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# THE EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC

*Published  
Quarterly*

*Vol. LVIII, No. 2*

APRIL-JUNE, 1942



HELPING THE WAR EFFORT

Rubber salvage, collected by Sawyerville High School pupils, at the weigh scale

## WAR

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One day flamed upward from the dawn and said,  
"O World, I bring you tidings strange and dread,  
My sword and shield with dripping blood are red,  
    But be comforted,  
For on the morrow I will rise again  
On victor-wings in triumph over pain,—  
The Lord, the God Omnipotent doth reign."

The valiant soul awaits the morrow's Sun  
In that firm faith by which all wars are won.

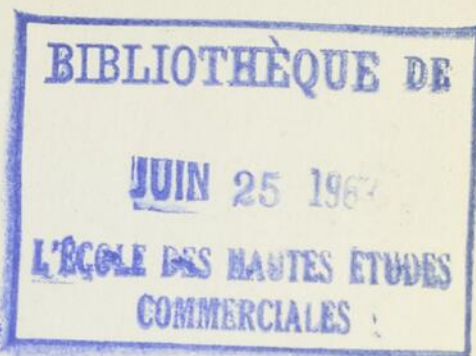
—Frederick George Scott.

Quebec, March 17th, 1942.

THE EDUCATIONAL RECORD

April-June, 1942

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# THE EDUCATIONAL RECORD

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

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*Vol. LVIII*

*MONTREAL, APRIL-JUNE, 1942*

*No. 2*

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## EDITORIAL

### SUMMER SCHOOLS AT MACDONALD COLLEGE AND BISHOP'S UNIVERSITY

The following Summer Schools for Protestant teachers will be held next July and August: Summer School for Teachers at Macdonald College from July 6 to August 1; Summer School for French Specialists at the same place and on the same dates; Summer Session for Graduate Students and High School Teachers at Bishop's University from July 2 to August 13.

The Summer Schools are intended to serve the same purposes as heretofore and the courses offered will approximate those of last year. The object of the regular Summer School for Teachers is to enable teachers to improve their status by qualifying for higher diplomas. It also affords an opportunity to those who hold interim certificates to complete the Summer session requirement which is one of the conditions for obtaining permanent diplomas. The aims of the other Summer Schools are shown in their titles.

Further information and forms of application can be obtained from the Dean of the School for Teachers, Macdonald College.

### THE HIGH SCHOOL LEAVING EXAMINATION IN ENGLISH LITERATURE

At a recent meeting of the High School Leaving Board, consideration was given to the examination in English for Grade XI. In the past, more attention has been paid to the content of the texts and less to the pupil's ability to use literary judgment and support his opinions and attitudes by reference to his reading.

The examination in English Literature should reveal the extent to which a pupil can understand and appreciate material similar to that which he has studied, his ability to discuss literary questions of a general nature, and his familiarity with the broader considerations of the course. It should not ask for obscure details, nor should it place undue importance on the mastery of any single text. Rather, since the present extensive course might be regarded as an introduction to reading of various types, the examination should attempt to rate the extent to which the pupil has acquainted himself with the prescribed fields of literature.

Last year, sight work was placed on the high school leaving paper in literature for the first time. The purpose was to evaluate the pupil's ability to apply independently the skills which the course should develop. This type of question should be used more extensively. Its introduction should be gradual, however,

in order that both teacher and pupil may prepare for the change. Ultimately, one-fourth of the paper may well be devoted to this kind of work.

In addition to sight work, there should be a wide choice of essay type questions on general phases of the course. The pupil will show his ability by the opinion he expresses and by his reference to material which supports his argument. This type of question should reveal literary judgment, ability to marshal and weigh evidence, and familiarity with the general purposes and content of the course.

### "BE YOURS TO HOLD IT HIGH"

The EDUCATIONAL RECORD tenders its sincere condolences to Mr. and Mrs. W. C. R. Anderson and Mr. and Mrs. J. E. MacVicar who have lost sons fighting for human liberty.

To those families of the Quebec Royal Rifles who had dear ones in Hong Kong this periodical offers its sympathy in their anxiety.

### TEACHERS WHO HAVE ENLISTED IN HIS MAJESTY'S FORCES

In the September issue the Editor asked that the names of teachers who had enlisted in His Majesty's forces be sent to him. Those given below have been received. As we should like to have additions made to this list from time to time we shall be glad to receive further names.

<b>NAVY</b>		
<b>Name</b>		<b>School</b>
Aikman, Howard	Lieut. Naval Intelligence, R.C.N.	Lennoxville
Brunt, P. B.		Westmount
Campbell, R. Douglas	Sub-Lieutenant, R.C.N.V.R.	Verdun
<b>ARMY</b>		
Bagg, William D.	McGill C.O.T.C.	High School of Montreal
Brennan, Henry C.	Captain, Huntingdon Basic Training Centre	Outremont
Brown, George	General Staff, Ottawa	Barclay
Calder, Robert M.	Canadian Forestry Corps	Strathearn High
Caron, Edgar W.	Tank Division	High School of Montreal
Carter, Ernest C.	Princess Patricia Light Infantry	West Hill High
Cooke, Howard H.	Sergeant, 17th D.Y.R.C.H.	Verdun
Denison, Everett	Captain, R. R. of Canada (1st Batt.)	Bedford
Drysdale, Gordon	Lieutenant	Pointe Claire
Eaton, R. Johnston	Lieutenant, Machine Gun Officer, Three Rivers	Outremont
Flower, George E.	Army Service Corps	West Hill High
Gall, H. W.		Westmount
George, Dr. Graham	17th Duke of York Hussars	West Hill High
Ginn, G. W. C.	Y.M.C.A.	Buckingham
Gould, Herbert		St. Georges', Quebec
Greaves, E. M.	Sherbrooke Fusiliers	Longueuil
Gwilliam, Henry	Anti-Aircraft Battery at enlistment	Macdonald
Heath, F. D.	Lieutenant, Royal Canadian Army Service Corps	Comeau Bay
Johnston, J. M.		Westmount
Johnston, T. A.	Lieut. Col., Headquarters, Ottawa	Commissioners', Quebec
Jones, Stuart	Lieutenant, Royal Rifles of Canada	Quebec High
Knight, Paige		Val D'Or
Ladd, Fayland		Iron Hill
Leggett, Norman	Lieutenant, 2nd Armoured Regiment (L.S.H. R.C.)	St. Lambert
MacDull, Robert	Black Watch	Ahuntsic
MacSmellie, J.		Verdun

Name		School
McClintock, Donald		Howick
McHarg, J. S.		Cowansville
McHarg, R. G.	Lieutenant, R. R. of Canada (1st Batt.)	Quebec
McMillan, Angus		Stanbridge East
Molson, Reginald		Hudson
Naylor, G. H. V.		Westmount
Oglesby, R. B.	2nd Lieutenant, Tank Corps	Verdun
Owen, Frank H.	Captain, Infantry—Methods of Instruction Course at Long Branch	Outremont
Ross, M. Allison		Valleyfield
Ross, Reginald		Windsor Mills
Royal, Fred. H. J.	Captain, R. R. of Canada (1st Batt.)	Baron Byng High
Savage, George F.	McGill C.O.T.C.	Verdun
Seveigny, O. H.		Ormstown
Sibly, Leonard		Verdun
Sme.lie, James M.	Captain, 17th Hussars, District Depot No. 4.	Verdun
Smith, Allan T.	Captain, Adjutant 4th Field Workshop, R.C.O.C.	Outremont
Smith, L. D.		Mount Royal
Spencer, Robert A.	Victoria Rifles of Canada	Alexandra
Talbot, Allan D.	1st Medium Regiment, R.C.A.	William Dawson High
Taylor, Gerald		St. Laurent
Taylor, Jack	Lieutenant	Pointe Claire
Tomkins, Lyman	Major, Sherbrooke Fusilier Regiment	Sherbrooke
Wilkinson, W. Arthur	Canadian Army Medical Corps	West Hill High
Woods, John N.		Cowansville

## AIR FORCE

Name		School
Drennan, Anne E.	C.W.A.A.F.	Rosemount
Findlay, Grace C.	C.W.A.A.F.	Earl Grey
Henderson, H. M.	C.W.A.A.F.	Willingdon
Laing, Helen M.	C.W.A.A.F.	Riverside
Marsters, Joan M.	C.W.A.A.F.	West Hill High
Sach, Aida M. W.	C.W.A.A.F.	Willingdon
Bean, Gordon E.		Barclay
Bennett, Donald W.	Sergeant Pilot. Killed on active service over Kiel, September 11, 1941.	Inverness
Berry, Roy	Sergeant Armourer	Ayer's Cliff
Cameron, G. Everett		Macdonald
Candlish, John M.		Edward VII
Davidson, M. W.		Westmount
Finney, R. A.		Westmount
Gagnon, C. L.	AC. 2, radio mechanic	Beebe
Gale, Edward	Pilot Officer	Quebec
Garrity, Richard C. B.		Verdun
Goff, G. N.		Westmount
Goodenough, Carleton	Sergeant. (Killed in action)	Island Brook
Hill, K.		Westmount
Iredale, J. W.		Westmount
Leipnik, R.	Ground Crew	Commissioners' High, Quebec
Lunan, Douglas M.		High School of Montreal
MacVicar, Douglas	Pilot	Montreal
MacLelland, David R.	Flying Officer, Ottawa	Aylmer
Matthews, George	Sergeant	Verdun
McCaig, L. N.		Westmount
Mitchell, G. J.	Pilot Officer	Westmount
Patton, H. M.	Pilot Officer	Asbestos
Pibus, H. H.	(Missing in air operations)	Lachute
Pitcairn, Keith S.		West Hill High
Rattray, Donald S.	Pilot Officer Instructor	Asbestos
Runnells, George B.	Commissioned Officer	Lachine
Sargeant, W. J.	Commissioned Officer	Lachine
Storr, Edward		West Hill High
West, Randall		Lake Megantic
Hibbard, Olive A.	Hostess, Y.W.C.A. War Services, Dept. National Defence, Debert, N. S.	Outremont
Hamilton, Lorne D.	Canadian Legion War Services Education Committee.	West Hill High

## EDUCATION FOR DEATH OR FOR LIFE\*

The title of this address occurred to me after reading a book by Gregor Ziemer entitled "Education for Death" in which the author outlines the Nazi theory of education, the gist of which is that boys and girls are born to give themselves for the State and to suffer for it even to death.

Visitors to Germany in recent years have been amazed at the enthusiasm of youth for the Nazi cause, and their devotion to Adolf Hitler. They have tried to find the reasons for this ardour. Many people have learned the remote causes of Naziism, the passion of the Prussian for militarism, and the cry of the German for **Lebensraum**. They are aware of Bismarck's statement that: "He who directs the school directs the country's future" and of the Napoleonic conception of education which reads: "My principal aim in the establishment of a teaching body is to have a means for directing political and moral opinions". This conception of education has been adopted wholeheartedly by the Nazis.

Before the classroom teaching could be of the type desired it was necessary to see that every teacher was a good Nazi. To ensure this, all teachers' associations in Germany were disbanded, and teachers who wished to stay in the profession were compelled to join a National Socialist Teachers' union. All educational periodicals that were opposed to Naziism were suppressed. By decree, no more decisions were to be made by teaching staffs but by the principals of the schools. These were to be in accordance with instructions received from the "Ministry of Science, Education and Social Enlightenment". The edicts propounded were to be followed to the letter, and woe betide the person who hesitated or neglected to do so!

The aims of education in Germany have all been restated in recent years to conform with the ideas of the Nazis. Some of the principal tenets may be stated as follows:

1. The primary purpose of education is the interest of the State. Education for German might and power is the keystone of this system.

2. In order that Germany may be powerful, school children must have their minds set on the right track. All boys must be taught to serve the State and be willing to give themselves up to it entirely. The way that they can serve is by training for the armed services. Consequently, all Nazi schools are auxiliaries and feeders of the Army, Navy and Air Force.

3. The education of boys is more important than that of girls and the training of the sexes is different. Boys must develop tough muscles, endurance, and have a practical education directed towards participation in war. Girls must be taught that they are the inferior sex. They must be prepared to become housewives and must exercise in order that they may be physically strong so as to become the mothers of healthy children—boys preferred—who, in turn, can be trained for death.

4. Education largely parallels physical development. Hitler has said: "A wide cultural knowledge, a broad education in various phases of learning dulls the senses, paralyzes the will power and the ability to make decisions". Con-

\* Address delivered on January 20th, 1942, before the Rotary Club of Quebec.

sequently, intellectual attainment is not assessed in Germany at nearly the high value formerly set upon it.

5. The system of education is a practical application of the unethical philosophy propounded by Nietzsche that Might is Right. A hundred years ago Fichte, had written that the citizens should be incapable of willing anything other than the State wills them to will. German pupils are taught that all life is a struggle in which the stronger beats the weaker; the spider beats the fly, the cat the mouse, the hound the hare. Consequently, the superior Nazi will defeat the inferior members of the decadent democracies.

6. Their songs are war songs. The **Horst Wessel, Deutschland über alles** and minor songs are all in this strain. Germans glory in fluttering swastika banners, military uniforms, goosestep marching, and military displays.

7. As the schools are governed by decrees which come from the "Minister of Science, Education and Social Enlightenment", or sometimes direct from the Führer himself, each teacher is a miniature Hitler who likewise governs by decrees—and woe to him who puts up a show of independence! To stay in a Nazi school a pupil must be a Nazi and should come from a Nazi family—or else there is trouble. He must also follow orders implicitly.

8. Nazi sports are built around war. They consist of catch-as-catch-can games (where, of course, the victory is to the strong), marching, pitching and striking tents, living in camps, military science, military geography, recognizing different kinds of terrain for military strategy, shooting, bomb throwing. The Hitler Youth knives are engraved "Blut and Ehre" (Blood and Honour). Very young boys are given wooden guns to drill with, but, as they grow older, they play with more dangerous weapons, until, as Hitler Youth, they graduate into the use of firearms.

The doctrine of their own racial superiority and the necessity of fighting to demonstrate it seems to satisfy young Germans as nothing else would.

Much in the educational systems of the totalitarian and democratic countries is, of course, decidedly similar. Children in Germany naturally learn the three R's as ours do. Much of their learning centres around love of nature and the beautiful, as does ours. As they grow older they are taught love of country, the dignity of work, the necessity for courage and self-sacrifice, and to take a pride in those outstanding patriots, scientists and other great personalities of their country, who are race pure and whose teaching accords with Nazi ideas.

Because of these similarities, the supercilious or cynical might say that there is little difference between the Nazi system of education and our own. Those who have discernment and will examine the totalitarian and democratic systems will soon find that the underlying philosophy is essentially different. In the average Britisher there is little idea of training any school child for death. He would much rather train for cricket, football, baseball and hockey. Francis Drake finished his game of bowls and then went off to finish the Spanish Armada. His successors are just the same. Life to a Britisher is a game not a fight. After the game he wishes to forget that the members of the other side were opponents and wants to take them out to dinner, treating them as jolly good fellows.

The same thinking pertains to international affairs. The typical Britisher does not desire to plot and hate, destroy and kill. He much prefers to live and let live. The old song tells us:

"We don't want to fight, but, by Jingo if we do,  
We've got the ships, we've got the men, we've got the money too".

An analysis of the publications of our Canadian Departments of Education shows clearly that there is no parallel in our schools to the bellicose German ideals. Teachers' and pupils' organizations here flourish unhampered by Departments of Education. On the contrary, such free institutions are encouraged. We find no idea that Might is Right, that the schools are auxiliaries of the army, that education is mainly for bodily development; and our schools are certainly free from detailed instructions of a political party nature. Patriotic songs, of course, are taught but they are for the purpose of fostering a national sentiment rather than for breathing out threats and slaughter. The fact that only a small percentage of our people know all the words of "God Save the King", of "O Canada" and of "The Maple Leaf" show indeed the under insistence placed by the schools on the singing of patriotic songs.

The publications of Canadian Departments of Education show that our pupils are trained for life. There is no reference whatever to premature military careers and no hint of fighting to the death. While the publications naturally point to loyalty and love of country, the aims of education enumerated centre around the development of the individual for his own sake, and not that he may be sacrificed for the State. As the Departments want the child to be a good citizen, the school promotes true morality and the development of the good life based on religious sanctions. The virtues of fair play, kindness and co-operation are stressed. The school also encourages a world outlook rather than a purely national one. Towards this end it seeks to further the intellectual development of each individual.

Here are some quotations from publications of Canadian Departments of Education that illustrate the character and philosophy of Canadian schools:

**Quebec:** "Education is considered in terms of life."

"The centre of interest has shifted from the subject taught to the object of the teaching, namely, the child."

"The purpose of education . . . is the development of the entire personality of the child . . . so that he may become a good citizen."

"The development of the personality of the child . . . must be the conscious objective of the teacher in all his work."

"The first of these principles is freedom. No child can develop properly in an atmosphere of constant coercion and restraint."

"In the activities of school life children now have to work together, and this group activity demonstrates in a practical way the necessity of co-operation."

"A child realizes that he has a personality of his own and that there is a large field for his individual enterprise."

"No education is complete which disregards the spiritual legacy of the ages."

"The objectives of education will be attained if children are so trained that they become healthy, moral, cultured, efficient, self-supporting and co-operative citizens."

**Ontario:** "Society is best developed not by requiring all its members to develop according to a similar pattern but by affording opportunities for each to develop to the fullest possible extent the innate capacities that he has, so far as these are socially valuable."

"The school must seek to lead the child to choose and accept as his own those ideals of conduct and endeavour which our society approves."

**New Brunswick:** "He will have appreciation of what is beautiful, respect for what is noble, reverence for what is holy."

"The children will grow up with a social and moral consciousness."

**Saskatchewan:** "Education is pre-eminently a social process."

"Practise daily the simple virtues."

"Appreciate actively the blessings and privileges of all phases of institutional life, including home life, school life, community life and church life."

**British Columbia:** "All education has a moral reference. The School should lead to the formation of high ideals and to noble conduct."

Illustrations and quotations could be multiplied to show that our schools look to the welfare of each child. Our system of education teaches give and take, encourages pupils to play the game, breeds respect for the under-dog (the sympathy of almost all being for the little fellow); it shows the necessity for developing kindness, trains children to think, urges them to respect authority based on understanding and reason rather than on blind observance of despotic edicts; it urges the youth to build good habits of life, aids the development of initiative and patience, provides for self-expression, better emotional outlets and further facilities for scientific and artistic development; it enables pupils to understand the meaning of freedom of speech, freedom of assembly, the responsibility incurred by reason of the privilege of self-government in school, city and State; and demonstrates the priceless blessing of working with and sacrificing for one another in a spirit of brotherhood based on the Gospel of our Lord Jesus Christ Who taught us to love one another.

These good doctrines are taught in our schools and not those of hate and blood lust. How different are these from the Fascist tenets: "Believe, obey, fight," meaning "Believe what the leader and the Party tell you, obey the leaders, and get ready to fight when and where you are told!" We want our children to turn their minds towards altruism and social living instead of pugilism and anti-social standards.

It is not difficult to see the different goals at which races will arrive based on the two systems of philosophy that we have discussed. The world has reached the present sad state of chaos because powerful nations have listened to the voice of fanatical charmers. The present youth of Germany and Italy will need to have their mental processes completely re-organized if they are going to be fit to live in a world of normal human beings. They can never be let loose to wander about the earth until the present ideas are knocked out of their minds by receiving the most severe drubbing ever inflicted upon any race since the beginning of time.

On the other hand, the way of life taught in our schools should be capable of bearing the test of rigorous examination and criticism. Abraham Lincoln phrased the philosophy of the democratic nations truly when he said: "Let us have faith

that Right makes Might, and in that faith let us to the end dare to do our duty as we understand it." None of us is afraid to do our duty and we could probably shame the Nazis in the execution of it. None of us is any more afraid to face death than the Germans despite their long period of indoctrination. The British, who received our kind of teaching in schools, have not flinched under trial. This time we are all in the front line, or near it, even in Canada and there have been no signs here of drawing back. But we must defeat the aspiration to die and to kill, and substitute for it a thirst to live and to help others to live. The desire to be useful to another is far more glorious than the thirst for his blood. Democratic nations that hold such a philosophy deserve to survive.

Let us continue to teach our children this way of life. So will the British creed and the British breed outlast the German. So shall the world be a good place in which to live!

W. P. PERCIVAL.

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### THE VOICES OF GREAT CANADIANS

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Sir Wilfrid Laurier speaking at the banquet given by the Imperial Institute to the colonial premiers, June 18, 1897:

"Colonies were born to become nations. In my own country, and perhaps also in England, it has been observed that Canada has a population which, in some instances, exceeds, in many others, rivals the population of independent nations, and it has been said that perhaps the time might come when Canada might become a nation of itself. My answer is this simply: Canada is a nation. Canada is free, and freedom is its nationality. Although Canada acknowledges the suzerainty of a sovereign power, I am here to say that independence can give us no more rights than we have at present."

In the course of one of his speeches made while visiting France at this time (1897) he said:

'I am told that here in France there are people surprised at the attachment which I feel for the Crown of England, and which I do not conceal. . . . That double fidelity to ideas and aspirations, quite distinct, is our glory in Canada. We (French-Canadians) are faithful to the great nation that gave us life; we are faithful to the great nation that gave us liberty'".

In a speech made on December 2nd, 1918, Sir Lomer Gouin said:

"Now that Germany has been forced to renounce her foolish dream of the military, economic, and intellectual domination of the world, there is probably not a single German who does not call down on the head of England all the maledictions of the skies, but on the other hand there is not a single ally who will not bless England with all her heart. There is not a single British subject, no matter where he may be, who does not feel proud of the fact that he is a Briton, and proud of the glorious part that the Empire has played in the last four years. For one hundred and fifty years we have been part of the great British family, and during that time there has never been a time when we could rejoice with better reason than now at the grandeur, the power, and the glory of the Mother-country".

