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THE EDUCATIONAL RECORD

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IMMANENCE

I never think of God
As a God afar
When He lifts His torch
To the first white star.
I never think of Him
As a spirit aloof
When His kind rains dance
On my dark, wet roof.

I never think of Jesus
As in Galilee
When I wander on the shores
Of a gold-rimmed sea.
I never think of Him
On a shining throne
When I walk at high morning
In a wood, alone.

I know a path
Where the hollyhocks nod;
And when I go there
I grow friendly with God
And when young daffodils
Dance before my eyes
I cannot think that Heaven
Is away in the skies.

I have a friend
Whose hands feel in mine
Like the very same hands
That turned water to wine.
And when, and the day's end,
I look in his face
The whole wide world
Is a God-filled place.

Wilson MacDonald

THE EDUCATIONAL RECORD

January - March, 1949

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THE EDUCATIONAL RECORD

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

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Vol. LXV

QUEBEC, JANUARY-MARCH 1949

No. 1

EDITORIAL

JOUR DE FRANÇAIS ESSAY AND POETRY CONTESTS

Twenty six teachers and one hundred and twenty pupils entered the essay competition promoted by the Educational Record in connection with Le Jour de Français in the Protestant Schools. Much of the work submitted revealed not only a keen awareness of the importance of the subject, but also a readiness to consider with candour and objectivity the problems that it presents.

Eleven of the teachers and five of the pupils chose to use French as their medium of expression.

The essays approached the topic from various points of view but agreed in recognizing bilingualism as not only inevitable in Canada but as providing a unique opportunity for cultural development.

Social, economic, political and aesthetic aspects of the subject were discussed, and some of the essays emphasized the historical background and brought out specific educational implications. While none of the entries took the form of a research report, there was abundant evidence of serious reflection and of a genuine personal concern for the solution of problems within the writers' own experience. It is to be hoped that some of the teachers whose interest has been aroused will make this competition a starting point for systematic investigations. Comparative studies of bilingualism in such countries as Switzerland, Belgium and South Africa would help to clarify the issues and might suggest the possibility of applying to our own situation some of the specific procedures that are elsewhere justifying their adoption. Much work has been done during the present century in the compilation of data bearing on the psychology of language teaching and the social significance of language habits. If progress is to be made, these data must be utilized in experimental undertakings, and it is in the planning and conducting of such experiments that teachers can find the most fruitful opportunities for educational leadership.

The list of prize winners is as follows:

Teachers:

- First prize, \$75.00: Mr. A. A. Ariano, French Specialist, Huntingdon High School.
Second prize, \$50.00: Mr. D. C. Munroe, Principal, Ormstown High School.
Third prize, \$25.00: Miss Doris L. Kerr, French Specialist, Arvida High School.

Pupils:

First prize, \$75.00: Donald MacNaughton, Grade XII, Ormstown High School.

Second prize, \$50.00: Florence McDougall, Grade XI, Ormstown High School.

Third prize, \$25.00: J. M. Robic, Grade XII, Strathcona Academy, Outremont.

Eight teachers and five pupils entered the poetry competition. The competitors are to be congratulated on their spirited attempts to surmount the technical difficulties of the medium. The best entries, though not metrically faultless, reveal genuine poetic feeling and an ability to interpret a distinctively French point of view.

The prize of \$50 is awarded to Miss Violet M. Grimes, French specialist, Aylmer High School. Mr. Charles Amyot, French specialist, St. Lambert High School, and Robert Beaudette, a pupil at Asbestos High School, receive honourable mention.

POEMS BY TEACHERS AND PUPILS

In the last issue of the Educational Record a poem written by Mr. Richard Callan, a Master in the High School of Montreal, was published, and another by David Saunders a pupil in the same school. In the current issue appears "The Teacher" by James K. McLetchie, a Master in the Baron Byng High School. These are all good poems, worthy to appear in any educational publication.

The Educational Record is pleased at all times to receive contributions from teachers and pupils. It cannot publish all the material sent in but it is delighted to receive themes of high standard. Concerned primarily with giving aid to teachers, this periodical is also interested in articles of a purely literary nature. It will therefore continue to appreciate the cooperation of those people of ability who forward their contributions.

Such contributions can be expected only when the atmosphere in the schools is favourable to creative activity. Creative education, according to Mr. Hughes Mearns, is the training that finds, preserves and strengthens our native artistry. It assumes that the young are naturally inventive and curious, eager to explore the truth and to record their reactions to it, and enthusiastic in carrying out the projects that their adventurous individuality has suggested. It is this characteristic, common to the artist and the scientist, that endows each of us with a distinctive personality, which when neglected may languish and when forced into conformity with convention may be perverted and debased.

Self-expression provides the means for developing or re-establishing this native endowment, and creative writing is only one of the many forms which self-expression may assume. To foster this expression of individuality the teacher must first recognize that the urge to create is more important than what is created and that the real value of this creative urge lies in its effect upon the character and the taste of those who have experienced it. If the teacher is to exercise any influence upon its development, he too must share in the creative spirit and must himself have kept alive and unspoiled the enthusiasm and spontaneity of his youth.

It is now almost a quarter of a century since Mearns wrote *Creative Youth* to show "how a school environment can set free the creative spirit". In that astonishing record of what was accomplished in the early years of the Lincoln School we are introduced to a group of bright and happy children, not particularly different from other children but fortunate in being brought to feel and to identify the unique quality of those elusive moments of imaginative intuition that come to all of us but which too often we fail to recognize for what they are. Poetic insight cannot be instilled into the young or indeed into anybody. Sometimes a discriminating teacher will discover this in a pupil. When he does so he will give it a sympathetic and discriminating reception so that it may find free expression in creative activity; indeed it is the mark of the gifted teacher that this is all that he attempts. But how much there still remains that he can do!

THE BLIZZARD

Fields are bare.
A cold wind blows
From the frozen North,
From the land of snows.
Grey clouds obscure the sun.
Trees stand in cheerless rows.
Unclothed, the frost-ribbed soil awaits
The soft, white mantle of repose.

The first stray flakes
Aimlessly
Fall to the ground.
No sound
Discloses they are near.
Quickly they disappear.

But soon whirling millions follow,
Slanting across the field,
Filling the hollow,
Piling high in curious formation,
Dancing, swirling, tumbling
To the music
Of the wind's wild intonation.

The newscaster's voice
Comes through the loud-speaker,
Unperturbed and engaging —
"Throughout the whole province tonight
A fierce blizzard is raging."

Richard Callan,
High School of Montreal.

CANADA AND THE UNITED STATES *

A startling development has taken place at the very doorstep of the United States, and that is that her neighbour Canada has grown from one of the relatively unimportant nations to one of the greatest of the Middle Powers of the world. The changes have appeared so rapidly that many Canadian citizens have scarcely realized their significance. Little by little the nation has grown to maturity, independence and a certain degree of national unity after many years of internal struggle. The most recent event leading to its national greatness could never have been foretold, namely, the Second Great War, which Canada entered at the outbreak in 1939. For that war Canada organized a large army, of which ninety per cent joined voluntarily. At the peak of the home activity one out of every three Canadians — men, women and children — was engaged in war production and Canada became one of the chief producers of munitions in the world. Her monetary contributions to her allies have amounted to over three billion dollars — a significant amount for a nation of comparatively small population. The Government achieved a certain measure of success in protecting its people during difficult years by adopting price controls and a fair system of rationing. The consequence is that Canada has probably borne the burden of inflation better than any other country in the world, and has had few major or nation-breaking strikes.

The importance of air travel has drawn attention to the fact that Canada is a neighbour of Russia, a near neighbour of China, and that many of the largest cities of the East and West can be reached quickly by flying across Canada.

Canada competes with the United States as the granary of the world, and she startled the world by her announcement of the discoveries of uranium deposits. The recent announcement of the vast stores of oil in the Province of Alberta paralleling the finds in Texas years ago has been heartening to all allied nations that have anticipated the possible loss of control of oil wells in Asia Minor.

Canada is a monarchy, the only one in the Western Hemisphere. Its population consists mainly of people of English or French origin. The languages of these two peoples are official throughout the country. If one asks a policeman a question in either English or French he will, in the Province of Quebec, receive an answer in the language he used. Children attending any school in Quebec hear both of these languages spoken and are able to use them in their own speech. English is the medium of instruction in one system of schools but French is also taught as the second tongue. You would be interested in hearing young children in the third grade in Protestant schools talking about "Le Marchand de Fruits" and may perhaps envy many of the high school students who are fluent in this second tongue. In the other system of schools, where French is the medium of instruction, English is the second tongue. Through our schools we try to teach our children appreciation and understanding of the other race.

In the Province of Quebec we have two types of schools, the one Protestant and the other Roman Catholic. In almost all the Protestant schools English is

* Remarks made at State Teachers College, Indiana, Pa., December, 1948.

the medium of instruction. In almost all the Roman Catholic schools French is the common tongue. Both use the other as the second language for speaking, reading and writing.

An interesting experiment took place in the Protestant schools a month ago, when we had a "Jour de Français". During that day the teachers in our English speaking schools spoke French, and, as much as possible, the pupils did their part in the same way. The experiment was taken up with enthusiasm.

Our schools have a duty to perform not only in helping to build our nation but also by teaching appreciation and understanding of other peoples and other nations. As in the United States, the people of Canada have come from all lands. We have many visitors from the United States who decide to remain in our country, embrace our customs, and in due course become Canadian citizens. Many of our people likewise emigrate to the United States. The same is true, but to a lesser degree, of citizens of all countries of the world. There is much inter-travel and settlement. It is essential, therefore, that our schools teach citizenship and the meaning of nationhood. Until recently all our citizens were British subjects as they still are, but at that time, by Act of Parliament, citizenship was conferred upon all native born adults. All others may become Canadian citizens according to standards set up by the Act.

Canada adjoins the United States along a line that stretches well over three thousand miles. This whole border is totally undefended and it is imperative that the cordial relationship, sympathy and harmony that now exist between the countries should become perpetual. The foundation for such relationships must be laid in the schools. Travel between the two countries should be frequent, and the facilities for passing from the one border to the other should be made so easy that no one should have his equanimity disturbed in the process.

In other days there were many unsatisfactory relationships between these two countries, including border disputes and territorial claims with threats of war, and even war itself. The claims made following the wars were appeals to national pride, and scorn was hurled by each at the other. Offensive and distorted records appeared in school text books on both sides of the border and, though much that is objectionable has been removed, the records are not all unbiased even today.

The Governments of the two countries have remained in close sympathy for many generations, and it is essential that they should continue to do so. Several close and strong friendships have indeed arisen between the heads of the two states. It was a proud day for Canada when your great President Franklin D. Roosevelt and Prime Minister Winston Churchill met with our Prime Minister in Quebec. Such relationships are essential, for they tend to bind the nations together with the indissoluble ties that must ever remain between them. Canada has need of the United States and the United States has need of Canada, which has an area greater in extent than the United States, but a population not one-tenth as great, even if and when Newfoundland is incorporated. Canada needs the friendly hand of the big brother. The United States, however, with its teeming cities and tremendous population, needs a nation at its door that it can always and infallibly trust, a friendly nation without territorial ambitions, one that has the same ideologies, principles, love of justice and trust in the same God.

Not only does the United States need such a country at her doors, but she must have it. It is essential for her own life, her own mental comfort and the physical security of her own people. Canada is so placed at the centre of the airways of the northern hemisphere that the protection of both countries is a problem of such importance that it is exceeded by no other. It is essential, therefore, that pupils in school, students in colleges and universities and the leading men and women in both countries give heed to such a vital problem. As a consequence they should be able to form such strong impressions of the value of maintaining kindly relations that they will help to prevent any hasty action should any untoward circumstances arise.

International relationships will be studied more and more in the future. Students in our two countries have at their hands a concrete problem. Let them begin here, viewing the results of possible misunderstandings and unfriendly doubts, and let them trace the consequences of unfriendly expressions or actions. Let them contrast such possible eventualities with the present happy conditions and they will recognize the necessity for the exercise of goodwill and the understanding of different problems.

There is a great similarity between the historical development of the United States and Canada. There is perhaps a closer relationship between the ideals of the two. Though the one is a republic and the other a monarchy the basis of their political philosophies is identical, for both believe in the maintenance of democratic institutions and freedom from bureaucratic control. Economically, we are dependent upon each other also, for you have need of many of our raw materials and we have need of yours. You are dependent on us, for example, for newsprint and asbestos, and we are dependent on you for coal and oil. Each nation has a sturdy independence that fortifies the other and each country is the best customer of the other. Canadians read many of your newspapers and books, and thousands of your citizens come to Canada for business and pleasure.

Above all, however, the ties that bind Canada and the United States together are those rather intangible ones that are the expressions of free people such as their belief in the freedom of speech, albeit without license, their strong adherence to the rule of law, made and administered by the people themselves and their representatives, their sense of justice including their faith in a habeas corpus law and the right of the individual to a fair trial, including legal representation in his own defence. Their common belief in discussion freed from bitterness and sickening prejudice, and the power to compromise are pillars of fire that enlighten their debates and bring satisfactions to their people. So long as these principles prevail so long will there be a close affinity between our two peoples, and the longer they prevail the more permanent will the ties become until they are finally indestructible.

W. P. PERCIVAL.

Life is like a library owned by an author. In it are a few books which he wrote himself, but most of them were written for him.

Harry Emerson Fosdick.

WHY BE BILINGUAL ?

A. A. Ariano, B.A., Huntingdon High School, Huntingdon

Our country consists of two main ethnic groups, each with a language, history, culture and tradition worthy to be conserved and cherished, for they enrich our national life. Since the greatness of a nation can only be achieved in the harmony and unity of its constituent parts, it is necessary that these two groups become one in purpose and vision, in sentiment and patriotic colour. In disunity there is dispersion of forces, frustration of purpose, and a diminished importance in relation to other nations; in unity there is increase of forces, a consequent sense of achievement, and a greater international consideration.

We are not the only country to be faced with the problem of polylingualism or bilingualism. Belgium, South Africa, Switzerland and other nations face the same problem, and each of them seems to achieve internal cohesion and prosperity in proportion to the finality of the solution reached. This is especially true of Switzerland, where political interest has shown itself stronger than any difference of language, race or religion. Let therefore the example of Switzerland be an incentive to us.

Our fathers were moved by a keen sense of justice and political acumen when, on August 11, 1848, they granted equality of status to the English and French languages in Canada. But in whatever light we may wish to consider this act, the fact remains that it created a constitutional right which we cannot escape.

This right creates for each Canadian the obligation to be able to speak or, at least, to understand both languages. A country which is internally divided by insurmountable frontiers of language is like a house divided against itself, which naturally cannot stand. We are all aware of the disturbances and misunderstandings that beset the homes of immigrants, where children and parents, not speaking the same languages really, become somewhat estranged, with the consequent loosening of family ties. This phenomenon, however, tends to disappear with the assimilation and amalgamation of the immigrants. Unfortunately, with the nation in general, the phenomenon may endure if definite means are not taken to foil it, since in this case neither assimilation nor amalgamation is feasible or desirable. What we must pursue is unity in diversity, harmony in polyphony and a belief in farther ends which transcend narrow racialism, parochialism and egotism.

How are we to achieve this end? We are divided by religion and language. With religion we cannot easily reach compromises; but our religion carries within itself the germ of peace, since it teaches us tolerance. What else can we ask of the two religious groups, even for the sake of our national increment, but to be tolerant of each other? There remains the problem of the languages, and its solution can be pursued without fear of any disturbing compromise or debasing bargain.

We must solve this problem, for among the creative and conservative factors of society there is universality of discourse. In our case it is not sufficient to have that universality of discourse within each group; we must also have it

within the composite group. Fortunately a large number of English-speaking and French-speaking Canadians have become aware of this and have acted accordingly.

In the Province of Quebec the problem of bilingualism is more immediate. Other provinces, with some injustice, might possibly adopt one language; not so Quebec. For the sake of national relationships, therefore, and in obedience to our constitution, it is almost imperative that every Canadian be bilingual. Quebec is too large and important a part of our country to be neglected.

Language is the chief means of self-expression; and the understanding of what people express makes for unity and harmony. A French-Canadian addressed in his own language is at once favourably disposed; the same can be said of an English-speaking Canadian, though to a lesser degree, since he is inclined to take it as a matter of course that people speak English to him. Courtesy, however, demands that we reciprocate. Yet I have known people who did not know one word of the other language. Needless to say, with these people misconceptions and prejudices are numerous. They create a deplorable situation, since for them the other people are as unintelligible as a Russian, a Pole, a German or an Asiatic, and their civilization, cultural pattern and mental habits are no easier to understand than those of a distant African tribe. They are, in fact, as foreign to each other as any two distant nations.

How can this situation help a nation whose citizens ought to be united in cooperation? A great amount of reciprocal esteem will come through the knowledge of each other's language. Wisely do the French say, "Tout savoir, c'est tout pardonner", for to know a person is generally to like that person. Understanding through languages will clear the air, dispel suspicion and mistrust, and will easily bring about agreement and peace. Shakespeare concurs in this opinion through the mouth of the wise Touchstone: "I know when seven justices could not take up a quarrel, but when the parties were met themselves, one of them thought but of an *If*, as, 'If you said so, then I said so'; and they shook hands and swore brothers".(1) In our case also, understanding each other by means of our languages will eliminate the *If*, and naturally we shall shake hands and swear to be brothers.

Fundamentally, people are the same. We are all moved by the same passions and desires, and generally we pursue the same ends. Nothing draws people together so much as a common trait, and we have many of these common traits if we only take the pains to discover them. We can discover them only through actual, free and uninhibited social and intellectual contact and through the medium of the spoken and written word, thereby reaping other benefits also, since, as Bacon says, "Reading maketh a full man; conference a ready man".

If we do not believe in the ideal, cultural and practical value of bilingualism because we are benighted by prejudice, we may be forgiven by those who hope that that prejudice will be dispelled; but if we deliberately refuse to learn the other language, then we really show an unpardonable narrowness of mind, a love of ignorance, and a lack of normal and legitimate curiosity, which do us no honour. A language is a key that opens our eyes into another world and can give us the pleasure and satisfaction of a discoverer. Another language reveals

1. As You Like It, Act V, Scene IV.

to us the other aspect of truth; he who knowingly deprives himself of that key sins against his own interest and even against the Divine injunction that we should know the truth to become free.

It is a civic duty to know the other language. Any Canadian citizen has the right to express himself in one or the other language and to have the certainty of being understood. In Parliament, in the courts and in all public functions we must be able to understand what is being said. Moreover, we should understand what is being written in the press of the other group. It is a mark of inferiority to have to ask for an interpreter or to remain in ignorance. That leads to isolationism and resentment. How encouraging and elating a spectacle is that given by a group of persons, each speaking his own language, and each understanding the other! In this connection the example given by our Prime Minister ought to be admired and followed.

Though the knowledge of the two languages is mainly a means of achieving a richer culture, a broader social life and an integration of national interests, it also brings certain personal advantages, which students especially would do well to remember. In business, in the civil and diplomatic service and in public utilities certain positions can be filled only by bilingual persons. Those positions now are generally occupied by French-Canadians on account of their knowledge of the languages; but there is no reason why English-speaking Canadians should not compete if they are willing to equip themselves for the purpose. Then they would also be able to compete for the many other jobs which are offered to bilingual candidates every day in our newspapers. Any person who restricts his opportunities places himself in a position of inferiority: "Many people in this country are bilingual. Those who are not so are in a position of inferiority. For them to stay aloof and think that they are superior because of being unilingual is absurd"(1).

But in spite of the many bilingual people, this country is far from being bilingual, and, to speak frankly, the English-speaking part of the population is mainly to blame for this state of affairs, as will be shown by the table which follows. Many of them are prejudiced, intolerant and unbearably "superior". But they and all who advocate unilingualism are perhaps not aware of the "un-britishness of unilingualism"(2), and with this attitude, besides rationalizing their ignorance, they sin against the traditional British fair play. Not to the same extent the French-Canadians: "Nous y donnons le spectacle du plus large 'fair play' britannique, en ne privant la minorité anglaise d'aucun de ses droits scolaires et religieux, et en lui faisant plus que sa part dans la distribution des deniers, des emplois et des honneurs publics"(3).

