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THE EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC

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In Memoriam, George VI

The burden laid by Fate's relentless hand
On all whose duty bids them hold the Throne
He bore with courage; with unfaltering stand
His people's Welfare set before his own.

Unselfish sacrifice he freely made.
He walked with Death, calmly and unafraid;
And when his time was ended, turned to rest,
Solace of peace held close within his breast.

The Dead March wails; the trumpets sound farewell.
But silently — all other things above —
From every realm spreads in triumphant swell
The undying tribute of his peoples' love.

S. MORGAN-POWELL

FROM THE PROLOGUE TO "THE KING'S GRACE"

For fifteen centuries there have been kings in Britain, and for more than three hundred years there has been a single kingship. It has changed in character since the old monarchs, who ruled by virtue of their ownership of lands or their prowess in battle, but it has succeeded always in adapting itself to the changing character of our people. Like many of the deeper truths of government, it cannot be readily defined. Parliament can alter the laws at will, but the seventeenth-century doctrine still holds — that there is a "law fundamental," which may not be tampered with as long as the nation remains what it is. So kingship, which during the ages has shed much of its old power, yet maintains its central function, and continues to be a primary instinct of our people. A great revolutionary like Cromwell might upset one form of it, but only to spend himself in the effort to find another. We have rebelled against kings, but never against kingship.

In the last two hundred years, while the Throne has lost in definable powers, it has gained in significance. There have been wise monarchs and some not so wise, but the inherent and accumulated majesty of the office has increased. It is not only higher than any other human estate, but of a different kind from any other, for it is the mystical, indivisible centre of national union. It is the point around which coheres the nation's sense of a continuing personality. In any deep stirring of heart the people turn from the mechanism of government, which is their own handiwork and their servant, to that ancient, abiding thing behind governments, which they feel to be the symbol of their past achievement and their future hope.

But the Throne has altered in other things besides constitutional practice. It has come closer to the lives and interests of the citizen. The King is to-day far more a people's king than when an Edward or a Henry returned in triumph from the French wars. The office has come into the light of common day without losing its traditional glamour. Its dignity has not declined, but affection has been joined to reverence. Since the Tudors the phrase has been the King's Majesty. To-day the older form of words is the more fitting, the King's Grace.

There is nothing quite like the status of our Crown in the modern world, and I cannot find any close parallel in history. In law it can do no wrong; its Ministers alone are responsible and accountable. In a season of turmoil it remains a *punctum indifferens*, a calm at the heart of the storm. The King is of no class, being above classes; he is as much akin to the worker in the mine and to the labourer in the field as to the highest nobility. He can have no party bias, for his only bias is towards the whole people. He cannot initiate policies, though he creates the atmosphere that makes policies feasible. What is done in his name in the ordinary business of government is the work of others, and to them goes the blame or the credit. Of his own accord he does not interfere, unless there is a turning of distracted partisans to him, as to the traditional bulwark of the nation. Pinnacled above all, he is yet closer to the national consciousness than even the most famous Minister. His duty is not to act but to *be*, to represent the ultimate sanctities of the land which endure behind passing fevers and bewilderments: like Time,

> "*who in the twilight comes to mend*
> *All the fantastic day's caprice.*"

When in a high mood of exaltation or sorrow the nation becomes a conscious unity and turns to him, then and only then does he intervene. But the pedestal on which the King is placed is also a watch-tower. Having the whole people in his care, and having no prejudice of class or dogma or party, he is concerned only with the greater things, the profounder movements of national destiny.

Lord Tweedsmuir.

THE EDUCATIONAL RECORD

January - March, 1952

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THE EDUCATIONAL RECORD

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EDITORIAL

GEORGE THE GOOD

"The King is dead". These words in the press and over the radio stunned the world on the morning of February 6th. After reigning for a period of sixteen years George VI departed to his rest at the comparatively young age of fifty six.

Assuming the position of the world's greatest monarch under most dramatic circumstances, George VI readily won the hearts of his people during years that tested the strength of every dynasty and power, and intensified the esteem in which kingship was held throughout the British Commonwealth of Nations. During the past two years his failing health has enhanced his greatness as his subjects have learned more of his personal qualities, his devotion to duty and his determination to set an example of industry and serenity in his personal life that should ever be worthy of emulation. Following in the steps of his worthy grandmother, the late King will go down to posterity as George the Good. He was the model gentleman who, in a complex and unchivalrous generation, commanded from his people a willing reverence, loyal devotion and personal affection.

From the moment they set foot in Quebec on that sunny spring morning in 1939, the late King and his wife, who now becomes the Queen Mother, by their smiles, manner and cheery words won the hearts of Canadians of all races, colours and creeds, and securely established themselves in our esteem as King and Queen of Canada.

A new era has dawned for the Commonwealth as Elizabeth II ascends the throne. God save the Queen and send her His grace and guidance.

CREDIT FOR GRADUATES OF THE SCHOOL FOR TEACHERS

Another milestone has been reached in the history of the School for Teachers. Commencing humbly in Montreal in 1857 the McGill Normal School trained a certain number of teachers for the Protestant schools of the Province of Quebec. Some of the courses offered were very elementary, but they marked the beginning of educational training for our teachers. Diplomas were issued to graduates by the Province of Quebec which enabled them to teach in their own right. By degrees the standards have been raised, but university credit for the courses taken has been consistently denied until a few years ago when Sir George Williams College granted credit for courses in Educational Psychology and Philosophy of Education.

Bishop's University, thanks to Dr. A. R. Jewitt, its Principal, and other members of the Faculty, has now decided to grant credit to graduates of the School for Teachers in accordance with the following resolution passed by Convocation of Bishop's University on December 21st, 1951:

1. Teachers holding the Advanced Elementary Certificate shall be granted credit for the first year of the Arts Course and shall be admitted to the second year of the three-year Pass Course;
2. Teachers holding the Permanent Elementary Certificate shall be admitted to the second year of a four-year Arts Course, so that, if their academic standing at the University proves satisfactory, they may enter an Honours Course after one year in residence;
3. Teachers holding the Permanent or Advanced Intermediate Certificate shall be granted credit for the first year of the Arts or Science Course, according to the courses taken in Grade XII, and shall be admitted to the second year of a three-year Pass Course. If their academic credits and standing warrant, and they have taken work equivalent to the pre-requisite courses demanded, they may, with the consent of the Professors concerned, be eligible for admission to the third year of a four-year Honours Course;
4. Students who have received departmental certificates after attending specialist schools under the Department of Education, shall be given credit in the subjects of specialization as determined after consultation with the University departments concerned.

It is only fit and proper that such recognition should be given to graduates of the School for Teachers. They enter that School with High School Leaving or Senior High School Leaving Certificates according to the course chosen and spend a term of nine full months, whereas members of other faculties and schools at universities attend for only about seven months. The staff is proficient. Both academic and professional courses are taught as in other university faculties and professional schools.

The Educational Record sees in this step taken by Bishop's University a great opportunity and incentive for teachers to continue their education. It has been regrettable that so many teachers have discontinued their formal education after graduating and attending the obligatory summer sessions. Now that their courses have been fully recognized, a larger number of teachers will probably continue their education leading to a degree.

THE OPAQUE PROJECTOR — AN UNTAPPED RESOURCE

The opaque projector is a well known device for producing magnified images of pictures on a screen. Many teachers are not aware of the variety of ways in which this instrument can help them in the classroom.

By its means teachers can show enlargements of pictures to a whole class simultaneously. This is particularly advantageous in such subjects as Geography and History, for many teachers have excellent collections of pictures which will explain many times better than the choicest sentences can describe. The vivid reproduction of colour pictures causes great appeal. An unusual degree of concentrated attention generally results when the opaque projector is used in class for the dramatic intensity — produced by magnification, darkness, and the white light of the projection—directs all eyes to the picture itself.

Teachers frequently need copies of maps or diagrams on the blackboard. These can be swiftly and accurately drawn by projecting the map or diagram on the board and tracing the outline.

The delineascope is useful for bringing samples of pupils' work vividly before the whole class. This has been found helpful in such subjects as Art.

For demonstrating a well-written laboratory report it is superb. There is no better means for showing pupils samples of their handwriting to illustrate some of the general difficulties that they are experiencing.

In common with all devices for assisting teachers, the opaque projector has its limitations. Since there is much loss of light in reflection from the picture surface, the projector must be used in a room that can be almost completely darkened. As the heat created by the powerful lamps is great and may char a picture if it is left in the machine too long, the latest models are provided with a fan to prevent overheating. Despite its difficulties, however, the delineascope is a sensitive and flexible teaching instrument.

One of the chief limitations of the models presently in our schools is their inability to reproduce pictures larger than 6 by 6 inches. A greatly improved machine has recently been produced, however, which can hold standard letter paper of 8½ by 11 inches.

A boon to teachers of composition

The larger opaque projector lends itself admirably to the teaching of composition. By permitting a whole page to be thrown on the screen at once, the merits or defects of a pupil's composition can be clearly seen and the explanations better pointed out. When pupils realize that their literary efforts are to be highlighted in this manner, subjected to the scrutiny and criticism not of the teacher only but of the whole class, they become eager to learn the rules of good writing and are more receptive to advice. By such action they not only avoid future possible embarrassment but also give vent to the natural desire to merit the approval of their classmates.

The power of the projector to magnify has an effect like caricature in that it emphasizes any quality to be found in the student's writing, whether it be an error or a striking phrase. The projector ruptures the vacuum in which the young writer commonly works by bringing him an audience that is at the same time critical and sympathetic, one facing the same problems that he faces, an audience of his own kind.

Composition teachers who have used the projector in this way have found that any matter which might be taken up in marking a theme or in conference with the student may be treated effectively before the whole class. When a composition is thrown on to the screen the class should be given every opportunity to ferret out errors for themselves. The results of the first few sessions may be disappointing for the class may detect little but mistakes in spelling and grammar. Even though apparently barren, these sessions will nevertheless enable the pupils, perhaps for the first time, to see the general trend of the work they do, their inept beginnings, their wandering argument, and their pointless conclusions. By the end of the term almost any class will have developed a critical sense, a pride of accomplishment, and a sense of objective standards.

The opaque projector has no magic in itself but will serve different teachers of composition in different ways. It is not something to be toyed with, tried just a little now and then, but an instrument which should be handy for use as the changing tone and temper of a class makes its use desirable. As a tool of a sympathetic and skilful teacher the opaque projector can arouse much interest and help to make the teaching of composition most stimulating and effective.

SCHOOLS OF TODAY *

More people can read and write today than ever before in the long history of mankind. Some 2,400,000 children are attending 35,000 elementary and secondary schools in Canada under 85,000 teachers at an expenditure of about $350,000,000 per annum. The school business is by far the biggest business in Canada today in many ways.

A compulsory school attendance Act for the Province of Quebec was passed in 1943. This has resulted in some improved regularity of attendance and has caused a considerable number of pupils to enrol in school for more years than they would have remained under previous conditions. Every normal child of school age in Canada who lives within reasonable distance of a school comes under such a provincial compulsory attendance law, and an increasing percentage of pupils is going into good school buildings, with facilities for good work and a reasonable amount of play both in the gymnasium and on the ample playgrounds that have become outstanding features of life in almost all the larger schools.

What kind of persons are going to be produced as the result of the school privileges provided for children today? That is the $64 question. Are we going to produce selfish and conceited individuals who think only of themselves and who are ready for any kind of prank? Sometimes as one reads the newspaper he would think that we are raising a generation of clever people who are growing up to be ingrates, crooks, bankrobbers, bandits, terrorists, able frauds and ingenious scientists who will betray the nation. Again one wonders if we are fashioning people who will obey the law in general but will hold in contempt minor laws that concern the rights of others, who will become speed maniacs, defiant of the laws of the road and the privileges of pedestrians. In place of these conditions it is the broad hope of all thoughtful people that, with the co-operation of the parents, and with the aid of inspiring teachers, our educational systems will succeed in breeding a generation of men and women who will be God fearing, humane, intellectual, understanding in nature and a credit to the generation of parents and taxpayers who are denying themselves to give advantages to the younger generation. These advantages, let it be well known, exceed those given to any previous generation — and it is well that our young people should realize it. These advantages have necessitated fundamental changes in our courses of study from merely teaching the three R's of a generation ago. When adults criticize our schools please let them consider the changing needs of today, needs which present far greater difficulties than merely teaching reading, writing and arithmetic.

Look around you and see what our generation is doing for the young. Look at the many school buildings erected in this Province, with their fine exteriors and most serviceable interiors, their classrooms, libraries, industrial arts rooms, household science rooms, gymnasiums and sports fields that provide intellectual and physical facilities adequate to develop the best that is in young people. Sixty large Protestant schools have been built or greatly extended in various parts of the Province during the past six years. The programme is expanding at a rapid rate. Five will be opened next month and six others will follow shortly

* Address delivered to the St. Lawrence Kiwanis Club, Montreal, on October 31, 1951.

afterwards. The Roman Catholics are working hard on their programme. Consider also the Arts and Trades schools that are springing up throughout the Province for those people that will become skilled artisans. There are also the technical schools, the recently expanded Paper Making School at Three Rivers, the Textile School at St. Hyacinthe, the Graphic Arts School in Montreal, and others that place our grand old province far in the lead in the advantages it offers to its children.

The Protestants of Quebec have a building programme that will exceed $25,000,000 before it is completed, and the Roman Catholics have a programme that will exceed $10,000,000 this year.

Inside the buildings you will see what we are trying to do for our young people. Certain traditions, of course, are being maintained. Young people still need to go to school to learn. They still must be subjected to discipline. There is little that is haphazard about the teaching process. Planning for better learning is taking place constantly. There are scores of committees of teachers at work to improve the curriculum, to better the methods of teaching and to help the individual to make of himself a finer man than he could possibly have been without the care given to his education by government, school board, parent and teacher.

Basic to the total process is a rich philosophy that underlies the whole of our educational system. This is not readily seen or understood. You must examine it and have it explained to you if you would understand it well. The modern idea of the child's place in life and of the important position he will occupy in the world has changed the views of educators entirely as to the values to be placed upon the school curriculum and children's school activities. No longer do we think of the child as someone to be seen and not heard, nor as a person merely to be given a series of informatory lessons which he must learn by rote and repeat.

The subject matter is no longer simply text book material that is to be memorized whether he understands it or not. One of the basic principles of education today is that everything to be learned must be explained fully and understood. To this end, as much of the work as possible must be lived. Arithmetic taught by a good teacher is not merely the addition and subtraction facts and the multiplication tables. It is the science of number. Two times two is two groups of two cats, dogs, pennies or children in various relationships. Percentage and interest are not abstract problems. They are learned by practical application through store problems, setting up a bank and using the actual forms obtained from banks. The subjects of physics, chemistry and biology are not committed to memory from textbooks, but are learned through experiment, analysis and dissection in our very well equipped laboratories. The main purposes of all learning must be set forth clearly to teachers and they in turn must try to pass them on.

The philosophy of education that is adopted in a school system is thus of paramount importance. We must not train for simple routine nor indeed for mere intellectual development. Though the schools necessarily train the individual mentally, they must also make him constantly aware that he is a member

of society and that he must develop so as to become a fitting member of the various groups in which he will live. Though the individual is unique, he must learn to think of himself as a member of society and make his adjustments accordingly. The emotions, those elements in us that so easily result in frayed nerves, the imagination, the sense of humour, and everything else that goes to make a fully developed person all need control and careful development.

The school at an early age tries to do what the wife perhaps tries too late. One wife, hearing her husband boasting that he was a self made man exclaimed: "Yes, but I had to make extensive alterations". So we try to make alterations upon the animal and uncultivated tendencies of youth, while there is still time.

When young the individual is necessarily selfish. He must cry when he is hungry or in pain or needs attention. These are evidences of the law of self preservation. As he grows up, however, he must learn that he is not alone in the world, that unceasing attention cannot be given to him. He must learn to share with others. His toys, though his own possession, will bring him more joy if he learns to share them with others. And others must learn to care for those toys as they would for their own. This process is very difficult to acquire. The child's natural reaction when asked to share a toy is "No". Many people who are not carefully trained never advance beyond this stage. They maintain their negative attitude throughout life saying "No" to every request or suggestion that is new to them. The good school of today combats this idea at an early stage in the endeavour to develop social attitudes in individuals whose lives will, at least partially, be spent in cooperative endeavour.

The child no longer sits hour after hour solely poring over books in school. A good deal of his work is performed cooperatively. For this purpose his desks are no longer screwed to the floor. They are loose and able to be shifted from one place to another. Thus pupils are able to group themselves together when studying an enterprise of common interest. The same applies in increasing measure to work in school laboratories. Free discussion between members of a class and the teacher is thus encouraged. Initiative, varying interests, individual ingenuity and research have a large measure of free play.

The individual is therefore prepared in school for the life which he will enter in due course, a life in which the free man should use aright these characteristics in which he has been bred. Only if we teach in this way, only if children learn in this manner and accept their responsibilities accordingly can the world of free men survive — a mode of living for which countless men and women have striven and died.

In order to be fully prepared for life a young person must learn to work. You probably know the definition of college bred: A college bred person is one who spends four years loafing on his father's dough. That idea must be combatted forcefully both during school and college days. Young people must learn that there is no room for the loafer. As the world gets more scientific it will doubtless employ psychiatrists to examine the heads of the shirker. When the extent of his laziness becomes clearly defined, a nurse can be engaged to restore him to health and usefulness. Would that we could reach that blessed stage quickly, so that young and old, the educated and the skilled, might do a full and honest day's work every day!

Science has assumed a position of increasing importance in our schools. This is as it should be in this scientific age. As little as twenty years ago Physics was usually the only science subject taught in the Protestant schools. The teaching of chemistry wormed its way in as laboratories were installed. Then Biology clamoured for a place and was eagerly sought for, particularly for girls who needed an introduction to science and the scientific method, but took somewhat unkindly to the difficult mathematics required for Physics and Chemistry. World War II gave an enormous fillip to the study of science and mathematics, and thus changed the emphasis of the curriculum in many schools, as well as changing the lives of many young people. The study of science is intended to awaken in man the eternal search for truth in all its aspects, and to show the manner in which that search may be most successfully carried out. This is our goal in this group of subjects. Moreover, our graduates will go out into a world in which chemists, physicists, engineers, doctors and research men and women will be required. Their training in school in these subjects provides a most useful background for their life work. No matter how much science was by-passed by the members of the older generation, a knowledge of science and of scientific method is almost indispensable for those who are to be leaders among the generation now in school. Like the university, the high school is in some respects becoming a training school for the professions. Though we do not wish to emphasize this fact unduly, this is one undeniable aspect of school today.

New inventions are helping the teacher. Visual aids are used frequently. What a person sees is, on the whole, comprehended and remembered longer than what he is told. This is certainly true of the complicated processes of nature, such as plant growth, and of modern machinery. It is also true of the wonders of nature, such as explaining the motions of the tides to a child born and living on the prairies.

The blackboard was formerly practically the sole visual aid in the classrooms. Pictures, magazine illustrations and models are now collected by teachers and pupils for instructional purposes. The advent of the film, however, particularly the motion picture with its sound attachment, has, in my opinion, made an advance in classroom practice comparable to that made when the printed page displaced the handwritten manuscript. The makers of motion pictures realize the value of the film for classroom teaching and are eagerly making scientific, historical and geographical films of educational value. Shortly teachers will have to discover the most effective means for adapting television to their ends.

The radio similarly is requisitioned for school purposes. Every province has its facilities for broadcasting. There are also national school broadcasts. These may be heard every Friday morning during most of the school session from 9.45 to 10.15 A.M. So interesting are they that a large adult audience — consisting mainly of women, of course, at that hour of the day — listens to them regularly all over Canada. Thus the parents are able to hear the lessons taught to children — lessons on Champlain, Frontenac, Quebec, the opening of the West, music, opera, etc. On Friday, December 21st, 1951, a Christmas programme will be broadcast all over Canada by the Protestant school children of Montreal.

