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Photo by A. J. Gillis

ROBERT W. SERVICE AT HIS CABIN — Referred to in the article by Mrs. Celesta Hamer-Jackson
Courtesy of the White Pass Yukon Railway

AN OLD MAN'S THOUGHT OF SCHOOL

An old man's thought of school,
An old man gathering youthful memories and blossoms that
youth itself cannot.

Now only do I know you,
O fair auroral skies—O morning dew upon the grass!

And these I see, these sparkling eyes,
These stores of mystic meaning, these young lives,
Building, equipping like a fleet of ships, immortal ships
Soon to sail out over the measureless seas
On the soul's voyage.

Only a lot of boys and girls?
Only the tiresome spelling, writing, ciphering classes?
Only a public school?

Ah more, infinitely more;
(As George Fox rais'd his warning cry, "Is it this pile of
brick and mortar,
These dead floors, windows, rails, you call the church?
Why this is not the church at all—the church is living,
ever living souls.")

And you, America,
Cast you the real reckoning for your present?
The lights and shadows of your future, good or evil?
To girlhood, boyhood look, the teacher and the school.

WALT WHITMAN

THE EDUCATIONAL RECORD

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CONTENTS

	Page
Editorial.....	194
Next Steps Following the Survey.....W. P. Percival	196
The Value of Mental Hygiene in the School.....Mrs. Selena Henderson	201
A Natural History Museum in the School—Part II.....F. O. Morrison	206
The Island of Orleans.....Marius Barbeau	210
The Puritan Maid.....E. C. Woodley	217
Archibald Lampman.....Duncan Campbell Scott	221
Robert W. Service.....Celesta Hamer-Jackson	226
A Summer Theatre for Teachers.....William Angus	229
Student Councils in High Schools.....C. G. Hewson	233
Extra-Curricular Activities.....Stuart Wright	236
Heroic Poland.....Lawrence J. Burpee	238
Book Reviews.....	241
Grade X June Examinations, 1943.....	242
High School Directory, 1943-1944.....	244
Intermediate School Directory, 1943-1944.....	249
Summary of the Minutes of the Administrative Commission of the Pension Fund.....	252
Minutes of the May Meeting of the Protestant Committee.....	253

THE EDUCATIONAL RECORD

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Vol. LIX

MONTREAL, OCTOBER-DECEMBER, 1943

No. 4

EDITORIAL

THE CHEERY CLASSROOM

An increasing number of classrooms present a pleasing appearance not only with their coats of light buff and green but also because teachers and pupils are attending to colour scheme and type of decoration. The same artistic taste that is evident in many homes is being displayed in the schoolroom.

The walls of the cheery classroom are adorned with a few suitable pictures, neatly framed. These are hung low both for the artistic effect which that creates and for the purpose of allowing admiration. The window shades are drawn only to protect the children from excessive sunlight.

Books are neatly arranged on open shelves, and attractive teaching material or articles brought to school by pupils adorn the top of the bookcase. A few plants or flowers in season are on the teacher's desk and window sills. On an extra table or two are found examples of recent construction work done by the pupils. In many classrooms an aquarium contains interesting specimens of aquatic life. The sand table causes a visitor instantly to inquire upon what enterprise the pupils are engaged. Hymn books and song books which are used daily during the opening exercises and the singing period adorn the piano.

The classroom effects are not only decorative; they also aid instruction. Newspaper clippings, which are frequently changed, cover notice boards indicating that teachers and pupils have interest in current events and instructive material. On display strips at the back of the room well-coloured relief maps are frequently exhibited. Beside them are samples of the Art work of pupils, some in water colour, some in poster paint, others in spatter work or crayon.

The flag on its staff over the front blackboard or over the entrance door shows that the love of Canada is part of the atmosphere of the school. On the corner of the side blackboard is a calendar for the month in coloured chalk. Beside it are charts for measuring the progress of pupils. From time to time samples of neat exercise books are placed along the chalk trough on the side blackboard.

Each teacher should stop at the entrance door from time to time to see how the appearance of his classroom can be improved. He might suggest improvement to the class and they may follow it up as a project.

PHOTOGRAPHS ON THE COVER PAGES

The photographs on the cover pages show the cabins of Robert W. Service and Sam McGee. Teachers and pupils will doubtless be interested in these landmarks and make their English very real. There is an article on Service by Mrs. C. Hamer-Jackson in this issue.

BIOGRAPHIES OF CANADIAN POETS

The following biographies of Canadian poets have appeared in the EDUCATIONAL RECORD:

Frederick George Scott	W. P. Percival	January-March 1937
Sir Charles G. D. Roberts	Nathaniel Benson	April-June 1937
Bliss Carman	Pelham Edgar	May 1941
Duncan Campbell Scott	Pelham Edgar	January-March 1942
Pauline Johnson	Walter McRaye	April-June 1942
Arthur Stringer	Victor Lauriston	October-December 1942
Wilson MacDonald	M. Joan Montgomery	January-March 1943
Isabella Valancy Crawford	Katherine Hale	April-June 1943
William Douw Lighthall	J. Murray Gibbon	July-September 1943
E. J. Pratt	Pelham Edgar	July-September 1943
Archibald Lampman	Duncan Campbell Scott	Current issue
Robert W. Service	Celesta Hamer-Jackson	Current issue

Biographies of other Canadian poets will follow.

It is to be hoped that teachers are keeping their copies of the above issues as the biographies are an important contribution to literature. If presented to pupils in a fitting manner, they may inspire a great deal of pride in Canadian authors.

Canadians are not sufficiently alert to the merits of their writers nor are they cognizant enough of the abilities of their contemporaries.

NEXT STEPS FOLLOWING THE SURVEY*

It is my pleasure to report to you, as Chairman of the Survey Committee, on the completion of the first Dominion-wide survey of education in Canada that was imposed upon the Committee at the Convention held in Victoria a year ago. That survey was commenced on October 13th, 1943, when the Survey Committee held its initial meeting in Montreal and completed on March 30th, 1943, after having been submitted to your Board of Directors. The Report was then printed and handed on April 7th to Dr. F. Cyril James, Chairman of the Advisory Committee on Reconstruction of the Federal Government, on whose invitation the Survey was begun.

I wish to take this opportunity of thanking publicly every member of the Survey Committee for preparing the statements from which the Report was compiled. I must also thank the Directors for the helpful suggestions they made at the meeting in Winnipeg.

The Report was an attempt to evaluate present school conditions and to show the major needs of the school systems of the Dominion of Canada. Its forty-five recommendations summarize these needs in brief compass.

Though it is neither possible nor desirable that I should comment upon even the essential features of the Report, a few of the more salient recommendations may be referred to that I may show some directions in which the Association is leading:

1. The health of school pupils is of paramount importance. It is, therefore, essential that means be devised to find how to prevent sickness, remedy physical deformities, and provide adequate medical, dental, nursing and remedial services for school children.
2. As the educational opportunities offered in various parts of the Dominion are unequal, it is imperative that means be devised to bring the poorer standards to the level of the better. In the process it will be found possible to improve even the present best. As children who do not receive a good education can scarcely be expected, under ordinary circumstances, to be able to live lives as rich and full as those who are well educated, the State should benefit to the extent that it improves educational facilities for them.
3. Expenditures for education in Canada are entirely inadequate. The Report shows that they must be at least doubled in order to provide even a moderate advance upon present conditions. It follows that means must be sought to secure additional sources of revenue for school purposes.
4. Since school districts that labour under heavy debt charges cannot be expected to provide services comparable with those free from debt, it is reasonable to expect that some sources other than ordinary revenue might be discovered to take care of capital expenditures.

*Report of the Survey Committee delivered at the Twenty-first Convention of the Canada and Newfoundland Education Association, September 14, 1943.

5. The teacher is the most vital factor in the educational system. He should, therefore, be treated in a fitting manner. In particular, he should receive a salary that will be adequate and enable him to maintain a social position befitting his talents.

6. School curricula are tending to break away from the single college preparatory track. To conform with this desirable trend, arrangements should be made as widely as possible to offer cultural, vocational, avocational, social and character forming educational experiences suitable to the demands of individual lives.

7. As the day has probably dawned when no person should reach adulthood without having attained skill in at least one art or craft, conditions should be set up throughout the Dominion to make such training possible. This will involve differences in the educational offerings for boys and girls, will necessitate the engagement of guidance experts and will require that provision be made for differences in abilities.

8. As children may be expected to stay in school longer in the future than in the past the school systems must be adapted to meet the demand.

9. Because children of impecunious parents in a democracy should be able to have like opportunities with the sons and daughters of the rich, liberal provision should be made in every community for scholarships to assist deserving pupils.

Now that the Survey has been completed steps should be taken to implement the recommendations. The first step is to make the Report known widely. As soon as it was printed copies were transmitted to the Advisory Committee on Reconstruction, which had suggested the Survey. By that body it was transmitted to the Federal Government, which presumably has it under advisement now. Through the members of the Association the Report will naturally be brought to the attention of the Provincial Governments. It is of interest not only to departments of Education but also to departments of Health and others that may be involved. The provincial departments of Roads, especially, should be made familiar with the contents of the Report, for the problem of school attendance is interlocked with that of transportation in a manner best recognized by those who have to solve problems connected with the attendance of children at school. If the roads are not open many pupils cannot attend school. Though this statement applies to remote districts in all seasons, it is particularly applicable to those rural districts where the snow is deep in winter. Every school board throughout the country should likewise have its attention called to the Report.

The next step is to make the Report known to the public and to have public bodies study it with a view to finding how the recommendations can be put into effect in the various parts of the Dominion. For this purpose your Association has had a liberal supply of copies printed. These can be obtained upon application to the Secretary of your Association, Dr. C. E. Phillips, Ontario College of Education, 371 Bloor Street West, Toronto, Ontario.

The Survey was made in order that advances in education might be made in the period following the war. The Survey Committee did not intend, however, that the Report would lie idle until the cessation of hostilities. Instead, it made certain recommendations for immediate action. These included further surveys:

1. To ascertain the areas and schools in which health conditions are unsatisfactory.

If such a survey is Dominion wide, the results will interest and probably influence all governments. 2. To find the war buildings and equipment that will be satisfactory for educational purposes for returned men and women. When hostilities terminate, the men and women of the armed services will need educational facilities at once. 3. To see what special facilities can be set up to enable returned men and women to make a living. The veterans will need these facilities as soon as they are demobilized. Nothing conduces to weaken morale so much as idleness. Even a brief period of inactivity may be harmful.

Though all the recommendations cannot be implemented fully at once, it is reasonable to expect that progress may be made with some of them, even while the war continues. Children are growing every day. Many of those who were babies in arms when the war broke out will be in school this fall. To neglect children when we know what should be done for them would be to waste human material. We should, therefore, take some measures immediately:

1. To guarantee good health to children, so far as possible. In the Report the fact was demonstrated that the securing and maintenance of the health of pupils is a paramount duty of the school. Their physical disabilities should be diagnosed and steps should be taken to remedy them. Where dietary deficiencies are found school lunches should be provided to correct them. Nutrition should be integrated with the school programme now. Surveys to find these deficiencies could be started even though a great shortage of doctors and nurses exists at present.
2. To ascertain the places where transportation of pupils is needed from sparsely settled communities to larger centres so that they can be taught with pupils of their age in classes of a fair size. The heyday of "the little red school house" in Canada has definitely passed. As it is recognized that schools must provide social experience, it follows that the one room rural elementary school with two or three pupils in a class and seven to ten grades in the school cannot provide adequate social experience. Surveys to show the schools which can be consolidated should not be delayed. Overtures should be made to Roads Departments to find what they can do to make consolidations feasible. If the cost is reasonable, perhaps \$200 per mile, it may be that making provision for this type of service will even be cheaper than keeping open many of the small rural schools.
3. To inquire into the possibility of setting up one hundred and fifty junior colleges throughout the Dominion. This will be no easy task. What the Canadian junior college will be has not even been determined. Certain it is that it needs to be of a unique character if it is going to serve the needs of the Dominion. Such junior colleges should be the educational fountains for all the countryside. As the purpose of the establishment of the junior college will be to endeavour "to place the level of culture of the country on the high plane that it should be," the atmosphere and the offerings must be cultural. The curricula should be diverse in order to appeal to as large a clientele as possible. The departments represented should be at least three from the general list of college preparatory, commercial, agricultural, industrial and home economics as suggested in the Report. They should probably be of such calibre that a student who has followed one of these courses in high school may follow it up in the junior college, just as he can continue his high school courses in mathematics, physics or chemistry at the uni-

versity. In addition, the facilities must be such that the student who has followed a college preparatory course, for example, in high school will be able to branch out into the commercial or industrial course in the junior college. The agricultural curriculum could be made very rich and could be expected to improve this basic industry, and to fit boys to appreciate the interest and value of farm work and to enable them to make a better living in that occupation. Likewise, the curriculum in home economics taken in the high school could be followed up by girls in the junior college just as it can be continued now in university courses leading to the degree of Bachelor of Household Science.

4. To strive to remedy the present unsatisfactory financial school conditions. The method, now in vogue, of taxing real estate as the major source of school revenue is perhaps outmoded. Certainly, the possession of real estate is not the sole source of wealth to-day. Some preliminary steps should be taken to solve this problem which is becoming increasingly knotty. Perhaps a basic real estate tax of ten or fifteen mills on a fair assessment could be agreed upon as a major means of supporting the schools. This could be supplemented from other sources that can be found.

By a similar courageous policy, measures might be taken to free school boards from capital expenditures so that their annual revenues might be devoted to the main items of teachers' salaries, equipment and maintenance. Until some such policy is evolved it is rather idle to talk of equality of educational opportunity.

5. To define the term equality of educational opportunity and to try to make it applicable all over the land. Some means must be discovered to show how opportunities can be made comparable for pupils who live at long distances from school with those who live in large centres where educational progress is marked. That there is inequality in the medical and dental services in schools calls for remark. Some communities provide free medical inspection to all pupils, free dental inspection and treatment to all, and free milk. In some schools hot lunches are provided. In most Canadian schools none of these services is furnished and, even in the best, the follow-up work is not sufficiently thorough. School systems in the United States and Great Britain supply more of these services than do Canadian schools. Canadian children by heredity and environment should be among the healthiest children in the world, but that much is to be desired in this respect can easily be proved by the records of the armed services.

Physical conditions in schools fall far short of the ideal. It is painful to read in the Report: "The heating, lighting and ventilation of too many schools are no better than they were fifty years ago." Again: "Many Canadian rural schools have no sanitary conveniences of any kind, while the lack of sanitary conditions in other schools, both rural and urban, is a menace to health and morals." School Boards need to have their attention drawn to these bad conditions and their baneful influence upon the morals, habits and culture of pupils who are bound to attend such schools.

That teaching as a profession is not appealing to a sufficient number of well-trained people is evident on all hands. That salaries are insufficient to attract and hold the type of person needed in adequate numbers is clear. That efforts

are being made to attract teachers into labour organizations is revealed frequently in the press and that many teachers are answering the appeal is being shown from time to time. These are signs of the general uneasiness in the profession. The public should take cognizance of this condition and should do so at once, for whether the teachers affiliate with labour unions or not is a matter of public interest. The one thing needed is that the profession be satisfied, for with satisfaction will come stability and longer tenure. Further investigations are urgently needed to find how to attract the best people into the teaching profession and how to hold them there.

Many other matters can be dealt with now, such as the revision of the course of study, particularly to make it more practical to the average pupil. Though a complete revision will in many cases be delayed until the conclusion of hostilities, no stone should be left unturned to give to the children presently frequenting the schools many of the advantages recommended.

The world today is fighting for principles. If the principles contained in the Report are sound, they should be brought to the attention of thinking men and women all over the country in an effort to arouse opinion, for the Report needs the weight of public opinion behind it. In this connection your Association must show leadership. This is its function, not only by reason of its very representative membership, but also because it is the only Association competent to speak for Canadian education within its sphere of influence. It must combat the many factors contributing towards the maintenance of the *status quo*. Complacency and smugness are playing their parts in hampering the war effort, but no such elements must be allowed to hinder unduly the implementing of the recommendations contained in the Report. Such tendencies must be guarded against, particularly in communities where conditions are now very unsatisfactory, as well as in those in which the educational standard is now considered fairly good. As it is my opinion that no school system in the country has all the features recommended in the Report, it follows that much of the Report applies everywhere.

W. P. PERCIVAL.

NEED OF THE TEXTBOOK

Teachers of education, and of many other college courses, academic and vocational, should think twice before they abandon the single text, owned, read and studied by the student. Such a book may then be well supplemented by lists of additional references, from which students may choose different materials according to individual needs. The plan, which has become so common, of providing students with nothing but a long list of books, generally undermines the validity of group teaching. The injunction to read widely and at random digs many a pitfall for the student. Libraries are magnificent institutions to enrich knowledge. But as a source of simple, basic and fundamental information they do not work well. In a field in which students are learning fundamentals, the practical situation demands the use of a basic text away from the library. Only thus can a group of students actually secure a common core of reading experiences which they may use to supplement one another's learnings by wider reading and group discussion.

A. GORDON MELVIN,
College of the City of New York, in School and Society.

THE VALUE OF MENTAL HYGIENE IN THE SCHOOL

**Mrs. Selena Henderson, R.N., Mental Hygiene Section,
division of Child Hygiene of the City of Montreal**

Mental health should be thought of as a part of general health. The nervous system is one part of the person. While it is one part of a whole it is so closely integrated that it cannot be separated except for purposes of discussion. The nervous system plays the prominent role in forming those connections between the individual and his environment which will enable him successfully to adjust himself to it. The unadjusted person, therefore, is one whose habits and skills are inadequate to meet the demands of the situation or who lacks the ability to solve the problems which are met in the course of everyday living. On every side we see them. They are the timid and retiring, the bullies and tyrants, the delinquents and criminals.

The Mental Hygienist points out that behaviour is the result of a cause, that misconduct is a symptom, and seeks to understand the underlying motive for conduct and to effect a rearrangement of the irritating situation, with the result that the misconduct vanishes.

Up to the present, Mental Hygiene has practically devoted its attention to the remedial treatment of the problem child, and it is of this phase of the work that this article deals. The day is approaching when Mental Hygiene will probably be the guide in all the human relations of the school, when the teacher in the classroom will have learned to interpret behaviour in terms of the drives which it satisfies and the thwartings for which it compensates, rather than in terms of laziness, stubbornness, obstinacy or stupidity.

Mental Hygiene has been established in the schools of the larger cities of Canada for some years. In the United States it has progressed far in advance of Canada, and medical-social set-ups which include psychiatric service are found in all the larger schools across that country.

What is the procedure in our work in the schools of Montreal? At present we deal for the most part with the problem child. Who is the problem child? From the point of view of the school he is the child who repeats a grade, is a chronic repeater, or presents a behaviour problem.

What is our procedure in the attempt to solve these problems?

1. The administration of tests:
 - a) Physical—to look for physical weaknesses or defects.
 - b) Intelligence—to determine the general intelligence level of the pupil.
2. The interview with the pupil himself covering his reactions toward school, the conditions of his daily life, his ambitions and plans, his tastes and interests, activities, companions, attitude toward members of his family and so on.

3. The visit to the home in order to understand the influences surrounding each child and to attempt to influence the parents to make whatever adjustments are necessary.

What tests are used in ascertaining the Intelligence Quotient? The test used for the most part is the Binet-Simon, Stanford Revision. This test has stood for years as the outstanding example of carefully and scientifically standardized tests. It is individual, taking about one hour to give. It is made up of an extended series of tests in the nature of problems, success in which demands the exercise of intelligence. The scales consist of fifty-four tests so graded in difficulty that the easiest lies well within the range of normal three-year-old children while the hardest tax the intelligence of the average adult. The problems are designed primarily to test native intelligence, not school knowledge nor home training. They do not attempt to measure the entire mentality of the pupil nor to bring to light special talent.

For children who are mute, do not understand English or who may have more ability to deal with things than words, the Pintner-Patterson Test is used. This consists of a board with openings for various shapes cut out of it and blocks which must be fitted into the openings. A number of types of form boards are used.

As is well known, the Intelligence Quotient means the relation between the child's mental development and what we should expect of him at his age. It does not vary appreciably—in other words one is born with a certain mental capacity which does not alter throughout life.

The results of the Binet-Simon Test are graded as follows:

Above 140	"Near" genius or genius.
120-140	Very Superior Intelligence.
110-120	Superior Intelligence.
90-110	Normal or Average Intelligence.
80-90	Dullness.
70-80	Border line Deficiency.
Below 70	Definite Feeblemindedness, i.e.:
60-70	Mental Debility, Superior Type
50-60	Mental Debility, Inferior Type
25-50	Imbeciles
25 and below	Idiots.

About two percent of the children in a school have I.Q.'s below 70. The mental development of these children will stop somewhere between the seven- and twelfth-year level, more often between the ninth- and twelfth-year level. They may drag along to the fourth, fifth or sixth grade, but even by the age of 16 to 18 years they are never able to cope successfully with the more abstract and difficult part of the school course of study. These children constitute a large percentage of our problem children in the school. Therefore, mental capacity having been ascertained by means of an Intelligence Test, placement in a Special class solves many problems.