## ENTERPRISES

Frank G. Walker, Saltfleet, Ontario

Teachers are well acquainted with the theory of the Enterprise and can draft excellent outlines on paper, but they still ask: "How does it actually work in the classroom?" This article cannot answer the question, as every teacher must develop his own technique for handling the Enterprise in his own grade. However, the following ideas and suggestions about enterprise procedure have been found valuable by the writer:

**The Classroom:** There seems to be a general idea that for enterprise teaching the formal classroom must first be renovated, that individual desks in neat rows fastened securely to the floor must be replaced with movable desks or tables and chairs, that cupboards must be installed, provision made for a carpenter's bench and some tools and easels provided for mural and frieze work. Although many of these improvements would aid in enterprise teaching, others are not essential and, in some cases, are a detriment. A reasonable degree of quietness in a classroom is still necessary and, in the working period, there is considerable commotion which must be reduced to a minimum.

Each pupil must, of course, have his own desk to keep clean and tidy and in which he can store his treasures. It is his own little house to which he may invite his friends or co-workers to plan, to work, to discuss and to criticise. To overcome the age old custom of pupils carving their names on their desks teachers should, early in the term, distribute slips of gummed paper. On these the pupils may write their names and fasten the slips to the right hand corners of their desks. Some provision is also needed for tables on which to carry on group construction, around which group discussions may be held, or for display purposes. Folding card tables are very satisfactory for all these purposes as they are easily set up and quickly stored away in a small space when not needed. Lacking these, ply-wood sections from radio cartons reaching from one desk to another make very useful tables which may be as long or short as desired. On these the pupils may also construct their murals or friezes.

Cupboards, which are very necessary for the storage of materials, or models in the process of construction, may be easily and cheaply built from orange crates brought by the pupils. The sides may be painted cream and the edges green, black, or red. To decrease the dust nuisance, the girls may make curtains from some chintz, and fasten them on a wire along the top so that they may be easily pulled back and forth. If the materials are kept on separate shelves and the shelves labelled, the pupils are able to obtain their own materials without the teacher's aid, leaving him free for other duties. Small materials, sucker-sticks, pins, needles, thread, paper tacks, corks, beads, etc., may be stored in match boxes glued together with half round tabs on the ends, to act as drawer pulls, and each labelled. If a list of materials and their locations is posted on the bulletin board at the beginning of the year, the pupils will soon learn, through frequent use, where to find them.

**Selection of the Enterprise:** A sure way to kill pupil enthusiasm for an enterprise is to buy a gaily illustrated book and say: "Here is an interesting enterprise! I think I shall have the class do it." This is like passing Tommy oatmeal porridge in a brightly decorated bowl and expecting him to like the con-

tents because of the ornamentation. There is nothing in the above which bears a resemblance to the correct method by which the class, after discussion, chooses its own subject, looks up its own references, holds its discussion period, and arranges its own groups, guided, of course, by the teacher. The teacher must still be the fountain head to supply and guide the streams of learning wherever he wishes them to flow. The enterprise must not be allowed to degenerate into a system of trying to shift responsibility for advancement from the shoulders of the teacher to those of the pupils!

It is, of course, essential that he who teaches by the method of the Enterprise shall have a larger fund of knowledge and more accurate information than he who teaches by formal methods, following a text book. There will be no disgrace for a teacher who finds it necessary to say: "I do not know, Tommy. Let us look it up in the encyclopaedia." The enterprise is not to be considered as something detached from the school curriculum; rather it should be developed so as to include the material outlined on the course of study. Pupils can just as easily be interested in material which is of value to them as in some trivial matter which they may suggest, but which the tactful teacher will sidetrack or lead the class to see greater possibilities in some other line.

A correlated group of subjects is not to be considered as an enterprise if taught by formal methods. An enterprise can usually be selected from any topic in the course. "Trees", in science, has untold possibilities for correlations with Geography, History, Arithmetic, Composition, Literature. "Insurance" in Arithmetic leads to studies in Health, Science, Social Studies and Composition. Moreover, practically any topic in Geography or History would be meaningless if taught as an isolated piece of information. Enterprises may frequently be suggested by current events or local conditions such as an election, erection of a new school building, construction of a highway or bridge, a power line, seed time and harvest, holidays, birthdays, a fire or an accident.

Enterprises which have a spontaneous motivation are usually most successful. The teacher would be indeed lacking in initiative who does not see possibilities in a "Strong Wind", a "Snow Storm", "A Visitor from China", "A Blackout", "A Radio Programme". For most enterprises the teacher must set the stage and scheme to have the pupils select it as their own during their discussion period.

The introduction of enterprise procedure in a class should be preceded by a training period about which more will be said later in this article. During this training period care must be taken to see that enterprises are not continued for too long a time. The teacher must be on the alert for signs of slackening interest and for the first one or two enterprises must work quickly towards the conclusion or introduce new material to sustain interest. The successful teacher will find it valuable to keep a few cards up his sleeve to introduce at the correct time, or to supply speedy workers with profitable occupation. This is very important as interest must be sustained until a successful conclusion has been reached.

It is not advisable to set a time for an enterprise as classes and teachers vary greatly. A unit which, under one teacher and with one class could be accomplished in three weeks, might take six weeks in another classroom with a different teacher. Much will depend on how many interesting side tracks the teacher and class deem it advisable to explore during the progress of the work. There is little value, however, in going around by North Bay and Ottawa to arrive at Montreal

when journeying from Toronto. The time, then, should not be too long, nor should many detours be followed. Later the time may be lengthened and, as the class increases in efficiency, more interesting scenery may be introduced. In Junior grades, the time should always be very short since their period of concentration is limited.

Some pupils will naturally work more quickly than others, and the wide awake teacher may prepare for this eventuality by having a SPARE list on the blackboard. This list will suggest various parts of the work which are still incomplete, or assignments in other subjects such as Arithmetic, Spelling, Memory Work or Grammar, for which formal periods will still be necessary over and above what is learned in connection with the enterprise.

Between the conclusion of one enterprise and the launching of the next there may be a rest period approximating two weeks, unless a spontaneous motivation for a new unit arises. During this time, remedial lessons based on the needs of the class, as noted by the teacher during the course of the enterprise, should be taught, as well as review lessons on the important details which the teacher considers that the whole class should know. Correlated lessons arising from the work should be taught as well as formal lessons in Arithmetic, Spelling, Writing, etc., which may have no bearing on the completed unit whatsoever, but which are necessary for the pupils' advancement so that they will be better able to participate in the next enterprise.

The working period provides an excellent opportunity for the introduction of various craft activities. One person, however, has remarked: "This musing around with modelling and constructive materials is of no value to the bright pupils." Yet this very individual delights in working in his own flower garden and undoubtedly has learned much from his hobby. Do we not all obtain knowledge and happiness from our own creations? As man develops more and more machines his leisure time greatly increases, and the happy individual of this machine age must have some employment for this spare time. The "Spare List" suggested herein trains the pupil in making profitable use of his leisure time as well as supplying the brighter pupil with an enriched programme.

As a teacher looks over his class and considers the pupils as individuals, he sees some bright ones who always know their lessons; he observes some who work very diligently but whose progress is slow and others whom he may class as dull. How can he help these children, all looking to him for guidance and training to find their places in the world and to develop their individual talents? Book learning is far from sufficient. There are many people with college degrees who are still being supported by their fathers. Even the bright pupil, who absorbs book knowledge readily, misses much unless he has an opportunity to make his knowledge of value to him in expression work. To those who find book learning difficult, creative work is necessary to arouse and sustain interest so that they will feel a need for information and turn to books to find it. Instead of lulling the mind to sleep, it is then wakened by curiosity into activity. Adults recall the days when they sat and drew pictures in their text books as the teacher vainly tried to cram facts into their unreceptive and uninterested minds. By creations, knowledge really becomes meaningful and school becomes a place where children like to go and stay, a place where they live, not as robots but as human beings, growing, and learning to live by living.

When pupils become interested in their work they will be arriving at school early and staying late to work on their models, to search for information, or to discuss with each other, or the teacher, the best means of achieving their present aims, whatsoever they may be. A boy had attended an enterprise class for four months. He was never late, always courteous, very willing and showed a co-operative understanding spirit. At Christmas, he moved to another section where a school was located that had an excellent reputation but in which formal methods of teaching were used. The boy was soon skipping school, leading others astray and generally causing annoyance. The truant officer visited his former teacher and was surprised to hear of the boy's fine deportment, so he went back still further in his history and found that he had been a delinquent until he attended the enterprise class. The boy is now in reformatory, but it is possible that such would not have been the case if he had been able to continue to attend the enterprise class.

When small children start to school, they are soon distinguished by the teacher who sees those who have been allowed to do things for themselves at home, and those who were kept too long as babies by domineering mothers and who, consequently, were prevented from learning many useful skills. Children like to do something no matter how crude their efforts may be. They cannot at first tell good work from poor, but they are proud of their attempts. Teachers should not kill this spirit by undue criticism but should find something to praise, suggest improvements, and encourage better efforts. Every piece of work should add to the pupil's control, experience and knowledge.

What child does not plan and play at what he would like to be when he is grown? All wish to be of some value in this world, and if school is to prepare, in part, for adult life, teachers should strive to develop social consciousness, appreciation of art, knowledge of nature, emotional control, ability to co-operate, and many other traits of character which go to make up the well developed citizen. To do all this effectively the school room must become a workshop, turning out individual pieces of work from individual pupils. The pupil must be made to realize, however, that skill subjects are necessary to obtain his purpose or to express himself clearly to the other members of his group. There is: "No impression without expression."

Materials for creative work do not need to be costly. The least expensive and most easily obtained materials are often the most satisfactory. No locality has the same sources from which to draw, and a list of suitable material would be too long to publish here. The teacher with initiative will, however, soon develop the ability to see the possibilities of any material the children may bring. The ordinary round salt carton, for instance, may be used on the sand table for a mine shaft or a tunnel. When covered with art paper colored to represent stone blocks it becomes a tower for a Norman castle. With a different pattern, and with the addition of a paper wheel, it becomes a Dutch windmill. Covered with Christmas wrapping paper, shellacked, and sprinkled with artificial snow it makes an attractive decoration for the Christmas tree. Cut in two horizontally and covered with cotton batting it makes two igloos; covered with bullrushes, the home of the Congo negro. Cut vertically it may be used as a stock trough for a farm scene, or as a baby's cradle in the study of the Pilgrims. A good teacher will encourage the pupils to contribute whatever they consider would be of use. When special

needs occur, a **want** list on the board will remind them of what is required, and will usually meet with a ready response.

The entire working period need not be spent on creative work in the sense of making models, murals, etc. Only one third or even less of the total time for an enterprise should be spent on hand work. The English side is of paramount importance, and every enterprise should show at its conclusion that the class has increased its vocabulary and improved in oral and written expression. Much of this will come in the discussion periods, committee meetings, and natural group conversations, especially after the class becomes English conscious and checks and corrects each other's errors—all, of course, in a spirit of good comradeship. An important part of the English work will be the search for information, the writing of reports and the presentation of these to the rest of the class. Before enterprise work is begun, the pupils should be trained in the correct use of the table of contents, encyclopaedia, and such works as the Book of Knowledge. Reports, when completed, should be presented to the teacher for correction—deletions or additions before being read to the class. Making the reports in the form of books adds interest and provides opportunity for the development of artistic abilities and training in making tables of contents, e.g.: in the shape of a log cabin, a kangaroo, an olive, a country, a flower, a boat, or a flag. If the material contained in the report is considered by the teacher to be valuable knowledge for all the class to remember, one pupil should read and another make a summary on the board. The report may then be reviewed and discussed by the class, after which they may write it in notebooks in whatever form they desire, such as a log, diary, letter, essay, dialogue, play, conversation, series of pictures or graphic map. The value of many reports is in the social attitudes developed in their preparation. Although the group which composed it will probably remember much of the content, it is necessary to burden the remainder of the class only with those details that will make it an interesting addition to the enterprise as a whole.

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### LONDON UNDER BOMBARDMENT

I, who am known as London, have faced stern times before,  
 Having fought and ruled and traded for a thousand years and more;  
 I knew the Roman legions and the harsh-voiced Danish hordes;  
 I heard the Saxon revels, saw blood on the Norman swords,  
 But, though I am scarred by battle, my grim defenders vow  
 Never was I so stately nor so well-beloved as now.

The lights that burn and glitter in the exile's lonely dream,  
 The lights of Piccadilly, and those that used to gleam  
 Down Regent street and Kingsway may now no longer shine,  
 But other lights keep burning, and their splendour, too, is mine,  
 Seen in the work-worn faces and glimpsed in the steadfast eyes  
 When little homes lie broken and death descends from the skies.  
 The bombs have shattered my churches, have torn my streets apart,  
 But they have not bent my spirit, and they shall not break my heart.

For my people's faith and courage are lights of London town  
 Which still would shine in legends though my last broad bridge were down.

Greta Briggs in **Daily Telegraph**, London.

## AN ENTERPRISE DIARY\*

Hélène L'Esperance, Victoria School, Montreal

November 25th.

Introduced the enterprise today, in a twenty-minute period. All week we have been reading in our geographies about different races. In the class there is a Swiss girl as well as a Swiss boy, and a little Belgian just out of Europe via Paris and Lisbon. The children have been discussing the social types enthusiastically, and the stories I read to them have roused interest. When I mentioned the International Day Celebration I had seen that summer in camp, it was like a spark to powder. "Could we have one like that? . . . Let's do one, **please!** . . . Do you think we could?" Ironic to celebrate International Day in the midst of the second World War, but in that very paradox may lie its ultimate educational value. With the experience acquired in writing their Columbus play and in their Library project, the children should do very well with this new centre of interest and skill.

November 26th.

When the class came in this afternoon, they saw the name and purpose of the enterprise written on the board, as follows:

**"An International Day Exhibition"**

**Our purpose:** To learn all we can about some different races and then to hold an exhibition which will show something of their lives and habits.

There was also a list of races under survey, from which the pupils may choose five. The Eskimo and the Indian were omitted because we had covered them so thoroughly in connection with our visit to the McGill Ethnological Museum in October. However, the Dutch and the Chinese, which were in the reader, appeared on the list. Why confine ourselves to the authorized geography text? The children voted for the Swiss, Dutch, Negro, Arab, and the people of the South Sea Islands. Then we made the following list of **Things to Do:**

- |                             |   |
|-----------------------------|---|
| 1. Paint Pictures.          | 5. Dress dolls.                           |
| 2. Write stories and poems. | 6. Bring pictures and things of interest. |
| 3. Make reports.            | 7. Write plays.                           |
| 4. Make models.             |   |

The class divided itself into five committees, one for each race. I chose the chairmen myself, instead of allowing the children to elect them, since the success of the enterprise depends to such an extent on the heads of the committees. The pupils chose their own committees and their own work, but they soon saw the efficacy of having the class divided equally.

After school I went out and bought some "Children of Many Lands" books, and some cheap elementary geographies printed in England. These have good text and better illustrations, in spite of their paper covers. The total cost was \$3.70.

November 27th.

I wanted each child in the class to use written English to a considerable extent, and worked out the following plan for its motivation. The new books were on display in the morning and many of the children had begun reading them. I opened the afternoon meeting by asking: "What do we need to know

\*For Grade IV.

before we start our work?" Hands waved, there was a good deal of irrelevant answering, but two excellent suggestions came forth:

**Winifred:** We need to know what things we are going to use in our work.

**Teddy:** We need to know what the things look like.

It was agreed that "knowing what the things look like" was the first requisite, so I suggested that they write their own geographies. We made the following list of important topics:

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. What the People Look Like. | 4. Their Country.             |
| 2. Their Clothing.            | 5. What They Do for a Living. |
| 3. Their Homes.               | 6. What They Do for Fun.      |

The chairman of each committee assigned one topic to each member, and they proceeded to write short reports on them, using their geography books and sharing those that I had brought. Most of them wrote with a will, and sensibly, if briefly. Four out of the thirty-two pupils gave trouble. Of these, two were notoriously poor sports, and new to the class and its methods. Another was a little Greek girl who had to be coaxed into wrestling with English composition, not a new situation—and easier every time. The fourth, a fine intelligent boy, had all the qualities of a leader, but was occasionally shy and temperamental. The reports were taken in and, after a little correction, were typed in booklet form.

December 5th.

We have been working very hard since the last entry. The mornings are given up to Arithmetic, French, Spelling and other routine subjects, but the whole afternoon is now devoted to the Enterprise. At the end of the work periods, ten minutes were allowed for cleaning up, and then members of the committees gave oral reports on their progress. This was excellent practice on clear, concise reporting, as the children checked up on one another unfailingly. Besides the building of the models, the painting and sewing, there were choral recitations and songs to practise for the programme as well as periods of reading aloud by the teacher. The latter included extracts from "Heidi", some of the "Just-So Stories", stories about the desert from Sunday school papers, and parts of the "Children of Many Lands" series and "The Book of Knowledge."

December 9th.

Today was the last work session, as the holidays are drawing near and the Christmas festivities are taking up much of our time. The models and doll costumes have gone too slowly. The children promise things in rash enthusiasm and then keep forgetting to bring them. But their ingenuity and droll objectivity of vision have been instructive. I have watched in amazement while rocks and cliffs rose out of amateur papier-maché, a Hawaiian hut was created out of drinking straws and cardboard, and an Arab tent out of Tinkertoy and black cloth. When a committee could not solve a problem, we carried it to the whole class. The most difficult model of all was the African negro's home. At first it was to have been made out of pliable sticks and raffia with green paper leaves, but these materials were unobtainable. The picture and the effect required were carefully pointed out, and the problem thrown open to the class. At last, after many impractical suggestions, it was decided to mold paper over an ordinary kitchen bowl. This was not a perfect solution by any means, but was acceptable.

December 10th.

This afternoon we planned the programme to be given at the Exhibition. After their previous experience with the official opening of their Library, the children were quite handy at this. First they elected a Master of Ceremonies, and then went to work. It emerged like this:

### International Day Programme

1. O Canada.
2. Chairman's remarks.
3. The Arab Committee's presentation.
4. "The Camel's Complaint", a poem recited by the class.
5. The South Sea Island Committee's presentation.
6. "The Hula", sung by the class.
7. The Negro Committee's presentation.
8. "African Dance", a poem recited by the class.
9. The Swiss Committee's presentation.
10. "The Mountain Herd-Boy", sung by the class.
11. The Dutch Committee's presentation.
12. "Going Too Far", a Dutch poem recited by the class.
13. A Play, "Up the Mountain", written and acted by the Swiss committee.
14. A Play, "The Birthday", written and acted by the Dutch committee.
15. "The Boys of the Zuider Zee", sung by the class.
16. "An Indian Song", sung by the class.
17. Closing remarks of the chairman.
18. "God Save the King".

The inclusion of the "Indian Song" was a subject of much controversy, half the class feeling that it was unsuitable and unnecessary, the other half being unwilling to forego its intoxicating rhythm and fascinating chorus. A majority voted for its inclusion.

January 5th.

Resumed work today after the lull of the holidays. The children's vigour and enthusiasm are amazing. Apparently they have not forgotten a thing and are more, rather than less, interested.

January 7th.

We wrote and sent out the invitations to the other Grade IV class. I gave them the choice of a formal or informal invitation, a most interesting and lively discussion on this. Some of the reasons advanced by those who were in favour of the formal invitation:

**Harold:** "Because it shows we know the right thing to do".

**Serge:** "Because it is more courteous".

**Teddy:** "Because it builds the Exhibition up". (The modern advertising note struck here is amusing!)

January 9th.

The great day has come and gone. The children elected a decoration committee which helped me arrange the Exhibition. The dolls sat on my desk—the beautifully dressed Dutch doll and the little Hawaiian in his gay pareo and leis were outstanding. The pictures were hung, the booklets displayed, the models set out on tables at the front. A poster announcing the Exhibition hung at the front and children wearing special arm bands acted as ushers. Little Juli-Ann, her hair done up in a matronly bun for her part in the play, made a charming chairman, serious and perfectly poised. On the whole they had done better before. They were more nervous in front of their own friends and contemporaries than they

have ever shown themselves before Principals and Supervisors. In order to take the bad taste away, I was ready to create another opportunity for them to present the programme, but fortunately another honoured guest presented himself yesterday, and the performance went off perfectly, filling all of us with happy pride.

January 16th.

I have taken a test on the ground covered by the *Enterprise*. The relative standing of individuals remains the same, though the class as a whole undoubtedly know more about this particular geography than they would if taught by a more orthodox method. What then is the use of the enterprise procedure, if the work of slow or backward children is not going to show a marked improvement? I think of the happy afternoons we spent during the month of December working with our hands, writing, reading, singing, talking, thinking. There was Helen, who hated writing English, and turned out a long paragraph on the Arab; and Douglas, whose art took a sudden and amazing turn toward vivid impressionism after a good deal of daubing; and Alice's poems and Judy's story and the book *Serge* read for his report; and the "problem" child who, for the first time, joined in and worked with the class. All of them had found a new meaning in the word "co-operation" which they had seen on their reports.

"What do you call this kind of work?" asked Juli-Ann, and I explained the meaning of *Enterprise*.

"Let's do another one! Let's do another one!" shouted different voices. As the children say: "You bet we will!"

