OH
I 67 C65
E 38 /
no. 2

THE EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC

PUBLISHED QUARTERLY

Vol. LXXVIII, No. 4 *OCTOBER-DECEMBER, 1962*



BIBLIOTHÈQUE NATIONALE 6 MAR 1969 PUBLICATIONS OFFICIELLES

SKY WATCHERS – SALLY MARGOLICK, GRADE 7, ROSEDALE SCHOOL

THE GREATEST BLESSING

God has given man many blessings.
Such as the five senses —
to speak,
to touch,
to smell,
to taste,
and to hear,
as well as the joys of seeing, running, singing,
and all the things we take for granted every day.
But God has given us the very best gift of all —
a gift without which
the world would be a sad place.
That blessing is the gift to love,
and to be loved.
Think how it might be, knowing you're not loved —
a very sad thought.
Many people,
such as orphans and refugees,
must face the thought every day —
so consider how lucky we are.
No . . . . . .
life wouldn't be worth living
if love didn't exist.
I hope that golden blessing
called *Love*
remains in man's heart forever.

———Leslie Stevenson, Grade VI
Cedar Park School

THE EDUCATIONAL RECORD

October - December, 1962.

CONTENTS

		Page
Announcements		154
Art in the Classroom	Hannah Hyams	158
Moral and Religious Instruction	G. L. Rothney	161
The Grade X Examinations: June 1962		170
School Directories: 1962-1963		179
Book Reviews		202
Minutes of the May, 1962 Meeting of the Protestant Committee		209
Index of Articles Published in The Educational Record, January-December, 1962		216

Printed by La Tribune Inc., Sherbrooke

THE EDUCATIONAL RECORD

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

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

Vol. LXXVIII *QUEBEC, OCTOBER-DECEMBER, 1962.* *No. 4*

ANNOUNCEMENTS

TEXTS RECOMMENDED FOR AUTHORIZATION IN CLASSES FOR FRENCH SPEAKING PUPILS IN GRADES VIII AND IX OF QUEBEC PROTESTANT SCHOOLS (1962-63)

French

Grades VIII and IX

Geslin et Laurence, *La Narration*, Centre Educatif et Culturel
Galichet, *Grammaire Française Expliquée*, Lavauzelle

Grade VIII

Fournier et Bastide, *Français* 6e, Bordas
Daudet, *Lettres de Mon Moulin*, Hachette
Dahl, *L'Histoire Merveilleuse d'Albert Schweitzer*, Rouge et Or
Molière, either *Les Fourberies de Scapin* or *Le Médecin malgré lui*, Larousse
La Bible, Segond *or* Synodale

Grade IX

Fournier et Bastide, *Français 5e*, Bordas
Molière, either *Le Malade Imaginaire* or *Le Bourgeois Gentilhomme*, Larousse
La Bible, Segond *or* Synodale

One of

Eve Curie, *Madame Curie*, Bibliothèque Verte
Bombard, *Naufrage Volontaire*, Bibliothèque Verte
Valléry-Radot, *Pasteur*, Collection Flammarion

One of

Chandon, *Contes et Récits tirés de l'Enéide*, Nathan
Contes Français et Légendes Canadiennes, Macmillan

English

Grade VIII

Filteau and Villeneuve, *Conversation Anglaise, Book IV*, Editions Schola
Cassell's Compact French-English and English-French Dictionary
Yoakam and Daw, *My Spelling, Grade Six*, Ginn

Supplementary Readers

The Talking Cat, Harpers
Children of the New Forest, Longmans
King Arthur and the Knights of the Round Table, Longmans
Gulliver's Travels, Longmans
Story of the Greek Heroes, Longmans
The Blue Lagoon, Longmans
Peter the Whaler, Longmans
King of the Underseas City, Longmans
She, Longmans
Becky and the Bandit, Ginn

Grade IX

Filteau and Villeneuve, *Conversation Anglaise, Book V,* Editions Schola
Cassell's Compact French-English and English-French Dictionary
Yoakam and Daw, *My Spelling, Grade Seven,* Ginn

Supplementary Readers

Adventure in the Sierras, Ginn
Jungle John, Longmans
Travellers' Tales, Longmans
The Prince and the Pauper, Longmans
King of the Underseas City, Longmans
Robinson Crusoe, Longmans
Lorna Doone, Longmans
Quentin Durward, Longmans
The Invisible Man, Longmans
Jane Eyre, Longmans

Geography

Grades VIII and IX

Ozouf et Coustou, *Géographie 6e,* Nathan

History

Grades VIII and IX

Malet-Isaac-Béjean, *Histoire Cours Complet,* Hachette

Mathematics

Grades VIII and IX

Beaudry et al., *Mathématiques, 8e et 9e années,* Centre de Psychologie et de Pédagogie
Hall et Knight, *Algèbre Elémentaire,* Les Presses Universitaires de Laval

Grade IX

Géometrie, Ligel

Music

Grades VIII and IX

Fowke and Johnston, *Chansons de Québec*, Waterloo Music Company

Grade VIII

Hansen-Dautremer-Dautremer, *Cours Complet d'Education Musicale et de Chant Choral*, Livre I, Leduc

Grade IX

Hansen-Dautremer-Dautremer, *Cours Complet d'Education Musicale et de Chant Choral*, Livre II, Leduc

Science

Grades VIII and IX

Dirand-Caron-Caron, *Les Sciences*, Hatier

Business Education

Grade IX

Sténographie Gregg Simplifiée, deuxième édition, McGraw-Hill
La Méthode Moderne de Sténographie Pitman
Cours de Dactylographie - Typewriting Course, Les Editions de L'Atelier

Latin

Grade VIII

R. Gal, *Manuel de Latin (Liber Primus)*, O.C.D.L.

Grade IX

E. de Kirch, *Manuel de Latin (Liber Secundus)*, O.C.D.L.

GRADE XII LATIN

The following assignments have been authorized from *Latin Prose Selections* and *Latin Poetry Selections:*

1963-64 :	*Prose Selections*,	Cycle III;	*Verse Selections*,	Cycle I
1964-65 :	*Prose Selections*,	Cycle II ;	*Verse Selections*,	Cycle I
1965-66 :	*Prose Selections*,	Cycle II ;	*Verse Selections*,	Cycle III.

EXAMINATIONS, JUNE 1962

June examinations were prepared for Grades VII, X, XI, and XII. Answer papers for Grade VII were read by the staffs of the secondary schools. The number of Grade X pupils writing examinations prepared by the Department of Education was 2084; of this number 1441 pupils were awarded the Grade X Certificate of Proficiency. All the high schools under the Protestant School Board of Greater Montreal, and a few other high schools, prepared their own Grade X examination papers.

The results of the examinations of Grade XI (High School Leaving) and Grade XII (Senior High School Leaving) were as follows :

	Grade XI	Grade XII
Number writing complete examinations in June	4405	324
Number successful in June	3208	229
Percentage successful in June	72.8	70.6
Total number writing supplemental examinations in June	799	15
Number passed by June supplementals	281	3
Number of partial candidates in June	1174	32
Total number writing papers in June	6378	371

AUGUST-SEPTEMBER SUPPLEMENTAL EXAMINATIONS, 1962

	Grade XI	Grade XII
1. Number writing supplementals to obtain Certificates; August-September	598	45
2. Number of supplemental candidates receiving Certificates; August-September	292	14
3. Number writing supplemental papers to improve standing	1127	101
4. Total writing papers in August-September	1725	146
5. Total number of certificates issued; June and September	3781	246

UNIVERSITY OF ALBERTA
FELLOWSHIPS AND ASSISTANTSHIPS, 1963-1964

The Division of Educational Administration, University of Alberta, will have available a number of fellowships, teaching assistantships and research assistantships, ranging in value from $1800.00 to $2700.00 open to candidates enrolling in the M. Ed. and Ph. D. programs in educational administration for 1963-1964.

Applications for these awards will be accepted from graduates of any recognized university who have had at least two years of successful teaching experience and who desire to prepare themselves for careers in educational administration. Awards are made by the selection committee on the basis of academic standing, intellectual ability and administrative promise. Successful applicants in the past have been representative of all the Canadian provinces.

Application forms and information regarding the graduate programs are available from the office of:

The Chairman,
Division of Educational Administration,
University of Alberta,
Edmonton,
Alberta.

Completed applications must be filed before February 15, 1963.

ART IN THE CLASSROOM

Hannah Hyams, Rosedale School

One definition of the word "art" is that it pertains to skill: "human skill as opposed to nature; the skill applied to representation, design, or imaginative creation." It is a way of thinking, seeing, feeling, and creating. It is a universal language expressing and communicating with all men what each of us sees all around us, and within ourselves.

For all teachers the first job in the classroom is to make students aware of seeing and feeling, to teach them to express their newly found sensitivity in the way most accessible to them. The materials used are incidental; the important point is to stimulate and foster curiosity and growth.

Participation in the arts often makes the student and the teacher happier, and gives each a profound satisfaction, but psychotherapy and art are not the same thing.

Although free expression is one factor in communicating one's artistic language, the teaching of a sound programme in all art forms is necessary. The teacher with knowledge can plan her course to suit the needs of her pupils, and can evaluate the students' work with understanding. The student with knowledge gains in security and can then more freely express his individuality. Each new lesson offers an opportunity for exploration and discovery.

One important aspect of an art programme, suitable for all, is the viewing and discussion of paintings of the masters from the earliest to the most modern. The student who can enjoy the skill of another, and know why, shares that experience, albeit vicariously. When a student can communicate his reactions, orally or in writing, he consolidates his appreciation. The following extracts from the compositions of students ranging in age from eleven to fifteen years give some idea of the powers of observation which can be developed in children. After they had experimented with, and had been instructed in the techniques of art at their level, they were shown the works of some thirty great artists. They said:

"In looking at the painting "Anne of Cleves" by Hans Holbein one gets the feeling that she is looking right through you at something far away. Her bland, almost expressionless face and clenched hands suggest that she might possibly have been nervous while posing.

"However, the precise detail and colour make up for the lack of action. The minute detail, especially on the head-dress and the bodice of the dress, show Hans Holbein to be a painter of excellent quality.

"The two main colours of the picture, red and green, have a very dark and dull pigment, and contrast sharply with the very pale face and hands of the figure. The gold head-dress and embroidery brighten up the picture considerably. Although

this picture is one that is not particularly pleasant to look at, it is still a fine piece of art."

"The picture "The Blue Oak" by Derrain to me is childish, and I don't like it. The orange at the bottom is one thing I don't like; the background is another. It also has too much blue in it. Yet it is original; it has colour and depth.

"On the other hand, the picture "Mother and Child" by Mary Cassatt, I like. I can feel the texture of the Mother's dress as velvet. I like the way the artist caught the subject's expression and the painted reflections in the mirror behind. Most of all, it expresses love.

"Of the thirty paintings in front of me I choose these: the one I like, and the one I dislike. These are my honest feelings."

"There I stood in the classroom looking at the originality and vividness of a painting called "Line Storm." It looked alive, and from the moment I spotted it I saw adventure in it.

"From the bright morning I could see the day becoming dark and cloudier by the moment.

"The horses, sensing a storm, stamped their hoofs impatiently on the ground wanting to run down the valley — anywhere — to seek protection.

"I could see lightning flashing across the sky. A man raced his horse and hayload rapidly down the valley to his home. There was much to see in that painting by John Steuart Curry."

"In the painting "Tornado, Bahamas" by Winslow Homer you have the feeling of a tornado coming up bringing winds of vigorous force, and beating rain, and ruin. In "The View of Trent" by Albrecht Dürer, the tone of the painting is altogether different. It gives you a feeling of a town in a tranquil bay, with the waters calm and peaceful, rocked only by gentle winds."

"The painting of "Mona Lisa" strikes me as a very natural and graceful piece of work. When I look at the picture I get a very soft feeling of exquisite beauty. The misty landscape in the background gives me a feeling of loneliness."

" " The Peasant Wedding" is a bright, gay, oil painting. It was painted by Pieter Breughel, the Elder. This painting is so creative it makes me think that I was attending the wedding feast.

"There are vivid reds, bright blues, and many other colours which add life to the picture. It shows two men carrying a large, flat tray of bread for the feast. The painter also gave depth to the picture by putting in a bar in the background, with men around laughing and having fun. With glasses raised, a toast is being drunk.

"The other painting which impressed me was titled "The Ford." This picture was painted by Claude Lorrain. I enjoyed it because of its originality and contrast. The grace of the trees and grass, the cool, blue, glassy look of the water, and the light purple and pink of the sky make me feel it would be possible to walk into the picture."

If nothing else, these children will *look* at the paintings they see. They have the beginnings of a life-long enjoyment and growth.

In art classes a student learns to observe closely and see many new things in familiar objects. The difference between what the eye sees, and what the mind sees through experience, must be apprehended. Copying is not art, but merely reproduction that can often be more accurately recorded by the camera. A work of art is a matter of thought evolving in creation. It requires the decision of what will be expressed, and then the planning and execution of that expression. Real art is not a happy accident; the artist is fully aware of what he is doing. Neither is abstract art an accident that any two-year-old can achieve. Every piece of work must form a unit. The whole must be determined before the parts; the total image before the details. To see, to feel, and to communicate abstractions artistically takes a great deal of observation, imagination, projection, and knowledgeable technique.

The mood of the artist, or even the subject, may suggest the medium, or vice versa. Whatever the child uses, his progress will be facilitated by correct techniques in handling his media correctly, e.g., his paint brush is not a scrubbing brush, or a pencil. The fundamental knowledge of dimension, perspective, and proportion is a necessary step up the ladder of art understanding.

Children learn most from patient observation and critical examination of their own work. Group criticism is a satisfying aid toward self-improvement. Since we learn by making errors and correcting them, acceptance of constructive suggestions in any field is a step towards maturity.

There is delight in teaching art if the excitement of creating something that to each of us is wonderful can be imparted. To do this it is necessary to improve our own knowledge and ability constantly. An attitude of seeking and integrating knowledge can become contagious if we know our subject and love what we are doing.

Not every student can achieve to the same degree, but the student's art is good when it is his own honest expression, and he has revealed his ideas to others.

If we treat students with respect, plan and vary the programme to meet their needs, surround them with opportunities for learning, guide them, encourage, and *teach* them without dictation, then the smallest result will surely be appreciation of the loveliness surrounding them. The greatest will be creation itself. In all cases there will be a love of understanding that will continue to grow and expand within the limits of each student's capabilities to give him a richer, more purposeful life.

"It is desirable that secondary teachers should have opportunities for further training throughout their career both in their teaching subjects and in the principles and methods of teaching." (Geneva Recommendation, No. 38.)

Bulletin of the International Bureau of Education

MORAL AND RELIGIOUS INSTRUCTION*

G. L. Rothney, Inspector of Secondary Schools

The legal requirements, Regulations 9, 10, and 11, read as follows: "Religious instruction shall be given in all public schools as laid down in the *Course of Study* and *Handbook for Teachers*. No pupil in any public school, however, shall be required to read or study in, or from, any religious book or join in any exercise of devotion or religion when it is objected to in writing by his or her parent or guardian." "Protestant schools shall be opened each day with the Lord's Prayer and the reading of the Holy Scriptures." "In all elementary schools the first twenty minutes of each day shall be devoted to moral and religious instruction according to the Course of Study prescribed. No denominational teaching shall be given in such schools."

The authorized textbooks for the Course of Study are the *Bible* (selected passages), and *Songs of Praise for Schools*. The directions given indicate that these books are to be used in all grades in accordance with Regulation 10, while in the elementary grades they are to be used for the first twenty minutes each day for moral and religious instruction as well.

The aims of the course according to the Handbook are:

1. To give pupils a general knowledge of the Bible as the book which forms the basis of Christian faith, worship, and conduct.

2. To foster the growth of a moral and spiritual interpretation of life by means of an understanding and appreciation of the Christian religion.

These aims indicate that we are to use the Bible not only for cultural purposes by imparting knowledge of the narrative content, but, more important, to develop ethical thought and behaviour on the part of pupils consistent with Christian attitudes.

It is suggested also in the Handbook on pages 131 and 188 that daily devotions should be conducted with the pupils all together whenever possible, but in each classroom at least. If this should be done, the principal should see that it is done. It may be frequently neglected.

Outline of the Course

Grades 1, 2 and 3.

Stories to get pupils acquainted with Jesus are to be told to the pupils. This is not intended to be a chronological history of his life or a systematized presentation of his teachings. It is only desired that the children shall learn to feel a social relationship to Jesus in his boyhood experiences and to admire his power and qualities as a man. A more or less flexible outline is given on pages 131-135 of the Handbook.

*Paper delivered at Inspectors' Conference, 1962.

Grade 4.

The course consists of Old Testament stories from Genesis, Exodus, Numbers, Deuteronomy, I and II Samuel, I Kings, Psalms, Proverbs, Jeremiah, Isaiah, and Micah showing how God prepared the world for Jesus' coming, and emphasizing heroism, loyalty, and moral courage. The selections are listed on pages 135-136 of the Handbook.

Grade 5.

A biographical study of the *Life of Christ* according to Mark. The selected passages are listed on pages 136-137 of the Handbook.

Grade 6.

Selected lessons from the Acts of the Apostles to show how the Christian church got started. There is a biographical study of early Christian leaders, and also an opportunity to study biographies of later Christian personalities such as David Livingstone and Albert Schweitzer. Selections are listed on pages 138-139.

Grade 7.

Here we have a presentation of the Bible as a single story through selections from books of both the Old and New Testaments. Selections are given on pages 140-141 of the Handbook, and the plot of the story to be presented is given on page 139.

Besides this, the pupils are expected to memorize passages. A suggested list, which is by no means binding, is given on page 141.

In using the Bible for purposes of moral and religious instruction it must be remembered that it is a record of a progressive development in moral ideas. It is a "history and literature of a people who had a genius for religion and to whom God was revealing himself as their capacity to apprehend him developed." We cannot treat the early Genesis stories as literal fact, and it is practically impossible to harmonize the moral ideals of the Old Testament with those of the New. How, for instance, can we teach children that the God of Jesus is the God who destroyed animals, men, women, children, the guilty and the innocent, indiscriminately. The material in the syllabus has been well selected, although the stories of "The Creation," "Eden and Temptation," "Cain and Abel," "The Flood," and the "Tower of Babel" are included and require careful handling by teachers. Also it would be difficult to draw any admirable character traits from such stories as "Naboth's Vineyard." It would be well to remind teachers in all grades that they must not feel bound to use all the material in the syllabus, and may, if they wish, supplement it from other passages as the Handbook points out on page 129. Further, tests, if any, which are given to the pupils, should be concerned mainly with finding out to what extent they have developed moral appreciation and, to a much lesser degree, their knowledge of the narrative content. Every lesson should be conducted with moral training in mind. The Bible is not a magic device which will result in moral improvement when read and studied by the pupils. It is only the means we use to arrive at this end, just as any other textbook is used to achieve the aims of the course. Christian character is not the possession of information, but the possession of Christian purpose.

The general methods of teaching which can be applied to moral and religious instruction are briefly as follows:

1. Appreciation
   a) Focus the pupils' attention on what is to be appreciated.
   b) Bring pupils into direct contact with what is worthy of appreciation.
   c) Through the enthusiasm of the teacher.
   d) Through interpretation and insight.
   e) Take time to appreciate.

2. Discussion
   a) Teach the pupils to learn to consult authoritative sources.
   b) Teach pupils to listen to each other's point of view.
   c) Teach the pupils to work together.
   d) Help them to develop initiative, new ideas, motives and ideals.
   e) Give training in orderly processes and the observation of courtesies and rules.

3. Story-Telling

This is especially suitable since Jesus perfected the art of story-telling for religious education. The points to be remembered in story-telling are:

a) Begin at once.

b) Let the characters talk and act.

c) Keep the movement direct and continuous.

d) The movement must be toward the climax or the point of the story. Use suspense.

e) Stop as soon as the story is ended. The story is of no use if one has to explain it or moralize.

Appropriate stories will have the following characteristics :

a) They will be beautifully expressed, chaste in thought and language. Anything coarse, vulgar, or grotesque rules itself out.

b) The story should be true. This has two meanings. For example, "The Story of the Prodigal Son" was not about any definite person, but it is true of thousands of cases in all lands. It is not fact, but it is true. Other stories are literally true. We must never tell a story as literally true that is not so.

c) Make-believe stories of the imagination may be used, but young children need to be told they are make-believe.

4. Dramatization

Here the purpose is to develop persons, not primarily dramas or pageants. Dramatics are means, not ends. A situation is provided for co-operative thinking,

planning, choosing, judging, constructing, and achieving. Dramatization also provides opportunity to stimulate initiative even though the teacher necessarily bears the chief responsibility.

The following principles should be observed:

a) The story, plot, play, or pageant should be selected by the group.
b) The episodes or scenes are discussed, selected, and arranged in order.
c) Characters must be thoroughly studied to understand their motives.
d) Pupils should discover for themselves the best method of presentation.
e) The group selects the actors, although each person should have the chance to try for several parts. The primary aim is education, not production.
f) Costuming provides incentive for creative activity and co-operation.
g) The types of dramatization that can be used are plays, pageants, tableaux, pantomimes, marionettes (which were devised in Italy to teach religion).

There are several helpful reference books listed on pages 59 and 131 of the Handbook and teachers should make considerable use of them. A good knowledge of the geography and customs of Bible lands and times is essential. Teachers should be able to draw a map of Palestine on the chalkboard in less than a minute. There are only four basic things to remember:

1. The map is three times the length of the River Jordan.
2. The length of the Dead Sea is equal to the distance between the north end of the Dead Sea and the Mediterranean.
3. The Carmel promontory is directly west of the Sea of Galilee.
4. Jerusalem is located one-third of the way between the River Jordan and the Mediterranean and is directly west of the north end of the Dead Sea.

Other locations can be plotted in relation to this basic map as required. Such a map is most useful in Grades IV - VII.

A pronouncing Bible Dictionary would be a worthwhile possession of each teacher.

Now let us consider some special methods that can be used in the various grades.

In the first three grades story-telling is the method usually advocated. It is not necessarily intended that each suggested passage be presented one after the other as individual lessons. In Part 2 of Grade I's course, for instance, the teacher is asked to picture the beautiful and interesting world in which Jesus lived. Passages are listed which refer in some way to various plants and animals. It is doubtful that it is intended that teachers try to use these passages for anything other than to indicate what plants and animals were familiar to Jesus. The teacher might well be advised to use a large number of "outside stories," partly to break the monotony of the constant reference to Jesus, and partly to make more of a connection between the remote times of the Bible stories and our modern life. The more

children feel that all life is one, whether its environment be remote or present, the more easily they will transfer into their own lives the ethical ideals which they gather from reading and stories.

The teacher should read the Biblical material carefully and decide on what impression she could and should leave with the pupils when she tells the story. The portions of the narrative which are serviceable for realizing the aim should be selected and organized in the form of a story to be told in accordance with the recognized principles of story-telling. Pictures of places and events concerned should be used, and the pupils should reproduce the stories both orally and by drawings.

Certain Old Testament stories are introduced as stories Jesus heard from his mother. A possible method of presenting them is to consider them in connection with the visit to the Temple. Children enjoy a journey with their parents and, in this case, as mother, father, and son walk from Nazareth to Jerusalem, they pass through scenes which would recall many stories told to Jesus by his parents. This will give a thread upon which to hang the separate stories. The geographical element must not be too greatly emphasized since we are not sure of the exact route which was followed. The sense of locality in primary pupils is slight in any case.

The first such story is entitled "Generous Abraham." The plan for teaching might follow this pattern, adapted from *Child Religion in Song and Story*.

Aim

To carry the thought of the children to the pride and joy which Jesus as a boy felt in his home land. Too young to feel deeply the political distress of his country, he could look with complete joy upon the beautiful fields, towering hills, and vine-clad terraces. Although children find it difficult to express such large ideas as patriotism, one looking back on his own experience will easily recall that there were often deep emotions stirred by thoughts of our country and native land. We should not make the mistake of thinking that because children do not express all that is within them, they do not therefore have emotions and appreciation beyond their ability to express. From this train of thought the children will also pass to the thought of sharing the good of the land.

Preparation

The teacher should study the story of Abraham as contained in Genesis 12: 1-7, and in Genesis 13. Read the article on "Wells" in the Bible Dictionary.

Presentation

1. Informal conversation

   Raise the question of thirst. Let the children talk about the discomfort of thirst, the necessity of water to maintain the life of animals, plants, and people alike, the way in which we get water to drink, leading back to the old method of securing water from a family well. Call attention to the fact that in most countries the necessity is abundantly met in the water for which we have only to dig in the earth or take from the streams.

Suggest that if we were taking a long, long walk, the thing we would like most to find would be a place where we could get a good drink of water. This is one of the provisions of the Heavenly Father. We may thank our Father for this by doing what we can for Him. (There is an opportunity here for prayer or to teach a hymn of thanks.)

2. Lesson story.

Recall that Jesus is travelling with his parents to Jerusalem, walking the long distance from his home, over the mountains, through the valleys, and across the rivers. Picture the dusty road, the sun beating down upon the heads of the travellers, resting sometimes where a great tree offered its shade, quenching thirst by draughts from the skin of water which they carried with them, water warm and flat-tasting, and giving little relief to the thirsty travellers. Then suggest the arrival at the well of Jacob, a little off from the beaten road, known to Joseph and Mary as a place where clear, cold, bubbling water could be had in plenty, where they could drink and rest, and fill their water-skin and go on their journey refreshed and strengthened. Describe an oriental well, about one hundred feet deep, broad at the mouth, lined with rough stones. Suggest the women coming with their water jars and talking with the travellers, asking questions about the things which were to happen in Jerusalem, while they sat down to rest and wait for the day to grow cooler. Then as Jesus sits by the well and looks out over the country, suggest the feeling of pride and joy which came into his heart as he thought that it was his country, and as he remembered how it came to be his country, for his mother had told him the story many times. Tell the story of Abraham coming to Canaan. Suggest that in the land of Jesus there were not many places where water was plentiful, and where great flocks of sheep and oxen could have enough to drink, so when Abraham came to the land, first of all he must make a well so that there would be plenty of water for himself and his family, and for all the animals. If he moved on to another part of the country, then he must make another well. Only on the plains down near the seashore were there streams which kept the land moist, and which provided water without wells. Follow now with the story of Abraham dividing the land with Lot, and then with the promise of Jehovah that the whole land would belong to Abraham and to his children and to his grandchildren and to his great-grandchildren forever and ever.

As Jesus sat by the well and heard the bubbling of water and the trickling down the sides of the well as the women filled their jars, perhaps it seemed to say to him, "This is your land and these are your people. I have given this land to you forever and ever," and in his heart he replied, "And I will share it with all the world."

3. Group discussion

Suggest that we, as well as Jesus, have a country of our own. Are all the people who live in it Canadians? Let the children name some foreign children, if they know any, and suggest how they came to be in this country.

Was it to make a home that these people came? If so, are we ready to share our land with them? Shall we share as generously as Abraham did?

Now might be a good time to have the pupils begin to memorize the first verse of Psalm 92. "It is a good thing to give thanks unto the Lord, and to sing praises unto thy name, O most High." Write it on the chalkboard and have the pupils say it once each day until it is memorized.

