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THE EDUCATIONAL RECORD

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OCTOBER - DECEMBER 1955



A VIEW OF GUELPH — Evan Macdonald, O.S.A.

PLACING A DAUGHTER AT SCHOOL

Dear madam, I've called for the purpose
Of placing my daughter at school;
She's only thirteen, I assure you,
And remarkably easy to rule.
I'd have her learn painting and music,
Gymnastics and dancing, pray do,
Philosophy, grammar and logic,
You'll teach her to read, of course, too.

I wish her to learn every study
Mathematics are down on my plan,
But of figures she scarce has an inkling
Pray instruct her in those, if you can.
I'd have her taught Spanish and Latin,
Including the language of France;
Never mind her very bad English,
Teach her *that* when you find a good chance.

On the harp she must be a proficient,
And play the guitar pretty soon,
And sing the last opera music
Even though she can't turn a right tune.
You must see that her manners are finished,
That she moves with a Hebe-like grace;
For, though she is lame and one-sided,
That's nothing to do with the case.

Now to you I resign this young jewel,
And my words I would have you obey;
In six months return her, dear madam,
Shining bright as an unclouded day.
She's no aptness, I grant you for learning
And her memory oft seems to halt;
But, remember, if she's not *accomplished*
It will certainly be your fault.

Quoted from Godey's Lady's Book, vol. XLVI, no. 5, May 1953; in E. W. Thompson,
Education for Ladies, 1830-1860.

THE EDUCATIONAL RECORD

October - December, 1955

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THE EDUCATIONAL RECORD

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

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Vol. LXXI

QUEBEC, OCTOBER - DECEMBER, 1955

No. 4

EDITORIAL

THE DIRECTOR OF PROTESTANT EDUCATION

Inspector General since 1936 and Inspector of High Schools for five years before that, Mr. E. S. Giles, who has succeeded Dr. Percival as Director of Protestant Education, is well known to all the Protestant teachers and school boards of Quebec.

Born at Lachute and educated at Lachute Academy and McGill, Mr. Giles had been principal at Valleyfield, Macdonald College and Three Rivers before coming to the Department of Education in 1931. The four years following his graduation from McGill he had spent in the Canadian Army, seeing active service in France and Belgium during the first World War as an officer in the RGA. While at Three Rivers he obtained his master's degree from Columbia University.

As Inspector General during the past nineteen years Mr. Giles has been in close contact with all aspects of our educational system and has had much to do in furthering its development. As Chairman of the High School Leaving Board he has been extremely successful in maintaining academic standards while increasing the flexibility of the departmental examinations. As a member of the Central Board of Examiners he has shared in all decisions connected with the recruiting and training of teachers. He has coordinated the work of inspectors, supervisors and helping teachers and effected the adjustments that have been called for by changed conditions during recent years. He has assisted in preparing the budget of the Protestant side of the Department of Education and been responsible for the administration of operational grants. No other person could have succeeded to the position of Director of Protestant Education with such a background of detailed knowledge and practical experience.

Mr. Giles is well supplied with the personal qualifications needed for his new appointment. Those who have worked in close association with him know him for a good listener, friendly, courteous and open-minded, but when he has spoken they have never any doubt where he stands. If efficiency means getting things done without fuss at the right time and in the proper way, there need be no question that in Mr. Giles we shall have a highly efficient Director.

Quebec has a unique educational system. Outsiders may criticize or admire, but only by growing up under the system and working within it for many years can one gain a complete grasp of its idiosyncrasies. Mr. Giles enjoys the great and indispensable advantage of being an out and out Quebecker. All his professional experience has been gained within the Province, he has an intimate



Mr. [Name] [Title]

personal knowledge of the French-Canadian as well as of the English-Canadian point of view, and while his knowledge of local conditions is encyclopedic, still more remarkable is his ability to identify himself with local loyalties and aspirations. Active service overseas and graduate work in the United States appear, if anything, to have intensified his sense of belonging, first of all and all the time, to Canada and Quebec. While his patriotism is anything but ostentatious, it is an aspect of his character that has to be emphasized if one is to give a fair impression of what he stands for. Alien ideas are unlikely to upset the equilibrium of our Protestant system, while he stays at the helm.

The quality chiefly needed, now as always, in educational administration is common sense. Yet how all but inaudible at times is its voice amid the futilities and frustrations of administrative routine. Common sense tells us that people are more important than systems. It tells us that the business of language is to clarify, not to confuse. It tells us that stability is not to be identified with stagnation and that what suited Grandfather in his day may or may not suit us just as well in ours. It tells us that statistics are sometimes very revealing and sometimes very misleading and that what has proved a good thing in one place will not always be the best thing in another place. What it tells us, in fact, always seems self-evident when stated in general terms, but how hard it is to keep these self-evident principles clearly in view when a complicated situation has to be straightened out or when special interests conflict with the general welfare. It is an exceptional administrator that can be trusted never to leave common sense in the lurch, but Mr. Giles habitually astonishes and delights his colleagues by a devotion to common sense that can make a puzzling situation seem all at once absurdly simple or a time-honoured routine absurdly superfluous.

Mr. Giles' appointment comes at a time when the need for leadership in education is perhaps exceptionally acute. Increased enrolments are straining our resources, and the supply of teachers will for some years hardly meet the probable requirements. Improved and extended services have meant greater expenditures and involve a constant review of the financial standing of our school boards. And behind all the practical problems are the problems posed by conflicting educational philosophies for which there can be no final solution but which require a continuous reassessment of basic principles. The burden imposed by all these difficulties upon those at present in key positions is immense, and, whoever became Director of Protestant Education at such a time would require an unusual combination of talents to meet the challenge of the hour. Mr. Giles' appointment and the public reaction to it reflect a general confidence that he has the wisdom and competence to meet this challenge. It only remains for him to receive from everyone the cooperation to which he is so well entitled.

E.O.

EXAMINATION FOR INSPECTOR'S CERTIFICATE

I give notice that, in accordance with Regulation 106 of the Regulations of the Protestant Committee, an examination for the Inspector's certificate will be held in Montreal at 9:00 a.m. on January 21st, 1956. Candidates should send to me at least thirty days before the time appointed for the examination the documents referred to in Regulation 107.

E. S. GILES,
Director of Protestant Education.

MR. W. E. DUNTON

The death on October 27 of Mr. W. E. Dunton deprived Protestant education in the Province of one of its ablest administrators and staunchest friends.

Mr. Dunton was appointed to the Protestant Committee in 1947 and at the time of his death was a member of its Education Sub-Committee. Since 1946 he had been Chairman of the Protestant School Board of Greater Montreal. He was secretary-treasurer of the Montreal Protestant Central School Board from 1925-1929 and served on the Hepburn Survey Committee in 1937, becoming later a member of the Montreal Protestant Board and a member of the Central Board in 1944.

Mr. Dunton, who was educated at Lower Canada College, the High School of Montreal and McGill University, was a chartered accountant and an expert in public finance. Most educational problems have their financial implications, and rapidly increasing commitments during recent years, accompanied by social and economic changes, have required corresponding changes in the organization and operation of educational finance. Mr. Dunton's thorough knowledge of financial practice enabled him to provide resourceful guidance at a critical time in our educational history. Financial policy meant more to him than merely cutting one's coat according to one's cloth. Recognizing that educational progress must go hand in hand with solvency, he regarded finance as subordinate to educational objectives, and his chief concern was always to provide the best possible programme for the schools. He was actively interested in the development of the curriculum and felt a personal concern in the welfare of both teachers and pupils. His loss will be keenly felt in Montreal and throughout the Province.

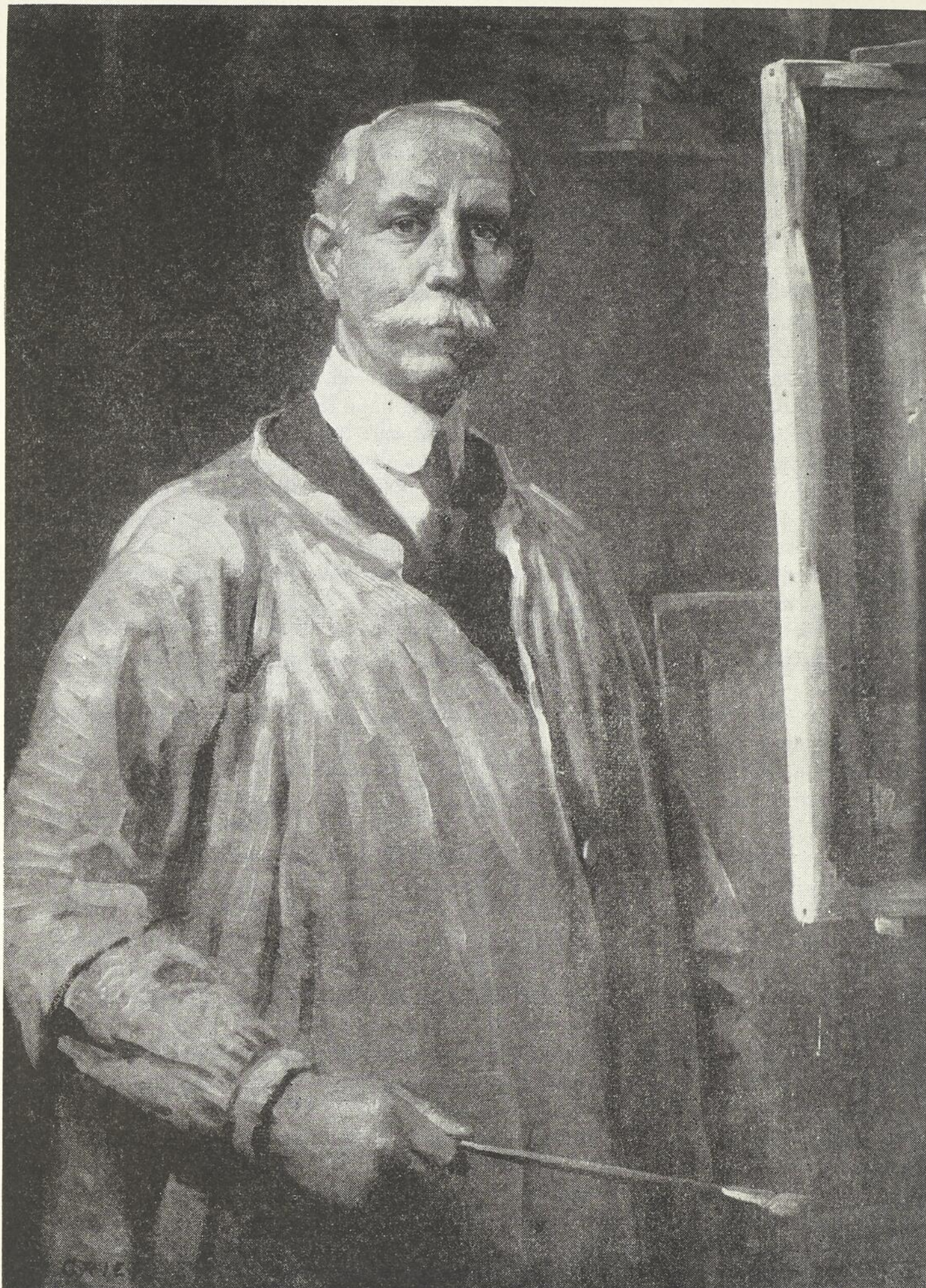
FELLOWSHIPS AT THE UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

A Garfield Weston Fellowship of the value of \$1,800 and an Imperial Relations Trust Fellowship of the value of £550 are available for Canadian teachers and educationists for the year 1956-57. Both fellowships are tenable at the University of London Institute of Education.

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

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

There are no forms of application, but applicants should submit detailed information regarding their academic and professional careers, with transcripts of their university standing and in addition such recommendations and other supporting documents as they may wish to submit. Applications should be forwarded not later than January 14 to the chairman of the selection committee, Dr. J. G. Althouse, Department of Education, Toronto.



Courtesy of National Gallery of Canada

PORTRAIT OF THE ARTIST — Edmund Wyly Grier, R.C.A.

SIR WYLY GRIER, R.C.A., O.S.A., D.C.L.

Lorne Pierce, Litt.D., LL.D., F.R.S.C.

Some years ago Sir Wyly Grier, President of the Royal Academy of Canada, and C. W. Jefferys, R.C.A., LL.D. entered the dining hall of the Arts and Letters Club of Toronto, and seated themselves on either side of me. After an embarrassed beginning, in which one deferred to the other, Dr. Jefferys smiled and began. He stated that *The Canadian Magazine* planned a series of articles on leading Canadian artists, and wished to begin with one on the President of the Royal Canadian Academy. He said that both he and Sir Wyly very much hoped that I would undertake the article since I had long known the artist and his work. I protested that I was not a professional art critic, and both were emphatic in saying that this was one of the reasons why they wanted me to do the article — it would not be full of professional jargon. What I would say would be said simply and sincerely, and would likely make sense.

Both Grier and Jefferys were historians and biographers in their own way, interpreting characters and events with insight and distinction, and preserving them for posterity. Grier was a biographer in colour, who, in a long gallery of distinguished portraits of leading figures of his time, passed on his interpretation of many who made history. Neither was "a real Canadian baby" to begin with, yet both were deeply in love with their adopted country, and left it infinitely richer.

Lord Northwick once met Constable in a sale-room, and remarked: "I shall be glad, Mr. Constable, to take advantage of your judgment here." Constable, however, replied: "I am afraid, my lord, the judgment of a painter is of little value in such a place as this, for we only know good pictures from bad ones. We know nothing of their pedigrees, of their market value, or how far certain masters are in fashion." It will always be remembered to the honour of E. Wyly Grier, that he remained true to his own artistic impulses, and pursued his own ideas and ideals, whatever might be the dicta of schools or the fads of cranks.

E. Wyly Grier was born in Melbourne, Australia, the son of Dr. Charles Grier and Maria Agnes Monro. His family moved to England when he was a small boy, and settled in Bristol, later emigrating to Canada in 1876, where Grier entered Upper Canada College, Toronto. Having chosen painting as a career he proceeded to London, England, where he studied at the Slade School of Art. This institution, connected with University College, was named after Felix Slade, a famous collector and connoisseur, who endowed chairs in fine art in Oxford, Cambridge and London. M. Alphonse Legros was Grier's principal director at the Slade, a Frenchman who brought with him not only the best traditions of the continent, but also a genius for kindling his students. He insisted upon impeccable draughtsmanship as the foundation of all painting.

From the Slade, Mr. Grier proceeded to the Julian Academy in Paris, where his teachers were Bouguereau and Fleury. He concluded his studies abroad at the Scuola Libera in Rome. For several years (1886-1895) he exhibited in the Royal Academy, London, at the R.S.B.A. (when Whistler was President), at Munich, Berlin, Düsseldorf and Melbourne, as well as at the

National Academy of Design, New York. Upon his return to Canada, Wyly Grier married Miss Florence Geale Dickson at Niagara-on-the-Lake. They had three sons and two daughters. During the years many distinctions have come to him, among them a gold medal of the Paris Salon (1890) and a silver medal at the Pan-American Exhibition (1901). As early as 1893 Mr. Grier was elected an Associate of the Royal Canadian Academy, and in the following year was made a full Academician. He has been a member of the Ontario Society of Artists since 1898, being President from 1908 to 1913. He was Vice-President of the Royal Canadian Academy 1927-1930, and President 1930-1939. Bishop's University, Lennoxville, conferred upon him, in 1934, the D.C.L. *honoris causa*, and King George V knighted him in 1935.

Sir Wyly is a delightful raconteur, and has many an anecdote as well as not a few shrewd observations, harvested from his vast number of "subjects." Portrait painters in Canada, from the time of Georges Berthon, had to be in a sense court painters, that is they depended upon the well-to-do for their living, a few finding time to teach as an auxiliary source of income. There was very little time to go out and hunt up those whom they would have preferred to paint gratis just for the joy of it. So it was that he painted presidents of corporations and universities, bishops and board chairmen, the great and the well-known. These included such celebrated names as Edward Blake (three times), Sir Charles G. D. Roberts, Sir Glenholme Falconbridge, Sir William R. Meridith, Sir Sandford Fleming, Principal D. M. Gordon, the Rev. Provost Macklem, and many others. Some of these are works of great distinction. Such portraits as the third and best of Blake, Mrs. Blake, Mrs. J. K. Kerr, the Rev. Provost Macklem of Trinity College, Toronto, and The Master of Northcote, are excellent interpretations of people as well as superior works of art. The best of his portraits should be gathered together and preserved. Some day we shall have a national portrait gallery, for even now we can assemble an exciting exhibition in the work of Kane, Peel, Berthon, Grier, Varley, Comfort, Barr and Barnes.

