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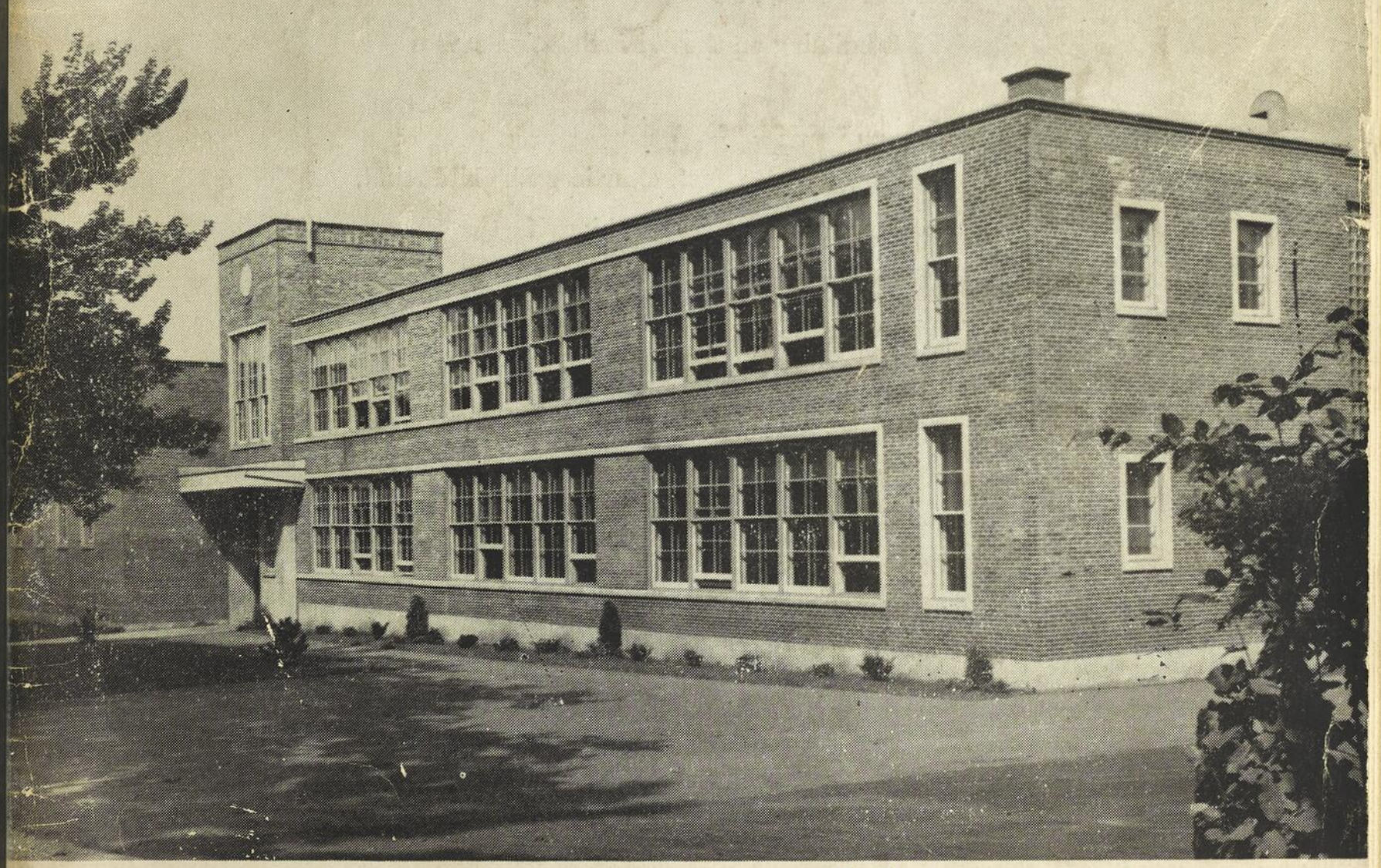
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WATERLOO HIGH SCHOOL

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## THE GEOGRAPHY TEACHER

Day after day upon my classroom walls
I spread these maps and pictures; with these tools
With books and globes, striving to build a world
Within the understanding of a child.

O while I teach them, may I have the power
To clear away the mists that still arise,
Born of old ignorance and prejudice,
Around these children! May my soul and mind
Become so broad, so all encompassing
That building on the old foundation stones

Location, surface, crops, cities, trade,
I rear, firm, steadfast, clear in each child mind,
A world of other people like himself
Swayed by the selfsame longings, high and low,
Loving their homelands, as we love our own.

O may I feel that I have failed unless
I teach each child to seek in every race
The common traits of brotherhood; to feel
Within his breast the heartbeats of the world.

THE EDUCATIONAL RECORD

October - December, 1950

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# THE EDUCATIONAL RECORD

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

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## EDITORIAL

### THE EDUCATION ACT

Because of the many amendments concerning education that have been adopted by the Legislature of the Province of Quebec during the past decade, it has been found necessary to reprint the Education Act. Before the next issue of the Educational Record is distributed copies of the new edition containing all revisions up to December 1st, 1950 will have been sent to school board members, secretary-treasurers, and other persons to whom it is of special interest.

The 1951 revision is the fifth to be published since the turn of the century, the others being in 1911, 1921, 1931 and 1940. In addition to including the Regulations of the Protestant Committee the 1951 volume contains the Act Concerning Central School Boards passed in 1944 and the Act to Ensure the Progress of Education, passed in 1946 and amended in 1947 and 1950.

The Regulations of the Protestant Committee have recently been extensively reclassified and rearranged under the following headings: General; Supersors, Principals, Teachers and Nurses; Pupils; Classification of Schools; School Buildings and Grounds; Authorization of New Textbooks; Promotions and Examinations; School Inspectors; The Protestant Central Board of Examiners; Extra-Provincial Certificates; Conveyance of Pupils; and Training and Improvement of Specialists in French.

The attention of teachers is drawn to the fact that the Law of the Pension Fund which was extensively revised in 1943 is to be found in sections 519 to 566 of the new volume. The amendments concerning compulsory attendance adopted in the same year are included in sections 290a to 290y.

Questions frequently arise at school board meetings that require reference to the Education Act for an authoritative answer. Commissioners and Trustees are urged not to rely on hearsay or on evidence gathered by others but to gain facility themselves in looking up information in the Act. For this purpose the list of contents (General Index) and the detailed index in the front of the volume will be found particularly helpful. The detailed index to the Regulations, placed at the back of the book, should also prove useful.

Through the years, court decisions have served to interpret and clarify certain sections of the Education Act. The summaries of many of the more important judgments which appear as footnotes show the wisdom of taking competent legal advice before entering upon any course that may lead to litigation.

The Education Act of this province is unique in providing for a dual system of schools based on religious belief, wherein each group follows its own course of study and has its own school boards with independent powers of taxation. The bases of this system were laid over one hundred years ago by the acts of 1841 and 1846 passed by the Parliament of Canada. The complexity of today's system of education compared with that of a century ago is indicated by the fact that the 1846 Act contained only 57 sections whereas the present revision contains 597.

## RECENT APPOINTMENTS

Mr. W. M. Munroe has been appointed regional inspector of schools for Gatineau and Pontiac Counties. Mr. Munroe, who was formerly on the staff of Drummondville High School, succeeds the late H. D. Wells.

Miss Blanche Stewart, formerly a member of the staff of the School for Teachers, and Miss Joan Skinner, formerly of the Mount Royal High School, have commenced work in their new spheres as Helping Teachers. Miss Stewart will be associated with Inspector L. J. King and Miss Skinner will assist the Inspectors of Superior Schools.

## SPECIAL SCHOOL BROADCAST OF CHRISTMAS MUSIC

### DEC. 22, 1950 — CAROL, SWEETLY CAROL

A special pre-Christmas music programme of school choral music will be broadcast from Vancouver on Friday, December 22nd. A girls' choir from Lord Byng High School will be heard in several old favorite carols as well as lesser-known selections.

The whole program will be presented in simple fashion — with the title theme *Carol, Sweetly Carol* recurring throughout, and the narration including some interesting background material. The carols will be selected from the following tentative list:

*Carol, Sweetly Carol*
*Silent Night*
*The First Nowell*
*Hark the Herald Angels Sing*
*Oh Little Town of Bethlehem*
*Good Christian Men Rejoice*
*Deck the Halls*
*Make We Merry*—Martin Shaw (Curwen)

*Hark the Bonny Christ Church Bells*—a round by Rev. Dr. Aldrich (Novello).

*A Christmas Carol*—a modern arrangement by Zoltân Kodaly of a traditional Hungarian carol (Oxford).

*Virgin's Slumber Song*—ancient 14th. century carol arranged by Max Reger (Associated Music Publishers).

*Gesù Bambino*—Pietro A. Yon (J. Fisher and Bro).

*When the Crimson Sun Had Set* (Gloria)—a traditional Lorraine carol arranged by Purcell James Mansfield (Bayley and Ferguson).

## WELCOME TO NEW CANADIANS *

It is a great pleasure to be able to welcome new citizens to Canada. You have come to a very friendly country, a country that needs you and will treat you fairly and, I hope, generously.

This is a land of many peoples. The large majority are English or French but we have a great number of Germans, Ukranians, Dutch, Jews, Poles, Italians, Norwegians and Swedes. We are very anxious that they will all develop into good Canadians.

We should like to have you experience the feeling of belonging to this country, of feeling at home, for you are now a part of Canada. We hope that you will fit yourselves into our ways and the routine of Canadian life. Though there are people in Canada from every country in the world, and although our country is enriched by your folkways, we should not like you to flaunt them in our faces and to remain in little groups or "islands" of people each remaining apart. We want you to join with us in our social customs and to enjoy them with us. We rejoice that you are trying hard to succeed in speaking one of our two major languages, to join one of our many churches and to engage in our ceremonials and activities of church life. We should like you to live by the golden rule, to live and let live and to recognize the brotherhood of man. That will bring you happiness.

We should like you to gain a vision of the greatness of Canada and of its vast potentialities. Canada is a very extensive land stretching from Newfoundland to British Columbia, a distance of some 3,500 miles. It is a land of variety, of differences of climate, people and occupation. It is a land of vast natural resources in agriculture, forest, mines and fisheries. In spite of its great differences, there is an abounding need of unity and cooperation. Just where you will fit in I do not know, but there are many people who will help you and many organizations of which you can take advantage.

You should make up your minds that you will be loyal to your country of adoption and that you will avoid all tendencies to remain aloof from us. You must also make up your minds that you will be happier if you avoid all those who would try to lure you into any kind of underground work or feed you with subversive doctrines.

The Canadian way of life is one with which you should become familiar. I hope you will like it. You should find out for yourself what it consists of and try to follow its best practice. You will find here that you are living in a free land, a land where you will have liberty of movement and of conscience, a land of freedom in religion, freedom from unmerited want, freedom from unreasonable fears and reasonable freedom of speech.

You should know that there are obligations as well as freedoms even in the freest of lands. Obligation and responsibility indeed spring from freedom and are correlatives of freedom. You should also know that there is no such thing anywhere as unrestricted freedom. All freedom is controlled in some measure. Many of our own people need to learn this as some of them talk of freedom in

*Address delivered at a meeting of the Interfaith Department of the Diocese of Montreal, in the Alan Shatford Hall, Montreal, on October 24, 1950.

very childish ways — as though one can do anything he likes at any time or in any place in Canada. This is entirely erroneous. They must learn what freedom is as mature adults mean it. The freedom that we have is a freedom based on law and order, and thus must be observed and obeyed. Freedom of speech does not involve freedom to libel one's neighbour, or to preach treason. Freedom of the press does not mean license or permission to breed revolution and violence. This is the understanding of the meaning of freedom that free men would have. Free men and women wish to be protected by the force of law and order so that they may continue their business and their usual mode of life. The best kind of freedom is obtained by cooperation, cooperation of a voluntary nature that renders any big stick or undue compulsion entirely unnecessary. This is the kind of freedom that exists in Canada where people differ in their ideas but do so usually without interfering with the rights of others.

There are, of course, selfish people here and there who abuse their privileges, who even rob, plunder, and commit murder for their own gain. Such people abuse their freedoms and therefore must be apprehended, tried and convicted for their crimes. In this free country, however, they have a fair trial and our Habeas Corpus Act prevents their being kept in prison too long without trial.

There are other benefits of living in Canada. Among these are:

1. Property rights and rights of person are fully respected under the law.
2. Everyone is guaranteed the freedom to develop his own personality and his own interests in his own way, provided that he does not outrage others.
3. There is reasonable freedom from undue personal exploitation. Though individuals may suffer from time to time, the laws for Labor-Management relations are a guarantee of fair return for work and effort. Capital and Labour are free to bargain as they will and are encouraged to do so.
4. Elections are free and there is a minimum of interference with the ballot. Those who violate the strict conditions of the law are apprehended and punished when found guilty.
5. Family allowances are paid to mothers of young children, and old age pensions assure freedom from undue want.
6. Compulsory school attendance laws guarantee to children the right of education. Education is the responsibility of the provinces and of the school boards. The people have their voice in who shall be members of school boards through the method of free election. They thus can have the type of school they desire and can open an elementary, intermediate or high school as they wish. In the cities, high school education is always available. The course to be followed depends on the wishes of each pupil, who has certain options from which to choose.

The subject matter offered is comparable to that in other countries. Naturally, the grammar, syntax and literature of the native tongue must be studied. In the Protestant schools of Quebec the medium of instruction is almost always English. French is the second language taught in our schools. Then we have Latin, Mathematics, History, Physics, Chemistry, Geography and other subjects. Perhaps our pupils do not study as hard as they do in your native land. But they have other advantages:

1. They are as safe as modern life can make them.
2. They are free from fear — fear for the safety of their families, for their own safety and security.
3. They usually learn under pleasant conditions, with good companions, and a competent teacher.
4. They enjoy many extra-curricular activities — sports, and interesting studies.
5. Moral and religious instruction is a part of the curriculum. This breeds appreciation and understanding of life.

Some new Canadians are doing very well in our schools. A few years ago I met a young Pole at McGill stadium. He had fled from Poland with his mother two years before. When I saw him he had in his hand an examination paper which attracted me. I asked him his story and found that he knew no English when he left Poland. I asked him how he liked his school and he said he liked the Montreal High School well. I asked him how that school and the course of study compared with those of his native land. He said that the course of study was about the same, that the pupils worked harder at home, but that there were more useful extra-curricular activities here.

When the examinations were over I investigated this young man's record. I found that he had received first class standing in the examinations of Grade XII, including a first in English Literature! That is what a new Canadian accomplished.

The Government of Quebec offers cultural courses for adults as well as for youth. There are Technical Schools and Trade Schools in all large centres of population. The Department of Labour has opened training schools in apprenticeship centres. Through its health units, the Ministry of Health provides education in hygiene and preventive medicine. The Ministry of Social Welfare and of Youth offers courses of training for farmers, fishermen, the raising of birds, beekeeping and horticulture. There are many courses in handicrafts, including woodwork, tapestry, weaving, sewing, leather work, millinery, cooking, painting and photography. The universities offer extension courses of all descriptions, including economics, sociology, dramatic art, the sciences and other kinds of cultural training.

You have all come to Canada from countries with rich cultural traditions. Canada too has its own culture, and it is of the greatest importance that you should play your part in that development. You have much to give and you will have every opportunity of benefiting by the contributions of others.

In the field of music there are wider outlets and more opportunities for the development of talent in Canada today than ever before. More and more recitals and concerts are being given in smaller communities as well as in the larger urban centres. These have helped to encourage talented young people who are turning to the various branches of music as a career. This is particularly true in the province of Quebec where Canadian concert artists and Canadian composers have a great popular following, and where music cuts across all distinctions of race and creed and provides unique opportunities for intercultural understanding.

The other arts have been enjoying a similar development and have made great advances, particularly during the last few years. Canada's first ballet festival was organized in 1947 and ballet fever is now sweeping the country. This year the fourth annual festival is to be held in Montreal and, as the art is still in its infancy in Canada, the success of the festival will depend very largely upon the contribution of those who, as dancers and directors, can give it the benefit of their enthusiasm and technical skill.

In the field of drama we can look back at a longer record of Canadian achievement. The "little theatre" movement is now firmly established, and there are at present many thousands of community drama groups in existence from coast to coast. The Dominion Drama Festival, begun by Lord Bessborough, has been an annual event since 1933 and has continually grown in stature. The Festival has been responsible for the development of repertory groups and the establishment of permanent theatres in many centres, and it has given much encouragement to Canadian playwrights. Symphony orchestras in the large cities have achieved international reputations. They are constantly looking for new members. You can perhaps join these groups and contribute to their success. If you wish to perfect your English and to speak it with confidence and ease, you should become an active member of a dramatic society. If you do, you will probably be astonished at your progress.

If you are looking for a genuinely cultural activity in which you can participate without any previous instruction, folk-dancing offers splendid opportunities for enjoyment and fellowship. Here again there have been great developments within the last few years, and folk and square dancing groups are now flourishing throughout the land. These dances have been created by the people to express their feelings and experiences in rhythmical form, and they offer to all a rich personal experience. Most of you have no doubt enjoyed folk dances in your native lands and have much to contribute to any group that you may join. By sharing your experiences with us, you will help us to gain an insight into the traditions that you cherish. Thus we can learn to appreciate one another in the kind of atmosphere that is best suited to relieve our tensions and develop a happy spirit of cooperation.

There are many other cultural activities that are readily available for any Canadians who are interested in developing their artistic talents. Especially in the metropolitan area of Montreal you enjoy most favourable conditions for following your particular bent as amateurs or even as professionals in almost any branch of creative art. Painting and sculpture, pottery and weaving, metal work and leather craft—all these arts and crafts are generously encouraged by our Provincial Government, and I hope that at least some of you will be able to find in such pursuits as these a satisfying source of recreation and self-expression. You may care to become associated with the Museum of Fine Arts or some other such cultural group.

It is pleasant to find a high proportion of young men and women among our new Canadians, but those who come to us in the full maturity of life we welcome no less warmly. For them too we hope to offer a happy and challenging environment that will enable them to give us the full benefit of their wisdom and experience. There is now a growing proportion of elderly people in Canada

as in the other countries of the world, and we are becoming increasingly aware of the need for meeting their social and cultural requirements. Those of you who have reached middle or later life will find that we are giving the most serious attention to the special problems you have to face. You need purposeful and pleasant activity, and we are striving to provide recreation for the elderly that is varied and stimulating. If you have in the past cultivated art or music, sports, reading or handicrafts, you will find abundant opportunities for maintaining these interests, and, if you seek to develop new interests and hobbies or simply to be revived and refreshed after toil or exertion, you can be assured of sympathetic and effective cooperation.

We realize that it is very much to our own interest that new Canadians should lead happy and secure lives in their new homes, that they should succeed in their jobs and be socially accepted in their communities. In the past the growth of Canadian culture has resulted from the intermingling of the individuals of many different groups. If it is to continue to develop, it must do so through the incorporation of new ideas and the modification of old practices. In any such development we shall depend upon you and other new Canadians to make an essential contribution.

W. P. PERCIVAL.

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## MY LIFE

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Let me but live my life from year to year
With forward face and unreluctant soul;
Not hurrying to, nor turning from, the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.
So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy;
Still seeking what I sought when but a boy,
New friendships, high adventures, and a crown,
My heart will keep the courage of the quest,
And hope the road's last turn will be the best.

Henry Van Dyke

# CHRISTMAS THIS YEAR

**Arthur L. Phelps, B.A., F.R.S.C., Professor of English, McGill University**

It is a long time since it happened. A clever and difficult Jew disturbed and dismayed the authorities of his time and was executed. That life and death started a tremendous movement in human affairs. The Anniversary of the birth, as we know, became a time of rejoicing. Then Pagan customs and indulgences were assimilated to the annual festival until now Christmas this year with its mechanical Santas, its gift fever, its synthetic revelry, can forget that original Figure quite conveniently and altogether. Christmas nowadays need not have much to do with Jesus of Nazareth.

You see, I have been re-reading the New Testament. Admittedly, for the reasonably intelligent but unprepared reader, the New Testament is a fantastic hodge-podge. Either it is silly or it makes what we call our common sense silly. It is a patchwork of bits and pieces. But it is something else also. Even in 1950, give it any sort of chance, and it is inescapable.

It can tell a story:

> So when they continued asking him, he lifted up himself and said unto them, He that is without sin among you, let him first cast a stone at her.

It can be precise:

> And the second is like, namely, thou shalt love thy neighbour as thyself . . . thou shalt not kill.

And extreme:

> But I say unto you which hear, Love your enemies, do good to them that hate you.

And disquieting:

> When saw we thee an hungered, or athirst, or a stranger, or naked, or sick or in prison, and did not minister unto thee? Verily, I say unto you, Inasmuch as ye did it not to one of the least of these, ye did it not to me.

Now, the question is: what are we going to do with that sort of thing in our contemporary world? What have we been doing with it?

The New Testament is social, political, economic and religious dynamite. Of course it is. It needs interpretation, we say. Of course it needs interpretation. Whether for the purposes of smothering it or of applying it, it needs interpretation.

But so many things can happen when we attempt interpretation. Take two: On the one hand, we may build up about that deposit of insight and imagination a great edifice of respect and adoration to keep its spirit unsullied from the world. On the other hand, we may hawk it in the marketplace, adjusting its breadth to suit the narrowest vulgarity. Protestant and Catholic, we do both these things in all sorts of ways.

But now and then at the Christmas of the year we go into a little huddle with ourselves to find out, if we can, where we have been wise, where foolish, in interpretation and application of this undying fire. We may even search the world about us for signs that the religion we profess is still alive.

A Victorian poet said, "The churches have killed their Christ." That's dismay. A. E. Housman, in "The Carpenter's Son" wrote

> Here hang I, and right and left,
> Two poor fellows hang for theft,
> All the same's the luck we prove
> Though the midmost hangs for love.

That is a tribute . . .

In our latest novels, the name of Christ on the lips of men gets into printer's ink still with power to shock because it is still the belief that makes the blasphemy.

It is plain to see that the vitality and challenge of the Christian idea is far from being completely inert among us. Our Christmas stock-taking can still be a spiritual business as well as the other kind. Now it is in the atmosphere of that first sort of stock-taking that I want to do a bit of thinking out loud, perhaps with some presumption.

In the first place I did re-read the New Testament. That seemed a logical sort of thing to do, even in 1950. It is, as well, a rather frightening thing.

Let us begin then with simple fact. It is a fluid amazing world, this human arena of ours of re-shaped destinies, as we reach the mid-century mark of the twentieth century Anno Domini. We cannot see it as the historians will see it if there are to be historians — though St. Augustine's *City of God*, and Sir Thomas More's *Utopia* and George Orwell's *1984* may offer suggestive perspectives. We cannot assess the broth while the pot is boiling. We can, however, look at a few things and wonder what they mean. We can wonder if things happening in our world give some reassurance that the grave potential of our religion is still at work to challenge and excite us.

