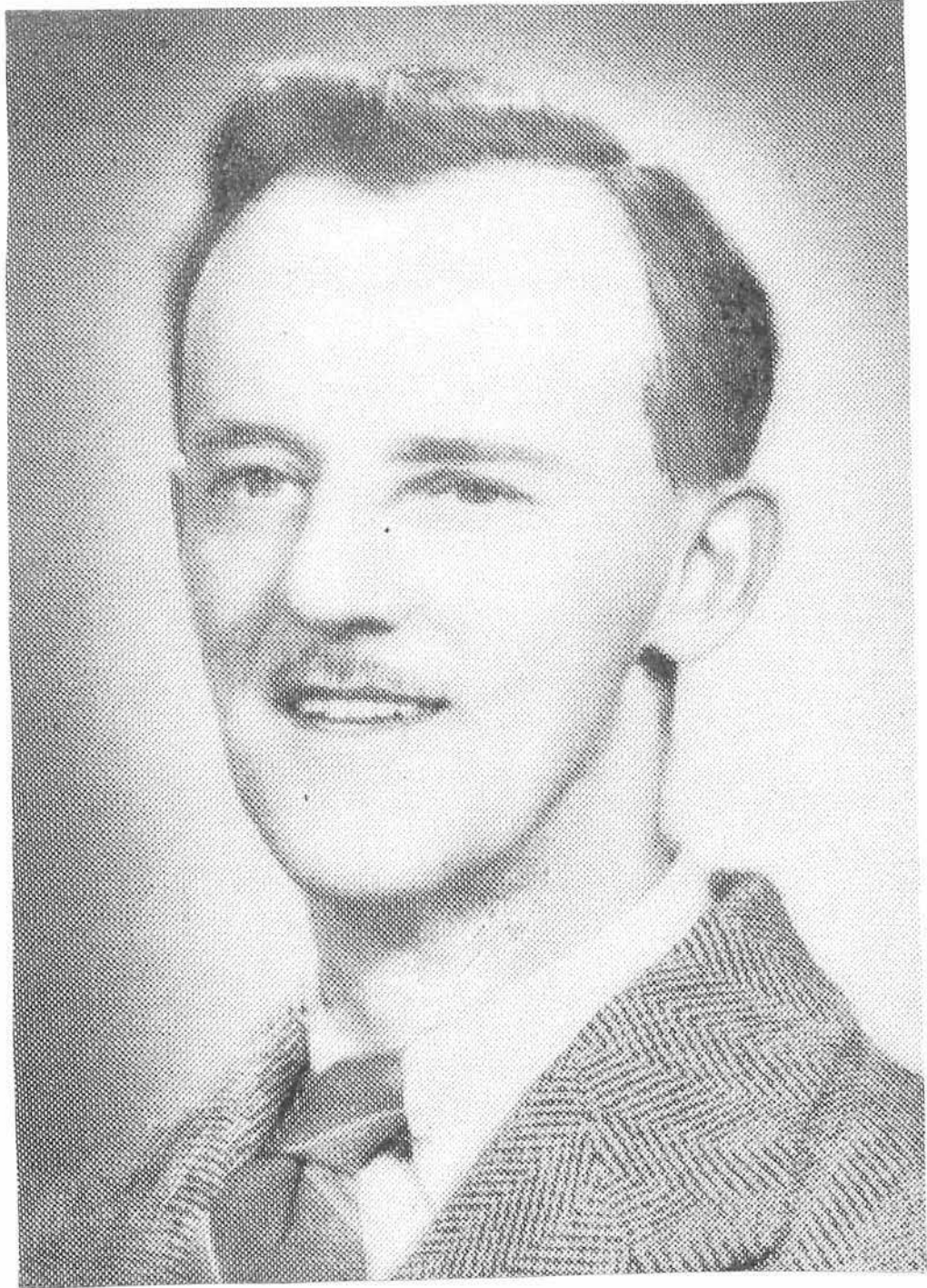


GASPÉ OF YESTERDAY

STANLEY V. CATTERMULL

Inspector of Protestant Schools for
Gaspesia from 1933 to 1954.

KEN ANNETT



STANLEY V. CATTERMULL

From "ACROSS THE YEARS" 1946.

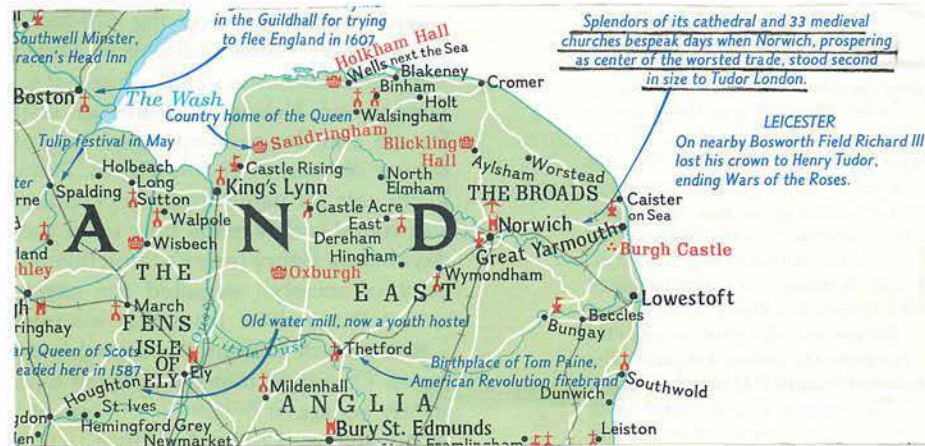
STANLEY V. CATTERMULLFOREWORD

It was to a Gaspesia in the grip of the Depression of the 1930's that Stanley V. Cattermull came to live and serve as Inspector of Protestant Schools in 1933. Over the following twenty years, until he retired in 1954, he was a familiar and respected visitor in Gaspesian communities from the Forillon to the Restigouche. He was known to members of school boards, parents, teachers, pupils and citizens at large. He worked faithfully and with notable success to improve the quality of teaching and learning. Over the two decades of his tenure as Inspector there was significant improvement in the physical state of the schools. In leisure time he applied his artistic talent to the sketching and painting of the varied and dramatic beauty of Gaspesia's landscapes and seascapes.

