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Dr. Jefferis

THE EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC

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Vol. LXXV, No. 4

OCTOBER - DECEMBER 1959

LAURENTIDE ELEMENTARY SCHOOL, MONTREAL

PROBLEM CHILD

How *shall* I deal with Roger,
Mrs. Prodger ?
I've never yet been able
To sit him at a table
And make him paint a label
For the salmon in the kindergarten shop.
But he's full of animation
When I mention a dictation,
And he never wants a spelling-test to stop.
I've encouraged self-expression
And intentional digression
But I think I'll have to let the system drop.
For the normal child, like Roger,
Is a *do*-er, not a dodger,
And your methods, Mrs. Prodger, are a flop.

How *shall* I deal with Roger,
Mrs. Prodger ?
I've had projects on the fairies,
On markets, shops and dairies ;
I've had projects on the prairies,
But the little fellow doesn't want to play :
Instead he has a yearning
For unreasonable learning,
And wants to do Arithmetic all day.
He shows a strong proclivity
For purposeless activity,
And doesn't want experience in clay.
So I rather think that Roger
Is a *do*-er, not a dodger,
And how *would* you deal with Roger, can you say ?

— J. E. Faulks

More Comic and Curious Verse (London : The Whitefriars Press, 1956), p. 66.

THE EDUCATIONAL RECORD

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THE EDUCATIONAL RECORD

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Vol. LXXV *QUEBEC, OCTOBER - DECEMBER 1959* *No. 4*

ANNOUNCEMENTS

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS

Please bring the following notice to the attention of the male members of the staff of your school :

> I give notice that an Inspector's Examination will be held in Montreal on Saturday, February 13, at 9:00 A.M. in accordance with Section VIII, Regulation 108 of the Regulations of the Protestant Committee of the Council of Education.
>
> E. S. GILES
> Director of Protestant Education

GRADE VIII MATHEMATICS

It is hoped that *Answers to Basic Ideas of Mathematics* will be ready early in 1960. If the American edition of *Answers to Basic Ideas of Mathematics* is available to Grade VIII teachers, it may be used for those problems which have not been changed in the Canadian edition.

HIGH SCHOOL EXAMINATIONS, JUNE 1959

	Grade XI	*Grade XII*
Number writing complete examination in June	3,158	245
Number successful in June	2,393	166
Number writing supplemental examinations in June	408	13
Number of successful candidates in supplemental examinations	129	3
Number writing partial examinations in June	330	5
Total number of candidates in June	3,896	263
Number writing supplemental examinations in August – September to obtain certificates	407	33
Number successful in August – September	220	20
Number writing in August – September to improve standing	679	64
Total number writing in August – September	1,086	97
Total number of certificates issued (June and September	2,742	189

For the session 1958-1959 there was an increase of 443 students writing the complete High School Leaving Examinations of Grade XI.

MATHEMATICAL CONTEST FOR GRADE XI PUPILS

The Canadian Mathematical Congress will conduct a mathematical contest throughout the Protestant high schools of the Province of Quebec in May, 1960. Students in Grade XI who are recommended by their mathematics teachers will be eligible to enter the contest.

Several prizes will be awarded to the highest-ranking students in the Province, and prizes of $25.00 each will be awarded to the highest-ranking candidate in each district of the Province. The number and size of these districts will be determined later. In a district where a provincial prize has been won, the prize of $25.00 will be awarded to the second highest-ranking candidate.

Several scholarships of $250 each will be awarded to the highest-ranking candidates who enter an approved university. As far as its funds will permit, the Congress will award bursaries to high-ranking candidates on the recommendation of the principals. In awarding these bursaries the Congress will consider financial need as well as academic standing. No restriction is placed on the course of studies selected by the scholarship or bursary winners.

The examination will be set and read by a committee appointed from the Mathematics staffs of McGill University and the University of Montreal. Information regarding the date and place of the examination will be given later.

LECTURES FOR HIGH SCHOOL STUDENTS

The Physical Sciences Group of McGill University is offering a series of lectures to senior students in the high schools of the Province. Principals who wish to arrange for lectures at their schools should choose four of the topics listed below (in order of preference) and submit them to Dr. Orville Denstedt, Associate Professor of Biochemistry, McGill University, Montreal.

Topic	*Speaker*
Mapping Labrador from the Air (How 100,000 aerial photographs were combined to make a map of Quebec.)	Prof. F. K. Hare Dept. of Geography
Large Machines and Small Particles (How we study the atom and its component parts in the laboratory.)	Prof. W. M. Martin Dept. of Physics
Genes, Chromosomes and Ionizing Radiations (The effect of various ionizing radiations on living organisms.)	Prof. J. W. Boyes Dept. of Genetics
Congenital Deformities in Man (Causes and means of prevention of deformities.)	Prof. J. Langman Dept. of Anatomy
The Solving of a Cretan Puzzle (How a spare-time scholar translated an ancient tablet and solved a problem in Greek history.)	Prof. E. M. Consell Dept. of Classics
Mines and Minerals from the Stone Age to the Space Age (How man has gone deeper and deeper into the earth.)	Prof. R. G. K. Morrison Dept. of Mining and Engineering
Active Nitrogen (The activation of nitrogen in an electrical discharge.)	Prof. C. A. Winkler Dept. of Chemistry
Rockets and How They Work	Prof. E. R. Pounder Dept. of Physics
A Trip to the Moon (The behaviour of man in space.)	Prof. O. F. Denstedt Dept. of Biochemistry

ADMISSIONS TO TEACHER TRAINING

The registration of new students at the Institute of Education (Macdonald College and McGill University) for the session 1959-1960 is as follows :

Class I (one-year course)	78
Class II (one-year course)	62
Class III (one-year course)	164
First year B.Ed. course	73
First year Class II course	92
First year Physical Education course	9

Also in attendance are 169 students continuing their courses in the second, third and fourth years.

At Bishop's University 10 students are enrolled in the Class I course.

THE PROTESTANT SCHOOL BOARD OF GREATER MONTREAL

The Protestant School Board of Greater Montreal has announced the retirement, effective January 1, 1960, of its Director of Education and Secretary-Treasurer, Mr. T. Sommerville.

Mr. Sommerville came to Canada in 1923 after a distinguished career at Glasgow University. He began his teaching career in West Hill High School. In 1935 he was appointed Rector of the High School of Montreal where he remained until his appointment in 1945 to the position he now holds.

Mr. Robert Japp, Personnel Director of the Protestant School Board of Greater Montreal, has been appointed to succeed Mr. Sommerville. Mr. Japp, who holds M.A. degrees from the University of St. Andrews and McGill University, has been associated with the Board as teacher, principal, education officer and personnel director since 1930.

DISTRICT OF BEDFORD McGILL GRADUATES SOCIETY SCHOLARSHIP

The District of Bedford McGill Graduates Society offers a scholarship of $225 which is applicable towards tuition costs in any faculty at McGill University, including Macdonald College.

Students from the high schools of the counties of Shefford, Brome and Missisquoi are eligible to compete for the award. Further information may be received from Dr. Erle Draper, Chairman of the Scholarship Committee, District of Bedford McGill Graduates Society, Box 149, Bedford, Que.

JUNE EXAMINATIONS: TENTATIVE TIMETABLE 1960

TUESDAY, JUNE 14

		Morning			Afternoon
Grade XI	Music, Channel A	9 to 10:00			
	Music, Channel B (Instrumental)	9 to 10:00			
	Music, Channel C	9 to 11:30			
	Stenography and Secretarial Practice	9 to 11:30			

WEDNESDAY, JUNE 15

Grade XI	Art	9 to 11:30	Grade XI	Art (cont'd.)	1:30 to 4:00
	Technical Drawing	9 to 11:30			

THURSDAY, JUNE 16

Grade X	English Literature	9 to 11:30	Grade X	Physics	1:30 to 3:30
" XI	" "	9 to 11:45	" XI	"	1:30 to 4:00
" XII	" "	9 to 12:00	" XII	"	1:30 to 4:00

FRIDAY, JUNE 17

Grade X	History	9 to 11:00	Grade X	English Composition	1:30 to 3.30
" XI	"	9 to 11:30	" XI	" "	1:30 to 4:00
			" XII	" "	1:30 to 4:30

MONDAY, JUNE 20

Grade X	Algebra	9 to 11:00	Grade X	North American Literature	1:30 to 3:30
" XI	Elementary Algebra	9 to 11:30			
" XII	History	9 to 12:00	" XI	" "	1:30 to 4:00
			" XII	" "	1:30 to 4:30

TUESDAY, JUNE 21

Grade X	French	9 to 11:00	Grade XI	Trigonometry	1:30 to 4:00
" XI	"	9 to 11:30		Typewriting and Office Practice	1:30 to 4:00
" XII	"	9 to 12:00	" XII	Trigonometry Course I	1:30 to 4:30
				Course II	1:30 to 4:30

WEDNESDAY, JUNE 22

Grade X	Chemistry	9 to 11:00	Grade X	Geography	1:30 to 3:30
" XI	"	9 to 11:30	" XI	Spanish	1:30 to 4:00
" XII	"	9 to 12:00			

THURSDAY, JUNE 23

Grade X	Geometry	9 to 11:00	Grade XI	Home Economics	1:30 to 4:00
" XI	"	9 to 11:30		Industrial Arts	1:30 to 4:00
" XII	Analytical Geometry	9 to 12:00		Intermediate Algebra	1:30 to 4:00
			" XII	Algebra	1:30 to 4:30

FRIDAY, JUNE 24

Grade X	Biology	9 to 11:00	Grade X	Home Economics	1:30 to 3:30
" XI	"	9 to 11:30	" XI	Geography	1:30 to 4:00
" XII	"	9 to 12:00			

MONDAY, JUNE 27

Grade X	Latin	9 to 11:30	Grade XI	Latin Poetry and Sight	1:30 to 4:00
" XI	Latin Prose and Composition	9 to 11:30	" XII	Latin Poetry and Sight	1:30 to 4:30
	Bookkeeping	9 to 11:30			
	Agriculture	9 to 11:30			
" XII	Latin Prose and Composition	9 to 12:00			

AGE-GRADE TABLE ACCORDING TO ENROLMENT AS OF SEPTEMBER 30, 1958 IN PROTESTANT SCHOOLS UNDER CONTROL, 1958-1959*

		−5	5	6	7	8	9	10	11	12	13	14	15	16	17	18+	Total by Sex	Total by Grade
Kindergarten	Boys	56	2,795	14													2,865	5,597
	Girls	20	2,707	5													2,732	
Grade I	Boys		1,437	3,777	536	78	17	6	6	4	1	1					5,863	11,357
	Girls		1,453	3,615	365	42	12	5	1		1						5,494	
" II	Boys			1,150	3,512	759	142	37	16	2	2	3					5,623	10,883
	Girls			1,221	3,446	480	89	18	5	1							5,260	
" III	Boys				1,066	2,931	917	285	84	22	12	4					5,321	9,916
	Girls				1,136	2,726	525	148	39	16	5						4,595	
" IV	Boys					1,330	2,747	954	336	149	56	15	3				5,590	10,819
	Girls					1,482	2,786	629	235	63	26	6	2				5,229	
" V	Boys						1,403	2,489	1,127	447	153	56	12		1		5,688	10,972
	Girls						1,591	2,524	781	265	85	32	4	1		1	5,284	
" VI	Boys							1,250	2,525	1,039	470	180	65	13	2		5,544	10,989
	Girls							1,554	2,652	832	267	107	29	3		1	5,445	
" VII	Boys								1,234	1,824	941	454	164	30	8		4,655	9,274
	Girls								1,412	2,098	713	271	103	18	3	1	4,619	
Totals by Sexes	Boys	56	4,232	4,941	5,114	5,098	5,226	5,021	5,328	3,487	1,635	713	244	43	11		41,149	
	Girls	20	4,160	4,841	4,947	4,730	5,003	4,878	5,125	3,275	1,097	416	138	22	3	3	38,658	
Subtotal		76	8,392	9,782	10,161	9,828	10,229	9,899	10,453	6,762	2,732	1,129	382	65	14	3		79,807

*Including Quebec Labrador.

In independent schools classified as Protestant, 6,603 pupils were enrolled as of September 30, 1958. These are not included in the above table.

AGE-GRADE TABLE ACCORDING TO ENROLMENT AS OF SEPTEMBER 30, 1958 IN PROTESTANT SCHOOLS UNDER CONTROL, 1958-1959 *[Continued]*

		−5	5	6	7	8	9	10	11	12	13	14	15	16	17	18+	Total by Sex	Total by Grade
Grade VIII	Boys									849	1,720	1,070	593	123	21	4	4,380	8,616
	Girls									1,008	1,964	897	281	69	16	1	4,236	
" IX	Boys										665	1,433	943	397	85	6	3,529	6,984
	Girls										894	1,571	729	227	29	5	3,455	
" X	Boys											518	1,122	783	279	69	2,771	5,560
	Girls											737	1,323	587	126	16	2,789	
" XI	Boys												411	719	418	177	1,725	3,583
	Girls												590	897	301	70	1,858	
" XII	Boys												2	59	74	35	170	240
	Girls												2	22	41	5	70	
Totals by Sexes	Boys									849	2,385	3,021	3,071	2,081	877	291	12,575	
	Girls									1,008	2,858	3,205	2,925	1,802	513	97	12,408	
Subtotal										1,857	5,243	6,226	5,996	3,883	1,390	388		24,983
Special	Boys		1	2	11	28	36	30	44	41	39	18	5	1	1		257	399
	Girls			1	8	9	15	14	21	18	30	13	9	3		1	142	
Grand Totals by Sexes	Boys	56	4,233	4,943	5,125	5,126	5,262	5,051	5,372	4,377	4,059	3,752	3,320	2,125	889	291	53,981	
	Girls	20	4,160	4,842	4,955	4,739	5,018	4,892	5,146	4,301	3,985	3,634	3,072	1,827	516	101	51,208	
Grand Total		76	8,393	9,785	10,080	9,865	10,280	9,943	10,518	8,678	8,044	7,386	6,392	3,952	1,405	392		105,189

THE MEANINGS OF DISCIPLINE

E. Owen, Ph.D., Director of Curriculum, Department of Education, Quebec

When we find a recent writer asserting that "the modern conception of discipline stands in rather sharp contrast to its traditional meaning," our first reaction is to wonder whether it might not have prevented much misunderstanding if what is now known as discipline, whatever it really is, had been called by some other name. The fact is, however, that there is not one traditional meaning but many and that whatever may be true of "the modern conception of discipline," the word itself is still used by all of us, regardless of our pedagogical convictions, sometimes in one or other of the various meanings established centuries ago and at other times in ways that might have puzzled our ancestors.

In classical Latin *disciplina* was used very broadly meaning either the process of instruction or an object of instruction or some habits or characteristics acquired through instruction. *Disciplina militaris* could therefore mean military discipline, but it could also mean military training or the art of war. And when Caesar says that boys came to the Druids *disciplinae causa,* all he means is that they came to be taught. The English word *discipline* has been used since Chaucer's day and earlier in a formidable assortment of meanings. Had Milton written his pamphlet on *The Doctrine and Discipline of Divorce* three centuries later, he might have called it "The Theory and Practice of Marital Adjustment" and so have attained much less notoriety. This particular meaning of *discipline* (practical as distinct from theoretical knowledge) is now obsolete, but when we read in Bacon that "wife and children are a kind of discipline of humanity," we should realize he is by no means affirming that a family is an instrument for correcting our faults or restraining our impulses. Though the original meaning of "instruction in general" is not found in modern English, special branches of instruction are still sometimes referred to as disciplines. But to call logic a discipline in this sense of the term is not to imply that it has a certain intellectual status not possessed by, say, home economics, which could just as legitimately be referred to as a discipline though it seldom is. To the extent that home economics is more practical and less theoretical than logic or pure mathematics, it is in Milton's or Bacon's sense more of a discipline than they are. In another sense that we shall glance at later the opposite is true.

For the medieval monk the main practical business of life was the mortification of the flesh. This could best be taught by the infliction of pain (not necessarily with a punitive purpose), which is what was originally implied by our word *castigation*. Whether or not imposed as a punishment for a misdemeanour, a flogging, at least if taken in the proper spirit, had an admirably chastening effect and was therefore an excellent discipline. The word *discipline* came to be so closely associated with flagellation (or self-flagellation) as practised by the religious that our ancestors sometimes used it with the concrete meaning of "scourge," a meaning still found in modern French. In old French *descepline* by an extension of meaning could be used of any plague or calamity, of anything, in fact, excessively disagreeable regardless of its moral effect.

With the Reformation monkish austerities disappeared, and discipline came to mean something different for the churchman. English Protestants in the sixteenth century were in general agreement on matters of doctrine but differed about discipline, i.e., about practical questions affecting worship and conduct. And as Anglicans and Puritans were alike determined to enforce the observance of the practices they preferred, discipline came to be thought of as involving a system to regulate the religious practices of everybody so that they would conform with your own. Eventually the dispute led to the Civil War, which resulted in the establishment of the Commonwealth and the Protectorate. Though the Protector was himself a comparatively tolerant man, his government because of its greater efficiency was more of a religious tyranny than Charles I's and brought the ordinary citizen's private life more strictly under the control of the state. It is probably therefore no accident that *discipline,* which had hitherto been chiefly used in religious contexts, came to be applied at the end of the Cromwellian period (in 1659) to any system used for maintaining order. It should be noted, however, that since the fifteenth century it had sometimes been used in English for military training (the only meaning to be found in Shakespeare, who, however, uses *disciplined* in the sense of "punished"), so that the Puritans, who were the best soldiers of their day besides being religious fanatics, would naturally associate the religious and military meanings of the word and proceed to extend its application. At any rate, that is what happened, and the further extension of the meaning to include the state of being effectively held under control came at about the same time or perhaps a little later. French influence on the language in the 1660's may, however, have had something to do with that.

The Oxford Dictionary records no important developments in the meaning of *discipline* since the seventeenth century, but when we turn to Good's *Dictionary of Education,* we find that the first and most widely applicable of the definitions there given runs as follows: "the process or result of directing or subordinating immediate wishes, impulses, desires or interests for the sake of an ideal or for the purpose of gaining more effective, dependable action." We have here a fusion of monastic and puritan elements into a universal principle applicable to any religious or political system and yet primarily neither political nor religious (nor, of course, pedagogical) but ethical. Discipline in this sense would include the individual's control of his own wishes, etc., as well as the control of one or more individuals by others or by another; it would include too not only the behaviour of the controller and the controlled but the consequences of that behaviour. The neatness and ingenuity of this definition should not blind us to the fact that, if this indeed is the way in which the word is most properly used, it is a word that in the interests of precision we shall for the most part endeavour to avoid. Discipline in this sense could comprise temperance and courage and justice and prudence; it might too be equated not only with happiness or serenity but also, when the directing or subordinating had an external source, with their opposites; and it is hardly more characteristic of moral behaviour than it is of immoral behaviour that is deliberately and systematically pursued. It is therefore not surprising that this definition is only one among many that the Dictionary supplies.

In addition to five other definitions for discipline *tout court,* the *Dictionary of Education* has separate entries for constructive discipline, formal discipline (two definitions), mental discipline (which may or may not mean the same thing as formal discipline), military discipline (five definitions), and school discipline (three definitions). It is with this last that we are specifically concerned, but it is quite possible that "identification of the individual with the group and unswerving obedience to authority," which the Dictionary mentions as a basic feature of military discipline, would be regarded by some as no less essential to school discipline. Or again those who hold that the main purpose of education is the development of mental capacity rather than the acquisition of knowledge are believers in what is commonly known as formal discipline and might quite logically regard a school as lacking in discipline that did not make this its main purpose. It would of course be fallacious to assume that formal discipline and military discipline have really anything in common simply because the word *discipline* occurs in both expressions, but if such a relation does exist, as some would appear to suppose, school discipline might quite properly be defined as obedience to authority for the sake of developing mental capacity. A bad definition, perhaps, but by no means obviously absurd.

The patient reader cannot be blamed for interjecting at this stage that, whatever the history of the word and whatever the ramifications of its meaning, every teacher has a pretty good idea of what constitutes school discipline, which is what we are interested in, and perhaps a still better idea of what is meant by the lack of it : where discipline is good you have an orderly school, and where it is bad you have disorder. And he would be delighted to find this common sense view of the matter supported by the *Dictionary of Education,* which defines school discipline (as distinct from other special kinds of discipline and from discipline in general) in these words : "the characteristic degree and kind of orderliness in a given school or the means by which that order is obtained ; the maintenance of conditions conducive to the efficient achievement of the school's functions." Here surely we have a clear and simple statement, acceptable to all, that will deliver us from our confusion. Have we then at last found a satisfactory definition ? That will depend entirely upon whether we understand its implications. For it is not really one definition but three. First of all it identifies school discipline with orderliness but does not state what degree of orderliness is desirable or what kind. There is plenty of room for disagreement on both these points. As an alternative definition, school discipline is said to be the means by which order is obtained — but what are these means ? That is a question for which every teacher must find an answer, but no two teachers will answer it in quite the same way, and no one teacher can apply the same answer on all occasions. And finally, if the maintenance of proper conditions is yet another possible definition, discipline in this third sense is whatever helps the school to do its job ; it is the business of the parent, the taxpayer, the government, the school board, the janitor, the textbook publisher, the teachers' association, and of many others who directly or indirectly contribute to the efficiency of the school or to its inefficiency. They all come into this particular disciplinary picture.

The conclusion, therefore, at which we inevitably arrive is that discipline has a multiplicity of meanings and that the context in which the word is used must determine how it must be interpreted on any particular occasion. It is no doubt unfortunate that the English language has obliged one word to do the work of at least three German words and of several Greek words, but overburdened words are altogether characteristic of our educational vocabulary. The word *discipline* is far from unique in having a complicated history that has resulted in a wide range of special applications. It is notorious that words like *school* and *culture* and *activity* and *education* itself and in fact all "high-order abstractions" are used with a bewildering variety of nuances and emotional connotations. Such words have been unkindly described as symbols for semantic disturbance, but unless we can devise — and win acceptance for — a whole new set of symbols (an impossible job), we must make the best use of what our language, as we find it, has to offer. For exact communication we have to be more than merely literate ; we have to be continually on our guard against misunderstandings that no dictionary can ever save us from. If this discussion of the meanings of discipline has, as is most probable, done nothing to modify the reader's opinions on that particular subject, it may at least have convinced him of the need, in the words of Bishop Berkeley, for "using his utmost endeavours to obtain a clear view of the ideas he would consider, separating them from all that dross and encumbrance of words which so much contribute to blunt the judgment and divide the attention."

We can meet the continually occurring necessities of expression only by using words in temporary deviations from their ordinary senses ; and when a new application of a word happens to supply a generally felt want it becomes a permanent part of the language, and may in its turn, by a repetition of the same process, give rise to other senses still more remote from the original meaning. It is owing to such progressive changes that so many of our words now bear two or more senses that are altogether dissimilar, and sometimes even contradictory. If, for instance, we turn to an ordinary dictionary for the senses of the adjective *fast,* we find that one of them is 'immovable,' and another is 'rapid in motion.' It would be obviously absurd to suppose that from the beginning one and the same word can have expressed two notions so entirely opposite. The primary sense of *fast* is 'firm, immovable.' But the notion of firmness, which appears in the expression 'to stand fast,' was developed, by an easy transition, into that of strength and unwavering persistence in movement. Hence it became possible to speak of 'running fast.' The adverb in this connexion originally meant 'without slackening' ; but when it had acquired this meaning, it was natural that it should pass into the modern sense 'rapidly.' A later development of this sense is exemplified when we speak of 'living too fast.' 'A fast liver' and 'a loose liver' are expressions practically equivalent, although originally, and still in other connexions, the two adjectives are exactly opposite in sense.

— Henry Bradley

The Making of English.

SOME THOUGHTS ON THE HISTORY OF DISCIPLINE

J. D. Jefferis, Ph.D., Professor of Education, Bishop's University, Lennoxville

Historically, the problem of discipline in education seems to have been mainly focused on the search for suitable punishments to keep pupils quiet and make them learn their lessons. Although this search has been conducted with enthusiasm and a good deal of ingenious experiment, no universally acceptable solution to the problem seems to have been achieved.

What early pedagogue first had recourse to beating his pupil, and what measure of success he achieved thereby, will never be known. The tradition of beating established itself in ancient times and passed into the stream of Western educational thought on the authority of the two main sources of Western culture, the Bible and the Latin classics. The author of the Book of Proverbs laid down that "He that spareth his rod hateth his son, but he that loveth him chasteneth him betimes," and in at least three other passages paid tribute to the rod as an instructional aid. Among Latin writers generally in circulation, both Horace and Martial bore witness that beating was the Roman practice. (Rome's one great educational theorist, Quintilian, spoke strongly against it; his book, unfortunately for the mediaeval schoolboy and university student, lay forgotten in a single manuscript till the fifteenth century.)

Thus beating was accepted as the natural practice, and school regulations constantly made provision for it. The statutes of Winchester College in 1400 prescribed the duties of a schoolmaster who should, among other things, "reprove and duly punish and chastise any delinquents . . . always provided that in chastising he never exceeds good measure." The Reformation brought no reform in punishments. In John Calvin's Academy at Geneva (1559) it was the duty of the principal "to preside at all public castigations in the assembly room." In disciplinary practices, Protestants and Catholics were still undivided. In the colleges of the Jesuits, corporal punishment was inflicted by a special officer, the Corrector, who was not a member of the society, and de la Salle, though he provided milder alternatives for corporal punishment, permitted it in the schools of the Brothers with the embellishment that the victim must afterwards kneel and thank the teacher for his correction.

These official practices did not escape criticism from educational theorists, most of whom, however, were not themselves schoolteachers. Luther objected to excessive floggings, and so did Erasmus, who pithily commented, "Teaching by beating is not a liberal education." Montaigne, too, doubted the efficacy of beating: "I have seen no other effect in rods but to make children's minds more remiss or more maliciously headstrong." Among practising teachers, the great Comenius, as might be expected, wrote discerningly against corporal punishment as a stimulus to learning, recognizing it as excusable only in the case of moral delinquencies.

Such protests appear to have had little effect on the schools. Public opinion continued to favour corporal punishment; each generation content that the next should not be deprived of the treatment from which it had itself profited.

"My master whipt me very well," Samuel Johnson observed in satisfied retrospect. "Without that, sir, I should have done nothing." Encouraged by such sturdy expressions from the fountainhead of English common sense, John Keate, headmaster of Eton College from 1809 to 1834, gathered the strength to flog eighty boys in one morning. At about the same time, the development of the monitorial schools, which favoured a ratio of one master to a thousand pupils, threatened the master with the prospect of exercise excessive for his single arm. Perhaps it was this prospect that urged the ingenious Joseph Lancaster to substitute for flogging such punishments as a wooden log of six pounds' weight attached to the neck of a culprit reported by his monitor, or wooden shackles on his legs, or suspension from the ceiling in a sack or basket.

Rousseau, who was a contemporary of Johnson, had advocated a ratio of one teacher to one pupil and, naturally enough, opposed flogging just as he opposed every practice current in the schools of his day. "I have already said enough to show that children should never receive punishment merely as such ; it should always come as the natural consequence of their fault." So, if young Emile tells a lie, his punishment will be that no one will believe him even when he speaks the truth ; if he breaks a window, he will suffer from sitting in a draught. It seems unlikely that any practising teacher has ever followed this prescription. Certainly Pestalozzi, who made a determined effort to put Rousseau's theories into operation, returned to the use of blows. Since Pestalozzi is universally venerated as the founding father of modern pedagogy, three passages from a long letter which he wrote to a friend describing his experiences at Stanz in 1799 merit thoughful consideration.

"When the children were obdurate and churlish, then I was severe, and made use of corporal punishment. My dear friend, the pedagogical principle which says that we must win the hearts and minds of our children by words alone, without having recourse to corporal punishment, is certainly good and applicable under favourable conditions and circumstances ; but with children of such widely different ages as mine, children for the most part beggars, and all full of deeply-rooted faults, a certain amount of corporal punishment was inevitable.

"My punishments never produced obstinacy ; the children whom I had beaten were quite satisfied if a moment afterwards I gave them my hand and kissed them, and I could read in their eyes that the final effect of my blows was really joy.

"In the same way, when I heard that it was reported that I punished them too severely, I said to them : 'You know how I love you, my children ; but, tell me, would you like me to stop punishing you ? Do you think that in any other way I can free you from your deeply-rooted bad habits, or make you always mind what I say ?' You were there, my friend, and saw with your own eyes the sincere emotion with which they answered, 'We don't complain about your hitting us. We wish we never deserved it. But we want to be punished when we do wrong.' "

One hundred and sixty years have passed since Pestalozzi thus expressed himself. In the spring of the year 1959, the Legislature of the State of New York passed the Corso-Composto Bill to authorize "the use of reasonable force in a moderate degree to restrain or correct pupils."

DISCIPLINE

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Discipline is the supposed premise of all school work. Though it does not appear on the timetable, yet, without it, no timetable — no part of any timetable — can be effectively carried out.

– H. S. Bridges

THE GIFT OF DISCIPLINE

As I write this heading my mind is carried back to a memorable hour which I spent years ago in a classroom of the school from which I had graduated only a short time before. An epidemic had temporarily closed the school over which I was then presiding, and I had elected to spend part of my unexpected holiday in a visit to familiar haunts. A senior student who had been a junior in my day kindly invited me to visit my old school in his company. I arrived at the school, joined my student friend just at the close of the morning recess, and along with him and his classmates proceeded to the science room for a lesson in Physics. The Science Master had not yet arrived. I noted with some interest that as they entered the room a number of the students — several of them, girls — strolled along beside the blackboards and casually swept bits of chalk from the ledges into their hands, breaking the longer pieces into little bits. Then they took their seats and with an air of expectancy fixed their eyes on the open door. Presently the Master entered — a middle-aged man who had come from the Old Country to join the staff only a few weeks before. He was a scholarly-looking gentleman with a kindly face, and with a dignified bearing, the effect of which was considerably enhanced by the black academic gown which he wore — to say nothing of the black academic beard which seemed to flow into it. Immediately upon his entrance, without warning or ceremony, he was subjected to such a barrage of calcic missiles as would have led most men, at least, to have shielded their faces with their sleeves or, at most, to have flown into a passionate rage. He did neither ; although by this time his gown was flecked with spots of white and his cheek with spots of red, he contrived to appear completely oblivious to these indignities and quietly announced that his subject today would be "The Pendulum." Thereupon, that he might give his topic a very simple introduction, he brought from beneath his desk an ordinary red brick to which he had attached a cord about a yard long. Immediately all the boys in the class slid from their seats to the floor so that only their eyes appeared above the edges of their desks. In pretended panic they began shouting, "Don't throw it ! Please don't throw it ! We'll be good." The Master, still a picture of dignity and patience, responded by laying his brick on his desk ; gesturing upward with his hands, he kept saying in his native accent, "Coom oop, now ; coom oop ; remember the Ides of July." (In those days examinations were written in July.) In all my life I have not seen another picture of such degradation.

Involved in this story, which is completely true, are several implications which must be recognized in any discussion of the question of school discipline. The first is that the profession of the teacher is characterized by a requirement which is mainly not demanded for success in other fields of endeavour. Somehow during the years, especially in our Western world, a tradition has developed which serves to make that disgraceful incident appear irresistibly funny. I have related it to a good number of people, and never to one who did not laugh. If we reflect a moment, however, we realize that it is funny only because it happened to a teacher. It would not be at all funny if any one of those young people had done that sort of thing to a doctor about to take his temperature, or to a dentist about to fill his tooth, or to a barber about to cut his hair, or even to a bootblack about to shine his shoes. We may say, of course, that it wouldn't have happened to that teacher if he had had a stronger personality, or a keener sense of humour, or a better understanding of human nature, or some other trait that may take our fancy. The point is, however, that the doctor, the dentist, the barber, the bootblack may be as colourless, as humourless, as obtuse as they please, and yet this kind of thing just does not happen to them. So far as I know, there is no other life calling wherein it can be so generally regarded as funny for one person deliberately to outrage the dignity of another while at the same time obstructing the performance of a service which that other person is actually engaged to perform.