The tape recorder is a new invention that already has been found useful for schools. By its means one can record his own voice and hear it played back immediately. A person can thus hear what he says in the way in which others hear him — something that he cannot do by listening to the sound of his own voice as he speaks. If he says "reckernize" instead of "recognize" he can hear his error. If he slurs his words he can hear his violation of clarity of speech. The machine is indispensable for the teaching of a foreign language and is being used in some schools for the teaching of French. Good speakers record French words accurately. Each student hears and tries to imitate. Their voices are recorded in turn and they can listen to the accurate pronunciation and hear their own attempts as often as they desire. At the press of a button the recordings are eliminated and the tape is ready for use again.

While speaking of French I should tell you that a very real effort is being made in the Protestant schools of this Province to have pupils learn this language and to appreciate their fellow citizens of French origin. So genuine are these efforts that I doubt if any greater attempts have ever been made by any free people to have young people understand the language of fellow citizens of another race. Leading teachers of French in the Protestant Schools are enthusiastic about their task. A special committee on French is sitting now to improve the teaching of this subject still further. We at present teach French as a compulsory subject in all Protestant schools in Grades III to XI. How much a pupil will learn of it will depend largely upon his own attitude and that of his family and school. It is, of course, but a subject the same as any other subject taught for a limited period of time each day with a pass mark of fifty per cent, but the textbooks of *Jouons, Avançons* and *Le Français Pratique* are the best that our teachers by combined efforts have been able to devise. We are trying to secure further interest in this subject by creating filmstrips in Walt Disney fashion.

The school of today is taking its share of responsibility for the physical health of the pupils. In the event of any absence from school the cause is ascertained. In other days the absence was merely recorded. The economic condition of most parents has improved to the extent that fewer children are absent from school today than formerly because of lack of adequate clothing. The causes of epidemics are sought immediately and steps taken to combat them. The school nurse has won for herself a place in city schools and in consolidated schools in the larger school areas. The consequence is that the presence of adenoids, mastoids, infected tonsils, goitres, tooth decay, deafness and poor vision are discovered and advice given as to the necessary remedies. Much prevention of illness and disease is thus practised leading to the welfare of the pupil.

In 1937 a bill was drafted to provide for the incorporation of certain Protestant school boards in county areas under one large central school board in each case. This bill, which did not become law until 1944, was intended to give better opportunities to children in rural and remote areas, provide a more equitable distribution of grants and the adjustment of tax rates and school fees over a wider area. Eighteen such boards were planned, but only ten have been formed so far.

Such central boards are formed only upon the petition of the majority of the school boards in a given area. The majority of ratepayers in a community may override the decision of a Board, however, and thus prevent its incorporation.

The Central Boards consist of five members. They are responsible for the general financial and administrative control of all Boards within their territory, they may open schools where needed and close others that are no longer suitable. They also engage the teachers. Wherever such Boards have been established better school buildings and more equipment have been provided. A central high school has been erected and more pupils gathered into fewer buildings so that they can have the advantages of a broader education than can be obtained in the smaller schools containing only a few pupils. In general, the teachers employed are better trained than those engaged by the smaller boards as they have the finances to pay higher salaries.

County supervisors have been appointed in each central school board area. These are always persons who have been successful teachers, and are the chief administrative officers of the Board. It is their duty to plan the objectives towards which the school system should move, survey the means and methods of instruction, finances, equipment, and make appropriate recommendations to the Board concerned. It is their function to improve the morale, the *esprit de corps* of the schools, and to encourage teachers to deal with their problems in a thorough manner.

In each central board and in the larger cities school nurses are employed. Their duties are to perform first aid when necessary, maintain health records such as vaccination, weights and heights of pupils, record defects in eyes, ears, nose and throat, report to parents and school boards cases of contagious and other diseases and defects. They must also visit homes of pupils as occasion requires and cooperate with doctors and dentists in their area.

The formation of clubs that tend to socialize or otherwise improve the pupils is encouraged in the larger schools. Hobbies in particular are favoured for it is recognized that, with the decrease in the number of working hours and the long week ends of the future, men and women must necessarily know how to spend their leisure hours if their lives are to be happy — for empty lives tend to be unhappy or to lead to the formation of careless or bad habits. The clubs are of two types, work and play, though these often run the one into the other. Examples are: cercles français, history, camera, glee, hiking and chess clubs.

The school of today is usually a happy place. The teacher is better trained than formerly, one reason being that there are so many occupations now open to young men and women that only those with the right aptitudes and attitudes desire to enter the profession. Particularly is this true of women. Teaching and nursing are not the only professional avenues open to them now, as they were formerly. Those who enter the teaching profession therefore do so from choice rather than necessity. A better attitude towards children therefore prevails among them.

Once in a while, of course, we find a misfit teacher. Her attitude may not be right or she may be temperamental. If Bill said the wrong thing the night before or she did not receive a letter from George, the atmosphere in the classroom may become sultry and oppressive. Fortunately this is the exception and not the rule.

Children have responded to the improved attitude where it is present and to the better methods that have become current practice. These also have their appeal. Though maintaining high standards of efficiency, the schools of Quebec have adapted themselves to the life of today. I am confident that, if parent, teacher, school board and taxpayer pull together, our future citizens will reap rich benefits and will grow up to be the kind we desire, the type that every father and mother would have their child become.

In summary I may say that good schools are trying to teach the child to assume responsibility, to face hazards and dangers, even ruin and death for the benefit of his fellows. They are teaching that mankind must fight for principles, basing its faith upon the rock of truth and justice rather than on the sands of personal gain. Such principles are the only source of lasting human satisfaction, the only fountain from which strength will flow into our rapidly growing nation.

The call of duty and the strident summons to work and to assume responsibility have been sounded many times during the long history of Britain, France and Canada. These voices must never be silenced so long as the sons of men retain in any fashion whatever the heinous spirits of jealousy and hatred, the desire for domination and conquest and all that goes to make man obnoxious to his fellow men. To sound these calls and raise these voices are the reasons why schools, colleges and universities should be supported by Kiwanians and other men of good will. These are reasons why our schools should extend their philosophy and educational practices to conform with the needs of this modern day. I beseech you to have abundant faith in your schools.

W. P. PERCIVAL.

EDUCATION WEEK, MARCH 2nd - 8th

The purpose of Education Week is to encourage Canadians to examine their educational system, discuss it and help in its development. Criticism by parents, ratepayers and teachers, provided it is sincere and based upon accurate information, can make a very valuable contribution to our schools, our teaching methods and the effectiveness of education in today's changing world.

In these times of high taxes for defense and social security, and a steadily climbing cost of living, it is easy to fall into the dangerous state of taking education for granted. Education Week is a time for every citizen to clarify his or her thinking on the real purposes of education — to focus the spotlight on all its aspects and to strengthen this bulwark of our democracy.

In keeping with the theme of the week "Education—Everybody's Business" persons interested in education are urged to draw the attention of the public to the need for improved facilities, to encourage young people with ability to enter the teaching profession, and to become familiar with the aims of the educational programme in the community. Parents' Day and special assemblies are two of the many ways in which teachers can ensure that the purposes of Education Week are achieved.

EDUCATION AND MORAL VALUES

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Bernard Shaw in his play *Too True to be Good* makes a character say: "I stand midway between youth and age, like a man who has missed his train; too late for the last and too early for the next. What am I to do? What am I?" The mood of bewilderment reflected in these words represents with no little fidelity the frame of mind of millions of persons in the world of to-day. Western civilization lacks purpose and a goal. We are on our way, but to what destination no one appears to be able to tell us.

Anyone who travelled in Europe in the 1930's will recall the sense of national objective that became immediately apparent even to the most thoughtless who visited Germany, Italy, and Russia. The Nazis, the Fascists, and the Communists all knew where they were going. Their goals were in plain view, and they had a philosophy of life that sustained their drive. All of these totalitarian states recognized that education is one of the most important features of a nation's life and one of the chief determinants of its destiny. They used the schools and colleges to indoctrinate their youth.

During this same period the Western democracies were floundering. All manner of disciplines were relaxed. We simply drifted, hoping all the while that we were not headed for universal disaster.

The catastrophe with which the world has been overwhelmed points up all too clearly the fact that the mere possession of a goal or a purpose on the part of a nation is not sufficient. The goal must be just and worthy, and in the highest interest of mankind.

The ends that we shall achieve as nations and as civilizations will be profoundly influenced by our view of man. Sir Richard Livingstone, in his excellent book *Education For a World Adrift* points out that there are two distinct and conflicting ideas of man which may be held: first, that man is wholly a creature of his natural and social environment. The second holds that while his environment influences the life of man, he is related also to a spiritual order of being, and possesses eternal value.

The governments of the three totalitarian powers accepted and promulgated the first conception of man. Our Western democracies, while they have always been ready to pay tribute to the existence of a spiritual order, in practice have all too much inclined toward the materialistic viewpoint. This is seen in the fact that our educational achievements in natural sciences and social studies have been reasonably thorough, but education in ends and values of the spiritual life have been extremely poor. The fact that our Western culture has become permeated with the idea that man is a product of natural, economic and social forces reveals how widespread is the process of secularization. Secularism has been sweeping over Western civilization like the slow inundation of a sea of lava. Its philosophy proclaims that all necessary human improvements can be achieved by material means alone; that man is basically a creature of his environment; that an appeal to any spiritual order of values is an unqualified mistake and

impedes the progress of man. Nowhere is the influence of secularism more clearly revealed than in our Western system of education. We proclaim the right of every boy and girl to receive a thorough schooling. That is fine, so far as it goes, but seldom do we ever stop to define what we mean by schooling or education. Walter Lippmann says:

"We have established a system of education in which we insist that while everyone should be educated, yet there is nothing in particular that the educated man should know."

Has education no reference to character? Should we not have some assurance as to how students will employ their new insights and knowledge? Has education no relationship to a world view?

A few years ago Dr. Hutchins, then President of the University of Chicago, engaged in a debate with Professor John Dewey. The point of argument was whether or not any world view at all should be taught to students. There is much educational theory to-day that maintains the negative viewpoint. Consequently, multitudes of students wander through the maze of educational offerings with Theodore Dreiser's words on their lips:

"I catch no meaning in all that I have seen, but pass quite as I came, confused and dismayed."

It should be remembered and never forgotten that any system of education that ignores moral and spiritual ends may become a menace rather than a blessing to society. Lord Macaulay, inveighing against the idea that education could afford to dispense with moral and spiritual principles, wrote:

"As if history were not made up of the bad actions of extraordinary men... as if nine-tenths of the calamities which have befallen the human race had no other origin than the union of high intelligence with low desires."

"The union of high intelligence with low desires." That is the Nemesis of a completely secularized education. It leaves no place for character building, for moral principle, or for faith in God.

It must be conceded that Western education, especially in technical fields, has led the world, but we must never overlook the fact, important as vocational interests are, that they must not be allowed to set the tone to an educational system; that the primary purpose of school and college is not the production of skilled persons as a tradesman is skilled, or the imparting of a mass of facts, but rather, the development of trained, informed, disciplined, cultured people, who possess a philosophy of life and a faith to sustain their ideals. Professor George F. Thomas of Princeton University says:

"If the return of the humanities is not accompanied by a return of religion to its rightful place in education, the spiritual drought in men's lives will not be broken."

There is food for sober reflection in the admission made by the President of Yale University that the Honor System, which obtained for a considerable period in their school of science has been abandoned because of wide-spread class-room dishonesty. During war time, military assistance was secured in proctoring some of the examinations. The dismissal for cheating of almost ninety cadets from the United States Military Academy at West Point, where for generations the Honor System has prevailed, further underlines the magnitude of our problem. Additional disturbing evidence is offered by Dr. Charles E. McAllister in his book *Inside the Campus*. He made an investigation of American colleges and universities on behalf of the Association of Governing Boards of state universities and allied institutions. Dr. McAllister interviewed eighty-five college and

university presidents, many deans and teachers. He reveals that in many colleges there is a disquieting increase in cheating, lying, and stealing. Especially the most serious problem is presented by wide-spread cheating. The situation, he says, is not due to the presence of war veterans in the class-rooms, since the high-school students are just as weak in ethical behavior. Too many students, he says, are leaving our colleges without "an integrated philosophy of life." One dean of students expressed alarm at the number of his students who appeared to be ignorant of the difference between right and wrong.

Dr. McAllister's report declares that the most constructive way of dealing with the situation is to have "The basic concepts of religion taught in colleges as a normal part of education." We may well stop to ask, What kind of persons are our schools and colleges producing? Has a man a right to be called educated if he has not learned to act upon the distinction between right and wrong, truth and falsehood, honor and dishonor?

Dr. Arnold, headmaster of the famous school for boys at Rugby, England, defined his ideal of education as: "The training of a Christian gentleman." He was referring, of course, to a boys' school. Character building was given a paramount place at Rugby.

When we think of the character of a Christian gentleman, we think of truthfulness, nobility, honor, fair play, public spiritedness, but these qualities cannot stand alone, like a flower cut off from its roots. So Dr. Arnold speaks of a "Christian gentleman," emphasizing the fact that a Christian world-view was imparted to his students, and the Christian ethic was kept constantly before them.

Secularized education in the Western world made its beginnings in the middle of the last century. At this time the doctrine of the inevitability of human progress became increasingly popular. We find Herbert Spencer writing:

> "Progress is not an act, not a thing within human control, but a beneficent necessity. This advancement is due to the working of a universal law... until the state we call perfection is reached... so surely must man become perfect."

What Spencer and his disciples overlooked was that humanity, left by itself, tends to evolve toward the worst, rather than the best, and there is not the slightest support in science, philosophy, or religion for his confidence in a universal, mechanical, irresistible movement toward perfection.

History gives no encouragement to the belief in an automatic evolution inexorably bringing perfection to mankind. Indeed, the inexpressible horrors that have been perpetrated in the twentieth century by highly educated nations make abundantly clear to us how thin is the veneer of civilization and culture when moral ends and spiritual goals are denied.

We ourselves, oftentimes drunk with sight of power, have gloried in our scientific civilization, and not a few have been willing to say with Swinburne:

> "Glory to man in the highest,
> For man is the master of things."

A giant plane dropped out of the stratosphere over New York and landed on one of our airports. It had spanned the continent in seven hours. How wonderful is our technological civilization! What a long advance we have made beyond the covered wagon in which our fathers travelled!

Why does man need to worry about spiritual values when he can create a civilization like ours? But what is the meaning of that wailing siren and the

whistle that becomes a kind of scream? It is a falling bomb. In that corner a cathedral stood. It took a century to build it; it was reduced to rubble and dust in half a minute.

And look what science has done for ocean transportation. Those sailing vessels in which our forefathers came to the shores of Eastern Canada were oftentimes less than a hundred tons burden, and they took months to cross the ocean. But we? We build liners of eighty thousand tons, and they cross in four days. Why should we have to think of moral and spiritual controls? But what is the meaning of that rending explosion? A liner is blown up. No one had seen the wake of the torpedo and almost every soul on board was lost. It took four years to build her, and she went down in twenty minutes.

"Glory to man in the highest,
For man is the master of things."

Yes, he is the master of ruin, destruction, and death; he is the master of everything, save his own mad passions.

Two world wars in the space of a single generation should be sufficient evidence of this. Something more than technical skills is needed. Every gift that science offers to man may be misused if we so choose. Even the radio carrying our words on the wings of the wind at 186,000 miles per second, can spread falsehood as easily as truth, hate as readily as love, suspicion and ill-will as well as understanding and the spirit of brotherhood.

Professor Julian Huxley tells us that science takes no responsibility for what man chooses to do with its gifts. He adds:

"Science has no scale of values; it is morally neutral. Only religion has a scale of values, and the spiritual driving force to realize them."

How well I remember a day in 1927 when I heard Sir Oliver Lodge lecture in London. He was talking of the possibility of atomic fission. He said:

"This little piece of matter that I hold in my hand could produce more energy if the atom could be split than can be developed by all the coal mines of Britain to-day."

Then he paused, and said:

"God grant that this discovery be not made in our time, for mankind is not yet morally equipped for it."

Well, for good or ill, the discovery has been made and science has thrust this perilous gift into our hands. The scientists themselves are greatly alarmed. Not long ago I spent a whole afternoon with one of the two scientists most responsible for the perfecting of the atomic bomb, and with the science editor of the *New York Times*, who watched the entire development in the laboratories, witnessed the experimental blast in the New Mexico desert, and was on the plane that dropped an atomic bomb on Japan. These men are profoundly concerned that mankind shall find a way to achieve moral and spiritual mastery over the destructive energies that science has given to man, else he will perish in the atomic fires that the scientists have kindled.

In the light of the present-day happenings, how impressive are the words of the Old Testament.

"I call heaven and earth to record this day against you, that I have set before you life and death, the blessing and the curse; therefore, choose life that thou and thy children may live."

If man succeeded in developing self-mastery by the aid of spiritual forces, then this limitless power placed at his disposal may be used for combating

disease; for eliminating poverty and ignorance; for lifting the burden off the backs of toilers everywhere.

A secular science may well lay waste the earth, but a science that recognizes its high destiny as an agent of God can make the desert rejoice and blossom as the rose, and bring inestimable benefits to mankind. It seems imperative, therefore, that education must recapture a sense of direction, for our democratic way of life, lacking a purpose, is on the road to disintegration.

Dr. W. B. Donham, a prominent educator of Harvard University, in his book *Education for Responsible Living*, implies that the clearest statement of purpose in education is not found in the Western world, but rather in mission schools in other lands. He tells us that he sat in on a Planning Board of a Christian college in China before the Communists took over. The statement of purpose for the educational institution was set forth within the framework of the Hebrew Christian tradition. It offered a definition of what was expected in the education of the students. Here is the list that was set forth: intellectual development, discipline, responsibility, individual and social service and physical well-being. A strong religious training in the college was to be the main vehicle of advance as it moved toward its goal.

Dr. Donham declares that he found himself wishing that the aims of education in Harvard University might be as clearly defined, and he adds:

> "Surely ways can be found to turn out men who will be interested less in material success as such, and more in the satisfactions which come from service to family, neighbor, state, and country."

It is evident that a way must be discovered for the teaching of spiritual values to our students. The solution will not be found through the introduction into schools and colleges of men trained for this particular field. The goal will be reached most surely if the worth of the spiritual values is recognized by all teachers, and the atmosphere of each institution becomes hospitable to those spiritual ideals and principles that make for noble character.

A teacher's sneer at the beliefs or ideals of a pupil may shatter his faith, for an instructor exerts almost a creative influence on the pliable mind of a child. So far as character formation is concerned, the most important years in the life of an individual are those from birth to adolescence. Remembering this, we shall not underestimate the importance of the character and ideals of teachers who man the earlier grades in our schools.

I wish that time would permit me to discuss the personality of the teacher in relation to its influence on the character, and even the nervous constitution, of the child. The teacher has it within his or her power oftentimes to make or to mar the entire life of the pupil.

A completely secularized educational system is unsuited to the needs of democracy. It has frequently been said that religion is one of the fruits of democracy. That is putting the cart before the horse. The basic postulates of democracy as we know it on the northern half of the American continent spring directly from the Christian faith. Democracy is founded on faith in the inherent, intrinsic worth of the human personality. This belief springs from the Christian affirmation that every human creature is a child of God.

It should be possible even in our government-supported schools and colleges to introduce a spiritual emphasis in education, — not a sectarian emphasis, but a presentation of the basic tenets of religion as they are set forth by the Jewish, the Roman Catholic, and the Protestant faiths. Then from our educational system will come high-minded young men and women capable of appreciating and furthering the democratic way of life.

A democracy of necessity demands a higher grade of intelligence and integrity in its citizens than any other type of government. If we are to avoid a repetition of the catastrophe that has enveloped the world twice in our generation, we must not be concerned merely with the intellectual life of those committed to our care, but as well with their moral ideals. Only so shall there be developed an adequate sense of responsibility in the minds and hearts of our young people, a responsibility for the welfare of others as well as their own.

