

THE
EDUCATIONAL
RECORD

OF THE
PROVINCE OF QUEBEC

PUBLISHED
QUARTERLY

Vol. LXII, No. 2

APRIL - JUNE, 1946



ARTS BUILDING, MCGILL UNIVERSITY

CHILDREN OF MCGILL CAMPUS

Roddick and Redpath and old McGill,
Who, being dead, are living still,
How does it meet your kind intent
The way your benefice is spent?
That infancy and thoughtless youth
Usurp the sacred walks of truth,
As all the year in the sun and air
Children play on the campus square.

Logic and learning, grave, profound,
Surely should hold this holy ground!
The solemn teaching heard in these halls
Must emanate from the very walls.
Yet here are babies with ball and sled,
Sweetly regardless of the dead,
Whose kind provision for times to be
Has smoothed the way for posterity.

Little ones with the innocent eyes,
To what great heights may they arise?
Famed physicians among them play,
Builders whose art outstrips their day,
Preachers whose word inspires awe,
Teachers learned in all the law.
Now they are busy with ball and sled,
Companioned by the invisible dead.

What saith the Prophet of Galilee?
"Suffer the children to come to me,"
And ever since the race began
The child is instructed to make the man.
So to the youth of the present day,
Gently, wisely, showing the way,
These long dead are speaking still—
Roddick and Redpath and old McGill.

Mildred Low

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THE EDUCATIONAL RECORD

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

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

Vol. LXII

QUEBEC, APRIL-JUNE, 1946

No. 2

EDITORIAL

At the request of the Provincial Association of Protestant School Boards, the number of copies of this issue has been substantially increased. The grant by the Legislature has been augmented to allow of this increase not only for this edition but for those of the future. A sufficient number of copies will be sent to each Secretary-Treasurer so that he may make the distribution every quarter.

THE HEALTH OF SCHOOL CHILDREN

Attention is drawn to the outline of policy for referral of cases for assistance through the Junior Red Cross Handicapped and Crippled Children's Fund which appears on pages of the current issue. Greater efforts are being made every year to help physically handicapped children to recover their health or to become normal. The Junior Red Cross in particular strives to discover such cases, to encourage parents to send their children to hospital for diagnosis and treatment, and, when necessary, to bear all or part of the expense.

No child who has a physical handicap of any kind should be neglected. Cases of foot defects, cleft palates, eye, ear, nose, throat, heart or lung condition should be attended to. No matter what is wrong with the child, the prospect of having his defects alleviated or remedied is good. Parents should be encouraged to report cases to the Junior Red Cross or other interested sources. Conscientious teachers will gain great satisfaction from informing parents of the physical defects of their children and inducing them to seek a remedy.

If the parent can pay for the hospitalization, he is expected to do so. Indigent cases will be financed through the Quebec Public Charities Act. Philanthropic organizations such as the Junior Red Cross are ready to finance treatment for children coming from homes where the parents can finance the ordinary running costs of the home, but have not sufficient for extraordinary costs such as illness. The Junior Red Cross is always ready to give advice and make arrangements with the appropriate hospital for children whose parents can finance the necessary treatment and will also apply for government aid for children eligible for it as well as make the necessary arrangements for the hospital.

Since its inception, the Junior Red Cross of Canada has financed the hospitalization, exclusive of dental cases, of 25,155 needy children, their ailments varying from minor conditions such as tonsils and adenoids, provision of glasses, to severe orthopædic conditions.

It is, of course, most important that periodical examinations of school children should be made either through the County Health Units or the service provided by the School Board, but this service is incomplete unless adequate follow-up care is provided. Teachers and Boards can do much by reporting needy cases to an organization like the Junior Red Cross.

IMPORTANT AMENDMENTS TO THE REGULATIONS OF THE PROTESTANT COMMITTEE

1. Regarding School Buses:

A new regulation, 169-a, has been added to the regulations as follows:

School conveyances of all kinds shall be plainly marked "School Bus" both in front and rear.

2. Regarding Summer School for Teachers:

Regulations 121 and 124 have been amended so that, in order to obtain advanced diplomas, teachers must go to a professional summer school for teachers. The word "professional" in the amendment follows the word "approved" in these regulations. In Regulation 125 the words "at a professional summer school" follow the words "three summer sessions".

3. Regarding High School Diplomas:

High School diplomas will in future be issued in two divisions—for Arts and Science teachers. The academic requirements have been broadened so that in future in Regulation 129 (f) paragraphs three and four, concerning courses of the first and second year, will be superseded by the following:

1. Arts Division:

Courses of the First Year: English (obligatory) and any four of the following: French, Geography, History, Latin, Mathematics, or one Physical or Biological Science.

Courses of the Second Year: English and two courses continued from the first year.

2. Science Division:

Courses of the First Year: English (obligatory), Mathematics (obligatory), two Physical or Biological Sciences, and one elective chosen from History, an acceptable modern foreign language, a third Science subject.

Courses of the Second Year: English and two courses continued from the first year.

Paragraph five of Regulation 129 (f) has been deleted which formerly read: "It is provided, however, that a candidate may omit in a succeeding year any three of these subjects, except English, in which he has taken at least 60% in a previous year;"

In order to prevent disruption of educational programmes and to preclude any sudden contraction in the supply of candidates for high school diplomas, it is provided that the revised Regulation 129 (f) shall become operative in September, 1946, and shall apply only to students who register for undergraduate work next session or later. For the next four years candidates may qualify either on the basis of the above regulation or on that formerly in effect.

HOW DEAR ARE OUR CHILDREN ? *

Many thousands of parents have already kissed their children and said "Good night, dear". Many more thousands will affectionately bid "Good night" to their sons and daughters soon and tell them that they love them.

It would be interesting to know the percentage of parents that bid their children "Good night" in a perfunctory manner, the percentage that merely feel love for them and the percentage that ponder over their welfare.

If we love our children truly we shall strive earnestly to provide at least for their essential needs, as our parents did for ours, and as all previous generations have done for theirs. We shall do so not grudgingly but gladly, not sparingly but liberally.

During the present week, which is known as Education Week, it is hoped that more parents will think of the needs of their children, and that those who meditate upon their future will receive information that will enable them to think in more concrete terms and to extend their thoughts beyond the bounds of their own family.

The outstanding need of a child during his formative years is a sound education, an education that will be a spur to him in normal times, an inspiration in the hour of opportunity and a refuge in periods of stress.

While many young people are naturally unconcerned about their schooling, many others are realizing that they have to participate effectively if they are to obtain an education. We have talked loosely about "giving an education". No one can give anyone else an education. Each must get it for himself. The school offers it but each person must decide whether he will take it or not. Parents and friends of children must tell them these facts and thus help to stimulate those who are too young or too inexperienced to appreciate the efforts made on their behalf.

Education, like everything else that is valuable, must be paid for. The good parent pays for the education of his child in the home by watching over him constantly, catering to his needs, nursing him in sickness, teaching him lessons of morality, cleanliness, safety and all other good habits, persisting everlastingly in well doing. He must pay for education in the school also. What will it profit if all the care given in the home by mother and father is neutralized in the school or on the street? A good teacher in a good school cannot be obtained without sacrifice. This we all understand. As the parent pays in the home by care and toil and tears for the correct upbringing of his child, so he must also pay for the continuation of the good work in the school. On the other hand, life contains no greater satisfaction than that which comes to a conscientious parent as he sees his child thrive physically and spiritually from his own care and self-sacrifice. Few will ever say that the cost is too great.

In view of the handicaps under which they labour, the schools of Canada are doing a reasonable job. During recent years those in charge have been striving to make improvements to keep the schools up to date. They are working hard now to maintain the gains and to effect further advancements. But they need help, encouragement and support. They need the moral and vocal aid of all good citizens, and the financial assistance of everyone.

*Address delivered over Radio station C.B.M. Montreal, November 16, 1945.

During Education Week the schools are endeavouring to stress the needs of children and the changed philosophy of modern education. In spite of what many people think, the schools of today are not the same as those of yesterday. Their objectives have been enlarged considerably. It is doubtful even if the mastery of reading, writing and arithmetic are the main objectives of the best schools of today. The modern pupil in the modern school takes these in his stride. He learns them en route to something which is far more important, namely, the building of character, the responsibilities of citizenship, the enjoyment of life, the preparation for future living, and for meeting the problems of every day. The formation of good character is indeed the outstanding need. Yet how many people will approve of its being accorded as primary a place on the course of study as that of Latin or Algebra, which will help to secure admission to a university? The chief end of man may be to glorify God and enjoy him for ever, but many think that the chief end of a school pupil is to pass his examinations so that he may prepare himself to make a good living. This is not the philosophy of the modern school. This philosophy centres around the thought that pupils fail when they do not learn the great truths of life while they are young; that the fear of the Lord is the beginning of wisdom, that the wages of sin is death, that each is his brother's keeper, that it is more blessed to give than to receive, that whatsoever a man soweth that shall he also reap, that work is a blessing which man must learn to appreciate, and that leisure time is only good when it is well spent. Many school children are acquainted with this new philosophy. When asked recently the most important reason for attending school a sampling of Canadian youth gave the following four answers, in order of importance:

1. Education helps us to think clearly on the problems of life.
2. It helps us to understand complicated modern society and the responsibilities of a citizen.
3. It helps us to discover and develop our abilities and interests.
4. It enables us to get a better job.

Other answers, of course, were given, but these four ranked highest in the opinion of the children consulted.

That many Canadian parents are not doing the best they can for their children is easily proved. In spite of compulsory education, the percentage of Canadian children in school is not sufficiently high. According to a recent survey, the percentage of **boys** not attending the schools of Canada was as follows:

Boys 13 years of age	5.3%	Boys 16 years of age	54.3%
“ 14 “	17.2%	“ 17 “	71.1%
“ 15 “	33.7%	“ 18 “	81.5%

This means that over half the boys of Canada of 16 years of age—54.3%—are not enrolled in school. Moreover, for every hundred boys and girls that are enrolled in Grade II, only 22 remain to go into Grade XI. These figures are not good enough for Canada, and do not compare favourably with similar figures elsewhere.

Not only the parents of the children are to blame for this situation. The schools must bear their share of the responsibility. There are many children to whom school does not appeal. The courses offered do not suit them. There seems to be no personal goal for these children to aim at. In the cities there are no buildings satisfactorily equipped to meet the needs of many, and in the rural districts the consolidation movement has not gone far enough to allow the school boards to offer the diversified courses that are needed.

Much has been done to improve the school buildings throughout the Dominion. Quebec has been very active in this respect, particularly in rural elementary and high schools. In the Protestant schools on the Island of Montreal, however, many new school buildings are needed. A score or more of the present ones are highly unsatisfactory. Some elementary school buildings have recently been classified as high schools, but the re-naming has not lifted their faces, metaphorically speaking, nor fitted them to dignify their altered status. These schools were not given any dowry at the changing of their names, and they still lack the normal facilities of good high schools. New high schools are needed to house the boys and girls who have qualified themselves to enter. More than four hundred students have entered Grade XII this year, but some hundred or more who had passed their Grade XI examinations and were all ready to enter Grade XII found in September last that an insurmountable barrier obstructed their way to future progress. There was no room for them in the schools. The same situation had occurred in September 1944.

In rural districts a new type of school is needed that is called the composite high school. In this type of school not only the academic course will be offered to fit young people to go to the university but courses will also be given in agriculture, commercial work, household science, vocational and technical education. The first of these schools will be opened in Knowlton in the Eastern Townships next year and it is hoped that this will be but the fore-runner of many others.

The problem of transportation to school is serious, especially in the rural districts, and there are gross inequalities of educational opportunity. Protestant central school boards have been erected in four rural districts in the Province within the past year, and the reports already show that they are distinctly beneficial. When the other fourteen central school boards have been erected, I feel that we shall have made great progress towards better rural education.

All of these improvements cost money. For new buildings alone we need a capital sum of \$9,000,000. Annual expenditures contemplated to improve the health of our Protestant school children will cost over \$150,000. The introduction of new courses and additional services will cost another half million dollars. Costs for improved transportation amount to \$100,000 more. There are many other needs. We wish pupils to stay in school longer. More teachers are wanted—teachers of good education, character and personality. More diversity in the courses offered is a prime necessity. The blueprints for the improvements desired have all been prepared. Only the funds to pay for them are lacking.

To postpone the solution of the problem only makes it more difficult. In the meantime much will be lost. It is idle to tell the children that the facilities they need today will be available five or ten years hence, that the present unsuitable elementary schools will be replaced soon, that new high schools will be opened in Montreal in 1950, that Grade XII will be available in 1955 and that the teacher shortage will end in 1960. Youth cannot wait.

I present the thesis that expenditure for education is an asset, that he who is educated is an advantage to the state while he who is uneducated is a liability, that he who is educated tends to be a worker, performing good work, productive work, while his neighbour without an education may simply clog the machinery. I offer the suggestion that the educated man obtains pleasure from his work and puts his education into his job so that he and the job become interwoven and he does what he can to advance the interests of his employer; that the uneducated man, on the contrary, is often merely a hand, that when the "cease work" whistle blows he just lays down his tools and draws his pay. The first man has something to put into his job; he creates wealth. The second man does only as he is bid, the wealth he creates being incidental and not of his own devising.

Expenditure on education I contend, is an asset. So called savings on education should be set on the liability side of the register. Nothing can be more absurd than to deprive a child of the opportunity for education, for, by so doing, he is prevented from being a potential asset.

When school board members sit down and refuse to spend a hundred dollars for the improvement of the schools, let them pause earnestly and think whether this should be counted as a saving or an expenditure. If it is saved at the expense of the children it must be put on the liabilities side. Canada loses this sum and its interest—perhaps for generations.

How dear are our children? Are they dear enough to overindulge at home and scrimp at school? Recent months have proved that parents consider the schools so useful that they must be kept open. Are the parents and taxpayers willing to put their hands in their pockets to provide money for better schools? Are they willing to give to their own children and to all others the best that can be procured in teachers, buildings and equipment? That is the test. Are the children dear enough for that? This question should be pondered when we next say "Good night, dear".

W. P. PERCIVAL.

He who rightly knows that all things follow from the necessity of divine nature, and come to pass according to the eternal natural and regular laws, will find nothing at all that is worthy of hatred, laughter, or contempt, nor will he deplore any one; but as far as human virtue can go, he will endeavour to act well, as people say, and to rejoice. To this must be added that he who is easily touched by the emotions of pity, and is moved to tears at the misery of another, often does something of which he afterwards repents: both in as much as we can do nothing according to emotion which we can certainly know to be good, and inasmuch as we are easily deceived by false tears. I am speaking here expressly of a man who lives under the guidance of reason. For he who is moved neither by reason nor pity to help others in rightly called inhuman, for he seems to be dissimilar to man.

Spinoza.

THE STUDENT COUNCIL *

**John Fotheringham, President, Students' Council,
Westmount Junior High School.**

The benefits of a Students' Council may be many and far reaching if the council is guided and operated in a satisfactory manner. The advantages offered by a council are principally three: leadership, responsibility and co-operation. These three are essential if we intend to solve the problems which have accumulated in the past, which are being created in the present, and which will have to be solved in the future by this present generation, if we intend to live in peace with one another.

Leadership is taught to the students when they are on the executives of subsidiary organizations of the council. These executives are responsible to the council for the well-being and smooth running of their organizations, and for the coordination of the individual organizations in the larger unit.

Responsibility is taught to everyone on the council because each of the representatives is responsible for bringing from his class questions and suggestions to the council, and on returning from the meeting for reporting in full on the happenings of the council. The subsidiary executives and committee chairmen are responsible to the council's executive. The council's executive is responsible to the representatives who, in turn, are obligated to their individual classes.

It is imperative that the council be a compact group. If it does not act as a single unit, all the purpose is lost. Responsibility would then fall on the shoulders of a few, and the majority would shirk their duties, thereby learning absolutely nothing except how to be obstinate and disagreeable.

The Students' Council, if not guided and operated in the proper manner, may become the battle ground for the students and principal. A Students' Council which is organized and run properly will make the student's life in school more enjoyable by allowing him to elect, organize, and operate his own activities. Through these activities the students will learn leadership, responsibility and the ability to act as a group.

Problems may arise between the council and the principal which can best be solved by a meeting between the council's executive and the council's adviser or principal. They will discuss and attempt to agree on the solution to the problem which will be relayed to the council through the executive. A successful council composed of today's students will turn into to-morrow's men and women in whose hands may be the affairs of the world. The way in which these affairs are handled may well depend on the leadership, responsibility and the ability to act as a group which was taught in the Students' Council when they were in school.

* Addresses delivered at the 1945 Convention of the P.A.P.T. in Montreal.

**Jeanne Woods, Vice-President, Students' Council,
Westmount Junior High School.**

In most High Schools, important facts for future world life are taught by letting the students negotiate and manage their own school activities. I believe that Westmount Junior High School is a very good example of this plan being carried through.

A year ago last June a notice was sent around directing each Eighth Year class to nominate from their pupils two boys and two girls who were interested in holding positions on the executive. All the nominations were sent into the Students' Council executive and to the two advisory staff members of the Council. After a short lapse of time, each boy and girl was called in individually to be interviewed on various familiar topics pertaining to our school activities. When the interviews were completed, the executive and teachers then chose four boys and four girls whom they thought were best suited for these positions. These eight students were then requested to make short speeches on the topic: "What a Students' Council means to a School".

These speeches were presented to the boys and girls assemblies respectively. After a number of days, in which time the students gave due consideration to the speeches which they had heard, they were asked to vote by ballots for the persons whom they thought were most capable for the various positions. In much the same manner, the heads of our other school organizations were elected. In each case much thought was given to electing a person who would be interested in the responsibilities of the organization he or she would be assuming.

When one thinks of school elections, there is more than just electing pupils to be at the head of the various organizations. It is a great responsibility to choose the right boys and girls to lead the student body. The pupils must think, the executives must think, the teachers must think and think carefully. I believe that the students who have been interested in Students' Council work, have participated in school organization and been members of executives, are going to make the better men and women of tomorrow. With the training they have had when in school, and the opportunity to exercise their own vote, they are going to be the right kind of citizens, who will be interested in elections, in candidates and voting, and in the way our country is being governed.

As I look back now at the beginning of last year, I believe that we, the members of that executive, did not fully understand the duties of the Students' Council, but I am very glad to say that with careful guidance and explanation, we were able to carry through our plans smoothly, for even if we had had perfect co-operation from the pupils, our labours would have been useless, because without the understanding and interest of our teachers we would never have been able to meet with full success. May I say that it is my belief that, with the pupils and teachers working together harmoniously, we shall be able to build character equal to the demands which will be made upon it in the trying days to come.

**Edmund Reid, Secretary, Students' Council,
Westmount Junior High School.**

A Students' Council is not worthwhile unless it accomplishes something. Our first real job was the organization of the school's Welfare Federation Drive. One hundred and seventeen dollars was donated by the boys and girls. This was \$17 over our objective.

So that the regular dances should be a real success, practice dances were held almost every Wednesday after school for three months. Anyone wishing to practise or learn how to dance was able to do so. Although at first the girls had to pull the boys in, the latter soon came in greater numbers, and the dances were a great success.

The Entertainment Committee held two tea dances and four night dances with movies. Members of these committees received valuable experience in arranging and conducting their own affairs. The pupils enjoyed themselves and thought that school didn't resemble a gaol as much as they thought.

