental ills has thus been accomplished at a minimum cost to parents and the community. Under this particular department also, a beginning has been made in parent education in the pre-school field by the establishment, in collaboration with the Metropolitan Health Board in

Vancouver, of a consultative service for young mothers at the Well-Baby Clinics whereby they may secure expert advice on child care, hygiene and nutrition.

**Youth Welfare.** This Provincial committee is concerned with problems which have arisen out of the utilization of high school students during the summer months to supplement the shortage in the labor market. It has been urged upon the authorities that adequate care and provision be undertaken for the well-being of these young people. This committee is also on the alert to protect them from exploitation.

**Legislation.** A committee established during the past few months has as its special duty the preparation of a brief to be presented to the B.C. Rehabilitation Council which will contain constructive suggestions for post-war planning.

**Rural Service.** This department fills a very practical need. The school inspectors of the province supply the Federation's Rural Service Convener with lists of schools in the remote rural areas which are in need of assistance in the matter of materials for manual arts, good magazines, and sports equipment. Clothing or other necessities too are very often required by the children. The Rural Service Convener arranges with local parent-teacher associations to "adopt" a school on the list. In many cases, the local association arranges with classroom teachers for an exchange of correspondence between city and rural children of corresponding grades. Eloquent tribute to the helpfulness of this service is found in the many letters of thanks received from teachers situated in the lonely outposts of the Province.

**Recreation.** Operating on the theory that: "The Family that plays together, stays together", the recreation committee has arranged some splendid programmes for associations for the entertainment of the whole family. Associations are encouraged to observe "Family Night" at some time during the year's programme. The encouragement of handicrafts and instruction therein is another project of this committee.

**Fine Arts.** In order to be of assistance to local parent-teacher associations that might wish to purchase victrola records for their schools, the Fine Arts committee compiled an excellent list of recommended records which might be purchased for ten, fifteen or twenty-five dollars. This is a very practical and useful aid to our rural associations.

**Leadership Training Classes** were held in three centres in the Province last winter with over 160 members in attendance. Lectures followed by discussion periods were held once weekly for a period of six weeks, and were designed to develop a knowledge of the techniques of successful parent-teacher work, to develop self-confidence, the ability to preside effectively, and to speak in public. This course was also available by correspondence, and many members in rural areas availed themselves of it. Ordway Tead's book, "The Art of Leadership" provided text material. Members who took the Leadership Course last winter are this year being asked to sponsor the formation of groups in their communities for the study of post-war planning and reconstruction.

**Better Parenthood Week.** Established in British Columbia three years ago, Better Parenthood Week has gained in popularity each year. It is planned

to coincide with Parent-Teacher Week and with the local associations' annual campaign for membership. The objectives of the Week have appealed to public sympathy and have proven a powerful factor in focusing attention on the year-round work of the parent-teacher associations. In brief the objectives are:

1. To make fathers and mothers more fully aware of the importance of using the best possible methods in the care and training of their children, and to acquaint them with the many sources of help and information available to them in handling their family problems.
2. To encourage the formation of groups for the study and discussion of child rearing problems.
3. To promote more co-operative understanding between parents and teachers and between the school and the community at large.
4. To lend active support to all community efforts for better schools, child health, recreational facilities, vocational guidance, and the prevention of delinquency.

For the past two years British Columbia has borrowed the services of Dr. Katherine Whiteside Taylor, Family Life Consultant for the Seattle Public Schools, and author of the book: "Do Adolescents Need Parents". Dr. Taylor has conducted many interesting and profitable conferences in various centres of the Province, during Better Parenthood Week, on "Family Relationships".

It is gratifying to be able to close this account of parent-teacher work in British Columbia on a note of rejoicing on the successful achievement of a long sought objective. A few weeks ago, the final chapter was written to a fourteen year struggle carried on by the British Columbia Parent-Teacher Federation for the establishment of a degree course in Home Economics at the University of B.C. In 1928 pioneers in this organization approached the University and the Government asking that a Chair of Home Economics be established. They were met with the reply that \$80,000.00 would be necessary before such a course could be started. Nothing daunted, this courageous group set out to raise that amount on the promise that if it were done, the Chair would immediately be founded. Enlisting the aid of other women's groups throughout the Province, they succeeded in raising the sum of \$14,000. With this amount in hand, and having secured the promise of financial aid from the Government, the group again approached the University asking that the course be started. This was finally agreed to by the Board of Governors, classes were commenced and carried on for two years. When the depression and a subsequent change of government came, a drastic cut in the government grant followed. The classes were discontinued. Many students had enrolled for the course, and were obliged to go elsewhere to secure their degrees. Five students who were financially unable to leave the province for instruction elsewhere were assisted out of the accumulation of interest on the fund raised for the Chair. It is a pleasure to be able to report that all five girls were honour graduates and returned to the Province to take up positions as teachers or dieticians.

Never despairing of its objective for the establishment of the degree course in Home Economics, the British Columbia Federation set up a Permanent Trust

Fund Committee to act as custodians of the funds raised, and to continue the campaign. For the past ten years, the enthusiasm of this Committee has not flagged nor failed, and no stone has been left unturned which would assist in the accomplishment of the desired end. This group, which quite frankly became a "pressure group", kept the need before the Board of Governors of the University, the Department of Education and the members of the Provincial Legislature. Recently the Honorable H. G. T. Perry, Minister of Education has made a public announcement of the establishment of the Chair of Home Economics at the University of British Columbia. We are justifiably proud of the work of this group who are almost entirely responsible for the success of the campaign.

Facing a future obscured by the clouds of War, British Columbia Parent-Teacher Associations are encouraged to carry on their work for the establishment of better homes, better schools, and better communities by a knowledge of their responsibility to those pioneers in the work who have so ably laid the foundations of splendid service to the community.

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### THE FLAG GOES BY

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of colour beneath the sky:

Hats off!

The flag is passing by!  
Blue and crimson and white it shines,  
Over the steel tipped, ordered lines.

Hats off!

The colours before us fly;  
But more than the flag is passing by:  
Sea-fights and land-fights, grim and great,  
Fought to make and to save the State:  
Weary marches and sinking ships;  
Cheers of victory on dying lips;  
Days of plenty and years of peace;  
March of a strong land's swift increase;  
Equal justice, right and law,  
Stately honour and reverend awe;  
Sign of a nation, great and strong  
To ward her people from foreign wrong:  
Pride and glory and honour,—all  
Live in the colours to stand or fall.

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums;  
And loyal hearts are beating high:

Hats off!

The flag is passing by!

—HENRY HOLCOMB BENNETT.

## HANDICRAFTS IN PUBLIC AND HIGH SCHOOLS

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Ivan H. Crowell, Ph. D., President, Macdonald College Handicraft Guild

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Though there are few if any universal truths, it seems reasonable to believe that practically everybody likes to make something. This characteristic of the human race probably had its origin in the rigorous necessities of the distant past, when each person was essentially dependent upon himself for all of his requirements. The ability to make things is one of the few basic characteristics of our race. It is obvious today. All our industrial enterprises are centred around the manufacture of articles which are made by people throughout the world every hour of the day.

When they become adults, most of the children of today will find their livelihood in constructing various kinds of articles. Some will utilize metals, others wood, textiles, leather or plastics. Most of them will become tradesmen, mechanics, artists, scientists, physicians, nurses or housewives. Each of these occupations requires the skilful use of the hands. Each person must find the medium of work best suited to his talents in order to be happy and produce his best.

The public schools of our country have given relatively little attention to this basic characteristic of the human race of creating and making things. Several years ago, Manual Training was introduced into the schools of some of our large centres of population. The plan was a most admirable one. It seems extremely unfortunate, however, that in a very large measure Manual Training has been devoted primarily to teaching woodwork to **boys**. Such a restricted organization could hope for little more than to interest those who showed natural aptitudes for woodwork. Probably one of the principal reasons why the fine possibilities of Manual Training did not serve more people was the cost of equipment, the necessity of a special room and of an extra instructor. Small rural schools had little hope of giving such instruction to their students. Girls had practically no place in such a scheme. Domestic Science departments were established for them in some of the larger centres. Again, costs were the chief factor limiting this excellent procedure. So far as can be learned, no other major development of a similar nature has been adopted.

During the past year a handicrafts club or guild was begun at Macdonald College as an experiment. This had as its primary aim the investigation of the cultural value of handicrafts to men and women, and of their practical value as a means of students employment. Students and staff members of both sexes joined the guild. Woodwork, wood-turning, leatherwork and glove making were the principal activities. Opportunities were also provided for a limited amount of metal work, upholstery and weaving. The cultural values of handicrafts were shown in several ways. Both men and women constructed bookcases, tables, footstools, book ends, boxes and other small articles. They used lathes to fashion bowls, candy dishes, salt and pepper shakers, lamp stands and napkin rings. They designed and made various types of leather goods and sheet metal ornaments. Many of those who joined the guild had never seen or used handicrafts equip-

ment of any kind. Most of the workers discovered talents which had been latent because of the lack of an opportunity to awaken them.

This experiment has definitely established that there is no significant difference in the inherent abilities of the sexes to undertake various kinds of handicrafts. Of the three most talented woodturners, two were women. Women have made more pieces of furniture than men but the men have made larger ones. Some men are doing beautiful work in leather. It is all entirely individual. Each is making things of his or her own choice and design.

The practical values of the handicrafts' experiment may be illustrated by three activities. Students have created, made and sold several hundred dollars worth of articles since the Club was formed a few months ago. This income, earned in spare time by those needing additional funds for their education, was a most welcome addition. Several members made personal articles for their own rooms or homes. Such acquisitions are among the treasured possessions of some families. Other members produced Christmas gifts. They not only earned indirectly, by saving the cost of gifts, but also obtained an immeasurable degree of pleasure designing and making practical and ornamental articles for their friends. With these gifts went an expression of respect and sentiment which can be obtained only when one has given his time, thought, energy and talents in making gifts of his own design.

From these results it seems justifiable to conclude that both boys and girls of high school and public school ages have similar talents, and that no significant differences exist between the sexes in their ability to do practical creative handicrafts. Differences in the abilities of individuals are far greater than are the differences of sex. Mixed groups can work together. Students of all ages will find absorbing interests in some handicrafts.

How can public and high school students profit from practical creative crafts? Since most of the boys and girls now in our schools will earn their livelihood with their hands in activities ranging from routine labour to the finest of arts, crafts and professions, anyone who has had preliminary training in handicrafts will be in a better position to discover his or her own talents. Such an experience will serve as a guide in choosing a career or avoiding an unsuitable occupation. An appreciation of handicrafts is a recognition of the talent of the people who did the work as well as it is of the quality of the household articles and wearing apparel that they made.

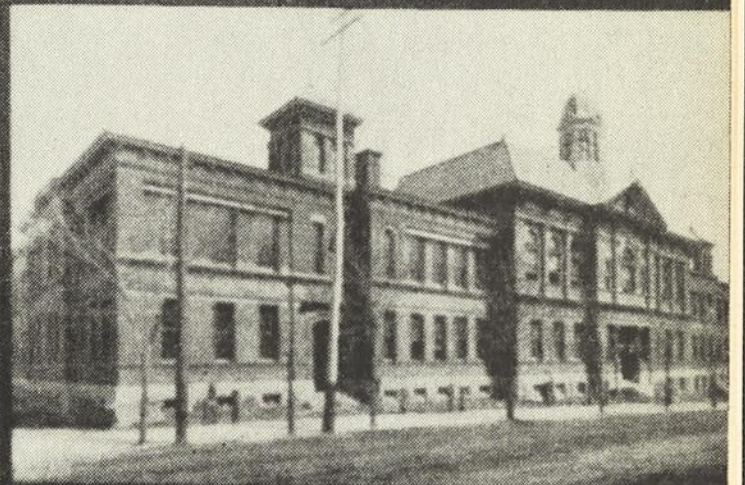
Handicrafts have an almost universal appeal to students. This is proved by the fact that one out of every five students in the degree courses at Macdonald College voluntarily paid dues to join the guild. Given the opportunity, both boys and girls will find satisfying and profitable pleasure in a variety of crafts, for no single one has universal appeal.

