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SPECIAL ISSUE

THE EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC

Extra Curricular Activities

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JULY - SEPTEMBER 1952



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CADET TRAINING AT MACDONALD HIGH SCHOOL

JIM

There was a Boy whose name was Jim;
His Friends were very good to him.
They gave him Tea, and Cakes, and Jam,
And slices of delicious Ham,
And Chocolate with pink inside,
And little Tricycles to ride,
And read him Stories through and through,
And even took him to the Zoo —
But there it was the dreadful Fate
Befell him, which I now relate.

You know — at least you *ought* to know,
For I have often told you so —
That Children never are allowed
To leave their Nurses in a Crowd;
Now this was Jim's especial Foible,
He ran away when he was able.
And on this inauspicious day
He slipped his hand and ran away!
He hadn't gone a yard when — Bang!
With open Jaws a Lion sprang,
And hungrily began to eat
The Boy: beginning at his feet.
Now just imagine how it feels
When first your toes and then your heels,
And then by gradual degrees
Your shins and ankles, calves and knees,
Are slowly eaten, bit by bit.
No wonder Jim detested it!
No wonder that he shouted, "Hi!"
The Honest Keeper heard his cry,
Though very fat he almost ran
To help the little gentleman.
"Ponto!" he ordered as he came.
(For Ponto was the Lion's name)
"Ponto!" he cried, with angry Frown,
"Let go, Sir! Down, Sir! Put it down!"
The Lion made a sudden Stop,
He let the dainty Morsel drop,
And slunk reluctant to his Cage,
Snarling with Disappointed Rage.
But when he bent him over Jim,
The Honest Keeper's eyes were dim.
The Miserable Boy was dead!
When Nurse informed his Parents, they
Were more Concerned than I can say: —
His Mother, as she dried her eyes,
Said, "Well — it gives me no surprise,
He would not do as he was told!"
His Father, who was self-controlled,
Bade all the children round attend
To James' miserable end,
And always keep a-hold of Nurse
For fear of finding something worse.

—Hilaire Belloc.

THE EDUCATIONAL RECORD

July - September, 1952

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THE EDUCATIONAL RECORD

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EDITORIAL

EXTRA CURRICULAR ACTIVITIES

The refusal of teachers in Montreal to participate with pupils in extra curricular activities last Spring drew the attention of every Protestant community in the Province to the fact that, in and out of school, children are doing much more than their regular class work, and that in these activities they are being assisted by their teachers. What are these extra curricular activities, how much time do they take and what is their value? These questions were asked on every hand.

The pupils became more keenly aware than ever before of the extra curricular activities and of their dependence on the school and upon their teachers. What they had so thoughtlessly taken for granted was suddenly uprooted and they asked the reason. Many found that these activities helped them to enjoy school and that they were lost without them. Others went so far as to think that they were the sole reason for their remaining in school.

In an effort to place the problem before the public, the Educational Record has produced this special issue by asking leading teachers to express their views on the activities themselves and upon their values. While no attempt has been made to include all the activities, it is hoped that this issue will help School Board members and the general public to have a better idea of the way in which children are being aided by their teachers through these activities, and to realize that they are thereby growing up better fitted for life than they could be if school time and teacher-pupil effort were reserved only for the subjects of the regular course of study. In this rapidly moving world pupils must be alive to the times, to their duties and their responsibilities. It is this effort to keep its methods up to date and provide essential services to the young that has created the need for the introduction in the school of the activities that, for want of a better name, are designated "extra curricular".

Children do not automatically become proficient for taking their places in life any more than parenthood of itself fits the parents for their new responsibilities. They need guidance and advice. They need to share in the experiences of life and to be guided in these experiences. This is exactly what the extra curricular activities do for the growing boy and girl. Participation with others under experienced counsellors and friends hews out a clear path that the

young may follow with confidence. By making small decisions under expert guidance youth grows by degrees to make important ones correctly.

It is generally conceded that modern school learning is not restricted to the content of text books and to formal endeavour in the classrooms but takes place extensively where two or more pupils are gathered together — in the assembly hall, the gymnasium, the committee meeting and on the football field. Can it be possible that more is learned about English Composition while working on a school magazine than in a formal classroom? What the young editor does for a school magazine will be revealed in print. Paragraphing, topic sentences, unity of the theme, spelling, and punctuation become life size and lifelike when viewed under the anticipated conditions. The form of a speech as well as its content becomes important for a member of a debating team who is to be faced by capable opponents. Careful planning becomes essential for the chairman of a reception committee of a visiting basketball team.

Many qualities of leadership are developed through extra curricular activities which could scarcely be learned while sitting in a class simply listening to the words of others. Qualities of leadership are developed through leading. Loyalty and enthusiasm are acquired in situations that call forth these qualities. Organizing ability, initiative and tact are picked up through contacts with others. Courage, self control and team work are displayed in youth more often perhaps in sports than elsewhere.

Learning to "take a back seat" is just as necessary for some people as developing leadership qualities. Finding one's faults and deficiencies is at least as important a part of one's education as learning to conjugate a verb. Knowing how to remedy a wrong situation probably takes much more brain power than is possessed by the destructive critic.

> Men are polished through act and speech,
> Each by each
> As pebbles are smoothed on the rolling beach.

THE VOICE OF YOUTH PROGRAMME *

The programme the "Voice of Youth" presented by station CFCF during the current school session has been an attempt to show the people of Quebec the value of extra curricular activities in the English schools of the Province so far as this can be done over the air waves.

Led by Mr. Bill Petty who has been so successful with "Home and School on the Air", the programmes launched have consisted of dramatic presentations, debates, musical programmes, readings, concerts, French songs and plays, and general talks on school activities. These have demonstrated the expanding programme of our schools.

Those who desire the schools to continue along the educational paths that they themselves trod years ago may not see the value of the changing curriculum or the advantages the modern child receives through the increased support to schools by the parent, the taxpayer, the State and the expanding horizons of the teachers. Though they themselves may want the most modern automobile and television set, they look with scepticism on new procedures, new devices

* Delivered over Radio Station CFCF, Montreal, on June 1, 1952.

and fresh techniques in the classroom. The mere gathering of more knowledge and skills, however useful they may be, is not of itself sufficient to enable children to adapt themselves to this age of fast thought, fast motion, fast changes in international relations and rapid changes in the life around us.

The fact is that the extra curricular activities are fitting many pupils for life just as much as are the stable activities of the school. Many a boy has realized that, as a result of his activities in the Literary Society, he has real debating talent, and has turned himself to a vocation in which this can be used to advantage. Many a girl has recognized through her participation in the school magazine that her power of writing is at least equal to that of the other members of a large class and has turned to journalism and the writing arts. Many a young man and young woman have learned the true beauty of music through participating in a school cantata, opera, or play.

Extra curricular activities give to pupils a wide range of practical material upon which they can compare themselves with others and check upon their own achievements. These help to show him that intellectual achievement is not the sole goal of life. Though he may make up his mind that he cannot reach the top of his class academically, extra curricular activities demonstrate clearly to him that there are goals to which he may aspire with a reasonable degree of success. They widen his range of activities materially and encourage him to participate in the interests of others. Self adjustment and hope frequently follow.

Mr. Petty has travelled from Buckingham to Three Rivers and from Stanstead to Arundel searching for what the schools are doing in addition to their regular school programmes. He has met with whole hearted co-operation from teachers and pupils, and has encountered a great deal of enthusiasm. He has found that the pupils have time for extra curricular activities and that, instead of detracting from their school work, these activities encourage the pupils to interest themselves more in their day to day work and even to desire to stay in school longer.

Mr. Petty's own enthusiasm is infectious. His warmth of feeling is transmitted with fidelity even through the microphone. It is small wonder that pupils enjoy his presence among them. As it is intended that the programmes shall be continued next session I wish them even greater success than those of this year have had. I feel sure that they will stimulate many to do better work in everything they attempt and so help to enrich their lives.

W. P. PERCIVAL.

A NEW FRENCH FILMSTRIP

A new French filmstrip in colour and accompanying record have been produced by the Protestant School Board of Greater Montreal. Entitled *Les trois ours* this very attractive filmstrip is intended to supplement the Grade IV French Course and should be obtained by all schools that have filmstrip projectors. The filmstrip and record may be ordered from the Protestant School Board of Greater Montreal, 3460 McTavish Street, Montreal, at a cost of $8.58.

THE EXTRA IN EXTRA CURRICULAR

C. Wayne Hall, M.A., Professor of Education, School for Teachers, Macdonald College.

There is a great temptation today to feel that all schools must offer an imposing array of extra curricular activities. That most of these are worthwhile is doubted by few, but their unchallenged acceptance frequently leads teachers to fill many hours of pupil-time with projects which may have been hastily conceived and only half accomplished. Good extra curricular work must meet some need and should have aims which are just as definite as those in the regular curriculum. Zealous teachers who add annually to the list of their out-of-hour duties might occasionally help both themselves and their pupils by considering exactly what is achieved through their effort. The "lighted schoolhouse" slogan of the past decade must not result in the use of extra curricular activities mainly for publicity value.

The fact that certain activities are not included on the compulsory course indicates in itself that they are concerned mainly with specialized interests and skills. They are, in effect, directed hobbies. They rely on the enthusiasm of the teacher and the pupils rather than on set requirements to make the work valuable. All pupils should not be expected to take part in the entire extra curricular programme of the school, but each child should find somewhere the opportunities which will make his work more meaningful and significant.

One of the many advantages of extra curricular activities lies in the fact that they give training in independence. In most school work the child follows directions, hands in assignments on set dates, and is led to do his studying to schedule. This is as it should be. In extra curricular work, on the other hand, the child should be virtual master of his own time. The goals towards which he moves are mainly his own, and their achievement brings not only better marks but a sense of independence and well-being which most regulated (and dominated) studies seldom produce. Even at the expense of reduced returns in the skills involved, the pupil's privilege of reaching his own decision and assuming his own responsibility should be carefully guarded in extra curricular activities. It is through this approach that extra curricular work contributes an extra — a chance to develop leadership and establish good work habits.

If the pupils organize and direct, the role of the teacher becomes that of mentor or counsellor. From his more mature approach to the problem, he is able to guide the children away from the unexpected difficulties and to direct their enthusiasm along sound lines. Frequently, he will feel impatient with the pupils' fumbling and be tempted to make decisions for them. He will be right in doing so if he is contributing technical knowledge or skill. He should probably assist the boys, for example, with their problem of lighting a stage or drafting a constitution. On the other hand, he should be cautious in interfering with the type of programme which the pupils want to follow or the amount of time which they are willing to give up. There should always be a sharp distinction, for instance, between the play which a class produces as part of their required work in literature and the one which they decide to present as an extra curricular activity.

Let us take the classroom paper as an example. As it is closely allied with the regular work in English, the idea of publishing one may easily arise from a unit in language or from a study of newspapers and periodicals in reading class. Three approaches are open to the teacher: he may decide that the whole class should undertake it as a project in language; he may assign it to the brighter pupils as additional work which will be done during some of their spare time in class; or he may encourage those who have the special interests and abilities to develop it as an extra curricular activity. In the last named case, the pupils will appoint their own editor, assistant editor, feature writers, columnists, illustrators, circulation manager, and treasurer. They will meet to discuss the type of paper which they expect to publish and the extent to which they hope it will be in circulation beyond the classroom. Their decisions may be influenced by the occasional subtle suggestion from the teacher, but in the main they should be made by the pupils. Otherwise their enthusiasm is apt to disappear when they discover that they have been induced to publish a paper with strong literary leanings for inter-school circulation. What had looked like fun has assumed grim proportions and, as a result, the pupils soon learn to keep their interests to themselves so that all their pastimes will not be forced into adult molds.

The teacher should not attend the pupils' meetings only to maintain order. He expects that the pupils will develop along desired lines through the activity. Consequently, he may have to suggest types of articles and features which are in keeping with the kind of paper the pupils plan to publish. He will have to show the possibilities of reported interviews and lively personality sketches, roving reporter columns with worthwhile questions, and reviews of songs, records, magazines, and radio programmes. In addition, he may have to lead the pupils to the realization that certain staff jokes are not in good taste and that the usual gossip column and copied space-fillers do little to achieve their aims in publication. It will require patience if he is to rid the paper of the commonplace and the trivial, but it can be done by a positive approach which builds on the pupils' interests without denying them their rights.

In addition to giving this type of direction, the teacher will have to check to see that the editing and proof-reading are done and that the material is properly arranged for mimeographing. It would be far easier for him to serve as ghost writer for large sections of the paper and to do the typing himself. That would at least assure the production of a class paper which the school could be proud of. But what happens to the aims of the whole project if the staff member gives so generously of his time? The work should provide training in a sense of values, in seeing a job through, and in appreciation of the many menial tasks which lie behind the organization of any project. If these are to be realized, the students must be guided to a completion of the task on their own power. Otherwise, they are impressed mainly by their own weaknesses and inabilities, and, although the project ends with the publication of a creditable paper, each pupil knows that it is an elaborate bit of bluff. Unless the teacher can add desirable experiences and a real sense of satisfaction through the classroom paper, it is better for the pupils to spend their time on hockey and the usual English exercises. After all, the aim of the work *as an extra curricular activity* was not to make confirmed reporters and writers of the pupils but to give them the feeling of triumph which comes with creative expression.

If they are well directed (not over-directed) the extra curricular activities which are related to English can teach an awareness of the appropriate far better than class work can. The teacher of English is constantly baffled by the attitude of the pupils towards much that is taught in language. They are inclined to feel that good English is frequently stilted and unnatural because the teacher cautions them against writing "get the hang of it" or "gets me mad." However, as soon as they are asked to introduce a speaker at their science club or thank a coach at the end of the rugby season, the point is made effortlessly. The same applies to their annuals and class papers. These certainly should not be artificially mature, but they should reflect the best which the pupils can do. Young writers and speakers realize this, and criticism of their diction and style which they shrugged off in the classroom as being pedantic is earnestly applied in their work for a larger public.

English enters into a wide variety of extra curricular activities. In fact, the aims of the two are almost one. English strives to develop logical thought patterns, originality, and ease of self-expression. These are undisputed aims in most of the extra curricular activities. English also tries to broaden interests and to foster a genuine understanding of people and their motives. Extra curricular activities provide ready-made laboratory experience in this part of the programme. The contribution to the work in English is obvious not only in school publications but also in school assemblies, concerts, plays, debates, book clubs, current events clubs, and the student council. It can also be argued successfully that participation in the school swimming meet, the hockey team, and the music festival all are of value in the work in English in its broader connotation.

Students learn useful lessons in these activities because the situations in which they find themselves are real. The talk which a scout prepares for a father-and-son banquet does not require added motivation. The boy is so anxious to succeed that his skill is raised above the usual plateau which his semi-indifference to classroom reaction often produces. In a school play, the young actors watch enunciation, and clear, precise speech becomes their aim. They are willing to spend hours in recording their voices and watching for improvement — a task which they would have resented if the same work had been related to a textbook exercise. The boy who prepares the advertising copy or the advance publicity for a school concert develops a concern about commas and spelling which he seldom worried about before; and the girl who is sending out invitations to speakers or letters of thanks to the mothers who helped with the school party watches penmanship and form with an entirely new approach to the problems. This, of course, raises difficulties for the staff. They must cooperate with kindly watchfulness and discreet suggestions to see that the patterns practised are the right ones. However, if their assistance becomes too obvious, the learning situation rapidly deteriorates because the pupil no longer feels that it is a real responsibility of his own. It becomes just another task — another exercise in copying — which must be done to satisfy the teacher.

One of the most useful contributions which an education should make to a child is the ability to understand other people and to get along well with them.

Literature is included on the course of study largely that pupils may sharpen their perception of human values and know better what to expect of their fellowmen. In the comparatively relaxed atmosphere of the extra-curricular activities, this type of learning comes more naturally than it does in many classrooms. Easy recognition is given to the boy who sees a tactful solution to an embarrassing problem in the student council; the timbre of leadership and the loyalty of followers are tested daily on the hockey rink or in a dance committee; the unexpected resourcefulness which is displayed by a girl who is planning a concert programme or designing a poster, the ease with which the classroom "dud" sells advertising space in the school magazine, and the skill of some retiring pupil in organizing a wiener roast all leave their impression. The problems which confront the pupils in extra curricular activities are genuine. For that reason the real personality which lies behind the mask that so many pupils assume on entering the classroom becomes apparent, and lessons in living are learned.

Extra curricular activities cannot make their full contribution to the students as long as they are regarded either by the staff or by the pupils as an extension of school work into after-hours. Neither can the time be justified if the product is to be evaluated exclusively by classroom standards. However, if they are offered as a testing ground for talents and as an opportunity to broaden experience and to practise real-life skills, they will be highly valued by both staff and students. Extra curricular activities must never be accepted casually as a sign of life in the school. They should, however, be respected by all as a natural corollary and a satisfying complement to good teaching.

LOOK FOR KEY WORDS IN EXAMINATIONS

Be familiar with what is required by such key words as outline, name, describe, illustrate, explain, and define. Note specially the following:

a. "Name the kinds, outline, enumerate"

This type of question tests your ability to remember connected facts, ideas, and principles. Name the items wanted, but do not explain them unless you are instructed to do so.

b. "Define...describe...explain"

In defining, name the general class to which the item belongs, and then indicate how it differs from the other items in the same class. In describing or explaining, go into more detail; try presenting the thing from different points of view.

c. "Compare..."

Take the two things named, and show in what ways they are alike, and in what ways they differ.

d. "Discuss..."

This answer must be organized. Write comments on the kinds, causes, quality, steps, etc. making your organization clear by using numbers for each topic. Give illustrations to make the meaning clear. Use spare paper or the back of the examination paper to plan your answer.

Adapted from *How to Study Effectively*
by C. G. Wrenn and R. P. Larsen.

THE VOICE OF YOUTH

William M. Petty, Director of Public Service Broadcasts, Marconi Radio, C F C F, Montreal.

"This is the Voice of Youth."

Thousands of Quebec radio listeners within the coverage area of station C F C F have become familiar with this sentence as spoken by a studio announcer introducing a programme which is in many ways unique in the history of radio broadcasting in Canada. It is particularly appropriate that the "Voice of Youth" story should be told in this issue of the Educational Record devoted to the discussion of extra curricular activities in the Protestant Schools of Quebec. Also, in view of the fact that since the time when the "Voice of Youth" series was merely a nebulous idea, Dr. W. P. Percival, Director of Protestant Education for the Province of Quebec, has been most cooperative and a never-ending source of encouragement, we are very glad to have the opportunity to tell the "Voice of Youth" story in this publication.

More than many other segments of Canada's people, the men behind the microphones in the community radio stations are dreamers. Aware that the signals from their transmitters are heard in practically all the homes in the districts they serve, broadcasters must rely on imagination and creative thinking to ensure a continuous flow of interesting programme material from the antennae of their stations.

But there is another group of Canadians whose profession makes equal demands on imaginative and creative thinking. They are the educationists: the teachers, the school principals, the supervisors, the directors of education, and the men behind the schools — the members of the school boards. In this basic need for creative thinking, the roles of the educationists and the broadcasters in the community life of Canada are similar. If there are differences, they are of methods and media.

Certainly, one group may learn from the other. For example, the broadcasters might borrow from the educationists their knowledge of practical psychology, of teen-age tastes and opinions of the communities which they are serving. Although a radio station serves a wider area than does any single school, the educationists undoubtedly have a more intimate knowledge of the people in the various sections of the station's listening audience. On the other hand, the educationists might with advantage study the methods used by the broadcasters to attract and interest an audience. Often by the application of a few of the basic rules of showmanship, the broadcasters can make otherwise dull material come to life for their listeners. Relating this technique to education, all of us can remember a favourite teacher or professor who, either intuitively or by design, made dull subjects sparkle, and challenged our minds to activity by the use of devices professional showmen would call "gimmicks": perhaps an amusing doodle on the blackboard, maybe cardboard cut outs, or even just a story to illustrate his point. Not only did he have a thorough knowledge of his subject, but he was able to "put it across" because in his teaching style he used certain elements of showmanship.

If one wished to pursue this trend of thought further, doubtless it would be possible to fill many pages, perhaps even write a thesis, on the inter-relationship between the role of the broadcaster and the educationist. Conceivably, a senior student in education at one of the universities might like to use this topic: in which case I say, as Oliver Wendell Holmes did in his poem about The Wonderful One Hoss Shay, "Take it, you're welcome; no extra charge."

