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Paronamic View of Quebec Upper Town

THE EDUCATIONAL RECORD

A quarterly journal in the interests 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 its Minutes and Official Announcements.

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October — November — December, 1936.

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EXAMINATIONS FOR CERTIFICATE OF SCHOOL INSPECTOR

Examinations for the Inspector's Certificate will be held on Saturday, February 20th, 1937 in the office of the Protestant Board of School Commissioners, 3460 McTavish Street, Montreal. The examinations will commence at 9.00 A.M. and 2.00 P.M. Intending candidates should make application in accordance with Article 53 of the School Law and Regulations 5 to 7 of the Protestant Committee.

W. P. PERCIVAL,
Director of Protestant Education.

FREE TO TEACHERS

A Literary Map of England will be supplied free to teachers who apply for it to Clarke, Irwin and Company, 480-486 University Avenue, Toronto. The supply is limited and, therefore, teachers should make early applicatiion.

This map should be in the possession of all teachers of English. On it are marked the principal cities of England and places of literary interest, with many specific references. Birth places of authors are shown as well as the scenes of many literary events, such as, where John Bunyan wrote "Pilgrim's Progress", the scenes of Stevenson's "Kidnapped" and Dicken's "Pickwick Papers." Well over 200 places are marked on a map which is extraordinarily clear.

QUEBEC MUSICAL COMPETITION FESTIVAL

The Quebec Musical Competition Festival will be held in Montreal from April 5th. to April 9th., 1937. This is a new venture. The programme will consist of choral and instrumental music. In the choral class there are competitions for choral societies, men's choirs, women's choirs and choirs of mixed voices, as well as those for individual voices. Each grade of the Elementary and High Schools is invited to participate. There are special sections for rural school choirs. The minimum number of singers from such choirs is twelve. Sunday School choirs, Wolf Cubs and Scouts, sing in separate choirs.

In the instrumental classes, provision is made for pianoforte solos, pianoforte duets and organ solos. Violin and violoncello selections are offered as well as flute and clarinet solos. The instrumental selections are open to elementary, junior, intermediate and senior classes.

Selections have been made for all classes to sing or play. Information concerning these can be found in a circular of the Quebec Musical Competition Festival which may be obtained for 10 cents from the Secretary, Miss D. C. Shearwood-Stubington, 1265 Stanley Street, Montreal.

All entries for the Festival must be filed with the Secretary not later than Saturday, February 29th. 1937, for the selected numbers. Entries in the section for original music must be filed not later than February 8th, 1937.

The adjudicators are to be specialists from France and England, among whom will be the Regional Adjudicator for the Drama League.

TEACHERS SALARIES

Teachers have evidently had difficulties in obtaining salary increases in other days. This is evidenced by the following letter which was copied from a manuscript in the Harvard University Library.

Boston, May 1st, 1729.

Gentlemen,

I have served ye town in ye North Gram^{r} School nigh ten years for ye whole of w^{h} time my Labor in it hath been heavy (the boys being very numorous for one teacher especially for the 4 or 5 Last years) and notwithstanding my frugality in Living, w^{ch} I am sure hath been equal or superior to my Labor, I have not been able with ye Profits of the School to Support my family, but have been forced to Sink at least 4-5 of my Patrimony, w^{ch} though it was not great, yet might have been of a considerable value by this time if my business in the school had afforded me a bare support: and besides my house rent for some years past hath been Raised above ye Allowance made by the Town for that use. Gentlemen, I pray ye you would Recomend these my difficulties to ye Wisdom and Goodness of ye Town for Relief, at their next meeting, & excuse my troubling you with a business of ye nature w^{ch} is so contrary to my Genius, y^{t} nothing, but necessity could have Put me upon it.

I am Gentlemen y^{r}

humble serv^{t}

Peley Wipoall

To ye Select men of
ye Town of Boston.

SUPERIOR SCHOOL DIRECTORY

The list of the Prîncipals and members of the Staffs of the Intermediate and High Schools, formerly printed annually in the October to December isssue may be obtained, upon request, at the Department of Education, Quebec.

PRESCRIPTION OF TAXES

On November 4th, 1936 a Bill was passed by the Legislative Assembly extending the delay for the prescription of municipal and school taxes from the 31st of December 1935 to the 30th of April 1938.

On February 19th, 1932 the Legislative Assembly enacted as follows:—

"Notwithstanding the provisions of any general or special act to the contrary, the prescription of municipal and school taxes shall not run from the 19th of February, 1932, until the 31st of December, 1933, both dates inclusive"

The prescription of taxes was later extended to December 31st, 1934 and again, to December 31st, 1935. At the present time the period during which prescription shall not run is from February 19th, 1932, to April 30th, 1938.

REPEAL OF ACTS

By an Act passed by the Legislative Assembly, on October 16th, 1936, Sections 2 to 6, inclusively, of the Act 24 George V, chapter 71, is repealed. The purpose of the Act is to free the city and town corporations from the obligation of selling immoveables for arrears of taxes due for two years or more and unpaid.

The Act 25-26 George V, chapter 88 is repealed. The provisions authorized municipal and school corporations to contract loans as a consequence of the delay accorded for the payment of taxes.

ARRANGEMENTS FOR PUPILS WHO WISH TO ATTEND THE CORONATION.

Arrangements have been made by the National Council of Education for forty pupils of Quebec to attend the Coronation of King Edward VIII which is to be held in London on May 12th, 1937. This is the maximum number that can be provided for. A similar number will be accommodated from Ontario and smaller numbers from each of the other provinces.

Girls will leave on the steamship "Duchess of Atholl" which will sail from Montreal on April 30th. Boys will be accommodated on the "Montcalm" which will sail on the same date.

In London it is practically assured that the boys will be accommodated in the "Ingram House", a new hostel located in South London. The girls will be lodged in a residential hotel in Kensington Gardens Square, Bayswater.

Arrangements have also been made for the party to visit English schools during the two weeks following the Coronation.

The cost per student is estimated at $200.00. This will include transportation and all travelling expenses from Montreal and return. Should it be decided that the students will make a short tour in other parts of England and Scotland a small increase will be necessary in the rate quoted.

Students who are interested should communicate as soon as possible with the Department of Education, through whom the arrangements will be made.

IMPRESSIONS OF PARLIAMENT

W. Allen Walsh, B.A., M.P., Principal-Superintendent, Strathcona Academy, Outremont.

As I entered the House of Commons on February 6th last I recalled to mind a few lines of a poem I had learned while still in school,

"It's great to be alive and be
A part of all that's going on—
—It's great to be a living part
Of all the surging world alive,
And lend a hand in field and mart,
A worker in this human hive."

An ambition I had cherished from early childhood had been realized,but I approached my new duties as I approached my first class in September, 1907. A prayer was on my lips. I was in a serious mood.

It was the first session of a recently elected parliament; a new government was in office, and over fifty per cent of the members were new to their surroundings. It was natural, therefore, that a subdued atmosphere should pervade the scene. Those members who had but recently arrived in Ottawa were being sworn in, others were locating their desks, a few of the experienced members who had survived the maelstrom of October fourteenth were renewing friendships and comparing notes. Those who were enjoying the privileges of the House for the first time sat in their places with an air of expectancy and anticipation. Altogether it was a most impressive occasion and, as a matter of fact, why shouldn't it be? The calling to order of the House by the clerk, the approach of the Gentleman Usher of the Black Rod to summon the Commons to the bar of the Senate only to be told to return to their own precincts to elect a speaker, the election of the speaker and the passing of the usual formal resolution to show and prove the independence of the House of Commons, all added to the solemnity and impressiveness of the occasion. It made an indelible impression on one's mind.

It was very clearly evident during the early weeks of the session that the economic eclipse that had settled on this country, in fact on the world, in 1930 was still present, though it had shaded somewhat into what some have called the industrial and commercial twilight. Every measure suggested in the Speech from the Throne, every bill ultimately introduced, every change made in the existing order and set-up of government was tinged with the suggestion of a depression of major importance that was still with us. Government and opposition alike stressed the importance of legislation that would at least lead to the slow erosion of the mill-stone still preventing a decided momentum forward of industry and commerce. I was greatly impressed, too, by the number of brilliant younger members from all parties represented in the House who were actively

concerned about the youth of our land and keenly desirous of removing from them as much of the bitterness of unsatisfied ambition as possible.

Someone has suggested that Government machinery is a marvellous labour-saving device which enables ten men to do the work of one. As you come into more intimate contact with the government of your country you are almost persuaded that that is the actual condition. There seem to be so many employed in the various branches and departments of the Government of Canada that quantity is distinctly noticeable. One of the members very aptly drew the attention of the government to this condition by suggesting that if today we appointed a snow-shoveller for the front of the Parliament Buildings and returned after an absence of ten years we would see grown out of that one appointment a whole department with the original appointee as director of snow-shovellers, with an assistant director, a purchasing agent, an accountant, a corps of secretaries and clerks, and all housed in luxurious offices. It does impress one that that is how many of our departments of government came into existence and so many employees are found on the pay-roll. They have all so deeply entrenched themselves that you cannot tell where the really necessary begin and the quite unnecessary end. Geographical patriotism no doubt accounts for much of this surplus of employed labour in government positions.

I intimated above that I had realized a life-long ambition when I took my place as a member of the eighteenth parliament of Canada. I had always followed the trend of politics very closely, had actively participated in every political "battle" of the past thirty years, and had hardly missed a session in Quebec or in Ottawa for twenty years. I was therefore somewhat "au fait" with procedure and more readily adjusted myself to the peculiar atmosphere of Parliament Hill. But even with that background, and with a certain degree of confidence that is bred through years of classroom experience, it was most difficult to make my initial appearance in debate. Every member is anxious to "size up" a new-comer and you sense that the moment you get the eye of the Speaker and have the floor. A more sympathetic and yet a more critical audience is not to be found anywhere. The experienced members, and particularly those occupying the treasury benches are patiently encouraging to any member, either on the government side or on the opposition benches, making his initial speech. No interruptions are made, no questions are asked, and the Speaker from his chair allows every latitude.

Once a member is supposed to have caught the atmosphere he is expected to conduct himself in debate in accordance with the rules, and be subject to the usual close scrutiny as to fact and argument. He is liable to interruption on points of order, questions, banter, and any other means that are all too frequently adopted in order to test his mettle. If one hopes to get by with any degree of success he must be in complete mastery of his subject. Many pitfalls and disagreeable moments await the member who endeavours to participate in debate with inadequate preparation. He soon appreciates his position and brings his discourse to a hasty conclusion. Everything one says is carefully recorded and no change, except for the correction of actual errors, is allowed in the text.

There are two hundred and forty-five members of the House of Commons, and seventy per cent of these contribute nothing to Hansard but from an unex-

pected source quite frequently come words that are a distinct contribution to the deliberations of the moment. I recall one incident in particular when a certain branch railway line was under review and a government member from the rear benches rose to enter the discussion. He was familiar with all detail of the road and territory and gave a most interesting and intimate picture with detail that could only be supplied by him. He probably will not be heard from for some considerable time, but there is a constant recurrence of such incidents and it is this that accounts for the maintained interest of the members.

A feature that made a deep and lasting impression on me was the friendly spirit that exists between the members no matter on which side of the House they chance to be sitting. The fact that it is your duty to take to task severely another member for the point of view that he has taken on a question of public interest makes no difference in your personal relations with that member. I recall an outstanding incident that impressed this attitude on me. A bill was before the House and the Minister, in speaking, used words that seriously cast a reflectiion on others who had previously been connected with the enterprise under discussion. I defended those absent people in no uncertain terms. When the House adjourned I walked out with the Minister, and in referring to the incident he said, "I sure got off on the wrong foot that time." A difference of opinion, therefore, if expressed as it should be in well-ordered society need never lead to the loss of personal friendship. This explains the cordial relationship that exists, for the most part, between all members of the House of Commons, and is a feature of that House.

While the House is in session a member of parliament is very much occupied. This is contrary to general opinion. Of course, there are members who are not prone to take their duties seriously and for that reason have ample time to follow their natural inclinations. But most members will average fifteen hours a day on parliamentary duties. The House is in session for six hours each day. In addition, committee meetings are held in the morning, and this is where a great part of the actual work of parliament is done, for each member is on two, or perhaps three, committees. There are visitors and interviews and business to be conducted with the various departments of government, mail and the party caucus. Any citizen elected to the House of Commons is not elected to a sinecure; more particularly is this so if elected on the government side.

The public of Canada, for the most part, have rather a crude idea of the functions of government. If anyone should station himself in the post-office of the Parliament Building he could tell with great ease who is a government member and who sits in opposition. The size of the mail each carries away is a safe criterion. "Vox populi" has the impression, particularly when a new parliament is elected, that a complete new staff will be required and he must be given a post as an inspector. Very seldom does anyone write requesting a position with work attached to it. They all desire appointments to inspect other people's work, and the member of parliament must provide such a job. If he doesn't, that man's vote and influence is lost for the next election. How different from the English system where the civil service is almost a profession and requires special training! But we are approaching that condition and the

time is not too far distant when our schools and colleges will be giving courses leading to certificates qualifying a person for positions in the Civil Service of Canada.

In a democracy, all kinds and conditions seek the suffrage of the electorate. In Canada we elect two hundred and forty-five members to the House of Commons. I have had opportunity of studying the representation sent up by the people and my conclusion is that, as a group, they average as high as any other group of similar size. They may not all pass the 100 mark in the Terman or Otis I. Q. test; they may not all be as eloquent as Sir George Foxter, or Sir Wilfrid Laurier; they may not all have all the characteristics we would like to see in our members of parliament; but each brings his contribution to the solution of our national problems. There is no doubt but that the country would be very much better governed if certain ones had been left at home, but democracy demands certain sacrifices and this apparently is one. A very accurate cross-section of Canada is represented in the membership of the House of Commons.

THE COMMON STREET

The common street climbed up against the sky,
Gray meeting gray; and wearily to and fro
I saw the patient, common people go,
Each with his sordid burden trudging by.
And the rain dropped; there was not any sigh
Or stir of a live wind; dull, dull and slow
All motion; as a tale told long ago
The faded world; and creeping night drew nigh.

Then burst the sunset, flooding far and fleet,
Leavening the whole of life with magic leaven.
Suddenly down the long wet glistering hill
Pure splendour poured—and lo! the common street,
A golden highway into golden heaven,
With the dark shapes of men ascending still.

—Helen Gray Cone.

From: "A Chant of Love for England and Other Poems".
Courtesy of J. M. Dent and Sons.

ARE PROFESSIONAL COURSES NECESSARY FOR TEACHERS?

Sinclair Laird, M.A., B.Phil., Dean of the School for Teachers, Macdonald College

There used to be a custom whereby unoccupied members of the clergy undertook the training of the young without special preparation for this work. But this practice was abolished in our Protestant schools several years ago by regulation. There was also a time when those who otherwise were handicapped by physical disability or financial reverses were encouraged or expected to assume the office of local teacher which was considered well within their abilities because they were clearly unfitted for any other occupation. Even today some of us have had experiences which indicate that those who are not accepted in other professions fall back on teaching as a last resort in the belief that if they have passed a high school leaving examination or possess a B.A. degree, they are entitled to a diploma to teach.

There are still some who are inclined to believe that all one needs in order to teach is a knowledge of the subject and that professional training is unnecessary. The late Professor Sir John Adams, however, pointed out that more is needed than mere knowledge of subject matter. He showed that if one were to take the short sentence "The teacher teaches John Latin", and were to consider the subject, the predicate, the direct and indirect objects of that sentence, one would find the four essential points in the art of teaching, namely, (1) the ideal personal qualifications of a teacher; (2) a knowledge of the methods of teaching; (3) a knowledge of and sympathy for children; (4) a knowledge of the subject matter. He thus includes psychology and methods of teaching as essential preparations. I would go further and say that education and teaching are better understood in such a sentence as "The teacher teaches John Latin with a little assistance from John and considerable support from his parents", for teaching is not altogether a matter of spoon-feeding or having something done to you. On the contrary, active participation and co-operation are necessary on the part of the pupil as well as sympathetic support and encouragement on the part of the parents at home.

Strangely enough, university positions are often filled by those who are distinguished for their scholarship without particular reference to their abilities as teachers, although a large part of professorial work has to be carried on in a classroom for the instruction of students. The general public and even university authorities sometimes seem to be guided by the principle that anyone can teach who has a degree, especially if it is an M.A. or a Ph.D. degree. A recent letter from a graduate of the Arts and Law Faculties of two Quebec universities requested me to secure a diploma for him on the ground of his quite exceptional qualifications, although he had no special training for the teaching profession. Ignorance of the content and value of professional courses seems, therefore, to be fairly well widespread.

Sometimes private schools for junior pupils are opened by untrained persons who believe that the younger pupils can be managed without training. Others again think that, in high school work, academic knowledge is infinitely more necessary than professional courses. Both of these ideas, however, are entirely wrong, for primary teachers need special training, methods, and devices, most of all. In high school, where subject matter is more advanced, a great deal of dissatisfaction with the curriculum in high schools is due to the poor teaching practised by those who undoubtedly know their subject but fail to make children interested in it or acquainted with its value. The same phenomenon is observed in universities where there is considerable confusion caused by the assumption that any professor ought to possess scholarship, teaching skill, power of research and administrative ability. These four qualities are seldom found in the same person and should not be expected to exist in all professors. As far as teaching is concerned, methods and skill in the use of them, knowledge of children, and sympathy with their education count far more than a mere knowledge of the subject matter on the course of study.