Take one matter. Last year John Boyd Orr received the Nobel Prize. He said the money would go for one purpose. He believes men and women in the world need to be fed — all men and women everywhere. He believes they can be fed; even as they increase, they can be fed, all of them; if man will apply his technical knowledge and his common sense unhampered by obsolete short-sighted consideration of what is good business, the men and women of the world can be fed. That idea of John Boyd Orr is an idea loose in our world of today. In its scope and application it seems a new idea, so new that most of us are embarrassed by it when we are not appalled. But in some minds at least it stands as a Christian idea, embodied in the Christian dynamic. It is an idea, of course, that, once allowed, sprouts further magnificent absurdities. It presupposes one world, interdependent and united and bent on human self preservation. It assumes not only the desirability but the possibility of shelter, educational and cultural opportunity for all humans — else why feed them? — irrespective of colour, race or creed. It is a bill of rights for humanity with incalculable local and personal explosiveness. It makes, for instance, Dresden, Ontario which, so we read, legalized racial discrimination by vote — well, if the facts be as stated, it makes Dresden, inhuman and absurd — and not Christian. It makes the re-arming of Germany, and the armament expenditures of the world, something hideous in the Christmas of this year 1950. It makes you and me re-read our New Testament with a kind of wary fear which tempts us to close and forget the book in order to forestall our own hypocrisy.

But John Boyd Orr's idea is loose in our world, and, for some minds, there is a kind of reassurance in it that the world is slowly enlarging the boundaries of its imagination and its sympathy and slowly changing to a use of its creative means towards positive ends.

Take another thing. Assume for the moment that we have cleaned out from our trade unions and labour groups the kind of agitator whose objectives are oblique and hypocritical. We still have that thing called Labour, perhaps stronger than ever, marching on. Marching on to what? More and more grab for grabbing's sake? That is part of it, of course; the warfare between the have-nots and the haves. But that is not all of it. Underneath the stresses is the common sense of the momentum towards a more equitable economic equilibrium.

That idea is loose in our world. It is the idea that the worker is a creator. He creates value for his society and should therefore have a proportionate share in the total returns. It is the idea that if a man, a human being, black, yellow, grey or white, invests his bone and blood and will, and the bone and blood and will of his wife and children, in a job he must have in return such a dividend, his dividend, out of the total economic pie as will enable him to rise above deprivation and bestiality.

Of course this idea in its scope seems so relatively new that it disturbs some of us even yet. Because, again, ultimately it means education, shelter, clothing, health, amenity for everybody on a decent human level. It means no human slums and no human slaves. It makes an outmoded thing the huge and disproportionate difference between the mansion on the hill and the hovel in the mean streets. It does not mean that our great corporations or cartels or combines are necessarily sinister and morally debauched and without any social responsibility. It merely means that if they are not careful they will be unscientific and short-sighted and outside of instead of within an inevitable — some would say Christianity-inspired — momentum towards equity for everyone. The light that lighteth every man coming into the world is spreading, that is all. The ideas are loose. Nobody can bottle them back again. Most thinking people know all this. It is just our new sort of world. It has that sort of momentum in it. Intelligent and concerned businessmen and churchmen alike know this. I think that is why we may yet get effective creative world leadership out of the West. I believe there is yet time.

There is one more thing as I look for reassurance in my world of 1950. I think it springs from what we should like to call Christian charity in the individual. I am inclined to think that it is also at the deepest roots of all art, all science, all religion, based in the sense of the mystery of man as man — in what is sometimes called, in the grand phrase, the brotherhood of man.

The thing is this: It is only a personal thing and only a private reassurance: I do not believe that we are as bad as others paint us. And I do not believe that others are as bad as we sometimes paint them. Just that.

If we could only go back and find the turning that we missed, we might even yet save a world in which to go on with our human experiment — a world for all of us, everywhere, all of us together. We might preserve for the common good of all both our achieved science and our Christmas carols.

# GEOGRAPHY — SCIENCE OR SOCIAL STUDY?

**F. Kenneth Hare, B.Sc, Chairman, Geography Department, McGill University**

A title that ends with a question mark ought to mean that the speaker will end his address with an unmistakable full stop, having answered the question once and for all. I have no hopes of doing this today, as the question is quite unanswerable in its present form. Geography is, of course, both a science and a social study. Sometimes we may suspect it to be neither — as it is sometimes taught in universities and schools — but as properly defined, it is unquestionably both.

This dualism is at once a strength and a problem, from which spring most of the difficulties we face as teachers of geography. Most of us long for the intellectual comfort that comes from having simple terms of reference. How pleasant, for example, to be a mathematician, who knows quite well what he is talking about, and is also able to afford the luxury of assuring others that they do not! He can afford to propose the toast, "Here's to higher mathematics, and may it never be any good to anyone", and drink to it with complete irresponsibility. Few teachers of geography can be as cheerful as this. Most of them have a lurking insecurity about their subject, which leads them to a constant effort to redefine their field, and gives them a dangerous urge to make their teaching "useful" to others.

Out of this confusion has come a grim intellectual heresy, the cult of "social studies". I am still uncertain of the meaning of this term. For the most part such "studies" are part of the school curriculum; they do not appear in University calendars, and I have not come into close contact with them in my own work. But I believe the term denotes an integrated study of the society in which the child lives, a compound in which geography, history and economics lose their identity as separate disciplines. At the root of the social studies movement lies the spreading philosophy of "adjustment", of education as a means of developing less the intellect than the social acceptability of the child. This adjustment must have priority of claim even if, as it inevitably does, it breeds a race of intellectually immature citizens.

My purpose today is to attack the teaching of geography as a social study, or as part of a course in social studies. My argument is based on two premises. First, there is the view that the several subjects absorbed into social studies are disciplines essentially incompatible, each of which taught separately has a real intellectual value, but which largely stultify each other if brought together. Second — the main theme — is that geography is essentially a study linking the facts of natural science with those of society. If this link is broken, geography disintegrates into a pile of poor geology and meaningless general knowledge.

I believe that the purpose of school geography should be to show the connection between the natural environment and (i) social structure and (ii) economic development. Though social and economic geography cannot be rigidly separated, they form convenient divisions of the subject. By "social" geography we mean the study of those many things which affect the visible land-

scape that are man-made, which are strongly differentiated from place to place, but which are not the direct response of the need to eat and to clothe oneself. "Economic" geography, on the other hand, explains the localisation of the means of production. Both deal with the effects of environmental factors; neither exists as geography without them. This is the common division of the field in the university syllabus, and I think it can equally well serve in school.

Obviously, then, geography can never be a mere catalogue of facts. Nor can it be effectively taught by teachers without specialised training in geography, first because the physical environment cannot be understood without long study, and secondly because relationships between man and nature can be demonstrated only by means of specialised techniques. Much of what is taught as geography by the untrained is mere general knowledge about the earth, much of it inaccurate. Economic geography, for example, can degenerate all too easily into an ill-digested mixture of geology and economics — "geocomics" as Wooldridge calls it. Physical geography has been defined with equal malice as the study of the surface features of the earth, or "terrestrial superficialities". These derisive labels are often all too apt.

I can perhaps justify this plea for specialisation in the teacher by describing succinctly the various skills that have to be applied in studying the geography of a region. Obviously these are familiar to most of the audience, and my purpose here is merely to range the skills alongside one another, so that we can assess the difficulties they offer to the non-specialist.

*First,* I should put Cartography, for the map is to the geographer what the score is to an orchestra. Geographical analysis cannot begin until all relevant facts have been rendered into map form. This skill in the preparation and interpretation of maps is essentially geographical, and is an indispensible part of the training of a teacher.

Several classes of map are of importance to the teacher, and each class calls for special techniques in use. The most significant is the large-scale topographic map, which ought to be the constant companion of the teacher, and to be a principal classroom tool. In Canada, we might add the aerial photograph, used stereoscopically, as our equipment in this field is excellent. Good vertical photographs are available for the vicinity of most schools and colleges in this province, and make an immediate appeal to the student. It is above all necessary that the geographer should be able to interpret these maps and photographs geographically : he must be able to derive an effective picture of the relief, the distribution of population and the land use. Such a skill can easily be attained if constant use is made of topographic maps, which are wasted if merely used as a means of finding one's way across country.

The second type is the small-scale atlas map. Here the only requirement of the geographer is that he shall understand the principles of construction and properties of the chief map projections in use.

The third class is the sketch map and the "special purpose" map to show the distribution or location of special phenomena. In this case the skill is hard to attain, and is highly specialised. Properly used, the sketch-map, though never an instrument of precision, can often convey a complexity that baffles expression in print. If we look, for example, at the sketch-maps by Raisz in

Preston James, "A Geography of Man",[1] we see an exceedingly valuable addition to the text, a wealth of truly geographical information compressed into a single half-page of a text book with great clarity.

Few of us can hope to approach the skill of Erwin Raisz, or to evoke in our pupils anything like so graceful a command over the pen. But it is quite plain that this essential skill is entirely lacking in many teachers of geography.

*Second*, I think we should put *physiography*, the analysis of land-forms. It has been the fashion in recent years to reduce the extent of training in physiography for geography students. This tendency seems to me to be ill-advised, as the influence of landforms on human affairs is continuous and strikingly important. Moreover it is not merely the shape of a landform that operates; if this were so, the contoured map could serve alone, and an analytical treatment of physiography would be unnecessary. It is advisable, therefore, to train the young geographer in physiography fairly thoroughly, so that he may know more about landforms than their superficial appearance can tell him.

*Third*, comes the broad field of climatology and the associated topics of soil and vegetation. Here again a casual knowledge of this technical field is dangerously misleading. Together the three subjects make up one of the most harmonious and comprehensible natural triangles of relationship: each bears on the others, and none can be treated independently.

These three specialisations together comprise the field of physical geography; properly treated, they make up the correlated study of the environment of human society. It is quite obvious that an adequate command over physical geography is only to be had through a long and thorough scientific training. This is the critical point of difference between geography and the other social sciences, all of which stress the internal relationships of society. Hence the inability of specialists in these other disciplines to teach good geography.

This brings us to the point at which human geography, both social and economic, can begin. Here the vital point is the use of specialised geographical techniques. All too easily the teacher may be led to attempt a geographical analysis with the watered-down methods of the historian, the economist and the sociologist. Such methods always fail to achieve the central purpose of the geographer, the specification of the links between environment and society. These links only become plainly visible if the investigation is made very detailed, and is tied down accurately in space. In the past twenty years the geographer has been able to establish quantitative methods of study that bring out these relationships quite unmistakably.

The first step is the mapping of population distribution. The demographer is usually content to carry out such mapping on the basis of census divisions; the population maps of the Canada Year Book, for example, are of this type. A mere glance at any of them soon shows us their limitations. Look, for example at Terrebonne county in Quebec. This absurd unit runs back from the thickly populated shores of the St. Lawrence into the forested wilderness of the Shield for many tens of miles. The result is to diffuse a patch of heavy colour over a broad area of totally uninhabited Canada. The map also tells us nothing

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1—P. E. James, *A Geography of Man*, Boston, Ginn and Co., 1949. See for example figures 44-45 and 105.

about the degree of nucleation. The geographically sound population map is drawn so as to differentiate the interior of census divisions; in other words, a finer grain is achieved in the mapping, so that the correlation between population density and physical environment becomes more readily visible.

In the second stage, the degree of nucleation into towns and villages has to be mapped. There is a wealth of difference between the social structure of dispersed and nucleated rural settlement, for example, but the reasons for nucleation are often — perhaps usually — environmental rather than social. It is one purpose of geographical study to determine the extent to which environmental controls have influenced such phenomena as rural nucleation. Take, for example, three instances. In North America rural settlement is usually dispersed, the farmers living on their quarter-section, usually remote from all but four or five neighbouring farmers. There are counties in southwestern Manitoba, however, where the settlement is completely nucleated: these are Mennonite communities where the motive towards nucleation is the disciplinary influence of religion, something akin to the clustering of the French Canadian about the churches of the Quebec plain. In both instances, then, the nucleation is cultural in origin. Again, in Europe, there are vast areas where rural nucleation is a habit that has descended without a break from the feudal manorial system. Yet in England, where the needs of defence have not been a compelling reason for nucleation and the protection it can afford, the nucleated village is confined with remarkable consistency to the droughty limestone and sandstone landscapes, where water supply is difficult. Each village site occurs on spring lines, where an abundant supply of fresh water was available before the days of deep well-digging and piped water supply. Nucleation as a social phenomenon, then, can only be studied if the environmental factor is properly assessed.

From these intimate and detailed studies of rural society it is a far cry to the great industrial cities, but the necessity for a weighing of the influence of site on the development of such cities follows essentially the same lines. Urban geography is hence quite distinct from the town studies of the sociologist.

The third stage in the establishment of the human geography of a region — perhaps the most vital — is the mapping of land use. Though many agencies collect agricultural statistics, it has been left to the geographer to map precisely the existing use of land in most parts of the world. Since by no means all the available land is agricultural in type, this is without question, a good thing. Land use studies, once carried out, reveal a wealth of data bearing upon the economic geography of the region, but also tell us a great deal about the social organisation of the people concerned. In urban areas land use tends to become more specialised, and the geographer is here in competition with other workers, notably the sociologist and the architect. The pioneer in effective land use studies was L. Dudley Stamp of the London School of Economics and Political Science. His *Land Utilisation Survey of Britain* produced comprehensive maps of the British Isles on a scale hitherto unprecedented. The survey work was carried out by school teachers and their senior pupils, and served the important secondary purpose of stimulating geographical work in the schools. The value of this comprehensive survey has been fully realised in recent years when control of land use became an urgent non-partisan question in Britain. Stamp himself

is chief adviser on rural planning to the Ministry of Agriculture, so that the fruits of an endeavour begun in the classrooms of country schools are now being gathered in Whitehall.

When all this preparatory work has been completed, the geographer may be said to have reached the end of his survey. After survey must follow the subjective intellectual process of correlating his material and of establishing the truly geographical conclusions to which he has been brought.

This brief recital should convince the reader that the humane as well as the physical side of modern geography calls for specialised training in technique. Furthermore, the techniques concerned are peculiar to the science and have no close relatives among the other social sciences. The teaching of geography ought to be in accordance with the methods by which its results are obtained. One cannot teach from results unless one understands how they are produced.

It is important to realise that the techniques just described are not merely "social" in purpose. Each is so designed as to establish links between social, economic and physical factors, which, as I have said several times, is modern geography.

It appears to me quite plain that without the rigorous training in methods that is involved in the geographical training, a teacher can do very little but attempt a *description* of geographical phenomena. It is a cardinal principle of good teaching that description shall be explanatory as well as graphic. In Neville Scarfe's words,

> Education in America is thought of as the study of relationships . . . It is interesting to recall one of Mackinder's dictums, "There are few joys greater than the intellectual joy of suddenly seeing the correlation of things which beforehand were detached".[2]

I repeat that it is absolutely impossible to establish geographical relationships without scientific training in physical geography and in the correlative techniques described above.

The teaching of low grade geography under the guise of social studies is to some extent a world wide phenomenon, but it is especially true in North America, where the social responsibilities of education rank large as against the intellectual. Geography has never had a status on this continent comparable with that which it has attained in Great Britain or in France. To some extent this is merely a question of time, for geography is at last being disseminated among the continent's universities; but the history of the continent's settlement and the nature of its own geography have made its people singularly insensitive to this broad science. The vast size of each of its geographic regions has led among other things to a remarkable unawareness of the variety that the earth can present. Within the space of a single English parish it is often possible to find limestone, clay and sandy soils, each with a completely distinct economy, population distri bution and sometimes even attitude of mind among the people. But in the middle west of the United States one may travel for hours without crossing a single important geographical boundary. Small wonder that the Corn Belt farmer of Illinois finds little interest in geographical differentiation.

A second factor which has militated against geographical specialisation in North America is the traditional isolationism both political and economic, of the

2—Scarfe, N.V., Address delivered to the Annual Conference of the Geographical Association in 1950.

United States, and to a lesser extent, of Canada. The stimulus to geographical thought in France, Germany and Great Britain coincided with the tremendous expansion of those countries materially and commercially. Geography was first taught as the study of the overseas, rather than of the homeland.

Last but not least of the inhibiting factors was the accident of the mode of creation of the United States Geological Survey. The original terms of reference of this influential body were to carry out geological and geographical survey. Since the only possible source of geographers was then the universities of Europe, the geography which they described was in fact pure physiography, and was written by geologists with no real interest in the subject. Hence began the curious North American custom of confining the word geography to purely physical considerations. Within the universities of North America geology departments have for long been vigorous, and many of them have had notable specialists in physiographic (i.e. "geographical") studies. Though there have been honourable exceptions, many geologists have consciously or unconsciously resisted the entrance of geography into the syllabus of North American universities under the misapprehension that by so doing they would be relinquishing part of their professional field to others. The same has been true of many economists who have seen in a geographer a man possibly inclined to trespass into the field of industrial location, which economists regard as their own property. Both these tendencies are passing, but both have been considerable influences in retarding our science in the universities.

I should not be honest if I did not finish this note by confessing that my real objection to the teaching of social studies is primarily one of distaste for condensed learning. I believe that the disciplines that tend to disappear where social studies are taught are of great value in training the intellect of the child and it is my personal conviction that the intellect of the child is worth ten times his social adaptation. I think that we are apt to forget that intellectual training comes not from the absorption of facts relevant to our daily lives, but from the learning of definite disciplines of thought. Both history and geography have such disciplines to offer. Furthermore, the facts that the child acquires while learning how to identify the truth are extremely valuable to him as a citizen.

## NATIONAL HEALTH WEEK

### February 4-10, 1951

Canadas' Seventh Annual Health Week will be observed from February 4-10. Held under the sponsorship of the Health League of Canada in cooperation with official departments of health, the week is the nation's leading health education project. The purpose of the week is to arouse the interest of all citizens in good health.

Editorial and advertising material for use of publications and advertisers, special announcements for use by radio stations and sponsors, and similar material for other media will be available for distribution in January. Teachers who are not already on a regular Health League of Canada mailing list, and wish to receive material for this event, or who may wish for further information may write to Mr. John C. Scott, Health League of Canada, 111 Avenue Road, Toronto 5, Ontario.

# THE FRENCH SUMMER SCHOOL

**E. H. Yarrill, M.A., Professor of Modern Languages, Bishop's University**

The teaching of French in the Protestant schools presents special problems and calls for special training. Most teachers have studied the language for a number of years, but relatively few possess it as their mother tongue and both groups can profit greatly from a study of the special skills required for the teaching of a language in a province where considerable fluency in speaking, reading and writing French is rightly aimed at. There has arisen the need for intensive training in French to a degree that the regular teacher training establishments, with their diversified curricula, cannot provide.

This intensive training is directed along two lines. Firstly it is designed to train teachers to be specialists in French and its teaching: these specialists are particularly needed in the upper grades of larger schools but ideally would be available for all grades of most schools. At present, the need for specialists being great, the tendency is for them to be mostly attached to the larger schools, teaching most of the grades but mainly the top ones. Secondly it is designed to improve the knowledge of the subject on the part of all teachers of French. These include a very large number of the rural teachers of the Province whose classes are so varied that they have no occasion to specialize but who wish to develop their French and their teaching methods in the language as much as possible as well as teachers coming from other provinces to Quebec, who are called upon to teach French under circumstances different from those in their previous homes.

To provide the necessary types of training the French Summer School. was organized by the Department of Education in 1923. For a few years the School took place in Montreal, then moved to Macdonald College, where it has met since. Under the direction of Mr. R. E. Raguin until 1936, it was taken over in 1937 by Mr. C. T. Teakle, now Provincial Supervisor of French. Mr. Teakle directed the School until 1942 and again in 1947; from 1943-6 and in 1948 the director was Miss Régina Boucher, French Specialist at Strathcona Academy. During the past two years it has been under the direction of the writer.

Most of the major changes in the nature of the school have taken place within the last ten or twelve years. These have involved mainly the length of the courses, their number, content and aims, the certificates awarded and the financial support accorded by the Department.

The French Summer School is open to all teachers holding Intermediate or High School certificates or Elementary certificates dated not earlier than 1943. Other teachers are sometimes admitted by the Director of Protestant Education, this privilege being particularly accorded to teachers from other provinces who are preparing for work in Quebec schools.

A new student at the School is given on arrival a short written and a short oral examination. On the basis of these he is allotted to the groups in which he will progress most readily. From then on his life at the School is one in which every attempt is made to keep him constantly in contact with things French. He is expected to use only French in his speaking and reading, and consequently to avoid contact with English speaking persons. To achieve this the life of the School is so organized as to keep the student busy with various aspects of the

language during most of the day. The length of the course itself, five weeks, represents a necessary compromise between the exigencies of the crowded programme and the inadvisability of cutting too much time from a teacher's holiday.

The activities of the School fall under three main but by no means separate headings: academic, cultural and social. By this extensiveness it is possible to give the student a broad contact with as many facets of the French language and culture as can be fitted into the available time. The quality of these contacts depends largely on the staff of the School who are chosen from among the French Specialists of the Province and who give unstintingly of their time and knowledge during the session. The number of staff members is kept high in proportion to the number of students, so that close personal contact is possible. In 1950 the twenty-one students were instructed by a staff of five.

The formal work of the School attacks the problem of learning the French language by courses in grammar and pronunciation. The proper writing and speaking of the language is developed by intensive work. Teaching methods for the various grades are also studied in detail and practice lessons taught. Conversational groups meet informally and frequently wherever the surroundings are most agreeable and discuss whatever is of interest. A series of lectures on a period of French literature gives further occasion for hearing French, reading it and exploring the cultural background. A tape recorder is used, particularly but not exclusively in connection with the work in pronunciation. Films and film strips, valuable as teaching aids and as cultural material, are shown and discussed. Phonograph records add to the cultural material available and to the variety of French voices listened to. An expanding collection of realia has been collected at the School and provides material for study, conversation and teaching aids, also giving students a knowledge of material available for them for their own classrooms.

Many of the academic activities listed above could also be cited for their cultural content, for example the films, much of the realia collection and the literature courses. Similarly, the singing of songs in organized meetings or spontaneously not only expands the cultural knowledge of participants but also provides useful pronunciation training. During the session a church service in French is organized for the School and for others interested, and there are also frequent contacts with visitors to the School and to the College. In 1950 the School was able to return a visit to McGill French Summer School by attending their performance of an act of Molière's "le Malade imaginaire" and an act of Pagnol's "Topaze."

The social activities of the School are extensive. Sections of the residences and tables in the dining hall being reserved for the School, life in common is easily arranged. After meals cigarettes and conversation are enjoyed regularly in a lounge reserved for members of the School. Weekly evening programmes are worked out by committees of students who invariably involve all present in as many activities as possible. Guests are invited from time to time, either to special entertainment in their honor or to join the School at meals in the dining hall. Experience gained in all these activities is valuable for the school year.

Only one summer may be required by well qualified candidates to obtain a Second Class French Specialist's Certificate, but often two or three summers

are needed as no rigid limits bound the work. Achievement is the only guide. The Second Class French Specialist Certificate is an interim certificate but may be renewed on a year-to-year basis on the recommendation of the Director of the School or one of the provincial Supervisors of French. It is converted into the permanent First Class French Specialist Certificate when the candidate passes examinations based on a series of books by modern French authors and on French usage in various linguistic situations and when one of the Supervisors of French has attested to his teaching ability in the subject. The examinations are held annually on Easter Saturday in Montreal.