I doubt if this necessity was ever expressed more clearly than by Martin Luther, the great Protestant reformer, in his *Tractate on Christian Liberty.* With calm confidence he presented the paradox of Christian experience. First: "A Christian man is the most free lord of all and subject to none." Second: "A Christian man is the most dutiful servant of all and subject to everyone." In other words, as a child of God he is free, possessing inalienable rights that no government dare take away. But, again, as a child of God, he is bound by love to bring his life into conformity with the divine laws and to be helpful to his neighbor.

It will require something more than international machinery for conciliation or a United Nations, important as are these organizations, to bring about a new and better day for mankind. It was not a defect in the machinery of the League of Nations which caused its failure. It was the lack of a will to understanding and brotherhood and peace in the hearts of men.

As I prepared this address I had before me the Report of the Royal Commission in Canada on Communist intrigue and espionage. Repeatedly this report makes clear that there is an attempt in the Dominion of Canada now, as there has been in the recent past, to create a psychology of moral confusion. It is most unfortunate that responsible citizens should unwittingly lend their aid to this campaign. The report says that when contact was made with educators and others in Canada in the hope of diverting them to Marxist ideals and transforming them finally into traitors to their country, with amazing skill the foreign agents and their trained henchmen worked upon the minds of these Canadian citizens, seeking a gradual disintegration of their moral principles. Bit by bit they were led to disregard honesty, integrity, a sense of honor, and the sanctity of oaths.

Wherefore, it is well that you should think of the importance of moral values in education. Lewis Mumford, the American author and Dartmouth college professor, has expressed succinctly in one paragraph what we must do:

> "We must ask, not what we can get, but first, what is worth having. When our values are established, once our goals are set, a large part of the present meaningless routine will fall away. And now the mission of education to-day becomes plain. It is nothing less than to prepare men and women who will be worthy of the great duties of world-wide cooperation and fellowship, upon whose performance the fate of our whole civilization depends. That is a task worthy of our utmost effort, and nothing less than our utmost effort will be equal to the task."

METHODS IN THE TEACHING OF HIGH SCHOOL FRENCH

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The present method of teaching French in the Protestant schools of Quebec is essentially an oral method, based on an oral concept of the course. To attempt to define briefly this oral concept, let us simply say that it is our aim to have the pupil learn to speak in French before he attempts to put his words on paper. As this is the normal way in which we learn our own language, it would appear to be the most practical approach to the study of a second tongue. We could all speak our own language when we first arrived at school. Then we learned to read, write and spell, increasing our vocabulary and fluency along the way. Should this not also be the logical order to follow in learning French?

Our first step in teaching the new language is to have our pupil hear and repeat French words. As rapidly as possible, we build his vocabulary to a point where he can actually tell us something or ask us a question in French. As this vocabulary increases, he encounters new expressions, new word patterns or sentences, dealing with a variety of everyday situations, such as going to the store, taking a trip on a train, or eating in a restaurant. He is now beginning to speak the language and is constantly augmenting his still limited store of French words through the reading and study of his texts. Thus far, he has been little disturbed by the intricacies of French Grammar and written work has been kept to a minimum.

Our pupil now enters High School. This is the point where failure on the part of the teacher to fully appreciate the oral concept of the course, may have a very adverse effect on his future progress in French. It may be that, mindful of the amount of writing which they themselves were required to do at the upper school level, teachers may become over-zealous in their efforts to have the student do more written work. Homework may be doubled and written assignments become the order of the day. Lack of experience in writing French, coupled most probably with an inability to spell correctly, even in English, may soon tend to lower the pupil's interest in the subject. His assignments may become hard and meaningless tasks, which result in nothing more than a page of red correction marks from the pencil of a disgruntled and discouraged teacher. Fortunately, this pessimistic picture is only a view of what might happen rather than what normally occurs. Teachers now realize the importance of having written assignments preceded by thorough oral preparation in class.

With the oral concept of the course still in mind, the teacher of High School French might do well to survey the task which lies before him, and set for himself the four following general aims: 1. Getting pupils to speak a maximum amount of French. 2. Encouraging pupils to read French. 3. Training pupils to write French. 4. Giving sufficient essential drill and review during the normal class work. Let us consider briefly some of the methods by which we may work toward the realization of these aims.

Almost every text used in the present course has a number of exercises furnishing oral practise. These include the questionnaire on the reading selection, the questionnaire relating the reading selection to the pupil's own every-

day life, the Demandez-moi exercises providing pupils with an opportunity of asking questions, and the Dites-moi exercises giving practice in the Imperative or in one of the various tenses pupils must master. At the High School level, these exercises provide an excellent opportunity for continuous conversation in French by the pupils. After the initial stages, the asking and answering can be done almost entirely by the class, the teacher remaining in the background to correct errors, suggest more fully developed answers, and to spot grammatical difficulties which will need special remedial drill later. Retelling the story by the answers to the questionnaire, which is a feature of the new course in tenth year, can also be done in eighth and ninth years. Pupils should be encouraged to take this step of saying several consecutive sentences in French as soon as they are capable of it. This method also saves the teacher time, since the other pupils can benefit as much from hearing a classmate tell the story as from reading it again.

A large part of the oral work in tenth and eleventh years is based on the questions of the booklet *Questions Générales* published by the Department of Education. These questions are excellent, but it should be remembered that they are only sample questions and should be supplemented by the teacher, especially in the case of sections for which the class appears to need more extensive drill. Many teachers have found it practical to divide the class into groups under the leadership of the more fluent pupils. Each group then covers the questions at its own speed while the teacher goes from group to group listening, correcting and offering suggestions. The value of this method is apparent as it makes it possible for several pupils to be speaking French at the same time and also permits the instructor to give more attention to those who especially need it.

Another excellent method for getting senior pupils to talk is to have them retell, in their own words, a story told by the teacher. This will be a natural step for pupils who have gained story-telling experience in tenth year. In this connection, it might be well to mention that interference or correction on the part of the teacher should be kept to a minimum while pupils are speaking. Older pupils are usually conscious of having made an error and can benefit equally well by a friendly discussion of their difficulties after they have completed their talk.

Before leaving this section on oral methods, mention should be made of the use of filmstrips. This is a field which many teachers may not have fully investigated, perhaps due to the lack of suitable filmstrips. It does seem evident, however, that a picture projected before the class has a stimulating effect and provides opportunities for definite types of drill. The teacher may introduce the objects in the picture by such questions as, "Voyez-vous l'homme, (la jeune fille, les arbres, etc.,) dans cette scène?" The answers, "Oui, je le vois, (je la vois, je les vois)" form an excellent drill on the use of pronouns. This can be followed by drill on the present tense, as the teacher asks, "Que fait cet homme? Où va-t-il? etc." A discussion in the imperfect follows after the picture leaves the screen. It is not necessary to have special filmstrips for the purpose. Suitable scenes may be found in many of the filmstrips belonging to the school as well as in prints available from the Film Library of the Department of Education.

A new colour filmstrip *Les Trois Mousquetaires* has recently been produced for use with the Grade X French course. The filmstrip is accompanied by two records in which French is spoken at a pace well suited to high school students. This new teaching medium specially prepared for the new course is proving an effective classroom aid.

2. Getting pupils to do supplementary reading in French is, by no means, as simple a task as it may appear. Although a reading text is authorized for both eighth and ninth years, comparatively few teachers have expressed any measure of satisfaction with this part of the course. Very frequently it is found that classes are either unable to gain much from attempting to read the text, or express absolutely no interest in doing so. In many instances, teachers read the text to the pupils as this seems the easiest method of getting over the work. Still other conscientious and well-meaning teachers use the reading text as an oral reading lesson and follow the reading by questions. Undoubtedly there is something to be gained from this procedure, but there is an obvious danger of reading becoming just another routine task and the pupil losing interest accordingly. The question remains whether supplementary reading should not be on a voluntary basis, pupils reading French because they want to do so. There is almost certain to be a number of pupils in every class, who have not reached a sufficiently high level of understanding or fluency in the language, to permit them to derive much pleasure, or indeed, benefit from attempting to translate a whole book and having to resort to the dictionary several times in the reading of each sentence. In fact, many of these pupils cannot be encouraged to do supplementary reading in English.

My own opinion of the matter is that more is to be gained by placing suitable books at the disposal of those members of the class who are capable of reading them and who express a desire to do so. Some pupils may read several books during the year, some may read only one; others may read none at all. However, reading comes to be regarded as a privilege and the completion of a book as an accomplishment. My own method is as follows: I have in my office a complete set of the Oxford Rapid Reading French Texts. I announce to ninth, tenth and eleventh year classes that I have some very interesting and easy adventure and mystery stories in French which I should be pleased to lend for short periods. This usually arouses a little interest and the more advanced pupils immediately take advantage of the offer. When the first experience is agreeable these pupils come back for more books and their example prompts others to join the experiment. If the demand becomes so great as to necessitate a waiting list, so much the better. These texts are inexpensive, (about 25 cents per copy), are well arranged, and have special vocabularies at the beginning of each chapter as well as at the back of the book. They should present no difficulties to pupils beyond ninth year.

Although I have placed much emphasis on the reading of French books, this is by no means the only source of extra reading. We must be ever alert to encourage the reading of traffic signs, advertisements in store windows or French newspapers, in fact, everything French which the pupil sees almost daily. In addition, there is much suitable and free material in the form of attractive travel and health posters which may be obtained on written request.

I refer those interested in obtaining such material to the article entitled "French Realia" in the July-September issue of the Educational Record.

3. The first major step in teaching pupils to write French is, of course, dictation. This is begun not later than in sixth year, and in the initial stages, consists of short sentences or easy expressions which pupils have used many times in oral work. As the pupils advance, longer and more difficult sentences are given, until in tenth and eleventh years the paragraph stage is reached. During eighth and ninth years, and indeed even at later stages, much time should be given to specially prepared dictations, which have as their object the teaching of specific points, such as the use of *a* and à, *est* and *et*, the agreement of verbs with subjects, and the agreement of adjectives and past participles. In giving dictation, the teacher should call the attention of the pupils to the various points where they are likely to make a mistake as the sentences are being read. In this way pupils will avoid making mistakes or correct them as soon as they are made. Such dictations serve a double purpose in that they constitute the most direct method of transition from oral to written French, and at the same time provide a practical method of teaching the application of many grammatical rules.

In addition to dictation, the High School course provides for further written work in the form of various types of written exercises. Needless to say, it is still the written verb exercise which is the most common. The translation of English sentences into French is a particularly useful type of exercise and is the next natural step from the writing of simple verbs. I feel that I can safely say that very few teachers of French have escaped the situation of finding, that even pupils who can write verbs quite well, do rather poorly when required to use these same verbs in a complete sentence. Sentence writing in French requires much practice, the main difficulty being to get the pupil to recognize the nature of his errors. In this connection, I have found that the most convincing method is to have the pupil write the sentence on the blackboard, and to ask him to translate what he has written. If there is a mistake, he usually discovers it quite rapidly and supplies his own correction. If he cannot supply the correction himself, it is usually possible to find another pupil in the class who can and the whole procedure holds the attention of the entire class.

As his proficiency in sentence writing increases, the pupil advances to the stage of writing paragraphs. This in turn presents its difficulties. Evidently the appearance of a whole paragraph to translate is rather terrifying at first, and many errors are made through failure to regard the paragraph as a simple series of related sentences, and a tendency to anticipate difficulties before they actually occur. Obviously, the teacher should ensure that the paragraphs be based on well known material such as that of the texts, and new vocabulary kept to a minimum.

We have now reached the point where compositions may be attempted. However, we have learned throughout the previous steps that this is not a simple matter of giving the pupils a subject and telling them to go ahead and write on it. They must know what they are going to say and how they will say it in French. The oral composition is therefore the best type of preparation for the written. After his major difficulties have been cleared up, the pupil is

ready to write. It is also a good plan to make with the class a brief outline or "canevas" of the proposed composition, showing in a few short sentences the main points to be covered. By the use of both preliminary oral work and an outline, the student can be taught to write just as he would speak, and, at the same time refer to his outline as a guide to keep his thoughts in the desired order. Admittedly, all this preparation consumes valuable time but we are aiming at quality rather than quantity. Whatever method we employ, one thing is certain — good compositions can only be obtained by the most careful preparation.

4. Our fourth aim, that of providing sufficient daily practice in the form of drill and review, is perhaps the most important of all inasmuch as the realization of our other aims depends almost entirely upon our success in this field. It is very easy to consider each year's work as a separate unit and to concentrate on completing this alone. Unfortunately, this can not be done in the teaching of a language where progress hinges on such factors as a good memory and constant practice. The fact that we have taught a thing once, twice, or even many times, is no guarantee that the pupil either knows it or will remember it for any great length of time. Vocabulary seldom used is quickly forgotten or, at least, becomes extremely difficult to recall. Only by frequent, well-organized review and drill can we hope to keep the pupil from forgetting his past knowledge as quickly as he learns the new. It is not at all unusual to find pupils in High School grades, who are unable to answer questions which they could have answered readily in fifth or six year. I have rarely attended an eleventh year oral examination in which some pupil did not give the answer, "Je *suis* dix-sept ans." In fact, it might be safely stated that the majority of errors made by pupils in these examinations appear to be due to lack of sufficient practice. I have especially noted weakness in the following cases:

(a) The use of the pronoun en; (b) Uncertainty in the use of pronouns le, la, les, lui, leur; (c) Negative forms in general; (d) Recognition of the imperfect tense and (e) Idioms with *avoir* and *faire.*

Many others could be added to this list, but it will be readily seen that these difficulties are of a type which must be given special attention if fluency is to be developed. Much can be accomplished by short, rapid and well directed drill periods. I would qualify this by saying that each drill should be aimed at clearing up a specific point, rather than becoming a general review. Although it is a good plan to set aside a few minutes of each lesson for review or drill, we must still be prepared to seize every opportunity which may occur within the lesson to correct and provide remedial practice.

Evidence of an increasing realization of the value of systematic review is to be found in the new course for tenth year. On analysis of this course, it would appear that almost the entire section dealing with grammar and construction is based on a system of review known as *Round the Circle Review.* Where this method is followed, a few minutes at the beginning of each lesson are devoted to review of the salient points of the entire High School course, constituting a complete review approximately each month. As new work, such as the subjunctive, is encountered, it takes its place in the review circle. Personally, I was so impressed by this direct, clear-cut approach to the review problem that

I have also prepared a review circle for ninth year, and I have no hesitation in saying that the results have more than justified the effort involved.

Whatever criticism the reader may have to offer in connection with the foregoing parts of this discussion, I feel certain that he will agree that constant drill and review form the essential parts of any French course. Methods of presenting the material may have changed greatly to conform with vastly improved texts and a comparatively new concept of the task, but the measure of success which we may achieve still depends upon ourselves as teachers, and upon our efficiency in getting pupils to make a maximum use of what we have taught them. We are still teaching French and fluency depends, as ever, upon continued practice. To quote an old French expression, *Plus ça change, plus c'est la même chose.*

THE FIRST MODERN CENSUS

Credit for taking the first census of modern times belongs to Canada. The year was 1666; the census was that of the Colony of New France. It was a record of every person by name, on a fixed date, showing the age, sex, place of residence, occupation and conjugal condition. There were 3,215 persons listed. The original document of 154 pages is in the Archives of Paris, but anyone interested in this unique event may see a transcript in the Public Archives at Ottawa.

The event is notable because the first modern census in Europe dated only from the 18th century (in France and England from the first of the 19th century) and in the United States of America there was no census of the country as a whole before 1790. The achievement of Canada's colony on the St. Lawrence in instituting what is today one of the principal instruments of government in every civilized country calls for our appreciation.

Royal Bank Monthly Letter.

SUMMER SCHOOL FOR TEACHERS, BISHOP'S UNIVERSITY

The annual summer school for teachers will be held at Bishop's University, Lennoxville, from Wednesday, July 2nd, to Tuesday, August 12th. Registration, however, will be on Tuesday, July 1st. Professor J. D. Jefferis will be the Director of the Summer School.

Members of the staff and their subjects will be: Professor Wayne Hall, Associate Professor of Education, School for Teachers, Macdonald College, who will give courses on *The Teaching of English Literature* and *Developmental and Remedial Reading;* Mr. Malcom J. Dunsmore, Principal of Granby High School, who will give courses on *The Supervision of Teaching* and *Elementary School Instruction and Supervision;* and Dr. J. D. Jefferis, Professor of Education, Bishop's University, who will offer a course on *Current Philosophies Of Education.*

The new residence halls at the University will be opened for both men and women.

SIX YEARS OF PROGRESS UNDER THE RICHMOND-DRUMMOND-ARTHABASKA COUNTY CENTRAL SCHOOL BOARD

C. W. Dickson, B.A., Supervisor,
Richmond-Drummond-Arthabaska County Central School Board.

Six busy years have passed since the formation of the Richmond-Drummond-Arthabaska Central School Board. During that time, because of the energetic policies of the Board many things have been accomplished. A few of these enterprises were superficial perhaps because of impatience and inadequate preparation. Many, many worthwhile accomplishments have been performed as a result of a high degree of team work. The Board's campaign for better schools which has resulted in the construction of two new high schools and the enlargement of a third is sufficient justification for its existence. Schools exist for children — but better buildings result in better working conditions for all. In addition to these benefits we enjoy better salaries, greater security and more equitable work loads than were thought possible ten years ago.

This Board's transportation programme is recognized as a leader in the field. The yellow school bus first appeared on local roads five years ago. This will be the seventh winter that snowmobiles have been used to convey children to school. The number of children conveyed has doubled in six years. A fleet of eight snowmobiles and eight buses has been acquired. Though the cost of most things has risen sharply, conveyance costs, including capital payments, are only about fifty per cent higher than in 1944-45.

Apparently the Board's efforts to provide better education for greater numbers has had a fair degree of support. Although enrolment has increased by 200 the number of schools has been reduced from 15 to 8. The number of school boards has declined from 13 to 10. An enriched curriculum, improved equipment, additional services have been regular features in recent years.

The Board's programme has cost much money. Courage has been required to make both ends meet. It is surprising how sensitive people are near their pocket books. When people regard something as a forced donation they can be very contrary. Taxes have been increased substantially. Stories of 200 per cent increases in a ten year period persist. Fortunately the point of rebellion has not been reached because of very generous grants from provincial sources. The annual operating budget in 1944-45 was $100,000. Last year it was $185,000. Of the increase $50,000. has been applied to improving teachers salaries.

In spite of so many positive gains, I am occasionnally confronted with definitely pessimistic expressions of opinion. The old saying that there is so much good in the worst of us and so much bad in the best of us prompts me to urge one and all to stress the positive. Let us not fall into the Communist trap by finding fault with everything, thereby destroying the confidence of those who look to us for leadership and for expressions of sanity. Let us forget modern cynicism which has led us to the point where we are critical of all and sundry. Let us look for the good in others rather than for the evil. Let us give thanks for our blessings and avoid being envious of those who appear more favoured. For some time I have consciously made an effort to give thanks.

I should like very much to commend it to you as a method of adding *zest* to daily living. The cushioning effect is surprising. It prevents the day's small triumphs from becoming too important and makes the day's frustrations retain their proper proportions.

Perhaps I am experiencing the mellowing associated with middle age. In any case it is surprising how many things one can find to be thankful for. Some of you may have seen the card hanging in my office: "I had no shoes and complained — until I met a man with no feet." A sobering thought is it not?

We who work with and for children must develop a philosophy of life and a serenity of spirit if we are to do justice by the trust that has been placed in us. Our work cannot be classified as a *job*. The title *position* is not even sufficiently dignified. Ours is a mission or vocation. One cannot escape the fact that more than anyone in the community we are living examples whose standards influence the lives of many. Have we standards governing our daily life or are we unreliable compasses for the young mariners depending upon us? Do we know how to recognize the good things in life so that we shall not urge youth to seek unworthy aims? Have we recognized that mental happiness has no connection with material prosperity? A life of service such as is open to us brings with it rewards that money cannot buy and that thousands of men covet.