Those who are in charge of training colleges for teachers are always dissatisfied with the amount of training possible in the short time required by the regulations and with the limited academic qualifications of those who are admitted to training. There is so much that teachers ought to know not only about what they are to teach, but also how they are to teach it. There are practically no "born teachers", although some students are better adapted to learning the art of teaching than others. Several who are alleged to be "born teachers" are the few who, after innumerable mistakes, have finally arrived at the methods of handling children and teaching their subjects that would have been taught to them in the training college with less damage to their earliest classes. Probably Socrates, Christ and Pestalozzi were the only three natural or born teachers known to history. At least they were outstanding. Socrates developed the questioning method; Christ, the method of teaching by parables—the method of illustration by analogy; and Pestalozzi, the method of observation and of training to think. Others have had to learn their profession either in the school of bitter experience or in a training institution and it is better to learn it before rather than after they have to take charge of a class. The large number of teachers required annually in the world would indicate that natural-born teachers, if any, would be quite insufficient in number to fill the vacant posts.

In Quebec, we need from 100 to 200 new teachers annually and always have difficulty in recruiting a sufficient number of suitable men. In our regulations we insist on certain requirements such as citizenship, age, health, character as certified by a clergyman, and certain scholastic attainments. But at present we have no method for testing the suitability of the candidates' dispositions, personality and spoken English, although these qualifications are just as important as the others. In this connection, principals of high schools could render great assistance to the provincial authorities, and to Macdonald College, by some form of vocational guidance, such as giving intending applicants an opportunity to test themselves by taking charge of a class occasionally, or by discouraging those who are obviously unfitted for teaching. Unfortunately, local

influences bring pressure to bear, and students are allowed to apply for admission, though their future success is clearly very dubious, and even certain failure might reasonably be anticipated.

Many heartbreaks, and much expense, would be avoided if such candidates, while still pupils in high school, could be discouraged from persisting in an ambition beyond their powers. For instance, there was one student who failed sadly in a grammar lesson assigned to her but defended herself by saying: "Well, I ain't strong on grammar myself but I think I larnt the kids somethin' ". Surely the high school principal could have warned such a student. Normal schools and training colleges have two functions—training and selecting. The selecting process should begin in high school.

If anyone feels inclined to dispute the value of professional training, he should be encouraged to inspect the first efforts of intending teachers who are engaged in practice teaching. Such attempts are naturally inadequate, and one of the difficulties of training institutions is that sometimes discouragement comes during unsatisfactory initial efforts. But if the same students who fall short in their first attempts could be seen at the end of the year, the extraordinary progress which they have made and which they show signs of continuing in future would be ample evidence of the importance of professional courses and of practice teaching. The present article is intended to emphasize the value of these courses and to show how much further they can be carried with advantage to the public in general, and the pupils in particular, apart from the benefit to the teaching profession itself.

Special training courses can be divided into three groups, namely: (1) the purely professional subjects; (2) special methods of teaching individual subjects; (3) practice teaching.

PROFESSIONAL SUBJECTS

If one were to sit down and plan a course of study for intending teachers, undoubtely a large list of desirable studies would be considered and selected. For example, one would certainly include a course on general educational methods and devices, which would include the various types of lessons requiring to be taught, psychological and logical methods of presentation, exposition and study —in short, the general principles of teaching and the criteria for expert criticism of teaching. There would also be another course on the principles of education sometimes called the philosophy of education, to discuss the evolution of education and its aims and purposes in our changing civilization. Undoubtedly we have had an excessively narrow view of education in the past, and probably this narrow view of what is involved in schooling still exists, although schooling is quite different from what is known as education.

Certain obvious courses such as school management and school law would be included for the purpose of showing teachers how to manage their classes and individual children, what the law requires of teachers, parents and children, and what are the regulations of the provincial authorities guiding the work of our provincial schools.

We would also include the psychology of teaching and the psychology of childhood so that teachers would understand the drives which animate children, their methods of learning, and motivations. Such a course would also include psychology of methods of exposition and of study, and would particularly emphasize inductive rather than deductive authoritative textbook or memoriter methods of teaching. Possibly such a course would even include suggestions as to how to train children in the proper methods of study in school or at home so as to make the most advantageous use of their time, energies and special forms of imagery and memory. Recent developments would also indicate the desirability of training in statistical methods, in educational tests and measurements, and in intelligence tests, both of the individual and group types. For, after all, the whole progress of the science of education depends on accurate information as to what is being accomplished in accordance with that measure of ability possessed by the children.

Another course would include mental hygiene as applied to education. This modern subject is merely a development of the point of view that individualized instruction has been neglected in the past and that schools have been too academic. They have been considering the development of individual subjects rather than the welfare of the children, and, more particularly, have been neglecting to train children in the gradual acquisition of freedom to manage themselves as adults and have kept them under authority and management too long with consequent disadvantages to their happiness, free personality, and adjustment to society. Such a course might lead to another subject called "Problem Children". Teachers would then understand what possibilities there are for various types of maladjusted, retarded, handicapped or superior children in their class, and would be capable of tackling intelligently the allied problems of speed of teaching, nature of curriculum, management of discipline, variegated courses and individualized instruction.

I am not forgetting a thorough knowledge of history of education which has deservedly been a traditional subject and, as taught by wise professors, has been used almost as a philosophy of education showing the evolution of educational ideals and their adjustment in accordance with changing types of society and changing ideals of what constitutes a human citizen of the highest type. Such a course would show the slow rate at which improvement has been achieved, where theory has always been in advance of practice and where heartbreaking efforts of pioneers have finally received uncontested recognition in later years tc the great advantage of the children. If nothing else were achieved but the development of a sense of patience in securing reforms, such a course would justify its position in the training of teachers.

Another development, which is modern and deserves inclusion in a professional list of courses, has come to be known as the psychology of elementary school subjects, or, in individual topics, as the psychology of arithmetic, the psychology of music, and so on. This subject or group of subjects is really the theoretical background of a list of courses which is included in the second group of professional requirements. But furthermore, it is a valuable contibution to

the means by which one can determine, for example. what parts of arithmetic should be taught to young children, how they are known, when they should be taught, and how much drill is necessary. A scientific study of these topics has revealed that a considerable amount of the teacher's efforts in the past was wasted, both by herself and the children.

SPECIAL METHODS

The second group of subjects for professional training would include those courses which are known as special methods, namely, special methods of teaching English, French, Mathematics, Music, and Drawing, and all the other subjects on the course of study. It is not the purpose of such lectures to teach the subjects although, unfortunately, in some cases, this has to be done at the same time. On the contrary, their aim is to use the material prescribed for schools and to show the purposes, methods of presentation and measurement of such training. Individual devices and special methods are the backbone of such courses with illustrations from the course of study. One of the hardest of these subjects is English composition, and probably this is the worst taught subject in our schools. Untrained teachers find this the hardest subject and fail lamentably in teaching it. They take refuge in the assertion that composition is an inherited gift and cannot be taught. Their tendency is to teach a nature study or a general information lesson and to neglect the subject of composition, language, style, diction, imagery, and other details, and also to choose topics of an abstract, theoretical and literary nature with which the children have no contact or sympathy instead of subjects that a child would naturally wish to describe to his companions or tell to his parents and friends.

In such subjects as Music and Drawing, which most teachers are compelled to teach, an excessive amount of time in training colleges has to be devoted to a knowledge of the material in comparison with the methods of teaching it. On the other hand, in the case of Primary Methods, the subject matter is already known and the whole course is devoted to those methods and devices which have proved of value with junior children in kindergarten and the first three grades. Such a subject would include the psychology of children of preschool age and junior grades; co-operation in home and school; re-adjustment of children; the personality of the teacher; and the influence of school on the physical, mental, emotional and aesthetic growth of children, with emphasis on the cultivation of the desire for self-expression without any self-consciousness. It is unnecessary here to give ideas of the methods in detail, except to state that the whole purpose is to fit them into the child's life and activities without undue emphasis and to consider individual work and community or group work rather than the isolation of the individual. It is unfortunate that the spirit and enthusiasm of children who have attended the classes of successful junior teachers cannot be continued throughout the high school. One obvious explanation of this phenomenon is that both the course of study and the methods of teaching have ceased to balance naturally the development and primary urges of the children at these levels. In other words, there has been a loss of contact between school and life. Fortunately, at Macdonald College, for many years, we

have emphasized and increased our attention to Primary Methods and can claim to be almost a pioneer in the Dominion of Canada in establishing a special department for this subject.

TEACHING

The third part of professional training consists of "practice teaching" and of development of skill in the art. Such courses always include explanatory lectures, methods of observation, criticism and evaluation, demonstrations and explanations by experienced instructors and demonstration school teachers, individual criticism lessons, group criticism lessons, and practice both with and without supervision. In all training institutions, there is an insufficient amount of this work in comparison with what is done in the medical profession where clinical teaching and a period of interneship count for so much in the training of a doctor. Magazines are devoted to this training; books are published to improve the observation and direction of practice teaching; but no training institution has been satisfied with the nature and amount of this work. At Macdonald College, various schemes have been tested to make maximum use of our own practice school, and schools in Montreal and elsewhere for the best advantage of our students. Recent reports indicate that as many as 177 lessons have been taught by a student during the year and that the median number was 94, exclusive of lessons that have been observed and reports that have been written. In general, the aim has been to approximate the teaching to the type that would be experienced in classes of the grade of school for which the diploma qualifies the teacher. But no one has ever been satisfied with the training for rural schools, and there has always been a feeling of inadequacy regarding the practice for intermediate schools. Such dissatisfaction, however, should not be accepted as a reflection on the amount that is possible, but rather as an expression of reaching after an ideal which may never be attained in this imperfect world in the short period of training at the immature age at which students are admitted to the training college.

All of these courses are not on our present course of study nor can they be given in a one-year or two-year course if there were such a thing anywhere in Canada. Consequently, the most essential are prescribed in all training colleges and the more modern developments have to be left for summer schools intended to improve teachers in service. Probably this is the proper place and the proper method for carrying on professional work to its highest completion. But the work of a summer school is another story.

TEACHING LITERATURE AS AN ART

Clifton L. Hall, M.A., Principal, Lachute High School

"Education is an art. The artist may study theories and learn technique, but his art is not created by these; he has to rise above them."

—Laurin Zilliacus.

Probably no other subject is as popular with beginning teachers as English Literature. Many of them are no doubt really fond of literature and are anxious to share their knowledge and enthusiasm with boys and girls. On the other hand, an opinion seems to prevail among no small number of them that English is a subject which requires only a text-book and the ability to read, with perhaps the occasional use of some lecture notes left from a college course. This unfortunate idea has resulted in a great deal of bad teaching, which may or may not have gained marks for pupils in an examination but which has really left behind a long trail of hatred for the subject and lost opportunities.

Students of the art of teaching should be brought to realize that no subject is more difficult to teach than English Literature. None requires more of the artist's skill and enthusiasm and none is less productive of immediate visible results. At the same time, none is more satisfying to the really enthusiastic teacher and none so productive of genuine ideas and ideals—the aim of any teacher who has risen above the "exam. and cram" level.

If literature is to be taught as an art, the teacher must have the technique of an artist. It is surpising to find how many points of similarity exist between the preparation of a skilled teacher of literature and that of a skilled painter or musician. Each must know his art. This does not mean that the teacher must know by heart a great deal of the literature to be taught. This may be even a positive disadvantage. The writer of these lines studied that book known as *Poems of the Romantic Revival* for two years in school and taught the same book for twelve years. Long before the end of this period he knew the book by heart. Under these circumstances it was difficult for him to maintain his own enthusiasm for many of the poems let alone communicate it to a class. Any work which has "gone stale" for the teacher will not be likely to arouse the interest and appreciation of a class of boys and girls.

The teacher who has read widely in Shakespeare and who knows his way in Shakespearian criticism will teach *Macbeth*, for example, far better than one who has studied microscopically a variorum edition of the play, read all the criticism on it and memorized all the word-explanations of the editors. Just as among musicians and painters the soulless technician can amaze but never thrill his hearers, so the teacher possessed of nothing but encyclopædic knowledge may astonish his class but will never arouse them to a love and enthusiasm for literature.

English Literature is too vast a subject to be known thoroughly by any one person, as such men as Saintsbury, Gosse, Raleigh and many other giants have said again and again. All anyone can hope to do is to know how to find his way about, to guide his pupils and arouse in them the desire to explore still further.

One of the students of the late George Edward Woodberry tells that, each time he entered his class-room and began to lecture, his hearers felt that what he was doing was for him the most important matter in the world just then. So his enthusiasm was communicated to his students. In the same way, if a teacher really loves literature, and feels that it is really important for pupils to gain a knowledge and love of it, he will probably be able to teach it: if he does not, he certainly never will be able to. Granted these primary requisites of wide knowledge of and enthusiasm for the subject, let us proceed to some of the further requirements for actual class teaching.

The proper background must be provided for each literary work taken up. The method of creating this will depend on the work to be studied. Very few definite general rules can be given for this. Perhaps the best advice is that the preparation had better be too short than too long. Know the value of a minimum. Literature is the important thing, not an elaborate vaudeville perperformance which precedes it in the classroom. A series of colourful pictures and stories of court scenes and sea-fights of Tudor times is not a suitable introduction to some dainty Elizabethian lyric, the charm of which lies in its spontaneity and delicate colouring. In this setting the poem becomes only a poor anticlimax. Far better let the poem speak for itself with no introductory comments. Many a fine poem, fully capable of delivering its own message with no other aid than a sympathetic and intelligent reading, has been ruined for a class by too much talk on the part of the teacher.

Frequently a little careful consideration will reveal the fact that the settings for many works are already provided by such subjects as History and Geography. A class that has studied the career of Julius Cæsar in history is ready to read intelligently Shakespeare's *Julius Cæsar.* A little information about the author, his times and his theatre is all that is necessary by way of introduction.

In the same way, an alert teacher will teach Keats' *Ode to Autumn* on a beautiful fall day, and Wordsworth's *Daffodils* in the Spring when daffodils are in bloom in the gardens. The setting for any literary work should be drawn from real life if this is at all possible. It is important that pupils be led to see that literature is something that springs from life, not something associated exclusively with classrooms, libraries and bookstores.

Granted a simple setting which leads effectively up to the work in hand, the next consideration is the treatment of the work itself. If it is a short poem it may be read by the teacher. Long narrative poems and novels should be read by pupils and selected passages read in class. Plays should be read as plays with pupils taking the various parts.

The best reading is simple, clear and unaffected. In poetry the reading should convey the music as well as the sense of the verse. Better a frankly "sing-song" manner of reading poetry than an "expressive" style, copied from

some persons who are known as "elocutionists." Some excellent advice for readers was given by Mr. Alfred Noyes in his lectures in this country a few years ago. The substance of his counsel was to speak clearly and simply, to feel the music of the verse and at the same time to realize the sense of what one reads—wise rules which are violated every day by teachers of literature.

Pupils should be led to feel that reading and listening to good literature is a pleasurable as well as a profitable experience, not something to be endured for the sake of ultimate good like the ministrations of the dentist. If a boy reluctantly reads Conan Doyle's *The Red-Headed League* and writes a summary of it as an assignment because his teacher will demand it the next day, all the time cordially hating the task, and then stays awake until midnight reading a Mystery Story magazine for the sheer joy of it, something is wrong with his classes in English Literature. He would probably tell with great gusto the adventures of his magazine hero while he wants only to forget the *Red-Headed League* as soon as possible. Written summaries of stories are things of doubtful value in creating literary appreciation. Letters to friends describing stories, accounts of characters and why they are liked or disliked, alternative endings, imaginary conversations with characters are all preferable, because they allow and encourage the pupil to think and to say something for himself. A mere analysis or summary of any literary work is at best a lifeless thing, and as such to be avoided in the study of literature which is essentially concerned with life. If a class reads detective story magazines, a lively discussion of mystery and detective stories may be adroitly made to lead to the suggestion that the pupils read *The Red-Headed League.* The next day, a frank consideration of the story with a free expression of opinions by the pupils and the teacher should increase their respect for Conan Doyle as a writer of really skilful mysteries. A teacher who can lead his pupils to recognize the superiority of a really well-written mystery story such as the one above mentioned, over the sort of thing that boys buy for five cents at news-stands, can develop real literary appreciation. The pupils must be made to see the difference themselves. The opinion of the teacher should never be forced on them. Any mark of scorn for a pupil's choice of reading will only arouse his resentment; it will not improve his taste. So the teacher must have a fairly wide knowledge of mystery stories both good and bad, and a firm grasp of plot construction and character analysis if he is to develop in a habitual reader of cheap mystery stories a discriminating taste for good ones.

The artist teacher of literature will point out or lead the pupil to remark beauties of thought, phrase or construction in all literary forms. He will, however, always allow the pupil to have the thrill of discovery when this is in any way possible, and will himself be content to stand by as a guide, ready to help with his trained powers of observation and wider knowledge of the subject.

All difficult or obscure words, such as odd names of places and persons, should be thoroughly mastered if they are important to the main thought of the work being studied. Otherwise little attention should be given to them. Rather than spend time acquiring information which is beside the point and only serves to render lessons dull, the pupil should become familiar with sources of literary information. A boy or girl who knows of Sir Paul Harvey's *Oxford Companion to English Literature,* the *Concise Dictionary of National Biography* and

Histories of English Literature such as those by Halleck, Long, Moody and Lovett, and John Buchan, and has learned how to use them, need spend very little time on a microscopic study of words and phrases in any work. Those words which are essential to the understanding of it he will remember if he has gained an appreciation of it. The others will not trouble him. He will know where to look them up, as well as any other similar ones, should he ever wish to do so.