In this attempt by "GASPE OF YESTERDAY" to recall the life of Stanley Cattermull and his impact on Gaspesia, the series is deeply indebted to his daughter, the Widow Yvonne Cattermull Walker of Toronto, who has made available invaluable biographical and related material on her late father. Unfortunately, despite repeated efforts to obtain access to the Annual Inspector's Reports of Inspector Cattermull through the Associate Deputy Minister of Education- Protestant, it has not been possible to locate these documents in the Archives of the Ministry of Education of Quebec. Should these Reports become available in time they should provide a unique record of an interesting period in Gaspesian education.

ORIGINS AND
EDUCATION

Stanley V. Cattermull was born July 30th., 1889, in Norwich, Norfolk, England. A city of great historic interest, Norwich dates from the Roman era in Britain and experienced Danish and Norman rule. Noted for its medieval churches and other fine public buildings the city has the oldest library in Britain established in 1608. Located in the valley of the Wensum River, Norwich is some 100 miles North East of the City of London.



It was in London and in Caterham, Surrey that Stanley Cattermull received his elementary education. In 1902 he won a County Scholarship entitling him to three years of study at Caterham College. While there, he passed the Preliminary and Junior Local examinations of Cambridge and London Universities and obtained certificates from the Board of Education for Mathematics, Physiography and Drawing; a certificate for commercial French from the Royal Society of Arts and a diploma for efficiency in Physical Training. In 1905, he won a second scholarship entitling him to two additional years at the same college, with teacher training. In 1907 he qualified as a teacher.

EARLY
EMPLOY

From 1907 to 1909 he was Assistant-Master in Hertford Heath National School. During this period he won an Art Scholarship at the Hertford School of Art. Then from 1909 to 1913

3.

he was Assistant-Master in Caterham Council School where his work was highly commended by the Educational Committee of the County.



TO Stanley Cattermull came to Canada in 1913, settling in
CANADA Toronto. For the first two years in this country he worked for Dominion Express and obtained a good knowledge of Canadian Railway Systems and their workings. Then from 1914 to 1915 he was employed by the Standard Chemical Iron and Lumber Company on foreign shipments and French Canadian factory business accounting.

WORLD In July 1915 he enlisted in the 74th Battalion C.E.F., Toronto
WAR and in March 1916 he proceeded overseas. Transferred to the
I 4th Canadian Divisional Headquarters, he proceeded to France as an interpreter to the Divisional Claims Officer. Later he returned to Headquarters as Secretary to the Camp Commandant and Assistant Provost Marshall. Evacuated from Ypres in 1917 he was invalided to Canada and received his discharge in August, 1918.

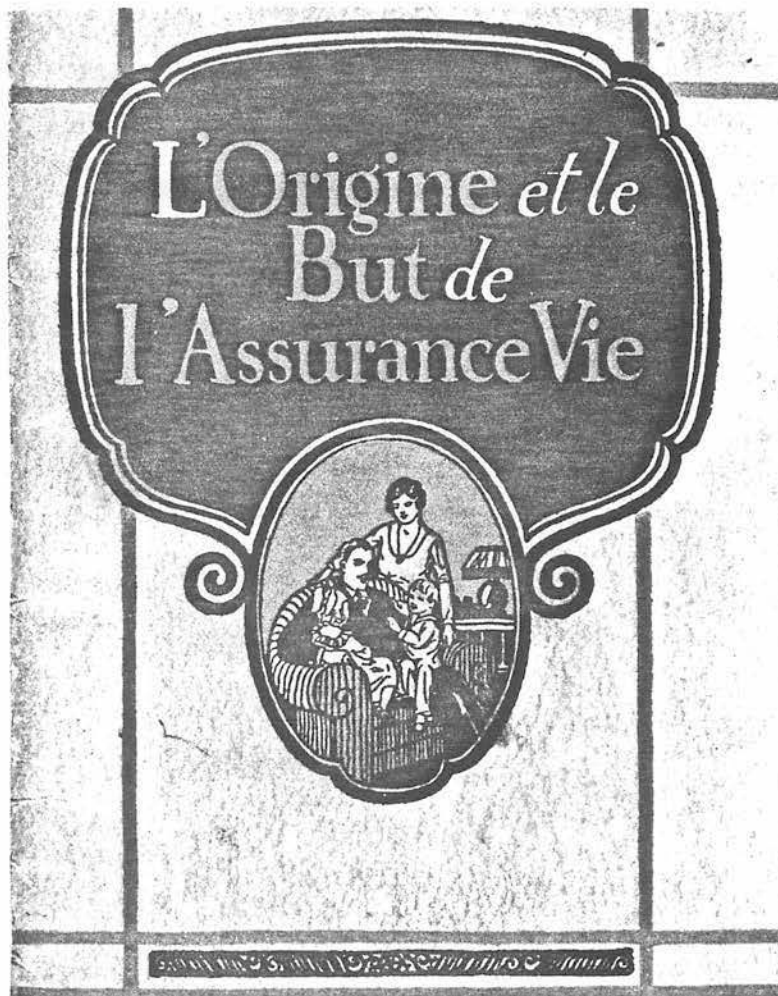
T. EATON From 1918 to 1926 Stanley Cattermull was employed by the
COMPANY T. EATON COMPANY, Toronto; in charge of translations in the Mail Order Department. While there he won an EATON scholarship to the Ontario Society of Arts. In 1926 he was transferred to the T. EATON COMPANY of Montreal, Mail Order Department as Head Cashier and from 1927 to 1930 was, in turn, Circulation Manager, Advertising

and Publicity Manager, Editor of bilingual agricultural bulletins, and Supervisor of Mail Order offices throughout Quebec.

