

# THE EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC

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QUARTERLY

LXXIX, No. 3

JULY-SEPTEMBER 1963



RED CROSS MEMBERS OF ROSEMOUNT HIGH SCHOOL EXAMINE  
THE ACKNOWLEDGMENT FROM THEIR ADOPTED  
GREEK SCHOOL

## CONFLICT

- I A soldier slouches in a trench  
In Italy, the land of sun —  
But it's raining . . .  
He is sick and tired of war,  
Sick of killing,  
Sick of blood,  
Sick of this hellish hole called Anzio,  
Sick of slushy trenches, soaking tents —  
It rains on . . .  
He crouches there — in sleepy sorrow  
For himself and those around him.
- II As there he sits, a call comes round the camp;  
It calls for volunteers to form a scouting squad  
To strike the foe, and strike him fast,  
And bring back data for the main attack;  
A difficult, life-staking task.
- III The soldier hears this call, and ponders:  
"Should I join the daring dash  
And risk the loss of life? —  
Or should I stay here, soaked but safe,  
And leave the others to this task?  
Like Theseus, of days of yore,  
Should I face my Minotaur? —  
Or should I shun away from death,  
Another Paris, coward, mouse?  
Shall I like Hercules go forth  
To conquer all with whom I battle? —  
Or shall I come back dead,  
Cold and pale, like stone?  
Shall I, like Dave of Israel,  
Stand firm and brave, and face the odds  
So strong against me, yet prevail  
Against the foe that threatens Freedom? —  
Or shall I stay here, soaked but safe?"
- IV Just at that moment, overhead a missile flew,  
A cannon shell launched by the infidel;  
It struck the tent where dead and wounded lay,  
And there a great explosion rocked the earth . . .  
The soldier now decided, getting up:  
"So shall I go;  
For the foe, the infidel awaits me,  
And with him certain death.  
But I and other Hectors them must face,  
For with them waits eternal glory, victory —  
And God's good grace!"  
It rains on . . .

# THE EDUCATIONAL RECORD

## THE EDUCATIONAL RECORD

July - September, 1963

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Mr. Robert N. Wyse, of Lachute, who will be Inspector of Secondary Schools, was born in Boston and educated in Moncton, N.B. He received B.A. and B.Ed. degrees from Mount Allison University and has done graduate work at McGill. Following graduation in 1949 he was Principal of Bass River High School in Nova Scotia. In 1950 he joined the staff of the Lachute High School as Science specialist and has occupied this position for the past thirteen years.

Mr. Wyse has been actively engaged in professional activities as a member of several sub-committees appointed by the Protestant Committee and the Provincial Association of Protestant Teachers, as Chairman of the School Board of St. Andrew's East and as Director of

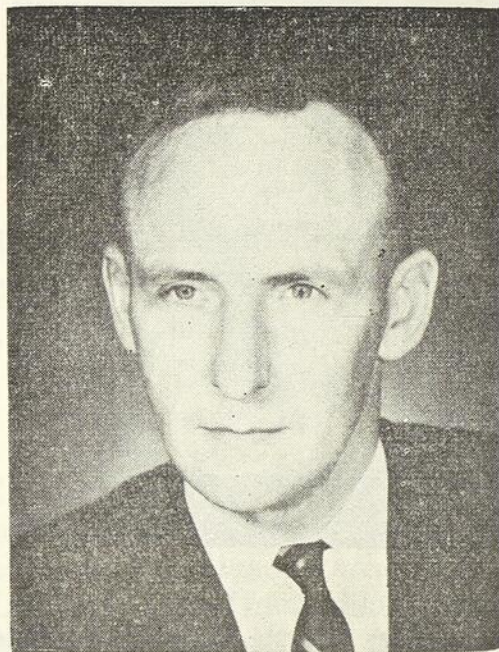
the Lachute and District Home and School Association.

Mr. Wyse will inspect schools in the Counties of Argenteuil, Two Mountains, Montcalm, Joliette and Terrebonne.

Mr. Murray Baldwin, Inspector of Secondary Schools, is a native of Ayer's Cliff. After graduating from the local high school he attended Bishop's where he obtained a B.A. degree and Class I teaching diploma. He has taken graduate work in School Administration and in the Supervision of Instruction.

Mr. Baldwin taught for five years in St. Eustache sur-le-lac and administered schools in Terrebonne Heights and Chomedey. Since 1961 he has been Superintendent of Schools in Greater St. Martin.

Mr. Baldwin will inspect schools in Gaspé, the Magdalen Islands, Quebec Labrador and Ungava.



Mr. Ernest R. Tetreault of Pointe Claire will be Supervisor of French in the Protestant schools in the Counties of Argenteuil, Papineau, Chateaugay and Huntingdon.

Mr. Tetreault, who is a native of Granby, was educated in Waterloo High School and the Institute of Education; he has taken courses in Music at Mount Allison and Syracuse Universities and is at present completing his Arts Course in Sir George Williams University.

He has taught in Rouyn, Waterloo, Westmount and Pointe Claire.



## THE RETIREMENT OF MRS. LESLIE DURRELL

Mrs. Leslie Durrell, Visiting Teacher and one of the original staff of Helping Teachers, retired on August 31 after serving for seventeen years in the Department of Education.



Mrs. Durrell, the former Miss May Hextall, was born in Sutton, Brome County, Quebec, and received her early education at Colburn School, Westwood, Massachusetts, and at Sutton No. 7, a rural elementary school, later attending Sutton High School. She holds an advanced intermediate diploma from the Macdonald Institute of Education.

During her years of teaching she became familiar with all types of schools and the courses in primary, elementary, and intermediate grades, having taught one year in a one-roomed elementary school in Abercorn, Quebec, eleven years in Sutton High School, four years as principal in Glen Sutton Intermediate School, and seven years in Knowlton High School.

In 1946 Mrs. Durrell was selected by the late Inspector H. D. Wells to be the first helping teacher in his inspectorate, which at that time included the counties of Brome, Missisquoi, St. Hyacinthe, Rouville, and Richelieu. Since then, she has visited nearly every Protestant school in the Eastern Townships, from Lake Megantic to Clarenceville, and from Mansonville to Inverness.

In addition to her teaching and supervisory work, Mrs. Durrell has served as secretary, and later as president, of the Brome County Teachers' Association. She was a member of the Executive of the Provincial Association of Protestant Teachers during 1944-46, and has been appointed to several committees, including the Curriculum, Nominating, and Bursaries and Loans Committees. In 1944 she was awarded the Order of Scholastic Merit, and in 1953 she received Queen Elizabeth's Coronation Medal. Her hobbies are bird watching and local history; she is also interested in church music, and was the organist in Grace Anglican Church, Sutton, for many years.

Her quiet efficiency, helpful approach, and deep respect for the potentiality of the human being were characteristics which were recognized by all with whom she worked.

She is married to Mr. Leslie Durrell, a retired farmer. At present they are living in Waterloo, Quebec, where they have recently purchased a home. On behalf of the Department of Education and the Protestant teachers of the Province, the *Educational Record* extends to them its best wishes for their health and happiness in the years to come.

### RECIPIENTS OF THE ORDER OF SCHOLASTIC MERIT, 1963

The following members of the teaching profession will receive degrees of the Order of Scholastic Merit at a ceremony to be held at a joint meeting of the Board of the Order of Scholastic Merit and the Provincial Association of Protestant Teachers in the High School of Montreal on October 10, 1963.

#### *First Degree:*

- Miss Iole Appugliese, Royal Arthur School, Montreal, Que.  
 Miss Jessie G. Cockerline, Chambly County High School, St. Lambert, Que.  
 Mrs. Doris Philia Coupland, Granby High School, Granby, Que.  
 Mrs. Ada E. Evans, Queen Elizabeth School, Val d'Or, Que.  
 Mrs. Eleanor Mary Gatenby, Knowlton High School, Knowlton, Que.  
 Miss Eileen F. Keane, Baron Byng High School, Montreal, Que.  
 Miss Elizabeth T. Kerr, Willingdon School, Montreal, Que.  
 Miss Mary R. Martin, Bannantyne School, Montreal, Que.

#### *Second Degree:*

- Mr. Edgar W. Caron, Principal, Valois Park School, Valois, Que.  
 Mrs. Joan M. Hanna, Macdonald High School, Ste. Anne de Bellevue, Que.  
 Mrs. Lilian M. Lancey, Westmount High School, Westmount, Que.  
 Prof. Harry D. Morrison, Institute of Education, Macdonald College, Que.  
 Mr. Keith S. Pitcairn, Hudson High School, Hudson, Que.  
 Miss Elizabeth Stanton, Lachute High School, Lachute, Que.

#### *Third Degree:*

- Dr. Eivion Owen, Department of Education, Quebec, Que.  
 Dr. James M. Paton, General Secretary, Provincial Association of Protestant Teachers, Montreal, Que.

### RESULTS OF HISTORICAL ESSAY COMPETITION for Teachers in the Protestant Schools of the Province of Quebec

The prize winners in the Historical Essay Competition for teachers in the Protestant schools of the Province of Quebec under the auspices of the Dr. W. L. Shurtleff Trust Fund have been reported by the judges: Dr. Henry F. Hall, Principal Emeritus of Sir George Williams University, Miss Helen Guiton of Montreal, and Mr. William Munroe, Principal of Granby High School. The contest was open to all teachers whether active or retired.

The following are the prize winners:

Rank	Winner	School	Prize
1.	Miss Sandra J. Anderson	Verdun High	\$200
2.	Miss Eleanor Wiestner	Rosemount High	\$100
3.	Miss Mary Harper	St. Laurent High	\$50

The subjects were:

- Miss Anderson: "The Fur Trade, an early source of Rivalry between Canada and the United States of America"
- Miss Wiestner: "American Influences on Confederation and the British North America Act"
- Miss Harper: "Social and Political Changes in the French-Canadian Society between 1774 and 1837"

The judges recommended for honourable mention:

- (a) Dr. Allana R. Smith, Lindsay Place High School, Pointe Claire  
Subject: "The Settlement of the St. Lawrence Valley"
- (b) Mrs. Dorothy Gilday, Elmgrove School, Montreal  
Subject: "Frontenac and the Iroquois"

The Shurtleff Trust Fund was set up by Dr. W. L. Shurtleff, of Coaticook, as a memento of his fifty years as a member of the Protestant Committee. He is the only person who has served for that length of time.

W. P. PERCIVAL

Trustee

W. L. Shurtleff Trust Fund

### EXAMINATION FOR THE CERTIFICATE OF INSPECTOR OF FRENCH

An examination for the certificate of Inspector of Protestant Schools (French) will be held on December 7, 1963.

All candidates should hold a degree from a recognized university in addition to a Diploma in French valid in Quebec Protestant schools.

H. S. BILLINGS,

Director of Protestant Education

### SECONDARY SCHOOL SCHOLARSHIPS

H. J. Heinz, annual scholarship	\$1200
Canadian Restaurant Association Foundation	\$ 800

Applications for these scholarships are required to be in the office of the Canadian Restaurant Association, 60 Avenue Road, Toronto 5, Ontario by February 1st of each year.

For information write:

Mrs. F. G. Montgomery

Director of Education

### COLLEGE ENTRANCE EXAMINATION BOARD

All students seeking admission to undergraduate faculties of McGill University are required to take College Entrance Examination Board tests. These include the Scholastic Aptitude Test and three additional Achievement Tests, two of which may be selected from a group approved by the University.

High school students intending to proceed to the Institute of Education (Macdonald College) should be advised that only applicants who have taken the required College Entrance Examination Board tests will be permitted to enrol in the course leading to the B.Ed. degree.

Students in the B.Ed. course receive an interim Class II certificate at the end of their second year of successful study and may, if necessary, interrupt their degree course to accept a position as a teacher with Class II standing. It is therefore of advantage to students who can qualify otherwise for admittance to university to take the College Entrance Board tests during their final year at high school. Information concerning these tests and test centres may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey, U.S.A.

### PROTESTANT SCHOOL BUILDINGS ACCEPTED AND UNDER CONSTRUCTION DURING THE FISCAL YEAR APRIL 1, 1962 TO MARCH 31, 1963

#### A. PROTESTANT SCHOOLS ACCEPTED DURING THE FISCAL YEAR APRIL 1, 1962 TO MARCH 31, 1963:

##### (a) Municipalities under the Protestant School Board of Greater Montreal

County	Municipality	Classrooms	Gym
Jacques Cartier	Lachine (ext. — high) (Lachine High)	11	—
	St. Laurent (Dollard des Ormeaux) (new — elem.) (Westpark)	17	1
	St. Laurent (Roxboro) (ext. — elem.) (Roxboro Ext. II)	8	—
Montreal	Montreal (ext. — high) (Dunton High Ext. I)	1	—
Westmount	Coteau St. Pierre (LaSalle) (ext. — elem.) (Wm. Trenholme Ext.)	4	—
		41	1

## (b) Municipalities outside the area of the Protestant School Board of Greater Montreal

County	Municipality	Classrooms	Gym
Abitibi East	Chapais (ext. — elem.)	1	—
Châteauguay	Châteauguay (Mary Gardner) (new — elem.)	20	—
Huntingdon	Hemmingford (ext. — high)	4	—
Hull	Hull City (ext. — high)	8	—
Jonquière- Kenogami	Saguenay Valley (Arvida) (new — high)	12	—
Laval	Greater St. Martin (Crestview) (new — elem.)	20	—
	Ste. Rose, Town of (Fabreville) (new — elem.)	17	—
Magdalen Islands	Grosse Ile (ext. — elem.)	2	—
Pontiac	Clarendon (Shawville) (ext. — high)	7	—
Richmond	Asbestos-Danville-Shipton (ext. — high)	2	—
Shefford	Granby (ext. — high)	5	—
	Waterloo (ext. — high)	7	—
		105	—

**SUMMARY OF ALL NEW BUILDINGS AND EXTENSIONS IN THE PROVINCE**  
(including Greater Montreal)

Number of Schools	Number of Classrooms	Number of Gyms
17	146	1

**B. SCHOOLS UNDER CONSTRUCTION, OR NOT ACCEPTED, ON APRIL 1, 1963:****(a) Municipalities under the Protestant School Board of Greater Montreal**

County	Municipality	Classrooms	Gym
Jacques Cartier	St. Laurent (Pierrefonds) (new — elem.) (Versailles Gardens)	18	1
Montreal	Montreal (Côte St. Luc) (new — high) (Wager High)	54	2
Westmount	Westmount (alterations — elem.) (Westmount Park)	21	1
		93	4

**(b) Municipalities outside the area of the Protestant School Board of Greater Montreal**

County	Municipality	Classrooms	Gym
Chambly	Chambly Richelieu (new — elem.)	12	—
	Greenfield Park (new — elem.)	18	—
	Longueuil (Preville) (ext. — elem.)	10	—
Châteauguay	Châteauguay (ext. — int.)	10	—
Jacques Cartier	West Island (a) (Thorndale) (ext. — elem.)	8	—
	(b) (Christmas Park) (new — elem.)	20	—
Laval	Greater St. Martin (Souvenir Road) (new — elem.)	20	—
Laviolette	LaTuque (ext. — high)	6	1
Magdalen Islands	Entry Island (new — elem.)	3	—
St. Jean	St. Jean City (ext. — high)	8	—

## ANNOUNCEMENTS

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Terrebonne	Ste. Agathe (ext. — high)	5	—
	Ste. Thérèse (Rosemere) (new — high)	40	—
Vaudreuil- Soulanges	Ile Perrot (Bellevue Beach) (new — elem.)	17	—
		177	1

**C. SCHOOLS OR EXTENSIONS THAT ARE EXPECTED TO BE UNDER CONSTRUCTION BEFORE MARCH 31, 1964:**

**(a) Municipalities under the Protestant School Board of Greater Montreal**

County	Municipality	Type
Jacques Cartier	Lachine (Dorval) (Dorval High)	new — high
	St. Laurent (Pierrefonds) (Riverdale High)	new — high
	St. Laurent (Pierrefonds) (Beechwood)	new — elem.
Montreal	Montreal (Glencoe)	new — elem.
	Montreal (Tetreaultville) (renovation after fire)	ext. — elem.

**(b) Municipalities outside the area of the Protestant School Board of Greater Montreal**

County	Municipality	Type
Abitibi East	Val d'Or-Bourlamaque	ext. — high
Chambly	Boucherville	ext. — elem.
	St. Bruno	ext. — elem.
Laval	Greater St. Martin	new — high
Papineau	Buckingham	ext. — high
	Namur	new — int.
Quebec	Quebec City	ext. — high
Rouville	Village of St. Hilaire	ext. — int.

**CHANGES IN THE STATUS OF PROTESTANT SCHOOL  
MUNICIPALITIES, EFFECTIVE JULY 1, 1963**

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**ANNEXATIONS***Laval County*

Ste. Rose

Annexed to Ste. Thérèse

*Papineau County*

Templeton East (in part)

Annexed to Buckingham

*Shefford County*

Ely South

Annexed to Richmond

**UNIONS AND ERECTIONS***Gaspé South County*

Douglastown (Protestant)

Annexed to Douglastown (Catholic)

*Hull-Gatineau-Papineau Counties*

Hull City

Cantley

Gatineau

Pointe à Gatineau

Templeton West

Templeton East (in part)

Perkins

United to form the Protestant  
School Municipality of Greater Hull*Quebec County*

Quebec City

Ste. Foy

Sillery

United to form the Protestant  
School Municipality of Greater Quebec**MUNICIPALITIES ABOLISHED***Abitibi East County*

Cadillac

*Gatineau County*

Val St. Jean

**DISSIDENT***Abitibi East County*

St. Felix Dalquier

## EIGHTH ANNUAL CONFERENCE

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### ONTARIO FEDERATION OF CHAPTERS COUNCIL FOR EXCEPTIONAL CHILDREN

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In Windsor, Ontario, from October 24 through October 26, 1963 approximately 600 educators will meet to take "A Forward Look at Special Education" — the theme of the conference.

The keynote speaker will be Dr. Lloyd M. Dunn, Chairman, Department of Special Education, George Peabody College of Teachers, Nashville, Tennessee, whose topic is "Learning Characteristics of the Mentally Retarded."

Three symposiums on "The Culturally Disadvantaged Child," "Stimulating Public and Professional Concern for Special Education," and "Extending Special Education to Children in Rural Communities" will have the leadership of prominent Canadian and American educators.

The Friday night banquet speaker will be Dr. Dunn on the theme of the conference.

After business meetings and workshops on Saturday, Mr. David Archer, President, Ontario Federation of Labour will talk on "Employment Prospects for the Unskilled and Handicapped in an Automated Society" at the closing banquet.

Further information may be obtained from:

Mrs. Dorothy Whitney  
Board of Education  
451 Park Street, West  
Windsor, Ontario

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Team teaching involves four major types of experience: (1) planning work and sharing responsibility with other teachers for the instruction of the same group of students, (2) teaching various-sized groups of students for different lengths of time in different-sized classrooms, (3) employing a variety of teaching techniques best suited to the particular lesson and size of the group, and (4) learning efficiently to use certain mechanical aids to teaching which are not available in the regular classroom organization. These experiences constitute a conditioning process. If a teacher can make a satisfactory adjustment to these basic experiences, he is likely to become a successful member of a teaching team.

The Training Process in Teacher Education  
Ned E. Hoopes

## PROGRAMME FOR PROGRESS\*

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Dr. H. S. Billings

Director of Protestant Education  
Department of Education, Quebec

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As this is the only opportunity I have during the year to address so many educators, I hope you will pardon me if I depart from the customary procedure and talk about your work and responsibilities and mine. Therefore, my remarks tonight will deal with:

- (a) the Course of Study;
- (b) the teacher supply;
- (c) professional summer schools;
- (d) the need for larger administrative units;
- (e) the education of French Protestant children;
- (f) guidance;
- (g) the staff of the Department of Education.

### THE COURSE OF STUDY

The effectiveness of any educational system is just as good as, and no better than, its Course of Study and its Teachers.

Our curriculum is always under review and is kept up-to-date by many committees and sub-committees composed of members of (1) the Protestant Committee, (2) Teaching Personnel of the Greater Montreal Board, (3) the P.A.P.T., (4) the High School Principals' Association and (5) special Committees of certain central board units. As it is conservatively estimated that approximately 300 professional persons are studying our curriculum every year, there is no denying that our Course of Study is conceived in a very democratic manner.

In recent months a group of Senior Administrators prepared and submitted to the Protestant Committee a plan to undertake, in consultation with the Department of Education, experimentation in providing for the needs of non-academic pupils with a view to the development of a modified curriculum in the high school grades. The Protestant Committee approved the plan and the Ste. Thérèse Board has been authorized to offer an experimental, modified curriculum for a period of five years.

### TEACHER SUPPLY

I have said that a system of education is just as good as its Course of Study and its Teachers.

What is the teacher situation today?

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\*Address given at the P.A.P.S.A. — P.A.P.S.B. Conference, Ste. Adèle, May 3 and 4, 1963.

This situation is not good but it is not as bad as it may be in the years immediately ahead if we do not take the steps necessary to increase the enrolment in our teacher-training institutions.

Increases in school enrolments for the past sixteen years have been substantial — from 64,000 sixteen years ago to 120,000 today.

As the public school enrolment is increasing by approximately 4,000 each year, we shall need about 135 *additional* teachers each year and 135 additional classrooms. Last week Professor Hall stated: "This year about 400 students are expected to graduate out of a total enrolment of 850. It is our hope that the total enrolment will rise to about 1200-1300 and that we shall then graduate about 550 to 600 annually. These graduates should be mainly from the longer courses and will be expected to remain for a longer time in the schools unless there is a change in present trends. In this way it is hoped that we shall be able to meet the annual requirement within the next three to four years provided that increased residence, staff and facilities for the training of specialists can be made available." How are we able to keep our schools staffed in the face of this increasing school enrolment and the unsatisfactory enrolment in our normal schools? Our records show that we are indebted to:

- (a) Teachers who have obtained diplomas outside Quebec;
- (b) University graduates who do not hold diplomas;
- (c) Persons without either degrees or diplomas;
- (d) Married women who hold diplomas.

I do not know how long all or any of these sources can meet our requirements. Of the 3,753 women teachers in all Protestant schools, 2,018 or 54% are married or widows. We recognize with gratitude the great contribution that these married women have made and are making to Protestant Education. We gratefully recognize the good work being done by ALL teachers.

