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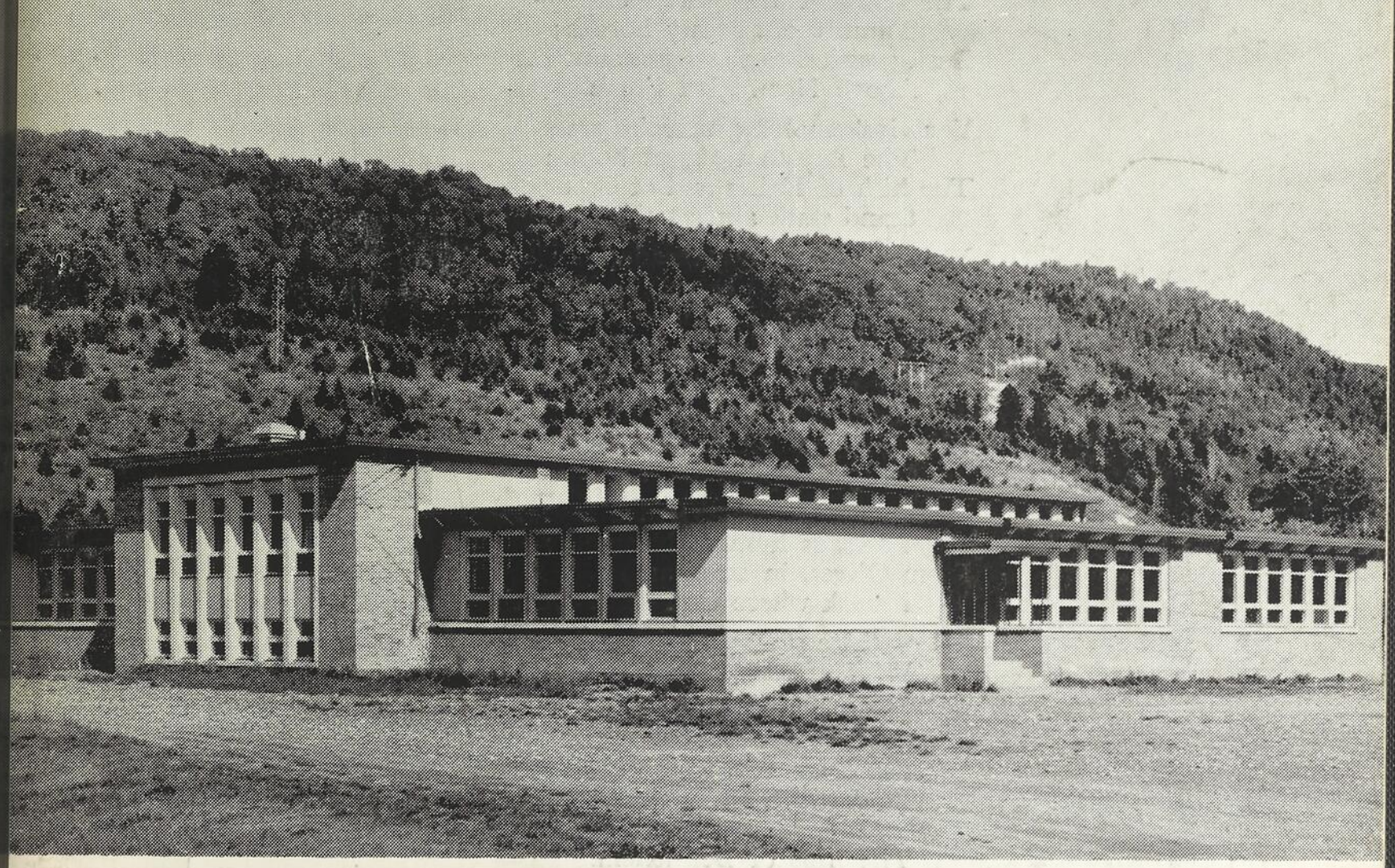
THE EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC

PUBLISHED QUARTERLY

Vol. LXXVI, No. 4 *OCTOBER - DECEMBER, 1960*



MATAPEDIA INTERMEDIATE SCHOOL, MATAPEDIA

THE HILLS OF REMEMBRANCE

Unto the hills I lift mine eyes :
The mountains I have known
Stand glorious under cloudless skies
In memoried vistas shown.

The Ganaraska upland bids
My boyhood bliss return ;
The Rockies and the Cobequids
In flames of beauty burn.

The pine-clad Adirondacks give
The bristling Shickshocks hail ;
And mountains in remembrance live
That guard the Cabot Trail.

Across the sea the memory scans
Old ranges' rocky sills —
The Juras and the Grampians,
The Hellaspontine hills.

From Munich or Milan I mark
An Alpine rampart rise ;
I hear a Transsylvanian lark
Athwart Carpathian skies.

The Polish Tatras glitter clear —
Tumultuous snowy hordes ;
Dark granites to the sky mount sheer
Above Norwegian fjords.

Vesuvius' smoking summits greet
The Bay that Vergil knew ;
The hills of Hellas and of Crete
Stand stark against the blue.

Mokattam's tawny palisades
Confront the brimming Nile ;
Across tall Taurus' rim still fades
Paul's proud, approving smile.

Broad-shouldered Lebanon looks west
Along the Tyrian shore ;
The snows of Hermon's lofty crest
In quiet splendour soar.

From Carmel's grassy ridge I gaze
Towards humble Nazareth ;
From Olivet, in awed amaze,
I mark where God knew Death.

All of these summits stir my heart
With witness from the past ;
Each of these peaks with timeless art
Its spell on me has cast.

Yet this December night my hopes
Find still more dear than them
The gentle, blessed, sheep-grazed slopes —
The hills of Bethlehem.

—Watson Kirkconnell

Courtesy of Dr. Watson Kirkconnell.

THE EDUCATIONAL RECORD

October - December, 1960

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Printed by La Tribune Limitée, Sherbrooke

THE EDUCATIONAL RECORD

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

Authorized as second-class mail, Post Office Department, Ottawa.

Vol. LXXVI *QUEBEC, OCTOBER-DECEMBER 1960* *No. 4*

ANNOUNCEMENTS

HIGH SCHOOL EXAMINATIONS, JUNE 1960

	Grade XI	*Grade XII*
Number writing complete examination in June	3,703	302
Number successful in June	2,800	218
Number writing supplemental examinations in June	501	14
Number of successful candidates in supplemental examinations	193	2
Number writing partial examinations in June	452	13
Total number of candidates in June	4,656	329
Number writing supplemental examinations in August – September to obtain certificates	456	49
Number successful in August – September	253	22
Number writing in August – September to improve standing	835	89
Total number writing in August – September	1,291	138
Total number of certificates issued (June and September)	3,246	242

For the session 1959-1960 there was an increase of 545 students writing the complete High School Leaving Examinations of Grade XI.

ADMISSIONS TO TEACHER TRAINING

The registration of new students at the Institute of Education (Macdonald College and McGill University) for the session 1960-1961 is as follows:

Class I	(one-year course)	77
Class II	(one-year course)	61
Class III	(one-year course)	128
First year B.Ed. course		97
First year Class II course		84
First year Physical Education course		36

Also in attendance are 217 students continuing their courses in the second, third and fourth years.

At Bishop's University 6 students are enrolled in the Class I course.

JUNE EXAMINATIONS: TENTATIVE TIMETABLE 1961

		Morning			*Afternoon*
		WEDNESDAY, JUNE 14			
Grade XI	Music, Channel A	9 to 10:00	Grade XI	Stenography and Secretarial Practice	1:30 to 4:00
	Music, Channel B (Instrumental)	9 to 10:00			
	Music, Channel C	9 to 11:30			
		THURSDAY, JUNE 15			
Grade XI	Art	9 to 11:30	Grade XI	Art (cont'd)	1:30 to 4:00
	Technical Drawing	9 to 11:30			
		FRIDAY, JUNE 16			
Grade X	English Literature	9 to 11:30	Grade X	Physics	1:30 to 3:30
" XI	" "	9 to 11:45	" XI	"	1:30 to 4:00
" XII	" "	9 to 12:00	" XII	"	1:30 to 4:30
		MONDAY, JUNE 19			
Grade X	History	9 to 11:00	Grade X	English Composition	1:30 to 3:30
" XI	"	9 to 11:30	" XI	" "	1:30 to 4:00
" XII	Analytical Geometry	9 to 12:00	" XII	" "	1:30 to 4:30
		TUESDAY, JUNE 20			
Grade X	French	9 to 11:00	Grade XI	Trigonometry	1:30 to 4:00
" XI	"	9 to 11:30		Typewriting and Office Practice	1:30 to 4:00
" XII	"	9 to 12:00	" XII	Trigonometry Course I	1:30 to 4:30
				Course II	1:30 to 4:30
		WEDNESDAY, JUNE 21			
Grade X	Algebra	9 to 11:00	Grade X	North American Literature	1:30 to 3:30
" XI	Elementary Algebra	9 to 11:30	" XI	" "	1:30 to 4:00
" XII	History	9 to 12:00	" XII	" "	1:30 to 4:30
		THURSDAY, JUNE 22			
Grade X	Chemistry	9 to 11:00	Grade X	Geography	1:30 to 3:30
" XI	"	9 to 11:30	" XI	Spanish	1:30 to 4:00
" XII	"	9 to 12:00			
		FRIDAY, JUNE 23			
Grade X	Geometry	9 to 11:00	Grade XI	Home Economics	1:30 to 4:00
" XI	"	9 to 11:30		Industrial Arts	1:30 to 4:00
				Intermediate Algebra	1:30 to 4:00
			" XII	Algebra	1:30 to 4:30
		MONDAY, JUNE 26			
Grade X	Biology	9 to 11:00	Grade X	Home Economics	1:30 to 3:30
" XI	"	9 to 11:30	" XI	Geography	1:30 to 4:00
" XII	"	9 to 12:00			
		TUESDAY, JUNE 27			
Grade X	Latin	9 to 11:30	Grade XI	Latin Poetry and Sight	1:30 to 4:00
" XI	Latin Prose and Composition	9 to 12:00	" XII	Latin Poetry and Sight	1:30 to 4:00
	Bookkeeping	9 to 11:30			
	Agriculture	9 to 11:30			
" XII	Latin Prose and Composition	9 to 12:00			

GRADE X GEOMETRY

Beginning in September, 1961, the Geometry assignment for Grade X will be pages 101-200 of Lougheed and Workman, *Geometry for High Schools*, omitting propositions 11, 12 and 13 of Book II except for the algebraic proof.

VOCATIONAL GUIDANCE DIRECTORY

The third edition of the directory *Where to Find Vocational Training in Montreal* has been released by the Kiwanis Club of St. George, Montreal, Inc. The publication lists details of schools and other educational institutions in the Montreal area which provide vocational training courses for a wide range of trades, professions, and arts.

Free copies of the directory may be obtained from the Kiwanis Club of St. George, Montreal, Inc., The Queen Elizabeth Hotel, Montreal.

SCHOOLS IN OPERATION : 1959-1960*

High	70
Intermediate	50
Special Intermediate	5
Graded Elementary	146
Two-room Elementary	14
One-room Elementary	57
Independent	18
Total	*360*

* Including the subsidized schools in Duplessis County.

SUMMER COURSE IN PHYSICAL EDUCATION

A two-week course in physical education will be conducted at the College of Physical Education, Fredensborg, Denmark, during the summer of 1961. All instruction will be in English.

The director of the College, Mr. Svend Holtze, who will conduct the summer course, was formerly a lecturer to the McGill University Alumni.

Further information may be obtained from Miss Marian R. Fletcher, 57 Southend Crescent, Eltham, London, S.E. 9, England.

ADDRESS DELIVERED AT THE OCTOBER 1960 MEETING OF THE QUEBEC ASSOCIATION OF PROTESTANT SCHOOL BOARDS

The Honourable Paul Gérin-Lajoie, Minister of Youth, Quebec

It was with great pleasure that I accepted the invitation to address the annual meeting of the Quebec Association of Protestant School Boards. It is to you that your communities have delegated one of the heaviest of all responsibilities, the responsibility of seeing that their schools are administered with wisdom and efficiency. The vast majority of you receive no remuneration, and you seldom appear in the headlines, but I doubt whether any work calls for more patience and common sense or for greater devotion to the public interest. The schools in the Province of Quebec do not belong to the State, they belong to the people, and as the representatives of the corporations to whom the schools belong you exercise immense power and influence. It is you who have built the schools for more than 110,000 Protestant pupils, who employ over 4,500 teachers, who levy the local taxes, and who have in fact the dominant voice in deciding what educational opportunities shall be available in the areas which you represent. The whole educational system depends upon your co-operation and could not have come into existence without your initiative.

Those of you who have been active in the work of this Association are particularly to be congratulated upon the clear-sighted and vigorous leadership that you have provided for Protestant commissioners and trustees throughout the Province. In addition to special projects such as the preparation of a handbook for secretary-treasurers, the holding of model board meetings, and the encouragement of inter-school athletics, you have through your conferences, your magazine, and the activities of your executive and of your various committees contributed immensely to make the local administration of education more businesslike and more enlightened and consequently far more effective in its service to the schools.

Departing from the practice followed since 1875, when the office of Minister of Education was abolished for reasons that seemed perfectly sound at the time, the present Prime Minister has transferred from the Secretary of the Province to the Minister of Youth the responsibility for representing the Department of Education in the Provincial Cabinet. In my capacity of Minister of Youth I am specifically concerned with technical education and vocational training, which in recent years has assumed a place of great importance in the educational programme. For the English-speaking youth of the Province some provision for vocational training is already available, where there is a demand for it, and in particular I might mention the vocational guidance offered by the Youth Aid Service and the wide variety of vocational correspondence courses in English for which young people in our Province may enrol through the Correspondence Course Bureau of my Department. I believe, however, that more can be done to meet your requirements in this field, and I am glad to know that a special study of the whole question is

about to be undertaken by the Protestant Committee. While technical education is not under the jurisdiction of the school boards, you can perform an invaluable service by investigating the needs of your own communities and by helping to develop an enlightened public opinion, which is the essential preliminary to any educational reform.

In the field of elementary and secondary education, with which you are directly concerned, the progress made in recent years has shown what can be accomplished by the spirit of co-operation of which your Association is the embodiment. Fifty years ago there were 700 or more one-room Protestant schools scattered over the English-speaking parts of the Province. Today, with a total enrolment that has more than doubled, the number of one-room schools is 57. This remarkable achievement, which has revolutionized Protestant education in the rural areas, has been possible only because the members of school boards have overcome parochial pride and local jealousies, have been willing to make mutual concessions, and have had the foresight and breadth of vision to plan comprehensive programmes on a regional scale. At the present moment, as a result of the shifting of the population over a long period of years, there are 77 Protestant municipalities in the Province that have no schools in operation. The annexation of these municipalities to neighbouring municipalities is being actively promoted by the Department of Education, and when this process has been accomplished another step will have been taken towards the achievement of a more rational organization. The progress of consolidation in its various aspects, together with the establishment of county central boards, has come about partly through the efforts of the Protestant Committee and the Department of Education, but without the support of the boards nothing could have been accomplished. For the improvement in the educational standards of Protestant schools during this past generation and for the extension of educational opportunities it is to you and your predecessors that the Protestant community is very largely indebted.

I do not suppose that in this process of consolidation the final goal has yet been arrived at. The need for further centralization of school facilities, particularly at the high school level, has recently been surveyed at the request of the Protestant Committee. According to the report on this survey, the most pressing problem for the next twenty years will be the provision of satisfactory and easily available opportunities for high school education in the rural areas of the Province. It is recognized that many Protestant high schools are offering an excellent programme, efficiently taught and suitably diversified. Where this is not now possible, it would appear that, in order to be better, the high schools must be bigger, and in order to be bigger they will have to be fewer. The Protestant population is distributed in such a way that in some parts of the Province this goal can perhaps never be fully realized. In other parts it is reasonable to expect that something can be done, but there is no simple solution. Since each district has its peculiar problems, no blueprint can be prepared that will be universally applicable, and the initiative must come in each case from those who are thoroughly familiar with the local situation. I consider it significant, however, that one of the main subjects for discussion

at your meetings here was the Organization of Effective School Districts. You have had the opportunity today to hear the question discussed from the point of view of a rural community and of a suburban community, as well as by representatives of the Protestant Committee and the Department of Education. I do not know whether you were unanimous about what should be aimed at, but I am quite sure you must have thought of plenty of practical obstacles that must be surmounted before you can achieve any effective reorganization. Not all the difficulties are financial, but it is a reasonable guess that the worst difficulties are those related to finance. In that connection I can assure you that the equalizing of educational opportunities throughout the Province has a high priority in the Government's programme. This means that the claims of rural areas, which have sometimes been seriously handicapped by their poverty in the past, will always receive sympathetic consideration in the allocation of educational funds. It is of course difficult and costly to provide as good an education for a scattered rural population as for urban and suburban areas which have a high concentration of pupils and which tap resources that cannot be drawn upon in many parts of the Province. It is inevitable that the per capita cost of education should be relatively high in some of your smaller municipalities, and it is admittedly most difficult to find an equitable basis for computing how much more assistance per pupil can fairly be claimed by one municipality than by another. The problem, however, is not peculiar to Quebec or to Canada. It exists in every country in the world, and if other countries have been able to find a satisfactory formula, we in Quebec can be trusted to work out an acceptable solution.

The Government also recognizes the difficulties encountered by many suburban boards in providing adequate education for their rapidly growing school population. While industry lends a helping hand to a few of these boards in financing their schools, most of them have no resources other than the taxes imposed upon the parents who own their homes. In some municipalities the building of apartments adds to the difficulty of providing schools for the pupils whose parents are tenants. One has only to become entangled in the morning traffic converging upon Montreal, or to watch the incoming trains at the Windsor and Central stations, to grasp the implications of this problem.

Financial support for education involves more, however, than aiding the indigent boards or rescuing the insolvent. It means that the needs of the teaching profession must receive due recognition and that a determined effort must be made to recruit suitable teachers, to give them the best possible training, and to induce them to continue in the service of our schools. I have been impressed by what I have learned of the efforts of the Protestant school boards and of the Protestant Committee to promote the recruitment of teachers. But in spite of the steadily increasing enrolment at Macdonald College and the engagement of many teachers trained outside the Province, many of your boards are forced to employ unqualified staff, and the teacher training programme is quite inadequate to meet your foreseeable requirements. I can assure you that the Government fully recognizes the seriousness of this situation and that a way to deal with it must and will be provided.

I was interested to learn from your programme that a part of this morning's session was concerned with the Direction and Control of the Curriculum. Perhaps I should have said that I was personnally interested, because as a member of the Government I have officially nothing to do with that. The complete equality and independence that Protestant education enjoys under the law of our Province means, among other things, that the curriculum of the Protestant schools is entirely under the control of the Protestant Committee of the Council of Education just as the curriculum of the Catholic schools is under the control of the Catholic Committee. That arrangement has now been in effect for a hundred years, and its operation has been marvellously successful. It has succeeded so well that we all take it for granted, and yet this dual system of state schools is a peculiar feature of our Province that is not, I believe, exactly paralleled anywhere else in the world. We have good reason to be proud of it, it is a credit to us all, and we should take every opportunity of reminding ourselves that it is perhaps more than anything else responsible for the happy and harmonious relations that prevail among us at the present time.

But I am certain you will agree that the equality and autonomy which you enjoy should not and does not exclude a large measure of co-operation in the educational and cultural field. On the contrary, it facilitates it. Last month I had the pleasure of representing the Government of Quebec at the meeting of the Canadian Education Association in Toronto. While there I expressed the opinion that the active participation of the Government of Quebec in the meetings of the C.E.A. not only stressed our desire for a deliberate and more systematic interprovincial co-operation but also stressed the bicultural character of our country. I quoted the words of the Prime Minister of Quebec, which I think can be appropriately repeated in the present context: "In the cultural field our principal objective is to work vigorously towards the continuing development of French Canadian culture while fully guaranteeing the cultural rights of our minorities, whose contribution we appreciate at its full value." I have no doubt whatever that these words of the Prime Minister will win your cordial endorsement, and I think they have an obvious application to the various activities with which your Association is concerned. If interprovincial co-operation is necessary for our progress, co-operation within the Province is at least equally essential. I have already mentioned that as Minister of Youth I am anxious to place the opportunities for technical education within the reach of all who can benefit by them and that the Protestant Committee is co-operating in the study of this problem. The Protestant Committee has already prepared a report on the educational needs of retarded children, and this will receive the attention of the Department of Social Welfare. Several other departments of the Government, as you know, provide services that are more or less related to education, and it will be my responsibility in the Provincial Cabinet to co-ordinate these services so that they may be better adapted to meet the needs of our youth under the social and economic conditions of the present day and of the years to come. The English-speaking population of the Province is of course entitled to its full share of the benefits that will accrue from this reorganization, and an opportunity will be provided for every

section of the community to present a detailed statement of its educational requirements. Despite the complexity of the problems that confront us, I am convinced that a society such as ours can pay the price of the education that it needs and that it will make whatever sacrifices the effort may call for.

I am most grateful to you, Mr. President, for giving me the opportunity to attend this meeting of your Association and to say something to its members about the matters that are our common concern. To be exposed to this friendly and stimulating atmosphere has been for me a very pleasant experience. Let me congratulate you once more upon your very notable achievements, and let me wish for the Association and for each of its members every success in all their future endeavours. You are doing a great work for the community, and the satisfaction that comes from doing it must always be your greatest reward.

Students don't need to be told that they are the citizens of tomorrow. They already know it. What they want to know but are rarely told is how they can avoid messing up the world as badly as the citizens of today have done. And the answer isn't in the stars, very possibly not even in the sputniks.

To stop pleading with young graduates to look up at the stars, however, does not imply that we must urge them to lower their sights. Nor should our knowing that they are citizens cause us to avoid discussing that subject. All of us, young and old, need to be reminded that democracy does not mean that everyone sinks to the lowest level, but that everyone rises to the highest possible level. The founders of our country envisioned a nation of educated men and women capable of grappling with difficult problems on a high plane of thought.

If these things are so, then the kinds of atmosphere we live in and help to generate are most important. In today's world so much of the thing we are calling atmosphere is generated by men. What we are ourselves, the environment in large part which surrounds us, is largely the result of man's endeavours. I must reach the inescapable conclusion that the worth and value of the school are interwoven with its atmosphere.

I am convinced that the kinds and qualities of our administrators, teachers and other personnel, plus the nature and quality of our school plants, largely shape the nature of the school's atmosphere.

The chief business of the school involves hard and continuous work by students and teachers. Hence it is important that a work atmosphere prevail. How can it be achieved? No formula can be written. However, I am convinced that a work attitude on the part of the teacher has much to do with a work attitude on the part of students. I believe we have all seen situations in which such an atmosphere of work prevails, the kind that draws even the most timid or reluctant student into it.

Unfortunately, situations of the opposite kind are also to be found. Here, too, it is clear that the teachers' attitude toward work influences the attitude of the group. But of this I am sure: a work atmosphere cannot be developed by words or appeal. It can be secured only by example.

—Walter D. Cocking

The *School Executive*, Vol. 77, No. 12.

SUPERVISION: A STUDY IN HUMAN RELATIONS

William Munroe, M.A., Principal, Granby High School

PROLOGUE: NEW WINE IN OLD BOTTLES

It is April 1910. Down the dusty country lane strides a spare, athletic figure with a small brief case under his arm. The Inspector approaches the little one-room school at the crossroads, and the busy hum of the scholars' recitations gradually displaces from his mind the gentle drone of bees and the rustle of grass in the warm morning sun. He makes a mental note to compliment the teacher upon the gay window decorations and to thank the boys for carrying out a suggestion he made during his fall visit — that they build a swing in the maple tree for the primer pupils.

Miss Purcell and her students have been watching for the Inspector. Yesterday, when he was visiting a school on the next concession, he met Alex McCutcheon, at whose farm Miss Purcell boards, so he asked Alex to pass along the word that he planned to make his inspection today. When he enters the schoolhouse he greets Miss Purcell and her scholars with a friendly, reassuring smile. He inquires about the spring activities on the farms, about the fortunes of Joe's brother who is now working in the city, and about Mary's sister who has gone away to high school.

In shy whispers the boys and girls read for the Inspector, recite their tables, and bring up their copy-books. After they have been dismissed — a half-hour early — the Inspector finishes making some notes in his notebook, discusses his assessment of the pupils' progress with Miss Purcell, and listens sympathetically to her account of her successes and difficulties. He commends her for faithful and imaginative work and tells her how he has seen other teachers meeting similar difficulties.

Before he leaves he admires the drawings of birds and the rock collection which Miss Purcell's pupils have made for nature study and asks her to bring them, if possible, to his annual Teachers' Institute in the village next fall. In the Visitors' Book he writes an account of his inspection — including some frank remarks about the pupils' progress and the quality of the teaching observed.

THE DEVELOPMENT OF MODERN SUPERVISION

Supervision is generally understood to be a professional educational service which has as its primary aim the improvement of learning and the advancement of education. This service is provided by a variety of persons: the superintendent, the education officer, the inspector, the supervisor, the subject consultant, the principal, the helping teaching, and the classroom teacher. It was not always so. In their definitive study of the subject,[1] Barr, Burton, and

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[1] A. S. Barr, W. H. Burton, and L. J. Brueckner, *Supervision* (New York: Appleton-Century-Crofts, 1938), chap. 1.

Brueckner show that supervision in North America has gone through four stages :

1. **Lay Visitation and Examination**

Among the responsibilities of the selectmen in early New England were the inspection of the schools and the examination of the pupils. Article 221 (paragraphs 6 and 8) of the Education Act of the Province of Quebec is an entertainingly anachronistic survival of this view of supervision in its assertion that "it shall be the duty of school boards . . . to fix the time of the annual public examination, and to attend the same ; . . . to appoint two or more from among themselves to visit each school under their control at least once every six months, and to report to the corporation of which they are members, the state of the school, the manner in which the regulations are observed, the progress of the pupils, the character and capacity of the teachers, and every other matter relating to the management of the schools."