The proper understanding of many poetic words requires a vivid imagination. The teacher who, in teaching de la Mare's *Tartary,* began by showing the class a number of pictures of Tartars in all their filthy, squalid surroundings might be able to teach Geography, but should not try to teach English Literature. Most children need but one clear reading of the poem without comment to see Tartary as the author meant it to be seen, a land of romance where fair ladies live in castles on top of cliffs overlooking the sea, and gallant warriors with steeple-hats on their heads and curved swords at their sides ride on spirited coal-black steeds—in all about as unlike present-day Tartar nomads as it is possible to be.

The child's imagination will supply meanings for words of this kind if the poem or story catches his fancy. The writer once tried the experiment of reading Lewis Carrol's famous nonsense-poem *Jabberwocky* to a bright class in the fourth grade. After one reading, it was plainly evident that the poem had captured the imagination of the class. Many volunteered to explain each of the odd words and expressions such as "vorpal sword" "manxome foe" and "uffish thought," and the variety of the explanations and the zest with which they dramatized the story showed that there was no lack either of comprehension of the poem or of creative imagination.

When genuine appreciation such as this exists among ten-year-old pupils, why are classes in English Literature in High School often so dreary and uninspiring? Perhaps it is just because of dull unimaginative comment and study of word-meanings. There are notes in many of the texts and few teachers appear to have realized that they are not to be memorized. All who try to teach poetry to children should read occasionally Christopher Morley's *Mirror for Magistrates* (found on page 1031 of his *Collected Essays*). Here they will see the extent to which this unfortunate practice can be carried and, if they are wise, they will take some of Morley's extremely sensible hints. .

That faith in one's art and in oneself which characterizes all true artists will be best shown by the artist-teacher of literature in his attitude toward results. Just here the individuality of the artist will shine forth. If the aims of literature teaching are the development of appreciation, higher ideals and a richer personality, it must be at once admitted that these can not be formally tested by the old type examination and marks assigned. Only a few hints and suggestions for evaluating results can be given. The rest will depend on time, circumstances, the works studied, the teacher's personality and attitude and many other factors.

Let us suppose a teacher has finished teaching one of the stories from the collection *Short Stories of To-Day;* Montague's *A Propos des Bottes,* say.

A short test on the content of the story will reveal how much of the matter has been grasped and remembered. This test may, of course, be marked—the degree of accuracy depending on the teacher's skill in designing the test and in marking. This mark, however, will be no indication of how much literature has been taught; in fact, a high mark in a test of this type has been known to have been gained when a distaste for literature was acquired in preparing for it. A better type of examination would be one which asks for opinions, etc., on the story. Here, of course, it is difficult to tell whether ideas so expressed are the pupil's own or have been manufactured wholly for examination purposes. A good way to tell whether or not the story has really been enjoyed and appreciated is to place a copy of Montague's *Fiery Particles* (the collection of short stories from which the one in question is taken) in the class library, and then note how much it is read. The alert teacher will merely mention that the book is in the classroom. He will not recommend that it be read. He will want to know if the pupils have been *genuinely interested* in the story. If they have been, they will want to read more from the same collection. If all who have shown an apparent interest in the class discussions of the story read the book eagerly, he may conclude that his teaching has to this extent been successful. If the book is shunned there has been "something rotten in the State of Denmark", and the teacher will subject his teaching methods to a searching, critical examination. (It may be remarked, in passing, that many classes have been, and continue to be, examined when it is really the teacher and his methods which need examining.)

Such things as personality and ideals can not be measured by marks, yet it is in just these that we hope that our teaching of literature will end. The final acid test of a lesson in literature that is taught today may come in its effect on a crisis in the pupil's life forty years hence. If the effect is right the lesson will have been rightly taught. Posterity will judge the work of the English teacher just as posterity judges the real worth of any artist's work. Meanwhile the true Artist-Teacher will have the artist's satisfaction in well-loved work well done.

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ORGANIZING A HOME AND SCHOOL ASSOCIATION

G. H. Penrose, B.A., Principal, Roslyn Avenue School, Westmount

From the warnings I received before taking steps to organize a Home and School Association, I was prepared for almost anything.

"The parents will try to run the school for you," people told me. "All you will get out of it will be a lot of petty bickering over trifles." "You will get yourself in trouble with your board." And so on.

So far, none of these predictions has come true.

The idea of forming such an association came from the parents themselves. In agreeing to co-operate, I was influenced by the fact that I was not being asked to help foist on the community something it did not want, but to help organize a movement the desire for which, at least on the part of a few, was already there.

I suggested as a first step that an attempt be made to find out if enough people were sufficiently interested to put in the amount of work necessary to make it a success. The result was an informal canvass, not of the whole neighbourhood but of representative groups here and there. Each of half a dozen people called on a few immediate neighbours and friends.

That there was plenty of interest was made evident by the appearance of a petition bearing fifty or sixty signatures—both men and women. In addition, the interviewers brought back reports of questions, some of which they had jotted down. The following are merely a few samples:—

How does the whole school system work? What are the parts played, respectively, by the Department of Education, the Protestant Central School Board, and the local boards? Which of these decides on the course of study? Is it necessary to give homework? If so, should we help? Was not the old method of teaching French better than the one now in use? Could not the teaching of history be given a bigger place on the curriculum? Could the proposed association help provide more supervision for after-school play? Could it help supply children with suitable reading matter? Could we have someone tell us what sort of thing we ought to give our children to read? Could we have more men teachers for boys?

Read with a certain bias, some of these questions might seem to bear out one of the warnings referred to in an earlier paragraph, namely, that the parents would want to "run the school". A more impartial reading reveals instead a very real need for the school to take the home into its confidence, explain how things are done and why, and make use of a very evident desire to co-operate if given a chance to do so.

At any rate, a small group gathered together and did the following things: Obtained the Boards' permission to use the school building for the proposed meetings, having first made it clear that the association's activities would not

in any way overlap or interfere with those of the Board; drew up a brief constitution; selected, very carefully, a number of people to act as officers of the association, the names to be submitted to a meeting of parents with the understanding that other nominations could be added if desired.

In each case, the persons concerned were interviewed and they all agreed to allow their names to stand. The number selected was six, three men and three women, with the Principal a seventh member, ex-officio. A public meeting was then called by means of multigraphed announcements, one being given to each child to take home. This was in May 1935.

About two hundred people attended this opening meeting and heard a brief exposition of the aims and objects of Home and School Associations, very ably delivered by Mr. A. R. B. Lockhart, M.A., of the School for Teachers, Macdonald College. Afterwards a lively and interesting discussion took place on what the organization should attempt to accomplish in its first year. The general opinion was that for the first year it should concentrate on supplying information, by means of public meetings, on subjects referred to by those who expressed opinions during the canvas. The names of those previously selected for office were then submitted to the meeting and each in turn was elected by acclamation. The tentative constitution was read and adopted and it was decided to begin the regular meetings when school re-opened after the holidays.

The new executive met in September and drew up the following programme for the year 1935-1936:—

October:—The Protestant Public School System in Greater Montreal—J. Arthur Mathewson, Chairman (at that time) of the Central Board.

November:—Homework—The School Principal.

December:—Children's Reading for Profit and Pleasure—Miss Violet M. MacEwan, B.A., Montreal Children's Library.

February:—The Teaching of French—Mr. René E. Raguin, Baron Byng High School.

March:—What the School Can Do for the Health and Safety of our Children—Dr. Jessie Boyd Scriver.

April:—The Teaching of History—Mr. V. C. Wansborough, M.A., Headmaster, Lower Canada College.

Each of these meetings was announced five or six days in advance by means of circulars distributed to the children to take home. These were not brief announcements as to time and place, but supplied enough information about both speaker and subject to give the parents a definite idea as to what type of meeting they might expect. For instance, the letter announcing the meeting on the teaching of French began as follows:—

Canada's population 10,376,786

British origin	5,381,071	of whom	189,516	speak English
French origin	2,927,990		1,044,388	and French.

Province of Quebec:

French Mother Tongue 2,292,193

English Mother Tongue 429,613

(1931 Census Figures)

These figures show in concise form, first, the comparative indifference of our British population to the advantages of two languages and, secondly, the preponderance of French-speaking people in our own province.

> While there are considerations other than the purely mathematical, it seems fairly obvious that in Quebec an English boy or girl who has not a workable knowledge of French is limiting his possibilities in business. social and political fields. It is a matter of real moment to parents to discuss the extent to which our educational system meets this condition.

The letter then devoted a pragraph to Mr. Raguin's qualifications to speak on this particular subject and ended with a few words about the purpose of the discussion that would follow the address.

Thanks very largely to these circulars and to the publicity given in the columns of the Gazette, the Star and the Westmount Examiner, all six meetings were well attended. Each address was followed by a question period and this, in turn, by interesting and informative discussion.

One thing each of these meetings had in common. By the time the speaker of the evening had finished his or her address, most of the fog of misunderstanding that had surrounded the subject had been cleared away, leaving the audience with a much better idea of what the school was trying to do in that particular branch of the work and why. Any minor points not understood were clarified during the discussion period.

Taking stock, so to speak, of our first complete year of activity, I am inclined to set down as item number one the supplying to parents of a fairly complete picture of different phases of our school work.

A second item, closely linked with the first, is the development of a better feeling between the Home and School, between individual teachers and parents.

Prior to our association meetings, most of our contacts with parents had been with either the unreasonable, chronic-complaining type—less than one per cent of the whole number—or with normally peaceful citizens who had worked themselves into a sort of frenzy over some real or fancied grievance. As a result we were apt to think, even those of us who have children of our own, that parents as a class were quixotic creatures and that there was no pleasing them. No doubt they held similar views about teachers.

The Home and School Association has changed all that. The parents we meet at our monthly gatherings are a representative group and not just the critical few. Contrary to cynical predictions, there has been no petty bickering over trifles. Instead, policies have been discussed and worked out in the proper give-and-take spirit and the resultant goodwill has remained long after the particular meeting that brought it about has been forgotten. People are not likely to criticize or try to frustrate a policy they thoroughly understand and have themselves helped to formulate.

Item number three, though by no means third in importance, is the improvement in the lot of the child. Before the period of which I speak, parents and teachers were, in some instances, working at cross purposes, so that the child's loyalty to his parents and to his teacher seemed in such cases to lead in

opposite directions, with unfortunate results. Once the two groups came together, difficulties were ironed out and a number of important changes made. For instance, home assignments were reduced to a minimum, parents were informed as to just how much a child was expected to do, and Friday night homework was eliminated altogether, up to and including grade six. An attempt was made to broaden the scope of supervised after-school play so as to include as many children as circumstances would permit. Further steps along this line are planned for the coming year. Class libraries were encouraged, and multigraphed lists of books suitable for children of different ages were distributed. There were several other changes.

A fourth item was the development of an intelligent public opinion on the broader questions of educational advance. This development was but natural in view of the capable "outside" speakers whose services we were fortunate enough to obtain and was further enhanced by the nature of the discussion that followed. In some cases, thriving and deep-rooted prejudices suddenly withered and died. In others, parents and teachers found themselves in perfect agreement on some forward-looking question over which they had for years supposed themselves to be in opposite camps. The mere fact of being privileged to air one's opinions seemed automatically to place one in a more receptive frame of mind toward the opinions of others.

Though sharp differences of opinion were the rule rather than the exception, at no time was the general tone of the meetings other than friendly and tolerant. To this we were indebted in part to the high general intellectual and educational level of our audiences and in part to the able chairmanship of our president, Mr. A. Sydney Bruneau, K.C., who made it clear from the first that only matters of general interest would be discussed and that any grievances or complaints of a purely personal nature must be taken up with the school authorities through the principal.

If I may digress for a moment at this point I would say that any parents or teachers contemplating the formation of a Home and School Association in their own community will find no advice more worthy of consideration than that of exercising the greatest care in the selection of the person who is to preside at their meetings. A good chairman can save his audience not only a certain amount of unpleasantness but also considerable boredom. In electing a president, the dogmatic and overbearing or, at the other extreme, the weak and vacillating person, should be avoided at all costs.

Although I have, so far, stressed the value of the public meetings similar praise should be accorded the meetings of smaller groups such as executive or other committees. Personally I have found these smaller gatherings a source of valuable information as to the parents' point of view on different topics—information that it would be difficult, if not impossible, to obtain in any other way. For the principal, the difference between working with an intelligent executive group and working alone is the difference between, say, flying with all available modern aids and flying blind.

It might be thought that a Home and School Association adds greatly to the work of the teacher. Properly organized, the opposite should be the case.

In our own group we were fortunate enough to have an executive committee that took its work seriously. Each member did his or her full share. One drew up tentative plans for the year. Another prepared and issued all the circulars, which were delivered to the school ready for distribution to the pupils. A third attended to all correspondence. A fourth collected the fees. And so on. All took their turns at interviewing the proposed speakers, usually people they knew personally. In addition, the teacher's load was lightened by whole-hearted co-operation in any new undertaking and a willingness to share the responsibility if things did not work out according to plan.

I do not mean to imply, of course, that all problems disappear by the simple expedient of organizing a parent-teacher association. Certain much needed change in school practice cannot be completed in a day, a month or a year. Furthermore, a single unit is restricted in its scope. I look forward to the time when there will be a federation of such associations in this province as there already is in Ontario, British Columbia, Alberta, Manitoba and, I believe by this time, Nova Scotia.

An enlightened public opinion can be of great assistance to school boards and other educational bodies in their attempts to introduce changes made necessary by the changing times. As it is, the more progressive of such bodies are frequently prevented from doing their best work by public prejudice or, worse still, public indifference. A federation of parent-teacher associations could do much to augment the efforts of other educational bodies in helping to mould public opinion.

I have mentioned, so far, four of the association's functions namely,—supplying information, creating a better feeling between teachers and parents, improving the lot of the child, and developing a more enlightened public opinion. Under the heading of the third in this list would come all those "extras" which vary according to the needs of different types of school districts. I quote the following from a bulletin issued last year by the Department of Education:

> Supporting suitable school athletics.
>
> Safeguarding the health of the children by insisting on proper sanitary arrangements, pure water, medical examination, and the provision of a warm lunch, when necessary.
>
> Offering prizes and other awards for good work and satisfactory behaviour.
>
> Provision of additional books for the school library.
>
> Donation of additional equipment not usually provided by school boards.
>
> Improvement of school grounds.
>
> Decoration of the school rooms, where necessary.

I have personally visited several associations of longer standing than our own where a number of these activities have been very effectively carried on. One of them, Pointe Claire, has accomplished the extremely difficult task of uniting three separate communities in a common effort and is now entering its fifth year.

In closing, I should like to repeat that the Roslyn Avenue Home and School Association has not, so far, become merely an added burden on the shoulders of the principal and staff. If at some future date the parents should so withdraw their active interest and support as to leave the direction of the association affairs entirely to the teaching staff, I should regard the organization as having, by this fact, ceased to exist. Such an eventuality I regard as unlikely to occur but, if it should, I believe the *entente cordiale* thus far created between home and school would continue of its own momentum for a period many times longer than the one short year that has been the means of bringing it into existence.

THE PEARL OF SYMPATHY

I sought in the crowded highway,
I sought in the mountains free;
In busy mart and gathering gay
Where men own tawdry Fashions sway
And fritter the golden hours away,
But know not sympathy.

The winds and the waves of Ocean
And the caves beneath its sea
All blent their tones in sweetest choir
To soothe my spirit's wasting fire;
Lovely, but cold; my heart's desire
Was human sympathy.

But when the angels pitied
And sent you unto me,
I saw the softest love-light shine
In your dear eyes, and close to mine
There beat your heart, their gift divine,
The Pearl of Sympathy.

—Henry Chappell.

From "The Day and other Poems," by Henry Chappel.
Courtesy of John Lane Company.

THE TEACHER'S PART IN CHARACTER BUILDING

Ella Le Gallais Vibert, Berthelet School, Montreal

The walls are up again! School is in for another term. What, when next June comes will our pupils know of us? By what will they remember us in later years and how much of what they remember will they be able to use to help them on life's journey? For remember us they will. Teachers are seldom completely forgotten.

Last summer I met my very first teacher and after a long reminiscent talk, and with this paper in mind, I wrote down my childhood's remembrance of her. First, she worked very hard, for I knew from hearing my elders talk that teaching eight grades, which averaged eight pupils each, wasn't a lazy woman's task. Many times in my teaching years I have thought of her when I have grown weary in well-doing with forty pupils in one grade! The second fact that I recalled was that she wrote and mailed me a letter when I had scarlet fever. I read it over and over until I completely wore it out; and now when a child is ill for a week or more I try to send him a little note remembering the joy of the seven-year old who was I.

Our manners will be remembered and, as children are the world's best imitators, we can expect that whatever we lack in politeness and consideration toward them will be shown in their behaviour toward one another.