My purpose in pointing out what is probably a very obvious inter-relationship is that too few attempts have been made in Canada to explore this field so full of potentialities for both the broadcasters and the educationists. In this modern world of specialization, they have been two groups of specialists who would not see, or failed to see that there was a natural affinity of one for the other and mutual advantages of close cooperation. In the production of the "Voice of Youth" series, Quebec educationists have come to know the broadcasters at work as they never have before. The two groups have become aware of each other as people.

This is one of the reasons why we at C F C F feel that the story of the "Voice of Youth" is unique in the history of radio broadcasting in Canada. As Marconi Radio pioneered in the establishing of the first radio station on the North American continent, so we feel that in the year 1951-52, we have broken the ground in another exciting field of radio broadcasting. The "Voice of Youth" series has proved conclusively that by the use of modern broadcasting methods, programmes may be originated in the schools of this country in such a way as to have a wide listener appeal, educational value for the students, and at the same time bring the broadcasters and the educationists into a working partnership.

It may be interesting to recall the production problems that faced the educationists and the broadcasters after it was decided that a series of programmes might originate in the schools of Quebec. There was the immediate necessity of giving the broadcast a name. After many ideas had been received and for one reason or another rejected, Mr. Robert Speirs, Principal of Selwyn House School, suggested the title: *Voice of Youth.*

Next came decisions as to programme content. If the broadcast were going to be truly the *Voice of Youth,* then the emphasis must be placed on student participation. Mr. W. Victor George, the Broadcasting Manager of the Canadian Marconi Company, felt that the young people of Quebec should be given the opportunity to air their opinions. It was his belief that the most skilful way to handle this on the air would be in the form of a debate. Mr. George also suggested that all the English speaking schools in the Province of Quebec should be given the opportunity to participate in such a programme.

As has been previously mentioned, Dr. Percival was most helpful and encouraging at all points in the programme's development. His intimate knowledge of the work being done in the Protestant schools of the Province enabled him at this stage to give some very helpful advice as to other possible features for the "Voice of Youth". He told us about the school choirs, the operettas, the French dialogues, the dramatics, the rhythm bands, the high school orchestras and bands, the special courses in agriculture, household science, industrial arts and gymnastics. There are the activities that help to make life in schoolmore meaningful for today's students.



"Voice Of Youth" broadcast being produced by Mr. William Petty at Huntingdon High School

Dr. Percival knew of these activities because over the years he had carefully and painstakingly helped to round out the curriculum of Quebec schools so that modern boys and girls might gain more from their school experience than the sensation of having for eleven years plodded through a labyrinth of dull courses.

Dr. Percival knew the architectural details of the many new schools that had been built or were in the process of construction. He talked of the effect of colour on the mood of the pupils, of the need for large window areas and airy classrooms. He was familiar with the scores of communities in which the schools were located and the occupation of the people who lived there.

As Dr. Percival talked, one became aware that in his mind's eye he had a complete picture not only of Quebec education but of the Province and its people. He spoke not just for the educationists but for all people who know and love the Province. Through his imaginative perception he could see the future now, as he had twenty five years ago when the work of creating a modern educational system for the Protestant Schools of Quebec was just beginning. It was very apparent that Dr. Percival possessed the pioneering spirit which is of Quebec... of Canada. The words he spoke of progress and new developments in education were symbolic of the spirit of the Canadian way of life. It was Quebec's voice... Canada's voice... the "Voice of Youth". Thus we achieved the underlying quality of mood for the series.

From here on it was a matter of organizing the great wealth of material which had been supplied. It was at this point that our working partnership with the school principals and teachers began. Once again the Director of Protestant Education was of great assistance. He sent out to all of the schools a circular describing the programme contemplated. This prepared the way for the visits which we made to the schools in order to discuss the items that each school might present.

It would be impossible to describe here in sufficiently glowing terms the truly wonderful cooperation which we received from the principals, the teachers and the students. I shall always remember with pleasure those days last fall and winter when I journeyed from one Quebec school to another. It was genuinely thrilling to watch the "Voice of Youth" idea catch fire in the imaginations of the educationists. At times we were almost overwhelmed by the number and variety of items that each school could supply, items that were regular features of the school curriculum. When we caught the enthusiasm of the principals, teachers and students for life in a modern school, we became determined to produce a radio programme that would reflect, in sound, the values that were in all the schools.

When we sat down in the office at C F C F to prepare the first scripts, we could hear these people talking about their towns, their schools. We tried to write into these scripts the enthusiastic pride that these people felt for the achievement that the school in their community represented: school boards, home and school associations, principals, teachers and students — a well-organized community team. It became evident that the extra curricular activities which were being featured on the "Voice of Youth" were the activities that gave a warmth of feeling to life in school: a point of focus where educationists and students could get to know each other as human beings.

The principals were no longer awesome characters in the offices hiding their ignorance of their students' personalities in a portentous air and imposing their will on the students through threats of violence. More and more they were assuming the role of real leaders in their schools. They were helping the boys mark off the lines on the rugby field, directing choirs, playing the piano for the glee club, coaching the basketball team. The modern school principals are keen on extra curricular activities and themselves set an example of energetic action.

The teachers in the schools that we visited were also staunch supporters of the extra curricular programme. They recognized that these activities were helping them to understand the classroom behaviour of the boys and girls in their care. Invariably the community school boards, the school officials and the principals were providing positive guidance and encouragement for the teachers. In the schools we visited, the extra-curricular activities seemed not only to be helping to establish greater understanding between teachers and students, but also at the other end of the scale, between teachers and school officials.

From the radio point-of-view, we did everything in our power to make participation in the "Voice of Youth" broadcasts a pleasant and valuable educational experience. By using the medium of high-fidelity tape recording, it was possible to record the programmes in sections and in whatever order that best fitted the school timetable. On occasions when it was necessary, we recorded the last section of the broadcast first. In short by diligent and skilful work on the part of our engineers, we were able to develop a highly-flexible technique. The sections recorded on tape were brought back to CFCF's studios, spliced together, and then edited to ensure that the running time of the broadcast would be correct. The average recording time in each school was between two and two and a half hours, but because of our "section technique" the individual pupils did not have to spend more time in front of the microphone than was required to record their particular contribution to the broadcast.

In space permitted, I would like to mention and describe our visit to each school which participated in the series. Each school's contribution is worthy of treatment in detail. As all educationists know, there is no experience more gratifying than to see a group of young people literally sparkling with enthusiasm as they tackle a new project. After meeting hundreds of these young people, the over-all impression which we retain is that there is no need to fear for the future of Canada.

To have heard them earnestly and logically debate subjects ranging from "Resolved that the 20th century belongs to Canada" to "Resolved that coeducation is desirable in the high schools" was in itself a revelation. Mr. J. G. Brash, Supervisor of English for the Department of Education, who made an extremely valuable contribution by acting as chief judge each week, summarized his impressions of these debates in this way.

"In the opinion of the judges, the merits of these young debaters far outweigh in importance any minor points of criticism which might be made. The debates were frequently so good and the speakers so evenly matched that on more than one occasion the judges could not agree as to which side won. Therefore, to the debaters and the schools appreciation is expressed for a job well done."

The weekly newspapers, through their coverage of the programmes with pictures, stories and editorials, showed their appreciation of the value of the series. When the broadcast originated at the Huntingdon High School, the Huntingdon Gleaner commented editorially,

"We feel sure that listeners to C F C F will find much of interest in the broadcast and that Huntingdon High School will obtain much valuable publicity as a result. Incidentally, our town will stand to benefit from the broadcast as it will point up that Huntingdon has produced many sons and daughters of note who have made valuable contributions to the welfare of the nation . . . These broadcasts will do much to revive public interest in the worth of their school and acquainting further those outside who may be listening in."

On the final broadcast from the schools for this season, Mr. W. Victor George summarized his views in this manner.

"I should like to point out that we at C F C F feel that if the *Voice of Youth* series has been successful, success was due in very large measure to the complete cooperation we received from Quebec educationists. I have long thought that the schools have a real story to tell; that educationists do not receive sufficient credit for a good job well done. I have long been of the opinion that unfortunately when education on the air has been attempted, the end result was all to often a broadcast that was dull and uninspired. I feel, too, that in Canada there is a tendency to think of young people in our schools as a kind of captive audience, who perforce listen to educational programmes but do not have the opportunity to appear on the air themselves. I believe that any educationist will agree that we learn by doing. Let the young people prepare their own programmes. True, the result may not be a broadcast that is smoothly professional, but it will be one that is really useful—one that is alive with the enthusiasm of youth. It will be in fact the *Voice of Youth*."

In closing, it might be well to quote a portion of a letter from a member of the group for whom all radio programmes are prepared, those who sit in judgement: the listeners. This gentleman's name is Mr. Thomas E. Anderson and he lives in Quebec City. He wrote,

"Congratulations on an extremely successful nine months of *Voice of Youth* series. Your programme has been listened to with interest by many Quebec C F C F listeners. You have produced something new and different and as usual in such cases you created a wide and interested audience. The formula is so simple that it is often overlooked... vision and imagination... you found it and your widespread audience discovered you."

The *Voice of Youth* has a large audience and, in order to accommodate these listeners, the series will next fall be moved to the more convenient time of 5.30 on Sunday afternoons. It will likewise be continued throughout the summer months with features about the vacation activities of Quebec young people.

WE MUST DO BETTER !

A group of eight San Francisco mothers recently sat down before television sets in their respective homes to find out what their children were seeing as daily TV fare. During the four hour period that the mothers observed the programmes they kept score cards on the number of murders and other crimes, either attempted or completed. Murders and assorted killings, they found, led all the rest: 13 in 4 hours. Sluggings: 14; kidnappings: 6; hold-ups: 5; explosions and dynamiting: 3; blackmail and extortions: 3; thieveries: 3; armed robberies: 2; arson cases: 2; lynchings: 1; torture scene: 1; induced miscarriage: 1.

One of the mothers clocked 104 gun shots during one children's serial ending at the bedtime hour of 7:30. Another found sudden death shudderingly described 14 times during one 20-minute serial at 6:00 p.m. "A-V World".

AN ACTIVE GAMES PROGRAMME

Frank Sharpe, Principal, King's School, Westmount

Consider the sequence and content of this philosophy: On greeting his pupils, the master asked: "What would you learn of me?" And the reply came: "How shall we take care of our bodies? How shall we rear our children? How shall we play together? How shall we live with our fellow men? And, for what ends shall we live?" And the master pondered these words, and there was sadness in his heart, because his knowledge treated not of these things. Let us therefore paraphrase and add: There was gladness in his heart, for he knew that the type of programme best designed to develop a healthy body in the child is an active games' programme, that the child learns more and develops better through his whole-hearted interests, that the very essence of play life is the child's interest in it, one of the major environmental factors in the development of a child is the play period, and that knowing *why* he must seek the *what* and the *how*.

If a school, never before having owned any athletic equipment, suddenly finds itself with a football, and if that football has been tossed on to the playground at recess, that school now has an athletic programme. If that school has a playing field, a gymnasium, and a hockey rink available, if it has an athletic budget and a willing-to-help staff conscious of the importance of athletics in the educational process, it has the beginnings of a simple scheme of athletics. By developing any such programme the following five organizational divisions should be made: the equitable distribution of facilities, the establishment of a basic, balanced programme, the planned purchase and control of equipment, the responsibilities of supervision and administration, and the necessity of adequate financing.

Frequently the question has been asked: "How did you originally plan your organization of athletics? Or, did it, like Topsy, just grow?" The inception of any scheme can be just as haphazard as the tossing of a football on to a playground. The growth can be just as easily over-simplified as the listing of the five divisions of organization. Any scheme of athletics is dependent initially, however, on the facilities for play, and the best programmes are planned for the many and not just for the few. With these two factors in mind, any basic programme of athletics must be patterned according to the circumstances of each school. Generally speaking, it is better to have an inter-school programme of athletics balanced or augmented by an intramural programme. One is not more important than the other. Where there is one without the other, one has but half a programme, notwithstanding the fact that sometimes it is impossible through circumstances to have both. A good plan may be inherited or a poor one maintained, but there must be a plan. It is better for the programme of activity to evolve from simple beginnings, and it should progress and not die with any one individual..

If education is the introduction of control into experience, if acceptance of responsibility is development towards maturity, then it is certain that those who should be in charge of the programme of athletics be in full control. One should

also be certain that boys and girls are trained to accept their responsibilities under proper guidance.

A programme of athletics for boys and girls should offer a variety of activities. Their name today is almost legion consisting of: archery, badminton, baseball, basketball, boxing, cricket, crosscountry, fencing, football, 6-man football, touch football, golf, gymnastics, field hockey, floor hockey, ice hockey, lacrosse, skiing, soccer, soccerball, softball, swimming, table tennis, tennis, track and field, volleyball, water polo, wrestling. The selection made by each school will depend upon the facilities, the budget and the time available.

It is not necessary for the teacher to know much about the rules governing the games. Much more important is the avoiding of the tendency to spoil the beginner's interest by over-officiating them. The one truly international game of soccer, for example, can be introduced by one who knows only four rules. Soccerball — which is a combination of soccer and basketball — can be organized by making up the rules as one goes along. If the necessary equipment is available, lacrosse can be played so that it is a no-contact game which accentuates the skills of running, catching, and shooting. That wonderful fast game of volleyball can be started by having the players catch and throw the ball over a lower net before they progress to the skills of serving, volleying, and spiking. One should be wary of the game of floor hockey, however, for it is a rough, hazardous game for older, more skilful players which needs careful whistle control.

If a playing field, a gymnasium, and a hockey rink are available the seasonal distribution of intramural and inter-school activity is a simple one. There are five seasons in which to space the programme: No. 1, The outside season of September-October; No. 2, The inside season of November-December; No. 3, The outside season of January-February; No. 4, The inside season of March-April; No. 5, The outside season of May-June. For such a grouping a recommended basic intramural programme of athletics for boys between the ages of ten and fifteen is: Season No. 1, soccer or touch football; Season No. 2, basketball; Season No. 3, ice hockey; Season No. 4, soccerball or volleyball; Season No. 5, Softball or lacrosse. The inter-school programme of athletics is, of course, determined by the schedule arranged in cooperation with other schools.

Planned programmes of athletics are dead programmes until they have the breath of life breathed into them by the participation of boys and girls in scheduled activity. Schedules bring participation into being. If two days of the week are set aside for intramural activity, Tuesdays and Thursdays are generally the best days for play. A three-day weekly intramural programme is best organized for Mondays, Tuesdays, and Thursdays, the daily games' period being of one hour's duration.

Without getting into the frustrating complications of the combinations and permutations of schedule making, the following is a simplified system of scheduling intramural games involving either three or four teams. Each schedule system should solve some situation that will be encountered:

System No. 1 — The 4-Team League

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 at 4	3 at 1	1 at 2	3 at 4	4 at 2	2 at 3
3 at 2	2 at 4	4 at 3	2 at 1	1 at 3	4 at 1

This is a double schedule, each team playing each other team twice. The games have been arranged with an equal distribution of away and home games. The last named is the home team, and this is important, for the home team is responsible for the mechanical operation of the game. The day's intramural play may start by having the first two teams playing, the second two watching. At the end of each ten-minute period, the teams should be changed over until the six ten-minute periods have been played to complete the game-hour. This is a telescoped schedule. Reversion to single games may be made, in which case twelve play periods instead of six will be required to complete the schedule.

One of the most effective schedules for intramural play is the 3-team combination in which three teams play three games in one hour on the same playing area. This schedule system gives each team forty minutes of play during the hour, as follows:

System No. 2 — The 3-Team Combination

Time on	Teams on	Team off	Time on	Teams on	Team off
3:30 p.m.	1 vs. 2	3	4:00 p.m.	2 vs. 1	3
3:40 p.m.	1 vs. 3	2	4:10 p.m.	3 vs. 1	2
3:50 p.m.	2 vs. 3	1	4:20 p.m.	3 vs. 2	1

This type of schedule may be used for all intramural games except softball. It is particularly useful during short seasons of play or where the use of facilities is limited.

By using this 3-team combination system, with the same time periods, it is possible to operate a 4-team league in a double schedule so that the twelve games may be played in four play periods, as follows:

Time on	Day 1	Day 2	Day 3	Day 4
3:30 p.m.	2 vs. 3	1 vs. 3	1 vs. 2	1 vs. 2
3:40 p.m.	2 vs. 4	1 vs. 4	1 vs. 4	1 vs. 3
3:50 p.m.	3 vs. 4	3 vs. 4	2 vs. 4	2 vs. 3
4:00 p.m.	3 vs. 2	3 vs. 1	2 vs. 1	2 vs. 1
4:10 p.m.	4 vs. 2	4 vs. 1	4 vs. 1	4 vs. 1
4:20 p.m.	4 vs. 3	4 vs. 3	4 vs. 2	3 vs. 2
	1-bye	2-bye	3-bye	4-bye

System No. 3 — The Winner-Loser Tournament

The winner-loser tournament schedule is an ideal schedule for a short series in any 4-team league. For instance, one may use it when weather conditions have cancelled the hockey and softball schedules. This is the sequence: GAME I: Team 1 vs Team 2; GAME 2: Team 3 vs Team 4; GAME 3: Winner of Game 1 vs Loser of Game 2; GAME 4: Winner of Game 2 vs Loser of Game 1; GAME 5: Championship Game: Winner of Game 3 vs Winner of Game 4; GAME 6: Consolation Game: Loser of Game 3 vs Loser of Game 4.

System No. 4 — The Free Play Period

The free play period is a much neglected and often forgotten period in a school's play schedule because of our modern tendency to be fettered by organization. The free play period should be just as much a planned part of the schedule system as the organized intramural league. The basis of the free play period

is the availability of game balls for free use at odd times in free play with no more control at the most than the teacher's casual observation of the activity, and sometimes not even that.

The detailed planning of athletic organization always seems to be annoyingly multifarious. If a programme is to be successful, however, certain details must receive special attention. Because the game ball is the most important piece of equipment in any athletic programme, as many should be purchased as the budget will allow. The best general game balls to buy are the inflatable rubber utility balls which are manufactured in sizes ranging from five to sixteen inches in diameter. They are inexpensive, long-lasting, impervious to dirt and moisture, and are readily repairable. They can be used for most intramural games and are invaluable for free play in gymnasium and playground periods. These game balls should not be as expendable as they sometimes are. A lost or stolen ball means lost activity and lost money. A simple system of ball control is easily established by counting how many are used. A panel or spot should be painted on each game ball to make each piece of equipment readily identifiable. Equipment control should be such that there is a carry-over of usable game balls to start the next year's activity.

The team uniform is the second most important item of equipment in the athletic programme. Team sweaters should be bought in solid, bright colours for this type is easily replaced. The sweaters should have shoulder inserts and be numbered back and front. If twelve sweaters are needed for a team, fifteen should be bought for even if three are worn out or misplaced, a complete set remains. It is better to buy sweaters for a general size group, e.g., more 38's than other sizes. For certain types of sweater material one should allow for size shrinkage after washing otherwise the 38's may become 34's. The strain on the athletic budget can be eased by ruling that all players must return their school team sweaters washed at the end of the season. Team sweaters are not prizes — they are returnable.

Intra-mural teams have just as much right to equipment as school teams and should be as well dressed. One of the most useful uniforms for intramural team activity is the playing dicky or bib, made out of bright, durable cloth, 32″ by 12″, with an 8″ head hole, and a 40″ tape belt sewn on at one end. These may be made in sets of fifteen, each set being numbered but of different colour. After these playing dickies have been used for a while the wonder will be how the teams ever got along without them.

A number of other details of organization require attention if a programme is to be successful: (1) A good notice board will permit the school to follow the progress of schedules, a small blackboard at a key point of the building being particularly helpful as a daily announcement board. (2) Cheering is an act of good sportmanship and should be encouraged while booing, fighting and foul play should never be tolerated. The qualities of character developed through athletics far transcend in importance the skills acquired. The standard of sportsmanship in a school is in large measure a reflection of the leadership provided. (3) The programme should never be allowed to be a disturbance to the class teacher. It must be a help rather than a hindrance. (4) The election of a captain should not be on the basis of popularity but on ability to fill the

position. (5) Award systems ought to be kept simple. (6) The disinfection of whistles after games is a worthwhile health precaution. (7) As injuries are a part of the athletic scene it is well to prepare for the inevitable by always having on hand adequate first aid equipment.

One of the finest reasons for a system of athletics in the school is that it gives the teachers in charge of the intramural and inter-school teams many occasions on which to talk to the boys and girls away from the restricted limitation of the classroom. Before, during, and after the game, in the comradeship of sport teachers have a particular opportuhity to fulfil the truism that athletics develops character. And so perhaps, in part, we have answered that fifth question the pupils asked the master, "And, for what ends shall we live?"