In Grade IV the best method is probably that of story-telling in accordance with the same principles outlined for the primary grades. The most interesting parts of the story, however, can be left for the pupils to read for themselves. Heroism, moral courage, devotion to duty, guilt and its punishment, and the conflict of conscience with inclination should be emphasized. The expressional work would be oral or written description of heroic deeds, and the drawing of maps to illustrate the geographical setting of the stories. The selections from the Psalms could be dealt with in connection with the biography of David who sang, played musical instruments, and composed psalms.

In teaching the story of Mount Sinai, the following pattern might be used.

Preparation

Use a map of the country from Egypt to the Dead Sea — of the Sinai peninsula. See that pupils know that Moses had a difficult task of leading his people out of slavery in Egypt. When they were far enough away to be safe, he camped for two years at the foot of Mount Sinai to get the people organized. Among other things, he had to give them laws to guide them. Moral, social, and religious laws were among the most important ones they had to have. See that the pupils know that all real laws were made when the universe was made, before people came into existence, by the Creator. The problem is to discover them, i.e., making laws is discovering laws. Moses and many others before him had been more or less discovering moral, social, and religious laws. Moses wrote out ten of what he considered more important and comprehensive — known as the Ten Commandments — and gave them to his people as the laws that must be observed in order to live and survive. Moses was right when he said he got these laws from God. He discovered them in God's Universe. It was God who made them, not Moses.

Presentation

Tell the story in Exodus 19 and 20. Slowly read the commandments to the pupils one at a time. Be sure they understand what is meant. Say them over once every day until the pupils have them memorized.

Follow-up

Point out that little bits in the history of these people will be studied to see how well they do at keeping these laws. Pupils are to watch and be ready to tell of their success and failures.

The Grade V course is a biographical study of the life of Jesus. Its purpose is to present a clear picture of the personality of Jesus. The pupils must be given a

chance to see him as he lived and worked and acted under the varying conditions of his life, and thus get an understanding of his ideals. There is to be no doctrine or theology taught, and there must be no preaching. Note that Jesus bequeathed the future no set of instructions, or no scheme of doctrine; he was devoted to no church or school, but he was devoted to his ideal. He had a very definite conception of what life ought to be and of what he supremely hoped it might become. He had a vision of what society might be if it were dominated by his ideal of life. Such a society of people is commonly referred to as "The Kingdom of God." To make this ideal a reality Jesus lived and died, and in it lay his hope for mankind. The objective which the teacher has before her in teaching this course is that the pupils catch the ideal that Jesus had and make it their own, and give themselves to bringing it about. The problem, once again, is not to teach the Bible, but to get the pupils to know and appreciate Jesus.

A typical lesson on Jesus' temptations, Mark 1: 12-13 (also refer to Matthew 4: 1-13; Luke 4: 1-13), might follow this pattern.

Aim

To have the pupils see how Jesus dealt with temptation.

Preparation

Have the pupils recall (1) what the baptism meant — Jesus declared he would always do right, (2) that he felt it was his duty to be the Messiah.

Tell the pupils that he went to the wilderness to think out how to fulfill this task. Make clear what the "wilderness" was.

Presentation

Tell the story in seriatim:

First Problem: Am I the Son of God?

"If you are, make stones into bread." Jesus wouldn't try because he felt (1) that God had not intended to give him any advantages, and (2) bread is not the most important thing. People do not have to be well off to be useful. Having all the things that others have is not the most important thing.

"Then jump off the Temple." Jesus would not, for he knew that was not the way to show that he was the Messiah. That would be getting followers without earning them, getting distinction without earning it.

Second Problem: How to win the World?

The quick way — by being the Messiah that the Jews expected? By doing wrong that good might come — war, bloodshed, ruined homes, weeping women and children, hate, anger, revenge? NEVER. Consider how Jesus would feel about cheating to pass an exam, lying to get what one wants, or deceiving to keep on the right side of others.

Elicit the following points: (1) Jesus would not take any advantage for himself because he could do things other people could not do. (2) He would not take the easy, wrong way of doing things, but rather the hard, right way.

Assignment

Write down what you have learned about Jesus from this story.

The work for Grade VI should be treated as biographical studies with the immediate aim of getting the pupils to enter into the experiences of these early Christian leaders. Partly relate the biography, and give the pupils references in which they may find more information about the character. Give the pupils questions about the information they are required to seek and, where possible, bearing on the characteristics and conduct of the character under consideration. The character should be discussed in class, and the chalkboard used continually to illustrate places and journeys. Pupils could be required to write character sketches and draw outline maps.

Saul's conversion might be handled as follows:

Tell the pupils (1) about Saul's persecution of the Christians, (2) that before he reached Damascus he had become a Nazarene himself.

Let the pupils read Acts 9: 1-21 (also 22: 1-16 and 26: 9-19) to find out what happened.

After a discussion to make sure that all have understood the passages the pupils could be asked either (1) to write a new item that might have appeared in a Damascus paper the next day, or (2) to imagine themselves on the road with Saul and to write an account of what seemed to happen.

The Grade VII work which repeats much of the material presented before is intended to unify the whole story in the minds of the pupils. The teachers should read the aim given on page 139. Even though there is a large amount of narrative to cover, nevertheless, every opportunity must be taken to use the selections to develop Christian attitudes.

Finally, it must be remembered that there are many ways of helping to develop moral conduct than through the use of the prescribed course. The example set by the staff is a potent influence. The study of history, geography, literature, and languages will provide vicarious experience which will be valuable and help to shape character. Practice can be given the pupils in actual experience situations requiring a moral decision. The Student Council, or Scouts, or Guides, or Junior Red Cross should not be overlooked as excellent media for providing such experiences. In short, the whole life of the school should be devoted to moral and religious education. Without religion, education can be dangerous; life is purposeless.

THE GRADE X EXAMINATIONS: JUNE, 1962

Examination Branch, Department of Education, Quebec.

This year the Grade X Examinations were written by 2084 pupils, of whom 1441 (69.1 percent) were successful in obtaining the Grade X Certificate. 1735 of the students writing were from high schools, and of this number 1227 (70.7 per cent) obtained certificates; of the 349 intermediate school candidates, 214 (61.3 per cent) obtained certificates.

The Grade X certificate is awarded to pupils who obtain 100 marks of a possible 200 in each of the subjects English and French, and at least 50 per cent in each of four other subjects. Failure in one subject of this minimum course is overlooked if the student obtains a general average of 65 per cent.

The number of candidates and the results obtained in the various subjects examined were as follows:

SUBJECT	NO. OF PUPILS	NO. FAILED	PERCENTAGE OF FAILURE
English Literature	2120	258	12.1
English Composition	2113	293	13.8
French	2093	437	20.8
Chemistry	1920	410	21.3
Physics	1176	218	18.5
Geography	1113	225	20.2
History	2040	304	14.9
Algebra	2014	427	21.2
Geometry	1695	429	25.3
Latin	144	17	11.8
North American Literature	531	112	21.0
Biology	1152	204	17.7
Home Economics	364	54	14.8

Comments by the examiners which may prove interesting or helpful to Grade X teachers follow.

English Literature

The examination proved to be a very reasonable one, and at the same time gave opportunity to indicate both a superior knowledge of the texts, and a superior intellect when it involved the finer points of interpretation.

On the whole, the examiners agreed that there was a noticeable improvement in the style of answering essay type questions. The general impression was that teachers had shown their students how to approach questions without providing them with stereotyped answers. Teachers should be encouraged to do more of this to provide students with the necessary skills in getting at the "heart of the matter" in accordance with the demands of the questions. In many schools this seems to have been emphasized, as evidenced by the tremendous improvement in the conciseness and lucidity achieved.

There was also an improvement in neatness and legibility.

There is still a need for emphasis on poetry in both its interpretation and appreciation. This applies as well to the work done on the Bible, as many students failed to grasp the significance of the material studied.

English Composition

The examiners were pleased to find the bulk of the examination papers highly legible and attractively arranged. Some students, however, use poor writing instruments (ball-point pens), and fail to space their answers.

The compositions, we feel, offered the students ample range for their creative ability. Many really excellent essays and anecdotes revealed imaginative ability and a pleasant style of writing. A small number attempted to fit prepared material to the various topics, with varying success. The examiners feel that many good students picked seemingly "easy" topics, e.g., "The Art of Passing Examinations" and "The Canadian Way of Life," and either paraphrased their history texts, or presented the ordinary platitudes on examinations.

Question 2, purely a mechanical question, revealed that some schools are carefully drilled in mechanics. Some students from other schools, perhaps not so carefully drilled, attempted to refine a compound-complex sentence as a "combination of a complex and a simple sentence." Only the best students see the difference between the noun clause in apposition, and the adjective clause.

There was often too little attempt in the précis to assimilate the general meaning and to avoid simply piecing together parts of the original.

Students should be given more practice in recognizing the types of errors encountered in Question 4: poor punctuation, incorrect spelling, redundancy, and faulty syntax.

French

After reading several candidates' answers to this examination it became evident that they had received instruction in every section. However, it also became

clear that the candidates had not grasped fully enough the application of the required knowledge.

The dictation was poorly done. Either through a poor understanding of the words read, or a lack of attention to rules of grammar, most candidates failed to reach the standard of French required for the grade. Such words as *chien, chauffeur, paysan, roues, monsieur, cinquante* were too often misspelled. Other words such as *tient, s'élancé, écrasé, descend, arrêter, ouvrant, met, and gagnés,* failed to show an application of simple grammar rules. More practice is required in this type of exercise.

Question 6 was very poorly done. Only a few candidates obtained full marks. The pronouns were either wrong, or misplaced, or both.

Answers to Question 7 gave evidence of the candidates' good knowledge of the stories. However, it showed also a poor ability to construct good sentences and to use good vocabulary.

Reading for comprehension as evidenced by the answers to Question 8, or their lack, is sufficient proof that a great deal more work of this kind needs to be done.

Most encouraging were the good results obtained in Question 9 in the translation.

Chemistry

In those schools where the pupils had been trained to prepare neat and accurate diagrams, state with understanding fundamental laws and definitions of common terms, and also to express themselves concisely with due care for good spelling, there was very little difficulty with the examination paper, and the number of first class papers was high. The following comments are designed to assist teachers in the instruction of the pupils in chemistry:

1. The answers to Question 1 (c) indicate that nomenclature should be given more attention.
2. Few pupils appear to know the chemical test for a carbonate.
3. There is great need for training pupils to be accurate when defining terms, and to link these definitions with an understanding of the meaning.
4. Oxidation and reduction from the electronic standpoint need to be taught more effectively.
5. A vast number of candidates appear to think that evaporation occurs only when heat is applied.
6. The writing of balanced equations illustrating even the simplest chemical reaction is troublesome to many pupils.
7. Students should be taught to examine diagrams for unworkable conditions.

Physics

Problem solving was better this year than last, but the concept of experimentation is still far below average in the majority of schools. It is only too evident that pupils are permitted to observe experiments without having a clear understanding of the purpose of the experiments.

Pupils appeared to have a good knowledge of the section on sound, and definitions were clear and accurate for the most part.

Other weaknesses included:

1. The concept that the wheel and the axle may rotate independently.

2. Pupils' inability to "distinguish between" two items. They should be encouraged to give clear examples in such cases.

3. Finding suitable English equivalents for 1 joule and 1 square decimeter. This presented a serious problem for most pupils, and it was surprising to learn that so few had been taught that a density of 1 gram per cubic centimeter is equivalent to 62.4 pounds per cubic foot.

4. Pupils' failure to note the examiner's instructions to "show all work systematically." When an examination contains options, candidates should number their answers carefully and indicate clearly any sections which they may have attempted but do not wish to have marked.

Geography

The 1962 Geography examination was a difficult one, but it pointed up a number of weaknesses that exist in some schools.

Teachers in some schools are not placing enough emphasis on map study and drill. After studying Physical Geography for the first two grades of high school, the student in Grade X is ready once again to concentrate on human and regional Geography, which involves more world map work.

The Grade X Geography text attempts to study different regions of the world by analyzing different environments. Many students showed little knowledge of the climatic types that exist. For instance, Question 3 was poorly answered, and tropical and mid-latitude deserts were confused in Question 7.

History

In this year's examination all single fact questions were well done, but essay answers were generally weak, showing lack of organization and a tendency to generalize.

Few students appear to know the difference between *appoint* and *elect, to discover* and *to found,* and *up river* and *down river.*

The following misconceptions warrant correction in next year's teaching:

"Vaudreuil was a vicious and dishonest scoundrel."

"The Quebec Act guaranteed the official use of the French language."

"The majority of the United Empire Loyalists settled in Upper Canada."

"The Canada Act created the Province of New Brunswick."

Question 3 on Champlain was very poorly done. Candidates frequently wrote two or three pages of vague generalities unsupported by definite facts, e.g., "Champlain was a great explorer because he explored everywhere he went."

Question 5 (b) was frequently answered in "scattergun" fashion, e.g., "The Loyalists settled in the Maritimes, Nova Scotia, Quebec, the St. Lawrence Valley, Upper Canada, all around the Great Lakes," thus proving that the candidate really had no idea what specific areas were settled.

In Question 8 there was a marked tendency to confuse Upper and Lower Canada.

More emphasis should be placed upon what the British North America Act actually did since well over half of the candidates stated that this Act brought Responsible Government to Canada, and made no mention of the Federal system of government.

Fewer than ten candidates knew the meaning of the term *rule of law.* Everyone living in a democracy such as ours should understand this clearly, as well as its great importance.

Algebra

One important fact is obvious from the answers to the paper this year; those students whose teachers expected and insisted that they do their work neatly, carefully, and systematically, achieved better results. It appeared equally obvious that other teachers accepted work which was untidy, illegible, inaccurate, and perhaps incorrect.

The following are a few comments on the answers submitted :

1. Each question, except Question 1, should have been worked on the right hand side of the answer book. *It is not acceptable for a student to work the question on the left hand page and then show only a part of the solution, or just the answer, on the right hand side. All solutions should be written in ink.*

2. As usual the common error in Question 2 was dropping the denominator in part (b).

3. Those students who used graph paper with quarter-inch squares answered Question 5 more satisfactorily.

4. Several schools taught variation, a new topic for Grade X, very well indeed.

5. The whole examination could have been answered easily in one examination book, yet several schools allowed their students to spread their work unnecessarily over two books.

6. Some of the common errors were: confusing exponent and coefficient in Question 1 (b); leaving out brackets in Question 3; not stating the solution in Question 5 (a); not showing the work in Question 6 (c); writing illegibly or too small to be read and making *5* like *s* and *a* like *d;* stating $\frac{5}{3y} - \frac{1}{2y} = \frac{4}{y}$ in Question 4 (c); stating *I* varies as *prt* in Question 7 (b); writing fractions with oblique lines and then copying them incorrectly; writing $\frac{4}{y}$ as *4y* in Question 4 (c); inaccurate arithmetical computations.

Geometry

A consistent improvement in graphical exercises can be noted both in the matter of accuracy of drawings and in understanding of the principles involved. In the second question a "convenient scale" is considered to be one that is large enough to give an accurate reading, and yet be compatible with the size of the examination sheet. A scale must always be quoted in a single unit of measurement.

Questions 3 and 4 were the most widely answered in Section B, with a good comprehension of the method of reducing a polygon to a triangle of equal area being demonstrated. Few attempted Question 5, and only a small proportion of these carried out the construction correctly, with, generally, omission of necessary construction lines.

In the theoretical exercises the need for much more practice in writing concise and accurate particular enunciations was indicated. Faulty proofs frequently resulted from assuming, as data, facts not given in the question.

A common fallacy was for candidates to fall into a pattern of proof, e.g., using the Theorem of Pythagoras or congruency of triangles, and then attempting to apply this technique to all subsequent propositions, whether it applied or not. Furthermore, many candidates construed the Pythagorean Theorem as meaning that two sides of a right-angled triangle equal the third.

Where symbols are used as abbreviations, care should be taken to distinguish between those for an angle and for a triangle. Diagrams in this section were usually neatly drawn and lettered in ink, while the desirable practice of giving reasons for statements within the proof, instead of quoting references, is increasing.

Latin

Pupils should be taught to pay careful attention to the agreements between words in the Latin selections set for translation in order to perceive the correct relationships between subject and verb, noun and adjective. Care of this sort is necessary in the English translation also, especially in the use of participial phrases in the translation of ablative absolutes. Grammatical explanation of Latin constructions showed a woeful lack of knowledge concerning mood, tense, and voice: *traduxisse* being described as an "indicative infinitive" on about half the papers.

In general the grammatical constructions were exceptionally well done this year, but their application in the Latin composition of Questions 8 and 9 was poor. Even though the course requires much reading of Latin, some time should be found for practice in, and correction of, Latin Composition.

North American Literature

There was some improvement in the quality of the papers submitted this year. Nevertheless, it was apparent that in some areas the subject is not being taught, or that those assigned to this course are weaker pupils.

PROSE AND POETRY OF AMERICA:

Question 1 (a) was treated satisfactorily by most pupils. The poems selected by candidates had some bearing on the marks given, since not all poems in *Prose and Poetry of America* give a deeper insight or understanding of life. Those pupils who selected poems such as "High Flight," "The Man with the Hoe," and "Yet Do I Marvel" were in a far better position to answer the question adequately than those who selected a poem such as "The Death of the Hired Man," since the theme of the latter (according to the answers given) is not as apparent or profound as in the former examples.

Question 1 (b) was treated satisfactorily by a few pupils. The examiner was looking for examples of colour qualities such as metaphors, similes, personification, and imagery; similarly, musical qualities such as meter, rhythm, rhyme scheme, alliteration, repetition, onomatopoeia, and euphony as employed by the author to create a beautiful and memorable picture.

Question 1 (c) was well done by those pupils who had a good general knowledge of the contents of the text, and inadequately done by pupils who had concentrated on a few selections. A thorough treatment of a few selections is generally accepted as a good practice, but not when the rest of the text is neglected.

MARIA CHAPDELAINE:

The main weakness in answers to this question was a failure to refer to the characters as asked. This question was handled well by almost all who selected it.

A LANTERN IN HER HAND:

Many pupils retold the story from beginning to end, but failed to answer the question. Some of the devices or methods employed by the author to create unity are:

1. Structure of the novel with the climax at the beginning and at the end.
2. Symbolism: the pearls, the portrait, Abbie's song, her references to the passage of time, etc.
3. Flashbacks.
4. Abbie Deal is the central figure and all events are seen through her eyes.
5. The dreams and ambitions of Abbie Deal are fulfilled by her children or grandchildren by the conclusion of the novel.

LIFE WITH FATHER:

In part (a) many pupils retold several anecdotes, but failed to answer the question. The enduring appeal is to be found in the variety and simplicity of the anecdotes, the kindly humour, the characterization, the situations, and the style of the author.

Part (b) was treated satisfactorily, although in some cases the candidates failed to mention what strength or weakness was revealed by the story they told.

FRANKLIN OF THE ARCTIC :

Generally well done.

UP FROM SLAVERY:

Generally well done. More marks were given in part (a) to those candidates who showed specifically how Booker T. Washington's philosophy and goals in life were shaped by the two people selected.

LITERARY LAPSES:

In part (a) many candidates failed to mention what weakness or fault Leacock was attempting to ridicule.

Part (b) was poorly done. Satire as a general term includes, among other devices, the use of ridicule, sarcasm, irony and parody.

Biology

Each year shows a gradual improvement in the work in biology, even though the standard of the test has been rigidly maintained. Many candidates presented answers showing a knowledge, understanding, and appreciation of the subject far beyond that required at this level.

While this improvement is gratifying, certain marked weaknesses still exist in the answers from pupils in certain schools, and with the hope that these can be corrected to some degree, the following remarks are listed.

1. Misspelling of biological terms shows increase. It is part of the work of the course to learn the spelling of new words when they are introduced. Training in correct pronunciation is the first step to accurate spelling.

2. The experimental work continues to be weak, although fully outlined in the syllabus. The majority of the experiments can be carried out with a very limited amount of equipment in the regular classroom if a biology laboratory is not available. Few could describe satisfactorily an experiment to show transpiration from a leaf [8(a)] or that starch is changed to maltose by the enzyme ptyalin [5(c)].

3. Few candidates can use tabulation effectively, with the result that answers to 5(c) and 8(b) were poorly arranged. In 8(b) the use of the headings *root, stem, leaf* and *flower* would have led many to classify the plants products correctly.

Attention is also drawn to the following more specific points.

1. Much confusion exists with fungi, the majority considering yeasts and molds to be bacteria.

2. An enzyme was seldom adequately defined. It was frequently stated to be a juice or a secretion.

3. Respiration in the leaves of plants is not well understood. As usual, many stated that this process is carried out only at night. Few realize that the release of energy is the most important fact of respiration.

4. Sunlight and/or good soil were often given as conditions for the germination of the seed [7(d)].

Home Economics

Diagrams of the table setting and pattern alterations were generally poor.

The following terms are confused by many students: *reused* and *reprocessed* wool; *flat fell* seams and *French* seams; *pectin* and *gelatine.*

Many students did not understand what is meant by a *mitred corner* and a *placket.*

The above points should be stressed when covering the course.

WHO DROPS OUT : A statewide study of dropouts by the Illinois Office of Public Instruction reveals:

Approximately 54 percent of the students who took more than eight years to finish elementary school became high school dropouts.

Only 2 percent of the students who took college preparatory courses became dropouts, while 38 percent of those who studied general curriculum left high school before graduating.

About 60 percent of the students who were absent more than 25 days out of the normal 185-day school year became dropouts.

Over 30 percent of the dropouts occurred before the end of the freshman year; another 30 percent occurred during the sophomore year.

High School graduates held more part-time jobs than dropouts held.

Dropouts had access to family cars more frequently and owned more cars than did those who graduated.

Students who finished high school engaged in more extracurricular activities than did dropouts.

A large percentage of dropouts came from broken homes.

Educational Executives' Overview : Vol 3, No. 8

EDUCATIONAL DIRECTORS RESPONSIBLE FOR MORE THAN ONE SCHOOL

BROME:
Supervisor,
Brome Protestant Central School Board,
Mr. J. L. MacKeen,
Knowlton, P.Q.

CHAMBLY:
Supervisor,
Chambly County Protestant Central School Board,
Mr. H. G. Greene,
81 Green Street,
St. Lambert, P.Q.

CHATEAUGUAY:
Supervisor-Principal,
Chateauguay Protestant Schools,
Mr. R. D. Mosher,
206 McLeod Avenue,
Chateauguay, P.Q.

CHOMEDY:
Supervisor,
Greater St. Martin Protestant Schools,
Mr. M. W. Baldwin,
1125 Elizabeth Boulevard,
Chomedy, P.Q.

HUDSON:
Supervising-Principal,
Hudson Protestant Schools,
Mr. Donald Rattray,
Hudson High School,
Hudson, P.Q.

LAKE OF TWO MOUNTAINS:
Superintendent,
Lake of Two Mountains Protestant Schools,
Mr. F. Trecartin,
St. Eustache-sur-le-Lac, P.Q.

MACDONALD:
Chief Education Officer,
Macdonald Central Protestant School Board,
Mr. M. Davies,
Macdonald College, P.Q.

McMASTERVILLE-BELOEIL:
Principal-Supervisor,
McMasterville-Beloeil Protestant Schools,
Mr. J. Rowley,
700 Morin Street,
McMasterville, P.Q.

MONTREAL:
Director of Education and Secretary-Treasurer,
Protestant School Board of Greater Montreal,
Mr. Robert Japp,
6000 Fielding Avenue,
Montreal 29, P.Q.

MOUNT BRUNO:
Supervising-Principal,
Mount Bruno Protestant Schools,
Mr. R. G. Gibson,
P. O. Box 599,
St. Bruno, P.Q.

NORANDA:
Principal-Supervisor,
Noranda Protestant Schools,
Mr. Maurice Melnyk,
Noranda High School,
Noranda, P.Q.

PAPINEAU: Supervisor-Principal,
Papineau County Protestant Central School Board,
Mr. H. A. Shaw,
P. O. Box 850,
Buckingham, P.Q.

QUEBEC CITY: Supervisor,
Greater Quebec Protestant Schools,
Mr. B. N. Shaw,
945 Belvedere Avenue,
Quebec 6, P.Q.

R.D.A.: Supervisor,
Richmond-Drummond-Arthabaska Protestant Central School Board,
Mr. K. J. Dowd,
Richmond, P.Q.

ROSEMERE: Principal-Supervisor,
Ste. Thérèse Protestant Schools,
Mr. P. J. Logan,
199 Grande Cote,
Rosemere, P.Q.

SHERBROOKE: Principal-Superintendent,
Sherbrooke Protestant Schools,
Mr. W. Gibson,
242 Ontario Street,
Sherbrooke, P.Q.

VALLEYFIELD: Principal-Supervisor,
Valleyfield Protestant Schools,
Mr. J. R. Garneau,
Valleyfield, P.Q.

WEST ISLAND: Director-General,
West Island Protestant Schools,
Mr. I. M. Stockwell,
501 St. John's Road,
Pointe Claire, P.Q.

HIGH SCHOOL DIRECTORY: 1962-63

ASBESTOS-DANVILLE-SHIPTON: **Mrs. John C. Gaw,** Mrs. Alice M. Andrews, Mrs. Marjorie I. Barlow, Mrs. Lillian R. Barrett, Miss Joan Elizabeth Blair, Mrs. Brenda C. Bookman, Mrs. Caroline E. Carson, Mrs. Isobel P. Clowes, Mrs. Helen Heath, Mrs. Dorothy M. MacDonald, Mrs. Marjorie McGaw, Mrs. Florence E. McIver, Mrs. Ruby E. Nicholls, Mr. Stephen J. Olney, Mr. Kenneth E. Perkins, Mrs. Kathleen F. Smith, Mrs. Velma M. Smith, Mrs. Velma W. Snaden, Mr. Wendell J. Sparkes, Mr. John A. Stewart, Mr. John Urquhart, Mr. Thomas M. Wallace, Mrs. Marjorie N. Wright.

AYER'S CLIFF: **Mr. W. Roy Langley,** Mrs. Doris A. Bacon, Mrs. Muriel Cass, Mrs. Lillis Christiansen, Mrs. Emily Feltham, Mrs. Beulah Keeler, Mrs. Edna Lunnie, Mrs. Madeline McLary, Mrs. Mabel McVetty, Mr. David G. Robb, Mr. Walter O. Scott.

AYLMER: **Mr. Earle S. Peach,** Mrs. Ruth Bate, Mrs. Annie A. Bretzloff, Mr. Ross M. Brown, Mrs. Margaret Cooper, Mr. James C. Davis, Mrs. Dorothy J. Dean, Mrs. Christy Ferris, Miss Hilda Graham, Mrs. Norma Grey, Mrs. Muriel Guertin, Miss Melanie Hagglund, Mrs. F. Diane Harford, Mrs. Marjorie Howard, Miss Marilyn Johnston, Mr. J. E. A. H. Kaitell, Mr. Alton L. MacDonald, Mrs. Helen MacKenzie,

Miss A. Mabel McGuire, Mr. John M. McLintock, Miss Marjorie Peppard, Miss Marion L. Poole, Miss Lillis E. Righton, Mrs. Audrey Sim, Mrs. Beverley Vickery, Mrs. Wanda Woodham, Miss D. Joy Younge.