> "Hearts like doors will ope with ease
> To very very little keys,
> And don't forget that they are these
> 'I thank you, sir,' and 'If you please.' "

is as good for teacher as for pupil. The home has already set an example of some kind of manners and it will not be an easy thing to change bad habits, but we can at least try to be above reproach in the matter of simple courtesy. Every boy looks forward to the day when he will embark on the great adventure of making a living; and he is greatly interested in anything that is going to help him obtain and keep a position. The relationships of the school will give him many opportunities to see for himself that the boy who is rude, unkind and who cannot get along with his fellows is unpopular. He can be led to see that a quarrelsome disposition, fits of the sulks, tantrums and an *I-must-run-the-show* attitude will not be tolerated in the business world; that if we wish to sell merchandise or have things done for us, we must be liked, and no one likes an ill-mannered grouch. Example, of course, is better than precept.

During the school day, many situations arise in which a child's thoughtfulness is called for. Is there a new pupil? A word to the other members of the class will point out their responsibility in the matter of making him feel at home.

Have you ever had a child in your class who refused to take part in class activities either indoors or out, who chummed with no one, who seemed interested only in his own affairs? I had one such boy for two terms. He was eleven the first time he was in my class. He and his mother lived alone and they were very poor and very proud. His mother died during the year and he went to live with an aunt, and he drew still further into his shell. They then moved out of the district but he came back to me in his fourteenth year. He still had the attitude of "no friends wanted," and he worried me. Finally I put him at the back of the room next to Tony, the most mischievous, and at the same time the nicest boy in the class. And I put up with the consequences which were very good indeed!

Are we what children know as good sports? Last June I tried an experiment in my class, and if you like surprises you should try it too. I asked the children to write down facts about the year—anything they had learned that had nothing to do with the three R's, but something they might perhaps remember after the capitals of the countries of Europe were forgotten. They wrote about lying, cheating, idling, and several told me that I had many times emphasized the importance of being a good sport. One said, "You have *nearly* always been a good sport yourself," and ever since I have been wondering about the "nearly." Children certainly expect us to follow every precept we lay down for them. Every child has an instinct for fair play, and he doesn't consider it fair or sporting to be given lessons on the eve of a holiday. He thinks teacher a good sport if she has the trick of turning a blind eye on a few of his not too serious pranks. He appreciates it if she doesn't penalize him for unprepared lessons if he has had a birthday party the night before, and he does not expect her to be *easy* enough to take excuses for undone work day after day. What had I told them about sportmanship? They were reminded that every game should be played fairly including the one which was played in the class room each day; that the playing of the game was of much more consequence than who won or who lost; that they must learn to lose and be happy, to win and not gloat. We had little talks about the games played between classes. Something of the spirit which they took into their sport was learned this way. Did they look on the other team as opponents whom they *must* defeat? Did they cheer a victorious opponent?

Do we nag? Why are you doing this? Why did you do that? I told you this—and so on. Now, I believe that most children are eager to learn and to get things right. What we constantly forget is that they *are* children and from them we should not expect adult conduct. If for five hours a day a child listens to constant complaining, how can we expect his behaviour to be anything but warped? He tells himself that no one ever notices his successes but everyone is told of his shortcomings. He becomes nervous. He lacks enthusiasm. He is unhappy. This last is the worst of all. If the child fails to find happiness in the class room he is being wronged and no other good which he may acquire can make up for that. I know that misbehaviour cannot be overlooked but surely we can omit the sin of nagging.

Are we friendly with our pupils? Look back into your yesterdays and you will realize that the teacher you remember best is not she who knew how to mark your mistakes in composition, nor she who taught history so well; but

you do remember the person who was patient and sympathetic with difficulties, who had faith in you and who made you feel capable of great things. A friendly greeting, a sympathetic question about some childish trouble, an interest in his out-of-school doings will bring about a desirable relationship. Since it is a recognized fact that the leisure time of a child needs to be watched, he should be encouraged to interest himself in church activities, Scouts, swimming, hockey, baseball and boxing. I know well how annoying it is to be told that lessons are unprepared because of "Scouts last night, teacher;" but if his lessons are usually done, why worry him and yourself?

What behaviour problems do we encounter every day and what can be done about them? Perhaps the one we meet with most is dishonesty, and the reason for that is not far to seek. Many of the people with whom our learners come in contact are dishonest. Father, mother and Johnny are going to Toronto. Johnny is thirteen but father boasts that he has obtained a half fare ticket for him by saying that Johnny who is small for his age, is eleven. Mother boasts that the grocer gave her thirteen oranges for her dozen. Children are very well aware, too, that many articles are misrepresented in order to make a sale. There is a page in the seventh grade arithmetic called making a good bargain. A question on the page asks: "What good bargains have you made?" An eleven year old boy told this to the class: "I went into a candy store to buy a chocolate bar. I gave the man a nickel and he gave me twenty cents change." He thought he had been clever and it never entered his head that he was being dishonest. The class discussed his "bargain" and I asked him to imagine himself the proprietor and let it go at that. Why should he have considered his act a dishonest one if a similar one of his father's might be called shrewd business? The influence of some homes being what it is what can we, with our five hours a day, do? We must be thoroughly honest and above board in all things ourselves. Every appearance of evil must be avoided. Cheating in class is common and we who make too much of marks are leading children into temptation to be dishonest. Somewhere, somehow, during every day some lesson of honesty should be driven home. The maxims which we used to copy so laboriously in the old time copybook were valuable only if we had experienced something of the truth they expressed. The latest research in New York has shown that there is no correlation between the attendance at "Sunday School" and freedom from deception. It seems that the only progress that can be made when the home influence is not satisfactory is by the discussion of real incidents in their own or other young people's lives.

Side by side with dishonesty walks lying. One needs the other. Lying, of all sins, is the one which the child himself regards most seriously. Ask your class to tell you why no one should lie. I did. They knew all the answers! I had them written on the blackboard: It is cowardly; no one will believe you when you speak the truth; it becomes a habit; one lie leads to another; no one likes to be known as a liar; you feel cheap when you're found out. The class showed keen interest in the discussion, no one more so than the boy who had occasioned it. Lying in a child, however, is not an evidence that he is going to become a perpetual liar. A lie may be just imagination gone on a "spree", and this kind of a lie is not confined to childhood!

Is there any teacher who can say that never has she had a pupil play truant. I congratulate her. When I began to teach and heard about boys and girls who were addicted to truancy, I made up my mind that I was going to make class room life so lovely that no one would want to stay away a single day! I did not reckon with the lure of the mountain or of McGill grounds on a beautiful spring day, the magic of the stores at Christmas time and the influence greater far than any teacher's, a gang of other truants can have over one boy.

Stealing is another form of behaviour with which we have to cope, and not only the bad child steals. To a boy the chief charm of stealing lies in the fact that he shows himself cleverer than the person from whom he steals. Teachers want to think they can trust their young friends but it is better not to put temptations too hard to resist in their way. Love of adventure plays a big part in stealing. A pupil whose thieving propensities finally took him to the Juvenile Court gave that as his reason. This boy has the ability to describe in a most entertaining manner what he sees and, after writing an excellent description of a recent catastrophe, I suggested to him that he might become a reporter and what more adventurous life could he possibly imagine! He wrote several good articles in odd times after that and I knew that he was at least playing with the idea. The point of this incident is to suggest that the correcting of specific traits such as dishonesty,lying and stealing is not as important as the implanting of zeals about which a whole personality can be built.

I have said several times that the course of study provided much material for the building of character, and let us now consider that statement.

Literature stands first in strength to counteract the influence of cheap amusements, trashy books and magazines and vulgar pictures. If nearly everything the child sees and hears out of school is unwholesome, surely we, as teachers, must make it our business to do something about it. Pure gold can be extracted from poetry—beauty, idealism, truth. But if one is to teach it she must enter into the spirit of it. Several poems are to be studied in each grade and you may be sure that these have been selected for their beauty and for the ideas which they express. Can you read them or, better still, recite them in a way that will picture to the children every tiny thought represented therein? No need to break the magic of a beautiful poem with questions if the voice can paint the pictures.

Many stories and poems are available which appeal to children and from them can be built a conception of kindness, industry, honesty, loyalty, patriotism, perseverance, obedience and many other virtues which are desirable. It is important that a child should delight in simple things. "The Shell" by Tennyson, "Lake Isle of Innisfree" by Yeats express in a fascinating way this idea. "The Romance of Marquis Wheat" and "King Bruce and the Spider" paint a picture of what industry and perseverance will do. What better way can there be to portray loyalty and patriotism than by literature? The seventh grade has a selection from Scott's "Lay of the Last Minstrel" and in connection with this I always read a condensed version of "The Man without a Country." I read

every bit of it at one lesson for not a child can bear to leave it unfinished and, to be candid, neither can I. Their imagination is excited, their sympathy is aroused, their sportsmanship is appealed to and the lesson is learned without being mentioned. In literature above all subjects, lessons are not learned by moralizing and precepts, but by the creation of a sympathetic atmosphere of incidents which children can appreciate.

History with its cold hard facts, plays its part. Actual people and happenings are dealt with and many of the characters provide suitable models. History with its great heroes to worship; its record of wonderful achievements, its suggestions that personal goodness is the rock upon which every worth while endeavour is built, is surely one of the finest aids to character building. Heroes live again. Each worthy character becomes a dear friend whom the child will instinctively imitate just as he is prone to do with the friends of his every day life. A famous historian has said, "History forever sounds the laws of right and wrong", and that is a good thing never to forget when teaching it.

Geography, which is related to all the things of the world, has its opportunity. Think of its appeal to curiosity alone! The lesson of the dependence of each of us upon the other is there to learn. It was disregard of this knowledge which made certain countries feel that they could recover from the depression alone. Every boy and girl feels. "What does my little opinion matter to the peace of the world?" Yet it is impossible for even a dictatorial country to go to war without the opinion of the people behind it. Geography makes its appeal to romance, and such characteristics as patriotism and loyalty may be stimulated. Since fast ocean liners and airships have shortened the distances between foreign countries, it has become important that tolerance towards people of other lands is a characteristic that must be fostered.

What good qualities may the teaching of arithmetic promote? Perseverance, carefulness, industry, honesty and accuracy can be shown in this subject more readily than in any other. Is arithmetic not on our time tables once a day at least? Is that not enough to show its importance? Ask the children to give examples of simple situations in life where it is absolutely necessary to be accurate. He will see that nearly all of life's doings require accuracy—repeating a conversation as well as in saying the Multiplication Table. If Johnny will keep at an arithmetic problem until it is solved, he can perhaps get the idea that perseverance and industry will solve many of life's problems. It is important, however, to remember that these traits developed in arithmetic are not transferable unless the teacher is careful to see that such habits are extended to every form and variety of activity.

If you have any doubt in your mind as to whether music has influence on a child note his reaction to patriotic songs, religious music and dance music. In this day and age when the homes are more or less at the mercy of the radio we are fortunate to have worthwhile music in our schools. The singing period should be the happiest period. Much of the day is spent in such practical things that we need something that gives us a sense of uplift and let teacher and pupil forget discontent and dissatisfactions. It may be that in one of the school music lessons a seed will be sown which will later develop into an unexpected

talent and a life be made richer thereby. The most fortunate feature of music is that it is all atmosphere and no precept.

June comes very quickly. If when it is here some measure of sweetness has been brought into the lives of the children whose homes lack pleasant things; if, in later years when our boys and girls are to men and women grown, they attribute a small portion of the success we hope will come to them, to a teacher of their youth; if even one child has been given the strength of purpose to pull up the right road instead of an easy downward one, perhaps the year will not be judged a failure.

MIDNIGHT

Midnight was come, when every vital thing
With sweet sound sleep their weary limbs did rest,
The beasts were still, the little birds that sing
Now sweetly slept, beside their mother's breast,
The old and all were shrouded in their nest;
The waters calm, the cruel seas did cease,
The woods, and fields, and all things held their peace.

The golden stars were whirled amid their race,
And on the earth did laugh with twinkling light,
When each thing, nestled in his resting-place,
Forgot day's pain with pleasure of the night:
The hare had not the greedy hounds in sight,
The fearful deer of death stood not in doubt,
The partridge dreamed not of the falcon's foot.

The ugly bear now minded not the stake,
Nor how the cruel mastives do him tear;
The stag lay still unroused from the brake;
The foamy boar feared not the hunter's spear.
All things were still, in desert, bush, and brere:
With quiet heart, now from their travails ceased,
Soundly they slept in midst of all their rest.

—Lord Buckhurst.

SOME OBSERVATIONS ON THE TEACHING OF ART

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It is no doubt a truism which any teacher would be willing to admit that no textbook, no system, no outline of work could ever bring successful results unless the personality of the teacher made itself evident. The Art Textbook can never be a comprehensive series of formulæ calculated to indicate every variety of material, make all the possible suggestions for their use, nor can it furnish that most desirable quality "personality" or the ability to "put it across" No subject in the school curriculum, whatever its value or interest, will teach itself. Concretely what the Art Textbook must do is to provide ample material and indicate resources which are available and suitable for both city and country schools; to make suggestions, general and specific, for the simplification of the conduct of the lesson and the direction of the pupils in the class It must and does contribute some comprehensive and basic guidance for teachers of drawing who are not specialists. These factors constitute the body of the book; the teacher must supply the soul.

When planning the art lessons it is well to remember that variety is the spice of life; that a varied diet is a recognized essential to human well-being. So a varied diet should be given in the art class. Not only should there be variety but there should be balance. If a teacher has a decided leaning to a particular branch of art work such, for instance as paper cutting or imaginative drawing, he would be well advised to watch lest a super-abundance of paper cutting or imaginative drawing creep into the course.

There may be and generally there are more ways than one of reaching the particular objective aimed at. No apology is needed for reiterating the statement that, while one way will arouse interest and even enthusiasm in one class, another class may hardly respond to it at all; a method of approach to a particular lesson which will appeal to girls will not of necessity appeal to boys. and the problem of gaining the interest of a mixed class is different again.

Another phase of this matter of teaching art suggests that the non-specialist teacher should make such selections from the outlines and schemes offered in the textbook as will be commensurate with his or her own attainments. Environment and the materials available must be considered and the conditions too, under which the work is carried out.

Closely related to the matter of personality, and overshadowing the whole endeavour, is the teacher's own approach to the art lesson. If that approach is made "more in sorrow than in anger" then the whole atmosphere of the lesson is likely to be gloomy. Nothing could survive it. Children are notoriously quick to sense such a condition and will react accordingly. The art lesson in such a case is something irksome which unfortunately has to be done not, as should be the case, something vitally alive, interesting and cheerful.

There is plenty of interesting and cheerful material in the School Art Series. Turn, for instance, to pages four and five, Book three, of that Series. On those pages will be found several interesting drawings of the crocus. It is not a mistake that the coloured drawings and the design based on those drawings are on the first of the two pages. That is caused by the exigences of printing and book binding. If the teacher has, in the meantime, read the foreword it will be understood that the sequence of the articles is not to be taken as a binding rule.

Under the drawing on page five appear the words "use crayon to copy this drawing of the crocus". It is quite likely that exception will be taken by some to that advice. The insinuation will be made that copying (in drawing) is old fashioned, useless, stultifying. etc. Let it be said once and for all that there are at least two excellent reasons for copying. One is that it serves in a great number of cases to clarify the image in the mind of a pupil who otherwise would never be able to put anything down on paper. Another very excellent reason for copying is to acquire or improve technique. Let it be said, too, that it is not always mere laziness that makes a child want to copy; far from it. It may be exactly the reverse. If, however, the matter is left there, copying may develop into an objectionable habit. By judicious suggestion, a teacher may do much to simplify a child's mental picture and so help him to attempt something with a reasonable chance of success. Otherwise his ideas are so involved that he feels unable to do his picture justice; he wants to do too much and finishes by doing nothing.

This is, or should be, a lesson in Representation. That is to say an endeavour is being made to represent on paper—to delineate or draw—things as they appear to the eye.

"Everything seen can be drawn". It is the teacher's task to help the child to see, not as the teacher sees, but as the child sees.

It is not to be supposed that the crocus is the only flower proper for a class of this age to draw and paint. According to the season of the year, there are many other flowers, shrubs, fruits and vegetables. Wild flowers are obtainable even in large cities, and the wise teacher will make use of these in September or October at the beginning of each school year and again in the months of April, May and June. In the rural districts the supply of wild flowers and grasses (the latter should not be overlooked) is almost inexhaustible in amount and variety. From early Spring to the end of Autumn can easily be found some of the following: trilliums, dog-tooth violets, dandelions, anemones, clover hepaticas, harebells, buttercups, thistles, marsh marigolds, irises, giant mulleins, pink yarrow, wild mints, meadow pholx, wild asters and the golden rod, besides grasses and sedges. Children should be encouraged to pick a reasonable number of them after school the day before they are required, and keep them in a bucket of water over night.

Except in the case of very small flowers like the forget-me-not and grasses, one speciman on alternate desks is sufficient. For larger flowers, like the iris or tulip, ten or twelve will suffice for the ordinary sized class. There are various ways of displaying these flowers for the pupils' convenience in drawing them.

In the case of the smallest flowers and grasses, the best method is to lay them on a sheet of drawing paper precisely the same size as that on which the drawing is to be made. The pupil is helped by this means to make his drawing the right size and place it in the same relative position as the specimen before him. Flowers which normally grow in an upright position can be arranged in jars of moist sand. Vines, creepers and fruit sprays must be treated in a different way. Cover sheets of cardboard about nine inches by twelve with a coarse muslin or cheese-cloth. The sprays can be conveniently pinned to these cards and the cards propped up against the sand jars. If model stands are a part of the art equipment there is no difficulty about placing the specimens so that each child has a good view. If there are no model stands, a piece of board placed across the aisle will serve the purpose admirably. So much then for the mechanics of arrangement.

