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THE EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC

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Vol. LXX, No. 4

OCTOBER - DECEMBER, 1954



SKATING — DUFFERIN TERRACE, QUEBEC — ROBERT W. PILOT *Courtesy of Edgar Gariepy.*

PERSONAL NOTE

There is nothing essential in the name Britain;
Germany could be just as good a name.
Hitler could be just as good a name as Churchill;
Quisling could be just as good a name as Fogarty Fegen;
But the virtue of names is in what they mean to mankind —
The pulse they wake in its throat
The dream they shape in its heart
The strength they give to its arm.

There is nothing essential in the name Britain
Except that over the years and through the years
It is one of the names mankind has come to live by:

Goodwill, the warming thing our instinct clung to
Through eons and ages and centuries and years —
Clung to and cherished
As ancient man held fire against the snow and the wind.
Rain fell and the wind howled but the coals lived.

Somehow mankind allowed — in some way we have permitted
A blight to fall unchecked on a people's instinct,
And the arrows of plague are fierce in their feverish blood.
Rain fell and the wind howled but the coals lived.

Charles Bruce.

ON THE BIRTHDAY OF A GREAT MAN

(**Sir Winston Churchill**)

This man, in darkness saw; in doubtings, led,
In danger did; in utmost despair
Shone, with a hope that made the midnight fair.
The world he saved calls blessings on his head.

John Masefield,
Poet Laureate of England.

THE EDUCATIONAL RECORD

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THE EDUCATIONAL RECORD

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Vol. LXXX *QUEBEC, OCTOBER - DECEMBER, 1954* *No. 4*

EDITORIAL

HUMAN RIGHTS

At its 1950 General Assembly, the United Nations invited all governments and interested organizations to mark December 10th of each year as Human Rights Day in celebration of the Universal Declaration of Human Rights which was adopted and proclaimed by the United Nations on December 10th, 1948. The statement made at that time reads: "The foundation of freedom, of justice and of peace in the world rests on the recognition of the dignity inherent in all members of the human family and of their equal rights . . ."

The Universal Declaration of Human Rights exists in forty-six languages, including those spoken by the great majority of people throughout the world.

The United Nations and UNESCO have issued publications, an exhibition-album, the "Courier" and film strips for use in celebration of Human Rights Day.

The statement concerning the Universal Declaration of Human Rights appears on page 227. Teachers should read this Declaration and, so far as possible according to the circumstances, make some reference to Human Rights Day, on December 10th each year, or on some other suitable occasion and make suitable comments.

Individuals and groups in countries and territories all over the world took part in Human Rights Day last year. Schools and universities, voluntary organizations, press, film, radio and television enterprises joined in the commemorations in co-operation with national and local authorities. Human Rights Day has taken its place as an important anniversary for all mankind. It is an occasion on which all peoples can celebrate past achievements and dedicate themselves to even greater achievements in the future.

CHANGE OF DATE FOR VICTORIA DAY HOLIDAY

Following upon the change effected for celebrating Victoria Day, regulation 3 of the Regulations of the Protestant Committee has been amended. In future, May 24th will not necessarily be a school holiday. The holiday will be on the Monday previous to that date. In 1955 it will be on May 23rd.

A GUIDE TO TRENDS IN PROTESTANT EDUCATION*

It was a pleasure for me to receive the kind invitation of your Convention Committee, through your genial President, to address this ninetieth annual Convention of the Provincial Association of Protestant Teachers of Quebec. When I remembered the inspiration I received from your mighty gathering at this hall last year, I could not refuse. As I look at you this morning, a thousand or more strong, I feel very humble, but I am given strength and courage by your eager faces and your happy expressions.

I was extremely glad that your President handed me a topic for my address, namely "A Guide to Trends for Protestant Education to Follow". He also gave me a further lead when he went beyond the selection of a topic by suggesting that many nebulous ideas concerning progressivism and traditionalism might come into focus in this presentation.

The first thing to do therefore is to procure definitions. This is not too easy a task. Dr. Carlton Washburne, a leading Progressivist, whom I know personally and whom most teachers know at least through the Winnetka plan, says that if anyone should know what Progressivism is he himself should. Unfortunately, though, he does not define it.

Progressive Education is an attempt to get away from compartmentalism and alignment of the school studies as specified subjects. Its leaders think that the school and the social order stand too far apart and they wish to bring them closer together. They desire to reinterpret the values of life. These facts must be well understood. The central emphasis falls upon "the continuous reconstruction of experience." This is opposed to all teaching by subject, instead of which the *Social Studies* are made the basis of classsroom procedure.

Progressive Education has as its tenets freedom, the development of initiative, self-reliance, individuality, and self-expression. It fosters purposeful learning, and connects itself with all phases of living. Its chief modern exponents have included such outstanding educators as W. H. Kilpatrick, Carleton Washburne, Ralph Tyler, E. L. Thorndike, Harold Rugg, and George Counts. Its aim is to develop the whole child, not merely his intellect. From this desire has sprung the "child centred school" with the thesis that children must be treated as children now and not merely as junior adults. In its view, the school should take over all that concerns the child.

Dr. W. H. Kilpatrick, one of the exponents of the newer philosophy, a man who could handle a class of six hundred or more mature students at one time, states that, though the term "Progresssive Education" took its status only in 1918, it seems historically justifiable to say that the movement began with Jean Jacques Rousseau's "*Emile*" which was published in 1762, almost two hundred years ago. Rousseau's ideas were incorporated but modified in those of Pestalozzi who established a school for ragged and vagrant children which ended in financial bankruptcy for him. The success of his later writings attracted the government; and the influence of his school at Yverdon spread all over the world, his chief contribution being that the child needs development

* Address delivered at the annual convention of the Provincial Association of Protestant Teachers of Quebec on October 8, 1954 in West Hill High School, Montreal.

from within rather than control from without. Other outstanding men who followed in the footstemps of Rousseau were Johann Friedrich Herbart, who propounded a scientific method of learning, and the Americans, Francis W. Parker, John Dewey and G. Stanley Hall. If I would, I could trace the beginning of Progressive education back through Cominius to Plato and Socrates. That, however, is another story.

Everything for the pupils of Progressive schools begins with the study of human relationships and with life around them. "The Social Studies" they say, "form the natural centre for developing social understanding and aptitudes."

This method of working entirely through the Social Studies is a novel approach for most of our Quebec Protestant teachers. That fact, however, must be fully grasped by all who wish to understand what is known as Progressivism.

In kindergarten and Grade I of Progressive Schools, the children are not only taught in the school but are also taken on excursions in the neighborhood so that they may gain experience of things at first hand. In Grade II they may study primitive culture such as that of the Navajo or Hopi Indians or the Eskimos. In Grade III peasant culture such as that of the Russians, Japanese, or Swiss may be the means of enlarging their horizons. In the senior elementary grades, breadth of understanding may be taught as the child studies single economic problems. These may become the foundations on which to procure information concerning unemployment, depression, inflation, and such problems as those of production and distribution. As the maturity of the pupils increases, political and other problems may follow.

In his exposition of Progressivism, Washburne is careful to explain that learning by the means outlined does not involve an absence either of collective or of systematic study. Such systematic study must, however, spring from the important current problems which arise as the various investigations are made by each class.

Through such methods of work upon problems of day to day living, the pupil is expected to obtain an understanding of the history, geography, economics, political science, sociology and other major developments in various parts of the world. Arithmetic, spelling, writing and other skills become means towards the ends that the children desire to reach in their search to understand human relationships.

Shall I say then that *Progressive Education is a democratic movement wherein the child is respected as a person who is encouraged to learn and make decisions of his own.*

At its best, the Progressive school is one in which children are taught to cooperate, investigate and think. At its worst, it is one in which much time is wasted over trivalities and where misguided teachers imagine that their main duty is to keep children busy at something or other.

These "worst" schools have been the subject of many attacks. Unfortunately, even the best schools have been grouped with the worst, the assumption in the mind of the uninitiated being that all the new schools are almost equally bad.

The Traditional school is probably as hard to define as the Progressive school. There is indeed no such institution as a "Traditional school" as there is a "Progressive school." Those who advocate the Traditional school do not tell us whether the tradition they mean goes back one generation, two generations, to the Dame schools of two centuries ago, or to the Greeks. One writer, however, has given the cue that the teacher with twenty years experience is a Traditionalist. So apparently the tradition does not go back very far and includes many of us.

A fundamental of the Traditionalists is that all children must work upon a set curriculum. They set strict limits to a child's freedom in school, advocate a much more rigid discipline, set high ideals of life, and desire that children strive towards them. Its modern exponents are W. C. Bagley, under whom I did my major work at Columbia University, Thomas H. Briggs, H. C. Morrison, and Franklin Bobbitt.

Much is to be said for each of these two types of philosophy which, in the United States, have been dubbed "Lollipops versus Learning" by people who wish to redicule the new philosophy. The Traditionalist believes that the school should stick to a restricted type of learning and not take over the functions of the home or the church. Traditionalism is thus diametrically opposed in essence to Progressivism.

Shall I be wrong if I define Traditional Education as *that whereby knowledge shall be imparted to all members of a class more or less simultaneously through the development of skills in Reading, Arithmetic, Writing and other specific school subjects by means of a carefully laid down curriculum in each.*

If that is not a good definition, then, to paraphrase Washburne, I do not know what Traditionalism is.

Two such distinctly different types of school can scarcely be expected to live peaceably side by side. Such a revolutionary innovation as the fully Progressive school cannot indeed be expected to be free from criticism. So great has been its appeal to the best in human nature, however, that schools operating on modifications of the principles enunciated sprang up in no small measure all over the United States. Naturally they were experimental. Naturally the teachers did not understand the theory fully. Naturally many introduced irrevelant novelties. So naturally parents and others grew alarmed at some of the strange procedures that their children reported. The criticisms which, to my knowledge, began about thirty years ago when I taught in the United States, were gentle at first. Unfortunately, the Progressivists laid themselves wide open to criticism and to endless misinterpretation and misunderstanding by writing: "The school must be transformed into a place where pupils go, *not primarily to acquire knowledge*, but to carry on a way of life." That was a crass blunder of first magnitude.

Four or five years ago the attacks became vitriolic. Led by H. J. Fuller, A. E. Bestor and S. E. Cairns, all then at the University of Michigan, the critics made many charges against the schools, the chief of which seem to be:

1. The schools are neglecting the fundamentals. They allegedly do this when they mingle the subjects together by working through the "Social Studies."

2. Frills and fads have taken the place of the more traditional subjects. Vocational courses, health and hygiene, etc., are placed in this category.
3. Drill has been abolished in favor of so called easy methods of learning and "soft pedagogy".
4. Discipline has been replaced by methods which induce law breaking and lead to juvenile delinquency.

The Progressivist, in his turn, claims that traditional schools have unfortunately not been modified by the findings of modern psychology and that self expression is unnecessarily crowded out of them. They also claim that the "Traditional school continues to extend its curriculum beyond the functionally justifiable aspects of a real or imagined completeness." But completeness is never reached, they claim, and thus pupils lose interest, become confused and drop out of school. To overcome these bad features, they say, it is essential that a child be able to use what he learns, at least in some degree. This the Progressivist claims is the natural method of learning.

It is most unfortunate that the critics, when attacking the progressive schools, do not restrict their attacks to the innovations of doubtful value in these schools. In my opinion they erred seriously when they attacked the conscientious educational leaders and the staffs of teacher training institutions whom they derisively term "experts", "knights in shining armour," etc. Many of them are so woefully ill informed as to believe that all the faults in the educational world began with John Dewey, who is alleged to be the archcriminal of a line of misanthropes who are wilfully setting the feet of children on the downward track. These critics also blast pragmatism, quote snippets from the writings of the "experts", misinterpret them and speak of the educators as using "gobbledygook", an ugly term of ill meaning, coined by a Texan to represent the pronouncements of certain United States public officials. We have even had Canadians using the same methods of attack and almost mouthing the same language as those of their United States bellweathers.

These criticisms have resulted in questionings by all who are seriously interested in education. Today we are again asking: What are the aims of education? How are these aims to be attained? I think it reasonable to say that, in our present stage of undeveloped scientific knowledge, no one knows all the answers to these very pertinent questions.

All the sciences have had their period of infancy. Until three or four short centuries ago, it was believed that the world was flat, that the moon had a smooth surface and was self luminous, and that a body five times heavier than another fell to the earth five times faster than the lighter and so on in other proportions. The engineer does not know all he should know about his trade; so we still have bridges collapsing and aeroplanes falling. The dentist does not know all about teeth but he no longer thinks simply of pulling a tooth when a patient tells him that one hurts. The day of the witch doctor has passed. The practicing physician does no more blood-letting and does not amputate every infected limb. In no profession do the skilled persons yet know all the answers. The fact is that all the sciences, despite all their advances, are still in swaddling clothes. Only in the educational world do the critics pose as possessing all knowledge!

In company with the inquiring minds in other professions, schoolmen and school women are not neglecting research work. In this most difficult of all sciences where the intricacies of that most complex of all organisms, the human mind, is concerned, thousands of experiments are being performed. Professor W. S. Gray, of the University of Chicago, estimated some years ago that 2,500 research studies have been carried out in the field of reading alone. I saw a recent statement that doubled that number. It has been estimated that during this century the total number of investigations in the whole field of education has been about 100,000.

We in Quebec are not idle in research work and investigation. The Provincial Association of Protestant Teachers of Quebec has a standing sub-committee on curriculum that meets several times each year. It may surprise many to know that during the period 1940-1952 no fewer than ten special committees worked on revisions of the elementary courses of study for our Protestant school system in Quebec and twenty-four on the high school courses, a total of no fewer than thirty-four committees. During the past two years seventeen committees of teachers have been at work for the Department of Education and the Protestant Committee.

Much information is available to help the educator. According to modern psychologists approximately seventy per cent of all Americans have I.Q.'s below the minimum required to do good college work. Again, the ultra clever and the much below normal constitute about four per cent of the entire school population. How then can we expect all pupils to produce the same brand of work? How can they all be expected to write equally well, to spell equally well, to know two languages well, to solve difficult mathematical problems with the same degree of accuracy, or even to have the same tastes or the same inclination towards school work?

One of the greatest problems before the educator is this one of individual differences. What to do with the ultra-clever and the much below average has by no means been settled. Though a little has been done for the retarded child, no serious decision has yet been made as to the best that can be done for the very bright child. What happens is that individual teachers do what they can for the individuals in their classes, and that often ends the story.

Some of the many other facts discovered are worth recording at this point. For example, in a normal class of five year olds there is a spread of four years in their Intelligence Quotients. That is, some pupils will be normal; on the high side some will have the ability of seven years olds; on the low side, some will have but three year old ability. When five and six year olds are in the same class the spread will be from three to eight years in the mental level. Thirty years ago it was discovered that one of the greatest causes of failure in the elementary grades was immaturity. Owing to conditions of our society, however, we have not been able to apply the remedies to the full. Aptitudes differ as does intelligence. No wonder we need well trained teachers for the lower grades! And so in the higher grades also!

The science of psychology is young and new. Though going back some seventy-five years it has reached the stature of a science only in our day. All the findings in such a complex field cannot be right. Likewise the science of

pedagogy is young. Not all pedagogical problems have been solved. I feel that the schools are attacked in part because too much is expected of psychological and educational research in too short a time. We do not know which method of teaching is best and what kind of discipline will produce the best results. Given the opportunity and the time to experiment and to learn more, I feel sure that our research students will come up with results for the betterment of children just as scientists have improved their statements of the laws of Nature, and the treatment of their subjects.

The crux of the whole matter, however, is deeper than this. It lies in formulating a correct philosophy of education based on a sure knowledge of all the facts. A philosophy of education is merely a statement of what those competent to judge think the principles underlying an educational system should be, just as a Law of Nature is a statement of how leading scientists think Nature works. Such statements give rise to controversy. Because of his theory of falling bodies, Galileo deemed it prudent to leave his native city of Pisa. Many others have suffered for their philosophical beliefs and statements. Galileo's correct statement permitted true scientific progress, as do others in their respective spheres. If our educational philosophy is incorrectly written, the plans and procedure of our teachers will be warped and our pupils misguided. If, however, our philosophy is correctly stated, sound procedures can follow, for both teacher and pupil will be on firm ground. As Galileo needed to experiment with the swinging lamp, and from the leaning tower of Pisa, so we need further experimentation on which to frame a truer statement of educational philosophy.

Though written differently and interpreted differently by teachers throughout Canada, there are certain traits common to the current philosophy of all the Canadian provinces. So far as I know, there is no strictly "Progressive" Province. Some lean towards the old, some towards the new. In general, I think it may be stated that the Eastern Provinces bear towards the Traditional and the West towards the Progressivist, but all provinces have made wise selections from each.

In Quebec one aspect of our philosophy stands out more markedly than it does in any other Province, namely, its distinctly moral and religious aspect. Our schools are founded upon religion, and, though this is not stressed as much as some of us would like in all classrooms, the fact is that our philosophy of education does make provision for the teacher to explain the moral and religious foundations of our civilization, the love of God, the copying of the examples of Jesus Christ and his disciples, the reading of the Bible and the importance of upright character in personal and national life.

Now that we have outlined the problem, let me say that I know of no school in the Province of Quebec that has founded all its teachings upon those of the extreme Progressivists. In fact, I know of no school in Canada that has gone as far in its extremes as some schools elsewhere. On the other hand, the teaching and the methods have been modified so that I think I can safely say that, in the Province of Quebec, though still following set curricular patterns and teaching subjects in the traditional manner, everyone of us has been affected in greater or lesser degree by those great philosophers and teachers whose beneficent influence has come down to us during the past two hundred years.

Since none of us here subscribes to Progressive education as defined, we shall probably not wish to be aligned with Progressivism but rather will prefer to speak of progress in education. For my part, I believe that real progress has been made, even by those who consider themselves Traditionalists. I believe, for example, that great progress has been made in our schools in Quebec by reason of the qualities of heart and mind of our teachers, and by the sincerity of our School Boards. I am confident also that many of our school procedures have been modified for the better under the influence of those liberalizing educational movements that have developed particularly during the past half century.

Almost everything bad is urged against our youth in some quarters today and almost all because of the alleged evil influence of the school. Pupils are termed, lazy, sloppy, pampered, "soft" and, in the alleged words of a Superintendent of Education in the United States, "unable to put up with any physical strain." This is the common type of omnibus accusation hurled without great depth of thought at youth and at the school. Fortunately youth does not knuckle down too easily to such wrongful accusations.

Something or someone always seems to pop up at the right time to vindicate youth. During the war the youth of England participated with the middle aged and old in rescuing the beleaguered and despairing troops of Dunkirk under the most withering and devastating fire, rescuing 350,000 or more out of a total of 400,000 apparently doomed troops. The youth of Canada landed in Normandy; others in ships protected the landings of the troops there on D day and subsequently, even though they knew that they themselves were "expendable." Through the day and the night they toiled at their dangerous allotted assignments. Our boys in the Air Force expended themselves that we might live, and came out of it with a glory that thrilled the world. Were such lads "unable to put up with any physical strain?" And a month ago a young slip of a Canadian girl, sixteen year old Marilyn Bell, a Grade X school child, stayed in the frigid waters of Lake Ontario swimming for over twenty-one hours. This she did, without a drop of protecting oil. And all the while the critics of youth sat in their rocking chairs dreaming of the sparkling days of their own enchanting youth!

