

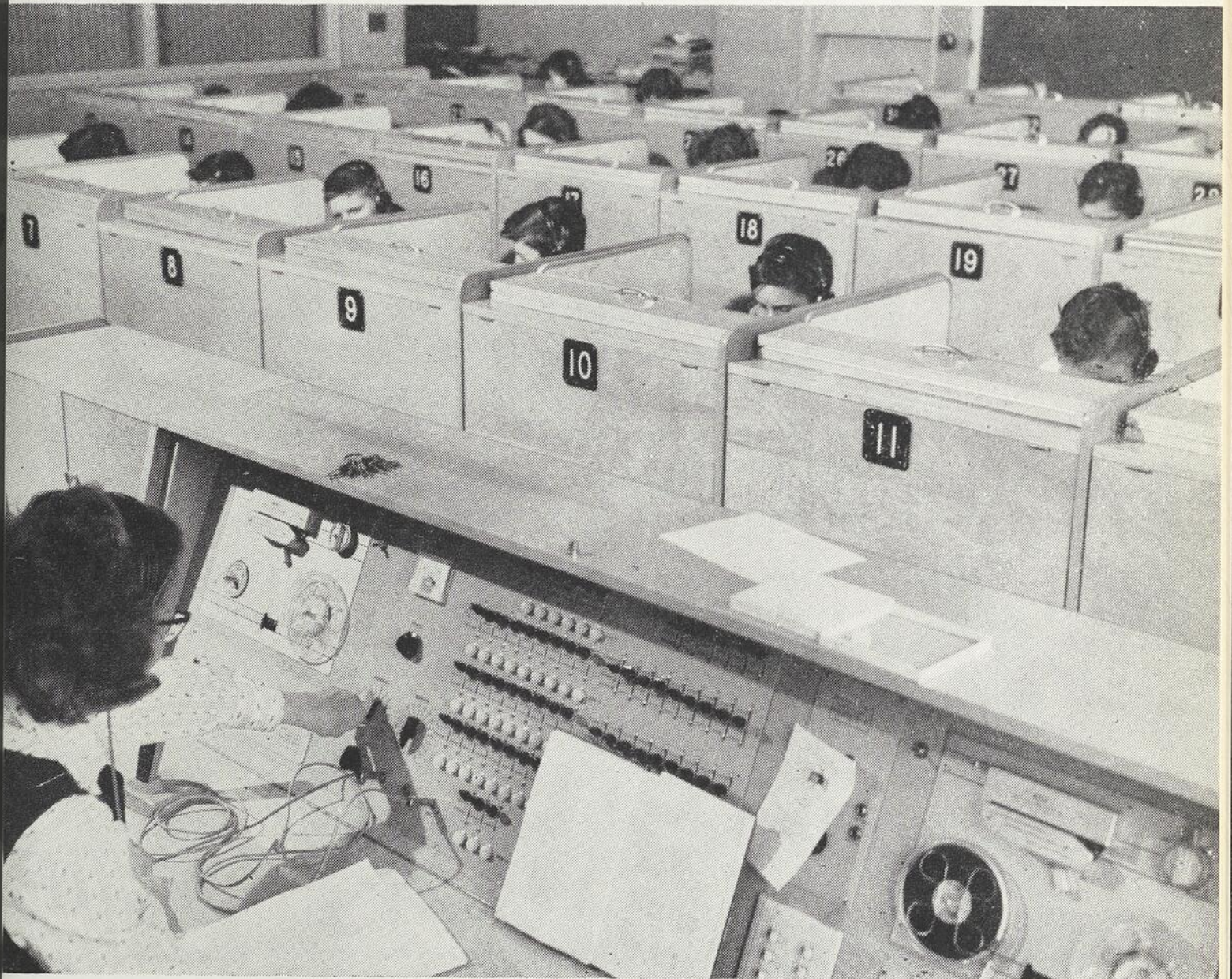
THE EDUCATIONAL RECORD

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LANGUAGE LABORATORY
MALCOLM CAMPBELL HIGH SCHOOL, MONTREAL

LAUGHTER IS LIFE

Can you hear it ringing?
Can you hear that sound,
That golden key of life?
If not, then 'tis not life you're living.
There can be no life without laughter;
There can be no joy, no love,
No carefree, jovial moment.
Without these things —
Life cannot be.

What is seriousness, dullness,
Conservative, careful manner?
It is conformity.
It is sanding at a square block of wood
To fit it in the circled way of life.
Do not be moulded but rather make a mould —
One where laughter reigns.
Then you will know life,
For laughter is life.

Barbara Bunce, Grade 10-A,
Dunton High School

THE EDUCATIONAL RECORD

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April - June, 1963

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THE EDUCATIONAL RECORD

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

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Vol. LXXIX

QUEBEC, APRIL-JUNE, 1963.

No. 2

ANNOUNCEMENTS

IMPORTANT NOTICE

TO SCHOOL BOARDS AND SECRETARY-TREASURERS

Secretary-Treasurers are requested to take note of this circular, read it to the School Board at a regular or special meeting and keep it in their files for future reference.

Quebec, February 20, 1963.

To the School Commissioners and Trustees
of the Province of Quebec.

Gentlemen:

You will find herein directives concerning the conveyance of pupils and an appendix containing extracts from the Education Act, the School Boards Grants Act, the Auto Code of the Department of Transportation and Communications, and the Regulations of the Department of Education.

DIRECTIVES

BUSES

The Department strongly recommends that school boards use public transport or a private enterprise. Nevertheless, school boards may purchase buses but, in such a case, no grant is available for this purpose from the Department of Youth.

TENDERS

a) In conformity with Sections 223c, 291, 297 of the Education Act, no contract for the conveyance of pupils may be awarded or renewed without calling for tenders.

This notice must be posted in two public places in the municipality for at least seven clear days, except in the case of a school board which has been exempted by a particular law.

In the case of a regional school board the notice must be in conformity with the conditions of Section 496p.

b) Notices must always specify the conditions of the service required and mention the period during which the contract is to be awarded.

c) Tenders cannot be restricted to proprietors residing in the municipality. They must be considered from any person, either a proprietor or a tenant, domiciled in the municipality or outside the municipality.

d) No school commissioner or trustee may tender for the conveyance of pupils for a school board of which he is a member, according to Section 124 of the Education Act. This also applies to his wife.

The tender must indicate a *separate* amount when it is concerned with the conveyance of pupils to schools operated by the school board, and with the conveyance of pupils to schools of another school board.

CONTRACTS

a) The contract must be drawn up in conformity with the conditions specified in the public notice and with the resolutions which result from it.

b) The contract must be awarded for a definite period, without privilege or preference for its renewal and its duration *cannot be extended* before the date of its termination.

c) The contract for the conveyance of pupils to schools in another municipality must be granted *separately*. Where the amount of such conveyance is included in the total cost of a single contract already awarded, the cost of the conveyance of pupils to schools of the school board and of pupils who attend school outside the municipality must be indicated *separately* in the single contract.

d) In the case where the contractor cancels his contract, before its termination with the consent of the parties concerned, the school board must make a new request for tenders similar to that for the granting of a new contract.

e) The contract cannot be transferred. The contractor must submit his resignation and the school board must have recourse to the calling of tenders.

f) No one can undertake the conveyance of pupils and later transfer it, in full or in part, directly or indirectly, to one or several sub-contractors.

DISTANCE

As a *general rule*, only pupils who live beyond ONE MILE from the school can benefit from conveyance organized by a school board.

DUTIES OF SCHOOL BOARDS

School commissioners must:

a) award the contract to the lowest tender, if he meets the conditions specified in the public notice and provided that he abides by the requirements of the law and the regulations in force.

b) establish routes which are as short as possible. They may oblige all pupils who reside on a side road off one or other of the designated routes, *up to a distance*

of one mile to meet the bus by their own means. In the case of pupils who live on a side road more than a mile from the main route over which the bus travels, especially if few in number, the commissioners or trustees may offer the parents some compensation so that their children may be conveyed to the junction.

c) arrange routes so that buses do not travel on dangerous roads or make stops likely to cause accidents (curves, hills, etc.). Due to limited time, conditions of roads and of traffic, stops at every house are impossible.

d) insist that the inscription "écoliers" or "school bus" be placed on each bus.

e) report in detail to the Department of Education all accidents, irrespective of their nature.

They may also:

f) increase or reduce the amount of a contract, proportionally according to the increase or decrease of the number of pupils or of the number of miles established when the contract was awarded. This increase or reduction can be allowed only when the number of pupils or the number of miles is increased or decreased by at least 25%, in one case or the other or both at the same time.

g) modify, at any time, the distance previously established and change the routes, if they deem it is advisable and necessary.

GRANT

a) Every school board shall receive from the Department of Youth a grant for the conveyance of pupils as outlined in Section 223b of the Education Act, subject to the limits and conditions foreseen by Sections 11 and 18 of the School Boards Grants Act.

b) The grant for pupils mentioned in the second paragraph of Section 223b is allowed when these pupils benefit free of charge from the conveyance already organized for the pupils of the high school course who attend school under the jurisdiction of another school board, provided that the latter are in the majority and provided that a contract was awarded following a public call for tenders.

c) Each school board providing conveyance for children of the school municipality must submit a report to the Department of Education on forms provided for the purpose before December 31. This report must be certified by the secretary-treasurer under his oath of office and approved by the school inspector and must be accompanied by:

1. copies of all contracts not already submitted to the Department of Education,
2. an estimated detailed account of the annual expenses incurred by the school board in paying for pupils' transportation by public conveyance or by other private arrangement.

The information contained in the report provides the basis for determining the conveyance grant which is paid in one instalment during the school year.

FORMS

School boards are asked to use the PUBLIC NOTICE forms for requesting tenders as well as the CONTRACT forms supplied, upon request, by this Department. The uniformity of these forms facilitates the work of the school board and the Department.

REGISTRATION PERMIT

All vehicles used for the conveyance of pupils that belong to a school board or to a person to whom a contract has been awarded by a school board, must be registered by the owner by applying directly to the Motor Vehicle Service, Department of Transportation and Communications, 930 Ste-Foy Road, Quebec. This obligation does not apply to autobus companies which already hold a permit from the Transportation Board or to proprietors of taxis.

I feel confident that you will give these regulations the careful attention that they merit.

Yours truly,

O. J. DESAULNIERS

Superintendent of Education.

THE HANDBOOK FOR TEACHERS

The 1957 edition of the Handbook is out of print. Principals are requested to see that all copies now on hand in the schools are preserved for use during 1963-64. A new edition will be issued in 1964.

CHANGES IN THE COURSE OF STUDY FOR 1963-64

Calculus:

The theorems on the following pages of *Introductory Calculus* may be presented, but the pupils are not required to know the proofs: pp. 31-33, 115-119, and the generalization of proof at the bottom of p. 124 and the top of p. 125.

English:

Poems to Enjoy has been removed from the Grade VIII course and *Modern Poems for Modern Youth* from the Grade XI course.

The 1951 edition should be specified when ordering *The Golden Caravan*, authorized for Grade X.

The Grade XII syllabus in English Literature has been revised. The revised syllabus may be obtained from the Department of Education.

French:

A Manual in one volume for *Avançons* (Grades VI and VII) has been published by the Macmillan Company of Canada.

The assignment from the revised edition of *Avançons* is divided as shown below when Grades VI and VII are combined. Part A was authorized for 1962-63, Part B will be in effect for 1963-64, and so forth in alternate years.

Part A (1962-63): La Famille Cloutier (for grammar omit the three irregular verbs — *écrire, dire, faire* —, the *imparfait*, and the verbs in Family 9); Les Anglais en Voyage; Chez les Grenier; Jour de Congé; Au Restaurant; Le Malade Imaginaire; Blanche Neige (optional).

Part B (1963-64): Ma Famille (only for oral work; grammar from La Famille Cloutier); Au Centre d'Achats; En Autobus; La Clôture; Les Cloutier Partent en Voyage; Le Pique-Nique; Ali-Baba et les Quarante Voleurs (optional).

The two novels authorized for Grade XI in 1963-64 are *Cica la Fille du Bandit* and *L'Evasion du Duc de Beaufort*. The two short stories assigned by the Director of Protestant Education to be studied in 1963-64 for the Grade XI oral and written examinations are *La Chèvre de M. Seguin* and *La Mule du Pape*.

General Mathematics:

A Teacher's Resource Book and Guide for the Grade VIII course may be obtained from the Department of Education.

Geography:

The Canadian Oxford School Atlas has been issued in a second edition, but the first edition will continue to be supplied by the publishers unless the second edition is specified in the order.

Home Economics:

The syllabus has been revised. Copies may be obtained from the Department of Education. M. H. Ellett, *Textiles for Teens*, McAinsh, has been added to the list of texts authorized for Grades VIII-XI.

Latin:

A Handbook for Teachers of Grade XI Latin is obtainable from the Department of Education.

The assignment for the beginners' Latin course offered in Grade XI is as follows: *Paginae Primae: a* and *b* exercises only.

A Hundred Latin Passages: Selections 1-12 (Caesar), 16-19 (Cicero), 24-25 (Livy).

Music:

A Music Course Outline and Guidebook for the elementary grades is obtainable from the Department of Education.

The syllabus in Music for Grades VIII-XI has been revised. *Music for Young Listeners*, *Music to Remember* and *The Story of Music* have been removed from the course of study. Glenn and Spouse, *Art Songs for School and Studio*, Books I and II,

has been authorized for Channel A, and Warburton, *Score-Reading Form and History*, for Channel C. The compositions assigned for Channel B are listed in the syllabus, which may be obtained from the Department of Education.

North American Literature:

The course for Grades VIII and IX has been revised. The revised assignments are as follows:

Grade VIII

A. *Prose and Poetry for Canadians — Adventures*, Dent.

B. At least *three* of the following:

Altsheler, *Hunters of the Hills*, Dent.

Burnford, *The Incredible Journey*, Musson.

Hayes, *Treason at York*, Copp Clark.

Montgomery, *Anne of Green Gables*, Ryerson.

Roberts, *Neighbours Unknown*, Macmillan.

Williamson, *North After Seals*, Longmans.

C. At least *one* of the following:

Irving, *The Sketch Book*, Signet edition.

London, *White Fang*, Pocket Book.

O'Hara, *My Friend Flicka*, McClelland.

The following pages are assigned from *The Sketch Book*:

pp. 13-15, 37-71, 78-84, 116-126, 150-179, 186-192, 218-271, 300-310, 329-369.

Grade IX

A. *Prose and Poetry for Canadians — Enjoyment*, Dent.

B. At least *three* of the following:

Batten, *Wild and Free*, Ryerson.

Campbell, *Where the High Winds Blow*, Book Society.

Ralph Connor, *Glengarry School Days*, McClelland (not to be chosen in 1963-64).

Kirby, *The Golden Dog*, Macmillan.

Pumphrey, *Grenfell of Labrador*, Clarke Irwin.

C. At least *one* of the following:

Graham and Lipscomb, *Dr. George Washington Carver, Scientist*, Book Society.

Rawlings, *The Yearling* (paper back edition), Allen.

Mark Twain, *A Connecticut Yankee in King Arthur's Court*, Pocket Book.

Physics:

Schulz and Lagemann, *Physics for the Space Age*, McClelland and Stewart, will replace *Physics for Our Times* in Grade X in September 1963 and in Grade XI in September 1964. Verwiebe et al., *Physics a Basic Science*, Van Nostrand, is recommended as a reference text for teachers. The revised syllabus may be obtained from the Department of Education.

SCHOOL CALENDAR

1963		Number of School Days
September, Wednesday 4th.....	Schools open for session	19
October	Holidays for Teachers'	
	Convention and Thanksgiving	20
November		21
December, Friday 20th	Schools close for Christmas vacation	15
January, Monday 6th	Schools reopen after Christmas vacation	20
February		20
March, Thursday 26th	Schools close for Easter vacation	19
April, Monday 6th	Schools reopen after Easter vacation	19
May	Holiday, May 18th	20
June, Tuesday, 23rd	Schools close for the session	17
	TOTAL	190

ENROLMENT IN PROTESTANT SCHOOLS

as of September 30, 1962

Elementary	Total
Kindergarten	5,464
I	11,227
II	11,066
III	11,455
IV	11,538
V	11,249
VI	11,008
VII	10,010
Auxiliary	719
Total	83,736
Secondary	
VIII	11,295
IX	9,925
X	8,355
XI	6,115
XII	459
Special	63
Total	36,212
GRAND TOTAL	119,948

SUMMARY OF NURSES' ANNUAL REPORTS: 1961-62

COUNTY OR AREA	TOTAL ENROLMENT
Aylmer (Gatineau County)	1,563
Brome	941
Chambly	5,768
Compton	1,167
Macdonald	3,061
Papineau	1,418
Pontiac	1,343
Quebec	1,356
Richmond-Drummond-Arthabaska	1,440
Shigawake-Port Daniel (Bonaventure County)	1,134
Stanstead	1,819
Waterloo and Granby	978
West Island	7,226
Total	29,214
Number of examinations by nurse	45,101
Number of examinations by medical officer	7,395
Number of examinations by dentist	2,819
Pupils referred to physician	970
Pupils referred to dentist	3,403
Pupils referred to oculist	1,674
Notices sent to parents regarding:	
(a) Defects	4,119
(b) General health	8,516
(c) Tests, etc.	16,225
Pupils referred to nurse by teacher	2,883
Approximate number of pupils securing remedial action:	
(a) Medical	3,477
(b) Dental	2,191
(c) Ocular	1,442
Interviews with parent in school or office	620
Interviews with teacher regarding pupil health	841
Home visits	1,993
Health classes for teachers or pupils	205
Pupils excluded from school	1,494
Number receiving first aid	7,215

TESTS AND INOCULATIONS

Vision:	
Snellen	21,667
Telebinocular	—
Hearing:	
Audiometer	10,778
T. B. Testing:	
Patch	5,153
Scarification	2,630
Results of T. B. Tests:	
Possible re-actors	681
X-rays taken	2,682
Requiring further tests	26
Vaccinations, etc.:	
Smallpox	2,770
B. C. G.	2,235
Salk — 1st dose	323
2nd dose	339
3rd dose	379
Booster	2,057
Urine analysis	2,527
Haemoglobin	2,295
Others:	
Triple toxoid	460
Whooping cough, tetanus, etc.	2,065

ART EDUCATION FOR INTERNATIONAL UNDERSTANDING

Theme for the Fourth Assembly of INSEA

The visual arts communicate without the spoken or written word and overstep the barriers of language. It was this idea which prompted the leaders of UNESCO to call together art educators for a seminar at Bristol in 1950, so that children in all parts of the world might learn about each other through their pictures. Out of the Bristol seminar grew an international group of art teachers known as the International Society for Education through Art.

The Fourth Assembly of this international group will meet in Montreal:

Queen Elizabeth Hotel, August 18 - 24, 1963.

The Canadian Society for Education through Art will be host to members from sixty-four countries. The topics to be discussed are:

The Universal Qualities of Art Education with Special
References to Family, Community, Nation and
World

The Effects of Cultural Background upon the Education
of Children (special reference to Africa)

Contribution of South America to Art Education

Art Education and Mass Communication

The Humanizing Element of Art in a Scientific Age

Some of the guest speakers are:

Sir Herbert Read — England

Dr. El-Bassiouny — Africa

Dr. J. A. Soika — West Germany

Mrs. N. Caselli de Hechen — Argentina

Rev. Father G. H. Levesque — Canada

The conference opens for registration at 9:00 a.m., Sunday, August 18. The sessions will be held at 9:00 a.m. and 2:30 p.m. daily, except Wednesday, during the week.

This is the first INSEA assembly in the Americas and we are honoured to hold it in Montreal. It is hoped that all educators and interested members of the public will take this opportunity to attend the lectures and the seminars of the International Society for Education through Art.

INDUSTRIAL EDUCATION

Applications are invited for the following positions on the staff of the Division of Industrial Education, Faculty of Education, University of British Columbia:

1. Instructor of Electricity with recent training in the electronics field. This instructor should be able to organize courses and laboratory facilities in his own area and also assume some teaching load in another area such as woodwork, metalwork, drafting or power mechanics.
2. Instructor of Drafting. This instructor should be able to organize courses in his own area and assume some teaching load in another area such as woodwork, metalwork, electricity or power mechanics.

Salary commensurate with qualifications and experience.

Address enquiries to:

Mr. W. R. F. Seal

Chairman

Division of Industrial Education

Faculty of Education

3650 Willingdon Avenue

Burnaby 2, B.C.

Canada

HOW DO YOU MAKE THEM WANT TO LEARN?*

Ron Kenyon

For several years we watched our son's school marks with growing dismay. Each year he somehow stole home into the next grade but we had to hold our breath for the umpire's decision.

Our son is far from dull. At age 10, after standing around a few evenings watching us play bridge, he took a hand and won. As a hobby he took up chemistry and set up many an experiment that alarmed his mother and me. He helped me make photographs and was soon able to develop and print. He carried off second prize in a bicycle rodeo and first prize in a town parade.

Over the years we went to see a succession of teachers, usually about midyear when our son looked like striking out. We didn't want to antagonize those teachers. We thanked them with unnecessary profuseness for the hard work they were doing (we hoped), while suggesting with the utmost tact that we would be glad to help if they would only tell us what to do.

They treated us with a veiled and wary courtesy. They acted like hunters on safari caught out without a rifle and facing two angry lions. To a woman, they backed away behind their desks making placatory noises.

Finally, I decided I wasn't going to get any help. Whatever was to be done would have to be done by us. The problem looked simple enough: our son lacked motivation for school learning. Motivate him to enjoy study and the problem would be solved.

A year later, after I had interviewed, telephoned and written to nearly 70 educators, studied statistics and read reports by the box full, I concluded that half my hypothesis was correct: our son did lack motivation. The other half, that he or any child or adult could be supplied with motivation, proved to be a moot point.

I had uncovered a difficulty which affects thousands of Canadians of all ages. It is a problem that goes to the very roots of our society, for without the drive to learn or work or pioneer, western civilization will decay. There seems to be no answer, except that motivation is partly achieved by trial and error and it should begin in childhood.

Poor motivation is the biggest single problem our children face in schoolwork. The Industrial Foundation on Education, which is sponsored by Canadian industry, reports that 40 percent of youngsters in the upper quartile of intelligence never complete university. In other words, nearly half of our most intelligent children either never go to or lack the drive to go to university.

*reprinted from Imperial Oil Review, February 1963.

A few years ago the Canadian Research Committee on Practical Education investigated the reasons for school "drop outs." Some of the ex-students surveyed gave reasons related to the school: they disliked the subjects or the teachers, or they just "weren't interested." A further 16 percent gave personal reasons for leaving — financial, health or the attitude of parents.

In both categories, which totaled 60 percent of those interviewed, lack of motivation seemed to play a role. They didn't *want* an education enough to overcome the difficulties — difficulties that, in one form or another, always beset any path to progress.

But haven't some kids *always*, like Huck Finn, skipped school to go fishin'? Probably they have. Yet two factors make the problem acute today.