It is quite possible that in some schools this exercise or exercises similar to it, will be attempted with water colours.

Consider the paint box. It will in this grade contain, in all probability, three colours (crimson lake, cobalt or ultramine blue, gamboge) and black. Most of the difficulties in the handling of water colours arise from the fact that the colours are too dry at the beginning of the lesson and even at the end are scarcely moist enough. The child begins to rub with the brush on the hard cake and is out of patience before sufficient colour has been absorbed by the brush, so the right tone is not secured. Time wasted and wishy-washy drawings are the result. An endeavour should be made to see that the paints are kept in a moist state all the time. A piece of wet rag in the box will generally prove successful in doing this.

Before commencing to paint whatever flower has been chosen for the lesson, the pupils should dampen their paper. Then while the paper is drying, the class should be asked to consider the direction of growth, relative position, shape and size of masses of both flower and leaves; junctions of flower and stem and leaves and stem, too, must be noted. Following that, attention should be directed to the colour or colours of the flower, leaves and stem. When this has been satisfactorily accomplished (and it should be made as interesting as possible, most of the information having been elicited from the pupils themselves)a start can be made on the paper. With the brush adequately charged with a light yellow, the main lines of the flower, stems and leaves must be indicated. Proceed then to the actual painting of the petals of the flower—with one stroke if possible. If more than one stroke is necessary then the brush should be brought from the top downwards lapping the first stroke while it is still wet. The two strokes will blend together. The teacher should show how the brush may be pressed down on the paper to widen the stroke. If the flower is variegated in **hue** the various colours can be blended. The predominating colour having been applied as described, other colours may be "dropped" on to the first colour while it is still wet, in the proper places. The various colours should all be mixed before starting to paint the flower. If at any time there is too much colour on the brush, it should be lightly dabbed on the paint rag which will absorb the excess moisture. The leaves should be painted in much the same manner.

During the lesson each pupil should constantly hold his drawing away from him in such a position that he can compare it with the specimen he is trying to represent.

It ought to be remembered that, at the first, too great insistence on accuracy is decidedly unwise. Rapid and numerous sketches, within reasonable limits, are preferable to long and laborious studies. After a certain amount of proficiency has been gained, development is likely to slow down. At this time, care should be exercised to prevent a loss of interest on the part of the pupil since the loss of interest is likely to be accompanied by a decay of ability.

More attention might, with profit, be paid to memory work as distinguished from imaginative drawing.

Such a lesson as has here been briefly outlined in its practical form might be followed by a memory lesson. It should not be of long duration. Ten minutes or thereabouts is long enough. An attempt should be made to have the pupil paint quickly and freely enough to ensure spontaneity and a lively representation. Little or no touching up should be allowed.

After an art lesson, the finished drawings should be put up for exhibition in the class room and very brief comments made on them. The criticisms should be general rather than specific so that no one's feelings may be hurt and the timid ones not discouraged. In any criticism, one point to be stressed is that infinite detail is neither necessary nor desirable; general effect is what is wanted and minute detail will only confuse the drawing and make it messy.

A few of the better efforts might be mounted. Here again, advantage can be taken of the opportunity to point out the reasons for every part of the process. Appropriate mounting adds very considerably to a well rendered exercise just as a suitable frame adds to a picture. It brings out its beauty, improves and enriches the general effect and gives finish. It affords valuable training in colour harmony, proportion, good taste and discrimination. Some experimenting will be necessary to find out exactly what combination of colours will bring out the best general effect.

Object drawing is another phase of representational work. It can only be made interesting if the objects are such as appeal to children. If money is available for the purchase of these objects a considerable number of interesting vases, utensils and toys can easily be obtained. If, on the other hand, there is no chance of any pecuniary assistance, recourse must be had to the kitchen and the play room. Such things as jugs, sauce pans, jars, kettles, coffee-pots, teacups and basins will make excellent models. From the play room can be had toy engines, waggons, ships, guns and even dolls. It makes little or no difference whether the toys are in working order or not if they retain approximately their original shapes. Again, from the gardener's shed can be brought variously shaped plant pots, watering can, trowel and rake; from the carpenter's shop a hammer, axe, plane, and so on. A little discretion as to the degree of difficulty to be imposed on the class must be exercised by the teacher. Objects with spouts on them should not be given until the sixth grade. In the third grade, side views only should be undertaken.

If the objects are to be drawn successfully, the same preliminary discussion as indicated for the flower painting lesson should take place. Size, proportion and shape should be quickly but effectively discussed. Allowing the pupils to handle an object often impresses its shape on their minds. If the class can obtain an uninterrupted view of it, then a single, large object will suffice for the lesson. Otherwise, several smaller ones must be used. These should be placed between the aisles on the boards and the objects put on boxes or books to bring them as nearly as possible up to the eye level. In the upper grades (six and higher) this is not necessary. The problems of foreshortening and perspective generally will require views other than on the eye level.

For mass drawings, the crayon or brush will be used. For outline drawings the pencil, sharpened to a blunt point only, is the best medium. Any of these three methods may be used in grade three.

After having decided where to place the representation of the object on his paper, the pupil should, with either pencil or brush, draw a line on the paper to indicate the height he means to make his drawing. He will then proceed to build his picture, balancing the essential shape of it on each side of this central line. He should constantly compare his drawing with the object before him until he has the various proportions of height and width correct and the contour satisfactory. The minor details can then be added in their proper places.

In the upper grades, considerably more "scaffolding" in the way of guide lines and blocking in should be used. Suppose, for example, the representation of a vase is to be undertaken. After the line has been drawn down the middle of the paper, others suggesting the top and bottom will be made. Then lines should also be drawn across the centre line at the widest and narrowest parts of the vase, and the various widths indicated. With slow and sweeping but controlled movements the contour of the vase can then be drawn. The pencil should be held under the hand so as to ensure the proper wrist and forearm movement. Heavy, black lines should never be allowed.

Object drawing, from memory, should also be done as often as time and opportunity permit.

Finally, there are very few children who have not some innate artistic ability. Present day conditions of life and environment, however, are not generally conducive to the development of that quality. The function of the art class should be to bring out and train the child's imagination, love of beauty, colour and form. Not only by practising some one form of artistic endeavour can this be accomplished, but by employing a judicious selection from all the best forms in varying degrees. In making a choice, the wise teacher will be guided by his or her estimate of the ability of the pupils, the environment in which they live and the conditions under which the teaching is done.

BUILDING A JUNIOR HIGH SCHOOL

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There is usually something unsatisfactory and even sad in going through an empty building. Think of the last time you visited the old college and reflected sadly that the glory had departed forgetting, in all likelihood, that these halls were once to you shades of the prisonhouse.

For this reason the word "building" as used in this article has no connection with architects and contractors, but rather suggests the spirit of the institu tion, the children who work and play therein, and who, in spite of the supposed importance placed on plant and programme, should be the focus of attention. It was the need of certain children for a different kind of mental diet which led the School Commissioners and Superintendent of the Westmount Schools to plan the Junior High School. Just as, when the material building was planned, many modifications had to be made, so, in planning the course of study, in setting up objectives, new ideas were gathered and new avenues of usefulness were prospected, the search even including a close study of the best Junior High Schools of New York City and its vicinity by a visit made by the Superintendent and the writer. The problem then was to sort out the essentials of the many objectives for Junior High Schools and, in particular, to concentrate attention on the local situation, realizing that the needs of Westmount were not the same as those of a three-thousand-pupil school in New York City.

Consequently, plans were made, not only to take care of the "non-academic" pupils, but to route the individual student on to the right track and this involved guidance to all seventh year pupils and to many others. One important factor was that, on account of restrictions of space, only the "non-academic" students with some exceptions, of the eighth and ninth years, could be taken care of in the new school; that is to say, nearly all students whose goal was the university were advised to take the academic course of the eighth and following school years.

The word "academic" as used here has the same meaning as in the "Memoranda for Teachers" of the Department of Education; there is no implication of inferiority. Naturally this distinction has been an obstacle, apart from the conservatism of those parents who felt that the only way to academic success was through the established high school course but, after several public meetings were held, and after the Superintendent had thoroughly explained personally and by means of circulars what were the plans of the Board, these plans were received with appreciation by the parents of the children involved. Besides this preparation, all the seventh grade pupils were acquainted with the proposed set-up.

The three most important aims of the Argyle Junior High School are: to provide for the non-academic students (as already explained), to guide and study

the abilities of students, especially those in the seventh grade, and to make the school a place where children may learn to live together. Perhaps the most economical means of explanation at this point is to show what the school is doing, and trying to do, in the light of the seven functional objectives of the Junior High School, as stated by Cox in his "Junior High School and Its Curriculum".

These objectives, which appear to cover the ground thoroughly and shortly, are: (1) associational living (2) civic attitudes and knowledges (3) wholesome living (4) language arts (5) scientific interests and related mathematics (6) appreciations and (7) practical arts.

(1) Because the adolescent stage is a difficult period, during which the child may exhibit anti-social tendencies, unwise treatment by parents and teachers can do a great deal of harm. But it is a time of enthusiasms, and the school tries to use these enthusiasms and urges, which, under a four-year high school system are usually repressed by the very fact that the older students take charge of nearly all activities. In the Argyle school there are many clubs, in which all are invited to take part. There is a choir of over one hundred members, a current events club, stamp club, photography club, astronomy club, dramatic club, and now a school newspaper is being started. The Students Council shares a great deal of responsibility with the staff.

(2) and (3) This Students' Council which, in general, looks after extra-class room affairs, provides admirable training for the students in holding assemblies, appointing prefects for the halls, helping needy students, and discussing matters of general interest with teachers. The aim is not to exert discipline from without, but to encourage the only kind of discipline that is worth-while: that which comes from the sense of responsibility of the individual to society.

(4) and (5) So far, the social aims have been emphasized in the new school—perhaps too much so. But it was felt that, in the first year of the experiment, the spirit of the school mattered more than the acquisition of book-learning. There is a great gulf fixed between teachers who just teach subjects and those whose chief interest is the child. It seems to be an attitude of mind, like communism and fascism perhaps, and sad experience proves that those who believe that attitudes and ideals are more important than the acquisition of skills have not yet won the day. Archimides, tracing geometrical figures while Syracuse was being sacked and death hovered near, was perhaps a noble being, but at least he had not pledged himself to the sacred duty of instructing the young, he had no obligation, as far as is known to prepare himself and the youth of the time for a rapidly changing social order. However, this is not an apology for the type of school this seeks to be; it is rather a statement of faith, which all those concerned feel has had some justification during the past year.

There really has been an unusual effort to create an interest in language, especially through debates, assemblies, and other informal means and an opportunity for all to participate has been offered. About two hundred students took part in the operetta last year, for which practically everything required was made in the school. Although there is nothing new in this kind of activity, the point emphasized is that the youngest as well as the oldest had a share in

it. Under present conditions it is unlikely that an interest in anything more advanced than general science and the clubs referred to, which are connected with it, will be aroused, especially as the road to a scientific career runs via the formal academic route. But the general science has offered many fields: visits to museums, the municipal waterworks, a dairy, and the building of an aquarium are examples.

(6) It is impossible to measure appreciation, nor should we try to measure it. The new concern over the proper use of leisure indicates that more guidance in appreciation will have to be given in schools. Not only the Music Appreciation Hour, but listening to phonograph records and to visiting artists, has been greatly enjoyed, and this is only a beginning. The "movie-talking" machine used in the Westmount schools last year was a great success, and it is hoped that films dealing with subject matter will be used more frequently.

(7) In the field of practical arts the school offers "finding" courses, but there will doubtless be further development in this direction as the need arises. Children ought to have experiences in different branches, such as weaving, typing, metal work, before embarking on courses in these subjects, and such experiences have value apart from any thought of vocational training. Perhaps, some day, the boys will learn cooking and the girls woodwork. The school is not a business or a technical school; although business subjects may be taken, as well as crafts, these subjects are only a part of the regular course, and it is expected that students will go on to more advanced work in the senior high school, the technical school, or business school. One of the greatest benefits of the practical arts studies is seen in the improved morale of certain children, who at last have found that they are good for something. The boy who formerly compensated for his "dullness" by being troublesome can now find satisfaction in metal work or in some other manual work. Especially do these pupils enjoy their work when they are making something to be used in the school: a set of bookshelves, window curtains, a radiator top, or perhaps a cup of tea for tired teacher in the afternoon.

One valid criticism of the old order was that pupils were trained in the mass with no allowance for individual differences. In this school, where there are options in courses, the pupils must first be tested, not only by the ordinary examinations in achievement, but by individual tests. To do this work there is a student counsellor who, in conjunction with a guidance committee, tests and interviews students and, on the basis of the findings, suggests suitable courses. The guidance committee meets once a week, and at intervals with teachers, to discuss cases needing attention. The counsellor last year interviewed about two hundred and fifty pupils, in addition to a large number of problem cases. The Superintendent paved the way for this guidance work by sending out circulars regarding the courses offered in the High School and in the Junior High School, and spoke to all classes that ought to be interested. To describe properly this guidance programme would take up too much space. Suffice it to say that it has proved of immense value and a great satisfaction to pupil and teacher There is no aspect of school work in which the reward is richer than in guidance. It really does bless him that gives and him that takes. There is a crying need for trained guidance workers in our schools, but they must be trained, for sympathy without proper education may be disastrous.

In addition to guidance for the individual and the mass, there must be an organized course of study. It is pertinent to ask to what extent this course conforms to the aims set forth. Although the Department of Education has for some years provided, under the two main headings of "general", and "academic", a variety of subjects, for various reasons some schools have not been in a position to take advantage of this arrangement; some, who could, have not tried to do so. With the erection of a new building, the authorities of Westmount felt that here was the opportunity to follow along the lines suggested, to do something for the majority, to lessen the high rate of school failures and "drop-outs". The Junior High School follows the Course of Study of the Province,calling the courses offered in the eighth and ninth grades "general" and "business". In both courses there are constants: English, French, History, Arithmetic, General Science, Gymnasium, Household Science and Manual Training, (the last in seventh and eighth years only). In the general course options are given in Music, Geography, Extra English, Extra Mathematics, Art and Metal Work. These courses have been planned with these ends in view: "Business" for those who will probably leave at the end of the ninth year; pupils can go on after two years of the general course to a two year programme in the general or in the business course of the senior high school, both courses qualifying the student to take the High School Leaving Examination; others, it is expected, will leave at the end of the ninth year to attend a technical school. This arrangement of courses, together with the information given to parents and pupils as to their value and aims, has been surprisingly successful. The reverence for "Matriculation" is disappearing, and only those who have taught and learned under that awful shade can realize what teaching for the joy of teaching means.

This leads to a fitting conclusion: it is the attitude of the pupil, as a social being, towards school that matters more to-day than ever before. Like Walt Whitman's city, our school should be composed of the best boys and girls, not simply of the best equipment; it should contain teachers who understand and love children; and, finally, it might do worse than have as its motto that threadbare phrase "the pursuit of happiness".

RULES FOR ORATORS

The following rules for public speakers were laid down in a recent address:

Do not commence your speech with apologies;
Do not fill your speech with statistics;
Do not exaggerate;
Do not be over sentimental;
Do not be sarcastic or unfair;
Do not be dull;
Do not murder the King's English;
Do not wander away from your subject;
Do not be long-winded.

It has been suggested that teachers might profit by an application of these rules.

THE JUNE 1936 EXAMINATIONS OF GRADE X

E. S. Giles, M.A., Inspector-General, Department of Education

The general results of the Grade X Examination of 1936 were very satisfactory, the percentage of pupils receiving certificates being practically the same as during the examinations of the last three years. Forty-three high schools and thirty-five intermediate schools sent the papers of their Grade X pupils to Quebec for correction, the total number of candidates from the former being 549, of whom 69 percent passed, and 144 pupils from Intermediate schools, of whom 62.5 percent passed.

Sixteen high schools and nine intermediate schools had excellent results, the percentage of failure in such schools varying from zero to twenty. In several schools all pupils passed and in no less than fifteen others the percentage of failure was very low. However in many of the larger High Schools the results were extremely disappointing.

The accompanying table shows the results in the various subjects:

SUBJECT	No. of Papers	No. Passed	Percentage Passed
English Literature	702	645	91.9
English Composition	699	620	88.5
French	693	556	80.
History	695	592	85.1
Algebra	693	585	84.4
Geometry	647	544	82.5
Chemistry	386	289	75.
Physics	332	282	84.9
Physical Geography	421	378	90.
Latin	304	274	90.
Extra English	109	98	91.
Total No. of papers	5681	4863	85.6
No. of pupils taking whole examination	693	468	67.5

A study of the above table, and particularly of the last column, indicates that the results were most satisfactory in English, Physical Geography, and Latin. Particularly noticeable was the improvement in the answers to the English Literature paper. The percentage of failure in the high schools in this paper was only 6.4, and the examiner considered that the quality of the answers was easily the best since the adoption of the new course in 1932.

In **English Composition** the marks ranged from 35 to 90, but the large majority of the pupils received between 50 and 65 percent. There were characteristics of the paper that tended to produce this, but mediocre work on the part of many pupils was a contributing reason.

Errors in question 1 extended from exact quotations to greatly extended commentaries, many finding difficulty in expressing the full meaning concisely. Question 2 was found to be very difficult; few knew the meaning of "hypercritical". Sentences written by pupils often showed that they could distinguish the different meanings.