UNITED NATIONS DAY, OCTOBER 24th

On October 24th, 1945, when the Charter of the United Nations first came into force, a new and potent truth laid its hold upon the minds of men. It was the set of insights about lasting peace contained in the Charter of the United Nations. Set forth simply in the chapters of this small, yet great, document is a body of understandings about man, society and world peace that should be well known by all young people and adults.

Seven years from the day the Charter came into force, the United Nations works in a world that is taut with tension. Throughout those seven years, it has sought steadily to express the Charter truth in concrete situations throughout the world. From the seventh milestone it can but continue along this path, for it is truer today than ever that the Charter's way is the only way.

The potent truth contained in the United Nations Charter has at least seven facets:

1. Peace can be built only if all the nations of the world work as one world team.
2. Acting as a world team means trying first to use peaceful means to settle differences.
3. Any nation not using peaceful means, but using force to get or impose its own way needs to be checked by the armed might of the other nations acting together.
4. Peace can also be built only if social progress lifts all people into full human rights and a better way of life.
5. Peace requires economic advance which will bring to all peoples, and especially to the many, many millions living in poverty, the higher standards of life they hope for.
6. Peace calls for all peoples to have the right to self-determination.
7. Peace calls also for laws for the nations — laws that set down agreed ways by which nations can live and act as good neighbours in a small and friendly world.

Some suggestions for observing United Nations Day, 1952:

1. Read, explain and talk about the ideas embodied in the Charter.

2. Let each student represent one of the main Organs of the United Nations or one of the specialized agencies and, in a short talk, tell how he helps to build a United Nations world.

3. Try to obtain a set of United Nations stamps, and give a talk about the designs of the stamps.

4. Decorate the classroom to express the idea that, like the United Nations, your school stands for the principle of many nations coming together "in peace, as good neighbours."

THE PLACE OF ATHLETICS IN THE SCHOOL PROGRAMME

J. G. Lang, B.P.E. Supervisor of Physical Education, Protestant School Board of Greater Montreal

Much has been written about the value and importance of athletics. Conversely there are many who feel that these values have been overrated. Whatever opinion one may have, the playing of sports holds the active interest of both young and old. The sport pages of newspapers and magazines are examined with avid interest by most readers and, whether one has the winning complex or not, the pulse rate increases when one's favourite team wins.

In this paper the term "athletics" will be considered as referring only to "contests in active games played by representative school teams." While a number of the comments made will apply to some extent to intramural games, the major concern here is the organization and control of games played between schools. The article will deal with some values which should be attained, some dangers which should be recognized and some remedies that should be effective if earnestly applied.

Values: It is widely recognized that a programme of inter-school sports helps to develop a good school spirit. The planning of the programme itself helps to develop school spirit because it necessitates the active cooperation of many pupils as they practice and look ahead to the event. Whether the school team is better or inferior to the opponents and how it will fare in the next game and during the season are among the most common topics of conversation. Cooperative effort is necessary, for example, when a visiting team is to be entertained. The captain and manager must plan to greet the visitors on arrival, to show them where they may dress for the game, see that they have towels — whether there are showers available or otherwise, be concerned about the safety of their personal belongings, give them the choice of practice areas, entertain them after the game and be on hand when they depart for their homes. Cheering sections, music and seating accommodation must be arranged. When the school team visits another school many arrangements likewise must be made prior to the visit. All this planning and anticipation contributes to the creation and establishment of school spirit. While there is no doubt that a series of successful games develops a feeling of pride in the school, an even stronger school spirit should be engendered when the team is losing, for then it is necessary for the pupils to work harder together and make greater efforts towards success.

To make a place on a team during pre-season training and to hold that place throughout the season is an incentive to do one's best. The knowledge that only by striving his utmost will a player be able to obtain a place on the team should spur him to train more arduously. Besides helping to teach him proper habits of rest and eating, the physical effort involved in training should create greater skill and endurance. Adherence to team play, the development of unselfish attitudes and good fellowship all help to produce a healthy, well adjusted citizen.

The thrill of achievement in relation to native ability has not been expounded by coaches as much as it should. Any adult fortunate enough to have made a school team in his youth, still gets a thrill on recalling the event, regardless

of whether the season was successful or otherwise. Graduates notoriously enjoy reminiscing with their classmates about the time when they played such and such a team. It is not whether the game was won or lost that is recalled but the thrill of having been good enough to belong to the team. The trip, the incidents before and after as well as the game itself are all pleasant memories that contribute to a more enjoyable life. The students of today must be provided with the same opportunities and ambitions.

Inter-school games stimulate greater interest in intramural play. The policy of the school should always be to develop players through a well organized intramural programme. The possibility of being able to represent the school is an incentive to pupils to strive their utmost in intramural games. An all round intramural programme is quite feasible in most sports, with the exception of rugby football, which requires expensive equipment for all participants as a safety precaution against accidents.

Dangers: Perhaps the greatest danger in athletic contests is the growth of a "win at all costs" attitude. At no time is the worst part of one's nature more likely to become apparent than during a tight contest where there is danger of losing. At such times the acid remark, the overt action and the sour expression are too frequently seen. Such examples of bad manners and conduct are not befitting a sportsman. The person who controls his feelings and recognizes the fine points of play not only of his own players but also of his opponents has grown considerably in stature and has no peer in the social sphere.

There is nothing wrong with the desire to win, and the benefits gained by training oneself to become a more accomplished player are commendable, but one must guard against the establishment of undesirable attitudes. The coach must be positive in his approach to this problem as the attitude of players towards winning and losing is of paramount importance, particularly during the adolescent period of growth. The coach must make it clear at every opportunity that he will not tolerate dirty play or unsporting conduct towards opponents, and that a player who by foul means gains advantage will be dropped from the team. The coach must stress continually that the rules of the contest must be obeyed in the spirit as well as the letter. More important still, he must show by precept and example that his conduct before the game, on the bench and after the game is beyond reproach. It is not good enough to be passive in stressing good qualities of sportsmanship. Positive direct action is necessary if proper attitudes in sport are to be developed.

Another danger in school sports programmes is that the members of representative teams may receive all the attention to the detriment of the majority of the students. To avoid this, care must be taken that most of the funds are not expended for the few students participating in inter-school sports, and that facilities, time and adult coaching availability are not used exclusively for the practice and training of school teams. The policy of each school should be to organize and schedule the intramural programme first. The physical director, as the expert in his field, should always have as his first objective the needs of all students. The intramural programme is his direct responsibility, and only after it has been effectively organized should he give time to coaching a school team. All too often the small number of expert players who represent the school

have first choice on the available facilities, take the best time of the day, and are coached by the specially trained instructor. This is wrong and inexcusable.

Remedy by control: The pitfalls described above can usually be avoided by adopting a systematic plan for the control of the athletic programme, such as the following:

(1) The Principal should set the policy of the school in athletic matters. To say that he does not know too much about it is to avoid the issue. It is his responsibility to take an active interest in the athletic programme. His responsibility can be likened to that of the general manager. All correspondence should emanate from and be received by his office.

(2) The representative of the Principal, be he the physical educator or classroom teacher, should act in an advisory capacity and be in charge of all the details of organizing and coaching teams. He should be permitted to speak for the Principal on all matters as long as they fall within the established policy of the school.

(3) Each school should have a disciplinary committee to draw up regulations for conduct and to consider cases of infraction of the rules. Any unsportsmanlike conduct should result in immediate suspension of the player concerned until the case is reviewed and a decision rendered.

(4) Students should never represent the school on committees. This is the responsibility of the teaching staff. There are many opportunities for boys and girls to accept responsibilities within the confines of the school in the intramural programme, but they are not mature enough, nor have they had a background of experience sufficient to deal with problems arising in inter-school competitions.

All too often bickerings and misunderstandings in sports are given undue publicity by sports writers seeking to attract the attention of readers. Whenever people associate there will be difference of opinions. During the present year a number of sports writers have been poking fun at the Olympic games by overemphasis on its quarrels and the wrangling of officials. Most such differences arise from misinterpretations of the rules. As each new sport is added, a long period of experimentation is necessary before the rules can be standardized and interpretations made uniform.

Too much concern should not be felt therefore when misunderstandings occur in school games. These are generally the result of minor difficulties over officiating and conduct of players. Remedies can easily be effected by the establishment of suitable regulations. Provided there is good organization, tolerance on the part of all concerned, and adult control of all contests great benefits should result to the participants, the school and the community from inter-school sports.

A youthful hockeyist may have a fine shot, be a smooth, fast skater, an artful stickhandler, but if he lacks that old desire to excel — that drive that will cause him to skate for all he is worth — to give out 100% for his team, his school, he is of no use either to himself or the squad, and he will likely fail in life's battle just as he is a "bust" in the hockey arena.

H. A. Ebers, West Hill High School.

HIGH SCHOOL CADETS

Malcolm Davies, B.A., Captain, The Cadet Services of Canada, Macdonald High School.

The late Sir Fred Clark once stated the aim of education as an effort to produce the civilized man, and defined the civilized man as one who develops to the full his individual abilities while recognizing his obligations to society. The object of cadet training, as stated in the Cadet Services of Canada Training Pamphlet, 1942, correlates highly with this aim: "The object of cadet training is to so develop the mental, moral and physical education of boys and to so form their characters as to enable them to start well in life; to develop in them principles of responsibility, patriotism and good citizenship and to help prepare them to do their part in the defence of their homes and country."

It may with justice be claimed that no activity offered by our Protestant high schools does more than the school cadet corps to train for responsible citizenship. No activity so well illustrates the need of active co-operation and the importance of responsibility. The school cadet corps offers to *every* boy in high school grades an opportunity to enjoy disciplined group activities which he knows can succeed only if each individual contributes his best.

The purpose of this article is to discuss the formation, organization and training of a High School Cadet Corps, with the hope that more Protestant high schools of this province will decide to incorporate the army cadet programme in their school activities.

To begin with, a corps must be sponsored by school authority, which may be the principal or the school board. The sponsor makes application to the cadet training officer of the area concerned for permission to organize a corps. Following receipt of such a request, the cadet training officer or his representative usually visits the school and guides the routine of formation. The commanding officer of the Canadian Army (Reserve) unit in or near the school district will gladly supply the name and address of the cadet training officer for the area.

Any boy registered as a pupil in grades eight to twelve inclusive may join the school cadet corps. Organized along the lines of an army infantry unit, the corps may consist of a platoon, a company or a battalion, depending on the number enrolled. In Army Cadets the boys themselves serve as officers and non-commissioned officers according to their qualifications and experience. Thus the cadet corps, like the students' council in many schools, is run mainly by the pupils themselves.

Instruction in the corps is handled by civilian members of the school staff or by staff members qualified as officers in the Cadet Services of Canada, with assistance from the cadet training officer of the district. In addition to this, help is usually available from the nearest Army Reserve unit. Furthermore, (and this is an important feature) the more promising cadets may qualify during the summer months to assist in the work of instruction. Adult cadet instructors are paid for their services according to the regular army scale of pay for the rank each holds, while civilian instructors receives the pay of a second lieutenant or full lieutenant depending on years of service.

Uniforms, equipment and supplies required by the corps are issued entirely by the Department of National Defence (Army) through the cadet training office, and the cost to schools is nil. These features of no cost and of additional pay to staff members for extra work done increase the attractiveness of cadet corps to schools.

The Royal Canadian Army Cadets Training Programme consists of a minimum of fifty 50-minute periods of training each school year. Additional courses are offered during the summer for interested cadets. The wide variety of optional subjects makes it possible for the individual corps to suit its programme to the community and to the facilities available. The activities in some cadet courses are such that many schools would wish to include them in their programme whether or not they operate a cadet corps.

In some eight years as an instructor with the Macdonald High School Cadet Corps I have tried most of the courses in the programme of training. I feel that the ones outlined below have offered most to the boys of our community:

Drill. Many people think of cadet work as military drill alone, but such training is a relatively small part of the whole programme. I am convinced, however, that the drill periods are of the utmost value to the individual. The boys are taught to stand and walk correctly, to proceed in a group under the leadership of one of their own schoolmates, to dress and groom themselves smartly, to perform simple movements in unison, to accept and obey commands without hesitation. In addition about one third of the cadets get some training in directing others. All learn to exercise a greater co-ordination of mind and muscle, the improvement in some boys being truly startling. Twenty to thirty minutes of drill per week is sufficient to cover the detailed syllabus for this subject.

Rifle. It is axiomatic that boys like guns. Cadet training offers high school boys an opportunity to learn the care and cleaning of a rifle, how to load and unload, to adjust sights and finally how to fire a shot. These fundamentals, with the emphasis placed on safety in handling a weapon, are of obvious advantage to boys who inevitably get their hands on a rifle sooner or later.

Those schools fortunate enough to have access to a rifle range should for that reason alone organize a cadet corps. For range work offers not only the chance to apply what has been learned about the rifle, but also gives unlimited opportunity for recreational and competitive shooting. Rifle shooting is good sport and good training for hand, eye and nerves. Perhaps best of all is the satisfaction the non-athletic type of boy can derive when he trains himself to be one of the leading shots in his corps. Such a boy gains the esteem of his school society and the confidence in himself which are of inestimable value to the teen-age pupil.

Signalling. Signalling, particularly that part of the course concerned with the operation of army wireless sets, is second only to rifle shooting as a popular activity for cadets. A cadet corps may obtain (again at no cost) portable "Walkie-Talkie" sender-receiver wireless sets and occasionally larger, more powerful sets. The corps is given a frequency on which it may operate wireless equipment and a call-sign for its "station". Cadets interested in and qualified for wireless training within the corps may then be instructed in methods of operating sets, establishing communications and passing messages. As with

rifle shooting, the operation of wireless sets is a "natural" for boys; and I could name at least two cadets who have improved appreciably in mathematics largely because of an interest in the mechanics of wireless work.

First Aid. The importance and usefulness of a knowledge of First Aid in all walks of life make a course in this subject of unquestionable value. It is reassuring to a teacher to know that one has in a school boys trained to be of practical help in an emergency.

Map Using. Map Using offers, among other things, instruction in how to read a map, how to follow a route and how to use the prismatic compass. As with most subjects in the Cadet Syllabus, Map Using is likely to prove of value in later life.

The Cadet Training Programme offers other courses such as Fieldcraft, Weapon Training, Tactics and Field Exercises. Obviously few corps can carry out the whole programme, nor is any corps expected to do so in any one school year. Work in each subject is graded; and the basic programme is planned for a three year period. A complete syllabus and an adequate variety of visual aids, including a library of sound films, may be obtained for every subject.

A feature of cadet work, established some three years ago, is the Summer Camp Training. For seven weeks during July and August cadets may attend training courses to qualify as Driver Mechanics, Wireless Operators or Senior Leaders (cadet officers or non-commissioned officers). The boys are well cared for and are offered a well-rounded programme of recreation and study. In addition to food and lodging, they receive a bonus of one hundred dollars on successful completion of their course. One cadet each year from any corps may be chosen to attend the National Cadet Camp at Banff during the summer. Such selection is in the nature of an award for outstanding ability as a cadet; and the Corps Cadet Commanding Officer usually is sent if he has not previously attended the National Camp.

A high school cadet corps can thus be one of the greatest assets of the school and of the community. It teaches discipline, the kind of discipline which calls for each individual to subjugate himself for the good of the group. By learning to obey, a cadet may develop the understanding necessary to command. Surly there has never been a time when the need was any greater for young men to prepare themselves for possible conflict. Certainly the need for responsible citizenship, physical and mental fitness, self-confidence and shared pride in the accomplishment of the group must always remain. The high school cadet corps contributes to all of these needs.

So very often a team reflects the ideals of its coach. Observe a team that scrupulously lives up to the rules of the game, respects decisions of officials, and displays courtesy to the members of opposite teams. Such a team is wisely coached. This does not mean that this team is not going "all out" to win—far from it! All teams seek victory. They play hard, using all the skill and energy at their command. But in victory or defeat they display a respectful courtesy to all, and gain in the end that feeling of satisfaction which comes from knowing that they have given of their very best to the team.

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EXTRA CURRICULAR ACTIVITIES IN MUSIC

Dr. Frank Hanson, Professor of Music, Macdonald College

Because music has proven itself to be valuable when employed as an adjunct to, or for the advancement of various social activities, it is frequently assumed that the only objective of extra-class music is public performance. While this objective is undoubtedly worthwhile, public performance is by no means the sole reason for the organization of extra curricular activities in music. On the contrary, any extracurricular activity in the field of music must be student-centred, not performance-centred, and with more than one objective. The purpose of this article is to establish these objectives, to outline a plan of organization, and to consider the various types of activities which are practicable for both large and small schools.

Objectives: Present day educational philosophy underlying extra curricular activities includes such values as training for leadership, wise use of leisure, better standards of taste and judgment in cultural pursuits, awareness of moral and spiritual attitudes, and the detection of special talents and skills. The music programme, if expertly planned and properly administered, can transform all of these values into worthwhile realities. Any plan, however, that ignores or fails to take into consideration fully the importance of student interests and needs is doomed to mediocrity or even failure and invites those problems which are always present where real interest is absent.

Extra-class music demands not only the interested participation of students but also their acceptance of responsibility. Our objectives then are: (1) A programme of extra curricular activities which meets the needs and interests of students, (2) The offering of opportunities which seek to develop the individual socially, emotionally, culturally and spiritually, (3) The development of student planning and responsibility for activities which are essentially a part of school life.

Organization: The administrator of a school is the individual primarily responsible for the inauguration of extra curricular activities. While he may be fully aware of the value and desirability of initiating a variety of musical projects in his school, no programme can be successfully inaugurated unless the cooperation of the entire teaching staff is secured. Passive cooperation is not enough. What is wanted and needed is enthusiastic support, a staff that sincerely believes in the objectives and basic philosophy outlined above, teachers who have sufficient confidence in their ability and skill to guide music activities, and staff members who are willing to learn along with the students.

Two problems relating to staff participation seem important enough to warrant discussion. The first is that of the role and attitude of the teacher working on an extra-class activity. Teacher-pupil relationship of the right kind promotes and very often ensures success of a music activity. The older viewpoint which supported a social pattern of imposed discipline, where the teacher took full charge of organizing, planning and directing has no place in the activity programme that we are concerned with here. Rather should the teacher assume the role of counsellor and helper, enlist student help in programme planning, and be human enough to say "I don't know the answer, but let us work together on the problem". A friendly, sympathetic, and enthusiastic teacher attitude is a prime necessity in this work.

The second problem pertaining to staff participation is found sometimes in schools employing the services of a music specialist. While a discussion of the merits or otherwise of general subject teachers teaching so-called special subjects has no place in this article, one point in such a discussion is applicable. The employment of subject specialists in elementary schools and also in smaller schools that house both high school and elementary grades in one building has more and more relieved the general class teacher of responsibility for presenting certain subjects. A natural outcome of this change in school administration has been to relegate extra curricular work to the specialist who teaches in that field during the normal school day. Because of special training, knowledge, skill and experience it is true that the music specialist has a great deal to contribute, and be usually does the job more easily than the person with lesser musical training. It does not follow, however, that he is the only member of a staff who can or should assume extra-class activities in music.

Briefly, there is danger in the specialist remaining a specialist in all of his contacts with school life. This would be a one-sided existence which could only result in narrowness of viewpoint and sacrifice of vision. The specialist needs contact with other activities — the dramatic group, the folk-dancing group, the literature group. Similarly, the non-specialist certainly needs contact with artistic endeavours. Cooperation and mutual help must be encouraged and stimulated by the administrator.

The second step in organizing a programme is deciding what activities in music will be offered. The number and scope of musical offerings will depend on the results of a survey of student needs and interests, the responsibilities which staff members are willing to assume, and the financial support which is available. When it is evident that all resources of personnel and finance have been explored and accounted for, the programme should be placed before the student body. If there is a student council, the members may be asked to take responsibility for collecting and tabulating information pertaining to student needs and interests. The various activities described in the latter part of this article will prove helpful in preparing a programme for presentation to staff and students and for discussion purposes during the initial stages.

The formation of activity clubs has proven successful in many schools. The word "club" seems to promote desirable social and recreational aspects in relation to a programme. Whatever the title given to an activity, it is essential that the plan of organization be made known to the students at the very outset. Furthermore, it must be understood by the students that responsibility for the activity is primarily theirs and that the role of the teacher is to be that of counsellor and assistant.