2. **Inspection**

Gradually, professional qualifications and higher educational standards became more generally required of the lay visitors, and the trend toward the appointment of school inspectors began. Inspection, as distinct from supervision, was characterized by the imposition of ideas, the unannounced classroom visit, the formal rating of teachers, and a more or less conscious emphasis upon the devious arts of detecting teachers' weaknesses. There was little or no attempt to improve instruction, and teachers seldom saw the reports which were made on their teaching.

3. **Supervision**

Toward the end of the last century in the United States – and distinctly later in Canada – the emphasis upon the formal rating of teachers lessened, and the improvement of instruction emerged as the primary objective of the supervisory programme. There was, however, a continuing tendency on the part of the supervisory personnel to impose ideas and to specify methods and emphases. It was still the era of "I want you to teach what I tell you to teach, when I tell you, and in the way that I tell you."

4. **Co-operative Supervision**

It is now generally recognized that teachers have much to contribute as equal professional partners to any worth-while programme designed to improve instruction. The era of modern supervision, which in many parts of Canada has just barely arrived, is marked by an increase in mutual confidence, trust, and respect among all who participate in the educative process.

> Democracy . . . clearly recognizes that leadership and creativity appear upon all levels and in all types of persons. The chief effect of all this upon supervision has been a great rise in the use of co-operative procedures for the formulation of policies, plans, and procedures within supervision, and for the evaluation of these group-determined items. All staff members are regarded as co-workers on a common task. All types of persons are being invited to contribute to the formulation of plans and decisions which affect them : pupils' parents, community leaders and organizations, teachers, general and special supervisors, administrators, and so forth. Each person and group of persons has a contribution worthy of respect, even though differing greatly in weight or importance. [1]

[1] *Ibid.*, p. 8.

THE CHARACTERISTICS OF GOOD SUPERVISION

In the light of this evolutionary process, we can now identify certain attributes which characterize the good programme of supervision :

(a) *It is professional.* It recognizes the worth and dignity of the teacher as an individual, as an officer of education, and as a professional person who can contribute to, as well as receive from, the supervisory programme. It eschews all practices that "constitute a denial of professionalism in the teachers. Such practices include those which emphasize criticism rather than assistance, those which imply that the supervisor is more proficient in any field than the teacher who specializes in it, and those which do not recognize that many different styles of teaching are equally effective." [1]

(b) *It is co-operative.* Many voices contribute a variety of ideas – some more valuable than others – for the combined consideration of all who are involved in the teaching process. It is a joint venture in study, planning, execution, and evaluation.

(c) *It is positive.* It involves as few directives, strictures, and prohibitions as possible, stressing instead discussion, consultation, and experimentation. It builds from the strengths of the participants and is carefully calculated to minimize weaknesses.

(d) *It is resourceful.* Teaching has become such a complex art that it is a rash supervisor indeed who claims to have all the answers. Actually, inspectors and principals who honestly and realistically appraise their supervisory activities will usually recognize that they do not know as much about the teaching of certain subjects as the best of the career teachers in the classrooms they visit. A good programme of supervision capitalizes upon the wide variety of resources available in most schools, giving careful consideration to all suggestions wherever they come from.

(e) *It is planned.* Both the short-range and the long-range objectives of a programme of supervision have to be studied by all who participate in it. Good planning depends *(i)* upon the willingness of all to confer, consider, and contribute and *(ii)* upon the leadership, vision, and enthusiasm of the supervisor.

(f) *It is uncomplicated.* Many worth-while innovations are warily and unenthusiastically received by teachers who feel themselves burdened by the multifarious tasks which are already part of their teaching day. If the supervisory programme is to have the wholehearted and enthusiastic support of all teachers, it must produce the greatest benefits for the least expenditure of time. Procedures, discussions, studies, and reports should be kept as simple as possible ; and time-consuming activities with little or no apparent relation to the supervisory programme should be eliminated.

SOME PRACTICAL SUGGESTIONS TO SUPERVISORY PERSONNEL

1. Recognize the achievements of the teachers you visit. Depending upon the nature of the achievements, the recognition may be a few words privately

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[1] J.H.M. Andrews "The Role of the Principal," *Canadian Research Digest,* Vol. 5, p. 20.

exchanged, a commendatory reference among fellow-teachers, or a public tribute within the community.

2. Let teachers know exactly what is expected of them. Discuss specific and general duties fully, listening carefully to the teachers' points of view.

3. Meet teachers and students socially whenever possible, thereby adding another dimension to your understanding of them.

4. Foster a sense of personal responsibility among teachers by asking their advice, views, and assistance on matters relating to supervision and class management.

5. Display courageous and professional leadership in furthering the education of the children under your jurisdiction. Teachers will not respect you unless you place the children first.

6. Do all in your power to see that teachers are allowed to spend as much time as possible teaching – that record-keeping, questionnaire-filling, inventory-taking, report-making, and so forth, are kept to a minimum. Meetings likewise must fulfil a need if teachers are to attend and participate willingly.

7. Study carefully all supervisory practices for any evidence that they imply a lack of professionalism among teachers. Any such practices which lessen the professional dignity of teachers should be eliminated.

8. Be considerate of the feelings, interests, wishes, and aspirations of the teachers. Your genuine interest in their problems will go a long way toward lowering any barriers that exist.

9. Regard all teachers as able professional colleagues. When a weakness is observed, treat it as a temporary lapse or as a localized shortcoming. Most of us can recognize in ourselves a temporary lapse or a specific shortcoming without any damage to our self-esteem ; but few people can maintain self-confidence when they believe their weaknesses to be permanent or general.

EPILOGUE : PLUS QUE ÇÀ CHANGE, PLUS QUE C'EST LA MÊME CHOSE

It is April 1960. Along the pastel corridors of a gleaming new elementary school in Toronto inches a familiar figure, yielding with a deferential smile to the crush of noisy younsters. The Inspector still clutches a sheaf of rating forms in his hand.

A fortnight ago he telephoned the principal to be sure that this would be a good week for him to call : that his visit would not conflict with the third-term examinations, the primary grades' spring concert rehearsals, or the Grade VIII gymnastics display. At the same time he and the principal scheduled some staff committee meetings to begin a study of reading difficulties in the school.

When he enters Miss Marlyn's room the Inspector seems agitated, even as an unaccustomed smile plays engagingly over his usually stern face. He inquires solicitously about Miss Marlyn's health, the health of the pupils, and volunteers some enthusiastic comments about the recent weather, which has

been rainy and dull. As the Inspector moves quietly about the classroom Miss Marlyn is quite unable to fathom the remarkable change in his habitually distant, confidently appraising manner, at least not until she looks at the rating form which he has surreptitiously left on her desk.

The rating form, which the teacher must fill out and return unsigned to the school office, asks her to indicate how long the Inspector spent in her classroom ; how helpful the visit was ; what suggestions and constructive criticisms were offered ; whether or not the suggestions were followed ; and, if so, how practical the suggestions proved to be.

At recess time Miss Marlyn avoided the staff room and sat down at her desk with very mixed feelings to fill out the rating form. All that came to her mind, curiously, was a line penned many centuries ago by Omar Khayyam : *Who is the potter, pray, and who the pot ?*

IF

If you choose to work, you will succeed ; if you don't, you will fail. If you neglect your work, you will dislike it ; if you do it well, you will enjoy it. If you join little cliques, you will be self-satisfied ; if you make friends widely, you will be interesting. If you gossip, you will be slandered ; if you mind your own business, you will be liked. If you act like a boor, you will be despised ; if you act like a human being, you will be respected. If you spurn wisdom, wise people will spurn you ; if you seek wisdom, they will seek you. If you adopt a pose of boredom, you will be a bore ; if you show vitality, you will be alive. If you spend your free time playing bridge, you will be a good bridge player ; if you spend it in reading, discussing, and thinking of things that matter, you will be an educated person.

If your goal is social prestige, your life will be empty ; if your goal is to serve society, your life will be full. If your goal is to live fully, you will be free to live. If you are conceited about how much you know, you will be stupid ; if you are humble about how much you do not know, you will be wise. If you try throughout life's journey to recall and enlarge what you have learned of the cultural and intellectual and spiritual heritage of the past, so as to stand on the giant's shoulders and see further, "to follow knowledge, like the sinking star, beyond the utmost bounds of human thought," you will travel joyfully. You will never arrive at your goal — you will never know all that you try to know — but in trying you will become what you could never otherwise have been, and the world will be a better place by virtue of your quest.

—Sidney Smith

THE SCHOOL ADMINISTRATOR AND PUBLIC RELATIONS

J. Edward Perry, M.A., Principal, Lennoxville High School

One has only to look at the business world in action to realize that public relations is a vital part of its programme. The cost of sponsoring commercials on television and radio, as well as advertisements in newspapers and magazines, staggers the imagination.

Basically, advertising is designed to sell a specific product. The businessman knows that if he can convince the public that his product "hasn't scratched yet," "is good to the last drop," or "removes the grease that holds the dirt," he will have few worries about the financial success of his company. He will, however, be concerned about his public relations, for he realizes that the over-all success of his business depends in no small measure upon his ability to gain the confidence and goodwill of the general public. In other words, although he is vitally interested in "selling" a product, he is just as deeply concerned about selling his company, and will not hesitate to spend huge sums of money, if he feels that the expenditure will help convince the general public that his business is rendering a vital service to the community.

Recently I visited a local service club. The guest speaker was the publicity director for a large producer of aluminum. The highlight of the programme was a coloured film prepared in Hollywood. It was a magnificent film. We learned something of the history of aluminum, of the many years of research and experimentation, of the frustration and disappointments experienced by devoted scientists in their efforts to develop aluminum so that it might compete with other minerals in our economy. We learned, too, of the many ways in which aluminum has solved problems of industry and helped make possible our high standards of industrial development. The speaker was not trying to "sell" us a specific product, but he was attempting to "sell" us on the importance of aluminum in our modern world. Such a programme illustrates public relations in action. It also represents a modern trend, for business has learned that the public likes to be informed. Through such means as quarterly reports, annual statements, stockholders' meetings, attractive brochures, planned tours, films, etc., business makes every effort to tell the public of its financial affairs, of services rendered, and of its plans for the future.

The need for a public relations programme is just as important in the administration of our schools as it is in big business. Moreover, our educational leaders might as well take a closer look at what business is doing in this field. No one will dispute the fact that "Education is big business" — one in which the general public is showing an awakened and lively interest. During the past few years the slogan of Education Week, "Education is everybody's business," has been accepted with considerable alacrity. There is no denying that our schools have been subjected to close scrutiny on the part of the general public and to considerable criticism on the part of both professional and armchair critics. At first Johnnie couldn't read ; it followed, naturally enough,

that neither could he spell nor write nor add. It has been said that one has only to read the newspapers to become an expert. Perhaps that is why there are more experts in education than in any other field. *Be that as it may*, the public today is taking a longer and closer look at our schools, with a growing suspicion that something is wrong.

Since the launching of the Russian sputniks, the critics of our schools — the "experts" — have been telling us most emphatically what is wrong: "Our schools are not preparing young people adequately for life"; "We should cut out the frills and really get down to business"; "Our curriculum today is geared to college entrance"; "Greater emphasis should be placed on the sciences and mathematics"; "Teachers are overpaid"; "If teachers were not so poorly remunerated there would be no teacher shortage"; "Teachers are inadequately trained and are incapable of teaching the child mastery of the three R's"; "Two years of professional training is all a teacher needs." Small wonder that the general public is confused and often suspicious. For the most part, school officials have stood aloof from this barrage of criticism, maintaining a stony silence. In a similar situation, I feel certain that business would counter with a lively defence and an active public relations campaign. The need for educators to do likewise was never more obvious than it is today, for the future welfare of our schools may well depend upon our effectiveness in taking the public into our confidence and in telling them frankly of our purposes, needs, and problems. At the community level this duty is primarily the responsibility of the educational administrator who, because of his intimate knowledge of the school programme, is in a position to interpret it to the community. Since the school belongs to the people and is supported by them, it is inevitable that its welfare and progress should be determined largely by how the people regard it. How they regard it will no doubt be determined by what they know about it.

An administrator undertaking a public relations programme may be faced with conflict and suspicion. He will soon learn that a large part of his community is comprised of people who have little or no immediate interest in the school except as its operation affects their tax bill. This group is often very vocal in its protests and aggressive in its antagonism. Conflict is not pleasing; neither is it a cause for panic. In fact, it may in the long run help clear up many causes of misunderstanding. The presence of conflict may well be the fault of the administrator and the school authorities in failing to realize that the community, including the group with no immediate interest in the school, has a right to know the facts.

A few years ago an amalgamation of four school districts in Brome County was successfully carried out. That this amalgamation was carried out at all — especially by an overwhelming majority and with so little criticism or opposition — was most remarkable, since the ratepayer who voted it through did so in the full knowledge that a building programme was inevitable, and that the reorganization would eventually cost the ratepayers more money in the form of higher taxes. It should also be noted that most of the ratepayers involved

had no children attending school, were in retirement, or were non-residents owning summer cottages on Brome Lake. Although the four school boards had been convinced for some time of the advantages of the amalgamation, they fully realized that a successful referendum could not be expected unless an active public relations programme were first undertaken. Public meetings, consequently, were held in the several areas involved. Newsletters and bulletins outlining the reasons for the change and appealing for public support were sent to all parents and ratepayers. The most optimistic citizens were surprised at the overwhelming majority approving the amalgamation. The success of this project would seem to bear out the thought that we do not have to sell the community on the need for education. We do have to convince them however that the increased expenditures for new schools, equipment, gymnasiums, etc., are justified and not merely extravagance on the part of an irresponsible or overenthusiastic school board.

The wise administrator does not wait for conflicts to arise before initiating his public relations programme. The best time to begin is when the support of the community is solidly behind the school — "when the goose hangs high." If the community feels that the school is offering a good programme and if they have reason to be proud of their school, they will stand behind it when their support is urgently needed.

A good public relations programme begins in the school. A few years ago my staff and I studied the role of the teacher in promoting good community relations. We discussed such questions: "What can teachers do to promote good community relations ?" and, equally important, "What do teachers do to hinder good community relations ?" From the study we developed a greater appreciation of the teacher's role in selling the school to the community. In addition, we recognized that without efficient teaching and wise and dedicated teachers good community relations are virtually impossible.

It might be well to consider the role of the students in a public relations programme by substituting the word "pupils" for "teachers" in the questions stated above. If there is mutual respect between teachers and pupils, if the school programme is well organized, if the school spirit is such that the pupils are working eagerly and to the best of their ability, and if the pupils are proud of their school, they will be most effective salesmen in selling the school and its programme to their parents — eventually parents must be "sold."

"Selling" the parents should be a comparatively easy matter. Unfortunately, however, centralization has tended in many instances to decrease the parents' contacts with the classroom. They may feel left out and resentful. They may have serious reservations about modern teaching methods. They know they learned the multiplication tables in a certain grade and that they made maps showing provincial capitals in another. They practised penmanship. They learned phonics and the letters of the alphabet. The attitude of these parents may be, "What was wrong with our schools ? We went through them and look at us." The administrator knows that the average parent — however confident he may seem — is probably uncertain and confused and is looking for assurance

that his child is being well educated. The home and the school are both interested in the same product — the child. When the parents and the school do not get together, when there is resentment, antagonism and suspicion, it is the child who suffers.

The administrator, knowing all this, plans his programme accordingly. He should not underrate the Home and School Association as a means of building good rapport between the school and the community. Where else can one find a group of people (the parents), who must be sold a given product (the school and its programme), organized for the express purpose of selling themselves on the merits of that product ?

The name "Home and School" suggests a joint responsibility, a co-operative activity bringing together the two groups most interested in the welfare of the individual child. Too often administrators and teachers are inclined to regard the Home and School Association as an organization belonging primarily to the parents. Their attitude seems to be, "It's their show. Let them run it." The initiative in planning a programme is consequently left to the parents. While it is true that the parents have much to offer to the school, it is equally true that a Home and School Association cannot be a potent force in the community unless the administrator and his teachers co-operate with the parents. Many a Home and School programme limps along aimlessly because parents and teachers have not learned to work together. If the administrator is fully aware of the potential of the Home and School Association in building better school-community relations, he will, by example, encourage his staff to give it their wholehearted support.

Although most administrators welcome parental and community interest in the school, certain teacher groups have recently expressed concern regarding the possibility that parents and other interested "amateurs in education" may assume too great a role in educational planning and thereby infringe on the rights of the professional educators. This eventuality merits careful consideration, for it is quite conceivable that outside groups — including those with the best of intentions — may exert undue pressure upon our educational planning. Our problem, however, is not to discourage the interest shown by these groups but rather to give it guidance and direction so that it will aid the professional educator in his efforts to develop an efficient programme.

Such direction might also be applied on the national level to the interest in education expressed by labour, business, and other groups. Their interest might be channelled and developed into support for educational research. The need for research will not be refuted by the businessman. Millions of dollars are spent annually in research projects in nearly every phase of business endeavour. In education adequate research is unfortunately lacking, although the need for it was never greater. A research programme cannot be carried on without considerable financial resources, fully trained personnel, and adequate facilities. The educational field lacks all three. What better way to encourage the interest shown by the business world than to make it fully aware of our needs in establishing and conducting an adequate research programme.

At the local level, the administrator is constantly faced with the problem of giving guidance and direction to groups within the community who are interested in the school programme. Occasionally, pressure groups, including some with worthy aims and objectives, attempt to use the school as a means of furthering their own programmes. Parents, too, may voice enthusiasm for some project which they feel the school should undertake. The alumni wants football as a part of the sports programme ; another group demands that temperance be "taught" ; and still another is certain that a course in safe driving would be "a good thing" for the teen-agers. The Women's Institute wants the school to sponsor a fair ; the clergy want to teach Scripture ; the local service club wants more emphasis on public speaking, and so it goes. Many of these requests are commendable in themselves, and the administrator cannot ignore the groups advocating them. He must, however, clarify the school's position, and firmly resist all attempts on the part of pressure groups in the community to dictate the school programme. On the other hand, if a suggestion worthy of implementation is received, the administrator should not hesitate to implement it solely because it came from an outside source. Any recommendation beneficial to the school programme should be adopted, and full credit should be given to the person or group from which it came. If the administrator is reasonable in his attitude, sympathetic in his approach, and firm in his decisions, he usually will win public support. In the final analysis his best insurance against undue pressure from any source is an informed public giving its full support to an educational programme which is meeting the needs of the community.

Today as we stand on the threshold of the atomic age we look to the future with mingled feelings. The exhilaration and excitement of man's exploration of space is dampened by the knowledge that he holds in his hands the instruments for his own destruction. If the future is to become a golden age, education may well be the means by which man will learn to live in peace and harmony with his neighbour. One thing is certain. The inevitable changes in our way of life and in our thinking will demand equally far-reaching changes in our educational philosophy. If these changes are to keep pace with the times, the role of the educational administrator will assume greater importance. Of necessity he must possess intelligence, prestige, vision, and training equal to that of the most distinguished scientist. As he charts education for the new age he will be faced with the challenge of keeping his public informed, for only an informed public will ensure continuous growth and progress. The administrator's ability to guide or enlighten those within school and without will in no small part determine the future progress of education.

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EDUCATIONAL LEADERSHIP *

Walter D. Cocking, Editorial Consultant, *Overview*

Recently I have had the opportunity to view several school and college staffs in action. Once again it has been borne in on me that the one element beyond all others which determines the dynamism of any educational situation is the quality of its leadership.

I have witnessed some situations in both school and college where the leadership has unmistakably shown a distaste for anything other than the status quo. It was evident that new problems were being avoided as long as possible. It was as if a memorandum had been issued: "Avoid anything new and different. Do only what you have been doing. At all costs, do not propose or start anything which will attract attention or controversy." The staffs in such situations were frequently restless and critical; yet it was evident that they followed the apparent wish of the leaders to avoid new departures. The result was lethargy, growing indifference, complacency. Worse, there was a failure to plan and act and to make education a force for action. I am convinced that the real block is the quality of educational leadership at the top.

I have seen other situations quite the reverse. Emphasis was on research to discover new and better ways of doing things, experimentation, planning, teamwork. It seemed that each staff member felt a personal responsibility to make things happen. One could feel the glow of adventure and accomplishment. In all such cases, the basic reason for such attitudes and procedures is found again in the quality of leadership provided by the chief administrator. He is a man of action seeking ways for his agency to be more effective. He has courage and dares to take a calculated risk. His example seems to bestir his associates and his community to action. They see education as a dynamic force.

What causes some leadership to be powerful while other is weak? The phenomenon can be observed but the key to it is difficult and baffling.

There may be several factors which provide the answer.

All people want security. Some try to find it through inaction, others seek it through action.

Some in leadership positions just don't know what to do or how to do it, so they do nothing. The strong leaders bring their best thought and that of their associates to bear on a problem, and then, having reached a conclusion, dare to try.

For some, an issue or a new problem serves as a goal to action. To others, new problems cause doubt, uncertainty, and hence inaction.

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The adventure found in new situations accelerates some to action and brings out the best one has. Adventure to others is abhorrent, creates a real fear of the unknown, results in doing nothing.

And some people seem born for leadership roles while others are born to "followship." It is tragic when the latter are precipitated into a leadership role.

What does all this mean for the selection and preparation of educational leaders ? As I see it, it means that we must select the potential leaders much more carefully and intelligently. Only those who demonstrate potential for leadership should be permitted to qualify for top educational posts. It also means that the preparation programme must emphasize, much more than it has, planning and putting programmes into action.

If education is to be the force which thoughtful people predict it will be, our colleges and schools must have more dynamic, intelligent, and forceful leadership than we have had in the past.

To achieve universal recognition as a profession, individual and collective action *must* be taken.

Each of us must continually engage in objective and penetrating self-appraisal. I would suggest these questions as examples :

(a) Do I conceive of my work as an 8:30 to 3:00 o'clock proposition ? I know of no clock-watcher who is doing a satisfactory job.

(b) Am I proud to be a teacher ? A person who cannot truthfully answer "yes" is doing himself, children, and teaching a disservice by staying in it.

(c) What have I done during the past three months, six months, year, to improve the quality of my service ? A person who cannot list tangibles in answer to this question is overpaid at any salary.

(d) What contributions have I made to my profession in the past year ? A teacher has an obligation that goes beyond doing a good job in the classroom.

(e) Have I consciously formulated a plan for self-improvement ? Benjamin Franklin's scheme for self-improvement is still a valid one.

(f) Am I contributing to community life as a citizen ? Self-realization demands that a teacher lead a full life.

It is high time that we focus attention on what we are doing and what we can do for the public, and curtail the pleas for more money and "protective" legislation. This does not mean that teachers have no legitimate concern about economic security and financial rewards. They do. But pressure tactics and pleading are less effective in achieving adequate compensation than are high admission standards and constant improvement of the quality of service.

—B. J. Chandler

The *School Executive*, Vol. 77, No. 4.

MARCH MADNESS

Frank Trecartin, B.A., Superintendent of Schools
Lake of Two Mountains Protestant School Commission

As I write, the Protestant schools of Quebec are opening for the 1960-1961 session. My thoughts turn to a classic in the literature course of another era, *Tom Brown's School Days*. Rugby had closed for the holidays, and the beloved headmaster, Dr. Arnold, had retired. As Tom Brown stood in the quadrangle surveying the deserted playing fields and the empty buildings he nostalgically observed, "When the flag goes up again and the shutters come down, it will be to welcome a stranger." Tom was referring of course to Dr. Arnold's successor.

With the reopening of our Quebec schools many strangers will be welcomed ; many teachers will begin the term in, for them, a new school, because the great shuffle, the gigantic game of musical chairs, which began promptly on March 1, has ended. The annual *March Madness*, which disrupts the lives of too many teachers and makes every administrator's life a nightmare, has petered out. Barring illnesses (real or imagined), unexpected transfers of husbands of married teachers to distant parts, and a dozen and one other exigencies (some legal and some illegal) which cause teachers to break contracts, principals, superintendents, supervisors, secretary-treasurers, or whoever does the teacher-hiring, will now be able to devote themselves uninterruptedly to six months of educational work.

The matter of teacher-hiring has become a major and a frustrating part of the administrator's work. The content of this article will undoubtedly be "old hat" to those who have handled the problem in the past few years.

Not too many years ago teachers were approached, sometimes openly and sometimes rather obliquely, even before Christmas, with direct questions or subtle remarks aimed to discover if they expected to continue in the same school for the next year. The successful and accomplished traders were usually able to make a good deal for themselves salary-wise. The process continued, sometimes through January and February, until all the teachers whom the school board wanted to retain had given their decisions.

It developed of course that teachers began to object to being asked so early after school opening in September if they intended to remain at a particular school. Eventually, a gentleman's agreement was worked out between the Quebec Association of Protestant School Boards and the Provincial Association of Protestant Teachers whereby nothing is done about engaging teachers for the following year until March 1.

During the entire month of March teachers are free to negotiate with any and all school boards about positions which have been declared vacant. School boards, or their appointed representatives, however, must not put any pressure on teachers to declare their intentions during March but may negotiate with

the object of completing contracts on or after April 1. In practice it has always seemed ridiculous to have completed successful negotiations with a teacher, let us say on March 18, only to have him say, "I'm sorry, but while everything is quite satisfactory, and I will join your staff in September, I cannot sign a contract until after April 1." In most cases, we submit, this particular angle of the gentleman's agreement is circumvented by having an interim contract or "Offer of Engagement" signed by both teacher and board.

For all administrators March is a hectic month and *March Madness*, which we have been wont to call it for the past few hunting seasons, is indeed an occupational hazard which most of us would gladly eliminate if we were clever enough to dream up some sensible and workable alternative. Until such time as teacher supply catches up with the demand, the frenzy is likely to continue.

The activity is initiated on the evening of March 1 if that date falls on a week day. A long list of advertisements appears in the "Teachers Wanted" column (124) of the Montreal *Star*, and the fun begins. During the next few days a great many teachers will sit down and write dozens of letters of application to school boards all over the Province. Last March and through the months following we at Lake of Two Mountains received about 150 applications for positions ; telephone checks with other administrators revealed that equally large or greater numbers of applications were being received in other places. Administrators generally find it advantageous to check with their colleagues in St. Lambert, Rosemere, the Lakeshore, Macdonald and other areas, because in all probability an applicant in whom we are interested will have written to the boards in many places and may already be engaged by the time we are in a position to speak of specific appointments. All of us find that such telephone checking saves time and reduces letter writing.