In question 3 many thought "coronets" were musical instruments; few knew the meaning of "lexicon" and many thought it desirable to be a rolling stone so as not to gather moss. The question proved to be a test of intelligence rather than one of ability to write English.

Question 4 was commonly answered by an attempt to rewrite the sentences correctly. Parts (**a**) and (**b**) gave most trouble. Question 5, a test of memory, was often better answered by poor pupils than by those of higher ability.

In question 6 it was amazing to find the great number of pupils who spelled lightning as "lightening."

The best answers to question 7 were written by those who chose (**a**) or (**c**). (**b**) and (**d**) proved to be difficult topics.

It is no exaggeration to say that the following type of error occurred hundreds of times: "When a boy **is** young, **they** think **they** will never fail, etc." Other common errors were **also** (used to begin sentence after sentence), **off** for **of,** and **untill** for **until.**

For the most part the **Written French** papers showed that good work had been done in the study of grammatical constructions. but when rules were to be applied in writing a short paragraph the results were far from satisfactory.

Over forty percent of the failures in the high schools in French were to be found in four schools and, since this was a compulsory subject, the percentage of failure in these schools in the whole examination was thereby increased. There were a few schools where the work was very untidy, the writing poor, many miscopied words, parts of questions omitted, and careless disregard for accents.

Questions 1 to 6 were generally well answered. In the high schools the worst answers were to questions 7 and 8. The Dictation was more satisfactory in Intermediate than in high schools.

The answers in **History** reveal the fact that pupils had a better knowledge of ancient than of mediaeval history. The correlation between question 1 (completion type) and the other questions of the paper that were of the essay type was remarkably high. Pupils from only a few schools received high marks on the map question, and it was quite evident that little reference had been made to maps in many schools.

The questions that were best answered were 3(a) and 4(a). Both 3(b) and 4(b) were not very well done, but questions 6 and 7 proved to be the most disappointing.

There was a close relation between the mark made on question 1 of the **Algebra** paper and the mark obtained on the whole paper. Question 2 was

usually done by using two unknowns, although only one was necessary. Question 3 on square root could be answered easily by factoring and inspection, but the majority multiplied and made a long evolution out of it.

Much inaccurate work was performed in both sections of No. 4, in 5(a), 6(a), and 7. Questions 5(b) and 6(b) presented little difficulty. Pupils who recognized that they should factor whenever possible found little difficulty with questions 6 and 7.

The last question was undoubtedly beyond the ability of most pupils, the answer 4-5 miles being obtained only by a small group.

Like the Algebra paper, that in **Geometry** had one question, the last, which only the best pupils could do. In this question, which involved considerable construction, four marks were allowed to pupils who were successful in obtaining correct constructions. The ability to follow directions is in itself an important educative process.

Careless use of instruments and inability to visualize an angle of 100° were the most common causes of error in question 1. In question 3 many lost marks because of placing the two points equidistant from C to D instead of from CD.

There was no excuse for errors in questions 4, 5, 6, and 7. Pupils who knew the theorems were able to obtain almost fifty percent in these questions alone.

The percentage of failure in **Chemistry** was inordinately high owing to the fact that two schools in the Eastern Townships presented candidates all of whom, with one exception, failed to pass. In three other schools the results were very poor which caused the percentage of failure to be higher than usual. Results in other schools were very creditable. The chief faults in the pupils' answers lay in carelessness of English, inaccuracy, and lack of neatness in both writing and diagrams. Many pupils showed a tendency to write all they knew of a topic rather than answer the specific question. Meandering to write more than is asked for is to be condemned.

The results in **Physics** in all but two high schools were very satisfactory, although the paper was found to be long and fairly difficult.

In general, the paper would have been of higher standard if more care had been spent on the following: (1) Pupils did not understand **units of momentum;** (2) Diagrams were not well drawn—a period spent on them once or twice a month would help greatly; (3) Many pupils wasted time by copying out the whole question before answering. *This is the result of a practice that is regrettably too common and is to be condemned.* (4) Arrangement of work could have been much better. Proper paragraphing was seldom seen; (5) Spelling of words, new in Grade X—erg, dyne, vacuum—should be carefully drilled.

The **Geography** results this year showed considerable improvement over those of last year, but there was still evidence of poor spelling, bad writing, and too little effort at illustration of answers by diagrams.

Question 1 was generally well answered but in the (b) part the statement was often made that there were 15 degrees between each parallel of latitude or line of longitude.

In question 2, pressure was often confused with weight. The word **function** was often not known. The two most frequent errors in question 3 were the statements that ocean water is heated by convection currents and that rotation causes the movement of ocean water.

Little attempt was made in question 4 to use diagrams. Many pupils read **continents** for **countries** in question 5 and neglected the words **within the Empire** in their replies. Questions 6 and 7 were well answered.

The examination in **Latin** proved to be well within the abilities of all students who had studied the subject conscientiously. The paper was short enough even for those pupils who had to think out their answers carefully. The passage for Sight was generally well done, although the phrase **Anno Domini** was very often curiously translated. Most amusing translations were perhaps "in the year of the Dominion" and "After Daniel." Many pupils received nearly perfect marks in the English to Latin sentences. The most common errors were in (b) Legatus, consul creatus, etc.

In many schools **Extra English** is regarded as a subject to be dismissed with as little trouble as possible. Fifteen schools presented 81 candidates and six Intermediate schools 28. The question answered by the smallest number was question 7 and the attempts made were generally poor. The best answers were given to questions 1, 4, 5 and 6. These apparently relate to the easiest books on the course, judging from their popularity. The other texts appear to demand more explanation and assistance from the teacher.

LIST OF MEMBERS OF THE PROVINCIAL ASSOCIATION OF PROTESTANT SCHOOL BOARDS 1936-37

Asbestos High School,
Ayer's Cliff High School
Bedford High School
Beebe High School
Bury High School
Cookshire High School
Coaticook High School
Danville High School
Granby High School
Knowlton High School
Hudson High School
Huntingdon High School
Lennoxville High School
Longueuil High School
Magog High School
North Hatley High School
Philipsburg Intermediate School
Richmond High School
Scotstown High School
Shawinigan Falls High School
Sawyerville High School
Thetford Mines High School
Three Rivers High School
St. John's High School
Stanstead High School
Waterloo High School

SHORT BIOGRAPHIES OF AUTHORS WHOSE POEMS APPEAR IN "POEMS OF YESTERDAY AND TODAY" *

Shelley says that poetry "makes immortal all that is best and most beautiful in the world," that it "turns all things to loveliness: it exalts the beauty of that which is most beautiful and it adds beauty to that which is deformed."

A reader must catch the spirit of a poem before he will be able to comprehend it fully and to see its beauty in full bloom. He should therefore, read a poem once or twice unhampered by any desire or motive other than that of its enjoyment. A knowledge of the author and his experiences, however, may help to a fuller understanding. For this reason, the following short biographies have been compiled, the attention being centred upon the lives of the poets in preference to their writings. Comparisons among authors have been omitted with a view to allowing the readers to make their own decisions regarding comparative ranking and the value of their works.

Bell, John Joy, 1871-1936.—He is the well-known author of the charming *Wee McGregor*, *Wee McGregor Again*, *Wee McGregor Enlists* and other works on Scottish life.

Benson, Arthur Christopher: 1862-1925.—Born in Berkshire, England, the eldest son of Archbishop Benson. He was educated at Eton and Cambridge, and was Master of Eton and of Magdalen College. Wrote a life of his father and collaborated in editing the letters of Queen Victoria. The author of biographies, poems novels, and literary criticism.

Braley, Berton, 1882- .—Born in Madison, Wisconsin, he was an author and journalist. From 1915 to 1923 he was a war correspondent in Europe and the Far East.

Bridges, Robert Seymour: 1844-1930.—Born at Walmer, in Kent, England, he was educated at Eton and Oxford. Subsequently he travelled in Germany, Egypt and Syria. Later, he became head-physician in the Great Northern Hospital but retired at thirty-eight to devote himself to poetry. He was associated with the Oxford University Press and encouraged taste and accuracy in printing. He was also interested in church music. He became poet-laureate in 1913 in succession to Alfred Austin. He visited America in 1924. He is one of the most learned of English poets.

Brown, Audrey Alexandra: 1904- .—Born in Nanaimo, British Columbia, she has lived a secluded life, but is the author of a book of poems entitled: "*A Dryad in Nanaimo*" and other works.

Browning, Robert: 1812-1889.—Born in Camberwell, London, the son a of bank clerk his mother being of German descent. He attained a taste for reading

* This book, which was authorized for Grades VIII and IX in September, will be available on December 1st.

in his father's library and was an able musician. He studied for a short time at London University. Though a very forceful writer, he had to struggle against adverse criticism for nearly forty years, because of the alleged obscurity and discords in his writing. He wrote both for the stage and the study. He sprang into fame more by his elopement with Elizabeth Barrett than by his poetry. After his marriage he moved to Italy partly because of the effect of its temperate climate upon his wife's health and partly because of her father's opposition to the wedding. He made elaborate studies in the British Museum and elsewhere for historical backgrounds for his writings. In response to the charge of obscurity of writing made against him he wrote: "I never pretended to offer such literature as should be a substitute for a cigar or a game of dominoes to an idle man." He wrote poetry practically every week for fifty years. He is buried in Westminster.

Bryant, William Cullen: 1794-1878.—Born at Cummington, Massachusetts, the son of a literary country physician, whose ancestors came over on the *Mayflower*. His early education was directed by country ministers. He was a student at Williams College, following which he became a lawyer. Later he was Editor of the *New York Review*, then Editor and part owner of the *New York Evening Post*. The last named he raised to a high standard. His journalistic work is best known for his anti-slavery writings. It has been said of him: "He gives us..... our greatest expression of American Nature in poetry".

Burns, Robert: 1759-1796.—Born at Alloway in Ayrshire. He was the son of William Burness, or Burnes, but changed the spelling of the family name. In contrast with Scott, who was born of nobility, Burns was born the son of a gardener in a two-roomed cottage and was raised in poverty. Few books were his, yet at sixteen years of age he had acquired a good education. For a time he worked in the excise at Dumfries. His first book of poems was written to pay his passage to America for he saw no hope of success in Scotland. But this assay into literature brought him wide acclaim. So eager for fame was he that he wrote: "No young poet's nor young soldier's heart ever beat more fondly for fame than mine." He did, indeed, mainly while following the plough, rise to the heights of Scotland's greatest lyrical poet, but his immoderate habits brought him to an early grave.

Cameron, George Frederick: 1854-1885.—Born at New Glasgow, Nova Scotia, he was educated there and at the Law School of Boston University but gave up law for letters. In 1882 he entered Queen's University and became Editor of the *Kingston News*.

Carman, William Bliss: 1861-1929.—Born in Fredericton, N.B., he was educated at the Universities of New Brunswick, Edinburgh and Harvard. He taught school, studied law and practised civil engineering before joining the editorial staff of the *New York Independent*. He was Associate Editor of the *Outlook*, and Editor of the *Chap Book*. He wrote for the *Atlantic Monthly* and the *Cosmopolitan*. He received the degree of LL.D. from the University of New Brunswick. He was a cousin of Sir Charles G. D. Roberts and is probably Canada's greatest poet of Nature.

CARROLL, Lewis: 1832-1898.—Rev. Charles Lutwidge Dodgson assumed the nom de plume of Lewis Carroll. He was born in Cheshire, England, and attended Rugby School. After graduating from Oxford with a first in Mathematics he was ordained and was Mathematical Lecturer at Christ Church for over a quarter of a century. His mathematical essays were ingenious. He wrote nonsense with inspiration and is widely known as the author of *Alice in Wonderland* and *Through the Looking Glass*. G. K. Chesterton says that he was "a singularly serious and unconventional don, universally respected but very much of a pedant and something of a philistine..... living one life in which he would have thundered morally against anyone who walked on the wrong plot of grass, and another life in which he would call the sun green and the moon blue."

CHAPMAN, Arthur: 1873- .—Born in Illinois, he was a journalist on the staffs of the *Chicago Daily News*, the *Denver Republican*, the *Denver Times* and the *New York Herald-Tribune* before engaging in writing for magazines.

CLARE, John: 1793-1864.—Born near Peterborough, Northamptonshire, the son of a labourer. At seven years of age he worked on a farm but ran away to join the militia. For a time he lived a gypsy life. His rural poetry attracted attention and he became widely read. Later he was on parish relief. He died in the county asylum, Northamptonshire. He is declared to be England's finest writer of winter poetry.

CLOUGH, Arthur Hugh: 1819-1861.—Born in Liverpool, England, and educated at Rugby and Balliol College. He went to the United States but returned to England and came under the influence of Dr. Arnold at Rugby. He became a distinguished sportsman and scholar. Was a Fellow of Oriel College, Oxford. Principal of University Hall, London, from 1849 to 1852 and subsequently examiner in the Education Office. He visited the United States with Lowell and Thackeray. Also, he travelled widely in Europe. He is the subject of Matthew Arnold's "Thyrsis".

COLUM, Padraic: 1881- .—Born at Longford, Ireland, he received his early education near his home. He was a member of the group that formed the Irish Theatre Movement which later grew into the National Theatre. He was Editor of the *Irish Review* and has made a study of Hawaiian folk-lore. He became a writer of children's stories. At present, he resides in the United States.

CRAWFORD, Isabella Valancy: 1850-1887.—Born in Dublin, Ireland, Miss Crawford was brought to Upper Canada when eight years old by her father who was a physician. As a child, Isabella was grounded in Latin by her father and mother and could speak French fluently. Her father's practice did not succeed and the delicate girl tried to earn partial support with her pen, but it proved too much for her.

CUNNINGHAM, Allan: 1784-1842.—Born at Keir, Dumfriesshire, Scotland, he was at first a stone mason, then secretary to a sculptor. He left that work to follow journalism in London where he was a reporter and writer in the *Literary Gazette*. Following this he became secretary to Sir Francis Chantrey, the sculptor. He was a disciple of Burns.

De la Mare, Walter John: 1873- .—Born at Charlton, Kent, England, of Scottish and Huguenot descent. From the ages of seventeen to thirty five he was employed by the Anglo-American Oil Company but his interest was always in writing. For beauty of writing he is frequently compared with Coleridge and Blake, but there is more life to his works and probably more modern appeal.

Dibdin, Charles: 1745-1814.—Born in Southampton, England, he is known as a writer of sea-songs, of which he wrote about six hundred in racy style. Many were produced at the Haymarket and Lyceum theatres. He became a "singing actor" when about fifteen years of age and soon wrote operas and dramatic pieces. For some of these he composed the music, singing and playing them himself also. *The Flowing Can*, *Ben Backstay* and *Tom Bowling* were written for his series of *Table Entertainments.*

Drinkwater, John: 1882- .—Born at Leytonstone and educated in the High School at Oxford and Birmingham University. He was a clerk in an insurance office for twelve years. He helped to found the Pilgrim Players which became the Birmingham Repertory Theatre. He is a writer of plays and is famed especially for his play entitled *Abraham Lincoln* in which he has played the title role.

Drummond, William Henry: 1854-1909.—Born in Neohilly, Ireland, the son of an officer in the Royal Irish Constabulary, he was brought to Canada at the age of eleven. Owing to his father's early death, he was forced to earn his living when young. He learned the customs of the habitants at Borde à Plouffe, near Montreal. After attending high school in Montreal and McGill he graduated in medicine at Bishop's University which profession he practised in Brome County and Montreal. He was Professor of Political Jurisprudence at Bishop's. The Universities of Toronto and Bishop's honoured him with the degree of LL.D. He was elected a Fellow of the Royal Society of Canada.

Elliott, Ebenezer: 1781-1849.—Born in Masborough, Yorkshire, he had little formal education but became a master-founder in Sheffield. He condemned the bread-tax and, in *Corn Law Rhymes*, he attributed all national misfortunes to them and rallied workers to fight for freedom. His poetry deals largely with social conditions in England.

Evans, George Essex: 1863-1909.—Born in London, England,he emigrated to Australia in 1881. Started there as a farmer, but later devoted himself to journalism. With the assistance of Robert Louis Stevenson he edited the *Antipodean Annual.* He won the fifty guinea prize poem on the inauguration of the Commonwealth of Australia in 1901.

Goldsmith, Oliver: 1728-1774. Born at Pallas, Ireland, the son of a poor clergyman, whose noble character his son depicts as Dr. Primrose, in *The Vicar of Wakefield* and the country parson in *The Deserted Village.* As a boy, Goldsmith was known to be shy and was even regarded as being stupid. Disproving the latter charge he earned his degree at Trinity College, Dublin, though he passed at the foot of the list. It should be said, in fairness to him, however, that he had to pay his tuition with labour. Rejected for the ministry, he taught school

and tried law. He turned to medicine which he studied in Edinburgh and Leyden. He wrote for the *Monthly Review* and other periodicals, subsequently becoming a member of the Literary Club with Dr. Johnson. He was always profligate with his earnings. The sale by Johnson of *The Vicar of Wakefield* for sixty pounds saved him from a debtor's prison. *She Stoops to Conquer* was played very successfully at Covent Garden. Boswell's *Life of Johnson* depicts him as envious and vain but tender-hearted, simple and generous.