The cost of equipment for many kinds of handicrafts is advantageously low. A single loom suitable for making scarves, table mats, belts and handbags costs about one dollar. The creative possibilities in weaving are quite without limit. A few simple looms in a school will provide opportunities for many pupils. Sufficient leatherwork equipment for a class of fifteen would cost about fifteen dollars. Of course, tools would have to be passed around, but phases of work can be arranged so as not to interfere with progress. Furthermore, the whole equipment might be made to serve more than one classroom by making it available to other rooms



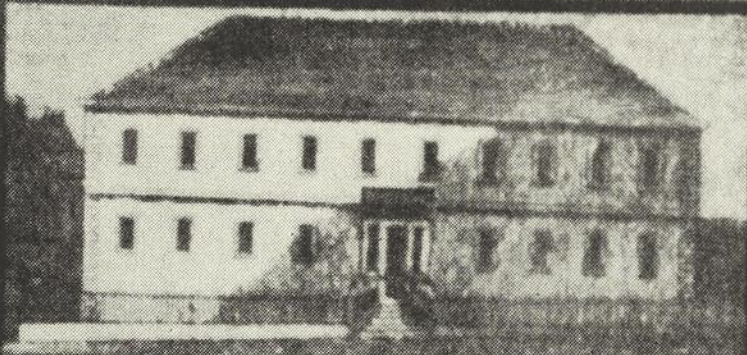
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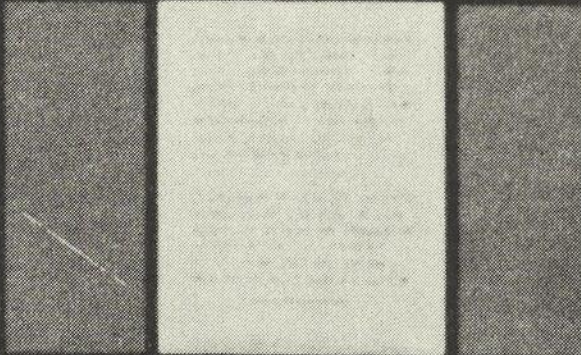
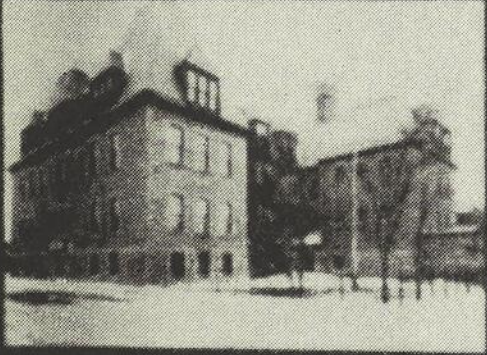
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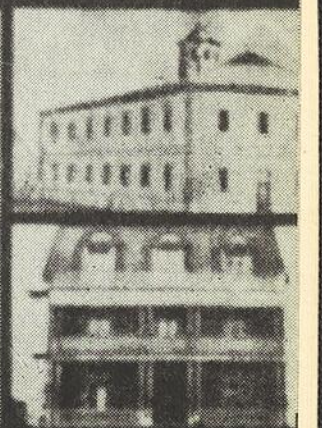
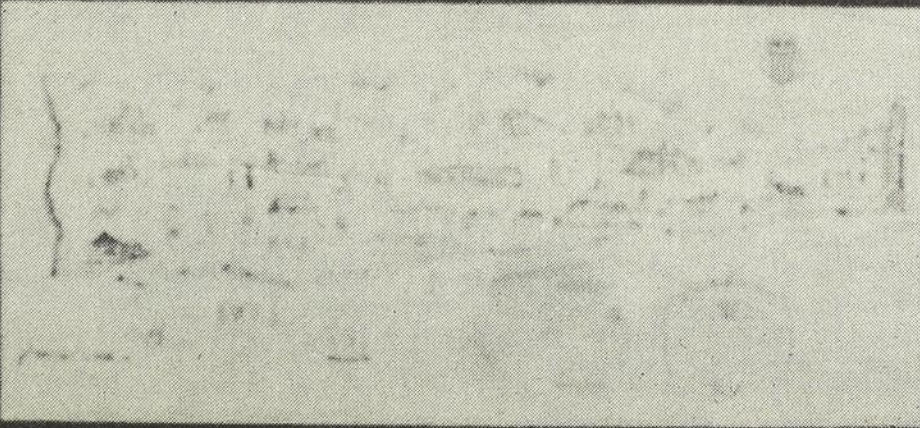
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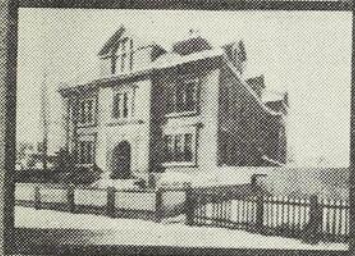


# MONTREAL

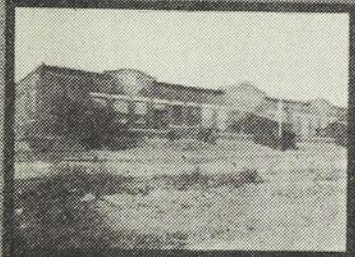
## ECOLES MONTREAL SCHOOLS



Portrait of a man in a suit, likely a school official.



Exterior view of a large, multi-story school building.



Exterior view of a school building with a prominent entrance.



Interior view of a classroom with desks and a teacher.



Exterior view of a school building with a large porch.

Exterior view of a school building with a large porch.



Portrait of a man in a suit.

COMMISSION DES ÉCOLES CATHOLIQUES DE MONTRÉAL  
 COMMISSION DES ÉCOLES PROTESTANTES DE MONTRÉAL  
 COMMISSION DES ÉCOLES JUIVES DE MONTRÉAL  
 COMMISSION DES ÉCOLES MUSULMANES DE MONTRÉAL  
 COMMISSION DES ÉCOLES INDÉPENDANTES DE MONTRÉAL



Portrait of a man in a suit.



Exterior view of a school building.

### MONTREAL

#### LEGENDE

LES ÉCOLES CATHOLIQUES

LES ÉCOLES PROTESTANTES

LA COMMISSION DES ÉCOLES CATHOLIQUES DE MONTRÉAL

LA COMMISSION DES ÉCOLES PROTESTANTES DE MONTRÉAL

LA COMMISSION DES ÉCOLES JUIVES DE MONTRÉAL

LA COMMISSION DES ÉCOLES MUSULMANES DE MONTRÉAL

LA COMMISSION DES ÉCOLES INDÉPENDANTES DE MONTRÉAL

#### LEGEND

LOCATION OF SCHOOLS UNDER THE

PROTECTION OF PUBLIC ADMINISTRATION

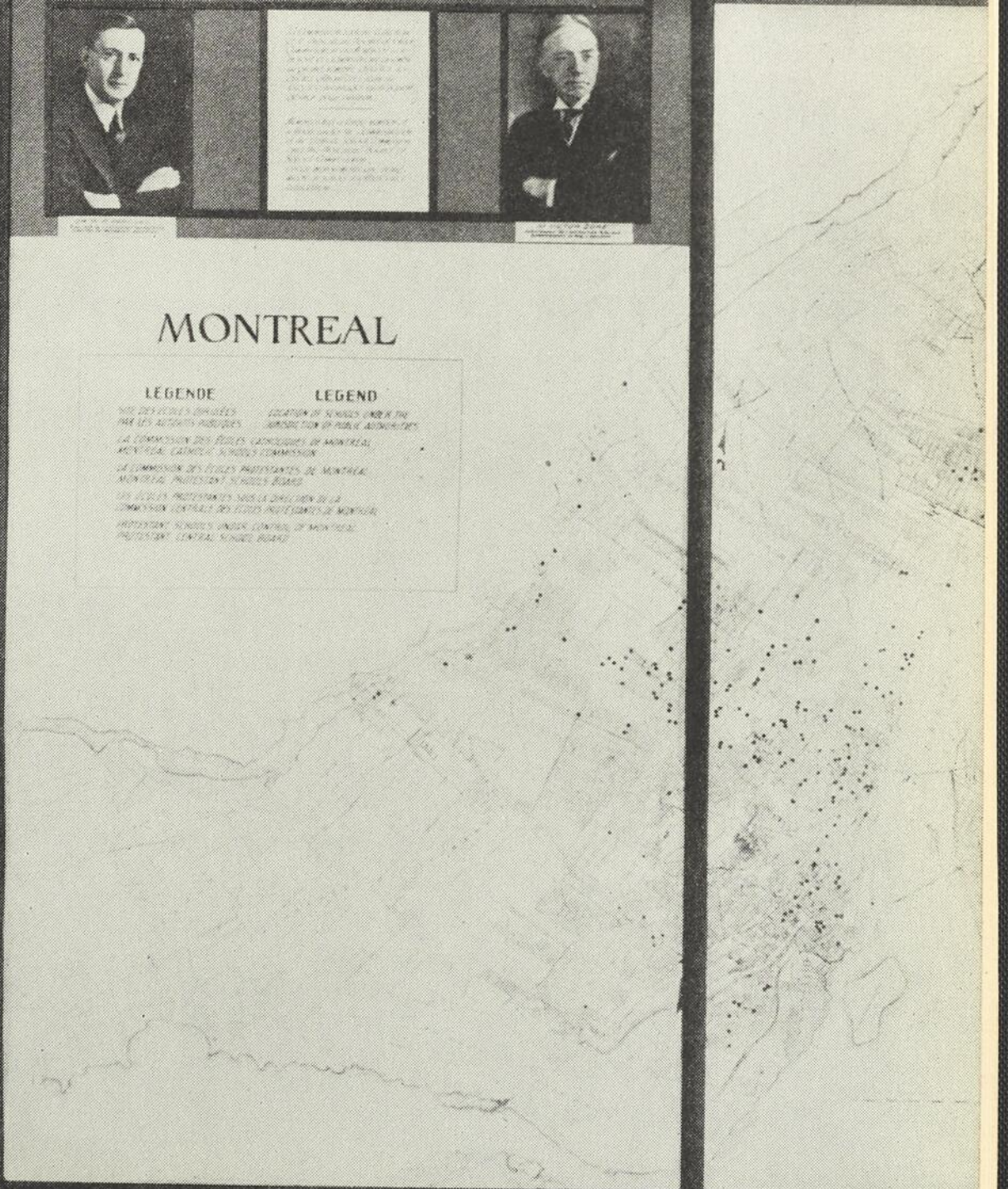
THE COMMISSION OF SCHOOLS CATHOLIC OF MONTREAL