Cases of Juvenile Crime have gone down from 400 to 100 cases per year during the last 5 years in Westmount, and the Students' Councils have been commended for their share in this. A short column appeared in the Westmount Examiner. This let the parents know what was happening in the school.

Three assemblies were held at Christmas, two by the Debating and Dramatic Society and one by the Students' Council. These were in an attempt to give everyone a dose of Christmas Spirit to start off the holidays. Two issues of the school newspaper, the "Thunderbird", appeared and were very well received. It gave a real education to a large number of pupils in the writing, editing and distributing of a newspaper. We were very glad to announce that the paper had operated without a deficit.

A public speaking contest was sponsored by the Dramatic and Debating Society. Eliminations took place in the classrooms, and one winner was selected from each class. These then spoke at assemblies before their own grade, Seventh Grade pupils at a Seventh Grade assembly and so on. First and second from each grade received cash prizes. In this way almost everyone in the school spoke in the classroom eliminations. The Debating and Dramatic Society also presented three assemblies and a couple of debates. The Boys' and Girls' Athletic Associations' programme enabled almost every boy and girl in the school to take part in some sport.

The parents heard of the accomplishments and aims of the Students' Council and how the various organizations were run at a special meeting of the Home and School Association. The number of parents who turned out nearly established a record, showing that they were very much interested in the activities.

The Council held an India Week in co-operation with the Geography teachers. This included an exhibit of pictures of life in India and of articles brought by the pupils, posters on the notice boards and two speakers.

Because of the experience the pupils receive in initiative and responsibility while running their own affairs, we consider the Students' Council a vital part in the programme of every high school.

Elva duFresne, Treasurer, Students' Council
Westmount Junior High School

I am very honoured and a little awed to be speaking before such a distinguished audience, an audience in whose presence I, a mere pupil, am usually supposed to be silent. My speaking before you should convince you that the Council has helped us to grow up. During the year I tried to convince everyone that I could look after the money affairs of a Council. I really didn't have direct contact with it as it was banked with the other school funds. However, we retained our own cash book.

Last year our main source of funds was from the Ice Cream Sales. Now, to explain these sales a little further, each week one class would be appointed to run the sale. A few pupils would distribute it and the others would be scattered among the six tables, handing out the ice cream and collecting the money. At the start of the year we ordered seventy dozen, but due either to the increase of the appetites or pocket books of the pupils, in December we had to order seventy-five dozen. The total of the sales should have been \$45.00 but due to the speed which these sales had to be conducted some of the money was lost. However, some classes went over the amount and one brought in \$45.10. Another source of funds was from our tea dances and evening dances. We would charge 10c. admission for these and soft drinks were extra.

Now how we spent that money: with every dance came the expense of a film, music, decorations and soft drinks. During the year we spent \$144.02 on entertainment and our profits were \$110.11. In previous years we had always given to the Boys' and Girls' Athletic Associations and Red Cross part of our yearly profits. We told them that this would be discontinued but we would give our sympathetic consideration to any request up to \$50.00. At the end of last year we had given the Girls' Athletic Association \$50.00, the Boys' Athletic Association \$150.00 and the Red Cross \$100.00. At the end of the year we were knee-deep in surplus funds so we had to get rid of it. Twenty dollars was given to the school library, \$20 to Rev. Dr. Guiton, who had spoken to us on his school in India, and \$200 to the International Branch of the Y.M.C.A. to help send under-privileged children to Camp Perrot. This was after we had bought two silk flags as a gift for the school. The balance given over to this year's Council was \$69.89.

In that year we learned how to spend money and that money was to be spent, not hoarded. It wasn't just the executive who decided to spend it but all the Council members. Sometimes they would argue over the spending of \$5.00 but not over the spending of \$20.00. Another thing that took time to learn was that you have to spend money to make money. The greatest gift of the Council to the pupils was the pride in themselves, the pride in saying, "We gave \$200 to the Athletic Associations", the pride in being able to do good with that money and above all, their pride of their school.

A SCHOOL HEALTH RESEARCH PROGRAMME FOR CANADA

A. J. Phillips, Ph. D., Director of the Study, Toronto.

The Survey Committee of the Canada and Newfoundland Education Association published in 1943 a report which listed and discussed the outstanding needs in Canadian education. This Committee gave first place to the need of a school health programme integrated with a national health plan and with community health schemes. It was their belief that school health is of primary importance in our educational and national development.

One of the direct results of the report of the Survey Committee has been the organization of the National Committee for School Health Research under the joint sponsorship of the Canada and Newfoundland Education Association and the Canadian Public Health Association. The financial support for the project has been provided by the Canadian Life Insurance Officers Association.

The first year of this research programme in Health is being devoted to a comprehensive general survey of existing conditions in our elementary and secondary schools under certain well-defined topics. The topics which have been selected are:

- I. **School Environment:** a survey of lighting, heating, ventilation, sanitation, water supply, lunch rooms, accomodation for indoor recreation and caretaking facilities.
- II. **Health teaching in our schools:** a consideration of methods with respect to motivation of health teaching, lesson presentation, increasing the functional value of health teaching and grading in the subject as well as a survey of special qualifications of teachers who are teaching health.
- III. **Physical Education in our schools:** a survey of special qualifications of teachers, methods of grading, adequacy of equipment and accomodation, procedures regarding medical examinations and excusing students from classes.
- IV. **Health and School Attendance:** an analysis of attendance records with special attention to specific causes of absence.
- V. **Nutrition:** a survey of the school lunch programme, milk distribution, vitamin distribution.
- VI. **Mental Health:** a survey of what is done to ensure good mental health of the average student as well as the arrangements for handling the handicapped.
- VII. **Medical Services:** a summary from Departments of Health in each province with respect to medical, dental and nursing personnel, clinics, incidence of disease.
- VIII. **Teacher Training in Relation to School Health:** a survey of the content of the course, the qualifications of instructors, the different teaching methods in all Normal Schools in Canada.

The results of this general survey will reveal problems in Health on which research is most necessary and, at the same time, offer the first concise summary of existing conditions across our Dominion.

It is worthy of mention that the survey has been so planned as to include every school in Canada with the exception of one half of the secondary schools in Ontario. Since there are over five hundred of these schools in that province it was decided that a one-in-two sampling would prove satisfactory. In all other provinces each secondary school is submitting data through the principal while inspectors or superintendents are reporting for all elementary schools in their districts. It will be admitted that such a coverage should result in a fairly accurate summary of existing conditions in our schools.

The data which are being gathered under the above-mentioned topics are more detailed than was originally anticipated. However, it is the opinion of the Director that such a study is necessary to reveal definite weaknesses in the field of health where specific research may be applied. The conditions which are revealed by this general survey will form the basis for future research in this field. Educators in every province keenly await the results of this first study of School Health.

It is intended that the report of the survey will be published during the summer.

OPENING OF NAVIGATION (Montreal Harbour)

A wonderful sight
It is to me
To watch great ships
Come up from the sea,
When once again
The roar and rush
Of harbour life
Displaces the hush
That clothed the waterfront
During days
When ice lay thick;
And December haze
Hung heavily over
Everything.

Now with the advent
Of the spring
Nature removes
The fetters of ice,
Which held the river
In grip so strong.
Powerful tugs
Snort their way along
To wrap in liners
Skilfully.
Down to the wharves
Come trucks and men.
The harbour sounds welcome
To ships again.

Richard Callan.

THE HEALTH OF SCHOOL CHILDREN

Outline of Policy for Junior Red Cross Assistance.

The attention of teachers and other interested persons is drawn to the outline of policy for handicapped children:

Purpose:—To provide a source of financial assistance to facilitate the care of children suffering from illness, accident or physical defect which may be corrected or improved by treatment. Both the raising and expending of this fund are primarily educational projects in good citizenship for the Junior Red Cross members.

From the point of view of both publicity and proof of value to the community, it is found necessary to request that no application be made for assistance in the case of a child suffering from some type of mental disability whose mental ability does not give promise of his deriving benefit from the treatment to warrant the expenditure.

Who is eligible?—Any child is eligible for treatment who: (a) is not over 18 years of age, (b) in the opinion of a licensed physician or surgeon will benefit by treatment, (c) has been accepted for treatment by the Junior Red Cross Committee.

Treatment may be interpreted to include: (1) Hospitalization and medical and surgical care, where otherwise not provided, (2) Transportation, (3) Foster home care, if under recognized supervision. Special nurses' fees will not be reimbursed without written authorization by the Junior Red Cross. (4) Other treatments as ordered by the physician in charge of the case—(i.e., physiotherapy, massage, orthopædic appliances, etc.)

Time of referral:—Application for financial assistance to the Junior Red Cross Crippled Children's Fund should be made before any care or treatment of a child is initiated, except in the case of emergencies. In other words, the Junior Red Cross cannot be expected to assume the cost of care or treatment already undertaken or completed.

How application should be made:—Application forms when completed by the local doctor to be forwarded direct to the Provincial Director of Junior Red Cross. Local doctors, school inspectors, Junior Red Cross branches and other groups should be encouraged to report all cases apparently in need of medical care.

Cooperation with family physicians:—During treatment in a hospital or other institution or foster home in a locality other than that in which the family physician is located, it is desirable, where practical, that the family physician who recommended the case be kept informed through the receipt of medical reports from the physician in charge of the case. If this were practicable this might be done through the office of the Junior Red Cross Director. This will tend to stimulate interest in the fund, recognize the co-operation of the physician referring and act as an aid to an efficient follow-up service when the child returns home.

Cooperation with Public Health Nurse and Social Assistance Field Staff:—Whenever a child, after treatment, is returned to his family home, the person responsible for the original application should be informed of this fact by the Director of Junior Red Cross. When circumstances appear to warrant it, the Director of Junior Red Cross should seek the help of Public Health nurses, Field Staff, teacher or any other responsible agency in insuring adequate follow-up procedure. When further medical supervision is necessary, the Director of the Junior Red Cross should be given the pertinent facts contained in the report sent to the family physician.

Disposition of Funds:—Donations to this Fund are used to assist physically handicapped children who have no other means of treatment, and the responsibility for whose assistance and treatment has not already been assumed by the Government or by any Organization. Through this Fund the Junior Red Cross will pay for the treatment of their own accepted cases. Any child in need, an application for whose treatment, on recommendation of recognized authorities, is received and accepted by the Junior Red Cross Committee as being in accord with the conditions as outlined in the Junior Red Cross policy, may be taken on as a Junior Red Cross case. Gifts of special equipment designed for the more adequate treatment of children may be made at the discretion of the Junior Red Cross Committee.

Contributed

SCHOOL CALENDAR 1946-1947

The school calendar for the school session of 1946-1947 is as follows:

	No. of School Days
1946	
September, Tuesday 3rd Schools open for the session.....	20
October.....Holidays for teachers attending convention and for Thanksgiving.....	20
November.....	21
December, Friday 20th...Schools close for Christmas vacation...	15
1947	
January, Monday 6thSchools re-open following Christmas vacation.....	20
February.....	20
March.....	21
April, Thursday 3rd.....Schools close for Easter vacation.....	
April, Monday 14th.....Schools re-open following Easter vacation.....	16
May.....Holiday, May 24.....	21
June, Friday 20th.....Schools close for session (except senior grades of high schools).....	15

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JUNIOR RED CROSS**Ruth B. Shaw, Director, Junior Red Cross**

The Junior Red Cross is now functioning in over 30,000 classrooms throughout Canada and has a membership of over 900,000. Its main objective, the raising of health standards, has caught the imagination and enthusiasm of boys and girls because it interprets knowledge into the practical action which appeals to the common sense and directness of the school child. Behind this programme of action is the ideal of the Junior Red Cross, exemplified in the motto of the organization: "I serve", together with the power of an international organization which is now functioning in 48 countries with a membership of over 25,000,000 and the resultant enthusiasm which this high purpose and world wide comradeship bring with them.

In the Province of Quebec there are now over 2,000 Branches with a membership of 60,000. Of course, the activities vary according to the age of the children concerned, but a comparison of objective between a Kindergarten and a Senior Matriculation Branch show great similarity of purpose, even though the actual interpretation may differ greatly. The twelve health rules on the cards sent to each member form the basis of the programme and everywhere members acknowledge that membership in the organization entails the practice of these rules of health. In the Elementary grades you find small officials responsible for clean hands, good posture, use of a handkerchief and so on, while this practical application of the normal rules of health develops as the child becomes older until in, the High School grades, surveys are made on such problems as nutrition, tuberculosis, the pasteurization of milk, care in the spread of infection and similar subjects.

Annual reports from the Branches prove too that many members realize the importance of healthful surroundings, and undertake projects for the improvement and care of school buildings and grounds, for the provision of hot lunches and similar enterprises. This attitude on the part of the boys and girls has a very real influence on the home. Children are the best missionaries available where parents are concerned, and their insistence on a proper diet, cleanliness and other health features is considerable. The fact that many boys and girls realize the importance of personal action in health matters is another factor which influences children who themselves may not be interested in these questions. Team work and the knowledge that the majority of a class is interested in a specific objective are potent factors in interesting those who lag behind. Many a teacher has found that giving responsibility to an apparently incorrigible child has brought about an amazing transformation and that no one can become a greater martinet in the carrying out of his duties than the child who was formerly indifferent to them.

The Junior Red Cross goes even further than personal and community health. A representative of the organization said at the last Annual Meeting of the Quebec Division of the Canadian Red Cross: "Our aim is to see that every needy child in Canada requiring medical aid, obtains it." Since 1922 the Junior Red Cross of Canada has financed hospitalization for over 25,000 of their fellow children. This aid has varied from the treatment of minor ailments such as

tonsils and adenoids, eye examinations and the provision of glasses to severe orthopædic operations which may entail months and even years in hospital. This help has, in a number of instances, meant the living of a normal life by the person concerned. When the call for volunteers came, some of our former Junior Red Cross patients were accepted into the armed forces, thanks to the help they had received when children from the Junior Red Cross. Branches can render invaluable service in this respect. Organized as they are from one end of the Province to the other, in isolated as well as populated areas, they with the help of their teachers, can report children requiring this service who otherwise might never be discovered. Periodic surveys of all the children in the community are made by the Branches and cases reported to Provincial Headquarters. School Inspectors, County Health Unit doctors and nurses, adult Red Cross Branches and nurses at Red Cross Outposts all combine with the Juniors in the finding of these cases, and it is the proud boast of the Junior Red Cross of Quebec that no child eligible for treatment has been refused by them. The pennies which our members save, which speedily turn into considerable sums of money, are indeed giving very practical expression to our motto: "I Serve".

Recently the Junior Red Cross of Quebec has undertaken two special services. One is the financing of a Speech Therapy Clinic at the Children's Memorial Hospital for children suffering from speech defects. The need for this service has proved so great that clinics have been crowded to capacity, and has been extended into summer camp care in order that a limited number of children from the rural areas may receive help. It is difficult to realize what this treatment means. As an example, we can show one boy of seven years of age, who could only grunt when he first visited the clinic but who now can talk intelligibly and is attending school.

The second service undertaken in the past year is the financing of a cafeteria for two schools in the City of Montreal. This is not being done so much to prove the importance of a balanced diet for optimum health, which is a generally accepted fact, as to show that good health has its bearing on the educational progress made and in the hope that the appropriate authorities, through this demonstration, will realize the necessity for providing similar facilities throughout the Province.

Probably one of the most forward steps in the story of the Junior Red Cross was the organizing this year, at the suggestion of the High School members themselves, of a Junior Red Cross High School Council. This Council, which is made up of boys and girls representing the High Schools of Greater Montreal, and with corresponding members from High and Intermediate Schools throughout the Province, meets regularly to plan activities for the older members and the manner in which suggestions can be carried out. The "High School News" official organ of the Council, which is written by an Editorial Board of two boys and two girls, gives news of the Branches, makes suggestions for programmes and includes items describing activities, both senior and junior, of special interest to the older students. Anyone privileged to attend the meetings of this Council would be inspired by the business-like way in which various subjects are discussed, the directness shown in getting to the root of the problem, and the ideals which inspire the services undertaken.

During the war years, our Junior Red Cross Teacher-Directors and members demonstrated how nobly they could rise to an emergency. Nearly three million dollars were raised by the Junior Red Cross of Canada for its services at home and abroad. Ambulances, mobile kitchens, huge shipments of food and thousands of garments for relief purposes were shipped overseas. Seventeen War Nurseries were maintained in Britain for child sufferers of the war. Fellow members in nearly every country in Europe and the Far East benefited because of the self-sacrifice and devotion of Canadian Teacher-Directors and members. Two of the most recent gifts of the Junior Red Cross of Canada have been \$82,360.68 spent on food stuffs for the Junior Red Cross of Britain and \$40,000.00 for the Junior Red Cross of Czechoslovakia. The united service of the Canadian Juniors has been a very wonderful and a very moving thing, made up as it often was of pennies and nickles saved at a considerable personal self-sacrifice or with much hard work. This service demonstrates in no uncertain terms that truly astounding results can be obtained by working together for a common ideal.

One of the aims of the Junior Red Cross is to bring the children of the world into closer understanding with one another. The services which the organization has rendered during the war for thousands of children in Greece, Poland, Yugoslavia, India, China, Russia and many other countries has given the green and red spots on the map a personal meaning to the boys and girls of Canada. The sufferings and problems of war devastated countries and the solace the Canadian Junior Red Cross has been able to provide has brought the countries served much closer to the hearts and understandings of the children of Canada. During the war the exchange of portfolios between Junior Red Cross Branches in Canada and similar Branches in country after country throughout the world decreased, of necessity, but, now that the war is over, the number of these albums with their messages of good will and the information which makes these far away countries alive and real is growing steadily. The fact that Canadian Juniors realize that they are part of a great world organization with comrades of every race, colour and creed, interested in the same programme as their own, is a real force towards the better understanding and sympathetic tolerance which is the only basis on which peace can be built.

The Junior Red Cross is not slackening in its efforts. One of the members of the High School Council said at a recent meeting, "We've got to continue and increase, if we can, the help we are sending overseas, we must do all we can for wounded veterans, but we've got to help Canada too by getting behind a real health programme." Aply these boys and girls, under the guidance of their teachers and with the support of the Department of Education, are meeting this challenge.

CONGRATULATIONS TO THE CBC EDUCATIONAL PROGRAMME COMMITTEE

Two first awards have been made in the classification "School Broadcasts for Junior and Senior High School" by the Tenth American Exhibition of Educational Radio Programmes to the CBC for their school presentation of Shakespeare's "Julius Cæsar" and "Here's Your Health."

The Shakespearian citation reads: "For a rich and brilliant portrayal of Shakespearian literature, executed on a superbly high level of production. An example for other education programs to follow, both in the schools and out."

A BASEMENT PROJECT

Donald S. Clark, B.Sc., Principal, Sutton High School

Most of our country High School buildings fall into one of two groups. They have either new, up-to-date buildings with large assembly halls, gymnasiums, etc., or they are poorly designed buildings which were put up a long time ago to meet an immediate need, but without very much attention being paid to the future. One in the latter class is the High School building at Sutton. There are plenty of classrooms which are large enough for the present number of pupils in each grade. Until now however, there has been no assembly hall nor even a decent playroom for the children who remain in school at lunch time. When a film was to be shown, one of the larger rooms was made ready and most of the children squeezed into it. Ventilation was bad and, by the time the show was over, the air was putrid.

