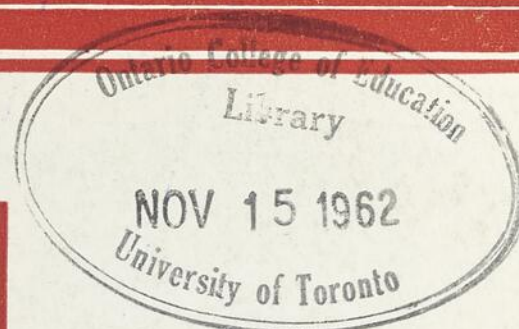


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THE EDUCATIONAL RECORD

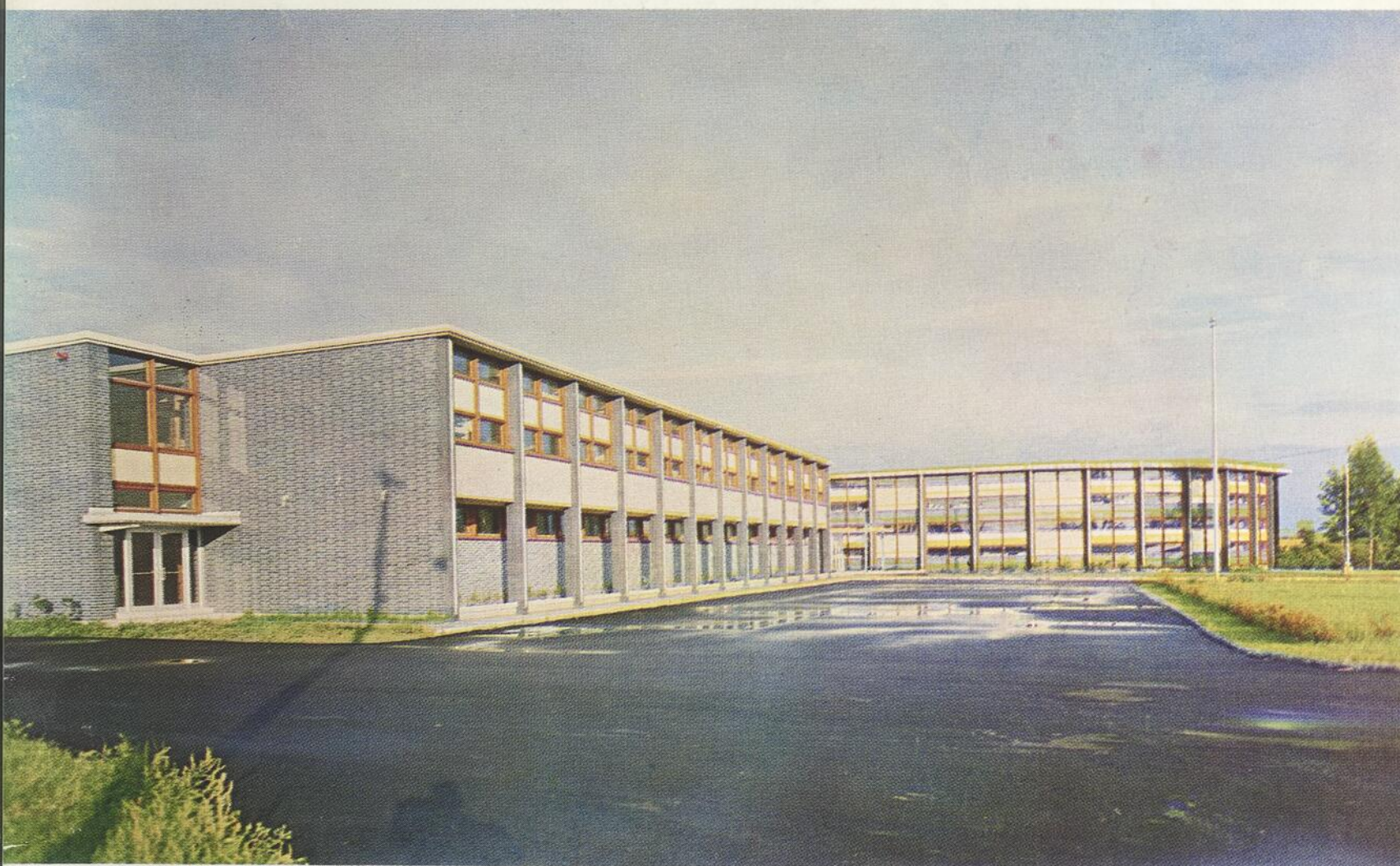
OF THE
PROVINCE OF QUEBEC



PUBLISHED
QUARTERLY

Vol. LXXVIII, No. 3

JULY-SEPTEMBER, 1962



LINDSAY PLACE HIGH SCHOOL, POINTE CLAIRE, P. Q.

TEACHERS' DIPLOMAS.

In another column will be found an official notice of the nomination of several new Boards of Examiners, appointed in conformity with a Rule framed by the Council of Public Instruction; and we hope to announce shortly the appointment of the two remaining Boards for the Districts of Bedford and Bonaventure.

Our readers have doubtless observed that the jurisdiction of the new Boards is very limited, while that of the old Boards has been greatly abridged and a concurrent jurisdiction created in certain cases. We earnestly desire to call the attention of every young person intending to pursue the career of a teacher to the fact that all diplomas granted by Boards of Examiners since May 4th, 1858, as well as those to be issued in future, continue in force during a space of three years only; while the narrow bounds set upon the area of country within which their validity can be recognized must greatly tend to enhance the relative value of the Normal school diploma, which is not limited as to time, and, moreover, empowers its holder to teach in any part of Lower Canada. Under these circumstances the advantage of pursuing a course of study at the Normal school becomes so self-evident that comment is unnecessary.

It is also necessary to bear in mind that henceforward the Boards of Montreal, Quebec, Three Rivers, and Sherbrooke are alone authorized to grant diplomas for Academics and Model schools. The jurisdiction of the Montreal and Quebec Boards extend respectively over one half of this section of the Province, and whenever a candidate is at liberty to choose, it is before these in preference to others that we would recommend him to present himself for examination.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Mr. Charles H. Seaver — 2nd Class Elementary Diploma (E)

*Miss Libère Tétrault — 2nd Class Elementary Diploma (F)

T. A. GIBSON,
Secretary.

Nov. 4, 1862.

*See inside rear cover.

Journal of Education, December, 1862.

THE EDUCATIONAL RECORD

JULY - SEPTEMBER, 1962.

CONTENTS

	Page
Announcements	114
Lindsay Place High School.....L. G. Perras, L. Marshall, H. W. Clowater	126
Anne Frank, The Diary of a Young GirlJohn D. Howes	136
Meeting the Needs of Gifted ChildrenSamuel R. Laycock	139
June Examinations; Tentative Timetable, 1963	145
Book Reviews	146
Minutes of the February 1962 Meeting of the Protestant Committee	149

THE EDUCATIONAL RECORD

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

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

Vol. LXXVIII

QUEBEC, JULY-SEPTEMBER 1962

No. 3

ANNOUNCEMENTS

APPOINTMENT OF MR. S. F. WHITE

The Honourable Paul Gérin-Lajoie, Minister of Youth, recently announced the appointment of Mr. S. F. White as Special Assistant to the Deputy Minister, Mr. Jos. L. Pagé. In this capacity, Mr. White will act as liaison officer between the Department of Youth and the Protestant branch of the Department of Education, and also between the Department of Youth and all Protestant school boards in the Province.

Mr. White will be primarily concerned with financial matters affecting school boards including budgets, building programmes, and government grants, and will work in close cooperation with the Department of Education on these matters.



Mr. White was born in Lachine, graduated from Macdonald College in 1934 and taught in various schools in the province from 1934 to 1941 at which time he joined the personnel department of Aluminum Company of Canada in Arvida. Immediately prior to his appointment to the Department of Youth he was Personnel Manager of the Roberval and Saguenay Railway Company.

His interest in educational matters continued after leaving the teaching profession and for nine years he was a member of the Arvida Protestant School Board, acting as its chairman during six of these years.

He was for five years a member of the executive of the Q.A.P.S.B.

EXAMINATION FOR INSPECTOR'S CERTIFICATE

The examination for the Inspector's Certificate, originally planned for Saturday, October 27, 1962 has been deferred until Saturday, December 1, at 9:00 a.m. in Montreal.

Candidates should send to me at least thirty days before this new date appointed for the examination the documents referred to in Regulation 107. Information concerning prospective vacancies may be obtained from me.

H. S. BILLINGS

Director of Protestant Education.

RECIPIENTS OF THE ORDER OF SCHOLASTIC MERIT, 1962

The following members of the teaching profession received degrees of the Order of Scholastic Merit at a ceremony held at a joint meeting of the Board of the Order of Scholastic Merit and the Provincial Association of Protestant Teachers in the High School of Montreal on October 5, 1962.

First Degree :

- Mrs. Jane C. Brown, Clarenceville Intermediate School, Clarenceville, Que.
- Mrs. Alfreda A. Bushell, Herbert Symonds School, Montreal, Que.
- Mrs. Murdeena Clara E. Denison, Lennoxville High School, Lennoxville, Que.
- Mrs. Muriel H. Guertin, Aylmer High School, Aylmer, Que.
- Mrs. Alma Jack, Valcartier Intermediate School, Valcartier, Que.
- Miss Eileen M. Montgomery, St. Lambert High School, St. Lambert, Que.
- Mrs. Helen E. Pike, North Hatley High School, North Hatley, Que.

Second Degree :

- Mr. R. Ronald Brigden, Principal, St. Lambert Elementary School,
St. Lambert, Que.
- Miss Betty L. Cowper, Outremont High School, Montreal, Que.
- Miss Marguerite F. L. Horton, Institute of Education, Macdonald College, Que.
- Miss Muriel A. Keating, High School for Girls, Montreal, Que.
- Mrs. Rosalie C. Storr, Supervising Assistant, School Board of
Greater Montreal, Montreal, Que.

Third Degree :

- Mr. G. K. Gregg, (Inspector of Secondary Schools, Montreal, Que.)
- Mr. H. E. Wright, Rector, High School of Montreal, Montreal, Que.

THE RETIREMENT OF MR. J. G. S. BRASH

Mr. J. G. S. Brash, Inspector of Secondary Schools and Supervisor of English, retired on August 31 after serving for thirteen years in the Department of Education.

Mr. Brash was born and brought up at Sandwick in the Orkney Islands. He joined the army in 1916 and saw active service in France during the First World War. In 1923 he received his M.A. degree from Edinburgh University where he had studied English under Sir Herbert Grierson. After teaching for two years in Scotland he came to Montreal and taught English and Latin at the old West Hill High School until 1949. He was awarded the Order of Scholastic Merit (Second Degree) in 1948.

In September 1949 Mr. Brash succeeded Mr. C. Wayne Hall as Supervisor of English. He was assisted for some years by Miss Ruth Low and Mrs. McCabe, but he has worked without an assistant since 1958, and during the past four years probably no member of the Department of Education has covered a wider territory than Mr. Brash or become known to the teachers in so many of our Protestant schools.

Mr. Brash has performed with efficiency and distinction the varied duties of a Supervisor. He has sat on all committees appointed to revise the course of study in English. He was chairman of the committee that has prepared and kept up to date the list of recommended books for high school libraries. He has for many years been an examiner for the High School Leaving certificate. He wrote the long section on English in the Handbook for Teachers and compiled a Bulletin on Composition which shows with great clarity what standards should be aimed at in written English in every grade. He was joint editor of *Poems to Enjoy* (authorized for Grades VIII and IX) and senior editor of *Poems to Appreciate* (authorized for Grades X and XI). He has also been much in demand as a speaker and consultant at teachers' workshops and at meetings of various associations throughout the Province.

Mr. Brash's main work, however, was centred in the classroom, where his friendliness and enthusiasm always made him a welcome visitor. His aim was never merely to uncover weaknesses but to suggest how the class he was visiting might best be helped to develop still further its ability to think and to communicate its thoughts or to gain a deeper insight into the values of literature. He enjoyed seeing a good teacher in action, and his appreciative comments on competent work that had come to his attention were a characteristic feature of his reports.

It is sometimes alleged that the schools are doing a poorer job of teaching the fundamental subjects than they did a generation ago. There is no evidence to indicate that this is true of the teaching of English in the Protestant schools of Quebec. On the contrary, language and literature are now being more intelligently taught than ever before. Children are reading more widely and with far greater enjoyment, they are given more opportunity to express themselves orally and in writing, and there has been an unmistakable improvement in the general quality of their composition. Much progress has also been made towards adapting instruction

in the language arts to meet the special requirements of the individual pupil. Mr. Brash has been directly concerned with all these developments, and to him must go much of the credit for the results that have so far been achieved.