Here is how languages are spoken in the Province of Quebec:

<i>Population</i>	<i>English and French</i>		<i>Mother tongue:</i>	
	<i>English</i>	<i>French</i>	<i>English</i>	<i>French</i>
3,331,882	410,721	2,016,089	468,996	2,717,2875

1. The Educational Record, April-June, 1948.

2. Charles Holmes, The Unbritishness of Unilingualism, March, 1941.

3. Mgr. Camille Roy, Pour conserver notre héritage français; 1947, p. 17.

4. From the Statistical Year Book, Quebec, 1947. The figures refer to the 1941 census and consider only persons 10 years old and over.

These figures clearly show where the weakness lies. In fact, many English-speaking Canadians are aware of this situation and try to remedy it. "Les Anglais bien pensants acceptent aujourd'hui le fait français comme un fait inévitable, et ils essayent de créer une atmosphère de plus en plus favorable de tolérance mutuelle" (1).

By setting aside this year November 5th as "Le jour de français" in all Protestant schools of the Province, our school authorities have plainly declared their sympathetic attitude towards French. Our French-Canadian compatriot are deeply touched by any expression of good-will; and Abbé Arthur Maheux calls this "jour de français" a "beau geste" and has warm praise for Dr. Percival who initiated the movement (2).

Good habits and healthy attitudes are learned at school, where, as everywhere, "if no influences are exercised to the contrary, children take rather naturally to languages" (3). I am certain, in fact, that teachers in our schools do all they can to encourage the learning of French. A teacher's efforts without the support of parents are vain. And as the kingdom of God is within us, so is perhaps the learning of another language, since in all things the essential is the proper and right spirit; the rest will come with work and patience. To that extent, great is the responsibility of parents.

Some parents, though animated by the best of intentions, contend that the study of another language takes up too much time. That is not true, for even if the study of a language takes time, that time is well spent, judging by the benefits that are derived from the knowledge of another language. Those who allege that the study of another language hinders perfection in one's own language, would, I suppose, think better of that if they know that perfection is only given to few, and that, at a certain point, it is more difficult to increase efficiency in a given activity than to acquire skill in another concurrent activity.

It is to regard our children as inferior if we think that we overtax their brains in asking them to learn another language. In other lands people are proud to know more than their own language, and in the past it was a mark of accomplishment to be familiar with other languages. Intelligence and genius are not hindered or retarded by the study of languages. Consider the example of Isaac Watts, who was a student of English, Latin, Greek, French and Hebrew, and excelled also in religion, poetry, astronomy, and logic. This example moreover gives the lie to the assertion that the study of another language should not be started until some advance has been made in one's own language (4). And if in this connection it is retorted that Watts' case is special since he was a genius, we can safely answer that it is possible for almost anyone to learn two languages concurrently and at an early age, since that actually and frequently happens in this Province, with the result that it is often impossible to detect which is the mother tongue. Indeed, it seems to me, the earlier the contact with another language, the better the results. Results, in fact, would be almost perfect if our children were allowed to mingle and play together on all possible occasions.

1. Mgr. Camille Roy, op. cit., p. 14.

2. The Montreal Daily Star, December 4, 1948.

3. The Educational Record, April-June, 1948.

4. Cf. Abbé Arthur Maheux, The Montreal Daily Star, Dec. 18, 1948.

Perfect bilingualism would then be ours. But if for sundry reasons we cannot go all this length in the pursuit of bilingualism, let us do our best in teaching languages in our schools with energy, faith and hope, and with a wholesome attitude informing all our efforts.

It may seem that in this paper I have insisted rather strongly on the necessity of learning French. I have done so knowingly, both because in our schools we are concerned with the teaching of French, and because it is evident that we are less bilingual than French-Canadians. The same remarks, however, apply to that French-Canadian minority who would push their narrow patriotism to the point of complete ignorance of the English language. Fortunately, however, these are not numerous, since large numbers of French-Canadians learn to speak English at school, at home, in the street, at play and at work. "*Les Canadiens-français instruits, ceux des classes dirigeantes, ont sur leurs compatriotes anglais l'avantage inappréciable de pouvoir, en général, parler les deux langues*". (1)

We have perhaps not exhausted all the advantages of bilingualism, but what we have said should, in some measure, spur us on to solve the problem of languages with which we Canadians are confronted. When the obstacle of languages is removed by the fairest of methods — that of reciprocity — an easier social and political intercourse will bring to all Canadians and the country in general all the benefits derived from united efforts and singleness of purpose.

NEWFOUNDLAND JOINS CANADA

An event of historical significance to Canadians, the joining of Newfoundland with Canada will take place within the next few weeks. Teachers of Geography, History and social studies are doubtless already making reference to this event. A plan has been devised by which teachers and pupils across Canada may simultaneously mark the event.

The Executive of the Canadian Education Association has requested that on Thursday, March 31st, a period of at least one hour be devoted in the schools to the entry of Newfoundland into Confederation. No teacher should lose this opportunity of welcoming the tenth Canadian province and should refer to the geographical growth of Canada since 1867 and to facts about Newfoundland.

PROVINCIAL UNIVERSITY SCHOLARSHIPS

Yearly scholarships of \$600 are available for medical students from the third year onwards who are willing to undertake to practise in rural areas for at least five years; each year \$80,000 is distributed in scholarships to deserving students in Household Science schools; during the past year each of 1,000 students in residential agricultural schools received \$9.00 a month from the Department of Agriculture, which also pays annually 62 full expense scholarships to winners of contests held by the Young Farmers' clubs, bursaries ranging from \$50 to \$200 were awarded to 1,244 students attending technical schools; help was also given 382 nursing students.

1. Mgr. Camille Roy, op. cit., p. 15.

WHY BE BILINGUAL ?

Donald MacNaughton, Grade XII, Ormstown High School, Ormstown.

The national and provincial aspects of bilingualism are of indisputable importance, and a very great deal could be written about them, but I should like to write my theme from a personal point of view, to discuss the thoughts that rise in my mind as I consider this question "Why be bilingual?"—a question that others may have pondered and answered but that I have never seriously thought about before. Being a Canadian of English-speaking parentage, I should be able to speak French to be bilingual. The French language has long been my favorite subject, and to attain to fluency in that language is one of my greatest desires. I have, therefore, been much more interested in how to learn French than in why to learn it—the answer to which seemed too obvious to be important. When the question was put to me, however, I began to wonder just why I felt so anxious to learn French fluently, why it seemed so important, and what benefits I hoped to derive from it.

I want to speak French most of all, I believe, because of my French-speaking friends and acquaintances. You know how it is with friends; you want to be interested in the things that interest them and talk over these common interests. You want to share their troubles and their joys and to be of assistance to them in difficulty. If these friends happen to be French and unable to speak much English and you find it difficult to express your thoughts in French, you realize that, if you want the friendship to endure, the sooner you become fluent the better. No matter how much you admire a person, your friendship cannot last long if your conversation is practically limited to the state of his health and the weather. This is the position in which I find myself, and because I admire these friends very much, I feel that it is most urgent that I learn to speak French fluently. Another reason, too, is that I know it pleases my friends when I speak French even imperfectly, for some of them find difficulty in speaking English, and others, brought up in English homes, have little opportunity to speak their mother tongue. Whatever is the reason, since it pleases them, I try my best to learn to speak French perfectly.

The great field of French literature calls me, too, to greater effort in learning French. There is so much in the poetry and the prose, in the philosophy and the science of the great French authors that I cannot comprehend, cannot grasp, that I feel I am missing something of great value if I do not learn to understand it. It is as though I were looking at a beautiful landscape through dark glasses, missing the detail that made it beautiful—the delicate flowers, the blending of soft colours and the effect of light and shadow—and only seeing the rough outline. It is as though I were partially deaf hearing a great pianist playing a lovely melody and could make out the tune but missed the grace notes and trills, could hear the fortissimo part and missed the pianissimo. I should want to take off the dark glasses to behold the beauty and overcome my deafness to hear the music. Even so, I want to learn French to enjoy the beauty and melody of the French language and to let none of it pass uncomprehended and unobserved. I should therefore like to be a bilingual Canadian, for then I could

enjoy the great double literary heritage of Canada — the literature of England and of France.

Turning from these thoughts on literature I come to the financial reasons which influence me to learn French — that is, the ways bilingualism would help me to earn my living. In recent years I have been faced with the problem of finding jobs and earning my living. I find that a man who can speak only English has a very limited range of jobs or occupations to choose from. A bilingual job-seeker, on the other hand, has an infinitely better chance of finding a position. He is, in fact, in great demand everywhere. In stores, in factories, in banks, in a thousand and one places, from the greasemonkey in the garage to the white collar worker in the office, the demand is for men who can speak both French and English. Now, since I want to earn my own way and not live on my relatives, I realise that learning French is going to help me a great deal to find employment. So even in the realm of cold, hard cash bilingualism has cast its shadow.

Finally I have patriotic reasons for learning French. Canada is troubled by disunity and discord arising out of the presence of two distinct language groups within its borders. Most of the strife springs from the lack of understanding shown by each group for the other. Bilingualism could do much to remedy the situation, for a man finds it much easier to get along with his neighbours if he can speak their language and knows what they are thinking. Canada must be unified if she is to take her rightful place in the world. She cannot be unified unless every citizen does his share. I should like to do my small part to make our wonderful country into the great nation it might be, and one of the ways in which I can help is through learning to understand my French-Canadian neighbours by learning French.

I have found several reasons why I should learn French. This self-examination has made me think about a question that I had never bothered about before, and by so thinking I have learned what has been more or less unconsciously urging me on to greater efforts in learning French. Whether it is friendship, a desire to enjoy French literature, a question of wage earning or patriotism that has influenced me most, I feel that to be bilingual is my goal. I feel that it is a good thing and a necessary thing, and I feel that many of Canada's internal problems of unity could be solved by bilingualism. That is why I want to be bilingual.

SHAKESPEARE OUT-OF-DOORS IN MONTREAL

The Open-Air Playhouse of Montreal is a new organization which produces Shakespearean plays in the National Amphitheatre at Beaver Lake on Mount Royal. The setting is unusually beautiful, and the productions are of a very high standard. The plays are directed by Malcolm Morley, the well-known English director. In 1947 "A Midsummer Night's Dream" and in 1948 "As You Like It" elicited most favourable comment from the Press. In 1949 the Open-Air Playhouse will present "Much Ado About Nothing", from July 13th to July 27th. The play will form part of a grand Festival which is being planned for Montreal, on the lines of the Edinburgh Festival.

THE POETRY OF EDNA JAQUES

Beryl M. Cameron, Toronto

The late Thomas Miller, editor of *The Moose Jaw Times* and later Lieutenant-Governor of Saskatchewan, published Edna Jaques' first poem. Fred Workman, now editor of *The Times*, declares that when she left the office Miller called the attention of the staff to the shy, thirteen-year-old trudging off down the street. "There," he said, "goes a little girl who will write her name across Canada".

The western editor had the gift of prophecy. Today, Edna Jaques is known from coast to coast. The *Toronto Daily Star* has for more than ten years featured her poems on its editorial page and she has six books to her credit. Her work is included in the public school series "Highroads to Reading" and Canadian and American magazines and newspapers have used her verses widely. She is almost as well known as a writer of articles and as a public speaker.

Edna Jaques' poetry is her biography. Nothing happens to her that her facile pen cannot translate into verse. From her earliest days on a Saskatchewan farm to the present, what she has been doing and what she has been thinking have been reflected in her poetry.

She was born at Collingwood, Ontario, the daughter of a lake-boat captain, and the "middle one" of a family of five. For reasons known only to himself, her father, in 1902, decided to take up a homestead in the Canadian west, and with his wife and children, embarked for the great undeveloped region known as the Regina Plains. Their farm, later named Briercrest, was about 35 miles southwest of Moose Jaw and, on the fertile plains of the new country, life was good. A small school of thirteen pupils was established in the region and that was where the budding poet received her education.

Though she was but thirteen years of age when her first poem was published in *The Moose Jaw Times*, she has been writing verses since she was seven. Her elder brother, Clyde, had faith in her ability and it was he who insisted that she take some of her work to the newspaper office. Not only did he take her into town but, at the entrance to the publisher's office, pushed the suddenly-shy youngster inside and shut the door. Miss Jaques well remembers that first interview, in which she uttered not one word.

Encouraged by the publication of *The Times* poem, she sent further contributions to *The Regina Leader*, *The Saskatchewan Farmer*, *The Manitoba Free Press* and even to *The Vancouver Province* . . . "Whenever I heard of a new paper, I sent them a poem." She tried her hand at prose, too, and sold a piece to *Maclean's Magazine*.

As Edna wrote about what she knew, she first applied her gift to the telling of small tales of farm life, of the people she lived with and the things she saw. It was a happy life full of interesting things. She taught herself to play the piano, for instance, by the simple expedient of making a cardboard replica of a key board and sending to a mail order house for a book of instructions, and all of these experiences went into her verses.

From many of her poems written at Briercrest, and in nostalgic later years, she earned the affectionate title of "Poet Laureate of the Home".

There is a fragrance in the house
That city places never know;
Warmth from an old wood-burning stove,
A window sill where flowers grow,
The scent of apple sauce and bread,
Of hardwood drying in the shed.

From her experiences in these years came many such tributes to the simple country life, to growing things and to the men and women who pioneered in a new country. Always there is the simple, easily understood simile, such as the wind soft as "the crooning language old people speak", and the old clock

... ticking away upon a shelf
Like an old lady knitting socks
Counting stitches to herself.

It is in this type of simplicity that Edna Jaques has appealed to large numbers of people. She says the thing the inarticulate wish to say and says it in a way they wish that they could say it.

In 1917, in spite of the many interests of life in Briercrest, the young Edna started out "to see the world", working her way as she went along. She worked in stores and restaurants and as a stewardess on a coastal steamer. Still resourceful, she taught herself typing and shorthand, and, when she reached Vancouver, took tests at night-school commercial classes to qualify for better-paying work.

In Vancouver, her career got a lift from another future lieutenant-governor, the late Walter Nichol of British Columbia, then publisher of *The Vancouver Province*. This time she had no brother with her to shove her in the door. "I was so green," she says, "that I asked the elevator boy how to get to the man who owned the paper."

This time she asked for work as a reporter. Nichol, probably intrigued by the little prairie girl bearding him in his den and asking for a job, told her to turn him in a story, any story, the next day, and he would see. The hopeful young reporter tramped the street for the rest of the day and turned up bright and early in the morning, not with a story, but with a poem.

Have you seen the harbour lights
Blossom in the Bay,
When the moon drops to the sea
Out Victoria way . . .

It was a poem later widely used by the Canadian Pacific Railway in many of its publications, and it so impressed *The Province* publisher that he gave her a job, one that she held for two years until homesickness overtook her and she returned to Briercrest.

Back home in 1921, Edna Jaques was married to William Ernest Jamieson, then in business in the tiny town of Briercrest. During their two-year residence in the village, daughter Joyce, the subject of many other later poems, was born. Shortly afterwards her husband, like her father, felt the urge to pioneer and they set off for the "bush" country in northern Saskatchewan. They made the trip in a hayrack, and that was the beginning of four years of struggle in poor, rocky country.

Even in these unhappy surroundings she continued to write about things around her. Of the country she said:

The end of steel; and on from here
The crouching wilderness is king;
The slimy muskegs rot and smell
Like damp old cellars in the spring.

It was here, too, that she wrote of her joy in the Little Comrade who was her daughter and who for many years since has figured in a long succession of poems such as "Going on Twelve", "At Seventeen", and "Air Hostess".

After four years in the north she joined her parents again. What started out as a holiday resulted in a complete abandonment of the farm, her husband eventually joining her back in Briercrest, and a new career as lecturer opening up. She was asked to speak to the Moose Jaw Canadian Club, and, almost without realizing what it involved, she consented. As she faced the audience, terrified, Miss Isobel Shaw, now of Saskatoon, whispered to her: "Don't be afraid. Just talk to me." "It seems," say Edna Jaques today, "that whenever I needed someone behind me, someone was there."

This lecture engagement led to others, and for four years she worked through the Extension Departments of the three prairie provinces, speaking in many parts of the west. Thorough as usual, she took a course in voice production, and today, although Edna Jaques is a tiny, soft-voiced woman, she can be heard in every corner of the largest hall in the country.

The first collection of Edna Jaques' poems was a small twenty-five-cent booklet assembled in 1931 by the aforesaid Thomas Miller, of *The Moose Jaw Times*. About 20,000 were published and created sufficient interest for the Thomas Allen Company to approach her regarding a more comprehensive book. "From My Kitchen Window", the first of six to be published by Thomas Allen of Toronto, has already gone into seven editions, and a new collection, "The Hills of Home", will be published this fall.

All her books have been popular. Critics who are inclined to set her down as a writer only of sweetness and light, a glorifier of the commonplace, will find variety in them. Her themes are not always of the joys of nature and the good in homely things. There is little of sweetness and light, for instance, in such verses as "Reprisal", which tells of the execution of a Jew in a Nazi prison camp:

A moment's silence, then a sharp command,
A blinding flash of fire and a flame,
A little figure slumping queerly down,
Back to the quiet earth from whence it came.
Two arms upflung a moment ere they fall,
Making a cross against a prison wall.

Once more a little man with a shining face
Gave his dear blood as ransom for his race.

Again, there is the appeal for a drunken veteran, "The Old Soldier Dies Drunk", which starts: "O, God, be good to him when he goes in", and continues:

Have some old soldier there to watch and wait
When he goes stumbling in at Heaven's gate,
And tell the others not to notice him,
His poor scarred face, his mouth so set and grim.
War made such sores.....

There is lyricism in:

I shall go back to Dover,
To the grey mist and the rain,
And see cottages once more,
The little fields of grain,
I shall walk softly by the cliffs,
Above the sea again.

During the war Edna Jaques used her gift of verse to help in many campaigns for war bonds and for the Red Cross. She also used her hands. She worked for some time in a powder plant running a 15-ton powder press, and later she was with the Department of Munitions and Supply, doing secretarial work in Ottawa. At the request of the Wartime Prices and Trade Board, she joined its features staff to write both poetry and prose which was widely used in Canadian newspapers and magazines. (She was even quoted in Hansard!) She wrote, as feelingly as ever about the war, among her poems at this time being the well-known "Death of a Young Aviator".

And now for him — the Tree of Life will bear
No bitter fruit — it will be always spring.
The almond blossom white upon the bough,
The darting swallow ever on the wing.
Age will not touch him where he lies serene
In some small English field of budding green.

She wrote a poem about Coventry, and Coventry replied. She wrote "Training Field", "England Shall Stand" and others too numerous to mention.

Meantime, her husband had died and her daughter Joyce, who had graduated in nursing from a Toronto hospital and served for some time as a T.C.A. hostess, was married, so the mother embarked farther afield in her lecture work with an extensive tour of the New England States and New York. At present she is living in Toronto and has achieved one of her greatest ambitions, the purchase of a small farm on the Lakeshore Road not far from the city.

Always she has continued to write. Having made a trip up the Alaska Highway, she wrote about it in verse as well as in articles for *Maclean's*. Visiting the new town of Yellowknife, she wrote about it. While working on the night shift in a munitions plant, she wrote "Day Off". Watching the Ottawa river from Parliament Hill she wrote poems about it and then of the beauties of Toronto. She had an operation, and about it composed, "If I go down".

Sometimes her work seems derivative, as in her "Backyard", which is not unlike Edna St. Vincent Millay's poem about the neighbour woman with the Queen Anne's Lace:

To her the little crowded yard
Is beautiful; she works so hard
To train the morning glories up
Against the fence . . .

In the poem "I'll Make a List", one is reminded of Rupert Brooke's "These Things I Have Loved". She suggests that a *Te Deum* of John Oxenham might have been the inspiration for a poem that starts "I thank Thee for the gift of sight . . ."

In the main, her verse is a poem of praise for the little things in life and reflects her own generous nature. Her justification, if she needs one, is contained in her own poem:

If there be faith and love and charity,
The shining wonder of a bluebird's wings,
If there be joy and beauty in your life,
Speak on these things.

She believes this sincerely. There is no tongue-in-cheek writing by Edna Jaques. She loves the country, is fond of cooking, gardening and sewing, and has an unfailing interest in people. These things are close to her and about them she writes.

So prolific a writer seldom achieves greatness. That honor is usually predicted for the "one slim volume" school of poets. But Edna Jaques is beloved by thousands of her readers. In her simplicity lies her appeal, and her craftsmanship commands respect.