Looking over the practices of the past, all are likely to agree that December (or earlier) through January and February was much too early to inquire about staff for the following session. But is March not too early also ? We believe that it is ; further, it definitely is the wrong time to approach teachers.

Those who have taught school will agree that the stretch from the reopening of schools after the Christmas vacation to Easter is long and arduous. In March energy and enthusiasm are at an extremely low ebb. Picture, if you will, the situation that exists. Teachers and pupils are tired – tired of school, tired of one another, tired of the entire educational process. All look forward with avid enthusiasm to spring's arrival, and the lingering days of winter add to their frustration and discontent. At this point we blissfully ask teachers whether or not they would like to stay with us for another year. Little wonder, it seems to us, that so many say "No" and probably add under their breath, "Not on your life !"

The young, inexperienced teachers whom we have trained and coached to the point where they have become really valuable members of our team are not only tired and "fed up" with the work and the long winter but are also disappointed in the social life of the community. Far-off fields look

greener to them, and they decide to move. Throughout the glorious months of May and June they wonder what in the world they were thinking about when they decided to leave. "Why, it isn't half-bad after all. Things have picked up beautifully. The school organization here is not too rusty, probably as good as in the school I am going to in September. The new club looks as though it will be interesting. Oh, dear me, I'll have to make friends all over again."

Such situations are by no means infrequent. Many teachers have come to us in June and said, "Gracious, I wish I hadn't decided to leave. Why did I have to make up my mind in March ?"

In anticipation of the spring upheaval the entire teaching body in the Protestant schools of Quebec becomes disturbed, upset, uneasy, undecided and progressively less efficient. Those who decide to remain wonder if they have missed a better opportunity ; those who are resigning of their own accord lose some of their enthusiasm for the work of the remaining four months ; and those whose resignations have been forced by one means or another are downright lost causes for the remainder of the school year.

Section 232 of the Education Act of the Province of Quebec states : "School boards, after having decided . . . not to re-engage for the following year a teacher already in their service, shall, before the 1st of June preceding the expiration of the engagement of such teacher, notify him in writing of their intention to terminate the said engagement." Indeed, if no communication regarding re-engagement passes between the board and the teacher on or before this date, the existing agreement continues in force for another year (Section 233). Why don't we adhere to the date June 1 ? May might be used, as March is now, for conducting negotiations, and the engagements could be made in June. Or, better still : let's establish a sound provincial salary scale and use a system of continuing contracts with annual increment determined by the established scale. Utopia ? Not quite — but better than *March Madness.* It surely is unnecessary to point out that the entire range of educational work would be enhanced with an assured continuity in teaching staffs.

Administrators will probably ask, "How could we do all the hiring in June ?" In the present scheme of things, it should be noted, most of us continue our search for teachers through June *and* July *and* August. Much of the turnover could be avoided, I feel, if we worked on a continuing contract basis. The game of musical chairs would decrease in intensity. Replacements for retiring teachers and appointees to new positions could be found during May and June.

As a further step, should we not consider making a drastic change in the method of finding teachers ? The present system of newspaper advertising is expensive. The total annual cost of advertising by Protestant school boards throughout the Province must be a staggering amount. (Advertisements which we placed in three newspapers during August for three additional teachers cost $270.)

Would it not, therefore, be possible for the Quebec Association of Protestant School Boards and the Provincial Association of Protestant Teachers to organize a joint placement agency to handle the staffing problem ? Money cannot be regarded as a deterring factor – it is presently available for newspaper advertising. Such an agency could act with relative ease as the source of contact between teachers who are available for engagement and school boards who have vacancies.

In summary, let us de-emphasize the tendency of teachers to move so often from school to school by eliminating *March Madness* ; let us establish a provincial salary scale equal to, or better than, the best in Canada, coupled with continuing contracts to defeat the practice of moving to greener pastures ; finally, let us conduct our teacher placement through a professional agency rather than in full view of the general public through the columns of the daily newspapers.

TEACHERS WANTED

TEACHER WANTED, PROTESTANT ; salary $550 ; 11 pupils ; English-speaking district ; nine teachers married from school in last 19 years. Possibilities not exhausted. Give phone number when replying. Address, Teacher, Box 175, Hanley, Sask.

The *Leader-Post*, Regina, March 29, 1939.

Atwater, Sask.,
March 30, 1939.

Box 175,
Hanley,
Sask.

Dear Sir :

I believe my qualifications fit me well for the position for which you have advertised, but before definitely applying I wish you would send me information regarding the "possibilities" of the district and also snapshots of the same if at all possible.

I have a Permanent Certificate (Superior First) and have had 5 years' teaching experience. I am 23 years of age, short, blonde, and attractive.

Yours truly,

Gwen S. Jones

Original letter owned by Mrs. Dorothy Langelier, Principal, Bishop Mountain Elementary School, Sillery. Used by permission.

STAFF MEETINGS

Keith J. Dowd, M.A., Supervisor-Principal
Papineau County Central School Board

Let us consider staff meetings from the point of view of a teacher wanting to contribute to the school programme in the most effective manner.

The first point to consider is the timing of staff meetings. Most of us prefer not to spend Saturdays in school; however, if a special football game or dance cannot be held at any other time we will not refuse to assist. If the meeting is to involve the entire staff, then time must be taken outside class hours. In schools in the United States, classes are generally dismissed early when staff meetings are scheduled. During the main part of the school year staff meetings should be planned at regular intervals in order to give every teacher a chance to arrange his after-school schedule and personal activities without interference. The first Monday of the month is, I have found, a most effective date. The meeting starts promptly after school dismissal and continues until the rigid five-o'clock limit. It should be noted that such meetings are routine procedure throughout the school year.

Before school opening a number of orientation meetings are required. It is important that every teacher should know the school building as well as the students do — but before the students arrive. In addition to gaining familiarity with the building at the pre-school staff meeting on the day after Labour Day, new teachers will require detailed information about the school's operation; returning teachers need only be advised of changes. A number of the early staff meetings can, in fact, be restricted either to the teachers new to the staff or new to the profession. Such orientation meetings may be reduced in number by establishing the "buddy" system, pairing off returning teachers with new members of the staff.

Meetings may not require full staff participation. If the problems of noon-hour supervision require consideration and attention, only those teachers taking such duty need be involved. If report card design for the primary grades is under discussion, probably only the primary grade teachers will have much to offer.

When one complete cycle of the timetable has been completed there will probably be a need for an evaluation meeting to correct work overloads for some teachers, conflicts in scheduling, and so forth. Such evaluation meetings should not be restricted to the beginning of the year. It would probably be wise to schedule one towards the end of each term so that general school conduct and morale can be reviewed, and remedies proposed for the beginning of the next term.

The wise administrator will arrange group conferences with the teachers involved to discuss the progress of individual pupils. If an active guidance programme is functioning within the school, such meetings will probably be chaired by the Guidance Director. The findings of such conferences should be recorded in the cumulative record file of each pupil.

In schools large enough to have several classes of one grade, occasional conferences between teachers will be necessary, especially if identical examinations are administered. Such grade conferences will give beginning teachers the day-to-day benefits of the experienced teachers' background.

A series of meetings should be held before the June examinations are written to formulate a promotion policy that every teacher can support completely and honestly. The promotion policy which is developed should be committed to paper and distributed to the staff. It is often wise for the principal to present the policy to the school board for endorsement.

It is a source of concern to me that more staff meetings of the professional-level type are not held — meetings at which the staff is prepared, among other things, to evaluate current professional thought at all levels of education. I wonder how many schools have a staff that has taken the trouble to enunciate a working philosophy and from it have derived the objectives for their school. How many teachers have spent time considering and evaluating curriculum changes ? How many teachers have participated in an exchange of views of the current rash of educational publications, such as MacKinnon's *The Politics of Education* ? Many of us would probably be surprised at the inspiration and incentive to be derived from such professional-level staff meetings.

What are the general principles to be observed in staff meetings ? Most are obvious in every meeting that ignores them. Every participant in a staff meeting must prepare for it. This preparation is possible only if an agenda is prepared in advance. The agenda should be common property originating from all the participants, and possibly a few other staff members. Suggestions for a staff meeting agenda have come from the chairman of the school board, the executive of the Home and School, the school nurse, the secretary-treasurer of the board, as well as the teachers.

The ideal staff meeting is one which the staff anticipates eagerly. Its agenda will have been seen at least two days in advance and will include topics of concern to most of the teachers. They know they are going to have an opportunity to speak and that their contributions will be given fair assessment. The chairman — probably the principal, although not necessarily so — will stress his role as chairman and promote involvement of all members of the staff. The meeting will start on time and continue without interruptions. A secretary will be appointed to record decisions so that the teachers may participate without the distraction of note-taking. The minutes will be duplicated and distributed the next day for the staff to study and act upon. Most important point of all, decisions made by the principal beforehand should be announced as such ; to conduct a discussion terminated by the pronouncement of an overriding veto on the decision of the meeting is completely unnecessary.

There remains one final point to make : neither staff nor principal should be judged by the frequency of staff meetings. Many staff meetings are unnecessary and could be eliminated if the principal distributed pertinent written instructions to his teachers. A staff meeting should be a meeting of minds resulting in an exchange of ideas, not a captive congregation for the principal's sermon.

HOW TO CREATE A DESIRABLE CLASSROOM ATMOSPHERE

F. D. Heath, M.B.E., M.A., Principal, Kenogami High School

What is meant by a desirable classroom atmosphere other than an equable temperature and a not too offensive distribution of normal human odours ? Evading the intricacies of semantics and disregarding the conflicting tenets of progressive and traditionalist education, I think it would be safe to say that a desirable classroom atmosphere is one which allows pupils to learn effectively whatever their particular society demands with minimal damage to the nervous systems of pupils and teachers.

In this article it will not be possible to investigate and discuss the problem of what pupils should be learning. We might reasonably assume that in the early years basic skills must be acquired. In the later years of the elementary school and the early years of high school, these skills will be further developed, and the pupils will be made aware of the extent of their cultural heritage. In the senior years of high school, pupils should make a critical study of this heritage, while continuing to develop the skills introduced in their early education. In addition, there are numerous valuable concomitants of the educational process, such as courtesy, kindliness, self-reliance, and democratic attitudes, which cannot be taught, only caught.

The identification of the essential characteristics of a desirable atmosphere presents difficulty. The truth is that no one atmosphere is desirable, with all others wholly undesirable. We all have seen classes thrive under a mildly despotic regime ; others apparently flourish where benign permissiveness seems to reign. Both, nevertheless, produce pupils who are loyal, pleasant, and, most important, reasonably well educated. In my own experience, I met a teacher who violated every canon of educational theory. He was abusive, sarcastic and derisive – the embodiment of all the faults enumerated in our training classes ; yet his pupils learned his subjects, liked his subjects, and even, to my horror, had a very real regard for the man himself. On the other hand, I had a teacher whom McCarthy would have stigmatized as the epitome of the bleeding heart. He was sensitive to every mood of his pupils, could weep at the more poignant selections of the literature he taught, wrote, and loved, but could hold even the most difficult pupil in thrall. What conclusions may be drawn from such diversity ? Chiefly, that there is no one desirable classroom atmosphere.

Attention may now be given to the administrator's role in promoting a desirable atmosphere. His contribution will undoubtedly be determined by his personal philosophy and resources. If he acknowledges the paramount importance of the individual teacher in the classroom, he is likely to view his part as a minor role. Should the administrator consider himself the *fons omnis sapentiae,* rather than the humble aide, he may consider it his privilege and responsibility to set a pattern, sometimes known as "the tone of the school," which is likely to be a reflection of his philosophy and ego. Under such adminstration, the vicious contemporary practice of conformity will prevail :

the good teacher will be the one who conforms — that is, to the current administrator.

With the inexperienced teacher, the administrator's role lies chiefly in his ability to show him tolerance and kindliness and in his willingness to help him become self-reliant. The administrator may help him further by counteracting unjustifiable attacks against his lack of experience. With the experienced and effective teacher the administrator might well be advised to leave him alone ; the teacher knows his job far better than does the administrator. This acknowledgement does not relieve the administrator of his responsibility for the general tone of the school : it does recognize, however, that the particular aims and methods of the individual classroom are the exclusive business of the expert teacher. Only the general aim of the school should be superimposed ; methods, discipline, and even a moderate degree of administration are part of the individual teacher's autonomy. Not all teachers will welcome these prerogatives, but I am convinced that many teachers in our schools are not only worthy of this trust but are completely capable of accepting it.

In extreme situations, however, even the expert teacher may be unable to handle the deviant child. The teacher of course should be permitted to send him to the principal. The teacher who deals with the problem through physical violence can never be condoned.

At all times the administrator has the vital responsibility of ensuring that his teachers are harassed as little as possible by parents, school board members, members of parent-teacher organizations, supervisors, visitors, and the multifarious agencies who, in the name of that utterly deluded slogan "Education is everybody's business," feel that they should do everything except correct the teacher's tests. All mean well, but few realize the nature of true teaching.

The common denominator which makes a desirable classroom atmosphere possible is shared by the bitter, sarcastic teacher, the sensitive soul filled with love for humanity, and the matter-of-fact expert. This denominator is neither obscure nor esoteric ; it lies within the reach of all. Simply, it is a genuine interest in the existence and welfare of each pupil as a human being ; in this relationship sentimental love is not implied, but it may be coexistent. Such interest, or love, has no connection with the mawkish delusion that a teacher must be a pal or confidant to his pupils. This necessary identification of the teacher with the child's best interests certainly allows him to become annoyed at the child, even to censure him with all the fire of his wrath. The professional teacher will however harbour no future resentment against the trouble-maker.

Beyond this *sine qua non* of interest, other factors contribute to the establishment of a desirable classroom atmosphere. A mildly humorous attitude toward life is preferable to one of gloomy misanthropism, although pupils will survive both. A strictly matter-of-fact approach is more desirable than a forced effort at humour, which may be embarrassing to both teacher and pupil. When humour is used it should be such that the child will learn to laugh at himself ; to achieve this end the teacher must be prepared to risk his own dignity by

finding humour in himself. Humour should be attempted only if it arises easily and naturally – again a case of individual variation.

In conclusion, a few clichés will be presented regarding the importance of physical factors in securing a pleasant atmosphere. Most teachers will open a window or turn off a radiator when they find their pupils becoming semi-conscious in a room where the temperature has reached a Death Valley height. Very few will try to regiment the physiological necessities of the pupils with unreasonable rules regarding such privileges as "leaving the room."

The phase of physical environment with which I am most concerned, however, is none of these ; it is one over which the teacher does not have too much control. I refer to the educational tools available in the classroom. Most essential of these is an abundant supply of books and magazines. The teacher should badger the administrator, and the administrator must plead with the school board to ensure a large and changing supply of good books. Parents and friends of the school will often contribute suitable books and magazines if properly approached. Once obtained, these reading materials must be kept in constant circulation. Filling the needs of enthusiastic readers constantly in search of knowledge is surely a worthy aim in our educational programme.

In this article no rules have been given for teachers to follow, no pronouncements have been made regarding the one and only method of dealing with children (or teachers), and no legislative procedures have been outlined for securing a desirable classroom atmosphere. Teaching remains an art : training may provide the techniques, but inspiration stems from the individual's being and philosophy.

THINGS REMEMBERED

Recently I had a visit from a scientist who had been one of my students. I asked him what he remembered about his school days. He thought a bit, then said :

"I don't remember much about the subjects, but some of the teachers I remember very well."

He went on "remembering" for a while, and some of the things he talked about are things that teachers, too, should never forget.

The uniqueness of a teacher lies not in his subject but in himself. The facts he teaches are absorbed into a vast accumulation of learnings that become a part of the learner. It is the warmth, the aliveness of his personality that gives the teacher his unique chance to remain vivid and meaningful in the minds and hearts of his pupils.

Children quickly sense whether we love our work or think of it just as a job. They can tell whether we love or barely endure them. When we deal with wrongdoing, they know whether our motive is to punish or to correct.

We reveal our natures by the tone of our voice, the look in our eyes, our facial expression. We reveal our standards of value by the interpretations we place on the things we teach. Children know if we love learning or merely practise pedantry. They can tell whether we love God and man or just ourselves.

—John Sternig

NEA Journal, Vol. 45, No. 9.

RUTS OR RESEARCH

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Rarely these days does one undergo literally the debilitating experience of slipping into a rut. Winter roads are remarkably clear; and roads which formerly presented endless hazards in spring are now hard to find. This change is unfortunate: the literal experience of slipping into a rut might reduce the frequency of the figurative experience repeated by teachers and administrators. Sliding on all four car wheels into a sea of mud, bereft of the power to choose a course, should be the lot of every teacher. His teaching might subsequently be less encumbered with the resignation and servility that characterize the techniques and procedures of too many classrooms.

Reasons must be found for such rutted practice. Teaching is a complex undertaking and the first few years bring many risks and minor ego injuries. Methods of obviating, or removing, these difficulties are subsequently developed and followed consistently; any thought of change in the routines which have become so familiar and comfortable immediately brings to mind the insecurities of the early years. The year or two of teacher-training emphasizes the importance of procedures which provide for optimum pupil progress; the new teacher, however, may be assigned to a school where teaching methods are less ambitious. The arguments of experienced fellow-teachers cannot be ignored. Eventually the novice disregards the admonitions of his professors and adopts the relatively feeble and easier methods of his confreres. The demands on the teacher's skill and time are extensive: each of the thirty pupils is a study in himself; each of the ten courses requires weeks of concentrated study; community obligations and personal desires cannot be ignored; co-curricular activities recognizably enhance the new teacher's integration. Faced with such an array of expectations, it is small wonder that many teachers settle into ruts as quickly and as easily as possible.

The complexity of the educational process annihilates many teachers; others are stimulated by its inherent challenge to study, investigate and experiment.

"The old order changeth . . . ." In the field of education we teachers must direct the course of change. Imposed changes, such as the new courses in Elementary Art and Science, are generally accepted half-heartedly and are given apathetic implementation. Unless teachers are prepared by education or by an adventuring spirit for curricular and methodological innovations, no significant progress can be anticipated.

> The tomorrow when we were going to analyse our situation, discard the useless, safeguard the valuable, and really put out a product is here. Our product is the trained versatile teacher — the TV teacher — an intelligent personable individual

> prepared for the tremendous range of competencies which must be exhibited in a classroom day by day. Let us not suffer from hardening of the attitudes.... Can we be a little like the late, lamented Davy Crockett who didn't know no fear — nor no grammar neither ? [1]

In this appeal for teachers who will not fall into ruts, Meek expects the teacher-training institutions to do a better job — to produce graduates who are confident and capable, ready to tackle the work assigned to them. On entering the profession teachers must work wholeheartedly to develop and initiate procedures and better programmes. Current methods and content must be greatly improved to prepare our children for the needs of this atomic, automated space age.

It is so easy to let the routines of day-to-day teaching and social obligations absorb practically all our energy. Only those who determinedly reserve a few hours each week to raise their heads above the torporsphere to experience the exhilaration of investigation will be motivated to experiment.

What experiments are presently being conducted in education ? One very new venture in educational TV, which is to begin next January, will beam expertly planned lessons from an airplane to 5,000,000 school and college students in six neighbouring states. Proceeding on the thesis that television when carefully fitted into a school programme can provide high-quality instruction, the promoters of the Midwest Program on Airborne Television Instruction are determined to learn how this new medium can best be adapted to the notoriously behind-the-times profession of education. Recent issues of the *Teachers' Magazine* and the *Educational Record* have reported experiments in the teaching of reading. It is gratifying to learn of schools in which teachers and administrators study such experiments and subsequently implement them in their own programmes. Students of sociology, anthropology, group dynamics, and other areas of social science, have developed understandings which can help us to move wisely in the upper atmosphere of educational research. Surveys, polls, and other inquiries at the local level, must also be included as evidence of life, growth and adaptation.

Such reforms must continue until the whole system of education is vibrant with self-examination and development. Educators dare not relax in the torporsphere ; their charges anticipate living in the excitement of space.

The term "in-service education" evokes little excitement or enthusiasm among teachers. Similarly, "going to school" has a dull ring for most pupils. If both opportunities offered a greater range of creative, purposeful activities, tremendous resources of energy would be revealed in pupils and teachers. If educational work offered stronger appeal, those involved in it (many now routinely following in ruts) would demonstrate new skills, interests, and aptitudes to align current education with current needs.

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[1] Elizabeth A. Meek, "The TV Teacher," *The Dekalb Conference Report* (Washington : National Education Association, 1955), p. 10.

Research means many things. In the field of education at least two extreme points of view may be identified. In the minds of some, research is done only in a laboratory situation, where most of the many variables are controlled, and the one or two being checked are measured carefully against established criteria. Few people are able to engage in such research. At the other extreme, the habitual practice of using the library to find information may be termed research. Between these two extremes exists a vast range of research opportunities. The newly establishd Research Committee of the Provincial Association of Protestant Teachers of Quebec seeks to promote research studies in Quebec schools somewhat more intensive than the lowest extreme described above and somewhat less extensive than the highest. The committee will attempt to keep in touch with teachers and administrators who are conducting, or are interested in, active research in Quebec's schools. It will also act as a clearing-house for information on research done elsewhere, and will provide liason with the Research Department of the C.T.F. By such means, the Research Committee hopes to clarify the meaning of educational research and to impress on teachers and administrators the value of, and the need for, a critical examination and evaluation of our present procedures.

Have our methods of teaching changed much in the past three or four generations ? Should they ? It is asserted by Caswell in the Foreword to *Action Research to Improve School Practices* that the greatest influence on the teaching practices of too many teachers is still the methods by which they themselves were taught. If this is so, then it follows that the ruts many teachers travel go back a few generations. Such a situation can be remedied by teachers involved in research activities.

A considerable proportion of educational research has been conducted by educators with neither administrative nor supervisory experience : many, indeed, with little firsthand knowledge of classroom practice. Of these, many feel that it is not their responsibility to follow through with their findings into actual classroom application. Unfortunately their projects are frequently too far removed from the classroom situation to permit prompt implementation of their research findings. In the Foreword previously referred to, Caswell makes the following emphatic statement : "Certain important problems can be solved only as teachers, supervisors and principals become researchers." In the Preface to his book, *Action Research to Improve School Practices* Corey asserts that "Our schools cannot keep up with the life they are supposed to sustain and improve unless teachers, pupils, supervisors, administrators and school patrons continuously examine what they are doing." The establishment of a Research Committee by the Provincial Association of Protestant Teachers of Quebec is indeed a sign of progress.

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[1] S. M. Corey, *Action Research to Improve School Practices* (New York : Columbia University Press, 1953).

ORIENTING THE NEW TEACHER

H. S. Sinclair, Principal, Holland Elementary School, Quebec

For all of us there is something fascinating about a new experience, whether trivial or profound, and its consequence may lead to great heights of satisfaction or dissatisfaction, depending on the feeling aspect of the experience. If the feeling is one of success or satisfaction, the possibilities are that the experience will thrive and gain momentum as it seeks to repeat and extend itself. If the experience is fraught with uncertainty, disorder and disappointment, there is a possibility that the result will produce negative attitudes, and there will be little hope of ever changing these into rewarding experiences.

Young teachers need to feel success. This need may be satisfied in their first year if they are given an opportunity to use and develop their talents. The feeling of personal worth thus attained is one of the most important factors in leading them into paths which they will likely follow for the rest of their teaching careers. If the first experiences are fraught with great difficulties and humiliations, young teachers may lose their taste for teaching and drop out. Their withdrawal is not to be regretted, since much ineffective learning is the result of uninspired, disillusioned teaching. Remaining in the profession might be a form of insurance for them in dollars and cents ; for the pupils whom they teach the results can be costly.

The beginning teachers of today are not very different from the beginners of yesterday. Although some are older, and some have had experience in other fields before entering the profession, many are between eighteen or nineteen years of age with, at most, two years' study in the theory of education and a limited experience of practice teaching in the classroom. Generally, these young people are energetic and enthusiastic, but they lack adequate training and experience for the work they are expected to do. A few may be born teachers, who relate well to people and settle down to work with honest effort and amazing success. Some are either too distant and austere or too fraternizing and overly sure of themselves. Some are defiant and cocksure ; others are overwhelmed by the demands of a class. Many, not knowing how to face a lesson, rush from one subject to another but do not teach. As "textbooks wired for sound" they foster a negative attitude to true learning.

The largest concentration of beginning teachers is found in the elementary school. To the layman, the educational demands of the first seven grades may seem trivial ; to those who understand children they are all important. Children are learning continuously, and the learning will be good or bad according to the experiences and opportunities provided by teachers. To be successful, the young teacher in the elementary grades must know something about human nature and the social order. Without some knowledge of the developmental characteristics and basic needs of children she cannot guide their growth.

In addition, she will need to know something of their home backgrounds, the goals towards which their society is achieving, and the extent to which their parents are able to be partners in their educational programme. Actually, it is doubtful if a young teacher, or a new teacher in a community, can be expected to succeed without this background knowledge. Its provision is of first importance in a good orientation programme and must precede instruction in routines, policy, procedures, internal communications, control and use of equipment, which may be translated to the teacher in a series of carefully written instructions.

The real purposes toward which all effort must be directed offer exciting possibilities as well as serious responsibilities. It is, consequently, the duty of professional leaders to translate these in such a poignant and honest manner that from the outset of their career teachers will know that their task is not "to keep school," to decorate walls and windows, to regiment children for the purpose of establishing order but rather to provide opportunities for effective learning. If all is not well in the classrooms of inexperienced teachers the sympathetic school principal will not register shock ; rather, he will calmly and slowly set out to help these young people. He does not do this by laying on a programme of close supervision or by attempting to apply a series of quick and easy palliatives. He recognizes that his first duty is to build up the teacher's confidence. This responsibility does not preclude supervision. It emphasizes rather that supervision functions best when it is applied "from the bottom up." It is not recommended that a principal should supervise only new teachers. Discrimination may indeed annihilate the self-confidence that needs to be developed.