What shall we say of the future in education? I feel so sure of many things that I am going to be bold enough to recite some in the hope that they will help our mutual thinking. These ideas are based on the premise that the statesmen of all countries will be wise enough to avoid major catastrophies of their own making:

1. Present trends in education, as we know them, will continue. As in other professions, education has its conservatives, moderates and experimenters. These will go about their work as they see fit. This is all to the good. These forces all have their place, and it is difficult to say which is the most important. Naturally the experimenters meet with the greatest resistance, but they provide the lubricants which keep the wheels of progress in motion. We need not fear these forces at all because the others will apply the brakes.
2. All alarmists and malcontents notwithstanding, there will be no immediate revolution in education. All history shows how long a time is taken to effect

any changes whatever. Some of the major changes in education have taken many years to develop — and they have not come into full fruition yet. What we shall see is a continuing evolution, for forces throughout the world are constantly striving to give to children a progressively better deal to make their lives happier as children and to prepare them better to meet the hazardous days ahead.

3. Life in the future will be much faster moving than that of today. The emotional strain will be more severe. The school, therefore, must play a leading part in striving to prepare children for this faster moving age. As the home must lay the foundation through protection and love, so the school must receive the pupils as individuals and treat everyone with kindness. This element of kindness which is now a characteristic of the school must never be diminished. A huge debt of gratitude is due to the present generation of teachers who, from the kindness kindled in their own hearts, have extended the feeling to the pupils in their classes.

4. The problem of discipline will always be a major one. Since most adults appear to find difficulty in distinguishing between freedom and license, one must not expect immature children to restrain their animal desires on all occasions. The school must, however, cooperate wholeheartedly with the forces of law and order to instill into children the necessity for right conduct and right living not only in school but also on the street. The golden rule must play a larger share in the minds of future generations if peace and happiness, truth and justice are to prevail.

5. The schools will always be centres of intellectual development. They now are and I foresee no possibility of their losing this prime function. Though necessarily essential, however, the development of the mind of the child is not the only function of the school. Teachers and parents are well aware of this and are active accordingly.

6. The days of the narrow school curriculum have gone, never to return. The schools of the future, far from reducing their offerings, will present even a greater number of courses that will appeal to the varied interests and abilities of children. It is my opinion that, though the basis of Protestant education in Quebec will always remain intellectual, a place must also be found in school life whereby all the other good characteristics of human nature will also be developed.

7. Children at the extremes of the intelligence scales will be much better cared for in the schools of the next half century. Greater provision will be made for the very bright and for those of duller mental qualities.

All people do not possess the same talents either in number or kind and so all cannot proceed at the same pace or reach the same goals. It is inevitable also that all will not have the same inclination towards hard work. There will always be the proverbial hare and the slow moving tortoise. Unfortunately within a school system sleep, either literally or figuratively, is frequently indulged in by the hares and, on the contrary, there seems to be something within the tortoises which keeps them going. We must see to it that the hares are kept fully awake. The fact is that, in this life, the race is to the strong, to the alert, to the vigorous, to the persistent. The school must recognize these factors and

forces in increasing measure, and provide more and more to make suitable provision for individual differences. The doctrine of treating everybody alike must not apply in this respect.

Classes or divisions of classes for pupils of different mental ability will be by no means ironclad. Entrance and exit will be allowed. Some children will not be able to stand the pace or will not desire to stand it. Others will raise their stature and strive to get into the more select group.

8. Greater care will be taken to preserve the health of pupils and to remedy their physical defects. The measures now taken to preserve the eyesight of pupils by providing good natural and artificial light are one incontestable proof of the care for the young exercised by the present generation of adults. These will be extended in other directions. If the universities consider that they must have million dollar winter centres for powerful young men and women, how much more essential is it to provide adequate playing space for growing boys and girls?

9. Teaching will become an increasingly respected profession. Barring major catastrophies in Canada, the day of the grossly underpaid teacher has vanished for ever. Just as there is no comparison between the underpaid, poorly educated teacher of questionable habits of seventy five years ago and the cultured lady and gentleman of today, so the teacher of the future will compare only with the best of present and former days.

10. The state will pay an increasingly large part of the expenses of the school. The inequalities of local systems of taxation will thus tend to disappear. I trust, however, that governments will continue to look to the local people to play a large part in the effective management of their schools.

11. Research studies will be continued and more effectively utilized for the improvement of school programmes and pupil ability.

12. Schools will be affected adversely by the increasing amounts of leisure time available to parents unless adequate measures are taken for the protection of youth. The desires of parents to have their children with them on leisure pursuits will work against the school purposes. It is not too early to discuss measures to protect youth in this respect.

13. The need for trained teachers will increase in greater proportion than the school enrolment as far ahead as I can foresee. That is, as our general population increases, there will be an inevitable increase in school population. Moreover the public is conscious of the growing demand for smaller classes. Notwithstanding all other considerations, the problem of the education of youth is secondary only to those of food, shelter and clothing. The need for teachers will therefore grow continually.

14. People will be more and more education conscious with the years. The day when education stopped at Grade VII has passed in our time. Almost all parents now desire high school education for their children. The day was when the possessor of the B.A. was rare. Fifty years hence holders of the Ph.D. degree will be very common.

15. Care will be taken to diminish the number of "drop outs", those boys and girls who impoverish society so much by failing to develop as they should. It is almost inevitable that when children drop out of school they become a loss

both to themselves and to their country. Means will be discovered to help these children, lame for one reason or another, over the stiles they need to cross. School policies in our own day have done much to save such children.

16. The philosophy of education will be revised and strengthened. The "whole child" and the individual will be cared for more adequately. The educational philosopher is playing with the world's most precious asset, the growing child. The best brains everywhere must be rallied for his utmost development.

17. School men and school women will continue to improve procedures. Learning cannot continue at the snail's pace. There will be so much more to learn in this new ABC age (atomic, bomb and chemical) that procedures for learning must be everlastingly refined if children are to get out of school before they are old enough to be wheeled out. Then streamlined procedures will not only be essential but will be demanded of teachers.

18. The schools will keep reasonably up to date. As they have made use of radio, filmstrips, moving pictures, public address systems and tape recorders, and as they will shortly participate in television experiments, so school men and women will make use of any other machines or gadgets that the genius of man may devise which will help pupils to do more effective work.

19. Schools will continue to be happy and useful places for children to attend. The great philosophers of the past will have increasing influence as the years go by. Though the followers of John Dewey have often strayed from the paths towards which he led, he himself will take his place among the great philosophers of all time. The fact is that the attitude of children towards school has changed from that of indifference or even dread to that of love of school Their eagerness to go to school and to cooperate in the work of the school is a triumph of this twentieth century. In other quarters, scientists are producing instruments for the destruction of mankind. The school, on the contrary, organized so highly as it is, is probably the most powerful force aiming at the betterment of man. The product of the schools of the future, brought up in such an environment, will direct their efforts increasingly towards the improvement of all the world.

* * * * * *

When their salaries were raised two years ago teachers received a shot in the arm. At that time, their morale was at a low ebb. Teachers felt that they belonged to the forgotten profession and many of them were so discouraged that they were incapable of giving to the school the best they had. Many indeed with families had to get work outside to help keep the wolf from the door.

With the increase in salaries, however, the courage of teachers returned, their step acquired its former spring, their hearts were lighter, the old spirit revived, and the former warm atmosphere returned to the classroom.

Teachers should never let their spirits get down. They should never become too discouraged in the classroom. They should never stagnate but always look up. They should never knock down for the sake of knocking down.

The large majority of our boys and girls are grand. They, however, need the inspiring presence of the teacher daily. No real teacher who loves his work can ever sink too far into despair, but should always keep a level keel. When accusations come, teachers should face them. They should trust their committees — those seventeen that they have working now in Quebec and others

that we shall have in the future. Remember that teachers are working with the most complex organism God ever made. His secrets will not all be revealed in a day. It will be a long time before all the mysteries of the mind and heart of that delightfully interesting but most complex and intricate being, the child, will be known. Meantime work on and help the research. Keep your end up — always — and you will never fail.

W. P. PERCIVAL.

BURSARIES OF THE IMPERIAL ORDER DAUGHTERS OF THE EMPIRE

The Imperial Order Daughters of the Empire has raised a fund to give bursaries to sons and daughters of veterans of the second World War.

Eleven of these bursaries are being offered in 1955. Sons and daughters residing in Canada whose fathers or mothers served in His Majesty's forces during World War II and who, during such service or as a result of such service, suffered death or serious and permanent disability are elegible for these awards. One bursary is to be awarded in each Province and one in the Yukon, provided there are suitable candidates.

The value of the bursary is $400 a year for four years, a total of $1,600 provided that the holder passes the examination each year and satisfies the Provincial Committee of Selection of his continued fitness to retain the bursary. In deciding the eligibility of the candidates the Committee considers their general record and standing in school, physical fitness and the family circumstances.

All applicants for bursaries must write the examinations of one of the Provincial Departments of Education.

The choice of the university is left to the bursary-holder. The Royal Military College or any agricultural college offering degree courses is considered as a university for this purpose.

Application blanks may be obtained from the I.O.D.E. Educational Secretary for Quebec; Mrs. Milton Eaton, 363 Ninth Street, Shawinigan Falls, Que.

LONG WAIT

No mistress to comb his long gray fur
Or coax him to romp or follow her;
No one to kiss his whiskered nose
Because he purrs or wears bright bows;
No one to dress him in sweaters or shawls
And wheel him about instead of dolls;
No little girl with skirts aswish,
Bringing fresh milk for his favourite dish.
He simply must wait in pink-lined carton,
Till the fun gets home from Kindergarten.

Angela Gall

TEACHING THE BIBLE IN HIGH SCHOOLS

Rev. Gerald R. Cragg, M.A., Ph.D., LL.D.,
Erskine and American Church, Montreal

Teaching the Bible is not always an easy task. I suggest that it is a necessary, indeed an inescapable, one. This follows both from the nature of education itself and from the character of our Western heritage. The task of the teacher is not primarily to impart information but to introduce the young to the living tradition in which they will take their place. That tradition is diverse and is composed of many elements. Even our mathematics carry us back to the Greeks and the Arabs as well as outward to the technological civilization amid which we live. The relation of the humanities to the living past is even more apparent. The cultural heritage which is ours has been shaped by influences, but by none more continuously nor more profoundly than the Bible. A couple of years ago, Mr. Christopher Dawson made an eloquent plea for the recognition of the utter impossibility of educating the young unless we arouse in them an awareness of the spiritual forces which have created the civilization of the Western world (*Understanding Europe*, Ch. I). Our whole system of values, our concept of liberty and our belief in the dignity of personality are the deposit of centuries of familiarity with the Bible. Those who are ignorant of the Bible cannot be expected either to understand their cultural heritage or defend it. To teach the Bible is therefore an educational imperative.

Generalizations of this kind are easy, but they do not necessarily help the person who has to undertake the task. The question is, how can we teach the Bible in our high schools?

We can perhaps begin with the obvious fact that the Bible is great literature. Some people both start and end there. The Bible is much more than a literary classic, but as a literary classic it cannot be ignored. To begin with, it is inextricably interrelated with the greatest works in our language. It can be claimed that a great deal of English literature is unintelligible as long as the Bible remains a closed book. In some authors — John Milton for one, and John Bunyan for another — the Bible is interwoven with all they wrote. *Paradise Lost* and *The Pilgrim's Progress* are almost written out of the Bible; they are based on its contents, they echo its language, they reflect its insights. In varying degree the same is true of most of our major classics. Shakespeare was certainly no pietist, but the reader who is ignorant of the Bible will fail to appreciate many of the subtler overtones in his plays. Indeed, at many points the person who is ignorant of the Bible is a person who is culturally handicapped.

The Bible has also become a part of the history of the Anglo-Saxon race. After the Reformation the English people became (in a rather hackneyed phrase) "a people of one book, and that book the Bible." Wherever they went they took it with them; it is as persistently intertwined with the history of the new world as with that of the old.

In making the student aware of the literary significance of the Bible it is possible to begin (though not to end) with the power and magic of the literary style. The version in most common use evolved during a period when English

writers commanded a resonant use of the language more readily than at any other time, and certain sections (indeed, whole books) are marked by a sustained and moving grandeur. It is impossible to read certain of the superb passages in both the Testaments without marvelling at the power of language to stir the deepest emotions of the human heart. But the skill of the Bible does not consist merely in the achievement of a rare and excellent eloquence. Its power lies equally in the use of the simplest language. The parables of Jesus are a standing rebuke to those who depend on elaboration for effect. There are few more moving passages in the English language than the story of the Prodigal Son; there are none which rely so exclusively on monosyllabic words. "And when he came to himself, he said, I will arise and go to my father, and I will say, Father, I have sinned against heaven and in thy sight, I am no more worthy to be called thy son . . . And he arose and came to his father." To appreciate the disciplined restraint of such writing it is only necessary to try to improve upon it. This is the attempt published during the eighteenth century by a pedant called Harwood: "I am determined to go to my dear aged parent, and try to excite his tenderness and compassion for me — I will kneel before him and accost him in these penitent and pathetic terms — Best of parents! I acknowledge myself an ungrateful creature to heaven and to you . . ."

In the past the Bible has shown itself to be an unparalleled teacher of style. Bunyan is a conspicuous example, but other instances can be found on every hand. One of the best means of making the Bible effective for this purpose is reading it aloud. Indeed, the Scriptures often need no other exposition than that provided by skilful reading. That is something very different from the slovenly interpretation at sight which they often receive. All great literature benefits by being read aloud. That is supremely true of the Bible, and I enter a strong plea for the practice of letting the great words speak for themselves.

That in itself, however, is not enough. Actually it is impossible to read with feeling or intelligence unless the full meaning of the words has been grasped. It is necessary, therefore, both to remember the character of the Bible and to help the pupils to understand it. The Bible is an ancient literature. It grew out of the life of a people who lived long ago and far away. We must know something of the background which the writers presuppose. Such information is not always immediately to hand, but it is always readily available. Every school library should have a one-volume commentary on the Bible. The teacher should be familiar with it himself, and should teach his pupils to consult it. I suggest two such: The Abingdon Commentary, and Peake's Commentary on the Bible. Both contain, in addition to expositions of the various books of the Bible, the kind of general articles so necessary to an understanding of the Bible as a whole.

In addition, the teacher should be familiar with the essential results of recent study of the Bible. Here the literature is immense, and from it I select two works which would be of great help to every reader of the Bible. C. H. Dodd's *The Bible To-Day* is by a scholar of the highest standing, but in it great learning is worn with an engaging lightness and ease. It affords an excellent introduction to the study of the Bible, and is a model for a book of its kind. Stanley Cook's *An Introduction to the Bible* (Pelican Books) is a masterpiece of

compression. A great authority has packed into a small space an immense amount of material. Anyone who reads it will have an excellent general knowledge of the background of the Bible, for he will understand how the biblical literature grew, and how it is related to the world out of which it emerged. He will see how it is related to other sacred books, and how it has been, and may be, interpreted.

The best kind of teaching introduces the student to the literature, and encourages him to acquire a greater familiarity with it for himself. But this means that he has to understand the kind of volume with which he is presented. A good deal of the prevalent neglect of the Bible springs from the simple fact that potential readers approach it as though it were a book uniform throughout in character. Actually it is a library bound within two covers. When entering a library, the reader does not begin to work his way doggedly from one end of a shelf to the other. He discovers what categories of literature are included, and selects from them what is relevant to his immediate need. The biblical library consists of two major divisions, and within each there are different types of writing. In the Old Testament there is poetry and prose; there are works of prophecy and history, interpretative studies of age-old problems, stories designed to illuminate the human situation, hymns of praise, aphorisms distilled out of much experience — and a great deal more. In the New Testament, we have the "Gospels" (short books which set forth "the good news" mediated in a life), the story of how the Christian fellowship expanded, the letters which were a by-product of that growth, and at the end a book which belongs to the special category called "apocalyptic". A beginner usually starts at the first page of the volume, is soon discouraged by the "begats", and capitulates somewhere in the rather dreary wastes of the early laws. He would be wiser to start with one of the gospels (perhaps Mark), go on to Acts, pick up one of the letters, go back to the prophets (possibly Amos or Isaiah as a start) and then select more widely as his familiarity with the library increases. The recognition of so elementary a fact as this would prevent the discouragement very common among those who feel that they ought to read the Bible but abandon the attempt because they undertake it in the wrong way.

When dealing with types of literature in the Bible, a word may perhaps be in place regarding the book with which students and teachers in Quebec have a specialized familiarity — *The Book of Job* *Job* is a poetic masterpiece of great and incomparable grandeur. It is also a work which abounds in difficulties. Some of these are rooted in the original text, some are related to the subject matter itself. The book wrestles with the deepest and most intractable problems of human life. To expect it to be easy would be unreasonable, but to recognize its difficulties is to realize our need of help. The first step is to outline the stages of the debate. Almost all commentaries provide assistance here; the relevant section of the Abingdon Commentary is as clear as any, and more useful than most. It is also important to realize that God Himself is one of the friends, to perceive that He has His own method of justifying His ways, and to understand that this method is different both from what Job demands and from what the other friends commend. To help in appreciating all this, there are innumerable specialized works. A recent one, brief but scholarly, may be

recommended: T. H. Robinson's *Job and His Friends* (London, S.C.M. Press, 7s.6d).

The Book of Job, like a play of Shakespeare, cannot be studied purely for the poetry. It is necessary to grasp its meaning and to understand the purpose of the author. This is equally true of all other parts of the Bible, and consequently intelligent teaching must take account of the religious character of the Bible. A life time of study does not exhaust the insights in which the Bible abounds, but an introduction to its study cannot overlook one or two elementary facts. The Bible is the story of a two-fold search: of man for God, but also of God for man. The latter aspect is the more important of the two. The Bible does not argue in order to prove the existence of God. It assumes that fundamental fact, and then goes on to show that God has always been seeking to bring man into fellowship with Himself. This is possible only because God reveals Himself, and here we have the key to the understanding of many things that otherwise remain perplexing and incomprehensible. Revelation must always be related to the capacity of the recipient; therefore the process begins in remote time; among men of primitive outlook. It leads them on and up, through an unfolding and expanding understanding of spiritual truth to the great prophets and finally to Jesus Christ.

This explains the varying levels of insight which we encounter. Customs which we have left far behind and barbaric acts which we cannot condone fall into their proper place in the educational discipline of that people among whom God primarily revealed His nature. It allows also for a further important point. In spite of differing degrees of appropriation of the truth, the Bible is marked by an essential unity of thought. It offers an intergrated view of the universe and of man's place in it. It confronts us with the greatest of all realities, God, and shows how His creative purpose has determined the nature of man. To the interpretation of life the Bible brings, not scattered insights, but a coordinated view of what man is and of how his life can achieve the richest fulfilment. The student may accept that interpretation or reject it; but unless he has in some measure become aware of it, the teacher has not fulfilled his task. The reason why there persists among us the belief that the Bible should have a place in education is not because of the cultural value of a great piece of literature but because of the conviction that the Bible helps both to enlighten our minds and to enrich our souls by bringing us into contact with the living Spirit of God.

NATIONAL LEAGUE TELECASTS

Life was simpler B.C.T. (that's Before Canadian Television); then a staff of four could put the game on the air. But now that television sets adorn more than half a million Canadian firesides it takes from 37 to 47 men and women to "stage" a telecast. This doesn't include the hockey players who, for the most part, are completely unmindful of the TV cameras, but it does include the technical people who have the big job of getting the images on the screen and those who are involved in the commercials and other announcements which, after all, "pay the shot" for the whole TV performance.