#### IMPROVEMENT OF EDUCATION THROUGH SUMMER SCHOOLS

You will recall that under the School Boards Grants Act which was passed in 1961, grants are available to boards to assist them in operating:

- (a) Classes for Educable Mentally Retarded Children;
- (b) Classes for those who can benefit from intensive instruction;
- (c) Kindergarten classes.

Grants have been and still are available for:

- (a) French Specialists;
- (b) Teaching Home Economics;
- (c) Teaching Industrial Arts.

In an attempt to make it possible for school boards to operate special classes and to receive the special grants, the Department of Education in cooperation with the Institute of Education at Macdonald College will operate in 1963 and in following years a summer school for:

- (a) *Teachers of educable mentally retarded children*

This is a fifteen-week course to be taken over three summers and will lead to a special diploma.

There is an urgent need for such teachers. Mr. Annett, who joined our staff in August 1962 as Technical Adviser, has done a great deal of preliminary work on the subject of educable retarded pupils.

We are now trying to find a properly-qualified psychologist for the Department who will assist Principals in classifying their retarded pupils.

(b) *A two-year course of 10 weeks leading to a Teacher-Librarian Certificate*

For years I have believed that many of our school libraries are not used as effectively as they might be. A teacher in each of our secondary schools who has had library training could act as librarian for several hours each day and could contribute greatly to the value of the library. I wish to make it quite clear that when a school or a school system is large it should have at least one librarian who holds a Bachelor of Library Science degree. It is not my intention that even one person with a degree in Library Science should be displaced by a *teacher-librarian*. In fact, I would like to see such a specially-qualified person on the staff of every large secondary school. However, there appears to be a limited number of B.L.Sc. degree holders available to boards. All my inquiries in my attempt to engage a Supervisor of Libraries for the Department this year were unsuccessful.

The other courses that teachers can take at the Institute of Education Summer School are clearly explained in the two Summer School Announcements published by the Department.

In cooperation with the Greater Montreal Board, the Department will operate a summer school in Montreal this year for teachers of Industrial Arts.

And now I ask the Principals and School Boards to help their pupils and us by urging some of their teachers to enroll in these summer courses for which there is no tuition fee.

#### LARGER ADMINISTRATIVE UNITS

Although a vigorous campaign to unite municipalities has been waged by the Department for many years and even though eighty of the local municipalities that constituted the original central board units have disappeared in the past seventeen years as a result of annexations, there is still a great deal of work to be done in both Central Board areas and in municipalities that have never been under a Central Board.

A great stride forward was made this year when the school municipalities of Hull City, Cantley, Gatineau, part of Templeton East, Templeton West, and Perkins passed resolutions to unite all their territory under the name of the Protestant School Municipality of Greater Hull. The Order-in-Council authorizing the union has been passed. I can say with confidence that the commissioners and trustees will never have cause to regret their action.

A study is being made now, by the Department, to ascertain the feasibility of uniting Cowansville, Knowlton, Granby, Waterloo, Mansonville, Sutton, Frelighsburg, Stanbridge East, Bedford, Bolton East, Farnham, St. Armand West,

and St. Joachim. Several meetings have been held by the Boards, Principals and members of the Department.

It appears that the decision may depend upon the type and location of a vocational school that may serve the area.

For a long time there has been a need for a vocational school in the municipalities under the Chambly Central Board and for a new high school for these communities. During the early autumn at least two members of the Department will spend considerable time in Chambly attempting to find a solution to these problems. There are many other areas in the Province where we must have larger units. (Note: The five senior members of the Department of Education and Mr. S. F. White of the Department of Youth met the six local and the Central Boards in St. Lambert on May 13, 1963.)

I was very glad when we received, last month, petitions from Drummondville and Windsor seeking union with Richmond. This is a most progressive step.

It will be to a large extent through unions of municipalities that we shall make the progress that we desire.

Ladies and Gentlemen, the old order is changing and changing rapidly. If we, the Protestants, wish to be part of the *new* order we must revise our thinking; we must raise our sights; we must forget much of the past.

In too many municipalities the thinking on school municipal boundaries and on local education has not changed since horse-drawn vehicles were replaced by motor buses, since good roads were built, since radio and television were invented and since the requirements for entrance to universities were raised.

In too many municipalities we are still thinking as we did in the days of horse-drawn buses.

#### VOCATIONAL EDUCATION

We must, wherever possible, provide vocational education for our pupils. And this brings me to the subject which has been uppermost in our minds for the past five weeks — The Tremblay Report on Technical and Vocational Education.

I shall not discuss the conclusions reached or the recommendations made in this report as Dr. Tremblay will speak to us on this subject tomorrow afternoon. I believe, however, you will be glad to know that a committee composed of Mr. Japp, Mr. Perks, Mr. McCurdy, Mr. Perras, Mr. Dickson, Mr. White, the Technical Education Sub-Committee of the Protestant Committee and five senior members of the Department of Education met three times in April and gave the report a great deal of study. On April 29th we met Dr. Tremblay for three hours. Five members of the Department and Mr. White have visited recently eight trade and technical schools in Ontario and six in Quebec.

#### THE EDUCATION OF FRENCH PROTESTANT CHILDREN

This is a question to which much study has been and is being given by the Protestant Committee, the Teacher Training Committee, the Institute of Education and the Department of Education.

At the present time more than 1,000 French Protestant pupils are receiving education in French in our schools. But this is not enough! Since last September we have received requests for instruction in French for classes in Granby, Namur, Shawinigan, Grand'Mère, Valleyfield and Duvernay. School boards are unable to accede to the requests because they cannot find a sufficient number of persons who can teach efficiently in the French language.

The Protestant Committee at its meeting on March 20th passed a resolution asking the Teacher Training Committee to authorize the establishment of a French Branch in the Institute of Education beginning in September 1963. Professors Munroe and Hall are in the process of engaging now a French staff to give instruction in French to student teachers who will upon graduation be qualified to teach in French in our French Protestant classes.

#### GUIDANCE

Following discussion with Professors Munroe, Hall and Edwards of the Institute of Education regarding graduate courses in pupil guidance and counselling, the Central Board of Examiners will be requested this month to recommend criteria for the certification of school guidance counsellors.

Discussions have been held with executive members of the Association des Conseillers d'Orientation Professionnelle and the Protestant School Guidance Counsellors Association regarding Private Bill No. 201 by which the former association seeks the incorporation of school guidance counsellors.

#### STAFF OF THE DEPARTMENT OF EDUCATION

A year ago I was privileged to tell you that we had engaged nine new officers for the Department. This year our staff numbers 27 — only 1 less than 17 years ago when we had 58,000 fewer pupils. These new members have more than met the requirements set for them. I hope you have benefited from the increased time spent on inspection this year.

We expect to have with us in September next —

Mr. John C. Gaw, Principal, Asbestos-Danville-Shipton High School, as Technical Advisor, Audio-Visual, and Educational Record,

Miss Louise Hall, Principal of Farnham, as Visiting Teacher,

Dr. Jane H. Catterson, Specialist in Reading, of the Macdonald Central Board, as Inspector of English,

Mr. Murray Baldwin, Superintendent of Greater St. Martin, as Inspector of Secondary Schools,

Mr. Robt. N. Wyse of Lachute High School, as Inspector of Secondary Schools,  
Mr. E. R. Tetrault of West Island, as Inspector of Secondary Schools (French),  
Miss Colette L. Gosselin, Technical Adviser on French Protestant Education.

We are still trying to find a Supervisor of Nurses and a Psychologist.

It was with regret that we in the Department learned of the resignation of Dr. J. M. Paton, General Secretary of the Provincial Association of Protestant Teachers, whose cooperation we value greatly. It is indeed fitting that he has been awarded the highest degree of the Order of Scholastic Merit.

We shall be glad to work with his successor, Mr. T. H. G. Jackson, who is well known to all of us.

One year ago this week I became Director. The year has been for me rich in experience and no day has been dull. That I have survived depends in no small degree on the cooperation of my colleagues, including all the secretaries, who have been ever-ready to go far beyond the call of duty in assisting me.

That my work has been interesting and rewarding is in large measure due to the whole-hearted support of the school boards, principals and teachers.

To all of you and to my colleagues I say "Thank you."

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To have a part in significant enterprise, to be one of its movers and managers—in industry or in government—is not to fill some niche each morning, and leave it at night as you found it.

It is to help build and shape, to plan and execute, to measure alternatives against the horizon and act on the course that judgment and resolution commend.

It is to know that you and those who are working with you are accountable for the quality of change, and to develop every resource at your disposal in order to discharge such responsibility as well as you know how.

I do not hesitate to say that business should aspire to greatness, and search diligently for men who will make and keep it great.

Frederick R. Kappel,  
Chairman of the Board,  
American Telephone and Telegraph Company

Quoted in *Industry*, No. 180, October, 1962  
The Canadian Manufacturers' Association,  
67 Yonge St., Toronto.

### IN SEARCH OF QUALITY\*

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**Dr. H. S. Billings**  
**Director of Protestant Education**  
**Department of Education, Quebec**

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On January 17th the following persons attended a meeting of the Teacher Recruitment Sub-Committee of the Protestant Committee under the Chairmanship of Mr. Keil Oxley, Member of the Protestant Committee and Education Officer of the Greater Montreal Board:—

Messrs. C. H. Aikman, H. S. Billings, J. R. Beattie, T. M. Dick, R. Edwards, C. W. Hall, C. E. Manning, G. A. McArthur, R. L. R. Overing, E. Owen, J. M. Paton, J. Perrie, L. Rossaert, R. C. Saunders, D. C. Smith and M. O. Witham.

“It was resolved to endorse, encourage, and in certain instances initiate, the following measures:

1. Continuance of the recruitment meetings and visits arranged for senior high school students and parent associations by members of the staff of the Institute of Education, the Department of Education, and members of the Montreal teachers associations.
2. Provision of opportunities for third and fourth year students at McGill and Sir George Williams Universities to discuss careers in teaching with representatives of the Institute, the Greater Montreal Board, and the Department of Education.
3. The distribution of the Department of Education's Booklet “Preparing for Teaching” and of the PAPT's compilation of information regarding available bursaries and scholarships.
4. Appointment of a sub-committee to be responsible for publicity relating to teacher recruitment. The sub-committee, to be composed of Mr. K. H. Oxley, Chairman, Miss I. Dombroski, and Messrs. M. O. Witham, C. H. Aikman, J. M. Paton and R. C. Saunders, is authorized to seek the advice, and possibly the engagement, of a professional public relations expert, for two purposes:
  - (a) to consider the preparation of a new, attractive brochure about teaching — suitable for distribution to senior high school and university students, and to parents;
  - (b) to obtain information, estimates of costs, and general advice concerning proposed teacher recruitment publicity in the form of articles and reports of interviews in newspapers and periodicals of the Province.
5. Appointment of an officer of the Department of Education to act as Co-Ordinator of Teacher Recruitment Activities.

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\* Keynote remarks made at a session of the P.A.P.S.A. - P.A.P.S.B. Conference, Ste. Adèle, May 3 and 4, 1963.

6. Referral for consideration by the Central Board of Examiners of the following three items:

- (a) Continuance of the Emergency Teacher Training Programme.
- (b) Modification of the undergraduate course requirements (for admission to teacher training) for candidates holding or preparing for a university degree.
- (c) Clarification of the conditions required for securing a specialist teacher's certificate.

7. Study of the desirability of seeking from business and industry the establishment of a number of generous bursaries or scholarships to assist university graduates to follow a course of teacher training."

Ladies and Gentlemen, this will *not* be a speech. Your President has acceded to my request for permission to ask you several questions on teacher selection. After each question has been read I shall ask for your comments which will be recorded by one of my colleagues. Your suggestions will be of assistance to us in preparing plans for a drive to obtain more students of the desired type for our teacher-training institutions.

I know that everything I shall say has been said before. However, repetition may be helpful.

Furthermore, if as a result of our discussions today we can, eventually, direct into our profession even twenty teachers who might otherwise be lost to it, we shall have made it easier for some of you to engage staff members in the future.

I recognize with gratitude the excellent work which has been done and is being done by the Institute of Education, the Department of Education at Bishop's and the Provincial Association of Protestant Teachers and by certain principals and school boards. No doubt much of what I shall discuss is being practised by them.

For much of what I shall say, I am indebted to all my colleagues of the Department including, of course, the Inspectors and Visiting Teachers.

In *my* mind there is a big difference between Teacher Recruitment and Teacher Selection. "Recruitment" might take in anyone irrespective of his fitness for the profession. "Selection" means what it says.

It is of interest to note that nearly all the officers of the Department have mentioned the importance of the personal influence, advice and example of the principal and of the classroom teachers.

The classroom teacher by example and manner can lead or guide pupils into our profession. She can discuss with her pupils, possibly as early as Grade IX, the benefits of teaching. This is guidance at its best provided she does not steer into the profession those who are not suited to this work. Face to face discussions may be more important than brochures. Guidance counsellors, principals and teachers are the key persons in teacher selection.

The most important role in teacher selection is, in *my* opinion, played by the following groups which represent teaching as a profession:

- (a) Members of the Department of Education,
- (b) Members of the Institute of Education and the Department of Education at Bishop's,
- (c) The Principals and Teachers,
- (d) The Members of the Q.A.P.S.A., and
- (e) The P.A.P.T., through its officials.

Their appearance, personalities, depth of knowledge, active interest in the affairs of the world, willingness to work hard, dignity, fairness, sympathy with young people and their understanding of them, impress the pupils and create the picture of teaching as a profession and of its desirability.

The P.A.P.S.B., organizations, clubs, Home and School Associations and other groups which do not have a professional role to play are limited, more or less, to providing subtle encouragement and the financial means for deserving pupils to take teacher-training. They can accentuate the good in active teachers rather than the bad; and praise rather than condemn.

I shall now ask *twenty-four* questions.

#### QUESTION 1

We should not overlook the good effects on teacher enrolment in the Institute of Education and at Bishop's that have resulted from the endeavours of the Executive of the P.A.P.T. in the following fields:

- (a) The improvement of salary scales
- (b) Better working conditions for teachers
- (c) Encouragement given to teachers to improve their professional status
- (d) Loans to student teachers.

Should we in the Department of Education ask principals to send us the names of likely and suitable candidates to whom we could forward booklets, circulars and other means of encouragement? I believe this is being done by the Institute of Education and possibly by the P.A.P.T.

#### QUESTION 2

I do not think the school inspectors can reasonably be expected to act as selection officers in addition to their regular duties. Furthermore, if a stranger exhorts a class to enroll in a normal school, his talk may be successful from the point of view of *recruitment* but a failure from the standpoint of *selection*. This could lead to much embarrassment.

Should the Department of Education send some of its young, persuasive officers to speak to Women's Institutes, University Womens' Clubs, Farm Forums,

and Church Groups on the need for teachers, the advantages of our profession, and the importance of guiding into it only those who have the temperament and other personal qualities that are required?

### QUESTION 3

Should the December 1963 issue of the EDUCATIONAL RECORD be devoted entirely to the need for additional teachers?

### QUESTION 4

Can anyone tell me whether any 16 mm. films on "Teaching as a Career" are available?

### QUESTION 5

Would the situation be substantially improved if the Department gave more and larger bursaries? This year we gave eighty bursaries of \$300 each.

### QUESTION 6

Should the Department of Education give special assistance, over and above the usual bursary, to French Protestant graduates who will enroll in the French section of the Institute of Education?

### QUESTION 7

Should a circular letter go from the Director of Protestant Education to the Principals and Teachers asking them to appoint in each of their high schools a *Teacher-Selection* committee? It would be hoped that the Principals would appoint to this selection committee only those teachers who have indicated during their years of service that to them teaching is a very desirable and pleasant type of work.

This Committee could

- (a) Form a "Future-Teachers' Club"
- (b) Advise senior students on the role and services of the P.A.P.T.
- (c) Advise the prospective teachers of the financial assistance available to them from all sources, e.g.,

1. The Government — Departments of Youth and Education
2. The Universities
3. The local school board
4. Societies, organizations, groups
5. The Q.A.P.S.A.
6. The Q.A.P.S.B.
7. Industry

## QUESTION 8

Should we study the selection techniques of the Department of National Defence, the Nursing Profession, the Bell Telephone Co. and other organizations?

## QUESTION 9

Would anything be gained by making our booklet "Preparing for Teaching" more attractive with *suitable* pictures in colour? Should it contain salary scales?

Will it help if we send this booklet to

(a) The parents of every pupil in Grades X and XI who, in the opinion of his teachers, is a suitable candidate for teaching?

(b) Professional and fraternal associations?

(c) Home and School, I.O.D.E., Women's Institutes, Farm Forums, etc.?

## QUESTION 10

Should principals and school boards be asked to send, at the expense of the municipality, prospective candidates in Grades X, XI and XII to (a) The Institute of Education in September or October each year for a day during which they would visit the classrooms and be given talks by Professors Munroe, Hall, Young, Edwards and others on the University Staff? (Grade XI pupils are, of course, given an invitation to attend the Macdonald Royal each year.) If a pupil makes the trip when he is in Grade X should he go again when he is in Grade XI or XII? (b) Should these students visit also neighbouring high and intermediate schools?

## QUESTION 11

Should every high school hold a TEACHING-CAREER night in the late fall or early winter as part of the school programme? Speakers might be:

(a) Two or three students from the Institute of Education

(b) A professor from the Institute of Education

(c) An Education officer from the Department of Education.

## QUESTION 12

Should Principals give certain pupils in Grade XI an opportunity from time to time to prepare lessons and teach classes in certain Grades? This privilege would be extended only to those students who, in the opinion of the principal and teachers, should be encouraged to take a course in the Institute of Education.

Actually this plan is followed in several schools.

## QUESTION 13

Should the Recruitment Sub-Committee ask the publishers of our English newspapers — large and small — to authorize their reporters who write on educational subjects to work closely with the Sub-Committee on Recruitment that

was appointed by Mr. Oxley on January 17 and to give the subject publicity in their newspapers? Possibly certain French language newspapers might be interested in the project.

#### QUESTION 14

Should the Recruitment Sub-Committee attempt to have publicity given to our problem by the radio and television stations? I realize this would be RECRUITMENT and not SELECTION.

#### QUESTION 15

Should practice teaching be more widely extended? Whether it is or not, the student-teachers when doing practice teaching should meet formally and informally the pupils of Grades IX, X and XI of the school in which they are teaching and discuss training at the Institute and at Bishop's, experiences in practice teaching and career outlook.

#### QUESTION 16

What can the Q.A.P.S.A. do to assist in teacher-selection? The Shell Oil Company is at present offering a series of Sunday afternoon programmes on CFCM-TV dealing with career opportunities. Should you form a committee (a) to conduct a vigorous campaign by means of press releases, pamphlets, publications and panel discussions on radio and television (b) to inform various groups in the Province — Rotary, Lions, Chamber of Commerce, Kiwanis, Kinsmen, Women's Institute, churches, farm forums — that it is ready to send speakers to address them on Teacher Selection?

#### QUESTION 17

What can the Q.A.P.S.B. do to make more attractive to their high school pupils the prospect of teaching as a career? Their member boards might, as is done in some municipalities:

(a) Have a dinner early in September for all their teachers. All board members might attend and meet each teacher at a social hour after dinner.

(b) By means of financial assistance encourage their teachers to attend summer school.

(c) Provide comfortable and attractive working conditions in the schools.

#### QUESTION 18

Would adjustments in the salary scales to allow extra financial reward for those teachers with honours degrees as distinct from those with general degrees improve the situation? This would place emphasis on scholarship.

#### QUESTION 19

What is the social status of teachers today in:

(a) Rural communities?

(b) Village and Town communities?

(c) Cities?

Does this have any effect on teacher recruitment?

## QUESTION 20

How can the Churches assist us in this work? Should we prepare a 15-minute talk, that might replace a sermon in the non-Roman Catholic churches, and ask the ministers to deliver it in February or March each year? This is, of course, recruitment and not selection.

## QUESTION 21

Are the Home and School Associations representative of the majority of the parents? Should the Department of Education send officers to well-advertised meetings of parents to present to them all the facts concerning the profession? I wonder whether teachers' salary scales have been seen by many people.

Possibly the parents and pupils must be convinced that teaching is a noble and respected profession.

(At the Annual Convention of Home and School last May I suggested that their local associations ask the School Inspectors and other members of the Department to attend their meetings and on occasion give a talk on educational matters.)

## QUESTION 22

Should the local Home and School Associations:

- (a) Give bursaries, scholarships and loans to student-teachers?
- (b) Assist student-teachers in finding summer employment?

## QUESTION 23

Although, during thirty of the years that I have been in the Department, I had among my duties the responsibility of assisting boards in building and enlarging schools, I never forgot that a school depends for its success as an institution of learning on the *teachers* and not to any great extent on the physical condition of the school building. I am assuming, of course, that the buildings are well-lighted and heated and that the pupils are properly seated at desks adjusted to their size.

To what extent does the physical condition of a school affect the pupil's attitude toward school life and his decision to enter the teaching profession?

## QUESTION 24

Should a personal visit be made to the home of each prospective, desirable, student-teacher

- (a) by a member of the Department?
- (b) by a member of the Institute of Education?
- (c) by a local teacher?
- (d) by a representative of the P.A.P.T.?

The personal interview could be very effective.

I realize that I have not discussed anything that is new or that has not been said before. Again I thank you, the Principals, the School Boards, the Directors and Staff of the Institute of Education, the Professor of Education at Bishop's, the Officers of the Provincial Association of Protestant Teachers and all others who, by their efforts, are trying to overcome the teacher shortage in this Province.