First, there are fewer jobs now for untrained workers. In a report to last year's Canadian Conference on Education, Lewis S. Beattie, a former superintendent of Secondary Education for Ontario, and Edward F. Sheffield, a research officer with the Canadian Universities' Foundation, put this problem clearly into focus: "Almost two-thirds of students leave school before obtaining the basic education required for skilled or professional work." Yet unskilled jobs available today, as a result of automation, represent only 31 percent of the total jobs. Two-thirds of the work force is seeking one-third of the jobs.

The second factor which adds urgency to the need for motivation in western education is the Russians' relative success in dealing with it. Since the revolution, they have been interested in motivation — in selling communism at home and abroad, in recruiting spies, fomenting civil unrest in foreign countries, in brainwashing techniques and for disseminating effective propaganda. Now, in successfully motivating their youngsters toward education, they threaten to overwhelm us with their technology.

Professor Nicholas de Witt, of Harvard, writes: "Ever since Lenin declared that education should be a weapon for moving society forward on the road to communism, the Soviet leaders have used the educational system to serve the state and to help attain its goals... There must be no misunderstanding of the Soviet scientific and technical manpower build-up. It has become the principal source of their strength."

Though the Russians have been quite successful in motivating youth, we cannot copy their pattern. Education in Russia is designed to serve the state; in the West to serve the individual. Russia has been emphasizing science and technology in education. She can tie educational motivation to patriotism and move the whole force of her propaganda machine behind it. Russian youngsters see professors and engineers in the "correct" fields earning enormous salaries, honors and cash awards. University students have more privileges, better living conditions and even see newer movies than the general population. And, although Russia pays lip service to the working man, he is made aware that education, along the "correct" lines, will be his road to a better life. In brief, motivational influences are applied in Russia from top government levels.

In the West this approach would destroy the principle of democracy. Moreover, our educational aims are more idealistic and more difficult to explain to youngsters. We don't want merely to produce more scientists and technologists for the glory of the state. We want to educate people in a wide diversity of fields for their own good.

In trying to find out how to motivate in a democracy you feel like the first man landing on the moon. There are theories about it but no first-hand scientific knowledge — and there are yawning craters everywhere. No scientist seems to have landed squarely on the surface of the motivation problem. Everything has been done at long range.

There are provocative studies by advertising agencies on motivating the public toward deodorants or tooth paste. There are reports on rat intelligence and on the learning ability of dolphins — but how do they have a bearing on the child in the schoolroom?

Professor Raymond B. Fox, of Northern Illinois University, sent a class of adult students to the library to search out every research report published in the 1950's on motivation in the schoolroom. He was astonished at the scarcity of material. The studies available were so limited in scope that they contributed "little or nothing to the solution of classroom problems in motivation."

One reason for this research gap may be that schools are unwilling to have scientists messing around in their classrooms. One Nova Scotia educator wrote me: "Research and experimentation in this field is desirable as long as the experimental design assures that no more harm will come to the child in the experiments than would be expected to occur normally."

I found not a single educator with a positive answer to the motivation problem. A British Columbia educator wrote me pessimistically that "motivation is a highly complex matter, all the subtleties of which would require a psychotherapist rather than a teacher to understand... research in this whole field is very difficult indeed."

At that he was understating the problem. The psychotherapists don't understand all the subtleties either. One of the most knowledgeable experts on the motivation of children in the classroom is Dr. Richard Alpert, of the Center for Research in Personality at Harvard University. He says educational motivation is a "hodgepodge."

He outlines bravely certain theories which he believes should lie at the back of classroom motivation but he admits that he is "treading on theoretical territory fraught with controversial landmines" and that there is hardly a statement he makes "to which some psychologist would not take exception."

First, he defines motivation and attempts to lay down some ground rules for understanding it. Motivation, he says serves to "energize, select and direct the behaviour of an individual."

Motives, or drives, appear in hierarchies with one more important than another. When the more powerful motives are operating strongly, the lesser ones disappear. Various behavior patterns become attached to particular drives. One behavior pattern may satisfy more than one motive: for instance, you may eat oysters to satisfy the powerful drive of hunger and, at the same time, the lesser drive to please your hostess. Behavior patterns can be shaped if you understand and work with the motive or motives that underline them.

Some important animal research in this field led to further work with children. Pigeons have been taught to turn their heads right round. This training, or shaping of a behavior pattern, can be done very quickly. Every time the bird turns his head in the right direction he is immediately given a reward of food. The behavior pattern of turning the head has been successfully established by using the drive to satisfy hunger.

Dr. B. Frederic Skinner, a Harvard psychologist, adapted elements of this technique in developing programmed learning for children and adults. The lessons are given as questions designed with scientific care so that the student will get most of the answer right. He is given the answer immediately (no waiting for exam results or for papers to be marked). His replies to questions take the place of the pigeon's turning of his head. The fact that more than 90 percent of his answers will be correct and that he knows of his success immediately ties learning to his appetite for success... an appetite we all have and which is seldom fully satisfied.

Teachers using this technique (either by teaching machine or in textbook form) have reported getting students through a semester's work in four days. Industry is turning toward the technique in a big way to train men and women for jobs. One Scarborough educator who has studied programmed learning told me he had been offered \$400 a day by one firm to use his knowledge.

Whether programmed learning actually influences underlying motives or not remains to be seen. It may merely be a way of spoon-feeding education. Will children learn to love learning for its own sake or only for the success of the correct answers assured by programmed learning? Not all lessons in life can be programmed. How well will these children do when they eventually come up against the old swot-and-sweat method again?

We are still left with the hard core of the problem: to influence the underlying motivation of a child, to develop what Professor James K. Duncan, of Temple University, Philadelphia, has called "the self-propelled learner."

"We know surprisingly little about the teaching of motives," admits Dr. Alpert. "We have a number of theories regarding the manner in which a new motive is acquired or a weak motive strengthened, but the present evidence does not warrant any strong conclusion."

One of these theories refers to the hierarchy of drives. It holds that if the more important drives — such as those concerned with avoiding pain, danger, hunger

and anxiety — are satisfied, the lesser ones will emerge, among them the desire to learn. Therefore, according to this theory, children who are happy and comfortable at home and in school, will be more strongly motivated to learn.

A second theory (and this ties in with the pigeon research) suggests tying a weak drive to a strong one. For instance, you can tell a child that if he doesn't learn he will be spanked. His fear of pain strengthens his motive to learn. A weakness here is that, potent though fear is, the child will associate fear of pain with study and will avoid study once the fear is removed.

This was illustrated neatly by a classroom survey in the United States where three teachers were selected to follow three different methods. The first teacher used fear and domination to motivate the children. The second merely presented the curriculum, deadpan. The third used a positive, warm approach, encouraging the children's interest with the warmth of her praise.

Both the negative teacher and the positive teacher motivated their children to high marks. The indifferent teacher's class did worst. But the children motivated by fear stopped work as soon as the teacher left the classroom, fought among themselves, were uneasy and anxious. The positively motivated children continued work when the teacher was away and got along better as a team.

Unfortunately, as a number of educators point out, it is difficult to carry out the positive approach successfully. It calls for considerable experience, a winning personality and an understanding of individual children. Most children are still motivated by fear of the teacher's criticism, of report cards, of being ridiculed in front of classmates.

There is no correspondingly powerful positive drive. Children cannot, like pigeons, be kept hungry and rewarded with a strip of bacon when they do their arithmetic. A child's appetite for success may be weakly or strongly directed along academic lines. This depends on his parents, his friends, the books he reads, the TV programs he watches, his hobbies, his church, and other factors in the community — as well as his teacher.

If his teacher hasn't much personality and the child's favorite hockey forward has, the child may not care much whether he pleases his teacher or not. If his parents take little or no interest in his schoolwork, the child's strong motivation to please them is not coupled to his weaker motive to learn.

Some drives may be actually in conflict with schooling. Children want to run and play rather than be cooped up at a desk. In the case of boys, especially, there is a strong desire to "look big" to one's fellows. In North America, boys regard academic heroes as sissies — and some avoid high marks.

Another theory of motivation holds that there are "cues" in the environment that say to a person "you are going to enjoy this" or vice versa. Hockey is a pleasant cue to most boys. If you start an arithmetic lesson with a problem relating to hockey, you may cue the boys' minds to expect something pleasant and strengthen their motivation.

Still another theory suggests that people have a strong underlying motive to eliminate "dissonance" from a situation. Emotional dissonance creates tension and this fact can be used to motivate action to relieve the dissonance.

Finally, there is the repetition theory. If children derive satisfaction, however weak, from repeating a given behavior pattern, they will do it, and the weak motive will be strengthened.

Consciously or unconsciously, many teachers and many parents have employed these theories for years. Yet to know what methods evolved from the theories would work best in particular children requires considerable knowledge of psychology in the teacher.

Have we gone the wrong way in training teachers? Should they have much more psychological training? This has been suggested. It has been further suggested that, in the future, children will work individually at their own speed, using teaching machines, perhaps coupled to programmed learning.

Until this millenium comes to pass (if it ever does) what can be done today about motivation? The key word really is "interest." Messrs. Beattie and Sheffield believe the best force for motivation at present is a team made up of interested teachers and interested parents. They urge schools to keep parents fully informed of children's work and that teachers should not only meet the parents but should be guests in their homes. Teachers need parents' backing as they never needed it when the strap lay at hand. Often, that backing is missing.

A Manitoba teacher told me: "I had a whole classroom of pupils who were doing badly. I called a meeting of the parents. Only one couple came. And it's interesting that out of that whole class, their child was the only one who passed."

Another teacher told me: "The teacher is supposed to be a professional person, yet he is really the low man on the totem pole. He is threatened on the one side by the department of education and on the other by the parents. Often he's scared to do anything that isn't strictly curriculum. Robbed of any initiative, he sinks into the error of apathy."

At one school, at least, programmed learning is being seriously tried. David Menear, principal of Manhattan Park School, Scarborough, Ont., a Canadian specialist in motivation, uses programing in all grades.

Menear is a Skinner disciple. "I believe the onus of learning must be placed with the children. I have devised some simple arithmetic tests which the children mark themselves. I tell them that if they cheat, they are cheating themselves, not me," he says. Menear finds that through testing themselves the children become urgently involved in their own showing and interested in improving their standards. Again, there is that important factor: interest.

Getting back to our own experience, our son is doing a little better this year. I don't think this is just because we are more knowledgeable. He has a teacher who has not been battered into indifference; a teacher who is *interested* in his charges

and their parents, and who is trying to instill a responsive interest in them. This teacher strides out from behind his desk, shakes your hand firmly, looks you straight in the eye and says: "I'd like to see you again in a month, please. Your son could be doing better."

At the last Home and School meeting this teacher faced a whole room full of parents, stubbed a finger at one of them and demanded: "Mr. So-and-so, what's a common denominator?"

That's a teacher's way of throwing down the gauntlet: how much do you parents really know? This teacher has personality and forcefulness. He might just displace the hockey heroes in the minds of his boys. I hope he does.

No teacher worthy of the name has ever lacked an intangible spark of professional idealism. It is that something which makes one say, and really mean it, "I am proud to be a teacher — a professional teacher." Being a *professional* teacher involves a great deal more than being employed in teaching.

We hold no brief for pampering the young teacher, for only by becoming a student of his obligations and difficulties can he become truly professional.

The beginner should be expected to bring some degree of fortitude to his work and to build up his own inner resources. He must learn to study the problems in his classroom and to draw upon his technical preparation. He is expected to seek advice from those with more experience. He must seek in clinics, workshops, and conferences the clues to better teaching. But he must also have inner resources that will carry him on even when his preparation and experience offer no guide lines.

In other words, behind preparation and experience must lie a sense of purpose, a feeling of loyalty to the primary task of instruction, a belief that teaching is important.

I Speak of a Spark

Frank W. Hubbard

NEA assistant executive secretary
for information services

from *NEA Journal*, December, 1962

A three-year study of 713 students of French in the New York City school system has disclosed that students who received instruction in language laboratories did far better in some respects than those who were taught solely by conventional methods. In vocabulary, grammar, and reading comprehension, both experimental and control groups did equally well. But the experimental group had "superior achievement" in language fluency, intonation, and listening comprehension, the report declared.

The Education Digest,
December, 1962

THE BENEFITS OF PSYCHOLOGY TO EDUCATION*

Jean-Claude Saint Denis
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Since our surrounding environment incites in us constantly an urge to ask questions concerning education, the subject entitled "Benefits of Psychology to Education" will endeavour to provide information about new concepts of learning which owe much to progress in psychology. It will, at the same time, permit us to make a comparison between the educational system to which the majority of us have ourselves been subjected, not so long ago, and the new method advocated by modern psychology for our young people of today...

The pedagogy of tradition had a tendency to consider the child "bad." Therefore, his education took the form of a conquest—conquest of a nature which is surrendered to instincts—instincts which were often considered to be immoral and anti-social. This conquest took, above all, the form of a combat against those wicked instincts up to the point where they disappeared—that is to say, in truth, a combat against the child. This pedagogy which sought to curb and to combat we shall call "moralizing," and its supporters, the "moralizing educators."

The development of the psychological sciences—experimental psychology, psychiatry, and psychoanalysis—introduced new ideas into the field of the knowledge of child life. These ideas have shown that in numerous ways traditional pedagogy hindered child development. Supporters of this new type of education, whom we shall call psychologists, instead of seeking to curb or to combat, wish us to realize before everything else the essence of the child, his needs, his interests, the laws and stages governing his development.

Some persons cultivate the feeling of guilt in the child by making him ashamed, by judging his whole person because of a single wrong-doing, and by saying such things as "You are wicked," "You are a villain." Such people try to instil in him general moral principles by forever saying to him, "You must do such and such," or "You must not do thus and so." All this time the child is being made afraid, or his feelings are hurt. As an example, note the classic remark: "You are breaking your mother's heart." This one use can destroy his equilibrium and very often produce in him neurotic disturbances and weaknesses. In fact, instead of conquering the short-comings, such comments encourage them.

Indeed, children, as well as adults (and for an adult it is very often a consequence of his childhood), feeling within themselves a sense of guilt, search for punishment in order to be freed from this blind agony. In order to obtain relief, they will often commit real misdemeanours and, sometimes, even crimes. It is understood from this that through the guilt complex, and not through the guilt of actual doing, all

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this has happened. These feelings of guilt are not necessarily associated with a fault actually committed, and there is no relationship between their intensity and the seriousness of the fault. These same people sometimes discipline themselves very severely, and are sometimes strongly indulgent in other ways, without being aware of any apparent reason to justify these variations of judgment.

On the other hand, experience shows that one can cure these short-comings by purely psychological means, without any use of moral verbalizing. Many faults should be looked at from a fresh point of view. Let us take the example of a child who steals. He does not always do this because he is basically interested in stealing, but often he is seeking attention because he suffers a "wanting" for the lack of love. Often his theft is of an aggressive nature. An appropriate psychotherapy, or even a simple modification of the family atmosphere, can lead the young thief back to respect the property of others, without an experience of humiliating degradation.

Psychology does not cure the child by weighing him down with superior authority. However, this is what those parents believe, who, not having succeeded in correcting their child, instruct the psychologist to say to him: "Tell him that he must not do this, or that he must not do that."

Psychology takes care not to impose morals on the child; it seeks to understand him. It is not a question of doing away with exterior and apparent manifestations by crushing the child under the weight of the forbidden, but of finding out the real cause of the trouble which is the source of these manifestations.

For example, when a child seeks to do harm, strikes, bites, makes animals and playmates suffer, we can say to him, "It is shameful not to love your fellow creature. You will be punished if you don't." Not only does the aggressiveness of this child maintain itself, but it intensifies. On the contrary, if we seek to understand why the child is bad, if we become more sensitive to his suffering than to his wickedness, there is a much greater chance to help him to improve.

Naturally, it is not a question of agreeing with the child; neither is it a question of making him suffer. He must be shown that we love him enough to try to understand him — to endeavour to understand what feelings of injustice, frustration, lack of love are hidden in him, against any of which he may be revolting.

Traditional moralizing methods are not strong enough in their psychological foundations to struggle against these short-comings. They may end in reinforcing them. Take, as an example, the egoistical child who always speaks about himself, who bluffs, who annoys by boasting. Our traditional background makes us say to him, "You are not as important as that," to humble him. This approach ends usually in defeat. The child remains as egoistical as ever, or even more so.

The psychological study of egotism shows that usually this manifestation originates in a deep and insupportable feeling of inferiority so that the child is forced to submerge it under blustering conduct. When we try to humble him, we

accentuate the depth of his complex of inferiority. He is led, as a result, to compensate for it by a behavior more egoistical than ever. It will scarcely be necessary at this point to say that if we wish to cure the short-comings, we must strive first to do away with the child's inferiority complex, while at the same time we attempt to increase his confidence in himself.

At this stage words no longer have any meaning and the child replies to them in a disinterested or aggressive manner. It is a *must* in all educational domains *to be on guard with our words*.

There remains, really, the single question of methods between the moralist and the psychologist. The new ideas introduced into pedagogy disturb a considerable number of extremist moralists, and present to them new problems.

What are the fears of the extremist moralist in regard to the new ideas, and the consequences, of an education founded on the study of psychology?

1. Primarily, the moralist believes that this type of education neglects the formation of good habits in the child. Traditional education believes in the necessity of force, oral or physical, in forming habits and in acquiring the routine required to accomplish this.

If it is true that it is necessary to develop motivations, it is then a question of knowing the words in moral traditional teaching which will enunciate precisely those principles, orders, and judgments that will not be opposed to these motivations themselves.

An automatic act is what one does without effort and without thinking: for example, a reflex. A motivation once developed, is registered, in a sort of way, on the unconscious mind and requires neither willingness nor attention.

If we say to a child who is occupied in eating his soup, "Eat your soup," the motivation, which was completely formed, is interrupted; the child finds himself confused by the attention that is placed upon him.

Thus we can denounce the awkwardness of the intervention of orders in the formation of motivation.

Instead of ordering the child to say "Good day" and "Thank you" it is better sometimes to say this "Good day" or "Thank you" for him. In his turn, he will follow the example, and do so without the feelings of anyone being hurt. Thus, by the process of identification, motivation will be formed little by little for him.

It is not, then, a question of neglecting the formation of good habits. Psychologists object to the awkwardness and errors committed by educators in teaching these habits.

2. Secondly, the moralists believe that education founded on psychology makes the sense of values disappear. They distrust the mistrust which the psychologist has in regard to the teaching of morals.

What troubles the moralist is the fact that the psychologist continually looks

for an explanation of bad behaviour, and that the answer is usually of a psychological nature. The greatest fear of the moralist is that, no matter what the act, there is always an "excuse." If all our acts seem to be explained by impulses and desires then, it seems, morals are denied and, also, the sense of values. There is no longer either good or bad, since none of our acts can be accomplished freely and by choice, but must be mechanical.

Is the moralist right when, in his lesson on morals and in his accusation of the destruction of the sense of values, he accuses the psychologist?

The answer is that the psychologist does not mistrust moral education, but he does deny the efficiency of teaching solely by words and lectures.

The desire that one has to teach morals to children proves in general that we believe in the magic words. When we say to a child, "Be intelligent; pay attention; work well," it is not for the child we do this, but for ourselves. It is actually a manner of ridding ourselves of responsibility, which should be our concern, by means of articulating magical formulas destined to protect him by some secret virtue.

"Do not get run over," we say to a child leaving for school. It is evident that no child has any intention of getting run over; but the mother hopes she has thus endowed him with a sort of talisman which will accompany him across the street. Thus, the moral formulas and the morals with which parents saturate their children are of the same order as these recommendations, and, it is necessary to admit, of the same usefulness. In fact, parents, due to their inadequacy as educators, give moral advice as if these principles and commands had in themselves the power to make the children better.

It goes contrary to the development and comprehension of a child to teach general and abstract principles before the application and concrete usefulness of them is demonstrated. When one learns how to do addition, one practises at first before trying to deduce the principles. The development of the child goes from the concrete to the abstract; a method going in the opposite sense is an anti-natural method.

This is why, in order to develop the moral sense of children, it is necessary to live these morals with them and for them, before they are presented to them in general, thoughtful, and abstract terms. A sense of values must be lived before being formulated.

It is through their manner of living that parents react on their children; it is through the daily life of the parents that children will obtain their best moral apprenticeship. Parents can be a living example, much more efficient than long speeches, provided that they do not verbally indicate that this is the example to follow. In fact, all the beneficial effect of the living example of the father and mother breaks down if this is done. The child guesses the artificial means; he reacts and defends himself by a non-conformist and aggressive outrage.

Children are not fooled by speeches. They know the short-comings of their

parents and are impressed by the contradictions between principles and acts which often exist among adults.

This does not mean that the young should not learn moral values of teaching. Once again, it is the method of teaching that the critical psychologist pursues.

Children expect the best from their parents and from their teachers — ideas of value and norms. But it is only the attitude and the behaviour of both which can develop infantile conviction. If these ideas are formulated instead of being lived, the children will allow them to pass, without integrating them into their behavior.

This need of lecturing on morals which the parents approve comes from a desire which reveals itself at one time in acts, at other times in words to do something. Such continual interference in the life, the games, the friendships of children is an unfortunate risk, for the child who lacks motivation to become an independent being will expect all things to be told him.

Continual over-protection on the part of the parents, which indicates a fundamental lack of confidence in the child, has the effect of nipping in the bud natural tendencies towards effort. It paralyzes all forms of initiative. As a result, the child is obliged to take refuge in a morbid passivity.

The role of parents is well-fulfilled when the child receives from them the knowledge of what is good and what is bad, with the meaning of the moral nuances and the relative significance of faults. But that can only be accomplished through daily example. Otherwise a child realizes quickly that on one day a lie is an immense crime, but the next day a trifling fault, the degree varying according to his parents' humour; that on one day he will be punished very severely for a very small mistake, because his parents are tired; but on another day he will scarcely be scolded for a serious matter. This is not the way a child acquires respect for moral values.

It is essential that the child has the impression that his parents do their utmost, as he, to act better, on condition, once again, that they "hold their tongue."

What counts are the acts; absorption follows. Common sense verifies the proverb: Actions speak louder than words.

Thus, moral verbal teaching, too early done, hinders the child from truly understanding the values about which we are always preaching to him. These values must become part of him. In order that this living assimilation may be made, educators must avoid lecturing to the child.

In reality, there is a neutralization of acts by words, as we see in psychotherapy, where a sick person is led to express his most anti-social tendencies in order to liberate him from putting them into action.

3. Thirdly, moralists fear that this new system of education neglects training in effort by focussing the approach on the interests, tastes, and aims of the child.

But there again, psychology, far from discouraging the child's natural ambition to achieve the goal of his interests, will be a guard against abusive methods which will prevent the results desired. We must first distinguish the various kinds of effort.

1. Spontaneous effort.

Observation contradicts the tag of the lazy child by nature. A child likes to make an effort. He too often is unwittingly denied his opportunity by parents or teachers.

Experience demonstrates that children are extremely capable of assessing the unconscious desire of their parents who wish to spare them any effort. Does this sound familiar?

At the invitation from one of his friends to spend the evening at his home a student replies:
"It is a shame; I cannot accept. I must help my father to do my homework."