STATUS OF THE TEACHING PROFESSION

The report of a Canadian Education Association Committee on the Status of the Teaching Profession, based largely on replies to questionnaires sent out over the past year to a wide range of groups and individuals, was an important item in the C.E.A. Convention programme. The Association authorized the printing of the full report. The report has been further edited by Dr. LaZerte, the Chairman, and is available in printed form from the C.E.A. office.

Association members instructed the Board of Directors "to appoint a representative committee to initiate a programme of action that will improve the conditions indicated in the report." A new committee, again under the direction of Dr. LaZerte, has already begun work on this assignment. The members are:

Mr. H. P. Moffatt, Assistant Superintendent of Education for Nova Scotia — to report on the topic "Teacher Supply and Demand."

Mr. C. Bilodeau, Special Officer, Department of Education, Quebec — to report on various topics as they relate to Catholic schools in Quebec.

Mr. G. G. Croskery, Secretary-Treasurer, Canadian Teachers' Federation, Ottawa — to report on "Living and Working Conditions of Teachers."

Mr. H. P. Johns, Director of Educational and Vocational Guidance for British Columbia — to report on "Salaries and Pensions".

Dr. M. E. LaZerte and Dr. A. C. Lewis, Dean, Ontario College of Education — to report on "Teacher Training and Professional Standards."

THE PROFESSION OF TEACHING

The professional nature of teaching is indicated by its importance to society. Teaching ranks second to no profession in the preservation and development of the intellectual life and civilization of mankind. The accumulated knowledge and experience of the human race is passed down from one generation to another largely through the profession of teaching. The teacher constantly draws from the storehouse of the richest, finest, and best in human thinking and feeling. He transmits the practical and technical knowledge and skills which have led to the material development of the modern world. He develops an appreciation and love for the beautiful in the arts. He assists in the development of human thinking and of the powers of thought. And not least, he assists in upbuilding the character of men.

"Teaching as a Career"
U.S. Office of Education.

HOW TO MAKE TEXTILES AND INFLUENCE TASTE

Miss G. Paige Pinneo, B.A., Art Specialist, Verdun High School

Descriptions and directions for the technical processes of an art programme already fill many a shelf, and no brief paper can do justice to the activity of a busy High School Art Room where thirty-five adolescents, engaged on a new adventure, excited by colour, free from the need to execute to a prescribed standard, are enjoying the mental and emotional stimulant of the Arts.

The choice of a textile programme for the Verdun High School experiment has been influenced by an intense feeling that a social conscience in connection with community life is a crying need. There has been also a real challenge from a professional point of view. Art has been, and is still, regarded by many teachers as a frill. It is frequently looked at, if noticed at all, as something nice for the children but of no practical use or bearing on the development of the individual. It is often considered of slight importance in the philosophy of education, and in the training of the future citizen. Even inspectors and supervisors frequently do not seem to have the time to observe Art classes in action. Furthermore, in a town where living quarters are practically the same for everyone — a repetition of box-like structures of red brick, two stories high, stretched along straight and level streets — there is a great need for colour and variety and for a knowledge that will help one to choose wisely articles of lasting value.

Verdun pupils love the activities their town provides in their auditorium, natatorium, Y.M.C.A., church club rooms, the board walk, and the movie theatres — all competing with over-crowded small-roomed flats where personal choices are dictated by commercial offerings in limited outlets, and by slim family budgets. It has been observed that in almost every instance where a free choice of materials is allowed such as an exhibition of hand-made articles by the girls of the school, that there is an almost complete lack of good taste. One sees beautifully fashioned garments — blouses, underwear, coats, suits, skirts, household linens — giving evidence of fine needlework and skill in plain sewing, but made of materials so ugly in colour and design that they will soon be discarded. Stamped designs are also of the wash-on-Monday, iron-on-Tuesday variety, with Scotty dogs and little sleeping Mexicans in good attendance. No conscientious art teacher could fail the challenge.

A standard of good taste is the crying need of our special community. How can one best combat the influence of poor reproductions, of faded prints from the first World War, of badly arranged and badly designed photographic groups of graduates and school teams? How many of us cared at all for the photo of ourselves on the basketball team two days after we had spent our whole allowance for it? What purpose in educational development is served by the money spent in this way? What patriotic fervor is developed or sustained by the continual increase in the collection of photographs of past rulers and deceased political leaders? What is contributed to our national consciousness and traditional roots, and to our ability to choose objects of lasting beauty, by the dreary, faded, badly-framed commercial chromos of railway development of a bygone decade? These are not rhetorical questions. It is hoped someone will defend this practice which is widespread our schools.

The writer felt that the most direct way to meet this crying need for standards of good taste in this community was to institute a textile designing programme. By such a programme, the Art course could really make a contribution to living that would be recognizable to those whose aesthetic experiences had been limited to the strawberry-box drawing days. It would provide a direct practical assault on the great fortress of good taste; it would give the child an opportunity to make something "known to be useful and believed to be beautiful". It would also offer a possible vocational outlet in this Province where a huge textile industry exists, and where designs, for the most part, are chosen by salesmen from an American pool, while Canadian artists put away again their shyly proffered Canadian designs.

Let it be here said that there is no contention that a textile programme would be "just the thing" for any or every high school. It does suit the Verdun High School, because of its special characteristics — children who all go to work early, who have to choose their own limited wardrobes, and who have to live in small crowded houses. It is the Verdun art teacher's particular contribution to ART in LIVING — an ideal that should dictate the programme of every art teacher.

The activity is so interesting to the adolescent student, and enthusiasm has spread to such an extent that every piece of textile is now designed for a specific use: a cover for a couch in a certain room where the light falls from such and such an angle; a set of draperies for a room where the rug and the furniture and the wall are already so and so; a kerchief to go with the new winter coat; material for a beach jacket to be designed in a colour to match one's eyes and the set off one's hair, and to go well with one's bathing suit; a fine patterned piece of satin for a boy's necktie and matching handkerchief. Recently, as a result of these activities, calls have been received from directors of textile industries for talented boys and girls to learn the commercial processes of designing.

The things the youngsters turn out are often very lovely, but always they have tried consciously to respect the material itself, realizing that a beautiful piece of cotton cloth is in itself an important thing. The awareness of background spaces becomes so well developed that they can devote three months to the making of a fine textile and then draw and paint infinitely better than they could have done three months earlier.

While the products are generally pleasing and the outcome is usually happy, the philosophy behind it all keeps foremost the question, "What sort of citizens are we trying to create?" It is a conviction of most educators that the student who leaves our schools should go forth with the ability to judge and the will to do it. The nature of the child is to plunge into his activities without thought of organization, but in any work of art, and particularly in textile designing he must take care, he must organize, he must have a clear vision, if he is to bring his work to a successful completion. It is discipline by means of intellectual effort, and the teacher is constantly amazed at the growth in judgment, poise, confidence and dignity. A child who is an academic failure, who has to repeat her year to get her French and her language and her arithmetic, becomes a better adjusted person through the experience of developing a useful and beautiful

object, while the joy of winning her classmates' approval is a valuable emotional experience. The social significance of being recognized as a creative individual cannot be over-estimated.

One can recall a child definitely retarded, a child who "certainly had a good time at her painting", as she confided in a private note. The picture will long remain of her struggling to work out a fine new background shape from an abstract unit she had carved in linoleum, of the badly clad, under-nourished little body hunched up over a piece of blue cotton on the floor, and her choked cry of delight: "Why, it's beautiful!" In making a new form appear she enjoys the great emotional experience of creation.

One deplores the fact of crowded classes, of too short and too infrequent periods for creative activity, but those of us today who have the rich and stimulating experience of associating intimately and directly with the young of the nation know that, while growth in creative activity may be slow, it is a thoroughly sound educational practice, and is not only justified but is obligatory. Most of the children we teach will never be painters of prominence, many will never use a brush again, but all will have to face decisions, to make judgments, to form conclusions. The unfolding of artistic abilities needs acclaim and appreciation. So long as the opportunity to exhibit publicly is given only to the talented and great, just so long will art remain on a controversial pedestal, and never reach the hearts of the masses, who have enjoyed no comparable experiences. Small school displays such as those afforded Verdun High School by the uptown department stores, and which have been encouraged by several of the great textile industries, have a justifiable place in our educational practice.

This little textile experience is only one of a series of important educational ventures in the business of Art and Living. The provincial Art programme is a broad and sympathetic one. The influences of French culture on the English educational system are stimulating and challenging. The times and our changing educational philosophy challenge every Art teacher to prove her convictions that the humanities need more place in the school curriculum, and offer as well a chance to offset that educational programme which has so over-developed man's comprehension of machines that we weep in our pillow lest they cannot be controlled.

The challenge is not only to the Art teachers. It is also to the teachers in Guidance courses, who must realize the need for understanding the aesthetic and emotional demands of life. The challenge is also to the finely equipped Industrial Arts departments where standards of line and space and form must dictate a place, and to the Home Economic sections with their far-reaching programmes towards the establishment of good homes and happy mothers.

"It is the supreme duty of youth to try all things, to experiment with everything . . . , for in due course the world will certainly close round and press each beginner of life in one direction, but he will be able to meet the pressure most successfully who has remained young longest, and who has stored up the most varied experiences" *

*(From Feter Chalmers Mitchell "The Childhood of Animals".)

A SCHOOL DENTAL CLINIC

**R. A. Carson, St. Lambert High School,
Former Principal of Bury High School**

Of the many enterprises conducted in Bury High School during recent years, the Dental Clinic arranged through the co-operation of Mrs. R. B. Shaw and Miss How, Directors of the Junior Red Cross organization for the Province of Quebec, has proved the most valuable.

The idea developed in the classroom of Grades X and XI during Health Week last February. It was felt that to bring out the ideals expressed by Health Week the class should try to accomplish something practical. Our country health records year after year have shown that over 80% of our pupils required dental attention, but with no dentists in town the majority of our pupils never received any care. The thought developed during Health Week that a Dental Clinic might be organized through the Junior Red Cross. The Secretary of our Student Council wrote a letter of inquiry to find out if such an arrangement could be made and what it would cost.

A questionnaire was immediately sent to the parents and by the end of April 138 of the 179 questionnaires had been returned by parents consenting to have their children attend the clinic if such might be organized. Some parents, were sceptical of the whole idea from the start. A few withdrew after having signed the original form, but others signed up after the clinic work actually started and reports spread of how well the clinic was progressing.

Through the courtesy of local military officials permission was obtained to set up the two dentists' chairs and equipment in the local Armoury. This was fortunate for the school could not have provided suitable accommodation. Temporary telephone connections set up between the Armoury and school provided a convenient means of notifying pupils when they were wanted.

Doctors Merritt and Brockwell, who had been recommended by Dean Walsh of the Faculty of Dentistry of McGill University, arrived with their equipment in a mobile dental van about 5 P.M. on the afternoon of May 30th. They were accompanied by an assistant, Miss Sterling, who remained with the clinic for the first three days and taught local volunteer helpers the intricacies of handling and cleaning equipment used by the dentists and of keeping the record cards and charts. Six local ladies, three in the morning and three in the afternoon, generously gave their time, enabling the dentists to get much more work done than would otherwise have been possible.

The clinic was in session a total of 20 days and treated 120 pupils. All necessary work on 118 cases was completed at a total cost of \$1,101.29. In all 556 teeth were filled and 126 extracted. The work on individual pupils varied from one tooth filling, at a cost of \$1.50, to twenty-one fillings at a cost of \$31.50. The majority of the cases were among the younger pupils, but those requiring the most work were the older pupils.

The financing of this undertaking is a good example of what can be accomplished when the support of the people in a community is obtained. As the Student Council had a meagre \$200.00 to start the project, it was necessary to contact all local organizations for donations. Donations were obtained from the Municipal Council, the Anglican Guild, the W.A. of the United Church, the Bury Women's Institute, the Anglican W.A., the Ladies Auxiliary to the Legion, the C.G.I.T., the Brookbury W.I., the "500 Club", the Canterbury W.I., the Canadian Legion, the Junior Red Cross, and parents and friends of the school. Through the co-operation of Mr. W. W. Roberts, County Supervisor, \$300 was obtained from the County Health Unit.

The costs were divided as follows: hotel expenses for dentists' room and board \$120; professional services \$900; materials \$63; travelling expenses of mobile van \$18.29, a total of \$1,101.29.

The actual and potential benefits from this Dental Clinic are many. This first Dental Clinic organized by the Junior Red Cross outside the Greater Montreal area, may lead to similar services in other parts of the Province. It has demonstrated what can be accomplished by a student council having the co-operation of pupils, parents, teachers, and the community. It has accomplished a service of inestimable value for the health of a majority of the school pupils of Bury High School. The case records of the dental work done will be of great value in future undertakings of the same kind and it is estimated that the pupils' teeth could be kept in good repair at approximately one third the initial cost if the service is continued in future years. It has proved of great value in maintaining a high *esprit de corps* among the pupils of the school.

PROVINCIAL HOME AND SCHOOL CONFERENCE

The Quebec Federation of Home and School Associations will hold its second annual Spring Conference in Montreal at the end of April. Main events on the schedule are:

Friday, April 29

2 p.m. — Business Meeting (Divinity Hall)

7:30 p.m.— Conference Dinner (Ritz-Carlton Hotel)

Speaker: Mr. Joseph McCulley, Department of Justice, Ottawa.

Saturday, April 30

9 a.m. — Business Meeting (Divinity Hall)

2 p.m. — Panel Discussions (High School of Montreal)

Subjects: Parent Education, Program Planning, Community Standards, Traffic, Citizenship.

8 p.m. — Concert (High School of Montreal)

Many teachers will be attending the Conference as official delegates. A cordial invitation is extended to **all teachers** to attend the Saturday afternoon and evening sessions.

A SURVEY OF EDUCATIONAL CONDITIONS IN PONTIAC, GATINEAU AND HULL

C. Howard Aikman, M.A., Inspector, District No. 1

One of my predecessors in office stated that the area of Western Quebec differs in many respects from the remainder of the Province, forming, educationally at least, a little island cut off from the main body of development and progressing at its own rate. Thus it is, at least partially, independent of the trend of educational thought in the more densely populated centres of Quebec.

Several causes would appear to contribute to this, of which possibly the most significant is the fact that Ottawa, rather than Montreal, serves as the metropolis of the district. The two spur lines serving the Quebec shore of the Ottawa River and the valley of the Gatineau respectively start in the national capital. Highway No. 8 to Shawville, Waltham and Chapeau and Highway No. 11 to Maniwaki and Grand Remous converge on Hull, which to the vendor of produce or the seeker after bargains is so close to Ottawa as to make the latter, rather than the Quebec city, the goal of a trip "to town".

Again Ottawa, rather than Montreal, newspapers are the principal dailies circulating in the area, accentuating the tie with the federal city, which though familiarly Québécois in many respects is undeniably situated in another province with some differences of outlook.

Perhaps the negative aspect of this situation is found in the fact that though the area is not far from Montreal in actual mileage, train schedules make ready connections difficult. One evidence of this is the fact that few teachers are able to make the trip to the fall Convention, thereby losing much of the inspiration and opportunity for the exchange of ideas with their fellow professionals that this contact affords.

The population of the area differs also from the rest of the Province in the degree of its homogeneity. The central part of the Province owes its development, as we are all aware, to the united efforts of the French-speaking and English-speaking Canadians of every shade of origin. In the western section of the province the ancestors of most of the English language residents have hailed from the Emerald Isle and are characterized by a warm and ready hospitality, a rich humour, an ardour of life and opinion and, in the case of the community which I serve, an aggressive Protestantism.

There are, it is true, small minority groups of French Baptists around Otter Lake, where the children study their lessons in English but lapse into their mother tongue immediately upon dismissal. Similarly, a little further south, in Ladysmith and Schwartz, the German Lutheran group converses with equal ease in English and in the language of its homeland. Along the valley of the Gatineau there are, of course, settlements of French Canadians, increasing in concentration as one travels northward, but in many parts of Pontiac even these are absent. Shawville, for example, boasts that it is the one Québécois town where no non-Protestant church is to be found, while public meetings and school fairs and concerts throughout the district are usually held in the Orange Hall.

With this brief sketch of the background of my district, let us look for a minute at the country itself.

The territory comprising Inspectorate No. 1 extends for a distance of approximately 110 miles in a north and south direction, from the City of Hull to Grand Remous, 20 miles beyond the end of steel at Maniwaki on the Gatineau River. Its east and west extent is about 90 miles, from Gatineau Mills to Waltham, the end of a spur line from Ottawa along the north shore. In shape it is roughly a broad V with settlement, and consequently schools, bordering the valleys of the Gatineau and the Ottawa Rivers.

Politically, this area includes the Counties of Gatineau, Pontiac and Hull, with small parts of the western limits of Papineau. Geologically it may be considered as containing a small, highly fertile agricultural strip along the north bank of the Ottawa River, reaching its greatest breadth of about 12 miles in the Clarendon (Shawville) area and disappearing altogether beyond Fort Coulonge. Behind this the escarpment of the Pre-Cambrian Shield, continuing indefinitely to the northward, contains valleys of arable land scattered among the outcrops of rock — typical Laurentian country.

The educational needs of this western portion of the Province are catered to by two High Schools, Shawville in Pontiac County and Aylmer in Gatineau County, by four Intermediate Schools, one in each of the electoral districts mentioned, together with a Special two-room Intermediate School in Pontiac, and by 62 rural and village elementary districts. Three of the rural districts contain two-room buildings and the remainder have single classrooms.

While the High Schools do not properly fall within the scope of this report, no adequate picture of the organization of education within the area can be given without reference to these nuclei.

The process of consolidation is well advanced in only one county, viz. Pontiac. Shawville High School, situated almost in the geographical centre as well as the centre of population of the western county, is admirably located to attract pupils to its senior grades. In Clarendon itself, the township in which this school lies, a total of 13 rural elementary schools has been reduced to seven and the progress of consolidation has been halted only by the limited capacity of the old High School building itself, where, in order to provide one classroom for each of the eleven grades, one of the rural school structures was hauled to a position on the school grounds to accommodate whatever happens to be the class with the smallest enrolment during any one year. It may be added that the site of a new High School has been already purchased and plans are shaping up for construction to be begun within the not-too-far-distant future. When this becomes a *fait accompli* it will be possible to close all but a possible two of the Clarendon schools, while the process may be conveniently extended to include some rural schools in neighbouring municipalities. The Clarendon Board now operates one bus, a chartered station wagon, and two snowmobiles. A third is planned for operation this winter.

West of Shawville about 12 miles by road the Intermediate School of Campbell's Bay accommodates pupils of Grades VIII and IX, not only from the local area but also over a territory covered by two bus routes. In addition children arrive by train from as far up the line as Waltham, which marks the western limit of English Protestant settlement in this part of the Province.

Eight miles to the south-east of Shawville is the Special two-rooms Intermediate School at Elmside, operated by the Bristol Board, and offering Grades I to IX. The location of the school was selected to facilitate access from the greatest possible area of the Township. Consequently it is not in the centre of the school population, which is at Bristol Village. Three of the former 10 schools under this Board have been closed and the pupils are being conveyed to the Intermediate School in a modern new bus just delivered to the Commissioners. The village school at Bristol, with an enrolment of 40 pupils, goes only to Grade V, with the senior children being also drawn to the Intermediate School.

There are still 35 ungraded elementary schools in operation in Pontiac County, of which one, at Quyon, in the Township of Onslow, has permission this year to teach to Grade IX.

While Shawville is admirably situated to serve the educational needs of Pontiac, the one High School in Gatineau, at Aylmer, being at the extreme south-west corner of the County, can never conceivably be of value to any but the children of the immediate vicinity. A diminishing number of children arrives by morning train from points between Quyon and Aylmer and about 25 pupils come by public bus from Hull South Township. Otherwise the student body from local homes.

The Gatineau Valley presents a very different problem to the situation in Pontiac. In Gatineau, settlement is almost entirely one dimensional, with the concentration on the west bank of the river. While it is something of an oversimplification to state that the Protestant community tends to converge on two centres, Wakefield and Kazabazua, for practical purposes of effective consolidation for secondary schooling, this is substantially true.

The central Gatineau district focuses its educational needs at Wakefield where LaPêche Intermediate offers tuition to the High School Leaving level, though, during the present session, no pupils are enrolled in Grade XI. Partial consolidation exists in this municipality. The children from Farm Point, the site of a producing magnesium mine, are conveyed in a school board bus to the Intermediate School. Several of the neighbouring communities desire an extension of this service and the prospect of such development within the near future is reassuring.

