

OFF
157C65
E381
A
CON.

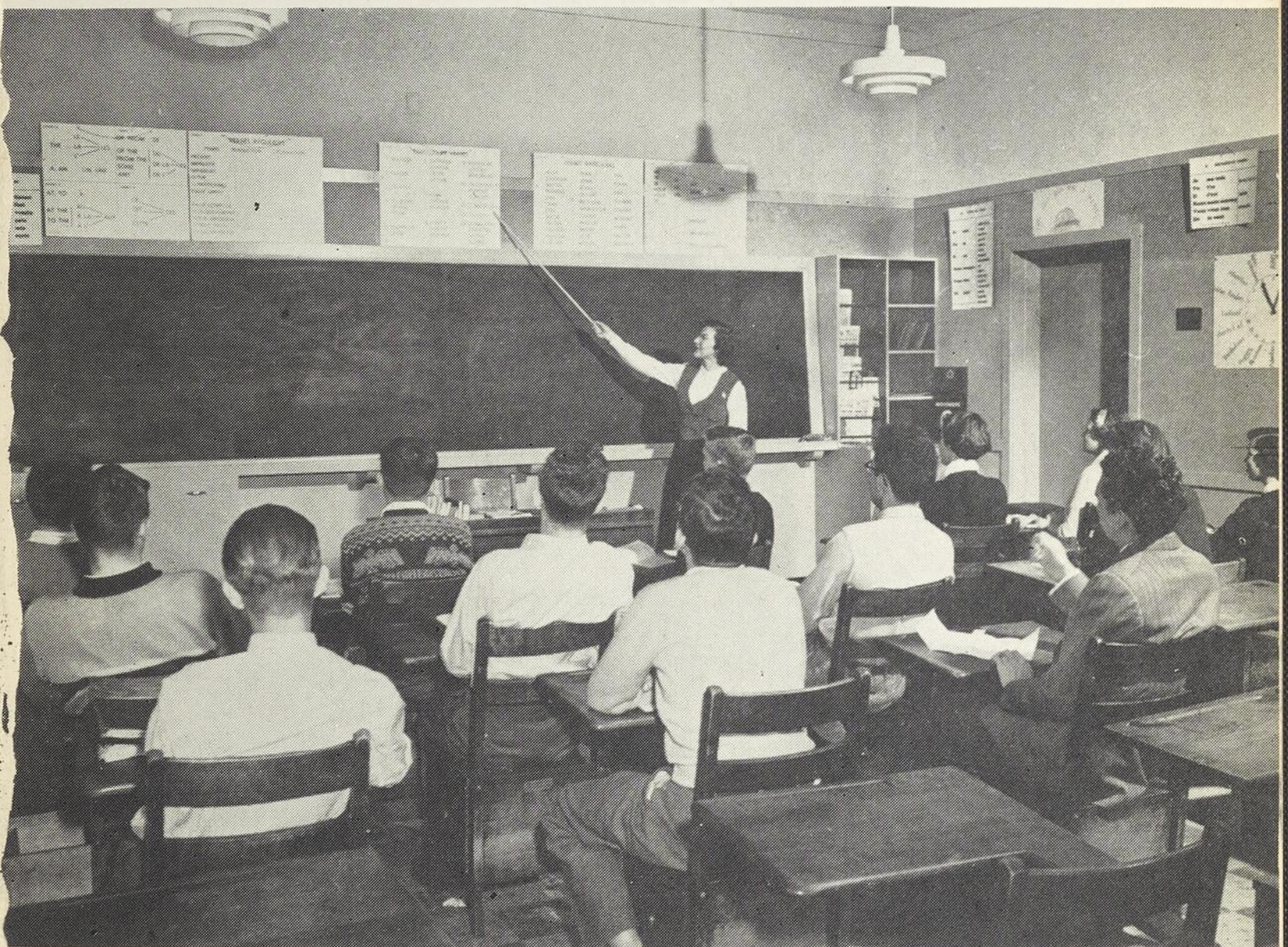
THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

PUBLISHED
QUARTERLY

Vol. LXVIII, No. 2

APRIL - JUNE, 1952



USING CHARTS FOR THE TEACHING OF FRENCH

MAN'S FUTURE

Yon elm-tree towering at its perfect ease
With level fleece and pendent draperies,
What man with all the gifts of all his lands
Can match its clean perfection as it stands?
None, for that noble and harmonious tree
Fulfills its law of being utterly:
What nature meant the elm for from of yore
Even now it is, and time can do no more.
But man is still unfinished: Many an age
Must bear him slowly onward stage by stage
In long adjustment, — mind and flesh and soul.
Finally balanced to a rhythmic whole,
Installed at last in his appointed place,
Divine in beauty and undreamed of grace.

Archibald Lampman.

THE EDUCATIONAL RECORD

April - June, 1952

CONTENTS

	Page
Editorial.....	66
Steering the Barques..... W. P. Percival	69
New Challenge to Teachers of Practical Education Courses.... O. E. White	76
An Empire and Citizenship Day Programme..... Mrs. J. D. Detwiler and Mrs. Mabel E. Fells	80
Teaching High School Mathematics..... W. A. Steeves	86
When Business and Education Meet..... O. Mary Hill	90
The World's Our Oyster..... E. C. Carter	95
Modern Trends in Teaching Needlework and Clothing... Anne W. Cameron	99
Ways of Assessing and Assuring Growth..... Helen C. Howes	103
The Grade X Examinations, June 1951..... H. G. Young	108
The Professional Library.....	115
School Calendar.....	117
New Films and Filmstrips.....	118
Book Reviews.....	120
Summary of the Minutes of the Administrative Commission of the Pension Fund.....	123
Minutes of the November Meeting of the Protestant Committee.....	124

THE EDUCATIONAL RECORD

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

Authorized as second class mail, Post Office Department, Ottawa.

Vol. LXVIII

QUEBEC, APRIL - JUNE 1952

No. 2

EDITORIAL

THE CHANGING FUNCTION OF THE PRINCIPAL

The function of the School Principal is growing in importance every year. For a long time he has given to the school his character, and many schools have been made famous by their headmasters. As our Protestant schools in Quebec become consolidated and increase in their enrolments, the duties of the Principal grow more numerous and more complex. In the last twenty years no fewer than thirty of the forty-four rural High Schools have been compelled to increase the number of teachers engaged and there are nine new rural High Schools. The following have more than doubled the number of the staff during this time: Ayer's Cliff, Aylmer, Buckingham, Cowansville, Hudson, Knowlton, Lachute, Lennoxville, Ormstown, Richmond and Waterloo. Knowlton has increased its staff from six to twenty-four and Lachute from nine to twenty-two. The new High Schools are Arvida, Drummondville, Howick, Noranda, Percival, Riverbend, Ste. Agathe, Sawyerville and Scotstown, Noranda having a staff of twenty-four teachers. The Asbestos-Danville-Shipton High School comprises two former high schools.

In Montreal, the growth of the high schools is similarly quite remarkable, the staff of certain schools having increased as follows: High School of Montreal from forty-four to fifty-four, Lachine from twenty-two to thirty-four; Montreal West from twenty-three to thirty-six; Mount Royal from eighteen to fifty; West Hill from thirty-six to fifty-five and Westmount Junior and Senior High from forty-one to sixty-seven. New high schools are Commercial with twenty-nine teachers, Rosemount with fifty, Strathearn with fifty and Verdun with fifty-one. The new Monklands High School to be opened next Fall will probably have the largest staff of any Protestant school in the Province. In 1931-1932 the number of teachers in the Protestant high schools was 587. In the session 1951-1952 the number is 1,146, an increase of ninety-five percent.

If one were to ask the Principals just how their duties have changed in this time they may not be able to give a ready answer. The fact is that they have grown with the schools. In place of spending most of their time in teaching, many Principals devote much of their energy to the general improvement of instruction.

The Principals are probably more aware today than formerly of the growing personality of the pupils. They are not just a mass of stagnant pupils, but are developing ebullient personalities. Moreover the children work more as a team instead of as somewhat isolated personalities. The school playgrounds and the gymnasiums have helped this aspect of their growth.

Stimulated by the Principals, student councils have sprung into being in recent years. Many of these, with the aid of faculty representatives, have taken control of student activities, including sports and publications. In some schools, Student Councils even play a part in the conduct and discipline of the school — generally to the great advantage of all concerned. Student participation in school government during school days gives pupils concrete ideas of self control and of democratic institutions and government. The opportunities thus afforded to pupils by the Principals are not only helpful in inculcating useful ideals but also in providing opportunities for intelligent co-operation and strong leadership.

School Principals now play a significant part both in procuring and in training guidance counsellors. They recognize the need for offering children fitting school and personal guidance, and for supplying information regarding business conditions and the requisite qualifications for the different vocations and professions. They also realize that counsellors must be kindly disposed individuals interested in children and capable of securing friendly relations with them. The function of the Principal has become for many a lad and lass that of a confidant, even in a large school. In co-operation with the guidance counsellor the Principal has shown that the road to progress for a pupil lies in remaining in school and controlling his impatience to earn immediate wages that are so attractive to his eyes. By means of such restraint he will avoid what will before long lead to a dead end and possibly life long regrets, for it is extremely difficult for a young man of twenty to return to a class in which his companions are only fourteen or fifteen years of age.

The Principal is the key to the school. He literally opens what should be opened and locks what should be locked. If he is a man of imagination he will conjure up a school spirit that will result in building up in pupils a strong initiative and a desire to excel. The Principal can be a source of such inspiration that his school will become a hive of healthy industry and good companionship.

Managerial ability is essential in a good Principal. The school must be conducted efficiently and on sound business lines. A good Principal will throw off the desire to do everything himself, running all over the school on the slightest errands, seeing that each child has his bottle of milk for lunch and that every individual who enters the school wipes his feet on the mat. He will delegate such duties to others. The man who fills his time looking after petty details thereby excludes from his mind the creative ideas with which an executive should be chiefly concerned. If the Principal has the quality of a good business manager, everyone connected with the school will know his place and what is expected of him. Everyone will be inspired to do his best and produce to his utmost.

In no respect, however, is a Principal required so much as in the supervision of the classroom. This is the tip-crowning point of the enlarged high school. A Principal must know his teachers well, their methods of teaching, their dispositions and their values. The young teacher he must lead and encourage. The older teacher he must hearten and inspire. At the same time he will become acquainted with the pupils and will display kindness, manliness and firmness at the fitting moment. These are reasons why good Principals are so essential. These are factors which are making the Principal truly professional.

RETIREMENT OF INSPECTOR LEWIS J. KING

Inspector Lewis J. King will resign from his post as Regional Inspector during the summer. He is the oldest employee in the Department of Education, having served since April 1920, a period of thirty-two years. For twelve years he worked on the Gaspé Coast where he made many friends and did much to introduce modern methods of education. In 1932 he was transferred to the Argenteuil-Two Mountains district. When the Bill for the erection of County Central School Boards was introduced in 1937 Mr. King threw himself enthusiastically into the movement for acquainting people with its advantages, travelling far beyond the confines of his inspectorate and putting very many hours into the work far beyond the necessity of duty. Together with Mr. George Y. Deacon, the chairman of the Rural Sub-Committee of the Protestant Committee, he aided greatly the formation of the Central School Board in Argenteuil-Two Mountains.

Retiring but extremely amiable in disposition, Mr. King will long be remembered with gratitude for his work in the two districts of inspection. To him and to Mrs. King the Educational Record wishes many years of health to enjoy leisure well deserved.

UNIVERSITY CREDIT FOR WORK IN THE SCHOOL FOR TEACHERS

As this issue is on the press, word has been received that credit has been accorded by Sir George Williams College for work in the School for Teachers. In the last number of the Educational Record the announcement was made that Bishop's University is to grant full university credit to graduates of the School for Teachers. The Sir George Williams declaration means that this long standing problem has finally been settled.

The credit scheme on a unit basis has been worked out as follows:

CLASS LEADING TO THE ELEMENTARY CERTIFICATE

English	½ credit	Modern Western Civilization	1 credit
French	½ credit	Educational courses	2 credits
Fine Arts	½ credit		

CLASS LEADING TO THE INTERMEDIATE CERTIFICATE

English	1 credit	Modern Western Civilization	1 credit
French	½ credit	Educational courses	2 credits
Fine Arts	½ credit		

In short, graduates of the Elementary class will receive four and one half credits, and graduates of the Intermediate class will receive five credits plus the four or five needed for admission to the Intermediate class on the basis of their Grade XII or equivalent standing. As Sir George Williams College requires twenty one credits for a degree it is clear that graduates of the Elementary class who present their certificates will normally receive almost a full year's credit and graduates of the Intermediate class will have almost one half of their degree courses completed.

These credits will be granted retroactively to students who attended the School for Teachers for the Academic year 1950-51 and thereafter, irrespective of the date on which they apply for admission to the College.

The Educational Record feels confident that many teachers will take advantage of the new conditions to further their education, and that many persons considering entrance to teacher training will be encouraged to make favourable decisions.

STEERING THE BARQUES *

It is always a pleasure for me to speak to students, particularly to those in the School for Teachers. You who are preparing to teach will, I hope, soon experience the joy that comes into the heart of a teacher who feels that his life is worth living for he is doing something useful.

It is almost one hundred years since the McGill Normal School, the predecessor of the School for Teachers, first opened its doors. The enrolment in 1857 was small, the entrance requirements slight and the standard demanded for graduation was very much below that of today. Though I cannot give you the enrolment figures in the earliest days I can tell you that in 1886-1887 the attendance in the Elementary class was only forty-three and in that leading to the Model (or Intermediate) diploma only twenty-four. The establishment of that school, however, awakened an interest in teacher training that has had a wide influence.

One hundred years ago Montreal was a comparatively small city with a population of 57,715 — about one twentieth of its size today. At that time life was very leisurely. People walked the short distances from one place to another and travelled the longer distances by horse drawn vehicles, canoe, paddle-boat or wooden steamer. There was no Canadian Pacific or Canadian National Railway, no telephones, no public system of telegraphs, no city of Ottawa, no Dominion of Canada, and only a few Canadian Provinces. Each of these Provinces issued its own money. I have in my possession some coins issued before Confederation by New Brunswick and Nova Scotia in 1861, and by Prince Edward Island as late as 1871. People read few books a hundred years ago and were concerned with relatively few problems. There were no major wars and no nation was trying to thrust its philosophy of life upon every other nation as is done now.

That was the age of adults, when children were supposed to be seen and not heard. Today is the age of the child and of youth when children are rarely spanked and youth is provided with liberal allowances, even with automobiles, and is convinced through much telling that each is the hope of the world. It is probably a fact that never has so much been done for children both individually and collectively as is done for them today. Never were such efforts made to attract children to school and retain them there. Those who cannot walk to school are conveyed. In the old days many children never attended any schools, many others attended only for a few years. Comparatively few enrolled in high school. Today parents are granted family allowances partly to enable them to keep their children in school and Government assistance in the form of bursaries or scholarships is given to enable poor children to enter the high school grades. In those days there was no set course of study or text books in the Protestant schools. Each teacher made his own curriculum and used what text books he could set his hands upon. It is less than seventy years since our first course of study was proposed. Even as short a time as twenty-five years ago the course of study was revised only once every four years. Today revisions of the course of study are going on continuously, and hundreds of people are working on them in every Province. Nothing whatever is static in connection

* Address delivered at the School for Teachers, Macdonald College, on April 25th, 1952.

with the school today unless it be the occasional teacher who coasts along listlessly but I hope that such teachers, though they undoubtedly exist, are becoming fewer each year.

The school prepares for life. For that reason changes in life's needs must be noted by schoolmen and reasonable measures taken to adapt the school to the demands of the day. When few went to school and when the purpose of schooling for many was to prepare for the ministry a different curriculum was needed than that of today when everyone must go to school, no matter what his occupation is to be. Girls must attend school as well as boys, for they also must prepare to work in some manner. The former emphasis upon writing is lessened by the advent and common use of the typewriter. College students now carry their typewriters about with them, turn in neatly typed essays to their Professors, and retain carbon copies in the event of loss. In all large stores now there is a machine which records the price of three pounds six ounces of beef, and the girl at the counter records the amount of your purchase on the adding machine. In business houses highly complex electronic calculating machines solve almost every mathematical problem desired. Accounting departments of large industrial companies are now facetiously referred to as "machine shops." Tomorrow the calculating machines will be even more complicated. The consequence is that the content of the course of study in arithmetic and the time spent on this and other subjects must be re-considered.

The development of the machine has concentrated attention on the function of the school. The need of training for mental development is brought further to the fore. As man becomes more dependent upon the machine the need for people to design improved models and new types will grow. The machine once built will perform its operations according to its function. It cannot improve itself, however. Only the brain of man can supply the power necessary to improve the design. This in a nutshell is the function of the modern school, so to teach that children will be able to master the thought processes with which they will be confronted and have the energy and the power to make the best of their opportunities, for their own development and that of their fellows. This is the essential function of the school. This is what faces the teacher. This is what tests the ability of the master teacher.

The real teacher can never go to sleep in the classroom but must be "on his toes" all the time. Despite this, teaching need not be a continual nerve-racking experience. The teacher who allows it to be such is doomed to failure and may be headed for other trouble. The secret of success lies in the teacher's knowledge and attitudes, and in the *rapport* established between the class and himself. Every teacher can be successful who procures a good background for what he has to teach, and who has a healthy attitude towards learning as well as towards the members of his class. All such should pull through with flying colours. The teacher who does not spend much time in adding to his knowledge will probably find that he has insufficient information to be able to teach satisfactorily. I am reminded of the young theological student who failed in his examinations but was sympathizing with himself before some of his fellow students. From out his gloom there suddenly was emitted a spark of hope as he exclaimed: "Well, gentlemen, I may not be a student, able to pass my examin-

ations, but I — I can preach.' We wondered from what background! If a teacher does not keep up his day to day work and prepare for it in advance he can readily lose the confidence of his pupils. There are few surer ways than that to end the good relationship between teacher and class and write "failure" to your career.

Teachers have something to give and to share with others. Good teachers store their minds and give out the product. Yet in doing so they miraculously retain it that they may give it out in even richer fashion on another occasion, for the knowledge becomes coordinated in their minds as they assemble it in a manner that can be the more readily caught by pupils on future occasions and can probably be the more easily assimilated by the members of the class.

Teaching is an honorable profession. The wares that a good teacher has to offer are the verities of life. Knowledge does not come in different qualities and sizes of first grade, second grade and third grade like eggs, beefsteak, or oriental, Wilton and Axminster rugs. Teachers do not have to gull the public and say that one thing is "just as good" as another or appeal to vanity as does the seller of many modern commodities. The riches of the mind do not come in shades of blue or grey as does a lady's dress, nor does the teacher have to centre the attention of the buyer upon such unimportant things as the shape of the dashboard or the design of the grill.

No one should ever attempt to teach unless he has excellent control over his tongue, has a happy disposition, understands children and can tolerate their vagaries of conduct. I am never tired of saying that teachers must be kind. I have said it many hundreds of times and shall continue to say it because I find it so necessary — and so urgent. A few days ago some young girls were playing in the basement of their home but one was shouting at the top of her voice in an irate manner. The father was much perturbed and asked his wife what was the matter. "Oh its nothing", she replied. "The children are playing school and Mary who is shouting and acting as if she were very angry is merely playing teacher." If teachers only knew the budding Abraham Lincolns, Louis Pasteurs, Florence Nightingales and Vivian Leighs that are in the classrooms they would have more sense than to lose their tempers over the trivialities that cause them such distress.

Every child is on a voyage and needs right controls. At the break of life each has an uncharted course to discover and pursue. All go in the same general direction. All set out from the East and sail towards the sunset but the courses vary. The teacher must help chart that of each. This is a heavy responsibility. You perhaps know teachers who have failed with you, and others who have helped you. Let the successes be the landmarks towards which you may help to steer the barques of others. You must show that you are sailing on the same ocean and, because of your added maturity, that you can assist your pupils with the mapping of their courses.

To teach a sense of responsibility is one of the primary objectives of a school. The child who is not brought up with a sense of responsibility at home to perform services to his siblings and parents is likely to be selfish throughout his life and may soon forsake his parents when he grows up. Girls who when young are not taught to care for their toys and to put them away are likely to leave the

vacuum cleaner around the house after they are married and thus add to matrimonial difficulties for no husband likes to compete for space with sweeping utensils. Boys who are not trained in civic duties are apt to shun their community responsibilities as men.

Teachers should rarely set out with the assumption that learning is either too easy or too difficult for the members of their classes. If they lead pupils to believe that the work is too easy, it is likely that too little attention will be paid to the explanations. If, on the other hand, they suggest that the lesson is too hard, a natural listlessness or even a resistance may be set up in the pupils. Most school work must be well explained to children if it is to be fully understood. Here is the teacher's testing ground, for it is usually the difference between good and bad explanations that reveals the good or the bad teacher. Let me illustrate my point:

It is common for travellers to ask for directions to a certain place. The form of the answer is familiar: "Walk to Main Street, then turn right on Grand Street and you'll see it. You can't miss it." The person who gives the directions knows where it is. He envisages it, and is therefore quite sure that "You can't miss it." But what if the inquirer has no idea of where Main Street and Grand Street are? What then is the use of such a direction? The "director" might mention the points of the compass: "Walk south six blocks, then turn east." But if the inquirer has no sense of direction is he any better off? If he receives the direction to walk six blocks but should have walked seven, he may still be unsuccessful in his quest. Such directions come under what is known as the *COIK* fallacy, for they are *Clear Only If Known*. How many teachers are guilty of the *COIK* fallacy every day, many times a day? They have the information. It is all clear to them. "Two times two are four." "R-E-D spells red," "A straight line is the shortest distance between two points" "Fire must have air in order to burn." Teachers need at all times to get down to the level of the pupils who may have no previous knowledge of the subject matter and are unacquainted with the directions that are so obvious to those who know the answers. Thought and patience are therefore essential characteristics of a teacher, and the person without them can never be entirely successful in a classroom.

