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JULY - SEPTEMBER, 1953



JACK THE GIANT KILLER, ST. GEORGE'S SCHOOL, QUEBEC.

QUEEN ELIZABETH THE SECOND

My song has never been of kings or queens,
Being impatient for that holy hour
When man's allegiance to the King of Kings
Will be his one desire. But I can sing
Of virtue in a monarch even as I tell
Of goodness in a peasant. Had our Queen
Been daughter of a farmer down in Surrey,
Or a bronze seaman's child, my pen had praised
Those virtues which are hers upon a throne.
Too long have poets sung of reigning kings
Whether they ruled as tyrants or as saints,
And so I sing of virtues, not of crowns.

Never has history laid so heavy a hand
Upon the fretful shoulder of the world;
Never was courage needed on a throne
So much as in this nervous hour of time.
Elizabeth the Second we pray for you,
Proud owner of three virtues in a queen:
Serenity and gentleness and purity,
So needed in a world where virtue swoons
Before the lust of men. What grace is yours!
The purple heather and the English rose
Have joined now in a stately minuet
To bring a calmness to our fevered world.

'Tis well we have a Queen whose voice is music,
Whose heart is humble and whose eyes burn faith
Across the doubting acres of the earth.
When virtue makes high places clean and fair
That flood flows round the world; when evil reigns
The tide of darkness stains her farthest isle.
Thus we have hope Elizabeth will bring,
Not to her people only, but to all
The earth a day of lasting peace and love —
A day when art shall syllable in tones
Of godlike beauty, when the brush shall learn
Her ancient patience and her primal hues;
And when cathedral-wonder shall return
Unto the bows and pipes of music-men.

A name once dear to art is ours again —
A name in whose strong reign a Shakespeare sang.
England, in this uncertain age, 'tis well
Elizabeth the Second is our Queen.

Wilson MacDonald.

THE EDUCATIONAL RECORD

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THE EDUCATIONAL RECORD

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

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Vol. LXIX

QUEBEC, JULY - SEPTEMBER 1953

No. 3

EDITORIAL

THE CORONATION OF THE QUEEN

The ceremony of the crowning of Her Majesty Queen Elizabeth II was one of the most colourful events of the present century. Carried out with the utmost decorum and precision, the most minor details had been so arranged that everything went off according to schedule without a hitch.

Some 7,600 were accommodated in Westminster Abbey and, in spite of the great length of the proceedings, which officially lasted for over five and a half hours at a stretch, there was not a dull moment — not even for those who sat from 6.00 A.M. until 2.30 P.M.

Beginning at 8:50 A.M., no fewer than four hundred and fifty personages participated in the slow and stately procession, and all entered the Abbey on the dot.

The Queen as the central figure of the proceedings was a vision of beauty, dignity, radiance and splendour. All hearts swelled towards her. The loyalty of the people of England towards her is astonishing. The throne is firm in England.

LONG LIVE THE QUEEN.

SAFE LANDING

A steadily increasing number of pupils travel to and from school by bus, both on public vehicles and on special school buses. Experience has shown that accidents are most likely at the time the pupils are getting on or leaving the bus. Such accidents will be kept at a minimum if the following rules are observed:

When disembarking from a public bus pupils should never cross the road in front of the bus but follow the generally observed custom of remaining at the side of the road until the vehicle has gone at least two hundred feet. This will give the pupils a clear view of the highway and allow them to cross in safety when the road is clear of traffic.

In school buses the driver or "school bus patrol" is responsible for the safety of the pupil until he reaches the side of the road nearest his home. Consequently when a pupil disembarks from a school bus and needs to cross the

road he should cross in front of the bus where he is under the surveillance of the driver. Either the driver himself or the bus monitor should accompany the pupils across the highway after assuring himself that there is no danger from passing traffic. Provincial law prohibits vehicles from passing in either direction an autobus that is taking on or discharging passengers. It is well, however, not to assume that everyone will observe this law and thus neglect to follow safety procedures. The law does not specify that traffic must stop while passengers are crossing the road to or from a parked bus, but only until they have reached the side of the road.

ROYAL EMPIRE SOCIETY ESSAY COMPETITION

The Educational Record has been pleased to observe that six of the ten prizes awarded in the 1953 competition, for which entries were received from boys and girls in all parts of Canada, were won by pupils in Quebec Protestant schools, the winners being:

Class A (16 - 19 years old):

First prize: Shirley Yvonne Benaim, Verdun High School, on the subject
Industrialization in Australia.

Second prize: Ruth E. G. Wakefield, Verdun High School,
Industrialization in South Africa.

Special prize: Boyce K. A. Weir, Chambly County High School,
Present and Future.

Class B (14 - 16 years old):

Third prize: Catherine Cuttler, Strathcona Academy,
Benefits Your Country has Derived from Membership in the
Empire.

Class C (under 14):

Second prize: Ina E. Cummings, Sawyerville High School,
Imaginary Visit to a Coal Mine in Great Britain,

Third prize: Chaim Podlog, Strathcona Academy,
What Things in Your Country would be likely to Interest a
School Boy from Australia.

The Educational Record sends hearty congratulations to the winners and hopes that the success achieved will encourage more pupils to participate in future competitions.

RESIGNATIONS IN THE DEPARTMENT OF EDUCATION

Mr. Harold G. Young, the well respected Assistant High School Inspector since 1937, has resigned his position to become Principal of the Quebec High School. Educated at McGill University where he received the Robert Bruce Scholarship for obtaining first rank honours in all subjects of the First Year, he graduated with honours in 1931. After a year of post-graduate study he became successively Principal of Arvida Intermediate School and of Shawville High School, before entering the Department of Education.

Mr. Norman W. Wood, who has performed such efficient work in the Department of Education since 1948, has left to resume teaching in Montreal. Educated at the University of New Brunswick, he subsequently followed courses at that institution, Bishop's University and Columbia University. From the last named he received the degree of Master of Arts. Before joining the staff of the Department of Education he was Physics Laboratory Assistant at the University of New Brunswick, Science Master at the High Schools of Quebec, Noranda and Westmount, and Principal of Sawyerville High School.

Miss Joan Skinner has been very efficient in her work as Helping Teacher. After graduating from West Hill High School she continued her studies at McGill University, where she gained her B.A. degree with Honours in English. She returned to McGill for graduate work and also registered in Summer Schools at Columbia University. In September she will assume the post of Principal of the new elementary school in Grand'Mère.

The loss of these officials is a serious one for the Department. They leave, however, with the best wishes of all. May they fare well and go far in their new spheres. We shall miss them greatly.

APPRECIATING THE FIRST-RATE

A fundamental principle of education should be to make the pupil realize the meaning of excellence, of the first-rate, and to send him out of school and college persuaded that it is his business to learn what is first-rate and to pursue it — not only in the job by which he earns his living but in all the great fields of life and above all in living itself. I would also try to give the pupil at school a better idea than he sometimes gets of what is first-rate in literature, architecture, music, art — and above all, of what is first-rate in conduct and life. Then we might get nearer to creating a democracy which believes in, desires, and recognizes, where it cannot achieve, excellence in all the noblest activities.

Sir Richard Livingstone.

Roads built by the French in the St. Lawrence Valley were classified as *chemins royaux*, *chemins de communication*, and *chemins de moulin*. The first were the main roads or highways; the second were intended to give access to farms not fronting on the royal roads; and the third were built at the order of the seigneur. Royal roads, says Professor G. P. de T. Glazebrook in a fascinating section of his book *A History of Transportation in Canada*, were supposed to be 24 feet wide with a 3-foot ditch at each side; communication roads were 18 feet wide, also with ditches, and mill roads were of unspecified width.

By the summer of 1735 it was possible to drive from Montreal to Quebec in four and a half days. In 1798 a stage coach was in operation between Newark and Chippawa, in Upper Canada, and communication between Lower Canada and Upper Canada by stage began in 1816 with a line between Montreal and Kingston.

WOMEN'S PART IN THE EDUCATIONAL PROCESS*

It is a great pleasure to be able to address the University Women's Club. I do not know when the first University Women's Club was formed in Quebec but I do know that it could not have been before 1888, because that was the first year in which women graduated from McGill University — and the graduation of women from other universities in this Province came at a much later date.

Higher education for women took a long time to come and met with many rebuffs and much coldness en route. It was only in 1875 that a small High School for Girls was established in Montreal and in 1877 that the Girls High School was founded in Quebec city. Fears were expressed that higher education for women would "crush out of them what was tender, delicate and lovely." Dr. William Dawson, Principal of McGill University, said that if the classes were to be of a compulsory co-educational character and if "untoward results were to follow" he would feel himself morally disgraced, "and that is a risk which I do not propose to incur on any consideration whatever."

Sixty-five years have now passed since women first graduated from McGill and two generations of such women now live among us, enriching the lives of both the older and the younger generation. No more is the intellectual woman to be found singly and alone. No more is she either a freak or a "Bluestocking" but is usually a delightfully interesting person to her husband and one who can appreciate the son and daughter who themselves are having their own struggles to mount the heights to the citadel of knowledge in its rapidly expanding redoubt.

In Van Loon's "Lives" when asked what women should do one of the characters replies: "What they have always done, and what they can do best," namely "Have children, manage their households and run their families. That is enough to keep any woman busy all the time." Women's part in the educational process has, however, long expanded beyond the home into the school. Beginning in the home on the day Cain was born, it has continued with almost every mother as long as her children would allow. With many it runs to the very end of life, for what man of sixty is not "her boy" to his mother, subject still to her loving care, guidance and due warning, and who still, in her judgment, is not yet fully matured. In the classroom, woman is playing so important a role that, in our Quebec Protestant schools, 76.8 per cent of the teachers are women. The home is a school and the mothers are the first teachers of the children in it. The school is an organized home and the teacher is *in loco parentis*. The teacher is a professional homemaker in this respect, doing for many children what the parent might be expected to do for his children but in a more organized, professional and orderly way.

While not wishing to neglect or repudiate in any way the responsibility of the father in the life of the family, for indeed in countless homes the father is much the more responsible of the two parents in the care of the children, I am centring this address around the interest of women in the average good class

* Address delivered before the University Women's Club, Quebec, March 31, 1953.

Canadian home, where I know that the father is usually the breadwinner and the mother the force about which the home and the lives of the members of the family mainly revolve.

(1) First among the duties of the home, a duty that is usually looked after by the mother, is the physical welfare — the health of the family. In order to live a satisfactory life in home or in school a child must be physically fit. The health programme in the home must be both conscious and continuous. The morning greeting of "How are you?" must be considered as much more than a salutation. Children get sick so easily that, at the slightest variation from normal, the alert must sound in the mother's mind and she must take steps to ascertain the symptoms and to apply remedies. Abounding health for her children must be the first objective of the mother. In these days of compulsory school attendance, prizes for regularity of attendance are neither offered nor needed so much as under the old voluntary attendance system. It is much more important to keep the child at home if he shows symptoms of illness than to try to gain the bauble of a regular attendance prize. The health of all the group may be affected by the presence in school of a sick child. Children that show signs of illness should therefore be kept at home and cared for there until they well again.

That greater physical care is needed is shown by every investigation made into the health of school children. It is not unusual to find some sixty-five to eighty per cent or more with some rather serious physical defect that could be cured. In city schools, for example, a large percentage of the pupils, usually thirty per cent or more, have diseased tonsils, and the same approximate percentage have poor vision. Fifty per cent or more usually have defective teeth. Defective hearing, drooping shoulders and sloppy carriage are common. The school is now working to correct these defects through the employment of school doctors, dentists and nurses. They need the greater co-operation of the home, however, for, sad to relate, too many parents ignore the reports they receive from these professional advisers.

(2) The mental health of the family is quite as important as the physical health. The atmosphere of the home is all important. It is something about which we think and speak too little. In the family of "The Disagreeable Man" every little fault of temper and each social defect is corrected, and all little weaknesses are pointed out incessantly.

"I've an irritating chuckle, I've a celebrated sneer,
I've an entertaining snigger, I've a fascinating leer;
To everybody's prejudice I know a thing or two;
I can tell a woman's age in half a minute — and I do."

These are some of the things that create bad mental health in an individual and in the family. In most cases good mental health in a home must be studied and consciously created. Without such action the atmosphere can soon become murky.

In my opinion, the mental health of the mother is generally the deciding factor in the happiness of the family. If she is a shrew, scolding constantly, bickering, finding fault and nagging, the family is likely to grow up on edge, to be nervous, highly strung, and liable to fly at one another at slight provocation.

If, however, the mother is kindly, cool, collected, and thinks before she speaks, the atmosphere of the family is likely to be one of considerable sunshine. A cheery wife can usually restrain a grumpy husband and so, in spite of his tendencies to ugliness, a quiet atmosphere may prevail. Such a climate is essential for the well being of children. It is their birthright and a prime necessity in home and school as a background for a true education. Brightness and cheerfulness are integral parts of the natural make up of a good woman. If you look about you will always see more pleasant faced, smiling women than men. Mother's kindly smile, the father's understanding spirit can help to create Mary's infectious laugh and Joe's bright humour which will then become sources of never ending joy and peace. The feeling of camaraderie and friendship, unfortunately, does not always stand out too pointedly in a family, but in the average happy home of today all the members know that such a feeling exists, and woe betide anyone on the outside who challenges or attempts to interfere with it.

The mother who does not realize her obligations, however, can ruin a home speedily. She can bleat all she likes about the duties of the husband and the children and of their shortcomings in this respect, but if she is constantly out of sorts, or is often so, or if she does not keep the atmosphere of the home in constant repair, the house will be a good place to be away from. We have the habit on this continent of talking about a fifty-fifty relationship between husband and wife. My experiences is that if the mother does not exert more than fifty per cent of the endeavor to create harmony, peace and mutual understanding in the home there will be unhappiness there more than fifty per cent of the time. This statement may be considered by some to be unfair, but woman by her very nature is the homemaker and, as such, has the greater responsibility. If our children are to be happy and to smile, if they are to be brought up to be a credit to this freest of all lands, let the mothers of our children exhibit their God given natural characteristics of brightness, affection and tenderness, and the strong probability is that all will be well.

Some women, of course, do not choose to exhibit their feminine characteristics and other lose them. Others may never have had them. Some women get so accustomed to "don'ting" their children that they never think of the harm they cause when they prevent their children from learning because of the inevitable risks that accompany certain types of learning. The mother who shouts in terror: "For goodness' sake put that needle down" when her young daughter is trying to learn to sew must not be surprised if, at twenty years of age, the young lady superciliously affirms that she is no good at all at housework or the household arts. How much wiser is it to show the child that a needle is held like this. Stitches are sewn in this manner, and if you make stitches like this you will have a nice doll's dress." The development of other arts should follow in like manner.

(3) The mother must prepare the child for school life, explaining fully what he may expect there. The new and revolutionizing force that comes into the child's life when he enters the school door must be made to have meaning and to be acceptable to him. The child must be shown that going to school is not an experience to be feared. It is not something to endure in a passive or tolerant spirit but is a current in which he is to participate and in which he can

enjoy himself if he will enter with the right spirit. At home the folkways have been somewhat of his own moulding. Now, however, he is soon to be in a big pool where he is a little life, swimming unknown waters and where he may be washed hither and thither by the conflicting waves. There he has to live among the group and conform to their ways — or suffer certain penalties. These penalties may be gentle. On the contrary they may be so harsh as exclusion from the group, or he may even become an object of their disdain. If he has been instructed aright so that he will blend in with the group he should meet with an experience that should be both enriching and rewarding as he makes himself at home among his fellows.

(4) Parents should endeavour to be fair to the school. Speak it fair to the children whenever possible. Parents should learn the ideals of the school and uphold them. The school should be visited as opportunity offers and the teachers of one's children should be sought out and their acquaintance made. The objectives of the school should be learned, its philosophy studied and its methodology ascertained. The technique of reading, for example is quite new today and is surprisingly successful. The problems taught in Arithmetic are probably a great deal different from those taught a generation or two ago. They are not therefore necessarily inferior. Indeed they are as they are because of much thought, experimentation and experience.

Until a few years ago the parent was supposed to have no share whatever in the school except to send his children there clean, sufficiently clad and free from disease, to support the school by seeing that the children's homework was done, to pay his taxes and, if a property holder, to vote at elections of School Boards. Today the parent has far wider recognition. The school realizes its responsibility to the home, its alliance with the parents, and the fact that the parents and the school are partners in the care and rearing of children. This alliance is particularly keen between the school and the mother. She has nurtured her child, and the break that she has to endure on the opening day of school, particularly for her first child, usually taxes her power of endurance to the breaking point. She is torn between pride that her child is old enough to go to school and the feeling that her darling has to brave the dark and expanding world without her protection. As the child grows older, the ties between the home and the school should become more closely welded.

(5) The home should help the school in its endeavour to build better character and develop wholesome attitudes. The young man or woman without good character and principles is a bad example to others and is probably headed for personal debasement and failure. On the contrary, the virtues of hard work, harmonious conduct and good living should be praised and exemplified. The benefits of give and take, co-operation and self sacrifice, should be explained. The joys to be obtained from a cheery disposition and agreeable attitudes should be experienced. Occasions abound in school, in the gymnasium and on the playground for the exercise of good traits of character and every advantage should be taken of them.

(6) Parents should not depend entirely on the word of their children concerning the merits or demerits of the school. The ideas that parents gain concerning the school are usually acquired from the accounts brought home by their

children. They need not be restricted by such tales. How their children like school and the benefits they are likely to gain during a school year are the most dominant interest of most mothers and play a fairly large part in the lives of many fathers. The tales narrated by children are, of course, likely to be coloured, for young and old alike speak well of themselves and have the age old habit of looking at other people through rather greyish glasses. On the very first day of school each year, however, the inquiring parent knows something of the school and of his child's attitude towards it. He can glean much even from the matter in which he says: "Oh, it's all right" and the accompanying shrug of the shoulders.

(7) Parents should try to understand the efforts of the school to widen the mental horizons of the pupils. Few parents would be satisfied to have their children taught only the 3 R's today. Even the High School now has passed from its ivory tower of academic exclusiveness to the realm of caring also for the physical, social and spiritual egos of the children. A feature of modern school life is the desire to lead pupils to think, to exercise initiative and to develop the urge to create. School life now is the antithesis of that in the day when memorization was king, when the text-book was followed implicitly, when the answers given in the geography book had to be memorized, when history was learned by rote, and no thought was taken of reasons behind the facts.

In school, children are taught to play with cut outs, with drawing, with painting and other forms of art work. After a poem has been learned, a song sung or some music heard, children are urged to create, by drawing or otherwise revealing the thoughts that arise in their minds. Creative work of that type often yields very good results and the pupil feels that his efforts have been crowned with success. In the High School, science is taught by experiment. Physics, Chemistry and Biology are learned in the laboratory where young people procure first hand knowledge of the workings of Nature and secure training for careers in industry and the professions that are so essential for the development of Canada. Far from being a factory where a mass does the same mechanical job, the school is a place where individuals learn how to become a part of society and at the same time acquire at least the rudiments necessary for earning a living in these new days of specialty in almost every line of work.

(8) Parents should co-operate with the school and with the needs of Canada by talking to their sons and daughters about the necessity of staying in school and of working hard there in order to fit themselves for the unbounded opportunities that lie before them. Those fathers and mothers who permit their sons and daughters to leave school in the elementary grades can count them as almost a total loss to Canada. They are quite unlikely to be able to retrieve themselves and recover lost ground in the startling new age of development and invention that is even now upon us. The school is indeed a great manufacturing plant of individual lives that, if fully trained, will enrich Canada and allow it to remain in its rightful place in the front rank of the leading nations of the world. Without the school, industry in this country will be lost. Industry and the professions are crying out for trained men and women in almost every walk in life. Teachers, nurses, engineers, geologists, chemists, are all needed, and not half enough are to be found. The schools and universities cannot keep up with the insistent demands of employers for more and more skilled technicians.

We dare not allow these institutions to lag. We must face up to the demand and see that our children stay in school and thus become as well trained as their abilities permit.

(9) Parents should help, as they have opportunity, to solve the teacher shortage problem. The number of pupils in Protestant schools has increased by 12,537 or 19.6 per cent during the past five years. According to present indications the increase will be maintained for several years. Next session the probability is that about two hundred or more additional teachers will be required for our Protestant schools alone. University graduates all want their children to have a good education. They are therefore good people to interest in this problem. I suggest that they talk to their own children and to the parents of others about putting their shoulders to the wheel to help solve this perennial question. Many of our young people could be attracted to the profession of teaching if its advantages were pointed out to them by serious and thoughtful advisers. Persons with congenial dispositions, keen minds and good training commonly find teaching a very agreeable occupation. These are the people we need.

(10) Parents should support the School Boards. The men and women on School Boards are the representatives of the people. Working on their behalf they seek for and engage the teachers. A good Board will try to create right attitudes of teachers towards pupils and of both towards each other.

Members of School Boards usually give much of their time in service to the community. In recent years our School Boards have had to grapple with the problem of accommodation to meet the increasing school enrolments, especially in the High School grades, and the tendency to offer greater equality of opportunity especially to pupils living in adjoining municipalities. This has usually necessitated building operations. The time devoted to such issues over the past few years by several of our School Boards has been very many hours each week. This and much other work the members of School Boards are doing for our children. They need our co-operation in return.

The woman's part in the educational process would, I believe, be greatly strengthened if women were more prepared for marriage and for motherhood. We often speak of the low status of the teacher in the public mind. The status of the mother herself can, I believe, stand raising in this country. How usual is it for women when listening to the careers of others to say weakly, "Oh well, I'm only a housewife"? In my opinion, the position of the mother of a family is inferior to no other. Career women are here and there all over the land. Homemaking is also a career and its prestige should be raised. It is being raised by the presence of so many university women in the home. It would be increased further if training for this crowning glory of womankind were more generally recognized and more specialized, and if the trained career homemaker were to become solidly acknowledged in the public mind. The influence for good of the two or three generations of women graduates is beginning to make itself felt strongly already.

The schools today are offering courses in Household Science, and several colleges and universities provide advanced training leading to degrees. These

are all to the good. Not enough girls are following the courses specifically leading to the career of marriage, however, and parents are not sufficiently convinced that their daughters need training for the job they are to undertake.

The fact is that a mother is called upon to be cook, housekeeper, laundress, economist, nurse, teacher and psychologist. She usually spends at least ninety per cent of the money that comes into the home. Training for all her functions should therefore be deemed essential by all wise people. The more arduous the course containing all these ingredients the more successful are the graduates likely to be. If the necessity for widespread training for wifehood and motherhood were admitted, and if it were to become fashionable, more content could be put into the courses. I would make a special plea for the inclusion of more psychology, with its study of human nature and the frailties thereof. If knowledge is power, such knowledge should lead to better human relationships in the home, and the discovery of remedies for faulty behaviour. Such a course might be crowned with a university degree — the degree of the Bachelor of the Art and Science of Motherhood — as a further recognition of the increasing care that mothers are taking for the well-being of their children.