BAIE COMEAU: **Mr. Kenneth L. Nish,** Miss Barbara A. Allen, Mrs. Ruth Ayles, Mr. Martin Byers, Mr. Gerald R. Clarke, Miss Alice C. Fuller, Miss Amy A. Gilks, Mrs. Margaret Hall, Mrs. Sue Michaud, Miss Joan E. Northrup, Mr. Gordon F. Warner, Miss Dorothy E. White, Miss Mabel A. Young.

BEDFORD: **Mr. Bruce H. W. Kirwin,** Mrs. Doris G. B. Beerwort, Miss Mildred Elizabeth Bryson, Mr. Andrew K. Campbell, Miss Annie M. Cooke, Mr. Robert M. Doak, Miss Donna M. Gilbert, Miss Floris B. Henderson, Mrs. Margaret M. McCaw, Mrs. Doris M. McIntosh, Mrs. Siona Piche, Mr. Bruce Walker, Mrs. Shirley M. Wescott.

BEEBE-ROCK ISLAND-STANSTEAD: Sunnyside **Dr. Kathleen Harper,** Mr. P. G. Burpee, Mrs. Enid Cooke, Mr. David Denton, Mrs. Ruby Greer, Mrs. Margaret Kelley, Mr. Allister A. Kerr, Mrs. Grace Moore, Miss Doreen Neill, Mrs. Carol Rever, Miss Lillian M. Rider, Mrs. Jessie Rogers, Mrs. Ellen Smith, Mrs. Helen Smith, Mrs. Janice Soutière, Mr. Juris Terauds, Mrs. Shirley Terauds, Miss Hildred Vail, Miss Margaret Grace Wood.

BROWNSBURG: **Mr. John G. Leggitt,** Mrs. Joan Brigden, Mrs. Annie A. Burk, Mr. Ronald E. Byers, Mrs. Marion I. J. Connelly, Mrs. Lulu Dixon, Mr. David J. Foreman, Mr. Philip G. Grant, Miss Eileen S. E. Hoare, Mrs. Ruby H. Jones, Mrs. Lilyan A. Lessard, Mrs. Frances MacAdam, Mr. Harry McCosh, Mrs. Audrey I. Pasco, Miss Ruth N. Silverson, Mr. Richard K. Smith, Mrs. Annie L. Tomalty, Mr. Hazen K. Tompkins, Mrs. Carol Weldon.

BUCKINGHAM: **Mr. Hector A. Shaw,** Mr. Stanley O. Alexander, Mr. Ronald N. Bagg, Miss Doris M. Brown, Miss Ruth M. Cobb, Miss Judy A. Elliott, Miss Ethel Hermiston, Mr. Neil S. Johnston, Miss Elsie P. L. Laforce, Mr. John W. B. Maxwell, Mrs. Rose McGlashan, Mr. Densil K. McInnis, Mr. Peter O. Mulliner, Mr. E. Raymond Perry, Miss Angela Phillips, Miss Velma Price, Mr. Angus C. Sweeting, Mr. David F. Wetmore, Mrs. Alice C. Wiseman, Mr. Douglas E. Yarwood.

BURY: Pope Memorial **Mr. Allan N. Sutherland,** Mrs. Florence Coates, Mrs. Eugenia Dawson, Miss Sandra Dolloff, Mrs. Florence Harrison, Mrs. Myrna MacAulay, Mrs. Agnes Morrison, Mr. Garnet Morrison, Mrs. Lillian Olson, Mr. Andrew J. Patton, Mrs. Thelma Westman.

COATICOOK: **Mr. Clifford E. Belding,** Mrs. Clarice Chapman, Mrs. Ethel M. Davis, Mrs. Evelyn Fearon, Miss E. Joan Halls, Mrs. Patricia MacKinnon, Mrs. Winona Patterson, Mr. Gerard Vandervalk, Miss Muriel A. Watt.

COOKSHIRE: **Mr. Eli Chiarelli,** Miss Muriel E. Barter, Miss Viola June Berwick, Miss Hazel K. Burns, Miss Louisa M. Elliott, Mr. Grant S. Garneau, Mr. Allister MacDonald, Miss Pauline J. McVetty, Miss Jean Stevenson, Mr. George Ticehurst.

COWANSVILLE: **Mr. Merton Tyler,** Mrs. Velma Bell, Mrs. Alice Bidwell, Mrs. Inez Blinn, Mr. Douglas Bradford, Mr. Gordon Bown, Mr. William Busteed, Mr. William Calocci, Mrs. Noreen Doherty, Mrs. Thelma Doherty, Mr. Robert Douglas, Mrs. Alice Fulford, Mr. Tait Hauver, Mrs. Ruth Hawke, Mrs. L. Grace Howard, Miss Sandra Kidd, Miss Norma Knowles, Mrs. Evelyn Lewis, Mrs. Hilda Luce, Mrs. Mary McCutcheon, Miss Mildred Parsons, Miss Marion Phelps, Mrs. Eileen Pettes, Miss Lyla Primmerman, Mrs. Edith Shufelt, Miss Christine Spricer, Mrs. Marjorie Thomas, Miss Doris Welch, Miss Madeline Wells.

DRUMMONDVILLE: **Mr. Willis D. Hamilton,** Miss Marilyn E. Duffy, Miss C. Elizabeth Griffin, Mr. Donald L. Healy, Mrs. Esther J. Healy, Miss Isabel R. Husk, Mr. Ronald E. Johnston, Mrs. Muriel V. MacGibbon, Mrs. Winona Matthews, Miss Norma A. Pariseau, Mrs. Blanche Peterson, Mr. William G. Quigley, Mrs. Verna Vowles, Mrs. Miriam White.

GASPE: **Mr. Alan J. T. Bain,** Miss Elaine Annett, Mrs. Marion Coffin, Miss Wilma Duguay, Mrs. Elaine Jones, Mr. Charles Killawee, Mrs. Dolly LeTouzel, Mrs. Mary Miller, Mrs. Richard Miller, Mr. Philip Oliver, Miss Donna Patterson, Mr. Howard Patterson, Mr. Morris Patterson.

GRANBY: **Mr. William M. Munroe,** Mr. Wilfred L. Anderson, Mrs. Dorothy J. Boyd, Miss Elsie I. Boyes, Mrs. Elaine M. V. Brouillet, Mrs. Doris P. Coupland, Miss Judith Elizabeth Fisk, Mrs. Muriel K. Foggo, Mr. Vaughn V. Giggie, Mrs. Jean E. Gordon, Miss Frances L. Goring, Mrs. Shirley A. Harrison, Mr. Albert M. Hasle, Miss Annie A. Howse, Miss Carol A. Jones, Mr. James F. King, Mrs. Janet H. Languay, Mrs. Lillian R. Laurie, Mr. William E. Marshall, Mrs. Irene N. Porter, Mrs. Doris E. Poure, Miss Merinda F. Racicot, Miss May Scott, Mrs. Hannah M. Vivian.

GRENVILLE: **Mr. J. Meikle A. Turner,** Mrs. Maud L. Bothwell, Mrs. Beverley-Sue Dobson, Mrs. Ellen E. Druce, Mrs. Doris L. Hartley, Miss Ann Hinton, Mr. Emil Lapeyre, Mrs. Leontina MacTavish, Mr. Richard A. Moore, Mrs. Lillian B. Murphy, Mr. John Papaconstantinou, Mrs. M. Bernice Poulter, Miss Donna W. Thompson, Mr. Robert K. Winslow.

HEMMINGFORD: **Mr. G. Fraser Matheson,** Mrs. Florence Barr, Mr. Ronald Bruce, Mrs. Doris Cookman, Mr. James M, Laurie. Mr. Robert George McKay, Mrs. Brenda McNaughton, Mrs. Clara Merlin, Miss O. Ann Northrup, Mrs. E. Ruth Smith, Mrs. Viola Wallace, Miss Winnifred White.

HOWICK: **Mr. John C. Murray,** Mrs. Florence G. Elliott, Mr. George Grovu, Mrs. Una E. Gruer, Miss Ruth Jones, Mrs. Helen E. Marsh, Mrs. Pauline G. Mattinson, Mrs. Ruth M. Ness, Mr. Robert F. Petch, Mrs. Hazel J. Robertson, Mrs. Bernice E. Rorison, Mrs. Jean Roy, Mrs. Honora M. Smith, Mrs. Barbara Snow, Mr. William B. Wilson, Mr. H. H. Young.

HUDSON: **Mr. Donald S. Rattray,** Mr. Richard N. Black, Mr. Russel J. Burton, Miss Anne Canning, Mrs. Elizabeth Carter, Mr. Ernest Carter, Mrs. Catherine M. Chalmers, Mrs. Margaret B. Craven, Miss Jean Leslie Curtis, Mr. Stephen Czapalay, Mr. Harold C. Frizzell, Mr. J. W. B. Johnston, Mr. Ross Gordon Leverette, Miss Jean Carol Mackimmie, Mr. Stanley E. Mallough, Miss Virginia Mather, Mr. Wilfred Leonard Morris, Mrs. Shirley C. Pedley, Mrs. Margaret A. Peyton, Mr. Keith S. Pitcairn, Mrs. Muriel Smith, Mr. Douglas G. Steeves, Mrs. Eileen M. Waldron.

HULL: **Mr. David R. MacLelland,** Mrs. Myrtle Andrews, Mrs. Verley Beswick, Mr. J. Norris Brough, Mrs. Evelyn Burden, Mrs. Florence Christie, Mr. Edward C. Doering, Mrs. Helena Elliott, Mrs. Kathleen Garrioch, Mr. E. Frederick Hartwick, Mrs. Elizabeth Kilpatrick, Mrs. Barbara Kolada, Mrs. Hilda Lane, Miss Joan McClelland, Mr. William H. McQuarrie, Mrs. Elaine Mohr, Mrs. Joyce Roberts, Mr. Rheal W. Saint-Pierre, Mrs. Alice Salter, Miss Sheila Smart, Miss Elsie Theobald, Mrs. Patricia Vail, Mrs. Norma Wallace, Mr. Carmen C. Wilson.

HUNTINGDON: **Mr. Arthur M. Brockman,** Miss Jean Lillian Arthur, Mrs. Marion Brown, Mrs. Ada Cluff, Mrs. Christine Dahms, Mrs. Muriel Frier, Mrs. Christena Graham, Mrs. Jean Grant, Mr. Roland M. Greenbank, Mrs. Bertha Greig, Mrs. Shirley Leaman, Dr. Leslie Lukacs, Mr. Owen P. MacFarlane, Miss Arline MacIntosh, Mrs. Ethel McCracken, Mrs. Mona Mason, Miss Gwen Patterson, Mrs. Jean Pringle, Mr. Donald E. Rolfe, Mrs. Florence Rutherford, Mr. Stewart Sandmark, Mr. Brian D. Smith, Miss Nancy H. Spence, Mrs. Eunice Wallace, Mr. Kenneth Wentworth.

KNOWLTON: **Mr. John L. MacKeen,** Miss Ursula A. Bozer, Mrs. Joan Bradley, Mrs. Judith A. Busteed, Mr. Leo D. Corcoran, Mr. Ralph A. Davidson, Miss Beverly A. Dryburgh, Mrs. Lela M. Duboyce, Mr. Ronald E. Elliott, Mrs. Eleanor M. Gatenby, Mrs. B. Christine Hadlock, Mrs. Elsie E. Hanson, Mr. Stanley B. Hardacker, Mr. Cecil O. Hillier, Mrs. Ella V. Jackson, Miss Lise Latendresse, Mrs. Hilda L. Lee, Mrs. Frances MacKeen, Mrs. R. Jean Miller, Mrs. Gula M. Morrison, Mr. Dale E. Munkittrick, Mr. Eric H. Northrup, Mrs. Rhoda

J. Northrup, Mr. W. Boyd Paige, Mrs. Dorothy J. Rogers, Mrs. Ona G. Sanborn, Mr. Robert W. West, Mrs. Maryian K. Whitehead, Mr. Anthony E. Whittall, Mr. Donald H. Wild, Mrs. Sheila J. Wilson, Mrs. Laura P. Wright.

LACHUTE: **Mr. Frederick H. J. Royal,** Mr. Robert W. Bailly, Mrs. Silvia Baraf, Mr. Leroy H. Beals, Mrs. Doris Campbell, Miss Leola A. Caya, Mrs. Pearl Clark, Miss Barbara Cowan, Miss Lorna Crawford, Miss Jean M. Darbe, Mr. George A. Demerson, Mrs. Enid Dixon, Mr. Donald H. Dobson, Miss Penelope J. Foreman, Mrs. Evelyn Fraser, Mrs. Beverley Girling, Miss Linda Graham, Miss Helen G. Kenney, Miss Shirley MacGeorge, Mr. Ronald G. MacKenzie, Miss Marion MacLachlan, Miss Gertrude M. McMahon, Miss Grace V. McMahon, Mrs. Elsie North, Mrs. Joan Nugent, Mrs. Elinor Rigby, Mrs. Doris Robinson, Mrs. Norma Rogers, Mrs. Vera A. Schulz, Miss Shirley Soule, Miss Elizabeth Stanton, Miss Ellen C. Stewart, Mr. Donald F. Stuart, Miss Ada L. Sudsbury, Mrs. Hazel Swail, Mr. Clifford G. White, Mr. Robert N. Wyse.

LAKE OF TWO MOUNTAINS: **Mr. Marven Blakely,** Mr. Hulbert Belford, Mr. Ross Conners, Mr. Donald Cooper, Mr. Alan Dennison, Mr. Thomas Durrell, Mr. Charles Falcon, Mr. Harold Feltmate, Mr. Lindsay Finney, Miss Norma Gillis, Mr. Keith Hall, Mr. Bing Jin, Miss Ann Lowe, Mr. Herbert Macleod, Mrs. Mildred Manning, Mr. Peter Manning, Mr. Gerald McAuley, Mrs. Jean McHarg, Mr. Robert McHarg, Miss Jean Neville, Miss Marion Pritchard, Mr. Warren Reid, Miss Ingeborg Steinbach, Miss Nellie Watson, Miss Annie Whitney, Mr. Lawrence Wood, Mr. Gene Zinniger.

LA TUQUE: **Mr. Stanley B. Gage,** Mrs. Lillian Adams, Miss Anne Barnett, Mrs. Viola Gage, Mrs. Sarah McCabe, Mrs. Bessie Monahan, Mrs. Maud Patton, Miss June Tannahill.

LENNOXVILLE: **Mr. J. Edward Perry,** Mr. William W. Badger, Mrs. Gladys E. Baker, Miss Dorene F. Bennett, Mr. R. Blair Brown, Mrs. Marion E. Brown, Mr. Wilhelm C. Busse, Mr. David A. Cochrane, Miss Jolene S. L. Denison, Mrs. Murdeena C. Denison, Mr. Roland O. Dewar, Miss Eileen M. Ennals, Miss Lois H. Flanders, Mrs. Frances Halsall, Mrs. Margaret R. Harding, Mr. J. Lee Heath, Mr. E. Verne Horsman, Mrs. Marguerite C. Knapp, Mr. Robert A. Lavers, Miss Gladys Lawrence, Mrs. Margaret G. MacLean, Mrs. Ethel D. MacLeod, Mr. C. Ray Martin, Mrs. Helen A. McElrea, Mrs. Gwendolyn McKnight, Miss JoAnn Murphy, Miss Ann C. Olney, Miss Beverley Patton, Mrs. Lyndall R. Peabody, Mr. John M. Pille, Mrs. Ruth M. Reed, Mrs. Ruby M. Robinson, Miss Janet H. S. Rose, Miss Joan A. Savage, Mr. Michael Stefano, Mrs. Marilyn Stickles, Mr. John N. Strickland, Mr. Geoffrey G. Thomas, Mrs. Margaret J. Woolerton.

MACDONALD: **Mr. Leslie J. B. Clark,** Mr. Robert L. Burrs, Mr. Glendon L. Cosman, Mr. Willard C. Davidson, Mr. Charles G. Dodge, Mrs. Dorean Estey, Miss Ruth E. Evans, Mr. Robert L. Hanna, Mr. A. Dennis Hemmings, Mrs. Lynda Hemmings, Mr. James M. Heywood, Mr. David H. Hill, Mr. W. Griffith Hodge, Mr. Paul A. J. Irwin, Mrs. Marjorie Kirkpatrick, Mr. Edgar G. Knight, Mr. Jack W. Lieber, Mr. George P. MacLean, Miss Jean S. MacLeod, Mr. Brian J. Maddock, Mr. Roger A. Malboeuf, Mrs. Mabel Mamen, Mrs. Irene C. Middleton-Hope, Mr. Burton A. Millar, Mr. Clifford Pennock, Mrs. Joyce Petrie, Mr. Donald R. Robertson, Mr. Donald Ross, Mr. Fraser C. Steeves, Mr. Graeme Teasdale, Mr. Austin E. Thompson, Mr. Lou Thurber, Mr. Norman A. Todd, Mr. Daniel Ungerson, Mrs. Phyllis G. Upton, Mrs. Ellen J. Wernecke.

MAGOG:
Princess Elizabeth **Mr. Bernard Hodge,** Miss Beulah Allison, Mr. Harry Bacon, Miss Beryl Beckwith, Mrs. Joan Bolster, Miss Joan Cook, Miss Jacqueline Cutler, Mrs. Marilyn Dingman, Miss Julianne Dowbiggin, Mr. John DuRant, Mrs. Scotena Dustin, Miss Judith Frazer, Miss Alice Hamilton, Mrs. Audrey Hargreaves, Miss Donna Harrison, Mrs. Helen Hodge, Mrs. Audrey Jervis-Read, Miss Judy Lord, Miss Pamela Moore, Miss Carlotta Perkins, Mr. Gordon Philbrick, Mr. Herbert Premdas, Mrs. Mary Roberts, Miss Leola Stark, Miss Edna Young.

NEW CARLISLE: **Mr. Lorne R. Hayes,** Mr. Lynden B. Bechervaise, Mrs. Jean Caldwell, Mr. Paul Fullarton, Mrs. Earlene M. Gilker, Mrs. Henrietta Hayes, Mrs. Patricia M. F. Hayes, Mrs. Annie Huntington, Mr. Cyrus Journeau, Miss Enid G. Journeaux, Mrs. Sarah I. Journeau, Mrs. Enid LeGrand, Mr. Claude D. Luc, Mrs. Edith E. MacKenzie, Mrs. Phyllis D. C. Ross, Mrs. Leila A. Scott, Mr. Barry Tennier, Mrs. Daphne Wheelock, Mr. Owen G. Wheelock.

NEW RICHMOND: **Mr. Robert W. Scott,** Mrs. Mary F. Barter, Mrs. Mavis E. Cater, Mrs. Ruth B. Currie-Mills, Mrs. Hazel J. Doddridge, Mrs. Delcie E. Fairservice, Mrs. Joan Howatson, Mrs. Margaret MacLean, Miss Viola C. MacLellan, Mr. Orville R. McColm, Miss Elizabeth E. Powell, Mrs. Queenie E. Steele.

NORANDA: **Mr. Maurice McEnyk,** Mr. Donald J. Beaton, Mr. Everett A. Brooks, Mr. Oswald M. Downes, Mrs. Avis W. Gamey, Miss Anne-Marie Gourd, Mr. Ian S. R. Jackson, Mr. Johannes Keil, Mrs. Edith M. Lockyer, Mr. Percy R. Mootoo, Mr. John A. Nelson, Mr. John H. Oulton, Mrs. Winifred B. Ramsell, Mr. Willard C. Ripley, Mr. James L. Williams, Mr. Barrie H. Wilson, Miss Roberta D. Wilson.

NORTH HATLEY: **Mrs. Bertha Montgomery,** Mrs. Mary J. Bean, Mrs. Margaret A. Cheal, Mrs. Ethel M. Cruickshank, Mr. Bruce W. Patton, Mrs. Helen Pike, Mrs. Barbara Turner, Mrs. Miriam Turner, Mrs. Olive Vaughan, Mrs. Audrey Young.

ORMSTOWN: **Mr. J. Clifford Moore,** Mrs. Margaret W. Campbell, Mr. Leigh B. Coffin, Miss Bonnie Firth, Miss Marian J. Folkins, Mrs. Margaret M. Grant, Mr. Austin G. Henry, Mrs. Willa B. Hooker, Mr. John C. T. Johnson, Mrs. Helen L. McNicol, Mr. George W. A. Preston, Mr. Robert G. Titus, Mrs. Margaret P. Upton, Mrs. H. Marion Winter, Miss Elizabeth N. Woodley.

QUEBEC: **Mr. A. D. Lennon,** Mrs. Mary G. Aikman, Mr. R. Campbell M. Amaron, Mrs. Ida R. Barras, Mr. David Wayne Bates, Mr. David E. Blinco, Mr. Russell O. Brander, Miss Ellen N. Bronson, Miss Auriola J. Bullard, Miss Myrna Durrant, Mr. John R. Harlow, Mr. Roland D. Hutchison, Mrs. Thelma Hutchison, Mr. Graham P. Jackson, Mr. C. Newton James, Mr. Angus A. MacMillan, Mrs. Dorothy M. Owen, Mrs. Ida Price, Mrs. Dorothy Simpson, Miss Grace D. Smith, Mr. Anthony Spenceley, Mrs. Hilda M. Stephens, Mr. John A. Whitman, Mrs. Mary Wiggs.

RICHMOND
St. Francis: **Mr. Lloyd F. Somerville,** Mr. Leslie K. Annesley, Mrs. Anna Apps, Mrs. Agnes E. Barrett, Mrs. Ruth S. Brock, Mr. Melvin J. Butler, Mr. Douglas Carroll, Mrs. Hazel A. Carson, Miss Beverley E. Clarke, Mr. Peter S. Cocks, Mr. Kenneth A. Dixon, Mrs. Beatrice E. Duffy, Mrs. Julia I. Fallona, Mrs. Jessie M. Fraser, Mrs. Muriel E. Griffith, Mrs. Ida A. Hazard, Mrs. Marion I. Healy, Mr. John Hobson, Mrs. Ethel L. Jondreville, Mrs. Ardice A. McCoy, Miss Shirley A. McGenty, Mrs. Carolyn A. McPhail, Miss Norah H. Moorhead, Mrs. Alice Norris, Miss Wilma O'Donnell, Mr. Winston Prangley, Mr. Alton Price, Mr. Derek E. Tilley, Mrs. Sandra M. Young, Mr. William A. Young.

RIVERBEND: **Mr. Clarence D. Kendall,** Mr. Robert F. Bouchard, Mrs. Phyllis MacRae, Mrs. Myrtle E. Maloney, Mrs. Sharron A. McKee, Mr. John C. Stockdale.

ROSEMERE: **Mr. Peter J. Logan,** Mr. James Angrave, Mrs. Faith H. Berthault, Mrs. Muriel R. Brophy, Mr. Angus G. Brown, Miss Gillian M. Burdett, Mr. John F. Butterworth, Mr. Donald V. H. Cuming, Mrs. Marianna Eaton, Mr. Robert C Harris, Mr. O'Neil Johnson, Mr. Roy A. J. Lindsay, Mr. Robert Little, Mr. Glenn H. MacDonald, Mr. Robert A. F. MacDonald. Miss Helen E. May, Mr. John G. McGibbon, Mr. Ian A. McKay, Mr. Leslia W. Melia, Mrs. Muriel M. Paradis, Miss Irene Piver, Mr. Douglas R. Riley, Mr. John D. Savage, Mrs. Sylvia B. Staines, Mrs. Margaret J. Stinson, Mr. William A. Weary.

SAGUENAY VALLEY: **Mr. Lorris H. Balcom,** Miss Dorothy E. Blackburn, Miss Ardith E. Chandler, Miss Marguerite L. Cornell, Mr. Derrick C. Ferguson, Mr. Gary F. Hunnisett, Mrs. Donna E. Jefferson, Mr. Gerard Lacombe, Mrs. Florence E. Phillips, Mr. David Uttaro.

STE AGATHE DES MONTS: **Mr. J. H. Jacobsen,** Mrs. Jacqueline Carrier, Mr. Marcel L. Carrier, Mrs. Joan E. Davidson, Mr. Robert A. Davidson, Miss Mona B. Hodgson, Miss Reta G. Jacobsen, Miss Ina H. Koch, Miss Jane A. Rodger, Mr. David St. A. Sewell, Mr. Bruce P. Smaill, Miss D. Janet Smith, Mr. Vernon G. Smith, Miss Judith M. Waddell.

ST. JOHNS: **Mr. Philip G. R. Lawrence,** Mrs. Yvonne F. Adams, Mrs. Claire Bentley, Miss Ellen H. Brady, Mrs. Betty A. Ferguson, Mr. Whitman A. Haines, Mr. Charles E. L. Johnston, Mr. Burdett Lee, Mrs. Hilda M. MacRae, Mrs. Ethel V. McNaughton, Mr. Melvin A. Neil, Mrs. Ruth I. Nicholson, Mr. Lionel G. Patrick, Mrs. Frances E. Smith, Mrs. Marilyn G. Steeves, Mr. Arthur W. White.

ST. LAMBERT: Chambly **Mr. Earle Y. Templeton,** Miss Daisy Baig, Miss Mabel E. Bennett, Mr. Walter G. Bowes, Mrs. Helen Christiansen, Miss Jessie Cockerline, Mrs. Mary M. Cyr, Mrs. Faith E. Fransham, Mr. Gordon Galbraith, Miss Elizabeth A. Grant, Mrs. Estelle J. Home, Mrs. June Howie, Mr. Ian K. Hume, Mr. Curtis B. Ingalls, Mr. Roy A. Kennedy, Mr. Kenneth E. E. Lee, Mr. Stanley H. MacDonald, Miss Dorothea MacKay, Mrs. Margaret MacWha, Mr. James H. McOuat, Miss Eileen M. Montgomery, Mr. Leonard Orr, Mr. Douglas C. Patterson, Mr. Arnold P. Ryder, Mr. Peter L. Rylander, Miss Ann Smith, Mr. Arthur J. Smith, Miss Ann E. Stockwell, Mr. William R. Weeks, Mr. Henry W. Welburn, Mrs. Bertha M. Wilde, Mr. E. John Williams.

SAWYERVILLE: **Mr. W. E. Dolloff,** Miss Carolyn Bloise, Miss Sheila M. J. Coates, Mr. Murray Down, Mrs. B. Evelyn French, Mrs. Donna E. Luce, Mrs. Grace MacLeod, Mrs. Muriel B. Prescott, Miss Frances Smith, Mrs. Vera Todd, Mrs. Olive Twymen.

SHAWINIGAN: **Mr. G. Arnold McArthur,** Mrs. Beryl Charlton, Mr. Paul M. Crowe, Mrs. Gladys Dupuis, Mr. J. E. Fisher, Miss Florence Fraser, Miss Joyce Harris, Mrs. Muriel Hill, Mr. William Howes, Mrs. Dorothy Kennedy, Mrs. Marjorie Lang, Mr. Harold F. Long, Miss Elizabeth McSwaine, Mrs. M. Lillian Rabb, Mrs. Elizabeth Reid, Mr. James D. Roberts, Mrs. Gwyneth Smith, Miss Rosemary Whinfield, Mr. Frederick Whitehead.