Everyone has heard the statement so often made that real education consists of Mark Hopkins on one end of a log and a pupil on the other. The frequently misquoted statement does not refer to a country teacher, as so many think, but to Dr. Mark Hopkins, who at twenty-six years of age was professor at Williams College, Pittsfield, Massachusetts, and at thirty-four years of age was President of the College, a position he held until he was seventy. The original statement about Mark Hopkins was made by President Garfield (at that time General Garfield) at a dinner in Hopkins' honour just prior to his resignation as follows: "Give me a log hut, with only a simple bench, Mark Hopkins at one end and I on the other, and you may have all the buildings, apparatus and libraries without him."

What was the power of Mark Hopkins? The first was his humanity. When he entered a classroom it is said that every student felt a sudden change in the atmosphere. "He felt that the humanity in it had received a signal and

fascinating reinforcement." The second was Hopkins' enthusiasm. This is a vital quality in every good teacher. Hopkins himself said that the good teacher "must have an ever-loving fountain of emotion." In the third place Dr. Hopkins knew how to interest students. He planned the point of departure for each lesson, and his preparation was deep and sound. He studied extensively within his chosen field of philosophy. Then he taught in a way that pupils felt that the fabric of the science was being built up "from foundation to the topstone." In the fourth place Hopkins tried to know his students individually, to penetrate beneath the surface of each and "to recognize possibilities as well as actualities." He was not interested so much in having his students absorb his ideas as in developing their individuality, independence of thought, and love of truth. In the fifth place, Dr. Hopkins used to try to make pupils think. For this reason he used the Socratic method of question and answer and punctuated both with a kindly sense of humour. In these interrogations he never tried to embarrass his students. This is a quality that will make any teacher respected. Hopkins' kindness and cheerfulness prevented his making anyone appear ridiculous.

In order that instruction may be of a high quality there is need for the co-operation of all concerned. Warm, comfortable, cheery surroundings must be provided. This is the purpose of our present school building programme. Under these conditions much good work can be expected. As the philosophy of education in the Protestant schools is sound and the course of study good, those teachers should be successful who have been well trained and who have the right attitudes towards their pupils.

Children have a great sense of dependence upon adults, and school pupils have a great sense of dependence on their teachers. Within certain limits that feeling should be fostered. The class should learn that the teacher is their leader, that he has their interests at heart, that whatever he does is for the best for them and that they can count on him never to fail them or to hold them back from progressing. They belong to the teacher and the teacher belongs to them. While this should perhaps be especially true in the primary grades, the statement holds true for all classes.

One means of holding a class is for the teacher always to have his work prepared. No teacher should ever enter a class with "What shall we do today?" This means that lesson plans must be prepared for the day to day work much as they are in the School for Teachers. As experience broadens it is natural that the same detailed writing down will not be necessary as it is in a training school. But no good teacher will normally appear before any class without a broad outline in mind of the work to be covered during the lesson. In many cases, he will even anticipate the behaviour of pupils so that the atmosphere of the class will be pleasant for all. Recognizing the differences in the characteristics and abilities of each pupil, the teacher will expect differences of outcomes and will be satisfied if each performs to the extent of his powers for each particular lesson. But each lesson should be planned so far as possible so that it will *extend* each pupil, make him work and desire to work to secure mastery of the stint allotted. That will cause satisfaction and will help to weld the class together probably more than anything else could. Get the children into the

spirit of the work. Let each understand what is expected of him. In such a class, where the children and teacher understand each other, a profitable year will be spent.

There is much talk today about whether our schools are ruining our children, the assumption being in the affirmative. According to many people change is bad. Because they, out of their maturity, know that Peking is in China, that seven nines are sixty-three, and because they can read their own signatures, while modern children are not as good at writing as they should be, the Jeremiads and cynics blatantly assert that the schools are fast sinking into decay and that all teachers are morons. Let me affirm that more progress has been made in the last fifty years in child rearing than ever was made in any similar period before and that this has been done because the bringing up of children has been founded so far as possible upon a scientific basis.

The surest evidence I can bring to bear to illustrate how scientifically the present older generation is caring for its children is the physical. Look around you and see. The children of this continent today are healthier, taller and better proportioned than they were fifty years ago. Their teeth are whiter and their eyes brighter. The credit for this is due to the scientists and to their mothers who have attended to the diet and the habits of children in a manner that was unthought of by previous generations. The attitude of yesteryear is illustrated well by the mother who said, "Don't try to teach me how to bring up children for I should know. I've buried seven." The mothers of thirty years ago had to run to hide their books such as Dr. Holt's *Care and Feeding of Children* when their mothers or their Aunt Sue came around. Yet they persisted and did their job scientifically and well. Look what your parents have done for you. The boys of today are an inch and a half or two inches taller and several pounds heavier than their fathers at their ages. The girls are towards an inch taller than their mothers and about three pounds lighter at the same ages. Two generations ago little of anything was known by the average person about proteins, carbohydrates and fats. Yet thirty or more years ago enlightened mothers learned about them and began to study so as to serve the right food in the right proportions. As soon as a knowledge of vitamins became common, mothers began to give their children milk, cream, butter, carrots, leafy vegetables, eggs, liver, fish, meat and fruit in the proportions recommended by experts. Moreover they learned not to throw away the valuable minerals with the vegetable water. The consequence was that calcium, iron and iodine were preserved for bone growth and blood enrichment, with the result stated, a result that can be seen on the street any day in our tall, erect, healthy boys and girls.

Though one cannot prove the psychological and educational advances as conclusively as the physical they are still demonstrable in some measure. Fifty years ago the intelligence quotient was unknown. The causes of school failure had not been looked into scientifically. Motivation and interest had scarcely been heard of. The psychology of learning was in its infancy. Individual differences were rarely thought of. Methodology in the presentation of subject matter was seldom mentioned. It was commonly said that if a teacher knew his subject he could teach it, and such statements were made emphatically. Many people even today make such assertions, just as many think it does not matter what food is served so long as the quantity is adequate. If a child would

not learn readily in the old days he was just written off as "dumb," and teachers found a ready means to get such children out of their classes. Discipline was administered with a cane, a strap or a ruler, and public opinion was behind the teacher who used these and harsher means to drive lessons into the heads of the willing and to oust the unwilling from the classroom. The emphasis in school was on memorization. Children started to learn to read by means of nonsense syllables, ba, be, bi, bo, bu, then ca, ce, ci, co, cu and so on to za, ze, zi, zo, zu. This was followed in grades as early as grade IV or V with such words as victual, paeon, erudite and charlatan, generally with no reference whatever to meaning or use. Words of four, five, and six syllables appeared before long, just because they had that number of syllables, and pupils were frequently compelled to read and spell sanctimonious, antiscorbutic, homogeneity and other such words that could have little or no meaning or use for them. Town's "Speller and Definer" contained such words as ensiform, concatenate, decrepitate, graminivorous, and herpetology. Many of these words were beyond the power of pronunciation and understanding of many a teacher, so it was not uncommon for such words to be skipped — without much genuine loss to anyone.

While pointing out the weaknesses of the school of previous years it must not be thought that I uphold all the foibles and trivialities of many of the present day so called "progressive" educationists. I assert quite emphatically that all new educational thought and experiment must be carefully scrutinized and that children still go to school to learn. The courses of study must, therefore, be selected with great care, children must learn by much drill, and must undergo reasonable discipline. Furthermore, in order to ensure individual progress, all must undergo rather strict examinations, for nothing else has been found to ensure effective responsibility for the lessons taught. But I affirm that, as education becomes increasingly based on the findings of science, as the knowledge of the psychologist grows more precise, as more strenuous efforts are made to find the most effective methods of teaching and learning, we shall find more and more of the useful to teach, and also how best to teach it whether it be reading, arithmetic, history, discipline, morality or the plain knowledge of how to get along better with one another.

When you start to teach school next September you will enter upon an entirely new experience. You will have thirty-five young lives before you whom you know you will influence. Approach your task in the right spirit. One young man recently declared that he was going to be a teacher because he was going to delight in seeing children suffer as he had suffered. What a sadistic thought! His mind and attitude were probably wrong as a pupil and were certainly reprehensible in a prospective teacher. Make up your minds that your pupils will learn much from you to help them along the right road in life and that they will all be glad they spent a year with you. Each year you teach, make that year profitable for them in every way.

W. P. PERCIVAL

The danger to them (free institutions) is not so much that they (teachers) will agree with unorthodox views as that they will be frightened into having no opinions at all."

John S. Brubacher, Yale University.

NEW CHALLENGE TO TEACHERS OF THE PRACTICAL EDUCATION COURSES

Orville E. White, M.A., Verdun High School, Verdun, Quebec.

Two important investigations into practical education courses being offered in Canadian and American secondary schools have recently been completed. The Canadian Research Committee on Practical Education has completed a four year study of what should constitute a suitable secondary school education for those students who go directly to employment from school and has published its findings in four reports: "Practical Education in Canadian Schools", "Your Child Leaves School", "Two Years After School" and "Better Schooling for Canadian Youth". Paralleling in many respects the work of the Canadian Research Committee is a similar nationwide survey made in the United States, whose findings appear in a report entitled "Secondary School Opinion Panel of Purdue University". Although much less exhaustive than the Canadian effort, this survey is particularly interesting because it corroborates many of the findings of the Canadian study.

The Canadian study made in response to repeated demands from both educators and employers was carried out in a very thorough manner by persons exceptionally well qualified for the task. The Committee and its many subcommittees was composed not only of professional educators but also of representatives from the fields of agriculture, commerce, industry, labour and the home. Thousands of carefully prepared questionnaires were sent out through the several surveys that were made during the four year period of study. Following analysis of these questionnaires, a number of broad conclusions were reached and recommendations made. These appear in the fourth report, "Better Schooling for Canadian Youth" which was printed in the magazine "Canadian Education" in September, 1951.

The conclusions reached and the recommendations made in the Canadian report provide a new challenge for both teachers and administrators. While emphasizing practical education, the Committee underlined the importance of centring the high school curriculum about a core of basic subjects consisting of English, social studies, science, mathematics, physical and health education which would suitably prepare students for their place in society irrespective of the nature of their ultimate vocational field. It also recommended that more attention be given to the thorough teaching of reading, writing and arithmetic through the elementary school. To these should be added a choice from languages, music and art, home economics, commercial studies, agriculture and industrial arts courses to be selected in accordance with the abilities, interests, and aspirations of the individual.

Two of the objectives given in the report as basic to secondary school education are:

To have opportunities to explore the possibilities of the general fields of knowledge, in science and mathematics, in language and literature, in fine arts and commercial and industrial arts; and in so doing to learn not only the possibilities in the major fields of learning but also his (the student's) own dominant interests, capacities and limitations.

To develop marketable skills and those understandings and attitudes that make the worker an intelligent, co-operative and productive participant in the economic life of the community.

The sentiments expressed above are not entirely new. The Harvard Report¹ and many individual educators have stressed similar objectives, but here we have the concrete, nationwide opinion of many of the leading business men of Canada, whose views must be considered as a reflection of the true current needs in Canadian education. On the part of both educators and business men there is therefore an evident demand for a suitable secondary education that will train students for effective citizenship. To the various phases of practical education is allocated the responsibility of preparing students for entry into suitable occupations. Occupational competence is essential if the worker is to be successful and satisfied with his lot. Only if he has chosen the correct vocation in respect to his own interests and aptitudes is the worker likely to be a well-adjusted and socially responsible citizen. The report considered that practical education in the schools should be governed by the following principles:

- a. Emphasis should be upon thoroughness and upon a high standard of achievement.
- b. Desirable character traits and good work habits should be fostered.
- c. Basic skills should be taught rather than specialized training, to the end that students will be adaptable to changing situations.
- d. Recognition of the dignity and worth of all types of work should be stressed.
- e. Social science courses should include a study of the world of work, business organization, social security, wage-hour laws, etc.

In home economics and business education courses, important marketable skills and proficiencies should be an aim in the high school. In industrial arts education, however, conflicting opinions have been expressed. Many maintain that such courses should stress vocational training, whereby training for a specific job should be the objective. Others, and they are greatly in the majority, insist that general skills in industrial arts should be taught in the secondary schools, leaving it to employers to provide the apprenticeship or introductory training needed for their particular industry, trade or specialty. Persons trained in this manner are nonetheless expected to have at least an elementary knowledge and understanding of the use of hand tools and common machinery when they leave school and to have developed good work habits.

In order to achieve these objectives, teachers of practical education courses must have a high standard of occupational competence as well as an adequate professional education. So that training in practical subjects may be available to all, home economics, business education and industrial arts must be offered in all secondary schools, together with agricultural education in rural high schools.

The nationwide survey referred to earlier which was conducted in the United States provides us with further interesting suggestions for the development of practical education courses, and in particular with the industrial arts options. In this survey, questionnaires were sent to thousands of high school students in order to obtain their opinions. Students in the final year of high school preparing for college were asked whether they would have taken industrial arts if it had been available to them throughout high school. It may be assumed that this group had little choice in their programmes and that industrial arts would not usually be among their electives. The replies showed that 47% of the boys and 35% of the girls would have taken industrial arts if it had been

1. "General Education in a Free Society", Published by the Harvard Press, 1945.

available to them. This indeed is a large number of students to have been deprived of valuable practical experiences.

High school students of all grades were asked whether they desired industrial arts courses in their own programmes and what they considered should be the content of such a course. No less than 67% indicated that they desired an industrial arts course based on a study of home mechanics and home repairs. This strongly confirms the views of many leaders in industrial arts education who have been striving for years to introduce practical courses in the basic repair and maintenance of articles used in the home. These people believe that both boys and girls should be permitted to take courses in home mechanics, and many go so far as to recommend that boys should be given basic training in the elements of cooking and sewing. It is interesting to note the large number of girls in the college preparatory course who had signified their interest in industrial arts.

"Why was the industrial arts course selected as an option?" was a question asked of all the students who had studied this subject. The replies effectively refuted the allegation sometimes made by teachers that students select industrial arts or home economics as "snap" courses. Students were permitted more than one answer to this question. Of the total, only 6% replied that they had taken the shop course because they looked for an easy grading. Experiences with tools and materials for their avocational values attracted 48%, while 41% claimed that the development of home skills was most important to them. Only 6% thought that industrial arts would assist them with their college studies, but 42% thought that it would be of value in obtaining direct employment. Contrast this student opinion poll with the statement made in the Harvard Report to the effect:—

"The lack of shop training is at present a most serious deterrent to entry into all types of technological work and to college and postgraduate training in science, medicine, and engineering."

It is not expected that students will fully realize the importance of all their studies, but it appears that the teachers of Industrial Arts themselves have failed to "sell" the true value of their subject to many high school students and in particular to the college preparatory group. This points to the ever increasing need for adequate vocational guidance in our schools.

As a result of its findings, the Survey recommended a broad extension of both the vocational guidance programme and also of the industrial arts courses. It was considered important that these practical courses should be designed to provide a familiarization with job opportunities in each community. Work experiences of the industrial arts courses should be those common in major local industries although the emphasis should be on basic practical tool skills for both vocational and home use.

The authors of the American study felt that perhaps there was some inherent snobbery among high school students which made the selection of the college preparatory courses preferable even to those who had no expectation of going to college. Despite the popularity of the industrial arts programmes and the values acknowledged so freely by the students, a large proportion of the pupils were found to be enrolled in college preparatory courses. Students

were asked whether they thought that the college preparatory courses gave better chances for popularity among their fellow students. At the grade nine level, 20% reported "yes" and this figure increased to 32% in grade twelve. When asked the question:—"Do you think most high school students look down upon students who take shop?" only 11% of the grade nine students said "yes" while 20% of the grade twelve group responded in the affirmative. It therefore appears that many students feel that those who take the shop courses are placed at a social disadvantage. Since approximately 90% of the student group will enter into some industrial pursuit, it is important that they should do so with a clear conception of the importance of their work and without any false inhibitions. The cause of this gradual decline in favour through the high school grades of the industrial arts courses merits further investigation.

We have reached a stage in our highly industrialized civilization where everyone should have an awareness of the way in which man manipulates natural resources. Direct contact with materials, the use of tools and the capacity to create by hand from a concept in the mind are indispensable aspects of a good general education today.

The two reports discussed above differ in one major respect. Our Canadian Committee has stressed the need for more practical training in our schools. It does not propose major changes in the content of the work now being taught other than increased emphasis on vocational guidance and upon agricultural mechanics. The American survey takes for granted the wide availability of these industrial arts programmes and has sought to discover through student opinion the means whereby the existing courses may be improved to meet the needs of the majority.

The United States may be considered as leading the world in the development of widespread industrial and vocational education courses. Their superiority in world trade production is undoubtedly related to the wide provision for technical education within the general programmes of education for the people of that nation. In Canada we proceed more cautiously, benefiting by the observable progress of our neighbours and avoiding their more obvious mistakes. There is much for us to do and the path is made clearer as a result of the comprehensive study and reports that the Canadian Research Committee has placed in our hands.

EMPIRE YOUTH SUNDAY

Empire Youth Sunday will be observed in Canada on May 18th and will thus inaugurate Empire Youth Week throughout the Commonwealth. The following pledge and challenge to Empire youth made in 1947 by Queen Elizabeth when visiting Capetown, South Africa, as Princess on the occasion of her 21st birthday may prove appropriate for such services:

"I declare before you all that my whole life, whether it be long or short, shall be devoted to your service, and in the service of our great Imperial family. But I shall not have the strength to carry out this resolution alone unless you join in with me, as I now invite you to do. I know your support will be un-faillingly given. God help me to make good my vow, and God bless all of you who are willing to share in it."

GOD SAVE OUR QUEEN
AN EMPIRE AND CITIZENSHIP DAY PROGRAMME, MAY 23, 1952.

**Mrs. J. D. Detwiler and Mrs. Mabel E. Fells, Imperial Order Daughters
of the Empire.**

*Queen Elizabeth II is alone. She is thinking about her coming Coronation. Soft Music of
National Airs can be heard.*

Queen: "Uneasy lies the head that wears the crown", said someone long ago. I am Queen and shall wear the crown. Why should my head lie uneasy? My rule extends over a quarter of this round globe; over a quarter of a million people have sworn allegiance to me; the countries of the Commonwealth acclaimed me Queen even in my hour of sorrow. "The King is dead! Long live the Queen!" The King is dead — but even so the Monarchy lives on without interruption. *(Kneels in prayer)* God grant that I may rule my people wisely and well! *(Rises and sits in chair at right)* I shall not be uneasy; "I shall put my hands into the hand of God".

(Background music swells as the Queen sits absorbed in thought. If lights are available, they could fade out here during the musical interlude and come up again as the next character enters).

(Enter the shadowy figure of Good Queen Bess.)

Queen Bess: *(Gazes at the young Queen, then speaks)*
Almost four hundred years have passed since I played your part.

Queen: *(Surprised)* Who are you and what do you want of me?

Queen Bess: Do you not recognize me?

Queen: You look like Good Queen Bess.

Queen Bess: I am and I have brought something for you.

Queen: Brought something for me?

Queen Bess: Yes. Almost four hundred years ago I came to the throne of England — a bankrupt England — an England divided by many factions. I was alone, friendless, and a little afraid.

Queen: You — afraid?

Queen Bess: Yes — afraid; but I gathered all my courage and faced the world fearlessly. In thirty years when the Spanish Armada came, I met it and defeated it with a united England. *(Laughs)* Indeed they said I had "The heart and stomach of a king, and a king of England too". Of such stuff is tradition made.

Queen: England is steeped in tradition. I think that helps to make her great.

Queen Bess: That — and the dauntless spirit of her people. My explorers and seamen laid the foundations of the Empire and Commonwealth. I give these into your care. Nurture them well. May your accession herald still another Golden Age for England and your realms beyond the Seas.

Queen: The Commonwealth — free, yet linked together by tradition and common loyalty to the Crown — and I am Queen of all — and of each.

Queen Bess: Queen you are acclaimed — and soon you will be crowned.
Let us see some of the legends and traditions that surround
this ancient ceremony.

(*Curtain*)

CORONATION LEGENDS

These legends are portrayed in three scenes, each scene to be acted by a different set of characters. The Heralds are the same throughout. Their parts should be spoken in front of the curtain or to one side. Their costumes should display brass buttons, and the colours red, white, and blue. "Pill-box" hats, striped red, white, and blue are held in place by a wide band under the chin)

PROLOGUE

(*Spoken by two heralds in unison*)

Two Heralds: Veiled by the grey mists of time, down through the ages, come legends and traditions of olden days, of rings, and stones, and miracles. Again a Queen is crowned with all the pomp and glory which has been assembled throughout the years. Let us learn then of the traditions connected with this ancient ceremony.

First Herald: (*Steps forward*)

The first we show, of world-wide fame
Is drawn from earliest Christian days,
When a Saxon King renounced his pagan ways,
And built an abbey where a nation prays,
Where once the temple of a heathen god had stood;
And now enshrined within its walls
Lie bones of heroes, kings, and bards:
Our Empire's Abbey, Westminster by name.

SCENE I

(Two fishermen on the banks of the river are discussing the consecration of the new church, the windows of which can be seen at the back of the stage on the opposite side. This scene may be as simple or as elaborate as desired, according to facilities available).

1st Fisherman: And so to-morrow Sebert's church will be consecrated.

2nd Fisherman: Aye, and by Mellitus, the Bishop of London himself.

1st Fisherman: (*Looking toward church*) It's a grand sight. Folks say a temple once stood on that very spot.

2nd Fisherman: Aye, a temple to Apollo it was, but Sebert, our King, has become a christian.

1st Fisherman: The first Christian King of East Saxony.

2nd Fisherman: What think ye of the teachings of these Christians?

1st Fisherman: They sound fair enough and the King believes. Was your catch good to-day?