Which means that in the case of the teacher it is not enough to be good at teaching — at the impartation of knowledge. Along with that ability he or she must possess another gift without which the first is mainly useless — a subtle indefinable quality of personality which would automatically render incongruous and unthinkable that incident of the chalk and brick in any teaching situation wherein its possessor was involved.

It is remarkable that possessors of the gift of discipline are outwardly very difficult to identify. The man who easily commands attention and respect from his contemporaries may often find that he is quite unable to pass muster under the probing and sceptical scrutiny of the young. Furthermore, as is generally well known, possession of the gift is entirely unrelated to stature, or to sex, or to volume of voice. Not so many years ago in a school with which I had some acquaintance a new Music Master was engaged. He had what you might call the football type of physique and a deep bass voice to match his build. There was never any question as to his competence in his subject: he knew music thoroughly. Among the ninth-year girls his singing could almost induce a swoon, but among the boys his lack of the gift of discipline was immediately revealed. During the final three of the five months that he lasted as a teacher in that school the principal found it necessary to support him in his work with the boys by providing him with an escort from among those teachers who happened to be off duty at such times. One of the most ridiculous sights I have ever seen was that of this giant of a man entering the music room one morning accompanied by a petite lady teacher, weighing not more than eighty or ninety pounds, whose mere presence in his classroom would guarantee a propitious atmosphere for the

display of his musical wares. The gift of discipline, no less than that of musical genius, appears to be largely a gift of nature.

During the years I have met numbers of young people with good minds and good capacity for teaching who have entered the profession with high ideals and great expectations, but who, because of a lack of the gift of discipline, have progressively lost the dream and have finally settled down to a dreary sort of existence made up of alternating self-assertion and self-defence. The ultimate of that pitiful process would be well illustrated in the case of a teacher in a little school on the Bay of Fundy shore, near a former home of mine, who after Bible reading one morning offered this pathetic and disgraceful prayer: "O Lord, another day! Help me to manage these brutes today." That incident happened many years ago, but the problem which gave rise to it still exists. Only a short time ago a bright and upstanding young man in one of our Quebec schools told me of a promotion offered him to work in a higher grade within the school and then said to me, "But frankly, I'm afraid of the discipline in that grade." And I wouldn't be too scornful of his fear, either. Some years ago at a Physical Training Demonstration in my own school I invited a man who had served as a high-ranking officer in the First World War to come and say a few words to my boys. He was a brave man; indeed, at the time he was wearing decorations which bore ample testimony to that fact. He had trodden the red fields of Flanders. He had faced death on many occasions and had inspired his men to face it with him. And yet, on this occasion in my school he shared some of the same kind of fear admitted by my young teacher friend; for when I told him the time had come for him to accompany me to the gymnasium and talk to my boys, he asked me if I would mind if he fortified himself first with a nip from a bottle which he proceeded to take from his hip.

Adult fear of the young (in groups) is far more widespread than is usually recognized or admitted. Evidence of its existence is easy to find in any gathering where a call is issued for volunteers to take responsibility for youth leadership. It is commonplace to hear a minister complain that he finds his greatest frustration in his effort to obtain suitable teachers for his church school. Adult volunteers are readily available for other types of church work, but the task of teaching the basic tenets of one's religious faith to eight or ten boys for twenty minutes a week just does not appeal. And this is not necessarily, I believe, because a man may feel himself unworthy or regard the work as too time-consuming, but mainly because it is too hazardous. It might just happen, you know, that one day those eight or ten boys would combine to make him ridiculous! Nor is this self-protective prudence confined only to the pew. A clergyman, high in the councils of his church, once confided to me that throughout his ministry he had always been literally afraid of the adolescent boys in his congregation and that consequently his contacts with them had been as few and as brief as he could decently arrange. I know another clergyman of another communion whom I have heard say publicly on more than one occasion that he had started out in life as a teacher but that shortly he had "heard a call to higher service." His statement has always interested me inasmuch as I know that in his case the "call" had been heavily reinforced by certain rather discomfiting thrusts which

he had experienced in the presumably lower field. Similarly, I suspect that not a few of those leading citizens who tell us teachers that teaching is the greatest of all professions and then proceed to say that they, themselves, used it as a stepping-stone to something greater might admit, if given a dose of truth serum, that they had found the stepping-stone a rather slippery and precarious support.

Implied in what I have written, lies, I believe, one explanation of the chronic shortage of teachers — an explanation which is no less valid because it is so rarely expressed. There is no doubt that one major deterrent of enlistment in the profession is fear. No matter how numerous or how attractive the inducements offered, there is bound to be a substantial body of potential teachers who, while not deaf to the inducements nor indifferent to the claims of such basic human service, will yet choose some other calling rather than expose themselves to the risk of being one day caught in the noisy confusion of some "blackboard jungle." The extravagant and widespread emphasis which today is being placed on juvenile toughness and incorrigibility serves only to increase such hesitation.

What seems to be indicated is an enlargement both of effort and of function in the task of recruitment. It is true that the gift of discipline is subtle and indefinable, but it is none the less discoverable ; and in most cases a careful assessment of available and relevant data will make the discovery possible before any irrevocable step is taken toward the profession. The present combined there would be of headaches and heartbreaks behind the teacher's desk !

THE PRACTICE OF DISCIPLINE

What has been said in the preceding section is to be regarded as in no sense a denial of the fact that the gift of discipline, like any other talent, can be developed by training and experience ; nor is it denied that along with the gift there should be a thorough knowledge of one's subject and the ability to communicate it. It is such a combination that makes the ideal teacher. During my years in active work it was my good fortune to be associated with a good number of such teachers, of whom I could truly say, as the young lad said about effort at recruitment in this province gives more hope for success, I believe, than anything of the sort previously attempted here. That effort will be of greatest service if it can contrive to be predominantly selective in its procedure : re-assuring the likely prospect ; discouraging the unlikely ; and, no less importantly, setting up a programme whereby a much greater number of the likely may be converted into prospects.

Not long ago I was in conversation with a lady acquaintance whose son was a pupil in a junior grade of one of our Montreal schools. She spoke in high praise of his teacher. She said : "The other day I asked him what his teacher did to boys and girls in his class when they were naughty. He thought for a moment and then he answered, 'I don't know ; I don't believe they ever are naughty.' " If it could be arranged for all our classrooms in all our schools to be staffed with "gifted" teachers like that, what a profit would accrue in true education, in goodwill, both within and without the school ; and what a saving

his teacher, "I don't believe their pupils ever were naughty." Or they were like the teacher described by A. C. Benson who needed to use no sharper form of reprimand than to say quietly to a boy, "Smith, I'm afraid you're not being your best today." If you asked these teachers their philosophy of discipline, they would likely deny having any or would simply say, "You just have to be yourself ; treat your pupils fairly and decently ; and expect fair and decent behaviour from them." The fact, of course, would be that they possessed what one might call a built-in philosophy which comes close to being automatic in its application. Other teachers, according as they may have lesser endowments, must depend more largely on expressed principles to determine their disciplinary practice.

It would, I assume, be taken as axiomatic that all proper school discipline should be rational and should be defensible from every normal point of view. The school is, after all, a segment of society, and the basic concepts of justice and of law and order must apply in a school no less than in society at large ; indeed, it may properly be claimed that when one is concerned with those who are young and legally incompetent, these tenets should be most punctiliously observed. The suggestions which follow are based mainly on that assumption and are in a sense a mere elaboration of it.

1. School regulations should not be more than are actually necessary for the good conduct of the school. The legal maxim should be observed which says "The law is not concerned with trifles." Necessary regulations should however be thoroughly publicized to the school community and strictly and consistently enforced.

2. The requirement of conclusive proof of guilt before conviction of an accused should be religiously maintained so that no pupil will ever be punished on mere suspicion, and no pupil (or group of pupils) will be penalized for the independent misconduct of another pupil whether or not the identity of the actual offender is known. It is remarkable that one can find the occasional teacher who will disregard this principle when it is so universally acknowledged, when, indeed, it is intuitively recognized, even by the very young. The six-year-old son of one of my Montreal friends came home from school for lunch one day fifteen minutes later than usual. The reason — one of his classmates had "hummed" during a lesson. The teacher not being able to identify the culprit had decreed that the whole class must be punished with fifteen minutes of detention after twelve o'clock. When twelve o'clock came she said, "Now, I want you all to put your heads on your desks and think." Reporting this to his mother, the little boy said, "And I put my head on my desk and thought — and I thought she was crazy !"

3. Penalties should not be disproportionate in either direction to the seriousness of an offence. A teacher who feels himself deficient in discipline should, however, lean rather to the side of severity than of laxity. Whenever possible, penalties should be such as will serve some positive educational purpose. This requirement would, of course, rule out such useless and irritating assignments as the excessive writing of "lines." It is sometimes claimed that the best type of penalty is one whereby the offender is deprived of some good which he would normally be permitted to enjoy. Such a practice can easily be overdone,

as, for instance, when the good is one which the offender especially needs, or, as may sometimes happen in the matter of athletics, when his punishment may work to the serious disadvantage of his non-offending schoolmates. Deprivation of marks honestly earned is specially to be condemned. A pupil's marks are ordinarily used to record his achievement ; to alter them for any other purpose really constitutes falsification of records.

4. The question of the use of corporal punishment with children is perennial, although it has become so only during the current century. In my boyhood there was no such question. I recall a story which I heard in those days about two Irishwomen at a circus. One of them asked the other, "Mrs. O'Flaherty, have yez iver had yer palm read ?" "What do ye mean — 'me palm red' ?" asked Mrs. O'Flaherty. "Yer palm," said the other, "the palm of yer hand." "Och," answered Mrs. O'Flaherty, "how could I have raised thim nine lusty boys of mine without havin me palm red ?" In those days everybody, young or old, could get the point of that story. The question, however, was beginning to raise its head just when I was escaping from the ranks of potential beneficiaries of the practice. One of my professors at Normal College was quite vehement on the subject. "Never," he would admonish us, "use corporal punishment ; a blow on the body leaves a scar on the soul." Interestingly, that same man was the most bitingly sarcastic of all the teachers I have known — and "sarcasm," by derivation, means "a tearing of the flesh." Since those days, with some fluctuation, the trend of opinion in this country has been toward a diminution or actual elimination of corporal punishment, both in home and school. Today, it appears, that trend has been somewhat reversed. The result of a recent Gallup poll shows that in Canada 49 per cent of those polled favoured its use in school, while only 39 per cent were opposed. Significantly, in the United States the corresponding figures were 62 per cent and 34 per cent. It must be admitted, I believe, that the subject concerns the home no less than the school ; that being so, the discussion of it should relate equally to both situations. Situated as I am, I have had exceptional opportunity of knowing as adults many of those whom I knew as children both at home and at school. My own observation is that, of those adults, the ones who in either situation were spared the "rod" are not noticeably any happier or any better adjusted than those who in their childhood appeared less fortunate. I prize today the friendship of not a few who years ago experienced some temporary physical suffering under my own ministrations, and although I have enquired of a number of them, I have found none who will claim that I left any "scars on his soul."

If a distinction should be made as to the permissibility of corporal punishment in home and in school, I believe the distinction should be rather in favour of its use within the school ; for it is evident that its infliction there is ordinarily much less likely to be under stress of impatience and anger and frustration. It is true that the parent in the home loves his child, but too often, as Coleridge says, "To be wroth with one we love Doth work like madness in the brain." The teacher, because of his different relationship, is normally able to be more impersonal and judicial. He can say to an offender, "Do you think this is a good school ? Do you want it to stay a good school ? Do you think it would stay a

good school if pupils were allowed to get away with what you have done? Well then, someone must maintain standards in the school; and so it is my duty to punish you." I have never known a boy who could not accept reasoning like that.

I would add, however, that I believe that corporal punishment in school should not be inflicted for the more serious offences. Superficial punishment, I consider, is indicated for the superficial offence. The chatterer, the practical joker, the habitual loafer, the truant can often, and with much saving of time, be reached through his hands when efforts have proved unavailing to reach him through his head. It goes without saying, I presume, that corporal punishment should never be excessive, that it should be inflicted in private, and that it should not be inflicted on girls. For me, this last requirement rests rather on a psychological than on a physical distinction.

5. It will be generally agreed that the current world supply of common honesty is not in excess and that one important function of a good school is the inculcation of that virtue. Theft of property is in all our schools regarded and treated as a very serious offence. There is, however, another type of dishonesty sometimes encountered regarding which there is not the same unanimity of view; that is the practice of cheating in examinations. It has always seemed strange to me how many adults of otherwise keen moral insight are inclined to treat this offence very lightly; some will even boast of their own schoolboy successes in the practice. During the years I arrived at a very definite view of this subject which I can probably best express by giving, in summary, a statement which latterly I used to make to all my new pupils at the beginning of each school term: "You know that in this school you will be required to work. You also know that you won't be paid any money for working. You will, of course, expect that you will be well rewarded later on through the enlargement of your own powers. While we all know that examination marks are by no means the most important products of a school, yet it is true to say that in a sense examination marks are the nearest thing to concrete pay that you will be given here. Any attempt, therefore, on your part to obtain marks by cheating would be much the same as trying to rob a payroll. You are to understand, then, that in this school any such attempt is treated as actual attempted theft and is punished just as severely."

6. Matters of discipline of a specially serious nature, or requiring much time for their determination, should be dealt with outside the classroom, thus saving time and avoiding distraction of pupils not concerned in the situation. This is in keeping with accepted extra-school procedure. If a man in our neighbourhood is charged with an infraction of the law, some two or three of us may be called as witnesses, but it is not required of all his neighbours to lay aside what they are doing and sit in at his trial. It would be interesting, and probably astounding, to know how much educational time is lost every school day by multitudes of innocent citizens of our school communities while they sit and listen to detailed accounts of the misdoings of their classmates.

7. Definite threats should not be made to pupils as to what penalty they will incur if they commit any named offence. Such threats are ill advised because, in the first place, they implicitly suggest that a pupil may choose to commit the

forbidden act ; in the second, they make it possible for him, if he contemplates its commission, to count the cost ; and in the third, they deprive the teacher of his freedom of action if the offence is actually committed. If threats should be found necessary (and ordinarily they should not), they should simply state that punishment will follow commission of a given act.

8. Major problems of discipline can often be averted if a teacher can achieve a healthy awareness of the interests and activities of his pupils and, at the same time, an alert imagination as to how these are likely to develop. The ability to distinguish which may safely be ignored or encouraged and which should be nipped in the bud is a possession to be very highly prized.

What has been written above has been concerned mainly with school discipline as a prerequisite of effective teaching and with its enforcement as a judicial procedure. But there is still another aspect of the subject which the good teacher will constantly have in mind. The teacher is not only a judge ; he is also a father. According to English law, "The teacher is bound to take such care of his pupils as a careful father would take of his children." If we are to be careful fathers (and mothers) of our pupils, we must shape and administer discipline with an eye not merely to the daily good conduct of our schools but also to the lifetime behaviour of every pupil. This requirement can best be met as we are able to show a concern for every pupil which is personal as well as professional, and as we can supplement our judicial rulings with the daily example of a wholesome and generous life.

The vigorous democracy must reject with all its strength the idea that the young citizen should be allowed to spend his formative years in licence and in the anarchy of self-indulgence and self-gratification. Democracy must hit upon a middle course, based on an idea of discipline in life and in education which will result in dependable self-discipline. "Freedom is a continuing conquest, and discipline is the strategy by which that conquest is assured."

The schools of a vigorous democracy cannot afford to regiment young people into a standardized pattern by requiring blind, unquestioning obedience to authority. Totalitarian states will do this, authoritarian governments and despotisms of tyrants or of ruling cliques. They will do it, alas, with appalling success. But a democracy requires citizens who are individual persons, accustomed to real choice of action, and with courage to assume responsibility for their own conduct.

— J. G. Althouse

Addresses (Toronto : W. J. Gage, 1958), p. 35.

DISCIPLINE: AN ADMINISTRATOR'S VIEWPOINT

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Mention of the word "discipline," like "justice," creates individual and different pictures in the minds of those listening. Discipline is not something that one describes readily; rather it is something to which one reacts. How one reacts is dependent on many things — few of them resulting from thought processes.

Usually concensus of opinion will support such high-sounding maxims as, "The highest form of discipline is self-discipline." Further analysis of the topic provides convincing proof that one's powers of communication are extremely restricted, and/or that one's auditors are governed by emotions, prejudices and background rather than facility in clear thinking.

For those engaged in education discipline is more than an academic subject. Careers in education have been exploded, warped, dwarfed, and otherwise mutilated, because the opinions of individuals or groups did not endorse the type of discipline practised in a school or classroom. As some like things hot and others cold, some want discipline with a capital "D" and others want it to be effective without being obvious. Small wonder that many school people attempt to avoid involvement in the philosophical aspects and convince themselves that "no policy is good policy" in this area. By so doing, one works from day to day according to the needs of the moment guided by one's conviction, but also influenced by extraneous factors such as the amount of sleep on the previous night.

From a practical point of view, school people are primarily concerned with discipline as an aid in doing efficiently those things that must be done. At the same time, most will concur that consistent discipline makes some contribution to character building. Anyone associated with children cannot avoid a role in the character development process. One's contribution can be positive or negative.

Each individual in the instructional, custodial and administrative staffs of a school system has a part to play in accentuating the positive aspects of discipline. The roles vary but all contribute to its development and maintenance. In relation to discipline the maxim "As is the teacher so goes the school" is only a half-truth. The principal is the key figure in establishing the *tone* or *morale* of the school. Sometimes this is done incidentally, but more often intentionally by conscious application of sound principles of human relations. His attitudes and reactions to daily situations influence all but the most obdurate teachers and are reflected in the classroom situation. A principal who is autocratic in his relations with teachers should not be surprised to discover that many of his staff act similarly in relations with pupils.

The disciplinary influence of officials not so closely associated with the classroom as principals is of necessity much more indirect. Nevertheless these officials have influence. They also are responsible for creating conditions under which *healthy* discipline can evolve. The word "evolve" requires emphasis.

Different schools should develop different practices and characteristics in order to build an esprit de corps and avoid a monotonous stereotyped conformity.

The superintendent in co-operation with the principals of the individual schools should prepare a statement setting forth the school system's general policy of discipline. The completed document would then be presented to the school board and discussed by them in some detail. If the philosophy or general principles are not in accord with the thinking of the elected representatives, it is possible that community reaction will be unfavourable. Attempts to impose patterns which the school board cannot endorse are almost certain to create a climate unfavourable to the development of the attitudes desired.

The trials and tribulations incurred by the group preparing such a document will produce many valuable by-products. The inevitable interchanges of opinion and the necessary compromises will permit the participants to know and understand each other better. Perhaps even more important will be the impact of the group on the individual members; some personal theories will be challenged, and favourite practices will not receive general support.

The effort involved will not be worth the price unless this carefully prepared draft becomes alive and real to the extent that the underlying philosophy is understood and accepted by the teachers in close contact with the pupils. This necessary achievement is the responsibility of the principal. Within the broad framework accepted for the school system, he and his staff will develop policies and practices that are in accord with local conditions. Variations there will be, and desirably so; in fundamentals, however, the atmosphere that permeates all the schools will be one which has the support of the majority on whom the responsibility rests.

There is a risk that the preceding paragraphs may have implied the establishment of a series of pat answers to which an individual could refer as to a dictionary. If so, this was not the intent. The establishment of specific regulations associated with the safety of pupils is of paramount importance; on the other hand, the preparation of legislation governing teacher-pupil relationships in the classroom would be next to impossible and at best stultifying. The magnitude of such a task, if it were possible or desirable, can be realized by thinking about the multitude of behaviour problems that arise, and by listing the diversity of behaviour expressed in each problem. Further, if a positive attitude is adopted towards disciplinary problems, one is more concerned with the cause of the behaviour and the individual involved than one is with overt acts that result.

To work positively, all school personnel should be well informed on the origins of behaviour problems. Because these appear to be few in number, and their identification is relatively easy, it is possible to establish a plan of attack whereby those causes within the control of the school may be remedied. Behaviour problems originate with the student, the class, the teacher, the school, the home, the community or the social order. Those originating from the first four causes lend themselves most easily to treatment at school, but an alert, co-operative approach by a school staff can modify causes originating in the home and community.

When thinking about the student, one's thoughts turn automatically to the slow learner, who finding that he is unable to do well in school work attempts to satisfy his need for achievement through unacceptable behaviour. Of equal concern is the brilliant child who finds class work too slow and boring and consequently chooses to use his spare time in anti-social activities. Frequently overlooked is the fact that all children are affected by their environment. John and Mary do not place their personal problems in a desk drawer at home before leaving for school. Loneliness, unhappiness, lack of understanding, insecurity and resentment all come to school where they become more unbearable to the individual concerned because in his overpowering personal involvement he cannot detect evidences of similar problems in the carefully camouflaged attitudes of those around him. Where all seems to be such a pleasant mixture of "sweetness and light" defiance becomes a means of showing misery. He is a wise teacher who can be sensitive and alert to all the forces which interplay and react on a class in the course of a period, a day, a week or a year. To help children face and overcome their problems, all teachers must seek without prying to know their individual backgrounds, their needs, and their differences.

It is generally imperative to recognize the existence, and desirability, of differences in teachers : they also bring a wide range of problems and personalities to school each day. With increased maturity, however, they are in a better position to keep these in their proper perspective, disallowing emotions to overrule good judgment. Lack of co-operation among faculty members is detected quickly by students. Irritability with the decision or action of a staff member conveyed to pupils by word, action or implication can be contaminating. Inconsistency in applying prescribed rules can give rise to student problems. Failure to make all students work in all classes is letting the team down and is detrimental to good rapport.

To many pupils, the teacher is the school. He is the liaison agent who comes in closest contact with the pupils ; from his contribution impressions of the school are conveyed to the homes and to the community. Despite elaborate attempts to acquaint the public with the school programme, the home and the community will hold stubbornly to opinions gathered from the students. The teacher is involved in public relations in all his activities. For this role the best preparation is to know oneself and to strive earnestly to eliminate the shortcomings that analysis will expose.

To help those who wish to pursue such an examination, reference will be made to some characteristics common to teachers whose excellence eliminates disciplinary problems and permits them to concentrate wholly on learning experiences. Such teachers know their subject matter thoroughly and are in control of themselves. They are above prejudice toward individuals or groups. They speak pleasantly and in a confident tone. They are well groomed. They handle all situations in a mature manner. They depend on knowledge, consistency and fair play to earn the respect of their students. They do not take advantage of the authority implied in their position. They do not accept a standard of conduct for themselves which they deny to pupils. They have a sense of humour which makes a joke on themselves a thing to be shared. They are enthusiastic about their subjects and their work. They work hard and

demand hard work from their pupils. They are sensitive to potential problems before they develop and share their information with the principal so that prompt remedial action will allay critical developments. They use common sense in the amount to be taught in a day, in the length and complexity of home assignments, and in standards of work and conduct exacted.

In effect, good discipline is synonymous with good teaching. Good schools develop where there is good teaching. Good teaching can flourish where there is mutual trust, co-operation, respect for the individual, and a sound philosophy. In such schools, discipline is a two-way street in which traffic is so well self-regulated that the operative forces cannot be observed: sustaining power is flowing smoothly from the principal to the teachers and from the teachers to the principal.

BASIC TRAITS OF DISCIPLINE REQUIRED OF THE SOVIET PUPIL

The discipline which we cultivate in our children under socialist conditions is characterized by the following qualities: In the first place it is *conscious,* that is, it is founded on an inner conviction of the necessity of following definite rules and regulations in conduct which in turn are based on an understanding of their meaning and significance. In the second place, discipline is *self-initiated,* that is, it is not a discipline of simple obedience but rather a discipline which is linked with the desire to fulfil in the best possible manner a given assignment, order, or commission. More than this, it is linked with a readiness always to do one's duty, not waiting for an order or a reminder, but displaying initiative.

B. Y. Yesipov and N. K. Goncharov, *I Want to Be Like Stalin,* translated by George S. Counts and Nucia P. Lodge (New York: John Day, 1947), chap. VI.

In the third place, discipline is *firm,* that is, it is unquestioned obedience and submission to the leader, the teacher, or the organizer. Without this there is no discipline; submission to the will of the leader is a necessary and essential mark of discipline. In the fourth place, discipline is *organizational,* that is, it is a discipline which prompts and habituates the pupil to the precise organization of individual and collective work, to organization in games and life. In the fifth place, discipline is *comradely,* that is, it is founded on mutual respect of the members of the collective. In the sixth place, discipline is *resolute,* that is, it surmounts difficulties, prompts the completion of every task, subjects conduct to high purposes, and conquers motives of low degree.

DISCIPLINE: A PSYCHIATRIST'S VIEWPOINT

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As a psychiatrist I see discipline as the training given to a child in order that he may develop within himself the ability to abide by the values of his group. But sheer conformity adds nothing to human progress. The disciple, the disciplined person, should one day become the teacher and innovator. He should be so disciplined that not only will he conform when conformity is appropriate but he will also be able to test and choose new sets of values when faced with a conflict that is his responsibility to resolve.

For example, what kind of disciplining would best equip a youngster to deal in later life with the challenge confronting him when as a member of a university fraternity which excludes Asians, Negroes and Jews he wishes to sponsor a friend who has gained his respect and whom he considers eligible in every way except in being a member of one of the excluded categories? Will he go along with the majority views of the fraternity representing one of his own set of accepted values, or will he demand a solution more compatible with other sets of religious and moral values incorporated by his society in respect to the rights and dignities of man? If he has been too rigidly disciplined in the direction of conformity he may wash his hands Pontius Pilate-like. If, on the other hand, he has been disciplined so that he tends to put his own wishes above everyone else's, he may attempt to impose a tyrannically just decision on his hostile but shamed and acquiescent fellow fraternity members. If he has been disciplined in a healthy way, he will choose neither of these extremes but will spare no effort until he resolves the problem in a way which respects the rights and dignity of all men.

The psychiatrist is interested in how an individual faces up to such problems and in the strength he is able to put into his efforts to solve them. If he has been disciplined healthily he will be able to make an independent, creative contribution to a situation involving human conflict that requires an acceptance of the right of each group to hold to its own values yet demands that the needs and rights of the one be harmonized with the needs and rights of the other.

How do we go about disciplining a person so that as an adult he neither shirks issues and responsibilities nor attempts to solve them by forcing his opinions on others? This is not an easy question for the psychiatrist to answer. After all, he is most often called upon to deal with people who have either never achieved a state of inner discipline or whose inner discipline has broken down under the stress of illness. It is only recently that he has turned in his professional capacity to study what is required for healthy development. In the past he was more inclined to study the causes and after-affects of illness.

Modern psychiatric investigation shows that before an individual can be disciplined in the sense we are using the word he must first acquire the ability to withstand the mental pain that follows any delay in the immediate gratification of his primitive impulses. The ability to tolerate frustration is not easily learned. Its development is dependent on the child's emotional ex-

periences in early life. The infant at birth is not ready to deal effectively with frustration. First, he must have his fill of gratification.

The task of the child's first educator, his mother, is to grant him enjoyment of almost every wish for at least the first if not the first two years of his life before she starts to present him with challenging problems. Furthermore, it is important that the frustrations she then creates are sufficient in degree to elicit spontaneous efforts to overcome them and yet are not so excessive as to discourage further problem-solving activity.

The reaction of the human individual, both child and adult, to pain is often inconstant. The child learns most easily from pain when he has experienced more pleasure than unhappiness. It is the memory background of pleasures in the past, which he hopes to re-experience, that makes the child most responsive to repressive measures which give rise to painful sensations.

As he grows and matures within the family setting, the infant notices that the more yielding mother is joined by the more restricting father. By this time, if all has gone well before, he both fears and welcomes the restrictions his father imposes, and the help his father gives him in solving them. Freedom of choice of action begins to enter the picture more and more. Although he has begun to incorporate his parents' values he has as yet only a limited ability to live according to them. Nevertheless, if he has acquired the beginnings of the ability to tolerate frustration and to exercise his own judgment as to whether he will do right or wrong, he is now ready for the broader intellectual challenges presented by his academic mentors. As far as the psychiatrist is concerned, the foundations of discipline must be laid down in the home during the child's first five or six years of life. If for any reason whatsoever those foundations have not been laid down well, the child's intellectual development may not necessarily be impaired but his moral development will almost certainly suffer.

Just as proper mothering and fathering are of primary importance in the pre-school years, so is "mentoring" of key significance in the succeeding years, when values first presented from without gradually become incorporated within the maturing personality of the youth, to be used as his own until such time as he is able to test and creatively reshape them in closer conformity with his own individuality. It goes without saying that the more the mother, father, teacher and mentor have themselves achieved a sense of inner discipline and have incorporated and managed to abide by the religious, ethical and moral values of their society, the more easily will the child acquire these values from them. Psychiatric experience confirms the generally held belief that values are communicated by example. Precept and rule may prepare the ground and guide the child as to where he has gone wrong, but the core of character is built on the basis of example, imitation, and identification. The youngster models himself on what his teacher does, not on what his teacher says.

Thus, if the child has come from healthily disciplined parents, if his experiences within the family have been emotionally nourishing, and if he is given the opportunity of transacting with a healthy mentor outside the home, he will absorb the values of his culture as naturally as he absorbs and assimilates his food. In fact, so normal is it for a child to latch on to an older individual

to whom he can look up, and whose regard he wishes to keep, that should this not occur, and the resulting disciplining of behaviour not develop, the question of illness should be raised. If, despite careful management by an experienced teacher of proven ability, a pupil fails to acquire a state of inner discipline, and to exercise his intellectual capacities to his full potential, it most often means that for some reason or another the child did not acquire the ability to control his impulses in early life. The causes of such deficiency are many. Brain injury, severe intellectual retardation, psychiatric illness, or the after-effects of severe emotional deprivation are among the most common findings. It is the responsibility of the teacher to be on the look out for such children. The longer the delay in seeking professional help the greater the likelihood that the pupil's handicap will increase and require the teacher to fall back on harsh, damaging, punitive measures.

The reaction of the healthy child to pain can often mislead the uninformed into believing that pain, or the threat of pain, will prove effective in managing the disturbed child. Under properly controlled conditions and under exceptional circumstances, the corporal punishment of a healthy pupil by a teacher he respects, and who respects him, may result in a sustained improvement in behaviour. In such cases, provided the punishment is not excessive and is commensurate with the gravity of the offence, the pain may be likened to that salutary pain which is the beginning of all wisdom. The experienced teacher will seldom, if ever, have to resort to corporal punishment because he will have learned that the normal pupil will meet him more than halfway in his efforts to maintain discipline. The child, even more than the adult, has a fundamental need to feel that his impulses are under control, preferably inner control personally maintained ; and where this is not possible by some form of control from without. The healthy child will go out of his way to persuade his teacher to discipline him when he feels his own controls are lacking.

At heart, the emotionally handicapped child is no different. He would be good if he were able to be so. He also wishes to conform and gain the respect of his teacher. However, he is unable to tolerate the degree of inner tension required of him. In order to relieve his mental pain he may become overactive, overaggressive and rebellious. The infliction of physical pain will only make him more hostile, as will any other punitive, restrictive measures. His need is treatment, not punishment. The problem is rendered more complex by the fact that such children respond in like manner to kindness. Once having been let down by those on whom he was dependent, he has no wish to go through such a painful experience again.

Modern psychiatry is still grappling with the problems created by these problem children. Some pessimistic authorities feel that the child who has been damaged by severe emotional deprivation in early life will not respond to any of the curative measures yet devised. Others who are more hopeful believe that much can be done if the cases are recognized in time and given the best psychiatric care, including in some cases the use of the newly discovered chemicals which influence the quality and intensity of feelings and impulses. Still other workers have drawn attention to the improvements brought about in the chronically delinquent child when he is taken away from his everyday haunts and is

brought up in a properly organized therapeutic community under the skilled guidance of a staff specialy trained in this type of work. Much remains to be done before we will have a clearer understanding of the difficult-to-discipline pupil. Diagnosis of the underlying cause where this is within the pupil and not within the school system is the responsibility of the psychiatrist. Treatment often requires the combined teamwork of doctor, teacher, and parent.