In the course of his duties he travelled from Valleyfield to Blanc Sablon and from Chicoutimi to Lac Frontiere; engaged in industrial research. He also visited all of the Agricultural Colleges and experimental farms of Quebec and Ontario and was instrumental in obtaining agricultural scholarships for the Province. He attended all exhibitions. His advertising work required a knowledge of art, merchandise, lay-out, bilingual write-up and proof-reading. Upon his resignation from the service of the T.EATON COMPANY, he received a bonus for good service.

ROBERT From 1930 to 1932 he was in the employ of the ROBERT
SIMPSON SIMPSON COMPANY of Toronto, as publicity agent for the
COMPANY Province of Quebec.

PUBLICITY
WORK
FOR
EATON
LIFE
ASSURANCE



NEW In 1933, as the following letter of Dr.W.P.Percival,
DIRECTIONS English Secretary of the Quebec Department of Education
 bears witness, the career of Stanley V.Cattermull took a major turn
 in a new direction:

DEPARTMENT OF EDUCATION

W. P. Percival English Secretary	Quebec, P. Q. Hon. Cyrille F. Delage Superintendent	Lionel Bergeron French Secretary
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July 31, 1933.

Mr. S. V. Cattermull,
 Inspector of Schools,
 New Carlisle, Que.

Dear Mr. Cattermull:

I have pleasure in informing you that, by order
 in council dated July 28th, your appointment as Inspector of
 Schools to replace the late J. W. McOuat has been made
 permanent as of August 1st, 1932, according to the provisions
 of Chapter 133, R. S. Q. 1925, Section 54.

Yours truly,

W. P. Percival
 For Superintendent

Z/B

As the address shows, the new Inspector of Schools for Gaspesia had
 already taken up residence in his district at New Carlisle.

A REVIEW OF
TWENTY YEARS
AS SCHOOL
INSPECTOR
1933-1954

Though the Annual Reports of Inspector Cattermull are not now available from the Quebec Ministry of Education the following review, "BUILDING EDUCATION IN GASPEZIA", was prepared at the close of his term as Inspector and published by the EDUCATIONAL RECORD of the Department of Education in 1954.

BUILDING EDUCATION IN GASPEZIA

S. V. Cattermull, Inspector of Schools, Department of Education

The maps accompanying this article are only significant insofar as they indicate the geographical locations of schools. They portray nothing of the physical, social, industrial, economical and intellectual environment of those locations. Though the human element is missing from the photographs the education of youth is the basis of all. A drawing cannot convey the importance of transferring children from an isolated, uninviting seven-grade elementary school to a bright, healthful, commodious, dream-school of consolidation.

The rectangular marking on the second map indicating Shigawake-Port Daniel, tells nothing of the auspicious event of the evening of January 15th of this year, when Dr. Percival officially opened the splendid new intermediate school at Port Daniel West. It records neither the stirring speech of the Director nor the words of the pupil who mounted the platform to render thanks, on behalf of the pupils, for educational benefits provided for them. The emotions and expressions of the people assembled would be difficult to portray, but they were very sincere.

The map for 1953-1954 shows fewer circles and more rectangles than that of 1932-1933. Every mark upon the map has a story of its own, for every time a number of circular dots is replaced by a rectangle, a host of children enter a new field of experience, a broader social life, a wholesome study environment, a school offering facilities for superior education. Consider Belle Anse, for instance. The union of four municipalities resulted in the building of Belle Anse school. A large, six-roomed intermediate school with a residence for teachers, perched on a hill overlooking Malbay and unique Percé Rock replaced five obsolete elementary ones which half the time were closed for lack of a teacher. About 150 children are conveyed to this school in buses or snowmobiles. Recently, I received a charming letter from a bright girl who passed Grade X with high marks, last year, at Belle Anse. Prior to 1946 Grades VIII, IX and X were not available in the area. If the girl had been born a few years earlier her life would have been far different from what it is now.

A smaller school built upon the same plan is situated at Farewell Cove on the north shore of Gaspé Basin. Escuminac Intermediate School is from another plan but it is also modern. The school is well staffed and organized. Grand Cascapedia is a picturesque, three-roomed intermediate school, with conveniences such as a library, kitchen and showers. The schools of New Richmond, while not quite as modern, are very presentable and the standard of education is high. Grade XI is taught by an experienced male principal. All teachers, eight in number are qualified.

The remodelled High School at New Carlisle, officially opened by Dr. Percival on September 10th, 1953, now has thirteen classrooms, including a Domestic Science Room, a Library, and a Woodwork Room. It has a spacious playtorium. Recently, I watched the principal coaching the students in a game of basketball — a welcome innovation.

BUILDING EDUCATION IN GASPEZIA

31

Hopetown School has a good appearance, good lighting and heating and a lunchroom. The interior was recently repainted. Though this school could be more modern it is serving the community well.

Matapedia is a consolidated area, but it is presenting a problem which cannot easily be solved on account of an exodus of English population.

In the Gaspé Basin area a great consolidation has been effected for the purpose of building a High School in 1954. At present the Board operates three intermediate schools and one elementary one. The first action of the Board was to raise the salaries of three principals to \$3,050 and those of ten elementary teachers to \$2,250. This is particularly interesting when it is recalled that the average salary in 1934 was \$369. Five hundred children are involved in this consolidation. The building of the proposed magnificent High School on a terraced site graciously donated by the Anglican Church will write "finis" to consolidation on the Gaspé Coast.