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THE COMMISSION OF SCHOOLS MUSLIM OF MONTREAL

THE COMMISSION OF SCHOOLS INDEPENDENT OF MONTREAL





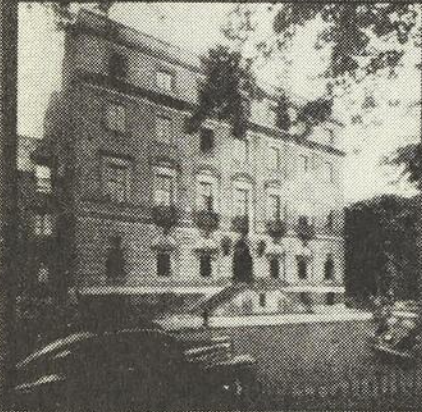
COLLEGE COMMERCIAL D'ALBA  
COLLEGE COMMERCIAL COLLEGE



UNIVERSITY OF MONTREAL  
UNIVERSITY OF MONTREAL



MONTREAL ART ASSOCIATION



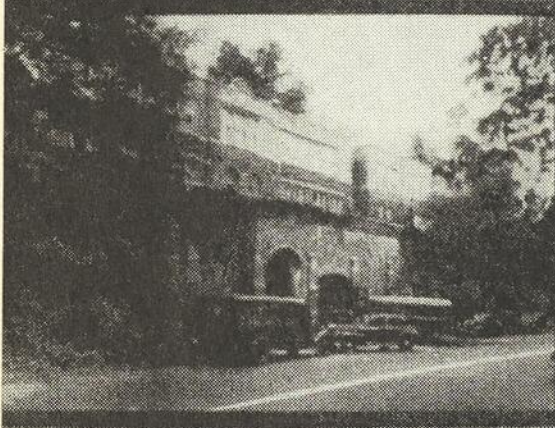
DEPARTMENT OF CULTURE  
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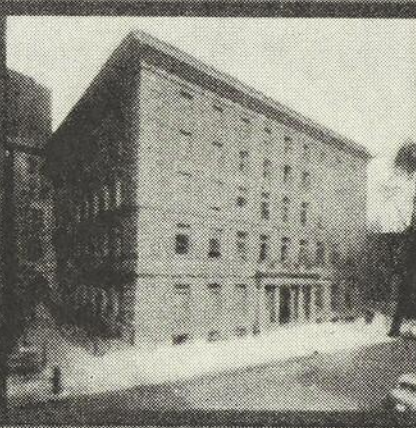
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ASSOCIATION OF WOMEN



UNIVERSITY OF MONTREAL



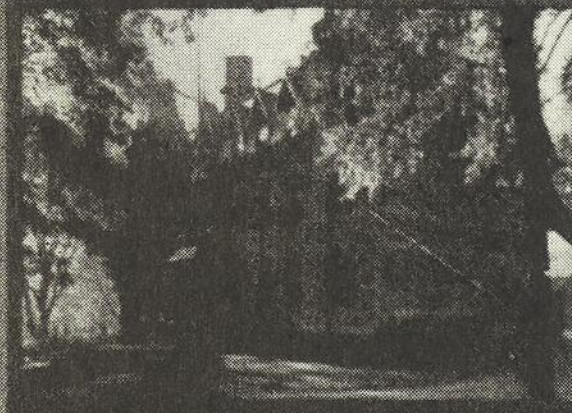
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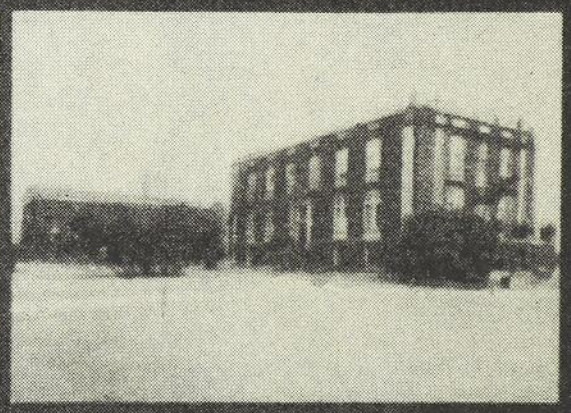
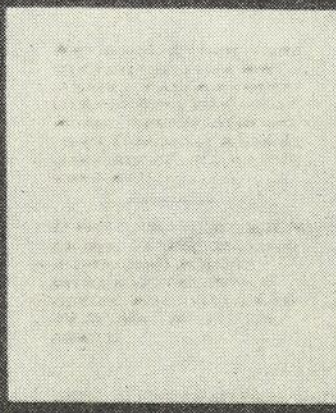
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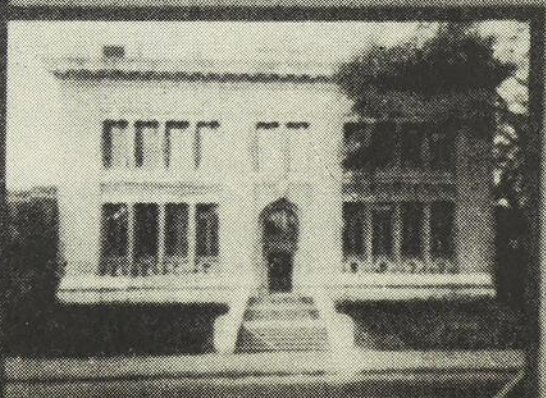
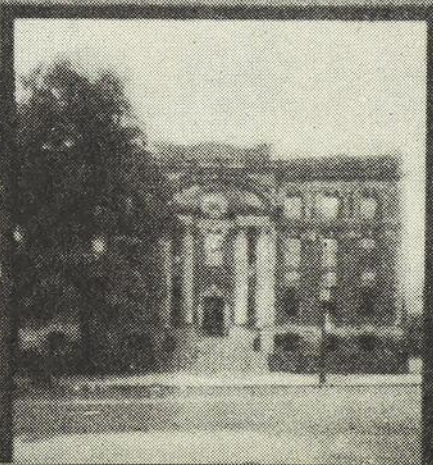
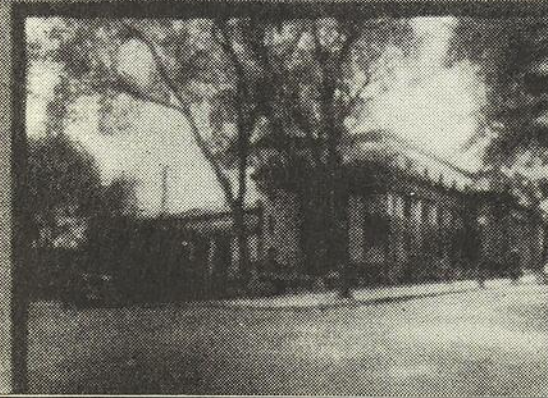
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on certain days. This is not the best arrangement but such a procedure is feasible. Equipment for linoleum carving, basketry, hammered metal work and simple pottery costs but a few dollars. It can be used by both girls and boys and, if properly maintained, will last for years.

Handicrafts can be taught year after year with increasing interest. Since practical activities are so different from the mental processes involved in learning, they may well be used as valuable recreational exercises. Interspersing working periods for handicrafts during the week's programme may bring about a quickened interest in the whole school life.

These suggestions are but a few of the creative activities suitable for boys and girls in public and high schools. Trials by individual schools will demonstrate their advantages in local centres. The full effects can be realized only when provision has been made for training teachers in a selected variety of practical creative handicrafts and co-ordinating the efforts in a province-wide scheme.

### THE PASSIONATE POET

If I could, I would give you rare and beautiful things:  
I would set the stars into rings  
For your little fingers;  
I would steal the brightest bubble of song that lingers  
In the skylark's throat—  
Hammer it very patiently note by note,  
Trickle on trickle, whorl on whorl,  
Into embossings of silver and globes of pearl  
To wreath your neck and hang from your small ear—  
My one dear!

If I had art to fashion exquisite things—  
Beat a hundred springs  
Into one beryl green as the glade of a wood—  
Shape my heart's own blood  
Into a paving of garnet under your foot—  
Gather you glinting trembling tinkling fruit  
Out of Aladdin's orchard, looked on late  
By a thin moon—I'd not walk desolate:  
All day my mallets would ring sharp, ring clear,  
For you, my one dear!

But I've no skill  
To form my fragilest whimsey as I will—  
Else I had long since wrought  
A chariot of my curved and carved thought,  
Harnessed to ivory hoof and ivory horn  
Of the cloud-white wind-shod wind-swift unicorn.  
I can only cage you small singing words,  
Some bright as meteors, some winged as birds—  
But they'll sing sweet, sing sweet long as you pause to hear—  
My bird, my flower, my star, my one dear!

—AUDREY ALEXANDRA BROWN.

## LE CANADIAN WOMEN'S ARMY CORPS

**Miss M. Delage, 2nd Lieutenant, C.W.A.C., Macdonald College.**

Le public se demande: En temps de guerre, quelle part, quelle collaboration peuvent apporter les femmes appartenant aux diverses unités nationales?

C'est à nous femmes militaires de répondre! Si vous le voulez, je vais le faire tout simplement en décrivant la vie d'une unité fière et active: le C.W.A.C.

Il y a au Canada un corps désigné sous le nom de "Canadian Women's Army Corps" composé d'officiers et autres rangs nommés, enrôlés, habillés, équipés et payés d'après certains règlements.

Pour faire partie du C.W.A.C., il faut avoir de dix-huit à quarante-cinq ans, être sujet britannique, en bonne santé (classé dans la catégorie A ou B), avoir fait sa huitième année et n'avoir personne à sa charge.

Tous les membres du C.W.A.C. sont en tout temps assujettis aux lois militaires; elles ont leurs propres règlements et leur rôle principal est de remplacer le personnel de l'armée dans des activités non combattantes pour leur permettre de remplir d'autres devoirs.

Le C.W.A.C. est organisé sur une base militaire et contrôlé par des militaires. Un officier du C.W.A.C. est nommé officier d'Administration, c'est le Lieutenant Colonel Jean Kennedy, "the O.A." comme on la nomme. Dans chaque district il y a un officier d'état-major qui s'occupe de recruter et de placer les jeunes filles. Pour un groupe de douze jeunes filles, il y a un caporal en charge de la discipline; c'est un sergent pour vingt-cinq filles; un peloton est formé de cinquante et commandé par un sous-lieutenant, et la commandante de compagnie a un ou plusieurs pelotons. Son rang est lieutenant.

Celles qui s'enrôlent dans la division féminine de l'armée acceptent de servir n'importe où au Canada, hors Canada (nous avons plusieurs jeunes filles qui travaillent à la légation canadienne de Washington), ou outre-mer! C'est pourquoi elles portent toutes avec orgueil, sur leurs manches, l'insigne "CANADA".

La solde ordinaire de la recrue est de quatre-vingt dix cents par jour; elle est de plus habillée, logée et nourrie, elle reçoit gratuitement les soins médicaux et dentaires. Si elle veut se marier, elle en obtient la permission après six mois de service. Elle n'est pas du tout de l'avis de ce poète qui a écrit:

"Au-dessous de vingt ans, la fille en priant Dieu,  
Dit: Donne-moi, Seigneur, un mari de bon lieu;  
Qu'il soit doux, libéral et agréable!  
A vingt-cinq ans: SEIGNEUR, un qui soit supportable  
Ou qui parmi le monde au moins puisse passer!  
Enfin, quand par les ans elle se sent presser,  
Qu'elle se sent vieillir, qu'elle approche de trente:  
Un tel qui te plaira, Seigneur, je m'en contente."

