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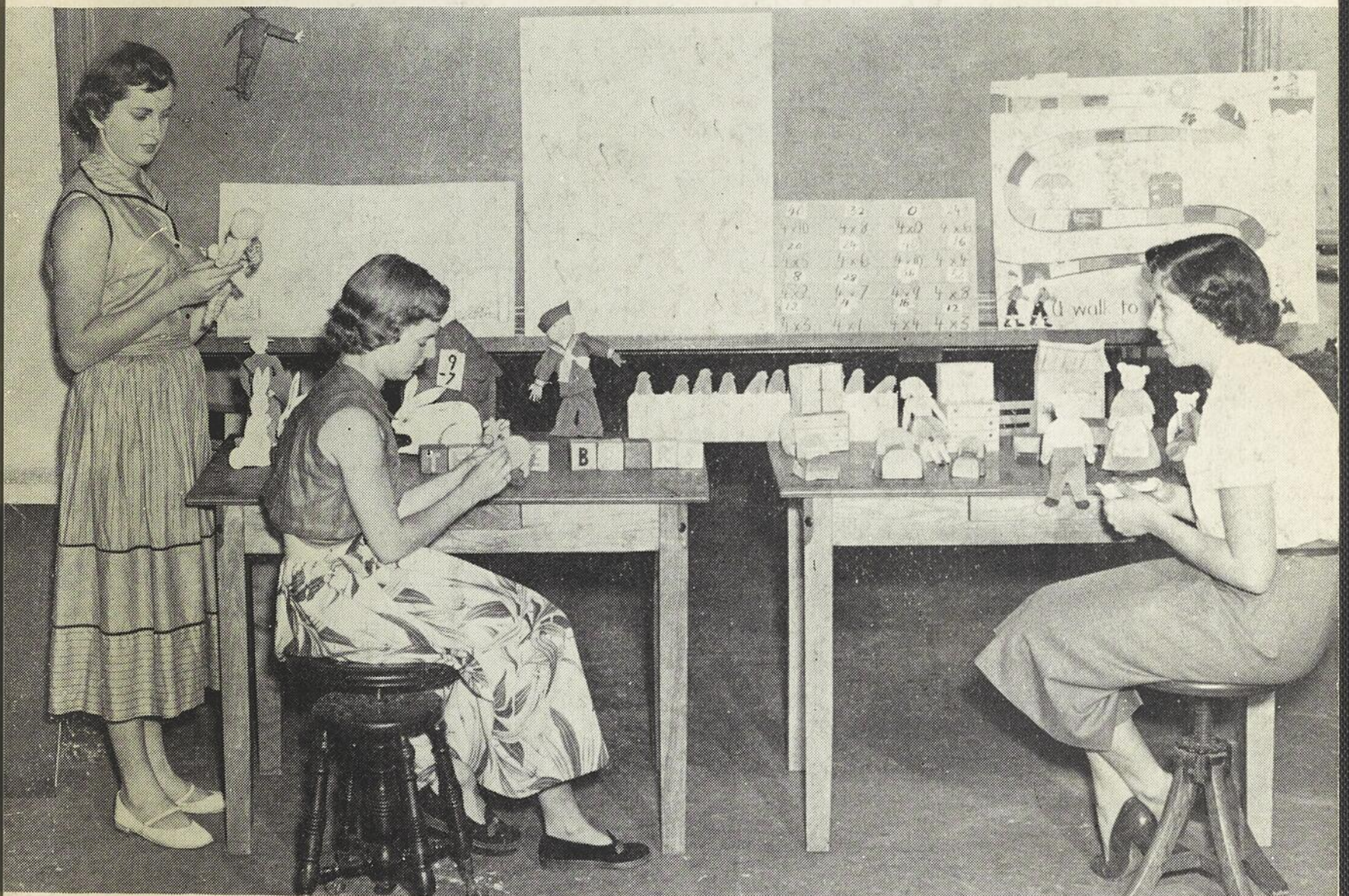
# THE EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC

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QUARTERLY

Vol. LXIX No. 4

OCTOBER - DECEMBER, 1953



A PROJECT IN ELEMENTARY METHODS OF TEACHING AT MACDONALD COLLEGE

## SEA-GULLS



For one carved instant as they flew,  
The language had no simile —  
Silver, crystal, ivory  
Were tarnished. Etched upon the horizon blue,  
The frieze must go unchallenged, for the lift  
And carriage of the wings would stain the drift  
Of stars against a tropic indigo  
Or dull the parable of snow.  
Now settling one by one  
Within green hollows or where curled  
Crests caught the spectrum from the sun,  
A thousand wings are furled.  
No clay-born lilies of the world  
Could blow as free  
As those wild orchids of the sea.

E. J. PRATT

# THE EDUCATIONAL RECORD

October - December, 1953

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# THE EDUCATIONAL RECORD

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

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QUEBEC, OCTOBER - DECEMBER 1953

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## EDITORIAL

### ROYAL EMPIRE SOCIETY ESSAY COMPETITION

The Royal Empire Society is again organizing an essay competition with a view to encouraging the study of subjects related to the Commonwealth and Empire. Full particulars of this competition are given in the circular that has been forwarded to the schools from the Department of Education. The instructions set forth in the circular should be carefully observed.

Candidates will compete in three age groups, namely, under 19, under 16 and under 14. A choice of two subjects is offered to each group. The topics assigned will help to develop an intelligent interest in current affairs by stimulating class discussion and research. Pupils should be given every encouragement to carry out independently any studies required for their writing.

The essays written at each school should be assembled by the Principal and mailed to the Secretary, Royal Empire Society, 1405 Bishop Street, Montreal, by January 1st, 1954. A preliminary selection will then be made, and prizes will be awarded by the Montreal Branch of the Society for the best entries in each class. The best essays will be forwarded to London for final adjudication.

As announced in the July-September issue of the Educational Record, six of the ten prizes awarded by the Montreal Branch in the 1953 competition, for which entries were received from all parts of Canada, were won by pupils of Quebec Protestant schools. An equally enthusiastic response is expected this year. In addition to the schools that have previously entered the competition, it is hoped that entries will be received this year from schools that have not hitherto taken part.

This competition should serve to bring out the present Commonwealth of Nations and the British Empire of an earlier day. The changes that have made it possible for the association to survive have come about gradually, without any revolutionary departure from constitutional processes. The sovereign countries of the Commonwealth have no common legislature, no centralized system of defence, no single fiscal policy, no one ministry of foreign affairs. Yet the nations within the Commonwealth, despite their differences and disagreements, are in continuous consultation with one another, have co-operated with great success in attacking political and economic problems, and are playing a vital part in the promotion throughout the free world of stability and mutual understanding. A knowledge of what the Commonwealth stands for and the problems that remain for it to solve is essential for every Canadian citizen.

## WRITING AND SPEAKING ENGLISH

A great thrill came to many hearts when the announcement was made recently that Sir Winston Churchill had been honoured by the Swedish Academy of Literature with the award of the Nobel Prize for Literature. Many times during the last war Churchill put into words the feelings and strong hopes of the British people as he reflected their spirit keenly and steeled their hearts for the fight. A less competent leader might have failed in his efforts to inspire his people, and tragic results might easily have followed. To his previous literary power, with its magnificent cadence and deep appeal, the Prime Minister added the intensely dramatic touch which has made household words of such of his phrases as "blood, sweat and tears", "The Iron Curtain", and "Give us the tools and we will finish the job".

Closely upon the heels of this announcement came a scathing indictment of the language, spelling, punctuation and sentence structure that appeared in the initial issue this Fall of the *McGill Daily*. This was accompanied by an article by Dr. G. I. Duthie, Chairman of the English Department at the university, entitled "Proper English: Its Importance". In his article Dr. Duthie claimed that the degree of proficiency in English composition exhibited by many high school graduates in Canada, the United Kingdom and the Antipodes is "disturbingly low". He stated that spoken English was also bad, giving illustrations of double negatives and faulty pronunciation heard on the McGill campus. Then he added poignantly: "grammatical and syntactical accuracy is really just a matter of clear thinking".

The school system is a universal target of criticism, and something is to be learned from every critic. Though he was not the source of the attack upon the *McGill Daily*, we should profit by the well intentioned statements of a man of the calibre of Dr. Duthie, himself a great scholar, an outstanding teacher, and a man of great precision in speech and writing. Moreover, Dr. Duthie is a friend of the schools, for he realizes that they are making improvements steadily and that most teachers are trying hard to have their pupils bear the impress of good scholarship.

Both of these diverse incidents should prove to be sources of stimulation. Teachers, students, and the English speaking world in general should derive satisfaction from the tribute to Britain's Prime Minister, for the award signifies that the English language is still an adequate vehicle for the conveyance of thought and feeling, and that we have writers who can use it with a superlative degree of skill. Possibly the criticism of the *McGill Daily* may stir the authorities to reinforce the measures that have already been adopted to heighten the standard of English. The schools also should profit by these circumstances to look more carefully into their manner of teaching English language and composition.

One of the difficulties that confront the conscientious teacher at all times is that the desire to attain perfection or even to reach a high standard in a subject such as English is a late development in most people, and that a long time will be needed before satisfaction with the mediocre is eradicated. The sloppy walk, the unmanly slouch and the teen-age shuffle may always be with us. All men

do not always fasten their cravats as though they were going to a wedding. As few people dress in their best clothes always, so only a small percentage write and speak their best on every occasion, crossing every *t*, dotting every *i*, sounding the final labials of all words, and pronouncing clearly the last syllable of every present participle. Not every lad and lassie wants to become a famous verbal artist.

Most of us, moreover, have a bit of the Jekyll-Hyde complex about our manners and habits. We are not good all the time, even in writing and speaking. Many of us have two standards of handwriting, the one for taking notes and the other for formal correspondence. Some, similarly have two standards for speaking, the one with familiars and the other for more conventional occasions. Rare indeed is the man who never unbends. Most youngsters, however, are usually as satisfied with their unpolished manner of expression as with their undignified carriage. They are not convinced that good craftsmanship in speaking or writing is either necessary or desirable. Most of them, even when in high school grades, are content to follow their elementary school practices and barely do enough to satisfy the teacher. They prefer to swim with the crowd.

Opposed to these thoughts is the fact that certain pupils are conscious of their own weaknesses and are anxious to know how they can improve. These young people need encouragement. Merely having their errors corrected may convince them that progress is hopeless for them. They need to have their redeeming qualities pointed out. Though a good teacher may make the work seem easy, a poor teacher can make the work appear extremely difficult, and the outlook for improvement quite black. Such teachers should remember Dr. Johnson's remark: "I never frighten young people with difficulties; on the contrary, I always tell them that they may very easily get as much learning as will do very well".

These facts then present the challenge to the teacher. Day in and day out he must have lofty ideals and keep his requirements at a high level. He must even accept different standards from different pupils, requiring more from him that hath. He must show constantly that good speaking and good writing are produced only by taking pains and that the effort is very well worth while. Correct enunciation once established usually remains, but good writing is produced only by deep thought and the sheer capacity for taking infinite pains. This has been the mark of all great writers who have conveyed their full meaning in clear and simple yet compelling prose couched in elegant style. Sir Winston is credited with polishing his articles with four subsequent rewritings. How many high school pupils or university students do that? Macaulay likewise wrote whole chapters of his *History of England* several times before he published them. T. H. Huxley says that he wrote his essays half a dozen times before he could get them into shape. William James, the author of *Principles of Psychology*, admitted that "everything comes out wrong with me at first", but he could "torture and poke and scrape and pad till it offends me no more". Hugh McLennan, asked how he writes, replied, "With difficulty". If authors of such ability need to polish their writings so often, how many more times does the inexpert need to re-draft his compositions? The great faults are that

the average high school pupil is content to write his essays but once, that he is generally permitted to satisfy himself with that little endeavour, and that the average teacher finds it easier to correct the errors than to show the road to improvement.

The way to write well is to write. Teachers must therefore demand written compositions and spend time upon the needed work of correction and positive suggestion both in and out of class. No amount of theoretical knowledge will avail without constant practice in putting thoughts into words. As a craftsman has to acquire skill in the use of his tools, so the writer must accustom himself to his pen and to framing his thoughts in the most appropriate setting. Given an adequate amount of practice, graduates of high schools should be able to write and speak with a fair degree of accuracy and elegance. Though all cannot write like the great masters of English literature, all high school pupils should be taken up the exhilarating path leading to the moulding of first class sentences, and should occasionally be able to fashion some with the skill of a good craftsman. Once in a while they may even produce a masterpiece.

Teachers know many tricks of the trade. Many of these can be imparted to pupils who have the right degree of readiness. The correct form for setting up a letter can be shown to a mature person in a minute or two. Yet many people are never observant enough to learn the art. Though punctuation, with its individual preferences, is a little more difficult, its principles can be taught to an intelligent and willing learner in a very short space of time. Correct spelling is acquired best through keen observation added to a retentive memory. Correct grammar is difficult for many pupils to learn. Yet a mature high school pupil should be able to know and use it effectively before his graduation day. The ability to construct well rounded, smoothly flowing, telling phrases and sentences, however, comes only with time and after many a long and tough struggle. This is much the most difficult phase of English to teach and the most irksome and exhausting for the average pupil to practise and endeavour to acquire. Despite this, the schools must do all in their power to increase still further the improvement in English that is so evident to those of us who have been in the work for a long time. Much more remains to be done:

1. Many teachers can improve their own use of English, both oral and written.
2. Teachers of all other subjects should co-operate with the teachers of English in demanding better English at all times.
3. Teachers of English can have pupils produce more and better English compositions. They can also be more insistent upon the production of a better degree of class work.
4. Teachers can vary and improve their methods of correcting the exercises. One way of doing this is to have pupils assist in the correction of the papers written by their fellows.

A very sensible first check of a pupil's paper can be made by a classmate. No composition need be received by a teacher until it has been checked and corrected by another member of the class. That pupil could then sit beside the writer and explain the errors he had discovered and the changes he would

suggest. If the right atmosphere prevailed in the class, and many improvements became evident in a composition, the writer could rewrite it before handing it to the teacher. Such a device might possibly revolutionize the writings of many classes.

The delineascope is another means that can easily be used for improving written compositions. Simply to throw a particularly good or bad composition on the screen and examine it for a few minutes would doubtless result in much good for all concerned. Even the knowledge that the compositions are likely to be revised by their classmates would result in improvement in a number of cases.

The suggestion has been made that only those pupils who attain a mark of seventy per cent in the High School Leaving Examinations should be accepted by the universities. If such a standard were set it would doubtless give the jolt that some need. In any case, it would have a decided influence upon the attitude of pupils, for they would then be compelled to realize the necessity for knowing how to use their own tongue.

Alternately, the examiners in the High School Leaving examination and the McGill School examination might be instructed to mark more severely. They have indeed done so on their own initiative in recent years, for whereas the average per cent of failure in 1930 was but 4.3, this percentage rose by degrees until it reached 10.1 per cent last June. The difficulties of further extension are: (1) Students from other provinces might obtain admission to universities and other higher institutions of learning more easily than those from Quebec. (2) Since English is a compulsory subject here, the percentage of failures in the June examinations would probably rise significantly if such a policy were adopted, thus inducing many pupils to leave school rather than to try to reach what might be for them an impossible standard. This suggestion may not, therefore, be in the public interest.

The Protestant Central Board of Examiners has tried to help raise the standards in English, for it gave notice that, beginning in 1953, it would require sixty per cent in English for admission to the School for Teachers. Unfortunately it was unable to hold to its ruling and still fill the School. If the Board were to be joined by the universities, however, intending students would assuredly look to themselves and wield their pens more mightily. That would be one way of raising their standard of culture and might result in producing more possible successors to Churchill and other great writers.

The English have no equivalent of the Académie Française of Paris, whose function it is to arbitrate upon the French language. Neither do we have any institution corresponding to La Société du Bon Parler Français which boosts the French language in Quebec. All we have are our teachers and writers. By precept and example these faithful souls are pointing to the beauty and grandeur of our rich and varied tongue so wisely acquired from the other languages of all the earth. Let us strive to uphold its traditions and strengthen them in the present!

W. P. PERCIVAL.

## HELP WITH DIFFICULTIES IN THE TEACHING OF BIBLE-READING

—  
**Rev. Brian Whitlow, M.A., M.Ed., Gaspé.**  
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In the literature devoted to Reading and Reading problems few direct references are made to those special problems which arise in teaching the reading of the Bible. This might seem somewhat surprising. Though the omission of any reference to the Bible might be taken to imply that it is either an unnecessary or an undesirable book, no such implication is, of course, intended. If the authors of the books on Reading were questioned directly on the matter, most of them would no doubt admit that it was the book most worth reading in the whole range of the English printed word. Yet we find no reference to it in their works. The reasons for its omission are understandable enough and need not concern us here. There may be room, however, for some remarks upon the particular difficulties which face the teacher in this field, and for some suggestions which may perhaps be of help.

The difficulties which arise in teaching children to read the Bible are largely similar to those facing the teachers of other content subjects. Some, however, are peculiar to Bible-reading. It will be simplest to set them out in paragraph form.

1. *Emotional factors.* As may be the case in all types of reading, disability may be caused by personal emotional factors going back to a point before the child even began to read. However, emotional difficulties may also arise from the reading itself. The child may have listened to the Bible being read orally and may have been unfavourably impressed. Or, having tried reading it himself and perhaps having found it difficult and uninteresting, he may react emotionally against it. Other possible factors here are impressions formed at church and Sunday school where, if the environment and presentation should happen to have been poor, a later prejudice may have resulted.