The basement of the school was large enough to use for a playroom and for shows too, but it was in a terrible state of disrepair. It had been neglected, and, for many years, had been used as a storage place for wood. The children did not object for they played all over it, made caves in the piles of wood and enjoyed hide-and-seek to their little hearts' content. They also played "hockey" with a stick and an old can until one boy lost an eye. The window frames were no longer a fit for the windows. They had been damaged when wood had been thrown in, and large gaps allowed fresh air to enter at all times and a very considerable amount of heat to go out during the winter. Old bags were stuffed into the gaps and did much to keep out what light tried to enter. In the Spring, when the thaw came, water poured in and the entire place was filthy. The stairs leading down to the basement were a menace to anyone weighing over 100 lbs.

The walls however, were of solid stone and there was a good concrete floor which was slightly damaged in one or two places, but nowhere seriously. One or two of the stones stuck out from the walls for about six inches, and the chimney from the furnace rose from the floor at one end. But the basement had possibilities.

A Student Council had previously been organized in the school and it became evident to them that the renovations of this room, would make an ideal project for the Council to tackle on a co-operative basis. The older pupils were afraid that it might be too much for them to do because of their lack of experience, but they began to think seriously about it and made several suggestions.

At this stage we received a film from the Library at Macdonald College which showed how a community in Vancouver had re-made their school, and how much fun and education the pupils had derived from that project. This film really started things moving.

The executive committee of the Student Council came to me and said they wished to do the basement "project" themselves. Enthusiasm ran very high for over a month. A council meeting was held at which an outline was presented of what would be required. After the pupils understood the facts fully, they were still willing and anxious to take on the job.

The first step was to appoint a committee to wait on the Board of School Commissioners and ask permission to go ahead. So keen were the pupils that even a faint hint of financial assistance was not too welcome. They wanted to do the entire job themselves and pay for it too. The Board, however insisted on paying for the wires and fixtures for the new lights, since they had agreed to do so at a previous meeting.

Work started immediately. The old coal bin stood out into the floor and occupied space that would be better as part of the hall. It contained nearly three tons of coal, and this had to be shovelled to one side before anything else could be started. The boys who moved this coal were very dirty when they went home that night. One side of the new bin was erected and the coal had to be moved again so that the second wall could be put up. Once more a dozen very dirty boys went home and related very happily why they had such an appearance.

The inside of the new coal bin was lined with the old lumber that had been carefully pulled out. Scrap wood would not be good enough for the outside where it would be open to the public. New lumber must be obtained, but it cost money, and the Student Council had very little. So schemes for financing the project were put forward. A few of them were not exactly legal. Raffles and bingo games, were proposed but a dance found most favour. The first dance brought in \$70 clear, and this was immediately spent on materials. We had previously received a very generous grant from the Department of Education to purchase tools for the handwork classes, so we were well supplied in this respect. The students were shocked to learn how little could be bought for \$70. However, they were not discouraged. Instead they determined to finish what they had started. They were also determined not to expose themselves needlessly to the pity and teasing of their parents. They had obtained \$70 by their own efforts, and they could get more in a similar way.

The new bin was soon finished, and the space between the boards was stuffed with sawdust to prevent coal dust from seeping through in the future. By careful planning of the new bin, the old chimney was enclosed in a "furnace room" and was out of sight.

The walls were the next item. One or two of the boys tried to chip the protruding stones, but could not do much with them. They would have to be left and new walls erected to cover them up. More wood was required to make a framework all round the room and to nail a wooden cover on to it. This called for more money. The Sports Committee now very generously offered to lend the Basement Committee \$30. The loan was interest free and could be repaid so soon as convenient. The cooperation and sympathy shown with the project were deeply appreciated, since the offer was spontaneous.

The plans were very ambitious. The new hall was to measure 44 feet long and 36 feet broad. A new ceiling had to be put up and the floor had to be attended to. There were to be sixteen new lights and six power outlets. A "bar" was decided on, and a place to make coffee and serve it were also on the agenda. Dirty dishes would have to be washed and so a sink would have to be provided. Many of the parents thought that this job was too much for their sons and daughters to accomplish and they wanted to help. The students

again decided that they wanted to do the job themselves, and they did not want any interference from outside. One boy said "Most of our parents were pupils in this school at one time, and they did nothing about the basement when they had the chance. We now have the chance and we are going to fix it". In spite of their determination, the pupils had difficulty in keeping their parents out of operations.

It was necessary for more and more wood to arrive from the sawmill, and it was soon discovered that progress was going to be slow. Much of the work yielded little apparent result, and a few of the boys began to think that perhaps the job was too big for them. But as the ceiling began to go up their spirits rose again. While one squad was on this job another was detailed to make new window frames and fit them. They did so and new windows were ordered and fitted to the frames. Once the ceiling was finished the wallboard was put up. Here we had a snag that presented a problem that had to be solved. The school was divided as to which side of the wallboard should be "put to the public view." They had a choice of a light green on one side and a dull yellow on the other. A meeting of the Student Council was held where samples were shown and a vote taken. The green won. When they started to do something about the new stair, expert advice had to be sought. The local carpenter, Mr. Earl Oliver, came over and told what they would have to do. A beam had to be cut out of the first floor and a new brace put in. The old stringers were still good but had to be relocated. It was quite a difficult job, but Mr. Oliver's offer of help was not accepted. Though it took a great deal of patience to tear out the old stairs and do all that was required, in a remarkably short time all was finished and the new stairs were in place.

The erection of the wallboard was popular with everyone. Large areas were covered at one time, and the results of long hours of tedious work were beginning to show. In two days, the old basement was unrecognisable. Parents began to make all kinds of excuses to come in and see it. Not once did we make any objection to their visits and their constructive criticisms were always welcome.

A concrete foundation round the wall still remained to be hidden. It was 20 inches high and 7 inches wide. A wooden seat has been built over this, and the front of it is covered with the same colour of wallboard as the walls. At the end where the chimney had to be enclosed in the furnace room the hall is 18 feet narrower than at the other end. Here the "bar" was erected. The space under the stairs is occupied by a small cupboard, and an electric hot-plate stands on top of it. A sink has to be put in yet and the drain is being run off into a stone seepage-hole.

The entire work has been done by the senior pupils of the school under the supervision of Mr. U. R. Russell and myself. The cost has been met by the efforts of the pupils themselves with the exception of a very generous grant of \$100 from the Fisher Trust Fund. The Student Council feels very much obliged for this donation which came at a time when they were rather deeply in debt, and which was given without any direct request being made for it. Mr. Wells, the secretary of the Fund, visited the school and saw what was being done. He immediately offered to take this matter up at the next meeting of the Trustees. We heard no more from him until the cheque arrived.

The basement is not quite completed but will soon be fit for use. The final touches are going on now and the children will have a place where they can play in safety and under sanitary conditions. The older pupils will have a room where they can hold the various functions that "teenagers" love. The Home and School Club will have a meeting place where they are not continually interrupted by noisy youngsters running about, and the Farm Forum will have a central hall to hold its meetings.

The main result of this project is not in its eventual use. The boys and girls who did the job have had a very valuable experience of working in harmony with one another in a constructive and cooperative effort. Many of the girls who washed the floor before it was painted had never been required to do such a "menial" task before. They enjoyed it though, and made an excellent job of it. They now have the curtains to make for the windows and to put up all the ornaments that go into a place of this kind.

Here are a few facts and figures on the basement project. The meeting of the School Board at which permission to go ahead was given was on February 12th, 1945, and work started the following Wednesday. Each Wednesday thereafter more and more has been done, and the work has taken up most of the time of the woodwork classes. How to use a saw, hammer, and plane, is now common knowledge to these boys, and there is at least one of every type of joint known to the carpenter's trade in the construction. A thorough knowledge of a building of this kind has been obtained by the boys themselves, and we know that they will have no hesitation in tackling anything of a similar nature in the future.

The cost to date has been over \$600, of which the pupils have raised at least \$500 by their own efforts. They have had dances and held "mystery" auction sales to which a few pupils bring various articles wrapped in paper, the value being marked on the outside so that the "auctioneer" will not over-charge. Whenever possible, the Student Council takes over the refreshments at any dance held in the village and, although the financial returns are often rather small every little helps to swell the funds.

When the entire project is finished a grand opening is planned. This will be entirely in the hands of the students, and I am confident it will be a success. It gives me great pleasure to extend an invitation to any teacher or Principal who may be interested in this kind of project work to visit the school and see what can be done with a group of young people who desire to do a job, and who have very questionable raw material with which to start.

LOUD ENOUGH FOR ALL TO HEAR

"I won't do it." So said the late David Lloyd George in 1923 when Northern Electric engineers asked him to speak into a public address microphone for the first time. This was during his Canadian tour after World War I. Britain's Prime Minister of that day was "MIKE" shy. He declared he would not speak in a place where he had to use a scientific aid to make himself heard. Later he consented and was astonished with the results. Eleven thousand people heard him clearly without strain.

THE DISCOVERY OF CANADA

Mrs. Pamela Stephen, Vancouver, B.C.

Narrator—The story of Canada begins with the landing on its Eastern shores of the French sailor Jacques Cartier in 1534. Columbus, seeking a Western route to Asia, had discovered the outer fringes of our continent in 1492. Five years later John Cabot, sailing under the English flag, had landed, probably on Cape Breton Island, off the Canadian Coast. Then years passed during which the attention of the seafaring peoples was directed Southward. Spain, Portugal and England all shared in new and breathtaking discoveries. France alone contented herself with the development of the fisheries off the Northern coast of the new continent. But her wharves hummed with stories of the marvels of these strange lands, of endless hoards of gold to be had for the taking, even of magic springs whose waters had power to renew men's youth. Her sailors could talk of nothing else. The fever spread and even infected the court circles of the French King, Francis the First.

As our story opens, we find Jacques Cartier, bold sailor of St. Malo, in audience with his king:

King Francis—But are you sure, Cartier, you are the leader we need for this undertaking. De Gama, Cabot and Magellan are great sea-captains and to them the science of navigation is an open book. You have sailed only to bring back catches of fish. There is a vast difference between this and the task of the explorer.

Cartier—But, Sire, I know navigation and have many times sailed close to the Northern shores of the new continent of America. Please hear me out.

King Francis—Very well! But the sums you have named for your expedition are large. We cannot afford to fail, much as our country needs some of the wealth of the new lands. Spain, especially, grows arrogant with the gold which pours into her coffers.

Cartier—It is because of France's need to share in these treasures that I asked for this audience. The Spice Islands and the Indies lie on the other side of this land of America, as it is called. De Gama found the way to them by sailing South and East, Balboa found the Pacific Ocean which leads to them, and Magellan found a way into that ocean by sailing around the South of this new continent. There must be an even shorter way around the North and I am certain, Your Majesty, I can find that way. Again, I will be the first to explore the Northern coast. Perhaps the wealth there is even greater than has yet been found.

King Francis—Well, you are a bold man and the sailors of St. Malo are second to none. Should you discover either this passage to the Orient or new lands and wealth for France you will have served us well. I will have the two ships outfitted for your voyage with a crew of sixty-one men to each ship. They will be ready in a month. We will then see if you can make good your brave promises.

Cartier—I will not return, Sire, until I have found what I seek and would ask your further indulgence while I tell you exactly what I plan

Narrator—In April 1535, Jacques Cartier sailed from the port of St. Malo into the Western seas. Good weather favoured the voyage of the two little ships and twenty days later they came within sight of the rocky shores of Newfoundland. Then storms delayed the passage south through the Straits of Belle Isle, but it was at last made safely. On they sailed southwards, and finally turned west until they again came within sight of land. Cartier is standing on the deck of his ship talking to his two friends, Father Barbeau, a priest, and Pierre, an officer in charge of the soldiers on board. Pierre is speaking:

Pierre—It is good to see land again.

Cartier—Yes, but I hope this is not so barren as that which we saw in the straits. That was surely the land God gave to Cain.

Pierre—Even if it should be, you do not intend to turn back, do you?

Cartier—No, Pierre, we will go on. We must find this passage that will lead us to the Western ocean.

Father Barbeau—See the strange craft coming from that small bay. These must be some of the natives. Perhaps they come to welcome us.

Pierre—Look! Their faces and bodies are covered with brightly coloured paints and they are clothed in the skins of animals.

Cartier—They handle their craft well and glide swiftly through the water. I hope they prove friendly as perhaps they can tell us of the passage we seek. We might find a place to land here.

Pierre—But see, my Captain, how this body of water stretches out ahead of us. It may be this is the way we would find.

Cartier—You are right. My friends, this may well be the passage to the Spice Islands. Tell the men to crowd on all sail. I cannot wait to know. Better still, I will give the orders. (Shouting) You below there, let out all sail. We follow this open water to the Western sea.

Pierre—The men are excited. They also see the passage and think as you do.

Sound — Men Cheering — Fade for:

Father Barbeau—How hot the day is. It seems we have been sailing westward for hours now.

Pierre—Captain, look! The water closes ahead. I fear this is but a bay.

Cartier—It cannot be. It must be the strait for which we search.

Father Barbeau—Do not take it too hard, my son, Pierre is right. See how the dim outline of a shore becomes visible.

Cartier—I can see it. It is but a bay. But we will find the open route. We will put about and sail northward again searching the coastline.

Father Barbeau—And let us name this the Bay of Chaleur. It is the right name for it. This heat is almost unbearable.

Sound — Water splashing against ship — Fade for:

Cartier—Good morning, Pierre. I see we have made good headway during the night. We are now well out of the Bay of Chaleur and are entering another smaller one. The shoreline looks more hospitable here. I think we will make a landing. Ah, there come some more of the natives in their boats.

Pierre—Do you think they will be hostile?

Cartier—We will find out about that before we land. I do not want any trouble with them. But here comes Father Barbeau.

Father Barbeau—Good morning. I see the natives are coming out to greet us.

Pierre—They seem to be trying to tell us that they wish us well and are friendly. See the smiles on the faces in the nearest boat.

Cartier—Yes, and they have furs with them. That means they want to trade with us. Well, we have a good store of beads and gifts of iron that will please them. We will land before we give them anything. See that green hill above the beach. There we will plant a great cross and on it we will hang the shield which bears the fleur-de-lis of France, our country. Pierre, tell the crew to get ready to let go the anchor and make a landing.

Sound — Voices calling — Shouts — Rattle of chains — Fade for:

Cartier—My men, the good Father having given thanks to God for blessing our voyage and leading us to this fair land, we, by the erection of this cross adorned with the lilies of France, do thereby take possession of this territory in the name of King Francis the First. Long may he reign and may his new found possession prove an endless source of wealth and glory to our peoples in the years to come. Now we will man the boats and hurry back to our ships. We have performed only half of our task. We must turn homeward before the storms of Autumn overtake us but I would sail still further north in the short time that is left.

Sound — Cheers — Voices — Fade for:

Cartier—I am glad to be back on board our ship again. The natives seemed pleased with our gifts and made much of them. They had certainly never seen such things before. But did you notice him they call their Chief pointing to the Cross and speaking to his people. I did not like it.

Father Barbeau—What a proud day for us all, Jacques. The good God has indeed smiled upon us. I cannot think the natives to be unfriendly. They thought our gifts wonderful and in return gave us those beautiful furs.

Pierre—I have seen no finer furs. Did you see the strange varieties of fish some of the natives brought to our men and the endless bushes covered with berries. I would like to come back some day soon and wander inland. It is such a marvellous country.

Sailor—The native chief with his two sons is coming aboard, Sire, with your permission. Some of his men have come alongside to say he would talk with you.

Father Barbeau—They no doubt come to bid us adieu.

Cartier—We will soon know. Tell them I will see them. Pierre, send some of the men below to bring up more gifts while you go and bring me the scarlet coats, hats and sashes that hang in my cabin. We may need them.

Pierre—Yes, my Captain.

Cartier—Ah, here they come over the side. My greetings, great Chief. What is your wish?

Chief—I, Chief of my people, come to say that you will not leave the great sign you placed on our land. This is our country. We will keep it. Let the pale faces go back to theirs.

Cartier—We do not mean to take your country from you, Chief. The Cross, or sign as you call it, is put there to guide our ships to your shores. These

ships will come with wonderful gifts for you and your people. They will bring you knives, hatchets and things of iron to make your lives easier and happier. We would be your friends. Even now my men bring you more such gifts as we gave you on the shore. Were these gifts not signs of our friendship?

Chief—Yes, your gifts are good and I too would be your friend. But the sign, it must not stay.

Father Barbeau—Jacques, a great idea has come to me. Chief, will you let us take your two fine sons back to France with us? They will meet our great Chief, or King as we call him. As sons of another great Chief they will be treated to the best in our land. Then they will return to you and, as friends of our King, will tell of all the wonderful things we can do for you.

Cartier—(In low voice) Here, Pierre, bring the scarlet coats. Put them and the hats on the two boys and drape the sashes around them. Hurry!

Sound — Footsteps — Murmuring voices — Fade for:

Chief—My sons will not go with you. They stay here.

Cartier—But see, Chief, how handsome they look. They are now dressed as are our own great Chief and will be given a wonderful welcome in France. When you see the gifts they will bring back for you and your people, you will all be happy and will have power over all the other peoples in this your land.

Father Barbeau—They will be back with you when Spring comes again and you will be proud and powerful beyond your wildest dreams.

Chief—I trust your Medicine Man, or priest as you say. He is a good man. I will send my sons to meet your Big Chief. When they come back and bring plenty of gifts our people and your people will be friends. If they do not come back as you promise, tell your people never to again come near these shores.

Cartier—They will come back, Chief, and France and her King will reward your faith in us. When we are gone see that our Cross is not touched.

Chief—We will guard it till you return.

Father Barbeau—That is good. And now before we part, let us kneel while I ask our God to bless you and your people.

Sound — Water lapping against ship — Fade for:

Cartier—Ah, Pierre, I wish the season had not been so late. That great stretch of water we saw as we rounded the west side of the small island must have been the passage to China which we sought. I was loathe to turn home.

Pierre—But, my Captain, next Spring we will come again. Surely our King will be ready now to send us back with more ships and more supplies. The Chief's sons have heard talk of a great waterway north of their home in the bay you named Gaspé which leads westward deep into the land. It must have been the mouth of it we saw.

Father Barbeau—All of the men in our crews want to come back again. They swear they never dreamed of anything more fair than the new possession which we have given to our country. The Spaniards and the English can have their southlands where they will soon be at each others throats. By the way, what was it the native boys call their home. It means, they tell me, a collection of huts.

Cartier—It sounds something like Canada, does it not?

Father Barbeau—Yes, that's it. What a lovely name — Canada.

OF THE LADY AND THE RABBIT

Shulamis Yelin, Montreal

When Beatrice Potter first wrote about Peter Rabbit, she little thought that he would become one of the world's best loved children or that he would ever have the earning capacity of a big business man. All she thought of was to give pleasure to a sick little boy and to make his last days on earth easier to bear. But the bread she cast upon the waters took on wondrous magic and the further it went out the further it spread joy, and the more compensation it brought back upon its return.

Noel was a very sick little boy, the son of Mrs. Potter's dear friends, and he had contracted a disease from which doctors gave no hope that he would ever recover. "All you can do is make his time pleasant. Miracles? Well, they sometimes happen. But then,—that's why they are called miracles. . ."

Mrs. Potter loved the youngster very much and, hoping to make the child's days brighter, she undertook to write him a letter every day. She wrote about everything,—about the little girl next door, about the leaves turning colour, about the squirrels who were gathering their nuts for the winter, about the fish her next door neighbor had caught,—about,—well, just about everything she could think of. Then Mrs. Potter found that she was beginning to run out of material. "I must think of something else," she thought. "Perhaps some continuous story that would hold his interest. Perhaps about a little boy who always got into trouble but managed to get out all right,—with just the right amount of punishment for his sins." Then another thought struck her. "Perhaps it need not be about a little boy at all. . . Why, how about a—a Rabbit?"