Mr. and Mrs. Brash will continue to reside in the Town of Mount Royal where they take an active part in the life of the English speaking community. On behalf of the Department of Education and the Protestant teachers of the Province, the Educational Record extends to them its best wishes for their health and happiness in the years to come.

THE PROFESSIONAL LIBRARY FOR TEACHERS

The procedure to be followed in borrowing books from the Professional Library is set forth on pages 212-13 of the Handbook for Teachers. Books are lent one or two at a time to individual teachers, but several teachers from the same school will find it convenient to use a single form for making their separate requests, and each should mention four or five alternative titles in order of preference. No charge is made for the use of the library, and books are circulated without cost to the teachers. A catalogue is obtainable from the Department of Education.

Very few teachers made use of the library during the year 1962-63. Books on education (with some notable exceptions) are not particularly exhilarating, and many of them cannot be read from cover to cover without considerable mental exertion. A teacher has often, however, to deal with situations that cannot be properly handled without reference to the findings of research. These findings are reported in professional books, not many of which are likely to be in the teacher's possession. The Professional Library exists to fill this gap, and the professionally minded teacher cannot afford to neglect its resources.

STATISTICS ON ELECTIONS FOR 1962-1963

Protestant School Boards

Number of reports received	182
Elections by acclamation	133
Elections by voting	26
Total number of electors	104,949
Total number of voters in 26 cases	10,744
Percentage of voting on 37,728 electors	28.4%
Number of women in office	15
Number of ministers in office	1
N. B. 23 reports without statistics and 4 no elections.	

SCHOOL MUNICIPALITIES

1962

Number of school municipalities in 1962	1576
Corporations of Catholic commissioners	1440
Corporations of Catholic trustees	7
Total	1447
Corporations of Protestant commissioners	136
Corporations of Protestant trustees	77
Total	213
Total number of School Corporations	1660

**LETTERS TO SECRETARY-TREASURERS OF
PROTESTANT SCHOOL BOARDS**

Concerning grants for textbooks and library books

Dear Sir or Madam,

An Act to amend the School Boards Grants Act was assented to on July 6, 1962, and provides that every board shall receive each year a grant of four dollars per pupil in the elementary course and nine dollars per pupil in the high school course for textbooks made available to pupils under the Education Act. The grant for textbooks shall be paid in the month of November.

A list of the textbooks authorized by the Protestant Committee of the Council of Education for the year 1962-63 is enclosed with this letter. School boards are no longer required to submit a claim for the reimbursement of part of the cost of the textbooks they have purchased.

The School Boards Grants Act provides that every board shall receive each year a grant equal to seventy-five per cent of the amount it has paid to buy school library books. Such grant shall not exceed one dollar per pupil in the elementary course and two dollars per pupil in the high school course. The grant for school library books shall be paid on receipt of the invoices paid by the board.

A form is enclosed in triplicate for use in applying for the grant for the purchase of library books. Two copies of this form, together with the receipted invoices, should be forwarded to me before February 1st, 1963.

Yours truly,

H. S. BILLINGS

Director of Protestant Education.

August 31, 1962.

MEMORANDUM TO SECRETARY-TREASURERS OF PROTESTANT SCHOOL BOARDS

**RE: Extension of the period of compulsory school attendance
to the age of fifteen years**

This is to remind you that Section 290a of the Education Act, as amended, has extended the period of compulsory education up to the age of 15 years, beginning in the school year 1962-1963.

This section now reads as follows:

"Every child must attend school every day, in each year, on which the public schools are open in accordance with the regulations made by the proper authority, from the beginning of the school year following the day on which he attains the age of six years until the end of the school year in which he attains the age of fifteen years."

As the former paragraph 2 of Section 290c has been repealed, the successful completion of Grade VII will no longer constitute exemption from compulsory attendance at school. Also, in Section 290e the word "fourteen" has been replaced by the word "fifteen" with the result that a child of less than fifteen years may be employed during ordinary school hours only if he possesses a certificate of release signed by the Attendance Officer in conformity with Section 290d.

Every pupil who attained the age of fourteen years between July 1, 1961, and June 30, 1962 must continue in regular attendance at school during the coming school year up to school closing in June, 1963. No other provisions of Division IVa have been altered.

Each School Board is thus required to take the necessary steps to ensure that all children under its jurisdiction who are subject to the provisions of Section 290a and the other paragraphs of this section attend classes either in schools under its direction, or elsewhere, in conformity with the provisions of Sections 497 and 497a.

H. S. BILLINGS

Director of Protestant Education

July 26, 1962

MEMORANDUM TO SECRETARY-TREASURERS OF PROTESTANT SCHOOL BOARDS

RE: Engagement of Teachers

Persons applying for positions to teach in Quebec Protestant schools fall into three categories as indicated below :

1. *Those holding a Class I, Class II, or Class III certificate or permanent diploma, issued by the Protestant Central Board of Examiners of this province.*

Most applicants will be in this group. No permission is required to engage a person so qualified.

2. *Those holding credentials issued by another province, state or country.*

Provision is made for such persons to qualify in Quebec on the strength of their extra-provincial licence, but in order to do so, *they* must apply in writing for a "Letter of Standing" to the Secretary, Central Board of Examiners, Department of Education, Parliament Buildings, Quebec. *In addition*, the Board must ask the Director of Protestant Education for permission to engage them.

"Permission to Engage" will be granted to a school board without delay if the teacher holds the above mentioned "Letter of Standing".

3. *Persons without any professional training*

This group may include (a) high school graduates, (b) those with one or more years of college and (c) university graduates. Boards must request "Permission to Engage" before appointing any such applicants, but under no circumstances will permission be granted in respect to persons who have not completed at least Grade XI, or its equivalent elsewhere. "Permission to Engage" will not be given in such cases before June 1st for the following September.

Non-Protestants, other than persons of the Jewish faith, are not eligible to teach in the Protestant schools of Quebec.

I should be glad if you would bring this matter to the attention of your Board at its next meeting. Would you also keep this memorandum on file for ready reference when the engagement or re-engagement of teachers is being considered by your Board. It is particularly important that there should be no misunderstanding of the conditions under which Boards may employ teachers who do not hold Quebec diplomas.

H. S. BILLINGS

Director of Protestant Education

July 26, 1962.

LETTER TO SECRETARY-TREASURERS OF PROTESTANT SCHOOL BOARDS

Dear Sir or Madam :

On December 19, 1958, and September 2, 1960, Dr. E. S. Giles, Director of Protestant Education, wrote to all school commissioners and trustees concerning the safety of pupils. As the subject is of the utmost importance, I shall be glad if you will read this letter at the next meeting of your Board.

Although I know that you and the members of your Board visit the schools under your control from time to time and are interested in the safety and comfort of the pupils for whose education you are responsible, I feel that I must write to you on the subject of fire precautions in particular and of safety in general.

All too frequently we read in the newspapers, or hear on the radio, of disastrous fires in homes and schools with consequent loss of life.

Your Board should make without delay, and repeat at frequent intervals throughout the year, a thorough inspection of your school or schools to ensure that any fire hazards that exist are eliminated forthwith. The usual fire hazards found in schools are : locked emergency doors, doors frozen shut, doors that are prevented from opening by piles of snow, wood fire-escapes that are old or insecurely fastened to the building, steel fire-escapes that have a counter-balanced ladder which is stuck in a horizontal position.

Emergency doors are of no use if they cannot be reached and opened. On occasion inspectors have found unused furniture piled against the fire-doors. All exit doors, including fire-doors, must open outwards. At no time should any exterior door be locked so that it cannot be readily opened from the inside.

Fire drills should be held as frequently as is necessary to ensure that all teachers and pupils become thoroughly familiar with the procedure to be followed when :

- (a) the regular emergency exits are to be used;
- (b) one or more of the regular emergency exits is rendered useless by the fire and other exits must be used.

It is recommended that fire drills be practised sometimes at noon or during a recess when children are playing in the building.

All fire-bell buttons should be clearly marked, and there should be at least one button or station on each floor in small schools and several in large schools. It should be made clear that any pupil or teacher has the right to sound an alarm in an emergency.

Other hazards result from the accumulation of unused equipment and waste paper in basements, under stairways and in the furnace rooms, and from old furnace flues and chimneys that need repair.

It is not unusual to find in the main fuse boxes fuses of a higher amperage rating than those recommended by the fire underwriters. If such fuses are used they constitute a fire hazard. No substitute materials should be used to replace burned-out fuses.

All schools should have the number and types of fire-extinguishers recommended by their insurance companies or the fire underwriters. An extinguisher that might be effective on burning wood could be very dangerous if used on oil fires or those resulting from electrical short circuits. Extinguishers should be maintained and recharged in accordance with the instructions of the manufacturers and the underwriters.

Other common hazards are broken or rotten treads on stairways both inside and outside the school. Ice on stairs and sidewalks is responsible for many painful injuries, and stairways without adequate handrails have been the cause of numerous accidents.

All playground equipment should be inspected at least once every month.

Very few accidents have occurred to children on their way to or from school since the first consolidated schools began to provide for the conveyance of their pupils nearly sixty years ago. There is no doubt that this is due to the care exercised

by school boards and bus drivers. Reports of recent accidents in which school buses were involved in this Province prompt me to call to your attention the necessity for continued care and vigilance in the conveyance of your pupils.

The members of your Board should examine all buses and all types of conveyance vehicles that will be used in your municipality this year and have them inspected to ensure that they are in good mechanical order as well as being clean and comfortable.

I have been told recently that the emergency brakes on some buses are not strong enough to stop the bus even when it is travelling slowly. Therefore, I urge you to test, before the opening of classes in September of 1962, the regular and the emergency brakes in each of the buses that you own and each of the buses that convey pupils under contract. The emergency brake should be tested on hills and when the bus is travelling at the highest speed at which it is permitted to operate.

Yours truly,

H. S. BILLINGS

Director of Protestant Education.

August 6, 1962.

CHANGES IN THE STATUS OF PROTESTANT SCHOOL MUNICIPALITIES, EFFECTIVE JULY 1, 1962

ANNEXED UNDER SECTION 71:

Gatineau County

Masham

Wakefield

Annexed to La Pesche

Huntingdon County

St. Anicet No. 1

Annexed to Huntingdon

Laval County

Ste. Dorothée No. 1

Annexed to Lake of Two Mountains

St. François de Sales

Annexed to Les Ecores

Richmond County

Bromptonville

Annexed to City of Sherbrooke

Sherbrooke County

Orford

Annexed to City of Sherbrooke

ABOLISHED UNDER SECTION 110:

Matane County

Mont Joli

UNITED AND NAME CHANGED :*Jonquière-Kenogami, Chicoutimi Counties*

Arvida

Kenogami

Chicoutimi

United to form the Protestant School
Municipality of Saguenay Valley.*Napierville - Laprairie County*

Delson Junction

Town of Candiac

Ste. Catherine D'Alexandrie

St. Constant

United to form the Protestant School
Municipality of Greater Laprairie.**ERECTED FOR PROTESTANTS ONLY :***Beauce County*

Aubert Gallion

Richelieu County

Sorel (Becomes Greater Sorel)

NAME CHANGED :*Jacques Cartier County*

Pointe Claire & Beaconsfield

Renamed West Island

SCHOOL BUILDINGS 1961-1962**MUNICIPALITIES OUTSIDE THE AREA OF THE PROTESTANT SCHOOL BOARD
OF GREATER MONTREAL**

	Increase in Number of Classrooms
(a) <i>New High Schools</i>	
Chateauguay	14
Pointe Claire & Beaconsfield	28
(b) <i>Remodelled and Enlarged High Schools</i>	
Buckingham	3
Howick	3
Hudson	1
Lachute	8
Lachute	7
Lennoxville	14
New Richmond	8
Sutton	4

(c)	<i>New Intermediate Schools</i>	
	Farnham	7
	McMasterville - Beloeil	12
(d)	<i>Remodelled and Enlarged Intermediate Schools</i>	
	Longueuil	15
(e)	<i>New Elementary Schools</i>	
	Gagnon	8
	Joliette	7
	Port Cartier	12
	St. Hubert	8
(f)	<i>Remodelled and Enlarged Elementary Schools</i>	
	Aylmer	1
	Entry Island	1
	Les Ecores	4
	St. Etienne de Chelsea	2
	St. Lambert	20
	Ste. Thérèse	12
	Total	202

**MUNICIPALITIES UNDER THE PROTESTANT SCHOOL BOARD
OF GREATER MONTREAL**

	Increase in Number of Classrooms
(a) <i>New High Schools</i>	
St. Laurent (Sir Winston Churchill)	51
Westmount	52
(b) <i>New Elementary Schools</i>	
Montreal - Ville d'Anjou - (Dalkeith)	17
St. Laurent - Pierrefonds - (Stonecroft)	18
(c) <i>Remodelled and Enlarged Elementary Schools</i>	
Lachine (Dorval - Courtland Park)	7
Lachine (Dorval - Dorval Gardens)	7
Lachine (Central Park)	5
Lachine (Meadowbrook)	8
St. Laurent (Gardenvue, Extension II)	6
Total	171

SUMMARY

Number of Schools Built or Extended	Increase in Number of Classrooms	Increase in Number of Gymnasiums
32	373	9

**SCHOOLS UNDER CONSTRUCTION, OR NOT ACCEPTED,
ON APRIL 1, 1962**

**MUNICIPALITIES OUTSIDE THE AREA OF THE PROTESTANT SCHOOL
BOARD OF GREATER MONTREAL**

(a) *Remodelled and Enlarged High Schools*

Granby

Hull

Waterloo

(b) *New Elementary Schools*

Chateauguay

Greater St. Martin

**MUNICIPALITY UNDER THE PROTESTANT SCHOOL BOARD OF
GREATER MONTREAL**

(a) *New Elementary Schools*

St. Laurent - Dollard des Ormeaux - (Westpark)

St. Laurent - Roxboro

CHANGES IN INSPECTION DISTRICTS

A list of Protestant School Inspection Districts for 1962-1963 appeared on pages 66 and 67 of the April-June number of the *Educational Record*. As a result of unforeseen circumstances recent changes have been made affecting three inspection districts.