It is not usually the big things in life that irk. One would think that the major causes of unhappiness in families would be the kind of house they live in, the occupation of the father of the family, his lack of ambition and industry or the hour of rising in the morning. This is frequently not the case. The greatest cause of unhappiness of course is lack of money to keep up with the Joneses. Next to that, however, the source of most unhappiness in families consists of the little things that provoke to wrath — the wrong word spoken, perhaps merely at the wrong time, the toast for breakfast that is burnt, the egg that is over boiled, and the fact that, though the husband is a good provider, he never takes the dog for a walk or feeds the canary. The career mother who has learned her psychology well and knows the workings of the mind can swallow much that would otherwise irritate, can create the atmosphere that can put all things right and make home a delight instead of a continuous battleground.

A more widespread knowledge of the kind described would enable mothers to understand both the home and the school better, to appreciate the objectives of the school and to co-operate very closely with it.

The school is a good institution, one that merits the co-operation of all right minded people and good citizens. It is, of course, an institution that irritates frequently. Perhaps it is the most common irritant of our day because it touches so closely the lives of our most treasured possessions, and because almost all parents tend to over-rate the abilities of their children. When Tommy and Mary do not measure up with teacher to the high valuation put upon them by the parents, mother frequently feels that the schools must be wrong — and often tells the teacher and principal her thoughts. Soon, however, Mary and Tommy sense their own relative values, accept themselves at the newly discovered rate, and shrug their shoulders over their parent's estimates. This frequently settles the matter. Then parent and teacher settle down to co-operate in the business of making the most of the young life that it is their responsibility to mould to his greatest advantage. Thus home and school together share the educational process.

W. P. PERCIVAL.

EVALUATION OF TEACHING

Hazel S. Sinclair, Principal, St. George's School, Quebec

One of the chief reasons why we should concern ourselves with the evaluation of teaching, is the belief we have in the future of our country and of mankind. The quality of a nation depends on the quality of its citizens, and the quality of its citizens depends, not exclusively, but in a critical measure upon the quality of education, and more than any other single factor, the quality of education rests with the quality of men and women who teach the youth of our country. Our democratic concept demands a people trained in critical thinking and able to accept responsibility for independent living in a free world.

The second reason for evaluation is, I believe, that the human mind is infinitely capacious. No one knows how much knowledge a child will want, or to what depths his mind may be fathomed, if his learning potential is well developed. Many of us are in positions where we see, daily, the infinite possibilities of these capacious minds. We see also the tragic loss of time through waste of energy and opportunity in situations where teachers are not able to perform their task. We ask ourselves: What is wrong? Why do so many fall so short of the mark? Is teaching such a difficult task? What can we do to remedy the situation?

Our work in the Elementary field used to be "To teach the 3 R's". Now the whole child is our assignment. Teaching the subjects of the curriculum is only the means to a far greater end. Is it too heavy an assignment? Can a High School student be put through a year's course at a Normal School and in that short time learn the subtle art of teaching, as well as all the mysteries and miracles of growth that manifest themselves in the nature of a young child?

If teaching were a mechanical process, it might be quite possible to learn the how of it in a year by following a step by step manual of instruction. But there is no sure and defined formula for the evolution of the teaching art. When we first became aware of the dynamic, positive, energetic, characteristics of some people, we developed the habit of describing them as having "personality", or "personality plus". It was a stupid expression, because we all have personality, only some people have a certain attraction which is so forceful, so obvious, that it can be felt. This, in the vernacular is called "It". "It" is vital and poignant. "It" is difficult to define. "It" is like this intangible thing called "teaching ability". We know it when we see it. It produces results, it is alive, it is compelling. In our estimation of teachers it is the pearl without price. We do not have trouble in recognizing it when we see it, but we have great trouble in producing the quality, and measuring this intangible that defies our genius.

Teaching, then is an art. It is the art of communicating ideas. We learned our first lesson the moment we uttered our first cry. Then we began to learn something about the world in which we had been born. We communicated a sense of need, and were answered. We exerted our will, and were victorious.

Some children in those first few hours of their lives are taught to suffer, to fear, to feel frustration, to be violent. Or they are taught to be happy, to feel secure, to know the strong power of parental love. In this first experience the

mind of the child is being formed. Such teaching goes on at an obscure level, deep down among the foundations. It is critically important, because it is buried so deep. Psychiatrists have proven that many of the twisted minds and crippled characters in adults were made by wrong teaching, and parents are not entirely responsible. Unfortunately teachers must share the blame.

The years spent from the Kindergarten until the child is well on in the Junior school will, in a large measure, determine what kind of adult will emerge. For all the while, learning is taking place — and attitudes are developing. We who are teachers are largely responsible for the direction of this development. We do not educate, but we lay the foundation for education. We prepare the mind of the child for growth, good or bad. The task of the teacher is therefore to be constantly aware, and hence constantly inspired with the knowledge that teaching is inseparable from learning, and learning is part of the evolutionary plan of living.

The curriculum then is not made up of dead subjects, but of living things from which bridges are built by teachers so that the child may see the relationship between what he is learning in the school and the world in which he lives. Thus his interest is kindled. The school is not just so many pupils who must learn to be literate, to read and write. The school is made up of hundreds of individual human beings, each needing to learn how to live fully and purposely in the world about them.

As we approach the problem of teacher evaluation, we must keep before us the realities of a teaching situation. It is our task to teach children, but all children do not like to learn. Some seem to have a natural resistance to it. Application and concentration become increasingly difficult to teach in a fast moving world. It takes skilful teaching to develop the art of concentration. It is not just an effort of the will. It is an intellectual process, and a teacher must direct its development. This requires efficient teaching. Efficiency is not a thing in itself. It is preceded by principles and followed by work.

Learning cannot always be fun. To some pupils it is extremely difficult. To others, it is extremely tiring. Good teaching requires excellent motivation, and tremendous skill. Good teaching requires highly specialized people who are not daunted by difficulties or work. A classroom is full of problems. A teacher must enter it expecting to find these and be able to deal with them in a mature way.

Youngsters are so variable. There are the lazy and the energetic, the quiet and the quarrelsome, the curious and the dull, the angelic and the reverse. This is the clay that is put into the teacher's hands. It must be molded with patient understanding, to its full dimensions, and fashioned into something of worth. There must be no scar for it is part of creation, and it is a serious business to attempt to measure how well a teacher is accomplishing this aim.

Teachers, too, are variable. There are the quiet that seem impervious to enthusiasm. There are the noisy, bossy teachers who push children about. There are the shy who perform badly under observation. There are the absolute authoritarians whose youngsters would not dare to disobey. And there are those fine, conscientious souls who nearly work themselves to death in order to justify their teaching. All these and more form the staffs of every school.

Good teaching seems to develop with maturity. Maturity, however, is delayed in some people. Given a chance, many poor teachers improve, and good teachers do not always remain at a high level of efficiency. A good teacher may relapse into a very poor one. Personal factors like health, family distresses, and unhappy school arrangements play such a large part in the merit of a teacher. The appraisal, then, cannot be constant.

What do we generally look for in teachers? 1. Vitality — physical and intellectual, 2. An interest in people, especially children, 3. A sense of order in planning and factual accuracy, 4. Proportion of judgment, 5. A love of learning, and a well stored background of knowledge, 6. Skill in communicating ideas, 7. Leadership, 8. A sound philosophy, 9. A sense of humour, 10. Moral integrity — and a host of other qualities too numerous to mention.

All of these qualities we look for, but these are related to growth and development, and degrees of maturity, that cannot be expected in any great degree in young teachers. It is ridiculous to expect young people coming out of Teachers' College to be able to deal satisfactorily with a teaching situation for at least the first year or two. So in any evaluation scheme, rating should be applied most carefully and sparingly for the first few years of service lest we discourage and dissipate teaching potential to a serious degree.

Tests and measurement scales have been devised to measure the personality of the teacher; score cards have been compiled to measure performance, and attempts have even been made to measure results. But no one so far has been able to measure what relationship, if any, exists between these attributes and desirable changes in the pupil. Nor have they been able to allow for differences in intelligence and initial achievement of pupils. In measuring progress under any one teacher, Traxler says: "The use of test results for rating teachers is seldom advisable." Bar says: "Discretion is the best part of valour in measuring teaching personnel."

To this point I have avoided the idea of teacher appraisal being related in any way to qualitative measurement. Measurement is not evaluation because it implies the use of some instrument such as a test or scale, and the teaching art defies such measurement. In the past twenty years of study, sentiment has been building up against this kind of rating in favour of the use of techniques that go beyond testing and examining in the work of appraising, evaluating, estimating, or judging teaching efficiency.

I suppose we are agreed that evaluation is essential to the maintenance and attainment of high standards in the teaching profession. Without some sort of evaluation everything about education becomes a matter of blindly hoping that all is well. We must know where we are, in relationship to where we are going, if we are to be able to judge what to do, and how best to do it. To my mind there is only one valid reason for evaluation. It is to establish criteria and set standards so that we may be as sure as possible that the right kind of people are teaching, and that they are using the most approved methods in translating the curriculum. Evaluation helps us to clarify our aims, and to judge or measure our progress. I would disagree with the use of evaluation as a device for merit rating, or to provide proof of inadequacy, or as a motivating aid.

We recall the days when the merit system regulated salary increments. It was a dismal failure. The system broke down because it could not operate "above board", and in most places the system was not applied judiciously or honourably. As a result we now have a system of salary scales and collective bargaining in which Dick, Tom, and Harry receive equal pay for excellent, mediocre or poor effort. The energetic and the lazy are equally rewarded financially. Many of us are anxious about the effect of this system where merit is completely disregarded. We ask ourselves if in a system that rewards the excellent teacher with the same salary as the poor teacher whether the outcome will be the development of mediocrity? Such would seem to be poor business, as well as poor professional practice. Obviously it is popular, but mediocrity of practice is the danger of such a system. This will doubtless set in unless we use good and frequent evaluative procedures for general improvement.

If the salary scale has the desired results, we may find ourselves in a few years with an increased number of better teachers. In such a case we may want to select the good and rid our schools of some of the completely unfit. Are rating scales the only objective means of providing proof of inefficiency? Does a Principal have to measure the rating of a school staff by scales in order to weed out the incompetent, or dismiss a teacher? To what extent will Teachers' Associations protect a teacher who is dismissed on the grounds of incompetence? By whom should incompetence be rated? These questions come to our mind when we consider any aspect of merit rating.

We recall the type of supervision, perhaps it is still in existence in some places, where the Inspector's visit was designed primarily to rate teachers. Check lists and rating scales were used containing required traits, methods, conditions of the class room, and results obtained. These ratings were intended to be objective. In theory a copy of the evaluation sheet was given to the Principal, and one to the teacher. In practice, for obvious reasons, the teacher rarely knew the findings. The system tended to break down staff morale, to encourage hostility, to develop inferiority in the teacher who could not give a good performance, and created jealousies among the staff. What then did this rating accomplish?

Realizing these facts, we have sought ways of teacher evaluation that are less distasteful and more remedial. The Training and Guidance concept of supervision suggests that the best work can be done by analysing the teacher's performance, diagnosing it, and then calling into conference the teacher and the Principal in an attempt to prescribe a remedy. This sort of supervision can be done, I believe, quite effectively, when the personalities concerned are sufficiently mature to trust one another. The weakness, of course, is that this is an authoritarian approach, and that monster called the human "ego" so dominant in each of us, responds poorly when scrutinized. The fear is that we shall be found wanting.

In contrast to the philosophy which places emphasis on rating by an authority is the modern concept which takes the spotlight off the teacher, and floodlights the total teaching-learning situation. In this process teachers, principals, and supervisors are called into conference to assess certain aspects of the school. It is a healthy and constructive approach to evaluation. It creates in groups,

wherever it is used, an awareness of the constant vigilance necessary on the part of all concerned. In a group-study of this kind teachers and principals take the view that nothing in the field is fixed. All aspects of teacher evaluation are submitted to the searching light of critical analysis.

A formal programme of staff conferences may be set up by a planning committee at the beginning of the school year, or the conference may develop as an outcome of some specific need. Usually the former method is more desirable so long as there is sufficient flexibility to allow for changes to be made as needs arise. These procedures lead to self evaluation. Because the teacher is involved in every aspect of school life, constant group study becomes motivation to constant self-appraisal.

Self appraisal and self criticism are nothing new. They are as old as education itself. They have prompted the processes of evolution through the ages. A good example of self evaluation and rational action is found in a directive from the Good Book, "First cast out the beam in thine own eye, and then thou shalt see clearly the mote that is in thy brother's eye."

Self evaluation and self supervision are analogous to the self discipline we strive to help pupils to develop. The teacher who achieves this measure of insight and performance is the one who, paradoxically, most welcomes the criticisms of others for the assistance it can be in the improvement of the work he is doing.

There is no one recommended method of self evaluation. The object is to help teachers to develop an attitude of honest self criticism. Profitable use can then be made of check lists and rating scales and the classroom visits of the inspector and supervisor.

Within the orientation of group study, one finds it impossible to distinguish individual self evaluation from group self evaluation. It is an organic part of the natural outgrowth of the group method.

So much for teachers, but what about ourselves who are Principals, Inspectors or Supervisors? Have we mistaken notions about our own capacities? Thought it may be true that thousands of teachers are not particularly equipped by temperament or training, is there need for self evaluation in instructional leadership? Educational experts are as much in need of evaluation and self examination as a group of teachers.

If we agree that the group method of critical evaluation of teaching is good the leaders must foster interest in it. They, in turn, must be qualified to give educational leadership in its broadest democratic application, utilizing every possible skill in the development of good human relations. To do the best job drawing teachers into an instructional group such as I have attempted to describe requires not only a thoroughly democratic philosophy. It also requires faith in the potentialities of the staff, and a deep conviction of the effectiveness and values of the group processes, skill in group discussion techniques, a willingness to share authority, and emotional stability and maturity.

It may be true that the more ignorant a man is, the more positive he is in his opinions, and the more belligerently inclined to look upon your doubt of his statements as a sin against him.

THE READING PROGRAMME IN SUTTON HIGH SCHOOL

K. Harper, M.A., Principal, Sutton High School, Sutton

At the end of the school year of 1950-1951, the teachers of Sutton High School determined to make a real and consistent effort to overcome the weaknesses in reading which were resulting in poor marks and in failure for many pupils in high school grades.

The school then had 165 pupils, since increased to 180. With the exception of Grade I, there were two grades to a classroom, each room from Grade II to Grade IV having approximately 40 pupils. The difficulty of teaching reading to 40 children in a single room, showing a difference of reading ability of perhaps seven grades, can readily be imagined.

A series of discussions between teachers of all grades resulted in a tentative scheme being drawn up which was put into effect the following year. It was decided to try an intensive reading programme on pupils in Grades IV to VII, with a remedial course for those in high school grades. Grades I to III were omitted for two reasons: (a) With a small staff it would be difficult to judge achievement if the groups were too large or too numerous. (b) In the first three years of school life there is not the marked difference in reading ability which is noticeable in later grades. Also with the comparatively few subjects in primary grades the teachers can devote more time to backward pupils.

The first step towards implementing the programme was to give all pupils from Grades IV to XI the Gates Reading Survey tests. The results were what one would expect. Some pupils in Grade VII had only Grade III reading ability and, at the other extreme, were some who could read as well as the average pupil in Grade X.

The pupils in Grades IV to VII were then divided according to reading ability into five groups: two on the Grade IV reading level, as this group was particularly large, and one for each of the other grades.

The intention was to make the groups flexible, so that pupils could move from one to the other as the necessity arose. The children were not told their grade level, and everything possible was done to make them feel that they were moving from group to group and not up or down.

The danger was apparent that some parents might not understand the motive for testing and grouping and might object to their children being either promoted or demoted to another grade. In order to overcome this difficulty, we took advantage of a Home and School Association meeting at which some members of the staff had been asked to speak on various courses offered in the school. The situation was explained to the parents present and an outline given of the programme we hoped to follow. Thus the parents knew at the beginning that we were attempting to analyze and overcome the difficulties which they knew their children were experiencing.

In the high school grades, those who were below their grade level were organized into two groups for remedial reading, for which a period of fifteen minutes a day was set aside.

The programme in the elementary grades worked well with some reservations. The advantages of the plan adopted were as follows: (a) Pupils, being all on one reading level, could go at approximately the same speed. Those with superior reading ability were not bored by the slow ones, nor were the slow ones left behind. They therefore felt that their reading lessons were more stimulating and vital, and there was less evidence of frustration and lack of interest. (b) The teachers, having smaller groups, could discover individual weaknesses and help the pupils to overcome them. (c) There was less pressure on the teachers, who had formerly found that no techniques would work because of the widely divergent abilities in each class.

The disadvantages were as follows: (a) Although in theory the groups were flexible, in practice many difficulties had to be met. When a pupil was moved to a new group, he had to read from the book taught in that group and get a new workbook. Some of the especially good readers were too young to enjoy the books on the higher grade levels, and they lost some interest when the stories referred to history and geography which they had not studied. (b) In order to ensure that no pupil repeated a reading book a second year, the teacher had to have two groups, composed of those reading the book on the course of study and those reading a supplementary reader on the same level.

At the end of the 1951-52 school year, an effort was made to judge objectively the results of the new reading course. The following points were generally agreed upon: (1) The course was not yet satisfactory and was not proving to be as beneficial as had been hoped in the early stages. (2) In spite of a certain amount of disappointment, the teachers preferred it to the old method because: (a) The groups were smaller, and so more individual help could be given. (b) Since the pupils had about the same reading ability, the teachers were not placed in the usual position of trying to decide how much time should be sacrificed to the poor pupils at the expense of the better ones. (3) The chief stumbling block seemed to be that those whose reading level fell below that of their school grade did not enjoy the books of their group as much as the others.

At the beginning of this school year, we tried to overcome the difficulty of workbooks by renting them to the children for twenty-five cents. The pupils did not write in the books, but used other scribblers, and when necessary the teachers duplicated pages. The pupils could thus move from group to group without having to buy new workbooks, and as the workbooks will probably last for two or three years, they will be paid for before they have to be discarded.

Pupils keep the books on the course of study for their own grade, but they work at their own speed and on their own reading level. For example, if a pupil in Grade VI has a reading ability of Grade VII, he goes to the Grade VII group for his class, but uses his own book. The teacher on the Grade VII level therefore has those in Grade VII who are up to their grade level, and the advanced pupils from Grade VI, who are expected to work more quickly and to produce a higher standard of work than those pupils in Grade VI who are average or poor in reading. Wherever possible, work is combined for the two grades. No teacher has more than two grade levels in her own reading group.

It may be argued that if each teacher has pupils in two grades taking two books, the pupils might as well be kept in their own grade, where they could be

divided into groups according to their ability, but it has been found in this school that it is easier for a teacher to teach two groups on the same level, reading different books, than it is to teach two groups on different levels reading the same book. Now, with group reading, audience reading, and the other techniques used in the reading class, the teachers really feel that they are achieving results, and we hope that in a few years we shall have fewer Grades X and XI students who are severely handicapped in all subjects because they cannot read effectively.

From the early discussion of this programme until the implementation in its final form approximately eighteen months have passed. We hope that each year it will be possible to build up the school's stock of supplementary readers until there is sufficient good reading material suited to age and reading needs of every group. As time goes on the school will be able to give a progressive more enriched curriculum to the superior readers, and also more individual help to those who are below average.

The programme in force now is far from perfect. It suffers from shortage of teachers available for the reading course and from limitations of the timetable, but the teachers concerned are satisfied that they are doing what they can to overcome reading difficulties and that they have approached their problem in as practical a way as circumstances permit.

LETTER CONCERNING SCHOOL BROADCASTS

Sirs:

This is the final day of Education Week. I graduated long ago from the school of formal education, but my education is still going on, in a wider sense than ever, through the medium of your wonderful CBC School Broadcasts. I was a teacher. Now I am a homemaker, and mother of five energetic, appallingly normal, delightfully lovable Canadians, ranging all the way from grade one to "prenticeship" in mechanical work in a city shop, with a grade fiver, a daughter in grade eight, and a son in grade twelve strung along between. So my field of thought is a wide one. Your broadcasts keep me from stagnation in any one area. I listen to the Speech lessons and the primary broadcasts to go over them with small 'Liz. The Social Studies and Science lessons are discussed with the other two public school students. French, and the other high-school subjects, keep me in touch with my highschool boy, and your Vocational Guidance programmes of last year were a particular and special help in solving big Bill's problems of discussion.

From my own personal standpoint, I enjoy every one of the broadcasts. I organize my work so as to be able to be near the radio to listen from 9.45-10.15 every morning, and am I *mad* if the 'phone rings! The dramatizations are so good. I've seen and heard *Macbeth* lots of times, but the CBC players are such excellent performers. What force they put into it! I was even sorer than usual for poor old *Macbeth* today. Wish they'd do a comedy — *Midsummer Night's Dream*, *As You Like It*, any one of them! They'd be wonderful!

Mrs. David Coffman,

NATURE STUDY IN RURAL SCHOOLS

**Dorothy E. Swales, Ph.D., formerly Lecturer in Botany,
Macdonald College**

A phenomenal upsurge of interest in nature study has been taking place both in Canada and the United States during the last decade. The study of birds in particular has passed out of the hands of the so-called eccentrics to become the pastime of the business man, the teacher, the preacher and the every day workman. "A half-century ago," says Roger Tory Peterson, "a man who scouted around the woods for "dicky-birds" felt self-conscious about it, almost apologetic. To-day so many people are taking to the out-of-doors that a man who does not watch birds or grow flowers, collect minerals, study the stars, or show a little interest in at least one of the natural sciences is likely to feel uneasy about it and offer his excuses."

The School for Teachers at Macdonald College is keeping abreast of this popular movement, and Professor Arthur Henry is not only carrying on the good work in nature study started by his predecessors, but has inaugurated a new course in ornithology. His students start out with short preliminary excursions, identifying the common birds on the college campus and writing reports of what they see. After several weeks of practice in this they go on an all-day excursion to the local bird sanctuary, Morgan's Woods, led in small groups by members of the Province of Quebec Society for the Protection of Birds. These bird-excursion leaders come from Montreal or small communities near that city, bringing with them binoculars and copies of Roger Tory Peterson's, *A Field Guide to the Birds*, both indispensable for good birding.

A whole day under expert and experienced ornithologists presents a wonderful opportunity for keen students, some of whom have never been in a woods before, an almost unbelievable fact in a country like Canada. By the end of the day such students can always be divided into two groups, the starry-eyed and enthusiastic, and the footsore and puzzled. One of them said to me, "Our leader made us get off the paths and go right through the bush — I've never done that in my life before." It was a shock to think of a Canadian child who had never had the feeling of moss and leaves under her feet. God created these things for His children to enjoy, and it is up to parents and teachers to see that every child is made aware of them.