2. *Meagre experiential background.* Reading has been defined in various ways. But one of the most helpful definitions is that "reading is bringing meaning to the printed page". If a pupil has nothing to bring to the page, it is certain that he will take nothing away. If a pupil has not had the appropriate type of experiences, the symbols on the page will not bring up many ideas. The whole problem of reading readiness is involved here. A pupil is not ready to read given materials until his previous experience has provided him with a proper background for thinking about and interpreting the materials which he is to read."<sup>(1)</sup> Even very young children vary enormously in their Bible background. The teacher giving Religious Instruction to Grade I will have little difficulty in discovering which children have been already introduced to the Bible stories and which have not. This factor is increasingly important as children grow older. In some homes, the parents themselves read the Bible regularly and are careful to make their children's appreciation of it vital and interesting. In others, it is never opened. The child from the former type of home naturally

(1) G. M. Blair, "Diagnostic and Remedial Teaching in Secondary Schools", The Macmillan Co., New York, 1947, page 52.

has a continual and ever-increasing advantage over the child from the latter. Another difficulty under this heading arises from the fact that it is not easy to project one's thinking into the past nor into another country; yet both these kinds of thinking are necessary in reading the Bible. Then too, for the child, the Bible is full of strange words or of familiar words used in a strange way. Many of the concepts and much of the imagery are foreign to his way of thought. Some beginning readers are slow to acquire the instant recognition of simple basic words which are necessary for any extensive Bible reading. Children with poor sight vocabulary can easily mistake the word *God* for *dog* and the word *pray* for *play*. There are many similar examples. Vocabulary and concept difficulty is liable to continue through all grades. In the well-known sentence, for example, "Suffer little children to come unto me", the word *suffer* may be completely misunderstood. The King James Version of the Bible is full of such difficulties.

3. *The Bible presents a mass of material.* Especially when printed in one volume, as is usually the case, the Bible presents a mass of material. A maze of facts, stories, and legends, a wide variety of different types of literature and some three dozen separate authors combine to produce a bewildering effect upon some people. Left to itself, the Bible affords no guidance as to the relative importance of the books of which it is composed. Certainly every child of school age needs considerable guidance in finding his way through it. In many schools, increasing attention is being paid to the matter of format. Nevertheless the Bibles used in many schools are dull in appearance and are almost impossible for young people to read with ease. Small print, four columns to the open page, multitudinous cross-references in every margin, India paper which is difficult to turn over, a severe black cover and an incomprehensible Seventeenth Century preface combine to discourage the child who is faced with it for the first time. Some Bibles contain maps and pictures which are, of course, a help. But these add difficulties of their own. The child must know how to read a map and how to use it along with the subject matter he is reading. Again, the maps are usually all together at the end of the book, and pictures seem to be rarely opposite the events they illustrate. The result is that the child must acquire skill in locating this supplementary material and in using it while a marker or his finger holds the place in which he has been reading the main text. Where pronunciation symbols are provided, the child must develop facility in the understanding and using of them before the text can be read easily.

4. *Difficulty arising from the very greatness of the Bible itself.* An analogy may be adduced from the reading of poetry. Poetry usually demands slow, intensive or concentrated reading. "Some poetry appeals to the intellect, some to the emotions and some — as W. Somerset Maugham suggests in the case of T. S. Eliot — to the unconscious."<sup>(2)</sup> The Bible presents the same kind of difficulty. It appeals to the ultimate depths of the reader's personality. Reading the Bible with understanding, at any stage of development from the child to the adult makes demands upon such emotional, intellectual and spiritual maturity as the reader is able to bring to the task. The Bible is not a book

(2) McCullough, Strang & Traxler, "Problems in the Improvement of Reading", McGraw-Hill Book Co. Inc., New York, 1947, page 72.

which can ever be mastered thoroughly. There is always more to comprehend. Consequently, by its very nature it must always be a difficult book to read.

We may now pass to some positive suggestions and comments.

1. *Personal inventories.* By taking short personal inventories, the teacher may quickly gain an idea, at the outset, of those pupils whose emotional attitude or background experience are likely to handicap their reading of the Bible. G. M. Blair in his valuable book on Diagnostic and Remedial Reading,<sup>(3)</sup> gives an inventory designed to discover those children who do not like to read in their own time. A similar inventory could easily be compiled by the teacher to determine the child's attitude towards Bible stories and the like. Other questions on the same inventory could establish the child's probable background-experience; such as, what church (if any), what Sunday school (if any), is the child attending?

2. *Reading materials.* The two main and obvious criteria in judging the suitability of reading matter for any given child are that it should be at the pupil's level of ability and that it should be worth reading. The second of these is easily satisfied so far as the Bible is concerned. Passages worth reading for different ages are not hard to find. The choice made for use in Quebec schools could scarcely be improved. It is worth noting that in Blair's list of books most enjoyed by retarded readers and slow learners, two types predominated: open air stories and stories of violent action and adventure.<sup>(4)</sup> Both these types are easily found in the Bible. The provision of matter at the pupil's level of ability in another matter, however. Religious "comics" always prove extremely popular, but unfortunately there do not seem to be any good ones. Those presently available are either effeminate and sentimental in style or over-virile (Moses almost exactly like Superman, for example) and crude in drawing and colour. Pictures of these kinds are worse than none. A really good series would fill a need. As soon as the child can read at all, there are many good books available, with pictures in good style and a graded vocabulary. For older grades, the prescribed *Bible Readings for Schools* are good. In the writer's opinion, the child should learn as soon as possible to use the whole Bible instead of selections and Bible story-books. Grade VIII is a suitable level for this. Each pupil should have a copy of the King James Version in good condition and should be encouraged to treat it with the care and respect due to a holy book containing the Word of God.

3. *Pictures.* A wide choice of good pictures for class use is available. It is very helpful if the teacher is able to supply one for each pupil. Three kinds of pictures are especially useful. First, there is the directly representational picture which illustrates some Biblical incident with historical accuracy and gives the pupil a good impression of what actually took place at the time. Secondly, photographs and drawings showing geographical features of Palestine are extremely useful. Because it is such a famous river, for example, many children think of the Jordan as being comparable in size to the St. Lawrence. A photograph quickly gives the correct idea. Similarly, the position of Jerusalem on its hill, the surroundings of the Lake of Gallilee, or the physical conditions

(3) G. M. Blair, page 21-23.

(4) Op. cit., pp. 170 foll.

in the trans-Jordanian desert can all be quite clearly illustrated with modern photographs and the meaning of the corresponding Biblical passages greatly enhanced. The third kind of picture is the reproduction of an "old master". Each successive age has made its contribution to Christian art and the Bible teacher can draw upon this rich heritage with great benefit. The backgrounds are usually anachronistic to the events they portray but contemporary with the artist's own time. Children will quickly see that this indicates that the artist thought of Jesus Christ as one who did not merely live some centuries before, but who was presently alive and active in his day too. The faces in these old paintings are often full of an almost earthy vigour and character, a feature which is not always found in modern Bible illustrations. In every case, there will be excellencies of some kind which have caused the picture to be highly regarded down the centuries, and these can be used to enrich the pupils' comprehension of the Bible itself.

4. *Choral Reading.* One very effective method of presenting the Bible to older children is that of choral reading. Before this can be done effectively there must be many trials, and much discussion by class and teacher as to the most suitable method, whether antiphonal reading, or by groups or by an individual voice. After a passage has been analysed co-operatively and actually heard aloud in this way, the individual pupil (who has been taking part as one of the chorus) has a much better understanding of both meaning and form. Many Bible passages lend themselves excellently to this kind of treatment and, by these means, a child will often develop a feeling for a passage which comes near to real understanding.

5. *Reading to appreciate the spiritual significance.* As is the case with any book, but as is especially so in the case of the Bible, the reader's attitude of mind is of great importance. He must understand what the author is trying to do and must be in some degree of sympathy with him. A book written in an ironical vein, for example, will not convey its correct message to a reader who, in the first place does not realise that it *is* ironical and, in the second, has no appreciation of the use of irony. The authors of the books of the Bible were writing with the object of telling men truths about God. A reader who does not continually remember this or who is out of sympathy with such an aim will not read the Bible efficiently. "In the Bible we have not merely an historical document and a classic of English literature, but the Word of God. The Bible carries its full message, not to those who regard it simply as a heritage of the past or praise its literary style, but to those who read it that they may discern and understand God's Word to men".<sup>(5)</sup> A wise word from the Handbook for Teachers is relevant here: "It is the belief of those who have shaped Christian civilization... that the clearest and most complete revelation of the will of God for man is to be found in the record of the Bible."<sup>(6)</sup> The teacher should have this fact continually in mind when presenting the Bible in order that the true significance of what he reads may be apparent to the pupil.

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(5) New Testament, Revised Standard Version, Thomas Nelson & Sons, New York, 1946, Preface, page vi.

(6) Handbook for Teachers, Department of Education, Quebec, page 56.

In conclusion, it may be suggested that, so far as Bible-reading is concerned, the teacher has a two-fold aim: first to enable the child to read the Bible both in school during the formal class periods, and at home in his free time; secondly, to give him the desire and ability to continue reading it after leaving school. With this second aim in mind, the teacher may link the pupil up with such aids as the Bible Reading Fellowship (or similar concern) which publishes excellent notes for each month for daily readings at different age-levels. Neighbouring clergy could probably assist in locating suitable material of this kind. Advantage could also be taken of any other useful contacts in the community, such as church Bible-study groups. This is a matter which could also be usefully discussed at parent-teacher meetings.

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## PURITY

### The Song of the River

Clear and cool, clear and cool,  
 By laughing shallow and dreaming pool,  
 Cool and clear, cool and clear,  
 By shining shingle and foaming weir,  
 Under the crag where the ousel sings,  
 And the ivied wall where the church bell rings,  
 Undefined for the undefined,  
 Play by me, bathe in me, mother and child.

Dank and foul, dank and foul,  
 By the smoky town with its murky cowl,  
 Foul and dank, foul and dank,  
 By wharf and sewer and slimy bank,  
 Darker and darker the farther I go,  
 Baser and baser the richer I grow —  
 Who dare sport with the sin-defiled?  
 Shrink from me, turn from me, mother and child.

Strong and free, strong and free —  
 The floodgates are open — away to the sea!  
 To the golden sands and the leaping bar,  
 And the taintless tide that awaits me afar,  
 Till I lose myself in the infinite main,  
 Like a soul that has sinned and is pardoned again —  
 Undefined for the undefined —  
 Play by me, bathe in me, mother and child.

Charles Kingsley.

## EDUCATION HAS IMPROVED

Charles E. Phillips, B.A., D.Paed., Ontario College of Education, Toronto.

A fable is told that, a century or more ago, when teachers were examined and certificated by local boards, a board member in one community had five questions which he always asked the candidates who appeared before him. "Spell 'zymotic'", he would say, for zymotic was the last word in the columns of the spelling book and presumably the pupil who had mastered the last word knew all the words which preceded. "The number of pints in 18 pottles", was his next demand. Woe betide the ignoramus who had failed to commit to memory that essential item of useful knowledge "four pints make one pottle". Then the examiner would peer at the candidate with a cold, suspicious stare and ask for the names of the three Christian denominations. "Churchmen, Papists, and Presbyterians" was the correct answer, and the inclusion of any other less respectable sect ended the candidate's chances then and there. "The department of grammar that deals with pronunciation" was the next poser. It would pluck most teachers in spite of their claims to an education, but it was easy for the boy who had memorized accurately definitions given by Lindley Murray in his textbook on English grammar. Finally came the last crucial test: "What is the worst form of government?" Not even Joe McCarthy could have been quicker to detect the sinister implication of any hesitancy by the candidate in giving an answer. But the correct response in those days was not communism which was not a serious threat; it was republicanism which was anathema to loyal citizens north of the border.

In course of time, as one may imagine, the questions and answers became known and candidates thereafter had little trouble in securing certificates. They even received praise from the examiner for their ability to think clearly and correctly on all subjects. But after securing a certificate and a position a teacher had to be careful about what he taught the children. One teacher was not re-engaged because he wasted his time trying to help pupils improve their pronunciation instead of having them memorize that the department of grammar dealing with pronunciation is orthoepy, and the part dealing with accent and quantity is prosody, and other truly valuable knowledge of that kind. Another was fired without notice for answering in the affirmative when a pupil asked him whether the Methodists were not one of the Christian denominations. A teacher with perverted views like that, if allowed to stay in the classroom, might have told his pupils next that the American form of government was not an abomination to the Lord.

The fable goes on to say that the formidable old board member went to sleep for a hundred years. When he came to life again just a few years ago he became the spearhead of the attack against modern education. He was able to rally around him all those who put a high value on forms of knowledge which they had acquired in their youth and which are neglected today. Many lamented the passing of the counties and county towns as content to be memorized; others feared that the health of the nation would decline because pupils were no longer taught to distinguish the tibia and fibula as important bones

of the leg. But what disturbed the awakened opponent of the new education most of all was that youngsters were taught to understand and think for themselves instead of being taught to know exactly what they should know and to think properly about what should be approved and what should be condemned.

I have recited this fable at length because I think it reveals the true reason for the sweeping attacks made against modern education in recent years. There must be some such emotional cause when people make brash statements completely at variance with obvious and inescapable facts.

If anyone cares to make a careful study of the history of education in this country — of what was taught, how it was taught, by whom, to whom, and with what results — he will not escape the conclusion that by commonly accepted criteria education today is superior to education in the past whether the past be defined as twenty-five years ago, fifty years ago, seventy-five years ago, a hundred years ago, or any larger number of years ago that any critic has the temerity to suggest. By commonly accepted criteria I mean the educational touchstones and standards emphasized by those chiefly responsible for the improvement and efficiency of our public school systems since their inception. I include also as criteria the less tangible values frequently enunciated as being basic to our democratic society and the educational objectives which these values clearly imply. Such values include respect for the integrity of every individual, human relations in accordance with the Golden Rule, free access to truth and respect for truth, honesty and responsibility, and so on. Most of the educational corollaries are self-evident but they include the power to think, decide, and act independently and in cooperation with others, resourcefulness, tolerance, and other abilities and qualities which education must develop to make democratic values a reality.

Critics of the schools today always imply that education was better in some previous period. But they have not been clear about the identify of this period of superiority in the misty past. I have therefore a pertinent question to ask: When were those good old days? Were they before 1840, then Lord Durham wrote: "Even in the most thickly populated districts there are but few schools, and those of a very inferior character." Surely not, for the school buildings were utterly wretched and, as for the teachers, the following comment of the school visitor for Prince Edward Island is no more severe than scores of other such criticisms: "It too frequently happens that it is only persons of shipwrecked character and blasted prospects in life, after every resource has failed them, who take up the important office of schoolmaster "

Maybe you think the good schools of old were to be found around 1860, when New Brunswick inspectors found that teachers were "generally illiterate females". Fifteen years later, in 1875, inspectors in Quebec said that only two out of five pupils could read with tolerable accuracy and fewer still with any fluency.

Possibly the 1880's were the years of educational excellence. But in 1884 the Bishop of Niagara said that the schools had deteriorated, not improved, for "the pupils in our common schools of those days (the 1850's) could spell, read, write, cipher and understand geography better than they do now." Of course, his Lordship was mistaken. Yet another bishop — the Roman Catholic

archbishop of Kingston said only three years later: "Our public schools are destroyers of modesty, an abomination and a disgrace. . . I have heard boasts of the school system of the country, but I tell you such an ignorant system the world never saw before." That remark also was unfair, because the schools, the teachers, and the behavior of pupils had all improved, although they were all poor by modern standards. The most common and best founded complaint against schools of the late nineteenth century was that they had pupils learn to repeat and apply rules of grammar but failed utterly to enable most pupils to use the English language.

What about the early twentieth century? Since that is the time when most of our elderly critics were young, let us have a fair number of quotations. It was a period when the newspapers had plenty of letters about the bad manners of children, and regular reports of juvenile offenders convicted for theft and other crimes. Here are two typical headlines or leads from Toronto newspapers of 1904-5:

Riotous conduct of a band of pupils in a street car — whistling and violent horseplay.  
Young criminals sentenced — four boys had committed twenty-six burglaries.

Well at least, you may say, the schools gave a solid education in those days. But what is this? Trustee Davis at the opening of Winchester School in Toronto in 1901 declared: "There are too many fads in the Toronto schools. The people pay for education and they get fads in return." The same opinion was expressed by another critic in a newspaper of 1904: "The fault of our entire system here is the flashiness, show, glitter and pretense. . . cut out the frills." In the same year Dr. Mills of the Ontario Agricultural College in Guelph said: "What discouraged me most. . . was the handwriting. . . speech incorrect and composition incorrect, slipshod, and incoherent."

There were other faults. In 1906 a clergyman voiced a not uncommon complaint that the schools neglected the teaching of "obedience to parents, of respect to superiors. . . of religion and morals."

Things got no better during World War I. A column on education in *The Mail*, Toronto, made this comment in 1917: "Manners are bad. Children often shock visitors from abroad. . . lack of deference and respect for age." If some of our youngsters whose manners are criticized by people of forty or fifty today were to get hold of those old newspapers, the oldsters might have some embarrassing questions to ask.

Ah, well, perhaps the schools and the younger generation achieved perfection in the roaring twenties. Not according to a distinguished Canadian editor, B. K. Sandwell, who wrote in 1927: "There has never been a time when students have come from the schools to the universities with their characters so little developed as today." "There has never been a time. . ." That sums up the record: There has never been a time when some adult did not represent the days of his youth and education in the days of his youth as better than in a later generation. There has also never been a time during the past century of fairly consistent educational progress in Canada when any such claim was not mere eyewash.

To demonstrate that the schools have improved greatly in recent years, let me call your attention to a few facts regarding public education in the

twentieth century. In the aggregate, these facts constitute overwhelming evidence that young people today receive education and better education than young people of previous generations.