In addition to the Specialist Certificates the Department offers the Non-Specialist Licence in French, awarded to students who have achieved such command of the language as to make them suitable candidates for the Specialist Course but who do not necessarily intend to become specialists.

Teachers proceeding to the Advanced Elementary and Advanced Intermediate diplomas may obtain one year's credit by successfully completing the work of one session of the School. The work does not count towards the Permanent Elementary or Permanent Intermediate diploma, for which more diversified training is required.

Prizes offered for competition among all members of the School include medals donated by the Lieutenant-Governor of the Province. The Alliance Française has often offered prizes in the form of books and in 1950 the Association of French Teachers offered a cash prize for progress in teaching French.

Financial encouragement to teachers attending the School is generous. Reduced railway fares are available for those coming from a distance. The board and room charge for the last of the five weeks of the course is paid by the Department and all students other than auditors who complete satisfactorily the work of the session are awarded a bursary which reimburses most of the cost of the other weeks. Once the teacher has earned his Second Class Certificate, his High or Intermediate School, if he teaches in the country, will receive a provincial grant of $250, which is increased to $300 when the certificate becomes First Class. The grant encourages the country school to stress the excellency of its work in French and offers financial reward to the Specialist in French. Teachers in schools under the Montreal Protestant Central School Board, the Outremont School Board and the Westmount School Board are eligible for a bursary of $200 upon completing the requirements for the First Class French Specialist Certificate, provided that this is done within three years of the awarding of the Second Class Certificate.

The aim of the Department is to have as many of its teachers as possible as near to being bilingual as possible. In order to achieve this aim the diversified methods of the French Summer School have been developed, and are being employed with considerable success. In 1948 twelve students qualified for the Second Class Specialist Certificate, in 1949 five qualified for the Second Class and five for the Non-Specialist Licence, and in 1950 nine qualified for the Second Class Certificate and six for the Non-Specialist Licence. These figures do not represent the achievement of all members of the courses for all, without exception, have profited greatly from the work of the School, and have made considerable progress towards the certificates and skills sought.

# "STAND BY, PLEASE"

**William M. Petty, Director, Home and School on the Air, Station CFCF, Montreal**

Two people are sitting across from each other at a table in a quiet room. Suddenly a flat and mechanical-sounding voice cuts through the stillness.

"Thirty seconds to go. Stand by, please."

One of the seated figures nods his head to indicate that he has heard. The other nervously flicks a speck of dust off the lapel of his coat. The silence in the room now is so intense as to be oppressive and there is a feeling of loneliness. The men lean forward over the table, watching the circling hand of the clock on the wall garner its harvest of seconds.

Fifteen . . . Ten . . . Five . . .

A light flashes . . . "On the Air" . . .

At that moment these two people begin to speak to each other, and in speaking, by microphone magic, they become disembodied voices being heard in homes all over the province, the country, or the world.

This is radio: an educational medium that transcends the limitations of space and time. A programme recorded last year in Sydney, Australia may be broadcast this week in Montreal. Radio is an educational force that is constantly at work in Canadian communities.

Are you as an educationist prepared to use this medium? Not just as a passive listener switching on a school broadcast in the classroom, but as a participant in radio programmes? There are thousands of constant radio listeners who have children in school and who are genuinely interested in knowing how their children are being trained in a modern educational system. To fill this informational need, it is the responsibility of the educationists of this country to train themselves to use radio effectively, to become familiar with phrases like:

"Stand by, please . . ."

Suppose that you are going "on the air". How can you ensure that your thoughts and opinions will "get across" to the listening audience? There are certain rules to follow which will help you to achieve a maximum listener response.

The planning of any radio programme may be divided roughly into the following categories:—

1. The idea.
2. The treatment.
3. The scripting.
4. The rehearsal.
5. The broadcast.

The *idea* is probably the factor in a radio broadcast that causes the people responsible for programming the greatest concern. How do you get ideas? There is, of course, really no definite answer to that question. No creative writer can tell you why on a certain day an idea, bright, shiny and new, popped into his head. But when you decide to go "on the air", you should be aware of the fact that you are entering a field of creative activity. Consequently, to be successful, you must be prepared to rely to a certain extent on the workings of your sub-conscious mind. Probably a combination of certain haphazard

stimuli from your environment, your background and your heredity will combine, or catch fire in your sub-consciousness and the result will be the *idea* the jumping-off point for your radio broadcast.

As you are an educationist, the idea that might crystallize in your mind perhaps would be centred around a desire that you might have to tell the world about a new method you have discovered of teaching arithmetic. You might phrase it as "Newer Approaches to the Problem of Teaching Arithmetic". When you have decided on this programme idea, you are still far from the point where you will hear the words "Stand by, please" boom through the studio. You next must consider what the treatment of this idea will be.

As an enthusiastic educationist, you perhaps consider this new method of teaching arithmetic the most important single subject on earth. But remember that when you go "on the air", your message will reach the ears of an infinite variety of people. Possibly you will be talking to a tired Montreal steel worker listening to a mantel radio in his kitchen; to a country doctor near Arvida driving to the home of a sick patient; to an office clerk in his home on the outskirts of Sherbrooke; to a housewife in Hudson Heights! All of these people have children in school. You want them to listen to you. Then you must be prepared to treat your subject in a way that will make it appeal to a maximum number of people in all manner of listening circumstances.

It is true that in Britain on the British Broadcasting Corporation's third programme, it is possible to present topics such as DesCartes' "Theory of the Localization of the Soul" in such a manner that only the most erudite can understand. But the BBC is content to have for the Third Programme an audience of, about one half of one percent of the total number of possible listeners. Canadian radio producers cannot afford to be this indifferent to the size of their audiences: they usually keep a wary eye on the listening statistics and on the "ratings".

So you must be prepared to present your material in such a way that it will not give the listeners mental indigestion. Most Canadians will not stay tuned to a heavy dumpling of a programme. It is too easy to switch to something else that is more listenable. But no matter how heavy your subject is, it invariably can be lightened and made more attractive by your method of handling it, that is, in the treatment.

Assuming then that you have decided on how you are going to treat your subject, the next step is the scripting or the writing up of the programme.

In regard to this, Norman Corwin, one of America's top radio producers and writers, says: "All people who aspire to write for radio should remember that the human ear tires very quickly and, consequently, it is imperative that there should be a constant change of voice in any given programme." In scripting your programme on the new methods of teaching arithmetic, probably the simplest method of achieving this change of voice would be to use the interview technique.

The essence of the interview technique is that an interested but presumably uninformed person asks questions of an expert. Again, there are certain considerations that are special to radio. Rigid queries answered by abstract explanations will not do. There should be some attempt to build up an emotional

relationship between the two participants. The feeling achieved may be that of two friends chatting. Or the interviewer may disagree with statements made by the expert. The latter becomes annoyed and answers somewhat sharply. Your programme will gain added interest by this feeling of conflict.

Always bear in mind, too, that radio is an aural medium. Sentences that read well may sound ridiculously stilted when spoken. Try to include in your dialogue, as a playwright would, certain characteristic colloquial phrases that you might use in everyday conversation. Tell your story as much as possible by the use of anecdotes. A small percentage of your listening audience will be interested in the abstractions of arithmetic, but you can hold their attention by telling the personal stories of boys and girls who learned arithmetic more readily because of your new method of teaching it.

Other purely mechanical considerations in writing for radio are that your scripts should be typewritten and double-spaced. The names of the participants in the programme should be written opposite their speeches on the left hand side of the page; and you should underline your own speeches so that there will be no possibility of picking up the wrong cue.

Now you have reached the stage where you are ready to go to the radio studio to rehearse. If you are doing a fifteen minute programme, you had better allow yourself an hour or more of rehearsal time. In the preliminary run-through, change any words and phrases that do not fit your conversational style. The second time through, have a stop watch in hand or keep an eye on the studio clock. If you run over the allotted time, mark off the spots in your script where it might be cut. Perhaps you can get around this by speeding up the pace at which you deliver your lines. The reverse, of course, is true if you are short of material. On the final runthrough, the studio engineer will probably want to do a voice check, so that your voice will be heard in proper balance with that of the interviewer. If this final rehearsal times exactly, then you are ready to go "on the air".

Relax now. Try to feel as if you were sitting in your living room at home. Do not be overwhelmed by the oppressive, sound proof atmosphere of the studio. Keep talking to the person in the room with you. In your mind should be the realization that radio is an intimate medium. You are not going to address a huge throng of people but merely individuals or family-size groups. Talking to a friend in your own home, you would not use a grand and elegant style of speaking. The same rule applies to radio. Speak distinctly but not . . .

"Stand by, please . . ."

There is the signal from the studio engineer. The preceding programme is coming to an end.

Now you lean in towards the microphone, not too close — about six to ten inches away. Clear your throat. Hold your script up so that you will not be talking into the table. In a moment your educational message will be broadcast far and wide over the countryside.

There's the light.

Now . . .

*You* are . . .

"On the Air."

# ENTERPRISE IN THE PRIMARY GRADES

**Dorothy J. Ewing, Primary Supervisor, Guy Drummond School, Outremont.**

The word "enterprise" among public school teachers has come to mean many things to many people. On some teachers, it has the same reaction as a red flag to a bull. On others, who seriously undertake an enterprise, the effect is to bring out all kinds of hidden potentialities. This group frequently discovers that they can draw, paint, and even write poems, songs and plays if none could be found concerning their particular project.

In the early days, when the project method was first introduced, everyone was at a loss to know what was really expected. Possibly too many teachers started out on too grand a scale with no set plan or direction as to what should be done. But little by little, however, something useless was taken away and something beneficial added.

In many cases, teachers were discouraged by criticism which was not instructive. What great catastrophe if the class play wasn't perfectly polished or a poem went off rhythm during the culmination! These things aren't of the greatest consequence. What should be the main question asked during an enterprise is "How much did the children learn and did they enjoy their project?" The average teacher isn't a producer of plays, productions, etc. If she were, she wouldn't be teaching school. If the class has gained new knowledge, then the enterprise *has* been a success. Naturally, we all recognize that if the songs, poems and plays are beautifully done the children in those particular classes have gained more than the others.

Each year in the primary grades of the Outremont Public Schools we set aside six weeks, beginning immediately after the New Year in which every teacher conducts an enterprise. No teacher ever chooses the same subject in two consecutive years. She chooses her centre of interest and selects a title which is then listed on the bulletin board. Each class usually chooses a different topic. For instance, this year's list included Grade I: Our Country—Canada, The Home, Clothing, The Farm, Nursery Rhyme Land; Grade II: Story of Cotton, Eskimoes, Clothing, Kindness to Animals, Health, Mexico, Indians; Grade III: England, Pulp and Paper, St. Lawrence River (Montreal to Quebec), The Story of Trains, Our New Province—Newfoundland.

Generally the first step is to prepare large posters. The background is roughed in by the teacher and the poster is then painted by the children. During this time the teacher and her class are discussing and learning more about the topic. As each phase is learned it is depicted on the poster until it is completed. The teachers tie in all subjects as much as possible with the point of interest. They paint their windows, blackboards, music modulators and daily newspapers with pictures centred always on their chosen subject. Silent Reading and Arithmetic seatwork are also correlated with the enterprise.

The children are given assignments of bringing clippings, samples, products of the country concerned, etc. which are displayed in some attractive ways such as by mounting them on coloured paper and placing them on display tables and bulletin boards. Information murals have also proved effective.

After the subject has been thoroughly studied and learned the frills are added. During Music period suitable songs are sung, poems are learned at Choral Speech time, and plays rehearsed during the *Flexible Period* — a period left open for special work. Quiz programmes are great favourites of the children, especially when teams are chosen and scores kept on the blackboard by pupils in the class. Booklets are finally made including very short so-called compositions, reports, silent reading, art, etc. The cover of each child's booklet always has a picture depicting the complete poster, or some particular section concerned with the subject and is done by each child individually.

Now is the time for the teacher to draw all of these sections into one complete whole. This is the culmination of the Enterprise. Usually, in our schools, a child is chosen to be master of ceremonies and the show goes on. Various children are called upon to discuss the subject orally. Next, several children are chosen to tell all that they know about the poster. One or two poems are then said by the boys and girls. Often a quiz program is "broadcast" with a scorer keeping points on the blackboard.

Sometimes at this point a play is put on with simple costumes made by the children during the Art period or more elaborate ones brought from home. The ones made at school are more desirable because the children gain more skills with their hands while designing them. Songs frequently follow the play. Other children now give oral reports and show the clippings, models, etc. that have been unearthed for this particular study. Several in the class show their booklets and discuss each page with the audience. Some girl or boy may give a concluding talk. Visitors who see such a demonstration leave with an awareness that the class has really gained new knowledge, new skills and new abilities.

During the week of culmination we have dozens of inter-class visits so that each teacher and her class may see as many other enterprises as possible. If the visiting teacher's enterprise is over one can always tell by "the cat that swallowed the canary grin" and the almost reckless abandon with which she sits down in the room in which she is visiting. And well she might — because enterprising is hard work and keeps one on one's toes both mentally and physically, for getting new and original ideas and supervising the whole project is not an easy task.

We find that many people outside of school are glad to help the teacher. One of our teachers contacted a trade commissioner from another country who was delighted to learn that Canadians were studying about his homeland. He gave her a special interview and much material for her subject. A man in the paper industry sent another class the most marvellous materials dealing with pulp and paper. A textile man sent up a bronze roller used to make printed cotton and samples of every stage gone through before the final material is completed. In studying the subject "Money", a grade III class was able to have a splendid collection of old and foreign coins because of the interest in the children's homes. Many firms, consuls, railway lines, etc. are more than willing to help the teacher because they are greatly impressed when they learn that education today isn't confined to the three R's.

In this article I have tried to give a concise picture of our system of enterprising. We find that the basic class-work is not disrupted as some people expect, the limits for the various subjects being covered as usual. In my view,

however, eterprising on a large scale should be confined to five or six weeks, although on a much, less elaborate scale it should be carried on throughout the school year.

Once the subject is chosen, the class work can be built around this centre. It is just as easy to use this point of interest for Silent Reading, Arithmetic, Composition, Choral Speech and Art as to use several different topics. We find that the children's interest is held better while working on a project rather than changing interest continually.

There will always be different opinions concerning the Enterprise Method. But as far as our schools are concerned we have found it most successful.

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## COST OF GOOD DIET

The Montreal Diet Dispensary, under direction of Miss Nan Garvock, issues a *Minimum Adequate Weekly Food List* which gives complete food requirements for a family made up of two adults, two boys 6 and 12, and a girl 10. Since Montreal has the highest cost of living index of all Canadian cities, the cost will be no higher elsewhere. The copy we have before us, dated May, gives the total cost for a week, $18.41, and the cost per person per day, 53 cents. Here is a skeleton of the plan: a detailed sheet will be sent by Miss Garvock on request, together with a sample family menu pattern.

Milk, 21 quarts; 1 pound cheese; 1½ dozen eggs; 3 dozen oranges; 1 tin (28 ounces) tomatoes; 2 pounds dried fruit; 5 pounds other fruit (apples, bananas, plums, pears); 20 pounds potatoes; 4½ pounds green vegetables; 13½ pounds root vegetables; 4 pounds whole grain cereals; 11 (24 ounce) loaves of bread (whole wheat or Canada approved); 2½ pounds refined cereals (flour, macaroni, rice, cornmeal); 6 pounds of meat; 1 pound fish; 1 pound liver, kidney or heart; 1 pound dried vegetables (green peas, navy beans); 2 pounds butter; 1½ pounds other fats (lard, peanut butter); 2½ pounds sugar; 1¾ pounds other sweets (molasses, dark honey, jam); and cod liver oil (for children.)

Royal Bank Monthly Letter.

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Who then is free? The sage who self restrains;
Who fears nor poverty, nor death, nor chains;
Who curbs desire, honours can despise,
And, free from crotchets, on himself relies.

Horace.

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# GEOMETRY IN GRADE NINE

**Frances E. Crook, M.A., Vice-Principal, Ormstown High School**

Ninth grade geometry is perhaps the most important phase of that year's mathematics programme. Since this is the last year of formal mathematics for some pupils, an attempt should be made to make the course of value to them, as well as to those pupils who will continue their work in this subject. Without changing radically the present content of the course we have varied our teaching procedure to give the ninth grade pupils in Ormstown High School a little more training in logical thinking than is given by a completely conventional approach.

Our geometry course is divided into five units: 1. Informal geometry; 2. Introduction to demonstrative geometry; 3. Congruence; 4. Constructions and 5. Parallel lines; The first two of these will be described in some detail, since in them we deviate most from the text.

*Unit One: Informal Geometry.* This unit deals with: recognition of common geometrical figures (without formal definitions); use of protractor and compasses; basic constructions with ruler and compasses only (with descriptions of the steps of the constructions); use of these constructions in design (based mainly on inscribed hexagons and squares) and in following directions; and (optional) use of set squares in drawing perpendicular and parallel lines.

The first part of this unit consists mainly of a review of the geometrical terms presented in the arithmetic texts of the preceding grades, with perhaps greater emphasis on the various classes of figures — plane, solid, rectilinear, quadrilateral, polygon, and the like. After practice in the use of compasses and protractor, the pupil learns to do the basic constructions such as those described in Propositions five to ten of the present text, to make an angle of 60 degrees, and to inscribe a hexagon and a square in a circle.

The steps of each construction are described in much the same way as in the text, but of course no proof is required. Then the constructions are used in making various designs, those suggested in the text as well as original ones, and these often provide an opportunity for correlation with art. The constructions are also used for practice in following simple directions such as these:

Draw a straight line AB 2 inches long.
At A make an angle BAX of 60 degrees.
From AX cut off AC so that AC equals AB.
From C draw CY perpendicular to AB.
Join BC and measure BC, BY, and angle BCY.

Exercises such as this can easily be devised to give practice in using the basic constructions in various situations and the measurements to be made can be chosen so as to give a quick check on the accuracy of the construction.

*Unit Two: Introduction to Demonstrative Geometry.* This deals with such concepts as assumptions, both stated and unstated, need of definitions in daily life, qualities of a good definition, definitions of common geometrical terms, axioms in algebra as used in solving equations, and axioms in geometry.

Various aspects of proof are also dealt with: kinds of reasons (assumptions, theorems), parts of a theorem—hypothesis and conclusion, "If-then" form for

theorems and assumptions, simple proofs in everyday life (dependence of conclusion on validity of assumption), steps in developing a proof, and simple geometrical proofs in two-column form. Exercise material on parts of this second unit may easily be devised or found in some of the books listed below. The following illustrative examples may be helpful:

*Definitions:*

The class should be taught to appreciate that if a definition is to be a good one it must have the following characteristics: 1. Use only previously defined terms or those which are agreed to be left undefined; 2. Place the object in the smallest known class to which it belongs; 3. Give the characteristics which make the object differ from other members of its class; and 4. State the least possible number of characteristics which make the object differ from other members of the class. The class might discuss the following definitions, telling which of the above characteristics each lacks.

1. A cat is a domestic animal.
2. A square is a parallelogram with equal sides.
3. A rectangle is a parallelogram in which all the angles are right angles.

As a further exercise the class might be asked to tell which words need to be defined and to suggest possible definitions in the following.

A rule in our school states: "Only seniors are allowed in the upper hall during noon hour."

*Unstated assumptions and simple proofs in daily life.* Sometimes an assumption is not mentioned when it seems obvious. The pupils might be asked to supply the missing assumption in each of the following:

1. Mr. Jones suffers from diabetes. He should not eat candy.
2. In his science book Fred read that an acid will turn litmus paper red. He dipped a piece of litmus paper into a solution in a beaker and the paper turned red. Fred said that the solution was an acid.

The pupils should be taught to check the argument carefully for assumptions that are not stated. Perhaps the speaker or writer purposely omitted any mention of the assumption because he was not sure that we would accept it. For example, an advertisement for a brand of gasoline might state: "Our gasoline is yellow." The reader is expected to supply an argument such as: 1. (Assumption) If gasoline is yellow it is good gasoline. 2. (Fact) Our gasoline is yellow. 3. (Conclusion) Our gasoline is good gasoline. Have the pupils supply the missing assumptions and write the three steps of the argument in the following:

1. Millions of people eat our breakfast food every day.
2. The temperature of our theatre is always below 70 degrees.

Assuming that the following two statements are true, see whether the class can supply the conclusion in the following argument.

1. All the pupils in Grade X are over 15.
2. John is in Grade X.
3. Therefore . . . . .

The remaining units receive a more conventional treatment, and the text is used for deductions, although the two-column form of proof is retained throughout Grade Nine. For the first two units mimeographed sheets containing some text material along with the exercises are distributed to each pupil.

In the unit on congruence more simple deductions requiring only five or six steps of proof are needed in most classes, but after this we have used the deductions in the text almost entirely. A minimum number of deductions is done by all pupils, with assistance being given where necessary, and further credit is given for any extra ones.

The unit on constructions is the shortest, since it involves chiefly a review of the methods taught in Unit One, with the proofs added. These are in most cases applications of the congruence theorems, and might be considered as part of the preceding unit.

Finally, in Unit Five much the same methods are used as in the study of congruence — the two-column form of proof and provision for individual differences in ability in the completion of deductions. Here converse theorems are introduced for the first time, and this gives an opportunity for emphasizing the fact that if a theorem is true its converse is not necessarily true. An exercise like the following is useful here.

> Give the converse of each of the following statements and tell whether or not you think it is always true.
> 1. If a figure is a quadrilateral, it has four sides.
> 2. All right angles are equal angles.
> 3. If a man lives in Quebec, he lives in Canada.
> 4. If a figure is a square, it has four sides.
> 5. If two angles of a triangle are equal, it is an isosceles triangle.

Thus, although the emphasis throughout is on the application of geometry in practical situations, and in particular to logical thinking, we have deviated very little from the authorized text. I feel that the small amount of extra time required is justified by the interest of the students and by the better understanding of geometry which appears to result.

*References*

Smith, Reeve, Morss: Text and Tests in Plane Geometry (Ginn)
Nyberg: Exercises in Reasoning (J. Nyberg, Hyde Park High School, Chicago)
Shuster and Bedford: Field Work in Mathematics (American Book Company)
Burnett and Batzler: Learning Activities in Plane Geometry (College Entrance Book Co.)
Schnell and Crawford: Clear Thinking, an Approach through Plane Geometry (Harpers)

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## TEACHING AIDS FROM BRITAIN

A comprehensive guide to the various educational services provided by the United Kingdom Information Office has been prepared for teachers. Copies of the twenty-five page booklet may be obtained by writing to the United Kingdom Information Office at 10 Albert Street, Ottawa.

Listed in the pamphlet are maps, posters, books, photographs, recordings, films and many other teaching aids. Among the more novel material is a "Commonwealth Package", consisting of six maps, six posters and four pamphlets which have been carefully selected so as to cover all aspects of the Commonwealth.

# BROADENING PUPILS' INTERESTS IN THE ELEMENTARY GRADES.

## PART II

**Mrs. Donald McCabe, B.A., Assistant Supervisor of English, Department of Education.**

Films and filmstrips broaden children's concepts as nothing else can, and provide a valuable background of vicarious experiences. The article by Mr. J. A. B. McLeish in the October-December, 1948 issue of the *Educational Record* on "Visual Education in the Three Rivers High School" suggests an excellent method of ordering and showing films.