Yes, I have many reasons to be thankful and so have we all. I am grateful that by some quirk of circumstance I was trained to be a teacher. I am grateful for the trust people have placed in me. Recently, a small boy, full of exuberance, ran up to me, tugged at my sleeve, and called my name lustily. I am thankful that he felt like doing it. What a thrill to still the sobs and dry the tears of a small child away from his father, mother and familiar surroundings on the first day of school. One cannot help giving thanks for that. A teen-ager, impatient with the slowness with which he is growing up, is planning to leave school and enter an uncertain adult world poorly prepared. A chance remark indicates the lad's state of mind. A friendly chat ensues with the result that he regains his sense of values. Who wouldn't give thanks for that? A former pupil, now a University graduate, comes back to recount his experiences. One observes that courses of action have been taken which were based on lessons practised in the school room. One cannot fail to give thanks for the privilege of serving one's fellow man.

I would like teachers to become in their daily lives the first line of defense against the materialistic philosophy which appears to be invading the world. I wish all teachers to be *guidance* specialists. Please guide John and Mary, Sue and George so that they will wish to develop their one talent or many and will wish to be of service to others. A boy should not become a doctor because he will make more money than a bricklayer. A girl should not be urged to train for a nurse because the hours are shorter than for girls in domestic service. Let us not hear: "You will have to study harder or you will be a farmer all your life". You don't have to think very deeply to appreciate the grave injustice of such a remark. There never was a time when there was greater need for teachers with sound thoughts, basic values and a sense of devotion to the youth of the world. Let us indicate that we are aware of the dignity of our work, yet demonstrate that we have retained the common touch. We have a mission. Let us strive to fulfill it and be grateful for the opportunity.

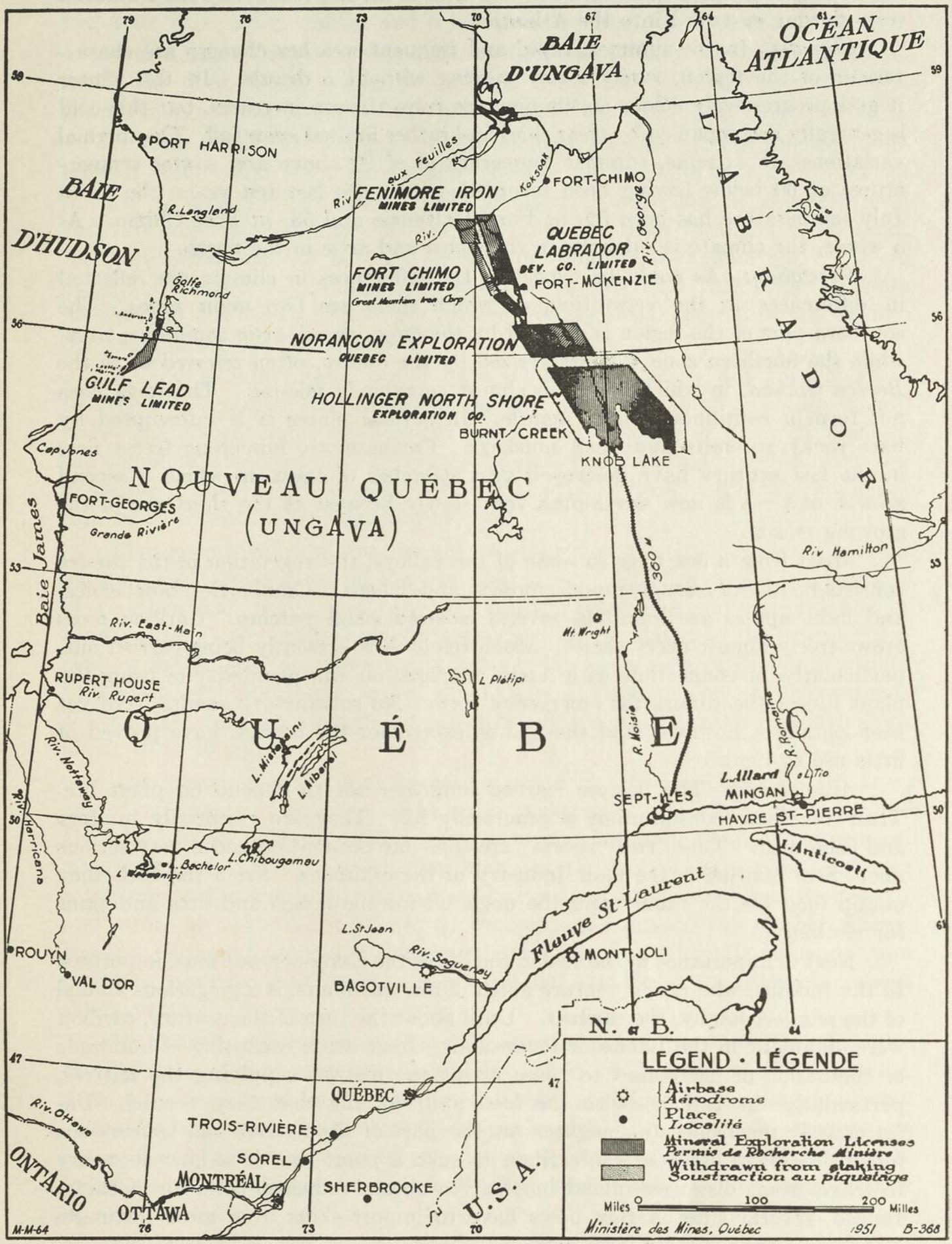
NEW QUEBEC

P. E. Imbault, Ph.D., Geologist, Department of Mines, Quebec.

In this article I propose to describe briefly the most interesting geographical aspects of the remote region known as New Quebec and to discuss its economic potentialities. Prior to 1912 the northern limit of the Province of Quebec followed a rather sinuous line that stretched from the Mouth of Eastmain river, near the southeast corner of James Bay, to Blanc Sablon, at the southwestern extremity of Belle Isle Straight which lies 320 miles east of Havre St. Pierre and 740 miles below Quebec City. The large peninsula north of that limit was referred to as the Labrador Peninsula by some and as the Ungava Peninsula by others. It was under the jurisdiction of the Federal Government and was administered as part of the Northwest Territories under the name of Ungava District. When, in 1912, the Ungava district was ceded by the Federal Government to the Province of Quebec, its name was changed to New Quebec and the Province became the owner of a territory of about 350,000 additional square miles. In this vast territory a few hundred whites and several thousand natives managed to survive on the only industry important at that time, the fur industry.

Physical aspects: In order to grasp more easily the general physiographic character of the region, one should recall that a few million years ago the whole eastern part of Canada north of the St. Lawrence had an appearance quite different from today. Through long periods of erosion the continent had been worn down to a flat plain on which the monotony was broken only here and there by isolated low mounds. This must be the sort of a surface visualized by that old-timer whom I met in Senneterre a few years ago. He was telling me that the earth is not round: it just ends in a long flat muskeg. After a long period of quiescence, the eastern border of Canada was uplifted along the Gulf of St. Lawrence and the Atlantic Coast giving rise to the Laurentides and the Torngat Mountains. That uplift, concentrated as it was along and close to the edge of the continent, resulted in a marked tilting westward with the consequence that the rivers flowing into the St. Lawrence and into the Atlatic have a much steeper gradient than those flowing into Hudson Bay and Ungava Bay. Those faster rivers have carved into the rocks deep gorges like those of the Hamilton, Romaine, Moisie, and Lower Saguenay rivers. Fifty miles north of Seven Islands, the Laurentides attain a height of 3200 feet above sea level. The highest peaks of the Torngats are about 5000 feet above sea level.

The main topographic feature of the peninsula as a whole consists in what we might call the "Central Plateau" which covers more than 50,000 square miles and has an average elevation of about 2,000 feet. Between the hills and small ranges of the region stretch flat zones covered with lakes, swamps and isolated low knobs. Lakes are very numerous, covering in some sections about fifty per cent of the surface. The plateau forms the height-of-land between the Hudson Bay, the Ungava Bay and the Atlantic drainage systems. Numerous large rivers flow outward from it in all directions the most important of which are the George, Kaniapiskau, and Koksoak flowing northward into Ungava Bay; the Eastmain, and Great Whale flowing westward into Hudson Bay; the Moisie


BAIE D'UNGAVA
OCÉAN ATLANTIQUE
LABRADOR
PORT HARRISON
BAIE D'HUDSON
R. Longland
Riv aux Feuilles
FENIMORE IRON MINES LIMITED
Koksoak
FORT-CHIMO
Riv. George
QUEBEC LABRADOR DEV. CO. LIMITED
FORT-MCKENZIE
FORT CHIMO MINES LIMITED
Great Mountain Iron Corp
Golfe Richmond
NORANCON EXPLORATION QUEBEC LIMITED
GULF LEAD MINES LIMITED
HOLLINGER NORTH SHORE EXPLORATION CO.
BURNT CREEK
KNOB LAKE
Cap Jones
NOUVEAU QUÉBEC
(UNGAVA)
FORT-GEORGES
Grande Rivière
Baie James
Riv. Hamilton
Riv. East-Main
Mt Wright
RUPERT HOUSE
Riv. Rupert
L Plétipi
QUÉBEC
Riv. Nottaway
L. Mistassini
L. Albanel
R. Moisie
R. Romaine
L. Allard
L. Tio
SEPT-ILES
MINGAN
HAVRE ST-PIERRE
I. Anticosti
Riv. Harricana
L. Bachelor
L. Chibougamau
Fleuve St-Laurent
L. St Jean
Riv. Saguenay
MONT-JOLI
ROUYN
VAL D'OR
BAGOTVILLE
N. & B.
LEGEND · LÉGENDE
Airbase / Aérodrome
Place / Localité
Mineral Exploration Licenses / Permis de Recherche Minière
Withdrawn from staking / Soustraction au piquetage
Miles 0 100 200 Miles
Ministère des Mines, Québec 1951 B-368
QUÉBEC
TROIS-RIVIÈRES
SOREL
MONTRÉAL
SHERBROOKE
OTTAWA
ONTARIO
U.S.A.
Riv. Ottawa
M-M-64

NEW QUEBEC

and Romaine flowing southward into the Gulf of St. Lawrence; and the Hamilton river flowing eastward into the Atlantic.

Climate: In the summer, rapid and frequent weather changes are characteristic of the region, rarely a day passing without a drizzle. In the winter it gets progressively colder as the distance from the sea increases, but this cold is generally accompanied by clear skies and rather limited snow fall. The thermal variations are extreme, summer temperatures of 90 above and winter temperatures of 60 below having been recorded. Over the last ten years, the mean July temperature has been 54 at Fort McKenzie and 53 at Fort Chimo. As a whole, the climate is sub-artic in the south and artic in the north.

Vegetation: As could be expected, the differences in climate are reflected in differences in the vegetation, of which there are two main zones. The southern part of the region is covered by the *taiga*, or sub-artic coniferous trees, while the northern zone is characterized by the *tundra*, often referred to as the *Barren Ground*, in which trees are almost completely missing. The taiga does not form a continuous forest mantle. In several places it is interrupted by bare rocky summits and open muskegs. Furthermore, numerous forest fires in the last century have destroyed vast stretches of taiga, in which a second growth of trees is now developing very slowly because of the shortness of the growing season.

Apart from a few trees in some of the valleys, the vegetation in the tundra consists mainly of ferns, lycopods, mosses, and lichens. Cranberries, blueberries, and bake apples are found in several isolated small patches. Caribou moss grows freely almost everywhere. Much research is presently being carried out, particularly in connection with Arctic warfare, on the possibility of using the plant life of the tundra for emergency food. No satisfactory results have yet been obtained, however, and the plants, except for the berries, have proved of little use to man.

Animal life: The natives learned long ago not to depend on plant life. Their vegetable consumption is practically nil. They are essentially hunters and fishermen. Those two "sports" are their life occupation and a very serious one. Seal hunting is the main industry of the eskimoes. From the seals they obtain food for the family and the dogs, oil for the lamps and fires and skins for clothing.

Next in importance to the seal in the life of the Eskimoes, but most important to the Indians, who rarely venture north of the tree limits, is a gregarious animal of the reindeer family, the caribou. Until about the turn of the century, caribou were abundant in the Labrador Peninsula. Great herds consisting of hundreds of thousands of head used to roam about the district supplying the natives, particularly the Indians, with the food and clothing that they needed. Unfortunately inconsiderate slaughter on the part of the natives and tremendous forest fires have depleted the caribou to such a point that it is now necessary to travel great distances inland in order to obtain sufficient pelts for clothing. Indeed, several Hudson Bay posts have to import skins from more fortunate districts to supply their local needs.

Fur-bearing animals are moderately abundant in certain localities, rare in others. In the south, they include mink, ermine, marten, otter, beaver, muskrat,

and different species of fox. In the north, the fur trade is based mostly on white fox, artic hare, seals, walrus, and a few polar bears.

Fish may be caught in almost every lake and stream. In order of importance, the most common species are trout (lake and speckled), salmon, Arctic char in some of the rivers flowing into Ungava bay, pike, whitefish, and carp.

Natural resources: Judged by our modern standard, New Quebec in its natural state could be a sportman's paradise but nothing more. Almost all the soil is unfit for agriculture. The climate, in any case, is generally cool and the growing season too short. The forest in most localities is sufficient for local operations, but not rich enough for commercial exploitation. The big game and fur-bearing animals are decreasing to the point that some students of the local conditions believe the present density of population of one Eskimo per 44 square miles of territory is too high.

A land so inhospitable would have remained generally unknown and untravelled for centuries to come if man had not found in it another kind of riches, riches of sufficient value to offset the lack of fertility, the rigour of the climate, the complete lack of means for cheaply transporting men and material over long distances. These riches consist of a special type of rock containing sufficient iron to be classed as high-grade iron ore.

The several bodies of iron ore are distributed in a rather haphazard fashion within a rock sequence called the Iron Formation. This formation is a member of a rather thick series that resulted from the hardening and consolidation of sands, muds, and chemical precipitates which accumulated in the bottom of a shallow sea a long, long time ago. Because the rocks were originally deposited in a basin, the area is now called the Labrador Trough. This trough extends at least 500 miles in a generally northwest direction and varies in width from about 10 to 60 miles.

The existence of the iron formation was first reported by Dr. A. P. Low, one of our greatest Canadian explorers, a geologist of the Geological Survey of Canada. From 1892 till 1895 Low crossed the Labrador peninsula in several directions and outlined roughly the limits of the trough. He paid particular attention to the iron-rich rocks, described several localities where they occur and wrote an enthusiastic report on the economic possibilities of the district. Because of the remoteness of the region and the lack of adequate transportation facilities, however, Low's descriptions did not stir up any interest for about thirty years.

In 1929 the New Quebec Company sent an expedition into Ungava under the direction of two competent geologists, Dr. W. F. James and Dr. J. E. Gill. This party discovered in the vicinity of Knob Lake three ore bodies which were estimated to contain about 100,000 tons per vertical foot. In addition numerous zones of enrichment were noted over an area exceeding 1,000 square miles and in which it was thought that more detailed work would lead to the discovery of additional ore.

Unfortunately this happened in 1929. At that time the ore reserves of the lake Superior district were believed to be inexhaustible. Even more important was the economic crash and the long years of depression that followed.

The Ungava district was forgotten and nobody showed much interest in its potentialities until 1936.

In that year the Labrador Mining and Exploration Company was formed to conduct a search for gold and base metals in Newfoundland-Labrador. The exploration programme was under the direction of Dr. J. A. Retty, now consulting geologist of Iron Ore Company of Canada. The following year André Mathieu, an indian trapper, now chief of the Montagnais tribe at Seven Islands, showed Retty a sample of high-grade iron ore and took him to what is now known as the Sawyer Lake deposit, 40 miles southeast of Knob Lake. In 1938 Retty found some iron ore near Burnt Creek, New Quebec about three miles northwest of Knob lake. Immediately the same interests requested a mineral exploration license and were granted 3,900 square miles by the Province of Quebec.

The control of the Quebec and Newfoundland areas was acquired in 1942 by Hollinger Consolidated Gold Mines, with M. A. Hanna of Cleveland participating on a minority basis. Since 1942 extensive prospecting has been carried out in both areas: in Labrador, by the original Labrador Mining and Exploration Company; in Quebec, by the Hollinger North Shore Explocation Company incorporated in 1942. By the end of 1948 over 300,000,000 tons of high-grade ore that could be mined by open-pit methods had been found, the minimum necessary for an economic exploitation of the deposits. A new company was formed in 1949 to bring the ore field into production, the Iron Ore Company of Canada consisting of: Hollinger Gold Mines, M. A. Hanna, the Labrador Mining and Exploration Company, Hollinger North Shore Exploration Company, and five American steel companies.

Since then, the development of that property has moved at a fast pace. At the beginning of 1951 ore reserves were known to exceed 400,000,000 tons. A 358-mile railway is being built from several starting points, the material being flown in by aircraft which land on air strips constructed especially for the purpose. At Seven Islands an 800-foot dock is being built which will have a storage capacity of almost 2,000,000 tons and a loading capacity of 8,000 tons per hour. Two power sites which are being developed, one on the Ste. Marguerite river 20 miles west of Seven Islands and the other at Menihek rapids 25 miles southwest of Burnt Creek, will supply the necessary hydro-electric energy for all phases of the operation.

On the proposed basis of a five to six-month rail season, the delivery of ore to Seven Islands will reach 60,000 to 70,000 tons per day for a production rate of 10,000,000 tons per year. This load will in all probability move in 100-car trains powered by four 1,600 horsepower diesel-electric locomotives capable of pulling 10,000 tons of ore. From Seven Islands most of the iron ore will be transported to the United States steel mills by boat, partly down to the Atlantic sea-board ports, partly to ports on the St-Lawrence and thence by rail to the mills. The much discussed St. Lawrence seaway would permit the Company to enter the United States iron trade on a sound economic basis and would hasten the enlargement of mining and ore-loading facilities to 20 million tons a year.

When the project is completed and the contemplated production rate is reached, Iron Ore Company of Canada will have staked more than $200,000,000

in the future of New Quebec. The influence of such a giant undertaking on the economy of the province and of Canada as a whole is very well summarized in a recent article by Dr. J. A. Retty, Consulting Geologist, Iron Ore Company of Canada entitled *Iron Ore by 1954* which appeared in the October issue of *Oval* published by Canadian Industries Limited:

"The impact of this project on some aspects of our national economy is easy to evaluate. It means a new source of revenue of United States dollars, positions for many people, and business opportunities in an expanding territory. The indirect significance, although less spectac ular, will be equally marked. New demands for the produce of the farmer, the factory worker, the tradesman. New openings for professional men. Additional business for the banks, the railroads, the steamships. New sources of revenue for the goverments.

Indeed, the far-reaching influence of this vast enterprise is bound to raise the economic prosperity of everyone. Future generations, in looking back on this iron saga, will doubtless find it one of the momentous pioneering efforts of the day."

At the contemplated production rate, the present ore reserves of the Iron Ore Company of Canada will last about 40 years. What happens afterwards? The mineral resources actually known are probably but a fraction of the total potentialities of New Quebec. More iron ore is likely to be found not only on the grounds of Iron Ore Company, but also father north. Furthermore, a glance at the map reveals that this narrow belt constitutes a small portion of New Quebec. The remainder of this vast region is less known, but the limited data at hand indicate the presence of some encouraging mineralization in widely separated localities. East of the iron belt lies a district in which there are interesting possibilities for the discovery of economic concentrations of zinc, copper, silver, and probably some gold and nickel. Asbestos veinlets have been noted near the mouth of Payne river on the west shore of Ungava bay and graphite has been reported in the vicinity of Port Burwell at the northeast corner of the same bay. Lead and zinc showings in the vicinity of Richmond Gulf on the east shore of Hudson Bay have been examined by Gulf Lead Mines Limited. No ore of importance has yet been discovered in any of those places, but the attractive possibilities do seem to be limitless.