Another example: In a kindergarten, a little boy is pushing a wheelbarrow which is much too heavy for him. The gardener comes towards him and wishes to help him. The child flies into a rage. What was interesting was not the fact that the wheelbarrow should reach such or such a place. It was the effort which was challenging.

A child likes difficult tasks. He wishes to do them "all alone." It is a grave mistake to combat this natural tendency towards effort by which the child becomes conscious of himself, his ability, and his freedom.

2. Imposed effort.

It is this required effort that the moralists fear to see eliminated from psychological education — the effort that one puts forth in submission, and which is the result of a show of authority from the educator. If the teacher fears that by an education more impregnated with psychology the child is less docile, does it not mean, primarily, that he fears a decrease of his own power?

He forgets too often that the child is a master in the art of passive resistance which very often is his only resource. This resistance is not even always conscious, much less voluntary. If the child, for example, is in conflict with his parents — above all, the parent who is the most anxious about his studies — the trouble from his wounded sensitiveness is often manifested by reactions of defence which take the form of sluggish scholarship, slowness, incapacity of any effort.

Thus it is useless to ask a child to make an effort if he has no desire for it. The desire is, in general, a sign of good psychic health, therefore it is necessary to re-establish the desire for effort in a child called lazy or dull. There are hidden reasons for childish laziness. Once again, it is not the morals of the child which are the cause, but his emotional structure.

3. Sustained effort.

There is a third kind of effort which makes itself apparent at the same time as

that which is spontaneous or imposed. The effort by means of which we invite the child to reinforce his power, his ability, and his potentiality is supreme in education.

Sports belong to this type, where a rational practice of physical effort is destined to increase the power, abilities, and possibilities of the body.

If the child who participates in sports submits himself to the constraints of athletic discipline, he does not fear this because it is a voluntary constraint. He understands what his effort will result in, and he likes the goal that he proposed, or that we proposed to him.

If the effort does not correspond to any real desire, he is condemned to defeat. In this of any more value than one which is imposed?

Here, as elsewhere, one must exercise and not impose. The collaboration of the educator and the child who is going to develop initiative from the former and put into action his natural desire for effort can only be obtained when the educator agrees that he will no longer exercise solely his authority, but will try to understand the child and to develop his confidence.

Naturally, the child will be interested, and he will then make spontaneously whatever effort is necessary. That which he makes himself gives him this feeling of confidence; but the effort from which one restrains him, increases his feeling of incapacity.

One learns to obey others by obeying oneself. The apprenticeship of obedience commences by the obedience to oneself.

If there is an *entente*, an understanding, between the child and teacher, the child very naturally makes the necessary effort for his development because he finally finds pleasure in restraining himself since he acquires from this the feeling of his strength.

If, on the contrary, the pedagogue seeks to dominate the non-consenting child, the latter will make every attempt not to obey his master, but will oppose himself to his teacher in order to save his liberty and his independence . . . There is a refusal of authority, absence of effort, no results. Not only is there no submission of the child to obedience, but there is a struggle between child and education to the detriment of both.

What aspect, then, will the formation of morals take in psychological education? Moral values are considered by psychology as *constructive forces* which must help to form well-balanced and strong personalities. But how can psychology go about forming the personality of a child without falling into the errors of the old moralizing education?

1. Moral development must be progressive.

The psychologist must not expect that the development of a child can be accomplished in a single lesson. It is progressive.

Little by little the child becomes conscious of the reality of the immediate satisfaction of his desires; he becomes conscious of the existence of others who have the same trials and triumphs. It is possible to show him that another being exists by suggesting to him the idea of putting himself in the other's place.

2. Avoid moral labelling.

It is not necessary to pronounce definite words nor absolute judgments because of a fault committed by the child, no matter how serious the offence. One must avoid treating him as a thief because he took chocolate without permission, or wicked because he made his little brother suffer. In acting thus, one confirms his act, *or worse still*, makes him believe that he cannot grow out of his bad tendencies. Thus in despairing about himself he develops an excessive guilt complex, *or worst of all*, a rationalization of his behaviour. In both cases he will be more and more inclined to steal or make others suffer, or to search for punishment to soothe the discomfort of the guilt, or to demand the spotlight at any cost so that he may obtain recognition.

3. Activate the inner self-images.

The child must not be made discouraged by a too rigorous education which demands of him efforts above his abilities, or one which judges him seriously and with finality for nothing. It is always necessary to allow him the possibility and the desire to become better. From whence derives the dynamic importance of this? In moral education — from the example that the parents themselves give to the child, to which the child endeavours always to conform, whether it be good, or whether it be bad; and from the picture that the child wishes to make of himself.

4. Avoid making morals an instrument of personal domination.

If the child has the impression that his education uses the obligations of moral principles as instruments of education, his moral development risks being compromised because it is aggravated by personal conflict, from child to parent or teacher. Far from being sensitive to good or bad, the child will have a reaction of self-defence which will block his development, will hinder him from making an effort, and will systematically make him behave badly instead of behaving well.

5. Reject morals which have not been found to be of value.

The reaction of refusal from a child against domination is healthy because, in this case, the morals instilled are false. It is quite often an expression of resentment of domination from parents, and even sometimes aggressiveness from educators.

Thus the tendency to teach morals in an intensive manner saps their value if the moral values that the parents give as parents are contradictory. If there is a conflict between teaching and example, such values are the first victims.

6. Use discretion.

However, if the moralizing educator who exercises his desire to dominate frees his own aggressiveness by judging, or condemning a child so that he is crushed under the weight of shame, it is also true that the educator who has psychology as

his guide may do much the same thing in the name of psychology. If he denounces, not the "good" or the "bad" but the neurosis, the regression, the conflict, and the inhibition in the same tone of reprobation as did the worst moralist, then, instead of being crushed by a feeling of infamy, the student will be crushed by the feeling of his irregularities. Psychological words can weigh down the child as much as moral ones.

In reality, a prudent, conscientious, and honest educator must help to ripen and to integrate the instincts into harmonious conduct. He must facilitate the development of the child from the absolute spontaneity of desires to the integration and considered attainment of these desires. He must not complicate this development by judgments which are based on the appearance and a hasty evaluation of the child.

One can judge such and such an act. One must be on guard when judging people.

RUGGED INDIVIDUALISM

The historic basis for rugged individualism was the nineteenth-century frontier. It evolved in response to a unique set of circumstances and it died a natural death when those circumstances changed; nostalgic or frantic appeals cannot revive it. The schools cannot be used as an instrument to bring back a dead era, but they can teach the proper attitude toward it. We can revere the frontier spirit and value it for what it contributed to our democratic way of life. But even if we could revive rugged individualism, I have faith that we would not choose to do so. I believe that we are now too democratically sophisticated to choose a way that offers us less. Our present crises should not direct us away from a liberal and responsible democracy. If we are to change our course, I hope it will be to shoulder even greater social responsibilities that our interdependent democratic society requires of us.

Albert J. Taylor, Administrative
Principal, Columbus (N.J.) School.

"A gifted child is one who shows consistently remarkable performance in any worth while endeavour."

Fifteenth Yearbook of the John Dewey Society

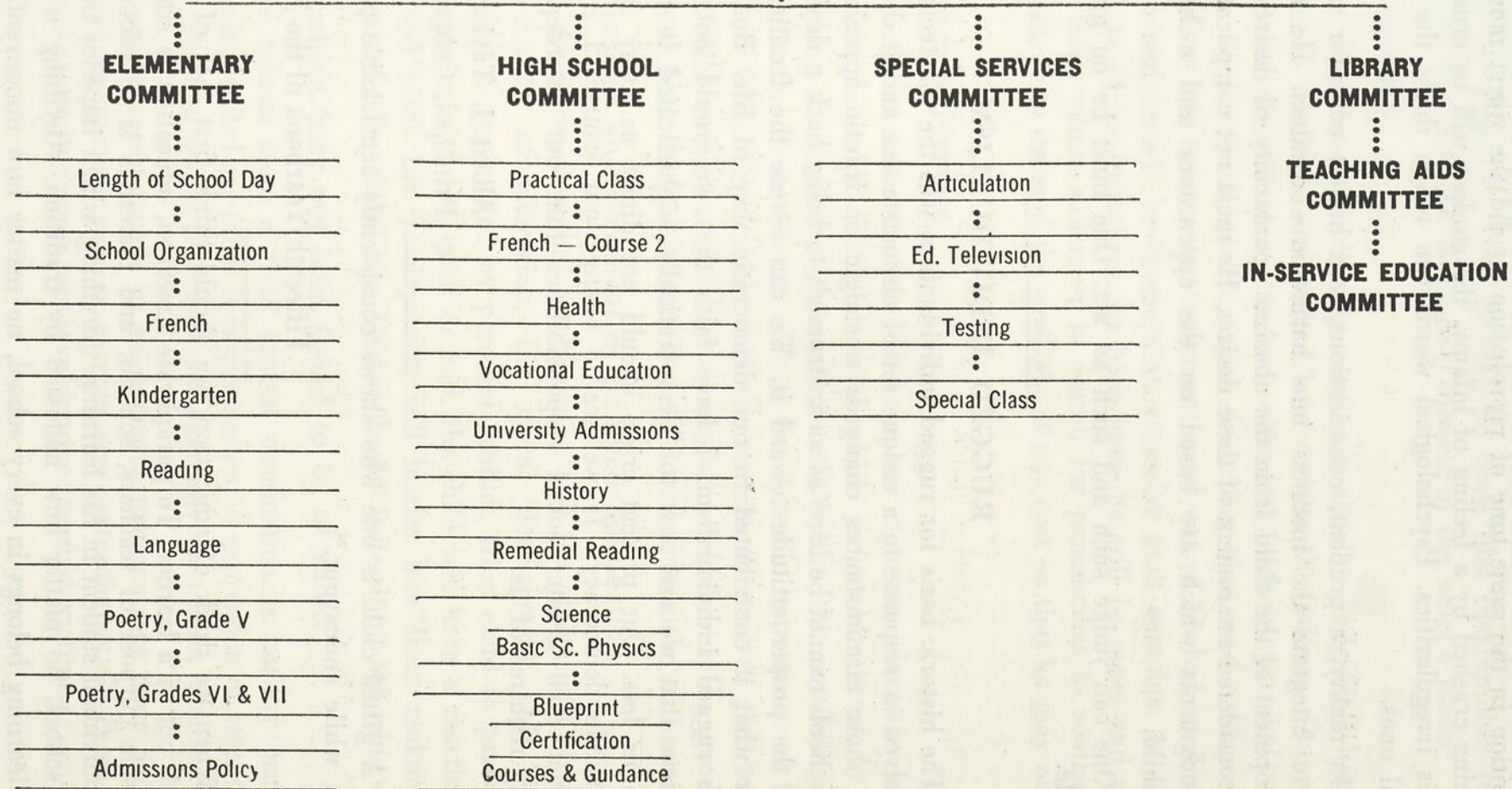
When we think of education, we should think first, not of a teacher or of a school, but of a learner. To paraphrase Emerson, education is simply man learning. The sole purpose of teachers, schools, and materials is to encourage and support the individual student in his learning. Anything which impedes this does not belong in a school, no matter how hallowed by tradition. Anything which can stimulate such learning belongs in every school, no matter how unconventional it is.

Definitions of Education
Alvin C. Eurich

from *The Education Digest*, March, 1963

THE CURRICULUM COUNCIL AND ITS COMMITTEES 1961-1962

CURRICULUM COUNCIL



THE CURRICULUM COUNCIL
of
THE PROTESTANT SCHOOL BOARD OF GREATER MONTREAL
ANNUAL REPORT

INTRODUCTION

If the Annual Report of the Curriculum Council is to portray adequately the curricular scene, it must do more than simply list the text-book changes of the past year. It must do more than present in digest form an account of the deliberations that took place at the five meetings which were held. It should attempt to indicate some of the operative forces which make curricular changes necessary and to make clear the processes by means of which they are achieved. It should also touch, however, briefly, on activities and programs presently in being which have as their purpose the improvement of instruction, and the professional growth of those engaged in it. In this way, perhaps, there may emerge a reasonably coherent picture of the apparatus which tries to give to each pupil an education up to the limit of his capacity, and most suited to his needs.

The committee structure, with the Curriculum Council at its apex, may seem to some to be unwieldy and diffuse, and to others monolithic and authoritarian. Neither of these views is accurate. Some thirty-two committees, with a total of 363 committee members, keep a watching brief over the educative process. Any change in the Course of Study, any addition to or interpretation of the curriculum, or any new development introduced comes about, therefore, as a result of the deliberations of many educators, not as a result of the decision of one, two, or three people. Because of the very nature of education, this is good. What is educationally desirable for our some sixty-three thousand pupils, ranging, as they do, over the whole spectrum of human aptitude and ability, can only be arrived at by the group thinking of educators whose experiences and aptitudes themselves range widely. By means of the committee structure, too, a system of checks and balances ensures that, although not all decisions may, in the light of hindsight, be the best decisions, more will be sound than would have been had they been reached by one or two persons. If one of the aims of education is a citizenry imbued with the democratic way of life, then that citizenry must be the end-product of a democratic system of education.

The Curriculum Council, its senior committees — High School, Elementary School, and Special Services — and its twenty-eight special committees, constitute, to our mind, such a democratic system. The composition of all committees, and particularly that of each of the senior committees, is catholic in nature, and cuts in breadth and depth across the whole educational structure.

For example, the Curriculum Council, which is chaired by the Curriculum Director, is composed of the Director of Education, his three senior officers, the seven Education Officers, five supervisors, one supervising assistant, three high school administrators, three elementary school teachers. Fourteen members,

comprising for the most part the senior officers, are permanent. The remaining fifteen members serve for a period of three years and are then replaced, on a rotational basis, by another person from their educational category. Thus representation is kept constant, and thus all sections of the educational community have a voice in all decisions that have to do with the curriculum. And it is only right that as many educators as possible participate in such government. The system is the guarantor that decisions regarding the educational future of the children in our schools are not only the best possible decisions, but also "open covenants openly arrived at."

Although curriculum change is the result of group effort, the number and nature of the groups concerned depend on the area of education under consideration. For example, the text presently in use in High School Health recently went out of print. A High School Health Committee, under the chairmanship of the Supervisor of Physical Education, was thereupon set up by the Curriculum Council. After examining texts available in the area, the committee recommended to the High School Committee a syllabus and a text. After considering the proposed course materials, the High School Committee endorsed the recommendations of the Health Committee and handed the report on to the Curriculum Council for approval. Council members, however, after a lengthy debate, refused to approve the report of its Senior Committee. Instead, it set up a controlled experiment to test the worth of two different texts in the classroom situation. This example illustrates not only the committee process in operation, but also the safeguards that exist to ensure that decisions have the best chance of being the most valid.

The work of all these committees, of course, could not go forward without impetus, guidance, and direction from the officers of the Curriculum Department. The Supervisor of In-Service Education, the Supervisor of Guidance and Educational Services, the Supervisor of Course of Study, and the Curriculum Director are all intimately concerned with the committee program. Subject Supervisors and Supervising Assistants do yeoman service on committees having to do with their specific areas of interest. And it goes without saying that this kind of enterprise could not be carried out but for the hearty cooperation, enthusiasm, and dedication of the many officers, principals, and teachers who devote so much of their own time to committee work.

The annual report this year emphasizes the experimentation that is at present being carried on in our schools, together with special studies in educational areas of particular concern. This is not meant to imply that other areas of curricular effort are not equally or indeed more important. More effort is being expended in the area of text-book examination and course construction. Far more work is devoted to the improvement of instructional techniques. And yet it is perhaps fitting that this report should highlight experimentation for the following reasons:

1. Education today is in a state of ferment, and has been ever since the shadow of the first Sputnik raced across the free world. As a result
 - a) public concern regarding the whole educational endeavour has become profound

b) the spotlight of research has been turned on educational techniques.

2. The structure of society, and particularly its technology, is changing at a constantly accelerating pace, with the result that its demands on education are constantly changing.

3. An increase in the compulsory school-leaving age means that pupils now dropping out of High School in Grades 8 and 9 will remain through Grades 10 and 11 and will have to be provided with a program more suited to their needs than the present college-oriented course.

Thus, the curriculum, both at the elementary and high school levels, must be kept under constant review. If Council is well aware that review and experimentation are vital to a progressive and viable curriculum, it is equally well aware that in any curriculum change the danger exists that the baby will be thrown out with the bath-water. It therefore makes every effort to steer the middle course, and to follow the advice of Alexander Pope:

Be not the first by whom the new are tried,
Nor yet the last to lay the old aside.

Herewith, then, in summary form, is a picture of some of the experimentation presently being conducted.

1. The Cuisenaire System of Teaching Arithmetic

This is perhaps one of the most promising and certainly one of the most colorful experiments in progress. By means of manipulating 241 rods of ten different sizes and colors—models of the first ten integers—Grade One children in five of our elementary schools carry out operations with seeming ease and understanding in addition, subtraction, multiplication, division, and fractions. Problems such as: $1/2 \times 4 + 1/3 \times 3 + 1/11 \times 11 + 1/5 \times 5 = 10$ —? apparently pose no difficulty for them. The startling progress of these children seems to indicate that the Cuisenaire rods behave exactly as our number system behaves. If this is indeed true, then the Cuisenaire method constitutes a breakthrough in the teaching of primary arithmetic. Needless to say, the experiment is being followed closely.

2. Modern Mathematics

In no other area of the curriculum is there so much stir as there is in the field of mathematics. The revolution is taking place not only in method but also in content. Mathematical concepts formerly encountered only in university are now beginning to be met in high school, and many of them, it is contended, should be introduced in the elementary schools. This does not mean that the difficulty of the course is increased, but that the content is changed to make the subject more meaningful, and thus more easily understood. Heretofore, it is contended, through all the school grades mathematics has been presented as a meaningless and unrelated collection of discrete concepts, whereas in reality it is a unified, coherent, and logically consistent body of knowledge. This new approach to the study of mathematics is now being tested, but it is still too early to make any generalizations. There is,

however, some evidence, although it is by no means conclusive, to indicate that for years we may have been underestimating the ability of the average child to assimilate mathematical principles.

3. Elementary School Organization

The committee set up to investigate the overall organization of the elementary school has not yet submitted its report. An exploratory study of the problem has been completed, and there are indications that the findings of this committee may cast serious doubt on the educational wisdom of our lock-step grade system.

Indeed, the impact of Educational Television, the growth of team teaching, and the invasion of the teaching machine may do much to change not only school organization, but also school design.

4. Other Studies

Experimentation in the elementary schools is by no means confined to mathematics. Three experimental classes for gifted children, set up as a result of strong opinion that bright students should be given a richer, stouter curriculum, continue to evoke favourable reaction from parents and teachers. Liaison with the Learning Clinic at The Montreal Children's Hospital continues. The educational value of this effort to provide clinic services for emotionally disturbed children from our schools is still being investigated. The Joplin Plan—grouping pupils for reading instruction across grade lines according to their ability—is being tried, on principals' initiative, in a number of schools. As a result of some dissatisfaction with the present history course in Grade 7, a new approach—the unit approach—is being tested in six schools.

EXPERIMENTATION — HIGH SCHOOL

1. The Subject Promotion Experiment

This experiment in Rosemount and Mount Royal High schools, initiated in September, 1960, in order to make better provision for individual differences among our students, is now entering its third year of a five-year test period. The special committees set up to carry it out — the *Blueprint Committee* and its two sub-committees, *Timetabling and Certification* and *Courses and Guidance*, are still actively engaged in guiding, modifying, and evaluating this challenging, and to date rewarding departure from traditional high school practice. Enrichment courses for bright children, introduced in September, 1961, have proved to be for the most part successful. Because of the unsuitability of the present college-oriented course of study for a large percentage of high school pupils, as evinced by the high drop-out rate and the high failure rate, committees are presently fashioning courses for those pupils who are above the academic ability-level of the Practical Course, but who cannot pursue with either success or satisfaction the present matriculation course. This program, the construction and provision of non-matriculation courses, again is an ambitious and daring departure from tradition. But if it better meets the needs of the students for which it is being designed, as it bids fair to do, then the tradition, and not the departure, is wrong. Qualitative and quantitative

evaluation of the Subject Promotion experiment continues. Student and teacher questionnaires so far indicate that it is successful. The statistical picture, however, requires more data before any generalizations can be made.

2. Programmed Instruction

Automation, which has revolutionized industry, has at last invaded the field of education. Perhaps not since the introduction of movable type in the 15th century has a new technique for the dissemination of knowledge created such a furore as has programmed learning. The teaching machine and the programmed textbook have stolen the experimental spotlight in school systems all over Canada and the United States. Space does not permit a detailed description of these devices. Suffice it to say that they offer the most promise in the areas of enrichment, remedial work, homework, and class work in certain subjects for certain types of pupils. Both the machine and the programmed text will be tested during the present year in several of our schools. Experimentation in other systems is widespread. Some enthusiastic educators maintain that the programming of course materials will do for the assimilation of knowledge what printing has done for its dissemination. Our position to date is one of considered caution.

3. Educational Television

Although in the United States and Britain educational television is now in regular use, in Canada it is still in the experimental stage. A committee is presently evaluating the research that has been done to date, with a view to making the best possible use of this exciting medium. Exactly how it is to be used, how it is to be paid for, and what is to be the division of labour between the C.B.C., private stations, and local educational authorities are some of the vexing questions that still await definite answers. What is clear is that television has a role to play, and that it does inject into the educational process something which is unique, dynamic, and compelling.

4. Remedial Reading

Very few questions in education are as controversial as the reading question, perhaps because the whole educational future of any child turns, in large part, on his degree of mastery of the basic reading skills. The debate is often characterized by more heat than light. Lay people, many of them brilliant and sincere, but many of them not intimately acquainted with the educational enterprise, explain with seeming authority why Johnny can't read, or complain with apparent justification that the school offers little for the mind. This kind of criticism, too often destructive rather than constructive, too often misinformed rather than informed, is still good for education. Although to our mind Johnnie can read better than he ever could before, we are always searching for techniques that will enable him to read better than he can now. To this end, four experimental Grade 8 classes in Remedial Reading are being opened this year in four different high schools. These classes will be in the hands of teachers specially trained in the field of reading. They will have at their command, in the opinion of the committee who constructed the course, the very best materials, embodying the latest findings as to the best methods of teaching

reading, and the best ways of motivating pupils to read more widely and deeply. This experiment will be followed closely and its results carefully evaluated.

5. Other Studies

There are other experiments worthy of mention. The experimental physics course, devised by the Physical Science Study Committee in the United States, is being continued, and its authorization in the near future is anticipated. Semi-micro materials for laboratory work in chemistry are proving to be very popular in the three schools in which they are being tried out. Language laboratories in three high schools have established the value of the oral-aural approach to the teaching of French, and two more are in the process of construction. Team-teaching, particularly in the field of English, is proving its worth. And in mathematics this year many high school students will be studying set theory, finite arithmetics, vectors, mathematical logic, numeration systems, and other topics usually reserved for mathematics honours students in university.