On the Grade IV-VII level the films for the units of the reading course are interchangeable. For example, Unit 5 in every instance deals with people of the world, Unit 6 with nature, etc., so that children of Grade IV could view films suggested for Grade VII even though most of these films have been related to specific stories for the unit and grade. It does not matter whether the films are shown before, during or after the unit indicated, although the best time would be before the story is read. The following is a list of the films and filmstrips in the Department of Education Film Library that are related to the units read in Grades I to VII:

GRADE I: Our New Friends—*Films:*

| | | | |
|---|---|---|---|
| T-32 | Adventures of Bunny Rabbit | T-739 | Common Animals of the Woods |
| T-689 | Care of Pets | T-1010 | Mother Goose Stories |
| T-1049 | We Go to School | T-1117 | The Policeman |

*Filmstrips:*

| | | | |
|---|---|---|---|
| J-86 | Peter Rabbit | | |

GRADE II, BOOK 1: Unit 2—*Films:*

| | | | |
|---|---|---|---|
| T-310 | Animals of the Zoo | T-911 | Spring on the Farm |

*Filmstrips:*

| | | | |
|---|---|---|---|
| N-41 | Farmers' Allies and Pets | N-37 | Zoo Babies |

Unit 3—*Films:*

| | | | |
|---|---|---|---|
| T-32 | Adventures of Bunny Rabbit | T-929 | Birds in Winter |

Unit 5—*Filmstrips:*

| | | | |
|---|---|---|---|
| J-103 | Three Little Pigs | J-64x | The Fox and the Little Red Hen |
| J-113 | Gingerbread Boy, The | J-110 | Chicken Little |

GRADE II, BOOK 2: Unit 1—*Films:*

| | | | |
|---|---|---|---|
| T-919 | Circus People | T-715 | Play in the Snow |
| T-1098 | Animals Growing Up | | |

Unit 2—*Fimstrips:*

| | | | |
|---|---|---|---|
| N-12x | Birds, Part 1 | N-14x | Birds, Part 3 |
| N-13x | Birds, Part 2 | | |

Unit 4—*Films:*

| | | | |
|---|---|---|---|
| T-930 | Birds of the Dooryard | | |

Unit 5—*Filmstrips:*

| | | | |
|---|---|---|---|
| J-78 | The Animal Musicians | J-84 | The Three Billy Goats Gruff |
| J-99 | Three Bears, The | J-89 | Mr. Vinegar |

GRADE III, BOOK 1: Unit 1—*Films:*

| | | | |
|---|---|---|---|
| T-712 | Chimp's Adventure | T-121 | Robin Readbreast |
| T-39 | Monkeys | T-922 | The Robin |
| T-241 | Monkeys | T-524 | World Garden |

UNIT 2—*Films:*

T-310 Animals of the Zoo
T-1032 Autumn on the Farm
T-912 Day at the Fair
T-1098 Animals Growing Up
T-525 Here Comes the Circus
T-1016 Pig Tales
T-914 Summer on the Farm

UNIT 3—*Films:*

T-1001 Baby Animals
T-747 New Homes for Beavers
T-175 My Friend the Harti
T-962 Elephants
T-86 Short-Eared Owl
T-736 The Deer and Its Relatives
T-394 The Horse
T-867 Live Teddy Bears

*Filmstrips:*

J-97 Little Black Sambo

UNIT 4—*Films:*

Q-29 Adventures of Peter
Q-30 Beavers
Q-198 Big Game Parade
T-229 Black Bear Twins
T-44 Grey Owl's Little Brother
T-169 Grey Owl's Strange Guests
T-120 Grey Squirrel
T-501 Itchy Scratchy
Q-11 Little Friends of the Wild
Q-209 The Forests
T-711 Three Little Bruins in the Woods
T-989 Puppy Trouble

*Filmstrips:*

N-28x Beaver

UNIT 5—*Films:*

T-622 Three Little Kittens
T-1108 Legend of the Pied Piper

*Filmstrips:*

J-85 The Fisherman's Wife
J-58x The Lad Who Went to the North Wind
J-83 The Pied Piper

GRADE III, BOOK 2: UNIT 1—*Films:*

T-248 Passenger Train
T-1108 Legend of the Pied Piper
T-998 The Goolibah Tree
T-1010 Mother Goose Stories

UNIT 2—*Films:*

T-687 Cattle Country
Q-205 Ramparts of the North
T-523 Sheepdog
T-482 The Horse and Its Relatives
Q-110 Wee Scotch Piper

*Filmstrips:*

N-19x Clouds

UNIT 3—*Filmstrips:*

J-86 Peter Rabbit

UNIT 4—*Films:*

Q-194 Nature's Side Show
Q-203 Wild Animal Pets

*Filmstrips:*

N-30x Jack Rabbit

UNIT 5—*Films:*

T-189 Giants of the North

UNIT 6—*Filmstrips:*

J-26 Adventures of a Brownie
J-101 Cinderella
J-61x, 112 Drakestail
J-31 East o' the Sun and West o' the Moon
J-104 Boy Who Went to the North, The
J-88 Jack and the Beanstalk
J-111 Little Red Riding Hood
J-48, 60x Sleeping Beauty
J-52 Tom Thumb
J-94 Lion and the Mouse, The

GRADE IV: UNIT 1—*Films:*

T-919 Circus People
T-912 Day at the Fair
T-357 Mexican Children
T-968 Oars and Paddles

UNIT 2—*Films:*

T-953 A Pioneer Home
T-229 Black Bear Twins
Q-176 Building a Liner
T-228 Colonial Children
T-242 French Canadian Children
Q-109 Little Indian Weaver
T-562 Ohio Travelogue
Q-158 Spinning and Weaving
T-623 The Hands are Sure
T-1049 We Go to School

*Filmstrips:*

G-387 Colonial Children

UNIT 3—*Films:*

| | | | |
|---|---|---|---|
| T-117 | An Aeroplane Trip | T-167 | Sea-Going Telephones |
| T-495 | Our Foster Mother, the Cow | T-443 | Sky-Riders |

UNIT 4—*Filmstrips:*

| | | | |
|---|---|---|---|
| J-26 | Adventures of a Brownie | J-97 | Little Black Sambo |

UNIT 5—*Films:*

| | | | |
|---|---|---|---|
| Q-59 | Alaska | T-1054 | Horsemen of the Pampas |
| T-392 | Alaska, Reservoir of Resources | T-118 | Land of Mexico |
| Q-61 | Argentine | T-357 | Mexican Children |
| T-320 | Argentina | Q-69 | Mexico |
| T-1052 | Cross Section of Central America | T-274 | Mexico |
| Q-196 | Cruising North | T-119 | People of Mexico |
| T-391 | Eskimo Children | T-200 | Picturesque Guatemala |

*Filmstrips:*

| | | | |
|---|---|---|---|
| G-402 | Alaska as a Whole | G-390 | Mexican Children |
| G-51x | Central America | G-47x | Mexico and Its People |
| G-388 | Eskimo Children | G-203 | Life of the Eskimo |

UNIT 6—*Films:*

| | | | |
|---|---|---|---|
| T-136 | A Day at the Zoo | T-52 | How Nature Protects Animals |
| T-85 | Birds | T-704 | Life in the Western Marshes |
| T-611 | Campanions | Q-195 | Off to Glacier Bay |
| T-112 | Heart of the Sierras | Q-205 | Ramparts of the North |

*Filmstrips:*

| | | | |
|---|---|---|---|
| N-34x | Birds of Orchard and Woodland | J-30 | The Canada Goose |
| N-26 | Scale of Mother Love | | |

UNIT 7—*Films:*

T-838 Songs of Stephen Foster

*Filmstrips:*

H-49 Florence Nightingale

UNIT 8—*Filmstrips:*

| | | | |
|---|---|---|---|
| J-31 | East o' the Sun and West o' the Moon | J-50 | The Tin Soldier |
| J-88 | Jack and the Beanstalk | J-87 | The Ugly Duckling |
| J-80 | Rumpelstiltskin | J-101 | Cinderella |
| J-93 | Hansel and Gretel | | |

GRADE V: UNIT 1—*Films:*

| | | | |
|---|---|---|---|
| T-475 | Arteries of the City | T-843 | Play Ball, Son |
| T-717 | Batting Fundamentals | Q-113 | Ride 'em Cowboy |
| T-908 | Magic Food | T-484 | The Pig and Its Relatives |
| T-809 | Magnets | | |

*Filmstrips:*

| | | | |
|---|---|---|---|
| F-17 | Breaking the Colt | F-20 | Breeds of Swine |

UNIT 2—*Films:*

| | | | |
|---|---|---|---|
| T-494 | Canadian Mail | T-871 | Railroading |
| T-687 | Cattle Country | T-50 | Return of the Buffalo |
| T-150 | From Gold Ore to Bullion | T-823 | The Postman |
| Q-155 | Mysteries of Snow | Q-239 | The Royal Mail |
| Q-151 | Noranda Enterprise | T-1015 | Wheels A-Rolling |
| Q-118 | Monarchs of the Plains | | |

*Filmstrips:*

G-387 Colonial Children

UNIT 3—*Films:*

| | | | |
|---|---|---|---|
| T-569 | Prelude to Flight | Q-133 | The Drive is On |

UNIT 4—*Films:*

| | | | |
|---|---|---|---|
| T-865 | Alice in Wonderland | Q-213 | Marionettes |

*Filmstrips:*

J-27, E-38 Alice in Wonderland

UNIT 5—*Films:*

| | | | |
|---|---|---|---|
| Q-172 | ABC of Pottery Making | T-1063 | Farmer Fishermen (Norway) |
| T-858 | African Tribes | T-174 | Norwegian Sketches |
| T-880 | Christmas Carols | T-314 | Pottery Making |
| Q-47 | Common Salt | | |

*Filmstrips:*

G-152x Northern Syria
G-97x Norway

UNIT 6—*Films:*

T-676 Beach and Sea Animals
Q-63 Bolivia
T-971 Forestry and Forest Industries
Q-200 Getting Personal with Mountain Lions
T-339 Timber Front
T-486 Limestone Caverns
Q-71 Peru
T-321 Peru
T-972 Photography
T-579 There's More than Timber in Trees

*Filmstrips:*

G-62x Bolivia
G-64x Chile
G-69x Peru
J-71 The Lost Dog

UNIT 8—*Filmstrips:*

J-31 East o' the Sun and West o' the Moon

GRADE VI: UNIT 1—*Films:*

T-106 Horses
T-59 Life Saving
T-457 Life Saving
Q-42 Life Saving
T-452 Muddy Waters
T-730 Swimming for Beginners and Advanced Swimming
T-1015 Wheels A-Rolling

*Filmstrips:*

H-27 Swimming and Aquatics, 1
H-28 Swimming and Aquatics, 2
H-29 Swimming and Aquatics, 3
H-30 Swimming and Aquatics, 4
H-35 Football Fundamentals 1
H-36 Football Fundamentals 2
H-37 Football Fundamentals 3
H-38 Football Fundamentals 4
H-39 Football Fundamentals 5

UNIT 2—*Films:*

T-164 An Empire Link
T-445 Away with the Wind
T-723 Behind the Headlines
T-603 Gay Nineties Live Again
T-198 How the Telephone Works
Q-220 Farmers of the Prairies
T-183 Journalism
T-599 Northwest by Air
Q-160 Steel Highway

*Filmstrips:*

F-70 Agricultural Implements
F-71 Agricultural Implements
G-228x Steamboats

UNIT 3—*Films:*

T-301 S.O.S.
T-304 The Fireman

*Filmstrips:*

G-239x Glass
G-268 Hydro Electric Power (Niagara Falls)
G-243x Paper Mill
G-227x Railroads

UNIT 4—*Filmstrips:*

J-96 Cat Who Lost His Tail

UNIT 5—*Films:*

T-322 Brazil
T-355 Children of China
T-759 Greece
T-999 On Mediterranean Shores
T-1114 Unveiling Algeria

*Filmstrips:*

G-384 Children of China
G-108 Pictures of Greece
G-132 South China
G-333x Southern China
G-334 Southern and Western China

UNIT 6—*Films:*

T-206 Alive in the Deep
Q-232 Animal Life in the Tropical Dry Tortugas
T-142 Ant City
Q-85 Ants
Q-95 Busy Bee
T-279 City of Wax
Q-199 Getting Our Goat
T-956 Seashore Wonderland

*Filmstrips:*

G-173 Animal Life in Australia
N-22 Eccentricities of Wasps and Bees

UNIT 8—*Filmstrips:*

E-35 King Arthur
J-87 Ugly Duckling, The
E-37 The Odyssey
E-39 Rip Van Winkle

GRADE VII: UNIT 1—*Films:*

| | | |
|---|---|---|
| T-669 | A Teen Age Farm Hand | |
| T-1043 | Desert Symphony | |
| T-732 | Tennis for Beginners and Advanced Tennis | |
| T-843 | Play Ball, Son | |
| | *Filmstrips:* | |
| G-32x | Desert Regions | |
| F-75 | The Farm Garden | |
| | UNIT 2—*Films:* | |
| T-472 | Discovery and Exploration | |
| T-443 | Sky-Riders | |
| | *Filmstrips:* | |
| G-370 | Getting About on Land | |
| | UNIT 3—*Films:* | |
| T-261 | Airliner | |
| T-369 | Defeat Diphtheria | |
| T-803 | Defence Against Invasion | |
| T-790 | Life in a Drop of Water | |
| | UNIT 5—*Films:* | |
| T-1063 | Farmer Fishermen (Norway) | |
| T-598 | Gaspé Cod Fishermen | |
| Q-68 | Hungary | |
| T-111 | Manhattan Waterfront | |
| T-1027 | New York | |
| T-948 | Dutch Empire | |
| T-949 | Source of the Amazon | |
| T-1093 | Across Canada | |
| | *Filmstrips:* | |
| G-24x | Iceland | |
| G-245 | Codfish Industry | |
| | UNIT 6—*Films:* | |
| T-105 | Camera Thrills in Africa | |
| T-671 | Exploring the Universe | |
| T-966 | How Animals Defend themselves | |
| Q-84 | Killing the Killer | |
| | *Filmstrips:* | |
| A-3x | Elementary Astronomy | |
| N-5x | Lizards, Snakes, Turtles | |
| | UNIT 7—*Films:* | |
| T-1072 | Men of Medicine | |
| T-683 | Student Nurse | |
| | *Filmstrips:* | |
| H-53 | Walter Reed | |
| | UNIT 8—*Filmstrips:* | |
| | *Filmstrips:* | |
| E-39 | Rip Van Winkle | |
| E-35 | King Arthur | |
| T-265 | This Age of Speed | |
| Q-213 | Marionettes | |
| T-910 | Puppetry | |
| F-76 | The Farm Garden | |
| T-1021 | Story of Christopher Columbus | |
| T-449 | Westward Movement in the United States | |
| T-720 | On the Air | |
| T-434 | The Sheet Metal Worker | |
| T-758 | The Story of Dr. Jenner | |
| T-102 | New York City | |
| Q-102 | Philippine Islands | |
| Q-101 | The Dutch East Indies | |
| T-478 | The Moon | |
| T-937 | Malay Peninsula | |
| T-1089 | Voices of Malaya | |
| T-900 | Thrill River | |
| T-1080 | French Children | |
| G-97x | Norway | |
| A-19 | The Earth and Its Moon | |
| T-816 | Kruger National Park | |
| T-736 | The Deer and Its Relatives | |
| T-1031 | The Forest Grows | |
| T-1041 | The Forest Produces | |
| T-171 | Way of the Wild | |
| E-36 | Moby Dick | |
| N-31x | Rocky Mountain Sheep | |
| T-955 | The Doctor | |
| J-87 | Ugly Duckling, The | |

Each teacher should keep a "film record" of the films which prove especially interesting to the pupils of her grade level. A film library catalogue such as Miss Hamilton suggests in her article "The School Movie" in the October-December, 1948 issue of the *Educational Record* would be invaluable. The section "Experience Builds Concepts" in Mr. Bennett's article on "A Programme for Improving Audio-Visual Instruction" in the same issue is especially recommended.

It has been said that "one picture is worth a thousand words". The Metropolitan Museum of Art, New York City, is distributing through the Book-of-the-Month Club, 345 Hudson St., New York 14, N.Y. a series of booklets

containing twenty-four miniatures each, approximately 2½" by 3" with background description about the artist and each painting or object. In the words of the Foreword, here one can "learn about History, about good taste, about the creative spirit of past and present... It is without doubt one of the most outstanding visual reference libraries anywhere in existence." To quote the contents of one of these albums will give an idea of the scope of the work and the possibilities of correlation with the reading, and other courses: The Calmady Children — Lawrence; Queen Elizabeth — British School; the Rospigliosi Cup — attributed to Benevenuto Cellini; View of Toledo — El Greco; Portrait of the Artist — Rembrandt; Edward VI — Holbein; By the Seashore — Renoir; The Unicorn in Captivity — Franco-Flemish Tapestry; Yonker Ramp and His Sweetheart — Hals; The Thinker — Rodin; Mlle Charlotte du Val d'Onges — David; Angel of the Annunciation — French School; Christopher Columbus — del Piombo; Virgin and Child — School of Gerard David; Earthernware Tomb Figure — Chinese; Don Manuel Osorio de Zuniga — Goya; Colossal Head of Warrior — Etruscan; Benjamin Franklin — Houdon; Woman on a Sofa — Degas; George Washington — Stuart; Fur Traders Descending the Missouri — Bingham; Faience Hippopotamus — Egyptian; Bronze Horse — Greek; Young Woman with a Water Jug — Vermeer.

The booklets can be displayed open under a sheet of glass 14" x 12" at the appropriate picture so that the children could view the picture at leisure. The sets are beautifully printed in colour and cost approximately $1.25 including mailing. There are two particularly useful sets for Bible teaching. "The Old Testament in Art" and "The New Testament in Art".

The Currier and Ives prints are excellent for pictorial representation of the second unit in the readers which portrays colonial life.

Other excellent sources of pictures are Life Magazine, and the Ladies' Home Journal. Coronet and Pageant have photographs which can often be used to give pictorial background to stories. The Book-of-the-Month Club News Bulletin has illustrations of famous paintings on its cover. Beautiful pictures of birds may be obtained from the Audubon Bird Society through Nature Magazine.

Watch for such prints as Merry-Go-Round by Howard Cook, Fishermen Three, Bathers, and Jackie by John Costigan, The Line Storm, Prize Stallions, Corn, Hounds and Coyote by Curry, Threshing by Adolf Dehn, Winter Evening by Ernest Fiene, Early Rising, Mill Pond, The Nativity by Lauren Ford, Siesta, Grandmother's Parlor, by Wanda Gag—author of *Millions of Cats*, Airport by William Heaslip, Pioneers Resting by Eugene Higgins, The Catboat by Edward Hopper, Missouri Wheat Farmers by Jones, Lincoln by Boardman Robinson, January, The Planting Group, and Seed Time and Harvest by Grant Wood.

The National Gallery of Canada, Ottawa, has reproductions of Canadian paintings by such artists as Lismer, Varley, Gagnon, Walker, Thompson, etc. Small prints 3¾" by 5" cost very little and the larger prints 7¾" by 8¾" cost about twenty-five cents each.

In most of the classroom libraries there are two books which may be used for Art Appreciation, *Children's Artist Friends*, and *Art Appreciation for Schools*.

Any useful pictures should be mounted and filed for future reference. A picture card index in the central library, and space for proper storage of pictures, would facilitate finding relevant material quickly. A "picture librarian" might be responsible for mounting and classifying pictures brought in by teachers and children, if they would indicate the grade and subject where used.

If a special library corner can be set up in the classroom with a table and chairs and space for display of books and pictures, children can be encouraged to do free and extension reading in their spare time. The teacher must know what material to display so that the children may be led into satisfactory reading experiences. To direct the children to this corner have a "Things to Do" column on the blackboard with the schedule for the day's work, and suggestions for free time activities, among which may be specific stories or books to read. These books should be placed where they cannot be overlooked.

Inexpensive copies of some of the better children's books are being issued by Comet Books, a subsidiary of Pocket Books, the price of each copy being thirty-five cents. Some of the titles on the Grade VI and VII library list are *Midnight* by Rutherford Montgomery, *Hobby Horse Hill* by Lavinia R. Davis, *No Other White Men* by Julia Davis, *Indian Paint* by Glenn Balch; and on the VIII and IX list, *Big Bed* by Jim Kjelgaard. The following are other titles by authors on the classroom library list: *The Green Turtle Mystery* by Ellery Queen, Jr., *Wagons Westward* by Armstrong Sperry, *Gray Wolf* by Rutherford Montgomery, and *Husky*, by the same author, *Tawny* by Thomas C. Hinkle, *Indian Paint* by Glenn Balch, *Fighting Coach* and *Batter Up* by Jackson Scholz, *Puppy Stakes* by Betty Cavanna, and *Forest Patrol* (summarized by the School Broadcast of October 23rd) by Jim Kjelgaard.

The Black and Orange Stationery Store, Queen Mary Road and Decarie Boulevard, Montreal, will give a 10% discount to schools. The complete list may be obtained from Montreal Newsdealers Supply Co., 2210 Beaconsfield Avenue, Montreal 28.

If there is still lack of sufficient material to arouse interest, the children may be asked to bring their own books to lend to the library. A school entertainment, the price of admission being a book, or, if it is desirable to exercise control over the selections, the price of a book, is a good way to increase the number of volumes in the library. A librarian may be asked to speak to a Home and School Association group and distribute to the parents lists of books suitable for their children as birthday or Christmas presents.

Reading aloud to the children is an excellent way to stimulate interest. There are some thirty-five stories suggested for Grade I, about twenty-five for Grade II and ten for Grade III. The sharp drop indicates that as the children develop reading skills their independence should also develop. However, just as they receive impressions through the eye, so too, they should receive them through the ear. There are many occasions when a teacher can give the children a treat by reading special stories to them. .

Children should be exposed to poetry read aloud to them on every possible occasion. The ear will be trained so that when they read it for themselves they will enjoy what might otherwise be a new and perhaps strange medium. They respond with great interest and enthusiasm to Choral Speaking. Poetry, like

music, depends very much on the individual's interpretation and for the teacher with imagination there is a fascinating medium with which to work. Stevenson's *A Child's Garden of Verses*, Richards's *Tirra Lirra*, Untermeyer's *Rainbow in the Sky*, *Stars to Steer By*, and *This Singing World*, Huffard's *My Poetry Book* and B. E. Stevenson's *Home Book of Verse for Young Folk*, all on the 1949-1950 library list offer many excellent poems to be read to children. Adams and Croasdell's *Poetry Speaking Anthology*, Volumes 1, 2 and 3 contain many poems suitable for Choral Speaking. *Modern Poems for Modern Youth* by Dr. W. P. Percival contains many poems which can be related to the reading course.

Radio, too, offers possibilities for listening. There are the CBC broadcasts on many topics which can be heard during school hours. On Sundays from 1:00 to 1:30 there are two excellent programmes on CBM, Alan Mills's "Folk Songs for Young Folks", and Mary Brannan's "Just Mary Stories". There are others to recommend to children and their parents.