SHAWVILLE: **Mr. Gordon T. Hagen,** Mr. Ferenc Andai, Miss Margaret A. Archibald, Mrs. Iva E. Armstrong, Mr. John D. Beattie, Miss June M. Bourgeau, Mrs. Margaret E. Bretzlaff, Miss Florence Britton, Mr. John L. Burrill, Mr. Ellsworth B. DeMerchant, Miss Dorothy Elliott, Mrs. Pearl E. Elliott, Mrs. Hazel Graham, Mrs. Margaret A. Graham, Mrs. Rena I. Graham, Mr. Dale Hibbard, Mrs. Lottie M. Hobbs, Miss Essie M. J. Hodgins, Mrs. Janet L. Horner, Mr. John R. Kennedy, Mrs. Margaret C. Kramer, Mrs. Phoebe H. McCord, Miss Orla Mee, Mr. Thomas Moorhouse, Mrs. Frances Richardson, Mrs. Jean E. Ross, Mrs. Lillian B. Smart, Mrs. Winnifred Smart, Mrs. Margaret R. Smiley, Mrs. Olive P. Smith, Mr. George Stones, Miss Clara Strutt, Mrs. Elsie F. Strutt, Miss Sandra J. A. Taylor, Mrs. Effie Vivian, Mrs. Muriel J. Warren, Mrs. Alice A. Young, Mrs. Edna F. Young.

SHERBROOKE: **Mr. Wright W. Gibson,** Mr. Lloyd D. Allen, Mr. Morris C. Austin, Mrs. Enid Beattie, Mr. Robert B. Carr, Mrs. Millicent F. Caswell, Mrs. Doris M. Conley, Mr. Royce L. Gale, Miss Andrea M. E. Gustafson, Mr. Edward R. Hill, Mr. Ronald H. Holden, Miss Mabel E. Hopper, Mrs. Sylvia M. Loomis, Miss Nancy Love, Mrs. Margaret M. Mack, Mr. James N. MacKinnon, Miss Dolena A. Nicholson, Mr. John R. Parker, Mr. Everett W. J. Porter, Mr. Richard C. Tracy, Dr. Kenneth R. Willis.

SUTTON: **Mr. Stanley N. Pergau,** Mrs. Arlene T. Bleser, Mr. Robert G. Cram, Mrs. Ethel S. Haggerty, Mrs. Helen E. Hastings, Mrs. Ruth G. Holden, Mrs. Lillian E. Hooper, Mrs. Iris N. Kirby, Mrs. Margaret J. Madden, Miss Joan C. Neil, Mrs. M. Jean Pergau, Miss Beverley J.

Quilliams, Mrs. Mary K. Royea, Mr. Royston R. Seaman, Mrs. Mary K. Sherrer, Mr. Calno J. Soule, Mrs. Catheline F. Soule, Mr. Kenneth B. Tannahill, Miss Elizabeth F. Watson.

TEMISKAMING: **Mr. John Tolhurst,** Mrs. Marilyn J. Adams, Mr. Leon Essing, Miss Muriel S. Horner, Mrs. Hazel A. M. Ibey, Miss Kate McNabb, Mrs. E. Winnifred Millar, Mr. G. H. V. Naylor, Mrs. Ruth J. Tolhurst, Mrs. Bernadette Turcotte.

THETFORD MINES: **Mr. Donald Gosnell,** Miss Miriam Baxter, Mr. Lawrence Belford, Mrs. Ethel Cruickshank, Mrs. Kathleen Davidson, Mrs. Annie Hogge, Miss Janet Kelso, Miss Lorraine Kelso, Mrs. Phyllis J. Robinson, Mrs. Aline M. Visser, Mr. John S. Visser.

THREE RIVERS: **Mr. Langdon V. Fuller,** Mrs. Lottie A. Bradley, Miss Antoinette DeKeyser, Miss Judith H. Giffin, Miss Emma J. Gillis, Mrs. Laurel M. Haynes, Miss Violet P. Hunter, Mrs. Neville Kendall, Mrs. Elsie MacPherson, Miss Mabel M. McBain, Miss Marion S. McCrae, Mr. Eugene Morosan, Mr. Edeltraut Rimkus, Mr. Peter D. Royle, Mr. George S. Scott, Mr. Terrence Scott, Miss Kathleen A. Smith, Mrs. Rita D. Stanford, Miss Lynda E. Towner, Miss Elizabeth Watson, Mrs. Esther M. Wescott, Miss Marguerite F. White.

VAL D'OR-BOURLAMAQUE: Percival — **Mr. Stanley J. Hovdebo,** Mrs. Frances Ball, Mrs. Jean Beaule, Mrs. Helen Cameron, Miss Gloria Gillies, Miss Marjorie Manuel, Mrs. Ishbel McCrea, Mr. W. K. Pottinger, Mr. David K. Rivers, Mrs. Katherine Sanford, Mr. Courtney Saunders, Miss Rose M. Simbirski, Mr. David L. Smith, Mr. Ralph F. Turner.

VALLEYFIELD: Gault Institute — **Mr. Jack R. Garneau,** Miss C. Lois Elliott, Miss Genevieve L. Getty, Mrs. Kathleen R. E. Jones, Mr. Burns Leckey, Mr. Harry H. MacKrith, Miss Frances M. Myles, Miss Marion Alice Reed, Mr. Gordon Murray Thompson, Mr. John Kemp Ward, Miss Ivy C. Whalley.

WATERLOO: **Mr. Samuel Waye,** Mrs. Shirley Atkinson, Mr. John D. Black, Mrs. Clara Boyd, Mr. John G. Chapman, Mrs. Marion Hackwell, Mr. Vincent L. Hall, Mrs. Lois Jones, Mr. Serge R. Latendresse, Mr. John D. MacAskill, Mrs. Clara McKergow, Miss Rosemary Martin, Miss Shirley A. Maynes, Mrs. Myrtle Pope, Mrs. Janice Porter, Mrs. Merla Renihan, Mr. Lewis Smollett, Mr. Robert Staines, Mrs. Margaret Stretch, Mr. Alois Thomson, Mr. Stephen Trew, Mrs. Myrtle Watts.

WEST ISLAND: Beaconsfield — **Mr. W. Wendell Roberts,** Miss Dorinda M. Armstrong, Mr. Earl W. Ayre, Mr. Michel T. Bastet, Mr. Elton C. Bockus, Mrs. Dorothy M. Bradley, Mr. Roy F. Bradley, Mr. Maurice W. Buck, Mr. John Chomay, Miss Elaine A. Clark, Mr. Donald J. Colby, Miss Barbara E. Conrad, Mrs. Patricia Davis, Mrs. Irene Delcellier, Mrs. Bernice M. Ellis, Mr. Gordon M. Foster, Mrs. Hope Fraser, Miss Marilyn Rose French, Mrs. Irene Gaunce, Mr. Richard T. Germaney, Mrs. Joyce P. Hall, Miss Mary E. Hall, Mr. George A. Halliwell, Mr. Robert C. Jones, Mr. John W. Killingbeck, Mr. Gordon E. Lidstone, Mr. John H. Lummis, Mr. Charles Lunn, Miss Mildred G. Lyster, Mr. Wilson H. MacEwen, Mrs. Nina G. Marshall, Mr. Melville G. McCormick, Mr. Richard A. McGrail, Mr. John D. McOuat, Miss Mary C. Nutter, Miss Joan R. Olmstead, Mr. James G. Pollock, Mr. Edward A. C. Price, Miss Donna M. Robertson, Mr. Lawrence A. Rodgers, Mr. Walter Scott, Miss Aida J. Sonac, Mr. Frank Taboika, Mr. Bruce C. Taylor, Mr. Charles L. Tiffin, Mr. John Turpin, Mr. Arthur F. Williams, Mrs. Jean E. Willmott.

WEST ISLAND: John Rennie — **Mr. Lloyd R. Patch,** Mr. John G. Akin, Mr. Frank S. Aldercotte, Mrs. Margery Allen, Mrs. Myrna Anderson, Mr. Walter R. Atwood, Mr. Patrick Baker, Mr. Loran R. Ball, Mr. John B. M. Baugh, Mr. Thomas B. Bonnell, Mr. Gordon A. Buchanan, Mr. Charles O. Buckingham, Mr. Frank Buckingham, **Mr. Gordon Callaghan, Mrs.** Jean E. Chubb, Mr. J. Douglas Cooke, Mr. Ronald W. Cumming, Mr. Alexander W. Donaldson, Mrs. Sarah I. Dumaresq, Mr. Marcel Einser, Mr. Robertson S. Farrar, Mrs. Annie Gay, Miss Margaret E. Harrison, Mr. John S. Houseman, Mr. John D. Howes, Mrs. Alexandra Jenkins,

Mr. John I. Jenkins, Mrs. Judith Jenne, Mr. Sidney C. Jones, Mr. J. Victor Lawson, Miss Betty J. LeMaistre, Mrs. Katalin Liszy, Mrs. Ruth B. Mann, Mrs. Bessie V. McConnachie, Mr. Shirley E. McKyes, Miss Sheilagh M. McQuitty, Mrs. Shirley E. Nicholson, Mr. Richard B. Oulton, Mr. Reginald A. Parker, Mr. Charles B. Powter, Mrs. Lorraine Rioux, Mr. J. Eric Robidoux, Mr. Robert R. Rose, Mrs. Winnifred Rowse, Mr. Ronald D. Sharp, Mr. Edward R. Start, Mr. C. R. Stonefield, Mrs. Rhoda H. Swan, Mr. Pierre M. Szekula, Mr. Leslie A. Thornley-Brown, Miss Irena Turczeniuk, Mr. David Waugh, Mrs. Marion Wells, Mr. John N. Wood.

WEST ISLAND: Lindsay Place

Mr. Hudson Clowater, Mr. Crawford A. Anderson, Mrs. Pauline C. Austen, Mr. W. David Baillie, Mr. Robert E. Barras, Mrs. Shirley A. E. Bastien, Mr. Robert O. Brewer, Mr. James D. Brown, Mr. Robert B. Brown, Mr. John W. D. Burnside, Mrs. Liette Butrym, Mr. Morley F. Calvert, Mr. Alan A. Clark, Mrs. Doris M. Clowater, Miss Jessie I. Cock, Miss Carol A. Ely, Mr. Robert J. Estey, Mr. Keith L. Farquharson, Mr. Jas. D. Gore, Mrs. Grace Hanson, Mr. Edmund A. Harvey, Mrs. Eleanor A. Hodgson, Mr. Stanley E. Horner, Mr. Albert A. Jared, Mr. John C. Jared, Mrs. Irma Joos, Mr. James R. Kingsley, Miss Elva Knowlton, Mr. Percy W. W. Lane, Mr. James Marshall, Miss Helen J. Martin, Mr. George P. Miles, Mr. William E. Nason, Mr. Frank A. W. Page, Mr. William B. Paterson, Mr. Charles O. D. Phillips, Miss Ivy L. Richards, Mr. Donald F. Ross, Mr. Eric H. Rumsby, Miss Catherine E. Saunders, Mr. Kurt H. Schleiermacher, Mrs. Lawrence Short, Miss Allana R. Smith, Mr. Alexander F. Spence, Mr. Keith Sutherland, Mr. Ernest R. Tetreault, Mrs. M. Vivian Walker, Mr. Duncan A. Weir, Mr. Alan C. Whittall, Mrs. Vera M. Wilson, Miss Frances B. Wright.

BARON BYNG:

Mr. W. S. Trenholm, Mr. E. J. Adams, Mr. J. O. Anderson, Mr. A. D. G. Arthurs, Mrs. B. C. Barclay, Mr. A. Biermann, Mr. J. F. Briegel, Mrs. E. L. R. Brocklehurst, Mr. G. Charlez, Mrs. D. R. A. Delahaye, Mr. H. Demuth, Mr. P. Dobrik, Mr. H. Ebers, Mrs. R. A. Foster, Miss M. Fuller, Miss H. B. Gilbert, Mrs. M. Goldberg, Miss L. Green, Mr. R. W. Herring, Mr. D. G. Hicks, Mr. J. E. Irwin, Mr. M. Jorgovitch, Miss F. Katz, Miss E. F. Keane, Mr. E. M. Kogut, Mr. G. D. Lessard, Miss E. Marsden, Mr. L. H. Martin, Mr. R. Millman, Mr. R. E. S. Morgan, Mrs. B. R. Mroz, Miss J. A. Natov, Mr. D. A. Oakley, Miss N. A. E. Osler, Mrs. C. F. Ponder, Miss E. M. Rollit, Mr. P. L. Scott, Mr. G. Sedawey, Mr. G. E. Shalinsky, Mr. L. Shinder, Mr. H. M. Stewart, Miss J. R. S. Taylor, Mr. A. G. Theriault, Mr. S. C. Zakaib, Mr. A. Zgarka, Mr. D. N. Zweig.

DUNTON:

Mr. R. G. Anderson, Mr. J. D. K. Ashdown, Mr. C. P. Batt, Mr. G. C. Bennett, Mr. H. Berger, Mr. I. C. Borrowman, Mr. L. U. Carbonneau, Miss H. Cavia, Mrs. M. E. Chuprun, Mr. C. M. Davies, Mr. G. K. L. Doak, Miss F. I. Dutuad, Mr. R. W. Eggleton, Mr. P. D. M. Ellis, Miss M. B. Fenton, Miss C. E. Gillingham, Mr. W. Hanley, Mrs. M. J. Hamilton, Miss A. R. Hargreaves, Mr. H. Haydock, Mrs. T. T. Hendelman, Mr. G. D. Hicks, Mr. K. Hill, Mr. W. G. Horn, Mr. F. G. C. Howard-Rose, Mrs. A. S. Y. Hughes, Miss M. R. Jennings, Mr. E. Ksonzek, Miss S. Knowles, Miss B. A. Lax, Mr. D. J. Lee, Mrs. M. B. Lindley, Miss P. R. L. Loiselle, Miss M. R. B. MacTavish, Miss M. R. McCuaig, Miss L. B. McKergow, Mr. D. A. McLean, Miss M. A. Metcalf, Mr. C. S. Morgan, Miss A. M. Murray, Mr. D. Ogden, Mrs. P. E. Quilliams, Mr. R. N. Robertson, Miss S. A. Sadler, Mr. M. G. D. Sainsbury, Miss P. A. Sandford, Mr. B. Schirdewahn, Mr. A. Sosnicky, Miss D. Spence, Mrs. M. A. Von Kursell, Mrs. M. Warnery, Mr. P. J. Wilcox, Miss D. A. Xenos, Mr. E. P. Yonelinas.

HIGH SCHOOL FOR GIRLS:

Dr. D. J. Ross, Mrs. A. Andreassen, Mrs. M. Asimakopulos, Mrs. B. Axelson, Miss E. D. Bain, Mrs. F. Bain, Miss A. E. Bergey, Miss M. Blake, Mrs. J. K. Bishop, Mrs. D. E. Boothroyd, Miss C. Cran, Mrs. K. E. De Mille, Miss F. M. Dick, Miss V. L. Duguid, Miss I. F. L. Dunn, Miss M. H. Ford, Miss C. L. Forster, Mrs. D. S. Fox, Miss I. Gammon, Miss M. I. Garlick, Mrs. M. P. A. Green, Miss I. M. Hamilton, Miss B. H. Inch, Miss N. F. Irwin, Miss F. A. Johnstone,

Miss M. A. Keating, Miss F. E. Kemp, Miss K. W. Lane, Mrs. C. C. Lea, Miss M. G. MacLean, Mrs. R. E. Markell, Miss T. M. Mawhood, Miss B. H. McPhail, Miss M. Morley, Mrs. G. Pemberton, Miss R. E. J. Smith, Miss W. Thompson, Miss D. J. Wright.

HIGH SCHOOL OF MONTREAL: **Mr. H. E. Wright,** Mr. A. N. Agemian, Mr. E. L. Anderson, Mr. H. L. Asner, Mr. E. R. Boyd, Mr. J. B. Cameron, Mr. A. C. Cleveland, Mr. G. Destounis, Mr. C. R. D. Downes, Mr. J. G. Eaton, Mr. C. Fagan, Mr. R. A. Field, Mr. W. L. Fraser, Mr. R. M. Garfield, Mr. H. J. C. Haines, Mr. A. D. W. Harding, Mr. A. F. Hassan, Mr. G. Hoffman, Mr. J. Inhaber, Mr. W. C. Jacobson, Mr. J. W. Jardine, Mr. G. H. King, Mr. J. F. King, Mr. T. D. Kneen, Mr. H. D. Lead, Mr. J. Levine, Mr. L. C. Lighthall, Mr. G. Lindner, Mr. O. A. Liutec, Mr. H. C. Mahabir, Mr. A. T. McKergow, Mr. G. E. Miller, Mr. D. R. Mitchell, Mr. J. C. Morrow, Mr. W. S. Murray, Mr. D. A. Nugent, Mr. R. S. Patterson, Mr. C. W. Pressnell, Mr. C. A. I. Racey, Mr. W. H. Ralph, Mr. R. H. Ransom, Mr. K. E. H. Rohden, Mr. A. R. M. Roy, Mr. J. E. M. Saunders, Mr. T. Saunders, Mrs. J. C. Scott, Mr. J. C. Scott, Mr. A. S. South, Miss R. A. M. Sheppard, Mr. M. E. Szabo, Mrs. M. C. Taylor, Mr. R. G. Tallentire, Mr. L. Tomaschuk, Mr. W. L. Wile.

JOHN GRANT: **Mr. E. Davidson,** Miss D. E. Boyd, Miss S. M. Cameron, Mr. D. H. Chodat, Mr. A. C. Church, Mrs. A. E. P. Cummins, Mr. R. B. Drysdale, Mr. W. E. Fletcher, Mr. M. R. E. Fox, Mr. R. P. Fraser, Mr. K. R. Gemmell, Miss L. I. R. Gentleman, Mrs. J. M. Graham, Miss P. R. Graham, Miss I. E. Grayland, Mrs. M. I. Hammond, Mrs. E. Handelman, Mr. B. L. Hatter, Miss M. E. Irving, Mr. L. Krasa, Mr. S. R. Kurys, Mr. J. G. LeGuillou, Miss E. A. MacLeish, Miss M. A. S. Macnab, Mr. R. W. McEwen, Mr. R. McGee, Mr. K. McGowan, Mr. P. B. McLaughlin, Mr. A. A. Miller, Mr. G. B. Miller, Mrs. D. L. Morrison, Mr. R. C. Paterson, Miss S. T. Rountree.

LACHINE: **Mr. G. T. P. Graham,** Miss L. W. Allen, Miss F. M. H. Biard, Miss J. E. J. Biggar, Mrs. G. B. Booth, Miss B. E. Borden, Mr. J. H. Bruhmuller, Miss E. L. Bunting, Mr. D. P. Caddell, Mr. N. A. Campbell, Mr. M. E. Cockhill, Miss M. B. Craze, Miss P. F. Dakin, Miss B. L. Dauphinee, Mrs. F. Davis, Mr. J. A. B. de Vleeschouwer, Mr. N. L. Epstein, Mr. L. C. Gagnon, Mr. P. B. Gaudine, Mr. G. R. Gay, Mr. H. R. W. Goodwin, Mr. D. Gordon, Miss H. F. Gould, Mr. A. A. M. Henderson, Mr. V. J. Holman, Mr. S. O. Jones, Miss A. K. Keith, Miss H. D. Keith, Miss M. A. Keith, Mr. H. M. Kierstead, Mrs. J. E. Laflin, Mr. R. A. Lenton, Mr. T. G. MacGregor, Mr. H. G. Makin, Miss J. H. Mason, Mr. F. L. McLearon, Mr. H. J. Miles, Mrs. H. D. Morrison, Miss J. Muir, Mrs. G. E. Nemiroff, Mr. R. N. Ness, Mr. M. J. Oke, Mr. W. R. Osterman, Mr. R. A. Peck, Mrs. J. C. Pilon, Mr. J. L. Plaice, Mr. G. A. Potter, Mr. C. E. Robinson, Mrs. E. K. Rogers, Mr. D. G. Ross, Mr. C. V. Sadko, Mrs. M. E. Scott, Mrs. E. B. R. Sharpe, Miss V. Siimo, Mrs. B. J. Stabler, Miss D. E. Stewart, Miss B. L. Taylor, Miss M. H. Thompson, Mrs. W. K. Thomson, Mr. A. Tobaly, Mr. K. I. Trasler, Mrs. C. E. Woollerton.

MALCOLM CAMPBELL: **Mr. A. D. Talbot,** Mr. W. A. Aitken, Mr. G. B. Allan, Mr. K. V. Allesley, Miss M. E. Baker, Miss J. A. Barclay, Mrs. J. F. Blackwell, Mrs. S. S. Bordo, Mr. D. J. Boule, Mrs. L. M. Cahill, Miss M. C. Carr, Mr. T. H. C. Christmas, Mr. A. Clas, Mr. P. A. Crabtree, Miss E. B. Critchley, Mrs. E. M. Crone, Miss L. Davison, Mr. W. D. Dawson, Mr. G. M. Decarie, Mr. D. W. Doig, Mrs. E. E. Dunwoodie, Mr. G. Eckersley, Mr. C. G. Edmondson, Mr. L. V. Elvin, Mrs. A. J. Galaczy, Mr. G. B. Gilmour, Mr. G. Halpert, Mr. M. Hanna, Mr. D. W. Harrold, Mr. R. A. Hill, Miss E. M. Hodge, Mr. L. C. Hopper, Mr. J. A. Howden, Mr. H. I. Howells, Mrs. J. Jelinek, Mr. E. R. Kearns, Mr. M. M. Kelly, Mr. C. H. Lafon, Mrs. E. S. Lamet, Miss D. M. G. Lechelt, Mr. J. R. LeRoy, Mr. O. E. Lewis, Mr. H. M. Mandigo, Miss C. C. McCormick, Mr. J. A. McGowan, Mrs. H. L. Miller, Mr. M. K. Nueman, Mr. B. H. Oliver, Mrs. H. M. Orlander, Mrs. S. R. Rosenberg, Mr. H. R. Ryker, Mr. R. C. Saul, Mrs. A. Schlutz,

Mr. M. Shadowitz, Miss J. A. Shamy, Mrs. P. C. Shanks, Mrs. J. E. Sheridan, Mr. L. M. Sherman, Mr. A. M. D. Shields, Mr. B. Shoub, Mrs. O. Skrivanic, Miss D. L. Sinclair, Mrs. G. Smeja, Mrs. E. Smith, Miss H. H. Tanaka, Mrs. M. B. C. Wallace.

MONKLANDS: **Mr. H. E. Dinsdale,** Miss M. J. Balomenos, Mr. K. S. Barlow, Mr. N. Bernstein, Miss N. D. Black, Mr. W. G. Blair, Mr. M. Borboen, Mrs. E. Boskey, Mr. W. C. Boswell, Miss H. V. Brown, Mr. P. G. A. W. Brown, Mr. L. G. Davies, Mr. G. H. Day, Mr. M. F. Dewdney, Mrs. C. E. Dobie, Miss D. W. Duncan, Mr. W. R. Elliott, Mrs. R. E. Fleming, Mr. D. R Firth, Mrs. H. M. Galloway, Mrs. V. R. Genser, Mr. L. D. B. Gill, Mrs. R. Gold, Mr. S. S. G. Hale, Miss M. Harris, Miss E. K. Holcomb, Miss D. J. Holland, Mrs. E. B. Hopkin, Mr. N. W. Hurrle, Mr. W. A. Jamieson, Mr. R. M. Kouri, Mr. G. Lecker, Mrs. M. L. Lessard, Mrs. R. H. Macey, Miss R. MacNab, Miss E. R. MacLaren, Miss J. M. Miller, Mr. H. P. McGowran, Mr. S. B. Montin, Mr. T. L. Mooney, Mrs. L. L. Moss, Mrs. M. A. Mullally, Mr. G. Novoselcev, Mr. M. Paradis, Miss F. M. Parker, Mrs. D. A. Potter, Miss M. Prew, Miss M. E. Probert, Mr. H. O. Purdy, Mr. A. A. R. Ramsay, Mrs. E. Rennert, Mr. M. Renshaw, Mrs. B. J. Rohr, Mr. A. P. Sandor, Mr. W. F. Schlutz, Mr. A. R. Shaw, Miss C. A. Shetler, Mr. S. Spier, Mr. R. G. Stephen, Mrs. M. B. Varey, Mr. A. E. Waugh, Mr. R. J. Williams, Miss E. Winter.

MONTREAL WEST: **Mr. B. S. Schaffelburg,** Mr. J. S. Allen, Mrs. W. W. Armstrong, Mr. G. G. Auchinleck, Miss H. Barrie, Mr. A. M. Bolduc, Mrs. E. Boulkind, Miss B. J. Bover, Mr. R. W. Briggs, Mrs. M. E. Britton, Mrs. G. I. Carson, Mrs. E. D. Cheasley, Miss C. F. Connor, Mr. C. Cooper, Mr. A. B. Cowe, Miss M. C. Craze, Mr. W. J. deGruchy, Mrs. S. J. Demitre, Mr. G. F. Desbaillet, Mrs. E. M. Doyle, Mrs. W. Driscoll, Mrs. D. E. M. Drysdale, Miss N. C. Elliott, Mr. R. E. Fabb, Miss J. M. Findlay, Miss I. Frismanis, Mr. A. A. Greenberg, Mr. H. N. Hamilton, Mr. G. A. Hastie, Mrs. R. R. Hebert, Miss G. E. Henry, Miss E. Hutmacher, Mr. J. C. Jones, Miss J. F. Kellnor, Mr. J. G. Knott, Mr. P. Koncevich, Miss G. P. MacLean, Miss M. J. MacMillan, Mr. K. H. Mann, Miss M. G. Matthews, Mr. C. McCallum. Miss I. A. McEwen, Miss E. McKyes, Miss J. Mills, Miss E. H. Norton. Miss G. E. Palaisy, Mrs. G. A. Petrie, Mr. E. O. Phillips, Mr. E. C. Powell, Mr. J. M. Reece, Mr. A. W. Reusing, Mrs. D. M. Rillie, Mrs. D. I. Rouleau, Mrs. E. Sacks, Mr. B. A. Scarlett, Mr. W. V. Smiley, Mrs. M. P. Sneddon, Mr. R. M. Spence, Mrs. F. Spilker, Mr. D. R. Stevenson, Mrs. M. Sziklas, Miss E. Tate, Miss S. E. Travers, Mrs. L. A. Uszkay, Miss M. A. Wadsforth, Mr. I. Waldman, Mrs. D. E. Walsh, Mrs. V. E. Watson, Mrs. D. E. Whitman, Mrs. E. Wolinsky.

MOUNT ROYAL: **Mr. G. L. Drysdale,** Mrs. J. F. Adams, Mr. D. T. Anakin, Mr. P. H. Baugniet, Mrs. P. Bennett, Miss M. F. Bercuson, Mr. C. G. Bragg, Mr. D. W. Buchanan, Mr. R. G. Butler, Miss M. F. Cameron, Mr. W. H. Cameron, Mr. K. F. Campbell, Miss M. M. Caron, Mrs. E. R. D. Chicoine, Mrs. J. A. Clark, Mrs. K. V. Condra, Mr. J. C. S. Crockett, Mr. D. DeSilva, Mr. J. G. Dempster, Miss E. H. Dreyfus, Mr. I. Drysder, Miss M. L. Duffus, Miss M. M. J. Feher, Mr. W. T. Fish, Mrs. M. V. Frew, Mrs. M. F. Gilbert, Miss J. M. Gwynne, Mr. R. M. Haeberle, Mr. T. N. Hardie, Mrs. M. J. Holmes, Mrs. W. G. Hoyos, Mr. G. F. H. Hunter, Mrs. B. Huntley, Mr. R. F. Jack, Miss K. I. Jesse, Mr. H. S. Jones, Mr. J. C. Logan, Miss B. J. MacDonald, Miss J. M. MacLean, Mr. B. Marcus, Mr. P. Marshall, Mrs. M. B. Mahood, Mr. W. S. McDougall, Miss L. J. McHaffie, Mr. B. M. McKeage, Mr. J. A. Messenger, Mr. W. K. Moffat, Mrs. J. Nelson, Miss M. Patterson, Mrs. A. R. Peacock, Mr. J. B. Pellow, Mrs. C. Rubinger, Mr. A. R. Scammell, Miss M. B. Sellars, Mr. J. N. B. Shaw, Miss C. E. Smart, Miss E. Tandy, Miss A. O. Theobald, Miss H. E. Walbridge, Miss D. Welham, Mr. G. L. Wood, Mrs. P. V. Wright.