Sir Wyly's self-portrait in the National Gallery is a fair likeness, but it is stiff, staring, and posed, as such portraits are likely to be. Those who have sat for him miss the play of gaiety upon the mobile face, the playful probing of the intelligent eyes, and the blithe movement of the dapper form in the old smock worn with a style. He would stand erect as a grenadier beside the easel, holding his brush and palette poised as he related some personal experience, or express some deeply-felt opinion, wait for the reaction in the sitter's expression, and then skip like a boy behind the canvas barricade to work furiously until he reappeared for a long quizzical look. This would be followed by another argument or anecdote.

It is to be regretted that Sir Wyly has not been able to sort out his reminiscences and put them down in print, for his comment upon men and their manners would make a fascinating chapter in the history of our time, as well as something better than a foot-note to the history of contemporary art in Canada. Sir Glenholme Falconbridge was a most congenial sitter. Sir Wyly and he talked fishing by the hour, and swapped stories to the delight of both. Falconbridge had a delightful sense of humour, a faculty well developed in Grier himself.

Odd as it may seem, Sir Wyly declares that sitters with a reputation as raconteurs have, on the whole, been most disappointing. One, a prominent legal luminary from the west, used to go fast asleep in his chair after about fifteen minutes' duration.

Edward Blake was taciturn, and as a rule sat for his portrait with an expression on his face that suggested a grim determination to carry out a painful duty. He proved quite engaging, however, when Mr. Grier did a portrait of him (the third one) in London. He was animated and full of anecdotes, and when dressed up wore quite a dandified air. This was caused, Mr. Grier surmised, by the reciprocal attentions of two youngish women on the fringe of the Irish party. One of these obtruded herself into Mr. Grier's Chelsea studio, and made his task much harder by her presence as an amateur painter and a not very enlightened critic. This picture was for the family and represented Mr. Blake in his handsomest and most genial aspect. Grier spent two summers with the Blakes at Murray Bay, and loved everything about them but their politics.

It is refreshing to hear Sir Wyly Grier speak of his own craft. He is no temperamental and wayward eccentric, no "red nosed Dick" of a hermit subsisting on bread and ale in a garret, and courting a querulous muse. He is a solid citizen, a cultured gentleman, and a robust artist to boot. In private conversation, as well as in his lectures, he shows a solid grasp of current problems. Life and art for him are all of a piece, and they are based solidly upon character.

There is little of the Puritan in Sir Wyly, and none of the high-and-dry moralist, but his work reveals a passionate love of old-fashioned virtues, rugged honesty, unflinching courage, and wholesome living. In his most successful canvases he reveals a secret known to Shakespeare, namely, that tragedy and comedy are not due to any exterior accident, but rather develop out of elements in one's character. The real battle grounds are the minds and hearts of men and women.

James Northcote held that George IV was "just what the King of England should be, something to look grand, and to hang robes on." The pious Lorenzo Lotto would paint no one unless he respected his character. Whoever the subject may be, Sir Wyly is able, as was Feodor Dostoevsky in fiction, to plum the soul and discover something essentially good and noble.

Sir Wyly Grier speaks of the young artist's high ambition, recalling the lines of Emily Brontë:

"I'll walk where my own nature would be leading:
It vexes me to choose another guide."

Unfortunately sitters like Dürer's Erasmus and Sargent's Henry James are hard to find. A portraitist can produce a flattering likeness as well as the photographer, but when Rabbi Silvius comes for his sitting he may importune Rembrandt, or the Doge of Venice may lord it over Titian, and the artist grow confused and vexed. Moreover, the artist may have to content himself now and then with "ostlers, potboys, money-lenders, pawnbrokers, punks and pugilists," that is, with whoever will come and pay. Even though he be "the painter of cardinals," or "the painter of beasts," Heilbuth and Potter must find buyers. Confronted with the evolution in his own manner, and the development of his insights, the artist is also faced with changes in styles and vogues. Once brigands

were the rage. "Dear Leopold Robert, could you paint a little brigand, if it is not asking too much?" It is difficult to keep one's soul on top in the face of all this, but Sir Wyly has succeeded.

It is impossible to sum up the qualities of an artist's thought and style in a paragraph. However, we may say that Sir Wyly Grier is neither conventional nor controversial. Rembrandt's "Sortie" destroyed his business, and when Lockhart limned his father-in-law, Sir Walter Scott, in a masterpiece of biography built on new lines, even Lord Tennyson howled with rage. Grier has had to face none of this. His work has been marked by constant improvement, a quiet, yet noticeable advance. He lives in a large world, quite big enough for all sorts of schools and manners. As for himself he surveys the whole field, selects what will be useful to himself, draws a circle around the rest and steps outside. And so he has succeeded in moving through life with kindly dignity and an old world charm, avoiding narrow provincialism and blighting conservatism on the one hand, as well as pretentious revolt and sensationalism on the other.

"But the excesses which this attitude of personal interpretation has plagued us with are very numerous and obtrusive. The thing has come to be a canting and egotistical farce. It is designated 'self-expression'; but it is the expression, mark you, not of the regenerated and sublimated self, which can hold fellowship in the Elysian Fields with that great convert who beckons us to the consideration of the 'things that are more excellent'; but of a most diminutive and piffling self, which suffers from the narcotization produced by a compound of conceit, absinthe, elimination of moral standards and the inordinate use of spirits and tobacco."

In such phrases does Sir Wyly Grier pillory egotistical posturing among artists and authors. A portraitist discovers in a subject only what he has packed into his own experiences. The main thing is to depict the man. "The most hard-edged, rigid, Early Italian portraits convince you of their quality of faithful record; and the most ghostlike and nebulous visions of Carrière give you the same sense of being in the presence of the man depicted." Sitter and artist in the end both stand revealed.

Sir Wyly Grier paints with industry, allowing no artistic makeshifts to conceal defects, with fidelity and with insight. He is a draftsman, as might be expected of a student of Legros; he is likewise a sound colourist. He uses colour, if not with exuberance, at least with elegance. Flesh tints, the sheen of garments, and the lustre of ornaments are "to the life." Back of colour, composition, light and shade, there resides the meaning of the theme, an interpretation of life. This is realized with charm and whimsicality at times, but always with sincerity and simplicity. Economy walks hand in hand with authority, taste with catholicity, and vigour with restraint. Crude realism, coarse sensuality, and flippant romanticism have no place in his art. His paintings reveal a sensitive, skilful, compassionate, and shrewd commentator on mankind.

Technique is not an end in itself. A feeling for colour and design is not enough. There must be always present a genuine interest in and sympathy for life. The outlook must be always tolerant, even though occasionally ironical, and the artistic comment must be luminous and alive and not merely frisky and picturesque. Commenting upon his own work, and viewing himself more or less objectively, he once said: "In his writings he has argued for rational, constructive evolution in painting as opposed to destructive revolution and for a forward

movement based on genuine, personal emotion controlled by rationality and in harmony with the intellectual life of the times as opposed to erratic, self-conscious novelty supported by the 'intellectuosity' of third rate minds." Upon a solid foundation of robust individuality, noble character, and swift spiritual insight, Sir Wyly Grier erected the edifice of his art.

"The portrait painter," he declares, "who is worth his salt, contributes vitally to history." Grier looks upon the artist as historian and biographer, and so he is. "It is devoutly to be wished," said Robert Louis Stevenson, "that all biography were equally amusing, and its own credentials upon its face. These portraits are racier than many anecdotes, and more complete than many a volume of sententious memoirs."

We have had several biographers in colour in Canada, but none more prolific or outstanding. His portraits may be found in the National Gallery, Ottawa; Osgoode Hall, the Parliament Buildings at Ottawa, Toronto, Edmonton; the Bodleian Library, Oxford, and in private and public collections from coast to coast. As time goes on Sir Wyly Grier's artistic interpretation of his contemporaries will comprise one of the most important contributions of our time to the age ahead.

FINAL EXAMINATIONS ARE NOT SO BAD

The Management Committee of the Toronto Board of Education, on the advice of the Superintendent of Secondary Schools and the Secondary School Principals, has recommended to the Board that final examinations be reinstated as regular procedure in grades XI and XII of the secondary schools.

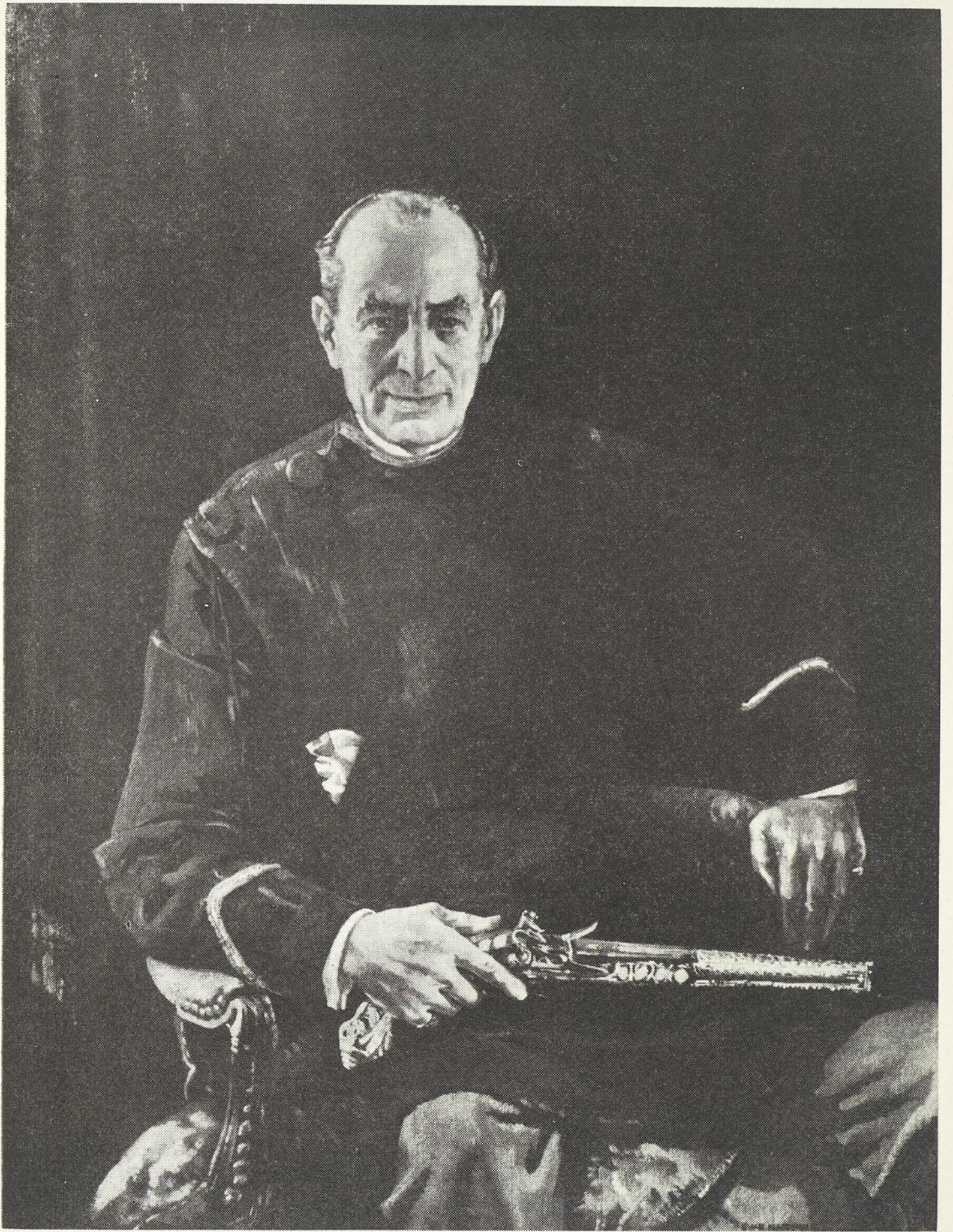
If the recommendation is approved, all Grade XII students in future will write two-and-a-half hour final examinations in all subjects next June and Grade XI students will take similar examinations in history, algebra and physics.

For the past twenty years Grade XII students have written only Christmas and Easter tests and those with 66% standing were excused from writing final examinations. This practice of not making examinations between grades XI and XII, and XII and XIII compulsory, has been widely criticized by High School teachers since its inception. The chief criticism of this "recommendation" system for promotion is that students who are excused from writing final examinations just coast along during the final term between Easter and school closing and some even leave school before summer holidays have officially begun. Final examinations will keep these students steadily at work throughout the full school year.

Another important reason for the return of the examination system given by the secondary school superintendent is that regular examinations would give students experience in writing full scale papers and so prepare them for the departmental examinations required for senior matriculation in Grade XIII.—*School Progress*, Oct.-Nov., 1955.

"Idle men are dead all their life long."

Thomas Fuller.



Courtesy of National Gallery of Canada

THE COLLECTOR, CHARLES NOË DALY — Evan MacDonald, O.S.A.

EVAN MACDONALD: PORTRAITIST

William Colgate, Author of
"Canadian Art: Its Origin and Development."

An air of freshness, boldness and high intelligence, reflecting the spirit of the artist who thinks for himself, distinguishes the canvases of Evan Macdonald. Fine craftsmanship there is also, and a courageous approach to new themes that stirs one's emotions and elicits admiration for the effort of a creative mind to express itself clearly and adequately.

It may be said that virtually all of Mr. Macdonald's paintings bear the impress of a vivid personality and, in range of subject, display a virtuosity uncommon in these days of specialists who concentrate on the figure, the landscape or the sea, but seldom on all three. Several interior studies such as "Self Visiting Friend" and "Room of the Artist," in which the nude figure is introduced, show a nice sense of colour, form and arrangement. His presentments of J. E. McAllister, Esq., of Professor A. H. Young of Trinity College, Toronto, of Mrs. C. B. Keenleyside, and of the late Charles Noë Daly, a noted collector of firearms, are portraits not only of individuals, but are distinct types of persons analytically and characteristically portrayed. The technique in these, as in other paintings, is relaxed but not loose; the pigment is brushed in with precision, breadth and apparent ease.

His landscapes, as in "A View of Guelph," are often panoramic in perspective and rich and subtle in colour; they seem to catch the movement and the light and changes of the very air itself. "A Lake in British Columbia," "Howe Sound, B.C.," and "Harrison Lake, B.C." are also indicative of the artist's fine judgment, his manual dexterity and his delicate sense of values. Here as elsewhere his themes are imbued with imaginative vision and acute insight, fused with something of his own decided personality. In "Daphne and Apollo" he has taken an episode from classical mythology and expressed it in terms of sheer poetic beauty instinct with grace and passion. It is concepts such as these which have done much to enhance Mr. Macdonald's reputation for daring and originality.

But it is in portraiture, to which he devotes most of his time, that he is probably at his best. Here again he reveals himself as possessed of a remarkably fine colour sense based on accurate drawing and a knowledge of what is due the sitter. He is, moreover, a shrewd appraiser of character and a master of the means for presenting it effectively. For the sitter he provides a simple and dignified setting. His colour schemes have strength without the sacrifice of taste; the pose is natural and unassuming. His style is incisive and direct. One has a feeling of being able to walk around his figures. His flesh painting is especially notable for the loveliness and truth of its tone and texture, as the study of his wife, "A Portrait in Greys," and that of W. J. Strutt, Esq., of Dundas, amply confirm.

Probably it would be too much to claim for Mr. Macdonald that he is similarly happy with all of his subjects. None the less, that he succeeds in bringing off so many of them competently, not to say brilliantly, testifies to the fertile imagination and technical resource with which his present painting shows him to be liberally endowed. His portraits of children indicate his capacity to

key his mood to quite young sitters no less than to their elders. The natural, lovable traits of childhood he transmits to canvas with wistful tenderness and charm. Of late years he has painted a number of portraits, both private and official, as well as some landscape commissions, among them the view of King Street in Saint John, New Brunswick, for the Seagram collection of paintings of the cities of Canada.

In all his painting the artist insists on the necessity of editing composition. He believes that the status of the painter may be determined as much by what he leaves out as by what he puts in. Granted a sound preliminary training, the quality of a picture is then dependent upon the degree of intelligence the artist brings to its production. "I don't think any painter," he contends, "is worthy of serious consideration until he acquires first a thorough mastery of his craft. Given this prerequisite, the rest naturally follows. Much of the confusion in painting today is caused by men who haven't learnt their trade, who have been plucked half-ripe. I have no doubt that many moderns, so-called, fail to articulate their comments on life, not because they have nothing to say, but because they lack the means to say it. Their training is still incomplete. They are yet engaged, or should be engaged, in acquiring slowly, perhaps somewhat toilsomely, the A B C's of their craft. Too many eager and over-impatient youngsters, with brush and palette, have been let loose upon a weary world to make confusion worse confounded. No wonder the public confesses itself perplexed when many of the new practitioners themselves are unable to tell what it is all about."