TEXTBOOK CHANGES

There have been fewer changes in the Course of Study during the past year than during each of the two years previous to it. Some changes and additions have, however, been made. Two new poetry anthologies have been authorized for use — one in Grade 5, and the other in Grades 8 and 9. The Grade 12 Mathematics course has been strengthened by the addition of calculus, and by a change to a more modern approach to the study of trigonometry.

CURRICULUM IN THE FRENCH LANGUAGE

Certainly the most ambitious adventure during the past year in the field of course construction was the shaping of a curriculum for French Protestant pupils in Grades 8 and 9. To fashion a single course is no mean task. To construct, within the space of a year, a complete program of studies for two high school grades required a monumental effort. At its first meeting on October 20, 1961, the Committee of the Protestant Committee appointed to consider a course of study for French-speaking pupils in the high school grades named eight subject sub-committees composed of some thirty-five teachers and supervisors, all employed by the Protestant School Board of Greater Montreal. Literally hundreds of textbooks were examined before these sub-committees presented their recommendations to the parent committee. The Protestant Committee has now authorized a complete Course of Study for French-speaking pupils in Grades 8 and 9. A course for Grades 10 and 11 will be drawn up this year. Pride must be taken in the fact that so many talented people so willingly devoted their time and energy to this work. The above-mentioned joint effort is also a good example of the cooperation that exists between the Department of Education and the Protestant Committee on the one hand, and the Curriculum Department of the Protestant School Board of Greater Montreal on the other.

OTHER PROJECTS

The activities of the Curriculum Council and its committees have not, of course,

been confined to experimentation, textbook changes, and the construction of new courses. Many other projects have been carried out or are in being.

In view of the fact that the special classes for mentally retarded pupils at the high school level at Baron Byng proved their worth, an additional special class at the high school level has been opened in Verdun. The educational value of these classes emphasizes the need for more in other areas of the Board's system.

The Curriculum Council keeps a careful annual watch over course choices, subject choices, and drop-outs in our high schools. Such a statistical analysis can have far-reaching implications in curriculum planning and revision. For example, it is interesting to reflect on the fact that of the 2525 Grade 11 students who wrote the High School Leaving Examinations in June 1961, 2336 tried for university admission, and only 189 for the minimum High School Leaving Certificate. On the other hand, it is appalling to note that approximately 48% of the pupils who enter Grade 8 drop out of school before they reach Grade 11, or fail to graduate. Certainly here is indication that our present curriculum is not meeting the needs of many of our pupils. It is the Curriculum Council's hope that the committees presently working on non-matriculation courses will point the way to an overall curriculum revision that will result in more pupils receiving more education suited to their abilities and needs.

Three successful seminars on Community Resources in Guidance were held during the past year. Visiting speakers brought to principals and teachers first-hand knowledge of the resources of the Montreal community available for the treatment of deviant children, and discussed with them how these might best be used. The Coordinator of Guidance for North York, Ontario, also spent two days examining our Guidance program, and discussing with principals and guidance counsellors how it might be improved.

Plans for better articulation between elementary and high schools are nearing completion. A committee is presently engaged in a complete revision of the kindergarten program. Another has been charged with the task of recommending to Council the most desirable length of the school day for children in Kindergarten to Grade III.

CONCLUSION

This report should not be concluded without one final observation. The values of the Board's formal In-Service Training Program are obvious. Professional and academic courses for teachers, summer study, and visits to conferences, conventions and other school systems contribute enormously to the professional growth of the teaching, supervisory, and administrative staff. What is not so obvious, however, is that the operations of the Curriculum Council and its thirty-one committees not only keep our educational house in order, but also function as an In-Service Program of no mean significance. The many committee meetings constitute in themselves an educators' workshop, the importance of which it is difficult to over-estimate. The hammering out of educational decisions in committee, the participation by a committee membership of 363 persons in the various projects mentioned in this report, the participation of a host of teachers in educational experiments, and

the construction of new courses by teachers talented in their chosen field add up to a collective effort of great magnitude. Such an effort cannot take place without a widening of the educational horizons, a growth in professional competence, and an increased sense of professional responsibility of the participants. But the work of the Curriculum Council and its committees has perhaps an educational outcome of more importance and value than any so far mentioned. It is a characteristic of human nature that people work best if they understand, believe in, and have helped to formulate the goals they are trying to achieve. Because of the nature of education, this applies even more forcefully to teachers. And it is perhaps fair to say that there are few, if any, experienced teachers in our system who have not in some way, be it ever so small, participated in the shaping of our educational program. The more, therefore, the classroom teacher is aware of and participates in educational planning, the greater can be her contribution. And the whole educational effort stands or falls on what happens in the classroom.

Winnipeg School Division No. 1

The Winnipeg School Division is in the process of developing a "Higher Horizons" program designed to stimulate pupils, particularly in culturally deprived and economically depressed areas, to stay in school until they have qualified for admission to college or acquired a trade or marketable skill. Optimum development is the aim of the program.

Money has been allotted to provide additional services and greater opportunities in the "Higher Horizons" schools. The program will feature:

1. Intensive pupil and parent guidance to discover and direct the abilities, talents, and interests of disadvantaged students.
2. Encouragement, enrichment, and remedial instructions as needed to overcome the cumulative effect of failure and frustration which leads to early withdrawal from school.
3. An all out assault on the reading problem to improve communication and understanding.
4. Cultural activities, which are normally not available to under-privileged children, with a view to creating enthusiasm and appreciation for the fine arts.

For the present the experiment is confined to one junior high school and its five feeder schools in central Winnipeg. The principals of these schools and designated personnel from the superintendent's department, are in charge of planning. The principal of the junior high school is coordinator.

A TYPICAL FRENCH LAB IN OUR SCHOOLS — HOW DOES IT WORK?

T. Christmas, B.A., French Department Head,
Malcolm Campbell High School.

I shall never forget the day our Coordinator of French troubled our quiet school routine by requesting that I call a meeting of all the French teachers in the school to decide whether we wanted to have a linguistic laboratory or not. The decision was to be ours, we assumed, because a French lab in a school where the teachers do not endorse it is a waste of money, not to mention the possible detrimental effect on the children and teacher morale. To say the least, the idea gave us a jolt and we discussed it fully — all its implications and especially the changes involved in the approach to language teaching. The Challenge was there, so we accepted it and wondered what would happen next!

The idea of linguistic laboratories in schools is quite recent, comparatively speaking, but not that new that we could not profit from the advice and errors of others. As a first step, our School Board sent some of us across the border, to the New York area, to study the American method of using laboratories to teach languages. We read up on the subject in every reliable publication we could find and we sought, at every opportunity, public displays of audio equipment. We visited Canadian schools where such equipment was already in use and asked countless questions, noting pertinent points in our little black books. One aspect soon made an impression: the enthusiasm of those responsible for such audio equipment. Some of us even took courses in electronics to better understand the technical side of the laboratory apparatus. We noted several teaching methods and discussed which ones, if any, would best suit our needs in this Province. The possibilities seemed great, but just how would our teachers and pupils react to this completely new approach? Would the results justify the expense of installation? Would the novelty wear off and leave us with just one more headache? These questions, worthy of serious thought, troubled teachers and administrators alike.

It was natural that, after gaining all this accumulated data, we should be anxious to try it out. We watched our lab take shape over a period of several months. Apart from the actual construction, tests were made to determine noise level from the corridor, from other classrooms and from the gymnasium. We, the teachers, were consulted all along the way concerning our preference as to curtains, lighting, colour-plan and audio-visual equipment. During this time, we kept busy preparing time-tables, seating plans, record forms and instruction sheets for both teachers and pupils. The Coordinator of French and the Supervisors in our School Board were ever at our side to give a helping hand that saved us from chaos more than once. Finally the great day arrived and an air of excitement filled the school.

We had a shiny room, inviting in every detail and equipment to tempt the curious — teachers as well as pupils. Our lab consisted of thirty-six booths with a student tape recorder, a microphone and a set of earphones in each. Control levers and buttons were kept to a minimum. In his booth the pupil could listen to a lesson and record his own voice. He could thus answer questions and practice correct responses, do grammatical exercises or improve his pronunciation. When called upon to do so, he could speak to the teacher through his own microphone or listen to his own recorder lesson. At the master control panel, the teacher could monitor any pupil without the latter being aware of his electronic presence or communicate with any individual or with the entire class. Enthusiasm gripped us all from the very outset!

Before beginning any regular lessons, we had each class come to the lab for two initial lessons on the use of the equipment. Three students from a corps of twenty-four specially-trained monitors accompanied each group to assist the teacher in charge. The cooperation of the pupils was excellent and within a very short time they were able to prepare for a lesson in one minute and prepare to leave after a lesson in two minutes. This means that in a regular forty-minute period, each pupil has thirty-seven minutes of ACTIVE participation in the subject. No pupil sits and listens to others. He literally has a FULL PERIOD OF FRENCH and motivation runs high. Interest is so keen that a student excluded from the lab for a misdemeanour considers himself severely punished.

We soon learned that success depended upon good preparation, strict discipline, a sense of responsibility on the part of each pupil and enthusiastic teacher cooperation.

The preparation is of the utmost importance. The lesson "*à vive voix*" usually turns out to be a mediocre one and should be used only in an emergency. The taped lesson permits the teacher to concentrate on the pupils through the monitoring relays and to be of assistance to them. As a matter of fact, the teacher can learn more about student-effort and problems in fifteen minutes in the lab than he could in six months in the regular classroom! Although the lab may be used to teach, its main function in our opinion is to "drive home" and ensure retention of previously taught material. We do not believe that the lab replaces the classroom, but is rather a most important supplement to it.

At this time we do not find commercially prepared tapes to be as useful as those made by our School Board or by other high schools. We prepare our own tapes with varied voices, and music, too, on questionnaires or grammatical exercises and add them to our ever-expanding library. These tapes are always based on recently-taught or recently-reviewed classroom work. You can't get away from the time-honoured classroom method!

Strict discipline is necessary in the lab where children are manipulating expensive equipment. In our school one thousand pupils use the lab each week. Rigid regulations, up-to-date seating plans, time-tables adhered to and efficient pupil-monitors do the trick. The cost due to wilful damage last year in our lab

amounted to seventy-nine cents (paid by the offender!). The fact that each one is responsible for his own booth, and the pride of all the pupils in the lab they use, combine to minimize this problem.

Finally, the success of a lab depends on the cooperation of all the French teachers. They must prepare the lesson well, work together on tapes and enforce the lab regulations. As pupils come to the lab only once a week, the novelty does not wear off and they look forward to the lesson with eagerness. Senior students use the lab after school hours, with pupil-monitors in attendance, and may thus strive for fluency in speech.

It is too soon to try to appraise the results of linguistic laboratory teaching at this time, but everything points in the direction of more interest and proficiency in French for both our pupils and ourselves.

“I believe there is no school system that has no great teachers” is Dr. Marland’s (Supt. of Schools) reply. “Furthermore,” he says, “there is much more inquiry and research going on in schools throughout the country than meets the eye. Winnetka is not unique in this respect. Properly released and properly guided, a few great teachers can start to accomplish most of the things the Winnetka schools are doing today. Don’t forget, . . . that Winnetka’s latest—the learning lab—started life in a cellar with cast-off furniture and a broken tape recorder.”

You, too, may have a cellar.

A Blueprint for “Action” Research in
a Small District

Mildred Whitcomb

from *The Nation’s Schools*, November, 1962

THE USE OF THE TAPE RECORDER IN TEACHING FRENCH

Frank Taboika, French Specialist,
Beaconsfield High School.

The tape recorder in the school is not a gadget; it is a means of using a variety of resources and streamlining them to the point where a lesson can be presented as nearly perfectly as possible.

What, from the instructor's point of view, are some of the problems of teaching French? One is motivation. Another is giving sufficient practice so that pupils become fluent. Another is providing a model of spoken French which will be worthy of imitation. Still another is providing a variety of intonation so that when pupils leave their teacher they will be able to understand the speech of others. And, of course, there is the wear and tear on the teacher's voice which is bound to be severe in the teaching and practice of a second language.

Motivation depends upon interest, and upon an awareness of success. If not the latter, then a realization of improvement worthy of sustained effort. This the tape recorder can provide.

It is, however, merely a machine. It is what is put into it that determines pupil reaction. It is essential that the teacher not practise with the machine in class. Whatever lessons are put on tape must be carefully planned and timed so that they neither drag nor hurry beyond the pupils' capacity to respond. If they drag, interest will falter. If they are too rapidly recorded, frustration will result. In addition, one or two pupils must be trained to stop and start the machine so that it will run smoothly. The class must be taught to be reasonably quiet, even when it is necessary for pupils to move to and from the machine. The bonus here is that discipline becomes self-discipline as pupils take on responsibility for the success of the lessons.

In the early part of the year, the General Questionnaire may be used for training. A series of twenty questions is taped with enough time in between for the students to repeat each question after hearing it. The repetition may be individual or in concert as the teacher directs. A second run can be made with the students answering orally, and, immediately after, going to the blackboard to record the answers in writing. Another tape may be made with both questions and answers being recorded and timed so that students may repeat each immediately upon hearing the correct form. If any student has serious difficulty, he may be directed to personal practice with the machine either in class or at another convenient time. Students who possess tape recorders of their own may have tapes made for them for private practice at home. The tapes cost \$1.50.

This form of presentation of material which is fairly familiar to the pupil allows other things to develop. With the use of the tape, the pronunciation pattern is established. It is obvious that the person who makes the tape must, therefore,

speak the language perfectly. For teachers who are not bi-lingual, this would be a great asset. A master teacher could make the tape for their use, and pupils would have the benefit of a linguist. Also, the pace of the lesson would be sustained. If a pupil is inattentive, he misses his chance. The habit of concentrated listening is established. Since there is no variation, pupils respond quickly with no waste time. Finally, each is interested in the personal comment which the teacher can make upon his performance since the instructor's full attention is upon pupil response.

As the work of the year develops, other material can be taped. The tape recorder is indispensable for the quality and quantity of repetition and practice accomplished. For example, the Questionnaire A is taught as usual, but students learn the questions and answers in a shorter time because they now have the privilege of using the recorder themselves. In a class of thirty, students may be paired by assigning to one row the questions, and to the next row the answers. One or two minutes are allowed for memorization. Then, as training has indicated, students go to the tape recorder in front of the class and register their pairs of questions and answers until everyone has done the assignment. This takes perhaps five minutes. Now students listen to what they have recorded. The tape is stopped whenever it is necessary to make corrections of grammar or pronunciation. The facial expressions of the performers and the listeners is mute evidence of the attention which is being given to the lesson. This technique has raised the standard of oral work considerably.

Dictation recorded on tape gives the teacher more time to criticize it objectively before using it in the classroom. Here, again, enunciation and timing are important. Different voices may be used to give a dictation so that the student may hear as many French-speaking persons as possible. While the dictation is being played on tape, the teacher has time to supervise the classroom more adequately. Students listen during the first reading and write on the second. The teacher is free to examine the work as it is being written. The tape is kept and used at a later date in order to obtain a comparison of achievement.

For advanced classes the tape recorder can be used to play spontaneous conversations and lectures by native speakers for analysis and comprehension. For example, a heated staffroom discussion on ideas for a flag for Canada provides first an exercise in identifying speakers, then an interest in the conversation, with perhaps a few contributions as the class may wish to continue the discussion voicing their own reactions. A library of tapes can gradually be compiled.

Experiments using the tape recorder for oral examinations have also been conducted. These show several advantages. The quality of the voice, the matter of timing, the routine procedures are, as nearly as possible, uniform for all students. This makes the approach quite objective. As soon as pupils have the experience of answering back to a machine, they find that, on the whole, they do not mind this type of oral examination any more than the regular one.

The method used is as follows: twelve series of fourteen questions covering the use of various tenses, pronouns, "*Dites-moi,*" "*Demandez-moi,*" and translations from English to French are taped with an interval of approximately ten seconds for the student to answer. The last question of each series, which is in the nature of "*Que faites-vous le samedi?*", requires more time for an extended answer. Each student sits near the tape recorder to answer his complete set of questions. Again, the teacher's attention may be concentrated exclusively on pupil response. If, unfortunately, there should be an interruption in the course of the examining period, there is no doubt about where the questioning should commence upon resumption of the examination.

Formal grammar, as developed in written exercises, may be reinforced by "ear" with the use of the tape recorder. For example, students in Grade X may register Exercise 4, pages 247-248 of *Le Français Pratique* in order to acquire practice in using tenses after "*si.*" After study and private practice, each one records his sentence. On replay, corrections, if any, are made immediately. The experienced teacher will see the value of assimilating patterns of speech.

What happens, then, when a tape recorder is used? Students know that they will be participating, *and that they will immediately hear what they have done.* Is this not an incentive to do well? In a sense, while one is speaking, one does *not* hear what one has said, *and*, if the intention was good, it often happens that one does not believe what one is told was said. Also, because of this intensely personal interest, there seems to be a carry over of attention to what others say — a listening-learning situation.

Because of the necessity of establishing routines in the use of the tape recorder, there is an efficiency of procedure which encourages more rapid participation, with, of course, much more practice.

Because the *preparation* of tapes must be expert, much irrelevant and extraneous material is eliminated, thus providing a concentrated effort on the material to be taught. Consequently, very swiftly, foundations are laid which make possible a wider expansion as pupils gain knowledge and experience.

Although it may appear that only the teacher and the recorder are in the class, actually the students have the advantage of the use of all the resources of the community. If the teacher's public relations are good, many people will be glad to cooperate with him in the provision of varied and stimulating material.

If the teacher is conscious of deficiencies in his own articulation of French, he may have the help of those who are fluent and expert. One of the great advantages of the use of tape is that, once it is worked out, copies are very easily made, and, apart from the initial expense of a good recorder, tapes are comparatively cheap; they can be stored and reused; and each successful experience suggests new uses and new methods, thus constantly improving the instruction.

Much time and energy is saved in the *classroom.* The teacher can devote his entire attention to the pupils. The pupils learn to move efficiently from one step

to the next, and their efforts are concentrated on getting their lessons learned well enough to reach the stage where they are actually conversing in French.

Let me reiterate: the tape recorder is merely a machine. It is what goes into it that counts. It is the expression of the teacher expanded many times; consequently, it enhances whatever it represents. If the teacher is a master, he or she is master of the machine, and it can be a most invaluable servant.

As we experiment with tapes, we find more and more uses for them. We made a number of successful experiments with mental arithmetic on tape; we make tapes of television and radio weather forecasts to give students a chance to analyze weather information; we play back science lessons broadcast on television and radio; and we record music accompaniments in advance so that the classroom teacher can concentrate on the vocal aspect of the lesson. We even record sound tracks for puppet shows and "orange-crate" movies. By listening to and editing their own narratives, the children develop a sense of objectivity about their own diction and composition.

At present, we use several tape recorders in our early—and middle—grade classrooms. As our program grows, the need for the tape recorder will undoubtedly also grow. We find them exciting tools, and we feel that the future will uncover many more uses for them.

Grade-schoolers Hear Themselves Learn
William E. Turner, principal
Osborn Elementary School, Rye, N. Y.

from *Educational Executives' Overview*, December, 1962

LET'S SALVAGE THE UNDERACHIEVERS

Orville White, Vice Principal
Sir Winston Churchill High School

The Problem Defined

We credit Abraham Lincoln with the trite comment that the Lord must have loved the common people because he made so many of them. Perhaps the same might be said of the underachievers in our schools. They need that special love, for they are not always appreciated by their fellow students nor by their teachers. Every school has its share of these overage boys and girls occupying the back rows of the classrooms and looming over their smaller fellow-students in the play areas. By the time they reach high school, they form a part of a sizable group. A careful survey might well indicate that these students may comprise as high as 10% of the average high school's population.

One-half of these overage students may be recognized as true slow-learners in the sense that they do not have the capacity to do much better than their actual performance. For these slow-learners, most larger high schools now provide some form of specialized classes. What do we do for the other half? Why should a student with an average or above-average intelligence develop a record of failure and mediocrity that is so far out-of-step with his recorded capacity as shown on the standardized tests? Their failure to complete work on time, the poor quality of the work that they do turn in, and their creation of a disproportionate number of disciplinary problems are some of the characteristics of the group. These few, the lost five percent, often become the bane of many a teacher's life. If we find them irksome, we can feel sure that they find us equally tedious. But, should we permit them or even encourage them to leave school, we are admitting defeat as the educators of a relatively large segment of our youth. We suggest that every youth is entitled to an education to the limits of his educational capacity and as educators it becomes our professional duty to seek out the means of reaching those limits with as many of our students as is possible. Can we afford to give up easily with this reluctant portion of our school population?

Typically, most school authorities merely tolerate these students, gradually convincing them through repeated failure in competition with better motivated students, that they are less well endowed or are inferior in some manner. When one considers the numbers involved, the consequences to the general welfare of the nation in permitting such a number of young people to grow up and to enter the adult work world semi-literate, half-trained and with a poorly formed sense of values, far outweigh the costs and inconveniences involved in making that special effort necessary to salvage them. Daniel Schreiber¹ has described such students as those that are constantly running away from work half-done, from school half-completed. He labels them "fugitives from failure."

Dr. Schreiber claims that many studies have been made of these students who drop out of school before graduation. It has been shown that the average boy or girl in this category is two years or more retarded in his or her reading. Hence, Dr. Schreiber contends that reading retardation is the greatest factor in underachievement among high school students.

We have no desire to refute the foregoing statement, but one might comment that this does not pursue the matter far enough. In the forty, or more, references that were read prior to writing this paper, it was noted that reading retardation was a very frequently expounded theory as to the causative factors in cases of underachievement. It has been with us a long time. Some articles were read going back to 1909 and undoubtedly earlier school masters found the same problem. We do not presume to suggest that an answer will be formulated here, but I suspect no one will criticize us if we state that the problem is still with us mainly because we are doing little or nothing to remedy it. In effect we permit at least one-half million North American children to drop out of school each year because we don't or can't spare the time to help them to achieve their true educational potential. Simply to set up reading-improvement centers is not enough. There is ample evidence available that indicates a variety of factors that may cause some boys and girls to slow down in their studies as compared to other children of equal talents.

For the purposes of this study we should define our use of the term "underachiever." We refer to the boy or girl of normal or of above-average intellect, who by the end of the first year of high school has failed, and who also has a record of previous failures. He or she will now be two or more years older than normal for that grade level. In our system it means that the child is about to repeat grade eight and is fifteen or sixteen years of age. These students are physically and emotionally out of place among the usual group of thirteen year olds entering our grade eight for first year high school. Their temptation to show off physically before their younger and smaller classmates creates many disciplinary problems and very often may hinder the progress of the entire class. It will be the object of this paper to organize some of the existing theories as to the causes of such underachievement and to suggest a practical experimental solution to some of these issues.

Educational Psychology Applied

Authorities in the field of educational psychology state that it is highly questionable whether one could define as a type those personalities that will develop into achievers or underachievers as they progress through school. Despite our attempts to provide equal opportunities for self-expression and development, we know that some will show greater academic achievement than others. What are the forces that enter into the picture to hold certain children back from the attainment of that which others of similar ability seem to achieve without undue effort? Evidence indicates that it is more than simply a reading block. It seems

apparent that there are a number of motivational problems less definable but none the less obvious in their total effect. Undoubtedly we should be doing more to locate the underachievers in the elementary schools before they become potential "drop-outs" at the secondary school level.