**THE FOURTH R — RED CROSS**

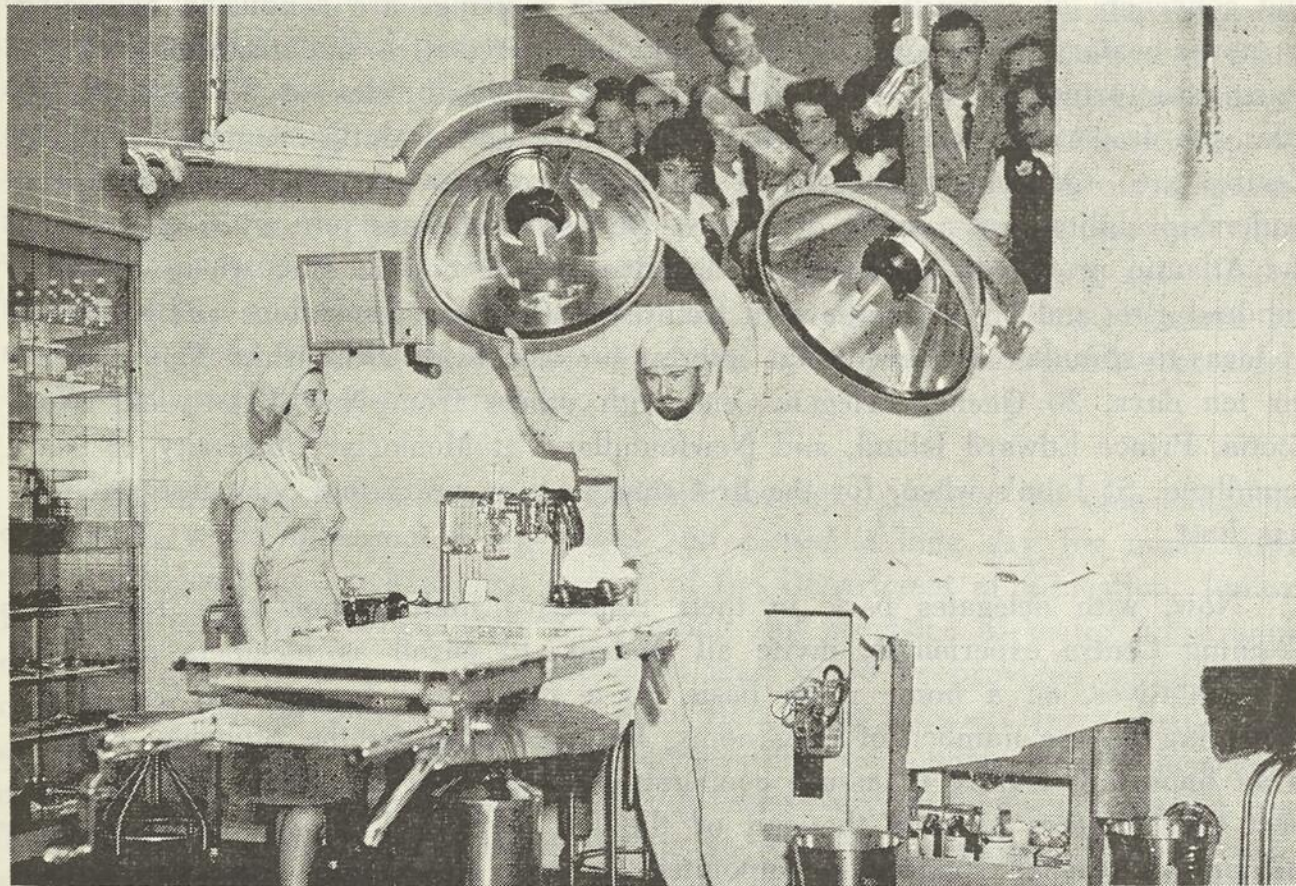
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**E. Lorraine How,**  
**Director, Quebec Division,**  
**The Canadian Junior Red Cross**

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This year, in ninety-five countries, 155 million people are celebrating the centenary of the Red Cross. Henri Dunant's idea, born on a battlefield, of rendering aid despite race, creed, or political affiliation, captivated the minds and actions of all. This humanitarian ideal towards the sick and suffering has now grown to maturity as an effective peacetime organization to provide many and diverse health and welfare services around the world. In Canada alone, over 3 million volunteers give freely of their time and talents to help others to overcome the misfortunes of disaster, disease, or other hardships.

For over half a century The Canadian Red Cross Society has expanded its programme for "the promotion of health, the prevention of disease, and the mitigation of suffering throughout the world." Such activities of people-helping-people were bound to spread to young folk. Children formed groups to assist the sick and needy in their communities and abroad during wartime. It was soon realized that an effective public health programme must include children in its membership.



**Dr. J. Blundell, Director of the new Neurosurgery Department at the Montreal Children's Hospital, demonstrates the new operating table and lights donated last year with the gift of \$4,139 from Red Cross members in 16 high schools.**

Forty-one years ago the Canadian Junior Red Cross was set up with an educational programme to improve the health of its members, to provide opportunities for service, and to foster international friendship. This, today, is our Red Cross in the schools.

Throughout the years the motto "I Serve" has spread to enlist a membership of more than 1.5 million pupils in 49 thousand classrooms of Canada. These girls and boys are encouraged to accept a personal responsibility for their health and the welfare of others, channeling their natural inclinations of service to mankind for the resulting qualities of good citizenship. For close to twenty years such a programme flourished in elementary schools, each class being a Junior Red Cross branch, under the faithful guidance of a teacher-director. Then, during wartime again, teenagers wanted the opportunity to further their humanitarian actions. Their enthusiasm and ability was demonstrated in their acceptance of social responsibility. This did not slacken off in the following years and both Junior and high school Red Cross, as the latter is called today, became a moving force as a valuable training ground for today's citizen.

Across Canada there are now over 200 thousand members in high schools — 35 thousand in our Protestant and Independent schools of Quebec. Only recently has enrolment started in French language high schools. Organized in each school as a council or committee, Red Cross functions largely as an extra-curricular club, although many of its activities are part of regular school subjects. Officers and conveners of committees are elected while meetings are conducted according to parliamentary procedure. So develops an appreciative understanding of the democratic principles of our society and the responsibilities of all citizens. To offer the leadership that is necessary for these added duties summer Training Centres are organized. High schools are asked to select members with maturity, leadership ability, and a spirit of service. Quebec's delegates join with others from the Atlantic provinces, gathering at a university or college site, where up to a hundred girls and boys can share in lectures, workshops, discussions and exchange of ideas to stimulate and encourage interest for worldwide citizenship. This August, for ten days, 20 Quebec delegates met with others from New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland at Memorial University of Newfoundland, St John's when, for the first time in nine years, our youngest province was host.

Now, with delegates back in their respective high schools they report on Training Centre experiences, invite all students to enroll as members and elect representatives, on a home room basis, to a Red Cross Council or Committee, depending on the number of classrooms. Representation on the Students' Council is an important feature to assure cooperation in all activities. Many high schools elect their officers towards the end of the last term and re-organize in similar fashion. A teacher sponsor is appointed to give advice and suggestions. One enrolment form is completed, listing all classes, number of members, representatives and officers, for return to Junior Red Cross Headquarters. Membership cards, certificate, posters, etc., are returned as enrolment supplies, with four yearly issues

of a national newsposter on world events and a monthly Quebec Red Cross High School News going as further information to each class. The popular time for regular meetings is during noon hour or directly after school. As projects develop, sub-committees are set up and other school clubs are invited to share in their plans. The Camera, Glee, Current Events, and United Nations Clubs all give valuable support. Many activities, too, are directly tied in with regular school subjects of Health Education, Industrial Arts, Home Economics, Art, Language and Social Studies, as will be noted later. A fall Conference of high school delegates helps to iron out any problems with organization and projects. Of benefit also to a high school is the Inter-High School Red Cross Council. At Quebec's Montreal headquarters such a council meets after school on the first Monday of each month and, on request, there is now representation from forty-one schools of surrounding areas. The Eastern Townships Inter-High School Red Cross Council for twenty-six schools, when Friday night supper meetings are held for delegates and teacher sponsors with different school councils acting as hosts, is a new venture. Their purpose provides member schools with an opportunity to share in experiences and projects and gain renewed enthusiasm from reports, speakers, films, and discussions.

Although Red Cross is similarly organized in each high school, the ideals for Health, Service, and International Friendship offer a vast and varied programme, each according to the needs and wishes of these thousands of young volunteers. School and health services, home backgrounds, recreation, community, social events, etc., differ considerably throughout our province. Many schools need the resources and projects of their Red Cross to improve the health, safety and welfare of their own members. Some rely on visual aids such as Red Cross posters, films, slides, and pamphlets to keep alert to these needs, but the majority combines projects to serve school, community, province, and overseas. No part of a Red Cross programme is compulsory; no member must offer time and talents equal to another. Red Cross in high schools seeks rather to alert all members to open their eyes to the needs at home and abroad, offering them the opportunity and encouragement to use their natural inclinations for the benefit of others and the resulting personal qualities of good citizenship.

The high school Red Cross programme developed during the consolidations of schools, which necessitated bus travel and caused a long day for many with only a cold package lunch. At the request of the Department of Education, Junior Red Cross undertook to help with the planning and provision of major lunchroom equipment in order that a full course noon meal could be provided at minimum cost. To do this the potential of high school Red Cross members for a health and service project was realized. Without interference to school periods teenagers organized work parties for all jobs of setting tables, serving food, and clearing up. Table mothers offered better social habits to younger members. Book-keeping, resulting from the daily meal cost and food orders, gave experience to future accountants. Still more valuable have been the physical and mental health gains reported by school health authorities, following initial and supplementary grants of \$31,300 to schools, chiefly in rural areas. Today twenty such schools continue

to operate successfully, with a full course meal costing 25-30 cents, particularly when donations of produce and funds are received locally. Replacement and additions to lunchroom equipment, plus meals for the needy, are supplied by Red Cross fund raising. Elsewhere Milk and Soup Bars are operated.

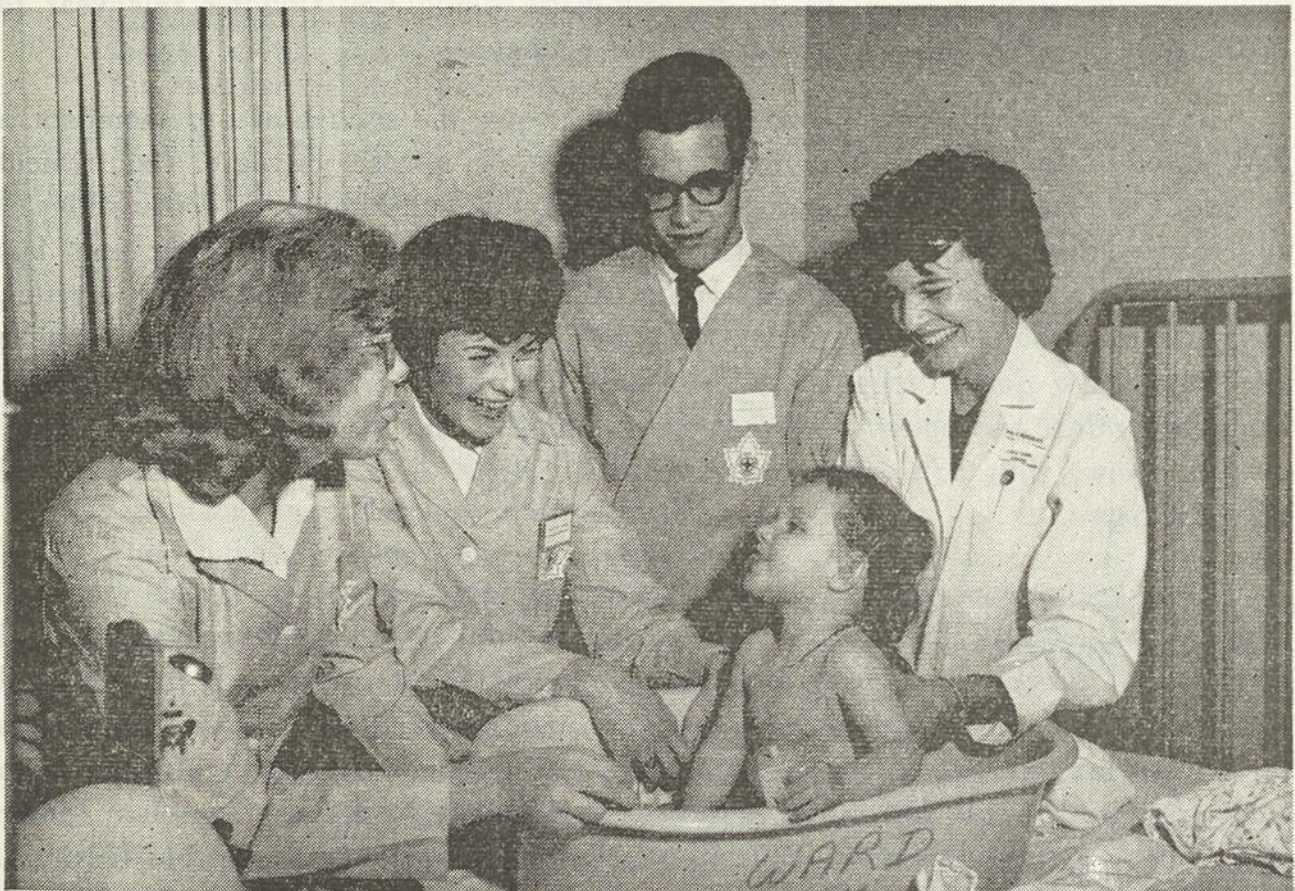
Closely associated with better nutrition is the big need for dental treatment. Dental clinics, now in operation for twenty-eight years by Junior Red Cross in the Greater Montreal area, have pioneered the need for free preventive care for the child who is unable to attend a private dentist or hospital clinic. In answer to requests from school boards and nurses, Home and School Associations, and community groups, other dental clinics have been set up in rural areas, chiefly in the Eastern Townships during summer months. Here prospective patients are examined in June, toothbrushes are sold liberally at 5 and 10 cents each, and "Operation Toothbrush" is much in evidence. Red Cross teenagers and adults assist the dentist and nurse. The dental health of the community becomes a joint project and health authorities praise the results.

Special services to aid the speech and physically handicapped as well as the diabetic provide hospital clinic or summer camp care. If unable to attend The Montreal Children's Hospital regularly they are recommended to be campers at the Crippled Children's Camp at Ayer's Cliff or at the Quebec Camp For Diabetic Children, sponsored by Junior Red Cross. Resident speech therapists, physiotherapists, nurses, dieticians and doctors give daily care. Last year clothing and funds for accommodation were provided by Red Crossers for a fellow member from Stanstead County so she could learn to care for herself, and this year she continues to give her own insulin injections! School nurses turn to Red Cross teenagers for the welfare of younger ones, with cod liver oil capsules, clothing, or lunches being the result.

Health Education classes in high schools have received a real boost from the new Red Cross Teen Home Nursing Manual. Two courses, with an Instructor's Guide, and other information, are offered of twelve and twenty-four hours duration for different age groups in order that girls, as well as boys, may prepare to assume responsibility for the better welfare of their families and of the community at large. Schools, local boards and community groups have dozens of copies, each selling for \$1.00, and many courses are in session this year with instruction from teachers and nurses. First Aid and Water Safety courses tie in with a safety programme. A word must also be said about the special campaigns for safety, good grooming, posture, etc., which, backed with teenagers' enthusiasm, use art classes and noon hours to stage conspicuous reminders.

Many service activities are linked with health projects as mentioned above. In every community there are the sick, shut-in or handicapped. Carolling, parties, "Sunshine Baskets," personal greetings and visits bring more than happiness to these. The job of cleaning and polishing a home for orphans was done recently, both thoroughly and promptly. "Twist Hops" raised funds for outdoor play equipment for a retarded children's home with staff and boys digging and pouring cement to install it. This year work parties on holidays and Saturdays are fixing

up an old schoolhouse for them, using funds for paint, wood, etc., supplied by other Red Crossers who cannot offer manpower. Collections of used clothing are washed and repaired to give supplies to school nurses, while rummage sales provide funds for extra needs. Each year further assistance of travelling to and from hospitals, glasses, dentures, and other medical needs answer appeals for individual children — 431 receiving help in 1962. Six years ago a lesson on the role of blood in modern medicine brought forth the fact that no Red Cross Blood Donor Clinic had visited this community. Each spring, since then, the organization that goes into their annual clinic, attended by parents and adult friends, is an outstanding example of the responsibility and maturity which surrounds their efforts. Other high schools have followed this example while valuable assistance is also offered at community clinics. Swabs and dressings are made in Home Economics classes, not to mention the many layettes and knitted articles for overseas relief, completed each year with all materials supplied by Red Cross. As occupational and physiotherapists require special therapeutic equipment in wood or metal, they provide patterns. In Industrial Arts classes the boys gain new and valuable skills as tricycle pedal footholders, houses of four locks, crab crutches, or button clowns are produced in quantity to aid in the treatment of handicapped children. Add to this the personal satisfaction of the maker! Last fall another 3000 Christmas stockings were sewn and embroidered, later to be filled with new toys for distribution to 104 hospitals and welfare centres. Never a festive season occurs without thousands of favours, many made in Art classes, being sent to hospitals and homes to decorate trays and tables.



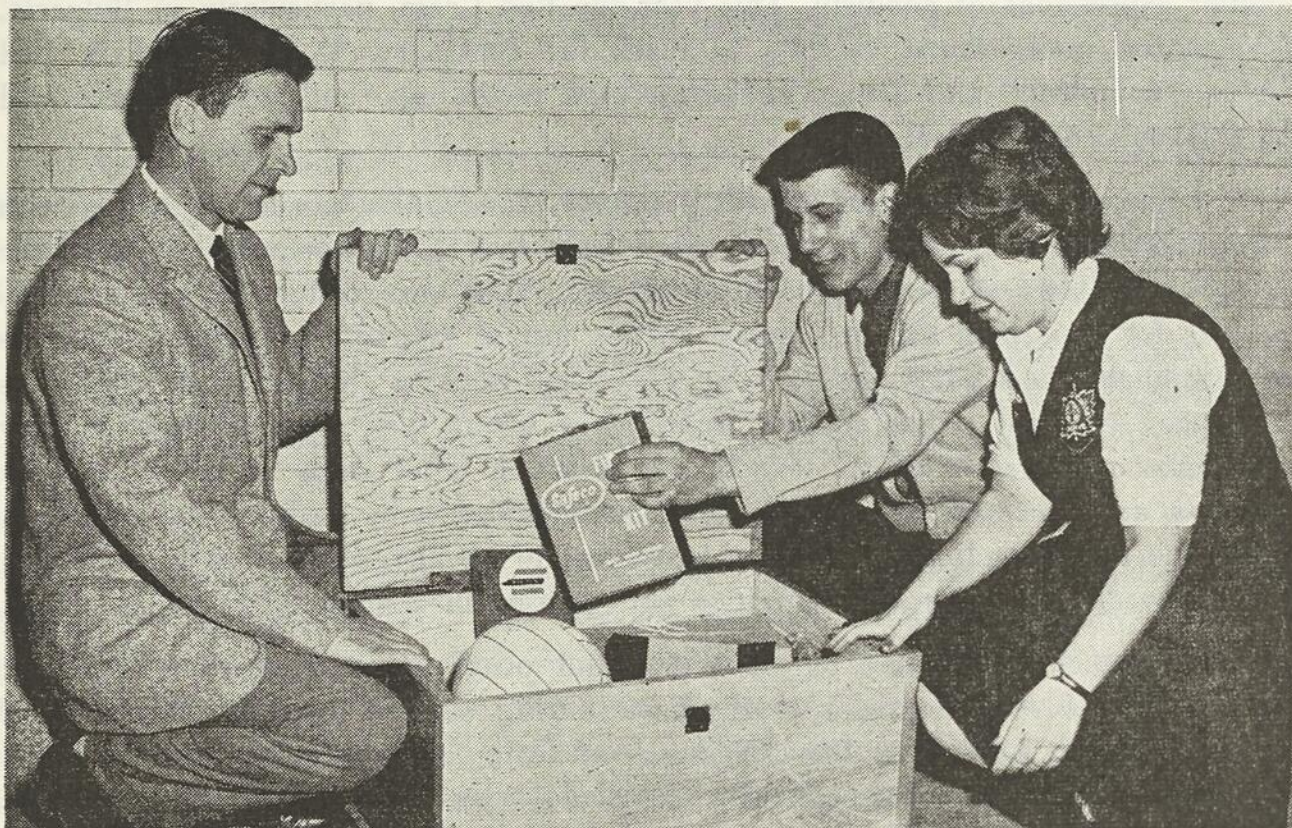
During a 12-hour hospital routine course at the Montreal Children's Hospital 60 Red Cross Volunteers learned to care for young patients prior to service on four wards each late afternoon of the week.

Three years ago the need for more volunteers to assist young patients at The Montreal Children's Hospital became acute. A special appeal for responsible, mature sixteen year olds led to the beginning of a "volunteens" corps. Following an orientation period they gave bedside service in late afternoons on two wards. Feeding, story-telling, games and personal favours with patients met with a great response. Younger groups, aged fifteen or older, go on Saturday mornings to repair toys, make party hats, decorate halls and wards, but have no patient contact. This year from a turnout of 185 willing volunteens from sixteen high schools, only 60 could attend a twelve-hour hospital routine course to fit them for the added jobs of bathing, diapering, bed-making, etc., with babies and toddlers. The girls in pink and white candy-striped pinafores and the boys in blue-grey jackets are a welcome sight on four wards each late afternoon of the week. Patients and nurses missed their help after May. Some continued during summer months, in readiness for a new fall session, others began training for a hospital career. As one such volunteen remarked, "Now I know I want to go into Nursing!" The choice of their future career may result from the joy that comes from such service to others. In three other hospitals volunteens from nearby schools now give similar service to all ages of patients, while a Snack Bar is staffed on weekends. To the elderly the comfort and vitality that comes with youth offers much to speed their recovery. In closing this "service at home" phase of the Red Cross programme, mention must be made of the special equipment and comforts that each year answer appeals from children's institutions. Concerts, talent shows, dances, sports events, penny races, etc., with their careful planning and operation, result in gifts from wheelchairs to an Automatic Blood Cell Counter this year to further aid in the health and welfare of the young.

In this age of speed and proximity of all people the service of our members is not limited to the needs of community or province. No disaster or major requirement of youth overseas goes unanswered to relieve the suffering and deprivation of afflicted children. Some fourteen thousand articles from Quebec were sent last year to Kenya, Solomon Islands, Hong Kong and Ghana. The baby layettes, complete with soap, pins and rattle, the mitts, socks and sweaters, knitted afghans and patchwork quilts, together with health kits filled with new toilet articles, brought comfort and cheer to young lepers, refugees and disaster victims. A "hop" or film show, with admission being a toilet article, is a popular means to fill up a kit bag.