The most useful of all radio programmes, of course, are the school broadcasts heard every morning at 9:45 a.m. By following the Calendar of School Broadcasts each teacher can readily select for listening the programmes suited to the class. A features of this year's programmes is the increased amount of supplementary teaching material to be found in the radio manuals that have been sent to each school. In the centre pages of Young Canada Listens for example, will be found ditto maps to accompany the series "Inland Sailors" to be heard in December and January. The pamphlet describing the broadcasts of the Ontario Department of Education includes the poems to be heard in the series of ten broadcasts entitled "Adventures of Speech", intended for Kindergarten, Grades I and II. Thus by the magic of radio the world can be brought into each class-classroom.

Listening to music also has its place in the reading programme so that experience might be broader still. [2,3] Ballad music and western songs would suit admirably the theme of Unit 2 in most of the readers. Burl Ives, Josh White, Marian Anderson, Carl Sandburg, and Alan Mills all have recordings of this kind of music. Jerome Kern's "Showboat", Seigmaster's "Prairie Legend", Aaron Copland's "Appalachian Spring", and Arthur Shephard's "Horizons" which has cowboy music themes would be of interest as would Gruenberg's "Concerto for Violin and Orchestra, Op. 47" with its negro spirituals and the theme of the "Arkansas Traveler".

Fairy tales and tales of fantasy have intrigued composers so that there is available such music as Dukas's "The Sorcerer's Apprentice", Rimsky-Korsakov's "Scheherezade", Ravel's "Mother Goose Suite", Deems Taylor's "Through the Looking Glass", Straus's "Til Eulenspiegel", Stravinsky's "The Fire Bird", "Petroushka", and "The Nightingale's Song", Prokofieff's "Peter and the Wolf", Tubby the Tube, Humperdink's "Hansel and Gretel", and Ernst Toch's "Pinocchio, a Merry Overture" which might be contrasted with the story.

For national colour Enesco's "Rumanian Rhapsody", Greig's "Peer Gynt Suite" or the modern setting in "A Song of Norway", Zoltán Kodály's "Suite from Háry János" a sort of Hungarian teller of tall tales, Edward McDowell's

"Suite No. 2 in E Minor" on Indian themes, Milhaud's "Saudados do Brazil", all give a picture of the people through their music, and can be related to the sections of reading on people of other lands.

There is music for modern life, too, Prokofieff's "Summer Day", Stravinsky's "Circus Polka" for the Ringling Brothers and Barnum and Bailey Circus, and Deems Taylor's "Fantasy 'Circus Day' Op. 18", written for a children's concert, Robert Russell Bennett's "A Symphony in D for the Dodgers", and Honegger's "Pacific 231" on a locomotive theme.

Even jazz offers an opening for interest in classical music. Pupils are always keen to know that José Iturbi plays excellent boogie-woogie. The current popular pieces "I Look at Heaven", "Bumble Boogie", "Save Me a Dream", "None But the Lonely Heart" and "There's No Tomorrow", lead naturally to receptive listening of Grieg's "A Minor Piano Concerto", Rimsky-Korsakov's "Suite from the Opera "Isar Saltan", Tchaikovsky's "Fifth Symphony" and "Overture Fantasy, Romeo and Juliet", and "O Sole Mio" from which the melodies of the popular songs are taken.

Poetry has been set to music or has inspired a theme as in William Grant Sills's "Plain Chant for America" (Katherine Garrison Chapin's poem of the same name) and Emerson Whithorne's "Symphonic Poem 'The Dream Pedlar' op. 50" (Thomas Lovell Bedoes's poem "Dream Pedlar") and simple melodies have been embroidered as in Dohnányi's "Variations on a Nursery Air" (Ah, vous dirai-je, Maman") and Virgil Thomson's "Symphony on a Hymn Tune" (How Firm a Foundation and Yes, Jesus Loves Me) and Jaromic Weinberger's "Variations and Fugue on 'Under the Spreading Chestnut Tree'" and "Prelude and Fugue on 'Dixie'".

For easy reference the teacher might make a permanent record of stories, books, films, filmstrips, radio programmes, songs and recordings, and pictures as follows:

GRADE III–1: Unit 4, Fluffytail and the Peanut Hunt
- Films: T-120 Grey Squirrel
- Poem: The Squirrel
- Stories: Outdoors and In, pp. 81-88; Playmates, pp. 45-49
- Pictures: Life Magazine pictures

GRADE V: Unit 6, Wild Dog
- Filmstrip: J-71 The Lost Dog
- Poem: Lone Dog
- Song: Old Dog Tray
- Book: White Fang

GRADE VI: Unit 2, Yankee Clipper Ship
- Film: T-445 Away with the Wind
- Book: The Sea Witch
- Pictures: Currier and Ives Prints, Clipper Ship "Dreadnaught" off Tusker Light, Clipper Ship "Comet" off New York
- Song: Shenandoah

GRADE VII: Unit 5, Cousin Kate from Budapest
- Film: Q-68 Hungary
- Recording: Brahms's "Hungarian Dances"
- Story: Appreciating Literature, pp. 370-374
- Book: The Good Master

When literature, art, music, films, and real-life experiences have been woven into the reading programme to enrich children's concepts so that words may have meaning, what can we expect from the children?

There should be a greater interest and alertness concerning human relationships and the art of living. If we can send our young people forth from school with more than factual knowledge, but rather self-confidence coming from the experience of doing, and knowing how to do, with successful social experiences, with insight, with ability to take time "to stand and stare", we shall have fulfilled the purpose of education.

In school there should be a greater interest and alertness in listening and looking for material outside the school. Children will tell you when they have heard a song on the radio which has been learned in school. They will offer a picture which they have found themselves which bears on something discussed in school. They will do research on matters which interest them in geography, history, science, scripture and health. Above all, they will think.

The Oral English lessons will take on added zest through asking and answering questions, contributions to classroom discussions, giving oral reports on material read, or in oral reading of interesting material to the class. Out of this will come lessons in good manners, a sense of companionship and greater understanding. In working on projects arising from the interests shown by the class there will be developed the attribute of good leadership and, conversely, good "followership". [4]

On the creative level the children may be led to writing original stories, plays, poems, or songs. They can dramatize stories. If they are artistically inclined, they can paint or draw illustrations of stories, or model in plasticine or clay, their favourite characters. From this they may evince interest in hobbies. Exhibits of their own work, or that of their parents and their teachers will extend their interests.

The community can contribute to the rich life of the school. Use those who have something vital to offer, someone who has an interesting hobby or vocation, or travel or pioneer experiences. People who have recently come to this country can tell us vividly of their own. Folk songs, folk dances, costumes and customs all add to the richness of experience. Out of such a programme it may happen that as well as the school turning to the community, the community may wish to come to the school to further and develop its own interests.

If from a variety of interests children develop a love of reading, they have received a priceless gift. They will never be lonely; they should be interesting people.

"Life has loveliness to sell,
All beautiful and splendid things,
Blue waves whitened on a cliff,
Soaring fire that sways and sings,
And children's faces looking up
Holding wonder like a cup."

— Sara Teasdale.

Bibliography:

(1) Craven: *A Treasury of American Prints*, Simon and Schuster, 1939.
(2) Bagar and Biancolli: *The Concert Companion*, McGraw-Hill Book Co., 1947.
Department of Education: Catalogue of the Film Library
*Educational Record:* October-December, 1948.
April-June, 1949.
April-June, 1950.
1949-1950 School and Classroom Library List

(3) Hanson: *A Music Handbook for Elementary Grades, p. 43.*
(4) Backus: *Speech in Education*, Longmans, Green, 1943.
Guidebooks: *Curriculum Foundation Series.*
Macmillan Company: *Teachers' Service Bulletins in Reading.* *
Metropolitan Museum of Art: *Albums 1, G and J.*
Overstreet: *The Mature Mind*, Norton and Co., 1949.
Peters: *Currier and Ives*, Doubleday, Doran and Co., 1942.
Reader's Digest: July, 1950. *The Extraordinary Story of Helen Keller, Ross.*

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## SUMMARY OF THE MINUTES OF THE ADMINISTRATION COMMISSION OF THE PENSION FUND OF OFFICERS OF PRIMARY EDUCATION

### Meeting of the Commission held in Quebec on April 25th, 1950.

**Pension granted to male officers sixty years of age and over:** James Lyng.

**Pension granted to female officers fifty-six years of age and over:** Florence Toll, Alma Hawkins, Dorcina Pinard, Marion Loney, Marie-Anne Imbault.

**Pension granted to male officers under sixty years of age for reasons of ill-health:** James Gordon Bennett.

**Pension granted to female officers under fifty-six years of age for reasons of ill-health:** Marie Gratia Bissonnette, Marie-Anne Laura Filion.

**Requests for reimbursement of Stoppages granted:** Liliane Beaulieu, Yvette Beaulieu, Lucille Boucher, Justine Carrier, Célestine Cartier, Anne-Marie Cloutier, Florence Fontaine, Thérèse Fortier, Marie-Ange Fortin, Isabelle Houle, Marie-Paule Labrecque, Eva Lambert, Juliette Lauzon, Simonne Lessard, Annie MacCalum, Jeannette Patenaude, Odélie Pelletier, Gertrude Rozon, Marguerite Tremblay, Marcel Turcotte, Gérard Beaudoin, Rose-Aimée Boucher, Camilia Briand, Mary Rose Cassidy, Albertine Gascon, William Hill, Simonne Labelle, Alphonsine Laflamme, Laurette Lalumière, Antonia Létourneau, Sarah L'Heureux, Irène MacBeth, Albertine Mainville, Simonne Marceau, Yvette Martel, Lucille Massicotte, Marguerite Pelletier, Ruby Perkins, Elisabeth Roulier, Marcel Turcotte, Anna Audet, Simone Audet, Ernestine Coderre, Constance Constantin, Françoise Ducharme, Marguerite M. Gagnon, Rose Eva Gauthier, Alice Hubert, Thérèse Lapierre, Alice McDougall, Marie-Paul Mercier, Annie Michaud, Blanche Mondou, Dorothy Packwood, Isabelle Barter, Yvonne Bourgeois, Marie Cartier, Marie-Anne Desjardins, Marie-Julie Dubé, Marie Gagnon, Norah McConkey, Aurore Miron, Berthe Montgrain, Phyllis Morant, Angéline Patry, Marie-Ange St. Denis, Alma Thireau, Claire Tucker.

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## SCHOOL BROADCASTS

Many broadcasts require preparation and follow-up work if full benefit is to be obtained, and this is where the professional skill of the teacher comes in. Such topics as current affairs and geography can be followed up to great lengths if desired, and many individual broadcasts are admirable starting-off places for projects. The broadcast lesson can be linked to art, to written and spoken English, and to the film in many ways. Furthermore anything which demands, and which helps to develop, quiet concentration and intelligent listening is worth consideration in any school curriculum. Broadcasting appears to offer opportunities for the development of these qualities.

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## FILMS AND FILMSTRIPS FOR CHRISTMAS PROGRAMMES

The following list of films and filmstrips supplements the one that appeared on page 238 of the October - December, 1949 issue of the Educational Record. It will be of assistance to teachers who are planning to use films or filmstrips in their Christmas programmes as these films have been enjoyed by children of varied ages. Persons requesting films for such occasions should list many alternative titles since the demand for some of them at this season is very heavy.

T-962 Elephants (400′)
T-984 Winter on the Farm (400′, Colour)
T-987 Seven Little Ducks (400′, Colour)
T-998 Goolibah Tree, The (800′, Colour)
T-1001 Baby Animals (400′)
T-1010 Mother Goose Stories (400′, Colour)
T-1014 Light Is What You Make It (400′, Colour)
T-1015 Wheels A-Rolling (800′, Colour)
T-1016 Pig Tales (400′, Colour)
T-1018 Judy's Smile (400′, Colour)
T-1019 Eyes Bright (400′, Colour)
T-1025 Australia Today 1200′, Colour)
T-1026 Brotherhood of Man (400′, Colour)
T-1028 Wonders in Your Own Back Yard (400′, Colour)
T-1031 The Forest Grows (400′, Colour)
T-1032 Autumn on the Farm (400′, Colour)
T-1043 Desert Symphony (1200′, Colour)
T-1047 Riches of the Veldt (800′)
T-1067 Table Tennis (400′)
T-1076 Wild Fowl in Slow Motion (400′, Colour)
T-1085 The Kindled Flame (800′)
T-1088 Water, Friend or Enemy (400′, Colour)
T-1093 Across Canada (1200′, Colour)
T-1094 Mr. Bell (1200′)
T-1098 Animals Growing Up (400′)
T-1106 Creation According to Genesis 400′, Colour)
T-1108 Legend of the Pied Piper (400′, Colour)
T-1109 Man who Changed the World (400′)
T-1111 Great Expectations (1600′)
T-1113 Master Will Shakespeare (400′)
T-1116 Christmas Carol (1600′)
T-1119 Great Lakes, Highway of Commerce (800′, Colour)
T-1121 Romeo and Juliet (1600′)
T-1125 Sentinels of Health (800′, Colour)
T-1126 Nature's Engineer — The Beaver (400′, Colour)
T-1132 March of the Movies (800′)
T-1142 Fires Engines (400′, Colour)

Young children take particular delight in filmstrips of juvenile stories. Among the newer colour filmstrips in this category are the following:

J-78 Animal Musicians, The
J-107 Animals to Know
J-105 Away We Go
J-104 Boy Who Went to the North, The
J-96 Cat Who Lost His Tail
J 82 Change About
J-110 Chicken Little
J-101 Cinderella
J-102 Dog and the Cat, The
J-112 Drakestail
J-85 Fisherman's Wife, The
J-100 Four Musicians, The
J-113 Gingerbread Boy, The
J-93 Hansel and Gretel
J-88 Jack and the Bean Stalk
J-115 Kofi, An African Boy
J-79 Lazy Jack
J-94 Lion and the Mouse, The
J-97 Little Black Sambo
J-95 Little Red Hen, The
J-111 Little Red Riding Hood
J-89 Mr. Vinegar
J-114 Noah and the Ark
J-86 Peter Rabbit
J-83 Pied Piper
J-81 Puss in Boots
J-80 Rumpelstiltskin
J-109 Skip Along
J-108 Tell Another Story
J-99 Three Bears, The
J-84 Three Billy Goats Gruff, The
J-103 Three Little Pigs, The
J-90 Thumbelina
J-87 Ugly Duckling, The (400′, Colour)

## A PROJECTIONIST'S PRIMER

*Q. What points should be kept in mind in placing a screen?*

A. Your screen should be above the heads of the audience, if at all possible. If on a stage or platform, the screen should be placed in the centre. If no platform is available, raise the screen as high as possible, remembering, of course, that there are several elevating positions on most portable screens.

# SACKCLOTH AND LIGHT

**J. G. S. Brash, M.A., Supervisor of English, Department of Education.**

*Sackcloth and Light,** a work on the book of Job by Lawrence M. Lande, is attractive to the reader for many reasons. The format is novel and distinctive; the various forms of type and script, the unusual binding in light blue leather and sacking to symbolize the contents and title of the book, the beautiful full-page illustrations by the poet William Blake and many effective half-page cuts by other artists — all these features add interest.

The book itself is worthy of much thought for the author has studied his subject intensely, elaborating and deepening his interpretations by referring to the works of writers of many lands. Lawrence Lande is obviously a scholar, a man of deep sincerity and strong faith who has caught something of the spiritual significance of this grand Old Testament story. By his insight into the nature and meaning of suffering, he brings to his readers new inspiration and profound wisdom.

The author's philosophical interpretation of the moral and spiritual meaning of the Book of Job, both for the individual and the nation, gives us much to remember. With Shakespeare he believes that "sweet are the uses of adversity", that we are not to bow beneath the weight of our sorrows, however heavy they may be, but that we, like Browning, must face them with courage, determination, and faith. If men and nations do so, the light of truth and of God's will may be revealed unto them.

There are other lessons to be learned from Job. God demands from all of us love and sacrifice for others. To give of ourselves freely is God's will; to stifle those altruistic feelings is the beginning of evil. "Man, by denying the supreme dictates of his heart, has opened the door to his own hell." "The love of man for his God is love only if it is permeated with selflessness: 'And the Lord turned the captivity of Job *when he prayed for his friends*'." Gone were Job's troubles, the author points out, when he forgot his own sorrows in taking thought of and for his friends.

Other conclusions are equally memorable and thought-provoking: "The answer to the problem of history is the answer to the problem of evil and of human suffering. . . Job is a dramatic idea impregnated with the greatest of all conflicts — the struggle of Good and Evil within the conscience of men. . . The Book of Job then shows us how to meet adversity in all its forms — mental, spiritual, and physical. It teaches us that faith in a great principle or ideal must be a seeing faith, not a blind one. . . For only when man does good for the sake of good, with no expectation of material reward, has he the insoluble courage to overcome adversity in all its forms."

*Sackcloth and Light* frequently impresses the reader by its artistic and effective literary expression. Though the style in general is learned and academic, with long and frequently involved sentences, philosophic ideas are often

* *Sackcloth and Light* has been printed privately. Copies may be purchased from Chapman's Book Store, 1322 Sherbrooke St. West or at Burton's, Limited, 1004 St. Catherine St. West, Montreal. Price $4.00, de luxe edition.

brilliantly expressed: "Anything which makes man seek his highest emotional intensity makes him Creator-conscious. This the Book of Job does more than any other, and, in so doing, forces one on a vast parabola of thought which, ascending out of the muddle of actuality, returns at length richly to life."

Occasionally the writer forgets the abstruse nature of his subject and rises untrammeled to heights of imagination that delight the reader who is carried onward and upward with the author in his flight: "Where wast thou when I laid the foundations of the earth?" "Where was I? I was with You, my Master. I was the very anticipation of Your will. I was with You, attuned to Your vision which reflected before You all variations of the unknown: the flowing enchantment of light, of weight, and measure and sound. I was part of Thy fire —

> When the morning stars sang together,
> And all the Sons of God shouted for joy. . .

I remember, because I was there . . ."

The literary quality of the style is usually on this high level, but the standard as one may well expect, is not always as perfectly matched with the idea. While the expression is usually completely lucid, there are occasions where the thought is nebulous or ambiguous:

"The moment for Job, as for each of us, is when the individual spirit within stands up and views the relations of one's existence, the tumbled muddle of antiquated views now blasted into a significant coherence by a more unified being in spirit, mind, and body." In this case a different metaphor might have been more effective.

"Man claims for life an indisputable priority over death because death craves escape from compulsion to tend the fires of creation, but life, to exist, must desire itself, it needs conflict, to absorb power." Improved punctuation would have brought the idea into clearer perspective.

It may seem presumptuous to criticize further, but many readers, we imagine, would have welcomed a more sympathetic treatment of Elihu's contribution to the debate. "The opinions [of Elihu]", says Lande, "differ only by a hair's breadth from what already has been said." Elihu's contribution to the argument would seem to imply that suffering is a discipline intended for the purifying and ennobling of character, a theory infinitely more in accordance with life's experiences, and the author's own beliefs, than the "penal" nature of pain suggested by the older friends of Job.

Not always does the author remember to give credit where credit is due, especially in his references and extracts from Mary Helen Chase's well-known book "The Bible and the Common Reader".

But these are only minor criticisms and should not detract from the moral and literary value of this very attractive treatise. The age-old yet ageless story of the trials of Job has appealed to many great thinkers and writers. . Few of them have discussed the meaning and the message of this Old Testament story with more sincerity and insight than has Lawrence Lande. This beautiful book is a work of art which may well be considered of rare literary value. The fortunate owner will no doubt be proud and grateful to possess a copy of *Sackcloth and Light*.

## BOOK REVIEWS

**The Canada Year Books for 1950** is particulary interesting because it includes information concerning the new province of Newfoundland. This is dealt with under such heads as area, constitutional development, fisheries, geography, health and vital statistics. Of particular interest to teachers is an account of the educational system at the time of the union. Though denominational, all schools follow the same curriculum and the certification of teachers is uniform.

The section on Education and Research covers 34 pages and deals not only with formal education but also with cultural activities related to education and scienfitic and industrial research. All of the pages should be of paramount interest to teachers. They give not only present facts, but indicate trends, e.g. that by 1960 the school enrolment may be 800,000 and that 18,200 teachers may be required for the 1952-1953 session. Published by the King's Printer, Ottawa, 1238 pages, $2.00. (Paper bound $1.00 to teachers).

A number of articles are available in offprint format. These include: External Relations of Canada (reprinted from *Canada*, 1948; Constitution and Government (reprinted from The Canada Year Book, 1948-49; and National Historic Parks and Sites (reprinted from The Canada Year Book, 1938, as revised in 1945).

**If You Were Born in Russia,** by Arthur Goodfriend, is an account of the life of a typical family in Russia. Its purpose is to give a true picture of what is going on behind the iron curtain. Life is started in a soviet maternity home, and continued in nursery school, Kindergarten and grade school. The books the pupils read tell the blessings of life in Russia and the problems in Arithmetic tell of war: "400 shots a minute from a machine gun". Geography lessons laud the revolution which "eliminated the power of the exploiting classes, established the dictatorship of the proletariat and prepared the road for radical changes". The history book makes sure that "the feeling of Soviet patriotism is saturated with ireconcilable hatred towards the enemies of Socialist society". In Grade VIII military training begins. Soviet heroes are described, but Lenin and Stalin are displayed prominently before the children constantly. Comparatively few reach High School and then only if their parents can pay for tuition or if they are bright enough to win scholarships. Others — both boys and girls — go to trade school. All work, but expectant mothers are relieved a few weeks before the children are born. Similarly the bright go to university. "Scholarship and patriotism — not social position — are what count". "The curriculum wastes little time on 'useless subjects' like Latin, Greek or liberal courses". At 19, the boys serve two years in the army. The illustrations are very numerous and apt.

This is a book that everyone should read and contrast one's life in a free country with that in Russia. Published by Farrar, Straus and Co. (Clarke, Irwin, Agents), 192 pages, $5.00.

**Curriculum Principles and Social Trends,** revised from the 1943 edition, by J. Minor Gwynn, discusses the evolution of the curriculum in elementary and secondary schools. It describes numerous curricular experiments and relates curricula to current social trends, integrating practice with theory. The genesis of the curriculum movement is explained as well as its objectives. Most of the common practices and school procedures are described as well as the changing aims and functions of secondary education. The book is well documented and illustrated. References are numerous at the end of each chapter. The author has treated almost every problem exhaustively, and in a very scholarly manner. There is on all hands "an awareness of the need for training pupils in practical thinking, keen analysis and the subordination of hysteria to common sense and unemotional consideration of the facts". Published by the Macmillan Company, 768 pages, $5.50.

**To You the Torch,** by Burwell and Clute, consists of forty-five units on Democracy, our freedoms, and good neighbourliness. The language and ideas used are those fitted to teen agers. Every unit has a practical setting, games being largely used to illustrate democracy, law, justice and freedom. At the end of each unit a series of questions is appended to stimulate thought and deepen knowledge.