Rural teachers can and may become a tremendous influence in their communities to help arrest the trek of youth from farm to city seeking to find a more entertaining life. They have a golden opportunity to stimulate the interest and pride of their pupils in their surroundings but many have not taken advantage of it to any marked extent in the past. They have often lacked the special training needed to identify the birds and plants seen or brought in by the children. The situation is changing now. Field guides for amateur use have improved so much in the last few years that it is now possible to identify our common birds and flowers after only a small amount of preliminary training. Likewise the membership of natural history and bird societies has increased so markedly during recent years that members or ex-members are often near enough to lend a helping hand in special excursions or talks.

Dr. W. W. Gunn, executive director of the "Federation of Ontario Naturalists" stated in a lecture in Montreal on March 9, 1953 that records of Ontario song-birds will probably be ready for school use in a year's time. Cornell University already has song-bird records for sale, but they include many southern and western species which do not occur in Quebec, so the Ontario records would be much better suited for our use. Any child with a good ear can readily identify the local birds from their songs with the aid of these records. A few of them were played at the lecture mentioned above, and they were so good that the audience burst into spontaneous applause again and again.

Dr. Gunn also brought news of the establishment of training centres in natural history for camp counsellors in Ontario in order that the study of this subject might be added to the list of activities at the many children's summer camps. We have no formal training programme of this sort as yet in Quebec, although the idea may be taken up here later. The Ontario Federation of Naturalists, however, have a two-week annual summer camp covering the various branches of natural history, open to students of all ages and from all provinces. Board and tuition at this camp last summer was seventy-five dollars. The camp was held at lovely Bella Lake, ten miles from Huntsville, Ontario, on a site carefully selected to offer plenty of variety in plants and birds, as well as good swimming and canoeing for recreation.

The Province of Quebec Society for the Protection of Birds gave a scholarship to this two-week camp to the top student in Nature Study at Macdonald College last year. The winner was Mr. John Howe, and he came back with high praise for the training received and the delightful atmosphere of the place. This scholarship is being offered again in 1953. Such a two-week camp gives one a wonderful holiday as well as first class field training and it is to be hoped that more and more teachers will avail themselves of the opportunity it offers.

Professor A. Henry requires his teachers-in-training to subscribe to *Canadian Nature* a magazine costing only one dollar and fifty cents for the year, which is full of suggestions for the teacher and offers delightful reading for teacher and pupil alike. The *Audubon Magazine* is another publication suited for children dealing with birds almost exclusively. Priced at two dollars and seventy-five cents, it is used a great deal in American schools. Every rural teacher should have R. T. Peterson's *Field Guide to the Birds* for any work on birds, and at least one good book on flowers. A companion volume in this series is, *A Field Guide to the Wild Flowers of the Northeast*, by Margaret McKenny and R. T. Peterson, but at the time of writing it is not yet in the book stores, though it should be soon. The Peterson series covers nine different topics, such as butterflies and mammals, and they are all excellent for field identification work. They are sold in the book departments of the big Montreal department stores, as well as in the regular book stores. A book now available, and recommended, is, *Beginners Guide to Wild Flowers*, by Ethel H. Hausman, sold by Thomas Allen Ltd., Publishing House, Toronto. The Forestry Branch of the Department of Resources, Ottawa, has issued, *Native Trees of Canada*, for one dollar and fifty cents, and it should be on the bookshelves of every school in Canada.

A relatively small expenditure of cash could furnish the teacher and children with enough texts to cover their needs for identification of specimens seen or

brought in, and the interest would soon reward the teacher for the time he would have to spend on the subject himself. For further recommendations for nature study books suitable for this region the teacher should obtain a copy of Bulletin No. 58, published in September 1952 by the Federation of Ontario Naturalists, which contains a bibliography of fifty carefully selected field manuals.

Every rural school should have a copy of, *The Protection of Migratory Birds*, obtainable from the Department of Mines and Resources, Ottawa, which outlines the laws of the Migratory Birds Convention Act, and explains in what ways such birds are protected. Crows, grackles, cowbirds and house sparrows are not protected by this act, but all our song-birds and game-birds are. It is illegal to take eggs from the nests of these birds or have them caged. The shooting of game-birds is restricted to a short season in the fall, the dates of the season being decided on a yearly basis.

It is a known fact that the rural people of the British Isles are, on the whole, much better informed and much more interested in their surroundings than we are. The explanation has been that in a young country people are so busy pushing back the frontiers they have no time for cultural pursuits. That time has passed now, however, and the people should be given leadership in finding pleasure out of a study of their natural surroundings. Reliable bird and plant observers stationed at various points in the province could send in annual reports of the greatest interest to those growing organizations that are concerned with the conservation of our natural wealth. An example of a co-operative effort is that of the fall hawk migration. The United States Fish and Wildlife Service has organized an extensive network of observers in New England and the eastern and central States for the purpose of learning as much as possible about the routes followed by the migrating hawks, the numbers involved, and the relationship between mass migration and the prevailing weather. The Quebec Society for the Protection of Birds and The Ontario Federation of Naturalists are now working in conjunction with American authorities on their annual hawk count, and our country boys and girls could easily play a part in other similar projects.

The most expensive requirement for bird studies is a pair of binoculars. Those with a magnification of six or eight times are costly, but binoculars magnifying about three times can be bought for as little as twelve and a half dollars. One pair in an excursion group is really a necessity, although the eyesight of children is often so keen that they can identify clearly-marked birds at a fair distance without them.

If a school programme for planting food shrubs or vines near or around the school were started, the birds could be attracted close to the school house. Such native plants as wild grapes, high-bush cranberry, dogwood, elderberry, sumach, hawthorn, blackberry, wild cherry, mountain ash and wild plum are all attractive to birds and are easily available from our woods. A feeding tray attached to the window ledge, with suet in a wire-mesh container, sunflower seeds, or even weed seeds screened from the farmer's grain at threshing time would bring chickadees, nuthatches and redpolls right to the window. A small log, suspended by wire from a tree branch, with holes bored in it filled with

fat, would bring woodpeckers right to the yard in full gaze of the children, and encourage them to maintain feeding stations at their own homes.

The Province of Quebec Society for the Protection of Birds charges two dollars for annual membership, and during the winter puts on monthly evening lectures at The Mechanics' Institute in Montreal. In the fall and spring the Society has conducted field excursions in the surrounding country districts, on one occasion going as far away as Philipsburg. Teachers near enough to participate in these excursions would find them of great help, and could address any enquiries to the Secretary, Miss Ruth S. Abbott, 166 Senneville Road, Senneville, P.Q. One of the members, Brother Victor Gaboriault, was doing splendid work among the French pupils of the Province until his untimely death a year ago. He had youngsters sending in bird reports to him from all over Quebec, and spent endless time compiling and analysing their notes, and editing a little French nature journal which he sent them in return. His heart was big enough to include any English Protestant children who were interested as well. We need more people like him in our Province.

In résumé, Elementary Science, which is already a compulsory subject from Grade I - IX in the Province of Quebec, could be supplemented and made to live by means of field excursions, however short, to identify the common plants and birds. The marked improvement in texts for field work and the progressive efforts of Ontario to establish training centres make it possible for a teacher to train himself in summer to be a nature leader in the school term. The Province of Quebec Society for the Protection of Birds, which has its headquarters in Montreal, is anxious to welcome teachers into its membership. The effect of increasing the interest of country dwellers in their surroundings would not only enrich their lives, but might also reduce the numbers of our bright young people who are deserting the country for the city. The rural teacher has golden opportunities and an important rôle to play in the conservation of and interest in the natural wealth of our fields and forests.

THE IMPACT OF TELEVISION

There can be no doubt as to the fascination which television holds over all members of the family. The same is true in England as in the United States. It holds true under public monopoly as in Great Britain or under a purely commercial system as in the United States, and it will be the same in Canada, where our system is a compromise between the British and American systems. Everywhere, it appears, television takes a domineering and exacting position at the expense of other forms of leisure. Considering its effects statistically on masses generally, there can be no doubt whatsoever that television is the most powerful medium of mass communication ever devised for the transmission of knowledge. By combining the distant projection of both sound and vision without loss of immediacy, television is capable of bringing into the comfort and privacy of your own home most of the combined attraction and particular effectiveness of the radio, the cinema, the stage, the arena, the billboard, the display window, and of most any other aural or visual presentation you can think of.

CBC Times.

FROM THE COVE TO THE CLIFF

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INTRODUCTION: On May 18, 1756, the Seven Years War broke out between Britain and France. Never did a more incapable administration in England hold the reins of power. "Nothing was ready, nothing was known of how to get things ready," with the result that England suffered a series of defeats during the balance of the year.

1757 was equally disastrous for the British. In Europe, the French were advancing steadily along the Weser, Frederick had withdrawn from Bohemia, and the much-vaunted English descent on the port of Rochefort had ended in dismal failure. In America, where fighting had been going on since 1755, matters were quite as serious. The French general, Montcalm, who had captured Oswego in 1756, now went on to take Fort William Henry. That same year, a British force was sent against the great French fortress of Louisbourg, but it returned without success. Greeted with failures on every side, the British cabinet resigned.

Only with the coming of Pitt to power did the British hopes began to rise. One of the first acts of the new Prime Minister was the appointment of Major-General Amherst to command an expedition aimed at the capture of Louisbourg. The force of 12,000 men, supported by a large fleet under the command of Admiral Boscawen, struck in the summer of 1758. Louisbourg fell. Later that same year, Fort Frontenac and Fort Duquesne were captured by British land forces. The tide of war was beginning to turn.

Meanwhile, Pitt planned for 1759, the "Great Year," as Horace Walpole described it. Sending large sums of money to help Frederick, he blockaded the coasts of France, and arranged for a powerful blow against the French colonies in North America. The blow against New France was to be three-pronged: an attack on the French forts along the Great Lakes, a land attack by Amherst against Montreal, and a land and sea attack against Quebec, "the key of all Canada".

It was with the intention of capturing the fortress of Quebec, therefore, that a powerful British force sailed from Louisbourg on June 6, 1759. It consisted of a large fleet commanded by Admiral Saunders and a land force of nearly 9,000 men under Major-General James Wolfe. Ahead of it lay the St. Lawrence, and the task of reducing the great natural fortress that guarded the approaches to Canada.

THE FIRST FIVE WEEKS: On June 26, the vanguard of the British force arrived at the western end of the Isle of Orleans, within full view of Quebec, and the siege that was to last nearly twelve weeks began. The British general, Wolfe, could see at once that he faced a task of the greatest difficulty.

Montcalm, the French commander, had under his charge an army almost twice the size of Wolfe's, although it was made up largely of poorly-trained militia. The Governor, Vaudreuil, interfered with many of Montcalm's carefully prepared plans while the Intendant, Bigot, spent his time cheating the army out of supplies. As Vaudreuil felt himself superior to Montcalm in all

military matters, constant friction ruled between the two. Bigot, on the other hand, interfered only when he saw a threat to his trading operations. Since Bigot made his fortune by dishonest dealings in government supplies, he and Montcalm were frequently at odds with one another over shortages. Despite these difficulties, two important conditions favoured the French General. First, he commanded a great natural fortress, difficult to attack even with a large army. His left flank was guarded by the Montmorenci River, his centre by entrenchments and batteries along the Beauport shore and his right flank by the cliffs that stretch for miles along the river bank above Quebec. Second, Montcalm's commission was not to defeat the British or destroy their army, but merely to hold out in Quebec until winter set in. The French knew very well that once the storms of late Autumn came, the British fleet would be forced to withdraw to ice-free waters. Thus the threat to New France would disappear for at least six months and possibly longer.

At the outset of the siege, Wolfe had few factors in his favour. His troops, however, were well trained, and he had the support of a formidable naval force. Yet all this appeared to be no use if the enemy could not be lured from his entrenchments. Montcalm, doubtful of the behaviour of his troops, carefully avoided an action. Wolfe realized that he must draw the French into one, or his expedition would certainly fail to carry out its objective.

Even while Wolfe weighed these factors, the French took the initiative. On the night of June 27 they attempted to destroy Admiral Saunders' fleet, anchored off the Isle of Orleans, by sending down seven fire ships on the ebb tide. Had they succeeded the British expedition might have been dealt a severe blow. The whole affair, however, was badly managed from the start and was turned into a harmless display of fireworks when British sailors beached the blazing flotilla before it could do any harm.

At the beginning of July the French made another costly blunder. French batteries had been stationed on the Point of Levis, and, working with those in Quebec itself, could prevent hostile shipping from passing into the river above the city. Vaudreuil, over the protests of Montcalm, withdrew these guns. Wolfe, delighted, immediately occupied the Point, and set up his own batteries. These began shelling Quebec on the 12th of the month and within eight weeks had reduced most of the Lower Town to ruins.

The whole of the south shore was now in British hands and naval vessels began to penetrate into the river west of Quebec at will. Wolfe, in the meantime, had landed on the north shore just below the mouth of the Montmorenci River, and had set up his headquarters there. He now had three camps (Montmorenci, Levis and the Isle of Orleans) joined by excellent marine communications, but his real object — the capture of the city — seemed as far removed as ever.

In order to test the strength of the French along the Montmorenci, Wolfe made a light attack from his new headquarters but the effort was repulsed. On the morning of July 31st came a much heavier attack launched against the French entrenchments along the Beauport shore just above the Montmorenci. Though never intended as an operation to obtain a foothold on the shore, it

nevertheless served as a challenge to the French to come out and fight. It too, failed, and that with a loss of nearly half the attacking force.

While the English camp was sunk in gloom that night, the French rejoiced. Vaudreuil was prompted to write, "I have no more anxiety about Quebec" Montcalm, however, was not so well pleased.

Although he had failed at Montmorenci, Wolfe now planned another landing, this time on the upper river. Attempting this, Brigadier Murray was twice repulsed but finally got ashore at the village of Deschambault where he destroyed some stores. His greatest advantage, however, was the capture of some enemy documents which revealed the fact that Crown Point had fallen to General Amherst, and that Niagara had been captured by the British forces under Johnson. This, indeed, was welcome news, for Wolfe expected these other British forces to join him in the assault on Quebec. In fact, with the small army at his disposal, it seemed impossible to accomplish his task without help. Despite this fact, the forces under Amherst and Johnson did not push on toward Montreal and Quebec, and Wolfe had to carry on without their assistance.

THE AUGUST DAYS: The beginning of August dawned. Five weeks of the siege had passed without success. Five more and the British fleet would have to set sail for ice-free waters. A great deal depended on what took place during the remaining time. The first two weeks of the month passed without any important developments, although the destructive bombardment of the Lower Town continued and there were frequent skirmishes between British troops and the Canadians and Indians.

On the 19th, the news that General Wolfe was too ill to rise spread rapidly through the English camp. It was received with great sadness by the troops, for the general was known as "The Soldier's Friend." For days he lay on his cot, wracked with fever and tortured with the thought that the fate of the campaign rested on his shoulders. Though he remarked to friends that he would "cheerfully sacrifice a leg or an arm to be in possession of Quebec," it looked as if the fever would prevent the realization of his hopes.

On August 29, Wolfe was still unable to leave his bed, so he dictated a letter to his brigadiers, Monkton, Townshend and Murray, asking them to consider three plans he had drawn up for attacks against the French along the Beauport shore. The next day brought a reply from these officers. Rejecting all three of their commander's suggestions, they proposed a new one of their own. This plan expressed the belief that the best hope lay in moving an army above Quebec and in forcing a landing on the north shore somewhere between Cap Rouge, nine miles west of Quebec, and Point-aux-Trembles, twenty-two miles above the city. By landing in that area, the British could cut off Montcalm's communications with Three Rivers and Montreal, his supply points, and eventually force the French General to choose between a fight and starvation.

The same idea had occurred to Wolfe earlier in the campaign but he had discarded it. Now, however, he expressed his willingness to support any plan that showed prospects of success, for Autumn was fast approaching.

Accordingly, preparations for the attack went ahead. Admiral Saunders met with Wolfe and the other officers to discuss the details on the night of August 31. Wolfe had told his surgeon: "I know perfectly well you cannot cure my

complaint, but patch me up so that I may be able to do my duty for the next few days, and I shall be content. Apparently the doctor had some success, for that night Wolfe himself directed the evacuation of the camp at Montmorency. Not a man was lost as the headquarters were shifted to the south shore.

THE FINAL PLAN: Only the choice of a landing place remained to be made, and on the 4th of September it looked very much as if the Brigadiers would have to make this decision, for Wolfe again fell ill. Yet only two days later the General got to his feet and joined the army afloat off Cap Rouge, setting up headquarters on board the sloop "Hunter."

By this time, Montcalm was naturally very alert, for the movements of the British were becoming more difficult to follow. Although the French General believed that most of the British forces were camped at Orleans or Levis, nearly 4,000 of them were actually aboard transports off Cap Rouge.

On the 7th of September another conference was held, although no agreement appears to have been reached as to a landing place. The following day the Brigadiers made a reconnaissance upstream as far as Point-aux-Trembles, apparently searching for a place to land. They must have decided upon Point-aux-Trembles, for they made preparations for an attack there the following morning. Wolfe, who had nothing to do with these arrangements, had gone off downstream to conduct a reconnaissance of his own.

The planned attack did not take place, having to be cancelled because of stormy weather. This was all to the good, for de Bougainville's Corps was watching the movements of the British ships very closely from the north shore. They would probably have been able to prevent a successful landing. Had this occurred the British would have had to sail home in disgrace, for Wolfe had promised that only one more large-scale attack would be attempted. If it failed to bring the main enemy force into an action, the siege would be lifted.

That same day, Wolfe revealed his gloomy state of mind as to the outcome of the campaign in his final despatch to England: "I am so far recovered as to do business, but my constitution is entirely ruined, without the consolation of having done any considerable service to the state, or without any prospect of it." Yet even as this despatch was being written a scheme arose in Wolfe's mind that was to lead him to victory, fame and death. He had harboured this plan himself since the 30th of August, when he remarked in a letter to Saunders, "My ill state of health hinders me from executing my own plan; it is of too desperate a nature to order others to execute." Now, his health partially restored, the General was anxious to go ahead with it.

So, the same day, despite the stormy weather, Wolfe travelled down the south shore to a point near the mouth of the Etchemin River, about 2 miles above the city of Quebec. Through his telescope he studied a cove on the north shore called *L'Anse au Foulon*. This was the place he had chosen for his attack.

The next day, which was the 10th, Wolfe returned to survey the spot he had picked. He was accompanied by Rear-Admiral Holmes, Brigadiers Monckton and Townshend, Colonel Carleton and Captain Delaune, who were disguised as grenadiers to avoid suspicion by the French sentries on the north shore. From where they stood, the officers were able to get a good view of the Foulon. The cliffs along this cove were hidden from the view of the French

camp at Beauport by the Plains of Abraham, which lay between the cove and the city, and which rose some 300 feet above the river. Although the cliffs themselves were very steep and rocky at this point, there was a patch leading up from the narrow beach to the top of the cliffs. It is true that the French had erected an abatis to block this trail, but about 200 yards to the right there was a slope in the bank which might serve in place of the path. Guarding the top of the path itself was a small picket that appeared to number less than one hundred men.

Despite the fact that he had brought the group of officers to view the Foulon, Wolfe still kept his own counsel and mentioned nothing of his actual plans, but his mind was made up for he had discovered the enemy's weak spot. If he could draw some of the French forces off to the left and the right he could then deal Montcalm the blow he had been waiting many months to deliver.

Wolfe's plan began to take form rapidly. It depended for its success upon the co-operation of the navy and the absolute obedience of every member of the expedition. The army was to be conveyed in three divisions of flat-bottomed boats from the transports anchored off Cap Rouge at that time. These small boats were to carry the men to the beach at the Foulon. There, twenty-four volunteers from the Light Infantry were to ascend the cliff to the right of the actual path, capture the picket on the summit of the height to their left and open the main path to the remainder of the army.

In order to draw off de Bougainville's force, which was operating along the heights between Cap Rouge and Point-aux-Trembles, Holmes' squadron was to sail upstream as far as the latter point. At the same time, Saunders' squadron was to make a vigorous feint at the mouth of the St. Charles River in order to persuade the French that a landing was to be made there. In the centre, the Levis batteries were to keep up a constant barrage against the Town itself, to distract the attention of the force there from the operation at the Foulon.

Although this plan apparently involved a great element of risk, Wolfe left less to chance than most people imagine for he had the ability to make a fleet and an army work together "like the two arms of one body," and he had considerable information about the French defences.

Wolfe knew that Montcalm was convinced that the British attack would not take place near the town. He knew also that de Bougainville's group, a hand-picked force, was assigned to follow the squadron under Holmes. Since the squadron was constantly on the move between Cap Rouge and Point-aux-Trembles, this task was rapidly wearing out the troops. Then, too, the British General was in possession of a recent plan that showed no French works had been constructed on the Plains of Abraham, while he already knew that Vaudreuil had removed the Guienne Regiment from the Plains, thus leaving them completely undefended. A small French battery was located at Samos, not far from the Foulon, but it could easily be captured from the rear. An incompetent officer named Vergor was in charge of the Foulon, and he had given leave to over half his men so they might tend their farms. Finally, the French posts along the cliff had been instructed to make no noise, as a supply convoy was expected in the Foulon that night with badly-needed supplies for Quebec. Wolfe planned to pass his first group of boats off as that convoy.

The following day, orders went out to each unit that was to take part in the operation, scheduled for the morning of September 13. The orders carefully omitted any reference to the exact point which was to be attacked.

There is little doubt that the plan was engineered entirely by Wolfe, and that he had confided it to very few. The chief evidence supporting this claim is the letter sent to Wolfe by his brigadiers the night before the landing attempt was to be made:

On board the *Loestoft*,
September 12, 1759.

Sir:

As we do not think ourselves sufficiently informed of the several facts which may fall to our share in the execution of the descent you intend tomorrow, we must beg leave to request as distinct orders as the nature of the thing will admit of, particularly to the place or places we are to attack. This circumstance (perhaps very decisive) we cannot learn from the public orders, neither may it be in the power of the naval officer who leads the troops to inform us. As we should be very sorry, no less for the public than our own sakes, to commit any mistakes, we are persuaded you will see the necessity of this application.

Robert Monckton.
George Townshend.
James Murray.

The General replied in full to Monckton only, giving him all the information he needed. It is almost certain that the greater part of the plan had also been revealed to certain other officers, notably Admiral Holmes, Colonel Carleton and Colonel Burton — men who had important parts to play in the operation. In addition, Captain Chads of the navy had received secret and personal instructions from Wolfe, for Chads was to have charge of the divisions of flat-bottomed boats. The other officers and men of the expedition had only the public orders to guide them, yet they waited impatiently for the time at which they were to start on their great adventure. The opportunity for which they had waited so many weeks was now a reality — within a few hours they would be face to face with the French army. The prize at stake was not a mere cliff-top, but half a continent.