At only one point on the Upper Gatineau, in the vicinity of Kazabazua, does Protestant settlement of any appreciable size reach back from the river bank. This centre is about 50 miles from Hull and 30 upstream from Wakefield. Farming is carried on in scattered parts but the principal occupation of the district, lumbering, has passed its prime, while a profitable tourist and summer colony trade is only in the initial stages of development. Consequently, public revenues, for even such essentials as education and roads, are limited in the extreme.

Including the school at Kazabazua itself, there are 9 ungraded elementary schools, all of one room, and having registrations of from 4 to 30 pupils within a radius of 14 miles, with the majority of them much closer. The scattered nature of the population and the present condition of all roads but the main highway militate against complete consolidation for this area at the moment. Unfortunately, of the 162 pupils represented in these 9 districts, only the very occasional one has the opportunity of being sent to Wakefield or Hull to obtain

the rudiments of secondary education. The answer, I believe, is the creation of an Intermediate School at Kazabazua. In this village there exists a sufficiency of accommodation, at an equitable cost for those outside pupils who could not return to their homes each evening. Consideration is presently being given to plans for a school of this type.

Beyond this Protestant community in a northerly direction there are only three schools, one at Maniwaki, where the Canadian International Paper Company has a base, and two beyond. These latter, because of isolation and dearth of resources, have difficulty in attracting teachers and, unfortunately, operate very spasmodically.

Some idea of the difficulties of educational administration in this area may be surmised by reference to the School Municipality of Val St. Jean, dissentient, at Grand Remous, situated about 20 miles above Maniwaki, on the Big Eddy of the Gatineau River, from which the community takes its name. While this is admittedly an extreme case, essentially the same problem is frequently reproduced elsewhere. In Grand Remous the number of ratepayers is five, the total valuation \$5,000—a not inconsiderable amount if one considers the nature of the terrain—and the annual local revenue is \$50.

When two years ago, I lunched with Mr. Wallingford, the local patriarch and Chairman of the Board, he explained to me that his 14 children, of whom the secretary-treasurer is one, and his 45 grandchildren were all alive. Of the 16 pupils enrolled all were the descendents of Mr. Wallingford and, incidentally, all completely bi-lingual. The school, for financial reasons, operates in the summer only, when a teacher can be found, commencing usually early in May and closing at the end of September. Of the two incumbents that I have known, one was a lady missionary from Toronto whose church paid most of her salary and whose prime purpose was service to her creed and a male university student from Queen's, also inspired with missionary zeal. Even so, it will be seen that local revenue has to be generously supplemented by departmental funds to provide even a minimum of schooling. I am pleased to say that arrangements have been made for some of the more gifted pupils to carry on their education at Maniwaki, and one at Montreal. Particularly is this gratifying as no teacher has been available this past summer.

The County of Hull is little larger than the actual city limits and boasts but one Protestant school, the Intermediate one in the city itself. This is the largest centre under my jurisdiction, with an enrolment this year of 297. Much difficulty is found in holding pupils throughout the High School grades, owing to the diversity of courses offered across the river in Ottawa. As a result, last session's enrolment of three in Grade X not only did not continue to Grade XI this year, but Grade X itself has had to be temporarily discontinued.

The small portion of the County of Papineau within Inspectorate No. 1 includes only two municipalities, both of which have elected to remain outside of the County Board. There is a modern Intermediate School at Gatineau Mills, which is largely backed by the resources of the Canadian International Paper Company, and a little red brick schoolhouse, the sole charge of the School trustees of West Templeton.

Such is the hastily drawn picture of the organization of Protestant education in Inspectorate No. 1. Perhaps a better glimpse of the scattered nature

of the Protestant settlement in this western section of the Province can be seen from the fact that my 65 schools now in operation are staffed by 88 teachers, of which number 48.8% are on permit. If elementary schools only are considered, the percentage of untrained persons in charge of classes rises to 61.9%. This, however, represents a slight improvement over last year when the corresponding figure was 66.1%. From this it can be readily realized that the area is failing to supply its appropriate share of candidates for teacher training.

The financial structure of Protestant education also presents a picture of diversity. Mill rate, without reference to the level of assessment value, carries little significance, but the two extremes are .40 per \$100 prevailing in St. Etienne de Chelsea, dissentient, at the southern end of the Gatineau valley and \$2.60 per hundred, current in Alleyn, in the Kazabazua area. Nevertheless, Chelsea, employing four teachers, has recently renovated and modernized its three schools, while Alleyn is unable to pay its one teacher without departmental aid.

Perhaps the variation in assessed value can best be seen by reference to the Township of Onslow in Pontiac. Until last year four boards, viz. North Onslow, Centre Onslow, South Onslow and Quyon were in operation. With their petition to unite granted by Order-in-Council, equalization of property assessment was undertaken, using the level of South Onslow, the largest of the four, as a standard. In spite of the fact that North Onslow's rate dropped from 14 mills to 6, taxes were increased slightly in that part of the township when the uniform valuation was applied.

A similar spread is to be found in teachers' salaries. These vary, for female teachers from \$800 to \$2,360, with a median at \$1,200, and, for male teachers, of whom I have nine, from \$850 to \$4,000 with a median at \$1,000. The lower median for male teachers is explained by the fact that two-thirds of the number are on permit. The general improvement in salary levels, observable in other parts of the province, is to be found in my inspectorate with a desirable widening between the remuneration of qualified teachers and persons on permit.

It would appear that a considerable development in education occurred in my inspectorate, particularly in the southern area, during the opening years of this century. Many of the schools, built for the most part of brick, in the years 1902-1910, are still in operation and apparently little changed from that time. The little red school house, with its box or barrel stove, its two or three windows along each side wall and its so-called blackboard from which the paint has gradually vanished, has all but disappeared into the annals of American folk lore. It is still, however, the mainstay of education in parts of western rural Quebec.

With the installation of electricity and artificial lighting in Elmside Intermediate last year, all of my five secondary schools are so equipped. Of the 62 elementary buildings, however, 48 or 77.8% are still without this present day necessity, even in a portion of the province that boasts six major hydro-electric generating plants along the two main rivers. Nineteen of my schools, representing 30.6% of the total, three of which are in the shadow of Canada's Parliament Buildings, still have outside earth toilets.

The picture regarding furniture and equipment is brighter. Most rural schools now enjoy the benefit of new type furniture, recently purchased and in

good condition. Old and hand-decorated double desks that have served for many decades are still in evidence, nevertheless, and this by no means in the more remote districts only.

With a general lack of power facilities, visual aids are restricted to the High Schools and the Intermediate School at Gatineau Mills. The County of Pontiac, however, enjoys the use of a 16mm. projector with a generator, the property of the National Film Board. Similarly, in southern Gatineau, one clergyman has, on his own initiative, purchased similar equipment, which he takes to interested schools.

The most significant educational development that has taken place recently in my area of inspection is the establishment early this year of a County Central School Board for Pontiac. Of the 15 local boards in the county, two are considered to be geographically closer to Gatineau, and one declined to enter the unit. The remaining 12 boards, controlling one High School, one Intermediate School, one Special Intermediate School and 31 Elementary Schools, are under the jurisdiction of the Pontiac County Protestant Central School Board and already pronounced benefits are becoming evident.

It is believed that, for the present, a similar county unit for Gatineau is not a practical possibility. As previously mentioned, Gatineau and Hull Counties together form a long, narrow and frequently interrupted ribbon of Protestant settlement with the problems of the agricultural and lumbering upper valley being very different from those of the urban and much wealthier southern extremity. It would accordingly appear that the greatest immediate benefit to this area will be accomplished by fusing and annexing adjoining municipalities to reduce the present 17 independent boards to a much more workable number.

Many factors combine to make the provisions of the Compulsory School Attendance Act less successfully operative in this section of the Province than elsewhere. Transportation difficulties, particularly in winter, are one consideration. Again, Attendance Officers can not always be persuaded to regard their duties with sufficient seriousness and in some places school boards have great difficulty in finding somebody who will undertake the office. The Family Allowance provides the most effective potential weapon, though one that has to be applied with considerable discretion to avoid serious hardship resulting from its loss.

With a preponderance of rural ungraded schools in my territory, it is obvious that the problems of this district differ in some respects from those of other regional inspectorates. In teaching my beginning and untrained teachers how to organize and present their lessons the medium of the inspector's conference and, particularly, the loyal cooperation and broad local experience of my Helping Teacher have been of inestimable value.

No mention of this inspectorate can be made without paying tribute to the memory of one who for so many years served the Gatineau-Pontiac Protestant community, striding on foot from school to school and implanting himself in the hearts and minds of the community. I never had an opportunity to know Mr. Honeyman but from the words of those who did, and who still talk freely of him, I can gather something of the impression that this representative of the Department made on those he visited.

THE SPIRIT OF TRAVEL IN FRENCH LITERATURE, Part 2

L. A. Triebel, University of Tasmania

The satiric journey is another hybrid form. Popular class-consciousness turned from the heroic novel of aristocratic adventures to parody. Hence perhaps the immortal and picaresque "Don Quixote", certainly his descendants, Scarron, Gil Blas, Tom Jones and Roderik Random. The picaresque novel is the reverse of the serious epic of travel and stands in the same relation to it as does burlesque to the true mock-heroic poem; it is the difference between Scarron and Boileau, Pope's literary ancestor. Our traveller is no longer a hero but a rogue; noble endeavours give place to mean adventure, to crude escapades of the highway and the rough life of country inns. No Amadis now seeks the idealized aristocratic society of the castle; Gil Blas and Tom Jones resort with others. This conscious or unconscious satire brought back an element of valuable realism into prose fiction.

The novel of travel has, however, like the narrative sketch or essay after Hazlitt, since Richardson, become more psychological. Spiritual processes and experiences cut across the older record of outward progress and movement. Whilst the basis of imaginative narrative as a journey may remain, the hero now travels not only in the body but in the spirit. The element of growth, of education in character through an enrichment of experience in the world, by contact and conflict with it, is the spirit's urge. The newer hero grows wiser and sadder; the older generally added nothing to his spiritual stature. Such development in character has, however, been present in all great drama. Many great novels, too, are travel-books in that they record physical travel and spiritual journeys. Characters garner wisdom or at any rate experience by the way and emerge different, for better or worse. Tom Jones, Wilhelm Meister, and Roland's Jean Christophe are souls growing, as Henry Handel Richardson's Richard Mahoney perishes, in their progress on life's journey. Not all pilgrims reach the Celestial City, whilst the prodigal takes a journey into a far country.

Anatole France told us that the good critic is he who narrates the adventures of his soul among masterpieces. Many fertile critics have found adventure in their travels through foreign literatures. Of the French minds who, since Voltaire, have followed the trail of England and her literature, space permits me to say something of only a few. The most illustrious among the Emigrés of the revolutionary period, Chateaubriand, lived long in England and, as usual with him, wrote eloquent but melancholy descriptions. His character-sketches are pale and unsubstantial. An intermittent exile was the critic, Mme de Staël, whose contrast with Northern, *i.e.*, in her terminology, non-Latin literatures, in that age a little less trammelled by convention and nearer to nature, became an essential factor in French romanticism. Yet Mme de Staël's novel, *Corinne*, is a romantic pageant on the exotic glories of Italy and its monuments. Among the Romantics, Alfred de Vigny leads Victor Hugo in production; the former's "Chatterton" is the first artistically satisfying French play inspired by Shakespeare, whilst his "Cinq Mars" is the precursor of the French historical novel

modelled on Scott. Vigny, too, visited England, married an Englishwoman and became the French Milton. Curiously, Mérimée, the realistic delineator of Carmen and of Colomba, himself so proud of his cold reserve and dandy-like bearing, girded not only at perpendicular architecture but also at perpendicular manners. The Exhibition of 1851 crowded Hyde Park with 100,000 Frenchmen, of whom Louis Blanc and Esquires drew notable pictures of Victorian England.

Meanwhile Théophile Gautier had become the forerunner of the Parnassians whose device was "Art for Art's sake". The artist's only pre-occupation was to express beauty in perfection of line, contour and colour. Hence, Gautier painter and visual, saw exactly what he described in "Le Voyage en Espagne", a living monument of precise observation. In spite of his passion for local tradition and for staging the picaresque, whilst he noted the look of country and people, he ignored national institutions. We do not read, as much as *see*, the mountains and cities of his splendid, colourful travel records; but he is not in the least concerned with character or plot.

In 1871, however, appeared an account of England that can lay claim to completeness and almost to accuracy; although a classic in its *genre*, Taine's "Notes sur l'Angleterre" was not epoch-making in the same degree as his history of English literature, for here is set out and illustrated his theory that all literary productions can be explained by reference to the three factors of *race*, *milieu* (environment) and *moment* (temporal circumstances). The naturalistic critic attempted to make criticism an exact science by determining linguistic and anthropological bases. With Sainte-Beuve, Taine held that a nation's character, like a man's, can be deduced from its works. Sainte-Beuve, by dint of wide sympathies, involving the capacity for overcoming one's natural narrow-mindedness and indolence, got inside his author's skin and became, not the perfect critic, but a creative biographer. Taine sought the mainspring of a man's action, ideas and feelings — his *génie*, which he thought explicable by certain permanent human characteristics in the race, modified by the milieu and the temporal circumstances in the race, modified by the milieu and the temporal circumstances. A determinism results — "Vice and virtue are products like vitriol and sugar". Pursuing his painstaking constructive method, that of Darwin and A. R. Wallace, Taine considered each work of art as a variation from the type or species. Brunetière pointed out the weaknesses in Taine's theory: it is not always possible to prove the *necessary* links connecting a literary form or *genre* with others, earlier or contemporary, and argues that it is incalculable when a Racine or a Victor Hugo will be "produced". Brunetière also stressed reversion of type; romantic drama is mainly the contradiction of classic. Again, whilst general characteristics, modified by heredity and environment and temporal circumstances, may often be distinguished, are they all-important? Indeterminism points to an outcast Jew, Spinoza, of Portuguese extraction, and to seventeenth-century Dutch art, at its greatest in an age of permanent war and civil discord, as triumphant over environment. A man makes his environment; Brunetière held that after the influence of the individual, the most powerful operating cause in literary history is that of works on works; the line of evolution may, however, run counter to tradition and new schools result. Yet Taine was right in showing how national character varies in point of time and in a new environment.

Taine classified and compared and judged. He soon found himself prescribing and pardoning; he then realised that literary questions become aesthetic question and that sooner or later the critic is thrown back on a definition of *le beau*. This should, however, not be his starting-point; his procedure is Aristotelian, empirical; his conclusions are not necessarily valid for all time. But the art-critic must come to a criterion, as did Taine, when, as Professor of the Fine Arts, he had to lecture on art. "Le caractère essentiel et dominateur" serves Taine as a first measuring rule by which to determine relative value. The value of a literary work is in proportion to the degree in which it has permanent or general characteristics; such as a "caractère bienfaisant", which is allied to morality. Further, he demands that all the elements in a poem or symphony or picture should be convergent in their effect — a completeness of impression should result; this in turn involves a study of form, style, execution, which not all Taine's own critics have remembered. Racine, thus considered, becomes a greater than his predecessor, the sturdy pioneer Corneille. This argument in its turn may lead to a notion of the absolute under the name of beauty; Taine ranks Shakespeare, Dante, Goethe . . .

Literature and art, again, *may* be the expression of the national soul, of a society and of an age, but this need not be their main object. Taine's "History" became a thesis to show the influence of *race*, *milieu*, and *moment* on English literature. Yet it was the realisation of beauty that urged on Shakespeare and Michael Angelo; hence their aims, and the devices adopted to these ends, are the critic's final concern. Such criticism is objective, although it cannot wholly free itself from partiality and from the changing fashions of the day; opinions may differ sharply. It does not follow that each one of us is shut up within his own personality as in a prison. Jules Lemaître, who, with Anatole France, is a representative modern French impressionistic critic, conceded that certain writers, whatever their defects and "manies", beauties to some critics, do "exist", as the saying is, and are worth close study. Thus Mornet claimed that Voltaire exists; Campistron and the younger Crébillon are no more. Yet, rightly, the impressionist claims to fashion his own thing of beauty out of the work of art: we bring ourselves to it. We may begin with our impressions, make allowances for prejudice, time, educations, models, authorities and see them all in perspective; we are still left with a work of art and its maker, its aim, form, genesis and influence; the bases of judgment in literature. The impressionist critic is really just one who likes himself a little better in Thackeray *or* in Dickens; but if the classics be dead; if Greek be dead, heaven help civilization, for never was civilized man so barbarous.

The real danger awaiting the literary critic, the tyranny of the formula, should not be unnoticed. The creation of order is a human necessity but our labels are not permanent. Thus the old antinomy of Classic and Romantic has become largely meaningless. Classicism does not exclude originality in its quest for unity and perfection; the Romantic's quest is the everchanging and never attained realization of the perfect symbol. When not committed to an extraneous aesthetic principle, the artist expresses himself romantically. Classicism is realistic, static; Romanticism is idealistic and progressive. The former endeavours to create a world outside time; the latter to give infinity, eternity

to the phenomena of experience. The Gods of Greece dwell in an unchanging, timeless world; the Romantic Gods in one of eternal becoming and change. The Romantics failed to realise their infinity; perhaps no Classic has succeeded in letting us forget the unfathomable, unsatisfying mysticism of the human soul. The time-spirit, the vital principle, remains the supreme reality and invades both timelessness and timeless eternity — hence the modern synthesis in art, as seen by Strich and others. Romanticism had indeed always been a little more conciliatory by its universality; to it, poetry was conterminous with life, not a thing apart. Synthesis has been possible, but not in the analytic spirit of Taine; both Classicist and Romantic are now in the same camp to keep poetry from being enslaved in the service of a mechanical concept of the world. Literature is living, organic, but with infinite subtleties, and with dissolving views. The souls of great artists go through moultings and cannot be dogmatically labelled. The old hard and fast boundary lines of literary history are obliterated as we discover the world's great poets to be Romantic in their youth and Classic in their maturity, when the circle of activity is mapped out and closed. Thence the harmonious synthesis of Shakespeare, Goethe and Alfred de Vigny. (In this paragraph I have, in the main, followed the argument of my teacher, J. G. Robertson).

After completing his history of English literature, Taine wrote "*Notes sur l'Angleterre*" (1871), in which he recorded the observations of his three stays there, and, moreover, tried to justify his earlier theories applied in the larger work. In nine chapters he gives his impressions on — *les dehors* (exteriors); *les types*; *mœurs et intérieurs*; *l'éducation*; *la société et le gouvernement*; *promenades dans Londres*; *manufactures et ouvriers*; *de l'esprit* (mind) *anglais*; *un tour en Angleterre*. F. C. Roe comments:

"To Taine the English appear in the guise of highly-moralized barbarians, products of the rain, fog and cold of a northern climate, hence prone to violent exercise and to solitary meditations. The need for activity fosters that national energy displayed in all branches of political and social life; the meditative bent develops the sentiment of duty, the basic principle of the English character. The political organization owes its stability to the activity and the prestige of the aristocracy. Thus speaks Taine, following Montalembert, to whose book on England he appears to owe the crystallization of his views on the constitution."

The success of Taine's "*Notes*", for long the classic French account of England, was due, not so much to their literary value, as to the fact that they presented this country, its climate, the character and manners of its inhabitants, together with British institutions, as a co-ordinated system, each part of which is in conformity with the underlying principles and may indeed be deduced from them. Is it surprising that so systematic a work should have appealed strongly to a logic-loving nation? Yet, despite the persuasiveness of this sometime Tennysonian picture, it must be admitted that Taine leaves many gaps, and occasionally supports his theories with examples far-fetched, dubious or sometimes demonstrably untrue. For instance, *does* an English schoolboy, by calling his father "governor", manifest his respect for paternal authority? And if Englishwomen have long teeth, are these the result of a carnivorous diet?

Again, if their feet are of goodly dimensions, is this the effect of long tramps on rain-sodden soil? Taine surely went astray when he tried rationally to explain his own second soul, for England was such to him as to his disciple Paul Bourget.

Of the many French minds who since Voltaire and Taine have paid sympathetic attention to England as well as to the "outre-mer" of more distant lands (Jusserand, Chevrillon, Legouis, Cazamian among academic critics, and several popular novelists and publicists from Pierre Loti and Pierre Benoît to Gerbault, come to mind) I would say something only of André Maurois, a great war and peace-time interpreter. Maurois successfully resisted the strong tendency of the Latin mind to incorporate a trivial fact into a general system of ideas or to build upon it hypotheses. Maurois notes and smiles. He has, as a writer, like the greater Georges Duhamel, enjoyed many years of good fame; both must know that to travel is to lengthen life.