#### EVIDENCE THAT EDUCATION HAS IMPROVED

1. Pupils are staying in school longer. Between 1911 and 1941 the average length of school attendance in Canada increased from 8 to 10 years. A much larger proportion of pupils now reach higher grade levels.

2. Pupils are attending school more regularly. Between 1904 and 1946 the average daily attendance of pupils in nine provinces improved from about 50 per cent to over 85 per cent.

3. School buildings and equipment are better. New schools are bright, colorful, and convenient. The better schools have audio-visual equipment and other facilities not found in schools a few decades ago.

4. School districts have recently been reorganized to make administration more efficient.

5. A more even distribution of educational costs has made it possible to give educational advantages to young people in the country who in the early part of this century seldom received more than the barest type of schooling. The percentage of local school costs borne by provincial governments in Canada increased from 11 per cent to 35 per cent between 1936 and 1950.

6. The curriculum has been broadened and given vitality. Before 1900 it consisted of a few separate masses of concentrated detail called traditional subjects, whereas now a much greater variety of subjects and activities bring the pupil in touch with life with reference to both work and leisure.

7. The modern school treats the pupil as a living human being and not merely as a receptacle to be packed with facts. For example, through health instruction he is assisted to live in a more healthy way and not merely required to learn terminology of no functional value.

8. Education is adjusted in the modern school to the individual needs and abilities of pupils. For example the modern school offers optional subjects and educational and vocational guidance.

9. Methods in the modern school are designed for the development of the individual — to enable him through practice to do things for himself and to acquire desirable attitudes and interests. Repeated experiments and surveys have demonstrated the superiority of modern methods for these important purposes.

10. In spite of the much broader knowledge which the modern pupil acquires in school and out, and in spite of his much wider interests and activities, repeated tests have shown no significant difference in the attainment of pupils now and earlier in the present century in the narrow field of skill and knowledge to which the older schools devoted their entire time.

11. The above statement does not mean, of course, that pupils today have a knowledge of subjects which are no longer taught, or which they have not studied. But no subject has been dropped from the curriculum unless long experience has shown that its value was in effect so little that its retention could not be justified. One reason for the superiority of modern education is

that a tremendous amount of thought and work precedes any decision regarding content and method, whereas fifty years ago much educational practice was based on the prejudice, ignorance or mere whim of the educator.

12. As in other professions, the findings of research are often discouraging and disconcerting. But if honesty is right and deception wrong, modern education is superior because of greater willingness to do what is effective and to discard what is illusionary in spite of attacks from critics who have pet ideas and subjects which they wished education to cherish.

13. Although our beliefs cannot be proved, many of us who have been engaged for a considerable length of time in education — and probably a considerable majority of those who have any close contact with young people today — believe that recent graduates of the schools are more honest, resourceful and considerate than previous generations.

14. Teachers in most schools today are much better qualified. The typical teacher in an elementary school at the beginning of the century was a young woman with only a year or two of high school education and a few months' professional training at most. The typical teacher in an elementary school a few years ago had a full high school education, a year of professional training before beginning to teach, and subsequent in-service teacher education received at summer school and in other ways. Many teachers today have qualifications far above the average — special training in particular fields, university degrees, and post-graduate degrees. Unfortunately it is also true that during the past ten years of teacher shortage a large number of persons have been permitted to teach although their qualifications were inferior or virtually non-existent. To the extent that the quality of teaching personnel in the last ten years has declined in some Provinces, the charges against modern education are true since all real advances in education are predicated on the superior ability of teachers. To maintain the higher standards in education that were reached within the last twenty years, and to maintain the rate of advance which has been made during the past century, it is essential that means be found to raise the status of teaching as a professional career and gradually to eliminate resource to the temporary services of those unable or unwilling to undergo adequate preparation for difficult and important work.

At the beginning of this article I used a fable to suggest a possible reason why public education is subjected to attacks which disregard or shamelessly distort the most obvious facts. To prove that the claims of critics are unfounded I have given evidence to show that there never was a time when schools were better, and that education has improved greatly during the present century. Incidentally, I have quoted many gems of educational criticism from the past to show that people of a certain frame of mind in every period say the same things about education regardless of conditions in the schools at the time.

The conclusion appears inevitable that critics of the schools today are motivated by values different from those of most professional educators at the elementary and secondary levels. One suspects that those who objected a century ago, half a century ago, and now to the so-called fads and frills believe that the barest minimum of education is good enough for most people. One suspects also that those who want to reinstate or make obligatory subjects

which were never of value to more than a very few are more anxious to strengthen the influence of some type of aristocracy, with which they identify themselves, than to strengthen the power of all people to govern themselves.

I suggest that those whose real grudge is against the values of modern democratic society should say what they mean and stop trying to make scapegoats of the schools. Is modern education to be blamed for its effectiveness in carrying out the aims of the public it serves?

### BOOK REVIEWS

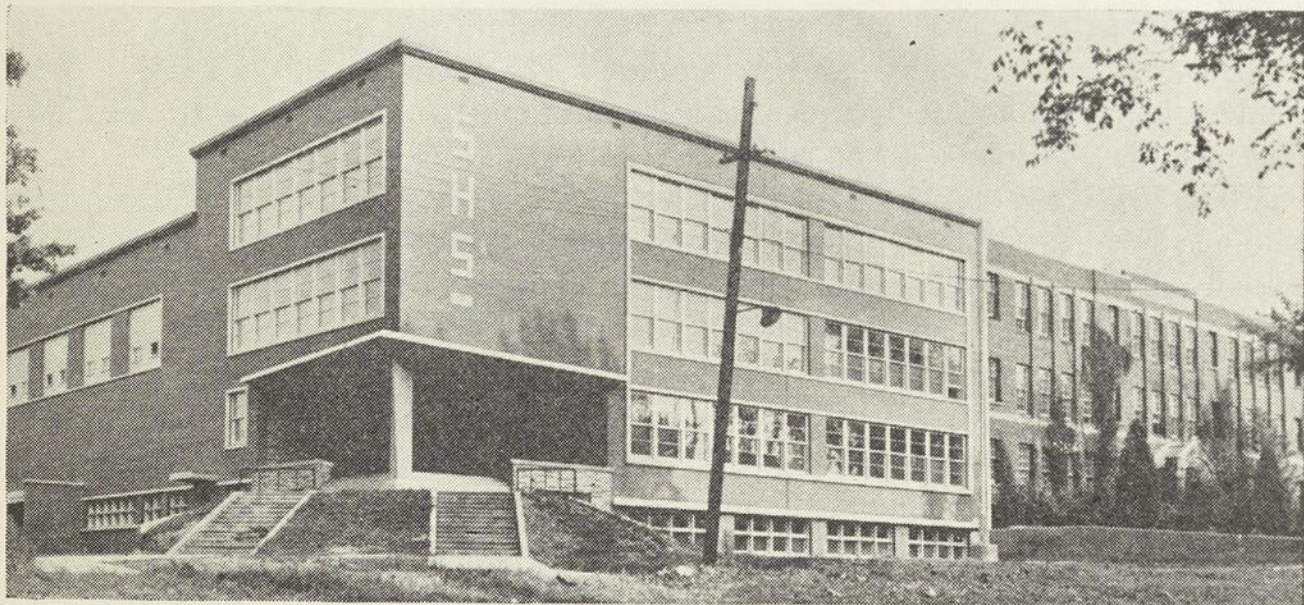
**Living Things**, by Frederick L. Fitzpatrick and Thomas D. Bain, emphasizes the functional materials of Biology. Written for senior pupils but in simple language, the book contains eight units: What Biology can do for you, the living things around us, The plant world, The animal world, How the human body works, The control of diseases, Reproduction and Conservation. At the end of each chapter is a summary, a list of the scientific terms used, a series of questions applying to human problems, and suggestions for demonstrations and field excursions. A useful bibliography is appended. Each topic is set out in a form that will interest pupils. There is an illustration for almost every important fact. A section for checking the facts and another stating the highlights summarize the work of each unit. Published by Henry Holt and Company, (Clarke Irwin Agents), 415 pages, \$4.50.

**Prince in Buckskin**, by Margaret Widdemer, is the story of Joseph Brant at Lake George during the Seven Years War. The first half of the book gives the background, describing Brant's youth, and the influence of Sir William Johnson on the Iroquois. Much is to be learned about the mores of the Indians, the defeat of Braddock and the character of Johnson. The battle of Lake George was the turning point in the long struggle for the American continent. Published by the J. C. Winston Company, 184 pages, \$1.85.

**Billy Goes Exploring**, by Dorothy Sterling, is the story of how Billy explored the woods finding moths, birds' nests, a turtle, and other insects, birds and animals of the wilds and of the farm. Billy had fun as he imagined himself to be "Sir William Brown, celebrated explorer". The book is beautifully illustrated by photographs taken by Myron Ebreberg and will interest a boy from 7 to 10. Published by Doubleday, 56 pages, \$2.25.

**Hurrah for Freddie**, by Robert Bright, is a humorous description of young Michael who wound up Freddie, the toy soldier, on Coronation Day, to waken up his aunt and Uncle and, in turn, the yeomen of the guard, the Lord Mayor of London and the Queen. The book, intended for ages 5 to 9, will awaken patriotic pride in a boy both by its story and its illustrations in black and red of London and of the Coronation procession. Published by Doubleday, 40 pages, \$2.25.

**The Very Little Girl**, by Phyllis Krasilovsky, is a dainty and appealing picture book and reader for children aged 5 to 6. The girl's smallness is illustrated throughout the book until she grows big and has a baby brother. This book may appeal to some children who have not previously been interested in reading. Published by Doubleday, 29 pages, \$1.75.



EXTENSION TO THE SHERBROOKE HIGH SCHOOL

## WHAT BUSINESS THINKS OF OUR SCHOOLS

**C. H. Savage, M.A., Superintendent of Schools, Westmount.**

It is pleasant indeed to be able to state that Business thinks very well of our schools. This may come as a surprise to many who have listened to the moans over the air and in print of those who claim that the present-day school is a failure. The evidence of this satisfactory situation is extensive and well documented and is furnished by Business itself. It is contained in six unpublished and three published reports of the Canadian Research Committee on Practical Education. This Committee was composed of men prominent in the Industrial and Educational life of Canada and was backed by the Canadian Education Association and by every important trade organization in Canada. It has as its Chairman a President of the Canadian Manufacturers Association. The Committee in one of its early reports stated its objective as follows; "The Committee has been established to conduct a nation-wide survey on practical education. Practical education is an educational programme that is practical as a preparation of Young Canadians to face life in Canada today."

In a recent editorial in a prominent morning paper we find the following: "For years now, employers have complained that graduates they hire seem to have a consistently poorer knowledge of Arithmetic, Spelling and Punctuation."

Turning to the Canadian Research Committee on Practical Education we find that in considering 184 replies from industrial firms across Canada, representing 170,000 employees, the following information was obtained in respect to English and Arithmetic:

Referring to Class One, field, shop and production jobs (defined as requiring a high degree of judgement, knowledge and skill): of 184 replies only nine said graduates of Technical and Industrial courses in our Secondary Schools were deficient in English and Mathematics.

Referring to Class One office workers; of 184 replies only eight said graduates of Commercial Courses in our Secondary Schools were deficient in Writing, Arithmetic and Spelling.

Referring to Secondary School Graduates who took Academic and General Courses, "Weak in English and Arithmetic" was placed sixth on a list of deficiencies being ranked for frequency. The Committee states that 4th and 5th rankings are considered to be of little importance.

The President of a large store recently devoted the greater part of an address before a Service Club to telling how completely inadequate all today's High School pupils were when they went into store work. The Canadian Research Committee on Practical Education in its report "Secondary School Requirements of Distributive Business" gives us the following information in this respect:

Fifty-eight firms in distributive business across Canada, representing twenty-five thousand employees, were asked the following questions: (a) "After allowing a reasonable time to become acquainted with your business do graduates of local secondary schools perform merchandising and sales jobs satisfactorily." 84% of the firms replying to this question said YES. (b) "After allowing a reasonable time to become acquainted with your business do graduates of Commercial

Courses in local secondary schools perform office and clerical jobs satisfactorily." 83% of the firms replying to this question said YES.

A prominent industrialist speaking to a High School graduating class recently referred to the investigations of the Canadian Research Committee on Practical Education and stated that these investigations showed that employers generally were not satisfied with the educational qualifications of High School graduates and declared that they lacked responsibility. There is no basis for any such statement in the investigations reported by the Canadian Research Committee on Practical Education. Actually the facts point to the exact opposite.

In one of the Committee's main investigations involving 154 industrial firms having nearly 200,000 employers, the overwhelming majority expressed satisfaction with the reliability, initiative, courtesy and responsibility of the graduates of our schools.

On pages 102 to 120 of the Committee's report, "Two Years After School" individual ratings are given of several thousand graduates and drop-outs from our schools. These ratings are not general opinions of a group; they are ratings by individual experts of individual pupils who have come from our schools. The opinions are those of foremen and supervisors. These opinions are referred to on page 49 of the same report as "expert opinions which determine in large measure the occupational success of the individual."

The ratings are given under three headings: (1) Adequacy of General Education, (2) Personality and Character, (3) Suitability of Employee for the job:

(1) *Adequacy of General Education.* In making this rating, consideration was given by Supervisors and Foremen to Arithmetic, Spelling, English and Writing, with particular emphasis on accuracy.

On page 111, this question was asked of the supervisors and foremen: "Does this employee have an adequate general education to do the job well?" In 93% of the cases the answer was YES.

(2) *Personality and Character.* In making this rating the following traits were considered: emotional stability and maturity; willingness to accept responsibility; initiative; compatibility; courtesy; interest; dress; willingness to start at bottom.

On page 114 this question was asked of the supervisors and foremen: "Does this employee have satisfactory personality and character?" In 91% of the cases the answer was YES.

(3) *Suitability of the Employee for the Job.* In making this rating the following traits were considered: adaptability; responsibility; general education; personality; practical training.

On page 110 this question was asked of the supervisors and foremen: "Do you think this employee is generally suited for this type of work?" In 91% of the cases the answer was YES.

From the Supervisors' and Foremen's ratings and from the facts brought out in the other reports of the Canadian Research Committee on Practical Education there are three obvious conclusions:

(1) The Schools have done a good job in giving an adequate general education to the very large number of graduates and drop-outs who were the subjects of the surveys.

(2) The homes and communities have done a fine job in producing individuals with such adequate personalities and characters.

(3) Business has done a remarkably fine job in placing individuals of widely varying capacities in positions that suit their abilities.

Business, the home and the school may well be proud of their record as disclosed in these reports. All three are far from perfect but their efforts towards improvement are obviously meeting with considerable success. To them we should say, "Well done, keep it up!"

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### SOME THOUGHTS ON HONESTY

A Burmese lady had done so much for her country that she was asked to address its leaders. Everyone at the time was very troubled about dishonesty, of which there was a great deal. This is what the lady said to all those important people:—

"What is the answer to all this dishonesty?"

"The answer to dishonesty is — an honest man. I would like to see honesty walking about on two feet. Gentlemen, may I remind you, you all have two feet?"

"But I am not interested in moderate honesty. Who wants to draw most of their salary? To eat an egg that is moderately fresh? To live in a house that keeps out most of the rain? To travel in a ship that floats most of the time? The kind of honesty I am interested in is absolute honesty.

"And it is no use pointing my finger at other people and saying they are the ones who must be honest. Because when I point one finger at the other person, I point three at myself. Honesty has to begin with me."

#### Moral Values

##### The Knight's Prayer

(Sixteenth century)

God be in my head,  
 And in my understanding;  
 God be in mine eyes,  
 And in my looking;  
 God be in my mouth,  
 And in my speaking;  
 God be in my heart,  
 And in my thinking;  
 God be at mine end,  
 And at my departing.

## THE PRINCIPAL AND THE COMMUNITY

By David L. Tough, M.A., Principal, Forest Hill Collegiate, Toronto.

The principal is a key man in any community, and he must not shirk the responsibility of helping to build favourable relations between the school and the community. Whether we like it or not, everyone in a community has an opinion about the local school. It is therefore imperative that the principal and his staff do all in their power to create an enlightened public opinion that is friendly and helpful. Trust the people. If they are given the opportunity to find out about the school and its problems, they will be proud of its achievements and sympathetic to its needs. A community which has been made education-conscious is a pleasant and secure one in which to work, salaries are better, buildings are adequate and well equipped, and children are given the opportunities which they should have. The deplorable state of education in many Canadian communities today, with their unqualified teachers, overcrowded classrooms, lack of equipment and low salaries is largely because principals in those communities have not "sold" the people on the need for providing adequate education. The principal is a key man in any community, and he must not shirk the responsibility of helping to mould favourable relations between the school and the community.

We are not advocating that the principal be a slick salesman or huckster, for he is not selling vacuum cleaners or television sets. He should, of course, take advantage of the press, radio, television, speaking engagements, and any other method of reaching the public. But these media are not by any means the only ways or even the best ways of creating favourable public opinion.

Good public relations start in the classroom, and unless they exist there they are not likely to be found outside. There is a close correlation between the opinion that a pupil has of his teacher and the opinion that his parents have of the school. A principal and his staff must face this fact. We are not advocating that teachers become disciples of Dale Carnegie, but they must do an honest, efficient job and be sincerely interested in the welfare of every pupil. Even young children are quick to sense whether a teacher likes them and her job, and whether she is fair in her treatment of pupils. Every pupil is a reporter to the community, and the community gets much of its impression of the school from children. The Ontario Secondary School Teachers' Federation for some time has been emphasizing to its members the importance of having good public relations in the classroom, and an excellent series of articles on the topic is appearing currently in its publication, "The Bulletin". Interested principals should bring these articles to the attention of their staffs for they are written by teachers for teachers.