These are :

Dr. H. S. Cook All the schools of the Counties of : Jacques Cartier and
Vaudreuil-Soulanges.

Mr. G. K. Gregg All the schools under the jurisdiction of the Protestant School
Mr. W. A. Steeves Board of Greater Montreal.

Mr. J. L. D. Kennedy All the schools of the Counties of : L'Assomption, Laval,
Terrebonne and Two Mountains.

All other inspection districts have remained unchanged.

NOTICE TO PRINCIPALS AND SCHOOL BOARDS

Beginning with this number, a copy of the *Educational Record* will be mailed to the personal address of each member of a Quebec Protestant school board. In order that all readers may be kept informed concerning new developments affecting Protestant education, circulars addressed to school boards by the Director of Protestant Education will be reprinted in the following number of the *Educational Record*.

REGULATIONS OF THE PROTESTANT COMMITTEE

Copies of the Revised Regulations of the Protestant Committee are now available and have been sent to principals and school boards. Principals and teachers wishing to have personal copies may obtain them by addressing their request to the Department of Education.

LINDSAY PLACE HIGH SCHOOL — AN EXPERIMENT IN SCHOOL DESIGN

The Planning of the School — L. G. Perras, B.A., Director of Studies,
West Island School Commission.

The opening of a new school in this Province is a commonplace occurrence. The opening of Lindsay Place High School, however, may be newsworthy since the building is of such unusual and radical design. Situated in the Valois district of the City of Pointe Claire, this new school is intended to serve approximately 1,100 high school students.

The planning of Lindsay Place High School started a few months after we had opened the new Beaconsfield High School in 1958. At that time we invited the teaching staff of this school to meet with our architects and evaluate the building in which they were teaching.

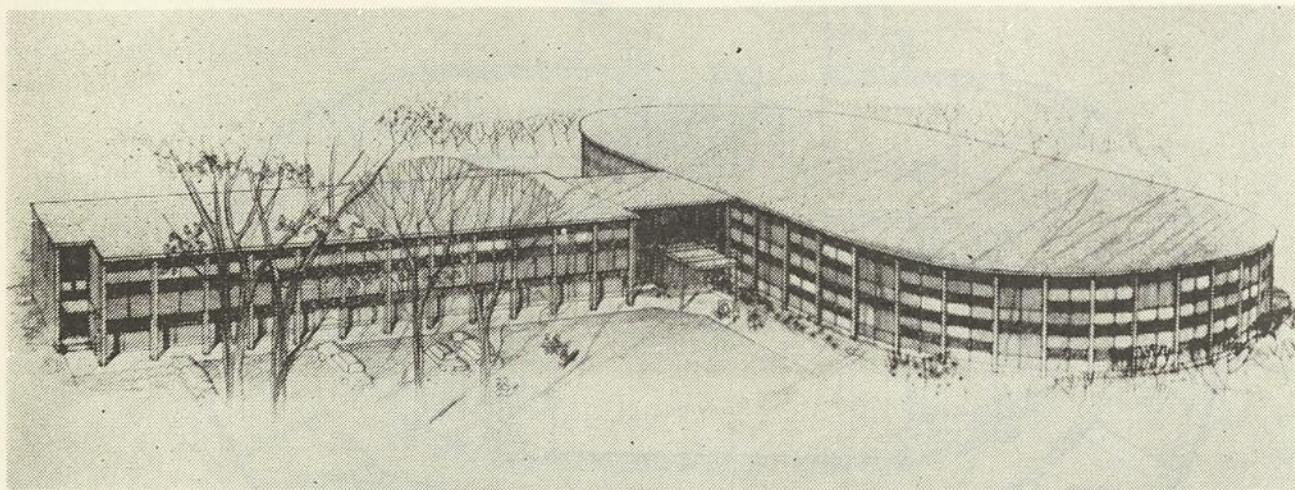
The teachers were very fair and frank in their evaluation of the various features and facilities of their school and they submitted a large number of recommendations. At first it appeared that we could not expect to reconcile some of the suggestions, which seemed in direct contradiction to one another. For example, those who taught English and History believed that some of the chalkboard space in the classrooms should be sacrificed for more pin-up area in future schools. At the same time, we were advised by the mathematics teachers that in our next high school there should be less pin-up space and more chalkboard surface in the classrooms. The only way to resolve such a situation was to design a classroom in which there would be not only a larger area of pin-up space but also more chalkboard surface. Such a possibility did not seem likely within the orthodox design of a classroom, where one wall is used almost completely for windows. While teachers, then, were recommending that we review the allocation of space in classrooms, our architects and engineers were also advising us that we could probably build a more functional classroom, in which the lighting and heating could be more effectively controlled, if we were prepared to abandon the traditional rectangular layout. As will be noted, in a later part of this article, other reasons prompted our architects' opinion that the orthodox egg crate layout in schools was both costly and ineffective.

Suggestions from the teaching staff were not limited to the classroom environment. Some wondered if, in a future high school, we were proposing to incorporate facilities which would make possible experiments such as "Team Teaching". Recommendations reached into such areas as the design of the furnishings and equipment used in the school.

In a few weeks we had accumulated a long list of suggestions to guide us in the planning of the next high school. A fast growing population soon gave us the opportunity to make use of these suggestions, for within two years, that is in 1960, we had start the planning of the Lindsay Place High School. We outlined to our architects our requirements and the facilities which we believed desirable. We asked them to submit the preliminary plan of a building which would meet our long list of requirements. Their response was rather startling to our more conservative and traditional views concerning school design : a building which someone promptly called "the Banjo." The reasoning and aims which prompted this plan are outlined by the architects in the second part of this report.

It is quite likely that this new school will have far-reaching effects, not only in our school program but also on future thinking about school buildings in this Province. It is too early to evaluate the merits of this experiment since the Lindsay Place High School was opened this September. The Principal of this new school, however, is confident that the building offers new opportunity for effective teaching. He has outlined his early impressions in a subsequent part of this article.

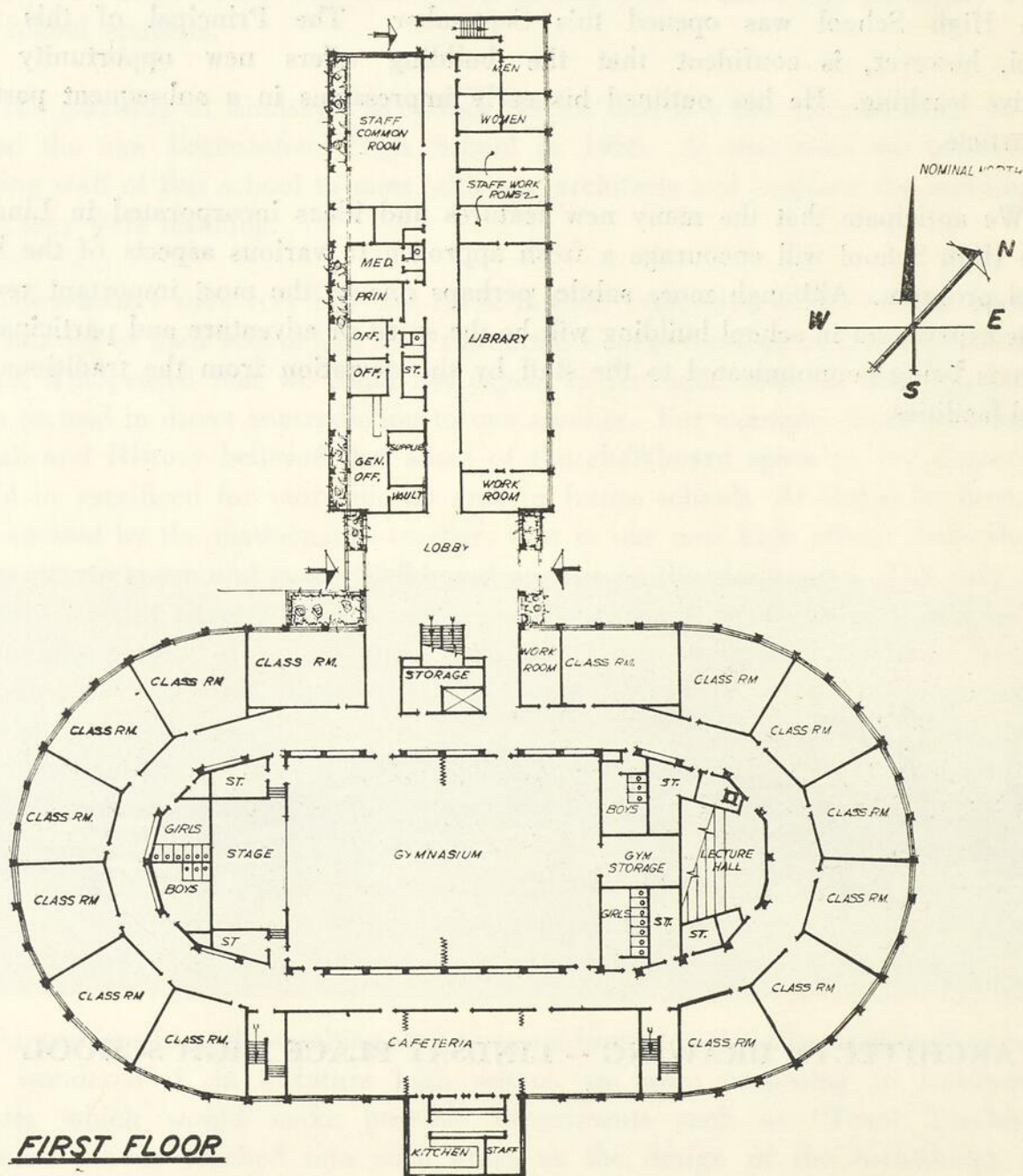
We anticipate that the many new features and ideas incorporated in Lindsay Place High School will encourage a fresh approach to various aspects of the high school program. Although more subtle, perhaps one of the most important results of this experiment in school building will be the spirit of adventure and participation which is being communicated to the staff by the deviation from the traditional in school facilities.