Graves, Alfred Perceval: 1846-1931.—Born in Dublin, a son of the Bishop of Limerick, he was an inspector of schools, and a prominent figure in the Irish literary movement. In addition to writing much prose and verse, the latter including "Father O'Flyn", he was the Editor of *Every Irishman's Library.* He has also made a collection of Irish folk-songs. Some of his work has appeared in *Punch.*

Hay, John: 1838-1905.—Born at Salem, Indiana, he graduated from Brown University and became a member of the Bar in the State of Illinois. He was a private secretary to Abraham Lincoln and represented the United States in several countries. Under President McKinley he was ambassador to Great Britain and, later, became Secretary of State under Presidents McKinley and Theodore Roosevelt. He was joint author of the Hay-Pauncefote treaty and assisted in the settlement of the Alaska boundary dispute.

Hood, Thomas: 1799-1845.—Born in London, the son of a bookseller, he spent part of his youth in library employment, later becoming an engraver. He was sub-editor of the *London Magazine.* His writings were largely centred about the element of humour. In his twenty-seventh year he published *Whims and Oddities.* He originated the *Comic Annual* and *Hood's Magazine. The Song of the Shirt,* which was published first in *Punch* directed widespread attention to the lot of the worker. He was a friend of Lamb, Hazlitt and De Quincey.

Howitt, William: 1792-1879.—Born at Heanor, Derbyshire. At 13 years of age one of his poems was published in the *Monthly Magazine.* He travelled extensively on the continent of Europe as well as to Australia and Tasmania but returned to England and to writing, much of which concerned his travels.

Hunt, James Henry Leigh: 1784-1859.—Born at Southgate, near London, he was educated at Christ's Hospital School. His first collected poems were published under the name of *Juvenalia* because he wrote them between the ages of twelve and sixteen. For some years he was a clerk in the War Office. When in his early twenties, he and his brother commenced a newspaper called the *Examiner.* He was cast into prison for two years for an attack on the Prince Regent whom he termed "a libertine over head and ears in disgrace." While there he was introduced to Byron and became a friend of Wordsworth, Lamb, Hazlitt, Shelley and Keats. Later he went to Italy to join Byron. He is depicted as *Skimpole* by Dickens in *Bleak House.*

Johnson, Emily Pauline: 1860-1913.—Was born on the Indian Reserve near Brantford, Ontario, and named Tekahionwake. Her father was Head Chief of the Six Nations Indians and her mother was an Englishwoman born in Bristol. She was educated privately first, then at the Brantford Collegiate Institute but was nurtured on Byron, Scott and Shakespeare. Her grand-father

was called "The Mohawk Warbler" because of his vivid oratory. *The Song My Paddle Sings* was written for an entertainment given expressly by her following her success in a Canadian literature contest in Toronto in 1892. Of charming personality, she impressed her audiences greatly in Canada, England and the United States when reciting her own poems in native costume.

KIPLING, Rudyard: 1865-1935.—Born in Bombay, India, the son of an English author and head of the Lahore School of Industrial Art, he was educated at the United Services College. Subsequently, he was sub-editor of the Lahore *Civil and Military Gazette* and engaged in various literary endeavours in India. His world wide travels and his abilitv to put into writing his thoughts and experiences resulted in the production of many fascinating books which breathed the spirit of England and of Empire. He also lived in England, Vermont, U.S.A., and South Africa. He received the degree of LL.D. from McGill University, and was honoured by Durham, Oxford, Cambridge and Edinburgh Universities. In 1907 he won the Nobel Prize and, in 1926, the Gold Medal of the Royal Society of Literature. For many years he was the most widely read poet and prose writer in the English language and did much to foster and weld Imperialism.

LAMB, Charles: 1775-1834.; LAMB, Mary Ann: 1764-1847.—Both were born in London. Charles attended Christ's Hospital for seven years. There he met Coleridge. At the age of 32, Mary, in a fit of rage, mortally wounded her mother for which she was placed in the care of her brother, their father being almost an imbecile. For his self-denial in this respect Thackeray called Lamb "Saint Charles". He wrote for the morning newspapers at a price of "sixpence a joke". For thirty-six years he was employed as a clerk, first in the South Sea House then in the India House, always at a small salary. From the latter he retired after 33 years with a comfortable pension. Among his friends were Leigh Hunt, Hazlitt, Keats, De Quincey, Southey and Wordsworth. Hazlitt says that he is "the most delightful, the most provoking, the most witty and sensible of men. He always made the best pun and the best remark in the course of the evening."

LANDOR, Walter Savage: 1775-1864.—Born in Warwickshire, the son of a physician, he was educated at Rugby and Oxford. His bad temper frequently involved him in trouble, leading to quarrels with his wife. He received a large inheritance from his father but squandered it partly by fitting out a band of volunteers to assist the Spaniards against Napoléon. His children refused him aid in his old age and he was kept from want by the generosity of Browning. After fifty years of literary activity he died in Florence whence he fled to escape a libel suit. *Boythorn* in Dickens' *Bleak House* is a genial caricature of him.

LEFROY, Edward Cracroft: 1855-1891.—He was educated at Keble College, Oxford and was an English Church clergyman and a writer, particularly of sonnets.

LEGALLIENNE, Richard: 1866- .—Born in Liverpool, England, he first followed a business career but gave it up for literature. He was literary critic for the *Star* and later was on the staff of the *Daily Chronicle*, then of the *Speaker*. He made a lecture tour of the United States in 1898, following which he settled in New York and later, made his home in Paris.

LINDSAY, Nicholas Vachel: 1879-1931.—Born at Springfield, Illinois, he was educated in the public schools of that city, Hiram College, the Art Institute in Chicago and the New York School of Art. At an early age he found that people would listen to his verses, so he tramped the country reciting his poems in return for lodging and, part of the time, as a lecturer for the Y.M.C.A. His poetry is on topics so divergent that he is able to sing of Incense, the Chinese Nightingale, William Jennings Bryan and Yankee Doodle. It is said that he injected the spirit of jazz into poetry.

LINTON, William James: 1812-1898.—Born in London, England. After having a partnership in the *Illustrated London News* and losing financially through a venture entitled *The English Republic* he crossed the Atlantic and became interested in his old trade of engraving, and in literature. He died in New Haven, Connecticut.

LONGFELLOW, Henry Wadsworth: 1807-1882.—Born in Portland, Maine. Upon graduation from Bowdoin College, Brunswick, he was offered a professorship of modern languages there so spent three years in England, France, Germany, Holland, Italy and Spain to make himself qualified for the post. After six years at Bowdoin he was appointed Professor at Harvard University. He published linguistic text books. He received the degree of D.C.L. from Oxford and Cambridge Universities.

LOWELL, James Russell: 1819-1891.—Born in Cambridge, Massachusetts, and educated at Harvard, he was subsequently admitted to the Bar but decided to pursue a literary career. He was editor of the *Pennsylvania Freeman.* In 1855 he received the appointment as Professor of Modern Languages and Literature at Harvard University in succession to Longfellow and spent two years in study in preparation for the post. He edited the *Atlantic Monthly* and the *North American Review.* He was Minister to Spain and to Great Britain.

MACDONALD, Wilson: 1880- .—Born at Cheapside, Ontario and educated at Port Dover, Woodstock College and McMaster University. He published his first poem in the *Toronto Globe* in 1898. He has travelled in England and the United States, has lived in eight Provinces of the Dominion, and has sailed the Labrador and Pacific coasts. His poems have been accepted by the London *Mercury, Scribner's Magazines* and *Contemporary Verse.* He now resides in Toronto and recites his poems on the public platform.

MASEFIELD, John Edward: 1875- .—Born in Ledbury, Herefordshire. As a boy he ran away to sea and received his training on H.M.S. Conway in the river Mersey. He worked on farms and in a bakery and laboured in a carpet factory in the United States. He began to write poetry in boyhood and became a journalist on the staff of the *Manchester Guardian.* He was successively influenced by Chaucer, Keats, Milton, Shelley and Swinburne. Of the last named he writes: "In my enthusiasm for him I paid pilgrimages to Putney and watched outside 'The Pines' until the little figure of the Master appeared and went trotting up the hill." Such hero worship had its reward in his style of writing. Masefield is versatile and one of his great contributions is the revival of the narrative poem. On the death of Bridges in 1930 he was appointed Poet Laureate.

MEYNELL, Mrs. Alice Christina Thompson: c. 1849-1922.—Born in London, she spent most of her life in Italy. She was the daughter of T. J. Thompson. She contributed to the *National Observer*, *The Pall Mall Gazette* and the *Saturday Review*.

MICKLE, William Julius: 1735-1788.—A minor writer whose ballads influenfluenced Sir Walter Scott. *The Sailor's Wife* is his best work and one which is highly regarded.

MILLER: Joaquin: 1841-1913.—Cincinnatus Heine Miller, as he was baptized, was born in Indiana of Dutch and Scottish stock. As a boy he ran way from home and lived with Indians, following many callings including editing a small newspaper He held a judgeship in Oregon and travelled extensively in the Klondyke, Europe and the Orient.

MOORHOUSE, Reed:—An English school-teacher. The author of *The Ring of Words.*

NEWBOLT, Sir Henry John: 1862- .—Born at Bilston, Staffordshire, England, the son of Rev. H. F. Newbolt, Vicar of St. Mary's Church. He was educated at Clifton and Oxford and practised law but gave that up for journalism. He was the founder and editor of the *Monthly Review* and has written extensively in prose and poetry. He is Editor-in-Chief for *Thomas Nelson and Sons.* King George V knighted him in 1915. He lectured in Canada in 1923.

NORWOOD, Rev. Robert W.; 1873-1933.—Born at New Ross, Lunenberg County, Nova Scotia, he was educated at Coaticook Academy, Quebec, Bishop's College, Lennoxville, and King's College, Windsor, N.S. At King's College he came under the influence of Charles G. D. Roberts. He obtained the degrees of M.A., D.C.L. and D.Litt. He was a clergyman of the Church of England. After ordination he was sent to Africa. He was Assistant at Trinity Church, Montreal, Rector of Cronyn Memorial Church, London, Ontario and St. Paul's, Overbrook, Pennsylvania, before becoming Rector of St. Batholomew's Episcopal Church, New York.

NOYES, Alfred: 1880- .—Born in Staffordshire, England and educated at Oxford, he has been a frequent contributor to English magazines such as *Blackwood's*, *The Bookman*, the *Fortnightly Review* and *The Spectator*. From 1914 to 1923 he was Professor of English Literature at Princeton University. For about twenty-five years he averaged a volume of poems per annum. He is the most widely read modern poet.

O'REILLY, John Boyle: 1844-1890.—Born near Drogheda, Ireland, he enlisted in the Hussars to spread revolutionary sentiment. For this he was sentenced to death by court martial. His sentence being commuted to twenty years' penal servitude he was sent to the penal colony in Australia but escaped to the United States. He settled in Boston as a journalist and became Editor of the Boston *Pilot.* Subsequently, he took part in O'Neill's invasion of Canada.

PROCTER, Adelaide Ann: 1825-1864.—Born in London, England, the daughter of Bryan Waller Procter who was a friend of Hunt, Hazlitt, Lamb and Dickens. Many of her poems first appeared in *Household Words.* She is also a hymn writer and is noted for the lyric, *The Lost Chord.*

QUILLER-COUCH, Sir Arthur Thomas: 1863- .—Born in Cornwall, England, he was educated at Clifton and Oxford and was lecturer in Classics at Trinity College. He gained literary experience on the staff of the *Speaker*. In 1897 he was elected to complete Robert Louis Stevenson's unfinished novel. *St. Ives*. He was professor of English at the University of Cambridge and was knighted in 1912.

RENNELL, Lord (of Rodd): 1858- .—A British diplomat and author who was British Ambassador to Italy from 1908-1919. His best known book of verse is "Ballads of the Fleet" and he has written a book on the folk-lore of Modern Greece.

RILEY, James Whitcomb: 1853-1916.—Born in Greenfield, Indiana, the son of a lawyer, his fame is associated with the birth of the State. Disliking law, he became an itinerant sign painter, actor and entertainer, subsequently associating himself with the Indianapolis *Journal*. He wrote mainly in the Hoosier dialect and sought to express the ideas and sentiments of that State.

ROBERTS, Sir Charles George Douglas: 1860- .—Born at Douglas, New Brunswick, in Canada's most distinguished literary family, the son of the Rev. Dr. George G. Roberts, Canon of Christ Church Cathedral, Fredericton, and a cousin, on his mother's side, of Bliss Carman. From his father he came to appreciate Milton, Tennyson, Keats, Shelley and Arnold. He obtained his degree, with honours, at the University of New Brunswick and the LL.D. degree from the same institution. He was knighted by King George V in 1935. He has been editor of the Toronto *Week*, and associate editor of the New York *Illustrated American*. He was Professor of English in King's College, Windsor, N.S. He saw service overseas during the Great War and attained the rank of Major. Subsequently, he lived in London but returned to Canada in 1925. He has reflected the spirit of Canada in recent years as Kipling has voiced that of England.

ROBINSON, Edwin Arlington: 1869- .—Born at Head Tide, Maine, U.S.A. An undergraduate of Harvard University. At one time he was a clerk in the Custom House in New York. He has frequently received the Pulitzer prize for the best poetry of the year and has been called a New England Browning.

ROSSETTI, Christina Georgina: 1830-1894.—Born in London, England, her father having emigrated from Italy six years before, she started to write poetry at the age of twelve. At seventeen, a volume of her verses was printed privately. She is a sister of Dante Gabriel Rossetti, but her style differed greatly from his, Miss Rossetti's being intensely personal and most of her poems reflecting her intense religious devotion.

SCOTT, Frederick George: 1861- .—Born in Montreal, the son of Dr. William E. Scott, Professor at McGill University, he is a graduate of the Montreal High School, Honorary D.C.L. of Bishop's University, LL.D. of McGill and a fellow of the Royal Society of Canada. He is an Archdeacon of the Church of England and has been Rector of Drummondville and of St. Matthews Church, Quebec City. During the war he was senior chaplain to the First Canadian

Division and was mentioned in despatches four times. He is now Hon. Lieu. Col., C.M.G., D.S.O., It has been said that he "holds the light so high none may stumble and reaches the pitcher so low all may drink."

SCOTT, Sir Walter: 1771-1832.—Born in Edinburgh, the son of a solicitor (lawyer). As a boy he was popular with his chums for his story-telling ability. He was called to the Bar in 1792 and knighted in 1820. He did not publicly disclose his identity as author of his novels until late in life. In disposition he was simple-minded, unaffected and generous. He shares with Burns the honour of being Scotland's ranking author. He probably earned by his writings nearly one million dollars. In spite of his large income, he found himself, at fifty-five years of age £117,000 in debt, half of which was paid from royalties after his decease.

SHELLEY, Percy Bysshe: 1792-1822.—Born in Sussex, England, the son of Sir Timothy Shelley, a wealthy squire who could not understand his son. He was a brilliant pupil, learning Latin and Greek with extraordinary rapidity, but could not adapt himself to the social conditions of his time. He bitterly disliked school because of its brutality and the roughness of his schoolfellows and was expelled from Oxford because a pamphlet he published called *The Necessity of Atheism* gave great offence. His father forbade him to return home. His marriage to and separation from Harriet Westbrook and her suicide by drowning followed. He travelled extensively in France, Switzerland and Italy and mastered Spanish, Italian and German, meanwhile gaining the friendship of Byron, Hunt and Trelawney. He was drowned when his boat capsized in the Bay of Spezzia, off the coast of Italy. His cremated ashes lie near the grave of Keats in the English cemetery in Rome.

SOUTHEY, Robert: 1774-1843.—Born at Bristol, England, he was expelled from Westminster School for an essay against flogging but was subsequently admitted to Balliol College. Married Edith Fricker whose sister married Coleridge. He was a government pensioner at 39 years of age. He worked as a translator of Spanish and was a contributor to the *Quarterly Review*. Became Poet Laureate after Sir Walter Scott had declined the honour. He was a man of beautiful character, upright and true-hearted. Coleridge, Wordsworth and Southey lived in the Lake District of England and maintained a lifelong friendship. There Southey not only supported his own family but helped to support that of Coleridge also. Towards the end of his life he refused the offer of a baronetcy.

STEPHENS, James: 1882- .—Born in Dublin in very humble circumstances he is an ardent Nationalist and a student of the language and mythology of Ireland; also a writer of many poems which reflect cheer and fancy.

SWINBURNE, Algernon Charles: 1837-1909.—Born in London, the son of Admiral Charles H. Swinburne. His mother was the daughter of the Earl of Ashburnham. His early years were spent partly in the beautiful home of his parents on the Isle of Wight and partly on his grandfather's estate in Yorkshire. He was educated at Eton and Oxford, but left Oxford without a degree. During

his Oxford years he wrote considerable poetry. In 1864 he visited Italy and met Walter Savage Landor at Fiesole, but settled in London in 1869 and became intimate with Dante Gabriel Rossetti, Watts-Denton and others. Much verse and dramatic work followed.