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### H.M.S. JERVIS BAY, NOVEMBER 5, 1940

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Sir Richard Grenville calling in the fading sunset light,  
 In the harbor where the good ships go:  
 "Ho, my masters, make ye ready to acclaim the gallant fight  
 Of a little ship against a mighty foe.  
 'Tis a merchant liner-cruiser with a convoy in her keep  
 (O ye bravest in this harbour, give her room!)  
 See, the shepherd flings her life away to save her scattered sheep  
 As she steams to meet the raider—and her doom!"

So they waited in the harbour till at last the firing died,  
 And the flames had ceased to leap across the sea;  
 Then a battered ship came limping, blackened, weary, full of pride,  
 Home to anchor in the haven of the free.  
 All the harbour rang with shouting from the ships of long ago,  
 As she passed them in her slow and painful way:  
 With **Revenge** and **Rawalpindi** standing by to cheer her on,  
 While Sir Richard signalled: "Welcome, **Jervis Bay!**"

KATHLEEN SIMMONDS in the Daily Telegraph, London.

## AN OUTLINE OF CANADIAN POETRY—Part 2\*

## Contemporary Verse

## Leo Cox, Montreal Poet

In the last issue of the *Educational Record* I wrote a brief outline of the beginnings and early years of Canadian poetry in English, with some notes concerning certain poets who are still with us, but whose work belongs in character to that epoch which ended in 1914. In this paper I propose to give an indication of the extent to which poetry in this country has reflected the new spirit of the times, with notes on those poets who are its most able singers and prophets.

There are two main strains in our modern verse: that poetry using conservative forms from the great traditions of English poetry, and that radical verse which reflects and translates into Canadian idiom subtleties and obscurities of Ezra Pound, T. S. Eliot, Amy Lowell, and, to some extent, Gerard Manley Hopkins.

Our poets writing in conventional forms are by far the most numerous and varied in authenticity, ranging, as they do, from a few powerful voices breathing new life into old rhymes and rhythms to an army of banal, insipid versifiers. Our "moderns" similarly include a handful of striking original and revolutionary poets using entirely new forms (or formlessness) and techniques—as do their many imitators, whose writings, sometimes pretentious, are often little more than hysterical prose chopped up by tricky typography.

New poetry is in fact a main characteristic of Canada's cultural life, second only, perhaps, to the acknowledged substantial excellence of Canadian painting. Besides being preoccupied over a praise of beauty, poetry is also becoming an instrument working, perhaps unconsciously, towards social change. In general, it is fair to say that, though still dependent to some extent upon example and precept set by poets in England and America, poetry in Canada has now found its own artistic feet in the hands of its best exponents and may be expected to exert an increasingly strong and beneficent influence upon our national thought and feeling.

The first Canadian poet to show a modern spirit was Marjorie Pickthall (1883-1922), niece of the English author Marmaduke Pickthall. She was born in England, educated at the Bishop Strachan school in Toronto, and later lived in Victoria, B.C. Her Celtic versatility included great skill in the short story, the poetic drama, and the novel; but her talent was essentially lyrical, showing a love of classical myths and of the spirit folk of an unseen world re-created from her experience of Canadian nature. Her poetic drama, *The Wood-carver's Wife* (1920), is probably the best of its kind in our letters.

Tom MacInnes, though born at Dresden, Ont., as long ago as 1867, is another powerful voice of the modern period. Not until his *Rhymes of a Rounder* appeared in 1912 did his talent as a mystic poet become known to Canadians.

\*Part 1 appears in the January-March issue.

This highly original poet was of Scottish and Spanish stock, the son of a doctor who successively became an M.P., a senator, and Lieutenant-Governor of British Columbia. Tom MacInnes graduated from the University of Toronto in 1889 and was called to the Bar in 1893. He drew up the Canadian Immigration Act. **The Testament of the Ancient one**, a study of Chinese philosophy, was one result of his travels in China, on which country he is an expert. Eastern ideas and Oriental thought, move strangely through his elaborate experiments on old French form. He is certainly unique in Canadian poetry.

Our new spirit first began to flower in the poetry of E. J. Pratt who today is by all odds our most considerable poet. His genius—for in speaking of him one can use that term at last in Canadian poetry—ranks with the current best in the English-speaking world. Pratt is a great poet and deserves to be better known abroad. In a sense he links the two forms of poetry we have discussed. The son of a Methodist minister, he was born at Western Bay, an outport of Newfoundland, and grew up with the Atlantic in his heart and soul. He was educated at the Methodist College at St. John's and at Victoria College in Toronto, where he is now professor of English literature.

Pratt's first book, **Newfoundland Verse** (1923), interprets the sea as it had never been treated in Canadian literature. **The Cachalot** (1923), however, gave the first real promise of his power to come, an epic of a sea monster which combines the poetic insight and vocabulary of Herman Melville and Roy Campbell. Heroic events on an enormous canvas have always inspired him. **The Titanic** narrates that great sea tragedy with exaltation and grandeur. **The Roosevelt and the Antinoe** celebrates a famous dramatic rescue at sea. **The Fable of the Goats** departs from the ocean to describe a primitive world before the creation of man, as does his recent best-selling **Breboeuf and His Brethren**, a heroic story of the early Canadian Jesuit martyrs among the Indians.

There is a formidable vocabulary, a rich robustness of phrase, a salty, gusty sense of humour, and a capacious imagination in his exuberant poetry which is not only new to Canadian verse but has enriched the great treasury of English poetry for all time. His latest success, **Dunkirk**, celebrates an epic event whose proportions in our current history are on that scale which has always so delighted his muse.

We have space here only to mention some of the most noteworthy of contemporary poets, commencing with those using conventional forms: A. M. Stephen, born in 1882 near Hanover, Ont., is of Scottish ancestry and comes of a literary family. He has prospected, mined, homesteaded, ranched, taught school, all mainly in B.C., the Klondyke and Mexico. After graduating in science at Chicago University he became an architect, then served overseas in the last Great War. He has edited two volumes of Canadian verse, published novels and several books of competent poetry. **The Rosary of Pan** and **The Land of Singing Waters** are mystic in character.

George Herbert Clarke is a professor of English at Queen's University. **The Hasting Day** and **Halt and Parley** are marked by scholarly feeling and religious vision. Nathaniel A. Benson's **The Glowing Years** evidences great versatility and a strong lyrical gift in poems of passion and tenderness; his **Dollard** shows a fine historical sense and good classical style. A. S. Bourinot and Kenneth Leslie

are two other traditional poets whose verses have earned them the Governor-General's annual award for poetry.

Audrey Alexandra Brown, of British Columbia, writes poetry reminiscent of Keats and Shelley in style, outstandingly classical in spirit and form, seen to advantage in **A Dryad in Nanaimo** and **The Tree of Resurrection**. Charles Bruce is a Maritimer and a well-known newspaper man. **Wild Apples** and **Tomorrow's Tide** contain some of the finest poetry we have. Sara Carsley, a Calgary teacher, writes distinguished verse in her colourful **Alchemy**. Mary Colman, a librarian of Vancouver, has shown ability to handle modern subjects in old forms. The late Annie Charlotte Dalton achieved great distinction in several volumes of verse which included original excursions into Indian life and customs.

Emily Leavens, of Cultus Lake, B. C., writes verse notable for its human insight in verse of great simplicity, a quality rare enough in our letters. Katherine Hale's poetry and recitals are widely known throughout Canada. Two collections of her poetry, **Morning in the West** and **The Island and Other Poems** have brought her honours to add to those earned by her works of prose.

Watson Kirkconnell is, in some ways, Canada's most prolific and most original poet—certainly its most brilliant and most versatile one. A professor of McMaster University in Hamilton, Ont., his lyricism and philosophy are matched by an unique humour which has recently flowered in **The Flying Bull**, an extravaganza of narratives of the West which must be heard from the lips of their author to be savoured to the full. Two typical volumes of his serious verse are **The Tide of Life** and **The Eternal Quest**. His great poetic gift is but one accomplishment. A notable linguist, his translations from the poetry of many foreign languages—especially the Icelandic—are probably unique in English literature.

Frederick E. Laight, a Regina poet of considerable power, writes with satirical skill. Florence Randal Livesay, born in Compton, Quebec, now living in Clarkson, Ont., has written excellent lyric poetry and songs best seen in her **Songs of Ukraina** and **Shepherd's Purse**. Few know that J. E. H. Macdonald, who was Principal of the Ontario College of Art, is as good a poet as he is a painter. This is evident in **West By East**.

Joseph Easton McDougall, of Montreal, writes with power, sweetness and humour, in **If You Know What I Mean** and **The Blind Fiddler**. Martha Ostenso, born in Bergen, Sweden, lived in Manitoba many years, now in New York, is famous for several novels of which **Wild Geese**, a prize novel, is the best known. Her poetry is collected in **A Far Land**.

Lloyd Roberts, of Ottawa, son of Sir Charles G. D. Roberts, has written much fine masculine poetry. Typical is his book **I Sing of Life**. T. G. Roberts' **The Leather Bottle** is another excellent tribute of verse from a celebrated literary clan. Joseph Schull, of Montreal, is well-known for his radio plays and for a long narrative poem, **The Legend of Ghost Lagoon**.

Arthur Stringer, born in Chatham, Ont., is one of America's best known novelists and story tellers. His best poetry, with a strong Irish flavour, appears in **Out of Erin** and **The Old Woman Remembers**, among other volumes. The late Constance Davies Woodrow published two books of sensitive and finely wrought verse: **The Captive Gypsy** and **The Celtic Heart**.

Frank Oliver Call, professor of English at Bishop's College, Lennoxville, is well known for his **Blue Homespun**, a collection of fine sonnets on French Canada. W. J. King, of Montreal, writes, with a sceptical yet tender pen, sonorous strophes reminiscent of Milton, in a philosophic mood which at times achieves prophetic force in **For You, My Dear**.

There are many others, for their number is legion, yet space limitations forbid a more extensive catalogue of them here.

So much for the conservative poets, many of whom are handling new points of view, new philosophies and new social implications, with olden tools of rhyme, rhythm and scansion. But most of our poets who happen to be preoccupied over the troublous times we live in write in techniques familiar to students of Walt Whitman, Ezra Pound, T. S. Eliot, W. A. Spender, W. H. Auden, the Sitwells, George Barker, E. E. Cummings. They also write to some extent in the styles of Robert Bridges and W. B. Yeats in the latter's later years. The odd magic of Gerard Manley Hopkins also persists long after his death to haunt two succeeding generations of poets.

As E. K. Brown points out, in his excellent review of Canadian poetry, which appeared in the April 1941 issue of the Chicago magazine called **Poetry**, our modernism and our experimentation started after the last war with the old **McGill Fortnightly Review**, a lively intellectual magazine produced by a group of McGill students. Chief among the poet contributors were A. J. M. Smith, Frank Scott, Abraham Klein, and Leo Kennedy, who translated something of the nature of the new poetry then current in England and America. Their work inspired several later poets to experiment with new form (or lack of it). Their slender volumes are today the most promising sign we have of a new intellectual vigour in our poetic culture, albeit sometimes at the expense of beauty.

Among the best of the books of new verse are: **The Shrouding**, of Leo Kennedy who combines curiously Catholic imagery with pagan thought. **Hath Not a Jew** by Abraham Klein proclaims him to be a rare and subtle spokesman, perhaps a prophet, for the Jewish people, as he is at once erudite, intense, satirical, and rich in idiom. **Signpost** by Dorothy Livesay is evidence of a great control of the lyric style informed by a strong, rather radical sense. Her later poems show a violent swing away from traditional form, as this social preoccupation increases, until today some critics think her lines more powerful as propaganda than as poetry.

A still younger woman poet is Anne Marriott whose **The Wind Our Enemy** has stirred the critics. She also feels strong social concern and succeeds in giving her indignation original expression in a technique she is still forging. Her book is an epic of a Western drought, yet it is doubtful whether its chaotic, stormy formlessness makes a greater impact upon the mind than Frederick Laight's short, traditional poem on the same subject, entitled **Soliloquy**, to be found in that useful recent anthology of Canadian poetry called **New Harvesting**, edited by Ethel Hume Bennett.

Robert Finch, a professor of French at the University of Toronto, is far different in technique from all these writers, yet the power and simplicity he packs into his concise, exquisite, verse-forms, shows that new wine can be poured

into old bottles. The old traditional forms are still far from exhausted, and can still carry the newest ideas of today with power, when handled by a master.

The moving spirit of the new poetic movement is A. J. M. Smith who, though no volume of his has yet appeared, has written a great deal of distinguished and finely-wrought, subtle, verse—satirical, mystical, metaphysical—while his criticism is the finest we have. A graduate of McGill and Edinburgh Universities, Smith is at present professor of English at the Michigan State College. Awarded a Guggenheim Foundation, he is working on a very comprehensive history of Canadian poetry, with an anthology.

Louise Morey Bowman, of Montreal, is, after the manner of Amy Lowell and Harriet Monroe—the American imagist poets—our best-known imagist. She is best admired for her two books, **Moonlight and Common Day** and **Dream Tapestries**. L. A. MacKay's satire, Mary Colman's critical lyricism, the irregular rhythms of Alan Creighton, another anthologist, the sharply etched reflections of Floris McLaren's broken lyrics, appear in **New Harvesting** which also prints a good deal of verse in conventional form by authors we have not space to mention.

The **Canadian Poetry Magazine**, published by the Canadian Authors Association in Toronto, and edited by E. J. Pratt, is the best means of keeping in touch with the most important poetry being written in this country. Several branches of the Association also print yearly collections of poetry which are often surprisingly good, while publications like **Saturday Night** for instance, publish an increasing number of excellent poems by Canadians.

Besides A. J. M. Smith and E. K. Brown, already referred to, there are several fine critics whose help and encouragement have stimulated poetry in Canada. The late Sir Andrew MacPhail was one of these scholarly critics, and at present Canadian poets have valuable friends in B. K. Sandwell, editor of **Saturday Night**, George Herbert Clarke, of Queens University, himself a poet, Pelham Edgar, authority on Victorian poetry and the novel, and W. A. Deacon, literary editor of the **Globe and Mail**, of Toronto.

It is also a gratifying sign of the growing interest in Canadian poetry that such an influential organ as the **Educational Record** should devote, under the gifted guidance of Dr. Percival,—himself an anthologist of children's verse—such an important part of its scope to the study of poetry in Canada.

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### THE "FIFTH COLUMN"

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For the benefit of those who continue to be puzzled as to the derivation of the term, "fifth column," it may again be explained that it had its origin in the statement by Generalissimo Franco, who towards the end of the Spanish civil war said that he had four columns of soldiers marching upon Madrid, in which city a "fifth column" of sympathizers was waiting the right moment to assist by spying, sabotage and the organization of uprisings. The Nazis have their "fifth columns" almost everywhere.

Montreal Gazette.

## THE ART OF POETRY

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### Audrey Alexandra Brown, The Poet of Nanaimo, B.C.

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**Biographical Note.**—Audrey Alexandra Brown was born in Nanaimo, British Columbia, on October 29, 1904. Her father, a watchmaker, was born there also and has lived nowhere else. Her paternal grandfather came from England at the time of the '49 gold strike and went down the trail to California in a covered waggon. Her mother was a Londoner. The poet's childhood companions were books and, before she was ten years of age, she had a library of eighty-three of them. Though these were truly the ordinary run of girls' books, they gave her a vocabulary. Her mother taught her the elements of reading, writing and arithmetic, and the daughter left school in the junior fourth grade.

At the age of six, Audrey Alexandra Brown was writing verse. She also had a fondness for writing stories and for drawing. Years later she published poems in the *Nanaimo Herald*. These were drawn to the attention of Dr. Pelham Edgar who interested Macmillan's and her first book, *A Dryad in Nanaimo*, was brought out by that firm in 1931. Later publications are: *A Dryad in Nanaimo with Eleven New Poems* and *The Tree of Resurrection*. A prose book followed entitled: *The Log of a Lame Duck*. Her poem "The Almoner" appears in *Poems of Yesterday and Today*".

—Editor

This title, *The Art of Poetry*, is not mine. It was suggested to me, and I accepted the suggestion gladly; for the word **craftsmanship** with its utilitarian implications, is nowadays used so popularly and freely with regard to poetry that it is perhaps time we reminded ourselves that the making of poetry is not a craft but an art.

I am not sure how the thought of laborious effort first came to be associated with poetry. I believe that famous passage of Poe's had a good deal to do with fastening it in the public mind; that passage, I mean, in which he compares a fine poem to the transformation-scene of a pantomime, and likens the actual business of perfecting a poem to the toil which goes on backstage. However, there is another passage, little less famous, in which Ben Jonson expressed the same idea, though by means of a different metaphor, and did it a couple of centuries earlier. Both these men were poets, and should have been right. They were right—though with important exceptions, for I believe that the poet who re-casts and re-casts is not much more common than the poet who does not. The point is, that they have confused men's minds, which make no distinction between the act of producing and the act of polishing what has been produced. The former is not labour; and the former is the more important of the two. But because the bricks-and-mortar word "craftsmanship" has come to be used so often in the criticism of poetry, we are in danger of needing to have it reaffirmed that the poet is an artist and not an artisan. To say, as a critic may legitimately say of a poet; "his craftsmanship is good" is not at all the same thing as to say: "he is a good craftsman". But the mass of people do not draw this distinction. Is it not time that it was drawn for them?

Poetry is an art, standing midway between the older art of painting and the younger (but subtler) art of music. Like the former, it has the beauty of colour; like the latter, it has the beauty of sound. But if it is to endure, it must have more than sound and colour; it must have a spark—struck no man knows how, least of all the poet—of a fire that will burn forever.

When a poet begins to make a poem, he indeed knows what he intends to say, but the how of his saying it is nearly always a surprise to him. It is no less lovely a surprise, and often even more of a mystery, to him than to his readers. For he knows himself as his readers cannot, and he did not know himself capable of the magic that thrills him as much as them. To take an over-hackneyed but famous example: Do you suppose that when Keats began his Ode to the Nightingale he had any thought of "the foam, of perilous seas in faerylands forlorn"? I would wager that, having got the image on paper, he looked at it with as much incredulity as delight.

One of the evidences that poetry is not a craft but an art is that the craftsman always knows how he gets his effects, the poet never. It is this magic, or the lack of it, which makes the difference between poetry and verse. It is the one thing essential to poetry, and the one thing which can neither be bought nor taught—which is lucky for the poet in these days when even reputable schools of journalism do not hesitate to offer to teach the writing of poetry in six easy lessons, and for a price.

Poetry is a very ancient art. It is as old, nearly as man himself, as old, almost, as language. There seems hardly to have been a time or a place when it or the attempt at it was not known. Surely this universality is an evidence of how immediate a place it fills, or should fill, in the life of man. What has gone wrong that, in the last couple of generations, the mass of people have lost, or have never discovered, their need of it? It is widely regarded—even by many who would not admit so much—as an unnecessarily elaborate way of saying what could be said more sensibly in prose. Such people reject it because, however unconsciously, it savours to them of affectation and insincerity. Those who are honest will tell you that they do not care for it. Those who are a little less than honest will declare that they do, but proceed by their remarks to prove otherwise. To them it has the same place in literature that the "parlour" used to have in the middleclass home—a room furnished with antimacassars and aspidastras—a room necessary indeed to the pretensions of the house, but never lived in. There is a terrible symbolism in that red-plush volume of Milton or Wordsworth that used to lie on the parlour table, dusted but never read!

If poetry were, as they think it, merely an over-ornate form of prose—and if to like it were, as they suppose, a hallmark of that kind of "refined" person who used to be called "genteel"—then it is an empty folly which ought to be allowed to die out forever. But if it were such a folly, it would have died out long ago. Things that do not deserve to live do not survive long; they need not be killed; they die of their own lack of vitality. That poetry has existed from the beginning of the world is a fair argument that it is necessary to man and that it will endure as long as life itself. In my heart I believe that it will, though in my mind I am sometimes less certain. For there can be no doubt that in our day it has suffered the loss of much of its vigour, and that there are ominous foreshadowings of a possible time to come when it might exist only as a kind of pale bloodless mistletoe, drawing its nourishment not from the earth of the present but from the oak of the past. There are a number of factors which have contributed to make this a possibility, but I can deal with only one of them here: that is, as I have said, the misconception of poetry in the public mind.

How has it come about? I think, it is largely because poetry has been mishandled in the schools. It is a mistake to think that people must be **educated** into the appreciation of poetry. Remember that poetry was, in its beginnings, the property and production of the commonest and humblest, who had not so much as the knowledge of how to read and write. Homer was, they say, a wandering beggar, and his tales the stock-in-trade which kept him from starvation. He found his audience in the marketplace, and in the aggregate, they were not much richer than he. They cared enough about poetry, however, to give for it even a few of the copper coins which would else have bought bread. Yet no one had instructed them that poetry was admirable, or taught them to take it apart so as to observe its beauties. They loved it instinctively, as men, all but the darkest and most brutal, do love what they feel to be lovely and noble.

In Shakespeare's day it was not only the ladies and gentlemen of the Court who crowded the walls of his little Globe Theatre. They were there. But there too were the rabble of London, the merry and coarse and stout-hearted. These had not come because Shakespeare was the fashionable divertissement. They came because what he gave them was as important to them as bread. And he must have loved them, for he satisfied not only their appetite for the best—he threw in also some of the cheapness and tawdriness which they enjoyed in the indiscriminating manner of children, to whom a love of flowers and a passion for pear-drops are not at all inconsistent. It does not seem that Shakespeare despised his public (which was mankind). For even when he makes fun of the stupid and insensitive among them, as in the **Midsummer Night's Dream**, he does not use the scorpion-whip of satire to flay off their skins, but mocks them gently, as one who loved them. Perhaps we are all so closely bound up together as human beings that it is not possible to despise another without degrading ourselves.