A book of this type has long been needed in Canada. We have all talked too glibly about democracy and its freedoms without knowing what is involved and the responsibilities that should follow. It should be a great aid in citizenship training. The illustrations are apt. Published by the Macmillan Company, 299 pages, $1.75.

**Pioneers of the Modern World,** by E. H. Carter, is a series of twenty biographies, nineteen men and Marie Curie, whose lives have influenced the world of today Starting with Napoleon, who rose from corporal to Emperor, the lives are reviewed of Beethoven, Robert Stephenson, Michael Faraday, Garibaldi, Lincoln, Pasteur, Joseph Lister, Andrew Carnegie, Cecil Rhodes, Woodrow Wilson, Rabindranath Tagore, Lloyd George, Lenin, Marconi and F. D. Roosevelt. Less well known men are Robert Owen and Ronald Ross. The former tried to establish a cooperative or communist state in the United States but "failed to allow for the fact that most people prefer living independent lives to living in a place where everything is arranged for them".

Biographies written in this short but informative manner deserve consideration by teachers for they reveal the characteristics of men and women who are much talked of and should appeal to youth. Published by the Macmillan Company, 190 pages, $1.10.

**How to Help Your Child in School,** by Mary and Lawrence K. Frank, is a practical account of how a child grows, learns and makes his adjustments. The parents of six children, the authors have taken careful note of what occurs in nursery school, Kindergarten and grades I-VI. With great discernment they have commented upon the problems of both parents and children in almost every type of home. On practically every page there is advice to parents as to what to do in a particular situation. Don't tel la five year old who shows his painting that he should do something better, or that "what he has drawn for a ferry boat looks like an elephant". "The good sport, the good scholar needs praise just as much as the child who is obviously struggling to keep up with him". "The teacher may need to know more about your child's background". "Many parents do not recognize that the child is under strain until he shows learning problems in school". Scarcely anyone can fail to learn much from this book. Published by the Viking Press (Macmillan, agents), 368 pages, $3.95.

**Look After Yourself,** by George H. Pumphrey, is a hygiene book of unusual value. In small compass it describes the teeth and their ills, the eyes and their care, the ear and its diseases. Useful information is given on the contents of food, why fresh air is needed as well as exercise, rest and sleep. The treatment of accidents is also described. Published by the Macmillan Company, 48 pages, 20 cents, paper cover.

**Youth Faces Its Problems,** by N. L. Bossing and Robert R. Martin, is built upon the functioning of democracy rather than upon its structure. The "areas" into which the book is divided are: Home and Family Life, Government, Economic Relationships, Communication and Transportation, Health and Sanitation, Leisure, Crime and Delinquency, Education, Religion and Population. The authors seek to prove that "only a democratic form of government such as ours is dedicated solely to the people who live under it". They do this by discussing almost everything that is done in a democracy: family life, buying, selling, "keeping up with the Joneses", radio, telephone, telegraph, business of all descriptions, medical expenses, and amusements. The references and visual aids given at the end of each chapter will help the teacher. This is an excellent book for teaching citizenship. Published by Laidlaw Brothers (Clarke, Irwin, Agents), 672 pages, $3.60.

**These Rights and Freedoms** is a publication of the United Nations, Department of Information. Describing the record of achievement in the field of human rights and freedom during the first four years of the United Nations, the book outlines the programmes and goals for future efforts. It shows how the promotion and protection of human rights that formerly was a national responsibility has now become an international one. The full text of the declaration of human rights is included as well as the preliminary drafts, which make very interesting reading. Among the chapters is one on the prevention and punishment of genocide. Therein it is shown that the destruction of groups of human beings has become no longer merely a matter of the interest of the nation perpetrating the crime, but has assumed international proportions. Published by the Ryerson Press, 214 pages, $1.50.

**Showdown,** by T. Morris Longstreth, is another book by this author that boys will like, and rivals *Mounty in a Jeep* in human interest. Set in Prince Rupert, B.C. the story begins with an account of a basketball game and the tense rivalries for positions on the team. As Nicky Rowel is left off the team he becomes a stowaway on a plane which carries the others. This crashes in the wilderness. Because he is a naturalist he finds fish and meat where the others are impotent. Other incidents recounted are his adventures seeking photographs of golden eagles and their habits and the Prince Rupert team teaching Indians how to play basketball. Published by the Macmillan Company, 196 pages, $2.75.

**The Bells on Finland Street,** by Lyn Cook, is the story of a Finnish girl who lived in Sudbury, Ontario. Though the theme is that of a poor girl wanting a pair of skates, the life of school children in the centre of the nickel industry of Canada is described from its beginnings to its marvellous development of today when it produces nine tenths of the world's supply. Interwoven is a lesson in good citizenship and descriptions of life in Finland. Published by the Macmillan Company, 197 pages, $2.50.

**The Gay Color Books, I, II and III,** by Alice Williamson, are delightful supplementary readers for beginners. The colour illustrations add greatly to the attractiveness of the books. The Little Blue Jay, The Little Yellow Duck and The Little Orange Top each tells a story that will be useful for very young children as the common rules for beginners' reading are followed. Published by the Macmillan Company, 32 pages, 45 cents each.

**The Witch's Cat,** by Anthony Nye, is remarkable because it was written by the author when he was fourteen years old. The story, of course, is childish but it will probably interest many older children and give them a keener interest in animals. Published by the Macmillan Company, 170 pages, $1.75.

**Where the High Winds Blow,** by Bruce Campbell, is a highly interesting description of life and adventure among the Eskimos in the Arctic where the author spent two years in a Hudson Bay post. Readers of this book cannot fail to obtain a clear impression of the north and its inhabitants while at the same time appreciating the excellent qualities of the Eskimo. Published by the Book Society of Canada, cloth boards 90 cents, card covers 70 cents.

**By Map and Compass,** by C. A. Mustard, was prepared for Ontario schools in connection with the new courses in Social Studies and Geography in which the study and use of the large scale map and the magnetic compass are required. Starting with a diagram of a classroom and a plan of the school and its grounds, the book passes on to a map showing different types of roads. Map drawing of a simple countryside soon follows, then the map signs used for lakes, rapids, trees of various kinds and swamps. Contours follow. The use of the compass is clearly explained followed by the way to find bearing, distance and difference in elevation. How to use the compass to orient the map is described. Published by the Macmillan Company, 64 pages and accompanying maps, 65 cents.

**The Winslow Boy,** a play in two acts by Terence Rattigan, first produced in 1946, has been very successful both on the stage and in the film version. It is based on the Archer-Shee case involving a cadet expelled in 1908 from the Royal Naval College, whose innocence was eventually established in court. The neat construction, the clever use of suspense, the Edwardian elegance of the setting and the serious moral purpose are strongly reminiscent of Pinero or Henry Arthur Jones. **The Winslow Boy** is probably beyond the reach of high school actors but would be a fine play for a reading circle and possibly for intensive study. The present edition has a few pages of notes and questions, which may be of value to teachers. Published by The Book Society of Canada, 94 pages, 85 cents.

**Canada in the World Today,** by Rogers, Adams, Brown, Simonson, Leckie and Robertson, assembles in a single volume material that would usually have to be sought in several reference texts. Separate parts deal with the history of Great Britain, France, Canada and the United States, and there is a final section on Citizenship in Canada. The history of Canada loses most of its meaning when severed from its European and North American background, and Grade IX pupils, for whom **Canada in the World Today** seems to be intended, would be helped to place the story of their own country in its true perspective by reading a book like this as a supplement to the authorized text. The section on the United States should be particularly helpful, but the material on Great Britain is hardly up to the standard of the rest of the book. Published by Clarke, Irwin and Company, 368 pages, $2.00.

**Before Winky, Tots and Toys** and **Winky,** by Myrtle Banks Quinlan are three books in the Quinlan Readers series. Beautifully illustrated they are bound to be attractive to children. Every new word appears at the foot of the page. The stories are interesting and move on speedily. The answers to the questions are within the range of children of five and six years of age. **Before Winky** is a first pre-primer, **Tots and Toys** a second pre-primer, and **Winky** a basal pre-primer. Published by Allyn and Bacon, 48, 48 and 62 pages respectively, $0.40 each.

**Happy Days** and **Day by Day,** by Myrtle Banks Quinlan, follow the above series. The same characters and techniques are used. The questions naturally require more thinking as the reader grows older and more used to his books. **Happy Days** is for pupils in the transition period from pre-primer to primer and contains only 62 new words. No word appears less than ten times. Every new word is repeated on the page on which it is introduced or on the next. **Happy Days** is a readiness primer and **Day by Day** is a basal primer of the series. The contents refer to going to school, doing things there, playing, making things, hearing stories and singing. Published by Allyn and Bacon, 121 and 154 pages respectively, $1.28 each. The Teachers' Manual is free.

**Happy Times with Sounds,** by Lola Merle Thompson is a series of three phonics workbooks. The purpose is to make reading lessons satisfying and thus whet the appetite for further experiences. The author contends that phonics should not be started until the child knows fifty or a hundred sight words. The teaching processes are explained in an accompanying teachers' manual. The manual contains Mother Goose rhymes for each sound. Some are set to music. The illustrations in black and red are numerous. Published by Allyn and Bacon, 96, 64 and 64 pages respectively, $0.80 each.

**Modern Dance Techniques and Teaching,** by Gertrude Shurr, is a descriptive analysis and a photographic portrayal of dance warm-ups, dance exercises and dance techniques. The photographs were taken by Rachael Dunaven Yocom and show every part of the movement, there being as many as twelve pictures to illustrate some of the sequences. As well as being useful to a good dancing teacher, the technique can be used by students who wish to dance professionally. Good bodily mechanics are apparent in the persons portrayed, both men and women. The book may be used at any educational level provided that the exercises and techniques are simplified or are extended for intermediate or advanced teaching. Printed by the Copp Clark Company, 191 pages, $5.25.

**The Black Opal,** by Dorothy Maywood Bird, is a modern story about modern girls. The story is one of campus life in southern Michigan. Everything happens as in other colleges, registration takes place, new friends are found, the football match is exciting. There are the Sadie Hawkins dance, physical exercises and blind dates. A mystery thread runs throughout. Published by the Macmillan Company, 202 pages, $3.25.

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COMMERCIAL: **Mr. Orrin B. Rexford,** Mr. James T. Allan, Mr. Leonard W. Blane, Mr. Robert M. Calder, Mr. Arthur S. Cockhill, Mr. William M. Firth, Mr. James H. Greig, Mr. Arthur S. H. Hankinson, Mr. Lloyd G. Hopper, Mr. A. W. Magee, Mr. Roderick C. Saunders, Miss M. Erma Nelson, Mrs. Corinne H. Brennan, Miss Laurette A. Campbell, Miss Laura S. Davis, Miss Beatrice H. Drew, Miss Frances M. Dumaresq, Miss Phyllis L. Eastman, Miss Kathleen I. M. Flack, Mrs. Molly Goldberg, Miss Eileen B. Hutchison, Miss Nora Irwin, Miss Barbara A. Lax, Miss Joan Marsters, Miss Elizabeth Massy-Bayly, Miss Rose L. Stillman, Miss Mariko Uyeda, Miss Alice S. Walker, Miss Frances G. Whiteley.

HIGH SCHOOL OF MONTREAL: **Mr. Leonard Unsworth,** Mr. William E. Baker, Mr. Stanley Balaban, Mr. Cluny P. Batt, Mr. John R. Byers, Mr. Richard F. Callan, Mr. J. Bryce Cameron, Mr. James D. Campbell, Mr. Louis-Ubald Carbonneau, Mr. John H. Ciley, Mr. George K. L. Doak, Mr. James G. Eaton, Mr. Norman Ellis, Mr. Gavin Thomas P. Graham, Mr. Isaac F. Griffiths, Mr. Lorne D. Hamilton, Mr. Brenton M. Holmes, Mr. Lee D. Hutton, Mr. Jack E. Irwin, Mr. Thomas McLean Kerr, Mr. Gilbert H. King, Mr. Norman J. Kneeland, Dr. Harry D. Lead, Mr. Gordon M. LeClaire, Mr. John R. LeRoy, Mr. Lyle C. Lighthall, Mr. Stanley, G. Lumsden, Mr. Douglas MacKenzie Lunan, Mr. Allen A. McGarry, Mr. Alfred McKergow, Mr. Hilton D. McKnight, Mr. William P. Melnyk, Mr. Gordon A. Potter, Mr. Norman E. Pycock, Mr. Robert L. Reeves, Mr. Robert F. Rivard, Mr. Richard D. Shaw-Wood, Mr. George L. Thomson, Mr. Louis Tomaschuk, Mr. William Trenholm, Miss Grace A. Fletcher, Miss Hazel McMillan, Miss Ann M. Munn, Mr. Norman A. Campbell, Mr. T. Grant McGregor, Mr. Alfred McCurdy, Mr. Robert J. Mullins, Mr. James F. Briegal, Mr. Lewis V. Elvin, Mr. James C. Scott, Mr. Ribton C. Jonas, Mr. Peter M. McFarlane, Mr. Fred S. Urquhart.

HIGH SCHOOL FOR GIRLS: **Miss J. Grace Gardner,** Miss E. Doris Bain, Miss M. Edith Baker, Miss L. Hope Barrington, Mrs. Doris E. Boothroyd, Miss Florence G. Clarke, Miss Mildred M. Couper, Mrs. Elizabeth Crone, Miss F. Margaret Dick, Miss Violet L. Duguid, Miss Charlotte L. Forster, Miss Gladys M. Fraser, Miss Margaret I. Garlick, Miss Iris M. Hamilton, Miss Kathleen E. Johnson, Miss Muriel A. Keating, Miss F. Elizabeth Kemp, Miss Anna V. C. Kerr, Miss Muriel E. Kerr, Miss Kathleen W. Lane, Miss Edith G. Lynch, Miss B. Jean MacDonald, Miss Mona G. MacLean, Miss Elizabeth F. MacLeod, Miss Irene S. J. Martin, Mrs. Marion A. Mayhew, Miss Sheila E. E. McFarlane, Miss F. Irene McLure, Miss Alice E. Miller, Miss Mona Morley, Miss Phyllis J. Mott, Miss Edith Petrie, Miss Vera Porritt, Miss Madelyn D. Robinson, Miss E. Christine Rorke, Miss Dorothy J. Ross, Miss Thelma M. Rough, Miss Ruby E. J. Smith, Mr. James B. Speirs, Miss Winnifred Thompson, Miss M. Phyllis Vallotton, Miss Frances E. Watson, Miss Dorothy R. Mathewson.

STRATHEARN: **Mr. Charles B. Ogden,** Miss Lorna W. Allen, Miss Katharine E. Bradwell, Mrs. Helen Demuth, Miss Barbara J. Dougherty, Miss Dorothy Goldstein, Miss Frances B. Greer, Miss Barbara N. Knowles, Miss Sylvia Lifitz, Mrs. Zelda J. Litovsky, Miss Elsie M. Macfarlane, Mrs. A. Isabel Makin, Miss Marguerite A. Martin, Miss Bertha J. Merovitz, Miss Bertha H. McPhail, Miss Marjorie Pick, Miss Fanny Ratner, Miss Dorothy E. Somers, Miss Marjorie S. Streit, Mrs. D. Lillian Weldon, Miss L. Jean E. Wighton, Miss Eileen J. McKyes, Miss Eileen M. Phelan, Miss Mabel Biltcliffe, Mrs. Helena A. Britt, Miss M. Doreen Field, Miss Lily R. Gallant, Miss Margaret M. McOuat, Miss Dorothy M. Mowat, Miss Evelyn M. W. Swingland.

WILLIAM DAWSON: **Mr. Thomas M. Dick,** Mr. Ronald W. L. Hagerman, Mr. Angelo E. Bartolini, Mr. C. Howard Bradford, Mr. Scott A. W. Brown, Mr. H. Malcolm Doak, Mr. George H. Elsey, Mr. Gordon W. Fraser, Mr. Walter L. MacDonald, Mr. Colin N. Mackie, Mr. George Marcus, Mr. Albert B. Mason, Mr. Neil McDermid, Mr. Hugh M. Patton, Mr. George E. W. Shearman, Mr. Thomas Stewart, Mr. Harold R. Syrett, Mr. John H. Taylor, Miss Mabel R. Brash, Miss Alice S. Bruce, Miss Rita V. DePierro, Miss G. Olive Dupre, Miss Annie M. Findlay, Miss Mary H. Ford, Miss Mary Fuller, Miss Gladys E. Hambleton, Miss Sydney R. Hamilton, Miss Elizabeth L. Harrison, Miss Menna Hughes, Miss Corinne E. Lamert, Miss J. Lucille Lefebvre, Miss Elizabeth F. MacLeod, Miss Margaret B. Perowne, Miss M. Gladys Smirle, Miss M. Grace Smith, Miss Ann C. Stewart, Mrs. Lorna M. Stewart, Miss Rosalene Zahalan.

WEST HILL: **Mr. Gordon H. Heslam,** Mr. Alan Aitken, Mr. Alfred D. G. Arthurs, Mr. John McL. Black, Mr. Ernest C. Carter, Mr. A. Roy Chesley, Mr. Earl E. C. H. Corey, Mr. Gordon L. Drysdale, Mr. Herman A. Ebers, Mr. Robert D. Ewing, Mr. Henry G. Ferrabee, Mr. Harold R. W. Goodwin, Mr. A. Norman Harris, Mr. Jack W. Jardine, Mr. Harry D. Morrison, Mr. John N. Parker, Mr. Keith S. Pitcairn, Mr. C. A. Irving Racey, Mr. George F. Savage, Mr. James F. Shupe, Mr. Edward Storr, Mr. H. Irwin Stutt, Mr. Lennox W. Beauprie, Mr. Richard B. Oulton, Mr. William O. Searle, Mr. James Archie Etienne, Mr. Edgar R. Boyd, Mr. J. Tozer, Mr. Earle Thomas, Mr. Thomas Herbert C. Christmas, Miss Evelyn M. Berman, Mrs. Florence M. Campbell, Miss Jessie M. Clarke, Miss Amy M. Collie, Miss Irene M. Dunn, Mrs. G. Eileen Eastman, Miss Annie I. Fraser, Miss Muriel J. Graham, Miss Phyllis E. Harris, Miss Margaret R. Macnaughton, Miss Muriel E. Martin, Mrs. C. Grace E. McCullagh, Miss Joyce E. McLelland, Miss Christina M. Morton, Miss Annie D. Moss, Miss M. H. Joy Oswald, Mrs. B. Mary Petrie, Miss Evelyn C. E. Wilson, Miss E. Hilda Bell, Miss Mary E. Dumbell, Miss Olive A. Parker, Miss E. Bertha Baker, Miss Norma A. Osler, Miss Edith M. Winter.

LACHINE: **Mr. Kiel H. Oxley,** Miss Margaret M. Armstrong, Miss Doris E. Boyd, Miss Jean Boyd, Miss Elizabeth Bunting, Miss Grace Campbell, Miss Mary B. Craze, Miss Ethel M. Grimsgaard, Miss E. Mabel Hetherington, Miss A. Kathleen Keith, Miss Helena D. Keith, Miss Marion A. Keith, Miss Martha Laurin, Miss Margaret Macdonald, Miss Patricia MacGregor, Miss Georgena P. MacLean, Miss Joy Muir, Miss Alma Murchie, Mrs. Jennie L. McRae, Mrs. Alice McWilliam, Miss Kathleen Willett, Mr. Victor S. Carr, Mr. Edgar Davidson, Mr. C. Newton James, Mr. Edward W. Johnston, Mr. D. Kneen, Mr. A. Leslie Macumber, Mr. Frederick McLearon, Mr. Stanley S. Nason, Mr. Eric W. Robinson, Mr. Ernest R. Spiller, Mr. Allan D. Talbot, Mr. Donald Wallace, Mr. Glenn Wood.

MONTREAL WEST: **Mr. Otto G. Parsons,** Mr. Basil C. White, Mrs. R. Joy Murray, Mr. W. Donald Y. Doyle, Mr. Victor L. Doleman, Miss B. Tate, Mr. Dugald R. Sarty, Miss Grace E. Henry, Mr. Henry J. Miles, Mrs. Frances Gulliksen, Mr. Arthur E. Lariviere, Mr. Allan A. R. Ramsay, Miss Margaret C. Craze, Miss W. K. McGuire, Mr. W. A. Wilkinson, Miss Grace Hawthorne, Mrs. Mary C. M. Hendry, Mr. H. Gordon Makin, Miss Mary E. Rodger, Miss B. J. Ross, Miss Erma H. Vibert, Miss Eleanor M. Young, Mrs. Mina Snyder, Miss Eleanor K. Burgess, Miss Barbara M. Reeves, Miss Dora Almond, Mrs. Winona Driscoll, Mr. Bernard N. Shaw, Dr. Edward

C. Powell, Miss Isobel McEwen, Miss Beryl E. Field, Mr. Roy E. Norman, Mr. John G. Ringwood, Miss Geneva A. Jackson, Mr. Donald R. Stevenson.

MOUNT ROYAL: **Mr. George Brown,** Mr. Richard G. Anderson, Mr. Clifford C. Awcock, Mrs. Phyllis Bennett, Miss Helen Brown, Miss Mary F. Cameron, Mrs. Aldeth Clark, Mr. Donald F. Cochrane, Mr. H. Ernest Dinsdale, Miss Irene U. Dombroski, Mr. Eric Essex, Mr. Wm. Harry Findlay, Mr. Wm. Fish, Mr. Carl L. Gagnon, Mrs. Luella J. Grass, Miss Jean Gwynne, Miss Beulah F. Halcro, Mr. Thomas Neil Hardie, Miss Claire E. Harrison, Dr. Christopher M. Hawkins, Miss Alice R. Horobin, Mr. John A. Howden, Mr. Charles G. Hewson, Mr. Donald J. M. Hughes, Dr. Harrison S. Jones, Mr. Gerald F. H. Hunter, Miss Frances Lapenna, Mr. James C. Logan, Mr. F. W. MacRae, Mrs. T. B. Marwick, Miss N. E. McCarthy, Mr. W. J. Morley, Miss Beryl Munro, Miss E. M. Palmer, Miss Mary S. Patterson, Mrs. Ann Peterson, Miss Muriel Prew, Mr. Hugh J. Purdie, Mr. A. R. Scammell, Miss M. B. Sellars, Mr. J. N. B. Shaw, Mr. J. J. Sims, Mr. L. D. Smith, Mr. G. H. Taylor, Miss A. O. Theobald, Mrs. H. Vair, Miss Edith Walbridge, Miss Doris Welham, Mrs. Nancy Winder, Mrs. Phyllis V. Wright.