Ici, à Ste-Anne-de-Bellevue, au milieu de ce merveilleux décor du collège Macdonald, composé de plusieurs bâtiments qui séparent sur un domaine sans clôture, parmi de beaux arbres, d'immenses et incomparables pelouses, les

recrues viennent de toutes les parties du Canada suivre leur entraînement—Entraînement fondamental (Basic Training), Entraînement pour devenir instructeur, Entraînement pour l'aspirante au titre d'officier.

Les cours durent un mois et sont donnés en français et en anglais. C'est une véritable fourmilière de jeunes filles, de jeunes femmes qui se préparent joyeusement à leurs futurs devoirs. Au mois d'août, un nouveau centre d'entraînement s'ouvrira dans l'ouest, à Vermillon, Alberta.

Maintenant, je vais vous raconter la journée d'une recrue durant ses quatre semaines d'entraînement.

Dans les bruissements de l'aurore, le clairon sonne, éclatant, victorieux. C'est le réveil! Dans leurs chambrettes, ressemblant à des cabines de bateaux avec leurs lits superposés, les jeunes filles s'éveillent, s'étirent. Celles des couchettes supérieures dégringolent en riant, rires qui finissent parfois en gémissements, car dans leur brusque descente, elle ont eu le malheur de s'accrocher les orteils! Ça c'est moins drôle! Chacune procède ensuite rapidement à sa toilette, sans s'attarder devant le conseiller des graces. Six heures cinquante! A la porte, on frappe! "Officier", crie le sergent, et subitement, toute la chambrée est au garde à vous. C'est l'inspection journalière des pieds; on examine minutieusement s'il y a ampoules, douleurs ou infections. La jeune éclopée doit se rendre à l'infirmerie où deux gardes-malades de l'armée (nursing sisters) adoucissent sa souffrance.

"Peloton no. 3! Peloton no. 3!" C'est le caporal qui appelle les jeunes filles pour le déjeuner; elle les groupe et celles-ci avec un ordre parfait se rendent au cafétéria du college.—Voulez-vous connaître le menu? Voici: fruits, céréales, bacon ou oeufs, rôties, marmelade, thé, café, lait. C'est assez appétissant n'est-ce pas?

Ayant bien mangé, chacune retourne à sa chambre, plie draps et couvertures et dispose l'équipement sur le matelas. Ensuite c'est avec énergie que la petite soldate frotte ses boutons, brosse ses souliers et met de la discipline jusque dans ses cheveux! Surtout le mercredi, car c'est aujourd'hui inspection générale par Major Mary Dover, commandante en chef du centre d'entraînement.

En un coup d'oeil, la militaire voit si son lit est bien fait, son équipement bien rangé, si chaque chose est à sa place, même la poussière! "Oui!" dit-elle, "l'officier du jour sera contente."

Avec tout cela, il est huit heures vingt-cinq! tout le monde se retrouve sur le terrain de parade; au coup de sifflet, silence complet! A l'ordre donné, les pelotons se forment; il y a deux compagnies bien rangées, chacune est à son poste, chaque officier devant son peloton; caporaux, sergents instructeurs sont en ligne droite, trois pas à l'arrière.

Quel spectacle étonnant de voir ces quatre cents femmes en uniforme khaki, sur un immense tapis de verdure! Tout est calme et silencieux, si ce n'est quelques oiseaux qui célèbrent la beauté du jour, ou Brigitte, la petite mascotte qui aboie. Peut-être est-ce là un tribut de son admiration? La commandante passe lentement à travers les rangs et son regard vif, scrute chaque personne de la tête aux pieds.

La jeune fille impeccable est celle dont le képi est bien posé sur la tête à un angle de quinze degrés, le noeud de cravate bien noué, les boutons resplendissants, la jupe et les bas tirés et les souliers lacés à la façon réglementaire. Comme vous voyez, on ne badine pas à l'heure de l'inspection. Quelle fierté éprouve la recrue, lorsqu'on la complimente sur sa bonne tenue.

L'examen terminé, chaque officier mène son peloton dans une classe où leur sera donné des cours. A cette heure, il s'agit des gaz. La nouvelle recrue apprend "Combien il y a de sortes de gaz."—"La manière de se protéger contre eux."—"Comment traiter les blessures faites par ceux-ci."—"La manière de les reconnaître par l'odeur caractéristique qui s'en dégage: l'un sent le foin moisi, l'autre le bonbon sucré; celui-ci le géranium, celui-là l'eau de javelle."

Ceci me rappelle une petite histoire. Une Canadienne-française suivait les cours de gaz, c'était la veille de l'examen, elle rencontre l'instructeur et lui demande: "Quelles sortes de questions poserez-vous?" Celui-ci répond: "Je vais demander à quel gaz telle odeur peut vous faire penser. Quelques heures plus tard le sergent revient, la jeune fille l'interpelle: "Sergeant, I know all your smells."

Trois quarts heure s'écoulent rapidement. Sur le terrain de parade commence "la drill". Il est intéressant de voir ces recrues, obéissant aux commandements, se mouvoir avec tant de facilité, d'ordre et de rythme; d'un pas martial, la tête haute, les épaules droites, les bras se balançant jusqu'à la hauteur de la taille, elles accomplissent différentes manoeuvres avec beaucoup de précision. On se sent franchement électrisé par le dynamisme qui émane de cette jeunesse si avide d'apprendre.

Dix heures quinze. Quinze minutes de répit; elles allument une cigarette, croquent du chocolat, s'étendent au soleil. La récréation finie, dans une nouvelle classe, c'est le cours de cartographie, sujet aride et abstrait qui donne des maux de tête aux pauvres commençantes. Toutefois, après quelques semaines, tout s'éclaircit, tout devient facile et compréhensible. Elles pourront s'orienter maintenant avec aisance dans les campagnes anglaises, égyptiennes ou hindoues, qui sait?

En vitesse, on change de costume, et on revêt un short ou un pantalon pour les exercices de culture physique qui consistent en des séries de mouvements, destinés à développer certains groupes musculaires. Les différentes parties du corps sont traitées, mais les unes après les autres; on exerce les bras et les jambes, on augmente la capacité pulmonaire par des mouvements respiratoires et on fait travailler les muscles abdominaux, dorsaux, pectoraux, etc. C'est un coup d'oeil ravissant! Avec un accord gracieux, les bras montent de haut en bas de gauche à droite.

Midi! Détente, en attendant le dîner. Midi vingt. Comme le matin, le caporal crie: "Peloton no. 3! Peloton no. 3!" Les recrues s'alignent et repartent en files pour le réfectoire, où un dîner substantiel leur sera servi. Puis, c'est la sieste obligatoire.

Quatorze heures quinze! On retourne sur le terrain de parade pour le ralliement; d'un pas allègre, toute la compagnie se rend dans une vaste salle;

le lieutenant Platner, commandante de la compagnie no 1 leur donne une conférence, soit sur les coutumes et traditions de l'armée, soit sur la discipline ("sur la rue il ne faut ni fumer ni mâcher de la gomme, ni déboutonner sa tunique"), soit sur l'hygiène, soit sur la manière de saluer les officiers. Toutes veulent apprendre; les plus petits détails les intéressent.

"Quand on s'adresse à un officier, demande ma petite recrue à un sous-lieutenant ou à un lieutenant, dit-on: "Madame ou Mademoiselle?"

A partir du rang de capitaine, on fait précéder du titre le nom de la personne; si un officier vous pose une question, on répond: "Oui, Madame, ou Mademoiselle"; en anglais "Yes or No, Ma'am."

La sympathie de l'officier de devoir est toujours agissante; elle pense à tout, adoucit les chagrins, augmente les joies, et donne d'utiles conseils!

Sur cette petite digression, retournons en classe. Cette fois c'est pour le secourisme; nos filles aiment beaucoup ce cours qui leur permet de panser les plaies, réduire une fracture, administrer tel médicament en cas d'empoisonnement, pratiquer la respiration artificielle, savoir transporter une malade; elles unissent la pratique à la théorie, elles y trouvent la satisfaction de ce penchant bien féminin, penchant qui porte la femme à s'incliner devant la plaie pour la panser, la guérir.

Quinze heures quarante cinq, un autre quinze minutes de repos, un nouveau cours, puis une longue marche vient clore cette journée de travail. Au retour, elles prennent leurs ébats dans la spacieuse piscine du collège, située au sous-sol de leurs casernes; c'est le divertissement par excellence.

Dix-huit heures, c'est le souper! Ensuite, liberté absolue jusqu'à la retraite; comme une volée de moineaux, les jeunes filles prennent leur essor vers le village pour faire des emplettes, aller au cinéma ou voir des amis; celles qui demeurent au collège vont écrire, lire, causer ou entendre la radio dans la magnifique cantine dirigée par le Y.W.C.A.

Déjà vingt-deux heures! Hâtivement on retourne à la chambre; les caporaux font l'appel des noms, tous les oiseaux sont revenus au nid.

Vingt-deux heures quinze, les lumières s'éteignent, les beaux rêves commencent. L'officier du jour accompagné d'un sergent, passe, regarde si tout est en ordre, si chaque piquet d'incendie (Fire picket) est à son poste. Celles-ci font le guet, deux par deux, elles se remplacent à toutes les deux heures, veillant sur le sommeil de leurs compagnes. Et la vie continue. . .

Leur mois d'entraînement terminé, elles retournent à leur district respectif; elles remplacent les hommes dans les bureaux, aux ateliers, dans les cuisines, au volant d'un camion, dans les laboratoires, dans les "mess." Dans bien des cas elles sont supérieures aux hommes! Elles sont mécaniciennes, comptables, sociologues, servantes, sans-filistes, dessinatrices; aucune position ne les rebute! Si lourde que soit leur tâche, elles y mettent leur âme, servent leur pays avec amour, veulent gagner la guerre au prix même de leur vie. Les femmes sont faites pour supporter toutes les aventures, elles sont moins effarées que l'homme devant l'imprévu; elles ont du courage moral aussi, cette façon particulière du courage que nous appellons du "cran".

Je termine, en vous adressant ces paroles d'un journaliste: "Chères amies blondes, brunes ou rousses, peut-être blanchies par la dure expérience, à toutes je souhaite la joie d'entrer dans l'armée! C'est la vie de travail, d'attention constante de responsabilités qui exigent de grandes qualités d'intelligence et de coeur."

Canadiennes, celles de vous qui le pouvez, écoutez la voix qui vous appelle; ce n'est pas la voix de l'aventure, c'est la voix du devoir.

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### THE SCHOOL LEAVING AGE

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Mr. Ernest Bevin, Minister of Labour and National Service, addressing a meeting of 3,000 people at Llanelly, said that we started this war with far too limited a number of skilled men. That was not the working people's fault. We had allowed them to rot instead of maintaining them in a proper physical and mental condition.

No minister of Labour, no statesman or organization could make good in a year, 20 years of neglect. If we had had the vision to have made the school-leaving age 16, twenty years ago, and had added technical training to the last three years of vocational and cultural education, he would not have had a skilled labour problem in this war, and he had made up his mind to see that in future children should have a fair chance.

—*Times Educational Supplement*

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### EDUCATION IN QUEBEC IN THE EARLY EIGHTEEN HUNDREDS

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"It is a pity that something cannot be done to enlighten the rising generation, their mode of education is to hire a man in the winter months at eight or ten dollars pr. month and board him weekly at the parents' houses, alternately which is a slavish business for a man **capable** of instructing youth—which makes me think it is necessary to Englify the Yankies as it is to unfrenchify the Canadians.