And a Rabbit it was. Peter was born with all the natural appeal that a rabbit has for children,—his softness, his fuzziness, his quickness and liveness. At the same time he had the strictly scampish and funloving disposition of a really healthy boy. The people about him were real too,—his Mother, with her quick solicitous eye and her quick hand on the camomile tea, his sisters, Flopsy, Mopsy and Cottontail, with their silly girlish laughter,—from a man's point of view, that is; and Mr. McGregor, the farmer, who always nearly, oh so very nearly, caught Peter,—but never really did.

The letters came every day, and even on darkest days they brought a ray of sunlight to the sick child. Doctors and parents began to notice a marked change for the better. Noel was beginning to take an interest in things about him. Could it really be true? Was a miracle really going to happen? Was it possible that a paper rabbit was doing more for the little boy than all the science of the medical men? So it seemed, except that it wasn't a paper rabbit. It was a real boy rabbit with all the joys and sorrows of a real boy,—a rabbit who was doing all the things and getting in and out of all the scrapes that a bright healthy little Noel might be enjoying. And enjoying them he was!

The weeks passed by and still the letters came and the boy grew stronger, gradually stronger. Soon the Doctors said that Noel had known a miracle. He was well. Noel was gradually sent about the business of a normal boy, and the Peter letters of Mrs. Potter were lovingly tied with ribbon and put away in an old trunk as a souvenir.

Many years passed, and it came to Mrs. Potter one day that other children might perhaps be interested in her Peter. So she wrote to Noel's mother and asked her could she please have the old letters back again. Mrs. Potter's lips trembled with joyous anticipation as she lovingly held the package in her hand. But it appeared that not everyone had the faith or the understanding that Mrs. Potter had. Publisher after publisher returned her manuscripts and told her that her stories had no appeal. They were not the sort of literature parents wished their children to read. They were not edifying. They were not,—well, they just were not going to publish them, and that was all. Mrs. Potter knew differently, however. She had seen those very stories cure a dying child. She drew all her savings from the bank. She would risk her tomorrow on that miracle.

Then it seemed that her faith had been overtaxed. The little book did not sell. It lay on the bookshelves and gathered dust. Mrs. Potter had to admit that perhaps she had been overconfident. Yet, she could not but feel that those stories did have something in them that children would love.

Again years passed, quiet and silent years for Peter. Then one day the lady who had created him received a note from a gentleman. He was a publisher and had, by accident, come upon her little volume of Peter Rabbit and could he perhaps see her at her convenience to discuss a matter in this connection. Here at last was a man with vision. He had really seen Peter. He had watched him in his pranks and in his sorrows and had known that Peter was to be loved. "Would you allow me to republish these stories, Mrs. Potter?" he asked her when they finally met. "They are just what children have been wanting for years!" "I must warn you, Sir," said Mrs. Potter tremulously, "That you may find failure only in this venture. I, too, believe that they have great child appeal. But I lost all my money on it."

—"We'll make it a beautiful little book with a bright jacket and pretty illustrations", said the gentlemen. "Children will love Peter even before they read the first page! I hardly think that Peter will disappoint us again, Ma'am."

And so it was. The book was invitingly published, and immediately became a best seller. Today it is one of the best loved and most commonly bought books for children,—a fitting tribute to a woman with a great heart and gentle understanding of the soul of a little child.

THOROUGHbred

When we say a man or a woman we know is a thoroughbred, we pay to him or her the greatest compliment of which we are capable. There is not in the vocabulary of pleasant terms a stronger word.

Visit a stock-farm, the home of high-grade horses or cattle, and you will see that the physical signs of the thoroughbred are fine eyes and a erect bearing. These are the symbols of a high, generous spirit.

All this is quite as true of the human thoroughbred. The visible signs of the invisible spirit are the eyes that are steady and shoulders that are straight. No burden except possibly the weight of many years bends his shoulders, and his eyes meet yours in honest fashion, because he neither fears, nor has been shamed, at the bar of his own soul.

Ada Patterson.

WILFRED CAMPBELL

W. J. Sykes, Former Chief Librarian, Ottawa

In the early nineties of the last century there was a decided awakening of interest in Canadian poetry. The appearance of that attractive anthology, **Songs of the Great Dominion**, had something to do with it; but the fact was that a number of young poets were writing, publishing, and finding appreciation which, if not as wide-spread as could be wished, made up somewhat for this by its warmth. Sir Charles G. D. Roberts had published two small volumes of verse, the second of which, **In Divers Tones**, was much praised both for the quality of its poetry and for its patriotic Canadian sentiment. Lampman's first volume, **Among the Millet**, had not yet received the recognition it deserved, partly because of its quiet meditative nature, and partly because of apathy in distribution. In the leading American magazines such as Scribner's and the Century one frequently read distinctive verse over the signature of Duncan Campbell Scott, Bliss Carman and other young singers.

To an increasing part of the public prepared to welcome and appreciate Canadian poetry was offered Campbell's first volume **Lake Lyrics**. Published in Saint John, N.B., and not actively pushed, it was a year or two before it was found in Ontario bookstores, and reviews of it appeared in periodicals that took any notice of poetry. But when it did become known its success was unmistakable. The music of the verse, its lyric quality, the familiarity and charm of the subject,—the great lakes in their various moods from summer calm to autumn storm and the white dead stillness of winter—ensured an immediate appeal. The poet sings of these waters in August

Domed with the azure of heaven
Floored with a pavement of pearl;

or as seen in another mood from the island camp,

Red in the mists of the morning,
Angry, colored with fire,
Beats the great lake in its beauty,
Rocks the wild lake in its ire.

On a hazy October morning the picture is quite different:

Miles and miles of lake and forest,
Miles and miles of sky and mist,
Marsh and shoreland where the rushes
Rustle, wind and water kissed;
Where the lake's great face is driving,
Driving, drifting into mist.
Miles and miles of crimson glories,
Autumn's wondrous fires ablaze...

This little volume is not devoid of the human element. Apart from memories of youth and young love there are the half-humorous, half-tragic verses on the

brothers, Dan'l and Mat, and a few poems founded on Indian legends. As evidence of his interest in deeper problems, he imagines Lazarus unable to enjoy heaven while the cry for help of the rich man in torment ascends to him:

This is no heaven with all its shining hosts;
 This is no heaven until that hell doth die.
 'Tis ages now long-gone since he went out,
 Christ-urged, love-driven, across the jasper walls
 But hellward still he ever floats and falls,
 And ever nearer come those anguished calls;
 And far behind he hears a glorious shout.

A few years later a second volume of poems by Campbell **The Dread Voyage**, appeared. Unlike **Lake Lyrics**, the general tone of which was bright and happy, this new collection, as its title indicates, strikes a note of tragedy and doom. An example is **Unabsolved**: "a dramatic monologue founded on the confession of a man who went with one of the expeditions to save Sir John Franklin's party, and who, being sent ahead, saw signs of them but was afraid to tell". Another poem that was much praised was **The Mother** in which the themes of death, mysticism, and tenderness are blended. I well remember the thrill with which I first read in Scribner's **Out of Pompeii**. But **The Last Ride, The Were-Wolves**, the poem that gives the title to the volume, strike the keynote to this collection.

"Who is this young poet 'who can sing both high and low', who seems busy with his art which is opening out into new fields?" people were beginning to ask. He had been clergyman in New Brunswick and was now (1893) in the Civil Service in Ottawa. Later it was learned that his boyhood home was his father's rectory at Wiaraton on the west shore of Georgian Bay, where he gained that familiarity with the great waters in their many moods shown in his first volume. He attended Toronto University, which he left to study at the Episcopal Theological School at Cambridge, Mass. On leaving he was given charge of a parish in New Hampshire, which after three years, he resigned to become rector of a church in St. Stephen N.B., where he published his first volume of poems. Difficulties with the creed that he professed, and a desire to devote himself to literary work led him to give up his career as clergyman and, after a brief interval, he was given a humble post in the civil service at Ottawa.

It was in the autumn of 1894 that I first was introduced to him. About the same time I met also, to my great pleasure, Lampman and Duncan Scott. These three, partly due to the popularity of the Saturday column in the Toronto Globe under the heading of **At the Mermaid Inn**, were the acknowledged leaders of the new poetic movement in Upper Canada, as Roberts and Carman were in the Maritimes. My acquaintance with Campbell, warmed by our common love of literature, ripened into a friendship that lasted till his death. It was said that his duties in the civil service were not very onerous so that he had a good deal of time for poetic composition. This, if true, was in marked contrast to the position of Lampman, who, when I asked him one evening about his writing, replied: "I am not doing much. The work at the office leaves me tired out in the evenings, in no frame of mind to do imaginative work".

In 1899 Campbell published his third and, in the opinion of many, his most attractive volume **Beyond the Hills of Dream**. The dark mood of **The Dread Voyage** had passed away, and glad confident morning with its spirit of brightness and hope is the prevalent tone. Many of the poems had a lyrical singing quality, and there was a variety in theme that is all to the good. As an example of the musical nature-lyric, we quote:

Into the stilly woods I go,
Where the shades are deep and the wind-flowers blow,
And the hours are dreamy and lone and long,
And the power of silence is greater than song—

A spirit of beauty floods over me
As over a swimmer the waves of the sea,
That strengthens and glories, refreshens and fills,
Till all mine inner heart wakens and thrills
With a new and a glad and a sweet delight,
And a sense of the infinite out of sight.

Bereavement of the Fields is a memorable tribute to Lampman. Meditative, imaginative poems are **Morning** with its message of hope after the night of death, **Peniel** with its interpretation of Jacob's wrestling with the ang, and **Afterglow** with its view of enduring good:

A simple love and a simple trust
And a simple duty done
Are truer torches to light to death
Than a whole world's victories won.

These and a few of the best poems from the two earlier volumes added greatly to Campbell's reputation as a poet.

The middle years of the poet's life, the nineties, moved on quietly enough. He was given a permanent position in the Civil Service with a living salary. He made a number of very good friends whose appreciation of his work was a constant stimulus. The Royal Society of Canada recognized his merits by electing him as a fellow. His best poems continued to appear in the high-class American magazines. In the year of the Queen's jubilee he made his first visit to England where the publication of his jubilee ode, **Victoria**, and of his stirring tribute, **England**, brought him into wide and favourable notice. After this and his second visit to the mother country at the time of the Boer War, he became a moderate imperialist.

In 1905 he published **The Collected Poems**. This stout volume of 250 pages served to consolidate his reputation if it did not increase it. In addition to new poems inspired by Nature, though not, I think, marking an advance on the best of his earlier nature verse, were a considerable number of a didactic and hortatory quality. Of these poems, the substance, thinks Campbell's biographer, Dr. Klink, is pure Emerson. Consider the last lines of **Commemoration Ode**:

This my message! Life is short and stern,
And ours at best a feeble, cabined will.
Our mind is finite:—but the soul of man,
Which hopes and trembles, suffers and aspires,
Rebukes his pettier moments; its vast dreams
Proclaim our origin high, our destiny great,
And possibilities limitless like the sea.

There are many poems or parts of poems in this collection in which feeling, or fancy, or imagination play a larger part than intellect—as should be the case with true poetry. Such are **The Soul's Bath, Wind, and Dawn in the June Woods**, part of which reads:

When over the edge of Night
The stars pale one by one,
And out of his streams of light
Rising, the great red sun

Lifteth his splendours up
Over the hush of the world,
And, draining night's ebon cup
Leaveth some stars impearled

Still on its crystal rim
Fading like bubbles away

Up each sun-jewelled slope,
Over the night-hallowed land,
Wonder and Beauty and Hope
Walk silently hand in hand.

On his visits to England and Scotland Campbell made many friends, who no doubt influenced his ideas on Imperial politics and which found expression in his verse. His earlier complaint about the humble position of the "poor beggar colonial" was submerged in a wave of patriotic and imperial sentiment that was intensified by the First World War. The drawback about poems inspired by contemporary events and transitory political ideas is that, with the changes due to the passing of time, the immediate appeal fades out and there may be no permanent qualities to keep them alive. Who now remembers Tennyson's **Riflemen Form**? It is doubtful if Campbell's absorption in Imperial affairs contributed anything to his permanent reputation as a poet.

The last stage of Campbell's life, the years of the First Great War, was a period of shadow and sunlight. He shared with all Canadians the rejoicings at our successes and grief at our losses, feeling these more intensely than others owing to his poetic temperament. Many a poem he dashed off as good or bad news came through. They move us even now, some of these songs born of strong emotion, though unrevised such as: **The Ballad of Langemarck, The Morning Road, The Ridge of Flame.**

But during these grim years there were days of sunshine. Mother Nature had charmed the poet afresh. He had acquired a property on the high ground southwest of Ottawa, about two miles from the end of the tram line; and in spring, summer, and autumn the walk down the Merivale Road with the great panorama of the Ottawa valley stretched out before him moved him to fresh poetic utterance. Sometimes this is blended with thoughts of the war, as in the stanzas beginning, "When the woods at Kilmorie are scarlet and gold, And the vines are like blood on the wall". At other times he wrote pure poetic description, as in these lines:

At morning down the Merivale road
 When all the world is June,
 Of woods and fields the blest abode
 And meadow larks atune . . .

And out beyond the valley, where
 The mighty river lies,
 Dim, blue and misty, vast and fair,
 The lone Laurentians rise.

A descriptive stanza from **When the Birds Fly Home:**

Then a fire is in the sumach
 And a mist is on the hills,
 And a gentle pensive glamour
 The whole world fills.
 Then the morns are grey and rainy
 With a windy, driven wrack;
 The fields are full of shining pools,
 The mullein stalks are black.
 Or the nights are clear and frosty
 To the world's blue dome,
 In the lonely days of autumn
 When the birds fly home.

We have no space left to discuss his elegiac poems, but may mention that among the manuscript left unpublished, almost as a premonition of his own passing, was this requiem:

All now is over,
 The dream is done.
 Fasten the cover,
 Shut out the sun.
 Farewell to lover,
 To rival, to friend,
 To sorrow, to splendor,
 To earth's weird wonder,
 For this is the end.

In conclusion I quote part of a description of our subject that I wrote some years ago: "In appearance, Campbell was of medium height and rather stocky build. His features were strong, and his expression, especially when he was engaged in conversation that interested him, animated. He loved to argue a point and would throw himself whole-heartedly into the contention at issue". Though often I could not agree with him and would give my reasons, I do not remember that the warmth of our friendship was ever thereby cooled.

While weird, gloomy, and tragic themes had a fascination for his Celtic temperament, it would be a mistake to think that this darkened his daily intercourse. He could make and enjoy a joke as readily as his fellows, but he undoubtedly took things seriously, held strong convictions, cherished warm friendships and rooted aversions. While he gave up many of the dogmas of his youth, he clung to a moderate optimism in regard to human life and death, and to the firm belief that the things of the spirit are the realities that endure.

He was a man of rugged independence and distinctive personality. In an age when our angles are worn down in the social mill, and we: "merge in form and gloss the picturesque in man", Campbell preserved his individuality to a marked degree. Life seems more conventional and commonplace without him.

Be sure that religion cannot be right that a man is worse for having.

William Penn.

WRITING-LADY

J. E. Middleton, Associate Editor of "Saturday Night", Toronto

The scene is a church in Western Ontario before the Nineteenth Century had ended. The occasion, a meeting to intensify indignation; not a sudden indignation, but a chronic one, smouldering in the breasts of most women. Two daily questions up to that time had gone unanswered by the powers in Canada; (1) Why is a woman over twenty-one forbidden to vote? (2) Why does Authority put-up with the liquor-traffic and its by-products? The earnest and intelligent women in convention assembled trusted that people in general were decent and law-abiding, that our governors must necessarily be the enemies of injustice and evil, and that Progress, spiritual as well as material, was a Law of Nature.

They looked into the future with confidence. They could not have foreseen the progressive corruption of society by two desperate wars. And a good thing too! Accurate prophecy would be a desperate business for idealists, for after some years of agitation women got the vote, but did not do much with it. The second question was answered by Prohibition—which back-fired. And here, half-way through the Twentieth Century, protest and argument must begin all over again.

Returning to the convention of years ago; on the platform in the seat of honor was an attractive woman in her late thirties with a laugh lurking behind her big, brown eyes. It was not a satirical laugh but merely a happy one, for she liked the company. She too was a reformer, perhaps of less voltage than Madam President and some of the other leaders about her, but still giving a clear light. Obviously she was not given to denunciation for her expression was too mild. If the corners of her full lips turned upwards, and if one of her eyebrows followed suit, the cause might be found in the fact that the world to her, was so full of a number of things, mostly delightful, and often humorous.

Now Madam President had finished stating the motion, the amendment and the amendment to the amendment and had "put" the last for judgment. The flither of voting and subdued chatter was over and the President rose, saying, "We have with us this afternoon a special guest, a friend of our work and a lady of uncommon talent, Mrs. Jean Blewett." (Applause) "As you all know she is to be the chief speaker at this evening's open session. I have pleasure in introducing her, with the hope that she may have a word or two for us at this time."

The meeting clapped vigorously as the guest arose, blithe in an afternoon gown of soft grey and a pert grey hat—not a streamlined figure but a comfortable one, not yet to be described as plump, but with hopes in that direction.

"Madam President, ladies and gentlemen" she began. (A few gentlemen were present besides the writer;—an excellent voice; low and sweet, like Annie Laurie's.) "I couldn't make a speech impromptu, even if I wanted to, but I might recite something—" A vigorous spattering of kid gloves followed, for the speaker was known to be a poet, and not a solemn one. Newspapers and magazines had published her work.

Then she began:

“They were a couple well content
With what they earned and what they spent;
Cared not a whit for style’s decree,
For she was Scotch, and so was he.”

And so on, for six stanzas, each with a little teasing smile at the end—
“With words, or pence, was neither free
For she was Scotch, and so was he” and—“They couldn’t always just
agree” for the same reason, and, finally, “They’re living yet in heaven maybe”—
particularly for the same reason.

It was not a great poem. If an “elocutionist” had recited it she would
have made it too ‘cute for endurance. But Mrs. Blewett had exactly the right
manner. It was the manner exhibited by Touchstone when he nodded towards
Audrey—“a poor thing, but mine own” although he knew rightly that she was
not poor, but extremely good in her way.

Since applause is a guide, the audience agreed that both the poem and
Mrs. Blewett were good to know. After fifty years the writer concurs. Often
poems of entertainment stick longer in the memory than their loftier kin. Quota-
tions from **The Walrus and The Carpenter** are more frequent than those
from **Endymion**, or from **On First Looking Into Chapman’s Homer** and
The gay rhymes of Pinafore, or **The Mikado**, or **The Pirates of Penzance**
dance daily in many minds.

It is not that Mrs. Blewett was a comic poet; she was anything but that.
She could be serious, following the orthodox Church conception of life as a pil-
grimage to a better land and stressing the emotion of love as an emanation of
the Divine. But for the most part she was a “home-y” poet, finding joy in the
commonplaces of living and cheering up people who were beginning to be bored
with them. She had a fine sense of rhythm and a natural feeling for the music
of words, but I doubt if she had any deep acquaintance with the body of great
English poetry. She had been married at sixteen and knew all about house-
keeping and family cares. Yet years of them still found her abrim with laughter,
strong in faith, hope and charity.