The principal himself is in a key position to create good-will or ill-will toward the school. If he has an office staff, each should be made aware that one of his major responsibilities is the creation of good public relations, for in such a school many people have their first contact, perhaps their only contact, through the office. A secretary who immediately greets visitors and makes

them feel welcome, or who answers the telephone courteously and efficiently, is "a gem of purest ray serene." Surely a school office should be on a par with a well-conducted business office in courtesy and service.

Parents should feel free to come to see the principal and be made welcome when they do come. Where such rapport exists over a period of time, there are fewer and fewer irate parents and stormy interviews. Most parents seem to be a bit ill at ease and overawed when they come into a principal's office (perhaps a subconscious reversion to their childhood feelings); so the principal should go out of his way to make them feel at ease. It is often a good idea to get out from behind the desk and take a chair beside the visitor.

There are, unfortunately, times when a pupil should not be happy to visit the principal but, generally, the principal should be approachable and pupils should be encouraged to come to see him. There is a trend to have students see the teachers in the guidance department to "save the principal". From what? Most principals entered the profession and have succeeded because of their interest in young people and a desire to help them. Why, then, become just an organizer, expeditor, building superintendent or director of special events? If the principal is too busy to see pupils, he would do well to unload some of his routine work on others instead of engaging people to interview students. There is a place for the guidance department, but the principal should not leave all the guidance to it. For good public relations it is essential that the pupils feel that the principal, as well as the teachers, is sincerely concerned about them as individuals.

Does the principal know what the students think of the school? He should, because the community will hold much the same opinion. A survey of public opinion conducted by experts will reveal what both pupils and adults think, but it is a costly method. If there is a well-established, responsible student council which has confidence in the principal, it can discuss freely any matters (except those referring to personnel) and bring suggested improvements to the attention of the principal. One high school has had success in sampling student opinion by having each class discuss the three best features of the school and three possible improvements. Each class secretary sends a report to the principal who, in turn, discusses the major items with the student council and staff. The sending to graduates of a questionnaire, to be returned without a signature, is another method that is used.

Every principal has to make unpopular decisions and he must have the integrity and courage to do so. He can, however, usually show that they are fair and necessary and he should do so. There is no sense in deliberately building up antagonism. For example, if an athlete is misbehaving or not working well in school, the principal should call in the offender, two representatives of the team, and the coach. Then it should be made clear what the difficulty is, and an agreement reached on the terms which must be met by the boy if he is to stay on the team. Team representatives will then report to their fellows, and everyone will know exactly what the situation is. If the player fails to improve after this and has to be removed, there will be a minimum of opposition. Most of the pupils and parents will agree that the player has been given a square deal, and will sympathize with the principal in the decision he has had to make.

Unfortunately, some principals are so insecure in their positions that they feel that they have to act in a high-handed manner to show their authority. They fail to realize that bad public relations caused by their dictatorial outlook has undermined their position.

In most schools the principal seems to be looked upon as the man who makes irritating rules and punishes those who break them. We must have school rules, rigid enforcement of them, and sure, objective punishment of those who break them. We are, however, preparing our students to live in a democracy where the citizens respect and obey the law because it is the will of the people; and the people expect the laws to be enforced, and lawbreakers punished. Why should our school create in the minds of the young the same attitude that the German people had toward Hitler; the one-man lawgiver, enforcer and judge. The author is convinced from experience that older students, if presented with the school situations to be met, will draw up and agree to obey a very satisfactory set of rules and penalties. The principal and staff must have the final voice, but usually there will be only minor differences, which can be adjusted by discussion with student representatives. School rules drawn up in this way are actually agreements made for the protection and welfare of the majority, and consequently they will be accepted and obeyed to a degree that is impossible under the dictatorial method.

The principal who tries to play a lone hand without the loyal support of his staff is headed for trouble and bad public relations. If the teachers think of the school as "his" and not "ours", the school will never achieve the standing that it should have in the community. The policy of the school should be the policy made by the teachers and the principal, and not by him alone. Teachers cannot do their best work in an atmosphere of fear, frustration and ferment: and any community soon knows it.

If we are to get the good-will and financial support of parents, we must get them into the school often. One "Open Night" a year is not a very effective public relations programme. No matter how it is done, we must get parents interested in coming to the school, learning what goes on there, and becoming acquainted with the principal and teachers. The Home and School Association is a national organization and many secondary school staffs have supported the formation of a local unit to achieve the above purposes. At the secondary school level it will succeed only if the principal and staff are enthusiastic about it, if the programmes are designed to meet secondary school needs, and if fewer meetings are held than is usual in elementary school units. If the principal feels that he cannot have a Home and School unit, he still has to solve the problem of acquainting the people with the school, its programme, and its teachers. The ideal situation exists where there is a responsible, elected group of parents who can frankly and sympathetically discuss the school and its problems with the staff. Unless parents know our problems and needs, we can hardly expect them to support and help us.

No school principal can progress very far ahead of his community's concept of education nor lag very far behind it. To make sure that the school is meeting the expectations of the parents there must be some meetings at which they have

a chance to ask questions and offer suggestions. If the principal and staff wish to improve the school and introduce some new ideas, they must meet the parents and prepare them for the forthcoming changes.

Some principals send out a regular "newsletter" to parents telling them what is happening at the school and why certain things are happening. This is an excellent idea for those who are not allergic to English composition.

High school students are very sensitive about "school spirit" and often blame the principal for its lack, imagined or real. It is very important from the principal's viewpoint that there be loyalty and school pride among the students. Why should he not, then, invite an elected committee of students to work with him throughout the year in developing school spirit?

Reports on the pupil's progress are a direct and vital connection between the school and the home, and can create or destroy good public relations. Any parent will assure you that he is just as interested in the teachers' comments about his son as he is in the marks assigned, and a parent is entitled to know what the teachers think. The remarks should be tactful but honest. It should also be made clear to the parents what the marks or gradings indicate. At the high school level, the average parent assumes that the mark in a subject indicates the extent of his son's mastery of the subject. Let us not confuse him by giving a mark that has been modified by considerations of the student's native ability, work habits, attendance or any other factor. The parents should be made aware of how the student rates as a school citizen, but changing an academic mark is not the way to do it. Reports should reach the home frequently and parents should be encouraged to ask for special reports at any time. The parents of pupils who fail are naturally the most severe critics of a school. To forestall bitterness, they should be prepared well in advance for the failure by the giving of special reports, by finding out and telling why the pupil is failing, and helping them to realize that the school is as concerned as they are about the boy's lack of success. The failure of a pupil should never come as a shock to parents, for the school should have told them well in advance exactly why he was not likely to succeed.

It is really very simple to obtain a special progress report on any student at any time after November the first. At our school we stress to parents that if they believe that their child is not progressing satisfactorily, they should ask for a special report. A form which can be completed in less than two minutes is sent to each of the student's teachers. We then report to the parents on the following: present standing in the subject, trend of the student's work in the past two weeks, behaviour in class, preparation of home-work, participation in class recitations or discussions, interest in the subject, and participation in extra-curricular activities. Only a small percentage of parents ever feel the need of such reports, but their availability makes it difficult for any parent to say that the school is indifferent or non-communicative. The good public relations built up by these reports is out of all proportion to the small amount of work involved.

It is essential that the principal know his facts when he meets disappointed parents. He should be able to tell them exactly why the pupil is failing in any subject, and it is the teacher's responsibility to supply him with this information. If a pupil is failing, it is the teacher's job to know why. Whenever a pupil fails

in an examination, at any time of the year, we ask the teacher to fill out a "Causes of Failure" form. This sheet is designed to minimize clerical work, and can be completed in a minute. It lists the common reasons for failure, and the teacher simply puts a check mark opposite the cause or causes that apply to the pupil being reported. We have found that the common causes of failure are:

- .... Low general learning ability
- .... Irregular attendance
- .... Lacks special ability for this subject
- .... Does not concentrate in class
- .... Weak background in this subject
- .... Disturbs class
- .... Daydreams
- .... Low in reading skill
- .... Extra-curricular activities in school
- .... Activities outside school
- .... Inefficient study and review habits
- .... Attitude toward school
- .... Lack of motivation
- .... The student and teacher do not get along well
- .... Does not follow directions
- .... Does not do home-work regularly
- .... Assignments not done on time
- .... Class assignments not done

We sometimes use a complementary form which the pupil fills out. It asks him to indicate by a check mark what he considers to be the cause or causes of his failure. This form is sent to the teacher and is often very helpful. Eventually it goes into the pupil's file and may be used in any discussion with the parents.

Many community organizations need the school facilities. Since the people pay for the schools, it is only sensible that they should use them. The principal's encouragement of the use of the school by responsible adult groups can help public relations considerably. Problems are bound to arise concerning supervision, caretaking, and use of equipment; but they can be solved, and the results compensate for the difficulties.

The enthusiasm of the principal for his school is contagious. He must have unfaltering faith in the importance of his work, teachers, pupils and community. Good public relations are a necessity, not a luxury.

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### A BOOK

He ate and drank the precious words,  
His spirit grew robust;  
He knew no more that he was poor,  
Nor that his frame was dust.

He danced along the dingy days,  
And this bequest of wings  
Was but a book. What liberty  
A loosened spirit brings.

Emily Dickinson

## SOCIAL STUDIES AND CITIZENSHIP

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**E. George Cochrane, B.A., B.Ed., Assistant Principal, Van Horne School,  
Montreal.**

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What are our aims in the realm of citizenship training? It would perhaps be best to answer that question before proceeding to discuss the role that the social studies can and should play in an effective citizenship training programme. One answer to the question has been written by John J. Mahoney. It can be found in his book *For Us the Living*, a work which I can recommend most heartily to all who are interested in the field of citizenship training. Writes Mr. Mahoney: "Education for citizenship means turning out of the schools young men and women who possess those interests, understandings, and attitudes which will function to enable them, as adults, to perpetuate democracy in these United States, and to improve its workings."<sup>1</sup>

With that statement of our aims I am in complete agreement although I would prefer, of course, to see the word Canada substituted for the United States. If we are to agree with Mahoney that this is to be our objective, how best can we attain it?

Let us listen to Mahoney once again: "We must fashion teachings that aim: (1) to develop a thorough understanding of democracy as it functions in political, social and economic relationships; (2) to develop a keen interest in political questions, issues and personalities; (3) to develop the ability and the disposition to choose superior political leaders; (4) to develop the attitude of law-abidingness; (5) to wipe out, or at least tone down, the vicious prejudices, racial and religious, that prevent people from living together in harmony."<sup>2</sup>

What should be emphasized is that unless we, as teachers, principals and supervisors keep these aims in mind, we shall not attain them. Merely teaching the social studies and other subjects will not, by some process of miraculous educational alchemy, produce good citizens. We must teach with the aim of producing good citizens always uppermost in our minds.

A term which is found repeatedly in the literature on this broad subject of citizenship training is "civic education." Perhaps, before the discussion of carried any further, it would be wise to secure a satisfactory definition of the term. One writer has put it this way: "Civic education includes and involves those teachings, that type of teaching method, those student activities, those administrative and supervisory procedures, which the school may utilize purposefully to make for better living together in the democratic way; or (synonymously) to develop better civic behaviours."<sup>3</sup>

The title *Social Studies and Citizenship* contains an inference to the effect that it is the teacher of the social studies upon whose shoulders rests the major burden for citizenship training. Nothing could give a more false picture of the type of citizenship training programme which I am attempting to advocate. As Mahoney puts it, "The task of teaching citizenship cannot be handled effectively if it is allocated to one group in the teaching corps — teachers of civics, or history, or problems of democracy. It is most indubitably the concern of all teachers of all grades from the kindergarten on."<sup>4</sup>

Most educators would, I believe, subscribe whole heartedly to this point of view. Yet one can search courses of study from one end of Canada to the other without finding a specific programme for citizenship training which embraces all the teachers of all the grades. The need of a specific programme is urgent. The matter of training our future citizens in democratic habits of thought and action is too important to be left to chance.

One cardinal underlying principle of any effective programme of citizenship training is that action must accompany knowledge. After their defeat at the hands of Germany in 1871, the French people introduced a very extensive programme of citizenship education into their schools. This programme began early in the elementary school and was continued until the graduating year of the secondary school. Material was geared to the interests and learning levels of the pupils. To the superficial observer the French programme appeared to have every ingredient required for success. Yet an impartial glance at the recent history of France, with its political immorality, its unstable government, and its inability to rally its own people in times of dire national peril, must lead one to believe that France's very thorough training for citizenship programme failed. Why? Simply because no provision was made for the pupils to learn by doing.

To avoid any confusion that may arise, let me make it clear that I am not advocating that one programme for citizenship training be taught in every school in Canada. That is not the idea at all. What is being suggested is that every school, in fact every teacher, should prepare his own programme in which action related to subject matter is stressed.

In 430 B.C., some 2,400 years ago, Pericles phrased democracy's problems this way:

1. What knowledge does the good citizen need and how can he be helped to acquire it?
2. What is patriotism and how can it be achieved?
3. What does the good citizen do, how does he act, and how can he be brought to do and act in this way?<sup>5</sup>

Pericles' three questions are just as pertinent today as they were in 430 B.C. and they merit the serious consideration not only of educators but also of every thinking citizen.

Let us now proceed to an analysis of the ways in which the social studies can be utilized in citizenship training. One of the most important areas in which the social studies are useful is that of intolerance — past and present. Social studies periods should give pupils an opportunity to analyse intolerance and to learn that those who are guilty of it are equally guilty of unscientific thinking. In some schools in the past, and to a much lesser extent today, a "hush-hush" attitude towards such potentially controversial topics as intolerance has been adopted. But "hush-hush" is not the type of atmosphere that is conducive to effective citizenship training. Let us bring things out into the daylight and examine them logically and scientifically.<sup>6</sup>

Teachers should remember that, in the study of social problems, the solution arrived at is the least important phase of the work. If the pupil learns the technique of assembling facts, if he examines every side of the question,

and if he reasons calmly and withholds judgment until the reasoning process has been completed, he will be fitted to take his place as a responsible member of society.<sup>7</sup>

History can be utilized to develop in children a sensible type of patriotism, free of both chauvinism and cynicism. Biographies of great men and women are of particular usefulness.

Classes in civics should give students a knowledge of the machinery of government on the federal, provincial and municipal levels. Here knowledge, however, is not enough. The students should practise democracy by having their own government in the school.

Geography can be used to teach the interdependence of workers and to develop tolerance for other ways of living.

Social studies will have negligible results in the realm of citizenship training unless teachers keep uppermost in their minds the idea that they are teaching citizenship first, and social studies, in the traditional sense of the term, second. The supervisor's function is to keep reminding teachers of this fact by employing such supervisory techniques as guest speakers, workshops, bulletins, teachers' meetings and classroom visitations. The supervisor must be able to supply teachers with a variety of techniques that can be used in teaching good citizenship.

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### WHO'S TO BLAME?

*The University President:*

Such rawness in a student is a shame,  
But lack of preparation is to blame.

*The High School Principal:*

Good Heavens! What crudity! The boy's a fool;  
The fault of course is with the primary school.

*The Primary School Teacher:*

Poor kindergarten blockhead! And they call  
That preparation! Worse than none at all!

*The Kindergarten Teacher:*

Never such a lack of training did I see!  
What sort of person can the mother be?

*The Mother:*

You stupid child! But then you're not to blame;  
Your father's family are all the same.

McGill Daily

**RECENT TRENDS IN THE TEACHING OF HISTORY**

**D. C. Munroe, M.A., Director of the School for Teachers,  
Macdonald College.**

History has been taught in schools since very early times. When the Iroquois boy heard the legends of his tribe or the Athenian lad recited Homer, each was learning to appreciate the cultural development of his people and this has been an important element in education through the ages. It was not until the nineteenth century, however, under the inspiration of Thomas Arnold in England, Guizot in France and leaders in Prussia and other German states, that history was planted firmly among the select subjects of the school curriculum. It then became a narrow study restricted by national and political bias to a factual presentation of the story of one's own country, the interesting aspects having been drained off, as Macaulay boasted, into the exciting fiction of Scott and Thackeray, Hugo and Dumas. Moreover, these studies were limited by the Homeric Age in Greece and the Napoleonic Era in Europe, for even at the close of Victoria's reign the English schoolboy was not encouraged to pursue his studies beyond her accession in 1837, and one of my own professors used to maintain that no event which occurred after 1900 could properly be considered as history. Politics, religion and military episodes formed the staple ingredients of the history course and these were arranged in a neat, chronological pattern under kings, emperors or popes. Great strides were made during the nineteenth century in placing history within the reach of the common man, but they were certainly not made through the school.

Historical horizons have been expanding continuously during the past fifty years. The spectacular discoveries of archaeology have pushed the boundaries of history back among numerous and interesting civilizations, while the stern realities of international conflict have compelled us to include the contemporary scene. Thus the school boy looks back nowadays beyond the age of Pericles and thence across the centuries to the battlefield of Korea and the food riots of Berlin. Not only is history a longer story than it used to be but it is also a broader one. From its narrow concern with kings and courts, priests and prophets, warriors and adventurers, it has developed a lively and profound concern with industry and trade, science, social movements, the arts, indeed with almost everything that the human mind has thought or the human hand has fashioned. These trends have led us to define history in much broader terms. One historian, for instance, has defined it as "everything that has happened", while others have described it as the complete story of man. Twenty years ago a distinguished group of scholars in the United States gave this definition: "the study of man in society from his dim beginnings to the present day." That statement would probably be widely accepted today.