In six neighbouring Towns (townships) this winter there have been not less than eighteen or twenty schools who had about six hundred youth of both sexes, many of the younger sort might go to school all the summer but the encouragement given by the Parents is too trifling for a man of very common education to attend to, and in a Country where labour is not to be hired, the poor unfortunate who is not able to work nor possess means of acquiring anything by a profession, is literally liable to **starve** in the finest part of Lower Canada".

Extract from a letter sent by Henry Cull to H. W. Ryland in May 1807, probably written from Hatley. Dominion Archives, S Series, **Internal Correspondence**. Lower Canada, Volume 68, page 33.

**STAFF MEETINGS**

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**David Munroe, B.A., Ormstown High School**

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Teachers have been accused of being strong individualists. Traditionally they seem to have preferred that each should do his work in his own way with little interference from the parent, the public or a fellow worker. They have not pulled as well in professional harness as the doctors and the lawyers. This has proved injurious not only to their occupational status but also to the progress of education. In recent years, however, the teacher's social responsibilities have been rapidly increasing with the result that, to a greater degree than ever before, he is wholeheartedly co-operating both within and without the boundaries of his profession.

In the old days the educational unit was considered to be the classroom, a small, independent, domain ruled by a potentate who was scarcely accountable to anyone. Even the larger schools were usually no more than an aggregation of classrooms, unless some particularly forceful personality as the principal reduced the barriers between these little kingdoms, and even then the vassals resented the intrusion. The school was an architectural unit, not an educational one. Seldom was any attempt made to hammer out a sound and uniform policy toward the problems of administration, instruction or public relations. School spirit either did not exist or was concentrated about one or two strong personalities. Jealousy was often rife within the staff, and the public was consistently excluded from the school. But those days are past. Both teacher and parent are coming to look upon the classroom activities as merely one manifestation of our educational philosophy, which cannot be separated from playground manners or behaviour in assembly. The all-round development of the child is now the objective, and teachers have been compelled to forego their individualism in the supreme task of education for citizenship.

To do this teachers have begun to pool their resources, accept common ideals and assume their share of the responsibility in the policy and progress of the school as a whole. The work of all the classrooms in a school must thus be brought into reasonable harmony and must be closely integrated with the various whole-school activities.

One of the best methods for establishing this necessary common denominator is the staff meeting. In the past, members of the staff have been called together occasionally in most schools; but a general feeling seems to prevail that these gatherings must either be pointless social reunions or dull discussions of routine business. Frequently they are called simply for the purpose of making hurried announcements of policies or plans already adopted; occasionally they are dominated by a principal who will not tolerate suggestions or criticism. But the most common reason for their failure in the past seems to be a lack of planning and of systematic procedure. Too often staff meetings begin late and drag on almost interminably, without accomplishing anything definite. If the staff meeting is to be successful, these mistakes must be avoided.

The meeting must be planned with a definite purpose. Even in a two-room school, a conscious effort should be made to harmonize the social and educational objectives, and the teaching methods must at least be kept free of contradiction. This harmony is too frequently taken for granted, or discussions of it are left to a few casual remarks across the luncheon or bridge table. In all schools, small and large alike, each teacher must understand and appreciate the work of the school as a whole. This is quite as important as knowledge of subject matter or proficiency in teaching. One type of programme will therefore deal with the policies of the whole-school and of those programmes which are sometimes unfortunately called "extra-curricular." Professional growth must also be encouraged. Teachers can all benefit greatly by submitting their classroom procedures to the examination and kindly criticism of their colleagues and also from the study of the large and not uninteresting literature of pedagogy. Programmes of this variety will probably be most frequent and may be correlated with the work of local or specialist associations. A third type of discussion must regularly be directed to the problems of organization and administration of the individual school—the most satisfactory length of periods, supervision of playgrounds, lunch-room and lavatories, report-forms, assembly programme arrangements and many other topics. Some of these matters may appear trivial, but in a democratic school the staff must understand the problems of the administrators as well as those of the instructor.

The following topics may be suggestive:

**Wholesale Activities:**

The School Athletic or Debating Programme	Dramatics
A School Newspaper or Magazine	The Assembly Programme
War Activities in the School	Music in the School
	Interpreting the School to the Public

**Professional Studies:**

The Importance of Mental Hygiene to Pupil and Teacher	Summer Schools
Speech Defects and their Treatment	Teaching the Pupil to Study
	Reasons for Failure
Is Democracy Possible in the Classroom?	

These subjects may be studied by staff members either singly or in groups and presented as papers or through informal discussion. Each member should assume his share of the preparation and, by planning well in advance, all members may do some reading on the subject if they wish. Most of the topics mentioned might be used for one meeting or serve for several, but it is essential that a fairly definite programme should be adopted in advance. Such planning will avoid tiresome repetitions and will also give a view of the ultimate objective.

The size, frequency, procedure and length of the meetings will vary considerably. While it is probably a good thing for the whole staff to meet as a body occasionally, in the larger schools, where there are thirty or forty teachers, the most useful discussions will naturally be held in smaller grade or departmental groups. The frequency will probably depend on the particular work attempted

and on the amount of time which the teachers feel they can profitably devote to such a programme, for it is a postulate that nothing can be accomplished without the interest and co-operation of the teaching body. In some schools the staff meets weekly, in others, monthly. Our experience in Ormstown is that fortnightly meetings are best. The practice of meeting before or during school hours has proved satisfactory in some schools, but the late afternoon or evening appear to be more suitable. Evening meetings might last longer than those held during the day and therefore would be less frequent. Some authorities suggest that Monday and Friday are unsatisfactory, but evidence is somewhat contradictory and, quite probably, any day of the week may prove suitable. In Ormstown, during the past four years, our staff has met regularly on the first and third Monday afternoons of each month, from four to five o'clock. Whatever the time, the meeting should begin promptly and close at the appointed hour, so that everyone may know exactly what to expect.

There remain two problems of what may be called personality and tradition. Staff meetings have occasionally been ruined by principals who refuse to meet their staff on equal terms. The principal must offer leadership certainly, but he must meet his colleagues as fellow-workers, whose opinions may differ radically from his own. The naval discipline which provided everyone with a subordinate to intimidate all down to the cabin-boy, who had the ship's cat, had no place in the school and if, as we are now convinced, democracy must be practised in the classroom, it must also be introduced in the administration of the school. On the other hand, members of the staff may be unwilling to assume responsibility and may even complain that the administrator who asks for their opinions is simply shirking his duty. Tradition has given the teacher a certain security in following instructions; it may be easier to obey than to think. Consequently there are two sides to the matter: the principal must be willing to submit his policies to the criticism of the staff, while the staff must be ready to accept a share in school management. Democracy must be our objective and democracy rests on intelligent and willing co-operation.

Thus it would appear that the test of a school's success may be more clearly indicated in its staff meetings than in the classroom, the playing field, or the assembly hall, for the staff meeting must be the focal point of all these activities. An old Danish schoolmaster used to say, "If you come to my school, I will wind you up so that you will never run down." That spirit, emanating from the staff as a whole, can make of the school the vital social agent that it ought to be. As men and women engaged in a common task, a task that is greater than any one of us, we must be ready and willing to make a common fund of our experience, and, within each school, this can best be done through regular and well-planned staff meetings.

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"When a man does not know what harbour  
he is making for, no wind is the right wind."

—SENECA.

## PUPPETRY TECHNIQUE

**Ethel Hecht, Bancroft School, Montreal**

Puppetry is probably one of the most fascinating and satisfying outlets that can be desired as an art project. Here the creative instinct has unlimited scope in almost every direction of artistic endeavour. The field covers not only the making of puppets and the continual solving of new problems which present themselves as the work progresses, but also the modelling of the heads and the producing of expressions to fit the various characters, the costuming which combines the colour relationships and the actual making, the acquiring of control of the puppet and making it appear as a character on the stage. This also involves a certain amount of knowledge of stage passes and stage technique.

When one has reached the point of producing a puppet play, an endless number of new fields open. Voice control and projection, choric work, music, lighting the stage, effects of the lights on the colours of costumes and drapes, scenery and the making of properties, building the stage and the bridge on which the children stand to manipulate the marionettes, all test to the utmost the artistic and mechanical skill of the participants.

The body of each puppet for the play given at the recent Teachers' Convention was made of two blocks of soft wood about three inches in width, one inch in height and one inch in depth. The blocks were rounded off at the ends with a penknife or rasp and were joined together by a metal chain. The width of these blocks and the length of the chain determine the size of the puppet. All other measurements are relative. One of these blocks forms the shoulder piece and the other the bottom of the trunk. A hole about half an inch in diameter and half an inch in depth is bored into the middle of the shoulder piece into which the neck is later fitted. These two pieces of wood are then connected with a piece of soft cotton material which, when stuffed with wadding, forms the trunk of the puppet. A string is then tied tightly and firmly around the middle to form the waist.

The arms and legs of the puppets are made of white pine, whittled slightly at each end to make for easier movements at the joints. The joints are made of pieces of wire run through small holes which are bored through the ends of the various pieces. Each joint requires two pieces of wire. For instance, to make the knee joint, a small piece of wire is run through the holes at the end of the thigh and another piece of wire of the same length goes through the holes at the upper end of the lower leg piece. The protruding ends of these wires are twisted around each other, producing a hinge joint and permitting the leg to bend backwards and move forwards only, similar to the movements of the human leg. The thigh is joined to the body by means of screw eyes and staples. The hands and feet are attached to the arms and legs respectively, in the same manner as the knee joint.

The hands and feet may be made of terra cotta clay or of the same material as the heads, which I shall discuss later. Terra cotta is a very pleasant substance with which to work and, at the same time, is another medium for the children to

use. The finished product, however, will break if given too rough usage, whereas the material used in the composition of the heads is unbreakable.

Heads may be made of various materials and in various ways, but, when the work is being done by children in the elementary schools, a simple method of handling must be found. We used a mixture of sawdust, soluble casein glue and water, which produces a plastic wood. It is difficult to give exact proportions for this mixture as the amount of water depends upon the absorption powers of the sawdust and, naturally, the amount of glue will be affected by the amount of water used. The best way to judge the mixture is by the feel of it in the hands. If it is too sticky or too wet more sawdust must be added and, if too dry to model, more water must be used. A good way to begin is by taking five and a half heaping dessertspoonfuls of sawdust and three and a half dessertspoonfuls of glue. Mix these thoroughly and add water as one would do for a pudding. Five times this amount will make four heads of the size we used. I also add a few drops of oil to the mixture to make it more agreeable to the hands and before beginning to model, a little oil might be rubbed on the hands as plastic wood adheres strongly to the skin. We used sewing machine oil, but I suppose almost any oil would do.

To fashion the heads, we began with a small ball of very soft paper which we pushed into the centre of a lump of the plastic wood. We then proceeded to model the head and neck just as one would fashion a head out of a lump of clay. The head should be made somewhat larger than desired, as it will shrink a little while drying. The amount of shrinkage will depend upon the amount of water used. The shaping of the head and face must be done fairly quickly as the chemical action of the glue will soon produce a condition which will make modelling difficult. This may be offset for a time by dipping the fingers in water and rubbing them over the surface, but eventually this will no longer be efficacious. A head takes about two days to dry thoroughly. In between, it will reach a rubbery stage. Then, if needed, the general shape of the head can be improved by means of a pen-knife.