She was born a McKishnie, both parents having come to Canada from Argyle-
shire. One of her forbears was Duncan Ban McIntyre, who wrote poetry in
Gaelic. She herself was writing verses while still a school girl. Her brother
Archibald wrote short stories, and a younger sister was in newspaper work. So
she got into the habit of sending poems to editors and of seeing not a few of them
accepted. Then the **Chicago Tribune** offered a prize of \$600 for the best
new poem on Spring—and she won it. Here are three of the fourteen stanzas.

“Spring with all love and all dear delights pulsing in every vein,
The old earth knows her and thrills to her touch as she claims her own again”.

“Spring, with the hyacinths filling her lap and violet seeds in her hair,
With the crocus hiding its satin head in her bosom warm and fair.”

“Spring, with enough of God in herself to make the dead to arise!
For see, as she bends o’er the coffin deep—the frozen valley and hill—
The dead river stirs. Ah, that lingering kiss is making the heart to thrill.”

Her pleasant little triumph at the convention was followed by a formal speech on social reform at the evening session, and afterwards she was our house guest, as a special friend of my parents. Her talk was jolly and stimulating. Some time before this she had been in Chicago and Detroit and was full of praise for some of the young Canadians who were working there at prose and verse. She mentioned particularly Eve Brodlique, a cousin, who, she said, was about as big as a pint of cider with fizz enough for twenty quarts. She was quoting an editor who knew her.

"If you love writing, you'll write," was one of her remarks, slanted across the room at a young person listening with all his ears. "I've been doing it all my life. It's a kind of balance for cooking and making beds, and, I suppose for all other usual work. Of course I never expect to sell anything I write. But I keep sending out my stuff to the editors as a kind of forlorn hope. If a cheque comes along at intervals between rejection slips I feel like putting vine leaves in my hair and dancing. But I believe I'd prefer maple leaves, October ones, and omit the dancing—with my figure."

"The Chicago prize," she went on, "was a stunner. It was too good to be true; all for a poem about Spring. But I meant it. I think that only the words we really mean, deep down, have any force."

Here is part of a poem she meant with all her heart; one called **The Passage**:

"O soul on God's high seas, the way is strange and long,
Yet fling your pennons out, and spread your canvas strong;
For though to mortal eyes so small a craft you seem
The highest star in heaven doth lend you guiding-gleam...
Your helm must sway at touch of no hand but your own,
The soul that sails on God's high seas must sail alone...
O soul on God's high seas, sail on with steady aim
Unmoved by winds of praise, untouched by seas of blame.
Beyond the lonely ways, beyond the guiding star
There stretches out the strand and golden harbor-bar!"

Two volumes of her verses were published, **Heart Songs** and **The Cornflower**. She also wrote a novel entitled **Out of the Depths** besides a great body of newspaper sketches, mostly for the **Toronto Globe**.

Plans have been drawn up for blitzed cities all over the country: Plymouth, Canterbury, Norwich, Manchester, Liverpool and Merseyside, Hull, and other places, and for separate districts of London. The most considered of those plans are designed for long-term fulfilment, for the shortage of labour and materials and funds will put a brake for many years on the progress of all schemes, and so the work is sure to be done in stages, and, except for the absolutely necessary, progress will hardly be fast and thorough. In the last century we had shown the world, perhaps more thoroughly than any country had done, how easy it was to bedevil a country of stately towns and pleasant villages by complete lack of planning and individual greed. It must now be our hard task to think and plan to have an England worthy of its industrial greatness as the older England was worthy of its history.

James Bonar.

THE DEVELOPMENT OF TRANSPORTATION IN CANADA: PART II

A. O. Trudeau, General Passenger Agent, Canadian National
Railways, Montreal

No invention since the march of civilization changed the world so completely as that of George Stephenson. No other production of the human brain introduced such a powerful force of conquest, development, expansion and settlement as the railway. The opening up of new countries and territories by the steel highway constitutes the greatest romance in the world's history. The plotting and building of the great railways of the world make one long story of exciting adventure, exacting hardship and toil, and of prodigious difficulty overcome.

A railway is a world in itself, and in Canada it has been an inexhaustible subject since Confederation. Indeed, it was the construction of a railroad which sealed the pact of Confederation in 1867, and that of another, which, four years later, decided British Columbia to become a partner to it; and in this manner the constituent parts of our great Dominion were joined "a mari usque ad mare". No new country sensed with greater promptitude the vital importance of its trade and of its industries, for the first railway in the world operated with success, the Stockton and Darlington Railway of England, had only been in existence eleven years, when on July 21, 1836, the first steam train in Canada, the Champlain and St. Lawrence Railway made the sixteen miles trip from Laprairie to St. Johns, Que. From this modest beginning, the Grand Trunk, rightly named "The Pioneer Railway of Canada", gradually expanded, and it was eventually absorbed in the Canadian National Railways.

In a broad country like Canada, it is natural that transportation should always have presented a problem of vital importance, since the unity of idea essential to the evolving of nationality depends to a greater extent, possibly, upon the existence of easy communication than upon any other single factor. For a new land, a means of conveyance represents life, and there is probably no country in the world indebted so much to its railway transport as the Dominion of Canada, both in securing the unification of her scattered provinces, and in fostering the development of a national spirit. The railways have opened vast expanses of land to agriculture, the development of industries and of wonderful mining resources.

Very soon after the first railways were commenced in Great Britain and in the United States, several projects were formed and discussed for the construction of lines in Canada. From 1832 to 1840 many charters were obtained in all the Provinces, but most of the schemes so authorized never materialized. The Company of Proprietors of the Champlain and St. Lawrence Railway received incorporation in February 1832, and work commenced in 1835. The first train ran on July 21, 1836, and, as originally constructed, the track comprised wooden rails to which were spiked flat iron bars. From the tendency of this class of rail to curl or bend upward as the wheels passed over it, it became known as the "snake" rail. From this awkward peculiarity it often happened that the rails came into contact with the body of the cars, in which case both fared badly.

The locomotive, the first imported into Canada, bore the name "Dorchester" after the town later named St. Johns, Que. It is said to have cost 1,500 pounds sterling. She finished her days in service on the Lanoraie and Industry Railway, Industry being the original name of Joliette.

The Champlain and St. Lawrence Railway ran between Laprairie and St. Johns. The puny first steam train made up of the locomotive "Dorchester" and two coaches, pulled out of Laprairie at one o'clock on July 21st, 1836 en route to St. Johns, a distance of 15 miles, thus establishing a short connecting link between the St. Lawrence and Richelieu rivers for transportation to New York via Lake Champlain and the Hudson river, as against the much longer route via Sorel and up the Richelieu river to Lake Champlain.

The Nova Scotia town of Pictou can lay claim to association with one of the earliest railways in Canada, a line 4 miles long between that town and New Glasgow commencing to operate in 1839.

There ensued a brief period of torpor until 1845, events having meanwhile been transpiring to bring the railway question into prominence again. Following 1836 many projects had been framed and charters granted, but political unrest, lack of capital and leadership, and the absorption of public interest and public funds in the building of what were in their day the most splendid canals in the world, all combined to prevent any railway progress being reported. The rapid development culminating in the early fifties of the last Century may be regarded as having been largely inspired by the progress of the Eastern Townships, which urgently needed better transportation facilities. In 1845, therefore, the St. Lawrence and Atlantic Railway was incorporated. Two years later the first section of the railway was completed from Longueuil to St. Hyacinthe; in 1851 it reached Richmond; in 1852 Sherbrooke, and finally in 1853 traffic was established from Longueuil to Portland, Me. In 1854 the line was extended from Richmond to Levis, opposite Quebec City, thus linking Montreal with the East as well as the South.

Meanwhile, in 1846, it was decided to build another railway, this time on the Island of Montreal, between the city and Lachine, 8 miles distant, to form a land link, or "portage", and thus replace the stage route around the Lachine Rapids. The Montreal and Champlain Railroad was therefore opened in November 1847. It afterwards became the Lachine division of the Montreal and New York Railroad. The section on the opposite side of the St. Lawrence from Caughnawaga to the Provincial Boundary, 29 miles, known as the Lake St. Louis and Province Line, was finished in 1852. These two portions of the Montreal and New York Railroad were linked together by the steam ferry "Iroquois", which plied between Lachine and Caughnawaga and could convey a locomotive, tender and three cars at one time. This system afforded connection between Montreal and United States railways at Mooer's Junction and Rouse's Point. This route followed a direct course and offered the additional advantage of landing passengers in Montreal itself, avoiding the transshipments necessary on the rival line through Laprairie and St. Johns to Rouses Point. The latter eventually absorbed it before becoming part of the Grand Trunk System.

From 1850 onwards, an era of intense railroad expansion followed, schemes or actual building being the order of the day. In 1851 movements were on foot which eventually led to the construction of the Grand Trunk, the Intercolonial and the Canadian Pacific railways. In quick succession the following railways were in operation:—

- 1850—St. Lawrence and Industry between Lanoraie and Joliette then known as "Industrie".
- 1852—Champlain and St. Lawrence Railway between Laprairie and St. Lambert.
- 1853—Ontario, Simcoe and Huron Railway between Toronto and Collingwood.
- 1853—Service inaugurated between Hamilton and Niagara Falls.
- 1853—First Great Western train entered London, Ont., from Hamilton.
- 1854—Service Between Hamilton and Windsor.
Service between Buffalo and Brantford.
Carillon and Grenville Railway opened.

It would be too long to enter into the details that led to the construction of the Great Western and Grand Trunk Railways, which constituted the outstanding forward steps taken during the pre-confederation period. Owing largely to geographical considerations, the Great Western Railway, which extended from Niagara Falls, Toronto and Hamilton to Windsor with branch lines into Harrisburg, Galt, Guelph and Sarnia, occupied an influential position in early Canadian transportation, serving a territory through which lay the shortest practicable routes between Buffalo situated near the eastern terminus at Niagara Falls, and Detroit facing Windsor, the western extremity. These centres constituted important traffic gateways in the United States. The line was completed between Niagara Falls and Windsor in 1853, and between Hamilton and Toronto in 1855.

The Grand Trunk Railway was open for traffic from Montreal to Brockville in November 1855; from Brookville to Belleville in October 1856; Belleville to Toronto in August 1856. A noteworthy event was the running of the first through train from Montreal (Point St. Charles) to Toronto on October 27th, 1856, a sister train making the journey in the opposite direction. For the first few months, this was a day service only, but in March 1857, a night service was established with sleeping car accommodation. In order to render immigration to Canada as attractive as possible, arrangements were made in 1857 for the giant steamship "Great Eastern" to sail from Britain to Portland, Me. in connection with through bookings on the railways.

Among noteworthy events between 1855 and 1860 were:—

- 1853—Carriage of mail by rail inaugurated on the Great Western Railway.
- 1854—The sorting of letters en route, also inaugurated on that railway.
- 1856—Initial Bonaventure Station built in Montreal, on the side of the present one.
- 1856—London and Port Stanley Railway opened.
- 1857—Railway opened between Port Hope, Lindsay and Peterboro.
- 1857—First sleeping car in the world completed at Great Western Railway shops in Hamilton.
- 1858—Nova Scotia Railway completed from Halifax to Truro and Windsor.
- 1859—Stanstead, Shefford and Chambly Railway opened for traffic between St. Johns, Farnham and Granby.
- 1860—Grand Trunk Line completed from Levis to Riviere du Loup.
- 1860—Grand Trunk Point St. Charles shops built.

The year 1859 closed with an eighth wonder added to the world's museum in the completion of the Victoria Tubular bridge, adding another trophy to the power of the mind over matter. This bridge, which has been regarded as con-

stituting one of the noblest monuments erected by engineering skill, carried a single track at first. The Prince of Wales, who later reigned as Edward VII, drove the last rivet on August 25th, 1860. Increasing weight of rolling stock led to the rebuilding of the structure around the old one in 1897 with hardly any interruption in the traffic. The tubing was removed, the piers widened, a double track laid and a highway for vehicles and pedestrians added on each side. Further work was done later to provide for the passage of the Montreal & Southern Counties Electrical Railway to St. Lambert and Granby, as well as to cope with the increasing motor traffic.

By 1860, no less than 2,065 miles of trackage had been opened in what is now known as Canada. During the ensuing period, construction proceeded more slowly, so that, at Confederation, about 2,500 miles were in use, most of this ultimately becoming integrated in the Grand Trunk System whose main line was finished from Rivere du Loup to Sarnia, a distance of 780 miles.

Canada's railroad era should properly be divided into two parts: the first leading to the development of Eastern Canada, the second to the opening and development of the West.

It has been said that railway history from 1838 to 1854 in regard to Nova Scotia and until 1867 for the Dominion, would require a large volume in order to permit adequate treatment. The narrative of the Intercolonial Railway, known at an earlier period as the Halifax and Quebec Ry., assumes a high place in the story of Confederation. The project of a railway connecting Quebec with the seaports of Halifax and Saint John had long been cherished as a necessary connecting link between the British Provinces of North America. Though agitated at various times, the idea only took practical shape when Confederation was determined upon and arranged at Quebec. By the 145th section of "The British North America Act", the construction of the railway was made obligatory upon the Government and Parliament of Canada. Extensive surveys were made and it was Sandford Fleming who set the seal of his approval on the route along which the line was actually built as against other proposals. Work was proceeded with and, in 1874, the section between Rivière du Loup and Ste. Flavie was opened, the remaining section to Truro being completed in 1876. The connection was thus made at Truro with the Nova Scotia Railway and Halifax. Then the union of the British Provinces in North America, the national aspiration for half a century, became fully consummated. In 1879, the portion which the Grand Trunk had built between Levis and Rivière du Loup, was acquired and in 1898 the Intercolonial purchased the Drummond County Railway from Levis to Ste. Rosalie Junction, whence running rights exercised over the Grand Trunk Portland line afforded entrance to Bonaventure Station in Montreal. In 1875 the Prince Edward Island Railway became available for traffic.

Sandford Fleming, whose name has been closely identified with more railway surveying and construction programmes than that of any other engineer in Canada, was appointed Engineer-in-Chief of the Intercolonial Railway in 1863. He was destined at a later period to direct the fortunes of a still greater enterprise—that of the location of the Canadian Pacific Railway. He was the originator of the idea of standard time, his address to the Canadian Institute in Toronto in February 1879 outlining a proposal to place the World on a basis of universal

time. At an international time conference held in Washington in 1883, standard time was adopted by most countries of the world. Sir Sandford Fleming, for he was eventually knighted, was a Scotchman of the finest type, handsome, rugged as a block of granite, determined and sometimes obstinate, but of a kindly disposition towards his subordinates, and first, last, and always a gentleman.

Here are a few high spots in the planning and construction of the Canadian Pacific Railway:

- 1865—Main line of The Central Vermont Railway opened between St. Johns and New London, Conn., control of this railway being obtained by the Grand Trunk in 1899.
- 1867—Truro and Pictou Railway opened.
- 1869—Dominion Atlantic Railway opened from Windsor, N.S. to Annapolis.
- 1869-1870—Massawippi Valley Railway, the genesis of the Boston and Main Railroad in Canada, constructed from Lennoxville to Derby Line.
- 1870—First Pullman car run on Grand Trunk Railway.
- 1872—Through communication established between Halifax and Saint John, N.B.
- 1873—International bridge built across the Niagara River, above the Falls, between Bridgeburg, Ont., and Black Rock, N.Y.
- 1875—Inauguration of the Delaware & Hudson Railway from New York into Montreal over the Grand Trunk.
- 1877—Montreal and Province Line Railway opened from St. Lambert to Frelighsburg.
- 1878—First train left St. Boniface, opposite Winnipeg, for St. Vincent, Minn.
- 1878—Coal instead of wood came into general use as fuel for locomotives.
- 1879—North Shore route between Montreal and Quebec opened.
- 1880—New Glasgow and Mulgrave section completed by the Nova Scotia Government.
- 1881—Quebec Central absorbed Levis and Kennebec Railway, establishing through route between Sherbrooke and Levis.
- 1882—South Shore Railway opened from St. Lambert to Sorel.
- 1883—Michigan Central Railway bridge at Niagara Falls constructed.
- 1886-89—Temiscouata Railway between Riviere du Loup and Edmunston-constructed.
- 1887—Present Bonaventure Station in Montreal built.

Of interest to this district, the Montreal and Champlain Junction Railway was opened for traffic in sections as follows:—

- Brosseau to Ste. Martine—January 1st, 1881.
- Ste. Martine to Howick—January 15th, 1883.
- Howick to Ormstown—July 12th, 1883.
- Ormstown to Huntingdon—October 8th, 1883.
- Huntingdon to the International Boundary—December 24th, 1883.
- United States and Canada Railway from the International boundary to Fort Covington, N.Y.—December 24th, 1883.
- Fort Covington to Massena Springs—January 1st, 1889.

The Canada Atlantic Railway formed by the amalgamation of the Montreal and City of Ottawa Junction Railway Co. and the Coteau and Province Line Railway and Bridge Co. was opened for traffic.

Ottawa to Coteau Junction in 1882.

Coteau Junction to Lacolle in 1883 and 1884.

The Canada Atlantic Railway from Parry Sound, Ont. to Alburgh Jet., Vt., including the Golden Lake—Pembroke, the South Indian-Rockland and the Glen Robertson-Hawkesbury branches, as well as the Canada Atlantic Transit Company steamers operating between Depot Harbor, Milwaukee, Chicago and Duluth, were acquired from J. R. Booth by the Grand Trunk in 1904.

Only a peace between equals can last. Only a peace the very principle of which is equality and a common participation in a common benefit. The right state of mind, the right feeling between nations, is as necessary for a lasting peace as is the just settlement of vexed questions of territory or of racial and national allegiance.

Woodrow Wilson.

THE ROSEMOUNT NATIVITY PLAY

**Charles B. Rittenhouse, M.A., Supervisor of Dramatics,
Montreal**

The hall is darkened. A hidden choir begins to sing "Adeste Fideles" and from the back, down the centre aisle, comes the Reader, accompanied by four acolytes, bearing candles. They proceed to a raised platform, backed by an ornamental screen, on which is a chair and a reading stand. This platform is well to the right of the proscenium arch.

They stand there, heads bowed, until the singing of the second verse has died away. The Reader then opens the large book on the stand.

READER: And in the sixth month the Angel Gabriel was sent from God unto a city of Galilee, named Nazareth, to a virgin espoused to a man whose name was Joseph, of the house of David; and the virgin's name was Mary. And the angel came in unto her and said . . .

As the curtains part, the Reader sits. The stage is enclosed by drapes, parted about five feet at the back to reveal Gabriel raised on a platform against a sky of white clouds. His wings are magnificent, silver and metallic blue. Two cherubs kneel at his feet. Below him and to the left is Mary, kneeling at the foot of a couch which is covered with a white spread, bordered with silver stars. She is in white, and her long hair is loose. Down right is a jar filled with tall lilies).

GABRIEL (*gently*): Hail, thou that are highly favoured! The Lord is with thee. Blessed art thou among women.

MARY (*raising her head wonderingly, and staring ahead of her*): Am I asleep . . . and do I dream . . . ?

GABRIEL: Mary . . . Gaze upon me. Thou art awake. (*She turns her head to see the vision, starts to her feet in alarm and backs away.*)

MARY: Thou . . . thou art . . . ??