Among other things Mr. Macdonald believes that the faculty of draughtsmanship must be restored to its former primacy, so that it may be possible to draw a truthful and sensitive description of an object without inviting the glib and often unwarranted dispraise of "photographic." He is also convinced that in portraiture especially a painter should be able to subordinate his personal feelings, when necessary, to a willingness to like and to understand people, to be able to divine the kind of person each is, and above all, to cultivate a sense of humour or proportion, to have an affection for simple common sense carried to the point almost of narrow-mindedness; an unfeigned interest in all forms of human endeavour, associated with an earnest attempt to discern and explain their development to one's own satisfaction. These qualifications he accepts as useful, even indispensable additions to the working equipment of a portrait painter. A love of colour, a belief in contemporary art, a shameful ignorance of the past, and some irreverence for age in almost everything but friends are, he admits, numbered among his own peculiar qualifications.

Evan Macdonald was born in Guelph, Ontario in the early years of the century. He obtained his first formal instruction in drawing and painting at the Ontario College of Art under G. A. Reid, Frederick S. Challener and J. W. Beatty, all Academicians. Upon the completion of his course he entered the Royal Academy Schol, London, England where he had as teachers such eminent practitioners as Walter Russell, R.A., and Francis Hodge, R.P., R.O.I., who taught him the rudiments of etching, mezzotint engraving, drawing from the living figure, and painting in oils and watercolour. While in London he exhibited at the Royal Institute of Painters in Oils. He returned to Canada to continue

his studies in landscape painting and portraiture; though he has occasionally employed his abilities in other media, notably in etching and in black-and-white illustration. Convinced that his future as an artist lay in portrait painting, he began to apply himself, though not exclusively, to the delineation of the human form in a manner that has won for him the praise of the public and the critics alike. Early membership in the Ontario Society of Artists and later in the Royal Canadian Academy of Arts indicates the esteem in which his attainments are viewed by fellow artists. His work has been hung by the Academy, the Art Association of Montreal, the Canadian National Exhibition, and of course by the Ontario Society of Artists. His etchings and paintings have also been exhibited in one-man shows in prominent galleries, and his work is to be found in private and public collections both here and abroad.

In the war years Mr. Macdonald's skill was put to patriotic use when as a member of the Camouflage Corps he served with other artists on the Pacific Coast. His leisure, which was not excessive, was spent sketching the coastline and the docks of British Columbia. These sketches in oils were exhibited at a one-man show at Roberts Art Gallery, Toronto. The progress revealed by this, his latest work, astonished those who, like myself, had long been familiar with his development as a painter and no doubt deemed ourselves capable of estimating his possibilities. The improvement, however, quite surpassed anything which might have been reasonably anticipated, and at once established him as a Canadian artist of the first rank. But the show financially was not a success; though one of his pictures, it is worthy of note, was bought by Frederick H. Brigden, R.C.A., a no mean judge of a painter's quality.

The years between have not changed Mr. Macdonald's ideas of what painting should strive to accomplish, and he is still unable to see any merit in abstractions or in any frantic efforts to outshout the conservatives in art. "Really," he says, "since to abstract is to take something from a subject matter, all painting could qualify for the name, and the difference between the moderate and the extremist is only one of degree. Perhaps the extreme abstractionist is like the enthusiastic surgeon, who performed such a prodigious operation that when it was completed, he wasn't sure which part of the patient to keep and which part to throw away. It seems to me that the presentation of subject matter, with sensitive drawing and intelligent emphasis, is enough of a challenge to great draughtsmen to keep any of the rest of us from being bored by its capabilities of expression."

What of the future? With such a man as Evan Macdonald who can tell? He does his own thinking. He is ever sensitive to fresh impressions, and he remains what he has always been, an ardent, purposeful and reflective student.

REDUCED CHRISTMAS VACATION FARES

Round trip tickets between all stations in Canada and to certain border points in the United States are offered at one and a half times the cost of a single fare by the railways in Canada from December 1st, 1955 to January 25th, 1956.

Principals, teachers and pupils wishing to take advantage of this offer should make application on Form 18 obtainable from the Canadian Passenger Association, 1520 Mountain Street, Montreal 25.

READING DISABILITIES: THEIR DIAGNOSIS AND TREATMENT

Marjorie Seddon Johnson, Reading Clinic Laboratory School,
Temple University

An integral part of the educational programme for all students is the provision made for the acquisition of abilities, skills, and attitudes leading to achievement in reading and related language areas. If each pupil is to have the opportunity to succeed in this phase of his personal and academic development, the school must assume responsibility for diagnosis and treatment of reading disabilities as well as for a developmental programme for "normal achievers." Even within the groups of so-called "normal achievers," since wide differences in capacity and achievement exist, a continuing programme of evaluation, on which the instructional programme for each pupil must be based, is an essential if he is to develop to the full extent of his capabilities. With both groups, the achievers and those whose achievement has been retarded, attention should be directed first to the prevention or avoidance of complication of problems. The present consideration places primary emphasis on the cases in which some degree of disability has arisen.

BASIS FOR DIAGNOSIS AND TREATMENT

Diagnosis and treatment of reading disability must be considered and planned in the light of possible sources of or factors involved in difficulties in this area. Whatever might function as a causative or contributing factor in the retardation must be appraised. Thus such areas as general capacity, oral language development, personality, vision, hearing, associative learning ability, memory span, etc., must be included in the evaluation. In addition, information on the school history, birth and developmental history, family history, etc., may be of vital importance. Data from these areas, as well as thorough diagnosis of the present levels of academic achievement, must serve as a basis for the programme of correction of difficulties. Unless consideration is given to those things inherent in the child (both his resources for achievement and negative factors which might tend to inhibit achievement) and those external influences on his development (the emotional climate in which he lives, the background of experiences his environment provides, the nature and quality of instruction he has received) mere measurement of his achievement level cannot provide a sound basis for instruction.

PROGRAMME OF DIAGNOSIS

In the light of this background, what are the components of a good programme for the diagnosis of reading disabilities? The major ones seem to be these:

1. a comprehensive plan which takes into account all possible factors;
2. a staff well trained in psychological testing, interviewing, child development, the psychology and pedagogy of language, and
3. adequate resources for referral.

Without all of these, the individuals providing diagnostic services could not be expected to accomplish the purposes of diagnosis described above.

DUAL PURPOSE OF EFFECTIVE DIAGNOSIS

Two major outcomes must be forthcoming as the result of diagnosis. First, recommendations must be made for any specialized services which are necessary to attain adequate appraisal of some facet of the problem or to provide corrective measures needed in coordination with the instructional programme in reading. Secondly, recommendations must be made for the specific techniques to be used in instruction, the areas of strength and weakness in each area being recognized and taken into account.

FACTORS TO BE APPRAISED

If one is to have any real understanding of the present status of the individual who is brought for diagnosis of a reading problem, his background must be known. What he is today must be interpreted in the light of what he has been and what has happened to him. Information should, if possible, go back to the time before his birth so that unusual circumstances surrounding his birth can be taken into account. Did the mother have an infection which might have caused damage to the child? Were there possible minimal birth injuries? Did the child develop essential functions at a normal rate? Is there a history of difficulty in the family? Was he able to adjust adequately to a school situation? What kind of instruction has he received? Has he suffered serious illness or accident which might have contributed to his difficulties? These and other questions may do much to give the basis on which subsequent findings can be interpreted.

ACHIEVEMENT. Two phases of the achievement of the individual need to be appraised. First, the levels at which the subject is able to work independently and to profit from instruction should be determined in each of the academic areas concerned. Secondly, the specific strengths and weaknesses in the performance at these levels should be determined.

In order to get a full picture of the achievement, both standardized and informal tests should be employed. Standardized tests will give mainly a general rating in terms of the average age and grade group with which the subject would be expected to compare. Examination of mode of performance and handling of specific items in the tests may serve as a basis for some diagnosis of the particular abilities and deficiencies present. For the most part, however, informal tests are necessary if one is to determine the independent and instructional levels and have a thorough analysis of the needs of the individual.

These informal tests must be such that there is an opportunity to see the subject in his attempts to handle materials at various levels of difficulty until it becomes apparent which ones are suitable for him. In the course of the testing, the examiner must be searching for as detailed information as he can get about the efficiency with which the subject can perform certain tasks necessary for satisfactory achievement. For instance, in the reading area, he must be concerned with the ability to recognize words immediately, to apply suitable analysis techniques, etc. Likewise, he must appraise performance in getting specific information, generalizing, following sequence of events, etc., in the comprehension area. The testing must be truly diagnostic of the achievement, not merely a way of determining how the individual's total scores compare with those attained by others of his age.

GENERAL CAPACITY. Any appraisal of reading disability must be made in terms of the individual's capacity for achievement. Unless there is an accurate measure of the general capacity, there is no way to determine whether or not retardation exists. No standard such as the average for a particular age or grade can serve as the criterion against which the achievement of a particular child can be measured to determine the adequacy of his learning unless it has been established that he is "the average child." If, by some chance, he is, then one would expect his achievement to meet standards of this type or would consider him retarded. Suppose, however, that the particular child is not the theoretical average, but a child of superior mentality. If he is achieving only at the average level, he is not doing as well as his capacity warrants and is, therefore, retarded. On the other hand, if the child is lower than average in general mental capacity, he may be well below the "grade average" in achievement and still not be retarded in achievement in relation to what it would be possible for him to be accomplishing at the particular time. A good individual test of general capacity, not unduly dependent on achievement in language, must be administered as a basic part of the diagnosis. Ideally, capacity to deal with verbal-type situations and with non-verbal ones should be included in the appraisal so that comparison and contrast of the results can be used for further insight into the total problem.

MEMORY SPAN AND ASSOCIATION. Certain specific capacities, in addition to the general mental level, may be important in the case and should be tested. Memory span and associative learning ability are such specifics. In both areas, data should be obtained which would allow evaluation of the ability to handle varying materials and situations. For instance, it is important to see the relationship between the ability to handle meaningful materials and those which are not meaningful. Comparison of the efficiency with which spoken stimuli and visual stimuli are handled may be of significance. Ability to handle the tools of visual language, letters or word-like figures, should be compared and contrasted with the ability to handle materials which deal with non-language symbols. Through tests which measure these abilities it may be possible to gain some insight into the problems which the individual is encountering in connecting meaning with word forms and retaining the associations for recognition in a reading situation.

CONCEPT FORMATION. Reading is essentially a process of using the background of experience (the concepts one has already formed) and raw sensory data (the material to be used in conjunction with this background to form new concepts) to arrive at meaningful interpretations. The ability to form concepts, therefore, is of critical importance in the development of reading ability. If disturbances exist in this area, there will be an impoverishment of background on which to call for subsequent learning. In addition, the formation of each new concept needed in the reading process will be an extremely difficult task. Evaluation of this ability to form concepts, then, should be a part of a thoroughgoing diagnosis of possible sources of difficulty in reading.

VISION AND VISUAL DISCRIMINATION. Although there appears to be little evidence that visual problems are major causative factors in reading disability,

it is evident that they sometimes might be. Further, it is likely that visual defects can contribute considerably to discomfort in the reading situation and consequently may be complicating factors in a disability of some other origin. In order to determine whether a major problem exists in this area or whether discomfort in seeing is adding to the difficulties, a good screening in the visual area should be a part of any diagnostic programme. Mere appraisal of the visual acuity at far point is not much help in getting the answers to these questions. In addition to such routine testing, there should be an evaluation of the acuity at reading distance, the ability to see clearly, and the ability to fuse adequately on the materials to be used. Any deficiency in these areas, or in others if a more thorough screening is initiated, should be considered as reason for referral to a vision specialist. The reading diagnostician or the clinical psychologist has no responsibility for making decisions about the nature of the visual problem or the corrective measures to be undertaken. The responsibility is to see that the individual is referred to a reliable source for complete diagnosis of his visual problem and for its correction.

Related to vision but falling within the direct province of the reading diagnostician is the problem of visual discrimination. If the visual functioning is adequate, there is still no guarantee that the individual is making discriminations of visual forms which are needed for dealing with written language symbols. It is necessary to appraise the ability to discriminate among letter forms and among word forms. If the person with a reading problem is unable to make such discriminations adequately, it is obvious that training in this area will be necessary before he can be expected to achieve in reading.

HEARING AND AUDITORY DISCRIMINATION. As in the visual area, the responsibilities here are for screening so that any problems in hearing will be detected and proper referrals made. An individual test should be administered with a reliable instrument so that the ability to hear tones at various levels can be appraised. Again, if there are any deviations from the levels of acuity accepted for normal hearing, referral should be made to a specialist in this area.

Tests of auditory discrimination are needed to reveal any difficulties which might be present in detecting likenesses and differences in speech sounds. The ability to make such discriminations is basic to the development of good oral language abilities and of serviceable word recognition techniques, both phonetic and structural.

NEUROLOGICAL STATUS. Brain damage may be involved in inability to develop appreciation of visual language symbols or in the loss of ability previously attained. It is also true that neurological disturbances may be such that the general efficiency of the learning is reduced to a minimum under any circumstances. It is important, then, to determine whether neurological damage or disturbances in the nervous system may be present in the case. Various indications can be picked up in the course of the clinical observations while interviews and other testing are proceeding. Uneven gait, poor coordination, confusion in laterality, or speech difficulties, for example, may be indicative of the presence of problems in this area. If such difficulties are suspected, then neurological screening tests would be in order. Again, if there is any sign of trouble, referral

must be made for professional evaluation of the case. When neurological status is a factor in the problem, any remedial work should be planned only if the consulting physician feels that this is advisable.

EMOTIONAL AND SOCIAL ADJUSTMENT. Emotional problems or social maladjustment can certainly exist without affecting adversely the ability to achieve in reading. However, cases of severe reading disability in which there are no social or emotional maladjustments are rare if they exist at all. In some cases, the reading disability may arise out of a deep-seated emotional problem which interferes with learning generally or just in this specific area. In other cases, there is no evidence that an emotional disorder existed before the time when the individual was confronted with the task of learning to read, and the indications are that his lack of personal adjustment developed as he continued to meet frustration in his efforts to learn. In most cases, some emotional problems appear to have existed before the reading failure, to have contributed to its development, and to have been exaggerated by it.

Because emotional stability is an essential for good learning conditions, appraisal of the status in this area must be made and the programme planned in terms of the findings. Observations made in the course of the testing can be very helpful in this area. Opportunities exist to see the individual's reaction to various kinds of tasks, his ability to stand up under stress in handling difficult situations, his persistence, his self-control, his ability to deal with new people and situations, etc. In addition, personality inventories and projective techniques should be used to get additional information. Evaluations of adjustment from the subject and from his parents, teachers, etc., are valuable in that the likenesses and differences in ratings from various sources may reveal some of the problems which exist. If serious problems in the emotional area appear to be present, it may be necessary to refer the individual for further examination or for treatment before decisions can be made about the advisability of initiating a remedial programme in the reading area.

RECOMMENDATIONS TO BE MADE

FOR SPECIALIZED SERVICES. In the discussion of factors to be appraised, various areas were pointed out as ones in which there might be need for additional testing which is not the direct responsibility of the people who are making the diagnosis of the reading problem. Until the referrals for additional testing have been made and the results obtained, it is not possible in some cases to make recommendations for an instructional programme to help eliminate the reading problem. For instance, in the case of a neurological or emotional problem, the best plan might be to delay remedial instruction until certain needed therapy had been provided by the specialist in the area concerned. Likewise, some glandular problem might be present and require treatment before it would be possible to get a reliable measure of the individual's ability to function in academic areas. In such a situation, recommendations for instruction made before the treatment might not be at all applicable after the physical status had been adjusted. Under these or similar circumstances the first responsibilities of the reading diagnostician would be to see that referral was made to competent

specialists and to delay recommendations for an instructional programme until the indicated testing or treatment had been accomplished.

In other cases it might be possible to go ahead with recommendations for instruction with the understanding that the other problem be taken care of before the actual programme is begun. For instance, if it seemed that some deficiencies in vision were complicating the problem but not changing its essential nature, recommendations could be made for visual testing and correction and also for the instructional programme, with the provision that the latter be carried out concurrently with the needed work in vision. The particular procedure in each case would have to be determined by the diagnostician after a thorough review of all the information which had been obtained. No rule of thumb can be laid down to say that complications in one area mean delay of instructional recommendations whereas complications in another need not prevent such recommendations.

TO PARENTS. Informing parents of the status of the child, the reasons for his difficulties, and their responsibilities in helping him overcome the problems is a vital function of the reading diagnostician. Only if this is done can the parents have the kind of understanding of the situation which would foster helpful attitudes and reduce negative influences such as undue pressure for achievement, encouragement of dependence, neglect of physical or emotional needs, or lack of effort to provide wide experiences.

