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THE EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC

PUBLISHED
QUARTERLY

Vol. LXXIV, No. 4

OCTOBER - DECEMBER 1958

"POUR VOUS, MONSIEUR ?"

GRADE IV PUPILS, MOUNTROSE ELEMENTARY SCHOOL, MONTREAL

"GOD WITH US"

(Music : Beethoven's "Ninth Symphony")

Heaven's brilliant stars are shining,
Choirs of holy Angels sing
Praises to the Child-Messiah.
Bethlehem receives The King.
Not with pomp or stately pageant
Comes the Son of God to earth.
Not a palace but a stable
Shelters Jesus at his birth.

"Gloria in excelsis Deo"
Gladly let creation sing.
Where the shepherds and the Magi
Kneel, may man his treasure bring.
Not the worldly goods that perish,
Not the gifts the Caesars prize,
But a dauntless, cheerful spirit
Born of love that faith supplies.

— Richard Callan

THE EDUCATIONAL RECORD

October - December 1958

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THE EDUCATIONAL RECORD

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Vol. LXXIV *QUEBEC, OCTOBER - DECEMBER 1958* *No. 4*

ANNOUNCEMENTS

THE LATE MR. LEWIS J. KING

The death of Lewis J. King on May 21, 1958 brought to a close a lifetime of service, much of which was devoted to the advancement of rural schools in the Province of Quebec.

Born and educated in the Province of New Brunswick, Mr. King qualified as a teacher in that province. Some years later he returned to academic studies, graduating from Dalhousie University and the Presbyterian College of Halifax. For several years thereafter he served as an ordained minister of the Presbyterian Church of Canada.

In 1920, while he was minister in charge of a congregation at Escuminac, Quebec, Mr. King assumed the duties of Inspector of Protestant Schools for a part of the Gaspé Peninsula. Two years later, he resigned from his pastoral duties in order to devote all his time to the inspection of schools throughout the Gaspé Peninsula, where for ten years he devoted his talents and training in the fields of education and theology toward the improvement of schools.

In 1932 Mr. King was appointed Inspector of Schools in the Papineau-Argenteuil area, a post which he held until his retirement in 1952. In this period he became especially well known as a proponent of consolidation of rural schools, a cause to which he gave himself freely and effectively. Many school board members will recall the long evenings spent with him during which the obstacles preventing the unification of small municipalities were encountered, examined and overcome. Many teachers will remember his kindly counsel and complete dedication to the duties of his office as he moved through the inspectorates of which he held successive charge. It was fitting that, in 1945, he should be invested with the Order of Scholastic Merit in recognition of his services to education in the Province.

Following his retirement Mr. King lived in New Brunswick, returning from time to time, drawn by nostalgic regard, to revisit the places to which he had given devoted educational service. A school which he fostered and saw through to completion now bears his name ; many other schools carry the imprint of his deep regard for the welfare of rural education and his labours on its behalf.

ADMISSIONS TO TEACHER TRAINING

The large number of applications to the School for Teachers made it necessary for the Central Board of Examiners to limit admissions where applicants did not possess the complete academic qualifications.

Ten papers are required for admission to teacher-training classes. Applicants with passes in nine papers and totals of 600 marks or over were admitted but are required to pass a supplemental examination ; teaching certificates will not be granted until this condition is met. A few special borderline cases were accepted. Applicants with only eight papers, i.e., failure in two papers in the High School Leaving examinations, were refused admission.

The Central Board of Examiners dealt with 621 new applications from all sources : of these, 606 were for entrance to the School for Teachers and 15 for Bishop's University. A total of 494 applications was accepted by the Board ; 127 applications were refused. Admissions for the Class III Diploma totalled 243 ; for the Class II Diploma, 180 ; and for the Class I Diploma, 71.

It is expected that of the 513 students enrolled in the three courses at the School for Teachers approximately 350 will graduate in June, 1959.

THE FILM LIBRARY

The Film Library of the Department of Education continues to grow, at least in so far as moving pictures are concerned. At the close of the session in June, 1958 it contained 1,781 titles ; of the more popular there are as many as six prints. The total number of films is now 1,813. The list of recent additions is available from the Film Library upon application.

A total of 2,625 film requisitions was received during the past session, and an equivalent number of shipments were made. During the same period only 187 requests were made for filmstrips.

The latter teaching aid has many obvious advantages for the teacher, particularly in the junior grades. A steadily falling demand for the loan of filmstrips, however, has resulted in fewer recent purchases for the Film Library. Because the cost of filmstrips (black and white and colour) is very modest in comparison to that of moving-picture films, schools are urged to establish their own libraries of this audio-visual resource. By doing so, the strips in regular use are readily available.

The Film Library is prepared to suggest appropriate titles and sources of supply to any interested teachers. Conversely, it is anxious to receive from teachers the names of any films that they wish to have included in the Film Library list.

NEWS ITEM

Two bulletins have been sent to parents in one of the largest school municipalities of the Province. As they are of interest to administrators and principals they are printed below.

SCHOOL REPORTS

1. Three term reports will be issued to parents during the academic year instead of four : one just before Christmas, one just before Easter and

the final report in June. Progress reports on pupils will be sent to parents when necessary during the intervals between term reports. These reports would be based on daily, weekly and monthly tests. Many special cases will be dealt with by means of phone calls and parent-teacher interviews.

Advantages of this change

a) More time can be devoted to teaching rather than preparing, administering and correcting four sets of examinations. Teachers have stated that in this way they can cover subject matter more thoroughly and have more time for review.

b) The third and fourth sets of examinations came too closely together ; thus, there was not enough time at the end of the year for actual teaching and review work.

2. All pupils will write all three sets of examinations. This will do away with the system of recommendation presently in force.

Advantages

a) All pupils will learn to write final examinations and will be thoroughly used to the idea by the time they have to write Departmental examinations in Grades X and XI.

b) Distinctions between those pupils who have to write and those who do not will be eliminated.

c) Difficulties encountered by principals and staffs in judging who should be recommended will be eliminated.

d) All pupils will have the full academic year.

RE STUDENTS WHO PUT FORTH NO EFFORT

High school education today has become a very expensive proposition and an increasing burden on those who have to support it. All deserving students should have a right to a high school education ; in fact, there is a great need throughout the country for educated men and women in the future. In many classrooms in nearly all high schools there are pupils who refuse to take advantage of their opportunities. They persist in idleness and in fact jeer at those serious-minded pupils who are conscientiously trying to obtain a high school education. It is with the idea in mind of eliminating these idlers that the following policy is being inaugurated by the Board :

1. The concern is not so much with pupils who are trying hard but are unable to succeed as with those who simply fail to put forth any effort.

2. Such pupils can be identified quite early and should be referred to the Principal for consideration.

3. Parents will be made aware of the problem as soon as possible, either by letter or by personal interview. This procedure will be carried out by the Principal.
4. The Principal will advise the parent that the pupil's name will be reported to the Board.
5. A letter will go from the Board to the parent repeating the warning that the pupil may not be permitted to remain unless his efforts improve.
6. Pupils so reported will be regarded as being on a period of probation.
7. As a final step, the student will be advised of his enforced withdrawal by a letter from the Board.

MISCELLANEOUS

a) Pupils who fail the same grade in two successive years shall be required to withdraw unless there are extenuating circumstances.
b) Overage pupils in Grades VI and VII who obviously are not suited for an academic career should be advised to seek other fields of learning. (Here again extenuating circumstances should be taken into account.)
c) This policy is being inaugurated to bring a sense of responsibility to the young people in our schools and to improve the academic tone of the school. It is in no way designed to hinder a student in the achievement of a high school education which is so necessary in our modern society.

WORLD STATISTICS ON EDUCATION

It has been estimated that there are some 860 million children and youth in the world between the ages of 5 and 19. Of this population, only about 30 per cent are enrolled in primary schools and about 7 per cent in secondary schools and higher institutions. The remaining 63 per cent are not enrolled in any kind of school. Furthermore, this population of school-going ages is now increasing at the rate of between 15 and 20 million each year, and by 1970 will probably reach a number well over 1,000 million.

In many countries, where education is compulsory for children up to the age of 14 or 15, nearly 100 per cent of these are currently attending school. Among boys and girls aged 15 to 19, the proportion of those attending school varies from less than 10 per cent to more than 90 per cent, but there are no more than six or seven countries where this proportion is reported at more than 50 per cent.

Among all the children and youth who are enrolled in any kind of school in the world — say about 330 million — about four-fifths are found in various types of primary schools, and only one-fifth in secondary or higher schools. It is interesting to note, however, that among some 10 million students pursuing higher education in the world, about 165,000 (1.6 per cent) of them are studying outside their own countries.

— Bangnoo Liu

Unesco *Background Document,* No. 109.

STATISTICS OF SCHOOL PERSONNEL AND SCHOOLS: 1957-1958

TABLE 1

NUMBER OF TEACHERS

CLASSIFICATION OF SCHOOLS	TEACHERS		
	Male	Female	Total
One-room Elementary	5	50	55
Two-room Elementary	2	24	26
Graded Elementary	221	1,723	1,944
Intermediate	65	255	320
High	662	1,038	1,700
Independent	52	84	136
Total	1,007	3,174	4,181

TABLE 2

DIPLOMAS OF TEACHERS

CERTIFICATION	TEACHERS		
	Male	Female	Total
Elementary or Advanced Elementary	71	1,114	1,185
Intermediate or Advanced Intermediate	113	1,008	1,121
High School	532	404	936
Specialist Diploma	86	144	230
Extra-Provincial Certificate	79	267	346
Permission to teach granted to School Boards*	126	237	363
Total	1,007	3,174	4,181

*Includes teachers with qualifications from outside Quebec but not qualifying for Quebec diplomas and untrained personnel.

TABLE 3

CLASSIFICATION OF SCHOOLS AND TOTAL ENROLMENTS: 1956-1958

CLASSIFICATION OF SCHOOLS	NUMBER OF SCHOOLS		ENROLMENT	
	1956 - 1957	1957 - 1958	1956 - 1957	1957 - 1958
One-room Elementary	66	55	1,166	968
Two-room Elementary	9	13	410	570
Graded Elementary	121	122	59,057	60,728
Intermediate	55	55	6,899	7,596
High	64	65	32,447	34,730
Independent	35	34	2,120	2,362
Total	350	344	102,099	106,954

The enrolment of pupils in schools under the Protestant School Board of Greater Montreal was 60,456 for the session 1956-1957 and 62,686 for the session 1957-1958.

AGE-GRADE TABLE ACCORDING TO NET ENROLMENT IN ALL PROTESTANT SCHOOLS; 1957-1958*

		5	6	7	8	9	10	11	12	13	14	15	16	17	18 AND OVER	TOTAL	TOTAL ENROLLED BY GRADES
KINDERGARTEN	BOYS	1,117	2,136	10												3,263	
	GIRLS	1,130	2,089	9												3,228	6,491
GRADE I	BOYS	401	2,634	2,903	278	36	6	3	1							6,262	
	GIRLS	415	2,526	2,673	193	10	3		2							5,822	12,084
" II	BOYS		424	2,196	2,359	481	74	17	9	3						5,563	
	GIRLS	1	429	2,078	2,069	264	46	7	4	4						4,902	10,465
" III	BOYS		12	436	2,336	2,433	603	109	34	9	2					5,974	
	GIRLS		5	457	2,425	2,161	368	57	14	2	5					5,494	11,468
" IV	BOYS			6	407	2,150	2,374	758	193	56	13	2				5,959	
	GIRLS			10	446	2,328	2,185	539	145	28	8	4	1			5,694	11,653
" V	BOYS				6	395	2,123	2,423	737	237	67	24				6,012	
	GIRLS				10	479	2,399	2,176	519	155	32	4				5,774	11,786
" VI	BOYS					12	381	1,797	1,722	741	312	94	12			5,071	
	GIRLS					16	430	2,016	1,796	596	173	59	7			5,093	10,164
" VII	BOYS						14	283	1,302	1,615	814	319	72	24		4,443	
	GIRLS						14	259	1,626	1,494	526	144	42	5		4,110	8,553
" VIII	BOYS							15	237	1,266	1,561	892	339	52	4	4,366	
	GIRLS							14	274	1,549	1,553	629	171	27	3	4,220	8,586
" IX	BOYS								4	185	1,019	1,268	709	242	23	3,450	
	GIRLS								18	262	1,280	1,339	503	94	4	3,500	6,950
" X	BOYS									7	175	795	866	502	174	2,519	
	GIRLS									13	218	1,013	901	304	53	2,502	5,021
" XI	BOYS										4	126	482	557	348	1,517	
	GIRLS										10	155	681	604	168	1,618	3,135
" XII	BOYS												8	39	56	103	
	GIRLS												16	35	13	64	167
TOTAL BY SEXES	BOYS	1,518	5,206	5,551	5,386	5,507	5,575	5,405	4,239	4,119	3,967	3,520	2,488	1,416	605	54,502	
	GIRLS	1,546	5,049	5,227	5,143	5,258	5,445	5,068	4,398	4,103	3,805	3,347	2,322	1,069	241	52,021	106,523
UNCLASSIFIED																	431
GRAND TOTAL		3,064	10,255	10,778	10,529	10,765	11,020	10,473	8,637	8,222	7,772	6,867	4,810	2,485	846	106,523	106,954

*In the schools of the Protestant School Board of Greater Montreal total enrolment is given.

RADIO AND TELEVISION IN THE CLASSROOM

Richard S. Lambert, M.A. (Oxon.), Supervisor of School Broadcasts
Canadian Broadcasting Corporation

Radio and television are found in nearly all homes today. We rely upon them for much of our entertainment (especially music), drama, news and information. Our children have grown up habituated to them; some spend almost as much time watching TV as they spend on their lessons.

The *immediacy* and *universality* of radio and television fascinate the majority of adults; you turn a knob and you have with you the most up-to-date material available, presented simultaneously (or nearly so) with your reception of it. These two qualities — *immediacy* and *universality* — distinguish radio and television from all other audio-visual media used in the classroom.

A school broadcast or telecast is basically similar to the programmes heard or seen over the air at home, and children approach it with the same curiosity that they feel for an entertainment broadcast in their home environment. The educational efficiency of radio and television is largely determined by their success in satisfying or inciting the curiosity of children. Their aim must be to stimulate the mind of the child and make him more eager to learn. A secondary aim, of course, is to present information which will supplement that imparted by the teacher. It should be noted, however, that audio-visual devices are not intended to substitute for the teacher: they serve to assist her in the fulfilment of her teaching responsibilities and in the enrichment of her lesson presentations.

If broadcasts are to motivate learning and enrich teaching procedures they must be planned by experts familiar with the needs of classroom teachers. These experts comprise educators and broadcasters. In Canada, the educators are completely responsible for the content of all broadcasts, and the broadcasters are concerned only with the form of their presentation. In spite of some overlapping, this division of function has worked well over the past fifteen years.

Eighty per cent of all school radio broadcasts in Canada are planned and partly financed by the Departments of Education. The programmes tie in closely with the provincial courses of studies, especially in the fields of social studies (history, geography, current events), music, literature and language. The remaining programmes are presented on a nation-wide basis and, therefore, do not correlate as closely with provincial courses of study. Generally speaking, they deal with subjects commonly taught, such as Canadian history, wildlife, industrial growth. The national school broadcasts are planned by all the Departments of Education acting collectively through the National Advisory Council on School Broadcasting. Teachers, parents and school trustees are also represented on this Council.

Full details of the national school broadcasts are published every season in *Young Canada Listens,* a 48-page booklet available free to all teachers on request. The Ontario and Quebec school broadcasts are published by the re-

spective Departments of Education in special leaflets or calendars. At least half an hour of school broadcasting is available daily to the great majority of schools throughout the country. Approximately 75 per cent of English-speaking schools are now equipped with radios.

The use of a school broadcast is a matter of great importance. Mere passive listening is usually disappointing. Good broadcasts are deliberately planned to leave something positive for the teacher to do to complete their effectiveness. The following incident illustrates the value of utilization. Reports on a broadcast were made by two teachers in different schools to their Department of Education. One wrote: "Not worthwhile. After a few minutes the students' attention wandered and they became bored. At the end they voted that we discontinue listening to school broadcasts and use our time for textbook study." The other reported: "My students followed the broadcast with rapt attention. They learned from it, in those twenty minutes, more than I had been able to put into their heads during a whole term's work."

Why this difference? Almost certainly because the second teacher took the trouble to prepare for the broadcast and followed it up immediately with related classroom activity. Some teachers fail to realize that a school broadcast can be used in three possible ways: (a) as an introduction to future study, (b) as an illustration of what is being studied at the time, and (c) as a recapitulation of previous study.

During the last few years television has made its appearance in the classroom. So far, school telecasts have been presented on an experimental basis in Canada. Two series of national school telecasts were given in 1954 and 1956. These were planned by the National Advisory Council on School Broadcasting and were produced by the CBC. The programmes, which were viewed in 2,350 classrooms by over 80,000 pupils, dealt with social studies, science, art, language and literature in the primary, intermediate and senior grades. Reports sent in by teachers testified that "television has definite value (especially in science and social studies) as a teaching aid in the classroom" and indicated that a great majority of teachers favoured further development of the use of TV in our schools.

Early in 1958 two experimental television programmes were conducted by the Halifax City School Board and by the Manitoba Department of Education in co-operation with the CBC. Both experiments concentrated largely on the teaching of science, in Halifax at the elementary level, and in Manitoba at the secondary level. Manitoba also presented successful programmes in art and literature. Reports on these experiments have just been published. The Halifax report suggests that the use of specialists as master teachers on television has limitations: "Teachers seem to be more interested in securing television lessons designed to supplement and enrich the regular work of the classroom than they are in the presentation of master-teacher plan lessons which follow closely the course of studies as laid down by the provincial department of education."

The Manitoba report found that teachers in general showed a wide interest in television, and that "educational television can serve a useful pur-

pose in rural as well as urban centres. School telecasts should probably employ (a) master teachers demonstrating lessons with help of all modern techniques such as films, models, diagrams, etc., (b) dramatizations with professionals."

Both experiments made extensive use of master teachers, i.e., specially chosen subject experts who adapted their regular teaching techniques to the new medium.

Considerable experimental work in educational television has been conducted in other countries, notably Britain and the United States. In Britain two half-hour school telecasts (mainly of an enrichment character) are now presented daily by the BBC and the ITV (commercial) networks. In the United States some thirty educational television stations, built mainly by community agencies or by universities, present school telecasts during the day and adult educational or community type programmes in the evening. Because vast sums of money are required to build, equip and operate these private stations, little is available for programmes and production standards are often amateurish and inadequate.

In Hagerstown, Maryland, the Ford Foundation for the Advancement of Education is at present financing a five-year experiment with closed-circuit TV instruction at a cost of $500,000. This project involves linking up the entire Hagerstown school system by co-axial cable with a central studio building from which basic lessons are taught by master teachers on TV and distributed daily to the twenty-eight schools in the system. The programme has called for a standardization of classroom procedure and textbook teaching not generally accepted in many parts of Canada.

School TV has been in existence for several years in France and Germany and has recently been established in Australia.

Canada is not in the forefront of educational television. Many of our Departments of Education adopt a cautious, vigilant attitude towards its use because they fear the expense of providing TV receivers in schools on a large scale. These Departments seem to favour local experimentation, for example, under the aegis of the larger city school boards. Because school television programmes are more costly to produce than school radio broadcasts, the provision of technical and production facilities for an unlimited number of local experiments could not reasonably be expected of the CBC.

Some Canadian teachers have argued that most of the functions of school TV can be as well or better performed by films shown in classrooms as teachers require them. There is, in fact, no real rivalry between the TV and film media. Educational films can be shown on TV; this may indeed be an economical method of distributing them to schools. In any case, the output of Canadian-produced classroom films is very small, and schools have to rely largely on American sources. Canadian school telecasts have the advantage of immediacy and of local applicability. In some subjects, such as current events, television can do a job that no other audio-visual aid can match.

The outlook for radio and television in Canadian education is bright. School radio broadcasts will continue to find an ever-expanding usefulness in our schools for they can cover wider areas and serve more classrooms than TV

can hope to at the present time. The future, however, lies with television. When experiment has shown the proper way to use this medium, its flexibility and force will show it to be an unrivalled instrument for speeding-up and illuminating the process of learning. The coming generation of school students will be "visually conscious" to a degree never before known. They and their teachers and parents will then demand a full exploitation of the TV medium's instructional potentialities.

TEN COMPONENTS OF EFFECTIVE LISTENING

1. Give listeners experience with difficult material.

2. Impress on the listeners that listening is the easiest way to acquire needed information, the quickest way to grow culturally, and the surest route to social maturity. Develop their interest in listening.

3. Teach them to adjust to the speaker, whether he is loud, or poor, or halting.

4. Teach the listeners that listening requires an expenditure of energy, for it is an active process rather than a passive one.

5. Teach them to adjust to or adjust poor listening situations, whether they be the result of noisy neighbours or stuffy rooms.

6. Teach listeners to recognize, analyse, and rationalize upon emotionally-laden words to which they as individuals have reactions.

7. Teach listeners to react to emotion-rousing points by withholding evaluation until the discussion gives a true context, to hunt for negative evidence, and to make a realistic self-analysis in the face of such points.

8. Makes notes and note-taking complete enough to give recall assistance, but not to the point of their becoming a burden, the point where note-taking rather than listening becomes the primary aim.

9. Teach listeners to follow, reorganize and retain the main points of a talk, as opposed to attempting to retain all the facts or ideas which are given.

10. Teach listeners that thought speed is many times faster than speech speed and, therefore, that they must reconcile them, but not sychronize them. Synchronizing them induces daydreaming or sleeping.

— Ralph G. Nichols

National Elementary Principal, February, 1958.

PUTTING THE RADIO TO USE

Philip J. Kitley, M.A., Director, Division of School Radio Broadcasts
Department of Education, British Columbia

How Lewis Carroll's Red Queen would have loved contemporary education ! So much of it appears to be a mad scramble in order to remain where we are. Perhaps we are too busy scrambling to analyse some possible causes of the confusion. What about these, for example ?

The new wine of modern resources has burst the old bottles of traditional method. (So, do we discard the wine in order to save the bottles ?)

Perhaps we accept the new wine without any real conviction of its value.

Clinging to the knowledge of a generation ago, we do not realize how inadequate it often is for present-day needs.

We still tend to mistake the form for the substance, the device for the function.

New enthusiasms sometimes run away with us and upset our sense of balance.

For what do we educate today's children ? Is it for the swiftly moving present, or for some hypothetical past which we can retain only as a blurred memory picture ? How much useless tissue are we carrying in the form of vestigial educational organs or experimental monstrosities ! Remembering that the dinosaur probably failed because he became totally vestigial, let us examine our educational philosophy to see if it is not in the same danger. Do we need to develop the new attitudes and techniques essential for coping with the special needs of our times — the new opportunities, the new problems, the stresses and the fresh capacities for growth ?

Though the mass communication devices are products of a new age, the new age is in part a product of them. Printing, which makes the modern classroom possible, marks the beginning of the new era. Radio broadcasting is still effecting changes and television is bound to add impetus. We are caught up in a dizzy transformation that began not too long ago and for all we know is far from complete. Can we map out the *terra incognita* and locate ourselves in it ?

The process may not be a simple one. It is often easier to see a new pattern clearly than it is to find one's own place in it. There is not much point in giving mere lip service to such a modern teaching aid as the radio. Although the advocation of a radio-oriented classroom may sound like the other extreme, it is possible that we do need a type of reorientation that will at least allow the radio to become a natural part of our total instructional programme. In other words, no matter how small the room it rates in the whole educational structure, let it be a *room,* not just a *woodshed.*

Can radio justify any position at all ? Yes, in so far as it brings us into contact with the wide world, daily growing more complicated and more difficult

for classroom understanding. Where the textbook is too slow to catch the rapidly changing scene, the radio can footnote it with up-to-date amendments. In addition, radio can tap the rich wealth of libraries and museums; it can provide a line of communication to reawaken the past in a way no textbook can. Radio can enrich bald curricular details with illustration. Of even greater import is radio's contribution of words and music from our cultural heritage for personal appreciation and enrichment.

Once the worth of this assistance has been recognized, and the radio has been accepted as a living part of our teaching process, we have sufficient motivation to find out all we need to know about its resources. We would unhesitatingly apply the same questioning to the textbooks or maps we use. Let us see what there is to discover: Over what station or stations can school broadcasts be heard? What are the frequencies, and where are they found on the radio dial? Can more than one series of school broadcasts be followed? Are other suitable radio programmes available which are not listed among the regular school broadcasts? Where is information about such programmes to be found? Is printed guide material available for the asking, if so, from where? Is class material available? Is there visual material to fit in with the broadcasts — still pictures, slides, filmstrips, film?

Prepare a calendar of available radio programmes, making sure that its arrangement will remind you and your class in plenty of time about the broadcasts you wish to use. Generally, fall is the most suitable time for planning the year's listening activities. Do it *now*. Get an over-all view and make sure you are choosing wisely, not erring in the direction of too much or too little. If you are a school administrator, recognize that your busy staff will need some reminding and that you yourself are unlikely to have time to do it. Appoint a radio co-ordinator for your school. His duties will include keeping the staff posted regarding available programmes and seeing that material is ordered in plenty of time and properly distributed when it arrives. He will have other duties too which will be discussed later.