STRATHCONA ACADEMY: **Miss M. Cameron Hay,** Mrs. A. A. Aitken, Mr. H. W. Biard, Mr. Reg. H. Bott, Miss Régina Boucher, Miss Julia E. Bradshaw, Mr. H. C. Brennan, Mr. F. W. Cook, Mr. W. I. Cook, Mrs. T. C. Cooper, Miss B. L. Cowper, Miss G. A. Cullen, Mr. E. W. V. Deathe, Mr. R. J. Eaton, Miss E. I. Finlayson, Mr. M. D. Gile, Miss G. E. Hibbard, Miss Jeanette Ippersiel, Mr. G. C. Johnston, Miss E. I. Jones, Mr. H. W. Jordan, Mr. William Lindsay, Mrs. William Lindsay, Mrs. G. E. Lough, Mrs. C. W. McCuaig, Mr. G. L. McCutcheon, Miss Barbara McPherson, Miss E. L. Osgood, Miss Helen Poole, Miss D. M. Roberts, Mr. M. A. Ross, Mr. A. R. M. Roy, Mr. W. F. Russell, Mr. G. R. Ryder, Miss Audrey E. Speirs, Mr. W. G. S. Stafford, Miss Edith M. Swanson, Miss Margaret K. Swanson, Miss Almeda E. Thompson, Mr. C. J. Udell, Miss Frances M. Wallace.

VERDUN: **Dr. H. E. Grant,** Miss J. Sheperd, Miss M. R. Dodds, Mrs. A. Cleeves, Mrs. N. Franklin, Miss F. Cole, Miss M. R. Phillips, Mr. A. H. Jones, Mr. R. Mercer, Mr. J. Fransham, Mr. A. B. Williams, Miss D. Dugan, Mr. R. C. Oulton, Miss A. M. Hamilton, Mr. G. S. Tomkins, Miss E. M. Coveyduc, Mr. A. M. Smith, Mr. L. Bennett, Mr. A. Holloway, Miss H. B. Ferguson, Miss J. Hayward, Mr. M. Craig, Miss J. N. M. Snyder, Mr. G. O. Lee, Mr. G. G. Hall, Mr. P. M. Mulock, Miss A. O. Jackson, Mr. T. Jones, Mr. F. Owen, Miss A. McPhail, Mrs. I. St. Pierre, Mr. A. P. Watson, Mr. A. G. Donaldson, Miss A. E. McMonagle, Miss G. P. Pinneo, Mr. D. G. Cumming, Mr. K. R. Cunningham, Mr. E. V. Elvin, Miss M. Watt, Miss G. Markwell, Mr. D. W. Buchanan, Miss M. Laird, Mrs. L. Dunbar, Miss M. Mitchell, Mr. W. Osterman, Mr. L. Blane, Mr. O. E. White, Mr. W. McCurdy, Mr. A. N. Harris, Mr. A. C. Ironside, Mrs. M. Judah, Mr. H. E. Wright.

WESTMOUNT SENIOR: **Mr. Roland O. Bartlett,** Miss Gladys M. Banfill, Miss Meredith H. Dyke, Miss Ruby Hopkins, Miss Dorothy E. King, Miss M. Joan MacMillan, Miss Agnes Bates Ross, Miss Ruth Sherman, Mr. Arthur J. Buckmaster, Mr. Lewis H. Davies, Mr. Peter H. Dyck, Mr. Wm. S. Horsnall, Mr. J. Douglas Lawley, Mr. David E. MacLean, Mr. Kenneth, L. MacTavish, Mr. Donald W. McRae, Mr. Gifford J. Mitchell, Mr. James H. Patrick, Mr. Robert A. Peck, Mr. Burton S. Schaffelburg, Mr. Donald M. Smith, Mr. Edgar W. Smith, Mr. John K. Snyder, Mr. Bazil M. Stark, Mr. Parker L. Wearing.

WESTMOUNT JUNIOR: **Mr. Charles H. Savage,** Mr. Howard W. Atwood, Mr. Angus M. Bernard, Mr. John M. Bovyer, Mr. Morley F. Calvert, Mr. Daniel M. Chodat, Mr. Robert P. Chodat, Mr. Walter E. Coombes, Mr. Cedric S. Douglas, Mr. Francis N. Fleming, Mr. A. Gerald Fraser, Mr. Richard T. Germaney, Mr. Kenneth Hill, Mr. Ernest A. Hutchison, Mr. Kenneth H. Murray, Mr. Morley J. Oke, Mr. J. Gordon Pollock, Mr. Winslow M. Shufelt, Mr. L. Reginald Steeves, Mr. Hugh D. Stratton, Mr. Howard Stutt, Mr. Donald T. Trenholm, Mr. Malcolm A. Turner, Mrs. Louella M. Baird, Miss Hazel Bryan, Miss Sheila C. Cairns, Miss M. Joyce Chapman, Miss Lois M. Cochrane, Miss Lydia Davison, Miss Ethel L. Eger-

ton, Miss Vera M. Jamieson, Miss Lilian M. Lancey, Miss T. Doris Lawlor, Miss Catherine S. MacKenzie, Mrs. Annie R. McKay, Mrs. Dazie Rouleau, Miss Luba Sluzar, Miss Rachel G. Smart, Miss Dolena A. Smith, Miss Donalda D. Smith, Miss Ruth E. Smith, Miss Vivian Turnau, Miss Elizabeth S. Wales, Miss Yvonne A. Wilson, Miss Helen W. Wright.

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## INTERMEDIATE SCHOOL DIRECTORY 1950-1951

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| ARUNDEL: | **Mr. Melvin Graham,** Miss Nancy J. Douglas, Miss Heather Douglas, Miss Jocelyn Eaton, Mrs. Miriam Cooke, Mrs. Irene B. Craig, Miss Jean McMahon. |
| BAIE COMEAU: | **Mr. K. L. Nish,** Miss J. W. Smith, Miss A. E. Ferguson, Miss A. C. Fuller, Miss T. J. Gilbert, Miss B. L. Mitson, Mrs. L. Kerr. |
| BEAUHARNOIS: | **Mr. Langdon V. Fuller,** Mrs. Viola E. Shepherd, Mrs. Amy Page, Miss Lois M. Elliot. |
| BEEBE: | **Mrs. Frances E. Smith,** Miss R. Annabel Hawthorne, Mr. William French, Miss Shirley J. Wallace, Mrs. Olive W. Blampin, Mrs. Doris G. Holmes, Miss Laura M. Gill, Mrs. Lura S. Rickard. |
| BELLE ANSE: | **Miss Hazel Margaret Griffith,** Miss Doris Blanche Nelson, Miss Mildred Grace Harbour, Miss Doreen Sarah Munro. |
| BISHOPTON: | **Mrs. Flora H. McIntyre,** Mrs. Verlie C. Gilbert, Mrs. Lillian P. Olson. |
| BLACK CAPE: | **Miss C. Evelyne Dimock,** Miss Bertha M. Campbell, Miss Mary E. Gilker. |
| BROWNSBURG: | **Mr. G. King Amos,** Mrs. Marion Connelly, Mrs. Ruby Kennedy, Miss Janet Montgomery, Miss Eleanor Rick, Mrs. Lulu Dixon, Miss Dorothy Phillips, Mr. Henry Raap, Miss Thelma Parker, Mr. Phillip Grant. |
| CAMPELL'S BAY: | **Mr. J. Allen Young,** Miss Muriel H. Smith, Mrs. Pearl B. Smith, Mrs. R. Ferris. |
| CLARENCEVILLE: | **Mrs. Doris Holzgang,** Miss E. Lulu Brundage, Mrs. M. Hadgman, Mrs. Jane C. Brown. |
| DOLBEAU: | **Mr. John Norman Fortier,** Mrs. Katheryn L. Gallup, Miss Verna Hall. |
| DUNDEE: | **Mr. William James Miller,** Mrs. Mary S. Gardiner, Mrs. Ruth A. Fraser. |
| ESCUMINAC: | **Mrs. Kathleen E. Morris,** Mrs. Myrtle C. Kerr, Miss Eleanor MacWhirter, Miss Anita Nichol. |
| FARNHAM: | **Mrs. Martina A. Hill,** Miss Shirley Jean Brown, Miss Adelaide Nina Hall, Miss Louise Gladys Hall. |
| FITCH BAY: | **Mr. John G. McGibbon,** Miss Ethel May Wilson, Miss Iris R. Perkins, Mrs. Bernice C. Crawford. |
| FRANKLIN: | **Mrs. Mary Elliott,** Mrs. Muriel Frier, Mrs. Ethel McCracken, Mrs. Edna Erskine. |
| GASPE BAY NORTH: | **Mrs. Marion Coffin,** Miss Sarah Gilker, Miss Greta Ramier. |
| GASPE BAY SOUTH: | **Mrs. B. E. Coffin,** Mrs. Wilbert C. Eden, Mrs. Richard D. Miller, Mrs. James Jones, Miss Joan Stewart. |
| GASPE VILLAGE: | **Mrs. Marion G. Niven,** Mrs. Maynard Miller, Mrs. Howard Le Touzel. |
| GATINEAU: | **Mr. Walton L. Snell,** Miss Irene Abraham, Miss Isabel MacCallum, Miss Edith MacCallum, Mrs. Gladys Cameron, Miss Marjorie McConnell. |
| GEORGEVILLE: | **Miss Mary W. Ashton,** Mrs. Margaret Bailey, Mr. William Edward Faulkner. |
| GRAND CASCAPEDIA: | **Mr. Philip Doddridge,** Mrs. Percy Barter, Mrs. Frank McColm. |
| GRENVILLE: | **Mr. A. J. McGerrigle,** Miss Elaine Meredith, Mrs. Robina E. Dumouchel, Miss Eileen Hoare, Miss Madeleine Swail, Mr. Harry H. MacKrith, Mrs. Myrtle C. Andrews, Mrs. M. Murphy. |
| HATLEY: | **Mrs. Muriel E. McClary,** Mrs. Mildred Miller, Miss Phyllis Suitor. |
| HEMMINGFORD: | **Mr. Alden J. Scott,** Mrs. Margaret E. Lindsay, Mrs. Doris I. Cookman, Mrs. Florence E. Barr, Mrs. Ruby H. Sample, Mrs. M. Hauver. |
| HOPETOWN: | **Mrs. Phyllis D. C. Ross,** Mrs. Eileen McRae, Miss Gloria Scott. |

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| HULL: | **Mr. Norman A. Todd,** Mr. Rheal St. Pierre, Mrs. Olive McIntosh, Miss Ruth Wallingford, Miss Elsie Theobald, Mrs. Hazel Sally, Mrs. Marguerite Hamilton, Miss Annie Cooke, Miss Arminta McDowell, Miss Eileen Wetmore, Mrs. Beatrice Rowe. |
| INVERNESS: | **Mr. N. L. Currier,** Miss S. E. Mackenzie, Miss L. C. Haskett. |
| KILMAR: | **Mrs. Hazel M. Swail,** Miss Lilly Syvaoja, Miss Mary Reid, Miss Mary Ann Jamer, Miss Elspeth Meldrum. |
| MANSONVILLE: | **Mrs. Carrie E. H. Spicer,** Miss Alice Jones, Mrs. E. Pauline Tibbitts, Miss Marion E. Atwell. |
| MATAPEDIA: | **Mr. Gordon Adams,** Mrs. Helena Fraser, Miss Vivian Mann, Mrs. Lorena Fraser. |
| McMASTERVILLE: | **Mr. George Palmer Miles,** Miss Laura A. Woodley, Miss Joselyn Anne Wickenden, Miss Elspeth Marion Ballantyne. |
| MORIN HEIGHTS: | **Mr. Marven L. Blakely,** Miss Laura E. Pearson, Mrs. Violet Lynda Seale, Miss Florence M. Findlay, Mrs. Enid C. Bell. |
| NAMUR: | **Miss Edith Hastings,** Miss Betty Welburn, Miss Joan Thompson, Mr. Barclay McMillan, Mrs. Winnifred Mitchell. |
| NEW RICHMOND: | **Mr. A. K. Campbell,** Mr. Orville R. McColm, Miss Eileen Powell, Mrs. D. Montgomery, Mrs. Winnifred Sinclair. |
| POINTE CLAIRE: | **Mr. I. M. Stockwell,** Mr. J. B. Baugh, Miss Dorothy M. Brayne, Mrs. Ruth Curran, Miss Sarah P. Edey, Mrs. Julia Evans, Miss Anne H. Gilker, Mrs. Ethel Hay, Mrs. Catherine Houseman, Mr. J. Victor Lawson, Miss S. I. Lenfesty, Miss Heather Mathewson, Mrs. Grace Mathewson, Mrs. V. G. Minshall, Miss E. Elizabeth Moore, Miss Grace H. McOuat, Mrs. Thelma Perras, Miss Jean A. Straight. |
| RAWDON: | **Mr. Percy F. Ferguson,** Mrs. P. F. Ferguson, Miss Geraldine Cockburn, Mrs. C. L. Grant, Mrs. Lillian Parkinson. |
| ROUYN: | **Mrs. Mina B. Duncan,** Mr. Ashford G. Kenney, Miss Edythe H. Aiken, Mrs. Mary Semeniuk, Mrs. Neta J. Heatherington, Miss Ada M. Kerr, Miss Florence M. Duffy. |
| STE AGATHE DES MONTS: | **Mr. J. H. Jacobsen,** Miss G. Mae Doherty, Miss Joan R. Blois, Mr. J. Calvin Beckwith, Miss Patricia A. Thompson, Mr. Allan K. Sutherland, Miss Liette Deleuze. |
| ST. JOHN'S: | **Mr. Arthur Williams,** Mrs. Wanita Upton, Mrs. Sylvia Cameron, Mrs. Kathleen Elvidge, Miss Elizabeth Cooke. |
| SOUTH DURHAM: | **Mr. Raymond A. Montague,** Mrs. Elsie Montgomery, Miss Gladys DuRocher. |
| STANBRIDGE EAST: | **Mrs. Edith M. Smith,** Mrs. Freda M. Pattenden, Mrs. Irene Phelps, Mrs. Maude M. Laycock. |
| VALCARTIER: | **Mr. Louis George Brooks,** Miss Jessica M. E. Ford, Mrs. Winnifred McCartney. |
| WAKEFIELD: | **Mr. G. Richard Keirstead,** Miss Cecilia J. Argue, Mrs. M. A. Shaver, Miss Dorothy E. Walsh, Miss Gloria E. Wade. |
| WATERVILLE: | **Mr. Cleland Ray Martin,** Mrs. D. Helen A. McElrea, Mrs. Miriam Annabel Turner, Mrs. Marjorie Elsie Blier, Mrs. Lillian Madeline McFaul. |
| WINDSOR: | **Mr. Ronald M. Bruce,** Miss Marion Christie, Miss Thelma R. Mills, Miss Anna M. Boisvert. |
| YORK: | **Mr. Lorne R. Hayes,** Mrs. Mabel C. Eagle, Mrs. Dorothy L. Patterson, Mrs. Fannie B. Miller. |

## SPECIAL:

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| BRISTOL: | **Miss Jean Neville,** Miss Mary Hanna, Mr. John C. Smith. |
| DIXVILLE: | **Mrs. Helene Parker,** Mrs. Mildred Bealois. |
| DONNACONA: | **Mr. Winston F. Prangley,** Miss Janis Elizabeth Bullard. |
| FRELIGHSBURG: | **Mrs. Bertha G. Fortin,** Mrs. Esther M. Wescott. |
| GLEN SUTTON: | **Mrs. Arline Bleser,** Mrs. May Crowell. |
| IRON HILL: | **Miss Elizabeth Fuller,** Mrs. Ona Sanborn, Miss Daisy A. Gibbs. |
| ISLAND BROOK: | **Mrs. Hazel K. Burns,** Mrs. Ruth R. Morrow. |
| JOLIETTE: | **Miss L. V. Ross,** Mrs. M. S. Copping. |
| KINNEAR'S MILLS: | **Mrs. Cora Mimnaugh,** Miss Blanche Mimnaugh. |
| LACOLLE: | **Mrs. Florence S. Rogers,** Mrs. Violet R. Hislop. |
| LAKE MEGANTIC: | **Mrs. Eleanor Mary MacDonald,** Miss Alberta Jean Reid. |
| METIS BEACH: | **Mrs. Katherine G. Gerrard,** Mrs. Helene Malboeuf. |
| ONSLOW: | **Mr. Kingsley J. Smyth,** Mrs. Elizabeth L. McOuat, Miss Vivian M. Hotton, Mrs. Violet M. Poole. |
| PHILIPSBURG: | **Miss Muriel M. Rexford,** Miss Clara J. Mountford. |
| ST. ROSE | **Mrs. M. J. Thorton,** Miss Isabel Miller. |

# MINUTES OF THE MAY MEETING OF THE PROTESTANT COMMITTEE

## Parliament Buildings, Quebec, May 4th, 1950.

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

PRESENT: Dr. G. G. D. Kilpatrick, in the Chair, Mr. Howard Murray, Mr. R. Eric Fisher, Dr. R. H. Sevenson, Mr. Leslie N. Buzzell, Dr. F. Cyril James, Mr. George Y. Deacon, Mr. Harry W. Jones, Dr. S. E. McDowell, Mrs. T. P. Ross, Dr. W. Q. Stobo, Hon. G. B. Foster, Mr. W. E. Dunton, Hon. C. D. French, Mr. John P. Rowat, Mr. John G. Rennie, Mrs. A. Stalker, Mr. T. M. Dick, Mrs. Rowell Thomson, Dr. J. S. Astbury, Professor D. C. Munroe, Mr. K. H. Oxley, and the Secretary. Dr. Sinclair Laird was present by invitation.

Apologies for absence were received from Mr. A. K. Cameron, Senator C. B. Howard, the Bishop of Montreal, and Dr. W. L. Shurtleff.

The minutes of the February meeting, having previously been circulated, were approved on the motion of Mr. Foster seconded by Mr. Dick,

The Report of the Director of Protestant Education contained the following information: (1) Inspector H. D. Wells died on March 5th. (2) Mrs. Donald McCabe has been appointed as Assistant Supervisor of English. (3) Two appointments as Helping Teachers are expected shortly to replace Miss Marguerite Brayne and Miss Elsie Salter. (4) The 1950 edition of the Education Act is on the press and should be available shortly. (5) The budget for 1950-1951 ensured that school boards may expect to receive approximately the same grants for maintenance from the Superior Education and Public School Funds this session as last. (6) Forty-three children were attacked by poliomyelitis at St. Augustine, of whom twenty-three were cured without paralysis or other bad after-effects, twenty developed paralytic or meningeal complications and two died. (7) Steinbergs Limited have donated bursaries of $50.00 each to needy students at Montreal West High School and Lachine High School in addition to those which they have given to other High Schools in the Montreal district.

A second lengthy Report was presented reviewing the changes that have taken place in the educational system during the past twenty years, together with reports from the Inspectors. After the report was received the following resolution was passed on the motion of Dr. James, seconded by Mr. Dick: The reception by the Protestant Committee of the Director's comprehensive report on the progress of Education in the Province during the past twenty years affords the Committee the opportunity to express its gratitude and admiration for Dr. Percival's leadership through these years. With courage and vision and patience he has maintained and advanced the cause of Protestant Education. For it he has laboured with a devotion which is beyond praise, counting no duty a burden, no labour a sacrifice if by any means he could serve it further. In him the teachers have found an understanding and loyal friend, the School Boards a wise counsellor and the Protestant Committee an Executive Officer whose profound knowledge of education is matched with an administrative skill which makes him an incomparable secretary.

For all he has done for education and all he has been to those who have laboured with him, the Protestant Committee is deeply grateful and desires Dr. Percival to accept the assurance of the honour in which he will always be held by the members.

A report was presented by the Director of the School for Teachers on the course of study in the School for Teachers in accordance with Regulation 141. On the motion of Mr. Murray seconded by Dr. James, the report was received.

On motion of Mr. George Y. Deacon, seconded by Dr. Stevenson, it was resolved that the constitution of the membership of the Papineau County Central School Board be altered to read as follows: One member for St. Edouard de Wakefield, diss., High Falls, Bowman & Denholm, diss., and Portland West; one member for St. Malachie, diss., Buckingham Canton, diss., Mulgrave & Derry, diss., and Thurso (Lochaber, diss. & St. Sixte, diss.); two members for the town of Buckingham; and one member for Montebello, diss., Ste. Angélique, diss., and Namur.

On the motion of Mr. Jones, seconded by Mr. Deacon, it was resolved that the necessary steps be taken to set up a Missisquoi County Central School Board if and when the necessary number of petitions have been received.

The Report of the Board of the Order of Scholastic Merit showed that the following candidates are to be presented the awards of the Board during the Convention of the Provincial Association of Protestant Teachers of Quebec on October 5th:

*First Degree*

Mrs. Bertha Gallichan, La Tabatière, Saguenay County.
Mrs. Mary Stalker Gibbs, Royal Arthur School, Montreal.
Miss Bessie Henry, Iona Avenue School, Montreal.
Miss A. M. Husband, Lorne School, Montreal.
Mrs. N. E. McCaig, Grande Fresnière.
Miss Edna Moule, Principal, William Trenholm School, Montreal West.
Miss Viola Noble, Richmond High School.
Miss Elizabeth Stephens, Otter Lake.

*Second Degree*

Miss Eva Brown, Supervising Assistant, Montreal.
Miss Evelyn Eaton, Superisor of French, Montreal.
Miss Gladys Fraser, High School for Girls, Montreal.
Mr. G. K. Gregg, Inspector, Department of Education.
Mr. G. F. Savage, Vice-Principal, West Hill High School, Montreal.

*Third Degree*

Mr. Leonard Unsworth, Rector, High School of Montreal.

The report was received on the motion of Mr. Fisher, seconded by Mr Dick.

The Sub-Committee appointed to consider the P.A.P.T. salary scale for teachers not under the control of the Montreal Protestant Central School Board reported as follows:

(a) The principles accepted on September 30th., 1949 and reported in the minutes of the Protestant Committee of that date were reiterated.

(b) The principles of a good salary scale, in order of importance, were agreed upon as follows:

(1) The professional qualities of teachers, that is, the grade of diploma that they hold.

(2) Merit, including a reasonable method of evaluation.

(3) Experience and length of service. This includes continuity of service with one school board.

(4) Responsibility, such as that of a school principal, in several categories.

(5) Sex and family responsibility. This involves length of time that the teacher may reasonably be expected to remain in the profession.

(6) The locality in which the service is rendered, i.e., account should be taken of zoning and living costs.

In elaboration of the second point named above, it was decided that school boards should be encouraged to recognize teachers who show exceptional merit by granting additional salary increases beyond those on the scale, and, conversely, school boards may withhold prescribed increases from teachers who, while not incompetent, are not rendering service that is considered to be fully satisfactory. It is understood that increases where prescribed are neither automatic nor inevitable.

It is suggested that school boards should interpret the word "merit" in the widest sense to include not only competence in teaching but the whole question of character and community service.

In elaboration of the fifth principle named above, and in keeping with the general principle established in social living whereby it is generally recognized that men have greater family bread winning responsibilities than women, the opinion of the sub-committee is that men should be paid on a higher salary scale than women. Cognizance, however, should be taken of the cases of women who have greater responsibilities than normal.

The Sub-Committee further suggested that the salary scale circulated by the P.A.P.T. may serve as a guide in determining the scale that boards may adopt in accordance with their ability to pay.

The Sub-Committee recommended:

(1) That the Protestant Committee make this information known to school boards and requests the Chairman of the Sub-Committee to attend the meeting of the Provincial Association of Protestant School Boards on May 12th and to make a clear statement there of the motives and ideals underlying this report;

(2) That having submitted this report and completed its duty, the Sub-Committee now be dissolved.