2nd Fisherman: Nay, my nets are still idle. How fared it with you?

- 1st Fisherman: Fair. I'm going now. Better luck, my friend. Farewell!
- 2nd Fisherman: Farewell! I'll wait a time.
(Exit 1st Fisherman. 2nd Fisherman sits on a stone, head in hands. Enter the Stranger)
- Stranger: Hail, friend, wilt thou ferry me to Thorney and back?
- 2nd Fisherman: And welcome, the catch is not good to-night.
(Exit and re-enter on farther shore. This lapse of time may be indicated by lowering curtain)
- 2nd Fisherman: *(Watches Stranger as he walks toward church and disappears, then he speaks)* I'll await his return here. Strange! He must have some secret mission at the church. I'll stay awake and watch. *(Suddenly the church windows are lighted and strains of music are heard. The Fisherman takes off his cap, rises to his feet, and gazes spellbound, then falls to his knees)* 'Tis surely some holy sign. *(Lights fade)*
- Stranger: *(Returning finds Fisherman kneeling)* Rise, man, and listen to my words. To-morrow, you must haste before the dawn, and at the abbey doors meet the King and Bishop. In your hands you shall bear a salmon. Relate to them that St. Peter hath consecrated the new church. Now, cast your nets and they shall be filled. *(Exit)*
(Curtain)

SCENE II

- Second Herald: And next the tale of Edward's Ring;
 The Confessor, was called this saintly king.
(Two English pilgrims and an old man appear on a road in an eastern country)
- Old Man: *(Pointing)* That is your road and from it do not stray.
- 1st Pilgrim: Tell us, kind friend, who you are. You have entertained us well and it is a beautiful city. The food was ample and never have I slept so well.
- 2nd Pilgrim: Yea, truly, ye seem like unto our good king, Edward.
- Old Man: He is a saintly man. Pray give him this ring and say that John the Evangelist hath cared for ye.
(Pilgrims gaze as he holds out the ring)
- 1st Pilgrim: How came ye by this ring? We had missed it from the good King's hand.
- Old Man: One day as the King was walking alone, he met a poor beggar. Having no money with him, he drew off this ring and gave it to the beggar.
- 2nd Pilgrim: Ye were that beggar?
- Old Man: I was that beggar. Now give this ring to your Sovereign with my greeting.
(Pilgrims kneel as they receive the ring)
(Curtain)

SCENE III

First Herald: And now the Stone, the famous Stone of Scone
Was Jacob's Pillow, when that night, alone,
He saw a ladder stretched from earth to sky;
And Jacob's eyes beheld the angels passing by.
(A throne chair with the stone prominent. Two guards are talking)

1st Guard: There's the very stone that once was Jacob's pillow.

2nd Guard: How came it here?

1st Guard: The tale is long. I had it from my grandfather's lips when I
was a small lad.

2nd Guard: Tell it now.

1st Guard: How much is fact I know not, but the story goes that when
Jacob saw the vision of the Heavenly Ladder, he slept with
his head on this stone. Moses prophesied that victory would
follow the stone, and when the Egyptian princess, who had
rescued Moses from the bulrushes, emigrated to Spain the
stone went with her. Later her son carried this famous Stone
to Ireland.

2nd Guard: Truly, it had many wanderings.

1st Guard: In Ireland it was placed upon the sacred hill of Tara. For
centuries the Irish kings were crowned upon this Stone. It
was supposed to have strange powers; when a king was crowned
it murmured and sometimes even spake.

2nd Guard: How strange indeed!

1st Guard: Then came an Irish king who was Scottish by birth. He took
the Stone to Scotland and it finally became the coronation
seat of Scottish kings at Scone. There it remained for over
four hundred years, until Edward I carried it off to England.
There it was fitted into the Coronation chair and here it is.
It has been used ever since by every English sovereign with
the exception of Mary I and Mary II.

(Curtain)

Voice *(Fades in)* — "And proclaim that the high and mighty Princess
Elizabeth Alexandra Mary is now by the death of our late
sovereign of happy memory become Queen of this realm and
of her other realms and territories, Head of the Common-
wealth, Defender of the Faith to whom her lieges do acknow-
ledge all faith and constant obedience with hearty and humble
affection, beseeching God by whom all kings and queens do
reign to bless Royal Princess Elizabeth II with long and happy
years to reign over us. God Save the Queen. Given at St.
James' Palace this sixth day of February in the year of our
Lord, nineteen hundred and fifty-two."

*(Again the Queen and Good Queen Bess are discovered as before.
Background music of National Airs)*

Queen Bess: Of such fragile threads is history made.

- Queen: Now let me show you my far-flung Commonwealth and Empire, the seeds of which were sown by you, and the fruits of which will be cherished by me.
(Enter Cecil Rhodes and Dr. Malan of South Africa)
- Rhodes: My name is well-known throughout the world. I am Cecil Rhodes, the Empire Builder. Into the vast southern continent poured men, from many lands, lured by the gold and diamonds. British institutions have united the provinces into the Union of South Africa.
- Dr. Malan: I am Prime Minister Malan of the Union of South Africa. All the South African people were looking forward to having King George VI as their guest when the word came of his death. He was loved by all the South Africans, as well as all his subjects everywhere for his "wide human sympathy, for his unflinching devotion to duty, and for his personal sacrifice for their general welfare." To his daughter, our Queen Elizabeth II, in whom these high qualities are also found, we pledge our loyal attachment and proclaim her "sovereign in and over the Union of South Africa".
(Enter Sir George Grey and a Maori)
- Sir George Grey: I am Sir George Grey, the governor, who made New Zealand a part of the British Empire. In these Islands I envisaged another Britain — a Britain of the South.
- A Maori: Here, the native races enjoy equal privileges with their white brothers and all join in allegiance to our gracious Majesty, Queen Elizabeth.
(Enter a native of India)
- India: I represent the people of India. Our nation, though independent, remains within the British Commonwealth and India mourns the passing of a great and good man — truly a King among men. We salute the new Queen — Elizabeth II.
(Enter a native of Pakistan)
- Pakistan: I represent the people of Pakistan. We salute her Majesty, Elizabeth II, as our Queen, and we pledge to her the loyalty and allegiance of this Dominion.
(Enter Captain Cook and Prime Minister Menzies)
- Captain Cook: Who has not heard of the thrilling adventures of Captain Cook? The Spaniards had visited Australia before I came but after I explored the southeast coast, a British colony was established. Now this island continent is part of the British Commonwealth.
- Menzies: God bless the memory of good King George VI. We were shocked and saddened at his death and we shall be the better for his life. To Queen Elizabeth II we pledge our loyalty and allegiance, and proclaim her Queen of Australia.
(Enter a native of Ceylon)
- Ceylon: We, of the youngest Dominion of the Commonwealth, offer our good wishes, our loyalty, our affection to her Majesty,

- Queen Elizabeth, and we pledge our allegiance to her.
(Enter a native from the Gold Coast)
- Gold Coast: I come from the Gold Coast and speak on behalf of all the colonies and protectorates which, under British policy, are being guided and educated toward self-government. We hail Elizabeth, Queen, and pledge our allegiance and our loyalty.
(Enter Sir John A. Macdonald and Sir Wilfrid Laurier)
- Macdonald: I am Sir John A. Macdonald, first premier of the Dominion of Canada. Throughout my long years of leadership I had two objectives: to preserve the connection between the new Dominion and the British Empire; and to create a real Canadian nationality.
- Laurier: I am Sir Wilfrid Laurier, a descendent of a French-Canadian family which had dwelt in Quebec for over two centuries. "I am a Canadian, first, last and all the time. I am a British subject by birth, by tradition, by conviction — by the conviction that under British institutions my native land has found a measure of security and freedom it could not have found under any other regime."
(Enter Prime Minister St. Laurent and a New Canadian)
- St. Laurent: "Canada's loyal attachment to the Crown has been strengthened throughout the reign of George VI by our universal admiration for his high courage and the exemplary family life. To Canadians the King was both a great King and a good man. With our sympathy, we extend to our new Queen not only an expression of complete loyalty but also of abiding affection."
- New Canadian: I represent the New Canadians who, through the years, have flocked to Canada's shores. We also have a part to play in Canada's future and gladly proclaim our loyalty to our Queen and country.
- St. Laurent: Let us stand and, as Canadian citizens, all repeat together the Oath of Allegiance.
 "I, *(Insert own name)* swear that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, her Heirs and Successors, according to law, and that I will faithfully observe the laws of Canada and fulfil my duties, as a Canadian citizen. So help me God."

All remain standing to sing "O Canada" followed by "God Save the Queen".

ORAL FRENCH

The recent visit of Her Royal Highness, Princess Elizabeth, has done more to re-awaken interest in oral French than any amount of arguments in its favour. Hearing her faultless and beautiful diction in the several broadcasts she made in French has spurred students on to new efforts to increase and improve their own knowledge of Canada's other language.

TEACHING HIGH SCHOOL MATHEMATICS

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

What are some of our faults? How can we overcome them? These are two questions frequently asked by good teachers everywhere in an endeavour to improve their teaching. This paper suggests some answers for the teachers of Mathematics.

It should be stated at the outset, however, that there is no panacea for resolving the problems of teaching mathematics. There is no substitute for hard work. Recently a teacher told me that on one occasion when he met his class he addressed them somewhat as follows, "We have a big task ahead of us this year if we are to complete the work. I believe we can do it if we work hard, very hard. I am prepared to do just that, are you?" They were and they did, both teacher and pupils.

Two of the most important aspects of teaching of mathematics are *preparation—teacher preparation*, and *application—pupil application, teacher guided*.

Preparation—teacher preparation. We are not concerned here with the teacher's preparation for his job, for it is assumed that the teacher of mathematics knows his subject sufficiently well to teach it. It is preparation for the year's work and preparation for the individual class period that need special attention.

You may say that teachers of all subjects need careful preparation and so they do, but it seems to be a fault of some teachers of mathematics to think that they do not need extensive preparation. When you met your classes this year did you have *written out* an over-all view of this year's work? Had you the year's work planned? Are you following the plan? Do you know about how much you must teach each month in order to allow time for practice and drill and for frequent reviews? Every teacher should have a reasonably complete picture of what the students are to learn so that he may tell them what lies ahead, so that he may anticipate the next step, and so that he may proceed with confidence. For example, while struggling with factoring you might remark that a mastery of factoring is necessary in order to be able to simplify fractions next month or solve the quadratic equation next year. Or you might say, "This theorem on congruency of triangles is important because we shall use it tomorrow in working several exercises and all through the year in solving many other theorems and exercises". Such remarks serve two purposes: first, they provide some slight incentive, and, secondly, they give a preview of future work.

Another part of the teacher's preparation for the year's work is to gain a knowledge of what the children may be expected to know when they reach his class. Are you familiar with what is taught in the previous grades? Or do you assume that nothing has been changed in the lower grades or even that nothing has been taught? There have been many changes during recent years. For example, there are changes in the course in arithmetic in the elementary school and you should be familiar with them. Grade III children are now taught division, and short division is taught two years later in grade V. When you start geometry in grade IX do you remember that your pupils have already learned much about it as a part of their arithmetic course? They may have forgotten much of it but so will they forget much that you will teach them. Fortunately,

many recall quickly. It is axiomatic that the better you have planned the work for your class and the better you know what your class has studied in previous years, the better will they learn under your guidance.

The day's work must also be carefully planned. Last spring a successful teacher of mathematics and one whose students not only learn mathematics but become interested in it and enjoy it, asked me if it was customary for teachers to have a definite plan for the work of each teaching period. Before I could answer he told me that he did. He added that he had not used one until recently but now he found it was of immeasurable value. Before going to each of his classes this successful teacher knows just what he hopes to accomplish during that period. He has the homework assignment ready to check; he has the new work ready for presentation and discussion; he has written out the exercises or questions the class will do and the assignment for the next period. The result is that he and his class use every minute of every period to the maximum advantage.

Have you ever had a teacher who started his lesson by saying, "Now where did we leave off last day?" "Did I assign any homework?" "What did I say we would do this period?" Or the teacher who starts the work and then is met with a chorus, "Please sir! We did that last day!" Did this sort of beginning inspire confidence and help the class to get away to a good start? Fortunately such teachers are rare.

The daily preparation also includes, in addition to the plan, preparation of the particular work for the period. Suppose you are working on the construction of triangles. Do you know exactly how you will approach it? Have you an exercise ready which you have worked yourself, or do you depend on thinking one up if and when you need it? I have seen many teachers start with a question which was impossible, such as a triangle to construct in which two of the sides were less than the third side, or a quadratic equation which had imaginary roots or surd roots before the class was ready for such difficulties.

Unexpected situations do arise frequently and must be met, but never waste the student's time through your own lack of preparation. Each class period should include a brief recapitulation of previous work, the new work, some practice to fix the learning, and a suggestion of what comes the next day.

What are some of our faults? How can we overcome them? The answer is that many, yes most of our faults will disappear if we as teachers of mathematics will go to our classes with confidence based on sound and careful preparation for one of the most common causes of the teacher's difficulties is lack of detailed preparation and planning for the day's work.

Pupil application, teacher guided. There must be serious and purposeful application if there is to be successful learning of mathematics. It is part of the teacher's responsibility to see that children work while they are in our classes and to see that they find their work as interesting as possible. If you can get the children to work hard because they are interested then the work will become most enjoyable.

Pupils are more interested, just as adults are, if they get satisfaction from their tasks. They get satisfaction, great satisfaction, from a sense of achievement and a job well done.

First and foremost the students' work must be neatly and carefully done. Almost every pupil is capable of doing neat work if the teacher expects it of him. We must insist on good work and not tolerate sloppiness. Last June on the High School Leaving Geometry examination there were whole classes whose papers were very neat, even those of the poor students. There were other classes whose papers were very untidy, even those of the good students. This was not a difference in classes but a difference in teachers and the children gained or lost accordingly. Teachers must teach their pupils how to do their work neatly. Pupils' exercise books and test papers should not be accepted if they are untidy.

The pupils' so-called "rough work" should also be carefully done. I refer to the calculations which are performed but which would not be considered a step in the argument. These calculations should be worked neatly where the student can easily check them and where the teacher can readily see them. Some students do this work on the right hand side of the sheet on which they are working, but done on the right or on the left, the work should be neat. Many students make mistakes and get confused simply because they cannot follow their own figuring.

Also, when we are teaching students how to do their written work we should emphasize that there are at least three different ways to do it. First, the *finished style* where reasons and explanations are given. For example, a geometry exercise written in the finished style would include the particular enunciation, what is required, the construction, and a reason for each statement in the argument. The reasons or references should be given as short sentences or phrases which indicate clearly to what the student is referring. The use of the number of a theorem in this connection is neither sufficient nor satisfactory. The finished style is the style used in tests and examinations.

The second style is an *abbreviated style* used when the class is told to solve the question as quickly as possible and may show simply the calculations and abbreviated written work. The third style is used when the class is expected to do the question without the use of pen or pencil except to record the answer. We commonly call this *mental work*.

Too frequently the pupil thinks the second style is sufficient and as a result does not learn to present his work completely. In some instances he is supported in this view by his teacher. The finished style however is what is expected by the employer when our graduates become employees.

The teacher sets the example in his own work. Geometry exercises and algebra questions must be worked on the blackboard as he expects the children to do them, especially in the earlier grades, until good habits are firmly established. Good written work is essential and it pays good dividends for the pupils will gain more satisfaction from their work and will be more successful in it.

A second question is, Can we increase the pupils' application during the presentation of new material? Have you ever tried this? Suppose you are teaching the quadratic formula. Have the class ready with their exercise books. When you write the equation on the blackboard have each student write it in his book. Then you ask, "Now how do we proceed?" "What do we do first?" "Try it yourselves!" The class has already worked many questions by completing the square so they try this. After they have had a chance you ask them

what they did and see how many have started correctly. The work is then done on the blackboard and you proceed with another step which they record. Then you ask the class to finish it. You check, through questioning, what they have done and then complete the work correctly on the blackboard. The students revise their work if it is incorrect. This use of the exercise book has two advantages: First it helps to hold the interest of the class which results in greater application during the teaching of the new work, and secondly, it gives the students a chance to see their mistakes when they make them and to have them corrected.

Another means of improving the child's application is through the use of more purposeful drill. I am a great believer in short drill periods of not more than five or ten minutes, aimed at giving practice in the use of certain basic principles. Have you tried the method called "The Nine Questions"?¹ Nine questions are put on the blackboard in rectangles. The student is given paper which may be marked off in nine rectangles either by drawing them on the paper or by folding it. After the time is up and the answers are recorded in the proper rectangles, a couple of minutes is allowed for the students in pairs to discuss quietly their results. The correct answers are checked immediately after this. Not more than ten minutes should be allowed for the entire process. Two advantages are ascribed to this type of drill work. The quiet discussion between two pupils teaches both pupils effectively, and the teacher discovers weaknesses in his teaching before he proceeds to new work.

Solving problems is still another place where greater application will pay dividends. Space does not permit a detailed treatment here but in teaching problem solving it should always be kept in mind that there are at least three levels of ability in every class. A few are bright pupils, the majority are average, and a few are slow. While the bright child generally has little difficulty with problems, the average and slow pupils need a starting point. There are certain conventional approaches to solving problems which can be very helpful. Stating clearly *what is given* and *what is to be found* is a good starting point. The problem then is reduced to bridging the gap between . The average pupil frequently does not know how to begin to do this and often we fail to help him. Too few teachers suggest that if he cannot bridge the gap directly he should go to the other side and work backwards. For example, in geometry an exercise calls for proving that two lines are equal. If the student cannot see the proof directly he should be advised to cross the bridge to the other side and ask himself, "What must I know just before I can draw the conclusion that these two lines are equal?" The answer may be, "If these two triangles are congruent the lines will be equal". "Can I prove the triangles congruent?" He then examines what is given and decides that he is given, or can prove, two sides and the contained angle equal in the two triangles. Therefore he can prove the triangles congruent. He does this and the exercise is solved.

Students are in school that they may make intellectual efforts, but effort must lead to success. There is no satisfaction in not getting a hard problem. Mathematics lends itself to giving a student a sense of achievement for he can test his own success. Teachers of mathematics must make the most of their opportunities to acquaint pupils with the satisfactions of intellectual endeavour.

1. Godfrey and Siddons, "The Teaching of Elementary Mathematics" p. 59. Cambridge University Press.

WHEN BUSINESS AND EDUCATION MEET

O. Mary Hill, M.A., Associate Editor, *Canadian Business*

At 7.30 on Easter Monday morning, when Bill Smith's alarm clock went off, a B-E Day programme seemed uninviting. As, sleepily, he began to dress, Bill wondered what a high school teacher was expected to learn from a day spent visiting an industrial plant. He had taken part in one or two ordinary plant tours before. They had consisted of walking down miles of concrete aisles and listening to long and involved technical explanations. From them he had frankly learned little.

Probably it was the letter in Bill's pocket that made him keep the appointment. It was a personal letter from the manager of industrial relations at Dominion Bridge, the company he had chosen to visit out of the 17 participating in Montreal's Business-Education Day, 1952. The letter outlined the arrangements for transporting him to the plant, detailed the day's programme, and added: "We are looking forward to meeting you."

By 9.30 Bill was one of a group of about 25 teachers — Catholic and Protestant, young and not-so-young — gathered in the Assembly Hall of the great Dominion Bridge plant at Lachine. On hand to welcome them, briefly but cordially, was the vice-president and general manager. Next, another vice-president gave a succinct outline of company history and organization, and then the chief engineer spoke about products and engineering problems.

After this preliminary briefing the plant tour began. The group was broken down into small units and each unit put in charge of an experienced guide, who explained clearly and answered questions with obvious pleasure. Tour one, thirty minutes, covered the drawing offices. Then the group went back to the assembly hall for a discussion of plant organization in more detail before embarking on a longer one-hour tour.

One of the things which Bill enjoyed as the day went on was the air of informality. Checking with his friends, he discovered that they had noticed it in the plants they visited too. At the lunch in the plant cafeteria, for instance, the teachers did not sit by themselves and drift, as teachers do, into talking shop. Company executives sat down with them and, in the relaxed atmosphere which the taking of a meal together encourages, they answered questions, exchanged ideas, spoke of the relationship between business and the teaching profession.

After lunch the routine of the morning was repeated. Heads of the various departments — steel fabricating, sales and contracting, personnel, finance, etc. — outlined their functions and responsibilities. In between came a third tour of part of the plant. Then, after tea in the cafeteria, it was the teachers' turn to talk, in a lively half-hour question period. Thoroughly at home by this time, Bill and his companions tossed searching questions at the executives and received in return honest and comprehensive answers. At 4.25 there were cordial good-byes all round and the teachers climbed into the cars and headed back home.

Bill Smith's experience was typical of the day spent by over 450 high school teachers who went on B-E Day tours last Easter Monday. Not all of them watched the drama of a great steel fabricating plant at work. Some learned

about the intricacies of Bell Telephone's local and long distance service; others, about the problems of a big department store; a third group, about the workings of a top insurance company. But no matter which of the seventeen companies a teacher visited, he gained an insight into the problems and the organization common to all business, not peculiar to each. Each programme was cut to the same pattern, and each dealt with finance and organization, with personnel, with sales, and with production, no matter what the end product.

Four years ago when the Montreal Board of Trade pioneered with B-E Day, it was with a clear purpose in mind: "To afford teachers a glimpse of the Canadian economic system in action, to help them see just where graduates of Montreal's schools fit into that system, and to give them some idea what is required of, and what may be expected by, future graduates." Many members of the Board had grown anxious about the ignorance and misunderstanding of the world of business that some teachers displayed. These executives resented the notion cherished in certain educational circles (and passed on to pupils) that business was a heartless affair, run only for profit. They wanted to find some way to bridge the gap, some method of sitting down with the teachers and talking things over.