The expansion of historical studies is a welcome trend, for we live in an age when space and time are being transformed, but a movement of these proportions and of this force is bound to present some difficulties for the history teacher. For one thing, he is now compelled to deal far more with opinions and rather less with facts. It is not enough for him to know that Elizabeth I

ascended the throne in 1558; he is also expected to understand something of the forces that put her there. The French Revolution has been transformed from an event that could be neatly contained within two dates to a political and social explosion, the causes and the results of which are strewn along the whole course of modern history. It is also significant that nowadays we are more conscious than we used to be of social groups and movements. There is still a great interest in biography but not in the tradition of Carlyle's hero worship. The historian of our day attempts to fit the individual into a society or a culture pattern and the biographer uses his subject to describe a type. This trend has even led some of our distinguished historians into the field of philosophical speculation, and the opinions of Spengler, Toynbee and Butterfield have influenced not only the historical writer but the statesman and the citizen as well. Not unnaturally the combination of these developments has done something to destroy the hard core of historical fact and to substitute a confusion of opinions and relative values that are apt to confuse teacher and pupil alike. This, no doubt, is one of the fundamental problems in history teaching. Obviously the school curriculum must be fashioned by the selection of certain areas of the vast panorama. Some would confine the choice to national history in the expectation that this would make the school boy patriotic and, perhaps, even give him the spark of enthusiasm that might encourage him to pursue further historical studies by himself. During the past century this type of curriculum was generally adopted and the result of the experiment was certainly not impressive. History was taught in the schools of Prussia to make better Prussians; in France, to make more patriotic Frenchmen; in England, the centre of a growing empire, to develop pride in national and imperial achievements. Indeed, the effects of nationalism on history teaching have brought distress and embarrassment not only to the historians but also to the politician.

This may be illustrated by the experience of the United States in the past fifty years. Throughout the nineteenth century American textbooks presented highly coloured accounts of the American Revolution, in which the treatment of Great Britain was notoriously unfair. This undoubtedly helped to produce an anglophobe temper which resisted any alliance with Great Britain in the early years of this century. Then came the first world war. As the need for English speaking solidarity became obvious to statesmen, historians and educational leaders, the necessity for a more objective treatment of the American Revolution was quickly recognized. Thus, within the decade after 1914, the history of Anglo-American relations was almost completely rewritten by Dr. David Muzzey. This new interpretation was promptly challenged, especially in the mid-western states, where the mayor of Chicago, "Big Bill" Thompson, carried on a boisterous anti-British campaign which has been continued in the McCormick Press.

In Canada we have also felt the effect of this narrow interpretation of history but in a very different way. During the last century there was constant concern among English-speaking Canadians lest a strong nationalist spirit would impair the imperial ties with the mother country. Consequently, until after the first world war, our schools gave more attention to British and European history than to our own. When Professor John Adams made his survey of Quebec

schools in 1902 he reported that teachers considered history the subject most difficult to teach, and after noting the shortcomings in teaching Canadian history, he said:

British history and the history of Greece and Rome are much better taught. Intrinsically they may be somewhat more interesting but I am strongly inclined to believe that they are taught better chiefly because the teachers know more about them. It has to be remembered, however, that Canadian history is largely entrusted to the younger and less experienced teachers.

This neglect of our own history has had an unfortunate effect upon our whole national life and it is only in very recent years that broadening horizons and increasing international responsibilities have corrected the trend.

With these and other similar examples before us, it is not surprising that the nationalist approach to history should now be unfashionable. During the nineteen-twenties the emphasis was shifted not only from the political to the social but also from the national to the international. The first of these movements was led by James Harvey Robinson and Charles A. Beard. The second came largely as a result of the idealism which was generated for a few years by the League of Nations. Both movements, however, were presently engulfed in the expansive enterprises of H. G. Wells. We have only to recall Mr. Wells' famous challenge that civilization is engaged in a race between education and catastrophe. While there never has been any convincing evidence that we are not determined to choose catastrophe, the lively (though rather twisted) narrative of "The Outline of History" was accorded a high place among the best sellers, and other similar ventures by Van Loon and Will Durant have attracted the general reader. Thus, through these efforts, we began to see something of the sweep of history and something of the unity of mankind. These studies have not by any means banished nationalism from the schools of certain countries but they have had sufficient force to challenge the old pattern of narrow, biased patriotism.

It is therefore common nowadays to arrange the curriculum in two or three stages which lead from local and national history into the study of larger cultural communities and the world at large. Thus, it is common practice in Canada to lay a good foundation of Canadian history and proceed to the history of the Commonwealth and the United States and, ultimately, of the western world. The first steps are reasonably simple and the narrative form is used but, as the horizon is extended, the teacher is expected to accomplish much more than a transfer of a body of facts. He must challenge the child's curiosity, develop a sense of values, show the pupil how to trace cause and effect, and create a measure of immunity against extravagant propaganda. These are admittedly heavy responsibilities and they cannot be accomplished either through the old pattern of patriotic history or in the confusion of modern mass information. We cannot now teach history either by a warped and barren syllabus or by a confused wilderness of current events. The trends in curriculum organization are therefore pretty clear: a clearer recognition of the importance of history, less emphasis on national history, a much broader consideration of man's development, and some attention to the relationship between nations and cultures. There is more history to teach and there is more need to teach it.

The broader concept of history leads naturally to a greater degree of integration between it and other subjects in the school. It has long been connected intimately with geography and literature, and these relationships have led in some school systems to fusion under the title "Social Studies". Strong opinions are expressed both for and against this movement and various compromises have been effected. But, whether history remains a separate subject or is linked with others in a "core", one of the most interesting outcomes has been the use of a topical or problem approach instead of the traditional chronological arrangement. Undoubtedly much is to be said for the chronological arrangement at certain levels in the school, and some history courses should be taught in this way, but it is much less flexible than the topical approach which, if built into a well-knit unit, undoubtedly makes the subject matter more vital and comprehensible. There are obvious points of contact between history and most other subject fields — economics, science and mathematics civics and even moral instruction — and the skilful teacher may bind these into a solid unit. Nevertheless there is also the danger that historical fact and historical narrative may be lost in a chaos of opinion and description. History has been liberated from the straight jacket, but, in accepting this new freedom, we must be certain that it does not lose its form completely.

One of the most significant trends in recent years has been the improvement in textbooks. Fifty years ago the text was invariably unattractive in appearance and style and the author was seldom an expert, either in the field of history or the field of pedagogy. The level of textbook writing was raised appreciably during the 1920's when a good many historians of high reputation, both in Britain and America, made patient attempts to give the school boy a clear, attractive and unbiased narrative. The publishers co-operated handsomely by providing maps, illustrations and format of equal merit. Thus there are now in most areas of history and at most grade levels good textbooks from which the teacher may choose two or three for parallel use. Occasionally one still hears objection to the use of more than one text from teachers and examiners, but these are far outweighed by the opinions of enthusiastic and enlightened history teachers who use several textbooks in each grade so as to provide early training in criticism.

With the improvement of textbooks, however, there is a danger that history may become a bookish subject, divorced in the mind of the pupil from the world of action and affairs. This is particularly so in a young country, separated by distance as well as by time from the events which have made our civilization. Fortunately we have a number of audio-visual aids — the motion picture, radio television, filmstrip and delineascope — which can give vitality to our subjects if we learn to use them properly. Great strides have been made in the use of these new media, but it is doubtful if the teacher has yet learned to use them effectively in supplementing the spoken or written narrative. Modern transportation has furnished another teaching aid which may contribute even more to the vitality of history teaching through the class trip. One need only remember the emphasis which was given by Pestalozzi and his contemporaries to actual experience in life situations. European teachers have always used the museum, the battlefield, the castle, the cathedral as primary teaching aids

and in this country we are only beginning to appreciate their potential value. The visit of the senior class to Ottawa, or Quebec, or Washington is now common enough. It remains for us to use these experiences constructively in teaching history.

Looking back across fifty years it is obvious that the scope, the organization and the teaching materials of history have changed greatly. What are the effects of these trends on the history teacher? It has been said that anyone can take a class of history, but only a genius can teach one. Undoubtedly there is a world of difference between a dull, pedestrian approach and the vital, stimulating leadership of the inspired teacher. And it is surely true that the difference lies not so much in depth or breadth of knowledge as in strength of vision and warmth of sympathy. The history teacher today is faced with a superhuman load and assortment of information which he could not possibly master in one short lifetime, but he must be familiar with sources so that he can search out anything he needs to know. He must also continue to be a student of some particular branch or area of historical studies, for the teacher today, more than ever before, needs to see and understand the sweeping movements of history — the fall of Rome, the spread of industrialism, the flowering of mediaeval society, the European colonization of America. Broad reading, broad interests, broad experience in professional and community life are the avenues by which he is most likely to develop this breadth of understanding, because they are the avenues by which he may develop. Inevitably the teacher will teach more of himself than of his subject, and no one can lead the child across the boundaries of provincialism or nationalism if he has not already made the journey himself.

While the teacher must enlarge the breadth of vision it is no less essential that he should possess a sense of values and the skill of synthesis. This is, of course, not very different from the point of view which an historical writer must develop if he is to select the material appropriate for his narrative. The human story must be brought into focus by the historian for the public and by the history teacher for the child. This is not so easy as it was half a century ago. The source materials have increased in volume and diversity; national and ideological controversies have become increasingly bitter; new mass media have given unprecedented power to prejudiced and ignorant men who claim immunity from the restraints of democratic society. Clearly our task would be much simpler if we could close the textbook before reading the chapter on modern times. Since we cannot choose the simple, we must prepare ourselves for the challenge of the difficult. For this we need judgement and resourcefulness. In the opinion of the late Sir Fred Clarke, no one should teach history until he is fifty years of age. By that time, presumably, one has matured to a point at which he may control his enthusiasm and his influence, while experience *may* have taught him how to adapt his material so as to make it fresh and stimulating.

History becomes dull and dead when taught by a single method or pattern. The history teacher must revise his syllabus and his approach continuously. This year he may examine the varied motives of the French Revolutionary leaders and neglect Napoleon; next year he may use Napoleon as the full manifestation of the revolutionary movement. Today he may use the simple nar-

rative; tomorrow the dramatization, the motion picture or the class trip. Not all these methods will be equally satisfactory and some will be discarded after the first experiment. Nevertheless they will have served a purpose both for the teacher and the pupil. This attitude toward experiment may be accepted too readily by the beginner or it may be cynically ignored by the experienced teacher, but it is the life of good teaching. It provides the lens through which broad landscapes of human history may be reduced to a snapshot which the child can appreciate and the history teacher, like the photographer, must understand the lights and the shadows, the relative proportions and the other intricacies of composition. This requires not only clear vision and enthusiasm but judgement as well: enthusiasm to supply the power and judgement to serve as the brakes.

These, then, are the two fundamental skills which the history teacher must strive to develop: the ability to comprehend and appreciate the broad movements of history, and the ability to reduce these to reasonable dimensions which the child can understand. Both must be cultivated by practice, for the experienced teacher no less than the beginner must constantly strive to extend his knowledge and improve his power of interpretation. In learning these skills he will gradually blend the curiosity of the student with the enthusiasm of the teacher and thereby provide the inspiration to stir in his pupils a pride in their heritage and a sympathetic understanding of their fellow men.

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### CBC TO BROADCAST CHILD TRAINING SERIES

Parents throughout Canada faced with the problems of bringing up children will be able to turn to their nearest Trans-Canada network station for advice beginning January 17, when the CBC in co-operation with the Canadian Home and School and Parent-Teacher Federation launches a series of broadcasts called "The Way of a Parent." The broadcasts will be on Sundays at 6.15 P.M.

Written by George Salverson, who worked with the Institute of Child Study at the University of Toronto on the series, the series will open with an introductory broadcast showing something of the philosophy of child training. Other broadcasts will range from turmoil at the dining table to the question of teen-age responsibility.

There will be a total of thirteen broadcasts, all dramatizing problems encountered in bringing up children. Many phases of parent-child relationship will be covered, including an examination of the modern versus the old-fashioned methods of child training. In the case in point, a grandmother demonstrates a little old-fashioned psychology and the result is that a seven-year old boy decides to continue with his music lessons.

A member of the executive of the Canadian Home and School and Parent-Teacher Federation, Mrs. G. C. V. Hewson of Toronto, has written a study bulletin in conjunction with the series. Listeners may secure copies of the bulletin by writing to the office of the Canadian Home and School Federation, 79 Queen Street East, Toronto, or by writing to the offices of the Home and School Associations in the various provinces.

## WHAT CAN OUR SCHOOLS DO ABOUT READING?

**Edgar R. Boyd, Reading Specialist.**

There has been a great deal of talk about the importance of well established reading habits. Investigation will reveal that considerable progress has been made in the development of better reading materials and teaching methods, particularly in Grades I-IV. We must admit, however, that even with these improved methods, children have not mastered the art of attacking new and unfamiliar words at this level of their educational experience. Continued help is required even in the senior elementary classes but, though good teaching methods may be employed there, many pupils reach the high school level with insufficient grounding in the basic subjects.

Because it is often assumed that a pupil has mastered the required reading skills by the end of Grade IV or V, he is given a broader and more varied choice of curricula. It is unfortunate, however, that when he begins to encounter difficulty with the new subjects which have been added to the course, his progress in the three basic subjects of reading, writing and arithmetic are seldom reviewed. Then all too quickly we brand the child as a non-academic type.

In some schools remedial classes are provided, but in many others the atypical child continues to grow physically but progresses very little so far as school subjects are concerned. These children soon become well known by all members of the staff, by their fellow students and, very often, by the local police department. These neglected children are bound to make their presence felt — if not by fair means, then by foul.

While giving lip-service to the importance of educating the whole child, generally speaking the majority of lecturers on modern methods of handling the three R's advocate a standardized system of instruction for everybody. When asked a question about the child who cannot learn by the standardized "audio" or "visual" methods, they usually counter that, because of lack of staff, lack of funds, or lack of required facilities, only the *standardized* pupils can be offered adequate educational service.

In order to provide suitable instruction for all children of varying degrees of interest and academic ability, teachers must first make them feel that they are accepted as members of the school as well as of the community. When a good relationship has been established, plans to assist those who are showing signs of discouragement and failure must be made.

Every school should have a room equipped for the express purpose of helping those who are in need of remedial assistance or for those who have high mental ability but who, because some basic skill was poorly mastered in the lower grades, are now in dire need of assistance. For the latter group a developmental programme would be of inestimable value. Such a programme is very often needed in Spelling and Reading. Because difficulties in these subjects are usually associated, the Remedial or Developmental Room should be situated close to the library. If a reading specialist is not available, it should be the responsibility of the Guidance, English or Homeroom teacher to become acquainted with the facilities in this specially equipped room and to prepare a programme to help those who have been found to require special attention. Extra time should, of course, be provided for any staff member who is responsible for this work.

When proper reading habits have been established, the aid of the librarian should be enlisted to help the children choose suitable reading materials. When they have acquired new and better reading skills, practice is necessary to assure their permanency.

When constructing buildings for educational purposes, care should be taken to provide a department adequately equipped to handle such a basic subject as reading.

Are there any schools in North America built and staffed to do a special job of improving reading habits? If we read Dr. Blair's book entitled "Diagnostic and Remedial Reading Teaching in Secondary Schools", we find that the answer is in the affirmative. The Junior High School at Niles, Michigan, has equipped and organized a department to handle remedial and developmental reading programmes. A teacher from that school states: "During the last three years, the University of Michigan has conducted a survey in which the Traxler Reading Test was given to all ninth grade pupils in the State. Each school is compared with all other schools of its size. For the last two years Niles High School has headed the list in its division":

During the last five years the development of a reading course has occupied much of my own spare time. People taking the course have ranged from business men holding high executive positions to pupils in the first year of high school. To keep in step with this industrial age, the course has been mechanized to a certain extent. Each lesson is introduced by a Harvard Reading Film and completed by a reading exercise. There is a comprehension check on both the films and the reading exercises. Progress in the course is measured by charts. The Nelson Silent Reading Test for Junior Groups, and the Nelson-Denny Silent Reading Test for Seniors have been used to measure objectively initial and final reading levels.

The most interesting reading experiment conducted so far was mentioned by a local newspaper. The editor resorted to poetic license in introducing the following article:

PUPILS VIE WITH MILKMAN HOURS,  
AT READING WORK TO BOOST THEIR POWERS

"Now we have heard everything. It ceases to be news that our hockey enthusiasts will turn out in the wee hours of the morning to practise hockey. Football heroes will practise hour after hour to perfect plays under a flood-lit field. But who ever dreamed that we had young people who were willing to turn out of bed at 6:30 A.M. each day for a whole month to improve their reading skill? That situation has developed right here in Notre Dame de Grace, Montreal. Five pupils voluntarily reported for reading instruction every morning at 7 A.M. The attendance was 100 per cent. The five were enrolled in as many schools, Montreal West High School, Montreal High, West Hill High, Daniel O'Connell, and St. Augustine's all being represented."

Adults sometimes assume that children are careless, indifferent, irresponsible and lazy. Many complain that modern young people think only of moving pictures, parties, athletic activities and the less serious aspects of a well rounded educational programme. It is my opinion that the young people of today are more serious than is generally believed by administrators, teachers and parents.

This feeling is borne out by the enthusiasm with which this group participated in a strictly educational project without any hint of compulsion.

A month later the following article appeared:

#### DAWN READING CLASS PROVES SUCCESSFUL

"Recently this paper acquainted its readers with the fact that five pupils were voluntarily reporting for reading instruction every morning at 7 o'clock. During the past month the students have retained unflagging interest in the course and the results are indicative of the success of this 'Dawn Patrol'".

The average reading speed increased from 274 to 450 words per minute on ordinary reading material. At this increased speed the group averaged a six per cent increase in comprehension. To make the experiment more valid, two objective tests were given. Form A of the Nelson Silent Reading Test was given at the beginning of the course and Form B on its completion. Every pupil showed improvement as measured by this test, the average improvement being 1.3 Grades. In one month this group made as much progress in reading as is normally expected in fifteen months.