EDINBURGH INTERNATIONAL FESTIVAL

The third Edinburgh International Festival of Music and Drama will be held from August 21 to September 11, 1949. As in former years, the Festival will be presented by the Edinburgh Festival Society, Ltd., in association with the Corporation of the City of Edinburgh, the Arts Council of Great Britain, and the British Council.

The Festival Society will again bring to the Scottish capital the world's finest music, opera, ballet, and drama, to be presented by leading artists. In two years the Edinburgh Festival has risen in stature until to-day it is universally acclaimed as one of the leading Festivals in the world. The Society, deeply conscious of this distinction, is planning on an equally ambitious scale for 1949.

To foster interest in the Festival abroad, special committees have been established in various parts of the world, and information about it can be obtained in Canada from the local headquarters of the committee at 400 Elm Avenue, Montreal.

SPEED UP YOUR READING

The average adult should be able to read at least twice as fast as he does now, according to Mrs. Elizabeth A. Simpson of the Illinois Institute of Technology. Mrs. Simpson, head of the Adult Reading Service of the Institute for Psychological Service, reports that "it is not true that the slow reader is the careful reader, nor is it true that the fast reader is the careless reader." Mrs. Simpson states that the adult, no matter how well he reads, can learn to read better. Through a specialized short course, a group of Army Air Force officers recently improved their rate of reading from 250 to 600 words per minute, she discloses, with no loss in comprehension. Often, she points out, "increased efficiency means increased knowledge and greater success."

GRADE XII EXAMINATIONS — JUNE, 1948

E. S. Giles, M.A., Inspector General, Department of
Education, Quebec

SUMMARY OF STATISTICS

Subject	No. of Candi- dates	Class I	Class II	Class III	Failed	Failed Per Cent
English Composition.....	374	29	126	168	51	13.6
English Literature.....	367	30	126	176	35	9.5
Oral French.....	197	29	69	76	23	11.7
Written French.....	199	25	56	12	41	20.6
Chemistry.....	266	35	123	75	43	16.1
Physics.....	225	21	39	94	71	31.5
Biology.....	70	4	16	31	19	27.1
Algebra I.....	252	55	82	76	39	15.4
Trigonometry I.....	230	44	48	84	54	23.5
Analytical Geometry II.....	137	20	24	58	35	25.5
Trigonometry II.....	83	42	19	16	6	7.2
Latin Authors.....	42	4	23	14	1	2.4
Latin Composition & Sight.....	42	3	8	19	12	28.6
History.....	193	40	53	73	27	13.9
Extra English.....	16	0	4	10	2	12.5
Music.....	10	2	6	2	0	0.0
Art.....	31	5	14	11	1	3.2
Social Studies.....	28	2	9	13	4	14.3
Geography.....	2	0	0	2	0	0.0

Total No. of Regular Candidates 347; No. Successful 240; Pass Per Cent 69.1; No. of
Partials 23; No. of Supplemental Candidates 18; No. Successful 8.

The Reports which were received from Examiners have been summarized
and follow:

ENGLISH COMPOSITION

Examiner — Mr. C. W. Hall

Although the results in Grade XII English Composition this year were
most encouraging, a reading of the papers indicates that further improvement
might be made if the teachers would place greater emphasis on the following:

1. *Material*: Pupils should be trained to write on topics with which they
are well acquainted. Unless the pupils write from experience or conviction,
they are deprived of the natural restraints which assist the student who knows
what he wishes to express. Except among the most competent pupils, imagina-
tive writing seldom exhibits good taste in tone or the selection of details.

2. *Types of writing*: Pupils should be lead to distinguish more clearly
between different types of writing and to recognize accepted standards. Far too
frequently the exercises in description (Question 2) resulted in narration and
the exposition (Question 3) was handled as description. The use of key sentences
and supporting detail seemed to be almost accidental in some classes.

3. *Sentence construction*: Far too many pupils had to be penalized severely
for incomplete and run-on sentences. The use of a single comma between a
subject and its predicate was a common error, and the appearance of the semi-
colon in very awkward positions frequently indicated that the pupil had no
feeling for the essentials of sentence construction.

ENGLISH LITERATURE

Examiner — Mr. John Dando

The content of most papers showed that a nice balance between firm guidance and freedom of opinion had been achieved during the year's teaching. The style of too many papers showed that there is a serious weakness somewhere in the training of students to express themselves accurately, concisely, and, when the occasion lends itself, with some degree of charm, beauty, humour or other personal shading.

In Part A, the Chaucer was well handled with a keen appreciation not only for Chaucer's pilgrims but for the modern parade of life which the students were invited to scrutinize in comparison. The chief weakness in this section was a tendency to generalize where the question could only be answered by attention to particulars, e.g., just what parts of the *Faerie Queene* Keats would like. This section was too often handled with vague verbiage rather than a specific reference to the reading it was supposed to test. Vague answers in this part were hard to forgive when a student could pick *one* poem out of a whole period or a whole classification. Finally, from Part A, mention must be made of the confusion about poetic types in many cases. Some candidates who showed a most sensitive appreciation for the *Ode on a Grecian Urn* had used it as an example of narrative poetry.

In Part B, the Shakespeare was usually well answered and there was, in most cases, indication of a great deal of good teaching. The modern plays were also well handled, except that again and again the *School for Scandal* (first produced in 1777) was included as a modern play.

In Part C, the chief fault was a tendency to tell the story of a piece of prose work rather than to perform the critical job requested. In most answers, there was rarely the human understanding, the appreciation of human values and relationships, or the feeling for an author's job well done with which so many candidates illuminated their discussions of the plays in Part B.

WRITTEN FRENCH

Examiner — Mr. C. T. Teakle

Many papers submitted bore unmistakable signs of hurry and carelessness that marred answers showing a good and even excellent knowledge of the books concerned. Candidates generally wrote too much and revised little or not at all. As a result, basic rules of grammar and syntax were not observed and mistakes of spelling were only too common. The examiner would like to point out that many mistakes and inconsistencies would have been noticed if candidates had reread their answers.

Many candidates did not possess the vocabulary they required. Far too often they were unsure of the spelling of the words they were using and mistaken in the gender. There are certain words which are necessary to answer almost any question, but many candidates showed that they had not taken the trouble to learn these words.

Some candidates do not know the correct way to abbreviate Monsieur (M.), Madame (Mme — no period) and Mademoiselle (Mlle or Melle — but no period). If candidates are uncertain about rules of syllabification, they should write the whole word on the next line instead of attempting incorrect division of the word.

The use of the past tenses of the verbs still leaves much to be desired. Even if candidates knew which tense was required they frequently made a mistake in number.

Many candidates showed that they had been taught to use the *passé simple*. Their use of tenses was generally excellent and only occasionally did they lapse and use the *passé composé* where the other tense was required. One word of warning is, however, necessary. Some candidates seemed to think that the *plus-que-parfait* was never required if one was using the *passé simple*.

PHYSICS

Examiner — Dr. Wm. Rowles

The Physics paper this year was arranged in a slightly different manner from those of recent years. One question was compulsory and six additional questions were to be chosen from eight others of equal value.

Question 1 (a) which required a straightforward use of the Law of Moments was very badly done. Many pupils tried force triangles. Others, trying moments, obviously did not know how to calculate the moment of a force about any chosen axis. The second part of this question was more familiar, but the common error of including the frictional force as part of the mass was all too evident. Only the better pupils were able to calculate the tension in the connecting cord.

Nearly all candidates answered the easy second question, though some omitted to deal with the direction of the velocity.

The third question was not well done. The most common mistake was to use the part of the wood *above* the liquid surface for the calculation of buoyant force.

In Question 4 a very large number failed to mention Joule's work on the Mechanical Equivalent of Heat. Too many reasoned that conduction and convection could not be explained by "caloric", and a few cited the emission of electricity by hot bodies as leading to the overthrow of the caloric theory. Under "types of thermometers" some simply said, Centigrade, Fahrenheit or Absolute.

Question 5 (a) was generally well done. On the other hand the (b) part was not. Pupils from only one or two schools demonstrated knowledge of how to measure the specific heat of air at constant pressure.

In Question 6, dealing with Faraday's Laws of Electrolysis, ideas about chemical equivalent and electrochemical equivalent were somewhat confused, but many solved the problem correctly.

A large proportion of those who solved 7 (b) correctly, unfortunately did not know the units in which torque should be measured.

One of the biggest surprises in the answer papers was the lack of knowledge concerning a telephone receiver. The remainder of Question 8 was answered reasonably well, but 9 (b) showed that many pupils do not know how to keep signs straight in a simple lens problem.

BIOLOGY

Examiner — Dr. A. N. Langford

Section A (Regular Course)

Question 1. The failure of nearly all students to make any adequate generalizations was remarkable. It seems also that most students should be able to incorporate in Question 1 a little information other than that taught them concerning the crayfish and the grasshopper.

Question 2. Although many described angiosperm gametophytes fairly well, few showed evidence that they knew just when the gametophyte generations began and many spoke of the stamen as the male and the pistil as the female gametophyte.

Question 3 was designed particularly to test the effectiveness of laboratory experience and offered many opportunities for a student to show first hand knowledge of the frog and the rat.

Question 4. Most students could surely have given much more information about *Obelia* than they did. In part (b) the fern or some other pteridophyte should have been named.

Question 5. Answers to part (a) were very weak on structure.

Question 6. The distinction between photosynthesis and respiration apparently remains a difficult one for many students. In part (e) mention of the several cotyledons of conifers was seldom made and many students stated that seeds of dicotyledons had no endosperm and that in germination their cotyledons were drawn above the surface of the soil.

Laboratory work:

1. Line diagrams with representative cells drawn on a large scale are of more value than hundreds of "cells" covering much surface.

2. In most cases the use of coloured pencils is a cloak for poor work, giving a false contrast.

3. Many diagrams and drawings are too small and crowded.

4. The lack of legends and adequate labelling is striking.

5. The student's name should appear on every page.

6. Each laboratory report should be accompanied by a statement to the effect not only that it represents the student's own work but also that it is a record of organisms and slides examined and experiments performed.

Section B (Beginners' Course)

Questions 1, 3 and 5 are covered by the comments on Questions 3, 1 and 2, respectively, of Course A.

Question 2. In most cases photosynthesis and plant and animal respiration, only, were discussed and even in the better papers very little was said concerning the agencies.

Question 4. Answers to this question left a great deal to be desired.

Question 6 (a). Chordates were incorrectly treated as vertebrates in most cases. No correct answers were given to parts (b) and (f).

Question 7 (a). Vegetative reproduction was seldom included under the classification, "asexual".

Question 7 (c). Apparently there was little comprehension concerning locomotion in the earthworm, and the roles of setae and muscles were not understood by the majority of the candidates.

Question 7 (e). An acceptable answer included reference to growth promoting substances.

HISTORY

Examiner — Mr. E. C. Woodley

The questions covered the whole range of the history assignment and the marks obtained by most students may be regarded as indicating that such students have acquired considerable knowledge of the period.

The following comments may be made on the answers to the question indicated:

Question 1. The dates in this question were so definite that there was little misunderstanding of the meaning, despite the use of the expression "master of Europe" which anticipated the victories of Napoléon to 1808. The question was answered very well by most of those who attempted it.

Questions 2 and 4 were answered well by nearly all candidates.

Question 3 was answered well by many but there were indications that the sections on Gambetta and Kossuth in Flenley's "Makers of Nineteenth Century Europe", on which the question was based, had not been read with sufficient care, despite the fact that it is among those assigned for compulsory reading.

In Question 5 the answers were usually too general.

Question 6 was the most difficult question on the paper but it was attempted by many and some of the answers were surprisingly good. It is evident that there is a considerable amount of interest in American history in this grade.

Question 7 was a popular question and the answers were often very good, especially as the material required was scattered throughout the text-book.

Question 8 was well answered. The French Revolution and its antecedents are usually well understood by the students.

TRIGONOMETRY

Examiner — Mr. R. A. Patterson

Course I

Too many of the candidates in the Trigonometry I paper were noticeably ill-prepared. The papers bore no evidence of any serious attempt to master the subject. The fundamental theorems could not be attempted by many students who had failed to do serious work during the year.

The papers written by the better students were generally neat, well-arranged and accurately worked out.

Course II

The papers in this examination were of a much higher standard than those written in Course I. The candidates on the whole showed a sound knowledge of the subject matter and the questions were handled in an intelligent manner. Rarely did any candidate fail to do correctly any piece of book work and the greatest source of weakness was found in the use of logarithms. Many of these errors could have been prevented by careful checking of the examples at every stage.

LATIN

Examiner — Prof. A. W. Preston

Of the Grade XII Latin papers candidates found the Authors paper a good deal easier than the Composition and Sight Translation. In the Authors paper, while first classes were relatively few, really bad work was rare. Of the four pieces of translation the fourth presented the greatest difficulty. It was encouraging to find that the rather tortuous syntax of the third stanza of the Horace passage was mastered by nearly everyone. Among the commoner mistakes in the Virgil passage were the confusion of *cedentia* with *cadentia*, *hostia* with *hostis*, the failure to understand the nature of the Dative in *animis* and finally difficulty with the scansion of the first line.

In the Composition and Sight Translation paper greater difficulties were encountered in the Sight Translation than the Composition, and much greater difficulty with the first piece of translation than the second.

Specific mistakes in the sentences which recurred repeatedly were in (1) Present for Future in the Conditional, in (2) the attempt to make the relative agree with *sapientia*, in (4) confusion about construction after verbs of Fearing, in (5) that practically no one knew the word for *spring*, in (6) use of consecutive for final construction.

The first piece of Unseen Translation seemed to be very meaningless to those who did not get the general idea of the story. Unnecessary confusion was created by the mistranslation of *solitum* as "alone" and "solitary" and the all too common translation of *concessu* as concession.

In the second piece most candidates fared considerably better. The most usual mistakes were not knowing to whom or to what *poenis* referred, not realizing the meaning or construction of *utile* and the almost universal ignorance of the meaning of *supplicia*.

EXTRA ENGLISH

Examiner — Mr. C. W. Hall

With only sixteen candidates in Extra English this year, it is impossible to draw valid conclusions about the type of instruction. However, it would seem that too many of these pupils have relied on a knowledge of the texts rather than on ability to evaluate them or to discuss the types of literature which are represented. As a result, the tendency was to produce character studies of Dr. Johnson and Cardinal Manning (Questions 3 and 6) and to synopsise *Journey's End* and *Typhoon* (Questions 1 and 5) with little or no regard to the points on which the questions depended.

GEOGRAPHY

Examiner — Prof. G. H. T. Kimble

With only two candidates presenting themselves for the above examination, it is difficult to make any worthwhile generalizations.

Both candidates appear to have been soundly trained in the basic principles of the subject, and to have enjoyed the benefit of a teacher who was doing his best to keep abreast of current ideas, and not merely content to go by the book. The only aspect of the subject which does not seem to have been taught along up-to-date lines is meteorology. Question 3 was answered without reference to the now-generally accepted air-mass and frontal concepts.

WINTER PRECAUTIONS IN DRIVING

A driver's skill is tested to the utmost by the conditions under which he must drive during the winter months, because there are many added hazards during this time, hazards not present the remainder of the year.

During the winter months the driver cannot see as well as he can during the summer months because of snowstorms, rainstorms, ice, frost and snow gathering on the windshield, and ice and snow glare. Also visibility is lower in winter because there are fewer hours of daylight.

Always clean snow or ice from all windows to assure full vision. Defrosters and frost shields will help keep the windows clear.

TENTATIVE TIMETABLE 1949 --- **SECONDARY SCHOOL EXAMINATIONS** ---

TUESDAY, JUNE 14th.

GRADE		Morning	GRADE	Afternoon
XI	Music.....	9 to 11.30	XI	Instrumental Music..... 2 to 3

WEDNESDAY, JUNE 15th.

XI	Art and Crafts, Courses A, B and C.....	9 to 11.30	XI	Art and Crafts, Courses A and B (cont.).....	2 to 4.30
XII	Art.....	9 to 12	XII	Music.....	2 to 5

THURSDAY, JUNE 16th.

X	English Composition.....	9 to 11	X	History.....	2 to 4
XI	" ".....	9 to 11.30	XI	" ".....	2 to 4.30
XII	" ".....	9 to 12	XII	" and Social Studies	2 to 5

FRIDAY, JUNE 17th.

X	English Literature.....	9 to 11.30	X	French.....	2 to 4
XI	" ".....	9 to 11.45	XI	" ".....	2 to 4.30
XII	" ".....	9 to 12	XII	" ".....	2 to 5

MONDAY, JUNE 20th.

X	Geometry.....	9 to 11	X	Chemistry.....	2 to 4
XI	" ".....	9 to 11.30	XI	" ".....	2 to 4.30
XII	Analytical Geometry.....	9 to 12	XII	" ".....	2 to 5

TUESDAY, JUNE 21st.

X	Algebra.....	9 to 11	X	Geography.....	2 to 4
XI	Stenography and Secretarial Practice.....	9 to 11.30	XI	Non-Specialist French....	2 to 4.30
	Trigonometry.....	9 to 11.30		Biology.....	2 to 4.30
XII	" Course I....	9 to 12	XII	" ".....	2 to 5
	" Course II....	9 to 12			

WEDNESDAY, JUNE 22nd.

X	Physics.....	9 to 11	X	Latin.....	2 to 4.30
XI	Algebra.....	9 to 11.30	XI	Geography.....	2 to 4.30
XII	Latin Authors.....	9 to 12	XII	Latin Composition and Sight.....	2 to 5

THURSDAY, JUNE 23rd.

X	Biology.....	9 to 11	X	Extra English.....	2 to 4
XI	Intermediate Algebra.....	9 to 11.30	XI	Physics.....	2 to 4.30
	Household Science.....	9 to 11.30		Bookkeeping.....	2 to 4.30
	Industrial Arts.....	9 to 11.30		Greek Colson and Grammar.....	2 to 4.30
	Greek Allen and Composition.....	9 to 11.30			
XII	Algebra.....	9 to 12	XII	Physics.....	2 to 5

FRIDAY, JUNE 24th.

X	Household Science.....	9 to 11	XI	Latin Poetry and Sight...	2 to 4.30
XI	Latin Prose and Composition.....	9 to 11.30		German Translation.....	2 to 4.30
	German Authors and Grammar.....	9 to 11.30		Typewriting and Office Practice.....	2 to 4.30
				Agriculture.....	2 to 4.30
XII	German Authors and Grammar.....	9 to 12	XII	German Composition and Sight.....	2 to 5
	Extra English.....	9 to 12			

MONDAY, JUNE 27th.

XI	Extra English.....	9 to 11.30
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THE JUNIOR RED CROSS AND THE SCHOOL LUNCH PROGRAMME

Mrs. Ruth B. Shaw, B.A., Montreal

Two basic factors effect the progress of the school child. One is his physical condition and the other the educational opportunity offered. The Department of Education recognizes the importance of these two factors and is doing all in its power to provide adequate facilities to meet them.

The extensive consolidation of our schools has been strongly advocated by the Department of Education in order to increase educational opportunities for Protestant children, for consolidation results in the teacher being called upon to teach one or a small number of grades instead of dissipating her efforts over six or seven grades. Moreover, pupils in the larger consolidated schools have the advantage of being taught by specialists in particular subjects of the curriculum.

Consolidation further emphasizes the importance of the child's physical condition, and raises another problem because a large percentage of children attending this type of school travel too far from their homes to return to their noon day meal. It is here that the Junior Red Cross, in conjunction with the Department of Education, School Boards, and interested citizens steps into the picture.

The foundation of the Junior Red Cross programme is the stimulation of the active living of the ordinary everyday rules of health. The Junior Red Cross is convinced that, by inspiring its members to practise these rules, and, also, by backing projects which will raise health standards in the community, it will be making a contribution both to the physical welfare of its members and to one of the main objectives of the educational system, namely, fuller benefits from the educational programme offered. The child who is healthy is far more alert and interested than the ailing child who is usually listless and uninterested. The kind of food we eat is basic to our welfare whether we be adult or child. We might consider the noon meal to be the refuelling station of the day. We would not expect a Trans-Canada Airliner to make a trip from Montreal to Edmonton without stopping to refuel with the necessary materials. Similarly, we should not expect children to be alert in school or to participate in school activities if they have not been provided with the necessary materials.