NORTHMOUNT: **Mr. R. F. Anderson,** Mr. H. D. Allen, Mr. J. F. Austin, Miss U. Baer, Mrs. O. F. Barlow, Mr. R. E. Berkman, Mr. A. Bortnichuk, Mr. K. A. Bugden, Mr. H. E. Bye, Mrs. D. Cameron, Mr. G. A. C. Carey, Mrs.

H. Cohen, Mrs. M. Collins, Miss J. A. Copeman, Mr. J. P. A. Cruvellier, Miss G. A. G. Cullen, Mr. H. de Groot, Mr. W. D. Y. Doyle, Mrs. M. M. Eisenberg, Mr. W. J. Gilpin, Mrs. G. Glazer, Miss M. A. Glezos, Mr. G. R. Gluppe, Miss R. Green, Mrs. C. E. Greig, Mr. F. E. Haack, Mr. R. Honey, Miss I. Huraj, Miss A. Hurley, Mr. I. G. Humphreys, Mr. R. C. Jonas, Mr. E. Joos, Mr. H. F. K. Jurgens, Mrs. R. Knafo, Mr. P. Klym, Mrs. A. Levi, Miss G. V. Long, Miss G. V. Lord, Mr. M. H. Luffer, Mrs. F. Malus, Mrs. M. Marcus, Miss S. Marksfield, Mr. W. M. P. McGunnigle, Miss H. E. F. McIntosh, Miss F. I. McLure, Miss M. E. McVittie, Miss A. E. Miller, Mrs. S. A. Nicholson, Miss A. D. Noel, Mr. H. Paul, Miss R. H. Penner, Mrs. G. M. Reimer, Mr. S. Rosemarin, Mr. M. Rossman, Mr. A. M. Rowe, Mr. M. Serrouya, Miss B. Smith, Mr. L. D. Smith, Mr. C. J. Sobie, Mrs. E. Solomon, Mr. P. T. Spink, Mr. G. Sosontovich, Mrs. A. R. Stevens, Mr. R. L. Studham, Mr. D. E. Thomas, Miss C. M. Waddell, Mr. H. R. K. West, Mr. S. Wise, Mr. A. J. Wood, Mr. J. C. Wrigglesworth, Mr. B. R. Wright, Mrs. M. J. Yallourakis.

OUTREMONT: **Mr. F. W. Cook,** Mrs. M. M. Aitken, Mr. D. Alain, Mr. B. Aziza, Mrs. H. V. Baily, Mrs. F. G. Barskey, Mr. B. F. Beaton, Mr. R. H. Bott, Mr. B. A. Brown, Mrs. A. V. Campbell, Mr. B. Campbell, Miss F. G. Clarke, Mrs. K. L. Clarke, Miss L. M. Colpitts, Mr. W. I. Cook, Miss B. L. Cowper, Mr. E. G. Davies, Miss P. P. Espley, Mr. R. T. B. Fairbairn, Miss A. J. Forbes, Mrs. F. L. Friedman, Mr. M. D. Gile, Mr. S. Goldberg, Mrs. N. E. Gomber, Mr. E. M. Highland, Miss J. Ippersiel, Mr. G. C. Johnston, Mr. H. W. Jordan, Mr. S. S. Kearns, Miss M. E. Kerr, Mrs. E. M. Kershman, Miss A. L. Kibena, Miss D. J. Kidd, Mrs. A. M. Lindsay, Miss S. E. A. Livingstone, Mrs. G. E. Lough, Mr. H. T. Macfarlane, Miss M. L. MacKay, Mrs. H. M. Mackey, Mr. G. L. McCutcheon, Mr. N. McGregor, Mr. G. D. McKiel, Miss B. McPherson, Mrs. G. Meynard, Mrs. E. Y. Mutimer, Mr. D. Pourchot, Mr. S. Ross, Mr. W. F. Russell, Mrs. A. Salamon, Mr. H. W. Salisbury, Mr. V. Schecter, Miss S. Schwartz, Miss E. H. Steinberg, Mr. N. Steinberg, Miss E. A. Thompson, Mr. C. J. Udell, Mrs. D. Verbitsky, Miss F. M. Wallace, Mr. R. S. Wilson.

ROSEMOUNT: **Mr. W. J. Sargeant,** Mr. D. Amar, Mrs. I. M. Arthurs, Mr. B. H. Ash, Mr. R. A. Assaly, Mrs. A. M. Baddeley, Mr. A. E. Bartolini, Mr. G. Bensabath, Mr. C. H. Bradford, Mrs. J. Briere, Mrs. J. I. Brown, Mr. S. A. W. Brown, Miss A. S. Bruce, Miss D. S. Cabinsky, Miss R. V. DePierro, Mr. J. H. C. Duclos, Mr. N. D. Farquharson, Miss A. M. Findlay, Miss M. E. Findlay, Miss D. B. Franklin, Mr. G. W. F. Fraser, Mrs. A. F. George, Mr. A. Gillingham, Miss E. M. Gow, Miss C. A. E. Gowing, Miss J. H. Green, Miss H. M. Hall, Miss S. R. Hamilton, Mr. M. Hyrcha, Mr. G. R. A. Jeffers, Mr. R. S. Kneeland, Miss L. M. M. Lewis, Mr. P. G. Little, Mr. J. Lobelle, Mr. W. L. MacDonald, Mr. W. A. MacLaughlan, Mr. I. A. MacLeay, Mr. G. Marcus, Mr. D. L. Marsland, Mr. A. B. Mason, Mr. W. E. McCurdy, Mrs. E. P. McFarlane, Mr. W. P. Melnyk, Mr. J. W. Metcalf, Mr. C. B. Milley, Mr. R. J. Mullins, Mr. G. R. B. Panchuk, Mr. H. M. Patton, Miss M. Perowne, Mrs. A. M. Rakush, Mrs. O. L. Rubens, Mrs. D. E. Sanborn, Mrs. G. J. Schwartz, Miss A. E. I. Shaw, Miss S. D. Silverstein, Miss M. G. Smith, Mr. I. G. Stahlbrand, Miss M. G. Stephen, Miss R. L. Stillman, Miss J. Szuszkowska, Mr. W. Teichmuller, Mr. J. A. Thompson, Miss M. K. A. Von Hahn, Mr. S. Wasilewski, Miss E. L. Wiestner, Miss R. Zahalan, Mr. W. Zaslowsky.

ST. LAURENT: **Mr. G. H. Taylor,** Miss I. Anderson, Miss C. L. Brodie, Miss M. K. Bryans, Miss H. E. Clarke, Mrs. K. M. Currie, Miss L. A. Drury, Mrs. F. Gottesman, Mr. B. V. Haisman, Miss S. M. Hamilton, Miss M. Harper, Mrs. M. M. Henderson, Mr. K. W. Holmes, Miss G. I. M. Hutley, Mr. J. E. Kelton, Mr. S. S. Kis, Mrs. M. Kofman, Mrs. L. Kronberger, Mr. K. J. Leemet, Mr. S. A. Lough, Mr. S. G. Lumsden, Mr. J. D. MacCallum, Mr. J. C. Marriott, Miss M. S. Miller, Mr. H. Mintz, Mrs. I. R. E. Muller, Miss D. N. Richardson, Mr. T. S.

Robertson, Mr. W. E. Searles, Mr. N. R. Sims, Miss E. M. Tait, Mrs. G. D. Taylor, Mr. W. W. Thomson, Mrs. A. S. Walker, Mr. B. C. White.

SIR WINSTON CHURCHILL: **Mr. D. T. Trenholm,** Mrs. J. E. Allan, Mr. L. P. Arnold, Mr. C. C. Awcock, Mrs. M. A. Bergstrom, Mr. S. Bitton, Mr. D. M. Blackwell, Miss M. W. Chesney, Mr. D. C. Colebrook, Mrs. M. J. Cox, Mr. J. M. Cram, Mr. E. Dalys, Mr. J. W. Davies, Miss J. E. Dean, Miss H. V. Dickson, Mr. F. C. Dorrance, Miss G. O. Dupre, Mr. J. Ellemo, Mrs. A. Fieldman, Miss J. Feinchneider, Mr. C. Ford, Mr. S. Forman, Mr. N. B. Fox, Mr. A. J. H. Gaite, Mr. P. Hecht, Miss S. L. Henry, Mr. R. A. Hounsell, Mrs. M. A. Jurgens, Miss S. Kennedy, Mr. J. Klempner, Mrs. M. F. Lewthwaite, Miss C. S. Mackenzie, Mr. M. Manel, Mrs. D. F. Meech, Mrs. E. L. J. Meyer, Mr. T. Mowat, Mr. E. Newsome, Mrs. B. F. P. Noyes, Mrs. A. E. Osborn, Mrs. R. Prisco, Miss D. G. Pryde, Mr. A. Puric, Mrs. K. G. Qurashi, Mr. R. O. Roy, Mr. H. J. Rzepus, Mr. D. R. Sarty, Mr. G. E. W. Shearman, Mr. M. E. Smith, Mr. D. A. Snow, Mr. G. R. Stacey, Miss B. A. Steeves, Miss E. M. Stouffer, Mr. A. J. Thaw, Mrs. Y. A. Thomas, Mrs. M. K. Trotter, Mr. D. B. Walker, Mr. O. E. White, Mr. K. H. Williams, Miss W. Williams, Mr. E. L. Wilson, Mrs. F. J. Winter.

VERDUN: **Mr. H. E. Grant,** Mr. W. R. Ainsworth, Miss S. J. Anderson, Mrs. S. J. Angevine, Mr. R. E. Bailey, Mr. M. J. Bain, Mr. J. H. Beauchamp, Miss M. G. Bourne, Miss K. E. Bradwell, Mr. P. B. Brunt, Mr. R. M. Cameron, Mrs. E. Carlin, Mr. V. S. Carr, Mr. G. E. Chubb, Mrs. M. R. Clarke, Mrs. J. B. Cloutier, Mr. D. F. Cochrane, Miss F. R. Cole, Miss E. M. Coveyduc, Mr. J. Csaba, Mr. D. G. Cumming, Mr. P. R. Duncan, Miss D. E. Dugan, Mr. C. E. Elliott, Miss H. B. Ferguson, Mr. W. H. Ford, Miss J. A. Forster, Mrs. B. Frey, Mr. A. J. Goodwin, Mr. J. B. Gradwell, Mrs. P. J. Habegger, Mr. G. G. Hall, Miss D. N. Hill, Mr. J. C. Hiltz, Mr. A. E. Holloway, Mrs. A. M. Hopkins, Mr. A. C. Ironside, Miss M. I. Irwin, Miss A. O. Jackson, Mr. A. H. E. Jones, Mr. E. T. Jousse, Miss M. H. Laird, Mr. G. O. Lee, Mr. L. C. Leslie, Mr. I. L. Livingstone, Mr. D. E. Luggar, Mr. F. W. MacRae, Miss G. G. Markwell, Miss P. M. McGlashan, Miss W. M. J. McIvor, Miss A. E. McMonagle, Mr. E. L. Meehan, Mr. R. M. Mercer, Mrs. J. P. Miller, Miss M. K. Morrison, Mr. I. A. Mulligan, Miss E. J. Myerson, Mr. R. A. Noel, Mr. D. Ogilby, Mr. R. A. Pearce, Mrs. E. Sassen, Mr. A. M. Smith, Miss J. N. M. Snyder, Mr. C. E. Stirling, Mr. E. A. Theriault, Mr. A. L. Thomson, Mr. J. Toy, Mrs. M. J. U'Ren, Miss M. Uyeda, Miss M. Van Reet, Miss M. J. Watt.

WEST HILL: **Mr. R. F. Rivard,** Mr. D. Ainley, Mrs. G. E. Ashworth, Miss D. H. M. Baird, Mr. S. Balaban, Miss C. A. W. Beer, Mr. L. J. Boffin, Mrs. A. M. Bridges, Mrs. H. Broder, Mr. R. M. Calder, Mrs. U. M. Calhoun, Miss J. A. Charlton, Miss A. M. Collie, Mr. E. E. C. H. Corey, Miss E. M. Couper, Mr. J. A. Cummings, Mr. L. G. Davies, Miss N. E. Douglas, Mr. D. S. Dufty, Mr. J. A. Etienne, Miss M. T. Evans, Mr. L. V. Ferrill, Mr. W. H. Findlay, Miss G. A. Fletcher, Mr. J. E. Fulmer, Mr. J. C. Gill, Mrs. B. Greenberg, Mr. M. C. Hampson, Miss D. L. Helleur, Mr. L. D. Hutton, Mr. A. E. Johnson, Mr. J. W. Johnson, Mrs. A. W. Johnston, Mr. N. M. Kader, Mrs. J. King, Mrs. R. M. King, Mrs. F. M. Lamb, Mr. A. M. J. Lefevre, Mr. J. Levitt, Mr. J. D. Little, Mr. J. J. MacKenzie, Miss E. F. MacLeod, Miss B. J. MacNiven, Mr. C. G. R. Manson, Mrs. M. E. McCarthy, Mr. P. M. McFarlane, Miss S. E. E. McFarlane, Mrs. A. R. McGowan, Miss J. E. McLelland, Mrs. C. Month, Miss P. Moorhouse, Miss D. H. Morgan, Miss M. H. J. Oswald, Miss O. A. Parker, Mr. J. H. Patrick, Mrs. A. G. Paul, Mr. D. R. Peacock, Miss M. P. Pease, Mrs. J. P. Penner, Mr. N. E. Pycock, Mrs. H. A. Raff, Mrs. J. E. Reid, Mr. J. G. Ringwood, Mr. J. Robertson, Mrs. J. E. Robinson, Mr. A. I. Rothman, Mrs. F. Rotman, Miss D. F. Rubin, Mr. M. Scharf,

Mr. B. K. Shackelton, Miss E. M. Stevenson, Mr. N. A. Thornton, Mrs. A. Tucker, Mrs. M. C. Ungar, Mrs. E. Van Zeebroeck, Mr. J. S. Weir, Miss F. G. Whiteley, Miss E. C. E. Wilson, Miss E. Wilson, Mrs. L. I. Wright.

WESTMOUNT: **Mr. N. W. Wood,** Mrs. M. E. Assels, Mr. H. W. Atwood, Mr. J. A. Barr, Mr. A. M. Bernard, Miss V. M. Beynon, Mr. P. W. R. Blunt, Miss B. M. Boggs, Mr. J. M. Bovyer, Mr. C. C. Bradley, Mr. A. J. Buckmaster, Mr. J. R. Chapman, Mr. J. Chevlin, Mr. E. K. Collins, Mrs. W. M. E. Davies, Mrs. M. E. Drummond, Mr. P. F. Dyck, Mr. E. P. Field, Mr. J. D. Flanagan, Mr. F. N. Fleming, Miss P. D. Gallant, Mrs. L. Gilden, Mr. W. S. Horsnall, Mr. E. A. Hutchison, Miss V. M. Jamieson, Mr. H. T. Johansson, Miss D. E. King, Mr. R. J. J. G. Laine, Mrs. L. M. Lancey, Miss G. B. Lane, Miss D. M. Langford-Jones, Miss T. D. Lawlor, Miss S. D. Lederman, Mr. C. N. Mackie, Miss A. B. Matthews, Mr. T. Mayer, Mr. D. N. McRae, Mrs. N. Miloradowitsch, Mr. W. D. Mingie, Mr. I. O. Nielsen, Miss L. V. P. Oman, Mrs. S. E. Petts, Mrs. L. E. Ritchie, Miss A. B. Ross, Mrs. J. E. Ryan, Mrs. H. Saly, Mrs. H. R. Savage, Miss R. Sherman, Mr. D. M. Smith, Miss R. E. I. Smith, Mr. J. Stracina, Mr. H. D. Stratton, Mr. M. Strokowsky, Mrs. M. R. Stuart, Miss M. Surprenant, Mr. G. Theodore, Mrs. S. D. Thomson, Mr. M. A. Turner, Miss T. B. Urang, Mr. R. A. Veysey, Miss E. S. Wales, Mr. A. M. Walker, Mrs. S. Walther, Mr. M. F. Zambra.

INTERMEDIATE SCHOOL DIRECTORY: 1962-63

ARUNDEL: **Mr. Melvin A. Graham,** Mrs. Miriam F. E. Cooke, Mrs. Marjorie U. Gordon, Mrs. Mary F. Graham, Mrs. Opal L. P. Johnston, Mr. Douglas S. McCarty, Mrs. Elizabeth P. Staniforth.

AYLWIN: **Mr. Lloyd H. Adamson,** Mr. Peter G. A. Hutchinson, Mrs. Lillian Mulligan, Mrs Gladys F. Presley, Mrs. Heather Rathwell, Miss Elizabeth A. Wessell, Miss Marcella Wilson.

BEAUHARNOIS: **Mr. Robert M. Gill,** Miss Beryl Amy, Mrs. Eva Hainey, Miss Helen Hurley, Mrs. Norma Roach, Mrs. Viola Shepherd, Mrs. Anja Sunstrum, Mrs. Mabel Turnbull, Mr. Brian Wilson.

BELLE ANSE: **Mr. William J. Lovelace,** Miss Eurda M. Lodge, Mrs. Lorraine S. Lovelace, Mrs. Mary Robson, Mrs. Evelyn D. Vibert.

CAMPBELL'S BAY: **Mr. Henry E. Clarke,** Mrs. Vanetia Crawford, Mrs. Mornington Hammond, Miss Mary P. Jay, Mrs. Ruby M. Moodie, Mrs. Geneive Olmstead.

CHATEAUGUAY: **Mr. Russell D. Mosher,** Mr. Royden Brien, Mr. Harry G. Cullen, Mr. Alfred S. Daly, Mr. John R. Duff, Mrs. Judith Duff, Mr. Robert D. Eaman, Mr. Kenneth R. Freeman, Mr. Roderick Fullerton, Mr. Gerald R. Ingram, Mr. John P. Martin, Mr. Lincoln L. Mohan, Mrs. Janet Morgan, Mr. T. Donald Patterson, Mr. Arne Petersen, Miss M. Emily Reid, Mr. Walton F. Steeves, Mrs. Rita Tedstone, Miss Frances Watson.

CLARENCEVILLE: **Mrs. Doris E. Holzgang,** Mrs. Jane Brown, Mrs. Violet Hislop, Mrs. Irene Miller, Mrs. Marion Miller.

DOLBEAU: **Mr. James Allwright,** Mrs. Florence Doucet, Mrs. Hilda Livingston, Mr. Hugh Miller, Mr. Frederick Sansom.

ESCUMINAC: **Mr. Arthur J. Gillies,** Mrs. E. L. Brown, Mrs. E. C. Carmichael, Miss N. Wilson.

FARNHAM: **Miss Louise Hall,** Miss Verna Cathcart, Miss Muriel Hoskin, Mrs. Adelaide Lanktree.

FRANKLIN CENTRE	**Mr. Carl P. Jackson,** Mrs. Evelyn Chambers, Mrs. Edna Erskine, Mrs. Jean Furcall, Mrs. Annie Harkness, Mrs. Mabel McCracken.
GASPE BAY NORTH:	**Mr. George W. McLellan,** Mrs. Muriel Jones, Miss Helen C. Hardy.
GATINEAU MILLS:	**Mr. Henry A. Ward,** Miss Irene M. Abraham, Mrs. Gladys E. Cameron, Miss Joan Dix, Miss Nancy Joan Horner, Miss Edith MacCallum, Miss Isabel MacCallum, Miss Doreen E. A. McMillan, Mr. Brian G. Purdon.
GREATER ST. MARTIN: Crestview	**Mr. Meurig Powell,** Mr. John Beaton, Mr. D'Arcy Bennett, Mr. Delbert Dougherty, Mrs. Winnifred Duncan, Mr. Jacob Goldwater, Mr. Gerald Gross, Mr. Marven Helfenbaum, Mrs. Pamela Johanson, Mrs. Gwendoline Kadrnka, Mr. Ashton Livingstone, Mrs. Dorothy Logan, Mrs. Joyce MacKiddie, Mr. Sidney Marovitch, Miss Annie McPhail, Mr. Douglas Rollins, Mr. Robert A. W. Rumsey, Mrs. Margaret Sanderson, Mrs. Jean Sutherland, Mrs. Lorna Warren, Mr. Yach.
GREENFIELD PARK: Royal George	**Mr. Ulric Russell,** Mrs. Jessie Baugh, Miss Sheila Brake, Mrs. Marion Brown, Mr. Robert Brown, Miss Judith Budgeon, Mr. Lynton Caines, Miss Linda Cayford, Mr. John DeNora, Mr. Ronald Duncan, Mrs. Charlotte Embacher, Mrs. Marjatta Erkkila, Miss Sherrill Fisher, Mr. William Goodwin, Miss Joy Gough, Miss Sylvia Gourley, Mr. William Green, Miss Joan Gregory, Mr. Douglas Hadley, Miss Louise Henderson, Mrs. Alice Hodge, Mrs. Doreen Holmes, Mr. John A. Howe, Miss Gertrude Hoyle, Mrs. Edna Hubbard, Mrs. Laura Inglis, Miss Flora Johnson, Miss Marilyn MacDonald, Miss Janet MacWha, Mr. Arden McElwain, Mr. Thomas R. Matthews, Dr. Francis Milé, Miss Carol Miller, Miss Carol A. Moore, Mrs. Joan Netten, Mr. John Netten, Miss Harriet Podwin, Mr. John Prince, Mrs. Edith Smith, Miss Sandra Smith, Miss Ivy M. Snowden, Miss Catherine Stephens, Mr. Berthold Stobrich, Mrs. Ernestine Stone, Miss Gloria Stout, Miss Marilyn Strange, Mr. Michael Taylor, Mr. Bruce Tudor, Mr. Paul Tutton, Mrs. Noreen Wheatley.
HULL TOWNSHIP:	**Mr. C. A. MacTavish,** Mrs. Gladys Anderson, Mrs. Mary Bain, Mr. James Dods, Mrs. Mabel Faris, Mrs. Mary Frederick, Mrs. Margaret Hudson, Mrs. Estelle Ide, Miss Lois MacNeill, Mrs. Jessie Metcalfe, Mrs. Pearl Smiley, Miss Sharon Wood, Miss Janet Young.
LACOLLE:	**Mr. Byron LaBonté,** Mr. Ralph Cooper, Mrs. Mary J. Derick, Mrs. Patricia Westover.
LAURENTIA:	**Mr. Kenneth Hall,** Mrs. Doris Lacroix, Mrs. Leona Markham, Mr. David Robb, Miss Mildred Stewart, Miss Patricia Stewart, Miss Cheslyn Strutt.
LONGUEUIL: LeMoyne d'Iberville	**Mr. Edward A. Todd,** Mrs. E. Arscott, Mr. Edwin Barkhouse, Mrs. Darlene Dalton, Mr. Marc H. Dunant, Mr. Samuel Ephraim, Mrs. Elizabeth Ferguson, Mrs. Jean E. Galbraith, Mr. Jean Gentizon, Miss Patricia A. Gordon, Mr. E. Nathan Gould, Miss Eleanor Graham, Mrs. Bernice M. Hayes, Mrs. Doris Holmes, Miss Jennie Hykawy, Mrs. Georgia Johnstone, Mr. Paul P. H. Jones, Miss Nita L. Kell, Miss Jean E. Knowles, Mr. Lawrence Lander, Mr. Arthur Leck, Mrs. Florence LeTouzel, Mr. Fred Lounsbury, Mr. James Martin, Miss Barbara Maxwell, Miss Elizabeth McCrea, Mr. Robt. F. Milligan, Mrs. R. Russell, Mrs. D. Shields, Mrs. P. Skene, Mrs. Edna Smith, Mr. Robt. G. Smith, Miss G. R. Sutherland, Mrs. F. Thomas, Mr. W. T. T. Topham, Mrs. K. Tudor, Mr. H. Lyndon Walsh.
MALARTIC:	**Mr. Russell Currie-Mills,** Mrs. Annie J. Duff, Mrs. Rita Gudbranson, Mrs. Yvonne Kruivitsky, Mr. Charles Seigel.
MANIWAKI:	**Miss Jessie N. McConnell,** Miss Marie J. Gagnon, Mr. Peter N. Kraemer, Miss Mary E. Peace.
MANSONVILLE:	**Mr. Vance E. Patterson,** Mr. Edward W. Beek, Mrs. Maud A. Clark, Mrs. Letitia M. Cousens, Miss Thelma A. Gemmell, Miss Alice M. Jones, Mrs. Erma B. Perkins, Mrs. E. Pauline Tibbitts.