If it is not necessary to be educated into a love of poetry, it is, unfortunately, very possible to have a love for it educated **out** of us. One of the easiest and commonest ways of doing this is to substitute verse for poetry. Verse only bores the intelligent child and, if he is fed this stuff in the name of poetry he will conclude that poetry bores him, and let it alone for the rest of his life. Better leave poetry out of the school-books altogether than represent it—as it was represented to my generation—by large stodgy wedges of Longfellow at his deadly worst. **The Psalm of Life** and **Excelsior** are not poetry, however admirable their sentiments, and they leave any rightminded child very cold indeed.

A teacher once remarked to me: "I'm afraid my class hasn't gone in much for poetry. To be frank with you, the children don't like it." I looked at her, and knew that if she were really being frank with me she would admit that she did not like it either. She continued: "But we have a book called—" Well, never mind what it was called, or by whom it was written; but it was a book of verse for children. What could I say to her? Not what should have been said—and yet it desperately needed saying. May I say it to the reader from my heart? I would advise you, give poetry as little as need be, but **let that little be authentic**. Do not give large hunks of didactics and dogmatism—not slices of philosophy, however wise and noble. Such fare lies heavily on a child's mental digestion which is not yet able to handle it. Do not offer pure description even, for it is only the rare child who can describe to you what he looks at; nor is he interested in

having anyone do the like to him. Give him poems with human interest; poetry that is full of colour and fire. For the boys, choose poetry that has action as well, such as Masfield's and the best of Kipling's. For the girl's, much of de la Mare and some of Yeats. For both, a little of Housman. Avoid the sentimental and over-dramatic—children are embarrassed by both. (One of the most devastating memories of my own childhood is that of a reading period devoted entirely to **The May Queen**, under the superintendence of a teacher who harped on the love-passages and insisted on discussing Robin's allegedly broken heart in detail).

Do not talk much to pupils about poetry. To tell them they ought to admire it will do no more than arouse their vague hostility. Put it before them, and let them make what they like of it, so they will come to it with unbiased minds. Moreover, do not insist on their pulling poetry apart to see how it is made. The poetry of a poem does not depend on its grammatical construction. Such an experiment is like dissecting a butterfly. At the end you have only a little dubious knowledge and a pinch of coloured dust. Do not invite the children to "put the poem in their own words". If it could have been as well put in any other words it need never have been written as poetry.

Have I seemed to speak too positively? If I have, let the importance of the subject be my excuse; for, make no mistake, it is important. Poetry is the finest and highest articulate utterance of the soul of man. When man is moved to his depths concerning what he holds most sacred, his words take the mould of poetry, whether with, or against, his will. Is not the dwindling and fading of poetry in the last twenty-five years closely related to that blight of cynicism which fell upon our intellectuals in the wake of the last war? I believe that this war will see a great renaissance of poetry, during which men, who for years have written only with their brains, will re-learn how to write with their hearts. May that day come soon! We have looked long for it!

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### THE VOICE OF A GREAT CANADIAN

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In the Great War, Talbot Papineau wrote home from the battle front a letter which has been often quoted:

"Whatever criticisms may to-day be properly directed against the constitutional structure of the British Empire, we are compelled to admit that the spiritual union of the self-governing portions of the Empire is a most necessary and desirable thing. Surely you will concede that the degree of civilization which they represent and the standards of individual and national liberty for which they stand are the highest and noblest to which the human race has yet attained and jealously to be protected against destruction by less developed Powers. The bonds which unite us for certain great purposes and which have proved so powerful in this common struggle must not be loosened. They may indeed be readjusted, but the great communities which the British Empire has joined together must not be broken asunder. If I thought that the development of a national spirit in Canada meant antagonism to the spirit which unites the Empire to-day, I would utterly repudiate the idea of a Canadian nation and would gladly accept the most exacting of Imperial organic unions".

**PAULINE JOHNSON****Pauline Johnson-Tekahionwake, The Mohawk Singer**

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**Walter McRaye, Grimsby, Ontario**

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History written in shell beads and cleverly woven into wampum belts, tells the story of the people who constitute the Iroquois nation.

The principal tribe of the Iroquois is that of the Mohawks, the ancestors of Pauline Johnson, whose Indian name was Tekahionwake. It was to them that Hiawatha turned for support when his own tribe, the Onondagas, refused to sponsor his great scheme to federate the several warring tribes. The poet Longfellow, in his poem, makes this great figure a mythical god, whereas he was a very real personage, in fact a politician, which, in modern thought, is far removed from deity.

Associated with Hiawatha in this confederation of Onondagas, Mohawks, Oneidas, Cayugas and Senecas was **Teyonpekon** (Double Life), meaning a fern which has leaves on each side of its stem. This ancestor of the poet was one of the fifty Great Chiefs who composed the first Federal Council of the Five Nations. In 1715 the Tuscaroras, a tribe from North Carolina, was invited to join, and thus was formed the Six Nation League. This League was in existence when Jacques Cartier first saw Canada and was over a hundred years old when Champlain founded Quebec in 1608. Such a romantic background assuredly makes Pauline Johnson the first genuinely Canadian daughter of the soil who indubitably was born a poet.

The hurrying years found the poet's people allied with the British in Canadian and American wars. Constant war with other tribes (Huron-Algonquin) forced them back from the eastern waterways to what is now the southern part of New York state. Here they occupied some of the most fertile land on the continent, stretching from the headquarters of the Hudson River to the Genesee Valley. The present highways from Albany to Buffalo parallel, or are on, the old trails of the Iroquois.

The American revolution found the Iroquois and Loyalists rallying around the great British Pro-Consul Sir William Johnson, and here may be answered an oft repeated question as to Pauline Johnson's name and Indian origin. People have asked was she descended from Sir William? The answer is no! Her family name up to this time was **Tekahionwake**. English people found the Indian names difficult to pronounce; the missionaries were converting the Indians to christianity, and Indians were adopting English names.

Pauline Johnson-Tekahionwake's great grandfather, Jacob Tekahionwake, was christened into the Anglican faith, Sir William Johnson standing as his godfather and giving him the name of Johnson. So his name afterwards was Jacob Johnson. Pauline always, except to her personal friends, used the name of Johnson hyphenated with her old family and tribal name.

After the Treaty of Versailles in 1783, the Iroquois nation found themselves in the same position as the loyalist Americans, defeated and homeless. They therefore decided to accept the Crown's offer of land in Canada. Here they came

and were granted fifty thousand acres on the Grand River near to what is today the city of Brantford. They were faithful allies of Britain in the War of 1812-14. Pauline Johnson-Tekahionwake's grandfather, John Smoke Johnson **Sakayanwaraton** (Disappearing of the Indian Summer Mist), fought with Brock at the battle of Queenston Heights. Her father, Chief George Martin Johnson (**Onwanonsyshon**) was born on the Grand River Reserve December 7th, 1816. Here he married Emily Howell's sister-in-law of the Anglican missionary. Miss Howells was the daughter of a Pennsylvanian Quaker whose family had emigrated from Bristol, England. Another member of this family was the well known American novelist, William Dean Howells.

Pauline Johnson-Tekahionwake was born March 10th, 1862, a member of the little group that embraces Roberts, Carman, Campbell, Lampman, Frederick George Scott, and Duncan Campbell Scott, all born within a year or two of each other. It was an era of poetry and of poetic endeavour. In the United States, Longfellow was writing his **Tales of a Wayside Inn**. In England, Browning was busy at **The Ring and the Book**. Christina Rossetti had just finished **Goblin Market**. Swinburne, then at the height of his fame, had written **Atlanta in Caladon**. Tennyson had just given the world **Enoch Arden**, and verses were coming from the pens of Adelaide Anne Proctor, George Meredith and William Morris.

Pauline, who was the fourth child of her parents, spent her childhood at Chiefswood. Here her father had built a beautiful estate with groves of walnut, stretches of elms and groups of sturdy oaks overlooking the winding Grand River. Her education was neither extensive nor elaborate, and embraced neither high school nor college, but she had acquired a wide knowledge through reading. Before she was twelve years old she had read Scott, Byron, Shakespeare, and such books as Addison's **Spectator**, Foster's **Essays** and Owen Meredith. Even as a child, she wrote verses that local critics asserted were of great promise. She was nearing her twentieth birthday when her first poem was accepted by a small New York magazine. **The Week**, founded by Goldwin Smith, was the first Canadian magazine to publish her verse. Charles G. D. Roberts, its editor, wrote her: "You are the original voice of Canada by blood as well as taste and the special trend of your gifts". Poems of hers began to appear regularly in **Harper's Weekly**, **New York Independent**, **Boston Transcript**, **Detroit Free Press**, and **Toronto Saturday Night**. Hector Charlesworth, who is connected with the latter, tells of making out a cheque for three dollars in payment for her most quoted poem: **The Song My Paddle Sings**. This theme song of all lovers of canoeing is unsurpassed in suggesting sensations of wind and stream, of the spirit of motion, of free life in the open, after a two stanza apostrophe to the West Wind, closing with:

Now fold in slumber your laggard wings  
For soft is the song my paddle sings.

We hear the poet lilting the inspiring song itself, opening:

August is laughing across the sky,  
Laughing while paddle, canoe and I,  
Drift, drift,

Where the hills uplift  
On either side of the current swift.

Pauline's real opportunity came in 1892 at a "Poetry Evening" in Toronto where Canadian poets read from their own poems. Of all the poets present she was the only one to be encored and recalled. The following morning the entire press of Toronto asked why this young writer was not on the platform as a professional reader? Editorially it was asked why she had never published a volume of her poems.

Frank Yeigh of Toronto arranged a series of recitals for her from which she was enabled to travel to England and spend the season of 1894 in London. John Lane, who was the manager of "The Bodley Head", a publishing house, accepted her poems and brought them out with the appropriate title **The White Wampum**. The book was greeted by an enthusiastic press, notably, **The London Athenaeum, Black and White, Edinboro Scotsman, Pall Mall Gazette** and **Westminster Review**, the latter quoted verses from **Moonset**:

Idles the night wind through the dreaming firs,  
That waking murmur low,  
As some lost melody returning stirs  
The love of long ago;  
And through the far, cool distance, zepher fanned,  
The moon is sinking into shadow land.

The troubled night-bird, calling plaintively,  
Wanders on restless wing;  
The cedars, chanting vespers to the sea,  
Await its answering  
That comes in wash of waves along the strand,  
The while the moon slips into shadow-land.

O! soft responsive voices of the night  
I join your minstrelsy,  
And call across the fading silver light  
As something calls to me;  
I may not all your meaning understand,  
But I have touched your soul in shadow land.

London drawing rooms opened their doors to Pauline Johnson and she was in a way "The Lion of the Season." No Canadian who went to London up to her time received quite so warm a welcome.

Returning to Canada, she toured the country for many years in poetic recitals. In 1903, the George Morang Publishing Company (Toronto) brought out her second book of verse. This she named **Canadian Born**. The book was so well received that the entire edition was exhausted within the year. It contains some of her best work: **The Legend of Qu'Appelle, The Riders of the Plains, The Quill Worker, Prairie Grey Hounds, The Train Dogs** and what some critics assert is her finest poem, **The Corn Husker**.

Hard by the Indian lodges, where the bush  
Breaks in a clearing, through ill fashioned fields,  
She comes to labour, when the first still hush  
Of autumn follows large and recent yields.

Age in her fingers, hunger in her face,  
 Her shoulders stooped with weight of work and years,  
 But rich in tawny colouring of her race,  
 She comes a-field to strip the purple ears.

And all her thoughts are with the days gone by,  
 Ere might's injustice banished from their lands  
 Her people, that today unheeded lie,  
 Like the dead husks that rustle through her hands.

**Age in her Fingers** means little if the reader is unaware that the North American Indian women show their age first in their fingers. The line "hunger in her face" is magnificently expressed.

Critics have long united in praising Pauline Johnson's lilting verse, her imagery and word picture painting. In none of her poems is this better shown than in her musical verses:

#### **The Trail to Lillooet**

Song of fall, and song of forest, come you here on haunting quest,  
 Calling through the seas and silence, from God's country of the west  
 Where the mountain pass is narrow, and the torrent white and strong  
 Down its rocky throated canyon, sings its golden throated song.

You are singing there together through the God-begotten nights,  
 And the leaning stars are listening above the distant heights,  
 That lift like points of opal in the crescent coronet  
 Above whose golden setting sweeps the trail to Lillooet.

Pauline Johnson is certainly not surpassed, if equalled, by any Canadian lyricist as an inventor of beautiful colour epithets and of picturesque, vivid, and compelling metaphors. They are to be found everywhere in her poetry. Consider these as examples: "Russet needles as censers swing to an altar"; "The sea weeds cling with flesh like fingers"; "Beaten gold that clung like coils of kisses love inlaid"; "The brownish hills with needles green and gold"; "O Love, thou wanderer from Paradise"; "Swept beneath a shore of shade, beneath a velvet moon"; "Like net work threads of fire". And this:

"Purple her eyes as the mists that dream  
 At the edge of some laggard, sun drowned stream."

So writes her old friend J. D. Logan of Halifax, author of that delightful book **Highways of Canadian Literature**.

And so the years of poetry and recitals followed each other until the spring of 1909. Then her health, never robust, failed her and she was forced to retire. Long had she desired a home, peace and quiet in which to write. Vancouver was her dream of all this. There the rest of her life was spent in a city whose interest and love she had known for years. She was now writing against time, and her pen was seldom idle. Here she wove the legends and stories of the coastal Indians into her very fine book **Legends of Vancouver**. Bernard McEvoy, who wrote the preface, said "Pauline Johnson has linked the vivid present with the immemorial

past. Vancouver takes on a new aspect as we view it through her eyes. In the imaginative power that she has brought to these semi-historical sagas, and in the liquid flow of her rhythmical prose, she has shown herself to be a literary worker of whom we may well be proud: she has made a most estimable contribution to purely Canadian literature."

She wove the story of her parents' romantic attachment into her **The Moccasin Maker**. She left the boys of Canada a rich heritage in her collected short stories which she named: **The Shagannappi**. Finally, she collected all her fugitive verse for a complete edition of her work. This was accepted by the Musson Company (Toronto). Naming it: **Flint and Feather**, she inscribed it to her old friend, His Royal Highness The Duke of Connaught, then Governor-General of Canada. When a little girl she had watched the ceremony that had made him Head Chief of her people the Mohawks. After one of her recitals in London in 1894, the Duke asked what had become of the scarlet blanket on which he knelt at Brantford 25 years previously, and was informed that it was the scarlet mantle which she had worn with her stage costume. In October, 1912, the Duke paid an official visit to Vancouver and learned to his sorrow that Pauline Johnson was dying of cancer at Bute Street Hospital. He at once arranged for a private visit to her sick bed. Pauline got a friend to unpack from her belongings the famous scarlet blanket and had it draped over the chair on which the Duke was to sit. There he spent half an hour chatting with her over old times, naturally, during the remaining five months of her life, this was a glorious memory to her. When she passed away in March 1913, one of the first telegrams of regret came from Rideau Hall.

Ernest Thompson-Seton writes of Pauline Johnson: "If ever the spirit of Wetamoo, the beautiful woman Sachem, the Boadicea of New England, ever came back, it must have been in Tekahionwake the Mohawk. The fortitude and the eloquence of the Narragansett Chieftainess were born again in the Iroquois maiden. She typified the spirit of her people that flung itself against the advancing tide of White encroachment even as a falcon might fling itself against a horde of crows whose strength was their numbers and whose numbers were without end, so all his wondrous effort was vain".

Wilson MacDonald, one of our younger poets of today, lays this chaplet on Pauline Johnson's tomb:

"She sleeps betwixt the mountain and the sea,  
 In that great Abbey of the setting sun;  
 A princess, poet, woman—three in one;  
 And fine in every measure of the three.  
 And when we needed most her tragic plea  
 Against ignoble paens we had won,  
 While yet her muse was warm, her lyric young,  
 She passed in realms of purer poesy.  
 Tonight she walks a trail past Lillooet,  
 Past wood and stream; yea, past the dawn's white fire.  
 And now the craft on Shadow River fret  
 For one small blade that led their mystic choir.  
 But nevermore will night's responsive strings  
 Awaken to the "Song her paddle sings".

J. D. Logan, her friend, writes: "As a woman, Pauline Johnson was a rare and beautiful spirit. As a poet, she was, of all Canadian poets, the most pervasively true to her Canadian origin and habitat. She is not to be given always the status of Lampman, Carman or Duncan Campbell Scott; yet to her unquestionably, belongs a place beside these Canadian singers. Her poetry has a magic of music and colour of lovely lawns and lovely grey-eyed and tawny dusks and clear ecstatic morns, which were all her own. She was indeed a "Mohawk Warbler" and her songs are:

Free and artless as the avian lays  
Heard in Canadian woods on April days.

No member of Canada's fighting forces in the late Great War enjoyed more prestige than that modern Galahad of the trenches, Canon Scott, now Archdeacon of Quebec. In a recent letter to the writer he paid the following tribute to his sister poet of that famous group of the sixties: "I first met Pauline Johnson when staying with Duncan Campbell Scott in May 1895. The little group of poets which, in those days, was called "Later Canadian Poets" was to give readings from their poems in the Normal School on May 17th. Pauline Johnson came to dinner at the Scotts. She had asked if she might come in her buckskins, but it was decided that she should postpone getting into her Indian attire until after dinner. She was to read her poems in costume. It was a bitter disappointment to me that this arrangement was followed, for as I told them at dinner, I should have loved to have been able to boast to my grandchildren in my old age that I had once taken a lady to dinner in her buckskins. Pauline had a delightful musical voice, and when she read her poems of wild nature, they seemed to be the utterance of nature itself.

"I met her next time in Quebec when she gave some readings in Tara Hall. Here, too, she made a great impression upon her hearers. Her dramatic power and absolute sincerity, coupled with the romance of her origin, marked her off from the ordinary poets of Canada. I did not see her again until I visited her in hospital in Vancouver, not long before her death. The same cheerful and patiently enduring spirit which had characterized her life had now taken on a deeper note, and I remember that, as we sat talking to her, I was filled with admiration at the way in which she was preparing to meet the inevitable end.

"The memorial stone which guards the resting place of her ashes in Vancouver will always be a sacred spot to all who love courage and purity of womanhood. In her, it was coupled with a marvellous gift of song, like the swan cry of her noble race which has yielded the plains and mountains of its ancient home to the advancing tide of a people who looked upon the new world from a wholly different point of view. I feel sure that the name of Pauline Johnson will always have a special and honoured place in Canadian literature. It will always be a matter of pride and satisfaction to me that I had the privilege of knowing her".

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The free people are parking their Democracy for the duration, sacrificing liberty to beat an enemy who has murdered liberty.

F. C. Mears

## TESTING AND MARKING

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**J. W. Perks, B. A., Assistant Superintendent of Schools, Montreal**

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A necessary preliminary step to the adoption of the enterprise way of teaching and a desirable perception in any case is a clear understanding of how the pupil's ability should be tested and his progress marked in the elementary school.

The policy of deciding a pupil's success or failure—of rating his achievement, of classifying him as excellent, very good, good, fair, or unsatisfactory—on the results of formal examinations held at certain intervals is no longer defensible. Under practical classroom conditions, the examination as we have known it in any subject can, at its best, scan only a small cross-section of the child's real ability in that subject and can be repeated at short intervals. In practice, however, its recurrence is likely to be infrequent. For the reasons that it measures but a small portion of the pupil's ability and that it does so intermittently and often infrequently, the examination offers no comprehensive, constant means of gauging the pupil's accomplishment.

The logical substitute for an examination given to the whole class is an intimate knowledge on the part of the teacher of each pupil's ability and attainments. This close acquaintance with the pupil's worth and work was not always possible in very large classes, and the more or less formal examination was a simple if somewhat inadequate means of remedying the deficiency. However, even in large classes, capable teachers, after a few weeks' work with their pupils, have found it quite possible to rate them individually; in our smaller classes of the present day the practice is even more feasible. Such a rating calls for the exercise of two qualifications which we expect every teacher to possess, namely, observation and judgment. These qualities of the teacher's ability receive continual practice within the classroom every day. They are evident in his teaching, and discipline, as well as in the ratings he assigns to each pupil on the report card in the various aspects of citizenship. It is altogether reasonable that these qualities be applied to the pupil's work in any subject. They are in fact so applied now. The discontinuance of the examination for rating the pupil's achievement will merely bring the exercise of these qualities of observation and judgment to its logical conclusion in the form of a recorded estimate. This may be stated as a per cent or, better still, as a letter indicating excellent, very good, good, fair, or unsatisfactory progress.

A wide variety of activities is now regarded as important in the study of any subject or related group of subjects. For instance, in the consideration of Geography, such factors as library research, intelligent discussion and reporting, map reading and map making, suitable dramatization, modelling, construction, and the collection and arrangement of appropriate samples, take substantial places. Significant in the study of arithmetic are measuring, comprehending and calculating distances, amounts and areas, and applying number concepts sensibly in social situations. In many such undertakings, the pupil's success is not susceptible to appraisal by an examination. It can be evaluated only on the basis of observation applied directly as the activities take place and not through an inter-

mediate agent—which the examination really is. The teacher is the only, and, one may say with confidence, the most reliable, means of making this first-hand assessment of the pupil's worth.

In point of fact, the examination is a somewhat artificial medium for gauging accomplishment, and one which is rarely tested by this means in real life. The worth of men and women in practically all occupations is, of course, being examined constantly. But their worth is computed in the light of their continuous contribution to whatever job they may be engaged in and on the basis of the observation and judgment of leaders who are in daily contact with them. If the school is to be a part of real life as well as a preparation for it, desirable features of real life should be incorporated in its practices.