One should think of New Quebec, therefore, not as a unproductive region, but as a land of new opportunities. Many generations will come and go before a complete inventory of its mineral resources has been completed. The riches to be found there will undoubtedly greatly influence the economic life of the Province and help Canada to become one of the industrial leaders of the world.

SECOND WAR MEMORIAL SCHOLARSHIP, IMPERIAL ORDER DAUGHTERS OF THE EMPIRE

A scholarship to the value of $1,600 is being offered by the Imperial Order Daughters of the Empire in the Province of Quebec for attendance at university. Known as the Second War Memorial Scholarship the bursary is open to the sons and daughters of deceased or permanently disabled Canadian men and women of the Services. Applicants will be judged on their general record and standing in school, their physical fitness and the circumstances of the family.

Forms of application and full information may be obtained from Mrs. Milton Eaton, Education Secretary, Imperial Order Daughters of the Empire 41 Ninth Street, Shawinigan Falls, Que.

AN ANALYSIS OF SERIES IN THE TEACHING OF FRENCH

Doris L. Kerr, Assistant Supervisor of French, Department of Education

The average play-unit in the textbooks "Jouons" and "Avançons" runs to six or seven pages, and within those six or seven pages there is always a short paragraph of two or three lines entitled "Series". The brevity of this section in the text is misleading. A glance at the manual, on the other hand, tends to reverse the picture — twelve whole pages of the manual are devoted to the method for the teaching of a series. Perhaps the time allotment for series work is the best scale against which to measure its importance. Out of a total of thirty lesson periods per play-unit, twelve are reserved for the series, thus placing almost as much emphasis on series alone as on all the rest of the play-unit together; that is, dialogue, questionnaires, translation exercises, Reading for Pleasure, Stories for Comprehension, and extra work from the manual.

The reasons for this heavy stress on the series are not difficult to deduce. The approach of our present course of study to the problem of learning French as a foreign language is synthetic rather than analytic, and the series play a key role in this synthesis or building programme. The series, taught by demonstration and repetition, provide the student with certain verb forms which he accepts as the pre-fab materials of conversation. He is trained to handle them with facility, substituting one form for another to produce various results. He is not at first concerned with an analysis of the forms he is using, but rather with the total effect. He learns to listen for certain verb patterns and to apply corresponding patterns in his replies. At the Grade VI level, when he has acquired skill in juggling his pre-fab building blocks, he is led to analyse verb forms by means of the verb-chart system, but the series are carried on as before to increase his speed and accuracy in the assembling process.

The series is a device for practice in the conversion of one tense to another, and of one personal pronoun to another, and, therefore, is an important step towards fluency in the language. The method for teaching a series is designed to develop this fluency with emphasis on three tenses — present, passé composé, and future, and with four personal pronouns — je, il, elle, and vous.

In Grade III only the present tense is taught for the first five months. The manual introduces the passé composé in Lesson 35, but experience has proven that the passé composé can be taught more effectively if divided into three sections. The newer method introduces the passé composé with il and elle after Lesson 26, about the beginning of February. The passé composé with vous is taught during March after Lesson 30, and je in the passé composé is begun in April after Lesson 34. The future tense is usually introduced and included in the series work after Unit 3 of Grade IV's course.

To trace the development of the series through the elementary school, we begin with the present tense in Grade III. Here verb forms are taught as vocabulary by means of the standard techniques — presentation in French, English and French, silent lip-reading, pronunciation, and drills. The series are begun whenever two commands are given consecutively. Thus, the series work begins at Lesson 6 in the manual for Grade III with the commands, "Levez

la main. Montrez la fenêtre. Baissez la main." The scope of the series increases as new vocabulary is acquired. The two- and three-verb series of the first lessons become four- and five-verb series as fluency and vocabulary grow. The first step is the teacher-command, with pupils carrying out the orders, and using verbs previously taught as vocabulary with je, il and elle. The second step, repetition of commands by the class, presents a new form of the series, and provides a stepping-stone to the teaching of the series with the pronoun vous.

When the passé composé is introduced a new pattern is learned, and three charts come into use to facilitate the presentation and handling of the auxiliary verb. The three charts are the "Auxiliary Charts" printed by the Department of Education and recommended for use throughout the elementary schools in the grades where French is taught. The only adaptation of these charts necessary for a Grade III or IV class is the blocking out of the personal pronouns nous and ils which are not introduced until Grade V.

The course in Grade III is entirely oral. Series are not written or copied by the children. They are *action* drills accompanied by play-by-play accounts of what is taking place in the present. The passé composé is a follow-up on series which have been completed, and which the children remember as having "happened in the past". Careful presentation of these tenses in Grade III will insure a solid foundation of tense sense in the succeeding work. In this grade the present is used *with actions*, and we must be careful to see that the actions *are* occurring when we use the present tense. The passé composé, to a Grade III pupil, is the special pattern he must use for actions which have taken place in the past and are now finished. No more complicated explanation is necessary. The child learns that his three auxiliary charts are used only with the past tense for finished actions. Once presented, the charts remain before him for the rest of the year and their use becomes automatic.

The child thus prepared in Grade III moves smoothly into the series work of the textbook play-units in Grades IV to VII. The only new aspect of the work is the written exercise. In presenting a new series from "Jouons" or "Avançons", the teacher first demonstrates the actions, doing the series herself in the present tense with je. She will use suitable properties, or will call upon the class to imagine properties and settings with her. For example, to introduce the series "Prendre son argent. Aller au magasin. Acheter des pommes. Donner l'argent au marchand", she will use real money and will ask a child to be "le marchand". She will go to the model store and buy cardboard apples prepared for use with the dialogue. If suitable properties are not available, children are always ready to "make believe", and "make believe" is much closer to reality and much more interesting than a dull, unimaginative presentation of verb forms. Series can and *should* be fun. After this dramatized presentation, the teacher repeats the series, checks on comprehension, and writes each sentence on the board while the class repeat three times. Comprehension checks must be very carefully made, especially with new work.

Now it's their turn! The teacher gives the commands and the class repeat them. A capable pupil is chosen to dramatize the series and describe his own actions. He gives each sentence in the present tense with je, and the class repeat. He is complimented on his performance, and other individuals are

invited to act the series with class repetition. The ability to do the whole paragraph without prompting or reference to the board is commended, and the class may try to repeat it with reading. The series is then copied into the pupils' notebooks and assigned for study.

The second lesson provides a review of the first. A good pupil may give the commands and choose another to carry them out. While the actor does the series in the present with je, the teacher announces to the class that she will tell them what *he* is doing, thereby introducing the series with il. This form is written on the board and used by the class individually and collectively, while different pupils do the actions. The series is copied for study. If il is written, elle may be drilled orally. Occasionally, elle should be written instead of il.

The presentation with vous brings in the commands and the je form again, and the same method of teacher-pattern with repetition and copying from the blackboard is repeated.

Even when the future tense has been taught after Unit 3 of the Grade IV course, it is always advisable, in my opinion, to begin series work with the present tense. The reasons for this slight deviation from the manual procedure is that the present is the dramatic tense — the meaningful, obvious, living tense, where the verb is translated into action, and can be seen in action. The passé composé is the logical follow-up, and the future completes the circle, and introduces the review of the present and passé composé.

The principle is always the same for the introduction and initial teaching of the series: teacher-presentation; repetition by the pupils while the teacher writes the series on the board; pupil-imitation of the teacher-model with class repetition; and copy from the blackboard for study. But there is more to the method than the initial teaching. The manual provides "Questions Based on the Series" and a section entitled "Extra Work on the Series". In view of the recent revision of the series in the textbooks, it is necessary now to adapt these sections in the manual to the new series. The patterns for these drills remain unchanged, however. They include questions phrased in such a way as to elicit the statements of the series, and drills of the "Dites-moi que — ", "Dites-moi de — ", "Demandez-moi de — " types. "Questions Based on the Series" provide an excellent review of the previous day's work before beginning a new form of the series.

If the manual suggestions are followed, a week's programme would include three days of dialogue and questionnaire work, and two days on the series. Thus, in six weeks, there are twelve lesson periods devoted to the series. Assuming these periods to be of half-hour duration in Grades IV to VII, it is estimated that twenty to twenty-five minutes should be devoted to the series and the remaining time to verb conjugations in Grade V, and to verb-chart drills in Grades VI and VII. The Grade IV teacher usually has to allow extra time for the copying of the series.

Although the manual recommends the completion of six units in a year, it is considered preferable to do five units well if time runs short, but care must be taken to avoid the risk of over-teaching each unit, and thereby killing the enjoyment of it.

The verb-chart work in Grades VI and VII runs parallel to the series work. For example, the first series in Grade VI includes three regular and two irregular verbs. This assortment should not affect the chart work which, at this stage, is confined to the presentation of the Group I, or Regular Verb chart. Nor should chart drills interrupt the established method for the teaching of the series. There is definitely a close relationship between these two types of verb drill, but each is a unit of work in itself, and this unity would be sacrificed by a confusion of the two methods. Certainly the verbs in the series which tie in with the verb-chart drills will be used during the five- or ten-minute chart period. That is, the three regular verbs in the first series of Grade VI's work will be included in the drill period after the model verb *donner* has been developed on the charts, but no attempt will be made to deal with the two irregular verbs from the grammatical point of view at this stage. Nor will conjugations and rules for formations be allowed to interrupt the twenty-minute series period.

My own experience, at the Arvida High School, was that advanced pupils even in Grade VI began, towards the middle of the year, to boast that they could write the series without looking at the board. Such pupils were encouraged to continue these attempts, and occasionally to try the series with a different personal pronoun. Such efforts must be carefully checked for errors, however.

This type of work is excellent preparation and practice for dictation exercises. The emphasis on verb forms carries over into dictations, and regular dictation periods at least twice a week are an essential part of the French programme in Grades VI and VII. Dictées should be based on the series. The verb is the feature of each sentence selected for dictation. Other vocabulary is of secondary importance, but here again, the series has the advantage of presenting those words from the unit which have a high frequency count and good value rating. Then, too, these are the words the child writes at least nine times in copying his series in the three given tenses with je, il or elle, and vous.

Throughout this talk I have recommended close adherence to Manual methods, but it is always understood that any reasonable adaptation of or addition to these methods is welcomed and approved. The manual is a guide to the fundamentals — you add the frills. There are many by-product exercises to be developped from the series by the enterprising teacher. One, for example is the directed story, built on a series situation. It cannot, and should not be done with *every* series, but with one such as: "Prendre un taxi. Descendre du taxi à la gare. Acheter un billet. Monter dans le train. Jeter les bagages dans le filet. S'asseoir.", an associated round-robin story is easily constructed. After teaching the passé composé, the teacher may say: "Hier vous avez fait un voyage. A quelle heure vous êtes-vous levé? Qu'est-ce que vous avez fait avant de prendre votre déjeuner? Qu'est-ce que vous avez fait pour commander le taxi? etc." The answers form a story which provides a review of much previously taught vocabulary, and the whole thing ties in neatly with the series under present study.

The secrets of success in series work are few and simple: the effective teacher knows the purpose of the series, each lesson is well planned so as to run smoothly, and every well presented series is like that much-advertised gasoline — "it's activated!"

AN APPROACH TO GREEK HISTORY THROUGH THE ENGLISH LANGUAGE

S. V. Cattermull, Regional Inspector, Department of Education

Before we enter upon Greek History, I wish to anticipate your attitudes toward study of the subject and to assure you that, even if it is "All Greek" to you, you may avoid but cannot evade the Greeks, their history and their language.

Without any desire to associate yourselves with Protagoras, Antisthenes or Pyrrho of Elis, some of you will adopt attitudes of *sophistication*, *cynicism* or *scepticism*.

Others of you, although by no means disciples of Zeno, will *apathetically* assume a posture of *stoicism*.

(I shall write, and you will please copy the *polysyllabic* words I may use. Later, we will look them up in some *thesaurus* or *encyclopaedia*. Watch your *orthography* and your *calligraphy*.)

A few students will, I hope, agree with Socrates that a *philosophical* approach to study is desirable.

None of you, I am sure, will go so far as to condemn the Greeks for their share in providing you with an *alphabet*, with which to spell English words of Greek derivation.

To *anathematize* Herodotus for inventing History, Aristotle for being a *pedagogue*, or Plato for inaugurating the first *Academy* of Learning would be futile, for Greek appears in almost every subject of the Course of Study.

If you wish really to know your mother-tongue, you cannot dispense with *etymology*, *syllables*, *synopses*, *synonyms*, *homonyms*, *paragraphs*, *parentheses*, *paradox*, the *apostrophe* and the *hyphen*. Then, of course, there are *onomatapoeic* words.

For all their *cryptic* composition words are but *symbolic* records of human thoughts and activities.

It is natural that some of you living in a complex *mechanical* age should prefer *Mathematics* and Science to the Arts and Letters, but, even so, you cannot banish the Greeks.

Aristotle believed in a general education, for he wrote treatises on *rhetoric*, *logic*, *poetry*, *politics*, *physics*, chemistry and natural *history*.

If *Geometry* is your favourite subject, you cannot fail to know that Euclid wrote its "elements" in his "*Stoicheia*" — and you must admire Pythagoras for discovering 2,500 years ago the principle of Euclid's 47th proposition dealing with the square on the *hypotenuse*.

Eratosthenes was shrewd when, with a knowledge of *Geometry*, a rod, a deep well and a pole, he succeeded in measuring the Earth.

You cannot learn *Geometry* without familiarizing yourself with *parallelograms*, *perimeters*, *polygons*, *hexagons*, *theorems*, *cylinders* and *isosceles triangles*. It's all as easy as *pi*.

If it is *Physics* you prefer, — although you would not shout *Eureka!* for *Archimedes*, — you will encounter such words as *aneroid barometer*, *thermometer*, *thermostat*, *hydraulics*, *hydrometer*, *hygrometer*, *telephone*, *telegraph*, *phonograph* and *autogyro*. Going "modern", you will be introduced to *gamma* rays and *isotropes*.

Mathematics requires you to know Greek *symbols.*

Chemistry will present you with *oxygen, chlorine, iodine, hydrogen, barium, cyanide* and *phosphorus.*

In the most elementary lessons in *Geology* you must learn of igneous and *metamorphic* rocks, of *synclines* and *anticlines.*

Hemispheres, isotherms, isobars and *deltas* you will find in *Geography.*

There are many '*ologies*' and '*ographies*' but *psychology* tells me to spare you.

By now, some of your minds are in the fields, at the *theatre* or with an *auto*-mobile. You are indulging in *athletics* or *aesthetics* to escape the Greeks.

Physical culture, *calisthenics* and *athletics* are to be encouraged. Keep a healthy mind in a healthy body, for life calls for many a *Titanic* struggle, for *Spartan* courage and *Herculean* effort.

Concerning your sports, I am wondering how many of you could match *Pheidippides* in a 22 mile *Marathon* and how many of you aspire to being chosen for the *Olympic* games.

If injured, see a *physician* or an *osteopath.* Ask your doctor about the *Hippocratic* oath; talk to him about *symptoms, anesthetics, therapeutics, neuritis* and *phthisis.*

Speaking of the *theatre,* I might introduce you to *Aeschylus* and *Aristophanes* and tell you of the origin of the words *tragedy* and *comedy,* but I will leave you to enjoy Walt Disney's pictorial interpretations of *Aesop's* fables.

Incidentally, if you are interested in *Architecture,* the theatre may be built in *Doric, Ionic* or *Corinthian* style. Compare it with the *Parthenon* at *Athens,* built 450 B.C. under the direction of the sculptor *Phidias.*

If you would take a ride in your *auto*mobile, remember that the first part of its name is Greek and that the gear-shift was invented by the Greeks. There will probably be lead *tetraethyl* in the gasoline.

Before dismissing you, I must impress upon all of you your *Christian* duties. Read your *Bible,* the books of Holy Scripture, comprising 39 Hebrew works in the Old Testament and 27 Greek works in the New Testament, besides the *Apocrypha.* The Greeks also made a translation of the Old Testament. This was called the Septuagint. The first five books were called the *Pentateuch.* Study *Theology* and *Archaeology.*

Remember also to be good citizens and thank the Greeks for the *system* of government called *democracy.* In Canada we want no *oligarchy, autocracy* or *plutocracy.*

In all your dealing be *ethical.* Plato was the first *philosopher* to formulate satisfactorily the principles of *ethics.* Through the medium of the *neo-platonic philosophers,* his teachings profoundly influenced Christian thought.

Remember also the advice of Socrates, "Know thyself and love wisdom".

In closing, I give you the prayer of Socrates (from Plato's "Phaedrus") "Beloved Pan and all ye other gods that haunt this place, give me beauty in the inward soul; and may the outward and inward man be at one. May I reckon the wise to be wealthy, and may I have such a quantity of gold as none but the temperate can carry."

Epicures, you are dismissed.

REPORT OF THE SUPERVISOR OF ENGLISH

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

Realizing that for effective supervision the friendly cooperation of each staff must be obtained, the supervisor has visited classrooms, taken an active part in teaching, and during or after school hours has discussed courses in English and methods of instruction with teachers either individually or in groups. At these meetings objectives have been outlined, textbooks reviewed, and supplementary material brought to the attention of the staff. The general discussion has been of benefit to everyone, including the supervisor, who realizes there will always be a great deal to learn.

In supervising instruction in English, an attempt is made first of all to assist teachers in interpreting and teaching the course of study as outlined each year by the Department of Education. Teachers who are beginners, who are given a new course of instruction, or assigned to an advanced class usually welcome assistance from an inspector or supervisor. The field of instruction in English being very extensive, some teachers may place undue emphasis on certain aspects of the course to the exclusion of equally important elements. Pupils benefit if all teachers realize that a complete understanding and a broad interpretation of the course is necessary.

Secondly, the supervisor must endeavour to coordinate the teaching of English, not only in individual schools but throughout the province. If progress is to be maintained, he must have a definite policy, and endeavour to establish a standard of efficiency in all aspects of the teaching of reading, language, and literature. He will discover, for example, that the number of assignments in composition and library reading will differ widely from class to class and from school to school. By helping teachers to organize their work and by encouraging them to follow a more uniform system, he hopes to further interest in the study of English and to induce pupils to read widely.

The supervisor must also report periodically to the Department of Education regarding the suitability of textbooks and courses of study. In the past, certain texts, which when selected may have been considered the best available, have not always proved practicable when tested by daily use in class. While it is agreed that effective teaching depends largely on the degree of interest and enthusiasm shown by the teacher, it is also obvious that no one benefits if texts assigned are too difficult, outmoded, or boring to modern youth. Recent changes in literature, language and spelling, many of the texts being new this year, are improvements that will strengthen the course of study and be of value in raising the general standard of attainment. No further radical changes in English are likely to be recommended in the immediate future. It will now be the duty of teachers and supervisors to make certain that courses assigned are well taught.

While there is still no royal road to learning and a pupil's progress in school is dependent upon his native intelligence, his natural interest in study and many other factors, the conditions under which he learns have today been greatly improved. The intermediate and high schools throughout the province are, with only a few exceptions, new or modernized, and well equipped. Schools

such as the new Asbestos-Danville-Shipton High School are rapidly becoming the rule rather than the exception. Classrooms are bright, colourful, and attractice. Methods of teaching are more scientific and better planned to develop in the minds of youth a keener and more permanent interest in learning. This is especially true in the field of English — in the teaching of reading, the development of language skills, and in giving youth a better understanding and appreciation of literature.