There are special classes in many of our Montreal schools. Here each child receives individual instruction progressing in proportion to his mental ability. Emphasis is placed on developing motor functions and placing children as much as possible in everyday life situations. Along with it, the fundamentals of simple academic subjects are taught and instruction given in acceptable moral and social attitudes and behaviour.

Sydney was a boy of 13½ years. Problem truancy. The result of an Intelligence Test showed a mental age of 8 years 11 months, an I.Q. of 66. Diagnosis: mental debility, superior type. A visit to the home disclosed him as the oldest of three boys; a shy undersized boy with defective vision (who would not wear his glasses), smaller than his brother, who was a year younger. The home was a miserable one in a poor district, although there was evidence of attempts on the part of the mother to keep it clean and homelike. The father had been in the army for two years stationed away from home. The mother worked part time in a restaurant to augment the family income. She was a loud-voiced rather brazen woman, but sincere in her desire to do her best for her family. She cooperated with us willingly and well. The brother was also tested and, although he was found to be slow-minded, nevertheless he could do the work in an ordinary classroom. Sydney depended on his younger brother entirely and wanted to be put in the same classroom with him. But he wanted to go in the special class!

Both boys were placed in the special class, but John was there only temporarily until Sydney became adjusted to his new surroundings. This arrangement has worked satisfactorily and Sydney is now attending school regularly.

In one school in Montreal we have what we believe is rather unique in Canada—Opportunity classes—one taking in grades III and IV, the other the older group in grades V to VII. The children in these classes have very superior intelligence. They also are given individual instruction. The idea is not to speed, but rather to broaden the curriculum by branching out into other subjects, doing projects, etc., according to the aptitude and interests of each child. Here again placement in the Opportunity class often is the answer to a problem.

Problems in the school range from simple ones quickly solved to the most complicated which require prolonged effort on the part of all concerned to bring to a satisfactory conclusion.

Patricia was a child 6½ years, in the first grade. Although she attended school regularly, she could not do anything of the work of her grade. Her mother came to the school to inquire about her poor report, expressing her belief that Pat could do her work but did not, and that the fault lay with the teacher, who was not strict enough with the child. Pat's I.T. showed a M.A. of five years, giving her an I.Q. of 78, i.e., borderline. At the teacher's request, the mother obtained a morning off from the war plant where she worked in order to come to the school for an interview with the mental hygiene nurse. During the ensuing discussion it was learned that Patricia, in contrast to her younger brother, was very slow about carrying out directions and was nagged continually not only by her mother (the father is overseas), but by the grandparents and uncle with whom the family live, for her "stupidity". Patricia, it was also discovered, is under the doctor's care for "nervousness". An explanation of Pat's mental ability was given to the mother and the harm this constant nagging was doing was pointed out. Proper methods of handling the child were discussed. At the end of the

conference the mother asked to speak to the teacher with whom she was able to talk over Pat's progress from a different and amiable point of view. Finally, she agreed that the wise course was to place Pat back in kindergarten.

Another problem was presented by Albert, aged 6 years 11 months, and in grade I. His teacher reported his school progress poor in spite of great effort on his part. A test revealed a M.A. of 7 years 2 months, giving an I.Q. of 103.5—normal intelligence. One glance at this small, pale, undernourished child pointed out a main factor in his lack of progress. The father is overseas and, as there is only one other pre-school child in the family, the income should be adequate. The case was therefore turned over to the school nurse for intensive work with the mother in nutrition and child training.

Barbara, aged 11½ years, was in grade IV. Her teacher reported that "the girl is always trying to copy from someone, not so much to cheat, but that she realizes her own inability". Her mental test gave Barbara a M.A. of 10 years 7 months, an I.Q. of 92—normal. She was a shy child, one of a family of eight children whose father was a laborer. She lacked self-confidence to a marked degree and responded visibly to urging and encouragement. It was obvious that the reason she copied other children's work was that she had no faith in her own!

Corinne, aged 9 years 10 months, was also in grade IV. Her teacher reported: "Corinne doesn't seem to be poor in any particular subject, except arithmetic, but she does not co-operate in any subject nor lesson so fares badly at testing time. Her attitude is sullen. When going up to the blackboard she deliberately saunters—she laughs out loud and makes rude noises and, when reprimanded, becomes sullen and irritable. Her school attendance is irregular no reason being given except that 'she doesn't feel like coming'." Corinne's test showed a M.A. of 9 years 5 months, giving an I.Q. of 96—normal. She was a shy, deliberate child. Rapport established, she co-operated willingly and well, but, if hurried, the question just asked would leave her mind entirely. She presented a good example of: "a feeling of inferiority and the unconscious attempt to compensate for it." What the shortcoming was could not be ascertained at the moment, but this bidding for attention was one method of compensation. The teacher's attitude changed entirely. "I have been all wrong", she said, "because Corinne's attitude struck me as a bit of a show-off. I'll try and see what I can do to help things."

James, aged 10½ years, was in grade IV. A test showed a M.A. of 7 years 10 months, an I.Q. of 75—borderline. The father is a shipyard laborer who works shifts. The mother died when the children were small and since then the father has boarded them at different homes. The woman at whose house James now stays says he causes quite a lot of trouble by his meanness and lying. Also, according to his father, he is a heavy smoker and has often used his milk money for cigarettes. The school problem was poor work—poor conduct. The teacher reported: "The work in grade IV was far beyond him and he spent most of his time dreaming, playing or annoying the other children. He appears to be timid, yet is shy, and has a very mean streak which shows itself in his attitude to other children. He tormented them, called them names and, when they turned on him, ran to me for protection. On three separate occasions he lied to me, and even when proof of his lying was shown he refused stubbornly to admit it. No note that I sent home by him ever reached his father. Perhaps he felt his inferiority

and tried to overcome it by acting boldly and showing off, as he did quite often with his classmates. The teacher said that on the only occasion that the father came to see her he "browbeat Jimmy shamefully, trying to force knowledge from him that the boy did not have." During the interview it was noted that Jimmy appeared markedly undernourished, thin, pale, hesitant, greatly lacking in self-confidence. He made little effort and was a slow thinker. His memory was very poor, his judgment fair. He refused to admit at first that he smoked, but finally stated that he used to do, but had given it up. This was a pitiful case. There was so much wrong—undernourishment, border-line intelligence, insecurity, lack of affection, compensation. There were three steps in our treatment:

(1) Placement in a special class. (2) A visit to the home to try to give the father a true picture of the whole situation and suggestions for remedying it. (3) Follow-up visits by the school nurse to give instruction in the nutrition problem. Because of the father's attitude, his probable low mentality, and his inability to take care of his responsibilities, it is doubtful if this case will ever reach a satisfactory conclusion.

Barbara, aged 14 years, was in grade VII and was doing very poor work. A test revealed a M.A. of 10 years 11 months, giving an I.Q. of 78—borderline. Her parents were planning to withdraw her from school and send her to Business College. A visit to the home disclosed one in a poor neighbourhood, poorly furnished, but clean and homelike. The father was in the army—the mother working as a ward maid in a hospital. Barbara was the oldest of three girls. When the nurse arrived, she was busily and happily preparing the supper, having completed the marketing. Barbara is a well developed, rather attractive, girl with a pleasant personality. When the mother returned, the question of her future was discussed, with the result that, in view of her age, Barbara will repeat grade VII then go into service of some kind such as housework, cook, waitress or seamstress rather than waste time and money on a business course where she would never make the grade.

It will be noted in the study of these cases that not all remedial work in school problems is done by the Mental Hygienist. Often her work is to seek an understanding of the underlying cause of the behaviour, to make those concerned see the situation as it is and to enlist their aid in effecting a readjustment of the unfavourable situation. The principles of mental hygiene should, therefore, permeate the whole educational system. The mental hygiene point of view, with its emphasis on the attempts to effect adjustment to the factors in the situation, is rapidly displacing the old ideas of discipline. For whereas formerly the formation of right habits of conduct and thinking were taken care of in the home and church, the complexity of our modern civilization has rendered this course no longer feasible. More and more these things are being left to those responsible for the child's education. Since the whole child comes to school and the school is responsible for him as a whole, why is not this in very truth the better way, providing that the teachers are well-adjusted and adequately trained themselves? No longer can the school hope to remain a place where only academic subjects are taught. It is more and more responsible for the formation of those right habits of behaviour and thinking which will produce well adjusted individuals able to fill a happy and useful place in society. This is a protection not only for the individual but for society itself.

A NATURAL HISTORY MUSEUM IN THE SCHOOL—PART II

Collecting and Preparing Animal Specimens

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It will be recalled that in the article which appeared in the previous issue of the EDUCATIONAL RECORD it was suggested that the natural history museum should have three major sections: 1. Invertebrate animals, 2. Vertebrates, 3. Fossil and other exhibits of an historical nature including the handiwork of pre-historic man. Our purpose then was to discuss the collection, preparation and exhibition of specimens. Specimens included in section 1, "Invertebrate animals", were conveniently grouped as (i) microscopic forms, (ii) macroscopic forms which can be successfully dried, (iii) soft-bodied macroscopic forms which must as a rule be preserved in liquid. The first two groups were dealt with at that time. Continuing the discussion we are ready to consider **Soft-bodied macroscopic forms**.

The numerous aquatic forms of Crustacea (crayfish, etc.), earthworms and other worms, parasitic forms of all groups, spiders, millipedes, centipedes and insect larvae are included in the soft-bodied macroscopic forms. Sources of material include pools of water, dead and rotten stumps and the wet ground under boulders, boards, piles of leaves, etc. The material must usually be brought back alive. Soil insects may be transported in a little soil, aquatic forms in water in small bottles, plant feeding forms in boxes or envelopes along with some of the host plants. Small salve tins are valuable for transporting specimens from the field. Killing is usually best accomplished by dropping them alive into a beaker of water which has been brought to a boil and then removing the flame. The proteins of the body contents are thus coagulated and the shape retained. Forms that curl when treated thus may be put in cold water alive and the water just brought to a boil. (Since there is considerable evidence that these forms have no sense of pain such as we know, it thus is probably not nearly so cruel a procedure as it may seem at first sight). A suitable preservative must then be selected. Among the most commonly used is Kahle's Fixative, a mixture of 30 cc. of 95% ethyl alcohol, 10 cc. of formalin, 2 cc. of glacial acetic acid, and 60 cc. of water. It is often wise to place specimens in this solution for twelve or twenty-four hours, even if they are later to be preserved in something else. Other solutions used are seventy percent alcohol with ten percent of glycerol added, a five percent solution of chloralhydrate, or a five to ten percent solution of formalin. There are many other combinations of these and other materials designed to do special jobs. Thus, water 100 cc., formalin 10 cc., glycerol 10 cc., and zinc chloride 2 grams, is used to preserve fruit such as apples and currants showing insect damage. This material preserves to some extent the color of the fruit. There does not appear to be any really satisfactory way of preserving the color of insect larvae or spiders. Each liquid preservative has its own specific drawbacks. Alcoholic mixtures evaporate rapidly and specimens are lost due to drying out unless the bottles are checked and the solution renewed at regular intervals of six months or a year. Chloralhydrate and formalin mixtures attack the corks and eat them away,

especially if stored with the liquid in contact with the stoppers. Metal screw tops are rapidly corroded by practically all solutions. The new bakelite screw tops are probably the answer to a great need in this connection.

The shape of bottle to use and how to display the collection is the next consideration. Square bottles are more expensive and are often hard to secure, but they do allow the specimens to be observed through the glass without any apparent contortion due to the curvature of the glass. Large specimens can be placed in museum jars and glass covers sealed on with asphaltic cement. Smaller bottles of the type with bakelite screw tops (if such are available) are probably the best. Bottles may be stored on shelves, in drawers or on trays, the bottles being kept vertical so that the corks are not immersed. Trays can be varied in depth to suit the jar size. Breakage is usually high in drawers which are examined often. Dust is a problem on open shelves.

Another method of display is to hang each bottle on a vertical wire screen by means of a wire hook attached to the bottle by a loop of wire around the neck. Permanent labels are best printed in lead pencil or typed and placed in the liquid in the bottle where they cannot become lost or interchanged. Additional labels may be needed on the jars, or they can be attached above them.

If dried specimens are desired for riker mounts or for pinning in trays, either of two somewhat laborious methods may be tried. The first is known as inflation and requires considerable practice. The living specimen of some large larva such as a tobacco hornworm is placed in a beaker of water until it is immobilized, then taken out and stretched on a piece of blotting paper. A small opening is made at the rear end with a dissecting needle. The body contents are then expelled by **gently** rolling the specimen from anterior to posterior with a lead pencil or piece of glass tubing. Next, a short open quill is inserted into the opening previously made and allowed to protrude a couple of inches. A small tube must now be fitted into the open end of the quill so that it fits snugly but allows the specimen and quill to be rotated. An improvised oven is then made by cutting the end out of a square tobacco tin and supporting it on its side over a low flame. When the oven is reasonably hot, the specimen is held in it and rotated slowly while it is kept inflated to **normal** size by blowing through the tube with the mouth or by means of a small rubber bulb. The specimen when finally "toasted" but not "browned" retains its inflated shape. The quill may be cut off short and the larva placed in a riker or mounted with a pin through the stub of the quill. For mounting on a pin it may be necessary to insert a wire support.

The second method, known as Barker's method, involves dropping the living specimens into a bottle of one part of carbon disulphide or carbon tetrachloride and ten parts of eight percent ethyl alcohol. The specimen is left one to four days depending on its size, then removed to ninety-five percent alcohol for one to three days and thence to absolute alcohol for a similar length of time. Finally, specimens should be immersed in zylol for twelve hours, then dried on heavy blotting paper and mounted as desired.

Vertebrates.—Smaller forms, such as lacelets (**Amphioxus**), and tunicates may have to be purchased or secured by donations. They can be preserved in liquid as are the invertebrates, and filed either with them or in this section. Small fish (cat fish, and many types of minnows), small amphibians (tree frogs, tadpoles,

salamanders) and small reptiles may be collected and similarly preserved in formalin solutions. Larger specimens should be opened up before they are immersed and the solution should be changed on them a few times at first. Much to be commended is the practice of keeping living specimens in the terrarium and aquarium, but the keeping of these specialized "cultures" cannot be considered in detail in this paper. Interesting free leaflets on the subject are available to teachers from Turtox, General Biological Supply House, Chicago. Many interesting forms, however, cannot be secured or kept alive.

The two most interesting groups of vertebrates are of course the birds and the mammals. In the interests of our country, love for and preservation of the life of many of these forms must be stressed. To that end indiscriminate collecting is to be frowned upon. In the case of many birds and mammals, government permits must be secured for their collection. This is true of the collection of bird's eggs, a practice which is generally unjustified. Field trips and the study of animals in their natural surroundings is to be stressed where this group is concerned. This does not mean that the vertebrate section of the museum must remain empty. The taxidermist is perfectly at liberty to practise his art on non-protected birds or harmful forms, game birds in season and birds which die naturally or are accidentally killed, provided that he can obtain them soon enough after death. Should there be a professional or amateur at this trade in the school district, his services should surely be sought.

There are also many hundreds of species of mammals in North America and only a few of them are ever seen or known by the populace. Even in and about large cities, various species of mice such as the white-footed mouse, the meadow mouse, and even the jumping mouse in some areas, various squirrels, shrews, chipmunks, and moles occur in large numbers. Though wholesale trapping of any of these forms by large classes is undesirable, individual teachers or enthusiasts wishing to secure a few specimens of these rapid breeding forms probably do little if any harm. Again the local taxidermist may have to be called in, or the teacher may desire to try a hand at the less exacting job of preparing so-called "scientific-skins", which are normal skins preserved with an arsenic soap applied to the inside and dried over cotton or other forms made the shape and size of the animal's body. No attempt is made in preparing such skins to add artificial eyes or create life-like postures. The skulls are preserved separately or are cleaned and left in. For details of the preparation of such skins see either R. M. Anderson's: "Methods of collecting and preserving vertebrate animals", National Museum of Canada (Price 25 cents) or: "Capture and preservation of small mammals for study", American Museum of Natural History, New York City (15 cents).

An easily secured and very valuable exhibit may be made up of bird's nests, collected after the fledglings have left. If the nests were observed during the summer, interesting notes may be filed for each. It is often wise to put nests into a tight box or barrel and fumigate them with carbon tetrachloride or carbon disulphide (a very inflammable and explosive material) before bringing them into the school, as many will be infested with small beetles and insect parasites of the inhabitants.

Skeletons or portions of skeletons, especially skulls, or even individual bones of all vertebrates form another possible collection. The cleaning and preparation

of complete skeletons is rather a delicate job. The specimen must be skinned, the viscera removed, and some or most of the flesh cut away with a knife. Further cleaning is done by maceration in water where the flesh rots away or by the use of cultures of living insects which eat it away. Smaller bones at least must be left attached by the ligaments as, if treatment is carried too far, they fall apart, and reassembling them is almost impossible. Large bones are usually drilled and wired or bolted together. Bleaching is done with hydrogen peroxide. If entire skeletons are desired, it is necessary to have some previous experience or the help of one skilled in this work. Technicians at larger museums are often willing to assist if they have time. Skulls alone are fairly easily prepared. The brain should be removed with a crooked wire before the flesh adhering to the bones is macerated. The maceration may be speeded up and made less disagreeable by discrete boiling of the specimen in water.

Fossil and other historical exhibits.—The importance and extent of this section of the museum may vary greatly with the locality. Generally speaking, these are not easily secured on collecting forays unless there is a known source nearby. The slow accumulation of time, however, will fill the section. Individual donations and surplus material of common forms acquired from other museums are the chief sources of supply. Petrified wood, fossil impressions in rocks, chipped stone arrow and spear heads and stone axes are among the commonest available articles. Again, locally collected material holds the greatest interest.

The preparation and exhibiting of material in this group is comparatively simple. Glass cases, if available, give desirable protection from dust and damage, but the commencing of the collection need not await the glass cases. Exhibition boxes should be designed to show off the articles completely against well chosen backgrounds. Art classes and manual training classes can co-operate in the designing and constructing of these. Labelling specimens is especially important. Whether the labels are merely typed or done in artistic lettering, care should be taken with the wording to secure brevity and completeness. The locality and date of collection, together with the name of the collector are even more important than the identity of the article. Exhibits with these data complete may be identified later. Where the nature of the article requires its identification by an expert, the name of the expert should be recorded. If the narrative is too long to include in the case, specimens should be numbered and additional data should be filed under that number. Such labelling and filing done regularly as specimens are acquired offers no great difficulty, but left to a later date become laborious and even impossible.

This account may seem so lengthy and involved as to discourage beginners from attempting to establish a museum in their schools. It must be remembered, however, that the museum commences with one box of insects, or a single bird's nest collected last summer. From such a start the growth may be rapid. The first attempt should be made on a limited scale by collecting what is available no matter how simple or inadequate it may seem. It is better that the student should carry away a clear concept of the life history of a few local forms than that he should be confused by the multiplicity of what he sees. Adequate labelling, organizing and filing from the first allows for later expansion without confusion.

THE ISLAND OF ORLEANS

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L'Île d'Orléans—in the Saint Lawrence River, close to Quebec—was the home of some of the earliest settlers in America. Its houses and churches were among the first to stand on Canadian soil. Its population to this day has remained truly French—without admixture. Many French-Canadians at large trace back their ancestry to one of its five villages. But few outsiders until recent years had visited it. It seemed remote and inaccessible; the schedule of its ferry-boat was erratic; its roads were none too good, at times impassable; and strangers did not know where to stay. It looked like an excellent place for the study of folklore and ancient customs.

My first impressions, as I travelled along the south shore road on a sunny June morning, in 1925, were wholly favourable. The parishes of St. Laurent, St. Jean and St. François were charmingly old-fashioned. There were gardens, orchards and fields below the red cliffs or on the hillsides (the centre of the island is a high bluff), fine old churches and graveyards, and innumerable stone houses with high-pitched roofs. Ox carts and dog carts were on their way to the creameries. The women in the gardens wore wide-brimmed straw hats of their own make, and skirts of bright homespun. Ste. Famille, on the north-eastern side, was the most attractive of the island parishes. It stood on a high rolling slope, facing the Beaupré coast and Cap Tourmente two thousand feet high, across the north arm of the river—a magnificent panorama. The only other village left to visit, on the north shore, was St. Pierre. The whole island is twenty miles long, five miles wide, and the road that girdles it forty-two miles long. I decided to fix my headquarters at Ste. Famille, as far away from town as possible. But it was difficult to get accommodation there; the people were not used to visitors.

My investigations for the National Museum soon were under way, that is, after I had provided myself with a workshop; an old vacant house with low walls slanting inwards, two rooms, in the centre of which stood a large stone chimney, a beamed ceiling only seven feet above the floor, and small windows with tiny glass panes, facing an orchard.