On the 1932-33 map it will be noticed that, by the side of twenty-one of the old elementary schools, a date is given of replacement by a new, more modern elementary school. These new buildings were erected prior to the launching, by the Director, of a campaign for all-out consolidation. These were all absorbed in the plan.

The Statement Concerning the Report of the Quebec Protestant Education Survey, published in 1939, contains a map giving further information upon this subject.

Prior to 1944, the difficulty of conveying pupils, for long distances, by horse-drawn vehicles was the chief obstacle to consolidation. The advent of the snowmobile, which "broke the back" of the Gaspé winter, removed this impediment. It was in February of the year mentioned that Mr. H. S. Billings, Special Officer of the Department, drove to Escuminac on the Gaspé Coast the first snowmobile specially built for the conveyance of pupils. The mention of Mr. Billings gives the writer the opportunity to acknowledge the major part this officer played in all consolidations and building. His guidance and co-operation were invaluable. On one occasion, Mr. Billings and I travelled some twenty miles over unbroken winter road, up hill and down dale, and over snowbanks eight to ten feet high in a snowmobile to attend a consolidation meeting. In the middle of the session a ratepayer stood and asked, "Do you think those snowmobiles will go over winter roads?"

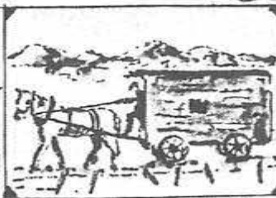
Consolidations are not always effected without opposition. In fact, in some cases, final agreement has only been reached after years of effort. One small municipality has been holding out for many years and is still adamant. It is an isolated district and too many ratepayers are "agin' it". The negotiation of consolidations requires philosophy, psychology, prestige, courtesy, determination, tolerance, physical endurance, composure, aggressiveness, humility, a great love for school children, a patient wife and a sense of humour. It demands a thorough knowledge of school law, a study of valuations and tax rates, a survey of territory and possible conveyance routes, decision concerning locations of sites, drawing of maps, ability to read a blue print, information concerning petitions and public notices, some understanding of building construction, consideration of the accommodation for teachers and an ocean of correspondence.

THE GASPÉ INSPECTORATE

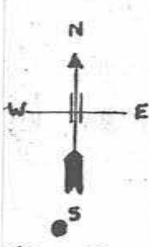
1932 - 1933

ST. LAWRENCE RIVER

-LEGEND-
 ● Elementary School
 □ Intermediate & High.



The old-time, horse-drawn conveyance, known as "The Hack"



St. Louise E.
 Rivière Bleue E
 Fr. P. Schools in Temis. Co.

The old schoolhouse with the cracked stove; the long pipe, desks screwed to the floor, outside toilets and pupils in seven grades

Escuminac Inter
 Pointe-à-la-Garde E
 1938 Mann E
 1938 Restigouche E
 1938 Broadlands E
 Sillarsville E
 1938 St-Laurent-de-Matapédia Int
 1937 Matapédia I E
 1938 Matapédia II E
 1939 Matapédia III E

1935 ex. Black Cape Int
 New Richmond II E
 New Richmond IV E
 New Richmond V E
 New Richmond West Int
 Grand Caspédia I E
 Grand Caspédia II E
 Maria I E
 Maria II E

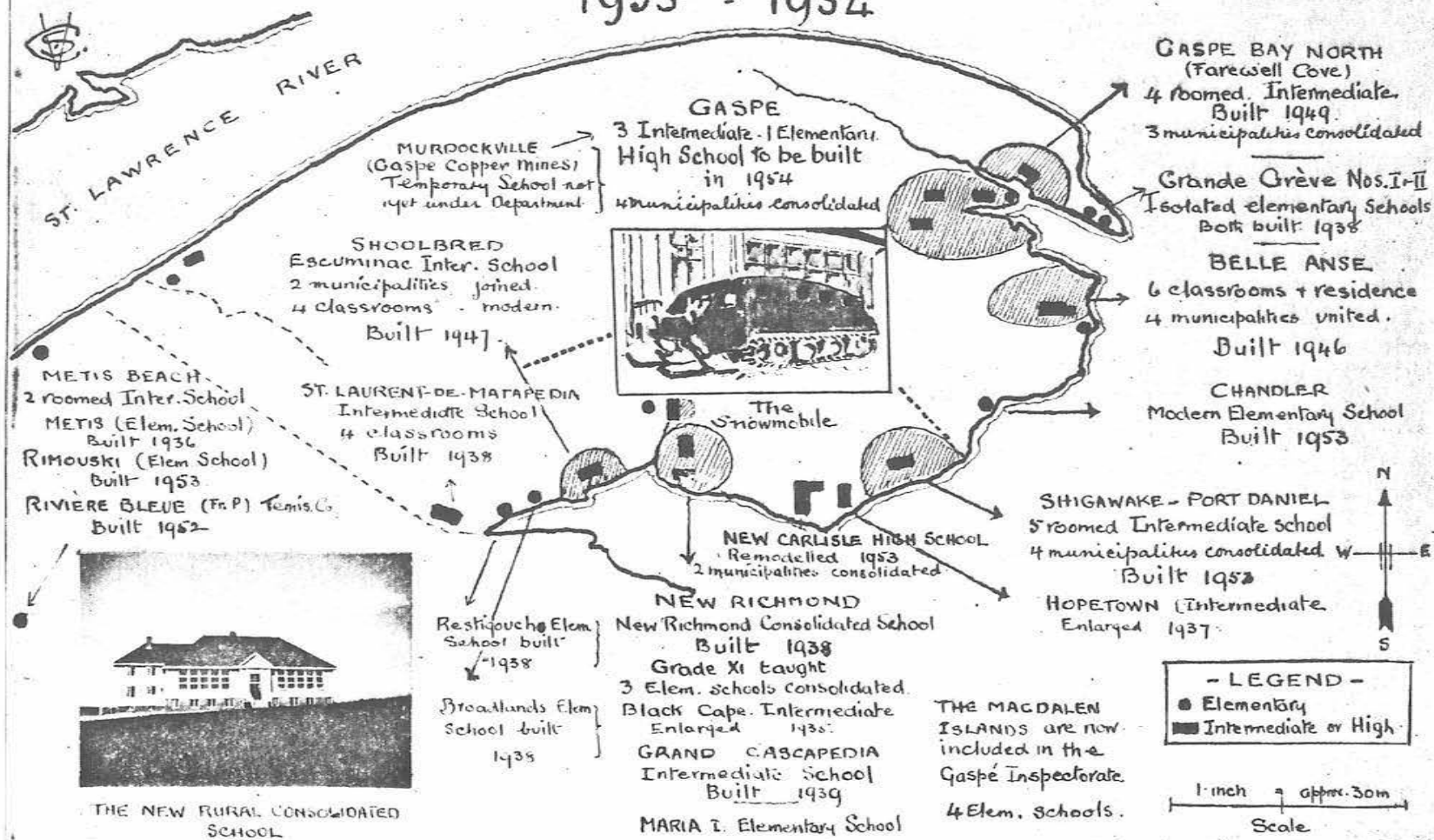
Port Daniel East E
 Port Daniel Centre Int
 1939 Port Daniel West E
 1938 Marcil E
 1936 St. Godefroi E
 Shigawake Centre Int
 1937 ex. Hopetown Int
 1937 Paspébiac West E
 NEW CARLISLE H.S.
 1935-6 Bonaventure I E
 1938 Bonaventure II E