Imperial Oil *Review*

ROBERT WAKEHAM PILOT, R.C.A.,

Katherine Roy, Montreal

Robert Pilot is an artist. Whatever else is written about him can only be so much detail, however diagnostic or explanatory; for this is the all-important fact about Pilot: he is an artist. The word is, of course, often misused and misinterpreted; but, if it is remembered that, aside from technical skill, taste and ability, an artist (whatever his medium and whether he be orthodox or not) has as a first consideration the duty to create a believable echo of life, to transpose experience into art recognizably and with a valid purpose, it is then more easily understood why not every painter is an artist, and why Pilot is one. Through all the stages of his career he has striven for this essential integrity and has maintained it despite the temptation to do otherwise which his exceptionally early success might have been expected to offer him.

At an age when most painters are struggling for recognition, Pilot was already successful. In 1921, when he was barely twenty-three, he was named A.R.C.A., the youngest man ever to receive this honour. Before he was thirty he held the undisputed reputation of being the foremost of the younger Canadian landscape painters. His pictures sold. People liked the scenes he liked and the way he painted them. Quite quietly, and as effortlessly as he painted, he was rising to the top. For a more vulnerable character the advantage of being popular in his own time could have constituted a very real threat — the danger of remaining static, of becoming stereotyped. Many a promising painter has succumbed to popularity, having found it only too easy to keep on reproducing various versions of the same picture, over and over again like a trade-mark, merely because that is what the public wants. For Pilot, however, this danger did not exist. It is to be doubted that he was at any time exposed to it, that he ever gave more than passing consideration to public taste, or that, if he did, he would ever have allowed himself to be swayed by it. He has always enjoyed the freedom of his personal conceptions too much to be either tied down to a formula or to change his approach until he felt an instinctive urge to do so. It is characteristic of the man that he is, basically, as impervious to praise as to criticism. Like all sensitive, modest people, (and Pilot is both sensitive and extraordinarily modest) he is emotionally affected by opinion, but at the same time is never influenced by it.

The critics can say what they will. They can call him academic because he is satisfied to conform, more or less, to established standards rather than to experiment with the fantastic; they can say he is a romantic because of his preoccupation with atmosphere and mood. None of it matters very much to Pilot. He goes right along painting the way he feels; and he feels a true affection for what he paints.

This love affair with art began when he was a very small boy. Though he cannot remember exactly how old he was, he could not have been much more than eight. By no means precocious as a boy, where the majority of youngsters play with trains and mechanical toys, he played with paints and brushes. It was natural for him to prefer drawing a tree to climbing it; and though he ran

and shouted and joined in the games of the other children, what he enjoyed doing most was painting. It is what he enjoys doing most today.

Although Pilot is a Newfoundlander by birth and heritage which, like being Irish, is usually more a profession than a nationality, he belongs as much to the Province of Quebec as to his native, Atlantic-washed heath. Born in St. John's, Newfoundland in 1898, he moved with his family to Montreal while still a child. There he has received a good part of his education and there he has lived most of his life. His mother, the former Barbara Merchant, was one of the great beauties of her day. Widowed as a very young woman, she remarried in 1911 another Newfoundlander, Maurice Cullen, famous for his paintings of Canadian snow scenes, Robert being at that time thirteen and attending the Montreal High School. With all a boy's capacity for hero worship, Robert had a profound admiration for his step-father, both as a man and as an artist; and Cullen, recognizing his step-son's talent, was the first to help him towards his career.

Pilot became the pupil of Maurice Cullen. It was inevitable that later on, even after he had studied under William Brymner at the Art Association of Montreal, even after his years of work at Julien's in Paris, after his travels through Europe and North Africa, even after establishing his own name firmly as a painter, his landscapes should be constantly considered in the confusing light of their relationship to Cullen. There is no doubt that the older man's influence was strong, unconscious as Pilot was of its effect. Every art critic in speaking of Pilot found himself obliged to speak of Cullen and, until very recently, it would have been a miracle to read a review of Pilot's work which did not stress the intimate association of the two men. Pilot, who was sincere in his effort to paint his own paintings in his own way, went through a difficult period, but he finally managed to strike out on his own, ridding himself of all symptoms of Cullenism.

His first picture accepted for exhibition, a scene of St. Helen's Island, was hung in the 1912 Spring Exhibition of the Art Association of Montreal when he was fourteen years old. Three years later he held his first one-man show at the Johnson Art Galleries. This was well received and the entire collection of delightful little *pochades* was sold before the exhibition closed. Pilot was already on his way. But the war was to interrupt this promising start. In 1916 he packed away his easel, joined the Canadian Army and went overseas with the 5th Divisional Artillery. For about three years, he lived the life of an ordinary soldier, trudging wearily over the tree-lined roads of France, standing ankle-deep in the mud of the trenches, eating bully-beef out of cans, and sleeping in dug-outs with a sand-bag for a pillow. It seemed to him the natural, in fact the only, thing to do. Naturally, there was no time for painting. Ordinary soldiers have only time for soldiering. But in 1919 when he was returned to civilian life, he picked up where he had left off, richer, perhaps, for the experience.

Now he had his own studio. It was in the same building on Montreal's Ste. Famille Street where Cullen had long been installed and where on Sundays, or whenever Cullen was absent, he had gone to work in the past. For neighbours he not only had his step-father but also two other famous Canadian artists: Suzor-Côté and Alfred Laliberté. In this conducive atmosphere he worked and studied, striving for an ideal that always seemed to him just beyond attain-

Shawinigan Falls — 1947

Courtesy of Edgar Gariepy.

ROBERT W. PILOT

The Governor's Garden, Quebec

ment. He was dissatisfied, and, realizing these yoke-like limitations, he became restless. He loved the Quebec countryside with a passionate love, but, as he was not painting it the way he wanted to paint it, he yearned to go back to France to see if he could find there what it was that he was missing.

Finally, encouraged by Cullen, he left Montreal for Paris and l'Académie Julien where he enrolled as a student under Pierre Laurens. There he remained for two and a half years — from 1920 until 1922. During this formative period he lived Murger's traditional art-student's existence on the Left Bank, walking the old streets with his friend Limouse, strolling along the grey stone quays, watching the Seine slip under its bridges, marvelling at the magical light of Paris, sitting at café tables with others like himself talking, discussing and eternally sketching. He had a tiny room in l'Impasse du Maine and on fine Sundays he would leave this historic little blind corner of the Quartier Latin to go into the country on sketching and painting trips. When Julien's closed for the holidays he travelled, principally in Italy, visiting the art galleries in Florence, Venice and Rome, and painting wherever he went.

Thus, in Europe, Pilot found what he wanted. In the Paris that Pisarro had painted so luminously throughout the countrysides of France and Italy, recorded so idealistically by Corot's graceful brush, he came to grips with himself. It is possible that the two most important influences brought to bear on his work were exercised posthumously by these two artists who, although at one time teacher and pupil, were far apart in technique and point of view. Their influence was greater than Cullen's had ever been; so strong was it in fact, that their dual power can be traced, even today, in Pilot's style of painting.

When he returned to Canada after those two and a half years abroad, Robert Pilot had grown up. No longer a talented boy, he was a painter of recognized ability. He had had a canvas in the Paris *Salon Nationale* in the spring exhibition of 1922 and was an A.R.C.A. All the future spread out attractively ahead of him., but he looked into it with determination rather than excitement. His success, far from going to his head, merely spurred him on. Back to the studio on Ste. Famille Street, from these headquarters he started forth on the first of countless trips into the province. This is usually called his Quebec period; only, it would appear, as a means of distinguishing it from his later forays to other sections. The truth is that Pilot's life is one over-all Quebec period. Wherever he has journeyed (and he has travelled considerably, all through Canada, in the United States, Spain, Spanish Morocco, England, France and Italy) his trips and the work they produced have always been in the nature of interludes, and he has always come back to his first love. His favourite countrysides have been in the province of Quebec — Les Eboulements, Baie St. Paul, Charlevoix County, the Laurentians. And no one has ever painted them with more poetic insight, or with truer affection.

Pilot has twice won the Jessie Dow Prize — in 1928 and again in 1934. This latter was the year Maurice Cullen died and the year Pilot was elected R.C.A. being once more the youngest member ever to gain this distinction. He was thirty-six years old, but was even younger than his birth certificate indicated for he was young with the youth of soul and feeling. This is a romantic quality which he still possesses, twenty years later. At that time, under-

standably enough, he had not yet achieved the depth or the balance that is typical of his work today, but he was already interested principally in atmospheric effects and his handling of subtle tones, his painting of soft, wet snow, his muted light, were outstanding in an age of brash colour. He was then, in 1934, in the middle of his "blue" period, a phase which lasted some fifteen years. One of the best known examples of this period is "The Blue House" in the permanent collection of the Montreal Museum of Fine Art. It is one of those rare canvases which, if cut in half, would still be perfect in composition, so rhythmic and harmonious is its design.

Before he had entirely abandoned his "Blue Period" a second world war intervened; and in 1939 he joined the Black Watch with the same eager loyalty that had possessed him when a boy of eighteen, going into training (with an officer's commission this time) at Aldershot, Nova Scotia. Now he was forty-one years old, but he had retained, quite effortlessly, all the most likeable characteristics of youth — enthusiasm, impulsiveness and a certain disarming form of ingenuousness. Spending so much of his life outdoors in all kinds of weather, he had kept physically fit, and looked like a young, rather healthy poet. People wondered why this he-man, with the sort of wistful, little-boy charm that is so attractive to women, had remained a bachelor. They did not have to wonder long, for he married in 1940. His wife, the former Patricia Dawes, is an exceptionally interesting and talented woman, a personality in her own right, but as unassuming as her husband, as shy of praise as he, and possessing the intellectual discrimination as well as the kind of haunting, indefinable beauty naturally appealing to a man like Pilot. Theirs was not a war marriage in the usual sense. It was an adult undertaking and they undertook it like adults. They have one son, Wakeham, now aged twelve.

In 1941, Pilot went overseas and remained there until 1945. While stationed in England working on camouflage, he occasionally painted for his own pleasure during his time off. Though he had precious few leisure hours, there were enough of them to allow the production of some of the most charming of his smaller canvases — nostalgic little pictures of country roads with the English May trees blooming pinkly on their edges, of green fields and sun and pastoral peace in a world gone astray. Then, when the waiting time was over, Pilot went with his regiment into the Italian campaign. In Italy he at last saw action, and plenty of it. While there he was awarded the M.B.E. and was mentioned in despatches "in recognition of gallant and distinguished service." He is quite apt to shrug off his war record as being nothing "to write home about", but the fact remains that it is an outstandingly good one.

At the end of the war he discarded his uniform, donned his careless, well-fitting mufti and went back to painting his pictures with as little fanfare and fuss as the first time. In these last nine years he has done his best work. Not a natural innovator, he has started no new trends and never done anything startling or revolutionary. On the other hand, he has a definite style of his own which cannot honestly be classed with any particular school. He paints, very much as Shelley wrote, with his heart. At fifty-six, despite the maturity and depth of his work, for all his stature as an artist, Pilot remains essentially young, a romantic who sees and feels poetically.

In 1952 he was elected President of the Royal Canadian Academy, a post he held until this year not only with distinction but with the practical vision, the sort of pains taking conscientiousness that amounts to something like genius. It seems redundant, at this point, to add that he was the youngest president the Academy has ever had, and brought to the job (for it is a job as well as an honour) a fresh approach which has been recognized well outside the usual orbits. In his own quiet, thorough way, and at the cost of untold time and energy, he gave two years of service to the Academy with only one ambition in mind — the furthering of its objectives. These are officially stated to be, "the encouragement, improvement and cultivation of the arts of Painting, Sculpture, Architecture and of Design in the graphic and decorative arts, and the promotion and support of education in such arts." Pilot feels about art as Oscar Wilde felt about books. For him there are only two kinds, good and bad. If it is good art, whatever its school, it should be made known and encouraged. Many a young painter can thank Pilot for this attitude.

Tolerance is one of Robert Pilot's outstanding characteristics. He is an unobtrusive, self-effacing man, generous, warm-hearted, and one who has never been heard to say an unkind word about anybody. He is only intolerant of cruelty and injustice, either of which can infuriate him beyond measure. Although he has a temper, it is kept well under control, and he is easily ruffled by anything approaching a scene. He has the extreme sensitivity in his nature but only his intimates know what a born worrier he is. Even today, he is still a little shy, but he likes meeting people enough to have very nearly overcome this drawback, and his conversation rises, at times, quite close to brilliance. He does not like to talk about his own work, however, and it was only when he found himself cornered and pinned down that he admitted his favourite canvas to be "Skating Rink, Dufferin Terrace" (a harmony of muted greys typical of his finest work) which he likes because he thinks it is "the best organized" of his pictures. He honestly believes that he has yet to paint his *chef d'oeuvre* and this is, perhaps, the secret of his achievement — this and the fact that, although he is interested in all creative effort, his main interest is painting.

A well-read man, he enjoys reading, particularly history and biography. His favourite authors are Meredith and Proust and his favourite poet ("if one excludes Shakespeare, of course") is, naturally enough, Shelley. Fond of music, principally that of Mozart, Hayden and Beethoven, in that order, he likes ballet and the theatre; but in the last analysis, his happiest relaxation is in painting. Painting is everything to him. The love affair continues ardent as ever, and burning with what Walter Pater called, "the hard, gem-like flame."

Art only of man's work excell
The Sculpted bust outlives the Citadel.

The first educational talking movie to be produced for the general use of schools and colleges is now in preparation. This was announced by the University Film Foundation which is associated with Harvard University.

Quebec *Chronicle Telegraph*
September, 1929

EMANUEL HAHN, R.C.A., S.S.C.,

D. M. Le Bordais, Toronto

Down the ages, civilization and sculpture have gone hand in hand. From the earliest times, when people have felt the urge to relate themselves to some external agency, they have found expression in sculpture of some sort. Usually, sculpture flourishes when a culture reaches its maturity. Our only record of some civilizations, now dead and gone, is that which has been preserved in their sculpture.

During recent times, perhaps due to increasing means of expression, the importance of sculpture has not always been appreciated. Especially is this so in Canada, where the artistic impulse is so largely subordinated to the need for supplying more material wants. According to the report of the Royal Commission on National Development in the Arts, Letters and Sciences, 1949-1951, only about twenty-five persons in Canada were then full time professional sculptors. Nevertheless, it may well be that, in days to come, sculpture will assume an importance relatively higher than in most other countries.

Because of the vastness of her mineral resources, Canada is in process of shifting from an agricultural to a metal economy, and this must result in a corresponding change in the basis of her culture. It is therefore not unreasonable to expect that the rise of metal and the development of diverse alloys should tend to encourage the art of sculpture. Consequently, as Canada's culture matures, it is likely that sculpture will assume a position of greater importance.

The life of Emanuel Hahn could be taken as an epitome of the history of Canadian sculpture. As a teacher and a professional sculptor working in a variety of materials and covering a broad field of subjects, Hahn, as much as any person, has influenced its course. His sympathetic interest has enriched a generation of students, the effects of which must continue long after he himself has passed from among us. In the period of almost half a century since his first commission was executed, his work has ranged from utilitarian head stones, plaques and medals to more ambitious public memorials and the designing of his country's stamps and coins.

Canadian painting threw off its alien leading-strings during the twenties when a number of artists, working mostly in Toronto, made the discovery that the lights, shadows and peculiar rhythms of the Canadian landscape could not be contained in art-forms evolved by artists in other lands, and the Group of Seven began a distinctly Canadian art movement. They found their inspiration largely in the rocks, trees and water of the Canadian Shield.

Long before this, perhaps not so self-consciously, Emanuel Hahn had discovered his artistic well-springs in the northland although, of necessity, his work does not exhibit so direct a reflection of this influence as in the case of the landscape painters. It was left to his most brilliant student, Elizabeth Wyn Wood, who became his wife, to reproduce in metal and obsidian what the Group were accomplishing in oils and watercolours.

Hahn's first trip along the rugged rivers and through the sprawling lakes of the Precambrian country was with his brother Paul in 1901. Since then, there

have been few summers which have not seen him with some congenial companion exploring new waterways through the wilderness. Following their marriage in 1926, his wife was his companion on these expeditions, but in recent years their daughter Quennefer, who was born in 1937, has replaced her mother at the bow of the Indian-made birchbark canoe.

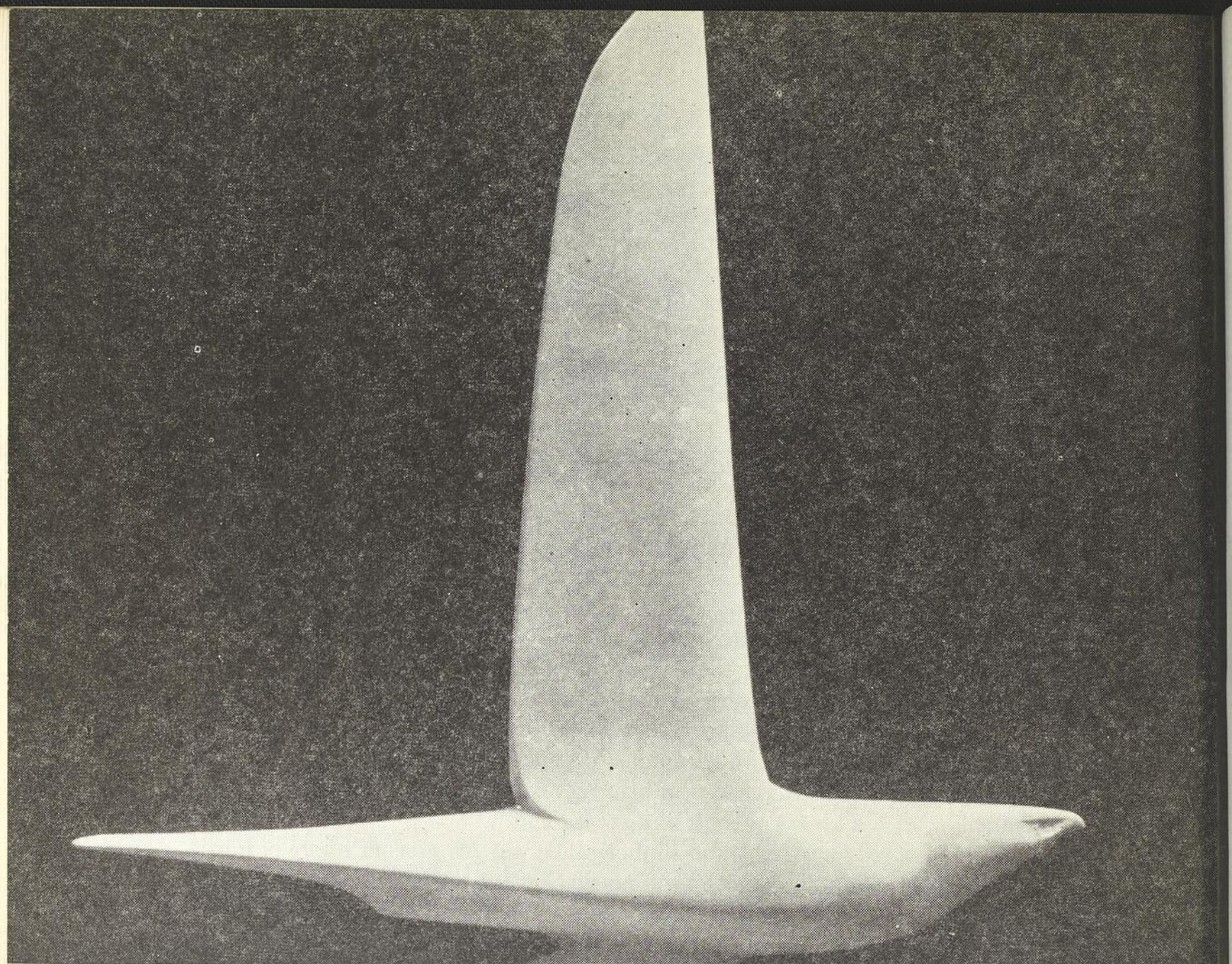
Hahn has a natural love of the out-of-doors, and to spend a day with him anywhere in the woods or on a lake or river is a delight. His interest in everything encountered — birds, flowers, trees, animals and insects — never ceases, and all that comes within his ken is observed with the comprehensive eye of the artist. His pleasure is in living things and he does not go into the woods to kill. His northern forays have not been confined to summer time, for he has also seen the country under its mantle of snow with the thermometer well below zero. During unavoidable absences from the north, he gets out his maps with their notations of campsites and other travel-lore, and squeezes vicarious enjoyment from the memories they evoke.