THE ASCENT: Almost at the stroke of midnight on the night of the 12th a single light appeared in the main top-mast shrouds of the "*Sutherland*". This was the signal for the 1,600 troops of the first division to slip quietly into their small boats. Pushing off noiselessly they were ranged, an hour and a half later, alongside the "*Sutherland*," waiting for the signal that would launch them on their great venture. So silently was this accomplished that not a note of warning reached the ears of de Bougainville, who had been ceaselessly watching every movement of the British vessels for days.

At about two o'clock the tide began to ebb, and a second signal was hoisted at the mast-head of the "*Sutherland*". Wolfe, along with his friend Major Barré, and Captain Delaune slipped into the first boat, which also held a group of special volunteers from the Light Infantry. Close behind the leading boat, the whole armada began to drift stealthily downstream on the tide, clinging as closely as it could to the north bank. The fateful expedition had begun.

Excitement ran high, but the same rigid silence was strictly enforced. As the boats glided along, the voice of Wolfe was heard repeating softly the lines of Gray:

The boast of heraldry, the pomp of pow'r,
And all that beauty, all that wealth e'er gave,
Await alike th' inevitable hour,
The paths of glory lead but to the grave

"Gentlemen," he remarked as he finished, "I would sooner have written that poem than beat the French tomorrow."

Nevertheless the ears of the General and his men were alert to detect any sound that might indicate the presence of an enemy. Little did they know that the first real danger — one that might have brought death to the young commander and failure to the expedition — was to come from their friends.

Half way between the "Sutherland" and the Foulon, the friendly lights of the sloop "Hunter" were spotted. The lights almost lured the expedition to its destruction because the captain of the sloop trained his guns on Wolfe's boat as it appeared, and prepared to fire. Having just found out about the French supply convoy that was due in the Foulon that night, and knowing nothing of Wolfe's plans, he had assumed that the boats he saw were French. Just in time, Wolfe's boat pulled up beside the sloop. Hurried explanations were made and the catastrophe averted.

The first division then continued its ghostly descent, while at the same time the second division was beginning its journey. Darkness now favoured the first group, for the moon was covered by thick clouds.

Three French posts along the cliff had to be passed without discovery. The first of these, commanded by Douglas, was safely passed, but, as the boats drew near Remigny's post, a sentry was disturbed. His voice broke the stillness of the night:

"Qui vive?"
 A quick-witted Highland officer, Simon Fraser, replied quickly in fluent French, "France."
 The sentry was still a little suspicious, and asked:
 "A quel régiment?"
 "De la Reine", answered Fraser.
 "Pourquoi est-ce que vous ne parlez-pas plus haut?" demanded the guard.
 "Tais-toi," ordered Fraser, "nous serions entendus."

This finally satisfied the sentry, and the boats drifted on. Within a few minutes they reached their destination, although the swift current carried a few of them about a quarter of a mile below the intended landing place.

At exactly four o'clock, Wolfe leaped ashore, the first man on the beach. He knew that, despite the difficulties the men had already surmounted, they faced a task requiring even greater gallantry and skill. Yet they were not entirely unprepared for this effort. As the General surveyed the cliff towering above them, he remarked briefly to the volunteers, "I don't know if we shall all get up, but we must make the effort." With this, the twenty-four "Forlorn Hope" moved forward and, led by Capt. Delaune, began to ascend the rocky wall. Followed a few minutes later by three companies of the Light Infantry, the men eagerly clambered up, impatient to reach the summit. Though often unable to maintain a footing without the assistance provided by the bushes that grew on the face of the cliff, and though the boughs which they grasped broke and as pebbles clattered down the rocky wall, the men sought to maintain their footing. Despite the anxiety of everyone to be first upon the heights, a great deal of caution was necessary to avoid alarming the guard at Vergor's post. The sound of a rolling stone or a crackling bough might have aroused the French, but luck was with the climbers and no enemy appeared.

It happened that Captain Macdonald, a very active climber, reached the top of the cliff even before the volunteers and set off through the trees on his left toward the camp of the picket. He almost ran into a sleepy Canadian sentry who heard only a voice speaking good French and telling him that everything was all right — that it was only the reinforcements from Beauport. As he spoke, Macdonald noticed that the men of the "Forlorn Hope" had reached the summit, so he struck out with his claymore, hit the sentry between the eyes and knocked him down. The disturbance had by this time aroused the remainder of the picket, who stumbled from their tents in the face of fixed bayonets. They fired a few wild shots and then escaped through a nearby cornfield. In returning the fire the British wounded Captain Vergor — who had appeared in his nightgown — in the heel, but all of the picket except one man made good its escape.

Once again the operation came very close to destruction for the men in the advance party were confused when they saw the figures of a group of soldiers along the brink of the cliff. They were on the point of opening fire when they heard the broad accent of Captain Fraser announcing the coming of his Highlanders. For the third time the expedition had escaped failure by a hair's breadth.

It was now just after five o'clock, and quite light. Wolfe, seeing the operation working smoothly, climbed to the heights himself. His first interest was the five gun battery at Samos which had now been aroused and was attempting to prevent the landing of the second division. Two units despatched to silence the battery did the job quickly and effectively.

The British commander, making a quick survey of the land between the Foulon and Quebec, decided to stretch his battle line from a house on the St. Foye Road to a length of more elevated ground near the edge of the cliff. Here he drew up his force in the first two-deep line in the history of warfare, ready to fight one of the world's most memorable battles. The complicated land and sea manœuvres that had lasted for three days and three nights over a front of thirty miles had been crowned with success. The eyes of every British soldier were on the coveted fortress not two miles away.

THE BATTLE: The main French army at Beauport had been kept in the trenches all night long as a result of the movements of Admiral Saunders' fleet between Quebec and the Isle of Orleans. With dawn came the sound of the firing at Samos and Montcalm became worried over the lack of news from Vaudreuil. Determined to discover if the French supply convoy in the river above Quebec had been captured by the British, Montcalm rode in haste to the Governor's headquarters.

The French general did not need to be told what had happened once he had reached Vaudreuil's camp for he could see the red-coated figures on the Heights of Abraham. "I see them," he muttered bitterly, "where they ought not to be. This, my friends, is a serious business." Another story quotes him as having remarked, "They have at last got to the weak side of this miserable garrison; therefore we must endeavour to crush them with our numbers."

Montcalm immediately ordered 1500 militia to engage the enemy while he obtained regulars from Beauport. At the same time he sent a message to de Bougainville urging him to return to Quebec with all speed. Many of the

regulars did not appear, however, because Vaudreuil refused to allow any units from the left flank of the army to move. De Bougainville did not arrive until twelve or one o'clock and then had to withdraw. The "Sutherland" and other units of Holmes' fleet had sailed upstream as far as Point-aux-Trembles after the landing, and de Bougainville's force had followed faithfully. They had been nearly twenty miles away when Montcalm's urgent message recalled them.

Between eight and nine o'clock General Montcalm arrived on the Plains and arranged the 4500 men he had mustered in battle order. At the same time, Wolfe was passing through his battalions, urging and encouraging them, for they were under constant fire from the French militia. Just after ten o'clock a great shout announced the advance of the French troops. They moved forward in three lines, about six deep. "Be firm, my lads," shouted Wolfe, "do not return a shot until the enemy is within forty yards of the muzzles of your muskets. Then you may fire."

The enemy finally came within the appointed range. "Present — fire!" came the command, and a great volley rang out. Still the French troops came on. Again the volley roared out; this time the advancing ranks broke.

The main body of French troops, defeated and panic-stricken, fled toward Jacques Cartier, leaving most of its equipment behind. Out of the 4500 who had gone into action on the Plains of Abraham 1000 were killed, wounded or missing, while Montcalm and two other general officers were among the slain. The British, too, suffered heavily, their killed and wounded numbering 700, including General Wolfe, who died within view of the city he had vowed to capture.

Quebec was now surrounded but not yet occupied. Townshend, who now commanded the British forces, quickly set up trenches outside the city walls. By the 17th, he had 118 guns facing Quebec and ready for action. That night, at 11 o'clock, a representative from the French authorities inside Quebec accepted the surrender terms offered by the British. In the afternoon of September 18th, Townshend himself received the keys of the fortress and the British flag was hoisted over Quebec. There it has remained to this day.

INTERNATIONAL CONGRESS ON MENTAL HEALTH

The World Federation for Mental Health has accepted the invitation of the Canadian Mental Health Association and the Canadian Psychological Association to hold the Fifth International Congress on Mental Health in Toronto, Canada, August 14th-21st, 1954.

Sponsored by eight national organizations including the Canadian Education Association and the Canadian Teachers' Federation, the Fifth Congress will have as its theme "Mental Health in Public Affairs". The World Federation includes 77 societies from 38 countries with a total membership of approximately 1,000,000 technically trained persons. Further information concerning the Congress may be obtained from The Executive Officer, Fifth International Congress on Mental Health, 111 St. George Street, Toronto, Canada.

THE PRE-ADOLESCENT CHILD AT PLAY**R. O. Brander, St. George's School, Quebec**

Normal children are almost tireless in physical activity. They run, jump, climb, skip, play games, make things, explore, shout and sing endlessly. Their natural impulse is to be doing something with their hands, feet, and tongue for this is their way of developing. Play activities build muscle, help develop the mind, and are of great importance in the social development of the child. Play is an emotional release, too. Have you ever seen a group of children at dismissal time at school? Almost before they are outside the school door, they are in the midst of a dozen mix-ups of pushing, wrestling and chasing. For two or three hours they have been relatively quiet, and now they have a chance to let off steam — and they enjoy it to the utmost.

Most preadolescents are interested in athletics. An eleven year old boy may not be able to tell you when Quebec was founded, or the difference between an adjective and an adverb, but he can tell you the batting averages of all important major league baseball players, the exact standings of all hockey teams in all leagues, and who won the boxing match which was broadcast last Friday night. He is greatly interested in participating in team games. In order to do so a certain amount of skill is essential. The unskilled player will often withdraw and become a spectator — perhaps as the result of the frank and cruel criticism of his fellow players. A school physical instructor recently stated that one of his greatest problems was to find a game in which all the class could participate and enjoy. When the not-so-skillful player realized that he really was not too bad at a game, he had a fine time, and was prepared to try something else with more confidence.

Rules of play do not bother the preadolescent very much. Perhaps this is a protest against adult discipline and supervision at home and at school which makes him want to be a law unto himself when opportunity offers. However, it is just too bad if he sees a playmate violating a recognized rule. Any who have watched a junior group play hockey or softball will know that more time is spent in argument and loud talk than in actual play — and seems to be enjoyed just as much. Usually the boy with the strongest will and loudest voice will establish some rule which best fits his style of play.

Preadolescents are great hero worshippers, and naturally many of their heroes are top athletes. In their own play they become, in imagination, a Joe DiMaggio, a "Rocket" Richard, or some local star and hero. The world's heavyweight boxing champion, Joe Wolcott, a great welfare worker in boys' activities, recently said that one reason he was glad to be a champion was that he could appeal more to boys — for they respected and looked up to a champion and looked to him for advice and guidance. For this reason it is so important for parents to see that the heroes of their children's worship are worthy of that attention.

The lessons of good sportsmanship learned in the backyard, in vacant fields, and in school or public play grounds will be carried over into the adult world of tomorrow. Through participation in group games, the preadolescent

learns that cheating is frowned upon, that cooperation and teamwork win games, and that loyalty to one's own side is most important. That is, he learns to be a good sport.

Before leaving the topic of sports and athletics, the psychological effect of a uniform on a preadolescent should be mentioned. Parents know what great pride is shown by a boy in his first Cub, Scout, or Cadet uniform. It is just the same in sports. A boy who is wearing a uniform really tries to live up to what he imagines he is — a champion athlete. Unfortunately a pair of skates, a hockey stick, and a sweater will not make him a star hockey player, but it boosts his morale, and he tries much harder. The most difficult lesson he has to learn is that he must practise and practise in order to keep up with his appearance. He sometimes does not understand why he cannot play for the school team when he makes such a fine appearance, and he is heartbroken to be left off the players' list. Many parents do not understand it either, and sound hurt and annoyed when they call the coach to talk to him about it. Fortunately, a young boy responds to praise, encouragement, and coaching, and an understanding and tactful coach can make him see that if he has some natural ability, and is ready to work hard, he will make the team in time.

The preadolescent learns by doing. His interest in making things is one of the most characteristic features of this period of his life, and a development of it should be encouraged. He is not particularly interested in skill, but just in the satisfaction of creating something new — all his own. At home parents must be prepared to supply him with tools, materials, and the place and opportunity to use them. At school we try to arrange for such activities as facilities will allow. Both parents and teachers must be prepared to help and be appreciative when asked, and yet must not interfere unduly beyond offering a reasonable amount of guidance. The noise of such activities may be wearing on adult nerves, but the child's creative abilities seem to require the maximum of working noise and voice.

As children progress through the elementary grades, they also progress from hobby to hobby. It does not make much difference what hobby it is so long as he finds pleasure and interest in it. Most hobbies have certain educational and social values. Collections of one kind or another are probably the most common, as parents know, and the exchange and bargaining schemes to secure some missing part of a collection could not, I am sure, be out-done by big business executives. Collections of coins, stamps, picture cards, books, badges, etc., are most common among boys, and a certain knowledge of history, geography, science, and national events is picked up in the process. The boy makes it his business to know all about what he is collecting so that he may use that knowledge in his sales talk.

Constructional hobbies such as model airplane building, scientific objects using motors and electricity, and woodwork are very popular and provide the preadolescent with hours of amusement and with much useful knowledge. Boys love to work with tools, but need a suitable place to do so, plenty of encouragement and praise, without too much supervision — but just enough to assure him that you, too, are interested in his work and the outcome of it.

One of the chief play interests of the preadolescent is Reading — especially if it is for his own pleasure. New and fascinating children's books are appearing each year, and children are learning to like to read, and to go to special libraries provided for them. Today with the new Reading and Literature course in our schools, we try to stimulate their appetite for reading. A few years ago in a class of thirty boys there were twenty who had never read a complete book outside of school assignments. In my present class there are only two, and most of the readers are regular visitors to the library. Schools are trying to choose suitable and interesting books to suit the tastes and interests of all ages, and we hope parents are doing likewise at home.

There is a great deal of controversy about the effect of comic books upon children. The preadolescent is a regular reader of this type of literature. The books are cheap, and provide a variety of thrills, mysteries, adventure, and hero stuff — all of which is fascinating to him. The best of these books are interesting, fairly authentic in costuming and setting, and certainly make an impression on the child's mind and memory. The worst of them are bad indeed from all points of view. I find that the scientific and historical ones are not too objectionable, and the boys remember facts stated there when the same statements in a text book will go unnoticed. However, abbreviated spelling forms such as NITE for "night", etc., as well as the latest terms in modern slang receive perhaps more attention than the true facts. If comic books are permitted at home, a careful selection should be made by the parent, and undesirable issues banned as they are at school. But of course this will not prevent the boy from spending half an hour at the comic book counter in the nearest newsstand.

Children enjoy acting. Few human spectacles are seen or heard by preadolescents which they do not imitate in their play. The style and mannerisms of their favorite athletic heroes, the actions of some favorite movie or radio hero, or the wonderful deeds of their favorite character in the comics are all imitated. In taking part in plays or concerts their imaginations can have full swing. Most girls like acting more than boys, but if a boy gets a suitable part which stirs his imagination he will enter into it wholeheartedly.

On the playground during the summer months there is very little trouble keeping busy the teen-agers, or the very young — but the preadolescent group is another matter. The teen-agers will play softball or other games all the day just so long as they are not forced to do it. The kiddies are happy in the sand pile, the pool, and at the coloring table, but the preadolescents stand around and wait for something to happen. Their interest is easily stimulated, but wanes just as easily. One may interest them in a ball game, a wood-working pattern or some other activity hoping that they will keep busy at it for a short time, but on returning to them one finds the game abandoned or the job just half done, while the equipment and tools are left just where they were dropped. This group wants to be kept busy, but they want some adult to be around to appreciate what they are doing, and someone to change their activity when the one in which they are engaged becomes boring. They do not like strict supervision, but they do like an adult audience — particularly someone to appeal to for a decision. The disciplinary problem on the playground is easiest in the pre-

adolescent groups for, although they get into the most trouble, they respond readily to praise and censure.

The preadolescent should be encouraged to play — outdoors when it is possible — and a part of his day should be planned and set aside for play. There are many supervised activities: boys' and girls' clubs, music lessons, home duties and many others, but the child needs a period for free play. The less robust child should be warned against strain, of course, especially when competing with other children, and all children should realize the value of proper food, eating habits, rest and sleep, and personal hygiene. Conscientious parents are often puzzled by the accounts their children give of school activities, and are inclined to think that too much time is spent in playing at school nowadays. However most schools are forward looking and, through their methods, are trying to develop initiative, self-reliance, and independence. With the willing cooperation of the parents, the schools are endeavouring to help the preadolescent as he approaches one of the more difficult phases of his life to be happy at school, at home, and at play.

REACH FOR A PICTURE

How are you as an enterprising teacher? Are you always on the lookout for additions to your own file of illustrative materials? Is every magazine a storehouse for you? Sunday newspaper rotogravure sections may prove a veritable gold mine. Advertising brochures, pamphlets, calendars, posters — you'll discover a fine supply of attractive, timely, and authentic picture material on every hand, if you are picture-minded.

What do you do with pictures that you collect in this exciting way? You know that unmounted pictures scattered here and there, in this drawer and that, spell inevitable chaos and confusion. They are never in the right order. That means you rarely can find the right one at the right moment.

So you, the smart teacher, become an organizer. You carefully cut out pictures of a similar nature. You fasten an index tab on each card for quick identification and to help identify certain groups or sequences. You paste informational matter on the back of the card.

You will store your pictures in a methodical manner in a conspicuous, well-lighted, easy-to-get-at place. You will urge your pupils to make constant use of them. You will not mind the pictures becoming dog-eared, wrinkled, and faded. They are meant to be used!

No preparation, no planning and no strategy can guarantee success; one can only deserve it. But if one has fun trying, and finds his happiness along the road, then it does not matter if the journey ever ends.

We can go further, Thomas J. Watson, who created the International Business Machines Corporation, put it this way: "The minute we say to ourselves that we have succeeded, we have confessed failure. A man who is doing his best each day is truly alive, but a man who did his best yesterday is starting to die."

Royal Bank Monthly Letter.

BUILDING A HOUSE AT THE COMO LAKE JUNIOR-SENIOR HIGH SCHOOL

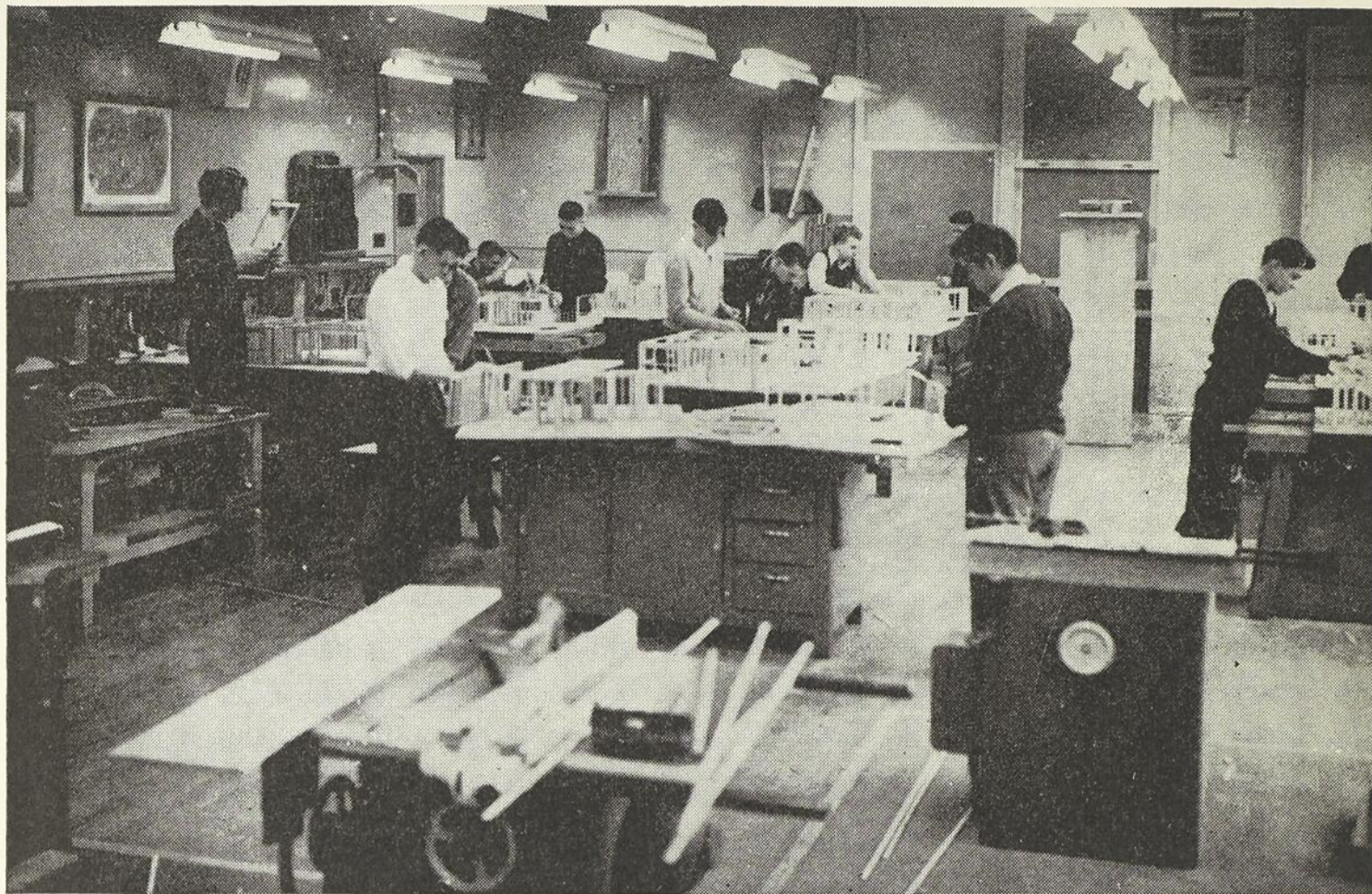
J. A. B. McLeish, M.A., Ph.D., School of Education
University of British Columbia

So much fine work is being done by Canadian boys in the Industrial Arts departments of high schools across the country, that one is no longer surprised to find first-class projects of a wide variety of types. However, I was particularly impressed by the work undertaken at the Como Lake Junior-Senior High School in British Columbia when I had occasion to visit that institution last Fall. Here I discovered the Grade XI and XII boys hard at work constructing a complete house on the school grounds close to the Vocational Studies department. The house was the fourth of its kind to be completed each school year by these sections of the Vocational Studies students, three previous ones having been constructed and sold. The house is, of course, quite small, and can be removed from the school grounds to the property of the purchaser; but it is a completely self-contained cottage, suitable for a couple or a couple and child, and constructed in every detail — including plumbing, electrical wiring, chimney building, and the like — by the Vocational Studies boys, and furnished throughout as a project of the girls in the Home Economics Department of the school.