The Montreal Board realized that, if the teacher were to come out of his classroom and meet the executive in his plant, the project would have to be as carefully organized as any D-Day or M-Day. The first step was to enlist the co-operation of a representative cross-section of the business community. Board officials drew up a list of member companies which might participate, taking care to include heavy industry, light manufacturing, retail merchandising, service industries, etc. (This year, for the first time, a railway and an insurance company were added to the list.) Then they approached top management in each firm, outlining the project. They explained that this was no mere plant tour. To be a success, it meant that the "top brass" must spend the day with the teachers, entertain them at lunch, throw the plant open to them, answer their questions fully. Every company which consented to take part (most of them were enthusiastic) appointed a representative to act with Board officials on the B-E Day Committee and work out a similar programme for every tour.

The next problem, capturing the interest of the teachers, proved more difficult. Business, keen to improve its public relations, welcomed the idea. The teachers had to be persuaded. In 1950 when the first full-scale B-E Day programme was put on, the Board sent individual letters to all high school teachers, inviting them to take part and to choose which company they would like to visit. The turn-out, about 198, was disappointing. The next year the committee invited high school principals, members of the various school commissions on the Island of Montreal, delegates from teachers' associations, etc., to an evening preview. Here the purposes and the programme of B-E Day were explained. Then with the principals well briefed, follow-up letters went to the teachers. Greater care was taken to see that each teacher was allotted to a company that he or she really wanted to visit. Result: a total attendance of about 335.

This year, because B-E Day is becoming something of an institution in Montreal and because "satisfied customers" are advertising it, the committee

again relied only on letters to the individual teachers. Allocating the teachers to the various firms taking part is always a delicate business. Only one or two from each school should visit any one company, because a diversity of experience is one of the objectives. The total number of teachers must be divided into nearly equal groups. This means that some teachers may not get their first choices. But when the committee explains to them that they will gain the same insight into the business world whether they visit an oil company, a textile plant, or a department store, they willingly make a second selection.

Once teachers and the plants they will visit have been matched up, the list of guests goes to each company. Each teacher receives a personal letter of invitation, just like the one Bill Smith received from Dominion Bridge. The B-E Day Committee sends out a draft programme to each company; the company studies it, then submits its own programme for approval. Later the committee meets to check over final details and prepare those who are to act as hosts at each plant. In short, everything is done to make the teachers as welcome as guests in a private home. As one participant remarked wistfully afterwards, "It's very rare for teachers to be treated with such deference."

It is easy to see what business gets out of a B-E Day, says the sceptic. It gets its story across. It seizes the golden opportunity to explain to teachers (who are, after all, consumers too) problems of rising costs, high taxes, difficulties with raw materials. It can point out what it expects of new employees. The newspaper stories and pictures catch the public eye, and business basks in the sun of public approval. But, says the cynic, what does a teacher gain from giving up Easter Monday to go on a B-E Day tour?

To answer that question you must talk to the teachers who have taken part in B-E Day, some of them for three successive years. Their reactions reveal that most teachers feel, at times, cloistered within their classroom walls. Intent upon their exacting duties they may get out of touch with other sections of the community. B-E Day breaks down that isolation. It gives Bill Smith and his colleagues insight into the complex, little-understood world of business. Equally important, it is a morale builder. It proves to the teacher that influential people in the community are interested in him and the job he is doing; that they court his good opinion and realize the vital role he plays in training young people.

B-E Day offers the teacher other benefits too, more closely allied to his vocation. It gives him valuable knowledge of that workaday world by which his students will soon be absorbed. Bill Smith, visiting Dominion Bridge, had the average male's lively interest in watching industrial processes. But teachers are primarily concerned with people, not products, and Bill soon began looking at the plant through the eyes of students who might find work there. In the question period, he wanted to know about wages, about employee services, about apprenticeship schemes, and about the chances a bright boy would have for advancement. As one of Bill's companions remarked afterwards: "The human angle is the teacher's stock in trade and we like to know how the school's products fit into industry; we want to know what industry expects of the school."

In answering the teachers' questions, business executives do indeed have the opportunity of telling teachers what they look for in the recruits that year by year enlist in the service of industry. Teachers expect this and one B-E Day

visitor last year said critically, "I think perhaps I could have found it more useful if our hosts had not been so tactful in not saying where education was or was not doing an adequate job in preparing young people for the business world." Another remarked: "I believe personnel managers should be given a little more time than other company officers, because they are the ones who can tell us what problems they meet in placing employees. They can also give us more idea of the various fields in which our students may find interesting work and advancement."

This last comment leads on to one of the main benefits that the teacher derives from B-E Day. It is a one-day course in vocational guidance. The time may come when helping the student choose a career will be the job of the expert only, a job in which he will employ special skills. Until then many a student leaving school will look to the teacher for advice before he makes the next step.

The teacher who has seen with his own eyes something of Canada's great industrial expansion, has heard from company executives about the new technical jobs opening up in industry, feels better equipped to guide his pupils towards the world of work. One teacher put it this way: "Since I have never worked in a business firm, my experience of business, I feel, is very slight. The trips afford a unique opportunity to see a variety of firms, and I feel I can discuss future work for my students with much greater confidence." Another, thinking of this same aspect of the B-E Day programme, was moved to write: "I think some liaison organization could be set up through the Board of Trade and educational bodies to help channel adaptable talent into various occupations appropriate to their abilities."

Beginning in a modest way in 1949, the Montreal Board of Trade and its B-E Day Committee have, in the three ensuing years, perfected the technique of B-E Day and widened its scope. The attendance figures tell a part of the story — 75 in 1949, 198 in 1950, 337 in 1951, and over 450 in 1952. Most of the companies first interested in the project have continued to participate; in fact, top executives in most of them look forward to Easter Monday and to welcoming the teachers on that day.

The year-by-year improvements have stemmed largely from the committee's insistence upon evaluating the project. A few weeks after the event is safely over, the committee holds a *post mortem* though the term is a little gloomy for the event. At this meeting a member from each participating company is present. How did the day go? Were there any hitches? Was the programme of the right type? Did every company feel it was worth doing? Should a new approach be tried next year? These and other questions are thoroughly discussed.

The teachers too share in this evaluation. The Board sends to each a detailed questionnaire, seeking their comments. "In what particular respects did you find the visit helpful?" "Would you be good enough to make any suggestions which will help us to make such programmes of greater interest and value to you?" "Have you any other comments?" The replies (and the response is always good) are tabulated, and a full report given to the companies which supported the programme. Accustomed to expressing themselves clearly, the teachers' comments are penetrating and to the point.

One problem continues to worry the sponsors: is Easter Monday the best date for a B-E Day programme? Many teachers, like Bill Smith, feel reluctant to give up a free day. Last year the Board suggested to teachers that the mid-term holiday in February might be preferable. This met with a lukewarm response. "The present method (using Easter Monday) will attract many who are really interested and the number will grow, but it will never attract a majority," wrote one teacher. "A school day would attract nearly 100 per cent of teachers, if all classes were suspended." This answer to the problem, however, would probably not appeal to the school boards, and handling a B-E Day of such proportions would be a tremendous job.

Now that B-E Day is so well established, educational circles are suggesting that something new might be added. The hospitality so warmly extended might be returned, and business come to the schools. "Why don't we sponsor a School-Business Day, and give business leaders an opportunity to become familiar with the schools?" asked one teacher, and a colleague added: "I would also like to see the respective School Boards reciprocate. Why not a Education-Business Day? We also have something to show."

Something of this kind has been tried, most successfully, in many American cities. Perhaps it is worth introducing here. Then, on their own ground, teachers could give business men an improved understanding of the problems that the educator faces as he goes about training the coming generation of employees and employers.

SUMMER SCHOOL FOR TEACHERS

The Summer School for Teachers will be held at Macdonald College from July 7 to August 2.

The members of the staff are Professor D. C. Munroe (Director of the Summer School), Dr. G. I. Duthie (English Literature), Miss G. D. Findlay (Activities in the Primary Grades, Geography), Mr. W. M. Firth (Bookkeeping), Dr. F. K. Hanson (Music), Dr. S. C. M. Hawkins (Extracurricular Activities, Guidance), Professor A. M. Henry (Elementary Science, Mathematics). Dr. G. G. D. Kilpatrick (Bible Study), Mr. G. H. King (French), Miss B. A. Lax (Shorthand, Typewriting and Office Practice). Mr. H. R. Matthews (Child Development, Tests and Measurements), Miss J. Skinner (Kindergarten).

In addition to the usual courses leading to permanent and advanced diplomas the Summer School programme includes courses leading to the Kindergarten diploma and to the Commercial Teacher's certificate. No elementary Commercial courses will be offered this year. The advanced courses that will be given are intended for teachers who took the elementary Commercial courses at the 1950 or 1951 Summer Session.

Provided that a sufficient number wish to take advantage of the opportunity, teachers holding a permanent diploma may include, among the four courses they select, three courses in English Literature in order to complete a programme equivalent to a year's work in a university course. The three English Literature courses will deal with the literature of the nineteenth century.

Copies of the Summer School Announcement may be obtained from Professor D. C. Munroe, Director of the School for Teachers, Macdonald College, Que.

THE WORLD'S OUR OYSTER

E. C. Carter, B.A., West Hill High School, Montreal

"Why then, the world's mine oyster
Which I with sword will open."

With those words, Shakespeare's rogue *Pistol* came close figuratively to expressing the task that confronts the teacher who would present to his students the political world in which we live.

Our sword would seem to be a modest store of factual information. But more important than the facts is a reasoned interpretation of them. For while the information is before us constantly — in the daily headlines, the magazine digests, editorial writing, the newscasts, moving picture news reports, the national and the specialized publications — this occasional reading leaves us with a pot-pourri of undigested and uninterpreted fact.

Our students read too, and they listen to the conversations of their parents. Over the breakfast table they scrape the last gleanings of a hurried radio news-crammer. Before the 9:00 o'clock class you spot one of them with the morning paper spread open on his desk — and not always at the sports page. By the time you are ready to begin on history or social studies or geography you are confronted by a roomful of curiously informed young people. Some keener student will always be able to produce information that is news to you, the teacher. That should not bother you, for your job is less to add to the confusion of fact than to help your students weigh and interpret.

The job of the history, social studies or geography teacher requires a different approach from that of the science or the mathematics teacher. The latter can start his day with no pre-conditionings to break down save a student's natural resistance to learning. A lesson on gravitation is not likely to run up against the established notion that falling bodies are attracted by the evil eye of some subterranean-dwelling *cobold*. Normally the mind of the science student is initially a clean slate.

The social studies teacher, on the other hand, finds obstacles already there in the form of prejudices, misconceptions, undigested fact. These obstacles are difficult to eradicate because rooted in emotion and prejudice, transfixed by over-simplification, labeled with such terms as, "backward people", "natives", "niggers", "polacks", "chinks", "dagoes".

We can't *teach* tolerance; we can't tie up an understanding of underdeveloped peoples into a neat little lesson plan and expect it to be absorbed into the conduct of the students. Still, before we do anything about the positive approach, we must help the student to divest himself of prejudice and preconceived notions. How do we go about this breaking down of prejudice when we are confronted by an ugly fact?

Imagine your class is debating this subject: *Resolved that the presence of British troops in the Suez Canal Zone is against the spirit of the UN Charter and is a threat to peace.* You have put some source material into the hands of the class, and they have ferreted out other information for themselves. One student drops this bombshell:

"It says here that Egypt cooperated loyally with Britain during World War II. Well, I read somewhere that General Wavell showed the plans for the defences of Tobruk to the Egyptian Government in confidence. Those plans were later found among the captured papers of the Italian general staff. Because of that, Wavell forced a change in the Egyptian cabinet. Do you call that loyal cooperation by the Egyptians?"

The boy sits down angrily triumphant, and you are at a loss because you have never heard of the quoted incident. You may as well admit that to the class right away. At the same time you wonder out loud whether this was the only case where secret papers reached the enemy through friendly hands.

Now you go to work on the alleged factual information. The incident may be true, you admit, but is it not a serious matter for one country to interfere with the government of another independent country? Is it likely that Britain respected the neutrality of Eire but not of Egypt? Had General Wavell as a military commander any right to dictate to the government of Egypt? Finally, is that action consistent with General Wavell's known record?

You do no more than sow the suspicion that everything in print is not always true. You help the students to evaluate information without categorically denying the alleged facts. Perhaps your assertive student was on the point of following up his lead with the announcement that countries which do not cooperate willingly must submit to force. Now he is not so sure of his ground.

Here is another illustration of how a lively current-events group reached their own conclusions concerning moral obligation in international affairs. The students were debating the oil nationalization issue in Iran: *Resolved that Iran is justified in nationalizing the Anglo-Iranian Oil Company.*

It was disturbing to note that the group was nearly equally divided in sentiment between the affirmative and negative. One very intense girl contended that the British-controlled company had no right to take wealth out of the country without putting something back in.

"It's Persia's own oil," she said, "and the British came into a weak country and are making huge profits. In fact I've read that the refineries are the largest in the world. And what are the Persian people getting out of it? Oh, I know it makes work for a few natives, but only for unskilled laborers. The top jobs are held by foreigners, and the natives will never get a chance to learn to run their own industry. If the British company really cared about the Persians, they would spend some of their profits raising the standard of living in this poor country. They would do something about education in Persia so that the Persians could help themselves."

A boy got up to refute the last argument. "The company pays high royalties to the Government of Iran," he stated. "Why doesn't the government do something about educating its own people? It certainly isn't the business of Britain to educate Iranian children. The company is there to refine and sell the oil, and pays rich royalties to the Government of Iran. If the government which receives this money for doing nothing can't use some of that money on education, then it's just too bad for Iran."

It would have been unfortunate if the debate had been left there. Here were two lively-minded young people, each one carrying roughly half the group

with his argument. Neither side had been moved by the objections of the other; each side remained firmly entrenched within its own convictions.

At this point a rather quiet boy, who had been studying some printed material, introduced a new note.

"I've been reading here," he said, "that the Anglo-Iranian Oil Company is spending a great deal on education in Iran. It allots £10,000 a year to give Iranian students university training in petroleum engineering; it has built and equipped 29 primary schools, pays the salaries and provides housing for the teachers. It has also organized three high schools and operates a technical institute for workers and their children. The company pays a living allowance and gives free board to 350 Iranian students in this institute. Besides this the company provides scholarships for study abroad, and carries on a big adult education programme. In short, the Anglo-Iranian Oil Company foots a good part of the bill for education in Iran."

One could sense a feeling of relief among the student group after this boy had spoken. It was not so much because of the quoted factual information that both sides shifted their ground; it was something else. Those who had supported the negative in the debate did not feel happy about the assertion that a foreign company has no moral obligation toward the welfare of the country where it makes its profits. Nor did the supporters of the affirmative really believe that such callousness could exist among the British operators as their spokesman had claimed. Affirmative and negative had taken refuge in mere partisanship; they had joined in the spirit of the conflict without being fully convinced of the justice of their cause.

This debate led to no clear-cut conclusion. That is unimportant. What is important is that the group had at last caught sight of the moral issues involved. They had convinced themselves, without the intervention of a monitor, that justice exists on both sides of most political issues. Provocation is given and received. International problems must be seen in more than simple black and white.

If during the recent Royal Visit you set your class to work on an essay describing the real meaning of the Visit, you may have received some very startling results. In one class various paraphrases of the following appeared over and over: "...The Princess wanted to meet the people over whom she would one day *rule*".

Yet our students have been exposed from a fairly tender age to the concept of constitutional monarchy. Somewhere or other every one of them has read or been told that the monarch *reigns* but does not *rule*. The very students who made this "boner" were mildly shocked when they re-read their own work.

The same students wrote about "Canada's membership in the British Empire", "Canada's obligations to the Mother Country" just as though history had halted during the past two decades. On only a few essays did the term "Commonwealth" appear. When it did, it was usually "British Commonwealth", but rarely "Commonwealth of Nations".

There is nothing trivial about these references. The idea of *free association* is most significant in a student's understanding of world affairs. This idea is not too advanced for the intermediate grades, for it is part and parcel of the democratic principle.

Teachers may be interested in an excellent pamphlet that is still easily obtainable called "The Adaptable Commonwealth"¹. It tells the story of the evolution from Empire to Commonwealth against the background of the Commonwealth Relations Conference at Muskoka, Ontario, 1949.

Though the predominantly Anglo-Saxon communities such as Canada, Australia and New Zealand still prefer to use the term "British Commonwealth and Empire" because of its expression of kinship with the British community, that term really went out of date in 1949. That was when India became a sovereign republic, severed all connection with the British monarchy, but at the same time announced her desire to remain within the Commonwealth family. A decision had to be made whether India, without a representative of the British crown, with an unwillingness to recognize any tie with the British monarchy, could be accepted into the Commonwealth family. The decision to include India was made by the Commonwealth members themselves. Great Britain held no deciding vote, no veto. The Commonwealth members voted with complete equality.

Thus India brought into the Commonwealth family some 340 million non-Anglo-Saxons. Since the largest ethnic group within the Commonwealth was non-British, the term "British Commonwealth" became a misnomer, and the term "Commonwealth of Nations" was sanctioned.

The movement away from the purely "British" concept of the Commonwealth may well go further in our time. The nationalist government of the Union of South Africa has already raised the cry: "*A republic in our time*". Prime Minister Malan has stated that, when his country becomes a republic, he will demand the right to remain within the Commonwealth, taking advantage of the precedent the Republic of India has provided.

The popular idea that the political world falls neatly into two groups, one western and democratic, the other eastern and communistic, many consider a dangerous over-simplification. Even among students who do a certain amount of independent reading and reasoning it leads to the conclusion that whoever is not body and soul with us in all our foreign relations is automatically against us. The students should be made aware that there are some leaders in the world today who consider this a multi-powered world and who see no recovery from the world's political sickness in a simple alignment with one political ideology against the other. Most of these people seek a middle way. Such for example, is the conviction of Prime Minister Jawaharlal Nehru of India.

To avoid the dangers of oversimplification teachers would do well to draw to the attention of their pupils the conflict between communist Yugoslavia and the communist Russian satellites; the emergence of another force among the Moslem powers of the Middle East; the conflicts in Indonesia and Indo-China that are aggravated by, but do not emanate from, eastern and western ideologies; and a tendency among communities that are torn apart by western and eastern rivalries to cry, "A pox on both your houses!"

We teachers are in no position to provide neat and dogmatic answers to the international problems confronting us today, but we shall go a long way in our teaching tasks if we can present those problems in their multifarious colours.

(1) "The Adaptable Commonwealth", "Behind the Headlines Series", March 1950. Canadian Institute of International Affairs, 230 Bloor St. W., Toronto, Ont. Price 15 cents.

MODERN TRENDS IN TEACHING NEEDLEWORK AND CLOTHING

Anne W. Cameron, M.A., Inspector of Vocational Education,
Department of Education, Toronto.

Before considering the topic "Modern Trends in Teaching Needlework and Clothing" one should review the educational philosophy underlying the Quebec school system and course of study as stated in the Handbook for Teachers. Perhaps the most important of the statements are the following:

"Education may be regarded as the development of the entire personality of the child by activities of many kinds in accordance with his or her interests and abilities so that he may become a good citizen, ready to make his contribution to a wholesome social life and capable of sharing in the varied cultural heritage of the race." "In the development of this personality of the child the teacher must provide those means and outlets whereby the child may express his desires, interests and activities in ways that will give him experiences of life on which later experiences may be built securely." "In order that this natural, normal development may take place, certain fundamental principles must govern the educational process throughout."

The two fundamental principles are stated to be freedom of movement and action and emphasis on initiative. By allowing the child to exercise initiative, however crude or faulty the result may be, it is hoped to stimulate enterprise and the readiness to use resources when faced with a difficult task. The importance of pupil interest is stressed in the Handbook: "The pupil's interest are determining factors in the selection and treatment" of subjects. If you have not re-read this philosophy of education recently, I recommend a perusal as bedtime reading with an evaluation in the light of your own subject. Then for homework draw up a skeleton of your own philosophy as related to your particular job in the educational system. It can be both challenging and fun.

Development of Interest A trend of major significance to teachers of sewing at the present time is the interest being shown by adults in home sewing. From casual observation one may note the number of women around a pattern counter, the number buying fabrics, the enrolment in evening classes and the pride with which women exhibit the articles they have made. Sewing has become a fashion. It is "the thing to do". This gives new importance to the work of the teacher of sewing and dressmaking. If we are going to meet the challenge of the home-sewing spurt, it may be well to consider reasons for it: high pressure salesmanship by advertising and display by pattern companies, fabric manufacturers, daily press, magazines, store windows, fashion shows, etc.; the high cost of really good ready-mades; the difficulty in finding fit, colour, style in ready-mades; and the desire for a leisure-time hobby.

Whatever the reasons may be for increased interest on the part of adults, the teachers of young sewers, on both the elementary or secondary school level, should study new methods and analyze the values which they want their pupils to obtain from their sewing experiences — other than the production of an attractive and useful article or garment.

Some ways of keeping the interest of pupils at a high level are the following: (1) Selecting projects which can be finished quickly. Getting work done rapidly leads to a feeling of accomplishment. (2) Creating new interests so that students while finishing one project are eager to plan and start another. (3) Keeping close watch on progress so that they may avoid mistakes and consequent ripping.

If students do have to rip, encourage them by giving a little assistance. (4) Gradually building up an appreciation of good workmanship and its importance to the finished appearance of the article or garment. (5) Maintaining a constant awareness of style so that pupils will be proud to use or wear finished article or garment. (6) Utilizing visual aids — to help pupil build towards an objective. (7) Helping pupils choose projects using duplication of techniques. Repetition is an important part of the learning process. (8) Teaching by example. The teacher who makes, wears, or uses the bag, scarf, blouse, skirt or dress, which her pupils plan with her as projects, is using a most effective psychological approach to pupil interest.