MATAPEDIA:	**Mr. Gordon Adams,** Mrs. Linda Adams, Mrs. Mora J. Gregoire, Mrs. Marian Irving, Mrs. Charlene Moores, Mr. Carl Skidmore.
McMASTERVILLE:	**Mr. John Rowley,** Miss Joan Allan, Miss Dorothy Boyd, Mr. Ivan Firth, Mr. Douglas Flewwelling, Mr. William Johnson, Mr. Stephen Leh, Miss Joyce Mowat, Mr. Theodore Sampson, Mr. Lonald Taylor, Mr. Aubrey Wagner.
MORIN HEIGHTS:	**Mr. Roy W. Williams,** Mrs. Enid Bell, Mrs. Stella Campbell, Mrs. Viola Elder, Mr. F. Anthony Hungerbuhler, Mr. Robert Jephcott, Mrs. Vivian Kilpatrick, Mrs. Ala MacPherson, Miss Gwen Pickering, Mr. Morris Rathwell, Mrs. Violet Seale, Miss Madeleine Swail, Miss Eva Terauds, Mr. William White.
MURDOCHVILLE:	**Mr. Neil M. Cullens,** Mrs. Shirley A. Duncan, Mrs. Doris B. Element, Miss Beryl Guignion, Mrs. Ivah MacLeod, Mrs. Mary E. MacLeod, Mrs. Iris A. Miller, Mr. Terry Tait.
NAMUR:	**Mr. Ian B. MacWhirter,** Mrs. Jeanne-Lucille Favier, Mrs. Amelia Gilker, Miss Kathryn Scanlon.
ONSLOW:	**Mrs. Violet M. Poole,** Mrs. Margaret E. Beattie, Mrs. Norma A. H. Cartman, Mr. Neil M. Maclean, Mrs. Gwen Smith.
POLTIMORE:	**Mr. Eric C. Dunn,** Miss Wendy Joy Brett, Mrs. Doris A. Canavan, Mrs. Valerie M. Last.
RAWDON:	**Mr. Elmer Wiley,** Mrs. Myrtle Kerr, Mrs. Martha Kyte, Mr. Derrik Lambert, Miss Ethel LeGrand, Mrs. Bessie Oswald, Mrs. Winnifred Sinclair, Mrs. Claire Tinkler.
ROUGE RIVER:	**Mr. Leslie Kerr,** Mrs. Emile Beauchamp, Miss Rachel Croft, Miss Gloria Hotchkiss, Mr. Stephen Labelle.
STE. ADELE:	**Mrs. Jessie I. Vickers,** Miss M. Elizabeth Cook, Miss Nancy Davidson, Mr. Stanley Hooper, Mr. John Macaulay, Miss Jean MacBeth, Mrs. Thelma Mayberry.
ST. BRUNO:	**Mr. Ronald G. Gibson,** Mr. William Baker, Mrs. Lyla M. Barter, Mrs. Marion M. Beatteay, Mr. Albert Bedirian, Miss Rosalie A. Burrill, Mrs. Eva Cardinal, Mr. Wayne Cook, Miss Shirley Craig, Mrs. Ruby N. Donnell, Mrs. Alice Girard, Mrs. Eleanor Harding, Miss Kathleen H. Howard, Mrs. Vera T. Miller, Mrs. Genevieve Richards, Mrs. Grace I. Tugwell, Miss Joyce Veary, Mrs. Henrietta L. Weyland, Mr. Thomas Williams, Mr. Thomas Wylie, Miss Sandra A. Young.
ST. HILAIRE: Mountainview	**Mr. Samuel D. Andrews,** Mr. Ross A. Goldie, Mr. Harold Hamwee, Miss Gail A. Hicks, Mr. Paul Johnson, Mrs. Florence M. Lessard, Mr. David A. Mackenzie, Mr. Etienne Pietri, Mr. Richard A. Rowter, Mr. Stuart G. Shaw.
SCHEFFERVILLE:	**Mrs. Joan B. Mattox,** Miss Hectorine Benoit, Miss Althea Duncan, Miss Lenora A. Eastwood, Mrs. Linda A. Flesher, Mr. James R. Fraser, Miss Nora A. Howe, Mr. C. Frederick Jones, Mr. William A. Milton, Miss Florence Moncrieff, Miss Marianne Montandon, Miss Phyllis I. Tait.
SCOTSTOWN:	**Mrs. Catherine Gordon,** Mrs. Marion Goodwin, Mrs. Lola MacDonald, Mrs. Flora Murray.
SEVEN ISLANDS:	**Mr. Philip Doddridge,** Mr. E. George Blackwood, Mr. James W. Dawson, Miss Dorothy Elaine Ellis, Miss Mildred Ford, Mrs. Paulette Green, Miss Beulah Merle Kelly, Mr. Frank P. Kyle, Mr. Campbell McBurney, Mrs. Gail McBurney, Miss Hilda M. Parker, Dr. Paul Tiszai, Mrs. Anna A. Williams, Miss Ann Yule.
SHIGAWAKE-PORT DANIEL:	**Mr. Peter Kreuser,** Miss Elizabeth A. Bisson, Mrs. Isabel A. Bisson, Mrs. Hilda Journeau, Mrs. Constance F. Wiseman.

SOREL:	**Mr. Reginald S. Montague,** Mr. Melvin G. Andrews, Mrs. Paulette Buchanan, Miss Doris M. Covert, Mrs. Jean A. Hamwee, Mrs. Mary G. Moffat, Mr. Andrew J. McGerrigle, Mrs. Mary K. McGerrigle, Mrs. Betty E. Poulton, Miss Carol Veit.
STANBRIDGE EAST:	**Mr. Gerald E. Corey,** Mrs. Thelma Muncaster, Mrs. Freda Pattenden, Mrs. Grace Yates.
TERREBONNE HEIGHTS: Lewis King	**Mrs. Daisy A. Gibbs,** Miss Bernice Bigelow, Mrs. Jean H. Fraser, Mrs. Phoebe Keatley, Mr. Robert Murray, Mrs. Catherine Thompson, Mr. Douglas Trider.
THORNE:	**Mr. Abram K. Vivian,** Mr. Robin A. Miles.
THURSO:	**Mr. George A. Morrison,** Mr. Robert Kerton, Miss Anne MacLennan, Mrs. Lily E. A. McIntosh, Mrs. Cordelia Mitson.
VALCARTIER VILLAGE:	**Mr. Wayne Sage,** Mr. Russel Biggs, Mrs. Alma Jack, Miss Jo-Ann Thorneloe.
WAKEFIELD:	**Mr. James C. Gordon,** Mr. Clifford K. Boland, **Miss Kilby M. Crowder,** Miss Sharon Lee, Mrs. Mary J. McGarry, Mrs. Catherine Moore, Mrs. Mary E. Pitt, Miss Helen Mary Sprague, Mrs. Margaret L. Wills.
WATERVILLE:	**Mrs. Geraldine Smith,** Mrs. Marjorie E. Blier, Mr. James Connell, Mrs. Ella Hodgman, Mr. David W. Lobdell, Mrs. Idell A. Robinson, Mrs. Eldora M. Turner.
WINDSOR MILLS:	**Mrs. Betty L. Campbell,** Mrs. Pearle L. Damon, Miss Marion Duncan, Mrs. Colina M. MacKenzie.

SPECIAL INTERMEDIATE: 1962-1963

FRELIGHSBURG:	**Miss Susan Hitchcock,** Mrs. Marion Perkins
LAKE MEGANTIC:	**Mr. Donald Switzer,** Mrs. Gladys Parsons
METIS BEACH:	**Mr. James Fraser,** Mrs. Isabella McColm.

GRADED ELEMENTARY SCHOOL DIRECTORY: 1962-63

BAIE D'URFE-SENNEVILLE: Dorset	**Mr. Murray Ellison,** Mrs. Jane R. Adam, Mrs. Annette F. Aldercotte, Mr. Gordon J. Bennett, Mrs. Margaret Birnbaum, Mr. John Boone, Miss Valerie E. Bowyer, Mrs. Janet D. Edward, Miss Heather Farmer, Mrs. Jean Guimond, Mrs. Rowena M. Jeffers, Mrs. Isabelle McNayr, Miss Hilda A. Meyer, Miss Barbara E. Newman, Mrs. Lisa M. Patton, Mr. Raymond Ridgell, Mrs. Georgia Roberts, Miss Miriam Samuelson, Mrs. Elizabeth E. Smith, Miss Maureen Ursenbach.
BAIE D'URFE-SENNEVILLE: Macdonald	**Mr. Leslie J. B. Clark,** Miss Irene Boomhour, Mr. Alan R. Craig, Mrs. Mary Craig, Mrs. Phyllis Foster, Mr. Robert Gardner, Mrs. Joan Hanna, Mr. John Merrick, Mr. George E. Morgan, Miss Mary Phyllis Myles, Mrs. Harriet E. Patrick, Mrs. Marjorie Phillips, Miss Marjorie A. Pope, Mr. Graeme I. H. Smith, Mrs. Glenna Vipond, Mr. Hanns B. Wernecke.
BAIE D'URFE-SENNEVILLE: Oak Ridge	**Mr. W. Grant Taylor,** Mrs. Winnifred R. Baker, Mrs. Elizabeth A. Carr, Mr. James Darroch, Mrs. Doreen Gladwell, Mrs. Ethelwyn Heslop, Miss Helen Imison, Mrs. Winnifred Jones, Miss Karen McCartney, Mrs. Edna A. McKenna, Miss Carol J. Mitcham, Miss Patricia J. Patterson, Mr. Colin Ross, Miss Sharon D. Schofield, Mrs. Betty A. Sparks, Mrs. Mary E. Turpin, Mrs. Shirley Warrener, Mrs. Elizabeth Wilson.

BEEBE:	**Mr. Harry W. Costello,** Mrs. Helen R. Little Mrs.. Margaret E. Mosher, Mrs. Dorothy J. Nutbrown, Mrs. Mildred E. Wheelock, Mrs. Deryl Williams, Mrs. Marion A. Wilson.
BOUCHERVILLE:	**Mr. Richard Drake,** Mrs. Olive Batley, Mrs. Mary Bell, Mr. Lynn Marshall, Miss Judith Pergau, Mr. Gerald Phillips, Miss Olive Stewart.
CANDIAC:	**Mr. Algernon F. Crummey,** Mrs. Verda M. Capron, Miss Helen C. Hodgman, Mrs. Mabel A. Hodgman, Miss Reita Lay, Mr. Peter Neufeld, Mrs. Bessie M. Peters, Miss Claire Rich, Mr. A. Henry Salmi, Mrs. Maria Skarpeta, Miss Joyce Turner.
CHAMBLY-RICHELIEU: St. Stephen's	**Mr. Donald E. Watt,** Miss Elaine E. Campbell, Miss Christina A. Clark, Mr. Charles W. Cockerline, Miss Judith A. Davidson, Mr. Walter B. Foubert, Miss Joan Francis, Miss Elizabeth M. Halcrow, Miss Sheila M. Hamill, Mrs. Pearl Hardy, Mrs. Margaret MacMichael, Miss Thelma R. Mills, Miss Charlotte Moore, Miss Ruth Morrison, Mrs. Cynthia Newsom, Mrs. Betty Plouffe, Miss Donna E. Winslow.
CHATEAUGUAY: Julius Richardson	**Mr. Malcolm W. Johnston,** Miss Cherrill Aitken, Miss Elizabeth Alexander, Mrs. Marg. S. Arthur, Miss Margaret A. Boomhour, Miss Shirley Brooks, Mr. Jerry Klemba, Miss Sharon Violet Lipscombe, Mrs. Elnora Mackay, Miss Margaret Alice McKell, Miss Sally J. Miller. Miss Bonita Olson, Miss Margaret E. Parker, Mr. Donald H. Roussie, Miss Priscilla Standish, Miss Ruth Yerxa.
CHATEAUGUAY: Maple	**Mr. Colin R. Harrowing,** Mrs. Daphne Campbell, Mr. Goodwill Campbell, Mrs. Vera Campbell, Mr. Larry Eldridge, Mrs. Madelyn Green, Mrs. Monique Herwander, Mr. Christopher Hewett, Mrs. Gladys MacCallum, Mrs. Joan McKee, Mrs. Doris Meilleur, Mrs. Mary Morison, Mrs. Joan Newman, Miss Mary Patterson, Miss Donna Saunders, Miss I. Jean Smith, Mrs. Margaret Steeves.
CHATEAUGUAY: Mary Gardner	**Mr. Winslow M. Shufelt,** Mr. Walter K. Atkins, Mrs. Florence Babiak, Miss Millie O. Caldwell, Miss Marion J. Coleman, Miss Margaret A. Currie, Mr. Larry Eldridge, Mrs. Sheila Fullerton, Mrs. Dorothy W. Harris, Mrs. Joyce Jones, Mr. Ronald Mahabir, Mrs. Rebecca McWhinnie, Miss Edye Myers, Mr. Gary Norman, Mr. Ian W. Rennie, Miss Mary Louise Sharp, Miss Judith Smythe, Mrs. Eileen G. Stokowski, Mrs. Charlotte Templeton, Miss Helen Wolff.
CHELSEA:	**Mrs. Selena M. Stickler,** Mrs. Dorathy E. Cross, Mrs. Hester D. Graves, Miss Mary R. Kelley, Miss Pierrette LeBel, Mrs. Sandra G. Stecyk, Mrs. Mildred Watchorn, Mrs. Waltraut Wrede.
CHIBOUGAMAU:	**Mr. Febo Varas,** Mrs. Ivonne Blais, Mrs. Ruth Cameron, Mr. Robert Fairservice, Mr. David B. Fowlie, Mr. Harold K. Harvey, Mrs. Sylvie Lemire, Mr. Sherman C. Mason, Mr. Terrance G. Mason, Mrs. Mary Miller, Miss Brenda Northrup, Mrs. Bella Stenberg.
EAST ANGUS:	**Mrs. Ruby Waldron,** Miss Nellie E. Marchant, Mrs. G. Lillian Weston.
EAST GREENFIELD: Kensington	**Mr. Frank Newman,** Mrs. Lillian Craig, Mr. Alex. C. Fleming, Mr. Richard F. Green, Mrs. Vera McRae, Mrs. David Robertson, Mrs. Shirley Taylor, Miss Margaret G. Trueman.
GAGNON:	**Mr. Donald E. O'Donnell,** Miss Donalda Amos, Mrs. Esther Britton, Miss Elizabeth Clark, Mrs. Gladys Dyment, Mrs. Claudette Ritter, Mrs. Roberta A. Waters, Miss Olive M. Wood.
GASPE BAY SOUTH:	**Mrs. Alice Eden,** Miss Irene Cameron, Mrs. Sybil Eden, Mrs. Eva Vibert.
GRAND'MERE: Laurentide	**Mr. James D. Conway,** Mrs. Annie Blevins, Miss Amy F. Corrigan, Miss Dora Elliott, Mrs. Gloria Whitehead.
GREATER ST. MARTIN: Hillcrest	**Mr. John R. Moore,** Miss Marjorie M. Arthurs, Mrs. Marilyn Blankfort, Mrs. Dorothy Blauer, Mrs. Roslyn L. Brown, Mrs. Shirley I. Dodge, Mr. Walter G. Donovan, Mrs. Verna-Jean Dougherty, Mrs. Sylvia Farber, Miss Annalia Flanz, Mrs. G. Hallett, Mrs. Florence

	Lang, Miss Gayle G. Levine, Mrs. Goldie Levine, Mrs. Valerie D. Linton, Miss Gayle Litwin, Miss Dawn Lowry, Miss Kathleen R. Nairn, Miss Muriel J. Owens, Mrs. Sarah Patterson, Miss Helen Seale, Mr. Arthur S. Singer, Mrs. Shirley Slobod, Miss Anna Steinman, Mrs. Martha N. Turner, Miss Margaret Webb, Miss Jeannie Wightman, Mrs. Ethel-Anne Wilner.
GREATER ST. MARTIN: Martinvale	**Mr. Dale S. Aiken,** Miss Judith Arlin, Mr. Keith Armstrong, Mrs. Doris Bruce, Mrs. Hazel Cheney, Miss Beverley Chisholm, Miss Arlene Cloutier, Mr. Robert A. Doran, Mrs. Frances Greig, Mr. Andrew Hum, Miss Brenda Kates, Mrs. Marilyn Lightstone, Mrs. Ester Marovitch, Miss Eva Rutley, Mr. Stanley D. Swannack, Miss Edythe L. Wexler.
GREATER ST. MARTIN: Prince Charles	**Mr. Winsor Walls,** Mrs. Marilyn L. Adams, Mrs. Sharon D. Asher, Mrs. Beverley Brophy, Miss Joan E. Crawford, Miss Joan E. Gaunce, Mrs. Emma Lee, Mrs. InaMae MacDonald, Miss Janet L. Marshall, Mrs. Anne E. Paris, Mrs. Hilda M. Power, Miss Thelma J. Ranger.
GREATER ST. MARTIN: Thomas H. Bowes	**Mr. Dennis Staniforth,** Mrs. Denise Allan, Mrs. Claire DeFreita, Miss Sussanne Eumiche, Mrs. Louise Larder, Mrs. Doreen Meredith, Miss Freda Singer, Mrs. Margaret Smith, Mrs. Rita Soltendieck, Mrs. Blanche Tulk, Mr. John Vanderkaay, Mr. Frank Vidlak.
GROSSE ILE:	**Mr. Gordon Matthews,** Mrs. Vera Clarke, Mrs. Lorna Keating, Miss Catherine Stevenson.
HUDSON:	**Mr. Hugh W. Stevenson,** Mrs. Dorothy Black, Miss Eileen Bryson, Mrs. Joan Czapalay, Mrs. Margaret Inglis, Mrs. Mary Parsons, Mrs. Lois Scott, Mrs. Lorna Young.
ILE PERROT: Vivian Graham	**Mr. Harold Smithman,** Mrs. Margaret Anthony, Mrs. Myrtle J. Beebe, Miss Jane Benson, Mrs. Leila Callen, Dr. Jane Catterson, Mrs. Jeannette Christensen, Mr. Peter Clark, Mrs. Beverly Colpitts, Mr. C. William Crowell, Mrs. Helena Dunnion, Mrs. Ruth Ellison, Mrs. Iris Farmer, Mr. Peter Gloutney, Mrs. Joyce Godfrey, Mrs. Emilie Grant, Mrs. Frederica Hurrell, Mrs. Helena Ouellet, Mrs. Joyce Patton, Mrs. Sybil Peckover, Mrs. Maureen B. Teasdale, Miss Ann J. Whiteside.
ISLAND BROOK:	**Mrs. Hazel L. Kerr,** Mrs. Ruth Morrow, Mrs. Alma Quinn.
JOLIETTE:	**Mr. Donald F. R. Wilson,** Mrs. Jean M. Anderson, Mrs. Nina Regent, Mrs. Lillis Tinkler, Mrs. E. Ruth Wilson.
LAKE OF TWO MOUNTAINS: Laval West	**Mr. John A. Young,** Miss M. Ruth Anderson, Miss Ruth A. Arthurs, Miss Ruth M. Barber, Miss Bernice M. M. Beattie, Mrs. Heather Dé Felicé, Mrs. Jadurga Krupski, Miss Marjorie J. Kyle, Miss Judith C. Matthews, Mr. Donald A. McIntyre, Miss Christina H. Poeszé, Mr. Kingsley T. Smyth, Mr. Ivan Toke, Miss Jean E. Windle, Miss Natasha S. Zapotoski.
LAKE OF TWO MOUNTAINS: St. Eustache	**Mr. Horace F. Gardner,** Miss Barbara Allen, Mrs. Barbara Bedard, Miss Lucy Brown, Mr. Anthony Broscomb, Miss Donna Foster, Mrs. Lillian Graham, Miss Mary McLenahan, Mrs. Eleanor Miller, Mrs. Ailsa Montgomery, Mr. Harold Murray, Mrs. Eileen Oswald, Mrs. Janet Oswald, Mrs. Elizabeth Painter, Miss Elaine Robertson.
LAKE OF TWO MOUNTAINS: St. Eustache sur-le-lac	**Mr. William F. Hine,** Mr. A. Caporicci, Mrs. Ruby E. Gordon, Mrs. Janine L. Hart, Mrs. Janet A. Hazel, Miss Isabelle S. Johnston, Miss Dilys J. Loose, Mr. G. S. Lovely, Miss Ruth N. MacCollum, Mrs. Dorothy Mattson, Miss Vivian G. Oke, Mrs. Annie G. Silverson, Mrs. Joyce M. Vibert, Mrs. Sarah V. Warwick, Mrs. Marilyn J. Whelan.
LES ECORES: Gordon	**Mr. Mason Campbell,** Mrs. Helen Bickford, Miss Joyce Crawford, Miss Katherine Doherty, Mrs. Olive Ferguson, Miss Audrey Fullerton, Miss Judith Kroese, Mrs. Marjorie Macdonald, Miss Carol MacKinnon, Mrs. Ida Oehnel, Miss Audrey Parkhill, Miss Lorraine Suga, Mrs Lily Vandenberg, Miss Margaret Watt.

LONGUEUIL: Hazel Cross	**Mrs. Ivy L. Owens,** Miss Carol Ann Brown, Mrs. Margaret Dunkerley, Miss Catherine Molony, Miss Marjorie McElrea, Mrs. Grace Thon.
LONGUEUIL: Mackayville	**Miss Audrey S. Allin,** Mrs. Margaret L. Holmes, Mrs. Kathe Lawn, Mrs. Dorothy J. MacWilliam, Mr. Philip A. Mallory, Mrs. Rose-Marie Mallory, Mrs. C. Irene Phelps, Mrs. Elizabeth G. Remenant, Mr. Henrik Weissenberger.
LONGUEUIL: Préville	**Mr. Bruce M. Benton,** Mr. Doran Armstrong, Mrs. Sheila A. Cockerline, Mrs. Winona Craig, Mrs. M. Roberta Dale, Mrs. Joyce Dans, Miss Irene Dunfield, Miss Shirley Dunn, Miss Gloria Emrick, Mr. John V. Foulkes, Mrs. Kathleen March, Miss Anna G. McIver, Mr. Bruce Middleton, Mrs. Donna R. Parsons, Mrs. Alexandra A. Shipton.
LONGUEUIL: Vincent Massey	**Mrs. Inez E. Curren,** Miss Sandra Atcheson, Miss Lorna Clark, Mrs. Roubina Coudari, Mr. Yves Coudari, Mrs. Eleanor Gamble, Mrs. Delphine Kohler, Mrs. Margaret MacKenzie, Mrs. Sandra Marchand, Mr. Jeffery Murphy, Mr. Levi Pauley, Mrs. Dale Peever, Miss Carolyn Sandell.
LONGUEUIL: William White	**Mrs. Audrey M. Jordan,** Mrs. Kathleen E. Andrews, Miss Elizabeth Cleveland, Mrs. Gwendolyn Dennis, Miss Elizabeth Derick, Miss Dorothy G. MacLean, Miss Ruth Muller, Mrs. Nellie C. Ross, Mrs. Clara H. Wilson.
McMASTERVILLE: Cedar Street	**Miss Elizabeth F. Henderson,** Mrs. Margaret Aird, Miss Clara M. J. Levy, Mrs. Janet Ormerod, Miss Sally A. Smoly, Mrs. Anne Stelfox, Mrs. Margaret Stowe, Mrs. Eileen Wales.
NORANDA: Carmichael	**Mr. Herbert E. Bashaw,** Mrs. Marjory Barton, Miss Freda C. Hamilton, Mrs. Marguerite Lee, Mrs. Helen Londry, Mr. Hedwig Rimkus, Mrs. Anna Ripley, Mrs. Edith Thompson, Miss Ursela Wetjen, Mrs. Helen Wiley.
NORANDA: MacNiven	**Mrs. Jean McLatchie,** Mrs. Elsie Graham, Mrs. Kathleen Kentish, Mrs. Cora Lake, Mrs. Mary Mouland, Mrs. Edna Ollivier, Mrs. Ilona Schnarr, Mr. Thomas Wright.
PORT CARTIER:	**Mr. Donald Reicker,** Miss Fernande Caissé, Miss Norma Ferguson, Mr. Norman Greer, Mrs. Diane Hutton, Miss Jeanette Maillet, Miss Tammechina Pistoor, Mr. Roger Reader, Mrs. Margaret Robertson, Miss Mary A. Sherren, Miss Marjorie Wadsworth.
QUEBEC: Holland	**Miss Hazel S. Sinclair,** Mr. Ronald Boyd, Miss Frances Deragon, Miss Jean Fitzpatrick, Miss Elaine Fraser, Mr. James Godfrey, Mrs. Florine Goodfellow, Miss Collette Gosselin, Mrs. Ina Hatch, Mrs. Evelyn Lower, Mr. Bruce MacDougall, Mrs. Mary MacIntyre, Miss Linda Martel, Mr. Robert L. Smith, Mrs. Shirley Smith, Miss Margaret Tourond, Miss Miriam Traquair, Mr. Cornelius Westland, Mrs. Florence Young.
ROUYN:	**Mr. Terrence J. Carter,** Mrs. Monole Deley, Miss W. Janquil Hanson, Mr. Michael J. Muravsky, Mrs. Isabelle E. Ohrling, Mrs. Barbara Oulton, Mrs. Isobel M. Whitman.
SAGUENAY VALLEY:	**Mr. Harold H. Calder,** Mrs. Jean Anderson, Mrs. Emily Calder, Mrs. Ruth Hutchin, Mrs. Jessie Kell, Mr. Eric G. Lee, Mrs. Marjorie Lee, Miss Eileen MacDonald, Miss Joyce MacKenzie, Miss Sheila McLaren, Miss Eileen Moore, Miss Heather O'Brien, Miss Wendy Robinson, Mr. George B. Sutherland, Miss Eliane Vallee, Mrs. Joyce Wiggins, Mrs. Olive Wilson, Miss Janice Yemen.
ST. BRUNO: Courtland Park	**Mr. Ralph Robert Craig,** Mrs. Eleanor F. Baker, Miss Margot Dayton, Mrs. Ethel I. Friberg, Miss Kaija Hivokoski, Miss Margaret J. Murdoch, Mrs. Lorraine R. Short.
STE. FOY:	**Mr. Alexander T. Bayne,** Miss Mary E. Bisson, Miss Barbara Emms, Mrs. Cora H. Fontaine, Miss Joyce Gale, Mr. H. A. Gourley, Mrs. Donalda M. Hardie, Miss Molly Hawryluk, Miss Heather Hutchison,

Mrs. Joan L. Law, Mr. Lorne L. Law, Mr. David Robertson, Mrs. Elsie C. Rockwell, Miss Blanche Stewart, Mrs. Veronique Turgeon, Mrs. Ruth M. Waters.

ST. HILAIRE: Mountainview — **Mrs. Sylvia G. Glenwright,** Mr. Harold B. Bezanson, Miss Helen M. Colwell, Miss Marguerite Flaschner, Miss Marilyn A. Gray, Miss Janet M. Hipson, Miss Christine Katadotis, Mrs. Myrtle J. Labelle, Miss Donna L. Lear, Miss Doreen R. Leonard, Miss Ruby MacLeod, Mr. Murray C. Newell, Mr. Alvin N. Nieforth, Mrs. Robena J. Rowland, Miss Heather L. Swartz, Miss Norma A. Searle, Miss Annik E. Smith.

ST. HUBERT: Royal Charles — **Mr. Angus C. MacLeod,** Mr. William J. Baldwin, Mr. William F. Brandson, Mrs. B. E. M. Campbell, Mrs. Sylvia Cromie, Mrs. E. E. Gilbert, Mrs. P. A. Kelly, Mrs. W. O. Lawrence, Mrs. Carol Latour, Miss Elizabeth Jean McKnight, Mr. Edmund A. McMahon, Mrs. Jane Paul, Miss Angela Peacock, Miss Barbara M. Robertson, Miss Joan M. Schwartz, Mr. Robert Yachnin.

ST. HUBERT: Royal Oak — **Mrs. Ruth Ann Matheson,** Miss Janet D. Flewelling, Mrs. Arlie F. Lammeren, Miss Joan Mountfield, Miss Angela Peacock, Miss Sharon A. Webb.

ST. JOHNS: Dorchester — **Mrs. Kathleen Stewart,** Mrs. Marguerite Brownrigg, Mrs. Kathleen Cox, Miss Janice H. Curtis, Mrs. Eleanor M. MacDonald, Mrs. Theresa McKenzie, Miss Irene E. Smith, Mrs. Wanita Upton, Miss Louise E. Wickens.

ST. LAMBERT: — **Mr. R. Ronald Brigden,** Mr. W. J. Leslie Anderson, Mrs. Ann Bauslaugh, Miss Judith Beaudreau, Mrs. Elizabeth Bishop, Miss Christina Brown, Miss Helen Bulmer, Mr. Henry Duerksen, Miss Elspeth Fraser, Miss Dorothea Graham, Miss Dorothy Harding, Mrs. Edna O. James, Mrs. Eleanor Johnston, Miss Isabel Lengyel, Miss Frances MacGregor, Mr. Wendell MacLean, Miss Jessie Malkin, Mrs. Elizabeth Merrill, Mr. Harris Miller, Miss Joanne Miller, Miss Henrietta Moffatt, Miss Mary Neate, Mrs. Marion Phelan, Mr. Horst Rothfels, Mrs. Freda Savage, Miss Gail Shipton, Miss Elsie Underhill, Mrs. Anne White, Mr. Robert White.