Recommendations must be made to aid the parents in meeting the child's physical, emotional, and social needs. At times this may mean consulting a specialist. At others it may involve such things as seeing that the child gets more rest, has an opportunity to assume more responsibility at home, or does not become disturbed by disagreements between the parents.

In addition, parents must be alerted to the academic problems the child is facing and made aware of the steps which must be taken to eliminate these problems. Details of instructional techniques are meant for those who will guide the academic programme, not for the parents. The diagnostician's responsibility to the parents in relation to this area is to give guidance as to whether the school can be expected to take on the programme of correction or if clinical help should be sought. Suggestions should be made for ways in which parents can help by implementing other recommendations and allowing trained instructors to assume the task of teaching.

FOR CORRECTIVE OR REMEDIAL INSTRUCTION. Quite naturally, the teacher or clinician who carries on the programme of instruction bears final responsibility for observation and study of the needs of the child and the continuous modification of his programme to bring about the best possible gains. The diagnostician, however, must provide a background of information gleaned from all his testing, interviewing and observation. This gives a starting point and direction for the instructional programme.

Included in the recommendations made for this purpose should be conclusions reached, as a result of consideration of all the data, on the kinds of procedures which will probably be needed. Can the subject learn and retain words by the usual visual-auditory methods or will kinaesthetic and tactile

techniques be necessary? Would it be wise to begin his programme with an experience approach to learning rather than through the use of a series of basal readers?

A second area in which the instructor will need guidance is that of levels at which work should be initiated. Independent and instructional levels in reading and spelling should be given. Evaluation of present performance beyond the instructional levels will give the teacher or clinician an indication of the rate of progress which can be expected. Within the framework of these levels, a picture of specific strengths and weaknesses should be given. Probably many others will be revealed as instruction progresses, but the teacher should have the advantage of prior knowledge of needs to be met so that immediate corrective steps can be taken.

Finally, recommendations should be made for ways in which social and emotional needs can be met in the course of and in conjunction with the instructional programme. Particular physical factors which must be continually checked and re-evaluated should be pointed out. Recommendations made for specialized services and to parents should be available to the instructional personnel. Once the instructional programme has begun, the follow-up on all recommendations will, in all probability, fall to those providing the instruction.

PROGRAMME OF TREATMENT

Put as simply as possible, the programme for the treatment of reading disabilities must be one which provides whatever help is necessary to allow the subject to achieve at the level of which he is capable. Certain essentials for such a programme exist. Most important among them are these:

1. close cooperation with diagnostic personnel;
2. instructors trained in the use of standard and specialized techniques for improving language abilities as well as in the other areas mentioned in connection with diagnosis;
3. a continuing programme of diagnosis so that procedures can be adjusted in terms of progress made and additional needs revealed, and
4. a comprehensive plan for coordination of work with parents, other specialists working in the case, other school personnel concerned with the child's development.

With these, the instructional staff can understand the basis for the difficulties, provide needed help to overcome the disability, serve as a guide to parents, and provide recommendations to regular classroom teachers when clinical help is no longer necessary.

PLANS FOR INSTRUCTIONAL PROGRAMMES

The particular way in which instruction might be provided is usually determined by two major factors. First, the severity of the disability, the degree of complication of the case, and the amount of retardation set certain limits on the possibilities. Secondly, the competency of the instructional staff in the school, and the diversity of services offered may influence decisions about the best programme to be followed. Many different plans have been tried in schools. In some cases, children have had to be removed completely from the regular school situation.

CORRECTIVE INSTRUCTION IN THE CLASSROOM. For those cases in which the disability is rather mild and not complicated by neurological or severe emotional aberrations it may be possible to provide a satisfactory programme of instruction in the regular classroom. These are the cases which are classified clinically as corrective rather than remedial. Specialized techniques are, in certain cases, unnecessary. In others kinaesthetic techniques for word learning may be necessary, but not tactile techniques. Primarily, the need is for good instruction at the proper levels, with adequate attention to readiness for each step forward.

By judicious planning for the formulation of groups in the classroom, the regular teacher may be able to take care of the needs of mild corrective cases along with others of the same type or children who are not retarded in reading, but whose capacity for achievement dictates the lower level.

In some schools corrective classes have been organized to meet the needs of these pupils while they continue for the rest of the day with their regular school programme. This is possible if in the other school activities demands which he cannot meet are not placed on the child. Close cooperation among teachers is necessary so that the child has an opportunity to profit from the help being given and does not meet frustration in work beyond his level in other classes. A programme of this type is frequently a second best, used when the classroom teacher is not sufficiently able in differentiating instruction to provide the help as an integral part of the classroom activities.

TUTORIAL INSTRUCTION. When the needed instruction is not provided within the school programme, tutoring is sometimes a last resort on which parents must fall back. In some very mild disability cases a plan of this sort may be adequate to enable the child to make progress. The general plan for instruction in such cases is much like that described for handling similar cases in the classroom. Again, cooperation between tutor and regular teachers is essential if there is to be any chance for real success. If their methods and the levels at which they work are not coordinated, they may easily be adding to the frustrations the child encounters.

CLINICAL HELP. In cases of severe disability, those complicated by associative learning disabilities, neurological and emotional problems, etc., instruction on a clinical basis is usually necessary. Those are the cases classified as remedial and requiring the use of specialized techniques (kinaesthetic and tactile) for word learning. Rapid progress is usually not expected, especially in the early stages of instruction. Needs in reading, writing and oral language are widespread and must be attacked from all angles. Each activity in the course of the day must be considered a resource for the development of greater readiness for achievement in reading. Short periods of instruction are not apt to lead to gains which will be held. The programme must be a continuous, long-term one. Unless a full-time programme of instruction, on an individual and small-group basis, is provided, progress cannot be expected in most cases.

Consequently, highly trained personnel must be provided. There must be an opportunity for the child to work all day under their guidance. Continuation of work in the regular classroom is impossible until the retardation has been virtually overcome. Classes cannot exceed more than five or six, even after

the pupils have been taught specialized techniques. Because a set-up of this type is exceedingly expensive to provide, most schools do not have such services for remedial cases, and clinical help must be sought in private institutions established for that purpose.

AREAS OF CONCERN IN INSTRUCTION

Details of instructional procedures are beyond the scope of this paper. However, it seems advisable to point out certain major areas in which help may be needed. According to the levels of achievement and the particular needs of the child, the amount of concern with each of these areas would vary.

BACKGROUND OF EXPERIENCE. No one can get meaning from visual symbols. He must associate meaning with the visual symbols. Thus, the meanings must be within him as a result of the experiences he has had and their organization for use. The adequacy of the experience facet, then, is of vital concern to the teacher.

ORAL LANGUAGE ABILITIES. Because proficiency in handling oral language is a prerequisite to recognition and reproduction of written language, ability in this area must be of concern in the instructional programme. Before a child can be expected to deal with visual language symbols, he must have had experiences to give meaning to them and be familiar with their spoken counterparts. Consequently, along with helping the child to broaden and organize his experiences, the teacher must give the child aid in increasing his speaking vocabulary, attaining variety in his modes of expression of ideas, developing adequate auditory discrimination of speech sounds.

THINKING ABILITIES. Understanding what one reads is essentially a process of applying one's acquired thinking abilities to situations in which visual language symbols are the stimuli. The level of comprehension attained is dependent on the level of thinking of which the individual is capable. Development of adequate thinking patterns is essential to the acquisition of reading ability.

A programme for the systematic development of thinking is an essential part of reading instruction. Certain sequences must be observed here as in other facets of the corrective or remedial programme. Unless needs in the thinking area are met, the final purpose of achieving in reading cannot be accomplished.

RECOGNITION OF WORD FORMS. Reading requires recognition of the visual forms used to represent meanings. The mature reader functions almost exclusively on the basis of immediate recognition of these word forms. Occasions are rare when he stops to analyze a word form. However, when he meets an unfamiliar word, he can analyze it. He has at his command phonetic and structural analysis techniques. He knows how to choose the most promising methods of attack on the word. He can consult dictionaries or other references to verify his analysis.

An important part of the treatment of reading disability is the building of such a group of approaches to the recognition of words. The child must develop an ever increasing stock of words which he recognizes immediately. He must, working from a background of oral language facility, develop phonetic analysis techniques. He must begin to recognize commonly used word endings, familiar

roots, prefixes, etc. In short, he must attain sequentially a full supply of analysis techniques as well as a wide immediate recognition vocabulary. Always, he must be kept aware of the fact that the meaning is the final test of the adequacy of his recognition and the reason for his attempting to recognize the word form. Finally, he must be proficient in the use of references to check on his analysis of the word form or determine the pronunciation and meaning of a word he cannot work out on his own.

ATTITUDES TOWARD READING. None of the areas already mentioned could be handled in such a way as to lead to good reading ability if poor attitudes toward reading persisted. The teacher must be concerned with the development of attitudes of approach to reading, respect for what it can accomplish, pleasure in doing it. These attitudes, in turn, cannot be developed if the individual is continually frustrated in his attempts to learn. Work on each of these areas must buttress what is being done in every other area.

SUMMARY

The aim of the diagnosis and treatment of reading disability is improvement of the personal and academic adjustment of the individual concerned. Through the programme he should be guided toward the development of levels of actual achievement compatible with his capacity for achievement. Without attention to all facets of his problem this aim cannot be accomplished. Without the cooperation of parents, teachers, specialists, and the individual himself, the programme will very likely be doomed to failure.

Disability in reading must not exclude the child from the ranks of those to whom schools extend the opportunity to learn. Thorough evaluation of his status, diagnosis of his problem, and systematic teaching to help him overcome his problems must be provided.

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That man is a success who has lived well, laughed often and loved much; who has gained the respect of intelligent men and the love of children; who has filled his niche and accomplished his task; who leaves the world better than he found it, whether by an improved poppy, a perfect poem or a rescued soul; who never lacked appreciation of earth's beauty or failed to express it; who looked for the best in others and gave the best he had.

Robert Louis Stevenson.

THE CONCEPT METHOD OF TEACHING PROBLEM SOLVING IN MATHEMATICS: COMPARATIVE METHODS

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How often as teachers do we hear pupils protest, "I can do arithmetic, but I'm no good at problems." After an algebra examination how often we are told that the paper was easy except the problem. Why do pupils of all ages tend to distinguish problems from the rest of mathematics and call them difficult?

The fact is that the problem has gained such a bad name that it intimidates the child in advance, so that he approaches it with a defeatist attitude. Add to this the difficulty of the problem itself, where there is no clear-cut method for tackling it, and the result is only too often defeat. Our mass failure both to teach and to learn problem solving is painfully obvious to all. It is due to a bad attitude and a poor method.

The traditional method of avoiding this difficulty is to postpone the attack on problems until Grade VI or VII or even later. Some teachers maintain that teaching problems to primary children is a waste of time, that problems should be taught only to those who have had experience with arithmetic, and that the average child is not ready for problems until the higher elementary level. This builds an even greater psychological block, the fear of which reaches down to the lower grades. The root of the whole trouble lies in this traditional separation of problems from the everyday life of the child. Real problems, as met in the child's life, grade themselves to fill the needs of even the preschool child just as the needs grade themselves by the child's own maturity and, if they are faced, the child will live more effectively from day to day. Although this new approach has been written into all modern textbooks of arithmetic, textbooks and teachers continue to separate problems from the rest of arithmetic and to make them formidable by this very attitude.

A second method by which the teacher tries to slip by the psychological block is to call problems "number stories." This could be called the hiding method, hiding under another name. The child likes numbers and he likes stories; so he may like "number stories." The hope is that the taste of success in these prepares him for the substitution in later grades of the name "problems." The basis for the use of "story" is that it conveys more meaning to the child. In that case we should attack meaning directly rather than vaguely by the use of a blanket word. The word "story" may be a desirable device, but it is not a method. The fact is that if the fundamental method of teaching problems remains unchanged the child will develop a psychological block against any name under which we hide, and "number stories" will become just as much a nightmare as problems are.

Walter S. Munroe, in reporting his findings in his study of How Pupils Solve Problems in Arithmetic states:

"In general, pupils do very little or no reflective thinking in solving arithmetic problems. Instead, they learn to make rather fixed responses to certain types of statement. Hence, when a different form of statement is used, they make no responses or an inaccurate one. There are exceptions of course; some pupils do reason in such situations. But the data

collected in this investigation suggest that a considerable number do not think reflectively when they respond to arithmetic problems . . . When they do solve a problem correctly the response seems to be determined largely by habit. If the problem is stated in the terminology with which they are familiar and if there are no irrelevant data, their response is likely to be correct. On the other hand, if the problem is stated in unfamiliar terminology, or if it is a 'new' one, relatively few pupils appear to attempt to reason."¹

If he had been writing about our own students in 1955, he would be recording our own general impression today. In our efforts to make a pupil successful we try to do his thinking for him. We try to drill him on types of problems so that whatever he meets in an examination will be an old and familiar situation to which he will respond automatically with the correct formula. Can we train him instead to think his way through a "new" situation? The first essential of course is to discard the old method of drilling in reproduction and adopt a new technique of confronting the pupil with "new" situations. Yet all mathematics does not consist in meeting new situations. Many situations such as shopping or budgeting occur repeatedly and are subject to the formula of reproduction. It is when we are on the frontiers of learning that we need to teach pupils the art of analyzing new situations. Oh, the thrill of a first lesson in fractions, or of the first lesson in multiplication! Oh, the thrill of attacking a new theorem in geometry, the delights of a million firsts between Grade I and Grade XI! Once you encounter the gleam of intelligence in a pupil's eye as he grasps a new situation, you will continue to advance along the frontiers of learning, without neglecting the spade-work of drilling the routines of old territory.

A very large number of children have undoubtedly an inferiority feeling with regard to the solving of problems. Most of the rest find problems difficult. Can they be trained by proper methods and attitudes to be quite successful in solving problems at their respective levels? A small minority who are good in mathematics solve problems rapidly regardless of methods. All they need is to be exposed to problems. But most of our pupils are badly in need of a method for learning to think reflectively in attacking problems, and most of our teachers are just as badly in need of a method for teaching them. Success is the road to an attitude of confidence, and method is the secret of success. Is there such a method?

Of the multitude of instructions which are given to children for problem solving a large number specify desirable or even essential things to be done. These things, however, do not constitute a method. For instance, "to read the question carefully" or "to understand the vocabulary" is of course essential, but that is true of any question in any subject at any time. If I ask you for a method for planting sweet peas and you tell me to till the soil, plant the seed below the surface and supply moisture, warmth and sunshine, you are telling me essential things to all seed planting but you have not given me a method for planting sweet peas until you tell me how to till, what kind of soil to provide, how deep to plant, how much moisture to apply and add other stipulations peculiar to the cultivation of sweet peas.

The many well meant instructions on problem solving are not all wide of the mark; some contain the core of the truth. If you were shown rough diamonds in an African mine, you would very likely ask, "Are those dull things diamonds?"

(1) *University of Illinois Bulletin No. 44*, Feb. 1929, Pages 15, 17, 19.

They look like any stone on the beach." The answer would be, "Wait until you see them ground into sharp relief and mounted in a setting." That is just what a method will do to the general instructions on problem solving. Some of them are rough diamonds, and a method is needed not only to grind them into sharp relief, but also to put them in a single setting applicable from Grade I to Grade XI. Is there such a method?

The *Living Arithmetic* Series by Buswell, Brownell and John gives the following instructions for problem solving to Grade III children: "To be able to solve problems you must: (1) understand the problem, (2) know how to add and how to subtract, (3) know when to add and when to subtract, (4) know the number of facts."¹

How is the child to understand the problem if he doesn't understand it already? Knowing how to add and how to subtract is computation and not problem solving. Of course the child must know when to add and when to subtract, but how does he learn this when he doesn't know? It is clear that these instructions are a statement of a *fait accompli*, a description of what the bright child has done who has solved the problem and needs no instructions. What is the child to do who does not understand and who does not know? The authors do follow up the instructions with further instructions on when to subtract: "You subtract to find: (a) the number left, (b) the difference between two numbers, (c) the number gone, (d) the other part of a number."² These instructions are abstract, purely verbal and disjointed. They need to be made concrete and to be pulled together into a single principle or setting. Buswell, Brownell and John continue the instructions in developed form through Grades III to VII and in the last grade give the developed scheme as follows: "Before starting any problem, read it carefully. Be sure that you know what it means. Ask yourself these questions: What do I have to find? What facts are given to help me? What is a probable answer? Do I add, subtract, multiply or divide? Is my answer reasonable? Have I checked my work?"³ With the the first illustrated problem the authors then give the following instructions: "(1) Find what is called for. (2) Find what facts are given. (3) Decide what processes to use. (4) Estimate the approximate answer. (5) Solve the problem. (6) Check to see that your answer is correct"⁴

Let us look at the instructions individually. "What do I have to find?" If I don't know how can I find out? "What facts are given to help me?" This presumes that all facts help and takes no account of selection of facts. Estimating and checking are general routines applicable to any method. "Do I add, subtract, multiply or divide?" is the most misleading of all questions. To continue that method one would have eventually to augment it to include, "Do I take a root, raise to a power, transpose, take a fraction of and what fraction, etc.? How many of these do I do to what numbers and in what order?" The

1. Buswell, Guy T., Brownell, William A., and John, Lenore, *Living Arithmetic*, Grade 3, p. 43.

2. *ibid*, p. 110.