Motivational forces in the human being appear to lead to specific behaviour patterns. They appear to be activated by and be responsive to the needs of the system both in direction and in intensity. Somewhat like an electric light bulb, they appear to be capable of being turned off and on. Incentives, both real and artificial, form procedural devices for the classrooms. Certain needs for food, rest, air, etc., are constant and operate jointly with many other acquired needs. In the classroom our reference must be to culturally-acquired needs which emphasize recognition, security, and acceptance, among a host of others. Motivation becomes a problem of activation not by a single need but by a complex series of conflicting and complimentary needs. Certain erratic and unpredictable actions indicate the compulsion of these conflicting needs and the variable pressures exerted by each.

In the classroom we can attempt to become aware of the motivational needs of the students but we must recognize that every child will have a different combination of needs. Any one motivational force that we may devise is unlikely to be completely successful with all of the students. The command, threat, report card, etc., are all minor considerations in the effective development of learning situations. Where the motivation leads to acceptable action, then a learning experience will occur. Only by observation can one tell whether a particular motivation has succeeded in developing the desired learning experience or has created an avoidance reaction. Obviously, if an avoidance reaction occurred, then we may conclude that the whole episode was negative and unrewarding. The simple opening of a book does not concede that reading, understanding or the completion of an assignment will result. Likewise the actual completion of the assignment, as an escape from the teacher's displeasure, the avoidance of lines or of being kept in after school, are not the intellectual challenge and need that we are seeking. Each personality reacts from many stimuli, and only by constant careful observation and analysis will the teacher be able to penetrate the wall which many underachievers have built around themselves. Thus we will find that the weather, outside noises, a particular teacher, the neighbouring student, a forthcoming party, etc., may well contrive to provide stimuli that will far outweigh learning motivation of the series of colour slides which the teacher is using to demonstrate a lesson. The habitual daydreamer, through his avoidance behaviour, may quite effectively sabotage his learning experiences and become rated as an underachiever when examined along with his more realistic classmates. The teacher is faced with the problem of reducing such conflicting stimuli while encouraging the self-interests and natural expressiveness of youth. The cold, formal classroom should give way to one more attractive and inviting, one that is more casual and less inhibiting for the withdrawn individual. Texts must be interesting and challenging within the scope of the pupils' grade and maturity level. Control of motivation is undoubtedly not only the most complex of the learning processes but likely also the most misunderstood as well. Possibly

it could be claimed to be the most important. The old cliché, "Where there is a will, there is a way," may take on new meaning. In all children the capacity to learn is present in a greater or lesser degree and we must recognize that all can change. A question must be raised as to our present approach to the teaching of these underachievers. Should teachers become resigned to the acceptance of a few children in each class who cannot learn, or who can, but who will not learn? This poses a challenge to teachers and administrators to experiment, to try new approaches and to accept change. As with their teachers, children will have their growth impeded when they back away from new experiences; when they settle down to comfortable ruts of method and technique. Where motivation is lacking and underachievement has resulted, abuse should not be heaped on the bowed head of the student. He is a victim of a system over which he has had no control and to which he has not been suited.

When children are given opportunities for fresh experiences and are stimulated to explore meanings, they will find that they have new needs to know. The value of field trips, personal discussions and a variety of other active experiences can be realized through their motivation for further learning. We cannot hope that such problem-solving techniques, self-evaluations, and pupil-teacher planning programmes will eliminate the underachievers, but we can anticipate that such approaches may aid them in the fuller realization of their potentialities.

- "Less teacher domination, more faith in the children.
- Less teacher talk, more listening to the children.
- Less questioning for the right answer, more open-ended questions.
- Less destructive criticism, more teacher help.
- Less emphasis on failure, more help on mistakes.
- Children's work is appreciated and praised when earned.
- Goals are clearly defined, understood and accepted by all." 2.

Observations and Research

Many educators and lay writers have commented upon the serious problem of the school drop-outs and the underachievers. The fact that so much space is given to the topic in the family and professional magazines indicates the widespread recognition of the seriousness of the problem. Many authors point a finger at some one defect in teaching, but the diversity of opinion indicates the need for extensive research. No one solution is apparent nor is there likely to be any single answer. Certainly it does not lie solely in reading deficiencies or reading blocks. In a similar manner, it is highly doubtful that the provision for a highly stimulating and well motivated classroom programme is the final answer for all underachievers. Where group therapy may work wonders for some, others may require individual attention. Perhaps, and only in a general way, we may be forced to admit that each underachiever must be studied individually and a patient, understanding, and considerate programme of personal guidance provided for him. Can we claim that it is too much trouble? Are we sure that it will take too much time? Is it beyond our ability to save the lost 5% who are true underachievers? Only 52% of our pupils in the Protestant schools of Montreal who enter the grade 8 courses manage

to complete the grade 11 matriculation programme. More emphasis on the plight of the underachievers, more encouragement for them to remain in school may in turn provide the incentive for many more of our average students to remain in school. It is possible.

1. I.Q. Level: Typical of many articles on the underachiever, one by Dr. Helen Shaffer³ points out the fallacy of thinking that the underachievers necessarily have a low I.Q. rating. Such students often are confused with those that have low I.Q. and who are truly in the "slow-learner" category. But the underachiever, as defined is usually found to have a normal or above average intelligence quotient when rated on the standardized tests. Somehow and for a variety of reasons he simply does not measure up to that potential.

2. Anticipation: Several authors take the approach that the real need today lies in greater anticipation of these students who will underachieve. This suggests more guidance and assistance to keep them on the right path before failure becomes a probability. It is claimed that all too often our educational concepts do not challenge a student constantly but more often than not commiserate with them when their futile attempts to work result in failing grades. The kindly pat on the back is provided too often where a strong push is the real need. The accumulation of half-learned ideas and facts does eventually create a block over which he must stumble. It is logical to expect this to show up strongly during the first years of high school under the new exposure to the impersonal type of training provided by a succession of specialist teachers. With less personal attention and the necessity of relying upon himself to a greater extent, the student may find himself lost and befuddled. With every passing day he is more confused and less confident. It is not to be wondered that he soon finds an excuse to drop out of school. The records of the standardized tests taken in elementary school are available when these students enter high school. The teachers, guidance and administrative officials, should review the records carefully with an eye to selecting the potential underachievers. These should be slated for remedial work and for special attention early in the first term in high school. With this extra effort and anticipation it is hoped that for many more students, high school may be a rewarding and satisfying experience, and that success will supplant failure.

"Let's discover our potential drop-outs, our potential poor readers, our potential delinquents, and while they are in grade two or three, do something to help them — a preventative program, in other words. To wait until they are sixteen, and then to try through a terminal interview is not realistic. Counselors are needed who can work with children and their parents, with teachers and the faculty, so that the child's experience in school will be rewarding and satisfying, and success will supplant failure."³

3. Motivation: Many authors feel that our curriculum is faulty. Their comments on the underachievers express the necessity to provide a curriculum that will meet the real or the felt needs of the students. Here we find repeated comments on

motivation, the development of interest in the courses, in appreciation of the benefits to be gained in the future through study now, and the fact that actual enjoyment may be found in the educational processes involved in our curricular and extra-curricular programmes. Adequate motivation appears to be an important factor in achievement or underachievement and it should be recognized as a principle in making learning effective.

4. Curriculum; Allied to the preceding section is the need for a revision of curriculum in some phases. New courses and some variation in the existing subjects should be made to suit the needs of those students who are not college bound. It is in this particular area that assistance may be directed specifically for the underachievers. Blake Clark strongly suggests that we are failing in our duty to the students because of the very nature of the programme that we offer:

“Why do pupils refuse to stay in high school? Because, as one educator put it, ‘we are offering them a slingshot education in a hydrogen bomb age.’ The high school still doles out virtually the same course it did 70 years ago.”⁴

Professor Harold C. Hand has commented widely on the same topic in his texts and in shorter articles. He stresses the need for a constant attention to the varying needs of the pupils and for their special need for guidance.

“The faculty of the school must be dedicated to the principle of universal secondary education. The high school is not likely to serve all youth equally well unless the teachers themselves believe that this is what the high school should do.”⁵

One other factor in curriculum research, which has been commented upon less often but should be considered in this area of thought, is the provision for boys and girls to receive the same series of subjects through high school. Research indicates that boys and girls do not think alike in many ways and that their level of achievement varies considerably in the subjects taken. If we are to search out the underachievers and to motivate them successfully, this one problem of the innate differences of appreciation for certain subjects might well provide a major study in itself. It appears that a boy's chances of failing are approximately twice those of a girl's. It must be concluded that the curriculum and teaching methods are failing to utilize the interests and abilities of the boys.

5. Emotional problems: What causes underachievement? What causes reading retardation? Some of these problems seem to stem from the student's emotional problems. He may need simple guidance and counseling whereas others may need professional psychiatric help. A research project in Ohio in 1961 showed that from a test group of 100 elementary and 100 high school students who were poor readers, over forty percent of these students displayed emotional problems sufficiently serious to warrant special attention.⁶

6. Terms of Evaluation: Are our systems of testing and evaluating the students valid? Some students of great creative talent, in art, the sciences, or in music, may

show up low in other areas of examination. This may well be simply because of the time and effort being applied to their own particular field of interest. It does not necessarily indicate an inability to comprehend these other subjects but rather a lack of application in those areas. Should we criticize these students for failing to meet our standards in certain areas while simultaneously failing to give educational credit for their other achievements? What is the cultural loss to our nation in this stifling of talent and forced conformation to arbitrary standards of achievement?

It appears that the nature and the extent of the attainments of pupils of varying abilities and of their capacities to learn, provides an area of thought that is not at all well defined at present.

The general concept of underachievement is simple. Students who do not perform in class as well as is expected are underachievers. They could do better but "won't" or "don't." Such students are warned, encouraged, punished, counseled, and tutored but still the problem exists. Are we correct in assuming levels of arbitrary achievement on the basis of simple I.Q. tests which in themselves are of somewhat dubious validity? Professor R. J. Dulles suggests that we should direct our attention toward our measures of prediction rather than towards the underachievement. When we define lack of learning as underachievement, we blame the student for the discrepancy when possibly the person making the prediction should be responsible. In many cases it may not be the student who is to blame but rather the system. Dr. Dulles⁷ has coined the term "over-predicted" to cover the typical underachiever while in the same vein of thought we find that Stanley Russell⁸ uses the term "academically resistant."

7. Lack of Values: Stanley Russel⁸ and James Rath^{8A} have both commented upon the theory that many underachievers are simply lacking in a simple and basic comprehension of the facts of competition in this world of ours. They fail to see the value of working now for the benefits that may accrue in the future or the need to develop goals towards which they should work. Perhaps these are the ones satirized in the fable of "The Grasshopper and the Ant." Possibly, too, it is a modern defeatism engendered by the constant threat of nuclear war and total destruction. If this should truly be the case, it is a major wonder that there are not more underachievers. History records the stories of the brilliant and the resourceful, but little mention is made of the larger numbers of leaners who were content to go along with the "status quo". These attitudes of dependency or of ambition may well be a part of each student's physical heritage and may not be as malleable and changeable psychologically as we have assumed. We would like to think that guidance and counseling will provide the incentives whereby a sense of puposefulness and urgency in their strivings toward achievement may result.

8. The Late-Bloomers: This term has often been applied to those who, for one reason or another, do not begin serious study until beyond the usual chronological point in their lives. They may leave school early and work for a year or two and then return. Others may attend night school or take correspondence courses. The thousands that attend the evening high schools and other senior courses attest to the growing need for such facilities. These adult education classes provide a second

opportunity for those who in a more mature setting realize the shortcomings of their training. If we believe in the policy of education for all within their capacity and desire to learn, then this is a phase of education that we should be developing to an even greater extent.

9. Research Reports: A number of attempts have been made to develop special programmes for underachievers in the secondary schools of the U.S.A. Most of these have been insufficient in breadth or depth of scope to be used as a valid basis for others to follow. They do point out that the attempt to solve these is being made by numerous educators. A deep study on a three year basis, with a team of senior educators was started by the Ford Foundation, in September of 1961. Their findings may provide the impetus for a widespread attack on the problem. The problem was organized early in 1961 and was the subject of considerable interest and comment at the annual convention of the N.A.S.S.P. that year. Group therapy and the "action research" techniques have provided interesting improvements among the test groups of students.

A PROPOSAL

It is hoped that high school principals may consider this a fruitful area for experimentation. A select group of typical underachievers may be taught as a separate and special class. With consideration and understanding of their varied problems it is possible that many of these students can be salvaged. The suggestion is made here that these students be grouped into a course to be called "Clerical, Commercial 2, or Secretarial." Special emphasis must be placed upon the probability that many of these students will graduate into business offices, retailing and similar occupations. An ability to type, to do simple bookkeeping and the common arithmetic associated with making up invoices will assist in the preparation of these young people for their probable fields of employment after they leave school.

It was with such a plan in mind that Mr. D. T. Trenholm, Principal of Sir Winston Churchill High School in St. Laurent, ventured his first pilot course for underachievers in September 1962. Authorized as an experimental programme under the Protestant School Board of Greater Montreal, this new venture has shown good results in the first five months of operation.

The plan was formulated and put into operation upon the following 27 points of reference:

1. The present programme does not provide for a specific scheme or purposeful course for the underachievers.
2. The students will be recognized as underachievers at the end of grade 8 if they have failed the grade *and* if they have previously failed a grade at least once.
3. That the underachievers will be 16 or 17 years of age without having earned a pass from grade 8.
4. That parents and students must be consulted and agreement reached before any child may be registered for the special course.
5. That parents will be given a letter of explanation for their record of the decision made. (see copy following).

6. That parents will sign a form letter accepting the proposal to place their child in this course. (see copy following).
7. That these students will be deliberately elevated to grade 9 status upon entry to the special course.
8. That the new course will be provided for grades 9 and 10 only and will be terminal at that point.
9. The understanding that the new courses are not to be the standard ones "watered down," but rather to be adapted to the interests and needs of the group.
10. That parents and students must understand that the course does not meet university entrance standards.
11. That students will find it unlikely that they may revert to the standard programme after a year or two in the new course, because of the varied content of the subjects.
12. That the new course will be called "Clerical" and that any connotation that this is for the academically slow is to be avoided.
13. That a wider use of guidance facilities and of consultative help be provided for these clerical course students, in an effort to encourage them and to inculcate ideas of responsibility to family and society.
14. That the programme should be developed to use films, slides, and other programmed learning techniques to a greater extent than is now true with the regular classes.
15. Vocational guidance, assemblies of special interest, plant visits, etc., will be given as a means of directing these students' interests along the probable lines of early employment.
16. That additional emphasis will be made to discover and to suggest sources of remedial action for varied health and growth problems, for poor eyesight, hearing or coordination problems, for bad food and health habits.
17. That sympathetic attention must be given to problems that a child may have at home — broken home, low social status, low evaluation of education, too much or too little money, etc. — and which merit special consideration and assistance.
18. Provide remedial reading and special drill to develop vocabulary and comprehension.
19. To expand those areas or electives for which individual students show particular aptitudes.
20. That parents will be strongly advised to seek "work experiences" for these children after school, weekends and during summer vacation periods.
21. That these students should be encouraged in a variety of extra-curricular activities to develop their interests in school life. In some cases, the reverse may be true, where excessive activity in sports may have been a cause of underachievement.

22. That these students should have special opportunities for emotional enrichment through participation in dramatic productions, instrumental music, and other creative activities.
23. To suggest that these students consider seriously the opportunities to join Air Cadet and similar organizations, that they look for summer camp counseling opportunities, to foster both their national pride and social acceptance needs.
24. That history and geography courses should provide for a greater awareness of the immediate society in which these pupils live.
25. That science and mathematical studies be made more utilitarian.
26. That for these students, English speaking Protestants, there may be difficulty in entering into many trades training programmes which are largely dominated by the French speaking majority, and hence the likelihood that work opportunities will be found most acceptable in the clerical phases of our businesses.
27. That teacher committees will be expected to carry out action research to determine the most advantageous means of presenting the various courses and the content and materials to be used in each.

The plan and organization of the new course was mimeographed to provide interested parents and students with an idea of the content and expectations involved in the programme. This sheet was attached to a letter which was sent to the parents of those students who we felt would benefit from the new programme. (See copies at the end of article). It is interesting to note that of the 33 students so selected, 20 did finally sign up for the new course. Six students did not return and we may assume that they either went to work or are attending trade schools. Six students were forced to repeat their grade when their parents would not accept the new programme. The limitation of the courses whereby these students would have to leave at the end of Grade 10 was disturbing to many parents. Despite much evidence of poor work habits and the factor of their child being over-age for his grade, these parents did not wish to part with the hope that their children might ultimately achieve university matriculation. This, of course, is not an unusual situation among parents of high school pupils irrespective of the reason for their failure. Possibly here we have erred. If we are successful in motivating the underachiever of high innate ability, we should then be able to open new doors of opportunity for him. Subject promotion in the senior grades might well be the answer to the need for flexibility and development for this special group of students. Actually the restriction was provided as a means of motivating the majority of the underachievers towards a goal in the form of a special certificate at the end of grade 10. It was thought that this goal would not seem so remote and unattainable as the usual grade 11 certificate or matriculation. The prospect of not leaving school until the age of 19 or 20 is most discouraging to a pupil still labouring and failing at the grade 8 level. In any case it is an experiment and the results must speak for themselves. Modifications to the regulations can be developed as experience indicates.

**RESEARCH DATA ON THE UNDERACHIEVERS CLASS AT
SIR WINSTON CHURCHILL HIGH**

Grade Nine Clerical 9N Room 307 September 1962.

General Statement

Student enrolment 1961-1962.	Gr. 8	288
Students failing Gr. 8 June 1962 & incl. S.S.	23.4%	67
Failures recognized as underachievers (includes 2 in Gr. 9)		29
Underachievers placed in the Gr. 9 Clerical course in Gr. 9		21
Underachievers removed from school by parents		6
Underachievers retained in Gr. 8		2

Range of Ability of the Underachievers in the Clerical Class by I.Q.

	Below 90	90 to 94	95 to 99	100 to 109	110 to 114	115 to & Up
Boys (13)	2	2	2	3	3	1
Girls (8)	2	2	2	1	1	0

This would suggest that the underachievers are not of any one intelligence group and particularly that they are not all of low intelligence.

Comparative Ages of the Underachievers in the Clerical Class

As of Sept. 1, 1962.	14	15	16	17
Boys	1	10	2	0
Girls	1	2	4	1

All had spent 2 or more years in grade 8 and had failed to earn promotion in June of 1962. Two girls among this group had been placed in Commercial Gr. 9, the previous year and had failed to pass in June 1962. Their ages 17 and 16, suggested that they be included in the new Clerical course.

Range of Marks received in June exams of 1962

	65% is passing average	31 to 40	41 to 45	46 to 50	51 to 55	56 to 60
Boys		0	3	5	1	4
Girls		0	0	2	3	3

Final Averages

Range of Marks earned in Gr. 9 Clerical at Xmas 1962 based on Averages

(1 girl was ill and only 20 wrote the papers)

5 earned less than 65% 15 passed. All improved over June.

Improvement over June mark	0-	6-	11-	16-	21-	29
	5	10	15	20	25	
Students	0	1	5	5	8	1

Average gain over June/62 — 20.1%

Here we find a new Canadian girl, now 17, rated in 1960 with an I.Q. of 77, failing Commercial 9 in 1962 with 59% and now with 84% on her Christmas average. Special problems such as hers provide serious indications of error in our measuring techniques.

Discipline among the Underachievers.

Note: the physical maturity and emotional problems of the underachievers seems to have a direct relationship on their actions among their younger classmates. They become involved in disciplinary situations more often than the average high school student.

Of the 21 selected for the grade 9 Clerical class, 18 had been sent to the Principal during the 1961-62 term for disciplinary action. This ranged from one to nine separate offences by each of the students involved. This small group, representing slightly less than 3% of the student population, accounted for over 30% of all the disciplinary problems handled by the office during that term. Though not free from such problems to date, the first five months in the new class have provided for a marked improvement in the behaviour of the majority of these boys and girls. None have dropped out of school.

Range of Marks achieved on Easter 1963 Examinations based on Averages.

21 wrote the examinations

10 passed and 11 failed to make 60% or better.

Improvement over June mark, where all had failing averages.

Minus	10-	0-	6-	11-	16-	21-	plus
	0	plus 5	10	15	20	25	32
	3	3	6	5	2	1	1

Discipline problems were more extensive and three boys have shown a definite deterioration in effort and conduct. It seems unlikely that we will be able to retain them much longer in the school. The examinations were somewhat more difficult, but in our opinion the results are gratifying with this group.

Summation

Inasmuch as there are no other similar groupings of students in the city it will be difficult to make comparative judgments as to the value of the programme at Sir Winston Churchill High School. They can only be judged on the basis of one student to another within the grouping. The subject content varies from regular classes, and special examinations are provided in some subjects that they are taking. It should not be assumed that this is a watered-down programme, for such is not the case, but rather one adapted to the interests of the group to a higher degree than is commonly the case. One evaluation of a surface nature will be in the number of students that will be retained in school over the whole two year programme as compared to the likelihood of a 100% dropout had they been left in the regular classes.

The reduction in disciplinary problems is worthwhile from the administrators' standpoint and it reflects undoubtedly a measure of the improved morale among the affected group, their new-found pleasure and success in school. It is a positive and sympathetic approach to the problems of our "under-achievers."

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17. ISRAEL, SAUL. "Don't Forget the Slow-Learner," *N.A.S.S.P. Journal* (March, 1962). Pp. 74-76.
18. CURRY, R. L. "Certain Characteristics of the Under-Achiever," *Peabody Journal of Education* (July, 1961).

Mr. D. T. Trenholm,
Principal,
Sir Winston Churchill High School,
2505 Cote Vertu Road,
St. Laurent 9, P.Q.

Dear Sir :

Will your please enrol my son/daughter
in the Grade 9 Clerical Course to be offered in Grades 9 and 10 at Sir Winston
Churchill High School. In making this request I fully understand that this
course does not lead to a high school leaving certificate or matriculation but
concludes at the end of Grade 10 and that a pupil will be unable to revert to
a matriculation course. I also understand that if my son/daughter has satisfied
the promotion requirements for the course, he/she will be awarded a Sir Winston
Churchill High School certificate and will withdraw from the school.

Yours truly,

Date

Parent or Guardian

**SIR WINSTON CHURCHILL HIGH SCHOOL
CLERICAL COURSE**

COURSE:

We are offering a new course to students recommended for it by the Principal.
The course known as the Clerical course will begin in Grade 9 and conclude at the
end of Grade 10. It is not a matriculation course; does not lead to a high school
leaving certificate; and a pupil may not revert to a matriculation course in this school.
Upon the successful completion of it, the pupil will be awarded a Sir Winston
Churchill High School Certificate and withdraw from school.

PURPOSE:

The course is designed to keep a pupil in school to the end of Grade 10 and
to teach him some basic skills which will enable him to secure employment or enrol
in a trade or technical school.