The last step in organization is the detailed planning for each group or club. For the purpose of outlining a typical procedure, let us assume that there is a group of students interested in listening to music who have formed an "appreciation club". The agenda of the initial meeting might include election of officers and the formation of a short-term programme committee. Always bearing in mind that these are interested students, objectives are established and a tentative programme outlined for a period of several weeks. If ideas for a programme are lacking, here is an opportunity for the counsellor to give

assistance in the form of specific suggestions. What music books are available in the library? What recordings may be secured from the school collection or provided by members of the group? What kinds of music do the members of the group like to listen to? What radio programmes do they find entertaining and instructive? These and similar questions will soon help the group to decide on a course of action. It may be suggested that a programme could take the form of study within one musical period — classical, romantic, impressionistic or contemporary. It could concern itself with variety of periods. It could concentrate on one type of music — symphony, concerto, piano, etc. It might include the life and works of one important composer.

Once the group has discussed the possibilities and decided on a plan, assignments of duties may be made for the next meeting. One or two students should become responsible for procuring suitable recordings. Others may be required to prepare short papers concerning the music to be heard. The time and place of future meetings should be decided. The staff member might close this first meeting with a brief presentation of a recording, thus giving an informal demonstration of what students could do in the future.

Summing up: good organization and planning are essential to the success of the entire programme. Planning must be done by everyone concerned from the administrator down to the youngest child in the school. All must take responsibility.

Types of Musical Activities: The various types of musical activities suitable for an extra curricular programme may be classified under four general headings, namely, singing, playing, listening, and creating.

Singing. One of the chief functions of the counsellor is to encourage students to accept musical responsibility. The "singing club" offers a good opportunity to promote musical initiative, for singing is a natural means of expression. The instrument is there ready for use and no special techniques are required to make a good beginning. The "club" members may be organized into small groups, or they may function as one large group. If the former type of organization is decided on, the formation of trios, quartets, etc., is easily accomplished. One student in each singing group should be made responsible for calling and directing, practice periods. If possible, one student in each group, should have sufficient skill at the piano to play the vocal parts during practices. How the club is divided into singing groups depends on several factors, namely, ages, grade levels, voice qualities, and musical background. Even where wide differences exist, interested pupils will find ways and means to overcome most difficulties.

It is essential that groups be permitted to choose their own music, even though the choices may not meet the standards and tastes of the counsellor. In this connection, the adviser should plan to introduce better standards in music gradually, or to expand the repertory by performing and discussing vocal selections at each meeting of the entire group.

If the club has performance in public as one of its goals, the selection of music should include a wide variety of styles. While singing in parts is enjoyable, good unison songs should not be overlooked. Two-part songs for equal voices are worth considering as they have the value of clarity in performance which three and four part selections do not always possess. Song books may be used

in the initial stages of the work, although it is difficult sometimes to find a book which will meet the needs of all groups concerned.

At subsequent meetings of the "club", the groups should be encouraged to perform the material they have prepared and to help one another by means of constructive criticism. The adviser has an excellent opportunity to demonstrate and discuss general vocal techniques such as posture, breathing, quality, diction, attack and release, and interpretation. If a tape recorder is available it may be put to good use during these "workshop" meetings. This aid to listening should not be introduced, however, until a selection is accurate as to time and notes.

Many of the song books published in the United States have accompanying phonograph recordings which serve admirably for demonstrating vocal techniques and interpretation. Use of these recordings fits into group discussions very well and has the added advantage of allowing the counsellor to maintain the role of helper rather than teacher.

If the entire group decides to function as one choir, the organization will be somewhat different. For best results later, careful voice testing at the very beginning is essential. The objective of the testing is to ensure good voice blending, and attention therefore is focussed on ascertaining the quality of individual voices. It will be found that voices may be classified under three general headings: (1) The flute-like quality, (2) The string-like quality, and (3) The reedy quality. After the voices have been classified, each section should sing a familiar selection. The counsellor should encourage the others to listen for lack of blending as the result of differences in shades of tone quality within the same section. Each section will then be divided into smaller groups on the basis of shades. This testing is of great value to the conductor in that he becomes familiar with voices of the choristers and is in a position to assign a part to the group best qualified to sing it. In a unison song, for instance, a passage which lies in the upper part of the voice and requires a rather cool, impersonal quality for effective interpretation may be assigned to section A 1; a low, rugged, boisterous passage might be assigned to section C 3. In other words, it is not necessary, and usually inadequate musically, for every voice to sing every note in a unison song. The same idea may be used in part songs.

Finally, each sub-section is assigned a leader who is made responsible for practice and coaching. The leaders in turn receive help from the adviser. When all sections are combined in rehearsal, the adviser assumes the role of conductor, but even this responsibility, under good conditions, may be assigned to students. One should not overlook the importance of choosing a good accompanist. Both adviser and students will receive help of a down to earth variety from the book *Sweet Singing in the Choir* by Staton (Clarke, Irwin).

Playing. The possibilities in forming playing clubs range from toy flutes to bands and orchestras. All playing groups require financial backing to some degree and this factor governs the types of activities which may be made available. Some of the less expensive instruments include rhythm band, flageolets and harmonicas. When trained students are available, small ensembles may be formed such as piano and one or two violins; a violin trio or quartet; piano duos, etc. Larger ensembles such as bands and orchestras require a leader with an adequate background of training and experience. Whatever the type of ensemble formed, the sectional idea of practice and assignment of responsibility

remains sound. Group instruction in piano is established in many schools and has proven successful when the piano teacher has been trained in the techniques of handling small classes.

Additional information concerning the playing of instruments will be found below under the heading of "creating".

Listening. As the handling of listening groups has already been outlined under organization, there is little to be added here. In preparing programmes in this field one should not overlook the wide variety of musical films which are available from the Department of Education.

Students should be encouraged to read the music columns of newspapers and magazines and asked to bring interesting items to club meetings. Picture collections may be started as a group project. Interpretations of musical selections may be done in an art medium. In cooperation with a drama group, music may be reviewed and selected with a view to providing incidental music for a dramatic presentation. Attendance at concerts by the entire group serves to stimulate interest. The adviser here has an excellent opportunity to promote discussion of what is considered to be good behaviour at concerts and to suggest books and recordings of works that will be heard at the concert.

The following small selection of books will prove adequate to the needs of those planning and carrying-through appreciation work. *Discovering Music,* McKinney & Anderson (American Book Co.); *Listening to Music Creatively,* Stringham (Prentice-Hall); *The Music Lover's Handbook,* Siegmeister (William Morrow); *The Challenge of Listening,* McKinney & Anderson (Rutgers University Press); and *Music and Man,* McKinney (Rutgers).

Creating. The making of simple instruments is musically educational as well as recreational. A few tools, inexpensive materials, and a little ingenuity are all that are needed. This type of project is not only thoroughly enjoyable while the instrument is being made, but also afterwards while one is learning to play what has been made by one's own labours. Detailed instructions for the making of instruments will be found in *Creative Music for Children,* Satis Coleman (G. P. Putman) and *Creative Music in the Home* Master Book Three, by the same author, published by Lewis E. Myers. The counsellor is advised to procure these two books before announcing this kind of project. Instruction and materials must be carefully organized so that there will be no loss of enthusiasm during the initial stages.

The composition of music is a more difficult recreation and needs a person trained in theoretical techniques as an adviser. One worthwhile project takes the form of a short operetta written, sung, and produced by a group. This type of project, however, is difficult to carry through to success, and the students require much encouragement and help in solving technical problems. Some help will be received from reading the book *Creative School Music* by Fox & Hopkins, published by Silver, Burdett.

Activities in music, properly planned and organized, can be a pleasure not only to the students participating, but also to the teacher who is acting as adviser. Music education needs the stimulation which comes from having many interested student groups working at a variety of musical activities. Above all, music education needs the enthusiastic support and participation of teachers, even of those who do not normally consider that they have anything to contribute.

A CASE FOR SCHOOL PUBLICATIONS

A. D. Lennon, B.A., Quebec High School

A few weeks ago I reached the simmering stage when I was permitted to read a document containing a list of suggestions to teachers. Among them was the sage advice, "Cut down on frills". By itself this suggestion would fail completely to arouse any opposition from me. In fact in an unguarded moment I might subscribe to it completely. However, when anyone associates frills with such an activity as a school publication, my blood pressure rises and I simmer. The boiling stage is easily reached.

If I were called on to support my case for school publications, I believe I would be prepared to rest it after presenting two arguments only. First, the activity seems to develop the characters of the participating students, and second, it benefits the teacher adviser or advisers.

I should probably hasten to state that these are not the views of a young and very enthusiastic novice fresh from the inspiring eloquence of the lecture room of a teacher training institution but the firm convictions of an old hand who has sweated through approximately twenty years of producing school annuals. I am sure there must be many who think thus across the country, because I can scarcely conceive of a person who, once exposed to the experience, would easily relinquish the privilege.

Have you ever known the thrill of awakening one morning to find a bloom on a carefully watched and much tended plant? Have you hovered over it for successive days while the single blossom becomes one of many? If you have you can appreciate, in small measure, the feeling of the staff adviser to a year book who waits anxiously as his editor or business manager, advertising head or sports editor unfolds into a personality, nurtured by responsibility and watered by the feeling of accomplishment. There is no shortage of these foods. While dollars and cents may have become meaningless to many of us, thousands still have significance even to today's youth, and a hundred odd pages of blood, sweat, and tears is an achievement in any age.

Yes, personalities unfold before one's eyes, and students often receive leads which guide them into the channel of a worthwhile life's work. It is surely no coincidence that of fifteen editors of school annuals that I have known, two have gone from school into journalistic careers. Having sipped the draft, they have drunk deep. But whether they have become journalists or not, I am thoroughly convinced that editorial staff members have gained from the experience. Selecting, editing, and co-ordinating does something to mature the young editor-in-chief. A slight dosage of worry does him no harm either. Frequently his glory must be mixed with care. Not every year can a student-selected organization be set up without at least one weak link and, when such a weakness appears, the young executive must exercise his powers of exhortation, inspiration, and plain, unadulterated drive. Often in desperate situations, he must throw his own weight in to correct the deficiency, or discover another sufficiently capable fellow student willing to sacrifice the pleasures of idleness or other attractive extra curricular activities for the joys of accomplishment in this

field. Is the young editor experiencing a life situation in his school days? Could it be reproduced as vitally in the classroom?

The schoolboy who assumes the business responsibility of ferreting out quotations for printing, engraving, and photography and then must balance cost against quality and service has had an experience that otherwise would not come to him until he had made his way over several hurdles and spent considerable time in the process. Would anyone contend that the ex-business manager, or even those associated with him, is less prepared for the obstacles still awaiting him? At least he has had a trial run and has learned something of the rudiments of style.

What other school activity offers such a range of potential experiences? Advertising is the very life-blood of a publication. This offers scope for enthusiastic, would-be salesmen. To interest advertisers, one must be able to guarantee a reasonable number of subscribers. To achieve this desirable circulation more salesmanship is required. Then there is art work to be done. Artists and photographers are in demand. Work submitted to the press must be typed efficiently. The commercial department has practice — any amount of it. Activities must be reported, and a wide variety of literary work must be written. There is motivation even for aspiring poets in the production of a school publication.

One might labour the value of motivation at this point but I shall resist the temptation. The necessity of dreaming up, creating, or producing some stimulation to provide the incentive which will cause pupils to produce to capacity is generally accepted. One need make only a feeble effort at producing a school publication to be convinced that motivation is provided here as nowhere else.

In an effort to assess the value to the individual student of a school publication, I have unfolded such considerations as the effect of the experiencing of responsibility, the tasting of possible future vocations, the motivation of actual school courses and avocations. But the tale is not yet told. Many words have been written on the value of school spirit. Certainly there are few activities associated with school life which do more towards building up this very elusive but extremely desirable feature of the school than does the publication. Almost every individual in the institution has contributed in some way to its being, even though it has been only to have his name form part of the text of an article on the inside column at the bottom of a back page.

Yes, school publications have something to offer to the student, but what of the staff adviser? I imagine that, to most teachers, staff advisers to school publications are those tousled haired individuals who periodically dash around corridors searching out elusive students, having appointments with weird looking strangers, and — in the odd moments when they come to rest — chewing vigorously at the end of a marking pencil as they seek to sort out what appears to be a hopelessly tangled mass of galley proofs. There is a certain amount of work and perhaps frustration to being a staff adviser, but the rewards are infinite.

As a novice, the staff adviser may strive for perfection in every branch, and this means work. At least he will have the satisfaction of having done a good job himself. When some time has been devoted to the task, the adviser having mellowed somewhat in the process, he will no doubt realize that the school pub-

lication is after all a student activity and, as such, should be produced largely by students. Scrupulous faultlessness will cease to be the quest. The teacher will be in tune to the richer reward of student achievement. Students can achieve and often do so in a very breath-taking fashion.

I never cease to marvel at the young teen-ager who, having had demonstrated to him the need for so much advertising, goes out and gets it with the aid of his cohorts, — and often without prodding. It is perhaps, equally astonishing and gratifying to watch the student whose literary prowess the adviser has wept over select and cull material for publication and then go ahead to edit it with remarkable perspicacity. Even students who have trouble with essays on the normal classroom themes often produce quite startling sports write-ups.

Every teacher who intends to remain in the profession and wishes to maintain his perspective, sense of humour, and even his sanity needs to have contact with his pupils outside of the classroom. Possibly in his earlier years this contact can be effectively achieved on the playing field or in the gymnasium, but as wind becomes shorter and bones more brittle perhaps he will be well advised to seek a quieter if not less demanding method. No outlet can afford a better opportunity than the production of a school publication. Too many pupils fail for too long a time to become interested in the regular run of school subjects. The teacher, forced to contend day after day, month after month, and even year after year with this apparent mental lethargy, is likely to allow himself to lose his perspective if not all humane feelings towards some students. A contact with the same boys in connection with some student activity — even a year book — can often do much to restore the teacher's faith in the integral worth of the adolescent. I have had many such experiences. One of them occurred recently enough to loom large on the horizon at the moment. For two years I strove honestly to instill some appreciation of literature and a mild ability to express himself intelligibly, if not lucidly, in a 1952 model youth. Late in the production season of our annual I learned that he had volunteered to head our subscription committee. The earlier incumbent had decided that the task was too much for him. My reaction was, I think, normal. I was petrified. But in two weeks this young man had accomplished what in other years had taken months. The sale's objective was reached and passed. Today, I am ready to admit that the failure in class work was mine not his. Is such a lesson worth anything to me? I only wish I could have the two years over again. But next term there will be other stubborn cases to be coped with. They will reap the benefit.

Another of the features of being a staff adviser to a school publication lies in the fact that the rewards are not strictly limited to week by week, month by month, or year by year compensations. The adviser is establishing for himself a savings account on which he can draw in the years to come. Two different newspapers come to my home daily. Rarely do I open either of them without finding a by-lined article by former members of the editorial staff of our school annual. This may go on for years, and I hope it will, for it is an extremely pleasurable experience.

So, the next time students raise the question of a school publication, or the opportunity arises to take over from some doddering individual ready to

relinquish his fun, there should be no hesitation. It really is not so much of a task to hustle some pupils off to get quotations from the nearest printers, engravers, and photographers. With very little help they can figure out what is needed in advertising and sales to balance the cost. With a little guidance they will produce the material to fill the pages. At the same time the adviser will be opening doors to experience and achievement for the pupils and pleasure, satisfaction, and enlightenment for himself.

A month ago I hesitated to saddle myself with the task of writing such an article as this one, but in that time I have watched another annual come off the press, I have talked over with two students their plans for next year — courses leading to journalism — and I have thrilled anew to the experience of watching an editorial staff thumb through the pages of a publication they have produced. Go ahead and eliminate any frills that there may be, but leave the school publications. In fact, give us more of them.

OUR TEACHERS COMMENT ON THE SCHOOL BROADCASTS

A highlight in each year's programme of National School Broadcasts is the production of a Shakespearean play. In order to obtain for the Canadian Broadcasting Corporation detailed reports on the programmes from classroom listeners a questionnaire was sent to several high schools.

The replies show in striking manner the high esteem in which this series is regarded. In the replies received, the performance as a whole was rated by the teachers as "good", "very good" and "excellent". The effectiveness of the series as an aid in the teaching of Shakespeare is revealed in the comments of a number of classroom teachers:

"Each year Grade XI looks forward with eagerness to this programme."

"Pupils state that they know the characters better after the broadcast, especially when their attention is drawn to the important part of the act by the commentary."

"The presentation got the pupils more into the spirit of the period, greatly aiding their appreciation of the importance of minor characters."

"One of the great values of the broadcasts is the stimulation of the pupils' sense of appreciation. The somewhat stilted class reading often fails in this respect."

"The commentary was especially helpful in explaining why the characters acted the way they did."

"Occasional disagreement with the actors' interpretation of characters adds zest to class discussion."

Teachers and pupils are critical listeners and have definite views on the presentation of the broadcasts. These opinions often differ widely, as is to be expected. Although some reported that the rate of speech was too rapid in places, in general there was agreement with the teacher who commented "The speech was always clear, all pupils being able to follow the broadcasts easily." Teachers were quite often inclined to be critical of the use of sound effects and music, one writing: "The sound effects were often too accentuated," One teacher complained "There was more music than was required", while another stated "The music built up moods and tension very well."

LE CERCLE FRANÇAIS

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Le Cercle Français is probably one of the most time-consuming of extra curricular activities, but one which pays very rich dividends in academic results. As in other extra curricular activities, pupils meet teacher in another atmosphere, quite different from that of the normal classroom. In class, the teacher is the driver in the front seat, whereas in *le cercle français* the teacher sits in the back seat offering advice, direction and encouragement only when needed.

The teaching of French in the Province of Quebec presents problems that are not encountered elsewhere in Canada, for here, as in very few other places in the world, we are accomplishing mass education in a second language. There is no selectivity here. We do not simply permit pupils with an average I.Q. of 115 to choose French as a subject, as is the case in several states to the south of us where French is taught as a second language. French is a compulsory subject for all in the Protestant schools of Quebec, beginning in Grade III and continuing to the end of Grade XI. It follows therefore that some pupils have less ability and are less interested in the subject than others. Experience has shown, however, that the attitude of pupils who may not show an active interest in the sometimes monotonous drill-work that is necessary in class frequently improves after membership in a *cercle français*. Though this is a most welcome by-product, it is not the main function of such a group.

The main purpose of *le cercle français* is to implement the conversational approach taught in class and to supplement, in the case of the better students, knowledge of the language already learned. Teachers state time and again that they are unable to retain the interest of the better-than-average pupil. Such pupils learn rapidly what is taught in the classroom and boredom often sets in while the drill required by the average pupil is being conducted.

Le cercle français is a partial solution to this problem. If the school is in a district where contact with the living language in varied situations is infrequent, such a group can provide the practice in conversation that is essential for even moderate fluency. Although the atmosphere of *le cercle français* may in some cases be a little artificial, this will provide no drawback as the brighter pupils will realize the situation and tend to make a pleasant game of it. The teacher must ever be ready to create situations at least approximating reality and providing opportunities of putting into practice the normal everyday expressions that they have learned in class. This might be in the guise of a visit to the doctor, where pupils can visualize a group of patients waiting in the reception room, each eager to discuss his ailment with the patient sitting close-by, and a pretty nurse going in and out from time to time. The doctor will interview the patients and recommend a sea voyage or a week in the country. On another occasion an irate tenant will complain to his landlard about the state of repair of his house, or a conscientious worker, of the Milquetoast variety, might finally summon up enough courage to see the boss and ask for a raise.

All of these episodes can, through fun, create realistic learning situations in which the vocabulary acquired will remain as part of the pupils' store of knowledge. It is generally inadvisable for the teacher to prepare scripts for these incidents as one would a script for a radio play, though such can be a pleasurable activity. Leaving the dialogue to the ingenuity of the pupils engenders a spontaneity of expression, which is what is aimed at and which will provide much fun and interest.

Light plays, especially those that make excellent reading are worthy of introduction into *le cercle français.* If the players are well selected for their parts, they will provide much fun, the results of which will remain. Some of Labiche's plays or a little book called *On Frappe les Trois Coups* are suitable. *Le Philantrope Malgré Lui* is also very amusing and of the slapstick variety which always pleases pupils. The reading of a number of these plays may even lead to the presentation of one or more of them by the members of the group.

Too many of our pupils unfortunately lack the ability to read extensively in French. There are many reasons for this. Probably the foremost is that teachers have barely enough teaching time to impart the rudiments of grammar and the essential conversational forms. *Le cercle français* can be a partial answer to this problem, by providing opportunities and incentive for more extensive reading.

Have we lost the art of story-telling? If we have, it is possible that it may be revived by means of French Canadian folklore. Read by a teacher who has made it his duty to know and understand the historical background it can be exciting and amusing. After the members of *le cercle français* have been introduced to these stories, it is but a short step to directing them to other reading on the customs and interesting adventures of the French Canadians of our Province. Where pupils are unfamiliar with the French Canadian background it may in some cases be desirable to arouse interest by reading some of Drummond's poems.