A healthy attitude towards his work will assist the young teacher in developing a reasonable measure of self-confidence. He must see his work responsibilities as a tremendous influence affecting every child in his class. He must learn to shift his concern from himself to his pupils. He must be helped to understand and believe that the needs of his pupils are paramount. The role of professional leadership is well played when it attempts to translate the old Chinese philosophy : "What you give you gain ; what you keep you lose." Only as the young teacher learns to lose himself in his work, does he take his first step towards becoming a professional educator.

Young teachers also need help in becoming acquainted with the school and its instructional services, pupils' records, library facilities, testing procedures, remedial reading programmes, reporting policies. They will need guidance in interpreting the course of study, in using curriculum guides and in classifying pupils. They will be required to learn how to plan for, and work with, gifted and retarded pupils, how to handle disciplinary problems and how to cope with the multiplicity of minor demands in the life of the school.

The wise school leader does not leave all these needs to chance. He reserves a specific time, well in advance of school opening, for briefing beginning teachers. He is also alert to their social needs and arranges for a senior teacher and a

member of the Home and School Association to help these young people become acquainted with the community.

No matter what point one starts from in a discussion of professional leadership, one inevitably reaches the conclusion that the art of being a teacher is the art of understanding and developing a sense of partnership with people. The true principal approaches his job in the spirit of a coach. His task is to kindle interest, to teach, to aid, to correct, to encourage, and to inspire. He will continuously seek the special talents of his teachers, new or experienced, and encourage the progress of those whom he leads. Throughout the staff he will strive to develop a healthful measure of co-operative assistance which will replace the fears and inhibitions of young teachers with courage and confidence. So shall our young teachers be oriented and strengthened to face the challenge of moulding the lives of today's youth.

A WORD TO YOUNG TEACHERS

Repeated observation has proved conclusively that *too much ardour* is a common fault with young teachers, more particularly, perhaps, with lady teachers. The young lady has looked forward through many years to the era when she may be prepared to take charge of a school. The happy time has come, and her dearest wish is to be a *good* Teacher — to gain a *high* place. She engages in her duties eagerly — laying many fine plans, without even dreaming that she may not with resolution make them effectual. She must be a first-class teacher — nothing less will satisfy her ambition, and in her innocence she deems that all is pending upon her "first school" ; that will decide her reputation. So she commences, ardent and hopeful, and if the improvement of her pupils were proportionate to her ardour, in one short term they would pass almost from the alphabet to fluxions, or through what has taken her many years to acquire. But very soon ardour becomes impatience because her scholars do not learn. She is anxious to see their improvement from day to day, and, as she cannot, she tires of her employment and, perhaps, abandons it after one or two terms, though she may have possessed all the elements of a good teacher, save *patience* and perseverance. Now, to such teachers I would say : "Let your ardour be well tempered with *patience,* and perseverance be united with energy, remembering that it is *steady, persevering effort that ensures success.* Look for the improvement of your pupils back through weeks, in some instances through months of time, if you would have it perceptible. The All-wise has so ordered that education enters the mind slowly, *very* slowly it seems to our short-sighted vision ; but it is good that it should be thus. And oh, teach patiently constantly, and the reward will certainly come. The improvement will be evident after many days.

The Rhode Island *Schoolmaster,* March, 1857.

STUDENT ORGANIZATIONS AND ACTIVITIES

Stanley B. Gage, B.A., Principal, Three Rivers High School

It is generally assumed by teachers, administrators, and the general public that the school's role as an educational institution does not start and end at the classroom door. We are sometimes criticized for trying to do too much ; this criticism is justified perhaps in some cases.

Extracurricular activities, as we generally understand them, are those organizations in our schools which are pupil centred : pupils are free to select the activities in which they wish to participate and subsequently assume much of the responsibility for their operation. Such activities are generally held outside school time and receive no academic credit. Emphasis is usually placed on the personal, social, vocational, recreational and athletic needs of the participants. The value of such activities has been recognized by the business world ; an increasing number of confidential report forms submitted by business firms include a section dealing with extracurricular interests and activities.

The interest of educators in extracurricular activities is not new to our Quebec schools. Contests in athletics, spelling, debating, and public speaking were conducted in our earliest academies and public schools. Many prizes or certificates won by our great grandparents when such competitions were annual public events are now hidden away in attics. In *Academy Days of Old Missisquoi*, published in the nineteenth century, several references are made to such contests, and the author recalls with pleasure the particular teachers and principals who encouraged and sponsored out-of-class interests in geology, astronomy and the manly art of self-defence.

Let us now identify some of the objectives of the extracurricular activities or organizations in our schools. If these aims are fully recognized and conscientiously followed, the benefits derived by the pupils who participate will be significantly greater. Generally speaking, a student activity or organization worthy of the school's recognition should provide opportunities for the fulfilment of the following objectives :

1. To learn the art of co-operative thought and work.
2. To develop and train leadership ability.
3. To develop loyalty and *esprit de corps*.
4. To provide training in conducting meetings according to formal parliamentary procedure, in presenting reports, in preparing budgets, and in administering finances.
5. To promote social adjustment and foster good group relationships.

6. To develop recreational interests for leisure-time activities.
7. To train students for responsible citizenship.
8. To encourage closer teamwork between staff and students.

It is evident that some of the stated purposes overlap the objectives of subjects included in the curriculum. Such duplication need not be regretted.

Student organizations will function successfully only where a healthy climate is created for the development of activities. The principal, the school board, and the staff must be convinced of the value of the activities. The additional work for staff advisers will be arduous, but richly rewarding. To ensure satisfactory results, attention should be directed to the following points: (1) A student organization should be encouraged only if it meets the test of providing worth-while educational experiences. (2) The purpose of the organization should be clear to both students and staff. (3) Staff members should be given a relatively free hand to explore the possibilities of the organization with their students.

The following principles are essential to the successful conduct of a school's extracurricular programme.

1. *There should be equality of opportunity for all pupils to participate.* Social or economic restrictions should not limit pupil participation. If necessary, fees or dues, equipment and uniforms should be provided through club or school funds.

2. *Objectives should be realistic and clear.* It follows that the programme of any activity should be purposefully directed toward the achievement of these objectives.

3. *Pupils, teachers, and administrative personnel should contribute to the promotion of the programme,* if not directly, certainly through interest in and an appreciation of the activity.

4. *Co-operative teamwork should characterize every activity.*

5. *Conflicting demands of organizations on pupil effort and time should be avoided.*

6. *Recognition should be given to smaller clubs or organizations within the programme.* Frequently, staff and pupils fail to realize that a small hobby club that meets once a month may be providing as valuable a learning experience as the larger Glee Club that meets weekly. The use of credits for participation in major and minor activities is unsatisfactory because the practice tends to categorize activities on the basis of time involved, public appeal, popularity, and size of the group participating, and often fails to recognize the value of the learning experience derived by the individual pupils. The development of social ease and the ability to dance, for instance, may be of far more value to a particular pupil than the ability to "make" the senior hockey team.

7. *Activities should be conducted in accordance with democratic principles.* A healthy democratic climate cannot be developed where despotism, benevolent or otherwise, exists, nor can dictatorial supervision produce desirable learning experiences. Limits, of course, must be set: the principal's prerogative to veto directly or indirectly through staff advisers must be clearly understood by all students. The use of such power is unwise, however, unless other methods prove ineffective. The judicious and alert guidance of staff advisers is likely to minimize the use of outright veto powers.

8. *The learning opportunities offered by activities should receive chief consideration.* As teachers we tend to evaluate achievement by measurable results. The school yearbook is judged as it compares with previous, or other, yearbooks. We follow the sports contests and cheer our team on, usually for one purpose — to win the game or the contest. For the individual pupil more important and more desirable issues than being on the winning team may frequently be involved. In some instances it may be more valuable for pupils to learn how to accept defeat gracefully after a hard-fought contest.

9. *The extracurricular programme should give consideration to, and provide for, the needs of the school community.*

10. *Students should be given the authority to carry out the specific responsibility delegated to them.* This principle must be kept in mind at all times by staff advisers. It is relatively easy to assign a particular task to an organization or club; the measure of authority which must be granted to carry out this responsibility is too frequently neglected. Pupils regard the responsibilities entrusted to them seriously and earnestly, nevertheless we must expect less than perfect achievement. Frequently a staff adviser will permit minor mistakes to occur; the experience of error occurrence will be more significant and more valuable to pupils than would be the superimposing of adult directives. It is not suggested, however, that guidance should be withheld in situations where mistakes would create difficulty or serious consequences.

11. *Activities should be evaluated constantly.* By careful appraisal we will discover if the programme of extracurricular activities is providing the desired educational experiences. Additional, or alternative, areas of interest may be identified when a total evaluation is made. Plans for the implementation of these new needs should be formulated immediately if the extracurricular programme is to continue to offer effective learning experience for the pupils.

Our schools are society's investment in our youth. We have a moral, if not a legal, responsibility to provide opportunities for our youth to develop those qualities and attitudes that are demanded of an educated citizen. Miller, Moyer and Patrick conclude their thesis, *Planning Student Activities*, with this thought: "The best approach to a better cocurriculum program, as well as to other areas of the program of the school, is to demonstrate conclusively that this investment has yielded the commendable return of developing our youth into well adjusted individuals and competent citizens." This is a challenging task, and one that will demand careful planning and skilful administration.

THE SCHOOL CAFETERIA

J. Clifford Moore, B.A., Principal, Ormstown High School

Since the consolidated school serves a broad and complex section of school territory, it is obvious that the noon period must be administered as efficiently as any other segment of the school programme. In any rural or urban community the school lunch programme may well constitute a substantial bridge between morning and afternoon sessions.

Since many pupils travel to school by bus and others walk from the boundary limits of a rather outstretched town, the hot lunch becomes a most important factor in the physical and mental well-being of these children. Frequently an early breakfast, hurriedly eaten, does not provide sufficient nourishment to sustain the child all day when it is supplemented merely by a cold lunch.

The capital cost of setting up a school cafeteria is rather heavy ; generous grants towards the purchase of necessary equipment are given by the Junior Red Cross. It is important that the cafeteria should be housed in the school plant. A commercial type stove, a refrigeration unit, sinks, counter space and adequate cupboards are the first essentials in a well-planned kitchen ; a plentiful supply of pots and pans, trays, and plastic dishes will of course be required. The dining room should be equipped with tables of standard size with arborite tops.

The operation of our cafeteria is under the direct supervision of the Home Economics teacher, who does all the buying, prepares the menus, and draws up the schedules for all work parties assisting the cook. She also keeps account of the money taken in by the cafeteria. This income is banked in trust to the Principal.

At Ormstown High School, we are fortunate in having the services of an excellent cook, who works from 8:00 A.M. to 1:00 P.M. Through her skill and experience the exacting work of operating the cafeteria has become a highly efficient machine-like process.

To be effective, a school lunch programme should (1) produce tasty meals, (2) provide inexpensive meals, (3) serve meals relatively fast, and (4) operate in an orderly pattern.

To provide tasty, wholesome meals it is important that the cook and the Home Economics teacher should work closely together. As a result of her training and experience the Home Economics teacher will plan meals that provide a well-balanced diet ; the cook will produce the savoury dishes to tempt presumably delicate appetites.

CAFETERIA LINES IN ORMSTOWN HIGH SCHOOL

The following menus show typical meals served in our cafeteria.

Monday
Apple Juice
Baked Sausages
Mashed Potatoes
Yellow Beans
Bread and Butter
Chocolate Pie
Milk

Tuesday
Tomato Soup
Baked Potatoes
Cabbage Salad
Beets, Creamed Carrots
Bread and Butter
Butterscotch Pie
Milk

Wednesday
Corn Soup
Hamburgers
Strawberry Jello
with Sauce
Milk

Thursday
Tomato Juice
Shepherd's Pie
Carrots
Bread and Butter
Pears
Milk

Friday
Cream of Tomato Soup
Baked Halibut
Mashed Potatoes
Carrots
Bread and Butter
Ice Cream
Milk

The weekly menus may vary with the season of the year ; in the fall, when the Franklin apples are plentiful, apple dumpling is a favourite dessert.

So far our cafeteria has kept the cost per meal down to the very minimum — thirty-five cents. We have succeeded in paying our way, but it has not been easy. At one time we received quite generous contributions of staple supplies, but in recent years little assistance has been given.

To provide relatively fast service in the cafeteria, the timetable is arranged so that the pupils may eat in two shifts. All servers are in readiness for the arrival of the first shift (Grades I - VI). After this group has finished Grades VII - XI arrive. All pupils arrive in the cafeteria under the direction of teachers, and the entire procedure is carried out in a rapid and efficient manner.

Throughout the meal the pupils observe the decorum of a well-ordered home ; at the end of the meal a grace is said. The trays and dishes are systematically returned to the kitchen, where washing-up teams are busily working at two or three sinks. When the work party has finished its chores of stacking trays, putting away dishes, and washing tables, the cafeteria is ready for another day.

The description of the procedure in the cafeteria does not include the difficulties that may be encountered. Some pupils insist upon bringing their own lunch ; others eat in the cafeteria periodically. The high-cost meal invariably, and naturally, has a greater appeal than the low-cost meal. Sometimes a pupil conveniently forgets his duty. Some of these problems are circumvented or eliminated by the interest and assistance of teachers.

The cafeteria in Ormstown High School has assisted immeasurably in solving our noon-hour supervision problems. For a period of twenty to thirty minutes all pupils are required to eat their lunches on the cafeteria premises. A battery of students is kept busy doing the chores necessary to the efficient operation of the cafeteria. A number of teachers who stay for lunch, though not on duty, frequently assist with the entire programme of supervision.

WHAT IS AN ELEMENTARY SCHOOL PRINCIPAL ? *

Roger Bredenkamp, Principal, Parker Road School
Ferguson-Florissant R-2 School District, Missouri

What is an elementary school principal ? He is a doctor, a dentist, a nurse, and a comforter. He is a cobbler, a locksmith, and a general handy man. He is a judge, a one-man jury, a prosecuting attorney, and a counsellor. He is an administrator, a supervisor, a teacher and a learner. He is a clerk, a receptionist, an accountant, a budget expert, and a dollar stretcher. He is a personnel director, a human relations counsellor, and a listener. He is a planner, an idea man, an organizer, and a doer. He is a resource person and a helper to parents, teachers, and children.

He is a "fall guy" and a scapegoat. He is a buffer between parents and teachers, teachers and teachers, and teachers and children. He must know about curriculum, child psychology, subject matter, educational trends, textbooks, library books, supplementary books. He is responsible for the welfare and physical safety of 15 or more teachers and 500 or more boys and girls while in school. He must account for thousands of dollars' worth of texts, library books, supplementary material, desks, tables, and chairs, and a building incidental fund. A building which costs a quarter million dollars or more is his primary responsibility for safe and healthful maintenance.

Impetigo ? Always the Unexpected

I don't know whether all principals have done these various jobs, but I have at one time or another ; and I don't think I am different from most.

Have you ever had a child come up to you and say, "Mom says for you to look at this rash and see if it's poison ivy or impetigo ?" I have. If it's impetigo, the child should go home. So you try to get the Health Counsellor. If she is available, you are fortunate. If not, *you* must decide, right now.

Or take the case of the fifth-grader who comes in and announces, "My teeth braces are loose. Can you tighten that little wire right here in front ?" Immediately you call his mother, and she tells you that this is the dentist's day off and would you please do the best you can with Johnny's braces.

Little children sometimes become frightened when they are ill. Miss Jones has thirty-four other children and is busy ; so you receive a note from the child who has accompanied sick Mary to the office. It reads, "Mary just threw up. Would you please see that she gets home safely ?" You drop the assembly schedule you've been working on and take Mary by the hand to the First Aid Room. You comfort her and get her to lie down. Then you call her mother and arrange for transportation home.

Boys and girls have implicit faith in the powers of their teachers and

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* Monograph for Elementary Teachers, No. 90. Used by permission of Row, Peterson and Company.

principals. For instance: Sally comes into your office after recess with a shoe in one hand and the heel of the shoe in the other. "Please, Mr. — , can you fix this ?" "Well, we'll try, Sally." In a lower drawer of your desk are a pair of pliers, a hammer, a screwdriver, a shoehorn, some thread and needles, a bottle opener, and other similar items. Out come the pliers and the hammer, and you put the shoe and heel together, hoping it will last till Mary gets home.

Or: "What is it, Billy ?" "The lock on my locker won't open !" "Have you forgotten the combination ?" "No ! It's stuck !" "Did you ask the custodian to help you ?" "I can't find him !" On the way to the locker, you have Billy give you the combination. You try, and the lock works perfectly. Billy says, "Gee !" Or you received a note saying, "Jimmy has his arm caught between the radiator and the wall, and the radiator is very warm !" Up to the second floor to release Jimmy's arm !

Then there's a fight on the playground. If the supervisor isn't there when it starts, there are fifteen versions as to its cause by the time he does arrive. Sometimes you, as principal, are asked to solve this very knotty and important problem. You listen to all versions carefully; you weigh the evidence; and you pass judgment. Occasionally the solution is obvious, and justice is stern and swift. At other times an innocent person must be protected from a group who are out to "get even." At still other times the fight is the result of a misunderstanding, and just a word of advice or a little counselling is all that is necessary. These incidents are the spice that makes each day different and also ruins the best of plans for a day's work.

Sometime during the summer you are made aware of how many children will be assigned to your building and how many and what kind of teachers. You spend many hours working over your checkerboard (daily schedule), arranging for what you hope will be a smooth-working building. There must be only one group in the gym at a given time, but all 18 rooms must receive 100 minutes of gym a week. Sometimes it isn't easy to arrange. Your cafeteria seats only 125 people, and you would like to get all 600 fed in an hour and forty-five minutes. That means some must be eating while others are in class. What plan will be the most efficient ? What doors should be used to keep noise at a minimum for the people in class ? The playground will safely hold only four groups at a time. How best to schedule recesses ? The building was designed to hold 400 youngsters. You have 600. What space not now used as a classroom could be pressed into service ?

During the year there are unexpected things happening. Mass T.B. patch tests must be given. The Y would like to give an assembly in preparation for a bicycle safety lane. The movie for an assembly has been ordered and confirmed for three months, but it doesn't arrive ! (The booking agency doesn't know where it is.) Of a morning in January you wake up to find snow and ice covering the landscape. You're lucky; you can walk to school — but most of your teachers must come for miles and traffic is bad. At 8:25 A.M. when the first bell rings, you and one other teacher are present to greet 400 boys and

girls who came on foot and on school buses. You improvise, you juggle, and you draw upon your faith in kids ; and by 10:30 A.M. all the faculty is finally in.

Orientation, Observation, Packing Cases

But having the right people at the right time isn't always enough. New teachers must be oriented and helped. Teachers' colleges don't mention such things as recess and cafeteria duties, monthly reports, informal reports, room inventory, selling tickets, collecting for the Junior Red Cross and Freedom Crusade, P.T.A. programmes, and class parties. All these things a new teacher meets for the first time in the most trying year of her career. You try to warn her, to anticipate for her, to smooth the rough spots ; but you sometimes don't, and a potentially excellent teacher leaves because you failed her. That thought is difficult to live with for a while.

You try to visit the classrooms to observe, to listen, and to be inspired. Sometimes your opinion is asked, and you give it, you hope, tactfully. At other times you see a teacher making mistakes, and you take pains to see her alone to suggest better methods or new approaches. At still other times you visit the room of a master teacher, and you sit in rapt attention as you discover how the job should be done. You remember to try to give recognition for a job well done.

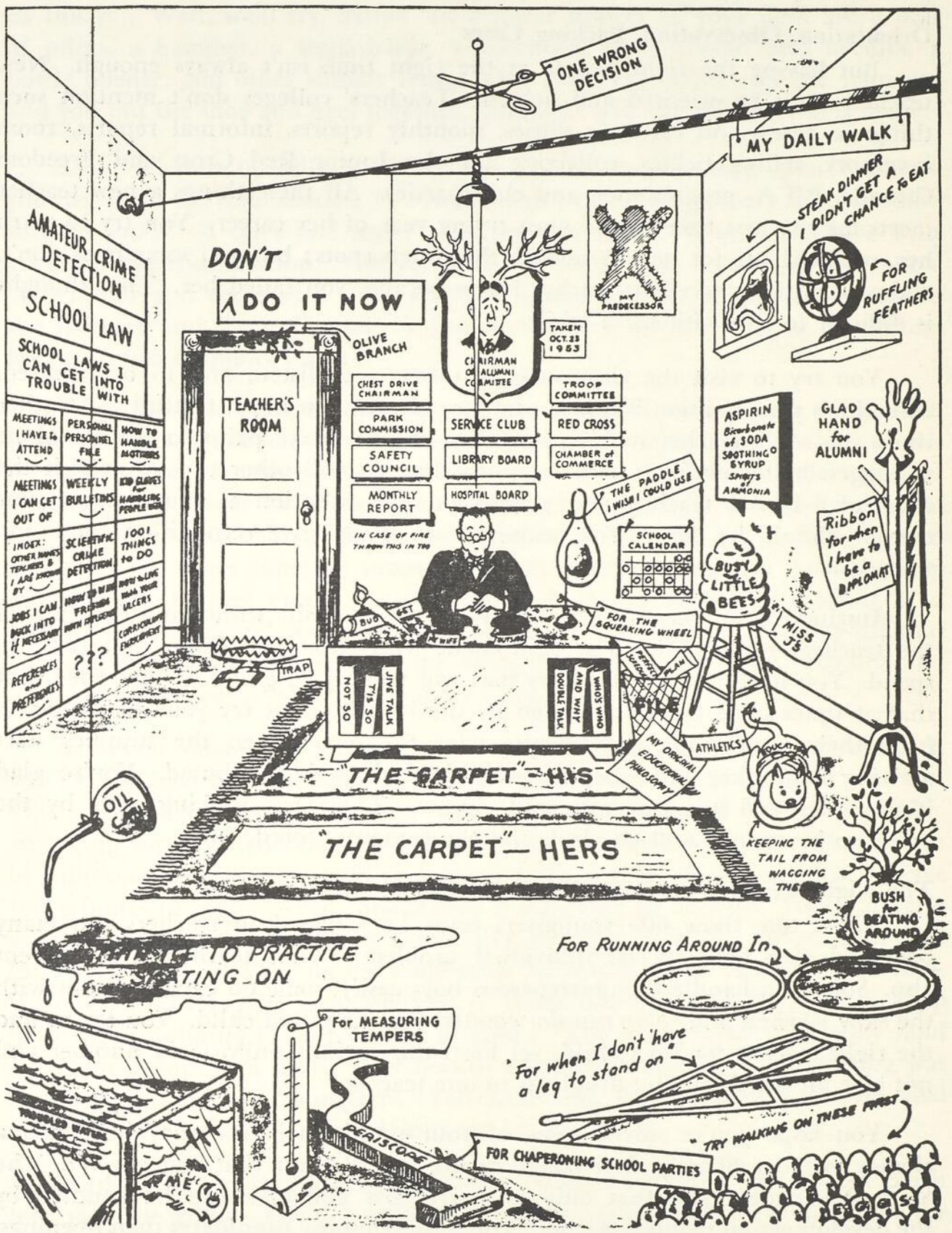
During the summer months you try to reconcile the wishes and demands of the teachers for supplies and equipment with what you know you have to spend. You have told the teachers that you will try to get what is needed, but that at times some things must "go by the board." You try your darnedest to fulfil their wishes, but compromise wins the day. Then the supplies start arriving ; and they must be received, checked, and distributed. You're glad it's summer and you can wear old clothes. There are packing cases by the dozen to be opened and checked, and the contents stored.

The Right Teacher for Each Child

Then, too, those 600 youngsters must be assigned to teachers. So many boys and girls have special individual problems. Your teachers are different also. Some can handle the obstreperous boys easily, some do excellent jobs with the slow learner, and some can do wonders for the gifted child. You try to find the right teacher for each child, yet keep the sections uniform in number and not give all the discipline problems to one teacher.

You hope you've solved some of your problems before they have had a chance to start. Shortly after school opens, you discover that you haven't. The State Department says that only so many boys and girls can be handled by the developmental reading teacher. You have ten more candidates than openings. How do you choose ? Test scores ? It isn't that easy. You have to consider the individual with his own problem. Finally, you've made your choice, but some parent isn't happy. The only satisfaction is knowing that you made an honest attempt at being objective.

Then there are those 45 youngsters in various stages of development on



THE BELEAGUERED PRINCIPAL

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various instruments in the instrumental music programme. The music supervisors won't take them all at the same time. Where can they practise, and how do you "section" them and schedule their classes so that they are available on the day the supervisor is here and still lose only a minimum of class time?

Oh, yes! The speech correctionist is here only on Fridays. Whom does she want to see, and when, on Friday? Teachers don't, as a rule, like to have youngsters pulled from class without warning, or too often. I can't blame them. But I must share the music supervisor and speech teacher with three other buildings.

I almost forgot. Miss Jones and Miss Henry just cannot teach art. Well, maybe Mr. Smith can do Miss Jones's art while she does his music. Possibly Miss Brown will do Miss Henry's art while Miss Henry takes Miss Brown's physical education.

Come September, and the schedule is ready. It's been double checked and triple checked. The new books are in the rooms, the teachers have received most of what they asked for, you greet the happy, excited boys and girls. But, what's this? You get 50 more youngsters from the new subdivision; you had estimated 25. But you smile and get them sectioned, and by the end of the day you feel things went fairly well.

"You Try to Build a Feeling of Oneness"

As the year progresses, you try to build among pupils and faculty a feeling of oneness and enthusiasm. You try to implement the cold black words of the curriculum and study guides into a meaningful programme. You answer questions, and you suggest plans. You read the monthly informal reports and discuss individually the problems and criticisms that arise. You plan your standardized testing programme and try to evaluate final results in the light of future betterment. You cajole, tease, counsel, admonish, praise, and encourage youngsters, teachers, and parents. You work with individuals. You schedule conferences with teachers, parents, and others who may help you get some boys or girls on the right track. There are days when it seems that all you have done is admonish and punish. There are other days when you are very glad that you are a teacher. As you look back, you know the latter days far outnumber the former days.