In the teaching of reading skills, remarkable progress continues to be made in junior elementary classes. As evidenced by the smiling faces one sees in Grades I to III, children no longer go like snails unwillingly to school. Modern classrooms are made even more attractive by all manner of gay art work, pictures, progress charts, flowers, plants, and miscellaneous collections sometimes worthy of a museum. All these arouse interest and often give background to the reading programme in primary grades. In one elementary school in Montreal two classrooms have been converted into a kindergarten or children's wonderland. The ample space provided has been partitioned off as model rooms — kitchen, bedroom, playroom, stage, a well-stocked children's library, and a little grocery store with a cash register and a plentiful supply of real-looking currency. For physical activity there are tricycles, waggons, a small badminton set, and a great variety of blocks, balls, meccano, modelling and drawing supplies. Musical instruments — a piano, radio, and a gramophone with a plentiful supply of children's records — are available to give variety to the day's programme. No one there is interested in the dismissal bell.

In another school visited, a Grade III class was deeply involved in a project on China. Various articles were on display throughout the room — a coolie hat and a pair of very small shoes; a bowl, chopsticks, and a Chinese gong; large wooden models of a jinrikisha and a fully-rigged Chinese junk. The teacher with help from the class was busy writing a composition on the blackboard on the people of China — their appearance, dress, customs, schools, and religion... Such scenes are typical of the enthusiasm and initiative of our more progressive teachers. Reading lessons from the colourful and well-graded Curriculum Foundation Readers arouse a high degree of interest. No longer does the lesson consist merely of listening to other pupils attempting to read. By colourful blackboard illustrations, flash cards, flannel boards, dramatization, meaningful games, and mock radio programmes, the story presented comes to life and reading skills are rapidly developed. By the end of Grace III, the average pupil has a sight vocabulary of 1,800 words, and by his knowledge of phonetics, syllabication, and other techniques, he can discover other words for himself.

In senior elementary classes, where the curriculum is more crowded, concentration must replace recreation, and progress is naturally less spectacular. Intensive and purposeful teaching of reading skills, as outlined in the Teacher's Guidebook, is, however, no less necessary in these grades for progress in all subjects will depend upon the ability of the class to read with skill and understanding.

Since a low standard of reading ability is often the cause of discipline problems and maladjustment in school — and even after school — a special class for remedial reading is now a feature of many of our larger elementary schools.

In this so-called "adjustment class" each retarded pupil is daily given individual attention. In most cases, after a reasonable period of intensive training, such marked improvement is shown that these pupils can again keep step with those of their own grade. Classes of this practical nature seem now to have replaced "opportunity classes", popular during the last decade.

Last year arrangements were made with Gage and Company, Canadian agents for the Curriculum Foundation Readers, to have their highly-trained Reading Specialist, Miss Margaret Hoffman, give demonstration reading lessons for the benefit of teachers in this province. In September 1950 and in April 1951, these demonstrations, including lectures and general discussion on the teaching of reading, were held at Sherbrooke, Lachute, Hull, Macdonald College, and Quebec City. Many teachers from surrounding areas were also in attendance. It was gratifying to learn from Miss Hoffman, who each year visits many schools throughout the United States and Canada, that our pupils compared favourably with those in other parts of Canada and the Unites States. She also remarked that one of our Grade VI classes read and understood what they were reading probably better than any class she had taught in a demonstration lesson. While we realize that some of our senior classes are not good readers, it was encouraging to learn that we also have some of the best.

In 1948 a new course in Developmental Reading was introduced in Grades VIII and IX to develop increased fluency and speed combined with a higher degree of concentration and comprehension. Since many teachers needed further guidance regarding the purpose and teaching methods of this course, a Memorandum was prepared this year and distributed to all our intermediate and high schools. Where this subject is taught well, keen interest on the part of teachers and students is being shown in the comprehension and speed graphs kept by all classes, and reading skills have improved considerably. Details of an experiment carried out in one of the high schools of Montreal may be of interest.

A Grade VIII teacher last September was given a class of twenty-nine boys, sixteen of whom had been recommended for Division B; the remaining thirteen were pupils with a low pass mark, some on trial, from nearby elementary schools. As an objective means of measuring their reading ability, the Nelson Silent Reading Test was completed by the class early in October. The results showed, as the teacher expected, that at least half the class were about the Grade VI level in reading skills. After eight months of intensive training in developmental reading and library assignments, the pupils were again tested, the results showing a general improvement, in some cases as high as two or three grades. Towards the end of May their teacher reported as follows: "There seems to be evidence in this experiment that some boys are being placed in Division B classes who have average intelligence but are suffering from some handicap. I am convinced that this course in reading will enable many of the students to continue in Division A throughout the remainder of high school."

The results of this class in their June tests were highly gratifying to all concerned. On the year's work in Grade VIII, twenty of the twenty-nine boys won straight promotion to Grade IX, Division A; six were promoted to Division B, while only three for various reasons were not promoted.

These facts would seem to emphasize the value and underline the necessity of a course in Developmental Reading for retarded students at the junior high school level. In all high schools there are intelligent illiterates who would profit greatly by intensive training in basic reading skills.

In recent years too little emphasis in elementary and junior high school grades has been placed on language training. Textbooks authorized often presupposed much study and preparation by the teacher. "The King's English" represented too high an ideal, while "The Open Door" series proved less revealing than its title implied. As a result basic instruction in language was frequently haphazard and ineffective with the result that the teaching of French and Latin in high school became increasingly difficult. Throughout the whole school course instruction in language ought to be specific, sequential, and taught with a certain degree of thoroughness. The new text "Using Our Language", when presented by competent teachers — and our teachers are competent — gives this essential training. From Grade III to Grade IX stress is laid on the principles of sentence and paragraph structure, topic sentence, inverted word order and other important details. There are numerous review exercises and ample scope for originality and creative writing. The format is also attractive: the novel forms of type, effective arrangement, pictures and cartoons arouse and maintain interest. This text is being given unanimous approval throughout the province.

Grammar has been taught in Latin classes, but since Latin in many of our high schools is being replaced by the study of science, the subject has not been given the necessary attention. For this reason the results shown in Grades X and XI English Composition examinations, except in the case of our best students, have been less satisfactory in recent years. According to the examiners, failures are less often due to lack of ideas or imagination than to faulty sentence structure, inaccurate spelling, and inadequate vocabulary. While it is admitted that written expression today tends to be less formal, an acceptable standard of correct English must be maintained. A student having little knowledge of syntax or accurate sentence structure can neither read with understanding nor write with clarity and coherence.

The 1947 Report of the English Committee appointed to revise the complete high school course of study contained the following recommendation: "While the need for stimulating creative effort in oral and written expression is recognized, more emphasis on technical accuracy in written work is required — to be encouraged and enforced by the use of textbooks containing drill exercises in grammar, punctuation, sentence and paragraph structure and by the united efforts of *all* teachers in a school to maintain a correct standard of written and spoken English in every subject." One would agree with the McGill professor of English who suggests that the chief aim of teachers should be to instil habits of accuracy. "Loose, imprecise, illogical writing," he maintains, "is notoriously prevalent today... All educators should set their faces firmly against it... For good composition (or at any rate accurate grammar and syntax) is a reflection of clear, precise thinking; shoddy composition is a reflection of shoddy thinking."

As teachers we are inclined to exalt our function as interpreters of literature but at times have tended to forget that our more prosaic duty is to make certain

that our pupils speak, read, and write, if not with literary fluency, at least with a fair degree of accuracy.

The new spelling texts now authorized present lists of words in a meaningful context and stress not only the spelling but the structure and meaning of each word. The new texts in language and spelling and renewed emphasis on the necessity of teaching these subjects more thoroughly and effectively should, in years to come, bring more satisfactory results in English composition.

While the teaching of reading, language, spelling, and composition ought to be specific and intensive, the study of literature and poetry should be extensive and less formal, the main aim being appreciation and enjoyment. So long as the path in language is straight and narrow, the pupil must be given encouragement and boundless scope to wander freely in the fields of good literature. He will need but little inducement if he has been well trained and has access to an interesting collection of books. At present all classes seem to derive a great deal of pleasure from the prose and poetry selections assigned to the various grades. Study of the texts is frequently supplemented by class projects in library reading, short stories, dramatization, and school broadcasts.

Because a few of the former texts in literature assigned for study in the elementary school were found to be too difficult for certain grades, a new course in literature is being introduced this year, and a new approach recommended in telling or reading stories to pupils in junior grades. Many children's classics, such as "Alice in Wonderland", "Tom Sawyer", and "Treasure Island", have a background and vocabulary that are frequently too difficult for young readers. Such stories, however, are very much appreciated when presented and explained by the teacher. They develop the pupil's interest in reading and widen his experiences. The ultimate aim is to encourage children to read that they may later explore for themselves the treasures of literature. Two or three books, selected from a list of options, are now being presented in this manner, followed by class discussion and a variety of projects in all grades from II to VII.

That pupils may have a common experience and enjoyment in reading stories for themselves and that the teacher may have some indication of the progress of the class, two books better suited to the reading ability of each grade have also been assigned for study.

New anthologies of poetry have also been authorized for elementary grades. Besides providing much enjoyment, the study of poetry gives young children an understanding of rhythm and music and an appreciation of the manner in which everyday experiences may be expressed in striking and effective language, often rich in beauty and imagery. This new course in literature is more interesting, practical, and modern, and of more inspirational value than the previous assignment.

The literature course for high school grades was completely revised in 1948 and is usually considered satisfactory by teachers and pupils. Generally speaking, for each grade there are selections from the Bible, a modern or Shakespearean play, a novel, essay, and a collection of short stories or one-act plays. The former method of having the teacher read all these in class is being replaced by more discussion, class participation, the production of plays or scenes, and

projects of literary interest. High school teachers are actively aware of the influence of other media besides textbooks in the teaching of English. Discussions are held on current events, radio programmes, movies, and the all-important modern development in television, which has been called "the electronic blackboard of the future". Senior students are keenly aware of what is happening in the world today and appreciate the opportunity of gaining information by class discussions. This wider approach to the teaching of English whereby the student gets facts and ideas that are fresh in time and viewpoint helps to maintain interest and may be an added inducement for pupils to complete the high school course of training.

As a result of the deliberations of a committee appointed by the Director of Education in January 1950, a new course in Extra-English for Grades VIII to IX has been introduced this year, to be extended in all probability next year to Grades X and XI. Known as "North American Literature", this course was designed to give recognition wherever possible to Canadian writers and to foster an apreciation of literature that depicts the Canadian scene. It seems only fitting that our students while at school should be introduced to noteworthy Canadian writers. While aware of the fact that Canadian texts are likely to be prescribed more extensively, our publishers have as yet made little effort to anticipate the demand. The authorization of this course may ultimately be an incentive to authors and publishers to provide more Canadian texts for school use. Whereas the former Extra-English course was not generally recognized for university entrance requirements, there is every reason to believe that the "North American Course" will be acceptable to McGill as one of the optional subjects for matriculation into Arts and Science.

While the courses in literature for the high school grades have very definite cultural and inspirational values, they also give youth moral and spiritual ideals that should certainly be of value to many in later life.

In recent years the Department of Education has generously financed the establishment of classroom and central libraries in intermediate and high schools throughout the province. With such financial aid schools are now being supplied, if somewhat slowly, with a very necessary collection of good reading material, but the supply is still far from adequate. All pupils ought to have the facilities and encouragement to read widely. It is amazing to note the number of books read annually in schools with libraries that are well organized and stocked with volumes published not in the nineteenth century but during the last twenty years. The benefits derived by pupils in their study of English must be incalculable.

At present an endeavour is being made to foster a wider interest in school libraries and in organized library reading. In the special issue of the Educational Record for Teachers of English and in the new edition of the Teacher's Handbook recommendations have been made for a more progressive and unified plan of library reading whereby in all schools a permanent record of all books read is kept by all pupils from Grade IV to the end of their school training. Teachers are also recommended to give credit in their regular tests for library books studied in their respective grades. A memorandum on the organization of school libraries is also being prepared for general distribution throughout the province.

Early this year a letter outlining the facilities of the McLennan Travelling Library with its wide selection of new and interesting books, suitably graded for primary, elementary, and senior pupils, was sent to all rural inspectors, helping teachers, and school principals. The McLennan Library's new bookmobile, which is now on tour in the Eastern Townships, will help publicize further the excellent facilities of this library as an extra source of supply for central or classroom libraries.

Canadians are sometimes accused of being non-readers and that they do not interest themselves enough in books. One sometimes wonders whether the schools are doing all they should to lay a foundation for a life-long interest in good reading, for by giving youth the magic key to the treasury of prose and verse we are giving them not only enjoyment and knowledge, but hope, wisdom, and an incentive to continue man's search for a happier and better life.

It has also been suggested that there is length and breadth, but no depth, in modern education, but if we can succeed in passing on to the next generation the things we consider most worth while — an appreciation of what is fine and beautiful, a knowledge of the qualities that make for happy and contented living, inspiration derived from the lives of great men and women that have helped civilization onward, and the modern ideal of international cooperation with a world at peace — we have not failed in our duty.

All these we are endeavouring to do, for an understanding of the best that mankind has said, thought, done, or been, is to be found in the pages of good literature.

THE HARVARD READING FILMS

A series of sixteen silent films on reading has recently been added to the Film Library. In each of the films the reader is obliged to read at a fixed rate, the rate in the first being 180 words per minute and in the last 470 words when the projector is operated at "silent" speed. By showing the films at "sound" speed reading rates up to 700 words per minute are obtainable. A detailed listing of the films will be found on p. 45 of this issue.

A demonstration film (Q-260) explains the purpose of the series and illustrates the reading speeds demanded in typical films. One advantage of the films for training purposes is that they make it impossible for the reader to regress. As stated in the introduction "There is no use looking back; the words are gone." The content of the films is intended to "fall between eighth and tenth grade (in) difficulty." The demonstration film and excellent manual that accompanies it may serve as a basis for a provocative discussion of reading habits.

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.

Royal Bank Monthly Letter.

NEW FILMS

In place of the mimeographed lists of new films and filmstrips that have been distributed periodically between issues of the Catalogue of the Film Library, new films will in future be listed in the Educational Record. In order to have a complete file of new titles, copies of the January-March and subsequent issues of the magazine should be retained.

The following films have been added to the Film Library since the publication of the 1951 Catalogue.

ART

Elements of Design: Composition T-1206	Young America		400′
Elements of Design: Light and Shade T-1207	Young America		400′
Elements of Design: Line T-1208	Young America		400′
Elements of Design: Shape T-1209	Young America		400′

BIOLOGY

The Living Forest T-1222	E.B.F.	Colour	1600′
(A conservation film stressing the importance of the forests)			
Reproduction Among Mammals T-1225	E.B.F.		400′

CHILDREN'S FILMS

Animals in Winter T-1226	E.B.F.		400′
Seashore Life T-1216	E.B.F.	Colour	400′
(The film pictures gulls, crabs, star fish, squid, skate and clams)			
The Thermometer T-1220	Films Inc.		400′
(A twelve year old boy learns how thermometers work)			
Thunder and Lightning T-1218	Young America		400′

ENGLISH

Harvard Reading Demonstration Film Q-260		200′
(A description of the Harvard Reading films appears on p. 43 of this issue.)		
Harvard Reading Film No. 1 Q-261	(180 words per minute)	200′
Harvard Reading Film No. 2 Q-262	(205 words per minute)	200′
Harvard Reading Film No. 3 Q-263	(225 words per minute)	200′
Harvard Reading Film No. 4 Q-264	(235 words per minute)	200′
Harvard Reading Film No. 5 Q-265	(250 words per minute)	200′
Harvard Reading Film No. 6 Q-266	(260 words per minute)	200′
Harvard Reading Film No. 7 Q-267	(280 words per minute)	200′
Harvard Reading Film No. 8 Q-268	(290 words per minute)	200′
Harvard Reading Film No. 9 Q-269	(305 words per minute)	200′
Harvard Reading Film No. 10 Q-270	(320 words per minute)	200′
Harvard Reading Film No. 11 Q-271	(335 words per minute)	200′
Harvard Reading Film No. 12 Q-272	(350 words per minute)	200′
Harvard Reading Film No. 13 Q-273	(370 words per minute)	200′
Harvard Reading Film No. 14 Q-274	(390 words per minute)	200′
Harvard Reading Film No. 15 Q-275	(415 words per minute)	200′
Harvard Reading Film No. 16 Q-276	(470 words per minute)	200′

(The reading rates may be increased fifty percent by operating the projector at "sound" speed.)

GENERAL SCIENCE

AIRPLANES AND HOW THEY FLY T-1221 — Young America — 400′

MAGIC IN THE AIR T-1212 — Jam Handy — 400′
(Demonstrates how television is transmitted and received)

GEOGRAPHY

CANADIAN HERITAGE T-1210 — C.N.R. — Colour — 800′
(Illustrates the diverse occupations of Canadians, the country's natural resources, and the contributions of the various ethnic groups)

FARMERS OF INDIA T-1202 — March of Time — 800′

FOOD FOR THOUGHT T-1201 — Assoc. Screen — Colour — 800′
(Describes the fishing industry of Quebec and methods of cooking fish)

REPORT ON HONG KONG T-1205 — Rank — 800′
(Life in post-war Hong Kong is contrasted with that in the city before World War II)

SUMMER IN OLD QUEBEC T-1229 — C.P.R. — Colour — 400′
(Pictures the attractions of Quebec city and district)

HISTORY

DANIEL BOONE T-1215 — E.B.F. — 800′
(Episodes in the life of Daniel Boone including an Indian attack on a fort)

HOUSES IN HISTORY T-1230 — United Kingdom — 1200′
(The influence of geographic, economic and social forces upon British architecture since 1500 A.D.)