ENTRANCE REQUIREMENTS:

The written consent of the parent or guardian and the recommendation of the Principal.

SUBJECTS:

<i>GRADE 9</i>	<i>GRADE 10</i>
English	English
French	French
History	History
Physical Education	Physical Education
Typing	Typing
Business Practice	Business Practice
Geography	Office Practice
Science	Home Ec./Industrial Arts
Mathematics	Art/Technical Drawing
Home Ec./Industrial Arts	
Art/Technical Drawing	

Diversity is a characteristic feature of American education, one too frequently obscured by surface similarities in buildings, teachers, and students. Thus, what is true of a large metropolitan trade school — the sort caricatured in Evan Hunter's novel, *The Blackboard Jungle* — is simply irrelevant to the kind of convent school described by Mary McCarthy in her *Memories of a Catholic Girlhood*. What goes on in a wealthy suburban high school, where ninety-five percent of the graduates enter liberal arts colleges, has little to do with life in a typical comprehensive high school, where some students prepare for college but most prepare for jobs. The aristocratic provincialism of the private school in J. D. Salinger's novel, *The Catcher in the Rye*, is a world apart from the rural provincialism of the public school in Virgil Scott's *The Hickory Stick*. Differences in size, support, control, and clientele color every aspect of American school life: programs of study; classroom teaching; out-of-class activities; discipline; and all the associations with the surrounding community. There may be important unifying influences, particularly the work of national professional groups and regional accrediting associations. But the cartoon of uniformity drawn by critics in the United States and elsewhere does not exist, and never has.

The Voice of America Forum Lectures
Popular Schooling

by Lawrence A. Cremin

ADULT

Geneva, International Bureau of Education, publ. No. 245

XXVth International Conference on Public Education 1962

Paris, Unesco 1962 183pp

\$1.75

It was in the presence of the delegates from 90 States that the International Conference on Public Education commemorated the twenty-fifth anniversary of the intergovernmental meetings dealing with education. A tribute was paid on this occasion to the initiators and promoters of these annual meetings, as well as to all those who had presided over the various sessions and to the directors and members of the secretariat of the I.B.E. who had participated in the work right from the very first meeting. Up to the present the Conference has approved 55 recommendations addressed to the Ministries of Public Education, containing in all a total of 1332 clauses, of which the whole collection, published in one volume, constitutes a sort of International Charter or Code of Education. The proceedings of this XXVth Conference deal with the discussion of the reports on educational developments during 1961-62, reports which were sent by the Ministries of Education, and also with the debates which preceded the vote on Recommendation No. 54 on education planning and on that of Recommendation No. 55 on the further training of primary teachers in service. Once again, this assembly — which brought together many of the persons responsible for education throughout the world — unanimously voted the recommendations under discussion, in spite of the different ideologies and conceptions of the various delegations. This proof of mutual understanding is all the more remarkable in that one of the subjects treated was that of educational planning, which is daily becoming more and more important and which, for the first time, was examined on a universal scale.

Harrison, G. B.

Profession of English

Harcourt, Brace & World c1962 183pp

\$4.95

Longmans, Green & Co.

In the first paragraph of this book the reader is given the reason for the first word of the title. Both apply to all teachers, not only to those who teach English. The reason? The author was asked, quite casually, what he was trying to accomplish in his teaching and study of English, and why. The answer is his book which is his public avowal of faith in the work he does. The answer is anything but casual, and it is anything but ivory-towered. Neither is it comforting for those who do not want to be disturbed.

Professor Harrison asked the questions of his colleagues and got answers which did not appeal to him. Therefore he sat down and thought out his terms of reference. He explored brilliantly the meaning of the words *literature*, *English*, *study*, *scholarship*, and *criticism* until the reader knows how the words are going to be used in the last two-thirds of the book. This is not an academic discussion, carried on for the benefit of university professors, but rather it is in the most practical terms of boys in school, parents with children, sergeants and privates who were all part of the author's experience in life, not in laboratories.

Having set the stage, Professor Harrison now indulged in a description of "English at the University of New Atlantis" from which dream he returned to the immediate task of imparting such English as he could to such students as he had. And this is important. The rest of the *Profession of English* is an exciting exposition of how and what to teach, and to whom. There are comments on the various hindrances which are primarily tests of a teacher's mettle and resourcefulness. If he can overcome the shortness of time, the immensity of choice, the demands that he prove

his scholarship — if he can *remain* a teacher, he then has a chance to kindle a like spark in some other soul, and for Professor Harrison, *this* is the profession of English.

Having read this book, the reader, no matter who, will be stirred to review and/or establish the profession of whatever, for him, makes life worthwhile.

Loh, Robert

Escape from Red China

Coward-McCann c1962 378pp

\$7.00

Longmans Canada

Robert Loh, born in Shanghai, 1924, son of successful stockbroker, came to the United States following completion of his university work. It was also an attempt by his family to diminish his interest in a girl of whom they did not approve. In 1949 he returned home in order to teach at Shanghai University in Communist China. His father, now in Hong Kong, tried to dissuade him, but the young man believing in a new Chinese social order wanted to contribute his talents to what he thought would be a better way of life.

His initial treatment was red carpet. Then Korea brought pressure on those who were Americans or who had been associated with America. Loh lost his opportunity at the university when he mistakenly refused to denounce his old professor. However, he was given a second chance. He now became a "national capitalist." In a zealous attempt to see that the new Thought Reform programme was working effectively in the mill to which he was assigned, Loh was suddenly confronted with the demand to "confess." After seven attempts he produced something acceptable. The account continues with Loh's continued degradation, until his only thought was how to survive in such a way that he would have a chance to escape. This meant that he would have to be highly trusted. He was, to the extent that he was one of a team that was given a trip to Moscow. Eventually, by learning how to denounce, how to confess, how to accede to demands, he won his opportunity, even though there was no one, except his first love, to be used as hostage upon his defection.

It was a long time, after his escape, before Mr. Loh felt free — free to talk about anything, free to be himself. This, and the necessity for doing abhorrent things in order to survive, are the terrible aspects of the book. Physical torture is at a minimum, scarcely mentioned. But mental and spiritual torture reduce a man to — what?

The Putnam Series in Education

Veatch, Jeannette

Individualizing Your Reading Program

G. P. Putnam's Sons c1959 242pp

\$5.45

Longmans Canada

This book is based on the irrefutable argument that every person differs from every other person in every possible way. For that reason, goes the argument, there is no one approach to reading which will meet the needs of two or more children at any specific moment. It is allowed that the needs may be near enough that for one purpose a small group will be brought together for one occasion, but that the next time there is a group, the individuals comprising it will be different. Every teacher realizes this problem; few teachers dare to face the possible solution which seems to be to teach every child individually. However, there are eighteen articles in the second part of the book which record the experiences and comments of people who have tried, or who have ideas on the subject.

Just because teachers, too, are different, there will be little unanimity in the reaction to the proposals made, but, without doubt, readers will react strongly. The kind of children discussed range from Grade I to high school, from good readers to poor, and from small classes to those of forty-five or more. The sub-title is "Self-Selection in Action." As a help to guiding children to independence in reading, it is provocative and helpful.

TEXTS

Bassett, John M. and Rutledge, Donald G.

Prose Mostly Modern

McClelland and Stewart c1963 186pp \$1.60

This is a very interesting collection of short stories, essays, and other prose writings by American, British, and Canadian authors. The editors have made a selection of material which should provide something of interest to every type of student. They have followed the selections with questions which deal with characterization and content in the short stories, with technique, and they make suggestions for follow-up writing.

Authors represented are D. H. Lawrence, Morley Callaghan, Hugh MacLennan, B. K. Sandwell, Robertson Davies, Eric Nicol, Robert Thomas Allen, Logan Pearsall Smith, to mention a few. The selections are not those to be found in the usual anthology. The material could be read for its interest alone, or it could be used as intended, as a course in prose writing.

Hawker, G. T.

Spell It Yourself

Oxford c1962 119pp \$0.60

This inexpensive little book is neither a dictionary nor a spelling book, though it resembles both. Instead, it is an aid to pupils in spelling the words they use in their written work. The word list of nearly 8000 root words is based upon word-frequency in upper elementary grades, and also includes many less common words which may be needed under special circumstances.

To use the book, the student is asked to try to decide what are the first two letters of the word he wishes to use. He finds these two letters in the index, and sees there the number of the page on which the word should be found. If the word wanted is a derivative, the word endings are shown in italics, as rich *er est ness*. Practically all variations are covered: there are symbols to show when to double a final consonant, when to change *y* to *i*, when to drop a silent *e* before adding a suffix, which words are homonyms and must be chosen for meaning as well as sound, etc.

This should be a great help to pupils from Grade Three onwards, and to the teacher who is often overwhelmed with requests for help in spelling whenever a free writing assignment is given.

Lists of boys' and girls' Christian names, names of countries and peoples of the world, add to the book's usefulness.

Laureate Edition

Fuller, Edmund and Kinnick, B. Jo

Adventures in American Literature, Volume 2

Harcourt, Brace and World c1963 342pp \$1.00

Longmans Canada

The first of the eighteen selections of modern non-fiction is Jesse Stuart's "If I Were Seventeen Again." If this doesn't awaken the feeling of idealism which belongs to the young, nothing will. "Circus at Dawn" by Thomas Wolfe follows. This, too, is of the essence of youth. There's a delightful, and piquant, essay on Walden by E. B. White. Oh, as of June, 1939. Thoreau would not recognize *his* Walden!

There are criticisms, book reviews, history and biography as other examples of the ways in which man can write.

Modern poetry is presented in this volume. The speakers are Frost — with some pieces not usually in anthologies — Edgar Lee Masters, Vachel Lindsay, Elinor Wylie, etc., to new poets who may not have been met before. All of them are of particular interest to young people in the things they have to say. The study of how they say it should be undertaken willingly. Finally, the volume concludes with Eugene O'Neill's *In the Zone* and Thornton Wilder's *Our Town*, two plays which have already proved their capacity to reach the young.

Laureate Edition

Loban, Walter and Olmsted, Rosalind A.

Adventures in Appreciation, Volume 3

Harcourt, Brace and World c1963 277pp

\$1.00

Longmans Canada

The first part of this text introduces the high school student to poetry demonstrating types such as narrative, lyric, dramatic and light verse; then it shows how the poet looks at people, nature, life, and from the point of view of other civilizations such as those of the east. The comments are informative and interesting. Students should discover, perhaps even to their surprise, that poetry says a great many things that can touch their hearts and understanding.

The two dramas are *The Miracle Worker* and *Julius Caesar*. The first, of course, is just right for the sympathies of young people. It paves the way for a willingness to read the second for many values. As a result, the student is brought from a fine modern play to the examination, willing examination, of what makes another play a classic. Another fine text.

Laureate Edition

Priestley, J. B. and Spear, Josephine

Adventures in English Literature, Volume I

\$0.75

Volume II

0.75

Volume III

1.00

Volume IV

1.00

Harcourt, Brace & World c1963 215pp, 251pp, 416pp, 393pp

Longmans Canada

J. B. Priestley, English author who reached a wide audience with *The Good Companions* brings the same lively comment plus his ability as a literary critic, and his interest as an historian to this series of paperback textbooks which deal with English literature in chronological order, but certainly not with dry dissection.

Volume I commences with the Anglo-Saxon Period. The first selection is a poem by an unknown author of the fifth or sixth century followed by an excerpt from Beowulf. "The Seafarer" is allowed to make its own impact, then two questions draw the student's attention to the evidences of life and seasons in those times. Following this is a brief but fascinating glimpse into the excitements of manuscript hunting, cryptography, and literary scholarship. "Beowulf" has enough introduction to give the background for the selection given, followed again by questions which cause the reader to look upon the material as a clue to life in the past. There is a brief description of what constitutes Anglo-Saxon verse, again a note on the mysteries behind the discovery of such literature, and a reading list for the Anglo-Saxon period for those who wish to explore further. There is even reference to a recording which will give the oral aspect of such poetry in its best possible form.

All the texts deal with the subject in this way, and a very interesting way it is. There is not only the literary selection, but its place in time and in relation to the values of today.

Other material covered in Volume I is the Medieval Period (Chaucer, Malory and early English Ballads), the Elizabethan Age (Spenser, Marlowe, Ben Jonson) The Seventeenth Century (Donne, Herrick, Milton, Pepys, Dryden, etc.)

Volume 2 includes the songs and sonnets of Shakespeare as well as *Macbeth* and *Hamlet*.

Volume 3 contains material from the Eighteenth Century (Defoe, Addison, Pope, Swift, Blake), the Romantic Period (Wordsworth, Coleridge, Lord Byron, Keats), and the Victorian Age (Carlyle, Newman, Tennyson, Browning, Hardy, etc.)

Volume 4, the Modern Age, is an anthology of British writing including short stories, poetry, biography, essays, drama, and *Typhoon* by Conrad.

These books could be used as texts, as supplementary reading, for background, or even for pure enjoyment. They are superb for the price.

Laureate Edition

Lodge, Evan and Braymer, Marjorie

Adventures in Reading, Volume I

Harcourt, Brace and World c1963 202pp \$0.75

Longmans Canada

Twenty short stories by such authors as Dorothy Canfield, Conan Doyle, Louis Untermeyer, Elsie Singmaster, Mackinlay Kantor, Jesse Stuart, Guy de Maupassant, etc., will take young high school readers into an exploration of literature which should be interesting and rewarding for them.

As in other books in this paperback textbook series, there are simple, but interesting probes into the world of literary criticism. Whatever the student is asked to do is short, possible, and provocative so that he should ask for more, and in the process, grow in his literary understanding.

This volume, as in others, takes cognizance of maturing reading skills, the need for vocabulary development, the necessity for guidance in literary techniques, and the possible interest in writing as a result of reading. Good value.

McMaster, R. J.

Craft of Good Writing, The

Longmans Canada c1962 144pp \$1.70

There is plenty of grammar in this book, but only as the use of, and necessity for it, arises in the discussion of good writing and how to achieve it. The author begins with the reader's personal experience. He concludes with the finished product — writing with style.

The raw materials of composition belong to everyone, illiterate or otherwise: observation, feelings, thoughts. We, at some time or another in our lives, describe to others our neighbour's new hat, how we let the big one get away, or how to defrost the windshield. How well we communicate depends upon our sense of unity, our clarity, how vividly we express ourselves, how attractive we sound, and how soon we come to the point.

The Craft of Good Writing is a demonstration of how to achieve all these things. It presupposes enough knowledge of good grammar to use it as a tool. The emphasis is on writing. This is an excellent book for all who wish to learn how to write with style.

Murphy, Miller

Let's Read! Third Series, Book 1

Holt Rinehart Winston c1953, 1962 302pp ill \$3.36

Designed for 7th Grade students reading at a Grade 4-5 level, this book contains forty-two stories of high interest level. Ten of these are quite American in content, one is Canadian, three are British in origin or content. The other stories could be set anywhere there are teenagers.

The book may be read straight through, or by themes: Space Age, Westerns, Humour, Sports, Mysteries, Adventure, Men of History (American), Danger, Animals, People and Their Problems; or by reading skills: Grasping the Main Idea, Understanding and Recalling Details, Recalling Sequences, Relating Ideas to Each Other, Increasing Vocabulary, Reasoning, Drawing Conclusions, Reading Science and Mathematics, Reading Social Studies (American), Spelling, Developing Good Speech Habits and Discussion Techniques, Practice in Writing, Using Reference Materials, Relating Reading to Behaviour, Building Ethical and Moral Values through Reading.

This could be a supplementary text to be used for students who are weak and who do not like reading, particularly those whose approach to literature is still immature and who need to find out that reading can be fun.

Murphy, Miller, Lundgren

Let's Read! Third Series, Book 2

Holt Rinehart Winston c1953, 1962 325pp ill \$3.44

Designed for 8th Grade students reading at a Grade 5-6 level, this book contains forty-two stories of high interest level. Six of these are quite American in content. The other stories could be set anywhere.

The book is similar to Book 1, and correspondingly more mature.

Richards, Haydn

Read, Think and Write

Schofield & Sims Ltd. nd 110pp \$0.65
Book Society

This little text is described as "a carefully planned course in comprehension, vocabulary enlargement and self-expression." There are thirty exercises each headed by an extract from literature, such as: *The Swiss Family Robinson*, *Prester John*, *Lorna Doone*, etc. Those are followed by a series of questions which check comprehension. Next there is a section called "Word Study" based on the vocabulary of the selection. Finally, there are two or three recommendations for compositions arising from the reading of the selection. Reading, language, and composition are neatly tied together in this package.

Taylor, Frackenpohl, McDonald, Joline

Word Clues, Book I

Educational Development Laboratories c1961 175pp \$1.80

Word Clues, Book I, is the first of a series of programmed learning books which will cover Grades Seven to Thirteen. Book I is for Grade Nine.

The series is designed to "help a student accomplish three purposes — the reinforcement of his existing vocabulary, the learning of new words, and the unlocking of information words through context clues."

There are thirty lessons of ten words each, presented in a series of "frames." In the first frame the word is introduced in a sentence or short paragraph, and the pupil is asked to write a definition or synonym. In the second frame on the next page the same word is presented in a context with more clues, and the pupil selects from a multiple choice exercise the best definition or synonym. On the third page the student is given the correct answer to the fore-going, and the dictionary meanings for the word. He then is given an exercise stressing usage.

As in all programmed learning, the student's own willingness to think for himself, rather than to guess idly and then check to see if his guess was correct, is the most important factor in determining the value of the book. Correctly used, it could aid in the development of a larger vocabulary, and help a student to speak and write more effectively.

YOUNG PEOPLE — NON FICTION

Baldwin, Dr. Gordon C.

America's Buried Past

G. P. Putnam's Sons c1962 191pp ill \$4.25
Longmans Canada

This is the fascinating story of North American Archaeology which goes back, with evidence, to about 25,000 years ago. Dr. Baldwin describes how North America was probably found, the importance of archaeology, the scientific approach to this study providing facts and eliminating much guessing.

Not only is the human life portrayed, but also the animal life, some of which is extinct, some of which migrated to other continents and had to be reintroduced to this continent.

Photographs of sites and artifacts, as well as dioramas provide visual as well as verbal impact. One thing which is greatly emphasized is the importance of notifying the nearest authorities when one stumbles upon a possible site. Inexpert digging can ruin evidence which may add an important accent to the body of knowledge already available. Certainly, these sites are to be found all over the continent, although the most rewarding to date have been those in the drier climates of the west.

Cain, Arthur H.

Young People and Drinking

The John Day Company c1963 94pp \$4.00
Longmans Canada

Here is a readable, scientifically accurate book that helps high school and college students to make a sensible decision regarding the drinking of alcoholic beverages. At no time does the author "preach." The facts, pro and con, are clearly set down and the rest is up to the reader.

High school counsellors, guidance personnel and any teachers who are truly interested in their students will find this book an excellent source of information regarding drinking as it pertains to adolescents. It is of further interest because it is written in such a way that any young student would want to read it himself from beginning to end. It emphasizes that a decision regarding drinking must be made, it helps the student make the right decision and dissipates "superstitious beliefs, emotional opinions and downright ignorance."

This book is highly recommended for high school and college libraries.

Carlson, Bernice Wells

Party Book for Boys and Girls, The

Abingdon c1963 194pp ill \$3.00
G. R. Welch

The age for these party-goers ranges from three to ten years of age, and up. There are nineteen fully-planned parties, from the traditional holiday themes to parties for any time you feel like one. You can have a "Let's-Pretend-We're-Ladies Party," or a "Space Party," or a "Detective Party," or an "Olympic Party," depending on your mood. Each party has all the suggestions necessary for developing its theme: invitations, decorations, prizes, food, games, and comments on the probable behaviour of guests, e.g., a very small child might not want to deliver the birthday present which he has brought.

This is a helpful book, useful for school parties, too, and adjustable to ages and needs. All suggestions are easily carried out. Nothing need be expensive.

Ciardi, John

You Read to Me, I'll Read to You

Lippincott c1962 64pp ill \$4.25
McClelland and Stewart

Designed for parents and small children this book of poems is meant to be read turn about. The first poem, printed in black and illustrated in blue, is for father or

mother. The second, printed in blue and illustrated in black, is for the child. All the poems are rhythmic and humorous. The illustrations by Edward Gorey match. If one *must* be swallowed by sharks and tigers, then it would be helpful to be swallowed by these.

The poems are full of a small child's puzzlements and problems, such as what to do about wanting to be good, or bad; what to do about eating Daddy's breakfast when Mother sleeps in; what to think about before being born; what to know about bears, cats, tigers, and mice. And so on.

The directions for use are: "Don't buy two copies of this book. Take the child on your lap as you read to him and let him have the fun of reading to you. If he is in the first grade he can read to you, for every other poem is written in a basic first-grade vocabulary, and you can help with a slightly harder word here and there." The best part of this advice is: "Take the child on your lap as you read to him." Both parent and child should have fun.

Frost, Robert

In the Clearing

Holt, Rinehart and Winston c1962 101pp \$4.60

At the age of eighty-three Robert Frost said: "It's for the world to say whether you're a poet or not." In the first collection of new poems in fifteen years, Frost says the same thing a number of times. The man of simplicity, of wry humour, of deep insight, and of strong pride is represented here. Out of the fragility of the pod of the milkweed and the butterflies that seek its sudden waste, Robert Frost poses a profound philosophical question. In "America Is Hard to See," the discovery of Columbus is set in a new light. "The Gift Outright," recited at the inauguration of President John F. Kennedy, is preceded by another poem for the President summing up the tradition, and the challenge, of his term of office.

The reader has a sense of identification with "The Objection to Being Stepped On" as with all of the poetry of this wise man who becomes a close friend. And he hasn't forgotten that he, and we, once were children in his "Lines Written in Dejection on the Eve of Great Success." This is not an old man speaking. This is an ageless man, speaking with the experience of the years. *In the Clearing* is where Robert Frost is now.

Hardwick, F. C.

Understanding Maps

Clarke Irwin c1961 63pp ill \$1.25

This book does exactly as its title promises — it helps a student to understand the language of maps. Beginning with the primary skills, based on conditions in the local community, he is gradually taught to read and understand map symbols and to draw maps of his own. The brilliantly coloured maps and diagrams which are found on every page are followed by exercises to stimulate a child's interest and imagination.

The author is a Professor of Education at the University of British Columbia, and Canadian illustrations are used as terms of reference throughout the book.

Lens, Sidney

Africa — Awakening Giant

G. P. Putnam's Sons c1962 192pp ill \$4.25
Longmans Canada

This simply written book describes the background of Africa from the time of its probable emergence as a geographical entity, through its mystery as a physical continent, and its early settlement by civilizations on its northern fringes. Meanwhile, although it was not known to all men, its own races had lived in it and used it well.

The world became aware of Africa through the abuses of slavery, and then the empire builders came. There is a brief discussion of the divisions made amongst Europeans, the benefits brought, and the abuses compounded. From this comes the ferment and the revolt which have brought about the new Africa. The new African leaders are portrayed, and the book ends with the question of how the problems of these new nations are to be solved. There is sympathy and understanding which may provide some background for the daily changes in African news.