This truth has been widely recognized. In the Canada and Newfoundland Education Association Report the following statement is found: "Health is the first phase of education considered in this report. This is by design, for the securing and maintaining of good health are primary needs of the nation. The first aim of the schools is to develop young Canadians sound in mind and body. Healthy children are public assets; sickly ones are liabilities." And again, after discussing various factors of a full health programme, the Report continues: "Faulty nutrition is being increasingly recognized as a major cause of ill health, absenteeism and physical and mental retardation". It concludes with the following recommendation, "That, where necessary, school lunches be provided to correct diet deficiencies. In the poorer sections of urban districts there are children whose diet is seriously incomplete. In many rural areas, most children carry their lunches to school. Both conditions make the provision of a warm and balanced lunch, with milk, desirable"

In Great Britain, in spite of heavy financial problems, the Government has made it compulsory for all children attending government schools to eat their lunch in school cafeterias, and has proved that this method both improves the health of the child and reduces government costs for illnesses which are preventable. This service, before the war, was widespread, especially in the Scandinavian Countries. In State after State in the United States, a school lunch programme is provided. Our own Junior Red Cross Teachers' Committee of the Provincial Association of Protestant Teachers, in the recommendations for a postwar Junior Red Cross programme drawn up by them in 1945, recommended strongly the organization by the Junior Red Cross of a school lunch service in urban, semi-urban and rural schools.

It is for these reasons that the Junior Red Cross has embarked on a considerable school lunch programme in the Province of Quebec. Similar activities are being carried on in various Provinces in Canada through the Junior Red Cross Departments there.

It all started three years ago in Quebec when the Central School Board of Richmond-Drummond-Arthabaska, in order to provide a better educational opportunity for their pupils, decided to consolidate the High Schools of Asbestos and Danville and bring all the pupils from Grades VII-XI in these two centres to Asbestos, and all pupils from Grades IV-VI to Danville, grades I-III remaining in their home schools. This meant one teacher for one grade, a notable advance from the time when a teacher was faced with anything from three to seven grades. This plan, however, resulted in the fact that approximately fifty children from each town must either eat a lunch brought from home or be provided with a nourishing noonday meal in the school. The School Board realized that the latter of these two alternatives was a duty which it owed to the pupils. But, how could this be brought about? It takes funds to install the necessary equipment and pay a staff. An appeal was therefore made to the Junior Red Cross.

The Junior Red Cross Committee immediately realized the value of such a service both on the physical and mental health of the children concerned, and, over a period of two years, donated \$1,500 to this Board, which had already allocated considerable sums for the purpose, on the understanding that meals of recognized nutritional standard would be maintained and adequate records kept of the results of such a service. A report of the first year's operation showed increased weight, less absenteeism and added alertness, resulting in better school reports for the pupils.

So delighted was the Junior Red Cross Committee with these findings that it was decided to extend this service and similar grants were offered to the School Boards of Knowlton, Cowansville and Lachute. Lunchrooms were opened in Knowlton and Cowansville before Christmas, 1947, and that in Lachute will open as soon as extensions to the school building are complete.

In all these centres, parents and interested citizens were contacted, for it is essential for the success of such an undertaking that the adults of the community should understand, appreciate and cooperate in such a project. This is an excellent means of spreading the gospel of a balanced diet throughout the community and of teaching social behaviour to the children concerned.

Many children did not participate at first and still brought lunches from home. They often supplemented these, however, with milk, dessert or other articles that were made available to them. The number of children in this category decreased rapidly, however. One school which opened with only fifty children taking the full school lunch was serving 165 in five weeks' time. A surprise visit to one of these schools by the Junior Red Cross Staff disclosed the reason for this increase, for lunch consisted of the most delectable chicken pie with baking powder biscuit crust, creamed potatoes, peas, brown bread and butter, milk and ice cream, all for 25 cents; and a glance at two months' menus showed that all the meals were of the same excellent and attractive quality.

Ormstown High School opened its new cafeteria ten days before the close of the session 1947-1948. Offers of grants have gone from the Junior Red Cross to six other School Boards and it is hoped, as funds are available, to extend this important service.

In no instance does the Junior Red Cross provide sufficient funds for the entire cost of equipment and maintenance of these lunchrooms. It is essential that this should be a community undertaking, with the Department of Education, School Board and local organizations all doing their part. Experience has shown that the Junior Red Cross grant should be more than sufficient to cover the cost of equipment, unless extensive structural changes have to be made, while the individual payments made by the children are usually sufficient to pay for the cost of the food served and the salaries of the staff.

The Junior Red Cross has not confined its efforts to the area outside Greater Montreal. A grant of \$4,000 was made to the Montreal Protestant School Board. Rosemount School was chosen as the centre for this experiment and a fully equipped cafeteria was installed with the Central School Board contributing a large sum and the Junior Red Cross Branches of the school raising nearly \$1,000 for the cost of the floor covering. Another grant of \$1,500 was made to Strathearn High School, Montreal, where a survey showed that over half the pupils were suffering from malnutrition. In all, the Junior Red Cross, at the end of June, 1948, had allocated \$20,500 of their funds for this much needed and very constructive and far reaching service.

In all these centres, Junior Red Cross members were asked to do their share. Funds were raised for special equipment such as dishes, cutlery and necessities. Industrial Arts classes made tables, benches, and cupboards for the utensils. Volunteers got busy with paintbrushes and decorated the rooms in pleasing colour schemes. Murals were painted to decorate the walls. Curtains were cut and hemmed. Attractive place mats were designed, and older boys and girls organized work groups, saw that the small children washed their faces and hands before and after the meal, and lined up the little people in orderly rows.

The Red Cross has an additional service to offer. Through the Nutrition Committee of this organization, a highly trained and experienced nutritionist is available to help with the planning of the kitchen and lunchroom, provide lists of equipment and approximate costs, suggest menus and, if desired, pay visits from time to time to make suggestions and help in the solving of problems. A descriptive pamphlet giving information about "The Child's Noon Day Meal" is available. Why not write to the Junior Red Cross, 3426 McTavish St., Montreal, for your copy?

SOCIAL STUDIES AND THE UNITED NATIONS

E. C. Carter, B.A., West Hill High School

The speaker who referred to Lake Success as, "That place with no lake and no success" was more flippant than accurate. The lake, it is true, might be contained in an over-size barrel, but no similar period in history can show a record so full of positive achievement as the three years of the United Nations' life

The teacher of social studies might group this achievement under political and social-economic headings: 1. *Politics*, those international disputes which have been debated in the General Assembly, or passed for action to the Security Council; 2. *Agriculture and Food*, recommendations and accomplishments of the Food and Agricultural Organization; 3. *Labour Relations*, the activities of the International Labour Organization; 4. *Health*, accomplishments of the World Health Organization; 5. *Education*, the work of the United Nations Educational, Scientific and Cultural Organization and of the International Children's Emergency Fund; 6. *Communications*, covered by the International Civil Airways Organization, as well as the Universal Postal Union and the International Telecommunications Union.

In the political field, far from being inactive, the United Nations has been instrumental in settling six disputes, any one of which might have developed into total war. These disputes were debated in the General Assembly and the Security Council. A settlement was reached in each case, in spite of the veto, and with no armed force available to implement the Council's decisions.

In 1946 Russian and British troops faced each other in the occupied territory of Iran. There is no doubt that both sides were interested in the Persian oil fields. The Russians disposed some five divisions of troops against a mere brigade group of British. Initially, the Russian delegate in the Security Council vetoed any discussion of this threat to peace. Yet the weight of world opinion brought to bear on this dispute in the Security Council and the General Assembly had its effect. Before the end of the year British and Russian troops were removed from Iranian territory.

A somewhat similar, if less explosive, situation was the occupation of Syrian and Lebanese territory by French and British troops. Syria and Lebanon tabled their protests before the Security Council. Again, world opinion favoured the little powers, and the occupying troops were removed.

The shooting had already begun between Dutch troops and Indonesian natives when the protest of the Indonesian government reached the United Nations. The Dutch government protested that the fighting constituted a revolution and could not be considered an international dispute. Nevertheless, the Security Council judged this incident a threat to peace, and mediation was imposed.

The dispute between the young Pakistan state and the Government of India over Kashmir was brought to a settlement in the Security Council. It is true that wide variance of opinion still exists in this trouble country, but it is also true that further fighting and bloodshed were averted.

Two other incidents, the Greek-Yugoslav, and the Israeli-Arab League disputes, represent temporary settlements. In the first, the U.N. Border Mediation Committee was sent into troubled territory at a time when both countries were on the brink of a war that must have involved all adherents of two conflicting world ideologies; the second must also fall under the heading of "unfinished business", but here again credit belongs to the U.N. for introducing mediation into an explosive atmosphere.

There is no need to gloss over less successful efforts by the United Nations. There have been a number of such instances: American-Russian tension in Korea, the still unresolved India-Pakistan disputes with regard to Kashmir and Hyderabad, the politically inferior status of negroes and a Hindu minority in the Union of South Africa, the political struggle in Germany. Nevertheless, lack of success is not failure. Here is an assembly representing four-fifths of the world's population where debate and discussion does continue, where every power, large and small, can and does make itself heard, and where the weight of world opinion is brought to bear on every issue. Every settlement in the Security Council so far has been preceded by discouraging initial failure. Teachers should help keep in mind the successes and not scorn the efforts of the U.N.

When we turn to the economic and social work of the United Nations we find scope in our teaching for a wide range of achievement. First we must be clear ourselves, and make clear to our students, what a tremendous field of human endeavour is covered under the general heading Economic and Social Council (ECOSOC). The Council itself administers nine commissions and regional commissions covering such fields as: human rights, status of women, trade and employment, statistics, society, narcotics, regional commissions for Asia, Middle East, Europe, South America. In addition there are the specialized agencies for health, labour, food and agriculture, education, trade, monetary matters, aid to children, etc., each of which leads an independent life within the framework of the Economic and Social Council.

Representatives to the assemblies of these various commissions and agencies are sent by the national governments of the member countries. In some cases they are politicians of cabinet rank, in others they are experts in special fields. In the case of labour conventions countries are represented by governmental, employer and trade union officials. Recommendations are passed by majority vote, and such recommendations then go to the governments of the member countries for ratification in parliament.

It is important to realize that there is no machinery in the ECOSOC for coercion. Each country individually decides whether or not to adopt recommendations of the commissions. Yet via this voluntary system the International Labour Organization alone has seen ninety two of its recommendations implemented by member countries.

The World Health Organization, whose ultimate goal is a condition of physical and mental well-being the world over, and not merely the treatment of sickness, treats diseases such as tuberculosis, cholera, typhus, malaria, and venereal disease as priority projects. Small medical teams work in a number of countries where these diseases are epidemic, study hygienic facilities, gather statistics and make reports.

A concrete example of the global efficiency of this organization was provided a year ago when a major cholera epidemic spread to Egypt, carried by the returning pilgrims from Mecca. Information of the first cases was cabled to the Director of WHO who was then returning from a conference in Switzerland to the United States. The organizational machinery which the WHO officials put into action involve some thirty countries and a dozen international drug companies. Before vaccine could be prepared in large quantities, the vibrio which causes the disease had to be tested, and anti-toxic culture grown. Meantime thousands in Egypt were dying and there was grave danger that the disease would spread over the Middle East and into Europe. Once the proper vaccine was established, all member countries co-operated in the manufacture and shipping of medicaments and instruments to Egypt. Thirty-two tons were flown to Egypt within some twenty-eight days of the first warning. It is interesting to note that the two largest contributors were the United States and Soviet Russia. Here is an accomplishment in the medical field that would not have been possible without the United Nations. Ten thousand lives were lost before the organization of aid became effective, but it is estimated that upwards of one hundred thousand lives were saved because of rapid international co-operation.

In the fight against malaria, the WHO works with the Food and Agricultural Organization, for wherever malaria is prevalent food output drops. Within the limits of their resources these agencies make available the means of combatting the disease — germicides, spray equipment, personal protective methods, etc. Even UNESCO has a part to play here for the fight against disease needs education on the part of inhabitants of disease ridden areas. In some parts of Greece the incidence of malaria has been reduced from 85% to 5% largely because of the work of these specialized agencies.

The International Children's Emergency Fund joins with WHO, FAO and UNESCO in the direct and indirect combat of tuberculosis. Diet deficiency heightens susceptibility to this disease. At present UNICEF is providing some 5,000,000 children and nursing mothers throughout Europe and Asia with one hot meal a day. Sometimes this meal means only a bowl of soup and a little bread, but usually powdered milk and fish oil are provided. At the same time statistics provided by ECOSOC show that some 230,000,000 people throughout the world are in need of such supplemental feeding. In the Russian-dominated Rumanian province of Moldavia something like 60% of the population suffers from pellagra, a disease that begins with painful skin eruptions and ends with degeneration in the nervous system and idiocy. Almost the total diet of these unfortunate people is a coarse maize ground and prepared into an unnutritious porridge.

The brief mention made here to the work and problems of some of the specialized agencies may serve at least to give an indication of the immensity of the task ahead. That task is being tackled on a scale never dreamed of before. Solutions have to be found for providing minimum living standards in a world where 75% of the population is today existing below that minimum standard required for the maintenance of health, and where, at the same time, population is increasing at the rate of fifty million a year.

With these global problems in mind, one thing must be clear to us, namely: that an organization entrusted with the task of blue-printing a world society is utterly imperative. Or, to quote the American historian Dr. Shotwell: "If there were no United Nations today we should have to create one."

I think I speak for most teachers when I say that I believe in the United Nations. I believe that in this organization lies our only hope for peace and world order. I would not be so sanguine as to assert that we shall not fail again to avert a world catastrophe, for it is tragically true that we cannot rule out the possibility of war. Because the danger is there we must prepare. If, in spite of all efforts to make the UN work, one parricidal power should unleash the dogs of war, our duty will remain clear and we shall march as resolutely as we did before. *We* then shall have failed, not the idea of the United Nations.

If we are so criminally irresponsible that we jettison this one hope for peace—either by abandoning the organization or so debasing it that it becomes no longer an instrument of world society but rather an alignment of one ideology against another, then it will be we ourselves who act to push the world into a darkness out of which will come no more light.

The task of teachers is clear. They should instil in pupils the ideal of world society, teach what this organization for peace has done without glossing over its failures, and emphasize in their teaching the meaning of those beautiful opening lines of the Charter: WE THE PEOPLES OF THE UNITED NATIONS...

THE TYPOGRAPHIC ERROR

The typographic error

*Is a slippery thing and sly;
You can hunt till you get dizzy,
But it somehow will get by.
Till the forms are off the presses,
It is strange how still it keeps;
It shrinks down into a corner
And it never stirs or peeps.*

The typographic error

*Is too small for human eyes,
Till the Ink is on the paper,
When it grows to mountain size.
The Boss, he stares with horror,
Then he grabs his hair, and groans;
The copy-reader drops his head
Upon his hands, and moans.
The remainder of the issue
May be clean as clean can be,
But that typographic error
Is the biggest thing you see.*

Irish News.

THE KWAKUITL INDIANS

Pamela Stephen, Vancouver, B.C.

The Kwakuitl Indians of early days were one of the largest and most influential tribes on the Pacific Coast of Canada. Their territory comprised the north-eastern section of Vancouver Island and the central portion of the west coast of British Columbia. In the case of the latter an early invasion of the Bella Coola tribe split their lands into northerly and southerly sectors.

It is believed that their ancient name was Eucletaw and that they belonged to the linguistic group known as the Wabashan.

The Kwakuitls were an acquisitive and aggressive people but not essentially militant. They were skilled carvers, exercising this craft on wood, stone and bone. Though they borrowed many of their arts from their neighbours they showed marked cleverness in adapting them to their own uses and beliefs. The secret societies which played such an important part in the lives of the coast Indians are believed to have originated with the Kwakuitls.

Their villages were built close to the sea where "runs" of fish were plentiful. Security from possible attack was a prime necessity in those early days, and defensive works in the form of overhanging platforms or palisaded ditches often protected their villages. Their dwellings took the form of community lodges which were built facing the water. Some of these, built in the very early days, were erected on stout piles or stilts thirty feet or so above the ground, with steps in the form of a sloping, notched log leading to the entrance.

Nearly everything they made and used came, in some form, from the great, red cedar tree. Cedar logs formed the framework of their community lodges, cedar boards covered these structures which were nearly sixty feet long and forty feet wide. House poles, heraldic columns and house fronts were all handsomely carved with the tribal symbols, as were the inside beams standing on either side of the small rectangular doorway. Some of these carvings represented the owner's crest and it is believed that the heraldic column preceded the totem pole. In these carvings is embodied the outstanding skill of the Kwakuitls as artists and no doubt were what led to the remark of an early explorer who said of them: "Every man here is a painter and sculptor."

A tale is told of the conquest of a Kwakuitl chief by an enemy who was so impressed by the carvings of the house-posts and columns that he determined to carry them home with him. Filling his canoes with all they would carry, he returned to his village, proudly displaying them to his tribesmen. The eagle crest, in this way, became the emblem of the conquering chief and his descendants.

The building of a community lodge was a costly affair and only a wealthy man could afford one. The actual work in its erection was shared by other members of the tribe but it took long and hard effort on the part of the owner and his wife to accumulate the gifts which must be given to those who assisted.

Certain ceremonials took place during intervals in the work. Special speeches and dancing filled other intervals. Feasts had to be provided. The owner of the new lodge realized his life's ambition when he finally took possession of his new home, having dispensed this lavish hospitality to his excited and deeply impressed neighbours. He was now a "house father" and a small chief of his group. These lodges could be inherited through marriage, and the owner was in duty bound to give shelter to his less fortunate relations.

In the winter, life in the lodge centred about the fire on the earthen floor in the centre of the huge room. Here the women sat and wove mats and other household necessities while the men smoked and told tales to the children of adventures in past wars, of the chase and of their prowess on the fishing grounds. Meals were prepared over the fire, and fish and other foods were dried on racks suspended from the roof-beams on twisted withes. Finely woven mats sheltered those about the fire when the leaping flames grew too hot. The only light, apart from that from the fire, filtered through the irregular spacing in the wall-boards or through the smoke-hole or shutter in the roof.

Their principal food was fish, and fishing their chief occupation. There was family or group ownership of deep-sea fishing grounds and these were considered among their most valued inheritances. The fishing was attended by much ceremony. The chief himself held the right of dipping his net for the first catch of oolachan, or candle-fish, which was so much prized for the oil it contained. He wore his ceremonial robes for the occasion, and an important part of the ritual was his address to the spirit of the fishy tribes which began: "Welcome Friend, you have come to give us wealth. Welcome, Oil Woman, you have come that my people may eat." It was also the chief's prerogative to set the day for the annual migration to the fishing grounds and The Feast of the First Fruits always preceded the picking of berries or catching of fish.

The ritual preceding the catching of salmon was especially elaborate and differed from others in that the welfare of the whole tribe, in this case, was sought. Most of the other ceremonies had to do with the progress in wealth, or rank, of the individual. The Salmon ritual did not end until the first fish of this variety had been caught and eaten and proper disposition made of its remains. The Kwakuitls believed that the fish were endowed with conscious spirits and possessed immortality. The remains of this first fish had therefore to be disposed of with great care so that it would be completely free from its flesh after death and able to return the following year. One of the prayers that accompanied the throwing of the unbroken bones back into the sea or river began: "Oh, Supernatural One, Oh, Swimmers, I thank you that you are willing to come to us." They believed that the salmon had in itself the power to appear either in large numbers, or not at all. So they must not be offended.

The women had special prayers that preceded the cutting of cedar roots used for weaving. In these prayers they addressed the tree as follows: "Oh, Friend, I come to ask for your dress . . . I pray you will not be angry on this account, Oh, Giver of Long Life." The canoe-builder also had a prayer which he intoned before chopping down the tree chosen for his handiwork. In this prayer he thanked it for helping him. So ritual and prayer played a large part

in the lives of the Kwakuitls. They were ever conscious of a spirit world about them and of mystical powers which must be propitiated so that they would take a friendly attitude towards their undertakings.

Kwakuitl hats and many of their robes were woven. This was nearly always the case with ceremonial robes which were of handsome and intricate design. Those worn by the chiefs were especially elaborate and were made either from cedar bark trimmed with yarn spun from the wool of the mountain goat or from the rich fur of the sea-otter. The wearer's rank could be recognized by the robe he wore and the richness of its appearance and material. Hats with high conical crowns and wide brims made of fine, closely-woven vegetable fibre with symbolic designs woven into them were usually worn in canoes to shade the eyes of the travellers from the sun or protect them from the rain. Blankets, whose dyed ornamental designs made them things of beauty, were frequently used as wearing apparel and were woven from the fibre of the yellow cedar or cypress.