The first month was spent visiting farm and village houses at the eastern end of the island. In this I was assisted by M. Roche, a young French professor, then of McGill University, who was anxious to know French Canada at first hand. From morning to night we proceeded from place to place on our bicycles, seeing more people every day, inspecting houses, barns, workshops and even the garrets. The garrets were like museums. The quest for information was fruitful, particularly along the lines of manual arts and handicrafts. Most of the people occupied the houses that were built of stone or heavy wooden frames by their ancestors, one or two hundred years ago, sometimes before the Conquest (1760). Old furniture, utensils and artifacts were still conserved—except for what curio dealers had removed—to tell the colourful tale of the past. Eight or nine generations had lived and toiled there, all in the same line without a break since the establishment of the settlements, after 1651. They had been largely self-supporting, almost prosperous. Not only did they draw from the land all the food they needed, but

they were skilful craftsmen, weaving their homespuns out of the flax or the wool they produced, fashioning their tools and instruments with their hands, building their houses, making their carriages and their dug-out canoes or their sailing ships. By tradition and necessity, they had mastered all the crafts useful to them. Whenever they required help from outside, masons and woodcarvers, they paid them mostly in kind, with wheat, fruit and vegetables. In times of prosperity some of them, thrifty though they were, bought luxuries from the Quebec merchants and importers; faiènces from Rouen or Delft, china from England, deep pie dishes from New England, or pewter vessels, brass candle-holders and snuffers, stamped and painted images from Epinal, some fine fabrics—silk kerchiefs with political cartoons, and occasional garments for rare occasions. Valuable relics one or two hundred years old were unearthed for us from rustic chests and cupboards or simply from dark recesses in the attic.

A few joiners, carpenters and blacksmiths from the early days had plied their art on the island and were "emplacitaires" (that is, lived on village lots); for instance, the Asselins were blacksmiths, the Leblonds, Nadeaux, Gosselins and Guérards were joiners—all of them craftsmen through the generations. Professional or otherwise, they were gifted with talent and skill. There are many cupboards, chests and other pieces of furniture of quality from their hands—even crucifixes, statuettes and church carvings. Old wrought iron crosses and funeral inscriptions in the St. François graveyard by Joseph Asselin proved interesting museum acquisitions. Some of the manual devices and hand-made tools were unknown to us. While M. Roche and I busied ourselves taking notes and photographs, we felt that we had found our way into the heart of ancient France. It was an exquisite experience. Our casual hosts yielded to our inquisitiveness with grace. Leisurely and self-possessed, in spite of their farm labours, they seemed untouched by the modern diseases so much in evidence elsewhere—hurry, and a false appreciation of the true values in life.

The language, like the artifacts, lapsed into archaisms at times, which greatly interested a student like M. Roche, a native of Vichy, France. The manual processes were explained with words novel to us, yet pure French, as we later found them in the glossaries. The description of the wicker fences and traps as formerly constructed for catching eels and **bars** (a kind of sea bass)—fishing always was an important activity around the island—was accompanied by traditional terms familiar to the craftsmen but not to others at large; such as, les **claires**, les **piquets de croisées**, la **chasse**, le **bois barré**, les **hares**, les **nasses**, le **racroc**, la **claire de chasse**, la **claire de revire**, les **patins**, etc. This was also true of most of the special processes and local crafts. The idiom itself was derivative, that is, much the same as in the provinces of the ancestors overseas.

The original settlers have come mostly from northern and central France, according to the well-preserved records. For instance, the first Asselin (Asseline), L'heureux (Leureau), Côté, Godbout, Prémont, Labrecque, were from Normandy; Gagnon (Gaignon), Guyon (Dion), Loignon (Lognon), Landry, Houde, from Perche; Morency (dit Beaucher), Nolin (Lafeugière), Bernier, from Ile de France; Bellouin (Blouin, dit Laviolette), Allaire, Chabot, de Blois, Marceau, Odet (Audet, dit Lapointe), Noël, Roger, from Poitou; Baillargeon, from Angoumois;

Estourneau (Letourneau), Martineau, from Saintonge, etc. The majority was of Norman extraction.

Culture and refinement seemed more marked on the island than elsewhere in rural Quebec. The folk-lore was poorer in proportion; its tang was less archaic. Not many folk tales had survived. If the songs still were fairly numerous—I collected about 500—the style of singing was less florid and mediæval than in Charlevoix County or Gaspé. School education and the proximity of town had rubbed off some of the features due to rustic isolation. So it seemed. The convent of Ste. Famille, founded in 1685 by Marguerite Bourgeoys, is one of the oldest in Canada. Under its influence, reading has assumed the function of memory and curbed the spirit of oral traditions. Several families have furnished recruits to the clergy and the professions—the Gosselins, the Gagnons, the Leclercs, the Fillions, and others. The Gagnon family alone, till 1909, had counted 62 of its members in the clergy, 53 of whom were then living. Or it may be that the islanders from the start have better conserved some of their oral traditions as they have their handicrafts, while other districts in their isolation have developed traits of their own.

Four of the six churches on the island were among the oldest and finest on the Saint Lawrence—those of Ste. Famille, St. François, St. Pierre and St. Jean. Their architecture, simple and graceful, was in keeping with the surroundings. Their thick stone walls and hipped roofs with bell-cast, the lightness of their pointed spires and belfries, the arches over their windows, made them singularly attractive. They belonged to the time when palaces and churches in France were built in the classic style rather than in the indigenous Gothic. Their interior wood-work consisted of highly ornate retables in the Corinthian order, with occasional Louis XV features. Floral panels decorated the choirs, and wooden statues stood on the altars and on the front gable.

Wood carving was extensive and of high quality. It could not be the work of joiners devoid of professional training. As early as 1911, I had seen and photographed beautiful carvings elsewhere, in Quebec, at Lorette or on the Beaupré coast—statuettes, altars and high reliefs. They were supposedly French-made, of the colonial period. Whole retables, entablatures and ceilings, however, were not imported on small sailing ships from the motherland. They might be from the hands of craftsmen and artists within easy reach. But who were they? Where did they get their professional training? The problem of their identity was one I had had in mind to study for some years, especially since it had come to my knowledge that, as early as 1672, Mgr. de Laval had founded a school of arts and crafts at Cap Tourmente, below Quebec.

Prof. Ramsay Traquair, the head of the Department of Architecture of McGill University, joined me early in July at my invitation, and for several weeks we studied the old island churches, beginning with that of Ste. Famille. It was known that these churches had been erected and furnished between the years 1717 and 1750. Yet we soon were aware that the work could not all be of that early period. Fragments of carvings, older and in a different style, were found in the garrets and the cellars. From the mixed schemes of decoration it was obvious that the work was not all of the same hands or the same date.

The problem could be solved only with the help of the parish records. It was fortunate that they should be extensive and well preserved, from as early as 1680-1700. While Prof. Traquair measured and drew the plans of the churches on the spot, I studied the **Comptes et Délibérations de la Fabrique** and the other manuscript documents. The puzzles that had confronted us were solved in the end. Extensive alterations had been effected at various times, a record of which appeared in the dated entries of the detailed accounts. Many craftsmen had been employed in turns, some of them local. Whenever altars, statues and decorations were required for the choir, or a ceiling, the contract was given to the master-carvers of Quebec: the LeVasseurs, the Baillargés, André Paquet and a few others.

If this architecture belonged to the French renaissance from its inception, it had undergone a marked local evolution, in the course of two centuries—growth at first and then decadence. There were not, on the island, many relics left of the earliest period—that of the first masters brought over from France in 1672-75 by Mgr. de Laval, and whose work was distinctive of the reign of François I. The present churches were built after their time. A few statues for the altars, rather small, alone could be ascribed to them. The following period, from 1710-1780, was better represented—that of the LeVasseurs, with their Louis XIV and XV **rocaille** and **appliqué** decorations. The high altar of Ste. Famille, the lateral altars of St. François, and other carvings were still conserved and in use. Most of the work, however, was of a later date. The two front towers of the Ste. Famille church were built in 1810; the three spires followed a few years later. The fine choir reredos, in pure Corinthian, came from the shop of Thomas Baillargé, and the lateral altars were made by Baillargé's older brother, Florent. But the ceiling was in a different style, that of Quevillon, of Ile Jésus. For Canadian architecture after the Conquest developed into two distinct schools, those of Quebec and Montreal. The craftsmen of both groups infringed at times upon each other's grounds. The lower Saint Lawrence seemed to be a dependence of Quebec and the special field of the Baillargés, who were the heads of a Quebec firm. In spite of this, Quevillon and his companions decorated some churches close to Quebec, on the south shore—at St. Henri, St. Charles, Berthier, St. Michel and Rivière Ouelle. Yet they belonged to another district; their shops were at Ile-Jésus, near Montreal. The Quebec craftsmen seem to have considered this an intrusion and to have won the sympathy of their clergy. The Ile-Jésus school was censored by abbé Demers, of the Quebec Bishopric, on the ground that its work was of a degenerate type, that is, rococo or Louis XV. Preference must be given to the early renaissance in its purity; in other words, to the Baillargés. The ancient quarrel of the classic orders *vs.* the rococo was thus reopened in Canada, with a strong feeling of actuality.

This was unknown to curé Gagnon and his parishioners at Ste. Famille; it was still in the early days of the conflict in 1812. They happened to see the fresh decoration of the church of St. Jean, across the island, and found it to their liking, rococo though it was. The author, Louis-Basil David, was still there, looking for a new job. So both the parish priest and his wardens gave David the contract for a new ceiling in their church. It was then the fashion to scrap the older carvings of the LeVasseurs. The work was under way when curé Gagnon journeyed to

Quebec and discovered his mistake. He would have a ceiling in deplorable rococo! David was naught but a former apprentice of Quevillon! The abbé's blood was rising. He went back home and, the next Sunday, flayed his wood-carver from the pulpit. But the parishioners would not change their mind. Rococo or no rococo, they wanted the ceiling, and informed the Bishop of their choice in a petition, and they won their point. The ceiling was completed and still exists. It is in the Quevillon style (Louis XV). But the reredos supporting it is from the Baillargé workshop, in fine Corinthian. There are not many people now keen enough to notice the discrepancy.

The parish records, particularly the accounts and the minutes of the meetings of the churchwardens, were a valuable source of information. They have been preserved almost intact for over two centuries. It is peculiar that our government archivists should have neglected them, no less than those of other Quebec parishes and of the old religious institutions. These domestic records have never been collected or copied for the benefit of historians at large. Yet they are bulky, and are the best materials available for Canadian history from the beginning.

Not only do they contain the names of the craftsmen and the itemized description of their work, but there are also other episodes of early life. That of the Feud of the Relics is just one of them. The old people at St. Pierre had already spoken of it to me, when they explained the name of the Priests' Road (**la Route des Prêtres**), that crosses the island north and south, and connects St. Pierre with St. Laurent. The relics of a saint—an arm bone—had been taken away at night from one of the churches, long ago, nobody knew when. A quarrel broke out between the churches. The St. Pierre parishioners accused their neighbours of St. Laurent of stealing their silver reliquary. But they could not recover it. The priests were opposed to each other. Feelings ran high for many years! It was like war. The Bishop recalled the **curés** and bade his flock to come to terms. The arm bone of St. Paul—for such was the relic, no less—was delivered to the owners in a procession, with great solemnity, at the frontier of the two parishes. The road there since has been called **The Priests' Road**. A black cross stands there in the maple bush, along the road, in commemoration of the event. That much could be learned from the old people at the present day, from grandfather Plante, among others. But there were no particulars, no date, nothing definite. It all seemed like a legend.

The church records of St. Laurent later came to the rescue. Several pages (139 to 146) of the **Comptes et Délibérations** contained much of the story—letters and receipts of the parish priests, written instructions of the Vicar-General, and a protest. I was sorry that it robbed the legend of some of its colour.

When the quarrel came to an end in 1731, it was twenty-eight years old. It had begun in 1703, when the relic was ceded by the parish priest of St. Laurent, M. Dauric, to his good friend M. Poncelet, the curé of St. Pierre. There were good reasons for the donation, or rather, the exchange. The relic was "a fragment of the arm bone of Saint Paul," and Saint Paul had ceased to be the patron saint, since the parish had changed its name to St. Laurent. If the fragment was precious, were not the bones of Saint Clément, given in compensation, much larger and three in number—two, five inches long, and the third, a bit less (**ce qui fait**

une relique beaucoup plus grosse que celle qu'on réclame)? The promise was made that great reverence would be shown to Saint Paul, in the parish of St. Pierre. A silver reliquary would be made for the relic. Besides, Mgr. de St. Vallier, the Bishop, approved the transfer, and that was of some importance, since he had been the donor, in 1698.

St. Pierre lived up to its obligations. A fine reliquary was made in Quebec. It is described as a monstrance of silver, shaped like the sun (**une chasse d'argent en forme de soleil**), with a crystal receptacle, and sheathed in three covers, two of which were of linen and one of silk. But there was much dissatisfaction in the parish of St. Laurent. Their curé, M. Dauric, had failed to consult them before the transaction. The relic was their own, not his. It had been given to them. It was not his right to dispose of it without consulting them.

Years passed—nearly thirty years. Still they resented the injustice. They were real Normans. Some of their young men, in a night raid across the island, in 1731, recovered the relic for their church. In this they were supported by their new parish priest, M. Chardon.

The St. Pierre parishioners were incensed at the news. Had they not spent fifty **écus** on the silver monstrance, and besides, lost the relic of Saint Clément? The proposal that the silver reliquary be restored to them empty, or fifty **écus** instead, was rejected. They addressed an appeal for redress to the diocesan authorities at Quebec.

The Bishop's delegate, some time later, found the reliquary locked up in a chest, at the church of St. Laurent. He summoned the parishioners to fetch it back where it belonged. Unanimously they protested. They never had approved the exchange of the relics (**les habitants ont toujours murmuré de cet échange**). They were the owners and intended to be firm, should their neighbours resort to violence. But they yielded to authority in the end, rather than break away from the Church. Once they had entered the formal protest on their church records "without prejudice to our rights", they surrendered the "bone" of contention, in a solemn procession to the frontier of their parish. The black cross now stands there in commemoration. The episode is illustrative of ancient parish psychology.

The island for many years has been a favourite resort for painters, that is, since our modern Canadian artists came back home from France, where they had their training. Something there and on the Beaupré coast opposite distinctly reminded them of Normandy, of the country often painted by their masters of the Barbizon school: ploughed fields, stone houses, cows and sheep, and peasants in blue homespun. The men in the summer would travel on their cart loads to the Quebec market at dawn, and come back asleep in their empty carts at night. The women would reap the flax in the fields and weave during the winter months. They would milk the cows, bake the bread in ovens, and make refined cheese. Then there were festive gatherings at night and much jollification. All these scenes they had visioned on the canvases of the modern French school, and they followed in the path. One of them, Brymner, is still well remembered at St. François and Ste. Famille. Some of his sketches may be seen in farmhouses. Huot, Paradis and others also sojourned there. They were fond of the island.

Their chief deficiency, as pioneers, was that year after year they went on painting Canadian scenery much as their masters had painted France, even to the dawns and sunsets. To them our evergreens—fir, pine, spruce—were taboo. They could not be painted. Millet and Corot never had painted them. What is distinctive in Canadian scenery was left out—its vastness, vigour and boldness—even the winter and the snow. Under their brush, it remained diaphanous, warm and intimate, like the forest of Fontainebleau or the farms of Normandy.

Other Canadian painters were more successful—Krieghoff and Walker. Some of the winter scenes of Krieghoff are delightful, yet reminiscent of the artist's native Dutch tradition. Horatio Walker, whose house is on the island, is the outstanding interpreter of his chosen field. His brush is facile and prolific and his colour scheme seductive. He has won recognition at home and abroad.

The contours of the island, its cliffs, its old houses, churches and people, are picturesque. They often look like ready-made pictures on the easel of nature. I wondered how they would appeal to painters of our modern Canadian school—the Group of Seven. Two members of the Group, Jackson and Lismer, visited Ste. Famille while I was there, and went away with many sketches. They found it rather disappointing for their work, as they prefer rugged scenery, in the autumn or the spring, which composes interestingly on canvas. Structure and composition are what they are striving for, rather than easy pictorial themes. They much preferred Charlevoix county, for its rolling hills, its mills and houses, its unpainted cedar barns, thrown about in a picturesque disorder. The road around the island is like a tight ribbon, almost always straight, and its houses stand alongside in a row. They are pictures in themselves. The artist there, they thought, needs only to be a copyist. They found more elbow room in the erratic lay-out of Baie St. Paul, Eboulements and the gorgeous Laurentian hills to the north.

A Montreal painter of the younger generation, André Biéler, has since had his studio at Ste. Famille and sent to the salons attractive pictures and wood cuts of peasant life and church processions. It is evident from these that the island can still furnish new themes to the artists, at least in the limited range of portraiture, domestic industries and farm life.

CITATION ON AWARD OF DISTINGUISHED FLYING MEDAL TO FLIGHT SERGEANT R. E. MACFARLANE, CHILLIWACK, B.C.

“One night in January, 1943, Flight Sergeant MacFarlane was captain of an aircraft which was attacked by three Junkers 88's when returning from an operational sortie. The mid-upper gunner was killed, the rear gunner severely wounded and the aircraft was badly damaged. Flight Sergeant MacFarlane took violent evasive action and succeeded in shaking off the enemy aircraft. Shortly afterwards the bomber was held by searchlights and engaged by intense anti-aircraft fire and height was lost down to 4,000 feet, in avoiding further damage. Soon afterwards a formation of five hostile fighters was sighted but when they attempted to attack Flight Sergeant MacFarlane skilfully evaded them by masterly airmanship. This airman extricated his aircraft from a perilous situation and flew it safely back to this country (England).”

THE PURITAN MAID WHO BECAME MOTHER SUPERIOR OF THE URSULINES

E. C. Woodley, M.A., Department of Education

The visitor to the small New England town of Wells, situated on the Atlantic seaboard not far from the border of New Hampshire, finds little if anything in its peaceful shaded streets to remind him of its stormy past. Yet in its early days Wells was the scene of many of the horrors that invariably accompany guerilla warfare and, in 1703, was subjected to a particularly severe raid by the Abenaki Indians. The story of Esther Wheelwright begins with that raid.

The town of Wells was founded in 1641 as the result of a serious religious disagreement in the Puritan churches of Massachusetts. The leader in this disruptive movement was the Rev. John Wheelwright, who had been a fellow-student of Oliver Cromwell at Sydney College, Cambridge. Wheelwright, who seems to have been a brilliant preacher, attracted much attention during the first months after his arrival in Boston, but soon came under suspicion of holding antinomian views. He was duly examined by the authorities and, when found guilty, was ordered to leave the Massachusetts colony, with his followers.

At the bidding of conscience, the little company travelled north-eastward and spent a hard winter near the site of the present town of Exeter, New Hampshire, but, in the spring of 1641, moved to land granted them between the Ogunquit and Kennebunk rivers where Wells now stands. The new settlement developed under the leadership of the sons of the first generation. One of these, Samuel Wheelwright, in 1681, became a member of the Provincial Council and a Judge of Probate of the Court of Common Pleas.

Captain John Wheelwright, the son of Samuel, and Lieutenant Joseph Storer became favourably known throughout the New England colonies as far-sighted pioneer leaders who were keenly alive to the importance of taking adequate steps to protect the settlers against Indian attacks. They were largely responsible for the construction of garrison or palisaded houses which could be used as forts and centres of resistance in the case of raids.

Captain John Wheelwright married Mary Snell and there were eleven children of the marriage, six of whom were born before the event with which this story begins.

Wells had been attacked by the Abenakis in 1692 but had fought off the enemy. A fiercer raid, however, was made on August 10, 1703, which, despite a sturdy resistance, resulted in the death or capture of thirty-nine of its inhabitants. Among the captives were two young girls, Mary Storer, daughter of Lieutenant Joseph Storer, and Esther Wheelwright, a child of five, the daughter of Captain John Wheelwright. In 1705, word reached Wells from Quebec that Mary Storer was safe and well in that city, but years passed before any news about Esther Wheelwright trickled back to her old home, and then it was strange news indeed.

The Indian who had captured little Esther, carried her to his wigwam in the forest at the head of the Kennebec river and here she remained for six years, living in an entirely savage environment and growing up with Indian children as her only playmates. Then one day she was accidentally discovered by Father Bigot, a missionary priest who was working among the Abenakis. The priest was much disturbed by his discovery, especially when he learned the identity of the child. He begged her Indian master to allow him to take Esther to the French settlements. The Indian refused for a long time. The priest frequently visited the wigwam in the forest and took a particular interest in the child, teaching her as much regarding his own faith as she could understand. A strong affection seems to have grown up between them. Finally, Father Bigot made representations to the governor, Marquis de Vaudreuil, who succeeded in obtaining the child from her Indian master. In the fall of 1708, Esther Wheelwright was brought to Quebec, which was to be her home for the rest of a very long and eventful life.

On reaching Quebec, Esther was taken at once to the Château St. Louis where she was received very kindly by de Vaudreuil and his wife. Although the years spent in the forest must have affected her appearance to some extent, she was a very attractive child with a disposition which made a strong appeal to the Marquise de Vaudreuil, who insisted that she remain at the Château to become the associate and playmate of her own daughter, Louise.