There are days, too, when the telephone never stops ringing. You have answered half a dozen times. You are just ready to leave the office when it rings again, and your secretary says it's for you. "She won't tell me her name, but she sounds angry." You pick up the extension on your desk and say, "This is Mr. — , principal. May I be of some help?" Then for the next seven or eight minutes you must listen to a severe tongue-lashing. You have found that listening is usually the best course, because after an irate parent has got her grievance off her chest, you can usually proceed to discuss the problem rationally and arrive at a satisfactory conclusion. Not all telephone calls mean trouble. Some are in the nature of questions that the caller feels you can answer.

Others will commend some teacher or aspect of the programme. Others are humorous. For example: "Please tell Johnny I will meet him after school and not to take the bus." Then, before you can ask her name, she will hang up. Of course, there are fifteen or twenty Johnnies in the school.

Reports, Meetings, and Budgets

In addition to working with people and individuals you have a daily report to make to the central office. Each month an informal report must be submitted on the activities of the building, and a statistical report on pupil and teacher attendance must be submitted. At times there are other reports to be filed. These usually are attended to after 3:30 P.M., when the children have gone and the last bus has departed.

But still your time isn't your own. On Monday afternoons you have principals' meetings; on Tuesday afternoons, faculty meetings. And you always try to set aside some time for reading current educational journals. (How precious little of them you *do* read.) The daily mail must be looked at and answered. This year you have been fortunate. You have found time to write four bulletins to parents pointing out coming events and praising the activities of some of the youngsters. Somehow, some way, what you have planned to do is done; if not today, then tomorrow.

When you're a principal, you must have an understanding wife, because not all your evenings can be spent at home. Some groups you belong to are very pleasant, like the P.T.A. Here you discover how co-operative and helpful parents can be. The P.T.A. executive meeting takes one evening; and it is important, for you must represent the administration and see that neither administration nor parents assume the others' responsibility. Then there are the professional organizations that of necessity must meet in the evenings. These offer an excellent means for the exchange of ideas. Yes, in one month you may have ten meetings; but you know that they are all worth while.

Somehow there never is enough money to do what you feel should be done. Tax monies are hard to come by. Your teachers request, and you agree, that 500 new library books are needed. But new books cost about $2.50 each on the average. Your library budget says you can spend $500 this year. Looks hopeless, but you hear of a book fair where second-hand books are to be sold very cheap. You go look and buy 130 for $33.00. That leaves $467 for 370 books. By carefully taking advantage of special offers by reputable publishing houses and by screening selections, you can approximate your teachers' request and stay within your budget. The time and searching involved are repaid by the pupils' enthusiasm as they read the new titles.

"But I Wouldn't Trade"

These things I have set down as I thought of the answer to the question: "What is an elementary principal?" These are some of the things I as a principal am and some of the things I do. I love my job and wouldn't trade my association with eager, happy, enthusiastic youngsters; dedicated, hard-working teachers; and co-operative, friendly parents for any other job.

READING FOR TODAY'S STUDENTS

E. L. Bunting, B.L.S., Librarian, Lachine High School

Books and libraries are becoming more important in today's world. The ability to read, whether for leisure or for work, is not an isolated skill, but part of a complicated pattern. The new English course in our high schools has recognized this fact, and supplementary reading has been incorporated into the course of study for Grades VIII - XI (Unit 4). This innovation has brought delight to the hearts of school librarians. Schools which keep circulation figures have reported a tremendous increase in the number of books being borrowed. It is true that many pupils need to be prodded to read, but, once caught, young people are likely to continue reading. In my own library, a number of boys who formerly did not venture inside the door are now reading consistently. The secret, of course, is that the first book read by each boy was chosen with the particular interests of that boy in mind.

Larger grants for the purchase of books and the requirements of the new reading course are increasing the number of books in central and classroom libraries. Most schools already have some system for organizing their library books. An excellent book by Mary Peacock Douglas, *Teacher-Librarian's Handbook,* contains simple but practical suggestions for the organization of all aspects of school library procedures.

Throughout the Montreal schools there are many different ways of handling the books on the supplementary reading lists. Some schools have bought many copies of the recommended books and have shelved them according to grade in a separate section of the library. Others have supplemented the lists with suitable titles from the library shelves and have shelved all these books by grade. In Lachine High School, we have added considerably to the recommended lists and have shelved some of the books on reserve shelves according to grade; the rest of the books are shelved in their regular places. Grade placement is clearly marked on the back of all the books in colour – red for Grade VIII, green for Grade IX, etc. – to enable the pupils to spot the books on the authorized reading course easily. Any pupil may be encouraged to read beyond his grade level; no pupil is allowed to read below his grade level.

With a plentiful supply of books available, there yet remains the problem of motivating pupils to read. If teachers and librarians are to stimulate a love of books, they must themselves love books; feelings towards books are infectious. We must know the books well so that we can discuss them fully and talk enthusiastically about them. As busy teachers it is difficult to read as extensively as we might wish, but there are shortcuts which librarians and people dealing with books as a business have learned to use. Handling the book and dipping into it for style and plot will impress it on the memory. One exciting episode might be picked out and used to "sell" the book. By reading book reviews, the books will become more familiar. The opinions of

pupils, given informally or in discussion, can help the teacher learn which books have been enjoyed and why. Young people are often good judges of a book's worth. By listening to their reactions I find that I am better able to assess the appeal of a particular book. Too often we see the book through adult eyes and lose sight of what is important to a younger person.

Some schools have used an individualized or "Reading with a Purpose" programme in certain grades. This project demands considerable time and planning but permits pupils to go deeper and range further afield in their particular interests. Pupil-teacher conferences are held, and a list of desirable readings is compiled for each pupil. The list is very flexible and can be changed or added to at any time. All or only a few of the books on the list need be read, depending on the measure of sustained interest. Generally speaking, however, the entire list is read, chiefly because the pupils themselves have helped develop the list.

Another practice used to motivate reading is the "Reading Ladder." Pupil and teacher (or librarian) select books on a selected theme or on a subject of interest to the student. The titles are arranged in order of reading difficulty. In the Lachine High School library we have used "Reading Ladders" with not more than one or two classes a year ; it takes time to discuss books with fifty or sixty boys and girls. Usually the brighter classes have been chosen, and the response has been most enthusiastic. Pupils from other classes frequently ask to have reading cards made for them. Some of the subjects for which pupils have expressed a desire to do further reading include : "Important Novels," "The Civil War in Fiction," and "Frontier and Pioneer Life." Sometimes a pupil will want to read everything by, and about, an author ; a boy in Grade IX was fascinated with Jack London – his life and his writings.

Because marks are assigned for supplementary reading, teachers will be required to check if the book has been read and comprehended. A record of each child's reading achievement should be kept – on an individual card, in a notebook, or on a chart. For most of our classes a notebook with a page for each pupil is kept on the teacher's desk. In this each pupil records the author, title, a comment about the book if he desires, and a grading (A, B, C) of his enjoyment of the book. Some classes keep their reading records on cards in the library. These are arranged (a card for each child) by grade. In the elementary grades a class reading chart is often used. The names of the pupils are listed on the left and titles are listed across the top of the chart. Rectangles are drawn under the titles. When a book is read the pupil colours the appropriate rectangle opposite his name red, blue, or green according to his enjoyment of the book. This method helps other pupils choose their books, for they can see which books have been enjoyed and by whom.

An informal discussion between pupil and teacher is probably the best way of assessing the success of a pupil's reading. By adroit questioning, or by having the pupil give an outline of the story and his reaction to it, the teacher can evaluate the pupil's reading and assign a mark. Written book reports tend to kill the desire to read and consequently should be used sparingly.

Oral book reports to the class will stimulate interest in reading. They should give just enough about the plot and characters to whet the appetites of the listeners. Young people accept recommendations for reading from one another more readily than from an adult. A mark can be assigned as each report is presented.

A highly successful scheme for promoting interest in books was worked out by a teacher in Lachine High School. A poster was made by each pupil for each book read, and a brief account of the book was added. These posters were very colourful and promoted an enthusiastic demand for the books they illustrated.

Book report forms may be used to check and assess pupils' reading. To overcome the habit of referring to the blurb on the book jacket for assistance, a book form may be given to the pupil for completion in the library as soon as he returns a book. Such forms should include questions on plot, setting, climax, conflict, suspense, and characteristics of the hero or heroine. The content will be determined by the ability of the pupils.

Young people of today are interested in a wide field of knowledge and are anxious to read the books read by adults. They want to learn about all aspects of life. At the present time there are many adult novels that are trashy and too realistic but also available are a host of books dealing with current problems and situations which are familiar and meaningful to our young people. Teachers who cannot find time to read and select books which will bring the adult world closer to young people may be helped by the following references.

Bulletin of the Center for Children's Books (Chicago : University of Chicago Press), $4.50, published monthly.

Books for the Teen Age (New York : New York Public Library), fifty cents, published annually.

Ontario Library Review (Toronto : Ontario Department of Education), $1.00 per year, published quarterly.

Mary Peacock Douglas, *Teacher-Librarian's Handbook* (Chicago: American Library Association, 1949), $2.75.

In many schools reading is not being well taught because there is no clear understanding of the responsibilities of each teacher. Buck-passing is the result. Teachers in the high school blame the elementary school teachers because children can't read, the middle grade teachers blame the primary teachers, the primary teachers blame the parents, and the parents blame God. In such circumstances, there is no wonder that Jonathan cannot peruse the printed page. The assignment of responsibilities affects all teachers : the teacher of reading, the teacher in the self-contained classroom, teachers of special fields in all curriculum areas.

—Gerald A. Yoakam

SPEAKING BEFORE AN AUDIENCE

Lucien N. Rossaert, B.A., Lachute High School

Recognizing a very definite need to improve public speaking in the schools of Argenteuil County, the Argenteuil Teachers' Association established a committee in 1956 to investigate and establish procedures to improve the situation. The Education Committee of the Association decided to develop programmes in which students would be given the opportunity of appearing before an audience. This committee has sponsored a drama festival and a public-speaking contest for four consecutive years.

THE DRAMA FESTIVAL

The committee responsible for the organization and operation of the festival consisted of a chairman and representatives from most of the schools in the county. In the initial stages of planning the following points were considered: (1) choice of auditorium, (2) choice of adjudicator, and (3) regulations for contestants.

Choice of Auditorium

Each staff, of course, wanted to hold the festival in its auditorium. The committee felt, however, that specific requirements should be considered in the selection: (1) The school chosen should be centrally located. (2) The auditorium should offer adequate provision for a large audience (seating, checkrooms, etc.), and the school grounds should provide ample parking facilities. (3) The auditorium should have a good stage. (4) The school should provide dressing rooms (one for each school) and storage space for stage properties.

Choice of Adjudicator

It should be pointed out that very few experienced adjudicators are willing to spend an evening judging plays produced by high school students. The reimbursement of travelling expenses is no inducement.

Adjudicators may be found among professional actors or members of the English Departments of universities or colleges. For our type of festival it was generally agreed that university lecturers or professors were more suited because they would more readily understand that our aim was not to train professional actors but to extend the limits of the training in spoken English.

Regulations for Contestants

The following regulations were mimeographed and distributed to each school taking part in the festival:

i) Each school should forward a copy of its play to the chairman several days before the festival for the adjudicator's use.

ii) Each school should submit the names and roles of its actors two weeks before the festival for the preparation of the programme.

iii) Each school will have two dress rehearsals at the chosen auditorium during the week preceding the festival. The first will be arranged by appointment for

Monday, Tuesday, or Wednesday evening. The second rehearsal will be held for all schools on Thursday. Dressing rooms will be assigned at the first rehearsal.
iv) Each school will supply its own make-up.
v) Stage properties, except special items, will be supplied by the school in which the festival is being held.
vi) Each school's position on the programme will be chosen by lot.
vii) Trophies will be awarded for (a) the best actress, (b) the best actor, and (c) the best play.

PUBLIC SPEAKING CONTEST

As its second project the committee sponsored annual contests in public speaking. As a general rule such contests are restricted to senior students, and the audience is likely to be composed of the teachers of the contestants and perhaps a few interested parents. The festival committee wanted to develop a programme which would increase pupil participation throughout the school and also intensify audience interest.

Programme

After much discussion it was resolved to present a programme that would include public speaking and choral speaking. With the inclusion of choral speaking the younger pupils were given their first experience of speaking before an audience; yet they remained within the security of the group. It was subsequently found that the choral-speaking items enlivened the entire programme.

The programme for the public-speaking contest included five classes:

1. Public speaking for pupils in Grades VIII and IX
2. Choral speaking for pupils in Grades III and IV
3. Public speaking for pupils in Grades VI and VII
4. Choral speaking for pupils in Grade V
5. Public speaking for pupils in Grades X and XI

Participants

The participants in the contest were the winners of elimination contests held in each school – one representative in each public-speaking class and one group in each choral-speaking class from each school. The contestants forwarded entry forms to the committee several days before the contest. From these the order of the contestants in each class was decided by lot. The competitors in each category sat on the stage, and each contestant or group of contestants was introduced to the audience by the chairman before delivering his speech or its selection. The judges reported their decision at the conclusion of each presentation.

Judging and Awards

The committee insisted that the adjudication of the presentations be based on definite criteria, which might also be used to advantage by the students preparing for the competition. Excellent materials – Suggestions for Contestants, Judging Rules, Score Sheets – were obtained from the local Lions' Club.

The panel consisted of three judges. Last year, for the first time, the committee invited three teachers from outside communities who had considerable experience in preparing students for public-speaking contests to act as judges. Because they are called upon to discuss and criticize the speeches and choral selections it is imperative that the judges should be thoroughly familiar with the procedures and techniques of public speaking.

As each class was completed awards were presented by the judges. The winner received a trophy and a gift. Gifts were given to the other contestants also since they were the winners from their respective schools. Award ribbons were given to all the participants in the choral-speaking items.

JUDGING RULES FOR PUBLIC SPEAKING CONTEST

Material

1. *Selection of Subject :* Is the subject one that should interest the audience to be addressed ? Was poor judgment shown in the selection of the topic ? How would the topic be evaluated for timeliness ? Is it suitable for the occasion ?

   10 marks

2. *Organization of Material :* Is a definite plan discernible ? Does the speech seem to be well-knit, leading from point to point ?

   10 marks

3. *Interest :* Does the speaker get the interest of the audience with his first sentence (and hold it), or does interest seem to lag ?

   10 marks

4. *English :* Is the language (a) excellent, (b) mediocre, (c) poor ?

   10 marks

Delivery

1. *Change in Rate :* Does the speaker change his rate of speaking ?

   5 marks

2. *Change in Pitch :* Does the speaker use change of pitch ? Are the voice qualities pleasant, or harsh and grating ?

   5 marks

3. *Change in Volume :* Does the speaker's voice change in volume ?

   5 marks

4. *Eye Contact :* Does the speaker look right into the eyes of his listeners ? Does he look as though he actually sees his listeners, or does he have a faraway look ? Does he look at all sections of his audience ?

   5 marks

5. *Gestures :* Mechanical or natural ?

   5 marks

6. *Posture :* Does the speaker stand naturally or does he give the impression that he is on his toes trying to deliver a vital message ?

   5 marks

7. *Enunciation and Pronunciation :* Is the enunciation clear and distinct, or careless ?

5 marks

8. *Fluency :* Does the speaker speak easily and naturally without hesitation ?

5 marks

9. *General Effect of Speech on Audience :* How effective is the speaker in securing and holding the attention of the audience ?

20 marks

NOTE :—Five marks may be deducted for the excessive use of notes. Two marks may be deducted for each minute exceeding the prescribed time limit.

SCORE SHEET FOR CHORAL SPEAKING

Name : _____ School : _____

	Possible Score	*Actual Score*
Material		
Selection of poem	15	_____
Direction		
Preparation	5	_____
Interest	5	_____
Direction	5	_____
Delivery		
Change in rate	5	_____
Change in pitch	5	_____
Change in volume	5	_____
Gestures	5	_____
Posture	5	_____
Enunciation and Pronunciation	5	_____
Fluency	10	_____
Group expression	30	_____
Total	100	_____

CONCLUSION

The time and effort required for the organization and operation of the four festivals have been considerable, but teachers throughout the schools of the county have devoted themselves enthusiastically and unrelentingly to the conduct and progress of the work. In the classrooms, increased interest has developed in the importance of the spoken word and throughout the schools the festival has promoted a wholesome spirit of competition. The recent success of a team from one of the schools in the county at a public-speaking contest organized by the Lions' Club for senior students in the schools of Ontario and Quebec has been of significant import to the many teachers who hold tenaciously to the important values of the project.

THE GRADE X EXAMINATIONS: JUNE 1960

G. L. Rothney, M.A., Inspector of High Schools
Department of Education, Quebec

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

The number of pupils writing this year for a Grade X general proficiency certificate was 1,669. Of this number 1,425 were high school students and 244 were from intermediate schools. Of the high school candidates 71.8 per cent were successful; in the intermediate schools 59.8 per cent obtained certificates of proficiency. Altogether, 1,170 pupils passed the examinations.

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

Subject	No. of Pupils	No. Failed	Percentage of Failure
English Literature	2,015	258	12.8
English Composition	2,018	311	15.4
French	1,970	334	16.9
Chemistry	1,583	402	25.3
Physics	945	222	23.4
Geography	818	160	19.5
History	1,881	289	15.3
Algebra	1,946	397	20.4
Geometry	1,720	376	21.8
Latin	111	13	11.7
North American Literature	467	59	12.6
Biology	883	189	21.4
Home Economics	328	56	17.0

The following comments from examiners may be of interest to teachers of Grade X.

English Literature

The examination paper was excellent in that it provided ample challenge

for the superior student and readily eliminated the inferior and/or unprepared.

It is suggested that teachers give more attention to instructing pupils on how to interpret questions. Too many students failed to answer the demands of the questions. In describing "a dramatic scene," students merely presented details without indicating the dramatic contribution of such details. The need of analysing a question thoroughly before attempting to answer it should be impressed on the pupils.

The poetry question was least well answered. In the sight poetry the majority of students did not seem to understand the meaning of the word "scan." In the prepared poetry very few students were able to write valid appreciations of the poems they selected. It is recommended that teachers present their students with written models of appreciations of poems in paragraph form, with emphasis on the artistic values. The tendency on the part of the students was merely to paraphrase the two poems chosen.

Quotations were well used. The use of slang was too prevalent. Expression, sentence structure, unity and coherence were generally of a high standard.

English Composition

Pupils should be taught to read the directions more carefully, follow them exactly, and make wiser choices. Many candidates chose the telegram but disregarded its form. A number omitted the second part of the question. The marks of the pupils who chose the business letter were higher, though the correct form was frequently neglected.

In the essay question, many of those who chose the imaginative subject of the vacant house were unable to develop the topic to a credible conclusion. These candidates should have chosen a personal experience or current topic, which they might have handled more adequately. More than half the essays greatly exceeded the required length.

The examiners would stress the need for more tidy arrangements of work on the pages. In many schools the pupils should write an increased number of essays, subsequently to be carefully corrected and criticized.

French

The paper was divided into four parts: (a) ordinary grammar, (b) comprehension, (c) translation, and (d) general knowledge of stories.

The answers in the grammar section showed that much study had been given to verbs and tenses. It was difficult, however, to understand why so many pupils could not use that knowledge to obtain better marks in the dictation and translation. The question on pronouns was well done. Many of the answers (in English) to the comprehension question were amusing indeed. Much more attention should be given to this type of work. Candidates showed a pleasing familiarity with the stories but failed to use their knowledge of sentence structure and vocabulary in answering the question.

More attention should be given to vocabulary study and the practical application of ordinary grammar.

Chemistry

The following observations indicate common weaknesses which teachers may seek to remedy :

1. When writing equations the use of the conventional arrow, rather than the equality sign, should be encouraged.

2. Symbols of elements should not be written as collections of capital letters, e.g., Fe not FE, and Mn not MN.

3. The majority of pupils did not draw a crucible as was required in Question 2 (b).

4. The answers to Questions 2(d), 6(a), 6(e) and 7(c) indicate that very litle laboratory work is done in some schools. This part of the course is important and should be developed with care.

5. Statements of Charles' Law were for the most part unsatisfactory; the word "absolute" was often omitted. All statements of laws and definitions should be complete and accurate.

6. Diagrams of atoms should be labelled so that the particles may be positively identified.

7. In preparing a supersaturated solution of sodium acetate in water there is no need to boil the water nor to have the saturation point reached at the higher temperature, but all crystals must be removed before cooling.

8. Graphite is considered a crystalline form of carbon, not an amorphous form.

9. The use of oxygen should be more accurately stated. One word, "life," is completely inadequate.

10. Calcium chloride is deliquescent ; calcium is not.

11. Water impurities are of two types — suspended and dissolved.

It was encouraging to notice a substantial improvement in the papers written by pupils of intermediate schools. Many high schools are doing work of a very high standard, and teachers in these schools are to be congratulated.

Pupils should be advised to read and follow the instructions regarding question choice. If questions in excess of minimum requirements are answered the examiner marks the first answers that he encounters to make up the minimum. Extra answers are ignored.

Physics

The standard of work was considerably below expectation. The number of first-class papers was much lower than in recent years.

Definitions in general were poor. All definitions should be stated in the form of complete sentences, not in note form ; abbreviations should be avoided entirely. The words "amount" and "quantity" must be avoided when the meaning intended is specifically a volume or a mass or a velocity, etc.

On the whole, the diagrams drawn for Question 3 were excellent ; a few pupils confused the aneroid barometer with the mercury cistern barometer.

Throughout Question 6 the problems presented the greatest difficulty to pupils in many schools ; some pupils, however, obtained a perfect score on this question. In all problem work sufficient statements must be given to indicate clearly the reasoning used in arriving at the answer. This, a large number of pupils failed to do.

Question 6 (j) was intended as a simple problem in calculation, but by far the greater proportion of pupils elected to solve the problem graphically. Solving this problem graphically involves a vector diagram, and a vector quantity has direction as well as magnitude. For this reason, more pupils should have used arrowheads on the lines drawn to scale. Another interesting feature of many of the solutions offered was the fact that the pupils did not appear to have a clear understanding of the use of the parallelogram of forces as applied to forces acting together on a single point. Time and again the pupils attempted to use a more advanced graphical method, usually without success.

The most common spelling errors were found in the following words : *definite, halved, hydraulic, vacuum, Torricelli.*

Geography

The results do not justify any belief that the new course is easier than the old.

It is evident that pupils must be trained to exercise much more care in reading the examination paper. A few lost marks because they did not see Question 3. In Question 1 (d) many indicated a dry region of Africa, although Asia was required.

Section A was generally well done, but serious ignorance of the world map in Question 1 was revealed by far too many pupils. This is inexcusable in view of the excellent maps in the new textbook and in the authorized atlas. More thorough instruction in map work, including drill if necessary, is badly needed in some schools.

The answers to Sections B, C, and D were often disappointing. Few pupils attempted sketch maps. The geography of a city or a river valley should never be taught without the pupils learning to draw a simple sketch map. With a world map provided on the examination, it should have been simple for most pupils to sketch maps of large areas, such as Australia and the Soviet Union. In general, the long essay questions were poorly done ; the paragraphs were more satisfactory. Extreme brevity, incorrect facts, hazy ideas, and incoherence of thought and expression were characteristic of the poorest papers. Pupils need as much practice as possible in the writing of systematic, logical, illustrated geographic themes. There is no dearth of material in the new book : it needs presentation in a thorough, systematic and interesting manner.

History

Question 1. Very few students had a clear conception of the meaning of Responsible Government, a federal system of government, and Confederation.

Common definitions of Responsible Government were : "democratic government," "a government which is responsible to the people," "government by the people." The commonest definition of a federal system of government was "a central government which controls the whole country." Far too many candidates believed that Confederation meant the achievement of responsible government.

Question 2. Few students really understood what was meant by the Statute of Westminster.

Question 3. Students should be taught to answer the specific points contained in the questions. In describing the capture of Quebec, many pupils related the entire history of the Seven Years' War, including causes. Similarly, in writing about the Loyalist Migrations in Question 5 the causes and history of the American Revolution were given.

Question 4. Common errors were : confusing the War of 1812 with the American Revolution, confusing William Lyon Mackenzie with Mackenzie King or John A. Macdonald, confusing Champlain with Jacques Cartier.

Algebra

The following suggestions based on an analysis of the common errors found in the pupils' answers may be of some help to the teachers of Grade X Algebra :

1. Teach students to think carefully about the question so that it may be solved correctly the first time. It should be worked on the *right hand side* of the examination booklet. Too many students make mistakes, or omit important developmental steps, when recopying the solutions.

2. Teach students to look for short, direct methods of solution. Question 4 (c) could have been solved very easily by adding the three equations immediately, thus finding a value for x in the first operation.

3. Insist that students write the symbols and digits legibly : there is too much careless writing. Several students, for example, confused the letter z with the digit 2 and equality signs with minus signs in their own writing. Lower-case letters should not be changed to capitals when copying or rewriting expressions.

4. Make sure that students know the language of mathematics, e.g., *prime factors* and *origin.*

5. Teach students (a) to write neat, legible tables of values in the graphical solutions of equations, (b) to write the solutions, not just the coordinates of the points of intersection, and (c) to draw the axes correctly. (The X-axis is horizontal, the Y-axis vertical, and they are not interchangeable.)

6. Teach students to check for extraneous roots. Few noticed that the root in Question 6 (a) was extraneous.

7. Teach students to state clearly what the unknown symbol is equal to. For example, when solving Question 6 (b) it is not sufficient to say "Let $x =$ the jet plane," or "Let $x =$ the time." The use of the boxed chart or table suggested in the textbook seemed to confuse rather than help most students.

Geometry

The strengths and weaknesses exhibited by candidates followed closely the

pattern of previous years. In the graphical exercises an improvement was noted in making construction lines more discernible, although the continued use of faulty instruments detracted from the accuracy of drawings. In the theoretical exercises overemphasis on memory work was indicated by an illogical order of proof. Particular enunciations were frequently incomplete and often omitted.

The following suggestions for improvement are offered:

1. Rulers calibrated to tenths of an inch rather than sixteenths are recommended.

2. More drill on the construction and measurement of angles is required.

3. Ink should be used to letter diagrams. The repetition of symbols should be avoided.

4. Use of the general case in construction problems is essential.

5. The application of analysis to deduction solving is imperative otherwise Geometry may become nothing more than a memory exercise.