A most important forward step will be the recognition of the need to provide teachers with more detailed knowledge of the emotional needs of children, just as they have already been provided with adequate knowledge of their physical and intellectual make-up. This will require the development of mental-health training programmes for all teachers and the provision of extra opportunities for teachers who wish to specialize in this field to gain clinical experience in the various educational techniques required to teach these disturbed children.

MEMO TO PARENTS

1. Begin with infancy to give the child everything he wants. In this way he will grow up to believe the world owes him a living.

2. When he picks up bad words, laugh at him. This will make him think he's cute. It will also encourage him to pick up "cuter" phrases that will blow off the top of your head later.

3. Never give him any spiritual training. Wait until he is twenty-one and then let him "decide for himself."

4. Avoid use of the word "wrong." It may develop a guilt complex. This will condition him to believe later, when he is arrested for stealing a car, that society is against him and he is being persecuted.

5. Pick up everything he leaves lying around — books, shoes and clothes. Do everything for him so that he will be experienced in throwing all responsibility on others.

6. Let him read any printed matter he can get his hands on. Be careful that the silverware and drinking glasses are sterilized, but let his mind feast on garbage.

7. Quarrel frequently in the presence of your children. In this way they will not be too shocked when the home is broken up later.

8. Give a child all the spending money he wants. Never let him earn his own. Why should he have things as tough as you had them?

9. Satisfy his every craving for food, drink and comfort. See that every sensual desire is gratified. Denial may lead to harmful frustration.

10. Take his part against neighbours, teachers, policemen. They are all prejudiced against your child.

11. When he gets into real trouble, apologize for yourself by saying, "I never could do anything for him."

12. Prepare for a life of grief. You will be likely to have it.

Twelve Rules for Raising Delinquent Children, Police Department of Houston, Texas.

DISCIPLINE: A PRINCIPAL'S VIEWPOINT

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The Western world's conception of discipline in the home, the school, the armed forces, the community and the nation has changed radically over the last few generations. The stern patriarch of the Victorian era has given way to the genial senior partner in TV's "Father Knows Best"; Mr. Squeers has been gently ousted by Mr. Chips, if not by Nicholas Nickleby; Devil's Island and Dartmoor are yielding to Boys' Town and Borstal; history's Bloody Assizes are today's Parole Boards.

It is doubtful if the late General George Patton was one of the authors of the following comments about "Discipline," which are listed in the *United States Army Basic Field Manual*:

1. Group morale is essential.
2. The individual is important.
3. Harshness is not necessary.
4. Respect for the daily task should not be destroyed.
5. Respect the other person's intelligence.
6. Treat the individual in terms of his own background; know him as an individual.
7. Don't pretend that you are God.
8. Disciplinary approach must be positive, not negative.
9. Remember the worth and dignity of every human being.
10. Democracy is built upon respect, on confidence in each other, and on co-operation.

With these considerations in mind, this article will attempt, first, to explain the modern school principal's conception of discipline; and, secondly, to outline some of the devices he may use to promote good discipline.

WHAT DOES THE PRINCIPAL UNDERSTAND BY DISCIPLINE?

Few terms in common usage are more variously defined than "discipline." To some people it means punishment, external restraints and strictures, and subjection to authority; to others it is cheerful obedience to group rules, the learning of acceptable behaviour, and co-operation; to still others it is self-control, self-mastery, and full understanding of one's responsibilities to others.

From these interpretations, it will be seen that the term "discipline" is applied both to the end itself and to the means to that end; to the state of subjection to rule of some sort, and to the various influences used to produce that state.

Alan Meiklejohn, Vice-Principal of Hill Park Collegiate in Hamilton, has written: "There are three major objectives in the promotion of better discipline in the schools: the prevention of misbehaviour, reformative punishment, and

the growth of self-discipline. We have come a long way from the concept of external authority, the 'spare the rod and spoil the child' philosophy, to the theory of self-discipline or inner-directing power." [1]

Discipline, then, can perhaps be best expressed as the *tone* or *esprit de corps* in the whole school body: pupils, teachers, administrators, parents, trustees, community. It is the collective expression of the desire on everyone's part to work unselfishly and purposefully to realize the aims of the school.

Parenthetically, it must be noted that this is obviously an idealistic concept of discipline. In the the cold light of the more realistic view, it needs to be recognized that some members of the school body — adults as well as children — are in fact selfish, and therefore unable or unwilling to subordinate their desires to the welfare of all, unless and until compelled to do so by some of the forcible restraints mentioned earlier. However, the concept given is useful if only to indicate the ultimate objective which we strive for, even though we recognize it to be unattainable.

It is interesting, too, to observe that this concept of discipline results in fewer of the concrete manifestations of the older discipline: the strap, the detention room, lines, and the dunce cap.

WHAT IS THE PRINCIPAL'S ROLE IN PROMOTING GOOD DISCIPLINE?

1. *He maintains a high esprit de corps among his teachers.* There are various steps he may take to this end:

(a) He selects his teachers, if possible, on a basis of their previous record of co-operation and friendly rapport with adults and children. Too often this vital question is not asked by those who engage teachers. Teachers who lack a sense of professional responsibility to others, however skilled, industrious and knowledgeable they may be, are seldom worth the damage they do to staff morale and co-operation.

(b) He lets his teachers know how important he believes esprit de corps to be, both in private chats with his teachers and in general staff meetings.

(c) He encourages his teachers to feel free to come to him with grievances at any time. He tries to be a good listener, who after careful thought acts tactfully and unobtrusively to clear up potentially troublesome situations.

(d) He organizes a Staff Advisory Council, or some similar medium, by which teachers' complaints and suggestions can be voiced (anonymously, if so desired), discussed, and acted upon. The Council (consisting of four or five teachers chosen by the staff to represent various grades or rooms) meets weekly or semi-monthly to consider matters which have been brought to its attention.

[1] "Discipline," *Bulletin of the Ontario Secondary School Teachers' Federation,* Vol. 39, No. 2.

(e) He assists his teachers in promoting periodic social gatherings of an informal nature: teas, dinners, bowling parties, picnics, theatre nights, skating parties, skiing week ends, etc.

(f) He gets to know his teachers as persons so that he can build on their strong points and minimize the effect of any weaknesses they may have.

(g) He supports his teachers in the presence of pupils and parents. Teachers' errors in judgment are surely as defensible as those of principals, parents and students. Where a teacher has made a serious error of judgment or of fact, it should be discussed sympathetically in private, and the teacher should be given full opportunity to make his own amends.

(h) He praises the efforts and achievements of his teachers, individually and collectively, whenever an opportunity arises.

(i) He delegates authority and responsibilities to his staff members.

2. *He actively aids his teachers in maintaining good school spirit among the students.* The following are some specific suggestions to achieve this end; others will be dealt with elsewhere in this article:

(a) He communicates to the students his own conviction of the great importance of good school spirit.

(b) He supports and encourages the Student Council and other student organizations to take seriously the responsibilities which are delegated to them.

(c) He gets to know the students so that he can call them by name and chat with them on the playground, on the bus, or in the halls, about their interests and aspirations.

(d) He sees that channels exist whereby student grievances and suggestions can be made known to him; either through some formal device such as a Student Advisory Committee, similar in organization and purpose to the Staff Advisory Council mentioned above, or through informal chats with responsible students who are alert to their fellow-students' opinions and attitudes.

3. *He provides democratic leadership in building a better educational community.* He must be aware of current trends in education; he must have plenty of worthwhile ideas himself; and he must have the tact to elicit and use helpful ideas from others for the continuing improvement of the school. Pupils' confidence in their school does much to prevent disciplinary problems.

4. *He participates fully in the life of the school.* Too many principals pleading the real or fancied pressure of administrative duties retreat permanently behind the office door, emerging only to grace the occasional assemblies or to express their doubts about insurance coverage to the new teachers skating on the school rink. Some of the opportunities which principals are inclined to miss include:

(a) Visiting classrooms at the students' invitation, perhaps to see a puppet show, to hear a debate, to judge a public-speaking contest, or to receive reports of a recent field trip.

(b) Being seen in the halls and on the playground, not as an awesome and baleful tyrant, but as one who takes an active and sympathetic interest in the students' and teachers' problems of movement of classes, recess recreation, cafeteria line-ups, safe housing of bicycles, etc.

(c) Taking his turn on duty or playground supervision, or at very least substituting occasionally when regular teachers are absent. Duty is one of the most tiresome burdens which teachers carry, and they like to feel that the principal is aware of the supervisory problems they face each day.

(d) Making a point of dropping in casually on band practices, play rehearsals, dances, school games (especially when his school is visiting another), track meets, hobby club meetings, etc. ; not to spy or snoop, but rather to show a genuine interest in what the students and teachers are doing.

5. *He participates as actively as possible in the life of the community served by his school.* In small, compact communities, he should know personally the members of the school board, the members of the executive of the Home and School Association, the ministers, the Sunday School teachers (largely his own staff, probably), the leaders of the various youth groups, and as many parents as he can. More than any other single person, the school principal can counsel, co-ordinate and guide their diverse and sometimes conflicting educational activities.

6. *He sees that a reasonable and simple set of rules is drawn up and made known to students and parents.* The rules, if possible, should be positively stated ; they should be drawn up after discussion by principal, teachers, and perhaps student monitors or prefects as a co-operative programme of group responsibilities. Every appropriate occasion should be used to have teachers and prefects interpret the rules to the student body, and to the parents.

7. *When all positive measures fail, he uses deterrents and punishments firmly, fairly and impartially.* Every school has its hard core of problem pupiis who will be sent at times to the office by teachers and prefects. While it is difficult and dangerous to generalize about the handling of atypical cases, it would seem that the following considerations can be fairly set forth :

(a) THE PRIVATE INTERVIEW WITH THE OFFENDER is probably the most effective means of securing improvement. The setting should be such as to impress the pupil with the seriousness of the occasion. It is well to make written notes of the interview to be attached either temporarily or permanently to the pupil's permanent record card. Some of the most unruly students are jolted by their principal's explanation of the functions of the permanent record : its importance

to the student when he seeks employment or entry to college; the significance of the citizenship entries; and the fact that no erasures or deletions can be considered once entries are made on the card.

(b) THE CONSULTATION WITH PARENTS is also effective. Such an interview should always be a co-operative and courteous discussion to determine the causes of persistent misbehaviour and to plan remedial action; it should never be allowed to become an occasion for an abusive exchange of harsh charges and counter-charges.

(c) THE FORMAL LETTER TO PARENTS required by the Regulations of the Protestant Committee before a pupil can be suspended informs them of their child's continuing unwillingness or inability to accept the rules of the school, and of the ultimate consequences of such misbehaviour. This letter in itself can have a pronounced restraining influence upon an offender if he is allowed to see it before it is mailed and if he understands that a copy is being attached to his permanent record card — to be removed, perhaps, after a given probationary period.

(d) PUNISHMENTS SHOULD FIT THE OFFENCES, where possible. It is often enough in cases of wilful property damage to insist that the pupil be required to make good the damage, either through his own labours or through financial restitution.

(e) REDUCTION OR CANCELLATION OF PRIVILEGES is generally regarded by students and parents as a fair and adequate punishment for persistent misbehaviour.

(f) EXTRA DUTIES OR ASSIGNMENTS are effective if they have some relation to the offence: the girl caught throwing candy paper in the playground may be required to spend an hour cleaning the place up; the boys who throw snowballs may have to spend a week helping the teachers who are supervising the junior playgrounds. Disciplinary assignments based upon school subjects are seldom effective and they intensify the pupil's dislike of school work. The writing of lines achieves very little except frustration and poor penmanship.

(g) DETENTIONS AFTER SCHOOL for disciplinary reasons should be used sparingly. To students who hold after-school jobs, or who have other urgent appointments, a detention may be a very severe deprivation which can produce a panic reaction, whereas to other students it is merely a lark. The main disciplinary value of the detention is that it should convey to the offender a clear awareness of the school's severe disapproval of his conduct.

(h) APOLOGIES, made either privately or in the presence of classmates, are usually meaningful only when the offence is insolence, insubordination, brutality or open defiance, and when the offender has come to see the error of his ways and is genuinely repentant. When an apology

is made in the presence of others (as may be required if the offence was committed in their presence), there is a serious risk of antagonizing the whole group, should they have any sympathy for the miscreant. This risk has to be weighed against the affront to the teacher or to the school, and the necessity for making amends.

(i) CORPORAL PUNISHMENT is usually among the principal's last resorts. The strap, which has been forbidden in many North American school systems, has been recently re-introduced in some areas where disciplinary problems have been acute. It is not as reprehensible a weapon as some of its critics charge; some of its most ardent champions are well adjusted individuals who manfully endured "six of the best" when they were in school, and it is not unusual for a teacher to be thanked in later years by a former student who was straightened out by a judicious strapping. Corporal punishment has always been authorized in Quebec; a survey taken among principals and administrators representing forty Quebec schools at the QAPSA Workshop at Bishop's University in August, 1958 revealed that in all but one school the strap continues to serve a specialized purpose as a form of shock therapy for boys who are unruly, spoiled, or openly defiant of authority. Principals have to be very careful that corporal punishment is correctly and dispassionately administered in the presence of an adult witness, and that it strengthens rather than weakens a boy's confidence in his own manhood.

(j) SUSPENSION FROM SCHOOL is another of the last resorts. It can be criticized in that it punishes the parents more than the offending pupil, and that the pupil may actually be happy to be out of school for a few days. Whatever remedial value it has lies in the strong censure it implies; its involvement of the parents in the problem; and the time it affords the offender for serious reflection. The fact that suspension is prescribed for persistent offenders in the Regulations of the Protestant Committee has a sobering influence upon some brash mischief-makers.

(k) EXPULSION FROM SCHOOL is the final admission that the offender is incorrigible. It is the very last resort, reserved for cases of compulsive misbehaviour which cannot be corrected under existing school conditions, or where the adverse effects upon staff and students outweigh whatever benefits the delinquent might gain from attendance at school. Children who reach this point in the long catalogue of restraints and punishments are almost always seriously disturbed emotionally, and therefore their expulsion from school can at times be better considered as a clinical referral to another institution which is more adequately equipped and staffed to deal remedially with the behaviour problem presented.

In conclusion, it must be stressed that the principal needs to keep his sense of humour, his sense of perspective, and his willingness to admit that he does not

have all the answers. When he considers the overall discipline of his school he has to avoid the small-minded presumption that God has intended that all his pupils should fit the moulds which the school has predetermined for them.

Let every school principal recognize that many of the world's greatest creative minds were impatient of authority when they were in school ; and let him ponder that some of his students in the years to come will be greater than he. In all conscience, he must see that he makes as few mistakes as possible.

Reporters, writers, columnists, commentators — even novelists — are having a field day at the expense of American youth. Any young person's departure from society's mores and regulations is held before the American public for all to behold and condemn. The implication is, almost, that juvenile is synonymous with delinquent. We are led to conclude that all youth today are bad and bent on getting worse fast.

The time has come when it is necessary in the interest of truth, fair play and sheer honesty to rise to the defence of our youth. In no sense do we wish to condone any delinquent act or irresponsible action ; rather, we must make every effort to correct all such actions. We do point out, however, that youth find themselves in a period of great difficulty for which they in no sense are responsible and for which today's adults must accept the blame.

Today's young people have lived their lives since infancy in a world in turmoil, a world in which adults everywhere seem bent on violence and destruction. Technology has given us automobiles with more than 200-horse-power, chemicals with more surcharged explosive power than we have ever known, TV and other media of communication which often glorify violence. Such is the common diet spread before youth in the difficult period of transition from childhood to adulthood. Such is the setting for youth as they cease to be children and attempt to earn adult recognition of equality and acceptance. Such is the stage that adults have created for youth as they take their giant step. The wonder is that the number who succumb to the situation is so small.

Adults who are critical of today's youth seem to have forgotten the forces which swayed and guided them in their own youth. Today's youth, as compared with earlier generations, are further advanced in education, achievements, resourcefulness. Their values, ethics and morals are high. All these things they have accomplished in a world of turmoil.

Some youth fail. These are the ones the writers and commentators talk about. There are more youth in our population today than in any previous period, yet more than ninety per cent are the kinds of youth we adults would be proud to have as our sons and daughters. And the remaining ten per cent, the youth in trouble, are in need of our compassion and help.

Do not sell today's youth short. Our future is in their hands and they are good and capable hands. They are our greatest resources. The future in their hands is secure. They will not fail themselves or let us down. Instead of viewing youth with alarm, let's thank God that they are the fine young people *we* wanted to be.

— Walter D. Cocking

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DISCIPLINE: AN INDEPENDENT SCHOOL PRINCIPAL'S POINT OF VIEW

Ogden Glass, M.A., Headmaster, Bishop's College School, Lennoxville

The term "discipline" means many different things to many Canadians. To discuss the topic satisfactorily, a specific definition must be established. The reasonable definition given in the *Concise Oxford Dictionary* might be accepted: "a system of rules for conduct." This, I admit, begs the question of some extremists who would challenge the necessity of any rules at all. While self-discipline obviously is the ideal, it is not, unfortunately, the rule. Most of those who work with the young would be prepared, I think, to accept a measure of imposed discipline. I certainly am among them.

Yet I wonder if my chosen starting point tells even the whole of my story. I feel strongly that the best disciplinary system for a school is the creation of an atmosphere in which hard work and decent behaviour are accepted as the *raisons d'être* of the institution, and are recognized as necessary concomitants if the common goal of achieving an education within the aims of the school is to be realized. Some people will dismiss this objective as visionary: I do not think it is. Further, I believe that a very fair measure of it has been achieved in more schools than most people suppose.

Here, though, three points may be raised. First, rules and disciplinary measures must remain "in being" behind the system in order to cope with the individual who may be brave or foolhardy or independently minded enough to rebel against it. I shall return to this later. Secondly, I am convinced that the only way of achieving such an ideal lies in the provision of a teaching staff whose members believe wholeheartedly, communally, and with real inspiration in the aims of the institution, and who moreover have the personalities to effect them. Here too exceptions must be noted. Even Our Lord had His Judas, for whatever reasons He may have carried him. The administration of our school must have the power to remove theirs. Thirdly, the daily life of this school should not be considered a perpetual academic grind. It should, and can, include a reasonable admixtures of other activities: athletics, not only for those of physical prowess; dramatics; debating; journalism; photography, and many more. But work should be the keynote, perpetually re-emphasized by precept and example. Moreover the children in such a school, for the most part at least, will be well satisfied. The Navy has a germane dictum here, and few professional naval men will dispute it: "An efficient ship is a happy ship." Similarly, good children will like a good school; even mediocre children will like a good school, and bad children, if the expression may be allowed, probably would not like any school — even a bad one.

The expression "bad children" requires further explanation. Contrary to the theories of some psychiatrists, I believe such human beings do exist, in schools at least; of course these children are always someone else's and never our own. Whatever may be the cause — environment, heredity, or mere immaturity — badness remains. I consider a child to be bad if he or she will not try, and continue to try, to advance the cause of the school. Obviously, and this is

important, a grave injustice has been perpetrated somewhere along the line on the child if he or she is not capable of coping with the purposes of the school. That injustice must be removed for the sake of both the child and the school — in that order.

At the same time, I think it would be a mistake to try to fashion a school of the elite in whatsoever line — academic, technical or commercial — the school may seek to pursue. Such a policy could easily be unfair both to the society the school serves and to its children. The line of demarcation is thin admittedly because it involves the so-called late developer — at some stages the most difficult of students for the teacher, who may later develop for society into the most useful of citizens. A selective policy could also be dangerous for the teachers, who should always be exposed to the fire of challenge. No system can lay claim to perfection, and that least of all which deals with the raw stuff of youth.

I said earlier that disciplinary measures must remain in being, even behind such a school as I have tried to envision. It would be well to consider some of these now. These rules must in effect be backed by punishments, which afford the only acceptable basis of control for a school. Indeed a system of punishments is a corollary of a system of rules.

The main aim of any system of rules and punishments, in my view, is twofold: first, to correct or improve the offender ; secondly, to maintain the tone of the school. I hurry to add that I use the word "tone" not in its commonly accepted snobbish sense but rather in the way doctors apply it to muscular efficiency.

One general but essential condition must apply to any system of rules and punishments. The system must be objectively conceived and fairly administered. It is essential that the offender should not feel he is being victimized, or picked on, by the school or any one teacher. The poorer students and the poorly behaved ones are only too apt to regard the school or the teacher as a sort of mortal enemy with whom they are locked in some form of natural war to the death. This unfortunate relationship, when it occurs, is an almost insuperable barrier to learning. The good school and the good teacher will guard against its erection at every turn. Conditions in most classrooms are such that it is only too easy to seem to favour the students who are most gifted or most attentive ; such an attitude, real or fancied, is resented by the rest of the class. Frequently a former pupil will tell me he admired Mr. So-and-So when he was at the school because he was "a fair man." Fairness is an honourable badge (not lightly won) and is worthy of every teacher's constant attention.

To be most effective, punishment should whenever possible be tailored to fit both the offence and the offender. This ideal, like most ideals, is exceedingly difficult to achieve. For one thing, it demands a detailed knowledge of all the children committed to one's care. For another, it can raise the cry of "discrimination," though unfairly. Any system intended to help children individually must explore every possibility, however difficult, that time and patience can contrive.

In an attempt to be more specific, I will make reference to the rules of thumb which are generally in operation at my school and which have proved at least moderately effective. Extra work to be done in spare time or during the week end is the best punishment for lack of effort or slovenly work. Reporting this type of misdemeanour to the parents is helpful in many instances. Detention

should follow if the extra work is not completed satisfactorily. Deprivation of privileges is also efficacious in this type of offence, as well as in the case of minor disciplinary troubles. Detention has also proved suitable for the latter. Here, we find detention is most effective if carried out at times when the offender would otherwise be enjoying different activities. We approach deprivation of athletic privileges cautiously at our school for two reasons : first, most boys should have a considerable amount of exercise ; secondly, the athletically gifted do not necessarily improve in their academic work if they are denied games for protracted periods.

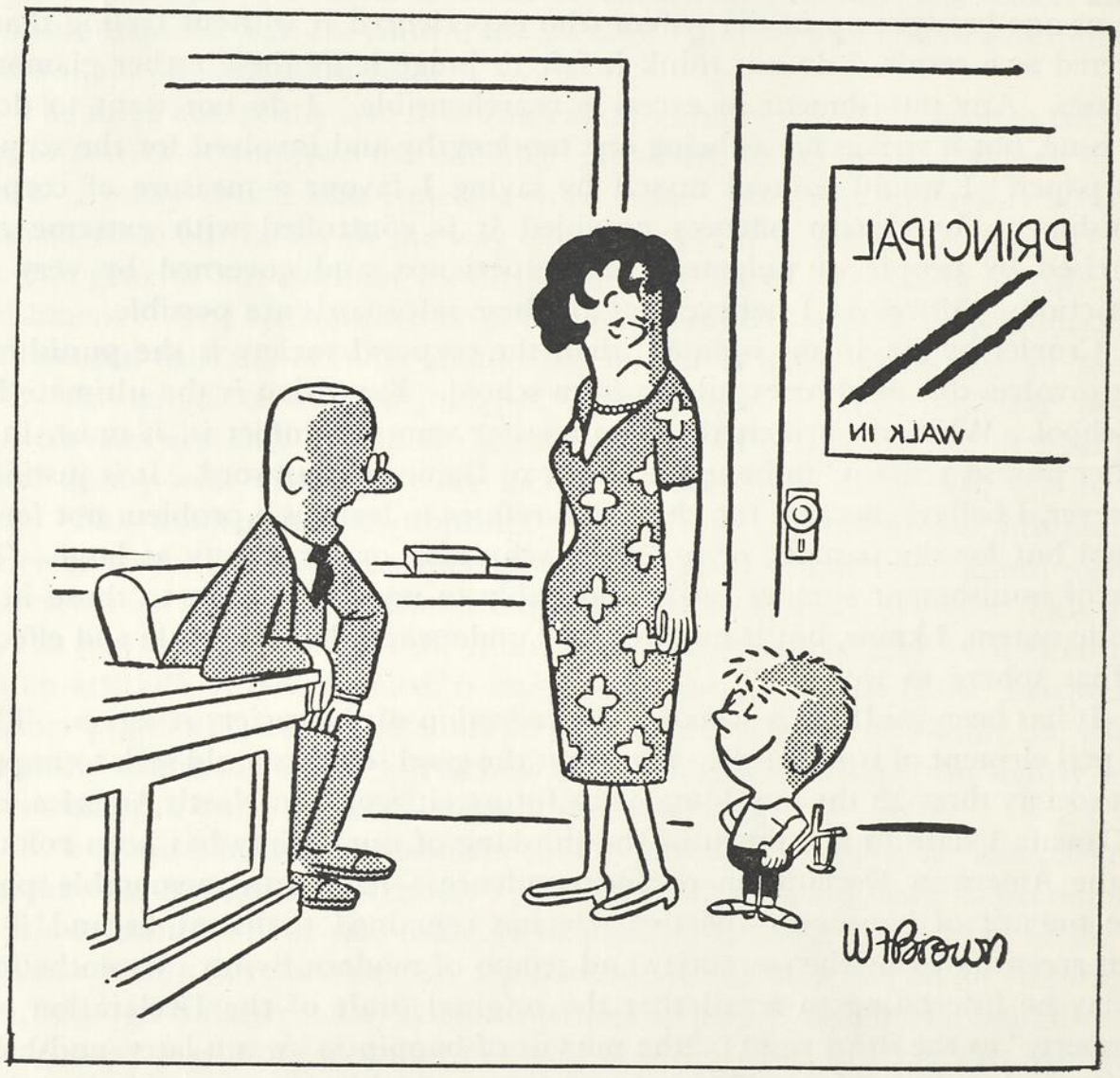
The system of corporal punishment in vogue at some schools merits particular attention. I would preface what I have to say by observing that I rarely use it myself. This does not mean I do not approve of it, but rather I find I seldom need it.

The excesses of the system have made it many enemies, and our literature is liberally sprinkled with examples of them : David Copperfield and Mr. Murdstone, Stephen Dedalus and Father Dolan, to note just two of the more famous. Yet, as one brought up in the system who experienced it without feeling that he suffered as a result, I do not think it fair to judge it by these rather glamorous excesses. Any punishment in excess is reprehensible. I do not want to dodge the issue, but it strikes me as being one too lengthy and involved for the scope of this paper. I would content myself by saying I favour a measure of corporal punishment for certain offences provided it is controlled with extreme care, exercised by people of judgment and experience, and governed by very real restrictions. Moreover I believe that all these safeguards are possible.

Crueler by far, in my opinion, than the corporal variety is the punishment that involves dismissal or expulsion from school. Expulsion is the ultimate hurt in school. While no principal or headmaster wants to inflict it, it must, in my earlier phrase, remain "in being" as a sort of Damocletian sword. It is justifiable however, I believe, because the child who refuses to learn is a problem not for the school but for the parents, or for the psychiatrist, or for society at large. This type of punishment is more easily applicable to my school than to those in the public system, I know, but it has proved, I understand, both possible and effective in that sphere as well.

It has been said that a school is the reflection of the society it serves. There is a real element of truth in the saying, but the good school should seek to improve that society through the moulding of its future citizens. In North America, even in Canada I dare to say, much of the thinking of our society has been coloured by the American Declaration of Independence. Jefferson's memorable phrase "the pursuit of happiness" particularly has remained to haunt us and it has been accentuated by the insecurity and tempo of modern living. Parenthetically it may be interesting to recall that the original draft of the Declaration cited "property" as the third right ; "the pursuit of happiness" was a later, and hardly Puritanical, substitution. There is, of course, nothing wrong with happiness, properly interpreted. Indeed it is one of mankind's main goals though not perhaps an "unalienable right." I wonder though if the pursuit of it, degraded into "fun" in the language of youth, has not become a bit of a bogey for those of us who work in schools.

This is not, most emphatically, to say that happiness has no place in school. Quite the contrary : "An efficient school is a happy school." But the pursuit of fun, so marked among many of our youth and their parents, if carried over into the school can be a grave danger to the purpose of the institution. Happiness, if it is capable of definition at all, is certainly distinct from fun, and that distinction should be made clear to students. Happiness is probably not one commodity at all but rather the end result of many commodities, notably hard work and decent behaviour, together with a fair amount of fun at the appropriate times. If this distinction and its implications, nice though they are, can be introduced into the atmosphere of a school, one wonders if many of the difficulties surrounding the concept of discipline might not at least be mitigated. The good school should seek to make this distinction ; perhaps then it can help to improve the larger society it serves.



"We might try to put him in Mrs. Maynard's class for a while. She's planning to leave us anyway."

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DISCIPLINE: A BRITISH RECTOR'S VIEWPOINT

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There is no problem of discipline, only of indiscipline, or lack of discipline, or delinquency. Discipline is the essential quality or characteristic which distinguishes an organized, well-ordered and civilized society from the natural community of a jungle where the only laws operative are those of nature.

What concerns educationists at the present time in the maintenance of orderly standards of behaviour amongst the young is not primarily or fundamentally a problem of the schools at all. It is a world-wide problem affecting all nations, both the highly civilized and the less highly organized communities. A rapid glance around the world will reveal the truth of this assessment, for the riotings, strivings, and conflicts are not only by "oppressed" peoples against their conquerors but appear as civil wars, revolutions, communal disturbances aimed at local and national governmental administration: movements of national liberation, movements of class liberation, movements often apparently only for the sake of expressing dissatisfaction, a desire for change, an innate turbulence of the age. It is not surprising, therefore, that all this global commotion, uncertainty and unsettlement should be reflected also in the conduct and behaviour of the young of all peoples.

There is little hope of coping successfully or intelligently with such a problem of ferment unless some kind of evaluation of the causes of the unrest has been made with a view to understanding aright the possibilities of dealing with so widespread a phenomenon from the therapeutic angle. Although, undoubtedly, the threats hanging over mankind in the shape of the existing powers of atomic destruction make for carelessness or irresponsibility in the observation of any lasting moral code with long-term sanctions and objectives, there have, nevertheless, been other equally devastating influences at work over the past century, but particularly in the last fifty years. It may be repeated here that it is not oppression and suffering that give rise to, or set off, revolutions but the dissemination of new ideas and theories of society which precede them; just as in the French Revolution the writings of Voltaire and Rousseau prepared the way for the conflagration to consume the overprivileged, so the universal malaise of today does not spring originally from physical or economic forces but from the discoveries and preachings of biologists, psychologists, and sociological apologists rather than from the advent of the newer nuclear physicists. For the moral code and the principle of individual responsibility long established in legal usage were assailed by the genes of the geneticist, the environment of the behaviourist, and the whole galaxy of subconscious let-offs sparked by Freud and fed by the additions of Jung, Adler, their followers and successors. It is small wonder that this has become the age of the law of diminishing responsibility.

The delinquent does not of course reason in this way, because he knows little or nothing of all this fuss over his motives, desires, responsibilities and the like. He is, however, quick to take advantage of all the possibilities of a situation in which he detects or senses a dither on the part of those charged with ascertain-

ing what to do with him. The gravamen of guilt for the present situation about which governments and authorities complain lies with their own inability to think out clearly the standards of conduct at which they are aiming, and the methods of ensuring these. There is no need, therefore, for these bodies to hold up their hands in horror at the terrible behaviour of present-day youth when it is their indecision about the aims of society which lies at the back of all this trouble and all this talk. The legal systems regulating civic conduct have changed very little as yet in the light of modern discoveries and the "theories" of society arising from them, but a great deal of confusion has arisen in the minds of those, particularly the laymen, charged with administering the law, dispensing justice, and protecting society. They even seem to have forgotten in their wonderful experiments on probation of offenders, prisons without bars, etc., that society requires to be protected, and that that is the whole object of a legal system which is, and must be, based on physical force in this physical world of sin.

In dealing with delinquency we must have understanding, we must have patience, justice, reason, and, above all, humanity with warmth and kindness of heart, but we must have with these human qualities the no less essential virtues of firmness, and an uncompromising determination not to be deviated from the path of duty.