Nothing in the foregoing should be construed as condemning the use of tests. Indeed, lest teachers be misled into neglect of their use, it seems wise to stress the fact that testing is an indispensable feature of good teaching which suffers in proportion as testing is neglected. But its purposes should be clearly understood. It is first and foremost a part of the **teaching** and not of the **marking** process. As a feature of the teaching procedure, its purposes are to diagnose and remedy. In each of these respects its implications are twofold. As a diagnostic agent, it locates weaknesses in the pupils' knowledge or skill, but it should just as surely indicate what important phases of a topic or subject the teacher has inadvertently neglected or failed to teach adequately. As a remedial factor, it should provide a pointed opportunity for each pupil to correct his errors and, by sustained effort if necessary, overcome his weaknesses, but it ought just as directly to suggest to the teacher what fundamentals he must re-teach and to whom he must re-teach them.

Four corollaries follow logically from the preceding statements. 1. Although tests should be informal in construction and presentation, they ought to deal only with the fundamentals of any subject and not with its trivialities. 2. Tests will necessarily be varied in form, depending upon what is to be tested. If they are oral, they may diagnose and remedy the pupils' ability to read aloud. If they are to examine and improve the children's factual knowledge, they may be of the "new" type. If intended to teach the pupils how to describe or relate accurately, or express an opinion vigorously and concisely, they may take the essay form. 3. Each pupil must be given the opportunity of checking, discussing, and correcting the mistakes he has made. In an oral test, this can, of course, be done while the test is in progress. After a written test, in order that he may perceive his errors, each pupil should have his paper before him while the examination is being corrected and discussed in class. 4. While each pupil's test may be marked (preferably by himself) in accordance with his achievement, one must remember that the mark is merely an indication of what the pupil has accomplished in a small cross-section of his work. May we remind ourselves that testing is a part of the **teaching** and not of the **marking** process. When it becomes the means of securing a mark for the pupil it is exceeding its function.

It is hoped that the teacher's judgment of a pupil's daily work will reduce the record of marks to its simplest form. An array of marks accumulating from various tests, totalled to create the final appraisal of the pupil's progress in each separate subject, should disappear. The teacher may, of course, be expected to

record his estimate of the child's ability in each subject, but a letter representing excellent, very good, good, fair or unsatisfactory should be sufficient for this purpose. Such a letter will constitute the teacher's judgment of the sum total of the pupil's accomplishment in the various activities through which he has contributed to a study of that particular subject. But his worth in each separate activity need not be entered piecemeal, and the letter recorded need change only as the teacher sees evidence of deterioration or improvement.

A number of teachers with confidence in their own powers of observation and judgment have already adopted the procedure of appraising and marking indicated in the foregoing paragraphs and, with the help of their principal, inspector, and supervisors, have successfully applied it. There is every reason to believe that, with suitable encouragement and guidance, this can become the accepted practice in the elementary schools.

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### NATIONAL BUILDINGS RECORD

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No material things in Britain have suffered so heavily from air-raids as buildings. Unlike other works of art, which can be stored in comparative safety, the architectural treasures of a country can neither be removed nor protected. But at least it is possible to preserve records of their design in drawings or photographs.

Before the War, lists and records of such buildings had already been drawn up for some localities, and ancient monuments all over the country were protected by an Act of Parliament. The Royal Commission on Historical Monuments for England published reports dealing with pre-Georgian architecture in several counties and the London Survey Committee recorded all buildings up to 1800 in certain parts of London. But no detailed architectural record for the whole country existed.

To meet this need the National Buildings Record came into being. In November 1940, when bombs were raining on London, Coventry, Bristol, Southampton, and Plymouth, the President of the Royal Institute of British Architects summoned a conference of societies and public bodies, lay and ecclesiastical, and the National Buildings Record was set up. The Minister of Works and Buildings took an active interest in the scheme and obtained a Treasury grant to assist in launching it. The grant is sufficient to keep the central office going, while work in the localities is organized on a voluntary basis. The engagement of professional photographers has been made possible by American generosity.

The task of the National Buildings Record is to produce a complete record of English architecture. This involves three distinct operations. Firstly, it has to obtain a list of the buildings in each district which are worthy of note. Secondly, it has to bring together and classify existing records, public or private. Thirdly, it has to send artists or photographers to buildings not yet recorded, and often in imminent danger. This last proved in practice the most urgent, and sometimes the photographer arrived a day or an hour too late. In many cases photographs exist of the same building both before and directly after an air attack.

Meanwhile in parts of the country less subject to air attack the work of the Record goes steadily forward. Local committees, representing the various public bodies, and individuals possessed of special skill and knowledge are preparing lists of the buildings of value in their districts. These may be churches or manor houses, farmhouses or cottages. With the help of artists and photographers their architectural riches will be shown to the world and their memory preserved for posterity.—*Britain Today*, No. 71.

**EXTENSIVE ENGLISH IN PRACTICE****C. Wayne Hall, M.A., Supervisor of English**

The present literature course in the Protestant schools of Quebec is designed for the extensive method of teaching. Although this course has been in force for nine years, its possibilities have not been fully realized in many schools. In some cases, meagre libraries prevent the best work. In others, the staff does not completely understand extensive methods or is not in sympathy with the new approach to literature. In a few instances, teachers are not sufficiently familiar with the field of literature, or are too heavily laden with work, to do their best when extensive methods are applied. Teachers of English in Quebec may find a certain consolation in the fact that they are not alone in their difficulties. In a report on the type of instruction in New York, Dr. Dora Smith states that: "Intensive reading of a single selection by all members of the class in common is still the major procedure." Dr. Smith continues, however, by showing that extensive methods with broad units of work are in use in about fifteen percent of the schools there. Her conclusion points to the fact that the more extensive procedure is not only workable but produces outstanding results.

Extensive teaching of literature is not skimming. As a rule, little time is spent in class discussing trivial details, but a book is examined more thoroughly as a whole, and attention is focused on what the book achieves and its place in literature rather than on obscure references or details of the author's life. The spirit of the book is emphasized. An understanding of the class of literature it represents is sought instead of an appreciation of one isolated book.

Methods of teaching can be considered only in the light of the objectives of the course. In the survey of the teaching of English in New York, the following question was asked: "How far does the programme develop in pupils such standards of appreciation and taste in the directing of their own reading as are exercised by intelligent adults of average culture or better?" Each teacher's answer to this question might well serve as a basis for rating his own methods in literature. In extensive English, the teacher aims at appreciation through understanding. In the first place, he must make certain that the pupil gets meaning from his reading; otherwise, nothing will be accomplished. Then the teacher must see that the pupil understands the type of literature with which he is dealing. Without such understanding, there can be no real attempt at evaluation of the books which are read. The next aim is appreciation through broad experience in reading and familiarity with books. The particular text in hand is to be regarded as one example only. In successful classes, constant reference will be made to similar material, and the pupils will be surrounded with a wealth of reading matter. A final aim of extensive English is appreciation through enjoyment. The course must be alive and stimulating. There is no place for a drab repetition of lesson types or material. The teacher must deliberately attempt to catch the interest of the class; to do this he must see that each lesson is fresh. In one of his essays, Hazlitt writes: "If my life had been more full of calamity than it has been, I would live it over again . . . to read the books I did in my youth." Teachers of literature must strive to develop this attitude in each pupil.

If extensive work in literature is to be done, the present course must be regarded as the minimum rather than the maximum requirement. In Grade VIII,

for instance, most of the books are of the romantic adventure type. Consequently, the major part of the year's work is an examination of this kind of writing. Romantic literature will be illustrated through the reading of the prescribed texts; but the whole field of adventure story is the assignment, and material will be drawn from this entire field by the resourceful teacher. In order to have the pupils understand what they are reading, the teacher must give direct instruction concerning this type and the ways in which it differs from others, such as realistic and naturalistic literature. Louis Cazamain states: "It is rightly felt that, if the student of literature is to be capable of an intelligent appreciation, he must go beyond the passive enjoyment of what he reads; he must be instructed, partly at least, in the mysteries of the art." Grade VIII pupils should thus be made to realize that romanticism deals with the imaginative, the adventurous, the ideal side of life; that it prefers the unusual and picturesque setting of distant time and unfamiliar place; that the characters are endowed with unusual wickedness, unusual nobility, unusual strength; and that the plot holds the reader with suspense, mystery, narrow escape, and victorious fight against great odds. Pupils will visualize the typical hero, the heroine, and the stock villain. To do this successfully, they should become familiar with outside material, either through the teacher's presentation or by individual reading. The teacher would be well repaid if he were to have the class read one or two cantos of **The Lady of the Lake** after they complete **Kidnapped**. Parts of **Ben Hur** could be used in conjunction with **Fire and Darkness**. A whole enterprise could be developed around the romantic tales and poems of the days of Queen Elizabeth and the Spanish Main while the class is reading **Amyas and Ayacanora**. Many of the broader characteristics of romanticism will be revealed through class discussion. However, if these are to be fixed in the pupil's mind, note books should be kept. In this way, the real course, with its emphasis on literature and not on a few particular books, will be built up.

When a teacher realizes that the course concerns itself mainly with the attitudes which pupils develop towards literature and the effect which it has on the pupils, he will see that many of the accepted classroom exercises are of little avail. Long, laborious English assignments do the very thing which they are intended to counteract; they stifle all love for reading. A pupil may really appreciate a certain story. He may be thrilled with the development of the plot and associate himself with the hero in his struggle for the right. But if the story is used only as a starting point for a tedious set of character sketches, plot resumés, and drill on the period and setting, all is soon lost. Certain exercises must be assigned to assure pupil development, but these exercises should be diversified and appealing. They should stimulate further reading and research, allow a pupil to express himself in writing, drawings, dramatics, and oral work; they should invite the pupils to read interesting extracts to the class, initiate and lead discussions, construct charts, build models, and prepare displays. Exercises should meet the individual needs of the pupil and foster his individual development in literature. Above all, the teacher should see that exercises are held down to the minimum instead of straining his ingenuity to eke out one more assignment before leaving the book.

In general, any method which will further the interest of the pupil will be good. Once a real enthusiasm has been aroused, most of the work will be carried

willingly and even eagerly by the pupils. However, there is one warning. Some teachers might hold the attention of the class by reading an entire book to them; but this would completely overlook one of the objectives of any course, that is, pupil development. Listening to a story which is well presented may prove very enjoyable, but it is entirely passive. The pupil may appreciate the story, but he is not being trained to cope successfully with another by himself. He learns only how to sit attentively while the teacher reads the next one. Sections of the novels on the course and of outside books should be read to the class by the teacher or enthusiastic pupils. This would emphasize certain points and stimulate further interest. However, the major part of all books except those of poetry and drama should be done independently.

Independent pupil reading does not imply a free period for the teacher. Each lesson must have a specific aim, such as the teaching of an underlying principle in literature, practice in understanding character from action, appreciation of a fine descriptive bit, or enjoyment of good narration and well-handled dialogue. Such lessons will draw on the text in part, but will require certain outside work as well. While the class is reading a book, the teacher is giving instruction which explains the kind of literature with which the pupil is dealing and furthers his interest in it.

Perhaps the approach to extensive teaching in literature will be made a little clearer by a consideration of methods which are used in other subjects. In mathematics, for instance, a certain principle is taught and pupils are expected to apply it in solving problems. The final result should be ability to do examples of a particular kind whether they are found in the class text or are taken from some other source. The same applies to the extensive course in literature. The Grade VIII pupil must not only understand the characters and action in **Queen and Cardinal** but, through his work in this book, must be fitted to handle other adventure stories independently. In history, the facts of a certain period are presented and discussed in some detail. The purpose of the lesson is an appreciation of a general principle, which could be illustrated just as easily from other events, and an understanding of current affairs. In the same way, in literature, while parts of a book may be examined at considerable length, the attention of the class must not be held down to detail. The lesson has served its purpose only if it helps the pupils to a better understanding of another book.

The general method in extensive English is well summed up in the following paragraph from **Evaluating Instruction in English**: "A major end of instruction in literature is to ensure the gradual development among boys and girls of increasing satisfaction in better and better books. Training in recognition of what qualities differentiate a good book from a poor one is fundamental to such a programme. It involves the use of a wealth of books old and new, recognized by literary tradition and not recognized by literary tradition, suited to the interest and capacities of adolescent boys and girls. It necessitates stress on all types of reading such as fiction, drama, essays, poetry, informative prose, and the like. It demands classroom reading of recognized materials capable of demonstrating values and ample opportunity for individual browsing and choice, with evaluation in terms of the standards thus set up. Considerable use of current materials is indispensable for this purpose and an acquaintance with recognized sources of review of recent and forth-coming materials".

When this is applied to the teaching of Macaulay's **Essay on Clive**, for instance, the teacher realizes that he should begin by interesting the pupils in biography. Preliminary work might consist of the reading of extracts from such well known biographies as Maurois' **Disraeli**, Strachey's **Victoria**, and Boswell's **Johnson**. The pupils should make a collection of illustrative anecdotes about famous people and discuss the characteristics which they reveal. This could be followed directly by the class reading of the first part of the essay. Introductory material is not needed for this particular book. The first section gives a satisfactory background to Clive's early life, and the life of Macaulay is not required at this stage, if at all. Pupils will be interested in the account of Clive's brief and rather unsatisfactory education. This might be made the basis of a discussion about the relation between success and education, and each pupil could be asked to report on the education of some famous person. The teacher should then supply some information about the East India Company at the point where Clive leaves for India, but the pupils should be expected to read about his early experiences there by themselves. A clear blackboard map should be drawn so that the class can locate the various places in India at a glance. This will further the enjoyment of the pupils, because parts of the book which might otherwise be confusing will be made clear to them. From this point on, there should be little attempt to keep the class together. Instruction should become individualized. One pupil might be asked to read about the life of Napoleon and draw comparisons between his victory over Italy at the age of twenty-eight and Clive's victories at Arcot and Plessis. Another pupil might require direct assistance in his reading until he is able to cope with Macaulay's rather heavy style. But class periods will not break down entirely into individual work. One day, a discussion of the dramatic sections of the book might follow a class reading of some of these special parts. Another class lesson might concern itself with the progressive revelation of Clive's character, since each pupil can contribute something from what he has read. The entire class will be prepared for Clive's final home-coming by stories about the typical **nouveau riche**. Characteristics of good biography will be discussed and applied to the **Essay on Clive**. Pupils will be made familiar with such current terms as **eulogistic biography**, **debunking biography**, and **pseudo-scientific biography**. Finally, reference must be made to the formal essay, since, as the title indicates, the book is actually an essay rather than a biography. This approach to the text should deliberately be kept until the class has almost completed the work, because a study of the formal essay, as such, will not be a direct method of stimulating interest in fifteen-year-old pupils. Methods must vary from school to school and from class to class if the work is to be successful. However, it can safely be concluded that a teacher should never assign the writing of a chapter by chapter outline, or drill the class on obscure references and details. **It is not the life of Clive which should be taught but a love of literature through the medium of this particular book.**

There are two special difficulties which this method always creates. One is the problem of the fast reader. He should be expected to do outside work of an interesting nature, but must never be allowed to feel that he is being penalized for completing the book quickly. He might be referred to Macaulay's **Warren Hastings** or Trevelyan's **Life of Macaulay**. He could prepare a debate on one of the arguments which the story of Clive's life will provide. Material from

magazines and encyclopedias, and such books as Henty's **With Clive in India** should be at hand to encourage the construction of models and the planning of illustrations. The slow reader presents a more perplexing problem. It is advisable to give him direct assistance with some of the difficult sections rather than allow him to develop a distaste for the book. For the same reason, it might be wise to excuse him from the reading of a few of the less interesting sections of the book, such as the part which describes the political troubles in England. He will not become an enthusiastic reader by wading through such material.

The work in poetry should be spread over the entire year. It might be well to devote two weeks to it after the reading of each of the prose books. In this way, appreciation will be developed gradually, and better attitudes towards poetry should result. The typical pupil is not able to digest the richness of a concentrated six-week course in poetry. Much of the work will be done independently by the pupils but, naturally, there will be a far greater amount of oral reading than in the prose selections. A pupil might be asked to choose a poem which appeals to him and present it to the class. If he makes careful preparation for the reading, he will discover most of the value of the poem for himself. Occasionally, the teacher should consider a poem in close detail with the class. This will reveal the fine artistry of poetry and help the pupils to a better appreciation of other poems. Progress will be more encouraging if poems of the same period or type are considered together. Thus, appreciation of the lyric might be developed by concentrating an entire two weeks upon it. General characteristics of the type should be noted; a few lyrics should be studied in detail, and a great number should be read to the class by the teacher or by pupils who have made special preparation. The work would be largely on lyrics to be found in the class text, but it should certainly not be limited to this selection.

The chief objective of the work in poetry is to develop the pupil's taste to such an extent that he can distinguish poetry from mere verse. This requires familiarity with a few of the technical terms which are used in commentaries. In determining which of these to introduce to the class, the teacher must use his own judgment. For instance, pupils should recognize onomatopoeia and assonance, but they should not be expected to distinguish between masculine and feminine rhymes.

Books which are handled in class should ultimately be related to the whole field of literature and be rated by certain standards. They should be discussed in the light of very broad statements about literature in general. The class could consider the validity of such a statement as the following and, from it, try to determine the value of **The Essay on Clive**: "Fine literature has the power to stimulate thought, to arouse emotion, to kindle imagination, and to survive." Or the following might be discussed: "The true purpose of all literature is the conveyance of some intelligible thought, feeling, or mood from one person to another." Background for these lessons will be found in such books as **The Teaching of Literature in the High School Grades** by Smith, **The Study of English Literature** by Cowardin and More, **The Rudiments of Criticism** by Lamborn, **Understanding Poetry** by Brooks and Warren, and **The Appreciation of Poetry** by Gurrey. The first of these books is a Gage publication; the others are obtainable from Clarke, Irwin and Company.

It is the duty of the teacher to broaden the contact of the pupil with litera-

ture and, by so doing, to develop in him a lasting appreciation of worth-while reading. If this is accomplished, all other objectives in the teaching of literature should easily be realized.

### YESTERDAY, TO-DAY AND TO-MORROW

There is an old saying that history repeats itself, which is true in a general if not in a particular sense. Exact situations may not be reproduced but there may exist a close analogy between events in one period of history and those in another.

More interesting than the situations themselves are the reactions of people to them and it is the knowledge of these reactions that creates confidence or awakens despair, with the recurrence of somewhat similar events.

Europe is in a troubled and parlous state to-day. Many people are fearful of what the future holds for that continent and the world. They talk as if history offered no analogy which might strengthen and encourage their faith. They forget that in the early years of the nineteenth century a much greater genius than Adolf Hitler was fast reducing Europe to a state of vassalage to his power. It is doing too much honour to Hitler, however, to compare him with Napoleon Bonaparte. Hitler trusts to brute force alone while Napoleon employed the resources of a military genius of the highest order.

The successful campaigns of Napoleon had brought many of the states of Europe to his feet. But across a narrow strait lay England, without whose conquest his great campaigns could never achieve their ultimate goal. England knew her danger and also realized that the future freedom of the people of Europe was linked with her survival. Strong in the sense of her high destiny England calmly faced the crisis.

In 1804, William Pitt, the younger, delivered a remarkable address in the House of Commons which contained the following words:

"I need not remind the House that we are come to an era in the history of nations; that we are called to struggle for the destiny, not of this country alone, but of the civilized world. We must remember that it is not for ourselves alone that we submit to unexampled privations. We have for ourselves the great duty of self-preservation to perform; but the duty of the people of England now is of a nobler and higher order. We are in the first place to provide for our security against an enemy whose malignity to this country knows no bounds; but this is not to close the views or the efforts of our exertion in so sacred a cause. Amid the wreck and the misery of nations, it is our just exultation that we have continued superior to all that ambition or despotism could effect, and our still higher exultation ought to be that we provide not only for our own safety, but hold out a prospect to nations now bending under the iron yoke of tyranny, what the exertions of a free people can effect; and that, at least in this corner of the world, the name of freedom is still revered, cherished and sanctified".

That measure has a very familiar ring in these days. We have heard very similar words from the present Prime Minister and the reaction of the English people has been like that of their forebears more than a century ago. "We shall not flag or fail".

Eleven years after William Pitt made his speech, Napoleon went down to defeat at Waterloo. We are convinced that in a much shorter time the power of Adolf Hitler will be broken against an embattled England and the world delivered from threatened thralldom to a dark and murderous régime.

## THE BATTLE OF THE RESTIGOUCHE

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So dramatic were the closing events of the struggle between the French and English in the neighbourhood of Quebec that many writers of Canadian history textbooks have failed to give any place to other important events that took place elsewhere about the same time. Among these events the battle of the Restigouche is, perhaps, the most interesting and is certainly not the least picturesque in its circumstances.

Following the battle of Ste. Foye, when the British were driven back into Quebec and that city was placed in a state of siege, both French and English knew that the outcome would largely depend upon the relief that was on its way from the mother countries. Would the first ships to arrive be French or English? Who would win the race to Canada?

From the citadel of Quebec and from the cliff above the Anse des Mères, anxious eyes strained down the river on those spring days of 1760. On the morning of the ninth of May the masts of an approaching vessel were seen above the tree-tops on the south shore of the Island of Orleans. She displayed no colours and the excitement among the watchers must have been intense. At length, as the ship rounded the end of the island, the Union flag of Britain broke from her masthead. She was the **Lowestoff**, the first vessel of an English fleet which was on its way up the river. The sight utterly discouraged the French under the Chevalier Levis who raised the siege and retired to Montreal where the final surrender of New France was made.