It was perhaps inevitable that Hahn should have adopted the life of an artist. His father, Dr. Otto Hahn, though a lawyer, possessed a talent for drawing and painting. The further fact that an eighteenth-century forebear, Rev. Philipp Matthaus Hahn, was an ingenious designer of clocks, and also of a computing machine, might possibly have a bearing on Emanuel's choice of sculpture, and his facility with all sorts of tools and equipment.

Another possible factor in Hahn's inheritance was his mother's love of music. Although he has a fine appreciation of music, he has never learned to play an instrument, as three of his brothers have done. The tendency toward an artistic career was doubtless furthered by the fact that Gustav Hahn, the oldest of the brothers, had graduated from the art college at Stuttgart and was already a painter. Thus it may be seen that, unlike many an artist, Emanuel did not have family opposition to overcome.

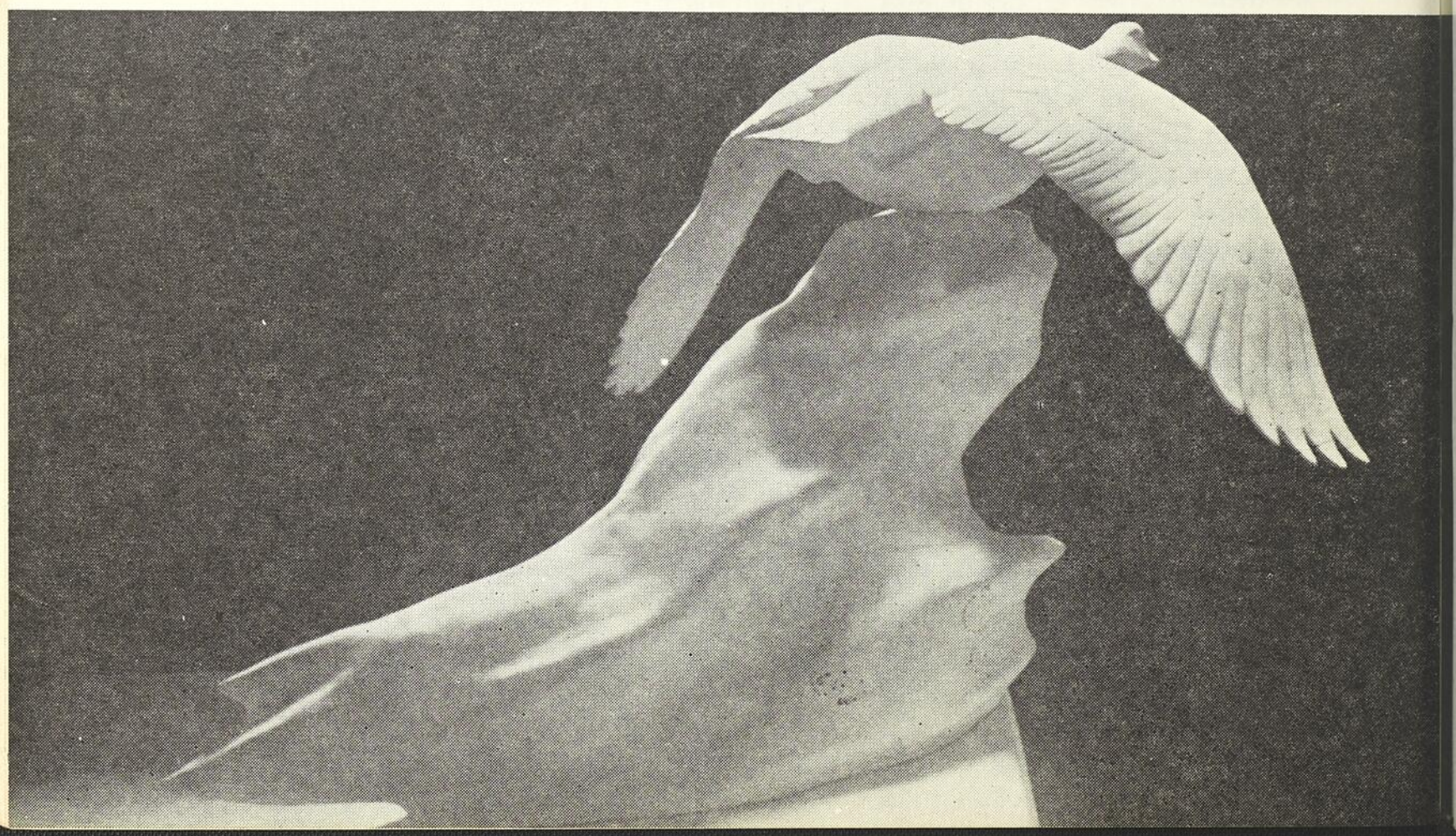
Born at Reutlingen, Germany, in 1881, Hahn, came to Toronto when his father brought the family to Canada in 1888, and Toronto has remained his home. Learning English was not hard for a boy of seven in such a community, where the young Emanuel early showed a tendency toward art by embellishing his copybooks with fanciful faces, and he was encouraged by invitations to exhibit his skill on the blackboard. He also made sketches of boats and loved to carve symmetrical hulls. His brother Gustav encouraged this tendency and became his first art teacher. Hahn himself studied geometry and perspective, and his diligence was rewarded by his winning money prizes for designs submitted to the Toronto Industrial Exhibition, not yet known as the Canadian National Exhibition.

Hahn admits that his record at school was not very brilliant. At fifteen years of age he held a position with a hardware firm as office boy. This was followed by jobs as clerk in the offices of a department store and a rubber company. Such work allowed him to attend night classes at the Central School of Industrial Art and Design, which qualified him for work with a firm of monument makers, and later with a firm of ornamental iron manufacturers. These jobs provided him with his first experience in working with stone and other materials, and helped to direct his thoughts toward sculpture.



Flight

SCULPTURE BY EMANUEL HAHN



Canada Goose

In 1903, Dr. Hahn returned to Europe on a visit, taking Emanuel with him for a year's study at the Stuttgart art school. Though his father died unexpectedly, Emanuel arranged to prolong his studies for a further two years, which included some time spent in a sculpture studio. Seizing every opportunity to travel, he saw something of Germany, France and England, while a tour of Italy, financed by the proceeds of gold medals won during his course, rounded out the European interlude.

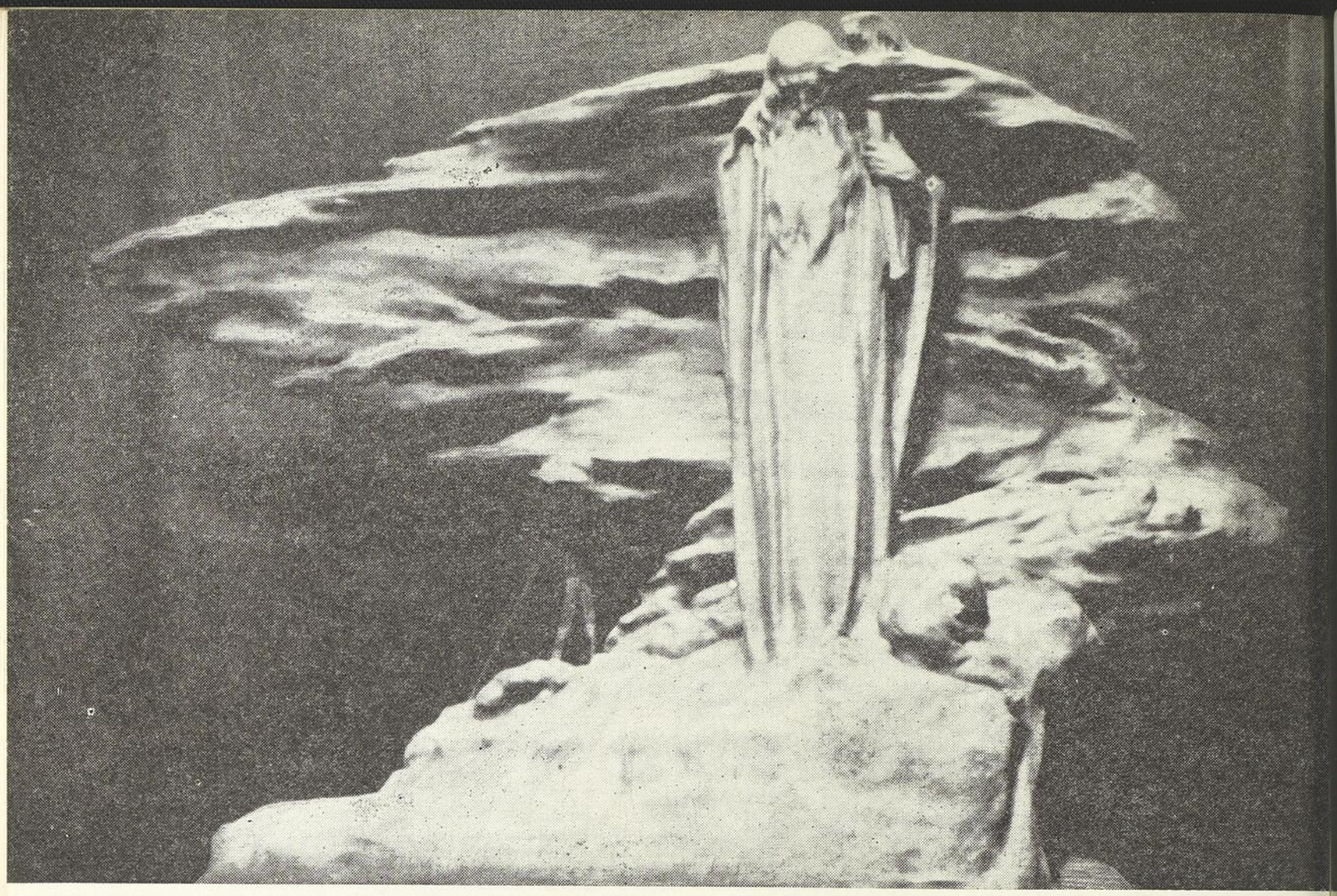
Back in Toronto in 1906, he opened a studio and cast about for commissions. For a time, he became assistant to Walter Allward, who was later to immortalize himself as the designer of the Vimy Memorial. This provided valuable experience, for Allward was then probably the leading sculptor in the country. Meanwhile, Gustav Hahn had become a teacher at the newly-opened Central Technical School and, in 1911, Emanuel was appointed as his assistant.

The year 1913 marked a milestone in the history of art in Ontario, for in that year the Central School of Industrial Art and Design, whose night classes Hahn had once attended, became the Ontario College of Art. A department of sculpture was included, and George A. Reid, the principal, appointed Hahn, then 32 years of age, as head of the department. Hahn's experience as assistant to his brother at the Central Technical School had provided him with an apprenticeship in teaching, for which he had discovered an aptitude. Gregarious and friendly, the characteristics which were to distinguish him throughout his career were now well marked and he entered upon his new duties with the zest of one filled with both physical and mental energy. Teaching provided a stimulus for his outside work, which the College regulations made possible by stipulating that teachers should serve only part-time, thus allowing them an opportunity to continue their professional careers.

In the early years of the twentieth century the demand for sculpture was not great, but Hahn succeeded in finding his share of commissions. Here his wide interests and adaptibility were of advantage. Typical of the work offered a sculptor in those days was a commission he received from the Ontario Dental College to model a set of human teeth twelve times their normal size.

Though naturally left-handed, a condition possibly due to rigidity in his early teachers, Hahn writes preferably with his right hand. He is, in fact, really ambidextrous, for he uses both hands almost equally well. Sometimes he amuses friends by writing with his left hand across a piece of paper from right to left, producing what is known as 'mirror-writing'. The ability to use tools of all sorts is important in a sculptor, and Hahn can build or fashion anything he sets his hand(s) to do.

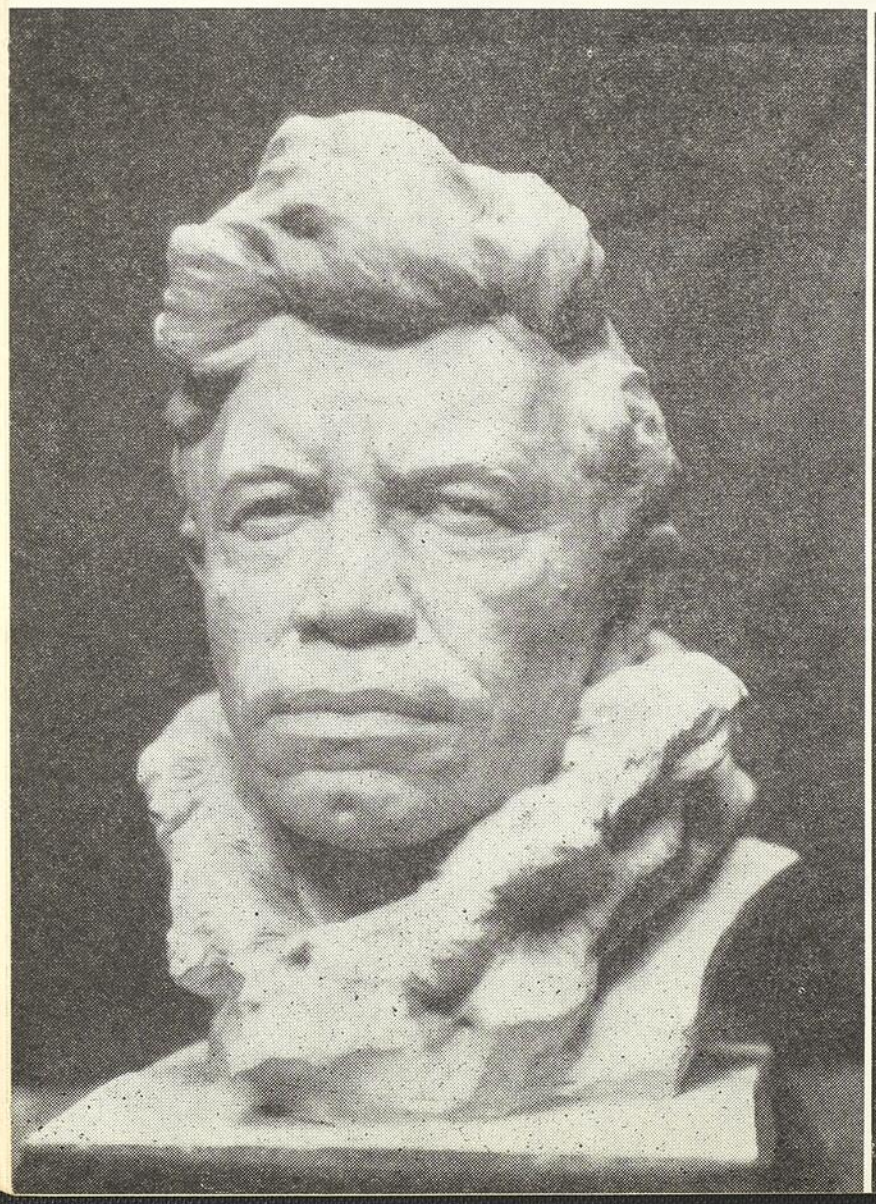
When Hahn looks on the period of his beginning in sculpture, he thinks it as one of transition in the art world. In Canada it was represented by almost a void. Walter Allward, however, had set a high standard in his public monuments, but the style of Philippe Hébert still influenced most of those who thought of sculpture at all. Elsewhere, the influence of Rodin had greatly diminished, and modernism was not yet the bogey in the minds of many that it was yet to become. In the United States, St. Gaudens had done some of his finest work, but without its having any effect upon the feeble course of Canadian sculpture. "I came on the scene in the twilight between the old order and the dawn of the



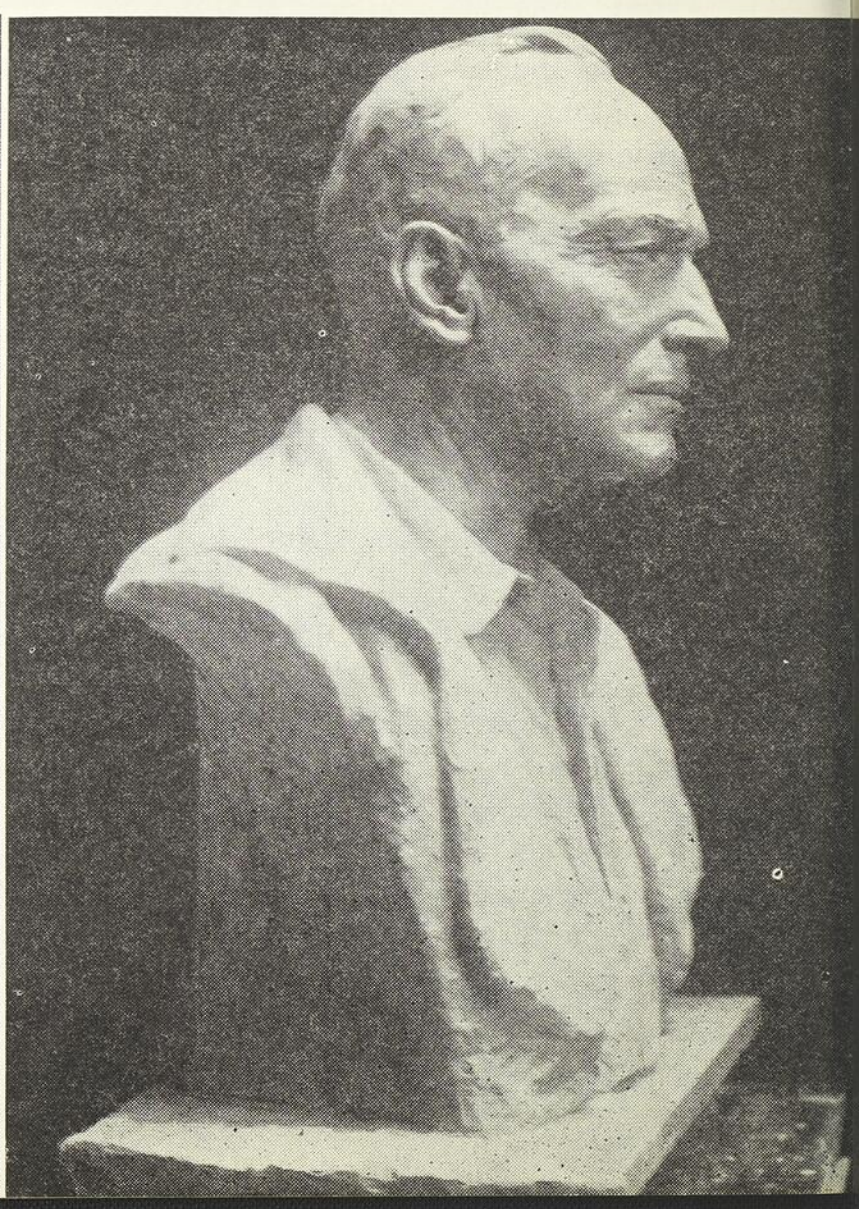
The Bard

SCULPTURE BY EMANUEL HAHN

Vilhjalmur Stefansson



Jack Miner



new," Hahn says. "While my tendency was toward change, my circumstances ruled otherwise."