The weakness indicated above, due to the circumstances already outlined, is then the cause of present-day delinquency. Its origin does not lie in the educational system, and its remedy cannot be found there. Nevertheless the school can play a mighty part in preventing the further break-up of good order in society. For no matter how magistrates may be baffled in attempting to deal with the hooligans, gangsters, teddy boys, blousons noirs, etc., which their methods have produced, the school working within the existing framework of the law can act as the last bastion of defence against this neo-barbarism creeping over an inept society like paralysis. It is my experience and belief that present-day children in school have the same human qualities and instincts as their predecessors in past generations and can therefore be welded into a joyful, co-operative, purposeful and successful community under a system of fair, reasonable and humane discipline which is easily understood and respected ; where punishment, when it is unequivocally deserved, is administered dispassionately and judicially as inevitable, without feeling either of regret or satisfaction, and accepted in the same spirit as a corrective which never requires to be repeated — an experience of reality which is best learnt at school in an atmosphere of trust and good faith.

Depending on the outlook, attitude and character of the head of the school, backed by the understanding and co-operation of staff, the school can still stand in this unhappy and disordered world as a lesson in good order and good government ; if not with the consent of the governed, at any rate with their appreciative realization of the benefits to happiness, and freedom for self-expression. Within the framework of a humane community in which justice, good order, comfort and convenience for all prevail, sanctions against shortcomings are regarded as natural and necessary to preserve these conditions of a satisfying corporate school life.

To the last degree this system is, of course, backed by law and if in any extreme case resort is made to the Court, the professional judge (sheriff, in Scot-

land), outside all influence, local or political, will be found to administer the law fearlessly and faithfully and uphold the system of authority by which all benefit. In between, however, the system is bedevilled by the layman, the councillor of town or country who poses as a public servant and in effect serves his own selfish interests of business or personal aggrandisement according to his pet ambitions in life. There are of course notable and praiseworthy exceptions. Many of them are men of low, or no, principles, who do not hesitate to sell out the authority of the school, or any other public institution, on pretexts of expediency tó please a populace of potential customers or supporters. In such a milieu the professional status of a teacher — particularly a Head Teacher because he is the buffer between the model society of the school and the morbid and moribund society which controls the school — is non-existent. Until this state of affairs is rectified, the disciplined society inside the school must remain in the precarious position of being liable at any time to be assailed by the defection of a public body composed of unscrupulous and corrupt individuals. In circumstances like these there is bound to be a shortage of good teachers, because in times of economic prosperity, good employment, and professional opportunity no self-respecting democrat of educated mind could submit to such nullification of his contribution to society, no matter how much his interest might lie in educating and training youth in all the principles of the good life.

Apart from the corruption existing in local authority administration, there are other flaws and weaknesses in the support of the rule of discipline in schools arising from the inherent vices of public administration at the central or national level. This arises from the nature of the Civil Service which mans the central administrative machine and stifles independence of thought and judgment and which is dependent on the political whims of the government in power for the time being. This government in order to remain comfortably in power and to stand high, as it imagines, in popular esteem must not allow itself to come into conflict, if at all possible, with the public of potential voters and supporters. Therefore, when there is any conflict between the observance of rules laid down for the management or administration of the educational system in school and the interests or demands of individuals or groups who have the ear, directly or indirectly, of the governmental political chiefs concerned, the regulations will be safely by-passed, with benefit of dubious moral quality to the falsely privileged party, and undoubted detriment to the rule of authority and, therefore, to discipline in the school or educational establishment. The line of action dictated in this system of varying insistence on observance of rules is passed from the political chief through the administrative chief and so percolates down through the usual channels to the lower minions, whose task it is to attempt to explain away to the head of the school the non-insistence on the observation of a rule in a particular case. This sort of thing if it became widely known and used could cause serious undermining and vitiation of confidence in the justice of the whole educational system and could, consequently, adversely affect discipline in school and community. Here again, obviously, any breakdown in discipline would arise, not amongst young people in the schools, but from the policy of please and appease on the part of the government of the nation itself.

Then again the universities, although regarded (and rightly so) as the

guardians of independence of thought and enquiry, are becoming more and more trammelled on the administrative side with the delicacy and uncertainty of their position vis-à-vis the government financing them, by the avoidance of any conflict (and consequent publicity) of any kind whatsoever with the individual interests of members of the public, even when these interests are inimical to the good management and discipline of the university. In other words, as in the case of the central government regulations, it is all right if everybody obeys or observes the regulations, but if there is a breach of the rules there is a drawing back from insistence on them because (a) it is apparently the belief nowadays that it is better to have the rules broken and brought into contempt than to have the fuss and publicity of enforcing their observance, and (b) there arises doubt in the minds of those who have made the rules as to whether in the last resort they would be upheld ; such as attempting to exclude from a public institution some person who had acquired the necessary entrance qualification but whose entry might be undesirable on the grounds of previous misconduct or misbehaviour. In effect, the rule exists as bluff, a threat or intimidation to would-be aspirants who wish to qualify for a school certificate or for admission to a university. When the bluff is called by some delinquent, the rule is rendered invalid instead of the candidate or applicant being found invalid. In my experience these things exist and do occur, and any insistence on the observation of rules leads to a great show of placation on all sides. I am in no doubt that this is a reflection of the times, and a thoroughly bad thing for discipline in any part or age of society. Here again the fault certainly does not lie with any internal weakness in the system of school discipline or in the training the children receive there. There is obviously a limit to the extent to which such mishandling of public business can go before it becomes more widely known and produces a deleterious effect on the internal attitude of young people attending educational establishments. Unless society means business in making and enforcing its laws and rules, the whole system charged with the administration of justice, including the schools, is bound to falter and fail ; delinquency and indiscipline thus encouraged will be the result. That to my mind is precisely what has happened in Britain with increasing laxity during the past few decades. The weakness complained of, therefore, does not originate in the young : it may however manifest itself vigorously in youthful energy, enthusiasm, spontaneity, and lack of practice in the dissimulation of anti-social motives which characterize their elders. The latter are the basic sinners in this regrettable falling off in the standards of public morality and conduct.

It may now be pertinent to indicate in some detail the mechanics of discipline in a school. In the case of the individual school, the Head is undoubtedly the *sine-qua-non* of an efficient system of order and discipline, the king-pin on whom the smooth operation of the whole organization depends. He must if he is to be efficient be more successful than his "superiors," whose faults have been enumerated above. He must eschew these faults like the plague they are, or they will blight his best endeavours to educate his charges aright. By the undeviating application of the principles hinted at before, he can still build up his school into a clear beacon of good order and discipline, a shining example to the community. Simultaneously he is forced to realize that in the present

state of society he has little support from the powers-that-be and stands alone, isolated, but backed by the strength of moral conviction and the still strong sanction that springs from maintaining the right, the good, and the true, in spite of the decadent influences in present-day public life and administration. He must have no truck with the granting of privileges to parents or others outside the school, thus violating the universal justice on which his reputation for honesty of purpose and devotion to duty must be based. He must not give to one what he cannot give to all.

The mutual loyalty of Head and staff ensures, consolidates, reinforces and interlocks the authority of the school, which in turn provides the healthy environment for training the young in civic virtues and responsibility. If this pattern is secure, it enables even weaknesses in the temperament, experience or personality of individual teachers to be minimized because, although such individuals may make professional mistakes and commit even graver errors of indiscretion, they may be dealt with individually and privately without injustice being done to individual pupils, or damage to the organizational fabric of the good life of the school.

There is no doubt that the tone and atmosphere of a school can be strengthened and improved by the use of a good prefect system which allows the seniors, selected for their requisite qualities of character, to develop their ability to accept responsibility for the benefit of all. The caveat here is not to be misled by any apparent "unpopularity" of this corps d'élite; it is an infallible index of the measure of their success in office. Here again the definite authority delegated to these prefects must be supported in the same way and to the same extent as support is accorded to the teachers in the performance of their reasonable and legitimate functions of control.

Much has been said and written in the course of the ages about the efficacy of punishment as an instrument in bringing about the betterment of society. As indicated earlier, much of the woolliness presently associated with this subject derives from pusillanimous blunderings in the field of pseudo-psychology, and there is little doubt that much delinquency could be swept away by the certain, judicious, and judicial use of corporal punishment in the case of boys who respond effectively to the immediacy of this healthy, direct, and easily understood form of expression of disapproval of anti-social behaviour: it cuts out a tremendous waste of time and expense on systems of probation outside school and on juvenile courts, where the police hear the scurrilous and derogatory remarks of the pardoned delinquents as they leave the Court, advised and admonished by the soft, misguided and befooled magistrates whose stupidity they sense and scorn.

The old discipline had its defects: its repression, inhumanity, sterility. The new indiscipline arises from the destruction of the old discipline by new theories and gropings, and the failure to substitute for the old discipline an enlightened, sane, happy firmness of purpose towards a well defined moral goal, which is wanting as yet because of the extra-scholastic chaos in world conditions. To cure these conditions, educationists must find the answer: it is through a disciplined and idealistic education alone that the confusion of motives and directions in the life of mankind can be remedied.

DISCIPLINE: A HIGH SCHOOL TEACHER'S VIEWPOINT

Austin Thompson, B.A., Assistant Headmaster, Macdonald High School

THE AIM OF GOOD SCHOOL DISCIPLINE

The optimum development of the whole child has frequently been presented as the broad aim of the modern high school. In this development good discipline is a necessity. However one may think of discipline — in the narrower sense of training to act according to a set of rules, or in the broader sense of training and education for life itself — it becomes an integral part of the entire learning situation. The best discipline is the kind of self-discipline which will enable the student to develop and use his potential to the full. By its very nature it must be developed ; it cannot be imposed by coercion.

KEYS TO GOOD DISCIPLINE

Motivation

One prerequisite for a well-run high school is adequate motivation of students to promote their own self-development. This attainment is dependent to a considerable degree on proper social relations between pupils, and between pupils and teachers. The student must develop not only in the traditional knowledge and skills but in all those democratic techniques which will enable him to work co-operatively with his fellow-men. Lacking proper motivation, all learning situations can at best be only partially successful. The typical child needs to be motivated intellectually, physically and socially ; and it is the school's task to provide the atmosphere in which his needs can be met. If any one of these needs remains unsatisfied, the learning situation will suffer and a disciplinary problem may be created.

A Healthy Class Spirit

The importance of a healthy class spirit developed in a democratic way can scarcely be overemphasized. The class teacher who can function as the accepted leader of the group (at the same time giving recognition to the student's contribution) may find that he can come very close to discarding the role of an authoritarian disciplinarian. Such control can very largeiy be replaced by co-operative effort in which the learning situation is improved. In such circumstances offenders derive more satisfaction from conformity than from behaviour which disrupts the class and annoys the teacher. Corporal punishment, verbal attacks, exclusion from class are negative approaches to the problem of the pupil who demonstrates unacceptable behaviour. Very likely such a pupil is the one who most needs group acceptance. Punishment which injures his already damaged self-esteem and sense of security merely intensifies his problem. The teacher who can help such a pupil to gain the acceptance of his group, and to feel a part of it, will achieve a more effective solution to the problem. The child who becomes a participating member of his class, or even of a smaller group within his class, will usually co-operate wholeheartedly with students and teachers alike. The pupil who fails to make this adjustment is likely to become either a disciplinary problem or a potential drop-out.

The Democratic Approach

In a democratic society such as ours, high school teachers have an obligation to adopt democratic procedures in their classroom management. A co-operative, democratic spirit among the teachers in staff meetings, school organizations and activities is the best hope of developing and maintaining a similar attitude in the classroom. The principal can do much to promote such spirit in his staff.

The high school teacher must remember that he is no longer dealing with small children but with young adults who are struggling to emerge into the adult world and to be recognized in their own right. Since they are still immature they are often sensitive and unsure of themselves. At the same time they are eager to accept responsibility, eager to gain social approval, eager to be treated like adults, and eager to develop according to those ideals which have been implanted in them by their parents, their teachers, and their whole social environment. If the classroom is so run that these young people conform merely to avoid the consequences, the learning situation is not enhanced and attitudes become unhealthy. On the other hand, if they can be led to wish to conform because the goals are realistic and because they have had some voice in the conduct of affairs, their attitude toward all rules and regulations may be greatly altered for the better.

There are many occasions in the classroom when the division of the class into small groups, each with a goal, can lead to most satisfying results. To give the individual pupil an opportunity to be a leader, to make a report, or to solve a problem, and in turn to gain recognition for his contribution, will surely satisfy a need. By such recognition a would-be offender may become an asset to his class; the dullness of the lecture method gives way to effective and rewarding pupil participation. With tension lessened, interest will increase and more effective learning will take place.

A word of caution is in order regarding democratic procedures in the classroom. The young, inexperienced teacher should move slowly until his reputation is established and until he is sure of himself. This caution is particularly necessary in a school where the pupils have been accustomed to autocratic methods. A rapid reversal of control is not likely to help discipline: it can produce chaos. Likewise, in a specialized high school the exposure of pupils to many kinds of discipline during the day, from the stern authoritarian to the very democratic, is likely to create difficulties. Again the principal has a definite responsibility in providing that type of classroom supervision and effective leadership which will ensure a feeling of well-being throughout the school.

The Teacher As Counsellor

The teacher should approach the problem of maintaining discipline in the classroom from the point of view of a counsellor whenever possible rather than from the point of view of the law enforcement officer. This does not mean that punitive action is unnecessary: it is. The greater the teacher's success in managing the class by assuming the role of a counsellor, the fewer will be the occasions when it will be necessary to adopt the less effective methods of punishment.

How does the busy high school teacher discover, and understand, the causes of the unacceptable behaviour which tries his patience and disrupts the class?

How does he help the pupil to overcome it? One cannot generalize, but it is unlikely that he will do so by a five-minute "dressing down" of the pupil or by a single short interview. Undesirable attitudes and undesirable behaviour patterns probably took time to develop; likewise they will take time to overcome.

The teacher can, however, observe the pupil's behaviour carefully, particularly that relating to his fellow-classmates. He can consult the pupil's cumulative records for the light which they may throw on the problem. The remarks of previous teachers, reports of earlier situations involving behaviour standards, or anecdotal records may be revealing. The pupil's history of academic achievement and his performance in standardized tests will add to the picture. Help can often be obtained from talking the case out with the homeroom teacher and teachers of special subjects — particularly the physical education teacher and the guidance counsellor who see the pupil in an environment free from the tensions of the classroom. The school nurse's knowledge of the social and home problems of the student and his family may be a valuable source of help. Interviews with the parents may contribute much to understanding the child's problems. Full use of all these sources of information is too infrequently made by teachers in solving the problems of individual pupils. Over a period of time the keen, interested teacher may gain sufficient understanding of the pupil with a problem to "get through" to him successfully. Once the pupil becomes convinced that the teacher is genuinely interested in him as a person, and understands him, the trying situations are likely to diminish greatly. How easy or how difficult this may be depends on the nature of the child, the nature of the problem, and the technique of the teacher.

Ability Grouping and Curriculum Adjustment

Slow learners who have not developed the desired sense of responsibility or who have "given up" in the face of repeated frustration, failure, and criticism at home and at school are likely to become chronic disciplinary problems and potential drop-outs. They have learned to dislike school. All high school teachers have seen pupils who fit somewhere into this pattern. Ability groupings and adjustment of the curriculum to suit the needs of such pupils can help greatly. The skilful teacher can establish the co-operative atmosphere and provide the activities which will make the classroom work of the slow learners more satisfying. Much work remain to be done in this field. Unfortunately there is still little unanimity among educators on the solution of this problem. However, if the slow-learning child has an opportunity to achieve, to demonstrate qualities of leadership, and to participate effectively in clasroom activities, he is less likely to become a disciplinary problem. He may find himself accepted socially and in less danger of becoming the object of unfavourable comparisons. By the same token, gifted pupils when grouped according to their ability are unlikely to become classroom problems. Whether all agree with the practice of ability grouping or not, teachers perhaps will agree that keeping every pupil actively engaged in work suited to his needs and abilities is all important.

POOR PUPIL ADJUSTMENT: AN EVER-PRESENT PROBLEM

All pupils are different; all have grown up with different home backgrounds and in different social environments. Almost invariably the pupil who is not well adjusted in his home and in his age group in the community shows lack of adjustment in the classroom and in school activities. It may show itself in aggressive tendencies which, the teacher may feel, call for disciplinary measures. It may show itself in negative withdrawal tendencies, which may be more serious from the pupil's point of view. In all classrooms there are pupils suffering from emotional disturbances in varying degrees of intensity; many of these present some type of disciplinary problem.

THE UNDERACHIEVER is a problem to most teachers. Observation will show that, generally speaking, the underachiever has a poor relationship with the rest of the class. He has never been able to adjust fully to it nor to feel fully accepted by it. He is often tagged as "lazy," "a daydreamer" or "a pupil who will not pay attention." Teachers report that he will not concentrate effectively and that his achievement is not commensurate with his ability. He may not *be able* to concentrate. Nevertheless his behaviour often brings criticism or punishment. In attempting to defend himself the child may rebel, become defiant, or cease trying altogether, and the teacher finds a very difficult problem on his hands. There are no easy answers for coping with such problems; there are no rules which apply to all. Each case must be dealt with individually and each requires study. The more the teacher knows about the pupil — his home and his history — the better chance he will have to improve the situation. In some cases a great deal of patience and understanding is required. If the teacher can eventually "get through" to the pupil and help him to build up his sense of security, significant improvement may take place.

THE INCORRIGIBLE PUPIL, who is so badly adjusted that he defies all the usual means to keep him under control and to bring him around to any degree of respect for rules and authority, is found less frequently. With pupils of this type — and they are few — the problems are so deep seated and so complex that the regular high schools have neither the means nor the time to cope with them. Rather than see the progress of a class of thirty sacrificed because of one unmanageable member, perhaps the best thing teachers and principals can do is to admit their limitations and remove the bad apple before the whole box is spoiled. Insistence upon withdrawal from school, psychiatric evaluation, or enrolment in a special school or class (if one is available) may be the only practical answers for school authorities.

TRUANCY, LYING, STEALING, CHEATING, DISOBEDIENCE, USE OF BAD LANGUAGE are common offences with which every high school principal and teacher have had to deal. Many of these can be handled through the teacher's direct approach to the pupil. If the cause can be found, and talked over with the pupil, the offence is unlikely to be repeated. It serves little purpose to punish a child for stealing without first being able to answer these questions: "Why did this child steal?" "Was it to get even?" "Was it an outcome of home conditions and training?" "Was it because of jealousy?" The answers may be complex and intricately tied in

with the home conditions or the pupil's associates. The origin of the problem may go back several years. However, the teacher or the principal should make every effort to understand the cause, and help the pupil to understand it, before punishment is administered. For the more serious cases, a complete psychological examination would be much more in order than punishment.

No two cases are alike and no two should be handled in the same way. The greater the teacher's experience, and the greater his knowledge of adolescent development and psychology, the greater are his chances of dealing properly with the problems as they present themselves.

THE SPECIALIZED HIGH SCHOOL

In a high school with a large number of specialist teachers the problem of discipline is very different from that of the elementary school. Pupils may have classes with six or seven teachers during the day ; specialists may see one class for only three or four periods during the week. Under such conditions, there is little opportunity for teachers to know individual pupils intimately. All available means of observing and learning about the pupils should be used. As a staff sponsor for extracurricular activities a teacher is given an opportunity to observe pupils and to develop a closer relationship with them. Through such association teachers may reach a better understanding of pupils and their problems — insight which may produce rich dividends in the classroom. Behaviour problems within a class should be discussed at meetings attended by all teachers working with a particular class, the guidance counsellor and the school nurse. Many useful hints on the handling of individual pupils may come out of such meetings.

CONCLUSION

Without good discipline there cannot be effective learning and wholesome pupil development. Every problem requires study ; one should not look for simple answers. The best discipline is self-discipline — the ultimate aim of good training in school. In achieving this goal, much depends on the administration and organization of the school. Every good teacher makes mistakes. Through study and experience, every good teacher develops his own techniques of good class management. Every good teacher is well disciplined himself, and by precept and example gives of his best toward the all-round development of his pupils.

A young lady school teacher was recently stopped in Detroit for driving through a red light and given a ticket calling for her appearance in Traffic Court the following Monday. She went at once to the judge, told him that she had to be at her classes then, and asked for the immediate disposal of her case.

"So," said the judge sternly, "you're a school teacher. That's fine. Madam, your presence here fulfils a long-standing ambition for me. For years I have yearned to have a school teacher in this court. Now (he thundered) you sit right down at that table over there and write : 'I went through a stop sign' five hundred times."

Maclean's **Magazine.**

DISCIPLINE: AN ELEMENTARY SCHOOL TEACHER'S POINT OF VIEW

Joan Hanna, B.A., Macdonald High School

In Barrie's *Quality Street* two maiden ladies attempt to conduct a school in their front parlour. Says Miss Phoebe to her sister, "Susan, we must never let the big boys know that we are afraid of them. To awe them, stamp with the foot, speak in a ferocious voice, and look them unflinchingly in the face." Who amongst us has not at some time or another shared Miss Phoebe's qualms and resorted, perhaps, to her methods in order to secure order in the classroom? Poor Miss Phoebe and Miss Susan! They most certainly lacked confidence as teachers, and their venture must have made them miserably unhappy. Successful teachers have an inner core of determination that causes them to radiate assurance. Children of elementary school age are immediately sensitive to this approach; in response they feel secure, relaxed, and eager to learn. Then there is no need either for the foot stamping or the ferocious words that characterized the little school in Quality Street.

To achieve a smoothly running programme in which all members of a class can participate busily and happily, hour after hour, day in and day out, is not an easy feat for even the most experienced teacher. Unlike our confreres in the high school, we elementary school teachers remain with the same children throughout the entire school day; our disciplinary problems are, consequently, of a different nature. From my experience in the two fields of teaching, I consider the work demanded of an elementary school teacher to be more challenging and more interesting. The elementary classroom is a little world within the framework of the school.

Except during vacation periods when display boards are bare, books are packed away, and desks and chairs are still and empty, no two classrooms in the elementary school ever look alike. By the end of the first few days of school each has its own distinctive appearance as each teacher starts on a unique adventure in learning with her new class of pupils. The various teachers may have the same basic aim of securing an atmosphere conducive to learning, but each has an individual way of working with children. One of the most fascinating aspects of elementary education is its diversity: the multiplicity of methods used to maintain order in the classroom.

The identification of certain essentials which characterize teachers whose disciplinary practices are referred to as "good" may be helpful and interesting.

1. *The successful teacher is genuinely fond of children and enjoys being with them.* In addition, she possesses that feeling of security and approval which derives from the goodwill of the class. She falls into the responsible role of leader with ease. The laissez faire type of teacher who seeks to buy the approval and goodwill of her pupils by means of extrinsic devices such as treats and favours is too self-centred to make the needs of the pupils her chief concern. We have all seen the complete lack of respect, order, and learning in the classroom where the teacher puts her own feelings first in her attempt to be a pal or chum rather than a leader. In contrast, we sometimes find that

a strict and severe teacher has earned the goodwill of a relaxed and hardworking class: the children have sensed the teacher's essential sincerity and interest, and they have accepted her purpose to lead and help them.

Occasionally we may encounter the authoritarian type of teacher whose disciplinary methods are unduly repressive. Such a person may have an unusually strong conscience; she drives herself and she drives the children. Characteristically, she tends to make assignments more difficult or more tedious than is necessary. Although she directs an outwardly orderly classroom, its emotional climate is neither healthful for children nor conducive to learning. Basically, a person of this type has not chosen teaching because she likes to work with children.

We might pause here to consider how this matter of reciprocal affection or liking in the classroom affects those of us who are average teachers, neither laissez faire nor authoritarian in approach. Perhaps in trying situations we have a slight tendency to adopt the weaknesses or unpleasant strengths of both extremes. The solution to such deterioration must be to remind ourselves firmly and frequently that there is no place in any school for a teacher who is not prepared to be a person of goodwill toward children.

2. *The successful teacher possesses a well-rounded personality* and is, consequently, able to handle the many situations which from time to time upset the harmony of the classroom with tact and assurance: perhaps Susan is dawdling over her work, or David is copying another child's answers. The immature or unstable teacher interprets such behaviour as a threat to her authority or as an insult to her position. By pleading for co-operation, by ridiculing or by frightening the children into submission, she maintains her ruthless control but simultaneously arouses the antagonism and resentment of the class. On the other hand, the teacher who is mature and emotionally stable treats such situations with quiet tact and good humour. Her recommendations are firm and reasonable; she is alert to discover causes for misbehaviour which may lie either in her method of class management or in situations which have occurred at home or on the playground. When she finds a need for more information and assistance in understanding those children who do not respond to ordinary measures, she is not afraid of venturing forth from her little world of the classroom: she consults school records, arranges parent interviews, and seeks advice from the school nurse and from her principal. Such a teacher is constantly learning more effective ways of handling problem behaviour in the classroom.

Good teaching is demanding and exhausting. Some of us are given to overwork: we spend long hours in the preparation of lessons, frequently leaving ourselves too spent to enjoy any kind of relaxation. Such routine is mistaken dedication to our work. A teacher who finds that she is consistently irritable in the classroom is losing her positive approach to discipline. The cause of her petulance may be as simple as the need for new eyeglasses, or it may be related to the teacher's personal life. Just as we make plans for the school day, so should we make plans for recreation according to our needs and

inclinations. The disciplinary problems of the classroom fall into perspective for the teacher who is a friendly, cheerful person with satisfying hobbies and interests.

3. *The successful teacher understands the developmental characteristics of the age group with which she is working* and can, consequently, establish a classroom atmosphere of warmth and understanding in which every child has a place and to which he is welcomed no matter what his social background or learning ability may be.

Because there is a wide range of typical behaviour in children from Kindergarten to Grade VII, it is reasonable to expect that teachers will have marked preferences for certain grade levels. Not everyone among us could contend with the never ending demands of the noisy six-year-olds, with their avid love of competition and their determination to win by fair means or foul. Not all of us could face daily the turbulent tens with their grimy collections of this and that carefully stored in bulging pockets, their preoccupation with their secret clubs and passwords, and their insistence on strict regulations and fair play. Some of us would tremble at the thought of working with the preadolescents who are sometimes moody, sometimes childishly foolish, and sometimes amazingly adult in their capacity for sustained effort. No matter what the grade level, certain characteristics common to all ages of childhood should be recognized by all elementary school teachers. For instance, all children like to think of themselves as "big." An adult who talks down to children or attempts to treat them as though they are babies is bound to find some or all of the class opposed to her suggestions. The simplest request to act or work in a manner suited to their age has great appeal for children. Secondly, no teacher should forget that one of the strongest human drives is the desire to continue an activity which has been started. Just as it is distasteful to a pupil in Grade VI to be forced to stop when he is halfway through an example in arithmetic, so too it is frustrating to a pupil in Grade II to be ordered to close his workbook before completing the page he has started. Teachers should remember to give children a time limit or a warning before the completion of a class period, in order to counteract the strong inborn desire "to keep on doing" which may at times upset the classroom routine. Thirdly, children, even of Kindegarten age, delight in accepting a certain amount of responsibility for their own behaviour in the classroom. The teacher in the elementary school should be ready to encourage this self-reliance and self-control in every way possible within the framework of standards of work and behaviour which the class understands and accepts. A class meeting is an excellent way of organizing the mechanics of everyday routines. If children are given an opportunity to make suggestions and to take part in discussions, they are much more ready to accept responsibility for adhering to school or classroom regulations.

4. *The successful teacher plans and organizes the daily programme of her grade.* The knowledge that her work is well prepared gives her a relaxed and confident feeling. She has time to greet the pupils as they enter the classroom, to listen to their chatter, and to observe their behaviour. Her calm, unhurried manner immediately affects the children and sets the tone for the day. In

contrast, picture Miss X who rushed off immediately after school dismissal yesterday without attending to lesson plans. It is almost nine o'clock, and she is feverishly leafing through her textbooks ; a scripture lesson comes first, and she has misplaced her Bible ; she cannot remember where she put those test papers in spelling, and she knows that the children will be eager to hear their marks. Foolish Miss X is tense and anxious. It is quite likely that she will encounter at least one disciplinary problem within the first fifteen minutes of the opening of school. Perhaps she will begin the work in a cross, abrupt fashion ; perhaps she will raise her voice unnecessarily ; soon she will have antagonized or upset one or more of the children. A restless, uneasy group of children can make trouble for the unwary teacher.

5. *The successful teacher knows that she will encounter fewer behaviour problems in her classroom if her work plans give recognition to individual differences in learning ability.* Bright children bored by unchallenging assignments quickly become indifferent and inattentive. Slow learners confronted by unsuitable assignments show their frustrations in the display of such emotions as anger, annoyance or fear. Their uncontrolled reactions will upset the rest of the class and ruin the learning situation. The individual help and individual assignments which these children require will necessarily make the teacher's daily planning more involved and more lengthy, but such preparation will make her school day run more smoothly.

Group teaching is one method by which teachers attempt to meet the problem of varying levels of ability in large classes. Chaos can result, with a consequent negation of learning opportunities, unless great care is taken in the organization and planning of group work. First, the teacher should not become involved with too many groups. Secondly, the classroom should be arranged so that the necessary books and materials are easily accessible to all. Thirdly, very clear discussions should take place so that each child within a group will know exactly what is expected of him regarding work and behaviour. Fourthly, the assignment for each group should be challenging and interesting.

6. *The successful teacher is in control of herself in all situations.* Interruptions and distractions punctuate the school day : a new pupil arrives ; a notice booms over the public address system ; a stray dog wanders past the classroom. In such situations it is not always easy to be relaxed and calm, but to be so pays dividends : the ease and poise of the teacher will be reflected in the behaviour of the class.

Sometimes the interruptions may take the form of unsatisfactory behaviour in the classroom : George has been making signals to Peter ever since recess ; Linda is almost in tears. A teacher whose work is well planned can quickly deal with such situations by giving the class an interesting assignment, thus freeing herself to reason quietly with the disturbers of the peace. The phases of the lesson may have been altered, but the teacher's flexibility has enabled her to do two things simultaneously : to keep the learning situation alive for most of the pupils while preventing a mild upset from becoming an outburst.

Children of elementary school age like to be busy. If the teacher plans her day with due regard to a variety of learning activities, she will find a throb

and hum of content and well-being in the classroom. Children respond enthusiastically to challenging assignments; they like the security of routine but, too, they enjoy a surprise — a film, or a story fitted into the general scheme of the day. If the teacher is enthusiastic, if she has a burning desire to share her knowledge with the children, a partnership in learning is established, and there is no need for threatening, scolding or punishing.

Children are children. No matter what their age, first grade or high school, they are still young. No matter what grade, they are still inexperienced. No matter how big or how mature they may seem, they still need practice and more practice in doing what we call the right thing.

Youngsters do not get the hang of good behaviour right off. No more than they get the knack of reading or spelling or dancing or typing immediately. No more than they can practise driving a car once and then have it. No more than they can pick up sewing in a jiffy, or baseball or swimming or working with tools. Children want to be good, but the ways of behaviour — the right things to do, the appropriate actions — are hard to master.

You have to explain. You have to talk over things. You have to find out what part was not clear. You have to emphasize certain points again. You have to make the generalizations clearer. You have to give the underlying reasons again. You have to give some more examples. You have to talk through with the youngsters what could happen and what might happen and why the right way is the best. *You have to teach.*

You don't let bad ways go by the board. You don't let mistakes repeat themselves over and over again. You don't let errors creep into the operation and stand and become reconfirmed. You teach.

You discuss. You explain. You interpret. You talk. This is the logical approach. Just because you are a teacher it ought to be the first thing that pops into your mind. You don't stand children in the corner. You don't yell at youngsters. And you don't shame them or use sarcasm or call them names. You don't hit them. You don't pinch them. You don't twist their arms, and you don't use a ruler. You don't keep them in after school and you don't take their play periods away from them. You don't stand them with their heels against the wall, up straight like soldiers, and you don't make them put their noses in a circle on the blackboard like prisoners in Siberia. You don't give them demerits like bad marines or put dunce caps on their heads or embarrass them or nag them or make their lives a torment. All you do is teach.