1938 Indian Cove E
 1938 Grande Grève E
 Seal Rock E
 Peninsula Inter.
 Rosebridge E
 1945 Fontenelle E
 Point Navarre E
 L'Anse-aux-Cousins E
 Gaspé Village Int.
 1934-39 Gaspé South I E
 Gaspé South II E
 1938 York I E
 York II E
 York III E
 1937 Haldimand I E
 1938 Haldimand II E
 Douglstown E
 L'Anse-à-Brillant E
 Bougainville E
 Malbaie E
 Barachois E
 Bridgville E
 Corner-of-the-Beach E
 Percé E
 1936 Cap d'Espoir E

1 inch = approx. 3cm
 Scale

THE GASPÉ INSPECTORATE

1953 - 1954



9.

Referring again to the maps; the changes, in toto, from circular spots to rectangular ones mean that, today, 30.5% of the pupils of the Gaspé Coast are in High School, 58.5% are in intermediate schools and 11% in elementary schools. For the 11% little can be done, as the schools are very isolated or have too small an enrolment. If, and when the Gaspé High School is built, the first named percentage will be raised to 61%.

Granted an almost complete transformation of the rural school buildings, of the mode of conveyance and of equipment and teaching devices, it is now necessary to insure that the quality of the teachers will conform in modernity with the buildings. It is understandable that recent Gaspé graduates of the Training School for Teachers, imbued with the spirit of adventure and the desire to enlarge their field of experience, fail to return to the Coast. Unfortunately, the same spirit does not appear to direct other graduates to the Peninsula. A considerable number of teachers presently employed here are reaching the age of retirement, and it is a question how they will be replaced. The answer probably lies in higher salaries.

The situation this year is better than last, however. Whereas in 1946, fifty-seven percent of the teachers were unqualified, only twelve percent are now teaching by permission.

An analysis of teachers according to qualification gives four with High School diploma, two with Advanced Intermediate diploma, twenty-three with intermediate diploma, thirty-two with Elementary diploma and twelve teaching on permit, (not including five in the Magdalen Islands.) Two teachers hold French Specialist certificates. Two principals hold M.A.'s and two B.A. degrees.

During the peak years of teacher shortage, permission was secured for the holding of protracted Inspectors' conferences to be held for two weeks in summer at the New Carlisle High School. Officers of the Department, School Inspectors and French Specialists gave primary instruction to persons desiring permission to teach. This eased the situation during the war years. The usual Regional Conferences have been held annually.

With the advent of Helping Teachers, one of them spent a year on the Coast. Since then, one or more have been assigned to the inspectorate periodically. French and English specialists visit the inspectorate; the former mainly to examine in Oral French. The neutral attitude on the coast towards the learning of French has practically disappeared from schools. In New Richmond, for example, very good marks are being obtained in this subject.

Audio-Visual education has now become firmly established. Prior to 1948, only a short span of the Coast, — some thirty-five miles — was furnished with electricity. Today electricity is installed in all Superior Schools. Ten such schools possess both a projector and a radio. I regret to say that Art and Music receive insufficient attention. The Department continues to augment the school libraries.

Inter-school Sports Meets have been held for the past three years. Competitors from all of the schools of Bonaventure County meet at New Richmond, while those of Gaspé County assemble at Haldimand. A third meet for the finals, in competition for the magnificent trophy donated by the Chaleur Trading

Company, is held at New Richmond. The sports fields are prepared, the courses marked and taped, sand pits are dug and judges assigned for every race. Recorders, in their tent, receive results by loud-speaker and a large marquee is erected in which meals are served to visiting pupils. These meets are sponsored by the Reserve Army Unit (Lieut. B. Campbell) and supported by the Church, the school inspector and principals.