HOUSEHOLD SCIENCE

PRINCIPLES OF BAKING T-1223 — E.B.F. — 400′

PRINCIPLES OF COOKING T-1224 — E.B.F. — 400′

MUSIC

THE GREAT WALTZ T-1211 — M.G.M. — 800′
(An adaptation of the M.G.M. film featuring Johann Strauss)

SPORTS AND PHYSICAL EDUCATION

BALL HANDLING IN BASKETBALL T-1228 — E.B.F. — 400′

BALL HANDLING IN FOOTBALL T-1227 — E.B.F. — 400′

BASKETBALL IS FUN T-1219 — Bailey — 800′
(Designed to introduce basketball to beginners of upper elementary or junior high school age level)

SAFETY AND FIRST AID

THE CASE OF TOMMY TUCKER T-1204 — Chrysler — 800′
(Demonstrates the need for safe driving and walking. Intended for upper elementary grades)

WHAT'S YOUR SAFETY I.Q.? T-1213 — National Safety Council — 800′
(The audience is asked to identify safety hazards pictured in the home, in recreational activities and in traffic)

TEACHERS AND PARENTS

CHILDREN'S EMOTIONS T-1214 — McGraw Hill — 800′
(A discussion of such emotions as fear, curiosity and anger of children up to the age of ten)

SOCIAL DEVELOPMENT T-1217 — McGraw Hill — 800′
(A discussion of the reason underlying changes in social behaviour in growing children)

FACTS ABOUT FILM T-1203 — Int. Film — 400′
(Shows how to thread and care for a projector in order to avoid damage to film)

JUNE EXAMINATIONS

TENTATIVE TIMETABLE 1952

Grade		Morning	Grade		Afternoon
		THURSDAY, JUNE 12th			
XI	Music	9 to 11.30	XI	Instrumental Music	2 to 3
				Stenography and Secretarial Practice	2 to 4.30
		FRIDAY, JUNE 13th			
XI	Art and Crafts, Courses A, B and C	9 to 11.30	XI	Art and Crafts, Course A and B (cont.)	2 to 4.30
		MONDAY, JUNE 16th			
X	English Literature	9 to 11.30	X	History	2 to 4
XI	" "	9 to 11.45	XI	English Composition	2 to 4.30
XII	" "	9 to 12	XII	" "	2 to 5
		TUESDAY, JUNE 17th			
X	English Composition	9 to 11	X	French	2 to 4
XI	French	9 to 11.30	XI	History	2 to 4.30
XII	"	9 to 12	XII	"	2 to 5
		WEDNESDAY, JUNE 18th			
X	Geometry	9 to 11	X	Chemistry	2 to 4
XI	Chemistry	9 to 11.30	XI	Geometry	2 to 4.30
XII	"	9 to 12	XII	Analytical Geometry	2 to 5
		THURSDAY, JUNE 19th			
X	Algebra	9 to 11	X	Geography	2 to 4
XI	Spanish	9 to 11.30	XI	Elementary Algebra	2 to 4.30
	Trigonometry	9 to 11.30			
	Typewriting & Office Practice	9 to 11.30			
XII	Trigonometry, Course I	9 to 12	XII	Extra English	2 to 5
	" " II	9 to 12		Biology	2 to 5
		FRIDAY, JUNE 20th			
X	Physics	9 to 11	X	Latin	2 to 4.30
XI	Intermediate Algebra	9 to 11.30	XI	Physics	2 to 4.30
	Household Science	9 to 11.30		Bookkeeping	2 to 4.30
	Industrial Arts	9 to 11.30			
XII	Algebra	9 to 12	XII	Physics	2 to 5
		MONDAY, JUNE 23rd			
X	Biology	9 to 11	X	Extra English	2 to 4
XI	Latin Prose and Composition	9 to 11.30	XI	Latin Poetry and Sight	2 to 4.30
				Agriculture	2 to 4.30
XII	Latin Authors	9 to 12	XII	Latin Composition and Sight	2 to 5
		TUESDAY, JUNE 24th			
X	Household Science	9 to 11			
XI	Biology	9 to 11.30	XI	Geography	2 to 4.30
	Non-Specialist French	9 to 11.30			
		WEDNESDAY, JUNE 25th			
XI	Extra English	9 to 11.30			
		THURSDAY, JUNE 26th			
XI	Greek (Allen & Composition)	9 to 11.30	XI	Greek (Colson and Grammar)	2 to 4.30
		FRIDAY, JUNE 27th			
XI	German Authors	9 to 11.30	XI	German Translation & Sight	2 to 4.30

BOOK REVIEWS

The Canada Year Book, 1951, contains a record of the resources, institutions, social and economic conditions of Canada. Since Newfoundland entered Confederation the effort has been made to include its facts and statistics in the Year Book. This year much of the information concerning that province has been entered in the chapter material. Chapters XI-XVIII tell striking stories of the steady expansion of the Canadian economy in Agriculture, Fisheries, Forestry, etc. The development of the mines of Quebec is described in some detail. The graphic record of mineral production during the past quarter century shows startling results, picturing vividly some of the important facts which have given Canada world recognition. Many of the sections, as for example that on Education, have been entirely re-written for the new edition. And of course the statistics are for a year later, generally to 1949, though there are many to 1950. Some of the figures are striking, e.g. enrolment in the full time session of the universities and colleges increased from a pre-war figure of 40,000 to over 83,000 in 1947-1948. Published by the King's Printer, Ottawa, 1219 pages, $3.00 ($1.50 to teachers).

Canada's Century, by D. M. Lebourdais, is filled with information as to how and why Canada has not developed as was forecast by many, and why it is almost certain that Canada will come into her own before the end of the present century. Unwise immigration policies have restricted the uses for which some railways were built. The discovery of nickel and its uses, of iron ore and other metals in the Canadian Shield and the wealth of water power, demand new settlers and all the facilities they need. Every section of Canada is carefully scrutinized to show its prospects, from the water power of Newfoundland, the coalfields of Glace Bay, the shipbuilding prospects of Nova Scotia and New Brunswick and the pulp and paper industry, to the pitch-blende deposits in Northern Saskatchewan, the oil of Alberta and the timber of British Columbia. Published by Methuen, 214 pages, $4.00.

The Canadian Pageant, by G. J. Reeve and R. O. MacFarlane, is a history of Canada with the emphasis on the period since Confederation, the purpose being to encourage pupils to participate in the democratic life of the nation. The consequence is that more attention is given to population, settlement, transportation, communication and economics than is found in the usual school text book. "The worker who sets out to his job in a factory forms no less a part of the economic story than did the *coureur des bois* who traded with the Indians". In the chapter dealing with the intellectual life of the country there is a section on education and another on literature. In this the authors refer to that part in the Durham report which stimulated French Canadians to write, telling their history and their literature. The part played by Canada in war is shown as well as the troubled peace that is at present prevailing. Published by Clarke, Irwin and Company, 433 pages, $2.50.

Family Living, by Evelyn Millis Dorval, in the Canadian edition edited by Harold P. Johns, is designed as a text book for high school courses in family relationships. Its six units consist of How your personality grows, Living in a family, Getting along with people, Looking forward to marriage some day, Children in your life and Our modern Canadian families. This is a most sensible and much needed book. Though written essentially for adolescents, most parents will profit greatly by reading it, for the book concerns the whole family. The information on Canada includes racial origins, church affiliation, marital status of employed men, size of families, earnings of Canadians. Published by the Macmillan Company, 390 pages, $2.50.

Lonely Crusader, by Cecil Woodham-Smith, is a short edition of the biography of Florence Nightingale. In it special emphasis is laid upon the early life of this girl, named after the Italian city, who was to train for nursing. Like Joan of Arc, Florence thought God called her to His service — when she was sixteen. And on three other occasions "voices" spoke to her. Though brought up in a very luxurious house, Florence was usually unhappy — though she had her moments of gaiety and rejoiced in travel. Her desire to nurse was aided by the illness of her family and friends. "It was universally assumed that the only qualification needed for taking care of the sick was to be a woman". Written very simply, the story is fascinating and of universal interest. As much of the information in the book is from notes written by Miss Nightingale herself, the facts stated are reliable. Published by the McGraw-Hill Book Company, 255 pages, $3.75.

Active Citizenship, by Harry Bard and H. S. Manakee, is a book on citizenship for teen-agers. In its pages are shown the essentials of good citizenship — knowledge of civic problems, concern for the well being of the community, activity in solving problems, recognition of democratic values and judgment in selecting the best values. The reader is shown how he can develop his own personality. Standards are set of mental abilities, interests and emotional characteristics. Suggestions are plentiful as to how to live a full, happy and useful life. The book is crammed with facts such as how to buy, how science controls disease, what constitutes fire hazards, the difference between cash and credit buying. The illustrations are profuse. The suggestion is made constantly that the reader write a book on his own community. Bibliographies are appended to every chapter. It is a typical book for a public school in the United States. Published by the J. C. Winston Comapny, 506 pages, $3.75.

Community Resources, by J. E. Ivey, W. W. Breland, and N. J. Demerath, is a companion volume to "Active Citizenship" described above. It shows that democracy is on trial and can only succeed if young and old will learn how to cooperate for the common weal. Individual thought and group action are required in order to meet the challenge of today. Boys and girls must learn to expend their energy in acceptable ways. There are few places in a community where one can do as he likes. The book is full of advice of this type. It abounds in suggestions as to how to improve the community and how one can play his part. The questions at the end of each chapter deal with every phase of community life. The appendix contains the Declaration of Independence, the Constitution of the U.S.A., the United States Flag Code and forms for making a community survey. Published by the John C. Winston Company, 314 pages, $2.90.

Didactique Psychologique — Application à la Didactique de la Psychologie de Jean Piaget, by Hans Aebli, presents a clear statement of Piaget's view of concept formation in relation to other theories of learning and in its bearing upon the educational methods of the activity school. After showing how traditional teaching methods are based upon associationist psychology, Dr. Aebli discusses briefly the views of Lay, Dewey, Claparède and Kerschensteiner and then proceeds to explain the distinctive features of Piaget's theory of the development of intellectual operations with its emphasis on construction, problem solving, research, discussion and team work. The last third of the book describes a controlled experiment in teaching twelve-year-old children to calculate the perimeter and area of a rectangle and shows in particular the superiority of the "active" method for teaching the weaker pupils. The book is of prime importance for teachers of arithmetic but will interest all who wish to enrich their methods of instruction through the application of the conclusions reached by one of the foremost living authorities on child psychology. Published by Delachaux et Neistlé, Neuchâtel, 163 pages, 6 fr.

Modern English Prose, Third Series, selected and edited by Guy Boas, is a series of essays on war, history, biography, and studies. The first essay, by Winston Churchill, describes the Battle of Britain on September 15th, 1941. An account of General Rommell and a description of the Battle of Alamein follow. Then come accounts of Mussolini and the plot of the army Generals against Hitler in the closing days of World War II. In contrast with these are essays on Speed, Cricket, the Oxford and Cambridge boat race, and the thoughts of Sir John Reith, Director General of the BBC, on the night when King Edward VIII after his abdication came to broadcast to the world from Windsor Castle.

The essays show clearly that the art of writing prose is in no way diminishing. In addition to revealing style, the essays also contain much information which youth of today should know — information which soon slips into the background unless it is retained in volumes such as this. The notes at the back of the book are illuminating. Published by the Macmillan Company, 210 pages, 80 cents.

The Land of the Italian People, by Frances Winwar, in one of the Portraits of the Nations Series. In addition to describing the geography and manners of Italy, the author gives a very readable history of the country from Odoacer, through the Roman Empire and the Renaissance to the Italy and Sicily of today. She also pictures the expansion of Italy's industry and agriculture as well as her literature, art and music. It is a book that a teacher of history needs. In addition to the text, there are thirty-two pages of beautiful photographs of ancient and modern Italy. Published by the J. B. Lippincott Company, (Longmans, Green and Company, Agents), 128 pages, $3.25.

New Models and Projects, Parts I and II, by B. C. Diltz, is an integrated course of study and practice in English composition for Grades X and XI. Its purposes include encouraging pupils to think, helping them to organize their thoughts, and to give instruction to develop a personal style of writing. The author has taken pains to collect specimens of errors that will strike home, e.g. under "absurdities" he includes: "The other car collided with mine without giving any warning of his intention"; under "Crudities" he has: "One of the pens are lost but the other was stole"; under "Don't be ridiculous" we find: "I soon became imbibed with the desire to augment my scholastic education". Likewise the quotations given have been chosen carefully so that the questions based upon them will require precision of thought. Published by Clarke, Irwin and Company, 320 pages, $1.80.

Nutrition for Today, by Elizabeth Chant Robertson, is a very scientific book on food and food values that should be in the hands of all teachers of household science and public health nurses. Few technical terms are used. The effect of food on health and growth is the foundation of the book. Lack of information and lack of interest are given as two of the reasons why Canadians do not eat better meals. Other chapters concern themselves with the contents of meals and their values. The chapters on children's meals, school lunches and tooth decay are refreshing. "Make it clear to your child that whether he eats or not is his own affair, and that it doesn't bother you" is probably easier to write than to follow. Suggested meal plans are included for children of different ages. Useful statements such as that chocolate dairy milk contains only one half of the food value of whole milk are frequent. A feature of the book is almost one hundred pages of tested recipes by Eustella Langdon, Director of the CBC cooking School of the Air, that practically any woman will be glad to get her hands on. Published by McClelland and Stewart, 350 pages, $2.95.

Vitality Through Planned Nutrition, by Adele Davis, is a Canadian edition of a United States text intended for high school pupils. The lesson units deal with what nutrition can do for you, what vitamins can do for you, what minerals can do for you and an application of nutritional knowledge. The explanations are particularly lucid. Where necessary they are accompanied by illustrations and diagrams which the text expounds most clearly. Examples of correct and incorrect diet are given. During the recent war the poorer Danes fed their babies skim milk and margarine with serious effects upon children's eyesight. Improvement took place when they were given butter and cod liver oil. Every phase of diet is considered and reasons given for every article we should eat. How money should be spent wisely and economically is another feature. There is a chapter also on food for the sick. Published by the Macmillan Company, 498 pages, $3.00.

Origines Littéraires du Canada Français, by Seraphin Marion, is a series of four essays on: Our First Tragedy — the expulsion of the Acadians, by Antoine Guerin-Lajoie; Our three First Romances — *The Influence of a Book*, by P. A. de Gaspé, *Les Fiancés*, by Joseph Doutre, and *Charles Guérin*, by P. J. O. Chauveau; Our First Collection of Poetry, by Michel Bibaud; and Our Natural Poet, Octave Crémazie. Each story is told briefly, then analyzed with scholarly penetration. Of Bibaud's verse the author says: "They please me despite inadequacy of design, expression and rhythm". Cremazie and his writings are discussed at length. An essentially ugly man, Cremazie did not seek the company of women or visit places of amusement. Nevertheless his eyes glowed with fire, spirit and intelligence which showed themselves in his writings. Published by Les Editions l'Eclair, Hull, 171 pages, $1.95.

Our Earth and Man, by Gertrude Whipple and Preston E. James, is one of the finest of modern geographies of the world. The information it contains is as modern as it can be. Its 226 photographs are well chosen. Of these 43 are in full colour and are altogether delightful. The maps are of many kinds so that the pupils become accustomed even to the air routes shown on them. A feature of the book is the effort made to promote the fullest understanding of major geographic principles, the significance of the land-resource pattern, for example, being shown as determined by the attitudes, objectives and technical abilities of the inhabitants. Stress is laid upon the resources, motives, and power of the Soviet Union and the efforts of that nation to extend its influence. The vocabulary has been scientifically chosen, and study helps are included to engage the interest of the pupils. The areas, populations, capital cities and chief exports of Eurasia are tabulated. Published by the Macmillan Company, 376 pages, $3.85.

Togo, The Little Husky, by Dorothy K. L. Hommedieu, is the story of an Eskimo boy and his dog. The tale reflects accurately the day to day doings of both and continues the series of stories of different breeds of dogs by the author. Intended for children about eight years of age, the book tells the story of the north land, its inhabitants and their habits, puffins, foxes, owls, and other birds and animals, and particularly how to train a lead dog for a sled. There are some very fine illustrations. Published by J. B. Lippincott Company, (Longmans, Green and Company, Agents), 62 pages, $3.25.

The Peculiar Miss Pickett, by Nancy R. Julian, is a fairy tale. Posing as a baby sitter, Miss Pickett is a very mysterious person who can change things at will, carry a very heavy suitcase upstairs, carry a large number of articles in a small shoe box, catch a thief by closing his hands in a drawer, discover the Great Bear when he is absent from his place in the sky, and extinguish a fire. Far fetched like all fairy tales, the book can be very attractive to children. It is most appropriately illustrated. Published by the John C. Winston Company, 73 pages, $1.50.

Let's Take Turns, by Lois G. Nemec, is one of the Democracy series of readers to help primary children to put democratic principles into their daily lives. This book is in six sections: Let me help, Let's work together, Let's talk this over, Let's take turns, Let's give him some, and Let's be friends. Based largely upon the Wesley and Adams word lists of social studies concepts, 87 percent are in the first 1,000 of the Thorndike and Lorge list. The stories are all placed in natural settings. The illustrations, nearly all in black and white, are well drawn. The "Things to talk over" should help children to think as they read. Published by the Macmillan Company, 119 pages, $1.45.

Enjoying Our Land, by Maybell G. Bush, is another reader in the Democracy Series. Intended for the primary grades, the words fall within the categories of social terms in Kelly and Krey's *tests and measurements in the social sciences*. Every chapter is a lesson on democracy — the need for work, cooperation, responsibility, give and take. There are appropriate illustrations on almost every page as well as several full pages of colour. Published by the Macmillan Company, 182 pages, $1.60.

Canada — West Indies Magazine. This magazine, which has been appearing for over forty years, is designed to promote the mutual interests of Canada, Bermuda, the British West Indies, and other British countries in the Caribbean area. Illustrated articles present a fascinating picture of life in the West Indies and provide very suitable material for supplementary reading in Geography. About 44 pages. Published monthly by A. L. Sellar, Huntingdon, Que. Regular subscription rate $2.50 a year (12 issues); special rate to Quebec schools and individual teachers and pupils, $1.50 a year.

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NAMUR: **Miss Edith J. Hastings,** Miss B. Welburn, Miss Kathleen Mullin, Mr. Barclay F. H. McMillan, Mr. Burns G. Leckie.

NEW RICHMOND: **Mr. A. K. Campbell,** Mr. O. R. McColm, Miss Eileen Powell, Mrs. Delcie Fairservice, Mrs. Winnifred Sinclair.

ONSLOW: **Miss Jean D. Neville,** Mrs. Rena I. Graham, Miss Vivian Hotton, Mrs. Violet May Poole, Miss Lorraine McOuat.

POINTE CLAIRE: **Mr. I. M. Stockwell,** Mr. John Baugh, Mr. James Bonnell. Miss Dorothy Brayne, Mr. Owen Buckingham, Mrs. Ruth Curran, Miss Sarah P. Edey, Miss Anne Gilker, Mrs. Ethel Hay, Mrs, Sarah Dumaresq, Miss Riley MacNeil, Miss Vivian Mann, Mrs. Grace Mathewson, Miss Heather Mathewson, Mrs. Doris Meilleur, Mrs. Verda Minshall, Miss E. E. Moore, Miss Jean A. Straight, Mrs. J. H. Housman, Miss C. A. Hawke, Miss Dora Beck, Mrs. Doreen Archambault, Miss Vera Lambert.

RAWDON: **Mr. Percival F. Ferguson,** Mrs. Olive M. Ferguson, Miss Olive Marie Wood, Mrs. Helene Malboeuf, Mrs. Lillian Parkinson.

ROUYN: **Mr. Ashford C. Kenney,** Mr. Forman H. Nickerson, Mr. Ernest R. Tetreault, Mrs. Maria Semeniuk Seman, Miss Isobel Thompson, Miss Ada M. Kerr, Miss Florence Duffy.

STE. ROSE: **Mr. John A. McKindsey,** Mr. Adrian Ross, Miss Evelyn Ness, Miss Joan Summerton.

ST. JOHN'S: **Mr. Arthur Williams,** Mrs. Claude Hawthorne, Miss Elizabeth Cooke, Mrs. Wanita Upton, Mrs. Kathleen Elvidge.

SOUTH DURHAM: **Mr. Raymond A. Montague,** Miss Beulah I. Page, Mrs. Elsie Montgomery.

STANBRIDGE EAST: **Mrs. Edith M. Laraway,** Mrs. Freda M. Pattenden, Mr. Basil B. Small, Mrs. Carmen M. Moore.

VALCARTIER: **Mrs. K. Tudor,** Miss F. MacDonald, Mr. B. Tudor.

VALOIS: **Mr. L. Perras,** Mrs. H. M. Cargin, Miss Doris Hooker, Mr. V. Lawson, Miss S. H. Lenfesty, Miss K. Moore, Mrs. Thelma Perras, Mr. Eric Rumsby, Mr. K. B. Sorenson, Miss E. Spearman, Miss Leola Stark, Miss Margaret Stewart, Mrs. Norma Westman, Mrs. Mary E. Schutte, Mrs. Freda Mason.

WAKEFIELD: **Mr. Robert E. S. Morgan,** Mrs. S. Thelma Elliott, Mrs. Myrtle A. Shaver, Miss Dorothy E. Walsh, Mrs. Jan H. Morgan.

WATERVILLE: **Mr. C. Ray Martin,** Mrs. Donald McElrea, Mrs. Miriam Turner, Mrs. Marjorie Blier, Miss Frances Smith.

WINDSOR: **Mr. Ronald M. Bruce,** Miss Hilary Sylvia Watt, Miss Thelma Mills, Miss Anna Boisvert.

YORK: **Mr. William C. Bisson,** Mrs. Dolly LeTorezel, Mrs. Mable Eagle, Mrs. Dorothy L. Patterson.

SPECIAL:

BRISTOL: **Mrs. Dorothy Jeakins,** Mrs. John Smith.

DONNACONA: **Mr. Winston F. Prangley,** Miss Janis Elizabeth Bullard.

DUNDEE: **Mrs. Ruth A. Stark Fraser,** Mrs. Elma L. Cookman Sutton.

FRELIGHSBURG: **Mrs. Bertha G. Fortin,** Mrs. Esther M. Wescott.

GLEN SUTTON: **Mrs. Arline Bleser,** Mrs. Ethel Sherrer Haggerty.

ISLAND BROOK: **Mrs. Hazel K. Burns,** Mrs. Ruth R. Morrow.