World War I congealed any tendency there might have been toward the development of Canadian art. Although Hahn's outlook was entirely Canadian his German birth was held against him by some prejudiced persons. This undoubtedly hindered his securing the recognition in his profession that he had a right to expect. While his career as a sculptor may have suffered, however, his avocation as a teacher was probably influenced for the better by the enforced necessity for concentrating upon his students. He was to find the teaching of sculpture, as practised, too greatly subordinated to the techniques suitable to painting and graphic design, and he inaugurated changes that would serve to increase the time devoted to exercises more appropriate to modelling.

Struck both then and later by the small number of students who seemed to possess talent sufficient to justify their continuing in an artistic career, Hahn always looked for those with the spark. With these his interest was likely to be a continuing one. Even after he had ceased to teach, he kept in touch with large numbers of former students. Not long ago, more than a hundred gathered at a Chinese restaurant in Toronto, a haunt of student days, to spend an evening with their teacher and friend.

"Merely mulling over and dreaming has an important place in the act of creation," Hahn observes, "but dreaming must be coupled with resolution. Sculpture is not a field for the indolent. It is possible in a flash of inspiration to envisage a project that may take years to work out — as may have been the case with Egyptian artists whose minds evolved the pyramids and the Sphynx— but there must be drive behind the inspiration."

In himself, this well known sculptor possesses both the inspiration and the drive. By the nature of things in Canada, despite many abstract designs, he has most of the time been forced to execute commissions of a more or less utilitarian character. Yet to each he brings freshness of design and craftsmanship, shunning the trite and the dull. Two studies may be mentioned as embodying a happy combination of inspiration and skill. In some respects his finest piece is the marble bust of his wife, the original of which is in the National Gallery at Ottawa, with a replica in the Toronto Gallery. Modelled with a loving tenderness, it is in line and execution an almost perfect example of sculpture. The other, the head of Jesus on the Cross, designed for the Society of St. John the Evangelist, at Bracebridge, Ontario, although portrayed in the conventional lineaments so often adopted in sculpture and pictorial arts, succeeds in reflecting the transcendent qualities universally attributed to Jesus.

Not many people have sculpture portraits made while they live, and fewer still seem to contemplate the possibility afterward. Consequently, no one ever has photographs taken from which sculptural studies can properly be made. The sculptor often finds that all available pictures of a subject are full-face, thus making it necessary for him to deduce not only the appearance in profile, but also the shape of the back of the head.

Such were the difficulties with which Hahn had to contend in designing one of his most successful memorials, that to Sir Adam Beck, "The Father of Ontario Hydro". Hahn's design was selected by the City of Toronto from

among those submitted by most of the active sculptors in Canada who, like himself, had nothing to work from but front-face photographs. After the monument, a figure thirteen feet in height cast in nickel bronze alloy, mounted on a monolith of artificial stone, was erected in the centre of Toronto's University Avenue at Queen Street, he was gratified to be complemented by Sir Adam's daughter, who said she had at first been reluctant to look upon the statue for fear it might not represent her father as she remembered him.

An earlier commission was the memorial to Edward Hanlan, the famous oarsman, which stands in the grounds of the Canadian National Exhibition. Later, he collaborated with Charles Jefferys in four large reliefs depicting episodes in Canadian history, for the memorial arch at Niagara Falls. Two panels designed by him adorn the entrance to the Bank of Montreal building in Toronto.

He has done portraits (heads, plaques or medals), of many well-known persons. Among, these one of the most successful is the head of the explorer Stefansson which was bought by the National Gallery of Canada. Jack Miner, the bird-lover, Dean Galbraith, of the University of Toronto, and Sir William Mackenzie, the railway magnate, are among others of whom he has done a head. The Canadian National Exhibition makes a practice of presenting the person officiating at its annual opening with a medal containing his portrait. So long as these were designed by a sculptor, Hahn was usually given the commission.

He has designed numerous medals for scientific and other societies of which the Royal Society's Tyrrell medal, the Julian Smith medal of the Engineering Institute of Canada, and the World's Championship Barley trophy are typical. His selection by the Government of Canada, in 1935, to design the first silver dollar, is a distinction, however, of which he is justly proud. The design, showing two trappers or prospectors paddling a canoe past a typical Precambrian island, is uniquely characteristic of him; and it was doubtless due to the striking nature of the design that government officials, notoriously conservative in such matters, were induced to make what must to them have been a revolutionary departure. He also did the 1939 dollar, commemorating the visit of King George VI and Queen Elizabeth. Having succeeded so well with the dollar, it was not so difficult a task, a few years later, to gain acceptance for the caribou design on the quarter-dollar and for the schooner (modelled after the famous *Bluenose*) on the ten-cent coin.

From coins to stamps was but a natural step, and he was one of the first artists to be chosen by the postal authorities to submit designs. Perhaps his most successful stamp is the seven-cent Canada goose, but later designs representing such typical Canadian wild animals as the big horn sheep, the walrus, the moose and the beaver, are also distinctive. Another of his designs is the one-dollar totem-pole stamp. The Queen Elizabeth coronation stamp, unfortunately marred by poor engraving, was also designed by Emanuel Hahn.

Always interested in promoting the cause of art, he was a leader in the movement to organize the Sculptors Society of Canada, and became its first president in 1929. Elected an associate of the Royal Canadian Academy in the early thirties, he was later raised to the rank of a full academician.

In 1951, at the age of 70, Emanuel Hahn retired from the Ontario College of Art, but he by no means retired as a sculptor. Time thus gained has been

used to good advantage. Every day he can be found in his studio on the top floor of the ancient building on Adelaide Street which he has occupied for over thirty years. Located on the fourth floor, the studio is reached by an elevator whose rendezvous with a museum is long overdue. There, 'Mani', the name by which he is affectionately known, hair and beard now grey, slightly heavier but still reflecting the out-of-doors man, works as he contemplates the perhaps distant day when sculpture shall have come into its own in Canada.

FIGHTING POLIOMYELITIS

Michel Robitaille, a victim of polio who cannot go to school for at least a year, proudly touches the apparatus which brings school to him. The instrument beside his bed is connected by telephone wires to a similar device installed by the Bell Telephone Company at the School for Crippled Children in Montreal. The homebound student can hear the teacher's instructions, and ask or answer questions. His mother, Mrs. Aimé Robitaille, shows how pleased she is that her son has a means of keeping abreast of his fellow-pupils. Walter MacDermott, president of the Kinsmen Club of Montreal, which donated the services of the school-to-home communications system, smiles to see the joy the club's gift has brought into the Robitaille home. This system was the first installed in the Province of Quebec.



A WORLD CALENDAR

The Government of India has proposed that the "World Calendar" be placed on the agenda of the 18th Session of the Economic and Social Council of the United Nations at Geneva. This "World Calendar" would involve some drastic time, so it is appropriate to consider what our present calendar means to us, and just what changes are suggested.

A calendar is a piece of paper on which we preserve a number of inaccurate but useful statements about the motions of the earth and moon — that a "month" consists of 30 or 31 days, except for February; that a "year" consists of twelve such months, or 365 days.

These terms were originally attempts to describe actual events. A month, for example, was the interval between one full moon and the next. This is neither 30 days nor 31 — but about 29 days, 12 hours and 44 minutes. Twelve such months would give us a year of about 355 days. The actual length of the year, the time it takes for the earth to complete its orbit about the sun, is 365 days, 5 hours, 84 minutes and 45.51 seconds. Even our 24-hour "day" is only a close approximation of the time required for the earth to spin once on its axis — as seen from the sun.

Some kind of calendar is needed, however, if the work of the world is to be carried on. "I shall arrive on Tuesday . . ." "The wheat will be delivered on October 15 . . ." "I shall repay the loan a year from today . . ." Every such phrase must have a real and agreed meaning.

Man has used many different calendars — and several of them are in current use. These have years ranging from 353 days to 385 days, some of which have 12 months and others 13. Moslem countries use a lunar calendar based on the phases of the moon.

It is said that Romulus, founder of Rome, devised a year of 304 days, divided into ten months.

In the time of Julius Caesar, various changes had been made — and Caesar found the month of January in autumn. To provide a fresh start, he added 90 days to the year 46 B.C., changed the length of months, and added an extra day every four years. This calendar, known as the "Julian Calendar", was used for more than a thousand years.

It was, however, not completely accurate. By the year 1582 A.D., the vernal equinox — the first day of spring — was ten days late. Pope Gregory XIII decided to correct the calendar by taking out 10 days. Thus, the present, or Gregorian Calendar was established.

Roman Catholic countries adopted it immediately. Great Britain and her colonies did not adopt the Gregorian calendar until 1752; Sweden, in 1753; Japan, 1873; China, 1912; U.S.S.R., 1918; Romania and Greece, 1924; and Turkey, 1927.

Pope Gregory made another change to give the calendar its modern form. He began the year on January 1st.

In what we now call the 6th century A.D., a Roman abbot proposed the years be counted from the birth of Christ. This was gradually adopted in most countries.

Our calendar, after repeated changes and corrections has come to us unaltered for almost 400 years.

Astronomically, it is good enough now; the seasons come when they should and, with the several amendments of the leap year rule, they always will. But for human affairs, and especially for the conduct of modern business, the calendar has many awkward features.

The two halves of the year are not equal, for one thing. The first half has 181 days, the second has 184. Also, the quarters vary from 90 to 92 days, and the months from 28 to 31. The number of working days in a month (at five days a week) varies from 20 to 23. All these irregularities are unfair to someone and cause endless irregularities in statistics, such as banking figures, because months and seasons cannot properly be compared with each other.

In short, the calendar is complicated and irregular so that there have been many suggestions for its improvement, which have recently grown in number.

The League of Nations examined no less than 152 different suggestions for improving the calendar, and after long study decided to eliminate from consideration all proposals but two.

One was a calendar of thirteen months, each with 28 days. The other was a calendar of twelve months with 30 or 31 days in each, but 91 days in each quarter. Both added up to 364 days and left one day over as a special holiday. Both of them retained the seven-day week.

The second of these calendars was the "World Calendar" which was submitted to the League by the Delegate for Chile, but did not obtain sufficient support to be adopted.

But the agitation for a better calendar has not ended. Most recently, India has asked that the "World Calendar" be taken up by the Economic and Social Council. In submitting it, the Government of India stated: "The proposed scheme of the World Calendar has overcome the drawbacks of the present calendar. It is scientific, uniform, staple and perpetual, with but one unvarying calendar every year."

The chief characteristics of the "World Calendar" are that each of the four quarters is the same length, 91 days, and that the first day of each quarter and therefore of each half-year and year, begins on the same day, Sunday. The first month of each quarter has 31 days and the next two have 30. Its one defect is inevitable — that the year cannot be divided into seven-day weeks without one day being left over, because 52 times 7 is 364. It is proposed to call this extra day "World's Day" and to celebrate it throughout the world as an international holiday at the end of each year. The Indian proposal to the United Nations describes this day as dedicated "to the universal harmony and unity of mankind". In leap years, every four years, a similar holiday would be inserted and observed between June 30 and July 1.

The calendar would be permanent and exactly the same every year. Railways would not have to make up new time-schedules every year. Everyone would know that Christmas Day is always on Monday. Banks and business houses would appreciate the fact that the end of every quarter falls on a Saturday so that accounts can be closed for the beginning of the new quarter. School terms, too, would profit by being placed permanently in an unchanging calendar.

But there are objections, too. One of these is religious, because once in every year, and twice in leap years, more than six days would intervene between two successive Sabbath days.

India has proposed that the "World Calendar" be discussed this year in the hope it can be instituted by the nations of the world on Sunday, January 1, 1956, when the Gregorian and World Calendars coincide.

Dr. Gerald Wendt, UNESCO.

WHAT WILL HISTORY SAY OF CANADA?

Canada's wealthiest year has just passed into history. The New Year, and the whole future of this challenging land, will be bigger still. But is being "big" enough? Let us not confuse bigness with greatness — or worthwhileness. By itself, "greatness" in size has no value in the saga of history or of human affairs.

There is intoxication and self-satisfaction in Canada's impressive records of recent years. But in this welter of big figures what have we done about the important things? We Canadians go all over the world, everybody envies us and most people like us. Nobody is mad at us. But the short-pants of colonialism or smallism no longer fit or become us.

What affirmative and thoughtful thing should we do? We can enliven our sense of being Canadian. Enlarging and enhancing our own sense of nationality is one thing we can do — and the Western World will commend us for so doing. We can stop being second-rate Canadians — or second-rate Americans — by being ourselves. Canada is much better for itself and for its friends as it is than by becoming a sickly sibling of a 49th state. Our Commonwealth is the world's most successful international institution alive and useful. That is one thing we can help keep alive.

We Canadians are fairly good in mechanics, in chemistry and in physics. We have opened up a big land. We have good people in mining, forests, farming, atomic energy, medicine. How good are we in other fields? It is time that we concerned ourselves also with those other things of the spirit. Up to now, history has very little to say for us.

Financial Post.

Classroom control becomes something for which all members of the class feel some responsibility because misbehaviour jeopardizes the achievement of purposes they have planned. There is also a different conception of "classroom order". In place of the repressive silence once held to be so desirable, it is now recognized that children (or adults) engaging in worth-while and constructive activity will produce a certain amount of natural noise. The emphasis on co-operative as opposed to competitive learning requires discussion and studying together that was anathema under the individualistic, competitive learning program which has been characteristic of our schools.

Elsbree and McNally

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

WHEREAS recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

WHEREAS disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

WHEREAS it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

WHEREAS it is essential to promote the development of friendly relations between nations,

WHEREAS the people of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

WHEREAS Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

WHEREAS a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

NOW, THEREFORE, *The General Assembly Proclaims* this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3. Everyone has the right to life, liberty and security of person.

Article 4. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6. Everyone has the right to recognition everywhere as a person before the law.

Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9. No one shall be subjected to arbitrary arrest, detention or exile.

Article 10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11. (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12. No one shall be subjected to arbitrary interference, nor to attacks upon his honour and reputation. Everyone has the right to protection of the law against such interference or attacks.

Article 13. (1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14. (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15. (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16. (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17. (1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18. Everyone has the right to freedom of thought, conscience and religion, this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20. (1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21. (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation, and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23. (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25. (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26. (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made

generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27. (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29. (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30. Nothing in this Declaration may be interpreted as implying for any State, group or person, any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Adopted by the United Nations General Assembly at its 183rd meeting, held in Paris on 10 December, 1948.)

ORDERLY REFORM

The average motorist who is caught running a stop-light expects to be punished for it. He has not lived up to the law and he knows he has not. Therefore he stands ready to accept the consequences. But when he runs a stop-light he expects a punishment appropriate to the offense. He does not expect to be indicted for murder!

There is a parallel in the case of education and its role in the social scheme of things. In preparing for their assignment the schools are having to make some adjustments in their thinking and planning. Such action is to be expected in the light of extensive socio-political changes now taking place. But when, in the process of quietly going about the business of putting their house in order, the schools find critics shouting "J'accuse!" from every house-top, the discovery is a bit disconcerting.

H. M. Lafferty in "Sense and Nonsense in Education".

RESPONSIBILITY FOR GUIDANCE

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

To the question, "Whose business is Guidance?" there seem to be two obvious answers, both of which, in my opinion, are wrong. The first answer is "Guidance is the business of the Guidance expert," the second, "Guidance is everybody's business." Just as Aristotle, in expounding the doctrine of the Golden Mean, showed that every virtue lies somewhere in between two extremes which are vices, so, I believe, the right answer to this question lies somewhere between these two extremes of error.

The view that Guidance is everybody's business leads us into the same kind of danger to which we expose ourselves when every year during Education Week we publicize the well-intended but perilous slogan, "Education is everybody's business." It is true that Education concerns everybody, but the implication too often drawn from the words of the slogan is that, if anything is everybody's business, then everybody knows how to handle it, everybody is an expert in it, everybody is quite competent to criticize the way in which other people handle it. So, everybody knows how to manage Education and to run the schools, (except, perhaps, teachers and school administrators), and everyone is free to write letters to the papers outlining the proper method of framing the curriculum, of setting the High School Leaving Examinations, of promoting pupils, of giving, or not giving, homework, because, of course, it is their business. The end result of this is a spate of ignorant criticism and a growing lack of confidence in the schools. It is unwise, then, to say the least of it, to announce that Guidance is everybody's business.

On the other hand, there are at least two good reasons for avoiding the other attitude, that Guidance is the business of the Guidance expert and of nobody else. One is that Guidance is far too large a task to be undertaken by only one person, or even by a very small group of persons, in any school. The other is that it is extremely undesirable that so important a feature of the work of the schools should be handed over to the control of technical specialists with the resulting implication that the vast majority of teachers cannot be trusted to participate in it and that it is no concern of theirs. The technical expert who functions independently of his colleagues can be just as dangerous as the officious, interfering busybody.

The right answer to the question is, I believe, that Guidance is the business of all teachers, and of any others who may be competent to help with the programme. By thus allocating the responsibility we shall arrive somewhere near a Golden Mean.

Guidance is the business of all teachers because it is not just an extra, a fad and frill added to our already overcrowded school day. It is, rather, an attitude to our dealings with individual pupils. Some writers have put forward the thesis that all education is Guidance, and in a sense they are right. The standard interpretation of the term Guidance is that it means helping the individual to learn to make wise choices and right decisions, and surely all Education should aim at achieving this.

This is the wide view of Guidance and the purpose of Guidance programmes. It includes Vocational Guidance, which aims at helping to fit the pupil in the right job after he has left school, and Educational Guidance, which aims at helping to fit the pupil in the right classrooms while he is still in school, and Recreational Guidance, and Social Guidance, and Health Guidance. It is not limited to any one of these or other area-divisions, for Guidance is a general attitude to the problems of young people, and a Guidance programme is a collection of tools with which we can help young people solve their problems. This is one reason why there can be no such thing as a standard programme of Guidance, because, in different situations, different tools are most helpful. (1)

There are, however, certain elements common to nearly all Guidance programmes — Individual Inventory, Occupational Information, Testing Programme, Counselling, Placement and Follow-up. In this article I propose to try to offer some suggestions as to how these elements concern those people on whom, in my opinion, the responsibility for Guidance falls, all teachers and any others who may be competent to help, remembering that there can be no standard programme of Guidance, but that every school must develop the programme which best suits its particular needs.