ST. LAMBERT: Margaret Pendlebury — **Mrs. Grace L. Walker,** Miss Wenda F. Board, Mrs. Jeanette C. Brigden, Mrs. Ethel A. Brown, Mrs. Pearl I. Harris, Mrs. Leola A. Sandell, Miss Norma J. Thompson, Mrs. Marjorie T. Topham, Mrs. Ersel I. Weir.

ST. LAMBERT: Victoria Park — **Mrs. Barbara Murdoch,** Miss Evelyn Crozier, Mrs. Catherine Ferguson, Miss Mary Hocquart, Miss Heather-Anne Lessard, Mrs. Lilian Osborne, Mrs. Edith Raham, Mrs. Betty Taylor, Miss Gail Shipton, Miss Lila Winter.

ST. PAUL'S RIVER: — **Mr. Gordon Springle,** Mrs. Gloria Nadeau, Mrs. Leatrice Roberts.

STE. ROSE DE LAVAL: — **Mr. John A. McKindsey,** Mrs. N. Lucy Atkinson, Miss Dorothy C. Beattie, Mrs. Ileana Burns, Mrs. E. Olive Dey, Miss Elizabeth Gibson, Mrs. Doreen Jenkinson, Miss Faye Macdonald, Mr. Eugene Marks, Miss J. Elizabeth Martin, Miss Audrey Morrison, Miss Joyce Nickerson, Mrs. M. Irene Oldroyd, Mr. Robert S. Seto, Mrs. Jessie Smith.

STE. THERESE: Eleanor McCaig — **Mrs. I. Aileen Bryerton,** Mr. James R. Adrian, Miss Shirley Alcock, Miss Elsa L. Beattie, Mrs. Jean L. Booth, Mrs. Barbara Brazeau, Mrs. J. E. Brydon, Mr. Ronald Davidson, Miss Daryl E. Dennis, Mr. Kenneth R. Duffy, Mrs. Shirley J. Hamilton, Miss Marilyn G. Heap, Miss Dawn E. Henniger, Miss Marilyn P. Lawson, Mr. Frank Liebmann, Mrs. Harriet Liebmann, Mrs. Freeda L. Linkletter, Mr. Hugh H. MacKinnon, Miss Carol C. Matthews, Mr. Keith R. McIntosh, Miss Heather E. McKell, Miss Constance N. Neales, Mrs. Thelma G. Paterson, Mrs. Mary A. Ryan, Mrs. Edith E. Salisbury, Mrs. Elizabeth J. Schermerhorn, Mrs. Esme Southwell, Mrs. Carla Stapensea, Mrs. Marjorie Toulson, Mrs. Beulah Tudor, Miss Marion E. Wilson.

SENNETERRE:	**Miss Eileen M. Veals,** Mr. Bertrand Bouchard, Mrs. Jeannine Bouchard.
SHAWBRIDGE:	**Mrs. Carol J. Morrison,** Mrs. L. Grace Henderson, Miss Janice Simmons.
SHERBROOKE: East Ward	**Mrs. Edith W. Lemire,** Miss Diane G. Bowen, Mrs. Grace A. Rich.
SHERBROOKE: Lawrence	**Mrs. Olive M. Carter,** Mrs. Mabel E. Clark, Mrs. Marjorie E. Cruickshank, Miss Marilyn F. Fleming, Mrs. Margaret Kogler, Miss Dorothy Nobes, Mrs. Eva M. Sawyer.
SHERBROOKE: Mitchell	**Mr. George E. McClintock,** Mrs. Lois Bégin, Mrs. Ruby Berry, Mrs. Wanda Broadhurst, Miss Diane Brock, Mrs. Ardyth Davidson, Mrs. Margaret Erskine, Mr. Douglas Guthrie, Mrs. Norma Harrison, Mrs. Irene Howes, Mrs. Irene Humphrey, Mrs. Elizabeth Kerr, Mrs. Margaret Kogler, Mr. Melvin MacKenzie, Miss Jennie Mariasine, Mrs. Muriel Mayhew, Mrs. Beulah McCourt, Mrs. Mabeth McKeon, Miss Alene Morrison, Mrs. Beverley Noble, Mrs. Frances Noble, Mrs. Marion Peck, Miss Annie Riley, Miss Margaret Skinner, Mrs. Lena Wallace, Miss Annabelle Waters.
SILLERY: Bishop Mountain	**Mrs. Dorothy Langelier,** Mrs. Doris Brown, Miss J. Constance Champion, Mrs. Katherine Crawford, Mrs. Alberta Ferris, Mrs. Bertha Lennon, Mrs. Doris Styles, Miss Joyce Wood.
VAL D'OR-BOURLAMAQUE: Queen Elizabeth	**Mrs. Ada Evans,** Mrs. Anne Alexander, Miss Betty Avery, Miss Delamary E. Barker, Miss M. Elsie Basler, Miss Jessie Dunn, Miss M. Elizabeth Frank.
VALLEYFIELD: Gault Elementary	**Mr. Carl Glenn,** Mrs. Lois Garneau, Mrs. Eunice Godin, Miss Frances Hulme, Mrs. Ann L. Lambert, Mrs. Martha MacDonald, Mrs. Ann L. Moore, Mrs. Frances Thompson.
WEST ISLAND: Allancroft	**Mr. R. P. Bolla,** Miss Beverly Bethune, Mrs. Beulah Burnell, Mrs. Lorna Chaisson, Mrs. Jean Cross, Miss Edna Gay, Miss Elizabeth Hawes, Mr. Norman Hayward, Miss Elizabeth Jones, Mrs. Nancy Kirkis, Mr. Harold Lawrence, Mrs. Beverly MacEwen, Mrs. Dorothy MacLean, Miss Mary Macrea, Miss Jean McClatchie, Mrs. Stella McMurran, Miss Joan Miller, Miss Jane Roberts, Miss Marjorie Robins, Mrs. Donna-Lee Smith, Mrs. Patricia Squires, Miss Sheila Stanley, Miss Barbara Stones, Miss Penny Watters, Mrs. Marion Williams, Mr. Stanley Williamson.
WEST ISLAND: Beaconsfield	**Mr. Thayne C. McGilton,** Mrs. Doreen Archambault, Miss L. Anne Ayles, Mrs. Hazel P. Birnie, Mrs. Alison L. Berridge, Mrs. Helen S. Black, Mrs. Sheila A. Clarke, Mrs. Jennifer M. Colby, Miss Doreen M. Gilks, Mrs. Grace Leclaire, Mr. Edwin Martin, Mrs. Wendy K. Martin, Miss Caroline Mason, Mrs. Joyce Montgomery, Miss Kathryn A. Nolting, Miss Janet H. Savage, Mrs. Lynn C. Sulyok, Mrs. Florence I. Willard.
WEST ISLAND: Beaurepaire	**Miss Dorothy M. Brayne,** Miss Dora E. Beck, Mrs. Muriel S. K. Carmichael, Mrs. Marguerite M. Morkill.
WEST ISLAND: Briarwood	**Mr. Elston A. Robert,** Miss Barbara L. Bole, Mrs. Marlene J. Burgess, Mrs. Elsie F. Cadogan, Mrs. Mabel A. Craib, Mrs. Gladys Davis, Mrs. Gloria P. Dorrance, Mr. John-Howard Dorrance, Miss Edna M. Downing, Mrs. Linda R. Haines, Miss Donna M. Hogge, Miss Sally E. Kemp, Mrs. Grace E. Lamb, Mr. Raymond G. Louttit, Mr. Dudley N. LeMaistre, Mrs. Marjorie McFarland, Miss Margaret A. Rennie, Mrs. Barbara J. Scruton, Mr. John A. Swaine, Mrs. Myra D. Wilkie.
WEST ISLAND: Cedar Park	**Mr. William B. Fleming,** Mr. James G. Beatt, Miss Audrey A. Bishop, Mrs. Helen M. Cargin, Miss Darrell D. Davis, Mrs. Margaret Douglas, Mr. John E. Drinkell, Mrs. Jane B. Dunn, Mrs. Anne Fisher, Mrs. Claire A. Fraser, Miss Patricia Machin, Mrs. Gwen Macrae, Miss Vivian J. Mann, Mrs. Grace Mathewson, Miss Patricia McGlashan, Miss E. Elizabeth Moore, Miss Kathleen Murphy, Mr.

Colin Nelson, Miss Isabel Robinson, Miss Anne Ropars, Mrs. Penelope A. Sadeek, Miss Patricia Simpson, Miss Sheila Spence, Mr. Walter Stairs, Mrs. Ruth Stockwell, Mrs. Ruta Sukse, Mrs. Shirley Walbridge, Mr. Frederick Wallet, Mrs. Marion V. Watts, Mr. Reginald Watts.

WEST ISLAND: Lakeside Heights — **Mr. Eric A. King,** Miss Phyllis Baird, Mrs. Jane Bernard, Mrs. Joan Berry, Miss Margaret L. Brewer, Mr. Wayne M. Clifford, Mrs. Irene B. Craig, Mrs. Ida O. Cregan, Mrs. June C. Fraser, Miss Katharine N. Gurd, Mr. John G. Henderson, Mrs. Sheila M. Hill, Miss Sherrill A. Hopkins, Miss Donna E. Hutton, Mr. Daniel Lesar, Mrs. Luena Mabe, Mrs. Frieda E. Mason, Miss Kristine Pitcher, Miss Claire L. Purdy, Mrs. Evelyn Rose, Miss Linda A. Ross, Mr. Herbert H. Steiche, Miss Jean A. Straight, Miss Barbara Strom, Mrs. Dorothy Taylor, Miss Barbara Todd, Mrs. Marilyn M. Waugh, Mrs. Irene West, Miss Norma S. Williston, Mrs. Rita L. Would, Mrs. Beverly G. M. Wyatt.

WEST ISLAND: Northview — **Mr. Knute B. Sorensen,** Mrs. Heather P. Akin, Miss Elinor R. Allen, Mrs. Helen N. Amery, Miss Winona I. Brooks, Miss Marilyn C. Cameron, Miss Linda-Ann Cartland, Miss Susan Connelly, Mr. William E. B. Corrigan, Miss Joan Cox, Mrs. Barbara Dick, Miss Mary J. Dodds, Mr. Wayne M. Dods, Mrs. Marjorie M. Finlayson, Mrs. Iris Gordon, Mrs. Hilda K. Green, Miss Eliz. A. Lynn, Mr. David F. Merchant, Miss Carolyn A. Miller, Miss Marina A. Moshonas, Mrs. Betty Myers, Miss Ethel M. Nesbitt, Miss Patricia Nicoll, Mrs. Alice M. Rogers, Mr. Rubin Sirkis, Miss Carol L. Thompson, Mrs. Estelle D. Walsh, Miss Norma Weitz, Miss Eliz. M. Williams, Mrs. Carole A. Zebrauskas.

WEST ISLAND: Thorndale — **Mr. James R. Bonnell,** Mrs. Carmen M. Allen, Mrs. Julliette Bartolini, Mr. Thomas C. Bird, Miss Gail A. Boyd, Mrs. Lois E. Broderick, Mr. H. Arthur Calvin, Mrs. Jennie-Ellen Davis, Miss Ethel H. Dick, Mrs. Blazena Farra, Mrs. Edith M. Herring, Miss Sandra Humphrey, Miss Shirley Layton, Mr. Allan MacArthur, Miss Geraldine Mahoney, Mrs. M. A. Camille McAlonen, Mrs. Elizabeth McGee, Miss Georgina M. McLean, Mr. Russell Norman, Mrs. Elizabeth Watters.

WEST ISLAND: Valois Park School — **Mr. Edgar W. Caron,** Mrs. Judith K. Addie, Mrs. Florence B. Angell, Miss Joan F. Chaloner, Miss Lynda M. Darling, Miss L. Fordham, Mrs. Eileen P. Goring, Mrs. Gladys M. Gough, Miss Gail Grandmaison, Mrs. Jean Grant, Mrs. Dorothy F. Gyton, Miss Elisabeth Henrion, Mrs. Lilly M. Hinchcliffe, Mrs. Viola E. Hodge, Mrs. Gladys M. Hunter, Mrs. Carol A. Kirby, Mrs. Margaret Manson, Mr. Robert G. McGlashan, Miss Kathleen M. Parker, Miss Joan Kathleen Peacock, Mrs. Florence Petrie, Mrs. Jane C. Randell, Miss Heidi Schmidt, Mr. Charles R. Snow, Mrs. Viola G. Theroux, Miss Elizabeth D. Webster, Mrs. Dorothy G. Whittaker, Miss Irma C. Williston.

"The prolonged education should be adapted to the children's varying abilities, aptitudes and interests, and to varying social and economic needs, and should make full use of modern culture; a wide choice of studies should be offered to the pupils, with full possibilities of getting guidance, of changing course, and of making leeway in subjects in which they are backward."
(Geneva Recommendation, No. 32.)

Bulletin of the International Bureau of Education

BOOK REVIEWS

Reading Workbook, Grade 8
Monroe, Horsman, Gray
Basic Reading Skills for High School Use, rev. ed.
Scott Foresman c1958 192pp ill $1.32
Gage

This is a refresher course in reading fundamentals. The workbook is, in format, like those which the students have been using in elementary school, but the approach is directly to them. Four pages headed by the title "You Can Improve" explain to the student why it is essential for him to be a skilful reader in his work in high school. There are three survey tests to help him to decide that he may need to consolidate the skills which he has already been taught, but which he has not made his own. There is also a bibliography which indicates degrees of difficulty of reading, and there should be something here for every type of student to meet his interests and to entice him into reading on his own.

The contents give practice in the following: main idea, word form and meaning, relationships (cause-effect, sequence), context clues, word analysis (phonetic, structure), phrase and sentence meaning, sensory imagery, relationships (place, time, analogous), dictionary, emotional reactions, story problem and plot structure, author's purpose or viewpoint, summarizing and organizing, reference materials.

Reading Workbook, 8-9 10-11 (8, 9)
Schumacher, Schick, Schmidt
Design for Good Reading, Level 1 $1.35
Level 2 1.80
Manual .60
Harcourt c1962 160pp ill
Longmans

Introducing the workbooks is a section called "Reading Is Important" in which the student is told why efficient reading is of value, what this course will do for him, and what may be making him inefficient at the moment.

Part One, 92 pages, consists of 26 "Reading Essays" ranging in length from 452 words to 1488 words, each followed by ten multiple-choice questions based on the selection. These are timed. Correct answers are given at the end of the essay section. The results are recorded in a "Record of Progress." "Some Questions to Ask" helps the student to look at his record and evaluate his progress. The goal is self-improvement.

Coupled with each essay is a vocabulary exercise of ten words of the "How to Increase Your Vocabulary" genre, which duplicates vocabulary found in the essay. The exercise may be used before or after reading. The aim of this section is to develop speed and comprehension. The material is much like that to be found in "The Reader's Digest," of general interest, topical, and modern in outlook when drawn from older writers, e.g., Benjamin Franklin, Level 1, or Wordsworth, Level 2.

Twelve pages of "Getting the Idea" purports to develop the ability to assess the main idea, implication, theme, tone, writer's purpose, author's attitude, and style in twenty short selections. These are not timed but are read for analytic purposes.

Part Two, "Building Vocabulary," 38 pages, begins with five graded vocabulary tests (twelve items in each) which indicate to the pupil how broad a foundation he possesses. Then he is briefly introduced to word origins, the value of the dictionary, the importance of prefixes, roots, and suffixes, words which are frequently confused, and finally the special vocabularies of mathematics, science, social science, literature, fine arts, and general vocabulary. There is some good material here.

The third section, "Reading and Understanding," is given only seven pages. The uses of skimming, study reading, pleasure reading, rate and purpose, connotation, using signposts, taking notes, outlining, are mostly dealt with in one short paragraph.

Level 2 follows exactly the same pattern as Level 1. The introduction to each section is word for word with Level 1, not too serious a duplication. The practice material is different, and interesting. Neither workbook would be fully effective without class discussion, guidance, and analysis by the teacher.

The Teacher's Manual devotes seven pages to explanation of, and suggestions for, the use of the Workbooks. It contains four Progress Tests in comprehension and vocabulary which the pupil gets in separate test booklets, thus providing the teacher with controls for checking a pupil's progress.

Reading Textbook, Grade 8
Caughran, Alex, and Mountain, Lee
High School Reading, Book 1
American Book c1961 479pp ill **$4.48**

This book is accompanied by a Teacher's Guide, 91pp., $1.20, which gives a very brief note on each author, and then gives the teacher the answers to the questions in the text. Everything that is normally in the guide book for the teacher's guidance is found in the student's text. He therefore knows the purpose of the exercises he does in connection with his reading.

The text is divided into six units of reading.

The first starts with a six-page essay concerning the three levels of reading; recognition, comprehension, and interpretation, followed by a page and a half of questions and discussion that direct the student to think about what he has read, and to point him towards the stories and essays which follow with which he is going to practise what he has learned. The authors are the student's teacher. The class teacher can assist whenever she is needed, and she is free to go to those who need the most help.

As an example of the level of reading to be done, the following are the titles in Unit 1: *The Secret Life of Walter Mitty, Casey at the Bat,* Wm. O. Douglas' *On Kloochman Rock,* from *Of Men and Mountains,* Rittenhouse's *My Wage,* Saki's *The Open Window,* Felsen's *Hot Rod,* Kipling's *If,* Cave's *Extra Girl* from The Saturday Evening Post, and the final essay is by the authors on HOW TO STUDY, ten pages followed by two and one half pages of questions and discussion. Each story, essay, and poem in the unit is followed by a page or more of questions and discussion. The pattern of each unit is the same.

Unit 2 : You and Your Vocabulary
Keller, Hunt, McKimmey, Guiterman, O. Henry,
Henderson, Wm. Allen White, Robert Frost
HOW TO STUDY LITERATURE

Unit 3 : You and Your Dictionary
Masson, Davenport, Halliday, Noyes, O'Flaherty, Reck,
Mark Twain, Oliver Wendell Holmes
HOW TO STUDY ENGLISH

Unit 4 : The Natural Way to Read
Service, Annixter, Carman, Fox, Gill, O'Neill, Weller,
Jacobson, Magee, Jr.
HOW TO STUDY SCIENCE

Unit 5 : Putting Ideas Together
Leigh Hunt, Stockton, Howland, Benchley, McGinley,
Jennison, Katkov, Thurber, Benchley
HOW TO STUDY MATHEMATICS

Unit 6 : The Topmost Level of Reading
Ford, Nash, Moon, Jr., Emerson, Daly, Hale, Woods
HOW TO STUDY CIVICS

There is a Glossary, an index to the reading skills, and an index to titles and authors.

The authors state that the book is not meant, at least not at first, for those who need further training in the skills of the elementary school. They also state that it should not replace an anthology of reading, particularly for those who do not need this training. The text is interesting, mature, and develops reading at the high school level.

Reading Textbook, Grade 9
Caughran, Alex and Mountain, Lee
High School Reading Book 2
American Book c1961 544pp ill **$4.60**

The same pattern is followed as in Book 1, with a stepped-up approach to reading skills. Exactly the same break-down is given in the index to reading skills, but what has been done in Book 1 is reviewed briefly for recall, and then the student is taken to more difficult aspects of the skills he has learned.

Unit 1 : Three Ways to Better Reading
O. Henry, Connell, Hanlon, Nash, Mauldin, Frost,
Akeley, Andrews, Garland
HOW TO STUDY

Unit 2 : Using Your Dictionary
Is Spelling Easy? Ough, Nough!, Harrison, T. S. Eliot.
Rackowe, Beatty-Wilson, Maugham, Ullman, Grenville
ENGLISH — THE SUBJECT YOU USE MOST

Unit 3 : You, Your Library, and Your Librarian
Wolf, Coffin, Werfel, Annixter, Leacock, Masefield, Hugo
YOU AS A CONSUMER OF LITERATURE

Unit 4 : You and Your Encyclopedias
Saroyan, Markham, London, Robinson, King, Vonnegut,
Wm. Wilson, McCrae, Tuttle-Moffet
STUDYING BIOLOGY — THE SCIENCE OF LIFE

Unit 5 : Reference Books — The Keys to Information
Sherburne, Gallico, Holmes, Brush, Benet, Frost, Doyle
GEOMETRY — IN SCHOOL AND OUT

Unit 6 : Reading for Truth
Hawthorne, Wordsworth, Schulberg, Saki, McGinley, Caldwell, Murphy
YOUR HISTORY OF THE WORLD

Reading Textbook, Grade 1, PP
Young Canada Reading Series
McInnes, John A., ed.
Surprises
Nelson c1960 176pp ill

This is the pre-primer of the series. It begins with "Jack and Jill" for enrichment purposes, then goes on to develop the sight vocabulary of *Jack, and, Jill, come, Sandy, oh, see, something, funny, here, I, too, jump, can, make, green, look, run, new, the, fish, is, pets* in the fifty-seven pages of the first unit. The book is hard-covered. The script is the printing script which the children are learning to write. The illustrations are attractive. The pages are sturdy.

The stories are not stilted. The child is taken into school in the second story, and we do not meet Mother in the book until Jack gets home on page 37. At the end of the second unit the children have a version of "Goldilocks and the Three Bears," and at the end of the third and final unit there is a play for them to read.

The manual is called a "Skills Outline" in which the new vocabulary for each lesson is noted, the skills to be taught are indicated, and reference is made to the workbook. An indication of how to teach the reading skills is given along with an indication of what type of seatwork, an example, would give practice in the skills. Often the teacher is left free to use her own experience in developing the lesson further. By leaving all the introduction and vocabulary, guided silent reading, oral reading procedures up to the teacher, emphasis is given to the reading skills. "These readers have concentrated on literary quality."

Poetry Tutor Text
Pratt, John Clark
Meaning of Modern Poetry, The
Doubleday c1962 400pp $5.95

Twenty poems by twenty modern poets are used to illustrate metaphor. form, metric, and rhythm; subject; tone and style; theme; meaning. The appendix, a guide for further reading, lists five anthologies and reference works, and brief biographies of each poet. The index locates details discussed.

The author's brief NOTE TO THE READER indicates that the book is designed to be an individual tutor.

To do so, it takes an unfamiliar form. Pages are numbered, but not read, consecutively. The topic is introduced, followed by a poem for purposes of discussion, followed by three or four questions with page references. Pages are not filled. There may be as few as four lines on a page, but each page develops one idea.

One of the three or four choices in response to a question is correct. If the reader chooses the correct answer, the author comments and takes another aspect of the poem under discussion, following the same pattern: statement, illustration, question, page reference. There are 152 pages of correct answers.

If an incorrect answer is selected, the faulty choice is discussed and the reader is directed to further discussion to develop his background, and finally redirected to the original page for another try. There are 241 pages of discussion of faulty ideas.

The author enforces rereading of the poem by reprinting it each time the reader needs it for reference. The same complete poem may appear from one to nine times with further repetition of parts as required.

The reader may at first dislike having to stop and find his way through the correct sequence of, e.g., pp. 131, 137, 133, 138, 154, 139, 146, 147, 148 for "The Oven Bird" by Robert Frost. This does not take into account the compulsory digressions for incorrect choices which direct him to still other pages. However, this procedure forces him to stop and think. Directions are clear and accurate, and one can appreciate the author's ability to foresee why an incorrect choice might be made, and to draw the reader to the reasons for his opinion on the poem.

Mr. Pratt limits his choice of modern lyric poetry in order to discuss in depth the aspects to be appreciated. The reader will have this much knowledge of this much poetry when he is through, and can apply to other reading what he has learned here.

If a reader is familiar with lyric poetry and its analysis, he may proceed through the pertinent pages rapidly. If not, he is led to a deeper appreciation by sympathetic acknowledgment of debatable ideas, or abrupt rejection of choices which indicate bluffing on the reader's part.

Throughout the book the author asks for "give and take," a response to his leadership. If the reader does this, he will learn, though he may not always agree.

The poems chosen meet mature interests and experiences; love, philosophy, sex, war. The book is "highly instructive for the regular reader of modern poetry as well as the skeptical beginner."

Spooner, George
Mathematics Enrichment, Program A
Harcourt, Brace & World 177pp $3.60
Longmans

This is a programmed text dealing with sets, geometry, and numeration systems. It would seem suited to the Grade Six level in Quebec education, where it might be found a pleasant diversion for the more interested students and, in the work with little-known numerals, possibly a revealing experience. The set language is nicely presented, and intelligently followed up in the geometric consideration of sets of points and the numeration treatment of numeral sets. To be worth doing at all, of course, the set language would need expansion and further use in succeeding grades, and it is understood that further such enrichment units are to be available. The programming develops well, and a child might be able to go through the book with few if any questions. There is not too much content, but this is to be expected in such a step-by-step approach, particularly at this level. Illustrations, both line drawings and photographs, are exceptionally well chosen.

While programming permits individual study, and lends the book to individual enrichment within the class situation, a number of the notions, particularly in geometry, seem to call for a fuller participation than the multiple-choice, fill-in-the-blank, programmed questioning permits.

Jameson, Marshall C.
Helping Your Child Succeed in Elementary School
G. P. Putnam's Sons 191pp $4.25
Longmans

This is a readable, down-to-earth book, written by a school principal for parents whose children are about to go to school, or who are enrolled in elementary grades. Dr. Jameson's anecdotal style is jargon-free, as he discusses the influence of parental attitudes, the role of parent, teacher and principal, problems of communication. He recognizes that parents' real worries may centre on such problems as lying, being a "tattletale," when a child should hit back. His advice is mature, sensible, — if not always orthodox. (There are times when a child will have to lie, where it is vital that he "tell a tale," Dr. Jameson asserts.)

Good advice to parents, from kindergarten readiness to parent-teacher interviews, is good professional reading for teachers too, and access to Dr. Jameson's thinking could not but be an advantage in shaping one's own professional ideas.

Flood, W. E., and West, Michael
Elementary Scientific and Technical Dictionary, An
Longmans 413pp $4.00

This sets out to be "a fully illustrated dictionary which explains scientific and technical words in a way everyone can understand": since the book covers a full spectrum of sciences, to a depth considerably in excess of a classroom approach to any of them, this suggests a remarkable feat, and since it treats of astigmatism and axolotl, Zodiac and zymase, in superb and simple prose, it is evident that it succeeds in its difficult task and has a definite place in the high school science class and school library.

A *plethysmograph*, for example, is illustrated with an adequate line drawing, and identified as an "instrument for measuring change in the size (volume) of part of the body (e.g. arm) and so measuring the changes in the volume of blood in it."

The explaining vocabulary, it is noted, is about 2,000 words; any of these which are technical are identified at the front of the book. The text is British, and this may cause a few minor difficulties with terminology. It may be in this connection that the quantity $\sqrt{16}$, encountered in an explanation of imaginary numbers, is said to be $+4$ or -4 (rather than strictly the non-negative root, as specified in authorized texts), but such difficulties are of a minor nature. The book is particularly valuable for those, pupils or teachers, who would do outside reading, from journals, etc., in scientific literature.

Bothwell, Jean
Red Scarf, The
Harcourt, Brace, and World c1962 189pp $4.25
Longmans (Canada)

A young Indian police superintendent with an English education returns to his country to bring a little more law and order, and to break the caste system a little further.

His desire for a suitable "mother of his sons" is met only when he resigns a successful career, but he is compensated by a chance to do more things for his countrymen as master of his family estate.