On January 18, 1709, according to the record of the Convent of the Ursulines at Quebec, Louise de Vaudreuil and Esther Wheelwright entered that educational institution together. The actual entry reads: "Madame la Marquise brought us a little English girl as a pupil. She is to pay 40 écus."

A sensitive child, with a strongly religious temperament developed further by the ministrations of Father Bigot, Esther was soon very happy in the atmosphere of the convent and early expressed her desire to remain there as a permanent inmate. The governor, de Vaudreuil, however, was opposed to any hasty decision in this matter, especially as he realized that the English in Boston might hold him to account. Word to the effect that Esther was still alive had, in some way, reached her people in New England. But there is evidence that de Vaudreuil was in no haste to yield up the attractive girl who had endeared herself to him and the members of his family.

In the fall of 1711, Esther accompanied the governor and his party to Three Rivers and Montreal. While in the latter place, she acted as a godmother to the child of Abigail Stebbins, another New England captive who had become the wife of Jacques de Noyon. The entry of the baptism of this child appears in the parish register of Longueuil, and among the witnesses are Nicholas Lemoyne and "Esther Wheelwright, daughter of Mr. John Wheelwright, Judge of the Peace at York and counsellor of the Sovereign Council of Boston in New England."

Esther's thoughts, however, turned with ever-increasing longing to the life of the convent which had cast its spell over her. The religious life made an irresistible appeal to her and, during a further period of residence in the convent when the Marquise de Vaudreuil was absent in Europe, she prevailed upon the religious authorities to allow her to enter her novitiate as an Ursuline nun.

She took the white veil on January 3, 1713. A few months later, following the signing of the Treaty of Utrecht, a special mission from Boston visited Quebec to obtain the release of some of the English captives, including Esther Wheelwright. It is said that letters from her family were brought to Esther urging her to return. But to all pleading she turned a deaf ear. She had reached a decision regarding her life and nothing would cause her to change it.

On April 12, 1714, with all the pomp and splendour of Catholic ritual and in the presence of the governor and the leading people of Quebec who had gathered in the chapel of the convent, Esther Wheelwright, the Puritan maiden, took the black robe and veil of the Ursuline Sisters and was henceforward known as Sister Esther Marie Joseph of the Infant Jesus. Many years were to pass before Esther Wheelwright, the Ursuline sister, was again to occupy any place in the story of the great struggle between France and England for the control of the New World which, during these years, was drawing nearer its dramatic climax on the Plains of Abraham on the outskirts of the city in which her convent was located.

Captain John Wheelwright died in 1745 in Wells. Several years before his death he drew up his will which contained the following interesting clause: "I give and bequeath to my daughter Esther Wheelwright, if living in Canada, whom I have not heard of for this many years, and hath been absent for more than thirty years, if it should please God that she return to this country and settle here, then my will is that my four sons, John, Samuel, Jeremiah and Nathaniel, each of them pay her Twenty-five Pounds, it being in the whole One Hundred Pounds, within six months after her return and settlement." His widow survived him by a number of years.

In 1754, forty years after she had taken the veil, Sister Esther received an unexpected visitor at the convent in the person of her nephew, Major Wheelwright, the son of her brother Nathaniel. Imagination alone can fashion the substance of that interview which must have been concerned with intimate family news. There was much to tell and hear, but no record of the conversation was kept. It is evident, however, that if there had ever been any bitterness felt in earlier years toward the member of the family who had changed her religious faith, it had altogether disappeared. Before leaving Quebec, Major Wheelwright presented the Ursuline Sisters with some: "fine linen, a beautiful silver flagon, and a knife, fork and spoon of the same material." He also gave his aunt a miniature painting of her mother, which is still one of the prized and honoured possessions of the Ursulines in Quebec.

The storm broke upon Quebec in 1759. Throughout the summer of that year, the city was bombarded by the British from the Lévis shore. The Lower Town was largely reduced to ruins and much damage was done in Upper Town. Most of the Ursuline Sisters took refuge in the General Hospital but a few remained in the convent on the heights, of whom Mother Esther was one.

The Battle of the Plains was fought on September 13th. Montcalm, fatally wounded, was brought into the city where he died in the house of the physician, Dr. Arnoux. His body was placed in a roughly constructed box and carried to the Ursuline chapel, where it was received by the sorrowing sisters and buried in a

hole made by a British shell which had crashed through the roof and struck the floor in front of the altar.

The winter of 1759-60 was very cold and there was a lack of food and fuel in Quebec. The Ursuline Sisters, now restored to their convent, which had been repaired in part by General Murray, did their utmost to alleviate the general suffering. Pitying the condition of the soldiers of the Highland regiments in their kilts, the good sisters spent much time knitting stockings for the soldiers to protect their bare knees from the cold.

On September 8, 1760, the final capitulation of New France was signed at Montreal. On December 15th of the same year, Sister Esther Wheelwright was elected Mother Superior of the Ursuline Order in Quebec.

The Mother Superior seems to have maintained contact with her Puritan relatives in New England in the years that followed. While unable to visit them, she received them at the convent when they visited Quebec. In 1761 she was visited by Joshua Moody, the son of her sister Mary, who had named one of her daughters Esther, after her long-missing aunt. Mother Esther asked that she might have the training of this child in the convent, but Puritan tolerance could hardly extend this far. She, however, sent her portrait to her distant namesake as an indication of her interest.

The relations between the Ursuline Sisters and the new British rulers of Quebec were very friendly and the sisters did much for the welfare of the community, irrespective of race or religion. After his return to England, General Murray, on one occasion received a gift of some needlework made in the convent, and wrote the following letter in reply, showing his appreciation of their service in the unsettled days of his governorship.

London, April 23, 1767.

Ladies,

I have received the beautiful articles you had the kindness to send me. They are certainly most acceptable in themselves, being the work of skilful and tasteful hands; but these gifts are especially precious to me on account of the feeling that has dictated the offering. It is your esteem and attachment which I consider, and which I value as I ought. But this new proof of your sentiments in my regard was not necessary to convince me that they were unalterable. During my sojourn in Canada, I had a thousand occasions of appreciating those kind feelings; I am most sensible to the honour and it will ever be a pleasure to me to acknowledge the obligation.

I am persuaded you will continue to enjoy the tranquillity and happiness you merit: it is the recompense due to your virtues, and the fruit of your irreproachable life. It is these considerations that have won for you, ladies, the esteem and confidence of all who know you. Continue to enjoy it. For my part, nothing would give me greater pleasure than to have an opportunity to prove the high consideration and attachment with which I have the honour to remain

Yours, etc.,

MURRAY.

The years passed quietly but filled with activity within the convent walls, and, in April, 1764, Mother Esther celebrated the fiftieth anniversary of her admission to the Ursuline Order. It was a great day in the history of the convent. She continued to act as head of her community for some years longer and only relinquished it in 1772. She died peacefully on the evening of October 20, 1780, at the age of eighty-four years and eight months and was buried in the chapel of the convent which had been her home for sixty-six years.

ARCHIBALD LAMPMAN

Duncan Campbell Scott, C.M.G., D. Litt., Ottawa

In the history of many creative minds it should be possible to fix definite points of experience from which new influences arose, leading sometimes to important changes in the development of genius, and sometimes to the strengthening and enrichment of genius without diverting the stream from its main channel. Archibald Lampman's greatest gift to us is his interpretation of natural beauty, of nature in its varied aspects, from the gentleness of spring flowers to the wildness of winter storms. He had other powers, for he was greatly interested in men and affairs; he has said some memorable things about life and has made plain what was his ideal for the good life. It is no disparagement to say that he was first of all the poet of nature and there is no derogation of that finest of his powers to say that, at the end of his days, he was dealing with life's larger problems and even with heroic action.

I am indulging in no fancy when I say that the definite point in experience from which came the enrichment of that chief gift of his was reached when he came to Ottawa in 1883. That was his first contact with the romantic scenery of the province of Quebec; he then first realized the vital beauty of rivers and mountain lakes, and of forests not yet entirely subdued. Before then he had lived in pastoral parts of Ontario. He discovered beauty there and recorded it; but he was moved by another and a deeper beauty when he knew the Gatineau, 'rushing from its northern wilds,' the river Lièvre, the Ottawa and, later, the Lower St. Lawrence. His ideal of life was to be close to nature in the woods and by the lakes, and that feeling was intensified by the Quebec environment which, for him, had the ever-present spirit of the voyageur, the trapper and the settler on virgin lands. The dominant stream in his ancestry was adventurous, the pioneer element that sought for wilderness to conquer, that felt a kinship with earth and was aware of the beauty in nature unspoiled; these qualities met and found expression in the poet.

His forbears of the seventeenth and eighteenth centuries were mid-Europeans; his mother's family, the Gesners, were rooted in Switzerland; his father's, the Lampmans, in Hanover. The Gesners drifted into Holland, and afterwards, in 1710, to the British colony of New York. The Lampmans passed from Hanover through Holland, and the first American émigré came to New York in 1750. Both families were loyal to the British Crown during the American Revolution, and, after many vicissitudes, found themselves peacefully established in Upper Canada, and not widely separated. Both families were successful colonists, and it was in cultivated Upper Canada, which they had done much to civilize, that Archibald Lampman's parents, Susanna Charlotte Gesner and Archibald Lampman were married at Morpeth, in Kent county, in May of 1860. The poet was born there on 17th November, 1861. It is interesting to note that six native strains met in him: French, Dutch, German, Swiss, Scotch and English; and that both his grandmothers were Highland Scotch.

Mr. Lampman had graduated Bachelor of Arts from Trinity College, Toronto, in 1857; in 1860 he was incumbent of Trinity Church, Morpeth. He was a man

of reading and general culture, an enthusiast of the Augustan age of English poetry and from this classic view-point he gave his son his first insight into the art of verse. The poet's mother had strong musical bent; her character was a blend of strength and tenderness, and in the circumstances of her life she had need to call upon those reserves of courage that gave her personality distinction. The poet was conscious of the debt to his parents and in dedications in two of his books acknowledged it. There was an affectionate warmth in the address to his mother whose valiant will had battled long ago; he called his father a poet who first instructed him in the art of verse. In thinking of Archibald Lampman's early life one can be aware of surrounding memories of courage and loyalty and of traditional gentle standards of domestic life.

In 1867 the family moved to Gore's Landing, a small town on the shore of Rice Lake. In some respects the change might have meant an advance in the family fortunes. Archibald could remember nothing of Morpeth but had some happy memories of the surroundings at Rice Lake and his sojourn there; but Gore's Landing proved inhospitable to him and to the first hard conditions of residence there might well be traced a lasting weakness in his constitution. The only house available for a rectory was an old stone tavern, damp and even dilapidated; there Archibald contracted rheumatic fever and suffered acutely. Fortunately the tenure of the tavern was not lengthy and a comfortable house was occupied before long, but the effects of this illness was felt by the boy who was lame for some time. The families resident about Gore's Landing were of the fine stock that built Upper Canada and the Lampmans had free intercourse with them. Archibald was fortunate in his first school-master, F. W. Barron, M.A. of Cambridge who had a boarding-school in the village. He was a strict disciplinarian, believing in the power of the rod as an aid to both culture and order. Culture in Lampman's case was the chief advantage as he was tractable, and from Mr. Barron's methods he gained that love of things well ordered which persisted throughout his life. The course of his education was to continue in the British and Anglican tradition.

Mr. Lampman was appointed curate of St. Peter's church, Cobourg, and the family took up residence there in 1874. During the last four years at Gore's Landing his health had begun to fail; the governance and, to a growing extent, the maintenance of the family devolved upon Mrs. Lampman. She proved worthy of the trust; she was determined that her children should be well educated and that their talents should be developed, and she was successful. After a year at Cobourg Collegiate, Archibald went to Trinity College School at Port Hope. His expenses there were nearly covered by scholarships, and he won many prizes. In 1879 he entered Trinity College, Toronto, and mainly by the help of scholarships he completed his course and graduated in 1882, B.A., with second class honours in classics. This ranking does not show a high attainment and might mean either a lack of natural ability or a failure of intense application. Only the latter cause can apply in his case. The recollections of his friends show that he was more studious at the preparatory school than he was at the college. That is easy to understand; at the school he had not many companions and no great diversions. Port Hope was hardly more than a large village and its life had the pattern of Cobourg and of all small Upper Canada towns; there was even

no mild excitement, and young Lampman stuck to his books. He there had the standing of a student and was a leader as well. His lack of strength kept him off the football field but he took an interest in the sports and was a good skater and swimmer. In his second year he was head boy and prefect of the school; this position carried disciplinary duties; he was responsible for the conduct of the boys after school hours. If he had any early powers in this direction they were not strengthened as years went by, as will be seen later by his experiences as school-master. When he went to Toronto he entered the life of a growing city, of a college with a history; and he came in contact with companions drawn from all parts of the province under masters who did not treat their pupils with familiarity. The family feeling of the school disappeared in the more important and varied surroundings which put a boy on his mettle. Lampman stood up well under the new conditions and before long he had his place in the college life; but it was not that of a devoted student.

One of his first acts after entrance was to join the Literary Institute; it showed where his tastes and his ambitions lay. His contribution to the life of the college became more and more a literary one. There was an outlet ever-present for the student-writer in the college magazine, *Rouge et Noir*, and to its pages Lampman contributed both verse and prose; his first poem was printed in *Rouge et Noir*, in February 1882. No doubt his studies were interfered with by these activities and by his growing delight in companionship which overflowed from the college to the city. He was everywhere welcomed, for he gave much to his friends and also gained much from them in the constant play of thought and free discussion.

During the summer of the year in which he graduated, he had been endeavouring to obtain a position in one of the Ontario schools and was accepted as assistant master of the Orangeville High School. His career was short and it proved that he had few of the qualities that go to the making of a successful teacher. He wrote: "like the poet, the pedagogue is born not made," and he gave his friends amusing descriptions of his failure to maintain order in his classroom. As he was born 'poet' he escaped most happily from a type of bondage into a way of life that more nearly suited his inclinations.

In those days, the good old fashion of political patronage was the method of appointment to the Civil Service; it was subject to grave abuses but when it was abolished the claim might have been fairly made that it had given Canada a competent and trustworthy succession of public officials. By this method Lampman reached the Post Office Department, nominated by Sir Alexander Campbell, Postmaster General, whose son had been the poet's friend at college. He was appointed on the 16th January, 1883 and found a place in the Secretary's branch. Friendship and patronage were the causes of his appointment and not literary merit, and his single promotion came about in the way of official routine and not as recognition for his standing as a poet, which by that time had been acknowledged. He was a faithful and competent clerk and had earned advancement.

When he came to Ottawa, the town's population was about twenty-five thousand; when he died in 1899 it had increased to about fifty-seven thousand. Bytown had had greatness thrust upon it, and, as Ottawa, was valiantly struggling with its problems. The charm of the place is its picturesque situation and easy access to the country, to the Gatineau Valley, and to the many lakes lying

amid hills to the north. This environment had growing influence on Lampman, and he found new friends among men and women who shared his delight in poetry and nature. In this stimulus to the main interests of his life he was most fortunate; his family moved to Ottawa shortly after his appointment and for some time he enjoyed that well-loved association; his happiness was completed in 1887 when he married Maud Playter, the youngest daughter of Dr. Edward Playter. Three children were born of the marriage, a daughter in 1892, a son in 1894 (who died in infancy), and a son in 1898. Certain of his poems show how deeply he felt the loss of the child.

To Civil Service clerks in the position he occupied, the monotony of routine is as tedious now as it was then; the only escape from it is to some interest or to some passion which is the real life of the subject. Lampman's real life was in poetry and the other life was alien to it. As years went by he became even hostile to it and he looked forward with increasing eagerness to complete severance from the Government service. In those days office hours were short and there was a reasonable annual vacation, and Lampman had certain leisure for reading and writing, for walks and rambles in the woods, for canoeing and snowshoeing and, during vacations, for visits to Boston, to Montreal and to the Niagara peninsula where his family traditions lay. Under these conditions, during his residence of sixteen years in Ottawa, he produced the bulk of his finest work, most of the longer descriptive lyrics and nearly all the sonnets. He was chary of self-criticism but he was right in his opinion that his best work was to be found in his sonnets. In perfection the best of them take their place with the best in English literature, and bring a new train of beauties into the catalogue. Year after year his poems gave delight to readers of periodical literature in Canada and the United States. He published only two books during his lifetime. In 1895 he was elected a Fellow of The Royal Society of Canada.

About 1895 it became apparent that his health was impaired although that was not immediately traced to a weakness of the heart induced by the attack of rheumatic fever, that illness so serious in his boyhood. It is probable that during the camping trip which he made in the autumn of 1896 he strained his heart. He was always anxious to do his share of the portaging and the camp work and would never admit over-exertion. When it became clear that he should have a complete rest and change of scene, a few of his friends made it possible for him to travel in comfort, and part of the summer of 1898 he spent with friends at Lake Wayagamack, in Montreal and Boston, and in Digby. During the autumn of that year and the early winter of the next, there was no appreciable improvement in his condition and he died on 10th February, 1899. He was buried on the next day, Saturday, in Beechwood Cemetery, Ottawa. In the Memoir and in the Introduction which accompanied the Memorial Edition of the poems (1900), and *Lyrics of Earth* (1925), I attempted to give essential details of his disposition and way of life, of his opinions and ideals that may enable the reader to form some image, however faint, of his character and personality. I have no space to repeat them here, and I would not presume at this time to improve on their sincerity or vividness.

I have not yet quoted from the poems, as this is, in the main, a biographical sketch; but the details of a life cannot be separated from the cause which made it distinguished, and in Archibald Lampman's world all was centred on poetry.

He once wrote: "To have written a good stanza is the finest sensation on earth." In 1893 he wrote: "Poetry has seized and enveloped the whole field." This devotion to an ideal stimulated his great creative gift. Linked with the love of nature and with a growing experience of life, it gave him substance on which to work. Nature, one must put first, but he was ever conscious of life's problems. These problems began to interest him more and more the older he grew; but his life was cut short before he could follow the current that was leading him into deeper waters. It is idle to speculate on a possible development, on what he might have written; but there remains the surety of his finished work for our study and admiration; it is worthy of both, and I can refer the reader to it with confidence.

I began this sketch with a reference to Lampman's reaction to the scenery and atmosphere of your province. If I could quote the whole of the sonnet, **Sunset at Les Eboulements**, it would of itself make good this point and show his strength as a sonneteer; but the closing lines must serve:

And now by twos and threes,
O'er the slow spreading pools with clamourous chide,
Belated crows from strip to strip take flight.
Soon will the first star shine; yet ere the night
Reach onward to the pale green distances,
The sun's last shaft beyond the gray sea-floor
Still dreams upon the Kamouraska shore,
And the long line of golden villages.

As an example of the fusion of human interest with charm of locality, **Between the Rapids**, may be cited; the scene is on the river Lièvre. Here are the memories of a broken romance, mingled, as the canoe rushes on, with the fleeting beauty of familiar river shores. The subject of one of his last poems is an episode in the history of the province. **At the Long Sault**, deals with the fight between Daulac and his band of heroes with the Indians, in 1660, beside the rapids on the Ottawa. It was recovered from one of the poet's notebooks by Professor E. K. Brown, Head of the Department of English, Cornell University, under circumstances I describe in the book, lately published under our joint editorship, **At the Long Sault and other new poems**. It is a short, and perfect work of unforgettable strength and beauty.

I note these poems for their local and provincial significance and also as examples of the scope and beauty of his art. I hope the citations may lead to a study of his work and then another purpose would have been accomplished. It all flowed from a reserve of wisdom and integrity; it was controlled by a reverence for the Art which led him to test his poems by high standards and to be unsatisfied until he had achieved all possible perfection.

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ROBERT W. SERVICE

Celesta Hamer-Jackson, R.G.S., M.S.A., Vancouver, B.C.

I have had the privilege and the pleasure of meeting Robert Service many times as a friend, in the intimacy of his home, surrounded by his charming French wife, and his equally delightful daughter. He is probably one of the most interesting of our great and popular poets.

Whenever—for it is sure to be done one day—whenever his full biography is written it should be done by his own daughter, one who knows him intimately, not as an ordinary interviewer would, but by one who could paint on the black and white screen of the printed pages, a real portrait of the man behind the poet, the man of adventures, of courage, the plucky pioneer who, while still a youth, left his home in Glasgow to come to the American continent, to see the home of the cowboy and, perhaps, to become one of them.

Robert Service hates to be called a poet. He claims to be only a verse writer and yet he has to admit that his gift comes from the gods, for he started actually thinking and talking in rhymes before he could express his thoughts on paper.

Although he likes to stand on his dignity and live in the quiet seclusion of his home, Service can enjoy a joke as much as anyone, for he can write the most amusing and delightfully funny verses and recite them himself to entertain his intimate friends. Here the word *intimate* should be written with a capital for very few indeed are allowed in the sacrosanct privacy of the great man's bungalow in Hollywood. If he could see these lines he would doubtless put his blue pencil through them, for he does not believe that he is a great man. He looks upon himself as a lucky one, who has been favoured by providence.