ARCHITECTS' DRAWING — LINDSAY PLACE HIGH SCHOOL

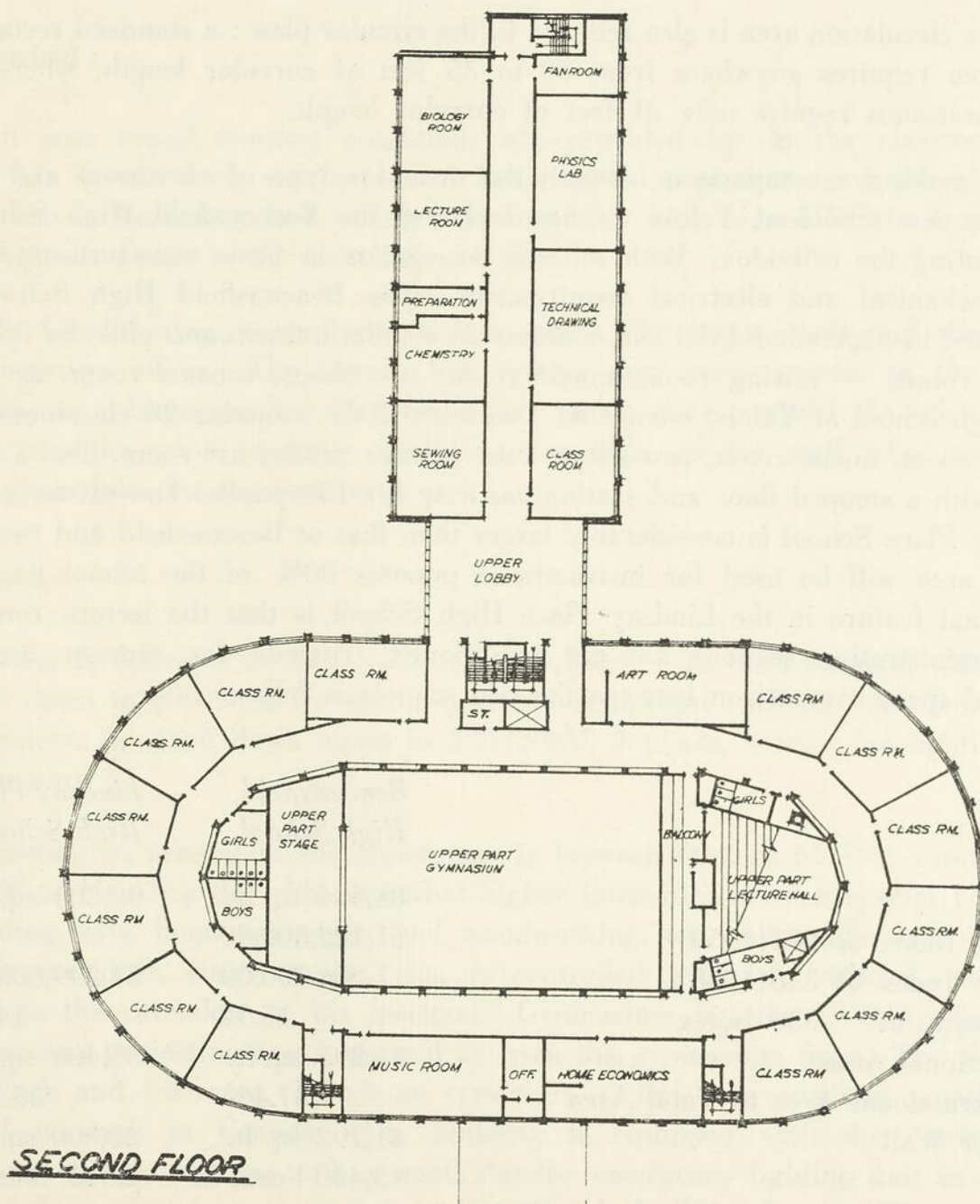
The Architects' Point of View — Lorne Marshall, F.R.A.I.C.,
Marshall & Merrett, Architects.

For a number of years our office has been primarily engaged in the design of school buildings and while we have been ever conscious of the elements of design, one item indirectly relating to design — namely that of cost — has been ever present in our minds. As the years went on it was apparent that we had reached the end with regard to the use of inexpensive building materials and that for future savings of public funds new ideas were needed. At this point we began to query the validity of existing classroom design and the governing regulations affecting it, two of which are the following : -



- (1) Each classroom shall have floor area of at least 20 square feet for each pupil. The height of the room shall be at least 12'0". At least 200 cubic feet of air space are required for each pupil.
- (2) The windows of the classroom should be placed so that the light falls over the left shoulder of the pupil. The area of the windows collectively shall be not less than one-fifth of the floor surface of the school room.

It is a geometric fact that a circle contains the greatest area for a given perimeter, and this fact taken in consideration with the development in good artificial lighting and ventilation led us to feel that these various regulations need not be adhered to any longer in order to provide a suitable and economical teaching area.



After a considerable amount of experimentation, which was concurred in by the West Island School Commissioners and their teaching staff, we discovered that by placing the children with their backs to the windows (the source of natural light) and by greatly reducing the amount of glass area, it is possible to develop a completely different, more economical and more compatible type of classroom. It was also found that the 12 feet floor to ceiling height required by the regulations could, with proper artificial ventilation, be reduced to ten feet, considerably reducing costs.

By developing the concept of the circle in the plan of the Lindsay Place High School, a major saving in the square footage of exterior wall was effected, and by placing the gymnasium in the centre area with no natural light and surrounded with classrooms, further reduction of exterior wall was made possible and the resultant saving in foundation walls, heat loss, etc., was considerable.

The circulation area is also reduced in the circular plan ; a standard rectangular classroom requires anywhere from 30 to 35 feet of corridor length, whereas the new classrooms require only 21 feet of corridor length.

In making a comparison between the orthodox type of classroom and school and the new school at Valois we have selected the Beaconsfield High School as representing the orthodox. Both schools are similar in basic construction, finishes and mechanical and electrical requirements. The Beaconsfield High School was completed in September 1958 and contains 26 standard classrooms plus the following special rooms — sewing room, music room, two shops, science room, art room. The high school at Valois, completed December 1961, contains 28 classrooms, plus sewing room, music room, two shops, four science rooms, art room, also a lecture room with a stepped floor and seating capacity for 150 pupils. The cafeteria in the Lindsay Place School is considerably larger than that at Beaconsfield and two-thirds of the area will be used for instructional purposes 80% of the school day. One additional feature in the Lindsay Place High School is that the lecture room and the administration sections are air conditioned (cooled) for summer use. The physical space comparison between the two schools is follows :-

	<i>Beaconsfield High School</i>	<i>Lindsay Place High School</i>
Area	83,584 sq. ft.	92,800 sq. ft.
Cost at Index of 293(1958)	\$1,122,500.00	
at Index of 330(1960)	1,264,200.00	\$1,299,000.00
Cost /sq.ft. at 330 Index	15.12	14.10
Instructional Area	31,295 sq. ft.	35,400 sq. ft.
% Instructional Area to Total Area	37.4%	38.2%
Exterior Wall	41,292 sq. ft.	28,000 sq. ft.
	3,440 lineal ft.	2,545 lineal ft.
Number of pupils	1,040	1,040
Cost/Pupil 330 Index	\$1,215.00	\$1,140.00

From the above it was evident that a freer approach to school and classroom design had led to a building of better quality, providing more controlled physical conditions, at less cost.

A considerable amount of colour has been used both externally and internally providing a gayer and more pleasant atmosphere, and the use of redwood for the window walls has contributed, we feel, to a more homelike and intimate character.

This, combined with the landscaping design and a general airiness of the building will, we hope, contribute to better study habits.

With reference to the Mechanical and Electrical design, Mr. R. Thorn of Thorn Engineering, and Mr. A. Malkin of Malkin and Hosking, Engineers, have the following to say :

Mechanical :

All year round comfort conditions are provided for in the classrooms ; a forced air system both ventilates and heats these at present, and should twelve month classes become a fact, summer cooling may be achieved by the installation of refrigeration coils in the ductwork system.

Air Conditioning is employed in two areas, the lecture hall and the school administration offices. The lecture hall system may even operate in the winter time, due to a large number of persons in a small space ; whilst the school office system provides good working conditions for those of the staff who remain to prepare schedules for the next term.

Electrical :

Power is delivered at 4000 volts into a substation in the basement, where it is stepped down to 600 volts for motor operated equipment such as fans, boilers, air conditioners, etc., and down again to 120/208V, 3 phase, 4 wire for lighting and small motors.

Lighting in general in the classrooms is between 60 and 65 foot candles and 90 to 95 at blackboards, with somewhat higher intensities in such special rooms as draughting, arts, home economics and woodworking, etc. All public area lighting, such as corridors, stairs, toilets, etc., is controlled with key switches, confining control to the caretaker or his assistant. Gymnasium lighting is controlled from the stage and projection booth, as well as from the gymnasium floor. The Program Bell, Clock and Intercom. Telephone system is a composite one and possibly the first of its type in Canada. The building is equipped with the conventional fire alarm system and also with a small standby emergency lighting unit in case of power failure. The Lecture Hall is equipped with facilities for installing a public address system, radio and television.

**The Principal's Point of View — H. W. Clowater, B.A., M.Ed., Principal
Lindsay Place High School.**

It would indeed be much easier to write the following article on the functional aspects of the new Lindsay Place High School a year hence. Nevertheless, an attempt will be made to evaluate certain aspects of this new building which is in the shape of an oval with a wing projecting from it.

From the exterior the building looks rather small because of its unusual shape but it will comfortably accommodate 1,100 high school students. The oval portion of the building, has as its core the gymnasium and a large lecture hall which are back to back, with classrooms on the outside of the perimeter. The projecting wing houses the administration offices, staff room, library, teachers' workrooms on the first floor, science laboratories and other special rooms on the second floor.

More and more emphasis is being placed on the physical fitness program in our schools. The gymnasium is so designed, by the use of a folding door, to accommodate boys' and girls' classes separately at the same time or combined classes for instruction in such activities as dancing and gymnastics. Since the gymnasium is the core of the oval, it is hoped that many students will be influenced to take an active part in the physical education program other than regularly scheduled periods.

An air conditioned lecture hall, which will accommodate 150 students, has been so designed that it can be used for many activities in the school program. Provision has been made to bring in television and to install a public address system as well as overhead projector. One projection booth serves both the gymnasium and the lecture hall. This large lecture hall will give an opportunity to introduce "Team Teaching" and the "Master Teacher Plan" on an experimental basis this year. These two plans will enable students to receive instruction from well-qualified teachers in such subjects as English, history, science, mathematics and geography. In English, for example, a student is assured of effective and memorable instruction in basic skills, by experienced teachers who have time to research and plan their lectures in detail. This leaves the student's classroom teacher free to concentrate on the specific needs of his class, and to touch on other topics in which he has special insight, enthusiasm or knowledge. Senior English teachers will be able to take the student's mastery of basic skills for granted, and search more deeply and confidently than ever into the subtleties of literature and composition. This large classroom is a welcome sight for those teachers who conduct extracurricular activities such as band, choir, dramatics, seminars, debates. To prevent congestion in the halls and to save time in moving classes there are two entrances to the amphitheatre or lecture hall on both the first and second floors.

The library, situated near the main office on the first floor, is spacious and attractive and was designed by the librarian who gave much thought and time to

the best use of the space allocated to it. The librarian is easily available for consultation since her office and workroom have been located directly adjacent to the library entrance. All possible wall space has been designed to hold books. Perhaps a more attractive room physically would have resulted had some more space been given over to windows, but distraction has been cut to a minimum by having the windows above eye level. The lighting is soft, without glare, allowing the colours of the books themselves to be part of the decoration. Waist-high carrels have been located at intervals in the reading room providing privacy and a firm shelf on which to place heavy reference books while notes are being copied. A browsing area has been created by a low divider and this area will be given over to the magazine and newspaper section. It is planned to have upholstered benches and chairs in this area releasing reading room tables and the reference section to those who are primarily interested in study. Near the entrance is located the large circulation desk which commands a view of the whole library and will house the pamphlet file as well as certain special books. The soundproofing in this room is excellent.

Bearing in mind the fact that the population is increasing rapidly in this neighbourhood, the architects designed the cafeteria so that it can easily be converted to two classrooms by the use of folding doors. These rooms are equipped with blackboards, tackboards and shelving.