Field trips are effective devices for stimulating interest in the folklore and history of the Province. In Montreal, for instance, the Curator of *Le Château De Ramezay* would be only too delighted to arrange a tour through this excellent museum, replete with evidence of historical significance both to Montreal and the Province.

A talk by one of the members of *La Société du Bon Parler Français* may help to make our pupils understand the differences which exist in the French language of our Province to-day, and might help to dispel the ever-present criticism that we are teaching "Parisian French."

There are any number of cinemas throughout the Province where good French films are shown. A film party, en bloc, would be greatly appreciated by the members of a *cercle français.* Before such a party is arranged, however, it is advisable that the teacher preview the film to make sure that the dialogue will be clearly understood by the members. A trip to the Provincial Legislature might be arranged, or a visit to a Recorder's Court. Each large town has its share of factories and places of business that are of great interest to pupils. A telephone call to the directing personnel could result in a guided tour through the industry by a French-speaking person.

Once having interested *le cercle français* in reading tales of local adventures, it is possible to create a desire in the members to read the shorter French classical tales. There are many to choose from, but some of the better ones would be from the pens of Zola, Maupassant and Daudet. *Le Petit Prince* by St. Exupéry has special appeal. It is important that the stories be short, of high interest value and written in simple non-technical French.

In organizing a *cercle français* a number of points need to be considered. While no one who indicates a real desire to become a member should be excluded, experience has shown that such groups are most successful when they contain a good proportion of above-average pupils. Only the better pupils, those with good comprehension will gain much from membership in a *cercle français.* For purely administrative reasons, the group should not be too large, between ten and fifteen being a desirable membership.

The locale for the meetings should be chosen with care, and, if at all possible, should never be a classroom. In some cases permission can be obtained from Principals to make use of the comfortable teachers' rooms found in many of our schools today. A library, decorated with colourful French posters etc., is ideal. The meetings should be regular, but not too often, and should be well-prepared in advance by the teacher-director and the officers. Pupils should not be required to attend, for once compulsion enters the picture, many of the purposes of *le cercle français* are defeated.

The publication entitled *Le Cercle Français* by Jameson, which may be obtained from the Montreal Book Room, may prove of value to any teacher starting a *cercle.* The French supervisors and teachers who have been successful in organizing such groups are always ready to help any teacher who may be contemplating the formation of a *cercle français.* Those who may do so can be assured that they will be well-repaid for their efforts and time through increased interest in the daily French lesson.

MAKE FILMS LAST

Damage to films is a constant hazard for film distributors. The most serious type is damage to sprocket-holes or a scratch. The small perforations along the edge of a sound film are the only means of moving the film steadily through the machine. Once the perforations are broken anything can happen — erratic motion, charred film, constant breaks. A scratch does not interfere with motion or sound but the appearance of a wavering line down the image distracts the audience. This damage is very serious since some films cannot be replaced.

For the scratch there is only one preventive — scrupulous cleaning of the running surfaces of the machine. The quick once over with rag is not sufficient Examine the film-gate (both surfaces) and go over it with a wood or bone scraper — metal scores the polished surfaces. Scraping loosens grit or emulsion, accumulated and hardened on the gate shoe or sprocket wheels. Polish with a clean rag. Proper cleaning is particularly important if the film is new and lacking in suppleness. "Green" films may stick in a gummy projector and since the projector's sprocket wheels continue moving, several series of torn sprocket-holes may result.

Canadian Film News.

THE EIGHTH ANNUAL CONFERENCE OF STUDENT COUNCILS

W. A. Steeves, Ed.M., Inspector of Schools, Department of Education

The scene was a happy one. Students from the Protestant high schools throughout the Province were gathering for the Annual Conference of Student Councils at the Mount Royal High School, Town of Mount Royal. Enthusiastic greetings among old friends and keen anticipation for the two day conference were most evident.

Registration of the guests was well planned. As soon as a new-comer appeared he or she was shown immediately to the registration desk where billets were assigned and printed programmes distributed. There were no embarrassing moments for the stranger to stand around feeling alone and perhaps, for the moment, wishing to be back home. Adults would be impressed with the friendly atmosphere and the dispatch with which the business of registration was conducted.

The commodious and modern Mount Royal High School was a delightful choice for the Conference. Every facility necessary for the success of such a gathering was available. Ample space for checking wraps and baggage, two large social rooms for discussion meetings, the gymnasium tastefully decorated for the banquets and the Conference dance, the large and comfortable assembly hall for the plenary sessions, and the spacious foyer all helped to make the delegates feel comfortably at home and ready to participate fully in the activities.

At the opening banquet the students were the guests of Henry Birks and Sons, Limited, and at each place was a Birks blue box containing a souvenir key ring. This gesture provided an interesting surprise and a topic of conversation as the representatives assembled.

The guest speaker, Mr. W. M. Ford, in a humourous and convincing talk set the Conference sights high. He emphasized the responsibilities of leadership but at the same time urged the students not to take themselves too seriously. He quoted the old negro who, when asked how he avoided worrying, said, "I'se serene because I'se learned to cooperate with the inevitable".

The business sessions of the Conference were held on Saturday morning. The topics for discussion were chosen from replies to a questionnaire which had been sent to each Student Council asking for suggestions. They were designed to give these student leaders an opportunity to share their mutual problems. The topics chosen were: 1. What forms of entertainment should be allowed on the recreation programme of the school with a gymnasium, without a gymnasium, and on what nights? 2. What should be the composition of the Student Council? What powers should be given to it? Which grades should be represented on it and to what extent should they participate? How may the support of the teaching staff be enlisted? 3. In what ways can the Student Council participate in developing interest and pride in academic achievement in the school?

The delegates were divided into two groups as had been done at previous conferences. Those representing high schools of 250 students or over were in one group while those representing the smaller high schools formed the other.

The chairman of the large high schools group was Maynard Shapiro of Baron Byng High School while Jack Boyne of Granby High School chaired the group representing the smaller high schools.

The discussion groups were conducted particularly well. Each chairman presided with dignity and poise and kept his meeting moving forward so that the business could be completed in the time allotted. The topics had been assigned to three different schools in each group and each was presented in a very creditable manner. It was evident that careful thought had been given to the preparation and presentation in each instance. The frankness displayed in the discussion period was most refreshing. It was very interesting to note how deeply concerned the student leaders were to provide a programme which would foster a good school spirit. The following is a brief summary of the discussion which took place in each group:

THE LARGE HIGH SCHOOLS GROUP

Verdun High School introduced the first topic. The programme of that school is planned to appeal to the largest number of students. The speaker emphasized that lack of facilities was no excuse for a poor programme. Dances form an important part of the programme. An Under-Sixteen Club organizes dances for the younger students. Special dances such as barn dances are also provided. Interclass sports at Verdun High School are considered more important than interschool athletics. The programme includes such features as an annual athletics night held in the Verdun Auditorium. School clubs such as chess, debating, and music clubs are organized where sufficient numbers of students are interested. Field trips also add interest to the programme. Dances and similar activities are held on Friday nights but club meetings take place in the afternoon after school hours throughout the week. The opinion was expressed by several delegates that the school authorities frowned on evening activities during the week. In some schools such meetings were permitted provided there was no special advertising of the event.

West Hill High School introduced the second topic. It would appear from the discussion that the practice of alternating the position of president of the Council between boys and girls is general although some thought this too rigid. Usually the candidates for the presidency are nominated by the Council. the Staff of the school, or at a combined meeting including both Council members and Staff. The candidates chosen are voted upon by the student body.

The Student Council is principally concerned with social and athletic activities although in Westmount Senior High School the Council has had some success in acting as a liaison between Staff and students. The Westmount delegate said that by passing resolutions for presentation to the Staff such problems as "too many homework assignments on one night" had been solved. The Baron Byng Council is concerned about bettering conditions within the school. It is part of the tradition of that Council to emphasize that they should leave the school better than they found it and should provide a better liaison between teachers and students.

It was the consensus of opinion that the Staff advisers on the Councils are of definite help. The students appreciate this help and feel that the support of such representatives insures the support of the Staff as a whole and very

definitely contributes toward the success of the programme. In general the Staff advisers are present at the Council meetings. The delegates considered the presence of staff representatives a definite indication of their interest.

Lachute High School introduced the third topic. Lachute High School has an Honour Roll on which the names of outstanding students are inscribed. The Lachute delegate also said that debates, quizzes, essay contests, and the music festival in his school seemed to emphasize the importance of high academic achievement. It was felt that the Council could encourage academic achievement through sponsoring scholarship funds. The surplus funds of the Council were contributed for this purpose at Baron Byng High School.

THE SMALL HIGH SCHOOLS GROUP

The first topic was introduced by Coaticook High School. In general these schools have the same activities as are on the programmes of the large high schools. The delegates seemed most anxious about interesting the younger pupils in the school activities. They felt that the spirit of the whole school would be strengthened if the programme appealed to younger as well as older pupils.

The second topic was introduced by Shawville High School. In the smaller high schools the composition of the Council varies greatly. Several schools include only representatives from grades VI to XI on their Councils, some include only representatives from the high school grades, and others include all grades from III to XI.

The authority of the Student Council seems to be less clearly defined in the smaller high schools than in the larger. Some delegates thought that the Council should have *complete* control of some activities, others stated that their teachers would not give them any power. One or two delegates expressed the opinion that their difficulties in this respect had been greatly improved through joint meetings of Staff and Council. Apparently a frank discussion of the problems caused them to disappear.

This group was unanimous in thinking that a staff advisor was desirable on the Council. The advisor could be of great help, especially if he represented the staff. The manner in which the advisor was selected was considered important. Most schools favoured appointment by the principal, or the Staff as a whole, as this brought about closer cooperation between Council and teachers. The delegates in this Group were frank in their criticisms of Staff advisors. A number of advisors talked too much, some were dictatorial, while a few were simply not interested. One delegate expressed the view that his advisor did not want to hear the students' ideas. Only his were good.

The third topic was introduced by Kenogami High School. It was suggested that, in addition to awards for academic achievement, more publicity should be given to those who excelled in their studies. The athlete gets publicity, why should not the student? In this way the school could and should show its approval. It seemed to me that this suggestion was worthy of more consideration than it received.

On the whole the discussion in the small high schools group was more spirited than that in the large high schools group. Opinions were more freely expressed and there was less straight question and answer. The sharing of prob-

lems helped the students to gain a clear view of what the Student Council could mean in the school. One gained the impression that there is a great need for the staffs of the schools to help their students to understand more clearly the function of the Student Council.

Dr. G. G. D. Kilpatrick, Chairman of the Protestant Committee of the Council of Education, was the guest speaker at the closing banquet. In his inspiring address he set forth the qualities which he had observed as vital in his experience with leaders in many fields of endeavour. He expressed his deep faith in Canadian youth. On this note the Conference closed.

Evaluation

The question of student participation in the operation of a school is not new. The assistance of the students in many activities is very helpful, indeed. In many it is a necessity, but the Principal and his Staff should not shift their responsibilities for the success of any activity to those less experienced or immature. The students are *learning* to be leaders and should be given all the guidance necessary. Their work will be more successful if they carry on in the firm knowledge that they have the faithful and loyal support of the whole Staff.

There was some criticism among the delegates about the Friday evening programme of the Conference. While the speakers and the entertainment were most interesting and very enjoyable, some felt that the Conference would have meant more to them had the discussion groups held their first meetings on Friday evening. This would have given more time to the main business of the Conference.

A survey of the programmes of previous conferences shows that certain topics have been discussed on several occasions and that little new has been added. For example, there is the ever recurring concern about how to improve school spirit. Perhaps the High School Principals' Association, sponsors of the Annual Conference, could give more definite guidance in this respect by helping their Councils to analyse the problem and evaluate the effectiveness of their programmes in promoting a good school spirit. Perhaps they have too few activities, perhaps too many, perhaps the wrong kind. Perhaps an entirely new approach is the answer.

Is it possible that the Student Council could be used more than it is to get the support of the student body for sounding out student opinion and for introducing measures to raise the general tone of the school? Every principal is interested in improving the academic achievement of his pupils. The discussion at this Conference showed that the students themselves are interested also. Has any principal ever considered the possibility of talking over this problem with his Council? The interest and cooperation of the Council might prove very helpful.

The Student Council can be a very valuable asset in the school. It is an excellent medium for helping young men and women to learn through experience what is meant by being a good citizen. Much can be accomplished by assisting these student leaders as they strive seriously to fulfil their responsibilities.

ORGANIZING EXTRA CURRICULAR ACTIVITIES IN A CONSOLIDATED SCHOOL

F. H. J. Royal, M.A., Principal of Lachute High School

The term "extra curricular" activities is in many ways a misnomer. Such activities have definite aims and educational values, and deserve greater recognition than that implied in the term "extra curricular". The truth is that they have won for themselves a secure place in the daily routine of the school as well as in teacher and pupil esteem.

Before setting up a programme for these activities, it is necessary to have a clear conception of their nature, for the programme devised will depend upon the ends to be served. Whether they are to supplement the daily work of the pupils or to be ends in themselves will determine the form of the activities as well as the time to be devoted to them.

The organization of a programme of extra curricular activities necessitates consideration of the philosophy of the school concerning them. It should be recognized in the first place, that the school has a responsibility only for activities that have educational value and that many activities are extensions of class work. Many of these suit only a few pupils, such as special dramatic performances, instrumental music, art displays, the publishing of a school paper and similar activities. Other extra curricular activities such as athletics have free, socializing features that are not now available in all class situations. The activities sponsored by a school should be chosen to meet varying and changing interests that require a flexibility not always possible in a classroom situation. Ideally they should grow out of class work, or if they arise from out-of-school sources, should be of such potential value to the course of study that they justify a place in regular class time. Public speaking, music and drama are of this type.

Inevitably there are some activities which belong neither strictly within the classroom nor entirely outside it. This is as it should be. Fluidity should be provided for and encouraged, for these activities must take into consideration that life, especially adolescent life, is too rich, variegated and comprehensive to be caught into any one mold, no matter how skilfully or scientifically constructed. Extra curricular activities provide an outer circle of experiences into which the youthful enthusiast may venture satisfactorily and usefully.

The problems of operating extra curricular activities in a consolidated school are very different from those in urban schools. In consolidated schools from fifty to one hundred percent of the pupils are usually conveyed by bus. Many leave home as early as eight o'clock in the morning and do not arrive home until five in the afternoon. The whole day is usually spent within the confines of the school grounds. At the closing hour all who take the bus must be ready for the return journey. This fixed schedule necessitates the major portion of the extra curricular activities being carried out during the noon period. Where the numbers involved are large it is sometimes necessary to take one or two periods a week from academic time. Although the various teams and clubs are seriously limited because the pupils cannot remain after the regular hours, it is surprising how many will arrange their own conveyance when they have an opportunity

to play on a team or take a major part in some activity which can be scheduled only after school.

Because so many pupils stay for lunch it is particularly important in a consolidated school that the noon hour programme of extra curricular activities be so arranged that it will occupy all pupils and not just a few. The problems of arranging activities suitable for the younger pupils as well as the older ones, for the girls as well as the boys severely test the ingenuity of the staff. Having all pupils participate in activities is a constructive method of alleviating disciplinary problems during the noon period. This was once a period when teachers needed cotton wool to stuff in their ears, but careful thought and organization have resulted in these periods becoming quieter, more enjoyable and more profitable to all concerned. When young people are well directed and busy, disciplinary problems usually are non-existent.

When staff committees are being set up in early September, one should be formed for extra curricular activities. It is important that an enthusiastic teacher should head this committee; otherwise, in the press of other duties, his efforts may fall by the wayside. The size of the committee will depend on the number of pupils enrolled in the school, but it should contain a sufficient number of teachers so that the staff will maintain general control. In larger schools, because of the amount of work involved, it may be desirable to form sub-committees for athletics, music and other major activities. After the staff group has formulated the policy, representatives from the student body, possibly the athletic committee of the Students' Council, should be invited to join with the staff to form a joint committee. Pupils are always keen to carry their share of an extra curricular programme, and they bring boundless ingenuity, enthusiasm and energy to the ventures.

Though each activity should be supervised by a faculty member, he should be careful to exercise control through wise supervision and not by domination, thus allowing pupils as much participation in the direction of affairs as possible. The pupils should feel that the activity is theirs and not that of the staff member concerned. In order to promote this idea the activities should, so far as possible, be initiated by the pupils, be in their interest, and be managed by them.

The extra curricular activities will vary widely from school to school, depending on the special interests and abilities of the pupils and the staff, as well as the number of possible participants. In a large school, where there are many pupils with diversified interests and a sufficiently large staff to provide the necessary leaders, the number of extra curricular activities will naturally be far greater than in a smaller school. A live Physics teacher may arouse demands for radio, wireless, aviation, auto-mechanics, household physics, and camera clubs. Life activities or new developments outside of the school that find no curricular attention generate desires for clubs on manners, movie criticism, United Nations Organizations and current literature, to name but a few.

The athletic programme in most schools is a major extra curricular activity. Young people, with their abundant energy, need well organized activities which will provide outlets for their habitual readiness for action. In consolidated schools, physical education instructors frequently have their lunches before or after the noon hour in order to permit them to be on the job when the pupils

have finished their lunches. In schools that do not have regular instructors of physical education, class teachers often arrange and supervise athletics during the noon hour. The noon hour sports programme is frequently the only opportunity for pupils who travel long distance by bus to participate in organized games.

The natural interest of boys and girls for athletics can be made to provide much useful training. Intra-mural teams provide opportunities for those who do not excel. The positions of captain and manager give valuable experience. The interest of all is stimulated through giving points for the winning teams, keeping batting averages and records of points scored by individuals, etc. Games, sports days, hockey, basketball, badminton and other tournaments with more distant schools round out the programme. These are perhaps easier to arrange in consolidated schools than elsewhere because the school buses are readily available and pupils always enjoy visiting another school and meeting pupils from other schools socially as well as on the playing field. An athletic programme that is properly organized will occupy nearly all pupils, provide healthful physical exercise and engender a good school spirit.

Most consolidated schools have motion picture projectors and make use of the excellent film library of the Department of Education. Schools that do not take advantage of these facilities to provide both entertainment and the educational benefits which they offer, especially for the noon hour during inclement weather, miss a great deal. Where there is an active noon hour film programme, a teacher must be in charge of the ordering and returning of films and general supervision, but picked senior boys can be trained as good operators. Under some circumstances, it may be advisable to split the programme for the junior and senior pupils, for the same films may not appeal to both groups, or the room in which they are shown may not be large enough to accommodate all. Where desired the film club or movie period may also have showings after the regular school day.

Although music is a part of the regular curriculum, it also offers unlimited possibilities in the field of extra curricular activities. Glee clubs, small ensembles, instrumental groups, orchestras, bands, and even listening groups are activities that appeal to many and provide excellent training. During the past year in Lachute High School a listening group ran a series of "pick-the-tunes" which actively engaged between fifty and seventy five pupils daily during noon hour for several weeks, and the whole programme was conducted by a senior student. The music teacher can usually re-arrange his lunch period so that he can supervise activities during the noon hour. Some teachers consider that concomitant learning in music derived from these activities is often greater than that of the regular classroom period.

School magazines and annuals are a major activity in many schools. Pupils of all ages may participate in this worthwhile activity which provides not only excellent training in writing but also engenders a good school spirit and a feeling of pride in the pupils.

Too often the younger pupil is forgotten in the extra curricular programme. He is sometimes allowed to become a mere spectator or spend his time racing around the playroom. We must remember that the pupil from six to ten years of age has even more excess energy to expend than an older child. The permanent

playground equipment usually occupies a number of the younger pupils, but provision has to be made for the others, usually the majority. Games, races, art clubs, music and similar activities can train the young in sportsmanship, competitive undertakings and how to make use of leisure time. Senior pupils often do excellent work in the supervision of the juniors. It is well, however, to rotate such responsibilities among a group so that no individual carries an undue load.

Many teachers find extra curricular activities a burden. They do require a teacher's time and effort, and sometimes they are shunned because of this. A few school boards have provided extra pay for teachers who supervise certain activities, but, where such is done, boards are faced with the problem of where to draw the line.

Extra curricular activities should be part of the school curriculum. They pay large dividends to the teacher who freely gives his time to their direction. Generally speaking, the play-life of a pupil is more important to him than his academic work, and when a teacher can take advantage of this fact to weave the two together, he has added honour and esteem to himself from the pupils' point of view. The teacher then becomes a respected senior partner of the pupils. Thus, apart from their social, educational and physical advantages to the pupil, extra curricular activities help the teacher in his regular class work through improved relationships. Teachers who are genuinely interested in young people and teaching welcome such opportunities.