Service was born in the north of England where he spent most of his childhood. His first poem was published in the "Boy's Column" of the *Glasgow Herald* when he was only twelve years old, but he began to get paid for his poems when he was fourteen. He was then sent to Hillhead High School in Scotland, where he spent most of his high school days. It is not surprising to know that he did not like school. Poets are dreamers and, as a rule, they pay but little attention to the teachers' lessons. Nevertheless, he continued his studies at Glasgow University and left Scotland in 1895, still in his teens, to answer the call of the West.

The poet went west in the truly romantic manner of the pioneer days, arriving in Los Angeles on a freight train, carrying his blanket roll on his shoulders. He worked at anything that came along—digging a tunnel, picking oranges, and writing when he felt like it. Real writers were then few and far between in the wild and woolly west!

Service likes to remember those early tough days—days of financial troubles which, however, never worried him very much. He always was "happy-go-lucky" and the luck clung to him. Leaving Los Angeles he went to Vancouver. The bank in which he was employed as a clerk sent him from that city to their branch

in the North West Territory in the Yukon, where he found himself in the very heart of those romantic days of the famous gold rush.

Having already absorbed the romantic colour of the Californian skies, he now drank in the marvellous contrasts and wild life of the far north, with its gigantic successes and stark tragedies. It was then that he became the bard of that historical period in the development of the great north-west, and started his books of verse.

The fame of Robert W. Service is very widespread. His books are as much read to-day as they were in the early part of this century. No other Canadian poet can claim so large a number of editions printed during his lifetime. The last edition of his works printed in one volume has recently been published and includes: **The Spell of The Yukon** originally called **Songs of a Sourdough**, **Ballads of a Cheechako**, **Rhymes of a Rolling Stone**, **Bar Room Ballads**, etc.

In 1912 Service went to France and, during the Great War, wrote his own experiences in **Rhymes of a Red Cross Man**, and the **Ballads of a Bohemian of Left Bank Paris**. It was then that he met his charming wife who is so wonderfully sympathetic and understanding to the well-known moods of poets, artists and writers. Mr. Service loves France and the French way of living. Before the war he had three homes in that country and, like so many of our great writers, particularly favoured the wonderful Riviera. His sudden departure from France paralleled that of Somerset Maugham whose escape from Nice in a collier has made history. Mr., Mrs. and Miss Service left their home in Southern France almost at a moment's notice before the German arrival in Paris, in 1940, and the tragic armistice. From there they returned to the Pacific Coast where the youthful cowboy dreamer of earlier days had enjoyed so much the sunlight and warmth of California.

Our poet now spends the winters in Hollywood and the summers in Vancouver. To-day he looks remarkably young. He claims to be seventy years of age, but his appearance, fair skin, and the brightness of his eyes say that he is no more than sixty. He is not a tall man but his slenderness gives him a taller appearance.

Naturally a delightful "causeur" and entertainer, he loves to strum on the guitar, sing some of his own songs, talk about old times, and tell of his many adventures. One of the most exciting was when he and a trapper went down the MacKenzie River to the Yukon in a birch bark canoe. The journey took three months, and it is said that the trapper was constantly cutting tobacco from his plug and rolling it in brown wrapping paper to make cigarettes for himself. At the end of one especially hazardous day, the trapper moodily informed Service that he could never be without a cigarette of some kind. It was the one thing that kept him going—kept him thinking straight. Then turning to the author, a savage gleam in his eyes, he added: "If we ever run out of paper, I kill you!" Service managed to keep him well supplied with paper from then on, and suffered many a fearful moment lest they run short. When the party of two came down from the northland, they had with them about seven thousand dollars' worth of furs. Shortly after reaching Dawson, the trapper, having gambled away all their valuable cargo, committed suicide.

In Dawson there is a little cabin, known to visitors as Robert Service's cabin, now owned by the Daughters of the Empire, who keep it well preserved. There the poet used to retreat in peace to write his immortal verse as well as some of his novels. Among his best known is **The Trail of '98** which so vigorously paints that fascinating part of the Great North. Not only has Service immortalized that historical trail through snow and blizzards, privations, sufferings and even death, but he has also portrayed the glamour of those pioneer days when money was gold dust, a tawdry chorus girl a queen, and a dirty, tired prospector played like a genius on an out-of-tune bar-room piano. In his own words:

I've stood in some mighty mouthed hollow,
That's plum full of hush to the brim;
I've watched the big, husky sun wallow,
In crimson and gold, and grow dim,
Till the moon set the pearly peaks gleaming,
And the stars tumbled out, neck and crop;
And I've thought that I surely was dreaming,
With the peace o' the world piled on top.

The summer—no sweeter was ever;
The sunshiny woods all a-thrill;
The grayling asleep in the river,
The bighorn asleep on the hill.
The strong life that never knows harness;
The wilds where the caribou call;
The freshness, the freedom, the farness—
O God! how I'm stuck on it all.

The winter! the brightness that blinds you,
The white land locked tight as a drum,
The cold fear that follows and finds you,
The silence that bludgeons you dumb.
The snows that are older than history,
The woods where the weird shadows slant;
The stillness, the moonlight, the mystery,
I've bade 'em good by—but I can't.

There's a land where the mountains are nameless,
And the rivers all run God knows where;
There are lives that are erring and aimless,
And deaths that just hang by a hair;
There are hardships that nobody reckons;
There are valleys unpeopled and still;
There's a land—oh, it beckons and beckons,
And I want to go back—and I will.

LIFE'S MIRROR

There are loyal hearts, there are spirits brave,
There are souls that are pure and true;
Then give to the world the best you have,
And the best will come back to you.

Give love, and love to your life will flow,
A strength in your utmost need;
Have faith, and a score of hearts will show
Their faith in your word and deed.

Give truth, and your gift will be paid in kind,
And honor will honor meet;
And a smile that is sweet will surely find
A smile that is just as sweet.

For life is the mirror of king and slave;
'Tis just what we are and do;
Then give to the world the best you have,
And the best will come back to you.

MADLINE S. BRIDGES.

A SUMMER THEATRE FOR TEACHERS

William Angus, Ph.D., Director of Dramatics, Queen's University

The term, summer theatre, in its popular sense, implies an earnest colony of workers in a professional or semi-professional enterprise. It is an interesting crew made up of the "apprentice group", the guest stars, bohemians, dilettantes and vacationists. It is a beehive of industry, its methods being those of the old-time stock company: during one week learning the lines of one play, rehearsing a second and performing a third. If it is not basically commercial it will not long endure.

A public school teacher is not likely to be interested in this "straw hat" variety of theatre. It might attract her as a fascinating vacational experience, as indeed it would be. But the public school teacher would prefer more than vacational recreation. In these days the fields of Ceres and Mars call more urgently than the temple of Athena, but the teacher who chooses to undertake academic work or refresher courses hopes for holiday pleasure as well as professional benefit.

Queen's Summer Theatre, operated by the Division of Drama of the School of the Fine Arts at Queen's University, has succeeded year after year in providing both of these advantages to the teachers enrolled. At Queen's there is a traditional spirit of comradeship born of a full, well-organized programme of summertime work and play. There is recreational activity for all tastes—social, athletic and in the arts. Kingston is ideally located for a pleasant summer, being situated at the junction of Lake Ontario, the St. Lawrence River and the Rideau River. Both the place and the school have generated enthusiasm in the students. As the Principal, Dr. R. C. Wallace, said in an annual report, "No more fitting setting for the pursuit of the ideal of the School of the Fine Arts could be found than Queen's in midsummer, with its dignified buildings, the lake at its feet, and the historic setting of city and environs from which to draw inspiration."

The ideal to which he referred is that of making "a contribution to better living through the cultivation of the things that are beautiful." More practically, however, students may work for credit toward a degree, "and in so doing be the better fitted for interpreting the new programme in the schools, in which the fine arts play an important part."

The aims of the Division of Drama are to demonstrate the use of drama for recreation, to provide the necessary theory and practice to leaders in communities where the benefits of the adult education furnished by drama may be enjoyed, and to teachers for their classroom activity. The work during the six weeks of July and August is practical, devoted to the public performances of the Summer Theatre. Thus the students operate a producing theatre and learn by doing as well as by instruction. The students perform a variety of tasks in accordance with their interests, aptitudes and talents so as to receive training as well as tuition. As a newspaper reporter put it, "The Summer Theatre is not so much a school as a clinic. The students are encouraged to bring their problems and difficulties to Queen's where the theatre staff, from their experience and know-

ledge and with the library and workshop facilities available, endeavour to provide the answers."

Obviously, with emphasis upon the practical, Queen's Summer Theatre keeps its workers industriously busy. This is not only professionally beneficial to the teachers enrolled but also spiritually salutary for their home front morale. Working long hours in the engrossing tasks of play production keeps hands and minds abundantly occupied.

In the kind and quantity of work done during the summer session of 1943, Queen's Summer Theatre proved itself to be the sort of summer theatre that is for teachers. Besides the full programme of actual practice and the utilization of the facilities and library, its courses and staff kept the needs and possibilities of the classroom paramount.

Two members of the staff, Mr. Charles Rittenhouse and Miss Bertha Mero-vitz, have been expert public school teachers themselves for a number of years in a large metropolitan system; and the Director of Dramatics at Queen's has had over fifteen years' experience teaching theatre for teachers to teachers and prospective teachers.

During the six and a half weeks of July and August in 1943 the staff and workers managed to make four productions of their own—seven performances in all, and assisted the Division of Music with its opera production—two more performances. With the relatively limited enrolment of a war-time session that accomplishment gave every student ample practice in a variety of useful skills.

The first production, a Dramatic Art Recital, involved only the members of staff but the second was a bill of three one-act plays, directed by students. These plays were given a second performance in the following week at the R.A.F. station at Collins Bay for the entertainment of its personnel. The third production was that of the School Dramatics Programme, presenting a children's play and choral verse-speaking by three different choirs: one composed of children from grades seven and eight, one of high school girls and one of Queen's students. In that production there were 110 performers: 50 in the children's play and choir, 24 in the high school choir, and 35 Queen's students. The fourth public performance was the full-length play, "Cry Havoc", a new play of this war, presented for the first time in Canada. It gave training to a "cast of a dozen school teachers"—to quote from the review of that production in the *Montreal Gazette* (August 21st, 1943). Two performances in Kingston and one at the R.A.F. station were much appreciated. The Summer Theatre workers rounded out their season's labours by helping with the scenery, lighting and make-up for the Gilbert and Sullivan "Patience" which was given two performances. All in all it was a vigorous term especially since many of the students had other irons in the fire, both academic and extra-curricular.

Play production is more than acting and directing. Theatre work is complex, sometimes difficult and always exacting, demanding contributions of various kinds in the fields of play production and speech arts. But in it all, one works and one learns. Even nuns have willingly set themselves to the carpentry and painting of stagecraft, to the cutting and sewing of costumes and to the setting of lighting equipment. Authentic properties must be gathered and efficiently

managed. Appropriate make-up must be artistically applied. Publicity, advertising, business management and even ushering must be in capable hands. So it is possible for a student to get more or less practice in most if not all of these necessary contributions. Frequently, in making sure of authenticity or appropriateness, some research is required or ingenuity enlisted. Even the actor must often learn more than just his "lines".

The intention of the School Dramatics production is to be illustrative of various types of School Assembly Programme and to demonstrate a few of the possibilities. Work directly on that production was begun in May and June through contacts and preliminary organization with the city's public school teachers. Thus the Division of Drama secured seventy grade school candidates for the children's play and choir and forty-five high school girls for their choir. The play had been selected in January: "The Pied Piper of Hamelin" in a version, adapted by Miss Merovitz, which presented a correlation of acting, pantomime and choral verse-speaking—an excellent type of programme that could be utilized in many schools. From start to finish it was a co-operative enterprise to which the teachers, parents, children and finally the University art department contributed. That the undertaking was successful was confirmed not only by the praise of spectators and press but by the fact that the children themselves responded with enthusiasm to this vacation-time classwork, some of them eager for it because of previous experience.

The Summer Theatre does not produce this programme, however, for the excellent training of the children, the gratification of proud parents or the entertainment of its audience. It is for the benefit of the teachers enrolled in Play Production and Choral Speaking. The preparation of the children's play and choral programmes and the work on their own verse-speaking train the teachers both by observation and by practice so that they may later go and do likewise.

They were urged to do this, one week after the performance, by an editorial in the daily press which outlined the method displayed and concluded that the performance "afforded convincing proof that the method works and may become an accepted way of teaching" so as to achieve "a higher standard of fluency and euphony in Canadian speech. There is need, we feel, for increased effort in this particular educational channel."

A theatre of the "straw hat" circuit would probably neglect or ignore this aspect of speech arts. Queen's Summer Theatre, however, does not neglect either that or the traditional theatre arts that should occupy an important place at least in a school's extra-curricular activity. In the programme of one-act plays and in the full-length major production, either competently directed or adequately supervised by members of staff, the teachers enrolled receive practical stage experience applicable to their own classroom or school productions. They direct, act and perform all the contributory tasks in that complex and fascinating adventure. One of the most valuable features of their experience is that, as actors receiving instruction and being directed, they are put in the position of their pupils and by their own experience gain an understanding of and sympathy with the pupil-actors' difficulties and requirements. They learn, by the necessity of taking unto themselves, the many principles that make a performance not merely creditable but artistic and worthy of a school of the fine arts and a university.

In choice of play the policy has been, especially with the one-act plays, to select pieces which the high school teachers could themselves produce and, with the long plays, to find something occasionally that had such distinction as befitted a university school of fine arts. Queen's Summer Theatre, consequently, had the honour of presenting, for the first time in North America, Patrick Hamilton's "Gas Light" (since very popular in New York, renamed "Angel Street") and Afinogenov's famous Soviet play, "Distant Point"; and, in Canada, as referred to above, "Cry Havoc". For the summer of 1943, J. B. Priestley was induced to consider releasing to Queen's a new play of his but, although he was indeed tempted (to quote from his own letter), he decided to abide by a rule of long standing not to grant a release to amateurs in advance of professional production.

Mr. Priestley, in a letter to the Director of Queen's Summer Theatre, asks: "When is Canada—and the other Dominions—to have a few professional theatres? I hope your valuable work is creating both artists and a public for them." Perhaps it is. Though not primarily interested in the professional theatre, Queen's University has come to regard itself as a national institution whose influence will, it is hoped, make that "contribution to better living through the cultivation of the things that are beautiful" which its Principal ardently desires. From the School of the Fine Arts in 1943, that influence will go back to schools and communities across the country from Halifax to Vancouver. The work of its Summer Theatre has been recognized not only by the press of Montreal and Toronto but also by the international *Theatre Arts Magazine*.

I TEACH SCHOOL

I write no poem men's hearts to thrill;
 No song I sing to lift men's souls;
 To battle front, no soldiers lead;
 In halls of state I boast no skill;
 I just teach school.

I just teach school. But poet's thrill,
 And singer's joy, and soldier's fire,
 And statesman's power—all—all are mine;
 For in this little group where still
 I just teach school

Are poets, soldiers, statesmen—all.
 I see them in the speaking eye,
 In face aglow with purpose strong,
 In straightened bodies, tense and tall.
 When I teach school.

And they, uplifted, gaze intent
 On cherished heights they soon shall reach.
 And mine the hands that led them on!
 And I inspired—therefore content
 I still teach school.

ANONYMOUS

STUDENT COUNCILS IN HIGH SCHOOL

C. G. Hewson, B.A., West Hill High School

"Let's have a Student Council." How often have teachers heard this remark? Yet it is a request that should neither be dismissed lightly, nor accepted lightly. Any school planning to inaugurate a Student Council would be well advised to move slowly, and only after the whole question has been carefully considered.

"Learning to do by doing" is a principle of procedure generally accepted in theory by modern educators. This procedure involves granting the opportunity for students to learn self-discipline and responsibility by organizing and assisting in school control. Students have certain rights, but they must also realize that these rights have to be limited or restricted somewhat in any well-organized system of control, just as in later life the rights of the individual are circumscribed by the restrictions of an ordered community. They must also realize clearly the difference between the terms student self-government, and student participation in government. Since the school authorities are responsible for the successful operation of the school programme, the final decisions must rest with them, but they may delegate certain responsibilities and duties to an organized student body. It will often be found that such a well-organized system is almost essential to the efficient administration of a modern high school.

Some of the advantages growing out of student participation can be more generally stated than others. Student responsibility, initiative and leadership develop when given an opportunity to do so. School spirit is fostered, as well as pride in school. A Student Council provides an excellent chance for citizenship training, and a considerable field in which students may express their various talents. There is no better way to emphasize and illustrate the advantages of democracy and the duties and responsibilities of citizenship than by giving the students a chance to apply them in their school life. To expect immature students to govern themselves without help is unreasonable, but to refuse to grant pupils a share in managing their own affairs constitutes a failure to see the possibilities of training youth, under guidance, to participate in a democratic form of government. Youth should learn to control itself, and student participation in school government is an aid.

There are many specific advantages to be gained by the school through the formation of a Student Council. Better co-operation and a closer relationship between students and teachers are created and the general welfare of the school is promoted. Students are trained in citizenship, and for citizenship, and they will make better citizens because of it. A Student Council may be used to sponsor many worth-while projects such as publication of a school paper or annual, and, at the present time, to conduct campaigns for the various war services such as salvage, sale of War Savings stamps, the Red Cross, and many others.

A Student Council should be inaugurated only if it is definitely wanted and needed. It can grow out of a demand for assembly programmes, the control of students at games or in the corridors, the organization of war services. Mainly,

however, it should be given only when the students are keen to have it. If it were sponsored only by an enthusiastic principal or teacher, it might be regarded with considerable suspicion.

A council is almost sure to succeed when it is formed to handle some specific problem which it can master. By doing this well, it will gain the confidence of both the teachers and the student body. A slow introduction to responsibility and a gradual development, with not too much attempted at first, are the best guarantees of success.

Another essential to a successful council is the appointment of good faculty advisers. Considerable care should be used in these appointments, as the most enthusiastic are not always the best. They should have the confidence of both the staff and the student body. They should attend all council meetings and have the right to stop any council proceedings they may feel to be detrimental to the best interests of the school.

Some other features which will aid in its success are strong student leaders, a favourable student sentiment, and a sympathetic faculty. The difficulty of securing efficient and successful student leaders has hampered many councils. Especially is this true when the council is newly formed, but, in a few years, a constant stream of resourceful pupils will be trained to carry on the work. Sometimes the leaders chosen by the students are selected on the basis of popularity instead of ability, and here is where the advice of a sympathetic faculty will guide an immature student body to make the proper selections. Even after the council has been formed, it will sometimes be found difficult to get all the members to participate in its activities. This is most essential, as interest grows with activity, and inaction develops disinterest. So the projects undertaken by the Student Council should be carefully chosen to secure the enthusiastic participation of as many students as possible. Suggestions from the student body should be encouraged and welcomed by the council.

There are three popular forms which the majority of student councils take. One type is based on some modified form of government either national, provincial or civic. The model parliaments so formed give a valuable training in parliamentary procedure. Another type is a Student Council which is composed of the presidents of the various classrooms, which presupposes the home-room organization. A third type is similar to the second except that instead of having only the presidents, it has a council representative as well as the classroom president. The second type is by far the more popular. The classroom president must look out for his own home-room's interests as well as those of the central council. He must see that the decisions of the council are carried out in his own room. This dual responsibility takes a good student, and a better job is often done by having the two duties under one person. The only point against this is that it reduces the number of offices available to the students and hence limits the number of students able to participate in student activities. A council should not exceed twenty-five or thirty members. In a larger school it may be found necessary to have one representative from every two rooms in the lower grades.

The election of class representatives by the students is sometimes a vexatious one with teachers as, so often, in spite of advice given, popularity is still the basis

of the students' choice. One way to overcome this is to have each class elect two possible representatives instead of one. The teachers can then choose the one of these two that they feel is better fitted to fill the office. This does not interfere with the freedom of choice of the students, but it does give the teachers some chance to rectify possible errors in judgment.

Some form of a written constitution is needed, and a copy should be posted in each classroom. It should not be too long or complicated, and any changes or additions can easily be made to the original by amendments. The constitution should state the purpose of the organization of the student council, the form of student government adopted, the officers and representatives composing the executive, as well as their method of appointment or election, the duties of the Student Council, and whatever limitations on its activities the faculty wishes to make. The constitution should be drawn up by a committee of the teachers after seeking recommendations from the principal, the staff, the student body, and any available external sources.

The officers of the association should consist of a president, vice-president, secretary and treasurer. These offices should be made elective and nominees should be chosen by the Student Council, from their own number. The treasurer can be appointed by the Principal, if desired, because of the responsibility of the position. Election should be by secret ballot. In a large school, each classroom can be constituted as a separate polling booth, with the council counting the votes.

Once inaugurated, the Student Council should be guided to undertake a concise workable programme which they should be encouraged to work through successfully. An over-abundance of activities ought to be avoided at first. Permanent sub-committees can be formed to look after the various phases of each project, such as a social committee, publicity committee, finance committee, with a member of the staff to advise each in its activities.