Two years ago Canada took on the project "Adopt a Greek School." Lists of school and first aid supplies, patterns for wooden chests, names and addresses of Greek schools were supplied on request. Chests were made in Industrial Arts classes or home workshops. "Showers" of necessary supplies and local purchases filled them up. To schools on the Island of Crete have gone eighty-five chests from Quebec's members. World Refugee funds — \$70,000 from the Canadian Junior Red Cross — built the Siblin Vocational Training School near Beirut, Lebanon. When it opened last September Canadian members had given another \$25,000 for fifty scholarships to refugees and a similar donation is promised this year. Much emphasis is now placed on self-help projects, the latest being the Sudan Garden

project of the Food and Agriculture Organization of the United Nations. During the two years of this Freedom from Hunger Campaign \$125,000 from Canada's Juniors will provide seeds, equipment and technical assistance to teach these young



Monklands High School, Montreal, adopted the Greek Elementary School at Nivritos, Gortynos, Island of Crete. School and first aid supplies were packed in a wooden chest by the Industrial Arts teacher who supervised the making of the chest, a Greek student who corresponded with the school, and the President of their Red Cross Council.

people to raise more and better food. Nigeria reported on Kwashiorkor, a protein deficiency disease affecting many children, and six chromatographic machines at \$1,600 have been sent to the University College of Ibadon for research purposes. The most recent gift of \$1,000 will equip an "Activities Room" with sewing machines, typewriters, carpenter's bench and tools at the Princess Alexandra Home in Hong Kong for physically handicapped children, aiming to fit them for future employment. Quebec's members shared in all such overseas aid to fourteen countries last year with articles and funds totaling \$17,600.

As our members develop, their interest expands to the four corners of the earth. They have the opportunity to take a constructive place, not only at home, but in a world community. The many channels of communication offered by the international activities of Red Cross projects are designed to promote friendship, goodwill, and greater understanding among the peoples of the world. Attitudes of tolerance, sympathy, and a willingness to accept others, regardless of distinguishing differences, are fostered amongst all members. Their production of articles and funds for overseas relief supplies the immediate need, but also has far-reaching results. Nearly a decade ago Korea's appeal for scientific equipment for high school laboratories was answered. Ever since there has been a continual exchange of handicraft, art, albums, letters, and Christmas cards. From paintings forwarded to Korea certificates and prizes have been returned to our winning artists. The

gestures of friendship which prompted the chests of school and first aid supplies to Greece are now resulting in many exchanges of correspondence albums, photographs, and handicrafts. The self-help gift of sewing machines to Ceylon has brought similar expressions of goodwill. This year the Red Cross, particularly in Bulgaria, is planning international exhibits to mark the centenary. Dolls dressed in Red Cross "Volunteen" and senior uniforms, tape recordings, and other articles will be Quebec's contribution.

A library of albums, along with paintings, handicrafts, music recordings with commentaries, slides, films, and magazines from and telling about the youth of the world now exists at Red Cross Headquarters. These are continually on loan to schools for classroom use or display during special "weeks," assemblies, or visits of community and adult groups. Our members, working through such classes as language, art, and social studies, learn more about their own country as they undertake co-operative efforts to acquaint youth in other lands of their Canadian interests, activities, culture, and life. Such communication by international exchanges offers the understanding of and responsiveness to peoples of all countries. During the past year such friendship activities were carried on among thirty-one countries.

To further discussions on principles and programmes by national sections, International Study Centres are organized during summer months. Canada held such a centre in 1959 when 200 delegates from forty countries met at the University of Toronto. Our delegates have also travelled to Sweden, Netherlands, Germany, England, and Austria and last year attended the Study-Travel visit of "Operation Vista" — Visit of International Students to America — organized by the American Red Cross Society. The inspiration, understanding, and goodwill which result from so many contacts between young people of both western and eastern countries offer benefits both now and later. As one Korean delegate to "Operation Vista" wrote:

Remember always Vista, in everything you do;  
For Vista is the beginning, the outcome is up to you.

Together, for many years, the school and Red Cross, with its Junior department, have worked in an effective partnership. While the former is chiefly concerned with the academic and intellectual, Red Cross contributes largely to the humanitarian education of youth. When even such simple skills of reading, writing, and arithmetic are being mastered, such collateral effects related to the social, moral, emotional, and spiritual growth of the child are being acquired. Red Cross, existing as it does within the school system, is readily available as a valuable and unique teaching resource to supplement this. Immeasurable gratitude goes to all teachers, principals, and educational authorities who have given their support to open such possibilities to our young people. During August of this centenary year a World Conference of Educators was held in Switzerland. Red Cross and educators evaluated and adapted Junior Red Cross programmes with their role in the schools to meet the educational needs of today and the future. Our thousands of young and capable Red Cross volunteers must be given the opportunity to use to the full their enthusiasm, idealism, and ability to accept responsibility, thus moving closer towards the personal goals of mature world citizens.

**TEACHER LEADERSHIP IN HEALTH\***

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**Health Bulletin for Teachers****Volume XXVIII, 1960-1961**

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There are in today's schools many different specialists who are dedicated in one way or another to the cause of health. But what about all teachers no matter what their subject or grade? Are they, as specialists in education, *providing the leadership* needed to help their students to acquire the art of safe and healthful living?

The image of health that teachers carry in their minds determines to a large extent how they will respond to this challenge. Seeing health as a whole will call out a different response from that evoked by seeing it in part.

**Seeing Health in Part.**

One incomplete image of health is the idea that health is freedom from disease and physical defects. This negative concept dominated thinking early in the 1900's. The germ theory had opened several new lines of attack against communicable disease, and for the first time it appeared possible to eradicate from human society tuberculosis, typhoid fever, diphtheria, and other notables in the disease register. Much of the most obvious prevention of disease was being accomplished by sanitation of the environment—by the safeguarding of water and milk supplies, for example. But the solution of many health problems depended upon getting people to use the findings of preventive medicine in everyday living. Even a start in this direction could not be made without capturing the interest and cooperation of the public; and part of the public—the most impressionable and most vulnerable part—was in school.

Judging by present-day standards the devices used to get school children interested in doing what they could to break the chain of infection and build up good resistance seem as remote as the medieval morality play upon which they were so often patterned. The virtues were the good health habits; the vices were the bad health habits. The capering imps were germs. Escape from their clutches was the happy outcome for Everychild.

Another incomplete image of health is that it is primarily physical fitness. The recognition in recent years of the great need for bolstering the physical stamina of our children and youth has given emphasis to this aspect of health. Visions of calisthenics and athletics may dance in the heads of those who entertain the idea that physical activity alone can make us healthy.

To be free of disease and to be physically fit are not the whole of health, but let us not forget that they are certainly a part of it; we are not healthy when we are sick *or* when we lack physical stamina. Freedom from a number of diseases is

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\* Courtesy of the Metropolitan Life Insurance Company.

now temptingly in sight; freedom from others is still below the horizon. A great deal is now known about appropriate types of physical activity and their relation to total health. Education for health must still include a working knowledge of the functions of the body and the nature of disease and its fellow travelers—the ignorance or indifference or prejudice which blocks the intelligent use of medical knowledge and know-how.

The development of school health programs in many areas reflects other limited views of health. For some young people, especially, health is merely a subject which has no direct relation to daily living and which, in this period of fierce international competition in science and technology, seems as dated to them as Homeric Greek. Another limited view of health is reflected in the classification of the health course as one of the fringe benefits or luxury items of education. Still another is that health can be taught without taking into consideration the environment and cultural background of individual students.

### Seeing Health As a Whole.

Incomplete images of health are like the trees which, in the old proverb, keep one from seeing the wood. Without perspective we cannot see health as a whole. The whole is fullness of life—a total fitness for living. Teachers who give *leadership in health* help students form such an image of health. Once it is formed in the seeing center of the mind one can go back to viewing all the components of health without losing the vision of the whole. What then are the elements of total health?

### Physical and Mental Good Health.

Health of body and mind—we know enough now not to separate the two—is the base of operations for the development of total fitness. There are innumerable individual differences at birth in biological and emotional constitution and in intelligence, and these differences become progressively greater as interchanges with the environment leave their indelible marks. Nobody, however, can consider himself unique in respect to his basic physiological and psychological needs. These basic needs never change although our understanding of what they are, why they are basic, and how they can be met changes from generation to generation and sometimes from year to year.

The sciences which deal with human beings—biology, psychology, sociology, medicine—supply the knowledge upon which we base our current definition of physiological and psychological needs and how to meet them. Supplying this knowledge is one of the functions of health education. Without scientific knowledge to back us up, many of the health practices we advocate may seem unreasonable, arbitrary, or foolish.

Young children believe what they are told about the efficacy of tooth-brushing or milk-drinking, let us say, because they have faith in their authorities. Their parents and teachers admire their teeth and feel their muscles and assure them that they really are getting bigger and stronger. Then along comes the Doubting Thomas

to poll his fellow milk-drinkers on the question: "Well, do your bones *feel* any stronger?" In this way or some other—it doesn't matter how—the seeds of doubt are sown, and the long patient process of renewing confidence in the value of health and safety practices begins.

As part of this process students must learn enough about their physical and psychological make-up to understand what they need for life, growth, and physical and mental fitness; enough about the drives that influence human behavior to understand what they need to be emotionally healthy; enough about the nature of disease to understand what they can do to help in fighting it; enough about causes of disabling conditions to know how to prevent them or adjust to them; enough about the interrelationship of personal, family, school, community, and world health to understand their responsibilities for protecting the health of others. As another part of the process, teachers must find important applications for this knowledge in the daily lives of individual students and relate its use to the interests and goals of each one.

#### Motivation for Healthful Living.

The idea that knowledge of itself has the power to make its possessors use it is a fallen image in health education. The idea that replaced it more than 40 years ago is that health teaching to be effective must relate health to the things that young people want to do and to be. Do you want to be pretty? or popular? or strong? or get on the team or be a jet pilot or an astronaut or an efficient secretary or a good mother? Very well, then you must be healthy, and to be healthy here are the things you must do. The accent is not placed on health as an end in itself or on health as a means of avoiding a bad end. Rather it is placed on health as a means of helping students to reach their attainable goals.

It is not, easy, however, to relate the means to the end when the end is far off or uncertain. High school students, especially, must accept the fact that some things take time—that living healthfully is in the nature of a long-term investment which pays big dividends, but is no get-rich-quick scheme. We must beware of false advertising and be careful of what we guarantee; fire *may* descend on the altars of the prophets of Baal. The well-brushed tooth may decay; the well-groomed young man may not get the job; the well-nourished young lady may not be as popular as the under-nourished.

Fortunately, however, most young people are rich in saving common sense, and it is common sense to admit that health is on the side of the angels. We can say, and be believed, that whatever you have in you which makes you capable of becoming what you want to be or doing what you want to do has an able ally in health, and that these are the things you must do to get it on your side.

#### Developing Moral, Social, and Spiritual Values.

The moral, social, and spiritual values that make life truly humane and thus worth living are as essential to total fitness for living as are the values which we express by using scientific knowledge to promote physical, mental and emotional good health and to prevent disease and misery. We refuse to consider an individual

truly healthy merely because he is physically fit and emotionally well-adjusted. Nor do we consider a society healthy merely because it has a high standard of living and a low death rate. We cannot help remembering that Health, Strength, Joy was once the slogan of a doomed youth. We sometimes forget that material progress is not the only thing that Americans have to be proud of.

Human relationships furnish one of the principal outlets for expressing spiritual and moral values. We want many things for ourselves—love, security, companionship, and the feeling that we amount to something, that we are somebody. These needs are basic; they must be met in one way or another in our relationships with others. In meeting them our system of values comes to light. A girl who meets her need for achievement in school by working hard and playing fair instead of by cheating shows that she values honesty. A boy who meets his need for companionship by joining a gang of delinquents instead of a reputable youth group shows that he places little value on social responsibility.

The system of values which determines the choices we make begins to develop early in life. A child who grows up in a family knit together by a lively sense of unity and belongingness, who is loved by his parents, who knows that he is disciplined in a mood of concern for his welfare rather than in a mood of revenge or blame has a system of values different from that of a child who is made to feel that he is an outsider, unloved, unwanted, disrespected, arbitrarily punished. Students come to their teachers from all sorts of families. Yet there are not all sorts of ethical values from which to pick and choose to suit individual class members. Such values as honesty, loyalty, generosity, kindness, social responsibility, appreciation of beauty, have antonyms in the language of the soul but no shades of meaning. There are such things as immutable verities.

How do teachers help their students to strengthen moral values or, if need be, to start from scratch in acquiring them? They do this partly by their own example — by exemplifying in their own behaviour the values they wish their students to absorb. Words, actions, gestures, asides, a fleeting smile or frown — all these, no less than the subject being taught, are among the ways in which the teacher's own values, his special knowledge of the meaning of life, express themselves and make contact with the lives around him.

The burden of developing values, however, falls on the students. For this development experience is indispensable. The teacher creates the atmosphere and sets up the situations in which his students can discover for themselves the values that nurture human fellowship; that is all. Like Confucius's ideal teacher, he "opens the way, but does not take them to the place."

### **Why Today's Youth Needs Health Leaders.**

Why at this particular time does it seem desirable for teachers to take a new look at their opportunities for leadership in health in its broadest sense? Pertinent answers may be found by exploring the realities of contemporary life with which young people are faced. Among them are the changes in social structure which

tend to place more responsibility on children, and the scientific advances which tend to stir up feelings of unease and confusion.

### The Changing Social Scene.

Nowadays there are many more families than formerly from which both father and mother go to work outside the home. Children in such families may be on their own for breakfast or after school. Smaller living units — especially in the cities and suburban areas — have no room for the maiden aunts and grandparents and living-in maids who were the baby-sitters of the past. In order to go places and do things together many parents are obliged to rely on their older children to baby-sit for the younger ones or to call on the older children of neighbours. Today's little "Orphant Annies" are in many homes the teen-agers of the family.

There is now so much leisure for everybody, and there are so many ways of employing leisure time, that there is intense competition among the entertainment purveyors. This has had the effect of multiplying the choices young people must make in planning what to do in their time off from work. Our standard of living is so high, our material comforts so great, that the potential Alger heroes of today do not have the motivation of those of yesterday to work hard. Yet the modern world requires work as arduous, if not more arduous, than in the past. The demand for technical mastery and creative ability is so great that there is intense competition for the ready hands and clear heads of youth among those who are trying to get the work of the world done. Young people now have a staggering number of careers to choose from and more freedom of choice than ever before. The sense of responsibility for their own lives and the lives of others flourishes best in students who are being helped by their teachers to develop fitness for living and eagerness to serve.

### The Challenge of Science.

The discoveries of pure, or basic, science now readily lend themselves to swift and wide-spread application through technology. Eagerly we reach for their fruits, for the comforts and greater productivity they make possible. Breathlessly we wonder what next? But deep inside there is an uneasiness about science.

The main source of this anxiety is the popular tendency to confuse science with technology, that is, with the art of putting scientific knowledge to use. As a result, scientists get the credit for creating instruments that can be used for man's enslavement or annihilation. Yet scientists, as pure scientists, don't create things; they simply discover things — facts, laws, forces, elements — already in existence. We cannot know too much about the things scientists can find out for us. Salvation does not lie in ignorance. It does lie in assuming responsibility for the use to which scientific knowledge is put. The great challenge before teachers at this time is helping to prepare their students to assume this responsibility.

In school young people can listen to what science has to tell them about the inner workings of man — to what it has to say about human relationships and social problems. Here they can learn through the stories of great scientists and

humanitarians that the power science has given good men to do good has overmatched the power it has given evil men to do evil. Here they can be helped to find in their own heads and hearts that there is good in man. That good — reinforced by common sense, by the powerful instinct of self-preservation, by the strengthening of moral and spiritual values — is our hope.

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I believe the resemblance between music and mathematics begins at the creative stage: the act of composing music seems to have some affinity with the discovery of mathematical facts. Both arts are essentially abstract and both can be written down in a notation that is universally accepted.

Moreover, both are absolutely precise . . .

Music and Mathematics

H. S. M. Coxeter

*The Canadian Music Journal*  
Winter 1962.

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Take the matter of education. In a highly innovative and competitive industrial culture, education has become the ticket to social and job advancement. "It's pencil or pick now," a laborer told me, to explain why he wanted his son to go to college.

In three generations, the scholastic price of admission to opportunity as an adult has increased by eight years and two sheepskins. Today's great-grandparents were doing well to get through the eighth grade before they went to work. Today's children often know—even before they reach the eighth grade—more about the sciences than their parents do. They can't afford, therefore, to stop short of the college degree, and if they want a running start they had better have an advanced degree, too.

The Executive and His Teenage Children  
Harry Levinson

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## IMPROVING THE CHEMISTRY PROGRAMME IN SECONDARY SCHOOLS

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Dr. Edward C. Powell, Chairman,  
Chemistry sub-Committee of the Protestant Committee

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You can teach any concept of science and mathematics at any level of education; but where is it most desirable? You can teach the slide rule in Grade V, the quantum orbital theory of the atom in Grade X, or calculus in Grade XI; but would you be teaching them at the most desirable levels? Would it be more economical in teaching and learning time if this learning was postponed until a higher level of education had been reached? What is really known about concept maturation?

### The Science Crash Programme

When the Russians placed their first Sputnik into orbit in 1957, the Americans took a hard look at the science and mathematics programmes in their secondary schools. They did not like what they saw. They poured money into the National Science Foundation to stimulate science-oriented research, to improve quickly the science teaching and to bring their curriculum up to date after a long period of educational stagnation. The crash programme that followed, which was largely under the direction of University teachers, produced the PSSC Programme of physics, the CHEMS Programme of chemistry, the CBA Programme of chemistry, and the BSCS Programmes (green, yellow and blue versions) of biology.

To-day American educators are taking a serious look at the results of the science crash programme which has received the financial support of the National Science Foundation. There appears to be a distinct feeling among many of them that the crash programme in science has been far too ambitious and not realistic. The University teachers who had originated the ideas had in the most part too little appreciation of the limitations involved in the science teaching programme of secondary schools.

### CBA and CHEM Study Programmes

The Chemical Bond Approach (CBA) Study and the Chemical Education Materials (CHEM) Study courses are now exerting a strong influence on those who are planning any changes in their chemistry programme. The CBA Study originated in 1957 and has the chemical bond as a central theme. It uses the Quantum Orbital Theory of the Atom as a method of teaching chemical bonding. The properties of substances grow out of the bonding and the shape of the molecules. Great emphasis is placed upon energy changes in chemical reactions. The laboratory manual has only open end experiments and provides the students with very little direction. The students must devise their own procedure and in some cases select their own problems. In brief, the CBA Study course provides limited treatment of chemistry

and is very demanding on students as its highly mathematical and theoretical content is thoroughly dependent upon open end laboratory experiments, supplemented with related films.

The CHEM Study had its beginning in 1959 and has also been well supported financially by the National Science Foundation. The Quantum Orbital Theory of the Atom is introduced late in the text rather than at the beginning as in the CBA Study. Its laboratory manual contains more specific directions with its open end experiments, three-quarters of which are quantitative in nature. These experiments, like the ones in the CBA Study, are closely interwoven with the content of the text. There are also twenty-six related films available for use by the teacher for those activities which can not be done in the laboratories because of such factors as hazard, time involved, etc. Since the CHEM Study course has a broader treatment of chemistry than the CBA Study course and is less demanding on the intelligence and study habits of the students, the CHEM Study course has proved to be the one with which teachers prefer to experiment in their schools.

These two new programmes in chemistry have placed a great emphasis on laboratory work. Since the experiments are open-ended, the laboratory work precedes the reading of the text. Thus the students can discover the important principles of chemistry for themselves. They do not use semi-micro equipment, but their quantities tend to be small, in keeping with the present trend in all macro activities. The experiments have been carefully designed to fit the fifty-six minute period of the subject promotion high school.

### Revolution in Chemistry Teaching

The introduction of either of these two studies would cause a revolution in the teaching of chemistry, with the resulting chaos in the form of bewilderment and frustration which accompany all abrupt changes. These highly mathematical and theoretical courses of study are suitable for only a small percentage of our high school population. Statistics show that students who have taken these courses scored lower on the College Board examinations than those who had taken the conventional chemistry courses.

A truism is that teachers tend to teach the way they were taught and what they were taught. The Quantum Orbital Theory of the atom was not even taught to the majority of the teachers who have recently graduated from Universities. It was then considered to be a theory that was too difficult for the average science students in the University to comprehend. Is it any wonder that teachers were unable to cope with these courses? Superior science teachers were then selected and sent to Summer Institutes which were established at various Universities throughout the United States. However, there is now a feeling among educators that the six to eight weeks of training provided by these Institutes are inadequate for the successful teaching of such advanced chemistry.

### The Historical Approach

The history of the development of scientific theories is only briefly treated in the CBA and CHEM Studies. The latter only uses the Quantum Orbital Theory

of the atom in dealing with chemical combination. In my opinion, the learning of one theory does not give the students any opportunity of understanding theoretical limitations. Students should realize that a theory is always dependent upon available experimental facts. To illustrate my thinking here, I shall take as an example the chemical atom.

Early in the 19th century Dalton proposed his indivisible "billiard ball" atom. It adequately explained the laws of chemical change that had been stated at that time. The discovery of the electron near the end of the 19th century marked the end of the chemists' thinking in terms of Dalton's indivisible atom. The electrons revolving in stationary state orbits around the nucleus as postulated by Niels Bohr in 1913 marked the beginning of the modern atomic theory. The latter, however, has developed along two different lines — the particle and the particle-wave concepts of the electron.

### Electron Orbit vs Orbital

The particle concept of the electron has produced a theory in which electrons orbit around the nucleus of the atom within different energy levels called shells. The outer energy level or shell can hold no more than eight electrons which are called valence electrons. By a process of transferring and sharing valence electrons between atoms of different elements in accordance with the Octet Rule during chemical change, ionic bondings and a number of covalent bondings can be adequately explained. This line of development of the Modern Theory of the atom has been the one presented in chemistry text-books until the CBA and CHEM Studies introduced the Quantum Orbital Theory which uses the particle-wave concept of the electron.

There is little doubt in the minds of chemistry teachers that the orbiting electron concept has provided a theory of the atom that can be used successfully in teaching chemical bonding on the high school level of education. It is true that the Quantum Orbital Theory explains bonding, especially covalent bonding, more adequately as it is supported by more experimental facts; but it is also true that this highly mathematical theory is far more demanding on the intelligence and study habits of high school students. Since it has only recently been taught on the university level to the non-specializing students of science, it seems rather a precipitous act to place it in the high schools where the majority of teachers has not received instruction in it. Furthermore, there is as yet little evidence to show that the high school students are ready for learning such abstract concepts as are involved in this theory. Indeed, recent high school chemistry texts appear to be having difficulty in defining the term orbital which is the substitute for the electron orbit of the older theory. Definitions such as "a path or energy level of an electron" and "a path of motion of two electrons" do not appear to me to be in harmony with the particle-wave concept of the electron. In my opinion, an orbital should be presented to students as an electron cloud (cloud charge) rather than an orbit or a path of an electron.