JOLIETTE: **Miss Lillian V. Ross,** Mrs. Mary Copping.

KINNEAR'S MILLS: **Mrs. Cora Mimnaugh,** Miss Marion Kelso.

LEWIS KING (Terrebonne Heights): **Miss M. W. Scott,** Miss Laura Ethel Pearson, Miss Bernice M. M. Beattie.

MEGANTIC: **Mrs. Tacy Perkins,** Miss Janet Taillon.

METIS BEACH: **Miss Viola MacLellan,** Miss Barbara Pattison Brisbane.

PHILIPSBURG: **Mr. William James Miller,** Miss Clara J. Mountford.

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

December 5th, 1950 and May 1st, 1951

Pensions granted to female officers fifty-six years of age and over: Dalma Résima Bordeleau, Blanche Chauvin, Elisabeth Prévost, Anne-Marie Savard, Margaret A. Rutledge, Elsie Conway Wright, Violet A. McNamara, Marie Clara Rochefort, Rose-Anne Bergeron, Marie W. Ahston, Marie-Alma Beauvais, Dora Mabel McDonald, Marie Ima Lacasse.

Pensions granted to male officers under sixty years of age for reasons of health: Ludger Rheault, Roméo Béland, François Lamer, Laurent Labrie, W. G. Reddy.

Pensions granted to female officers under fifty-six years of age for reasons of health: Alma Bouchard, Marie-Aurélie Giguère, Marthe Plamondon, Marie-Rosalie Languirand, Marguerite McMenamin, Marie Léda Fillion, Hortense Boulais , Marie Lydia Audet, Edwidge Lessard, Blandine Boivin, Albertine Beaulieu, Marie-Lucienne Lapointe, Jeanne DesOrmeaux, Marie-Rose Malvina Dion, Berthe Breton, Fleur-Ange Casgrain, Alice Blanchet, Marie-Lauréa Cloutier, Germaine Riou, Eliane Gignac, Jeanne d'Arc Lemay, Marie-Rose Lévesque, Aline Albertine Olivier, Lucia Lamarre, Marie-Obéline Bergeron, Céline Bibaud, Mary Gertrude Carlin, Marie-Reine Michaud, Agnès Palmer, Alice Dastous, Lucienne Tremblay.

The following officers will receive pensions when they have reached fifty-six years of age: Marie-Emma Lévesque, Esther Margaret England, Bernadette Laurin.

Requests for reimbursement of stoppages were granted to the following: Maria Voukirakis, Agapit Bélisle, Catherine Bernard, Hermance Boies, Alma Chamberland, Laurette Chaput, Germaine Clément, Gervaise Clouâtre, Marie-Claire Cloutier, Lucille D'Amour, Marie Blanche Demanche, Rita Emond, Irène Foran, Lucienne Gaudreault, Marguerite Gonthier, Ruth Evelyn Genge, Georgette Juneau, Lucienne Lachance, Emétentienne Ledoux, Angéline Marion, Thérèse Ménard, Carmen McNeil, Yvette Poulin, Auguste Riverin, Lucille Roberge, Laurentia Sheehy, Agnès Telling, Marie-Alice Tremblay, Lucienne Trudel, Thérèse Veilleux, Yvette Villeneuve, Curateur public, re: Bernadette Poulin, Ivonne Charbonneau, Gisèle Drolet, Germaine Dubé, Marguerite Dubois, Suzanne Fournier, Evangéline Gagnon, Lucienne Godin, Annette Guérin, Lucienne Hardy, Germaine Harvey, Estelle Huot, Rita Lacasse, Eva Larouche, Laura Nellis, Dérilda Ouellette, Yvonne Pineau, Jeanne Poissant, Emma Rancourt, Laurette Rivard, Marguerite Rouleau, Alice Toupin, Marie-Jeanne Vallière, Donatienne Beauregard, Thérèse Binet, Monique Bouchard, Rachel Bruneau, Marthe Brunelle, Ludivine Bujold, Marie-Paule Charlebois, Fernand Cormier, Maude Cottingham, Amanda Dionne, Cécile Fournier, Irène Fugère, Antonia Gingras, Suzanne Labrecque, Anne-Marie Leblanc, Antoinette Libersan, Ellen Marchant, Kathleen Potter, Rolande Poulin, Eliette Sénécal, Agnès Sirois, Adrienne Vaillancourt, Joséphine Veilleux, Berthe Allison, Cécile Audet, Régina Carbonneau, Flavie Deschênes, Florida Gauthier, Paul-Emile Giard, Eugène Lemay, Marie-Rose Mailhot, Liliane St-Louis, Raoul Thomas Vézina, Gabrielle Baril, Georgie Anne Beaudoin, Edith Carignan, Blanche Doyon, Hélène Larose, Jean Pearton, Claire Beaudet, Mary Béliveau, Marion Candlish, Fernande Carter, Alice Dupuis, George Flower, Geneviève Godon, Pearl Jamieson, Murray Kelso, Marie-Reine Lévesque, Amy MacCowan, Berthe Martin, Marie-Anne Morissette, Élisabeth Scott, Eve Skelton, Eugénie Agrignon, Simonne Bastien, Mildred Bell, Marie-Paule Bernier, Corinne Charest, Jeanne-d'Arc Côté, Georges Dompierre, Azilda Dubé, Evelyn Elderkin, Aurore Gaudet, Adrienne Girard, Berthe Gleason, Gratia Gravel, Marcelle Hervieux, Maria Hubert, Jean Irwing, Lucienne Lacasse, Adrienne Moreau, Virginia Oliver, Marcelle Provençal, Annette Roy, Marie-Claire Roy, Claire St-Jean, Bernice Smith, Dorothy Tees, Léona Arsenault, Anna Berthelette, Adrienne Breton, Lois Campbell, Madeleine Caron, Marie-Rose Charbonneau, Albina Gravelle, Lucienne Grondin, Esther Kayser, Eloise Ledoux, Jeanne Martel, Thelma Pilatska, Jeannine Robidoux, Amy Tomkins, Georgette Tremblay, Irène Vézina.

Pensioners who died during 1949-1950: Marie-Joséphine Rhéaume, Agnès Cardinal, George P. O'Sullivan, Alice Rhéaume, Mrs. William H. Smith, Florence Vipond, Anna Levesque, Nellie Tupper, Anne-Marie Filion, Anna Marier, Mme M. J. Curot, Ether H. Quigley, Mathilda Betie, Marie-Anna Audette, Marie Tremblay, Alice Weir, Marie-Jeanne Cadot, Iphigénie Provencher, Stéphanie McMurray, Antonio Rouleau, Marie-Alice-Léona Fortier, Laleach Louisa Tremaine, Rose-Anna Couture, Louise Charbonneau, Léda Gravel, Alma Breton, Isola Gendron, Ellen Anabella Steele, Jessie Margaret Crack, Winnifred Augusta Wiggette, Georgie Boyle, Gladys G. Buckland, Beatrice Fraser, Agnès Rosina Edwards, Valéda St-Laurent, Lucy J. Dahms, Catherine Kern. Mac'Mulan, Mme F. T. Handsombody, Edith Suson Boddy, Sauveur Ferland, Laura Dessurault, Hilda Beatrice Holeday, Katherine E. Walsh, Hélène Deschênes, Marie Tétrault, Margaret Jane Maither, Edna Ellen Wilson, Annie Marion, Sarah Jane Wilson, Marie-Ange Désaulniers, Joseph Corriveau, Marie-Rose Camirand, Kate Ferguson McCauliff, Georges Trudel, Joseph Domne Harbeck, Rodolphe Saintonge, Marie-Anne Loubier, Alice L. Daniels..

MINUTES OF THE SEPTEMBER MEETING OF THE PROTESTANT COMMITTEE

Asbestos-Danville-Shipton High School, September 28th, 1951.

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

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

The Chairman welcomed Mr. J. R. Latter and Dr. Sinclair Laird who were recently named by the Government as members of the Council of Education.

The minutes of the May meeting, having previously been circulated, were adopted on the motion of Mr. Jones.

Apologies for absence were received from Rt. Rev. John Dixon, Dr. F. Cyril James, Mr. A. K. Cameron, Dr. A. R. Jewitt, Mr. Howard Murray, Honourable C. D. French and the Superintendent of Education.

On the motion of Dr. Stevenson seconded by Mr. Buzzell it was decided that in future every meeting shall begin with a meeting of the Committee as a whole.

On the motion of Mr. Dick seconded by Professor Munroe it was resolved that the Committee should now meet as a Committee of the whole.

After discussion by the Committee as a whole it was resolved on the motion of Dr. Astbury seconded by Mr. Fisher that the Protestant Committee should reassemble in committee.

The Chairman then reported: 1. That the letter from the Protestant School Board of Greater Montreal asking for a revision of Regulation 3 to shorten the Easter holidays and give each Board "discretionary power to grant the three days resulting from the shortening of the Easter Vacation at a time when the Board would find it most advantageous to grant, having due regard to local conditions and needs" be referred to the Secretary with the instruction that he should consult School Boards, Home and School Associations and others and bring the replies back to the Committee. It was further decided that no change in the regulation could apply to the current school session. 2. That a notice of motion had been received from Mr. A. K. Cameron that the Protestant Committee urge the Government to create a Ministry of Education so that a responsible Minister may be at the head of the Department of Education and that the Secretary be instructed to place this as an item on the agenda for the next meeting.

The Report of the Director of Protestant Education contained the following information: (1) Owing to the creation of new Roman Catholic sees at St. Jérome and Ste. Anne de la Pocatière, Mr. J. R. Latter and Dr. Sinclair Laird had been appointed as members of the Protestant Committee of the Council of Education. (2) The following list of new schools had been built outside of Montreal since 1945: 8 new High Schools, 11 extensions to High Schools, 14 new Intermediate Schools, 11 enlargements or remodelling of Intermediate Schools

8 new Elementary Schools and 4 extensions to Elementary Schools, the whole at a cost of $7,535,125, of which grants had been accorded by the Government of $4,279,923. Twelve new secondary school buildings or additions are in course of construction, plans for twelve others have been approved in accordance with section 264 of the Education Act, plans for three buildings have still to be approved, and plans are being prepared for seven new schools or additions. (3) Since the last meeting of the Protestant Committee official school openings have taken place at Agnes and Megantic and Dolbeau. The Asbestos-Danville-Shipton High School was to be opened that night and the Elementary School at Ste. Rose the next day. (4) Turning of the sod ceremonies had taken place at Magog, Lennoxville and Stanstead. (5) Campaigns for building funds for Protestant schools have become fairly well established during the last decade, present ones being for the new schools at Valleyfield, Lennoxville, Magog and Stanstead. Previous campaigns included those at Quebec, Knowlton, Waterloo, Drummondville, Granby and McMasterville. (6) Gifts to schools were rather common, recent ones being made to the Bishop Mountain School in Sillery. (7) By Order-in-Council the Protestant School Board of Greater Montreal has been authorized to sell the William Dawson School and the Hamilton School. (8) The Gaspesia Sulphite Company has again offered bursaries for boys who come first in their classes in Grades IX, X and XI in the Gaspé schools. (9) The Central Board of Examiners will endeavour to interview all candidates for admission to the School for Teachers. For this purpose committees will be set up in certain areas of the Province to be attended by representatives of the Department of Education, the Central Board of Examiners and the School for Teachers. At the meetings the principals or teachers of the schools concerned will be asked to participate. (10) Dr. G. I. Duthie gave in the Summer School at Macdonald College the full course in Shakespeare that he does in the second year at McGill University and university credit is being sought from McGill University, Bishop's University and Sir George Williams College for those who have completed the course. (11) Many changes had been made in Protestant school municipalities consisting of annexations of certain territories, changes of name and the formation of new municipalities. (12) Through arrangements made with the Quebec Department of Health and in cooperation with the Federal Department of Health and Welfare eight nurses are now in service in Protestant Central School Board areas. The nursing services provided consist of examinations made by medical officers and the school nurses. A list of the number of pupils examined together with the purpose of the examinations was detailed. (13) Professor A. V. Richardson who had examined continuously for the Department of Education for thirty-five years passed away on June 25th. (14) A new programme to be entitled "The Voice of Youth" is being undertaken by Mr. William Petty for radio station CFCF in Montreal and will consist of reporting certain activities on the air such as debates, school choirs, choral speaking and dramatics in schools which desire to cooperate. (15) Awards of merit are to be presented by the Provincial Association of Protestant School Boards to the following Past Presidents: Dr. C. S. Harris, Mr. D. R. Wilson, Dr. R. H. Stevenson, Dr. C. L. Brown, Mr. H. W. Jones, Dr. R. M. Stalker and Mr. J. V. Waddell. (16) Miss Doris Kerr has been appointed as Assistant Supervisor of French. (17) A new Handbook for Teachers has been published. Other publications recently issued

were "Education in Quebec" and "Conveyance of Pupils to Protestant Schools". (18) A new course in French for Grade X has been compiled by Dr. D. W. Buchanan and Mr. R. A. Peck. This is an experimental edition of 169 pages and has been mimeographed in the Printing Department of the Government. (19) When their Royal Highnesses Princess Elizabeth and the Duke of Edinburgh visit Quebec they will be welcomed by school children in the Coliseum and when in Montreal by school children in the Molson Stadium of McGill University. The report was received on the motion of Mr. Dick seconded by Mrs. Thomson.

On the motion of Dr. Laird seconded by Mr. Rennie it was resolved that an expression of sympathy should be sent to the widow and family of the late Dr. Richardson together with an expression of his valuable services.

Mr. Latter was asked to convey to Mr. Little the appreciation of the Committee for the bursaries offered by the Gaspesia Sulphite Company.

A statement was received concerning the bonds in the Callista Burnham Legacy Fund together with a summary of the receipts and disbursements. On the motion of Dr. Laird the report was received.

On the motion of Mr. Dick seconded by Mr. Rennie the status of the Valois School was raised from Elementary to Intermediate rank.

The application was considered of the school municipality of Preston for membership on the Papineau County Central School Board. On the motion of Mr. Foster seconded by Mr. Deacon it was resolved that the application be granted and the membership reconstituted accordingly provided that no objection is made by the Papineau County Central School Board. It was further decided that if and when the alteration is made Mr. William A. Meyer should represent the Preston Board.

Mr. Jones reported that though preliminary steps had been taken for the formation of the Missisquoi County Central School Board as reported at the previous meeting of the Committee, the Board had not yet been definitely constituted as a number of the Boards had asked for exclusion thus leaving a minority of the Boards in the county in favour of its constitution.

Reports were read and received concerning the Summer Schools held at Macdonald College and Bishop's University.

Mr. J. G. S. Brash reported upon his work as Supervisor of English. He was thanked by the Chairman who deemed the report to be admirable in its composition and public interest.

The report of the Legislative Sub-Committee stated that the protest of the Montcalm Board had been heard against the valuations imposed by the Argenteuil-Two Mountains Central School Board. As the Montcalm Board had not prepared a written brief for which they had been asked, the protest was referred back to them because of insufficient information. The Central Board and the local Board, however, agreed that they would accept the findings of the Lobley, Wanklyn report which was to be made shortly. The report was received on the motion of Mr. Deacon.

On behalf of the Building Sub-Committee Mr. Rennie reported that fifteen plans of new school buildings or additions had been studied and approved. Of these, nine are in the building stage but the others have not been started because of local situations. The report was received on the motion of Mr. Rennie seconded by Mr. Jones.

The Finance Sub-Committee reported that so far as can be seen at present the financial situation appears to be fairly satisfactory for most Boards, but in certain cases exceptional conditions are causing difficulties. The report was received on the motion of Mr. Buzzell.

The report of the Education Sub-Committee contained the following recommendations: (1) Without creating a precedent because of the date thus early in the session, "Geometry for High Schools" by Lougheed and Workman and "New Practical Physics" by Black and Davis should be authorized for 1952-1953. (2) Book II of "Let's Read" should be authorized for both Grades VIII and IX. (3) A specimen examination paper should be prepared for Grade XII Physics in order to give guidance to teachers of Physics based on the new syllabus. (4) The Grade XII Physics Committee should be reconvened to see whether the proposed alternative course can be substituted for the course presently laid down, and in the light of other courses presently authorized. (5) The principle of 100 marks for a General Science course is favoured so as to put this subject on a comparable basis with other optional courses. (6) The commercial course in High Schools should in future be completed in three years instead of four, namely, Grades IX-XI instead of VIII-XI beginning in the session 1952-1953 and new syllabi should be provided accordingly. (7) Greater attention should be paid to business forms for Grade VIII Arithmetic and this subject should be studied further with a view to laying a firmer foundation for the mathematics courses of other grades. (8) Mr. Dick should be appointed as Chairman of a Committee to frame the new commercial course, the P.A.P.T. being asked to name other members of the Committee, the Committee, however, to be appointed by the Department of Education under the same conditions as those of the new English Committee. (9) Further inquiries should be made concerning a vocational business course for Grade XII. (10) The experimental course in Geography for Grades V-VII should be authorized in a few schools in Montreal according to syllabi that have been prepared. (11) The resolutions from the Industrial Arts Teachers' Association asking (a) that School Boards be encouraged to cooperate by combining their Industrial Arts programme under a single specialist in this subject, and (b) for a reference authority to advise and assist those about to establish or who are at present conducting a programme in Industrial Arts be referred to the Department of Education. (12) The list of textbooks in Household Science recommended by the Home Economics Committee should be printed in the new Handbook to replace the list of references on page 9 of the Household Science syllabus. (13) The Committee should agree in principle to the recommendations of the Supervisor of English concerning alterations in sections 3 and 4 of the syllabus for Grade XII but further inquiries should be made before final action is taken. The report was received and the recommendations adopted on the motion of Dr. Laird seconded by Mr. Dunton.

On behalf of the Teachers Training Committee Professor Munroe reported that the enrolment in the School for Teachers during the current session is as follows: Kindergarten course 8, Elementary course 101, one-year Intermediate course 33, two-year Intermediate course 21, making a total of 163. Of these, 117 women and 21 men are in residence, the others commuting.

Mrs. Roswell Thomson reported that Mr. Leslie N. Buzzell has been asked to act as liaison officer for the Quebec Federation of Home and School Associa-

tions on the Protestant Committee and that similar action may be taken by the Provincial Association of Protestant School Boards in naming a sitting member as its liaison officer.

Mr. Dunton and Mr. T. M. Dick gave an invitation to the Committee that the February meeting be held in the Rosemount High School. On the motion of Mr. Rennie seconded by Dr. Astbury the invitation was accepted.

There being no further business the meeting then adjourned to reconvene towards the end of November in Quebec at the call of the chair.

W. P. PERCIVAL,
Secretary.

G. G. D. KILPATRICK,
Chairman.

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The Educational Record regrets that is was not possible to include the 1951 index in the final number of the year as it was a special illustrated issue. It is expected that the annual index will in future years be published in the October-December issue.

THE FATE OF THE QUESTIONING CAMPER

It was a gruesome thing that once befell
A camper long ago,
And you, my little camping-folk,
Her dreadful fate should know;
So hearken while I tell to you
This ghastly tale of woe.

She was a goodly camper,
Her years were three and ten,
She only stayed two days at camp
And ne'er was seen again:
For she wrinkled up her forehead,
She squinted up her eyes,
She asked a hundred questions
And she heaved a thousand sighs.
She questioned why you wore your clothes,
Why you went to bed at night,
Why anyone would want to sleep
Or why put out the light.
She questioned why you had to wash,
And why you made your bed.
And why you went to meals on time,
Or had to use your head.
She questioned why mosquitoes bit,
And why the rocks were always hard,
And why the sun must set.

'Twas sad, so sad her story —
The goblins know it well,
For they planned this deed of darkness
Which I hesitate to tell.
One night, alone, among the trees,
She said: "Why?" out in the dark;
And the goblins promptly changed her
To a spooky question-mark !

Mary S. Edgar.



SICK BAY, KNOWLTON HIGH SCHOOL