GABRIEL: I am the herald angel of the Lord. Fear not, Mary, for thou hast found favour with God.

MARY: What wouldst thou with me?

GABRIEL: Lo, I bring thee God's annunciation. For thou shalt bring forth a son and shalt call his name Jesus.

MARY: A son . . . ? To me?

GABRIEL: He shall be great, and shall be called the Son of the Highest: and the Lord God shall give unto him the throne of his father David: and he shall reign over the house of Jacob for ever; and of his kingdom there shall be no end.

MARY: But I am Mary of Nazareth, wife of Joseph the carpenter. How then shall our child be called King and Son of the Highest?

GABRIEL: With God nothing shall be impossible. The Holy Ghost shall come upon thee, and the Power of the Highest shall overshadow thee; therefore, also, that holy thing which shall be born of thee shall be called the Son of God.

MARY (*in a dream*): The Son of God . . . my son . . . (*her expression changes.*) But I am unworthy. Why should I be chosen?

GABRIEL: Thou art highly favoured.

MARY: Nay, I am unworthy...

GABRIEL: The Lord is with thee. Blessed art thou among women.

MARY (*she kneels slowly, crossing her hands over her breast. After a pause she says with sweet simplicity*): Behold the handmaid of the Lord. Be it unto me according to thy word.

As the picture is held, the choir begins to sing softly, swelling to a fortissimo as the curtains close.

CHOIR:

Holy, holy, holy!
Lord God Almighty!
Mary, the maiden,
Shall ever blessed be.

Holy, holy, holy!
Lord God Almighty!
God in three persons,
Blessed Trinity!

(After a brief pause they continue)

Was it far to Bethlehem
On the road from Galilee?
Was it far to Bethlehem
For Joseph and his Mary?

O Mother Mary,
Waiting the morn!
Was it far to Bethlehem
Where Jesus Christ was born?

READER: *During the above, he has taken his position by the book. Now he turns a page and continues reading.*

And it came to pass in those days, that there went out a decree from Cæsar Augustus, that all the world should be taxed. (And this taxing was first made when Cyrenius was governor of Syria). And all went to be taxed, every one into his own city. And Joseph also went up from Galilee, out of the city of Nazareth, into Judæa, unto the city of David, which is called Bethlehem (because he was of the house and lineage of David). And with him to be taxed went Mary, his espoused wife.

And so it was that while they were there the days were accomplished that Jesus should be born. And Mary brought forth her first born son, and wrapped him in swaddling clothes and laid him in a manger, because there was no room in the Inn. (*He sits.*)

CHOIR:

Was there room within the inn
On the road from Galilee?
Was there room within the inn
For Joseph and his Mary?

O Mother Mary,
Waiting the morn,
Was there room within the inn
Where Jesus Christ was born?

During the above, the curtains have parted. The stage is completely enclosed with drapes. Off center and to the left is an irregular block of stone, hollowed out to form an Arabian manger. The place is very dim. The innkeeper comes in with a lighted lantern and a dark rug. He places the lantern on the manger and spreads the rug on the floor beside it. As the carol is finishing, Joseph and Mary enter. They are travel-worn and weary. Mary is now dressed in traditional Madonna blue. Joseph carries a pack which he lets slump to the ground.

INNKEEPER (*straightening up at the sound*): A plain hard couch for a man and wife, but every foot of every room in the inn has its sleeper.

JOSEPH (*looking about him in dismay*): A place for beasts... a cave!

MARY (*restraining him gently*): 'Tis shelter, Joseph. There are walls and a roof and . . . (*she sees the manger and crosses to it. Looking into it, she says with great tenderness*) . . . and straw, warm straw in a manger.

JOSEPH (*stubbornly*): We are man and wife . . . not cattle.

INNKEEPER: They that come after will find nothing, not even a cave for cattle. The crowd is great. I cannot remember so great a multitude.

JOSEPH: Yes, they herd us here like sheep, and then provide no fold.

MARY (*turning to him*): Sweet husband, let us stay. I am weary of the press of travel and the stones and ruts of the road.

INNKEEPER: 'Tis this, or the shelter of tree on a hill, and the whine of the wind . . . and the cold.

MARY: Let us stay. Prithee, Joseph, I can walk no further. Search no more.

JOSEPH (*giving in with a sigh*): What is to be, must be. (*To the Innkeeper.*) Come, canst thou procure me hot food and drink. We are weary and hungry after the road.

INNKEEPER (*leaving*): Follow me.

JOSEPH: Now rest thee, dear wife. I'll bring thee all that thou dost need.

MARY: Be not long away. (*He exits. She stares about her for a moment.*) Stone walls . . . stone roof . . . and straw in a manger. (*She kneels.*) My soul doth magnify the Lord, and my spirit hath rejoiced in God my Saviour—for He hath regarded the low estate of His handmaiden; for, behold, from henceforth all generations shall call me blessed. For He that is mighty hath done to me great things . . . and holy is His name.

The curtains close slowly.

CHOIR:

Why is it so still	Just the restlessness of sheep,
On the hills above the town?	Settling down . . .

READER (*who has taken his place during the above*): And there were in the same country, shepherds abiding in the field, keeping watch over their flock by night. And, lo, the angel of the Lord came upon them, and the glory of the Lord shone round about them: and they were sore afraid. (*He sits.*)

CHOIR:

Why is there no wind	Just the breath of man and beast
In the waiting olive bough?	Sleeping now.

They continue humming until the first shepherd speaks.

The curtains open on a group of eight or nine shepherds, sleeping. One stands watch up left, leaning on his crook. Another, a younger man, squats by a small fire down right, carving out a wooden bowl. To him comes the first shepherd, who enters down left. The drapes at the back are again parted to reveal Gabriel and the cherubs. But they are seen dimly, in a mysterious light.

FIRST SHEPHERD (*crossing from the entrance and speaking softly but urgently*): Where is Michael?

SECOND SHEPHERD: Was not the lad with thee?

FIRST SHEPHERD: Not once this night. Hast thou let him stray?

SECOND SHEPHERD: He sat beside me here at sundown, staring at the sky, and saying nothing... till I jested with him... "What dreamest thou, little brother?" I asked. And he replied in a soft voice, "Of a great angel with silver wings..."

FIRST SHEPHERD: An angel with silver wings!

SECOND SHEPHERD: And when I laughed at him, the lad arose and departed and spake no more. And I continued carving out my bowl.

FIRST SHEPHERD (*indignant*): Thou carv'st a wooden bowl for berries while thy brother wanders through the dark.

SECOND SHEPHERD (*a bit sulky*): As I said, I thought he had gone to thee.

FIRST SHEPHERD: Thou didst not *know*!

SECOND SHEPHERD (*during the following he decides that the fire needs more wood, gets up, and starts attending to it*): He is of an age to go alone, if he so wishes. He hath wandered ere this, and thou didst not chide.

FIRST SHEPHERD (*clasping his arms fearfully*): Never has he strayed on a night such as this.

SECOND SHEPHERD (*poking a stick in the fire*): Is not one night the same as another?

THIRD SHEPHERD: Never have I known such stillness. It reaches to my heart... cold to my heart... till the trembling blood becomes the sound of silence. (*He shudders.*) I tell thee, brother, I am sore afraid.

SECOND SHEPHERD (*sitting back on his heels scornfully*): What old wives' fears are these? (*He rises and comes to him.*) I tell thee one night is the same as another. Look ye, brother, there move the stars in their selfsame nightly track, there drowse the sheep as always, and there moves the selfsame wind across their fleece...

FIRST SHEPHERD: The wind? (*He grasps the other's arm fiercely.*) Listen, brother... dost thou hear a wind... dost thou?

SECOND SHEPHERD (*after a pause*): Thou art right... There is no wind.

FIRST SHEPHERD: And the stars, those selfsame stars! (*He points off right.*) There... there... rising in the east... that star... that brighter star. Hast ever seen it any other night?

SECOND SHEPHERD (*after a pause. He has caught something of this brother's fears now.*) It... it seems to move.

FIRST SHEPHERD: Ay... (*slowly*)... it seems to move.

MICHAEL (*entering down left. He carries something in his arms wrapped in a shawl, like a baby. Excitedly*): I found it... I found it!

THIRD SHEPHERD (*the one on guard*): Hush, thee, lad. There are men asleep.

FIRST SHEPHERD: Michæl! Where hast thou been?

MICHAEL: In the far valley. And look, I found it!

FIRST SHEPHERD: Why didst thou leave the fire?

SECOND SHEPHERD: We feared for thee.

MICHAEL (*astonished*): But I was never safer.

SECOND SHEPHERD: Never safer?

MICHAEL: Ay. There was one who watched o'er me... guided me.

FIRST SHEPHERD: Who was with thee?

MICHAEL: The angel with silver wings. He smiled and said, "Go Michæl. A lamb is born this night. Go seek it in the far valley." And I went, and, lo, there lay the ewe... and here is the lamb. (*He crosses to them and shows his prize.*) See ... so little it is. It bleated ... for the ewe was dead ... and it sought for milk... but there was none. And so I brought it to the fire.

THIRD SHEPHERD (*coming down. The brothers look at each other with awe*): Thou sayest an angel spake with thee?

MICHAEL (*calmly*): I heard sweet music and saw an angel with silver wings His dark eyes smiled at me.

During the preceding speech, the choir has begun to hum "Hark the Herald Angels Sing". They build a slow crescendo behind all the following, starting to sing the words on the line, "Joyful all ye nations rise". After Michæl's line: "The Glory of the Lord", they should swell forth gloriously and should time their singing so that at that point they are at the line in the song which repeats "Hark the Herald Angels sing." The dialogue moves with increasing excitement from now on, building a climax.

MICHAEL (*continuing without pause*): But hark... the music comes again... Dost hear it?

SECOND SHEPHERD: In the air... high in the air. (*They listen—crouching by the fire.*)

FOURTH SHEPHERD (*stirring out of his sleep*): What is this singing I hear?

FIFTH SHEPHERD (*stirring out of his sleep*): The whole air is music.

SIXTH SHEPHERD (*who has been listening. He shakes his fellow*). Waken, brother! Waken!!

THIRD SHEPHERD (*coming closer to fire where the first two shepherds are crouched. Michæl is standing in center*): I am afraid.

FIRST SHEPHERD (*whispering*): Listen!

SEVENTH SHEPHERD: What is it? Why do ye waken me?

FIFTH AND SIXTH SHEPHERDS (*speaking simultaneously*): Strange voices in the night. Dost thou not hear?

FIRST SHEPHERD (*with a cry*): And look! The stars are dying in the night. There is light... light...!

SECOND AND THIRD SHEPHERD: Light!

FOURTH AND FIFTH SHEPHERDS (*together. Jumping to their feet*): The heavens are alight!

All the shepherds now speak together fearfully taking different phrases ad lib... except Michæl who is beginning to sense the presence of Gabriel behind him, taking form in the growing radiance.

ALL: Like a great fire... There, there in the sky!... I am blinded! I cannot look!... Brighter than the sun at noon!... Brighter than day!... Whence comes it? Whence comes it?... Like all the stars in one?...

MICHAEL (*facing Gabriel, both arms upraised*): Look ye! (*He speaks louder to still the others.*) LOOK YE! (*They all turn.*) The Glory of the Lord!

ALL (*kneeling... hushed*): The Glory of the Lord! The Glory of the Lord!

The choir finishes triumphantly. They start humming "In Excelsis Gloria" behind.

GABRIEL (*radiant*): Fear not, O Shepherds; for behold I bring you good tidings of great joy, which shall be to all people: For unto you is born this day in the city of David, a Saviour, which is Christ the Lord. And this shall be a sign unto you: ye shall find the babe wrapped in swaddling clothes, lying in a manger.

Glory to God in the highest, and on earth, peace, good-will toward men.

ALL (*hushed*): Glory to God in the highest, and on earth peace, good-will toward men.

As the curtains are closed, the choir repeats "In Excelsis Gloria", full-voiced. They continue until the end of the first verse.

READER (*having taken his place*): Now when Jesus was born in Bethlehem of Judæa in the days of Herod the king, behold there came wise men from the east to Jerusalem, saying, "Where is he that is born King of the Jews? For we have seen his star in the East, and are come to worship him.

When Herod the king had heard these things, he was troubled, and all Jerusalem with him. And when he had gathered all the chief priests and scribes of the people together, he demanded of them where Christ should be born.

The curtains part to reveal Herod on his throne, down right, flanked by two guards holding tall flamboyant standards. Another standard bearer is down left, facing the audience. Standing centre are two patriarchal scribes. One of them is reading from a scroll.

1ST SCRIBE (*reading*): But thou, Bethlehem, though thou be little among the thousands of Judah, yet out of thee shall he come forth that is to be ruler of Israel, he whose goings forth have been told of old, from everlasting. (*Rolling the scroll*) Thus spake the prophet Micah.

HEROD (*musling*): And so he shall be born in Bethlehem. (*Pause*) And does each of thy fellow priests believe that a king, a Messiah, shall rise in the house of David?

FIRST SCRIBE (*nodding*): Each scribe and priest.

HEROD: And that he shall be born in Bethlehem to rule the Jews?

SECOND SCRIBE (*carefully*): To rule the earth, O Herod.

HEROD: That matters not to me. The earth is great and I am not its ruler. The House of Herod rules the *Jews*. *There am I hit.* Let me examine the scroll. (*It is handed to him. As he glances through it, lolling back in his seat, he says very casually*) Three travellers from the east await outside to speak with me. Perchance you have heard their strange tale?

SECOND SCRIBE: We have, your majesty.

HEROD: *Pause. He still hasn't looked up from the scroll*): And how do ye interpret it?

FIRST SCRIBE (*with a crafty look at his companion*): We cannot say, your majesty.

SECOND SCRIBE (*servile*): We are greatly troubled. The matter goes too deep for... for quick replies.

FIRST SCRIBE: All Jerusalem is troubled.

HEROD (*leaning back and looking at them*): Except Jerusalem's King. (*Pause. He twirls the scroll*). Think'st thou that I am one to credit eastern fantasies and dreams of ancient days? Go back to thy books. (*They start to go.*) Nay... leave with me that other scroll. (*It is passed to him.*) And now begone.

They exit, left, bowing. Herod unrolls the second scroll and begins to read silently. Slowly the words begin to form on his lips... He shall feed his flocks like a shepherd; he shall gather the lambs with his arm and carry them to his bosom.

He crushes the scroll with a strong movement and sits, hardeyed, staring ahead of him. Then, harshly...

HEROD: Bid the three men enter! But stay thou without.

The standard bearer exits left. Herod dismisses the guards.

The other room. Remain within call.

They exit right. The three wise men enter and kneel centre. Herod rises as soon as they come in and goes to them.

Stand, stand, O travellers! No need for kneelings here.

FIRST WISE MAN (*as they rise, astonished at his friendly tone*): We thank thee, Majesty, for this audience, and this most kindly welcome.

SECOND WISE MAN: In very truth.

HEROD: Nay, nay. *My kingdom is of men and lands... yours of the mind and the ways of God. The greater kingdom is yours, and 'tis I who should bend the knee. (Returning to his throne)* But come, come... Each gossip in the court whispers of your coming and the reason therefor. But I would hear the tale from your wise lips... Speak...

FIRST WISE MAN: Great Herod, in three kingdoms of the east we dwell, separated by leagues and boundaries and race. But even where we dwelt, in the heart of each of us there spoke a voice.

SECOND WISE MAN: To each the same words came... "Lo... there shall come a Star out of Jacob, and a sceptre shall rise out of Israel."

THIRD WISE MAN: And a new star arose in the heavens, and the voice spake: "Behold, the Star. Go thou unto Jerusalem, where thou shalt find the New-born King of the Jews..."

SECOND WISE MAN: The Saviour of Mankind...

FIRST WISE MAN: The Prince of Peace...

SECOND WISE MAN: And so we journeyed... met... and told our tale... and now we come to thee, O Herod. Tell us, where is he that is born King of the Jews?

FIRST WISE MAN: Where is he?

THIRD WISE MAN: Where is he?

HEROD (*Pause. He is thinking carefully of his words*): I am king of the Jews at Rome's Imperial will. But... is such be not the will of God, 'tis for me to bow my head. If the true King of the Jews be born, 'tis for me to succour him, and hide him from the wrath of Rome. (*Pause. He rises*) Go therefore unto Bethlehem...

FIRST WISE MAN: Bethlehem . . . ?

HEROD: So it is written in the books of prophecy: Go thou to Bethlehem; search diligently for the young child; and when ye have found him, bring me word again, that I may come and worship him also.

SECOND WISE MAN: Why dost thou wait?

THIRD WISE MAN: Come thou to Bethlehem now.

HEROD (*shaking his head*): The star shone not for me. No Voice spoke in my heart. Ye, and ye alone have been granted this holy vision and this holy pilgrimage. But when ye have found the Prince . . . then bring me word.

FIRST WISE MAN (*bowing*): So be it done.

SECOND WISE MAN: Farewell, great Herod.

THIRD WISE MAN: The blessings of the new king light upon thee. Fare thee well.

HEROD: God speed!

They exit, bowing. Herod watches them, pleased with himself. After a moment he turns and claps his hands. One of the guards appears right.

Summon my lords, high captains, and chief estates of Galilee.

The guard bows and exits. Herod sees the crumpled scroll, picks it up, and sits to read it. There is silence for a moment. A slow smile crosses his face. He reads aloud, slowly, savouring each word.

He is brought as a lamb to the slaughter, and as a sheep before her shearers is dumb, so he opened not His mouth. (*He looks up*) Thus spake the prophet Isaiah.

The curtains close.

READER (*turning a page*): When they had heard the King they departed; and lo, the star which they saw in the east went before them, till it came and stood over where the young child was. And when they saw the star, they rejoiced with exceeding great joy. (*He turns a page*) And they were warned of God in a dream that they should not return unto Herod . . .

The curtains open part way. A white light is slanting across the opening. We can see Gabriel dimly in the background.

CHOIR:

And by the light of that same star
Three wise men came from countries far;

They continue humming "The First Nowell" during the following scene. The first wise man enters right, his face to the light. He continues across the opening. There he starts . . . puts his hand slowly to his right shoulder . . . looking about him. The other two enter and stand down right.

FIRST WISE MAN (*hushed*): This moment . . . I felt a hand upon my shoulder . . . a presence in the air . . . and I heard a voice say . . . "Stay . . ."

GABRIEL: Stay . . . stay . . . !

FIRST WISE MAN: There . . . ! It speaks again.

SECOND WISE MAN (*drawing closer to his companion*): A voice in my heart . . .

THIRD WISE MAN: As in a dream . . . listen . . . (*They kneel and remain without moving.*)

GABRIEL: O men of the east ! Return not unto Herod. Reveal not unto him what ye shall witness this night. For the sins of pride lie black upon him. His wrath is a consuming flame to burn each newborn babe in Israel. Let your lips, therefore, be sealed. Retrace not your footsteps ... Depart another way. Return not unto Herod ...

THIRD WISE MAN: As in a dream ...

FIRST WISE MAN: Let your lips be sealed ...

SECOND WISE MAN: Depart another way ...

GABRIEL: Return not unto Herod !

ALL THREE: Return not unto Herod !

The curtains close.

The choir swells, sings a few lines, then begins humming again. The curtains re-open, partly as before. Gabriel is gone. The Second Shepherd runs on looking at the light. He beckons to the others. The First Shepherd enters, carrying the lamb in his arms and Michael on his back. The choir ceases.

SECOND SHEPHERD: There ... The star still goes before.