THE NATIONAL SCHOOL BROADCASTS

In 1952-1953, high school classes will have the opportunity of hearing *Macbeth,* the Shakespeare play on the Course of Study for Grade XI.

Because of its outstanding popularity in the elementary grades the series of "Voices of the Wild" will again be broadcast. Tentatively scheduled for inclusion in the new series are programmes on the moose, the chipmunk, the bat, the trout, and a night in the woods.

In response to many requests from teachers of history and geography, the 1952-1953 schedule will include series on Canadian history, actuality broadcasts on Canadian industrial activities, and broadcasts from countries of the commonwealth. The following topics have been tentatively selected for the history series: "I raided Hudson's Bay with d'Iberville", "I helped Wolfe capture Louisburg", "I was a prisoner of Pontiac", "I reached the polar coast with Mackenzie" and "I struck gold in the Cariboo."

To round out the programme for the new season a series on Canadian artists has been planned. Programmes will be based on paintings by Paul Kane, J. W. Morrice, Maurice Cullen, Tom Thomson, Clarence Gagnon and Emily Carr. Through arrangements with the National Gallery of Canada, schools will be able to obtain sets of reproductions of the paintings at low cost. To stimulate further the interest of pupils in Canadian art, the National Gallery has offered an award of silk screen prints to schools compiling the best scrapbooks connected with the broadcasts.

THE ORGANIZATION OF FIELD TRIPS

Arthur M. Henry, M.A., Professor of Education, Macdonald College

Under the name of field trips many teachers and schools indulge in sightseeing tours. The sights are interesting. The half holiday is enjoyed by all. The trip seems highly gratifying, but the attention has been superficial, the impressions hazy and the observations limited to the immediate present. A sightseeing tour is a good holiday, and it serves its function, but its educational value is mere entertainment as compared with the research of a field trip.

The term field trip originated with botany, where conducted groups of students went into the field to study flowers. The expression today is used in a much wider sense and includes any place or activity outside of the classroom. The classroom tends to be an isolated world. Outside, the busy world hums on. Inside may be a busy world too, but it is one of theory, pictures, talk, vicarious substitute for the "real" thing. To introduce the child to life one must bring life into the classroom or take him out into life. The former may be done by introducing first-hand experiences into the classroom, while the latter may be done by well planned field trips.

The primary object of a field trip is to provide first hand experience for each child. It is a pathetic fallacy, however, to think that mere experience teaches. The mind must be brought to focus on the experience. It is *intelligent* experience that teaches. Another fallacy is embodied in the expression "the more the better." One well planned field trip can teach more than many sightseeing tours. There should be no field trip, unless *the need* or *the opportunity* has been sensed by the teacher, the pupils and of course, the principal.

A field trip may therefore be defined as an organized group excursion which has been conceived to fulfil *a need* or envisioned as *an opportunity* and which has definite educational objectives. Such excursions are many. The principal should make a survey of his community. The list may include some of the following:

Deliberative Assemblies: the School Board, the Executive of the Home and School, the Town Council, the Executive of P.A.P.T., annual meeting of shareholders of a company, board of directors of a company, Provincial Parliament, Federal Parliament.

Commercial Establishments: local stores, local bank, departmental stores and offices, stock exchange.

Technical Services: school heating and ventilating systems, school repair and service shops, town shops, road building and repairing, fire station, electric power plant, telephone exchange, weather forecasting offices.

Industries: local factories: lumber, silk, cotton, furniture, electricity, steel, stone, etc.

Health: local hospital, health board, water purification plant, pasteurization of milk.

Transportation: railroad centre, street railway centre, airport, the docks, post office.

Aesthetic: art gallery, museum, historical sites.

Nature Study: fields, woods and parks, swamps, rivers, shorelines, the zoo and the circus.

Transient: plays, symphony orchestras, speakers, and visiting dignitaries, movies, agricultural shows, industrial conventions, ships in port.

Such a survey reveals abundant opportunities even in small communities. The sheer abundance calls for a process of selection and also for an over-all plan, not only for the year, but for the eleven years of schooling. While the principal retains control of the general picture, the real selection should come from the teacher according to the needs of the pupils. Primary pupils like the

appearance of things, elementary pupils like things in motion, junior high school want an explanation and senior high school have specialized tastes and interests. All ages like animals, plays, movies and activity. These broad generalizations however are merely guides to age preferences.

The needs of the pupils arising out of a rigorous pursuit of the aims of the curriculum should ultimately determine the choice of field trips. As one works out the curriculum the need may be felt for really experiencing what is being discussed. Promissory notes and deposit slips call for a visit to the bank. Profit and loss and overhead require a visit to the local store. The understanding of water purification and milk pasteurization are theory until seen. The management of a huge industry is not something to be wondered at but a factor to be experienced. A discussion on local government should occasion a visit to the town council. The understanding of responsible government may dawn on Parliament Hill. Ships and the ocean mean nothing to landlubbers, but the twang of a sailor and a bit of breeze at the rail of a ship may be the germ of an idea. Can we act Shakespeare or render Mozart as he should be rendered in the classroom? Do copies of Franz Hals or photographs of Louis XIV furniture really convey the idea? Can a picture of Saturn's rings compare with the thrill of viewing them through a telescope for the first time? Can growing tadpoles in a bottle compare with viewing frogs in a swamp? Can a picture of woods compare with the reality? What is a toy steam engine compared with a real locomotive? Does "higher than the clouds" mean anything until one flies?

If the curriculum is taught vigorously teachers and pupils alike will find themselves impelled to go out into all walks of life and see, feel and hear at first hand. One cannot of course run out of the classroom on every pretext, nor is that necessary. One or two well organized field trips during the session every year of a pupil's school life would pay abundant dividends. Modern trends in education demand that the school come out of isolation. The gap between the school and the world must be bridged. The leadership of the principal in consultation with the members of the staff can stimulate a sensible selective programme for giving the curriculum a foundation of experience.

The initiative for the field trip rests with the class teacher, to whom the rest of this article is directed. As the work for the year or the term is planned, he should consider how living experiences can best be introduced. Where experience can be brought into the classroom by experiments, specimens, models, visitors, etc., they should be used. When the samples become too big, however, the pupils should be taken to the specimen and that demands reality. To use the previous example on banking, the teacher should bring cheques, deposit slips, promissory notes, etc., into the classroom and play banking. The bank manager may be invited to explain what he does with deposited money and the questions he asks when a client wishes to borrow money. But if the complete organization of the bank staff, the duties of the accountant, teller, ledger keeper, and the storage and safety deposit boxes in the vault are to be fully impressed upon the minds of the pupils, they must visit the bank.

One must often decided which of several field trips to take. Must it be to the bank, the art gallery, the museum or an industry? The answer will depend in part on the history of the class. Have they visited any of these places before?

The pupils themselves will volunteer the information. One should then list four or five field trips which correlate closely with the course of study for the term and carefully try to evaluate each one. Beside the previously mentioned difficulty in Arithmetic, perhaps this class needs appreciation of the finer things of life, and there is a particularly good exhibition at the art gallery right now. Then too a chapter on prehistoric animals that the class has been studying may lack concreteness. It will be necessary to ascertain whether there are specimens at the museum. The class are at the machine age and not for far away there is a printing press. Possibly the pupils can see how books are made and enjoy the printing press at the same time.

Now the scope of the problem can be seen. Not only must one weigh the difficulties in Arithmetic, the inspiration of art, the concreteness of dinosaurs, and the thrill of a big machine against one another but the facilities must be ascertained and the degree of accomplishment in each estimated. It is important that the trip selected be one about which the teacher is enthusiastic. When the tentative choice is made by the teacher it is well to test the pupils' reaction to the idea. If there is good rapport between teacher and class, the selection may be worked out cooperatively, but all must understand that the choice should be governed by their needs, not their preferences.

At this point the support of the principal for the plan must be obtained. He must necessarily examine any considerations against the project before he can give his consent for he will carry the main responsibility. Is it worth the time? What will it cost? How will the costs be met? How much work will it involved? Every person's energy is limited and while the teacher is working on the project something more important may suffer. Safety in traffic, in transportation and about machines must be considered. Although it is customary to obtain notes from the parents authorizing the pupils to participate in the trip, the signature of a parent cannot change the law. The School Board is liable in case of accident. Is there a safety risk? Is it worth the risk? Who will be responsible for the organization of the trip? The teacher, with such assistance as the principal may be able to give, must be prepared to carry his share of the responsibility for organization and supervision.

In many years of conducting tours, I have never found a general manager who was not sympathetic and cordial towards a visit of school pupils. A preview of what is to be seen is most desirable. The manager will not be averse to assigning a guide for this purpose. By utilizing every opportunity that the plant provides it is possible to make one field trip serve many functions. The object may be the study of machines and processes, but there may also be opportunity, of learning at first hand about vocations, specialization, working conditions safety precautions, health services, raw materials, factory, sales and office organization, apprenticeship, advertising, records and statistics, accounting, etc. Trends and influences outside which affect the factory should not be overlooked. Without neglecting the immediate processes and objects, information should be gathered in advance about raw materials, their quality, market prices, transportation, receiving and storing, the factory processes, the distribution system, market prices, sales force, and manner of marketing the finished product.

The teacher will be better able to help the class understand the "human" side of industry if the answers to such questions as the following are obtained during the preliminary visit. What preparation did this man have for the work he is doing? What skills and personal qualities are needed in his work? Does the personnel department try to place men according to their qualifications and personality? What line of promotion is open to this man? What are his opportunities for self-improvement? What department is this? How is it related to other departments? What is the line of authority? Is the management cooperative? Are there committees of foremen and of heads of departments that participate in management?

After the preliminary visit progress should be reported to the principal and dates, times of leaving and return, method and routes of travel and supervision settled. When the field trip is a visit to a plant final arrangements concerning dates and hours should be confirmed by letter with the management.

In organizing the class for the trip it is frequently helpful to elect a manager, an assistant manager, a secretary and a treasurer, or an already existing class organization may be used. Assignments of responsibility to the class organization should be specific. The class officers may be able to make arrangements for the buses, estimate the cost per person and do the collecting, or invite parents to supply cars and help in the supervision. They can write the letter of confirmation of dates and times. If smaller groups are desirable, the class organization can do the subdividing and appoint a leader of each group. Many companies have a public relations manager whom the class may invite to speak to the group a few days before the event. The assignment of responsibilities to committees rather than to individuals will give all a keener sense of participation in the event.

Adequate class preparation is the most important single factor in making an industrial, political, business or scientific field trip effective. Class discussions should cover the following points: (1) the main objective, (2) where and how to seek information, (3) what to look for, (4) incidentals. The pupils should know exactly what they are trying to find out. What information or experience are they seeking? Suppose that students have been studying the conditions of factory workers of the industrial revolution and wish to make a comparison with modern conditions. The objective might be stated as "The working conditions of skilled workers in a modern factory" and might deal with such aspects of the problem as the following: apprenticeship and pre-education; craftsmanship, interest vs monotony; light, ventilation and space; control of smoke, dus- and injurious waste; safety; lunch and recreational facilities; hours and recesses; sickness benefits and pensions; wages. With such an objective it is well to divide the class into groups and to assign only one aspect of the problem to each group. This secures singleness of purpose. While the student will have eyes for everything, he will be forced to carry out a selective process to realize *his* objective.

Where and how is the student to seek information? It sometimes happens that before the class is taken through the factory or plant, the manager or someone else will talk to the class giving them an overall picture and will conclude by asking "Are there any questions?" When the answer is silence, it is usually an indication that the class has not been properly prepared. Such an occasion

is the time for broad general questions on the objectives of the visit. Some of these should be prepared in advance. Too many questions should be avoided, however, as the class will be itching to see things. During the tour of the factory, watching processes and listening to the guide are the chief sources of information. The pupils should therefore be cautioned to follow the guide closely. Workmen may be questioned but questions should not be personal. "What are your wages?" is a tactless question, to put it lightly. The guide may provide the answers to such questions as: "What classes of workmen are in the shop?" "What wages would skilled machine operators receive?" After the tour, opportunity is sometimes provided for the pupils to assemble in a room where again they may be asked "Are there any questions?" The nature of the questions raised will be one indication of the effectiveness of the visit.

During the preview visit the teacher may procure many useful illustrations that have application in class and note particular things which he desires the class to observe. All must be advised of these points in advance, otherwise some will be overlooked. The briefing may be in the form of questions which do not tell the answer. For instance, in the purification of water questions such as the following may be framed: "How are the number of bacteria in water counted?" "Is the chlorine introduced into the water as a liquid or as a gas? Why?" "In the filter beds, how is sediment washed out of the sand without losing the sand?"

Incidentals to the trip appear trifling, but are very important even to older pupils. What to wear, what to take, the "factory" address and phone number, location of washrooms particularly on long tours, should all be known in advance. The pupils should know the name of the manager with instructions to address him by name. At the "factory" the guide must be introduced to the group by name and so addressed throughout the tour. At the end of the tour the leaders of the groups should thank the guides and the manager.

After the field trip, the class organization should write a letter of thanks to the manager mentioning some high spots of the trip and, possibly, the various guides by name.

There should be a "follow-up" to clarify ideas and attain the objective. This may be in the form of a discussion in which the groups bring in reports. These should be discussed, revised and accepted. Finally the whole should be synthesized into a report on the main objective. Consideration should then be given to recommendations for improvements in procedure on future field trips. A careful evaluation of the trip should therefore be made by considering such questions as the extent to which the objective was achieved. The pupils should again be made to realize the correlation of these experiences with the work of the curriculum. By taking advantage frequently of the bridge between the classroom and the outside world the work of the classroom can be greatly enriched and made more effective.

The entire life of the school, every classroom, every teacher, every activity makes its contribution plus or minus, to the understanding and appreciation of moral values.

Moral and Spiritual Values in Public Schools.

NEW FILMS AND FILMSTRIPS

(Other lists of new films supplementing the 1951 Catalogue of the Film Library will be found in previous issues of the Educational Record: January-March, p. 45; April-June, p. 118)

ART AND CRAFTS

Making Pictures At The Gang Age T-1261	Crawley	Colour	200′
Beginning of Picture Making T-1262	Crawley	Colour	200′
Making A Mask T-1263	Crawley	Colour	200′
Design To Music T-1264	Crawley	Colour	200′
Finger Painting T-1265	Crawley	Colour	200′
Loom Weaving T-1266	Crawley	Colour	200′

BIOLOGY

The Strands Grow T-1275 — E.B.F. — Colour — 800′
(Shows the parts played by plants and animals in the development of the climax forest)

The Strand Breaks T-1276 — E.B.F. — Colour — 800′
(Traces the consequences of a state of unbalance in nature)

Yours Is The Land T-1278 — E.B.F. — Colour — 800′
(Intended to arouse interest in conservation, the film points to glaring misuse of forest and soil)

CHEMISTRY

Madame Curie T-1269 — M.G.M. — 800′
(Describes the work of the Curies in separating radium from pitchblende)

Soap T-1259 — E.B.F. — 400′
(Laboratory and commercial processes of making soap)

CHILDREN'S FILMS

Adventures With Andy T-1256 — de Rochemont — Colour — 400′
(Episodes in the life of Andy, a baby orang-utan, in the Bronx zoo)

Soapy The Germ Fighter T-1274 — Avis — Colour — 400′
(In a dream about cowboys Bill learns the importance of cleanliness)

Animals Unlimited T-1288 — Assoc. Films — Colour — 800′
(The struggle for survival in Kruger National Park, South Africa)

The Nurse T-1296 — E.B.F. — 400′

The Fox And The Rooster T-1300 — E.B.F. — 400′

Wonders In A Country Stream T-1304 — Churchill — Colour — 400′

Newspaper Story T-1273 — E.B.F. — 600′
(A behind-the-scenes view of a newspaper office)

Energy T-1285 — Gateway — 400′
(Presents everyday examples of energy)

Chemistry T-1286 — Gateway — 400′
(Shows simple examples of chemical change taken from the home)

ENGLISH

How Effective Is Your Reading? T-1253 — Coronet — 400′
(A high school student is shown learning good reading habits)

Captain's Courageous (Fishhook Sequence) T-1267 — M.G.M. — 400′

Captain's Courageous (School Sequence) T-1268 — M.G.M. — 400′

GEOGRAPHY

Royal Tour T-1251 — Assoc. Screen — 800′

Shipshaw T-1258 — Aluminum Co. — 1200′

South Pacific Island Children T-1260	E.B.F.	Colour	400′
Hawaiian Islands: Their Origin and Nature Today T-1284	Dowling	Colour	400′
Vacation In Quebec T-1307	Imperial Oil	Colour	1200′
(The films emphasizes the scenic attractions of the Eastern Townships, the Laurentians and the Gaspé Peninsula)			
Nile Valley And The People Of The Lower Nile T-1308	Academy	Colour	800′
Nile River Basin — Upper River T-1309	Academy	Colour	800′

GUIDANCE (The following films are intended primarily for high school audiences)

Baby Sitter T-1279	Young America		800′
Control Your Emotions T-1289	Coronet	Colour	600′
Heredity And Environment T-1290	Coronet	Colour	400′
(A simplified treatment of the theme intended for general and high school audiences)			
How To Develop Interest T-1291	Coronet	Colour	400′
(Shows how to develop interest in subjects one does not like)			
How To Remember T-1292	Coronet	Colour	400′

HISTORY

Meaning Of The Industrial Revolution T-1293	Coronet	Colour	400′
Abraham Lincoln T-1294	E.B.F.		800′
Eli Whitney T-1295	E.B.F.		800′
(A sketch of the life of the inventor of the cotton gin)			
Commonwealth Of Nations T-1310	Rank		1200′
(The settlement of the British colonies and the development of the concept of the Commonwealth)			

HOUSEHOLD SCIENCE

Sewing: Pattern Interpretation T-1280	Young America		400′
Sewing: Simple Seams T-1281	Young America		400′
Sewing: Slide Fasteners T-1282	Young America		400′

INDUSTRIAL ARTS

Wood Finishes: Preparing The Surface T-1301	Brent		400′
Wood Finishes: Staining And Polishing T-1302	Brent		400′

MORAL AND RELIGIOUS

Prince Of Peace T-1255	Gaumont British		800′
(The Christmas story, from the Annunciation to the flight to Egypt)			
Which Will Ye Have? T-1277	Gaumont British		1600′
(The story of events leading up to the Crucifixion as seen through the eyes of Barabbas, the robber)			

MUSIC

Naughty Marietta T-1270	M.G.M.		1200′

PHYSICS

Introduction To Vectors T-1283	Castle		800′
Bottle Of Magic T-1303	Bell Telephone		800′
(The development of the electron or vacuum tube)			

SAFETY AND FIRST AID

Safe Driving: Streets And Highways T-1252	Coronet		400′

SPORTS AND PHYSICAL EDUCATION

EXERCISE FOR HAPPY LIVING T-1257 — E.B.F. — 400′
(Intended to show pupils of middle elementary grades the importance of exercise)

BALL CONTROL T-1287 — United World — 400′
(How to handle the ball in soccer or association football)

HIGH JUMP T-1297 — United World — 400′

SPRINTS T-1298 — United World — 400′

SOFTBALL FUNDAMENTALS T-1305 — Young America — 400′
(Junior high school girls are shown learning to bat, throw, pitch, field, and run bases)

TEACHERS AND PARENTS

PROBLEM OF PUPIL ADJUSTMENT, PART I:
THE DROP OUT T-1271 — McGraw Hill — 800′
(Explains why pupils drop out of school)

PROBLEM OF PUPIL ADJUSTMENT, PART II:
THE STAY IN T-1254 — McGraw Hill — 800′
(A study of an actual school showing conditions that lead to retention of pupils)

INDIVIDUAL DIFFERENCES T-1272 — McGraw Hill — 800′
(Intended, like the above two films, to supplement Sorensen's *Psychology in Education*)

ANSWERING THE CHILD'S WHY T-1299 — E.B.F. — 800′

SCHOOL THAT LEARNED TO EAT T-1306 — General Mills — Colour — 800′
(The story of a school that made a systematic effort to improve nutritional standards)

NEW FILMSTRIPS

ART — Contemporary American Painting Series

ART-2 LET'S LOOK AT A PAINTING (Colour)
ART-3 AMERICAN SCENE (Colour)
ART-4 ROMANTICISM (Colour)
ART-5 MODERNISM (Colour)
ART-6 REALISM (Colour)

BIOLOGY

B-66 ELIMINATION (See film T-877)
B-67 PHOTOSYNTHESIS (See film T-1130)

ENGLISH LITERATURE

E-44 A CHRISTMAS CAROL (Colour)
E-45 MOBY DICK (Colour)
E-46 THE THREE MUSKETEERS (Colour)
E-47 TREASURE ISLAND (Colour)

FRENCH

FR-4x LES TROIS OURS (Colour) (With record)

GENERAL SCIENCE

GS-1 LONGITUDE AND TIME
GS-2 LATITUDE AND LONGITUDE (See film T-947)
A-50 PULLEYS MAKE WORK EASIER

MATHEMATICS

MT-1 THINKING IN SYMBOLS
MT-2 GROUPING SYMBOLS AND ORDER OF OPERATIONS
MT-3 GEOMETRIC FIGURES
MT-4 MEASUREMENT
MT-5 VARIABLES AND COORDINATES
MT-6 MATHEMATICS AND DAILY LIVING

MORAL AND RELIGIOUS

R-77 VISIT TO CORINTH (Paul)
R-78 SECOND MISSIONARY JOURNEY (Paul)

Radio cannot improve the qualities of concentration and attention without a direct effort on the part of the teacher, who must be responsible for most of the inspiration of any classroom.