6. Teaching the use of locus early in the school year would facilitate the solving of more advanced problems later in the session.

7. Diagrams need not be repeated from page to page. Carefully drawn diagrams are superior to freehand sketches.

8. In drawing diagrams, students should not assume more than is given. For example, in Question 6 a triangle is mentioned: there is no reason to assume that it is either isosceles or equilateral.

Latin

More drill in declensions and conjugations and increased practice in translation from English to Latin are required.

In the sight work, students should be instructed to obtain the general sense of the whole passage before attempting the translation. Obscure words and passages (if any) should be related to the general meaning. Attention to the verb and to the endings of nouns would ensure that the correct words are chosen as subjects, objects, etc.

North American Literature

When one reads material of literary merit a number of things should happen. The material should be understood and retained for discussion purposes. The discussion on an examination paper should be in terms of the question asked and should be supported by specific references. The reader should have some personal reaction to the material and the question. If he shows insight and critical appreciation in favour of, or in opposition to, the ideas to which he has been exposed, he will have a first-class paper.

The examiner was pleased with the evidence of careful reading of the texts and comprehension of the questions asked. More reference to the text is required to support statements. The requirements for the short story were stated, and an example was named, but the story was not used to illustrate the points made. The answers on *Maria Chapdelaine*, *A Pocketful of Canada*, and *Life with Father*

were weak in this respect. In Question 2 "at least" means just that – it is a *minimum* requirement.

Good students comment on the works they have read, give their reactions in terms of their own experience, and show how literature has helped them to mature. Weak students have not read the material, cannot express their ideas, cannot organize their thoughts, do not write acceptably, or are careless. They generalize vaguely or repeat a few ideas in numerous ways. Further help in the critical appreciation of all types of literature may be found in the questions asked after the selections in *Prose and Poetry* and in *Enjoyment of Literature* by Boas and Smith.

Biology

The present syllabus serves as an excellent guide to the content of the biology course. The prescribed course is thoroughly dealt with by the textbook ; the addition of further details should be unnecessary even for the more capable students. No text, however, can replace demonstration, and field and laboratory work.

The following points require increased emphasis :

1. The actual study of living organisms in the field or in the laboratory or in the classroom.

2. The growing of plants, seeds, etc., in the laboratory where daily observations are possible over a period of time.

3. Training in making carefully labelled diagrams, particularly of cross and longitudinal sections observed under the microscope. (Models should prove helpful in understanding such sections.)

4. The use of such diagrams or sketches in answering questions whether requested or not. Pupils attempted unsuccessfully to describe the location of the *xylem*, *cambium* and *phloem* in a woody stem ; the drawing of simple diagrams would have been more efficient and less time consuming.

Home Economics

The answers to the questions were in most cases incomplete. Answers to questions valued at one or two marks were often lengthy ; those valued at four or five marks were extremely short.

Students did not understand why some cuts of meat are tougher than others; many had no idea of how much meat to purchase.

A common mistake in Question 2 was the statement that wool flannel should be washed in soap and water. Descriptions of the pattern alteration were not clear. The pressing of the finished garment was inadequately described.

Many students had not heard of tincture of metaphen.

Question 4 was answered very poorly. The following terms were confused : "grainline" and "straight of goods," "braising" and "broiling."

Very few students understood the term "processing." The general asnswer to Question 7(a) was "Hot Pack and Cold Pack."

Diagrams of the place setting were well done.

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ST. LAURENT: **Mr. Gerald H. Taylor,** Miss Carrie Brodie, Mr. Paul Cawein, Miss Hannah Clarke, Mrs. Katharine Currie, Miss Anne Drury, Miss Olive Dupré, Mr. James Ellemo, Miss Christiane Favrat, Mr. Albert Gamble, Mr. Barry Haisman, Mr. George Halliwell, Miss Mary Harper, Mrs. Mary Henderson, Mr. Kenneth Holmes, Miss Gladys Hutley, Miss Sheila Kennedy, Mr. Stanley Kis, Miss Felicia Kogan, Mrs. Lucie Kronberger, Mr. Claude Lafon, Mr. Emil Lapeyre, Mrs. Madeleine Lewthwaite, Mr. Stewart Lough, Mr. John MacCallum, Mr. John Marriott, Miss Mary Miller, Mr. Harry Mintz, Mrs. Frances Nemetz, Mrs. Adele Osborn, Miss Dorothy Richardson, Mr. Thomas Robertson, Miss Frances Rubinger, Mr. Thomas Saunders, Mr. William Searles, Mr. Malcolm Smith, Mr. Donald Snow, Mr. George Stacey, Mrs. Esther Stibbé, Mr. William Thomson, Mrs. Willa Thacher, Mrs. Britt Tveiten, Mrs. Alice Walker, Mr. Basil White.

VERDUN: **Dr. Harold E. Grant,** Mr. Russel Ainsworth, Mr. Ronald Bailey, Mr. Morton Bain, Miss Katherine Bradwell, Mr. Robert Cameron, Mr. George Chubb, Mrs. Marion Clarke, Mr. Donald Cochrane, Miss Florence Cole, Miss May Coveyduc, Mr. Duncan Cumming, Mr. Alexander Donaldson, Miss Doris Dugan, Mr. Peter Duncan, Mr. Charles Elliott, Miss Helen Ferguson, Mr. William Ford, Miss Jean Forster, Miss Janette Fowler, Mr. James Goodwin, Miss Freda Guttman, Mr. Gordon Hall, Mr. John Hiltz, Mr. Albert Holloway, Mr. Charles Ironside, Miss Isobel Irwin, Miss Olga Jackson, Mr. Arthur Jones, Mr. Eugene Jousse, Miss Margaret Laird, Miss Sylvia Lederman, Mr. George Lee, Mr. Cameron Leslie, Mr. Ivan Livingstone, Mr. Stanley Lumsden, Miss Gwen Markwell, Mr. Richard Marston, Mr. Ross Mercer, Mrs. Muriel Moore, Miss Kathleen Morrison, Mr. Ivan Mulligan, Miss Margaret MacIntosh, Mr. Francis MacRae, Miss Phyllis McGlashan, Miss Elizabeth McMonagle, Mr. Ronald Noel, Mr. Rhodes Oulton, Mr. Robert Pearce, Miss Joan Pizzo, Mrs. Evelyn Sassen, Mr. Milton Smith, Miss Jean Snyder, Mr. Clifford Stirling, Mrs. Isobel St. Pierre, Mr. Robert Sumner, Mr. Edouard Theriault, Mr. Alexander Thomson, Miss Mariko Uyada, Miss Margot Van Reet, Miss Margaret Watt.

WEST HILL: **Mr. Leonard Unsworth,** Miss Barbara Arbess, Mrs. Gladys Ashworth, Mr. Stanley Balaban, Miss Catherine Beer, Mr. Leslie Boffin, Mrs. Ann Bridges, Miss Judith Buzzell, Mr. Robert Calder, Miss Amy Collie, Mr. Earl Corey, Miss Mildred Couper, Dr. Alfred Dietrich,

Miss Barbara Dougherty, Mr. Donald Dufty, Mr. James Etienne, Miss Margaret Evans, Mr. Louis Ferrill, Miss Grace Fletcher, Mr. James Fulmer, Mr. Robert Gauld, Mr. Leo Gershkovitch, Miss Mary Gilmore, Mrs. Jacqueline Gold, Miss Muriel Graham, Mr. Noel Hamilton, Miss Barbara Hegarty, Miss Dorothy Helleur, Mr. James Hill, Mr. Robert Hill, Mr. Douglas Hilt, Miss Anita Holtzman, Mr. Lee Hutton, Miss Françoise Jaccottet, Mr. Jack Jardine, Mr. Alfred Johnson, Mrs. Judith King, Mrs. Ruth King, Mr. Douglas Kneen, Mrs. Helen Lahti, Mr. Alain Lefebvre, Miss Elizabeth MacLeod, Mr. Cecil Manson, Mrs. Mary McCarthy, Mr. Peter McFarlane, Miss Sheila McFarlane, Miss Catherine McKenzie, Miss Joyce McLelland, Miss Dorothy Morgan, Miss Joy Oswald, Miss Olive Parker, Mrs. Anna Paul, Mrs. Jean Penner, Mr. Norman Pycock, Mr. John Ringwood, Mr. Robert Rivard, Mr. John Robertson, Mrs. Joyce Robinson, Mr. Garth Rolls-Willson, Mrs. Fanny Rosenfeld, Mr. Thomas Ross, Mr. Arthur Rothman, Mrs. Dorothy Sanborn, Miss Ulla-May Stenman, Miss Elizabeth Stevenson, Mr. Neville Thornton, Mrs. Ann Tucker, Miss Carole-Anne Walker, Mr. Orville White, Miss Frances Whiteley, Miss Evelyn Wilson.

WESTMOUNT JUNIOR: **Mr. Donald Trenholm,** Mr. Howard Atwood, Mr. Morley Calvert, Mrs. Winnifred Davies, Mr. Anderson Ferguson, Mr. Francis Fleming, Mrs. Sybil Forsythe, Miss Pearl Gallant, Miss Bente Jepsen, Mr. Harry Johansson, Mr. René Laine, Miss Beatrice Lane, Miss Doris Lawlor, Mrs. Gwendolen Lough, Miss Catharine MacKenzie, Mr. Donald McRae, Mrs. Natalie Miloradowitsch, Mr. Walter Mingie, Mr. Eric Newsome, Mr. Donald Peacock, Mrs. Sheila Petts, Miss Jean Rhody, Mrs. Helen Savage, Mr. Maurice Strokowsky, Mrs. Rae Stuart, Miss Marion Surprenant, Mrs. Yvonne Thomas, Miss E. Jane Thompson, Mrs. Sylvia Thomson, Mr. Malcolm Turner, Miss Elizabeth Wales.

WESTMOUNT SENIOR: **Mr. Norman W. Wood,** Mr. Angus Bernard, Mr. John Bovyer, Mr. Arthur Buckmaster, Mr. Walter Coombes, Mrs. Edith Drummond, Mr. Peter Dyck, Mr. Philip Field, Mr. J. David Flanagan, Mr. William Horsnall, Mr. Ernest Hutchison, Miss Dorothy King, Mrs. Lilian Lancey, Mr. J. Douglas Lawley, Mr. Robert MacDonald, Miss Bliss Mathews, Mrs. Lois Ritchie, Dr. Helen Saly, Miss Ruth Sherman, Mr. Donald Smith, Mr. Edgar Smith, Miss Ruth Smith, Mr. John Snyder, Mr. Jules Stracina, Mr. Hugh Stratton, Mr. Armand Tobaly.

INTERMEDIATE SCHOOL DIRECTORY: 1960 - 1961

ARUNDEL: **Mr. Melvin A. Graham,** Mrs. Petra Amsden, Mrs. Miriam Cooke, Miss Shirley Craig, Mrs. Florence Graham, Mrs. Opal Johnston, Mr. John Macaulay.

AYLWIN: **Mr. Lloyd H. Adamson,** Mrs. Lillian Mulligan, Mrs. Margaret Nitschkie, Mrs. Gladys Presley, Mrs. Marcella Wilson.

BEAUHARNOIS: **Mr. Meurig Powell,** Mrs. Marilyn Adams, Mrs. Helen Bickford, Mrs. Eva Hainey, Miss Helen Hurley, Mrs. Viola Shepherd, Mrs. Anja Sunstrum, Mrs. Mabel Turnbull.

BELLE ANSE: **Mrs. Isabella Ward,** Miss Doris Campbell, Mr. William Lovelace, Miss Lorraine Syvret, Mrs. Evelyn Vibert.

CAMPBELL'S BAY: **Mr. Melvin G. Andrews,** Miss Doreen Beattie, Miss Mary Jay, Mr. David Little, Mrs. Genevieve Olmstead, Mrs. Ruby Rusenstrom.

CHATEAUGUAY: Maple **Mr. Russel Mosher,** Mr. Roderick Fullerton, Mr. Robert Gardner, Miss Sylvia Gentry, Mrs. Madelyn Green, Mrs. Dorothy Harris, Mr. Gerald Ingram, Mrs. Gladys MacCallum, Miss Heather McKell, Mrs. Rebecca McWhinnie, Mrs. Mary Morison, Mr. Arno Niitof, Miss Ruth Silverson, Mrs. Eileen Stokowski, Mrs. Charlotte Templeton.

CLARENCEVILLE: **Mrs. Doris Holzgang,** Mrs. Jane Brown, Mrs. Violet Hislop, Mrs. Irene Miller, Mrs. Marian Miller.

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ESCUMINAC: **Mr. Alan T. Barnes,** Mrs. Alice Barter, Miss Ina Butler, Mrs. Leah Carmichael, Miss Jane Woodman.

FARNHAM: **Miss Louise Hall,** Miss Verna Cathcart, Miss Muriel Hoskin, Mrs. Adelaide Lanktree.

FRANKLIN: **Mr. Carl P. Jackson,** Mrs. Edna Erskine, Mrs. Annie Harkness, Mrs. Mabel McCracken, Mrs. Lillith Rennie, Mrs. Roberta Templeton.

GASPE BAY NORTH: **Mr. Charles D. Killawee,** Mr. Karl Arnold, Miss Thelma McAfee.

GATINEAU MILLS: **Mr. Henry A. Ward,** Miss Irene Abraham, Mrs. Gladys Cameron, Mrs. Jean Christie, Miss Jolene Denison, Miss Joan Dix, Miss Nancy Horner, Miss Edith MacCallum, Miss Isabel MacCallum.

GREATER ST. MARTIN: Martinvale — **Mr. Murray Baldwin,** Miss Judith Arlin, Miss Marilyn Blankfort, Mrs. Maxine Blatt, Mrs. Doris Bruce, Miss Arlene Cloutier, Mr. John Denora, Miss Shirley Dodge, Mrs. Frances Greig, Mr. Gerald Gross, Mrs. Isabelle Leibovitch, Miss Audrey Morrison, Miss Lorna Morrow, Mr. Douglas Rollins, Miss Eva Rutley, Miss Eunice Silverstone, Mrs. Lorna Singer, Mr. Gordon Thompson, Mr. Windsor Walls.

GREENFIELD PARK: Royal George — **Mr. Ulric Russell,** Mr. Thomas Baker, Miss Carol Baugh, Mrs. Jessie Baugh, Mr. John Beaton, Miss Sheila Brake, Mrs. Marion Brown, Mr. Robert Brown, Mr. Lynton Caines, Mr. Philbrick Crain, Mrs. Florence Donaldson, Mr. Ronald Duncan, Mrs. Margaret Dunkerley, Mrs. Charlotte Ebacher, Mrs. Marjatta Erkkila, Miss Muriel Field, Mr. William Goodwin, Miss Shirley Gough, Mr. William Green, Mr. Douglas Hadley, Mrs. Patricia Harding, Mrs. Martina Hill, Mrs. Viola Hodge, Miss Gertrude Hoyle, Mrs. Edna Hubbard, Mrs. Maire Lainevool, Miss Marilyn MacDonald, Miss Rebecca MacIntyre, Mrs. Mildred Monk, Mr. John Netten, Mrs. DeAnna Perron, Mr. John Prince, Mr. John Rosevear, Miss Norma Scawthorn, Miss Eleanor Schonfeld, Mrs. Edith Smith, Mr. Berthold Stobrich, Miss Alice Todd, Mr. Bruce Tudor, Mrs. Noreen Wheatley.

HOPETOWN: **Mrs. Phyllis Ross,** Mrs. Iola Hayes, Miss Judith Stanley.

HULL TOWNSHIP: **Mr. Clyde MacTavish,** Mr. Bert Anderson, Mrs. Gladys Anderson, Mrs. Mabel Faris, Mrs. Irene Flanders, Mrs. Velma Hansen, Miss Jane Higgenson, Miss Lois MacNeill, Mrs. Jessie Metcalfe, Mrs. Muriel Pitt, Mrs. Pearl Smiley, Miss Helen Whitson, Miss Janet Young.

LACOLLE: **Mr. Richard N. Brown,** Miss Catherine Maloney, Mrs. Patricia Westover.

LAURENTIA: **Mr. Kenneth Hall,** Mrs. Bertha Costello, Mrs. Ellen Côté, Hiss Helgi Linholm, Miss Mary Mackey, Mr. John Markham, Mrs. Leona Markham.

LONGUEUIL: LeMoyne d'Iberville — **Mr. Edward A. Todd,** Mrs. Edythe Arscott, Mr. Jean-Paul Burgat, Mr. E. Nathan Gould, Mrs. Doris Holmes, Mrs. Georgia Johnstone, Mrs. Florence LeTouzel, Mr. James Martin, Mrs. Irene Phelps, Mr. Ronald Sabine, Mrs. Dorothy Shields, Mrs. Patricia Skene, Mrs. Edna Smith, Miss G. Ruth Sutherland, Mr. H. Lyndon Walsh, Mrs. Mae Wright.

MALARTIC: **Mr. R. Currie-Mills,** Mrs. Annie Duff, Mrs. Rita Gudbranson, Mrs. Yvonne Kruivitsky, Mr. R. Orville Lyttle.

MANIWAKI: **Mr. G. Douglas Waugh,** Mrs. Jocelyne David, Miss Mabel McGuire, Mrs. Mary Peace.

MANSONVILLE: **Mr. Vance Patterson,** Mrs. Maud Clark, Miss Thelma Gemmell, Mrs. Roberta George, Miss Alice Jones, Mrs. Erma Perkins, Mrs. Ethel Tibbitts, Mrs. Letitia Willard.

MATAPEDIA: **Mr. Gordon Adams,** Mrs. Mora Jean Gregoire, Mrs. Marian Irving, Mrs. Charlene Moores, Mrs. Flora Pratt.

McMASTERVILLE: **Mr. John Rowley,** Mr. Ivan Firth, Mr. Willis Hamilton, Mr. William Johnson, Miss Joyce Mowat, Mrs. Marthe Rioux, Mr. Henri Salmi, Mr. Lonald Taylor, Mr. A. S. Wagner.

MORIN HEIGHTS: **Mr. Roy Williams,** Mrs. Enid Bell, Mrs. Stella Campbell, Mrs. Viola Elder, Mrs. Vivian Kilpatrick, Mr. Byron Labonté, Mrs. Irene MacKenzie, Mrs. Ala MacPherson, Mr. Glenn MacPherson, Mr. Morris Rathwell, Mrs. Violet Seale, Miss Madeleine Swail.

MURDOCHVILLE: **Mr. Arthur W. White,** Mrs. Marjorie Davis, Mrs. Shirley Duncan, Mrs. Marjorie Kraft, Mrs. Ellen MacLeod, Mrs. Ivah MacLeod, Mrs. Iris Miller.

NAMUR: **Mr. Ian B. MacWhirter,** Mrs. Lucille Favier, Mr. Harold Hewitt, Miss Hilda Meyer.

ONSLOW: **Miss Jean D. Neville,** Mrs. Margaret Beattie, Mrs. Violet Poole, Mrs. Gwen Smith, Mr. Frank Whitson.

POLTIMORE :	**Mr. Willard V. Smith,** Mrs. Valerie Fast, Miss Doris Touchie.
RAWDON :	**Mr. J. Harold McOuat,** Mrs. Elsie Grant, Mrs. Myrtle Kerr, Mrs. Martha Kyte, Miss Ethel LeGrand, Mrs. Phyllis Matthams, Mrs. Bessie Oswald, Mrs. Winnifred Sinclair.
ROUGE RIVER :	**Mrs. Grace McCabe,** Mrs. Rosamund Beauchamp, Miss Rebecca Croft, Mrs. Leontina MacTavish, Mrs. Greta MacWhirter.
STE. ADELE :	**Mr. Graeme Teasdale,** Miss Elizabeth Cook, Miss Suzanne Eumicke, Mrs. Rita Soltendieck, Mrs. Betty Teasdale.
ST. BRUNO :	**Mr. Ronald G. Gibson,** Mrs. Lyla Barter, Mr. Albert Bedirian, Mrs. Judy Brooks, Mrs. Eva Cardinal, Mr. Ralph Craig, Mrs. Ruby Donnell, Mr. Richard Drake, Miss Kathleen Howard, Mr. Arthur Leck, Miss Eloise Lemire, Miss Mary Little, Miss Denise Maule, Miss Margaret McKell, Mrs. Toba Mendel, Mrs. Vera Miller, Miss Margaret Murdoch, Mr. Leslie Peake, Miss Elizabeth Webster, Mrs. Louise Weyland, Mr. Thomas Wylie, Miss Janice Yemen.
ST. HILAIRE : Mountainview	**Miss C. Estelle Saunders,** Mr. Richard Green, Miss Vals Horsfall, Mr. Lawrence Hull, Miss Joan Laurin, Mr. David Mackenzie, Mr. Stuart MacKinnon, Miss Helen May, Mr. Stuart Shaw, Mr. Allan Walker.
SCHEFFERVILLE :	**Mr. James R. Harris,** Miss Hectorine Benoît, Miss Pauline Erb, Mrs. Anne George, Miss Marjorie Gilbert, Miss Judy MacDonald, Mrs. Joan Mattox, Mrs. Sybil McEnteer, Mr. David Watson.
SEVEN ISLANDS :	**Mr. Philip Doddridge,** Mr. E. W. Armstrong, Mrs. Shirley Armstrong, Mrs. Annikki Capron, Mr. David Edy, Miss Mildred Ford, Mr. C. R. Hokansson, Mr. B. W. MacInnes, Miss Donna MacPhee, Mr. Campbell McBurney, Mrs. Gail McBurney, Miss Dorothy White, Mrs. Anna Williams.
SHIGAWAKE - PORT DANIEL :	**Mrs. Marilyn Bockus,** Mrs. Isabel Bisson, Mrs. Henrietta Hayes, Mrs. Mary Journeau, Mrs. Constance Wiseman.
SOREL :	**Mr. Reginald Montague,** Mrs. Paulette Buchanan, Mr. James Davis, Mrs. Jean Hamwee, Mrs. Vida Keyworth, Mr. Trevor Phillips, Mrs. Betty Poulton, Mr. Darrell Slauenwhite.
STANBRIDGE EAST :	**Miss Hazel Fawcett,** Mrs. Kate Blinn, Mrs. Freda Pattenden, Mrs. Grace Yates.
TERREBONNE HEIGHTS : Lewis King	**Mr. Ashton Gillingham,** Miss Frances Caplan, Mrs. Hazel Cheney, Miss Viola MacDonald, Miss Diane Matthews, Mr. Robert Murray, Miss Kathryn Nolting, Mr. John Nutter, Miss Janet Savage.
THORNE :	**Mr. Abram Vivian,** Mrs. Pearl Elliott, Mr. Robin Miles, Mrs. Effie Vivian.
THURSO :	**Dr. Henry Kaitell,** Mrs. Doris Flynn, Mr. Barry Kilpatrick, Mrs. Lily McIntosh, Mrs. Cordelia Mitson.
VALCARTIER VILLAGE :	**Mr. James Allwright,** Mrs. Florine Goodfellow, Mrs. Alma Jack.
WAKEFIELD :	**Mr. James C. Gordon,** Mrs. Dorothy Cross, Mrs. Janet McGarry, Mrs. Katherine Moore, Mrs. Mary Pitt, Miss Helen Sprague, Mrs. Jemima Stevenson, Mrs. Louisa Wills, Mrs. Winnifred Woods.
WATERVILLE :	**Mrs. Geraldine Smith,** Mrs. Marjorie Blier, Mrs. Jean Fraser, Mr. Robert Lavers, Mrs. Idell Robinson, Mrs. Miriam Turner, Mrs. Beulah Walker.
WINDSOR MILLS :	**Miss Marion A. Reed,** Mrs. Pearle Damon, Miss Marion Duncan, Miss Colina MacKenzie, Mr. Alton Price.

SPECIAL INTERMEDIATE : 1960 - 1961

DUNDEE :	**Mrs. Ruth Fraser,** Mrs. Isabel Elder, Mrs. Elma Sutton.
FRELIGHSBURG :	**Mr. R. J. Mahannah,** Miss Maude Hauver.
INVERNESS :	**Miss Lois Haskett,** Mrs. Helen Lowry.
KINNEAR'S MILLS :	**Mrs. Gladys Nugent,** Mrs. Dorothy Geddes.
LAKE MEGANTIC :	**Mr. Robert Taylor,** Mrs. Gladys Parsons.
METIS BEACH :	**Mr. James Fraser,** Mrs. Ethel Veit.