A missing link in the chain of studies in the new consolidated schools is Chemistry in Grade X. Permission for the teaching of this subject is contingent upon the ability of the teacher to administer the subject and the presence, in the school, of the required apparatus. Inasmuch as principals of intermediate schools are mostly transient and chemical equipment cannot be purchased for uncertain use, the introduction of Chemistry presents a problem. The intermediate school Grade X does not link up with the High School Grade XI in this respect.

Facilities for superior education are only of value to the extent that they are accepted. The number of pupils still leaving school at the earliest age permitted is regrettable. Solutions to this situation are Adult Education and the raising of the legal school-leaving age. A young lad with Grade VIII qualifications, who was refused a recommendation for permission to teach, showed the inspector a cheque for two weeks' work. The amount of the cheque was in excess of the earnings of the inspector for the same period of time. Just what the future holds for this lad is, of course, a question. Superior education is resulting in an exodus of the younger generation from the Coast, but it is hoped that the future will take care of this.

The exploration of industrial possibilities and the exploitation of the mineral resources of the Gaspé Peninsula augur well for economic improvements and local employment. The promise of additional hydro-power cabled under the St. Lawrence from Bersimis is encouraging. All eyes are now centered on Murdockville, the new Copper mining Town rising in the middle of the forest of Gaspé, sixty-four miles up the York River from Gaspé Village. According to official reports, these Gaspé Mines bid fair to be the biggest open-pit copper mines on the continent. A kind of "Burma Road", some twenty-eight miles long, has been built through to Mont Louis on the north shore of the Peninsula. A three-classroom school is already in operation, in Murdockville, to which school the inspector pays a courtesy visit. A temporary two-classroom school is also operated at Mont Joli Airport by the Hollinger-Ungava Transport Company. A school inspector now makes the 358 mile flight to the Ungava Mines at Knob Lake. What will be next?

As it is, owing to depletion of the staff of the Department and the paucity of school inspectors, the Magdalen Islands and Rivière Bleue have been added to the Gaspé inspectorate; thus the schools at the extremes of the territory are approximately 500 miles apart.

The Government has done much for the Gaspé. A wide, paved road, Route No. 6, has taken the place of the narrow gravelled Perron Boulevard. The highway is now kept open during winter, against great odds. Moreover, Government aid toward the building of so many schools has been very liberal. This has paved the way for the improvement of education throughout this far flung area.

The unfailing support of the Director and the courteous guidance and co-operation of his Inspector General and Special Officers are humbly and sincerely acknowledged.

THE
INSPECTOR
AS
SCHOLAR

On joining the staff of the Quebec Department of Education in the 1930's Stanley Cattermull became an associate of colleagues who were quite remarkable for their erudition as well as their administrative abilities. For example, as Director of Protestant Education, Dr. Walter P. Percival wrote and published extensively on Quebec schools and the lure of the province in such books as -"WHY EDUCATE ?", "LIFE IN SCHOOL", "THE LURE OF QUEBEC". Edward C. Woodley, a Special Officer of the Department, wrote many learned articles for educational publications and was the author of such books as "LEGENDS OF FRENCH CANADA" and "THE JOSEPH FAMILY". The Curriculum Director, Dr. Eivion Owen had been a distinguished university professor of Classics and English prior to joining the Department of Education. Inspector-General of Protestant Schools, Harold G. Young had served as Editor of the scholarly "EDUCATIONAL RECORD". Howard Stanley Billings who was honoured by Bishop's University in 1963 with the award of the Degree as Doctor of Civil Law (Honoris Causa) had, in years prior to his work as Director of Protestant Education, initiated and aided the growth of the Audio-Visual Service of the Department. It was in the milieu of these and other remarkable colleagues that Stanley Cattermull contributed the following article in 1952.

**AN APPROACH TO GREEK HISTORY THROUGH
THE ENGLISH LANGUAGE**

S. V. Cattermull, Regional Inspector, Department of Education

Before we enter upon Greek History, I wish to anticipate your attitudes toward study of the subject and to assure you that, even if it is "All Greek" to you, you may avoid but cannot evade the Greeks, their history and their language.

Without any desire to associate yourselves with Protagoras, Antisthenes or Pyrrho of Elis, some of you will adopt attitudes of *sophistication*, *cynicism* or *scepticism*.

Others of you, although by no means disciples of Zeno, will *apathetically* assume a posture of *stoicism*.

(I shall write, and you will please copy the *polysyllabic* words I may use. Later, we will look them up in some *thesaurus* or *encyclopaedia*. Watch your *orthography* and your *calligraphy*.)

A few students will, I hope, agree with Socrates that a *philosophical* approach to study is desirable.

None of you, I am sure, will go so far as to condemn the Greeks for their share in providing you with an *alphabet*, with which to spell English words of Greek derivation.

To *anathematize* Herodotus for inventing History, Aristotle for being a *pedagogue*, or Plato for inaugurating the first *Academy* of Learning would be futile, for Greek appears in almost every subject of the Course of Study.

If you wish really to know your mother-tongue, you cannot dispense with *etymology*, *syllables*, *synopses*, *synonyms*, *homonyms*, *paragraphs*, *parentheses*, *paradox*, the *apostrophe* and the *hyphen*. Then, of course, there are *onomatopoeic* words.

For all their *cryptic* composition words are but *symbolic* records of human thoughts and activities.

It is natural that some of you living in a complex *mechanical* age should prefer *Mathematics* and Science to the Arts and Letters, but, even so, you cannot banish the Greeks.

Aristotle believed in a general education, for he wrote treatises on *rhetoric*, *logic*, *poetry*, *politics*, *physics*, chemistry and natural *history*.