The Kwakuitls were affectionate where their children were concerned but were stern disciplinarians. Safety at times demanded strict silence and even babies had to learn this fact, for, in case of sudden enemy raids, it was often necessary to snatch up a sleeping child and find shelter in the woods at night. No chances of giving away their hiding places could be taken.

Slaves were obtained through raids on neighbouring tribes and, as they were used for barter as well as for all menial labour, children were sometimes stolen from their parents and raised in servitude. Owing to this fact, children were never allowed to speak to strangers who could not call them by their given names.

Kwakuitl burial customs were somewhat different from those of other tribes. They did not believe in covering the bodies of the dead with earth but placed them in high trees, preferably those which overhung a canyon which made them inaccessible. When a chief died, his body was placed in a small replica of his lodge, the door of which was handsomely carved with his crests. Dressed in ceremonial robes, with his household belongings and personal wealth surrounding him, he lay in state for some time while his family feasted and a shaman performed the essential mystical rites. Included in these rites was the burning of food and personal belongings for it was believed that these would be useful in the future life.

Class distinction was clearly defined, and an aristocracy of blood existed as well as one of wealth and distinction. The wealth of a chief included a name house with the right to use certain carvings and paintings for its decoration, feast dishes with names attached to each, names for his canoes, traditional names for himself and his family, origin myths for public dramatization and, finally, the power to control his social group.

Competition was keen among the various chiefs. One who was offered a feast by a rival must later out-do this feast or be "shamed" in all eyes. Not only was his own reputation at stake but also were those of his family or group. Hence lavish contribution was made to these events by all concerned.

Copper, a metal used for ornaments as well as a means a barter and display of wealth, is found in its native state at a number of places on the Pacific Coast, including Copper River, and was highly valued. The "coppers", which they sometimes broke up and threw into the sea as a lavish show of wealth, were shield-shaped and about two feet long with a raised rib running across the middle, and another from the centre to one end. Their ceremonial masks were sometimes banded with this metal.

Female shamans performed certain duties at child-birth and pacified enemy spirits. These women also endowed weapons, implements and even men with special powers, using prayers and incantations for this purpose. Male shamans wore a small bone dagger in the twisted roll of their long hair and, in certain ceremonies, used this as a weapon in imaginary combat with evil spirits.

The outstanding secret society of the Kwakuitls was the Ha'mats'a. The origin of this society is closely connected with war, as evidenced by the fact that their war god, Wina'lagyilis, or, "One who makes war on the whole world," presided over its ceremonies. The more important performers in the Ha'mats'a dance were warriors who showed great joy when an enemy was killed. This dance, was held during the winter months as were their other religious rituals. The Kwakuitls believed that at this time of the year the people of the spirit world, represented in their ceremonies were in close contact with this earth. During the cold season the tribe was divided into groups, each representing a secret society, and these groups were graded according to the importance of the society which they represented. Each held a feast of its own, but before indulging in it, a bowl of food was sent to the Ha'mats'a, or chief of all secret societies. Hence the powerful position of his followers, the members of his own society. Only the favoured few were chosen for initiation therein, the final ceremony for which was the crowning event of the winter months and perhaps the most spectacular among any of the rituals of the Coastal tribes.

The Ha'mats'a was believed to live in a great lodge in the forests of the north. After due purification and with one female companion, the young initiate set out on a pilgrimage to find this mystical lodge and there learn from the god himself the mysteries of his ritual. In the course of so doing, he would himself become possessed of the wild spirit of the Ha'mats'a and only upon his return to his people and after this unruly spirit was exorcised by the elder members of the cult would he again become a normal human being. His return was the culminating event of the winter festivities, the purpose of which seems to have been to impress the uninitiated members of the tribe with the existence of supernatural powers and the mystical origin of their peoples.

Let us for a few moments shake off the bondage of time and return in imagination together to watch the ceremonies which attended a Ha'mats'a initiation.

The chiefs have already met and agreed that this young man and his family can afford the material obligations involved, and that he is worthy of membership in this great society. Invitations have gone out far and wide. Those receiving them will bathe in salt water for four successive days. Thus will they be purified and offer no offence to those of the spirit world who will attend the ceremonies. They will flick themselves dry with hemlock bows after these early

morning baths and will don their richest robes when they set out upon their mission. At the scene of the ritual the huge winter-dance pole has been erected, the great lodge has been made more roomy by the removal of the partitions. Oolichan oil has been poured unsparingly on the great central fire and its flames will be kept burning brightly. The initiate and an attendant female relative have left the village for the lodge of the Ha'mats'a. There he will stay for four days' instruction into the mysteries of the society and there he will become possessed of the spirit of his great teacher.

All is bustle and preparation in the village. Former initiates have gone to the woods and, at a certain place which they know under the great trees, will learn inspired songs from the spirits. These they will sing at the ceremonies.

Now the great day has come. As the members of each society arrive they are seated in the lodge according to the rank of the organization to which they belong. Those of the Ha'mats'a society have the seats of honour at the back of the great room. Heralds announce the names as they take their places. Laughter rings through the buildings as the tribesmen call back and forth to each other. All are seated, the lodge crowded to capacity. Performers enter wearing rich ceremonial robes and handsomely carved masks representing the peoples of the spirit world who will inspire the songs and dances. Their leader starts to dance slowly around the fire, singing in a peculiar hypnotic rhythm as he sways back and forth. At regular intervals his fellow performers join him forming a moving circle around the fire. Flames leap high throwing their light on the weirdly masked figures of the dancers as they change to a faster rhythm. The chant follows the new rhythm and the low hum of rattles increases until the building is filled with the sound of buzzing wings in the shadows outside the fire.

Whistles now shrill their varying tones above the lower sounds with awe-inspiring effect, heralding the entrance of spirit visitors to the village. Suddenly a ghost dancer, hidden in the shadows, sings his special song in an uncanny voice. The great audience gasps in awe as they hear him. There is a sudden, sharp silence and the room is still. No one moves. All are eagerly expectant into this sea of silence shrills the shouted words, "Hap! Hap!" and a group of the older members of the Ha'mats'a Society burst into the room and dance four times around the fire, crouching low. The audience keeps its eyes on the dancers but there is a sense of strained anticipation. Suddenly the cry, "Hap! Hap!" is heard again. This time it comes from above, from the roof. It is the returned initiate. With violent struggles he tears a great plank from the roof covering, then another, and yet another. The onlookers see his eyes gleaming as he gazes down upon them. At that moment the initiate straightens his body and leaps into the crowded lodge, muttering and gesticulating wildly as he alights. Wearing a kirl and crown of small hemlock bows and still muttering, he charges wildly in all directions. The audience surges forward to catch him but, possessed of the wild spirit of the Ha'mats'a, he eludes their groping hands. Suddenly he rushes to the back of the building, and dropping his skirt and crown, disappears from his pursuers.

Three times he reappears rushing in and out of the room but, try as they may, none can catch him. His cry of "Hap! Hap!" now sounds from the beach and, in great excitement, the crowd rushes after him, joining hands and endeavouring the catch him in the ring thus formed. Again he eludes them and, after the fourth attempt, they give up the chase. A naked man now appears in his path. The mad novice stops his wild gyrations and rushes upon this figure seizing his arm in his teeth. At this moment the girl who has been his attendant upon his pilgrimage appears. She dances slowly backwards, trying to entice him to enter the lodge with her. He hesitates, watches her craftily for a few moments, then dashes after her into the lodge.

The ritual dancers rapidly withdraw from the surging crowd and move into the building after the novice and his companion. Here they surround him, dancing and singing the incantations which have been specially prepared for this occasion. As the young initiate sinks exhausted to the floor, the wild light dying out of his eyes, a group of the older members of the society enter. One by one the dancers move out of the door leaving the young brave and his companion to the ministrations of these elders who have the wisdom and the powers necessary to exorcise the spirit of the northern god and to purify the young man and his attendant and restore them to their people as normal human beings. Yet, with this initiation, has come to this youthful Kwakuitl a new wisdom which will remain with him all of the days of his life. As a member of the Ha'mats'a society he is set apart from the other members of his tribe.

These old customs are becoming legendary as the Kwakuitl peoples draw closer and closer to the ways of our western civilization. They have fought in our wars, and today are leading figures where the fishing industry of British Columbia is concerned. Instead of ancient and forgotten incantations, they now use radar to enhance their catches of salmon, and herring. So time has swept them into our western ways, and the old customs will soon live only in the written word, where they will point to the long road these peoples have travelled to stand by our side today as citizens of Canada.

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- A-24 A Multitude of Suns
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 A-26 The Sun's Family
 A-27 Interesting Things about the
 Family
 A-28 Our Neighbour, the Moon
 A-29 The Changing Moon
 A-30 How We Dream about the
 Sky.

BOOK REVIEWS

Forest Ranger, by Jack Hambleton, is an adventure story of Canada's Northland. The characters and many of the events related are taken from actual life, and reveal the spirit of those who protect the forests. The story of the young ranger and his dog in Algonquin Park, and the tracking down of criminals leading to the promotion of the hero to the position he wanted will interest any boy. The description of forest, river and the animals of the north and the information about ranging and bush flying add colour to the narrative. Published by Longmans, Green and Company, 226 pages, \$2.75.

A Country Lover, by Helen Guiton, is the story of the quest of a young French Canadian farmer for love and happiness. In the village of Ste. Madeleine, Jean Paul Lamarche grows up contentedly, attending to his work, meeting his friends, and participating in the religious life of his community. His visit to Quebec finds him contracting a marriage that eventually ends in tragedy, induced largely through gossip and interference. The illustrations by Jean Simard suit and enliven the text.

Miss Guiton has caught the spirit of the French Canadian in a manner equalled by few of her English speaking compatriots. In addition, she describes life in the bleak northland in most realistic fashion. The Educational Record congratulates her upon her power of depicting characters in a simple setting and in picturing French Canadian life as it is. It also wishes her success in future undertakings. Published by J. M. Dent and Sons, 254 pages, \$3.00.

This New Canada, by Margaret McWilliams, of Winnipeg, consists of sections on Canada Today, Creating the Nation, The Machinery of National Life and The Task of the Canadian. Tracing the growth of Canada the author shows its unique position in the world and the part it plays in the Commonwealth. The sections on the government of Canada, their activities, the administration of justice and Canadian citizenship are particularly needed today. The whole book, in fact, can be read with profit by anyone interested in the history and development of this country. It is charmingly written and the facts conveyed are well chosen. Home and School Associations, Women's Institutes and reading circles would find their time agreeably and profitably spent in the discussion of this timely and well written book. The illustrations and graphs are excellent. Published by J. M. Dent and Sons, 328 pages, \$3.75.

The Golden Warrior, by Canadian born Hope Muntz, is the story of King Harold and William of Normandy, known as William the Conqueror. It is a historical novel, the fruit of learning and imagination, that relates the rivalry, violence and intrigue as to who should succeed King Edward the Confessor. For the facts and characters the author consulted contemporary sources and those of the 12th and 13th centuries.

Every good teacher of British history will like this story, for it breathes the spirit of England of that day. The account of the battle of Hastings is particularly well written and reader will see clearly how superior morale, dignity and strategy won the day for William. Published by Chatto and Windus (Clarke, Irwin and Company, Agents), 400 pages, 12-6.

Sam and the Superdroop, by Munro Leaf, is a book of comics that many parents are looking for to combat the evils of the over-popular comic. Sam is an average boy of ten years old and the Superdroop is a peculiar and rare form of "Comicbookitis" who was invisible to all but Sam. The book tells their adventures together: "This is Punkinhead's hideout, and he is tougher than last week's bubble gum". "Get your boots and saddle 'cause we ride the range tonight". "Creeping, crawling, stumbling over roots and bumping into vines and trees, Sam followed Superdroop". "Better send away next week for an imitation pair of these Plutanium Tootshus". Published by the Viking Press (Macmillan Company, Agents), 122 pages, \$2.00.

No Man an Island, by George Whalley, of Bishop's University, is a collection of forty-one poems written mainly between 1939 and 1944. They reflect the experiences and emotions of the author while he served in the Navy on the Atlantic, the North Sea and the Mediterranean. This volume clearly shows that a new and powerful voice has risen in Canadian poetry. Whalley can use the pure lyric, descriptive lyric or dramatic form with equal ease. Writing in the freest type of free verse his expressions are always poetical for he maintains line cadence and excellence of thought. The terseness of his description is often astounding and his images are delightful. "Battle Pattern" ranks high in the dramatic poetry of World War II. Published by Clarke, Irwin and Company, 70 pages, \$1.50, paper cover.

All Fool's Day, by Audrey Alexandre Brown, is a collection of fifty-two lyrics written during the past decade by this outstanding Canadian. Of these "Vain Vigil" and "The Goldfish" are gems of purest ray. The last stanza of the former reads:

Rose gold, green-gold, gay,
The leaves rushed out on the air;
Suddenly Spring was there—
Sweet thief! I watch, but yearly she takes me unaware.

The volume deals with diverse topics such as "Nobody Home", "The Dark Cat" "Enigma", "The Negress". Each has the well-known touch of Miss Brown, and that means the stroke of a master. The collection adds lustre to her name. Published by the Ryerson Press, 56 pages, \$2.50.

The Rocking Chair and Other Poems, by A. M. Klein of Montreal, is a collection of thirty-eight poems many of which attempt to interpret the Province of Quebec. Differing from the theme of "Hath Not a Jew", Klein now writes of Montreal and the French Canadian. His form is very free verse and many of his thoughts are novel. Published by the Ryerson Press, 56 pages, \$2.00.

Education in a Divided World, by James Bryant Conant, is an effort to have citizens examine the aims of the schools and consider the work of the teacher in the building of a nation. If western democracy is fit to survive the Russian challenge, the President of Harvard University affirms that we must demonstrate vigorously the vitality of our beliefs in democracy and freedom. Such beliefs must be put into practice by hastening the day when equality of opportunity will be available to all—even though this may take twenty-five years or more to accomplish because of the desire of the educator to give their children greater opportunities still, and the consequent weakness of the desire of the illiterate or near illiterate to care adequately for the education of their children. Published by the Harvard University Press, (Book Society of Canada, Agents), 249 pages, \$3.75.

On Being Canadian, by the Right Honourable Vincent Massey, former Canadian High Commissioner in London, is an interpretation of Canada and of the desirable attributes of Canadians. The author shows that the outside world is becoming increasingly interested in Canada, that Canadians are displaying greater pride in their country, that their writers are producing books of high quality—novels, histories and volumes of verse—that reveal a new confidence in their country, and that the Arts are finding an appropriate place.

That Canada needs more publicity of the right type is amply demonstrated and Mr Massey has made a good case on which one may build. He considers it a national duty for one to publicize his country but to do so with discretion. Part of this, he says, is the teachers' task, "Canadian boys and girls will become good citizens by breathing the atmosphere of Canada in their schools". In the creed that follows the author outlines a six-point formula which should be taught to every young Canadian. Published by J. M. Dent & Sons 198 pages, \$3.00.

Schooner Bluenose, by Andrew Markel, is the story of the famous racing queen of the North Atlantic fishing fleets, from the day of her launching. It is told by the man who reported the races for the Halifax Herald. The Bluenose was the pride of the Maritimes, "the fleetest fishing boat ever to sail the Seven Seas". The fishing boat races followed those for the America Cup after Sir Thomas Lipton had tried with four Shamrocks to beat the best racing schooners that America could produce. A condition was set up that the new racers should also be useful—and that they must engage in the fishing trade as well as race. The building of the Bluenose was the reply of Nova Scotia to the challenge. More than two score of excellent photographs by Wallace R. MacAskill illustrate the Bluenose and her various competitors. Published by the Ryerson Press, 70 pages plus photographs, \$4.50.

In Search of South Africa, is the fascinating account of the travels on that continent by H. V. Morton who writes travel book best-sellers and is well known for his volumes on the Holy Land, particularly "In the Steps of the Master". Arriving at Johannesburg, the author quickly took the thirty hour journey to Cape Town, then continued east to Port Elizabeth, Port St. Johns, and thence into Natal, the Orange Free State and the Transvaal. The author had read a great deal about the country before starting his journey. From that he builds up an extensive bibliography. The record is therefore graphic, historical and authoritative. The style is attractive, and a light kindly humour is frequently discernable as Morton records his experiences with natives and races in the countries visited. Two good maps and sixteen excellent photographs make the text more intelligible. Published by S. I. Reginald Saunders, 359 pages, \$3.75.

Not Without Beauty, by John A. B. McLeish, Principal of Three Rivers High School, is a collection of seven short poems. The title poem is written in rhyming verse with varying length of line. Albeit, the author has a keen poetic sense and, no matter what the length of the line may be, the poetry is apparent in the thought, expression, and feeling conveyed.

This reviewer was especially impressed with "Autumn Song". The author has caught the spirit of autumn in a new way for he regards this as the season of adventure. The few lines have a lilt of their own and the reader is caught in the arresting quality of their music. Published by the Ryerson Press, 8 pages, 60c.

Educational Psychology, by Gates, Jersild, McConnell and Challman is a complete revision of the Gates Psychology which has been used so commonly in teachers' colleges for many years. In this edition the processes of acquiring meanings, thinking and problem solving have been given far more attention than previously, in accordance with modern views concerning the learning process. The purpose of the book is to bring the results of research to bear upon the major activities and problems of the teacher. Many of the case studies are very revealing. Some interesting chapters have been written on the mental hazards of the school child, guidance of the individual child and the mental health of the teachers. Published by the Macmillan Company, 818 pages, \$4.25.

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

April 27th and August 25th, 1948

Pensions granted to teachers 56 years of age and over: Alphéda Vermette, Eugénie Cain, Florida Fournelle, Amy J. Thorman, M. Anne Arseneau, Mary E. Hooson, Marie-Rose Blanchet, E. Caroline Bouchard, Annie Louise Baizley, Eugénie Gagné, Dorcina Beaudry, Marie R. Eléonore Laganière, Bessie L. Bent, Marie B. Trudeau, L. Amélia Duguid, Eve Isobel Whitehead, Marguerite Morris, Frances R. B. LeDain, Violet H. Hutcheson, Marie Blanche Renaud, Agnes E. Grant, Marie Rose Amanda Bérubé, Hélène Pelletier, Harriet F. Moss, Ella Mabel Ward, Samantha E. Wiggins, Marie Lumina Bilodeau, Marie-Ernestine Gagné, Ida Helvetia Bruneau.

Pensions granted to teachers under 56 years of age, due to sickness: Alma Clarke, Vitaline Dagenais, Amélia Legault, Délia Latour, Alice Bouchard, Marie Louise Morin, Laura Leblanc, Albertine Paillé, Albina Bergeron, Joséphine Dionne, Marie Valéda Hallé, Marie Laurette McDonald, Jénéline Bilodeux, Imelda Veilleux, Alice Bourque, M. Claire Héroux, Maria Dumont, Maria Ange Gagnon, Mary G. Carlin, Marie B. Alice Landry, Célestine Laflamme, Jessie Snaden, Alexandrine Bédard, Aline Duclos, Cécile Lizotte, Jeanne Grand'Maison, Béatrice Bégin, Edith May Scott, Marie-Alice Côté, Robina M. Meldrum, Germaine Fournier, Elizabeth Fournier.

Pensions granted to begin at 56 years of age: Margaret J. Taylor, Dorothy A. Allan, Hazel C. Keddy, Dorothy May Fullerton, Anna Bonin, Marie Emilia Tousignant, Myrtle Viola Prouty.

Pensions granted to teachers 60 years of age and over: William Anderson, Thomas J. McVittie, Duncan A. MacRae, J. B. Lafontaine.

Pensions granted to teachers under 60 years of age, due to sickness: Arcade J. Langlois, Patrick A. MacKinnon, Solyme Cabana, Howard Nicoll.