Teaching is your job.

— James L. Hymes, Jr.

Behaviour and Misbehaviour (Englewood Cliffs: Prentice-Hall, 1956), pp. 18-19.

DISCIPLINE: A SCHOOL BOARD MEMBER'S POINT OF VIEW

A. N. Langford, Ph.D., Formerly Chairman of the Lennoxville School Board

Many of the prize-winning essays which are published during Education Week seem idealistic indeed as they describe the conditions and opportunities in one school and another ; some may remind readers of the whispered directive of a mother to her child during the delivery of a glowing eulogy at her husband's funeral : "Just slip up there and see if that's your pa in the coffin." Such idealism may be pardoned, however, and school board members, too, may be permitted some idealistic thoughts as they contemplate the problem of school discipline. The ideal school board member is interested, firstly, in the overall progress of the pupils through the educational system, which not only imparts knowledge but also develops self-discipline and character, and, secondly, in the efficient and economical operation of the school system. His views of discipline, then, will be such as to further the realization of these interests or objectives.

Discipline is not readily defined or analysed. It is compounded of various elements. In its best form it cannot be imposed, rather it must be developed. One may consider that good discipline exists in the classrooom when the teacher is able to concentrate almost entirely on the subject matter in hand : communicating ideas to the pupils, dealing with problems of learning, and not trying continuously to "keep order." Ideally, the discipline should be so good that it occupies a small part only of the teacher's time and thought ; where such a standard does not exist there is little teaching. Discipline in the classroom refers, then, to a group of tangibles and intangibles whereby the pupils are able to get on with the main job of education free from distracting, troublesome situations. Suppressive iron discipline could be imposed by a stern character with little real teaching ability and little to teach, but there is no room for this type in our modern educational system.

Discipline — good, bad, or indifferent — is not limited to the classroom. It must extend through the corridors and gymnasium to the athletic field, to the cafeteria, to the school bus, and always to the home, where are found the most important factors affecting the culture of discipline, even in the school. The home however is beyond the direct control of school officials ; attention will be restricted to those fields in which the school board must assume responsibility. Discipline is a seamless garment woven by teachers, principal and school board, with the ultimate responsibility falling upon the board and the citizens who elect it.

In dealing with the problem of discipline, the school board and the principal must work closely together. The principal should establish standards ; the school board members should be aware of the leadership he provides. The principal should be not merely a "strong disciplinarian" but a strong character with the sincere desire to build good men and women. Principal and board should discuss the problems of discipline thoroughly and make decisions regarding the school. The understanding and co-operation between principal and board should be such that the principal will be able to handle virtually every situation that arises in the knowledge that he will receive the wholehearted support of the board in any action he takes. He should know, of course, which cases, if any, should be

referred to the board before final action is taken. This same pattern of delegated responsibility should be followed in the school. A teacher who starts a disciplinary action only to have it cancelled or altered by his superior is indeed in a very embarrassing position: his actions are completely undermined. Inasmuch as this situation has arisen again and again in various school systems, it should be the duty of a board to see that the system of delegation and support involving principal and board should extend to teachers and principal.

Ideally then, most of the fabric of discipline should rest in the hands of the individual teacher. He should have a precise understanding of the limits of his responsibility and the certain knowledge that all reasonable actions will be supported by his principal and board. Teachers who are unable to maintain discipline will appear from time to time; it is the duty of the principal to identify these teachers and give them advice, help and encouragement. Some may never solve the overall problem of discipline adequately. These should probably leave the teaching profession or try to make a new start in another school.

Does all this suggest that if citizens elect a good board, which retains the services of an excellent principal and builds a strong staff, the problems of discipline will disappear? Not at all. Because of home environment and other reasons, there will always be some young people in our schools who will be constant sources of trouble, uninterested in learning, refusing to comply with the discipline of the school and constantly breeding additional disciplinary problems. Much has been written recently about "the lazy students," and a number of boards have taken action to remove them from school after due warning. The time has surely come to stop the few trouble-makers from interfering with the progress of the other pupils and to involve their parents as early as possible in the solution of the problem. The removal of the apathetic or recalcitrant pupil who is beyond the age for compulsory schooling will have a salutary effect upon other pupils and upon parents who must, directly or indirectly, assume more responsibility for the nurture and maintenance of good discipline.

School boards should also concern themselves with the academic standards of their schools. The discipline of failing should not be denied to those who have not mastered the work of their grade. Pupils who have been "pushed on" to grades for which they are unprepared make proportionately greater contributions to the problems of school discipline than the others. A general tightening of standards would do much to destroy the too prevalent opinion among young people, but by no means confined to them, that significant rewards should come without significant effort or attainment. Today's pupils are tomorrow's adults whose attitudes to work will be of great importance.

Discipline on the athletic field or in the gymnasium, though somewhat different in nature, must be in agreement with the overall practices of the school. Where voluntary outside help is given with athletic activities, the subtle problems of discipline may be more difficult to resolve than when the leadership is in the hands of a full-time member of the school staff. In all situations however it is the duty of the board to see that good discipline is achieved.

Pupils who travel by bus should receive no special consideration in disciplinary matters. There have been instances where bus pupils, scheduled to leave school at a fixed hour, have enjoyed a considerable measure of immunity from

the penalties imposed upon others who have transgressed the ordinances of the school. School board members should give strong support to any rulings requiring the detention of bus pupils, regardless of bus schedules. It is also the board's responsibility to deprive habitual trouble-makers on the buses of the privilege of using the school conveyance. Parents inconvenienced by these rulings are likely to take keener interest in their children's behaviour and to develop increased respect for the disciplinary rulings of the school.

Where the overall discipline is good there is likely to be neither defacement nor wilful destruction of school property. Under such conditions a significant contribution is made to the second objective of the ideal school board member : the efficient and economical operation of the school. At the same time the school will be making an important contribution to the development of a proper respect for property in the world at large.

Although the standards of discipline must always be precise and absolute in relation to school property they may not necessarily be so in other areas. All those responsible for discipline must walk the thin line between too much and too little, constantly exercising wise judgment as to appropriate action and striving to be consistent at all times. Young people neither act nor respond in a common, uniform manner. Generally speaking, however, they are lively, impulsive, and adverse to restrictions. To be an effective disciplinarian under these circumstances is demanding indeed. Utopia tarries : buildings and budgets demand and receive attention, but the ideal school board member should do everything in his power to support in all its manifestations the fine discipline that breeds the spirit and tone we all desire in our schools. He should also be willing to pay well for the extraordinary services of those teachers whose overall contributions to both discipline and scholarship lead to the attainment of the highest ideals in education. Utopia tarries ! But on with the good work : "It is better to have travelled than to have arrived."

PSYCHIATRIST FEELS SOCIETY IS DOMINATED BY CHILDREN

Melitta Schmideberg, director of the Association for the Psychiatric Treatment of Offenders, feels that our society has allowed itself to be dominated by its children to a dangerous degree.

A recent issue of *The Reporter* magazine quotes Dr. Schmideberg as saying that "While the demands on the parent and teacher to be fair, consistent, patient, and tolerant have been increasing, the demands on the child have been lowered to such a degree that he grows up without adequate conscience, self-control, or will power."

Instead of humouring the child who is preoccupied with his own emotions, says Dr. Schmideberg, parents, teachers, and psychiatric workers should modify rather than increase the child's self-centredness.

Children are not born with an innate appreciation of good conduct. They have to acquire it through learning. Dr. Schmideberg approves of "justified and moderate punishment — including spanking — by both parents and teachers."

The *School Executive,* Vol. 79, No. 2, p. 105.

CLASSROOM CONTROL IN THE HIGH SCHOOL*

Emelie Ruth Dodge, Scarsdale Senior High School, New York

As I stood before my first eleventh-grade English class seven Septembers ago, a full-fledged teacher at last, I enthusiastically looked over the thirty pupils whose lives I was going to mould, and my heart sang, "Mine ! These are mine ! I can do anything I want with them !"

This power-mad era in my life was brief. It was years before I realized that behind the silence and order of my first day of school were concealed thirty scouts reconnoitering enemy territory. In my case, the report must have gone back, "Sitting duck !"

I was unprepared to cope with problems in classroom behaviour. I knew the history of educational philosophy ; I was familiar with educational terminology ; I accepted the principle of permissive atmosphere. But no text-book or lecture had dealt with flying missiles, strange noises from unknown quarters, out-of-control discussions, chronic tardiness, impertinence, effrontery, or any of the other devices for retarding classroom progress.

"Discipline" in its connotations of demand and punishment, of autocratic authority, went out of style about twenty-five years ago. But, because to teach remains the paramount purpose of teachers, and since this purpose cannot be accomplished without classroom order, "discipline" is still necessary although it wears a new and prettier dress. We see it walking abroad as "control."

Superintendents demand teachers who can control students ; boards of education dismiss teachers who lack classroom control.

What, then, can new teachers do to deal with problems of classroom control ? Teachers colleges and textbooks have some helpful general discussion of the matter although they seldom go into detail about methods. Articles in educational journals may be useful, and advice from experienced teachers can provide aid.

However, since the very same classroom problem rarely arises twice, a pat answer or case history isn't of much value. Furthermore, each teacher's personality has a different impact on students, therefore each teacher is forced to discover his own particular way of handling a problem.

I have found that the most sensible way to handle the matter of classroom control is by not allowing problems to develop in the first place. My brief but potent experience has revealed some general procedures which boys and girls have seemed to find fair and logical, and which I find helpful in preventing unpleasant classroom situations.

Several recent surveys of what students consider as the characteristics of a good teacher list *fairness* as a first requisite. This sounds simple. However, fairness involves constant vigilance on the teacher's part, careful attention to consistency, faithful warning in advance, and several weeks of patient waiting while the students test and observe.

To say that a teacher is fair neither convinces students nor makes it true. Having dealt with adults for years, students have learned that adults are in-

* Reprinted from the *NEA Journal,* Vol. 47, No. 3.

consistent, inattentive, moody and capricious. Adults have severely punished youngsters on one day for an offence which on another merely receives a reprimand. And knowing that every grownup has a weak spot, youngsters have coaxed their elders into or out of decisions, have got away with deeds under the noses of preoccupied parents and teachers, or have successfully and fraudulently appealed to the sympathy of adults to win their desires.

In short, boys and girls are what they are because of what adults, advertently and inadvertently, have taught them in classrooms and out.

If you want to build a reputation for fairness among your students, these principles may prove valuable to you :

Don't threaten unless you can, and intend to, fulfil the threat. Don't promise unless you can, and intend to, fulfil the promise. It will take only one unfulfilled threat or promise to assure your boys and girls that you are no exception to their rapidly crystallizing conviction that adults are three-quarters hot air.

Don't break a rule for anyone unless the entire class can see that it is an emergency There are times when exceptions must of course be made ; but when these cannot be postponed and handled in private conference, the class should be allowed to see that an exception is necessary.

Stick to school rules yourself. Frequently it is not required that you observe them ; however do not break rules or equivocate before your students. If an assembly seems a waste of time, you can accomplish no good by going to sleep, "cutting," or being obviously bored. If there is a tardy bell, observe it yourself. Don't wander into your classroom late and expect your status to excuse you.

Always tell students the truth. It is better to say that you don't think they need to know than to risk being caught in even the most innocent and generous lie, and you will be amazed at how much the class can accept and understand. Your students will hang around after school to talk things over and will seek your advice on the most personal matters once they decide that you are honest. But if you are to win their confidence, don't condemn too quickly their sweeping generalizations or their denunciation of the institutions most of us cherish. They must question everything. Let them ! You and I have decided what we think about a good many things. They have that same right. But when they ask you what you think, tell them the truth.

Keep your classroom rules short and simple. Don't establish long lists of do's and don't's, but make five or six basic and inclusive statements and then stick to them.

Always make your demands clear to everyone ahead of time. Don't give a pupil a chance to say, "But I was absent the day you gave us that !" Write your requirements and assignments on the board to be copied into notebooks or give out mimeographed sheets. Then make absolutely certain that these instructions are understood.

The students' second requisite for a good teacher is *knowledge of subject matter.* If your boys and girls respect you as a person who knows what he's talking about, who is widely informed, and who works hard and consistently at his job, your problems in discipline will be fewer.

Come to class each day prepared to utilize every minute of the period. As I think over the unpleasant situations I've experienced in class, I find that they almost invariably occurred because the students were not really busy. At least three different types of activity during one fifty-minute period, such as a spelling quiz, a fifteen-minute discussion, and a short lecture, will provide variety and will keep students too well occupied to engage in class-disrupting entertainment. Always plan more than you can do in a period, so that if you see signs of boredom and restlessness you can switch your activity and again avoid difficulty before it occurs.

In spite of all this golden advice, you will probably find some disciplinary situations arising in your classes. These are best handled unobtrusively on an individual basis.

Don't *ask* a student if he will stop an annoyance. He will feel compelled to answer you, and the answer will probably be impudent. Simply *tell* him to stop whatever he is doing and then go on with what you were doing at once without waiting for a retort. Any red-blooded student is aware that his friends are watching to see what will happen. If you give him the slightest opportunity to answer back, he will simply have to do so. Don't appeal to him by suggesting or implying that he is different from the others, that he has more ability than the others, or that he may expect sympathy because he has a problem at home. Young people want to be treated as individuals and not singled out as different — even if they are. I have found that normal teen-agers deeply resent special treatment. For the most part, they do not understand why or how they get into painful situations, and they feel that in treating them as psychological cases, teachers and deans are exhibiting a total lack of understanding and are making a crisis out of a crocus.

Many high-school students will play on the sympathy of their teachers at every opportunity and later kill themselves laughing at the teachers' credulity. This arouses students' contempt, which writes finis to classroom control. Your consistent refusal to accept late work or to make exceptions on the strength of tales of woe will be accepted with sheepish grins if you turn them away with, "Stop it! You're breaking my heart!" Parrying with a light and slightly flippant touch is often successful as long as your foil is not dipped in the acid of sarcasm. Refusal to take a wheedling student seriously does not mean letting him — or the class — think you're ridiculing or belittling him.

You should try to be pleasant, you may be amusing, but always be firm. Any new group of students probably will not accept the fact at first that you mean what you say. They will continue to search for weaknesses. Expect too that you won't be able to be perfectly consistent all the time. But if students know that you are trying to be fair, if they can respect your knowledge and industry, and if they feel that you sincerely like them, they will be less interested in humiliating or annoying you in retarding class progress or in seeking amusement of an unpleasant nature during class time. In fact, given the right classroom climate, self-discipline will flourish in a gratifying way. Students will feel increasingly secure in your presence as they become more sure of their ground. When they know what to expect, they will feel happier and more comfortable, and so will you.

DISCIPLINE: A HIGH SCHOOL GIRL'S POINT OF VIEW

Wendy Matthews, Grade XI, Lachine High School

Young people all over the world are what they are because of the society in which they live. Essentially, we are the products of our environment. Our minds and our lives are moulded by the impression our surroundings and our fellow-beings make upon us. It is a difficult task for society to mould a young mind as it sees fit — to prepare a child for good citizenship. Since discipline is the ruling factor of our civilization it must be firmly taught in school in order to impress its necessity upon every young mind.

School discipline varies widely. In some schools pupils may be severely punished for the slightest offence; in others they may "get away with murder." Discipline varies also from classroom to classroom. Here, the diversity depends upon the character of the teacher and the character of the pupils under his care. The teacher must understand his pupils, have a keen sense of humour, and be capable of maintaining control. The pupil, in turn, must be able to say of his teacher: "I like him. I respect him. I have confidence in him." If such a condition exists, good discipline will follow. But no matter how good a teacher may be, the behaviour of the incorrigible pupil will be poor. On the other hand, no matter how incapable a teacher is, some pupils will be models of good behaviour. For the great majority, however, the good teacher can work miracles in keeping good discipline.

Does discipline mean that the classroom must be as quiet as a tomb? By no means. Good discipline depends on the best possible relationship between the teacher and his class. It is that situation in which a maximum of work is done with a minimum of compulsion.

What about discipline in the halls, the cafeteria, and on the school grounds? Here it is the duty of the staff as a whole under the direction of the principal to maintain good order. A definite set of rules must be laid down and enforced. A pupil about to commit an act of vandalism should not have the assurance that he will "get by" quite easily. Once this thought is entertained by the student body, the discipline of the school will suffer. If such deterioration occurs, the principal may suddenly and firmly enforce hitherto unheard-of laws with an iron hand. Such measures are likely to develop antagonism on the part of the student body; no success will be achieved in the re-establishment of discipline. To forestall such conditions, specific rules of conduct must be laid down and strongly enforced from the beginning. Knowing and fearing the consequences of his behaviour, the calculating vandal will be more inclined to control his actions.

As there must be an understanding between teacher and pupils, so must there be understanding between principal and student body. This cannot be achieved simply by ruling with an iron fist, for such a body as the Students' Council could come into conflict with the principal and upset the whole school. The individual student would then rebel, either inwardly or outwardly, and good discipline would be impossible.

Such a situation may be developed by a new principal who finds reform necessary. If changes — even drastic — were made gradually, the students might recognize that such reforms were for their own benefit.

Good discipline can be promoted by good example. When a pupil enters high school, his first impressions will be a deciding factor in his future behaviour. If he sees a senior student dashing at breakneck speed down the hall, littering the cafeteria, or smoking in a classroom, what effect will such actions have upon him?

Above all, it is important for each student to realize that the staff and the principal are his friends — people whose purpose and duty it is to help him. With this knowledge he will respect and obey the administration of the school.

Good discipline will prevail in a school where a definite set of rules is established and enforced, and where a harmonious relationship exists between staff and students. Having been obliged to respect good discipline in school, the teen-ager is better prepared to meet and understand the workings and demands of our modern civilization.

The teacher is not left entirely free to control pupils. Society sets certain bounds, but the most active rebellion comes from the pupil himself. Part of this resistance to control is nothing more than the healthy tendency of a growing personality to maintain its own individuality. No small part of this resistance finds explanation in the fact that while the school gives primary attention to the development of the intellect, in a verbal and bookish atmosphere, the normal youth is full of buoyant energies and prefers physical and manipulative activities. The school demands that he sit still, study, memorize, while every muscle and feeling tone urges him to be off to explore the new worlds which daily are opening to him. These and other factors result in a constant tension in the relationship between teachers and pupils, which makes the matter of discipline loom large.

Opinion concerning discipline ability and the tenor of classroom atmosphere is frequently formed early in the year, when the relations between teacher and pupils are defined. The importance of this definition of the situation, whereby the pupil learns what is cricket and what is out of bounds, cannot be overestimated. Before students apply themselves seriously to work, they must "try out" the new teacher. In Lewinian language, the student must define his behavioural field. If during this process the teacher departs radically from normal expectancies, either in strictness or in leniency, temporary difficulties may occur, for the pupil must search further to find the limits . . . .

Difficulty occurs also during this exploratory period if the teacher is ambivalent, erratic, inconsistent, and unpredictable. In such cases pupils are bewildered and may soon become resentful, bringing charges of unfairness and favouritism.

— Robert Nelson Bush

The Teacher Pupil Relationship (New York: Prentice-Hall, 1954), pp. 138-40.

DISCIPLINE: A GRADE XI BOY'S POINT OF VIEW

Andrew Roman, The High School of Montreal

Thomas Carlyle once said, "In order that a society may enjoy coexistence, and accomplish anything of true merit, a state of discipline must exist, of which each man is a part." Carlyle's own life is exemplary of what may be accomplished with the exercise of this virtue, so necessary to civilization.

Man could hardly be above the "club and loincloth" stage of culture if he did not possess the ability to restrain himself from indulging in uncontrolled behaviour. In Freudian terms, the "secondary," or reasoning part of the personality (the ego), must at all times rule the "primary," or impulsive part (the id); otherwise, man is ruled by his instincts and is little better than a beast. Certain members of every community will realize the importance of restricting their impulses and will impose upon themselves a moral code, giving reason and logic precedence over impetuosity. This group has the most lasting kind of discipline — that which comes from within.

It is, however, important to distinguish between restraint and fear. Restraint from overindulgence, in other words, discipline, is important as an advanced form of personal pride and self-respect. Fear is merely a realization that pain or loss will follow pleasure, and that others aren't willing to tolerate our follies.

All these principles hold true for schools, although on a lesser scale. What would we ever accomplish if everyone were free to do as he pleased in school? I don't think too many of us would graduate. A distinguished educator has said: "Education is half ability and half attitude. It is the role of the educator to cultivate the students' abilities, and to make sure students have the right attitude towards school." Obviously, we cannot have the "right attitude" towards learning if we consider our tutors as "pals," and if we have too much opportunity for what the progressive educators call "self-expression."

Making, and especially enforcing, regulations absorbs much time and energy — effort which could much better be devoted to teaching. There is, nevertheless, a strong doubt in my mind that an educational institution without rigidly enforced rules could ever exist, outside of Utopia.

I must concede that we all need greater severity and discipline in school, and to say that I am exempt from this necessity would be hypocritical. It is a bitter medicine, but it must be swallowed. We have too frequently participated in what is shrugged off as "mischief" or "playfulness" — hurling guided missiles at our classmates, deliberately annoying our teachers, playing "hooky," etc. We have foolishly squandered time, as if we had enough of it to dispose of. Some of this unorthodox behaviour may be natural for our age, but the greater part is attributable to the fact that our elders too often "spared the rod" in our younger days. At any rate, we must grow up eventually — a process which our parents and teachers can only channel, not perform for us.

With a certain degree of maturity comes respect for our superiors, and a preference for their more conservative ways. At this stage, we can really settle down to achieve something. Self-control must be practised in school. Until we can regulate our animal impulses and fetter our emotions, true education — the

development of the ability to think freely and clearly — is nearly impossible. With a real and adequate sense of limitations built up over a long period, we can consign our entire creative capacities toward constructive, rather than destructive, ends. For many of us, this involves a long period of privation ; yet, to quote Machiavelli, "The end justifies the means."

When we reach college some of us are likely to indulge in all manner of frivolous activities, to fight for causes, worthy or unworthy, or to join the Society of Angry Young Men and sit in dirty cellars stroking goatees. A small dosage of such frivolities is a useful therapy in that it rids us of our youthful wildness, but moderation is the password. In secondary institutions of learning we cannot afford levities. Inhibitions are products of maturity and intelligence.

In atomic research, as well as in other fields, the nations of the Western world and the Communist countries are carrying out individual work, which is usually duplicated by the other side or obtained through espionage. If only men would grow out of the infantile stage of wanting more and more power and give up greed and petty ambitions, civilization would progress with leaps and bounds. Imagine how advanced world society might now be, especially in such things as space travel, if the world's leading scientists had worked together, irrespective of nationality and silly nationalistic prejudice. Apparently, the world will not practise international discipline. Man, unfortunately, cannot recognize the vital necessity of global, united endeavour and harmony. When my generation is running this planet, I hope we will be more fortunate.

Eventually, I believe, a state of global discipline will have to be attained, surpassing mere "co-existence." Then mankind will be able to truly enrich and ennoble himself. We will become more like the people our Creator intended us to be, when He put us on His earth. With the widespread practice of discipline and tolerance, we may become more like Him who made us.

TECHNIQUES FOR TEACHING DELINQUENCY

. . . ridiculing the child ; embarrassing him ; comparing him unfavourably with another ; shaming him publicly ; unduly mistrusting him ; allowing the other children to make fun of or take advantage of him ; repeatedly imposing tasks too difficult for him or unsuited to his capacities ; otherwise injuring his dignity ; failing to provide at least an occasional opportunity for him to achieve, create, and, if possible, excel ; providing inadequate opportunities for friendship, self-expression, recreation, adventure ; impairing his sense of security, of "belonging" ; laxity or inconsistency in maintaining discipline ; regarding the maintenance of discipline as . . . "Teacher *vs.* Pupil," instead of a joint enterprise; and especially failing to recognize and report behaviour problems in their incipient stage and follow up to see that they receive proper treatment.

Paul W. Alexander, "Some Techniques in Teaching Delinquency," *Educational Forum,* Vol. 8, pp. 17-21.

DISCIPLINE: A PARENT'S VIEWPOINT

H. W. McGerrigle, Ph.D., F.R.S.C., Quebec

In all fairness, it must be confessed that I accepted this assignment more because of the overwhelming flattery implied in the invitation to undertake it than because I felt that I had a message to pass on to the teaching profession. In fact, it is quite probable that my views will not give a fair impression of what the majority of parents believe or have in mind regarding discipline in the schools for I rarely am with the majority on issues generally considered to be fundamental. Furthermore, it is inevitable that ideas should be based in large part on experience, and my experience in the field of education as an art or discipline or science has been slight.

It may be doubted that the problem of discipline in the school of today is fundamentally different from what it was in those distant days when I was making a tortured passage through the school of my small home town. That passage was completed in 1922, and it was distinguished only by an ability to pass closer to the shoals of failure without actually being wrecked than that possessed by any of my contemporaries.

Then and there, as now and in any school, discipline in the school in general and in the various classrooms came and went depending upon the various factors underlying discipline. Juvenile delinquency and even the "blackboard jungle," or close equivalents, raised their ugly heads even then and even there. But these tendencies to rowdyism or worse blossomed only when the teacher was lacking in the qualities essential to the maintenance of discipline. In other words, I doubt if the average pupil or the average juvenile has changed very much since the 1920's. If there is more juvenile delinquency now and more tendency towards the "jungle" it is mainly because there has been a general slackening of disciplinary measures or tendencies in the school and in the home. In brief, if there is a general theme behind this article it is that discipline in the school must be for the most part the result of co-operation between the school and the home.

The major factors that underlie discipline, or any lack of it, in the schools must include:

1. Degree of respect for the teacher by the pupil.
2. The teacher's knowledge of the subject being taught.
3. The teacher's ability to teach.
4. The personality of the pupil.
5. The attitude within the home of the pupil to the school and to the authority of the school.

Respect for the teacher by the pupil depends upon the teacher's personality to a very large extent but also upon the teacher's knowledge of the subject and the ability to teach that subject. In my passage through the home town's combined elementary and high school I was exposed to three principals. The first of these left the year I entered Grade IX and, as a result, my progression through the last three grades, or through high school proper, was more lighthearted but much less educational than it might have been. The principal referred to was a native son, highly respected by all in the town, parents and

students alike. During his period of principalship there was little, if any, disciplinary action of a rigorous nature necessary. We all knew, or at least thought we knew, that strong measures would be used if we stepped out of line. A word — or upon occasion a few words — spoken with the force suitable to the occasion usually left further action unnecessary. Discipline was based on respect for a teacher whose personality dominated the school. In addition, the man's knowledge was profound and his ability to teach left nothing to be desired.

Inevitably, this principal went on to bigger tasks in a metropolitan school. He was succeeded during the next three years by two principals who were out of place in the teaching profession. Although the students remained the same, discipline became so slack that at times some of us would have passed as normal dwellers of at least the fringe of the "blackboard jungle." Pointing further to the fact that discipline is a matter of the teacher's personality and general ability was the added fact that during these three years in classes operated by other teachers in the school all was relatively serene.

It is not necessary to enlarge greatly on the need of having teachers in the schools who possess an adequate knowledge of their subjects as well as the ability to teach. The two do not go hand in hand in every instance, however, and deficiency in either necessarily would lead to a decline in, or loss of, discipline. One educator has said that a prime requisite for success in teaching is possession by the teacher of a great deal more knowledge than will ever be needed by the pupil or class in so far as the passing of examinations is concerned. Obviously a teacher who is forced to give the "don't know" answer to questions raised in class, questions that perhaps only border on the subject, is not going to have the respect of the class in the same degree as the well-informed teacher.

Discipline in the school is also the responsibility of the parent to a considerable extent. The parent should impress upon his children the desirability of, and even the general need for, as much education as possible. Children upon whose minds such ideas are impressed are well on the way to being serious students — students who want to learn and have little time for major lapses from the discipline required. Also, the parent should impress on his children the fact that teachers hold very responsible positions in the community and are especially worthy of respect, other factors being equal or reasonably so. And, in most instances at least, the parent should be willing to view a particular issue objectively enough to support the teacher in any disciplinary action that may be directed towards his own children.

It should not be expected that discipline in the school, or in affairs, meets, or events related to the school, should be of concern only to the school staff. Inasmuch as pupils are the products of parents and, therefore, must be much like their parents, it is only fair, right and just that parents share in problems of discipline that relate to the personalities of the pupils. In this regard, teachers, when capable of making fair and objective judgments, perhaps could do much towards improving the human race if they reported the shortcomings of pupils to the parents concerned. A little of this is done on report cards but usually in too stereotyped a manner to make much impression on the parent. (The next report cards delivered to me probably will have long postscripts; I have indeed made myself vulnerable.)

So much for discipline in the general sense. There remain the questions of what should be enforced and what methods should be used. These questions apply in three realms : the classroom, the school grounds, and the way to and from school.

The requirements of discipline in the classroom are reasonably apparent — doing the work required, paying attention, being polite, knowing when and where to keep quiet. It is here that the personality and ability of the teacher naturally have their greatest influence. In general, I suppose that where the teacher fails to maintain discipline, or when the teacher's patience runs out, the recalcitrant pupil is sent to the principal's office. What percentage of such "sendings" is considered allowable I do not know. The principal probably does his or her best to reason with the pupil. If reasoning fails and offences are repeated the principal should be allowed to use a strong paddle to get at the seat of the trouble or the pupil should be expelled. Perhaps a more effective method would be to call in the male parent and let him do the paddling ; the thesis being that in many cases the parent may be considered responsible for the child's philosophy if not for his or her actions. Whether to paddle or not to paddle perhaps could be left to the discretion of the principal involved with elementary schools. At the high school level the choice should not be forced upon the principal for obvious reasons relating to age, size and sex. Certain it is that teachers and principals should not be left to bear the sole burden of disciplining the children attending their schools. The parent should be called in if the occasion demands ; as a parent, I can think of no stronger lesson than that I should be called in with one of my children to face a school principal on a disciplinary measure relating to that child.

The above, of course, applies to disciplinary methods and measures on the school grounds as well as in the classroom. But on the school grounds a somewhat more subtle type of discipline may be called for — a type that bears directly on relationships among pupils. Part of the story recounted by Anna Evanoff may be used in illustration : "My public school days all kaleidoscope together now in nightmare colors. The kids used to yell obscenities at me about stripping and 'nekkid douks' . . . . At recess and after school my tormentors chanted rhymes that rang in my head long after I ran home crying." [1]

Perhaps you will think the above to be an isolated case of persecution, one that could only take place in the outlands of our wide West. Not so. In my own limited sphere I know of a similar case in Suburbia of an eastern city. Here, the children involved were not children of parents who were ignorant in the usual sense. Most of the parents definitely and unhesitatingly would consider themselves to be "better class," and several would be considered good church people. Nevertheless, children of such parents in such a setting forced one small child out of their group and out of the school. Anna Evanoff does not state how her teacher or teachers reacted when she was undergoing her persecution in school. In Suburbia's case no disciplinary action was taken. In a similar case in another school the principal referred the matter as soon as she was aware of it to the parents of the children forming the persecuting group — and the persecution was stopped.

[1] "I Was a Doukhobor," *Chatelaine,* Vol. 32, No. 7.

Still another type of disciplinary problem presents itself, particularly in the high school — the "seatwarmer" who lacks drive or does not possess the ability to study. A Montreal *Gazette* editorial refers to such a student's passive resistance to education as "both demoralizing to teachers and a corroding influence on the entire student body." The editorial describes the discipline adopted by the Calgary School Board for this type of student — in essence it is "Work, or get out." With this I heartily agree. Teachers have enough to do attending to those who really want to learn. The amount of time wasted at the high school level on those who have no interest in learning is a matter for us all to think about seriously. This is not an attack on those who are naturally slow but who want to learn. These are the plodders — a group with many adherents and with whom, for very personal reasons, I have much sympathy. As the *Gazette* editorial states, "Going to school means — primarily — a dedication to honest work."