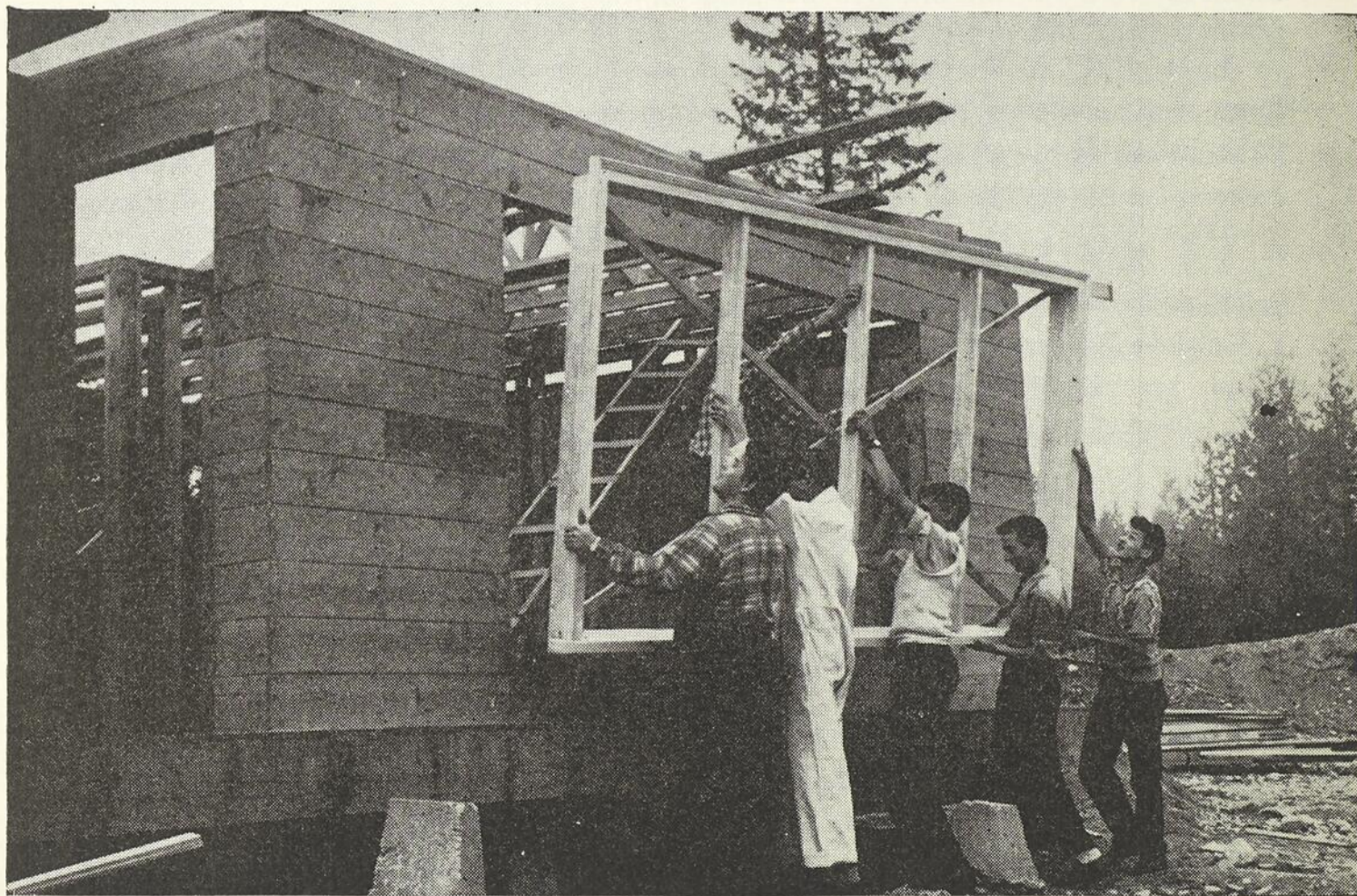
The experience of having built three previous houses served to good purpose in constructing "The Vocational House", as this year's project was named. So keen were the senior boys working on the construction that all necessary planning and blueprinting had been completed only six days after the opening of the term. The first few weeks following this were devoted to prefabricating large sections of the framework for the building. Wall frames and roof frames were assembled inside, with a consequent saving in over-all labour. There was also a great deal of what is called *subtrade work* to be done — plumbing, electrical wiring, and the construction of the chimney — and here the Grade XI boys in Vocational Studies were given a share in the house-building project. By the Christmas holidays, working in the long spell of dry weather last autumn, the Grade XII boys had completed the exterior finish of the house, and their junior partners in Grade XI had carried through all the rough plumbing, electrical wiring, and the construction of the chimney.

I was curious as to the role of the chimney in the process of ultimately moving the house to the future owner's lot. The instructor, Mr. Victor Rickard, pointed out that the chimney was suspended in the joists in an unusual manner so that, when the building was to be picked up for moving, the fireplace and chimney would be carried as an integral part of the cottage.

Interesting though "The Vocational House" was as seen from the outside, the interior proved even more intriguing. When I visited the completed project in the Spring, I found that the Grade XI boys had constructed an attractive chipped stone facing for the fireplace and had laid a slate hearth. The bedroom, painted in attractive pastel shades, was equipped with a large double cupboard finished with gyproc walls, and the adjoining bathroom had bath and shower, and an imitation tiled wall, all installed in the course of the plumbing subtrade



Grade XI boys learn building construction in miniature.



Team of Grade XI boys proudly hoist finished window frame into position. It fitted.

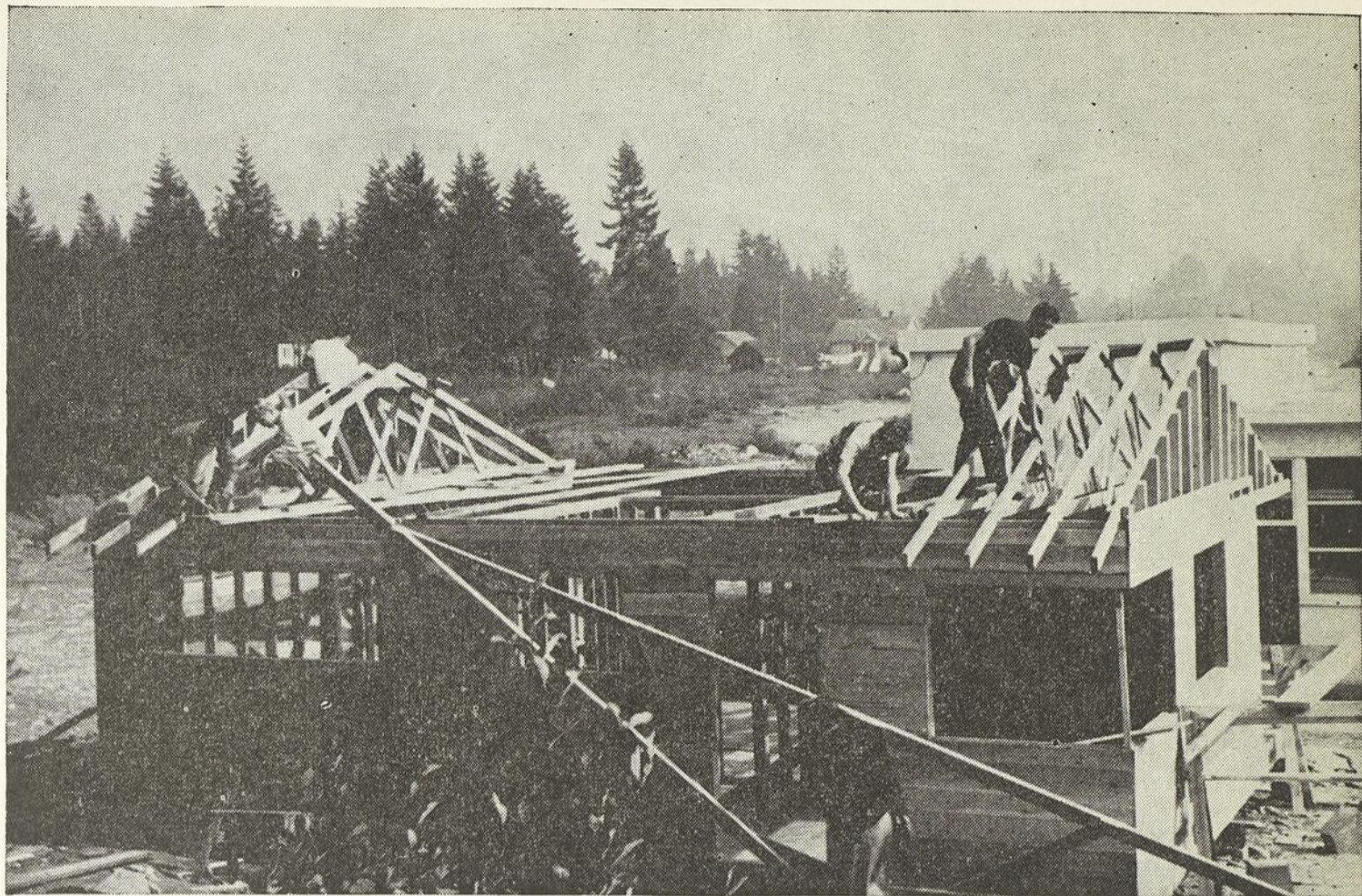
work. The kitchen was functionally designed, with provision for ample cupboard space. One feature of the kitchen was a "dINETTE nook" separated from the rest of the kitchen by decorative partitions and well-lighted by a corner window. The living-room was designed with vertical mahogany panelling on three walls, the attractive fireplace being on the fourth. The room was also provided with a broad outlook through the installation of a generous picture window. Once again, the whole cottage as completed by the boys in Grades XI and XII in Vocational Studies served as a major project for senior girls in Home Economics. It reflected their training in wise buying and good taste in decoration and furnishings.

The Larger Implications of the Project. Here, if ever there was one, would seem to be a "practical" experiment in education. Furthermore, it grew directly out of the opportunities of the environment, and had the active backing of responsible leaders in the community. For example, four years ago a survey was undertaken by the Como Lake school which revealed that thirty per cent of the students of the school were from homes directly supported by the local sawmills. In the immediate area were several large sawmills, shingle mills, and plywood mills, as well as machine shops catering to this industry. The community support for the project has come through a continuing Vocational Committee consisting of mill owners, management, foremen from the lumbering industry, representatives of local unions, the school board, the Provincial Department of Education, and the Como Lake teachers — and the support has been strong throughout.

Yet the most interesting feature of the whole project is that the school itself does not look upon the chief value as being in so-called "practical skills". Needless to say, the value in developing to the full the mechanical aptitudes of the boys in the course is very great, but it is not simply the feature of practical mastery which the school emphasizes. What the school has asked of this considerable undertaking is such a question as this: "Does the Vocational House project, and indeed the whole Vocational Programme throughout, make a further significant contribution to the student as a person and as a future citizen?"

The course in which these boys are enrolled is properly called Vocational: that is, they spend somewhat over fifty per cent of their formal curricular time in Vocational Studies, with the remaining hours divided among the required constants of English, Social Studies, Effective Living, and Physical Education. Furthermore, the school can directly measure much of the boy's gains in "practical" knowledge and skills, as the shop gives him opportunity for growth in these. The larger implications are vital, and they include the following which the Como Lake instructors always keep in mind:

1. *Helping the adolescent to improve his work habits.* Too many youngsters nowadays have not learned to distinguish between a job thoroughly and even painstakingly done, and a job half-done or done sloppily. The instructors point out that the "Vocational House" project is most demanding in its work disciplines. Boys cannot be indifferent or slovenly in their work. Each work group builds upon another's work, and it is imperative that measurements and executed craftsmanship be exact and correct in all details. The school contends



Pupils learn modern methods of roof construction.



Boys learn all finishing operations to trim a roof properly.

that learning the lesson of precise and painstaking craftsmanship in a situation which calls upon them to "stand and deliver" is good for the future adult personality and good for the adult citizen.

2. *Helping the adolescent to discover and to use his own talents.* The type of boy enrolled in the Vocational Course is of average intelligence but also possessing a high aptitude for mechanical skills. In such a project as this, the boy's skills are developed and he is given the feeling of accomplishment through use of his own special talents which contributes notably to the integration of the whole person. Some one has defined as the ultimate personal tragedy one's failure to discover and to use his special gifts.

3. *Helping the adolescent to develop his own initiative.* In the "Vocational House" project there are numerous instances where a boy must learn to make a decision and be prepared to see it tested by others in actual practice. He learns both judgment and self-reliance, not simply to accept passively something constructed by others and decided by others. The instructor says, "The gain in initiative among these boys has been most noticeable."

4. *Helping the adolescent to work well with others.* The building of the house is only possible because of successful team work. This lesson becomes part and parcel of the whole enterprise as a boy learns that he must depend not only upon his own work group, but also that each work-group depends upon the others for craftsmanship. An interesting feature of this whole contribution of the individual boy to the group and of the groups to one another is that there is no personal gain in the whole project, other of course than the ultimate school credits toward which it contributes.

5. *Helping the adolescent to evaluate work and realize limitations.* Standards and touchstones are part of the essential equipment of the true man and the good citizen. It is a bad thing to do slipshod work, and a hurtful thing to have one's work always overlooked or destructively criticized. It is not less harmful, however, to assume that everything one does is of equal merit — in the process of indiscriminate praise, proper standards and tastes are often jettisoned. In the Como Lake project, each boy has to tackle a wide variety of jobs in rotation. He learns in doing so that he has real abilities, but also that he has limitations — that there are kinds of work which others do better. He learns, too, how to accept the criticism of others, how to improve his work, and how to make the most of his capacities, where these are only moderate. He is therefore less likely to become the kind of man who over-rates and under-works himself, and who lacks critical judgment in estimating the value of his own performances. He will be more inclined to praise the proper abilities and achievements of others, and to live more contentedly with them and with his own creative powers.

PROTECT BEADED SCREENS

Although beaded screens offer approximately four times the image brilliance of white opaque screens, they are most susceptible to soil and damage. Since their surface can neither be cleaned nor repaired, insects should be brushed off and the screens closed at all times when not in use.

REPORT OF THE ASSISTANT SUPERVISOR OF FRENCH

**E. W. Caron, B.A., Assistant Supervisor of French,
Department of Education**

The duties of a Supervisor of French are many and varied. His principal tasks are to see that maximum use is made of the material available for the teaching of French, that the best use is being made of the time allotted to the subject and that the teacher's potential is being given full scope.

In the last ten years the French Course in our schools has undergone many changes. Instead of employing roundabout translation methods to get our pupils to speak French, we use the direct approach. The language itself is taught directly — French through French. The great majority of teachers trained in this Province are quite capable of using this method successfully in the Elementary schools. In preparation for the high school grades, our specialists undergo a very thorough and exacting course in Oral French at the French Summer School at Macdonald College as a part of their training. Those who graduate from the course as French Specialists are well qualified to teach the subject by the direct method in any grade.

At times, however, what seems to be the line of least resistance is taken by some teachers, and in such cases it is the duty of the Supervisor to point out that the teacher is not only capable of using French in teaching but also that the results obtained by this method are much more satisfactory, both in comprehension and fluency.

I believe that persons responsible for supervision have changed their relationship towards teachers. Gone are the days when the supervisor entered a classroom, drew himself up to his full height, looked piercingly at the pupils and the teacher, thoroughly frightening both, sat down at the back of the room, pulled out his little black book and said to the teacher "Commencez, Mademoiselle". I was amused to read recently in *L'Education Nationale*, a periodical published in France, the account of just such an incident. This is far from what happens in a classroom today in the Province of Quebec.

First, last, and always the Supervisor of French is a teacher. The moment that I get too far removed from the ordinary, everyday problems which occur in classroom teaching, that moment I shall be of no further use as a supervisor. I find that, far from sitting down and taking it easy during a teaching day, I am teaching more and am under greater pressure than when I was a classroom teacher.

My day begins about 8:30 A.M. when I sit down with the teacher and have a chat concerning French in the school. At this time we may discuss the various methods that might be used to bring some point home forcibly to the pupils, or the teacher may state that she is having difficulty getting results in some phase of the work. It may then be decided that I shall teach such and such lessons and attempt to demonstrate certain methods which I have found successful, or methods which have been employed successfully elsewhere. Where I am seeing a teacher who teaches French in a single grade only, I may ask her to teach during only half the lesson. In the remainder of the period I take the class and test the pupils in the various skills. After the pupils leave there is an opportunity to sit down with the teacher again and discuss particular problems.

In the Spring months it is my responsibility to conduct the Oral French examinations in Grades X and XI of such schools as I have visited in a supervisory capacity. In order that all the pupils in these grades may be examined individually it has been necessary sometimes to begin the oral examinations as early as March 21st. This means that certain schools are required to present their candidates for the June oral examinations at a very early date.

In the fall of the year, the French Supervisor is requested by various regional inspectors to address the teachers of their districts on some aspect of the teaching of French. This has come to be a yearly event, and one which I consider highly advantageous, both from the teachers' viewpoint and that of the Supervisor. The Supervisor has the opportunity to meet many teachers early in the session and to discuss and resolve many of their problems before they become serious. It is also the best opportunity the supervisor has of conducting in-service training with groups of teachers. These regional conferences have invariably proved helpful to both teachers and supervisors and should be continued.

The Supervisors of French are generally called upon to assist with the arrangements for both the elementary and high school programmes at the annual Convention of the Provincial Association of Protestant Teachers. On a number of occasions the Supervisors have given demonstration lessons at Convention.

By no means the least important of the Supervisors' duties is that he must be constantly on the alert to improve both the method and content of the French Course. I have heard it said by many principals that French is being well looked after by the Department of Education. As the recipients of the large amount of mimeographed and printed material which has been sent to the schools, the principals are well aware of all that has been done to provide the schools with teaching aids in this subject. The Supervisors try to keep in touch with the latest developments in methods, to devise additional aids for teaching and to discover ways of improving the course. At the Easter recess, for example, the Supervisors attended the Yale-Barnard Conference on the teaching of French in New Haven, Connecticut.

The Supervisors are always on the lookout for future French Specialists, and students in high schools who show promise are encouraged to make the teaching of French their vocation. That the Assistant Supervisor of French comes in contact with many teachers and pupils is well seen from the fact that during 1950-1951 I visited 104 schools and travelled 10,180 miles on Departmental business.

What success is being attained in the Province in the teaching of French? I am pleased to state that I have found the teachers of French in this Province an extremely conscientious group, devoted to the problem of training our pupils to speak the second language. The teachers encourage the use of this tongue on every possible occasion, and are doing all in their power to cement *La Bonne Entente* which exists between the two races in Quebec. One should not overlook the immense amount of goodwill that was created in every town of the Province where special ceremonies were held to commemorate *Le Jour de Français*, inspired by Dr. Percival, who has always accorded the Supervisors all possible support and encouragement. In Drummondville, for example, *Le Jour de Français* got such a splendid reception, both from the press and the

people of that city, that is has become an annual affair. In other towns it has encouraged teachers to organize wholly French concerts, an outstanding example of which was one held recently at Waterloo High School.

Although there is always room for improvement in the teaching of this subject we should be justly proud of the fact that the great majority of our pupils in Grades X, XI, and XII are capable of carrying on an intelligent conversation in French with their examiners. Should they have the opportunity or desire to continue speaking French on leaving high school, they have a very solid foundation on which to build a superstructure which will remain with them forever. If, however, upon leaving school they cease to practise what they have learned, the solid skills so carefully acquired will eventually rust and rot away. It is this atrophy that is responsible for much of the criticism that teachers of French receive from business men and the public in general. If the pupils *will not* speak, they will lose their French. How many adults could sit down and pass an examination in Geometry to-day? I know definitely that I could not. Unless skills acquired are used they slip away. The fact that our pupils are able to enter French courses at the university level, listen to lectures given in that tongue, take notes in the language and write essays in French is further evidence that we are well advanced in our results in the teaching of French as compared with other centres. We are obtaining satisfactory academic results even though in this Province we endeavour to teach French to all pupils and not just to a few who have special aptitude for languages. We do not allow pupils to *select* French nor do we limit instruction to pupils having I.Q.'s of between 115 and 125, as is often done elsewhere. In the Protestant schools of Quebec all pupils study French from Grade III to Grade XII.

Since we are committed to the practice of mass education in a second language, and are not offering French only to the gifted pupil, a problem exists in our schools. That is the problem of how to retain the interest of the gifted pupils and satisfy their thirst for more knowledge while serving the needs of the many. That repetition is essential for learning is a fundamental principle of education. We have recognized this principle in the French texts which we use to-day, but it is just this repetition that is apt to prove boring to the above-average pupils, for the amount of repetition necessary for the average is far greater than is needed by the bright pupil. Many of our teachers have recognized this, and employ many means to enable the best pupils to exercise their powers to the fullest extent. More thought should be given to this problem, however, and plans should be developed for taking up the slack that still exists for the better pupils. The problem has been alleviated to some extent in particular schools by the segregation of above-average pupils into special classes.

The ability of pupils to converse in French depends on many factors such as the district where the school is located, the attitude of teacher and parents to the language, the size of the class, and the opportunity to practise the language in everyday situations outside of school. But the most important factor, in my opinion, is the teacher. More important than curricular or methods, the good teacher is the key to the success of language teaching. A poor teacher will impart little to his pupils in spite of the best possible programme, while the superior teacher even under the most adverse circumstances can succeed in

creating an interest in French and in training his pupils to use it. This is borne out by the fact that in certain districts of the Province where the pupils hear French only in school, the average pupil, on reaching Grade XI is able to carry on a normal conversation, though not a technical one, with any French Canadian who enunciates clearly and talks at a normal speed.

How valuable is the study of French to our children? It is not merely valuable; it is essential for the better understanding of our two races. The study of a language becomes valuable when it is learned sufficiently well to become usable, yet, to learn it well, a considerable amount of time must be devoted to it. I strongly deplore the fact that in certain schools the time allowed for French has been reduced, and, in some cases, French is not taught each day. It is a mere waste of time and money to spend 15 or 20 minutes on French two or three days a week. If we are convinced that our pupils should have more than just a passing knowledge of the language, we must devote the full time recommended to the teaching of French.

TAPE RECORDERS

In providing a convenient and inexpensive means of preserving potentially useful instructional content, the magnetic tape recorder is serving to expand the quantity and variety of teaching materials available at the local-school level. Already widely used for recording samples of pupil performance for purposes of self-criticism and analysis, it is ushering in new instructional techniques and practices that show great promise for the improvement of teaching. Its use in the field of Dramatics is now well established, and it is encouraging the use of radio-dramatization techniques at all academic levels from the primary grades through the senior college.