Request for reimbursement of stoppages granted: Gabrielle Boudriau, Thérèse Dandurand, Gisèle DesRosiers, Ida Dumas, Evelyn Friedman, Rachel Gagnon, Hélène Gallant, Laurette Hamel, Cora Jane Healy, Alice Laliberté, Aurore Latulippe, Simone O'Leary, Florence Riche, Cécile Poissant, Marie-Jeanne Pratte, David Proulx, Marie-Anne Roy, Ruth St. Amant, Esther Tamarin, Bibiane Bilodeau, Gertrude Bolduc, Marguerite Clermont, Béatrice Demers, Marie-Blanche Demers, Harriet de St. Croix, Georges Dion, Jeannette Fontaine, Louise Forget, Simone Gervais, Pulchérie Guillemette, Marie-Jeanne Lajoie, Berthé Larouche, Cécile Mailhot, Doris Morant, Gilberte Morin, Emma Ouellet, Marie-Jeanne Ouellet, Jeannette Rodrigue, George Runnells, Béatrice Soucy, Bertha Tremblay, Carmen Wilson, Elizabeth Beck, Rita Bilodeau, Marie-Louise Comeau, Béatrice Gagnon, Yvette Gagnon, Laurette Giguère, Dorothy Kerr, Germaine Lamoureux, Béatrice Lauzon, Agnes Rennie, Adrienne Rousseau, Bernadette Savard, Yvonne Turcotte, Marion Helen Watson, Alice Berthiaume, Ruby Copping, M. W. Davidson, Lorenzo Decary, Marie Flore Dumas, Germaine Guilbert, Ubaldine Ménard, Eugénie Morneau, Delphine Morissette, Georgianna Sabourin, Gemma Savard, Lila Smiley, Donna Snow, Marie Anne Vidal, Blanche Baron, Georgianna Bérubé, Angéline Cédrias, Adrienne Drouin, Amérilda Gagnon, Hélène Houle, Françoise Lavigne, Paulette Lavoie, Aurore Robenheimer, Marie Josephe Savard, Ruth Schnebly, Fernande Turcotte, Blandine Alarie, Gilberte Bélanger, Marie Anne Bernier, Marie Anne Bilodeau, Marie Louise Comeau, Emilienne Côté, Winona West, Alice Drapeau, Laure Alice Fortin, Bernadette Gaudreault, Mabel Hill, Monique Lamarche, Laurette Langlois, Laure Lanoue, Alexandrine Lapiere, Marie Louise Lemire, Rose Alma Patenaude, Lucienne Roy, Gabrielle Touzin, Bertha Audet, Estelle Beaudoin, Simonne Beaulieu, Julienne Bernèche, Oliva Brault, Elton Butler, Alexandre Chouinard, Marcelle DeRouin, Bernadette Dion, Thérèse Ducharme, Germaine Dumont, Roy Filion, Claire Genest, Angéline Gravel, Alice Lapointe, Georgette Laprise, Marie Ange Legault, Jean McNaughton, Simonne Morissette, Agnes Munro, Cécile Normand, Hortense Perreault, Annette Privé, Céline Robert, Joseph Robert, Laurence Savard, Méline Théoret, Marguerite Veilleux

DANGER TO CHILDREN

One of every six school-age children injured by automobiles in the nation is hit when coming out from behind a parked car.

MINUTES OF THE SEPTEMBER MEETING OF THE PROTESTANT COMMITTEE

Offices of the Montreal Protestant Central School Board, September 24, 1948.

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

Present: Dr. G. G. D. Kilpatrick (in the Chair), Mr. Howard Murray, Mr. A. K. Cameron, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Dr. F. Cyril James, Mr. Harry W. Jones, Mrs. T. P. Ross, Dr. W. Q. Stobo, Hon. G. B. Foster, Mr. W. E. Dunton, Dr. Sinclair Laird, Mr. T. M. Dick, Mr. D. C. Munroe and the Secretary.

The minutes of the previous meeting were read and approved.

On the motion of Mr. Murray, seconded by Mr. Foster, it was resolved that the secretary be authorized to keep the minutes of future meetings of the committee inscribed on typed sheets in a loose leaf note book with numbered pages, and that copies be made and circulated to the members of the committee.

Apologies for absence were received from Senator C. B. Howard, Mr. L. N. Buzzell, Mr. George Y. Deacon, Dr. S. E. McDowell, Rt. Rev. John Dixon, Dr. W. L. Shurtleff, Mrs. A. Stalker and Mrs. Roswell Thomson.

The Report of the Director of Protestant Education contained the following information: (1) Mr. Norman W. Wood was appointed as Special Officer in the Department of Education from August 1, 1948. (2) Almost all the recent appointees to the Department of Education have transferred their stoppages from the Teachers' Pension Fund to the Civil Service Pension Fund. (3) The helping teachers visited 280 teachers for a total of 840 days during the 1947-1948 session. (4) Many children of Displaced Persons were registered in the Protestant schools, and special attention was being given to them with the result that all have adapted themselves readily to their new surroundings and are learning English rapidly. (5) The first four-year term of office of three County Central School Boards expired on June 30, 1948, and the members were re-elected or their successors appointed. (6) The number of candidates writing the complete High School Leaving examinations continues to increase as the following figures show:

<i>Year</i>	<i>Number of Candidates</i>	<i>Year</i>	<i>Number of Candidates</i>
1940	1756	1945	1832
1941	1734	1946	1948
1942	1539	1947	1965
1943	1649	1948	2063
1944	1744		

In addition, the number of candidates writing supplementary examinations is growing. (7) The number of pupils registered in the Emergency Training Class in July and August 1947 was but eight. Of these only three continued their training throughout the winter and last summer. These students made satisfactory progress and were admitted to the Elementary class in September. (8) Seven annexations of school municipalities and three complete unions of territory under Section 38, Chapter 15 of the Act 8 George VI were completed

during the session 1947-1948. Four school municipalities were created by dissent. The name of Jeune Lorette Village was changed to Loretteville and Cap Désespoir was changed to Cap d'Espoir. (9) The Gaspesia Sulphite Company has again offered three bursaries of \$50 each for the boys in Grades IX to XI on the Gaspé Peninsula who will rank highest in the examinations of June 1949. (10) A survey is to be made shortly of the knowledge of school pupils concerning Canada and the United States. This is a continuation of the investigation commenced in 1932 by Dr. Arthur A. Hauck, President of the University of Maine. (11) The National School Broadcasts this year will include a broadcast by the Toronto Symphony Orchestra under Sir Ernest Macmillan and another one by the Vancouver Symphony Orchestra under Jacques Singer. Julius Caesar will be presented every Friday from February 18th to March 18th, 1949. Several books of Canadian authors will be dramatized, Canadian legends told and incidents in the lives of certain Canadian pioneers recounted. (12) The number of candidates admitted to teacher training is gradually increasing, those for the current session being: School for Teachers: Elementary Class 76; Intermediate Class 54; McGill University 24; Bishop's University 13; a total of 167. The Report was received on the motion of Dean Laird. Arising from the report Mr. Cameron asked whether additional accommodation had been secured for the staff of the Department of Education in the Government offices in Quebec, and Mr. Foster was delegated to interview the Premier on this subject.

The motion of which Mr. Munroe had given notice was seconded by Mr. Dick, namely that a practising teacher should be recommended to the Lieutenant-Governor-in-Council for appointment to the Central Board of Examiners. After a lengthy discussion, the motion was lost.

Reports were received of summer schools as follows: (a) Macdonald College Summer School: 75 students were enrolled in the class leading to the Advanced Intermediate diploma and 50 in that leading to the Advanced Elementary diploma. (b) French Summer School: 28 students were registered. In addition to the ordinary work of the school, a survey of French Literature in ten lectures was given by Professor Jean Launay and Professor Paul Lengrand. A feature of the course was a tape recorder which was used to advantage in pronunciation classes. (c) Bishop's University Summer School: 24 teachers were in attendance and courses were given in Developmental and Remedial Reading, the Teaching of Language and Grammar, the Teaching of Latin, Principles of Education, and Greek Civilization. The reports were received on the motion of Dean Laird, seconded by Mr. Jones.

The Sub-Committee on Grants reported as follows: The amount of \$298,372.50 available for distribution for 1948-49 is \$2,337.50 less than that of 1947-48, the revenues from the Marriage License Fund accounting for the decrease. The usual reserve of \$3,700 for the Poor Municipality Fund, according to Section 470 of the Education Act, has been deducted from the Marriage License Fund.

Ordinary grants to high schools are \$189,280, an increase of \$23,535. To intermediate schools the ordinary grants are \$79,165, a decrease of \$2,645, which is due to the changed status of a number of these schools during the past session.

Special grants to high schools total \$23,600 and to intermediate Schools \$6,325, a total of \$29,925. These grants are for the following purposes:

High Schools:

Grade XII in 7 schools.....	\$ 10,500.
Industrial Arts in 9 schools.....	5,200.
Physical Education in 5 schools.....	2,600.
Music in 6 schools.....	1,600.
Assistance for the teaching of Agriculture, Commercial subjects and Visual Education in 3 schools...	3,700.
TOTAL.....	\$ 23,600.

Intermediate Schools:

To assist in paying the principal's salary in 5 schools	\$ 2,200.
For high school pupils' education in other schools.....	2,400.
For Music, Visual Education, Equipment and other purposes.....	1,725.
TOTAL.....	6,325.

TOTAL SPECIAL GRANTS..... \$ 29,925.

The ordinary grants in both high and intermediate schools have been based on the following two items:

(a) a grant based on the number of high school teachers and the valuation for each teacher, which is obtained by dividing the total valuation of the municipality, as reported by the secretary-treasurer, by the total number of teachers in all grades from I to XI. The scale is as follows:

<i>Valuation per Teacher</i>	<i>Grant</i>	<i>Valuation per Teacher</i>	<i>Grant</i>
Under \$80,000.....	\$1,200	140,000 to 150,000.....	\$ 600
\$80,000 to 100,000.....	1,100	150,000 to 160,000.....	500
100,000 to 110,000.....	1,000	160,000 to 180,000.....	400
110,000 to 120,000.....	900	180,000 to 200,000.....	300
120,000 to 130,000.....	800	Over 200,000.....	200
130,000 to 140,000.....	700		

(b) a grant of \$10.00 per pupil enrolled in the grades VIII to XI inclusive.

The above scale has been modified only in a small number of municipalities where exceptional conditions prevail.

The average tax rate on Protestant properties in the High School municipalities in 1947-48 was \$1.33; in the intermediate municipalities \$1.32.

All municipalities that participate in the Superior Education Fund also receive substantial grants from the Public School Fund. Conveyance grants are also paid to 49 secondary school municipalities.

It is recommended that: (1) St. Andrew's East be removed from the list of intermediate schools inasmuch as the school is now elementary, high school pupils being educated at Lachute. (2) Windsor Mills be reduced to intermediate status because senior pupils are now attending St. Francis College, Richmond. (3) Ascot be removed from the list of intermediate schools, as the high

school pupils are now attending Lennoxville High School. (4) Athelstan Special Intermediate School be demoted to elementary status (effective September 1949). In the spring of 1948, only one pupil in Grades VIII and IX was from Hinchinbrook District No. 6 in which the school is situated. Nearly all pupils of high school grades from other districts of Hinchinbrook are being sent to Huntingdon and Ormstown. The school municipality of Elgin had six high school pupils attending Athelstan in 1947-48. By June 1949, Hinchinbrook will, with the exception of District No. 6, be united to neighbouring municipalities.

The report was received and the recommendations approved on the motion of Dr. Stevenson, seconded by Mr. Jones.

On the motion of Dr. Stevenson, seconded by Mr. Jones, it was recommended that the sum of \$18,080 be distributed to poor municipalities according to the schedule submitted.

The report of the Education Sub-Committee contained the following recommendations: (1) That, owing to certain objectionable features in one of the History textbooks, the Director of Protestant Education had altered the prescription to the following: Creighton: Dominion of the North (Houghton Mifflin); Lower: Colony to Nation (Longmans); McInnis: Canada, A Political and Social History (Clarke Irwin); Wrong: The Canadians (Macmillan). The sub-committee recommended that the action taken by the Director be ratified. (2) That the requirements for Grade XII Latin be recommended as follows: 1. The course shall consist of translation of sentences involving the constructions required for Junior High School Leaving with the following additions: (a) Temporal Clauses with Dum, Donec, Quoad, Antequam and Priusquam; (b) Clauses introduced by Quin and Quominus; (c) Causal clauses; (d) Concessive clauses; (e) Subordinate clauses in Indirect discourse. 2. The vocabulary required to translate the sentences given in the examination should be chosen from selections from Caesar read as part of the course in Latin Authors. It was recommended that the Director of Protestant Education, Dean Laird, and Mr. Dick confer with Professor Carruthers, Mr. Brash and Mr. Kerr and submit a report at the next meeting of the vocabulary to be required in both Composition and Sight Translation. (3) That the suggestion that Greek be removed from the course of study for Grades X and XI be laid on the table. (4) That there be no change in the Grade XII course in Music for 1948-1949 but that steps be taken to ascertain whether McGill University will accept as the equivalent of first year Music a course in that grade in which the requirements and standards may not be identical with those of McGill. The latter was referred to a special committee consisting of Dean Laird, the Director of Protestant Education and the Convener of the Sub-Committee for further study and report. (5) That the principal of each school should be required to advise the Department of Education annually of the literature that should be committed to memory by the pupils of Grades VIII to XI, the prescription to be not less than 250 lines in Grades X and XI. The report was received and the recommendations adopted on the motion of Mr. Dick, seconded by Dr. James.

Miss Ruth Low, Assistant Supervisor of English, reported upon her work. The Chairman congratulated Miss Low upon the report and its presentation.

Mr. Dunton reported upon the work of the Montreal Protestant Central School Board and commented upon the enrolment, the Health Survey under Dr. Vivian, the importation of teachers from the British Isles, the new hostel for teachers, and the awards for service given to teachers with over nineteen years of service.

Mr. Munroe proposed that "Whereas the shortage of teachers during the past several years has seriously affected the Protestant schools of Quebec, whereas in recent years important changes have been introduced in programmes of professional training for teachers elsewhere in Canada, as well as in Great Britain and the United States, whereas a higher standard of professional training would improve the efficiency and increase the prestige of the teaching profession; be it therefore resolved that the committee on Teacher Training be instructed to study the programme of professional training in this Province with the view to closer integration between the programmes in which candidates are prepared for the Elementary, Intermediate and High School diplomas, and to explore with the university authorities the possibility of academic credit for those who successfully complete this course." The motion was seconded by Mr. Dick and carried.

A letter was read from the National Office of the United Nations Association in Canada, Ottawa, stating that Monday, October 25th, is being set aside as United Nations Day and asking that the schools of Quebec participate. The Director of Protestant Education was asked to prepare a letter to the school principals to bring the date and its significance to their attention.

Dr. Stevenson stated that there appear to be great differences in the conception of the duties of the Supervisors of the Central School Boards and asked that their duties be defined, in a manner somewhat similar to those of principals and teachers, in the Regulations of the Protestant Committee. On his motion, seconded by Mr. Jones, it was decided that the Department of Education and the Rural Sub-Committee consider this matter and report to the Protestant Committee in due course.

Mr. Eric Fisher proposed that the Protestant Committee take the necessary steps to secure the enactment of an amendment to the Act 8, George VI, Chapter 15, or alternatively of a special act in accordance with the request contained in the resolution of the Protestant Central School Board of the County of Brome reading as follows: "Be it resolved that the Protestant Committee be requested to take the necessary steps to have a draft act presented to the Government requesting that all property belonging to the School Municipality of Knowlton be transferred to the Brome County Central School Board that the said Board be authorized to issue, in its name, \$60,000 of first mortgage bonds to replace those in the process of being issued by the School municipality of Knowlton." The motion was seconded by Mr. Jones. As an amendment, however, Dr. James moved, seconded by Mr. Munroe, that the proposal be referred to the Legislative Sub-Committee. The amendment was carried.

On the motion of Mr. Cameron, it was resolved that the Director of Protestant Education should prepare a report and present it to the next meeting as to how the cost of operation and maintenance should be borne for the new large high schools that have recently been built.

There being no further business, the meeting then adjourned to reconvene on Friday, November 26th, unless ordered otherwise by the Chair.

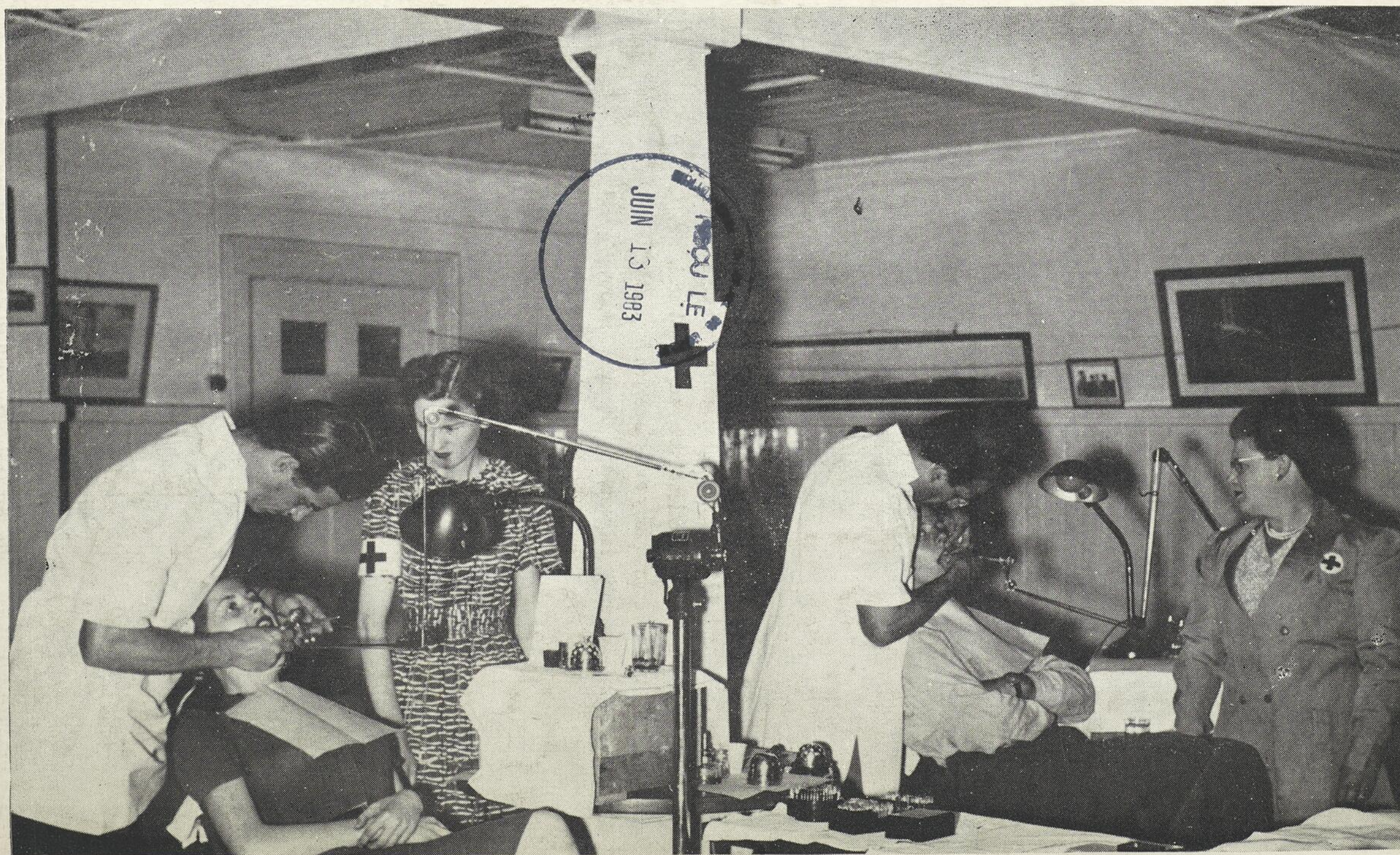
W. P. PERCIVAL, Secretary.

G. G. D. KILPATRICK, Chairman.

THE TEACHER

No thought of selfish gain directs his will,
As day by day he strives, with sure command,
To teach his pupils how to understand
The processes of thought, and then with skill
Lets practice follow precept wise, until,
Like welcome sunrise o'er a darkened land,
Enkindling knowledge gleams on every hand,
And bids him dream of brighter prospects still.
Unsung his patient care and honest zeal,
His scorn of folly and his search for truth;
Yet on he labours, with his heart aglow,
Like master potter at his whirling wheel,
To fashion, mould, and shape the mind of youth,
Creating better than himself can know.

James McLetchie,
Baron Byng High School.



SCHOOL DENTAL CLINIC AT BURY