Our schools face the responsibility of providing departments built to handle remedial and developmental reading programmes, of accepting the need for the development of efficient reading skills, of providing a variety of good books which have an appeal for school children, and of developing a definite educational philosophy geared to improve the reading tastes of our nation's youth.

It is the responsibility of the school to teach *How to Read*, and the combined responsibility of the Home and School to teach *What to Read*.

The following responsibilities should be assumed by the various departments of the school:

A. *Guidance Department.* 1. Administer Reading Tests. 2. Administer Intelligence Tests. 3. Recommend examination by specialist when in doubt about hearing, eyesight, or any other condition which might cause retardation in Reading. 4. When diagnosis has been completed, final recommendations should be forwarded to the Reading Department.

B. *Reading Department.* 1. Provide remedial instruction for all those below grade level in the subject, 2. Enlist the aid of all Grade teachers and specialists to concentrate on vocabulary building in all the subjects which they teach, 3. Provide a developmental reading programme for all pupils regardless of their level in reading, 4. Encourage the use of the dictionary, 5. Stress the importance of proper habits in pronunciation and spelling, 6. Encourage all pupils to use the library.

C. *The Library.* 1. Provide books which pupils enjoy reading, 2. Librarian should study ways and means of acquainting all pupils with new books which have been purchased, 3. The Reading Department should supply the Librarian with the reading scores of each pupil. Poor Readers could thus be encouraged to read books on their own reading level, 4. Librarian should be sufficiently familiar with the vocabulary level of the books to recommend them to pupils who had adequate understanding of this level of development, 5. At least once per year the librarian should have an opportunity to speak to each class in the school on the importance of reading good books.

## GUIDANCE COURSES FOR TEACHERS IN TRAINING

**M. V. Marshall, Dean, School of Education, Acadia University,  
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Guidance courses for teacher training naturally fall into the following three parts: 1. Some general remarks about schools and guidance, 2. Courses for teachers who are not guidance specialists, 3. Courses to train specialists in guidance.

It is remarkable how greatly our world has changed in the last thirty or thirty-five years. Telephones, automobiles and radio have become common place. Rapid transmission of news and air transportation have brought far places and distant peoples very close to us. An accelerating technology and a higher level of wealth have changed work, consuming habits and attitudes. Along with these technological and economic changes has come an intensification of such social problems as the care of old people, support of persons who are unemployed, and maintenance of widows and orphans. As individual responsibility has been unable to cope with these adequately, a tremendous expansion of services supported by taxes and conducted by government departments has been established. The percentage of the population wholly or partially supported by government salary, or government pension, or government allowance of some kind is high and continually rising.

The world of 1953 is thus quite a different one from that of 1918. It follows that the school of 1953 must be different from the school of 1918. Every school-room had a teacher's platform in those days. Its passing is a symbol of a change of attitude, a change in educational philosophy. From the eminence of the platform, a Mount Olympus in miniature, the omnipotent teacher, a being of a species superior to the little immature and ignorant savages over whom he ruled, handed down wisdom and dispensed an arbitrary justice. Tyranny was common in the school of thirty-five years ago. No democratic foolishness ruled either classroom or administration. Seats were fastened securely to the floor. Pupils who failed to pass their examinations were eliminated from the school and nothing else would have been entertained even as a passing fancy. Schools did not provide school lunches, physical examinations, or dental service. Physical education was unknown generally. Extra-curricular activities received neither recognition nor support by school authorities. Guidance was simply a word in the English language and not an educational movement and a school function.

If new departures in schools here related, and others like them, are examined they are seen to have a common element and to point to a trend in a certain direction. Democratic classrooms, democratic school administration, movable seats, decreasing elimination from school, school lunches, physical examinations, school medical and dental services, gymnasias, playing fields, physical education, recognition of extra-curricular and co-curricular activities, and guidance services show the trend that the school is now concerned with the whole child and his development. More and more we are interested in teaching children rather than merely teaching subjects. More and more it is becoming necessary for a teacher to know a great deal more than just how to instruct in a subject.

A teacher who is inflexible regarding his subject and his standards and who is not sensitive to the needs, interests, abilities, and background of his pupils is out of harmony with educational practices today. Principals, supervisors, and superintendents who are not continually adjusting the organization and procedures of their schools to the better service of their youth are retarding educational progress and giving something less than the service which today's school needs. Certain qualities are needed in educators who are up-to-date, namely, sensitivity to children's needs and abilities, awareness of shortages in the programme of the school, enterprise in devising new procedures and in making adjustments.

One of the new elements introduced into the school is that of Guidance. Even those who are not Guidance specialists should have a course or courses during their professional training that will give them this general knowledge of the philosophy of Guidance and some insight into its techniques. Many such courses are offered in Canadian universities, which usually lead to the baccalaureate degree and a high school teacher's license. Such are often listed under the title of Applications of Educational Psychology. They could as well be called The Principles of Guidance. Their background is, in the main, the study of such topics as: What is Guidance? How has the Guidance idea affected educational philosophy? What are the characteristics of a school environment in which Guidance can go on best? What techniques may be used to study individuals? What procedures or techniques are used in schools for helping pupils make better adjustments?

As the student goes through these courses he comes into possession of the general principles of Guidance, gains some insight into testing, and acquires a beginner's knowledge of Mental Health. He has practice in analyzing case studies of problem children, takes tests and makes a profile chart of his own characteristics, and is prompted to gain some insight into the emerging school of tomorrow.

There is little room for argument in the proposition that all Guidance specialists should have the background of a teacher's training and a teacher's experience. This is essential where in most schools the Guidance specialist is likely to have teaching duties in addition to his work in Guidance.

A prerequisite for the Guidance specialist is the obvious requirement of as much acquaintance as possible with the world of work that lies outside academic walls. The basis for the specialized training must be the possession of a broad cultural education for, in the field of Guidance, there is no room for ignorant "specialists". The materials he works with are too precious, for they are human beings. The Guidance specialist should therefore be an exceptionally well educated and experienced person.

Such a person should have a command of the basic principles of the profession that comes from a study of the History of Education, the Philosophy of Education, General and Educational Psychology, and the General Principles of Method. To meet the practical demands of teaching situations these "general" courses must be supplemented by some experience in Practice Teaching and some study of special methods for teaching specific fields.

In Canada where, almost alone among modern nations, one year is accepted as an adequate training period for entering the teaching profession there is not time to give a fully rounded professional education. Those who plan courses for teachers must choose between one year's training in practical techniques and one year's education in general principles. Those teachers who come from the universities, in general, have the latter. Those from the normal schools have followed a multiplicity of courses in special method and have had a large emphasis on practice teaching. Such a condition cannot be otherwise until the training period is lengthened.

For the Guidance specialist, courses in general principles are not enough. He must acquire skills and possess techniques. In addition to understanding the general principles of testing he must be able to administer and interpret tests. In addition to having the insight that comes from the study of different fields of Psychology he must be a skilled interviewer and counsellor. In addition to the general understanding of our social order that comes from the study of Economics and Sociology he must be capable of keeping an up-to-date file of occupational information and teaching a course in occupations.

The programme for the Guidance specialist may thus be summarized as: 1. A broad cultural education, with particular attention to Psychology, Economics, and Sociology, 2. Fundamental courses in Education, 3. Specialized courses that give skill and technical information.

Teachers are inclined to be unduly influenced in favour of pupils with a record of scholastic achievement whereas other factors are frequently of greater importance than high grades obtained in examination.

Young people must learn to live with others, and the basic qualities which make up the useful life are those which count: unselfishness, loyalty, friendliness, co-operation, courage to stand on one's own feet, the will to help others and personal integrity which will permit tolerance but not compromise between the good and the less good.

Any method that can be found to test motivation or character traits of candidates will be of greater value than any possible improvement in, or refinement of, techniques for testing scholastic ability.

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### FELLOWSHIPS AT THE UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

A Garfield Weston Fellowship of the value of \$1,800 and an Imperial Relations Trust Fellowship of the value of £550 are available for Canadian teachers and educationists for the year 1954-1955. Both fellowships are tenable at the University of London Institute of Education.

Applicants must be university graduates of exceptional promise with not less than five years' experience in teaching or educational administration and preferably under forty-five years of age.

These fellowships are administered by a Committee of Selection, which operates under the National Conference of Canadian Universities.

Applications, including particulars of training and experience, should reach the Director of Protestant Education, Quebec, in time to be forwarded to the Selection Committee before January 15, 1954.

## TOTEM POLES IN BRITISH COLUMBIA

Pamela Stephen, Vancouver, British Columbia.

The totem pole in British Columbia was as proudly displayed by the Indians as was the coat-of-arms by knights of old. They both represented traditions and historical events to their people, and both have a significance for clan or nation. The Indian is as proud of his *totem* as the whiteman is of his *crest*.

A totem pole, which was often as tall as fifty feet, might be described as a column carved with symbolic figures, human and animal. In reality, it served as a history book for a people who had no written language, and gave the genealogy of a people who had a culture of their own. When understood, the symbolic figures on the totem pole told of a period when it was believed that animals could not only understand men's thoughts but could also speak and act like humans when desired. Inhabitants of the woods, sea and air were looked to as human protectors in those days when Indians believed in dual personality. At no time did the Indians look on these columns as idols to be worshipped, although there is a certain element of religion in this form of totemism.

When the first white men came to the North West Coast of British Columbia, they saw totem poles towering above the lodges in the Indian villages of the north where it is believed they originated. The early explorers thought they were hideous, grotesque images and did not understand their symbolism. Those proud northern tribes resented this attitude so did not explain the meaning of the figures carved on the poles nor the purpose behind them. As time passed and more settlers arrived, the younger generations of natives grew to accept the white man's attitude towards their art and turned away from it.

A writer named Long is credited with first using the word *totem* in 1791 when he wrote about these carved columns. In later years the term *Talking Sticks* was sometimes used to describe them.

When a man acquired a position of social prestige among his people he had a totem pole erected in front of his lodge. In early times, only powerful chiefs and nobles could afford this expensive honour. Each generation owned its own particular totem. The legends or stories told through the carved figures were inherited from both the father and mother of the owner. In this way each generation combined the most important totems of their families or clans. It was unlawful for a man to use any but his own crest or legend. As the wet climate of the coast caused the poles to rot and fall, they were replaced by new ones.

In the days before the white man came, the Indian used only primitive tools. The process of carving was thus a long, slow one. This is why only the wealthy or high-born could afford to own a totem pole. When the traders came with efficient tools which made work easier and quicker, however, more people could afford them.

A great deal of ceremony was attached to the building and erecting of a totem pole. The first step taken by the prospective owner was to send for the carver. As he often lived a long way from the village, he had to be paid generously for an inconvenient journey. Holding a hereditary position in the tribe

and being an artist as well as a craftsman, he took many months to complete the design. As he always did his work in secret, not even the owner saw the pole until it was finished.

A red cedar tree was always selected. This varied in height according to the tribal position of the man for whom it was being carved. Through in early days the height ranged around fifty feet, later ones were more often about ten feet high.

The figures to be carved had to represent a mythological incident or historical event and carry the main crests belonging to the owner and his wife's family. Human beings were represented as well as animals or fish who had played an important role in the background of family, clan or tribe. The creatures used would be shown with human features yet with certain easily identifiable features. For example, animals were distinguished by placing their ears at the top of a human head. Birds were recognized by their beaks carved on a man's face. Fish were identified in the same way, either by gills or fins. The three most common birds used were the eagle, sometimes known as the Thunderbird, the hawk, and the raven. These could be distinguished by the shape of the beak, being curved for the eagle, straight for the raven, and curved so that the tip rested on the mouth or chin for the hawk. The beaver was sometimes the symbol. He could be recognized by his large incisor teeth, a scaly, flat tail and usually a stick held in his mouth with his forepaws. When the killer-whale was used it was symbolized by its dorsal fin and a blow hole. This same rule applied right down the totem pole, with a key given by some feature easily identified. Most tribes placed the main phratry crest at the top, so that anyone reading the *Talking Stick* started with the top figure and read down to the bottom.

Supernatural beings or personified natural objects were other symbols used. The moon showed a circular face yet resembled a hawk. If the eagle was shown carrying off a whale, the former was identified as the Thunderbird. A water monster could be shown in many forms, often as a bear or beaver. To understand the meaning of the form taken, however, an understanding of the concepts and stories behind it all is necessary. The full emotional impact of these legends or stories on the totem pole can only be truly felt by the families who own and understand them.

The Indians used to believe that nearly every object, animate and inanimate, possessed a 'spirit'. Every Indian wished to acquire the protection of one or more of these 'spirits'. The fisherman looked to the sea for his 'familiar' or 'spirit'. In the same way the hunter chose the mystery-dwellers of the woods and the warrior wished to have as his totem a Being who would stand by him always and bring him renown in battle. In order to get his wish, each man had to follow a definite course of action which would assuredly bring to him the super-natural Being he desired as his totem. The time and actions required for this initiation differed with the tribes, but they had similarities, such as a period of complete isolation and purification.

In addition to the individual totems, many others belonged to clans and tribes. Everyone believed that, wherever the totem was, there also was protection and power for good.

The crests carved on the column had legends to illustrate their origin. The crestal system being a somewhat complicated one has been likened to a form of Tribal Freemasonry. It had a powerful influence on social life. Many were the legends to illustrate the origin of crests. The following, for example, explains the origin of a crest belonging to the Eagle Clan:

In a fierce battle between the Eagle and Raven clans, the former were defeated. When the victorious Ravens looted the Eagle's village, they carried off a dish carved with a Beaver, the crest of the conquered chief. This loss dismayed the Eagle clan for they could no longer count this crest among their rightful possessions nor could they use it. However, outside of humiliating their enemies, the Ravens gained nothing at all because, according to tribal law, they could make no use of it.

Another legend explains the origin of a crest belonging to the Tsimshian tribe of Indians. These people drifted into a life of self-indulgence and even stopped observing the "Rule of the Sky", which decreed that all animals must be treated fairly and with respect. Steeped in their sinful ways, they recklessly killed whole herds of mountain-goats. On one occasion they were particularly cruel to a kid which they had taken from its mother. One of the tribesmen, taking pity on the young animal, saved it, fed it and set it free. Time passed and these Indians went their thoughtless way, forgetting all about the incident. The goats also seemed to have forgotten until one day they sent a goat with an invitation to the Indian village saying that they were giving a feast at their home on the mountain-top and wanted all the villagers to attend. The Indians accepted eagerly and soon set off with their guide. After they arrived they were made welcome and an elaborate feast was served, followed by singing and dancing. When they finally left for home the hour was very late, and their guide did not offer to accompany them. They thought nothing of this until some time later when, floundering about in the inky night, they realized that they were lost. Being unable to find their way down from the mountain they stumbled, fell and rolled off the mountain. Thus all were killed except the one who had shown kindness. So the goats revenged their own dead. Out of gratitude to the now fully grown goat who had led him safely down the mountain side, the man adopted a mountain-goat for his crest. This was used ever after by the Sky Clan of the Tsimshian tribe.

When the Thunderbird was the top figure on a totem pole it could mean a number of legends, depending on the family or clan who owned the totem. It might be telling the story of how the first man built the first house. Living alone and having no one to help him fell and carry the huge cedar trees he needed for logs with which to build his home, he worried and pondered for days, trying to solve his problem. One morning a huge bird flew down and perched on a nearby log. This was Thunderbird that had watched him from his castle up in the sky. The Indian gratefully accepted the help it offered. Thunderbird immediately solved the problem by picking up one of the cedars in his powerful talons, placing it in its proper place, and, in no time at all, having the frame-work of the house set up while the man hurried to lay the cedar shakes. Together, they soon finished the house. When it was built, Thunderbird took off his feathered suit, became a Human Being, and stayed on earth to found the Nimhish tribe.

The next important figure on the totem pole to tell its story might be the whale. One legend tells of a huge whale which once swam ashore at Thompson Sound. As it opened its mouth, a man walked out of it and on to the beach. Since he wore the ceremonial red cedar-bark on his head, around his ankles and wrists, he became the first man of the Whale Clan.

These and many symbols were carved with care and artistry before the pole was finished. Painting the figures was the final step. The colours used were primitive ones, being black mixed from charcoal, red from iron ore, blue-green obtained from minerals containing copper salts, and white from burnt clam-shells.

When the totem pole was finished there was always a celebration to honour the occasion in which all rituals and ceremonies must be observed. In those early days the rich man's wealth was sorely taxed because a *potlatch* must follow a lavish feast.

First, canoes sped from the beach bearing invitations to friends far and near. After the guests arrived they were greeted with dignity and ceremony, and were led to the lodge where the totem would stand and where a huge hole had already been dug. Then all joined in the work of erecting the mighty column. Placing it on rollers, with the base in proper position to slip into the hole and fastening long ropes to it, the strongest men in two rows, one on either side of the column, grabbed its under side. Meantime, the other men with women and children firmly grasped the ends of the long rope and stood some distance away. At a signal from their host, all strained to lift the totem pole. By combined strength, in a succession of lifts, they managed to raise it to the height of a man's head. Some of the others quickly placed supports under it at each lift. Then long poles of eight feet in length with pointed ends and huge shears made of stout logs bound together were used to lift it at an angle of about forty-five degrees. When the base was carefully and slowly slipped into the hole, the signal was given to pull with all their might. A tremendous uproar followed for everyone shouted and sang as they worked until gradually the pole assumed an upright position. Earth was then shovelled around it as the totem pole stood towering to the sky. This was the greatest moment of all for the man who owned it for he knew that, in the years to come, many of his people looking up at the carved figures, would feel deep respect for him and his family.