In short, it is doubtful that any other item of communications equipment has ever fired the imagination or challenged the ingenuity of teachers to the extent that the tape recorder has, or has achieved general acceptance as a bona fide instructional tool in so short a time.

Barely a half-dozen years old, the portable tape recorder has already become a familiar item of classroom equipment in most parts of the United States. Exact figures as to the number of machines in use in the schools today are not available, but estimates by equipment manufacturers and by recording-tape manufacturers place the total at upward of a quarter-million recorders, counting both those owned by schools and those owned by individual teachers.

R. R. Lowdermilk,
in *School Life*

LUCK means the hardships and privations
which you have not hesitated to endure;
the long nights you have devoted to work.

LUCK means the appointments you have
never failed to keep;
the trains you have never failed
to catch.

Max O'Rell.

BOOK REVIEWS

The Canada Year Book, 1952-53, is the official annual compendium of information on the economic and social development of the nation. Differing from its predecessors which related the information for one year only, this volume, delayed for six months, contains much material gathered from the 1951 census and records much other information as late as 1951. Though a great deal is naturally carried forward from year to year much has been entirely re-written. Scarcely any major interest in Canada is overlooked, for the volume contains information and statistics on physiographical conditions, constitution and government, population, immigration and citizenship, vital statistics, public health, crime and delinquency, education and research, natural resources, manufactures, labour, transportation and communication, trade, public finance, currency and banking, insurance, and defence. Some facts are striking, e.g., though persons aged sixteen to twenty-four form but twenty-one per cent of the population they form 40.6 per cent of the criminals. The income of universities increased from \$9,089,000 in 1921 to \$40,059,000 in 1950. Published by the Queen's Printer, Ottawa, 1266 pages, \$3.00 (\$1.50 to teachers.)

Long Live the Queen, by Charles Clay, is a biographical story of George VI. As such, it naturally recounts the story of the childhood and growth to maturity of Elizabeth II and her sister Princess Margaret Rose. For the biography, the author borrowed many official British publications, newspaper clippings over a period of fifty years, and many souvenirs. The author is quite dramatic as he starts with the day on which James McDonald, the King's valet, found the dead body of the King. A chapter on the monarchs of England follows, then the days of Victoria when "Bertie" was born. And so on to Elizabeth! Of particular interest to Canadians, of course, is "Conquest of Canada" where the highlights of the tour of the first reigning monarch to visit our shores is told in lively fashion. In every chapter the author has succeeded in painting vividly the pattern in his mind. The sixty-six photographs are choice and well reproduced. Published by the J. C. Winston Company, 372 pages, \$3.75.

Rehabilitation, by Walter S. Woods, is a history of the development and carrying out of a plan for the re-establishment of a million young veterans of World War II. From 1946 to 1950 veterans' rehabilitation took more of the Canadian taxpayers' dollar than any other service. The result was that the veterans of World War II were much better provided for than those of World War I. Such benefits granted were clothing allowance and rehabilitation grant, gratuities, re-establishment credits, medals, honours and awards, training for rehabilitation, unemployment benefits, land settlement, loans, preference in employment and the War Veterans' Allowance Act. The photographs show some of the 50,000 Veterans who took advantage of University benefits, the ways in which the wounded were restored to civil life, etc. Altogether, this is an admirable record of the manner in which the veterans were treated by a grateful country and will be a most useful compendium for succeeding generations. Published by the Queen's Printer, Ottawa, 518 pages, \$3.50.

Courage to Command, by Zillah K. Macdonald, is the story of the capture of Louisburg, the fort thought to be impregnable. The peace was an honorable one with the Bostonians marching proudly into the fortress and the French with their colours flying and able to go back to France if they wished. Published by J. C. Winston in the Adventure Book Series, 177 pages, \$1.95.

Famous Canadian Stories, by George E. Tait, is a useful supplement to any textbook on the history of Canada for senior elementary or Junior High School pupils. It is a revision of a popular book edited by Donald French. The main outlines are: In Search of the North West Passage, Stories of New France and of the other provinces, the Rebellion of 1837 and its aftermath leading to Confederation. Stories of the Canadian missionaries Grenfell, Lacombe, Evans and Bompas and of the famous Canadians Macdonald, Strathcona, Laurier, Bell, Osler and Banting should teach the part that valiant men have played in the development of this land. Canada's expanding present and future is also related. The book is well written and fills a very great need by showing that the history of Canada is much more vivid, exciting and adventurous than many people think. Published by McClelland and Stewart, 312 pages, \$2.25.

Changing Canada, Book 2, by Mary Quayle Innis, tells in pictures and by story the history of Canada from the first settlement in Newfoundland to life in Upper Canada in 1812. The administration of the first "Admiral" each Spring in Newfoundland, the settlement of Acadia, the capture of Louisburg, the first farmer, the trading companies, the first settlement in Montreal, the life of the habitants, the United Empire Loyalists, the settlements in Halifax, in Nova Scotia and in New Brunswick, the settlements in Kingston and Niagara and the tools used in early days in Canada are briefly described. This is a good book for the junior grades, the aim being to depict the events in a style that is both informative and attractive. Published by Clarke, Irwin and Company, 32 pages, \$0.75, paper cover.

The Paragon Dictionary, by John Hargrave, is intended for High School pupils. The well known words are omitted, the book containing 4,000 words that will enrich the pupils' spoken and written English. Another feature is that illustrations of the use of the

word are given in most cases. This is particularly so with words that have more than one meaning. Each word is isolated and printed in heavy type and is in such form that spelling is helped. Polysyllabic words are all printed to help pronunciation. A great effort has been made to produce a dictionary that school pupils will use and benefit by. Published by Philip and Tacey Limited, London, England, 215 pages, 3s. 6 d. limp cloth.

Everyday English and French, by E. L. Bernard, consists of common words and expressions. Replacing the second part of "Classified English—French Vocabulary" it embraces the old vocabulary and, in addition, includes words on the human body and lists of clothing. The various sections contain the words used in family life, home and social life, the human body, women's clothes and accessories, men's and boys' wear, the teaching staff and student body, as well as other terms used in school, the city and city life. Anyone interested in the development of their bilingual vocabulary can doubtless profit by this little book. Published by the author, 128 pages, paper cover, 50 cents.

Simple Heraldry, by Iain Moncrieffe and Don Pottinger, explains heraldry with vivid colour on every page. Having its origin in the Middle Ages, Heraldry continues its appeal to the present day. The book contains six chapters and deals with the coats of arms of the individual, the family communities and the crown. It contains information on how to obtain personal heraldic devices. The coats of arms of eldest sons, younger sons, wives and daughters differ. The "differencing" of arms in England and Scotland is explained. Towns and districts, companies, corporate bodies and officials may secure their own devices. Royal arms and badges are the exclusive property of the Queen. The various coats of arms are depicted in their true colours, and all are authentic. The book will whet the appetite and deepen the interest of anyone who has a taste for heraldry. Published by Thomas Nelson & Sons, 64 pages, \$2.50.

Learning and Teaching in the Infants' School, by E. G. Hume, is a demonstration of the practical application of psychology to the child under eight years of age. Beginning with children of the nursery age the book continues with activities for children of five and six, following on to the later years. The subjects of the course of study are dealt with, particularly drawing, painting, handwork, story telling, writing and number work. Beginning with the child's play attitude the teacher directs his development towards the value of work. The book is perhaps more useful to the experienced teacher than to the novice. Many of the devices will be found to be of great service. The illustrations are apt. Published by Longmans Green and Company, 271 pages, \$1.90.

Lesser World, by Nesta Pain, is the story of spiders, beetles, wasps, bees and other insects. From the first page to the last the book is filled with information that is frequently startling. "The prey consumed by spiders of England and Wales weighs more than all the human inhabitants of these countries put together". "One single acre of grassland may hold two million spiders". "Out of ten thousand eggs laid, perhaps two beetles will grow to maturity". The few illustrations are well drawn. Published by Longmans Green and Company, 244 pages, \$2.25.

Trees Tell Their Story, by Dorothy Sterling, relates the life history of trees from the giant sequoias to dwarfed pines and fan shaped ginkgoes, from flowering magnolia and dogwood to fruit and nut trees. Root, trunk, leaf, shape, bark and their responses to the seasons are all detailed clearly, each explanation being followed by an illustration. Some of these explanations are interesting as, for example, "Leaf styles never change. The Maple leaf in May has the same shape in September". Nevertheless there are exceptions. A Sassafras tree often has oval, mitten shape and three fingered leaves. Some junipers have two kinds of leaves, sharp pointed needles and short flat needles. Much will be learned from this book by any inquiring mind. Published by Doubleday and Company, 119 pages, \$2.75.

Wind, Storm and Rain, by Danning Miller, brings to the scientifically interested but amateur mind a glimpse of the way in which the great sea of air at the bottom of which we live and move affects our everyday lives. Particularly stimulating is the manner in which the reader is led to recognize the different types of cloud formation and to think of them not merely as static, often beautiful though sometimes fearsome sky masses, but also as manifestations of an ever restless and turbulent atmosphere. The author shows the great strides made by the science of meteorology during and since World War II. It is impossible for any fairly well informed reader to lay aside this book without gaining a much clearer understanding of weather and climatic conditions about which we all talk so much and generally know so little. Published by Longmans Green and Company, 196 pages, \$4.50.

Riches from the Earth, by C. L. Fenton and M. A. Fenton, describes the mineral riches of the earth—aluminum, asbestos, copper, gypsum, graphite, gems, and all the rest of them. It traces their origins and describes their most important uses, explains why some are common and cheap, while others are scarce and dear. The illustrations are profuse and clear and will be of great use to teachers of geology in explaining about minerals to boys and girls. Published by the John Day Company, (Longmans Green, Agents), 159 pages, \$3.25.

Tam Morgan, by Ruth L. Holberg, is a story of life in Salem, Massachusetts, during the heyday of the shipbuilders. As Tam, a girl of nine, wished she had been a boy, she did

many of the things a boy would do, except that she had to keep house for her father. When she had to go to school, Tam missed her visits to the wharves and the shipyard. This book, written for girls, is a good change from those generally written for boys. Published by Doubleday, 224 pages, \$3.00.

Continent For Sale, by Arthur Groom, is the story of the Louisiana purchase. Preceded by international intrigue, where spies and counterspies fought a secret war, the sensational purchase for fifteen million dollars involved Napoleon, Munroe, Jefferson, Tallend and other leading figures of history. Published by J. C. Winston Company, 181 pages, \$1.95.

First Fish, by C. B. Colby, has the answer to every question that a young boy is likely to ask about fishing. It tells about the different kinds of fish, where and when they are likely to be caught, and how to catch them. It explains rods, reels, lines and sinkers, trolling and night and still fishing. Everything is so very well illustrated that the book almost talks. Published by Coward-McCann (Longmans, Green), 48 pages, \$2.50.

Roaring River, by Bill Brown, describes experiences, in India while an air force sergeant. Much of the country along the Bramaputra River though unexplored and unmapped abounds in tigers, leopards, water buffalo, rhinos and pythons. The story is fiction but the facts are those of Nature. Published by Coward-McCann, 250 pages, \$3.25.

The Flicker's Feather, by M. P. Allen, is the story of Rogers' Rangers in the war between the English and French prior to 1759. The scene is laid around Lake Champlain. Young boys will be interested in the escapades of Duff Johnson, Captain John Stark, "Comical" Smith and other characters. Published by Longmans, Green, 220 pages, \$3.25.

The Story of Bobby Shantz, written by Ralph Bernstein from the stories told to him by Shantz, is the biography of the pitcher of the Philadelphia Athletics who was voted the most valuable player in the American League in 1952. It is being bought by the thousand by boys in the United States who idolize this young man of twenty seven years whose stature is only 5'6" and who weighs but 140 lbs. The story begins with his birth and recounts all the big games in which Shantz played and, often, the reason for his playing in them. Naturally he was teased greatly on account of his small stature. Some of his remarks are interesting: "Ever since I can remember, I made believers by doing, not talking". "When I throw, I throw with my entire body". It is a good tale of a boy who overcame his handicap of size. Published by Lippincott, 190 pages, \$3.00.

Fun for Young Collectors, by Joseph Leeming, is a book concerning thirty two collections of things that children like as hobbies. Among these are animal miniatures, badges, stamps, beads, buttons, coins, dolls, keys, match folders, menu cards, shells, spoons and postcards. Some of the hobbies are classified and, in other cases, information is given as to where such items can be obtained. Much information is included concerning some of the items. For example, under "menus" the statement is made "A ten-course dinner in the 1880's, for example, usually cost about 75 cents. People ate a great deal more heavily then than now". Occasional reference is made to prices to be obtained for the hobbies. Good suggestions are made for displaying them. Published by Lippincott (Longmans, Green, Agents), 88 pages, \$3.50.

The School Train, by Helen Acker, is the authentic story of two boys, aged eleven and nine whose trapper father determined they should obtain an education. Told by the author who saw the school train in operation, the story narrates the coldness and wildness of the North, the hazards and loneliness of life there. While their father was away hunting, the boys heard of the school train and decided to surprise their father with the new abilities they could display on his return. The handicaps they had to overcome of distance, cold and wild animals would discourage most city children. Published by Nelson, Foster and Scott, Toronto, 118 pages, \$2.50.

Son of the Stars, by Raymond F. Jones, is a third book in the Science fiction series. It is the story of a friendship between a young castaway from space and Ron Barron, a budding scientist. Ron was "a backyard scientist" one of those boys who fix up a laboratory with whatever they are able to procure; keeping records of meteorites and other phenomena. From one of these Ron discovered Clonar, an arrival from the Great Nebula of Andromeda whose space ship had struck Earth with his "flying saucer" ship. How easily Clonar learned English and the difficulties he encountered while here are related in stirring fashion. Published by the John C. Winston Company, 210 pages, \$2.50.

The Second Child Life Story Book, edited by Adelaide Field, is intended for bed time. It contains the kind of story children love to hear over and over again: How the helpful rabbit arrived at the Town Hall in time and how he won the vote, how the lighthouse keeper's family knew that Santa Claus had read their Christmas message, how Freddy Frog learned to jump so far, etc. Other stories are about the train that helped, Peter Pumpernickle's hat rack, the Hound that had a headache, Keanie's haircut, etc. Published by the J. C. Winston Company, 150 pages, \$2.95.

Here Comes Mrs. Goose, by Miriam Clark Potter, is an entertaining book for Grades I to V about silly Mrs. Goose and her habits. Her bad memory makes her forget a dinner party, at which she arrives in due course notwithstanding. She swallows a prune stone, digs for buried treasure, goes to the movies, keeps store, buys a wrist watch. Mrs. Goose's

friends the ducks, squirrel, pig and cat talk and act like human beings, and provide lessons in friendliness and kindness. The humor is rich and rare, and the numerous illustrations excellent. Published by Lippincott, 152 pages, \$3.25.

Killers in Africa, by Alexander Lake, is an account of the wild animals of that continent. There are chapters on lions, elephants, baboons, rhinoceroses, crocodiles, buffalo, snakes, antelopes and leopards. Contrary to popular thought, the lion is not a man hunter. Eating only twice a week he can generally find other food. A gorilla will not bother a human being who has not pestered him. "If you stand, unmoving, he'll slow to a stop... But if you wound him or return his threats, he'll crush you to a pulp against his chest". Gorillas are the mildest of creatures, living placid, lazy lives. Persons interested in wild animals will gain factual information from this descriptive book. Published by Doubleday Publishers, 290 pages, \$4.00.

Little Dermot and the Thirsty Stones, by Richard Bennett, is a collection of eight tales from County Cork and County Kerry in Eire. The stories are typically Irish, well written, and contain many Irish expressions. The first, entitled Donaleen and Joanlee, recounts the adventures of a very stupid wife who knows nothing about cooking or economies and cannot even understand the meaning of "Pull the door out after you." In spite of this the tale ends well. The illustrations are descriptive. Published by Coward McCann (Longmans, Green, Agents), 92 pages, \$3.00.

Living Together at Home and at School, by Cutright, Charters and Clark is a revised edition of the 1944 book for Grade I. The vocabulary, which is that of the social studies field, comprises 270 words, of which 69 are common to four widely used primers. The stories are of a boy and his dog, meeting a new friend, life in school and outdoors. Things to do, based upon the reading, are listed at the end of each chapter. The hand-drawn black and white illustrations are full of interest and diversity. Published by the Macmillan Company, 181 pages, \$1.80.

Living Together in Town and Country, by Cutright, Charters and Clark is a continuation of **Living Together at Home and at School**. This book, which is intended for Grade II, contains 263 new words, all of which are scattered throughout the book but are tabulated page by page at the end. The vocabulary was derived from the social studies field. The stories naturally refer to social living and cooperation in community life. The effects of climate and of the seasons on communities, the natural resources of the country, transportation problems and the relationship between farm and country life are shown. Hundreds of very well drawn pictures make the text very clear. Published by the Macmillan Company, 241 pages, \$1.95.

Living Together, Now and Long Ago, by Cutright, Charters and Newell, is a social studies reader for Grade V. Life on the farm and in the city are described as well as the ways of the Indians and pioneer and modern communities. Word puzzles, matching contests, and map drawings help the understanding of the reader. The illustrations are numerous and appropriate. Published by the Macmillan Company, 298 pages, \$2.35.

Buster the Burro, by Gates, Huber and Salisbury, is the first of four Unit Books to accompany the basal second readers of the Macmillan Readers. It uses almost all the basal words of a previous series and introduces eleven others. The story concerns the buying of Buster and the subsequent activities of the family. The illustrations help tell the story well. **Skippy The Monkey** and **On A Tugboat** are the second and third Unit Books. The Skippy contains eleven new words and Tugboat fourteen new words. Both follow the format of **Buster the Burro**. **The Princess With The Dirty Face** is the last of four Unit Books to accompany the basal second readers of the Macmillan Readers. It uses all the words introduced in **New Friends** and **New Places**. Only fourteen new words are inserted in this book. The story is a good one based on witchcraft of the type that children like. All four books are published by the Macmillan Company, 32 pages \$0.45 each, paper cover.

The Lucky Cat, by Frances and Richard Lockridge, relates the adventures of Flutters, and the more than nine lives she lived. Straying through an open door in her apartment she finds life in the big city bewildering. Chased by dogs and teased by boys she experiences many trials and difficulties, but comes out alright. The characters in the story are almost all attractive. Published by Lippincott, 89 pages, \$2.75.

The Make-believe Twins, by Phyllis McGirley, is a collection of eight adventures of twins who make believe that they are steamboats on a stormy ocean, Eskimos, butterflies, merman and mermaid, circus performers and lions. The illustrations are superb, especially those in colour. Any child in Grade II or III would love this book. Published by Lippincott, 48 pages, \$3.00.

Michael's Friends, by Rose Dobbs, are a puppy, kitten and pig which he discovered in New York City. Michael was lonely until he found them, talked to them, fed them and walked with them. Young children enjoy hearing and reading such stories. They will look for a long time at the illustrations, talk about them and enlarge the story. Published by Coward-McCann, 28 pages, \$2.50.

Nuki, by Alma Houston, is the story of an Eskimo boy of eleven years of age on Baffin Island. Bereft of his father, Nuki has to be breadwinner for the family. The tale recounts his seal hunt, overcoming a bear, building an igloo and bringing in a walrus single handed. Published by Lippincott, 151 pages, \$3.25.

LIST OF M.A. THESES IN EDUCATION: 1930 - 1952

The following list of theses in education for the degree of Master of Arts at McGill University has been compiled by Professor John Hughes, Chairman of the Department of Education there:

YEAR	NAME	TITLE OF THESIS
1931	Lang, John George	Educative activities outside the School.
1932	Lees, David	The Training of Teachers, a comparison between Scotland and the Province of Quebec.
1932	McKinnon, Patrick Archibald	Classification in secondary schools.
1932	Woodley, Elsie Caroline	The History of Education in the Province of Quebec, a bibliographical guide.
1932	Benning, Paulette	The Question of Sex-differentiation in Education.
1933	Binmore, Mary Elizabeth	The Development of Appreciation through creative self-expression.
1934	Gill, Dorothy Alexandra	The Drama in Secondary Education.
1934	Holland, Catherine Nisbet	The Relation between Arithmetic in the Elementary School and Mathematics in the Secondary School.
1935	Thompson, Winifred	Preliminary work in Science in the Junior School.
1936	Rexford, Orrin	Teacher training in the Province of Quebec, a historical study.
1938	Astbury, John Simpson	Examinations, with particular reference to their place in secondary schools.
1938	Boulkind, Mabel	Vocational training facilities for women in Montreal.
1938	Henry, Arthur M.	Noegenetic abstraction as an essential principle of learning and intelligence, with particular reference to methods of teaching mathematics, science, language and other subjects, with a view to creating an active method of teaching pupils to think.
1941	Bercuson, Leonard	Education in the bloc settlements of Western Canada.
1941	Gallagher, John C.	A study of French influences on Canadian education with special reference to Quebec.
1941	Sheffield, Edward Fletcher	College for employed adults; a survey of the facilities in Canada for the formal college of education of employed adults and a study of characteristics and achievements of undergraduates in the evening

- division of the Faculty of Arts, Science and Commerce of Sir George Williams College.
- 1942 Bolger, Josephine Augusta A comparative study of the educational traditions of New England and those of French Canada.
- 1942 Price, Frederick William The Use of Radio in the School.
- 1943 Magee, Arch William The work of Baptists in Canadian Education.
- 1944 Kidd, James Robbins A Study of the Influence of Dr. H. M. Tory on educational policy in Canada.
- 1946 Munroe, William Morgan The function of music in education.
- 1946 Welbourne, Arthur James A Study of educational practices on the island of Montreal.
- 1947 Ross, Harold The Jew in the educational system of the province of Quebec.
- 1947 Lynam, Josephine Berteaux Educational institutions in New Brunswick.
- 1948 McLeish, John Alexander Thomas and Matthew Arnold: Their significance for Canadian Education.
- 1948 Macfarlane, Joan Margaret A comparison of the theories of the educative process of Plato, Aristotle, Dewey and Whitehead.
- 1948 Saunders, Thomas The extra-curricular interests and responsibilities of a city principal with reference to the welfare and development of the pupil in the community.
- 1949 Flower, George Edward A Study of the contribution of Dr. E. I. Rexford to education in the Province of Quebec.
- 1950 Zoweig, David Norman Jewish education in Canada.
- 1950 Fraser, A. W. The Displaced Persons in Canada: A problem in re-education.
- 1951 White, O. E. The History of the Practical Education Courses in Canadian Secondary Schools.
- 1952 Tomkins, G. S. Some Aspects of American Influence on Canadian Educational Thought and Practice.