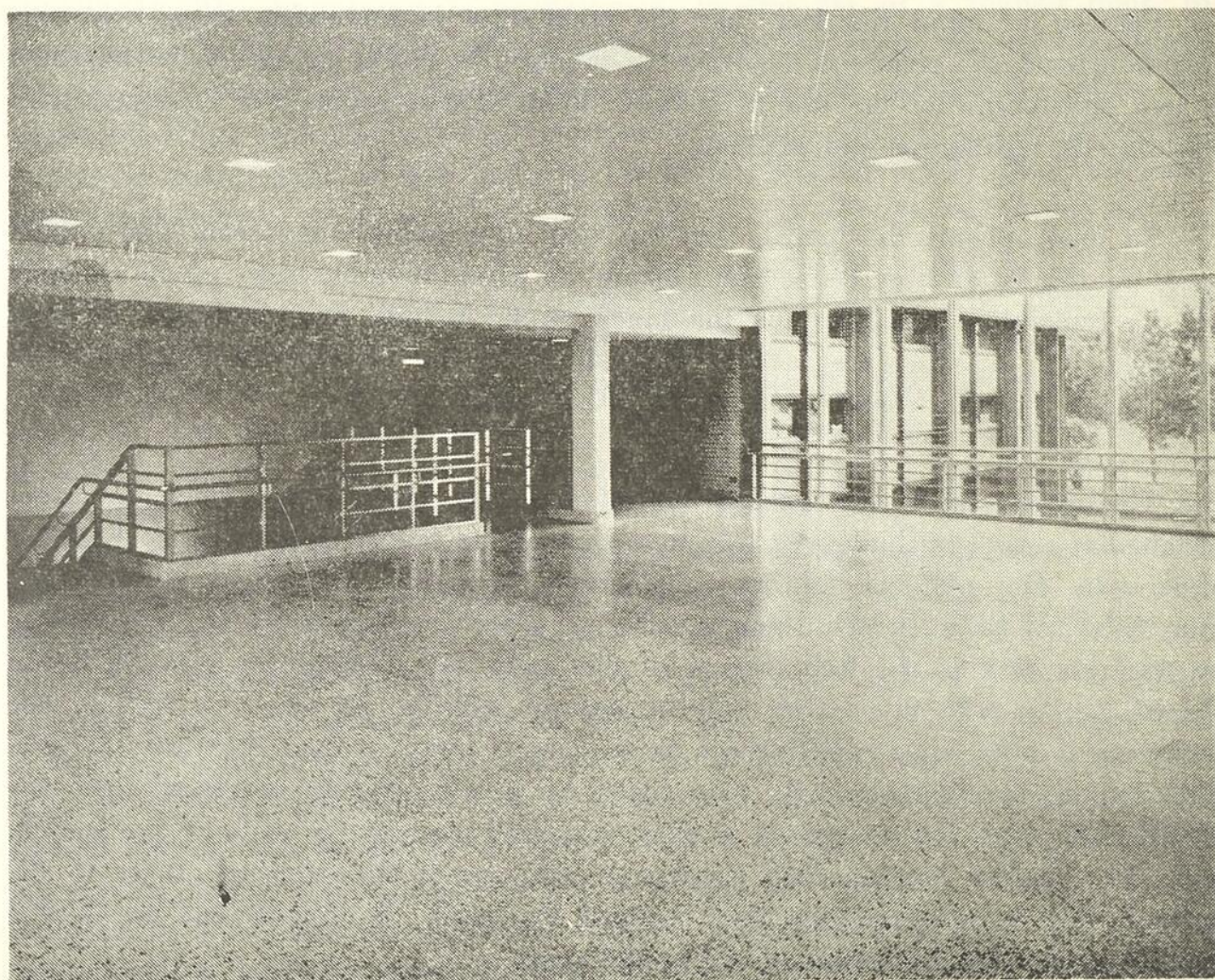
To many people the bright, spacious and airy lobbies may seem like wasted space but this is far from being true. During the winter months, many of the students will be remaining at school for the lunch hour. At this time they can be kept occupied with activities that can be carried out in the lobbies, for example, sock hops, band concerts, speech making and short plays.

The main unit of any school is the classroom. At Lindsay Place the usual rectangular classroom has given way to a neat wedge shaped room with a character of its own. The artificial lighting is such that the pupils' desks may be arranged in a variety of ways. Indeed, there is really no front board as a teacher may choose to place his desk in the focal corner of the room and arrange his class in a fan shaped pattern without concern for the natural lighting. In this way he can use both boards with equal effectiveness as the pupils have an easy sightline to each. The slanted, aluminum edged, slate blackboards are slightly narrower than the traditional boards but positioned so that maximum use can be made of the writing area. The window area in each classroom varies as to the exposure, those to the north having more glass than those toward the south. A quiet forced air system provides a steady circulation of air in the room.

The marbleized tile floor and the painted cement block walls are finished in harmonizing pastel colours which are pleasing but restful to the eye. Bearing in mind that a picture is often worth a thousand words, tackboard space has been provided on all walls. Visitors to the classroom seem to take pleasure in trying one

of the new style desks. These are of modern design, light but sturdy, and are expected to resist the efforts of students who feel they must leave their names on their desk tops. Almost invariably the visitor remarks that he wishes his school-room had been like this, and no wonder, for everything has been done to provide a pleasant and quiet workmanlike atmosphere where teaching and learning can be successfully accomplished—everything including the quiet buzz from the clock which indicates the beginning and the end of each session.

To meet the growing trend towards departmentalization in high schools, four teachers' workrooms have been provided at Lindsay Place. Three of these are in the teachers' area in the administration wing and are assigned to the English and history, mathematics and science, and French departments. These rooms serve as a centre for the collection and distribution of departmental materials and, in general, provide a focal point for all departmental activities. Here a teacher may work quietly, preparing lessons, doing research, or correcting papers without the disturbances associated with the more informal atmosphere of the teachers' staff room.



UPPER FOYER, MAIN ENTRANCE

The remaining workroom is conveniently located near the main foyer and may be used for small group meetings e.g. the Student Council Executive, and for such guidance activities as individual counselling. In a specialized programme where the number of teachers exceeds the number of home rooms, and in a subject promotion school, where both teachers and pupils often move from one station to another, these workrooms are an invaluable aid to effective teaching.

Looking ahead to the developing practice of Team Teaching these workrooms are a necessary adjunct to the large lecture hall where a lesson is presented to a hundred or more pupils, as they provide an area where small groups of pupils and their tutor may subsequently meet to discuss and develop the topics raised in the original presentation.

Brightly coloured panels have been used to enliven the interior walls of the windowless corridors. A large wall space has been left unpainted between the upstairs and downstairs foyers. As a special project this year the art classes will paint a mural on this blank wall, which can be seen from both foyers.

In special rooms, such as the art room and music room, planning as to space for free movement of the students, which is so necessary in conducting classes in these subjects, has been given careful consideration. Each of these rooms has ample storage space for teaching aids.

From the administrator's point of view this compact building is an easy one to supervise—no endless miles of corridors. Teachers have been heard to comment; "But I can't stand in any one place and see very far when I am on supervision duty." Undoubtedly this works both ways because the student cannot see a teacher approaching from any great distance.

This new school is more than a collection of classrooms, it is a modern instrument of education.

ENVIRONMENT FOR LEARNING

The school offering an environment for learning is one with an atmosphere that welcomes the child instead of repelling him. Throughout is an aura that whets his imagination and cultivates his desire to learn. This is the truly modern school building hoped for by parents and teachers, sought by school administrators and board members and worthy of our children — 'the heirs to the ages'.

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ANNE FRANK, THE DIARY OF A YOUNG GIRL
 An Enrichment Experiment in English Literature

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Literature which is suitable, yet stimulating for high school students is not easy to find. G. Robert Carlsen, Ph.D., Professor of English and Education, State University of Iowa, gave a lecture under the auspices of the Protestant School Board of Greater Montreal, entitled "Literature and the Adolescent" in which he discussed this problem. His lecture was published in the April-June 1960, issue of *The Educational Record*. Among the thoughts expressed by the lecturer was the idea that many of the books studied in our high schools were not written or directed at the teenage reader. His claim was that, for generations, authors had produced books for children and adults, but that there had been little written in the way of "tween"—between child and adult—literature.

Dr. Carlsen pointed out that certain adult titles in the past had been selected as suitable for the adolescent, but really these books did not have "...maximum appeal in the late childhood." In concluding his address, a list of ten works¹ was suggested as being representative of some of the fine books that had been written for the high school students of today. One of the ten suggestions was *Anne Frank, The Diary of a Young Girl*.

This book, Dr. Carlsen stated, was not so much a story of persecution of Jews in Amsterdam, but rather the intimate record of a young woman's "...confusing relationships with her family, with the one boy she knows, and her changing body and feeling." Dr. Carlsen felt that, by reading this diary, young people could better understand themselves.

Anne Frank did not write her *Diary* for publication, although the idea did appeal; nevertheless the story and the subsequent publication in thirty nations of this diary is intriguing. The enormous impact caused by the book is still difficult to calculate. When the dramatized version was first performed in Germany stunned audiences sat for as long as five minutes after the curtain had fallen. Throughout West Germany groups of young people banded together on pilgrimages to Amsterdam to pay homage to the memory of the girl. An Anne Frank Foundation and International Youth Centre has been established in the building where the Frank family lived for two years in terror of the Nazis during World War II.

Seventeenth Summer, Maureen Daly
Anne Frank, The Diary of a Young Girl,
 Anne Frank
Goodbye My Lady, James Street
Swiftwater, Paul Annixter

Shuttered Windows, Forlina Means
The Twenty-Third Street Crusader,
 John Carson
First the Lightning, Ruth Adams Knight
Is This My Love, Gertrude Finner
Pray Love, Remember, Mary Stoltz

Of all the Frank family, Anne's father alone returned from the concentration camps, and has of late been very active ensuring that Anne's story be known so that today's youth will understand precisely what happened during Hitler's rule in Germany.

With Otto Frank's thoughts in mind, and after reading *Anne Frank, A Portrait in Courage*, (Schnabel, Ernest; *Anne Frank, A Portrait in Courage*, translated by Richard and Clara Winston; Harcourt, Brace and Company, New York, 1958) I decided to ask one of my Grade XI classes if they would like to read *The Diary* as an extra assignment. My purpose was twofold. First, I wanted to test Dr. Carlsen's idea and, secondly, I wished to find out how much Canadian teenagers knew about the Nazi regime in Germany during World War II.

The principal and education officer of the school approved the plan, and sufficient copies of the paperback edition were purchased. The students willingly paid for the books and they eagerly awaited the first reading assignment. It was decided that the first third of *The Diary* was to be read during the Christmas holidays. The assignment was given after the book had been suitably introduced by telling how Anne's diary had been found by chance amongst some litter, and how fictitious names, supplied by Anne, were used in publication of the book. Anne had prepared the names in the event that some day her diary might be given to the world. Anne actually wrote, on 29th March 1944, "...it would seem funny ten years after the war if we Jews were to tell how we lived and what we ate and talked about here."

The grade eleven students did not think it "funny": in fact, many were visibly moved as they worked their way into Anne's innermost thoughts and feelings. To give background to the story, the family history of the Franks was read from Ernest Schnabel's book. Then, to stimulate more interest and help the students identify themselves with Anne, some anecdotes from the same book were read which dealt with home life, first days at school, and boys.

The second assignment dealt with the question: Why did the Franks go into hiding? This brought up the question of the way in which the Nazis attempted to destroy the Jewish people in Europe. The suspicion that the average Canadian adolescent knows little about World War II was confirmed. It was very interesting to see how the students went about seeking information. Most of them questioned their parents, and some asked their history teachers, but few went to the library, at first. They were quite surprised to learn that history as recent as World War II could be adequately supplied by a library.

Pictures of the fiendishly efficient gas ovens at Belsen made their appearance in the classroom. Accurate statistics of staggering proportions were given to the class on how the process of genocide was carried out. The brutal methods of the Gestapo were described to incredulous ears. Some of the students refused to believe that man could sink to the depths he did, yet irrefutable facts told the story. War lost its glory, and militarism lost much of its appeal in that grade eleven during the discussion.

It had been hoped to test Dr. Carlsen's idea that a book such as *The Diary* dealt "... with those aspects of living, those visions of life that a teenager can understand. They attempt to evoke for the teenager his own experience in structured and aesthetic form. Where these books are being used, they have been cherished by the adolescent reader and have kept him a reading person as he moves between childhood and adult reading interests." Unfortunately, any conclusions drawn have to be tentative because of the limited nature of the experiment. Perhaps *The Diary*, at its best, put into words what the young person has only thought about vaguely. This is particularly true when Anne makes reference to her rebellion against parental discipline and her close attachment to one parent and not the other. Anne's comments on the adjustment she has to make to her immature body, her sex, and the peculiar family group she is thrown in with are particularly poignant. The boys in the class did not think that this was a book for only girls : in fact, they became just as engrossed as the girls did in all Anne's problems. The suitability of this book for Grade XI pupils is unquestionable. *The Diary* allows the student to see himself and his problems seriously treated. The student is able to identify himself with Anne, and thereby reassess himself and also learns that other young people have experienced problems similar to his while growing up. This book also expands the historical knowledge of students, for life in occupied Europe is clearly depicted. *The Diary* was sufficiently interesting that most students finished reading it during one weekend. One of the most important aspects of the reading of this book was the fact that it helped develop a taste for more mature reading by leading into our study of The Book of Job.

One concrete development which emerged from the discussion spontaneously was the age old question : Why must the innocent suffer? This question was prompted by Anne's entry made on Saturday, 27th November, 1943, when she expresses her concern for Lies, a friend who is already in the custody of the Nazis :

Good Lord, defend her (Lies), so that at least she is not alone, Oh, if only You could tell her that I think lovingly of her and with sympathy, perhaps that would give her greater endurance... it is too late now, I can't help or repair the wrong I have done. But I shall never forget her again, and I shall always pray for her.

Our discussion of this passage led quite logically to the basic question of The Book of Job. Some of the students looked upon Mr. Frank as a latter day Job, for there appeared a parallel to Job's suffering in Mr. Frank's life, and this helped to add immediacy to our study of the Book of Job. To many students, Job's problems are unreal and have no relation to life today, but by clearly demonstrating the universality of suffering the class was able to derive more from The Book of Job. The class left the study of *The Diary* to see how one of Anne's ancient ancestors tried to answer in the fifth century B.C. the question that the Frank family was faced with in the twentieth century A.D.