3. Buswell, Guy T., Brownell, William A., and John, Lenore, *Living Arithmetic*, Grade 7, p. 21.

4. *ibid*, p. 22.

reasonableness of the answer and the checking of the work are among the "very desirable or essential things" and are therefore common to all methods.

In the second set of instructions given we come closer to a method.

"1. Find out what is called for." Here is a rough diamond but it needs grinding. "What is called for" is certainly the target of all problems, but how does the pupil set about finding it?

"2. Find what facts are given." This assumes that a benefactor has kindly supplied all the facts in apple-pie order. Even then a two-step problem demands selection of some facts for one step and others for the second step. No method whatever is given for the selection of data.

"3. Decide what processes to use." Here again is a rough diamond. Indeed it is the one which is the drill point of the problem, but no diamond drill ever penetrated a hard surface until ground into sharp edges. This rough diamond needs plenty of grinding before it can become a method. The only guide given for deciding what processes to use is the misleading question; "Do you add, subtract, multiply or divide?"

Let us turn now to the teacher-training level and see what method is given to student teachers for training children in problem solving. Taylor and Mills in *Arithmetic for Teacher-Training Classes*, page 136, give the following directions for solving problems: "(1) Read the problem carefully, (2) decide what is to be found, (3) decide what facts are given in the problem, (4) decide what other factors are needed, and determine these facts, (5) determine the processes needed in the solution, (6) estimate the result, (7) perform accurately the necessary computation, (8) check the results."

These are all instructions to "decide" and "determine" without any guidance as to how to decide and determine. The pupils who know how to decide and determine do not need and are even handicapped by these instructions. Those who do need them are still at sea as to how to decide and determine. Until guidance is given in this, there is no method.

If we survey the whole field of methods we find six methods, some of which are in common use: (1) the formal analysis method, (2) the method of analogies, (3) the individual method, (4) the method of dependencies, (5) the graphic method, (6) the concept method.

1. *The Formal Analysis Method.*

This is the conventional method and is recommended by the *Living Arithmetic* Series and by *Arithmetic for Teacher-Training Classes*. Many teachers also use the method in having the children write "Given" and "To find." In it the pupil is directed to analyze the problem by going through the steps: (a) What is given? (b) What is required? (c) What operations are to be used? To these are added the usual estimating and checking.

Morton criticizes this method as follows:

"The difficulty with the method seems to lie in the fact that there is a tremendous gap between seeing what is given and what is to be found and deciding what steps should be taken to solve the problem. In other words, the so-called formal analysis method can hardly be called a method at all."¹

1. Morton, Robert Lee, *Teaching Arithmetic in the Elementary School*. Vol. II, 1938, p. 469.

2. *The Method of Analogies.*

This method consists in giving the pupil an easy oral problem similar to a difficult written problem. By solving the one problem the pupil may be led to solve the other. To ensure success in this method the pupil will have to learn to compose and solve his own simple problem. Otherwise there is no beginning and no continuing. This is more a device for a particular difficulty than it is a method for problems in general. If the pupil's difficulty is large numbers, fractions, small decimals or the use of letters as symbols, he may be directed to substitute simple numbers while keeping the wording the same and then follow the instruction, "Do the same with the large numbers or letters as you did with the small." For instance, if the problem is, By how much does y exceed x ?, the pupil substitutes, "By how much does 6 exceed 4?" He sees that he subtracts the 4 from the 6 and therefore gives $y - x$ instead of the habitual $x - y$. If he said to himself, "By how much does 4 exceed 6?" he should see that 4 does not exceed 6, unless of course he is a genius and can think in terms of negative quantities. If he is a genius, commend him and give him more challenge.

The method of analogies is particularly useful in estimating. Here the simple numbers substituted are the nearest round numbers. The result is not an approximation but a rough guide to a sensible answer. For instance in the problem, "What is the cost of excavating a basement 23 ft. 6 ins. long, 18 ft. 4 ins. wide and 6 ft. 6 ins. deep at \$5.25 a cubic yard?" the pupil would substitute round numbers in yards as follows: "What is the cost of excavating a basement 24 ft. long, 18 ft. wide and 6 ft. deep at \$5.00 a cubic yard?" The volume 96 cubic yards can be found mentally. The cost \$480.00 is another easy step. The pupil now has a rough guide to a sensible answer. If this estimating is done in advance of the solution to the problem and not, as usually recommended after it, the pupil has acquired more than an estimate. He has discovered all the operations required in solving the problem. The rest is merely computation. However, he will make this discovery only if his difficulty is one of large numbers or fractions. Hence the method is useless if the difficulty is in the relationships and operations involved. I have found estimating in advance by rounding out the numbers a very quick check on the ability of the pupil to do the problem. If the pupil cannot do the problem, then teaching must begin, but by what method?

3. *The Individual Method.*

Morton describes the individual method as follows: "The individual method is not a separate method. It is simply a name applied to the procedure of those who were left to their own devices."¹

Now let us compare the three methods with which we have dealt so far. Morton reports the result of research projects as follows:

"A rather extensive investigation by Washburne and Osborne led to the conclusion that training in formal analysis had no appreciable effect upon the ability of pupils, especially the brighter pupils, to solve problems. They got better results by simply having pupils solve many problems without the use of any particular method of attack . . . The analogies method was one of those used by Washburne and Osborne. They found that pupils in the sixth and seventh grades made marked progress by the use of this method but that they made greater progress by the so-called individual method."²

1. Morton, Robert Lee, *Teaching Arithmetic in the Elementary School*, Vol. II, 1938, p. 471.

2. *ibid.*, pp. 469, 470.

Henderson and Pingry condemn the analysis method as follows: "We do know, however, from experimental studies that giving the students a pattern of 'steps' to follow does not significantly help them solve real problems."¹ It seems therefore that the best method described so far is to leave the pupil to his own devices. Morton states:

"On the whole, the conventional method of teaching problem solving cannot be recommended. There is little reason to believe that it will yield results better than those secured by mere practice and without the use of any specific method."²

To what can we attribute the success of the method of leaving the pupil "to his own devices"? The fact that mathematics teachers regard it as no method at all shows that they do not recognize a rough diamond. Science recognizes it as the method of induction or the method of discovery. Psychology recognizes it and considers two approaches:

"In bond psychology trial and error is used with a gradual trend toward the solution of the problem. Gestalt psychology uses a study of the whole problem where an analysis of the relationships involved suddenly gives insight to the solution."³

We could call these the "trial and error" method and the method of "insight." The latter is of course the more mature and may be regarded as an ultimate aim. Whether one calls it the method of discovery or of induction or of insight, it is a principle which should guide the teacher in the use of all methods in all subjects and is the key in educating the child to be an independent thinker. It is therefore essential to adopt this diamond, but it goes into the general setting for all methods.

This raises the question of the role of the teacher. When the pupils are "left to their own devices" is the teacher there merely to keep order? Morton states:

"But after all, there is no method of problem solving which can take the place of a good teacher. And there is no substitute for intelligence and hard work on the part of the pupil . . . The teacher whose enthusiasm stimulates the pupils to hard work and whose skill is sufficient to enable her to locate precisely where their difficulties lie and to assist them in surmounting these difficulties will do better with a poor method than will a poor teacher with a method which is known to be good."⁴

The stimulation of the pupils to hard work is obviously a "diamond" and just as obviously it is a "diamond" for the general setting. But how is the teacher "to locate precisely where their difficulties lie" and to enable the pupils to be independent in surmounting their difficulties? These two tasks demand a method. Is there such a method? Butler and Wren give a shotgun prescription as follows:

"The teacher should become familiar with all the methods suggested above and should make use of those which seem to fit best the requirements of each immediate situation."⁵

The judgment of the teacher in each situation is an essential principle of teaching, but the teacher is entitled to guidance by research into what methods

1. *Twenty-First Yearbook*, The National Council of Teachers of Mathematics, 1953, p. 246.

2. Morton, Robert Lee, *Teaching Arithmetic in the Elementary School*, Vol. II, 1938, p. 470.

3. Fehr, Howard F., Present Research in the Teaching of Arithmetic, *Teachers' College Record*, Columbia University, Oct. 1950, p. 13.

4. Morton, Robert Lee, *Teaching Arithmetic in the Elementary School*, Vol. II, p. 477.

5. Butler, Charles H. and Wren, F. Lynwood, *The Teaching of Secondary Mathematics*, Second Edition, 1951, p. 296.

work best in each situation. Without this guidance the result becomes a mixture of whim, preference and custom.

Morton also closes on a pessimistic note as follows:

"Any serious effort to outline a programme for the teaching of problem solving will leave the reader with a feeling of disappointment. We have seen that this is a phase of arithmetic teaching concerning which not very much is known."¹

This decision comes as a surprise to many of us who have seen excellent teachers developing students in the art of problem solving. What is it that these successful teachers do that has so far defied the descriptive analysis of writers on mathematics?

Let us turn now to the last three methods on the list of six that I gave above.

4. *The Dependencies Method.*

This method directs the pupil to start with what he is asked to find. To find this he needs to know two or more other entities. To know each of these he needs to know others. Whenever an entity is known, he fills in the knowns until he arrives at a point where all entities are known and then works back to the entity required.

The dependencies method becomes the graphic method when the name of each entity is written down in the order obtained and lines drawn between them to show relationship.

5. *The Graphic Method.*

An example will now illustrate both the dependencies method and the graphic method. Consider the following problem: "Mr. Burke can make 250 cement blocks in a day. It costs him 10¢ to make each block and he sells it for 18¢. How many days would it take him to earn \$500.00?" What am I asked to find? The number of days to earn a sum of money. What do I need to know to find the number of days? The total earnings and the earnings per day.

Total earnings \$500

Number of days

Earnings/day?

Which of these is known? — Total earnings \$500

Which is unknown? — Earnings/day

What do I need to know to find the earnings/day? — Profit on each block and number of blocks

Profit on each block?

Earnings/day

Number of blocks — 250

Which of these is known? — Number of blocks 250

Which is unknown? — Profit on each block

What do I need to know to find the profit on each block? — The cost and selling price of each block

1. Morton, Robert Lee, *Teaching Arithmetic in the Elementary School*, Vol. II, 1938, p. 483.

Selling price of each 18¢
 Profit on each block
 Cost of each 10¢

Since these are both known we can start at this point and work back.

It is usual to place all in one diagram as follows:

	Total earnings \$500	Selling price 18¢
No. of days	Profit on each block	
	Earnings/day	Cost 10¢
	No. of blocks 250	

In commenting on this method Morton sounds his only optimistic note as follows: "On theoretical grounds, the graphic or dependencies method holds much more promise than does any other method."¹ He attributes the value of this method to the following reasons: "(1) It emphasizes significant relationships. (2) It places a premium on thinking. (3) It gives the pupil a definite line of attack (a logical sequence)."²

These reasons are undoubtedly sound, but they omit one of the most important elements in the method. It is amazing how mathematicians talk of relationships without ever mentioning the concepts between which the relationships exist. It is like talking of a fence as wire without posts. Not only are the entities concepts between which the relationships exist, but they are particular concepts. (1) They are all nouns or substantive phrases, e.g. selling price, cost, number of days. A verb or adverbial or other phrase immediately undermines the probability of discerning a relationship because the relationships are between entities which are substantives. (2) The concepts are quantitative, i.e. they can all be expressed as number. Block is a qualitative concept. Cost of block, selling price of block, number of blocks are quantitative concepts. Now it is between quantitative concepts that relationships exist.

The promise of superiority of the graphic or dependencies method is evidently due, not to the drawing of lines for relationships which have to be perceived before they are drawn but to the development of quantitative concepts. These methods hold the element of concepts in common with the concept method, but in the latter the quantitative concepts are a conscious major aim.

A piece of research also forecasts the success of the concept method. Harry C. Johnson, carrying out research under Leo. J. Brueckner on the effect of instruction in mathematical vocabulary upon problem solving in arithmetic, set up the usual experimental groups and control groups of children and drew the following "educational implications" from his findings.

"That the values to the pupils were practical in nature and fairly permanent in their effect, was borne out by the findings of the experiment . . . The writer has shown that the materials he used to bring about greater growth in vocabulary, and concomitantly in problem solving, were equally valuable to pupils of all levels of ability. Likewise, they seemed to be equally useful in the hands of both experienced and inexperienced teachers. These facts should recommend a general use of similar vocabulary-building exercises to all teachers of arithmetic."³

1. Morton, Robert Lee, *Teaching Arithmetic in the Elementary School*, Vol. II, p. 476

2. *ibid.* p. 476.

3. *Journal of Educational Research*, October 1944, p. 109.

Permanent gain for pupils of all levels of ability in the hands of inexperienced as well as experienced teachers is the greatest claim that can be made for any method. Gains will of course vary in extent and degree. Let us look at a sample of the "vocabulary-building" exercises which were given to the experimental classes.

"Area refers to surface, and is measured in square units, such as square inches, square yards, etc.

Perimeter means distance around and refers to length. It is measured in inches, feet, miles, etc.

Volume refers to the amount of space, or contents, or capacity. It is expressed in terms of cubic inches, cubic feet, etc.

Exercises:

Opposite each of the following, write volume, area or perimeter, as the case may be:

(a) 350 square feet..... (c) 3 square miles.....

(b) 40 yards..... (d) 35 cubic inches.....

Tell whether each of the following refers to volume, area or perimeter:

(a) amount of moulding for a picture frame.....

(b) amount of wall paper for a room.....

(c) length of curbstone around a city block.....

(d) amount of water in an aquarium....."¹

The vocabulary here developed (area, perimeter, volume, surface, distance, length, space, contents, capacity and all units) consists of nouns representing measurable entities, i.e., they are all quantitative concepts.

Compare these with the qualitative concepts (moulding, picture frame, wall paper, curbstone, aquarium) which are taken for granted in the above exercise. No one doubts that attention to general vocabulary will improve reading ability and is generally desirable, but other research has shown that general reading ability does not correlate with problem solving ability. John P. Treacy after research on "The Relationship of Reading Skills to the Ability to Solve Arithmetic Problems" reports the significance of the quantitative and the insignificance of general reading abilities such as rate of comprehension, general information, grasp of central thought, and interpretation:

"Good achievers were found to be better than poor achievers... in Quantitative Relationships, Perception of Relationships, Vocabulary in Context, and Integration of Dispersed Ideas... No significant differences were found between good and poor achievers in the Prediction of Outcomes, Understanding of Precise Directions, Rate of Comprehension, General Information, Grasp of Central Thought, and Interpretation of Content."²

It is evident that a reading programme designed to improve problem solving ability must be specialized and the aim of the specialization must be quantitative concepts and their relationships and this is exactly what the concept method does.

1. *Journal of Educational Research*, October 1944, p. 102.

2. *ibid*, p. 92.

If, in addition, these concepts and relationships are developed "meaningfully" from the concrete progressively to the abstract, by the method of discovery, in a field which resolves arithmetical ideas into a single logical sequence, then we have a single method designed to teach the child to think independently at each age level as he matures.

John R. Clark reports the broadening recognition of the concept method and the importance of the keystones of the method, concepts and relationships, as follows:

"Teachers are coming to see that recognition of relationships is the secret of success in problem solving. They see to it that the learner understands relationships such as those between:

The total cost of any number of units and the price per unit.

The average cost of an article and the total cost of them.

Effective teaching demands ceaseless attention to the building of clear, broad, well interrelated concepts in all areas of common experience . . .

In summary, we have come to see . . . that effective problem solving requires the use of concepts and relationships."¹

There remains to give an exposition in detail of the principles of the method showing its wide application to all grades from Kindergarten to Grade XI and College, to all fields of mathematics (arithmetic, algebra and geometry) with a unity that can promise one method with a continuous programme through all the grades.

This I shall attempt to do in two further articles:

Principles of the Concept Method

The Concept Method in the Classroom.