GRADED ELEMENTARY SCHOOL DIRECTORY : 1960-1961

BAIE D'URFEE : Dorset	**Mr. Murray Ellison,** Mrs. Jane Adam, Mr. Gordon Bennett, Mrs. Dorothy Edward, Mrs. Jean Guimond, Mrs. Winnifred Haugland, Miss Anna Jarvis, Mrs. Edith Mitchell, Miss Cornelia Oomen, Mrs. Lisa Patton, Mrs. Elsie Persson, Mrs. Norma Robertson, Mr. Donald Ross, Mrs. Elizabeth Smith, Mrs. Phyllis Upton, Mr. Dantan Wilson.
BAIE D'URFEE : Oak Ridge	**Mr. Walter G. Taylor,** Mrs. Winifred Baker, Mrs. Marlene Balcom, Mrs. Kathryn Carrier, Mrs. Doreen Gladwell, Mrs. Ethelwyn Heslop, Mrs. Carolyn Otley, Mrs. Flora Ozburn, Miss Patricia Patterson, Mr. Clifford Pennock, Mr. G. Ronald Richardson, Mr. Donald Robertson.
BAIE D'URFEE : Macdonald	**Mr. Leslie J. B. Clark,** Miss Irene Boomhour, Mrs. Elizabeth Carr, Mrs. Jeannette Christensen, Mrs. Phyllis Foster, Mrs. Joan Hanna, Mrs. Maisie MacRae, Mr. George Morgan, Miss Barbara Newman, Mrs. Harriet Patrick, Mrs. Marjorie Phillips, Miss Marjorie Pope, Mr. George Smith, Miss Ruth Toohey.
BEEBE :	**Mr. Harold Costello,** Mrs. Daisy Gibbs, Mrs. Margaret Mosher, Mrs. Dorothy Nutbrown, Mrs. Mildred Wheelock, Mrs. Deryl Williams, Mrs. Marion Wilson.
BOUCHERVILLE :	**Mrs. Olive Ferguson,** Mrs. Olive Batley, Mr. Joseph Nancoo, Miss Olive Stewart, Mrs. Winifred Williams.
CANDIAC :	**Mrs. Bessie Peters,** Mrs. Doris Marchant, Mr. Peter Neufeld.
CHAMBLY-RICHELIEU : St. Stephen's	**Mr. Donald Watt,** Miss Joan Cook, Miss Beverly Dryburgh, Mr. Peter Krack, Mr. Angus MacLeod, Mrs. Margaret MacMichael, Miss Thelma Mills, Miss Betty Plouffe, Mrs. Elvira Redmond, Miss Winona Williams.
CHATEAUGUAY : Julius Richardson	**Mr. C. R. Harrowing,** Mrs. Margaret Arthur, Miss Judith Beaudreau, Miss Margaret Boomhour, Mrs. Daphne Campbell, Mr. Goodwill Campbell, Mrs. Vera Campbell, Miss Judith Cavers, Mr. Robert Eaman, Miss Mary Gardner, Miss Grace Harkness, Mrs. Elnora MacKay, Miss Anne McEwen, Mrs. Angela Palliser, Miss Marjorie Simpson, Miss Heather Swartz, Mr. Ronald Waddell.
CHELSEA :	**Mrs. Selena Stickler,** Mrs. Laura Brown, Mrs. Patricia Cochrane, Mrs. Hester Graves, Miss Viola MacLellan, Mrs. Mildred Watchorn, Mrs. Waltrout Wrede.
CHIBOUGAMAU :	**Mrs. Ruth Cameron,** Mrs. Yvonne Blais, Mrs. Winnifred Millar, Mrs. Bella Stenberg, Mrs. Stafka Walchuck.
EAST ANGUS :	**Mrs. Ruby Waldron,** Miss Nellie Marchant, Mrs. Lillian Weston.
EAST GREENFIELD : Kensington	**Mr. Frank Newman,** Mr. Samuel Andrews, Mrs. Lillian Craig, Miss June Fordham, Mrs. Esther Gilbert, Mrs. David Robertson, Miss Elizabeth Sawyer, Mrs. Shirley Taylor.
GAGNON :	**Mr. M. E. Hill,** Mrs. Margaret Arcari, Miss Amy Gilks, Miss Sandra Journeaux, Mrs. Margaret Kearney, Mr. H. Morris, Miss June Rumfeldt, Mrs. Claudette Ritter.
GASPE BAY SOUTH :	**Mrs. Alice Eden,** Mrs. Sybil Eden, Mrs. Eva Vibert.
GRAND'MERE : Laurentide	**Mr. James Conway,** Miss Amy Corrigan, Miss Dora Elliott, Miss Sadie McOuat.
GREATER ST. MARTIN : Prince Charles	**Mr. John R. Moore,** Miss Verna Beauchamp, Mrs. Beverly Brophy, Miss Deece Cassidy, Mrs. Lois Gamble, Miss Marilyn Hughes, Mrs. Florence Lang, Mrs. Anne Paris, Mrs. Wendy Reed, Mrs. Shirley Slobod, Miss Gena Velcoff, Mrs. Evelyn Weiser, Miss Emma Wong.
GREATER ST. MARTIN : Thomas H. Bowes	**Mr. D. Staniforth,** Mrs. Claire DeFreitas, Mrs. Winnifred Duncan, Mrs. Pamela Johanson, Mrs. Louise Larder, Mrs. Doreen Meredith, Mrs. Mary Mundy, Mrs. Margaret Smith, Mrs. Jean Sutherland, Mrs. Blanche Tulk, Miss Sandra Yochalas.
GROSSE ISLE :	**Mrs. Rita B. Cheverie,** Mrs. Lorena Keating, Miss Georgina Richards.
HUDSON :	**Mr. Hugh Stevenson,** Mrs. John Czapalay, Mrs. Margaret Inglis, Miss Heather Keene, Mrs. Mary Parsons, Mr. Colin Ross, Mrs. Lorna Young.
ILE PERROT : Vivian Graham	**Mr. Harold Smithman,** Miss Joanne Almey, Mrs. Myrtle Beebe, Miss Jane Benson, Mrs. Leila Callen, Dr. Jane H. Catterson, Mrs. Mary Catto, Miss Alice Clegg, Mr. Glendon L. Cosman, Mr. William Crowell,

	Miss Evelyn Dreyfus, Mrs. Ruth Ellison, Mrs. Emilie Grant, Miss Alene Gray, Miss Margaret Kemper, Miss Beryl Parks, Mrs. Carol Ross, Mr. Fraser Steeves, Mr. Hanns Wernecke.
ISLAND BROOK:	**Mrs. Eugenia Dawson,** Mrs. Ruth Morrow, Mrs. Alma Quinn.
JOLIETTE:	**Miss Winnifred Pibus,** Mrs. Lillis Tinkler, Miss Olive Wood.
LAVAL WEST:	**Mr. Eugene Morosan,** Miss Ruth Anderson, Miss Ruth Arthurs, Miss Bernice Beattie, Mrs. Anne Cameron, Miss Helen Colwell, Miss Frances Corey, Mr. Charles Crocket, Miss Nora Howe, Miss Marjorie Kyle, Miss Rose-Marie Lohnes, Miss Sandra Lohnes, Miss Dilys Loose, Miss Ruth MacCollum, Mr. Walter MacFarlane, Mr. Gordon Mathews.
LES ECORES: Gordon	**Mr. Mason Campbell,** Miss Audrey Fullerton, Miss Eileen MacDonald, Miss Marjorie Macdonald, Miss Carol MacKinnon, Miss Hoda Mark, Miss Lorraine Suga, Mrs. Edith Whyte.
LONGUEUIL: Hazel Cross	**Miss Hazel Cross,** Mrs. Ida Butterworth, Mrs. Patricia Kelly, Mr. Lawrence Lander, Miss Marjorie McElrea, Miss Mavia Sarty.
LONGUEUIL: Mackayville	**Miss Audrey Allin,** Mrs. Kathaleen Crain, Mrs. Laura Inglis, Mrs. Arlie Lammeren, Mrs. Kathe Lawn, Mrs. Elizabeth Remenant, Mrs. Elizabeth Rourke, Miss Margaret Skinner, Mr. Henrik Weiszenberger.
LONGUEUIL: Préville	**Mr. Bruce Benton,** Mrs. Janet Brown, Mrs. Winona Craig, Mrs. Roberta Dale, Mr. Norman Fisher, Mrs. Dorothy MacKenzie, Miss Anna McIver, Mr. Brian Shackleton, Miss Sandra Shackleton, Mrs. Sheila Woods.
LONGUEUIL: Vincent Massey	**Mrs. Inez Curren,** Miss Glenna Bates, Miss Margaret Boa, Miss Wendy Green, Miss Elizabeth Halcrow, Miss Flora Johnson, Mr. Levi Pauley, Mrs. Clara Peever, Miss Carolyn Sandell, Mrs. Irene Storen, Mrs. Marie Anna Tassé, Mr. William Topham, Mrs. Kathleen Tudor, Mrs. Veronique Turgeon.
LONGUEUIL: William White	**Mrs. M. Audrey Jordan,** Mrs. Kathleen Andrews, Miss Elizabeth Derick, Mrs. Gladys Gill, Mrs. Frances Macgregor, Miss Dorothy MacLean, Miss Ruth Muller, Mrs. Ivy Owens, Mrs. Clara Wilson.
McMASTERVILLE: Cedar Street	**Miss Elizabeth Henderson,** Miss Mary Cox, Miss Margaret Moore, Mrs. Janet Ormerod, Miss Wilma Scott, Miss Elizabeth Stelfox, Mrs. Margaret Stowe, Mrs. Eileen Wales.
NORANDA: Carmichael	**Mr. Herbert E. Bashaw,** Mrs. Marjory Barton, Miss Marguerite Flashner, Mr. Jim James, Mrs. Lillian Justice, Mrs. Sylvia Kallio, Mrs. Marguerite Lee, Miss Sadie Litwinko, Miss Rose Simbirski, Mrs. Edith Thompson, Mrs. Lorna Watt, Mrs. Helen Wiley.
NORANDA: MacNiven	**Mrs. Jean McLatchie,** Mrs. Margaret Anderson, Mrs. Mary Bell, Mrs. Elsie Graham, Mrs. Cora Lake, Mrs. Mary Mouland, Mrs. Edna Ollivier, Mr. T. Wright.
POINTE CLAIRE: Allancroft	**Mr. Raymond Bolla,** Mr. D. S. Aiken, Miss Beverly Bethune, Miss Ruth Bray, Mrs. Lorna Chaisson, Miss Judith Fisk, Miss Edna Gay, Mr. Norman Hayward, Mr. A. A. Jared, Mrs. Valerie Linton, Miss Thelma Lourie, Mrs. Dorothy MacLean, Miss Jean McClatchie, Miss Carolyn McMaster, Mrs. Stella McMurran, Miss Joan Miller, Miss Margaret Morton, Miss Marjorie Robins, Miss Elizabeth Stiles, Mr. Gert VanRund, Miss Beverly Wilkens.
POINTE CLAIRE: Beaconsfield	**Mr. Thayne McGilton,** Mrs. Hazel Birnie, Mrs. Beulah Burnell, Mrs. Liette Butrym, Mrs. Dorothy Davis, Miss Mary Hossack, Miss Delia Hunt, Miss Helen Imison, Mrs. Grace Lamb, Mrs. Marcia Lidstone, Miss Elizabeth Lynn, Mr. Edwin Martin, Miss Joan Melkman, Mrs. Joyce Montgomery, Miss Hazel Parker, Mrs. Lynn Sulyok, Miss Joan Swan, Mrs. Florence Willard, Miss Marilyn Woolsey.
POINTE CLAIRE: Beaurepaire	**Miss Dorothy Brayne,** Mrs. Doreen Archambault, Miss Dora Beck, Mrs. Marguerite Morkill.
POINTE CLAIRE: Briarwood	**Mr. E. A. Robert,** Mr. John Akin, Mrs. Elsie Cadogan, Mr. John H. Dorrance, Miss Donna Hogge, Miss Sally Kemp, Mr. Dudley LeMaistre, Miss Valerie Loud, Mr. Raymond Louttit, Mrs. Marjorie McFarland, Miss Elsie McVicar, Mr. Colin Nelson, Miss Margaret Rennie, Mr. John Swaine, Mr. Leslie Thornley-Brown, Mrs. Lena Wallace, Miss Mary Ward, Mrs. Myra Wilkie, Mrs. May Winslow.

POINTE CLAIRE: Cedar Park — **Mr. William Fleming,** Mrs. Alison Berridge, Miss Audrey Bishop, Mrs. Ann Bonnell, Mr. Douglas Brown, Mrs. Anne Fisher, Miss Anne Gilker, Mrs. Ethel Hay, Mrs. Olive Kenny, Miss Patricia Machin, Mrs. Gwen Macrae, Miss Vivian Mann, Mrs. Grace Mathewson, Miss Maxine Matthews, Miss Marion McDonald, Mr. R. Gerald McGlashan, Miss Patricia McGlashan, Miss Elizabeth Moore, Miss Mary Nutter, Mrs. Edwina Osler, Mrs. Sidney Ployart, Miss Isabel Robinson, Miss Anne Ropars, Mrs. Penelope Sadeek, Mr. Walter Stairs, Mrs. Ruth Stockwell, Mr. Duncan Weir, Miss Barbara Williams, Mrs. Jean Willmott.

POINTE CLAIRE: Lakeside Heights — **Mr. Eric King,** Miss Donalda Amos, Mrs. Florence Angell, Miss Eleanor Atwood, Miss Phyllis Baird, Mrs. Jane Bernard, Miss Sherrill Brown, Mrs. Irene Craig, Mrs. Ida Cregan, Miss Marguerite Eaton, Mr. Harold Hamwee, Miss Arlene Hutchings, Miss Donna Hutton, Mrs. Jessie Kesson, Miss Shirley Layton, Mrs. Luena Mabe, Mrs. Freda Mason, Mr. C. Barrett Powter, Miss Nyla Pyke, Mrs. Katherine Randell, Mrs. Eileen Richardson, Mrs. Evelyn Rose, Miss Hope Ross, Mr. Herbert Steiche, Mrs. Dorothy Taylor, Mr. Ernest Tetreault, Miss Barbara Todd, Mrs. Marion Williams, Miss Norma Williston.

POINTE CLAIRE: Northview — **Mr. Knute Sorensen,** Miss Mary Blevins, Miss Winona Brooks, Miss Marilyn Cameron, Mrs. Helen Cargin, Miss Joan Cox, Miss Sheila Currie, Miss Mary Dodds, Mrs. Iris Gordon, Mrs. Hilda Green, Miss Patricia Griffiths, Miss Elizabeth Hamilton, Mrs. Grace Hanson, Miss Heather Lang, Mrs. Gillian Lawton, Miss Patricia Lea, Mr. Daniel Lesar, Miss Glenna McDonald, Mr. Frank Page, Mrs. Alice Rogers, Mr. Eric Rumsby, Mr. Rubin Sirkis, Miss Enid Stairs, Mr. Edward Start, Miss Jean Straight, Mrs. Margaret Taylor, Mrs. Estelle Walsh, Miss Norma Weitz, Mr. Michael Wills, Miss Barbara Whyte.

POINTE CLAIRE: Thorndale — **Mr. Keith Farquharson,** Mrs. Juliette Bartolini, Mrs. Barbara Bird, Miss Margaret Brewer, Mr. Darrell Davis, Mrs. Jennie Davis, Mrs. Blazena Farra, Mr. Edmund Harvey, Miss Wanda Henderson, Mrs. Edith Herring, Miss Katherine Knight, Mr. Allan MacArthur, Miss Geraldine Mahoney, Miss Lois McLellan, Mr. Russell Norman, Mrs. Dorothy Pawlett, Miss Ellen Stewart.

POINTE CLAIRE: Valois — **Mr. Edgar Caron,** Mrs. Shirley-Anne Bastien, Mr. James Bonnell, Mr. John Burnside, Mr. H. Arthur Calvin, Miss Beverley Collins, Mrs. Gloria Dorrance, Miss Joan Gaunce, Mr. James Gore, Miss Eileen Goring, Miss Gladys Gough, Miss Jean Grant, Mrs. Sue Green, Miss Janet Greenhill, Mrs. Dorothy Gyton, Mrs. Lilly Hinchcliffe, Miss Gladys Hunter, Mrs. Margaret Manson, Miss Pamela Moore, Miss Florence Petrie, Mrs. Joan Reibmayr, Miss Lorraine Riddell, Miss Joan Savage, Mrs. Shirley Smith, Mrs. Viola Theroux, Miss Roslyn Vaincourt, Mrs. Dorothy Whittaker, Miss Irma Williston, Mrs. Vera Wilson, Mrs. Elizabeth Yeudall, Miss Joan Yorke.

PORT CARTIER: — **Mr. A. T. Patstone,** Mr. Norman Greer, Mrs. Carolyn McGowan, Miss Maxene Rankine, Mr. Roger Reader, Mr. Donald Reicker, Miss Sylvia Severson, Miss Charmane Stone, Miss Tanya Tremblay.

QUEBEC: Holland — **Miss Hazel Sinclair,** Mr. Walter Ard, Mr. Ronald Boyd, Mrs. Gabrielle Clerc, Miss Wanda Crawford, Mrs. Hollace Edwards, Miss Jean Fitzpatrick, Miss Suzanne Garneau, Miss Colette Gosselin, Mrs. Ina Hatch, Mrs. Evelyn Lower, Mrs. Mary MacIntyre, Miss Florence MacKinnon, Miss Laura MacKinnon, Miss Linda Martel, Mr. Ian Smith, Miss Carole Anne Walker, Mrs. Elizabeth Whitehead, Mrs. Florence Young.

ROSEMERE: Eleanor McCaig — **Mrs. Aileen Bryerton,** Miss Rita Anderson, Mrs. Jean Booth, Mrs. Ivy Farmer, Mrs. Elizabeth Kunzli, Miss Dawn Lowry, Mrs. Elsie Montgomery, Miss Hilda Parker, Mrs. Thelma Paterson, Mrs. Esme Southwell, Mrs. Marjorie Toulson, Mrs. Beulah Tudor, Mrs. June Walker.

ROUYN: — **Mr. Andrew Emmett,** Miss Sari Aboud, Miss Blanche Adams, Mrs. Audrey Bailie, Miss Margaret Franklyn, Miss Doris Holmes, Miss Ada Kerr.

ST. EUSTACHE: — **Mr. J. Allan Young,** Mr. Walter Donovan, Miss Donna Foster, Mrs. Caroline French, Mrs. Janet Hazel, Miss Margaret Higgins, Miss Alice Ingalls, Mrs. Eleanor Miller, Mrs. Ailsa Montgomery, Mr. Harold Murray, Mrs. Janet Oswald, Mrs. Elizabeth Painter, Miss Betty Shannon, Mrs. Lois St. Germain, Miss Jeannie Wightman, Mr. Melbourne Yach.

ST. EUSTACHE SUR LE LAC:	**Mr. William Hine,** Miss Pamela Dutton, Mrs. Ruby Gordon, Mrs. Annie Silverson.
STE. FOY:	**Mr. Alexander T. Bayne,** Miss Mary E. Bisson, Mrs. Cora Fontaine, Mr. H. A. Gourley, Mrs. Madeleine Hardie, Mrs. Joan Law, Mr. Lorne Law, Miss Charlotte Moore, Miss Ruth Morrison, Mrs. Arlene Neilson, Mrs. Elsie Rockwell, Miss Elizabeth Ward.
ST. HILAIRE: Mountainview	**Mrs. Sylvia Glenwright,** Miss Judith Budgeon, Mrs. Rachel Carswell, Miss Anna Eldridge, Miss Janice Guignion, Miss Judy Guignion, Miss Molly Hawryluk, Miss Doreen Laurin, Miss Mary Marshall, Miss Annabelle McEwen, Miss Isobel Quaile, Mrs. Robena Rowland, Miss Jean Tvys.
ST. HUBERT: Royal Charles	**Mr. Russell Irwin,** Miss Mary Andrews, Mrs. Bernice Campbell, Miss Ann Clark, Mr. Marc Dunant, Mrs. Eleanor Gamble, Miss Sylvia Gourley, Mrs. Winnifred Lawrence, Miss Catharine Leeson, Mr. Frank Liebmann, Mr. John MacVicar, Mr. Philip Mallory, Miss Dorothy Manning, Mrs. Ruth Matheson, Miss Elizabeth McCrea, Miss Norma Thompson.
ST. LAMBERT:	**Mr. R. Ronald Brigden,** Mr. W. K. Leslie Anderson, Miss Dorothy Beattie, Miss Angel Bedirian, Miss Christina Brown, Mrs. Helen Bulmer, Mrs. Roubina Coudari, Mrs. Gwendolyn Dennis, Mr. Henry Duerksen, Mrs. Hilda Edmond, Miss Dorothea Graham, Miss Dorothy Harding, Mrs. Edna James, Mrs. M. Eleanor Johnston, Mrs. Margery Langshur, Mrs. J. Isobel Liness, Mr. Wendell MacLean, Mrs. Jessie Malkin, Mr. Eugene Marks, Mrs. M. Elizabeth Merrill, Miss Mary Neate, Mrs. Marion Phelan, Miss Phyllis Powell, Mrs. Freda Savage, Mr. Royston Seaman, Miss Dorothy Sheppard, Mrs. Pearle Todd, Mrs. Ersel Weir, Mrs. Anne White, Mr. Robert White, Miss Gwendolyn Woodbury.
ST. LAMBERT: Margaret Pendlebury	**Mrs. Grace Walker,** Mrs. Marilyn Billinton, Mrs. Jeanette Brigden, Mrs. Ethel Brown, Mrs. Pearl Harris, Mrs. June Howie, Mrs. Evelyn Knott, Mrs. Leola Sandell, Mrs. Marjorie Topham.
ST. LAMBERT: Victoria Park	**Mrs. Esther Marshall,** Miss Evelyn Crozier, Mrs. Barbara Murdoch, Mrs. Lilian Osborne, Mrs. Edith Raham, Mrs. Katherine Rylander, Mrs. Betty Taylor, Miss Lila Winter.
ST. PAUL'S RIVER:	**Mr. Gordon Spingle,** Mr. Leslie Fequet, Mrs. Leatrice Roberts.
STE. ROSE DE LAVAL:	**Mr. John A. McKindsey,** Mrs. Ileana Burns, Miss Eileen Elder, Mrs. Doreen Jenkinson, Miss Shirley MacGeorge, Mrs. Marilyn Riddell, Mrs. Jessie Smith.
SENNETERRE:	**Miss Jeannine Doiron,** Miss Barbara Burry, Miss Anita Desmarais.
SHAWBRIDGE:	**Mrs. Gertrude Brown,** Miss Marion Halligan, Mrs. Carol Morrison.
SHERBROOKE: East Ward	**Mrs. Edith Lemire,** Mrs. Grace Rich, Mrs. Elizabeth Wright.
SHERBROOKE: Lawrence	**Miss Verna Hatch,** Mrs. Olive Carter, Mrs. Mabel Clark, Mrs. Marjorie Cruickshank, Miss Marilyn Fleming, Mrs. Margaret Kogler, Mrs. Eva Sawyer.
SHERBROOKE: Mitchell	**Mr. George E. McClintock,** Mrs. Ruby Berry, Mrs. June Berwick, Mrs. Wenda Broadhurst, Miss Diana Brock, Mr. John Clarke, Mrs. Margaret Erskine, Mrs. Faith Guay, Mr. Douglas Guthrie, Mrs. Norma Harrison, Miss Frances Hensen, Mrs. Irene Howes, Mrs. Irene Humphrey, Mrs. Elizabeth Kerr, Mrs. Margaret Kogler, Miss Jennie Mariasine, Mrs. Trixie Martyn, Mrs. Muriel Mayhew, Mrs. Beulah McCourt, Mrs. Mabeth McKeon, Miss Alene Morrison, Miss Ardyth Painter, Miss Annie Riley.
SILLERY: Bishop Mountain	**Mrs. Dorothy Langelier,** Mrs. Doris Brown, Miss J. Constance Champion, Mrs. Katherine Crawford, Mrs. Bertha Lennon, Mrs. Doris Styles, Miss Joyce Wood.
VAL D'OR-BOURLAMAQUE: Queen Elizabeth	**Mr. Ralph Turner,** Mrs. Ann Alexander, Miss Evelyne Amyot, Miss Helen Cameron, Miss Jessie Dunn, Mrs. Ada Evans, Mrs. Ishbel McCrea, Mrs. Frances Tourigny.
VALLEYFIELD: Gault Institute	**Mr. Carl Glenn,** Mrs. Eleanor Cooper, Miss Elizabeth Frank, Miss Nancy Gillies, Mrs. Eunice Godin, Miss Marilyn Grey, Miss Janet Hipson, Mrs. Martha MacDonald.

NOTE: — The publication of the Graded Elementary School Directory will be discontinued.

BOOK REVIEWS

You and Your Work Ways by Morgan D. Parmenter, Professor of Guidance at Ontario College of Education, is a well-organized workbook for high school classes in guidance. It consists of fourteen chapters, each designed to help students improve the efficiency of their school work. "Planning Work Schedules," "Making Notes," "Preparing for an Examination" are typical headings. The text is clearly and concisely set out, with appropriate exercises, discussion topics, and assignments for readers to test their comprehension. The book has amusing and apposite cartoons, but some of the photographic illustrations are poorly reproduced. This text should be of considerable value to students who conscientiously desire to get the most out of school. Published by the Guidance Centre, Ontario College of Education, 88 pages, 64 cents, paper cover.

Case Studies in School Supervision by J. Bernard Everett, Mary Downing, and Howard Leavitt is a collection of ten plausible situations that depict school conflicts involving teachers, pupils, principals, supervisors, parents, and board members. Each situation is concisely and realistically set forth, and is followed by a series of questions for discussion. This little book will be of interest and value to all who are concerned with personal relationships within the school system. Published by Rinehart, 58 pages, $1.00, paper cover.

Primary School Textbooks: Preparation - Selection - Use - A Comparative Study based on the replies of sixty-nine countries to a questionnaire. There is, officially at least, less divergence than might have been expected in the policies of the different countries, and there is evidently a world-wide tendency towards an increased emphasis on the textbook as an educational tool. It is interesting to learn that two and a half billion textbooks are published every year, a figure representing half the book production of the world. Published by the International Bureau of Education, 245 pages, $2.75, paper cover.

The Teacher and His Pupils by Hubert J. Byrne is a very practical little book in which the author has set forth quite clearly the proper treatment of many of the day-by-day problems with which the elementary school teacher comes in contact. The advice offered has evolved out of the author's experience in teaching primary teachers-in-training in Africa, but the reader will find that classroom situations are very much the same wherever teaching and learning are taking place. Most books of this type contain too much theory and prolonged discussion, without getting down to specific classroom problems. Such is not the case in *The Teacher and His Pupils*, however, because the author has endeavoured to do nothing but give direct suggestions that the beginning teacher requires in order to avoid hopeless floundering and frustration. With simple language and simple drawings, the author presents the basic principles in such matters as (1) keeping the class under control, (2) proper methods of oral questioning, (3) preparation of lessons, (4) teacher-child relationship, (5) lesson delivery, (6) how the child's mind functions, (7) getting class attention, (8) character formation, (9) methods of instruction, (10) setting and marking examinations, (11) the syllabus and timetable, and (12) methods of study. Published by the Oxford University Press, 185 pages, 75 cents.

The Child and His Curriculum (third edition) by J.M. Lee and D.M. Lee is a thorough revision of a well-known text on elementary education that appeared first in 1940 and in a revised edition in 1950. Of the book's two main divisions (Understanding the Elementary School Child, Understanding the Curriculum) the first has been entirely reorganized and contains new sections on discipline, group activity and social experiences. In the second division the unit of work is dealt with more concisely, and the chapters on resources for learning, language, and scientific experiences have been enlarged. The annotated bibliographies at the end of each chapter and the references to recent periodical articles in the footnotes are among the most useful features of the book. Published by Appleton-Century-Crofts, 596 pages, $6.50.