An electron cloud is a volume or a region around the nucleus of an atom within which there is a high probability of finding the electron. An electron cloud

could, therefore, be represented as a region where an electron has occupied many point positions over a period of time. These point positions would be of varying densities and the regions of highest densities would become the boundary of the electron cloud or orbital. The boundary of an orbital may give it a spherical, dumb-bell or a more complicated shape like a rosette. The size and shape of the orbital are dependent upon the principal and secondary quantum numbers respectively. Using the Duet Rule in place of the Octet Rule, electrovalence and covalence can be explained by transferring and sharing of valence electrons in the orbitals in the outer energy levels. However, the latter is not as simple as I have presented it here when you are asked to teach it to Grade X students.

### Laboratory Work

The National Science Foundation Science programmes have had a good influence on the teaching of chemistry. Greater emphasis is now being placed on laboratory work. In the past students have matriculated without having done any laboratory work. To-day, teachers of chemistry are doing everything possible to involve their students more and more in the laboratory. It is here that the fuzziness from concepts learned on the verbal level is removed. In the laboratory students should be supplied with adequate directions for their experiments and they should be allowed to make logical conclusions from their own observations. Discovering concepts of chemistry by performing only open experiments appears to me to be too time consuming and too dependent upon the intelligence and study habits of high school students. However, the carrying out of several open end experiments by the best students would be highly desirable in any high school.

### Evolution in Chemistry Teaching

Another contribution of these NSF programmes has been the digging out of a great deal of chemistry that has lain buried in the literature for the past fifty years. Hence the writers of text-books have been forced to bring their content up to date. There now appears to be some 100,000 scientific journals in the world; many predict that this number will be doubled in the next fifteen years. If this information is by any chance recovered from the literature, the amount of scientific information that will be available for learning by students will simply be appalling. The improving of the chemistry programme in Quebec is therefore essential. We must, however, be realistic and not make the mistake of being too ambitious in the up dating of our high school chemistry.

What can be done? Here I should like to give a number of practical ways of improving our present chemistry programme. Nuclear chemistry can be added to our course. Students can be introduced to the Brönsted-Lowry Acid-base Theory as a supplement to Arrhenius' Theory. Consideration can be given to the concept of chemical equilibrium. Concentration of solutions can be expressed in terms of normality and molarity. The modern atomic theory can be introduced early in the course in order that students can use it to study with understanding the more important elements and compounds. The periodic classification of the elements can be placed on the syllabus. Students can then study the elements by using family relationships, as determined by atomic structure and valence. Chemical

bonding, however, should be limited to the use of electron orbits rather than orbitals. This does not mean that the best students of chemistry should be denied instruction in how the orbital is used in explaining chemical bonding. It simply means that the students should not be responsible for the learning of the Quantum Orbital Theory for high school leaving examinations.

The NSF Science programmes will continue to exert a great influence on the chemistry programme in our secondary schools. We should always be on the alert, therefore, to take the best from these Studies and integrate it into our conventional science courses. This would mean that we should be obligated to take a serious look at our chemistry programme at least once every five years. There would be no doubt in our minds about responsibility in this matter if we would take seriously the warning of an eminent American scientist who recently said: "If Man is to survive, he must evolve more in the next 25 years than he has done during the last 25,000 years."

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#### WCOTP, UNESCO PLAN "MAN THROUGH HIS ART"

A new series of art books called "Man Through His Art" is being prepared by an international group of scholars and art historians working within the framework of Unesco's Major Project for the Mutual Understanding of Eastern and Western Cultural Values.

The series of portfolios is sponsored by the World Confederation of Organizations of the Teaching Profession (WCOTP) and will be published with the collaboration and financial aid of Unesco.

Fourteen separate volumes will appear over a period of seven years on fourteen separate themes: War and Peace, Music, Nature, Man at Work, The Human Face, Festivals, The Vision of Bliss, Love and Marriage, Charity, Death, Man and Beast, The Family, Dreams and Fantasy, and The Experience of God.

The immense theme of war and peace ranges from works of art from the modern period to 3,500 B. C. Saharan rock paintings (the Archers of Tassili) through heroic epics of ancient India and Greece (the Mahabarata and Homer's Iliad), and the Chinese Buddhist cave painting "Meditation Before the Setting Sun" expressing visually the Chinese saying that "Peace comes through a man's ability to listen not only with the ear but with the mind, not only with the mind but with the spirit."

There are twenty reproduction plates in each volume detachable for display in classrooms.

Enquiries to: WCOTP, 12, rue de Ponthieu, Paris.

LITERATURE . . . GRADES IV TO VII  
A Not-So-New Approach

Prof. Marguerite Horton, Institute of Education, McGill University

In a recent talk to students on the teaching of English, Dr. Northrup Frye used an illuminating example.

If you want to know one of the basic secrets of teaching literature, he suggested, watch a father as he bounces his three-year-old on his knee to the strains of

Ride-a-cock-horse  
To Banbury Cross  
To see an old lady  
Ride on a white horse;  
Rings on her fingers  
And bells on her toes,  
She shall have music  
Wherever she goes!

"More, more!" cries the three-year-old, and the performance is repeated as long as father's patience and leg muscles hold out.

This is a true first lesson in literature, although father does, to our teacherly eye, seem a bit slack in his lesson-planning. Note that he did not begin by explaining that some authorities believe this verse to be a lampoon on Elizabeth I. He did not impart the information that Banbury Cross is situated in Oxfordshire. He did not even point out that while "horse" and "cross" provide assonance rather than rhyme, this undoubtedly was a true rhyme in the seventeenth century when "horse" was pronounced "hoss."

In spite of these oversights, however, the child seems to be enjoying and absorbing literature, and through the most appropriate parts of his anatomy. He obviously responds to the rhythm. He appears to recognize rhyme: what are the first words of the verse he offers to repeat aloud? No one has assigned him "memory work," but how long is it before "Ride-a-cock-horse" has been added to his repertoire?

The clue to teachers in this little tale is that the best teaching of literature consists not in talking to children *about* authors, or plot, or style, or rhythm, or rhyme, but in exposing children directly to the literature itself and helping them to enjoy it, to understand it, to react to it at first hand. And good oral presentation is one of the best ways of doing this. Primary teachers are in on this little secret, and story-telling and the reading aloud of storybooks have always been the backbone of the programme in Grades One to Three. The present Quebec Literature Course suggests that this also be the method of presenting prose literature in Grades Four to Seven, and here the conscientious teacher and principal begin to have some

qualms. "Is this not 'spoon feeding' for children who should be able to read for themselves? Will they really learn anything about literature? How can we test and evaluate what we've accomplished? How ready will these children be for a high school literature programme?" These are some of the common doubts and questions.

My answer — and memories of my efforts to lead, coax, push or drive thirty Grade Five pupils whose reading levels ranged from Grades Two to Eight through the silent reading of *Robinson Crusoe*, at the same time trying to persuade them that they were enjoying one of the gems of English literature, perhaps colours my viewpoint — is that the oral approach of the present course can be a most worthwhile and effective one. *Can be*, I say, with due reserve. If oral literature simply means that we pick up any convenient book when the day's "work" is complete at 3:17 p.m. and read aloud till the 3:30 bell releases a captive audience, little will be accomplished. If, however, we first consider the real purposes of the Course, and then put a little thought and imagination into our planning, we can lay a real foundation for literature.

First, then, what can we hope to accomplish through the reading aloud of "a minimum of four books from the recommended list?" I suggest that we can do four things.

1. Give children a series of direct and satisfying experiences with books. Attitudes to literature are coloured by the degree of pleasure or pain, satisfaction or boredom that accompanies early exposure.
2. Introduce them to a wide range of books and authors: the course should be a "sampler" of excellent and varied fiction and factual books.
3. Lead from this class experience to wide individual reading on the part of each child. Each book read by the teacher should serve as an introduction to a dozen others from the library.
4. Help children to grow, gradually and naturally, in taste and in understanding of some of the qualities of good and satisfying books.

If children have these experiences in elementary school, they will go on to high school with a real readiness for more formal approaches to literature, and we may safely leave a detailed study of form and style to the high school grades. This does not mean that the interested and skilful teacher of literature may not deal in some depth with elements or plot, characterization or style. Many mature elementary school pupils are ready for this and can enjoy it thoroughly. In a Grade Seven class recently I sat in on a discussion of the theme of *Call of the Wild*. Was the author talking only about dogs in this exciting tale, or was he really saying something about human lives? Were the freedom and savage experiences in the north more or less happy than Buck's role of favoured pet in California? Many children made and defended sensitive and intelligent points, and all were keenly interested. *There* is the keynote for this kind of study at elementary school level . . . it should go just as far as it enhances children's interest and enjoyment. As soon as it becomes a formal and spiritless analysis, it undermines the basic aims of the course.

If these are the goals, how do we go about the job so that children will enjoy the literature period, participate fully in it, be fired to read more and more books of the kind we are presenting? The real answers to this question lie in teacher's own interest in books, knowledge of the particular children in a particular class, imagination and enthusiasm. Below, however, are a few suggestions in answer to some of the problems teachers have raised with me.

Get to know the books yourself. It is no painful chore to read all the titles on the recommended list for your grade. (See Supplement to the Handbook for Teachers.) A really good book for children is one that adults can read with pleasure. I've had great difficulties in meeting my deadline for this article, for with the books of the course piled around me, I find myself nipping off on a "Borrowing Expedition" with Pod and Arrietty, exploring the secrets of the "Enchanted Castle," or tracing the missing "Load of Unicorn" with Bendy instead of taking pen in hand.

As you read, consider these points.

1. What appeal will this book have for your pupils? Does it seem a sure-fire hit with which you could start off the year, like *Mr. Popper's Penguins* or *The Moffats* in Grade VI, or *Lassie Come Home* in Grade V? Or does it, like *Wind in the Willows* or *Load of Unicorn* call for more imagination or background on the children's part? If so, it may go better later in the year when you have warmed the class up.

2. How long is the book? Many run to three hundred pages. With a period a week for oral reading, a limit of about twenty-five pages to a period, the reading of a single book may take twelve weeks, or a third of the school year. What child wants to wait three months for the climax of an interesting story? *Edit these longer books*. Remember that sampling, introducing the children to the essential quality of a book, is our aim. Choose key chapters and episodes to read in full, bridging omissions where necessary with a brief summary or explanation. There is, of course, a danger here of getting a boiled-down and savourless digest summary of the book, losing the author's unique characteristics. Avoid this by considering first what is the essential quality of the book. Why was it placed on the list to begin with? Then, in selecting the sections to read in full, be sure to include those that best illustrate and bring out the theme and flavour of this particular book. Children who enjoyed the presentation will clamour to read the book in full themselves.

This editing process is especially needed with some of the factual, biographical, and historical books on the Course. With *Red River Adventure*, *Bay of the North*, *The Woolpack* or *Load of Unicorn*, for instance, the reading aloud of the whole book may stifle rather than build the desire to read books about history. Introduce the book when the period or topic is being studied in history; read aloud some of the most typical and interesting episodes. Then hand the book out for individual reading. You will probably have seven or eight names on the waiting list for it, and this number of converts to the historical novel is well worth while.

Here, by the way, we have another problem. When you have used a book as a "teaser" and a sea of wildly-waving hands greets your question, "Now, who'd like to have this book to read for himself?" — what to do? My first suggestion would be that you have ready a list of other books by the same author, or on similar themes, to be found in the school or class library. If each teacher in the grade has a copy of the book, arrange matters so that one grade uses one historical novel, while the others choose different titles. With the most valuable and popular books, we are justified in putting several copies in the library. This is also an answer to the problem of absentees who are anxious to catch up on their own on sections which they have missed.

3. Keep variety in mind in selecting the year's programme. Grade Five might well enjoy *Caddie Woodlawn*, *The Saturdays*, *The Good Master* and *Wheel on the Schoolhouse* as the main books of the year, but there is a sameness to this diet. All these books are of the family and daily life type, books which children will readily pick up and read on their own. We would help children stretch and grow more if to any one of the excellent titles above we added *The Borrowers*, *Lassie Come Home*, and *Bay of the North*, so that children are also getting a taste of fantasy, animal lore, and historical writing. My own answer to the selection problem would be to take one or two books that I felt to be most worthwhile in a fair amount of detail, and to use the remaining time to read excerpts from as many other books on the list as I could work in, trying, with each book, to encourage children to continue its reading independently, or to select another similar book from the library.

### Presentation and Follow-up Activities

1. Having selected your book and edited it, now block it off into coherent units that will fit into a reading period. Sometimes the unit will cover a complete episode. Sometimes it will deliberately stop at a climax, leaving the audience panting for more.

2. Give your best to the actual reading. As there is no greater pleasure than hearing a well-told tale, there is no duller experience than listening to a halting monotone. You may not be able to read with the music of a Gielguid, nor the drama of a Laughton, but a vital and intelligent interpretation is absolutely necessary.

3. Don't hold up the reading for frequent or intensive vocabulary drills. Context will explain many unfamiliar words or expressions; a parallel expression or a paraphrase can be inserted smoothly for others. Occasionally a key phrase or two may need development before the reading begins.

4. Use only as much introduction as the book demands. Many books introduce themselves and are self-motivating. Others require some building of mood, background, or interest. As suggested before, relate the literature books to other parts of the course of study. *Eskimo Boy* is an ideal accompaniment to the geography unit on Netsook. In Grade Six *The Secret of the Andes* and the geography of Ecuador, Chile, and Peru shed mutual light one on the other; *The Lantern Bearers*

and *The Woolpack* help Grade Seven pupils enter imaginatively into the life of Britain under Saxon invasion or in the Middle Ages.

5. At the beginning of the reading period, use only enough questions to pick up the thread of the story and to lead into the new episode. A few minutes of discussion should follow the reading, and from time to time the best part of a period may be devoted to talking over the story and its qualities.

In these discussions is your opportunity to work toward the fourth of the goals listed earlier — growth in understanding of the qualities that make a book interesting and worthwhile. Use deliberately and persistently correct literary terms in the course of these discussions, and you will find children picking them up as naturally as our three-year-old learned "Ride-a-cock-horse." "Last week we stopped just at the *climax*, the most exciting spot in our story. What was the climax? How did the author build up *suspense*, leaving us wondering anxiously how our hero would foil his enemy?"

"The story is the part of a book that really keeps us interested. Let's see if we can trace the author's *plot* or plan of his story." With the children's contributions, build on the board an outline of the main events, showing how they rise to a climax and then are resolved in some satisfying way. This outline might serve as the basis of a mural, or individual pupils might try to develop illustrations in comic strip format. Another interesting and useful exercise is to try to write or to suggest resolutions of the climax other than that of the author, and to debate which ending is most logical, genuine or satisfying.

Comparing movie, comic book or TV versions with the original can also be a stimulating gambit.

Some of the best descriptive writing produced by one Grade Six class last year followed a discussion of the way in which Charles G. D. Roberts builds *background* and *atmosphere* in *Red Fox*. Quotations like the following were put on the board.

"On wide, downy-feathered wings he poised above the unsuspecting fox like a drifting wreath of smoke. Then he swooped and struck with his terrible talons."

"What creature is described here?" (the snowy owl)

"What sensations does the description produce?" (feeling of quiet, stealth, deadliness).

"What words and expressions produce each of these effects?"

"How does the effect compare with the bald statement

"The white owl seized the unsuspecting fox in his claws?"

After a number of such examples, the children built their own descriptive fragments from skeleton sentences.

*Theme*, the underlying idea, meaning or purpose of a book, is somewhat harder for children to grasp. Without formal use of the term, however, we can often encourage children to dig below the story level for theme. After finishing

*The Wheel on the School House* (one of the most worthwhile and most popular of the new books on the course), reread to the children the schoolmaster's words in Chapter Two which sum up the theme of the book.

"That's where things have to start — with a dream. Of course, if you just go on dreaming, then it stays a dream and comes stale and dead. But first to dream, and then to do — isn't that the way to make a dream come true?"

"What was the 'dream' the teacher was talking about?"

"Who first had the dream?"

"In what ways did the people of Shora 'do' to make their dream come true?"

"Some extra dreams came true for people like Eeka and Janus as everyone worked for the wheel on the school house. What happened to them?"

"What was the start of all these changes?"

At this point I think I hear a question from the balcony. Does this kind of discussion and analysis not contradict the warning of my "ride-a-cock-horse" opening gambit? I don't think so. Note first that this discussion *follows* the reading of the book, and invites the children to react verbally to what they have already experienced and enjoyed. Second, no formal demands are made on the children to "learn" terms or memorize content. Discussion is carried only as far as the children are interested in pursuing it. Third, our children are no longer three-year-olds, and while direct exposure to poem or story is the real basis of literature teaching at many levels, most eleven, twelve, and thirteen-year-olds can profit by some reflection on that experience.

### Evaluation and Testing

"Testing" in literature is, at best, a chancy business, and success in achieving the kinds of goals suggested for this course must be judged, I feel, by the kind of behaviour children are exhibiting towards books, rather than by their written answers on a test paper. Here are some of the kinds of behaviour you can examine.

1. If you have a rapt and attentive audience during the reading, if a smile and a ripple of laughter run through the class at a subtle touch of humour, if a sigh of satisfaction, or regret, breathes through the room as you close the book at the end of the period, you can be reasonably sure that you are supplying "a direct and satisfying experience with books."

2. The quality of discussion will give you some further clues as to depth and growth in understanding. So, too, will the creative activities undertaken in connection with the literature books. Examination of children's art work may reveal a remarkable grasp of story thread, atmosphere and descriptive detail absorbed from your oral reading. C. S. Lewis's *The Lion, the Witch, and the Wardrobe* for Grade Four is neither simple, nor commonplace, but nine and ten-year-olds can distinguish

sharply between the everyday lives of the children in the story, and their fantasy world beyond the doors of the magic wardrobe. Children can often express pictorially intuitive understandings they could not put into words in answer to a test question.

3. These are guides as to the success of your programme with the class. If you must provide individual marks for literature on the report card, however, some more objective evidence is needed. The amount and quality of a child's individual reading in library books is your best evidence here. Let him keep an individual record in envelope, folder, or notebook, of books read during the year. Provide simple, mimeographed forms for short book reports. Try to make at least one reading period a week a free reading period in which you circulate, sitting down with individual children for a few minutes' discussion of their current books. Over a two-month period you should have a good record of what each pupil is reading . . . and how well he is reading it.

4. Finally, if you feel that you must do some formal testing, remember that the children cannot "review," or "study" for the test. Give the test as soon as possible after the reading of the book, and direct the questions toward the main qualities of the book you were trying to bring out in the reading. Here are a few samples of possible test questions.

#### Grade Five

(Note that each question focusses on some general aspect of the book: setting; character of the heroine; main theme of book.)

- a. Name some happenings or events in *Caddie Woodlawn* that show us in what time and place Caddie lived.
- b. Tell *one* incident that shows Caddie's tomboy character.
- c. At what point in the book did Caddie decide that perhaps she wouldn't mind growing up to be a lady? Why had her feelings changed?
- d. Do you think the Woodlawns made the right choice when they had the chance to go to England to live? Why do you think so?

#### Grade Six

- a. Here are some of the qualities that Red Fox showed in the story. In a sentence, tell of an event in the story that best shows each quality.  

courage	speed	love for his family
endurance	cunning or cleverness	
- b. There are many tragic happenings in the book. Which one made you feel saddest? Why do you think the author put so many sad or cruel events in his book?

In spite of my "finally" above, I still seem to hear that small but persistent voice from the balcony. Its latest question is, "But what if your pupils in Grade Seven write PROVINCIAL EXAMS? . . ." For this, my only answer is, "Wait and hope." Surely the enlightened authorities who brought in the present course, and selected such excellent books for the "Recommended List," plan to bring in an equally enlightened method of rating pupils' progress in that course.

**USING TRADE BOOKS WITH SUPERIOR CHILDREN\***

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**Donald Merryman, Principal,  
Hampton School, Lutherville, Maryland**

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Although we will always have children in our schools who do not have the ability to do grade level work, we also have children at the other extreme who are reading several years above grade level. Far too many schools are still giving these superior children a reading program geared to the average child, when their reading ability and reading interests are at least one or two years above their chronological age. Because superior children learn more and learn it faster than most children, they are able to acquire the basic skills earlier than their peers. Therefore, they need to move into new experiences and new ideas more rapidly than most children and need a broader program of enrichment.

They need scope and materials on which their imagination can feed and opportunities to exercise this imagination. Using trade books with children in a variety of ways is one way of providing for their needs. These children also need access to museums, instruments, paints, resource people, ideas, visual aids and the host of other media that will give them the opportunity to feed themselves with the heritage that is theirs — both past and present.

What are some activities, then, which teachers can plan with superior children that are not particularly suitable for other elementary school children? All the items included in the following list may not be limited to just the superior children but most of them seem to be more suitable for children of high ability than for average pupils.

1. Read a number of science fiction books and review them critically in light of facts gathered from reading informal science trade books on the same subject.
2. Read several biographies of the same famous person and compare them. Be sensitive to each author's point of view, noting the different approaches each might use. Bring out any discrepancies which you might note. By using other books see if you can find which are factually true.
3. Plan and conduct a panel discussion on books about a certain theme such as Modern Talking Animal Stories. The teacher should provide the pupils with a suggested book list so all have a common basis for intelligent discussions.
4. Arrange a display of creative painting inspired by particularly beautiful passages from a favorite book. Under each picture quote the passage in bold black print, noting the author and title of the book. (This need not be limited to superior children, but they may use this as a planned exhibit to foster appreciation in others of beautiful passages from good literature and possibly motivate others to read books that might otherwise be by-passed.)
5. Adapt a story for dramatization. Design and plan stage settings, select recordings for background music to fit the mood of the story, design costumes, and

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\*Elementary English, March, 1963.