Development of the Individual: The second trend is one mentioned previously as an objective of general education, the development of the individual. In looking over courses of study or programmes for sewing and clothing classes, one can plainly see that emphasis is being placed more on the girl and less on the subject matter. Each teacher of Sewing should ask herself: Does the programme help the pupil to be a better consumer? Is the pupil developing confidence in her creative ability and in selection of suitable and more becoming styles? Is her judgment in colour selection and design improving? Does she show an appreciation of values, of what her own money can buy, or of the cost of producing a good ready-made article, be it a laundry bag, a mit-pot holder, or a garment? Does she realize why she pays what she does for material, workmanship, labour, or overhead? Is she able to evaluate quality, to fit, and to know how to make simple alterations or adjustments on new or old garments? Can she apply what she has learned in planning her own wardrobe, or that of members of her family? Can she decide what to make or what to buy ready made? If we answer these questions satisfactorily we know how to present our clothing courses in a way that will insure a desirable development in our pupils.

Realistic Approach: The third trend is that of making our programme more realistic by the modernization of methods of sewing and the use of streamlined techniques. This can produce at the same time a better product as well as high enthusiasm on the part of the pupils.

The evident lack of interest in many pupils can be traced to unrealistic sewing practices, such as the traditional assignment of committing to memory the parts of a sewing machine, the practice of stitching until perfect on lines, squares, or circles on paper, the introduction of fundamental stitches as hemming and overhanding on towels, potholders, laboratory aprons, which may be far too difficult for the coordination of undeveloped muscles. Emphasis on perfect basting and stitching, causing endless ripping, will probably result in a dislike for the finished article — if it is ever completed. The assignment of marks for skill in technique rather than for the improvement shown is discouraging to the slow pupil.

We can always argue that we have very good reasons for the practice of fundamental techniques and that there are no better problems than the good old tea towel on which to practice hand hemming or stitching. But are there not other simple but more exciting problems closely related to the girl's needs, which cost no more and which meet our requirements for practice in fundamental

skills? Cannot many of these fundamental skills be postponed until the girl is ready both physiologically and psychologically for their mastery? If there are better ways of obtaining good-looking finished articles or garments so that the girls will take pride in accomplishment and thus be encouraged to proceed to greater achievement, let us study or explore the avenues and experiment with some such procedures as the following:

(1) Girls are always thrilled with short-cuts and easy ways of doing things. This realistic approach and the streamlining of techniques appeals to the child or adult who wants to see results without sacrificing standards. More effective use can be made of modern tools in the saving of time and energy in the following ways: More pinning, the effective use of the iron, and stay-stitching by the machine in order to reduce basting to a minimum. The use of tracing wheel and coloured carbon paper to mark darts, seam-lines, buttonholes and straight-grain on many fabrics in place of tailor-tacks. Buttonholing attachments to replace hand-made buttonholes for beginners. Machine gathering, rather than hand-running, to give a good finish and save time and eye-strain.

(2) To make our programme realistic, projects selected should be in vogue at the moment and have an appeal to young girls. These will probably incorporate the very fundamental processes used in the more traditional but less interesting household articles, accessories, or garments.

(3) The use of attractive, well-pressed, partly-made articles which the girls can handle may help them solve many of their own problems as well as developing habits of observation of the best methods of procedure in sewing techniques.

(4) To provide for a more realistic atmosphere in the sewing room, experiments are being made in the arrangement of equipment. It is felt that more efficient work can be accomplished by the pupils through a more functional placement in units of sewing tables, sewing machines, and pressing equipment. The arrangement may not appear to be as orderly as the traditional sewing room of the last thirty years, but where rooms have been remodelled, it has been shown that the girls prefer working in units as it means they have a definite work-space, can thread and adjust their machines for the entire period, and spend little if any time waiting for the iron. In many sewing rooms more outlets are needed in all the walls for more machines and irons.

(5) Making our programme realistic includes the study of clothing as it relates to child development. Much is being done to bring about better clothing for adults, but what are we doing about promoting better clothing for children and for the training of our girls, parents, and manufacturers so that children will be dressed for health and comfort? We may include a little girl's smocked dress, a little boy's sunsuit, trousers, or shirt in our sewing programme. But do we give any thought to interesting the girl in the relationship between the garment being made and the comfort of the child who will be wearing it? Added interest in sewing on the garment results from a discussion of such factors as: Will the straps fall off little shoulders? Why does the little boy yank up his trousers? Will the puffed sleeves be binding on the little arms? Is the clothing planned so that the child can dress herself and develop initiative and independence? These are points mentioned by educators at the mid-century White House Conference on the study of the development of the child, and can well be considered in our secondary school sewing classes.

A Programme for Boys: If we are to make a complete survey of the modern trends in the subject of Clothing, which is the broad title for the field in which sewing is the means of expression, we must include or give some attention to the interests of boys, for "Boys, too, wear clothes". Boys sooner or later become interested in their appearance and are faced with the responsibility of selecting and paying for their own clothes. Men have the reputation for being poor shoppers and buying by price rather than value. Few of them have had any training in what constitutes value or experience in comparing different qualities in suits, shirts, socks, and shoes.

This points to the need for broadening the high school curriculum to train boys to be intelligent consumers and family members. A few schools are meeting the need with optional courses or by exchanging periods with girls' classes for a unit of study. One way to interest boys in the study of clothing is to have them make a comparative study from information gathered regarding the fabrics, workmanship, style, etc., of boys' clothing. Practical work could include care of clothes — pressing trousers, sewing on buttons, stain removal, etc. Films and talks from a representative of a local company would add interest.

Other Trends: Last summer the third of a series of clothing and textile seminars was held at Syracuse University. The three seminars had been planned so that each would contribute to a better understanding of the interrelatedness of clothing production, distribution, and consumption. Many thought-provoking questions were discussed. For example, since surveys show that only about one-half the women in the country make garments at home, is it more important to teach girls and women to construct clothes at home or to help them increase their ability to buy personal garments and household articles wisely? Every individual, regardless of income, is faced with making decisions relating to clothing purchases. Can we not help to develop the ability to make sound decisions?

Some conclusions reached by the seminar were the following:

"Through participation in needlework and clothing construction classes, our pupils have many opportunities to develop social attitudes in harmony with our democratic ideal, e.g., labor's place and problems in clothing production, the economic and social effects of "scare-buying" in times of crisis, the importance of informative labelling to the consumer, the effect of world events upon producers, distributors and consumers of clothing such as the price of wool in Australia, the success of the cotton crop, or the launching of new fashion by the world centres, Paris, New York, Hollywood, Montreal, and Toronto. These are a few of the many happenings which affect the kind of garments made for us and the prices we pay for them."

What implications do these ideas have on our ways of teaching in Canada?

One of the much-discussed topics at the seminar was the use of significant experiences. These become more meaningful if they are planned cooperatively by teacher and pupils to help develop attitudes, understandings, appreciations, skills and habits necessary for a more efficient management of personal and family clothing. When taken from life situations the experiences result in learning that has greater satisfaction for the learner. An interesting report was that of a study made of preference in clothes which showed that line preference was in the following order: the tailored dress, suit, skirt and blouse, shorts, slacks, and fluffy party dress. As Ivol Spafford states in *Charting our Future*:

Each programme in the end must stand or fall on its own merits. We are not judged in real life by what a general and vague "Home Economics" person believes or does not believe, does or does not do, but by what we as individuals and as specific home economics departments believe and do and by the success of our pupils as members of their own families and as homemakers when they marry.

WAYS OF ASSESSING AND ASSURING GROWTH

Helen C. Howes, Journalist, Montreal

It used to be taken for granted that if children are well fed, suitably clad, with fresh air to breathe, they will develop satisfactorily. This, however, is not true. Experience in a Cleveland children's home proves conclusively that children must also be well adjusted and happy to attain maximum growth.

A quarter of a century ago, everyone expected orphanages to harbour pale, thin little mites in washed-out pinafores and, in fact, most of them did. Children in the substitute homes seemed to lack vitality and to decline in health. Two pediatricians of that day, Doctors Holt and Fales, decided to find out why this happened, and if it was inevitable.

After studying the children of a large institution carefully, these doctors came to the conclusion that "strikingly good health and excellent nutrition can be maintained" in children living in an orphanage. The following factors, they said, contributed to their well-being: regularity of meals, sleep, rest, exercise, a simple but liberal diet, and freedom from infection. There was a further factor, however, active in that particular institution. This was slipped in at the end of the report, almost by accident. The children, they reported, were "happy and gay".

Years later two Cleveland doctors were trying to improve the health and growth records of children at Bellefaire, a home where children are sheltered and rehabilitated. They noted that some received every attention to their physical welfare and yet did not thrive. Looking back to the work of Doctors Holt and Fales for a clue, they noted that the youngsters who had "strikingly good health" were also "happy and gay", and they wondered how close the connection was. What effect did their happiness and gaiety have upon their physical progress? Were they causes or effects? The Cleveland doctors soon found that children must be well-adjusted emotionally to attain maximum growth.

The children at Bellefaire were studied over a period of years. All were in need of love, psychiatric study, and living in a group of adults and children of their own age. They live in eight small cottages on a 32-acre farm, each house presided over by "parents". The staff includes a psychiatrist, psychologist, pediatrician, dentist, librarian, social workers, and twelve part-time recreational workers plus the office and maintenance staff.

Another Cleveland doctor, Norman C. Wetzel, perfected a few years ago a chart known as the "Wetzel Grid" for measuring the physical development of children. A Wetzel Grid¹ (See page 105) consists of two graphs. In one weight is plotted against height, and in the other the child's "developmental level", obtained from the first, is plotted against his age.

The graph on the left is traversed by nine diagonal channels numbered A₄, A₃, A₂, A₁, M, B₁, B₂, B₃, B₄ each being the growth path followed by

(1) This illustration of the Grid was published in the *Medical Woman's Journal*, November, 1948, with a paper given by Dr. Wetzel at the Canadian National Council on Physical Fitness.

individuals of different build, A_3 being for stocky types while B_3 on the opposite side is for persons of slender build. The graph of the growth of a person of average build would normally lie entirely within channel M, while the graph of a stocky individual would normally travel along channel A_3 . Marked deviation from a channel is an indication of irregularity in growth.

The graph used for illustrative purposes here is the growth record of a child designated "Bev. Walt." from the age of 5 years 6 months to 11 years 6 months. The data on which the graphs are based is given in the table beside the chart. As explained by Dr. Wetzel, "Segments (1-2) and (3-4-5) represent moderate and severe departures from true channel wise direction (1-3-6). Segments (2-3) and (5-6) are recovery responses following treatment."

The lines cutting across the channels represent levels of growth. In normal growth the child will advance one level per month, no matter what his body type may be. In the example shown the growth of the child may be traced from development level 27 to developmental level 111.

The purpose of the second graph is to show whether growth is proceeding at the rate to be expected. The central curve of the five that form a permanent part of the chart represents the growth pattern of normally growing children (67%). The two curves above represent the growth of the 2% and 15% who are developing more rapidly while the two lower curves are of those developing less rapidly. In the example illustrated Dr. Wetzel says "As segment (A-B) deviates more it indicates that the speed of development is slowing down to values less than 1.0 level per month. Vertical distances between ACF and the actual curve ABCDEF measure lag, which amounts at B to 17 levels and at E to 22 levels. Failure in both instances continued to increase until definite action had been taken at B and at E to investigate causes and remedy them."

Bellefaire began to use the Wetzel Grid as a "control" about eight years ago, and since then practically every type and sub-type of progress-failure possible in a child has been observed. The two most common types of growth disturbance are nutritional: a) simple malnutrition, and b) obesity. Other problems are sometimes seen — those of endocrine origin, infections caused by bacteria, allergy to various substances, etc.

With the Wetzel Grid, however, any deviation from the normal is noticed immediately, and from the outline on the Grid the staff can spot growth failure as unmistakably as the pilot can recognize the departure of his plane from the beam. When physical causes are ruled out, some emotional upset in the child's life may be uncovered that would never have been suspected without the tell-tale pattern on the Grid. It proves that something is holding up the child's progress. Growth cannot continue as it should until social adjustment has been made. The problem has to be struggled with by the whole staff until the child's growth process and the pattern on the Grid right themselves.

Social workers and pediatricians have long been aware of the emotional maladjustments of many children who must enter such a home, but only recently has the close relationship between these disturbances and physical progress been recognized. These Cleveland doctors proved conclusively that such adjustments play a crucial role in the life of every child. They point out that these disturbances can exert such an inhibiting effect upon the natural processes

Name Blv. Walt

DATE OF BIRTH 12/27/32 (KEY DATA)

GRID for Evaluating PHYSIQUE FITNESS
 In Terms of PHYSIQUE (Body Build), DEVELOPMENTAL LEVEL and BASAL METABOLISM
 — A Guide to Individual Progress from Infancy to Maturity —

No. 40369-

M F

DATE	AGE	WT. KG.	HEIGHT CM.	DEV. LEVEL
7/5/38	5-6	17.2	113.5	27
3/15/39	6-3	19.6	118.0	40
7/1/40	7-6	21.5	125.6	51
7/19/41	8-6 1/2	23.1	130.9	60
9/17/41	8-8 1/2	60.0	52 1/4	76
11/1/41	8-10	28.1	134.5	79
4/4/42	9-4	24.9	135.3	68
11/28/42	9-11	26.3	138.0	73
1/2/43	10-0	25.8	139.8	72
5/9/43	10-4	27.2	140.0	78
11/15/43	10-10	28.1	145.0	82
12/28/43	11-0	65	57 1/4	86
1/12/44	11-1	72 1/2	"	96
3/22/44	11-3	79 3/4	57 7/8	106
6/10/44	11-6	38.1	149.0	111

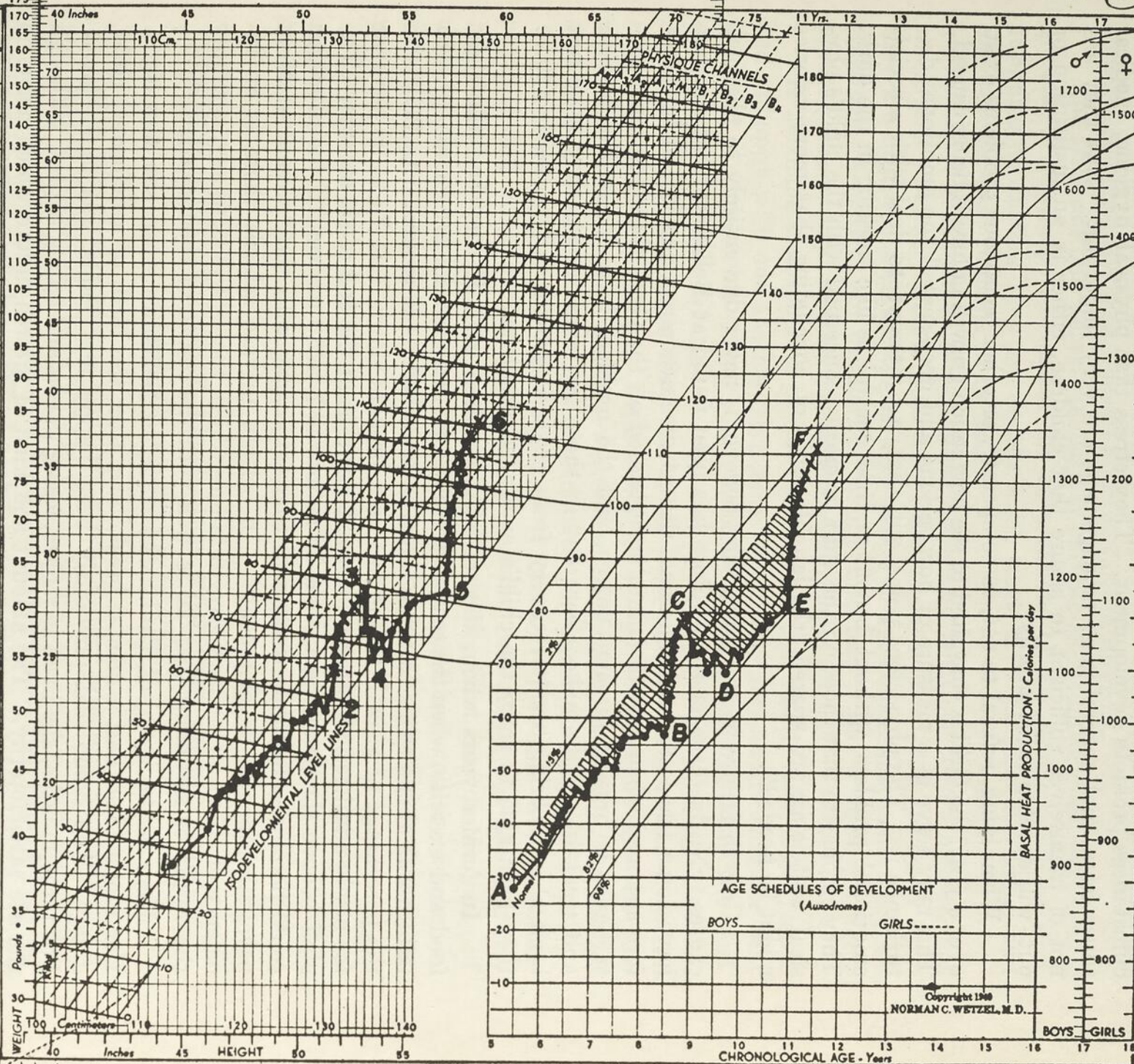
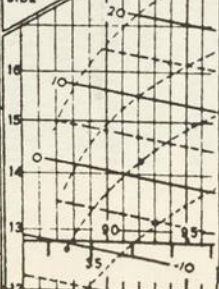
PHYS. STATUS	A/N/R
CLIN. GRID	

DIRECTIONS
 Plot Wt. & Ht. Read Dev. Level. Plot against Age to secure Schedule & sight on Basal Heat Production.

Healthy progress prefers development along channel of given body type & on a Sched. specific for Subject.

PHYS STATUS	CHANNEL KEY	
Obese	A ₁ ...	O
Stocky	A, A ₁	S
Good	A, M, B ₁	G
Fair	B ₁	F
Borderline	B ₂	B
Poor	B ₃ ...	P

AGE SCHEDULES
 A = Advanced by ... yrs.
 N = Normal (67%) Course - dots in M Channel
 R = Retarded by ... yrs.
 SEE OTHER SIDE



that they offset all other favourable influences that would under normal circumstances promote development. They stress that physical hygiene, medical supervision, and general good management are very important. But they are not of themselves sufficient to assure that children, either in an institution or out, will develop satisfactorily.

When lying, refusal to eat, to co-operate, or other behaviour problems exist over a year, the Grid is consulted to see how much growth failure is being caused. This may serve as a measure of how serious and deep-seated the emotional disturbance is. The physicians point out that, to attempt to deal with a social-emotional problem without benefit of Grid control, is like working in the dark. They emphasize that those on the staff primarily concerned with the child's physical well-being are spared "the ignoble error of concluding that more calories might be needed".

Growth failure in any form, they believe, is never due entirely to physical causes. No instance of such failure has been found at Bellefaire that did not have some trace of social-emotional disturbance accompanying it. It is therefore assumed when growth failure is registered on the Grid, that emotional disturbance is present in some degree, and the problem is to locate the trouble and treat it. They make clear that in those few cases where they have not been able to bring about recovery from physical growth failure, neither have they been able to solve the child's emotional problems.

In former years when, theoretically, children grew if they had the right food and exercise, when the tendency was to let nature take her course, growth failure was about twice to three times as prevalent as it is now. At Bellefaire the percentage of growth failure has been brought down from 75 to 90 per cent for newly admitted children to 15 to 22 per cent at the end of six months. The staff believe the percentage could be as low as 7 to 10 per cent if the problems could be more effectively dealt with than is possible with the "present state of psychotherapeutic development". In certain private schools there is an incidence of about 50 per cent growth failure which, these physicians say, is simply the result of assuming that all is well with the health of their charges.

Here is the story of Paula who came to Bellefaire when she was eight. Her mother had had a mental breakdown after the birth of a deformed child, a boy. The home had previously been happy and Paula was much loved. For three months, she lived in a daze, losing weight and failing to grow, although she ate satisfactorily. The amount and kind of growth failure which her Grid showed could not and ordinarily would not have been recognized by clinical examination. But there was no mistake when the pattern on the Grid was taken into account. Paula was not happy and she did not progress.

The baby brother, whose deformed state had so upset the mother, was placed in the same cottage with Paula; she learned to love him. The mother's condition improved, she accepted the baby, and returned to the father. With the possibility of happiness in sight, Paula's Grid showed continuous progress. "The over-all trends in the Grid record closely Paula's progressive adjustment..."

Paula's case is typical. Other case records show much the same pattern, with an upward turn on the Grid as soon as the basic emotional disturbances are solved, or if the children have reason to hope that things are going to be

different. Their Grids demonstrate the cause and effect relationship between their social-emotional disturbances and the failure to grow.

The Grid not only serves its original purpose as a control chart on physical growth; it also helps to confirm the observations of the various staff workers. It indicates whether they are on the right track in what they are doing, and also reveals what remains to be done.

Children's emotional disturbances have long been considered serious, but when it is so clearly shown that they cannot continue to grow normally until they are adjusted socially, the crucial nature of such maladjustments becomes apparent. Children are ordinarily "happy and gay", and if life's problems prevent this natural heritage, growth and development fail.

If the home atmosphere is strained and the parents emotionally maladjusted and unhappy with one another, they may be the very last adults to notice that anything is amiss with their child. Next to parents, teachers have the best opportunity to know whether or not a child is happy and thriving. Indeed, under some circumstances they are in the best position to evaluate a child's progress. Unruly conduct, impudence, bullying, over-dependence on the teacher or older pupils, anxiety, wistfulness in the day-dreaming face are all evidences of emotional disturbance and pleas for understanding and help.