May, Herbert G. and Metzger, Bruce M., eds.

Oxford Annotated Bible, The
Oxford c1962 1600pp

\$8.50

The Oxford Annotated Bible is the Revised Standard Version complete with the original marginal references; it is also much more. The general introductions to the Old and New Testaments give many facts regarding the language, divisions, text and canon of each Testament. At the beginning of each book there is an introduction which supplies such information as probable date, authorship, sources, and purpose. At the foot of each page are additional notes which form a running commentary and serve as an outline of the subject matter in each chapter.

Interesting articles on the geography, history, and archaeology of the Bible lands, the history of the English Bible, how to read and understand the Bible, chronological lists of rulers, and tables of Biblical weights and measures, add to its value as a reference Bible.

The thirty-two page map section is based on the *Oxford Bible Atlas*.

Throughout the introductions and the supplementary articles, the exalted and exact scholarship of the writers does not hide their spiritual and reverent approach to their task; this is clearly and beautifully shown.

"*The Oxford Annotated Bible*" should take its place as one of the twentieth century's most notable and useful contributions to the reading, the study, and the fuller understanding of the Holy Bible."

May, Herbert G., ed., assisted by Hamilton, R. W. and Hunt, G. N. S.

Oxford Bible Atlas
Oxford c1962 144pp ill

Paper \$2.75; Cloth \$4.95

The text of the first forty-five pages, well illustrated with photographs, gives a great deal of information concerning the historical and geographical background of the Bible. Use has been made of the great wealth of material made available by recent archaeological discoveries to produce an interesting and readable text.

But the central section of the Atlas will be found most useful to teachers and students of the Bible, whether for elementary scripture lessons or for high school or more advanced courses. Four physical maps showing relief, rainfall and vegetation are followed by twenty historical maps, fifteen of which illustrate the Old Testament and apocryphal periods, and the remaining five the New Testament. Two final maps show the archaeological sites in Palestine and the Near East which have been or are being excavated. These are followed by a seventeen page article on "Archaeology and the Bible," written by R. W. Hamilton.

Nearly every map is full page size, and has a facing page of text which helps to throw more light on the particular period it illustrates.

The complete gazetteer at the end of the book is a useful aid to map study.

Murray, Allan

Europe, Where, How and Why
Collins c1961 128pp

\$1.90

Longmans

A teacher who is looking for material to interest the quicker students while the rest of the class continues the regular routine in geography should be interested in this atlas. There are ninety-two "explanatory maps in full colour" of Europe as a whole, and of the continental countries. These maps include a revision quiz map of each country, and sets of smaller maps which the student is asked to trace and use for further detailed review. The final section, entitled "Questions and Exercises," deals with each country, under the headings: Points to Remember; Things to Talk About; Things to Find Out; Things to Do.

The review techniques should prove useful for any teacher of elementary geography.

Oakeshott, R. Ewart

Knight and His Horse, A
Lutterworth c1962 96pp ill
G. R. Welch Co.

\$2.75

For those who enjoy tales of chivalry, this book can give much pleasure, as it covers the general field of horsemanship in the Middle Ages. The gradual changes in

the development of the saddle, stirrups, bridle, and other parts of the harness, the use of horse armour, and the lively accounts of the dangerous game of jousting, are written in an easily read and interesting style, and are authoritatively illustrated by thirty-seven line drawings by the author. The dust jacket design, also by the author, shows a knight of the Middle Ages in full battle array.

Osler, E. B.

The Man Who Had to Hang — Louis Riel

Longmans, Canada 320pp

\$5.00

The Man Who Had to Hang — *Louis Riel*, by E. B. Osler, is a biography that is highly deserving of attention as one of the more scholarly works of its kind produced in Canada in recent years. The author has obviously taken great pains to prepare his material and the result is a readable, entertaining and highly enlightening book.

Louis Riel is shown sympathetically as an almost accidental victim of circumstances, whose entry into Canadian history became inevitable when an overcautious government failed completely to understand or meet the needs of the Red River colony. The theme centers around the forces which twisted and finally destroyed a basically honourable man and the dilemma of a government committed by past ineptitudes to a tragic sequence of events in which the exercise of reason or humanity could play but little part.

Though this book may be too advanced for the average Grade X student, it should be very useful to teachers in providing background for the story of Canadian westward expansion.

Rogers, Rev. D. B., gen. ed.

Willan, Healey, mus. ed.

Hymn Book for Children, The. Music Edition

Oxford c1962 128pp

\$2.95

Though this collection of hymns for children was prepared for use in Sunday Schools, teachers will find it useful in the primary classroom. A selection of 110 hymns, many well known, but with a large number of new ones for added interest, is arranged according to the church year, and chosen with "special attention to simplicity and beauty of words." Similarly, the tunes have been carefully selected to be suitable for the voice range of little children.

The accompaniments are simply arranged for piano; the notes and type are clear.

Sinnhuber, K. A.

Germany, Its Geography and Growth

John Murray c1961 128pp ill

\$2.50

Longmans

Apart from the detailed text, the more than two hundred black and white illustrations in this book give a complete picture of present day Germany.

The book is in two parts: Part One gives a panoramic view of the country, its historical evolution, physical features, and climate; Part Two devotes a chapter to each of the nine regions of Germany, each chapter being divided into sections, the headings of which tell us what we shall find in the text, e. g. The North Sea — a Liability and an Asset; The Vales and Hills of Hesse and the Weser Hills; The Alpine Foreland. As a reference book, it can supply any type or amount of information that one could ask.

It is interesting to note that several of the views of East Germany are pre-war photographs, while those of West Germany are more up-to-date.

Straiton, Bill

Winkle Pickers, The

Longmans Canada c1962 up ill

\$2.95

"Winkle Pickers" are males of fantasy who pursue the elusive winkle at the bottom of the sea. They are followed, equally fantastically, by bells that can't ring (until the moon rescues them), by dogs, by turtles that "tie tulips to their tails," mice, music, and goblins, and other things. Bill Straiton is a Toronto advertising executive who used to play in a dance band. The illustrator, Len Norris, is a car-

toonist for the *Vancouver Sun*. Together, they have produced a slim volume reminiscent of Edward Lear and Lewis Carroll. If the reader releases his common sense, and gives himself up to nonsense, this book will reward him.

Warring, R. H.

Boy's Own Book of Power Driven Models, The
Lutterworth Press c1962 192pp ill
G. R. Welch Co. (Canada)

\$2.75

This is an excellent reference book for those who are interested in any phase of model making. It covers thoroughly all areas of model building of aircraft, boats, hovercraft, cars, and rail-track cars. It has chapters on motors of various kinds including rubber, electric, diesel, jet, clockwork, and steam. This book should be in the hobby section of every library.

People of the World Series

Coverley-Price, Victor

Coffee Plantation in Brazil, A
Oxford c1961 32pp ill

\$0.40

This little book gives an up-to-date account of Brazil's great coffee industry. It could be a useful supplementary source of information at the Grades Five to Seven level.

Rivers of the World Series

Dewdney, Selwyn

St. Lawrence, The
Oxford c1961 32pp ill

\$0.40

This, the fifth in a series on the great rivers of the world, is an account of the development of the St. Lawrence as a great inland waterway and source of hydro-electric power. From the time of the Indian tribes who lived on its banks, on through the years of exploration by Champlain and those who followed him, the changes in the river are traced. The second half of the book deals in detail with the building of the St. Lawrence Seaway. The text is well illustrated by drawings and diagrams. This is a book that can be easily read at the Grades Five to Seven level.

Young Learner Books

Gagg, J. C.

Chatto & Windus c1960 31pp each ill
Clarke, Irwin

\$0.80 each

The four books in this series deal with history, geography, social studies and nature study. They are very English; *People through the Years* are the people of England, and the cover illustration of *Travelling Today* is a double-decker London bus.

On first reading, the vocabulary appears to be over-simplified to an almost irritating extent. But, on second thought, these books are just what we need for the pupil in the elementary grades who finds the authorized history and geography texts too difficult to read. From the simple words and attractive illustrations, he can increase his knowledge without the usual struggle with unknown words and expressions.

People through the Years

Man's progress from the Stone Ages to the present day, told in a cheerful and encouraging style.

People of the World.

Of England, South Africa, Malaya, Switzerland, and ten other countries of the world are these brief, easily-read descriptions of everyday life.

Travelling Today

From a bicycle to an air-liner, including a "lorry" and a "trolley-bus," the writer has described the different ways of travel in Britain today.

Foreign Animals

Many animals that every child likes to see at the zoo are described, and the illustrations add to the book's attraction.

YOUNG PEOPLE — FICTION

Chariot Literature Text

Household, Geoffrey

Watcher in the Shadows

McClelland and Stewart c1962 182pp

\$1.50

For cloak and dagger aficionados, this story takes the hero through the cities and countryside of England trying to force out into the open the "watcher" who is determined to kill in vengeance for wrongs supposedly inflicted in a German concentration camp. What the pursuer does not know is that the pursued was an undercover man in a most dangerous post. What the pursuer does not know is that the pursued helped a number of people to escape from the clutches of the Gestapo.

Realizing this, the hero tries hard to bring about a face-to-face situation which will save his persecutor, but — read it for yourself.

Chariot Literature Text

Mowat, Farley

Lost in the Barrens

McClelland and Stewart c1962 184pp

\$1.50

Mr. Mowat has written the notes for his own story, giving the background that makes the story believable. It also provides the reader with some of the historical and archaeological information which has come to light about the earliest inhabitants of this continent who lived in much more difficult times and circumstances than the two boys of the story. This could set the curious to exploring in other types of books, if their interest has been aroused in this one.

This very interesting story describes the arrival of a young boy at the camp of his uncle five hundred miles north of Winnipeg. Because of urgent business, the uncle leaves Jamie with his Indian friend Awasin. In an effort to help a neighbouring tribe get sufficient food, Jamie and Awasin find themselves alone in a wilderness which shows no mercy. They lose nearly all the civilized things which they possess which could help them and are thrown upon their own resources. They survive in the bush using the methods of primitive man. Using Indian lore, they survive until Eskimos can help them through the last desperate experience. A well-written, exciting, and plausible story.

Heinlein, Robert

Podkayne of Mars

G. P. Putnam's Sons c1963 191pp

\$4.25

Longmans Canada

In this family of seven, three and a half are in a state of animation: Father is the half — he lives in interest in the past of Earth and Mars; Mother is a Master Engineer; Podkayne is old enough to be an Earth teen-ager, but a different age on other planets; her brother, Clark is a bright younger problem; the other three Fries are born, but are at present in the deep-freeze, for in Mars people have their families at the best possible time in life, and then postpone raising them until the best possible time in life.

The first four are planning a trip to Venus and Earth, but because of a mix-up in the delivery of babies on call, the Fries family get theirs sooner than they had planned. Hence, the trip is all but postponed. However, Uncle Tom, who turns out to be a VIP, takes Poddy and Clark with him on a luxury trip. At Venus, which is a combination of Monte Carlo, Midsummer Night's Dream, and Trial by Terror, all three have adventures out of which they emerge safely.

An oddly interesting book, sometimes exasperating, which comments more on the problems of living in a space age, rather than on the mechanics of space. By the way, the Fries family are Marsmen, not Martians. The latter are nearly extinct by this time.

Price, Willard

African Adventure

John Day c1963 189pp
Longmans Canada

\$4.25

It seems as though Mr. Price, who has led expeditions for the National Geographic Society and the American Museum of Natural History has jammed everything he could about unusual animals and incidents into his book. The continent is one which he has termed "incredible Africa."

However, the incidents are authentic; the animals are real. The result is an action-packed story which holds the reader's interest from beginning to end.

Hal and Roger Hunt, and their father, are on an expedition to capture wild animals for zoos. They deal very well with the animals, experiencing no more than is to be expected from baby leopards, water-minded hippopotami, hungry crocodiles intelligent and anxious baboons, armour-headed buffalo, annoyed pythons, and so on.

Their real troubles come from "leopard men" — a real society — a sick chieftain and the face-saving efforts of his witch doctor, and a "great white hunter" who attaches himself to their safari. There are no women or girls to complicate matters further.

If this story could not hold the interest of even the most reluctant reader, nothing could.

Clarke, Arthur C.

Childhood's End

Harcourt, Brace & World c1953 216pp
Longmans Canada

\$5.50

Reinhold Hoffman and Konrad Schneider, acquaintances at Peenemünde, now working respectively for America and Russia are in competition in the race for the stars, when all their problems are settled for them: The stars are not for Man.

A race of Overlords comes to control Earth and to force its inhabitants to rearrange their ways of living so that there is no more war, famine, or disease. As well there is no more morality, ambition, or inspiration since man's decisions are largely taken from him. A few try to retain the essence of human dignity. One, only, reaches beyond his native planet to return to be the sole, and last, inhabitant. Two others watch their children, especially selected, become absorbed into a larger design. It is the end of their children's, and the earth's, childhood.

When this book was first written, it may have been fascinating from the point of view of technical achievements indicated throughout the plot. Now, it is fascinating from the point of view of an apparently benevolent despotism, the loss of religious dedication, and living without direction. This is a science fiction version of the rise and fall of civilizations. In such, the stars are not for Man.

The Heritage of Literature Series

Llewellyn, Richard

Sweet Witch

Longmans 1959 279pp ill

\$0.90

This quaint story of love and loyalty will be remembered for what it tells its readers about life in Wales at the time of Napoleon I. A typical sea-coast village comes alive and the reader gradually learns its innermost secrets. The plot is involved but all considerations are neatly consolidated in the climax. Recommended for high school libraries.

**EXTRACTS FROM THE MINUTES OF THE ADMINISTRATIVE
COMMISSION OF THE PENSION FUND OF
OFFICERS OF EDUCATION***

Meeting of April 26, 1962

Mrs. Wilbert A. Gill (Gladys Walker) was granted a pension.

Pension stoppages were refunded to the following : Mr. Brian Allum Ronald, Mr. Thomas A. Chadsey, Miss Mary L. Cooper, Miss Sheila Joan Dow, Miss Rena Goldberg, Miss Sarah Aleda Grimes, Miss Carole May Irgo, Miss Marilyn Moscovitch, Miss Wilma I. Mount, Mr. Sidney M. Pitman, Miss Gita Debra Rudenko, Miss Gayna Adrie Tank, Miss Mary E. Armstrong, Miss Helen Elaine Barrington, Miss Ida Bucci, Miss Colina Campbell, Miss Veneita Mabel Coull, Miss Helen Margaret Deacon, Mr. Jack Dexter, Miss Myrtle Jessie Fraser, Miss Maria Anna Fuerstenwald, Miss Frances Hass, Miss Gladys Hodgins, Miss Muriel Kozlov, Miss Vivian M. Little, Miss Luella Frances McGregor, Miss Sandra Ann McLellan, Miss Grace Perkins, Miss Evelyn Price, Miss Marlyn Schaffer, Miss Shirley Wallace, Estate Jessie Winnifred Hall, Miss Edith I. Bothwell, Miss Marjorie Brown, Miss Myrtle Bryson, Mr. Reed Raymond Carroll, Miss Muriel G. Cunningham, Miss Sheila Ann Goodman, Miss Esther Grossman, Miss Doris M. Hayes, Miss Mavis Russell McAllister, Miss Audrey E. Reddick, Miss Rosa Frances L. Shaw, Miss Joy Marcia Sheftman, Miss Shirley Verrinder, Miss Shirley Winder, Miss Shirley Joan Winsborrow, Estate John C. Gallagher, Estate Mrs. Keith Minshall, Miss Elaine R. Armstrong, Mr. Alan F. Barnes, Miss Gertrude Meryl Bell, Miss Diane F. Bennett, Miss Freda Bowman, Miss Marjorie Bridgette, Miss Hazel M. Craib, Miss Annie Laura Erwin, Mr. John A. Findlay, Miss Gladys W. Hunter, Miss Margaret Maxwell, Miss Mary R. Mount, Miss Jean E. Ness, Mr. Leslie H. Perrier, Miss Winnifred Planche, Miss Helen B. Robertson, Miss Mary E. Timen.

Meeting of August 30, 1962

The following officers of education were given pensions upon their request: Mrs. George Hill (Martina Macleay), Miss Laura M. Anderson, Miss Mary A. Gardner, Mrs. W. Elliott Gardner (Edna M. Grady), Mrs. Charles Walker (Alma H. Dixon), Mrs. William Dunn (Alice Constance Mount), Miss Ruth Mitcham, Miss Hazel Cross, Mr. Alexander Grant Donaldson, Mrs. R. Montgomery (Elsie A. Hyde), Mrs. John LeQuesne (Ruby Steele), Mrs. John R. Donald (Jessie Hood), Miss Verna I. Hatch, Miss Victoria Reid, Mrs. Delbert N. Vaughan (Ruth MacDougall), Mrs. Edward J. Marchment (Maude M. Barnes), Mr. C. G. Hewson, Mrs. George B. Moffat (Bunnie Kyle), Mr. John Norman Fortier, Mr. C. L. Brownlee, Mr. Herbert Cowley Caley, Miss Helen Perrington, Miss Sadie McOuat, Miss Edith Rosanna Doane, Miss Muriel Jean Graham, Miss Maud Estella Primerman, Mrs. Wm. Dixon (Georgia Grant Whitman), Mr. K. H. Murray, Miss C. Elmina Simpson, Miss Sadie Switzman, Miss Marjorie E. Pick, Miss Phyllis Evelyn Powell, Miss Catherine Gilmore, Mrs. William L. Pratt (Flora M. McDougall), Mr. Reginald

*Names given are for Protestants only.

Admiral Scobie, Mr. Edward Storr, Mr. Hugh A. Simon, Mrs. Robert Mayhew (Margaret MacRae), Miss Esther Hoffman, Miss Bessie L. Mitson, Mrs. Albert C. Maxwell (Muriel Holtby), Miss Isabel Gray Milne, Miss Janet E. Ryan, Miss Isabelle Brouillet, Mrs. Eric W. Farmer (Ivy Porritt), Mrs. Charles Belle-Isle (Eva Gloria Théoret), Miss Eileen Quinn, Mr. H. M. Doak, Miss Elizabeth L. Osgood, Miss Marjorie E. Simpson, Mrs. James Gordon (Helen Mary Innes), Mrs. F. M. Gulliksen (Frances Hodgson), Miss Edna Moole, Mrs. Ralph E. Gilbert (Verlie Crystabel Kenney), Mrs. Charles A. Parkinson (Helen Elswood Pagé), Miss Christina R. MacKay, Mr. John K. Snyder, Mrs. P. Allison Pickard (Maude H. McRitchie), Miss Grace H. Campbell, Miss Florence J. McBurney, Mrs. Ernest J. Sally (Hazel Sarah Cooke), Mrs. Charles J. Hoy (Eleanor F. Greaves), Mrs. James W. Darker (Mildred Helena Seale), Miss L. Hope Barrington, Mrs. Dennis R. Keyworth (Vita Mann), Mrs. Ernest James Newell (Helen Sims), Mrs. Willis G. Beerworth (Marion Stevenson), Mr. Stuart Lawrence Hodge, Miss Ruth M. Easton, Mrs. Frederick Allen (Eva A. Vincent), Mrs. Herbert D. Wilson (Esther Hutchings), Miss Muriel Gladys Riley, Miss May C. Hodgson, Mrs. Charles Morin (Annette Gauthier), Miss Ellen R. Eyre, Mrs. John George Brash (Muriel LeMesurier).

The following persons were granted pensions : Mr. Herbert L. Hall, Mrs. Andrew Kerr (Margaret Rattray).

The following persons will receive pensions at the age stipulated by law: Mrs. Kenneth Thorne (Ruth Jones), Mrs. Robert W. Weldon (Lillian Beauchamp), Mrs. K. C. Denton (Suzanne Chodat), Mr. Gordon H. Moffat, Mrs. Chauncey S. Barter (Margaret Olive Anderson).

Pension stoppages were refunded to the following: Miss Florence Amm, Mr. John Arbuckle, Miss Judith Ruth Carson, Miss Edna Eveline Corbett, Miss Janet D. Langlois, Miss Jane Christina Dunlop, Miss Amy Janet Hodgins, Miss Anita Steinwald, Mr. Austin Caverhill, Miss Iva Eades, Miss Frances Lew, Miss Jean Margaret MacGregor, Miss Louise-Danford Miller, Miss Irene Bercovitch, Miss Daphne Margaret Burns, Miss Judith B. Case, Miss Lorna Clark, Miss Esther Hodgson, Miss Ruth MacKenzie, Mr. David Hampden Massy, Mr. Leslie Herbert Peake, Miss Elaine Dobson Rice, Miss Margaret Georgina Simpson, Miss Gloria Soifer, Miss Nancy Enta Stipelman, Miss Lillian W. Young, Miss Mary E. Andrews, Miss Gloria Esther Baum, Miss Elizabeth Ellen Chisnell, Miss Catherine Cuttler, Miss Eva Marshall Duncan, Miss Rhona Hertzman, Miss Anita C. Holtzman, Miss Agnes Ellen Hillhouse, Miss Anne Elizabeth Irvine, Mr. Clarke E. Leverette, Miss Anni Karin Malmqvist, Miss Eleanor F. D. Miller, Miss Frances-Grace Patterson, Miss Gailann A. Phillips, Mr. Trevor J. Phillips, Miss Holly Poley, Miss Florence Olga Ringstad, Miss Rhoda L. Rosen, Miss Edith Rosenkramz, Miss Margot E. Rudner, Miss Jean M. Schlieger, Miss Elaine J. Sherwin, Miss Catherine Elizabeth Soor, Miss Miriam Starn, Miss Shirlee Tooley, Mr. David J. Watson, Miss Anne Wattenberg, Miss Joyce Whiteford, Estate Irene Booth, Miss Una Mae Ashley, Miss Elizabeth Clifton, Miss Alberta M. Dawes, Miss Louise C. Fransblow, Miss Norah Joyce Hill, Mr. Philip Leonard Martin, Miss Lois June McLinton,

Miss Agnes Rachel Murray, Miss Faith Sara Olson, Miss Carol Mercer Parsons, Mr. Ronald T. Sabine, Miss Brenda E. E. Watts, Miss Janet Wittenberg, Succession Gordon Badger.

Meeting of December 6, 1962

The following pensioners died during the year 1961-1962: Miss Sarah L. Mabe, Mr. Harry Benton Parker, Miss Annie Margaret MacKenzie, Miss Margaret Cameron, Miss Catherine Ida McColm, Miss Martha Brown, Miss Mabel Louise Allan, Miss Marguerite Morris, Mr. Duncan Albert McCrae, Miss Mary James, Miss Jane Perry, Miss Julia Brennan, Miss Susan Carr, Miss Hazel E. MacCallum, Miss Ethel Edey, Mrs. Charles F. Smith (Eunice Irene Norris), Miss Florence M. Simpson, Mrs. A. Darling (Amy J. Norman), Mr. James Gordon Bennett, Mrs. O. F. Partland (Minnie Laughton), Miss Annie Hamilton, Miss Minnie Euphemia Webb, Miss Rebecca Eadie Roy, Mrs. Kenneth Wood (Mary Hilda MacDonald).