- develop original dances. These are all related activities which might be considered. A radio script of the same story would eliminate some of these activities and would not involve as much time in preparation.
6. Develop a good up-to-date book list relating to your favorite hobby. With different people working on different hobbies, you may pool your findings and develop a rather complete bibliography on many varied hobbies and duplicate them for other children in the school. Check with the librarian to see if the bibliographies can be placed in the library for students who wish a copy.
  7. Develop a list of new words in our American language you have come across in your reading, which have been coined over the past ten years or just since you've been born. List the title and author of the book where the words were used and comment on the origin of each word.
  8. Form a group to work with the school librarian in making preparations for the book fair, and assist her in carrying out the details. Help in the selection of books to be purchased, plan and carry out the publicity work, help arrange the display using original and unique ideas, assist in selling the books. Select a new book at the fair and take to a classroom to introduce it to the class. Be familiar enough with it that you can create some interest in the book.
  9. Write letters of appreciation to authors and illustrators of your favorite trade books.
  10. Study a number of books written by the same author. Note any similarities in style of writing, themes or ideas repeated, etc.
  11. Compare one book read with another of a similar theme. Contrast the authors' viewpoints. (This will be a good experience in critical thinking and evaluation.)
  12. Read widely about a topic of personal interest and share your findings with the class. Think of unique ways of making your presentation that will interest your audience.
  13. Select a trade book that would appeal to children of the primary grades. Become so well acquainted with the book that you will be able to tell the story well to some of the primary classes at a suitable time for both you and the teacher.
  14. Find out as much as you can about the life of your favorite writer or illustrator by using a variety of sources. Present a biography of that person in written or oral form noting style of writing, similar threads which may run through a number of their books, background of experiences which may have influenced them to write certain stories, etc.
  15. Use trade books in developing a social studies project which requires authenticity in facts and details. E.g., — Hold a man-on-the-street interview with a man from one of the critical periods of our history such as the Revolutionary War or Civil War. This may be tape recorded.
  16. By using trade books, trace the origin and development of a number of things that we take for granted such as tools, shoes, cars, etc. You may work individually or in small groups. Include not only the history of the object in

your reading and research, but how the object might be improved, or what it might look like by the year 2000 A.D.

17. Develop a list and short history of origin of words met in reading such as johnnycake, willy-nilly, etc.

E.g., Bonfire — at one time meant a fire of bones and referred to a method of disposing of carcasses.

18. Arrange if possible to have an author or illustrator visit your class. Make arrangements for the visit and preparations for using to best advantage the time the person will be with the group. (The children in our school were thrilled to have two of their favorite authors and one illustrator visit the school during their celebration of Book Week.)
19. Take a character out of a book such as *Robin Hood* or *Cinderella* and transport them to the twentieth century. Write a story about their reactions to modern life. What scrapes might they get in if they were living in our times?
20. From a suggested list, read stories of children from a markedly different social group. Note the differences between their life and ours. What in their culture brought about these differences? (This should help children gain an understanding of human relationships. By seeing deeply into people they may become more sensitive of problems that exist in America as well as in other countries.)
21. Become familiar with the common culture of people from various parts of the world through reading trade books about people of these countries. What contributions have been made by these people to enrich our lives in such fields as art, music, science, etc.
22. Through appropriate reading lists work toward building better attitudes such as tolerance, kindness and consideration for all people. (This is worded as direction to teacher instead of student.)
23. Contrast humor in comic books with genuine humor in good trade books.
24. Teachers could organize a Junior Great Books Club where small groups of approximately eight children read and discuss the same book. Teachers or librarians can guide the discussion. Often children are eager to talk with someone who has read the same book they have read. A plan such as this offers opportunity to compare ideas, interpretations and analysis of the book. (We have begun this in our school this year and found it to be a rewarding experience for both children and leaders.)
25. Choose a book from a selected list of historical fiction. Read from other sources to gather information about historical events of the same period. See if you can find any incidents in the fictional story that are historically inaccurate.

These twenty-five items are merely suggestions from which teachers may gain ideas of ways of using trade books with their children. The list may be modified to fit the needs of a particular group of pupils, for a school program forms *after* the teacher has greeted the children who will make up the class for the year. This may act as a springboard for teachers to dive into new and better ideas of their own.

A BOOK IS A BOOK IS A BOOK . . . . .  
(with apologies — and no further coincidence)

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Mrs. Donald McCabe

Inspector of Secondary Schools, English, Department of Education

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North American Literature, until recently a Cinderella amongst optional courses, is beginning to have the appeal which was intended since its introduction. When first conceived, it was not only intended that students should have an opportunity to study writings about Canada or by Canadians, as well as their neighbours to the south, but it was also meant for the good student in English Literature who would profit from a further extension and development of talent already manifest. The history of the course is well-known, and the fact that it was often the only option which could be offered because of lack of facilities and/or personnel for other optional subjects in smaller school units is well established. However, Cinderella has had her chance to meet some members of the court, if not always the prince.

In the revision for Grade Eight and Nine for this year Canadiana has been given more emphasis which is right, proper, and now possible. Three different aspects of life are shown in *Anne of Green Gables*, now a Canadian classic, *Hunters of the Hills*, a good story which has some of the weaknesses met in Kenneth Roberts' *Arundel* in Grade XI, and *North after Seals*, which shows an entirely different scene. *Neighbours Unknown* is delightfully written, and Sheila Burnford's deservedly popular *The Incredible Journey* is an interesting contrast. *Treason at York* is one of John Hayes' fast-moving Canadian historical novels for young people.

In the American section *My Friend Flicka* and *White Fang*, for *Call of the Wild* enthusiasts, have had appeal for most students. *The Sketch Book* is meant for superior pupils—or for those who possess insight and an inquiring mind. Thus, there are three books of Canadian background to one of American, plus the anthology which gives a broad survey of American life and thought.

In Grade Nine, *Wild and Free*, game warden Batten's book on Canadian wild life, is an addition to the sensitive observations made by Charles G. D. Roberts. *Grenfell of Labrador* may appeal for the same reasons as does the biography of *Dr. George Washington Carver, Scientist*. The familiar *The Golden Dog* and *Where the High Winds Blow Free* are interesting viewpoints on Canada. Jody, who is also a *Yearling*, reaches out to the hearts of the early teens, as does Dr. George, even though the latter is not contemporary either in time or place. Again there is a challenging book of a different type in the offering of *A Connecticut Yankee in King Arthur's Court*, more satirical than humorous.

The two most difficult books on the course are, perhaps, *The Sketch Book* and *Connecticut Yankee*.

Both the United States and Canada have, as part of their literary heritage, the thoughts, ideals, and traditions of England. *The Sketch Book* by Washington Irving is a bridge between the Old England and the New. Irving cherished the new democracy, but his respectful curiosity and his frank, yet courteous, appraisal may have done much to heal what, in his time, had been raw wounds until, in our time, it has become a matter for pride on both sides of the Atlantic that a former Prime Minister of Britain was offered, and has accepted, an honorary American citizenship.

Not all of *The Sketch Book* has been assigned, nor can one say what approach may be best for a particular teacher with a given group of students, but since the designated passages support each other, or throw contrasting light on similar themes, a few comments may be helpful.

Since American literature was, in 1820, at the beginning of recognition abroad—as ours was just recently—Washington Irving should have a special interest for thoughtful pupils. He it was who offset Sidney Smith's impatient criticism of "In the four corners of the globe, who reads an American book? Nobody except the Americans themselves."

The United States was just beginning to relax and to stretch again after the efforts of colonial and revolutionary days. England was entering the throes of the Industrial Revolution (which Irving largely ignored). The period of "romanticism" was graced by Irving's imagination, "seeing" eye, appreciative heart, and gentle humour. He was a charming advocate of the New World to the Old, at the same time giving Americans a proud but not boastful sense of their *own* tradition. He is still an example to those of our day who note and cherish differences of custom and opinion. It can be done graciously and with mutual respect.

The three short stories, "Rip Van Winkle," "The Inn Kitchen" as preface with "The Specter Bridegroom," and "The Legend of Sleepy Hollow" have immediate appeal. They should be read for pure enjoyment. But if the situation calls for it, one might explore a story intensively—say, "Rip Van Winkle"—for its delights, there for the awareness of them. "Rip Van Winkle" has such resources.

Irving had a happy choice of words. Some create pictures in themselves. A good dictionary will portray young Rip's "galligaskins" in a manner that will send the budding artist with a sense of humour running for his pencil to show the son holding them up "as a fine lady does her train in wet weather," or, in further reading delineating Nicholas Vedder, the human sun dial.

When old Rip is in the glen, he is reminded of a Flemish painting which he has seen in the parsonage. Research, and a detective hunt using the clues of the story, might reveal the artist. In this way a future art lover might become aware of the Flemish masters, Pieter Bruegel, Matsys, Rubens, and Van Dyck. He might also meet the Dutch artists, Rembrandt, Frans Hals, Steen, Ter Borch, and come in contact with the modern Van Gogh.

None of this, of course, is essential to the story line, but it was in Irving's experience and it could be in the reader's, if he is interested in this kind of exploration.

Other kinds of things can happen to other types of students. The practical soul might come up with some direct research on the development of instruments of time, including the sun dial.

Words have changed their meanings, or have meanings other than those to which we are accustomed. Look up "wallet" and "hanger" for Irving's usage. Yet words have a timelessness, too. Consider the modern flavour of "a sharp tongue is the only edged tool that grows keener with use," "how sagely they would deliberate upon public events some months after they had taken place," "that happy time when a man can be idle with impunity"—shortly to be taken from us by specialists in geriatrics—or, "thy mistress leads thee a dog's life," . . . he (Wolf) reciprocated the sentiment with all his heart."

There are incidental references to history and biography. The American Revolution displaces George III with another George for a tavern sign. The violence of politics do not stir Rip; they only bewilder him. Irving dared to inject a topic which still could have been thorny, but did it so skilfully that each side could have a hearty laugh as it saw itself reflected in the mirror of his humour. This is a humour of *recognition*, by the way, which will fall flat if the audience has not the background to get the point.

The transitory nature of customs and fashions is easily apparent on Rip's return, but beneath the surface Irving is serious when he notes what withstands the passage of time.

Finally, there is his "Postscript" which could stimulate an exploration of folklore from which "Rip Van Winkle" stems, according to Irving, who says so with a twinkle in his eye, and tongue in cheek. The folklore can easily branch into the field of folk music, pseudo and otherwise, and the heavy reliance of opera upon old tales.

None of Irving's knowledge intrudes upon the telling of his tale. But it is there. What manner of man is this?

In "The Author's Account of Himself" we meet the personality tantalizingly glimpsed in the short stories. "L'Envoi" parades the perplexities of a writer who, if he tries as in the fable of the man and the donkey to please everyone, may end up pleasing not even himself. So, having decided to disregard advice *from* his readers, he offers advice *to* his readers which, of course, will be accepted by those who are "intelligent."

While Irving is genial, he is not trivial. The essay, "English Writers on America," is an exposition on the average traveller. "However I might be disposed to trust his probity, I dare not trust his prejudices." There follows a stunning castigation of the ensuing harm from prejudice and bigotry perpetuated in print. Writing for an audience with whom he expects to communicate, Irving is neither

flattering nor subservient, but extremely confident of the British spirit of "fair play" and results therefrom. Conversely, the sustained personification of a nation in "John Bull" by an American writer on England is a masterpiece of insight and appreciation of the qualities of England which the traveller, Irving, loved and valued. Both themes are as applicable today as when they were written.

It may be necessary to warn the unthinking "sophisticate" that "The Art of Bookmaking" is not a treatise on how to get rich quick, unless through plagiarism, and that a "saloon" is not a bar or grille. Irving's delicious observations on the hack writer make one shudder at the opportunities offered to the modern literary poacher through references supplied by electronics which would enable him to add significantly to the accumulations of bookmaking. But no man-made machine, nor musty museum can substitute for the wit and wisdom of a God-made mind. Full of the lore of the past touched with life, Irving's creation, "Little Britain," is nevertheless as familiar in its insularity as Leacock's *Sunshine Sketches of a Little Town*.

"Rural Life in England" is frankly sentimental, a landscape of literature, or like a "Home, Sweet Home" transformed by a Lily Pons into artistry. "London Antiques" has its own tranquility in the midst of commerce and a dignified "charity" which embraces "love" more than the bread line of the modern slum.

In quest of Shakespeare, Irving visited "The Boar's Head Tavern—Eastcheap" and "Stratford on Avon." The former he invests with Shakespearian characters, but little of Shakespeare. At Stratford and the estate of the Lucy responsible (?) for Shakespeare's renown, Irving is enchanted by the mysteries of his own, and the bard's, imagination.

"Westminster Abbey" is a piece imbued with atmosphere and philosophy. The "Appendix" contains some of the notes and comments which Irving may have used.

Finally "The Stagecoach" and "The Christmas Dinner" are in holiday mood. The final paragraph of the latter essay is Irving's excuse for being, and more than adequate it is.

*A Connecticut Yankee in King Arthur's Court* is humour of a different kind. It is broad in its concept of a nineteenth-century shrewd Yankee trader displaced in time and country to be set loose thirteen centuries earlier in the romantically conceived delicacy of the Age of Chivalry. It is funny when neither century understands the other and incongruities develop, not always to the trader's advantage. It is satirical when the trader superimposes, when he can, the material advantages of his time on an earlier civilization. It is modern and realistic when the superbly efficient education of a selected few reverts to the familiar and perhaps comforting superstitions which have not yet been outgrown. But it is brutal when Twain discusses, under the guise of his story, moral, physical, and social abuses which exist beneath the veneer. This will give rise to discussion which will need careful guidance. Was this story written for pure entertainment—as a twentieth century movie made it? Was it a reminder that surface nobility can be extremely ignoble?

Was it a cry in concert with Bobbie Burns' "A Man's a Man for A' That," implicit in the trader's admiration of King Arthur in adversity? Was it the kind of writing that Washington Irving in "English Writers on America" in his *Sketch Book* warned about some seventy years earlier? Or could it even be a warning to Americans to examine their own ideals more deeply than the romantic surface? Twain makes the reader laugh—and squirm.

All courses in literature should do at least three things: (1) provide immediate enjoyment, (2) develop literary appreciation, and (3) broaden horizons.

The first aim is defeated if the selection of material is not right for the potential and the capacity of the reader. Even a good book may be condemned by the student as being "dull, too detailed, too descriptive, too l.o.o.o.o.n.g" if he is given material before he has enough experience to cope with it. The damage here is that all other works by the same author are looked at askance when he meets them in a later maturity.

The second and third aims can be met if the first, and all-important one is achieved. Appreciation comes if there has been communication between author and reader. If that communication is respected, the respect grows when the reader recognizes the skill which made the communication possible. Finally, any book which helps a person to gain another point of view, to develop a greater awareness of life, to become more experienced in the art of living is valued by the reader.

Reading, however, is a very personal thing. The teacher of literature can only act as a starter and give direction. If after they leave school, her pupils follow the highway, turn off into byways, or just bog down in the ditch, the matter is out of her hands. She has achieved her aims if her students are better able to select for themselves after her instruction and inspiration. The increase in demand for books and libraries, and for more of the material of quality is evidence that a road-map has been supplied.

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#### EXCHANGE OF "FRIENDSHIP TAPES"

Schoolchildren in the province of Saskatchewan have been recording music and folksongs and informal chats about the sights, sounds and activities typical of children's life in that western province of Canada, so as to exchange their tape recordings with classes in schools of other countries, particularly in Europe, Asia and the Pacific. The programme for these "friendship tapes" has recently been broadened to include songs and descriptions of frontier life recorded by Indian and Eskimo schoolchildren of the neighbouring North-West Territories. Believing that there is no better way to create bonds of friendship and understanding among the young people who in a few years' time will be helping to influence international relations, the Department of Education would like its schoolchildren to correspond with their contemporaries in as many countries as possible.

*Bulletin of the International Bureau of Education, Year 36, 2nd Quarter 1962, No. 143, Geneva*

## ADULT

Collard, Edgar Andrew

Montreal Yesterdays

Longmans Canada c1962 320pp ill

\$6.00

Anyone at all familiar with the city of Montreal will derive pleasure from reading this collection of articles which takes one back to the Victorian Age. Personal glimpses of famous personages, descriptions of now-demolished buildings, colourful accounts of memorable events, form a delightful historical sketch book.

The story of Jefferson Davis and his family, who found friendship and shelter in a home "where the store of Henry Morgan & Company was later built;" the account of an "extraordinary scene" in Erskine Presbyterian Church, which stood where the Dominion Square Building is today; the story of the official opening by the Prince of Wales of Victoria Bridge, the splendour of which was slightly dimmed by the fact that the bridge had been well opened with great celebrations some eight months before; these are but a few examples of the tales of "skill, intrigue, controversy, and the amassing of wealth."

Selected from the writer's *Gazette* column, "All Our Yesterdays," the chapters of this book form a collection of tales "as varied and interesting as the great city itself."

Incorporated Association of Assistant Masters to Secondary Schools.

General Education in Grammar Schools,

Cambridge University Press c1962 56pp

\$0.70

Macmillan of Canada

Over 300 schools sent in replies to a questionnaire on General Education in Sixth Forms. These replies show that much is being done in British schools to encourage older boys to develop special interests. General Education Courses include current affairs, music, art, craft or woodwork, general English for science students, foreign languages, etc.

Grade XII teachers in Quebec will be interested in the emphasis placed upon a good school library, and a separate junior library, with a semi-separate reference library. Another point emphasized is the value of societies, or school clubs; e.g. Debating, Glee, Natural History, Archeological, Political, and Theatre Groups, Rambling Clubs.

Laidlaw, Alexander F.

Campus and the Community, The

Harvest House, Ltd. c1961 173pp ill

\$2.75

This is the first complete account of the Antigonish movement, which Dr. Laidlaw describes as a "blending of adult education, Christian ethics, and a program of social justice, directed through a university extension department." The history of the adult education programme at St. Francis Xavier University is given in detail. The desire to combat poverty in the material things of life, particularly in the farming, fishing, steel and coal industries, led to the development of such co-operatives as credit unions, livestock-shipping clubs, a Central Purchasing Committee, lobster canneries, Co-operative Housing Project, etc.

Many contributions to adult education have attracted worldwide attention. Education was brought into the lives of ordinary working people by using group-learning, and group-discussion methods. Adult education was linked to co-operatives, and organized labour. Leadership training courses were stressed.

Students interested in the English Rochdale Co-operatives, and in the Folk High Schools of Denmark will enjoy reading Dr. Laidlaw's book.

**Morris, John.**

**A Winter in Nepal.**

**Rupert Hart-Davies** 1963 232pp ill \$6.75  
**Longman's**

The Nepal Valley of Katmandu has become well known to many visitors from the western world. Even the southern approaches to Mt. Everest, through the Sherpa country of Sola Khambu, in eastern Nepal, are familiar to many travellers and Red Cross officials concerned with the plight of refugees from Tibet.

John Morris does not show us the Nepal of royal visits, National Geographic articles, and Cinerama films. He takes us on a leisurely 400-mile walking tour of western Nepal, from Kakani to Gurkha, Pokhra, and Batoli. On the way, a detailed study is made of the Gurkha hill tribes, of their customs, their manner of life, and of their many problems. There is much that is unpleasant in this book, but we are given an authoritative, realistic study of a primitive society in a country that faces both India and China.

**Osada, Dr. Arata**

**Children of the A-Bomb**

**G. P. Putnam's Sons** c1959 256pp \$5.50  
**Longmans Canada Limited**

August 6, 1945. Six years after the event, sixty-seven children are the representatives of two thousand who wrote, at the request of Dr. Arata, a composition on the topic of the A-Bomb. As an exercise in composition, they are an example of writing directly from one's experience. These are the survivors of Hiroshima.

These are children who were four, or five, or ten or twelve years old at the time. What they have to say is a "remembrance of things past" which varies according to their ages. But this remembrance is obviously seared into their souls. Only they really know whereof they speak.

The moment of impact was vivid, but, in a sense, unrealized. It was after — after the home was gone, after the parent was dead, after the brother developed radiation sickness, after the healing period when the name "Atom-Bomb Scarface" was appended, after in the displacement and the poverty — that the children suffered.

The night of the bomb was black, indeed. As one child implied, no human being should have to live through a night so long.

The days thereafter had their own horror. Imagine, if you can, being forever afraid to look at the sky. This was one small child's destiny until his death.

The children are frightened. They cry. But they do not whine. They want only a world which does not take away childhood.

As one reads this book, one's thoughts turn to other children living in other kinds of disaster. Has mankind edited the words, "Suffer the little children to come unto Me" to the first four?

Dr. Osada, former President of the University of Hiroshima, dead in 1962, has made it possible for these children to have a voice — not crying in the wilderness, it is to be hoped.

**Stone, Irving and Jean**

**I, Michelangelo, Sculptor**

**Doubleday** c1962 283pp ill \$5.95

*I, Michelangelo, Sculptor* is the translation of the collection of letters written by Michelangelo between 1496 and 1563. These letters formed the background study for the famous

novel *The Agony and the Ecstasy* by Irving Stone. In the introduction the author describes the mammoth task of translation and arranging, as many of the letters were undated. The letters are joined together with short biographical notes where it is necessary to give the reader background, but Michelangelo speaks to us directly through the letters in all his greatness and his humanity, plagued by money worries, quarrels with patrons and anxieties about his family. In this book one becomes aware of the difficulties of life in Renaissance Italy, the problems of sending money or valuables from one town to another before the introduction of a postal service, the uneasiness of the political situations in the city-states, and the continuing mediaeval social structure under which the individual had to live. To the student of history and the student of art *I, Michelangelo, Sculptor* provides a valuable communication from the great genius of the Renaissance to the twentieth century.

#### Revista de educacion

Domingo Gaustine Sarmiento      February-April, 1961      499pp

*Revista de Educacion* is the Argentine government's official magazine on education. It was founded in 1858 by the great educator of that country, Domingo Faustino Sarmiento. As is the case with most countries in South America, public education is governed through the Ministry of Education which has federal powers and legislates for all the provinces. As a bi-monthly publication it is the means of diffusing instruction and information, research in pedagogy, and translations from the world's most important periodicals on education. The average edition contains thirty-eight articles, approximately three hundred pages in small print.

*The Revista* aims to interest the best scholar and the most inexperienced teacher. Although the works reviewed were two years old, most of the essays in them are topics of lasting interest. For example, "Artistic Manifestations of the Neuguen Aborigines" is an elaborate study in the petrography, sculpture, graphic arts, primitive poetry and song of the Indians in the region of Patagonia. Other papers refer to culture, technology and man, the conquest of the electronic microscope, the responsibility of the man of learning, the causes of poor spelling, principles of secondary education, folklore and education, suggestions for reading during the holidays, methodology in composition, teaching and research, the crises of culture, the crisis in pedagogy, and several detailed book reviews. One of these reviews concerns a recently published work on education by the well-known Spanish author and philosopher, José Ortega y Gasset. Discussing a special study on the evaluation of pupil effort, the author implies that student achievement is the end of all the efforts and planning of school administrators, teachers and parents, and continues to explain at great length how these three factors are related to the student's work.