FIRST SHEPHERD: Think'st thou we'll be too late?

MICHAEL: No, no. We shall see him this night.

SECOND SHEPHERD: Our gifts ... He is a great King ... Will he take our gifts? They are so poor ... this, my wooden bowl ... Had I known, I could have made it finer.

MICHAEL: He would not want it finer.

FIRST SHEPHERD: My sheepskin will wrap him and keep him warm. The nights are long and cold.

MICHAEL: And I shall give him my lamb.

SECOND SHEPHERD: What will he do with that, little brother?

MICHAEL: 'Tis a lamb for the Lamb of God... But come ... let us go ... let us go ...

The curtains close as they exit. The Reader steps forward and turns another page.

READER: And they came in haste and found Mary, and Joseph, ... and the babe, lying in a manger. And when the Wise Men were come in, they saw the child with Mary, his Mother, and fell down, and worshipped him. And when they had opened their treasures, they presented him with gifts: gold, and frankincense, and myrrh. (*He sits*).

CHOIR:

Lullay, lullay,
Thou little tiny child ...

They sing three verses of the Coventry Carol, the curtain parting, during the second verse to reveal a Nativity tableau. In turn each Wise Man presents his gifts. At the end of the third verse, Michael stands and sings ...

MICHAEL:

O come, all ye faithful,
Joyful and triumphant!
O come ye, O come ye,
To Bethlehem!

Come and adore Him,
Born the King of angels,
O come, let us adore Him!
O come, let us adore Him!

ALL: O COME, LET US ADORE HIM,
CHRIST THE LORD !

The tableau is held.

READER: And when they had seen it, they made known abroad the saying which was told them concerning this child. And all they that heard it wondered at those things which were told them.

But Mary kept all these things and pondered them in her heart.

The curtains close.

The Reader closes his book. The Choir sings "Good Christian Men Rejoice" while he and his acolytes make their way out through the hall. And the lights come on.

Of the words or deeds of others judge nothing rashly; neither do thou entangle thyself with things not committed unto thee; and doing thus thou mayest be little or seldom disturbed.

Think not that thou hast found true peace, if thou feel no heaviness; nor that then all is well, if thou are vexed with no adversary; nor that 'to be perfect,' is to have all things done according to thy desire.

Neither do thou then esteem at all highly of thyself, or account thyself to be specially beloved, if thou be in a state of great devotion and sweetness; for it is not by these things that a true lover of virtue is known nor doth the spiritual progress and perfection of a man consist in these things.

Thomas A. Kempis.

A TEACHER'S PRAYER

"Henceforth, I learn that to obey is best
 And love with fear the only God, to walk
 As in his presence, ever to observe
 His providence, and on him sole depend,
 Merciful over all his works, with good
 Still overcoming evil, and by small
 Accomplishing great things — by things deemed weak
 Subverting worldly-strong, and worldly-wise
 By simply meek; that suffering for truth's sake
 Is fortitude to highest victory,
 And to the faithful death the gate of life —
 Taught this by his example whom I now
 Acknowledge my Redeemer ever blest."
 To whom thus also the Angel last replied;—
 "This having learned, thou hast attained the sum
 Of wisdom; hope no higher—"

John Milton, Paradise Lost. Bk. XII

DIRECTING AN F. M. EDUCATIONAL RADIO STATION ***W. B. Levenson, Ph. D., Supervising Director of Radio, Cleveland, Ohio**

At the present time in the United States there is no major network series on the air which has been prepared primarily for classroom use. A few regional programs continue, some of which are outstanding, such as the Standard School Broadcast on the West Coast. Even the CBS School of the Air has been moved to five o'clock which, of course, means that it cannot be used directly by most schools.

There are several places in the States where intensive school broadcasting is now taking place. Here school programs are presented through a school station owned and operated by the local board of education, such as in Chicago, New York, San Francisco, Portland, and Cleveland. Several university-owned stations also present programs to schools. More often programs are presented through local commercial stations that have made some time available. The difficulty with the latter method has been that the schools are required to use whatever time is granted to them. This in turn necessitates a change in school schedules and often not enough radio time is available for the school system to do the job which in some cases it is prepared and able to do.

In spite of the sincerity of some public service-minded station operators, the fact remains that in many instances the school cannot count on the continuity of program time allotment, for if a commercial commitment is made it is often the school program which is shifted. For these and other reasons, more and more school systems guided by the U.S. Office of Education have come to recognize that in order to utilize radio effectively, it is essential for them to establish and operate their own non-commercial educational stations.

The recent F.C.C. allocation which reserved twenty frequency modulation channels for the exclusive use of non-commercial educational stations may also contribute significantly to an improvement in the educational applications of radio.

The discussion of F.M. here will not deal with its technical advantages: reduction of static, less station interference, and increased tonal range. Perhaps the most important factor is its economic significance since F.M. makes possible the operation of many more stations, without interference, on each of the limited number of channels in the radio spectrum. According to F.C.C. Commissioner Paul A. Walker, the number of F.M. stations in the States may approach 2,000 by 1947 as compared with half that number of standard broadcast stations now in operation.

Many of the new F.M. stations are being established in small towns that previously had no local radio service. It is sometimes not realized that even with one thousand standard broadcast stations about one-third of the United States and ten million Americans do not now get adequate radio coverage.

The existence of hundreds of new stations, many of which will not be affiliated with large networks, will place a premium on local programming. This in turn can mean that educational and cultural groups will have an unusual opportunity to participate on the air, at least, until the time is sold.

* This discussion is timely in view of the potentialities in radio that are developing. Ed.

About thirty applications for F.M. licences have been filed for such stations by our school systems and universities. Several state-wide educational networks are now in the planning stage. In at least one case, Wisconsin, funds have been made available by the state legislature. With the use of a state non-commercial radio network it will be possible for the young citizens of all schools in the region to hear a rich offering of programs originating in various parts of the state.

One of the major obstacles faced by the individual non-commercial station is the fact that it has to produce all its own programs, aside from transcriptions. Even few commercial stations with much greater budgets can create independently and sustain a quality program service. The coming of the educational networks can be a blessing to the non-commercial station. Program exchanges using the best wherever it can be found and yet adapted to local needs will be a boon to educational radio.

Operations of station WBOE, Cleveland. In order to illustrate the operations of an existing school-owned station I will take the liberty of describing briefly the activities of the station which I direct.

WBOE was the first to operate in the F.C.C. reservation for non-commercial stations. It has been on the air since 1938 and at present transmits on 42.5 megacycles in the F.M. band with a power of 1000 watts.

Educational programs ranging from kindergarten stories to forums and dramatizations for the high schools are broadcast eight hours each school day. Every school is equipped for F. M. reception. If the station is to be used primarily as an instructional force, one feature in particular should be emphasized. It should function as a service agency available to all departments of supervision and not as a separate entity. The basis of an efficient school station organization is its close relationship to the supervisory and teaching staffs. In the final analysis its program service is an extension of the efforts of the latter. Only by cooperating closely with the subject supervisors can the station staff better serve valid educational objectives. If the program producers mistakenly regard themselves as a separate instructional unit and proceed forthwith to draw up, produce, and even evaluate programs in various specialized fields, they foolishly assume an unusual degree of wisdom. The objectives to be reached and the desired content of classroom programs are usually better known by those who work closely with the teachers and children in the classroom. The form of the programs, the attractive elements, can be suggested by the radio department, but certainly it should not presume to determine what is needed in various fields and at different grade levels. If it is at all possible, the initial stages of program planning should be developed with the help and guidance of supervisors and teacher committees. The effect of this procedure on utilization and general acceptance in the schools of the district should be evident.

A good classroom program service resembles that of a good library. Programs should be of many types and presented in many ways. It is a mistake to assume that all programs should be purely supplementary. It is no less a mistake to present demonstration lessons only. Dramatizations and talks, forums and interviews, quizzes and musicals—every broadcast form has a definite place on the station schedule. Variety of content and form is the first principle in program planning.

A school station secures a license because it presumably will serve local needs. Unless these specific needs are known and programs planned in response to them, the primary purpose for station operation is not satisfied. If the programs presented are no more suitable to the classrooms of the district than those already available on other stations, it is hard to justify school station support, at least on the basis of classroom broadcasting. In planning for maximum classroom reception it is utterly unrealistic, for example, to rule out the requirements of local courses of study. A second principle to consider, therefore, is the need for developing programs planned to serve specific needs.

The third principle is closely related to the foregoing. The successful manufacturer knows that acceptance of a product depends to a great degree upon its practical utility. He engages in consumer research. His blueprints are modified by his findings. The same is true of program planning for school consumption. Program ideas that originate in a swivel chair and look fine on paper had better be examined by teachers and supervisors before production begins. The question to consider is not what is the artistic effect in the studio, but rather what is the probable result in the classroom. The third principle in planning school programs is the need for securing the judgment of those on the reception end: pupils, teachers, principals, and supervisors.

The measure of a school station's success is not how many programs it presents, but how many programs are received and to what extent they serve educational objectives.

It should be recalled that radio broadcasting did not arrive on the American scene until many, if not most, of the present generation of classroom teachers and administrators left college. It would be highly optimistic to assume that within so short a time these teachers generally would adopt the use of this new tool. The task of educating the educators remains. In this process the school station can play an important role.

What are some specific procedures that can be used?

1. The preparation of program guides developed with the help of teacher committees has already been discussed. The emphasis should be on the use of programs in practical classroom situations.

2. Before some of the radio series begin, an introductory broadcast planned for teachers and presented after school hours has been found helpful. In this "preview" program the script writer, supervisor, an outstanding teacher, and an assistant superintendent can discuss the purpose of the series, its form, and primarily the best ways of utilizing it in the classroom.

3. Periodic demonstrations to which teachers come and witness a classroom being handled by an expert teacher before, during, and after a program have been of great value. A special Demonstration Studio, for example, has been constructed at WBOE. In addition to teaching procedures, demonstrations are held of the latest radio equipment. The use of an instrument such as the ordinary playback machine, even the proper tuning of radio sets, particularly the more critical frequency modulation receivers, can be facilitated by specific instruction.

4. An annual "Radio Exhibit" where some of the outcomes of the radio programs can be shown has also been helpful. The exhibit should be announced early in the school year so that materials can be saved and later assembled.

5. Station staff members should seek teaching opportunities in extension courses and teachers' workshops where better utilisation methods can be encouraged. The cause of radio education needs missionaries who with enthusiasm and skill can combat pedagogic inertia.

6. Some school principals who visit classrooms during radio periods have need themselves of additional information concerning radio and its classroom uses. A small pamphlet prepared specially for administrators can be of value. It should include criteria for judging effective classroom use of radio, suggestions whereby the principal can help the teachers, equipment notes, methods of program bulletin distribution, scheduling, and similar information.

7. This seventh suggestion, which may serve to increase and improve the classroom use of radio, is not a device but rather a philosophy. By establishing the school station as an instructional force, by evolving its plans with the help of teachers and administrators and thus integrating it to the school system at large, the station can offer radio programs which come to be considered not as isolated novelties but as educational experiences which should be incorporated into the school life of the child. This concept so fundamental to the effective operation of a school station determines to a large extent the use that will be made of its programs.

The importance of working closely with subject supervisors has already been indicated. The same can be said of the station's relationship to school principals. Without their interest and understanding, the school use of programs is limited. The principals should be informed of the station's purposes, programs, and allied services. The station staff should earnestly seek the counsel of principals. The attitude to be desired is not that the station is an authoritative blare from school headquarters, but rather that our station is the voice of all our schools. It is a mutual enterprise, whose success depends upon the interest and guidance of the entire school community.

A procedure that has been found helpful in enlisting the cooperation of principals is the establishment of radio committees among the principals in each school division: elementary, junior high, and senior high.

These radio committees have been helpful in numerous ways: suggesting the best broadcast times, selecting occasions for special programs, exchanging information concerning school radio equipment, recommending uniform bell schedules, promoting better utilisation practices, encouraging the establishment of school radio workshops, releasing teachers and pupils for program participation.

The alert station staff receives and likewise extends cooperation. It seeks every opportunity to help the individual schools not only with programs but also through other forms of assistance. It may repair school equipment, provide technical advice regarding proposed purchases and building alterations, help in local program production, advise in selection and training of radio workshop teachers, present visual radio programs during school assemblies, give talks to faculties on utilization and new technical developments, arrange courses of instruction for pupil operators, and advise on administrative plans for program reception.

I like to think of a non-commercial educational station as a democratic agency which presents programs all of which are sponsored—by the people. The people, too, can be called upon to provide many of the program resources. In every locality there are numerous community enterprises which can be of immense help to a school station. Since, these stations ordinarily operate on a limited budget, such assistance is doubly welcome. A preliminary survey of community resources is therefore highly desirable. Groups which can contribute to a rich program service include: museums, local newspaper staffs, government officials, little theater groups, university faculties and students, musical organizations, racial groups, social service agencies, medical and bar associations, women's clubs, radio councils, and libraries.

The values of such cooperative relations can be illustrated by a description of the assistance the Cleveland Public Library has given to Station WBOE.

1. In the past few years four series of programs have been presented by members of the library staff: THIS WEEK'S REVIEW, THE STORY HOUR, STORIES OF THE FRIENDLY NATIONS, and KEEP UP TO DATE.

2. The library staff suggests reference materials which are included in teachers' guides.

3. Special bookshelves are arranged correlating with programs to be broadcast.

4. Printed posters and bookmarks have been prepared and distributed jointly. The bookmarks distributed to listeners of a story series listed books and programs for leisure-time reading and listening.

Periodically the station conducts demonstrations, lectures, and auditions which are helpful to the library. Its staff recognizes the growing interdependence of two educational media—the library and the radio.

Program planning which does not use community resources effectively is likely to be barren and routine, as well as expensive.

In addition to the various classroom programs that a school station can provide, there are a good many related activities which the educational station can undertake. With your indulgence I should like to illustrate these from our own experience.

Consider a few emergency uses. When there was talk of impending air raids, the public, parochial, and suburban schools of Greater Cleveland established continuous listening procedures whereby WBOE could alert the area in a few seconds. When the teachers were engaged in rationing, daily bulletins were broadcast to the rationing centers answering questions which had arisen.

In February, Cleveland teachers were supplied with income tax blanks and after school they listened in their buildings for 45 minutes as a tax expert, using a hypothetical case, went through the forms step by step. A visual audience in the studios, also composed of teachers, asked questions informally. The school station made many friends that day.

The school station can do much to stimulate interest in speech—even on the elementary school level. For instance, WBOE has built several portable public address systems which circulate in the schools on a definite schedule.

Teachers use the equipment in any way they wish. However, at the conclusion of each period, each school sends in audition rating cards to the station, whereupon further screening takes place in an original play-let rebroadcast to the schools. In this way, a "talent pool" is being established in the elementary schools, and the file made available to program producers.

A Saturday morning radio workshop is conducted for talented pupils. In the junior and senior high schools radio workshops have been established where accredited courses in radio English have been instituted. The local school workshop relates to WBOE some what as an affiliate does to a network. Though we have not emphasized the vocational aspects of radio, every commercial station in Cleveland has employed at least one of our workshop pupils.

The radio station also can serve as an "oral house organ." For example, we carried a series for several semesters called "Know Your Schools." These ten-minute talks were presented once a month after school hours as the opening phase of school faculty meetings held throughout the city. A discussion, led by the principal, followed. Typical subjects were: "Your School Custodian," "How Our Schools Are Financed," and "The Kind of Teacher a Parent Admires."

Not long ago we undertook an interesting experiment in specialized programming. A series of programs was broadcast to war veterans at the Cicle General Hospital. By means of a special line installed by the Hospital to the school station, we were able to present educational programs directly to the Hospital. Through the use of their central sound system and 1700 earphones, the injured veterans listened to selected programs as a part of their rehabilitation program.

No enterprising educational station will confine its programs to classrooms. A cultural service to the home is an important phase of its work. Last year the series "Home Safety" was presented for listening by parent-teacher groups meeting in the various schools. This series, developed in cooperation with the Cleveland Safety Council, featured the appearance of physicians, firemen, policemen, and others. A certificate was awarded to each parent who listened to the entire series.

When more FM sets are available, we are considering concluding our service to the schools at four o'clock daily and then offering a program service for adults. A night school of the air, for example, would be welcomed in our community and I believe the same can be said of other districts.

Not long ago a Hindu teacher and an American teacher were discussing literacy in India and America. The Hindu teacher listened attentively to the American's statistics, to his high hopes for America, to his suggestions for the advancement of literacy in India.

"We should welcome your help," said the Indian. "Perhaps we have something to offer in return. For while I regret the inability of many of my people to read and write, yet we must consider further the meaning of literacy. In the United States you measure literacy by the written word. In India we have a literacy of the spoken word—thoughtfully spoken and thoughtfully listened to."

'Skill in Listening'
Stern; Saunders, and Kaplan.

BOOK REVIEWS

Youth Challenges the Educator is the third of a series of six titles published by the Canadian Youth Commission. It starts with a summary and interpretation of the replies of fifteen hundred Canadians between the ages of fifteen and twenty-four. This is followed by a digest of one hundred and twenty-five briefs submitted to the Commission. The replies to a "Gallup Poll" follow, as well as reports of interviews with two hundred and fifty young people. The literature on the subject of youth and the opportunities required to provide the necessary education are next dealt with, and there are chapters on The School and Democratic Living, Canada's Teachers, The School and the Community, Leadership and Administration, Where are we going to get the Money. Anyone who professes an interest in youth should read this book. Published by the Ryerson Press, 151 pages, \$1.00.

Pierian Spring, by B. C. Diltz, makes strange reading after the publications of the Canadian Youth Commission. Its value lies in the forcible representation of the case for the intensive study of literature in secondary schools and in the lavish employment of concrete illustrative material. Much of the book consists of the author's reflections upon contemporary education, which provide a highly provocative introduction to the chapters on the teaching of English. They are meant to outline a philosophy of education that all good teachers of English must accept. He spoils his writing, however, by the violent dislikes with which he crowds his pages. He evidently dislikes psychologists, modernism in religion, eclecticism, education for citizenship, learning by doing, objective tests, materialism, guidance, group activity programmes, socialism, the Norwood report, physical exercises, pragmatism, the attempt to develop every phase of the life of a child, and the folly of teachers "who waste their time trying to keep square pegs out of round holes." Examples of the author's "class" mind and his condescension are numerous, as, e.g., "Unless he can keep his own balance, he can hardly lead his pupils wisely to the realization of the best of which their frail spirits are capable in an unstable material world." Again, when he says of our boys who sacrificed their lives in war that "the homes of Canada bred these Vikings" and "not the schools or universities" he misses completely the aim of the modern school. Published by Clarke Irwin and Company, 327 pages, \$2.00.

Painters of Quebec, by Marius Barbeau, contains short biographies of Suzor-Coté, Clarence Gagnon, Adrien Hébert, André Biéler, and others. It is written in Barbeau's charming style and illustrated by the paintings of the writers. Published by the Ryerson Press, 50 pages, \$1.00 cloth, 60 cents paper.

Careers for Women, by Lillian D. Willar, is a discussion of fifteen of the better known vocations for women—artist, journalist, librarian, physiotherapist, etc. "Even though she plans to marry, no matter what her circumstances may be, every girl should have a vocation." The author recounts the training and technical skill required for each position and the working conditions that will be found. She also encourages girls to get started by showing them how. Almost any girl will benefit by reading this book. Published by the Ryerson Press, 94 pages, \$1.25.