Individual Inventory covers the gathering, and the keeping accessible, of all relevant information about the individual pupil in some form of permanent record. Every school keeps such records in some way; the most satisfactory, probably, is some type of printed folder, with spaces for recording a good deal of information on the folder itself, and the opportunity of slipping notes and memoranda into the folder for safe-keeping. Every teacher has some experience of handling such records and gathering information for them; indeed, every time he marks up his register or collects excuses for absence he is gathering such information. School Secretaries, if the school is fortunate enough to have such personnel, can make valuable contributions to the clerical work involved in keeping such records, and, if correspondence from parents is filed in the Inventories of their children, it will be found that, over the years, they contribute a great deal of valuable information. Many of the problems which face the school child have their origin, many have their solution, in the attitude of his parents to the school. The outcome of the Guidance work done in school is of vital interest to the parents, and they play an important part, whether they realize it or not, in the process of Guidance. Maximum co-operation of home and school must be sought for the benefit of the child. There are other elements in the school Guidance programme in which the parents may not be well qualified to take an active role but, in building up the school's knowledge and understanding of the individual pupil, no one can contribute more than they.

The second element, Occupational Information, is primarily important for Vocational Guidance, but it concerns Educational Guidance too, for it includes the provision of information about opportunities for further education after school. There is need of information not only for graduating pupils about universities, Nursing Schools and similar institutions, but also for "drop-outs", who leave school before reaching Grade XI. This should certainly include

(1) Vide The Educational Record LXV 4 (October-December 1949), pp 227-229, *Organization of a Guidance Programme.*

warnings about dubious mail-order courses on how to become an expert in repairing television sets in six weeks, with no previous knowledge of anything required. Every teacher can contribute something, more or less, to his pupils' Occupational Information, at least by making sure that all incidental information about any occupation which he happens to introduce in lessons, whether in Geography or General Science or Literature or any other subject, is as accurate as possible. Other people in the community can provide a good deal of valuable Occupational Information, and this can profitably be done in an organized way. Workers employed in various fields can be invited to come to the school and talk to groups of pupils who are interested and answer their questions, or individual pupils can be referred to them, with their previous consent, to find answers to their questions. Teachers, incidentally, can make a valuable contribution by supplying accurate and encouraging information about the occupation which they themselves know best — teaching. This is the simplest and most obvious solution of our present problem of teacher shortage.

The next division, the Testing Programme, is the most technical area of Guidance, but, I am coming to believe, by no means the most important. It is concerned with the administration of certain types of standardized tests and the interpretation of their scores to provide information which will help to give the individual an accurate picture of some of his strengths and weaknesses. In most cases (2) the administration of such tests is simple enough, if care is taken to follow the standardized directions in each case accurately, and falls within the normal range of any teacher's work. The interpretation of the results, however, presents various problems. On the whole, it seems to me, the experts are less confident of the meaning of the scores derived from Intelligence Tests than was the case a few years ago. The one point on which there seems to be unanimous agreement is that the score derived from a single test is quite unreliable. Further, evidence seems to be accumulating from experience in England that children can be taught to do better on Intelligence Tests, just as they can on any other tests, and the more frequently a pupil is tested, the more experience of such tests he has, the better he does. Among Achievement Tests, undoubtedly the most valuable for school purposes are the Silent Reading Tests, which usually have considerable diagnostic value and allow the teacher to carry out remedial work. That is to say, such tests are valuable in helping meet the immediate situation, but the individual pupil's skills will thereafter be improved by the remedial work, so that the score has little long-term value for Guidance purposes. Aptitude Tests have a negative value. They show whether a pupil is unlikely to meet with success in certain areas, but they are, at present, not valid for positive prognostic purposes. Interest Inventories and Personality Ratings, which are considered as parts of the Testing Programme, are both time-consuming in interpretation. That such tools have value cannot be denied, but it may be doubted whether their value repays the investment of the time required.

Counselling, the next division of the programme, is certainly the centre of the whole process. Its essential feature is the face-to-face interview between

(2) Not in all cases. The administration of individual Intelligence Tests, particularly those derived from the original Binet-Simon Metrical Scale, cannot profitably be undertaken without special training.

the individual pupil and a person who knows him and whom he trusts. This interview should lead towards the solution of one or more of his problems, but should be a solution achieved by the pupil himself and recognized by him as his own decision.

Counselling is a difficult art. Nearly every teacher is faced with opportunities of doing a good deal of it in an informal way, and some teachers have a natural gift for it and are extremely successful. Fortunately, as is the case with Teaching, Counselling is an art which can in some measure be taught, and in which experience, if properly digested, can lead to improvement. Successful Counselling, in the school situation, must rely heavily on the Individual Inventory, and for this reason people outside the school are not likely to be of much help, though sometimes a clergyman and sometimes a doctor may be able, in a particular case, to achive greater success than a teacher. If this seems likely, and they are willing to co-operate, all the information which the school possesses should be made available to them. While there are obvious advantages from an organizational point of view in having one person, the Guidance expert, take charge of all the Counselling in a school, uniformity must not be imposed in the name of efficiency; if there are some pupils who, in spite of the Guidance officer's best attempts to establish rapport, feel that they would rather discuss their problems with someone else, they must be allowed to do so. Guidance is for the benefit of the pupils, and it is not a matter in which professional etiquette or personal prestige should be allowed to count for much.

The other two elements, Placement and Follow-up, are the least developed in most Guidance programmes. The problems of Placement vary so greatly from one locality to the next, and from one year to the next, that little can profitably be said of them in general terms. Guidance Officers and Principals will usually take the major share of the work, with help from Industrial Arts, Commercial, Agricultural and perhaps Household Science specialists, if the school has such personnel on its staff. Many other people in the community can help at this point of the programme, but who they will be in any given community depends on such unpredictable circumstances as whether the individual case is in a work-field where demand exceeds supply or vice versa. The pragmatic test of experience is the only guide here.

Follow-up, keeping track of the pupils who have passed through a Guidance programme, is an interesting and important division of the work. Every established teacher knows how intensely interesting it is to meet a pupil of long ago and find out what sort of person he has become. It is interesting even to hear at second hand tidings of his whereabouts and activities. This suggests that the best person to take charge of Follow-up is the senior teacher, by which I mean the teacher of longest service in that particular school, for he will have the greatest number of contacts and the liveliest interest in keeping in touch with his old pupils. The importance of the work lies in the fact that it offers the only material for estimating the success of the Guidance programme. "Estimating" is the appropriate word, for as yet no means have been discovered for measuring the efficiency of Guidance, any more than of measuring efficiency in Teaching. Meanwhile, it is wise to gather what data we can, while we wait for the day when some super-expert will devise a way to tell us what it all means.

Up to this point I have tried to show how all teachers and some other people can participate in and contribute to the various elements of the Guidance programme in order to justify my original answer to the question, "whose business is Guidance?" I come now to the more difficult question of the relation of the technical expert, the Guidance officer, to the other teachers.

First, though, let me say that quite a successful programme can gradually be built up and carried on even if there is no expert available, and many schools have succeeded in doing so. Any school staff can, with a little collective effort, read up on the subject; there are plenty of good books available. A sound, representative list is provided at the end of the short article on Guidance in the *Handbook for Teachers.* (3) It may be possible, too, for one of the staff to take a Summer School course on Guidance which, if it does not qualify him as an expert, will at least start him on the way.

If, however, there is a trained Guidance officer available, it is easier both to organize and to conduct the programme. Exactly what his duties should be it is obviously impossible to dictate, for vaious factors enter into the decision — the hours which he has available for work on the programme, the number of pupils whom the programme serves, and the competence and willingness of other teachers to take more than their minimum share of the work. I say "more than their minimum," for, as I have tried to show, every teacher will contribute something, and some will be willing to do more if only because the majority of teachers are always ready to do what they are convinced is for the benefit of their pupils.

The function of the expert is twofold. On the one hand, it is to act as inspiration to his colleagues, initially to convince and subsequently to remind them that the Guidance programme works for the benefit of the pupils. (In the long run, of course, this means for the benefit of the teachers too, so they have a selfish interest in it.) This calls for a good deal of tact, but tact is one of the qualifications essential for becoming a Guidance expert, and, if he can sell the values of Guidance to pupils, he should have no great difficulty in selling them to teachers also. His main difficulty lies, quite frankly, in the suspicion that some teachers feel that administrative officers and experts spend much of their time sitting at ease in comfortable offices calling up one another on the telephone. It is therefore essential that the Guidance officer should not only do an honest day's work, (as he will), but that he should be known by all to be doing it.

In the second place, the Guidance officer must be prepared to act as "clean-up" man, and carry out personally those parts of the programme that no one else is able or willing to undertake. He has been trained in theory to implement a whole programme, and his colleagues have not. They, then, must have first pick and select the areas in which they can help, while he must take what is left. This is naturally likely to include the more technical areas, such as interpretation of tests, Counselling, and Placement work in detail. It is desirable also that he should keep an eye on the programme as a whole, and have sufficient authority delegated to him by the Principal to be able, if necessary, to check up on the people immediately responsible for limited areas.

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(3) *Handbook for Teachers in the Protestant Schools of the Province of Quebec*, 1953 pp. 233-235.

To be able to do all this, and still to be "just another teacher," accepted by his colleagues as such, puts great demands on the personality of the Guidance officer. He must be an enthusiast without being a monomaniac; he must be able to induce his colleagues to work with him without making them feel that they are working for him; he must keep them on their toes without naging; he must be ready to help them without any appearance of condescension; he must know the right answers and yet be humble in his omniscience. Fortunate indeed is the community which can boast of such a teacher in its school.

DO YOU KNOW?

Canada is almost twice the size of the continent of Europe, Russia excluded and constitutes over one-third of the area of the British Commonwealth... Including the present incumbent, since Confederation there have been 18 Governors General... There have been 17 Prime Ministers (the shortest term was that of Sir Charles Tupper, May 1, 1896 — July 8, 1896, and the longest, William Lyon MacKenzie King, October 23, 1935 — November 15, 1948)... The first English newspaper in Canada was the Halifax Gazette, March 25, 1752 while the first wholly French newspaper was Le Canadien in 1806... The first book printed in Canada was "Catechisme du Diocese de Sens," in 1765... Not only are U.S. five, ten and twenty dollar gold pieces legal tender in Canada but so are the British sovereign and half-sovereign... The five cent piece is legal tender up to $5 and the one cent coin up to 25 cents... The present decimal currency was introduced into this country in 1858 and the following year Canadian silver coinage was issued... A shoemaker in Prince Edward Island issued leather notes valued at 2 shillings six pence in 1836... Canada issued its first postage stamps on April 23, 1851... The last public execution in Canada took place in Ottawa in 1869 with the hanging of P. J. Whelan, who assassinated Thomas D'Arcy McGee... There hasn't been a bank failure in Canada since 1923, when the Home Bank of Canada failed... A former Canadian, Bonar Law, was once Prime Minister of Great Britain... Including English and French, newspapers are published in 22 languages in Canada.

INTERMEDIATE AND HIGH SCHOOL DIRECTORIES, 1954-1955

(Continued from page 248)

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EXTRA READING IN FRENCH

William S. Trenholm, M.A., High School of Montreal

Extra-Reading in French! I suppose for anyone to mention anything extra to the French teacher is like waving a red flag in front of an angry bull. However, what must be done, must be done. My reason for broaching this subject is because I feel that, in our schools today, there exists a distinct lack of reading by our pupils, not through any fault of their own, but perhaps through lack of foresight on the part of their teachers. One has only to go into the school library and ask the librarian how much reading is being done in French to be told, in all probability, that it is practically nil, or that about the only pupils who ever take out any books are those recently arrived in our country from Europe. This is a pretty good indication that we are not doing a good job as far as getting our classes to do some French reading is concerned. It seems to me that, in teaching French grammar so strenuously and in stressing oral French so strongly, we are neglecting one of the principal aids to both the oral and the written French, which is extra-reading.

In proposing extra-reading in our classes, I do not believe that I shall be suggesting a great deal more work for the teacher, especially the teacher of Grades VIII and IX who, as I know, has a difficult time now to cover the curriculum. In these two grades, we have a very good course. The pupils get plenty of grammar and plenty of oral work. However, when it comes to reading French, more is certainly to be desired. In each of these grades only one small book is required, plus the stories in their grammar books. If we examine the reading in grades X and XI, we shall find also that there is but one book for intensive reading and another for outside reading. In many cases, however, the teacher spends so much time on the book for intensive reading that the one for outside reading is completely neglected. In fact, in all these four grades, the books are done very intensively — vocabulary learned, grammatical exercises done, questions answered on the stories and the stories retold. The result of all this intensive work is that, on completing high school, our pupils' vocabulary is limited to that found in these stories and that gained through their oral work using the general questionnaires. As far as a reading vocabulary goes, it stands to reason that it will be weak.

I might mention here that in Course II of Grade XI, one of the topics for conversation is "Les Journaux de Notre Ville". Many of my pupils speaking on this topic stated that they never read French newspapers because they could not understand them. What I should like to propose, therefore, in order to try to enrich the reading vocabulary and also to try to interest classes in a good reading programme, is that they be "urged" by the French teacher to do more reading, and at the same time be given proper guidance. This reading is to be done by the pupils themselves, not as a class unit, but strictly as an individual effort supervised to a certain extent by the French teacher.

The method suggested is that the teacher of a class of thirty to forty pupils should have in the classroom about four sets of books, ten copies to a set, which the members of the class should be able to read without too much difficulty.

In Grade VIII, for example, we might have such stories as *Sept d'Un Coup*, and three of a series called *Les Lavals*. Along with these four books, each pupil has a copy of *L'Aventure de Ted Bopp*. Though to teachers these books seem very simple and childish, I believe that we must begin with such seemingly simple and childish work so that our pupils will not become discouraged at the very beginning of their reading programme. Each pupil should be urged to select one of these stories and to read it by himself, looking up in the vocabulary as many words as are necessary to enable him to understand it. Any difficult passages should be explained by the teacher on the request of the pupil.

To show that the story has been read, the pupil is to have an exercise book in which he summarizes the story, in English. This should be only long enough to include the main ideas. I know that this idea of a summary in English will not meet with the approval of everyone, but does it not show comprehension, one of the basic requirements when reading a foreign language? Also, too much of the teacher's time will not be required to read these summaries. Teachers who do not approve the writing of a summary, should ask some well directed questions to see that the work has been completed.

The number of books read in a class naturally depends upon the class and the books available. I have suggested five to begin with but, as these are read, they could be supplemented by other books, and, in large schools, these sets of books might be exchanged by classes. Last year for example in my Grade VIII class, some pupils were able to read ten books, and read them well.

In the method outlined, I have suggested Grade VIII as a model class, but there is no reason, so far as I can see, why the same method could not be carried out in Grades IX, X and XI. After all, Grade IX is just a continuation of Grade VIII and the tastes of the pupils in these two grades are not far removed. As the Grade X pupil seems much older, a greater variety of books should be to the advantage of both teacher and pupil. In Grade XI it is certainly of benefit to the pupil to continue his extra reading programme. However, since he is preparing himself for the High School Leaving Examination, it naturally follows that this extra-reading is going to be neglected if there is no apparent reward for it. At the present time, it is possible to complete a full paper in Grade XI without having read one of the books prescribed for the course. Consequently until the time comes when our Grade XI course includes reading for which marks are to be given, it will be quite impossible to insist that it be done. With this in mind, I would like to suggest that a question be put on our High School Leaving Paper to reward those students who do extra-reading.

It is not only in Grade XI that a pupil should be rewarded for his reading, but also in the other three High School grades as well. This of course, is up to the individual teacher, but it would certainly be an added incentive to the pupil. Marks might even be given for the summaries, or, to ensure that the books are read by the pupils, themselves, questions might be put on the examination paper.

The reading that I am recommending might quite easily be given in spare time, for pupils often have some. In large schools, classes often find themselves with spare periods owing to the absence of a teacher. At examination time our pupils are sometimes at a loss for something to do, for teachers sometimes

reach a point in their work when they do not wish to give written homework. This seems to me to be an ideal time to suggest some reading.

If this reading is to be done properly it will have to be made compulsory. I have said "the students should be urged to select", the "urged" in being quotation marks. A certain time limit should naturally be placed on the books, for otherwise the pupil will get behind in his work, and then may try to do it all at once. It is my opinion that our pupils will find this extra work too onerous. Teachers who hold First Class French Specialists' Certificates probably thought at first that the five or six books assigned to them presented quite a problem. After having read them, however, most teachers have willingly admitted that they enjoyed the work.

What value is there in this extra-reading? I believe it to be manifold. I have already mentioned the enriching of one's vocabulary. Another is the synthesizing of the pupils' knowledge. It is our chance to let them see for themselves just how the language is pieced together. Teaching certain points of grammar is arduous work. If pupils have read widely their difficulties should be reduced. Among those which might be rendered more understandable, I might mention the use of *le, la, les,* when referring to part of the body; the agreement of adjectives and nouns; the correct auxiliary verb, the *passé simple;* in fact almost all the rules we teach. I am not suggesting that this reading can work miracles, but it stands to reason that it should at least aid the pupil not only to the better understanding of the language, but also in expressing himself more accurately. Another value which I might stress, though to a lesser degree perhaps, is that, in reading any language, be it a foreign language or one's native tongue, knowledge is acquired unconsciously in the act. Then too, if the books are properly chosen, and the pupil guided properly, there will probably be a quickening of the desire to continue reading French, even though he may have been forced into it. Last year for example, one of my pupils told me how much he enjoyed the stories, saying that, until that time, he had only read comics. Some of the stories we read were later heard on the radio, and the pupils were very eager to report having heard them, and also having understood them.

These books for extra reading will, in all probability, have to be purchased by the pupils themselves in many cases. In the High School of Montreal we are fortunate in having a fairly good library of these sets of books, for I understand that, at some time in the past, a levy of twenty-five cents per pupil was made for the purchase of books which were left with the school. There are many other ways of raising the necessary funds, and these can be found by the enterprising teacher.

There is an age when the child has a remarkable capacity to utilize these areas of the cerebral cortex for the learning of language, a time when several languages can be learned simultaneously as easily as one language. Later, with the appearance of capacity for reason and for abstract thinking, this early ability is largely lost. One who is mindful of the changing physiology of the human brain might marvel at educational curricula. Why should foreign languages (dead or alive) make their first appearance long after a boy or girl has lost full capacity for language learning?

Dr. Wilder Penfield,
Neurological Institute, Montreal.

INTERMEDIATE AND HIGH SCHOOL DIRECTORIES, 1954-1955

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WESTMOUNT:

Mr. R. O. Bartlett, Miss G. Banfill, Mr. A. Bernard, Mr. A. Buckmaster, Mr. P. Dyck, Miss M. Dyke, Mr. R. Firth, Miss R. Hopkings, Mr. W. Horsnall, Mr. E. Hutchison, Miss D. King, Mr. D. Lawley, Miss J. MacMillan, Mr. D. McRae, Mr. J. Patrick, Mr. R. Peck, Miss L. Preston, Miss A. Ross, Mr. B. Schaffelburg, Mr. R. Sharp, Miss R. Sherman, Mr. D. Smith, Mr. E. Smith, Mr. J. Snyder.