At this stage, a small screw eye should be inserted at either side of the head to which the head strings will later be attached and one large screw eye should be inserted in the base of the neck for the purpose of fastening the head to the body. To do this, a small nail is driven into the hole which was previously bored in the shoulder piece, passed through the screw eye at the base of the neck and driven in to the back wall of the shoulder piece. If the screw eye is sufficiently tightly fixed in the neck, the head will, as a result of this connection, move freely, but will not turn completely around.

The controls are made of three flat pieces of wood about ten inches long by one and a quarter inches wide and a quarter of an inch thick. Three pieces are notched on either side about an inch from the end and slit at the end to hold the strings at the proper tension. I shall call these three pieces *A*, *B*, and *C*. *A* is the main control. *B* is placed across *A* at right angles at about three inches from the front end and fastened there by means of a small bolt and nut. A longer bolt secured by a nut is passed through the front end of *A*. *C* is the leg control. A small square, large enough to fit over the nut in *A* is cut in the centre of *C* and this control, when not in use, is placed over the longer bolt at the front end of *A*.

The length of the strings will depend upon the size of the puppet, the size of the proscenium opening and the height of the bridge. The shoulder string is tied to a small screw eye, inserted in the shoulder, passes through a small screw eye in the centre of the under side of control *A* just in front of the bolt joining controls *A* and *B*, and goes down to be tied again in another screw eye in the other shoulder. The length of all other strings depends upon the length of the shoulder strings. The back string goes from a screw eye, sewed into the middle of the back of the puppet, to the rear end of control *A*, is wound around the notches and passes through the slit in the end. The other strings are fastened in like manner, the head strings being attached to the ends of control *B* and the leg strings to the ends of control *C*. The hand strings are attached to the front of control *A*. A piece of leather, through which the hand is slipped when manipulating the puppet and by which the puppet is hung up when not in use, is fastened across control *B*.

Much ingenuity can be shown in the choice of materials for the hair. Among the materials we used were wool, velvet, raffia, feathers, unwound rope, leather and book muslin.

The costuming also offers an opportunity for the creative instinct to run riot as to colour combinations, materials and design.

The properties introduce the making of papier maché and the utilizing of scraps of materials to make flowers, baskets, etc.

I realize that there are many aspects that I have omitted to discuss, such as the stage, a necessary vehicle for the proper expression of the puppet, the bridge, without which the puppeteer cannot properly control the little creatures and, having all the equipment, how to work the puppet, making him respond to the puppeteer's mood and understanding of the part being portrayed. These, however, must be left to a more comprehensive review of the subject.

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### LAKE LOUISE

I think that when the Master Jeweler tells  
 His beads of beauty over, seeking there  
 One gem to name as most supremely fair,  
 To you He turns, O lake of hidden wells!

So very lovely are you, Lake Louise,  
 The Stars which crown your lifted peaks at even  
 Mistake you for a little sea in heaven  
 And nightly launch their shining argosies.

From shore to dim-lit shore a ripple slips,  
 The happy sigh of faintly stirring night  
 Where safe she sleeps upon this virgin height  
 Captive of dream and smiling with white lips.

Surely a spell, creation-old, was made  
 For you, O lake of silences, that all  
 Earth's fretting voices here should muted fall,  
 As if a finger on their lips were laid!

—ISABEL ECCLESTONE MACKAY.

## CHORAL SPEAKING FOR SCHOOLS

## Part One: VALUES AND QUERIES.

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Choral speaking is group oral interpretation of poetry or prose. It is sometimes called "choral (or choric) reading", "choric speech" or "choral recitation", the speaking group being referred to as a "speech choir" or a "verse-speaking choir". Like a singing choir, the speech choir may use unison or part arrangements and introduce solos, duets, trios or other small ensembles within the larger choir.

For a definitive treatment of the methods of choral speaking one cannot do better than consult **Choral Speaking** by Marjorie Gullan, or **Choral Verse Speaking**—an Avenue to Speech Improvement and Appreciation of Poetry by Elizabeth E. Keppie, both published by The Expression Company, Boston. There are other excellent monographs and studies, but these two offer a complete record for the beginner and the advanced student as well as for the teacher of either junior or senior pupils. When such authoritative references exist, it might seem presumptuous for a newcomer to air his opinions and explain his methods. However, there may be teachers who would appreciate a further treatment of the subject by one who has had the privilege of studying the verse choirs in the Protestant Elementary Schools of Montreal, who has observed the methods of competent directors, and who has seen novices master the technique sufficiently to produce pleasing class work in moderately quick time. Furthermore the schools of Montreal provide a unique laboratory for this study since they are introducing verse choir methods under specialist supervision, but without specialist teachers, into every classroom. That being so, the reactions of children and teachers under widely varying circumstances can be compared, different approaches and techniques can be tested, and failures studied as carefully as successes.

Any study of choral speaking for schools should begin with an outline of its potential values as a general classroom method. In this study we must also seek to determine whether or not these potential values are capable of realization in the hands of the average teacher. We should likewise inquire briefly into the procedures which were supplanted by the introduction of choral work into the curriculum.

Choral speaking was introduced into the Montreal schools as a method of teaching English poetry. Until a few years ago, the word "poetry" did not appear in the authorized course of studies for Elementary Schools except in a qualifying phrase under the general subject heading of "Memory Work". Under that heading teachers were required to give explanatory and appreciation lessons on some 250 lines of poetry or prose (selected from the grade reader) and to assign those lines for memorization. The time allotted for this work was usually 50 minutes per week, divided for time-table purposes into five 10-minute periods. During most of these periods throughout the year teachers were accustomed to "hear" the memory work and grade it for accuracy and, in some cases, for what was termed "expression". These grades in turn were subsequently noted in the pupil's report opposite the rather misleading term "Literature".

This conception of Literature in the Elementary Schools is obviously a narrow one. Under it a pupil's ability to understand, appreciate and interpret prose and poetry is deemed largely coincident with his ability to repeat it from memory. Obviously, too, many values that should be present in a Literature course will be lost if teachers devote most of their all too inadequate time to checking memory-work assignments, a procedure that is necessary if 250 lines of poetry are to be learned accurately by every pupil in the class. Substituting choral speaking for memory-work, and allotting it the same amount of time, will not automatically correct these inadequacies, but it will make it easier to do so, as should become apparent in the following paragraphs. For choral speaking is the hand-maiden of the literature course and is capable of bringing out all that is best in it. It also possesses many virtues of its own. The following, then, are the potential values of a school choral speaking programme:

(1) **Choral speaking is interpretative experience.** Emphasizing the **art** of poetry, it calls attention to such important and neglected aspects of literature as rhythm, mood, emotion, imagery, and sound. The teacher who takes her choral speaking seriously should, therefore, become increasingly sensitive to the innate and peculiar beauties of poetry, and her literature lessons should tend to become more vital and more valuable.

QUERY: Will choral speaking work this transformation in every teacher?

ANSWER: No, and in some cases its immediate effects will be detrimental in that errors of interpretation may distort or destroy the intended effect of certain poems so that their "peculiar beauties" are lost. This is the greatest danger in choral work. Whereas memory-work strove primarily to reproduce the words of poetry, choral speaking strives primarily to reproduce them beautifully and meaningfully. When there is little beauty or meaning to the reading, there is little value. One must, however, be patient. A teacher should give herself at least two years before becoming discouraged. Most teachers, under supervision, achieve results that warrant their continued use of the method.

(2) **Choral speaking is creative experience.** A verse choir is "doing" poetry, not merely reading it and talking about it. The "learning by doing" arguments of progressive educationalists are too well known to be reproduced here. It is sufficient to say that they apply as well to the study of poetry as to the study of art or social studies or language.

QUERY: May a polished choral reading that required a great deal of rehearsal and drill be truly called a "creative experience"?

ANSWER: Certainly. The error in this commonly-heard criticism of expert choral speaking is that of considering **spontaneous** creative activity as the **only** creative activity. Much of the creative work of children should be free and spontaneous. Nevertheless, all forms of artistic expression need to be disciplined in order to achieve the highest aesthetic value, in order to present the ultimate truth. Modern teachers in their idealistic belief in free expression are apt to forget this somewhat uncomfortable truism. Pianoforte teachers advertise "direct" methods which, in avoiding the routine of scales and exercises, sometimes neglect essential skills; art teachers lead students directly into the paths of impressionism sometimes to the exclusion of instruction in proper materials and

fundamental draughtmanship; teachers of creative writing skate too swiftly over the hard ice of grammar. Directors of verse choirs should not be led astray by the specious theories of casual progressives. The outstanding school choirs in Montreal rehearse assiduously, and, despite it all, usually enjoy their finished presentations far more than the average choir enjoys its quick studies. The teacher who cannot sustain the interest of a choir over a long rehearsal period should seek the reason within herself. Unable to find it, and faced with a restless class, she should stop choral speaking for a time. She should return to the method later and do quick studies until her technique becomes surer and until she becomes more sensitive to the imagery and the vocal beauties of poetry. For some teachers, of course, the quick-study method will always be the only workable one.

(3) **Choral speaking is group experience.** On this point Marjorie Gullan has expressed herself as follows: "Choral speaking is providing today a form of artistic expression for hundreds of boys and girls, and men and women, who are too reserved or too self-conscious to speak it alone. Many of them are quite unaware that they care about speaking poetry, and would certainly never find out that they did, if the discovery depended on solo verse speaking. To their own surprise they are often swept away by the power of the rhythm or the sound of the words, enhanced as these are by choric speech, or they are seized by the mood expressed, without knowing precisely what has happened, except that power and beauty is present and that they are sharing it with others.

"From the social point of view, choral speaking is a very valuable thing. It is good for men and women to come together in this way in order to share an artistic experience. They will find a deep satisfaction in adding their quota to the whole, and in making their individual contribution so good that this whole may be artistically worth while. Psychologically it is a very satisfying experience, especially for the reserved Britisher, who finds real joy in expressing himself whole-heartedly when he is sure that he is lost in a crowd. He is then surprised at the discovery of what he can achieve in the way of expression when for the time being his self-consciousness has been forgotten."

QUERY: Is choral speaking a suitable medium for every group to be found in our schools?

ANSWER: Yes, under a gifted teacher. The average teacher may find it a difficult medium for (a) special classes, (b) kindergarten, (c) grades I and II, (d) boys in their teens, (e) unimaginative adolescent girls.

(4) **Choral speaking is speech experience.** There can be no better method for speech training than to present a verse choir programme. For one thing, common errors become more obvious and objectionable when they are made in chorus. For another, a choric recitation demands excellent diction and pleasing tone. Then, too, one can set a higher standard for speech in choral speaking classes than in others because the need for a clear, soft, flexible voice is so readily apparent. Choral speaking dramatizes speech training and gives it point and purpose.

QUERY: Should there be one standard of speech for choral speaking classes and another for everyday work?

ANSWER: Not in the ideal classroom. But usually verse choir time is the one time when pupils and teachers are in the mood to be really critical of voice and diction. Likewise, pupils are more receptive to speech correction when it is the

speech of a group that is being corrected. Criticising the individual may arouse some antagonism since a child usually speaks in the accepted manner of his parents and playmates. To repeat what was pointed out above—a high standard of speech is more easily attainable in choral speaking classes than elsewhere because there the purpose of the speech work is readily apparent to pupil and teacher.

QUERY: What should determine the standard of speech for a Canadian verse choir?