MEETING THE NEEDS OF GIFTED CHILDREN

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(Continued from the April-June issue)

Special Groupings

Special groupings constitute a variety of administrative devices which are aimed directly at improving the quality of the education of gifted children. They usually imply a curriculum which is enriched in depth or in breadth or in both. By enrichment in depth is meant that the class follows the topics prescribed or suggested for its grade level but that each topic is studied more thoroughly. Usually much more use is made of investigation, experimentation, and independent study. By enrichment in breadth is meant that, in addition to the topics of the regular curriculum for the grade, there are added additional topics in the different subject-areas, or, in some there is enrichment in both depth and breadth. Then, too, in most cases, in special groupings there is a definite modification of teaching methods with emphasis placed on developing creativity, originality, and critical thinking. There is, however, one form of special grouping which does not necessarily involve any enrichment of curriculum or teaching methods. This is the rapid advancement class. For example, in Vancouver, British Columbia, gifted pupils are grouped in such a class and cover the work of Grades IV, V and VI in two years. In the city of West Vancouver the most able high school students are grouped in one class and cover the work of Grades X, XI, and XII in two years.

In most forms of special groupings it is conceded that these at least afford the opportunity for the development in pupils of a broader background of knowledge and also the chance to develop those generalized habits and skills which I discussed earlier. What is more controversial is the effect such special groupings have on the social and emotional growth, as well as on the self-concept of gifted pupils. Also to be considered are the effects on the intellectual and emotional growth of superior and average pupils who are *not* chosen for a special grouping.

The greatest difference of opinion occurs over the wisdom of segregating gifted pupils in a special class for all their school work. Those who argue against this practice point to the increasing tendency to try to keep as many of various types of exceptional children in regular classes as possible. Indeed, the philosophy is becoming well established that any exceptional child — handicapped or gifted — should be removed from his regular class only for cause — the said cause being a considered judgment that his maximum opportunity for education or treatment can be best promoted by his removal to a segregated group. The case of those who deviate considerably from the average in intellectual ability seems to be a special one. While, in a good school with small classes and a well-trained teacher, children

of borderline intelligence and the higher grade educable youngsters may well remain in a regular class, usually the educable pupils with an I.Q. below 65 and the trainable retarded are not likely to profit by remaining in a regular class. There seems to me to be a parallel at the other end of the scale of intellectual ability. The top 3 per cent to 5 per cent of intelligence are not likely to get their maximum opportunity for development in the majority of regular classes. True, if we lived in a perfect world where no class had more than twenty-five pupils, where all teachers held a college degree, and where every teacher had special training in enriching the curriculum for gifted children, special groupings might not be necessary. However, I do not live in such a world. In Canada, only a small minority of elementary school teachers have a college degree and many are young, inexperienced, and without any adequate supervision. Further, classes of forty to forty-five are common in the elementary school. Then, too, in their short period of teacher training (often limited to one year) relatively little help is given the teacher to prepare her to understand, teach, and guide the gifted pupil.

If, then, there are to be special groupings what kind is most effective?

Having had nearly thirty years of experience with special classes for the gifted where such pupils are grouped together for all their school work, I am still convinced that, under present conditions, they are often the best answer to meeting the problem of the education of the gifted. I have had the opportunity of visiting most of the special classes organized in Canadian cities and my observation is that they *do* develop a much richer background of knowledge, and better abilities and skills in critical thinking, problem solving, in acquiring knowledge, in learning how to study, and in developing creativity and originality than is the case with regular classes. They *do* seem to foster intellectual curiosity and an eagerness for learning.

What do special classes do to the personality and social and emotional development of the gifted youngsters. Frankly, I am not at all impressed with the argument that grouping gifted children in special classes is undemocratic. We continually segregate children with athletic ability into teams, children with musical ability into orchestras and choirs, those with artistic ability into art classes and art clubs, and those with dramatic ability into dramatic clubs. Furthermore, I cannot think of anything more undemocratic than to sacrifice the development of a gifted child by ruining his thought and work habits in a regular class where he is presented with work very much beneath his ability and where his intellectual curiosity, creativity, and originality are stunted if not stifled.

That gifted children in special classes, given any kind of reasonable guidance, do not become priggish and conceited has been demonstrated time and again in various studies. Indeed, the gifted child who works with his peers in intellectual ability seems far less likely to be snobbish than the one who works in a class where he and his fellows both recognize his intellectual superiority. Of course, the problem of snobbishness can be solved by making the gifted child conform to a mediocre standard until neither he nor his classmates recognize his intellectual superiority, but that is nothing short of immoral.

Whether or not gifted children in a special class become alienated from average children depends, of course, in large degree, on the attitudes of their teacher and principal and the leadership these give to parents. We in Canada are inclined, when we set up a special class, to treat it henceforth as a matter of course, as a regular part of the school. Often we do not even call it a special class but designate it by the teacher's name. We do not talk about it a great deal or be secretive about it. We treat it, as I said, as a normal part of the school.

It seems to me that a great deal of honest argument goes on over the merits and demerits of special groupings or other devices for the education of gifted children. We often forget that there is no magic in a special class as such, that its success or failure in a given situation depends on a wide variety of factors — the seedbed of public opinion in the community, the attitude of the whole teaching staff, the attitude of the parents, the attitudes of the principal and other educational administrators, the attitudes of the pupils in the school, the methods by which the pupils were selected and the class organized, the quality of the teacher selected, the degree of liaison with the parents, the philosophy of the curriculum and teaching methods, and the adequacy of classroom equipment. What we should ask, in setting up a special class, is the question of under what conditions can such a class be successful and can such conditions be created.

Another form of special grouping which has been used very little in Canada is that of partial special classes, known often as the Colfax plan. This is the plan where gifted students spend half their day in a special group studying the more academic aspects of the curriculum and the other half with their regular classmates. This is meant to be a bow in the direction of democracy so that pupils will learn to work with others of varying degrees of ability. Not having had any first-hand experience with this type of grouping, I shall refrain from discussing it. I should think that, once again, its effectiveness would vary widely according to the attitudes of the teaching staff, principals, and other educational administrators and according to the way in which it was set up and administered. Personally, I would prefer the full-time special class.

A form of special grouping which has much to commend it is the special seminar or discussion group where gifted students are withdrawn from their class one or more times a week for discussion of current events, scientific ideas, or social problems. Under the guidance of a skilled leader such groups could be very stimulating to gifted children.

A form of special grouping which seems to be spreading rapidly in the United States, but which has made little or no headway in Canada because of our ten-month school year, is that of special summer classes in enrichment for gifted children. If properly carried out this seems to have merit since it is not apt to be fettered by specific curriculum requirements or by the jealousy of those who would not be admitted to special classes during the school year.

I look with envy upon the advanced placement classes and honour classes in the high school, which are used to a considerable degree in the United States. These

should provide for all the three kinds of general development which I suggested as objectives in the education of the gifted.

May I say a word for the underachieving and the maladjusted gifted. Every effort should be made to discover these children in the lower grades of the elementary school and to provide remedial and adjustment services either on an individual basis through counsellors, psychologists, social workers, remedial reading specialists or, if necessary, psychiatrists, or, alternatively, on the basis of remedial or adjustment classes.

Whether a child is left in a regular class or placed in a special class the effect of either procedure on his self-concept, and on his social adjustment must be given prime consideration. We need to remember that often it is not the objective situation which matters as much as how the child feels about the situation in which he finds himself. This necessarily means an individual study of each child in deciding on the group in which to place him so that his maximum development may be ensured. Only too often, for example, we have a tendency to deal in the abstract with a factor such as the pupil's size, and to forget that how he feels about his size is the important matter.

For lack of space I shall pass over other types of special groupings.

Enrichment

Originally I had intended to discuss the topic of what can be done for gifted children under three headings — acceleration, special groupings, and enrichment and, therefore, I should now come to the topic of enrichment. However, since special groupings have little justification unless they greatly enrich the education of the gifted child both with respect to process and product, I have had to deal considerably with enrichment under the heading of special groupings. All that remains is to tidy up the topic by summarizing it and making a few suggestions as to the methods used in enrichment.

The aims of enrichment have already been stated. The first is to give gifted children a much broader background of general and specific knowledge than they would otherwise acquire. The second is to increase their intellectual skills in such areas as investigation, experimentation, problem-solving, and creativity. The third is to promote the development of democratic attitudes, ideals of service, appreciations in the arts and sciences and social skills in living with others, as well as integrity of character and personality qualities of emotional sturdiness.

Enrichment can theoretically, and perhaps ideally, be carried out in a regular class but is much more likely to be achieved in special groupings.

Methods of enrichment vary. Usually they include one or more of the following :

1. Stimulation of the gifted child to read widely along both general and specific lines. This involves some minimum of guidance and ideally a discussion of, or a report on, what is read.

2. By giving gifted pupils assignments of special projects and the opportunity to advance into more complex and more challenging work which they can handle with a minimum of supervision. Pupils can do this work either alone or in groups. The individual project is often the scientific investigation, the creative writing assignment, or the investigation of social problems. In a group project the gifted child is ordinarily assigned a position of leadership in which it may be his function to summarize, criticize, or organize.
3. The free choice activity allows students to do extra work which is not related to the curriculum used in class.
4. Gifted children can be used as monitors or helpers to assist younger or less able children with reading, to keep class records, and to prepare scientific demonstrations. However, it must be remembered that this should not be busy work, nor should this type of work be assigned merely to lighten the burden of the teacher or even to promote group welfare as such. Rather, it can be justified only if it yields dividends in one or more of the three major areas of desirable development for the gifted. If a gifted child's helping out of a weak student promotes his own individual development and gives him practice in serving others and a desire to do so, it can be worthwhile. In *any* school activity in *any* class the teacher has to ask himself whether what the student is doing contributes to the latter's all around development more than something else he might be doing.
5. Provision of more materials available to gifted children in the form of classroom libraries, encyclopedias, materials for science experiments, films and film strips, can be a help in enriching the curriculum for the gifted. So can special opportunities for visits to industrial and civic centers, museums or art galleries, as well as for interviewing leaders in the fields of industrial or cultural organizations and of government services.
6. Special interest groups in connection with the school such as mathematics clubs, science clubs, art clubs, creative writing clubs, drama clubs, which may or may not be confined to the gifted, can sometimes give these youngsters the kind of stimulation they need if the activities and discussions are sufficiently specialized and not confined to mediocre level.
7. Special opportunities for the gifted can often be provided in the community through art classes in connection with an art gallery, library classes, special musical activities in the form of choirs and orchestras, or in such advanced seminars as are provided by the Joe Berg foundation.
8. Provision of summer schools for the gifted, either by the public school authorities or by private schools, can often provide considerable enrichment.

All of the above methods imply that enrichment is something tacked on to the regular school curriculum. Actually the problem will be solved eventually only when so-called "enrichment" becomes an integral part of each lesson taught or each

activity pursued in the school, that is, when it does become a part of good teaching. This day will come only when we have developed in the public — in the man in the street, the man in a high executive position in industry, and the man in the learned professions (including that of university teaching) — a wider conception of what educational development really means for all children. It will come, too, as we in education become more skilled in developing children of all grades of ability to achieve their greatest potential in the three chief areas of growth which I have dealt with in this article.

CLIMATE FOR LEARNING

What is the best climate for learning?

The principles are these : Learning is a complex process involving far more than the amassing of information; learning involves the interplay of mental and emotional processes by which an individual builds and shapes his knowledge, attitudes, and feelings about himself and others; learning is the process by which the pupil develops skills for solving life's problems, exploring its perplexities, and enjoying its riches.

A further principle is that the school is an institution of society. It must prepare children to meet society's need for wise and able adults even as it prepares the child to meet his own needs within that society. Children need to develop skills and acquire knowledge in the world of which they are a part while they are doing their own growing. In the process of doing so they need to develop the feelings, attitudes, and strengths which will enable them to cope with future uncertainties and meet the recurring challenges of changing conditions and demands.

No clear-cut formula for creating such a climate yet exists. Even a skilled, long-experienced teacher faces problems in trying to build a good climate in his classroom. He begins with the considerable body of theory that exists and the many, varied techniques he has learned. Working with this base, and realizing the importance of his role as a leader in the classroom and his responsibility to present the content of his subject area, he tries to build a good classroom climate for learning.

But he has many problems, and often his techniques and theories lead to seeming contradictions. For instance, one of the principal elements necessary is an atmosphere of freedom and spontaneity; another is a sense of order and purpose. How to maintain one without sacrificing the other poses a dilemma. Achieving a proper balance requires at the very least that a teacher be sure of himself as a person and clear on his goals for the children.

N.E.A. Journal, Vol. 50, No 9.

JUNE EXAMINATIONS: TENTATIVE TIMETABLE 1963

NOTE TO PRINCIPALS: Please report timetable conflicts immediately.

Revisions will be made if possible.