Finally, the school's discipline should reach beyond the limits of the school plant to include any situation or time when the student identifies himself or herself with a particular or specific school. Students going to and from school, attending an athletic event or an entertainment as a school group should have the idea drilled into them that they are on display and that their actions and manners should reflect the attitude or philosophy of the school. Boys and girls should be made to understand that honesty, kindness, friendliness, helpfulness and politeness are normal and only right and proper. Such things can be taught without regard or reference to religion and are basic to behaviour and to discipline. This, of course, is another aspect of discipline where parents should be expected to render fundamental support.

Discipline is compounded of many things. Among others, and in specific cases, it could be the factor that would prohibit or prevent school children from racing across a busy thoroughfare at the noon hour without regard to lights or traffic. Perhaps a child will have to be sacrificed before such particular lessons of discipline are learned. The combination of a child's thoughtlessness and the high incidence of careless driving in the City of Dented Fenders will bring about the natural and unhappy result in due course. I hope one of my children will not be the case in point. While we are on the subject of traffic it could be mentioned that discipline is that which keeps the driver of an automobile on his own side of the double white line, within the speed limits set by law, and obedient to "stop" signs. The disciplined driver is not a menace to his fellow-man; the fundamentals of this fact can be learned in school.

According to polls reported in the newspapers, and my research does not go beyond this source, most citizens of Canada and the United States believe that discipline in the schools is not severe enough. This is one majority opinion to which I do subscribe. Discipline need not be, and should not be, synonymous with regimentation. Freedom and discipline can and should go hand in hand. The combining of the two may keep our civilization from annihilating itself. "Our future security may depend less upon priority in exploring outer space than upon our own wisdom (discipline) in managing the space in which we live." [1]

[1] Paul B. Sears, "The Inexorable Problem of Space," *Science*, Vol. 127, No. 3288, p. 16.

DISCIPLINE: A BUSINESS EXECUTIVE'S POINT OF VIEW

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The very word "discipline" has harsh and severe connotations to many. To them, it belongs to a bygone era and is completely out of step in this push-button world where a sugar-coating seems necessary for the slightest unpleasantness. Their concept of discipline is Captain Bligh pacing the deck of the "Bounty," the whip-lash command, subjection to one will. For them, resistance to discipline, or evasion of it altogether, is perhaps understandable.

Discipline is essential in business; without it any company is doomed to disorganization, mediocrity and even failure. What is "discipline" in business and industry? To me it is simply the manner and method of ensuring that the policy of the firm is so followed that all effort is directed to the growth and success of the organization. Right here and now, let me not only admit but firmly aver that this presupposes intelligent and far-sighted direction. Granted the latter, there is an air of confidence, even of exhilaration, that removes many problems of administration otherwise to be faced under the heading of "discipline." Happy indeed is the organization that achieves this state of affairs.

Discipline is nothing more or less than simple guidance. If reasonably given it engenders security and confidence in the office or factory, creating in those working in such an atmosphere a desire to accomplish the task before them. Everyone should know, and has a right to expect, that work well done will be rewarded but that solo deviations from laid-down policy will meet with firm accounting.

We can all well remember our first introduction into the business world — our first job. It seems only yesterday that I left high school and started as a boy of fifteen in my life's work of banking. Many years have passed since that June morning in 1921 when I mounted my bicycle and rode along the busy streets of downtown Vancouver, not to school, as for so many years, but off on a new and foreboding adventure: to introduce myself as an office boy to someone I had never even seen before — the bank manager. I missed the moral support of the crowd, the many students who were with me at the first of each school year when we went through the experience of finding new classrooms and meeting new teachers. I felt very much alone. The business world had always been something apart; throngs of people going in all directions without apparent aim about their myriad tasks. I had often wondered just what it was that tied all the activity together. Once accepted as a very green junior at the bank, however, I found that things seemed to fall into place as time went on; many of the old school rules still applied.

Before long I was presented with a copy of "Staff Rules and Regulations," which set out quite clearly what was, and was not, expected of the bank's staff. The rules were simple and not hard to learn. It didn't take long to grasp that they provided a foundation for future behaviour which seemed to fall into line with the discipline I was used to at home and at school. As time went on

I realized that these rules were intended to serve as a guide to reasonable and regular mental and moral training. Nor was it too difficult to recognize that they were essential to a proper start in the business world. I saw later that the "boss," too, had his own responsibility for the manner in which he maintained discipline in his office: he was accountable to a higher authority. He realized his responsibility to both his seniors and his subordinates through his years of training.

Discipline in commerce and industry is not something the average person learns from a book, nor does he suddenly acquire it by becoming a member of a business organization. It is, and should be, a continuation of the training he received at home, at school, and in his recreational activities during his most impressionable years. The person who enters the business world without the benefit of this background of experience will find it hard to adapt himself to the demands of his new environment. The rapid technological developments of the past fifty years and the results of two major wars have brought changes in our social relationships with many attendant problems. These have tended to confuse our thinking toward discipline and other basic concepts. They have generated a desire to be freed from former conventions and ties which have not necessarily been replaced by corresponding formulas of behaviour. The person who realizes that discipline is necessary, that he has responsibilities as well as rights, is the one who readily becomes well adjusted and happy in his work.

No one in any organization should be free to go about his job at will. A well-devised set of rules, not impulse, should be the guiding factor. In every business operation, as in any relationship where people are in groups for a definite purpose, there must be orderly definition and delegation of authority and responsibility if the purpose is to be achieved. Those holding key positions in the chain of command have a dual role to perform: they are responsible for good performance to those above and for effective direction to those below. Constant discipline throughout is an absolute necessity.

As one takes on responsibilities he must be made aware of the results of his efforts in the earlier years especially. His development and progress will be assisted by his awareness of achievement. He receives satisfaction and a feeling of security in status through the knowledge that he is "contributing."

From the management side, however, it is not enough for the individual to "obey the rules" blindly. He should be encouraged to participate in and contribute to the creation of improvements in the overall operation of the business. It is the duty and privilege of management to promote creativeness in its personnel.

The fact that discipline may take the form of positive support for actions well done as well as criticism of errors and punishment for deliberate obstruction is not sufficiently realized. Discipline must not be so severe or rigid in nature that it stifles initiative: discipline that creates fear defeats its whole purpose. The happy, smooth-running office or organization is one that is under the leadership of a well-disciplined head who can maintain and generate forward thinking in every phase of the operation. Such discipline creates confidence in the workers and in turn enables them to do their jobs well.

The absence of discipline, however, soon results in insecurity, lack of confidence, slovenliness and, often, tragic frustration. No one in his right mind seeks such conditions, but they inevitably creep in if discipline is not maintained. Such situations are soon reflected in the organization's relationship with its clientele : the result is a weakening of the whole fabric of the organization. It definitely is management's responsibility to see that discipline is maintained. The wants of the individual do not always coincide with the demands of his job ; however, if he realizes that breaking the rules to satisfy these wants will inevitably result in the frustration of his vital long-range desires, self-discipline will be less difficult. Where discipline is weak and uncertain the individual consciously, or unconsciously, takes advantage of the lack of control and develops traits and characteristics that weaken his moral fibre and make him unequal to the tasks at hand, quite apart from the more important ones ahead.

Dependability is a by-product of discipline. It is a quality which management seeks to instil among all subordinates. This certainly does not mean that the correct answer or perfect performance is expected as the inviolable rule. If the manager can develop in his staff a forthrightness in acknowledging uncertainty in performing an operation, or in admitting an error, he will be able to give proper direction in correcting an unsatisfactory situation — a welcome opportunity to improve the subordinate's knowledge and value to the company before serious damage occurs. "To err is human," but repeated mistakes resulting from lack of proper understanding between management and employee reflect poor organization.

The training and development of an individual in any business organization is clearly the responsibility of management. However, despite all the training and assistance that may be made available to the individual, his ultimate success is largely dependent on the extent of his desire for self-development. This, in turn, is dependent upon the degree to which he has been willing to discipline himself. Such discipline, perhaps the hardest for him to undergo, can be learned only through the experience of self-control. The numerous distractions in our "king-size" world of modern development make it increasingly difficult to discipline young people in and out of the home. Notable among these distractions are the radio, TV, and even our newspapers, which through the impact of their promotional activities, have tended to create a climate leading to the weakening of discipline in many quarters. Attempted, and often successful, commercialization of many phases of our living not only distracts from proper self-discipline but increases the trials of those dependent upon us.

Mention has already been made of the danger of stifling initiative. Self-expression should be encouraged but it must be guided and controlled. Individuals differ widely in the extent to which they can assume leadership and responsibility. He is a wise manager who knows when and how to vary the degree of discipline needed for those who have leadership qualities and for those who by their very make-up require constant control. Initiative stimulated by self-development and self-discipline is a quality that contributes to the welfare and success of any organization. It must be constantly sought for and encouraged by management.

We are exposed to discipline, often unconsciously, in almost all the things we do: without it there would be chaos. Perhaps the simplest example is the rules which have been evolved for the control of traffic on our city streets. It is just as important to obey the red light as it is the green, in our own interests as well as for the sake of the other fellow. It doesn't stretch imagination far to picture the turmoil that would ensue if each motorist created his own rule of the road; if we decided what taxes we would pay or if we exercised our desires in any manner we saw fit. Spectators at Montreal's Forum and Molson Stadium, Toronto's Maple Leaf Gardens and Varsity Stadium would be a bigger problem than they are now if they decided for themselves from which seat they were going to view the game, or if attendants and policemen were not there to keep an eye on their behaviour.

Driving on Montreal's already dizzy Dorchester Street would lose its attraction if meters and *ne stationnez pas* signs were withdrawn and parking was left to the will of the individual. I must admit this is developing the subject to its extreme, but even in these situations we find offenders — those unwilling to accept social discipline. After all, in our democratic way of life, it is necessary that the will of the few be subjugated to the wishes and best interests of the majority. It is on this basis that our laws are devised. The chronic complainer is frequently the one who has not thought things through.

Although we often look critically on the offender, there is a place for non-conformists. Thank God they exist — to save us from cold gray monotony and boredom. This type of non-conformist is, of course, not the destructive kind. Original thinkers contribute to any business organization; their viewpoint, while sometimes disturbing, is often constructive and provides a much needed new outlook. Their presence breaks up the "Mutual Admiration Society" organization that so often settles into complacency. Sincere opposing viewpoints in any committee or organization lead to constructive thinking and ultimately to the most satisfactory conclusions.

The even maintenance of discipline must be well planned and executed. Personnel officers of our business institutions have a heavy responsibility to keep abreast of changing times. Company staff policy must be constantly examined and reappraised to ensure that directives have meaning to those who are to obey them. Regulations which are effective and desirable today may become outmoded tomorrow.

With discipline throughout, the best planned businesses make full use of the talents of those engaged to serve them — to the benefit of both the organization and the individual.

We hear much talk today of the necessity of education for survival. That is not good enough. We need a more vital motivation than that of fear. We need to instil into the minds of young Canadians a spirit of service, of adventure and enthusiasm that will sweep this country forward to the fulfilment of her great destiny. For Canada can be no greater than the spirit of the Canadians who serve her.

— C. W. Booth

Canadian Education, Vol. 14, No. 4, p. 48.

DISCIPLINE IN SCOUTING

G. Robley Mackay, Provincial Commissioner, The Boy Scouts Association

Scouting For Boys so impressed the late Tsar Nicholas of Russia that he invited Baden-Powell to visit him in Petrograd to discuss the organization of Scouting in Russian schools. The book was subsequently published in the Russian language. Under the Tsar's instructions the Cadet Corps was expected to follow the scout programme. His educational directors were loathe to change their methods. School discipline of that day was of the army type — no individuality was permitted to the boys, no games or practices that might develop their character from within. Their schooling was a round of instructions imposed from without. At a later date B-P was invited to return to Russia to inspect some of the cadet units. He described his visit to a Moscow school as follows :

> "The parade of the Cadets was wonderful for precision of drill and smartness ; the dormitories were spotless, each commanded by a non-commissioned officer from the Army. The discipline was of the very strictest ; no games were countenanced ; natural tendencies were repressed in every direction ; the boys were taught to fear and to obey. Yet those lads had all the boyish go and spirit in them waiting to be utilised.
>
> "The spirit was there right enough. A guard of honour of the Russian Boy Scouts was formed up at the station to see me off ; rigid as stone they stood in their ranks, but one could see the life and soul of the boy blazing in those excited eyes as one walked down the line.
>
> "It struck me so much that I could not leave them with a mere glance, so I walked back, shaking hands with each. As I neared the finish their feelings became too much for them. There was a sudden cry, they broke their ranks and were all over me in a second, shaking hands, kissing my clothes, and everyone bent on giving me some sort of keepsake out of his pocket. The eager enthusiasm of boyhood was there, ready to respond even to a stranger and a foreigner."

It seems to me that in order to develop the spirit of discipline we must harmonize two apparently contradictory necessities of life : the exact obedience so essential to ordered society, and the legitimate desire of the individual for personal independence and freedom.

The idea is still held by some that individual freedom unchecked and unguided is the one goal of life and the only true road to self-development. The implementation of such an idea can only lead to the destruction of those conditions which make for human progress and national vitality. We in Scouting feel that the true way to achieve self-development is gradually to

secure willing and intelligent discipline based upon human understanding between the scout leader and the boy. So far as Scouting is concerned, discipline is not an end in itself but a road to general well-being. Scout discipline is inspired from within — not imposed from without. This statement is only a half-truth, for discipline to be inspired from within has first of all to be given from without.

The keynote of the lead to be given from the outside is sympathy. The word "sympathy" is derived from the Greek and means "feeling with." The Scouter (scout leader) must feel with his boys ; he must place himself in their position ; he must see things through their eyes ; he must grasp their point of view, their thoughts, their feelings, their difficulties. A Scouter must first be a cub or scout himself ; he must also be inspired by an ideal.

On becoming a scout the boy is brought face to face with ideas of discipline when he makes his Scout Promise and agrees to do his best to follow the Scout Law. The Scout Law is a positive code : it stresses the boy's duty to be useful and to help others, to be trustworthy, loyal and courteous, and to obey orders. The boy is continually reminded of his own promise as new cubs and scouts are admitted to the pack or troop.

Scouts leaders consciously and unconsciously do their best to set an example to their boys :

Be Straight : No amount of ability, knowledge, well-meaningness or cunning can possibly make up for not being straight.
Be Prepared : A programme of work or play must be ready beforehand. It must be suitable for the purposes for which it is intended and for the mentalities and desires of the boys.
Be Punctual : Expect similar punctuality.
Be an Example : In dress as well as in manners.
Show Appreciation, expectation, enthusiasm, understanding and trust.
Appeal to each boy to live up to the highest ideals.

We feel strongly that discipline from without is very necessary to preserve good order. It is important for the boys to understand its necessity.

Boys like to be smart and on their toes : smartness is an essential of good scouting. A few years ago a guard of honour for the arrival of the Governor General at Windsor Station, Montreal, was requested from the Boy Scouts Association. No time was allowed for selection or rehearsal. A message was sent to all scout troops asking Queen's Scouts and first-class scouts to meet in the rotunda one half-hour before the arrival of the Governor General. The Commissioner in charge — a good disciplinarian and a popular leader — gave a short talk to the 150 scouts who had gathered together from many troops. He told them he had fifteen minutes in which to make them as smart as guardsmen. It was inspiring to observe the keenness on their faces. On the arrival of the Governor General their duty was fulfilled with faultless precision and smartness. We were justly proud of them.

At Camp Tamaracouta approximately 1,000 scouts spend two weeks every summer in twenty-five camp sites under their own leaders. The boys look after their own needs completely. Uniform is not important during the day, but following the afternoon swim all must dress in uniform and parade by troops for the flag-lowering ceremony. Smartening up for a brief period every day does much for morale, and the boys like it. Uniform is compulsory at all religious services on Sunday in the chapel, which has trees for its walls and the sky for its ceiling. Yes, scouts are smart but drill is kept to the minimum.

In maintaining the regulations for water safety, scout discipline is very strict. Swimming practice, which is restricted to certain places and times, is under the keen supervision of senior scouts and scouters who have passed the Royal Life Saving Society tests. The "buddy" system, by which the scouts are divided into pairs, each keeping the other in sight all the time, is insisted upon. No scout is permitted to swim a long distance unless the rope around his body is held by a leader in the accompanying boat. All bathing and swimming rules are made abundantly clear to the scouts beforehand. If rules are broken the offender is sent home immediately : this rarely has to be done.

Cub discipline is incorporated in the Cub Law. Time after time the cub affirms that he gives in to the "Old Wolf," not to himself. The injunctions of the Cub Law creep into his subconscious mind, and obedience and self-control become a habit. The Law is the standard that he applies to all aspects of his life — an ideal standard which is attained in many cases. Discipline in the pack is determined by the consistency of the guidance of the scouters in charge. Every time they allow the Cub Law to be violated — wittingly or unwittingly — the cub's appreciation and acceptance of it are endangered.

The discipline demanded of the troop by the Scout Law and the discipline demanded of the pack by the Cub Law differ only in degree. The constituent parts remain the same. The seventh scout law replaces the Cub Law and it is surrounded by other laws which indicate that a reasoned obedience is required of the scout : he is trusted, he is loyal, he is friendly, he is courteous, he is kind, he is cheerful, he is obedient, he is clean. He is disciplining himself so that he can perfect himself in all those things, just as he has given his allegiance to God, the Queen (Country), and his fellow-men in his Promise.

What role does the Scoutmaster play ? He is the elder brother but, like all elder brothers, he realizes that firmness is a necessary part of his treatment ; he abhors all sloppy sentimentality. Through his example, his sympathy, his imagination, his understanding, his own boyishness, he encourages each scout to learn the true inward meaning of discipline. By gradually placing more responsibility on each, by the selection of patrol leaders, by the placing of the internal control of the troop more and more in the hands of the Court of Honour, he gradually strengthens the application of the true inward meaning of discipline so that in the future his scouts may take a creditable place in the world.

Since its inception in 1907 the Boy Scout Movement has played an important part in inculcating the true spirit of discipline among its members.

Scouting has also played a part in linking the boy more firmly to his home, to his church, and to his school through the scouting way of life, exposing him to ever widening horizons of knowledge and service to others.

Scouting is a positive way of life which leads the boy to appreciate good citizenship. It is a plan to prevent our society from following the path of Greece and Rome :

> "In the end, more than they wanted freedom, they wanted security, a comfortable life, and they lost all, security and comfort and freedom . . . . "
>
> "When the Athenians finally wanted, not to give to Society, but the Society to give to them, when the freedom they wished most for was freedom from responsibility, then Athens ceased to be free and was never free again."

WHAT CAN WE DO ABOUT "J. D."?

There seems to be a tendency among many adults to blame someone else for not instilling in children, before they get in trouble, the sense of values and civilized behaviour they desperately need. The producers of TV programmes, comics, movies, and newspaper stories which suggest that violence and brutality are acceptable and ordinary say they are only turning out what the public wants. The social workers and psychiatrists proceed on the assumption that it is not their job to meddle with cultural and ethical values — which they assume the child already possesses. And then the teachers say they are already overburdened trying to teach reading and arithmetic, and it is up to the churches and parents to take care of manners and morals. But the churches' influence, to whatever extent they actually teach children how to behave, is limited at best : a priest in an average Manhattan neighbourhood estimates that less than a quarter of the children there are even remotely touched by religion. And the parents, even if they are not so overwhelmed by their own problems as not to care, are usually hard pressed to know what values they themselves respect. In sum : almost no one seems willing and able to instil, simply and directly, a basic understanding of the difference between right and wrong.

— Virginia P. Held

The *Reporter,* Vol. XXI, p. 18.

DISCIPLINE IN CAMPING

W. C. McCullogh, B.Sc., Inspector of High Schools
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Peter, a newcomer to camp, was having difficulty in adjusting his behaviour patterns to meet camp standards : he did not hear the directions for games or activities because he was busy talking to his neighbour ; during swimming periods his buddy was continually chasing him, but Peter did not reciprocate the interest ; he was able to argue any point with anyone and to advise the director how best to conduct the camp ; although not a tent leader, he attempted to organize his tent mates to perform clean-up duties or criticized the tent leader's attempts to do so. Peter was constantly in difficulty and, consequently, was admonished frequently. After three days in camp a discouraged Peter was heard to remark to a camp counsellor, "Gee, I've got a lot to learn." The counsellor, with that faint smile that indicates an understanding of youth, replied quietly, "We all have a lot to learn, Peter, and some more than others." When he learned how to control himself Peter became a first-class camper. At the beginning of his camp experience Peter was lacking in self-discipline, but by means of all the agencies in camp for promoting this power Peter was able to make adjustments. Eventually he developed the self-control required in life without sacrificing any of his vitality and initiative. These admirable traits were recognized and applied more effectively.

All camps have many things in common. The sites, usually well removed from cities, towns and villages, comprise an extensive area, which provides playing-field and swimming facilities. Buildings generally include at least a kitchen, dining room, recreation hall and infirmary. Sleeping accommodations may be in tents or cabins, or both. Only the bare essentials are provided unless the camp is operated for profit at high cost to the camper. The camp director, assisted by his staff of leaders, or counsellors, and his kitchen and maintenance staffs, has the task of introducing campers to an environment quite different from that to which they have been accustomed. He also has the responsibility of conducting a programme which will benefit all the campers.

Camps vary with respect to their objective and the methods adopted to achieve that objective ; they resemble a family unit in that they require a code of living. Definite rules must be established. Many camps have similar rules but their interpretation and application may differ widely from camp to camp. For example, most camps do not permit pushing from a swimming wharf, but the degree to which this rule is enforced varies greatly. Within a camp, there is frequently some variation in the counsellors' interpretation and enforcement of camp rules. During rest periods all campers are required to remove their shoes and lie quietly on their beds. Supervision is generally required to ensure quietness. The extent to which counsellors enforce this requirement differs widely : the period may be one of rest and quiet or of continual horseplay and wild wrestling matches. The effective implementation of rules by a group of campers will depend to a very great extent on the consistency of the director and

his staff ; the development of self-discipline in campers will occur mainly as a result of the example set by the camp director and his counsellors.

The discipline of the camp is the responsibility of the director. He must allocate duties to his staff and outline the policies which he expects them to follow. To a waterfront director he may advocate a checking system such as the "buddy" system, establish limits for swimmers of different ability, and outline a programme of swimming instruction such as the Red Cross Swimming and Water Safety Programme. He must make sure at all times that programme plans are carried out as effectively as possible by the other leaders. For example, games and handicrafts must be planned to fulfil a definite purpose, not just to fill in time, and adequate and careful preparation must be made for the smooth operation of these activities. The camp director must be sure that all phases of camp activity are running smoothly : discontent among the kitchen staff must be detected before an eruption occurs ; newcomers to the staff must be helped to feel an integral part of camp life ; counsellors experiencing difficulty in maintaining control must be advised ; campers not adjusting to camp life must receive attention. No relaxation is possible for a director. On all occasions he must show vigorous enthusiasm and be a source of ideas for programmes, especially during a series of rainy days.

Without loyal counsellors, however, no director will achieve his aims : it is their responsibility to carry out the policies laid down by the director. The measure of success which these counsellors will achieve in the matter of discipline will be determined by their own self-discipline. If the camp is not too large the counsellors will normally become well acquainted with the campers of a particular tent or cabin. Only a person with self-control will study the personalities of the campers of his tent or cabin and seek for democratic methods to solve the problems of clashing personalities. The good counsellor will seek constantly for opportunities to maintain good relationships among campers and staff members. He must steel himself against the temptation of becoming too intimate with the campers — a relationship which inevitably results in a loss of prestige. Even among experienced counsellors one frequently finds a few who do not realize the importance of keeping the director informed regarding troublesome incidents or deviations from prescribed rules of conduct. For example, in a camp catering to both sexes a young counsellor discovered two boys returning from a harmless escapade on the girls' side of camp after "lights out" — a serious offence. The counsellor, however, had no intention of reporting the incident since he wanted to remain on good terms with everyone. Only after a discussion of the incident with a more experienced counsellor did he examine his motives and appraise his measure of loyalty to the director, and to the camp as a whole. Eventually a report was made. During the course of a day a counsellor will encounter many situations created by youngsters which will require the application of good judgment and common sense if the well-being of the campers and the camp is to be guaranteed. Only self-control, or self-discipline, will lead a counsellor to act wisely in such situations — self-control of his physical and, most important of all, his emotional reactions.

Self-control is also essential in the camper. A set of rules — the terms of camp discipline — is prepared specifically for the camper's benefit. Some campers

will, of course, argue the necessity for certain rules which they consider superfluous or inappropriate. Most campers will accept reasonable disciplinary rulings which they recognize as necessary. Occasionally they may flout these directives when a counsellor is not present, for example, unco-operative behaviour during the prescribed rest periods. From time to time campers may be reluctant to accept camp discipline if a counsellor fails to give a satisfactory explanation of the director's policies. If a counsellor expects campers to fall asleep automatically as soon as lights go out he is not facing the situation realistically ; the average camper will fall asleep within a few minutes after "lights out" if not antagonized by an overzealous leader.

In camp, boys must face situations and conditions which are completely different from those they experience in their homes, but the training received in their homes will exert a significant influence on the camper's ability to learn self-discipline in camp. As a camper the boy is required to live in a cabin or tent with other boys of his own age who may be complete strangers to him. There are few frills in camp : austere living is called for. To be happy in such an environment the individual boy must be accepted by the others ; to achieve this recognition he may be required to adjust his behaviour. The development of self-discipline is compulsive : few youngsters will risk the censure of the group. A boy who leaves his personal belongings scattered over a crowded tent soon discovers that he has no friends : group disapproval compels him to become tidier.

In some camps, constant competition is encouraged. Such practice will certainly ensure maximum effort in all areas of camp life : no camper wishes to let his cabin mates down. Competition, however, can be carried to extremes ; it could easily happen that the campers become trained to think of the welfare of a small group and lose sight of the overall objective. If the campers as a group in each cabin or tent are given points for cleanliness, punctuality, and participation in games or other activities which are totalled at the end of the camp period, the cabins or tents will certainly be well cleaned, the boys will be punctual, and they will participate enthusiastically in all camp activities. However, a number of questions may arise in the mind of the keen observer : Was the cleaning-up done for the love of cleanliness ? Was the cleaning-up done to win a few points ? Campers who are trained to clean up because it is the right thing to do are learning a realistic discipline. The development of desirable living habits must not be relegated to competitive devices.

Countless stories are told of boys and girls who went to camp as self-centered, unco-operative individuals and returned with enviable qualities of character and behaviour. Donald was one of these. Donald had been a nuisance in school and in his community. During his first camp experience he was frequently in trouble but ultimately he found satisfaction and pleasure in re-forming his habits to group standards. The principal of his school subsequently asked the camp director, "What did you do to Donald ? He's almost a model pupil." The reply was an honest one : "Donald taught himself how to control himself and obviously he enjoys doing it now that he's started." A set of rules interpreted and implemented by a self-disciplined director and self-disciplined counsellors will produce self-disciplined campers.

The camp programme is also a contributing factor in the development of self-discipline, especially when it is well balanced, suited to the needs of the group, and developed to achieve the aim of the camp. A swimming programme such as the Red Cross Swimming and Water Safety Programme provides campers with a definite objective. By attending classes in which the instructor's suggestions and directives are conscientiously practised, campers prepare themselves for the official examiner who insists on a high standard of performance. Campers find they must discipline themselves to carry out the instructor's suggestions not only during lessons but in free swimming time ; this is not easy to do since new habits may be acquired only through strenuous practice. The triumph of earning a meaningful award bolsters a youngster's desire to succeed. The Red Cross swimming awards are of this type. To succeed, a youngster must master himself.

The success of the games period, whether it be organized for group participation, team games, or individual contests, is determined by the enthusiasm of the campers who in turn reflect the enthusiasm shown by the counsellors in charge. The announcement of a certain activity will frequently be met with, "Oh gosh, do we have to ?" After spirited participation however the cry becomes, "Can we do that again tomorrow ?" A counsellor directing a well-planned games period relies on the contagious enthusiasm of the group for the success of his programme and he should never deviate from his plans when met with the cry mentioned above. Once embarked on the programme the youngsters will be keen. Their initial reaction represents a typical desire of youngsters to repeat an activity with which they are already familiar.

Sometimes youngsters who dislike games will appear in camp. The dislike is often caused by a feeling of inadequacy or incompetence or it may be due simply to laziness. Since well-planned physical exercise is of value to all who are medically fit, all must participate. Youngsters thus compelled to take part in games may do so with feelings of bitterness unless they understand the need for games and for full participation ; they must be helped to develop a measure of self-discipline which will lead them to do things cheerfully not only for their own benefit but for the well-being of the group.

Camp is the ideal place to learn how to discipline oneself — to overcome or suppress personal desires, and to think primarily of the welfare of the group. In the hands of self-disciplined leaders a well-planned camp programme will develop those traits of character which will be needed by the potential leaders of the future.

If discipline is founded upon liberty, the discipline itself must necessarily be *active*. We do not consider an individual disciplined only when he has been rendered as artificially silent as a mute and as immovable as a paralytic. He is an individual *annihilated,* not *disciplined.*

We call an individual disciplined when he is master of himself, and can, therefore, regulate his own conduct when it shall be necessary to follow some rule of life.

— Maria Montessori

The Montessori Method (New York : Frederick Stokes, 1912), p. 86.

THE GRADE X EXAMINATIONS: JUNE 1959

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

The number of pupils writing this year for a Grade X general proficiency certificate was 1,564. Of this number, 1,346 were high school students and 218 were from intermediate schools. Of the high school candidates 68.3 per cent were successful; in the intermediate schools 60.5 per cent obtained certificates of proficiency. Altogether, 1,052 pupils passed the examinations.

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

Subject	No. of Pupils	No. Failed	Percentage of Failure
English Literature	1,803	244	13.5
English Composition	1,809	249	13.7
French	1,769	315	17.8
Chemistry	1,441	367	25.4
Physics	853	172	20.1
Geography	786	149	18.9
History	1,697	294	17.3
Algebra	1,718	405	23.5
Geometry	1,514	314	20.7
Latin	90	9	10.0
North American Literature	456	68	14.9
Biology	780	149	19.1
Home Economics	291	35	12.0

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

English Literature

The majority of candidates revealed an intimate knowledge of the texts and were able to answer the questions with precision and effect.

Question 1. Many students merely rephrased the quotations and had only a vague idea of the "reason for this change." A number of candidates quoted the Ten Commandments and the Lord's Prayer with little or no description and explanation.

Question 2. Many students were unable to define dramatic poetry and gave examples from other texts. A lyric was frequently submitted in place of a narrative or dramatic poem. In the sight poem, the figure of speech and paraphrase questions drew a wide variety of guesses. Many students scanned instead of paraphrased.

Question 3. The best students used such pertinent terms as "motivation," "pivot," "contrast," "link," "foil," and "comic relief" in the character question; others lacked a knowledge of the plot; some illustrated blank verse with prose selections; others ignored the question.

Question 5. This question was usually well answered, although there was more summarization than discussion of the essays selected.

Questions 6 and 7. The summary question on *Lost Horizon* lacked organization. Many failed to show Dr. Manette "vivid and more alive . . . . "

Question 9. The few students who attempted this question either praised it extravagantly or labelled it "uninteresting and difficult."

Question 10. This question was the least capably handled. A great many wrote plot summaries instead of reviews. There was a great tendency to contrast the radio play with the stage play.

There is still need for improvement in spelling, sentence structure, punctuation, and the proper use of examination books. Students would be well advised to eschew vague statements, the prepared answer, slang, wordiness, and green ink.

English Composition

The quality of the grammar questions showed improvement. As an example of "that" as a relative pronoun, many students still wrote, "That boy who came was my brother."

The letter choice was the most frequent. The content was generally adequate, although careless reading of the question made the "pen pal" a relative from the writer's own province. Some business letters were written as friendly letters. There were many indented salutations, and the block style of the beginning often became slant style at the close.