What happened to the French relief ships that did not reach Quebec? The answer to that question affords the background of the battle of the Restigouche.

On April 10th, 1760, a small flotilla left Bordeaux bound for New France. It was composed of a frigate, **Le Machault**, with nine guns and one hundred and fifty men, and five merchant vessels loaded with provisions and arms and carrying four hundred men. The names of the vessels were **Le Bienfaisant**, **Le Marquis de Malauze**, **La Fidélité**, **Le Soleil** and **L'Aurore**.

On reaching the Gulf of St. Lawrence about a month later, the commander of the flotilla learned from an English boat seized there that a British fleet of five or six vessels, under command of Vice Admiral Colville, had already entered the river. The French at once decided not to follow but to direct their course into the Baie des Chaleurs and to remain there in hiding, as they hoped, until they received instructions from the governor regarding future movements. They sailed slowly up the bay for three days and on the fourth found themselves in fairly shallow water about twenty miles from the rapids of the Restigouche. The Sieur St. Simon was dispatched to ask the advice of the governor, Vaudreuil. The men from three vessels disembarked and constructed a battery on Pointe à la Batterie and placed a small post on Pointe à la Garde. A camp was made between the two points.

The French commander, La Giraudais, then sent a small schooner down the Bay to see if there were any indications that the English were lurking about. It

was now June and the country was becoming very beautiful as the spring foliage gave place to the richer hues of summer. Most of the month passed without any adverse report being brought back. The French may even have begun to think of making a dash back to France. Then on June 24th came the bad news.

The scouting schooner returned with word that a formidable fleet of British war vessels was already in the bay. This consisted of the **Fame** (74 guns), **Dorsetshire** (70 guns) under Captain Campbell, the **Achilles**, (60 guns) under Captain Samuel Barrington, the **Repulse** (32 guns) with Captain Allen and the **Scarborough** (20 guns) with Captain Scot. The fleet was in command of Commodore the Hon. John Byron who flew his flag on the **Fame**. Commodore Byron was the grandfather of the famous poet.

It was learned later that the discovery of the whereabouts of the French fleet was due to some Indians of Mirimichi and Richibucto who had seen the vessels and carried the news to Louisbourg.

Commodore John Byron was well-known to British sailors who had named him "Foul-weather Jack" because ships under his command so persistently met with bad weather.

The **Fame** was some distance in advance of the main fleet and, as she neared Pointe à la Batterie, found herself compelled to move very slowly and carefully because the channel was narrow and the water so shallow. The delay gave the French time to land supplies and also move their smaller vessels further upstream.

La Giraudais sank some small boats in the channel off Pointe à la Batterie and left the post in charge of his second in command, Sieur Donat de la Garde, while he tried to move some of his vessels still higher up the river.

The difficulties that Commodore Byron faced are clearly shown in the letter that he wrote later to Admiral Colville describing the action: "We got the ship (**Fame**) within three leagues of them (the French) and the first Battery. The next day in running up to them we got aground when I thought we should never have got off again. The enemy, seeing us in that situation, I have since learnt, were coming down to board us, but thought better of it. After nine or ten hours work we got off. The next day our ships appeared. The **Repulse** and **Scarborough** joined me but the former got aground in doing it and lay some hours. The **Achilles** and **Dorsetshire** remained four or five leagues below us. We went up with two frigates to the first Battery, but we were all aground a dozen times before we could accomplish it."

The guns of the **Fame** soon silenced the French battery at the point and the British landed a raiding party which destroyed about two hundred houses.

The French now only sought to effect a delaying action in order to allow the landing of as many men and goods as possible from their ships. These ships were located in a wider reach just beyond a narrow stretch of the river. The French placed small batteries on both sides of this narrow section, probably at Point Duncan (N.B.) and Pointe à la Mission. These carried on a cross fire menacing the approach of the British vessels.

While the **Fame** had to remain off Pointe à la Batterie, Commodore Byron sent some men forward in an armed schooner. These, however, were subjected to such heavy fire that they had to retire. Byron then warped his smaller frigates upstream until they were able to fire broadsides at the French post on the point

which compelled its defenders to withdraw. He then turned his attention to the French ships.

The first ship attacked was **Le Machault**. There was a brisk interchange of fire between her and the **Scarborough** and **Repulse**, in which the masts and rigging of the latter ship were considerably damaged. But the French vessel was more seriously affected and her powder began to give out. La Giraudais, her commander, evacuated his men and the vessel was set afire. A little later, **Le Bien-faisant** burst into flames.

The action had now passed the decisive stage. The best that the French could hope was to save as many of their men as possible. They could do nothing more for the ships, all of which were soon either burned or sunk.

In his report Commodore Byron states, in reviewing events, "The French say that they have lost at least two hundred thousand pounds besides the settlements totally ruined. Out of another store ship we got sixty-two English prisoners and they set her on fire with her whole cargo on board; unfortunately in her we lost six of our own people. The French had about thirty killed and wounded; we had only four killed and nine or ten wounded, excepting those lost in the ship. I have sent the **Repulse** to Halifax to refit, as her mast, hull and rigging are much shattered . . . I take this opportunity of sending your Lordship (Lord Colville) this by Captain Wallis, who had heard of these ships and was coming up the Bay as we were going down."

This was the end of the Battle of the Restigouche but many of the men from the French ships, together with their commander, La Giraudais, were still at large in the region at the head of the Baie des Chaleurs.

When the capitulation of New France was made by Vaudreuil, it required the surrender of all French forces in the country. But word regarding the situation had to be carried to the little group of Frenchmen on the shore of the Baie des Chaleurs. Regarding them, Amherst wrote to Murray:

"Having been informed that the French Troops which landed in the Bay des Chaleurs were still to the number of 300 or nearly that at Restigush, I have applied to Mr. Vaudreuil for an order from him to the Commanding Officer of those troops to comply with the terms of the capitulation; this order I have obtained and I sent it with the French Officer who is to see the order executed on the part of Mr. Vaudreuil, and I ordered a Field Officer, two captains, four subalterns and 150 men from Quebec to embark and proceed to the Bay des Chaleurs . . . Troops are to be conveyed to Rochelle in Old France (Amherst to Colville, 15th Sept. 1760).—The Marquis of Vaudreuil has appointed an Officer named Catalogne to go with his orders to the Officer commanding in the Bay des Chaleurs . . . The Field Officer will take an exact list of the names of the Officers and Men, which is to be signed by the several officers certifying that they are not to serve during the present war . . . If these troops may have been supplied with vessels to carry them off, the Field Officer will in that case make a very close search to take any artillery, ammunitions, etc., they may have left behind them and will return to Quebec."

The execution of this order was entrusted to Major Elliott who left Montreal on September 13th with thirteen officers and one hundred men. It is interesting to know that the voyage was made in the **Repulse** which had proceeded to Mont-

real after she had been repaired, following the battle. So the **Repulse** returned to familiar waters.

No difficulty was experienced. Major Elliott stated his mission and presented a letter from Vaudreuil which La Giraudais at once recognized. The small group of French officers and men laid down their arms and in due course were repatriated to France on parole for the remainder of the Seven Years' War.

In a park near the Post-office in Campbellton, N.B., (named after Captain Campbell of the Dorsetshire), a commemorative plaque bearing the following inscription has been placed by the Historic Monuments Commission: "Battle of the Restigouche. In the Spring of 1760 a small French squadron sent for the relief of Quebec, under the command of the Sieur La Giraudais, took refuge in the river Restigouche. With the aid of shore batteries it sustained an attack from an English squadron, commanded by Commodore Honourable John Byron—Foulweather Jack—from June 27 to July 9 and was completely defeated. This was the last naval battle of the Seven Years' War in the waters of North America."

On still, bright days the traveller may even yet see the timber of some of the old French ships resting on the sandy bottom of the Restigouche river.

Fifty years ago, the monks of the Capuchin Order established a mission to the Indians who still live in the neighbourhood of Pointe à la Garde and built a monastery near the site of the old battle. Some of the monks became very much interested in the history of the region, particularly as it related to the old French boats which they could see whenever they rowed in the river. They finally decided to make an attempt to raise one of them and bring it ashore.

They succeeded in recovering many of the timbers of the **Marquis de Malauze** in 1939 and attempted a reconstruction of the vessel, sunk after her brave fight over one hundred and eighty years ago. Part of the shell of the old boat, its oak timbers well preserved, now rests beside the monastery. The monks are also making a collection of old guns, weapons, tools, cannon balls and other interesting relics of the Seven Years' War in this country.

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## STATE AID FOR SECONDARY SCHOOL PUPILS IN BRITAIN

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Forty years ago between five and six thousand children were being assisted to proceed from Elementary School to Secondary School. That five thousand has increased to nearly a quarter of a million. Similarly, the standard of the schools has gone up steadily. In the early days many of the schools had practically no post-School Certificate work or, as it then was, post-Matriculation work. Increasingly they are now providing courses, and more and more pupils are taking advantage of them. At the end of the last war there were only 127 recognized Sixth Form Courses. By 1925 there were 475 such courses and they have increased steadily since. This development undoubtedly is due to the fundamental fact of public control, carrying with it proper financial provision both for buildings and maintenance, making possible regulation of age and conditions of entry, developing advanced work, and, above all, building a body of teachers better educated, more generally interested in their work, and with fuller opportunities for learning the technique of the profession. The tradition of freedom which has been enjoyed by the English Public Schools obtains in these schools. Freedom is limited only by the claims of communal life—a freedom which is therefore true liberty.

W. P. ALEXANDER.

## CORRELATION OF GEOGRAPHY AND HISTORY IN GRADE V.

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In all forms of modern teaching, whether the method chosen be the Enterprise, the Project, the Activity Programme, or the Unit of Work, correlation of subjects is fundamental. No longer does the progressive teacher deal out fixed portions of certain subjects at a fixed time each day, with the evident hope that this subject-matter will be filed away neatly in the pupils' heads, properly labelled and carefully isolated, and insulated from every other subject. To-day the emphasis in teaching is placed on the child, not on the subject, on the child's interests and his all-round development. The various subjects are secondary in importance and are introduced when and where they best serve the interests of the pupils and help to satisfy their needs.

Not all subjects lend themselves equally well to correlation but History and Geography can be most readily combined, Geography extending the horizon outwards in ever-widening circles, and History pushing the threshold of knowledge backwards to the beginning of time. Someone has said: "Geography sets the stage and History furnishes the players." However, History and Geography are by no means the only subjects which make possible abundant correlation. The tool subjects, Reading, Writing, Spelling, Oral and Written Composition and Language Study can serve in any unified programme. As a matter of fact these subjects are given a freshness and purpose otherwise lacking when they are seen by the pupils as a means to an end—that end being the exploring of a topic of interest and the putting into words, either orally or in writing, what has been discovered. Literature too can be made to enrich any subject, while Music, Art and Handwork aid in expressing, in a tangible way, what has been discovered. Nature Study, French, and even Arithmetic can often be introduced to round out the picture and complete the unit.

The advantages of such correlation are manifold, but three may be mentioned. Each subject makes more interesting every other subject and is in turn enriched by all the others. Time is saved, and time continues to be increasingly precious as teachers' duties multiply yearly. Moreover, the children develop greater interest in and respect for those subjects which help them discover and use information in solving their immediate problems. It is no longer a case of: "This subject will help you earn a living when you grow up", but: "This will help you in doing what you want to do now."

To correlate successfully, most careful planning is necessary, planning that begins before the work of the year is started. The first step is to choose one subject as the centre of interest or integrating medium, and to decide on the method of approach. This subject is divided into units of convenient and nearly equal length. Each other subject is then explored to see how best it fits into and contributes to the various units. Frequently there will be parts of the work for the year in various subjects which have no bearing on any of the chosen units. As the need arises, these can be planned and taught as separate lessons, between the various units, or as a change from the ordinary routine. To avoid confusion

in combining Geography, which extends outwards into space, and History, which extends backwards into time, constant reference must be made to a map and to a simple time line. With these two indispensable tools, a proper perspective can be maintained.

The work of Grade V offers an almost ideal opportunity for correlation around the general theme of Canada. The Geography is the study of Canada; the History deals with the early days in Canada to the end of the French period; Nature Study naturally has a Canadian background; many of the selections in **Highroads to Reading**, Book V, have a Canadian setting; French dialogues and French songs follow naturally from a study of French Canada; and Art has a wide scope for expression.

Let us examine how such a programme may be planned for this grade. Suppose we choose Geography as our integrating medium, because of its many interests, and decide upon a regional approach. The work for the year can then be broken up into the following units;

- |   |                                 |
|---|---------------------------------|
| 1. North America before the advent of the white man.                  | 5. Ontario.                     |
| 2. The eastern coasts of Canada and their discovery by the white man. | 6. The Prairie Provinces.       |
| 3. The Maritime Provinces.  | 7. British Columbia.            |
| 4. Quebec.  | 8. The Northern Territories.    |
|   | 9. Review of Canada as a whole. |

This is by no means the only arrangement possible. Some teachers may prefer to study our own province before the Maritimes. There is also something to be said for leaving the detailed study of Ontario, which is difficult in the first half of the school year, until just before the review of Canada as a whole, when the pupils are more mature.

To indicate the possible correlation for the whole course is impossible in the space at my disposal, but a few units may be outlined.

The pages quoted below refer, in Geography, to Frye and Gammell's Geography and, in History, to Dickie and Palk: "Pages from Canada's Story."

#### Unit I.—North America before the Advent of the White Man.

**Geography.** Pages 64-73. Continents, Old and New World, Zones and Seasons.  
Pages 74-80. North America as a whole, the continent ready for the advent of the white man.

The story of the origin of our continent, simply told, developed by the aid of modelling in wet sand in sand table or cake pan. Fundamental differences between the great regions of Canada: the Laurentian Highlands, the St. Lawrence Lowlands, the Appalachian Highlands, the Great Plains, the Western Cordillera. (Use maps, simple sketches, pictures and samples of rocks and soils.)

**History.** The Indians, their culture and beliefs.

An excellent opportunity is here afforded to show the relationship of the main groups to their environment:

1. The Eastern Woods Indians: bark lodges, birch bark canoe, food—fish, berries, game, fruits of their primitive agriculture.
2. The Plains Indians: skin tepees, the "travis", food—almost entirely meat.
3. The West Coast Indians: log huts, dug-out canoes, food—fish.

**Literature.** From **Highroads to Reading, Book V:**

"The Queen's Slipper", "Indian Summer Carol", "New Year's Day on an Indian Reserve", "Totem Poles", and "Wanderers".

(The last named can be taken in connection with a Nature Study lesson on the stars and planets, so often consulted by the Indians.)

**Literature. From other sources.**

McArthur: "Sugar Weather", taken in connection with a Nature Study lesson on maple sugar making.

Leprohon: "The Huron Chief's Daughter."  
Longfellow: "Hiawatha", selections.  
C. G. D. Roberts: Poems about Gluskâp.

**Music Appreciation.** "The Song my Paddle Sings", and "The Lullaby of the Iroquois."

**Art and Handwork.** A variety of possibilities.

**Arithmetic.** A review of addition and subtraction as applied to the life of the Indians.

**Unit II.—The Eastern Coasts of Canada and their Discovery by the White Man.**

**Geography.** Pages 57-62. The Explorers—form of the earth.

Page 149. Newfoundland, coast waters of Eastern Canada, Hudson's Bay and drainage basin.

Pages 81-82. Eastern Canada.

**History.** Pages 1-28. The Norsemen, Columbus and Cabot.

Pages 28-40. Jacques Cartier.

The Geography of this unit is largely dependent on the History, and an attempt should be made to introduce the pupils to Canada as seen through the eyes of these explorers. Later, the children should be guided to explore the reasons why man has changed some of these regions while others are as they were four hundred years ago.

**Literature. From Highroads to Reading.**

"Westward Ho!", "The Maple", "Caught in a Blizzard" (in connection with Labrador), and "Afloat on an Iceberg" (in connection with Newfoundland).

**Literature. From other sources.**

Mackay: "Marguerite de Roberval".

Knight: "Jacques Cartier".

Macneill: "The Sea Gull" (in connection with a Nature Study lesson on the gull).

**Nature Study.** The codfish, sea gull, seal, icebergs.

**Art.** Pictures of ships of the time of the explorers.

**Arithmetic.** Reading the scale on maps and so finding, by measuring, the distances covered by the various explorers.

During the course of this unit, the two chief guides for the work of the year should be begun; a large map of Canada on which rivers and mountains are inserted, and bays and islands given names, as they were discovered and explored; and a time line on which important people and events appear in their proper order and correctly spaced in time.

**Unit III.—The Maritime Provinces.**

**Geography.** Pages 113-116. Nova Scotia.

Pages 62-63. The Oceans.

Pages 101-103. Fisheries (Study in detail).

Detailed study of coal mining.

Pages 117-118. New Brunswick.

Pages 98-100. Lumbering—saw mill lumber in particular.

Pages 116-117. Prince Edward Island.  
Fox Farming.

**History.** Pages 54-62. Ile St. Croix. Also stories of Charles and Marie de la Tour, the Acadians, the fall of Louisbourg, the coming of the Loyalists, and the importance of Halifax today.

**Literature. From Highroads to Reading.**

"Ships of Yule", "Silent Searchers", "A Visit from the Sea", "A Comparison" (about the Annapolis Valley), and "Ulrica" (about the Germans in Nova Scotia).

**Literature. From other sources.**

Longfellow: "Evangeline" (selections).

Currie: "By the St. John".

Hamilton: "The Heroine of St. John" (Madame de La Tour).

Herbin: "Across the Dykes" (Grand Pré).

Huntingdon: "Louisbourg".

Lockhart: "By the Gaspereau".

Roberts, C. G. D.: "Blomidon".

Tomkinson: "Look Boy! The Phantom Ship", (Fundy).

Johnson, P.: "Guard of the Eastern Gate", (Halifax).

Eaton: "L'Ile Sainte Croix".

Montgomery: "Off to the Fishing Ground".

**Nature Study.** The apple tree, the lobster, oyster, gull and moose. The tides and dyked lands of the Bay of Fundy.

**Art and Handwork.** Study of ships of various kinds. Model fishing village or lumber camp.

**Arithmetic.** Practice in multiplication and division using data from the life and work of the people of the Maritimes.

**Unit IV.—Quebec.**

**Geography.** Preliminary study of the Province as a whole. Detailed study of each of the three physical divisions with particular attention to life along the principal river valleys.

Page 87. St. Lawrence Lowlands.

Pages 90-91. Northern Quebec.

Pages 104-106. Water Power.

Pages 87-90. Appalachian Region.

Pages 119-126. Quebec as a whole.

Pulp and paper industry.

**History.** Pages 54-56 and 62-73. Champlain, at Quebec, on Lake Champlain, and on the Ottawa.

Pages 93-95. De Tracy on the Richelieu.  
Pages 81-88. Maisonneuve at Montreal.  
Pages 88-93. Dollard on the Ottawa.

Pages 93-100. Talon aiding farming and mining at Three Rivers. Laval sending out priests to explore river routes.

Pages 100-123. French Canada.

Pages 123-132. Frontenac, fur trade, and war parties across southern Quebec.

Pages 132-152. French Canada.

**Literature.** From **Highroads to Reading.**

"Coureur de Bois", "To a Man with a Lantern" (farming), "the River", "Canadian Camping Song" "When the Drive Goes Down".

**Literature.** From other sources.

Logan: "Champlain".

Campbell: "Daulac".

Blewett: "At Quebec".

Mair: "Voice of the Pines" (in connection with lumbering).

Roberts: "My Comrade Canoe".

Scott, D. C.: "Off Rivière du Loup".

Stafford: "The Strange Vessel", Quebec, 1759.

Wier: "A Snowshoe Song" (in connection with winter tourist trade).

Mackay: "The Passing of Cadieux".

Drummond: Various poems.

**Art and Handwork.** Continue map and time line as for all units. Pictorial map of the Province done with crayons or colored chalk on gray cotton. Posters or friezes showing French houses, bake ovens, windmills. Model of early French village. Study of French Canadian arts and crafts.

**Nature Study.** Familiar trees such as the maple, spruce, pine. Animals like the beaver and fox. Insects like the bee, and the mosquito that so plagued the Jesuit priests on their travels. The mineral, asbestos.

**Music.** Many French songs.

**French.** Dialogues featuring the stories of Madame de Champlain and the Indian children; Madeleine de Vercheres; Dollard. Also dialogue concerning trading in the Champlain market.

**Arithmetic.** Buying and selling, travelling, trade and industry in the province provide for practise in the four simple rules, as well as in fractions and decimals.

#### Unit V.—Ontario.

**Geography.** Pages 127-132. Ontario. Special study of: St. Lawrence Waterway, mining, dairying and fruit farming, also manufacturing.

**History.**

Pages 74-81. Huronia Mission.

Stories of the coming of the Loyalists.

Pages 168-184. Radisson and the Hudson's Bay Company.

**Literature.** From **Highroads to Reading.**

"Evening at the Farm" (dairying), "Bruin's Boxing Match" (Madawaska), "Pine Tree Swing" (Ottawa Valley), "The Beaver Hat".

**Literature.** From other sources.

Dewart: "On the Ottawa".

Curzon: "The Loyalists".

Scott, D. C.: "Ottawa", and "Battle of Lundy's Lane".

Sullivan: "Bréboeuf and Lalement".

Sangster: "Brock".

Connor: "Glengarry School Days" (selections).

**Nature Study.** The peach tree, grapes. Study of salt and oil and how they are formed. Study of the formation of Niagara Falls.

**Art and Handwork.** Model of early Loyalist house or school. Model of canal lock.

#### Unit VI.—The Prairie Provinces.

**Geography.** Page 91. The Great Plains.

Pages 95-97. Wheat.