Knowledge of the availabilities is not in itself enough. There are a few principles that should not be too difficult to deduce from the foregoing and from a grasp of the fundamental concepts of teaching. Let us go on asking some appropriate questions: "Why am I using this programme?" The answers can be varied but they must be simple and uncomplicated and they must involve practical value for your class or assistance to you in your teaching. They should not include any suggestion of time out for you. No teaching device is ever going to create more leisure time for the good teacher. It may enable him to reach his immediate goal sooner, more directly, and more efficiently, but it will demand more and better teaching rather than less — the further we travel the wider the unexplored horizon.

"What preparation will the class need in order to listen with optimum interest and value?" The answer to this involves the use of any available printed aids. Activities may be grouped under these headings: aids to comprehension, the arousing of interest and the direction of listening activity. Does the broad-

cast contain any difficult concepts which will call for previous explanation and discussion? Are there vocabulary difficulties to be anticipated? Will the use of maps or pictures make the broadcast clearer? How can an introductory discussion relating the topic to the interests of the class develop a receptive mood? Finally, how can a *point* be put on the listening activity so that it becomes something of specific value to the listeners? This means that directions need to be given; let the class do more than just "hear the broadcast," and make sure that they listen *for* something. Specific instructions might include finding answers to questions or finding new questions to ask, drawing comparisons and contrasts, listening critically with an ear for appreciation, initiating an individual or group project that may range from a brief consultation with a reference book to a major enterprise.

Many potentially good broadcasts are sabotaged by defective or inadequate equipment. The following essentials can be attended to by even the least technical :

See that the equipment is ready and *operating before* the class assembles. Volume can be kept down until the time of the broadcast. The amount of extra power consumed will be negligible.

Make sure that the equipment is properly stored and beyond the reach of young experimenters.

Have servicing done regularly, whether or not a need is apparent. Tubes should be checked once a year. Equipment may continue to function for a long time, though operating at much less than top efficiency.

In the larger school these details can be attended to by the radio co-ordinator and perhaps a student committee. Here is an idea to think over : even in the best listening areas, electrical interference can often make reception impossible. Don't discount the need for a good outdoor antenna. In the large school it is easy to place one in a central location, and a good receiver can distribute programmes to each classroom through extension speakers. This practice is more economical and will give much better reception.

So much for preparation : now for listening. "What class activities are called for during the broadcast?" If the programme itself involves physical movement, it defines its own answer to the question. Notice, however, that in this case some sort of special preparation may be needed. If it is a "listening" programme, directed attention should be the predominating activity. There should be no such thing as *passive* listening to a school broadcast : listening with attention can be an absorbing activity in itself. Note-taking — with the possible exception of special-content programmes for the older pupils — will usually be at a minimum. To avoid any interference with the listening activity the teacher's notes should be brief, and blackboard work should be limited to the listing of unfamiliar names or new words.

The wise teacher does not cease to direct the activities of the class because the broadcast is in progress. He is alert in indicating maps and pictures which are on display, and will strive to channel listening or reclaim wandering attention. At times he may even interrupt the programme and he will have the courage to cut it off completely if he finds it unsuitable for the class.

How may the mental energy set free by the broadcast be harnessed to best use? Let us face it immediately — if there has been no liberating of mental energy, the broadcast period has been time wasted. Your question then might well be, "Why?" The answer may be sought in these factors: unsuitability of the material or its presentation, uncomfortable listening conditions, distractions, poor reception, improper or inadequate preparation, or even the fact that the class has not yet learned how to listen. If the last is true, some careful listening practice should soon remedy the difficulty. Even primary classes are quick to discover how to listen to broadcasts and they will engage smoothly in an activity programme with little supervision. Assuming, however, that the class has been properly stimulated, the suggestions made before the broadcast should provide them with an activity guide, or the broadcast itself may have suggested others. For longer range projects, reports of various kinds are often of value and may provide material for further discussion. Depending on the material and the age of the pupils, handwork and similar projects are often possible. At short range, the broadcast itself should usually be the subject of a brief discussion in which the important details can be pulled together. At this point note-taking can be done if required. To the writer, who has seen pages of wasted paper devoted to this effort, it would seem most economical to work out the general form of the notes as a class project concurrently with the discussion. The class can then be given an opportunity of developing the details for themselves. By so doing, time, paper and energy will undoubtedly be saved.

As a final activity, it is in your hands as teacher to evaluate what has been done. Was the listening period worth while, and why or why not? Those who have prepared the broadcast will certainly be interested in your opinions. If you wish to develop the most economical classroom listening you will want to make each broadcast a laboratory period, analysing the activity to discover where it could have been improved. If you have doubts about the effectiveness of the listening, go back to fundamentals: Were aims correctly chosen? Was selection wisely made? Was preparation complete? Was the receiver properly located and tuned in? Was the volume at the right level? Was reasonable class comfort ensured through proper seating arrangements and attention to ventilation? Were distractions kept to a minimum? Have you made sure that the programmes you are using are best suited to the interests and maturity of your class? Did you do all you could to ensure that the preparation, the listening and the follow-up were such as to justify the time spent?

Now is the time perhaps to make sure that your enthusiasms are not running away with you. Just as some of us are inclined to worship too ardently at the shrine of stern Duty, others find it easy enough to choose between the tedium of spelling drill and the liveliness of an exciting radio dramatization. Let us keep our sense of proportion! Remember, too, that there is no magic about a "device." Even a mechanical brain is of value only when it is in the hands of a skilled and sensible operator. Whatever is said to the contrary, it will always be a wise and understanding teacher who will control the teaching process, no matter how imposing the array of mechanical assistants he may gather around him.

THE TAPE RECORDER IN FRENCH LANGUAGE TEACHING

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The learning of any modern language is dependent upon the acquisition of a certain number of basic skills. In the case of French, in particular, these skills may be stated briefly as the ability to *understand,* to *speak,* to *read* and, finally, to *write,* in that order of importance and emphasis. The acquisition of these skills can become real mastery if French is taught skilfully under proper conditions. Any progress in oral language bears a direct relationship to the emphasis given to it in the instructional programme and to the interests and aptitudes of the learner. To state the case simply: "Learning a language, like learning any other art or science, has a beginning, but no end. While the quality of achievement and the rate of progress are determined by the manner of instruction and by the personal characteristics of the students, the extent of mastery is always in direct proportion to the amount of *time* and *effort* expended."

It is not the purpose of this article to discuss all the conditions to be met in the successful teaching and learning of French, but merely to suggest to teachers a tool that has definitely proved its worth in achieving the four aims stated above. The tape recorder may be used in developing all of the basic skills necessary for the acquisition of a language and, if properly used by a skilled teacher, will arouse the interest and enlist the active participation of students. It has been stated that the tape recorder is as important in the teaching and acquiring of oral language as the printing press has been, and still is, in the acquisition of reading and writing skills and in the dissemination of knowledge. This being so, it is proposed to discuss briefly this most valuable of all aids for teaching a language.

Operation of the Tape Recorder

The magnetic tape recorder is an electronic device for (a) recording and (b) reproducing sound. During the recording process the instrument "prints" a magnetic pattern of sound on a roll of coated plastic tape. The sound may then be reproduced immediately by rewinding and playing back the tape. The operation of the tape recorder is very simple, and anyone, even a young child, can learn to run it after a few minutes of instruction. No knowledge of mechanics is required.

Tape Recordings

Sound is recorded on strips of plastic material coated with magnetic iron oxide. The tape is ¼" wide and is available in varying lengths on plastic reels. For school use the 7" reel containing 1200 feet of tape is the most convenient. This tape plays for 30 minutes when used on machines which operate at the rate of 7½" per second. On a recorder operating at 3¾" per second, the playing time may be extended up to 60 minutes.

Recordings may be edited, quickly erased or retained permanently. Tests have shown that tapes may be played at least 3,000 times without signs of deterioration, wear or loss of fidelity.

The Recorder as a French Language Teaching Aid

The recorder is only an aid to teaching. It cannot replace the teacher but must be used as an integral part of the teaching process. The recorder cannot perform miracles but will certainly enable a good teacher to teach more efficiently and with more lasting results. The recorder is used mainly, at all levels of instruction, for developing and maintaining *hearing* and *speaking* skills. This can be done in an infinite variety of ways, since the tape recorder is a most flexible learning supplement, limited only by the imagination, the ingenuity and the creative ability of teachers and students. Some of the ways in which the recorder has been used with success from Grade III to Grade XI are described below.

Recordings in the Elementary School

a) The play-units of *Jouons* and *Avançons* are most suitable for recording and by the addition of appropriate background music and sound effects may give an impressively professional touch. These recordings may be retained from year to year for purposes of comparison and to provide a suitable pattern for new pupils to imitate.

b) The French songs listed in the elementary French texts may be learned and practised. The recordings produced may be used for self-evaluation and comparison.

c) The basic skills of *hearing* and *speaking* may be practised also by using recordings of the "Questionnaires," the "Answers to the General Questionnaire" and, indeed, of all the oral exercises of the French textbooks in use. Teachers and pupils should co-operate in the production of these tapes and work towards complete mastery of the material recorded and the techniques involved. If these recordings are properly made and well utilized, excellent French pronunciation and good speaking habits will be fostered. Slow learners and pupils who have been absent or require special attention will all benefit from recordings of these essential oral drills.

d) The "Reading for Pleasure" and "Stories for Comprehension" will form an important part of the library of French tape recordings. They will be used to great advantage in developing and maintaining oral comprehension. Children should also be encouraged to record their own versions of the stories they have heard.

Recordings in the High School

a) In addition to the reading selections of each chapter of *Le Français Pratique* (Grade VIII to Grade X), the *Questionnaires, Petits Dialogues* and *Exercices Oraux* can all be recorded for use not only during regular class periods but also for review, for work with slower pupils and absentees, and for many other uses as the needs arise.

b) Comprehension skills may be maintained and developed by pre-recording short news or actuality broadcasts and telecasts and by using that material as a basis for short, brisk class discussions. Such material may be edited so as to retain only one or two important items to stimulate spontaneous oral expression. Frequent use of well-chosen recordings of current interest at, or a little above, the students' achievement level will be stimulating and interesting and will lead rapidly to a high degree of proficiency in oral comprehension.

c) Speaking skills may be practised and greatly extended by retelling the stories of the prescribed text and other related *sujets de conversation* based upon or suggested by the reading lessons. These *sujets de conversation* may vary from a minimum of a few simple sentences in Grade VIII to five-minutes speeches before the class in Grade XI. Most of the oral preparation required for this exercise should be done privately at the tape recorder. The student and the teacher can evaluate the quality of the work accomplished and modify and correct it, if need be, before the final presentation.

d) Recently, in several Montreal schools, tape recorders have been installed in semi-soundproof booths where students may enjoy almost complete privacy, recording their work and then playing it back through earphones. These pilot installations, commonly referred to as language laboratories, provide some of the facilities required if the teaching of oral French is to produce the results expected. Greatly expanded language laboratory facilities with adequate time and effective supervision will help students to maintain and extend comprehension and speaking skills until a good oral command of the language has been established.

e) Strangely enough, *reading* and *writing* skills may also be maintained and improved by means of this versatile teaching device. For example, recordings of the *Quatre Contes Choisis* and of the *Evasion du Duc de Beaufort* are very useful in helping students to read. Students should follow in their books while a paragraph is being read aloud on tape, all the while observing the speaker's pronunciation and noting difficulties for explanation by the teacher. After a paragraph has been read, the recording is stopped for questions, explanations, discussions and brisk, intensive oral practice. This procedure is repeated until the entire selection has been covered. Individual pupils are chosen to continue reading at the tape recorder for further practice. In this particular type of reading exercise pupils *see* and *hear*. This dual appeal to eye and ear has proved valuable in developing reading ability.

f) Dictation can be done quickly and conveniently at the tape recorder either by individuals or by an entire class. In Grade XI, especially as a final review before the High School Leaving Examination in written French, prerecorded *dictées* of previous examinations are indeed a valuable type of exercise. These recordings may be used by students who need extra help while others who are more proficient in dictation may concentrate on activities more suited to their needs.

g) *Writing* is the fourth basic skill which must be acquired in language learning, and since the student should write only what he is first capable of saying correctly, it will readily be seen that even this non-oral skill will benefit

from the oral training received. For maximum benefit the topics to be written on should first be assigned as *sujets de conversation* or stories for retelling. In this way students may utilize to the full the vocabulary and speech patterns acquired in the course of oral practice and presentation.

Advantages of the Tape Recorder

a) It is easy to operate and very economical to use.

b) It is a teaching tool particularly suited for work with children at any level of instruction.

c) It brings life into the classroom, new voices and sounds, and a freshness that is indispensable in keeping instruction alive.

d) It may be used to individualize instruction and to allow for different needs, aptitudes and interests.

e) It can release teachers from routine. Review lessons and drills on tape may be used for slow pupils and absentees. Whenever routine and repetition are necessary, the tape recorder is an invaluable assistant. The teacher being freed from routine may devote the time saved to some constructive activity. The tape recorder is not intended in any situation to replace or substitute for the teacher. Its only proper role is that of a supplement to the teacher.

f) It is valuable to teachers and students alike in evaluating the quality of the work accomplished.

g) It is a proven means for developing and maintaining *hearing* and *speaking* skills to a high degree and to a lesser but important degree *reading* and *writing skills.*

What to Look for in a Tape Recorder

Many firms produce tape recorders ranging in price from one hundred dollars to several thousand. For school use it is not necessary to purchase a very expensive machine since a medium-priced recorder will give adequate performance. The two-speed (3¾" and 7½" per second), push-button control type of tape recorder such as the Model T-10 Revere has proved very rugged and most satisfactory for oral French teaching.

The money spent on French language teaching facilities, if properly utilized by a skilled, imaginative teacher, will be more than justified by the renewed interest and enthusiasm of students in the oral French programme.

A bird perched on a telephone wire said to another bird, "Didja ever notice the way some people's voices make your feet feel funny?"

MANITOBA'S EXPERIMENT IN EDUCATIONAL TELEVISION

Gertrude F. McCance, B.A., Supervisor of School Broadcasts
Department of Education, Manitoba

In February, 1958 the Manitoba Department of Education embarked upon an exciting and fruitful experiment in the field of educational television. The impetus for this idea came originally from the Television Committee of the Canadian Education Association. Leadership in school telecasts had already been provided by the Canadian Broadcasting Corporation on the national level. Now it was deemed logical that further educational programmes might well be undertaken by the individual provinces since complete responsibility for education, in all its aspects, rests with provincial governments. Fifteen years ago Manitoba pioneered imaginatively and courageously in the unknown regions of educational radio ; it seems fitting that she should now be the first province to adventure into the fascinating realms of educational television.

From the inception of the idea and its acceptance by the National Advisory Council on School Broadcasting, the CBC through its Regional Director, Mr. James R. Finlay, became a willing and eager partner in this project. It gave the idea its unqualified backing and assured the Department that its television staff would spare neither time, effort nor thought to make this projected series valuable and attractive. The unflagging zeal of CBC personnel before and during the venture more than fulfilled this promise. Very essential co-operation also came from the privately-owned station CKX-TV in Brandon whose owner, Mr. John Craig, brought the station on the air two hours before scheduled opening to beam the telecasts into areas not served by the CBC. This wholehearted support made the project possible and vitalized it at every point.

The idea adopted, the first step was to enlist the support of all educational authorities and to formulate the basic educational policy for the series. Leading educationists and broadcasting officials met, and their advice was sought as to possible aims and objectives. From these discussions two dominating ideas emerged which served to chart the good ship *School Telecasts* along its entire course.

a) To justify expenditure of time and money and to ensure the very necessary support of the teachers, all programmes must be closely integrated with the curricula of Manitoba schools.

b) At no point do these programmes seek to replace the teacher or classroom activities. They must aim to arouse the desire for learning and supplement and complement the teacher's work. The following abridged comment from a *Times* (London) article expresses the proper aim of educational television : "To provide a versatile . . . teaching method which will be an advance on those now used . . . in which every student sees what is going on and which improves the contact between the teacher and his class."

With policies and aims clarified and with the wholehearted support of the CBC assured, a committee of teachers and supervisors met with the Director of School Broadcasts and TV consultant John Hirsch to organize and create six half-hour telecasts. The first decision reached was to divide the programmes into two series of three programmes each, the first three designed for senior high school viewing and the second for junior high school classrooms.

In Series I the emphasis was laid exclusively on science, justified by the fact that in the learning of scientific truth seeing leads inevitably to better understanding. Moreover, TV is particularly applicable to this subject field since the effective teaching of science leans heavily on the employment of demonstration techniques and visual aids. A further basic idea agreed upon was that a variety of television techniques and demonstration methods would be used in order to discover the most effective and valuable mode of presentation. These ideas took definite form in the following programmes :

Chemistry : "Carbon Dioxide"

This subject was conducted as a demonstration in a well-equipped laboratory and was prepared and presented by an experienced teacher in the straightforward familiar style of the classroom.

Biology : "Unseen Life"

Here the role of teacher was played by two highly qualified and experienced experts in their respective fields, the bacteriologist at the Children's Hospital, Winnipeg and an inspector in the provincial Department of Health. Further variety and experimental interest were given to the programme by the use of the interview technique, with a high school student acting as questioner and interviewer.

One very valuable feature of this telecast was the use of such ultramodern laboratory equipment as an autoclave, an incubator and one of the most modern microscopes.

Physics : "Force and Pressure in Liquids"

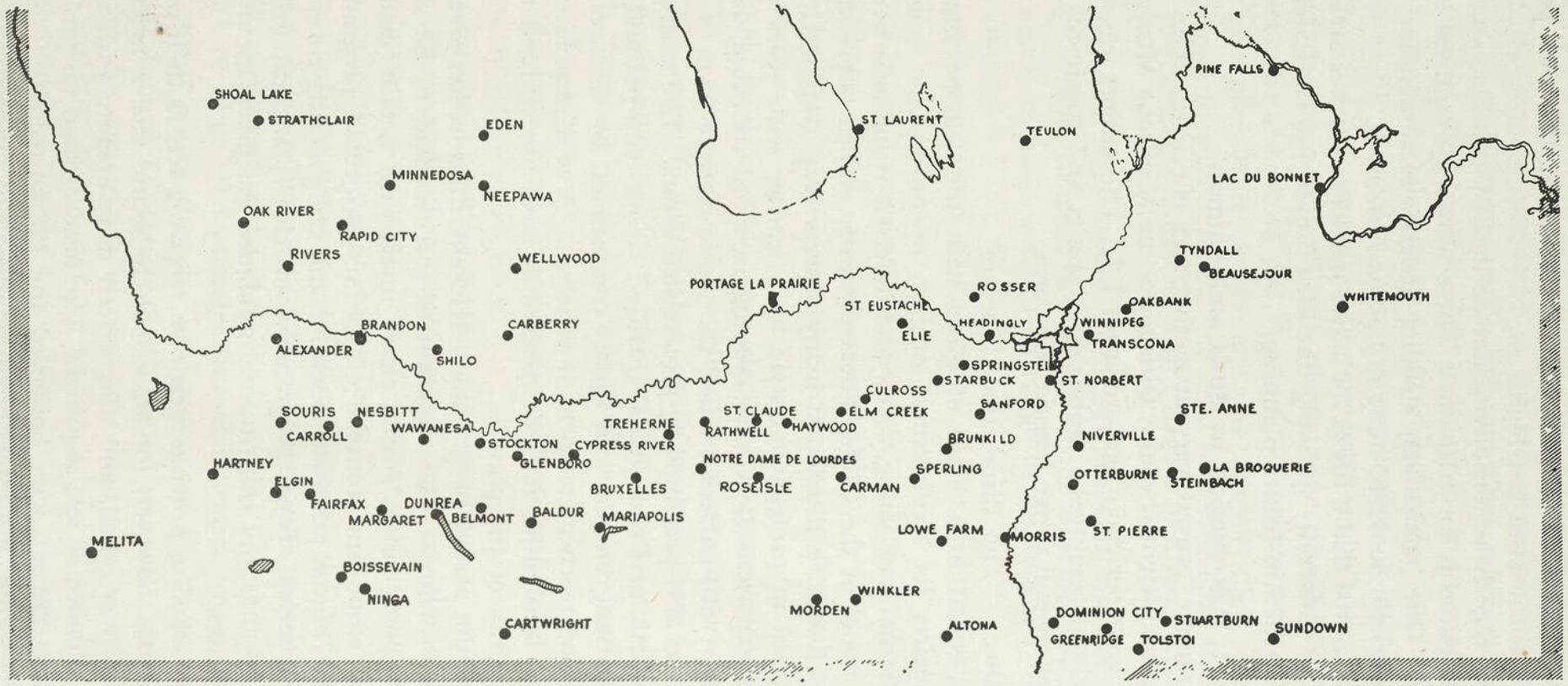
This programme was prepared and presented by a master teacher. The subject offered many opportunities for the employment of impressive visual techniques in the form of graphics, photographs and film inserts. Classes were especially interested in the variety of experiments and in the apparatus not normally available in school laboratories.

In the second series planned for junior high school viewing three subjects were presented : (1) Arts and Crafts, (2) Natural Science and (3) Literature.

The variety of subject matter provided further opportunities for experimenting with and determining the most attractive and effective styles of TV presentation.

Arts and Crafts : "Patterns Everywhere"

The aim of this programme was to develop an awareness of the infinite beauty and variety of pattern in the environment of the students and to rouse a desire to create individual patterns. Through eye-catching graphics and film



SCHOOLS PARTICIPATING IN THE MANITOBA TELEVISION EXPERIMENT: MARCH, 1958

inserts a splendid variety of simple, beautiful patterns was displayed. A four-minute break was provided in which the viewers made their own patterns while stimulation and enthusiasm ran high.

Responding eagerly to the invitation of the TV teacher, several hundred students sent in patterns for criticism. These were all examined and returned with comments. One particularly striking design was chosen for the cover of this year's school radio booklet *Young Manitoba Listens.*

It should be noted that a break for active participation was arranged on this programme only. Generally speaking, the idea proved impracticable and would probably be discarded in future planning.

Natural Science : "Locomotion in Birds and Animals"

This programme proved very attractive and effective. The presentation was made by a gifted scientist who is Director of the Manitoba Museum and who, very happily, is an experienced performer on TV. The subject was ideally suited to the use of visual resources : animated graphics and specimens illuminated scientific statements and drove home their truth.

English Literature : "The Elizabethan Theatre"

The series ended in a blaze of glory with the telecast illustrating the Elizabethan theatre, its architectural origins, operation, the conduct of the audience and the styles of acting. New and different visual aids were used most effectively. A model of the Globe Theatre constructed in our University's Department of Architecture illustrated many aspects very graphically. The narration was handled in professional style by a teacher with years of successful radio and stage experience. Always keeping in mind the need of integrating these programmes with current studies, the rustic masque from *A Midsummer Night's Dream* was ably presented by professional actors. The entire programme was of high aesthetic and educational quality ; it was enjoyed and appreciated by hundreds of young viewers and highly commended by teachers throughout the Province. One teacher commented tersely : "A real step forward. Until now my students have enjoyed Shakespeare but have not realized too well the dramatic possibilities of the plays."

Well before the actual programmes, relevant information was distributed throughout the Province. The attention of teachers had to be alerted, their interest and support enlisted, and clear, interesting details made available about the aims, scope and content of the six projected programmes. The *Manitoba School Journal* provided extensive and enlightening coverage of every aspect of the TV series. Every programme was clearly and carefully described with regard to its aims and content, and guidance was given for pre- and post-programme activities.

Schools were asked to provide their own receiving sets at their own expense. To make it possible, however, for all schools to secure sets, a meeting of television distributors was called, and they agreed to co-operate with local dealers in securing the number of sets required. The need created no problem to any interested school : 285 sets were borrowed and 126 rented.

Another very happy and unexpected expression of interest came from many

public-spirited citizens in rural areas who invited school groups into their own homes to view the programmes.

Reports subsequently submitted to the Department of Education showed general satisfaction with picture and sound reception and there was no criticism of the limitations of the 21-inch and 24-inch screens in general use.

Since the experimental aspect of the project and its untold opportunities to learn from doing were of the utmost importance, a method of evaluation was evolved in which all interested teachers were invited to participate. Well in advance of the telecasts, evalution sheets were distributed to junior and senior high schools throughout the Province. Teachers were asked to observe and examine all aspects of the programme and to report their opinions candidly, constructively and dispassionately. The need for forthright, free comment was stressed so that planning committees might have a firm foundation for building a future series.

The programmes were viewed by 18,301 students enrolled in 117 junior and senior high schools situated in all parts of the Province, excepting those in the extreme north. Schools outside the range of the telecasts will see the programmes on kinescopes.

These factors were noted in the analysis of the evalution reports submitted by teachers :

1. Widespread approval of the close link maintained between programme content and school curricula.
2. The science and literature programmes received the greatest attention.
3. The most valuable and effective programmes made wide use of TV's many resources — films, charts, graphics, sets, etc.
4. The majority agreed that, while teachers must always be used as programme consultants, the actual presentations should be handled by specially trained teachers and dramatic programmes by professional actors.
5. The experimental programme alerted teachers to the value of TV as an educational force.

There is no doubt whatsoever that the experimental programme has convinced Manitoba teachers that school telecasts can be stimulating, purposeful adjuncts to classroom teaching. More important still, the teachers are ready and eager to make further use of the medium.

One very gratifying discovery was that, although the budget was relatively limited, it was still possible (with CBC co-operation) to produce programmes of high quality and effectiveness.

The work of those who planned the series was a voyage of exciting, illuminating discovery which they are anxious to repeat. A recommendation by Manitoba's Minister of Education that a second series of experimental telecasts be planned for the current school year now assures a "second run" if the co-operation of the CBC is received. The next trip will provide many new and exciting opportunities. Among other things, it will determine whether interest has been maintained or — perchance — has risen to new heights. Most important of all, it will bring that enticing second chance to build upon experience gained.