ANSWER: According to the philologists Canadian speech belongs in the category "General American". This is the commonest of the three main English dialects spoken on this continent and is likely to supersede all others. That being so, it is not sensible to strive for any other dialect in the classroom. In other words, one shouldn't set Eastern American or South of England standards as is sometimes advocated. Accepting the category, General American, one should study the speech of the better educated members of the community, particularly that of trained speakers such as radio and cinema actors (when they are interpreting typical North American characters of some refinement).

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These, then, are the potential values of a choral speaking programme for schools: It provides creative experience in the oral interpretation of poetry and rhythmic prose in a way that stresses form and spirit, social activity, and good speech. To claim that these values **have** been completely realized or **will be** completely realized in any one Montreal school would indeed be a misrepresentation. One can say, though, that they are being partially realized in a surprising number of classrooms. In the average large school of 30 classes, say, one or two choirs are usually doing very valuable and beautiful work, five or six choirs frequently approach the standard of the leaders, five or six rarely approach adequacy, and the remainder do satisfactory or promising work. Last spring one could have heard at least 30 school choirs in the city which were able to rouse critical listeners to genuine enthusiasm. These choirs had indeed become media for the artistic interpretation of poetry. How they became so is the object of this study. But before we go into the problems of materials and methods, we should try to answer certain objections which were, and sometimes still are made of choral speaking as a classroom activity.

OBJECTION: Choral speaking is a medium suited only to younger children.

ANSWER: Age and experience count as much in the verse choir as in any other form of artistic expression. Choirs of speakers aged 6-10 years can do very interesting work, but on the whole older children seem to achieve the most sincere and artistic readings. The age group 10-12 is perhaps the best, although senior high school girls can and do present brilliant and thrilling programmes. In Montreal the best classroom choirs are usually in grade V.

The progress of children in choral verse reading would seem to parallel that of children in special art classes. Youngsters often create fine, expressive paintings when they are very small, but the peak of their skill is reached just prior to adolescence. Thereafter they have to learn many things all over again because they are now hampered by adult standards and by a new self-consciousness. Having conquered their awkwardness, they go on, according to their ability, to become mature artists or students or spectators.

**OBJECTION:** To direct a verse choir requires specific and considerable musical ability.

**ANSWER:** Several outstanding verse choir directors in Montreal are unable or unwilling to take their own music periods. Nor are music specialists invariably successful with choral speaking. Certainly, however, a feeling for musical form will help the verse director, and the music teacher who has handled school choirs usually finds it easy to control and direct a choral speaking group even though her results may not be outstanding.

It is difficult to say exactly what specific talents **are** required of the verse choir director. When one starts to dogmatize, one is immediately faced by notable exceptions. The ability to appreciate tone qualities and to distinguish the patterns which the voice makes under the stress of different emotions would seem to be a prime requisite—that, and the ability to explain these patterns to a choir, and create the proper mood, so that the speakers are able to reproduce them naturally. In short—general teaching competence plus an “ear” for emotional expression. This is a complex talent more difficult to define than to display. Certainly numerous teachers in Montreal have proved that they possess it, latently or otherwise, and they did not find it overly difficult to develop it.

**OBJECTION:** Verse choirs cannot interpret the best poetry.

**ANSWER:** Certainly one can hear good poetry badly recited by Montreal verse choirs. But then one can also hear the same poetry spoiled by children reciting it as “memory-work”. Even trivial poetry may be ruined by children whether giving it as a solo or a choric recitation. The deficiency is not in the choral speaking method but in the person using it.

Any poem worthy of study in our schools can be presented by a verse choir provided that the choir can understand it, that it isn't too long, and that the teacher feels she can do it. One should be wary of advising teachers not to use certain selections because they are too reflective, or too descriptive, or too subtle. One is apt to find the class next door doing these very selections and doing them very well.

After all, what can or what should be done by verse choirs is largely a matter of taste. Choral speaking directors are fond of modern verse for children, because, as it is written by a Milne, or a Farjeon, or a McKay, or a Blyton, is usually based on excellent observation of childhood, on rhythms that are deep-rooted in the life of the folk, on emotions that are universal, on dreams and fancies and thoughts that are part and parcel of every child's experience. Modern verse for children is on the whole superior to the traditional children's poetry for the simple reason that very few poets before the present century wrote consciously for child audiences. That a poem was taught in the schools of our fathers does not signify that it has value for today's youth, or, even, that it has value. Indeed a lot of very bad poetry was taught in the schools of our fathers if one may judge by those most popular of all texts, the McGuffey Readers. Nor does a poem with serious purpose necessarily recommend itself to the verse choir. There are dull preachers, quack doctors, and dubious pedagogues in literature as well as in life.

To return to the objection: Verse choirs not only can do the best poetry, but they should do it, whether it be light or serious, purposeful or nonsensical, modern or traditional, by William Wordsworth or A. A. Milne.

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- ARVIDA: **Mr. Harold H. Calder**, Miss Peggy Jack, Miss Jean MacArthur, Miss Beryle Schurman, Miss Betty Smith, Miss Gladys Palaisy, Mr. Eugene Jousse, Mr. Edwin Brown.
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- BEAUHARNOIS: **Mr. John B. M. Baugh**, Miss Ruth Turnbull, Miss Janet Bryson, Miss Grace M. McCartney.
- BEEBE: **Mr. Scott A. Brown**, Miss Eileen Elliott, Miss Beryl Gibb, Miss Jean Ferguson.
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- DUNDEE: **Mr. James A. Haughton**, Mrs. Grace Ironside, Miss Alma B. Cockerline, Miss Marguerite M. Burbank.
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SOUTH: **Miss Marie J. Stewart**, Mrs. Wilbert C. Eden, Miss Audry D. Patterson.
- GASPE: **Mr. J. Egbert McOuat**, Miss S. Hilda Lenfesty, Miss Clare Jean Stewart.
- GATINEAU: **Mr. K. C. Fraser**, Miss Jane A. Elliot, Mrs. Beatrice Rowe, Mr. Earl K. St. Jean.
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- ISLAND BROOK: **Mr. W. F. Prangley**, Miss Bertha E. Graham, Miss Grace P. Perkins.
- ISLE MALIGNE: **Mr. J. N. Fortier**, Miss Doris L. Kerr, Miss Anna G. McIver.
- KINNEAR'S MILLS: **Miss Margaret G. Wood**, Miss Margaret G. Perkins, Miss Edna M. Robinson.
- LAKE MEGANTIC: **Miss Josephine McM. Ullock**, Miss Esther Pyle, Mrs. Lillian P. Olson.
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- McMASTER-VILLE: **Mr. Raymond A. Montague**, Miss Janet P. Cockerline, Miss Alma A. Boyce.
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- PENINSULA: **Mrs. Henderson Stanley**.

**SUMMARY OF THE MINUTES OF THE ADMINISTRATIVE COMMISSION OF THE PENSION FUND FOR OFFICERS OF PRIMARY EDUCATION, AUGUST 27, 1942**

Condolences were offered to the family of the late Dr. C. A. Delage who, for twelve years, had acted as Medical Advisor for the Commission. Sympathy was also expressed to Mr. Wilfrid DuCap, a member of the Commission, following the death of his wife.

**PENSIONS ACCORDED TO OFFICERS 56 YEARS OF AGE AND OVER**

NAME	AGE	ANNUAL PENSION	NAME	AGE	ANNUAL PENSION
Lagacé, Jean-Baptiste.....	74	\$1,488.64	White, Arthur E.....	60	\$1,500.00
Larminie, William-J.....	71	1,500.00	Wehr, Julia Ann.....	60	622.44
Guérin, Zotique.....	67	1,500.00	James, A. Ethel.....	60	1,484.96
Langlois, Joseph-A.....	66	1,500.00	Martineau, Eugénie.....	60	200.00
Corbeil, Joseph-C.E.....	66	1,278.08	Tardif, Berthe.....	58	541.40
Sansfaçon, Edourdina.....	66	641.24	Maufrais, Alain.....	58	1,484.40
Caron, Marie-Emma.....	66	816.64	Beaudoin, Rose-Anna.....	58	275.00
Edgar, George.....	65	1,500.00	Braidwood, Helen.....	58	670.84
Cain, Eugénie.....	65	245.00	Griffin, Peter.....	58	1,410.56
(Mrs. R. Roberge)			Bissonnette, Marie-Louise....	58	477.56
McAleer, Mary Ann.....	65	681.20	Goupil, Herménégilde.....	58	812.84
Dextrase, Alma.....	64	769.32	Banks, Harry H.....	57	1,022.12
Bonneville, Alfred.....	63	1,500.00	Macfarlane, Rhoda M.....	57	929.00
Lafontaine, Maria-Léa.....	63	793.36	Gagné, Joseph-G.....	57	1,500.00
Wadleigh, Victoria.....	63	235.00	Beaudet, Marie-Louise.....	56	225.00
(Mrs. W. Hilliker)			Clark, Isbel S.....	56	761.76
Roy, Marie-Régina.....	62	200.00	Walker, Cora.....	56	271.40
Mathieu, David-J.....	62	1,500.00	(Mrs. Arthur Sullivan)		
Séguin, M.-A.-Léda.....	62	235.00	Guérin, Maria-Laura.....	56	765.36
(Mrs. A. Caron)			Dyas, Charles-R.....	56	1,500.00
Colpitts, Raymond-D.....	62	1,500.00	Roy, Rebecca-Eadie.....	56	1,147.84
Stevenson, Robina M.....	62	672.00	Hébert, Lucien.....	56	1,271.20
Crook, Alice.....	61	681.88	Véber, Maria.....	56	388.60
(Mrs. H. Twyner)					

**PENSIONS GRANTED TO OFFICERS UNDER 56 YEARS OF AGE**

NAME	AGE	ANNUAL PENSION	NAME	AGE	ANNUAL PENSION
Godbout, Victoria.....	55	\$ 290.20	Poissant, Joseph.....	50	\$1,290.68
Desjardins, Imelda.....	54	527.24	Rouleau, Antonio.....	43	903.32
Chrusten, Jules-J.....	54	1,088.08	Bouchard, Marie.....	42	215.00
Morison, Helen.....	54	1,475.36	Clarke, Hope Gladys.....	40	663.24
Pépin, Marie-Adéline.....	51	200.00	Proulx, Léa.....	39	284.52
Dubé, Marie-Eméline.....	50	215.00	Gauthier, Léonard.....	38	752.00

**PENSIONS GRANTED FOR ONE YEAR**

NAME	AGE	ANNUAL PENSION	NAME	AGE	ANNUAL PENSION
Dupuis, Eglantine.....	49	\$ 230.00	Audet, Cécile.....	41	\$ 215.00
Legendre, Béatrice.....	48	215.00	Demers, Antoinette.....	39	210.00
Larouche, Sophie.....	45	225.00	Pilote, Alice.....	38	200.00
Lesage, M.-Antonia.....	44	589.88			

**REQUEST FOR REIMBURSEMENT OF STOPPAGES ACCORDED**

NAME	AGE	ANNUAL PENSION	NAME	AGE	ANNUAL PENSION
Gosselin, Claire.....	42	\$ 368.50	Loranger, Madeleine.....	36	\$ 604.86
(Mrs. Paul Gosselin)			(Mrs. Achille Favreau)		
Marcil, Yvonne.....	41	150.09	Grignon, Francine.....	36	619.84
(Mrs. Léopold Prairie)			(Mrs. F. Charbonneau)		
Perrier, Aline.....	38	487.82			
(Mrs. Ernest Légaré)					

**The following requests for pensions must be confirmed by the Medical Controller:** Marie-Luce Roy, Marie-Jeanne Gormier, Cécile Genest, Kathleen Lawton, Madeleine Desautels, Germaine Dubé, Rose-Anne Girard, Marcelle Boulanger, Aline Tousignant, Yvette Desranleau, Marie-Marthe Lafleur, Simone Gauthier, Rita Huard, Eleanor Wilson, Claire Deslauriers, Corinne Jacques, Isabelle Marcoux.