The report was adopted on the motion of Mr. Rennie, seconded by Dr. Astbury.

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

After discussing the request of the Quebec Federation of Home and School Associations that a trial supplementary examination centre be established in Sherbrooke and that if the results of the experiment are satisfactory other such centres be established where the need for them is shown, it considered the following alternatives:

(1) Holding supplementary examinations in August instead of September.

(2) Holding supplementary examinations in January instead of September.

(3) Continuing the supplementary examinations in September but restricting candidates to writing not more than two papers.

(4) Abolishing the September examinations.

The outcome was that the group recommended that the practice of holding supplementary examinations be discontinued after September, 1950 for the following reasons:

(1) The shortness of the time for preparation after publication of the results of the June examinations.

(2) The increasing numbers that are writing the supplementary examinations, it being apparent that some pupils take advantage of the possibility of writing in September.

(3) The supplementary examinations have, in the main, failed in their purpose of increasing the scholarship of pupils.

(4) The impossibility of opening centres in all High Schools and re-establishing the machinery of the June examinations.

Further consideration, however, in a subsequent meeting resulted in the re-opening of the question when the following decisions were reached:

(1) That the opinion of the group that studied the matter to discontinue the practice of holding supplementary examinations after September, 1950 should be revised and the Protestant Committee should be asked to decree that in future no pupil be allowed to sit for more than three papers in not more than two subjects of the High School or Senior High School Leaving examinations in September, the subjects being those named in the Handbook for Teachers.

(2) It is provided, however, that pupils writing supplementary examinations must have already passed in a sufficient number of papers to enable them with the completion of these supplementals, to receive a High School Leaving or a Senior High School Leaving certificate.

(3) This practice should be operative for a period of five years at the end of which time the question of the supplemental examinations should be reviewed by the Protestant Committee.

(4) The regulations should be altered to make provision for the above, the wording of the amendments to be left to the Chairman of the Legislative Sub-Committee and the Director of Protestant Education who should report them to the next meeting of the Protestant Committee as part of this report.

(5) That the number of supplementary examination centres be not increased at this time.

(6) The Principal of a high school may recommend to the Department of Education that a pupil who, for a good reason, has been unable to write the examinations in June be permitted to write more than three papers in September. The request shall then be transmitted to the High School Leaving Board which shall have the right to grant the request in exceptional cases.

(7) The above shall come into effect on and after January 1st, 1951.

The following recommendations were also made: (1) That the withdrawal of the authorization of "Study Arithmetics" should date from June, 1951. (2) That "Our Heritage" and "Life and Adventure" be added to the list of optional

textbooks for Grades VIII and IX for those schools under the Montreal Protestant Central School Board. (3) That "Gregg Functional Method, Part I" be replaced by "The Gregg Shorthand Manual Simplified" from September, 1950, and "Gregg Functional Method, Part II", by "Gregg Dictation Simplified" from September, 1951. (4) That "The Clarion Atlas" be continued for the session 1950-1951. (5) That "The World" by Stamp and Kimble in its latest edition be authorized at $2.50 per copy. (6) That the revised syllabus and laboratory requirements in Biology in Grade XII be adopted. (7) That the new syllabus in Biology in Grades X and XI be adopted. (8) That the authorization be withdrawn for the penmanship books now authorized for Grades I-VII. (9) That the booklet entitled "Fire Prevention Education" be made available as a teachers' manual. (10) That action be deferred upon the request for the authorization of "Mastering Our Environment", "Science and Life"; and "Science and Progress". (11) That the new edition of Hayes, Moon and Wayland's "World History" be authorized at $3.85 each and that the present edition be removed from the authorized list. (12) That the following be removed from the Course of Study beginning in September, 1951: (a) "Allons Gai" and (b) Drinkwater's "Oliver Cromwell". (13) That only pages 1-130 of "French Short Stories" be authorized from September, 1951.

The report also contained the following information:

(1) That a group from the Protestant Committee had met Dean D. L. Thomson and Dean Lyman Duff with Dr. A. N. Langford, requesting that the Grade XII course in Biology be accepted in partial fulfilment of the pre-medical requirements. The delegation was informed that the general policy of the Faculty of Medicine of McGill University is to accept courses of students taken outside of McGill which were acceptable to the faculties concerned. The Grade XII course in Biology has already been accepted by the Faculty of Arts and Science and is, therefore, approved in partial completion of the pre-medical requirements. This is particularly the case with those applicants for admission to the medical courses who have finished the full four years' course in Arts rather than the minimum of three years. It was pointed out, however, that difficulty may be experienced when they appear before the College of Physicians and Surgeons who may insist that those who register with it should have passed a university course in Biology. The delegation was assured, however, that there would be no discrimination at McGill against students in Grade XIII who have passed the course in Biology.

(2) The President of the Ladies' Auxiliary of the Canadian Brotherhood of Railway Employees and Other Transport Workers had written forwarding a resolution asking that all teachers be required to take a course in human relationships and that the course be included in all school curricula. In replying, the Secretary was asked to draw attention to the fact that considerable emphasis is now laid upon the teaching of this matter both in the schools and in the School for Teachers.

(3) The Montreal Women's Club has written objecting to the use of American textbooks in our schools and in particular to the Basic Readers entitled "Times and Places" and "People and Progress." The Secretary had replied stating that these books were authorized only for supplementary reading, that

so far as possible Canadian textbooks were used in the schools, but that texts published elsewhere were often found to be useful. His letter was endorsed.

(4) That a Social Studies Sub-Committee had been set up and that a reading programme for teachers of History was being prepared.

The report was adopted on the motion of Mr. Dick seconded by Mr. Oxley.

The following changes in the Regulations of the Protestant Committee were approved on the motion of Dr. James, seconded by Mr. Jones:

90 These examinations shall be held in the month of June each year in all high schools. All pupils of Grades XI and XII shall be permitted to write the examinations.

91 Supplementary examinations shall be held annually in the month of September in Montreal, but with the approval of the Director of Protestant Education they may be held at other centres also.

Candidates for supplementary examinations in September must previously have passed in a sufficient number of papers to enable them, with the supplementals they wish to write, to receive High School Leaving or Senior High School Leaving Certificates. They shall not be permitted to sit for more than three supplementary papers in two subjects.

However, exemptions from this limit on the number of papers may be made upon the application of the Principal concerned in the cases of candidates who have been prevented by illness, or other causes deemed by him sufficient, from writing the complete examination in June.

96 The examinations for the High School Leaving Certificate and the Senior High School Leaving Certificate, respectively, must be completed within a period of sixteen months.

97 All candidates writing for the High School Leaving and Senior High School Leaving Certificates in June for the first time shall do so without fee. They may also in the following June, without fee, write papers not previously attempted. Supplementary examinations must be paid for at the rate of two dollars per paper. All candidates must pay fees in September at the above rate except in the case of those pupils specifically exempted under the third paragraph of Regulation 91. The maximum fee in June is ten dollars.

Mr. W. E. Dunton was appointed as a member of the Education Sub-Committee.

For the information of the Committee a letter was read from the Provincial Secretary stating that the resolution adopted by the Committee on February 24th had been received too late for the Act 8 George VI, Chapter 15 to be changed during the current session of the Legislature owing to pressure of Legislative work, but that the greatest consideration would be accorded to it next year.

The report of the Sub-Committee on Sex Education contained a statement of the practice in other countries and in other parts of Canada. It also reported the results of a questionnaire that had been sent to the Provincial Association of Protestant School Boards, the Montreal Protestant Central School Board, the Provincial Association of Protestant Teachers of Quebec, the Quebec Federation of Home and School Associations, and the High School Principals' Association. On the motion of Dr. James, seconded by Mr. Murray, the following resolution was passed:

Since this committee recognizes that sex education, as a part of the education of the child in regard to a pattern of effective living, is primarily the responsibility of the parent, it also realizes that some responsibility in this matter rests upon the school.

It is therefore, resolved, that the special Sub-Committee, with the assistance of such additional members as it may add, be asked to study this problem further and to recommend to the Protestant Committee for consideration a detailed programme designed to enable the schools to discharge this responsibility.

A letter was read from Mr. Ruben Resin asking that the Protestant Committee support the application of the Quebec Federation of Home and School Associations for a charter. On the motion of Mr. Foster, seconded by Mr. Jones, this letter was referred to the Legislative Sub-Committee.

Order-in-Council Number 473 dated April 26th., 1950, was read to the Committee and a letter from the Superintendent of Education dated April 27th. concerning the Superintendent of Education. After discussion it was moved by Dr. James, seconded by Mr. Munroe and resolved:

That the Chairman be instructed to appoint a Special Committee, under his own chairmanship, to study carefully the implications of Order-in-Council Number 473 of April 26th., 1950, and those of the letter addressed to the Director of Protestant Education by the Superintendent of Education on April 27th., 1950, on the understanding that legal advice will be obtained if considered necessary and desirable by the Special Committee; and

Be it further resolved that this Special Committee ask for an explanation of the implications of the letter, particularly in so far as it affects the traditional autonomy of Protestant education in this Province, and that it be authorized at its discretion to seek an opportunity of discussing the whole problem with the Prime Minister; and

Be it further resolved that the Protestant Committee hold a special meeting on Friday, May 26th., for the purpose of receiving the report of the Special Committee and determining an appropriate course of action; and, pending the decision of such meeting,

Be it further resolved that the Director of Protestant Education be instructed not to lay before the Superintendent of education during the next thirty days any plans for the construction of new school buildings.

The sub-committee appointed was Dr. Kilpatrick, Chairman, Dr. James, Mr. French, Mr. Foster, and Mr. Dunton.

It was further resolved that the next regular meeting of the Protestant Committee should be held on Friday, September 22nd., in Montreal.

W. P. PERCIVAL,
Secretary,

G. G. D. KILPATRICK,
Chairman.

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It is beyond dispute that man not instructed through reason in philosophy and sound learning is a creature lower than a brute, seeing that there is no beast more wild or more harmful than a man who is driven hither and thither by ambition or desire, anger or envy, or lawless temper.

**Erasmus.**

# MINUTES OF THE SPECIAL MAY MEETING OF THE PROTESTANT COMMITTEE

## United Theological College, Montreal, May 26th, 1950.

On which day was held a special meeting of the Protestant Committee of of the Council of Education.

**Present:** Dr. G. G. D. Kilpatrick, in the Chair, Mr. Howard Murray, Senator C. B. Howard, Mr. R. Eric Fisher, Dr. C. L. Brown, Dr. F. Cyril James, Mr. George Y. Deacon, Mr. Harry W. Jones, Dr. S. E. McDowell, Mrs. T. P. Ross, Dr. W. Q. Stobo, Rt. Rev. John Dixon, Hon. C. D. French, Mr. John G. Rennie, Mrs. A. Stalker, Mr. T. M. Dick, Mrs. Roswell Thomson, Dr. J. S. Astbury, Professor D. C. Munroe, Mr. K. H. Oxley, and the Secretary. Dr. Sinclair Laird was present by invitation.

Apologies for absence were received from the Superintendent of Education, Mr. A. K. Cameron, Mr. L. N. Buzzell, Hon. G. B. Foster, Mr. John P. Rowat, and Dr. W. L. Shurtleff.

The minute of the meeting of May 4th calling the special meeting was read, as well as Order-in-Council No. 473, dated April 26th, 1950, and the letter of the Superintendent of Education dated April 27th, 1950.

For the special committee appointed to study the above documents the chairman read a lengthy statement of the history and developments in Protestant education and outlined a procedure which might be followed.

On the motion of Dr. James seconded by Mrs. Thomson it was resolved that the Committee immediately resolve itself into a committee of the whole with Dr. Kilpatrick, in the chair, that it concentrate its discussion on the practical proposals contained in the memorandum and that these be laid before the Prime Minister. Carried.

It was then moved by Dr. James seconded by Mr. Dick, that the Protestant Committee should set up a Finance Committee to include in its members the Chairman, the Protestant Representative in the Cabinet, and the Director of Protestant Education. This sub-committee shall be responsible for determining the annual Budget of the Department, grants which should be made to school boards for buildings and the operation of Protestant schools.

Mr. Rennie complimented the Special Committee on its proposals and said that, if they are accepted, Protestant education would be placed on a more responsible footing. Mr. French supported this view and said that, if laid before the Premier and the Provincial Secretary, the proposals were likely to be accepted.

When the motion was put it was carried unanimously.

On the motion of Mr. Murray, seconded by Mr. Jones, it was resolved that the Finance Committee acquaint the Committee with its proposals and that if necessary, a special meeting of the Protestant Committee be called for this purpose.

On the motion of Dr. James seconded by Mr. Rennie, it was resolved that, after acceptance by the Committee, the Budget be presented by the Director of Protestant Education to the Superintendent of Education for his information.

Dr. James proposed that the financial needs as determined by the Committee be laid before the Honourable the Provincial Secretary by the Chairman, the Protestant Representative in the Cabinet, and the Director of Protestant Education for presentation to the Cabinet. This was seconded by Mr. Oxley and carried.

On the motion of Mr. Rennie, seconded by Mr. Deacon, it was resolved that only the major items such as building grants and those required by law such as the Superior Education and Poor Municipalities grants, should be brought before the Finance Committee.

It was moved by Mr. French, seconded by Senator Howard, that information be sent to the members of the Legislature concerning building plans or grants affecting their constituency. Carried.

On the motion of Mr. Murray, seconded by Dr. James, it was resolved that the meeting of the whole be terminated and that the Chairman should report the decisions to the Committee.

On the motion of Dr. James, seconded by Mr. Rennie, it was resolved that the report of the Committee of the whole be received and adopted.

It was moved by Dr. James, seconded by Mr. Murray, that the delay in proceeding with work upon building plans decreed by the Committee at its meeting on May 4th be extended until the Chairman has sought and obtained an interview with the Premier and until the Finance Committee has met. Carried.

The Chairman then named the Finance Committee as follows: The Chairman of the Committee, the Director of Protestant Education, Mr. French, Mr. Foster, Mr. Dunton, Mr. Deacon, Mr. Dick, and Mr. Buzzell, with power to add.

On the motion of Mr. Murray, seconded by Senator Howard, it was resolved that the report of the special committee be referred to the Chairman and the Director of Protestant Education for revision before being published.

Mr. French informed the Committee that he had discussed with the Honourable the Provincial Treasurer the question of the amount of $265,000 which had been taken out of the Budget of the Protestant side of the Department of Education for 1950-1951, and that the Treasurer had promised that the amount named would be restored to the Department but would be paid from the Education Fund. The Director of Protestant Education thanked the Protestant representative in the Cabinet for the part he had played in securing the restoration of the Budget amount, and explained the circumstances which led to the request made to the Provincial Treasurer.

A telegram was read from Mr. R. A. Smith, Secretary-Treasurer of the Compton County Central School Board, containing a resolution from that Board asking that the Agnes-Megantic School Municipality be grouped with Lingwick and Scotstown municipalities in accordance with the Act 8 George VI, Chapter 15, Section 7. The request was approved on the motion of Mr. French, seconded by Mr. Jones.

On the motion of Mr. Dick, seconded by Mr. Deacon, it was resolved that the report entitled, "Twenty Years, 1930-1950" be printed and circulated to school boards, school libraries, and other interested officials and persons.

There being no further business the meeting then adjourned on the motion of Mr. Fisher.

W. P. PERCIVAL, Secretary. G. G. D. KILPATRICK, Chairman.

## MINUTES OF THE SPECIAL SEPTEMBER MEETING OF THE PROTESTANT COMMITTEE

### United Theological College, Montreal, P.Q. September 5, 1950.

On which day was held a special meeting of the Protestant Committee.

**Present:** Dr. G. G. D. Kilpatrick, in the Chair, Mr. Howard Murray, Mr. A. K. Cameron, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Dr. C. L. Brown, Mr. Leslie N. Buzzell, Mr. George Y. Deacon, Mr. Harry W. Jones, Mrs. T. P. Ross, Dr. W. Q. Stobo, Hon. G. B. Foster, Hon. C. D. French, Mr. John P. Rowat, Mr. John G. Rennie, Dr. W. L. Shurtleff, Mrs. A. Stalker, Dr. J. Astbury, Professor D. C. Munroe, and the Secretary. Dr. Sinclair Laird was present by invitation.

Apologies for absence were received from Dr. F. Cyril James, Mr. W. E. Dunton, Mr. T. M. Dick, Mrs. Roswell Thomson, and Mr. K. H. Oxley.

The minutes of the special meeting held on May 26th were confirmed on the motion of Mr. Cameron.

The Chairman congratulated Dr. Stevenson on the completion of fifty years of service as a medical practitioner in Danville.

On the motion of Mr. Murray, it was resolved that the proceedings be held "in camera".

After a full discussion of the issues raised by Order-in-Council number 473 dated April 26th, 1950, the Chairman asked for authority to constitute a Sub-Committee whereupon the following were named: Hon. C. D. French, Mr. John Rennie, Mr. W. E. Dunton, Mr. Leslie Buzzell, and the Chairman, ex-officio.

A letter was read from the President of the Protestant Foster Home Centre asking for help in providing education for children placed in homes outside of the city of Montreal. On the motion of Mr. Buzzell, seconded by Mr. Cameron, it was resolved that the letter be submitted to the Legislative Sub-Committee with instructions to draft a change in the Education Act that would compel School Boards to educate the children of residents and not merely those domiciled in a school municipality as stated in section 69 of the Education Act.

A motion by Mr. Rowat, seconded by Mrs. Stalker, that telegrams be sent to the twenty-nine school boards affected, asking them to admit the foster children concerned into school until the necessary alterations in the Education Act could be effected, was lost.

The date of the next regular meeting was changed from September 22nd to September 29th in Montreal.

There being no further business the meeting then adjourned.

G. G. D. KILPATRICK,
Chairman.

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Music is a fair, noble gift of God, next to theology. I would not change my little knowledge of music for a great deal. Youths should be trained in this art, for it makes fine, clever people.

Martin Luther.

## BAIRNIES, CUDDLE DOON

The baby trilliums heard the rain
  Down in their beds below,
And they whispered, "Muvver, dear,
  Oh! can't we start and grow?
For in the wondrous world above
  The south winds sway and swoon."
The mother trillium answered them:
  "Oh, bairnies, cuddle doon!"

"Oh, muvver, dear, a field mouse came
  And touched me on the arm,
He said, 'tis raining up above,
  The rain is soft and warm;
The ground hogs go and wash themselves
  Down in the big lagoon!"
The mother trillium laughed and said:
  "Oh, bairnies, cuddle doon!"

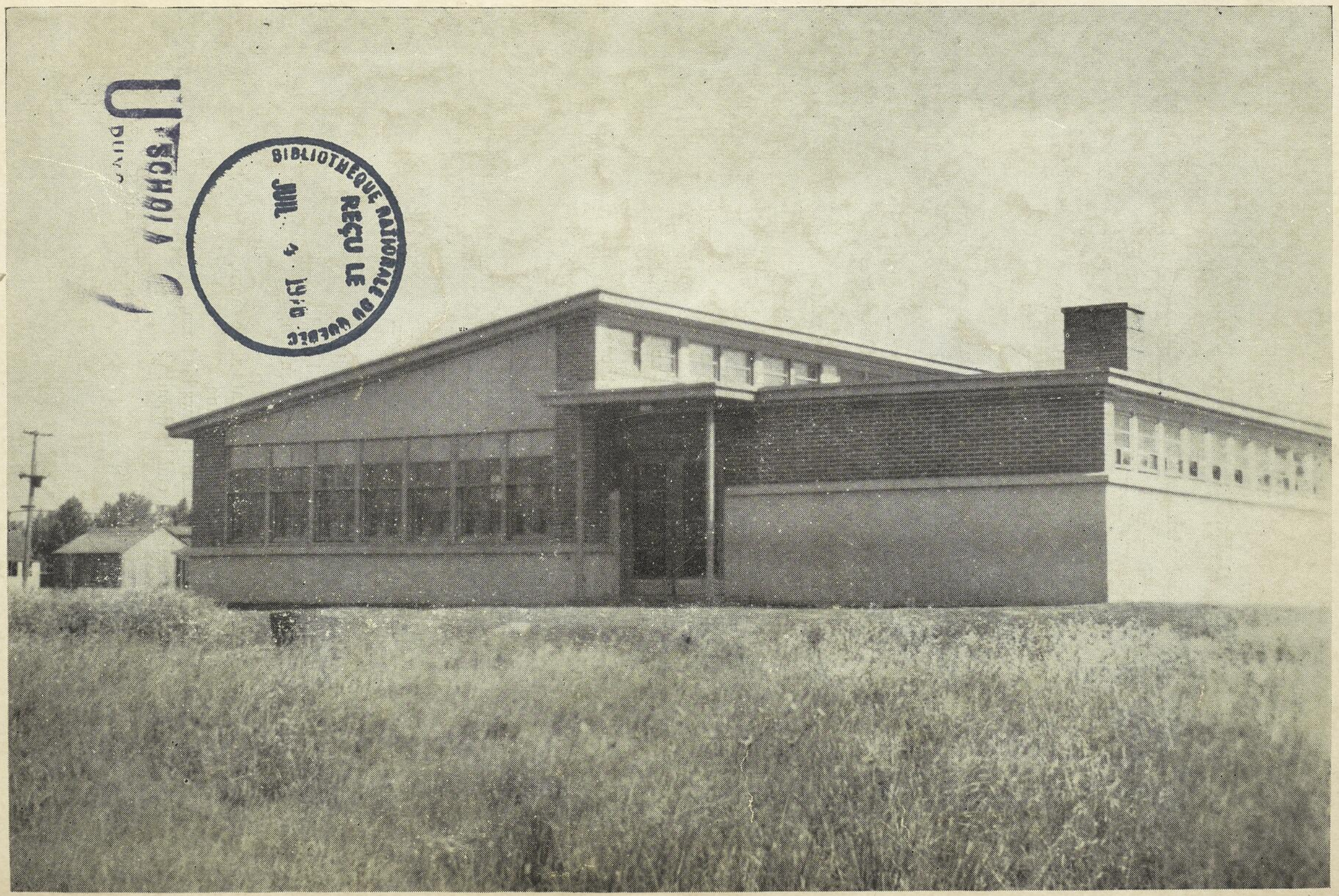
"Oh, muvver, a nice straddle bug
  My fingers he did squeeze,
He said the sap was running in
  The great big maple trees;
He said the nights are sweet and warm,
  Beneath a gentle moon."
But, soothing them, the mother said:
  "Oh, bairnies, cuddle doon!"

"Oh, children, in the world above
  The stormy winds still blow,
And you would perish, children dear,
  In swirling drifts of snow;
A winter thaw may fool a man;
  It never fools the loon,
So snuggle underneath the clothes,
  My bairnies, cuddle doon!

"For when the winter time is done,
  Your grave clothes you will shed,
You'll stand before the golden sun,
  High heaven overhead;
The Lord will give you hints some morn,
  You'll hear a far-off tune,
So till Great Gabriel blows his horn,
  My bairnies, cuddle doon!"

Robert Kirkland Kernighan.

BIBLIOTHÈQUE NATIONALE DU QUÉBEC
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New type of Protestant school building showing clerestory windows above the entrance door.