TORONTO'S TEACHING AIDS CENTRE

W. Bruce Adams, Director of Teaching Aids
Toronto Board of Education

Just ten years ago this past summer the Toronto Board of Education embarked upon an experiment of some considerable proportions — the establishing of a Teaching Aids Centre designed to serve the teachers of the city on both the elementary and secondary levels.

The Centre was housed in the former George Street Public School, a four-room-plus-basement unit, which had seen better days and which had been unused for some time because of the shift of population from the downtown section to the suburbs. While the building still is anything but beautiful on the outside, the interior has been renovated to provide the work centres needed to carry on a three-point programme that has withstood the test of ten years' practical experience. This programme can be broken down under the following headings, each of which will be discussed in turn: (1) Distribution, (2) Training, (3) Production.

DISTRIBUTION

The distribution of teaching aids has been organized so that each school is given a weekly delivery and pick-up service. This provision requires the full-time use of one truck for three days each week. Additional deliveries can be made on Mondays or Fridays, and teachers are encouraged to take advantage of these in cases of necessity. Ordering is normally done by requisitions, mailed from each school weekly to the Centre. In addition, orders will be accepted by telephone, or teachers may come to the Centre in person if they so desire.

A wide range of teaching aids is circulated from the Centre: sound films, filmstrips, slides, recordings on disc or tape, picture sets, etc. Equipment items available on requisition to any Toronto teacher include projectors, tape recorders, cameras, portable public address units, typewriters, large staplers, punching and binding equipment — anything, in fact, that can be used to make the work of the classroom teacher more effective. One function of the Centre is to make available those items of equipment that are used only intermittently in an individual school, but which can be kept in reasonably constant use over the entire school system.

The Centre's staff makes every effort to give all Toronto teachers the best possible service. For example, the requisitions are analysed each week after the bookings have been made, and a routine has been set up whereby a record can be kept of the success — or lack of success — experienced by everyone who sends in an order. By the use of a simple but effective follow-up system, preference is given on the subsequent week's order to those teachers whose orders have not previously been filled.

Since the purchase of sound films uses the major part of the Centre's yearly appropriation, careful records are kept of the demand for each film title and of the degree to which the demands are being met. These records form an invaluable guide to film purchases.

Inspection and repair constitute a very important part of the work of everyone involved in the distribution activities of the Centre. Equipment must be checked on its return from use in a school, and the necessary repairs are affected at the Centre or by some outside organization. Films must be rewound, inspected and repaired before being returned to the shelves. To assist in keeping the film library in good shape, the Centre owns two very modern machines that clean the films, detect defects, stopping automatically until the film reviser repairs the defect. In similar fashion, all the other types of aids must be examined and put into first-class shape each time they are used. Damage is surprisingly light, and no charge is made either to the school or to the teacher concerned if something does go wrong. An attempt is made, of course, to analyse the cause of the damage, and suggestions are given to avoid a recurrence.

TRAINING

There would seem to be little point in making available a large number of teaching aids without offering some training in effective utilization. Some of the methods currently in use are the following:

1. Formal training courses are offered each year as part of the in-service programme organized by the city system.
2. Teachers are encouraged to come to the Centre during the school day for instruction if satisfactory arrangements can be made by principals.
3. A member of the Centre's staff will go to any Toronto school on the invitation of the principal to give instruction on any selected topic.
4. The Teaching Aids Co-ordinator will train teachers in his particular school.

In addition to these training facilities, the Centre sends out a monthly Radio Calendar listing the current month's school broadcasts and a monthly Bulletin on a single topic that seems to need clarification.

PRODUCTION

Ten years ago, the production of teaching aids ran a very poor third in the list of the Centre's activities. Today it tends to take first place, at least in relation to the number of staff-hours needed to meet the demands coming in from the schools.

Right from the first it was decided that the outright purchase should be made of a satisfactory teaching aid which was available commercially. However, there are countless instances where no commercially-produced aids are available, and it is in these areas that the Centre's production activities have flourished.

The following list of locally-produced aids will give some idea of the diversity and complexity of the production operations now being carried on:

1. *Records and tapes* are made for any Toronto teacher from material recorded at the school or at the Centre. Recordings made at the request of the Music Supervisors to provide accompaniments for the singing of rote songs have been enthusiastically and even gratefully received by classroom teachers. Original tape recordings of classroom projects or of school choirs and the like may be made in the school by an interested teacher or by a member of the Centre's staff. These are subsequently transferred to discs or duplicate tapes. When a large number of copies is required, the master recording may be cut at the Centre, and the pressings made by a commercial concern.
2. *Filmstrips* are produced in black and white or colour from scripts prepared by committees of teachers. The Centre does the original photographic work or supervises the work done by selected teachers. The title frames, graphic materials and captions are produced at the Centre, as is the master negative. Quantity printing of the required number of copies is done by a commercial laboratory.
3. *Slides* are turned out in large numbers for individual teachers, for supervisory personnel, and for the senior officials and the trustees. The use of projected materials in presentations designed for Home and School Associations or for the Board members is an exceedingly interesting development.
4. *Charts and graphs* are made for the senior officials in cases when non-projected aids are preferable to the slides mentioned previously. These charts usually are quite large and colourful. Cards measuring 28" x 44" are most frequently employed.
5. *Maps* showing school districts are being prepared and kept up to date by the Centre's staff. Here again size is an important factor. For use by the Board's committees a map of the city schools must be quite large. Various styles of coloured adhesive tapes are used to outline the school districts. These tapes can be removed and replaced if districts change.
6. *Photographic enlargements* are being requested in increasing number. Production in this field is being carried on not only for teachers but for many of the Board's departments. For example, the Electrical Department requires enlarged photographs showing lighting installations in classrooms ; the Accounting Department requires copies of the birth certificates of staff members as they are appointed ; and newspaper and magazine writers make frequent requests for photographs to illustrate articles being prepared for publication.
7. *Printed materials* of all kinds, ranging from single-page bulletins to booklets of considerable size, are printed by photo-offset at the Centre. The policy here is not to supplant the commercial printer but to save the taxpayer's money in the production of experimental and first-run editions of courses of study, tests, and the like. In these cases, the need for frequent revision and for small runs makes commercial printing too expensive.

8. *Classroom signs,* made on a machine called an Embosograf, have become one of the Centre's major activities. These may consist of the name of some subject printed in large letters using a coloured foil on a card of a contrasting colour. They are very attractive and are used by teachers who are anxious to dress up their bulletin board displays, or by principals who wish to brighten up the directional signs throughout the school. Since the wording on the signs and the colours desired vary from school to school, their production becomes a custom-made proposition which would be too expensive if produced commercially.

FACILITIES

In order to carry on the activities listed above, as well as many others that have been omitted due to lack of space, the following facilities have been found necessary :

1. *Studio and Control Room* : Equipped with broadcast materials, these rooms provide facilities to record on disc or tape any material produced in the studio, picked up off the air, or recorded in the schools on portable equipment. Here too are made the large charts, maps and graphic materials mentioned previously. One staff member operates this section of the Centre.
2. *Preview Room* : This room is acoustically treated for the screening of sound films. It is also used for meetings and demonstrations and, because of crowded conditions in the building, serves as office space for two staff members.
3. *Shipping Room* : The facilities needed to house the growing library of teaching aids are located here, together with the equipment required to check and effect minor repairs on the various machines that are circulated to the schools. Two staff members operate this department.
4. *Darkroom* : This room is equipped for developing films, making enlargements, making negatives from which offset plates are produced, copying originals in black and white or colour with a 4" x 5" press camera, and for making 2" x 2" slides for filmstrip projection. An additional copying position is located in an adjoining small office, as is the equipment used for drying and for dry mounting prints. As yet no one is definitely assigned to this space.
5. *Main Office* : This is the control centre of the entire establishment and takes up most of what formerly was the Kindergarten room. Three staff members work here, one of whom is the Centre's secretary. Two small private offices are provided for the Director and the Assistant Director.
6. *Printing Department* : Two basement rooms house the equipment used for offset printing, silk screen, Embosograf, and hot-press work. One staff member works here full time.

The above facilities have worked out quite well but, as so often happens, space that once seemed adequate gradually becomes less and less so. At present, paper storage and the provision of adequate space for filing and stapling operations are problems of significant proportion.

FUTURE DEVELOPMENTS

Fortunately, the need for expansion in the physical plant is quite apparent to the senior officials of the Board. In the plans of the new Administration Building which is likely to be completed within the next three years, the Teaching Aids Centre has been given a place more in keeping with its extensive growth during the past ten years. A space approximately three times larger than is now available will provide a much larger Studio, a greatly-expanded Distribution Centre and a number of work centres in which equipment and supplies will be organized much more efficiently. Such provision should facilitate the daily work of the great majority of teachers in the Toronto school system by helping them with the production of the illustrative materials required to make their teaching more effective.

Extended accommodation, the continued support of the Board and the academic officials, a reasonable budget, and the imaginative effort of staff members should bring the Centre close to the realization of its aims during the next ten years: To make it possible for each teacher to spend more time in actual teaching by helping in the mechanical preparation of new teaching devices, in the locating of aids already available, and in the delivery of the specific materials needed in each classroom.

The number of radio receivers in the world may be estimated at about 315 million, or about 115 receivers for each 1,000 inhabitants. About half of the world's radio receivers are found in North America, about one-fourth in Europe and almost one-tenth in the Soviet Union. In the United States of America there are nearly 900 radio receivers for each 1,000 inhabitants, while in Canada there are over 500, and in the Soviet Union about 150. There are at least 25 countries with 200 or more receivers for each 1,000 inhabitants.

As to television, the newest and rapidly developing medium of mass communiciation, it is estimated that, as of July 1957, there were 64 million television sets in use around the world, of which about 45 million sets — fully 70 per cent — are found in the U.S.A. alone. Only four other countries have more than a million sets in use in 1957: the United Kingdom (7.5 million), Canada (2.5 million), Federal Republic of Germany (1.2 million). According to latest reports or estimates, more than half a million sets each are in use in Brazil, Japan, France and Italy; and more than 200,000 sets each in Belgium, the Netherlands, Cuba and Mexico.

— Bangnoo Liu

Unesco *Background Document,* No. 109.

THE TEACHING AIDS CENTRE IN MONTREAL

H. G. Ferrabee, M.A., Teaching Aids Consultant
Protestant School Board of Greater Montreal

A visitor from a city not many hundreds of miles west of Montreal remarked, a little wistfully it seemed, at the Teaching Aids Centre soon after its opening in September, 1957, "There isn't another audio-visual centre in Canada that has been directed in its early stages by so many senior school board officers." Such administrative interest, he felt, would ensure future understanding of the Centre's operations. Actually, a large number of teachers, principals and supervisors have been active in the organization of audio-visual facilities in the Montreal system. Many still are. It is a combined operation.

The growth in the use of audio-visual materials in classrooms and the establishment of centres to facilitate their use in school systems are educational developments of the past half-century. Impetus was given this movement from various sources, one being the great World's Fairs held in the United States at the turn of the century. When these huge exhibitions closed, far-sighted educators salvaged collections, materials, and even buildings to form the nuclei of what are now internationally famous educational centres and museums in cities such as St. Louis and Chicago.

Another, and more recent, factor was the appearance on the market of comparatively inexpensive 16 mm. motion-picture equipment. This powerful medium has tended to dominate the field : to many people "audio-visual aids" and "teaching materials" are almost synonymous with "movies."

Visuals aids in the form of projected pictures were introduced into the schools of the Montreal Protestant School Board in 1931. A Visual Aids Committee of six school principals, chaired by Mr. L. C. de Belle, was established by the Board. With a grant of $250 ten Eastman Kodak educational films were purchased, and a silent motion-picture projector was obtained to circulate with the films. Shortly after, a film circuit was organized by Mr. D. E. Pope, now Deputy Director of Education of the Greater Montreal Board. This provision brought suitable entertainment films to 75,000 Montreal school children for a nominal admission charge and financed the purchase of a variety of educational materials and equipment for the schools on the circuit.

Eight years later a Film Library was opened. In 1957-1958 the Library distributed five times the number of films lent in 1939.

Technical services on a part-time basis became necessary in 1941. Ten years later, when sound projectors replaced the silent machines, a full-time technician was employed. Today there are some 135 motion-picture projectors in the schools, as well as filmstrip, slide and opaque projectors, record players, radios and other more specialized equipment.

The Teaching Aids Centre of the Protestant School Board of Greater Montreal was opened in the fall of 1957 in Herbert Symonds School. In part, its establishment followed the study and recommendations of three committees

of teachers, principals and supervisors who were expert practitioners and proponents of the use of audio-visual equipment in the classroom. Two were Montreal committees, one of which, the Teaching Aids Committee, a sub-committee of the Board's Curriculum Council, now acts as an advisory group for the Centre. The third was a sub-committee of the Curriculum Committee of the Provincial Association of Protestant Teachers of Quebec. Implementation of their proposals was recommended by the administrative officers of the Greater Montreal Board, upon whose advice the Board acted.

As is usual in setting up an audio-visual centre, the Teaching Aids Centre is a service of the Curriculum Department, of which Mr. J. W. Perks is Director and Mr. N. W. Wood Supervisor of Course of Study. The type of services and facilities available to teachers reflects the educational philosophy of the Education Division and the Curriculum Department of the Greater Montreal Board.

At present four basic services are offered by the Teaching Aids Centre, with a fifth in an early state of development: (1) Film and Filmstrip Libraries, (2) Repair and Technical Service, (3) Accommodations for Meetings, In-service Courses and Workshops, (4) Handwork Room and Supplies. The Teaching Aids Centre does some simple and inexpensive production of 35 mm. filmstrips and slides, recorded material and duplicated printed matter.

Film Library

A collection of approximately 600 titles (1,200 prints) is available for loan to teachers. Requisitions are filled as far as the supply of prints permits; teachers are asked to list alternative titles where possible. Film orders are sent to schools by the regular weekly truck delivery, and returns are picked up a week later. Each school has a film card classification index file. An alphabetical list is issued each session.

A large number of educational films are deposited in the Film Library on an extended loan basis by commercial sponsors where they are more readily accessible to teachers who wish to use them. During the current session it is anticipated that about one hundred new films will be added to the Film Library. Of this number, approximately half will be replacements of worn-out films, revised editions, and duplicate prints.

Filmstrip Preview Library

Prints of the filmstrips on the Annual Filmstrip Requisition are available at the Centre and may be viewed there, or borrowed on a short-term basis for previewing at schools before being requisitioned for individual school libraries. Table viewers are available for this purpose. The Film Librarian is Miss M. W. McLachlan.

Repair and Technical Service

Minor repairs to projectors are made at schools; majors repairs are completed at the Centre's Repair Shop. The services of the Technician are obtained on requisition by the school principal, or by telephone when the breakdown causes an emergency. In addition, the Technician advises on suitable equipment and provides instruction in the proper operation of projectors, tape recorders and other equipment. The Technician acts as photographer for special events in

schools and for the production of filmstrips and slides for teaching purposes. Mr. J. Blackburn is the Technician.

Accommodations for Meetings, In-Service Courses and Workshops

Two rooms at the Centre are suitable for meetings, in-service courses and workshops. One, used primarily as a conference room, has seating accommodation for 30 to 40 people at large tables. The other, twice the size of the average classroom, is equipped with stacking chairs and tables of various sizes. It has drapes for light control and is used as a screening room. It provides adequate space for larger meetings and for displays of teaching aids or pupils' work. In-service courses are given and a top-vue mirror is available for demonstrations in Home Economics and Science. The room also provides storage space for the art materials required for classes organized for teachers of Art. Both rooms have electrical outlets and large tackboards for displaying flat material.

Bookings for the meeting and conference rooms are made through the Department of Outside Organizations. It is advisable, however, in arranging bookings to clear with the Teaching Aids Office.

Handwork Room

The need for a room to which teachers could come to make teaching devices for their own use was met by equipping one room with large work tables, storage tables and a selection of supplies, such as staplers, scissors, perforators, brushes, paste, paint, cardboard and paper. With equipment and materials at hand, teachers can make their own flash cards, charts, posters, etc. in one or two after-school periods. Samples of handmade graphics are displayed by the Supervising Assistants, under whose guidance the room was set up.

Arrangements to use the Construction Room are made with the Teaching Aids Office. Mrs. M. Oliver is the Secretary.

The production of teaching materials is determined by needs, expressed or obvious. Some excellent photography and recording for teaching purposes has been done in the past by individual teachers, principals and supervisors. It is now possible for the Centre to assist in or undertake part of this work. Help can be given in the production of a filmstrip and accompanying tape recording for the teaching of French. A set of coloured slides for preparatory or follow-up work has been provided for classes planning a museum visit, and an imaginary trip to the moon recorded for use in physical education classes. Less spectacular, but equally important, is the preparation of handbooks on film utilization, community resources of educational value, and lists of free and inexpensive teaching aids obtainable from business firms, governmental agencies and consular offices.

A useful adjunct to the services of the Teaching Aids Centre is the School Service of McGill University Museums, whose Education Division arranges guided tours and provides loan exhibits.

José Ortega y Gasset, in his philosophical study of the historical movements of the early twentieth century, defines living as "always, ceaselessly, restlessly, a *doing*." Perhaps this is the clue to the value of teaching aids, audio-visual and others : that they put more of the stuff of life into the business of teaching and learning.

THE McGILL MUSEUMS AS A TEACHING AID

Alice J. Turnham, B.Sc., Director, McGill University Museums

There was no doubt about it. It was a magnificent dress. From the wide beaded shoulders to the sweeping buckskin fringe, it was a feast for the eyes. And to young Mary from Grade V, who modelled it for her classmates on their museum tour, this was an experience she would never forget.

The odour of wood smoke still clung to the softly tanned skin, despite the passage of eighty years since the dress was made and notwithstanding the added aroma of moth flakes which gave evidence of museum care. From her belt hung a slender, brightly beaded case containing two of an Indian woman's most prized possessions: the sharply pointed sliver of bone which served as a needle for her sinew thread, and a precious steel needle for fine bead work. In her hand the child carried a well-worn skin-scraper, fashioned from a buffalo leg bone to which a metal blade had been lashed. With such a crude implement generations of Plains Indian women had scraped the flesh and fur from countless hides as they prepared clothing for their families and covers for their tipis.

It was not hard for Mary's friends to see in this costume and in this equipment a blending of the old ways with the new. The two full deer skins which formed the front and back of the dress were in the age-old tradition, but the metal blade of the scraper, the steel needle, and the gaily coloured glass beads were among the European goods which had come with the traders who had bartered insatiably for furs from the Indian country. Mary had a vivid feeling that history had suddenly become alive.

Bringing life to the study of the past is, one might say, the special stock in trade of the museum, and to those of us who work within these walls it seems incredible that anyone should ever think of it as a dull and lifeless place. It is the museum's job to penetrate the accumulated dust of time, to assemble objects in relation to each other so that their meaning and their relationships become clear, and to help in the interpretation of these objects.

No museum can be all things to all people. But any museum can mean a great deal to those who come with an open mind and a discerning eye. For here is reality: here is the raw material of science, the stuff with which history has been made. And the teacher who can adapt this material to supplement her classroom fare and stimulate the broad interests of her students is a fortunate teacher indeed.

In the Province of Quebec there are listed some thirty museums currently available to visitors.[1] Some of these are more advanced and more accessible than others; some are privately owned in colleges and seminaries; still others are operated by the provincial or the federal governments.

The Redpath Museum, centrally located on the McGill University campus in Montreal, is privately owned. Erected in 1882 to assist with the teaching of natural science at the university, it is the oldest specially designed museum building in Canada. Today it serves not only the students of McGill but the schools of Montreal and an ever-increasing general public as well. Its exhibitions,

both permanent and temporary, are but one phase of activity. Research facilities, general information, identification of specimens, lecture, guide and lending services are provided on all museum subjects, and the exhibits are undergoing gradual transition from old style displays to simplified, vivid teaching units.

Through these facilities many demands are met. For the general undergraduate the museum provides orientation and perspective in the study of human history and the natural sciences. For the specialist it collects and preserves unique and irreplaceable material for comparative study and research. For the teacher it offers variations on many classroom themes. For the general public and the visiting tourist it serves as a show window for the university, and for organized groups of pre-university age the museum provides in three-dimensional form an enlivening glimpse of the world in which we live.[2]

It would be ideal if each teacher could know the museum so thoroughly that he could adapt it to his own classroom needs. Many teachers, however, prefer to place their class in the hands of a special museum guide or docent who knows the exhibits well and can explain them to groups of different ages. Through the interest and encouragement of the Junior League of Montreal a free docent service is available at the Redpath Museum, where fourteen specially trained volunteers work in conjunction with the museum's Education Division. All appointments are made one week ahead, and teachers are asked to limit the visit to a specific subject and to prepare the class for the matter to be discussed. In this way the tour not only satisfies a need but whets the appetite for further study. "A trip to the museum should have all the fascination of reading a map. It should show the general topographic relation of one subject to another ; it should help in plotting a course, tell the student where or how to look for certain things, arouse a desire to go farther, look sharper, think harder." [3]

A biology teacher may wish to use the museum to give a telescopic view of the whole subject of zoology, either as an introduction at the beginning or as a summary at the end of the year. Or he may wish to dwell on a single topic, such as birds. A social science teacher may wish to demonstrate man's changing environment and his dependence upon the land and all that lives and grows upon it. A geography teacher may bring his class for a searching look into the immensity of Time. Students can follow in orderly sequence the appearance of more and more complicated forms of life, beginning some 500 million years ago in the Cambrian rocks, which hold the oldest direct evidence of living things, and progressing upward through the ages, past the first primitive fish, the earliest air-breathing animals, the giant marine reptiles, the thundering dinosaurs, the ancestral birds, finally arriving at the warm-blooded mammals, of which the human race is but one example.

All this is hard, scientific fact. All this can be taught from textbooks. But how much more eager a child will be to know and understand the world which is his home, when he can see some of these marvels with his own eyes !

A complementary service to the conducted tour is the provision of small loan exhibits which are set up by the McGill museum staff within the schools themselves. This service has arisen in response to demands by Montreal schools.

During the 1957-1958 session thirty exhibits on topics ranging from Undersea Life to Prehistoric Art, involving a total of one hundred thirty-one separate installations, were circulated among twenty-six schools of the Protestant School Board of Greater Montreal. During their two-week sojourn in school corridor showcases, these exhibits were used in varying degrees by classes, sometimes for basic reference and sometimes as source material for composition or art. The extent of their usefulness depended, as always, upon the initiative and resourcefulness of the teachers.

It is a sad fact that the world is too full of teachers who have let themselves become immobilized by textbooks — teachers who have lost or have never had the power to infuse vitality into their classroom subjects. Their experience and their training are waiting, like well-oiled typewriters, for the feather touch of inspiration. Just as a skilled typist with a good machine can produce unlimited variations on any theme, so a sound pedagogy, a "feeling" for the subject, can transform even the most prosaic facts into living reality. Loan exhibits and museum visits are two means of providing that inspiration.

Books, films and filmstrips are all indispensable teaching aids. But all these are *about things*. They are not *the things* themselves. It is the ability to provide contact with actual objects which is the museum's special asset, and it is to the better utilization of these resources that museum workers dedicate themselves.

REFERENCES

[1] Carl E. and Grace M. Guthe, *The Canadian Museum Movement* (Ottawa: Canadian Museums Association, National Museum of Canada, 1958), pp. 44-45.
[2] *McGill University Museums,* Guide to the Collections, 1958, p. 1.
[3] Alice J. Turnham, "The University Museum and the Community," *The Modern Museum and the Community,* Special Publication Number 1, Clearing House for Western Museums, 1958 pp. 11-14.

DULLNESS WITH A PURPOSE

An American visiting in Britain had warm praise for the TV dramas he saw there, but he confessed puzzlement over many of the programmes scheduled between topnotch plays. The nondramatic shows were snail-paced; almost nothing happened in them. He might see a woman polishing a table for ten minutes. Or he might find a bird show without birds — only a handful of people waiting to see them. These slow-moving bits are not programming mistakes, a British TV executive assured the visitor. "We don't want people to watch TV for hours at a time. We deliberately try to bore them so that they will remember how to carry on a conversation."

National Parent-Teacher.

DISPLAYING MATERIAL IN THE SCHOOL AND CLASSROOM

Grace Campbell, Supervisor of Art
Protestant School Board of Greater Montreal

Have you ever had the startling experience of walking into a classroom where the walls, chalkboards, shelves and windows were covered with such a great mass of colourful material that the children seemed lost amid their surroundings? The poor pupils were probably a restless, inattentive group of little wigglers, and small wonder. Such a room is a distracting and uncomfortable place in which to work. The teacher was, no doubt, an interested, energetic and conscientious person spending much time and effort collecting extra material to illustrate her teaching and interest her pupils. She took pride in hanging up all her children's work for display: their paintings and drawings, their maps and charts, their handwriting, arithmetic and spelling papers. Moreover, she and her pupils loved to decorate the classroom for all special seasons of the year. Such enthusiasm is wonderful: unfortunately it may defeat the purposes for which this material was intended.

Good teachers give attention to the use of efficient visual aids, to the preparation of work exhibits for the purpose of encouraging and rewarding sincere effort, and to the establishment of pleasant school surroundings. To be really effective, however, the materials in a display must be artistically arranged in a well-planned, uncrowded way. This requirement applies not only to the display of informational material but also to the arrangement of exhibits or classroom decorations. Materials must be selected carefully (a little at a time), attractively mounted when necessary, and firmly attached or placed to avoid disarray. Any well-designed display makes its own decoration for a room.