If *Geometry* is your favourite subject, you cannot fail to know that Euclid wrote its "elements" in his "*Stoicheia*" — and you must admire Pythagoras for discovering 2,500 years ago the principle of Euclid's 47th proposition dealing with the square on the *hypotenuse*.

Eratosthenes was shrewd when, with a knowledge of *Geometry*, a rod, a deep well and a pole, he succeeded in measuring the Earth.

You cannot learn *Geometry* without familiarizing yourself with *parallelograms*, *perimeters*, *polygons*, *hexagons*, *theorems*, *cylinders* and *isosceles triangles*. It's all as easy as *pi*.

If it is *Physics* you prefer, — although you would not shout *Eureka!* for *Archimedes*, — you will encounter such words as *aneroid barometer*, *thermometer*, *thermostat*, *hydraulics*, *hydrometer*, *hygrometer*, *telephone*, *telegraph*, *phonograph* and *autogyro*. Going "modern", you will be introduced to *gamma rays* and *isotropes*.

Mathematics requires you to know Greek *symbols*.

Chemistry will present you with *oxygen*, *chlorine*, *iodine*, *hydrogen*, *barium*, *cyanide* and *phosphorus*.

In the most elementary lessons in *Geology* you must learn of igneous and *metamorphic* rocks, of *synclines* and *anticlines*.

Hemispheres, *isotherms*, *isobars* and *deltas* you will find in *Geography*.

There are many 'ologies' and 'ographies' but *psychology* tells me to spare you.

By now, some of your minds are in the fields, at the *theatre* or with an *auto-mobile*. You are indulging in *athletics* or *aesthetics* to escape the Greeks.

Physical culture, *calisthenics* and *athletics* are to be encouraged. Keep a healthy mind in a healthy body, for life calls for many a *Titanic* struggle, for *Spartan* courage and *Herculean* effort.

Concerning your sports, I am wondering how many of you could match *Pheidippides* in a 22 mile *Marathon* and how many of you aspire to being chosen for the *Olympic* games.

If injured, see a *physician* or an *osteopath*. Ask your doctor about the *Hippocratic* oath; talk to him about *symptoms*, *anesthetics*, *therapeutics*, *neuritis* and *phthisis*.

Speaking of the *theatre*, I might introduce you to *Aeschylus* and *Aristophanes* and tell you of the origin of the words *tragedy* and *comedy*, but I will leave you to enjoy Walt Disney's pictorial interpretations of *Aesop's* fables.

Incidentally, if you are interested in *Architecture*, the theatre may be built in *Doric*, *Ionic* or *Corinthian* style. Compare it with the *Parthenon* at *Athens*, built 450 B.C. under the direction of the sculptor *Phidias*.

If you would take a ride in your *automobile*, remember that the first part of its name is Greek and that the gear-shift was invented by the Greeks. There will probably be lead *tetraethyl* in the gasoline.

Before dismissing you, I must impress upon all of you your *Christian* duties. Read your *Bible*, the books of Holy Scripture, comprising 39 Hebrew works in the Old Testament and 27 Greek works in the New Testament, besides the *Apocrypha*. The Greeks also made a translation of the Old Testament. This was called the Septuagint. The first five books were called the *Pentateuch*. Study *Theology* and *Archaeology*.

Remember also to be good citizens and thank the Greeks for the *system* of government called *democracy*. In Canada we want no *oligarchy*, *autocracy* or *plutocracy*.

In all your dealing be *ethical*. Plato was the first *philosopher* to formulate satisfactorily the principles of *ethics*. Through the medium of the *neo-platonic philosophers*, his teachings profoundly influenced Christian thought.

Remember also the advice of Socrates, "Know thyself and love wisdom".

In closing, I give you the prayer of Socrates (from Plato's "Phaedrus") "Beloved Pan and all ye other gods that haunt this place, give me beauty in the inward soul; and may the outward and inward man be at one. May I reckon the wise to be wealthy, and may I have such a quantity of gold as none but the temperate can carry."

Epicures, you are dismissed.

FROM THE
TEACHERS'
MAGAZINE
1952

Students' Paradise

When Earth's last lesson is ended and schools can no longer keep,
When every teacher is silent and every student asleep,
We shall rise, by our spirits uplifted, soar up through the Milky Way
To join in the Grand Assembly of the last Graduation Day.
And those who had loved to study shall rest on the planet of Mars;
They shall write a Celestial thesis and dot their "i's" with the stars;
They shall hear the Great Convocation and mount to the Heavenly Hall,
Counting degrees of ascension without any trouble at all.
They shall learn all the holy anthems, the songs and the hymns and the lays;
They shall join with the choir of angels in paeans of perfect praise.
To each a scroll shall be given, and wings of magnificent spread;
Books that will last them for ages, and a Halo—for reading in bed.

S.V.C.

EDITOR'S NOTE: The initials are those of Mr. Stanley V. Cattermull, Regional Inspector of Schools with headquarters at New Carlisle, Que. We welcome Mr. Cattermull as a contributor to the magazine, and regret that our budget does not permit us to reproduce in colour some of his lovely paintings of the Gaspé country.

UPON Among the many messages of appreciation and wishes
RETIREMENT for a happy retirement to Inspector Stanley Cattermull
 was the following letter from the then Archdeacon of Gaspé, the
 Venerable Timothy J. Matthews. Archdeacon Matthews was subsequently
 elected as the Lord Bishop of the Anglican Diocese of Quebec. After
 many years of devoted service to his far-flung Diocese he and his
 wife retired to Lennoxville. He died there in September, 1991. At
 his request his remains are to rest in his beloved Gaspé.