This periodical not only supplies food for thought on education in Argentina, but also in the world at large.

#### Smithsonian Institution

Annual report of the Board of Regents of the Smithsonian Institution

For the year ended June 30, 1961.

U. S. Government Printing Office      1962      579pp      ill      \$4.25

The purpose of the Smithsonian Institution can still be described in the words of the English scientist, James Smithson, whose bequest established the Institution, "It is for the increase and diffusion of knowledge among men."

This 1961 Annual Report includes detailed reports of the branches of the Institution, such as the U.S. National Museum, Canal Zone Biological Area, National Gallery of Art, etc.

The General Appendix, pp. 239-569, contains twenty-one scientific papers, collected from many sources, describing some of the more important recent physical and biological discoveries. These range from Drilling Beneath the Deep Sea, to the Detection and Evasion of Bats by Moths, and Heyerdahl's Kon-Tiki theory.

## TEXTS

Elder, T. and Wood, R., eds.

Harrap's Swift Reader "Top Flight"  
and Teacher's Book

Harrap c1961 156pp

Clarke, Irwin & Co.

Pupil's book \$1.30  
Teacher's book \$2.00

The purpose of this reader is to improve comprehension and increase speed in silent reading. The Pupil's Edition contains twenty-five interesting stories and articles, each of which is followed by a summary with many key words omitted. This is to be used following the exercises provided in the Teacher's Edition. Each pupil notes his own reading time to within fifteen seconds, and enters it on his Reading Progress Card.

In the Teacher's Edition, which does not contain the stories and articles, notes on each selection are given, with the difficult words to be presented to the pupils. Then follow ten multiple choice questions, to be read to the students, each of whom enters his choice on his Reading Progress Card. These are checked by the teacher, using the appropriate conversion table. Meanwhile the class completes the summary; this is checked in class, and then, or later, oral questions also provided in the Teacher's Edition are given. Four exercises to increase eye-span are included.

The section "Detailed Procedure" gives complete instructions to the teacher, and should make the Swift Reader an easy book to use.  
Grade IV up.

#### Laureate Edition

Fuller, Edmund and Kinnick, B. Jo

Adventures in American Literature, Volume 1

(reviewed April-June, 1963) Volume 2

Volume 3

Volume 4

Harcourt, Brace & World c1963 286, 262, 260pp

Volume 1 contains twelve short stories and Stephen Crane's *The Red Badge of Courage*. As the opening book of a course in American Literature, the selections are chosen so that almost every type of personality will find something to his taste. All the stories go beneath the surface as in Ray Bradbury's "The Flying Machine," the tale of the destruction of a creative being whose invention could be used for destruction, although in itself it was a thing of wonder. Other more direct comments on war are Ernest Hemingway's "Old Man at the Bridge," almost *not* a story, and Faulkner's "Two Soldiers." Walter Van Tilburg Clark's "The Portable Phonograph" is another aspect of the same theme. Richter's "Early Marriage," Steinbeck's "Flight," and "The Wolfen" by Stegner, and the quiet horror, "The Lottery" by Shirley Jackson are varied pictures of humanity, or inhumanity. Thurber, Cather, Benét, and Lewis are represented by famous examples of their work. There is good material here for example and discussion. It should be the springboard for further investigation into the work of these authors, or the themes they have illustrated so vividly. A fine collection.

Volume 3 takes the student back to the beginnings of literature in America with the traditionally inherited oral poetry inscribed in picture writing, in this instance, the Delaware Indians, The First Psalm from *The Bay Psalm Book*, an excerpt from the *New England Primer*, part of a hellfire sermon, and writings arising from personal interests or needs give a picture of the colonists, their needs, their aspirations. Franklin, Henry, Paine, Jefferson, Hopkinson, Hamilton, and Washington show how the new nation was conceived. Irving, Bryant, Poe, Hawthorne, and Melville demonstrate the sensitive reaction of fertile imagination nurtured by new experiences. Emerson, Thoreau, Longfellow, Lowell, Holmes, and Whittier are represented by samples of their work which show why they have survived, and why what they had to say could not be said precisely in the style of older ways.

In Volume 4 the opening of the West and the War between the States demanded a virility in writing to express the demonstrated virility of the people. Vestal, Royce, Parkman, Dana, Audubon, Webster, Lincoln, Lee, and Timrod showed that greatness can be found in the small and in the immediate with no need to look for glory only in the past. The Indian, the Negro, and the cowboy had also their themes rooted in eternity. The late nineteenth and

early twentieth century authors found they had a new man to interpret, a blending of the Old World becoming by absorption something quite new and needing interpretation.

Something quite apart from literature as a formal study comes out of these paperbacks. By reason of the well-chosen selections, the reader can grasp that here is an experience interpreted for us from the beginning by its participants. This was a literally New World inhabited by articulate people who learned to live in it as well.

**Understanding Through Interest,**

**Hoare, Robert J.**

**Longmans, Green and Co. Ltd., c1961, 62 pp per book, ill \$ .65 per bk.**

In this series, there are four sets of books, each book containing interesting yet informative stories on various subjects, such as, Volcanoes, Lighthouses, Sea Fishing. Questions testing the understanding of the material are found at the end of each story. For grades three to six, teachers should find these stories useful for silent reading assignments.

**The Winston Canadian Dictionary for Schools**

**Holt, Rinehart and Winston of Canada c1960 756pp ill \$1.75**

This dictionary is prefaced by information giving the use of the pronunciation key, and spelling practices. Each page has the key and guide words. Each word shows the pronunciation, accent, part of speech, spellings of derivatives when they may cause some difficulty, the meanings, and in certain cases the use of the word in a sentence.

**Dictionary Practice Book**

**Holt, Rinehart and Winston of Canada c1962 96pp ill \$0.80**

This is an excellent review of all aspects of spelling to be used in conjunction with *The Winston Canadian Dictionary for Schools*. It begins with the alphabet as such, and develops the dictionary skills. It would make personal dictionaries completely usable. Unabridged dictionary skills are not covered.

**Pleasure and Progress Readers**

**MacDonald, A.M.**

**Rich Harvest**

**McDougall's Educational Co. Ltd. c1960 280pp ill \$1.20**  
**Clarke, Irwin & Co. Ltd.**

This book, suitable for Grade Six, is in itself a miniature library. As well as providing much informative matter in both prose and verse, it also contains adventure, drama, and humour. At the end of each chapter, there are exercises suitable in vocabulary for children at the Grade Six level.

**Ousley, Odille**

**My ABC Book**

**Ginn c1962 up ill \$1.20**

This book teaches the letter names, both forms of the letters, provides tracing experience develops auditory awareness of sound, of listening, and of vocabulary. It is attractive and useful for early school experience.

Polkinghorne, R. K. and M. I. R.

Tales the Years Tell, Books Two and Three  
 Harrap c1961 104pp and 96pp ill \$1.10 each  
 Clarke Irwin

This series contains true stories of the lives of young people, some famous, others little known, who lived long ago. Book Two covers the period from 30 B. C. to the close of the 13th century. Book Three begins with a tale of the adventures of Henry of Monmouth, later Henry V, and ends with the epic of Chinese Gordon, the hero of Khartoum. Many stories tell of historical personages in countries other than Britain, e. g. Jacoba, Countess of Holland, who was brave enough to enter a den of lions; and Baldwin, the boy king of Jerusalem, who rescued his cousin Isabelle from the Saracens. But whenever possible, the events are linked to contemporary happenings in Britain, thus showing how the history of Britain is interwoven with the history of other countries.

Young readers may be surprised to learn at what an early age many of the great heroes of the past were ready and eager to assume heavy responsibilities.

Each chapter is followed by suggestions for research into meanings of new words, map study, and further reading. These books are suitable for supplementary history reading in Grades VI—VII.

Robertson, Duncan

Errors in Composition  
 MacMillan of Canada c1961 64pp \$0.85

With symbols and clear explanations, *Errors in Composition* is a comprehensive, useful booklet for teachers of English composition in secondary schools. In a classroom library, its authoritative explanations would be invaluable to serious students of precise and lucid expression of ideas in English.

Russon, A. and L. G.

A Second German Book  
 Longmans, Green & Co. c1961 272pp ill \$1.45

To assess the qualities of the second part of a grammar when one has not seen the first part is rather a difficult task. With the help of the grammatical index at the back of the book one can deduce what has been presented in Part I. Part II has its good and bad qualities. The latter will be dealt with first.

Since most foreign language teaching today is done in the language being taught, it is regrettable that no grammatical terms are given in German so that the pupil might see them each time he uses his book. These terms could easily be given beside the English at the beginning of each grammar section, or, failing that, a page or two of equivalent expressions could be inserted with the vocabulary at the back.

Admittedly one runs the risk of distorting the English of sentences composed purely for translation. Our authors were a little unwary for we find "When I make a journey..." and the deliberate placing of an adverb of time before an adverb of place, as in example 11, page 42.

In spot-checking the vocabulary, two words, "Erdkunde" and "Küchengerât" were missing, and of course there may be others. It is doubtful that these words were among the 1,000 introduced in the first book, else why repeat "Küche" and "Erde" in the vocabulary of this book and not repeat the more difficult compound nouns.

Grammatical explanations are regularly brief. Sometimes this brevity is carried too

far, as shown by the use of a single example to illustrate the meaning of the imperfect tense with "seit." Surely some explanation would be appropriate.

No grammarian should include in his work, "One of the reasons why... is because..." See p. 124, example 12.

Finally, something for which the authors may not be responsible — the illustrations. Perhaps there is a good reason for not signing them as they are poorly done, particularly those with human figures. No illustrations would be better than, for example, those on pages 85 and 148.

Now to mention the good qualities of this grammar, which, despite the foregoing, outweigh the bad ones.

The recapitulation exercises preceding each lesson are excellent. They can be used repeatedly during the year. The exercise on word order in the subordinate clause on page 17 is especially good.

The reading material is plentiful, interesting, and up-to-date. Though at times the vocabularies seem long, the words are well-chosen. A pupil who mastered the 1,850 words in the two books would have a most useful active vocabulary. The poems and anecdotes are delightful. Their inclusion is fully justified, indeed necessary, in such a book. The lists of expressions to memorize and the suggested essays with additional vocabulary are welcome supplements to the grammar lessons.

As was noted above, grammatical explanations are brief, occasionally non-existent. The inventive teacher will perhaps welcome this and will feel free to explain in his own way and with other examples such points as "the demonstrative pronoun."

This book would be challenging and consequently not monotonous to any teacher. Certainly, pupils who cover it during the second year of study would need an energetic, enthusiastic teacher. Those pupils would be well on the road to an understanding of the German language, and their teacher would find the book sufficiently inspiring to spark his energy and enthusiasm.

**Taylor and Ingleby,**

**Reading with Rhythm,**

Longmans, Green and Co. Ltd.    c1961    24pp per bk.    ill    \$1.10 per set.

In this series, there are five sets of books, containing eighteen graded stories which are not sold separately but only in sets. Each of sets one, two, and three contains four stories; sets four and five, three stories. Some of the titles of the individual stories are: Tommy's Engine, King Lion, David's Birthday. These stories are not stilted. The books are paper covered. The print is the printing script used by the pupils in Grades One and Two. Each page has attractive illustrations. These books should prove very interesting to the children of primary grades.

**Wilson, John. M.A. and Parsons, Clive**

**Basic Latin Vocabulary, A**

The MacMillan Company of Canada Limited    c1960    59pp    \$0.60

This little book is useful in translating Latin into English. It has excellent derivatives, a complete list of Latin prepositions and four pages of constructions, well-explained and illustrated with examples.

Although not entirely cogent to *Latin for Today*, it might be used by Grade XI students as a quick vocabulary and grammar review. Its small size is encouraging and also convenient.

## YOUNG PEOPLE — NON FICTION

Armstrong, Warren  
White for Danger

John Day c1963 191pp  
Longmans Canada

\$4.25

This book expresses the drama of loneliness and the special courage required to cope with it. Warren Armstrong has paid tribute to men and women of unbelievable bravery. Although in his fourteen accounts he has chosen to record exceptional dangers and tragedies, even horror at times, these accounts make one realize that every person who mans a lightship or who chooses to keep a lighthouse may meet at any moment such challenges as these.

Think of the circumstances of the site for a lighthouse. A strip of water (and rock) so dangerous that there must be constant warning of its location. Then one must build in the midst of this terror. Weather conditions become so bad that the construction may be destroyed several times before it can be completed. These do not deter those who now go to live in a structure which still may not be able to stand the stresses and strains. However, if the foundation is well laid, then begins the long devotion to duty which requires that when other lives are in danger one *must* risk one's own. As if all this were not enough, there can also be danger from attack by savages, from attack by civilized warriors who may redeem error when they discover that they have thereby hurt humanity, or from attack by race-supremacists who enjoy destruction of the helpless—for these people, the lighthouse or lightship keepers, are never armed for their mission is to save life, not destroy it.

If the reader has never thought about, or has had no interest in this work, he should. The lighthouse keeper is "his brother's keeper." He makes a quietly magnificent contribution to the welfare of the world.

Blandford, Percy W.

Canoes and Canoeing

Lutterworth Press, London c1962 203pp ill.  
G. R. Welch Co., Toronto.

\$2.75

Since this book is exhaustive on the art of canoe building, it will probably soon be the standard text on the subject. The author's approach is simple, orderly and comprehensive. The first chapters deal with choosing a canoe, tools and materials. The next chapters give clear instructions and specifications for five types of canoes. The closing chapters are valuable since much practical advice is given concerning gear and canoemanship. Relevant appendices are included.

Duvall, Evelyn Millis

Love and the Facts of Life

Toronto, G. R. Welch Co., 1963, 352 pages, illustrated,

\$5.50.

There is no doubt that the subject under discussion in this book is probably the one that occupies the minds of adolescents more than any other. Any survey, developed to assess the interests of high school students, invariably points out the deep concern on the part of both boys and girls regarding heterosexual relationships. Many parents and teachers recognize this, yet so many feel inadequately prepared to discuss the subject frankly and objectively. Hence far too many young people are exposed to incorrect knowledge and sometimes sordid concepts through their discussions with their peers or perhaps with adults with unhealthy attitudes.

We can no longer leave our children's sex education to chance and those of us who have the responsibility of guiding their thinking will find in this book a splendid source of scientifically accurate information attractively produced. It is written so that early adolescents, perhaps in the eighth or ninth grade, as well as late adolescents in their first year of college or university will find it interesting and informative. It does not preach. It sets down the facts then helps the reader to make sensible decisions regarding his own behavior.

I feel certain that anyone, no matter what background, or age-group above the pre-puberty period, who would begin reading this book would not be able to leave it until it was read from cover to cover. High school libraries, reading lists for Home and School or Parent-Teacher Associations, and University libraries would do well to include this book in their next orders.

**Green, Stanley**

**The Rodgers and Hammerstein Story**

**The John Day Company c1963 188pp ill**

**\$5.50**

**Longmans Canada**

The final curtain of *South Pacific* was never lowered, but somehow the first curtain of this book is raised very slowly. Perhaps it is too much to expect that the gay, sparkling, witty, and profound productions of *Show Boat*, *Oklahoma!*, *State Fair*, *Carousel*, *Allegro*, *South Pacific*, *The King and I*, *Flower Drum Song*, and *The Sound of Music* can be caught in an account of how they came to be. There are moments of excitement, and there are expositions that give insight into other aspects than the sheer entertainment they afforded.

The first part of the book pursues the separate careers and varying successes of Rodgers and Hammerstein until the illness of Lorenz Hart provided the opportunity for the two men to work together. Richard Rodgers and Oscar Hammerstein II were a compatible team in every way, and their basic humanity and respect for mankind was transmitted through their music and lyrics. They were also pioneers, leaving behind the "girl" shows and slapstick comedy of the theatre of their youth to try their wings on musical plays which were both entertaining and thoughtful. The "tired business man" can relax; but he has something to remember which could make his spirits soar.

For those who are of a mind to "entertain" in a world which is easily bored with inanities.

**Hirshberg, Al**

**Basketball's Greatest Stars**

**G. J. Putnam's Sons c1963 192pp ill**

**\$4.50**

**Longmans Canada**

Television viewers who saw the remarkable programme featuring Bob Cousy's farewell appearance and were able to share vicariously in paying homage to a great athlete and gentleman will be delighted with this group of portraits of twenty-two champions of the basketball court. The same holds for all who are basketball fans, and especially for boys who hope to become stars in their own right.

Each basketball star is shown as a personality, not as a scoring machine, and each is portrayed accurately and sympathetically by the author. In the foreword, Coach Red Auerbach, who himself is included as one of the subjects, says, "Anyone who reads this book will come away with new knowledge of what makes great players and coaches click... I can't recommend this book too highly." For Age 10 up.

**Joy, Charles R.**

**Young People of East Asia and Australia**

**Duell, Sloan and Pearce c1961 183pp ill with maps**

**\$4.00**

**Longmans. Green**

How the young people of East Asia and Australia live, their school and family life, recreation, travels, hopes and ambitions, all are told in the words of the young people themselves, "as if they were communicating with people their own age." The book contains twenty-two autobiographical sketches by young people from twelve different countries (Japan, Korea, China, Taiwan, Hong Kong, Macau, the Philippines, Vietnam, Cambodia, Singapore, Indonesia, Australia). Each sketch is preceded by a short—and interesting—geographical and historical introduction to the country.

Dr. Joy's editing of the material is beautifully done. One or two of the sketches were supplied—one cannot say 'written'—by boys and girls who have never been able to attend school; for example, Fung Shui Mui, whose "I Was Born on a Sampan" is heartbreaking in its simple account of utter poverty. Happily, this is the exception rather than the usual; many of the young Orientals are making the most of every opportunity to obtain a good education, and wherever possible are looking ahead to university courses.

Our own young people should enjoy reading these personal accounts of everyday living, not only for purposes of comparison, but for the pleasure to be obtained from doing so. It is easy to identify oneself with these boys and girls, who are helping to shape the future of their world and ours.

**Picture Career Series**

**Macmillan, Stewart  
Scientist**

**Lutterworth Press, London    c1962    76pp    ill.    \$2.75**  
**G. R. Welch Co., Toronto**

This book uses over one hundred pertinent photographs to illustrate and describe the great range of opportunities in science. Text and photographs cover the major sciences and suggest some of the more dramatic interests of each. A section is included on the curriculum and training of scientists in England.

**McClendon, Dennis E.**

**Lady Be Good, The**

**The John Day Company    c1962    192pp    ill    \$4.95**  
**Longmans Canada**

The subtitle is "Mystery Bomber of World War II." On April 5, 1953, the *Lady Be Good*, returning from Naples after a bombing raid, radioed Soluch, North Africa, for position, was given a bearing, and was not heard of thereafter, until its wreckage was discovered 400 miles south of its base on a plateau in the Libyan desert by an oil-prospecting crew in 1958.

The story of how bits and pieces of widely scattered, and long since filed information and evidence was unearthed, of how teams of experts went into the desert to find the bodies of all but one of the missing men, of how the story of their endurance was deduced is told in a completely factual manner.

From their deaths new knowledge of man's capacity to survive hostile conditions was obtained. From their deaths man may learn how to prevent the errors which compounded the catastrophe.

**Severn, Bill and Sue.**

**The State Makers.**

**G. P. Putnam's Sons.    c1963    255pp    \$4.25**

Delaware, in 1787, was the first state to ratify the new Constitution of the United States. The early Dutch, Swedish, and English settlers had established permanent settlements on Delaware soil, and had been granted limited self-rule by William Penn as the Three Lower Counties, soon to become the Delaware State. In Delaware's struggle for independence, Caesar Rodney, speaker of the colonial legislature of New Castle, was the leading figure.

A thumb-nail sketch of Rodney's life (1728-1783) is given in the opening chapter of *The State Makers*. Canadians who stop at New Castle on their annual Easter trip to Virginia Beach and Williamsburg, will be interested in the early history of this district.

There are forty-nine other short chapters in this book, each one giving a brief life history of one state-maker. Some names are well-known—Thomas Mifflin, John Brown, Alexander Hamilton, and Samuel Houston. Others are not too familiar to Canadians, and hence, not so interesting.

**Voight, Virginia Frances**

**Uncas, Sachem of the Wolf People**

**Funk & Wagnalls c1963 209pp**

**\$4.25**

**Longmans Canada**

This is the story of a boy who became chief of a people who had reached a high stage of Stone Age culture when he was born. They lived in choice lands along the Hudson River, but upon the arrival of Henry Hudson in 1609 they moved their tribe. They, the Mohegans, warred with the Mohawks at times, particularly when the former moved into the Connecticut territory of the latter.

As a boy, the young Indian was known as the Cub, but he chose as his adult name, Uncas, or the Fox. The traits of the fox were highly developed in him — enough to enable him to become Grand Sachem of his tribe. He maintained his leadership despite rivalry and resistance, particularly when he chose to pledge his friendship and loyalty to the English settlers of Connecticut. As a result the English honoured their agreements with him, at least in his lifetime. But, even so, in his old age Uncas realized that new problems would arise, and new adaptations would have to be made.

The story is full of the customs and lore of the eastern Indian, and of the relations between him and his red brothers, and with the white man. A very interesting book.

**Weiser, William J.**

**The Space Guidebook. Revised Edition.**

**Coward-McCann, Inc. 1963 325pp ill.**

**\$7.00**

**Longman's**

What did Explorer XII contribute to our knowledge of the Van Allen belt? What are space fireflies? Is life possible beyond our planet? What do we know about the canals on Mars? How soon will Jules Verne's dream of the first men on the moon become a reality? These are some of the questions discussed in this popular, up-to-date guidebook to modern space research.

Much fascinating astronomical information is given, some of it rather disturbing. There is nothing permanent in our universe. The birth and death of stars, including our sun; the revolution of the earth around the sun, which, with its planetary family is moving toward Hercules at the rate of twelve miles per second; the orbiting of our whole solar system around the centre of the Milky Way galaxy, at the rate of 175 miles per second; and the course of the Milky Way through the dark, trackless universe — these are thoughts that make us realize the insignificance of our earth-made problems.

High school students, and indeed, the general reader will find much of interest in this book.