The obligation of the host to his guests made him turn and courteously announce the beginning of festivities. A pageant came first, followed by songs, some of which had been especially composed for this occasion. One in particular would be his personal property henceforth and his children would inherit it. It could never be used without permission. Ritualistic dances followed the singing, and soon everyone took part in the entertainment. When the feast was announced, all rushed to take their places and enjoy the many delicacies placed before them.

The last event was especially looked forward to by the guests. It was the Potlatch or Giving Away ceremony. The visitors excitedly waited for the quantities of gifts they would receive. These consisted of blankets, clothing, utensils and other valuable goods as well as quantities of fish and other food. Though the host might be pauperized by these gifts, he knew that at future

Potlatches, when he would attend as a guest, he would be treated by his host with the same generosity. So, over the years he would get back what he gave away.

As the old customs have died away, the totem pole in British Columbia has taken on a somewhat different meaning. It has been necessary to outlaw the Potlatch because our authorities see in it a means of keeping the Indian poor. But the art and history of the Talking Stick still remains. As time goes on the Indian is again taking a pride and interest in his Totem Pole. The white man is encouraging him in it and the great skill of the Indian carver is being recognized as a contribution to Canadian art. The consequence is that the young generation of Indian artists now turn to the rich background of their people for their art forms. So the Totem Pole in British Columbia is again reaching to the sky, telling its story of our Indian confreres.

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### THE SCIENCE TEACHER

If we wait until all elementary teachers feel comfortably equipped to handle science we shall never get started. The most successful teachers of science in the elementary school have said to themselves, "I believe in the importance of including some science in my work. I don't believe my program is complete without it. I don't know much science, but I know how children learn. I don't mind being asked questions that I can't answer because I know how to help children find answers." And they have started on that basis.

These teachers have many problems. They need to build background in science, to learn how to teach it, to find the necessary apparatus and other materials. But they have two essential pieces of equipment: They realize the importance of including science and they know how children learn. The following suggestions have been found useful by many such teachers:

1. Approach the teaching of science with confidence not with the awe usually reserved for the first sight of a two-trunked elephant. It's not as unusual as you think. It's not so much different from teaching social studies, language arts, or arithmetic, in which most teachers feel at ease. It's not harder to teach; in fact, in some ways it is easier because it deals with concrete things and reaches the real interests of many children.

2. Don't expect to know the answers to all of the science questions children ask you. If you plan to wait until you do, you'll never begin teaching science. Teachers *tell* children too much anyway. If you know children, and know how to help them learn, half of your teaching battle is won. Don't be afraid to *learn with* children. Let them set up plans for finding the answers to their problems and then you act as a guide and learn with them. Of course you need to know *some* subject matter, but you don't need to be a science specialist.

### ACCESSIONS TO THE PROFESSIONAL LIBRARY OF THE DEPARTMENT OF EDUCATION

The Professional Library now contains approximately 1,600 books, as well as some duplicate volumes. Books borrowed from the Library may be returned without payment of postage if the instructions given on page 225 of the Handbook for Teachers are followed.

Since the Catalogue was revised in 1950 the following books have been added to the Library in addition to those listed on pages 115-117 of the April-June 1952 issue of the Educational Record:

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| Abney, L. and Miniace, D.                                   | This Way to Better Speech                                    |
| Adshead, G. and Duff, A.                                    | An Inheritance of Poetry                                     |
| Averill, L. A.  | The Psychology of the Elementary School Child                |
| Avery, E., Dorsey, J. and Sickels, V.                       | First Principles of Speech Training                          |
| Barrows, S. T. and Hall, K. H.                              | Games and Jingles for Speech Development                     |
| Baruch, D. W.   | New Ways in Discipline                                       |
| Blair, A. W. and Hurton, W. H.                              | Growth and Development of the Preadolescent                  |
| Blair, G. M.  | Diagnostic and Remedial Teaching in Secondary<br>Schools     |
| Boggs, A.   | Maps, How to Read and Interpret Them                         |
| Briggs, T. H. and Justman, J.                               | Improving Instruction through Supervision                    |
| Briggs, T. H., Leonard, J. P. and<br>Justman, J.            | Secondary Education  |
| Brooks, C. and Heilman, R. B.                               | Understanding Drama, Eight Plays                             |
| Buchsbaum, R.   | Animals without Backbones                                    |
| Buhler, C., Smither, F., Richardson, S.<br>and Bradshaw, F. | Childhood Problems and the Teacher                           |
| Burke, A. J.  | Financing Public Schools in the United States                |
| Campbell, H. L.   | Curriculum Trends in Canadian Education                      |
| Cross, E. A. and Carney, E.                                 | Teaching English in High Schools                             |
| Crow, L. D. and A.  | Mental Hygiene   |
| DeBoer, J. J., Kaulkers, W. V. and<br>Miller, H. R.         | Teaching Secondary English                                   |
| Dent, H. C.   | Change in English Education                                  |
| Dorsey, E.  | Creative Art and Crafts                                      |
| Elsbree, W. S. and McNally, H. J.                           | Elementary School Administration and Supervision             |
| Fedder, R.  | Guiding Homeroom and Club Activities                         |
| Fehr, H. F.   | Secondary Mathematics, a Functional Approach<br>for Teachers |
| Forest, I.  | Early Years at School  |
| Foster, J. C. and Headley, N. E.                            | Education in the Kindergarten                                |
| Gaitskell, C. D. and M. R.                                  | Art Education for Slow Learners                              |
| Greene, H. A., Jorgensen, A. N. and<br>Gerberich, J. R.     | Measurement and Evaluation in the Secondary<br>School        |
| Heffernan, H. (ed.)   | Guiding the Young Child                                      |
| Holman, M. V.   | How it feels to be a teacher                                 |
| Hook, J. N.   | The Teaching of High School English                          |
| Jacobson, P. B., Reavis, W. C. and<br>Longsdon, J. D.       | Duties of School Principals                                  |
| Junior Chamber of Commerce                                  | How to Promote Traffic Safety                                |
| Kottmeyer, W.   | Handbook for Remedial Reading                                |
| Lamoreaux, W. A.  | Learning to Read through Experience                          |
| Lingenfelter, M. R. and Kitson, H. D.                       | Vocations for Girls (revised edition)                        |
| Lower, A. R. M.   | Canada, Nation and Neighbour                                 |
| MacDonald, W.   | The Lyric Year   |
| McNearney, C. T.  | Educational Supervision                                      |
| Michaelis, J. U.  | Social Studies for Children in a Democracy                   |
| Moehlman, A. B.   | School Administration  |
| Myers, L. K.  | Teaching Children Music                                      |
| Opie, I. and P.   | The Oxford Dictionary of Nursery Rhymes                      |
| Pacey, D.   | Creative Writing in Canada                                   |
| Peattie, R.   | The Teaching of Geography                                    |
| Rasmussen, C.   | Speech Methods in the Elementary School                      |
| Richmond, W. K.   | Purpose in the Junior School                                 |
| Roberts, L.   | Canada: The Golden Hinge                                     |

Romer, A. S.	Man and the Vertebrates
Ross, C. C.	Measurement in Today's Schools
Sawyer, R.	The Way of the Storyteller
Spears, H.	Principles of Teaching
Stephens, J. M.	Educational Psychology: the Study of Educational Growth
Tidyman, W. F. and Butterfield, M.	Teaching the Language Arts
Wells, H.	Elementary Science Education in American Public Schools
Wheatley, G. M. and Hallock, G. T.	Health Observation of School Children
Yoakam, G. A. and Simpson, R. G.	Modern Methods and Techniques of Teaching
Zilliacus, L.	Mail for the World

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### BOOK REVIEWS

**The Bible in Canada**, by E. C. Woodley, narrates the story of the British and Foreign Bible Society in Canada over a period of 150 years from its foundation in London, England, and its formation in the city of Quebec in 1804. During this time the Society and its successor, the Canadian Bible Society, has had the Bible translated into more than 800 different tongues and has circulated 600,000,000 copies. Most of the translations are from Hebrew or Greek, not from English. For use in Canada the Bible has been translated into the language of the Eskimos and that of many Indian tribes. The first foreign version of St. John's Gospel was published in the Mohawk tongue. The sole object of the Society is to encourage a wider circulation of the Scriptures without note or comment. As early as 1808, a consignment of 500 Bibles and 1,000 New Testaments in Gaelic was sent to the Bible Society at Pictou, N.S. for the highlanders who had settled there and in P.E.I. Much information is related concerning the progenitors of persons whose names are still household words in Quebec — Madame Feller, of the Feller Institute, Grande Ligne, Rev. Daniel Amaron and Rev. Joseph Vessot. Joseph Brant, a staunch Christian, translated St. Mark's Gospel into the Mohawk tongue. Mr. Woodley is to be congratulated heartily upon the production of this book, which should be especially useful to teachers. Published by the British and Foreign Bible Society in Canada, Toronto, 320 pages, \$2.25.

**The Columbia-Viking Desk Encyclopedia** is a condensed form of the Columbia Encyclopedia. It is a handy reference work of desk size compiled especially for the home, students and professional people. It contains up to date coverage in science, the arts, and world affairs, and is authoritative. Four thousand American places are identified and described, as well as many others throughout the world. There are several thousands of biographies of living and historic personages. More than one thousand Canadian entries make this encyclopedia unique. The volume contains a few full page illustrations, designs and maps. Its 1092 pages will provide a valuable addition to any school library, for many pupils will find in it exactly what they need to provide information and stir interest. The agents are the Macmillan Company of Canada, the publication prices being \$8.95 regular, \$9.95 thumb indexed, and \$15.00 de luxe.

**How to Become a Better Reader**, by Paul Witty, helps an individual to increase his reading speed, develop comprehension and improve his vocabulary. The book is self administering and is likely to benefit anyone with Grade VII reading ability, or higher. It contains twenty lessons that give training in skills and habits and twenty objective tests that measure speed, comprehension and vocabulary. A Reading Progress Chart provides the opportunity for keeping a cumulative record of improvement. The twenty lessons answer such questions as "Can you read better?", "How will better reading benefit you?", "How can you read for a purpose?", "How can you read faster?", "How can you best read a book?" The author states that speed and comprehension tend to go together. One has to use the speed that best suits his reading purpose and reading material. The advice given is very commonsense, and a careful study should enable anyone to improve. Published by Science Research Associates, Chicago, 316 pages, School edition \$4.16 (cloth), \$3.08 (paper). In lots of ten or more \$3.12 and \$2.31 respectively.

**Craftmanship in Writing**, by M. Alderton Pink, is a treatise on writing English that should tend to improve the style of anyone who wishes to do so. Its chapters are: the shape of sentences, punctuation as an aid to expression, the construction of paragraphs, correct expression, plain statement, vigorous and effective writing, conciseness and accuracy, suggestions for original writing. All contain good advice. For example in "Plain Statement" the first words are: "Be simple. This is the golden rule for the writer of workaday prose. Do not strive after 'literary flourish'. Avoid stiffness and artificiality by keeping as close as possible to the good spoken language of educated people". Again, "When you are writing a summary, remember that what is required is a short, continuous and readable statement, couched as far as possible in your own words." If the book has a fault it is that too many quotations are given without sufficient comment. Published by the Macmillan Company, 165 pages, \$0.95.

**Intermediate Science, Book I**, by V. M. Bruce and A. Hiles Carter, is designed to appeal to young people in Junior High School who live in an age of rapid technological development. The language is easily understood, specialized scientific terms being introduced in logical and easy sequence. The topics dealt with are considered in such a way that one leads readily into another to promote the interest of the casual reader as well as to invite the more serious minded student to further investigation. Illustrations and photographs are well executed and carefully chosen to support the text. Review summaries, a Knowledge Quiz and a list of Practical Projects are included at the end of each chapter. A glossary of all terms introduced of a scientific nature is placed towards the end of the book. Written specially for Canadian boys and girls, the references and illustrations are taken whenever possible from the Canadian scene. Published by Sir Isaac Pitman and Sons, Canada, 231 pages, \$1.75.

**Making Friends, Skipping Along, and Finding Favorites**, by Bruce E. Leary, E. C. Reichard and Mary K. Reely, is a series of readers for Grades I, II and III. The first narrates stories of Cowboys, Funny Animals, Kittens and Puppies, Around the Yard and At our House. The Grade II book concerns Kittens, Animals, Things on Wheels, and "Stories About Myself". "Finding Favorites" concerns Ranches and Roundups, Fun and Foolishness, Make Believe, Animal Adventures and Through the Seasons. All the stories are well adapted to their age groups and full of interest. The colored illustrations are extremely apt, and the poems should have great appeal. Published by Lippincott, 192, 256 and 320 pages, price \$2.00, \$2.25 and \$2.35 respectively.

**Mail for the World**, by Laurin Zilliacus, is a history of the world's postal service from the signal fires of early days to the international air mail of today. Much history is included of which one now thinks so infrequently, such as the early courier mail. The days of the mail coach are re-told in detail and with some wit. Though nations do not cooperate upon many lines, the international mail services, after a long struggle, appear to be permanently established and to sail blithely across all barriers. Readers will be surprised to learn the difficulties encountered between the time a letter was written and read in various countries. Published by John Day (Longmans, Green, Agents), 256 pages, \$3.50.

**Seeing Numbers**, by Merton and Brueckner, is a text-workbook for Grade I. It is based on visualization, the meanings of social and arithmetical situations, manipulation of objects, experience in making things, association with other experiences and practice in using number in meaningful situations. The teacher asks questions on the very numerous illustrations, many of which are coloured. Some pictures have over a dozen questions, all of which are carefully stated, with the answers, in the teacher's edition of the book. Published by the J. C. Winston Company, 129 pages, \$0.64; Teacher's edition \$1.60.

**Finding Numbers**, by the same authors is a similar book for Grade II. The methods are the same and a teacher's edition accompanies it. 129 pages, \$0.64; Teacher's edition \$1.60.

**A Book of Handy Words**, by James Hemming, teaches children to make, read and write words. The play element enters in greatly and the numerous illustrations help to explain the games as well as to interest the child in the assignments. Groups of words, with appropriate illustrations, explain things that can be done with the hands and the mouth. The home, the family, one's moods, clothing, etc., are other groups of words learned together. Word building is also featured in this workbook. Published by Longmans, Green and Company, 49 pages, \$0.65.

**Reading Can Be Fun**, by Munro Leaf, is just the kind of book to put into the hands of young readers. Proceeding from the child's original cry, which might mean one of many things, the child passes on to different kinds of noises, then on to reading letters and words. Just as bodies need food, so we need ideas. We get both from our parents, friends and playmates. Reading can be just for fun or it can give us ideas and carry us into distant places. The whole book is well conceived and brilliantly executed. The text is simple but meaningful and is helped by the numerous illustrations which depict in telling fashion the various stages in the process of interesting children in reading. Published by Lippincott, 46 pages, \$2.25.

**Good Stories**, by Gertrude Hildreth and associates, is a pre-school Reader consisting of thirteen stories about the Monkey and the Mirror, the Rubber Circus, Bushy-Tail and Chatterbox, the Frogs' Secret, Red Rooster's Trick, etc. All are told in an interesting manner. The sixty one basic words introduced are used with appropriate frequency and are among the extremely high frequency words listed in researches of children's vocabularies. Published by Winston Company, 155 pages, \$1.60.

**The Teacher's Assembly Book**, edited by D. M. Prescott, contains suggestions for school assembly programmes. Intended specially for junior grades, it consists of sentences from the Bible for opening a school assembly, short occasional verses, prayers of a general nature and some written expressly for children, readings from the Bible as well as other suitable prose and verse, great sayings, outlines for special assemblies and specific suggestions from experienced teachers. There are poignant quotations from Bunyan, Jeremy Taylor, the Queen's Twenty First Birthday broadcast, the Christmas Broadcasts of King George VI, etc. The bibliography at the end of the book is very suggestive. This is an excellent book for its purpose and should brighten many a school assembly. Published by the Blandford Press, (Copp Clark Agents), 153 pages, \$1.25.

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- GASPE BAY NORTH: **Mr. James D. Conway**, Mrs. Marion A. Coffin, Mrs. Hilda Conway.
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- RAWDON:** Pidduck, Mr. Clayton E. Rodgers, Miss Margot Van Reet, Mrs. Dolores Watson, Mr. Ivan M. Stockwell (Superintendent).  
**Mr. J. H. McOuat**, Miss M. Doig, Mrs. Elsie B. Grant, Mrs. Alice Minshinska, Mrs. N. Oswald, Mrs. R. Tinkler.  
**ROUYN:** **Mr. Algernon F. Crummey**, Miss Florence M. Duffy, Mr. Andrew Emmett, Miss Margaret Alexandra Hosking, Miss Ada M. Kerr, Mr. Ashford C. Kenney, Miss Isabelle E. Thompson.  
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**STE. ROSE:** **Mr. John A. McKindsey**, Mrs. Ivy Farmer, Mrs. Vera P. Kathan, Miss Carolyn Westgate.  
**STANBRIDGE EAST:** **Mr. Louis G. Brooks**, Mrs. Marian Perkins, Mrs. Flora Rhicard, Mrs. Esther Wescott.  
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**VALCARTIER:** **Miss Gladys DuRocher**, Miss M. Griffith, Mrs. Alma Jack.  
**WAKEFIELD:** **Miss Esther M. England**, Mrs. Lawrence Cross, Mrs. Jan H. Morgan, Miss Hilda M. Graham, Mrs. Mary Pitt, Mrs. Louisa Wills.  
**WATERVILLE:** **Mr. C. Ray Martin**, Mrs. Marjorie Blier, Mrs. Helen McElrea, Miss Frances P. Smith, Mrs. Miriam Turner.  
**WINDSOR MILLS:** **Miss Marion A. Reed**, Mrs. Jean L. Booth, Miss Thelma R. Mills, Miss Hilary S. Watt.  
**YORK (GASPE):** **Mrs. Beatrice E. Coffin**, Mrs. Mabel Eagle, Mrs. Muriel Jones, Mrs. Dorothy L. Patterson.