PARISH OF GASPE
 (Anglican)

St. John's Church
 Sandy Beach

St. Paul's Church
 Gaspé Village

Rector: Ven. T. J. Matthews, B. A. ; S. Th. ; L. S. T.
 Archdeacon of Gaspe

P. O. Box 2,
 Gaspé, Quebec
 September 8th, 1954.

My dear Mr. Cattermull:

Your retirement from the Department of Education will be a great loss to Gaspé as well as to me. But you can look back with pride on a life well spent in the service of Education. The passion and zeal with which you have moved the heavy weight of indifference and opposition will be an inspiration for others who follow in your steps. You have performed a tremendous task with courage and unselfish devotion. No man could do more. Indeed, no one has done more for Education on the Gaspé than you, and I think it will be a long time before anyone does as much again. I only wish the fire which keeps burning in your heart could be kindled in the hearts of those who occupy responsible positions in other places.

Although retirement will change your course, I know you will continue to sail up into the wind, the rigging taut and the spray flying, heading as always for the great horizon.

Sincerely yours,

T. J. Matthews,
 Archdeacon of Gaspe

UPON
RETIREMENT

The Parsonage,
Chandler, Que.
28 Oct. 54

S. V. Cattermull, Esq.,
New Carlisle East,
Bonaventure Co., Que.

Dear Mr. Cattermull,

At a special meeting of the Chapter of the Rural Deanery of Gaspé, held on October 4, 1954, the subject of your retirement as Inspector of Schools was brought to the attention of the meeting.

A resolution was thereupon made, thus:

"Resolved: - That the valued and devoted services to the cause of education given by Inspector S. V. Cattermull, over a period of twenty-two years, are deserving of the highest commendation; and that this Chapter respectfully urges that Mr. Cattermull's services be given recognition by a suitable award from the Directorate of Protestant Education of the Province of Quebec.

Moved by Ven. T. J. Matthews.

Seconded by Rev'd C. S. Brett-Perring.

Carried".

A letter enclosing copy of this resolution has been posted to Dr. Percival.

May I say that, personally, I shall much regret the change which your retirement brings about, for in our dealings as fellow-workers in the interests of education on this Coast, both at Peninsula and in Chandler, I have always felt sustained and encouraged by the ready and gracious help which you have accorded to school boards upon which it has been my privilege to serve.

As you take a well-earned rest from what has been a long term of faithful and zealous service as Inspector, I should like to add to the above-quoted 'official' resolution the most friendly of good wishes for your continued health and well-being.

Very cordially yours,

C. S. Brett-Perring

A POST-
RETIREMENT

17.

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DUTY

Department of Education
Quebec, Que.

E. S. Giles
Protestant Secretary

Omer Jules Desaulniers
Superintendent

Joseph L. Page
R. Catholic
Secretary

October 12, 1956.

Mr. S. V. Cattermull,
New Carlisle East,
P. Que.

Dear Mr. Cattermull:

I deeply appreciate your kindness in writing to me on October 3rd with reference to the official opening of the new High School in Gaspe, and I am grateful for the services you performed in representing this Department on this auspicious occasion.

It was very fitting that you should be the guest Speaker in view of your long association with Protestant education in this area and of the excellent progress made during the twenty-three years that you were an officer of this Department.

I hope you and Mrs. Cattermull are enjoying good health and will have a pleasant holiday in the South.

Yours truly,

E. S. Giles

Director of Protestant Education

HSB/DR

Department of Education

Government of Quebec

Office of the Associate Deputy Minister

July 12, 1965

Mr. and Mrs. Stanley V. Cattermull
c/o The Rev. E. J. Briard
4083 Beaconsfield Ave.
MONTREAL 28, P. Q.

Dear Mr. and Mrs. Cattermull:

The Reverend Mr. Briard has very thoughtfully brought to my attention the very interesting fact that you will celebrate on July seventeenth the fiftieth anniversary of your wedding.

When I told Mr. Harold Young and Dr. Eivion Owen, your one-time associates, of this event, they asked me to send you their congratulations and best wishes with my own. I do this now with the hope that you may enjoy good health for many years to come.

Last week when I made my thirty-eighth tour of the Gaspé Peninsula, I was reminded on several occasions of the happy time we spent together in far-off days of long ago. The country is still beautiful and the people remember with pleasure the painter-educator and his charming wife who lived among them for more than twenty years.

Please accept and convey my kind regards to Yvonne and her family.

Yours sincerely,

Howard Billings
H. S. Billings
Associate Deputy Minister

HSB:PMW

ENVOI Stanley V. Cattermull was one of the last of a line of School Inspectors for Gaspesia that began in 1851 with the appointment of Me. Peter Winter. (Ref. "GASPÉ OF YESTERDAY", No. 70 - "GASPESIA'S FIRST SCHOOL INSPECTOR". SPEC 3 January, 1984) The school inspection service in Quebec was ended effectively with the adoption of Bill 60 in 1964 which created a new Ministry of Education on recommendation of a Royal Commission of Inquiry on Education. Indeed, as far as Protestant schools were concerned the adoption of Bill 60 and the impact of a subsequent series of vindictive and punitive language laws created a remarkably rapid and dramatic decline in both Protestant and English Catholic schools throughout Quebec.

Though the tenure of Inspector Cattermull is well within living memory, the educational situation he reported above may seem as a distant, "golden" age. In 1991 it is particularly ironic to find yet another Task Force seeking to identify the causes of the disastrous decline of the English school population and possible solutions. Truly, such an effort is a case of "examining the open barn door long after the horse has gone".

Stanley Cattermull's choice of title in the report cited above, "BUILDING EDUCATION IN GASPESIA" was in the best tradition of those men and women who through generations ensured that English education in Quebec was second to none. The tragedy of the present situation lies in the failure of their descendants to stand up for their educational rights and freedom.