WESTMOUNT JUNIOR:

Mr. R. Steeves, Mr. H. Atwood, Mrs. L. Baird, Mr. J. Bovyer, Mr. M. Calvert, Miss A. Capel, Mr. D. Chodat, Mr. W. Coombes, Mrs. W. Davies, Miss L. Davison, Mr. P. Field, Mr. F. Fleming, Mr. R. Germaney, Mr. K. Hill, Mrs. F.Hopper, Miss V. Jamieson, Mr. H. Johansson, Mr. A. Kenney, Mr. B. LaBonté, Mrs. L. Lancey, Miss G. Lane, Miss D. Lawlor, Mr. D. Mackey, Miss B. Mathews, Mrs. A. McKay, Mr. J. McOuat, Mr. K. Murray, Mr. W. Nickels, Mr. M. Oke, Mrs. S. Park, Mr. G. Pollock, Miss M. Rice, Mrs. H. Savage, Miss D. Smith, Mr. J. Stracina, Mr. H. Stratton, Mrs. R. Stuart, Mr. H. Stutt, Miss J. Thompson, Mr. D. Trenholm, Mr. M. Turner, Miss E. Wales.

WESTWARD:

Mr. Charles G. Hewson, Mrs. Joan Barry, Miss Grace M. Beaton, Mr. L. W. Beauprie, Mrs. Margaret J. Bell, Mr. J. H. Bruhmuller, Mr. Herbert C. Caley, Mr. A. Roy Chesley, Miss May Dumbell, Mrs. Phyllis E. Eastman, Miss Phyllis L. Eastman,

Mrs. Elizabeth Eaves, Miss Ernestine Eichenbaum, Mr. G. H. Elsey, Mr. Lester D. B. Gill, Mrs. Rose Gold, Mr. J. R. Harris, Mr. A. A. M. Henderson, Mr. Donald J. M. Hughes, Mr. William A. Jamieson, Mr. Percy W. W. Lane, Mr. Arthur E. Larivière, Miss Roma Y. Matthews, Mr. R. W. McEwen, Mr. Ken McGowan, Miss Eileen McKyes, Miss Lois E. Morrison, Miss Norma A. E. Osler, Mrs. Erma Patterson, Miss Jean V. Pepler, Miss Marjorie Pick, Mr. H. Oscar Purdy, Mr. Allan A. R. Ramsay, Mr. Ernest A. Robinson, Mrs. Bertha J. Rohr, Mrs. Dorothy M. Sokolyk, Miss Anne M. Scott, Miss L. Jean E. Wighton, Mr. Richard J. Williams, Miss Edith M. Winter.

INTERMEDIATE SCHOOL DIRECTORY 1954 - 1955

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AYLWIN: **Mr. Robert L. Hanna,** Miss Flora E. Cameron, Miss Marion MacAulay, Mrs. Lillian Mulligan, Mrs. Gladys Presley.

BEAUHARNOIS: **Mr. B. M. Stark,** Miss Lulu Brundage, Mrs. Jean Chubb, Mrs. V. Sheppard.

BEEBE: **Mr. W. Edward Dolloff,** Mrs. Bernice Crawford, Mrs. Frances Halsall, Mrs. Doris Holmes, Miss Irene Porter, Mrs. Lura Rickard, Mrs. Jessie Smith, Mrs. Mildred Wheelock.

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BISHOPTON: **Mrs. Flora H. McIntyre,** Mrs. Verlie C. Gilbert, Mrs. Edna M. Lunnie.

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CLARENCEVILLE: **Mrs. Doris E. Holzgang,** Mrs. Clarence E. Adams, Mrs. Jane Brown, Mrs. Violet R. Hislop, Mrs. Marion E. Miller.

DOLBEAU: **Mr. J. N. Fortier,** Miss Catheline F. M. Bisson, Mr. Calno John Soule.

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FARNHAM: **Miss Louise G. Hall,** Miss Verna Cathcart, Miss Muriel Hoskin, Miss Rosemary Martin.

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FRANKLIN: **Mrs. J. M. A. Runnals,** Mrs. Edna Erskine, Mrs. Mabel McCracken, Mrs. Gladys H. Reid.

GASPE BAY NORTH: **Mr. T. Peter Matthews,** Mrs. Marion Coffin, Miss Muriel Smith.

GASPE BAY SOUTH: **Mrs. M. E. Matthews,** Mrs. Alice Eden, Mrs. Sybil Eden, Mrs. Luly Miller, Mrs. Eva Vibert.

GASPE VILLAGE: **Miss Marion G. Niven,** Miss Elaine Coffin, Mrs. Mary E. Miller, Miss Joanne Stewart.

GATINEAU MILLS: **Mr. Walton L. Snell,** Miss Irene Abraham, Mrs. Diane Belle, Mrs. Gladys Cameron, Miss Edith MacCallum, Miss Isabel MacCallum, Miss E. Noreen Murray, Mr. Henry Ward.

GRAND CASCAPEDIA: **Mr. Philip Doddridge,** Mrs. Lyla Margaret Barter, Mrs. Mary Florence Barter.

GRENVILLE: **Mr. A. J. McGerrigle,** Mrs. Myrtle C. Andrews, Mrs. Robina Dumouchel, Miss Eileen Hoare, Miss Evelyn Laurin, Mrs. Mary K. McGerrigle, Mrs. Lillian Murphy, Mrs. Elsie North, Mrs. M. B. Poulter, Miss Marion A. Pritchard, Mrs. Eleanor M. Whinfield.

HOPETOWN: **Mrs. Robert L. Ross,** Miss Lois Byers, Mrs. Ferne Howatson.

HULL TOWNSHIP: **Miss Ellen N. Bronson,** Mr. James Davis, Mrs. Helena Shaw Elliott, Miss Donna Foster, Miss Jean McLean, Mrs. Maude Morrison Shouldice, Miss Muriel Smith, Miss Louis Sparling.

INVERNESS: **Mr. Raymond A. Montague,** Mrs. Ruth Graham, Mrs. Marjorie Wright.

KILMAR:	**Mrs. Kathleen E. Madden,** Mrs. Helen Bigelow, Mrs. Beatrice Foreman.
MANSONVILLE:	**Mrs. Martina A. Hill,** Miss Marion E. Atwell, Mrs. Maud A. Clark, Miss Alice M. Jones, Mr. Wm. Roy Langley, Mrs. E. Pauline Tibbitts, Mrs. Letitia Willard.
MATAPEDIA:	**Mr. Gordon Adams,** Mrs. Linda Adams, Mrs. Lorena Fraser, Mrs. Gloria Lodge.
McMASTERVILLE:	**Mr. G. P. Miles,** Miss Yvonne Cougle, Miss J. L. Gormley, Miss Mary Harrington, Miss E. Henderson, Miss Joan Laurin, Miss F. J. MacRae, Miss J. M. Mowat, Miss M. A. Watkins,
MORIN HEIGHTS:	**Mr. William C. Bisson,** Mrs. Enid Catherine Bell, Miss Brenda E. Carmichael, Miss E. Marguerite Eaton, Mrs. Viola S. Elder, Mrs. Violet Lynda Seale, Miss Madeleine R. Swail.
NAMUR:	**Mr. John Chalmers Milbury,** Mr. Wayne Frederick Dier, Miss Janice Audrey Hardy, Miss Wilma June Meyer.
NEW RICHMOND:	**Mr. Russell Currie-Mills,** Mrs. Catherine A. Campbell, Mr. Orville Ralston McColm, Miss Eileen Elizabeth Powell, Mrs. Winnifred Sinclair.
ONSLOW:	**Mr. James C. Gordon,** Miss Dorothy Dagg, Mrs. Rena Graham, Mrs. Violet M. Poole, Miss Faye Smart, Mrs. Gwen Smith.
POINTE CLAIRE:	**Mr. W. B. Fleming,** Mr. Owen Buckingham, Miss Daphne Burns, Mrs. Isobel Clowes, Miss Elizabeth Cross, Mrs. Ruth Curran, Mr. Alex Donaldson, Mrs. Sarah Dumaresq, Miss Sarah Edey, Miss Anne H. Gilker, Mrs. Ethel Hay, Mrs. Hilary S. Hill, Miss Joan Hopkins, Mr. Victor Lawson, Miss Margot McCrae, Mr. R. G. McGlashan, Miss Vivian Mann, Mrs. Grace Mathewson, Miss Heather Mathewson, Mrs. Verda Minshall, Miss E. F. Moore, Miss Edwina Morrow, Miss Dorothy Pidduck, Mr. Albert E. Price, Miss Marion V. Roberts, Miss Sheila Rumsby, Miss Margot VanReet, Mrs. Dolores Watson.
RAWDON:	**Mr. J. Harold McOuat,** Miss Martha L. Fortier, Mrs. Elsie B. Grant, Mrs. Bessie Oswald, Mrs. Russell Tinkler, Miss Katherine M. Wheeler.
ROUYN:	**Mr. Algernon F. Crummey,** Mr. Andrew Emmett, Miss Marion B. Fiefield, Mrs. Eileen Graveline, Miss Margaret A. Hosking, Miss Ada M. Kerr, Miss Annikki Nieminen, Mrs. Winifred C. Rivett.
SHIGAWAKE-PORT DANIEL:	**Mrs. Isabelle Ward,** Mrs. Henrietta Hayes, Mrs. Iola Hayes, Mrs. Hilda Journeau, Mrs. Sarah Journeau.
SOREL:	**Mr. Winston F. Prangley,** Miss Marion Duncan, Miss Grace McOuat, Miss Lillian Ross.
ST. JOHNS:	**Mr. F. Arthur Williams,** Mr. K. Andrews, Mrs. Sylvia Cameron, Mrs. Kathleen Elvidge, Mrs. Olive Mildred Ferguson, Mrs. Ethel V. McNaughton, Mrs. Freda M. Pattenden, Mrs. M. G. Thornton, Mrs. Wanita Upton.
STANBRIDGE EAST:	**Mr. Louis George Brooks,** Mrs. Marion Perkins, Mrs. Esther M. Wescott, Mrs. Kate Blinn.
THURSO:	**Miss Ethel LeGrand:** Mrs. Morris Flynn, Mrs. Rollay McIntosh.
VALOIS:	**Mr. Edgar W. Caron,** Mr. John B. Baugh, Mrs. L. Belson, Miss M. E. Bisson, Mr. James R. Bonnell, Mrs. G. H. Cargin, Miss Mary Taylor Davis, Miss Wilma Farrar, Miss M. Goldberg, Mrs. D. F. Gyton, Miss Freda Howie, Miss Shirley M. Jackson, Miss S. Hilda Lenfesty, Miss Barbara MacNiven, Miss Sheila Matthews, Miss K. C. Moore, Miss Ruth Neale, Miss Rosemary Osborne, Mr. D. W. Potts, Miss Heidi Schmidt, Miss E. M. Spearman, Miss Margaret Stewart, Mr. Graeme Teasdale, Mrs. M. B. Teasdale, Miss Irma Williston, Mrs. V. M. Wilson.
VALCARTIER:	**Miss Gladys I. DuRocher,** Mrs. Alma Jack, Mr. G. H. Waddington.
WAKEFIELD:	**Mrs. Jan H. Morgan,** Miss Elizabeth Butler, Mrs. Dorothy E. Cross, Miss Hilda M. Graham, Mrs. Mary E. Pitt, Mrs. Jemima M. Stevenson, Mrs. Louisa Mills.
WATERVILLE:	**Mr. Cleland Ray Martin,** Mrs. Marjorie E. Blier, Miss Marina A. Fraser, Mrs. Helen McElrea, Miss Frances P. Smith, Mrs. Miriam A. Turner.
WINDSOR MILLS:	**Miss Marion A. Reed,** Miss Ursula Bozer, Mrs. Elvira Lockwood, Miss Thelma Mills.
YORK:	**Mrs. Beatrice E. Coffin,** Mrs. Mabel Eagle, Mrs. Muriel Jones, Mrs. Dorothy L. Patterson.

(Continued on page 236)

BOOK REVIEWS

Public Eucation Under Criticism, by C. Winfield Scott and Clyde M. Hill, is a carefully chosen anthology of 104 articles on the current educational controversy in the United States. Wherever possible, a specific criticism is followed by a specific answer. The deficiency in education of many of the draftees during the war intensified moderate criticisms previously made of the functioning of the American public school. From three such major criticisms in 1942, the number mounted to 49 in 1952, a total of 155 in eleven years. Many more — perhaps three or four times as many — were listed. The criticisms come from outright enemies of education as well as from scholars and professional writers. Some are activated by the desire to reduce the costs of education. Teachers and others interested in education will profit by reading both the criticisms and the answers. Published by Prentice-Hall, 70 Fifth Avenue, New York, 414 pages, $000.

Sainte Marie among the Hurons, by Wilfrid Jury and Elsie McLeod Jury, describes the discovery and examination of the old Jesuit Mission sites in Huronia, at Midland, Ontario. The first European settlement in the interior of America, Ste. Marie aux Hurons, which was burned by its builders the Jesuits in order that it might escape the fury of Iroquois, was found to be twice as large as originally thought by modern archaeologists. This account describes how, with trowel and shovel, Huronia was reconstructed — farm, chapel, carpenter shop, blacksmith shop, gateway, barracks, escape tunnel, and cemetery. It provides interesting reading, showing as it does both how an archaeologist works and how he is rewarded with his findings. The photographs in the appendix show many of the "finds" and the site at the completion of the excavation. Published by the Oxford University Press, 128 pages and 25 pages of photographs, $000.

The White and Gold, by Thomas B. Costain, is the ever entrancing story of the French regime in Canada. Starting with the story of the setting out of John Cabot from Bristol, the narration continues until the death of Bishop Laval in 1708. Every prominent character of that exciting foundation period of Canadian history is described in detailed and masterly manner. All the characters live just as though they were still walking the streets of Quebec, Montreal, and other places in Canada. The life of Marie Guyart, who later became Mère Marie de l'Incarnation, for example, is detailed, particularly her part as a business manager. So it is of numerous other characters. The descriptions are charming and cannot fail to show that Canada has a history, an exciting one, of which we can all be prouder than ever. Published by Doubleday, Canada, Ltd., 482 pages, $3.00.

The Ascent of Everest, by Sir John Hunt, the leader of the climbing party, is the thrilling account of the conquest of the world's highest mountain. The story begins with the preparation of the party of thirteen men in September 1952 and ends with the conquest of the mountain on May 29, 1953, the announcement of the conquest by this British party being made on the Queen's Coronation day. Diagrams of the equipment needed help the reader to understand the descriptions. The story of the successful day is told by Edmund Hillary who, with the guide Tenzing accomplished the last thousand feet to the summit. He tells all the difficulties — the wind, the cold, the formidable ridges, the dwindling supply of oxygen. The grin of delight on Tenzing's face when the feat was accomplished and the thumping of each other on the back climaxed the climb. Boys will be delighted with this stirring story. Published by Clarke, Irwin and Co., in a school edition, 160 pages, $1.25.

The Wonderful World, by James Fisher, is the story of how the world began, a description of the earth, and how man lives upon it. Starting with "The World in the Making" it describes the nine planets including the earth and their origin 2,500 million years ago. Next it describes the first age of life beginning 500 million years ago, then the second, third and fourth ages of life. Man's age of life is a time of invention and discovery. Civilization developed step by step. The physical properties of the earth follow—sunshine, rain, wind, ice, sea. Man's work with minerals and water power are then described, followed by life on the plains, in mountains and by rivers. The book is filled with most marvellous illustrations of everything described that make the book fascinating. Published by Hanover House, (Doubleday of Canada, Agents), 68 pages, $3.00.

Mental Health in Education, by Henry Clay Lindgren, deals with every phase of the life of children. It shows the changed attitude of adults to them, the development of the child as an individual, his normal needs and his emotional maturity. The book describes the general behaviour problems both of normal and abnormal children, and shows the realtionship of the child to the group, to teachers and to parents. The book is full of examples of almost every type of human relationships. It shows what people think in very many cases and gives the reasons for their thinking. It often shows what right thinking would be under the circumstances named. Both teachers and parents can learn much from this book and probably their own conduct will be improved it. Published by Henry Holt and Co., 561 pages, $0.00.

Helping Social Science Students Read Better, by Elizabeth A. Simpson, is a manual for teachers and administrators who wish to introduce or extend their programmes for the improvement of reading. The chapters give answers to the problems of why High School

pupils should read better, how teachers can help pupils to read better, and how the school can organize a reading improvement programme. They also introduce tests and devices and give concrete examples of improvement in various schools. In a St. Louis school in Grade VIII, 13% of the pupils read at the Grade XI level or above and 30% at the Grade VI level or below. Many excellent ideas and tests are given for improving the rate and accuracy of reading. Several lists of the best reading texts and tests together with the publishers addresses are given. Teachers who desire to help their pupils to read better will find this book invaluable. Published by the Science Research Associates, Chicago, 146 pages, $3.60.

Modern Portrait Essays, selected by M. Alderton Pink, consists of twenty-two essays including the biographies of Dr. Johnson, Hans Anderson, George Stevenson, Edison, Elizabeth Fry, Sir Thomas Lipton and T. E. Lawrence, each being the description by such well known writers as Robert Lynd, Sir Max Beerbohm, H. G. Wells, Hilaire Belloc and J. B. Priestley. One of the essays of greatest appeal possibly is that of Elizabeth Fry, the woman who gave her life to modifying conditions in prisons and lunatic asylums and who "changed Newgate in a few months from a den of wild beasts into a quiet and orderly penitentiary". The differences in style of writing are fascinating to observe and every "life" can serve as a model for students — even Bernard Darwin's "Portrait of a Dog of Character". Published by the Macmillan Company, 252 pages, $0.95.

Wonders of the Human Body, by Anthony Ravielli, shows the workings of the brain, spinal cord, nerves, heart, lungs, digestive system, muscles and bones of the human being. The strong points of the book are the illustrations and the method of writing the text. The illustrations are remarkable, for *they* are the core of the book, the text being their complement. These illustrations are so clear and so attractive that they should induce any child speedily to desire to devour the facts. Published by the Viking Press, 125 pages, $2.75.

Getting Acquainted, by Pattric Ruth O'Keefe, Cyrus H. Maxwell and Louise Zimmer, is the fifth in the J. C. Winston Health series. In this book physiology is explained. A weak body is compared with a weak house, both in the text and by illustration. The structure of the heart, lungs, eye and ear are explained. Harmful and useful germs are contrasted. A chart details the seven basic foods. Many useful ideas are given for First Aid treatment, e.g. with bruises, cuts, fainting, choking and fractures. This and the three following books are most attractive in content and format. This one should serve Grades IV - VII well. Published by the J. C. Winston Company, 280 pages, $2.40.

Knowing Yourself, by Pattric Ruth O'Keefe and Cyrus H. Maxwell, is a series of stories of health heroes. The facts of health are interwoven with accounts of physical activities, hobbies and experiments related to sport. Much is told of the history of disease and disease preventatives. The magic of ancient times is explained and contrasted with the magic of modern medicine. Stories are told showing that certain primitive beliefs exist today, such as wearing a bag of foul smelling asafoetida to protect one from evil spirits that cause illness; one should beware the black cat that is an evil spirit; and one should avoid breaking a mirror for it will prevent the owner from looking into the future. This new method of teaching the rules of health should be very effective in Grades V - VIII. Published by J. C. Winston Co., 279 pages, $2.50.

Adventures in Living, by Pattric Ruth O'Keefe and Cyrus H. Maxwell, is for junior high school pupils. Its format is different from that of the others, suiting the advanced ages of its readers. Group games are described such as Dodge Ball, Softball, Volleyball, Tetherball, Bowling and Horseshoes. Square dances are explained. Combinations for pyramid building are illustrated. The structure of the bones and the teamwork of muscles are described. The work done by the nerves is shown. Mental health and illness and certain attitudes and behaviour patterns are described. This book should have its appeal to many of the pupils for whom it is intended. Published by the J. C. Winston Company, 214 pages, $2.90.