WHAT to put up in a display is important. Obviously, the first problem is to avoid overcrowding. If there is more material than can be used advantageously at one time, the items should be changed every few days until all have been seen and enjoyed or studied. This frequent changing of exhibits cannot be stressed too strongly. Material that has been left too long soon loses its impact. After a few days on display instructional material should be removed from the walls or show-case to make room for new and relevant exhibits. The items already viewed can be stored away to allow future reference and study by the pupils.

WHERE to put a display requires some thought. The choice of area is determined by the kind of material selected for exhibit. Pupils' work should be placed wherever it looks well and is easily seen. Informative materials intended for study must be placed where children can come near enough to see, read and examine them easily. Many schools have show-cases and wall boards in the corridors as well as in the classrooms, and some of the newer ones have a small display area outside each classroom. Exhibit spaces outside the classroom are the best places for weekly exhibitions of pupils' work and for such things as loan collections from museums since such materials are intended for show and are of interest to all the pupils of all classes as well as

to visitors to the school. In the classroom the problem of allocating display space is a little different since the areas may not be so well defined. It is a good idea to designate certain sections for specific purposes : a place for art work ; one for daily written exercises ; one or more for temporary and changing displays of visual aids ; and — this would be a happy thought — a shelf or table where the children themselves can practise arranging objects of their own choice as a kind of "beauty corner."

If the room is square providing only one large wall across the back for display purposes, the wall space should be divided into sections with perhaps a table or shelf suitably placed to break the monotony. Divisions in the display space can be made by using strips of paper or varied background papers. Sometimes a strip of left-over wallpaper with a small quiet pattern makes an effective background. Dividing strips may be made of corrugated cardboard which is available in a variety of colours. Because it is easy to pin things to these strips, they can be used to cover a plaster wall where there is no tackboard. Strips can be curved in waves to stand upright, free of support, on floors, tables and locker tops as background or hanging space for temporary exhibits. This cardboard, as well as all kinds of mounting and display papers and materials, may be purchased from Dekorbord, 157 Lagauchetière Street, Montreal. Sample cards will be supplied to schools on request.

Most important of all, perhaps, is HOW to put up a display. The attractive mounting and interesting arrangement of the material is a challenge to teachers and pupils alike — pupils should be encouraged or required to participate. As they gradually assume full responsibility for this work they will become critical of the results and more and more conscious of the importance of pleasing surroundings — surely an attitude which should be fostered in school.

Demonstrate to the children that the easy way of hanging up pictures, posters, clippings, maps, etc., in rows on the wall is uninteresting. No matter how tidily this is done the effect is dull, since no special attention is attracted to any part of the display. The grouping and arranging of materials in a simple design provides greater eye-catching appeal and the activity involved is fun. For example, in setting up a display of pictures, a map, and perhaps a carved mask to accompany a study of Africa, it may be found that the items are of awkwardly different sizes and shapes. To overcome the problem of arranging shapes and blending colours a piece of paper in a colour that will tie all the items together might be used as a background. The mask is hung in place as the centre of interest, and the pictures, carefully studied for shapes, are arranged around it as in Figure 1.

The use of a coloured background is equally effective on the "clipping" or notice board. Nothing can be less attractive than a bulletin board full of bits of paper dangling crookedly from pins. Oddly shaped clippings can be mounted as in Figure 2.

Coloured paper is, unfortunately, at a premium in most schools, but pieces can be saved to use again and again, re-cut or put together in a variety of ways.

Little lightweight shelves, made of thin wood or coloured floor tiles with small brackets glued underneath, may be pinned up in a display with long-

FIGURE 1

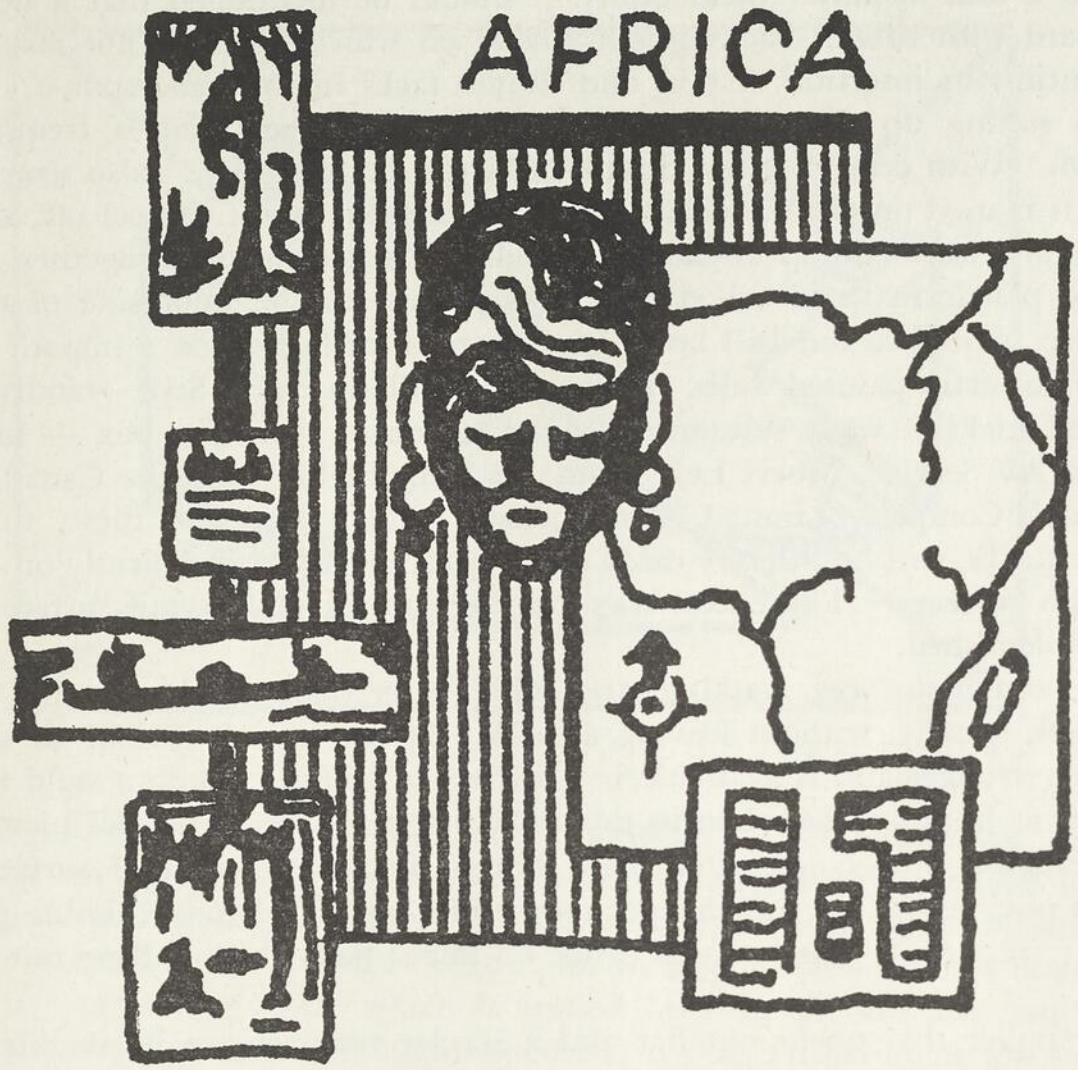
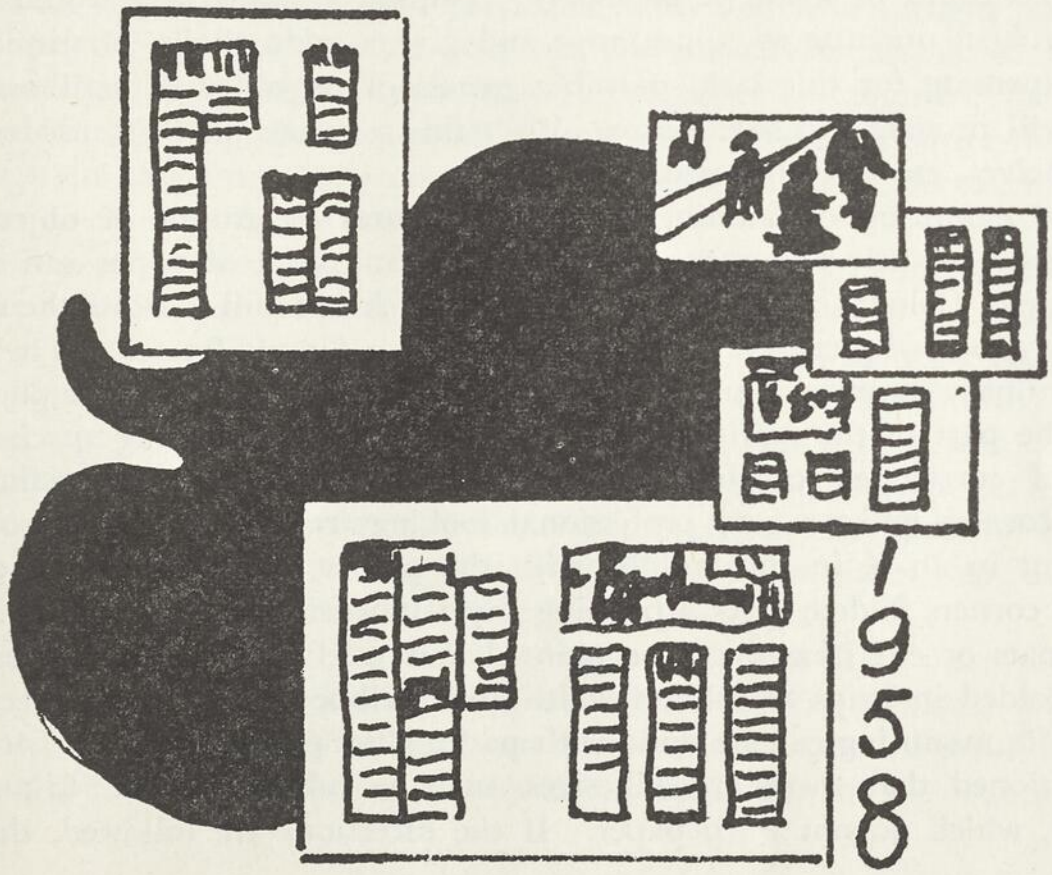


FIGURE 2



pointed upholstery nails. By this means three-dimensional objects may be added even to a wall display. Incidentally, it should be mentioned that a new cork tackboard with rubber backing is available on which holes do not result from the continuous insertion of pins and thumb tacks in the same spot.

In setting up displays, the secure fastening of material is frequently a problem. With certain items, thumb tacks can be unsightly ; also scotch tape, unless it is used on the underside. Unfortunately it is apt to peel off, allowing heavier articles to droop or hang crookedly, if not drop off altogether. Little discs of plastic material called Sticktacks pressed to the underside of pictures and then pressed to the wall hold light material fairly well on a smooth surface and do not mark painted walls. Better yet is Bulletin Board Styx — individually wrapped sticks of waxy substance, packed fifteen or so to the box — made by the Lea AV Service, Albert Lea, Minn., and obtainable from the Canada Drug and Book Company Limited, Regina, Sask. Short pieces of these, used like the Sticktacks, will hold heavy cards and objects in place quite firmly on smooth or rough surfaces. The excess wax can be scraped off leaving surfaces clean and unblemished.

On rough surfaces, masking tape holds better than scotch tape and can be rolled off, usually, without leaving a mark. Mystic tape is similar to masking tape but stronger and is available in a variety of colours. Both should be used in strips as frames rather than in unsightly pieces on the corners of pictures.

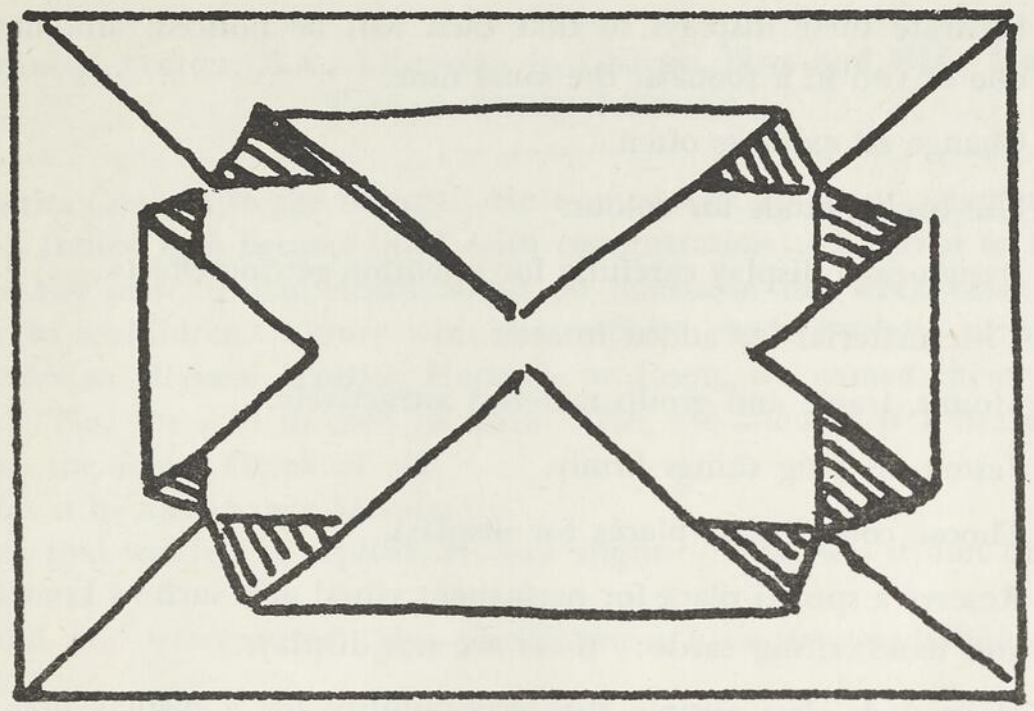
Common pins hold better than thumb tacks on most wall surfaces and are less obvious. They are cheaper too ! The use of a handy thimble protects fingers ; removing pins is much easier on finger nails than pulling out thumb tacks.

A stapler that opens out flat and a stapler remover are invaluable where walls are of wood or tackboard. It would indeed be a joy if all the walls in classrooms could be made of tackboard. Painted as walls they would provide an unbroken, uncluttered appearance and give a wide choice of display area. To compensate for this lack, movable panels of pegboard (a wallboard with holes) will provide increased space. With this a variety of pegs, holders, pins, clips, shelves, etc. may be used.

The mounting or framing of single pictures or groups of objects adds enormously to their appearance in displays. Any kind of paper can be used for mounts. Colours carefully and thoughtfully chosen will indicate the relationship of a group of pictures to one theme or topic. Simple frames can be devised from ordinary materials, but a few empty wood frames in two or three sizes should be part of the equipment of every school for displaying special items. Strips of corrugated cardboard (several "bumps" wide) put together with mitred corners make a very professional looking frame. An oblong of heavy paper cut in an X in the middle, with the points turned back and doubled and the corners folded, gives a pleasing three-dimensional effect (Fig. 3). Cardboard mats or cut frames can be painted and used many times. Even newspapers folded in strips to column width give a ribbed look that is effective.

While mounting can be done with paste, glue, pins, staples, etc., it should be mentioned that there are adhesives, such as rubber cement, Liquisilk or Tri-Tex, which do not warp paper. If the directions are followed, these can

FIGURE 3



(BACK VIEW)

be used for temporary or permanent mounting. These adhesives have an advantage over glue and paste because excess oozing can be wiped off without defacing the surface of the paper. Tri-Tex can be used for mounting materials on a blackboard and it will not impair the writing surface. Photo Stores will supply dry mounting tissue which is ironed between picture and mount for permanent requirements. Though expensive, it does an excellent job and can be used in strips or little spots.

Material which is related to a particular study and which might profitably be used another time or another year can be attractively assembled and arranged on a panel of heavy Kraft paper. Permanently mounted, the whole sheet can be rolled up and stored for future use. When an entire display is to be kept in this form it is sometimes interesting to add decorative lines, comments or cartoons to the background.

While some material on exhibition is self-explanatory, titles or comments will add enormously to the interest and appearance as well as to the informative value of a display. This is true not only in instructional exhibits but in any show of pupils' work and particularly so in pictorial material exhibited for appreciation and enjoyment. Lettering may be done with pencil, pen, felt nibs or cut paper. Simple block letters, drawn, cut or stencilled, should be used in most cases. Decorative styles give decided interest but they must be expertly executed to be effective. When used, lettering should be considered and arranged as shapes that are a part of the whole design of the display.

In conclusion, some of the most important do's and don't's are presented for those who are sincerely interested in the artistic display of visual materials, in the good organization of bulletin boards, and in the attractive mounting and hanging of pictures or arranging of objects for exhibition in the school or the classroom.

1. Select only a certain amount of material for display at one time.
2. Separate these displays so that each will be noticed, and have only one or two in a room at the same time.
3. Change all exhibits often.
4. Use backgrounds for colour.
5. Design each display carefully for attention-getting effects.
6. Title material for added interest.
7. Mount, frame and group material attractively.
8. Fasten or hang things firmly.
9. Choose conspicuous places for displays.
10. Reserve a special place for permanent visual aids such as French charts and handwriting cards : these are not displays.
11. Have each class assume the responsibility for a display area in the corridor at a certain time of the year.
12. Don't hang pupils' paintings alongside coloured printed material. As a rule one destroys the other.
13. Don't dangle a picture from a single pin or tack : sooner or later it will develop a dreadful tilt.
14. Don't pin up pictures at a "cute" angle where they are difficult to see and impossible to read if titled.
15. Don't put decorations on the window panes. These block out light and look strange from outside.

TELEVISION TIMES

Dear Sir : I would be obliged if you would not give my son Robert any further homework to do as I feel that this type of schooling is hopelessly out of date.

In these days of television there is not the time for a child to settle down, to concentrate, and all it manages to do is to make them try to cram the work into the odd half-hour between programmes and this causes undue worry, so I feel justified in telling him to refuse to accept any more.

— A parent's letter to the headmaster of a Bristol secondary school

The *Times Educational Supplement.*

TELEVISION AND CHILDREN'S READING

Frances Trotter, B.A., Librarian in Charge, Boys and Girls House
Toronto Public Libraries

Charles came in to the library. He wanted a book about a famous Greek. His dark Italian eyes became black with concentration as he tried to recall the name of the man he had heard about on television the week before. Long familiar in a children's library with the response made by boys of his age to such heroes as Ulysses, Achilles, Hercules or Jason, we named them over one by one. "No," he said to each in turn. "No, I'd know it if I heard it. He was wise, the wisest Greek of all."

"Was it by any chance Socrates?"

"Yes, that was it," he replied, his face alight. "That was it, but they didn't like his ideas."

"Well, no," we ventured, "they liked them so little they made him drink the hemlock."

"Yes," was the quick reply, "he told them they could kill him but they couldn't kill his ideas. I want to know more about that man."

This was one of the rarer instances when a children's librarian assesses clearly the effect of a challenging television programme on the mind and spirit of a responsive, intelligent child. It was, as it happened, not a programme planned for children but "Folio" at 10:30 P.M. on a school night. For this grade V boy it was "one of his favourite programmes."

That children want "to know more" about some such great personality of the past or of some faraway country whose people and customs have been pictured for them, or that they want further information about some significant and spectacular event they have seen portrayed, is one of the important contributions made by television to its young viewers. This is where the library and television may best complement each other.

This quick catching of children's interest is found most frequently when the programmes deal with any aspect of science or natural history: children have always been curious about animals and stars and natural phenomena and they are certainly not less so in this scientific age. We are not always conscious of how the desire for further knowledge has been fostered. It may be an individual interest: a result of something said by a stimulating adult, something read in another book, or something seen on a television programme.

Children's librarians are asked very frequently for information about snakes, dinosaurs or fossils. These are often the three subjects mentioned first when we occasionally ask a visiting school class what they like on television. There are plenty of good books about these popular subjects but they are not always accepted uncritically by the children: "How come? How come the pictures of these dinosaurs are coloured? How do they know what colour they were? How come this picture is bigger than that and another book said this one was the biggest of all?" or "That book tells about turtles. It tells you where they live but not what they eat." Reference material may have to be used to satisfy

the inquirer. Sometimes film producers have searched for subjects so rare and strange that there is practically no material available to satisfy the child's curiosity ; sometimes a scientific discovery is too new to be in book form for children.

If the right book is available this may create a persisting interest for the child. In the chapter of her book, *The Unreluctant Years,* on the selection of Books of Knowledge for children Lillian H. Smith says, "If his knowledge is to grow through the books a child reads because of his desire to know, it must be the kind of knowledge that grows with his growth. Even a simple, elementary presentation of a subject that has interest for quite young children can awaken curiosity and suggest extensions of knowledge beyond the one a child is immediately reading. His interest in the subject may thus become a reading interest developed through childhood into maturity. The satisfactions of such continuous reading interests in the field of knowledge have permanent and rewarding values for children. Their reading of these books is complementary to their pleasure in creative literature, and both are necessary to the mental and imaginative growth of children."

In planning television programmes of an informational nature for children it is essential that the swiftly passing and purely visual presentation will offer sufficient explanation and stimulus and at the same time excite a desire for knowing more. In dealing with aspects of pure science particularly, the viewer should never feel that he has seen the whole picture of what is a never finished process. Here, teachers and librarians may have opportunities to exert their influence.

The eager, curious minds of boys and girls seeking to know is, however, only one side of the picture in their contacts with books or television. Children also desire imaginative experience. Their constant demand is "Tell me a story." The least observant librarian could not fail to be conscious of the waves of interest that result from the serial dramatization of a book on television. It may be *Robin Hood* or *Peter Pan* or it may be a book completely beyond their understanding. The librarian is often faced with the difficult task of persuading small boys in the early school grades who have seen and enjoyed *Moby Dick* on the screen that this book is beyond their present enjoyment and understanding. It all seems so easy and comprehensible to look at ; children are unaware of the adapting and simplifying required for television presentation.

The inherent qualities of the books which form the main portion of children's literature are similar to those found in all creative writing. These are difficult to interpret visually no matter how artistic the production may be. They are not easily absorbed at top speed ; they require time and thought if they are to be understood. Often it is only after rereading that the full significance of a book is absorbed. If the impact is to be deep and lasting, a boy must bring more of himself than his eyes and his ears to the book he reads. He must interpret it for himself if he is to make it his own. He may make the same active response to what he sees on television. Unfortunately, much of what he may see there lacks the qualities of awareness and distinction and, consequently, fails to draw this forth. It is possible for him to indulge in a merely passive viewing.

A great problem faces anyone interested in planning television programmes for children, particularly those that are based on books. Perhaps the solution will be found as it was so successfully by radio in such a programme as "Cuckoo Clock House," which for many years has dramatized exciting episodes of the best children's books, new and old, and has presented them in such a way as to whet the appetite for more of the story. Over the years this programme has built up a large following even in remote communities where securing the book to read was a real problem. It has succeeded because it has been based firmly on the belief that boys and girls should know what good books there are. In this programme, radio has put its special technique at the service of children rather than making use of children's literature solely for entertainment.

Many of the most distinguished picture books for little children have been effectively presented on television, *Little Toot, Curious George* and *Ping*. Such presentations bring many requests for books. A girl looking for a story to read to a six-year-old brother with a broken leg chose *The Five Hundred Hats* because "We saw it on TV so he'll know it's good." Unfortunately books of this type are not always easy to photograph : the essential unity of the book is lost when the story is used without the original pictures.

Programmes which make use of traditional folk and fairy tales are often mentioned in the library by children. The old fairy tales with their dramatic and mounting excitement — their three times, three adventures or tasks, dragons to be slain, their magic and mystery — provide that world of wonder that childhood demands. Time and again we have been asked for "Rose White and Rose Red" or "Cinderella" or "Hansel and Gretel" because some small child has been enchanted with the tale he has seen and heard. He is pleased to find a large book of *Grimm's Fairy Tales* with still more of the same kind of stories. Our experience in Boys and Girls House has been that children prefer these stories "straight." In the hands of people with respect for their material they can provide never-ending delight for small children. Unfortunately, the undiscerning producer, instead of preserving those qualities which have kept the fairy tales alive, sometimes turns their natural humour into slapstick and their princesses into replicas of films stars : he may perhaps present the story as an animated cartoon, a treatment which better suits the style of an American "tale tale" with its vigorous tone of exaggeration. Doubtless he has in mind a more sophisticated audience than the children who visit our libraries.

Many of the parents who come to the library give us a glimpse of television's impact on family life and books. One mother came in with all her children's library cards which had been unused for some weeks : "We have a television set and we've all been looking and looking until we're tired of it. I just thought we needed a change so I'll just take books home for the whole family. We're all ready for a good read." Another mother, who has visited the library for years to select books for herself, her husband, her boy and girl, told us that her neighbour had bought a television set. "The children of the whole neighbourhood go there from school and there they sit. However," she laughed, "I don't know why

I sound worried. I notice my two don't stay very long any more. They come dashing in to find their books."