The answers to Question 5 were weak: only one error was recognized in each sentence; apostrophes and quotation marks were forgotten; the given words were copied incorrectly, e.g., "hungry" for "angry."

Unparagraphed essays were fewer than in previous years. The general quality of the work, however, continued to be marred by untidy and unformed handwriting, spelling errors, titles unseparated from the essays, and faulty syllabification. Many essays were far too long, sometimes four times the stated maximum. Frequently the writers were unable to develop their topics to a real conclusion. Students need to be cautioned that trite conclusions or coy questions weaken rather than strengthen the overall effect. Where the topic "On Going Steady" was chosen, the hopeless muddle of pronouns used resulted in a loss of marks. Here, too, over-informality was frequent: an essay is not enhanced by "dames," "pigeons," "guys" and "for-sure." Students whose knowledge of farm life was entirely imaginary presented amazing pictures of plants, animals and scenery never found in Quebec.

The examiners wonder if teachers have too often lacked time to mark errors in written compositions, and if students have failed to correct work that has been checked. On the whole, however, they can report that this year's examinations presented lively, realistic, and encouraging pictures of teen-age life and thought.

French

Candidates did very well, well, or badly according to their knowledge of the three general divisions of the paper: grammar, stories, useful general expressions. The paper was evidently not too long; only a few failed to do all the questions.

Questions 1 and 2 were exceptionally well done by all but a few candidates. In one large high school about ninety-five per cent of the pupils obtained marks between twelve and fifteen in each of these questions. The main mistakes were made in the words *embarqué, américain, Etats-Unis, quais, croyait, Français, ressemblait* and *énormément.*

Questions 3 and 4 were fairly well done. Only a few pupils obtained perfect marks; many were unable to give correct answers. The large majority, however, gave evidence that they had a fair knowledge of that type of French.

Questions 5 and 6 were poorly done on the whole. It was noticed that the students had not had enough practice in the use of common expressions. They made a good attempt at all parts but made many mistakes in vocabulary or prepositions or verbs. Some candidates did not read the instructions carefully.

Questions 7 and 9 were very well done. The main mistakes were in sentence structure.

Question 8 was very poorly done. Most pupils did not get the gist of the excerpt and gave ridiculous answers. More reading for comprehension would eliminate this weakness.

Chemistry

The following comments and suggestions are designed to assist teachers in the avoidance of many common errors.

1. Spelling errors were found frequently in the following words: *miscible, deliquescent, homogeneous, hydroxyl, hydrate, filtrate, neutron, nucleus.*

2. Most pieces of the apparatus in diagrams should be supported. Students were not familiar with the diagrams requested on the examination.

3. Mathematically correct solutions to problems must be presented if full credit is to be received. Chemical equations cannot be reversed as a matter of convenience. When an unknown is used, students should tell precisely what the unknown represents.

4. Requests for brevity in the answers should be observed.

5. Statements of laws and theories should be in sentence form, not abbreviated. Accuracy in making such statements should be stressed during the school year.

6. The explanation required in Question 6 (b) was often poorly expressed. It should be pointed out that a liquid will evaporate without the application of heat.

7. The correct formula for manganese dioxide is MnO_2, not MNO_2, and the formula for potassium chlorate is $KC10_3$, not $KCLO_3$.

8. An anhydride is not a hydroxide.

9. Laboratory work was neglected in some schools.

Physics

The results on the whole were much better than those of the past five years, due primarily to the excellent papers turned in by a number of high schools.

Carelessness in both handwriting and spelling was evident in papers from four or five schools. This carelessness carried over into the solution of problems, where wrong numbers were copied from the examination paper. It was noted also that students who were accustomed to copying the given facts of problems accurately before starting the solutions made fewer errors in their answers; on the whole these students were more successful in their solutions. If a formula is used in solving a problem, the formula definitely should be stated. Answers alone, or a jumble of figures, earn only a low mark.

Some teachers have done excellent work in teaching their students the necessity of using the proper units in answers and throughout the problem. On the other hand, the answers from students in several schools showed a complete disregard for units of any kind, especially in dealing with absolute units. This was noted in applying the kinetic energy formula in Question 6 (d), and the force formula in Question 6 (e). More emphasis must be placed on the naming of units at all times.

All diagrams should be carefully labelled. Many students made excellent diagrams in answering Question 3 but failed entirely to label the parts and thus lost many marks. Quite a number drew a lift pump instead of a force pump.

One litre is equivalent to 0.88 Imperial quarts. The relationship indicated on pages 16 and 24 of the text refers to the United States quart. It is evident that some teachers are not aware of this fact, although it has previously been pointed out in the examiner's reports.

Geography

The numbers of first-class and failing papers were below those of the past two years. Generally, the map question was well done. Pupils should be enjoined to put nothing on the map that is not asked for. There was a gratifying increase in the number of sketch maps and diagrams, although some were shockingly untidy. Such slovenliness was unfortunately apparent in a large proportion of papers.

Generally speaking, the answers to the questions on Europe were much better than those on Asia. The questions on China and Russia produced far too many generalities; poor answers to these questions accounted for the small number of first-class marks. Pupils persist in ignoring Japan's heavy industries (iron and steel, shipbuilding, etc.); the manufacture of toys, novelties, etc., was overemphasized.

Many pupils compare two areas by merely reciting a separate list of facts about each. More training is needed in the analytical approach to regional comparisons, stressing relationships, similarities, differences, etc.

History

The greatest fault of the majority of candidates was their failure to determine the requirements of each question. This weakness applied particularly to Questions 3 (b), 5 (b) and 6 (a).

Question 2 was notable for the vagueness of many of the answers, e.g., "Abélard was a scholar." Answers to this type of question require a statement of country, time and notable event, e.g., "Abélard was a French medieval scholar who lectured at the University of Paris. His famous work *Sic et Non* caused much discussion among his contemporaries."

In Question 3 (b) most pupils drew a diagram and gave a full description of a manor instead of describing "life on a feudal manor."

In Question 5 (b) very few pupils described one of the inventions as required, although most gave good descriptions of their effect on the life of the time.

In Question 6 (a) little effort was made to connect the ideas and teachings of Huss and Wycliffe to the Reformation. The entire question was poorly answered by the majority of those who attempted it.

Question 7 showed that many pupils have little conception of the time element; references to Magna Carta and the Model Parliament frequently constituted the complete answer to the question.

Question 8 was very poorly answered. To a great number of pupils the New World meant any place not located in Europe.

In general, geographical concepts and knowledge were poor: sailing to the Pacific Ocean via the Mediterranean; the Crusaders going to Europe to fight the Moslems, etc. More time might well be spent familiarizing pupils with historical maps.

Algebra

The results showed that Algebra was well taught in most schools. Teachers expected, and received, from the students a high standard of work. Questions were worked neatly, systematically, legibly, correctly and completely on the *right hand page* of the examination book. Many students attained an excellent standing.

Question 1, which was intended to test the students' ability to use basic mathematical principles, was often poorly done. Some frequent errors were: multiplying by zero incorrectly in part (a); putting the decimal point in the wrong place in parts (b) and (g); using the first fraction as the divisor instead of the second in part (e); failing to simplify the surds completely in part (f); reducing $\frac{-3}{-6}$ to $-\frac{1}{2}$ or $\frac{-1}{-2}$ instead of to $\frac{1}{2}$ in part (h).

Question 2 was usually correctly worked. The most frequent error was to clear of fractions and discard the denominators.

Question 3 was well done. The following errors were the cause of poor results in several schools: (1) failure to find the *lowest common denominator*

when clearing of fractions; (2) drawing a line under the entire equation when clearing of fractions in part (a), e.g., $\underline{ax - 2a = b - 2bx}$; (3) confusion with the minus signs in part (b). In one school all three of these errors were common.

In Question 4 (a) the graphs were usually drawn correctly but *many* students *did not state the solution* of the equations. Part (b) was poorly done. The answer should have been clearly stated: "The graph of $x - y = 4$ crosses the Y - axis at the point $(0, -4)$." Many students did not even draw the graphs long enough to cross the Y - axis.

Questions 5 (a) and 6 (a) showed the need for much more practice with questions involving simple surds.

There is still much muddled thinking and fumbling in attempting to solve problems. Students should state clearly what the unknown quantity (usually x) equals. For example, some students began Question 7 (b) as follows:

Let Mary's time working alone = x minutes

Therefore in 1 minute Mary does $\frac{1}{x}$ of the work

Both girls working together do entire task in 48 minutes

Therefore in 1 minute Joan does $\frac{1}{48} - \frac{1}{x}$ of the work

The examination as a whole revealed a general weakness in the students' ability to use minus signs correctly, and carelessness in copying questions from the question paper or in copying their own work as they proceeded from step to step in the solution.

Results would be better if more teachers insisted, as many now do, on a high standard of pupil performance.

Geometry

Questions 1 and 2 were less well done than last year. In general, this deficiency appeared to be due to faulty instruments and indistinct construction lines. In addition, many pupils failed to find a suitable method of constructing a parallelogram from the data given. The scales selected for Question 2 were generally practical; a few tended to be too small.

Question 3 presented more difficulties than formerly, particularly in parts (a), (h) and (k). A corollary was confused with a converse; a circle and its circumference were considered identical.

In Question 4 the given straight line was often assumed to be the line joining the two given points.

Question 7 was not well done.

Question 9, which was intended to challenge the better student, was satisfactorily answered by candidates from a limited number of schools only.

The general organization of answers on the page was poor. The use of pencil except in diagrams is not recommended.

Latin

Since a knowledge of Roman history from Latin sources and an ability to read simple Latin are the aims of the Grade X course, a considerable part of the

examination consisted of sight translation and questions on Roman history. Many foolish mistakes in the former would be eliminated if pupils were trained to get a general idea of the passage before trying to translate.

The grammatical forms were greatly improved this year; this cannot be said of the translation from English to Latin. More practice is needed in Latin Composition.

The set passages of Caesar were well done; the explanations of syntax were not. Many candidates wrote long, involved explanations when a few words would have been sufficient. A grammatical explanation should agree with the translation; *possent* was often described as part of a *cum*-temporal clause, but translated as *cum*-causal.

North American Literature

The quality of answers is steadily improving, particularly in Question 1. Students are beginning to use a critical approach, evidenced by some (an inadequate number unfortunately) in parts (b) and (d). Reference to one selection in prose or poetry is not adequate unless the discussion is carried out in sufficient detail, with numerous illustrations and proof of statement. A very generous choice of material is available in the course.

In the other questions many of the students were able to use what they had read to illustrate their answers. This year fewer students were content simply to relate the story.

Questions 3, 5, 6 and 8 were understood.

In Question 2 some students read "the capacity for taking infinite pains" as "the capacity for enduring pain."

In Question 4 students sometimes neglected to give their own opinion of Father.

In Question 7 some interpreted "laughter is often very close to tears" as "I laughed until I cried."

One other suggestion: the value given to the question indicates the scope of the answer. Two sentences, one of which is the statement given on the paper, are rarely worth eighteen marks; neither are three pages which contain the repetition of two or three ideas.

Biology

The paper proved to be very satisfactory and presented little difficulty for candidates who had covered the prescribed course carefully. Inability to present information in an orderly manner still continues to be a marked weakness in certain schools. It would also appear that many candidates rely upon incomplete notes and do not make good use of the textbook with its excellent illustrations.

Question 1. A good mark in this section of the paper meant a good mark on the paper as a whole. In many cases it was almost impossible to recognize the answers because of inaccurate spelling.

Question 2. Only a few correct answers were received to part (c). The study of biology assumes some knowledge of elementary chemistry; the author of the text has given an excellent introduction to the subject for those who have not had general science or elementary science.

Question 3. That field work is receiving little attention was indicated in the answers to part (d); many candidates were of the opinion that lichens are found only in the far north.

Question 4. Part (c) was well answered by a surprisingly large number of candidates but few could define an enzyme.

Question 5. Drawings of the complete flower were generally given rather than of the stamen and of the pistil. Training in making and labelling drawings should form an important part of laboratory work.

Question 6. The word "function" presented difficulty for many.

Question 7. Apparently the majority of candidates were prepared to answer a question on the stem of a dicotyledon and they failed to deal adequately with the monocot.

Question 8. Photosynthesis was well handled, but few included respiration.

Home Economics

Generally speaking the questions were answered satisfactorily, but the following points should be noted by teachers.

Question 2. Marks were lost by a large number of candidates because they failed to read the question carefully.

Question 4 (b). Inadequate facts were given. Details pertaining to the basting, finishing and pressing of darts were not included.

Question 4 (c). This question was done poorly. The words "cut crookedly" were completely ignored by a large number of candidates.

Question 5 (a). Many of the comments which were made revealed little understanding of the requisites of good meal-planning. For example, it was recommended that carrots were required as an additional vegetable in the dinner menu: the provision on the menu for two yellow vegetables apparently was disregarded. The lunch menu was considered good despite the fact that it was all starch and all white.

Question 5 (b). Work plans should be written in a concise, simple manner; long paragraphs are entirely unnecessary. Many of the plans included absurd provisions: four hours were allotted to the preparation of the dinner; the time allotted to roasting the beef varied from ten minutes to four hours.

Question 6 (a) The answers contained a great deal of irrelevant material and did not state the essentials which should be considered in buying, storing and cooking beef.

Question 7 (b). The answers were unnecessarily confused. Little attention was given to the three points of comparison stated in the question.

In the writing of examinations, increased attention should be given to satisfactory standards of English Composition.

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VERDUN: **Dr. H. E. Grant**, Mr. R. E. Bailey, Mr. M. J. Bain, Miss Kathleen Bradwell, Mr. R. M. Cameron, Mr. G. E. Chubb, Mrs. Marion R. Clarke, Mr. D. F. Cochrane, Miss Florence R. Cole, Miss E. May Coveyduc, Mr. D. G. Cumming, Mr. A. G. Donaldson, Miss Doris E. Dugan, Mr. P. R. Duncan, Mr. C. E. Elliot, Miss Helen B. Ferguson, Mr. W. H. Ford, Miss Jean H. Forster, Mr. A. J. Goodwin, Mr. G. G. Hall, Mr. J. C. Hiltz, Mr. A. E. Holloway, Mr. A. C. Ironside, Miss M. Isobel Irwin, Miss A. Olga Jackson, Miss Shirley A. James, Mrs. June H. B. Johnston, Mr. A. H. E. Jones, Mr. E. T. Jousse, Miss Margaret H. Laird, Mr. G. O. Lee, Mr. L. C. Leslie, Mr. S. G. Lumsden, Miss Margaret C. MacIntosh, Miss Gwen G. Markwell, Mr. R. B. G. Marston, Miss Phylis M. McGlasham, Miss A. Elizabeth McMonagle, Mr. R. M. Mercer, Mrs. Muriel F. Moore, Miss M. Kathleen Morrison, Mr. I. A. Mulligan, Mr. R. C. Oulton, Mr. R. A. Pearce, Miss G. Paige Pinneo, Mrs. Joan E. Pizzo, Mr. A. D. Price, Mr. A. M. Smith, Miss Jean N. M. Snyder, Mr. C. E. Stirling, Mrs. Isobel J. St. Pierre, Mr. E. A. Therriault, Mr. A. L. Thomson, Mr. G. S. Tomkins, Miss Margot Van Reet, Miss Margaret J. Watt.

WEST HILL: **Mr. L. Unsworth**, Mr. B. G. T. W. Andersen, Mrs. Gladys E. Ashworth, Miss Mary E. Baker, Mr. S. Balaban, Mr. C. P. Batt, Mr. G. C. Bennett, Mr. W. H. Blum, Mrs. Ann M. Bridges, Miss Judith Buzzell, Mr. R. M.

Calder, Mr. J. R. Channing, Mr. P. H. Church, Miss Amy M. Collie, Mr. E. E. C. H. Corey, Miss Mildred M. Couper, Mr. J. C. Davis, Miss Barbara J. Dougherty, Mr. D. S. Dufty, Mr. J. A. Etienne, Mrs. Angela E. Files, Miss Grace A. Fletcher, Mr. R. G. Gauld, Dr. L. Gershkovitch, Miss Mary Gilmore, Miss Muriel J. Graham, Mr. N. H. Hamilton, Miss Dorothy Helleur, Mr. D. R. H. Hilt, Mr. L. D. Hutton, Mr. J. W. Jardine, Mr. G. H. King, Mrs. Judith King, Mrs. Gertrude Kurtz, Mrs. Helen R. Lahti, Mr. O. E. Lewis, Miss Elizabeth Loebel, Miss Elizabeth F. MacLeod, Mr. C. G. R. Manson, Miss Ann E. McAllan, Mrs. Mary E. McCarthy, Mr. P. M. McFarlane, Miss Sheila McFarlane, Miss Joyce E. McLelland, Miss Dorothy H. Morgan, Mrs. Margaret D. Morris, Mrs. Margaret I. M. L. Nouvet, Miss Joy Oswald, Miss Olive A. Parker, Mrs. Gloria Pemberton, Mrs. Jean Penner, Mr. A. B. Penny, Miss Anna G. Philip, Mr. J. C. Ringwood, Mr. R. F. Rivard, Mr. J. Robertson, Mrs. Joyce E. Robinson, Mr. Thomas Ross, Mrs. Dorine Stolar, Mr. R. F. Sumner, Mr. T. B. Thompson, Mrs. Nancy G. Thomson, Mr. N. Thornton, Mrs. Ann Tucker, Mrs. Sigbritt Tveiten, Mr. O. E. White, Mrs. Frances G. Whiteley, Miss Evelyn Wilson.

WESTMOUNT JUNIOR : **Mr. D. T. Trenholm**, Mr. H. W. Atwood, Mr. J. M. Bovyer, Mr. C. C. Bradley, Mr. M. F. Calvert, Miss Winnifred M. E. Davies, Mr. J. D. Flanagan, Mr. F. N. Fleming, Mr. A. G. Fraser, Miss Pearl D. Gallant, Mr. K. Hill, Miss Vera M. Jamieson, Miss Bente S. Jepsen, Mr. H. T. Johanson, Mr. R. J. J. G. Laine, Mrs. Lillian M. Lancey, Miss Geraldine B. Lane, Miss T. Doris Lawlor, Miss Catherine MacKenzie, Mr. T. Mayer, Mr. D. N. McCrae, Mr. E. R. Michie, Mr. W. D. Mingie, Mr. K. H. Murray, Mr. E. Newsome, Mr. D. R. Peacock, Miss Jean L. Rhody, Mrs. Jean E. Ryan, Dr. Helena Saly, Mrs. Helen R. Savage, Miss Sylvia Sloan, Miss Marion Surprenant, Mrs. Yvonne A. Thomas, Miss E. Jane Thompson, Mrs. Sylvia D. Thomson, Mr. W. R. T. Tucker, Mr. M. A. Turner, Mr. R. A. Veysey, Miss Elizabeth S. Wales.

WESTMOUNT SENIOR : **Mr. R. O. Bartlett**, Mr. A. M. Bernard, Mr. A. J. Buckmaster, Mr. W. E. Coombes, Mrs. Edith Drummond, Mr. P. F. Dyck, Miss Meredith Dyke, Mr. E. P. Field, Miss Anita Holzman, Mr. W. S. Horsnall, Mr. E. A. Hutchison, Miss Dorothy King, Mr. J. D. Lawley, Mr. R. J. MacDonald, Mr. D. Mackey, Miss A. Bliss Mathews, Mrs. Lois E. Ritchie, Miss Agnes B. Ross, Miss Ruth Sherman, Mr. D. M. Smith, Mr. E. W. Smith, Miss Ruth Smith, Mr. J. K. Snyder, Mr. J. Stracina, Mr. H. P. Stratton, Mr. A. Tobaly.

INTERMEDIATE SCHOOL DIRECTORY : 1959 - 1960

ARUNDEL : **Mr. Melvin A. Graham**, Mrs. Petra Amsden, Mrs. Miriam Cooke, Mrs. Florence Graham, Mrs. Opal Johnston, Mr. John Macaulay, Mrs. Grace Sinclair.

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

BEAUHARNOIS : **Mr. Meurig Powell**, Mrs. Marilyn Adams, Mrs. Ada Cluff, Miss Marjorie Crighton, Mrs. Eva Hainey, Mrs. Viola Shepherd, Mrs. Anja Sunstrum, Mrs. Mabel Turnbull, Mrs. Henrietta Weyland.

BELLE ANSE : **Mrs. Isabella Ward**, Miss Lorraine Syvret, Mrs. Evelyn Vibert, Mrs. Florence Whitcomb.

BISHOPTON : **Mrs. Flora McIntyre**, Mrs. Irene Flanders, Mrs. Verlie Gilbert, Mrs. Florence Harrison.

CHATEAUGUAY : Maple **Mr. Russell Mosher**, Miss Judith Cavers, Mrs. Audrey Cluff, Mrs. Dorothy Harris, Mr. Gerald Ingram, Mr. John Johnson, Mrs. Gladys MacCallum, Miss Anne McEwen, Miss Heather McKell, Mrs. Rebecca McWhinnie, Mr. Albert Nahon, Miss Ruther Silverson, Mrs. Eileen Stokowski, Mr. Donald Patterson, Mr. Ronald Waddell.

CLARENCEVILLE : **Mrs. Doris E. Holzgang**, Mrs. Jane C. Brown, Mr. Rodney Mahannah, Mrs. Hélène Malboeuf, Mrs. Irene Miller.

DOLBEAU : **Mr. J. N. Fortier**, Mrs. Florence Doucet, Mr. Calno John Soule.

ESCUMINAC : **Mr. Alan Barnes**, Mrs. Alice Barter, Mr. Arnold Court, Miss Jane Woodman.

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

FITCH BAY : **Mrs. Ellen Smith**, Mrs. Catherine Black, Miss Ethel Wilson.

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

GASPE BAY NORTH : **Mr. Edward Butler**, Miss Myrna Coffin, Mrs. Nita Stanley.

GATINEAU MILLS : **Mr. Walton L. Snell**, Miss Irene Abraham, Mrs. Gladys Cameron, Miss Joan Dix, Miss Nancy Horner, Mrs. Edith MacCallum, Miss Isabel MacCallum, Miss Elizabeth Ritcey, Mr. Henry Ward.

GRAND CASCAPEDIA : **Mrs. Joan Howatson**, Mrs. Florence Barter, Mrs. Isabella McColm.

GREENFIELD PARK : Royal George **Mr. Ulric Russell**, Mr. Thomas Baker, Miss Jane Baugh, Mrs. Jessie Baugh, Mr. John Beaton, Mr. Robert Brown, Mr. Lynton Caines, Mrs. Gwendoline Dennis, Mrs. Florence Donaldson, Mr. Robert Dorgan, Mr. Ronald Duncan, Mrs. Charlotte Embacher, Mrs. Marjatta Erkkila, Miss Doreen Field, Mr. William Goodwin, Mr. Douglas Hadley, Mrs. Patricia Harding, Miss Gertrude Hoyle, Mrs. Edna Hubbard, Miss Rebecca MacIntyre, Miss Janet MacWha, Mrs. Betty Martin, Dr. Francis Milé, Mrs. Mildred Monk, Mrs. Deanna Perron, Mr. John Prince, Mr. John Rosevear, Miss Eleanor Schonfeld, Mrs. Edith Smith, Mrs. Ernestine Stone, Miss Alice Todd, Mr. Douglas Trider, Mr. Bruce Tudor, Mrs. Noreen Wheatley.

HOPETOWN : **Mrs. Lorna Duguay**, Mrs. Hilda Journeau, Miss Hazel Sawyer.

HULL TOWNSHIP : **Mr. Clyde MacTavish**, Mr. Bert Anderson, Mrs. Mabel Faris, Mrs. Beverley Farley, Miss Jane Higgenson, Mrs. Janet MacCallum, Miss Valerie MacPherson, Miss Jessie Metcalfe, Mrs. Muriel Pitt, Mrs. Pearl Smiley, Miss Helen Whitson, Miss Janet Young, Mrs. Lillian Zunder.

INVERNESS : **Mrs. Maxine McCrea**, Mrs. Helen Lowry.

LACOLLE : **Mrs. Patricia Westover**, Mr. Arthur Dawson, Mrs. Violet Hislop.

LAURENTIA : **Mr. Kenneth Hall**, Miss May Allwright, Mrs. Bertha Costello, Mrs. Ellen Côté, Mrs. Doris Lacroix, Mr. John Markham.

LONGUEUIL : LeMoyne d'Iberville **Mr. Edward A. Todd**, Mr. Jean Paul Burgat, Mrs. Nancy Dorgan, Miss Marjorie Gilbert, Mr. Nathan E. Gould, Mrs. Doris Holmes, Mrs. Georgia Johnstone, Miss Myrna Jones, Mrs. Florence LeTouzel, Mr. James Martin, Mr. John Netten, Mrs. Edna Smith, Miss G. Ruth Sutherland, Mr. Lyndon Walsh.

MANIWAKI : **Miss Mabel McGuire**, Mrs. Mary Peace, Mr. Douglas Waugh, Miss Barbara Weightman.

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

MATAPEDIA : **Mr. Gordon Adams**, Miss Charlene Butler, Mrs. Lorena Fraser, Mrs. Mora Jean Gregoire, Mrs. Flora Pratt.

McMASTERVILLE : **Mr. John Rowley**, Mr. Yves Coudari, Miss Mary Cox, Mr. Ivan Firth, Mr. Carvel Gilroy, Mr. Willis Hamilton, Miss Elizabeth Henderson, Miss Christena Laidlaw, Miss Margaret Moore, Mrs. Janet Ormerod, Mr. Henry Salmi, Miss Wilma Scott, Miss Elizabeth Stelfox, Mrs. Margaret Stowe, Mr. Lonald Taylor, Mr. Aubrey Wagner, Mrs. Eileen Wales.

MORIN HEIGHTS : **Mr. Roy Williams**, Mrs. Enid Bell, Mrs. Viola Elder, Mrs. Vivian Kilpatrick, Miss Shirley Labelle, Mrs. Ala MacPherson, Mr. Glen MacPherson, Mrs. Violet Seale, Mr. Stuart Shaw, Miss Madeleine Swail, Mrs. Eileen Wooding.

MURDOCHVILLE : **Mr. Arthur W. White**, Mrs. Marjorie Davis, Mrs. Doris Element, Mrs. Doris MacLeod, Mrs. Mary MacLeod, Mrs. Anita McKenna, Mrs. Iris Miller.

NAMUR : **Mr. David White**, Mrs. J. Lucille Favier, Mrs. Ruthetta Lamert, Mr. Ian MacWhirter.

NEW RICHMOND : **Mr. Donald I. Gosnell**, Mrs. Ruth Currie-Mills, Mrs. Hazel Doddridge, Mrs. Delsie Fairservice, Mr. Robert Fairservice, Mrs. Margaret MacLean, Mr. Orville McColm, Miss Elizabeth Powell, Mrs. Queenie Steele, Mr. Kenneth Woodman.

ONSLOW : **Miss Jean D. Neville**, Mrs. Margaret Beattie, Mrs. Doris Mohr, Mrs. Violet Poole, Mrs. Gwendolyn Smith.

POLTIMORE : **Mrs. Mamie G. Thornton**, Miss Cynthia Cleghorn, Miss H. Chrissie Green.

RAWDON : **Mr. Ronald Lloyd**, Mrs. Elsie Grant, Mrs. Myrtle Kerr, Miss Ethel LeGrand, Mrs. Hilda MacRae, Mrs. Bessie Oswald, Mrs. Winnifred Sinclair.

STE. ADELE : **Mr. Graeme Teasdale**, Mr. John DeNora, Miss Suzanne Eumicke, Mrs. Rita Soltendieck, Mrs. Betty Teasdale.

ST. BRUNO : **Mr. R. G. Gibson**, Miss Judy Barkhouse, Mrs. Lyla Barter, Mr. Albert Bedirian, Mrs. Eva Cardinal, Mrs. Emma Chapman, Mr. Leigh Coffin, Mr. Ralph Craig, Mrs. Helen Dallain, Mrs. Ruby Donnell, Mr. Robin Drake, Mrs. I. Foster, Miss Diane Harkness, Mrs. Vera Kathan, Mr.

	Arthur Leck, Mrs. Lois Mitchell, Miss Margaret Murdoch, Miss Inge Steinbach, Miss Elizabeth Webster.
ST. HILAIRE : Mountainview	**Miss Estelle Saunders**, Miss Robena Cleveland, Miss Anna Eldridge, Mrs. Sylvia Glenwright, Miss Jean Griffith, Miss Janice Guignion, Miss Judy Guignion, Miss Vals Horsfall, Miss Doreen Laurin, Miss Joan Laurin, Mr. David MacKenzie, Mr. Stuart MacKinnon, Miss Mary Marshall, Miss Helen May, Miss Annabelle McEwen, Miss Marie Morehouse, Miss Rachael Murray, Mrs. Sirkka Omholt-Jensen, Miss Isobel Quaile, Miss Laurilla Robertson.
ST. JOHNS :	**Mr. G. Brenton Sanford**, Mrs. Yvonne Adams, Mrs. Marion Adamson, Miss Gloria Emrick, Mrs. Olive Ferguson, Mrs. Mildred Hadley, Mrs. Frances Harding, Mr. Stephen Leh, Mrs. Ethel McNaughton, Mrs. Frances Smith, Mrs. Kathleen Stewart, Miss Sheila Westover.
ST. MARTIN : Martinvale	**Mr. Murray W. Baldwin**, Mrs. Marilyn Blankfort, Mrs. Myrna Blauer, Mrs. Doris Bruce, Miss Beverley Chisholm, Miss Arlene Cloutier, Miss Deanna Dalby, Mrs. Shirley Dodge, Mrs. Frances Greig, Miss Audrey Morrison, Miss Lorna Morrow, Miss Eva Rutley, Mr. Gordon Thompson.
SCHEFFERVILLE :	**Mr. James Harris**, Miss Ida Brukker, Mrs. Anne George, Miss Shirley Kerr, Mrs. Sybil McEnteer, Mrs. Joan Russell, Mr. David Watson.
SEVEN ISLANDS :	**Mr. Philip Doddridge**, Miss Evelyne Amyot, Mrs. Shirley Duncan, Miss Dorothy Ellis, Miss Mildred Ford, Mr. Carl Hokansson, Mr. Beverley MacInnes, Miss Donna MacPhee, Mr. V. Campbell McBurney, Mrs. Gail McBurney, Miss Fay Parsons, Mrs. Anna Williams, Miss Ann Yule.
SHIGAWAKE-PORT DANIEL :	**Mrs. Marilyn Bockus**, Mrs. Isabel Bisson, Miss Joyce Eden, Mrs. Henrietta Hayes, Mrs. Constance Wiseman.
SOREL :	**Mr. Reginald Montague**, Mrs. Paulette Buchanan, Mr. Horace Gardner, Mrs. Jean Hamwee, Mrs. Vida Keyworth, Mrs. Martha MacDonald, Mr. Trevor Phillips, Mrs. Iris Wedge.
STANBRIDGE EAST :	**Miss Hazel M. Fawcett**, Mrs. Kate A. Blinn, Mrs. Freda M. Pattenden, Mrs. F. Grace Yates.
TERREBONNE HEIGHTS : Lewis King	**Mr. George A. Runnells**, Miss Bernice Beattie, Mr. Ashton Gillingham, Miss Helen Hodgman, Mrs. Mabel Hodgman, Mr. Robert Lowell, Miss Viola MacDonald, Miss Mary Maniates, Mrs. Jessie Reid.
THORNE :	**Mr. Abram R. Vivian**, Mr. C. Allison Brewer, Mrs. Effie Vivian, Miss Genevieve Wickens.
THURSO :	**Mr. William S. Young**, Mrs. Doris Flynn, Mrs. Lily McIntosh, Mrs. Grace Thon, Mrs. Lila Young.
VALCARTIER VILLAGE :	**Mr. P. N. Triandfillou**, Mrs. Florene Goodfellow, Mrs. Alma Jack.
WAKEFIELD :	**Mr. James C. Gordon**, Miss Elizabeth Bubler, Mrs. Elizabeth Franklin, Mrs. Mary Laird, Mrs. Janet McGarry, Miss Helen Sprague. Mrs. Jemima Stevenson, Mrs. Margaret Wills.
WATERVILLE :	**Mr. C. R. Martin**, Mrs. Marjorie Blier, Mrs. Jean Fraser, Mr. R. A. Lavers, Mrs. Idell Robinson, Mrs. Geraldine Smith, Mrs. Miriam Turner, Mrs. Beulah Walker.
WINDSOR MILLS :	**Miss Marion A. Reed**, Mrs. Pearle Damon, Miss Marion Duncan, Miss Colina MacKenzie, Miss Muriel Watt.