You and Your Career prepared under the supervision of the editors of *Collier's Encyclopedia* is a booklet which provides vital vocational guidance material in a handy condensed form.

A comprehensive section on the subject of career guidance discusses occupational fields, the advisability of attending college or other training situations such as vocational schools and apprenticeships. There is a special coverage on careers in Science.

Most of the booklet is devoted to an excellent occupational information chart which covers one hundred occupations often considered by high school and college students. A bibliography related to each occupation follows the chart. The reader is provided with such information as Job Description, Employment Trends, Qualifications, Preparation and Entrance Requirements, Chances for Advancement, Earnings, Competition in the Field. Althought the booklet is based on information secured in the United States it is nevertheless valuable for Canadian teachers and counsellors. Published by Longmans, Green, 32 pages, 50 cents, paper cover.

Food Without Fads by E. W. McHenry, Professor of Nutrition and Head of the Department of Nutrition at the University of Toronto, is a comprehensive book which

should give the general reader a basic knowledge of nutrition and enable him to understand why foods are such an important factor in the health of the individual. Dr. McHenry discusses all the important phases of nutrition: basic foods; nutrition for children, adults, and older people; overweight. He also discusses fat diets and their ability to cause harm to those who follow them for a long period of time. A chapter on nutrition for small children contains interesting material on the development of good food habits in the very young. This book should be available to all teen-agers and should be used in part in the teaching of high school nutrition. Published by Longmans, Green, 159 pages, $4.00.

The Politics of Education by Frank MacKinnon may cause individual educators to evaluate their reactions to problems associated with their offices. As such, it may be a useful addition to a library dealing with Canadian education.

The greater portion of the book is devoted to developing the thesis that education in Canada is handicapped and the schools are rendered inefficient because direct control is the responsibility of government. The author defends his point of view very well but fails to convince that he has been objective in his treatment. His solution to the errors he perceives involves a reorganization that would establish each school as an independent trust receiving financial support from, but not responsible to, the taxing authority. The dangers involved in replacing a responsible bureaucracy by one less responsible either did not occur to the author or were avoided in his presentation.

The author draws too many generalizations from a limited selection of specific references. Dr. MacKinnon's obvious sincerity is adequate explanation for the book having been written. His inability to develop a workable substitute for the existing system makes it difficult to comprehend the reason for the book's publication. Published by the University of Toronto Press, 181 pages, $4.75.

Mental Hygiene in the School by Samuel R. Laycock is a handbook for the classroom teacher. Its purpose is to assist the teacher in bringing about wholesome child development through good class management and effective teaching methods based on sound mental hygiene. It fulfils this purpose by providing extremely helpful information on a number of school problems. Because of its conciseness and readability this book should be especially valuable for teachers and principals. Published by Copp Clark, 177 pages, $2.75.

Secrets in the Dust by Raymond Holden, illustrated by Rafaello Busoni, gives an admirably clear account of the great archaeological discoveries from the romantic circumstances of the first glimpse of cave paintings and the earlier unravelling of the riddle of the Rosetta Stone to the pre-Eskimo remains unearthed at Ipiutak, Alaska, during World War II. Written primarily for children, *Secrets in the Dust* will catch and hold the interest of senior elementary and junior high school pupils; it should also serve as a useful ready reference for teachers. Its index includes the names of such men as Hiram Bingham (of Inca discoveries in Peru), Jean Francois Champollion, Heinrich Schliemann, Vilhjalmur Stefansson, and Leonard Woolley; and places like Altamira, Hissarlik, Ur (Chaldea), and the Inca city of Machu Picchu.

In a final chapter, Mr. Holden deals briefly with the application of modern scientific methods to archaeology. The aeroplane and the carbon-14 technique of dating ancient materials have been utilized to aid the more prosaic — though still basic — shovel, trowel and whisk. It is well to emphasize the painstaking care and accuracy required of the archaeologist of today.

Rafaello Busoni's drawings are decorative rather than realistic. Perhaps it is an occupational bias that makes one wish the visuals had included photographs. Published by Dodd, Mead, 174 pages, $3.00.

The Sunken City by James McNeill is a collection of twenty tales each purported to be representative of the folklore of a different country. In the collection the reader will find some of the perennials as well as a number not so familiar.

Mr. McNeill is alleged to have tried these tales out on his own young family; the skill with which he practises the story-teller's art would seem to substantiate this claim.

The illustrations by Theo Dimson are few and unimpressive.

The Sunken City is suitable for occasional reading to children, but it could be read independently by nine- or ten-year olds. Published by the Oxford University Press, 160 pages, $3.00.

African Development and Education in Southern Rhodesia by Franklin Parker is the second in the series of International Education Monographs sponsored by Kappa Delta Pi, Honor Society in Education. In this excellent book Professor Parker tells the exciting but also sad and shameful story of the relations between the white and black man in Central Africa and their effect upon the black man's struggle for education and dignity. The words which dominate the story are "greed" and "fear." The white settlement of Southern Rhodesia began in 1890, when the mammonist megalomaniac Cecil Rhodes organized a column of two

hundred gold-greedy pioneers to march from South Africa to Fort Salisbury. From that time to the present day, the ruling white minority has controlled law-making and law-enforcement in order to keep Africans out of skilled crafts and white collar positions, and to prevent the organization of African labour unions. The Europeans' fear that the African might, if properly trained, compete with the European and threaten his position of economic and political privilege has meant that education for the African has been predominantly agricultural and industrial rather than academic. The European wanted the African's labour, not his intelligence; he wanted the African trained as a "hewer of wood and drawer of water" for his white master. The mission schools, which have carried the burden of African education so far, have lost the confidence of many Africans through their dreary concern with interdenominational rivalries, their lack of sympathy with traditional African practices, and their alliance with a restrictive government. A heartening exception to the gloomy picture is the University College of Rhodesia and Nyasaland, in Salisbury, where some important work is going on in the field of interracial education, although African students still constitute a small minority. Further advance in African education in Southern Rhodesia is intimately tied up with the success of the great Kariba hydro-electric project, for this might make possible the industrialization and prosperity which will permit the African to provide the financial support for his own education. Published by Ohio State University Press, 165 pages, $1.75, paper cover.

A Job For You by H. O. Barrett, Head of the Guidance Department at North Toronto Collegiate, is a discussion of a wide variety of jobs and gives authoritative information that will enable young people to assess all jobs with a more critical eye. The information covers working conditions, entrance qualifications, personality, character and intelligence requirements, and the advantages and disadvantages of many positions. Because most occupations fall into groups or families, the twenty-four chapters of this book give information about nearly a hundred jobs. For instance, the chapter "The Age of Flight" describes such positions as air-line pilot, air-line steward or stewardess, ticket agent, and aircraft mechanic. A volume of this type should be very useful in the guidance department of a high school. Published by Longmans, Green, 192 pages, $2.85.

Soucoupes Volantes by R. N. Allan is a delightful short story portraying France's achievement in the scientific and technological sphere. Written entirely in the present tense, it is suitable reading material for pupils in Grades VII or VIII. Children of average intelligence should encounter little, if any, difficulty in grasping the story. Published by the Macmillan Company of Canada, 64 pages, 35 cents, paper cover.

Canada's Story in Song by Edith Fowke and Alan Mills with piano accompaniments by Helmut Blume is an anthology of seventy-three songs reflecting Canada's history. The songs are arranged in chronological order, beginning with an Indian Lullaby and an Eskimo Weather Chant. Also included are songs following through the early period of the French Colonies to the British Conquest, the wars against the United States, Confederation, the opening of the West and the growth of our basic industries. There are songs of the fur traders who opened up the West, and of the cowboys and homesteaders who settled it; songs of sailors, fishermen, lumberjacks and miners.

The historical notes preceding each song add considerable interest to the music. Information is given on the sources of the songs; a list of folk-song records, available choral arrangements and filmstrips are also included. Published by W. J. Gage, 229 pages, $5.00.

Word-Analysis Practice by Donald D. Durell, Helen A. Murphy, Doris U. Spencer, and Jane H. Catterson consists of three sets of thirty cards each in the Intermediate Series. Level A cards, containing 720 words, may be used with pupils of low fourth-grade reading ability. Levels B and C cards, containing 1200 words each, may be used respectively with average pupils of fourth to low fifth, and average fifth to low sixth-grade reading ability. A Teacher's Manual accompanies each set of cards. The essential task is to read the words on the cards and decide in which of the three categories to classify each word. These cards, which are largely self-administering and self-scoring should be of invaluable help to the busy teacher. Published by World Book (Canadian agent, W. J. Gage), $2.40 per set.

History of Canada by Edith Deyell, Inspector of Schools in Wentworth County, Ontario, has ben written especially for children in elementary schools. It has been published in two volumes: *Canada - A New Land* and *Canada - The New Nation.* In the first book the author has told the story of discovery, exploration and settlement in British North America. The origin and development of the Thirteen Colonies have been described in considerable length. This treatment has the advantage of supplying pupils with a more comprehensive background for an understanding of the American Revolution. *Canada - The New Nation* begins with the story of Confederation, describes the impact of the American Civil War on Canada, and traces the progress of Canadian nationhood. The latter part of this volume examines the structure and aims of the United Nations and discusses some foreign and domestic problems which confront Canadians.

Both volumes are attractively illustrated, and the many excellent maps give the text added meaning. The illustrations and maps are the work of Huntley Brown, Rab and Irene Alexander. The pupils of Miss Jean MacKenzie, Broadview Avenue Elementary School, Ottawa, have contributed coloured end plates. Published by W. J. Gage: *Canada - A New Land,* 474 pages, $2.90; *Canada - The New Nation,* 496 pages, $2.90.

The New Mathematics by Irving Adler *introduces* those who *wish to know* about the "new thinking in mathematics" to a study of our number systems, the basic mathematical laws, structures, and terminology long familiar to mathematicians. It will be of special interest to teachers of mathematics who wish to increase their knowledge of the origins and meanings of mathematical concepts and to those who are puzzled by the introduction of such ideas as sets, groups, rings, domains, and isomorphisms. The author explains carefully and lucidly the limited usefulness of the system of natural numbers and shows how the expansion of this system to integers to rational numbers to real numbers to complex numbers has made intricate mathematical operations possible. The book is for study, not for casual reading. Published by John Day (Canadian agent, Longmans, Green), 187 pages, $4.25.

Canadian Law for Business and Personal Use (revised edition) by W. H. Jennings is a useful book for homes and schools. It is primarily a textbook and contains much information about the application of Canadian law in situations which will be met by the average citizen in business and daily living. Many illustrative court cases and subsequent judgments clearly demonstrate the application of law. Published by Ryerson, 228 pages, $2.25.

Canadian Research Digest is a quarterly paperback of approximately 50 pages. Each issue contains half a dozen informative and stimulating articles ranging over the subject fields, school administration, child development, and so forth. Recent issues have dealt with arithmetic, spelling, reading, gifted children, school district reorganization, school finance, the role of the principal, and the composite high school. The articles are incisive, carefully planned, and well documented. A subscription to the *Canadian Research Digest* would seem to be a good way for the busy educator to keep in touch with recent thinking on diverse educational fronts. Published by the Canadian Education Association, $3.00 per year (single copies $1.00).

Elementary Titrimetric Analysis by A. M. G. Macdonald presents a good selection of experiments which might be performed toward the end of Grade XII and also in second-year university. The book's content is beyond the scope of the chemistry presently taught in high school, but the time may come when it will be necessary to upgrade the high school chemistry programme to introduce the type of laboratory work found in this volume.

The selection of experiments shows that the author has included only those which are used in current practice. Those which have become obsolete are omitted. Each experiment is introduced with a lucid statement of the necessary theory. Published by Butterworth (Canada), 123 pages, $2.50.

The True Face of Duplessis by Pierre Laporte, a member of the Quebec press gallery, is a portrait of one of the most colourful personalities Canada has produced during the present century. *Le Chef* is shown to be essentially a product of the turmoil of Quebec politics. Witty, brilliant in debate, generous to his friends, always avid for power (and ready to sacrifice friend or foe alike to achieve it), Duplessis is drawn in a series of clear-cut vignettes that highlight the varied facets of his personality. This is not a complete biography but rather the firsthand impressions of a contemporary who was in a particularly fortunate position to observe his subject objectively. Published by Harvest House, 140 pages, paper cover, $1.50, cloth $3.50.

Treasure in the Rock by Helen Bush will be of particular value to high school pupils studying the physical changes of the world. It will stimulate the interest of both children and adults with its clear presentation, its suggestions for performing simple experiments, making collections, and carrying out field trips, and its excellent diagrams and photographs which illustrate many of the topics treated in the book. The book is written in four parts. Each can be obtained separately: *The Story of Rocks, The Story of Minerals, The Story of Fossils,* and *The Story of North America.* This book is recommended for homes as well as for school libraries. Published by Longman's Green, 132 pages, $4.50 (separate parts, $1.00 each).

Lyric and Longer Poems, Books I and II, edited by A. H. Humble are two collections each of sixty-nine poems arranged in three divisions: lyric and light verse, portraits, ballads and narrative selections. While no attempt has been made to group these poems chronologically or nationally, extracts of similar or contrasing theme are arranged in pairs so that they may be compared in thought, diction, imagery, and metrical form. In each book, poems have been chosen for their interest value and popularity. Included as appendixes are: notes and questions on each poem, literary terms, and an index of authors and titles. Only the dates and nationality of authors are given.

Attractive in format and printing, these little volumes are likely to win the approval of pupils in junior high school grades. Two additional texts are in preparation for senior high school. Published by the Macmillan Company of Canada: Book I, 197 pages, $1.25; Book II, 209 pages, $1.25.

MINUTES OF THE MAY 1960 MEETING OF THE PROTESTANT COMMITTEE

Parliament Buildings, Quebec, Que., May 18, 1960

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

Due to the absence of the Chairman, it was moved by Mr. Dick, seconded by the Hon. Mr. Rowat, and agreed that Mr. W. H. Bradley act as Chairman for the meeting.

PRESENT : Mr. W. H. Bradley, in the Chair, Dr. C. L. Brown, Mr. A. K. Cameron, Brig. J. A. de Lalanne, Prof. J. U. MacEwan, Dr. C. E. Manning, Dr. S. E. McDowell, Mr. K. H. Oxley, Hon. J. P. Rowat, Mr. T. C. Urquhart, Mr. E. T. Webster, Mr. T. M. Dick, Mr. C. W. Dickson, Prof. D. C. Munroe, Mrs. A. Stalker, Mrs. Roswell Thomson and the Secretary.

Apologies for absence were received from the Superintendent of Education, Mr. L. N. Buzzell, Hon. W. M. Cottingham, Mr. R. J. Clark, Rt. Rev. Bishop Dixon, Hon. G. B. Foster, Sen. C. B. Howard, Dr. F. C. James, Mr. J. R. Latter, Dr. R. H. Stevenson, Dr. J. S. Astbury, Dr. A. R. Jewitt.

The minutes of the previous meeting were approved on the motion of Prof. Munroe, seconded by Mr. Dickson.

It was unanimously agreed that a letter of sympathy be written to Mrs. George Y. Deacon on the death of her husband, a member of this Committee for eighteen years.

On behalf of the Committee the Chairman expressed sympathy to Mr. Dick on his recent bereavement in the sudden death of his wife.

The report of the Director of Protestant Education contained the following information : (1) Grants for the reimbursement of part of the cost of authorized textbooks have been increased to 75 per cent, and payments are being made this spring on this basis. (2) Grants to assist school boards in developing school libraries will be made during the school year 1960-1961 on the basis of $1.00 per pupil on an expenditure by a school board of $1.33⅓ per pupil in accordance with Sections 571 and 572 of the Education Act. (3) Grants for the transportation of pupils will be increased in many municipalities from 50 to 75 per cent of the cost. The grant, however, may be less than 75 per cent in accordance with Section 223(d). (4) Copies of the amendments to the Education Act were distributed at the February 24 meeting of the Council of Education. (5) The enrolment of pupils in Quebec Protestant Schools under control showed that on September 30, 1959, there had been an increase of 3,291 pupils to 108,480. (6) Preliminary meetings have been held in south-western Quebec to study the possibility of the formation of a secondary school corporation. (7) During the fiscal year ending on March 31, there were 26 new buildings or extensions to buildings with 210 classrooms accepted by the Department of Education.

The report was received on the motion of the Hon. Mr. Rowat, seconded by Brig. de Lalanne.

The Secretary announced the resignation of Mr. C. T. Teakle, the retirement of Inspector W. H. Brady, the appointments of Mr. J. Ross Beattie, Mr. Robert MacDonald and Mr. C. P. Morse, and the transfers of Inspectors G. R. Lessard and G. L. Rothney.

The report of the Education Sub-Committee contained the following recommendations: (1) That the assignments from *Progressive High School Algebra* should be as follows: Grade IX (beginning in September, 1960) — pp. 92-150, 152-171, 185-249; Grade X (beginning in September, 1961) — pp. 250-315, 339-352; Grade XI (beginning in September, 1962) — pp. 353-393, 427 (algebraic solution only), 432, 433, 438-452. (2) That the experimental authorization of French Course II in Grades X and XI of the schools of the Greater Montreal Board be extended for a further period of two years, beginning in September, 1960. (3) That the Greater Montreal Board should be asked to recommend to its French Course II Committee a study of the value of Course II, as compared with Course I, for prospective candidates for the Class III diploma, with a view to providing suitable guidance for those seeking admission to the course. (4) That the book lists from which school boards will select library books for purchase in order to qualify for the library grant be approved as revised and distributed by the Department of Education. (5) That the Poetry Anthology submitted by the Greater Montreal Board be authorized for optional use in Grade IV, beginning in September, 1961, at a net price not exceeding $1.20. (6) That the Protestant Committee approve the preparation of a course for the non-teaching staff of Youth Protection Schools and similar institutions by the Sub-Committee on Training of Personnel of the Youth Protection Committee of the Montreal Council of Social Agencies; that Prof. Margaret Griffiths, with the assistance of Mrs. C. E. Woolgar and Mrs. E. Burko, be requested to report to the Education Sub-Committee on the development of the course; that general approval should be given to the outline that has been submitted of the experimental first year of a minimum two-year course, and that the award of a certificate to those who successfully complete the course should also be approved in principle. (7) That the authorization of fifty-two supplementary readers listed on Claim Form B be withdrawn. (8) That the Greater Montreal Board be permitted to continue the experimental course in Physics with selected classes in Grade X in 1960-1961 and in Grade XI in 1961-1962. (9) That the experimental authorization of the "Science Today and Tomorrow" series in the schools of the Greater Montreal Board should be continued.

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

The secretary was requested to present a report on the course for the non-teaching staff of Youth Protection Schools and similar institutions and pertinent information relating to such an experimental minimum two-year course.

The report of the Finance and Grants Sub-Committee showed that the amount available for distribution to secondary schools for the 1960-1961 school year is $960,000, including the share of the Marriage Licence Fund of $15,000. An amount of $148,140 is for the School Board of Greater Montreal (Montreal City excluded) and $811,860 for other secondary schools. Of the latter amount, $147,740 is for intermediate schools.

It was also recommended that effective July 2, 1960 (1) New Richmond and St. Johns intermediate schools be raised to high school status, (2) Rouge River, Campbell's Bay and Malartic elementary schools be raised to intermediate school status, (3) Grand Cascapedia Intermediate School be removed from the list of intermediate schools, (4) Intermediate schools that have on September 30, 1960 enrolments of less than 10 high school pupils be removed from the list of intermediate schools unless there are geographical or other reasons for permitting the status of such schools to remain unchanged.

The report was approved on the motion of the Hon. Mr. Rowat, seconded by Mr. Cameron.

The report of this Sub-Committee also recommended the distribution of the Poor Municipality Fund for the school year 1960-1961 amounting to $23,123 to 39 municipalities. This report was approved on the motion of the Hon. Rowat, seconded by Brig. de Lalanne.

On behalf of the Sub-Committee on Central School Boards, Prof. Munroe reported progress. He stated that a meeting of this Sub-Committee had been held and that the report will be forwarded to members during the month of August.

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

First Degree

Mrs. Laura E. Brown, Chelsea Elementary School, Chelsea, Que.

Mrs. Hazel P. Burns, Cookshire High School, Cookshire, Que.

Mrs. Christy M. Cook, Baie Comeau High School, Baie Comeau, Que.

Miss Elsie M. Graham, Riverview School, Montreal, Que.

Miss Carlotta T. Perkins, Magog High School, Magog, Que.

Miss Marion L. Phelps, Cowansville High School, Cowansville, Que.

Mrs. Muriel Jane Robertson, Roslyn School, Montreal, Que.

Second Degree

Miss Sylvia L. G. Burton, St. Lambert High School, St. Lambert, Que.

Miss Frances M. Dumaresq, Library Consultant, School Board of Greater Montreal, Montreal, Que.

Mr. Thomas M. Kerr, High School of Montreal, Montreal, Que.

Mrs. Vera L. Richards, Principal, Dunrae Gardens School, Montreal, Que.

Mr. Austin E. Thomson, Assistant Principal, Macdonald High School, Macdonald College P.O., Que.

Miss Frances G. Whiteley, Vice-Principal, West Hill High School, Montreal, Que.

Third Degree

Mr. Ivan M. Stockwell, Superintendent of Schools for Pointe Claire and Beaconsfield, Pointe Claire, Que.

Mr. Buzzell will preside at the ceremony, Mr. Oxley will present candidates for the first degree, Brig. de Lalanne for the second degree, and Bishop Dixon for the third degree. Mr. Stockwell will be asked to reply for the recipients.

It was moved by the Hon. Mr. Rowat, seconded by Prof. Munroe, and agreed that the Chairman of the Protestant Committee appoint a Sub-Committee to nominate (a) members and a Secretary to the Central Board of Examiners, (b) members to the Teacher Training Committee (for a period of three years), and (c) a member to the Board of the Order of Scholastic Merit.

On the motion of the Hon. Mr. Rowat, seconded by Mr. Oxley, it was agreed that the Chairman of the Protestant Committee appoint a Sub-Committee to examine the possibilities of the establishment of a trade school by the Department of Youth for English-speaking students in Greater Montreal.

Mr. A. K. Cameron stated that he had resigned as Chairman of the Central Board of Examiners and now wished to offer his resignation as a member of this Board and also as a member of the Board of the Order of Scholastic Merit.

On the motion of Brig. de Lalanne, seconded by Mr. Dick, his resignations were accepted with regret by the Committee.

The Chairman expressed appreciation to Mr. Cameron for his long service on these two boards.

The Protestant Committee received a delegation of a Citizens' Committee from Compton-Waterville. They were accompanied by Mr. Sam Hopper,

Chairman of the Compton County Central School Board. The delegation presented a brief to be allowed to continue to teach Grade XI at Compton-Waterville Intermediate School in 1960-1961 for a possible ten pupils now attending Grade X.

The Chairman thanked the delegation for its interest in the welfare of its senior pupils and pointed out that the school was of intermediate status and that by Regulation 38 of the Regulations of the Protestant Committee permission to teach grades above IX might be granted each year after application to the Director of Protestant Education.

It was moved by the Hon. Mr. Rowat, seconded by Brig. de Lalanne, and resolved that the Committee was not prepared to change the status of the Compton-Waterville Intermediate School and that this Committee, by its own Regulation, has no power to override the decision of the Director of Protestant Education.

The Secretary was requested to inform the Compton County Central School Board that the Protestant Committee has recommended that the Department of Education continue its efforts to find more suitable accomodation for both Grades X and XI of this school municipality and that it was in the interest of the pupils of these grades that they attend a larger high school as they had done prior to the current school year.

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

E. S. GILES
Secretary

W. H. BRADLEY
Acting Chairman

The enemy of education in North America is not necessarily in teachers' colleges or in "progressive" programmes or in the work of John Dewey or in state or provincial departments. His headquarters may be in your minds, and in mine. The root of all the nonsense in our education is our stupefied satisfaction with what we call our own way of life. This is what leads us to assume that education is simply a means of achieving greater comfort and security in the world, and it is what inspires all the life-adjustment programmes and the like which pander to that assumption. Until it does; until the prevailing attitude is a little less like the Pharisee of Jesus' parable and a little more like the publican, education on this continent will be radioactive with ignorance and illiterate blither. Meanwhile, the hope of democracy rests entirely on the earnest student and the dedicated teacher, and there are still too many of both for us to lose that hope.

—Dr. Northrop Frye

The Toronto *Globe and Mail*, October 22, 1959.

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THE RETURNING

Here, by the Christmas hearth, the heart remembers
The loved ones, now no longer in the flesh,
Who shared with us the joys of far Decembers,
Whose glances, in the fancy, shine afresh.

Their shadowy forms surround us in our musing ;
Their unseen hands upon our shoulders rest ;
The sense of their affection comes suffusing
The unforgotten anguish of the breast.

I see their dim, familiar faces smiling
Upon our children whom they never knew,
Thus by their benediction reconciling
The years that flow between us as they do.

It may be to their eyes' untroubled dreaming
The youthful figures yonder are our own
As once we were, there in the firelight seeming
Unchanging effigies from days now flown.

But no, these presences are not unwitting,
In the high realm of their ongoing life,
Of all that passes with the ceaseless flitting
Of time in our low world of finite strife.

We cannot see them, but their eyes are on us ;
We cannot touch them, but they touch us still ;
Through joy and sorrow their deep glances con us ;
They watch our lives in love through good and ill.

Are these the spirits who have shared our living ?
Then still more close must be the Heart of Love
That in the climax of Creation's giving
Came as a Babe, in pity from above.

The birth of God Himself in human fashion
Hallows this season beyond word or thought,
For in His Birth we also see His Passion
And an Atonement for his loved ones wrought.

And so enfolding all the glad endeavour
In which, with the departed, we take part,
We feel God's living presence bless forever
The peace of Christmas to the human heart.

—Watson Kirkconnell

Courtesy of Dr. Watson Kirkconnell.

NEW RICHMOND HIGH SCHOOL, NEW RICHMOND