Wider Horizons, by Pattric Ruth O'Keefe, Cyrus H. Maxwell and Barbara Leader, is the last book in the Winston Health Series. Suited to High School students it explains how a community can keep itself healthy. The importance of a city or town water system and the sources of pollution are explained. The battle against rats is discussed as well as the diseases that they carry. The rat population in the U.S.A. is stated to be equal to that of the human population. The foods one should eat and the care of food are illustrated and described. The skeletal system is further amplified. This whole series is appropriate to the classes for which each book is intended and is excellent throughout. Published by J. C. Winston Company, 215 pages, $2.90.

In 1930 after reading a 30-year-old Geological Survey report, Gilbert LaBine went flying to Great Bear Lake. His trip led to the staking of the Eldorado mine, which since World War II has been a major producer of uranium for our atomic energy program.

Imperial Oil *Review*

MINUTES OF THE MAY MEETING OF THE PROTESTANT COMMITTEE

3460 McTavish Street, Montreal, Que., May 31st, 1954.

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

PRESENT: Mr. John P. Rowat, in the Chair, Mr. Howard Murray, Mr. A. K. Cameron, Senator C. B. Howard, Dr. C. L. Brown, Mr. Leslie N. Buzzell, Dr. F. Cyril James, Mr. George Y. Deacon, Mr. Harry W. Jones, Dr. S. E. McDowell, Mrs. T. P. Ross, Dr. G. G. D. Kilpatrick, Hon. G. B. Foster, Mr. W. E. Dunton, Mr. Jack R. Latter, Mr. W. M. Cottingham, Mrs. A. Stalker, Mrs. Roswell Thomson, Dr. J. S. Astbury, Professor D. C. Munroe, Dr. A. R. Jewitt, Mr. K. H. Oxley and the Secretary.

Apologies for absence were received from Dr. R. H. Stevenson, Dr. W. Q. Stobo, Rt. Rev. John Dixon, Mr. T. M. Dick and the Superintendent of Education.

The minutes of the meeting held on February 22nd were approved on the motion of Dr. Kilpatrick, seconded by Dr. James, and those of the meeting on March 15th were approved on the motion of Dr. Astbury, seconded by Mr. Foster.

On the motion of Dr. James, seconded by Dr. Kilpatrick, it was resolved that suitable resolutions of sympathy be conveyed to the families of the late Hon. C. D. French and Dr. Sinclair Laird.

On the motion of Mrs. Ross, seconded by Mrs. Thomson, the Committee moved into Committee of the Whole.

On the motion of Dr. Kilpatrick, seconded by Dr. James, it was resolved that the Committee now reassemble in regular session.

The Chairman reported that, in Committee of the Whole, requests had again been considered from the Quebec Association of Protestant School Boards, (formerly the Provincial Association of Protestant School Boards) and the Quebec Federation of Home and School Associations for amendments to the Education Act which would entitle these two bodies to associate membership on the Protestant Committee similar to the status on the Committee of the Provincial Association of Protestant Teachers of Quebec. A vote being taken on the application of the Quebec Association of Protestant School Boards the request was rejected by eleven to ten. When the vote was taken on the application of the Quebec Federation of Home and School Associations the request was also refused.

The special committee appointed to recommend members of the Teachers Training Committee for a three year period named Dr. J. S. Astbury, Mr. T. M. Dick, Mr. W. E. Dunton and Dr. G. G. D. Kilpatrick. On the motion of Mr. Murray, seconded by Senator Howard, the recommendation was approved.

The report of the Legislative Sub-Committee was one of progress. On behalf of the Sub-Committee, however, Mr. Foster asked permission to circulate to the school boards concerned the amendments proposed to the Act 15, George VI, Chapter 8 after they have all been agreed upon by the Sub-Committee. The report was received and the permission sought was granted on the motion of Mr. Foster, seconded by Dr. James.

The report of the Board of the Order of Scholastic Merit advised the Committee that the following persons are to be awarded the degrees of the Order next October at a joint ceremony with the Provincial Association of Protestant Teachers of Quebec:

First Degree:

Mrs. Winnifred Rivett, Noranda High School.
Mr. James Jacobsen, Ste. Agathe High School.
Mrs. Elsie Prowse, Mount Royal High School.
Miss Elsie Dewey, Roslyn School, Westmount.
Miss Gladys Symington, Vice-Principal, Barclay School, Montreal.
Mrs. R. J. Fraser, St. Laurent de Matapédia School.
Miss Louisa M. Elliott, Cookshire High School.

Second Degree:

Mr. Hobart G. Greene, Supervisor, St. Lambert.
Dr. F. K. Hanson, Macdonald College.
Mr. Gilbert H. King, West Hill High School, Montreal.
Dr. Dorothy Ross, High School for Girls, Montreal.

Third Degree:

Miss Grace Gardner, Education Officer, Protestant School Board of Greater Montreal.
Mr. J. W. Perks, Education Officer, Protestant School Board of Greater Montreal.
Mr. C. E. Ployart, Inspector of High Schools, Department of Education.

Dr. G. G. D. Kilpatrick will preside at the ceremony. Right Reverend John Dixon will be asked to present the candidates for the First Degree, Hon. G. B. Foster those for the Second Degree and Dr. F. Cyril James those for the Third Degree. Miss Grace Gardner is to be asked to reply for the recipients.

The report of the Director of Protestant Education contained the following information: (1) New schools or extensions to existing schools are under construction in St. Lambert (High School for Chambly County), Ste. Foye, Seven Islands, Laurentia, Thorne, Lakeside Heights, Beaconsfield, Gatineau and McMasterville; (2) Plans have been approved and grants accorded for new buildings or extensions at Grosse Ile, Lac Tiblemont, Coaticook and Chateauguay; (3) Final plans have been approved, but grants have not yet been accorded for new buildings or extensions in Arvida, Longueuil (Le Moyne d'Iberville school), Gaspé, Stoneham, Noranda, Ste. Thérèse, St. Hilaire, Mutton Bay, St. Augustine, Rouge River and Maniwaki. (4) Preliminary plans have been approved for new schools in Sutton and Beebe, and for an extension to the Granby High School. (5) Plans are being studied for new construction in thirteen other school municipalities. (6) Under the Protestant School Board of Greater Montreal (a) The buildings are almost complete on the extensions to the Bronx Park school, the Maple Hill school, and the Dorval Gardens school. (b) The masonry is completed on the Bedford and Courtland Park schools. (c) Work is well started on the Sir Arthur Currie school, the Meadowbrook school, the Westbrook school and the Tetreaultville extension. (d) The contract has been awarded for the Crawford Park Cottage school. (e) Tenders have been received for the Ahuntsic school extension. (f) Sketch plans have been approved for the

sixteen classroom school in St. Laurent to be called "Gardenview" and for a four classroom addition to the Cartierville school. (7) Altogether these plans call for the erection of 220 classrooms in schools outside of Montreal. The Protestant School Board of Greater Montreal hopes to erect 180 classrooms this year, the grand total at present therefore being 400. (8) Official school openings have taken place as follows: March 10, Royal Vale school, Montreal; March 26, Coronation school, Montreal; April 9, Hudson Heights extension. This makes a total of seven new school buildings officially opened during the current calendar year. (9) During the next five or six years the enrolment in the Protestant schools will increase by at least twenty five per cent. This necessarily involves the provision of more school buildings, a greater supply of teachers and an extension of the examination system. Two new officials are required in the Department to take care of the examinations and of the correspondence with new teachers. (10) A tabulation of the changes in the course of study during the past four years gave a glimpse of the outstanding features in both elementary and high school grades. (11) A summary of the nurses' reports from September 1953 to March 1954 showed the extent of these services. Some of the outstanding features were the examination of 19,342 pupils, 10,348 tests of vision and 3,144 pupils referred to physicians or dentists. (12) Mr. E. W. Caron has resigned his post as Assistant Supervisor of French. The report was received on the motion of Dr. James, seconded by Dr. Kilpatrick.

Arising from the report, Dr. McDowell proposed that the Teachers Training Committee be asked to enquire into the possibility of instituting short courses to relieve the current shortage of teachers. The motion was seconded by Mr. Cameron and carried.

The report of the Director of Protestant Education concerning the work of the inspectors and of the Supervisors of County Central School Boards was received on the motion of Professor Munroe.

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

1. (a) The revised "Jouons" should be authorized in two volumes, in colour, Part I at $1.45 and Part II at $1.60. (b) "Commençons" and the Manuel to "Jouons", bound separately in cloth, should be authorized at a cost of $2.00 and $2.25 respectively.

2. (a) The revised "Avançons" should be authorized at $2.20. (b) The Department of Education should be requested to mimeograph the additional material for distribution to schools that need it. (c) The Department should be requested to mimeograph a revised manual for "Avançons" if the required permission for the use of the material can be granted.

3. (a) The authors of Le Français Pratique should be informed that the Protestant Committee will await completion of the revision for eighteen months, but it must be distinctly understood that the proposed revision will be undertaken without any advance authorization in accordance with previous decisions. (b) The present texts for Grades VIII and IX should be authorized until June 1956. (c) Mr. Robert Peck should be asked for permission to use in all schools the Verb Review for Grade X. If the request be granted the Department of Education should be asked to mimeograph and distribute the review to all schools.

4. The French Committee should be continued under the chairmanship of Dr. Owen, its function being to advise the Education Sub-Committee on matters of policy, curriculum, and text books in its special field.

5. The request of Longmans Green and Company for co-operation in the production of an experimental edition of "The Family Speller" on a cost basis should be referred to the English Committee for report.

6. The School Art Series for Grades IV and V should be withdrawn. In its place the Department should be asked to mimeograph the material prepared by Miss E. A. Jaques for these grades in time for the opening of schools next September if possible.

7. The mark in Arithmetic for Grades VIII and IX should be reduced from 200 to 100.

8. The assignment in Geography should be as follows: (a) Grade VII. Frye-Gammell, pages 186-239, and (b) Old World Lands (as alternative to the above) pages 21-41, 50-57, 66-89, 102-209, 215-218, 219-306, 308-315; for reference figure 1 facing p. 1, pp. 1 (first column), 4, 5, 8, 13 (figure 9), 20 (figure 14), 42-49, 58-65 (or the equivalent pages in the revised Canadian edition). (c) For Class IV. Frye-Gammell, pages 166-239.

9. (a) The new syllabi in Industrial Arts and Technical Drawing should replace for a two-year trial period, the present syllabi in these subjects and the detailed outlines of the different sections of the present Industrial Arts course. (b) The special committee should be thanked for its able and comprehensive report. (c) A sufficient supply of the syllabus should be secured from the Protestant School Board of Greater Montreal to make a distribution to all schools teaching the subject. (d) Wherever possible Technical Drawing should be coordinated with Industrial Arts shopwork. (e) The special committee should be asked to study the possibility of an integration of the Art and Crafts course with this new course during the two-year trial period.

10. The report of the Physical Education Sub-Committee should be received as one of progress.

11. The following editions of text books should be removed and replaced by the "Kings Treasuries" series at 45 cents per copy: Treasure Island (Books Inc.) Kidnapped (Books Inc.), A Tale of Two Cities (St. Martin's Classics).

12. The Latin assignments should be changed as follows: (a) Grade VIII: "Latin for Today," Book 1, pages 1-168. In good classes, however, teachers should be requested to complete Book 1 without necessarily requiring pupils to reproduce the material in pages 169-203. (b) Grade X. "Latin for Today" Book III, pages 1-49, should be obligatory from September 1954. (c) "Every-day Life in Rome" should be removed as a compulsory text from the Grade X course but should be retained as a reference text. (d) "Latin Prose and Poetry" should be removed from the Grade X course. (e) The special committee should meet next September to consider the charts of inflexions, etc. and the summary of common rules of syntax now being prepared, and also to draft a revised course for Grade XI for 1955-56.

13. (a) "Earth Science" should be authorized for experimental use in Grade VIII during the session 1954-55, but this authorization should be restricted to a few schools that obtain the permission of the Director of Protestant Educa-

tion. (b) Each such school should be required to submit a report to the Department of Education next session. (c) The Geography Committee should be requested to prepare a brief prospectus for Grades IX-XI for successive years.

14. Arising from the Report of the English Committee, the following decisions should be made: (a) "Guess Who" (for Grade I, Primer) and "Just Imagine" (Grade III) should be authorized for supplementary reading (Claim Form B). (b) The Macmillan Book of Poetry should not be authorized as a text for Grades VIII and IX. (c) "Moonfleet" by J. M. Falkner, should be added to the list of English readings for Grade IX, replacing "Catriona." (d) "Lord Jim" should not be authorized for Grade XI. (e) The Committee should be asked to consider further recommending "Far from the Madding Crowd" and "The Mayor of Casterbridge" for Grade XI. (f) "Word Mastery Spellers for Secondary Schools, Book 1, (the new title for the Canadian edition of "Progressive Word Study") should be recommended as a workbook for Grade IX. (g) The following textbooks should be made optional in the North American Literature course: Grade VIII, Hayes, "Treason at York;" Grade X, Lambert, "Franklin of the Artic". (h) "Northern Medley" should be rejected as a text for Grade XI. (i) "Tom Sawyer" should be removed from the course in Grade VIII in North American Literature.

15. The request of the Protestant Board of School Commissioners of the City of Quebec was considered and the following decisions reached for transmission to the Protestant Committee: (a) Though the Sub-Committee has no authority over extra curricular activities it will gladly approve a course in automobile driving if the Board is able to institute a satisfactory one. (b) It is provided, however, that no educational funds should be expended for this purpose.

16. A report of progress was submitted from the Sub-Committee on Moral and Religious Education.

Regret was expressed at the continued increases in prices of text books demanded by publishers.

The report was received and the recommendations approved on the motion of Dr. James, seconded by Professor Munroe.

A letter was read and considered from the National Secretary of the Canadian Brotherhood of Railway Employees and Other Transport Workers together with resolutions passed by the Ladies' Auxiliary of the organization asking for Federal aid to Education, a universal curriculum in the schools of Canada, free school books in all grades, and salaries and pensions to attract suitable teachers. The Secretary was asked to reply stating that the Protestant Committee is a Provincially constituted body which operates under the provisions of the Education Act of the Province and that, as such, it is not competent to discuss matters involving policies of the Federal government.

The Secretary was instructed to write to the Sollicitor General asking that the laws be more strictly enforced which compel traffic to stop when school buses are taking on or unloading passengers.

There being no further business the meeting then adjourned to re-convene on September 27th unless otherwise ordered by the Chair.

W. P. PERCIVAL,
Secretary.

JOHN P. ROWAT,
Chairman.

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THE BABY WHO WAS THREE-FOURTHS GOOD

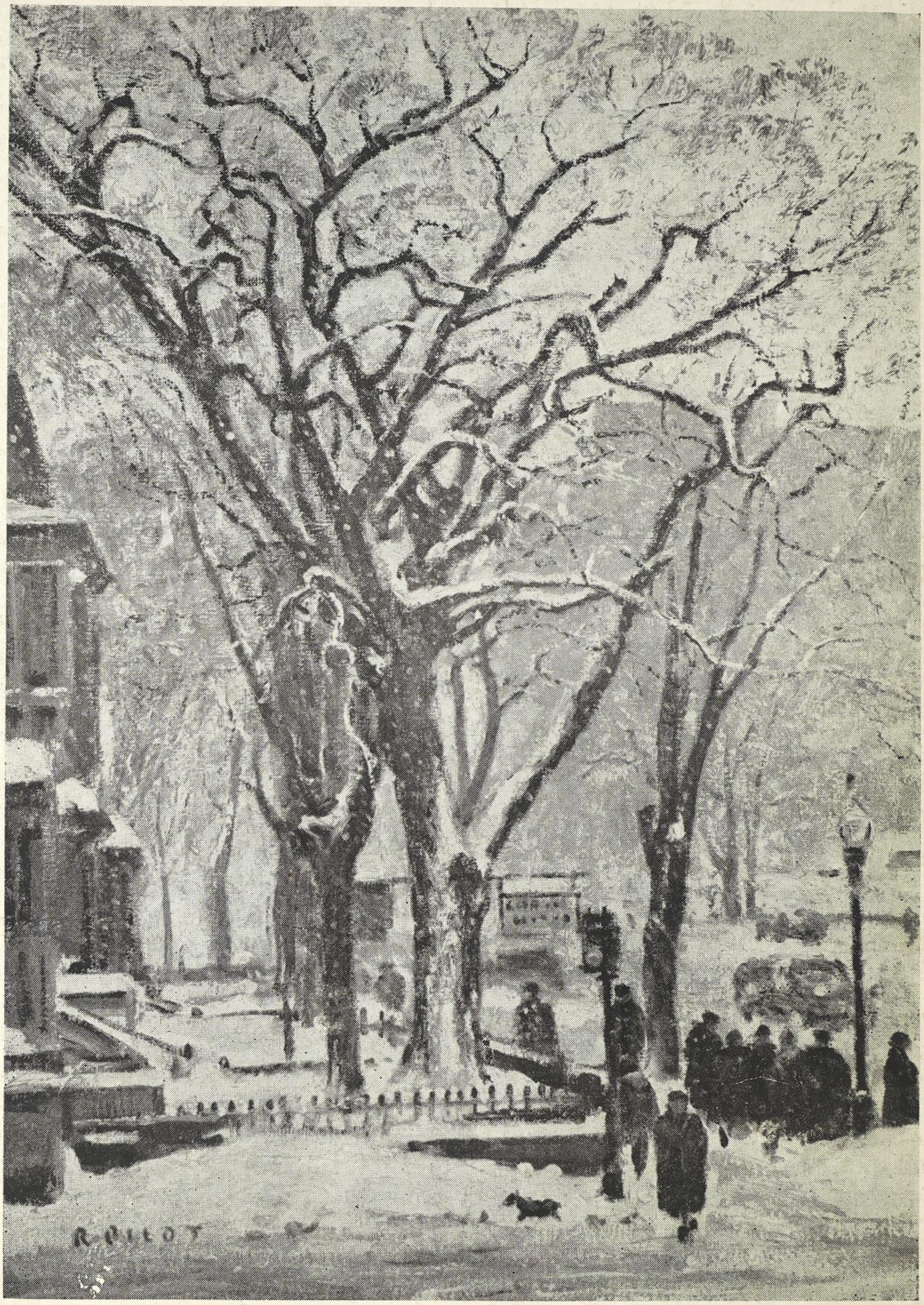
'Now will you be good ?' said little Bob Wood,
To his baby sister Sue,
As he lifted his hand with a look of command,
And the baby answered 'Goo!'

'You've sucked Noah's paint till he looks quite faint,
And wrecked nearly all his crew.
Is that being good ?' asked stern Bobby Wood
And the baby gurgled out 'Goo!'

'You mean pretty well, so seldom you yell,
And you never were known to look blue;
But you're not always good — that's quite understood —'
And the little one laughed and said 'Goo!'

'Goo is three-fourths of good,' said wise Bobby Wood,
'I suppose that's the best you can do;
But when you're as big as I am, you sprig,
You'll have to be good clear through.'

Ethelwyn Wetherald.



SNOW STORM, PEEL STREET, MONTREAL — ROBERT W. PILOT