**SPECIAL:**

- BRISTOL:** **Mr. Keith S. Hale**, Mrs. Norma Cartman.  
**DUNDEE:** **Mrs. Ruth A. Fraser**, Mrs. Elma L. Sutton.  
**DONNACONA:** **Mr. John Leggett**, Mrs. Janis Mayville.  
**FRELIGHSBURG:** **Mrs. Edith M. Laraway**, Miss Maude Anna Hauver.  
**GLEN SUTTON:** **Mrs. Arline Bleser**, Mrs. Ethel Haggerty.  
**ISLAND BROOK:** **Mrs. Hazel Kerr**, Mrs. Ruth Morrow.  
**JOLIETTE:** **Mrs. N. Regent**, Mrs. Mary Copping.  
**KINNEAR'S MILLS:** **Mrs. Cora Mimnaugh**, Miss Janet Taillon.  
**TERREBONNE HEIGHTS:** **Mr. M. Powell**, Miss M. Elsie Basler, Mrs. H. C. Bickford, Miss Barbara Pattison Brisbane.  
**LAKE MEGANTIC:** **Miss Muriel A. Watt**, Mrs. Ailsa W. Montgomery.  
**METIS BEACH:** **Miss Viola C. MacLellan**, Miss M. W. Scott.  
**PHILIPSBURG:** **Miss S. E. MacKenzie**, Miss Clara J. Mountford.  
**POLTIMORE:** **Mr. Albert H. McMahan**, Mrs. Betty Nitschkie, Miss Thelma Winmill.

We are functionally well organized in modern society; our official structure is good. But that part of society which involves voluntary participation in the affairs of co-operative living is weak, even though it is the very root of democracy and the most important aspect of community life. The dynamic of community improvement lies in voluntary groups where people *CHOOSE* to do something about things that concern them. Without such voluntary participation our democratic society could not long endure.

W. C. Hallenbeck.

### MINUTES OF THE MAY MEETING OF THE PROTESTANT COMMITTEE

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

PRESENT: Mr. John P. Rowat, in the Chair, Mr. Howard Murray, Mr. A. K. Cameron, 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, Dr. W. Q. Stobo, Rt. Rev. John Dixon, Dr. G. G. D. Kilpatrick, Mr. Jack R. Latter, Mrs. A. Stalker, Mr. T. M. Dick, Mrs. Roswell Thomson, Dr. J. S. Astbury, Professor D. C. Munroe, Dr. A. R. Jewitt, Mr. K. H. Oxley, and the Secretary.

Apologies for absence were received from Mr. W. M. Cottingham, Senator C. B. Howard, Dr. Sinclair Laird, Mrs. T. P. Ross, Mr. W. E. Dunton, and the Superintendent of Education.

The minutes of the previous meeting were approved on the motion of Mr. Cameron, seconded by Dr. Stobo.

Dr. James moved the following clarification and amplification of his motion passed on March 12th concerning the special Sub-Committee to study the working of the Central School Board Act: Whereas consideration is now being given to the revision of the Act for the Incorporation of Protestant Central School Boards and whereas there have developed many wide differences in educational practice, particularly in the appointment and responsibilities of supervisors, be it resolved that a special committee be appointed to consider the present administrative practices in those areas administered by central school boards and in other areas which are attempting to find solutions for comparable problems and to make recommendations for administrative policy to the legislative sub-committee. The resolution was seconded by Mr. Buzzell and carried.

On the motion of Dr. James, seconded by the Bishop of Montreal, it was resolved that the Committee now sit as a Committee of the Whole.

After discussion in Committee of the Whole, it was resolved, on the motion of Dr. Kilpatrick, seconded by the Bishop of Montreal, that the Protestant Committee should reassemble in regular session.

The Chairman reported that, at the request of all the members of the Legislative Sub-Committee present, the Committee of the Whole decided to abbreviate the report of that Sub-Committee.

The report of the Director of Protestant Education contained the following information: (1) Since 1947, 127 Protestant schools have been constructed, enlarged or are in process of construction. (2) The following eight schools have been officially opened since March 12th: St. Constant, Richmond (new wing), Greenfield Park (new wing), Hemmingford High School (new wing), Poltimore (new intermediate school), Aylmer (new High School), Shawville (new High School), Pinehurst and East Greenfield (Kensington Elementary School). (3) The following nine schools are under construction: New Carlisle, Aylwin, Hull, Macdonald High School, Quebec City (extension to High School), Sillery (extension to Elementary School), Rouyn, Sherbrooke, Hudson. (4) Replies received show differing attitudes of School Boards towards statutory sick leave

for teachers. (5) Bishop's University will accord credit for North American Literature of Grade XI. (6) The number of untrained persons granted permission to teach in Protestant schools during the current session is 131. This compares with 16 in 1925-26, 120 in 1929-30, 3 in 1933-34, none in 1934-35, 1 in 1935-36, 215 in 1946-47. The figures for other years were also given. (7) Many new Canadians are enrolled in our schools. (8) A new supplement to the Film Library Catalogue has been published. (9) The films circulated in 1952 numbered 9,560 against 4,452 in 1947. (10) The thirty most popular films include *Treasure Island*, *Adventures of Bunny Rabbit*, *Huckleberry Finn*, *A Christmas Carol*, *A Tale of Two Cities*, *Across Canada*, and *Legend of the Pied Piper*. (11) Eight of the ten prizes offered by the Royal Empire Society for the essay competition throughout Canada this year were won by Quebec schools of which six were gained by pupils of Protestant schools. (12) A special Coronation Issue of the *Educational Record* has been published, this being the ninth special issue in the past eight years. The report was received on the motion of Dr. James, seconded by Mr. Latter.

On the motion of Mr. Dick, seconded by Dr. Stevenson, the resolution of December 5th was rescinded by which the girls selected for the Garfield Weston Coronation Tour should be permitted to write the complete examinations in September. As Miss Linda Holmes was the only person chosen, and as her scholarship has been of a high standard, it was resolved to grant her accreditation.

The report of the Legislative Sub-Committee disclosed: (1) That the reference to it from the meeting of the Protestant Committee on March 12th had been studied and a legal opinion thereon sought from Mr. Erskine Buchanan. (2) That nine School Boards had submitted recommendations for amending the Act 8 George VI, Chapter 15. (3) That Dr. Laird has been named Deputy Convener of the Sub-Committee. The report was adopted on the motion of Mr. Murray, seconded by Dr. Brown.

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

(1) That *The King's English* and *The Open Door Language Series* be withdrawn from the course of study for Grades III-VII. (2) That the syllabus in Arithmetic for Grade IX be withdrawn. (3) That *Southern Lands* be authorized to replace the Frye-Gammell Geography in Grade VI. (4) That the recommendation for authorization of *Old World Lands* be laid on the table and, in the meantime, information should be sought concerning the possible continuation of the Ginn series of Geography texts through Miss Seiveright and her associates. (5) That, for one year only, the assignment in Latin for Grade IX be a minimum of Book II of *Latin for Today*, pages 1-110, and for Grade X pages 111-221 with the optional inclusion of pages 1-49 of Book III, beginning in 1953 and 1954 respectively, and further, that the assignments be revised a year hence. (6) That the assignment of *Using Our Language* for 1953-54 should be (a) for Grade VIII the whole of the Grade VIII book; (b) for Grade IX the second half of the Grade VIII book. If teachers wish to do so, they may, in addition, use as a work book in 1953-54 for Grade IX *Essentials of Communication*. In 1954-55 the whole of the Grade IX book *Using Our Language* shall be assigned.

The report also stated: (1) The authors of *Le Français Pratique* and the special French Committee had been invited to meet the Sub-Committee on May 11th. (2) As some publishers had given notice of increases in prices of textbooks, the Committee expressed its deep concern over this matter and the hope that a reduction in price would soon be forthcoming. (3) Appreciation should be recorded of the interest of the Women's Institutes in the course of study, and a sub-committee consisting of Professor Munroe, Mrs. Stalker, and Dr. Astbury appointed to discuss with them the points raised in their letter. The report was received and the recommendations adopted on the motion of Dr. James, seconded by Mr. Dick.

Dr. James reported that, at the meeting of the Teacher-Training Committee held on April 17th, 1953, it was resolved that the following paragraph should be added to regulation 130 (f): Any graduate of an approved university whose course does not conform in all details to the regulations as set forth in the preceding paragraph should file with the Central Board of Examiners an application for admission to the course, together with a detailed transcript of his academic record. The Board shall then decide the further qualifications, if any, that should be required. Dr. James then moved that this resolution be adopted by the Committee and forwarded to the Legislative Sub-Committee for possible revision of the wording and, in due course, to the Lieutenant-Governor in Council. This was seconded by Dr. Astbury. Mr. Cameron pointed out, however, that the Central Board of Examiners did not favour the resolution and requested that a joint meeting of the two bodies be held before final action is taken. Mr. Dick supported the request which was granted.

The report of the Board of the Order of Scholastic Merit notified the Committee that the following persons are to be awarded the degrees of the Order next October:

*First Degree:*

- Miss Vera B. Gauley, Cote des Neiges School, Montreal.
- Miss G. L. Getty, Gault Institute, Valleyfield.
- Miss Verna Hatch, Principal, Lawrence School, Sherbrooke.
- Mrs. Elsie Salter MacPherson, Three Rivers High School.
- Mrs. Winnifred Sinclair, New Richmond Intermediate School.
- Mr. Reginald Scobie, Portage du Fort Elementary School.

*Second Degree:*

- Mr. C. H. Aikman, Department of Education, Quebec.
- Miss Phyllis Bowers, Macdonald College.
- Mr. I. F. Griffiths, Montreal High School.
- Mr. Charles Hewson, Principal, Westward School, Montreal.
- Mrs. Grace McCabe, Assistant Supervisor of English, Department of Education, Quebec.

*Third Degree:*

- Mr. D. E. Pope, Education Officer, Protestant School Board of Greater Montreal.
- Mr. C. H. Savage, Superintendent of Schools, Westmount.

The awards will be conferred at a joint meeting of the Board and the Provincial Association of Protestant Teachers of Quebec; Dr. G. G. D. Kilpatrick

will preside at the ceremony; the candidates for the first degree will be presented by Mrs. Roswell Thomson, for the second degree by Mr. L. N. Buzzell and for the third degree by Mr. J. P. Rowat; Mr. C. H. Savage will be asked to reply for the recipients. The report was received on the motion of Mr. Murray, seconded by Mr. Latter.

Dr. G. G. D. Kilpatrick reported that, at the request of the special sub-committee on the situation in Argenteuil-Two Mountains, delegates of the Argenteuil-Two Mountains Central School Board had met with that sub-committee and had agreed upon a reconstitution of the Board as follows: Two members to be appointed by the Lachute School Commissioners; One member to be appointed by the Lake of Two Mountains School Board; One member to be elected by the Protestant School Boards of Rouge River, Grenville, Harrington No. 2 and Brownsburg; One member to be elected by the Protestant School Boards of Arundel, Dunany, Montcalm, Morin Heights, Gore and St. Andrews East. Dr. Kilpatrick, therefore, proposed that the necessary steps be taken to have that Central School Board re-constituted accordingly. The motion was seconded by Mr. Deacon, and carried unanimously.

A letter was presented from Mr. J. S. C. Perry, Works Manager of Canadian Refractories Limited, of Kilmar. On the motion of Mr. Dick, seconded by Mrs. Thomson, the Secretary was directed to acknowledge receipt of the letter and to say that the sub-committee was appointed for a special purpose which it was fulfilling, but, as the subject of Mr. Perry's letter concerned the business of the Department of Education, it was referred to the Department for appropriate action.

Letters were read from the members of the School Board of Arundel resigning from office, from Rouge River and St. Andrews East. On the motion of Dr. Kilpatrick, seconded by Mr. Dick, these letters were referred to the Department for direct action.

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

1. *Pointe Claire Elementary School* (Cedar Park). A grant of \$157,080 has been authorized and the Board has been granted permission to derogate from the provisions of article 237 of the Education Act.

2. *Hull Township Elementary School*. The Board's request for an increase in the grant of \$34,188 has been refused.

3. *Rougemont Elementary School*. The Board is expected to pass the loan resolution shortly.

4. *Namur Intermediate School*. The grant is \$26,700. The loan resolution may be passed shortly. (See special cases).

5. *Shigawake-Port Daniel Consolidated School*. The loan resolution has been passed.

6. *Longueuil Elementary School* (Mackayville). The grant is \$26,980. The loan resolution should be passed shortly.

7. *Pointe Claire and Beaconsfield School*. The plans have been approved and the acceptable tender is \$157,552.

8. *Chandler Elementary School*. Plans have been approved and tenders are expected shortly.

9. *Gatineau Intermediate School*. The plans have been approved and the Board is to provide detailed plans and specifications.

10. *Arvida High School*. "Stage 1" of the plan for extension of the school has been approved.

11. *Noranda Elementary School*. The architect is working on a less elaborate plan.

12. *Laurentia Consolidated School*. A school municipality will be established on July 1st, 1953 from the territory of St. Hippolyte. Plans have been received for a new school in St. Jerome.

13. *Ste. Thérèse Elementary School*. The plans have been rejected because of the high estimate placed upon the cost of the building. The Board is working on new plans.

14. *St. Johns. Extension to High School*. A plan for a Steelox building has been approved with modifications. (See special cases).

15. *Sorel Elementary School*. A preliminary plan has been submitted to the Department.

16. *Sutton High School*. Preliminary plans for a new ten-room school have been received in the Department.

17. *Gaspé Village, Gaspé Bay South and York* have petitioned for union from July 1st. A site for a new school has been selected and a grant is expected shortly.

18. *Thorne Elementary School*. A petition seeking union with Thorne has been received from Aldfield. A new school may be required in Ladysmith.

19. *Ste. Adèle Elementary School*. The School Board is proposing to erect a school in 1954.

20. *Harrington Harbour, Mutton Bay and St. Paul's River*. Information is being obtained with a view to repairing the schools in these three communities.

21. *St. Augustine (Saguenay County)*. Arrangements are proceeding for a suitable school building.

22. *Windsor and Brompton*. The Board is studying a building plan.

23. *Hudson*. The extension to the High School will be ready next September.

24. *Lac Tiblemont School*. The Government has promised a grant and the Board has called for tenders.

25. *St. Hubert*. Plans for a two-room extension have been approved.

#### SPECIAL CASES

1. *Valleyfield*. No action was taken upon the request for a further grant of \$15,000.

2. *Ste. Rose*. The Board has received a supplementary grant of \$16,286.

3. *Bedford*. Mr. Jones submitted plans for an extension to the High School building. The Sub-Committee recommends that the Board submit the plans to the Department of Education and follow the usual procedure, after which a grant of sixty per cent of the lowest tender may be recommended in the usual manner.

4. Recommendations should be made to the Protestant Representative in the Cabinet and to the Provincial Secretary for special consideration for the following:

(a) *Namur*: Because of the poor financial position of the Board, the largest possible grant should be made for an extension to the building and renovation of the present structure.

(b) *St. Lambert*: Because of the special conditions in Chambly County in which only one High School exists, a larger grant should be provided than that authorized.

(c) *Richmond*: A special grant should be requested to cover the extra cost of certain specific items.

5. *Grand'Mère*. The Board should be asked to see what the Companies will do to assist with the cost of construction.

6. *St. Johns*. The Steelex building should be of a temporary nature, for a trial period of one year only.

The report was received and the recommendations adopted on the motion of Mr. Buzzell, seconded by Dr. Stevenson.

On the motion of Mr. Buzzell, seconded by Dr. Kilpatrick, it was resolved to recommend payment of the usual grant of \$500 for the McGill Travelling Library.

In support of the application of the Provincial Association of Protestant School Boards for membership on the Committee, Mr. Jones stated that the Association possesses a charter which he promised to send to the Secretary. This showed how the charter had been obtained and defined the powers of the Association.

On behalf of the Provincial Association of Protestant Teachers of Quebec, Mr. Oxley congratulated the Teacher-Training Committee for instituting the degree of Bachelor of Education. He also suggested that a representative of the P.A.P.T. be named on the Central Board of Examiners.

Mr. Dick moved a vote of congratulation to Dr. James upon the award of an honorary degree by Cambridge University. The motion was seconded by Mr. Jones and carried.

Mr. Dick also congratulated Dr. James and Dr. Percival upon the honour conferred upon them by Her Majesty Queen Elizabeth II in directing the Earl Marshal to invite them to be present at her Coronation in the Abbey Church of Westminster.

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

W. P. PERCIVAL,  
Secretary.

J. P. ROWAT,  
Chairman.

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Books extend our narrow present back into a limitless past. They show us the mistakes of the men before us and share with us recipes for human success. There is nothing to be done which books will not help us to do better. They tell us how to live alone and like it, or how to be happy though married. They teach us to grow thin if fat, fat if thin. They tell us how to keep accounts, repair machines, build houses, make love, bury our dead, till our soil, and lose our wrinkles.

T. V. Smith.

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### **God's Care**

Said the robin to the sparrow,  
"I should really like to know  
Why these busy human people  
Seem to fret and worry so."  
Said the sparrow to the robin,  
"Friend, I think that it must be  
That they have no Heavenly Father  
Such as cares for you and me."

Anon.

### **A Boy's Prayer**

O God, who hast given  
To every boy  
A closely hidden  
Garden of joy,  
As long as I live,  
Help me to be  
Able to give  
Good fruit to Thee.



PREPARING CHRISTMAS CHEER