COMMENTS OF A TIRED GRADE XI EXAMINER

The examiner natcherly trys to pass each pupil but if there essays is nearly a lot a camafage and the writing is inelegible and the sentances not done good their is little possibility of furthering ones education in mathmatics or any other perfession such as: veterany surgon, phsycholegest or lab technecian incidently although you may be a rabbit hockey fan you will undoubtably find it difficult to persue a course at collage as its to hard.

NEW FILMS AND FILMSTRIPS

The following films and filmstrips have been added to the Film Library since those listed in the April-June issue of the Educational Record.

Users of the Film Library are reminded that the demand for new films is always very heavy. If disappointments are to be avoided when ordering new films, titles selected from the Catalogue of the Film Library and the Supplement to the Catalogue should be listed on the requisition as alternatives.

NEW FILMS

CHILDREN'S FILMS

- DAVID GOES TO MARKET T-1362 Colour 400'
 (Taking lettuce as an example, the film shows the complex operations of growing and marketing fruit and vegetables).
- THE BEAVER T-1363 E.B.F. Colour 400'

GENERAL SCIENCE

- STORY OF A STORM T-1359 Coronet Colour 400'
 (The film traces and explains typical changes in weather that take place in a locality over a period of a week.)

GEOGRAPHY

- ITALIAN CHILDREN T-1364 E.B.F. 400'

GUIDANCE

- MENTAL HEALTH (Keeping Mentally Fit) T-1361 E.B.F. Colour 600'
 (Intended for high school students, the film shows how such behaviour as excessive worry may lead to unsatisfactory mental health).

INDUSTRIES

- LUMBER FOR HOUSES T-1360 E.B.F. Colour 800'
 (The film describes the making of planks and boards in a large mill on the west coast)

MORAL AND RELIGIOUS INSTRUCTION

- FISHERS OF MEN T-1358 United Kingdom 800'
 (An effective portrayal of the character of Peter and of the life of Galilean fishermen)

NEW FILMSTRIPS

AGRICULTURE

Family Gardening Series

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|------|---------------------------------|------|------------------------------------|
| F-85 | SOIL PREPARATION (Colour) | F-89 | PROBLEMS (Colour) |
| F-86 | PLANTING AND GROWING (Colour) | F-90 | WHAT IS FAMILY GARDENING? (Colour) |
| F-87 | HARVESTING AND USING (Colour) | | |
| F-88 | PRESERVING AND STORING (Colour) | | |

ARTS AND CRAFTS

Classroom Craft Series

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|--------|--------------------------|--------|-------------------------------------|
| ART-7 | RAFFIA WORK (Colour) | ART-12 | PUPPET HEADS AND HANDS (Colour) |
| ART-8 | WIRE SCULPTURE (Colour) | ART-13 | PUPPET BODIES AND COSTUMES (Colour) |
| ART-9 | PAPER SCULPTURE (Colour) | ART-14 | PUPPET STAGE AND SCENERY (Colour) |
| ART-10 | CLAY MODELING (Colour) | | |
| ART-11 | PLASTER CASTING (Colour) | | |

CHILDREN'S FILMSTRIPS

Animals and Seasons Series

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|-------|-----------------------------------|-------|--------------------------------|
| CA-77 | AIR MIGRATION (Colour) | CA-80 | ADJUSTMENT TO SUMMER (Colour) |
| CA-78 | LAND AND WATER MIGRATION (Colour) | CA-81 | SEASONAL BODY CHANGES (Colour) |
| CA-79 | HIBERNATION (Colour) | CA-82 | SEASONAL HABITS (Colour) |

Animal Protection Series

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|-------|------------------------------------|-------|-------------------------------|
| CA-83 | BODY COVERING (Colour) | CA-86 | PROTECTIVE WEAPONS (Colour) |
| CA-84 | PROTECTIVE COLORING (Colour) | CA-87 | PROTECTIVE BEHAVIOUR (Colour) |
| CA-85 | USING PROTECTIVE COLORING (Colour) | | |

Animal Environment Series

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|-------|---|-------|--|
| CA-63 | HOW ANIMALS LIVE IN THE ARCTIC (Colour) | CA-67 | HOW ANIMALS LIVE IN FRESH WATER (Colour) |
| CA-64 | HOW ANIMALS LIVE IN THE AIR (Colour) | CA-68 | HOW ANIMALS LIVE IN THE GRASSLAND (Colour) |
| CA-65 | HOW ANIMALS LIVE IN THE DESERT (Colour) | CA-69 | HOW ANIMALS LIVE IN THE SEA (Colour) |
| CA-66 | HOW ANIMALS LIVE IN THE FOREST (Colour) | CA-70 | HOW ANIMALS LIVE IN SWAMPS (Colour) |

Animal Homes Series

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|-------|------------------|-------|-----------------------------|
| CA-71 | NESTS (Colour) | CA-74 | HOLLOW TREES (Colour) |
| CA-72 | CAVES (Colour) | CA-75 | LODGES (Colour) |
| CA-73 | BURROWS (Colour) | CA-76 | INSECT COMMUNITIES (Colour) |

Alice and Jerry Series

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|-------|-----------------------|-------|--|
| CP-25 | I LIVE IN THE CITY | CP-30 | THE NEW ROUND ABOUT |
| CP-26 | I LIVE IN THE COUNTRY | CP-31 | HOW THEY TRAVELLED IN ENGINE WHISTLES, PART I |
| CP-27 | AWAY WE GO | CP-32 | HOW THEY TRAVELLED IN ENGINE WHISTLES, PART II |
| CP-28 | ANIMALS TO KNOW | | |
| CP-29 | DAY IN AND DAY OUT | | |

ENGLISH LITERATURE

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|------|--------------------------|------|------------------------|
| E-54 | ALEXANDER DUMAS (Colour) | E-56 | LOUIS PASTEUR (Colour) |
| E-55 | CHARLES DICKENS (Colour) | E-57 | MARIE CURIE (Colour) |

GENERAL SCIENCE

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|------|------------------------------|------|--------------------------|
| GS-3 | YOUR CHANGING WORLD (Colour) | GS-5 | WEATHER (See Film T-477) |
| GS-4 | ATMOSPHERE AND CIRCULATION | | |

GEOGRAPHY**Our South American Neighbors Series**

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|-------|----------------------------|-------|---|
| G-543 | ARGENTINA (See Film T-320) | G-546 | PERU (See Film T-321) |
| G-544 | BRAZIL (See Film T-322) | G-547 | COLOMBIA AND VENEZUELA (See Film T-762) |
| G-545 | CHILE | | |

HISTORY

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|------|----------------------|-------|------------------|
| E-37 | THE ODYSSEY (Colour) | M-128 | ALFRED THE GREAT |
| E-58 | HOMER (Colour) | | |

Mediaeval Heritage Series

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|-------|--|-------|------------------------------|
| M-129 | CASTLES (Colour) | M-132 | MONASTERY LIFE (Colour) |
| M-130 | THE WALLED TOWN - CARCASSONNE (Colour) | M-133 | THE BAYEUX TAPESTRY (Colour) |
| M-131 | CATHEDRALS (Colour) | M-134 | HERALDRY (Colour) |
| | | M-135 | FESTIVALS (Colour) |

INDUSTRIES

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|------|------------------|--|--|
| I-11 | THE TEA INDUSTRY | | |
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PHYSICS

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|-------|---|-------|---|
| P-216 | ELEMENTS OF ELECTRICAL CIRCUITS | P-219 | DISTRIBUTING HEAT ENERGY (See Film T-159) |
| P-217 | HOME ELECTRICAL APPLIANCES | P-220 | FUELS AND HEAT (See Film T-158) |
| P-218 | SERIES AND PARALLEL CIRCUITS (See Film T-800) | P-221 | SIMPLE MACHINES (See Film T-1081) |

VOCATIONAL GUIDANCE

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|------|------------------------------|------|------------------------------|
| V-61 | DOING AN ASSIGNMENT (Colour) | V-63 | FINDING INFORMATION (Colour) |
| V-62 | DOING HOMEWORK (Colour) | | |

The power of fear is illustrated by an Eastern legend. A pilgrim met the Plague, and asked: "Where are you going?" The Plague replied: "I am going to Bagdad to kill five thousand people." A few days later the pilgrim met the Plague again, and charged him with killing fifty thousand instead of five thousand. "Oh, no," said the Plague, "I killed only five thousand; the others died of fear."

SUMMARY OF THE MINUTES OF THE ADMINISTRATIVE COMMISSION OF THE PENSION FUND OF OFFICERS OF PRIMARY INSTRUCTION

December 5th, 1952

Pensioners who died during the year 1951-52: Mary Metcalfe, Marie-Anne Biron, Ethel Cliff, Dorothy Harney, Albertine Carrière, Céline Dumas, Louise Elle St-Cyr, Alexandrine Couture, Annie Wadleigh, Alice Gariépy, Alfred Elie Rivard, Edgar Poirier, Emma Louise Norris, Jessie Marion Hall, Octavie Lacroix, Michael Joseph Lavoy, Marie-Anne Vallerand, Florence Toll, Bessie Burton, Marie Veber, Rose Collard, Amanda Ruel, John M. MacKenzie, Flore Bolduc, Marie-Anne Naud, Ella C. Butler, Marie Victoria Picher, Camille Marie Beaudoin, J. N. Robert, Sara Gagné, Mrs. John Parker, Léopoldine Monette, Lilian Margaret Hendrie, Roy D. Fullerton, Cora E. Walker, Amanda Gendreau, Joséphine Temple, Jean-Baptiste Parenteau, Caroline Dionne, William John Messenger, Raoul Laberge, Eugénie Victoria Malo, Rose-Anne Bergeron, Elizabeth Lauzon, Marie Malvina Rochon, Elmira Bachand, Ethel L. Wain, Elizabeth H. Francis, Marie Lafrenière, Marie-Evangéline Cliche, Jeanne-d'Arc Bachand, Meade Charles Hopkins, Joseph Victorien Désaulniers, Donald Gaucher, Emile Sarrazin, Marie-Adèle Dubé, Parmela Nourry, Rose-Anne Fournier, Joseph-Achille Langlois.

Pensions granted to male officers sixty years of age and over: James G. Samson.

Pensions granted to male officers under sixty years of age for reasons of health: Henri Julien, Wilfrid Beaudin, Jules Paquett, Gérard Aubry, Wilfrid Grignon.

Pensions granted to female officers fifty-six years of age and over: Albertine Rodier, Marie-Cécile Tremblay, Marie-Louise Caya, Marie-Régina Poulin, Angéline Cloutier, Angela Saint-Jean, Alice Bilodeau.

Pensions granted to female officers under fifty-six years of age for reasons of health: Marie-Emilia Tousignant, Eva Dutil, Rose-Anna Richard, Marie-Berthe Levert, Mary Agnes Topp, Marie Bouchard, Marie Jeanne Fiset, Aurore Bayard, Jeanne Ida Filion, Marie Cécile Carbonneau, Jeanne Foy, Joséphine Dumas, Bernadette Gauthier, Marie Louise Bouchard, Malvina Dion, Rosianna Lambert, Alice Blanchet, Rose Bernier, Gabrielle Latulippe, Léonie Talbot, Alice Dumas, Emelda Julien, Simonne Laliberté.

The following officers will receive pensions when they reach the age of fifty-six: Mrs. Roy P. Fraser, née Sarah Doris Campbell.

Requests for reimbursement of stoppages were granted to the following: Yvonne Belzile, Fernande Berthiaume, Louise Bock, Rollande Bonneau, Imelda Boucher, Lucienne Boucher, Pierrette Boucher, Thérèse Carrier, Rachelle Caron, Germaine Choquette, Adélaïde Dallaire, Lucie Dupont, Catherine Feeny, Marie-Rose Garneau, Thérèse Gilbert, Marie-Jeanne Guité, Lutgarde Labrecque, Evangéline Lapierre, Léa Lesieur, Marguerite Madore, Amanda Plante, Dorothy Poyner, Goldie Schlosberg, Rose Alba Séguin, Germaine Simard, Rachel St-Aubin, Cécile Allard, Françoise Bernard, Gertrude Berthiaume, Helena Bisson, Thérèse Cloutier, Irène Cochrane, Fabien Demers, Isidore Deschênes, Yvette Desharnais, Marguerite Ferguson, Claire Fichaud, Berthilde Fréchette, Germaine Gauthier, Augustine Jalbert, Eleanor Kilgour, Bernadette Leblanc, Rose Agnès Leblanc, Lucienne Leclerc, Estelle Paquin, Julienne Poulin, Germaine Pouliot, Marie-Blanche Simard, Thérèse Talbot, Thérèse Tessier, Rosa Audet, Herminie Blanchet, Thérèse Drolet, Fernande Dubé, Jean Ruth Inglis, Marie-Reine Laflamme, Thérèse Lamontagne, Armandine Legault, Françoise Martin, Marcel Montambault, William J. Murphy, Guiseppina Pietracoupa, Mariette Bellemare, Louis-Emile Crête, Francis E. Dolloff, Claire Drouin, Florence Fontaine, Marie-Anne-Alberta Girard, Suzanne Girouard, Suzanne Labrie, Adolphe Lachance, Denyse Leroux, Hélène Lessard, Jean Clara Lowry, Roland Marquis, Louise Raoul Massicotte, Georgette Provencher, Rita Provost, Jeanne Quintal, Cécile Girard, Léonard A. Turcotte, Marcel Vincent.

AUDIO-VISUAL AIDS

The good teacher who uses audio-visual materials does not smother curriculum content with a hodge-podge of meaningless gazing at pictures. Rather she uses them to bring to light unsuspected details that will interest pupils and stimulate them to research beyond that necessary to meet lesson requirements.

The true believer in the efficacy of audio-visual materials is not a believer in "audio-visual periods," but in classroom lessons that include utilization of whatever will serve to interest, stimulate, and answer the needs of the group.

MINUTES OF THE MARCH MEETING OF THE PROTESTANT COMMITTEE

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

PRESENT: Mr. John P. Rowat, 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, Dr. S. E. McDowell, Mrs. T. P. Ross, Dr. W. Q. Stobo, Rt. Rev. John Dixon, Dr. G. G. D. Kilpatrick, Hon. G. B. Foster, Mr. W. E. Dunton, Mr. Jack R. Latter, Dr. Sinclair Laird, Mr. W. M. Cottingham, Mrs. A. Stalker, Mr. T. M. Dick, Mrs. Roswell Thomson, Professor D. C. Munroe, Mr. K. H. Oxley and the Secretary.

Apologies for absence were received from Mr. A. K. Cameron, Senator C. B. Howard, Mr. Harry W. Jones, Hon. C. D. French, Dr. J. S. Astbury, Dr. A. R. Jewitt, and the Superintendent of Education.

The minutes of the previous meeting were approved on the motion of Dr. Kilpatrick, seconded by Mrs. Thomson.

The report of the Director of Protestant Education contained the following information:

(1) Amendments to the Education Act, passed by the Government at its recent session are: (a) Section 418 authorizes the Secretary-Treasurer of a school corporation of a city or town to sell properties for non-payment of taxes. (b) Section 525 authorizes persons who have transferred their stoppages from the Teachers' Pension Fund to the Civil Service to re-transfer them to the former when they leave the Civil Service to re-enter the teaching profession. (c) Section 558 increases the number of members of the Administrative Commission of the Pension Fund from six to nine. (d) Section 559 provides that the employees necessary for the proper functioning of the Administrative Commission of the Teachers' Pension Fund shall be appointed by the Lieutenant-Governor-in-Council. (e) Section 561 provides for the appointment of members of the Administrative Commission of the Pension Fund in March 1953. (f) Bill 38 authorizes the Lieutenant-Governor-in-Council to erect into a separate school municipality the territory of any town incorporated under the Act to Organize Mining Towns. (2) The following amendments to the Regulations of the Protestant Committee have been made by Order-in-Council: (a) Regulation 1 is amended to allow schools to open on the Wednesday following Labour Day instead of the day following Labour Day. (b) Regulation 3: The day designated by the Dominion Government as Remembrance Day is no longer a holiday for school children. (c) Regulation 104 (c): Examiners for the High School Leaving examinations and Senior High School Leaving examinations will receive forty-five cents for the correction of each paper after the first fifty, fifty cents still being paid for correcting each of the first fifty papers. (d) Regulation 159 (f): The fee of \$10.00 formerly charged candidates for Quebec diplomas on the basis of their extra-provincial qualifications has been abolished. (3) Four thousand copies of the booklet entitled "Civil Defence in Schools" have been distributed to the Protestant schools. (4) The following is the record of High School buildings erected or altered since 1930, other than those under the Protestant School Board of Greater Montreal:

New High Schools built	22
New High Schools in course of construction	3
High Schools enlarged and old rooms completely remodelled so as to be virtually new	17
High School buildings remodelled only	2
High School renovated only	1
High School buildings for which negotiations are proceeding	3
	—

This accounts for all the "off the Island" Protestant High Schools 48

The following is the record of Intermediate school buildings built or reconstructed since 1930:

New Intermediate schools built	30
Intermediate schools enlarged and old rooms completely remodelled	6
Intermediate school remodelled only	1
Intermediate schools renovated only	5
Intermediate school buildings for which negotiations are in progress	3
	—

Total 45

Special Intermediate school buildings:

New schools built	4
School enlarged	1
Schools renovated only	7
	—

Total 12

New Elementary schools built include those at St. Hubert, Pinehurst and East Greenfield, Rivière Bleue, Mackayville, Montarville, Valois, Thurso, Ste. Rose, Rosemere, St. Constant. A new one is in course of erection at Grand'Mère.

Elementary schools enlarged include those at St. Gabriel East, Sillery (two extensions), Ste. Hilaire, Quebec City, Sherbrooke (Lawrence School), Longueuil (William White), Waterville, Bearepaire, Chateauguay, Greenfield Park, Pinehurst and East Grenfield and Rock Island - Stanstead.

Eight schools have been built in colonization centres during the period named. Eleven of the fourteen elementary schools on the north shore of the St. Lawrence River (Saguenay County) and the "High School" have been erected since 1930. Over one hundred one-room Rural Elementary schools have also been built.

(5) For about twelve years no new building programme was in operation in the Montreal Schools. During the past four years, however, the Protestant School Board of Greater Montreal has had the most extensive building programme in its long history. The most outstanding are the three new superb High Schools named Rosemount, Mount Royal and West Hill. Ten Elementary schools

have been erected during this time, namely, Van Horne, Summerlea, Elm Grove, Parkdale, Merton, Maple Hill, Sarah Maxwell, Dorval Gardens, Dunrae Gardens extension and Riverview extension.

Under construction are the following Elementary schools: Sir Arthur Currie, Algonquin, Logan, Royal Vale, and additions to the St. Laurent High School, Summerlea and Roslyn Avenue Schools.

(6) The following schools have been sold recently by the Protestant School Board of Greater Montreal: Berthelet, Earl Grey, Alexandria, (all in Montreal); and La Salle Road, (Verdun).

(7) The following school buildings have been officially opened since the last meeting of the Protestant Committee on December 5th: Ste. Hilaire Elementary School, Sunnyside Elementary School (Stanstead), Dunrae Gardens extension, Chateaugay extension and Lennoxville High School extension.

(8) Inspector C. H. Aikman spent the month of September visiting the schools of Saguenay County where one three-room, one two-room, and twelve one-room schools are in operation under the direction of seventeen teachers. Whereas twenty years ago a large percentage of the population lacked school instruction, there is little child illiteracy on the Coast now. The schools are scattered along more than three hundred miles of irregular coastline, several being on off-lying islands. Most schools are in session for nine or ten months of the year, some being opened only during the winter months when the families migrate to the mainland. In some places the teachers follow the migration of the parents to the fishing grounds, then come back to their winter quarters.

(9) The pupil enrolment in Protestant schools in 1951-1952 was 76,488, an increase of 12,537 from that of five years ago.

(10) The number of Protestant teachers is now 2,930, having increased in the last ten years from 2,674.

(11) The number of male teachers is increasing, being now 679 or 23.2 per cent of the total. Ten years ago it was 17.7 per cent.

(12) The registration in Grade XII during the current session is as follows:

Lachute	10
Noranda	20
Percival County	6
Quebec	18
Stanstead	6
Montreal High School and High School for Girls	45
Verdun	24
West Hill	38
	—
	167

The number registered is ten fewer than in 1951-1952.

(13) McGill University will accept the new High School Leaving paper in North American Literature as an optional subject for admission to the University, both for the High School Leaving certificate and for university admission. Pupils must still pass, however, in English Literature and English Composition.

(14) Mr. H. G. Young, Inspector of Superior Schools for the past sixteen years, has resigned to accept the position of Principal of the Quebec High School. Miss Joan Skinner, Helping Teacher, has resigned to accept the post of Principal of the new school in Grand'Mère. There are thus five vacancies in the Department of Education.

(15) Correspondence in the Department continues to increase. During 1952, 24,825 first class mail was dispatched, 22,412 parcels of second class matter, 337 telegrams and numerous express parcels.

(16) A new Circular of Information entitled "Are You Interested in Teaching?" has been prepared and distributed for the Central Board of Examiners.

(17) The following school holidays have been declared for 1953: Monday, May 18th, for Victoria Day; and Tuesday, June 2nd, for the Coronation of Her Majesty, Queen Elizabeth II.

The report also contained the following recommendations: That the status of the new school at Hull and the Hemmingford Intermediate School be raised to High School rank and the Poltimore Elementary School to Intermediate rank provided that the conditions of Regulations 40 (c) and 37 respectively are fulfilled, the new conditions to be operative from September next.

The report was received and the recommendations adopted on the motion of Mr. Latter, seconded by Mr. Oxley.

On the motion of Dr. Laird, seconded by Mrs. Stalker, the following persons were appointed as Examiners for 1953:

High School Leaving Examinations: English Composition: Miss Ruth M. Low; English Literature: Mr. J. G. S. Brash; French and Non-Specialist French: Mr. C. T. Teakle; History: Mr. E. C. Woodley; Chemistry: Dr. Samuel Madras; Physics: Prof. Arthur Henry; Biology: Dr. E. O. Callen; Geography: Mr. J. H. Taylor; Elementary Algebra: Mr. J. D. Campbell and Professor E. Rosenthal (Supplemental); Geometry: Mr. C. G. Hewson; Latin: Professor Colin Gordon; North American Literature: Dr. E. Owen; Intermediate Algebra: Professor Hyman Kaufman; Trigonometry: Professor H. Tate; Bookkeeping: Professor D. R. Patton; Household Science: Miss 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, A and C: Mr. Norman Crawford; Art, B: Miss Anne Savage; Instrumental Music: Mr. R. de H. Tupper; Industrial Arts: Mr. R. L. Guild; Agriculture: Professor H. A. Stepler; German (and Greek): McGill University papers.

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

Assistant Examiners: Mr. T. Jones; Mr. George Brown; Miss Ann McPhail; Mr. E. W. Caron; Miss A. E. McMonagle; Mr. G. K. Gregg; Mr. H. E. Wright; Mr. W. J. Sargeant; Mr. E. Storr; Mr. B. C. White; Miss Grace Campbell.