One family might never have discovered the fun of reading aloud and enjoying a book together but for television. Mrs. M., a pleasant and resourceful young woman, has three children aged eleven, nine and seven. At Home and School meetings she and her husband had heard a lot about the indiscriminate use of television by children and had, consequently, decided to select a few good programmes. When these were viewed, the TV was turned off until the children were in bed. The first night the set was turned off at seven o'clock, half an hour before little Greg's bedtime. The three children sat in a sullen row on the chesterfield, too well trained to argue but blank and cold with resentment. The next day Mrs. M. came to ask for a good book for the whole family. She chose *Freddy the Detective* and *The Story of Doctor Dolittle.* Since reading aloud was begun Greg has turned into an avid reader ; sometimes he reads in preference to watching the selected TV programmes. The girl aged nine enjoys both the family reading and her own books, and Gerald, the most reluctant to join the family reading circle, sometimes "laughs aloud in spite of his efforts not to."

Pessimists predicted that children would stop reading with the invention of movies ; the same cry was heard about radio and is now constantly raised about television. There is no need to view each new medium of communication as an enemy to reading. Television has doubtless, in its power to monopolize attention, reduced the quantity of books many people read but it has also, in many instances, stimulated reading. For the non-reading child it has opened new gateways.

There may be as yet undiscovered ways in which teachers and librarians and those planning television programmes may join forces to find new ways of linking what children see on the screen with what they read in books and what they learn in school.

Studies show that most children reach a peak of reading activity around twelve years of age. Indeed, if they are not reading extensively by the time they are eleven to thirteen, the chances of their ever becoming consistent book readers seem small. In the early teens social interests, sports, required homework, and other factors conspire against independent reading. The habit of reading widely for oneself should be established by twelve years. This means that schools have responsibility not only for the reading skills that make wide reading possible, but also for translating these skills into action ; it means that positive habits of reading in one's spare time should be developed by the end of elementary schooling.

— David H. Russell and Doris Gates

Contributions in Reading, No. 18, Ginn and Company.

THE USE OF GLOBES, MAPS AND CHARTS IN THE CLASSROOM

George S. Tomkins, M.A., Vice-Principal, Verdun High School

It was a revelation to Canadians to learn that, until the publication this year of *The National Atlas of Canada,* the best maps of some parts of this country had been produced in the Soviet Union. Leading American cartographers admit that their maps are often inferior to those produced in Europe : some of the best maps of the United States may be found in *The Great Soviet World Atlas.* These facts substantiate the belief that North Americans are cartographically illiterate. This criticism is true even of university graduates ; there can be no other continent whose educated minority is more innocent of any knowledge of maps and their uses. Such a situation is surely related to the grave neglect of geography teaching in our schools, especially in the high school grades.

Maps include globes : the use of the latter should predominate in the lower grades, preceding the introduction of maps. The globe is the only true representation of our spherical earth. Because man's habitation of a rotating sphere has been called the most important fact in geography, it should be established firmly in children's minds. Only a globe can show accurately the comparative sizes, shapes and locations of the continents. From it we learn that Canada and Russia are near neighbours across the pole, not widely separated as most maps, with their false east-west orientation, would have us believe. A globe shows clearly why an air flight from Vancouver to Tokyo, much farther south, will find its shortest route in a *northerly* direction almost touching Alaska. A globe shows that three-fourths of the earth's surface is water, and it facilitates a study of the true relationships among those vast islands we call continents. Only a globe can show pupils how the earth rotates from west to east, and from it the following topics are most effectively learned : the causes of the seasons, the phenomenon of day and night, and latitude and longitude.

Teaching with globes will have little value unless the right type of globe is used. We realize, for example, that it is quite wrong to confront the young fourth-grader with a completely coloured and lettered globe. Instead, the Project-Problem Globe or Slated Outline Globe is now widely used. Each of these is a black sphere measuring twenty inches in diameter (scale 400 miles to the inch) on which the continents are outlined in a light colour. A movable semi-meridian of light metal is provided. Marks on the equator indicate the "hour circles," i.e., meridians 0, 15, 30, 45, 60, etc. No other data is included, and any of the topics mentioned above may be taught one at a time. The teacher and, more important, the pupils can place any desired data on it. This type of globe is useful throughout the elementary and high school grades. A conventional physical-political globe at least twelve inches in diameter should also be available. It is desirable to mount each globe on a weighted-disk floor stand with casters.

Our maps, whether available separately or in textbooks and atlases, have repeated the error of the older globes in presenting young children with complex, small-scale representations on which unnecessary letter and colour details are included. This error would have been less serious had we followed the precept

of Preston James : "When a map is placed before a student, we must not assume any understanding of its symbols or any ability to read its message. The approach to the development of map-reading skill must come step by step, just as the reading of words and sentences is taught."

Map-reading readiness suggests the child must understand the cardinal directions in relation to the rising sun ; he must be able to find his way about the school and know the direction of his home from the school ; he must understand something of relative distances ; he must understand such terms as lake, ocean, mountain, river ; he must know that the earth is a globe spinning in space and that a flat map provides only a distorted view of this globe.

This last concept will be difficult to establish with elementary school children. The best means is the well-known demonstration which uses a hollowed-out orange peel. Most children will readily grasp the fact of distortion when the peel is flattened out. With high school pupils, this demonstration may begin the cultivation of a critical attitude towards maps and the development of some understanding of the basic principles of some of the more important projections. It is easy to show, for example, that Greenland on a Mercator projection appears much larger than it appears on a globe. On the map, it appears equal in area to Africa whereas (as the globe shows) it is less than one-tenth the size of Africa. The Mollweide projection eliminates this distortion but introduces others : areas on the edges of this map are wrongly shaped. Such studies bring out the fact that *all flat maps* distort our view of the earth. They should also show that each projection has its particular uses and values. The polar projection, for example, is indispensable to an understanding of our air-age world. Bright pupils especially will have their thinking stimulated if they are shown how relative many of our conceptions are : the Japanese is as much entitled to refer to England as the Far East as we are to apply that term to his homeland ; the prime meridan need not be based on Greenwich, for in some systems it has been assigned to Peiping or Alexandria. When (as happened in the author's class) a pupil accidentally draws a map of New Zealand with the South Island at the top of the page, the opportunity should be seized to show that south can be "up" just as easily as north, and that the whole concept of "up and down" is geographically unsound.

As with globes, small-scale maps are available in slated outline form. These constitute a more effective teaching tool than the conventional type of map, especially if pupils are provided with atlases. Slated outline maps of the world, of each continent under study, and of Canada should be in the possession of all schools. Up-to-date physical-political maps should also be available. In addition, numerous special-purpose maps may be bought. The whole range of the history course is covered by maps specially prepared to illustrate such diverse topics as the extent of the Holy Roman Empire, the Louisiana Purchase, the partition of Africa, and so on. In geography, special-purpose maps include the world's wind and pressure system, the distribution of various resources, and the like. Because most of these maps are available in a form that permits folding, with eyelets for mounting, they are easily carried and require little storage space. Valuable graphic materials sold by the Canadian government include maps showing major

natural resources, geological regions and mineral resources, water-power wealth, agricultural and forestry resources, etc. These maps, sold to schools at a discount, generally cost only fifteen cents each. Inquiry should be made to the Map Distribution Office, Department of Mines and Technical Surveys, Ottawa, Ont. A set of weather maps for pupil use and a larger set for wall display are obtainable free from the Meteorological Division, Department of Transport, 315 Bloor St. West, Toronto.

Desk-size outline maps are valuable for pupil use, especially in testing. In both geography and history, it is desirable to include a map in most examinations. Desk outline maps may be purchased in quantity, but most teachers prefer to make their own, employing any of the duplicating processes now in general use. In testing, pupils may be required to locate places on a map from a list provided. Conversely, a map may be provided with letters and numbers on it which the pupils are obliged to identify.

All pupils should be provided with atlases. We are fortunate in Quebec to have the newly-authorized *Canadian Oxford School Atlas.* Splendid exercises can be prepared and duplicated, using the many excellent maps in this atlas. An introductory exercise on the use of the atlas combined with a map study of the first area to be covered in the syllabus is a good way to begin the year's work in geography. The teacher should possess a comprehensive modern atlas of the type listed in the appended bibliography.

Map work in our schools has not included the use of the large-scale topographic maps so widely used in other countries. This neglect is surprising when we consider the high quality of our Canadian maps and their relative cheapness, not to mention the fact that, as in no other country, corresponding aerial photographs are easily obtainable. Every pupil should be familiar with the topographic map of his home area. The large scale and the wealth of detail combined with the pupil's familiarity with his own terrain should help him to grasp the reality that lies behind the map with a minimum of difficulty and should increase his ability to understand the reality that lies behind all maps. The meaning of the symbols and the significance of other data on the sheet should be taught inductively. Some questions on the Sherbrooke 1:50000 sheet, for example, might include :

Is the electric power line between Sherbrooke and Ascot Corner on steel towers or wood poles ?

What type of road is Route 22 ?

How many abandoned meanders can you locate around Coaticook ?

How far and in what direction from Bromptonville would you go to find marshy land ?

Broader questions might consider the vegetation cover of the northeast corner of the map, possible reasons for the siting of Sherbrooke, and evidence of man's economic life revealed by the map. Such maps provide excellent studies in comparative regional geography. A class possessing the Sherbrooke sheet and representative sheets from such areas as Southern Ontario, the Canadian Shield, the Prairies and the Rocky Mountains would have a collection representing most of the major physiographic regions of Canada. A topographic map provides an

excellent introduction to the study of a region. With good pictures, it will give pupils a detailed realistic view of the region which is so necessary if the larger generalizations are to mean anything beyond mere verbalization. Topographic maps are available to schools from the Map Distribution Office at fifteen cents per sheet and are issued in the following scales: inch to mile, 1:50000 (gradually replacing the inch to mile), inch to four miles (1:250000), inch to eight miles. A complete index to these maps is supplied free of charge. The United States Geological Survey, Washington 25, D.C. will supply full information regarding American topographic maps.

Charts and graphs are helpful in the teaching of many subjects. The former are valuable in the sciences, particularly in biology and chemistry. Some of the best charts in our schools have been made by teachers and pupils. As with maps, it is unwise to assume that pupils can read charts and graphs effectively without assistance. The use of graphs especially must be carefully taught. Normally this teaching will occur in the arithmetic lesson. Asking children to copy a circle graph showing the exports of Nigeria or a bar graph showing the racial composition of California's population is surely a futile occupation. Do they understand the principle of the graph itself? A few well-chosen questions requiring close study of each graph would be valuable. At a later date the pupils can learn to construct their own graphs from data supplied to them.

In geography, climatic graphs are widely used. The principles of their construction must, of course, be carefully taught. Such graphs are excellent for comparative study, especially for the comparison of distant areas with the home area. The latter should be taught first and should be thoroughly familiar to the pupils. Again, an inductive approach is best. A study of the climatic graph of Rio de Janeiro, for example, might include the following questions:

What is the temperature of the warmest month? The coldest month?

How do these figures compare with the figures for the warmest and coldest months at Montreal?

Which city has the greater range of temperature?

What is the annual precipitation of Rio de Janeiro?

How does this total compare with that of Montreal?

Comment on (*a*) the type and (*b*) the distribution of precipitation in the two cities.

Write a careful description of the climate of Rio de Janeiro as revealed by this graph.

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FILM LIBRARY ORGANIZATION

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In organizing a film library there is no set pattern to follow, but the director must be assured of certain recognized mechanics. There must be office forms, filing systems, and ways and means to distribute films, filmstrips and other types of visual aids. Because each province has only one or two well-equipped libraries, it is not always possible to find adequately trained personnel to assume the duties of administration. In the writer's experience, training on the job has much in its favour.

To ensure efficiency of operation it is desirable that the director and assistant director of an audio-visual library should have had teaching experience and that they should be familiar with the curriculum. A considerable proportion of their time must be devoted to the evaluation of materials supplied by educational film distributors. As most of these materials are circulated across the country on schedules, some organization is needed to accommodate the preview prints of all the sources concerned. The director may choose to use a preview committee composed of specialists in the various curricular fields. His preview schedule will necessarily be based on the frequency with which the evaluating committee can meet. When a film has received this committee's approval its purchase is requisitioned, and its history is set out on an accession card : date of production, producer's name, subject area, purchase price, school grading, colour or black and white, length in feet, accession number and classification designation. From the accession card its entry is prepared for the current film manual or accumulative supplement. When the film is received it is placed in its appropriate position on the film shelf. These shelves, usually wooden or metal stacks, are placed in a position which facilitates the easy selection of films. Film cans are usually placed chronologically according to their assigned numbers.

The number of prints in the library determines the requisitioning procedure followed by teachers, "spot booking," or for a period of one or two months or perhaps longer. The teacher should base her selection of films on need and should refer to the manual to determine the availability of suitable films at different grade levels. The growing practice of organizing audio-visual manuals under Dewey-decimal classification numbers makes it easier for teachers to locate the required films quickly. In the interests of good utilization it has been found that the shorter the booking period the more beneficial are the films. Teachers usually can estimate their requirements more accurately for two months ahead than for a term or even a year ahead. Early in the writer's experience library bookings were made for longer periods ; this practice probably developed the habit of reserving an entire afternoon for showing films. With the shorter booking period, teachers have an opportunity to preview the film when it reaches their school and to integrate it satisfactorily with their teaching programme. No school film library, professional or otherwise, should function today without adequate attention being given to this phase of distribution. The

administration of a film library must include co-operation between library staff and teachers ; the former should give consideration to the specific needs of the teachers requesting films and endeavour to give the necessary beneficial service.

Each print in the library should have its own booking card which is usually housed in a Kardex file. The flip arrangement of the Acme booking card is economical and serviceable and permits the review of bookings over a two-year period.

The shipping section must have properly printed orders forms, confirmation notices for the teacher-borrowers, and address labels. In Saskatchewan films and filmstrips are usually distributed by mail as there are rural deliveries and post offices at remote points which are not reached by other methods of transportation. The Canada Post Office generously provides for the return of films to the library free of charge. In the return shipment of films the teacher has only to reverse the postal card attached to the outside of the package.

The director and staff members of the audio-visual library should assume the responsibility of training teachers in the efficient use of projection materials in an effort to minimize the damage to films during their projection in schools. The deterioration of films can be overcome to a great extent, however, by the establishment of an efficient film inspection system within the library itself. All films should be systematically examined immediately after they are returned to the library. Through this practice, faulty projectors can be noted, and steps taken to have them serviced. Some libraries are members of an insurance scheme which replaces films damaged beyond repair.

Many libraries frown on maintaining reports of film showings and the usage of films in the classroom. The writer firmly believes that a good reporting system is essential as one of the most important contacts between the teacher and the director. From the borrower's report card the director can determine whether or not the film has been used efficiently in the classroom and if it served the required purpose. The report also acts as a guide to the director in the purchase of additional prints or in the withdrawal of films which are considered inadequate and provides information on the number of students who saw the film and the number of times it was used. These statistics give the complete history of the film required for the records of the Department of Education of which the library is a part.

In addition to the technical staff employed in the library, the director needs an efficient administrative staff — a secretary who anticipates his every move and stenographic assistance that can move correspondence efficiently and speedily.

The task of the director in a film library serving the schools of a large province though challenging is satisfying in the extreme. To promote the audio-visual programme in his area of service, the director is expected to hold audio-visual institutes for the in-service training of practising teachers and to overview the audio-visual training programme during the teacher-training period.

Despite continuing efforts to ensure efficiency in the operation of an audio-visual library, the important question still remains : "How can schools get all the films they need when they want them ?"

THE TEACHER WITH THE AUDIO-VISUAL MIND*

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When educational television comes to a community, and especially if it doesn't, the schools need teachers with audio-visual minds.

Fortunately, many such teachers have always been with us. They are the teachers with a gift for the graphic, for sound analogy and imagery, for illustrating, particularizing, concretizing. They are the teachers who can give both solid and airy somethings a local habitation and a name.

They do not yearn to be prima donnas, but they do have some flair for the dramatic. They can make learning exciting, introduce elements of suspense and surprise, erect signposts, impart a sense of going places. They are the teachers who can, like good actors, create for every performance the illusion of the first time over. They are good eggs . . . with just the right amount of ham.

Television is a natural for the schools. It has a magnetic, almost hypnotic way of focusing attention. It tends to shut out everything but its own brightness, its own movement.

Yet perhaps more important than its demand for the viewer's attention is its demand on the producer and cast to concentrate, intensify, sharpen all things to a limited space. Television can make a mighty stage for learning. It can have tremendous educational impact.

That's what it can do, and, at its best, has done — but seldom.

Certainly it is as unthinkable that the schools should not use television as that they should not use books. TV is a superb medium of communication. But it is only a medium. The question still remains of what to communicate. Books are limited only by the paper supply, but TV is limited by the number of frequencies and hours in the day. Thus, there is more need to be selective in publishing TV programmes than in publishing books.

Many school people have already been discouraged over some of the uses to which television has been put. They feel sorry for the poor adults and children who are entertained to death with sweety-sweet dessert, while their systems crave good meat and potatoes and a pungent salad.

We have been solaced by the thought, however, that even if we couldn't educate television, we could educate by it. We have had to go through channels to get channels, through appropriating bodies to get funds, through trial and error to get programmes to meet our own criteria.

How are we doing? Well, we're still scratching. Geographically, we haven't begun to scratch the surface. Educationally, we differ.

Some experimental programmes show high promise, but others are still mere fumblings. One of the finest things that educational television (ETV) can do is to show the profession itself what an outstanding teacher can accomplish when he goes to town. But programmes which rely too heavily on this technique face the danger of losing themselves among the stars.

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Other programmes tend to get lost in the medium itself. They seem to have conceived of ETV as an end in itself rather than as an instrument to an end.

Some of the TV programmes are planned only as supplements to a unified class programme. But some aspire to do the whole teaching job and become the course itself, with reading follow-up and the teacher himself as supplementary aids.

Well, experiment is necessary to brisk shake-up and sound appraisal. What may be good for out-of-school viewing or "extension education television" may or may not work for in-school programming . . . and vice versa. Time will tell.

I only want to introduce a few *caveats* and strenuously make the point that it must still be the teacher who counts most ; that more important than ETV is the teacher with the audio-visual mind.

In our approach to the *what* of it, we might look back to the first efforts in producing educational films. It seemed to me that producing companies started on the wrong foot. They began by *illustrating* history and literature, the very fields in which we wanted young people to do their own visualizing. They made the concrete more concrete. But the crying need was to make the *abstract* concrete, to help the mind through the eye to penetrate the abstract.

What was done in geography was better. And what various industries did in science was good.

Today there is a disproportionate number of educational programmes in science. We have been slow to apply like techniques (correct me if I am wrong) in other areas.

Let me just mention mathematics and English grammar. Think what you could do in teaching algebra and geometry if you had cleverly animated films. You could get somewhere fast in factoring — step-by-step clearly you could show space and line relationships in geometry, with figures drawn faster than the ordinary teacher could draw them.

Thirty and more years ago, I tried to get the silent-film folks to do the Walt Disney type of cartoon animation for the teaching of sentence structure. For example, I wanted them to use a steam-snorting choo-choo for the verbs, unpowered coaches for the other elements, and dangling couplers for the conjunctions.

Filmsters could have done some old-fashioned diagraming of sentences with new-fangled ease — rapid identification of antecedents, smart rearrangement of clauses and phrases, noun-meets-verb, boy-meets-girl stuff. Dangling participial phrases could have been killed off with bolts of lightning. But to the film people it all seemed too expensive and nebulous.

Now that television is with us, we are challenged anew to find the things in our teaching tasks that we can do better by ETV. We should start first on the sticky points. That means consulting the teacher who knows what those points are and where the textbooks are most opaque. This means the teacher with the audio-visual mind — the one with good antennae, with the knack of knowing how minds work, where contact is lost, and where material and method miss the boat.

ETV used in this way would be the teacher's valued ally.

When it comes to the essence of teaching, it must still be the teacher as person, as person to person, who is central. In the long analysis, you can no more surrender a child to a television teacher than to a television mother . . . which is certainly not to say that the schools should not use television. And don't you dare take that sentence out of my total context!

While we are working to bring ETV to our respective communities, let me suggest, please, that we tackle two associated matters.

1. We must make sure that we put to full effective use the aids we have had these many years: chalkboards, bulletin boards, charts, maps, diagrams, recordings, films. Let's ask ourselves whether we don't too often sit back when we should be leaping to the projector or to the chalkboard.

We should give more conscious play to our own power of language. Do we use words to call up images in the minds' eyes of our youngsters? Are we able to communicate to boys and girls something of our own delight in the beauty and the illumination of a telling phrase? Most of all, can we remember that every child is entitled to a teacher with a pleasant voice?

2. Take on one of the following assignments:

(a) Produce in parallel columns, left for audio, right for video, a 15-minute script in full text for the teaching of the lesson you believe you do best. The script should indicate titles and all cues, sound effects, close-ups and long shots.

Just getting the script into 15 minutes should be good medicine for the teacher who now begins every lesson with, "Let's see, where did we leave off yesterday?" The timing must be so accurate that the last line is reached just as the floor manager signals you down.

(b) Let teachers working in the same subject area produce a script for a single presentation of the concept which they agree is the most difficult.

(c) Build an ETV lesson for adults, utilizing the most eye-and-ear-directed material in your teaching field.

We need to adapt television to education and only as we get a good crack at it can we do that. But at the same time we need to adapt ourselves more completely to education. With or without television, we should take some of its virtues into our thinking, give more attention in all our teaching to the kind of planning and order, the sense of structure, the eye-and-ear appeal, the precise timing, and the over-all impact which are special musts for television.

Perhaps my two suggestions are pertinent to these purposes. At any rate, while eyes and ears and brains shall last, the teacher with the A-V mind has still the mightiest contribution to make.

There is no indication that television teaching will supplant the classroom teacher. Neither do I foresee a day when boys and girls will receive a majority of their subjects from television teachers. Rather, I consider television a powerful resource which supplements the over-all school programme in a variety of patterns of operation. Careful study and wide leadership are important in charting the future of classroom television to ensure maximum value and effectiveness.

— Allen H. Wetter

The *Nation's Schools,* Vol. 62, No. 4.

A VISIT TO THE CHATEAU DE RAMEZAY

B. G. O'Neill and E. A. Jones, Guy Drummond School
Protestant School Board of Greater Montreal

During Education Week our school chose "The Community" for its theme. The pupils in two Grade Five classes decided to visit the Château de Ramezay and make a special study of its contents. During the days which followed new knowledge was correlated with classroom work. The children realized to their great satisfaction that there was much to be found in their own locality which complemented their textbooks. The following outline shows the development of teacher and pupil work. The teachers feel that their pupils found this project most stimulating and hope that it will inspire others to organize a similar activity.

I. Theme

To incorporate a museum visit with Canadian history and geography.

II. Objectives

1. To stimulate interest in the historical background of Montreal.
2. To teach awareness of the historical value, the maintenance and proper use of a museum.
3. To instruct children in the proper use of a guidebook — classification, numbers, etc.
4. To teach respect for public property — art gallery, library, etc.

III. Organization

1. Teacher visit to museum. (With the help of the official guidebook select and mark material suitable for Grade V study.)
2. Edit a simple guidebook for each pupil and group leader.
3. Divide class into small groups (10-12 children).
4. With the help of the principal, select several interested parents to act as group leaders.
5. Meet with parents and discuss guidebook.
6. Arrange for transportation.

IV. Motivation

1. Review "Life in Early Quebec." Have informal discussion with pupils introducing unfamiliar vocabulary found in their guidebook.
2. Give a brief history of the Château de Ramezay.
3. Emphasize the value of a museum, the care of exhibits and *proper public etiquette.*

V. Activity

1. A two-hour visit to the Château de Ramezay with children in groups under previously appointed leader. (Each child should be equipped with guidebook and pencil.)

VI. Culmination

1. Following the visit informal discussions were held. A few pupils prepared written reports.

VII. Correlation

1.	Language :	Letter of thanks to group leaders.
2.	Composition :	"The Room I Liked Best."
3.	Poetry :	Composition of original poems.
4.	Vocabulary :	Write factual sentences using the unfamiliar words introduced during the motivation period.
5.	Spelling :	Select word list and appropriate dictation from guidebook.
6.	Art :	Design cover for guidebook.
7.	French :	Compose and teach a series, for example, *quitter l'école, prendre l'autobus, aller au Château de Ramezay, regarder le musée, retourner à . . . heures.*
8.	Arithmetic :	Problems and examples pertaining to facts of the French Regime.
9.	Music :	(a) "O Canada" (in French). (b) "'Twas in the Moon of Winter-time" *(Songs of Praise for Schools).*

VIII. Outcomes

1. *Appreciation*

(i) Interest aroused to the point where several children made a return visit to this museum. A few reported having visited other museums.

(ii) Pupils appreciated the personal aspect of their writing work.

2. *Attitudes*

(i) Powers of accurate observation, judgment and originality were developed ; ingenuity was challenged, and a keener interest was developed in the museum.

3. *Skills*

(i)	Language :	Children recognized the need for separate paragraphs and were eager to use correct letter form.
(ii)	Composition :	Children's personal interests were revealed. Their experience gave them adequate scope to use descriptive words and phrases.
(iii)	Poetry :	The boys especially found pleasure in writing verse on the numerous items in which they were interested.
(iv)	Vocabulary :	The pupils found great satisfaction in writing mature sentences using words from their reference reading.

(v)	Spelling :	Spelling standards had a "new look."
(vi)	Art :	Symbolic designs incorporated the coat of arms of the De Ramezay family, the fleur de lis and "The White and Gold."
(vii)	French :	The children enjoyed repeating their experiences in another language.
(viii)	Arithmetic :	The related topics found in the problems gave a lift to the daily arithmetic routine.
(ix)	Music :	The children were keen to sing and derived pleasure in finding that music, too, could be correlated with a trip to a museum.