Pages 133-141. The Prairie Provinces.

Study of ranching and irrigation.

**History.** Pages 153-156. Joliet.

Pages 184-186. Kelsey.

Pages 156-168. LaSalle.

Pages 186-195. La Vérendrye.

**Literature.** From **Highroads to Reading.**

"The Land of the Silver Chief" (Selkirk), "Henry Kelsey", "Father Lacombe", "A clue to the Western Sea" (La Vérendrye), "Nature's Song" (wheat), "Grandfather's Story", "Life on the P. B. Ranch", "Song of the Kicking Horse".

**Literature.** From other sources.

Coleman: "On the Trail".

Priestly: "Hope and Fear" (Wheat harvest).

Johnson, P.: "Prairie Grayhounds", "The Riders of the Plains".

Stafford: "Chinook" (in connection with a Nature Study lesson).

Campbell: "Alberta".

**Nature Study.** The bison, coyote, wheat and flax. The chinook wind.

**Art and Handwork.** Pictures of typical prairie scenes. Model of grain elevator.

#### Unit VII.—British Columbia.

**Geography.** Pages 83. The Western Highlands.

Pages 141-145. British Columbia. Salmon fishing industry. Lumbering, as contrasted with the east. Fruit farming under irrigation.

**History.** Stories of Cook, Vancouver, Douglas, Begbie, McLoughlin, Mackenzie.

**Literature.** From **Highroads to Reading.**  
"In the Okanagan".

**Nature Study.** Salmon and halibut; bear and Rocky Mountain goat; Douglas fir and Sitka spruce.

**Art and Handwork.** Pictures of life among mountains. Model of saw mill.

#### Unit VIII.—Northern Canada.

**Geography.** Page 146. The Yukon. Northwest Territories. The Mackenzie Waterway. Travel in the North. Oil production at Fort Norman, radium on Great Bear Lake. Gold in Yellowknife District.

**History.** Story of Klondike Gold Rush. Stories of Black and Franklin. The Royal Canadian Mounted Police.

#### Literature.

Foran: "The Aurora Borealis" (in connection with Nature Study).

M'Gee: "The Arctic Indian's Faith".

**Nature Study.** The reindeer and the northern lights.

**Art and Handwork.** Pictures of fur trappers, northern miners, etc.

#### Unit IX.—Review of Quebec and then of Canada as a whole.

##### Quebec.

**Geography.** General review with particular study of manufacturing of Province.

**History.** Pages 195-202. Seven Years' War.

**Literature.** Duncan Anderson: "The Death of Wolfe".

##### Canada as a whole.

To give fresh interest to the review, a trip across Canada may be undertaken viewing the historical sites as well as the industries and the life of the people. Or the Geography may be reviewed entirely through the study of the industries, and the History through the preparation and presentation of a pageant entitled, perhaps, "Time Marches On".

In all the units outlined, more suggestions have been made than could be completed in any grade in one year, but an attempt has been made to offer a wide variety. Many suggestions would be useful in furnishing a wider experience for the bright pupils, if for nothing else. Moreover, no suggested outline should ever be followed slavishly; outlines offer suggestions but nothing more. When a teacher begins to work out a correlation of work for herself, she has embarked on a most intriguing adventure. When correlation is once attempted, its possibilities are found to be so varied and its results so satisfying to both teacher and pupils that no one is ever contented to go back to the old method of teaching by separate subjects.

#### Bibliography.

##### For Pupils.

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Middleton: The Romance of Ontario.  
Anstey: The Romance of British Columbia.  
Seary: The Romance of the Maritime Provinces.  
Burt: The Romance of the Prairie Provinces.  
Hamilton: The Maritime Provinces.  
Karr: Explorers, Soldiers and Statesmen.  
Sherman and Reid: Canadian Industrial Reader.

Helen Palk: Pages from Canada's Geography.  
Dent's Canadian Geography Readers.  
Dent's Canadian History Readers.  
Ryerson's Canadian History Readers.  
Cochrane: The Story of Newfoundland.  
Wetherell: Three Centuries of Canadian Story.  
"The Beaver" Magazine.

##### For Teachers.

Jenness: Indians of Canada.  
Sutherland: The Province of Quebec.  
Cornish and Dewdney: Social Studies for Canadians.  
Smith, J. R.: North America.  
Canada Year Book.  
The Canadian Geographical Journal.  
Call: The Spell of French Canada.  
Donald: Quebec Patchwork.  
Montgomery: Gaspé Coast in Focus.  
Hogner: Summer Roads to Gaspé.  
Smith: Gaspé, The Romantique.  
Thomas and Barton: In New Brunswick You'll Find It.  
Dennis: Down in Nova Scotia.  
Dennis: More about Nova Scotia.  
Champion: Over on the Island.  
Hale, K.: This is Ontario.  
Hale, K.: Canadian Cities of Romance.

Le Rossignol: The Beauport Road.  
Davies, Blodwen: Saguenay.  
Davies, Blodwen: The Charm of Ottawa.  
Davies, Blodwen: Storied Streets of Quebec.  
Davies, Blodwen: Ruffles and Rapiers.  
Percival: The Lure of Quebec.  
Longstreth: Quebec, Montreal and Ottawa.  
Doughty: Quebec of Yesteryear.  
Hammond: Canadian Footprints.  
Woodley: Legends of French Canada.  
Guillet and McEwen: Finding New Homes in Canada.  
Bourinot: Rhymes of the French Régime.  
Jenkins: Nova Scotia at Work.  
Gibbon: Canadian Mosaic.  
Bovey: Canadien.  
Bovey: French Canadian Today.  
Clarke: The Heart of Gaspé.  
Nixon: See Canada Next.

## BOOK REVIEWS

**Theory and Practice in the Elementary School**, by W. A. Saucier, is based on the newest psychology and philosophy and draws attention to the importance of integration, experience, meaningful activity, insight and thinking on the part of the child to be educated. The author shows how each of the subjects of elementary education can be taught through meaningful experiences based on the new procedures. In addition, there are good chapters on the various views of learning, democracy and education, the process of teaching, evaluating the results, classification and promotion. The findings of educational research are plentifully recorded. Published by the Macmillan Company, 468 pages and appendix, \$3.25.

**Developmental Reading in High School**, by Guy L. Bond and Eva Bond, is a study that shows the purposes of reading, the spread in the reading abilities of different pupils and the necessity for setting up a developmental reading programme in school. It lists the reading skills and techniques, and records many facts useful to teachers about eye movement, the development of vocabulary, speed, comprehension and organization as well as the chief interests in reading of different types and of the sexes. There are also chapters on appraisals of reading, reading disabilities and how to diagnose them. Published by Macmillan, 363 pages, \$2.00.

**Intermission, 1919-1939**, as its name implies, refers to the period between the first and second great wars. Commencing with the armistice at the end of 1918 it continues with the signing of the treaty of Versailles, the beginning of the League of Nations, the Dawes plan, the Locarno Agreements, the Kellogg Pact, etc. Throughout its pages there are bits of information not commonly known that make the book fascinating. It is a publication of George Philip and Son, London, England, by M. E. Beggs and D. W. Humphries. The Canadian agents are Moyer School Supplies; 101 pages, limp cloth, \$0.50.

**Our Story of Travel and Transport**, by Joseph M. Scott of Calgary, is a well written record of transportation suitable for pupils in the higher elementary grades. It describes the first boats, how the Indians and Eskimos travelled, and works up through the ox cart to the modern street car, motor coach, electric railway, trans-Canada and trans-Atlantic Airways. Published by the Ryerson Press, 275 pages, \$1.25.

**Guiding Child Development in the Elementary School**, by F. G. Macomber, is an excellent exposition of the newer practices in elementary school work. Reports are made of visits paid to conventional and progressive classrooms and the events of the day are fully described. Lesson plans are worked out in many subjects including social living, reading, mathematics and spelling. Various phases of creative activity are shown. Many hints are given that will be of interest to teachers who have difficulties with discipline, and much aid is given to teachers who have problems of guidance. Excellent illustrations make clear the new type of teaching. Published by the American Book Company, 344 pages, \$2.75.

**Educational Psychology**, by Gates, Jersild, McConnell and Challman, provides a survey of the facts and principles of educational psychology that are most valuable to students preparing to teach. In addition to describing the various psychological processes of behaviour, the physical, motor, emotional, social and mental development and the general nature of learning, the authors have included in this outstanding treatise the results of much psychological research. The chapter on Problem Solving is particularly good. In it the authors state: "There is good ground for believing that few persons learn to reason most vigorously or effectively without systematic training in the process and a great deal of active experience in solving or attempting to solve problems." The characteristics of problem solving are then discussed. Published by the Macmillan Company, 805 pages, \$3.00.

**Teacher-Pupil Relationships**, by Bernice Baxter, is an explanation of how the classroom is a social laboratory in which all the inhabitants learn to live with others co-operatively and harmoniously, and where mutual understanding and mutual respect are fostered. Successful and unsuccessful teachers are contrasted and case studies show the reasons for success and failure. The happy, eager, enthusiastic and co-operating teacher commonly finds similar characteristics in the pupils. The teachers' rating scales are instructive. Published by Macmillan, 166 pages, \$1.45.

**Education for Death**, by Gregor Ziemer, Principal of the American Public School in Berlin is well named. It shows how children are instructed in Naziism from their birth until they are old enough to die for the creed. Boys and girls are each brought up in age divisions and are taught a mode of life that makes democratic citizens shudder. The life aims of each sex in Germany are fundamentally different and the school discipline under which they are reared is reminiscent of that of centuries ago. Physical education alone is worthy of attention, and woe to him that cannot meet the standards demanded! Published by the Oxford University Press, 208 pages, \$3.00.

**Master Mariner and Arctic Explorer**, a Narrative of 60 years at Sea from the Logs and Yarns of Captain J. E. Bernier, F.R.G.S., F.R.E.S., is a very interesting book, containing much historical information about the antecedents of the Bernier family, followed by a readable account of Captain Bernier's own adventurous life. It contains much local colour and is of special interest to many readers in Levis and Quebec because of its references to people and localities known to them. There is also much valuable information regarding conditions of life in the far north, the construction of wooden ships and details of their sailing. The adult reader who enjoys the story of an adventurous life, or the boy who is fond of the sea and ships, will probably derive great pleasure from it. Published by Le Droit, Ottawa; 409 pages, \$2.00.

## MINUTES OF THE PROTESTANT COMMITTEE

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Offices of the Protestant Board of School Commissioners, Montreal, November 28th, 1941.

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

Present: Mr. H. R. Cockfield (in the chair), Mr. Howard Murray, Mr. A. K. Cameron, Dr. A. H. McGreer, Dr. W. O. Rothney, Dr. E. Leslie Pidgeon, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Mr. Andrew S. Johnson, Dr. C. L. Brown, Mr. Leslie N. Buzzell, Dr. F. Cyril James, Mr. W. L. Shurtleff, Dean Sinclair Laird, Senator C. B. Howard, Mrs. A. F. Byers, Mrs. A. Stalker, Mr. G. Gordon Hyde, Mr. T. M. Dick, Mr. C. H. Savage, Hon. Martin B. Fisher, Mr. A. R. Meldrum and the Secretary.

The minutes of the previous meeting were read and confirmed.

In his Report, the Director of Protestant Education stated that, after making an investigation, he concluded that opening a Text Book Bureau in the Department of Education would not reduce the cost of text books to parents and pupils as all prices obtained from publishers were F.O.B. Montreal. He announced that eleven Principals of high schools outside of the Montreal area had enlisted in His Majesty's forces and twenty-six other male teachers holding important positions had similarly enrolled. He quoted figures to show that the trend of rural teachers' salaries was upward, stated that eighty-two persons without diplomas had been granted permission to teach in Protestant schools this session and that hygienic conditions in the schools were being improved.

Dr. Stevenson read a letter from Dr. L. Laberge of the Department of Health stating that the term "radiological" leaves the examining doctor free to perform a fluoroscopic examination or to take an X-ray of the chest with the possible percentage of error of four per cent and two per cent respectively and that, when teachers were suspected of tuberculosis, an X-ray was taken.

On the motion of Dr. Stevenson it was resolved that the Protestant Committee should express appreciation of what is being done by the Department of Health in connection with the medical examination of teachers under the new law (Article 231a of the Education Act) and stating the willingness of the Committee to support the efforts of that Department in order to bring about the desired results.

Mr. Gordon Hyde read letters from the Superintendent of Education and the Honourable the Provincial Secretary in which the Provincial Secretary stated that he could see no reason for excluding the Film Library of the Department of Education from the application of Order in Council 1389 concerning the establishment of a Central Cinematograph Bureau. Mr. Hyde explained that a delegation from the Protestant Committee had met the Provincial Secretary who had given a sympathetic hearing to its representations, and had stated that, if the Committee should comply with the terms of the Order in Council and should not be satisfied with the new conditions, the matter would be reconsidered. Accordingly Mr. Hyde moved that the resolution passed in this connection at the last meeting be rescinded and that the Film Library be transferred to the Central Bureau. The motion was seconded by Mr. Murray and carried.

On behalf of the Teachers' Training Committee, Dr. James reported that, though all students in the School for Teachers are at present given a comprehensive medical examination, in the near future they will be required to undergo an X-ray examination of the chest. The report was received on the motion of Dr. James; seconded by Senator Howard.

For the Sub-Committee on Consolidation Mr. Cameron reported that the cost of conveying pupils had increased steadily during recent years owing to the increased number of consolidations. He also stated that the Quyon Board was considering consolidation. In moving the adoption of the report he proposed that the Director of Protestant Education should ask that the grant for conveyance be raised to \$50,000. The motion was seconded by Dean Laird and carried.

The report concerning distribution of the Superior Education fund contained the following information:

"The amount available for distribution this year is \$143,716.21 of which the ordinary grants recommended total \$115,675.00. The special grants recommended are \$16,400.00 for libraries on the basis of \$25.00 per classroom, \$2,665.00 for visual education, and the balance for special purposes.

The amounts recommended for the 13 high and 3 intermediate schools in cities may appear to be large but the reason for these grants, it will be recalled, is that cities receive practically no assistance from the public school fund. The grants from the latter fund will be as large for the high schools (exclusive of cities) as those from the Superior Education Fund. In intermediate schools, the public school fund grants are on the average over fifty per cent greater than those from this fund.

Before the amounts to be recommended from these funds were determined, a study was made of the finances of each school municipality including valuation, tax rate, share of incorporated companies taxes, bonded indebtedness, temporary loans, etc. Particular note was taken of the excess of disbursements over receipts from fees and taxes and where the tax rate was reasonably high the difference was recommended in grants.

All school were then divided into classes of relative wealth and a percentage of the salaries paid last year was recommended for the grants of this year. The assumption was made that the Protestant share of the public school fund will be as large as it was last session. Should there be any decrease or increase, grants will be proportionately smaller or larger.

The following is a summary of the Superior Education and Public School Fund grants recommended for this year:

	High Schools	Intermediate Schools	Special Grants Superior Educa- tion Fund
Superior Education Fund	\$75,825.	\$39,850.	\$19,465.
Public School Fund	39,850.	60,940.	8,575.
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	\$115,675.	\$100,790.	\$28,040.

The classes of the high schools are as follows:

Class I—10 or 12½% of salaries. Seven municipalities of which five are cities in this category. Most of these municipalities are large ones.

Class II—20 or 25% of salaries. There are 11 municipalities, nearly all favourably situated in small industrial towns or cities in this class. Total salaries range from \$7,000.00 to \$16,000.00 in this group.

Class III—30 or 35% of salaries. These groups, in number 21, are situated in small centres partly agricultural, partly industrial and partly residential.

Class IV—40% of salaries. This is the maximum grant given to five municipalities whose needs are greatest.

The classes of the intermediate schools are as follows:

Class I—10% of salaries in seven wealthy municipalities.

Class II—15 to 25% of salaries in 12 municipalities considered well to do or for some special reason requiring no more than the amount recommended.

Class III—30 to 40% in 20 municipalities where there is a fair amount of valuation and reasonable tax rate.

Class IV—50 to 60% in 29 rural municipalities where it is difficult to maintain schools with reasonably well paid teachers.

Class V—65 to 90% in eight municipalities, six being very poor municipalities on the Gaspé coast.

The following recommendations are made:

(a) That New Glasgow and Fort Coulonge revert to elementary schools as they now engage one teacher each. (b) That Sawyerville be placed on the regular list of high schools due to increased salaries, improved school facilities and higher scholastic standards. (c) That the grant to Knowlton High School be cancelled if the financial report is not received and accepted before the public school fund is distributed in the Spring of 1942. (d) That a grant of fifty per cent of the cost (maximum grant \$100.00) for the purchase of radios or radio gramophones be accorded to secondary schools that buy this equipment. (e) That a grant of \$5,000.00 be reserved for the new building at Granby from the Superior Education Fund of 1942."

The statement of revenues and expenditures and the distribution of the funds based on the above principles were approved on the motion of Dr. Stevenson, seconded by Mr. Eric Fisher, with the exception that recommendation (e) was referred back to the Sub-Committee for further report.

The Sub-Committee on Grants further recommended that the sum of \$17,655 be distributed to Poor Municipalities according to the schedule submitted. The recommendations were approved on the motion of Dr. Stevenson, seconded by Mrs. Byers.

Mr. R. O. Bartlett made a report upon the conditions in his district of inspection. The report was received on the motion of Dr. McGreer, seconded by Dr. Pidgeon. On the motion of Mr. Murray, it was directed that the references to consolidation should be brought to the attention of that Sub-Committee.

For the Sub-Committee on County Central School Boards, Mr. Buzzell reported that meetings had been held in Leeds, Inverness and Knowlton. In the two former, resolutions had been passed supporting county central school boards and in Knowlton a Committee had been appointed to investigate the manner in which the proposed act would work in Brome County. Dr. Rothney stated that a successful meeting had also been held in Richmond.

The Legislative Committee reported that it had no changes to make in the proposed Bills respecting the rights of Protestant women in school matters or

the Act to Amend the Act respecting the McGill Normal School (7 Ed. VII, Chap. 26) and to amend the Act 19 Geo. V, to authorize the grant to McGill University in respect to the training of teachers. On the motion of Mrs. Stalker, seconded by Dr. James, it was decided to send these Bills forward to the Legislature.

A draft Bill was submitted of a Protestant School Attendance Act. After discussion it was decided, on the motion of Senator Howard, to accept the Bill in principle, and the Legislative Committee was empowered to make such changes as may be needed in consultation with counsel, after which it should be submitted to the Government with a view to being enacted into law.

A draft act respecting Protestant Central School Boards in Certain Counties of the Province of Quebec was again submitted by the Legislative Committee with certain modifications. It was decided that this bill should be transmitted to the Honourable the Provincial Secretary with the following amendments:

1. The representations on the County Central Board of Sherbrooke should be:

Two members shall be appointed by resolution of the Protestant school board of the City of Sherbrooke.

One member shall be appointed by resolution of the Protestant school board of Lennoxville.

One member shall be appointed by resolution of the Protestant school commissioners of Ascot.

One member shall be elected by delegates of the school commissioners or trustees of the school municipalities of Ascot Corner, Orford and St. Elie d'Orford.

2. The representations on the County Central Board of Brome County should be:

One member shall be appointed by resolution of the school commissioners of Knowlton Village.

One member shall be appointed by resolution of the school commissioners of Sutton Flat Village.

One representative shall be elected by delegates of the Protestant boards of school commissioners of East Bolton and Potton.

One member shall be elected by delegates of the Protestant boards of school commissioners of Brome and Sutton Townships.

One representative shall be elected by delegates of the Protestant boards of school commissioners or trustees of the school municipalities of Eastman, East Farnham, Foster Village and Bolton West.

The Chairman informed the Committee that a new Bill had been drafted to give effect to the recommendations made at the last meeting by a special Sub-Committee to consider the Montreal school conditions. However, the time had been insufficient for the Legislative Committee to meet to consider the draft and it would, therefore, be necessary to call a special meeting of the Protestant Committee during the month of December to consider the modifications that should be made to the Act respecting Protestant schools in and around the City of Montreal. (15 Geo. V, 1925.)

The following Sub-Committees were re-appointed:

**Consolidation:** Mr. A. K. Cameron, Dr. C. L. Brown, Hon. M. B. Fisher, Mr. A. S. Johnson, Dean Sinclair Laird, Dr. A. H. McGreer, Mr. M. T. Robb, Mr. H. R. Cockfield.

**School Grants:** Dr. R. H. Stevenson, Mr. L. N. Buzzell, Mr. A. S. Johnson, Mr. A. R. Meldrum, Dr. W. O. Rothney, Mrs. A. Stalker, Mr. H. R. Cockfield.

**Education:** Mr. T. M. Dick, Mr. Howard Murray, Mrs. A. F. Byers, Dr. F. C. James, Dean Sinclair Laird, Mr. A. R. Meldrum, Dr. Leslie Pidgeon, Dr. W. O. Rothney, Mr. C. H. Savage, Mrs. A. Stalker, Mr. H. R. Cockfield.

**Legislative:** Judge Bond, Mrs. A. F. Byers, Mr. Eric Fisher, Senator C. B. Howard, Mr. G. Gordon Hyde, Dr. F. C. James, Dr. W. L. Shurtleff, Mr. H. R. Cockfield.

**County Central School Boards:** Mr. L. N. Buzzell, Dr. C. L. Brown, Mr. Eric Fisher, Mr. A. S. Johnson, Mr. A. R. Meldrum, Mr. C. H. Savage, Mrs. A. Stalker, Dr. R. H. Stevenson, Mr. H. R. Cockfield.