BOOK REVIEWS

Towards the Last Spike, by E. J. Pratt, is a verse panorama of the building of the, Canadian Pacific Railway. In forceful blank verse the author recounts the story of the conception of this railway, the pact as British Columbia's price for entering the Canadian federation, the wooing of B.C. by California, Sir John A. Macdonald's great conception and heroic fight, Edward Blake's objections to constructing a railroad "over that sea of mountains" and the country's wealth being "lost in the gorges of the Fraser," the appeals for money to Great Britain and the Canadian Parliament, the small population of scarcely four millions to pay the huge debt, the difficulties of the construction which seemed to defy the skill of the engineers, the usefulness of the railway in quelling the Riel rebellion and the hammering in of the last spike at Craigellachie. All the well known men of this day are remembered — Van Horne, Donald Smith, Sandford Fleming, George Stephen. The giant figure of Sir John A. Macdonald is increased in stature and splendour.

Towards the Last Spike is another feather in the cap of the grand man who should officially be Canada's Poet Laureate. The whole scheme of the poem reveals greatness, and its execution is superb. There are many magnificent lines:

> . . . As for his foes like Blake,
> He thanked his household gods the Irishman
> Could claim only a viscous brand of humour,
> Heavy, impenetrable till the hour
> To laugh had taken on a chestnut colour.
>
> No one knew better, when a point had failed
> The brain, how to divert it through the ribs.
>
> Van Horne took hold of Angus bodily,
> Tore off his tie and collar, mauled his shirt
> And stuffed a Grand Trunk folder down his breeches.

No teacher of English or Canadian history can afford to omit this book from his shelves. Published by the Macmillan Company, 53 pages, $2.00.

Toward the Quiet Mind, by Lawrence M. Lande, is a companion volume to "Sackcloth and Light", published by the same author in 1948 and concerns the Book of Job. The chief distinguishing feature of the present volume is the *credo* which the author has written. In this he expresses belief in the creation of the world by God, that the creation was purposeful, that the Eternal plan is still unfolding, that the first purpose of the creation was that of Man who is to be an agent of God, that God meant man to enjoy the fulness of life and for this purpose his life should be full of activity. As nothing can be completely annihilated, there is no waste in the Eternal plan, for the Divine light in man returns to God who gave it. On the day of accounting everything now held in trust must be accounted for. Published privately, 112 pages.

Robert Browning, by G. K. Chesterton, is a remarkable piece of authoritative writing, worthy of the author and his subject. Browning's "work has the mystery which belongs to the complex; his life the much greater mystery which belongs to the simple." Of one of his own poems Browning wrote: "When that poem was written, two people knew what it meant — God and Robert Browning. And now God only knows what it means." The statements about Browning are engrossing: "An utterance of Browning is often like a strange animal walking backwards who flourishes its tail with such energy that everyone takes it for his head." "He had a memory like the British Museum Library". "He was one of a generation of great men". "He admired all the cycle of great men who all contemned each other." He hit men on the chest or slapped them on the back when he was very fond of them. Of Elizabeth Barrett's life in her father's home he writes: "Silent rooms, low voices, lowered blinds, long days of lineliness . . . had not tamed a spirit which was swift and headlong to a fault."

The chapters deal with Browning's early life and works, his marriage, life in Italy, in later life, and as an artist. There is one also on "The Ring and the Book". The chapter on the Philosophy of Browning describes his unfailing optimism and the primitive feeling upon which his poetry rests. The whole book is one that no teacher of English should fail to read. Published by the Macmillan Company, 207 pages, $1.10.

Thomas Hardy, by Edmund Blunden, is one of the finest of biographies of this "master of the written word". It is a scholar's work for scholars for it is replete with references to the great persons and events of Hardy's day and long before — John Stuart Mill, Charles Darwin, Thomas Carlyle, Keats, Shelley — to mention but a few. Some of the details of Hardy's life are given such as that "The Trumpet Major" was produced on the day of his wife's sudden death. A chapter on "The Poems" records the count of these works as 918. He had "the visual gift, the ability to seize with wonderful distinctness just what makes a moment and a scene — color, line, contrast, correspondence, point of light or depth of shade". Published by the Macmillan Company, 286 pages, $1.10.

Making the Most of School and Life, by Clark Robinson, is intended as a guide book by which young people can fashion their lives. The chapters deal with the part young people play in their own growth, improving ability to learn, learning about people, setting their own goals of what they want to be, relationship with other people, how to live safely and be a citizen, and choosing a life work.

The book is extremely timely and practical. It speaks directly to youth telling them their faults and how to avoid them. It teaches etiquette, what to do when travelling — even how much to tip. It relates how a group of girls improved automobile driving in their town and prevented accidents. It shows how to plan one's spending and the necessity of keeping free of debt. At the end of each chapter there are sections for practising what is taught, for checking one's thinking and appropriate quotations. Published by the Macmillan Company, 491 pages, $2.95.

Life and Work in Britain, is Book IV in Black's New Graded Geographies. The first section describes the physical features of Britain, the climate and the fish of the sea. Part two describes rural life and the third section deals with coal mining, steel, shipbuilding, wool, cotton, transport and the important cities of the realm. This is a very good book for, in small compas and interesting language, it tells its story. The descriptions of rural life in Britain are very interesting to readers on the American continent. The description of coal mining makes one think that the methods could be improved. The section on shipbuilding, however, enables the reader to understand what is involved in the making of such a great transatlantic liner as the "Queen Mary." The eighty-seven illustrations and four colour plates are very appropriate. Published by A. and C. Black Ltd., 144 pages, $1.10.

Terry and the Mysterious Monkey, by Hugh Coryell, is the whimsical story of Terry Potter's adventures with Ricco, the organ grinder's monkey that talked. Terry felt discouraged. There were too many grown ups in the world who *Shushed* and *Don'ted* small boys and who did not understand them. These were his mother, sister Marion, teacher, music teacher, librarian and older boys. Ricco understood him, took his part and taught each of the offending parties a lesson. So long as he was misunderstood Terry could comprehend the monkey language of Ricco, but when he became understood by others the monkey talked gibberish. This is an entertaining book for children from ten to twelve and is fittingly illustrated. Published by the John C. Winston Company, 116 pages, $2.00.

The English Language Arts has been prepared as the first volume of a series of five books by the Commission on the English Curriculum of the U.S.A. National Council of the Teachers of English. It gives an overview of a developmental curriculum in English for all grades. The aim is the basic thinking, the developmental principles and the specific illustrations of application that will make possible the formation of a good curriculum. The sections of the book are entitled, Making the Curriculum, Suggested Programs, Problems Faced by Curriculum Makers and Evaluating the Outcomes of Instruction. Evaluation programs should be comprehensive, flexible and continuous. Evaluation methods include those for reading skill and comprehension, appreciation of literature, reading interests, composition, speaking and listening. Standardized and unstandardized texts are needed and use must be made of such new instruments as the tape recorder. Published by Appleton-Century-Crofts, 501 pages, $3.75.

The New Anniversary Edition of Jesse Lyman Hurlbut's Story of the Bible is published to commemorate the printing of the three millionth copy of this book. The 168 stories of the Bible told in this volume are just the same as in the previous editions but this one has been set up in modern easily readable type. The book contains over 160 illustrations in two colours, 16 full colour paintings and 32 full colour three dimensional reproductions by Dominico Mastroianni that so powerfully recreate the life of Christ. The appearance is wholly pleasing and should induce young and old to read it. Teachers who read this book can scarcely fail to make their biblical class presentations much more understandable to pupils. Maps of the Old Testament and New Testament worlds are on the inside covers. Published by the John C. Winston Company, 655 pages, $5.50.

Secret of the Sleeping River, by Archie Binns, is the story of a New York family who moved out into the country taking with them a partly completed television set which showed the pictures upside down, worked best during a thunderstorm and otherwise acted in strange ways. The book should provide amusement for children of 12 to 14 years of age. Published by the John C. Winston Company, 213 pages, $2.50.

Leathercrafts, by Jessie F. B. Parkes and S. P. Judge, is a handbook for teachers and students of art in school and college. A short history of leather is followed by a description of the different types of leather and their uses. The tools for working with leather are then described and illustrated, with procedures for the various processes of moistening, stitching and polishing. Many designs are included as well as explanations of stippling, stamping, modelling, embossing, incising and cleaning and dyeing leather. The chapter on making handbags, purses, camera and other cases is possibly the most interesting. There are forty-five drawings and designs as well as many sketches. Lettering of various types is shown. Published by Longmans, Green and Company, 129 pages, $3.75.

Agriculture and Farm Life, by Harry A. Phillips, E. A. Cockefair and J. W. Graham, is written to show the advantages of farm life, and teach the practices essential to successful farm operations. A special effort has been made to make this edition up to date. Chapters are included on Dairying and Poultry Raising, Field Crops, Horticultural Crops, the Apiary, Soil Conservation, Meat Products and Farm Machinery. Intended as a textbook, the arrangement is presented to cover two years of eight month terms. At the end of each chapter is "Something to Do". The references are profuse and modern. There is much to learn on every page. Even the expert will find matters of interest. Published by the Macmillan Company, 516 pages, $3.00.

Other Children's Homes is Book I of Black's New Graded Geographies. Written for pupils of about Grade V it describes a garden city in the south of England, a farming district in Lincolnshire and a factory town in Lancashire. Oslo, Norway, and a Norwegian farm are next on the list. The blacklands of Russia and the collective life of the farms there with their communal meals are then described. The life of the Arabs, Syrians and Jews in Palestine both in the city and the country is related and then life in Ceylon and China. The chapters on Canada give a very poor idea of this country, dealing only with life on a ranch. That even is not at all typical of Western Canada. According to this account Canada is either very hot or intensely cold. In summer the flowers die and in the winter "if our rooms were not heated our breath would freeze and form icicles on our blankets at night." Published by A. and C. Black Ltd., 108 pages, linen cover, $0.90.

The Wonderland of Common Things is Book II of Black's New Graded Geography series, and deals with life in Britain. The English housewife and her duties, the homes of the English people, the fruit and vegetables consumed and the lands from which fruit comes are described. These are followed by the story of bread and its sources, milk and its products, fish and its markets. The purchase of meat takes the reader to Argentina and New Zealand, the purchase of wool to the factory towns in England; silk and tea introduce the readers to Ceylon and rice to China, Japan, India and Burma. The writing of this book is an improvement upon that of Book I. Published by A. and C. Black Ltd., 124 pages, limp cover, $1.00.

The Exploration of Père Marquette, by Jim Kjelgaard, is a history book charmingly written for children. They will be quite interested in Père Marquette's efforts at canoeing, his early morning adventure as he "winced when a patch of snow fell from a branch upon his unprotected neck". Then there was the killing of the treacherous medicine man and Marquette's acceptance by the Indians as he saved enough from one day's meal to give them a portion of his next day's. Many other incidents are related of Père Marquette's life in Canada, including his meeting with Louis Joliet and the discovery of the Mississippi. This is one of the Landmark books published by Random House, 179 pages, $2.00.

The Vikings by Elizabeth Janeway, is the story of Eric the Red, Leif Ericsson and the discovery of Greenland, Cape Cod, Rhode Island and Connecticut. The book relates the adventures of Leif in a manner that will appeal to boys. Starting with Leif's boyhood days, with his Irish companion Brendan, the story is told of the voyage to Greenland, then to Norway, where Leif had a duel with Ketil, a fighter who lived by violence. After returning from Norway, Leif was given charge of a ship sailing west. A broken ankle prevented Eric from sailing. Landed at Vineland, Leif discovered luscious grapes some of which he took back to Greenland. Another of the Landmark books, "The Vikings" is full of interest. Published by Random House, 175 pages, $2.00.

Prehistoric America, by Anne Terry White, is another of the Landmark series. This is the story of the age of the earth, the Ice Age, fossils in rocks and the different forms of life that have existed on earth — the Great Lizard, the dinosaur, the flying dragon, the Dawn Horse. An interesting chapter called "What is long ago" gives the date of homo sapiens as 150,000 years. Other dates such as the Age of Mammals and the Age of Reptiles, are charted. The book should be of great interest to any children having a scientific bent. Published by Random House, 182 pages, $1.50.

Cub Reporter, by Jack Hambleton, provides a thrilling account of the activities of a boy starting on a journalistic career. Tom soon learned that liking people is the first essential for a prospective reporter, that studying is second and typing third. Then follows writing the who, when, where, what and why of a story, and sometimes the "how". After Tom got his job he had all the excitement that goes with newspaper reporting and he tells the stories well. That he found to be the art of newspaper writing, to create interest and to be accurate. This is the style of the book that will prove of interest to boys and to guidance officers who should have vocational information. Published by Longmans Green and Company, 231 pages, $3.00.

The Land and People of Japan, by Josephine B. Vaughan, is one of fifteen books in the *Portraits of the Nations* series. The home life, customs, festivals, holidays and national characteristics are pictured in keen outline by a woman who lived in Japan for fifteen years and who is evidently sincerely interested in the people. The history of the nation is interwoven with its geography. The politeness of expression of the people is featured. Shintoism, the religion of Japan, is explained. The varied arts that play so large a part in the life of the Japanese are depicted. The disasters of Japan are described such as the earthquake of 1923 and the effects of the Second World War including the vagaries resulting from the bombing of Hiroshima and Nagasaki. During the occupation, the American soldiers gave chocolate and chewing gum to the children. Sixteen pages of excellent photographs are included. Published by J. B. Lippincott (Longmans, Green, Agents), 128 pages, $3.25.

MINUTES OF THE MARCH MEETING OF THE PROTESTANT COMMITTEE

Rosemount High School, Montreal, Que., March 7th, 1952.

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

PRESENT: Dr. G. G. D. Kilpatrick, in the Chair, Mr. Howard Murray, Dr. R. H. Stevenson, 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, Rt. Rev. John Dixon, Hon. G. B. Foster, Mr. W. E. Dunton, Hon. C. D. French, Mr. Jack R. Latter, Dr. Sinclair Laird, Dr. C. N. Crutchfield, Dr. A. R. Jewitt, Mrs. A. Stalker, Mr. T. M. Dick, Mrs. Roswell Thomson, Dr. J. S. Astbury, Professor D. C. Munroe, Mr. K. H. Oxley, and the Secretary. At the afternoon session Mr. Thomas Sommerville was present by invitation.

Apologies for absence were received from Dr. W. Q. Stobo, Mr. A. K. Cameron, Mr. John P. Rowat, and the Superintendent of Education.

The minutes of the previous meeting, having previously been circulated, were approved on the motion of Mrs. Stalker seconded by Mr. Latter.

As Dr. C. N. Crutchfield was present for the first time, he was welcomed by the Chairman.

The Chairman expressed the regret of the Committee over the deaths of Mr. R. Eric Fisher and Mr. John G. Rennie. On the motion of Bishop Dixon, seconded by Dr. Stevenson, the Secretary was asked to write suitable letters setting forth the gratitude of the Committee for the work done by these members and sorrow at their demise.

On the motion of Mr. Murray, seconded by Mr. Latter, it was resolved that the Committee now sit as a Committee of the whole.

After discussion by the Committee as a whole it was resolved, on the motion of Mr. Jones seconded by Mr. Latter, that the Protestant Committee reassemble in regular session.

The report of the Director of Protestant Education contained the following information: (1) Nine new High School buildings or extensions to existing buildings were planned, eleven new Intermediate Schools, and eight new Elementary Schools. (2) The state of the buildings in course of erection was described. (3) Plans for ten Protestant schools in the Greater Montreal area have been approved since October 1st. (4) Five of the ten poorest schools in 1950 have been remodelled, built, or are now in process of erection. Plans were being prepared for three others. Thus from the ten poorest High School buildings of two years ago, only two remain for which plans have not been prepared for alteration or replacement. (5) The replies to the questionnaire concerning Easter holidays showed that thirty-seven School Boards are in favour of changing the dates, but sixty-five are against. Thirteen Home and School Associations are in favour of the change, and twenty-seven against. (6) During the session 1950-1951 the number of Protestant rural schools decreased by sixteen, and sixty-two other school municipalities made arrangements with other Boards for the education of their pupils instead of operating schools of their own. (7) During the same session there was an increased enrolment of 3,167 pupils. (8) The

number of teachers engaged was 2,833, of whom 22.3% were men and 77.7% women. (9) Twenty more teachers held High School diplomas last session than elementary diplomas. (10) School Boards own and operate 80 buses and 67 snowmobiles. In addition, 201 contracts were made with private individuals to convey pupils to school. (11) In the nine County Central School Boards the enrolment is 11,044 pupils, for whom 444 teachers are engaged. (12) Convocation of Bishop's University will in future accord credit for work taken in the School for Teachers as follows: (a) Teachers holding the Advanced Elementary Certificate will be granted credit for the first year of the Arts Course and will be admitted to the second year of the three-year Pass Course; (b) Teachers holding the Permanent Elementary Certificate will be admitted to the second year of a four-year Arts Course, so that, if their academic standing at the University proves satisfactory, they may enter an Honours Course after one year in residence; (c) Teachers holding the Permanent or Advanced Intermediate certificate will be granted credit for the first year of the Arts or Science Course, according to the courses taken in Grade XII, and will be admitted to the second year of a three-year Pass Course. If their academic credits and standing warrant, and they have taken work equivalent to the pre-requisite courses demanded, they may, with the consent of the Professors concerned, be eligible for admission to the third year of a four-year Honours Course; (d) Students who have received departmental certificates after attending specialist schools under the Department of Education will be given credit in the subjects of specialization as determined after consultation with the University departments concerned. (13) McGill University and Sir George Williams College are considering the according of credit for work in the School for Teachers. (14) A dental survey in Pontiac County showed that an average of almost four and a half fillings were needed for each of the 1,218 pupils surveyed. Extractions necessary numbered 677. (15) Twenty-two municipalities in the Province have applied to the Legislature and have received permission to impose a tax of 1% on sales for educational purposes. (16) Ten School Boards have been authorized by the Legislature to pay indemnities to the Chairmen and School Commissioners. (17) Certificates of Honorary Membership have been awarded to members of the Protestant Committee by the Provincial Association of Protestant Teachers of Quebec.

In moving the reception of the report Professor Munroe expressed the appreciation of the Committee to Dr. Percival for presenting the story of Protestant Education in such a complete and attractive fashion as that contained in the October-December issue of the Educational Record. The motion was seconded by Dr. Stevenson who stated: "Where there are good schools the people stay". The motion was carried. The Ciné-Photographie Department was also congratulated heartily upon its share in the production of the special illustrated edition of the Educational Record.

On the motion of Mr. Dick seconded by Mr. Jones it was resolved that appreciation be expressed to the P.A.P.T. for the certificates of Honorary Membership granted to the members of the Committee.

The list of examiners for June and September 1952, forwarded by the High School Leaving Board and approved by the Department of Education, was accepted as follows on the motion of Dean Laird seconded by Dr. Astbury:

High School Leaving Examinations: English Composition: Miss R. M. Low; English Literature: Mr. J. G. S. Brash; French and Non-Specialist French: Mr. C. T. Teakle; History: Mr. E. C. Woodley; Chemistry: Mr. W. J. Sargeant; Physics: Prof. Arthur Henry; Biology: Dr. Stuart Pady; Elementary Algebra: Mr. J. D. Campbell; Geometry: Mrs. Catherine Joyce; Latin: Prof. C. H. Carruthers; Extra English: Miss Evelyn Wilson; Intermediate Algebra: Mr. R. A. Patterson; Trigonometry: Prof. H. Tate; Bookkeeping: Prof. D. R. Patton; Household Science: Miss F. I. Honey; Typewriting and Office Practice, Stenography and Secretarial Practice: Mr. R. W. L. Hagerman; Spanish: Mrs. R. E. Henry; Music: Dr. F. K. Hanson; Art, Courses A and C: Mr. Norman Crawford; Art, Course B: Miss Anne Savage; Instrumental Music: Mr. R. de H. Tupper; Industrial Arts: Mr. R. L. Guild; Agriculture: Prof. H. A. Steppler; German and Greek: McGill University papers.