The following persons became eligible for pensions: Mrs. Ralph Whitcomb (Florence E. Glidden), Mrs. Eric G. Wright (Dorothy Jeffrey), Mrs. John U. MacIntosh (Olive Mary Lorimer), Mrs. James Eric Hamilton (Sophie I. Towne), Mrs. Archibald MacGregor (Marjorie Ruddock).

Mrs. James Bruce Douglas (Elsie Marion Gooden) will receive her pension when she reaches the age of 56.

Pension stoppages were refunded to the following teachers: Miss Jessie Mary Armstrong, Mr. Donald Bornhold, Mr. Douglas A. Brown, Miss Janet Frizzell, Miss Irene Kirkpatrick, Miss Irene Evelyn Laurin, Miss Frances M. Mastine, Miss Doreen Moore, Miss Janie M. Nixon, Miss Eleanor Ann Rubin, Miss Sheila Rubin, Miss Enid Stairs, Estate Mrs. James Fraser (Lorena Adams), Mr. Byron Beard, Miss Eleanor M. Black, Miss Margaret Blanche Coffin, Miss Goldie Cooper, Miss Marjorie Crawford, Miss Evelyn Sarah Dow, Miss Margaret Dykes, Miss Frances Farmer, Mr. Anderson Ferguson, Miss Esther C. Harper, Miss Hazel Harris, Miss Eleanor Katz, Miss Agnes W. Laidlaw, Miss Beatrice Packer, Miss Gloria Phillips, Miss Jacqueline Richards, Miss Isobel Richardson, Miss Kathryn Soles, Miss Elizabeth Y. Bisson, Miss Hilda Lillian Davies, Mr. Leo Gershkovitch, Miss Margaret Finlay Gillepsie, Miss Dorothy J. Hault, Miss Audrey Isobel Kendree, Miss Irene Marilyn Kerr, Miss Frances Rubinger, Miss Marie Rosalie Sarty, Miss Bertha Scott, Miss Mary Myrtle Smith, Miss Margaret N. Sparks, Miss Angelika Torossis, Miss Katherine M. Black, Miss Leona Sue Bly, Miss Ann R. Boswell, Miss Shirley Joan Burnett, Miss Joan Coffer, Miss Laura Ann Cousins, Miss Eleanor Rosamond Edgar, Miss Pauline Alison Elliott, Miss Elizabeth Fuller, Miss Dorothy Jean Gilbert, Miss Janice Audrey Hardy, Miss Jean E. Maunder, Miss Myrtle Rogers, Miss Marilyn Shapiro, Miss Rosalyn Sheinfeld, Miss Beverly Gladys Taber.

MINUTES OF THE DECEMBER 1962 MEETING
OF THE PROTESTANT COMMITTEE

6000 Fielding Ave., Montreal 29, P.Q., December 7, 1962

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

Present: Mr. L. N. Buzzell, Mr. W. H. Bradley, Dr. C. L. Brown, Mr. R. J. Clark, Brig. J. A. de Lalanne, Mr. J. R. Latter, Dr. C. E. Manning, Dr. S. E. McDowell, Mr. K. H. Oxley, Mr. T. C. Urquhart, Mr. E. T. Webster, Mr. T. M. Dick, Dr. Ogden Glass, Mr. G. A. McArthur, Mrs. A. Stalker, Mrs. Roswell Thomson, The Director of Protestant Education and the Secretary.

Apologies for absence were received from the Superintendent of Education, Mr. A. K. Cameron, Hon. W. M. Cottingham, Most Rev. John Dixon, Hon. G. B. Foster, Mr. G. A. Golden, Dr. F. C. James, Prof. D. C. Munroe, Hon. J. P. Rowat, Dr. R. H. Stevenson, Mr. Robert Japp.

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

Prof. C. Wayne Hall, who was introduced by the Chairman and congratulated on his appointment as Associate Director of the Institute of Education, outlined the steps taken in 1961-62 to recruit suitable candidates for teacher training (the distribution of bulletins, visits of members of the Institute staff to the schools, interviewing of pupils, the attendance of over 1,500 students at the "Macdonald Royal", etc.) and emphasized the need for better methods of recruitment in view of the decreased enrolment for 1962-63. Prof. Hall was thanked by the Chairman for his helpful report.

The report of the Director of Protestant Education contained the following information:

(1) The August-September supplemental examinations in Grade XI were taken by 1,725 candidates, of whom 598 sought to meet the requirements for a certificate and 1,127 to improve their standing. The total number of certificates issued in June and September was 3,781 for Grade XI and 246 for Grade XII.

(2) Grade XII is being taught this year in four schools to 457 pupils.

(3) A total of 854 students is enrolled at the Institute of Education this year. Twenty students are enrolled in the Education Department of Bishop's University.

(4) So far this year school boards have received permission to engage 632 persons without Quebec diplomas, of whom 306 have been trained outside the Province.

(5) All Protestant French language schools and French speaking classes in other schools have been placed under the supervision of one inspector, Mr. Lucien Rossaert.

(6) Seventeen school nurses are employed in thirteen areas.

(7) Permission to teach Grades X and XI has been granted to six intermediate schools, to teach Grade X to seven intermediate schools, to teach Grade VIII to three elementary schools.

(8) This year there is a total number of 74 high schools, 48 intermediate schools and 74 graded elementary schools with three or more teachers.

(9) The total enrolment in the schools on September 30 was 120,261, of whom 36,325 were in Grades VIII-XII.

The following recommendations contained in the report were considered separately:

(10) On the motion of Brig. de Lalanne, seconded by Mr. Urquhart, it was agreed that (a) while the Committee approves in principle that school boards in appropriate areas be encouraged to offer Grade XII classes, the expansion of the Grade XII programme should be accompanied by increased financial assistance: (b) the introduction of Grade XII at Lake of Two Mountains High School, Lachute High School, Macdonald High School and possibly elsewhere be approved for the year 1963-64, provided that the Director of Protestant Education shall be satisfied that the school boards have engaged an adequate number of competent teachers for this grade.

(11) On the motion of Mr. Oxley, seconded by Mr. Latter, it was agreed that the Recruitment of Teachers Sub-Committee prepare a programme to encourage more students to enrol at the Institute of Education and that Mr. Aikman, Mr. Beattie, Mr. Rossaert and Mr. Young of the Department of Education be named associate members of the committee for this purpose together with any additional members to be nominated by Prof. Hall.

(12) On the motion of Mr. Bradley, seconded by Mr. Oxley, it was agreed that payments from the Marriage Licence Fund be authorized, in the amounts recommended by the Director of Protestant Education, to purchase library books for schools that have special classes for French Protestant pupils.

(13, 14, 15, 16) On the motion of Mr. McArthur, seconded by Mr. Urquhart, it was agreed that the following payments be authorized, in the amounts recommended by the Director of Protestant Education —

(a) from the funds at the disposal of the Protestant Committee to assist certain new schools in establishing reference libraries;

(b) from the funds at the disposal of the Protestant Committee to the Institute of Education (Macdonald College), Bishop's University, the McLennan Travelling Libraries, Dr. William Gossage, Miss Catherine Mackenzie and the Protestant

School Board of Greater Montreal for the purposes specified in Recommendation 14 of the Report;

(c) from the Marriage Licence Fund to assist certain poor school corporations whose statutory grants do not meet their requirements;

(d) from the funds at the disposal of the Protestant Committee for the purchase of a vault or safe for the records of the Central Board of Examiners.

(17) On the motion of Mr. Dick, seconded by Dr. Glass, it was agreed the words "the 20th of July" in Regulation 131a be altered to read "the 30th of June" as requested by the Central Board of Examiners.

(18) On the motion of Mr. Oxley, seconded by Mrs. Stalker, it was agreed that the Ross High School Inc. and Harterre Schools Inc. be added to the list of independent secondary educational institutions recognized by the Protestant Committee for the year 1962-63.

(19, 20) On the motion of Mr. McArthur, seconded by Mr. Dick, it was agreed that the following payments from the funds at the disposal of the Protestant Committee be authorized in the amounts recommended by the Director of Protestant Education:

(a) to L'Institut Français Evangélique for the purchase of library books;

(b) to the School Municipality of Baie d'Urfée-Senneville for the purchase of library books needed by those who will be taking the course for teacher librarians at Macdonald College.

On the motion of Dr. McDowell, seconded by Brig. de Lalanne, the report was received and the Director was thanked for his presentation.

On the motion of Mr. Bradley, seconded by Brig. de Lalanne, the following resolution was passed concerning the Dr. W. L. Shurtleff Trust Fund:

"WHEREAS by the Last Will and Testament of the late Dr. W. L. Shurtleff, K.C. the sum of Ten thousand Dollars (\$10,000.00) was bequeathed to the Protestant Committee of the Council of Education in memory of his fifty years of membership on the Committee and to be used for the benefit of Protestant education in the Province; and to be known as the "Dr. W. L. Shurtleff Trust Fund", and

WHEREAS the donor designated Dr. Walter P. Percival as administrator of the said Fund; and

WHEREAS Dr. Percival now desires to be relieved of his administration, and it is expedient to accede to this request and to make other and further arrangements for the administration of the said Fund,

NOW THEREFORE BE IT RESOLVED and it is hereby resolved that the Protestant Committee

- (a) accept from Dr. Walter P. Percival, the administrator of the "Dr. W. L. Shurtleff Fund", the assets of the Fund consisting of cash and marketable securities of the value of approximately \$12,700.00, and upon due receipt thereof do give the said administrator full and final discharge therefore;
- (b) extend to Dr. Percival the thanks of the Committee for his administration of the Fund;
- (c) appoint the Director of Protestant Education, the Inspector General of Protestant Schools and the Secretary of the Protestant Committee and their respective successors in office, as administrators of the Fund;
- (d) fix the powers and duties of the administrators of the Fund as follows:
 - (i) to enter into an agreement with The Royal Trust Company, (or any other trust company duly incorporated and having an office at the City of Quebec) to manage the assets of the Fund, to act as custodian for the securities and moneys belonging to the Fund, to invest and re-invest from time to time (subject to the approval of the administrators) the assets and property of the Fund, subject to an accounting by the said trust company to the said administrators at such times and in such form as the latter may from time to time determine and direct but not less than once annually; and to revoke, amend, vary, cancel and/or renew such agreement or agreements from time to time at their discretion.
 - (ii) to retain in their present form the securities forming the corpus of the Fund in whole or in part at their sole discretion;
 - (iii) to employ the net annual revenues of the said Fund for the benefit of Protestant education in the Province in accordance with such directives as the Protestant Committee may make from time to time, and in the absence of such specific directives to award scholarships and bursaries, prizes and awards and make such other payments or disbursements designed in their opinion and at their discretion to best carry out the intention of the donor;
 - (iv) to report annually to the Protestant Committee upon the capital and revenues of the Fund and the disbursements made therefrom, and from time to time to report to the Committee their plans and proposals for the carrying out of the intention of the donor;
 - (v) to honour certain commitments from the Fund made by Dr. Percival with respect to the current school year;
 - (vi) to maintain the capital of the Fund at not less than Ten thousand Dollars (\$10,000.00): Provided that the administrators may capitalize any net revenues not expended in any fiscal year for the purposes of the trust;

- (vii) the quorum of the administrators shall be two (2) and the acts of such quorum shall be deemed to be the acts of the administrators as a whole and shall be binding upon third parties;
- (viii) the expenses of the trust shall be borne by the Fund and paid out of the revenues thereof, including the proper and usual fees and disbursements of the said trust company."

The report of the Education Sub-Committee contained the following recommendations:

(1) That a committee to draw up a course for French Protestant pupils in Grades I-VII be appointed with the following membership: Mr. K. H. Oxley (chairman), Mr. J. H. Fransham, Miss Y. Delval, Miss E. H. Foucher, Miss C. Braesch, Mr. W. G. S. Stafford, Mr. H. R. Matthews, Mr. C. H. Aikman, Mr. J. R. Beattie, Mr. Lucien Rossaert, Mr. Edgar Caron.

(2) That, provided suitable arrangements can be made with the publishers, the American edition of *The Wonderworld of Science, Book II*, be authorized if the Canadian edition becomes unavailable.

(3) That the *Music Course Outline and Guidebook* prepared by Mr. Gifford Mitchell's committee be authorized for use in the elementary grades.

(4) That the *Teacher's Resource Book and Guide* prepared by the PAPT Mathematics Committee be authorized for use with the Grade VIII course in General Mathematics.

(5) That a committee to revise the syllabus and recommend a new text for Chemistry in Grades X and XI be appointed with the following membership: Dr. E. Powell (chairman), Mr. G. K. L. Doak, Mr. A. J. Buckmaster, Mr. K. H. Oxley, Mr. H. R. Matthews, Mr. L. Balcom, Mr. J. D. Savage and Dr. K. R. Willis.

(6) That Mr. Kenneth Perkins, Mr. Michael Stefano and one other member to be named by the Director of Protestant Education be added to the Montreal Physics Committee to revise the syllabus and recommend a new text for Physics in Grades X and XI.

(7) That the following assignments from "Latin Prose Selections" and "Latin Poetry Selections" be authorized for Grade XII:

1963-64: Prose Selections, Cycle III; Verse Selections, Cycle I

1964-65: Prose Selections, Cycle II; Verse Selections, Cycle I

1965-66: Prose Selections, Cycle II; Verse Selections, Cycle III

(8a) That a committee to study the use of television in the schools be appointed with the following membership (with power to add): Mr. J. W. Perks (chairman), Mr. E. Davidson, Mr. H. G. Ferrabee, Mr. H. R. Matthews, Mr. W. D. McVie, Mr. C. B. Rittenhouse, Mr. W. L. Roberts, Mr. L. R. Steeves, Prof. D. Bindra, Prof. H. C. Avison, Prof. T. J. Pavlasek, Mr. C. H. Aikman, Mr. J. C. Gaw.

(b) That the Director of Protestant Education be requested to apply for a modest appropriation to finance experiments in the use of television in the schools.

(9) That the last sentence in Regulation 84d of the Protestant Committee ("The incident shall be reported immediately to the Department of Education for review.") be replaced by the following: "The incident shall be reported immediately, for review, to the Department of Education, which may refer the matter to the High School Leaving Board. The Board shall have authority, after hearing a candidate in person, to disallow the results of the entire set of examination papers written by that candidate".

(10) That approval be given to the courses to be offered by the Montreal Council of Social Agencies in 1962-63 to the non-teaching staff of youth protection institutions.

The report was adopted on the motion of Mr. Dick, seconded by Dr. Glass.

On the motion of Mrs. Thomson, seconded by Dr. Manning, the standing sub-committees were reconstituted as follows :

Education Committee : Mr. T. M. Dick, Convener, Dr. F. C. James, Mr. Robert Japp, Dr. Ogden Glass, Prof. D. C. Munroe, Mr. K. H. Oxley, Mrs. A. Stalker, Mr. G. A. Golden, Mr. G. A. McArthur, Mr. L. N. Buzzell.

Finance & Grants Committee: Hon. J. P. Rowat, Convener, Mr. J. R. Latter, Dr. R. H. Stevenson, Mrs. Roswell Thomson, Hon. W. M. Cottingham, Mr. T. C. Urquhart, Brig. J. A. de Lalanne, Mr. E. T. Webster, Mr. L. N. Buzzell.

Recruitment of Teachers Committee: Mr. K. H. Oxley, Convener, Mr. T. M. Dick, Prof. D. C. Munroe, Dr. C. E. Manning, Most Rev. John Dixon, Mr. Robert Japp, Mr. G. A. McArthur, Mr. L. N. Buzzell.

Legislative Committee: Mr. W. H. Bradley, Convener, Hon. G. B. Foster, Dr. C. L. Brown, Mr. Robert Japp, Mr. A. K. Cameron, Dr. S. E. McDowell, Mr. R. J. Clark, Mr. L. N. Buzzell.

Committee on Central School Boards: Prof. D. C. Munroe, Convener, Mr. T. M. Dick, Mr. K. H. Oxley, Mr. G. A. McArthur, Mr. W. H. Bradley, Brig. J. A. de Lalanne, Dr. C. E. Manning, Dr. S. E. McDowell, Mr. L. N. Buzzell.

Technical Education Committee: Brig. J. A. de Lalanne, Convener, Mr. G. A. Golden, Mr. J. R. Latter, Mr. E. T. Webster, Dr. Ogden Glass, Mrs. Roswell Thomson, Mr. T. C. Urquhart, Mr. G. A. McArthur, Hon. J. P. Rowat, Mr. L. N. Buzzell.

Executive Committee: Mr. L. N. Buzzell, Convener, Mr. T. M. Dick, Hon. J. P. Rowat, Mr. W. H. Bradley, Mr. K. H. Oxley, Prof. D. C. Munroe, Brig. J. A. de Lalanne.

On the motion of Mr. Latter, seconded by Brig. de Lalanne, the following chief Examiners were appointed for 1963:

High School Leaving Examinations:

English Composition: Mr. C. Rittenhouse; English Literature: Mr. H. Matthews; French: Mr. R. Beattie; History: Mr. J. G. Eaton; Biology: Dr. E. O. Callen; Chemistry: Dr. Samuel Madras; Physics: Prof. W. C. Martin; Physics (P.S.S.C.): Mr. Louis Tomaschuck; Geography: Prof. Theo Hills; Elementary Algebra: Prof. E. Rosenthal; Geometry: Mr. E. W. Deathe; Latin Poetry and Sight and Latin Prose and Composition: Mr. Stanley Lumsden; North American Literature: Mrs. Grace McCabe; Intermediate Algebra: Prof. E. Rosenthal; Trigonometry: Prof. H. Tate; Book-keeping: Mr. W. M. Firth; Home Economics: Mrs. H. Driver; Typewriting and Stenography: Mr. R. W. L. Hagerman; Office Practice: Miss Barbara Lax; Spanish: Prof. R. E. Henry; Music (Channels A, B and C): Mr. G. Mitchell; Technical Drawing and Industrial Arts: Mr. E. C. McCurdy; Art: Mrs. Ann Peterson; Agriculture: Dr. J. S. Bubar.

Senior High School Leaving Examinations:

English Composition: Dr. H. de Groot; English Literature: Mr. E. C. Carter; North American Literature: Mrs. Grace McCabe; French: Mr. Ross Beattie; History: Mr. H. Wright; Latin Regular Course: Dr. H. de Groot; Beginners' Latin: Prof. John B. E. Garstang; Chemistry: Dr. Mario Onyszchuk; Biology: Dr. E. O. Callen; Physics Course I: Mr. Louis Tomaschuk; Physics Course II: Dr. H. D. Lead; Calculus: Prof. N. E. Smith; Analytical Geometry and Trigonometry: Prof. H. Tate; Algebra: Prof. E. Rosenthal.

Sixty-three assistant examiners to read Grade XI answer papers were also appointed.

On the motion of Mr. Dick, seconded by Mr. Oxley, the Director of Protestant Education was authorized to make necessary changes and additions in the list of examiners and assistant examiners.

On the motion of Mr. Latter, seconded by Dr. Manning, the Executive Committee was authorised to prepare a resolution concerning Section 523 of the Education Act to be forwarded to the Minister of Youth.

On the motion of Mr. Oxley, seconded by Mr. Dick, it was agreed that, since the report on the date of the Easter Holidays will receive further study, the schools should be informed that no change will be made in the school calendar for 1962-63.

On the motion of Mr. Urquhart, seconded by Mr. Bradley, it was agreed that the Director of Protestant Education should bring to the attention of the Minister of Youth the urgent need for engaging the following additional members for the Department of Education for the school year 1963-64:

- one supervisor of Nurses
- three school inspectors
- two inspectors of French

three visiting teachers
 one supervisor of Industrial Arts
 one supervisor of Physical Training
 one supervisor of Music
 one supervisor of Libraries.

The Committee concurred with the action of the Director of Protestant Education in writing to Dr. F. C. James to convey to him the best wishes of the Committee and the Department of Education on his retirement as Principal of McGill University and to express their deep appreciation of his great services to education in the past and of their happiness to know that he will continue to serve Protestant education in this Province as a member of the Committee.

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

E. OWEN
 Secretary

L. N. BUZZELL
 Chairman

H. S. BILLINGS
 Director of Protestant Education

**SCHEDULE OF PAYMENTS AUTHORIZED BY THE PROTESTANT COMMITTEE
 AT ITS MEETING OF DECEMBER 7, 1962:—**

Recommendation 12

Payments to the following school boards as recommended:

Rivière Bleue	\$100
Aubert Gallion	300
Senneterre	300
LaSarre	100
Lac Castagnier	200
Girardville	100
Rollet	100
Longueuil	300
Quebec City	300
Granby	300
Greater Montreal	600
	<u>\$2,700</u>

Recommendation 13

Payments to the following school boards as recommended:

Greater Montreal	\$7,000
New Richmond	\$1,000
St. Hubert	1,000
Boucherville	1,000
St. Bruno	1,000
Châteauguay	3,000
West Island	3,000
Greater St. Martin	3,000
Les Ecores	1,000
Entry Island	500
Grosse Ile	700
Campbell's Bay	600
St. Hilaire	800
Gagnon	600
Port Cartier	600
McMasterville-Beloeil	800
	<hr/>
	\$25,600

Recommendation 14

The following payments as recommended:

The Institute of Education, Macdonald College	\$1,500
Bishop's University	400
Bishop's University	1,000
The McLennan Travelling Libraries	1,500
Dr. William Gossage	600
Miss Catherine Mackenzie	300
Greater Montreal Board	662

Recommendation 15

Payments to the following school boards as recommended:

Perron	\$1,000
Grande Grève	1,200
Entry Island	3,000
Grosse Ile	2,000
Old Harry	1,200
St. Dunstan	1,000
Girardville	1,000
St. Joachim	1,200
	<hr/>
	\$11,600

Recommendation 16

Purchase of a vault for the records of the Central Board of
Examiners: \$2,000

Recommendation 19

Payment to L'Institut Evangélique as recommended: \$600

Recommendation 20

Payment to the School Board of Baie d'Urfée-Senneville as
recommended: \$3,000

Economic necessity is often given as an excuse for premature school-leaving. But this report (from U.S. Dept. of Labor) confirms what many educators have long maintained — that this is far less true than is generally believed.

Much more common were "dissatisfaction" and "boredom" with school or teacher or both.

Probably the most potent of all factors influencing the would-be "drop-out" is the urge to start earning and spending his or her own money.

Lachute *Watchman*

A TEACHER'S TRIBUTE

No printed word nor spoken plea
Can teach young hearts what men should be.
Not all the books on all the shelves,
But what the teachers are themselves.

Arthur Guiterman



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Québec 

SOUNDS OF MORNING

Hark! From my window, what do I hear?
Sounds of morning, loud and clear:
The bark of a dog, and close does it seem;
The shout from the dairyman, "Milk or Cream?"
The pitter-patter of feet on the walk,
Or the meeting of friends and a chance to talk;
The rustling of leaves upon the trees,
And the distant whistling of birds in the breeze;
And the policeman's whistle a "Next-time!" warning —
All these make up the Sounds of Morning.

Sally Lyttle, Grade 11 D
Dunton High School