Some of the work of the Student Councils has surpassed even the greatest expectations of their founders. There is no doubt that a Student Council can work if given careful management and guidance. It is an innovation capable of doing a great deal of good.

IS AN EIGHTH-GRADE EDUCATION ENOUGH?

The typical American citizen (25 years old and over) has the equivalent of eight years of schooling. This situation is revealed by 1940 federal census data. Looking at the facts another way—any representative sampling of 100 persons would include 4 persons with no formal schooling; 10 with 4 years or less of elementary-school experience; 46 with 5 to 8 years; 30 with one or more years of high school training; 10 with one or more years of college education.

Common sense demands an **immediate** attack upon the problem through a far-reaching programme of adult education; **ultimately** the situation demands federal participation in financing education so as to guarantee a minimum of educational opportunity to every youth. In war times the unpaid debt to youth is dangerous, for today illiteracy is depriving the nation of fifteen divisions of troops. What price does an inadequate education programme demand in periods of peace?

EXTRA-CURRICULAR ACTIVITIES AT QUEBEC HIGH SCHOOL

Stuart Wright, Quebec High School

There are many oddities in this world but the phenomenon of a school boy praising school life is just about the limit.

At one time going to school meant simply mastering the contents of certain prescribed textbooks, then the field of interest widened and the curriculum became broader. Now, more and more, extra-curricular activities such as clubs, athletics and student governments are being recognized as an essential part of a student's training. We have many privileges today, especially in our new Quebec High School with its splendid grounds and gymnasium, and our school tries to have these benefits used by as many as possible.

The aim of extra-curricular activities is the development of character and citizenship. Certainly a boy or girl will not learn in the classroom how to take a beating in a sportsman-like way, or at least not as well, as on the basketball floor. Properly managed recreation provides a means for the worthwhile use of leisure time. Athletics build healthy bodies, and the various activities create an interest in our own community, the school, which interest we term "school spirit".

Athletics of all kinds are a vital part of any teen-age person's life. At Quebec High many sports are carried on. In these we learn discipline and, in encounters with other schools, we broaden our horizons. Almost as soon as school is resumed in September, rugby is started. We are extremely fortunate in having our own large field behind the school. Usually junior and senior teams are organized, and as complete a schedule of games as the season permits is arranged. The fruits of rugby may seem only mud, sweat and jeers, but the game is great fun.

Basketball plays a large part in the school life of both boys and girls. Teams are formed for outside competition. In addition, a large proportion of the student body participates in inter-class competitions. Our skating rink provides us with a place to practise hockey and to enjoy general skating. In spring, attention is again turned to the great outdoors and track and field teams prepare arduously for city and school competitions.

Both playrooms at the school are equipped with ping-pong tables which are in almost constant use in the periods before and after classes. An annual tournament is conducted.

Membership in some club is a part of the school life of almost every boy and girl. A photographic club is conducted by the school, and it is a very interesting and educational body to join. Our school has a very good dark room with splendid equipment, including a fine enlarger. The club is valuable to the student in an economic as well as a recreational sense, for one boy told me it would have ordinarily cost him sixty dollars to have the pictures developed and enlarged which he did there for little money.

The membership of the Plains of Abraham Chapter of the I.O.D.E. consists of girls from our school. This year the Chapter sent a bale of clothing to the bombed-out people of Britain and conducted a speech-making contest, the subject being "Winston Churchill".

Our spacious gymnasium was the scene of several school dances last session. In October a dance was held in honour of the first graduating class of Quebec High School. The admission charge for the next dance was the purchase of one War Savings stamp to promote the sale of stamps. The Sadie Hawkins dance was one of the most popular of the year. The boys sported vegetable corsages given to them by the girls. Some of the grades organized class parties. One arranged a sleigh drive, returning to the school to dance. Another held a party in which the main events were badminton and ping-pong tournaments. These parties and dances further school spirit, and form a pleasant means of meeting fellow students.

Three shows were put on during the year. The first was held at Christmas, featuring a play and carol singing. In February an amateur hour was held in aid of the Junior Red Cross. Anybody and everybody was allowed to enter and an amazing reservoir of talent was unearthed in our institution. All kinds of music were presented from that of mouth organs to an orchestra composed of physics laboratory instruments. All in all it was a great deal of fun and netted twenty-five dollars to the coffers of the Junior Red Cross. The school's biggest undertaking in the show business was a programme entitled "A Night's Entertainment". One hundred students took part and all helped to make it a highly successful event. Two plays, dancing and singing by the girls, and gymnastic displays, were all included on the programme.

An outstanding activity is the annual publication of "The Key", our school year book. This is an undertaking which confronts every graduating class of our school as it nears the gateway to life.

This year much space was devoted to the war-effort of the school. This included an honour roll of some five hundred names and a memorial page for four graduates who were killed during the past year.

ANN'S PHILOSOPHY

I have a little store-house—
 It's right inside my head—
 And I'm supposed to fill it with
 The things the school-ma'am's said.

And so each day, just like a bird,
 I pick up this and that;
 And all the school-ma'am teaches me
 I store beneath my hat.

But though I know it's not for me
 Her efforts to abuse.
 Within my little store-house
 Are things I'll never use,

MALCOLM BURNS.

“HEROIC POLAND”

Lawrence J. Burpee, Ph.D., Chairman, Canadian Friends of Poland

“Peace,” said an eminent Polish statesman shortly before the outbreak of the present war, “is a valuable and desirable thing. Our generation, which has shed its blood in more than one war, deserves a period of peace. However, peace has its price, high but definable. We in Poland do not know the conception of peace at any price. Only one thing in the life of men, nations and states is without price—that is honour.”

These are wise and noble words. But if the sense of honour is to be a creative force in the history of nations, large or small, it must spring not from the passing values of the present but must be rooted deep in the bedrock of a nation’s common heritage of culture, in its sense of religious and ethical ideals. Then, and only then, are nations able, in the tragic hours of history, to display that moral strength, faith and endurance against which no physical force, however brutal and well organized, can ever prevail.

The fact that Poland, a comparatively small country, ranking only sixth in Europe as regards area and population, with most of her frontiers strategically indefensible, with her gallant army woefully inferior to that of Germany in numbers and modern equipment, did not shrink from rejecting Hitler’s demands, can be explained only by her unflinching devotion to her national tradition, as well as by her instinctive love of freedom, as man’s supreme right and duty on earth. This almost religious intensity of patriotic feeling and love of freedom is the most distinctive trait of Polish history and of Polish national character.

Poland was devastated during the first world war. The total number of buildings destroyed by various invaders was 1,785,305, including 6,586 schools and 1,969 churches. Forty per cent of all the railway bridges and stations were destroyed. After the war, Poland received little financial assistance from abroad, about 2½ per cent of that given to Germany, yet during the twenty years between the two wars, she achieved significant progress.

Between 1918 and 1937 there were opened in Poland 23,604 new primary schools for children from seven to fourteen years of age. All these schools had libraries as well as assembly rooms, lecture and recreation halls. In 1938-39, 5,402,300 children—ninety-one out of every hundred—attended school. Universal and compulsory education had reduced illiteracy in the lower age brackets to a fraction of one per cent. Just before the war, Poland had 27 institutions of higher learning, 74 teachers’ training colleges, 2,230 high schools, 103 technical training schools, 28,722 primary schools, and 1,651 kindergartens. The Polish system of social security was based upon compulsory insurance of all working people. Social insurance provided hospitals, child care, rest, maternity, anti-tubercular centers in every city, health control centers, etc. Social legislation restricted the employment of women and minors, controlled the prevention of accidents and provided paid holidays for workers. This social legislation was one of the first

steps taken by reborn Poland and labour unions were recognized by act of Parliament in 1919. The most outstanding technical achievement of recent years was the construction and development of the port of Gdynia on the Baltic. From a small fishing village in 1924, Gdynia grew in 10 years to be one of the largest and most modern harbours in the world. This was due to the establishment of maritime connections with more than forty countries. Polish merchant vessels called at more than 200 ports.

The responsibility for the present war cannot, without flagrant violation of historical facts, be laid to any military, aggressive, imperialist or colonial policy of the small, peace-loving and hard-working European nations. To them, war could mean only economic destruction and political subjugation.

Hitler repeatedly urged Poland, from 1934 to 1939, to join Germany in an attack on Soviet Russia, promising extensive territorial gains in Eastern Europe, particularly in the Ukraine. Poland's steadfast refusal to yield to these German political schemes was one of the chief reasons for Hitler's hatred of Poland. Poland's vitality and the decline of the German population made it obvious that by 1975 the Poles would have become numerically equal to the Germans and that time was working against German supremacy. Indeed, 1939 was the year in which the strength of the German manpower in relation to the Polish manpower was at its maximum. That year had long been chosen for aggression against Poland.

The invasion of Poland was the first instance of a full-scale modern offensive. To the outside world it was a rapid rout, but it is obvious now that the resistance offered by the Polish forces was remarkably stubborn and effective. Cut off from friends and surrounded by enemies, the Polish army fought single-handed for several weeks. The war, however, was virtually over by the first days of October, as can be seen from the fact that a small Polish group, commanded by General Francis Kleeberg, fought brilliantly for three days and did not capitulate until Soviet armored divisions encircled his rear, on October 5th. It was faced on that date by 75 German divisions and menaced at the rear by 52 Russian divisions.

When the Polish-Russian Treaty was signed in July, 1941, a number of Polish prisoners of war in Russia were released, and a new army was organized on Russian soil under General Anders. Before it was equipped, this army was transferred to the Middle East at the request of the Soviet Government. The Polish Air Force has won the admiration and love not only of the Polish nation, but of the whole world. After the fall of Poland, Polish fighter squadrons were set up in France, while bomber crews were training in Britain.

The most glorious achievement of the Polish Air Force was in the historic Battle of Britain, when it destroyed 195 enemy machines out of the total of 2,366 brought down by the Royal Air Force. The official historian of the Battle of Britain, George Saunders, writes: "... Conspicuous among them are the Poles. Their valour is tremendous; their skill bordering on the inhuman. They have done great service. . . . We are beginning to understand the Poles."

The Polish Navy has been fighting for three and a half years alongside of the British Royal Navy. Polish sailors have taken part in many important naval

actions, including the evacuation of Dunkirk, the spirited attack on the *Bismarck*, the landing at Dieppe, and the recent operations off the African and Sicilian coasts. The Polish Navy, though it represents only nine percent of the Allied navies, has received the highest number of British decorations.

The world is still not fully aware of the enormity of Polish suffering. Every tenth human being in German-occupied Poland has already been hanged or shot, tortured to death, starved, or after being turned out of home, robbed of all his worldly goods, deported to forced labour in Germany, or left to face hunger, continuous terror and privation. The Germans are now carrying out in Lublin province the greatest mass murders that have ever occurred in the entire criminal history of the occupation of Poland. They are exterminating entire districts.

Art treasures, indispensable to national culture, can perhaps be partly redeemed after the war. What can never be brought back to the devastated country are the lives, talents, knowledge, experience of thousands of Poland's intellectual leaders, men prominent in science, literature, poetry, art, philosophy, religion and education, who, from the very first day of the invasion, have borne the brunt of German hatred and systematic extermination. The list of those who are definitely known to have been brutally murdered or tortured to death in concentration camps is so tragically long as to make one shudder at the very thought of Poland's future intellectual and spiritual life.

In pursuance of the German policy of denying Poles any cultural life, the theatres have been closed, public performance of classical music, particularly that of Polish composers such as Chopin, has been forbidden, and an absurd propaganda drive is carried on claiming that everything of value in Polish territory, including even the Royal Castle in Krakow, was created by the Germans.

The entire Polish secondary school system has been done away with. Since 1939 secondary schools in Poland have been suppressed and 234,000 boys and girls who had attended these schools in 1928-39 are deprived of education, the only source of knowledge available to the Poles being elementary and training schools which have been forced to cut their activities to a minimum. "The Polish lands," said the notorious Governor Frank, "are to be changed into an intellectual desert." They are being so changed.

There are limits to human endurance, continued strain and even heroic faith in the future. The Polish nation's fierce resistance to German plans of destruction and extermination could not possibly have reached its present degree of intensity, had it not been inspired by wide-spread belief in the indestructibility of Poland's culture, and by her vision, born out of suffering and tragedy, of a new world to come. The vision of a new world of international co-operation based on democracy, on the principles of real equality—political, social, and economic—of all men, nations and races—this vision so clearly reflected in Poland's underground press, is the corner-stone of the Polish nation's faith and hope.

On one occasion Aristotle was asked how much educated men were superior to those uneducated: "As much," said he, "as the living are to the dead."

BOOK REVIEWS

Facts and Fancies, by Gustave M. and Dorothy L. Charland, is a record of the thoughts and experiences of the authors. Both have travelled extensively. Of particular interest to teachers are Mr. Charland's accounts of his teaching experiences. His comments on the French language and his defence of the French-Canadians is timely: "If you compare the language spoken by a French farmer of Quebec with the language spoken by a French farmer of France, around Paris, you will find it is the same language, except perhaps in the use of a very few expressions peculiar to each country." The account of the influence of the French-Canadians upon Canada is stimulating and the author's efforts to teach French to a pre-school age child are realistic. Raymond asked his grandfather in English, was answered in English, and, on returning to his mother, translated their conversation into French, saying, "Grandpapa said I could not go this time, but another day when you and papa are with me, I can go." Published by La Tribune Limited, Sherbrooke, 404 pages, \$3.50.

Problems of School Youth in Wartime, by A. B. McLeish of Valleyfield, is a reprint of the articles that appeared recently in the Montreal press. The articles refer to the problem of juvenile delinquency, the care of the child in the home, the necessity for understanding children's troubles, and the care of their health. The effects of war upon the problems of the teacher are shown, as well as the necessity for providing children with an atmosphere of quietness and confidence. The case references add greatly to the interest of the reader. The desire of the conscientious father is well stated for he wants his son to be "brave, honest, emotionally well balanced and accepted on equal terms by other boys." Teachers will do well to read the book carefully. Published by the Quality Press Limited, Montreal, \$0.25.

The Story of Our Prairie Provinces, by Joseph M. Scott of Calgary Normal School, is written in language easily understood by children and is filled with information that should appeal to all, whether they live on the prairies or not. Those who know the many places named will appreciate readily the many facts of local history and geography that are explained with such ease and care. The story goes back to the beginnings of things and includes the story of the early western sea, early life on the prairies and the birth of the Rocky Mountains. Published by J. M. Dent and Sons, 312 pages, \$1.75.

Experiments in Elementary Chemistry, by G. H. Guest of the Montreal High School, shows how eighty-five experiments in high school chemistry can be performed. They are in three parts, and meet the requirements of three grades. All are couched in simple language. The questions at the end of each make the student alive to his task. The information as to what to do in case of injuries, chemical burns and accidents is very useful. Published by Sir Isaac Pitman and Sons, 187 pages, \$1.00.

Journeys Through Bookland, edited by Charles H. Sylvester, is in ten volumes. The purpose of the series is to introduce the reader to good literature in a manner that will create interest and stimulate appreciation. While the books may prove helpful to the teacher, they are planned for the guidance of any person interested in acquainting others with good literature or anyone who may desire to revive his own knowledge of books, stories and poetry of varying literary quality.

The plan of the entire work, together with much advice regarding the treatment of the contents, is described in detail in volume X. An attempt is also made in this volume to show how the work may be used in connection with the school programme in language, nature study, geography, history, and particularly the high school course in literature. A teacher will also find some good suggestions regarding the general treatment of literature in the classroom, such as, how to read fiction, close reading and study, reading poetry, reading aloud, literature and its forms.

The selections are roughly graded throughout the volumes. The first contains nursery rhymes, children's poems, simple stories and fairy tales, while volume IX consists of fairly advanced literature, e.g. selections from Chaucer, Browning and Keats in poetry, and Macaulay, Lamb and Bacon in prose. There are many selections from little known American writers. The volumes are well illustrated throughout. Published by Bellows-Reeve Company, Toronto, ten volumes, \$63.50, with a special discount to schools.

Côté, the Wood Carver, by Marius Barbeau, is a pamphlet in the Canadian Art Series. It is the biography of a carver of figure heads in the days when Quebec was a shipbuilding centre. From this trade he turned to church ornamentation. "Inspiration descended upon him like tongues of fire, and he worked with great excitement." The book is well illustrated with photographs of his work that still are preserved in museums and private homes. Published by the Ryerson Press, 43 pages, \$1.00, cloth; 60 cents, paper.

THE GRADE X JUNE EXAMINATIONS—1943

The following is a summary of the results of the June 1943 Examinations for Grade X:

Subject	No. of Papers	No. Passed	Failed Percent	No. of Pupils Above 79%
English Literature	725	629	13.2	62
English Composition	726	641	11.7	49
French	709	588	16.2	107
History	707	561	20.6	89
Algebra	690	548	20.5	220
Geometry	629	513	18.5	219
Chemistry	535	444	17	67
Geography	311	269	13.5	20
Physics	293	236	19.5	39
Latin	218	192	12	58
Extra English	185	154	16.7	4
Biology	99	79	20	9
Household Science	82	80	2.4	4

The percentage of pupils passing the whole examination was 67.

English Literature. A distinct improvement was noted in the ability to interpret questions but many pupils experienced difficulty in evaluating them. The answers to questions, to which five marks were assigned, were often longer and in greater detail than those to questions with a fifteen mark value.

The most outstanding weaknesses were that pupils have not been taught to think a problem through before beginning nor have they been trained to present their proofs in a logical and orderly manner.

English Composition. Errors most often repeated were: the repetition of a word many times; **you** used impersonally; **also** added as an after-thought; **everyone enjoyed themselves; their and there; of and off; to and too; were and where.**

Questions 1 (a) and 1 (b) were poorly answered and No. 2 was little better. No. 5 was generally answered with a whole debate, sometimes both affirmative and negative.

French. Question 2 was not well answered by many, the chief errors being in the use of prepositions and verbs. The sentences for translation were well done.

History. More options were given this year to provide for pupils who were prepared on the syllabus. As usual questions that demanded a recall of facts, especially about wars, were answered better than those requiring reflection and the exercise of judgment.

Algebra. The paper was too easy for those who had been efficiently taught. A surprisingly large number thought $\frac{0}{x^2 - 16}$ was equal to $x^2 - 16$ and many dropped the denominator when adding or subtracting fractions.

Geometry. This paper, like the Algebra, was relatively easy for those who had been well taught but was difficult for those with little geometrical ability. Many papers showed no evidence of good form. Some pupils littered the figures with "cursive writing" instead of a clear form of print. Many students did not understand the meaning of the term "locus" (question 6).

Chemistry. The failure per cent (17) was much larger than it should have been due to the poor results in several high schools, where one would have expected good papers. Weak pupils had difficulty with questions 4 and 5 involving theory.

Geography. The examiner arrived at the conclusion that in several schools pupils had been allowed to be their own instructors with results that might be expected. The map question usually reflected the pupil's ability on the whole paper. Many did not understand the meaning of such words as strategical and human ingenuity. The question that was answered most poorly was No. 5.

Physics. The answers to Physics papers could be improved by the observance of the following suggestions: (1) Insistence upon neat and carefully drawn diagrams in classwork. (2) Showing of method of obtaining answers to problems so that some credit may be given for partially correct work. (3) Carrying answers to two places of decimals where necessary.

Latin. The results were surprisingly good although the paper was easier than usual. More time should be given to training students to explain constructions accurately and briefly. The sight translation presented little difficulty and in many cases was better done than translation from prepared work. In the latter there was a tendency to use stilted English expressions.

Extra English. Excellent papers were written by pupils in schools where this subject had really been taught but the paper proved difficult for those who had attempted to prepare themselves privately for the examination. Question 2 proved to be a stumbling block for many who thought the question would be fully answered by writing all they knew about Fort Amity.

Biology. The small number of first-class papers was due to the weak answers to the compulsory question No. 1. There was evidence of much lack of experimental work, one boy in one school stating flatly that no experiments had been performed. The best answered questions were Nos. 3 and 4.

Household Science. The results were very satisfactory. In question 6 (a) the word **stationary** was not well understood. Many pupils gave spoons, knives, forks, etc., as stationary kitchen equipment.

BLIND CHILDREN

Teachers are requested to co-operate in the work of locating English-speaking blind and partially blind children. The names and addresses of such children should be sent to the Montreal School for the Blind, Sherbrooke Street West.

There is also a sight-saving class in the school for children who experience difficulty in reading the small print of the ordinary textbook.