This is a pleasant and interesting romance.

Meader, Stephen W.
Phantom of the Blockade
Harcourt, Brace, and World c1962 190pp ill $4.00
Longmans (Canada)

When the South was in difficult straits towards the end of the American Civil War, blockade runners to the Bahamas brought back at great risk much needed food, arms, and ammunition. This story deals with that aspect of the war, the defeat of the South, and the beginnings of reconstruction through the eyes of ordinary individuals. It is a story of courage and adventure.

Langdon, Margaret
Let the Children Write
Longmans c1961 72pp ill $1.50

For the teacher, this slim, but interesting book, contains an account of an "intensive writing, course with students who produced vivid writing as a result of having their senses awakened, and their efforts appreciated. The author does not consider herself a specialist, but rather a teacher who wanted results and wasn't getting them with routine methods. She shares her experiences, with many examples of approach and production.

Coulson, Carr, Hutchinson, Eagle, eds.
Oxford Illustrated Dictionary
Oxford c1962 962pp ill $9.95

Designed to "fill the gap between the *Concise Oxford* and the *Shorter Oxford*, this dictionary is not only useful for spelling, pronunciation, and meaning, but it also gives brief notes on material usually found only in encyclopedias, "such as persons of the Bible and of legend, statesmen, writers, famous places, historical incidents, and so on." Illustrations are helpful. For example, there are fourteen types of arches diagrammed and three further diagrams distinguish the parts; the butterfly is shown in its final stage as well as the chrysalis and caterpillar. There are ten useful appendices varying from emperors, with dates, to tables of weights and measure.

Miller, Richard B.
Cool Curving World, A.
Longmans (Canada) c1962 220pp ill. $5.25

Dr. Miller's death is truly untimely, for here is a fine scientist (fishery biology) who in his masterful prose creates a fascinating account of his work in the inland waters of Canada.

Any young person who will read Dr. Miller's description of his work to track down the causes of the declining fishing industry, or even fish population in lakes and streams, cannot help but absorb some of the idea of rewards far beyond those of money and prestige. Here is a life revealed as more than worthwhile for it is concerned with real values. Nowhere does Dr. Miller say these things directly. They are simply evident in what he considers worth recording as a result of his observations.

As a book of science, it describes faithfully the work done by those concerned with fish conservation.

As a literary work, which was only incidental to Dr. Miller's purpose, it is a fine example of the poet's "seeing" eye expressed in beautiful, apt, but easily read language.

As a way of life, it should be of interest to any sensitive, yet dynamic, person.

Daughters of Valor Series
Engle, Eloise
Princess of Paradise
John Day c1962 183pp **$4.25**

A dip into the Polynesian settlement of Hawaii by pioneers who found their way across trackless seas to the "Paradise of the Pacific", this book picks up the story in the days of the Queen, Liliuokalani, who leads her people through the transition from carefree island life to the stresses of modern times.

McAree, J. V.
Culled from our Columns
Longmans (Canada) c1962 225pp **$5.00**

John Verner McAree's fifty-five years as a newspaper columnist with Toronto papers are reflected in these selections. They are also reflections of the Canadian scene as viewed by a man with a sense of humour, as well as a sense of right and wrong. His topics are whatever have secured his lively interest at the moment, and he has the capacity of sharing with his reader "remembrance of things past." Like *Life with Father*, McAree's treatment of his subjects makes one wonder how he could possibly have known the reader's own experience. A delightful book!

Colby, C. B.
Aircraft of World War I
Coward-McCann c1962 48pp ill **$2.77 net**
Longmans

A brief, but highly interesting, commentary on early aircraft adapted and/or developed for fighter purposes. Mr. Colby speaks of the initial instruction of American pilots in the Avro trainers, and their advanced instruction and combat in planes of Britain and France.

This book is for the youthful aeroplane "buff" interested in now-historical pictures and data on construction, performance, and armament of the Camel, Nieuport, SPAD, Fokker D-VII, S.E.-5, Avro, Albatross, and Bristol Fighter.

Even a casual reader will be fascinated by the contrast between today's aircraft and the beginnings of aviation. No one can help but wonder if the space programme of today will provide a similar contrast with developments of the future. The book is about planes. It is also, by implication, a book about courage.

The Secret Circle Series
Hammond, Arthur, ed.
Little Brown & Co. (Canada) 156pp ill **$1.49 ea.**

Each author of this mystery series is Canadian. Each story is set in a Canadian province, probably best known to the author. The characters are usually two boys and a girl, one of whom doesn't appreciate one of the others, but learns to later. The parents are helpful. The villains are properly villainous. The plots are slight, but fast-paced and possible. There is some unnecessary slang, and some remarkable coincidence. Young mystery fans, and older reluctant readers, would enjoy these.

Gammon, David
Mystery of Monster Lake, The

A trip (ostensibly camping) to locate a lost gold mine in B. C. turns up a valuable deposit of scheelite (tungsten ore). The monster is a regular eruption of deadly gases through the surface of a crater lake.

Earl, Lawrence
Riddle of the Haunted River, The

A trip on the Miramichi turns into a hunt for dynamiters who are emptying the river of salmon.

Collins, Robert
Legend of the Devil's Lode, The

Under a certain light the devil reveals his secret in the mountains to the right people whose Alberta ranch is saved by this timely discovery.

Hammond, Arthur
Secret Tunnel Treasure, The

An English brother and sister and a French boy find treasure in each other and in Quebec.

Braithwaite, Max
Mystery of the Muffled Man, The

A bank robber's plans are foiled when two boys and a city girl go ice-fishing in the wrong place.

Young, Scott
Clue of the Dead Duck, The

A foster boy learns that petty misdemeanors are not worth the risk of ruining ultimate happiness.

Dr. Murray G. Ross, President of Toronto's York University, has proposed a new and interesting type of university scholarship designed to attract the best boys and girls into the university. By his plan a fund, to be administered by some independent public body such as the Canada Council, would be established with federal money augmented by donations from private and industrial sourses.

From this fund the sum of $750 would be placed to the credit of every Canadian high school student scoring honours in Grade 9. A continuation of the students maintaining honour standing would result in their receiving $750 each subsequent year. At the end of high school every bright boy and girl in the country would thus have $3,000 available to be used for payment of fees and other university expenses. If any successful high school graduate decided against going on to university, his $3,000 would, of course, be reverted to the fund.

Dr. Ross suggests that besides stimulating high school pupils to do good work, the plan would give the bright ones a very strong incentive to go to university. He asked the question : "Is any properly brought-up teenager in the 1960's going to let $3,000 slip through his fingers?"

School Progress: Vol 31, No. 7

MINUTES OF THE MAY 1962 MEETING OF THE PROTESTANT COMMITTEE

Laval Normal School, Quebec, Que., May 23, 1962

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

Present : Mr. L. N. Buzzell, Mr. W. H. Bradley, Mr. R. J. Clark, Hon. W. M. Cottingham, Brig. J. A. de Lalanne, Mr. J. R. Latter, Dr. C. E. Manning, Mr. K. H. Oxley, Hon. J. P. Rowat, Mr. T. C. Urquhart, Mr. T. M. Dick, Mr. G. A. McArthur, Mrs. A. Stalker, Dr. E. S. Giles. Mr. H. S. Billings and Dr. E. Owen were present by invitation.

Apologies for absence were received from The Superintendent of Education, Dr. C. L. Brown, Mr. A. K. Cameron, Most Rev. John Dixon, Hon. G. B. Foster, Dr. F. C. James, Prof. J. U. MacEwan, Dr. S. E. McDowell, Dr. R. H. Stevenson, Mr. E. T. Webster, Dr. Ogden Glass, Prof. D. C. Munroe, Mrs. Roswell Thomson.

The minutes of the previous meeting were approved on the motion of the Hon. Mr. Rowat, seconded by Brig. de Lalanne.

On behalf of the Committee the Chairman welcomed Mr. Billings, congratulated him on his appointment as Director of Protestant Education and assured him that he would have the full support of the Committee.

Mr. Dick presented a radio phonograph to Dr. Giles as a token of the esteem and admiration of the members of the Protestant Committee on the occasion of his retirement from the position of Director of Protestant Education and Secretary of the Committee and in recognition of his great services to education during a long and distinguished career.

Dr. Giles expressed his appreciation of the gift, thanked the members for their unfailing support, and expressed his confidence in his successor's capacity and in the Committee's ability to deal with the problems for which solutions must still be found to assure the continued progress of Protestant education.

On the motion of Mr. Oxley, seconded by the Hon. Mr. Rowat the resignation of Senator C. B. Howard was accepted with regret.

On the motion of Mr. Dick, seconded by Mr. McArthur, it was agreed that Dr. E. Owen be appointed Secretary of the Committee.

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

(1) Eight appointments have been made to the Department of Education.

(2) There are in operation this year in the organized municipalities only 31 one-room and 15 two-room schools. In Labrador there are, in addition to these, 8 one-room and 4 two-room schools. The enrolment in the 31 one-room schools is 516, in the 8 Labrador schools 128.

(3) There are 1,167 pupils professing the Roman Catholic faith in the high school municipalities outside Greater Montreal. In the high, intermediate and elementary schools there are 1,765 pupils, which is 3.3% of the total.

(4) In the fiscal year ending March 31, 1962, there were 373 additional classrooms added to 32 new schools or schools that were extended. On April 1, 1962, 4 new elementary schools and extensions to 3 high schools were still under construction or not accepted.

The report was received on the motion of Brig. de Lalanne, seconded by Mr. Latter.

On the motion of the Hon. Mr Rowat, seconded by Mrs. Stalker, it was resolved that the plan for the redistribution of inspection areas, as submitted by Mr. Billings, to be effective beginning with the session 1962-63, be approved in accordance with Section 29, Sub-Section 2, of the Education Act.

In accordance with Regulation 99 of the Protestant Committee, the following members of the High School Leaving Board were appointed for a term of three years beginning in September 1962: - Mr. Edgar Caron, Prof. C. W. Hall, Mr. G. H. Heslam, Mr. G. A. McArthur, Prof. D. C. Munroe, Mr. K. H. Oxley, Dr. E. R. Pounder, Mr. W. A. Steeves, Mr. H. G. Young, Mr. A. D. Talbot and Mr. P. N. Hartwick (Chairman).

This was approved on the motion of Brig. de Lalanne, seconded by Mr. Urquhart.

It was agreed that the recognition of independent secondary educational institutions and the revision of the regulations concerning them be left in the hands of the Executive Committee on the motion of Dr. Manning, seconded by Mr. McArthur.

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

(1) That the Ginn Readers for Grades V and VI in the Canadian edition be authorized to replace the American edition for supplementary reading but that the use of the American edition be allowed in schools that have copies on hand.

(2) That the *New People and Progress* be authorized in the Canadian edition for Grade VI on the understanding that *People and Progress* in the old edition remains authorized as an alternative basic reader and is not to be replaced until September 1964 in classes that have sufficient copies.

(3) That the new course in Trigonometry with Niles, *Plane Trigonometry*, as the text be authorized for Grade XI, beginning in September 1963, to replace the present Trigonometry I, the assignment to be the entire text with the exception of Ch. 10 (sections 3 and 4), Ch. 12 (sections 4 and 5), the appendix on mils and tangents,

and any references to the use of the slide rule (e.g., Ch. 3, section 4b), which are to be optional and not required for the examination; and that schools where two years are spent on the course be permitted to introduce it in Grade X in September, 1962.

(4) That the Grade XI Geography syllabus submitted by the Geography Committee be authorized experimentally for 1962-63 and that the Geography Committee be asked to review it before April 1963.

(5) That, as several of the pieces prescribed for the Grade XI examination in Music (Channel B) are out of print, alternative compositions, as listed by the examiner, be authorized for the year 1962-63.

(6) (a) That for the year 1962-63 the revised edition of *A Book of Canadian Stories* be authorized in the Grade XI North American Literature course as an alternative to the original edition; (b) that the committee which has been appointed, with Dr. Glass as chairman, to review the courses in English Literature and North American Literature for Grade XII, be also asked to review the course in North American Literature for Grades VIII-XI.

(7) (a) That for the year 1962-63 selections from Foerster and Falk, *American Poetry and Prose* (new shorter edition) be authorized in the Grade XII North American Literature course as an alternative to *America's Literature.*

(b) That Coburn, *The Grandmothers,* and Scott, *The Circle of Affection,* be removed from the list of optional texts for Grade XII North American Literature.

(8) (a) That the syllabus submitted by Dr. Pounder's committee be authorized for Grade XII Physics Course I.

(b) That the universities be asked whether they will accept this course as a satisfactory equivalent of a first year course in Physics.

(9) That the Greater Montreal Board be permitted to continue the experimental course in Physics with selected classes in Grade X in 1962-63 and in Grade XI in 1963-64.

(10) That the Greater Montreal Board be permitted to continue the experimental French Course II in Grades X and XI for a further period of two years beginning in September 1962.

(11) (a) That in view of the information obtained from the schools about the present length of the school day, no change be made in Regulations 1-5 of the Protestant Committee concerning the school day and the school year.

(b) That the 1962-63 school year close on Wednesday, June 26, 1963.

(c) That the attention of local authorities be drawn to the fact that more than 50 per cent of all the schools not under the Greater Montreal Board have a school day of 5½ hours or more, and that school boards operating high or intermediate schools with a school day of less than 5½ hours be urged to review their practice.

(12) That the report of the Chairman of the High School Leaving Board on the Grade X departmental examinations be received and that the continued provision of these examinations by the Department of Education be approved.

(13) That the proposal of the Montreal Council of Social Agencies to repeat the two-year course for the non-teaching staff of youth protection institutions, beginning in September 1962, be approved, provided that the enrolment for the course is not less than fifteen.

(14) That the assignment from *Essays and Short Stories*, authorized for English Literature in Grade XI, be any six short stories and any eight essays.

(15) That *Your Poetry, Grade IV*, and *Your Poetry, Grade V*, be added to the list of books approved for reading to the class by the teacher in the elementary grades.

On the motion of Mr. Dick, seconded by Mr. Oxley, items 1-10 and 12-15 of the report were approved.

It was moved by Mr. Bradley, seconded by Brig. de Lalanne, and approved that Regulation 3 of the Protestant Committee be reviewed with particular reference to the Easter holidays and that the Department of Educaion ascertain the opinion of principals and school boards concerning the advisability of a more flexible arrangement for holidays in the spring. It was moved by Mr. Dick, seconded by Mr. Bradley, and carried that item 11 of the report be approved with this addition.

Mr. Dick presented the following report of the Committee appointed to draw up a high school course for French Protestants:

"At its initial meeting held on October 20, 1961, the Committee examined at length its terms of reference and decided on procedures. The proposed scheme adopted was that there should be two combinations of subjects for Grades VIII and IX, to be named a Latin Course and a Science Course, and that in Grades X and XI there should be three combinations — Latin, Science and General, the General Course to be for students not seeking to meet college entrance requirements.

The listed subjects for Grades VIII and IX are as follows — French, English, Mathematics, History, Latin, General Science, Geography, Music, Art, Industrial Arts, Technical Drawing, Home Economics and Physical Education.

Additional subjects to be offered in Grades X and XI are listed as follows — Chemistry, Physics, Biology, General Mathematics (alternative to Algebra and Geometry), Typewriting and Stenography (which may begin in Grade IX), and Office Practice.

Eight sub-committees, comprising 34 selected teachers, were appointed to draw up the courses in French, English, History, Mathematics, Geography, General Science, Business Education and Music.

It was decided that at this time the Committee would submit for authorization the texts and courses for Grades VIII and IX only, although some work has already

been done on some subjects for Grades X and XI; in fact, in Mathematics and Business Education the work has been completed.

Syllabi for the various subjects are being prepared in French for use by the teachers."

It was moved by Mr. Dick, seconded by Mr. Oxley, and approved that the texts, on the attached list,* recommended in the report for use in Grades VIII and IX, be authorized and that the sub-committees that had submitted the recommendations for the various subjects of the course be thanked for their work.

The Board of the Order of Scholastic Merit reported that the following teachers, principals and administrators have been awarded the degree of the order, the ceremony to be held at a joint meeting of the Board and the Provincial Association of Protestant Teachers next October:

First Degree :

Mrs. Jane C. Brown, Clarenceville Intermediate School, Clarenceville, Que.
Mrs. Alfreda A. Bushell, Herbert Symonds School, Montreal, Que.
Mrs. Murdeena Clara E. Denison, Lennoxville High School, Lennoxville, Que.
Mrs. Muriel H. Guertin, Aylmer High School, Aylmer, Que.
Mrs. Alma Jack, Valcartier Intermediate School, Valcartier, Que.
Miss Eileen M. Montgomery, St. Lambert High School, St. Lambert, Que.
Mrs. Helen E. Pike, North Hatley High School, North Hatley, Que.

Second Degree :

Mr. R. Ronald Brigden, Principal, St. Lambert Elementary School, St. Lambert, Que.
Dr. Donald W. Buchanan, Mount Royal High School, Montreal, Que.
Miss Betty L. Cowper, Outremont High School, Montreal, Que.
Miss Marguerite F. L. Horton, Institute of Education, Macdonald College, Que.
Miss Muriel A. Keating, High School for Girls, Montreal, Que.
Mrs. Rosalie C. Storr, Supervising Assistant, School Board of Greater Montreal, Montreal, Que.

Third Degree :

Mr. G. K. Gregg, 4820 Trenholme Ave., Montreal, Que.
Mr. H. E. Wright, Rector, High School of Montreal, Montreal, Que.

The Chairman of the Protestant Committee will preside at the ceremony, Mrs. Stalker will present candidates for the first degree, Mr. Urquhart, for the second degree and Mr. Bradley for the third degree. Mr. H. E. Wright will be asked to reply for the recipients.

In accordance with Section 60 of the Education Act it was moved by the Hon. Mr. Rowat, seconded by Mr. McArthur and agreed that Mr. J. E. Perry be recommended to fill the vacancy on the Central Board of Examiners caused by the resignation of Miss M. P. Maybury.

* see p. 154.

On the motion of the Hon. Mr. Rowat, seconded by Mr. Dick it was resolved that Mr. Robert Japp be appointed as an Associate Member of the Protestant Committee to replace Dr. J. S. Astbury, resigned.

On the motion of Mr. Oxley, seconded by Mr. McArthur the proposed change in Section 68 of the Education Act was approved, the part of the section following the words "a board of examiners" to be deleted and the section to read as follows:

"Unless he has obtained a diploma in virtue of some provision of this act, no person shall teach in any school under the control of school commissioners or trustees, without being provided with a diploma from a board of examiners."

It was moved by the Hon. Mr. Rowat, seconded by Brig. de Lalanne that the resolution of October 5, 1956, be reaffirmed concerning the appointment of certificated French speaking Roman Catholic teachers to teach French in Protestant schools and that the Director of Protestant Education be authorized in cases of emergency to issue individual permits to such teachers to be valid for one year.

Dr. Giles reported the decision of the Central Board of Examiners to grant to French speaking teachers, who may write the qualifying examination in French, diplomas that will be valid in classes for French speaking pupils only.

On the motion of the Hon. Mr. Rowat, seconded by Mr. Oxley, it was unanimously resolved that the Chairman be invited to remain in office for one more year. Mr. Buzzell thanked the Committee for this mark of confidence and, in view of the special circumstances, accepted the invitation.

It was agreed that the Executive Committee be empowered to take any action that may be necessary before the next meeting of the Protestant Committee with reference to Technical education.

It was moved by Mr. Oxley, seconded by Mr. Latter, and carried that the nine recommendations drawn up jointly by the Executive of the Protestant Committee and the Commission de Permanence of the Catholic Committee for submission by the Council of Education to the Royal Commission of Inquiry on Education be approved, in the English translation, with the following amendments:

1. That the words "below the university level" be inserted at the end of Recommendation 1 and Recommendation 2.
2. That in Recommendation 4 the words "as well as one of the Catholic and Protestant Committees" be altered to read "as well as one for each of the Catholic and Protestant Committees".
3. That in Recommendation 9 the words "be given" be substituted for "have".

It was agreed that the following resolutions be submitted at the meeting of the Council of Education:

1. "Whereas the Protestant Committee has granted them recognition subject to the conjoint resolution of concurrence by the Catholic Committee, wherefore be it

resolved that the Council of Education recognize the following institutions, which are neither Protestant nor Roman Catholic, as qualifying under Section 13 of the Act 9-10 Elizabeth II, Chapter 33 and Section 497a of the Act 9-10 Elizabeth II, Chapter 28:

Adath Israel Congregation, Outremont
Beth Jacob School of Canada, Montreal
Herzliah High School, Montreal
Rabinnical College of Canada, Montreal"

2. "Whereas it has been announced that Roman Catholic School Commissions or Boards should not pay the grant of $200 for Roman Catholic pupils attending recognized independent secondary institutions considered as Protestant and that Protestant School Commissions or Boards should not pay the same grant for Protestant children attending Roman Catholic recognized secondary institutions,

Wherefore be it resolved that any independent secondary school institution recognized by either the Roman Catholic Committee or the Protestant Committee be recognized by the other."

3. "Whereas uncertainty has arisen as to which school authority in the Greater Montreal area has the power and obligation to pay the grant of $200 for students attending recognized independent secondary institutions for (a) all Jewish pupils residing outside the school municipalities of the Cities of Outremont and Montreal and (b) all non-Catholic, non-Protestant and non-Jewish pupils in all municipalities under the jurisdiction of the Greater Montreal Protestant School Board,

Wherefore be it resolved that the Government be respectfully requested to take the necessary legislative action to clarify this situation."

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

E. OWEN
Secretary

L. N. BUZZELL
Chairman

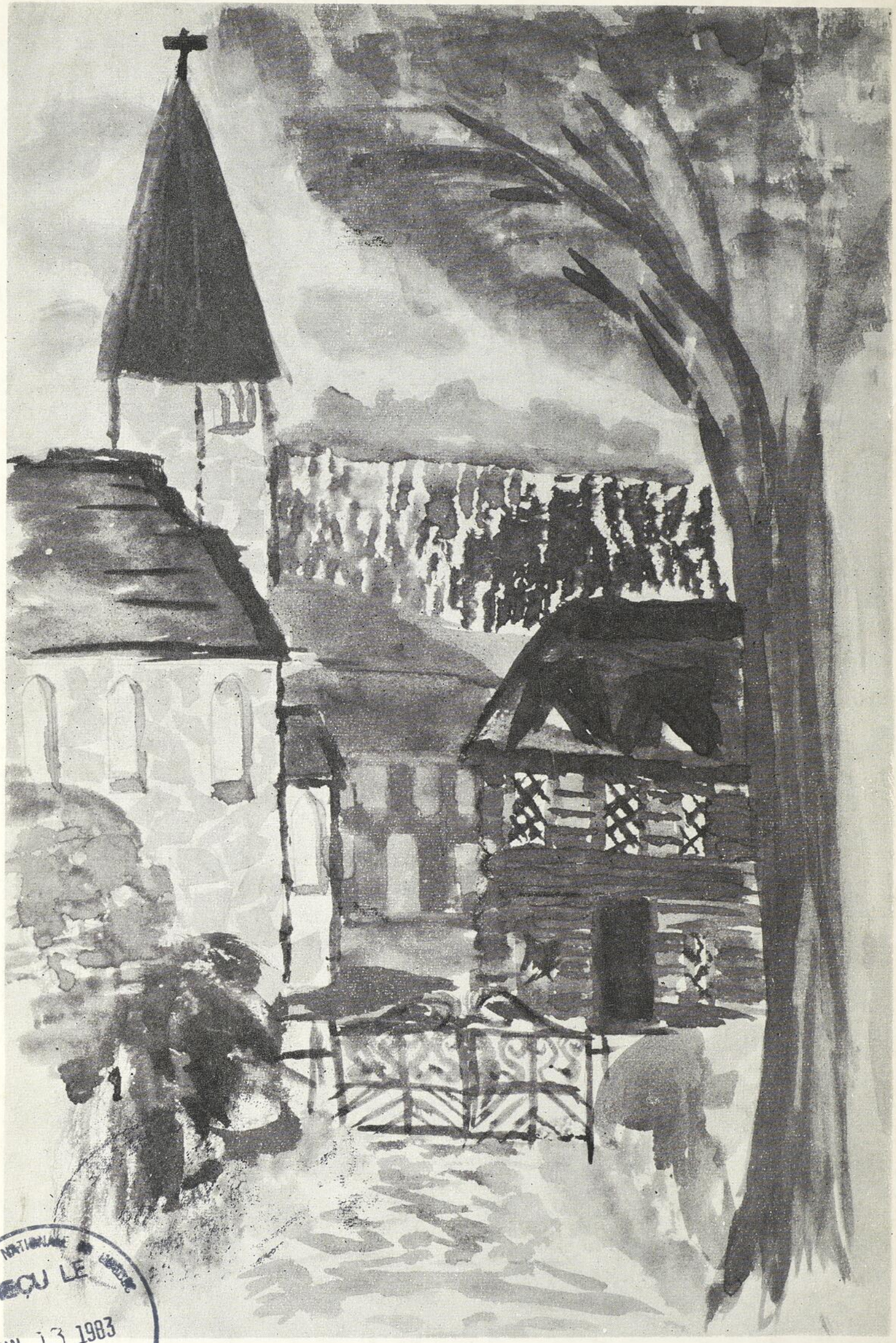
INDEX OF ARTICLES PUBLISHED IN THE EDUCATIONAL RECORD
JANUARY - DECEMBER 1962

AUTHORS	ARTICLES	PAGE
Clowater, H. W.	Lindsay Place, The Principal's Point of View	132
Evans, Lewis	Shakespeare on the School Stage	79
Houpert, Jean	Une Province Française: La Lorraine	43
Howes, John D.	Anne Frank, The Diary of a Young Girl	136
Hyams, Hannah	Art in the Classroom	158
Laycock, Samuel R.	Meeting the Needs of Gifted Children, Part I	72
Laycock, Samuel R.	Meeting the Needs of Gifted Children, Part II	139
Marshall, L.	Lindsay Place, The Architect's Point of View	128
Marshall, M. V.	A Visit to Russian Schools	10
Munroe, David C.	Memorandum on Secondary Education	35
Perras, L. G.	Lindsay Place, The Planning of the School	126
Rothney, G. L.	Moral and Religious Instruction	161
Snyder, J. K.	A Teacher Discovers the Newspaper	86
Stabler, Ernest	Visit to a Secondary Grammar	20
White, Orville E.	Industrial Arts at the Crossroads	91
Whitwell, Richard	Computing Machines	97
Wisenthal, Miles	The Teaching Machine and Individual Differences	28

A DOG

Faithful, Strong, Loving —
That is a dog.
A splash in the swimming hole,
Paw marks on the sidewalk,
A whimper in the tub,
This is a dog.
Curled beside the fire's warmth,
Hot breath beside you while you lie in
the field chewing a blade of grass,
A wet ball for pitch and catch,
This is a dog.
A look that warms you through and through,
Brown eyes of respect and admiration,
Black and white spots sent down from heaven —
This is *my* dog.

———Leslie Stevenson, Grade VI
Cedar Park School



BIBLIOTHÈQUE NORTHUMBERLAND
REÇU LE
JUIN 13 1983

ENGLISH SCENE USING MOSAIC PATTERNS – GAYLORD ACKERMAN, GRADE 7, ROSEDALE SCHOOL