Senior High School Leaving Examinations: English Composition and Extra English: Dr. E. Owen; English Literature: Miss G. E. Henry; French: Mr. C. T. Teakle; History: Mr. G. F. Henderson; Latin: Mr. J. D. Lawley; Chemistry: Mr. B. S. Schaffelburg; Physics: Dr. Wm. Rowles; Biology: Dr. E. O. Callen; Algebra: Mr. R. A. Patterson; Analytical Geometry, Trigonometry, Courses I and II: Prof. H. Tate.

Assistant Examiners: Mr. T. Jones, Miss Annie L. McPhail, Miss Muriel Keating, Miss L. Hope Barrington, Mr. G. Brown, Mr. E. W. Caron, Mr. G. K. Gregg, Mr. C. G. Hewson, Miss A. E. McMonagle, Mr. B. S. Schaffelburg, Mr. E. Storr, Miss Edith Baker, Miss Alice E. Miller, Prof. E. Rosenthal, and Mr. B. S. White.

Changes in Regulations 133 (c), 133 (d) and 159 (f) being submitted, it was resolved on the motion of Mr. Dunton, seconded by Mr. Oxley, that these be circulated among the members.

The report of the Legislative Sub-Committee contained the recommendation that the Argenteuil-Two Mountains Central School Board be invited to reduce the tax rate in Montcalm for the session 1950-1951 from seven and a half to six mills. The Committee, however, on the motion of Mr. Foster, seconded by Mr. Latter, refused to support the appeal of the Montcalm Board.

On the motion of Dr. James, seconded by Mr. Murray, the Director of Protestant Education was requested to obtain competent legal advice from the law officers of the Crown regarding valuation rolls and assessment of taxes as outlined in Mr. Murray's memorandum submitted to the Committee today.

The following recommendations of the Education Sub-Committee were approved on the motion of Dr. Laird, seconded by Mr. Oxley:

(1) That the following supplementary readers be authorized: GRADE IV: Copp Clark, *Up and Away* and *Luck and Pluck;* Macmillan, *Over the Bridge;* Dent, *Young Explorers;* Nelson, *Riding with the Sun;* Winston, *Today and Tomorrow;* Ginn, *Roads to Everywhere.* GRADE V: Copp Clark, *Wide Open Windows* and *Merry Hearts and Bold;* Macmillan, *Under the North Star;* Dent, *Gay Adventurers;* Nelson, *Over Land and Sea;* Winston, *Looking Forward;* Ginn, *Trails to Treasure.* GRADES IV and V: Clarke Irwin, *A Song Book.* That the authorization of the following supplementary readers be withdrawn: GRADE IV: *In Other Lands, Enchanted Paths, Once Upon a Time, A Garland of Legends,*

and *Happy Hours.* GRADE V: *Then and Now, Ships of Araby, Wonder Stories, Golden Tales,* and *Pleasant Paths.* (2) That the whole of *Canada and Her Neighbours,* instead of pages 1-183 as hitherto, be assigned to Grade V, beginning in September 1952. (3) That, subject to satisfactory arrangements with the publishers concerning the price, the revised Canadian edition of *Living Arithmetic—Grade VII* be authorized to replace in September 1952 *Mathematics for Everyday Use, Book I,* and *Canadian Problem and Practice Arithmetics, Book III,* chapters 1 - 4. That the revised manuscript of *Living Arithmetic* for Grade VIII be referred to the Arithmetic Committee. (4) That the Protestant School Board of Greater Montreal be authorized to continue for another year the experiment now being conducted in its schools with *Living Arithmetic* and *The Study Arithmetics* and that a report on the experiment be presented during the session 1952-53. (5) That the Report of the Commercial Committee be accepted as follows: (a) Bookkeeping and Typewriting shall be withdrawn from the Grade VIII course of study, beginning in September 1952, and the revised syllabus in the Commercial subjects shall be introduced for Grade IX in September 1953, for Grade X in September 1954, and for Grade XI in September 1955. (b) The following texts shall be authorized as required by the revised syllabus: Pitman, *Steps to Success in Shorthand, Book 1* for Grades X and XI, *Book 2* for Grade XI, and Gregg, *Speed Building Simplified* for Grade XI. (c) The following texts shall be withdrawn from the course of study when the new syllabus is introduced: Gregg, *Shorthand Manual;* Gregg, *Speed Studies;* Pitman, *Shorthand* (Centennial Edition); Gregory, *Office Practice.* (d) A committee, consisting of Mr. W. A. Steeves (chairman), Mr. T. M. Dick, and additional members (including a teacher or teachers of Bookkeeping) shall be appointed by the Director of Protestant Education, on the same basis as the English Committee, to make a study of 1. the high school course in Arithmetic and the possible inclusion of some Arithmetic in the programme of Grades X and XI; 2. the possibility of a closer integration of the work in Arithmetic, Algebra and Geometry; 3. the adaptation of the Grade VIII Arithmetic course as a preliminary subject to the study of Bookkeeping. (e) The recommendation of the Commercial Committee concerning the content of a possible one year Business course in Grade XII be referred to Professor Munroe's Committee on Curriculum Study. (f) That the Committee be discharged. (6) That the letter of the Executive Director of the P.A.P.T. concerning General Science in Grades X and XI be laid on the table. (7) That a further study be made of the texts proposed for authorization in the North American Literature course of Grades X and XI. (8) That Books I and II of *Mastering the Reading Skills,* a developmental reading workbook, be adopted for optional use in Grades VIII and IX respectively, Books I and II of *Let's Read* being retained also as options. (9) (a) That *The Hound of the Baskervilles* be authorized to replace *The Jungle Book* in the Grade IX course of study in English; (b) That *Sagas of the Sea* be removed from the Grade X course of study in English, and *Lost Horizon* and *Wind, Sand and Stars* be added to the options for that grade. (10) That the following textbooks in Latin be authorized: (a) *Latin for Today, Book 1,* for Grade VIII, commencing in 1952. (b) *Latin for Today, Book 2,* for Grade IX, commencing in 1953. (c) *Latin for Today, Book 3,* for Grade X, commencing in 1954. (d) Grade XI: Selections from

Bonnie and Niddrie shall be continued. (e) That Thompson, Tracy and Dugit, *Essential Latin,* be withdrawn from the Grade VIII course beginning in September 1952, from the Grade IX course beginning in September 1953, from the Grade X course beginning in September 1954, and from the Grade XI course beginning in September 1955. Though in general the courses for Grades IX and X shall remain authorized for 1952 and 1953 respectively as at present, schools desiring to use *Latin for Today* earlier than the dates specified above shall be allowed to do so. In the School Leaving Examinations (a) The sentences in Grade XI compostion examinations shall be based on Caesar, or Caesar simplified, and shall be of no greater difficulty than is usually encountered in reading Caesar. (b) The same approximate difficulty and vocabulary referred to above shall be the standard for sight translation. (c) Short sentences shall be set such as those on the June 1951 paper, for the same value, namely 20 marks out of 200. (d) Longer sentences also shall be set containing one principal clause and not more than two subordinate ones. (e) A choice of ten of fourteen short sentences shall be allowed. (f) The composition and sight questions shall be based on the vocabularies in the reading and composition books. (g) Sight questions shall be removed from the prose and composition paper. (h) Much more stress shall be laid on reading than on writing Latin. (i) *Everyday Life in Rome* shall stay as an authorized text but the questions shall be set more from the latter half of the book than from the former, the suggestion being that seven questions be set from the work of Grade XI and three from the work of Grade X. (j) From the Grade XI course the following shall be omitted: Ovid, Selection IX, *The Touch of Midas;* Servius (to Cicero), Selection VIII, *Letter of Consolation;* Virgil, Selection II, *The Anchorage;* and Pliny, Selection XIII, *To Faustus.* (11) (a) That the revised guidance syllabus in History for Grades X and XI be approved, together with the division of the Grade XI assignment into topics for special study and topics for general study, on the understanding that questions on topics for general study, though of a less searching character, must always be included in the examination. (b) That opinions be obtained from Inspector Gregg and others, and that these be considered concerning the present Grade XII course in Canadian History. (12) (a) That the experimental Grade X French course be discontinued at the end of the current session; (b) that Mr. Teakle and Mr. Caron be authorized to draw up a scheme for the revision and extension of the books now used in Grades VIII and IX so that they may be suitable for Grades VIII-X; (c) that Mr. R. C. Amaron be invited to assist in the revision; (d) that the scheme be submitted to the French specialists for their consideration; (e) that a new committee on French be set up, over all meetings of which the Inspector-General shall be asked to preside. (f) The scheme drafted by Mr. Teakle and Mr. Caron should probably provide the basis for the revision. (13) That, in order to receive the High School Leaving Certificate, pupils of Grades VIII-XI who have entered any of these grades in a Quebec High School from outside the Province shall be permitted to pass in English, History and five other subjects as a minimum instead of the obligatory French course. Such candidates, however, must be declared in advance by the Principal on the form supplied by the Department of Education, commencing in June 1953. (14) That pages 251-259 of Hall and Knight, *Elementary Trigonometry,* be included in the Grade XII

assignment, thus making the whole of chapter 17 obligatory. (15) That the Inspector-General be asked to report on the feasibility of giving credit for practical work in Grade XI in the Household Science course, and if so, on the manner of awarding it. (16) That the publishers of *Southern Continents*, authorized in Grade IX but at present out of print, be encouraged to produce a Canadian edition if a satisfactory price can be obtained. (17) That the Ryerson Press be encouraged to publish the manuscript entitled *Auteurs de Chez Nous*, which might prove suitable for Grade XII. (18) That the report of the Instrumental Music Committee be approved and the revised course for Grade XI be authorized, beginning in September 1952. Particulars were supplied of recent increases in the prices of authorized textbooks.

The report of the Medical Sub-Committee contained the following recommendations: (1) That, as there are great differences in the Provincial regulations for controlling contagious diseases in the various parts of the Province, the Protestant Committee should request the Department of Health to promulgate rules containing information for the better control of such diseases. (2) That, as there appears to be a need for more literature for nurses to circulate as home reading, the federal Department of Health and Welfare, the Provincial Department of Health and certain insurance companies should be asked for pamphlets which can be gathered into suitable kits for the nurses. (3) That Inspector Giles be asked to place an item on the agenda at the next nurses' conference concerning the possibility of their attendance at summer courses. (4) That the possibility of awarding teaching diplomas to qualified nurses be submitted to the Central Board of Examiners. (5) That the Quebec Federation of Home and School Associations be requested to ascertain the number of persons likely to attend the proposed summer school at Macdonald College next July if courses are offered in effective living.

The report was received and the recommendations adopted on the motion of Dr. McDowell seconded by Mrs. Thomson.

The Secretary reported that the following candidates had passed the examinations for the Inspector's Certificate on March 1st: Kenneth H. Annett, William M. Munroe, Thomas Saunders, and Lucien G. Perras, but four other candidates failed. In accordance with Regulation 111 of the Regulations of the Protestant Committee it was decided on the motion of Mr. Dick, seconded by Dr. James, that certificates be awarded to the first three candidates and to Mr. Lucien G. Perras when he attains the age required.

The meeting then adjourned for lunch. When the Committee re-convened the Chairman thanked the Montreal Board and Principal Thomas M. Dick, expressing the sincere appreciation of the Committee for the admirable lunch and for the skill exhibited by the pupils of the Household Science Department.

Miss Arline Kilgour presented a report as Helping Teacher following which she was thanked by the Chairman who said that only someone with insight and sympathy could meet the needs of the teachers effectively.

The report of the joint meeting of the Building and Finance Sub-Committees contained the following recommendations:

1. That the Government be requested to transfer to the Protestant side of the Department of Education from the Education Fund the unpaid balance

from the total expected for building purposes for 1951-1952, namely, $581,673. 2. That representations be made to the Government to raise the grants for school buildings as follows:

Municipality	*Additional Amount Recommended*
Clarendon (Shawville)	$16,000
Richmond	9,000
Rock Island-Stanstead	39,000
Potton (Mansonville)	4,733
Pinehurst and East Greenfield	29,710
Aylmer	74,378
Lennoxville	23,000
Valleyfield	16,000
Chateauguay	6,560
Cox (New Carlisle)	84,110
Hemmingford	24,550
Pointe Claire and Beaconsfield	15,667
St. Hilaire	7,840
Total	$350,548

3. Whereas the Macdonald Central School Board provides some of the physical facilities needed by the School for Teachers of Macdonald College, and whereas the full cost of constructing Normal Schools is usually paid by the Government, but that this is not so in the case of Macdonald College; Be it resolved that the Government be requested to increase the grant allotted to the Macdonald Central School Board from $480,000 to $670,000 on the total cost of $775,000, this being an increase over that presently allotted of $190,000, on the understanding that the Macdonald Central School Board expressly agree to provide facilities for practice teaching as in the past for the School for Teachers, according to an agreement entered into by McGill University and the Macdonald Central School Board, the terms of which are acceptable to the Teachers Training Committee. 4. That the Government be urged to accept recommendations for the specific expenditure of the balance of $30,000 for repairs and special grants to Protestant schools. 5. That whereas the officials of the Department of Education have not received increases in salaries for several years; Whereas many are now receiving lesser salaries than they would be in the service of Protestant School Boards; That the Protestant Committee respectfully ask the Government to accord salary increases to them worthy of the dignity of their positions and in accordance with the attached schedule. 6. That the Protestant Committee request the Government to permit the Protestant side of the Department of Education, on the advice of the Finance and Building Sub-Committees and the Protestant representative in the Cabinet, to have complete and sole freedom of action to allocate building and other grants as they see fit from the funds set aside for these purposes by the Government.

As the Honourable C. D. French stated that he had information that the amount of $500,000 is to be accorded for building grants for 1951-1952 and that certain of the additional grants for buildings were to be accorded it was resolved that recommendations 1, 2, and 4 be deleted.

As information was submitted that the Macdonald Central School Board may not be constructing the new building wholly in accordance with the approved plans, it was resolved on the motion of Mr. Buzzell, seconded by Dr. James, that the Director of Protestant Education obtain exact information concerning the plans that the Central Board intends to follow and that a grant of $190,000 be requested from the Government provided that the Macdonald Central School Board constructs the new building in accordance with the plans approved by the Building Committee and in accordance with Regulation 49 of the Regulations of the Protestant Committee.

Regarding salary increases requested by members of the Department of Education, it was decided that the appeal to the Government should be by personal representation and it was therefore resolved, on the motion of Dr. James, seconded by Mr. Murray, that the Chairman and other members of the Committee be requested to call on the Prime Minister to place before him the seriousness of the situation concerning the augmented salaries desired. It was left to the Chairman to name the Committee that would wait upon the Prime Minister with the Honourable C. D. French.

It was further decided on the motion of Mr. Buzzell, seconded by Mr. Jones, that the same delegation should discuss with the Government specific issues concerning Protestant Education. In the meantime resolution number 6 of the report of the joint committee was withdrawn.

On the motion of Mr. Buzzell seconded by Mr. Jones it was resolved that the Government and the Hon. C. D. French should be thanked for the generous grants which have been accorded to Protestant Education.

Reference was made to the reports of the High School Leaving and Senior High School Leaving Examinations, particularly in Physics and Chemistry. On the motion of Mr. Murray, seconded by Dr. Brown, it was resolved to ask the Director of Protestant Education to place before the members at the next meeting the records of each school in the subjects named and to show the results of the examinations in these subjects both for boys and girls. He was also asked to make comments at the next meeting on the questions that Mr. Murray had raised concerning the records of students in the various schools that were granted permission to teach these subjects.

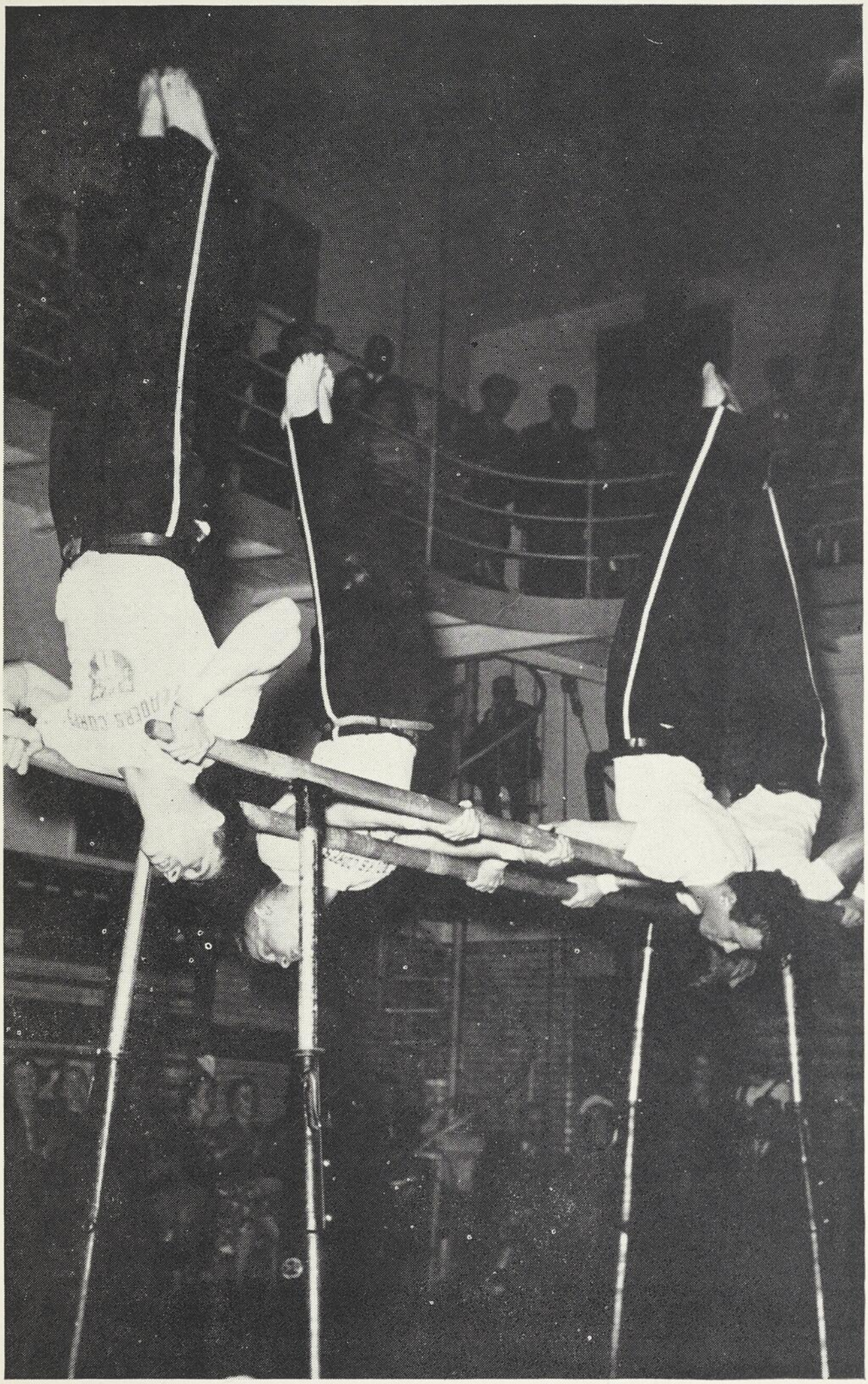
On the motion of Mr. Dick, seconded by Dr. James, Dr. John S. Astbury was elected to replace the late R. Eric Fisher as a member of the Board of the Order of Scholastic Merit.

The Chairman intimated that, in accordance with a resolution of the Protestant Committee in May 1947, his term of office is due to expire and that a Sub-Committee should be appointed to find a successor. The Sub-Committee named was: Dr. F. Cyril James, convener, Mr. T. M. Dick, Mr. George Y. Deacon, Hon. C. D. French, Hon. G. B. Foster, Mr. K. H. Oxley, Mr. Harry W. Jones, Mr. Howard Murray, as well as the Chairman and the Secretary ex-officio.

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

W. P. PERCIVAL,
Secretary.

G. G. D. KILPATRICK,
Chairman.



BUILDING MUSCLE ON THE PARALLEL BARS



THE RESULT OF TRAINING