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(BOYS): **Mr. T. Sommerville**, Mr. William Everall Baker, Mr. Charles A. Barbour, Mr. Angelo E. Bartolini, Mr. Lionel H. S. Bent, Mr. Harold Bott, Mr. Glendon P. Brown, Mr. Richard F. Callan, Mr. James Bryce Cameron, Mr. George Kenneth L. Doak, Mr. James George Eaton, Dr. Gordon H. Guest, Mr. W. Johnston Hislop, Mr. Brenton M. Holmes, Mr. John A. Howden, Mr. Frederick T. Jackalin, Mr. Thomas McLean Kerr, Mr. Gilbert H. King, Mr. Wm. Malcolm Kydd, Dr. Harry D. Lead, Mr. Gordon M. Leclair, Mr. Lyle C. Lighthall, Mr. Harry P. Lockhart, Mr. Stanley G. Lumsden, Mr. Alexander R. McBain, Mr. William R. MacDougall, Mr. Allan A. McGarry, Mr. Alfred T. McKergow, Mr. William Henry MacNeily, Mr. Duncan A. MacRae, Mr. Robert L. Reeves, Mr. Robert F. Rivard, Mr. Bruce P. Smaill, Mr. Leonard Unsworth, Mr. Fred S. Urquhart, Mr. David C. West, Mr. Henry E. Wright, Miss Grace A. Fletcher, Miss Mary Fuller, Miss Kathleen E. Johnson, Miss Doreen E. Lewis, Miss Euphemia R. M. MacMillan, Miss Hazel McMillan, Miss Vida Mann, Miss Irene S. J. Martin, Miss Ann M. Munn, Miss Vera Porritt, Miss Ruth M. White.

HIGH SCHOOL OF MONTREAL (GIRLS): **Miss Catherine I. Mackenzie**, Mrs. Mary V. Armstrong, Miss Edith M. Baker, Miss L. Hope Barrington, Miss Winnifred E. Brown, Miss Audrey L. Clark, Miss Mabel E. Corner, Miss Marjorie E. Crighton, Miss F. Margaret Dick, Miss Violet L. Duguid, Miss Gladys M. Fraser, Miss J. Grace Gardner, Miss Margaret Garlick, Miss Iris M. Hamilton, Miss A. Kathryn Hill, Miss Muriel A. Keating, Miss Anna V. C. Kerr, Miss Myrian B. Knubley, Miss Kathleen W. Lane, Miss Hélène L. L'Esperance, Miss Amy E. MacGowan, Miss Jean E. MacKay, Miss Annie M. MacKinnon, Miss Dorothy R. Mathewson, Miss F. Irene McLure, Miss Alice E. Miller, Miss Edna M. Nelson, Miss Gertrude O. Oxley, Miss Edith Petrie, Miss Madelyn D. Robinson, Miss Emily C. Rorke, Miss Dorothy J. Ross, Miss Thelma M. Rough, Miss Louise E. Seymour, Miss Florence G. Smedley, Miss Winifred Thompson, Miss Elsie C. Wright, Miss Annie L. Baizley, Miss Marion D. Forbes, Miss Sheila A. Holliday, Mrs. Georgia Scheunert, Miss Ruth Toye, Miss E. Doris Bain, Miss Freda M. Watt, Mrs. M. J. E. Martin, Miss F. Elizabeth Kemp, Mr. J. B. Spiers.

STRATHEARN: **Mr. Stanley L. Scott**, Mr. Douglas T. Kneen, Mr. Charles B. Ogden, Mr. Rene E. S. Peron, Mr. Roderick C. Saunders, Mr. James C. Scott, Miss Lorna W. Allen, Miss Lillian D. Beauchamp, Miss Mabel Biltcliffe, Miss Katherine E. Bradwell, Mrs. Florence M. Campbell, Miss Muriel Y. Cattermull, Mrs. Dora E. R. Chicoine, Miss Mildred M. Couper, Miss Barbara J. Dougherty, Miss Frances B. Greer, Miss Dorothy Hatton, Miss Edith B. Kneen, Miss Elsie M. Macfarlane, Miss Mona G. MacLean, Miss Marguerite A. Martin, Miss Marguerite M. A. McGreer, Miss Dorothy M. Mowat, Miss Marjorie Pick, Miss Dorothy A. Posner, Miss Dorothy E. Somers, Miss Marjorie S. Streit, Miss Jean E. L. Wighton, Miss Eileen M. Phelan.

WILLIAM DAWSON: **Mr. Thomas M. Dick**, Mr. Peter Austin, Mr. Gordon F. Brasford, Mr. J. Douglas Campbell, Mr. Norman A. Campbell, Mr. Norman I. Crawford, Mr. H. Malcolm Doak, Mr. Marvin Duchow, Mr. Ronald W. L. Hagerman, Mr. Arch Magee, Mr. Albert B. Mason, Mr. Arthur R. Scammell, Mr. Alexander P. Stewart, Miss Eva C. Arendt, Miss E. Elaine Barber, Miss Alice S. Bruce, Miss A. Phyllis Buckingham, Miss Rita V. De Pierro, Miss Frances M. Dumaresq, Miss G. Olive Dupre, Miss Mary H. Ford, Miss Gladys E. Hambleton, Mrs. Edith R. Jackson, Miss Norah E. McCarthy, Miss Sheila E. E. McFarlane, Mrs. E. Beatrice Parsons, Miss Phyllis V. Perlson, Miss Margaret B. Perowne, Miss Dora H. M. Proven, Mrs. Helen Lorraine Shutt, Miss Myrna C. Wheeler, Miss Frances G. Whiteley, Miss Rosalene Zahalan, Miss Jessie V. M. Emo, Mrs. Ruth Finnie, Miss Regina Reid, Miss Alice C. Smith, Miss Marion H. Watson, Miss Margaret L. Wright.

WEST HILL: **Mr. Gordon H. Heslam**, Mr. Alan Aitken, Mr. Alfred D. G. Arthurs, Mr. John G. S. Brash, Mr. A. Roy Chesley, Mr. Herman A. Ebers, Mr. Robert E. Ewing, Mr. Henry G. Ferrabee, Mr. Ross H. Ford, Mr. Harold R. W. Goodwin, Mr. George K. Gregg, Mr. Charles G. Hewson, Mr. Jack W. Jardine, Dr. Donald G. G. Kerr, Mr. Henry J. Miles, Mr. John N. Parker, Mr. Gordon A. Potter, Mr. C. A. Irving Racey, Mr. James F. Shupe, Mr. George L. Thomson, Mr. Dudley B. Wilson, Miss E. Mildred Bell, Mrs. M. Gwen Buchanan, Miss Jessie M. Clarke, Miss Amy M. Collie, Miss Irene M. Dunn, Miss Elizabeth C. Dyas, Miss Kathleen I. M. Flack, Miss Annie I. Fraser, Mrs. Lillian E. Fraser, Miss Muriel J. Graham, Miss Joan V. J. Henry, Miss Isabella Lindsay, Miss Margaret L. Macdiarmid, Miss Bertha J. Merovitz, Miss Margaret R. Macnaughton, Miss Muriel E. Martin, Miss M. Patricia Maybury, Miss Joyce E. McLelland, Mrs. Helen M. Merifield, Miss Christina M. Morton, Miss Annie D. Moss, Miss Hazel I. Murchison, Miss M. H. Joy Oswald, Miss Olive A. Parker, Mrs. Helen L. Shutt, Miss Flora M. Stewart, Miss Mary C. Sutherland, Miss Dorothy W. Weir, Miss Evelyn C. E. Wilson, Miss Rachel E. L. Woodburn, Miss E. Hilda Bell, Miss Margaret L. Drake, Miss Mary E. Dumbell, Mr. William O. Searle.

LACHINE: **Mr. E. C. Powell**, Mr. S. S. Nason, Mr. W. J. Larminie, Miss H. D. Keith, Miss M. A. Keith, Miss A. K. Keith, Miss M. Macdonald, Miss J. Muir, Miss A. Murchie, Miss H. Wright, Mr. J. Withall, Miss F. Howie, Miss M. Armstrong, Mrs. J. L. McRae, Miss M. Martin, Miss M. Jamieson, Miss P. M. Gyton, Miss C. F. Ward, Miss K. M. Willett, Miss M. Barker.

MONTREAL WEST: **Mr. O. G. Parsons**, Miss Jessie M. Norris, Mr. H. G. Greene, Mrs. Ida C. Stabler, Mr. B. C. White, Miss Frances Hodgson, Mr. G. P. Miles, Mrs. Agnes M. Towne, Miss Harriet McCammon, Miss Grace E. Hawthorne,

- Mr. L. L. Grass, Miss Frances Remick, Miss Mary E. Rodger, Miss Daisy A. Hawker, Miss Elsie G. Gass, Miss Erma H. Vibert, Miss Ada M. Barrington, Miss Eleanor Hansen, Miss Nora F. Irwin, Mr. E. A. Robinson, Miss Beryl E. Field, Mr. H. R. Matthews, Miss Geneva Jackson, Miss Betty Allam, Mr. D. R. Stevenson, Miss Mary E. Timm.
- TOWN OF MOUNT ROYAL:** **Mr. Arthur M. Henry**, Miss Jean M. Gwynne, Miss Jean Anderson, Mrs. Louella Baird, Mrs. Anna Belyea, Mr. Donald W. Buchanan, Miss Margaret Clarke, Miss Margaret Craig, Mrs. Ruth Denman, Miss Claire Harrison, Mr. Gerald F. Hunter, Mrs. Anne Leadbetter, Miss Ruby MacDougall, Mrs. Frances MacKeen, Mrs. Doris M. Neale, Miss Edna Palmer, Mrs. Marion Peets, Mrs. Elsie I. Prowse, Mrs. Vera Richards, Miss Florence Robertson, Miss Mary Stockdale, Mrs. Dorothy L. Taylor, Mr. George F. Watts, Mrs. Constance Zimmerman, Miss Margaret Currie, Mr. Clarke Merritt, Mrs. Ruby Allen, Miss Miriam Holland.
- STRATHCONA ACADEMY (OUTREMONT):** **Miss M. Cameron Hay**, Mrs. M. J. Joyce, Mr. Ernest W. V. Deathe, Miss Julia E. Bradshaw, Miss Flora J. MacKinnon, Mrs. C. W. McCuaig, Mr. J. Ferguson Stewart, Mr. Willis F. Russell, Mr. William Lindsay, Mr. William I. Cook, Miss Dorothy M. Roberts, Miss Alice V. Smith, Miss A. Elizabeth Rattee, Mr. Reg. H. Bott, Miss Margaret J. Lough, Mr. Guy Reg. Ryder, Miss Margaret K. Swanson, Miss Betty Lou Cowper, Miss Edith I. Finlayson, Miss Almeda E. Thompson, Mr. Clifford J. Udell, Mr. Murton D. Gile, Mr. W. G. S. Stafford, Miss Edith M. Swanson, Mrs. A. Sutherland, Miss Helen M. Poole, Mrs. A. Aitken, Miss Rhona Watson, Mr. Fred W. Cook, Miss Gladys E. Hibbard, Miss Elizabeth L. Osgood, Miss Irene A. Marceau, Miss Elise Boucher, Miss Régina Boucher, Mr. Herbert W. Biard, Dr. Arthur H. Egerton, Miss Dorothy Ewing, Miss Marjorie Nicholson, Mrs. Gladys D. Metcalfe, Miss Mary McCuaig, Miss Barbara McPherson, Mr. Ribton C. Jonas, Miss Anne M. Crombie, Miss Elizabeth M. Ferguson.
- ST. LAURENT:** **Mrs. Mabel Alice Perry**, Miss Jane A. Elliott, Miss Helen Ruth Younie, Miss Kathleen Gladys Ellis, Mrs. Margaret Pearce, Mrs. Marjorie H. Watt, Mrs. Christy Margaret Cook, Miss Beulah Florence Halcro, Miss Hazel Eileen Harris, Mr. Harold Lawton, Mr. Earle S. Peach, Miss Yvonne Alice Wilson.
- VERDUN:** **Mr. John A. T. Weatherbee**, Mr. Leslie F. Bennett, Miss Clara Belle Boomhour, Mr. William Henri Chodat, Mr. Robert Cooper, Miss Emma May Coveyduc, Mr. Duncan Gordon Cumming, Mr. Kenneth Rogers Cunningham, Mrs. Marjorie Dancey, Mr. Alexander Grant Donaldson, Miss Doris Estelle Dugan, Miss Enid Evelyn Farwell, Miss Helen B. Ferguson, Mrs. Nellie Franklin, Miss Mary I. Gilbert, Mr. Gordon George Hall, Miss Alice Muriel Hamilton, Miss Isobel Jean Hasley, Miss Luella Janet Hogan, Mr. Albert E. Holloway, Miss Alma Olga Jackson, Mr. Harry Edward Law, Miss Marion Olive Mackenzie, Mrs. Florrie Winn Mallin, Miss Gwendoline G. Markwell, Miss Emma Marsan, Miss Jennie Mable Mills, Miss Mavis Mitchell, Miss Margaret Kathleen Morrison, Mr. Perry Milford Mulock, Miss Ruth Elizabeth McEwen, Miss A. Elizabeth McMonagle, Miss Annie Laurie McPhail, Miss Georgianna Paige Pinneo, Miss Muriel Prew, Miss Jean Norma M. Snyder, Miss Enid Sprott, Mr. George S. Tomkins, Mr. Andrew Pearl Watson, Miss Margaret Jean Watt.
- WESTMOUNT:** **Mr. H. B. Parker**, Mr. E. W. Smith, Mr. J. Anderson, Mr. H. Nicoll, Mr. D. E. MacLean, Miss G. M. Banfill, Miss R. M. Shearing, Miss L. B. F. Truax, Miss F. M. Vipond, Mr. J. G. Stewart, Mr. P. L. Wearing, Mr. J. D. Lawley, Mr. K. L. Mactavish, Mr. Philip Harvey, Miss R. Hopkins, Miss M. M. Mackenzie, Miss A. Graham, Mr. L. P. Patterson, Mr. M. A. Turner, Mr. C. V. Frayn, Mr. H. W. Norris, Mr. G. P. Smith, Miss M. A. Dyke, Miss E. L. Egerton, Miss M. H. Moore, Miss E. G. Lawlor.

Tyranny, like hell, is not easily conquered, yet we have this consolation within us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly. . . . It would be strange indeed if so celestial an article as freedom should not be highly rated.

THOMAS PAINE.

INTERMEDIATE SCHOOL DIRECTORY—1943-1944

- ARUNDEL: **Miss Hazel Margaret Griffith**, Miss Florence Gilker, Mrs. Miriam Cooke, Miss Annie Cooke.
- ARVIDA: **Mr. Harold H. Calder**, Miss Margaret F. Jack, Miss M. Jean McArthur, Miss Doris Kerr, Miss Alice Graham, Miss Beryl Schurman, Miss Jean Horton, Miss Janet E. Smith, Miss Gladys E. Palaisy, Mr. Eugene Jousse, Mr. Edwin Brown.
- ASCOT: **Miss Amelia A. Smart**, Mrs. Martha Crawford, Mrs. Inez Gundersen, Miss Roberta Bown, Mrs. Edythe E. Stockwell.
- BEAUHARNOIS: **Mr. John B. M. Baugh**, Miss Jessie Gladys Adair, Mrs. Lyla Willows.
- BEEBE: **Miss Audrey Bellam**, Miss May Scott, Miss Mary Audrey MacCallum, Mrs. Edna D. Smith.
- BISHOPTON: **Mr. W. F. Prangley**, Mrs. Irene J. Howes, Mrs. Flora H. McIntyre.
- BLACK CAPE: **Miss Leona M. Lake**, Miss Helena E. Irvine, Miss Constance Scott.
- BONAVENTURE: **Miss Alta Sinclair**, Miss Leila Le Floch.
- BOURLAMAQUE: **Mr. F. Elton Butler**, Mrs. Bertha M. Wilde, Miss Ella A. Hayes, Miss Irene J. Crump, Miss Grace H. McOuat.
- BROOKBURY: **Mr. Rheal Saint-Pierre**, Mrs. Sydney Coates.
- BROWNSBURG: **Mr. Dennis Staniforth**, Miss Elizabeth Tomalty, Miss Freda Parker, Miss Lillian McOuat, Miss Evelyn McCullough, Miss Olive Hunt, Mrs. Edward Cocksedge, Miss Jean Graham, Miss Donna Snow.
- BULWER: **Mrs. Morris Smith**, Miss Evelyn Jordan.
- CAMPBELL'S
BAY: **Miss Marion Fletcher**, Mrs. M. A. Shaver, Miss Marion Nussey, Miss Velma Armstrong.
- CHAMBLY
RICHELIEU: **Mr. James M. Lawler**, Miss Lois J. Hamilton, Miss Lyla Cook.
- CHATEAUGUAY: **Miss Mildred M. McArthur**, Miss Mary A. Gardner, Miss Marjorie M. Simpson.
- COMEAU BAIE: **Miss Frances Crook**, Miss Mary Crane, Miss Dora Elliott, Miss Gladys McKay.
- DRUMMOND-
VILLE: **Mr. R. D. Hutchison**, Miss W. R. Clarke, Miss Janet Berry, Mrs. Ralph Taylor, Miss D. A. Nicholson, Miss W. E. Thompson.
- DUNDEE: **Miss Marguerite Burbank**, Miss Violet McNicol, Mrs. C. F. McCaig, Miss Alma B. Cockerline.
- ESCUMINAC: **Mrs. Eleanor S. C. Campbell**, Miss Mora Jean Nicol, Mrs. Myrtle C. Kerr.
- FARNHAM: **Mrs. Martina A. Hill**, Miss G. M. Doherty, Miss Gertrude A. Grapes, Miss Grace P. Perkins, Mr. Reginald Wightman.
- FITCH BAY: **Mrs. K. C. Fraser**, Mrs. Mildred Hamman, Miss Elsie Boyes, Mr. K. C. Fraser.
- GASPE BAY
SOUTH: **Mrs. Beatrice E. Coffin**, Mrs. Alice G. Eden, Miss Doreen Miller, Miss Audry Patterson.
- GASPE: **Mr. J. Egbert McOuat**, Miss Hilda S. Lenfesty, Miss Jean Stewart.
- GATINEAU: **Mrs. Jean McLatchie**, Mrs. Beatrice Rowe, Miss Winifred E. McLean.
- GEORGEVILLE: **Mrs. Dorothy L. Ward**, Miss Ethel M. Wilson, Mrs. Kathleen McGowan.
- GRAND
CASAPEDIA: **Miss J. Alma Davidson**, Miss Grace Dow, Miss Emma J. Bartlett.
- GREENFIELD
PARK: **Mr. A. E. Larivière**, Miss Gladys M. McHardy, Miss Jean Inglis, Miss Catherine Terrill, Miss E. O. Moncrieff, Mrs. Viola Shepherd, Mrs. H. M. Stephen, Mrs. Margaret E. Johnston, Miss S. Ellen Frank.
- GRENVILLE
CONSOLIDATED: **Mr. Lionel E. Upton**, Miss Jean Doherty, Miss Alice R. Moore, Mrs. Pheobe Keatlie, Mrs. Phyllis Upton.
- HATLEY: **Mrs. Muriel E. McClary**, Mrs. Mabel Hodgman, Miss Charlotte M. Whitcomb.
- HEMMINGFORD: **Miss Annie A. Howse**, Mrs. Florence Barr, Mrs. Mildred Darker, Miss Mabel E. Keddy.