In pointing out the terrible effects of unresolved tension on the child's physical and emotional growth, and the crucial role played by the teacher, Dr. Griffith stated that they could not tell from the Grid records the years of their two nutritional campaigns, but "they could sometimes tell the teacher in whose room certain children had spent a certain grade by their growth lag that year"!

It may not be possible for either teacher or parents to notice the slowing-up of physical development. But, if the child is unhappy, growth lag exists, will persist, and will be in plain sight on the Grid until the problems are solved.

FRENCH REQUIREMENT MODIFIED FOR THE HIGH SCHOOL LEAVING CERTIFICATE

Pupils who receive part of their education in other provinces and then move into Quebec frequently have difficulty in passing in French. In order that such persons may not be prevented from qualifying for a High School Leaving Certificate because of their lack of background in this compulsory subject, the option has been offered to them of passing in Latin instead of French.

At its March meeting the Protestant Committee decided to alter this option. In future pupils who come to Quebec from outside the Province and have entered any grade from VIII to XI will be permitted in Grade XI to qualify for a High School Leaving certificate by passing in English, History and five other subjects. Such candidates, however, must be declared by the Principal on the examination requisition form supplied by the Department of Education. The new condition will become effective in June 1953. Such students may, of course, take the examinations in French but will not be required to pass in this subject to obtain a High School Leaving certificate.

THE GRADE X EXAMINATIONS, JUNE 1951

H. G. Young, B.A., Inspector of Superior Schools,
Department of Education, Quebec.

The number of pupils attempting the various Grade X examinations conducted by the Department of Education is given below. Certificates of proficiency were awarded to 70% of those who attempted to qualify for them.

These certificates are awarded to pupils who obtain a minimum of 100 marks of a possible 200 in each of the compulsory subjects, English and French, along with at least 50% in four other subjects. Failure in one subject is overlooked in the case of pupils who receive 65% of the marks obtainable in the minimum course of English, French and four other subjects.

Subject	No. of pupils	No. obtaining		Percentage of failure
		over 80%	No. failed	
English Literature.....	769	26	109	14.1
English Composition.....	769	46	95	12.3
French.....	766	142	112	14.6
Chemistry.....	694	56	152	21.9
Physics.....	397	84	64	16.1
Geography.....	380	34	67	17.6
History.....	745	85	168	22.5
Algebra.....	733	67	183	24.9
Geometry.....	641	152	150	23.4
Latin.....	117	10	27	23.0
Extra English.....	194	6	31	15.9
Biology.....	141	21	16	11.3
Household Science.....	170	2	38	22.3

The following excerpts from the reports of the Examiners of the various subjects may be of interest to teachers of Grade X.

ENGLISH LITERATURE

Considerable improvement was noticed in the papers this year both in quality and neatness. However there were still some pupils who not only wrote on both sides of the paper but failed to number questions or indicate sub-divisions. Their writing in too many cases was illegible, no margins were left, sentence structure was poor, and punctuation lacking.

In question 1 part 2, often only an explanation of the expression was given with no reference to the Hebrew struggle to lead better lives. Questions 3 and 4 were poorly answered, many pupils being unfamiliar with the texts. In Question 4 (a) they considered *amused* and *interested* synonymous and in 4 (b) various essays stimulated their desire to travel — even to *Tortures of Week-end Visiting*. A realistic setting called for in Question 6 (c) was another stumbling block. In Question 8 fifty percent gave no definition for types but outlined whatever play they could recall.

ENGLISH COMPOSITION

The papers showed carelessness and little inaccuracies such as neglect of periods, apostrophes and indentation.

Many found the verse in Question 1 difficult to comprehend. They showed weaknesses also in formal grammar.

Most sentences in Question 2 were tests in accuracy of expression, a quality in which many were deficient.

Question 3 was well answered but a number of pupils could not determine which syllable was accented and many placed the symbol inaccurately.

Question 4 was a searching punctuation and paragraphing test which too few could interpret well enough to punctuate properly.

Question 5 was a practical question and it was answered satisfactorily. Common errors included the address to the manager personally and the failure to give the number of the order.

Questions 6 and 7 gave a wide choice of topics and each was selected by a large number of pupils.

Pupils could profit from additional practice in the analysis of complex sentences, punctuation, paragraphing; also in accurate expression and in the detection of errors in faulty sentences.

FRENCH

Except for a few very weak students, the majority of candidates showed that they had covered the year's assignment.

Question 1 (dictée) was well done. It could be seen that teachers on the whole are giving this part of the work adequate consideration. The following words were commonly misspelled — *debout, laisse, quoi, facile, sourire* and *peindre*.

Question 2 was quite well done, although many candidates translated wrongly such words as — *taking, wait* and *sell*. The expression *Let us be* was seldom translated correctly.

Very few pupils obtained perfect marks in Question 3. Mistakes were made with parts 4, 7, 8 and 10.

Question 5 presented some difficulties. It seemed puzzling enough to remember the correct spelling of such irregular verbs as *voir, vouloir, dire, connaître, mettre, savoir* and *offrir* without having to use them in such tenses as the plus-que-parfait and futur-parfait. However the candidates showed that they had had some practice in writing these verbs.

Parts 6, 7 and 8 of Question 6 were almost invariably wrong.

Question 7 was poorly done. The pronouns were either wrong or placed incorrectly in the sentence.

Part 2 of Question 9 was very often wrong. Many pupils confused the meaning of "know" (to be acquainted with) and "know" (acquired knowledge).

Question 10 was well done. The candidates seemed to know the story and answered in fairly good French.

In Question 10 many did not know the word for springtime. The verb *to count* was also an unknown. A few candidates translated very well however.

CHEMISTRY

A few schools seemed well prepared for any type of paper, and they handled all questions equally well. Answers to Questions 1 and 2 predicted the calibre of work which was to follow. Question 2 was easy and well done by all schools.

In questions such as No. 3 all pupils should construct neat diagrams using a stencil for the preparation of oxygen. Labelling should be done in ink and to one side of the diagram.

Question 4 — If the word *percent* had been inserted before *composition of water by weight*, more candidates would have taken their answers to a better completion. Only a few candidates answered 4 (b) satisfactorily.

In Question 5 (a) only 2 schools referred to *decrepitation* in their answers. The percent of water of hydration in $\text{Cu SO}_4 \cdot 5\text{H}_2\text{O}$ was poorly done. However pupils who attacked this question step by step had no difficulty in doing it.

Some pupils answered Question 7 (b) with *Boyle's Law*, when a statement of the law was required.

It would appear that some schools had not stressed valence since answers to Question 8 were either good or very poor.

Question 9 was found difficult by most pupils. Many could not write the equation correctly. Others failed to turn their statement around. Many others calculated weights instead of volumes.

PHYSICS

In general the papers were neatly done and the results satisfactory. The use of half sheets of paper by some schools, however, was an inconvenience to both pupils and examiner. The recopying of short answer type questions was a common fault.

In too many instances calculations for Question 3 were not shown hence part credit could not be given.

Question 5 (b). Most pupils dealt with water pumps although an air pump diagram was accepted. However this practical question was badly answered by several schools. Answers included lift pumps, force pumps without pressure domes, force pumps with pressure domes but the delivery pipe pointing down, and even comments that the pressure dome was not essential. A water force pump without a pressure dome would be like a car without springs.

Question 6. In discussing wet and dry bulb hygrometers reference to the use of a chart is considered essential as one does not calculate the humidity as some candidates stated. The "Falling Dew" chestnut is still with us.

Question 8. This question could and should have been omitted by pupils not adequately prepared. A diagram is considered essential in practically every account of an experiment.

GEOGRAPHY

Pupils whose June examination marks were considerably lower than the teachers' estimates in most cases did not answer the questions asked. Most pupils who failed to gain 50% answered all questions poorly.

Although there were many well planned answers, some answers were too short. In some cases only one or two sentences were written to answer an entire question. Many papers were neatly written but several were almost illegible.

In Question 1 several pupils named and shaded islands but neglected to say which island had a dense population and which one had a small population. A legend should be used to explain the shading.

Questions 4, 5, 9, 10 and 11 had several headings. A very large number of pupils disregarded all, or most of these headings. Such answers often lost many of the marks given for the question.

In Question 6 some students did not answer using the countries of western Europe as the Question asked.

Question 20 was not well answered. In many cases students mentioned that crops were grown in cities such as Paris and Delhi. Most answers neglected to mention that Paris was the capital of France.

The following terms confused some pupils: *plantation crops*, *intensive agriculture*, *relief* (of land), *cottage industries*, *manufacturing industries*.

The examiner once again suggests that maps be fastened to papers so that it is possible to open the maps for correction. This suggestion was given in last year's report.

HISTORY

This paper was of the same type as has been set for a number of years and contained plenty of options, yet the failure percent was about twice as high as that of last year. From this it is concluded that the pupils from some schools have not been as well prepared as usual. Yet nineteen schools had no failures and there were several nearly perfect papers.

Question 2, asking why certain people or events were important, was usually very well answered. Optional questions best answered were Nos. 4, 7, 9 and 10.

The least chosen and most poorly answered was No. 3 (a), on Persian civilization. Questions 5 (b) and 8 (b) were also poorly done.

Papers from a number of schools indicated that organization of the subject was poor, the answers often consisting of scraps of information remembered from the text. These pupils are missing one of the chief values of the subject, how to obtain a proper historical perspective and to separate the important from the trivial.

ALGEBRA

The excellent papers submitted by some schools were indicative of sound teaching. There were however far too many failures due to inadequate knowledge of simple mathematical principles taught in the earlier grades. The fact that many pupils cancelled in addition and subtraction of fractions showed an obvious lack of comprehension of simple arithmetic. In some schools it was quite apparent that either the classification of pupils required more serious consideration or the instruction left much to be desired.

Questions 1 and 2 were generally quite well answered. Question 3 (a) and (b) presented little difficulty. In 3 (c) few pupils recognized that the terms of the fraction were the difference of two squares with the result that much unnecessary work was involved.

Question 4 presented little difficulty to those who had been adequately taught. Carelessness in omitting to change the signs when subtracting the fraction $\frac{3x - 10}{4}$ was far too common in some schools.

Question 5 was rather poorly answered. In 5 (a) many pupils dropped the denominator xy and proceeded to work with the fraction $\frac{2xy + x^2y^2 + 1}{x^2y^2 - 1}$

The salient point in 5 (b) was the enormous amount of unnecessary work involved in not recognizing that the fraction $\frac{a^2 - 3a + 2}{(a-1)(a-2)}$ reduces to 1. Many

of those who did reduce the fraction stated the result was 0.

It was quite apparent in Question 6 that the assignment in surds was indifferently taught. In fact some pupils made no attempt to answer this question.

With few exceptions in Question 7 the pupils answered part (a) and took no account of the fact that four years ago the father was also four years younger.

GEOMETRY

An improvement is noted in the manner in which candidates are putting down Particular Enunciations. A verbatim copying of the question is wasted effort and receives no credit. More attention is being given to diagrams, although greater care in lettering and in referring to sides and angles in the course of the proof is still required. Many candidates persist in assuming regularities in diagrams that are not given e.g. making a triangle equilateral or isosceles without justification, and then presuming upon this in the demonstration. The tendency of ball point pens to smudge makes them inferior to a sharp pencil for drawing figures. It is not necessary to repeat diagrams on successive pages.

It is considered distinctly preferable to give reasons for statements made in proving a proposition instead of quoting theorem references in a particular text. This insures that candidates are fully appreciative of the justification for their arguments rather than merely repeating memorized authorities. Such reasons should be expressed in as compact form as possible.

Abbreviations and symbols are useful and desirable but greater care is required in using them correctly. The signs "therefore" and "because" are frequently confused as are those for equality and congruency.

Many loci consist of pairs of lines as e.g. in 2 (b) (ii) and (iii), a fact frequently forgotten.

There is in Section B a relationship between the (b) and the (a) parts of the question. Many candidates failed to recognize this and to profit thereby.

LATIN

The June 1951 papers in Grade X Latin were noteworthy for the complete absence of an outstandingly well-answered paper. While ten of the candidates did obtain a percentage in the 80's, not one bettered 90%. Are the best students (who could go on to distinguished careers in Arts at university) being lured into taking Science, while Latin is left for those who prefer it to physics or chemistry simply as a lesser evil?

Several of the papers indicated that some schools are permitting pupils to struggle through Grade X Latin when their Grade IX results must surely have shown an almost complete lack of aptitude for advanced linguistic study.

Some significant points are: (a) Confusion exists in the minds of many pupils between *reddo* and *redeo* in 1(a) and 3(b); *mors* and *morsus* 1(d); *victus* 1(a) and *vincere* and other forms. More intensive drill on declensions, conjugations, principal parts, etc., would seem advisable. (b) The sight translation and English-into-Latin sentences, well done by many students, suggest that most schools are giving thorough and sound practice in each. (c) "Every-

day Life in Rome" must be largely outside, recreational reading. The 1951 papers show only occasional evidence of teaching of this important part of the course. (b) Teachers should urge their pupils to give fullest attention at all times to neatness, spelling, and composition — not merely in June, but all year. It is evident that some candidates have tried without success to curb a tendency to untidiness and carelessness which has conceivably gone unchecked all year. (e) Some papers featured unusual and original spellings: *reception*, *knept*, *reflexion*, *marrige*, *wich*, *throu*, *genative*. Many versions of *Britons* in Question 4 were given, with *Britains*, *Brittians*, and *Brittons* being the most popular. The correct spelling occurred on considerably less than half the papers.

EXTRA ENGLISH

Too many students writing Extra English failed to read the questions carefully, or failed to grasp what was required of them. For instance, in the question on Dana, many attempted to prove that the book was not, had never been, a diary.

In part (d) of the Essay question, a number of candidates wrote one or two sentences, although the question was worth fourteen marks. Only a few understood that this question required a direct comparison.

Part (e) of the question on Quiller-Couch was another pitfall. Comparatively few knew the meaning of *realism*, most confused it with *historicity*.

The work on the poetry questions was not satisfactory because of lack of acquaintance with the text, or lack of appreciation.

The question on Buchan produced the best answers, for it lent itself to our students' favorite style — "telling a story". Surely every effort should be made to develop the analytical and the appreciative approach, rather than the purely narrative. The best students, whose papers were a delight to mark, showed that this can be done.

Might it be suggested to the teachers that their estimates would be much more helpful in the lower brackets if they were somewhat more realistic? According to the forecasts only 4.6% failures were expected. Even with the greatest charity, the failures will always exceed that.

BIOLOGY

Results this year were satisfactory with 49% making 65 or over. Of these 15% made over 80.

In Question 2 (d) *interrelationship* was evidently confused with *comparison* since many who chose that question answered it by *comparing* plant and animal cells.

In answering 3 (a), one of the simplest ways to distinguish an insect from a crustacean is by the number of legs, which is constant in insects and variable in crustaceans.

A few students in answering 4 (c) wrote that a cell membrane was made up of "a lot of thin *cells*" whereas a cell wall was "a lot of thick cells". However most candidates noted that the cell membrane is living whereas the cell wall is not.

Since in 5 (b) a cross section only was asked for, it was not necessary to make a three-dimensional drawing as so many did. Although guard cells and stomates do occur in the upper epidermis of some leaves they are most commonly found in

the lower epidermis and should have been included in the drawing. There was also some confusion as to what was the guard cell and what was the stomate. In 5 (c) only a few stressed the importance of root hairs in greatly increasing the absorbing surface of roots.

The definition of *tissue* was either omitted entirely or wrongly given as "a thin layer of cells". The similarity of cell structure and function was often omitted.

An enzyme was frequently confused with a digestive juice and altogether too many included either hydrochloric acid or bile among the enzymes requested.

Many students who had included in their drawing of the heart parts of the pulmonary circulation, even indicating that the blood went to the lungs and returned, in answering 6 (b) either omitted to answer the part about the pulmonary circulation or answered it wrongly. Occasionally the *renal* portal circulation was confused with the *hepatic* portal which carries blood from the digestive system through the liver on its way back to the heart.

The cellular nature of excretion should be stressed in answering 8 (a). A number of students in explaining what *anaerobic* respiration is, cited wrongly the breathing of fish. The action of certain bacteria in breaking down compounds to obtain oxygen for energy release should be noted in teaching what anaerobic respiration is.

HOUSEHOLD SCIENCE

The results were poor. The percentage of failures was high even for an optional subject.

The spelling of common Household Science terms was universally weak. If teachers would write the words on the blackboard and check the students' enunciation this fault might be largely overcome.

Question 1 and 3 were most popular in Section A. It would appear that students are learning their stain removal in theory only and not in actual practice. Stains which occur commonly in the average household should be introduced and removed in laundry practice. This learning by theory alone came up again in Question 3, where too many students confused pulse and respiration rates.

If they had actually learned to take these they could, even in the examination, have checked well enough on the normal rate so as to avoid this confusion.

Question 2 was chosen by only one-third of the students. It was obvious that the students had not learned much about inlaid and printed linoleums. Points looked for were (i) gauge (thickness) (ii) manner of "fixing" colour or pattern (iii) backing (iv) cost (v) laying of the linoleum (vi) care.

Question 4. Many students lost marks here as they listed *foods* not *food constituents*. Question 5 was poorly answered while Question 6 yielded quite good marks.

There were some very good and some very poor answers to Question 7. In parts (a) and (b) it seemed that many of the poor answers were due to inaccurate reading and poor thinking in contrast with the poor answers of part (c) which may have been due to lack of knowledge.

PROFESSIONAL LIBRARY OF THE DEPARTMENT OF EDUCATION

The Professional Library of the Department of Education, established in 1932, has been of great use to teachers. The number of books in the Library has increased each year until the Library now contains approximately 1600 volumes as well as many duplicate copies. Readers of the Educational Record know that these books can be borrowed by any teacher and are supplied post-paid. Provided the procedure described on page 215 of the Handbook for Teachers is followed, books borrowed from the Professional Library may be remailed without charge.

The following books have been added to the Professional Library since the Catalogue was revised in 1950:

- | | |
|---|---|
| Althouse, J. G. | Structure and Aims of Canadian Education |
| Arbuthnot, M. H. | Children and Books |
| Audubon Society of Canada | Conservation and Nature Activities |
| Bell, B. I. | Crisis in Education |
| Betts, E. A. | Foundations of Reading Instruction |
| Bleeker, S. | Indians of the Longhouse — the Story of the
Iroquois |
| Bond, G. L. and Handlan, B. | Adapting Instruction in Reading to Individual
Differences |
| Bossard, J. S. | The Sociology of Child Development |
| Bossing, N. L. and Martin, R. | Youth Faces its Problems |
| Bowers, H. | Thinking for Yourself |
| Brameld, T. | Patterns of Educational Philosophy |
| Brown, F. J. | Educational Sociology |
| Brueckner, L. J. | Adapting Instruction in Reading to Individual
Differences |
| Buckingham, B. R. | Elementary Arithmetic — its Meaning and
Practice |
| Burger, I. B. | Creative Play Acting |
| Butler, C. H. and Wren, F. L. | The Teaching of Secondary Mathematics |
| Carmichael, L. | Manual of Child Psychology |
| Chase, M. E. | The Bible and the Common Reader |
| Courant, R. and Robbins, H. | What is Mathematics? |
| Crabb, E. W. | Jesus and the Chosen Nation |
| Currie, A. W. | Canadian Economic Development |
| D'Agapeyeff, A. and Hadfield,
E. C. R. | Maps |
| Dakin, D. | How to Teach High School English |
| Darley, J. G. | Testing and Counseling in the High School
Guidance Program |
| Dougherty, J.H., Gorman, F.H.
and Phillips, C.A. | Elementary School Organization and Manage-
ment |
| Douglass, J. H. and Roberts,
R. H. | Instruction and Information for Hand Wood-
working |
| Durlacher, E. | The Play Party Book — Singing Games for
Children |

- | | |
|---|---|
| Evans, L. and Udale, J. T. | Illustrative Model-Making |
| Fessenden, S. A. | Speech and the Teacher |
| Fine, B. | Our Children are Cheated |
| Garrett, H. E. | Statistics in Psychology and Education |
| Good, H. C. | A History of Western Education |
| Hamrin, S.A. and Erickson, C.E. | Guidance in the Secondary School. |
| Hay, J. and Wingo, C. E. | Teacher's Manual for Reading with Phonics |
| Heiss, E. O., Obourn, E. S.
and Hoffman, C. W. | Modern Science Teaching |
| Hildreth, G. | Readiness for School Beginners |
| Hilgard, E. R. | Theories of Learning |
| Hobart, A. J. | Oil for the Lamps of China |
| Hockett, J. A. and Jacobsen,
E. W. | Modern Practices in the Elementary School |
| Horn, E. | Methods of Instruction in the Social Studies |
| Horne, J. M. | The Art Class in Action |
| Jaeger, E. | Nature Crafts |
| Kelty, M. G. | Learning and Teaching History in the Middle
Grades |
| Kent, M. | Stories for the Nursery School |
| Kidd, J. and Storr, C. B. | Film Utilization |
| Lacey, J. M. | Teaching the Social Studies in the Elementary
School |
| Lafferty, H. M. | Sense and Nonsense in Education |
| Lowenfeld, V. | Creative and Mental Growth |
| McAllister, A. H. | A Year's Course in Speech |
| McCrea, L. | Stories to Tell in the Nursery School |
| MacDonald, R. | Art as Education |
| Mays, A. B. | Principles and Practices of Vocational Education |
| Mirrielees, L. B. | Teaching Composition and Literature in Junior
and Senior High School |
| Monroe, M. | Growth into Reading |
| Mort, P. R. and Vincent, W. S. | Modern Educational Practice |
| Murray, J. and Bathurst, E.G. | Creative Ways for Children's Programs |
| Mursell, J. L. | Psychological Testing |
| Overstreet, H. A. | The Mature Mind |
| Percival, W. P. | Should We All Think Alike? |
| Pumphrey, G. H. | Juniors |
| Ranshaw, G. S. | Radio, Television and Radar |
| Redl, F. and Wattenberg, W.W. | Mental Hygiene in Teaching |
| Richardson, M. | Art and the Child |
| Rivlin, H. N. | Teaching Adolescents in Secondary Schools |
| Rowland, T. J. S. | Leisure Things for Lively Youngsters |
| Rugg, H. and Brooks, B. M. | The Teacher in School and Society |
| Samson, A. | Child Life Story Book |
| Schaaf, W. L. | Mathematics Our Great Heritage |
| Schonell, F. J. | The Psychology and Teaching of Reading |

Shirling, F. C. A.	Carpentry
Sites, D. E.	Teaching a True Concept of the World
Skinner, C. E.	Educational Psychology
Smith, G. E.	Principles and Practices of the Guidance Programme
Spitzer, H. F.	The Teaching of Arithmetic
Stuart, J.	The Thread that Runs So True
Thomas, H. G.	Teaching Geography
Valentine, P. F. (editor)	Twentieth Century Education
Vear, C. J.	Simple Toy-Making
Whitehead, A. N.	An Introduction to Mathematics
Wilhelm, L. M.	With Scissors and Paste
Williamson, E. G. and Foley, J. D.	Counseling and Discipline
Wrinkle, W. L.	Improving Marking and Reporting Practices in Elementary and Secondary Schools

SCHOOL CALENDAR, 1952-1953

		<i>Number of School Days</i>
<i>1952</i>		
September, Tuesday, 2nd	Schools open for session	21
October	Holidays for Teachers' Convention and for Thanksgiving	20
November	Holiday Remembrance Day	19
December, Tuesday, 23rd	Schools close for Christmas Vacation	17
<i>1953</i>		
January, Monday, 5th	Schools re-open following Christmas Vacation	20
February		20
March		22
April, Thursday, 2nd	Schools close for Easter Vacation and re-open on Monday, April 13th	16
May		21
June*, Friday, 26th	Schools close for session	20
		196

* June 2nd, 1953, the date of the Coronation of Her Majesty, Queen Elizabeth II, may be declared a national holiday, but notification will be sent in due course.