West Nor' West, by J. W. Horan, is a history of Alberta, that new province of which so few records have been kept. It shows how, so very recently, law and order and education came to the territory through men of such outstanding character as Father Lacombe and David McQueen. The story of the development of agriculture, natural resources and settlement is related in very readable prose. The book should help to make this little known province more widely appreciated. Published by Northgate Books, 10232, 106th Street, Edmonton, \$1.00.

Rhythmic Arithmetic in the Middle School, by Harry Amoss, is intended as a teacher's manual for Grades III and IV. It is refreshing because it is full of new ideas for teaching, gained by long experience. The author shows that much arithmetic can be learned by means of rhythm, much as poetry or music can be, provided that the teacher develops the right rhythm. "The pupil when adding deals with the progress of the rhythm, when subtracting with the regress of the rhythm but when multiplying with the rhythm's array." If teachers will study this book earnestly and put its teachings into practice, the aim of the author, which is to improve the teaching of this difficult but necessary subject, should be attained. Published by the Ryerson Press, 198 pages, \$1.25.

Natural Science through the Seasons, by J. A. Partridge of North Bay, Ontario, is a most refreshing book. With it as guide one walks through the woods investigating birds, trees, flowers, sunrise, sunset, and the seasons during the school session. Excursions are planned, gardens made and cared for, and such life as can be brought into a classroom is introduced. The value of keeping diaries to indicate all growth in which pupils are particularly interested is shown. The book is profusely and well illustrated. Published by the Macmillan Company, 520 pages, \$2.75.

**OFFICES OF THE PROTESTANT BOARD OF
SCHOOL COMMISSIONERS, MONTREAL, DECEMBER 7, 1945**

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

Present: Mr. A. K. Cameron, in the Chair, Mr. Howard Murray, Dr. A. H. McGreer, Dr. E. Leslie Pidgeon, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Dr. C. L. Brown Mr. Leslie N. Buzzell, Dr. F. Cyril James, Hon. G. Gordon Hyde, Mr. G. Y. Deacon, Hon. G. F. Gibsone, Mr. Harry W. Jones, Dr. S. E. McDowell, Mr. W. Q. Stobo, Hon. Jonathan Robinson, Dr. W. L. Shurtleff, Dean Sinclair Laird, Mrs. A. Stalker, Mr. T. M. Dick, Mrs. Roswell Thompson, Mr. D. E. Pope and the Secretary.

Apologies for absence were received from Mrs. T. P. Ross, Mr. P. H. Scowen and Senator C. B. Howard.

Hon. Jonathan Robinson and Mr. D. E. Pope were present for the first time and were welcomed by the Chairman.

The Report of the Director of Protestant Education contained the information that progress was being made in the plans for the erection of several large buildings, that a joint committee for school health research had been established under the joint auspices of the Canada and Newfoundland Education Association and the Canadian Public Health Association, that eleven new snowmobiles had been acquired by the school boards of Bury, Clarendon, Danville, Gaspé Bay South, Shoolbred, New Richmond, Lachute, South Durham, York and Ulverton, that seventeen of these vehicles are now on the road and that, as the consolidation movement expands, the means of transportation should be improved. It gave much detailed information concerning the schools on the Gaspé peninsula and contained the following recommendations: (1) That Regulation 133(b) be amended to read as follows: after the words: "to the Intermediate class; a Senior High School Leaving or Senior University Matriculation Certificate" should be added: "provided that the candidate has already passed in at least ten papers in Grade XI"; (2) That the Protestant Committee should give support to the efforts of the Canada and Newfoundland Education Association to have the War Assets Corporation give to schools or provide them on indefinite loan with useful school material, such as machine tools, motion picture projectors and typewriters. The report was received and the recommendations approved on the motion of Dean Laird, seconded by Mr. Jones.

On the motion of Dean Laird it was decided to recommend to the Lieutenant-Governor-in-Council that Regulation 133(c) be amended so that the word "intermediate" on line 2 be changed to "elementary".

Dr. J. S. Astbury was proposed by Mr. Murray, seconded by Mrs. Stalker, to succeed the late A. R. Meldrum as an Associate Member of the Committee. Carried unanimously.

Resolutions were read from the Annual Convention of the Provincial Association of Protestant Teachers of Quebec asking for (1) the appointment of a supervisor of music for rural schools, (2) the appointment of a consultant for Home Economics work. The Director of Protestant Education was asked to make a report concerning these and other possible appointments at the next meeting.

A resolution from the Quebec Women's Institutes asking that: "the Government be requested to take steps to ensure that curricula and techniques of elementary education and high school education be provided to suit individual aptitudes and vocational needs" was referred to the Education Sub-Committee. A second recommendation from the same source requesting that: "the Provincial Department of Education be asked to cooperate with teacher training schools for the arrangement of summer short courses for prospective teachers without diplomas with a view to making the courses obligatory to procuring a permit" was referred to the Central Board of Examiners.

A resolution from the Canadian Teachers' Federation asking: "(a) To release teachers called to serve on important education committees, (b) to engage and pay for the services of suitable substitutes, (c) to pay teachers their regular salaries for days absent" was, on the motion of Mr. Murray, referred to the Provincial Association of Protestant Teachers of Quebec with the request that they state their views.

The Sub-Committees were re-constituted as follows: **Education:** Mr. T. M. Dick (Convener), Dr. J. S. Astbury, Dr. F. C. James, Dean Sinclair Laird, Dr. A. H. McGreer, Mr. Howard Murray, Dr. Leslie Pidgeon, Mr. P. H. Scowen, Mrs. A. Stalker, Mr. D. E. Pope, Mr. A. K. Cameron; **Legislative:** Judge Bond (Convener), Mr. T. M. Dick, Mr. R. Eric Fisher, Judge Gibsone, Senator C. B. Howard, Mr. Gordon Hyde, Dr. F. C. James, Hon. Jonathan Robinson, Dr. W. L. Shurtleff, Mr. W. Q. Stobo, Mr. A. K. Cameron; **Rural:** Mr. George Y. Deacon (Convener), Mr. L. N. Buzzell, Dr. C. L. Brown, Mr. R. Eric Fisher, Senator C. B. Howard, Mr. H. W. Jones, Dr. S. E. McDowell, Dr. A. H. McGreer, Mrs. T. P. Ross, Mr. P. H. Scowen, Dr. W. L. Shurtleff, Dr. R. H. Stevenson, Mrs. Roswell Thomson, Mr. A. K. Cameron; **City:** Dr. F. C. James (Convener), Mr. L. N. Buzzell (Deputy Convener), Mr. G. Gordon Hyde, Mr. Howard Murray, Dr. Leslie Pidgeon, Mrs. A. Stalker, Mr. A. K. Cameron; **Grants:** Dr. R. H. Stevenson (Convener), Mr. L. N. Buzzell, Mr. H. W. Jones, Mrs. A. Stalker, Mr. W. Q. Stobo, Mr. A. K. Cameron; **Medical Inspection:** Dr. S. E. McDowell (Convener), Dr. C. L. Brown, Mr. Howard Murray, Dr. R. H. Stevenson, Mr. A. K. Cameron; **School Conditions on Gaspé Coast:** Dr. Leslie Pidgeon (with power to add), Mr. A. K. Cameron.

For the Special Committee appointed to make recommendations for the revision of Regulation 129 (f) of the Regulations of the Protestant Committee, Dr. James reported progress.

For the Special Committee appointed to see how radio can be used for educational purposes, Dr. McGreer reported progress, and begged that the Committee be granted leave to sit again. The report was received and it was decided that the committee should investigate all the possibilities of using radio in the schools, including the reception of shortwave broadcasts.

For the Sub-Committee appointed to suggest fitting measures to celebrate the Centenary of the Education Act of 1846, Dean Laird reported that a joint meeting of the Sub-Committee and the Convention Committee of the Provincial Association of Protestant Teachers had been arranged and asked that the Sub-Committee be continued. The report was received and the recommendation adopted.

Progress was reported by the Sub-Committee appointed to consider irregularities in the September examinations.

On the motion of Dean Laird, seconded by Dr. James, Mr. G. H. Heslam was appointed as the teacher representative on the High School Leaving Board and Dr. J. S. Astbury as the seventh member.

For the Sub-Committee appointed to interview the Prime Minister, the Chairman reported that the whole question of the direction of Protestant Education had been placed before him with the recommendation that the duties and responsibilities of the Director of Protestant Education be re-defined, that further assistance be provided and that further space be supplied in the Government buildings for the Protestant side of the Department of Education. He further stated that the delegation had also requested that the Protestant Committee, through the Director of Protestant Education, be advised in advance of any legislation contemplated that would affect their interests. Dr. McGreer proposed, seconded by Mr. Stobo, that the report be received and the Sub-Committee continued. Carried.

The following resolutions received from the Provincial Association of Protestant School Boards were considered: (1) "That this Association ask the Protestant Committee to change the law regarding the appointment of assessors (Article 371) to allow School Boards to appoint independent assessors other than local residents to act, especially where a School Board covers more than one Municipality. (2) Whereas it is realized that school pupils of this Province do not receive adequate medical care and, Whereas various Health Units are generally unable to provide the required medical attention: Be it resolved that the Department of Education and the Protestant Committee be asked to state the responsibilities that they have or should assume and to ascertain the responsibility of the Provincial Department of Health so that adequate provision may be made for ensuring provision for the constant supervision and care of the health of the School pupils. (3) Whereas the Department of National Health and Welfare is paying a children's bonus and, Whereas this Family Allowance is payable in regard to children from 6 to 16 only if they are attending a school and, Whereas the means of enforcing compulsory attendance is totally inadequate, Be it resolved: That this Association endeavour to cooperate with the Department of National Health and Welfare by checking and reporting school attendance to the end that the same may be improved and the Department be relieved of unjustified expenditure." The first resolution was referred to the Legislative Sub-Committee and the second and third to the Sub-Committee on Medical Inspection.

The report of the Rural Sub-Committee contained the following information: (1) Seven of the sixteen Protestant School Boards of Pontiac County have petitioned for the establishment of a Central School Board. (2) The Order-in-Council has been passed for the erection of a Central School Board in Argenteuil-Two Mountains. (3) A committee has been appointed for the erection of a High School Board in the electoral district of Abitibi East and the organization is proceeding in accordance with Articles 489 and 494 of the Education Act. (4) A Supervisor has been appointed for the Central School Board of Richmond-Drummond-Arthabasca. (5) Progress is being made with the organization of

a Central School Board in Compton County. The report also contained the following recommendations: 1. That the Government be asked to take such steps as it may see fit for adding to the safety of pupils who must travel to school in school buses. (2) That the Regulations of the Protestant Committee be amended so as to require school boards to mark school buses plainly in front and rear. The report was received on the motion of Mr. Deacon, seconded by Dr. Shurtleff, and the recommendations were referred to the Legislative Sub-Committee.

The report of the Education Sub-Committee contained the following recommendations: 1. That Objective No. 4 be added to the other objectives in the revised course of study in Household Science: "To help the girl acquire a knowledge of home management procedures and give her an opportunity to practice these." 2. That "Allons Gai!" be authorized as a textbook in French for Grade XII. 3. That the course in French for Grades VIII and IX now being used experimentally be authorized for the session 1946-1947, and that the books be published in separate volumes, subject to the usual conditions in such cases. 4. That "Mon Guide" be removed from the course of study at the end of the current session. 5. That with the exception of changes referred to above, no further alterations in textbooks should be made for the session 1946-1947 because of the known difficulties of publishers during the reconversion period. The report was received and the recommendations adopted on the motion of Mr. Dick, seconded by Mr. Murray.

(1) **Superior Education Grants:** The report concerning the distribution of the Superior Education Fund contained the following information: The amount available for distribution this year is \$266,983.00, an increase of \$104,748.59 over that of last year. The ordinary grants to high schools amount to \$139,915.00 and to intermediate schools \$68,755.00, an increase of \$53,925.00 over the ordinary grants paid last year. Special grants are as follows: (a) For classroom libraries, \$16,550.00 in high and intermediate schools, (b) for equipment replacement, \$16,388.00, (c) miscellaneous \$25,375.00. The ordinary grants in both high and intermediate schools are based on the following:

(a) A grant towards the salaries of high school teachers according to the valuation for each such teacher in each school municipality:

Valuation per Teacher	Grant per Teacher	Valuation per Teacher	Grant per Teacher
Under \$ 70,000	\$1,050	\$120,000 to \$130,000	\$750
\$ 70,000 to 80,000	1,000	130,000 to 140,000	650
80,000 to 90,000	950	140,000 to 150,000	600
90,000 to 100,000	900	150,000 to 175,000	550
100,000 to 110,000	850	175,000 to 200,000	500
110,000 to 120,000	800	Over 200,000 (if recommended)	300

(b) A grant of \$8.00 per pupil enrolled in high school grades (VIII to XI). Only in a few cases has it been considered necessary to modify the above scale, which is based on the general factor of the revenue from \$100,000 of valuation at ten mills. Only one-third of the high school municipalities have rates as low as ten mills and forty-two per cent of the sixty-nine intermediate school municipalities have rates of ten mills or less. The library grants are \$25.00 per classroom for each classroom in all grades in high and intermediate schools.

Books are purchased by each school board from a comprehensive list of 1500. Copies of these lists have been in the hands of principals and secretary-treasurers since the end of August and purchases are now being made. Equipment grants are for replacing worn out materials according to returns made by principals and secretary-treasurers to October 20th. The grants recommended amount to fifty per cent of the estimated cost. The equipment that is being purchased includes single chair desks, chairs, first aid supplies, clocks, globes, maps, fire extinguishers, waste paper baskets, window shades, liquid and dry measures, etc. Miscellaneous special grants are for purchasing radios, film projectors, science tables, manual training equipment, typewriters and salaries of special teachers. Several grants enable boards to reduce operating deficits, as well as large temporary loans contracted for specific purposes and, in some cases, accumulated over a period of several years of unusual expenditures. (2) **Poor Municipality Grants:** The Sub-Committee further recommended that the sum of \$18,080 be distributed to Poor Municipalities according to the schedule submitted. The report also contained the following recommendations: (1) That Brookbury be removed from the list of Intermediate schools, as the pupils are now being transported to the Bury High School; (2) that the Government be asked to consult the Protestant Committee before putting into operation any plan for rendering additional aid to Protestant schools. The report was adopted on the motion of Dr. Stevenson, seconded by Mr. Stobo.

The City Sub-Committee reported that the financial situation of the Montreal Protestant Central School Board is still very much involved, the deficit for the year ending June 30th, 1946, without provision for special Government grants, being estimated at \$1,800,000 and the deficit for the previous years amounting to approximately \$2,700,000, the net funded debt of the Montreal Protestant Central School Board to June 30th, 1944, being about \$8,000,000. It was also reported that briefs were being presented to the Commission appointed to study existing methods of taxation for school and municipal purposes and to seek appropriate means of improvement, by the Montreal Protestant Central School Board, the Montreal Board of Trade, the Quebec Division of the Canadian Manufacturers' Association and other bodies. The report was received on the motion of Mr. Buzzell.

The Sub-Committee of Chairmen made the following recommendations: (1) **Composite High Schools and Diversity of Courses.** (a) Attention should be given by the Central School Boards as and when established to the setting up of composite high schools in each area. These schools should offer diversified courses, such as academic, commercial, industrial, home economics and agricultural courses. (b) That the time is ripe for the wide introduction of crafts and skills, and that the practical and aesthetic subjects should be given the same recognition as that now accorded to the academic subjects. (c) That an effort should be made to integrate some of the most desirable extra curricular activities into the regular curriculum. To this end the Education Sub-Committee of the Protestant Committee should be asked to work out desirable courses. (d) In addition to the optional subjects already authorized, the Protestant Committee should be asked to authorize the following: Business Mathematics, General Science, Practical Mathematics, Spanish, Stenography and Secretarial Practice, Typewriting and Office Practice, provided in each case that suitable

outlines are submitted. The complete list of optional subjects, if the foregoing were authorized, would consist of: Agriculture, Algebra, Arts and Crafts, Biology, Bookkeeping, Business Mathematics, Cadet Corps and Cadet Work, Chemistry, Drawing (Technical), Extra English, Extra French, General Science, Geography, Geometry, German, Greek, Household Science, Industrial Arts, Instrumental Music, Intermediate Mathematics, Latin (two papers), Music, Physics, Practical Mathematics, Stenography and Secretarial Practice, Spanish, Typewriting and Office Practice. (e) Schools should be encouraged to make suggestions for courses of study in these and other subjects to suit the needs of pupils in the communities concerned, and such courses should then be recognized in certain schools, provided in every case that there be adequate staff and equipment in the school. (2) **Study and Homework.** The timetable should be designed to include regular weekly study or special periods in which a substantial part of the personal study work can be performed. A minimum amount of homework should be given to high school pupils to inculcate the habit of independent study. This might well be four hours per week up to the end of Grade IX with a larger amount in the senior grades. (3) **Guidance.** All school boards and school officials should be urged to develop facilities for pupil guidance as discussed on pages 49-52 of the Report of the Survey Committee of the Canada and Newfoundland Education Association. (4) **Health and Physical Education.** It is recommended that approximately 45 minutes per week should be given to instruction in Health Education and approximately one and a half hours to physical activities, sports and games. A syllabus should be prepared on Health Education. It should not be a compulsory subject for examination. (5) **Individual Differences, Capacities and Needs.** (a) Teachers should be urged to offer, in addition to the courses prescribed, material particularly adapted to the needs of bright pupils as well as to the communities concerned. (b) In addition to the high school leaving certificate which is issued by the Department of Education, attention should be drawn to the fact in Departmental circulars that schools may issue their own certificates to any pupils who have completed any course of study offered by the school. (6) **Department of Research.** Whenever such a step be possible, the Department of Education should be requested to give consideration to setting up a Department of Research, among the duties of which would be to give advice concerning testing procedures and material. (7) **Revision of the Curriculum.** There should be continuous revision of the curriculum so that progress may be made. To this end the Provincial Association of Protestant Teachers and other bodies should be encouraged to present detailed suggestions regarding educational problems in which they are particularly interested. The report was adopted on the motion of Dr. James, seconded by Mr. Dick.

There being no further business, the meeting then adjourned to reconvene on Friday, February 22nd, unless otherwise ordered by the Chairman.

(Signed) W. P. PERCIVAL,
Secretary.

(Signed) A. K. CAMERON,
Chairman.

JACK

You're only a dumb little dog, Jack,
About ten or twelve pounds or so,
And your wits must be all in a fog, Jack,
If you have any wits, I know.

But you've two such soft brown eyes, Jack,
And such long grey silky hair;
And, what very much more I prize, Jack,
Such a warm little heart in there.

They say warm hearts are rare, Jack,
And I almost believe that it's true;
But there aren't many hearts can compare, Jack,
With that staunch little heart in you.

Of course, we that speak and can read, Jack,
Have plenty of friendships sweet;
But, in spite of them all, there's a need, Jack,
For a friend like the friend at my feet.

This planet must seem a queer place, Jack,
To your poor little limited mind;
For I fancy you never can trace, Jack,
The reasons for half that you find.

You're not bothered with questions like us, Jack,
About forces and morals and laws;
And you never get worried or fuss, Jack,
When you cannot discover a cause.

But you go your own little way, Jack,
With a wag of the tail for a friend;
And in spite of our talk, I dare say, Jack,
That we don't do much more in the end.

Frederick George Scott.