- HOPETOWN: **Mrs. Phyllis D. C. Ross**, Miss Vera Coull, Miss Edith Scott.
- HULL: **Mr. Norman A. Todd**, Mr. Charles E. Amyot, Miss Laretta T. Black, Mrs. Gladys E. Cameron, Mrs. Edgar Reside, Miss Elsie M. Theobald, Miss Dorothy M. McOuat, Mrs. Etta Thoday, Mrs. Hazel Sally, Miss Isobel Skillen, Mrs. Hope Wharton.
- INVERNESS: **Miss Edith C. Kinnear**, Mrs. Annie Hogge, Miss Gwendolyn M. Pitman.
- ISLAND BROOK: **Mrs. Hazel K. Burns**, Miss Audrey Parsons, Mrs. Ileana L. Burns.
- ISLE MALIGNE: **Mr. J. N. Fortier**, Miss Anna Graham McIver, Miss Anne D. Jodrey.
- KINNEAR'S MILLS: **Mrs. Ethel Reid Cruickshank**, Miss Margaret G. Perkins, Miss M. Joy Thompson.
- LAKE MEGANTIC: **Miss K. Harper**, Mrs. E. Smith, Mrs. L. Olson.
- MALARTIC: **Mrs. Earlene W. Gilker**, Miss S. Anne Pratt, Mrs. Doris E. Cooper.
- MANSONVILLE: **Mrs. Esther C. Sims**, Miss Hazel Meyer, Miss Marion Atwell.
- MATAPEDIA: **Miss Eleanor M. Carson**, Miss Beryl Clarke, Miss Norma Coull.
- McMASTER-VILLE: **Mr. Raymond A. Montague**, Miss Janet P. Cockerline, Miss Alma A. Boyce.
- MORIN HEIGHTS: **Mr. Alden J. Scott**, Miss G. Ruth Sutherland, Mrs. Enid C. Bell.
- NEW RICHMOND CENTRE: **Miss Edna C. Cook**, Miss Irene E. Duthie, Miss Nancy E. Adams.
- NEW RICHMOND WEST: **Mrs. Henry Sinclair**, Miss Edith E. Fitz.
- PHILIPSBURG: **Miss Donna Parsons**, Miss Violet Creller.
- POINTE CLAIRE: **Mr. I. M. Stockwell**, Mr. Gordon Adams, Mr. Thomas Chadsey, Mrs. V. Morris, Miss A. A. Hughes, Mrs. M. McWilliams, Miss Kathleen McDougall, Miss M. Powell, Mrs. R. C. Curran, Miss D. Codd, Mrs. G. Mathewson, Mrs. I. A. W. Hunter.
- RAWDON: **Miss Dorothy P. Cullen**, Miss Anne H. Gilker.
- RIVERBEND: **Mr. Stanley N. Pergau**, Mrs. Lulu M. Shore, Miss Madge Y. Smith, Miss Phyllis S. McLaren, Miss Ruby E. Stevenson, Mrs. Phyllis M. Hornibrooke.
- ROUYN: **Mrs. Mina B. Duncan**, Miss Emily Judd, Miss Vera Lambert, Mrs. Wesley Hyndman, Miss Needa Mucha, Miss Ada M. Kerr, Miss Florence M. Duffy.
- STE. AGATHE: **Mr. J. H. Jacobsen**, Miss E. A. MacIntosh, Miss E. B. Favier, Miss V. MacLellan.
- ST. ANDREWS EAST: **Mrs. Genevieve G. Dawson**, Miss Grace V. McMahan, Miss Alison Fleming, Mrs. Robina E. Dumouchel.
- SOUTH DURHAM: **Miss Elaine M. Leonard**, Miss Alice Garvin, Mrs. Elsie Montgomery.
- STANBRIDGE EAST: **Miss Inez R. Planinshek**, Miss Lois C. Haskett, Miss Lila E. Winter.
- ULVERTON: **Mr. Clifton Leney**, Miss Thelma McCutcheon, Miss Frances Dolloff.
- VAL D'OR: **Miss Jeannette MacKinnon**, Mrs. Eunice Nichols, Miss Jean MacLeod, Miss Ruth Bateman, Miss Hazel C. MacKenzie, Miss Melba McVicar, Miss Riley MacNeill, Miss Elizabeth Henderson.
- WAKEFIELD: **Miss Ruth Clarke**, Miss Margaret J. Taylor, Miss Ada E. Evans, Miss Iva May Blake.
- YORK: **Mrs. Dorothy L. Patterson**, Mrs. John P. Eagle, Mrs. James Jones.
- WESTMOUNT: **Mr. Charles Savage**, Mrs. Marguerite Bieler, Miss Phyllis Bowers, Mrs. Aileen Bryerton, Miss Muriel Cameron, Miss Alma Clark, Miss Meridith Dyke, Miss Ethel Egerton, Mrs. Winnifred Foster, Mrs. Joyce Gifford, Miss Jean Hawthorne, Miss Doris Lawlor, Mrs. Annie McKay, Miss Marjorie McCallum, Miss Catharine MacKenzie, Miss Rachel Reed, Miss Lillian Salicis, Miss Edith Smith, Miss Ruby Smith, Miss Mary Stewart, Miss Margaret Taylor, Miss Margot Van Reet, Miss Elizabeth Wales, Miss Helen Wright, Mr. Harold Baird, Mr. Angus Bernard, Mr. William Black, Mr. Albert Blaser, Mr. John Bovyer, Mr. Henry Brouillet, Mr. Cedric Douglas, Mr. Francis Fleming, Mr. Clarence Frayn, Mr. George Gay, Mr. Ernest Hutchison, Mr. Carl Mayhew, Mr. Kenneth Murray, Mr. Hugh Noble, Mr. Harry Norris, Mr. Frank Sharpe, Mr. Reginald Steeves, Mr. Donald Trenholm, Mr. Norman Wood.

SPECIAL

ATHELSTAN:	Mrs. Margaret McCrae Mack, Mrs. Mabel B. McCaffrey.
BRISTOL:	Miss Robina Wallace, Mrs. Bernice Murray.
CLARENCEVILLE:	Mrs. Jane C. Brown, Miss Irene McClay, Miss Doris Westover.
DIXVILLE:	Mrs. E. Helene Parker, Miss Bernice M. M. Beattie.
DOLBEAU:	Mr. Lorris H. Balcom, Miss Barbara Pattison, Miss S. E. Mackenzie.
DONNACONA:	Miss Marjorie Helleur, Miss C. Ida McColm.
FRELIGHTSBURG:	Miss Pauline George, Mrs. Edna Wilson.
GLEN SUTTON:	Miss Geraldine Riley, Miss Arline Ingalls.
IRON HILL:	Miss Dorothy Jean McLeod, Mrs. Floyd Sanborn.
JOLIETTE:	Mr. Gerald Fleming, Mrs. Mary Rourke Copping.
KINGSBURY:	Miss Muriel E. Frazer, Mrs. Opal L. P. Johnston.
KINGSEY:	Miss Mildred M. H. Brown, Miss Thelma R. Mills.
LACOLLE:	Mrs. William James Millar, Mrs. Burton Elvidge.
MELBOURNE RIDGE:	Mrs. Marion Brown, Miss Gwenith Massey.
METIS:	Mrs. Bessie N. Campbell, Miss Margaret Young.
NAMUR:	Mr. L. G. Brooks, Mr. Edgar Charron.
PINEHURST AND EAST GREENFIELD:	Miss Gladys DuRocher, Mrs. Margaret E. Conan.
PORT DANIEL:	Miss Ruth Falle, Mrs. Arthur Lawrence.
ROXTON POND:	Mrs. Pamphile Fontaine, Miss Marcella La Pierre.
SHIGAWAKE:	Mrs. Henrietta M. Hayes, Miss Eileen A. Buckley.
WAY'S MILLS:	Mrs. Ethel Rider Davis, Miss Lois M. Tyler.

**SUPPLEMENT TO THE CATALOGUE OF THE
NATIONAL FILM BOARD**

The National Film Board of Canada in Ottawa announces the publication of a supplement to its 1942 catalogue of 16mm. film releases and will be glad to forward copies on request. Information concerning the recently organized volunteer projection service for showing war films in urban areas is included as well as a revised list of regional libraries from which National Film Board productions may be obtained.

In order to facilitate their use for functional and instructional purposes, films in the supplement have been classified under various headings, i.e., **Agricultural Films, Health in Wartime, Air Raid Precautions Films**, etc. In the latter category certain British produced films describe methods which have stood the test of experience under fire and a number of these are now available in Canadian libraries.

Films in the **Canada Carries On** and **World in Action** series recently released in 16mm. include **High Over the Borders** which tells the story of bird migration, and a revised version of **Inside Fighting Russia** with a modified commentary designed especially for school use.

Although the majority of recent productions fall into the war information category, it is the policy of the National Film Board to continue production of educational films designed to reveal various geographical and racial aspects of Canadian life and a number of new films in this classification, such as **Fur Country** and **Ukrainian Winter Holiday**, are now available.

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

December 19th, 1942.—A special meeting was held on this date, at which notes prepared by Mr. Wilfrid DuCap, to serve as the basis of amendments to the law of the Pension Fund, were submitted. It was decided to refer these to the Provincial Secretary.

A delegation composed of members of several Catholic and Protestant Teachers' Associations recommended amendments.

The Superintendent of Education suggested that officers of primary instruction who so desire, be permitted to benefit from certain advantages which exist in the new law concerning civil service pensions.

April 15th, 1943.—Mr. Perrier informed the Commission that he was in favour of the amendments proposed at the last meeting without being bound to accept them.

Congratulations were extended to Dean Sinclair Laird who had recently been honoured by the University of Montreal with the degree of Doctor of Pedagogy.

Pensions accorded to officers of 56 years of age and over: J. Eusèbe Ménard, Pierre Z. Nadon, Caroline Lowrey (Mrs. C. Wilson), E. Sophie Pehlemann, A. Muriel Wilson, May Idler, Mable Ellicott, Rodolphe Saintonge, Gertrude Ellen Smith, Lilliam Lydia Vibert, L. R. Skinner, Marie L. Adèle Brûlé.

Pensions accorded to officers under 56 years of age: Berith Manson, Dorilla Riendeau, Laurence Leclerc, Marguerite Rainville, Valéda Brochu, Adéline Beaudoin, Berthe Saindon, Claire Gendron. Miss Dorilla Riendeau and Miss Berthe Saindon will receive the pension for one year. Miss Elise Boutin must submit a medical specialists' certificate.

Request for repayment of stoppages accorded: Jane Moncur (Mrs. John Stockdale), Isabelle Gauthier (Mrs. R. Gosselin), Dorothé A. Plamondon, Marie Anne Laurin (Mrs. F. Lalande), Laurette Mongeau (Mrs. J. Didier), Marie-Ange Fortin, Marie-Jeanne Poulin (Mrs. E. Proteau), Berthe Magny, Phoebe Wright, Emélie Pelletier, Madeleine Bédard (Mrs. E. Bilodeau).

Request for extension of pension accorded for one year held for report from medical controller: Alphonsine Larivière, Auréa Letendre.

Request for pension refused: C. C. Beaulne.

Request to count ten years during which she taught in different provincial Household Science schools. Decision given in 1940 and 1942 not modified: Juliette Brault.

Request to count year during which he taught as a part-time supply teacher granted: Fernand Lemieux, Jules Tousignant.

Half pension of deceased husband granted but balance of arrears due deducted from the half pension payable: Mrs. Patrick Flynn, Mrs. William Coupland.

From quiet homes and first beginning,
Out to the undiscovered ends,
There's nothing worth the wear of winning
But laughter and the love of friends.

HILAIRE BELLOC.

MINUTES OF THE MAY MEETING OF THE PROTESTANT COMMITTEE

Parliament Buildings, Quebec, May 18th, 1943.

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

Present: Mr. A. K. Cameron (in the chair), the Superintendent of Education, Mr. Howard Murray, Dr. W. O. Rothney, Honourable Chief Justice W. L. Bond, Dr. E. Leslie Pidgeon, Senator C. B. Howard, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Mr. Andrew S. Johnson, Honourable G. Gordon Hyde, Mr. George Y. Deacon, Mr. Justice George F. Gibsone, Mr. Henry W. Jones, Dr. S. Earl McDowell, Mrs. T. P. Ross, Dean Sinclair Laird, Mrs. A. F. Byers, Mr. A. R. Meldrum, Mrs. A. Stalker, Mr. T. M. Dick, Dr. J. S. Astbury and the Secretary.

The minutes of the previous meeting were read and confirmed.

Apologies for absence were received from Dr. A. H. McGreer, Dr. C. L. Brown, Dr. F. Cyril James and Dr. W. L. Shurtleff.

The chairman announced that thirty years have elapsed since Mr. Howard Murray was appointed as a member of the Committee and tendered his thanks and congratulations to him, at the same time expressing the hope that he may have many useful years of service ahead. Mr. Chief Justice Bond also voiced warm appreciation of Mr. Murray's services. All the members concurred heartily in these felicitations.

The Report of the Director of Protestant Education contained the information that Bill No. 21 entitled "An Act respecting Compulsory School Attendance" was brought before the Legislature this session, that it had already passed the Lower House and will be presented to the Legislative Council on the 20th instant; that from July 2nd, 1942 to April 16th, 1943, the sum of \$1,000,000 had been paid by the Government in grants to the Montreal Protestant Central School Board; that the Matriculation Board of McGill University has decided to accept the Band and Orchestral Music option of the High School Leaving Examinations to meet the requirements for entrance to the University as an alternative to the High School Leaving Paper in Music that is already accepted; that a meeting of members of the Department of Labour, representatives of the Armed Forces and Ministers of Education or their representatives throughout the Dominion, had been held in Ottawa on April 20th, to consider the shortage of teachers; that it had discussed the resolutions passed by the Directors of the Canada and Newfoundland Education Association at their meeting held in Winnipeg in March, and that consideration was being given by National Selective Service to meeting the situation; that the Gaspesia Sulphite Company offers three bursaries to the boys in the Protestant schools from Matapedia to Gaspé, who rank first in the departmental examinations in Grades IX, X and XI, the amount of the bursary in each case being fifty dollars; that during the current session forty-nine consolidated schools are in operation with a total enrolment of 4,911 pupils, of whom 2,259 are conveyed to and from school daily. In view of the fact that the bill concerning Compulsory School Attendance had passed the Legislative Assembly, he recommended that consideration be given to the alteration of regulation 26 of

the regulations of the Protestant Committee stating the holidays in Protestant schools, and that fixed dates of opening and closing of the schools for next session be set. The Report was received and the recommendation concerning the dates of opening and closing of schools and school holidays was referred to the Legislative Committee with power to act, in consultation with him.

The request of Dean Laird for the usual grant of \$500 for the operation of the Kindergarten Assistants' Course was granted on the motion of Dean Laird, seconded by Mr. Murray.

A letter was read from the Secretary of the Provincial Association of Protestant Teachers in reply to the letter from the Protestant Committee which was sent after the last meeting concerning the dates of Convention, the opinion of the Teachers' Executive being that the interests of Protestant Education are best served by the date of Teachers' Convention being continued as at present. The recommendation was received and the Secretary was asked to send a report accordingly to the Secretary of the Montreal Protestant Central School Board.

The Report of the Board of the Order of Scholastic Merit recommended that the following awards be made to teachers at the next Convention of the Provincial Association of Protestant Teachers of Quebec:

First Degree: Mrs. A. M. Bulman, Stanstead College; Mrs. M. R. Copping, Joliette; Miss Elizabeth A. Duff, Chelsea; Miss Elsie Elliott, Shawinigan Falls High School; Miss Muriel Leitch, St. George's School, Quebec; Mr. Alex. M. McPhee, Guy Drummond School, Outremont; Mrs. Bessie C. Osborne, Magog High School.

Second Degree: Mr. D. M. Herbert, Baron Byng High School, Montreal; Miss Ethel Pinel, Supervisor of Household Science, Montreal; Miss Annie Savage, Baron Byng High School, Montreal; Mr. W. A. Steeves, Macdonald College High School.

Third Degree: Mr. H. J. C. Darragh, Superintendent of Schools, Montreal.

The Report was approved on the motion of Mr. Fisher, seconded by Mr. Dick. The chairman suggested that the Protestant Committee attend the ceremony so that, by that action, they will recognize the services of the teachers honoured. It was announced that the Board had invited His Excellency the Governor-General to take the chair at the meeting of the Board when the awards are made, and that Her Royal Highness Princess Alice has been asked to present the recipient of the third degree. It was further decided that the proper steps should be taken to secure an amendment to the Act 18, Geo. V, 1928, chapter 46, permitting those who have received any of the degrees of the Order of Scholastic Merit to use the letters O.S.M. after their names as an official designation of the honour.

The report of the rural sub-committee contained the following resolution: "In view of the fact that no action has been taken to create larger administrative units, this sub-committee recommends to the Protestant Committee that the proposed act be modified and presented to the Government as an Enabling Act with a request that it be made law, the act to become operative in each of the areas named therein on the affirmative vote of a majority of the ratepayers." It was

moved by Dr. Pidgeon, seconded by Senator Howard, that the adoption of this section of the report be postponed until the next meeting. On the amendment being put it was lost. The main motion was then put and adopted. It was further resolved that the members of the rural sub-committee should be charged with conducting meetings in their counties in order to give information concerning the proposed bill and arouse interest in it. The constitution of the committees named was as follows:—Argenteuil and Two Mountains: Mr. G. Y. Deacon; Brome: Mr. Eric Fisher; Missisquoi: Mr. H. W. Jones; Richmond-Drummond-Arthabaska: Mrs. T. P. Ross and Dr. R. H. Stevenson; Papineau-Pontiac-Hull: Dr. Earl McDowell; Stanstead: Dr. C. L. Brown; Sherbrooke: Senator Howard, Dr. Rothney and Dr. McGreer.

Progress was reported concerning the project of securing collective insurance upon Protestant schools.

The report of the Education sub-committee contained the following recommendations: 1. That the course in Intermediate Mathematics of Grade XI consist of : (a) **Intermediate Algebra**: Logarithms, Variation, the Progressions, Permutations and Combinations, the Binomial Theorem, the Number System, Theory of Quadratic Equations, Graphical Representation, as in chapters 1, 3, 4, 5, 6, 9, 10, 11, 12 and 14 of Tate's Intermediate Algebra. The alternative text at present is Crawford's Senior Algebra; (b) **Trigonometry**: Hall and Knight's Elementary Trigonometry, chapters 1-13 inclusive, omitting paragraph 93, pages 123-136 (except pages 127-28, which are to be explained but are not required for examination), paragraph 113a, and the problems in chapters 11 and 13 involving identities based on the formulas developed in these chapters: 1. That four theorems be added to the Elementary Geometry together with propositions and easy exercises based on them as in Loughheed and Workman's Geometry for High Schools, omitting pages 224-227, 296-297, 308-314 and 323-329; 2. That before the rural school course of study in agriculture be modified, the report of a committee which has been set up in Brome county, of which Mr. Fisher is a member, be received and studied; 3. The Protestant Board of School Commissioners of the city of Montreal requested that, for the duration of the war, only one paper in French and one in Latin be required for the High School Leaving Examination in order to permit pupils to take the Air Force training without the necessity of dropping a subject such as History. In support of the request that History be not dropped from the course were resolutions from several women's associations on the Island of Montreal. As the imposition laid down by the Protestant Committee is that eight papers, as a minimum, must be taken by pupils who wish to obtain the High School Leaving Certificate but that pupils may and do write several more, and as the choice of subjects is in the hands of the principals and school boards, it was decided that the organizations should be so advised and that the Montreal Protestant Board of School Commissioners should be asked to consult the Principals of their high schools concerning the courses that will best fit the needs of their pupils; 4. That, as the Treasury Reader of Grade III is discontinued, **Streets and Roads** and **More Streets and Roads**, be adopted as alternatives to Elson Basic Reader Book III; 5. That the revised courses in Music be adopted in principle as alternative courses subject to revision by a special sub-committee; 6. That the new syllabi in Art and Industrial Arts be adopted subject to a revision by the special sub-committee consisting of

Dean Laird, Mr. Dick and the Secretary; 7. That Dr. James be asked to present the Report of the Survey Committee of the Canada and Newfoundland Education Association to the Protestant Committee with a suggestion regarding the procedure to be followed in studying it. The Report was adopted on the motion of Dean Laird, seconded by Mr. Murray.

The following Report was presented by Dean Laird on behalf of Dr. F. C. James and adopted: "At the suggestion of the Education sub-committee expressed at its last meeting, I should like to move the adoption of the two following resolutions: 1. That the Protestant Committee hereby express to the Survey Committee of the Canada and Newfoundland Education Association its warm congratulations on the comprehensive survey of Canadian education which it has compiled and which is before this meeting; 2. That this committee refer the various chapters of this Report to the sub-committees designated below with a request that, after careful consideration of the recommendations expressed in the Survey Report as applying to Protestant Education in the province of Quebec, the chairmen of the sub-committees, acting as a co-ordinating committee, should present a joint report to the next meeting of the Protestant Committee. To the Education sub-committee should be referred chapters 5, 6 and 7; to the Teachers' Training Committee, chapters 3 and 4; to the Legislative Committee, chapter 8, and to the Health Committee, chapter 2."

The Teachers' Training Committee, after discussions at meetings held on March 30th and May 6th, recommended that a special war-time teaching certificate be issued to candidates with Grade X qualifications who complete a course of a full session, such war-time certificate to lapse automatically twelve months after the conclusion of hostilities unless the individuals concerned should attend a specified number of sessions at Summer School, in which case the temporary certificates would be exchanged for permanent diplomas in accordance with conditions to be specified by the Protestant Committee. The recommendation was not approved.

A letter was read from Mr. C. H. Savage, resigning as a member of the Protestant Central Board of Examiners. On the motion of Dr. Rothney, seconded by Senator Howard, the resignation was accepted.

Dr. J. S. Astbury informed the Committee that a plan was being made to offer special courses of Grade XII to candidates who wished to enter the intermediate class of the School for Teachers but, in order to suit their needs, some of the courses would need modification. The matter was referred to the Education sub-committee and the Director of Protestant Education with power to act.

There being no further business the meeting then adjourned to reconvene on Friday, September 24th, in Montreal, unless called earlier by order of the Chair.

(Signed) W. P. PERCIVAL,
Secretary.

(Signed) A. K. CAMERON,
Chairman.

THE BILL OF FARE

Pies of pumpkin, apples, mince,
Jams and jellies, peaches, quince,
Purple grapes, and apples red,
Cakes and nuts and gingerbread—
That's Thanksgiving.

Turkey! Oh, a great big fellow!
Fruits all ripe and rich and mellow,
Everything that's nice to eat,
More than I can now repeat—
That's Thanksgiving.

Lots and lots of jolly fun,
Games to play and races run,
All as happy as can be—
For this happiness, you can see,
Makes Thanksgiving.

We must thank the One who gave
All the good things that we have;
That is why we keep the day
Set aside, our mamas say,
For Thanksgiving.

EUGENE FIELD