SPECIAL INTERMEDIATE : 1959 - 1960

BRISTOL :	**Mr. Keith Hale**, Mrs. Muriel Campbell, Mrs. Ann Lambert.
DUNDEE :	**Mrs. Ruth Fraser**, Mrs. Isabel Elder, Mrs. Elma Sutton.
FRELIGHSBURG :	**Mr. Gerald E. Corey**, Miss Maude A. Hauver.
ISLAND BROOK :	**Mrs. Eugenia Dawson**, Mrs. Ruth Morrow, Mrs. Alma Quinn.
KINNEAR'S MILLS :	**Mrs. Gladys Nugent**, Mrs. Dorothy Geddes.
LAKE MEGANTIC :	**Mrs. Gladys Parsons**, Mr. Robert Taylor.
METIS BEACH :	**Mrs. Bessie Campbell**, Miss Mary W. Scott.

GRADED ELEMENTARY SCHOOL DIRECTORY : 1959 - 1960

BAIE D'URFEE : Dorset	**Mr. Leslie J. B. Clark**, Mrs. Elizabeth Baker, Mr. Gordon Bennett, Mrs. Elizabeth Carr, Mrs. Janet Edward, Mr. Murray Ellison, Miss Kaye Ells, Mrs. Phyllis Foster, Mr. Robert Gardner, Mrs. Jean Guimond, Mrs. Winnifred Haughland, Mr. James Heywood, Miss Vivian Howard, Mrs. Penelope Klinck, Mr. George Morgan, Miss Barbara Newman, Mrs. Lisa Patton, Mr. Donald Robertson.

BAIE D'URFEE : Oak Ridge	**Mr. Walter Taylor**, Mrs. Winnifred Baker, Mrs. Marlene Balcom, Mrs. Myra Bell, Mr. George Fowler, Mrs. Doreen Gladwell, Mrs. Ethelwyn Heslop, Miss Kathryn Jacobsen, Miss Avis LeMaistre, Miss Carol Mitcham, Mrs. Anne Nash, Mr. Clifford Pennock, Miss Glenna Reid, Mr. Ronald Richardson.
BEEBE :	**Mr. Harold Costello**, Mrs. Daisy Gibbs, Mrs. Margaret Mosher, Mrs. Dorothy Nutbrown, Mrs. Mildred Wheelock, Mrs. Deryl Williams, Mrs. Marion Wilson.
BOUCHERVILLE :	**Miss Sarah Mackenzie**, Mrs. Maud Patton, Mrs. Winifred Williams.
CAMPBELL'S BAY :	**Mr. Melvin G. Andrews**, Miss Doreen Bettie, Mrs. Hazel Graham, Miss Mary P. Jay, Mrs. Genevieve Olmstead.
CHAMBLY-RICHELIEU : St. Stephen's	**Mr. Donald Watt**, Mrs. Thelma Abram, Mrs. Eleanor MacDonald, Mr. Angus MacLeod, Mrs. Margaret MacMichael, Miss Thelma Mills, Mrs. Marion Perkins, Mrs. Betty Plouffe, Mrs. Elvira Redmond, Mrs. Martha Rioux.
CHATEAUGUAY : Julius Richardson	**Mr. R. D. Mosher**, Mrs. Margaret Arthur, Miss Judith Beaudreau, Miss Margaret Boomhour, Mr. Roderick Fullerton, Miss Mary Gardner, Miss Grace Harkness, Mr. Colin Harrowing, Mrs. Zella Ingram, Mrs. Elnora MacKay, Miss Jean McCracken, Miss Marjorie Simpson, Miss Edith Stevenson, Miss Heather Swartz, Mrs. Jean White.
CHELSEA :	**Mrs. Selena Stickler**, Mrs. Laura Brown, Mrs. June Davidson, Miss Viola MacLellan, Mrs. Mildred Watchorn, Mrs. Waltrout Wrede.
CHIBOUGAMAU :	**Mrs. Ruth Cameron**, Mrs. Inez Cherry, Mrs. Winnifred Millar, Mrs. Edna Phillips, Miss Gail Taylor.
EAST ANGUS :	**Mrs. Ruby Waldron**, Miss Nellie Marchant, Mrs. Lillian Weston.
EAST GREENFIELD : Kensington	**Mr. Frank Newman**, Mr. Eric Airey, Mr. J. David Ashdown, Mrs. Lillian Craig, Mrs. Esther Gilbert, Mrs. David Robertson, Miss Elizabeth Sawyer, Mrs. Shirley Taylor.
GASPE BAY SOUTH :	**Mrs. Alice Eden**, Mrs. Sybil Eden, Mrs. Eva Vibert.
GRAND'MERE : Laurentide	**Mrs. Alice Muir**, Miss Lucy Bown, Mrs. Beryl Charlton, Miss Amy Corrigan, Mrs. Bernice Inman.
GROSSE ILE :	**Mr. Louis Elias**, Mr. Alonzo Adey, Miss Georgena Richards.
HUDSON :	**Mrs. Sara Lane**, Mrs. Joan Czapalay, Mrs. Margaret Inglis, Mrs. Carole Putnam, Mrs. Beverley Rhoads, Mr. Colin Ross, Mr. Hugh Stevenson.
ILE PERROT : Vivian Graham	**Mr. Harold Smithman**, Miss B. Joanne Almey, Mrs. Myrtle Beebe, Mrs. Leila Callen, Mr. C. William Crowell, Mrs. Ruth Ellison, Mrs. Emilie Grant, Miss Olive Hunt, Miss Margaret Kemper, Miss Heather MacDonald, Mrs. Ruth Powell, Mrs. Carol Ross, Mr. Fraser Steeves, Mr. Daniel Ungerson, Mr. Hans Wernecke.
JOLIETTE :	**Mrs. Nina Regent**, Mrs. Marina Dupuis, Mrs. Lillis Tinkler.
LAVAL DES RAPIDES : Prince Charles	**Mr. D. Staniforth**, Mrs. Kailash Anand, Mrs. Beverley Brophy, Mrs. Doreen Countess, Mrs. Claire DeFreitas, Mrs. Winnifred Duncan, Mrs. Margaret Falle, Mrs. Barbara Grossman, Mrs. Pamela Johanson, Mrs. Margaret Kerr, Mrs. Louise Larder, Mr. Sherman Lee, Mrs. Doreen Meredith, Mrs. Rilla Montgomery, Mrs. Mary Mundy, Miss Sheila Rowland, Mrs. Lois Rothwell, Mrs. Shirley Slobod, Mrs. Margaret Smith, Mrs. Jean Sutherland.
LAVAL WEST :	**Mr. Eugene Morosan**, Miss Mary Anderson, Miss Sheila Brake, Miss Dora Carrall, Mr. Allison DeLong, Mrs. Hilary Jones, Miss Marjorie Kyle, Miss Marilyn MacDonald, Miss Ann MacLeod, Mr. Philip Mallory, Mr. Gordon Matthews, Mrs. Ailsa Montgomery, Miss Constance Neales, Mr. Morris Rathwell.
LONGUEUIL : Hazel Cross	**Miss Hazel Cross**, Mrs. Ida Butterworth, Mr. Marcel Lander, Miss Marjorie McElrea, Mrs. Lois Reid, Miss Mavia Sarty.
LONGUEUIL : Mackayville	**Miss Audrey Allin**, Mrs. Elizabeth Ariano, Miss Dora El-Sai, Mrs. Kathe Lawn, Mrs. Annie McKenzie, Mrs. Betty Poulton, Mrs. Elizabeth Remenant, Mrs. Katharine Rylander.
LONGUEUIL : Preville	**Mr. Bruce Benton**, Mrs. Janet Brown, Mrs. Roberta Dale, Mr. Norman Fisher, Mrs. Dorothy MacKenzie, Miss Anna McIver, Mr. Brian Shackleton, Miss Sandra Shackleton.
LONGUEUIL : Vincent Massey	**Mrs. Inez Curren**, Miss Glenna Bates, Miss Margaret Boa, Miss Dale Clermont, Miss Joan Cheek, Miss Elizabeth Halcrow, Miss Flora Johnson, Mr. Levi Pauley, Miss Carolyn Sandell, Mrs. Marie Anne Tassé, Mr. William Topham, Mrs. Kathleen Tudor, Mrs. Veronique Turgeon.
LONGUEUIL : William White	**Mrs. Mary Jordan**, Mrs. Annie Anderson, Miss Elizabeth Andrews, Miss Elizabeth Derick, Mrs. Gladys Gill, Mrs. Frances Macgregor, Miss Dorothy MacLean, Mrs. Ivy Owens, Mrs. Clara Wilson.
MALARTIC :	**Mr. Henry Clarke**, Mrs. Helen Cameron, Mrs. Annie Duff, Mrs. Reta Gudbranson, Mrs. Yvonne Kruivitsky, Mr. R. Orville Lyttle.

NORANDA : Carmichael	**Mr. Herbert E. Bashaw**, Mrs. Faye Baker, Mr. William Baker, Mrs. Marjory Barton, Mrs. Catherine Galbraith, Mrs. Pauline Hyndman, Mrs. Lillian Justice, Mrs. Sylvia Kallio, Mrs. Marguerite Lee, Miss Rose Simbirski, Mrs. Lorna Watt, Mrs. Helen Wiley.
NORANDA : MacNiven	**Mrs. Jean McLatchie**, Mrs. Margaret Anderson, Mrs. Mary Bell, Mrs. Elsie Graham, Mrs. Mary Mouland, Mrs. Edna Ollivier, Mr. Stewart Sandmark, Mrs. Grace Senecal.
POINTE CLAIRE : Beaconsfield	**Mr. Thayne McGilton**, Mrs. Hazel Birnie, Miss Marcia Buckingham, Mrs. Beulah Burnell, Mrs. Liette Butrym, Miss Aldeth Clark, Mrs. Dorothy Davis, Mrs. Judith Dawson, Mrs. Elizabeth Dewar, Miss Grace Elliott, Miss Delia Hunt, Miss Elizabeth Lynn, Miss Joan Melkman, Mrs. Joyce Montgomery, Miss Carol Myers, Mr. Ronald Ness, Miss Merinda Racicot, Mrs. Lynn Sulyok, Mrs. Florence Willard.
POINTE CLAIRE : Beaurepaire	**Miss Dorothy Brayne**, Mrs. Doreen Archambault, Miss Dora Beck, Mrs. Marguerite Morkill.
POINTE CLAIRE : Briarwood	**Mr. E. A. Robert**, Miss Helen Agnes, Mr. John Aiken, Mrs. Mary Atwood, Mrs. Elsie Cadogan, Mrs. Lorna Chaisson, Miss Joan Cox, Miss Donna Hogge, Miss Lorna Houston, Miss Helen Imison, Mr. Dudley LeMaistre, Miss Anna MacEwen, Mrs. Dorothy MacLean, Miss May Martin, Mrs. Marjorie McFarland, Miss Margaret Rennie, Mrs. Ruth Swaine, Miss Mary Ward, Mrs. Myra Wilkie.
POINTE CLAIRE : Cedar Park	**Mr. William Fleming**, Mrs. Alison Berridge, Miss Audrey Bishop, Miss Ruth Cochrane, Miss Anne Fisher, Miss Anne Gilker, Mrs. Ethel Hay, Mrs. Olive Kenny, Mr. David Kertland, Mr. John Killingbeck, Mrs. Gwen Macrae, Miss Vivian Mann, Mrs. Grace Mathewson, Miss Maxine Matthews, Miss Marion McDonald, Miss Patricia McGlashan, Mr. Robert McGlashan, Miss Elsie Moore, Mrs. Edwina Osler, Mrs. Carol Pearson, Mrs. Sidney Ployart, Miss Ellen Read, Miss Isabel Robinson, Miss Anne Ropars, Miss Barbara Shand, Mrs. Ruth Stockwell, Mr. Howard Watts, Mr. Duncan Weir, Mrs. Jean Willmott.
POINTE CLAIRE : Lakeside Heights	**Mr. Eric King**, Mrs. Florence Angell, Miss Donalda Amos, Miss Eleanor Atwood, Miss Phyllis Baird, Mrs. Jane Bernard, Miss Sherrill Brown, Mrs. Ida Cregan, Mrs. Irene Craig, Miss Marguerite Eaton, Mrs. Edith Herring, Mr. A. David Howell, Miss Arlene Hutchings, Miss Donna Hutton, Mrs. Rhoda Kerr, Mrs. Jessie Kesson, Miss Shirley Layton, Mrs. Luena Mabe, Mrs. Freda Mason, Mrs. Jane Mitchell, Miss Marion Nix, Miss Nyla Pike, Mrs. Jane Randell, Mrs. Evelyn Rose, Miss Hope Ross, Mrs. Joy Rumscheidt, Mr. Herbert Steiche, Mr. Ernest Tetreault, Miss Barbara Todd, Mrs. Wanita Upton, Miss Norma Williston.
POINTE CLAIRE : Northview	**Mr. Knute Sorensen**, Mr. Dale Aiken, Miss Mary Blevins, Miss Winona Brooks, Miss Marilyn Cameron, Mrs. Helen Cargin, Miss Sheila Currie, Miss Rena Goldberg, Mrs. Hilda Green, Miss Patricia Griffiths, Miss Elizabeth Hamilton, Mrs. Grace Hanson, Miss Beverley Knapp, Miss Heather Lang, Miss Constance Laurin, Mrs. Maureen Leeson, Mr. Daniel Lesar, Mrs. Eunice Nakken, Miss Patricia Nicoll, Mr. Frank Page, Mrs. Beverley Pidduck, Miss Judith Rhodes, Mrs. Alice Rogers, Miss Margaret Rose, Mr. Eric Rumsby, Mr. Rubin Sirkis, Mr. Edward Start, Miss Jean Straight, Mr. John Swaine, Mrs. Estelle Walsh, Miss Norma Weitz, Miss Helen Woolaver.
POINTE CLAIRE : Valois Park	**Mr. Edgar Caron**, Mrs. Laura Belson, Miss Elizabeth Bennett, Mr. James Bonnell, Mr. John Boone, Miss Beverley Collins, Miss Gloria Dorrance, Mrs. Gladys Gough, Mrs. Jean Grant, Mrs. Sue Green, Miss Janet Greenhill, Mrs. Dorothy Gyton, Miss Joan Hill, Mrs. Lilly Hinchcliffe, Miss Gladys Hunter, Miss Eleanor Hymson, Miss S. Hilda Lenfesty, Miss Kathleen Moore, Miss Pamela Moore, Mr. Colin Nelson, Mr. Ivor Newsham, Miss Shirley-Anne Owen, Mrs. Dorothy Payette, Mrs. Florence Petrie, Miss Joan Savage, Mrs. Shirley Smith, Mrs. Viola Theroux, Miss Roslyn Vaincourt, Miss Barbara Whyte, Miss Irma Williston, Mrs. Vera Wilson, Miss Joan Yorke.
QUEBEC : St. George's	**Miss Hazel Sinclair**, Mrs. Doris Brown, Miss Elizabeth Christensen, Miss Jean Fitzpatrick, Miss Suzanne Garneau, Miss Colette Gosselin, Mrs. Ina Hatch, Mr. Graeme Jackson, Mrs. Evelyn Lower, Mrs. Mary MacIntyre, Miss Florence MacKinnon, Miss Laura MacKinnon, Miss Linda Martel, Mrs. Florence Young.
ROSEMERE : Eleanor McCaig	**Mrs. Aileen G. Bryerton**, Mrs. Jean L. Booth, Miss Maeve Elliott, Miss Geraldine Mahoney, Mrs. Leona Markham, Miss Elizabeth A. Martin, Mrs. Elsie Montgomery, Mrs. Thelma Paterson, Miss Rose M. Reid, Miss Ellen C. Stewart, Mrs. Marjorie Toulson, Miss Beulah Tudor, Miss Linda A. Walton.

ROUGE RIVER :	**Mrs. Grace McCabe**, Mrs. Rosamond Beauchamp, Mrs. Leontina MacTavish, Miss Elsie McVicar, Mrs. Greta McWhirter.
ROUYN :	**Mr. Andrew Emmett**, Mrs. Audrey Baillie, Miss Margaret Hosking, Miss Ada Kee, Mrs. Gladys Rondeau, Mrs. Helen Runnels, Mrs. Edith Thompson.
ST. EUSTACHE :	**Mr. John Allan Young**, Mrs. Barbara Bedard, Mrs. Dorothea Conners, Miss Audrey Copeland, Mr. Walter Donovan, Miss Pamela Dutton, Miss Jean McOuat, Mrs. Eleanor Miller, Miss Joyce Mowatt, Mr. Harold Murray, Mrs. Janet Oswald, Mrs. Elizabeth Painter, Mrs. Shirley Ross, Miss Rosemary Whinfield, Mr. Melbourne Yach.
STE. FOY :	**Mr. Alexander Bayne**, Miss Mary Bisson, Miss Anna Boyle, Mrs. Cora Fontaine, Mr. Harry Gourley, Mrs. Madeline Hardie, Mrs. Joan Law, Mr. Lorne Law, Miss Charlotte Moore, Miss Ruth Morrison, Mrs. Elsie Rockwell, Miss Elizabeth Ward.
ST. HUBERT : Royal Charles	**Mr. Russell Irwin**, Miss Mary Andrews, Mrs. Bernice Campbell, Miss Ann Clark, Mr. John Cowans, Mr. Marc Dunant, Mr. William Green, Mrs. Winnifred Lawrence, Miss Dorothy Manning, Mrs. Ruth Matheson, Miss Elizabeth McCrea, Miss Patricia Moore, Mrs. Irene Phelps, Miss Norma Thompson, Mr. Henry Weissenberger.
ST. LAMBERT AND ANNEX :	**Mr. Ronald Brigden**, Mr. William Anderson, Mrs. Elizabeth Bartolini, Miss Angel Bedirian, Mrs. Helen Bulmer, Mr. Hnery Duerksen, Mrs. Hilda Edmond, Mr. John Foulkes, Mrs. Helen Gourlay, Miss Dorothea Graham, Mrs. Sylvia Green, Mrs. Mary Hammond, Miss Winona Harvey, Mrs. Lona Hills, Mrs. Eleanor Johnston, Mrs. Jean Kennedy, Mrs. Margery Langshur, Mr. Wendell MacLean, Mr. John MacVicar, Mrs. Jessie Malkin, Miss Edwina McCullough, Miss Mary Neate, Miss Phyllis Powell, Mrs. Nellie Ross, Mrs. Freda Savage, Mr. Royston Seaman, Mrs. Pearle Todd, Mrs. Anne White.
ST. LAMBERT : Margaret Pendlebury	**Mrs. Grace Walker**, Miss Marilyn Brough, Mrs. Jeanette Brigden, Mrs. Pearl Harris, Mrs. June Howie, Mrs. Evelyn Knott, Miss Ethel LeBrocq, Mrs. Leola Sandell, Mrs. Marjorie Topham.
ST. LAMBERT : Victoria Park	**Mrs. Esther Marshall**, Miss Christine Brown, Miss Evelyn Crozier, Mrs. Maude Merrill, Mrs. Barbara Murdoch, Miss Lillian Osborne, Mrs. Edith Raham, Miss Beverley Simms, Miss Lila Winter.
ST. PAUL'S RIVER :	**Mr. Gordon Spingle**, Mrs. Gloria Nadeau, Mrs. Leatrice Roberts.
STE. ROSE DE LAVAL :	**Mr. John A. McKindsey**, Miss Sonia Bariak, Miss Eileen Elder, Mrs. Ivy Farmer, Miss Shirley MacGeorge, Mrs. Marilyn Riddell, Mrs. Jessie Smith.
SENNETERRE :	**Miss Eileen Veals**, Miss Anita Desmarais, Miss Jeannine Doiron.
SHAWBRIDGE :	**Mrs. Gertrude Brown**, Miss Marion Halligan, Mrs. Carol Morrison.
SHERBROOKE : East Ward	**Mrs. Edith Lemire**, Mrs Edith Hobbs, Mrs. Grace Rich.
SHERBROOKE : Lawrence	**Miss Verna Hatch**, Mrs. Olive Carter, Mrs. Margaret Cheal, Mrs. Mabel Clark, Mrs. Marjorie Cruickshank, Mrs. Margaret Kogler, Mrs. Eva Sawyer.
SHERBROOKE : Mitchell	**Mr. George E. McClintock**, Miss Diana Brock, Mrs. Margaret Erskine, Miss Kathleen Howard, Mrs. Irene Howes, Mrs. Irene Humphrey, Mrs. Elizabeth Kerr, Miss Jennie Mariasine, Mrs. Beulah McCourt, Mrs. Mabeth McKeon, Miss Alene Morrison, Miss Faith Olson, Miss Ardyth Painter, Mrs. Marion Peck, Miss Annie Riley, Miss Elizabeth Watson.
SILLERY : Bishop Mountain	**Mrs. Dorothy Langelier**, Miss Constance Champion, Mrs. Mary Crowe, Miss Brenda Hicks, Mrs. Bertha Lennon, Miss Marilyn Muir, Mrs. Doris Styles.
VAL D'OR-BOURLAMAQUE : Queen Elizabeth	**Mr. Ralph Turner**, Mrs. Hazel Alexander, Miss Judy Budgeon, Mrs. Minnie Ebbett, Mrs. Ada Evans, Miss Molly Hawryluk, Miss Kaija Hirvikoski.

A teacher with a high degree of intelligence, vigour, and social consciousness, a teacher who is well trained in subject matter and professional fields, and who has the demonstrated capacity to get along with children and adults, will satisfy the most critical public.

— Franklyn S. Barry

MINUTES OF THE MAY 1959 MEETING OF THE PROTESTANT COMMITTEE

Parliament Buildings, Quebec, Que., May 15, 1959

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

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

Apologies for absence were received from the Superintendent of Education, Mr. G. Y. Deacon, Rt. Rev. Bishop Dixon, Sen. C. B. Howard, Dr. F. C. James, Mr. Howard Murray, Dr. R. H. Stevenson, Dr. A. R. Jewitt.

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

The report of the Director of Protestant Education contained the following information : (1) Parcels of library books were distributed to high, intermediate and graded elementary schools in April. The library grants in 1959-1960 will be $8,500. (2) In schools outside Greater Montreal there are 1,722 French-speaking pupils of whom 889 are in the high school municipalities. (3) Three prizes of a total value of $100 were won in the Poster Competition organized by the Publicity and Public Relations Committee of the Provincial Association of Protestant Teachers and with the approval of the Recruitment of Teachers Sub-Committee of the Protestant Committee. (4) Sixty-one bursaries of a total value of $6,025 were awarded to pupils attending Protestant secondary schools. (5) There are 21 Protestant school municipalities in areas where the two per cent sales tax is imposed. A one per cent sales tax is imposed in 32 Protestant school municipalities. (6) Contracts for the transportation of pupils may now be made by school boards for five years. A school board may now transfer a teacher from a class or school to another provided that his or her salary is not reduced. (7) During the fiscal year ending last March 31, there were 122 new classrooms available in Greater Montreal schools and 121 in schools outside Greater Montreal. The number of schools built or extended was 30. Still under construction on April 1 were 21 schools with 249 classrooms.

The report was received on the motion of Hon. Mr. Foster, seconded by Mr. Bradley.

The report of the Education Sub-Committee contained the following recommendations : (1) (a) That the proposed guidance syllabus in History for Grade X be authorized with the inclusion of the preliminary statement : "It is hoped that this book may be read at many points swiftly and with interest. To lose the panorama is indeed, perhaps, to lose all." (b) That the proposed guidance syllabus in History for Grade XI be authorized for the session 1959-1960

and be referred to the History Committee of the Greater Montreal Board with a view to its possible revision for the following year. (c) That the High School Leaving Board be asked to consider the desirability of having a specimen examination paper or set of questions in History for Grade XI prepared by the Examiner before January 1, 1960, for distribution to the schools. (2) That the experimental use of *Developing Language Skills* by four Grade VII classes in schools of the Greater Montreal Board be continued for the session 1959-1960. (3) That the Greater Montreal Board be permitted to introduce the experimental course in Physics in four Grade X classes, beginning in September, 1959. (4) That the Greater Montreal Board be permitted to use *Plane Geometry* by Welchons and Krickenberger experimentally in three classes taking the Grade X course in 1959-1960 and the Grade XI course in 1960-1961 and in three other classes beginning in Grade IX in 1959-1960 and continuing in Grades X and XI in the two succeeding years. (5) That in view of the authorization of *Basic Ideas of Mathematics* in Grade VIII, beginning in September, 1959, the Grade IX Geometry, beginning in September, 1960, be pages 45-101 of Lougheed and Workman, *Plane Geometry*. (6) That *The Robe* be removed from the Grade XI course in North American Literature in September, 1960.

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

The report of the Finance and Grants Sub-Committee showed that the amount available for distribution to secondary schools for the 1959-1960 school year was $575,000, including the share of the marriage licence fund of $15,000. The amount of $453,900 was for high and $121,100 for intermediate schools. The number of high school pupils in these schools was 8,798 on September 30, 1958. The distribution was approved on the motion of Hon. Mr. Rowat, seconded by Mr. Latter.

The report also recommended (1) the distribution of the Poor Municipality Fund amounting to $22,780 to 38 municipalities. This was approved on the motion of Hon. Mr. Rowat, seconded by Brig. de Lalanne ; (2) that Beaconsfield (Pointe Claire-Beaconsfield), Rosemere (Ste. Thérèse, Prot.) and Sunnyside (Beebe-Rock Island-Stanstead) be raised to high school status ; that Martinvale (St. Martin, diss.), St. Bruno, diss., Ste. Adèle, diss., St. Hilaire, diss. (Otterburn Park) and Shefferville be raised to intermediate status ; and that Rouyn and Beebe revert to elementary status. These changes in status were approved on the motion of Hon. Mr. Rowat, seconded by Mrs. Thomson.

It was moved by Hon. Mr. Rowat, seconded by Mr. Dick, and agreed that effective in June, 1960, the Protestant Committee Regulation 104 be revised to read as follows :

"The fees paid to the Examiners shall be :

(a) For each examination paper that is set, $25.00 ;

(b) For each paper that is read, 75 cents each ;

(c) For Chief Examiners in subjects having two or more Assistant Examiners, an additional fee of $50.00 for supervision of the examination."

The report subject to the following amendments was adopted on the motion of Hon. Mr. Rowat, seconded by Mr. Latter.

It was moved by Hon. Mr. Rowat, seconded by Mrs. Thomson, that Bishopton Intermediate School revert to elementary status as of July 2, 1959. Dr. Brown, seconded by Mr. Webster, moved an amendment that action be deferred pending receipt of the report of the special Sub-Committee on Central School Boards. The amendment was carried and the original motion was lost on division.

It was moved by Hon. Mr. Rowat, seconded by Mr. Bradley, that Island Brook revert to elementary status as of July 2, 1959. Dr. Brown, seconded by Mr. Webster, moved an amendment that action be deferred pending receipt of the report of the special Sub-Committee on Central School Boards. The amendment was carried and the original motion was lost on division.

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

First Degree

Mrs. M. Florence Barter, Grand Cascapedia Intermediate School, Grand Cascapedia, Que.
Miss C. Lois Elliot, Gault Institute, Valleyfield, Que.
Miss Norma C. Larocque, Willingdon Elementary School, Montreal, Que.
Miss Hilda Lenfesty, Valois Park Elementary School, Valois, Que.
Mrs. Ruth A. Matheson, Royal Charles Elementary School, Croydon, Que.
Miss Winnifred I. McIntosh, Edward VII Elementary School, Montreal, Que.
Mrs. Ruby E. Nicholls, Asbestos-Danville-Shipton High School, Danville, Que.

Second Degree

Mr. Fred W. Cook, Principal, Outremont High School, Outremont, Que.
Miss Barbara Lax, High School for Girls, Montreal, Que.
Mr. Raymond S. Pibus, Principal, John Grant High School, Lachine, Que.
Mr. L. Reginald Steeves, Education Officer, Protestant School Board of Greater Montreal, Montreal, Que.
Miss Margaret J. Watt, Verdun High School, Verdun, Que.
Miss Evelyn C. E. Wilson, West Hill High School, Montreal, Que.

Third Degree

Mr. H. G. Young, Inspector General of Protestant Schools, Department of Education, Quebec, Que.

Mr. Buzzell will preside at the ceremony. Dr. McDowell will present candidates for the first degree, Prof. Munroe for the second degree, and Dr. Giles for the third degree. Mr. Young will be asked to reply for the recipients.

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

In accordance with Regulation 99 of the Regulations of the Protestant Committee the following members of the High School Leaving Board were appointed for a term of three years, beginning in September, 1959 : Mr. Edgar Caron, Prof. C. W. Hall, Mr. G. H. Heslam, Prof. D. C. Munroe, Dr. E. R. Pounder, Mr. W. A. Steeves, Mr. H. G. Young, Mr. A. D. Talbot, Mr. P. N. Hartwick (Chairman).

This was approved on the motion of Prof. Munroe, seconded by Hon. Mr. Foster.

It was moved by Hon. Mr. Rowat, seconded by Mr. Urquhart, and agreed that a special Sub-Committee consisting of Prof. D. C. Munroe (Convener), Messrs. T. M. Dick, K. H. Oxley, C. W. Dickson, W. H. Bradley, Brig. J. A. deLalanne, Dr. C. E. Manning and Dr. S. E. McDowell be appointed to receive interim reports and a final report on a study to be made of the operation of the various County Central School Boards and to approve in whole or in part the said report or reports.

It was further recommended on the motion of Hon. Mr. Rowat, seconded by Mr. Clark, that the Protestant Committee recommend to the Department of Education that Mr. C. H. Savage be appointed as a Special Officer for this work for a period of from six to nine months.

Mr. Dickson read a statement reaffirming the endorsement by the Provincial Association of Protestant Teachers of the fundamental principles underlying larger units for school administration and the advantages accruing where the chief administrative officer is a trained educator.

On the motion of Dr. Astbury, seconded by Hon. Mr. Rowat, this statement was referred to the newly formed Sub-Committee on Central School Boards for study and report.

The resolution of the Local School Board of Beebe-Rock Island-Stanstead, allegedly an appeal under Section 39 of the Central School Board Act, was referred to the newly formed Sub-Committee on Central School Boards for consideration and report.

The Secretary was requested to write to the School Board of Grenville informing it of the resolution of the Protestant Committee of February 24, 1950, with respect to the re-engagement of teachers before March 31.

The Committee was informed of the decision of the Protestant School Board of Greater Montreal concerning its policy of not retaining in its service for a period of more than five years holders of Class III diplomas granted in or after June, 1960.

It was moved by Prof. Munroe, seconded by Mr. Bradley, that the Protestant Committee express its appreciation to the Government of the Province of Quebec of the special financial assistance given to the Institute of Education (Macdonald College).

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

E. S. GILES
Secretary

L. N. BUZZELL
Chairman

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LAMB

The old bellwether
looked at the lamb,
as a gentleman looks
when he mutters 'Damn !'

'If you jump and frisk,
you little fool,
you'll only end
by losing your wool.

When I was a lamb
I always would
behave as like a sheep
as I could.'

'Did you !' the lamb
replied with a leap,
'I always thought
You were born a sheep.'

The park-keeper said
to the boy on the fence
'Let's have less
Of your impudence !

Off with you now,
and do as you're bade,
or you'll end in prison.
When I was a lad . . . .'

— Humbert Wolfe

The Oxford Books of Verse for Juniors, Book 3 (London : The Oxford University Press, 1958), p. 31.

JUN 13 1983

NORTHMOUNT HIGH SCHOOL, MONTREAL