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CATHOLIC GROUP ADOPTS RADIO–TV VIEWING CODE

Fribourg, Switzerland. A code for parents and teachers on television viewing by children has been published by the International Catholic Association for Radio and Television. The code includes sections on television as an "open window on the world" with the function of information and recreation, minimum ages for viewing, maximum advisable length of viewing time, best conditions for viewing, and the role of parents both toward viewing and television productions.

It was considered difficult to determine a generally applicable minimum age for intelligent viewing, but the code says that especially at first children should not be left alone in front of the television set. It urges a ban on all kinds of "horror" programmes and says that children should not be allowed to get the idea that all television programmes are necessarily suitable for all members of the family.

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A PARABLE OF AUDIO-VISUAL DAY

Roy W. Caughran, Kent State University, Ohio

And there came to pass the day known as A-V Day ; and among the children there was great rejoicing, for on this day there was to be a film shown, and this meant the children would toil not, neither would they spin ; and it was to be a day of rest.

And the teacher rejoiced secretly, also, for A-V Day meant no lessons to plan for, no papers on which she must put her mark, and no trouble from amongst the sinners in the class, for even sinners know a good thing when they see it.

Lo, therefore, did the teacher plan carefully in her selection of the film to be shown. Many were the questions she asked as she pondered the A-V film list. To wit : "Doth the film meet the needs of my flock ?" "Doth it allow for their individual differences ?" "Doth it relate to their interests and to their curriculum ?" And she answered saying, "Yea, verily, it doth, for it bears the title 'How Doughnuts Are Made in Davenport, Iowa,' and are we not studying how to measure the area of a circle ? Truly, then, this is most appropriate ; for what child of tender years hath no interest in doughnuts ?" Thus spake the teacher, and in her heart she was much uplifted as she sped toward the A-V office.

With great haste did she fill out the A-V Form No. 42A-1 in triplicate, asking that this treasure be delivered to her door forthwith.

At the appointed hour the film was delivered, even with a cart which bore the wondrous machine. Thereupon the teacher did prepare her flock to receive the message which the film brought. And she spake saying, "Johnny, go thou to yonder windows and draw the dark blinds, that we may better receive the wondrous message which is to be brought to us this day."

And Johnny, being an obedient child, complied forthwith ; and the air was pierced with a deafening crash as the black window blind fell to the floor. And there was much giggling and laughter among the flock and the teacher spake to them sharply saying, "Dost thou not wish to see this wondrous machine perform or wouldst thou rather perform arithmetic problems ?" And in the classroom there descended a great stillness, and the children spake not, neither did they giggle, nor did they whisper, nor move about.

Whereupon the teacher did set about to thread the film into the machine. But the film was of ancient years, tattered, and of many colours, and verily it did not fit into the sprockets, and the teacher was much vexed and spake words under her breath, that her flock might not hear her and become alarmed.

After much labour, the film was made ready in the machine, and the teacher found it in her heart to be glad. But lo, she then discovered there was no take-up reel ! And the teacher grew wrathful again, and those about her heard her say in a low voice which shook with anger, "Why, didst I *ever* think I wanted to teach ?" And the flock grew restless and moved about, but the teacher calmed them with the fierce look which crossed her brow.

Then the teacher did dispatch a message to the A-V office saying, "Get thee here quickly with a take-up reel for this wondrous machine ere I and my

flock lose patience !" And the messenger sped quickly from the room and closed the door with a great crash, whereupon another blind fell from the window, and the picture screen fell and was rent asunder.

"Woe unto me," cried the teacher, "and woe unto my pay cheque. For rumour hath it that we who teach must reimburse the school board for those things which are damaged when in our care." And the flock stirred again, and again she calmed them, but this time it was done by rapping on the desk, for her brow was indeed tired.

And it came to pass that a take-up reel was delivered, and another screen was secured, and the film was made ready. The room became dark, the machine glowed with a bright light, and the flock bedded down to receive the message so toilsomely made ready for them. And when the picture flashed upon the screen the flock began to make noises, and the teacher looked askance saying, "Verily, some fool hath failed to rewind the film, and we are seeing the last first and the first last !"

So saying, she attacked the machine and with great haste rewound the film and started it all over yet one more time. And the flock was happy to see the wondrous pictures in proper order, but lo, no sound came forth !

Then did the teacher discover that the little sound bulb had been shattered, and again she waxed wrath and again she sent a messenger to the A-V office, there to get and bring a bulb that the message might even yet be given to the hungry flock.

And when the bulb was inserted, lo, sounds came forth and the teacher gratefully sank into a chair beside the machine, for she was indeed weary from her labours.

And as the picture danced across the screen, the flock turned all heads in one direction and they strove mightily to see and to hear for they dearly loved their A-V education.

Then it was that the sound of chimes could be heard coming from the little box on the wall. And it was a message from the Patriarch in the front office, the one called the Principal, the one who regarded his public address system as a child regards a new toy, and he spake saying, "Excuse me, I beseech thee, for this untimely interruption in thy labours, but hath anyone seen the janitor's mop ? He hath taken an oath that he left it in the boys' basement and lo, it hath disappeared !" And verily, no one knew the whereabouts of the mop.

Whereupon, the teacher strode to the machine, cut off the power, removed the film, raised the dark shades, and spake to the flock saying, "Take out thine arithmetic books and do all the problems on pages 24 to 30. Do not come up to see me at my desk, neither raise thy hands to query me, for your teacher hath had it this day. Aye, verily, my cup is full and runneth over !" So saying, she hied herself from the room, meanwhile carrying the extension cord over one arm, and when she met the Director of A-V Aids at his office door he did query her thus, "Wherefore, prithee, dost thou carry an extension cord ? Dost thou not know that we in A-V exist only to serve thee so that thy flock may wax fat in knowledge ?"

And the teacher spake saying, "Verily, I have at last found a use for thy extension cord, good sir, for I intend to use it to hang thee with !" Selah !

[*The three essays which follow were written during the Departmental examinations of June, 1958.*]

THE RELATIVE VALUE OF SCIENCE AND THE ARTS TODAY

Wilfred Cude, Grade XII, Noranda High School

Somewhere in Russia, in the month of October in the year 1957, a large gantry crane rolled away from a gently tapering rocket. Nervous technicians flipped buttons, checked graphs and spoke in muffled whispers. Red trouble-lights slowly yielded to the encroaching green all-clear lights. A clock slowly recorded the last seconds — five, four, three, two, one — and relays, frantic in their blinding speed, clicked shut. A slow rumble, then an ever increasing roar as the rocket rose slowly on a pillar of fire. Thus began a new era in the saga of man — the space age.

To a stunned world, what did Sputnik I mean? It meant a gage flung to the United States, which erupted in a frenzy of almost ludicrous chaos. Senate sub-committees were launched. The officials of Project Vanguard were berated by newspaper columnists and by almost everyone excepting baseball fans. Education experts stepped back and took a long look at American education. The ideal of equal education for everyone was exposed as a myth. Scientists who had existed in obscurity found themselves the centre of all eyes. The United States came to the understandable conclusion that there must be an American satellite in the sky. Science and maths must take a front seat!

But must they? Man is like a polished jewel and has many facets, all equally bright. His strangely capable hands have erected pyramids, mounted cannon, constructed ships and fired rockets. But similar hands invented the alphabet, wrote histories and jotted down scientific data. Was Newton of more value to the human race than Shakespeare? Are the discoveries of Charles worth more than the writings of Voltaire? Do Franklin and Mendeléeff outweigh, figuratively speaking, Webster and Tolstoy?

The answer can only be "No." Science is a lacework of discoveries, one supporting another. Likewise the arts are a lattice work, one work balancing and complementing another. And both, science and the arts, form a harmonious whole reflecting the best in human achievements.

To this the artist will protest, "Ah, but science is perverted to evil ends! *Sine* and *cosine* left the philosophers' hands to be used in the art of siege warfare. Rockets become ballistic missiles! Medicine yields to germ warfare! He is countered by the ardent scientist who points to history books altered for propaganda purposes. He shows Hitler's doctrine of the "master race" to be based on the works of a German philosopher. He plays the marches of Wagner and produces a picture of storm troopers strutting in Paris to those tunes.

Both are wrong. Anything invented by the fertile mind of man can be bent to uses which their originators never intended. Albert Einstein once said that if he had his life to live over he would become a bricklayer. As the formula $E = mc^2$ and the marches of Wagner were distorted, so can all the works of man. Science is important, and to it we owe a lot. Yet, in saying this, let us remember that man is more than the machines he builds. His greatness, his lofty mind can be seen as well in the Sistine Chapel as in the hurtling cylinder of Explorer I.

If my appeal to history to prove my point be questioned, consider this. History is the record of man's deeds and misdeeds, the lofty and the sordid. It is also the record of sciences and arts, their creators and their uses. It plainly shows that for the work of Einstein there is the work of Pasteur, for the marches of Wagner there are the lilting refrains of Chopin. In considering this, one notices that science cannot replace art nor will art replace science. As long as man has one, he will have the other, and this is what makes him human.

THE CALL OF THE SEA

Alex D. Shenfield, Grade XI, Northmount High School

"I must go down to the seas again . . . . "

Thus a poet laureate of Britain voiced the thoughts of many men of many nationalities down through the ages: Phoenician and Jute, Viking and Polynesian, Spaniard and Arab.

Surely the first Phoenician mariner who dared steer his frail, carvel-built trireme out of the tideless serenity of the Middle Sea, through the Pillars of Hercules, through the howling gales of the Bay of Biscay and on to the fabled Tin Islands at the world's end to trade his cargo of purple cloth with the blue-painted headhunters on the misty shore was impelled by more than his trading instinct. Perhaps he too felt the fascination of the salt spray, the white foam, the stiff seabreeze, and fancied himself one with the screaming snowy-backed gulls which rode his ship's wake with unbeating wings. Perhaps he too felt "The Call of the Sea."

This call of the sea which brought the Phoenician to Britain was no respecter of nationality or race; of all peoples the Vikings, who at first terrified and later colonized most of Europe, and perhaps North America too, felt it the strongest perhaps.

It can be sensed in their sagas and in the legends about them: Othere sailing his dragon ship into the floes and fogs of the White Sea, Leif Ericson

steering his turbulent little band of outlaws for the "Long Beaches" of Vinland (possibly New Brunswick), the Swedish Vikings, the "Rees" from whom Russia takes its name, half-rowing, half-carrying their clinker-built boats down the rivers of Russia, even unto the gates of Micklegarth (Byzantium), where they formed the Varangian bodyguard of the Emperor.

Out of this race of seamen sprang the House of Rurik, the rulers of Russia, and their descendants, the House of Romanov. The old Russian rhyme,

"Who can stand against God

Or great Novgorod?"

is eloquent testimony to their qualities.

But the call of the sea was felt just as strongly in the western branch of the Nordic race as in the eastern.

Possibly it was this mysterious force which tempted Ragnar Lodbrok, one of the greatest of the Viking chieftains, and his band of "wolfcoats" and "berserks" to sally forth from their native fjords and "play the game of Freya" along the coast of Northumbria. If it did so, it tempted him to his death, for he was captured and, by order of King Aelle of Northumbria, put to death in a pit of vipers, where he perished singing his savage war-song to the last. Ragnar was later avenged by his sons who subjected Aelle to the frightful rite of the Blood Eagle.

Apparently this love of the sea was somehow mysteriously transmuted to the men whose coasts the Vikings had ravaged. Or possibly it was already there, for do not Roman records speak of the Angles, Jutes and Saxons, the men of the long knives, and their lightning, unpredictable raids upon the coast of Britain? Whichever way it was, this love of the sea burst into a flaming passion which resulted in an unequalled wave of exploration and voyaging, not only in Britain but in the whole of Europe. This resulted in the voyages of Da Gama, Magellan, Columbus and last, but not least, those of La Salle and Cartier.

But now the oceans of the world are tamed and are at man's beck and call. The call of the sea remains, but it is diminished because there are no new oceans to explore; the modern sailor, with his radar navigating equipment and radio and with stout steel decks beneath his feet, does not expect to fall off the edge of the world or to find himself amid the weird beasts of the Curdled Ocean.

There is, however, another sea beckoning us, another unknown to cause a strange tingling in our blood. It is only seventeen miles away — straight up. I refer to the boundless oceans of space, to the swirling nebulae and the silent seas of stars through which no ship has yet threaded a course. There lies the challenge! Where is the latter-day Drake who will retrieve the gauntlet?

IN THE DENTIST'S CHAIR

Tuuni Hartman, Grade X, Rosemere Intermediate School

Once again I am seated in the dentist's chair ; my thoughts wander away. The soft purring does not trouble me ; I am somewhere else. I have gone back to the places which I have loved best ; all the sweet memories invade my mind.

Three years ago I was in Finland visiting our friends in the country. Every morning as I woke up I heard the rustle of the leaves in the forest ; I felt the caress of the breeze as I listened to the song of the birds — I must go on thinking ; nothing hurts me. I do not belong to this chair ; my body is in it but my thoughts must leave. I have to flee from all unpleasant sensations. "Coward !"

It is as if a mist were surrounding me ; I see the objects in the room only faintly. I open my mouth and the drill is soon working on my teeth. It hurts and I want to depart again. Thoughts are so fast, they come and go in a fraction of a second. Now I return to Chile ; I see myself walking on the black sands of the beach. The volcano stands behind me, its altitude friendly and menacing at the same time. I admire its pure forms ; the beauty of nature is not equalled nor rivalled by anything man can make. The haze surrounding the crater reminds me of the eternal fire which has found an outlet in this majestic peak. Then I turn my eyes towards the glittering lake, towards the mysterious blue depths and the virgin forests. I let the sand run through my fingers and I feel peace. All is still around me. The heat is not unpleasant ; the sun shines on the crests and is reflected back, making the lake a silvery, dreamful spectacle — "Does it hurt ?"

Why must you return me to reality ? I do not wish to sit in this chair, I do not want to feel anything. "No, no pain yet. I do not wish to be 'frozen.' "

When will I learn to concentrate, to extract all feeling from my body for a time ? Shall I be able to forget that this body belongs to me ? As I think, I hear an ironical voice inside me laughingly mocking my illusions. "This is stupid," it says, "you should not try to imitate all things you read." I must stop these fears, for always they try to overcome me. I am giving no explanation at all ; I do not owe myself a report for all my thoughts.

Now I see a vast expanse of snow before me, hills and forests around me. There is magic in a sight like this ; here I feel I am part of all Nature. I am a tiny particle of sand in the enormous ocean. I have admired mountains, I have loved the sea and the stars, but there is nothing which enchants me like these forests buried in snow. Of all things on earth this is the most beautiful and changing. The aspect changes with each hour that passes, from a golden vision to a bluish and distant dream.

My time is up ; I may leave the dentist's chair ; I am allowed to go home. Have I gained or lost ? I do not know. The dream is over, reality takes its place, and I walk through a door leaving behind not an ordinary room but one filled with love and beauty.

THE GRADE X EXAMINATIONS: JUNE 1958

G. L. Rothney, M.A., Inspector and Special Officer
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Grade X general proficiency certificates are awarded to pupils who obtain 100 marks of a possible 200 in each of the subjects English and French and at least 50 per cent in each of four other subjects. Failure in one subject of the aforementioned minimum course is overlooked if the pupil obtains a general average of 65 per cent.

The number of pupils writing this year for a Grade X general proficiency certificate was 1,503. Of this number, 1,342 were high school students and 161 were from intermediate schools. Of the high school candidates 70.3 per cent were successful; in the intermediate schools 59.0 per cent obtained certificates of proficiency. Altogether 1,039 pupils passed the examinations.

The number of candidates and the results obtained in the various subjects examined were as follows:

Subject	No. of Pupils	No. Failed	Percentage of Failure
English Literature	1,564	260	16.6
English Composition	1,562	176	11.2
French	1,520	238	15.6
Chemistry	1,413	373	26.3
Physics	852	224	26.2
Geography	632	121	19.1
History	1,471	276	18.7
Algebra	1,480	308	20.8
Geometry	1,267	186	14.6
Latin	137	17	12.4
North American Literature	428	82	19.1
Biology	646	97	15.0
Home Economics	324	22	6.7

The following comments from examiners in the various subjects may be of interest to teachers of Grade X.

English Literature

Although the English Literature papers were not as good as last year's they were generally satisfactory. The majority were neat and legible, and students showed that they had mastered the fundamentals of sentence structure.

Spelling, however, was poor, especially proper nouns and literary terms. Students require more instruction in the interpretation of questions and the planning of answers. This might help to eliminate paragraphs of three or four pages in length. Students, too, should be instructed in the correct use of examination books. While suitable space between answers is desirable, it is quite unnecessary to hand in several books with only four or five lines written on each page.

The first question on the Bible was, in most cases, poorly answered; usually the quotation was ignored, and a general discussion of the Bible was given. Most were able to give a good answer to the first part of the second option but found it difficult to be specific in the second part. The questions on poetry, attempted by a large number, were handled capably. Answers on *The Merchant of Venice,* which proved to be the more popular of the Shakespearean plays, showed that few knew what happened in the Trial Scene and even fewer understood Shylock's fate. Those who wrote on *Twelfth Night* appreciated its humour but rarely understood the term "dramatic irony." One-act plays were popular; the answers were fairly good, but often too little emphasis was placed on character in the first option, and understanding of the tragedy in *Campbell of Kilmohr* was made evident by few.

The questions on novels were well answered with the exception of the two on character. Many students merely wrote a paragraph on each character without showing any contrast. A few did a fine job on the first part of the question on essays, but many wrote a paragraph on each without stating the theme. A discussion of style proved too much for the majority. The few who did *Wind, Sand and Stars,* in most cases, wrote excellent answers.

It was encouraging to note that not all the good papers came from the larger schools. Many of the smaller schools submitted excellent work.

English Composition

The examiners commend the improvement in handwriting and neatness, and the ability of the candidates to finish their papers within the time limit.

Question 1. Many essays greatly exceeded the suggested word length. Many candidates could not develop the topics or keep to the titles. It often took two pages to tell the feelings and actions before the author found himself "in the dentist's chair," and only a few lines were written after that point. Where the candidate chose his favourite TV programme, he narrated an episode. He neither explained the programme nor told why it was his favourite.

Question 2. Many who chose the sentences wrote meaningless examples like "Did you lose it?"

Question 3. The letter was the popular choice. Hundreds dated letters "June 16" and blithely commented on the deep snow! Candidates forgot they were writing to cousins and listed sports rather than told about them.

Question 4. The grammar was poor. The parsing was frequently mere guessing.

Question 5. Candidates found this question difficult although most recognized the beauty of the passage. Many paraphrased or generalized without

illustrations. Others listed illustrations, leaving the examiner to decide where they belonged. None recognized the striking parallelism, and many called it a poem.

French

This examination was well done by a large percentage of the candidates. It was evident that the pupils had covered the assignments fairly well. In one or two schools, however, the pupils explained that they had not completed the year's work. The questions which these pupils attempted were well done.

Although the *Dictée* was simple, it was done poorly by a great many pupils. Most errors were grammatical. The words *mariée, beau* and *pays* were in most cases spelled "marie," "bon" and "payes." The word *commissaire* lacked either an *m* or an *s* or both.

Questions 2 and 4 were very well done by all but a few pupils. Question 3, however, was invariably poorly done. It seems strange that pupils should not be able to write the feminine and meaning of simple adjectives.

Question 5 was not always clearly understood. A fairly large number of candidates answered only five questions instead of fifteen. Many pupils did not take notice of the word *seule* in the directions and wrote at some length to give a good answer. A large number of pupils lost marks not so much for a lack of knowledge of their stories as for poor constructions and spelling of words in their answers.

Question 6 was very poorly done. It was clearly evident that the candidates were not able to get the gist of the paragraphs and, consequently, were unable to give intelligible replies to the questions. The use of the *passé simple* in the story may have confused them.

Question 7 was fairly well done. There were, of course, the usual mistakes in translation. More attention should be given to the use of common expressions such as *avoir peur, croire, répondre à* and *prendre de l'embonpoint.*

Generally speaking, Question 8 was poorly done.

Chemistry

Although there was a higher percentage of failures than usual, the results from most schools were encouraging and indicated that high standards of instruction were being maintained. Poor results from some of the larger schools produced the higher percentage of failures. Where the pupils were well trained and had done a reasonable amount of laboratory work, few difficulties were encountered.

Spelling errors occurred in the following words : *sulphur, chlorate, mangenese, catalyst, synthesis, aeration* and *neutron.* It was frequently evident that groups of pupils had learned laws and definitions inaccurately, with nearly identical misconceptions. Incorrect symbols such as *NA* for *Na* were used and, of course, changed the meaning entirely.

Question 1. Part (b) was not well done and parts (c) and (d) showed some weaknesses in laboratory work.

Question 2. The diagrams as a rule were excellent, but some schools fail to give adequate instruction in this phase of the work. It should be pointed

out that the usual laboratory method for preparing oxygen is the decomposition of potassium chlorate.

Question 3. Most of the students found this question to their liking and answered it well. A surprising number were unable to give an example of a physical change or a substance.

Question 4. This question was a popular choice but few good answers were received ; the practical application of chemistry and common sense was needed. Too many students wrote copiously saying very little.

Question 5. This question was done well by the majority of pupils who attempted it.

Question 6. Part (b) was not well done, and very few pupils received full credit. There was no clear application of the theory ; a rambling inaccurate account was given.

Question 7. An improvement was noted in the writing of balanced equations. Part (c) presented some difficulty.

Question 8. This was a popular choice and was usually well answered. In part (b) the degree to which sodium acetate should be used was frequently vague.

Physics

An encouraging improvement was noted in some phases of the work ; many of the diagrams were very well done, and the handwriting, in general, was more legible.

There were indications, however, that the syllabus was ignored in some respects. Many pupils defined *principal focus* in terms of spherical mirrors, but spherical mirrors were not included in the course. When correct, such definitions were allowed full credit. Many pupils did not know the relationship between Imperial quarts and litres, although the syllabus states specifically that one litre is equivalent to 0.88 Imperial quarts.

The correct spelling of common words used in Physics is expected. Such words as *vacuum, lens* and *refraction* were spelled incorrectly quite frequently. The singular and plural of *lens* confused many pupils, and *weight* was often used where *weigh* was required.

The following suggestions may be helpful to teachers :

1. There should be more drill on the metric system.

2. More use should be made of cancellation rather than the long process of multiplication and division.

3. More attention should be given to the naming of units. Failure to do so frequently caused the pupils to make errors in solving problems. Generally speaking, when the units of a problem are given in the metric system, the problem should be solved in the same system. A change to the English system usually involves a long arithmetical process which provides an excellent opportunity for error.

4. Diagrams should be carefully labelled even when a question does not mention this specifically.

5. All work must be shown when solving problems ; answers alone are of little value. If a formula is involved, this should be shown, and the proper

substitution indicated. Too many pupils failed to solve the problems in a systematic manner.

6. Definitions should be given as complete sentences, not in a shortened form. Greater stress should be placed on the understanding of the definitions. Many pupils were unable to differentiate between such terms as *efficiency* and *mechanical advantage, work* and *horsepower.*

Geography

There were fewer honour marks (80 per cent and over) and fewer failures than in 1957. The best papers represented an excellent standard.

The map question and Question 2 were done well by most pupils. Part (k) of the latter caused some difficulty, with many pupils having curious notions about countries that resemble Canada (for example, Malaya). It is apparent that the vital geographical point of comparison of places studied with the home country is receiving too little attention.

Question 3 produced many vague generalities and much misleading information. A large number of pupils believe that Burma is still in the Commonwealth and that Pakistan is still a part of India.

Sections B and C were generally well answered. In Question 7, however, many pupils identified millet as a European cereal and located it in such a hostile environment as Scandinavia. Section D was done least well, possibly due to a lack of time. Little exact knowledge of Soviet geography was evident.

There was a gratifying increase in the use of sketch maps, although many were grossly untidy. When a map of Asia is available from which to trace, there is no excuse for shoddy maps of India, Japan, etc. All maps should be provided with legends, identifying colours, arrows, numbers, etc. Many pupils earned additional marks through the use of good sketch maps.

History

There were fewer first-class papers and more failures than in recent years. Simple facts were not known. There was much irrelevancy and vagueness. In some cases questions were misunderstood.

More emphasis should be placed on the meanings of terms. Such expressions as *legislation, commercial prosperity* and *culture* are not understood by a large number of pupils.

Very few students knew how classical civilization was transmitted by Christianity ; most described the spread of Christianity by the Apostles.

The question on feudalism was generally misunderstood. Many pupils gave excellent general descriptions of feudalism and life on the manor, but few showed how feudalism served the needs of government at that time. Very few pupils knew how national states rose ; candidates generally believed that all the feudal lords were killed during the Crusades and that as a result national states automatically came into being.

The Reformation should be carefully taught.

In general, teachers would do well to teach their pupils to express their answers more concisely and clearly. It is difficult for an examiner to locate one or two isolated facts in two pages of irrelevant material.

Algebra

It was evident again this year that in some schools Grade X Algebra is well taught: questions were worked neatly, systematically, legibly, completely and correctly on the *right hand page* of the examination book and were a pleasure to read. Where inadequate attention was given to these points, the results were not as good as they could have been.

Careless copying of the questions — writing 6 instead of b, + instead of — or vice versa, and the use of wrong symbols such as 3 instead of 3x — caused a large number of students to arrive at incorrect or incomplete solutions. Carelessness prevented a number of candidates from having perfect papers.