1. Clark, John R., Issues in Teaching Arithmetic, *Teachers' College Record*, Columbia University, Jan. 1951.

"The magnanimous man will behave with moderation under both good fortune and bad. He will know how to be exalted and how to be abased. He will neither be delighted with success nor grieved by failure. He will neither shown danger nor seek it, for there are few things which he cares for. He is reticent, and somewhat slow of speech, but speaks his mind openly and boldly when occasion calls for it. He is not apt to admire, for nothing is great to him. He overlooks injuries. He is not given to talk about himself or about others; for he does not care that he himself should be praised, or that other people should be blamed. He does not cry out about trifles, and craves help from none."

Aristotle

I think that only slight acquaintance with the history of Education is needed to prove that educational reformers and innovators alone have felt the need for a philosophy of education. Those who adhered to the established system needed merely a few fine-sounding words to justify existing practices. The real work was done by habits which were so fixed as to be institutional. The lesson for progressive education is that it requires in an urgent degree, a degree more pressing than was incumbent upon former innovators, a philosophy of education based upon a philosophy of experience.

John Dewey

TEACHING AROUND THE WORLD**Helen Kerr, Alberton, P.E.I.**

My object in teaching around the world was to see as much as I could, using as little Canadian money as possible. Accompanied by two friends, I sailed from Vancouver for Sydney, Australia, in April 1953 with no definite job in view but with the assurance from the Department of Education in New South Wales that I would have no difficulty in obtaining a teaching position.

The Australian school term is divided into three sessions. The new school term begins about the end of January, after the six-week summer vacation, and continues to Easter when there is a two-week break. Second term ends about the fourth week in August, and the third term continues, after the two-week spring holidays in September, until the middle of December.

We landed in Australia at the beginning of May, when the second term was well in progress, and I was assigned a position as a teacher in a hospital school. For children who are convalescent the Department of Education of New South Wales provides school buildings on the hospital grounds, qualified teachers, necessary school materials and special handcraft supplies. Teachers come into the dormitories to give individual lessons to children who are confined to their beds.

I taught in the school of the Drummond Far West Home at Manly, one of the most popular beach suburbs of Sydney. The Far West scheme was started by Stanley Drummond, a Presbyterian minister to the "outback" of Australia who saw how badly the sick and handicapped children in these isolated, dry, outlying, little homesteads and scattered townships needed medical attention, fresh, good food and a change of climate. Initially the Far West Home in Manly provided care for the children of the real Far West beyond Cobar, Bourke, Hungerford, Tibooburra, right out to the border fence. Today, thirty years later, the work has grown inwards to include all country children in the state of New South Wales.

The Far West Hospital School provides unique opportunities for these children who, because of illness, have fallen behind in their studies. The staff consists of a headmistress, five full-time teachers, and three visiting teachers. A teacher of home economics gives lessons in general home management to the senior girls, while the senior boys receive instruction in woodwork from a manual training teacher once a week. In addition, a teacher comes each afternoon to give handwork lessons. Teaching in this school holds a vast interest, for the teacher can not only aid the child with his school work but by aiding him in his mental attitude can give the handicapped child a new confidence to face life. Of course, there are many problems in these schools. The timetable must be arranged to suit the needs of the children. For example, the mornings are given over to individual work in English and mathematics and to group work in social studies, based on broadcast lessons. These lessons provide a link with the children's normal school life, because they are taken by most public schools in New South Sales. In the afternoons, when the children are tired and sometimes very listless, subjects like literature, art, music and handwork take up most of the time.

The present headmistress has started the Friends' Association of the Far West Hospital School. Its members, in cooperation with the teachers, have raised considerable sums of money to provide the school with an up-to-date library, good pictures, radio sets, film projector, handcraft materials, modern infants' class material and many other advantages.

The Department of Education, teachers, and the New South Wales Exchange Teachers' Club were all most kind and helpful to me during my stay. Because of their interest and help, I was able to see something of the educational life as a whole, by visiting a normal school, a high school and a modern primary school.

Although the educational system is based on that of England, many American ideas, books, and materials are used. Nearly all normal school students take a two years' course for infants' schools, a three years' course for primary schools, and University and a one year normal course for secondary schools, on scholarships provided by the State. They then agree to teach wherever the Department of Education sends them for two, three or five years or refund the loan.

At the end of Class Seven the children are selected by a committee on the basis of their achievement and I.Q. standing. After consultation with the parents one of the following courses may then be chosen: (1) the Five-Year High School, which gives a purely academic course leading to the University, Normal School, etc., (2) the Three-Year High School, which gives three years of academic work from which the child may continue on two more years if he has the ability and has done well in this school, but more generally which leads to a commercial or skilled trade course, (3) the Home Economics Schools for the girls and (4) the Technical Schools for the boys.

One advantage of being a teacher on a working tour is the vacation. In Australia I made good use of mine. During the September holidays I visited the Great Barrier Reef, the greatest coral reef in the world. Here I marvelled at the brilliantly coloured coral growing luxuriantly like a garden under intense cultivation, the coral fishes, the clams and anemones and the horrible, long, drab *bêches-de-mer* which look like great, sluggishly animated sausages and which are so popular with the Chinese for making soup! During the summer holidays I was able to spend some time in Melbourne, which seemed to me to have a more distinctive English flavour than Sydney, to travel around Tasmania, and to spend a few days in the Murrumbidgee Irrigation Area, the great fruit-growing district of New South Wales. At Easter I was invited to visit a sheep station in western New South Wales. There, I was disappointed to find that the owner and his help chiefly used jeeps to travel over their station instead of the more picturesque horses. Sheep dogs, however, are still very important, and I was thrilled to watch them bring in some sheep for dipping.

I found the Australians a happy, carefree people. They love sports and no wonder with their grand climate for out-of-door living. Their beaches are the finest in the world, and have the added advantage that they may be used most of the year round. Thousands of people crowd these beaches on holidays, and are content to lie for hours in the sun on the warm sand. All swimming beaches have their contingent of volunteer life-guards to protect the swimmers

chiefly from sharks, and some have shark nets as well. A lookout from a high tower gives a warning when the ominous black fin is seen cruising anywhere in the vicinity. A siren is sounded and a mad, wild scramble is made for the shore by the many bathers.

All too soon our year in Australia came to an end, and we set sail on board the *Surriento* for Ceylon. The route our vessel took was a most interesting one. We sailed into the Coral Sea on the outer side of the Great Barrier Reef where we could see many low-lying islands of coral sand, occasional whales, porpoises gambolling for hours in front of the ship and turtles busily swimming along as if they knew exactly what business they had to get done that day, through Torres Strait, past Java, Borneo and Sumatra, calling in at Singapore and then across the Indian Ocean to Colombo.

I do not have the space to go into detail about Ceylon and India. We found Ceylon extremely beautiful, and our journey fascinating from Colombo to Kandy, where we witnessed a parade of richly caparisoned elephants from the Temple of the Tooth and then to Anuradhapura, which was in its glory in 400 B.C., and has many ruins to prove it, and finally to Talaimanaar where we took ship to cross the Gulf of Manaar to India.

In population India is second only to China. Her three hundred fifty millions represent about one-seventh of the human race. A large percentage of this one-seventh never receives a square meal in the average life span of twenty-seven years. Truly a visit to India makes one realize how much has to be done in this world before all people can enjoy that which is proclaimed in the *Universal Declaration of Human Rights*.

I shall never forget our entry into Madras and the hordes of beggars who came swarming around our railroad car seeming to know by instinct that Europeans were inside, beggars with all the most gruesome and horrid diseases known to man, as well as the professional beggars whose bodies are frequently deformed by their parents so that they will find it easier to make a living. In contrast to the poverty of India is its extreme richness. This we noticed particularly in the palace of the former Maharaja of Mysore, which is all one would imagine an oriental palace should be, and in so many of the temples with their intricate ivory carvings, precious jewels and golden domes and minarets.

We visited Puri just before the famous Car Festival in which the image of Jagannath is carried on a big wooden car, forty-five feet high and twenty-five feet square supported on sixteen wheels, seven feet in diameter. We saw the building of this huge vehicle, and truly one would wonder how even a machine could draw such a cumbrous load. Instead it is drawn by eager devotees! Before the practice was prohibited by law, many people flung themselves under the huge wheels to be crushed to death, in the belief that they would exempt themselves from the penalty of reincarnation. While in Puri we visited the library of the Jagannath Temple. Here we found the librarian and his assistant busily translating rolled Sanskrit manuscripts into English for the Library of Congress in Washington.

So we continued our trip around India, taking in Benares with its array of shrines, temples and palaces rising in several tiers from the left bank of the sacred river Ganges and visiting Agra to see the Taj Mahal which created for

me the same effect as hearing Beethoven's *Ninth Symphony* for the first time. I heartily agree with those people who say that the Taj Mahal alone makes a trip to India worth while. We saw too modern New Delhi, which seemed incongruous in its ancient setting, and the famous Dilwarra Temples at Mount Abu which contain the finest Jain carvings in the world, and finally Bombay.

There are still many English medium schools in India, and I have since met a number of teachers from other countries who have taught in these schools for a year or two. An Anglo-Indian teacher acquaintance of mine in Bombay said, however, that many English-speaking teachers were worried because of the threat of the Government to close these schools when Hindi becomes the official language.

Although I had not been encouraged by either the Natal or Cape Province Department of Education to go to teach in South Africa, since teachers there are required to speak Afrikaans as well as English, I had no difficulty in obtaining a position when I arrived. We landed in Durban on the twenty-seventh of July, and the following morning found me teaching biology and geography in a Girls' Commercial High School in that city. Methods of teaching in this school were strange to me. The lecture and note-taking method is used extensively. The teacher dictates the notes to the children, who copy down each word, and tests are held each month to see if these notes have been learned. At the end of Standards Eight and Ten (equivalent to Grades 10 and 12 in Canada) Government examinations are written. The school was new with well equipped biology and geography laboratories.

The only infants' and primary schools I had occasion to visit in South Africa used the older method of set work and strict discipline. However, in my visit to the non-European Normal School, I found that many of the more modern ideas were being taught the students there.

There are many problems for the Whites in this land of some twelve million people (excluding the natives on reserves and in some rural areas) of whom only three million are Europeans. You have read frequently in the papers how South Africa is attempting to solve her problems and keep the White race pure. There is strict racial segregation everywhere, from the double-decker government buses, where non-Europeans must ride on top, to the schools, where separate provision is made for the European children only, for the coloured (mixed white and native blood), for the pure natives, and for the Indians. In addition to the government schools there are a number of good private schools in South Africa for both girls and boys. Since many of these schools are located on the uplands in good climates, parents frequently send their children to them for health reasons as well as for education.

We left Durban in December at the end of the school term. Now began our wonderful trip to Cape Town and then through the heart of Africa to Cairo, a trip that took just two months to complete. Again I have not the space to tell you in detail about this exciting journey. I shall only mention a few of the highlights. First and foremost I must mention Victoria Falls. We spent a glorious week there living in little rondovals with thatched roofs close by the Eastern Cataract, by the side of the mighty Zambezi River. The Victoria Falls are twice as high and one and one-half times as wide as Niagara. Today they

are exactly as seen by Dr. Livingstone on November 16, 1855. With the exception of the great rail and road bridge which links Southern and Northern Rhodesia, nothing has been added to or taken from nature.

After living in South Africa it was most interesting to notice the different methods of treating the natives in other parts of Africa.

In addition to representation in the government, Rhodesia offers the natives a great many more opportunities than does South Africa. People with whom we talked in Rhodesia were not wholly in favour of these more liberal policies, for they feel that the native has not yet advanced far enough in western ideas and methods to use his opportunities profitably. For example, they referred to the strike then going on in the copper fields where the natives demanded equal pay with the white labourer, although, we were assured, their production was far below that of the white man. A member of Parliament in Northern Rhodesia told us that the native representatives often made impossible demands for their people, with not the slightest suggestions of how these demands could be met.

The most satisfactory native policy that we saw was that of the Union Minière du Haut-Katanga in the Belgian Congo. Here the native workers from surrounding districts are chosen carefully by the company, sign a three years' contract and are then brought with their families into the mining regions of Katanga. The Union Minière acts as their benevolent father, providing them with good housing, medical attention and schools. These schools, in which the company provides compulsory education for the seven thousand native school children of their employees, specialize in the trades. The native worker, too, is encouraged to go to school in order to qualify for a skilled trade in the mines. So far this system has worked excellently. Some of the natives we saw in the copper refinery in Elisabethville had been with the company for from fifteen to twenty years.

Other highlights of this trip included a visit to the Nairobi National Park and the heart of the Mau Mau country, sailing down the Nile in a stern-wheeler when we saw many crocodiles, hippopotami and, in the evening, large herds of elephants coming to the river to drink, and elephant hunting in Southern Sudan. From Khartoum and Omdurman we journeyed to Aswan and Luxor where we saw the Tombs of the Kings and the massive temples of Karnak, past Thebes, along the Nile with its rich cultivated banks, to the crowded bazaars of Cairo. A two-hour camel ride took us around the Pyramids and Sphinx.

To the traveller who wishes to see life as described in the Bible, a visit to Trans-Jordan and Syria is not disappointing. Anywhere one can find similar scenes and people living in much the same manner as they have done for thousands of years.

We visited Turkey, Greece, Yugoslavia en route to the British Isles.

Since many Canadians have visited Europe or know someone who has recently been there, I shall spend little time in relating the events of our month in England and Scotland and our two months of youth-hostelling on the continent. Europe offered us symphonies, operas, musical comedies, plays, art galleries, museums and modern architecture—the latter, especially in the northern European countries. We were shown through an extremely modern primary school in Basel, which seemed to me to be built chiefly of glass, with modern

paintings and sculptures much in prominence. Modern methods of teaching, conforming to the school's appearance, were in vogue. On commenting on examinations, I was told that since in Switzerland there are good competent, conscientious teachers, there is no need to examine them at the end of a school term!

And now what have I obtained from this journey? Well, a knowledge of some of the lands in the world and the problems of these lands, a respect and admiration for people the world over, a desire to help in the development of human understanding, and a background to reading, which remains the greatest source of knowledge in the world.

"In all geography teaching it is impossible to proceed without first providing accurate, detailed, and really vivid descriptions in word and photograph of the typical and normal life of the majority of the people in any area, and then, secondly, some vivid and accurate information about the environmental conditions. Only when this has been done can real geographic study and thinking begin. Much of the thinking is accomplished by comparison and classification, by selection and coordination, by inference and implication. Thus it is important that the descriptive material should not do the inferring, the comparing or the thinking. If it does, then the value of geography is lost for the children. Education by means of geography means training children to think through geographical raw material for themselves in order to gain the growing series of concepts that will help them think sanely and critically about social and political problems.

... The teaching of geography aims at a great idea, and the subject is a series of important concepts about man's close relation with the earth. Its characteristic mode of thought is relational thinking; that is, geographers are constantly seeking to discover the precise nature of the relation between men's actions and the influence of the environment. Geography is in no sense a collection of masses of heterogeneous unrelated facts about the various countries of the world. It is not a gazeteer of names and products. It is not a nodding acquaintance with names and positions on maps or atlases divorced from a vivid idea of the real scenery and climatic conditions in the areas represented. It is the association of related facts into ideas, impressions, and attitudes, through the attempt to understand the cause and effect relationships of man on the earth. Geography is a light in the mind, not a load on the memory.

N. V. Scarfe,

Education, Vol. I, No. 8 (W. J. Gage and Company)

"It is impossible to enjoy idling thoroughly unless one has plenty of work to do."

Jerome K. Jerome.

CANADA: PAST, PRESENT AND FUTURE

Judith White, Aged 13, Dorval Gardens School, Dorval

"And His dominion shall be from sea to sea, even unto the ends of the earth." This is the Dominion of Canada — a land with a colourful past, a leading nation of the world at present, and a free country with great hopes and plans for the future. Her beauty is symbolized by the maple leaf, and the national spirit of her people is represented by the industrious beaver. Canada's development from discovery to the present, and her plans for the future are most interesting dramas in history.

Perhaps our country's story should begin at the time of the earth's creation, for it was then that she was given natural wealth and beauty, still found today. During that period, and the time of the Ice Age, she formed a variety of mountains, plains, lakes and rivers which today provide beauty and resources. Then the only living things were plants and animals.

Man first disturbed this serene wilderness after the Ice Age. Indians and Eskimos from Asia migrated here, and wandered throughout the country. They developed a crude, wild way of living, often fighting among each other. Most of the tribes hunted for their food, though the more civilized groups grew some crops. This was life in Canada — until, in 1534, the coming of the white man greatly changed everything.

Jacques Cartier discovered our fair country, and, as he was a Frenchman, claimed it for France. He was followed by the great Champlain, who established the first settlement at Quebec in 1608. Colonists began to arrive, and had soon settled Upper and Lower Canada, now Ontario and Quebec. At the same time, other far-sighted men like LaSalle, LaVerendrye, and Radisson pushed southward and westward to unknown horizons. The land was being settled by people of other countries too, and in 1759 the triumphant British defeated the French Canadian garrison, and the country belonged to Britain. Finally, a dream was realized, for, after the gallant work of many statesmen, all parts of the nation united to become the Dominion of Canada.