TENNYSON, Alfred, Lord: 1809-1892.—Born at Somersby Rectory, England in a family of twelve children he was educated at Trinity College, Cambridge, but did not graduate. When 18 years of age Alfred and his brother Charles published *Poems by Two Brothers*. At Cambridge he won the Chancellor's medal with the poem *Timbuctoo*. There he met Arthur Henry Hallam with whom he sailed to Spain to join the army of the insurgents against King Ferdinand. At Cambridge he also met Thackeray. His great energy and personal charm won him many friends throughout his life though he was naturally shy and retiring. When they first appeared, *The Lady of Shalott*, *The Lotus Eaters* and *A Dream of Fair Women* were reviewed unfavourably by the *Quarterly Review* and other publications. This caused him to work with greater deliberation, which brought him to great heights. He received a pension of £200 a year from the British Government. In 1850 he became Poet Laureate in succession to Wordsworth, and later was created Baron Tennyson. He is buried in Westminster Abbey near Chaucer.

WHITTIER, John Greenleaf: 1807-1892.—Born at Haverhill, Massachusetts, the son of a New England farmer, he was a shoemaker before he took up journalism, editing several periodicals. A Quaker in religion, his poetry was inspired by Robert Burns. An ardent anti-slave trader he was attacked by mobs. A man of sincere character, he became a member of the Massachusetts legislature.

W. P. PERCIVAL.

BOOK REVIEWS

"Life and Reign of King George V", by C. E. Carrington, King's University Press. This is a most interesting book, and is written in a manner and in language that school pupils can understand. It shows the enormous development that has taken place during the past forty years. Developments that appeal to children are described, including the transfer from the omnibus to the electric train, the telegraph from the Morse Code to the radio, and flying from the first attempts. Eight full-page illustrations. Eighty pages, seventy-five cents.

"New Practical Chemistry" by Black and Conant, published by the Macmillan Company, is an unusually good high school Chemistry text. In it are included the topics usually followed in the high school in this subject. In addition, there are new chapters such as Radioactivity and Transmutation of Elements. The authors have made special efforts to interest the pupils in each topic and have succeeded very well. The book is profusely illustrated. 621 pages, $1.80. "New Laboratory Experiments in Practical Chemistry" by Newton Henry Black, accompanies this book. 193 pages, $1.20.

"High School English, Junior Books I and II" are published by the Macmillan Company, New York, at $1.00 each. The name of Henry Seidal Canby together with that of Olive I. Carter and Helen N. Millar guarantees their quality. The senses are appealed to more widely than is usual in connection with composition. Habits of speech are stressed. Story-telling and the usefulness of a library are emphasized. The making of limericks is a feature. 337 and 413 pages.

"Geography Study, Books I and II' 'are published by the Macmillan Company at 75c each. They are of English origin and are suitable for the elementary grades. They are examples of the new type of economic geography written in a manner to interest. Sufficient illustrations are included to help pupils to a full understanding of the chapters. 234 and 227 pages.

"Fact and Fiction" is a selection of prose writings published by the Macmillan Company. A. S. Cairncross has selected and edited the extracts with his usual discrimination and care. Myth and fable, stories of youth, clippings from history, as well as wit and and humour are included. 245 pages and 27 pages of notes, 75c.

"Readings in English, Books I and II' are published by the Macmillan Company. Book I 75c, Book II, 85c. They are suitable for the elementary grades. The extracts have been compiled by F.W. and E.M. Chambers from the prose writings of Hilaire Belloc, Lewis Carroll, R. L. Stevenson, Richard Jefferies, Charles Dickens, Robert Southey. Mark Twain and others. A few poetry selections are included. 255 and 288 pages.

"An English Course for Schools" (First Book and Second Book), published by Macmillans of London is intended for pupils in the first years of high school.Teachers who like a certain amount of formal grammar may be interested in this course. 179 and 201 pages, 75 c each copy.

"A Student's Workbook in Music Appreciation" is published by Clarke Irwin & Company, at 35c. The authors are Walter A. Rennie of Toronto and Miriam E. Smith. The instruments of the orchestra are illustrated in their families. The authors' aim is to produce a practical, interesting and teachable book in music appreciation with the aid of gramophone records. 84 pages. A teacher's handbook accompanies it. Price 75c.

"Art and Craft Education" is a new monthly illustrated magazine published by Evans Brothers, London, at one shilling a copy. Part is devoted to pupils aged 8 to 11 and part to those of ages 11 to 15. Toymaking, bookcraft, lettering and poster work, lino cutting, weaving, woodwork, metal work and stencil work are among the features treated. 52 pages.

"Elementary Photography" by F. W. Brahn and E. L. Priest. Macmillan Company, New York. 253 pages, 72c. A book of this type is invaluable for amateurs and camera clubs. The book commences by showing an early method of making silhouettes. How to make a pin-hole camera is demonstrated, and all the details are related for the making of good pictures. Methods of printing, making enlargements, and making lantern-slides are fully explained.

Full Stature (Education and Tomorrow) by H. G. Stead. James Nisbet & Company Limited, 148 pages, 4-6. This book developed from a report concerning the reorganization of the schools of Chesterfield, England. The theme is that education which develops initiative, the open mind and the questioning will is essential if the difficulties of the age and the immediate future are to be successfully overcome. To turn back means the loss of ground gained by previous generations. It is a stimulating volume.

Social and Educational Psychology by D. L. McLaurin & J. M. Ewing. Copp Clark Company, 309 pages, $1.75. These Canadian authors present sociological and psychological concepts in language suitable for students in Normal Schools. The book contains some very sensible chapters, as for example, that on examinations. Problems for class discussion are placed at the end of each chapter.

"The Wonderland of Common Things," by Rosa E. Jones, distributed in Canada by the Macmillan Company, Toronto, is suitable as a supplementary reader for children in Grades III to V. Its aim is to present geography in an attractive form by describing the origin and meaning of the common things around us. 122 pages, profusely illustrated. 45 cents.

"Wishbones or Backbones," by B. D. Wilhelmus, distributed by the Copp, Clark Company, Toronto, is a compilation of letters giving information concerning vocations for boys. The needs are described in such vocations as aviation, journalism, banking, pharmacy, medicine, teaching and the Civil Service. It has been the aim of the author to obtain the most recent information concerning the requirements and means of preparation for the vocations described. 218 pages, $1.50.

"Great British Sea Stories," by Rowland Walker, distributed by the Macmillan Company of Canada, is the story of the adventures of Britain's early mariners and adventurers told just in the way boys love. It is excellently illustrated by Norman Wilkinson. 245 pages. $1.50.

"A Treasure-ship of Old Quebec" is the story describing Quebec and vicinity in a manner that will interest young people. It includes much historic material. Published by Macmillan's. 266 pages. 8 black and white illustrations.

MINUTES OF THE JUNE MEETING OF THE PROTESTANT COMMITTEE

Offices of the Protestant Board of School Commissioners, Montreal, June 12th, 1936.

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

Present:—Honourable Gordon W. Scott, M.L.C., in the chair; Howard Murray, Esq., O.B.E., A. K. Cameron, Esq., Reverend A. H. McGreer, M.A., D.D., W. O. Rothney, Esq., Ph.D., Malcolm T. Robb, Esq., Honourable Justice W. L. Bond, G. W. Parmelee, Esq., D.C.L., LL.D., Mr. Eric Fisher, Mr. C. B., Howard, Dr. Leslie Pidgeon, Sinclair Laird, Esq., M.A., B.Phil., Professor Carrie M. Derick, M.A., J. A. Nicholson, Esq., M.A., LL.D., Mr. Thomas Dick and the Secretary.

Apologies for absence were received from the Honourable Cyrille F. Delâge, C.M.G., LL.D., Honourable Andrew R. McMaster, K.C., P. C. Duboyce, Esq., B.A., LL.B., Milton L. Hersey, Esq., M.A.Sc., LL.D., and Mr. H. R. Cockfield.

The minutes of the previous meeting were read and confirmed.

Mr. C. B. Howard and Mr. R. Eric Fisher were present for the first time as members of the Committee and were welcomed by the Chairman.

On the motion of Mr. Cameron, seconded by Dr. Parmelee, the following resolution was unanimously adopted by a standing vote:—"That this Committee place on record this expression of regret and its sense of deep loss through the death of Mr. J. C. Sutherland. For more than a quarter of a century Mr. Sutherland served faithfully and assiduously as an officer of the Department of Protestant Education at Quebec, after having been for several years a member of this Committee. In this period, many reforms and improvements were worked out in carrying on educational activities, primarily in the elementary schools of the Province. Much of the credit for what has been accomplished must go to Mr. Sutherland and particularly is this so in the work of Consolidation. Indeed, the major portion of praise and appreciation for progress in this field belongs to him. Modest and unassuming, he went his way doing the day's work as it came to him, quietly and unostentatiously. He served the interests of Protestant education well and unselfishly. His record is a worthy one and a genuine contribution of service to his day and generation: And be it further resolved that this resolution be spread on the minutes of this Committee and a copy sent to his family and to the Department of Education."

Dean Laird, applied for the usual grant, from the funds of the Protestant Committee, of $500 towards the expenses involved in carrying on the Kindergarten Assistants' Classes in co-operation with the Protestant Board of School Commissioners of the City of Montreal. This application was approved.

It was reported that Mr. C. E. Ployart had passed the examination for the Inspector's Certificate. Dean Laird moved, seconded by Dr. Parmelee, that an Inspector's Certificate be sent to him. Carried.

A report was read from the Central Board of Examiners to whom the question had been referred from the Executive Committee of the Provincial Association of Protestant Teachers of Quebec requesting that Regulation 23 be changed to enable teachers, at present employed, to take the examination for the High School Leaving Certificate in as many parts as they require within a period of five years. The Central Board, after carefully considering the matter, unanimously declined to recommend that any alteration be made in the regulation. Dr. Parmelee moved, seconded by Dr. McGreer that, in consequence of this report, no action be taken to amend the regulation. Carried.

The following letter was read from the Executive Committee of the Provincial Association of Protestant Teachers of Quebec with regard to the Survey in English made and adopted by that Association and adopted also by the Canadian Teachers' Federation:

"At an Executive Meeting of the Provincial Association of Protestant Teachers of Quebec held in Montreal on Saturday, April 25th instant, the following resolution was moved, seconded and carried unanimously

"Resolution **re** English Report

"Whereas a committee of the Provincial Association of Protestant Teachers has conducted a survey of English in this Province at the request of the Canadian Teachers' Federation.

Whereas this Committee has submitted its report and has appended certain recommendations with reference to the work in English, this report and these recommendations being approved and adopted by the P.A.P.T. in Convention assembled;

Whereas it has since been pointed out that many of these recommended changes were incorporated in the authorized Course of Study in the years 1931, 1932, 1933;

Whereas these recommendations, therefore, give a wrong impression of the present provision by the authorities for English and Language Teaching in the Province of Quebec;

Be it Resolved that the Executive Committee withdraw the recommendations of the English Committee 'in toto' and send a copy of this resolution to the Director of Protestant Education and to the Secretary of the Canadian Teachers' Federation.

Yours very truly,

W. E. BLACK,
Gen.-Sec. P.A.P.T. of Que."

On motion of Mr. Murray, seconded by Dr. McGreer, the Secretary was instructed to inscribe the letter in the minutes.

A letter was read, dated 12th May, 1936, from Mr. Lester D. Joyce of Bishopton, whose complaints had previously been laid before the Committee, and which had been the subject of enquiry and report by a special sub-committee, subsequent to which Mr. Joyce had admitted the correctness of the findings of the sub-committee in a letter dated 17th February, 1935.

It was moved by Mr. Justice Bond, seconded by Dr. McGreer, and unanimously resolved: —"That a letter dated 12th May, 1936 from Mr. Lester D. Joyce, addressed to the Committee, having been read, the Committee strongly condemns the grossly libellous statements contained in it, and requests the Chairman to write Mr. Joyce informing him that no further communications from him will be entertained."

Progress was reported on behalf of the sub-Committee appointed to prepare a statement regarding the retroactive feature of the Teachers' Pension Fund.

For the sub-Committee on the Training of Teachers, Judge Bond reported that several meetings had been held and several letters exchanged with the Principal of McGill University but that the draft scheme submitted by that Univer sity had not been accepted by the sub-Committee. However, as no agreement had been reached, he recommended that the sub-Committee be granted leave to sit again. Carried. Mr. Fisher was named also to the sub-committee.

For the sub-Committee on the proposed re-organization of the Protestant Committee, Judge Bond reported that meetings had been held and that the Committee begged leave to sit again, which was granted.

On behalf of the sub-committee on Course of Study the following recommendations were made by Mr. Murray, which were adopted by the Committee:

1. **Biology:**—That it is advisable to adopt a new text-book in this subject to replace Peabody and Hunt which is authorized at present, but as the sub-committee is unable as yet to make a recommendation, the Director of Protestant Education may grant authority to schools to use certain books experimentally.

2. **Geography:**—That Dent's New Atlas be authorized to replace that which is at present on the list.

3. **British History:**—That the Kingsway Series, in a special edition, be authorized, one volume for Grade VII and another in Grade VIII, and that Jones' The English People which is presently authorized be removed from the Course of Study.

4. **English:**—(1) That Powley's "100 Years of English Poetry" be apportioned between Grades X and XI so that the authors be studied in the Grades named.

Grade X, Poems of Hunt, Peacock, Carlyle, Macaulay, Hawker, Longfellow, Tennyson, Holmes, Clough, Kingsley, Ingelow, Patmore, Rossetti (C), Dixon, Dobson, Hopkins, Lang, Henley, Stevenson, Sharp, Watson, Housman, Seaman, Newbolt, Jacob, Kipling, Yeats, Hodgson, de la Mare, Chesterton, Thomas, Drinkwater, Brooke, Turner, Sorley.

Grade XI: Poems of Emerson, E. B. Browning, Poe, Fitzgerald, R. Browning, Brontë, Arnold, Cory, D. G. Rossetti, Thomson, Morris, Swinburne, Hardy, O'Shaughnessy, Bridges, Meynell, Thompson, Dowson, Galsworthy, Phillips, Binyon, Bottomley, Taylor, Masefield, Webb, Flecker, Sassoon, Pomeroy, Blunden.

It is further recommended that the examination in Grade XI be based only upon the work assigned above to that Grade.

(2) That Yonge's "Book of Golden Deeds" be removed from the course in Grade VIII and be replaced by "The White Company" by Conan Doyle.

(3) That as Shakespeare's "Julius Cæsar" was transferred from Grade IX in November last, "Twelfth Night" be removed from the course in Grade X and be placed in Grade IX.

(4) That the following books be authorized for supplementary reading in the elementary grades:—

Grade III. Friendly Tales, Days in Storyland, Lands and Life, Mother Goose, Hey! Ding-a-Ding, Little Children of the Great Round World, Another Story, Please.

Grade IV. Little Folk in Many Lands, Milne: When We Were Very Young, Milne: Winnie the Pooh, Milne: The House at Pooh Corner, De Musset: Mr. Wind and Madam Rain, Fyleman: Forty Good Morning Tales, Fyleman: Forty Good Night Tales, Stevenson: A Child's Garden of Verses, The Ever-Ever Land, White Magic, Tales From Far and Near.

Grade V. Mabie: Fairy Tales that Every Child Should Know, Kipling: Just-So Stories, Dickie: The Book of the Rocks, Wiggin: The Bird's Christmas Carol, Undine and Sintram, Macdonald: The Princess and the Goblin, Macdonald: At the Back of the North Wind, Kennedy: The Canadian Fairy Book, Sinclair: Children of the Pioneers.

Grade VI. Long: The Secrets of the Woods, Dodge: Hans Brinker of the Silver Skates, Yonge: The Lances of Lynwood, Hamar-Jackson: Discoverers and Explorers, Thackeray: The Rose and the Ring, Kingsley: The Heroes, Ewing: Lob-lie-by-the-Fire and Other Tales, Fitzpatrick: Jock of the Bushveld, Marryat: Children of the New Forest.

Grade VII. Edgar: Runnymede and Lincoln Fair, Ballantyne: Martin Rattler, Lang: The Book of Myths, Grierson: The Book of Celtic Stories, Bennett: Master Skylark, Masefield: Jim Davies, Heming: The Living Forest, Blodwen Davies: Ruffles and Rapiers.

The above recommendation is made in view of the fact that many teachers wish to have a list of books of reference in addition to those authorized for general purposes. It is understood, however, that the supplementary reading list is entirely optional and is to be connected in no way with examinations.

(5) That "The King's English" Series be recommended for adoption for the entire Province in Grades III to X inclusive. However, if any School Board on the Island of Montreal should, by resolution of its Board, address to the Director of Protestant Education a request for permission to use the "Open-Language Series" in Grades III to VIII in an edition that is satisfactorily revised, that he be authorized to grant such.

5. Permissive Course of Study:

That the sub-committee on Course of Study unanimously recommends that the Permissive Course presently authorized in Grades III to IX be abolished in its entirety.

It was moved by Judge Bond and seconded by Dr. McGreer that the resolution be rescinded that was passed at the February meeting with regard to any unexpended balance from the $20,000 placed annually at the disposal of the Protestant Committee for the erection of Consolidated School Buildings. The motion was carried, Mr. Cameron dissenting.

Letters were read from Dr. G. A. Clunie, of Lachute, requesting that the Ottawa Valley be represented on the Protestant Committee, and from Mr. A. R. Meldrum, Secretary-Treasurer of the Provincial Association of Protestant School Boards, requesting information as to the petition of that Association for representation on the Committee. The letters were referred to the sub-committee on the proposed re-organization of the Protestant Committee.

There being no further business, the meeting then adjourned to re-convene in Montreal on Friday, September 25th, unless otherwise ordered by the Chairman.

((signed) W. P. PERCIVAL,
Secretary

(signed) GORDON W. SCOTT,
Chairman.