**Requests for pension held in suspension:** J. Eusèbe Ménard, Maria Raiche, Ruth Coakley, Mélanie Sauvageau, Elise Boutin.

**Pension to be granted when she has attained the age of 56:** Cécilia-Jessie Argue.

**Request granted to pay stoppages for the years in which he taught as a specialist:** James Reginald Hale.

**Additional Information required:** J. E. Gagnon.

**CORRECTION:** The summary of the report of the Administrative Commission of the Pension Fund which appeared on page 187 of the July-September issue contained an incorrect statement concerning the widows of Alphonse Primeau-Robert and J. Emile Pellerin. The minutes read as follows: "Mr. Alphonse Primeau-Robert has died. As he had paid the amount necessary to assure a pension for his wife she will receive half the amount to which he would have been entitled." "Mr. J. Emile Pellerin. As this case was similar to the preceding one the same decision was reached." Editor.

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## BOOK REVIEWS

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**Science Experiences**, by Carleton J. Lynde, former Professor of Physics at Macdonald College, consists of two hundred gripping science experiences that require only home equipment and encourages youth to experiment in a fascinating manner with such principles of Physics as atmospheric pressure, flying, air streams, compressed air and gas, water wheels and turbines, inertia and heat. The section on science toys is one of common appeal. All the experiences are described pithily and illustrate well the maxim that "All knowledge begins with wonder". Published by J. M. Dent and Sons, 226 pages, \$1.60.

**Canada and Her Story**, by Mary Graham Bonner, is a vivid presentation, in readable form, of the history, geography, occupations and present day life of this country. In addition to chapters outlining the main facts there are others on education and travel, Indians of today, the Royal Canadian Mounted Police and Wild Life. The thirty-seven pictures are works of art. Published by the Ryerson Press, 180 pages, \$2.50.

**The Story of the Americas**, by A. D. Thomson, Principal of the Mayfair School, Saskatoon, Saskatchewan, is a short social studies' book for junior grades. It is written in a clear, explanatory style and is heightened in interest by the introduction of typical discussions between a teacher and her pupils and the introduction of class reports. Good assignments are made throughout which offer many suggestions to teachers developing enterprise work. An extensive bibliography adds to the value of the book. Published by the Ryerson Press, 171 pages, \$0.75.

**Flying Colours**, by Sir Charles G. D. Roberts, is an anthology of patriotic verse intended primarily for use in Canadian schools. Almost one half of the poems are by well known Canadian authors, including Sir Charles himself, Lloyd Roberts and Theodore Goodridge Roberts, Nathaniel Benson (The Ballad of the Rawalpindi), Arthur S. Bourinot (Sleeping now in Coventry), Audrey Alexandra Brown (In Time of Invasion), Marjorie Pickthall (Canada to England) and W. D. Lighthall (My England), S. Morgan Powell (Unto the End), Frederick George Scott (The Mother, Impregnable, Canada to Australia), A. M. Stephen (Britain), Arthur Stringer (Taps at Twilight) and E. J. Pratt (Dunkirk). The poets of Great Britain include Begbie, Binyon, Bridges, Brooke, Housman, Drinkwater, Masfield, Milne, Noyes. Poems of writers in the Sister Dominions and the United States are also included. Published by the Ryerson Press, 126 pages, \$0.60.

## MINUTES OF THE MARCH 1942 MEETING OF THE PROTESTANT COMMITTEE

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Offices of the Protestant Board of School Commissioners, Montreal, March 17th, 1942.

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

**Present:** Mr. A. K. Cameron, (in the Chair), Mr. Howard Murray, Senator C. B. Howard, Mr. R. Eric Fisher, Mrs. A. F. Byers, Mrs. A. Stalker, Dr. W. L. Shurtleff, Dr. W. O. Rothney, Dr. E. Leslie Pidgeon, Mr. Leslie N. Buzzell, Mr. C. H. Savage, Dean Sinclair Laird, Dr. C. L. Brown, Mr. A. R. Meldrum, Mr. T. M. Dick, Dr. R. H. Stevenson, Dr. A. H. McGreer and the Secretary. Colonel J. J. Creelman was present by invitation.

The minutes of the previous meeting were read and confirmed.

Apologies for absence were received from Mr. Justice W. L. Bond and Mr. A. S. Johnson.

The Director of Protestant Education reported that Bill No. 8 entitled: "An Act to Amend the Education Act" granting to women the right to vote and qualify for office in school affairs had been presented to the Legislature.

A letter was read from the Canadian Legion of the British Empire Service League, Quebec Provincial Command, asking that: "A Youth Council be formed or created by the Government in conjunction with the school authorities with a view to having the older boys assist in national work during the summer holidays, should the necessity arise." The Director of Protestant Education reported that he had seen the Provincial Secretary who received the suggestion with sympathy and suggested that the Canadian Legion be asked for specific ways in which the Province could help. The Chairman stated that he had sent copies of the letter to the Prime Minister and the Provincial Treasurer and had received letters from them expressing sympathy with the aims of the Canadian Legion. It was resolved that the action suggested by the Provincial Secretary be followed.

Mr. Cameron reported that he had interviewed the Provincial Secretary and the Provincial Treasurer concerning the proposed County Central School Board Bill who had stated that there was little possibility of the Bill going through in its present form as it contains no clause allowing appeal by a county against any or all of its provisions. Because of this, a meeting of the Legislative sub-Committee had been held which now presented an amendment reading as follows: "Nevertheless, if within a delay of six months from the coming into force of this Act, the local boards of any territory for which a Protestant Central Board may be created, constituted and appointed, forward to the Director of Protestant Education a petition signed by the majority of the electors who are owners of taxable immovable property situated in the said territory, whose signatures are attested under oath by the witness thereto, and accompanied by a certificate of the secretary-treasurer of each local board concerned that the signers are such electors, and giving the total number of electors in the school municipality con-

cerned, and asking that this Act shall not apply to the territory mentioned in the petition, such territory shall be exempt from the provisions of this Act and shall not be affected thereby.

However, the said territory may afterwards become subject to the provisions of this Act by forwarding to the Director of Protestant Education a petition similar in requirements to that above mentioned, asking that this Act shall apply to the said territory of which the Director of Protestant Education shall give notice in the Quebec Official Gazette.

That Section 4 (2) 3rd paragraph on page 7 of the draft Bill dated December 20th, 1941, be amended by inserting before the words "the Protestant Committee" the words: "subject to the provisions of section 32 of this act". The amendment was adopted on the motion of Dr. Shurtleff.

Mr. Savage proposed that consideration of his motion to have a teacher-member appointed on the High School Leaving Board be held over until the next meeting. The motion was adopted.

On behalf of the sub-Committee appointed at the previous meeting to prepare a brief setting forth the aims of the Committee in connection with the Bill amending the Montreal Protestant Central School Board Bill, Dr. Pidgeon presented a full statement, which was adopted. As the Provincial Treasurer had asked for an explanation of the increased cost of operations of the schools under the Montreal Protestant Central School Board, Mr. Buzzell presented a report showing the increases in detail, which was likewise adopted.

Mr. Cameron then asked Mr. Murray to take the Chair. The former reported upon an interview with the Provincial Secretary and the Provincial Treasurer in which the Government asked the minimum amount that would be needed to enable the schools to balance their budget during the current year. Analysis showed that the amount required for the 1941-1942 session is \$847,280.00 and for the 1942-1943 session will be \$1,236,280.00, a total for the two years of \$2,083,560.00. Mr. Cameron further explained that enquiries were being made as to the possibility of re-financing the bond issues in order that expenses may be modified and that, by so doing, there was some hope of realizing a substantial annual saving. The statement having been received, Mr. Cameron resumed the Chair.

For the information of the Committee, Colonel J. J. Creelman reported that the Government had presented to McGill University a revised draft of the proposed legislation regarding the McGill Normal School Bill, but that McGill is not prepared to sign it in its present form.

Mr. Cameron reported that, on the previous evening, a meeting had been held with representatives of the school boards on the Island of Montreal and (a) that the following resolution had been passed by a vote of 16 to 10: "That this Board accepts the principle of a centralized school administration for the Island of Montreal and the adjoining metropolitan area, provided that all members of the new governing body be elected by districts disregarding municipal boundaries; and, further, that a committee representing the school municipalities concerned

be formed for the purpose of preparing a satisfactory Bill in accordance with this principle." (b) that representatives of the boards had agreed to meet on March 31st with a view to presenting a revised Bill. Because of this action he stated that the boards concerned thought that the Protestant Committee might wish to delay sending the Bill to the Government. On his motion, however, it was decided that the Bill should be forwarded forthwith together with the brief prepared by the sub-Committee and now adopted (including Schedule A) and the Financial statements which are attached.

On the motion of Mr. Savage, seconded by Mr. Buzzell, it was resolved by a vote of 8 to 2 that the following statement should also be sent to the Government: "It would appear that the Bill as drafted may not allow enough time between the coming into office of the new Central Board and the opening of the schools in September to enable the Central Board to have the new system properly planned and in operation for 1942-1943. It is, therefore, suggested that the Bill provide that the change in the powers of the Central Board (Sec. 7) and Local Boards (Sec. 9) take effect on July 1st, 1943: the Central Board, however, having the power to engage its superintendent and such other advisory and clerical staff as it deem necessary at any time after its coming into office."

A further motion by Mr. Savage that the Bill provide that an electoral system come into effect July 1st, 1943, within the territory of the Central Board, the elections being conducted in accordance with the provisions of Article 125 of the Education Act, was defeated.

A sub-Committee was appointed at the suggestion of the Chairman to see whether the staff of the Department of Education is adequate and to investigate salary conditions. The Committee appointed was Senator Howard, (Convener), Dr. Shurtleff, Mr. Murray, Mr. Fisher and Dr. Stevenson.

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

W. P. PERCIVAL,  
Secretary.

A. K. CAMERON,  
Chairman.

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Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every schoolhouse become a service center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of good will who seek to bring to this earth a lasting peace.

FRANKLIN D. ROOSEVELT.

### I HAD A LITTLE DOGGY

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I had a little doggy that used to sit and beg;  
But doggy tumbled down the stairs and broke his little leg.  
Oh! doggy, I will nurse you, and try to make you well,  
And you shall have a collar with a little silver bell.

Ah! doggy, don't you think that you should very faithful be,  
For having such a loving friend to comfort you as me?  
And when your leg is better, and you can run and play,  
We'll have a scamper in the fields and see them making hay.

But, doggy, you must promise (and mind your word to keep)  
Not once to tease the little lambs, or run among the sheep;  
And then the little yellow chicks that play upon the grass,  
You must not even wag your tail to scare them as you pass.

AUTHOR UNKNOWN.



MONTREAL SCHOOLS  
EXHIBIT  
ÉCOLES DE MONTRÉAL

1942

TRICENTENAIRE

MONTRÉAL

TRICENTENAIRE

1942

THE WINDSOR STATION, MONTREAL, PHOTOGRAPHS OF THE SCHOOLS