**Westbrook, Robert**

**Journey behind the Iron Curtain**

**G. P. Putman's Sons c1963 160pp ill**

**\$4.25**

**Longmans Canada**

This is the tale of the young traveller in the Soviet orbit — one week in Poland, five weeks in the U.S.S.R., and one week in Czechoslovakia — with four days for evaluation and discussion spent on a mountain top in Italy.

If you were a young person, just finishing second year High School, with an opportunity to make such a trip in company with some classmates and your teacher, how would you prepare?

Robert Westbrook gives an insight into motivation when he describes how he dug in, in his spare and holiday time, too, to learn enough Russian to qualify. His description of his debates with his mother over packing problems, and his wry comment on the uselessness of his "best blue suit" are good indications of the kind of boy he is. For a boy wrote this book, experiencing his trip at fifteen, and getting his book published at seventeen.

This is the Iron Curtain seen with the fresh eyes of youth. There is an idealistic determination to break down some of the barriers, and to contribute somehow to understanding and to peace. That doesn't blind this young man to the things he senses and cannot tolerate. His amazement at the luxury of the Polish liner *M.S. Batory* is dented slightly at the experience of his first day on Polish soil. With the "fair play" attitude of most young people, he does not let this first impression colour all succeeding experiences. He likes the Polish people. By contrast, the Russians are heavy-handed; the Czechs are frightened.

Among all but the last, he makes friends. Too often they do not understand each other, but they try. Robert Westbrook returned to America just as the crisis over Berlin came to a head. Since there was no indication whatever of the developing crisis during his trip, the shock makes him assess the possibility of going to war against the people whom he has met. This he considers utter tragedy.

He has noted the speedy supervision of the drunken Moscow youths who are offensive to him; the tremendous contrasts between the relics of the czars, the unimaginative new architecture, and the peasant-like conditions of the countryside; the youthful enthusiasm and belief in communism, from the seven-year old child who chanted his thanks to the Communist Party for giving him such a wonderful childhood to the young person who believed that all people were working for goals as he knew them, but that the Communists would achieve them first. When he asked about the freedom to read other points of view, he was told that he had only to go to the library and ask for what he wanted. This he did. *The New York Times* was there, in a guarded room, in a vault. He had read the edition before leaving on his trip.

For Robert Westbrook, it was good to get home. However, he has a message: "I hope that everyone reading this book will ask himself why he believes in the things he does. Is it because you actually think, or are you blindly following tradition? If you discover that you are merely a tape recorder, you should be very disturbed; you are not free."

**Wise, William**

**Alexander Hamilton**

Longmans Canada c1963 191pp

\$3.75

This biography of Alexander Hamilton could be an inspiration for any boy who dreams of future fame. Born under a cloud, forced to become a clerk at the age of twelve, Hamilton was promoted to the position of chief clerk of the important company of Cruger and Co. when only fourteen, and through a chain of circumstances, due mainly to a hurricane which swept the island of St. Croix in the West Indies, he was able to enter university two years later. During the Revolutionary War he was a brave and trusted officer, serving as secretary and aide-de-camp to General Washington. He made a dazzling marriage, had many rich and powerful friends, and after retiring from army life he entered politics, becoming President Washington's first Secretary of the Treasury.

The story of his career is told in a pleasantly readable style by an author whose evident admiration for his subject does not prevent him from giving an unbiased picture. We read that Hamilton felt "unbelievable irritation" at his work during the War, when he longed for glory and honour on the field of battle. Though in politics, he was not a clever politician; he "neglected the soft word or refused to flatter." But his complete devotion to the young United States and his enormous influence made him one of the greatest statesmen the American republic has ever known.

The sad story of the antagonism between Hamilton and two other great Americans, Jefferson and Madison, and the hatred between Hamilton and Aaron Burr, finally leading to the tragic duel which took his life, brings the history of the life of a very great man to a dramatic close.

## YOUNG PEOPLE — FICTION

**Clayton, Barbara**

**Second Best**

**Funk & Wagnalls c1963 184pp**

**\$3.75**

**Longmans Canada**

The heroine, Lucy Ritchard, is labelled "Lucky Lucinda" because she seems to be anything but. Her older sister is a popular squarehead; her younger brother is an acknowledged basketball star; she is identified in the minds of people as their sister, not for anything in her own right.

When the family goes to Maine to spend the summer, Lucy gets off to the wrong start by reading up on sailing, taking a sailboat out alone against orders, and coming to proper disaster.

This is the story of a young person who is resentful of an apparent lack of recognition which really results from a definite lack of accomplishment. This hurts her already sorely damaged ego.

When she finally takes a good long look at herself, her selfishness (not intended), and her self-centredness (not realized), she tries to think and act in terms of others. Sights, fancied and real, assume their proper proportion, people respond, and second best gains a new meaning — a best to be valued.

**Habek, Fritz**

**Days of Danger**

**Harcourt, Brace & World c1963 252pp**

**\$4.25**

**Longmans Canada**

Set in the summer of 1683 at the time of the historic siege of Vienna by the Turks and the Tartars, this is an engrossing tale of the adventures of Andreas, a fifteen-year-old boy, and an unforgettable Count who possesses the flair of Alan Breck, the dash of the Scarlet Pimpernel, and the verve of a d'Artagnan, plus his own insouciant air.

Fritz Habek, an Austrian poet, grips the reader by his choice of word and incident and never lets him go. James Kirkup, who translated the story from the German, has served both author and reader well.

The boy, in search of his mother in Vienna, gets caught in the siege, but manages to get outside the walls after witnessing some of the horrors of war. On his way back home he meets again the Count whose patronage for an art career he has previously sought in vain. The Count, who is in disgrace and has lost his regiment because he refused to fling them into a lost battle, is trying to regain favour by slipping through enemy territory with important information. The lad, when they are in difficulties due to the rescue of a fair lady who insists on being well-dressed and well-provisioned for her sortie, takes the message through for the Count — much to the latter's annoyance.

Finally, the two are cooped up in a castle with a band of monstrous thieves where all are forced to defend themselves for their lives against an overwhelming number of Tartars and Turks.

A thoroughly fascinating tale, and entirely within the bounds of possibility.

MINUTES OF THE MARCH 1963 MEETING  
OF THE PROTESTANT COMMITTEE

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Laval Normal School, 1660 Blvd. de l'Entente, Quebec, P. Q., March 20, 1963

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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, Mr. R. J. Clark, Mr. G. A. Golden, Dr. C. E. Manning, Prof. D. C. Munroe, Mr. K. H. Oxley, Hon. J. P. Rowat, Mr. T. M. Dick, Mr. Robert Japp, Mr. G. A. McArthur, Mrs. A. Stalker, Mrs. Roswell Thomson, Mr. H. S. Billings, Director of Protestant Education, Dr. E. Owen, Secretary.

Apologies for absence were received from the Superintendent of Education, Dr. C. L. Brown, Mr. A. K. Cameron, Hon. W. M. Cottingham, Brig. J. A. deLalanne, Most Rev. John Dixon, Hon. G. B. Foster, Dr. F. C. James, Mr. J. R. Latter, Dr. S. E. McDowell, Dr. R. H. Stevenson, Mr. T. C. Urquhart, Mr. E. T. Webster, Dr. Ogden Glass.

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

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

(1) Teachers of Physical Education are employed in 156 schools, of Industrial Arts in 78 schools, of Music in 128 schools, of Home Economics in 68 schools, of Business Education in 33 schools.

(2) The possibility of teaching Grade XII in Cowansville is being studied.

(3) The Legislative Assembly has adopted a bill uniting the Protestant School Municipalities of Quebec, Sillery and Ste. Foy to form the Protestant School Municipality of Greater Quebec.

(4) The three summer emergency programme leading to a Class I Certificate will be repeated, beginning in 1965.

(5) So far this year boards have received permission to engage 721 persons without Quebec diplomas, of whom 389 have been trained outside the Province.

(6) The total enrolment on September 30, 1962, was 120,305.

(7) The total number of teachers employed this year in Quebec Protestant schools is 5,387, of whom 1,634 are men, 2,018 are married women and 1,735 are single women.

(8) French is used as the medium of instruction for 1,020 French Protestant children this year in the schools of 12 boards.

(9) Figures published by the Provincial Bureau of Statistics show that the per pupil cost of education in 1961 was considerably higher for Protestant than for Catholic children.

The following recommendations contained in the report were considered separately:

(21) On the motion of Mr. Dick, seconded by the Hon. Mr. Rowat, in accordance with Regulation 113 and Section 53 of the Education Act, an Inspector's Certificate was awarded to Mr. John C. Gaw, who had passed the Inspectors' examination held on December 1, 1962.

(22) On the motion of Mr. Japp, seconded by Mr. McArthur, the action of the Director of Protestant Education in applying for the payment of \$5,000 to the Greater Montreal Board to assist the Educational Television Committee was approved.

(23) On the motion of the Hon. Mr. Rowat, seconded by Mr. Oxley, payments to the following boards from the funds at the disposal of the Protestant Committee were approved for the purchase of library books: St. Hyacinthe (\$400), Hemmingford (\$1,000), Ste. Rose (\$1,000), Longueuil (\$1,000).

(24) On the motion of Mr. Japp, seconded by Mr. McArthur, the Director of Protestant Education was authorized to grant permission to the school board of Ste. Thérèse and Val d'Or-Bourlamaque to offer Grade XII provided he is satisfied that the requirements regarding staff and enrolment will be met.

(25) On the motion of Mr. McArthur, seconded by Mr. Golden, it was agreed that a grant of \$500 for library reference books and \$1,000 for science laboratory equipment be paid from the Marriage Licence Fund to each school board that offers Grade XII in the year 1963-64.

(26) On the motion of Mr. McArthur, seconded by Mr. Japp, it was agreed that \$2,000 be paid from the Marriage Licence Fund in September 1963 to assist the School Board of Grosse Ile to operate Grade X in the year 1963-64.

(27) On the motion of Mr. Bradley, seconded by Prof. Munroe, it was decided not to authorize the payment of a special grant to the Farmborough School Board.

(28) On the motion of Mr. Japp, seconded by Mrs. Thomson, the payment of a total amount of \$5,000 from the Marriage Licence Fund was authorized to assist deserving pupils in obtaining an education, provided that no individual grant exceeds \$200.

(29) On the motion of Mr. Dick, seconded by Mr. Oxley, it was agreed

(1) that Regulation 130b of the Protestant Committee be amended by

(i) replacing the first paragraph with the following:

"130b: For Class I certificates, persons who hold acceptable degrees from an approved university and have successfully completed a minimum

of one year of professional training either at the Institute of Education (McGill University) or at Bishop's University."

(ii) striking out the second paragraph.

(2) that Regulation 133 be amended by replacing it with the following:

"133: Every holder of a Class II diploma shall be entitled to receive a Class I diploma on graduation from an approved university."

(30) On the motion of Mrs. Thomson, seconded by Prof. Munroe, the payment of \$3,500 from the Marriage Licence Fund was authorized to enable the Grande Grève School Board to buy a new school bus.

(31) On the motion of the Hon. Mr. Rowat, seconded by Mr. McArthur, the payment from the Marriage Licence Fund of a maximum of \$300 per class was authorized to school boards that have established, or will establish, classes for retarded children since July 1, 1961.

On the motion of Mr. Japp, seconded by Dr. Manning, it was agreed that action be deferred in approving extensions to individual schools until a further study has been made of possible annexations in the counties of Brome, Missisquoi, St. Jean and Shefford.

On the motion of the Hon. Mr. Rowat, seconded by Prof. Munroe, it was agreed (a) that the Protestant Committee submit for the consideration of the Teacher Training Committee a request that a special programme be initiated in the Institute of Education for the preparation of teachers in the French language for service in the French Protestant schools of the Province; (b) that the Protestant Committee authorize the Director of Protestant Education to request an annual grant of up to \$30,000 to the Institute of Education to cover the costs of staff and equipment for such a course; (c) that the course for teachers in the French language be introduced in September 1963; (d) that the Protestant Committee authorize a maximum payment from its funds of \$30,000, if necessary, for the establishment of the course.

The Director's report was received on the motion of the Hon. Mr. Rowat, seconded by Prof. Munroe.

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

(1) That the report of the Home Economics Committee be adopted, that the revised syllabus come into effect for Grades VI-XI in September 1963, that *Lesson Outlines in Cookery* be removed from the course of Grades VI and VII, that Ellett, *Textiles for Teens*, be authorized for Grades VIII-XI, and that the syllabus be reviewed at the end of three years of use.

(2) That the report of the Montreal Music Committee be adopted, that the revised syllabus come into effect for Grades VIII-XI in September 1963, that Channel C remain in Grades X and XI for High School Leaving candidates only, that Channel D be removed from the course of Grades X and XI, that a revised list of

recordings be authorized as recommended in the report, and that the following changes be made in the authorized texts:

**New authorizations:**

Channel A: Glenn and Spouse, *Art Songs for School and Studio, Books I and II.*

Channel B: Magnel, *Twenty-Nine Schantl Studies*; Cheyette, *Accent on Tone*; Kayser, *Progressive Studies for Violin*; Kayser, *Thirty-six Studies for Viola*; Lee, *Forty Melodies and Progressive Etudes for Cello*; Simanol, *Thirty Studies for Bass.*

Channel C: Wharburton, *Score-Reading Form and History.*

**Texts to be removed:**

Baldwin, *Music for Young Listeners (The Green Book, The Blue Book)*;

Baldwin, *Music to Remember*; Barbour and Freeman, *The Story of Music.*

(3) That Schulz and Lagemann, *Physics for the Space Age*, replace *Physics for Our Times* in Grade X in September 1963 and in Grade XI in September 1964, and that Verwiebe et al., *Physics a Basic Science*, be recommended as a teacher reference for Grades X and XI.

(4) That permission be given to the Greater Montreal Board to continue the experimental use of the PSSC Physics course with selected classes in Grade X for the year 1963-64 and in Grade XI for the year 1964-65.

(5) That the revised syllabus for English Literature be authorized for Grade XII as submitted by Dr. Glass's committee and that the following changes be made in the authorized texts:

**New authorizations:**

*She Stoops to Conquer, Arms and the Man, Tom Jones, The Virginians, Emma, Middlemarch, Tess of the d'Urbervilles, Nineteen Eighty-Four, Portrait of the Artist as a Young Man, Cakes and Ale, The Moon and Sixpence, The Heart of Darkness, Brave New World, The Horse's Mouth, Brighton Rock, The Heart of the Matter, Such is My Beloved, Where Nests the Water Hen, The Tin Flute, Who Has Seen the Wind?, Each Man's Son, The Watch that Ends the Night, The Importance of Being Earnest.*

**Texts to be removed:**

*The Tempest, Dr. Faustus, Strife, Kenilworth, Quentin Durward, Lavengro, A Passage to India, Lord Jim, The Man of Property, The Mayor of Casterbridge.*

(6) That the revised syllabus for North American Literature be authorized for Grades VIII and IX as submitted by Dr. Glass's committee and that the following changes be made in the authorized texts:

**New authorizations:**

Grade VIII: Altsheler, *Hunters of the Hills*; Burnford, *The Incredible Journey*; Irving, *The Sketch Book*; London, *White Fang*; Williamson, *North after Seals* (transferred from Grade IX).

Grade IX: Batten, *Wild and Free*; Pumphrey, *Grenfell of Labrador*; Mark Twain, *A Connecticut Yankee*; Ralph Connor, *Glengarry School Days* (transferred from Grade VIII but not authorized till 1964-65).

**Texts to be removed:**

*Ranger* and *The Grey Adventurer* (from Grade VIII); *Uncle Tom's Cabin* (from Grade IX).

(7) That the terms of reference of Dr. Glass's committee, which was appointed to review the English Literature course of Grade XII and the North American Literature course of Grades VIII-XII, be extended to include the examination and revision of the English Literature course for Grades VIII and IX with a view to the possible inclusion of a section on developmental reading.

(8) That the proposals submitted by the Director of Protestant Education for conducting the examinations to be taken by adults who attend the night schools provided by the Popular Education Courses Division of the Department of Youth be approved for an experimental period of two years.

(9) That approval be given to Mr. H. G. Greene's request, on behalf of a group of supervisors and supervising principals, for permission to undertake, in consultation with the Department of Education, further experimentation in providing for the needs of non-academic pupils with a view to the development of a modified curriculum in the high school grades.

On the motion of Mr. Dick, seconded by Mr. Golden, the report was approved, and the Director of Protestant Education was asked to convey the thanks of the Protestant Committee to the committees that had presented their reports.

The report of the Teacher Recruitment Sub-Committee recommended the following measures:

(1) Continuance of the recruitment meetings and visits arranged for senior high school students and parent associations by members of the staff of the Institute of Education, the Department of Education, and members of the Montreal teachers associations.

(2) Provision of opportunities for third and fourth year students at McGill and Sir George Williams Universities to discuss careers in teaching with representatives of the Institute, the Greater Montreal Board, and the Department of Education.

(3) The distribution of the Department of Education's booklet "Preparing for Teaching" and of the PAPT's compilation of information regarding available bursaries and scholarships.

(4) Appointment of a sub-committee consisting of Miss I. Dombroski, Mr. M. O. Witham, Mr. C. H. Aikman, Dr. J. M. Paton, Mr. R. C. Saunders and Mr. K. H. Oxley to be responsible for publicity relating to teacher recruitment.

(5) Appointment of an Officer of the Department of Education to act as Co-Ordinator of Teacher Recruitment Activities.

(6) Referral for consideration by the Central Board of Examiners of the following three items:

(a) Continuance of the Emergency Teacher Training Programme.

(b) Modification of the undergraduate course requirements (for admission to teacher training) for candidates holding or preparing for a university degree.

(c) Clarification of the conditions required for securing a specialist teacher's certificate.

(7) Study of the desirability of seeking from business and industry the establishment of a number of generous bursaries or scholarships to assist university graduates to follow a course of teacher training.

The report was approved on the motion of Mr. Oxley, seconded by Dr. Manning.

A memorandum on the teaching of Industrial Arts was presented by the Director of Protestant Education. On the motion of Mr. Bradley, seconded by Mrs. Stalker, the memorandum was received, and the Director was requested to thank Mr. C. H. Aikman and Mr. E. C. McCurdy for its preparation and the Greater Montreal Board for making Mr. McCurdy's services available.

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

*First Degree:*

Miss Iole Appugliese, Royal Arthur School, Montreal, Que.

Miss Jessie G. Cockerline, Chambly County High School, St. Lambert Que.

Mrs. Doris Philia Coupland, Granby High School, Granby, Que.

Mrs. Ada E. Evans, Queen Elizabeth School, Val d'Or, Que.

Mrs. Eleanor Mary Gatenby, Knowlton High School, Knowlton, Que.

Miss Eileen F. Keane, Baron Byng High School, Montreal, Que.

Miss Elizabeth T. Kerr, Willingdon School, Montreal, Que.

Miss Mary R. Martin, Bannantyne School, Montreal, Que.

*Second Degree:*

Mr. Edgar W. Caron, Principal, Valois Park School, Valois, Que.

Mrs. Joan M. Hanna, Macdonald High School, Ste. Anne de Bellevue, Que.

Mrs. Lilian M. Lancey, Westmount High School, Westmount, Que.

Prof. Harry D. Morrison, Institute of Education, Macdonald College, Que.

Mr. Keith S. Pitcairn, Hudson High School, Hudson, Que.

Miss Elizabeth Stanton, Lachute High School, Lachute, Que.

*Third Degree:*

Dr. Eivion Owen, Department of Education, Quebec, Que.

Dr. James M. Paton, General Secretary, Provincial Association of Protestant Teachers, Montreal, Que.

Mr. L. N. Buzzell will preside at the ceremony, Dr. Ogden Glass will present candidates for the First Degree, Mr. G. A. Golden those for the Second Degree, and Mr. H. S. Billings those for the Third Degree. Dr. E. Owen will reply for the recipients.

On the motion of Mr. Bradley, seconded by Mr. McArthur, the following members were appointed to a committee to nominate a Chairman and recommend appointments to fill existing vacancies on the Protestant Committee: Hon. Mr. Rowat (Convener), Mrs. Thomson, Brig. deLalanne, Mr. Dick, Dr. McDowell.

The report of the sub-committee appointed by the Council of Education to consider the education of children who are neither Roman Catholic nor Protestant was approved on the motion of Mr. Bradley, seconded by Mr. Oxley.

Mr. Billings reported that the Technical Education Sub-Committee would meet without delay to consider the first two volumes of the Report of the Committee appointed by the Lieutenant-Governor to study Technical and Vocational Education.

On the motion of Mr. Japp, seconded by Mrs. Thomson, payment, at the discretion of the Director of Protestant Education, was authorized from the funds at the disposal of the Protestant Committee of bursaries of the maximum value of \$600 to instructors at teacher training institutions who attend summer courses in 1963 and whose applications are approved by Prof. Munroe or Dr. Glass.

On the motion of Mr. Oxley, seconded by Mrs. Stalker, the payment of \$800 from the funds at the disposal of the Protestant Committee was authorized to assist, if necessary, a proposed experiment in the teaching of French at the French Summer School.

The Director of Protestant Education reported that he had requested the appointment of five new officers for the Department of Education.

The Director of Protestant Education brought to the attention of the Committee a circular letter to school boards from the Deputy Minister of Youth concerning the organization of classes and the appointment of specialist teachers.

The meeting then adjourned to reconvene at the call of the Chair.

F. OWEN  
Secretary

L. N. BUZZELL  
Chairman

H. S. BILLINGS  
Director of Protestant Education

## THE WILY ONE

I hear him now —  
He is calling to his companions.  
They pick up their furry ears to catch his voice.

First, checking the deep, black road  
They watch for danger.  
On silent pads they gallop along,  
Ever listening to his cry.

I hear them now.  
He is no longer lonely  
For his friends are all there,  
Wailing in harmony to his mournful song.

Someday, I will no longer hear them.  
Already not many are left —  
Only the clever and wily remain.

I will fear that fateful day, when  
They are all vanquished.

Some think they will have done a great and noble task  
To outwit this canny fellow.  
All they have done is to tear out a root of Nature.  
Now they will be overrun by his prey —  
The prey of the wily one.

Kathy Elliott, Grade VI  
St. Lambert Elementary School



AT THE MONTREAL CHILDREN'S HOSPITAL MANON HAS HER  
TEMPERATURE TAKEN BY RED CROSS VOLUNTEEN  
ELIZABETH KINGDON OF JOHN RENNIE HIGH SCHOOL,  
POINTE CLAIRE