In Questions 1(h), 2(b), and 4(a) and (b) there was much confusion with the minus signs. Pupils apparently need much more practice with such questions. Also, in Question 2(b) few students seemed familiar with the method of changing the order of the terms of the denominator in the third fraction by changing signs.

Question 3 was poorly done. Candidates could neither rationalize the denominator nor solve a simple equation involving surds.

Question 4 showed improvement over last year, but results were often poor because students did not find the *lowest* common denominator when clearing of fractions and because they drew a line under the entire equation when clearing of fractions, e.g., $\frac{6 - 8x = x - 4}{4x}$.

There is much muddled thinking and fumbling in solving problems. Pupils should be taught to state clearly what the unknown quantity equals. Statements such as "Let x = the unknown" in Question 5(a) or "Let x, y = the boys" in part (b) are meaningless. Almost any problem solution should begin "Let x = ... " Many students used symbols and numbers without any explanation of their significance.

Question 6 showed much improvement. Inadequate size of diagram, naming the coordinates in part (c) by one value instead of two, for example, (—6) instead of (0,—6), and interchanging the axes were common mistakes.

Question 7 generally had the correct answer but was often very poorly stated and did not include a diagram. The use of *tan* alone is incomplete. It should be *tan of an angle* or *tan B*.

While some answer papers were excellent, it was apparent that increased attention should be given to the careful checking of the pupils' daily work.

Geometry

In Questions 1 and 2 it was encouraging to note a definite improvement in the accuracy with which the diagrams were drawn and the measurements read. In this section the main difficulty was finding a suitable scale for the plan of the airfield. Section B was generally satisfactory. Most frequent errors were a failure to mention that parallel lines must be on the same plane and a confusion of a *transversal* and a *diagonal,* while the enunciation requested in part (f) indicated that many pupils had memorized from the text without understanding the meaning of this proposition. Spelling difficulties involving geometrical terms were most evident here.

In the theoretical exercises of Section C, "bisect" was frequently used in the sense of divide and "divide" in place of cut off from. Many pupils assumed without proof that the three right bisectors in Question 6(a) were congruent. In Question 7 there was much confusion of corresponding angles and supplementary angles. The proof of Question 8 by reversing the isosceles triangle was not well understood. Failure to realize the relationship between the square on half a line and that on the whole line caused a loss of marks in Question 9.

An extravagant use of second answer books was very evident.

Latin

Many excellent papers were submitted in this subject. From schools where only one or two pupils study Latin, it is pleasing to receive work of high standard, which indicates independent effort on the part of the pupils and careful planning for the individual on the part of the teachers.

The set passages were generally well done : the second and more difficult passage was vaguely translated, the Latin idiom being quite different from the English. Pupils should be trained to express the idea of the original in idiomatic English. There was some evidence of dictated and memorized versions. Many grammatical explanations were poor and too verbose.

The sight translation was somewhat longer this year, the examiner believing that unseen translation is one of the best tests of a course which places much emphasis on reading simple Latin. The use of fluent, idiomatic English would improve the answers to this question.

The grammar and composition questions showed considerable improvement over the work of the past few years. Several pupils obtained full or nearly full marks for the grammatical forms and for the translation of the sentences from English to Latin.

North American Literature

This year's answers showed better knowledge of the texts, particularly *Prose and Poetry of America,* and of the vocabulary of literature. There was greater evidence of ability to *use* the material of the course for discussion purposes. The quality of written expression has improved in some schools. Much more appreciation and insight were evident.

Questions 3, 5 and 6 were generally well done.

Deficiencies noted

1. (a) Inability to read the questions thoroughly : some students ignored the first sentence of Question 2(a), the phrase "loving them all" in Question 4, and "referring specifically to extracts from this text" in Question 8, or discussed no more than the first sentence of Question 2(b).

(b) Inability to organize answer materials.

2. Insufficient reference to the text : frequently only one illustration was given in Question 1 for each aspect, and the answers to Question 7 were too general.

3. Recapitulation of the wording of the question without any personal contribution was evident in Questions 2, 4 and 9.

4. Unnecessary copying of the entire question. It *is* correct to indicate which portion of a statement is being discussed.

5. Reference to materials outside the course without evidence of knowledge of the course itself.

6. Using poetry for illustration in Question 1 without adequate reference to prose.

7. Quoting stanzas of poetry without comment.

8. Inadequate standards of penmanship, spelling and sentence construction.

9. Some evidence of inadequate reading ability and/or insufficient guidance.

Biology

The answers were superior to any given in the past five years. With the excellent syllabus and text now in use it is hoped that results will continue to improve and that it may be possible to raise the standard in this subject.

Once again, however, it must be pointed out that pupils in certain schools do not receive adequate training in presenting answers in a clear, concise form. Further, while it is recognized that many new terms may be difficult to spell, the correct spelling of those commonly used in the subject is essential.

Comments on individual questions are limited to the general questions and to those on the new syllabus. Only 14 candidates from two schools followed the old course.

Question 2. Few pupils seemed to realize that chloroplasts are not present in *all* plant cells.

Question 3. The importance of plants in the balance of nature was overlooked, and in part (b) the majority of candidates discussed only colour adaptation for protection.

Question 4. Despite the excellent illustrations and descriptions of experiments given in the text the majority of answers in part (c) were inadequate. In other words, experimental work is still given too little attention.

Question 5. Although the word "describe" was italicized only a few candidates attempted to describe the tissue.

Questions 6 and 7 were well done.

Question 11. This question was attempted by a comparatively small number, and the answers were seldom satisfactory. Many students were under the impression that all the algae were unicellular which indicated that they had probably never observed specimens. Further, molds and yeasts were given as examples of bacteria beneficial to man.

Question 12. In general this question was well answered but quite often the diagrams were little more than lists of parts and gave no indication of the position or points of attachment of the parts. While the question asked for only those parts visible to the naked eye, there was no restriction on the dissection of the flower.

Question 13. Some excellent answers were given to part (c) by candidates from certain schools.

Home Economics

Most of the examination papers were fairly well done. The results would have been better, however, if the candidates had read the questions carefully. In answering Question 2, for example, many students told how to alter a dress instead of parts of a dress pattern.

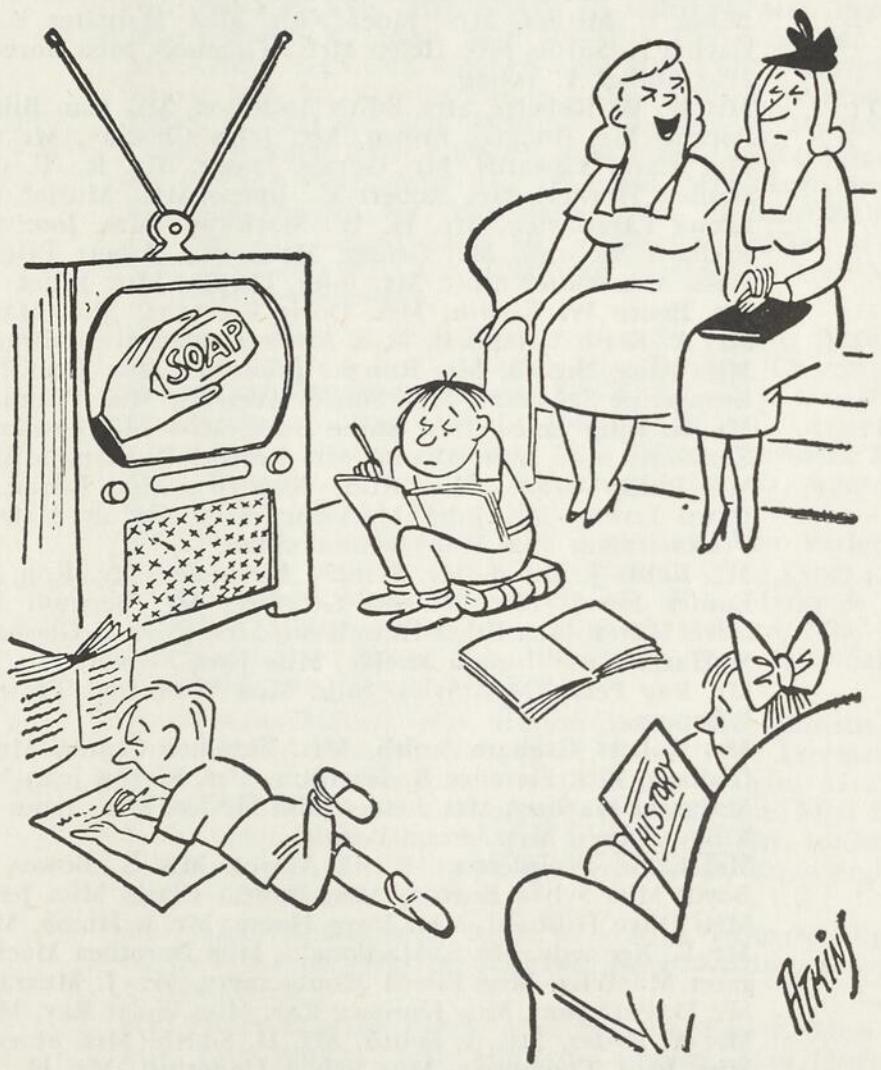
Many pupils wrote long paragraphs when one sentence was sufficient.

Some pupils did not number the questions properly and frequently headings and introductions were not given for the questions.

The examiner suggests that pupils be trained to make rough notes in planning answers to questions concerning "Kitchen Planning" and "The Care of Medicines." This practice would tend to lessen useless repetition.

Care should be taken in menu style. It should be noted that the choice of tea or coffee is not given first place on a menu.

In many cases, the answer materials revealed little transfer of rules taught in English composition. Pupils should pay increased attention to spelling, sentence structure, paragraphing, and the use of headings and capitals.



"Those blessed commercials! If it wasn't for them the children would never get their homework done."

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FARNHAM:	**Miss Louise Hall**, Miss Verna Cathcart, Miss Muriel Hoskin, Mrs. Freda Pattenden.
FITCH BAY:	**Mrs. Ellen Smith,** Mrs. Catherine Black, Miss Ethel Wilson.
FRANKLIN CENTRE:	**Mr. Carl P. Jackson**, Mrs. A. May Blair, Mrs. Edna Erskine, Mrs. Annie Harkness, Mrs. Mabel McCracken.
GASPE BAY NORTH:	**Miss Muriel M. Rexford**, Mrs. Dolly LeTouzel, Mrs. Florence Whitcomb.
GATINEAU MILLS:	**Mr. Walton L. Snell**, Miss Irene Abraham, Mrs. Gladys Cameron, Miss Joan Dix, Miss Sheila Hunter, Miss Edith MacCallum, Miss Isabel MacCallum, Miss Lois Silverson, Mr. Henry Ward.
GRAND CASCAPEDIA:	**Mrs. Mary Campbell**, Mrs. Florence Barter, Mrs. Lyla Barter.
GREENFIELD PARK: Royal George	**Mr. Ulric Russell**, Miss Jane Baugh, Mr. B. Benton, Mrs. Shirley Blake, Mrs. Marion Brown, Mr. R. Brown, Mr. L. Caines, Mrs. Florence Donaldson, Miss Doreen Field, Miss Janet Frizzell, Mrs. Evelyn Haas, Mr. D. Hadley, Miss Gertrude Hoyle, Miss Sandra MacDougall, Miss Rebecca MacIntyre, Mr. D. Mackenzie, Miss Janet MacWha, Mrs. Elizabeth Martin, Dr. F. Mile, Mrs. Mildred Monk, Mr. J. Prince, Mr. J. Rosevear, Miss Eleanor Schonfeld, Mrs. Edith Smith, Mrs. Ernestine Stone, Mr. B. Tudor, Mrs. Betty Walker, Mrs. Noreen Wheatley, Mrs. Grace White.
HOPETOWN:	**Mrs. Henrietta Hayes**, Mrs. Mary H. Journeau, Miss Hazel Sawyer.
HULL TOWNSHIP:	**Miss Ellen N. Bronson**, Mrs. June Davidson, Mrs. Mabel Faris, Miss Janice Hardy, Miss Valerie MacPherson, Mrs. Muriel Pitt, Mrs. Pearl Smiley, Miss Norma Weitz, Miss Helen Whitson, Miss Janet Young.
INVERNESS:	**Mrs. Maxine McCrea**, Miss Helen Henderson.
LACOLLE:	**Mrs. Doris E. Holzgang**, Mrs. Violet Hislop, Miss Thérèse Paré, Mrs. Patricia Westover.
LAURENTIA:	**Mr. Kenneth Hall**, Mrs. Lila Akrabi, Miss May E. Allwright, Mrs. Bertha Costello, Mrs. B. Doris Lacroix, Mrs. Daphne Overhill.
LONGUEUIL: LeMoyne d'Iberville	**Mr. Edward A. Todd**, Mr. Jean Paul Burgat, Mr. E. Nathan Gould, Mrs. Doris Holmes, Mrs. Georgia Johnstone, Miss Myrna Jones, Mrs. Florence LeTouzel, Mr. James Martin, Mr. Reginald Morgan, Mr. John Netten, Mrs. Patricia Skene, Mrs. Edna Smith, Miss G. Ruth Sutherland, Mr. H. Lyndon Walsh.
MANIWAKI:	**Mr. Maurice Buck**, Miss Mabel McGuire, Miss Elizabeth Reside, Miss Barbara Weightman.

MANSONVILLE :	**Mr. W. Roy Langley**, Mrs. Maud Clark, Miss Alice May Jones, Mrs. Erma Perkins, Mrs. E. Pauline Tibbitts, Mrs. Letitia Willard.
MATAPEDIA :	**Mr. Gordon Adams**, Mrs. Lorena Fraser, Mrs. Mora Jean Gregoire, Mrs. Marian Irving, Mrs. Flora Pratt.
McMASTERVILLE :	**Mr. John Rowley**, Miss Mary Cox, Miss Elizabeth Henderson, Mr. Philippe Le Riche, Mrs. Janet Ormerod, Mrs. Francis Smith, Mr. James H. Smith, Mrs. Mary Smith, Mrs. Elizabeth Stelfox, Mrs. Margaret Stowe, Mrs. Eileen Wales.
MORIN HEIGHTS :	**Mr. Roy Williams**, Mrs. Enid Bell, Mr. Michael Bennett, Mrs. Viola Elder, Miss Joyce Hadden, Mrs. Ala MacPherson, Mr. Glen MacPherson, Miss Joan Perry, Mrs. Violet Seale, Miss Madeleine Swail.
MURDOCHVILLE :	**Mr. Arthur W. White**, Mrs. Doris Element, Mrs. Ellen MacLeod, Mrs. Ivah MacLeod, Mrs. Anita McKenna, Mrs. Iris Miller.
NAMUR :	**Mr. Gerry Vandervalk**, Mrs. J. Lucille Favier, Mrs. Ruthetta Lamert, Mr. Ian B. MacWhirter.
NEW RICHMOND :	**Mr. Donald Gosnell**, Mrs. Ruth Currie-Mills, Mrs. Hazel Doddridge, Mrs. Delsie Fairservice, Mr. Orville McColm, Mrs. Margaret McLean, Miss Eileen Powell, Mrs. Queenie Steele.
ONSLOW :	**Miss Jean D. Neville**, Mrs. Elaine Mohr, Mrs. Violet Poole, Miss Isobel Quaile, Mr. Dugal Sharpe, Mrs. Gwen Smith.
POLTIMORE :	**Mrs. Mamie G. Thornton**, Mr. Ronald D. Gibbs, Miss Helen Green.
RAWDON :	**Mr. J. Harold McOuat**, Mrs. Elsie Grant, Mrs. Myrtle Kerr, Mrs. Martha Kyte, Miss Ethel M. LeGrand, Mrs. Bessie Oswald, Mrs. Winnifred Sinclair.
ROCK-ISLAND STANSTEAD :	**Mrs. Muriel McClary**, Miss Lewella Bennett, Mrs. Enid Cooke, Miss Pauline Cook, Miss June P. Douglass, Mrs. Helen Edgar, Miss Lois B. Gilbert, Miss Sylvia Monroe, Mrs. Grace E. Moore, Mr. Vance Patterson, Mrs. Janice Soutiere, Mrs. Hannah Vivian, Miss Margaret G. Wood, Miss Edna E. Young.
ROSEMERE : Ste. Thérèse	**Mr. Peter J. Logan**, Mr. Ross J. Adrian, Mrs. Faith Berthault, Mrs. Helen Bickford, Mrs. Muriel Brophy, Mr. Mason M. Campbell, Mr. Eli Chiarelli, Mr. Douglas Colebrook, Mrs. Edythe Colling, Mrs. Olive Dey, Miss Margaret Franklyn, Mr. Donald J. Hughes, Mr. Bruce Marshall, Mr. Gordon McGibbon, Mrs. Elsie Montgomery, Mrs. Muriel Paradis, Mrs. Phyllis Shanks, Mrs. Helen Skelton, Miss Anna Slaven, Mr. Alan Sutherland, Mrs. Marion Sutherland, Mr. Robert Swim, Mrs. Lois Warmuth.
ROUYN :	**Mr. Andrew Emmett**, Miss Xandra Hosking, Miss Ada M. Kerr, Mrs. Gladys Rondeau, Mrs. Helen Jean Runnells, Mrs. Edith Thompson, Miss Barbara Wilson.
ST. JOHNS :	**Mr. George B. Sanford**, Mrs. Yvonne Adams, Mrs. Marion Adamson, Mr. Alvin A. Craig, Miss Gloria Emrick, Mrs. Olive M. Ferguson, Mrs. Faye Hadley, Mrs. Frances M. Harding, Mrs. Ethel V. McNaughton, Miss Susan Ann Miller, Mrs. Katherine M. Sanford, Mrs. Kathleen Stewart, Miss Sheila Ann Westover.
SEVEN ISLANDS :	**Mr. Philip Doddridge**, Mrs. Annikki Capron, Miss Rita Coughlan, Miss Elaine Ellis, Mr. William L. Gardiner, Miss Shirley A. J. Kitching, Miss Fay L. Parsons, Mrs. Anna Williams.
SHIGAWAKE-PORT DANIEL :	**Mrs. Phyllis Ross**, Miss Marion Barter, Mrs. Isabel L. Bemont, Mrs. Iola Hayes, Miss Lorna Journeau.
SOREL :	**Mr. R. S. Montague**, Mr. S. D. Andrews, Miss Grace Brown, Mrs. Paulette Buchanan, Mrs. Vida Keyworth, Mrs. Martha Macdonald, Mr. T. J. Phillips, Mrs. Barbara Williams.
STANBRIDGE EAST :	**Mr. Ronald B. Allum**, Mrs. Kate Blinn, Mrs. Marion Perkins, Mrs. Mary Blanche Pyke.
TERREBONNE HEIGHTS :	**Mr. George A. Runnells**, Miss Bernice Beattie, Mrs. Hazel Cheney, Mr. Ashton Gillingham, Miss Mary Maniates, Mrs. Jessie Reid.
THORNE :	**Mr. Abram K. Vivian**, Miss Frances Dean, Mrs. Effie Vivian, Miss Genevieve Wickens.
THURSO :	**Mr. Peter Hopwood**, Mrs. Doris Flynn, Miss Nancy Horner, Mrs. Lily McIntosh, Miss Lorraine Smith.
VALCARTIER :	**Mr. G. H. Waddington**, Mrs. Alma Jack, Mr. H. Jairath.
WAKEFIELD :	**Mr. James C. Gordon**, Mrs. Elizabeth Franklin, Mrs. Janet McGarry, Mrs. Mary Pitt, Miss Helen Sprague, Mrs. Jemima Stevenson, Mrs. Louisa Wills.
WATERVILLE :	**Mr. C. Ray Martin**, Mrs. Marjorie Blier, Mrs. Jean Fraser, Mr. Robert A. Lavers, Mrs. Edna Lunnie, Miss Elizabeth MacRae, Mrs. Miriam Turner, Mrs. Beulah Walker.
WINDSOR MILLS :	**Miss Marion Reed**, Mrs. Barbara Ann Bell, Mr. Robert Dorgan, Miss Marion Duncan, Miss Colina MacKenzie.

From here, only underlined names

SPECIAL INTERMEDIATE: 1958-1959

BRISTOL:	**Mr. Keith Hale**, Mrs. Muriel Campbell, Mrs. Norma Cartman.
DUNDEE:	**Mrs. Ruth A. Fraser**, Mrs. Isabel Elder.
FRELIGHSBURG:	**Mr. Gerald E. Corey**, Miss Maude A. Hauver.
ISLAND BROOK:	**Mrs. Eugenia Dawson**, Mrs. Ruth Morrow, Mrs. Alma Quinn.
KINNEAR'S MILLS:	**Mrs. Gladys M. Nugent**, Mrs. Dorothy Geddes.
LAKE MEGANTIC:	**Mrs. Maud A. Patton**, Mrs. Mabel E. Robertson.
METIS BEACH:	**Mrs. Isabella Ward**, Miss Mary W. Scott.

GRADED ELEMENTARY SCHOOL DIRECTORY: 1958-1959

BAIE D'URFEE: Dorset School	**Mr. Leslie J. B. Clark**, Mrs. Winifred Baker, Mrs. Myra Bell, Mr. Gordon J. Bennett, Mrs. Joan Blumer, Mrs. Elizabeth Carr, Mr. Glendon Cosman, Mrs. Dorothy Edward, Miss Kaye Ells, Mrs. Phyllis M. Foster, Mrs. Joan Guimond, Miss Elizabeth Hamilton, Mrs. Winnifred Haughland, Miss Alice Howard, Mr. Leslie F. Hurren, Mrs. Marjorie Kirkpatrick, Mrs. Edith Mitchell, Miss Barbara E. Newman, Mrs. Harriet Patrick, Mr. Harold Smithman.
BOURLAMAQUE:	**Mr. Ralph Turner**, Mrs. Ann Alexander, Mrs. Greta Balen, Mrs. Ann Fitzer, Miss Molly Hawryluk.
CAMPBELL'S BAY:	**Mrs. Hazel Graham**, Miss Mary Pearl Jay, Mrs. Ruby Moodie, Mrs. Genevieve Olmstead.
FORT CHAMBLY: St. Stephen's	**Mr. D. Watt**, Mrs. Thelma Abram, Mrs Beverley Gauthier, Miss Anne McAllan, Mr. A. MacLeod, Mrs. Margaret MacMichael, Miss Thelma Mills, Mrs. Betty Plouffe, Mrs. Martha Rioux, Mrs. Janice Watt.
CHELSEA:	**Mrs. Selena Stickler**, Mrs. Laura Brown, Miss Viola MacLellan, Mr. Myles Wallingford, Mrs. Mildred Watchorn, Mrs. Waltrout Wrede.
CHIBOUGAMAU:	**Mrs. Ruth Cameron**, Mrs. Inez Cherry, Mrs. Winnifred Millar.
EAST ANGUS:	**Mrs. Ruby I. Waldron**, Miss Nellie E. Marchant, Mrs. G. Lillian Weston.
EAST GREENFIELD: Kensington	**Mr. Frank Newman**, Mrs. Jessie Baugh, Mrs. Eva Cardinal, Mr. M. Dunant, Miss Arlie Fay Gilbert, Mrs. Esther Gilbert, Miss Marjorie Henderson, Mrs. Kathleen Tudor.
GASPE BAY SOUTH:	**Mrs. Alice Eden**, Mrs. Sybil Eden, Mrs. Eva Vibert.
GRAND'MERE: Laurentide	**Mrs. Alice G. Muir**, Miss Lucy Bown, Mrs. Beryl Charlton, Miss Amy Corrigan, Mrs. Bernice Inman.
HUDSON:	**Mrs. Sara Lane**, Mrs. Joan Czapalay, Mrs. Margaret Inglis, Miss Shirley Layton, Mrs. Beverley Rhoads, Miss Rhoda Simon, Mr. H. Stevenson.
ILE PERROT NORTH: Vivian Graham	**Mr. W. Grant Taylor**, Miss Jane Benson, Mrs. Gertrude Brown, Mr. William Crowell, Mr. Murray Ellison, Miss Olive Hunt, Miss Heather MacDonald, Miss Carol Mitcham, Mrs. Dorothy Moore, Mr. George Morgan, Mrs. Carolyn Otley, Miss Carolyn Pickering, Mrs. Ruth Ann Powell, Miss Glenna Reid, Mr. George Richardson, Mr. Fraser Steeves, Mrs. Marjorie Whitman.
JOLIETTE:	**Mrs. Nina Regent**, Mrs. Marina Dupuis, Mrs. Gertrude Montgomery.
LAVAL DES RAPIDES:	**Mr. D. Staniforth**, Mrs. Kailash Anand, Mrs. Gwenith Booth, Mrs. Doreen Countess, Mrs. Rae Curphey, Mrs. Claire DeFreitas, Mrs. Winnifred Duncan, Mrs. Margaret Falle, Mrs. Barbara Grossman, Mrs. Pamela Johanson, Mrs. Marguerite Kerr, Mrs. Louise Larder, Miss Sheila Rowland, Miss Doreen Seale, Mrs. Margaret J. H. Smith, Mrs. Jean Sutherland, Mrs. Blanche Tulk.
LAVAL WEST:	**Mr. Roy F. Bradley**, Miss M. Ruth Anderson, Miss Faye Bound, Miss Sheila Brake, Miss Dora Carrall, Miss Joyce W. Copping, Mrs. Dorothy Mary Green, Miss Scottena E. Lawrence, Miss Marilyn Jean MacDonald, Mr. Gordon Matthews, Mrs. C. L. Montgomery, Mr. Morris A. Rathwell, Mrs. Shirley Ross, Miss Rosemary Whinfield, Mrs. Eilleen Rose Wooding.
LONGUEUIL: Caroline	**Miss Hazel Cross**, Mrs. Ida Butterworth, Mr. M. Lander, Miss Marjorie McElrea, Mrs. Lois Reid, Miss Mavia Sarty.
LONGUEUIL: Mackayville	**Mrs. Inez Curren**, Miss Audrey Allin, Miss Margaret Boa, Miss Bessie Bryce, Mrs. Ruby Buckell, Miss Joan Cheek, Miss Dora El-Sai, Miss Joy Gough, Mrs. Edna Hubbard, Miss Marjory Innes, Miss Flora Johnson, Miss Helen Logan, Mrs. Betty Poulton, Miss Carol Sandell, Mrs. Marie Anna Tassé.