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

(Signed) W. P. PERCIVAL,  
Secretary.

(Signed) W. L. BOND,  
Chairman pro tem.

Offices of the Montreal Protestant Board of School Commissioners, Montreal, December 29th, 1941.

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

Present: Mr. H. R. Cockfield (in the chair), Mr. Howard Murray, Mr. A. K. Cameron, Dr. A. H. McGreer, Dr. W. O. Rothney, Honourable Justice W. L. Bond, Dr. E. Leslie Pidgeon, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Dr. C. L. Brown, Mr. Leslie N. Buzzell, Dr. F. Cyril James, Dean Sinclair Laird, Mrs. A. F. Byers, Mrs. A. Stalker, Mr. G. Gordon Hyde, Mr. T. M. Dick, Mr. C. H. Savage, and the Secretary. Colonel J. J. Creelman was present by invitation.

On the motion of Mrs. Stalker, seconded by Mr. Savage, the following motion was carried by a standing vote: "For the fourth time in little over a year the 'Relentless Visitor' has been among us. Within the short space of a month since our last meeting and with startling suddenness the Committee has lost by death the Hon. Martin B. Fisher. Many of his contributions in the public service are well known, outstanding among which are those as member of the Legislative Assembly, Provincial Treasurer and member of the Legislative Council. The degree of the regard of his neighbours for the late member was manifested in the number of times that they returned him to Parliament. To Mrs. Fisher, between whom and her husband there were close bonds of sympathy and devotion, the Committee tenders its most profound sympathy in her sad bereavement."

The meeting was called especially at this time in order that a final review might be made of the Bills already considered for presentation to the Legislature and for consideration of the Montreal Bill. Mr. Justice Bond presented the draft Bills on behalf of the Legislative Committee which were unanimously accepted as follows: 1. McGill Normal School Bill, 2. Bill for Women's Suffrage in School Affairs, 3. County Central School Board Bill, 4. School Attendance Act in the Province of Quebec, 5. Montreal Protestant Central School Board Bill. Following the adoption of the Bills it was decided to submit copies of the revision of the Montreal Protestant Central School Board Bill to the school boards concerned and to ask them to make any representations for changes that they would like to the special sub-committee appointed to consider that Bill.

On behalf of the sub-committee on Consolidation, Mr. Cameron reported the necessity for an addition to the High School building at Hudson Heights and

recommended that one-half of the cost of the proposed addition, not to exceed a total cost of \$20,000, be paid upon its completion and acceptance. The motion was seconded by Dr. McGreer and carried.

There being no further business the meeting then adjourned to re-convene at the discretion of the Chairman.

(Signed) W. P. PERCIVAL,  
Secretary.

(Signed) W. L. BOND  
Chairman pro tem.

Offices of the Protestant Board of School Commissioners, Montreal, January 10, 1942.

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

Present: The Superintendent of Education, Mr. Howard Murray, Mr. A. K. Cameron, Dr. A. H. McGreer, Dr. W. O. Rothney, Mr. Justice W. L. Bond, Dr. E. Leslie Pidgeon, Mr. R. Eric Fisher, Dr. C. L. Brown, Mr. Leslie N. Buzzell, Dr. F. Cyril James, Mr. Andrew S. Johnson, Mr. G. Gordon Hyde, Dean Sinclair Laird, Mrs. A. F. Byers, Mr. A. R. Meldrum, Mr. T. M. Dick, Mr. C. H. Savage, and the Secretary.

The meeting was called because of the death of the Chairman, Mr. H. R. Cockfield.

On the motion of Mr. Murray, seconded by Dr. James, Mr. Justice Bond was invited to the chair, after which he explained the purpose of the meeting.

Dr. James proposed, seconded by Dr. McGreer, that a small committee be appointed to draw up a fitting resolution concerning the late chairman and expressing sympathy with his family. The resolution was carried and the members stood in silent tribute to his memory. The Committee named was Mr. Justice Bond, Dr. Pidgeon and Dr. James.

It was moved by Mr. Murray, seconded by Mr. E. Fisher and resolved that Mr. Justice Bond be named as Chairman pro tem.

Mr. Cameron moved that a nominating committee be formed to suggest a successor to the late Chairman and that it be requested to present its report at the next meeting. The motion was seconded by Dr. McGreer and approved. The Committee appointed was Mr. Cameron, Mr. Fisher, Mr. Hyde, Dr. Pidgeon and Dr. James.

On behalf of the Roman Catholic Committee, the Superintendent of Education expressed the high regard in which the late chairman was held by that Committee and expressed its profound regret at the loss sustained. He also brought a message from His Eminence, the Cardinal Archbishop, who asked that his personal condolences be expressed to the Protestant Committee. The Chairman conveyed to Dr. Doré the appreciation of his presence and of the messages that he brought with him.

On the motion of Mr. Hyde, seconded by Mr. Buzzell, it was decided that the next regular meeting should be held in Montreal on Friday, January 30th.

Subsequently the sub-Committee met with the Secretary and drew up the following resolution: "The Protestant Committee of the Council of Education, assembled in special session this morning, unanimously records its deep sense of

bereavement in the sudden and unexpected passing of its Chairman. In addition to his outstanding business and executive abilities, Mr. H. R. Cockfield had, throughout his life, shown an unstinted devotion to public duty, in many phases of which he was actively engaged at the time of his death. The son of a distinguished educator of the Province, he took an active interest in all that made for progress in education. A man of great personal charm, outstanding character and refined habits of life, he was an example of the educated citizen whose contributions to society were the expression of the highest ideals of life.

To his wife and family the Protestant Committee tenders its deepest and most sincere sympathy."

(Signed) W. P. PERCIVAL,  
Secretary.

(Signed) W. L. BOND  
Chairman pro tem.

Offices of the Protestant Board of School Commissioners, Montreal, January 30th, 1942.

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

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

The minutes of the three previous meetings were read and confirmed.

Regrets for absence were received from the Superintendent of Education, Mr. A. S. Johnson and Dr. R. H. Stevenson.

For the sub-committee appointed to recommend names for a successor to Mr. Cockfield as Chairman of the Committee, Mr. Justice Bond announced that Mr. A. K. Cameron was the choice. Accordingly, it was moved by Dr. McGreer, seconded by Mr. Meldrum, that Mr. Cameron be nominated for the office. There being no other nomination Mr. Cameron was unanimously elected. After having been invited to take the chair, Mr. Cameron expressed his appreciation of the confidence placed in him.

The usual request from McGill University for the annual grant of \$250 for Travelling Libraries was approved.

Following the reading of a letter from the Provincial Association of Protestant Teachers of Quebec, it was proposed by Mr. Savage, seconded by Dean Laird and resolved that the Protestant Committee is of the opinion that the cost of living allowance should be extended to teachers of the Province in service and on pension, and that the Government should provide the extra money necessary to pay these allowances. It was further resolved that the Chairman should be asked to see what steps could be taken with the Government to carry the resolution into effect.

A letter was read from the Protestant Board of School Commissioners of Lachine, together with a resolution from the Lachine Protestant Teachers Association, asking that steps be taken to have the tuberculosis examination now prescribed for teachers extended to pupils. The Secretary was instructed to reply

that the Committee is thoroughly in sympathy with the principle and stating that the letter will be forwarded to the Provincial Department of Health for consideration.

A resolution from the Home and School Association of Pointe Claire, transmitted through the Local Council of Women of Montreal, asked that (1) Men and women should have the same qualifications for the office of School Commissioner or Trustee and the same right to vote in elections, and (2) Persons suitably qualified by attainment or experience should not be debarred from voting for or acting on a School Board because of lack of property qualifications. The Secretary was asked to reply stating that a Bill had been presented to the Government by the Protestant Committee asking that the rights of women in school matters equal with those of men be granted. The second request was referred to the Legislative Committee, on the motion of Mr. Buzzell.

Dr. James presented a report from the Teachers' Training Committee in which he stated that the Department of National Defence, after surveying the residential institutions in the Dominion, had asked the Macdonald College authorities to give up some of the buildings for the Canadian Women's Army Corps. As compliance with this request necessitated the transfer of the School for Teachers to Montreal, Dr. James said that he had consulted the late Mr. H. R. Cockfield, Mr. Justice Bond and the Teachers' Training Committee and that they had agreed to co-operate, with the result that an arrangement had been made for the transfer and the students would be accommodated in Strathcona Hall and other McGill buildings for the duration of the War and until May 31st, following the end of the conflict. Dr. James moved that this report be received. It was seconded by Dr. McGreer and carried.

The sub-committee on Consolidation submitted a report of progress on possible consolidations in Inspectorate No. 5. This was received on the motion of Dr. Shurtleff.

Dr. James reported that he had invited the chairmen and other members of School Boards on the Island of Montreal into conference concerning the proposed revision of the Montreal Protestant Central School Board Bill, two meetings of the main committee and two meetings of a sub-committee having been held. As no agreement had been reached concerning certain principles, it had been decided to call a meeting a month hence so as to give the local boards further time for reconsideration of the Bill. He, therefore, proposed that the Bill be not presented to the Legislature in its present form and that the report now given be considered as one of progress. In this the meeting concurred.

Mr. Buzzell reported that twenty-two meetings had been held in twelve counties in the territory named in the proposed act concerning Central School Boards in certain Counties of the Province, and that, in addition, many interested persons had been interviewed. At seven meetings resolutions were adopted by unanimous votes, expressing approval of the principles of the proposed legislation. Large majorities likewise favoured the principle at six other meetings. Opinion was divided in two centres. At other meetings there was a refusal to endorse the principles. Three school boards had forwarded resolutions favouring the legislation. Much interest had been aroused by the proposal and many were studying it further. The report was received on the motion of Mr. Buzzell seconded by Dr. Rothney.

The report of the Education Committee contained the following recommendations which were adopted on the motion of Mr. Dick, seconded by Mr. Savage:

1. Commencing in September 1942, the "The Merchant of Venice" should replace "Twelfth Night" in the English course for Grade IX and "Twelfth Night" should appear on the Extra English course of that Grade to replace "The Merchant of Venice."
2. Courses should be drawn up for Manual Training in Grades X and XI.
3. The services of a part-time Supervisor of Household Science should be procured if funds are available.
4. The need for the training of semi-specialists in such subjects as Household Science, Manual Training and Physical Training should be referred to the Teachers' Training Committee.
5. Departmental examinations should be reinstated in Grades VI and VII in Bible Study.
6. The principle of introducing a course of Bible Study in high school grades should be approved.
7. "Creative English" by Brown should be adopted as a Composition text for Grade IX, subject to the usual condition that the price is satisfactory to the Director of Protestant Education, the authorization to commence in September 1942.
8. Commencing in June 1943 a separate examination paper should be provided in Composition in Grade XII instead of the mark in that subject being allotted on the basis of the examination paper written in English Literature.
9. Courses should be introduced in Music, Art and Geography in Grade XII and that suitable outlines be prepared.
10. The Director of Protestant Education should be asked to write to the superintendents of schools on the Island of Montreal asking whether their Boards would consider changing their policy of engaging only holders of intermediate, high school and Specialists' Certificates and engage teachers holding elementary diplomas who have a High School Leaving Certificate, or its equivalent, and have completed a year's training for teaching. Such a step seemed to be desirable because of the present shortage of teachers and the anticipated reduction of applicants for the School for Teachers next session.

The sub-committee reported progress concerning the proposal to change the present eleven-year course of study to one extending over twelve grades and presented the following documents received from the Director of Protestant Education: 1. Outline of Grading in the Canadian Educational Systems. 2. Provincial school systems in which the work of the schools is distributed over twelve grades, Grade XII receiving Senior Matriculation status. 3. Re-distribution of the work of the elementary schools over eight years. 4. Re-distribution of the work of the high school course over five years.

However, the sub-committee recommended that final action upon the contemplated change be postponed until after the War.

The following Examiners were appointed for the High School Leaving Examination for 1942 on the motion of Dean Laird, seconded by Dr. Rothney: English Literature, Mr. C. Wayne Hall; English Composition, Prof. Eivion Owen, French, Mr. R. C. Amaron; History, Prof. C. C. Bayley; Chemistry, Dr. W. H. Barnes; Physics, Dr. W. H. Watson; Elementary Algebra, Prof. A. V. Richardson; Elementary Geometry, Prof. H. Tate; Latin, Prof. C. H. Carruthers; Greek, Prof. C. H. Carruthers; Extra English, Prof. W. O. Raymond; French, (non-Specialist), Mr. R. A. Peck; Biology, Prof. E. M. Palmquist; Geography, Miss D. Seiveright; Intermediate Mathematics, Prof. F. M. Wood; Drawing, Parts I, II, Prof. H. Armstrong; Art, Parts III, IV, V, Miss Helen Buzzell; Bookkeeping, Mr. D. R. Patton; Household Science, Miss Talitha Hanke; Stenography, Mr.

V. D. Sprott; Music, Mr. Frank Hanson; Instrumental Music, Prof. R. H. Tupper; German, (McGill Matriculation).

The following Assistant Examiners were also appointed: Mr. Henry Hall, Mr. J. G. S. Brash, Miss Novah Brownrigg, Mr. John Cooper, Mr. B. G. Spracklin, Mr. Gordon Heslam, Mr. Henry Worsfold.

On the motion of Mr. Savage it was resolved that a sub-committee be appointed to interview the Montreal Protestant Central School Board, the Premier, the Provincial Secretary and the Provincial Treasurer in an endeavour to secure the annual increments due teachers and to fix their salaries for next session at the amounts warranted according to their years of service. The sub-committee appointed consisted of Dr. Pidgeon, Mr. Murray, Mr. Fisher, Mr. Hyde and the Chairman.

The Director of Protestant Education presented a letter from the Superintendent of Education concerning the survey of the schools undertaken by the Provincial Secretary and explained the form to be sent out in this connection. The Committee received the information with approval.

Mrs. Stalker expressed the pleasure of the members of the Committee upon the recent recognition given to Dr. Percival by the Alliance Française de Montreal.

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

(Signed) W. P. PERCIVAL,  
Secretary.

(Signed) A. K. CAMERON,  
Chairman.

Offices of the Protestant Board of School Commissioners, Montreal, February 27th, 1942.

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

There were present: Mr. A. K. Cameron (in the Chair), Mr. Howard Murray, Dr. W. O. Rothney, Dr. E. Leslie Pidgeon, Mr. R. Eric Fisher, Dr. C. L. Brown, Mr. Leslie N. Buzzell, Dr. W. L. Shurtleff, Dean Sinclair Laird, Mr. A. R. Meldrum, Mrs. A. Stalker, Mr. C. H. Savage, Mr. T. M. Dick, and the Secretary.

Colonel J. J. Creelman was present by invitation.

The minutes of the previous meeting were read and confirmed.

Apologies for absence were received from the Superintendent of Education, Mr. A. S. Johnson, Mr. Gordon Hyde, Mrs. A. F. Byers and Mr. Justice W. L. Bond.

For the information of the Committee Colonel Creelman, at the request of the Chairman, reported that the law officers of the Crown wished the Macdonald College agreement (7 Edward VII, Chapter 26) to be remodelled in accordance with the desires of the Government and McGill University before the amount of the grant could be increased. On the motion of Mr. Murray, seconded by Mr. Eric Fisher, the principles as outlined were approved.

Dr. Pidgeon reported that the sub-Committee appointed at the January meeting to interview the Montreal Protestant Central School Board, the Premier,

the Provincial Secretary and the Provincial Treasurer in an endeavour to secure increased Government assistance, had met first with the Montreal Central School Board. At that time the Board informed the sub-Committee that they had passed a resolution granting increases of salaries to teachers for the current session according to the scale and approving a new schedule of salaries for elementary teachers in which the maximum was raised to \$1,900 provided that the money required would be received from the Province. The Board also stated that it had appointed a sub-Committee to meet the Prime-Minister, the Provincial Secretary and the Provincial Treasurer to see what further help they could secure from the Province. This sub-Committee had subsequently joined with the sub-Committee of the Protestant Committee in meeting the Provincial Secretary and the Provincial Treasurer. As Dr. Pidgeon had not been able to accompany the delegation he asked Mr. Cameron to report upon that interview.

Mr. Murray was then asked to take the Chair and Mr. Cameron reported that the delegation had presented a claim on the Provincial Government for two million dollars to meet the deficit, the reduction in revenue from taxation, the increased salaries for teachers, the maintenance and repairs needed to schools, interest on new buildings, elimination of school fees in Grades VIII and IX, subsidies towards the cost of text books, and the introduction of needed developments such as special classes for retarded children, the amount being set to care for the needs of the schools on the Island of Montreal over the next few years. He further reported that the delegation had been received courteously, but stated that the Provincial Treasurer questioned the recent increase in the cost of education as he thought it was too high and said that the bond issues should be re-financed. On these matters the delegation had promised to prepare and submit information. He added that the sub-Committees naturally could not expect a declaration until the Government had agreed upon a policy. Mr. Cameron further stated that, in accordance with the instructions given to him by the Protestant Committee, he had asked the Government to pay the cost of living bonus to teachers, and, in this connection, had particularly stressed the payment of the cost of living bonus to rural teachers. The Provincial Secretary and the Provincial Treasurer had promised to bring these matters to the attention of their colleagues.

Mr. Cameron further reported on the meeting held the previous evening with representatives of the school boards on the Island of Montreal in which the majority of those present had strongly opposed the Bill, the chief criticisms made being that it was hastily constructed and that the power of engaging and dismissing teachers was removed from the local boards. He stated that at the conclusion of the meeting the following resolution had been passed by a vote of twenty-two to five:

That the meeting postpone the presentation to the Government of this Bill this year.

Following his explanation Mr. Cameron moved that a Bill be presented to the Government at once. The motion was seconded by Mr. Pidgeon and carried.

The Bill revised at the January meeting was then considered clause by clause in the light of recent developments and the Bill was again amended and adopted as a whole on the motion of Dr. Pidgeon, seconded by Mr. Fisher.

Mr. Cameron then proposed that a brief be prepared setting forth the aims of the Committee in connection with this Bill and that it be sent to the Government and distributed widely. The motion was seconded by Mr. Meldrum and carried. Mr. Cameron stated, however, that to bring the provisions of the Bill into effect, satisfactory financial arrangements must be made. The Committee appointed to draw up the brief was Dr. Pidgeon, Dr. Shurtleff, Mr. Buzzell, Mr. Savage, with the Chairman and the Director of Protestant Education ex-officio.

For the sub-Committee on Consolidation Mr. Cameron reported that the school board of Richmond had received permission from the Dominion Government to build a new high school and recommended that a grant of one-half of the cost not to exceed fifty thousand dollars be made over a five-year period at \$10,000 per annum. The motion was seconded by Mr. Fisher and carried.

Mr. Cameron then resumed the Chair.

Mr. Buzzell reported that a meeting regarding the County Central School Board Bill had been held in Sherbrooke and that much opposition to the Bill had been encountered. A letter had also been sent to the member for Brome by Mr. W. E. Juby of Bolton Centre opposing the Bill.

Mr. Fisher reported that a meeting of the chairmen of the boards in Brome County had been held under the auspices of the Fisher Trust and that the Bill is now being considered in that county.

On the motion of Dr. Rothney, seconded by Dr. Shurtleff, it was decided that a meeting of ratepayers and interested parties should be held shortly in Sherbrooke county.

The Director of Protestant Education reported: 1. That he had circularized the schools under the control of the Montreal Central School Board asking them in view of the increased qualifications required for admission to the School for Teachers and because of the present shortage, if they would engage teachers holding elementary diplomas based on High School Leaving certificates and one year of teacher training. Favourable replies had been received from the school boards of Montreal, Outremont, Montreal West, Town of Mount Royal and Westmount. 2. That he had received a letter from the Provincial Department of Health stating that it was impossible for the Department of Health to undertake to examine for tuberculosis all school pupils at the present time, but that such work could probably be undertaken satisfactorily in Lachine. The report was received on the motion of Mr. Fisher.

A request was received from the Central Board of Examiners that the application of the new regulations for admission to the School for Teachers be suspended for a year, but it was decided to take no action at present upon the request.

Mr. Savage gave notice that at the next meeting of the Committee he would propose an amendment to the regulations of the Protestant Committee providing for a teacher member on the High School Leaving Board.

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

(Signed) W. P. PERCIVAL,  
Secretary.

(Signed) A. K. Cameron,  
Chairman.

## PROGRESS

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When I became a Gunner  
In 1939  
All Nature seemed to tell me  
How low a rank was mine.  
The Officers, Olympians,  
Were miles beyond my ken,  
The Bombardiers and Sergeants  
Were more than mortal men.  
They drilled me and dragooned me  
And drove me when I failed.  
As for the Sergeant Major—  
The Battery Sergeant Major . . .  
Before the Sergeant Major  
I bowed my head and quailed.

And then in 1940  
I rose to Bombardier,  
And somehow Life was brighter,  
Held something more than fear.  
Officers overwhelmed me,  
I'm willing to confess,  
And here and there a Sergeant  
Appalled me rather less.  
The Lancejacks and the Gunners  
Referred to me as "Blitz",  
But still the Sergeant Major—  
The Battery Sergeant Major . . .  
Alas! The Sergeant Major  
Could scare me into fits.

But since I've been commissioned  
Life's worn her rosiest hue—  
Amazing what a difference  
Comes with a pip or two!  
The Captains pinch my collars,  
The Major calls me "Pete",  
Even the gilded Colonel  
Is civil when we meet.  
The N.C.O.'s and Gunners  
Stir at my lightest breath;  
As for the Sergeant Major—  
The Battery Sergeant Major . . .  
Well, yes, the Sergeant Major  
Still frightens me to death.

London "Punch".



ST. LOUIS GATE, QUEBEC

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