Morning				Afternoon	
THURSDAY, JUNE 13					
Grade XI	Music, Channel A	9 to 10:00	Grade XI	Stenography	1:30 to 4:00
	Music, Channel B	9 to 10:00			
	Music, Channel C	9 to 11:30			
FRIDAY, JUNE 14					
Grade XI	Art	9 to 11:30	Grade XI	Art (cont'd)	1:30 to 4:00
	Technical Drawing	9 to 11:30			
MONDAY, JUNE 17					
Grade X	English Literature	9 to 11:30	Grade X	Physics	1:30 to 3:30
" XI	" "	9 to 11:45	" XI	"	1:30 to 4:00
" XII	" "	9 to 12:00	" XII	Courses I and II	1:30 to 4:30
TUESDAY, JUNE 18					
Grade X	History	9 to 11:00	Grade X	English Composition	1:30 to 3:30
" XI	"	9 to 11:30	" XI	" "	1:30 to 4:00
" XII	Analytical Geometry	9 to 12:00	" XII	" "	1:30 to 4:30
WEDNESDAY, JUNE 19					
Grade X	French	9 to 11:00	Grade XI	Spanish	1:30 to 4:00
" XI	"	9 to 11:30	"	Office Practice	1:30 to 4:00
" XII	"	9 to 12:00	" XII	History	1:30 to 4:30
THURSDAY, JUNE 20					
Grade X	Chemistry	9 to 11:00	Grade X	North American	
" XI	"	9 to 11:30		Literature	1:30 to 3:30
" XII	"	9 to 12:00	" XI	" " "	1:30 to 4:00
			" XII	" " "	1:30 to 4:30
FRIDAY, JUNE 21					
Grade X	Algebra	9 to 11:00	Grade X	Geography	1:30 to 3:30
" XI	Elementary Algebra	9 to 11:30	" XI	Trigonometry	1:30 to 4:00
				Typewriting	1:30 to 4:00
			" XII	Trigonometry	1:30 to 4:30
MONDAY, JUNE 24					
Grade X	Geometry	9 to 11:00	Grade XI	Home Economics	1:30 to 4:00
" XI	"	9 to 11:30		Industrial Arts	1:30 to 4:00
				Intermediate Algebra	1:30 to 4:00
			" XII	Algebra	1:30 to 4:30
TUESDAY, JUNE 25					
Grade X	Biology	9 to 11:00	Grade X	Home Economics	1:30 to 3:30
" XI	"	9 to 11:30	" XI	Geography	1:30 to 4:00
" XII	"	9 to 12:00	" XII	Calculus	1:30 to 4:30
WEDNESDAY, JUNE 26					
Grade X	Latin	9 to 11:30	Grade XI	Latin Poetry and	
" XI	Latin Prose and			Sight	1:30 to 4:00
	Composition	9 to 11:30	" XII	Latin Poetry and	
	Bookkeeping	9 to 11:30		Sight	1:30 to 4:30
	Agriculture	9 to 11:30			
" XII	Latin Prose and				
	Composition	9 to 12:00			
	Beginners' Latin	9 to 12:00			

BOOK REVIEWS

The Philosophic Process in Physical Education by Elwood Craig Davis, Ph.D. should be of great interest to graduate, physical education students or professional people interested in establishing values and objectives in their own fields. The author believes that there is a great need in physical education to utilize the philosophic process through personal involvement.

In the consideration of "Philosophy as Heritage", an over-all view of the major philosophies, Idealism and Naturalism, is given. However, briefly and chronologically, more detailed philosophical trends are developed and the physical education trends, which reflected them or were dependent on them, are correlated. In this way the philosophical concepts take on practical significance.

The need for an underlying philosophy by a mature educator is well demonstrated, but the major part of the book is devoted to the need for a personal philosophy and to the ways and means by which it may be built. In addition, reference is made to the difficulties which will be encountered. Many concrete and practical guidelines are suggested from which the individual may build his own professional philosophy. The inclusion of a wide variety of criteria and approaches will help the individual to evaluate practices, as well as objectives in physical education.

The last section is made up of selected readings by eminent authorities in medicine or physical education from 1889 to 1960. In addition, there is, at the end of each chapter, a detailed list of selected references for further reading.

The authors have recognized their inability to exhaust the various topics covered, have avoided much unnecessary detail, and have managed to refrain from too sweeping generalizations. The book, therefore, is useful to anyone who wants to obtain an authoritative view of general philosophies and their significant influences on physical education, past and present. However, the great effort to compress so much may be considered a weakness by the discriminating philosopher who might have wished to explore some of the topics more thoroughly. Published by Macmillan of Canada, 301 pages, \$6.25.

A First Chemistry by E. E. Cook is a combination of laboratory manual and textbook. The book follows the traditional order of presenting material found in most elementary chemistry textbooks. Detailed directions for carrying out laboratory experiments are followed by a concise treatment of the topic. Simple, clear diagrams and sets of questions are found throughout. A useful book for supplementary use in any first high school chemistry course. Published by Longmans Canada, 293 pages, \$1.60.

Modern Geometry and Trigonometry, Stage 3 by Lionel Levy contains many exercises that will interest the average high school pupil because they stress the practical application of ideas in many different ways. The subject matter includes the properties of chords and angles in a circle, tangency, ratio, proportion, similarity, and elementary trigonometry. Concepts presented for the first time are simply yet adequately presented and the relationship between the practical application and the theoretical diagram is clearly demonstrated. Published by Longmans Canada, 128 pages.

Village of Stars by Paul Stanton is an exciting novel about cold war tensions that may at any time result in a serious error which would plunge the world into atomic warfare. The possibility of travelling vast distances in modern aircraft is a feature of the story which ranges over a great part of the earth. There is surprising suspense throughout which is only resolved in the last few pages. This book is recommended for any high school library. Published by Longmans Canada, 217 pages, \$1.20.

Adventures in Graphing, one of the series called "Exploring Mathematics on Your Own", was written by William H. Glenn and Donovan A. Johnson. The booklet presents many ideas in a simple and intriguing manner and should have great appeal for the senior high school pupil who is interested in mathematics. The book could also serve to interest other pupils in this part of mathematics. The material includes some of the elementary concepts which usually appear in courses of analytical geometry and there are additional exercises to challenge the reader. Published by Longmans Canada, 64 pages, \$1.10.

The World of Measurement, one of the series called "Exploring Mathematics on Your Own", was written by Donovan A. Johnson and William H. Glenn. The book is worthy to be included in this excellent series and will appeal to the senior high school mathematics student in particular. The subject matter deals with measurement, the inaccuracies involved

in all measurements and the science of rounding off numbers and making approximations. The exercises enhance the appeal of the booklet considerably. Published by Longmans Canada, 64 pages, \$1.10.

Hand and Machine Woodwork by H. G. Miller, and **Automotive Mechanics** by M. J. McGriffin are shop texts designed as companions to *Machine Shop Theory and Practice* by F. H. Hallett which was reviewed in the April-June number of the *Educational Record*. The comments made about *Machine Shop Theory and Practice* are equally applicable to the woodwork and automotive texts. These books are edited by Professor A. W. Frizzell of the Ontario College of Education and the authors are experienced both as craftsmen and teachers.

Hand and Machine Woodwork in its 30 short chapters compiles a comprehensive course in woodworking including safety rules, information about wood, hand tools, gluing, power tools, joints, finishing, sharpening, types of building materials.

Automotive Mechanics deals with the internal combustion engine and the automobile. The automobile transmission studied is the manually-operated selective type as the automatic transmission is considered too complicated for elementary instruction.

Published by MacMillan of Canada, 196 and 144 pages, respectively, \$1.90 each.

Wild Flower Hunter by H. J. Samuel, a biography of Mrs. Ellis Rowan, Australian artist-naturalist, sounds authentic, but the authenticity continually slows down the narrative. Mrs. Rowan's statements are seldom fresh or unusual either in content or expression, and the book's deliberate pace results partly from this and partly from the fact that collecting and painting wild flowers is an essentially undramatic pursuit however expertly it is done. *Wild Flower Hunter* seems designed for reading by girls of about the Grade VII level, although they may find some difficulty with a few of the words of local origin. The frontispiece, a colour reproduction of one of her paintings, gives us a more vital impression of Ellis Rowan than does the entire text and makes the rest of the illustrations created for the story seem much poorer than they really are. Published by Longmans Canada, Limited, 152 pages. \$4.00

Shakespearean Festival, compiled and edited by W. F. Langford, is a publication intended as a text for Grade IX. The editor's purpose is to offer students of this age group a variety of excerpts from fifteen Shakespearean plays rather than to confine their introduction to Shakespeare to a single work. A case can certainly be made for this approach, although perhaps one would be wise to avoid excerpts of plays to be studied in later years in their entirety. The present volume contains selections from *Macbeth*, *Henry IV* (Part I), *Henry V*, *Romeo and Juliet*, *The Merchant of Venice*, *A Midsummer Night's Dream*, *Julius Caesar*, *Henry VIII*, *King Lear*, *Richard II*, *The Tempest*, *Hamlet*, *The Taming of the Shrew*, *As You Like It*, and *Twelfth Night*. Photographs of professional performances as well as pictures of the Stratford festival theatres in England, Ontario, and Connecticut add to the visual attractiveness of the book. Brief notes on period background and suggestions on the performance of the selected excerpts are simply written and there are the inevitable questions at the back of the book. It is an attractive and compact anthology that could be used either as a text or to supplement the prescribed course. Published by Longmans Canada, Limited, 219 pages, \$1.35.

Lyric and Longer Poems Book III, edited by A. H. Humble, is a book of English and American poetry of the past and present with a liberal dash of Canadian poetry thrown in. It is divided into the following sections: lyrics and light verse, portraits, and ballads and narrative poems. No attempt is made to present the poems chronologically. Instead, poems on similar subjects are frequently presented together to invite comparisons of style and treatment. It is a book better suited to browsing than to systematic study. The preface would indicate that it is intended for senior grades. Many of the hardy perennials of such anthologies are here and there is occasionally a lesser known work of merit. Adequate notes on vocabulary and biography are included and there are some questions. Published by Macmillan of Canada, 200 pages, \$1.25.

The Tempest by William Shakespeare was edited by W. F. Langford for the Canadian Swan Edition. The Swan texts are supplemented by a generous amount of reference and explanatory material most of which is helpful to the student. There are notes on the life of Shakespeare, the Elizabethan theatre, date of the play, source of the plot, Shakespearean grammar, versification and prose, and others. Exception might be taken to the inclusion of character sketches and the outline of the plot, since these areas are ones to which the student can bring his own understanding and imagination. Perhaps, also, the "Critic's Comments" section could be improved by a greater stress on more of the moderns. These exceptions notwithstanding, the Swan edition has much to recommend it. Published by Longmans Canada Limited, 208 pages, 90 cents.

The Merchant of Venice by William Shakespeare was edited by A. C. Ward for the Heritage of Literature Series. This edition of the play opens with an eighty-one page introduction by the editor. His style is light, informal and likely to hold the interest of most student readers. To what extent the reader will agree with him is debatable, but although Mr. Ward is sometimes irritating, he is never dull. The textual notes in this edition appear on the page facing the words and phrases they explain. This format, while not new, still seems the most effective way of including footnote and reference explanations. The book is cloth bound. There are no illustrations. Published by Longmans Canada Limited, 272 pages, 90 cents.

The Otters' Tale by Gavin Maxwell is a new and shortened edition for children of a best seller. 'Ring of Bright Water'. It is the story of the lives of three intelligent, and charming, but unmanageable, otters. Perhaps the greatest value of this book is its numerous and revealing photographs. Nine of the ninety-one photographs are in color. Published by Longmans, Green and Company, 43 pages, \$4.00.

Manitoulin Manhunt by Fred Swayze will not be remembered for its intriguing plot but for the detail it gives of the work of an anthropologist. The author uses the Sheguindah discovery as a springboard for his narrative and he capitalizes on every opportunity to instruct his readers. His interest in young people and his youthful curiosity are obvious. Recommended for the junior high school library. Published by Ryerson Press, 171 pages, \$3.75.

Outpost of Peril by Alida Malkus, one of the "Daughters' of Valor Series", retells the story of Madeleine de la Vercheres and her courageous defense of 'Castle Dangerous' in an engaging manner. Miss Malkus faithfully follows the agreed facts of the siege but, where history is remiss, the writer presents a logical solution. Madeleine is humanized, but not modernized, since the writer uses care to expose us to the setting and to the local colour of the age. Published by Longmans Canada Limited, 189 pages, \$4.25

Teen Home Nursing Manual — Prepared by the Canadian Junior Red Cross — Teachers and others who may become involved in Home Nursing Courses for teen-agers, may often find difficulty in obtaining the simplified material for setting up such a course. It is hard to extract the rudiments of home nursing from the all-inclusive volumes prepared for professional use. The Teen Home Nursing Manual can be thoroughly recommended for those who need a simplified course which contains not only the basic material, but a good deal of helpful extraneous matter that will serve to stimulate interest and supplement the practical work involved.