NEW FILMS

BIOLOGY

- REALM OF THE WILD T-1244 U.S. Forest Colour 1200'
 (The theme is that the available food supply limits the size of the animal population that can be supported by a given forest area)

CHEMISTRY

- NO MAN IS AN ISLAND T-1236 Assoc. Screen Colour 1600'
 (Illustrates the many applications of elementary chemistry at the Consolidated Mining and Smelting Plant at Trail, B.C. Rated as "one of Canada's outstanding industrial films")

CHILDREN'S FILMS

- HERE'S HOW WE PRINT T-1234 400'
 (Designed to show pupils of the middle elementary grades the process of printing with movable type)
- A TALL SHIP ON DEEP WATERS T-1245 Tompkins Colour 800'
 (The story of a voyage under sail of a crew of school boys and girls from San Francisco to Hawaii and back)
- NATURE LOVER'S HOLIDAY T-1233 Ciné-Photo. Colour 800'
 (Close-ups of small animals found in the Laurentians, such as toads, snakes, beetles.)

GEOGRAPHY

- FARMING IN SOUTH CHINA T-1237 United World 800'
 (The film includes such features as caring for silk worms, travelling in a sampan, etc.)
- MEXICO — PACIFIC COAST T-1247 Johnston Hunt Colour 400'
- PORTS OF INDUSTRIAL SCANDINAVIA T-1238 United World 800'
- PACIFIC ISLAND T-1239 McGraw Hill 800'
 (A description of life on a typical coral island, Likiep, one of the Marshall Islands)
- WHAT IS CHINA? T-1242 Teaching Film Custodians 800'
 (Depicts the "geography, history, people, development and changes in China")
- WHEAT SUPPLY OF CANADA T-1250 Gaumont British 800'

GEOMETRY

- MEANING OF PI T-1231 Coronet 400'
- PARALLEL LINES T-1248 Johnson Hunt 400'
 (Emphasizes practical applications of the properties of parallel lines)

MORAL AND RELIGIOUS

- FAITH TRIUMPHANT T-1243 Gaumont British 800'
 (The story of Paul's arrest at Jerusalem, and his appeals before Felix, Festus and Agrippa)
- THE FIRST EASTER T-1249 Gaumont British 1200'
 (A faithful portrayal of the Bible story from the sealing of the sepulchre to the appearance of Jesus before Thomas)

MUSIC

- SERENADE T-1235 Ambassador 800'
 (Songs by Franz Schubert sung by the Vienna Choir Boys)

SAFETY AND FIRST AID

- YOU CAN BEAT THE A-BOMB T-1246 McGraw Hill 800'
 (Discusses the power and limitations of atomic bombs and shows how to minimize their effect)

TEACHERS AND PARENTS

- COMMUNITY RESOURCES IN TEACHING T-1232** Iowa University 800'
(Shows how use of the community and its resources by the school results in more effective teaching)
- PROBLEM CHILDREN T-1240** 800'
(Tells the story of two seventh grade pupils, one who gets into trouble for the things he does, and the other for the things he doesn't do. Shows the necessity for parent-teacher cooperation)
- TIME TO SPARE T-1241** Mercer 800'
(Explains one way in which the daily schedule of the one-teacher school can be organized to provide sufficient time for the individual and group attention that pupils need)

NEW FILMSTRIPS**BIOLOGY**

- B-62 NOTHING CAN LIVE WITHOUT WATER B-64 ANIMALS OF LONG AGO (Colour)
B-63 SAVING THE SOIL B-65 PARTS OF A FLOWERING PLANT (Colour)

CHILDREN'S FILMSTRIPS

- CA-41 LOW TIDE AT THE BEACH (Colour) CS-1 THE SCIENCE ROOM (Colour)
CA-42 ANIMALS OF THE POND (Colour)

ENGLISH (Language)

- EL-13 HOW PRONOUNS HELP EL-17 SPELLING, SEEING AND HEARING (Colour)
EL-14 LEARNING ABOUT SIMPLE SENTENCES EL-18 SPELLING, MEMORY AIDS (Colour)
EL-15 VERBS, MOTORS OF SENTENCES EL-19 SPELLING, USE OF THE DICTIONARY (Colour)
EL-16 SPELLING, SOME PROBLEMS (Colour)

ENGLISH (Juvenile Stories)

- J-118 BABY'S HOUSE (Colour) J-126 LITTLE TRAPPER (Colour)
J-119 BIG BROWN BEAR (Colour) J-127 LITTLE YIP YIP (Colour)
J-120 BUSY TIMMY (Colour) J-128 MR. NOAH AND FAMILY (Colour)
J-121 DUCK AND HIS FRIENDS (Colour) J-129 OUR PUPPY (Colour)
J-122 THE HAPPY MAN (Colour) J-130 POKY LITTLE PUPPY (Colour)
J-123 HOW BIG (Colour) J-131 SAGGY BAGGY ELEPHANT (Colour)
J-124 JOLLY BARNYARD (Colour) J-132 SHY LITTLE KITTEN (Colour)
J-125 LITTLE PEEWEE (Colour) J-133 TWO LITTLE MINERS (Colour)

FRENCH

- FR-3x LES TROIS MOUSQUETAIRES
(With records. In Colour)

HISTORY

- M-115x VISCOUNT ALEXANDER OF TUNIS M-116x VISCOUNT MONTGOMERY OF ALAMEIN

HOUSEHOLD SCIENCE

- HS-3 MACHINE SEWING

MORAL AND RELIGIOUS

- R-75 PALESTINE, THREE THOUSAND YEARS AGO R-76 STORY OF SAMSON AND DELILAH

MUSIC

- MU-1 MUSICAL FOREST, PART I (Colour) MU-3 MUSICAL FOREST, PART III (Colour)
MU-2 MUSICAL FOREST, PART II (Colour)

TEACHERS AND PARENTS

- PE-20 HOW TO OPERATE THE S.V.E. FILMSTRIP PROJECTOR PE-23 CHILD CARE AND DEVELOPMENT
PE-21 PRINCIPLES OF DEVELOPMENT PE-24 CHILDREN'S EMOTIONS (See film T-1214)
PE-22 HEREDITY AND PRE-NATAL DEVELOPMENT PE-25 SOCIAL DEVELOPMENT (See film T-1217)

BOOK REVIEWS

Canadian Writers, by Arthur L. Phelps of McGill University, is a critical commentary for the radio audience upon the writings of E. J. Pratt, Morley Calleghan, Thomas Haliburton, Robert W. Service, Stephen Leacock, Hugh McLennan and others. Though each essay is brief, the writer manages to put his finger on the major points of strength and weakness in each of the persons described. Of Pratt he says "Pratt has handled Canadian material with unabashed vigour and enthusiasm". Of Callaghan's *The Loved and the Lost* Phelps says "For the first time it seems to me we have a Canadian city alive in a piece of creative fiction." Regarding Haliburton, he writes "Both the Yankee braggart and the shrewd observer of human nature are brought out." Robert W. Service "has become an event in the writing annals of Canada on his own terms." "MacLennan wrote a book which is a sort of current documentation in novel form of many problems and tensions in the Canadian consciousness." Canadian writers should be better known and appreciated through these candid descriptions. Published by McClelland and Stewart, 119 pages, paper cover, \$1.25.

The Principal at Work, by George Kyte, is a thorough going and enriched revision of the excellent book of the same title written in 1941. No one who reads it can doubt the important place occupied by the principal of a school, the multiplying of his duties, and the fact that he must be a highly trained and skilled professional worker. Beginning with a sound philosophy of education, the author outlines the organization of a school, the duties of teachers, the principal's responsibility in dealing with the course of study, his role in social control and discipline and relationship with pupils, teachers and parents. "Under the most desirable conditions, the Principal should allot fifty-five percent of his working time to supervision, twenty-five percent to administration, at least ten percent to public relations, six percent to clerical work and less than four percent in other duties." Twenty four tables give data concerning families and community contacts. Thirty one diagrams concern the activities in which the Principal participates. The Diagnostic Record of a Teacher, including Personal and Professional attributes is a most valuable chart for assessing any teacher. Published by Ginn and Company, 531 pages, \$4.50.

Links with Life, by S. R. Laycock, is a series of talks on the relationships between boys and girls and their parents, boy-girl, and teacher-pupil relationships. The talks should be of great help to teachers and parents for they deal with nettlesome problems that are arising every day in many homes. Though this is the series of last year, the book merely continues the series of broadcasts of wide appeal that Dr. Laycock has been making for the past nine years. Added features of the book are questions for discussion and reading reference. The questions can be answered by reading the text. Published by the Ryerson Press, 60 pages, paper cover, 75 cents.

Studies in Education, is a series of four monographs published by the University of London Institute of Education. They are entitled *Modern Educational Psychology as a science* by P. E. Vernon, *Education and Cultural Tradition* by Margaret Read, *The Teacher and the Community* by W. O. L. Smith, and *English Teaching in the World Today* by Bruce Pattison, and contain 30, 24, 21 and 14 pages respectively at two shillings each.

Like the doctor, the psychologist must use measures lacking full scientific value. The psychologist is working perhaps more scientifically than the doctor. Thus, e.g., by combining the I.Qs. of 11 pupils with English and Arithmetic test scores, examination marks or assessments, predictions are made that correlate about 0.8 with later achievements. A significant discovery is that interviews of candidates by the Heads of Secondary schools are more likely to reduce than increase the validity of prediction. These statements show that the English psychologists are trying to investigate conditions that favour learning and recall such as detailed in the monographs, though the variations between children will always prove elusive.

The statement in *English Teaching in the World Today* illustrates the depth of thought of the pamphlets: "English will fulfill all the functions required of it only if it is well learned, and successful learning will chiefly come from good teaching in thousands of classrooms all over the world".

Canadians of Long Ago, by Kenneth E. Kidd, describes the various Indian types of Canada and their modes of life before the coming of the Europeans. Intended for the intermediate grades, it describes how the Indians first came to Canada, how and where they settled, and their customs. Stories are told of the Haidas, Blackfeet, Algonkians and Iroquois. A final chapter records the position of the Indians today and the causes of their diminishing numbers. It shows the help that the Indians have been to the other inhabitants of Canada. They taught exploration, the making of maple syrup, and tobacco and the planting of corn. The book is sure to have great appeal to children as it explains the habits and customs of a people in whom the young are interested. Published by Longmans, Green and Company, 174 pages, \$2.25.

Fifty Teachers to a Classroom, by the Committee on Human Resources of the Metropolitan School Study Council, shows the changes that can be expected in a truly modern school. The teacher should not try to teach everything but should introduce

people into the classroom who have first hand information and will interest pupils for this reason. A woman from Sweden will display Swedish manners and customs, a bank manager will explain banking, an actor will illustrate the workings of the theatre. Published by Macmillan Company, 40 pages, 65 cents (paper).

Britain and The Dominions, by W. R. Brock, recounts the history of Britain from the time she began to expand her trade and found colonies, at the beginning of the seventeenth century. The story is told of the East India Company, the establishment of the North American colonies, and the formation of the British Empire. The acquisition of India, the exploration of Africa and the different forms of rule in Ceylon, Malaya and Burma are told in particularly clear language. Modern Canada, Australia, New Zealand and South Africa are dealt with in the final chapters. "This Canadian nation is still on the threshold of its history and the future lies bright before it." Readers of this book, which contains a large number of illustrations, can scarcely fail to deepen their appreciation of the members of the British Commonwealth of Nations. Published by the Cambridge University Press (Macmillan Company, Agents), 522 pages, \$2.50.

Toward Manhood, by Dr. Herman N. Bundesen, is a discussion of the sex problems of boys, designed to encourage wholesome attitudes. It is an attempt to lay before them the whole subject of sex and the part it plays in one's life. Written by the Health Commissioner for the city of Chicago, everything in the book is of high tone. All teen-age boys can profit by reading about those forces which, if used aright, will add to their happiness and that of those around them. Women would be much more respected if the ideals expressed were followed. Published by Lippincott, 175 pages, \$3.75.

Principles and Practices of the Guidance Program, by Glenn E. Smith, is intended to make the reader familiar with the nature and scope of guidance services and to develop competence in the guidance workers. The book traces the growth of guidance activities and gives much information on how to conduct occupational surveys and conferences. "The counselling service depends in a large measure upon the several supporting services which make it functional. There can be no counselling in most schools in the absence of adequate information about pupils." The book is replete with all manner of advice on what to do and what to avoid in order to be a good counsellor. Published by the Macmillan Company, 379 pages, \$3.25.

Klee Wyck, by Emily Carr, is a school edition of a series of autobiographical articles by this great westerner. Klee Wyck is the Indian name for Emily Carr meaning, "Laughing One." Her descriptions of life in British Columbia, and of the Indians in particular, should be better known. In addition she deserves wide recognition for her great capacity to coin the right phrase. Any teacher who wishes to imbue his pupils with a word sense and excellent similes would do well to refer to this book. For example, we have in this work; "Then we went away from Tonoo and left the silence to heal itself," "Their brown wrinkled faces were like potatoes baked in their jackets," "I felt like an open piano that any of the elements could strum upon," "The air in it felt as solid as the table and the stove. You chewed rather than breathed it. It tasted of coal-oil after we lit the lamp." "When the others saw her fear dry up they came closer too," "The dog and I were alone in it — just nothings in the overwhelming immensity." Published by Clarke, Irwin and Company, 137 pages, 95 cents.

Four books of a series entitled **The Land and People of France, The Land and People of Holland, The Land and People of Sweden** and **The Land and People of Switzerland** have recently been published by the Macmillan Company. All are in the same pattern, written for children, about 88 pages, at \$1.50 each, with appendixes concerning the flag, currency, form of government, population, religion and principal buildings of each country. The books themselves describe the geography, history, chief industries and the means of recreation of the lands. The cities and particular provinces are described as well as a few outstanding incidents or factors in the life of each nation. For example, the book on France speaks of Louis XIV, Napoleon, and the problem of Alsace-Lorraine.

The strength of Switzerland lies not in its mountains but in the plateau which stretches for 200 miles. "No other country provides so much to see in so small a space, or does so much to make sight-seeing comfortable and pleasant". William Tell is honoured as a liberator of Switzerland. During wars this country has frequently acted as an intermediary between the countries concerned. Winter sports are a feature of life. Santa Claus rewards the good and punishes the naughty. All the books are well written and not overcrowded with facts.

Champlain of the St. Lawrence, by Ronald Syme, describes, in much detail, life in Canada from 1603 to 1635. "Snow and ice all winter, heat and fierce-biting flies all summer" was the way Champlain's father described New France. In addition to Champlain, many of his friends are included in the chronicle — his wife, De Monts, Etienne Brulé, Pontgravé, Louis Hébert, Cardinal Richelieu. The story is easily readable by children and contains the essential facts concerning the father of New France. The illustrations are apt. Published by Morrow (Geo. J. McLeod, Agents), 189 pages, \$3.35.

History of Ontario, by Margaret Avison, is a well written explanation for children of the development of that Province. Only twenty per cent of the book is taken with life

in Canada to the end of the French regime, but in that compass a fair account is given of the early developments. From there the characteristics of the outpost gradually change and Ontario becomes a province, the wilderness is tamed, wars are waged which draw the people together, reforms are effected, farms are developed, mining flourishes and modes of travel improve. As the story unfolds, very apt quotations from earlier records are inserted. The numerous drawings illuminate the text. Published by W. J. Gage and Company, 138 pages, \$2.00.

Our Children Today, edited by Sidonie Greenberg and the Child Study Association of America, is a series of essays by twenty English leading American psychologists and educators that include Arnold Gessell, Anna Freud, Goodwin Watson, Ernest O. Melby and Pearl S. Buck. Such topics are dealt with as *The Child as a Growing Organism*, *Emotional Needs of the Young Child*, *Healthy Attitudes towards Health*, *Youth in the World Tomorrow*, *Childhood and Spiritual Values*. Every topic is treated in a forthright manner, the author giving his all to his subject. On the topic of texts, for example, the author says: "Even under ideal conditions the psychological text leaves much to be desired: when used by the novice or the charlatan it can have dire consequences." "Another of the pitfalls in the spiritual enlightenment of growing boys and girls is the ease with which parents use religion as a device to enforce obedience." Published by the Viking Press, 366 pages, \$4.95.

Alfred Joseph Casson, by Paul Duval, is the life story of the President of the Royal Canadian Academy, and contains reproductions of thirty five of his paintings. *Early Snow*, *Poplar Country* and *Clearing* are in full colour. In the foreword, B. K. Sandwell says: "You cannot tell much of what an artist is trying to do until you have seen quite a number of his pictures, ranging over quite a period of time." Here are pictures and commentary of one of the members of Canada's "Group of Seven", a man who is represented in nearly all Canada's major museums. A great student of Nature as a boy, he has put on canvas many of the scenes of which he is fondest in his native province. Such pictures as *Thunderstorm*, *Elms* and *October Morning* have won him much praise. Published by the Ryerson Press, 64 pages, \$4.50.

Cézanne, with a preface by André Leclerc, is another of the Hyperion miniatures, like *Rembrandt* in the Masters of Art series which now includes seventeen artists. It has forty-two paintings of which eight are in full colour and the remainder in half tones. The founder of the *Impressionist* school, the purpose of which was an objective creation of form and colour seized from Nature, Cézanne met with many rebuffs from the critics of his day and in fact he himself was not satisfied with his own creations, though he worked extremely hard to reach his ideals. Published by the Hyperion Press, 47 pages, 79 cents.

Rembrandt, by Henri Dumont, is a series of forty one reproductions of the paintings of this famous painter. Most of them are of full page size 5" x 7", eight being in full colour. The pictures include many of his masterpieces, among which are *Dr. Tulp's Lesson in Anatomy*, *The Night Watch*, *The Young Warrior*, *Portraits of Sackia* (his wife) and self portraits. A brief biography by the Editor prefaces the work. Published by the Hyperion Press (Macmillan Company, Agents) 47 pages, 79 cents.

Land of the Free is a series of historical tales by various authors, each of which has a background and is written in a style that will appeal. *Chariot in the Sky*, by Arna Bontemps, is a story of the Jubilee Singers, one of whom, as a sixteen year old negro slave, makes a break for freedom. *Door of the North*, by Elizabeth Coatsworth, tells of the effort made to win back to Christianity the settlement in Western Greenland. *Watergate*, by Herbert Best, is the thrilling tale of how an Irish boy helped to build the Erie Canal that runs from the Hudson River to Lake Erie. *The Beckoning Hills*, by Joseph H. Gage, tells of two Italian boys who left their native land to find places for themselves in the ranches, farms and logging camps of California. *Seek the Dark Gold*, by Jo Evelyn Lundy, describes the lure of fur into the hills of Oregon and the Columbia River. Each book contains several appropriate illustrations and about 240 pages. Published by John C. Winston Company, \$2.50.

The Birds Are Yours, by Robert S. Lemmon, Editor of *The Home Garden* presents authentic accounts of most of the birds we see in our gardens — Baltimore oriole, cardinal, eagle, crow, duck, nighthawk, woodcock, cuckoo, robin, blackbird, hummingbird, wren, etc. There is a story about each, minute but interesting. "There is a good bit of the show-off spirit in the males, especially when it comes to impressing the women folks." "Crows have an unmistakable language of their own and use it in conversations much as people do". "Having led you to what she considers a safe distance from her children, the injuries (of the Ruffed Grouse) miraculously vanish and she roars away in headlong flight." "The best known feathered mimic is the mockingbird, whose voluble cry is a medley of just about all the sounds that you can imagine coming from a bird's throat." Forty five birds are illustrated. Published by the Macmillan Company, 121 pages, \$2.50.

The Man in The Drum, by Hazel G. Kinscella, is a reader that has music for its theme. The bass drum and snare drum, oboe, spinet, harp, flute, bells, clocks, whistles are subjects of prose and verse. Songs of birds follow and then the story of Snow White and the Seven Dwarfs is related. The book is an exceptionally good one for primary pupils. Published by the University Publishing Company (Thomas Nelson, Agents), 223 pages, \$1.90.