The recommendations for amendments to Regulations 161 and 162 of the Regulations of the Protestant Committee, proposed at the last meeting, were withdrawn on the motion of Dr. Laird, seconded by Mr. Dick.

The following proposals for the amendment of Regulation 130 (f) of the Regulations of the Protestant Committee were made by the Central Board of Examiners: In paragraph 2, line 4, delete, "for two years the following subjects in his university course, or their equivalents approved by the Central Board of Examiners:" together with all the requirements stated for the Arts Division and the Science Division to the end of 130 (f). For the above, substitute "for two full years in English and for at least one complete college year in four of the following: French, Geography, History, Latin, Psychology, Mathematics, Physics, Chemistry, Biology, Geology." A letter was read from Dr. A. R. Jewitt giving reasons for his support of the proposed amendments. As Dr. Jewitt was not present at the meeting, Dr. James proposed and Mr. Murray seconded that the proposal be referred to the Teachers' Training Committee and that Dr. Jewitt be invited to the meeting.

The Enquiry Commission recommended that the Government be requested to create two additional associate members of the Protestant Committee, one of which will be filled by annual election by that Protestant body known as the Quebec Federation of Home and School Associations, and the other by the Provincial Association of Protestant School Boards. The motion for the purpose was proposed by Dr. Kilpatrick and seconded by Mrs. Thomson with the proviso that the resolution should be referred to the Legislative Sub-Committee who should be asked to formulate the motion. Carried.

On behalf of the Legislative Sub-Committee the Honourable G. B. Foster reported: (1) Owing to the different systems of education in the province of Quebec and the differing capacities of School Boards to pay sick-leave benefits, the Sub-Committee records its opinion against an amendment to the Education Act for statutory sick-leave. (2) Nevertheless, as many School Boards are already granting sick-leave benefits to teachers on a generous scale, the Sub-Committee considers that it would be advantageous for the Protestant Committee to suggest to all School Boards concerned that they might provide sick-leave benefits for their teachers. (3) After examining the sick-leave benefits in vogue in several school systems, the Sub-Committee is of the opinion that a sick-leave benefit scheme should be inaugurated by Protestant School Boards with an annual minimum allowance of ten days for the purpose. (4) That the Director of Protestant Education be authorized to communicate the substance of the foregoing resolutions to all Protestant School Boards. Adoption of the report was proposed by Mr. Foster, seconded by Mr. Murray, and carried.

On behalf of the Legislative Sub-Committee the following motion was proposed by Mr. Foster, seconded by Dr. McDowell, and carried: That the Director of Protestant Education be asked to write to all Protestant Central School Boards and their constituent Local Boards advising them that the Legislative Sub-Committee is studying possible amendments to the Act 8 George VI, Chapter 15, and asking them to forward to him any suggestions for amendments that they may have for consideration by the Sub-Committee.

After further discussion concerning the amendments that may be needed to the Act providing for the incorporation of Protestant Central School Boards, it was proposed by the Honourable G. B. Foster, seconded by Dr. James, and

resolved that the Protestant Committee take the necessary steps to seek such legal advice as may be needed.

On the motion of Dr. James, seconded by Mr. Buzzell, it was resolved that the chairman should name a small Sub-Committee of members who have knowledge of the working of Central School Boards to study the Act and provide a liaison with the Sub-Committees on Finance and Legislation and report back to the Committee. The Committee named by the Chair was Mr. Buzzell, Mrs. Ross, Professor Munroe and Dr. McDowell.

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

1. *Hull Township*. As the grant accorded is only \$34,188 on a total cost of \$75,732.99 the request of the Board for an increased grant should be supported.

2. *Shigawake-Port Daniel*. Inquiries should be made with a view to increasing the grant for a new consolidated school building. The grant accorded is \$40,800 on a tender of \$68,000. Architects' fees for the plan rejected have also to be met.

3. *Grand'Mère*. The School Board should be encouraged to proceed with their plans for the erection of a new school. Further inquiries should be made concerning these plans and the Board supported in their request for a grant on a building of which the estimated cost is \$85,000 plus the land.

4. *Nansur*. The School Board should be supported in their request for a substantial grant for the addition to be erected to the intermediate school, the estimated cost of which is \$56,000.

5. *Chandler*. The plans recently submitted should be examined and, after approval, tenders requested by the Board.

6. *Noranda*. The Board should be asked to submit more modest plans for the proposed new elementary school.

7. *Laurentia*. Approval should be sought for the plans for this new consolidated school building.

8. *Sorel*. The Board should be encouraged to submit new plans.

9. *Gaspé*. A grant of at least 80% of the total cost should be sought at once for the building of a new High School.

10. *Aldfield, Thorne and Leslie*. The consolidation of Aldfield, Thorne and Leslie should be encouraged and a new school erected in Ladysmith.

11. *La Pêche, Wakefield North and Masham*. These three School Boards should be encouraged to unite and to enlarge the present Intermediate school in Wakefield Village.

12. *Windsor Mills*. The School Board should be encouraged to sell the old school to the corporation of the town and to build a new one of six classrooms.

13. *Clarendon*. The School Board should be encouraged to make a list of the equipment needed for the new High School in Shawville, have it approved and apply for a grant of 66% per cent. They should also be supported in their request for a grant for a new school bus.

14. *Beebe*. If the Board decides to proceed with plans for building an addition to the intermediate school, they should be encouraged to build.

15. *Arvida*. Explanations should be made to the Government concerning the necessity of extending the Arvida High School.

16. *Perron and Bevcourt*. As the village of Perron is being moved to Bevcourt, the School Board should be encouraged to erect a new school at once.

17. *Coaticook*. The School Board should be encouraged to erect a gymnasium-assembly hall at a moderate cost.

18. *Harrington Harbour, Mutton Bay and St. Paul's River*. The Department of Education should be asked to undertake the repair of these buildings.

19. *St. Augustine*. A two room school and teacherage should be built to replace the present building if suitable arrangements can be made with the Hudson's Bay Company for a satisfactory site.

20. *Richmond*. The School Board should be urged to take appropriate steps to levy suitable taxes and to collect arrears immediately. When this has been done, the Committee should consider recommending further aid towards the construction of the addition to the High School.

21. *Ste. Rose*. The Board's request for a grant for the extra expenses incurred in the construction of the school should be supported.

22. A brief should be prepared and submitted to the Royal Commission on Federal-Provincial Relations concerning the education of children who live in districts where they have difficulty in securing appropriate education.

The report was adopted on the motion of Mr. Buzzell, seconded by Dr. James, with the exception of recommendation No. 22 which was tabled.

The report also contained the following information: 1. *Rougemont*. Plans for a new elementary school have been approved and a grant of \$7,000 accorded on a cost of \$15,000. 2. *Stoneham*. Plans for a new elementary school have been approved and a grant of \$7,018 accorded on a cost of \$9,358. 3. *Grosse Isle*. Plans have been approved for an addition to this elementary school at a cost of \$18,213. The grant has been raised from \$15,000 to \$16,391. 4. *Longueuil Elementary School*. Plans have been approved and a grant of \$26,988 accorded on the tender of \$44,980. 5. *St. Lambert*. Plans have been approved for a new High School building and a grant of \$461,390.40 has been accorded on the lowest tender of \$576,738. 6. *Gatineau Intermediate School*. The final plans for an extension have been approved and the Board is preparing detailed plans and specifications. 7. *Hereford*. The question is being considered as to whether a new school should be built or the present one extensively repaired. 8. *Pointe Claire Elementary School (Cedar Park)*. A grant of \$157,050 has been made for the extension to this school on which the lowest tender is \$261,200. 9. *Pointe Claire and Beaconsfield*. Final approval should be sought of the plans for this new elementary school. 10. *Ste. Thérèse*. New plans which are being drawn will be submitted to the Department shortly. 11. *Cowansville*. The Cowansville Board has been asked to consult Boards in the vicinity to inquire as to the amount of support they will receive if they provide further school facilities. 12. *Ste. Adèle*. Enquiries are being made as to the possible erection of a new three room school. 13. *St. Johns*. If the Department of National Defence enters into an agreement with the School Board, the erection of a new school may be necessary. 14. *Sutton*. The Board has asked an architect to draw plans for a new building. 15. *Hudson*. Preliminary plans for a two-room extension were approved on February 26th, 1953. 16. *McMasterville*.

Preliminary plans are being drawn for a second extension to the Intermediate school. 17. *Valleyfield*. An additional grant of \$10,000 has been accorded by the Government towards the cost of the recent addition to the Gault Institute. 18. *Ste. Foye*. The School Trustees are considering the possibility of erecting a school or of entering into an agreement with the Quebec City Board for the education of their pupils. 19. *Lac Tiblemont*. A one room school appears to be needed for the new Protestant settlement there. As subsequent correspondence had been received from St. Lambert, item 5 was referred back to the Committee on the motion of Mr. Buzzell, seconded by Dr. James. The report was then adopted together with commendation of the work of the Committees by the Chair.

The report of the Education Sub-Committee contained the following recommendations: 1. (a) That the Art course, as outlined, be approved for Grades I to VII, that Miss Betty Jaques be asked to produce the proposed teacher's handbook in three parts, and that the Department be requested to have the material for Grades I - III prepared if possible for the opening of schools in September. (b) That authorization of the *School Art Series*, Grades II and III, be withdrawn. 2. That *A High School Arithmetic* by Batstone, Alexander and Chown be authorized for Grade IX, that the report of the Arithmetic Committee be referred back and answers to the following questions sought: (a) Should Mathematics, particularly Arithmetic, be compulsory in Grade IX for all students? (b) Can the Committee work out a more constructive course in Mathematics than that presently in operation? (c) Can a constructive course be made out in Arithmetic better than the present one? 3. (a) That the request of the Protestant School Board of Greater Montreal for permission to use the *Study Arithmetics* for another year in Grades III to VII be granted but that the question of texts in Arithmetic be referred to the Arithmetic Committee with some elementary teachers added. (b) That the Montreal Board be asked for a definite report of the results of the experimentation with *Living Arithmetics* and *Study Arithmetics* by the end of the current school year. 4. That the subject be laid on the table concerning the handicaps to the teaching of Geography caused by the ban on National Film Board films. 5. That if the Department of Education and the Special Geography Committee approve the text, maps and illustrations for the new Geography entitled *Southern Lands* now being published, the Sub-Committee will recommend the text to the Protestant Committee at its next meeting. 6. (a) That the revised syllabus for Grade XI Geography be authorized for the next session. (b) That the Sub-Committee be requested to revise the entire syllabus for Grades VIII to X. 7. That, while recognizing the fact that teachers of English in particular are endeavouring to improve the quality of written English, the report of the Special English Committee be referred back to the Committee for specific ways in which the teaching of written English can be improved. 8. (a) That *The Lady With a Lamp* by Reginald Berkeley be added to the list of options in Grade VIII. (b) That the recommendation for a revision of the course in Bible Study under Grade X Literature be referred to the Special Committee studying courses on the Bible. (c) That the Grade IX book *Using Our Language* be authorized for that grade, beginning in September 1954; and the whole of Book VIII of the same series be authorized for Grade

VIII, beginning in September 1953. (d) That *Up and Away* (Grade IV), *Times and Places* (Grade IV), *Wide Open Windows* (Grade V), *Days and Deeds* (Grade V), *People and Progress* (Grade VI), and *Paths and Pathfinders* (Grade VII), be authorized as alternative basic readers instead of for additional reading as they are at present. That *All Sails Set* (Grade VI) and *High Flight* (Grade VII) be authorized as alternative basic readers with *People and Progress* (Grade VI) and *Paths and Pathfinders* (Grade VII). That *Highroads to Reading*, Book 4 (Grade IV), Book 5 (Grade V), Book 6 (Grade VI), and *Life and Literature*, Book I (Grade VII), be authorized for additional reading instead of being, as now, authorized as basic readers. (e) That the following books be approved as supplementary readers under Claim Form B: Grade VI: Macmillan, *My World and I* (\$1.75), Dent, *Proud Procession* (\$1.75), Nelson, *On the Beam* (\$1.40), Winston, *Moving Ahead* (\$2.45), Ginn, *Wings to Adventure* (\$2.50). Grade VII: Copp Clark, *Shining Skies* (\$1.75), Winston, *Adventures in Reading — Discovery* (\$2.50), Ginn, *Doorways to Discovery* (\$2.70). That the authorization of the following supplementary readers be withdrawn: Grade VI: *New Horizons*, *Hearts High*, *Hero Tales*, *Realms of Adventure*, *Cozy Company*. Grade VII: *At Home and Abroad*, *Joyous Hours*. (f) That *Floating Island* should continue to be authorized in Grade IV but an alternative should be *Mary Poppins* by P. J. Travers. *Lassie Come Home* by Eric Knight and *The Living Forest* should be authorized in place of *Gulliver's Travels* for Grade V. 9. (a) That *A Sound Body* and *Health in a Power Age* should be replaced eventually. The text entitled *Health for You* should be authorized as an alternative text for Grades VIII and IX as follows: Grade VIII, pages 1 to 317; Grade IX, pages 318 to the end. (b) That the text books in *Health* be reviewed in two or three years' time. 10. That the recommendation of the High School Leaving Board and the Principal of Granby High School should be approved, that a High School Leaving Certificate be awarded to Alexander Frejsmidt. 11. That the following text books be recommended for North American Literature in Grade XII: (1) *American Authors Today*. (2) *A Book of Canadian Poetry*, edited by A. J. M. Smith; For reference only: *On Canadian Poetry*, by Dr. E. K. Brown. (3) Any five of the following: *Circle of Affection*, by D. C. Scott, *Essays of Today*, edited by Witham, *Two Solitudes*, by Hugh MacLennan (school edition), *Wind-swept*, by Mary Ellen Chase, *Walden, or Life in the Woods*, by H. D. Thoreau, *The Bridge of San Luis Rey*, by Thornton Wilder, *Northwest Passage*, by Kenneth Roberts, *My Antonia*, by Willa Cather (school edition), *Moby Dick*, by Herman Melville, *The Virginian*, by Owen Wister, *The Grandmothers*, by Kathleen Coburn, *The Silver Chalice*, by Thomas B. Costain, *John A. Macdonald, the Young Politician*, by Donald Creighton. 12. That a syllabus in Grade XII Canadian History submitted by a special committee be approved with modifications and that the authorized texts be as follows: *Dominion of the North*, by D. G. Creighton, *Canada, a Political and Social History*, by Edgar McInnis. *Colony to Nation*, by A. R. M. Lower. 13. That the recommendation from the High School Leaving Board that, except in the examination in English Composition, candidates should not be penalized for ordinary errors in composition, spelling and writing, or for untidy work which might result from tension or hurry, should be laid on the table. The Department of Education, however,

should call a meeting of the High School Leaving Board and of all examiners to consider the practice in marking examination papers with a view to working out a more satisfactory pattern of marking. 14. That the report of the French Sub-Committee on the revision of *Le Français Pratique* be referred to the four authors with the request that they reply in writing to the project outlined, following which a meeting may be arranged between the authors of the text, the Committee and representatives of the Education Sub-Committee. 15. That the report of the Montreal French Committee be approved in general for experimental purposes in a few classes in Montreal for a year but that further modifications might be needed before the Sub-Committee can recommend full acceptance. 16. That an inquiry having been made concerning pupils who enter the High School grades from another province without having taken French, the policy should be for all pupils to take French, but in a few extreme cases the pupils may be excused passing the final examinations of Grade XI provided that they substitute another subject as stated on page 20 of the Handbook for Teachers and page 2 of the 1952 supplement. On the motion of Dr. James, seconded by Mr. Dick, the report was received and the recommendations approved, with the exception of No. 13 which was laid on the table.

A letter was read from the Lake of Two Mountains School Board asking for official representation on the Argenteuil-Two Mountains Central School Board when the Board is re-constituted on July 1st, 1953. On the motion of Dr. James, seconded by Mr. Murray, the request was referred to the Special Sub-Committee on the situation in Argenteuil-Two Mountains, and the Sub-Committee was given power to issue.

There being no further business the meeting adjourned to re-convene at the call of the Chair.

W. P. PERCIVAL,
Secretary.

JOHN P. ROWAT,
Chairman.

LEARN HOW TO WRITE OBJECTIVE EXAMINATIONS

1. Read the directions twice and underline all significant words in the directions. This is important in any examination.

2. Find out if there is any penalty for wrong answers or whether only the correct answers will be counted. However, if there is a penalty, answer only if you are reasonably sure.

3. Answer the questions as you read them, except that you should at first omit all difficult and debatable questions and come back to them later. Do not spend too much time on any one question.

4. Try changing the wording of a difficult true-false statement so that you are able to understand it better. An objective test measures not only knowledge but also carefulness in reading.

5. Underline such words as: *only*, *always*, *not*, *usually* in test questions before you answer them. Such words as *always*, *all*, and *never*, have no exceptions, whereas words as *most*, *generally*, and *may* do allow for exceptions.

6. Upon finishing your paper, re-read it as a check against carelessness. Whenever you are in doubt, rely upon your first answer.

Adapted from *How to Study Effectively*,
C. G. Wren and R. P. Larsen.

AUGUST

The year is on the hilltop; climbing days
are over, and a warning leaf of red
proclaims the hour of slow descent is here.

Tis well the thirst for growth is sated now
for the cup of sap is low on bush and tree—
the sap which made the blossom's dream come true,
and led the yearning bud to beauty's crown.

August is full achievement's holy hour
and beauty's interlude. Now the year
takes the first pause, and contemplation's dream
looks upon carpets of bronze and the dark-hued
ceiling of leaves. What charm shall ever mate
the glory of completion? O blessed month
wherein the insect's temper — teasing reign
no longer thwarts the beauty of the wood,
and man can walk beneath a roof of green
in full possession of his holy hour.

We grumbled at March winds and April rain,
at stinging black-flies in both May and June
and at the sun's strong burning in July,
but who, in perfect August, dares complain?

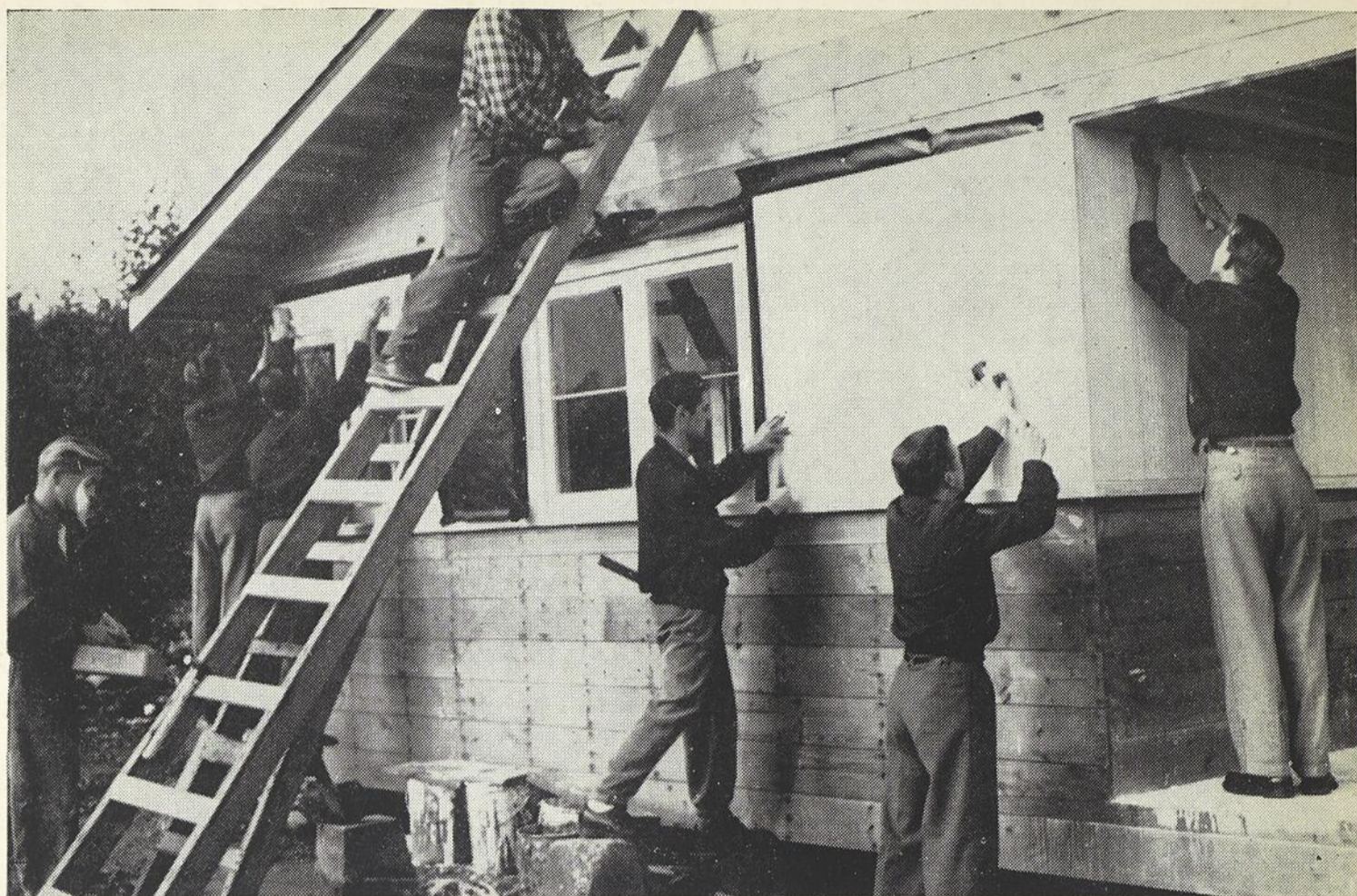
I walk the meadows and the priestlike elms
baptize me with their waters of cool jade,
and murmur unto me wise litanies
from their high pulpits in the holier air.
The breath of hot July took unawares
my soul, which now is fully reconciled
unto the passion of the summer hours.
In August heat my thoughts grow strangely cool.

Yea, strangely cool they grow, my fingers turn,
not the light leaves where modern pens have spread
their thin philosophy of life across
a wilderness of woods, but heavier tomes.
I hear, with a new zest, Doctor Johannes
Baptista Bottinius make his plea;
his logic tired me last December; now
I sip it like sweet nectar, until a cloud
comes freighted with philosophy of Heaven;
and then what book of man can hold mine eyes?
And yet from books we whet our love for clouds.

O month without a dream, or need of dreaming!
for the full answers to all dreams are here:
the dream of rain in March, of buds in April
of blossoms in May and vineyards in July.

Linger, O August, for I would thy days
were sweet eternities, and that the scent
of new-mown hay died never from the earth.

Wilson MacDonald.



School boys build a house. The filled panel is nailed into place.



Boys learn to use a paint brush properly.