LONGUEUIL : William White WAGRAM AVENUE LONGUEIL	**Mrs. Mary Jordan**, Mrs. Elizabeth Anderson, Mrs. Kathleen Andrews, Mrs. Robina Briscoe, Miss Christine Brown, Miss Elizabeth Derick, Mrs. Gladys Gill, Mrs. Frances Macgregor, Miss Dorothy MacLean, Mrs. Ivy Owens, Mrs. Clara Wilson.
MALARTIC :	**Mr. Henry Clarke**, Mrs. Annie Duff, Mr. Daniel Lesar, Mrs. Elizabeth Lesar, Miss Mary Evelyn Marshall.
NORANDA : MacNiven Memorial	**Mrs. Jean McLatchie**, Mrs. Margaret Anderson, Mrs. Mary Bell, Mrs. Elsie Graham, Miss Carol McKinnon, Mrs. Mary Mouland, Mr. Sture Sandmark, Mrs. Pat Winter.
NORANDA : Carmichael	**Mr. H. E. Bashaw**, Mrs. Marjory Barton, Mrs. Pauline Hyndman, Mrs. Lillian Justice, Miss Katherine Kagerer, Mrs. Sylvia Kallio, Mrs. Marguerite Lee, Mr. L. Persaud, Miss Rose Simbirski, Mrs. Lorna Watt, Mrs. Helen Wiley.
POINTE CLAIRE : Beaconsfield BEACONSFIELD AVENUE POINTE CLAIRE	**Mr. Thayne McGilton**, Miss Ann Buckingham, Mrs. Beulah Burnell, Mrs. Liette Butrym, Mrs. Dorothy Davis, Mrs. Gladys Davis, Mrs. Elizabeth Dewar, Miss Grace Elliott, Mrs. Margaret Hall, Mrs. Olive Kenny, Mr. Gordon Lidstone, Miss Ruth Low, Miss Joan Melkman, Mrs. Joyce Montgomery, Miss Carol Myers, Miss Judith Paterson, Miss Merinda Racicot, Miss Heidi Schmidt, Mrs. Lynn Sulyok, Mrs. **Lillis Tinkler, Mrs.** Florence Willard.
POINTE CLAIRE : Beaurepaire	**Miss Dorothy Brayne**, Mrs. Doreen Archambault, Miss Dora Beck, Mrs. Beverly Hart.
POINTE CLAIRE : Briarwood SWEET BRIAR AVENUE POINTE CLAIRE	**Mr. Knute Sorensen**, Miss Helen Agnes, Mr. Dale Aiken, Mrs. Joan Allen, Miss Peggy Berrill, Miss Winona Brooks, Miss Joan Cox, Miss Beverley Emms, Miss Maureen Hogge, Mrs. Marjorie McFarland, Mr. Frank Meadows, Mrs. Pamela Payne, Miss Alice Rennie, Miss Myra Riddell, Mr. Eric Rumsby, Mr. Ralph Start, Miss Jean Straight, Mrs. Ruth Swaine, Miss Mary Ward, Mr. Robert Winslow.
POINTE CLAIRE : Cedar Park	**Mr. Wm. Barr Fleming**, Mrs. Zuze Aleksis, Mrs. Alison Berridge, Miss Audrey Bishop, Mrs. Elsie Cadogan, Miss Anne Cochrane, Mr. James Dawson, Mrs. Ann Fisher, Miss Anne Gilker, Mrs. Ethel Hay, Mr. John Killingbeck, Miss Shirley Lowson, Miss Riley MacNeill, Mrs. Gwendolyn Macrea, Miss Vivian Mann, Mrs. Grace Mathewson, Miss Maxine Matthews, Miss Patricia McGlashan, Mr. R. G. McGlashan, Miss Elsie Moore, Miss Edwina Morrow, Mrs. Elaine Norris, Miss Joan Orser, Mrs. Carol Pearson, Mrs. Sidney Ployart, Miss Ellen Read, Miss Anne Ropars, Mrs. Evelyn Rose, Mrs. Ruth Stockwell, Mrs. Jean Wilmott.
POINTE CLAIRE : Lakeside Heights ST. JOHNS ROAD POINTE CLAIRE	**Mr. Lloyd Patch**, Mrs. Florence Angell, Miss Eleanor Atwood, Mrs. Jane Bernard, Mrs. Irene Craig, Mrs. Ida Cregan, Mrs. Edith Herring, Mrs. Eleanor Hodgson, Mrs. Vera Kathan, Miss Betty LeMaistre, Miss Elizabeth Loebel, Mrs. Luena Mabe, Mrs. Freida Mason, Miss Margaret McGibbon, Mrs. Helen Mitchell, Mrs. Shirley Newsam, Miss Nyla Pike, Miss Hope Ross, Mrs. Shirley Shipley, Mr. Herbert Steiche, Mrs. Wanita Upton, Miss Norma Williston.
POINTE CLAIRE : Northview JUBILEE SQUARE POINTE CLAIRE	**Mr. E. E. Robert**, Mr. John Aiken, Mrs. Mary Atwood, Miss Sylvia Baird, Mrs. H. Meredith Cargin, Miss Sheila Currie, Miss Rena Goldberg, Mrs. Hilda Green, Mrs. Grace Hanson, Miss Lorna Houston, Miss Connie Laurin, Mr. Dudley LeMaistre, Miss Valerie Loud, Miss May Martin, Miss Patricia Nicol, Miss Betty Oulton, Mr. Frank Page, Mrs. Dorothy Payette, Miss Pauline Rowe, Mr. Rubin Sirkus, Mr. John Swaine.
POINTE CLAIRE : Valois Park BELMONT AVENUE VALOIS	**Mr. Edgar Caron**, Mrs. Laura Belson, Mr. Richard Bonnell, Mr. John C. Boone, Miss Judy Bowman, Miss Janet Coulthard, Miss Frances Farmer, Mrs. Gladys Gough, Mrs. Jean Grant, Mrs. Dorothy Gyton, Mrs. Lilly Hinchcliffe, Miss Hilda Lenfesty, Miss Kathleen Moore, Mr. Colin Nelson, Mr. Ivor Newsham, Miss Shirley Owen, Mrs. Florence Petrie, Miss Maria Polanowicz, Mrs. Sheila Robertson, Mrs. Alice Rogers, Miss Joan Savage, Mrs. Shirley Smith, Mrs. Viola Theroux, Miss June Vaincourt, Miss Barbara Ann White, Miss Irma Williston, Mrs. Vera Wilson, Miss Joan Yorke.
QUEBEC : St. George's ST. CYRILLE WEST QUEBEC	**Miss Hazel Sinclair**, Mrs. Doris Brown, Miss Elizabeth Christensen, Miss Myrtle Devine, Miss Suzanne Garneau, Mrs. Florine Goodfellow, Mrs. Ruth Graham, Mrs. Ina Hatch, Mr. Charles Heasley, Mrs. Evelyn Lower, Miss Florence MacKinnon, Miss Laura MacKinnon, Miss Anne McIver, Miss Ann Skeats, Mr. Graham Ward, Miss Emily Ruth Williston, Mrs. Florence Young.
ROSEMERE : Eleanor McCaig	**Mrs. Aileen Bryerton**, Mrs. Jean Booth, Miss Lorna Clark, Miss Maeve Elliott, Miss Jean MacKimmie, Miss Geraldine Mahoney, Miss Elizabeth Martin, Mrs. Esme Southwell, Miss Ellen Stewart, Mrs. Marjorie Toulson.

ROUGE RIVER : R.R. 1 - CALUMET	**Mrs. Grace McCabe**, Mrs. Rosamond Beauchamp, Mrs. Leontina MacTavish, Mrs. Greta MacWhirter, Mrs. Evelyn Morrison.
SCHEFFERVILLE :	**Mr. James Harris**, Miss Ida Brukker, Miss Joan Fanjoy, Mrs. Ann George, Mrs. Sybil McEnteer, Mrs. Helen Ross, Mr. David Watson, Mrs. Patricia Young.
SHAWBRIDGE :	**Mrs. Helen Dallain**, Mrs. Isobelle Clowes, Mrs. Doris Meillheur.
SHERBROOKE : East Ward	**Mrs. Edith Lemire**, Mrs. Marjorie Cruickshank, Mrs. Grace Rich.
SHERBROOKE : Lawrence	**Miss Verna Hatch**, Mrs. Olive Carter, Mrs. Margaret Cheal, Mrs. Mabel Clark, Mrs. Margaret Kogler, Mrs Faye Parker, Mrs. Eva May Sawyer.
SHERBROOKE : Mitchell	**Mr. George E. McClintock**, Mrs. Dorothy Boyd, Mrs. Jane DeWolf, Mrs. Margaret Erskine, Mrs. Eva Garland, Miss Elizabeth Hastings, Miss Norma Herring, Miss Kathleen Howard, Mrs. Irene Howes, Mrs. Irene Humphrey, Miss Jennie Mariasine, Mrs. Beulah McCourt, Mrs. Mabeth McKeon, Miss Alene Morrison, Miss Ardyth Painter, Miss Annie Riley, Miss Sandra Taylor, Miss Elizabeth Watson.
SILLERY : Bishop Mountain	**Mrs. Dorothy Langelier**, Miss Constance Champion, **Mrs. Mary Crowe,** Mrs. Margaret Gorie, Mrs. Bertha Lennon, Miss Marilyn Muir, Mrs. Dorothy Owen.
STE. ADELE :	**Mr. Graeme Teasdale**, Mr. John Denora, Miss Suzanne Eumicke, Mrs. Rita Soltendieck, Mrs. Betty Teasdale.
ST. BRUNO :	**Mr. Robert Overing**, Miss Judy Barkhouse, Mr. Ralph Craig, Mrs. Ruth Craig, Mr. Richard Drake, Miss Joan Gregory, Mrs. Elma Larsen, Miss Mary Pickering, Mrs. Dorothy Shields, Miss Inge Steinbach, Miss Olive E. Stewart, Miss Elizabeth Webster.
STE. FOYE :	**Mr. Alex T. Bayne**, Miss Jane Algie, Miss Mary Bisson, Miss Joan Coull, Mrs. Cora Fontaine, Mr. H. A. Gourley, Mrs. Madeline Hardie, Miss Carol Leavitt, Miss Elizabeth Montgomery, Mrs. Elsie Rockwell, Miss Priscilla Taillon.
ST. HILAIRE VILLAGE : OTTERBURN HEIGHTS	**Miss Estelle Saunders**, Miss Robena J. Cleveland, Miss Lois Cramm, Mr. George David, Mrs. S. Glenwright, Miss Jean Griffith, Miss Joan Laurin, Mrs. Muriel MacLennan, Miss Helen May, Miss Annabelle **McEwen, Mrs. Carol J. Morrison,** Miss A. Rachel Murray, Mrs. Sirkka Omholt-Jensen, Miss Laurilla Robertson.
ST. HUBERT : Royal Charles VERMONT AVENUE CROYDON	**Mr. Russell E. Irwin**, Miss Mary Andrews, Mrs. Evelyn Burgess, Mrs. Bernice Campbell, Mr. Daniel Dorotich, Miss Marjorie Gilbert, Mr. William Goodwin, Mr. William Green, Mrs. Winnifred Lawrence, Miss Donna Matheson, Mrs. Ruth Matheson, Mr. Ralph Mumford, Mrs. Irene Phelps, Miss Sandra Rattray, Miss Beverly Ryer.
ST. LAMBERT ELEMENTARY ~~AND ANNEX~~ : GREEN ST. ST LAMBERT	**Mr. R. Brigden**, Mrs. Helen Bulmer, Mrs. Gwendolyn Dennis, Mr. Henry Duerksen, Mrs. Hilda Edmond, Mr. Norman Fisher, Mrs. Helen Gourlay, Miss Dorothea Graham, Mrs. Lona Hills, Miss Barbara Howie, Mrs. Edna James, Mrs. Eleanor Johnston, Miss Henrietta Kay, Mrs. Jean Kennedy, Mrs. Margery Langshur, Mrs. Doris MacLeod, Mrs. Jessie Malkin, Mrs. Elizabeth Merrill, Miss Mary Neate, Mr. Robert Newton, Mr. Dan O'Donnell, Mr. Levi Pauley, Miss Phyllis Powell, Mrs. Nellie Ross, Mrs. Freda Savage, Mr. Roy Seaman, Mr. Brian Shackleton, Miss Nancy Shepard, Miss Carol Smith, Mrs. Pearl Todd, Miss Janet Trischuk, Mr. Robert White, Miss Gwendolyn Woodbury.
ST. LAMBERT : Margaret Pendelbury	**Mrs. Grace Walker**, Mrs. Jeannette Brigden, Mrs. Pearl Harris, Mrs. Lila Hayes, Miss Jean Howe, Miss Ethel LeBrocq, Mrs. Leola Sandell, Miss Marilyn Turriff.
ST. LAMBERT : Victoria Park	**Mrs. Esther Marshall**, Miss Evelyn Crozier, Mrs. Alice Hodge, Miss Evelyn Kay, Mrs. Lilian Osborne, Mrs. Edith Raham, Miss Beverley Simms, Mrs. Marjorie Topham, Miss Lila Winter.
ST. MARTIN :	**Mr. Murray Baidwin**, Mrs. Doris Bruce, Miss Arlene Cloutier, Mrs. Frances Greig, Miss Lorna Morrow, Mrs. Joan Walls, Mr. Winsor Walls.
ST. PAUL'S RIVER : Saguenay County	**Mr. Gordon Spingle**, Mrs. Gloria Nadeau, Mrs. Leatrice Roberts.
STE. ROSE :	**Mr. John A. McKindsey**, Miss Marilyn Dey, Miss Eileen Elder, Mrs. Ivy Farmer, Miss Shirley MacGeorge, Mrs. Vera Miller, Mrs. Jessie Smith.
VAL D'OR : Queen Elizabeth	**Mr. Stanley Hovdebo**, Mrs. Minnie Ebbett, Mrs. Ada Evans, Miss Kaija Hirvikoski, Miss Vera Lambert, Miss Sadie Litwinko, Mrs. Caroline MacDuff, Miss Hilda Sparling.

MINUTES OF THE JUNE 1958 MEETING OF THE PROTESTANT COMMITTEE

3460 McTavish Street, Montreal, Que., June 2, 1958

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

PRESENT : Mr. L. N. Buzzell, in the Chair, Mr. W. H. Bradley, Dr. C. L. Brown, Mr. A. K. Cameron, Mr. R. J. Clark, Mr. G. Y. Deacon, Prof. J. U. MacEwan, Dr. S. E. McDowell, Mr. Howard Murray, Mr. K. H. Oxley, Mr. J. P. Rowat, Dr. R. H. Stevenson, Mr. T. C. Urquhart, Mr. E. T. Webster, Dr. J. S. Astbury, Mr. T. M. Dick, Mr. C. W. Dickson, Prof. D. C. Munroe, Mrs. A. Stalker, Mrs. Roswell Thomson and the Secretary.

Apologies for absence were received from the Superintendent of Education, Hon. W. M. Cottingham, Brig. J. A. de Lalanne, Rt. Rev. Bishop Dixon, Hon. G. B. Foster, Sen. C. B. Howard, Dr. F. C. James, Mr. J. R. Latter, Dr. C. E. Manning, Dr. A. R. Jewitt.

The minutes of the previous meeting were approved on the motion of Dr. Stevenson, seconded by Mr. Rowat.

The report of the Director of Protestant Education contained the following information : (1) The usual grant of $1,000 for the McGill Travelling Libraries was paid as well as the purchase of 520 copies of books valued at $1,160. (2) Forty-three Protestant school boards outside Greater Montreal received revenues from the Sales Tax in 1956-1957 totalling $287,598. (3) During the fiscal year ending March 31, 1958, 15 new schools were built and 19 extended, the number of new classrooms being 275. As of April 1, 1958, there were in the schools under construction 153 additional classrooms. (4) Grants to Protestant school boards for repairs in the fiscal year ending March 31, 1958 totalled $80,043.93. (5) Mrs. Grace McCabe, Assistant Supervisor of English, resigned her position to become Principal of the Rouge River Elementary School. Her services have been of an outstanding character as Helping Teacher for four years and in the field of English for eight years.

The report was received on the motion of Mr. Rowat, seconded by Mr. Urquhart.

On the motion of Mr. Rowat, seconded by Prof. Munroe, approval was granted to McGill University to raise the annual fees from $172 to $225 for each student taking a diploma course at Macdonald College, Institute of Education, in accordance with Act 2-3 Elizabeth II, Chapter 138.

The report of the Education Sub-Committee contained the following recommendations : (1) That a committee consisting of Mr. A. D. Talbot (chairman), Mr. J. G. S. Brash, Mr. E. C. Carter, Mr. G. H. Drysdale, Prof. C. W. Hall, Dr. E. Owen, Mr. K. H. Oxley, Mr. C. B. Rittenhouse, Miss E. Stanton and Mr. N. W. Wood be appointed to revise the English courses of Grades VIII – XI. The committee should be asked to make a thorough study of the aims and methods as well as of the content of the courses and

should seek the opinion and advice of teachers or others representing the business and professional community whom it may seem desirable to consult on any questions that present themselves.

This was approved on the motion of Mr. Dick, seconded by Mr. Murray.

(2) That the History assignment for close study in Grade X for the session 1958-1959 be Hayes, Moon and Wayland, *World History,* pp. 219-517, or Webster, Wesley and Daniher, *World Civilization,* pp. 251-473. Teachers should spend a few periods at the beginning of the year on the history of the ancient world as a background for the study of the rise of Christian civilization.

This was approved on the motion of Mr. Dick, seconded by Dr. Stevenson.

(3) That *La Prisonnière du Temple, Cica, la Fille du Bandit,* and *l'Armure du Magyar* be authorized for experimental use as alternatives to *L'Evasion du Duc de Beaufort* in selected schools of the Protestant School Board of Greater Montreal during the session 1958-1959 and that the Board be asked to submit a report on the experiment in April, 1959.

This was approved on the motion of Mr. Dick, seconded by Mr. Rowat.

(4) That the experimental authorization of French Course II in Grades X and XI should be extended for two years, beginning in September, 1958, and that the Department of Education should consider what instructions concerning the standards of the examinations should be transmitted to the examiners.

This was approved on the motion of Mr. Dick, seconded by Mr. Oxley.

(5) That the Scribner edition of *The Wind in the Willows* should be authorized in Grade V to replace the Grosset and Dunlap edition, now out of print.

This was approved on the motion of Mr. Dick, seconded by Dr. Astbury.

(6) That the experimental authorization of the "Science Today and Tomorrow" series be continued for the session 1958-1959 and be extended to other schools of the Protestant School Board of Greater Montreal. It was recommended that teachers of Elementary Science should themselves, if possible, have completed at least one course in Science at the level of first-year university.

This was approved on the motion of Mr. Dick, seconded by Prof. MacEwan.

(7) That the experimental use of *Language Comes Alive* be continued during the session 1958-1959 in selected schools of the Protestant School Board of Greater Montreal and that *Developing the Language Skills* be used experimentally during the session in four Grade VII classes of the Board's schools.

This was approved on the motion of Mr. Dick, seconded by Mr. Rowat.

of the special committee on the Education of Mentally Handicapped Children be received for transmission to the Protestant Committee with a sense of the

(8) It was moved by Mr. Dick, seconded by Prof. Munroe, that the report importance of its findings, and that the Department of Education should be requested to appoint a person suitably qualified in this field to a full-time position to study ways in which the proposals can be put into effect throughout the Province and to draft a detailed programme for submission to the Protestant Committee.

It was moved by Mr. Murray, seconded by Mr. Rowat, and approved that the above motion be amended as follows: That the report of the special committee on the Education of Mentally Handicapped Children should be

received, and that this committee continue to study the possibilities of putting into effect the proposals of the special committee, giving due consideration to the financial, legal and pedagogical problems involved, and further that the Director of Protestant Education be asked to advise this committee as to the next definite step to be taken.

On the motion of Mr. Murray, seconded by Mr. Bradley, it was agreed that the report should not be made public before the report of the Secretary is received. It was agreed that Mr. Morrison and the members of the committee be thanked for their services.

(9) That the list of textbooks recommended for use in French-speaking classes be approved.

This was approved on the motion of Mr. Dick, seconded by Mr. Murray.

The report of the Finance and Grants Sub-Committee showed (1) that the amount available for distribution to secondary schools for the 1958-1959 session is $550,000, the grants to high schools being $443,170 and to intermediate schools $106,830. These grants were approved on the motion of Mr. Rowat, seconded by Mr. Urquhart. The report also recommended (2) that Grenville Intermediate School be raised to high school status, that Longueuil (Lemoyne d'Iberville) and Greenfield Park Elementary Schools be raised to intermediate status and that Donnacona and Black Cape Intermediate Schools, now teaching only Grades I to VII, revert to elementary school status. This was approved on the motion of Mr. Rowat, seconded by Mrs. Thomson. (3) The distribution of the Poor Municipality Fund amounting to $22,300 was approved on the motion of Mr. Rowat, seconded by Mr. Murray.

On the motion of Mr. Rowat, seconded by Dr. Stevenson, it was agreed that a letter similar to that forwarded by the Superintendent of Education to Roman Catholic School Boards, but not necessarily a translation, be forwarded to Protestant School Boards by the Director of Protestant Education.

The Board of the Order of Scholastic Merit reported that the following teachers and principals have been awarded the degree of the Order, the ceremony to be held at a joint meeting of the Board and the Provincial Association of Protestant Teachers next October :

First Degree

Mrs. Jean Aldridge, Assistant Principal, Guy Drummond School, Montreal, Que.
Mrs. Doris M. Conley, Hull High School, Hull, Que.
Miss Lily Garmaise, Devonshire School, Montreal, Que.
Miss Olive Hartley, Supervising Assistant, Protestant School Board of Greater Montreal, Montreal, Que.
Mrs. Hazel Hunter, St. Stephen's School, Fort Chambly, Que.
Miss Mabel L. Mills, Montreal East School, Montreal, Que.
Miss Eleanor M. Spearman, Principal, Beaurepaire Elementary School, Pointe Claire, Que.
Miss Leila T. Smith, Kenogami High School, Kenogami, Que.

Mrs. Noreen Wheatley, Vice-Principal, Royal George School, Greenfield Park, Que.
Miss Emeline Zahalan, Amherst School, Montreal, Que.

Second Degree

Mr. J. Douglas Campbell, Principal, Rosemount High School, Montreal, Que.
Mr. James H. Greig, West Hill High School, Montreal, Que.
Miss Joyce E. McLelland, West Hill High School, Montreal, Que.
Mr. Donald S. Rattray, Principal, Hudson High School, Hudson, Que.

Third Degree

Dr. J. D. Jefferis, Professor of Education, Bishop's University, Lennoxville, Que.
Mr. John Perrie, Education Officer, Protestant School Board of Greater Montreal, Montreal, Que.

Mr. Buzzell will preside at the ceremony. Mr. Dickson will present candidates for the first degree, Dr. Manning for the second degree, and Mr. Murray for the third degree. Dr. Jefferis will be asked to reply for the recipients.

The report was received on the motion of Mr. Murray, seconded by Mr. Rowat.

On the motion of Mr. Dick, seconded by Mr. Oxley, the statement of policy of the Provincial Association of Protestant Teachers on teacher education and certification was referred to the Central Board of Examiners for study and report. The Secretary was requested to acknowledge receipt of this statement and to thank the Association for its interest in the improvement of teaching standards.

Miss May Hextall reported on her duties as Helping Teacher giving an outline of a typical week in the schools.

On behalf of the Committee the Chairman expressed appreciation of her interesting report and, on the motion of Prof. Munroe, seconded by Mrs. Stalker, it was agreed to publish the report.

Prof. MacEwan announced that scholarships were available from the Department of Mines for undergraduate students who were studying geological, metallurgical and mining engineering and had reached the third year of the five-year course. He requested members to give publicity to these scholarships and also informed the Committee that summer employment to university students was being given this year to 214 students of whom 57 were students at McGill University.

There being no further business the meeting then adjourned to reconvene at the call of the Chair.

E. S. GILES
Secretary

L. N. BUZZELL
Chairman

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VISUAL EDUCATION BRANCH, DEPARTMENT OF EDUCATION, REGINA

AUTOGRAPH

"And a little child . . . "

Sages with frowning beards,

those lynx-eyed laureates,

Solons and Solomons,

penned the mind's postulates :

"Faith" on a palmleaf frond,

"Hope" on papyrus glowed

as from their lofty quills

cool wisdom flowed ;

then, low from manger straw,

One smiled at lamb and dove,

blazing across men's hearts —

"Love."

—Gordon LeClaire

RECORDING ORAL READING : GRADE VI PUPILS, VIVIAN GRAHAM ELEMENTARY SCHOOL, ILE PERROT