Life in these times was not as easy or comfortable as that of today. Each brave pioneer family had to obtain a tract of land in the wilderness, make a clearing, build a cabin, and ready the land for farming. The cabins were very crude, without much furniture, and fairly small. The women of the household spun the clothing and made most articles used in the home. Travel was often by canoe, cart or wagon. In most places, roads were mere paths through the forest. Neighbours were often far apart, and the dangers of being attacked by savage Indians kept them from visiting each other. Truly, life in the Canadian past was much harder and less entertaining than today's ways of living are. Gradually, however, life had fewer hardships — modern industry and machines began to take the place of man's energy. Canada progressed and became what it is today.

What is our country like at the present? We take our industries, resources, education and modern conveniences for granted, not realizing that there was ever a harder way.

Today many burdens of life have been eased by machines and inventions. We now are able to enjoy more entertainment and education, and less work. We live up to the standards of a modern fast-moving world.

Occupations of the present differ from those of long ago. The farmer, the doctor, the miner, the office worker, all have modern conveniences to help them do their work.

Canada has put her many resources to advantage, thus developing industry and manufacturing to a height equal to that of the leading countries of the world.

Probably the thing that has most to do with Canada's success and prosperity is her freedom and democratic way of life. Our government is elected by and represents the people. Our laws are made to protect the people, and our courts serve justice in every case.

War is the greatest setback of our age. If nations could live in peace with each other, greater things would be possible in the future.

What takes place in the future depends greatly upon the present generation. If wars are discontinued, many things should be possible. Atomic energy has wonderful possibilities if used in peaceful ways. Medical science may find better ways of fighting disease. New ways of travel will be discovered and man will be able to explore new planets.

Canada — past, present and future — is a great country; — an example of national spirit, freedom, and a land of natural beauty.

To be a Canadian is an honour unequalled by anything on earth.

“There is no magic formula of education . . . no fruit of the tree of knowledge which swiftly eaten makes us as wise as God, knowing good and evil. Even in these critical days, when educated persons are so desperately needed, the process of education requires time and work and striving.

The ability to think straight, some knowledge of the past, some vision of the future, some skill to do useful service, some urge to put that service into the well-being of the community — these are the most vital things education must try to produce.”

Virginia Gildersleeve.

WITH HAPPY VOICES RINGING

Jessie O. Allen, Kindergarten Specialist, Woodlands School, Verdun.

"Children take to sounds and sound-making as a duck to water. Music is sounds put together. If we can in some way hitch this tremendous interest in sounds and sound-making to music, and start with the child, we shall have gone a long way toward encouraging a natural love of music."¹

It has been said that there is no such thing as an unmusical child. If this be the case, as I firmly believe, why then do we find many adults indifferent to, or expressing actual dislike for, many forms of musical or rhythmic expression? We can only assume that "at some point in their development music has become identified with some unpleasant experience."² May such a calamity never befall our children, for the world of music in its many forms and expressions adds richness, colour, warmth and meaning to our lives.

Music is an integral part of childhood — not necessarily formal music, but all the sounds of nature and of the workaday world. The child has been accustomed to music in some form from pre-natal times, beginning with the rhythm of his mother's heart beat and the pulsing of his own blood.

"Little children have a natural feeling for rhythm that makes music a great satisfaction."³ A child first responds to lullabies and the small crooning sounds that his mother makes in putting him to sleep. Later he begins to make music of his own in the coos and gurgles that precede articulate speech. His interest in sound and rhythm is soon shown in the way he uses a rattle, bangs his spoon upon the feeding tray, and later in the hand-clapping stages. As the child grows older, he finds more and more ways of expressing himself rhythmically and in song. He experiments with sounds: the rattle of a stick against a rail fence, the resonant note from a glass accidentally struck with a fork or spoon. He experiments vocally also. He hums, tries to whistle, sings little wordless melodies to himself. Later he begins to set words to these little tunes, almost unconsciously, as he goes about his work or play. From this we see that creative expression through music is a natural part of the child's development. Music is, above all, the expression of a mood and should combine happiness, freedom, and lack of tension.

Although the primary value of music in the kindergarten is the pleasure and creative freedom it affords, the teacher must still keep in mind a measure of the child's musical accomplishment. Some effort should undoubtedly be made to improve the tone and quality of the singing and to heighten the perception of rhythm. We should help the child to be alert to the similarities and differences in sounds and rhythm. This may be done not only in the periods set aside for music but also whenever an opportunity presents itself throughout the day. In her inspiring book, *There's Music in Children*, Mrs. Sheehy says, "Never miss an opportunity to substitute a pleasant for an unpleasant sound, provided this does not interfere with the child's enjoyment."

1. Sheehy, Emma Dickson. *There's Music in Children*.

2. Gesell, Arnold. *The Child from Five to Ten*.

3. Children's Bureau, Washington, D.C. *Your Child From One to Six*.

In commenting on children's voices, Jersild and Bienstock make the following observation: "While children sing more easily when a song is changed to lower pitch, they tend to use higher tones in the spontaneous use of their voices."¹ If we are alive to the importance of this statement, we can make use of many "play devices" to improve the pitch of the "low-voice" singer. Echo games, bird calls and tone matching games have all been found useful, and their value is enhanced when the child's efforts meet with praise and encouragement. Children usually enjoy hearing the melody of the scale and dominant chords, and when their ears become scale conscious, they find it much easier to learn a new melody or bridge an interval that might otherwise have presented difficulties. "The development of the singing voice and accuracy of pitch go hand in hand with the experience of motion. Through hearing and imitating boat and train whistles that are high and low, name songs and echoes, bird calls and animal sounds, the child discovers the range of his own voice."² By taking advantage of play situations and the spontaneous creativity of childhood, we can improve the technical skills without robbing music of its beauty and appeal or reducing the child's pleasure in it.

Let us consider briefly the choice of songs for kindergarten. It has been said that music cuts through all age levels so that there is no such thing as chronological age where singing is concerned. For this reason we do not label music too definitely as being suitable or unsuitable for children. Its suitability depends on the way in which it is presented, the special interests of the children at that time, and its appeal either through its tunefulness or its rhythm. In discussing a wise choice of music for children, Mrs. Sheehy gives the following advice: "When planning a course in music you must have a plan that includes both child and music — that demands the best possible all-round development of the child through music."² There is a natural link between rhythm and music and that fact should be kept in mind when making a choice of songs. The selections should be good musically, with an easy yet unhackneyed melody and a rhythmic flow, and should be within a comfortable voice range. The word content should be within the experience of the child as much as possible, though we should not hesitate to add to his vocabulary, especially when the singing quality of the words helps to interpret their meaning. At the beginning of the year, familiar songs, heard perhaps at his mother's side, will give the child a comfortable feeling of belonging and a sense of kinship with the teacher. Later, we can widen his horizons through the introduction of different types of songs — seasonal songs, humorous songs, folk and community songs, and songs dealing with the children's special interests such as the farm, the zoo, and the circus.

In evaluating a programme of music for the kindergarten, a group of musicians and teachers, experienced in that field, made the following observations:

"The spirit of play and the imaginative world of little children are delightfully and vividly expressed through music . . . It is a stimulating force which appeals to children, vitalizes their daily lives; arouses and satisfies desire for rhythmic expression; creates and develops moods, and promotes social relationships . . . It is an essential means of achieving group spirit."³

1. Jersild and Bienstock. *A Study of the Development of Children's Ability to Sing.*
2. Buttolph, Edna. *Music for Young Children.*
3. McConathy. Miessner, Birge and Bray, *The Music Hour.*

Even though a child may have sung and listened to music at home with his parents, the pleasure of singing, playing and listening with others of his own age is a new experience. It should be as thrilling, meaningful and enjoyable as possible. Since children's moods run the gamut from quiet and lethargic to noisy and boisterously happy, a teacher should have many types of songs and rhythms available. Variety in music, as in life, lends both charm and interest. The quest for tuneful and pleasing melodies not only increases one's repertoire, but also keeps one in touch with the current trends in music, as well as with lovely melodies and rhythms of a bygone day that may still add something to our present day culture. Above all, music time in kindergarten ought to be a joyous experience so that it will indeed be a room "with happy voices ringing."

SOME FINDINGS OF RESEARCH

The scientific study of educational problems has produced many interesting facts, some of them dramatically opposed to school practices of the thirties or even today. I could not possibly summarize the thousands of results, but let me mention only a dozen facts. These are not my opinions, but a few random validated facts not always accepted by teachers or parents:

1. Repetition or drill does not insure learning in arithmetic, spelling, or other "skills."
2. Children's problem solving in any field seldom or never follows the five main steps outlined by Dewey and related to the scientific method.
3. Ability to count is not the same as an understanding of numbers.
4. As children grow older, teachers have less influence on their attitudes and values.
5. Social concepts or understandings and social attitudes are influenced more by the home and the community than by reading social studies texts.
6. Every test that has ever been given shows large gaps in children's knowledge of history, government, and other social institutions. (Instead of donning sackcloth and ashes at this "original" discovery, made every five years, school people could point to how much children know at eight years or fifteen years.)
7. Children do somewhat better in school learnings if they are promoted regularly rather than failed or "kept back" a year.
8. A knowledge of grammar does not insure correct usage in speech or writing.
9. Not all children should learn to read in the first grade.
10. Rapid reading usually means better comprehension than slow reading.
11. Memorizing history and geography does not insure loyalty and patriotism.
12. Pupils do not learn to appreciate their literary heritage by a careful study of a few great classics.

These are not a collection of educational heresies. They are a few random samples of ideas we can be sure of, because of educational research.

D. H. Russell

WHAT TO DO WITH THE LAZY STUDENT

Following a plan used for some time in the Calgary High Schools, the Edmonton School Board has set a time limit of February of the winter term for a High School student to show signs of serious interest in his school work or be dropped from the school rolls.

The plan was brought to the attention of the School Board by the Edmonton High School Teachers' Association earlier this year and referred to the Management and Discipline Committee for study. When reported to the Board by the Committee recommending adoption, the plan was passed unanimously without discussion. It works in three steps as follows:

- (1) When the student is referred to the principal for habitually neglecting his studies the principal will interview him.
- (2) Following the interview with the principal and after sufficient time has elapsed, in which the student may have an opportunity to improve, his case will be reviewed. If little or no improvement is noted the student will be placed on probation and the superintendent will inform the parents.
- (3) If there is no apparent improvement in attitude the principal will refer the case to the superintendent who will review the case and if he deems advisable will ask the parents to withdraw the student from the school.

In these days of overcrowded classrooms and rising high school attendance it seems only common sense that the lazy student should not be allowed to clutter up the classroom. He may, indeed, be better employed getting his education out in the workaday world where small patience is wasted on the lazy or just uninterested.

School Progress, Oct-Nov. 1955.

One night, in ancient times, three horsemen were riding across a desert. As they crossed the dry bed of a river, out of the darkness a voice called, "Halt!"

They obeyed. The voice then told them to dismount, pick up a handful of pebbles, put the pebbles in their pockets and remount.

The voice then said, "You have done as I commanded. Tomorrow at sun-up you will be both glad and sorry." Mystified, the horsemen rode on.

When the sun rose, they reached into their pockets and found that a miracle had happened. The pebbles had been transformed into diamonds, rubies, and other precious stones. They remembered the warning. They were both glad and sorry—glad they had taken some, and sorry they had not taken more . . .

And this is a story of Education.

Dr. L. H. Adolfson.

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 DUNDEE: **Mrs. Ruth A. Fraser**, Mrs. Isabel Elder.
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(Continued on page 255)

BOOK REVIEWS

Clippers to China: A sea yarn about English sailing vessels of a century ago, spun effectively by Captain Frank Knight. The story of young Tim Royall's adventures on his first voyage strings together a collection of highly incredible adventures which should hold the interest of any intermediate grade reader who enjoys sea stories. The material is well organized and the narrative never lags for a moment. The book is attractively printed and includes a generous number of pen and ink drawings to highlight many of the exciting incidents. 268 pages. Macmillan. \$2.00.

Smugglers' Cove: Twenty-one year old Marianne Macdonald's second novel for young readers. A disappointing "cops and robbers" affair about smuggling in New Brunswick. Kathy Kilpatrick, brother Bert, and Jim Norris are very brave, and the villains are very black. The whole thing ends with a conventional chase into Maine. The book does nothing for its type. 208 pages. Macmillan. \$2.50.

Buckskin Brigadier: Another of the many good Canadian history novels for young people. This one is by Edward McCourt, professor of English at the University of Saskatchewan. It recounts the exploits of Major-General Tom Strange's Alberta Field Force during the Indian fighting of 1885. For the most part the book is effective. One could wish for fewer questions of the radio serial type, and there is some doubt as to the appropriateness in context of some of the words the author uses. These, however, are minor faults in a book which is generally successful in bringing to life a chapter of our country's past. 150 pages. Macmillan. \$2.00.

Books for Us All: An anthology of thirty bits of prose assembled by W. M. Smyth with the avowed intention of introducing "girls and boys to books of lasting worth that they are likely to enjoy and to induce them to read further for themselves." Among the authors represented are Defoe, Swift, Scott, Twain, Charlotte Brontë, Stowe, Doyle, and Milne. Largely fiction, most of the selections suffer from being separated from their complete texts. The choices seem to have been made arbitrarily. Some of the excerpts (e.g. Eliza crossing the ice) are too dated to appeal to the generation for which the book is conceived. Questions at the end of each chapter lend the work too formal a note for any school age group. Although tastes sometimes whet the appetite, random samples often prove unsatisfactory. 240 pages. Macmillan. \$1.15.

Korean Boy: A collection of war reminiscences by Pak Jong Yong, with the assistance of correspondent Jock Carroll. On the whole, a sensitive, sentimental picture of war-torn Korea. Some incidents are vividly presented (the chapter, "Father's First Laugh and First Cry"). The style is clear, simple and usually effective. The book provides an interesting opportunity to examine the outlook of an oriental teen-ager whose world is shattered by war. Recommended for Grade Ten or Eleven reading level. 184 pages. Macmillan. \$3.00.

John A. Macdonald, the Old Chieftain: Part Two of the definitive biography of Canada's first Prime Minister. This volume by Toronto University's Donald Creighton is, perhaps, the finest achievement of this outstanding Canadian historian. The book covers the latter part of Macdonald's career from 1867 to 1891. Professor Creighton has a way with history. The work reads almost like a novel, yet an enormous amount of research is at all time evident to remind the reader that this is no mere fictionalized biography. There is sure and steady direction to this story of the years immediately following Confederation. The new country's problems and growing pains are clearly and objectively presented. Macdonald's dominating personality shines through it all with fascinating clarity. Even in his last hours his will continues to direct in spite of physical paralysis. The book, together with the earlier volume, **John A. Macdonald, the Young Politician**, comprise a thorough and well-documented study of a great Canadian. 630 pages. Macmillan. \$5.75.

Your Local Government: Donald C. Rowat has designed this treatment of municipal government for the general reading public. Couched in simple language, the book takes a brief look at the history of its subject and then gives a picture of how such governments are divided and how they operate. In an era where municipal democracy faces the problem of provincial and national tendencies toward centralization, the author suggests a regional plan whereby certain parts of sectional administration, such as Education, Health and Welfare would be taken over by regional councils. This, Dr. Rowat believes, will give municipally elected administrators an opportunity to do more vital work and will result in better local government. The book is a worthwhile addition to any library and the list of suggested reading at the conclusion of the work will be of use to anyone who wishes to pursue the subject further. 148 pages. Macmillan. \$2.50.

The Canada Year Book 1955 is the official statistical manual of the resources, history, institutions, and social and economic conditions of Canada. In addition to bringing the statistical information up to date in the various sections, this issue, which is the fiftieth anniversary number of the Canada Year Book in its present form, contains special articles on such subjects of current interest as "The Northland — Canada's Challenge," "Post-War Immigration," "Developments in Canada's Mineral Industry" and "The St. Lawrence Seaway." Published by the Dominion Bureau of Statistics, 1374 pages. Regular price \$3.00. A limited number of paper-bound copies are available to teachers at \$1.50 from the Dominion Statistician, Dominion Bureau of Statistics, Ottawa.