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

May 23rd, 1951

Pensions granted to male officers sixty years of age and over: J.-Charles-A. Arsenaault, Guy Douchamps, Pierre Marchand, Joseph-Roch Bélisle, Antonio Prince, J. Walter Lefebvre, Neil McDermid, Arthur Therrien, Cedric S. Douglas, David E. MacLean, Reginald-A. Petterson, Henry-Charles Brennan, Georges Goulet, Henry Dumaresq, Leslie Francis Bennett, Allan A. McGarry, Herbert John C. Darragh, Herbert M. Dunne.

Pensions granted to male officers under sixty years of age for reasons of health: J.-B. Parenteau, Conrad Bernier, Joseph-Louis Bouchard, Paul-Emile Lévesque, Alfred Lacroix, Omer Dulude, Joseph-Elphège Gagnon, Joseph-Evariste Schelling, Hermann Brazeau, J. Denis Hamel, Toussaint Monchamp, François-Xavier Bonin, J.-Jules Veer, Didier Riopelle, Gaston Lasalle, Georges Harel.

Pensions granted to female officers fifty-six years of age and over: Mina-B. Farrer, Joséphine Gaudreau, Léda-Marie Séguin, Emérentienne Dassylva, Marie-Anne Fournelle, Marie-Gratia Lebeuf, Bernadette Michaud, Vera Theresa O'Hara, Sarah L. Mabe, Marie-Yvonne Fortin, Cecilia J. Argue, Ruby May Goff, Marie-Alice Rainville, Mercédès Grégoire, Georgie-Anne Beaudoin, Rosa Hébert, Marie-Alice Lacasse, Grace M. Libby, Corinne B. Hardman, Alice May Brownrigg, Alice Simard, Elisabeth Prévost, Alice C. Dresser, Anne-Marie-Eugénie Pelletier, Florence G. Howard, Lillian-C.-A. Roy, F. Agnes Posner, J. Margaret Robinson, Katharine M. MacIntosh, Marie-Joséphine Alexandre, Maude Fortin, Florence Eileen Brown, Marie-Claire Fauteux, Grace Edna Hawthorne, Margaret MacDolald, Maria Lafrenière, S. Margaret Runk, Helen E. Guiton, Elga M. Lemesurier, Rachel Gladys Reed, Annie D. Moss, Helen Grace Lanskail, Frances B. Greer, Eugénie Leduc, Helen I. Huffman, Madge M. West, Marion A. McNaughton, Edith May Scott, Grace MacFadyen, Irène King Younie, Irène Pelletier, Eveline Lebel, Marion G. Watson, Beatrice Daoust, Winifred Bassett, Margaret Morison Brown, Geneviève Laporte, Margaret Kathleen Miller.

Pensions granted to female officers under fifty-six years of age for reasons of health: Marie-Edesse Blanchard, Rose-Aimée Lemay, Laurette Duchesne, Marie-Anna-Alma Brunelle, Lucina Laffeur, Grace McOuat, Lumina Lalancette, Florentine-A. Brasseur, Mabel-Agnes Richard, Sylvia Vézina, Marie-Elodie Courville, Cécile Leroux, Céline DuPaul (acc. un an), Lucienne Guérin, Bernadette Leduc, Alphonsine Touchette, Dorothy Edith Wheeler, Marie-Blanche Rousse (acc. un an), Hénédine Montminy, Marjorie K. Cummings (acc. un an), Florentine Dumontet, Flore Marsan, Flore Hélène Kimpton, Yvonne Hins (acc. un an), Laurette Dorval, Marie-Rose Toupin, Laurette Chabot, Ella C. Butler, Alice C. Hill, Angéline Mongeau (acc. un an), Julia Fortin (acc. un an), Thérèse Ferdaïs (acc. un an), Rita Simoneau (acc. un an).

The following officers will receive pensions when they have reached fifty-six years of age: Hazel M. Griffith, Marie-Louise Lessard, Audry W. Lamb.

Requests for reimbursement of stoppages were granted to the following: Lois E. Andrews, Joseph-Herman-Roger Bernier, Vida Boutcher, Alice Boutin, Jacqueline Brault, Maria Charland, Adéline Déraspe, Cécile Grand'Maison, Simonne Langlois, Aline Lefebvre, Eva Preston, Helena Robertson, Blanche St-Louis, Kathleen Tait, Jeanne-d'Arc Toulouse, Aliette Tremblay, Marie-Ange Bédard, Lilianne Carle, M.-Antoinette Caron, Adrienne Cournoyer, Gilberte Dufour, Marie-Aline Dufour, Imelda Fortier, Clémentine Fortin, Yvette Gagnon, Bernadette Grenier, Hedwidge Jutras, Dorothy Kerr, Laure Lévesque, Marie Miousse, Lucienne St-Amand, Antonia Théberge, Ovidia Tremblay, Sarah Grace Armour, Florida Beaudoin, Lucille Bégin, Lucienne Béliveau, Agnès Belzile, Gracieuse Bernard, Agathe Bertrand, Yvette Brisson, Annette Brunelle, Jessie Campbell, Candide Carle, Thérèse Chabot, Rose-Aimée Collin, Jeanne Côté, Pauline Daigneault, Lucienne D'Auteuil, Martha Demers, Julianne Deschênes, Marie-Claire Desjardins, Louis-Paul Desjardins, Marie-Jeanne Desnoyers, Gabrielle Desrosiers, Germaine Dubé, Gilberte Dubé, Georges Flanagan, Colette Fradette, Cécile Gagnon, Gracia Gaudreault, Jacqueline Giroux, Dominique Hamelin, Fernande Jean, Rose-Ange Lacasse, Armande Laflamme, Marie-Anne Laplante, Marie-Blanche Lavoie, Yvonne Lavoie, Marie-Paule Lord, Margaret MacNaughton, Marie-Anna Morin, Eileen McLeod, Thérèse Ouellette, Charles-Eugène Paradis, Claire Parent, Jeanne-d'Arc Plante, Sarah Pratt, Germaine Prince, Jeanne-d'Arc Raby, Marcelle Readman, Margaret Robert, Jacqueline Rodier, Alice Simard, Alice Théberge, Simonne Turgeon, Jeanne-d'Arc Vinet, Emérentienne Arseneau, Jean Batchelor, Lucien Bilodeau, Doris Booth, Victoria Bouchard, Aline Boyer, Lucille Brault, Thomas Charland, Ethel Cleary, Yvette Corriveau, Eustelle Cournoyer, Marion Dale, Diane Doyon, Juliette Ducharme, Julienne Dumont, Flore Durand, Victoire Ferland, Hélène Gallant, Raymonde Julien, Yvette Lajoie, Sheila McFarlane, Evelyn Paige, Gilberte Poirier, Rita Pruneau, Rose Routhier, Marie Simard, Clémence Tétrault, Amy Vokey.

MINUTES OF THE NOVEMBER MEETING OF THE PROTESTANT COMMITTEE

Offices of the Protestant School Board of Greater Montreal,
November 30th, 1951

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

PRESENT: Dr. G. G. D. Kilpatrick, in the Chair, Mr. Howard Murray, Mr. A. K. Cameron, Senator C. B. Howard, Mr. R. Eric Fisher, Dr. R. H. Stevenson, Dr. C. L. Brown, Mr. Leslie N. Buzzell, Dr. F. Cyril James, Mr. George Y. Deacon, Mr. Harry W. Jones, Dr. S. E. McDowell, Mrs. T. P. Ross, Dr. W. Q. Stobo, Mr. W. E. Dunton, Hon. C. D. French, Mr. John P. Rowat, Mr. John G. Rennie, Dr. Sinclair Laird, Dr. A. R. Jewitt, Mrs. A. Stalker, Mrs. Roswell Thomson, Dr. J. S. Astbury, Professor D. C. Munroe, Mr. K. H. Oxley, and the Secretary. Inspector-General E. S. Giles was present by invitation.

The minutes of the previous meeting were adopted on the motion of Dr. James seconded by Mr. Jones.

Apologies for absence were tendered from the Rt. Rev. John Dixon, Mr. Jack R. Latter, Mr. T. M. Dick, and the Superintendent of Education.

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

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

On the motion of Dr. James seconded by Senator Howard it was resolved that the correspondence concerning certain Departmental officials be laid on the table pending further study.

On the motion of Mr. Rowat seconded by Mr. Buzzell it was resolved that the Legislative Sub-Committee be requested to study section 96 of the Education Act with a view to recommending the replacing of the word "domiciled" in line one by "residing".

The report of the Director of Protestant Education contained the following information: (1) The following new schools or extensions to existing buildings have been officially opened since the last meeting of the Protestant Committee: Asbestos-Danville-Shipton High School, Ste. Rose Elementary School, Morin Heights Intermediate School, Le Moyne d'Iberville Elementary School in Longueuil, Granby High School and Brownsburg Intermediate School. The Rosemount High School was to be opened that night. (2) A turning of the sod ceremony had taken place at Greenfield Park on October 19th at which the Lieutenant-Governor of the Province had officiated. (3) Sir George Williams College will grant regular course credit to its students for the Shakespeare course completed by teachers in the Summer School of 1951. (4) The registration in Grade XII during the current session is 177. (5) Hon. L. J. Loranger has ruled that the Protestant Board of School Trustees of the City of Outremont have a right to construct a school on land which they own and that the city council has no right to oppose it. (6) A report of progress shows that opinion is divided

on the question of changing the dates of Easter holidays. Those who favour retention of the status quo point to the spirit of Easter, that pupils generally prefer the long break rather than two short ones and that teachers who live away from home look forward to enjoying the Easter recess with their families. (7) The following fourteen books and printed pamphlets have been issued by the Department of Education during the current year: Education Act, Handbook for Teachers, Catalogue of the Film Library, Calendar of School Broadcasts, High School Leaving Examinations with examiners' reports, Announcement of the Summer School for Teachers, Announcement of the French Summer School, Circular of Information for Persons Interested in Entering the Teaching Profession, Conveyance of Pupils to Protestant Schools, Education in Quebec, and four issues of the Educational Record, the whole numbering 1,225 pages. In addition, a large number of mimeographed lists, announcements and reports, including those to the Protestant Committee, and the thirty-eight Departmental examinations for Grades VII, X and XII have been prepared and circulated. The report was received on the motion of Mr. Buzzell.

Correspondence was read with reference to the resolution of the Committee on February 24th, 1950 seeking amendments to the Act 8 George VI, Chapter 15. On the motion of Mr. Buzzell, seconded by Mr. Jones, it was resolved that an endeavour be made to secure the desired amendments through the Provincial Secretary during the current session of the Legislature.

The report of the Grants Sub-Committee contained the following information: (1) That the Poor Municipality Grants amounting to \$17,700 be distributed according to the schedule presented. (2) That the Superior Education Fund amounting to \$518,094, an increase over last year of \$104,975.25, be also distributed in accordance with the schedule attached to the report. The amount for High Schools is \$382,155 and for Intermediate Schools \$135,930. The report also contained the following recommendations: (a) That the Ste. Agathe School be raised to High School rank. (b) That the Onslow Special Intermediate School be raised to an Intermediate School. (c) That the Ste. Rose Special Intermediate School be raised to Intermediate status. (d) That the Lake of Two Mountains School now in process of construction be accorded Intermediate School status. (e) That the Lewis King School at St. Henri de Mascouche be ranked as a Special Intermediate School. (f) That the Dundee School be reduced to Special Intermediate status. (g) That Iron Hill, Dixville, Lacolle and Georgeville Schools be demoted to Elementary status. The reports were received and the recommendations approved on the motion of Dr. Stevenson, seconded by Mr. Jones.

On the motion of Mr. Dunton it was resolved that a letter be sent to the Government expressing thanks and appreciation for the generous increases in the Superior Education and Public School Grants.

The report of the Education Sub-Committee contained the following recommendations: (1) That the Curriculum Committee of the P.A.P.T. be asked if they are ready to propose a 100 mark course in General Science for Grades X and XI respectively. (2) That the Macmillan edition of "Master Skylark" at 90 cents in the St. Martin's Classics replace the McLeod edition of the same text in the Grade VII Literature course. (3) That the principle be approved of

commencing the new course in North American Literature for Grades X and XI in September 1952. The outline of the course was also approved, the specific recommendations to follow at the next meeting. (4) That the changes in the guidance syllabus in "World History" for Grades X and XI be made according to the revised edition of Hayes, Moon and Wayland and that they be sent to the History Committee for report at the next meeting. (5) That the recommendation be made to the Government for an amount not exceeding \$750 to cover the royalties to authors of modern selections proposed as substitutes for unsatisfactory stories in the experimental issue of the new course in French for Grade X and that an additional amount, not to exceed \$350, be requested for the services of an expert to study and, where necessary, suggest revisions of this course. (6) That the syllabus for Grade XII English as revised be authorized. (7) That the special committee appointed to consider the course in Grade XII Physics be requested not to proceed with the drafting of an alternative General course. (8) That as the High School Leaving course in Instrumental Music needs revision a sub-committee be appointed with Mr. Oxley as Chairman and that the committee be asked to consult Dr. D. M. Herbert and Dr. Frank Hanson and to revise the course in its entirety. (9) That the authorization of Frye-Gammell's "New Canadian Geography" be continued for 1952-1953 and that the publishers of "Southern Lands" be encouraged to proceed with the production of that book and to submit it to the committee in due course with a view to authorization. A recommendation that the statement on page 18 of the Handbook for Teachers, which presently allows the substitution of Latin for French in the High School Leaving examinations, be altered so as to permit candidates who had attended earlier grades in schools outside the Province of Quebec to substitute other subjects amounting to 200 marks was referred back to the Sub-Committee with the request that it be made more specific and restricted. The report also contained the following information: (1) That a complaint had been received from certain schools concerning the examination in Biology for Grade XI last June and that the complaint had been referred to the High School Leaving Board. (2) That two meetings of the Latin Committee have been held and that progress is being made. (3) That the new commercial committee will meet in December. The report as amended was approved and the recommendations adopted on the motion of Dr. Laird, seconded by Mr. Oxley.

The report of the Finance Committee stated that the grants accorded recently for school buildings have placed a heavy burden upon fourteen School Boards, owing to rising construction costs, higher interest rates and discount upon the sale price of school bonds. As a consequence the following resolutions were passed on the motion of Mr. Buzzell, seconded by Dr. James: (1) That the Protestant Representative in the Cabinet be requested to review all the building grants recently accorded and particularly those of School Boards which consider themselves unable to finance the erection of schools with the grants presently accorded to them by the Superintendent of Education. (2) That a joint meeting be held at an early date by the Building and Finance Committees to make a complete review of all the financial and other implications of the present school building programme being undertaken by the School Boards, other than those coming under the jurisdiction of the Protestant School Board

of Greater Montreal. (3) That representations be made to the Government to vote the grants necessary to defray the estimated expenditures submitted for the Protestant side of the Department of Education for 1952-1953.

Inspectors G. K. Gregg, W. J. Sargeant and W. A. Steeves reported upon their work of inspection in the schools under the Protestant School Board of Greater Montreal and were thanked by the Chairman. In adding his appreciation on behalf of the Greater Montreal School Board, Mr. Dunton said that the inspectors have given well informed criticisms and added: "We are delighted to have this inspection".

For the Building Sub-Committee Mr. Rennie reported: (1) The following proposals for new school buildings or additions to existing structures should be accepted and the Boards encouraged to proceed with their building plans: Aylmer (new High School building), Chateauguay (extension to Elementary School), Greenfield Park (extension to Elementary School), Hemmingford (extension to Intermediate School), Hudson (extension to High School), Noranda (extension to High School), Pinehurst and East Greenfield (extension to Elementary School), Pointe Claire and Beaconsfield (extension to the recently built school at Valois), Mansonville (new school), St. Hilaire (extension to existing Elementary School), St. Lambert (new High School for Chambly County), Rivière Bleue (new Elementary School), Grosse Ile (addition to existing Elementary School), and Hull (new High School building). (2) The necessity for the following projects was brought to the attention of the Sub-Committee, but it was decided that no action should be taken until the local situation in each of these districts is clarified further: Aylwin (This is a new consolidation for which a building will be needed), Poltimore (When the consolidation is effected on July 1st, 1952 a new school will be required), and Sorel (New industries are locating in Sorel and it may be necessary to erect a four-room school). The report was received and the recommendations adopted on the motion of Mr. Rennie seconded by Mr. Jones.

The sub-committees were reappointed as follows:

(a) *Standing Sub-Committees*

Education: Dr. Sinclair Laird (Convener), Dr. J. S. Astbury, Mr. T. M. Dick, Mr. W. E. Dunton, Dr. F. C. James, Dr. A. R. Jewitt, Mr. David Munroe, Mr. Howard Murray, Mr. K. H. Oxley, Mrs. A. Stalker, and Dr. G. G. D. Kilpatrick.

Legislative: Dr. F. C. James (Convener), Mr. A. K. Cameron, Mr. T. M. Dick, Hon. G. B. Foster, Hon. C. D. French, Mr. John G. Rennie, Mr. John P. Rowat, Dr. W. Q. Stobo, and Dr. G. G. D. Kilpatrick.

Rural: Mr. G. Y. Deacon (Convener), Dr. C. L. Brown, Mr. L. N. Buzzell, Bishop John Dixon, Mr. R. Eric Fisher, Senator C. B. Howard, Mr. H. W. Jones, Dr. S. E. McDowell, Mr. David Munroe, Mr. John G. Rennie, Mrs. T. P. Ross, Dr. R. H. Stevenson, Mrs. Roswell Thomson, and Dr. G. G. D. Kilpatrick.

Grants: Dr. R. H. Stevenson (Convener), Mr. L. N. Buzzell, Mr. R. Eric Fisher, Hon. C. D. French, Mr. H. W. Jones, Mrs. A. Stalker, Dr. W. Q. Stobo, and Dr. G. G. D. Kilpatrick.

(b) *Special Sub-Committees*

Medical Inspection: Dr. S. E. McDowell (Convener), Dr. C. L. Brown, Dr.

R. H. Stevenson, Mrs. Roswell Thomson, and Dr. G. G. D. Kilpatrick.

Radio in Education: Dr. W. Q. Stobo (Convener), Hon. G. B. Foster, Dr. R. H. Stevenson, Mrs. Roswell Thomson, and Dr. G. G. D. Kilpatrick.

Effective Living: Dr. J. S. Astbury (Convener), Dr. C. L. Brown, Mr. T. M. Dick, Bishop John Dixon, Professor D. C. Munroe, Mr. K. H. Oxley, Mrs. A. Stalker, Dr. R. H. Stevenson, Mrs. Roswell Thomson and Dr. G. G. D. Kilpatrick.

Revision of Central Board Act: Mr. L. N. Buzzell (Convener), Mr. George Y. Deacon (ex-officio), Mr. R. Eric Fisher, Dr. R. H. Stevenson, and Dr. G. G. D. Kilpatrick.

Building: Mr. John G. Rennie (Convener), Mr. W. E. Dunton, Mr. Harry W. Jones, Dr. W. Q. Stobo, Mrs. Roswell Thomson, and Dr. G. G. D. Kilpatrick.

Finance: Mr. L. N. Buzzell (Convener), Mr. George Y. Deacon, Mr. T. M. Dick, Mr. W. E. Dunton, Hon. C. D. French, Hon. G. B. Foster, Mr. J. R. Latter, Mr. John G. Rennie, and Dr. G. G. D. Kilpatrick.

Inquiry Commission: Dr. G. G. D. Kilpatrick (Convener), Dr. J. S. Astbury, Mr. A. K. Cameron, Mr. W. E. Dunton, Mr. R. Eric Fisher, Hon. G. B. Foster, Hon. C. D. French, Dr. F. Cyril James, Professor D. C. Munroe, Mrs. Roswell Thomson, and Mr. Erskine Buchanan.

Mrs. Roswell Thomson reported that Mr. Harry Jones is liaison officer on the committee for the Provincial Association of Protestant School Boards.

Dr. James reported upon the findings of Professor Arthur L. Phelps as a result of tests in Canadian History given recently to students of the First Year at McGill University. On the motion of Dr. James, seconded by Mrs. Thomson, the report was referred to the Education Sub-Committee for study and report.

There being no further business the meeting then adjourned to reconvene at the Rosemount High School, Montreal, on February 29th, 1952.

W. P. PERCIVAL,
Secretary.

G. G. D. KILPATRICK,
Chairman.

FRENCH SUMMER SCHOOL FOR TEACHERS

The French Summer School for Teachers will be held from July 7th to August 9th at Macdonald College. Courses are offered leading both to First and Second Class French Specialist Certificates and to the Non-Specialist License in French.

The staff consists of E. H. Yarrill, M.A. (Toronto), Certificat de Phonétique, Diplôme Supérieur (Paris); Professor of Modern Languages, Bishop's University, Director of the School; C. Amyot, B.A. (Queen's), French Specialist, Chambly County High School; Miss Nora F. Irwin, M.A. (McGill), French Specialist, Commercial High School, Montreal; B. A. Millar, M.A. (Bishop's), French Specialist, Lachute High School; J. Perrie, M.A. (Columbia), Principal, Willingdon Elementary School, Montreal.

Requests for the French Summer School announcement may be sent to Professor E. H. Yarrill, Director of the School, at the above address or the Department of Education, Quebec, Que.

THE COUGHING CANTATA

Attending a concert
Is always a pleasure.
World-famous artists,
Skilled beyond measure,
Reveal the beauty
Of music's vast treasure.

But danger is lurking,
As real as sin.
The coughing cantata
Soon will begin:
 A dry little cough,
 A sly little cough
Is the signal for action.
Restraint is cast off!

Can a prelude by Bach
Or a Mozart sonata
Survive the wild din
Of the coughing cantata?

Richard Callan.



INDUSTRIAL ARTS, GRANBY HIGH SCHOOL