The Manual opens with a chapter on the teen-ager himself, touching briefly but effectively on such matters as physical and emotional health, posture, food, immunization and sanitation.

The next three chapters pass on to the elements of Home Nursing, dealing with this subject in a very comprehensive manner. From the detection of symptoms on to the practical procedures, the Manual covers the complete care of the patient in every age group. Starting with the psychological approach, through bed-making, the bed-bath, treatments, diets, the handling of communicable diseases and the care of the aged, the Manual should inspire the confidence so necessary in the care of the sick and infirm.

Next follows excellent advice and proper procedures for baby-sitters. A chapter is devoted to this and it comprises a complete handbook in itself. Among other things, it gives the teen-ager a good idea of what to expect in the behaviour and growth patterns of the normal child from one to six years of age.

Occupational therapy for young and old also finds a place in the book, together with safety and elementary First Aid. The latter includes artificial respiration by the modified Holger-Neilson and the latest mouth-to-mouth method of resuscitation.

Throughout the book, line illustrations add interest and clarity. Another very useful feature is the check-list ending each chapter which serves as a reminder and, to some degree, a recapitulation of the salient points. This Manual could well be classed as a Number One item on every teen-ager's bookshelf and teachers would not be amiss in advising its purchase. Published by Thorn Press, 198 pages, \$1.00.

**MINUTES OF THE FEBRUARY 1962 MEETING
OF THE PROTESTANT COMMITTEE**

6000 Fielding Avenue, Montreal, Que., February 16, 1962

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

Present : Mr. L. N. Buzzell, Mr. W. H. Bradley, Dr. C. L. Brown, Mr. A. K. Cameron, Mr. R. J. Clark, Hon. G. B. Foster, Mr. J. R. Latter, Prof. J. U. MacEwan, Dr. C. E. Manning, Dr. S. E. McDowell, Mr. K. H. Oxley, Hon. J. P. Rowat, Mr. T. C. Urquhart, Mr. E. T. Webster, Mr. T. M. Dick, Dr. Ogden Glass, Mr. G. A. McArthur, Prof. D. C. Munroe, Mrs. A. Stalker, Mrs. Roswell Thomson and the Secretary.

Apologies for absence were received from The Superintendent of Education, Hon. W. M. Cottingham, Brig. J. A. de Lalanne, Most Rev. John Dixon, Sen. C. B. Howard, Dr. F. C. James, Dr. R. H. Stevenson.

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

The Chairman regretted that he had to announce the resignation of Dr. J. S. Astbury as an Associate Member of the Committee.

On behalf of the Protestant Committee he expressed its sincere appreciation for the great contribution Dr. Astbury has made to education and particularly to the deliberations of the Committee.

On the motion of Prof. Munroe, seconded by Mr. McArthur the Committee moved into Committee of the Whole.

On the motion of the Hon. Mr. Rowat, seconded by the Hon. Mr. Foster it was resolved that the Committee reassemble in regular session.

Arising from discussion in Committee of the Whole it was moved by Mr. Bradley, seconded by Mrs. Stalker that the "Brief" to the Royal Commission of Inquiry on Education, as amended, be approved.

The motion was adopted and the Chairman was to decide which members would present the "Brief" to the Royal Commission.

Arising from discussion in Committee of the Whole it was moved by Mr. Bradley, seconded by Mr. Dick that new regulations dealing with the internal management of the Protestant Committee and providing for the retirement of members at age seventy-five and in cases of non attendance at meetings, were approved, these regulations to be numbered 184 to 194 inclusive. The Secretary was requested to petition the Lieutenant-Governor-in-Council to approve these regulations.

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

(1) The salaries of principals of high schools range this year from \$5,700 to \$12,500, with 14 principals receiving \$10,000 or over, 25 between \$8,000 and \$10,000 and 15 below \$8,000.

(2) Inspectors in the 96 schools of Greater Montreal in 1960-61 made visits to over 1,000 teachers who held letters of standing, interim certificates or who were unqualified.

(3) The triennial report of the Muriel Richmond Trust Fund of Gaspé High School was received on December 5th, 1961.

(4) The enrolment in Protestant schools in organized municipalities during the current school year is 116,339, an increase of 4,044 of which number 54% are in the schools of Greater Montreal and 46% outside Greater Montreal.

This section of the report was received on the motion of Dr. Glass, seconded by Mr. Latter.

The reconstitution of three Central School Boards, namely:— Macdonald, Papineau County and Stanstead County was approved on the motion of Dr. McDowell, seconded by the Hon. Mr. Rowat.

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

(1) That *Language Comes Alive 7* be authorized as an alternative to *Using Our Language* in Grade VII.

(2) That the following recommendations of the Latin Committee be adopted and that Dr. G. R. Vallillee and the other members of the Latin Committee be thanked for their report :

(a) That the following reading assignments for Grade XI from *Latin for Today* be adopted for 1962-63 and 1963-64 and that the 1961-62 assignment be repeated in 1964-65, forming a three-year cycle :

1962-63: Book III, Lessons 15-18; Book IV, Lessons 2 (*a, c*), 3 (*f, g*), 7, 8, 11, 12, 17, 18, 29, 30, 32 (*e, g, h, i, j*).

1963-64: Book III, Lessons 21-25; Book IV, Lessons 3 (*f, g*), 9, 10, 13, 14, 18, 29, 30, 31 (*b, c, d*).

(b) That Grade XI pupils be required to learn the scansion of both hexameter verse and the elegiac couplet.

(c) That rules Nos. 22, 74, 76, 78, 79, hitherto omitted, be included in the Grade XI grammar requirement.

(d) That pages 169-203 of *Latin for Today, Book I*, hitherto optional, be an obligatory part of the Grade VIII course.

(e) That the Latin word list provided for Grade XI be discontinued.

(f) That a teachers' manual for Grade XI be prepared by Mr. T. H. G. Jackson and Dr. Vallillee and supplied in mimeographed form.

(g) That *Brevitas* by M. E. Hardwick (Clarke Irwin) be authorized as a Latin Composition text for Grade XI and that the English-to-Latin exercises from *Latin for Today* hitherto assigned to Grade XI be no longer a required part of the course.

(3) That, subject to satisfactory arrangements regarding the price, *Words on Wings* be authorized as an alternative text for Grade VIII in 1962-63 and for Grade IX in 1963-64 and replace *Poems to Enjoy* for Grade VIII in September 1963 and for Grade IX in September 1964.

(4) That the Book of Jonah be substituted for the Book of Esther as one of the optional texts for the Grade IX course in English Literature.

(5) That the following Grade XII recommendations be adopted :

(a) That an alternative course in Physics, with Freeman, *Modern Introductory Physics*, as the text, be authorized for Grade XII students who have not passed Grade XI Physics, provided that a syllabus for the course can be prepared by Prof. Pounder's committee for submission at the next meeting of the Education Sub-Committee.

(b) That a beginners' Latin course such as is offered for first year university students be authorized for Grade XII, with Dale and Henderson, *Paginae Primae*, and Butler, *A Hundred Latin Passages*, as the texts.

(c) (i) That a course in Calculus be authorized for Grade XII with Richmond, *Introductory Calculus*, as the text; (ii) that a course in Trigonometry, to replace the present Trigonometry II, be authorized for Grade XII, with Niles, *Plane Trigonometry*, as the text.

(d) That Winter and Smith, *Learning to Write*, be authorized to replace *Mastering Effective English, Part III*, as the English Composition text for Grade XII.

(e) That the following optional texts be authorized for English Literature in Grade XII, replacing texts now read in lower grades: *Kenilworth* or *Quentin Durward* to replace *Pride and Prejudice*; *Henry Esmond* to replace *Vanity Fair*; *Lavengro* to replace *David Copperfield*; *Lord Jim* to replace *Typhoon*; and that *The Man of Property* be authorized as an additional option.

(f) That the revised syllabus for the Grade XII History course be authorized as submitted by the Grade XII Committee.

(g) That a Committee be appointed with Dr. Glass as chairman (the other members to be named by the Director of Protestant Education) to review the Grade XII courses in English Literature and North American Literature with reference to the recommendation of the Grade XII Committee that some Canadian literature be studied in the Grade XII English Literature course.

(h) That, with no change in the syllabus, *General Biology* by Mavor be authorized to replace *General Biology* by Strausbaugh and Weimer in Grade XII.

(6) That the revised syllabus in Biology for Grades X and XI be authorized, as submitted by the Biology Committee, for use in both grades beginning in September, 1962, and that the Committee be thanked for its work.

(7) That, to review the syllabus introduced in 1960, the Home Economics Committee be reconstituted with Mrs. N. M. Holcomb as chairman, the other members to be Miss Helen Brown, Miss Alice Bruce, Prof. F. I. Honey, Mrs. J. R. Martin, Miss Ann Olney, Prof. H. R. Neilson and Mrs. A. Stalker.

(8) That, as requested by the PAPT Mathematics Committee, pages 128-132 of the authorized text be omitted from the Grade X Geometry assignment and that the assignment for Grade XI be pages 201-223, 228-295, 298-299, 315-322 and review of the work of Grades IX and X.

(9) (a) That a further study be made of the recommendations in the report of Mr. Perks' committee on the length of the school day and the school year in the light of the fuller data to be obtained by the Director of Protestant Education concerning existing practices in the schools.

(b) That Regulation 77 of the Protestant Committee be rescinded and that no pupils be exempted from writing the final examinations in June. (Effective in 1962-63).

The report was adopted on the motion of Mr. Dick, seconded by Mr. Oxley.

Mr. Oxley moved, seconded by Mr. Urquhart that the report of the Technical Education Sub-Committee be accepted and further that the Protestant Committee offer its support to any school board that may be able to reach an agreement with the Department of Youth for the establishment of technical schools.

On the motion of Dr. Manning, seconded by Prof. MacEwan it was agreed that the present regulations, numbers 35, 36, 37, 40, 41 and 42, concerning the classification of schools of the Regulations of the Protestant Committee be revised as presented by the special Sub-Committee.

It was moved by the Hon. Mr. Rowat, seconded by Mr. Webster that Seven Islands Intermediate School be raised to high school status, effective July 1, 1962, and that other applications from school boards for high school status be referred to the Sub-Committee on Central School Boards.

The following were successful in passing the Inspectors' Examination which was held on January 20, 1962, and in accordance with Regulation 113 and Section 53 of the Education Act were awarded Inspector's Certificates on the motion of Mr. Dick, seconded by Mr. McArthur:— Harold Don Allen, G. King Amos, John A. Ferris, Stanley B. Gage, Frank D. Heath, Alfred E. Johnson, Jack D. Kennedy, Alexander M. Lindsay, Noel MacNevin, Clyde A. MacTavish, John N. Rosevear, John Rowley.

It was moved by the Hon. Mr. Rowat, seconded by Dr. Glass and agreed that the report of the High School Leaving Board on supplemental examinations be rejected but referred back to the Board, along with a copy of the memorandum prepared by the Hon. Mr. Rowat, for reconsideration.

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

E. S. GILES
Secretary

L. N. BUZZELL
Chairman



Board of Examiners (*Protestant*) of *Montreal*.

DIPLOMA FOR *Elementary* SCHOOL

 hereby certify that *Libère Tétrault*, a native of *Lower Canada*,
aged *17 1/2 years*, residing in *St. Marie de Monnoir* and belonging to the *French Evangelical Church*, having produced a testimonial
of good morals and religious instruction signed by *Rev. T. Riendeau*, and having undergone an examination in a very satisfactory manner
in *French Reading, Dictation, Reading Illustrated & Grammar*,
and in a satisfactory manner in *Writing, Sacred History, History of Canada, Geography and Arithmetic*,

has received a diploma of the *Second* class, authorizing her to teach in English and in French in all the *Elementary Schools within the*
Counties or parts of Counties in the Judicial Districts of Three Rivers, Athabaska, Richelieu, Joliette
Circulaire. In witness whereof, by order of the Board *of Examiners of Montreal*, we have hereunto affixed our hands and the seal of the said
Board this *fourth* day of *November* in the year *one thousand eight hundred and sixty-two*.

J. K. Macdonald
T. A. Gibson
President.
Secretary.

St. Hyacinthe, Sherbrooke, Beauharnois, St. Francis Bedford, Montreal and Ottawa

Diploma issued in 1862 to Mlle. Libère Tétrault, of St. Marie-de-Monnoir (Marierville), who travelled to Montreal by stage coach to write the examination conducted by the Board of Examiners of Montreal.

Courtesy of Mrs. C. Brown
Montreal



MAIN ENTRANCE, LINDSAY PLACE HIGH SCHOOL