MINUTES OF THE JUNE MEETING OF THE PROTESTANT COMMITTEE

Offices of the Protestant School Board of Greater Montreal, June 6, 1955

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

PRESENT: Mr. John P. Rowat, in the Chair, Professor D. C. Munroe, Dr. G. G. D. Kilpatrick, Senator C. B. Howard, Hon. G. B. Foster, Mrs. A. Stalker, Mrs. T. P. Ross, Mrs. Roswell Thomson, Dr. S. E. McDowell, Mr. George Y. Deacon, Brigadier J. A. de Lalanne, Dr. C. L. Brown, Mr. W. F. Dunton, Mr. K. H. Oxley, Mr. T. M. Dick, Dr. J. S. Astbury, Mr. T. C. Urquhart, Dr. A. R. Jewitt, Mr. L. N. Buzzell, Mr. A. K. Cameron, and the Secretary.

Apologies for absence were received from Mr. Howard Murray, Dr. R. H. Stevenson, Dr. F. Cyril James, Dr. W. Q. Stobo, Mr. Harry W. Jones, Mr. Jack R. Latter, Hon. W. M. Cottingham and the Superintendent of Education.

The minutes of the previous meeting were approved on the motion of Brigadier J. A. de Lalanne, seconded by Mr. L. N. Buzzell.

The report of the Director of Protestant Education contained the following information: (1) Fifteen schools are being built or extended outside of Montreal to contain 124 classrooms, with eleven gymnasium-assembly halls and playrooms and one teachers' residence. (2) Final plans have been approved for the erection of nine new buildings or extensions to contain thirty classrooms, with five gymnasium-assembly halls and playrooms and one teachers' residence. (3) Preliminary plans have been approved for the extension of four existing schools, to contain seventeen classrooms. (4) Twelve building projects are being studied. (5) Under the Protestant School Board of Greater Montreal the following schools are being constructed: Outremont High School, Northmount High School, Montrose Elementary School, Ogilvie Elementary School, Gardenvue Elementary School and an addition to the Algonquin School. (6) Under this Board eleven schools, 136 classrooms and nine gymnasiums were constructed from April 1, 1954 to March 31, 1955 at total contract prices of \$3,326,717. (7) Official openings of schools were held as follows: April 16, Rosemere School Extension; May 3, Maniwaki Elementary School; May 12, Ladysmith Elementary School; May 20, F. M. MacNiven Elementary School, Noranda; May 27, Rivière Bleue Elementary School; May 30, Stoneham Elementary School. (8) The corner stone of the new High School in Sutton was laid on June 2. (9) At the recent meeting of the Central Board of Examiners a record number of 122 teachers were awarded Quebec diplomas on the basis of their extra-provincial diplomas. Of these, thirty were from the United Kingdom, twenty-seven from Nova Scotia, sixteen from the Western provinces, twelve from New Brunswick, six from the United States and seventeen from elsewhere. (10) Four Summer Schools for teachers will be operated in Quebec this year. In addition to the regular professional Summer School and the French Summer School an academic Summer School will be opened at Macdonald College. The fourth Summer School will be at Bishop's University. (11) A feature of the French Summer

School will be a model school for the children of Ste. Anne de Bellevue and surrounding municipalities. (12) A statement issued by the Canadian Education Association reveals the fact that Quebec Protestant schools are among those Canadian school systems that have the lowest number of school days per year. (13) Television is making headway in Canada, and, from experiments, it would seem that television has a high rating over radio listening, over reading, and over lecturing to university students. (14) Telecasts to schools are being used experimentally. Though these appear to have distinct values, further experiments are to be made. (15) Pontiac County Protestant Central School Board is offering bursaries up to \$700 to teachers who will return to that county to teach after receiving certificates. (16) A second gift of \$10,000 has been made to Protestant Education. This is from Mr. C. George Richmond and is to assist pupils who attend the Gaspé High School and wish to become teachers. A trust fund has been established and a deed of gift signed. The report was received on the motion of Mr. Dick, seconded by Mr. de Lalanne. Expressions of appreciation were made for the generous gift of Mr. C. George Richmond.

On the motion of Professor Munroe the following motion was passed: The Protestant Committee records with deep appreciation the completion by Walter P. Percival, M.A., Ph.D., LL.D., of a quarter-century of devoted service as Director of Protestant Education. Through years of economic depression, world war, industrial expansion and social change, the vision and the energy of Dr. Percival have done much to maintain sound standards and progressive policies of education in the Protestant schools of Quebec. In addition to his official duties, Dr. Percival has laboured steadily to record the history and progress of our unique educational system and to represent it in the cultural life of Canada. To him and to Mrs. Percival the Protestant Committee expresses its gratitude and extends its congratulations.

The Chairman reported upon the increased salaries granted by the Government to certain members of the staff of the Department of Education. On the motion of Dr. Kilpatrick, seconded by Mr. Buzzell, it was resolved that appreciation be expressed to the Government for the progress being made towards the setting up of satisfactory salary scales.

Following the reading of letters from the Chambly County Protestant Central School Board, Mr. Foster moved, seconded by Senator Howard, that the correspondence be referred to the Chairman of the Finance Sub-Committee with the recommendation that he consult the Protestant representative in the Cabinet to see if anything can be done immediately to alleviate the financial situation of that Board.

Letters were read from Boards comprising the Macdonald Central School Board concerning the request of the School Commissioners of Ile Perrot who ask for the appointment of a member from that Board on the Central Board. The request was prompted by the changed conditions caused by the large number of pupils now to be educated from Ile Perrot. On the motion of Dr. Kilpatrick, seconded by Senator Howard, the Secretary was asked to acknowledge receipt of the letter and to say that, though it was too late to recommend any change this year, the request will be studied by the Legislative Sub-Committee.

The report of the Board of the Order of Scholastic Merit advised the Committee that the following teachers are to be awarded the degrees of the Order next October at a joint meeting of the Board and the Provincial Association of Protestant Teachers of Quebec.

First Degree:

Mr. Russell Osborne Brander, St. George's School, Quebec.

Miss Kathleen Marjorie Cummings, Vice-Principal, Nesbitt School, Montreal.

Mrs. E. Ruth Graham, Lachute High School.

Mrs. Rebecca Herman, Iona School, Montreal.

Miss Arline Kilgour, Helping Teacher, Department of Education, Quebec.

Miss Norah Shanks, Roslyn School, Westmount.

Miss Elsie Mary Theobald, Hull High School.

Second Degree:

Mr. Louis Charles deBelle, B.A., Principal, Herbert Symonds School, Montreal.

Mr. Cedric Wynne Dickson, B.A. Supervisor, Richmond-Drummond-Arthabaska Central School Board.

Dr. Harold Embree Grant, Principal, Verdun High School.

Mr. Geoffrey R. Lessard, Inspector, Department of Education, Quebec.

Miss Janet Esther Ryan, B.A., Baron Byng High School, Montreal.

Third Degree:

Mr. Kiel Heseltine Oxley, Principal, Lachine High School.

Mr. J. P. Rowat will preside at the ceremony. Mrs. A. Stalker will be asked to present the candidates for the first degree, Mr. Howard Murray those for the second degree, and Mr. W. E. Dunton the candidate for the third degree. Mr. Kiel Oxley will be asked to reply for the recipients.

On behalf of the Legislative Sub-Committee Mr. Foster reported that several meetings have been held and that others are to follow with a view to reconciling the various representations made for amendments to the Act 8 George VI, Chapter 15.

The report of the Education Sub-Committee contained the following recommendations: (1) The books prepared by Mr. J. G. Lang for Grades I-VII in Physical Education should be mimeographed in the Department of Education and replace the Strathcona Trust book. (2) The following books should be added to the supplementary reading list and be included on Claim Form B: *Tip, Tip and Mitten, The Big Show, With Jack and Janet, Up and Away, Come Along, On We Go, Open the Gate.* (3) The course in Conversational French submitted by Mr. C. T. Teakle should be mimeographed in the Department of Education for use by Grade XI next September with a view to possible publication in September 1956. (4) *Practical French Review* should be authorized for Grade IX

in September 1955, but schools already using *Simplified French Review* should be allowed to continue with it. (5) The assignment of *Practical French Review* should be: In each chapter the reading lesson (with the related questionnaire) and the composition exercise should be regarded as optional assignments. The study of the sections in this text dealing with the forms and use of the Past Definite and Past Anterior, of the Imperfect and Pluperfect Subjunctive, and with the use of *ne* after *avoir peur*, *craindre*, etc., should also be optional. A knowledge should be required of only the following uses of the subjunctive (and only in the present and perfect tenses): After verbs expressing (1) necessity or importance (*il faut que*, *il est nécessaire que*, *il est important que*); (2) uncertainty or doubt (*il est possible que*, *il se peut que*, *douter*); (3) emotion (*avoir peur*, *craindre*, *c'est dommage*, *être content*, *heureux*, etc., *regretter*); (4) will (*vouloir*, *désirer*, *aimer mieux*). After certain conjunctions (*bien que*, *quoique*, *pour que*, *avant que*, *jusqu'à ce que*, *attendre que*). (6) As a course in Extra French has never been outlined for Grade XI, this subject should be deleted from the list of offerings in that grade. (7) The revised *Français Pratique*, should be published in one volume. The authors and publishers should again be informed that the Committee expects the whole book to be ready not later than November 30, 1955. (8) The introduction of the new syllabus in Geography for Grades VIII and IX should be postponed until September 1956. (9) (a). *Earth Science* should remain authorized in the American edition for Grade VIII in 1955-56 in schools which receive permission from the Director of Protestant Education. (b) A Canadian edition of this book should be authorized in two volumes, one for Grade VIII in 1956 and the other for Grade IX in 1957. (c) The Geography Committee should be continued in order to frame a new syllabus. (10) The High School Leaving Board should be asked to re-study the question submitted to it concerning the difficulties experienced by students of Latin in obtaining marks comparable with those obtained in other subjects. The Board should also be requested to study the question of establishing a more equitable standard of grading in all subjects and to show the general pattern of examinations in all subjects. (11) The syllabus submitted by the Physics Committee should be accepted beginning for Grade X in September 1955 and for Grade XI in September 1956. (12) The revised syllabi in Book-keeping should be adopted for Grades X and XI.

The Sub-Committee also reported that, in accordance with the authority given to it on March 16, it had (1) authorized *Physics For Our Times* for Grade X in 1955 and for Grade XI in 1956. (2) decided that the *Laboratory Introduction to Physics* should be mentioned in the Supplement to the *Handbook for Teachers*. The report was received and the recommendations adopted on the motion of Mr. Dick, seconded by Mr. Oxley.

A letter was read from the Grande Ligne Mission together with a memorandum concerning that school and its need for financial assistance. On the motion of Professor Munroe, seconded by Dr. Kilpatrick, it was resolved that the correspondence be referred to the Protestant representative in the Cabinet with the recommendation that favourable action be taken, as the Committee feels that it should do all in its power to maintain the French Protestant institutions now operating.

The Chairman informed the Committee that Dr. Kilpatrick is to leave Montreal shortly for Toronto where he is to reside in future. He expressed appreciation both on his own behalf and that of the Committee for all Dr. Kilpatrick had done for Protestant Education as a member and also as chairman of the Committee for five years. He stated that no one could have served more adequately than he had done. In replying, Dr. Kilpatrick thanked the members for their support and stated that it was essential that they should all stand united to do their utmost for the maintenance of Protestant Education. He thanked Dr. Percival for the unfailing support he had given to him while he was chairman of the Committee. Mr. Cameron added that Dr. Percival had also given him full support while he was chairman of the Committee.

There being no further business, the meeting then adjourned to reconvene in Quebec on Wednesday, September 28th.

W. P. PERCIVAL,
Secretary.

JOHN P. ROWAT,
Chairman.

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THE EMBARRASSING EPISODE OF LITTLE MISS MUFFET

Little Miss Muffet discovered a tuffet,
(Which never occurred to the rest of us)
And, as 'twas a June day, and just about noonday,
She wanted to eat—like the best of us:
Her diet was whey, and I hasten to say
It is wholesome and people grow fat on it.
The spot being lonely, the lady not only
Discovered the tuffet, but sat on it.

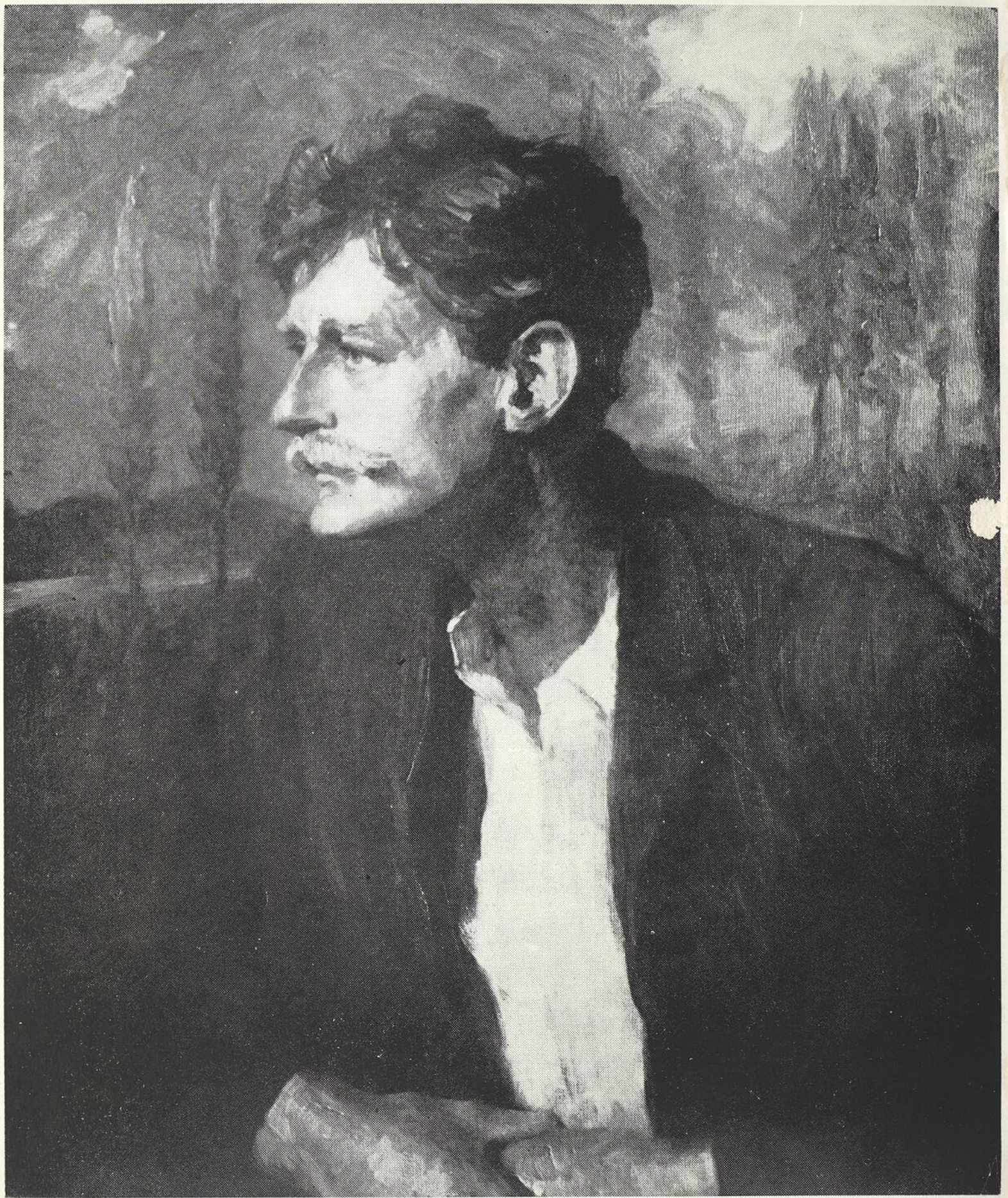
A rivulet gabbled beside her and babbled,
As rivulets always are thought to do,
And dragon flies sported around and cavorted,
As poets say dragon flies ought to do;
When, glancing aside for a moment, she spied
A horrible sight that brought fear to her,
A hideous spider was sitting beside her,
And most unavoidably near to her!

Albeit unsightly, this creature politely
Said: "Madam, I earnestly vow to you,
I'm penitent that I did not bring my hat. I
Should otherwise certainly bow to you."
Though anxious to please, he was so ill at ease
That he lost all his sense of propriety,
And grew so inept that he clumsily stept
In her plate—which is barred in Society.

This curious error completed her terror;
She shuddered, and growing much paler, not
Only left her tuffet, but dealt him a buffet
Which doubled him up in a sailor knot.
It should be explained that at this he was pained;
He cried: "I have vexed you, no doubt of it!
Your fist's like a truncheon." "You're still in my luncheon,"
Was all that she answered. "Get out of it!"

And the Moral is this: Be it madam or miss
To whom you have something to say,
You are only absurd when you get in the curd,
But you're rude when you get in the whey!

—Guy Wetmore Carryl.



Courtesy of National Gallery of Canada

THE MASTER OF NORTHCOTE — Sir Wyly Grier, R.C.A.